Academy Stars 1

Teacher's Book

Dave Tucker

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Welcome to Academy Stars Teacher's Book 1

The Teacher's Book Pack contains:

1. Presentation Kit
2. Teacher's Resource Centre
3. Test Generator
4. Pupil's Practice Kit with Score Report

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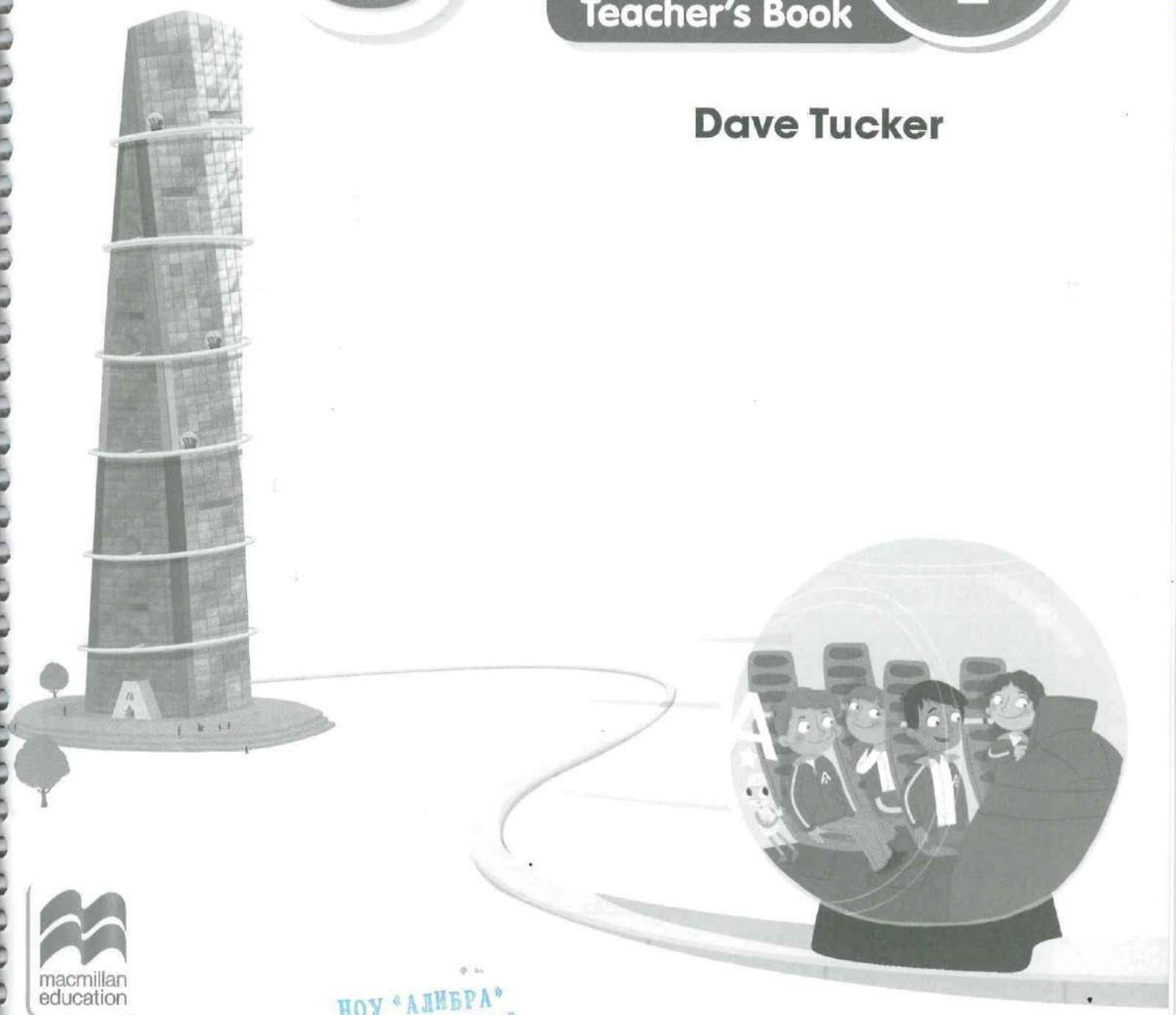

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Academy Stars is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development.

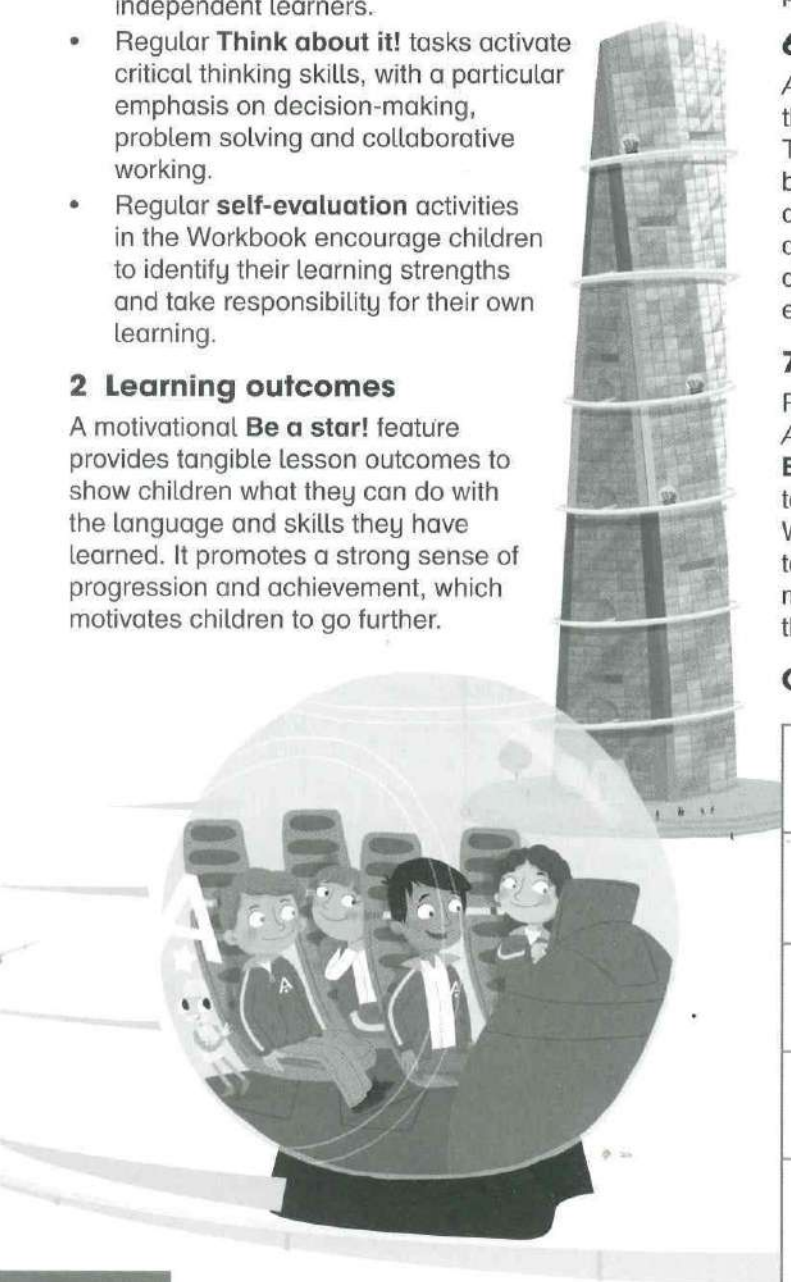
1 Learning skills

A key strength of *Academy Stars* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, these are developed in the following ways:

- **Critical thinking** tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features **Learning to learn** and **Learning about language** help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular **Think about it!** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular **self-evaluation** activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learned. It promotes a strong sense of progression and achievement, which motivates children to go further.



3 Values

A **Values** box in every unit supports the development of social skills, good citizenship, cooperation and collaboration. Children are encouraged to consider and adopt commonly shared values such as tolerance, respect and responsibility.

4 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form.

5 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each reading, writing and listening lesson practices a specific strategy to give children the tools they need to process or produce a variety of text types. Dedicated speaking lessons develop fluency in functional interactions and build confidence in presentation skills.

6 Literacy

Academy Stars also develops **extensive reading skills** through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. Children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

7 Assessment

Recognising the increasing popularity of external exams, *Academy Stars* is mapped to the latest **Cambridge English: Young Learners tests**, and includes regular test-style activities in Review lessons and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and CE:YL sample tests to measure children's progress and achievement throughout the course.

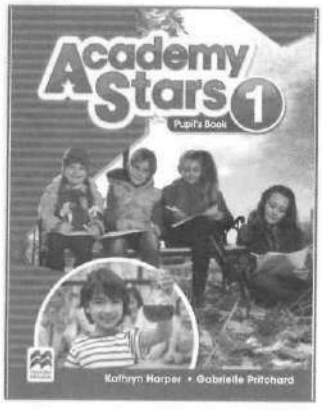
Competencies

me	Activities that encourage children to consider lifestyle choices and accept responsibility
act	Activities that develop societal understanding, and foster tolerance and ethical behaviour
think	Activities that develop critical thinking skills to classify, analyse, infer, discuss and discover
learn	Activities that foster learner autonomy and enable children to apply learning strategies
communicate	Activities that promote interpersonal and collaborative skills, and allow children to express ideas and opinions

Academy Stars presents a fully **integrated learning experience**, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management.

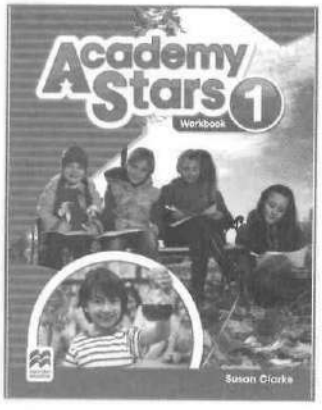
For the pupil

Pupil's Book



Consists of a Welcome unit, 10 core units, 4 **Reading time** spreads, 5 Review sections and a Picture dictionary. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging reading text, an innovative **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spellings practice, contextualised listening and speaking activities, and guided writing practice.

Workbook



Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style reading and writing practice further prepares children for the **Cambridge English: Young Learners Movers tests**. The Workbook includes a mid-year and end-of-year review to check progress at key points. A **Grammar reference** section reinforces the grammar from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's Practice Kit

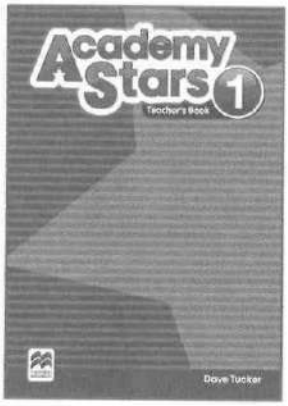
Consists of enjoyable and motivating extra activities for children to practice the new language outside their classroom. For each unit, there are five interactive activities that cover vocabulary, grammar and phonics. There is also an interactive picture dictionary and all the songs from the Pupil's Book. Teachers can monitor children's progress through a score report.

Pupil's Resource Centre

Consists of the Pupil's Book audio and all of the videos (see Videos), so children can listen and watch in their own time. There is also a **Parent's Guide** which introduces the course and provides advice on how parents can support their child in home-learning environment.

For the teacher

Teacher's Book



Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers. For the Workbook, there are helpful teaching notes for exams practice activities and writing lessons, as well as answer keys.

Presentation Kit

Consists of a downloadable digital version of the Pupil's Book and Workbook to be used in class, with integrated audio, video, interactive activities, and answer keys. Focuses on promoting heads-up interactive learning. There is also an interactive vocabulary tool to enhance the presentation and practice of new language, with audio.

Class audio CDs

Contain all key texts, stories, songs, dialogues and phonics chants from the Pupil's Book.

Videos

There are three types of video: a **Graphic Grammar** animated video which brings the language to life through a memorable presentation; a **Language in use** real-world video which shows real children acting out the dialogue; and an animated story video that brings to life the **Reading time** stories.

Teacher's Resource Centre

Consists of additional resources and ideas to extend lessons and learning, and gives further practice of key language. Focuses on giving teachers **flexibility** and the means to deliver dynamic and varied lessons.

Test Generator

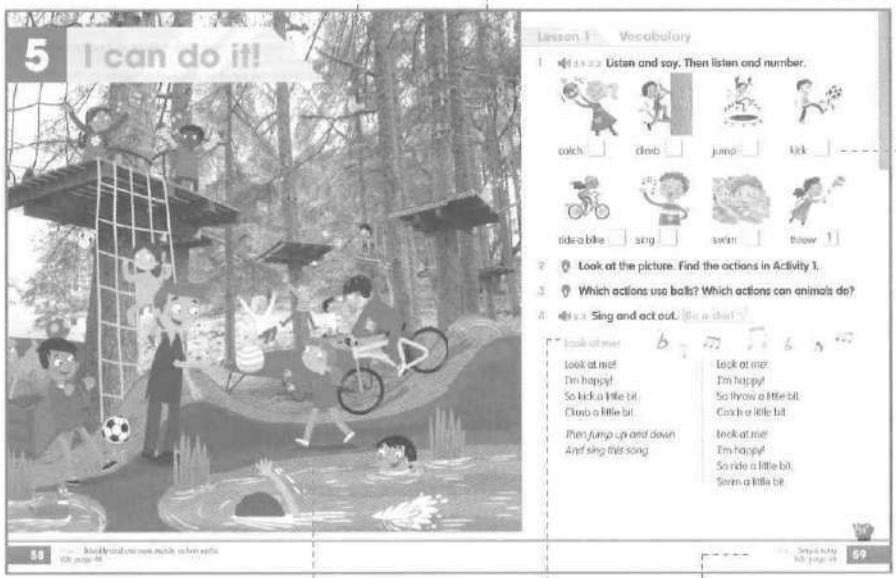
Tests for each unit, mid-year, end-of-year, and relevant **Cambridge English Young Learners** tests are available to download from the Teacher's Resource Centre. In addition, the Test Generator allows teachers to customize and create new tests from a bank of activities.

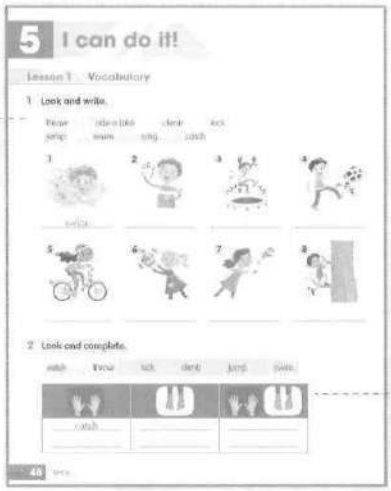
Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.

Carefully staged presentation of key unit vocabulary.





Activities provide carefully staged practice of key vocabulary.

Activities develop **critical thinking** and **visual literacy**.

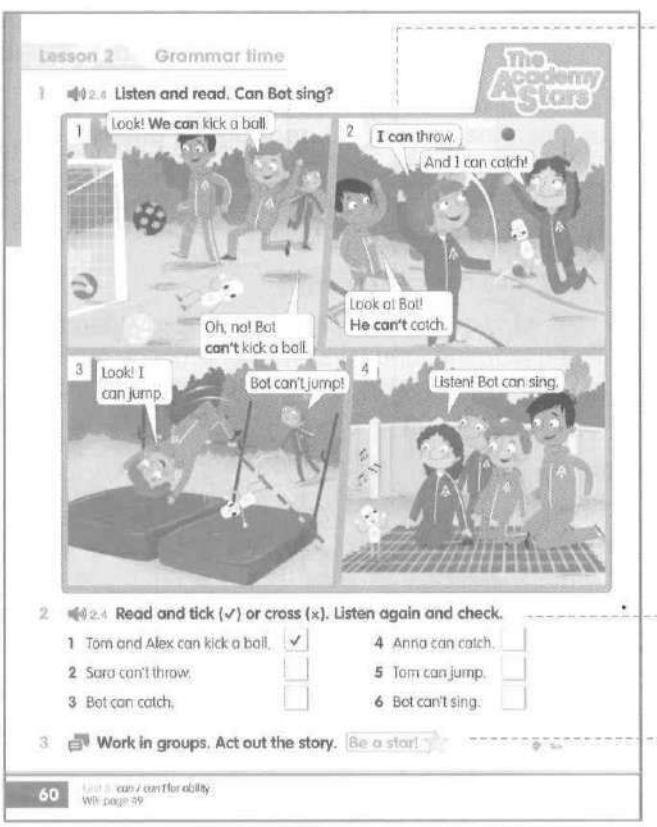
Lesson aims and outcomes are given at the bottom of each page.

Categorising activities develop **critical thinking** and encourage **learner autonomy**.

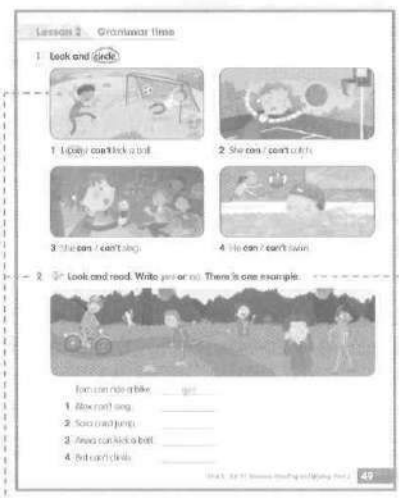
A lively song activates new vocabulary and makes it more memorable.

Lesson 2: Grammar time

An appealing story strip, supported by audio, presents new grammar clearly and naturally.



A receptive activity checks understanding of meaning and concept.

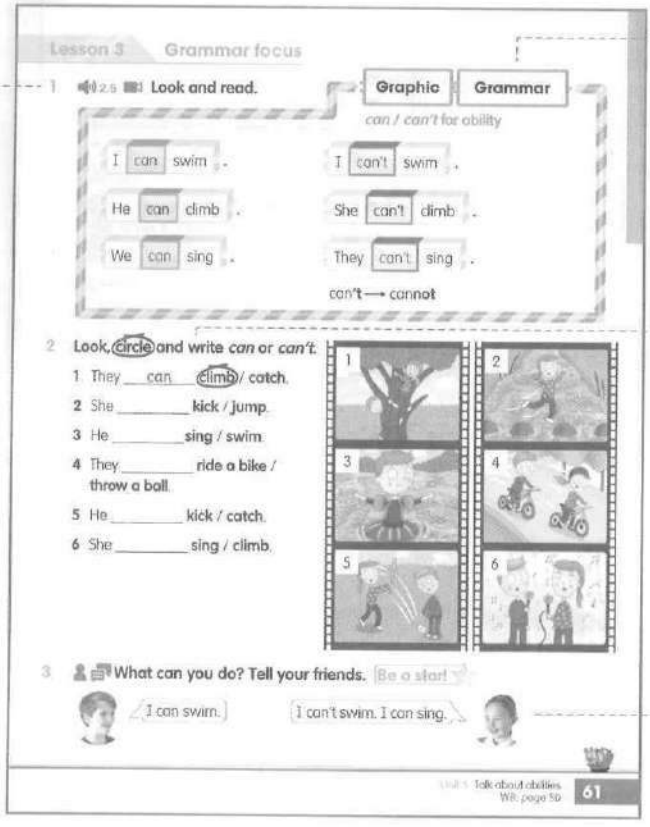


Receptive activities reinforce meaning and concept of the new grammar.

A collaborative activity encourages children to produce the new language in a supported way.

Exam-style activities practice tasks from the **Cambridge English Young Learners Starters Tests**.

Lesson 3: Grammar focus

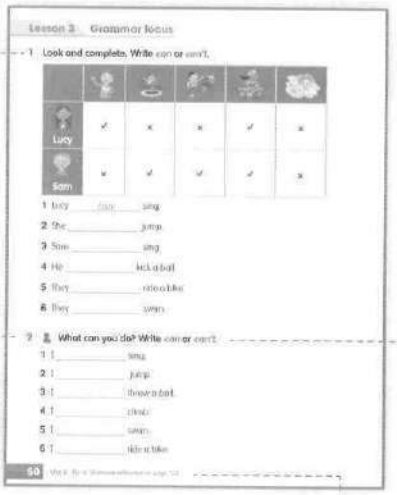


A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

A written activity provides controlled productive practice.

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Children produce the new language in a communicative activity such as a role-play, game or personalisation task.



Carefully staged activities provide further practice and consolidation of target grammar.

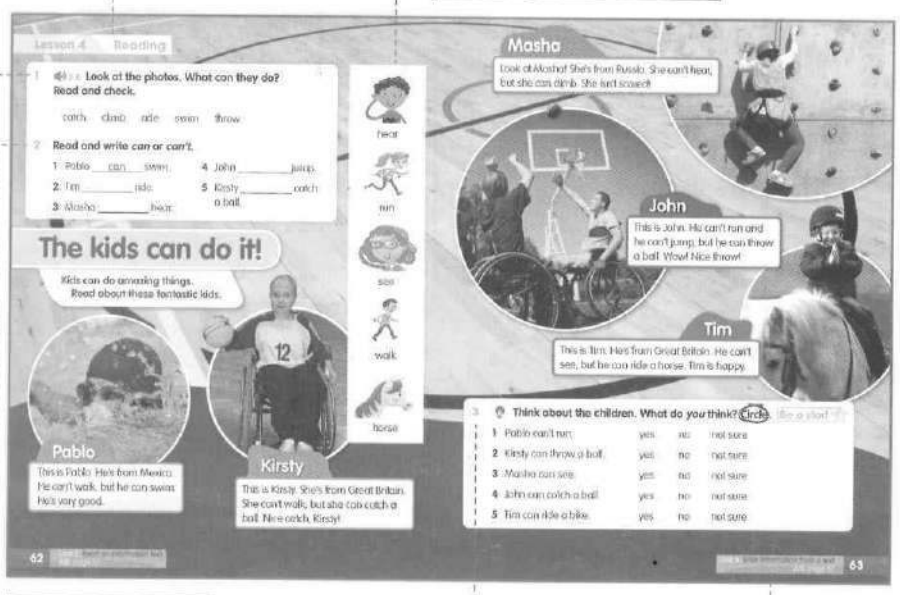
Children are directed to the **Grammar reference** for model language and further practice.

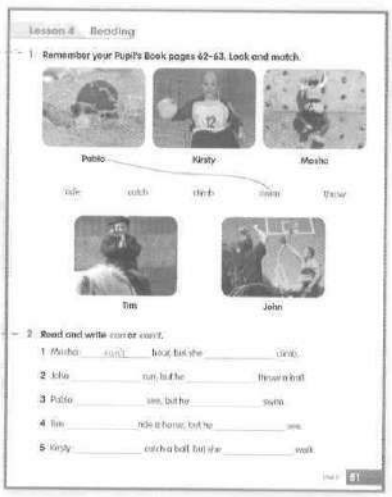
A personalisation activity enables children to relate language to their own lives.

Lesson 4: Reading

A range of engaging fiction and non-fiction texts develop reading skills and enjoyment of reading.

Additional vocabulary is contextualised in the reading text.





Further activities reinforce and check children's understanding of the reading text and encourage them to use key language.

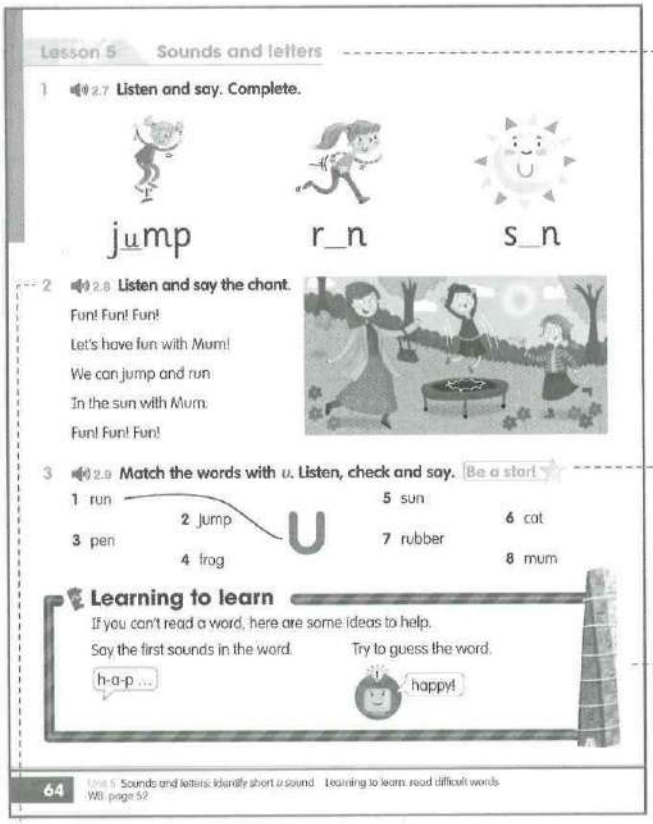
While reading activities check comprehension.

A pre-reading task develops prediction skills to help understanding.

Critical thinking activities encourage children to give a personal response to the text and develop inferential skills.

A focus on a strategy in each unit develops key reading skills.

Lesson 5: Sounds and letters

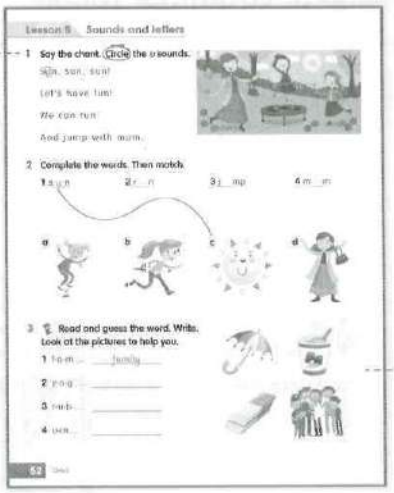


A sound is presented via a word which contains it.

A receptive activity checks children can identify the target sound.

A **Learning to learn** or **Learning about language** box develops learner autonomy.

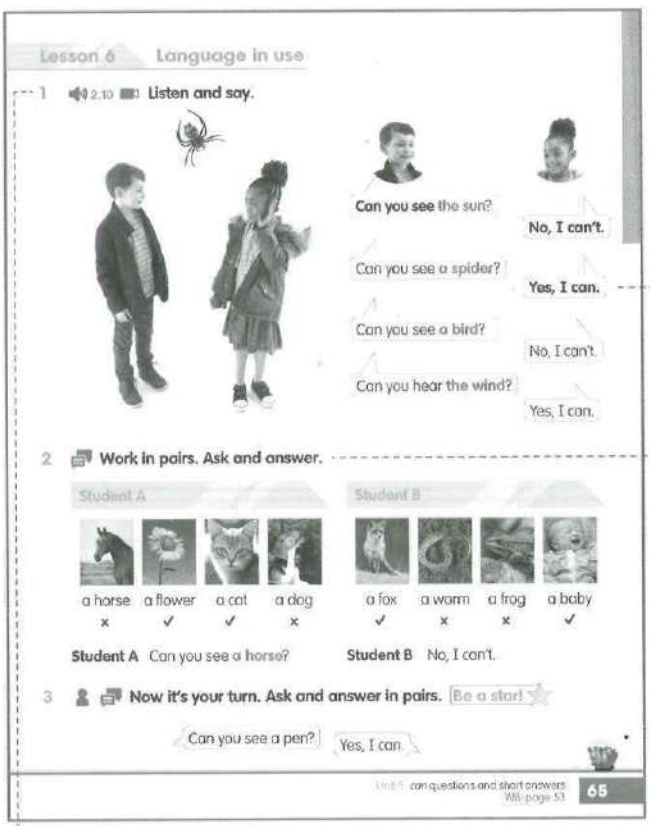
The new sounds are contextualised in a short and fun chant to provide further practice.



Activities provide further receptive and productive practice of key sounds.

An activity encourages children to apply the skills and strategies from **Learning to learn** and **Learning about language**.

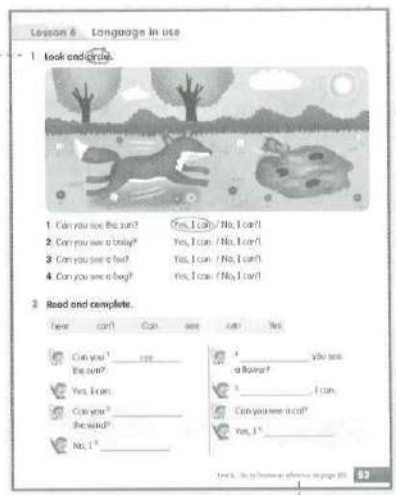
Lesson 6: Language in use



A new grammar structure is presented via a short dialogue.

Children produce their own scaffolded dialogue, followed by a freer dialogue.

A supporting, **real-world video** brings the dialogue to life and supports understanding (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).



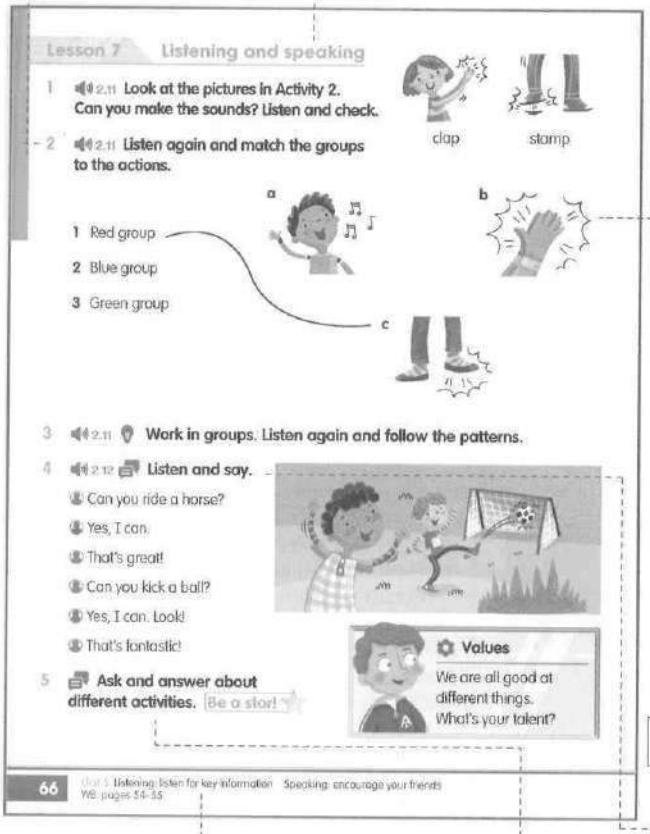
Carefully staged activities provide further practice of the new grammar.

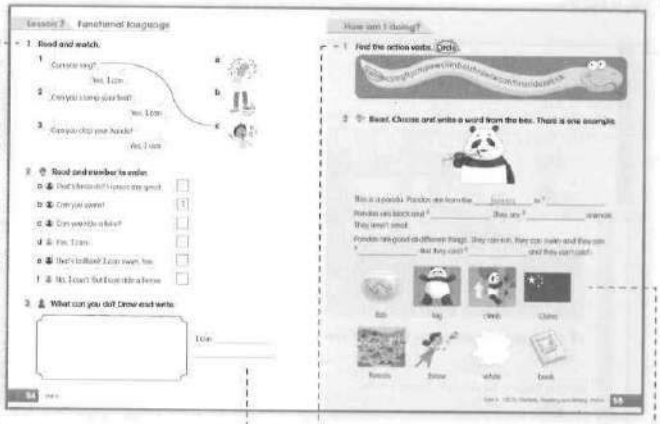
Children are directed to the **Grammar reference** for model language and further practice.

Lesson 7: Listening and speaking

While listening and after listening activities check comprehension.

Challenging and engaging listening activities recycle target language.





Further activities check understanding of the functional language.

A review activity checks the key vocabulary.

A personalisation activity enables children to relate the new language to their own lives.

Test-style activities practise reading and writing tasks from the **Cambridge English: Young Learners Starters Tests.**

A pre-listening activity activates prior knowledge.

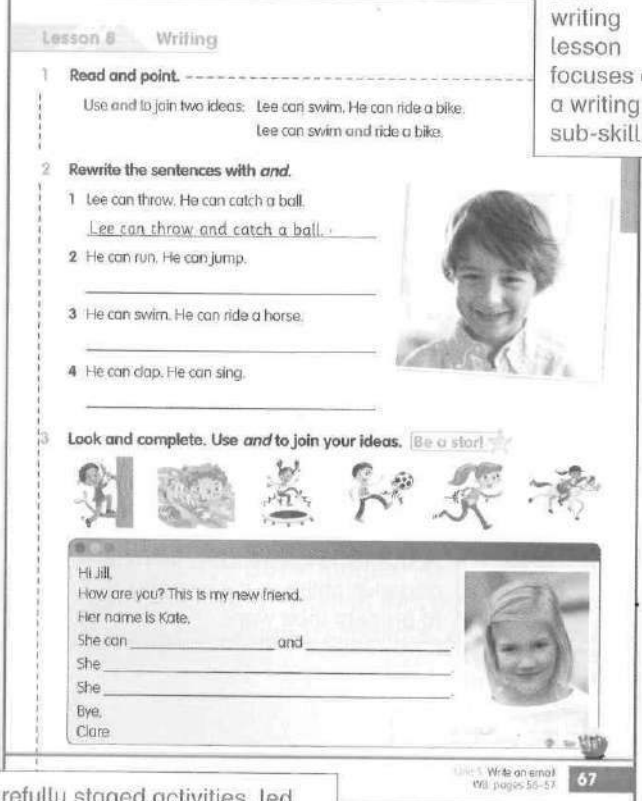
Functional language is presented in a social situation.

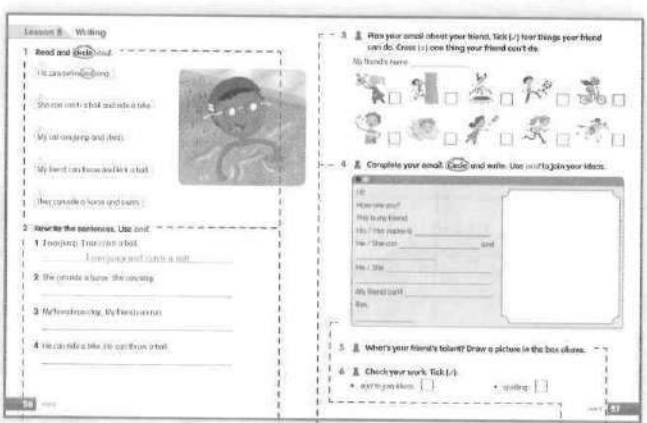
A focus on a strategy in each unit develops a key listening skill.

A final speaking activity encourages children to produce the new language.

Lesson 8: Writing

Each writing lesson focuses on a writing sub-skill.





Carefully staged activities give children the support and scaffolding they need to produce a text independently.

Children then plan and organise their piece of writing.

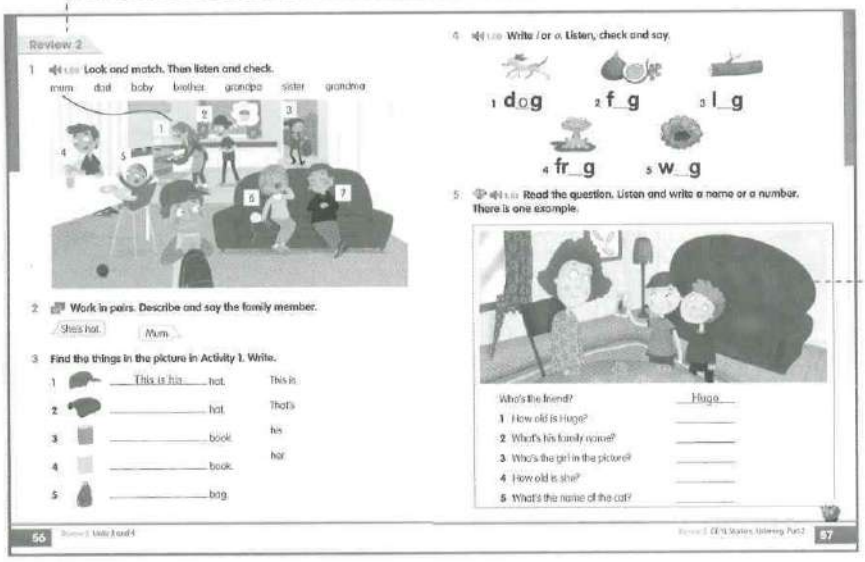
Children use their plan to write their task independently.

Activities check children's understanding of the writing sub-skill to ensure to prepare them for the writing task.

Children are encouraged to check their final piece of work, as good practice.

Carefully staged activities, led by the teacher, support children in building up a written text.

Review

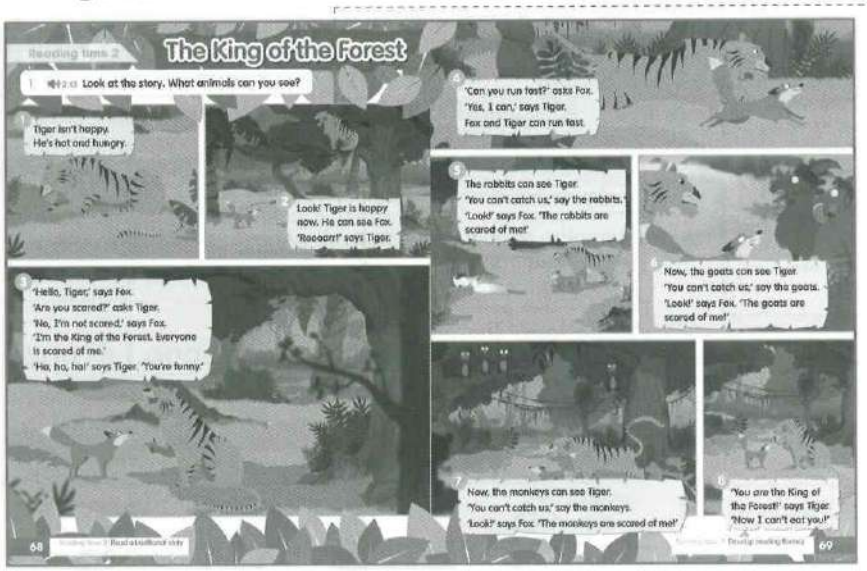


The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units

Every **Review** lesson includes a **Cambridge English Young Learners Movers test**-style activity. These help prepare for the Reading and Writing, and Listening papers.

Additional mid-year and end-of-year revision sections are provided in the Workbook.

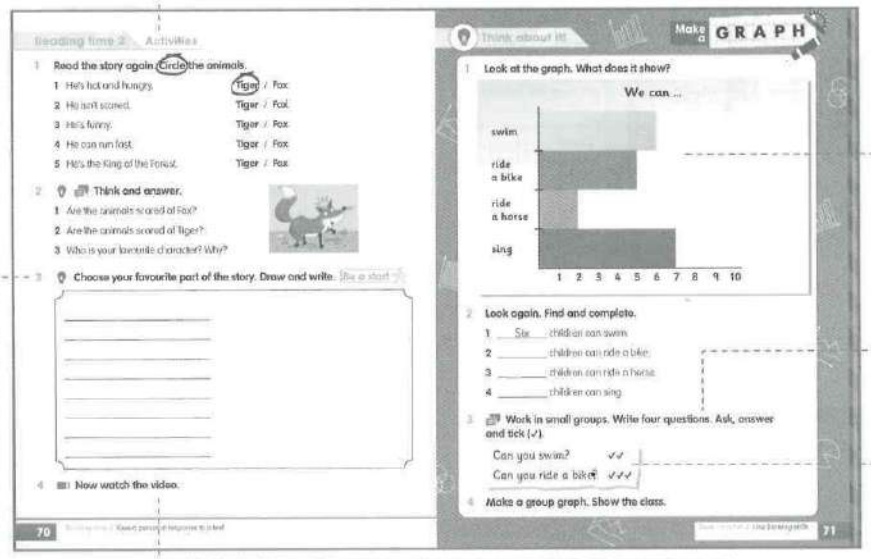
Reading time



A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop **visual literacy**.

Reading time activities and Think about it!



The Reading lessons develop children's **literacy skills** and encourage them to give a personal response to the text.

A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.

Activities that encourage collaborative learning.

Activities to consolidate learning and give children the opportunity to present their work.

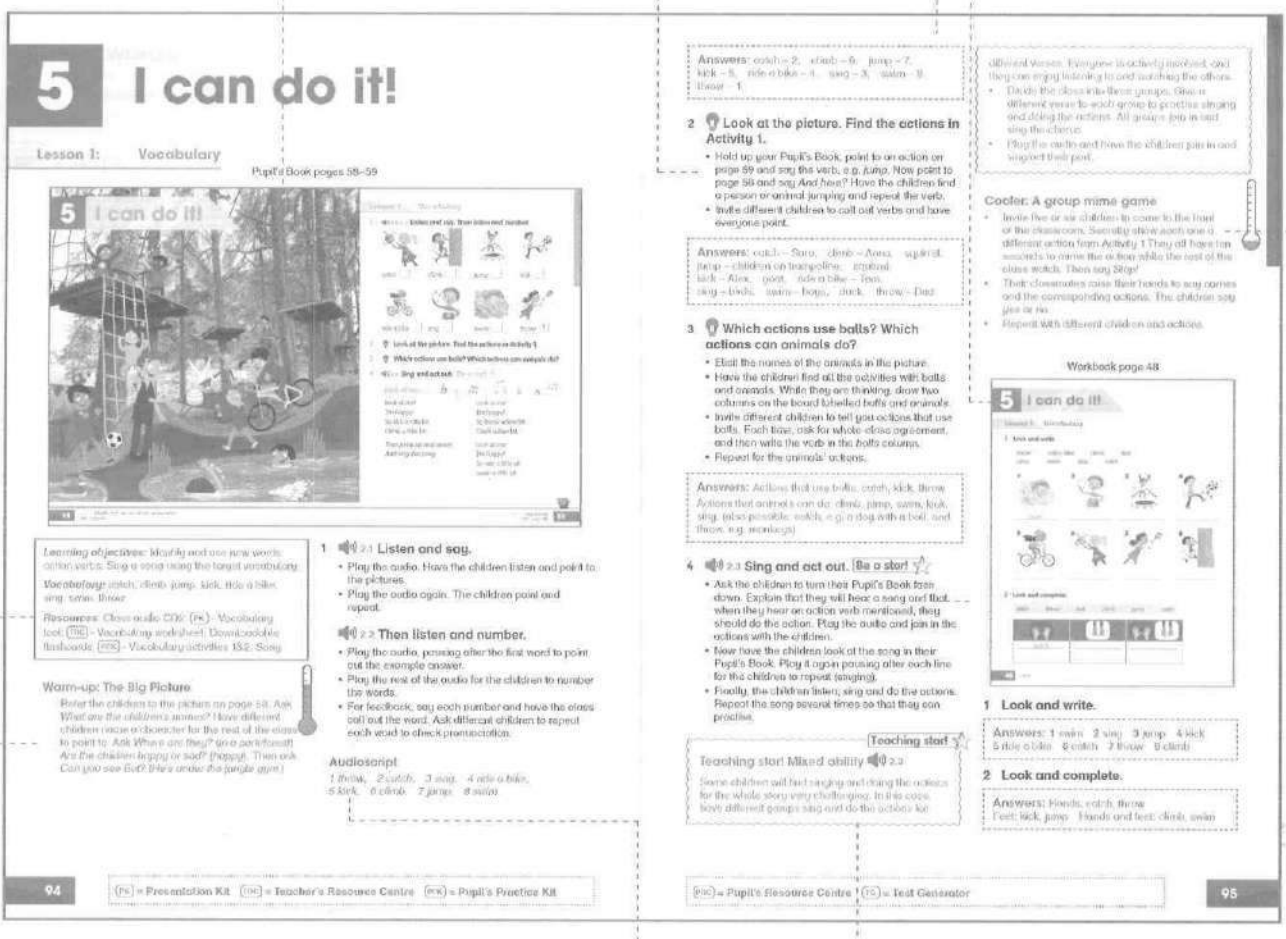
The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Reduced pages of the **Pupil's Book** and **Workbook** give easy reference to the main components.

Teacher's notes give carefully structured step-by-step guidance.

Answers are given with activities, for ease of reference.



5 I can do it!

Lesson 1: Vocabulary

Pupil's Book pages 58–59

Learning objectives: Identify and use new words: action verbs. Sing a song using the target vocabulary.

Vocabulary: catch, climb, jump, kick, ride a bike, sing, swim, throw

Resources: Class audio CD6 (PK) - Vocabulary text (DIC) - Vocabulary worksheet. Downloadable flashcards (PRK) - Vocabulary activities 1&2. Song

Warm-up: The Big Picture

Refer the children to the picture on page 58. Ask: *What are the children's names?* Have different children (acce e character for the rest of the class to point to. Ask *Where are they?* (on a park/beach) *Are the children jogging or sad?* (hopping). Then ask: *Can you see Bob? (He's under the jungle gym.)*

1 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 throw, 2 catch, 3 sing, 4 ride a bike, 5 kick, 6 climb, 7 jump, 8 swim

Answers: catch – 2, climb – 6, jump – 7, kick – 5, ride a bike – 4, sing – 3, swim – 8, throw – 1

2 Look at the picture. Find the actions in Activity 1.

- Hold up your Pupil's Book, point to an action on page 59 and say the verb, e.g. *Jump.* Now point to page 58 and say *And here?* Have the children find a person or animal jumping and repeat the verb.
- Invite different children to call out verbs and have everyone point.

Answers: catch – Sara, climb – Anna, squirrel, jump – children on trampoline, elephant, kick – Alex, goat, ride a bike – Tom, sing – birds, swim – boys, duck, throw – Dad

3 Which actions use balls? Which actions can animals do?

- Elicit the names of the animals in the picture.
- Have the children find all the activities with balls and animals. While they are thinking, draw two columns on the board labelled *balls* and *animals*.
- Invite different children to tell you actions that use balls. Each time, ask for whole-class agreement, and then write the verb in the *balls* column.
- Repeat for the animals' actions.

Answers: Actions that use balls: catch, kick, throw. Actions that animals can do: climb, jump, swim, kick, sing. (also possible: catch, e.g. a dog with a ball, and throw, e.g. monkeys)

4 2.3 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear an action verb mentioned, they should do the action. Play the audio and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for the children to repeat (singing).
- Finally, the children listen, sing and do the actions. Repeat the song several times so that they can practise.

Teaching star! Mixed ability 2.3

Some children will find singing and doing the actions for the whole story very challenging. In this case, have different groups sing and do the actions for

different verses. Everyone is actively involved, and they can enjoy listening to and watching the others.

- Divide the class into three groups. Give a different verse to each group to practise singing and doing the actions. All groups join in and sing the chorus.
- Play the audio and have the children join in and suggest their part.

Cooler: A group mime game

- Invite five or six children to come to the front of the classroom. Secretly show each one a different action from Activity 1. They all have ten seconds to mime the action while the rest of the class watch. Then say *Stop!*
- Their classmates raise their hands to say names and the corresponding actions. The children say *yes* or *no*.
- Repeat with different children and actions.

Workbook page 48

1 Look and write.

Answers: 1 swim 2 sing 3 jump 4 kick 5 ride a bike 6 catch 7 throw 8 climb

2 Look and complete.

Answers: Hands: catch, throw Feet: kick, jump Hands and feet: climb, swim

94 (PK) = Presentation Kit (DIC) = Teacher's Resource Centre (PRK) = Pupil's Practice Kit

(PRC) = Pupil's Resource Centre (TG) = Test Generator 95

Each lesson opens with the learning objectives, key language, digital resources available, and any materials required.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

A **Cooler** activity allows children to review language learned in a fun context.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge, and getting the children energized.

Teaching star! provides activities with tips to develop teaching skills, such as classroom management, group work, and dealing with mixed-ability classes.

The **Games Bank** (pages 14–15) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate, and motivate children.

Team sentences

A fun way to focus on sentence structure and get children to remember chunks of language.

1 Divide the class into groups of four or five children. Each group needs a piece of paper and a pen or pencil.
2 Read out the sentence from the day's lesson (or the previous lesson) – read it twice.
3 The first child in the group writes the first word only on the paper and then passes the paper and pen / pencil to the next child to continue.
4 When the sentence is finished, they hold it up for you to check.
5 This can be played as a game for points (for the first team to finish correctly) or just for fun.

Ready, set, draw!

Good for students who need to visually relate images to words.

1 Divide the class into groups of four. Each group needs several pieces of paper and a pen or pencil. Number the children in each group 1–4. Invite all the number (1s) to come to the front of the classroom.
2 Show these children the same picture in the book or a flashcard.
3 They go back to their group and draw that item on their paper. When the group guesses the object correctly, they stand up. When all the groups are standing up, have them call out the word.

Simon says

This popular mime game is good for children who need to relate actions to language.

1 Have the children stand up. Explain that when you say, for example, *Simon says ride a bike* they should all (quietly!) mime riding a bike. If, however, you say *Ride a bike* without saying *Simon says* first, they should do nothing.
2 Any child who does an action when they shouldn't or does a wrong action isn't out of the game – they just get an *Oops!* and everyone carries on.

Team spelling

This is played like Team Sentences, but with individual words. The children write one letter each and pass the paper on.

The shark game

A great way to revise vocabulary and the alphabet.

1 Before the game starts, draw on the board a simple series of 10 steps leading down to water. On the top step, draw a stick figure. In the water, draw a shark waiting with its mouth open.
2 Use a word from the lesson / unit and draw a series of blanks on the board, one for each letter. Have the children raise their hands to guess the letters. For each correct guess, fill in the relevant blank(s). For each incorrect guess, erase the stick figure and draw it again one step nearer to the shark. Write the wrong letters on the board so they are not repeated.
3 The children win if the word is completed before the stick figure reaches the shark – but they must continue saying letters, not shout out the word!

Disappearing words

This is a fun game to help children remember new vocabulary.

1 Elicit from the children a group of words from a story, dialogue or other text (you can also choose your own group of words). Write them on the board in random order.
2 Allow the children 20 seconds to look at the board and then ask them to turn away or cover their eyes.
3 Erase one word (or two when they get better at the game) from the board and have the children turn back. The children identify what's missing. Continue until the board is empty.
4 Keep the children attentive – sometimes only pretend to erase something. Ask *What's missing? (Nothing!)*

Disappearing Sentences / Text / Dialogue

This game is a great way to get the children to produce extended utterances.

1 Write a short dialogue or text on the board (30–35 words). Have all the children read the text aloud.

2 Start erasing words from the board. For example, the sentence *This is my family. I have got two brothers and a sister.* becomes: *This _____ family. I _____ brothers _____ sister.* Have the children read the sentences again including the erased words.

3 Erase more words and have the children read the text again.

4 Finally erase everything (or maybe leave in a word or two for longer sentences) and have the children "read" the text from a (nearly) empty board!

What's the next / last word?

This game provides a good opportunity to revise a listening text.

1 Explain to the children that they will hear something they have heard before (tell them which listening text it is).

2 Divide the class into groups. Each group needs a piece of paper and a pen or a pencil.

3 Tell the children that you will stop the audio at some points and they have to:
Version A – write on their paper the last word they heard, or Version B – write on their paper what they think is the next word (for this version, they must be very familiar with the text).

4 They hold up the paper for you to check. Continue the audio until the next important word. Each time a different child should write the word.

5 Note: Always have the audioscript in front of you when you play this game. It is difficult to do this without it!

Put the letters back

This activity helps children recognise word shapes and also practise spelling and sentence structure.

1 Choose 3–4 sentences from a recent lesson or activity.

2 Write the words or sentences on the board with all the vowels replaced by spaces. So, *He's got a big bed* is written as is written as *H _ 's g _ t _ b _ g b _ d.*

3 Tell the children the vowels – a, e ,i, o, u – are missing. Give them a little time to think how to put the vowels back to form complete words or sentences.

4 Invite different children to come to the board to write a letter or two in the right place.

Physical spelling

This game really helps children focus on spelling and involves them physically, making it fun!

1 Explain the rules of physical spelling: for every (lower case) letter with a stalk going up (e.g. b, d, h, etc.), the children raise their arms; for every letter with no stalk going up or down (e.g. a, c, e, etc.), they fold their arms; for every letter that has a stalk going down (e.g. g, j, p, etc.), they put their arms down by their sides.

2 Show the children a word (or write it on the board – with a picture if possible) and have everyone spell out the word together, calling out the letters and doing the actions.

3 The faster they do it, the more fun they have!

Team vocabulary race

1 Divide the class into groups of three or four children. Each group needs a piece of paper and a pen or pencil.

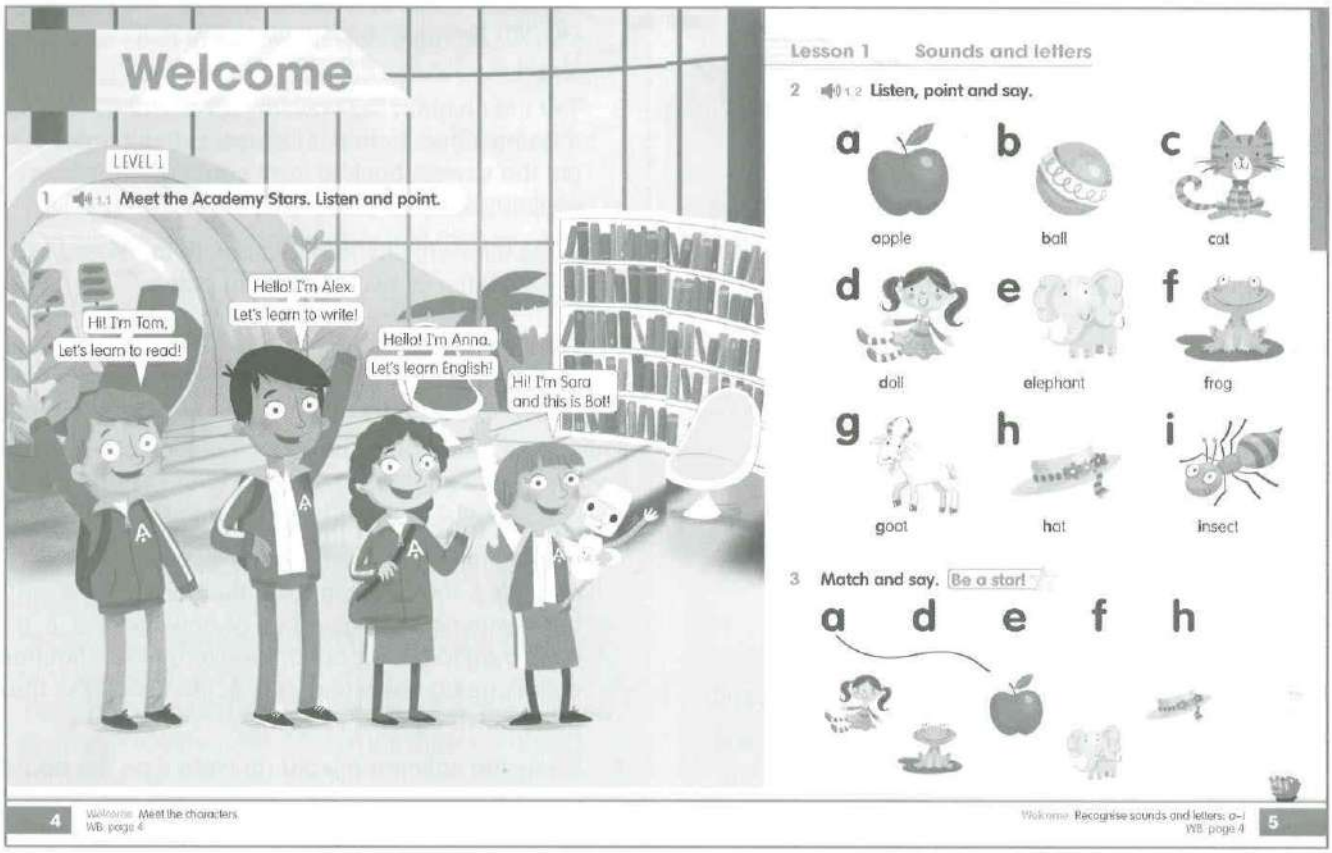
2 Tell the groups that the topic is (animals). Give them (three) minutes to write as many names of (animals) as they can remember. Explain that each child writes only one and then hands the paper and pen / pencil to the next child.

3 Have them call out the (animals), and write them on the board for the children to check their spelling. Who had the most correct?

Welcome

Lesson 1 Sounds and letters

Pupil's Book pages 4–5



Learning objectives: Meet the characters; Recognise sounds and letters: *a–i*

Vocabulary: apple, ball, cat, doll, elephant, frog, goat, hat, insect

Resources: Unit: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Downloadable flashcards; (PPK) - Sounds and letters a-i activity

Materials: pieces of paper, pens or pencils

Warm-up: The Big Picture

- Refer the children to the picture on page 4. Ask them where these children are and who they think they are (They're at their school – the Academy, and they're the characters who we'll meet all the way through the book). Ask the children if they like the school and the uniforms in the picture.
- Then ask them if they can see another character who isn't a child. Let's find out his name!

1 1.1 Meet the Academy Stars. Listen and point.

- Play the audio and have the children point to each character (left to right) as they speak. Hold up your book and point too, so the children can follow.
- Ask the children if they hear or can see their names. Elicit the names and write them on the board. Have the children repeat each name and point to the characters. Do this first in order and then in random order.
- Then point to each character and have the children call out their names.

2 1.2 Listen, point and say.

- Refer the children to the pictures. Ask if they know how to say any of these words in English.
- Play the audio and have the children point to each word as they hear it.
- Play the audio again and have them repeat the sound and the word.
- Now have the children say just the sounds of the letters in order, and then the words.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Now call out the words in random order and have the children point to the corresponding picture in their books.

3 Match and say. Be a star!

- Ask the children to name the items in the pictures. Say the words again and have the whole class repeat.
- Now hold your book up to show the children. Point to and say the sound /æ/ and then point to and say the word *apple*. Show them the example line matching them.
- Now have the children draw lines from the letters to the pictures. Encourage them to refer to the pictures in Activity 2.
- For feedback, hold up your book, point to a picture and have the children say the sound and the name.

Answers: a – apple, d – doll, e – elephant, f – frog, h – hat

Teaching star!

Using digital

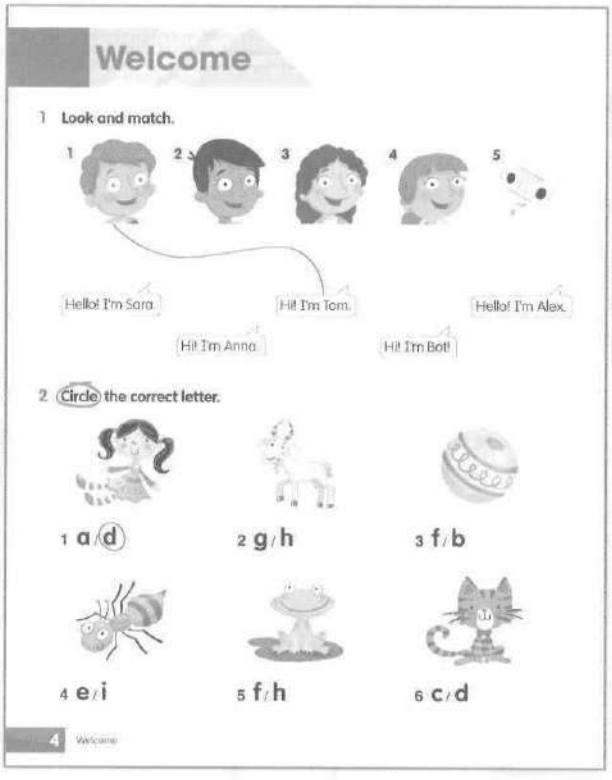
- If using digital, use your Presentation Kit to view Pupil's Book page 5 on the IWB. Invite different children to come to the board and link a letter to a picture. Ask for whole-class agreement each time. Then ask them to say the sound of the letter and the name of the item.
- Use the *Reset* feature to remove the lines and then invite different children to come and have a turn.

This way children are playing a more active role in the lesson, and more children have a chance to participate.

Cooler: Ready, set, draw!

- Divide the class into groups of four or five. Each group needs a piece of paper and a pen or pencil.
- Play a game of *Ready, set, draw!* (see the Games Bank, pages 14–15) with the new vocabulary from this lesson.

Workbook page 4



1 Look and match.

Answers: 1 Hi! I'm Tom. 2 Hello! I'm Alex. 3 Hi! I'm Anna. 4 Hello! I'm Sara. 5 Hi! I'm Bot!

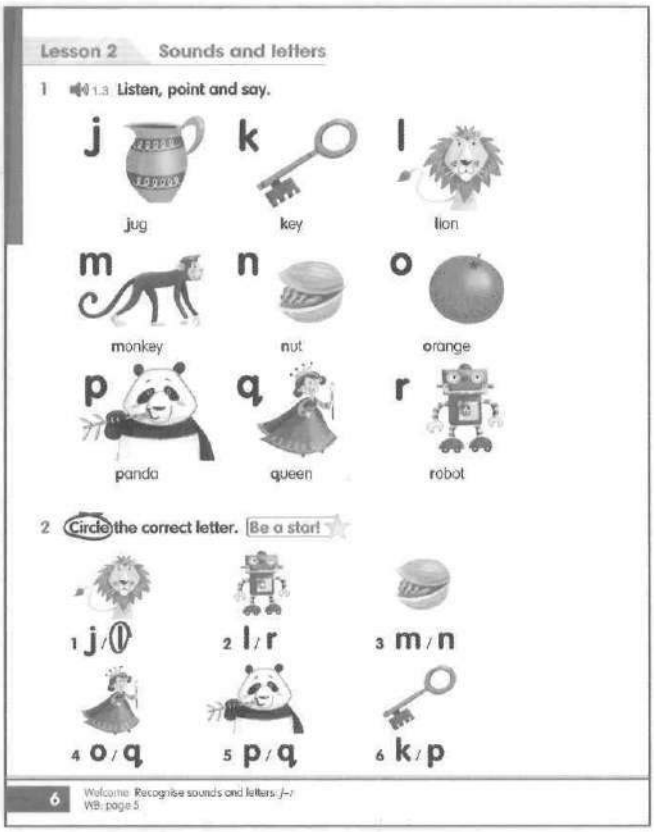
2 Circle the correct letter.

Answers: 1 d 2 g 3 b 4 i 5 f 6 c

НОУ "АЛЬБРА"
УЧЕБНО-МЕТОДИЧЕСКИЙ
ОТДЕЛ

Lesson 2 Sounds and letters

Pupil's Book page 6



Learning objectives: Recognise sounds and letters *j–r*

Vocabulary: jug, key, lion, monkey, nut, orange, panda, queen, robot

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Downloadable flashcards; (PPK) - Sounds and letters j-r activity

Warm-up: Who's this?

- Write a big *Yes* on one side of the board and a big *No* on the other side. Clarify the meaning with the class.
- Hold up your book open at page 4. Point to the characters and say *This is … [name].* The children point to the *Yes* or *No* side of the board to say if the name is correct or not. Say a mixture of true and false statements and repeat several times, faster and faster.

1 1.3 Listen, point and say.

- Refer the children to the pictures. Ask if they know how to say any of these words in English.
- Play the audio and have the children point to each word as they hear it.
- Play the audio again and have them repeat the sound and the word.
- Now have the children say just the sounds of the letters in order, and then the words.
- Now call out the words in random order and have the children point to the corresponding picture in their books.

Teaching star!

Pairwork

The children can be involved in pairwork at this early stage.

- Divide the class into pairs. Demonstrate the activity with a confident child: say the name of an object and have the child point to the correct picture. Repeat several times. Then say a sound and have the child find the picture and say the name.
- Have the children continue in pairs – make it clear they can mix the two possible interactions as they wish.

2 Circle the correct letter. Be a star!

- Ask the children to name the items in the pictures.
- Say *lion – l – lion* and point out the circled *l* example answer. Repeat the sound *l*.
- Have the children continue the activity individually. Point out they can refer to the pictures and letters in Activity 1.
- For feedback, write the numbers and the letter choices on the board and invite different children to come and circle a letter. Ask for whole-class agreement each time.

Answers: 1 l 2 r 3 n 4 q 5 p 6 k

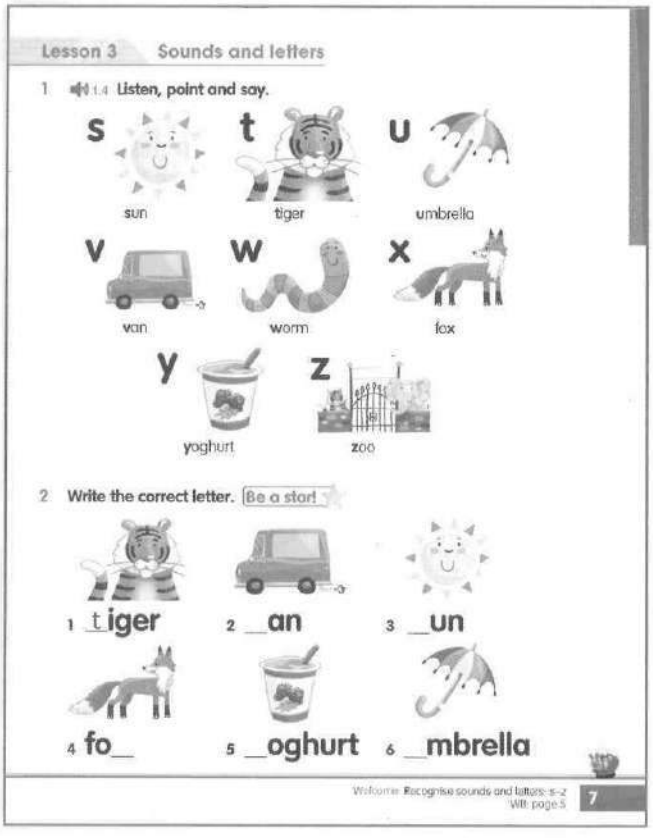
Cooler: Play a mime game

- Do a mime for each of the items in Activity 1 and encourage the children to join you, e.g.
  jug – mime pouring water from a jug
  key – mime opening a lock
  lion – make a scary roar
  monkey – make monkey gestures and noises
  nut – mime opening and eating a nut
  orange – mime peeling and eating an orange
  panda – mime eating bamboo
  queen – mime putting on a crown
  robot – walk like a robot.
- Call out the words in random order and have the children join you in the mime.
- Then call out the words and have the children do the mimes on their own.
- Finally, do the mimes and have the children say the words.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Lesson 3 Sounds and letters

Pupil's Book page 7



Learning objectives: Recognise sounds and letters *s–z*

Vocabulary: sun, tiger, umbrella, van, worm, fox, yoghurt, zoo

Resources: Class audio CD1; PK - Vocabulary tool; TRC - Downloadable flashcards; PPK - Sounds and letters s-z activity

Warm-up: Remember the mimes

- Do the mimes from the Cooler in Lesson 2 and elicit the words. Then invite all the children to stand up and join in the mimes as you call out each word.

1 1.4 Listen, point and say.

- Refer the children to the pictures. Ask if they know how to say any of these words in English.
- Play the audio and have the children point to each word as they hear it.
- Play the audio again and have them repeat the sound and the word.
- Now have the children say just the sounds of the letters in order, and then the words.
- Now call out the words in random order and have the children point to the corresponding picture in their books.

2 Write the correct letter. Be a star!

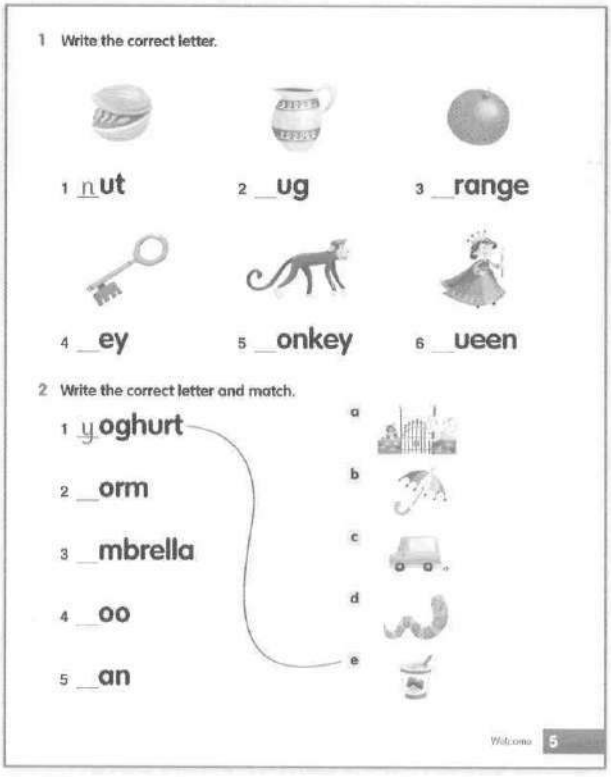
- Ask the children to name the items in the pictures.
- Hold up your book, point to the tiger and say *What's this?* Elicit *tiger* and then say *t – t – tiger.* Find the tiger in Activity 1 and point to the *t* next to it. Show the children the *t* is in place in the example.
- Have the children continue the activity individually. Then give them a minute to compare their answers with a friend.
- For feedback, write the numbers and incomplete words on the board and invite different children to come and write the first letter. Ask for whole-class agreement each time.

Answers: 1 t 2 v 3 s 4 x 5 y 6 u

Cooler: Disappearing words

- Ask the children to choose their favourite words from Lessons 1, 2 or 3 and call them out. Write them on the board (up to about 12 or 15 words).
- Play *Disappearing words* (see the Games Bank, pages 14–15), with the children's favourite words.

Workbook page 5



1 Write the correct letter.

Answers: 1 n 2 j 3 o 4 k 5 m 6 q

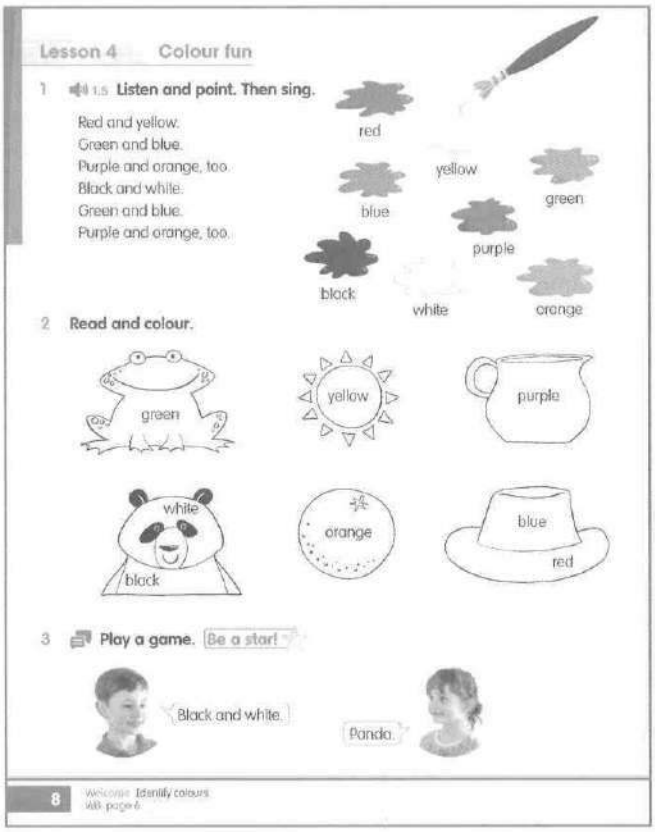
2 Write the correct letter and match.

Answers: 1 y – e 2 w – d 3 u – b 4 z – a 5 v – c

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 4 Colour fun

Pupil's Book page 8



Learning objectives: Identify colours

Vocabulary: black, blue, green, orange, purple, red, white, yellow

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Downloadable flashcards; (PPK) - Colours 1 & 2 activities

Materials: coloured board pens, coloured pencils

Warm-up: Physical spelling

- Write the alphabet on the board in lower-case letters. Say each sound and have the children repeat.
- Play *Physical spelling* (see the Games Bank, pages 14–15) with the alphabet letters presented in the last three lessons.

1 1.5 Listen and point. Then sing.

- Refer the children to the colours. Ask if they know how to say any of them in English.
- Play the audio and have the children listen and point to the colours as they hear them in the song.
- Play the song again, pausing after each line for the children to repeat. Pay attention to the pronunciation of the colours.
- Play the song one more time and invite the children to join in as much as they can.

2 Read and colour.

- Draw a quick copy of the frog on the board and write *green* inside it. Elicit the word *frog*.
- Hold up different coloured board pens and say *Yes* or *no*? When they say *yes* for green, colour the frog.
- Elicit *sun* and point to *yellow*. Have them all colour the sun yellow.
- The children continue the activity in their books. Make sure that they have the colours they need.
- Ask the children to hold up their books to check.

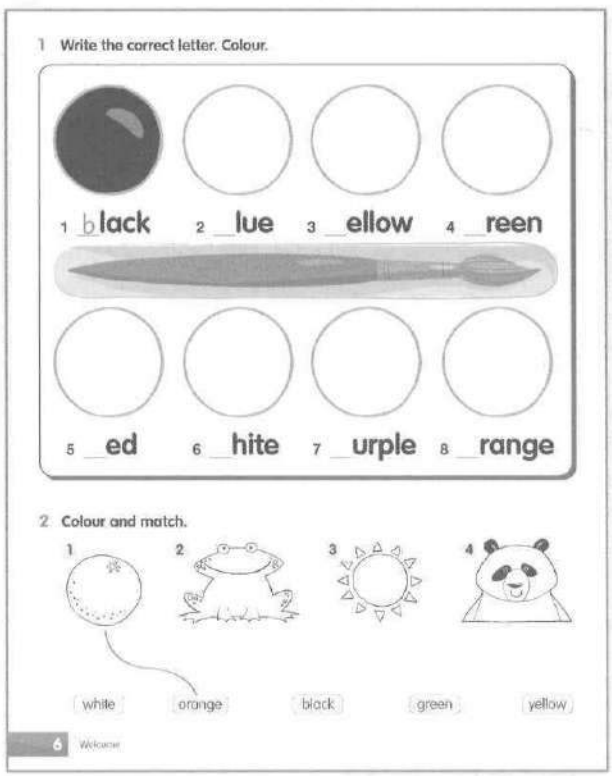
3 Play a game. Be a star!

- Elicit the names of the items in Activity 2.
- Point out the example dialogue and read out the question. Prompt the children to answer *Panda*.
- Say the colours of the items and elicit the name of each item. Repeat in a different order.
- Divide the class into pairs to continue the activity.
- Finish with some pairs prompting and responding.

1.5 Cooler: Sing the song and point

- Play *The colours* song again. Have the children point to something of each colour as they sing.

Workbook page 6



1 Write the correct letter. Colour.

Answers: 1 b 2 b 3 y 4 g 5 r 6 w 7 p 8 o

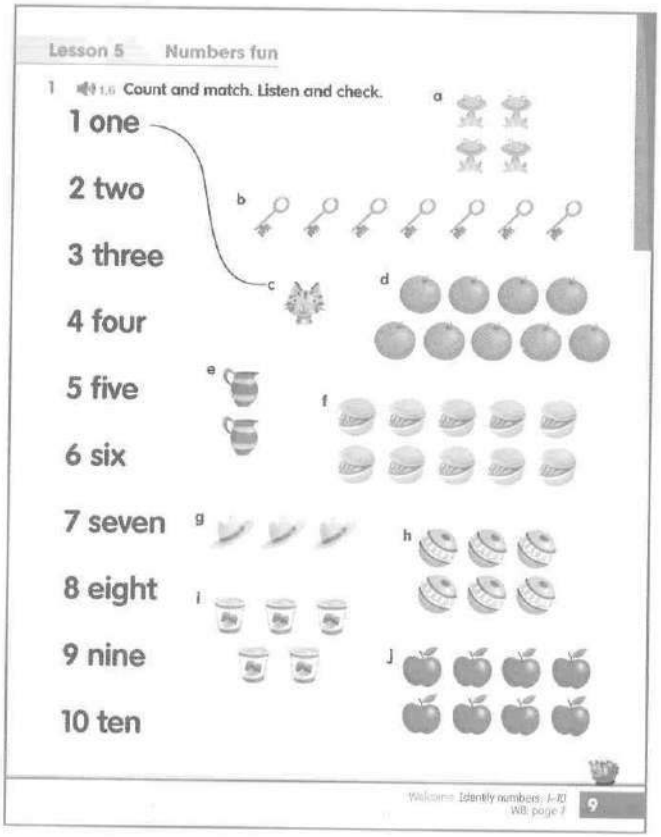
2 Colour and match.

Answers: 1 orange 2 green 3 yellow 4 black, white

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Lesson 5 Numbers fun

Pupil's Book page 9



Learning objectives: Identify numbers *1–10*

Vocabulary: Numbers one to ten

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Downloadable flashcards; (PPK) - Numbers 1 & 2 activities

Warm-up: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with the colours. Say *Simon says red.* Have the children point to something red, etc.

1 1.6 Count and match. Listen and check.

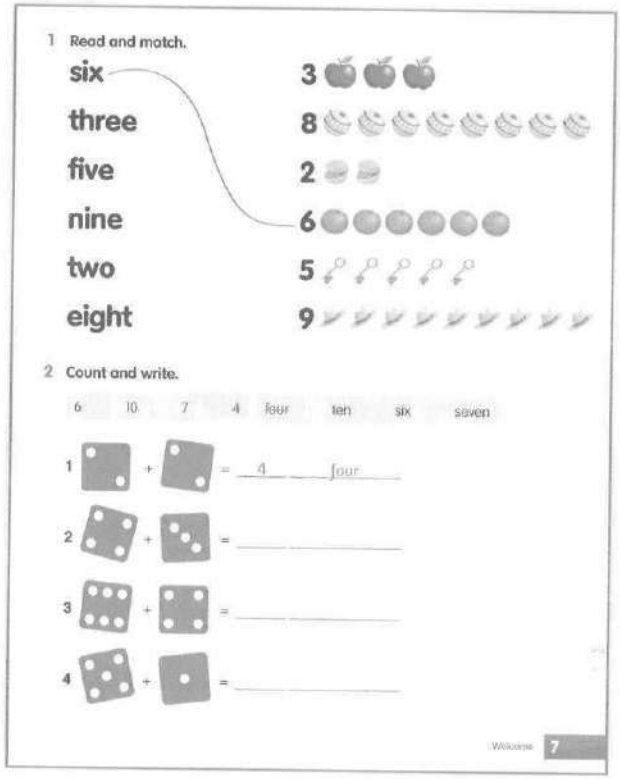
- Ask the children to name the things they can see on the page. Have the class repeat the words.
- Close your hands, put up your fingers one by one and count slowly from 1 to 10. Have the children repeat.
- Hold up your book. Point out the example line from *1 one* to *c – cat*. Have the children find the item for *2 two*. Elicit *jug* and have the children draw a line.
- The children continue the activity individually.
- Elicit the answers for *3–10*. Each time, count the items on the page. Encourage the children to join in.
- Play the audio, pausing for the children to point.
- Play the audio again and have them join in with the names of the items. Play it again and have the children repeat number + item, e.g. *one cat*.

Answers: 1 c 2 e 3 g 4 a 5 i 6 h 7 b 8 j 9 d 10 f

Cooler: Air numbers

- Say *What's this?* Draw an 8 in the air with your finger. Have the children call out the number when they think they know. Repeat with more numbers.

Workbook page 7



1 Read and match.

Answers: six – 6, three – 3, five – 5, nine – 9, two – 2, eight – 8

2 Count and write.

Answers: 1 4 four 2 7 seven 3 10 ten 4 6 six

My progress: (Workbook page 116)

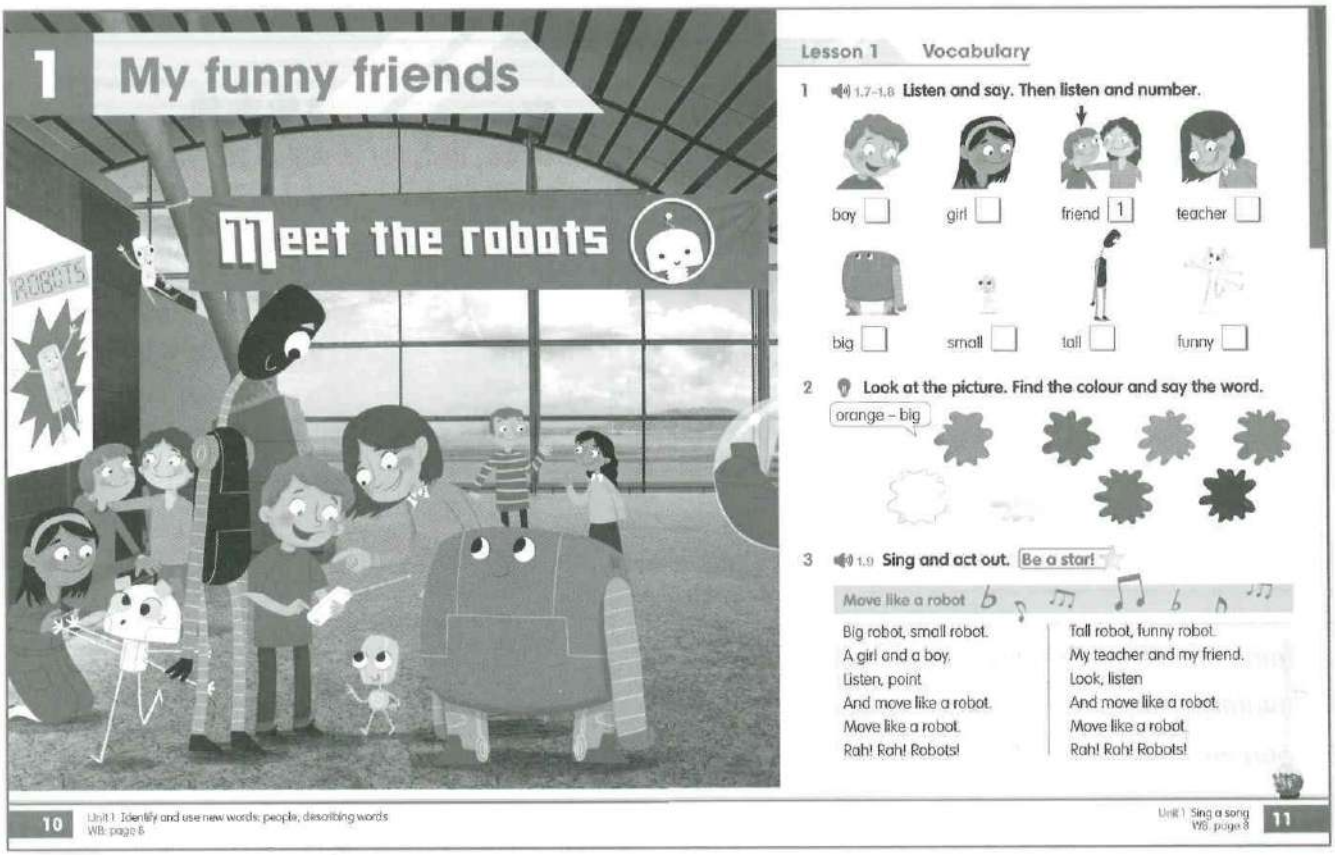
- Tell the children how pleased you are with the effort they've made on the Welcome unit. The idea of effort and achievement is key to successful learning.
- Clarify the meaning of each *I can* ...statement. Elicit examples to help them remember the content.
- Hold up the correct stickers for the Welcome unit. Let them decide if they're ready to give themselves a sticker. Encourage them if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

(PRC) = Pupil's Resource Centre (TG) = Test Generator

1 My Funny Friends

Lesson 1 Vocabulary

Pupil's Book pages 10–11



Learning objectives: Identify and use new words: people, describing words; Sing a song using the target vocabulary

Vocabulary: big, boy, friend, funny, girl, small, tall, teacher

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song (PRC)

Materials: coloured pencils

Warm-up: The Big Picture

- Refer the children to the picture on page 10. Ask *What can you see? What are the children's names? What colour are the robots?* Point and have the children count the robots.
- Call out the names of the characters in the picture (*Tom, Anna, Sara* and *Bot*) and have the children point to them. Do it faster, changing the order.

1 1.7 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat. Check the meaning of *funny*. Ask *Is 'funny' this?* (mime a serious face) or *is 'funny' this?* (mime laughing at something).
- Point to children or items in the room and have the children call out the appropriate word (use the mime again for *funny* rather than a child!).

1.8 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.
- Now, if you have downloaded the flashcards, show them one by one and elicit the words chorally and then individually to check pronunciation. Alternatively, call out the numbers and do the same.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

1 friend, 2 teacher, 3 tall, 4 funny, 5 big, 6 boy, 7 girl, 8 small

Answers: boy – 6, girl – 7, friend – 1, teacher – 2, big – 5, small – 8, tall – 3, funny – 4

2 Look at the picture. Find the colour and say the word.

- Point to the orange shape and say *orange*. Point to the big robot in the big picture and say *Ah! Orange! Big!* Have the children repeat.
- Call out more colours from the activity and have the children answer with the corresponding word.

Answers: orange – big, red – girl, green – teacher, blue – boy, white – funny, yellow – small, purple – friends, black – tall

Teaching star!

Extension

It helps their learning if children can relate new vocabulary to what's around them. To continue Activity 2:

- Say to the class *Point to something big* and have the children point to a big object in the classroom, e.g. a desk. Then say *Point to something ...* and have a child finish the instruction and the other children point.
- Continue with more key words, e.g. *Point to a girl / friend.*

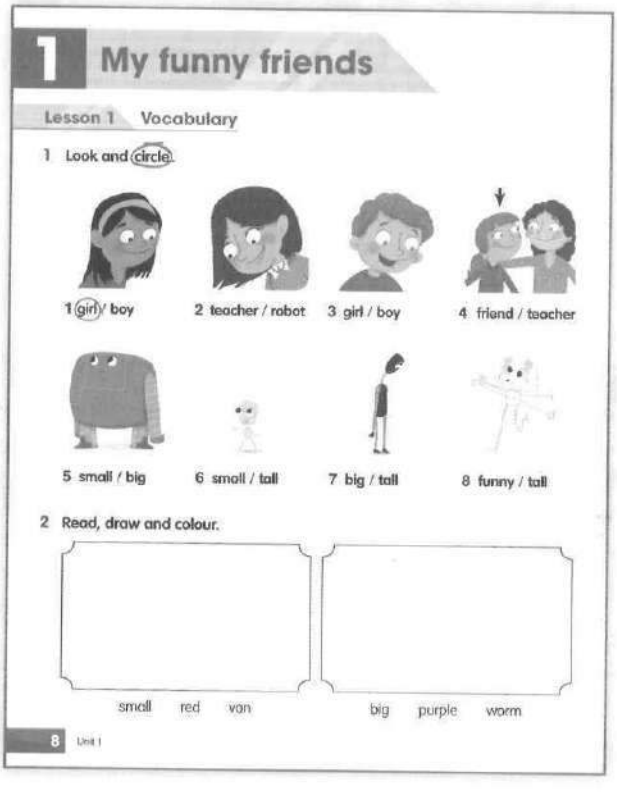
3 1.9 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again, pausing after each line for them to repeat (singing).
- Teach the children a mime for the key words in the song:
  big robot – arms by your sides
  small robot – crouch down
  girl and boy – point to children in the class
  listen – hand cupped around your ear
  point – point!
  move like a robot – stiff robot movements with your arms
  Rah! Rah! Robots! – arms in the air like a robot!
  tall robot – reach up high
  funny robot – pull a funny face
  my teacher and my friend – point to children in the class
  look – hand above your eyes.
- Play the song and have the children mime. Then play it again and have them mime and sing. (This is very challenging, but they can all join in with the key words, if not the whole song.)

Cooler: A memory test

- Write a big *YES* on one side of the board and a big *NO* on the other.
- Have the children close their books and ask them to remember the pictures.
- Say *Orange – big. Yes or no?* (*Yes*), etc. The children call out their answers.

Workbook page 8



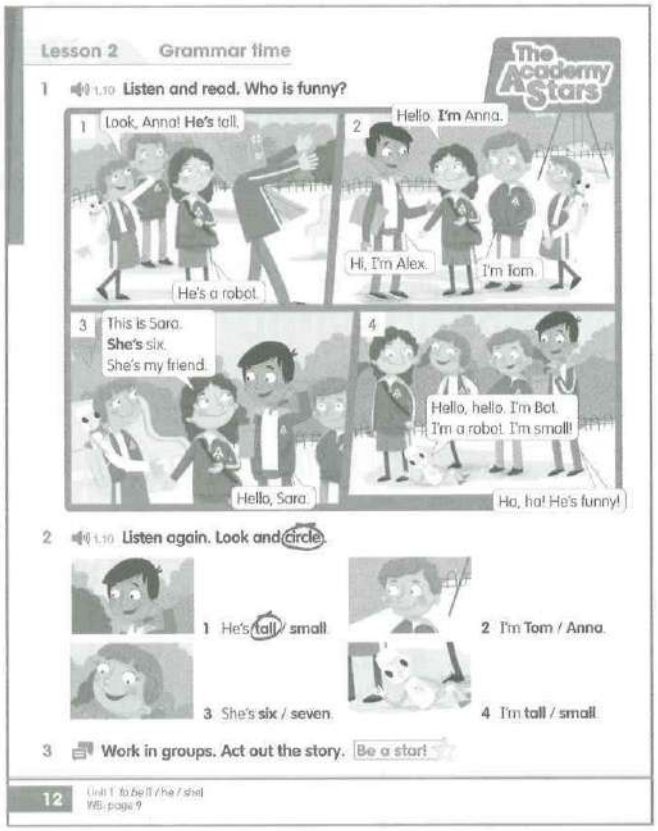
1 Look and circle.

Answers: 1 girl 2 teacher 3 boy 4 friend 5 big 6 small 7 tall 8 funny

2 Read, draw and colour.

Answers: Children's own answers.

Pupil's Book page 12



Learning objectives: Understand and use *to be* (I / he / she); Read and act out a story using the target grammar

Grammar: *to be* (I / he / she) affirmative

Resources: Class audio CD1; PK - PRC

Warm-up: Sing the song!

- Play the song *Move like a robot* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson:
  big robot – arms by your sides
  small robot – crouch down
  girl and boy – point to children in the class
  listen – hand cupped around your ear
  point – point!
  move like a robot – stiff robot movements with your arms
  Rah! Rah! Robots! – arms in the air like a robot!
  tall robot – reach up high
  funny robot – pull a funny face
  my teacher and my friend – point to children in the class
  look – hand above your eyes.
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 1.10 Listen and read. Who is funny?

- Refer the children to the pictures and ask *What are the children's names?* (*Tom, Alex, Anna, Sara*) *Where are they?* (*at school*). *Where's Bot? Point.*
- Play the audio and have the children follow the story. Stop after one or two frames and ask the children *What number? One, two, three or four?* to check they are following.
- At the end, ask *Who's funny?* to elicit *Bot is funny.*
- Play the audio one more time, stopping after each line for the children to repeat.
- Ask the children what the difference is between *he's* and *she's* (*he's* for boys, *she's* for girls).

Answers: Bot is funny.

Teaching star!

Teach with digital

- You can use the Presentation Kit to view the story on the board. Read the story one frame at a time. Use Spotlight to focus on each frame.

2 1.10 Listen again. Look and circle.

- Refer the children to the pictures and sentences. Read out the sentences and ask if they can remember the correct answers.
- Go through the example with the class. Ask where they can find the answer (Frame 1). Then have the children answer the remaining questions. Fast finishers can compare their answers in pairs.
- While they are doing this, write the sentences 1–4 on the board. Alternatively, you can use the Presentation Kit to present the sentences on the IWB.
- Play the audio again for the children to check their answers. Invite children to come to the board and circle the correct word. Each time, ask for whole-class agreement.

Answers: 1 tall 2 Tom 3 six 4 small

3 1.10 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of the /h/ sound in *he's* and the long /i:/ sound in *he's* and *she's*.
- Count the characters in the story with the children (*five – Anna, Sara, Tom, Alex* and *Bot*).
- Divide the class into groups of five and have them decide who will be each character. Alternatively, designate roles: give each child a number 1–5 and tell them that all number 1s are Anna, number 2s are Sara, number 3s are Tom, number 4s are Alex and number 5s are Bot.

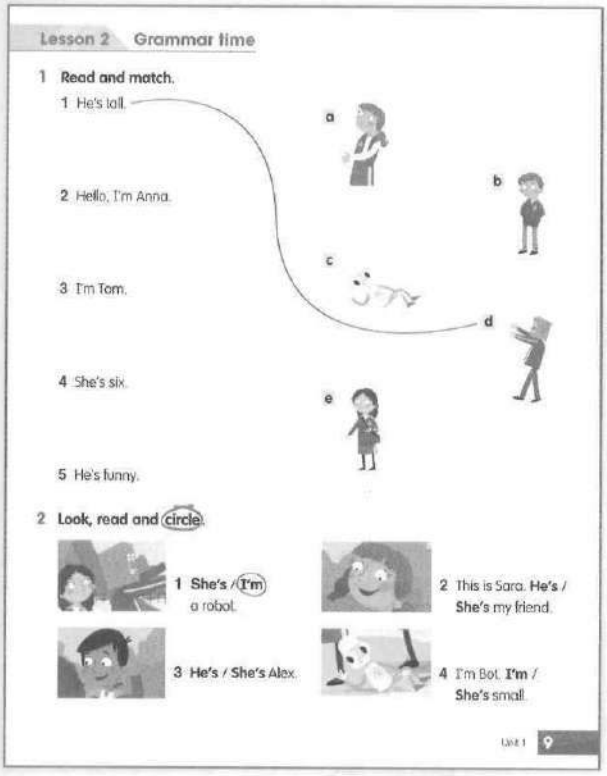
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Allow them a few minutes to practise acting out the story. (The person playing Alex can mime robot movements rather than have a robot mask!) You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the groups to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), asking the children to recall all the key words they can from the story.
- Have them raise their hands each time they identify the word that is missing in order to give all the children enough time to work it out. Ask for whole-class agreement each time and have them all repeat the word.

Workbook page 9


Lesson 2 Grammar time

1 Read and match.

1 He's tall.
2 Hello, I'm Anna.
3 I'm Tom.
4 She's six.
5 He's funny.

a
b
c
d
e

2 Look, read and circle.

1 She's / I'm a robot.
2 This is Sara. He's / She's my friend.
3 He's / She's Alex.
4 I'm Bot. I'm / She's small.

Unit 1

1 Read and match.

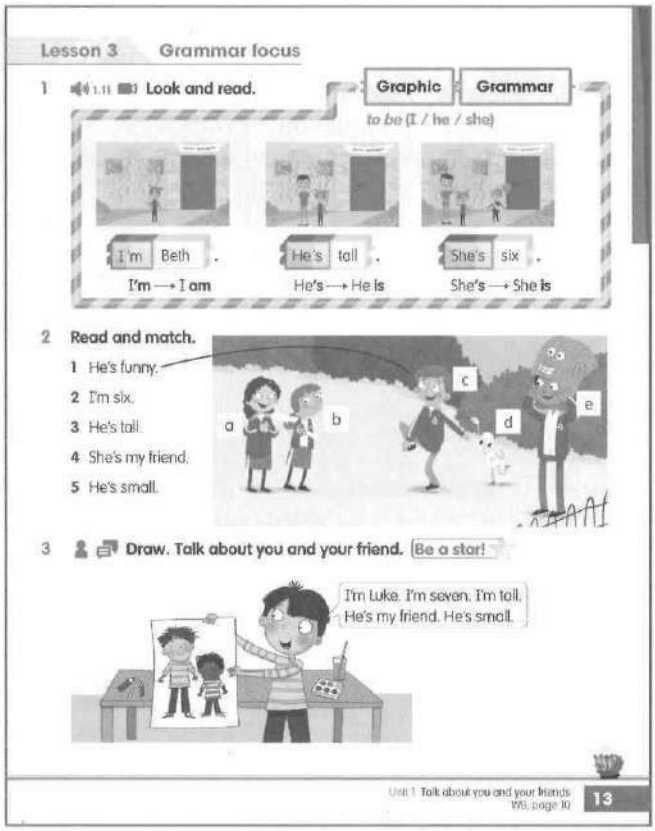
Answers: 1 d 2 e 3 b 4 a 5 c

2 Look, read and circle.

Answers: 1 I'm 2 She's 3 He's 4 I'm

Lesson 3 Grammar focus

Pupil's Book page 13



Learning objectives: Talk about you and your friends

Grammar: *to be* (I / he / she) affirmative: *I'm Beth. He's tall. She's six.*

Resources: Class audio CD1; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Materials: a sheet of paper for each child, coloured pencils

1.10 Warm-up: Stand up for ...

- Divide the class into two groups. Tell them that they will hear the story from Lesson 2 again. Explain that group 1 should stand up and sit down quickly every time they hear a name (*Anna, Sara, Alex, Tom, Bot*); group 2 should do the same every time they hear one of the words from Lesson 1 (*tall, robot, friend, small, funny*).
- You may wish to write these words on the board under the corresponding group number as a reminder.
- Play the audio and have the children follow the instructions. They may not be completely synchronised, but they'll be focusing carefully on the dialogue in a fun way!

1 1.11 Look and read

- Play the audio. Demonstrate and have the children point to themselves for *I'm* and to a boy or girl for *He's* and *She's*.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction of *I am* to *I'm* by counting out the sentence *I am Beth*: put *I am* on two fingers and then push those fingers together to show the contraction *I'm*. Repeat this procedure for *He's* and *She's*.

- If using the video, tell the children they will see a video of children at a party. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence.

2 Read and match.

- Refer the children to the picture and elicit the names of the children. Ask them to point to Tom and follow the line back to the sentence. Invite a child to read out the sentence for Tom.
- Have the children draw lines to connect the other characters to their sentences. Point out that they can look back at the story in Lesson 2 if they need to.
- For feedback, say a letter from the picture and nominate a child to say the character's name and read the sentence. Each time, ask for whole-class agreement.

Answers: 1c 2b 3e 4a 5d

3 Draw. Talk about you and your friend. Be a star!

- Quickly draw a picture of you and a friend on the board and talk about it briefly: *This is me. I'm Mary. I'm tall. He's my friend, Dan. He's funny and he's tall!*
- Make sure the children all have a sheet of paper to draw on and access to coloured pencils.
- Give the children time to draw themselves and a friend. While they do this, circulate and ask them about their pictures.
- Encourage some of the children to show their picture to the class and talk about it.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Groupwork

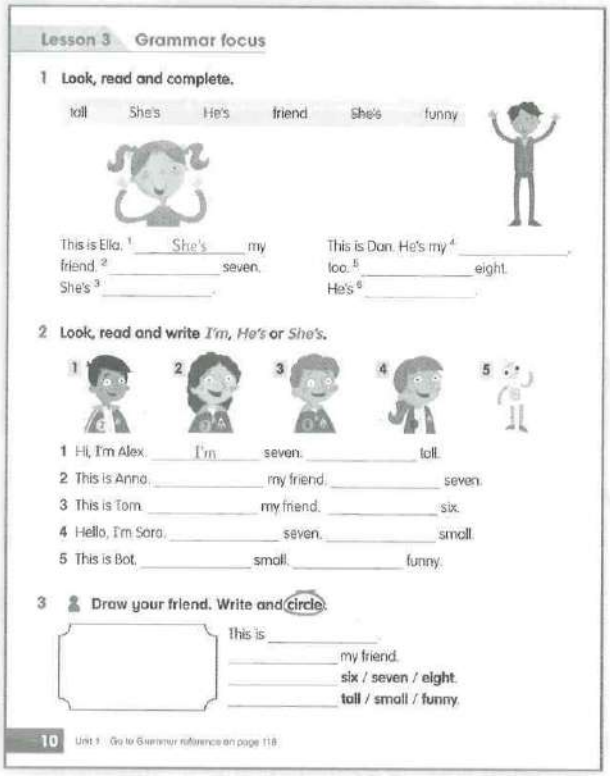
Some children will find talking to the whole class too challenging. Most children are happy talking in a small group. For the above activity:

- Read out the example speech and have all the children repeat chorally.
- Divide the class into groups of three or four.
- The children take turns to show their picture and tell their group about it. Encourage them to help each other if there are difficulties.

Cooler: Enjoy your friends' work

- Have the children leave their work on their desks and walk around the room, looking at the pictures. When you clap your hands and say *Stop!*, the children stand still and look at their nearest pictures. Ask the children if they can see a tall person, a funny person or a small person in the pictures near them. The children who can see one of these should point and say, e.g. *He's small! She's funny!*
- Repeat this several times.

Workbook page 10



Lesson 3 Grammar focus

1 Look, read and complete.

tall She's He's friend She's funny

This is Ella. 1 She's my friend. 2 _____ seven. She's 3 _____.

This is Dan. He's my 4 _____. Too. 5 _____ eight. He's 6 _____.

2 Look, read and write *I'm*, *He's* or *She's*.

1 Hi, I'm Alex. I'm seven. _____ tall.

2 This is Anna. _____ my friend. _____ seven.

3 This is Tom. _____ my friend. _____ six.

4 Hello, I'm Sara. _____ seven. _____ small.

5 This is Bot. _____ small. _____ funny.

3 Draw your friend. Write and circle.

This is _____.

_____ my friend.

_____ six / seven / eight.

_____ tall / small / funny.

10 Unit 1 Go to Grammar reference on page 118

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 to help them when completing these activities.

1 Look, read and complete.

Answers: 1 She's 2 She's 3 funny 4 friend 5 He's 6 tall

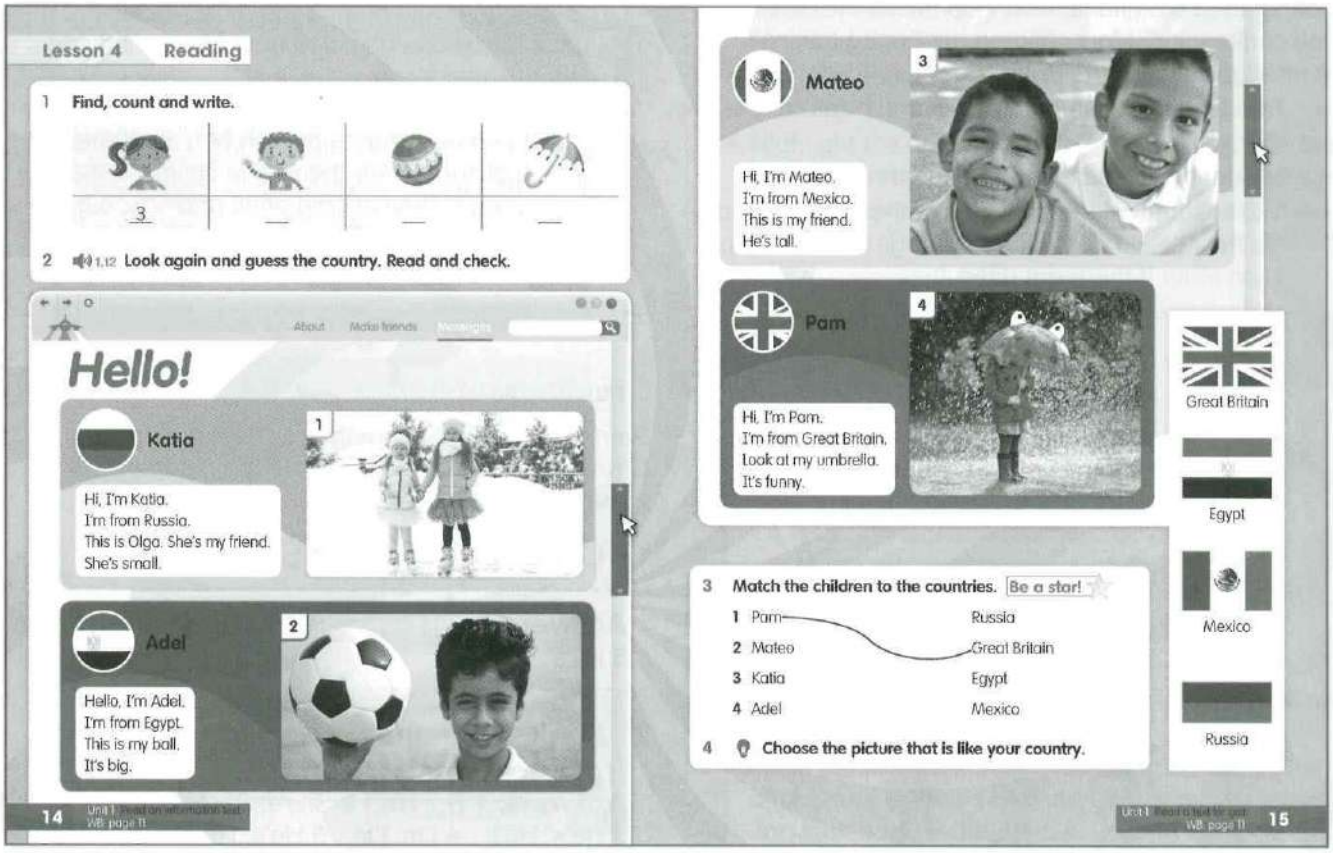
2 Look, read and write *I'm*, *He's* or *She's*.

Answers: 1 I'm, I'm 2 She's, She's 3 He's, He's 4 I'm, I'm 5 He's, He's

3 Draw your friend. Write and circle.

Answers: Children's own answers.

Pupil's Book page 14–15



Learning objectives: Read an information text; Read a text for gist

Vocabulary: Egypt, Great Britain, Mexico, Russia

Additional vocabulary: friend, funny, small, tall, umbrella

Resources: Class audio CD1; (PK) - (PRC)

Materials: a photocopied page with the words *I'm, He's, She's, small, tall, funny, my friend, a teacher, six, a boy, a girl* on it in random order (one copy per group of three children); a map of the world or a globe (optional)

Warm-up: Finger stepping stones

- Using your photocopied sheet (see Materials above), enlarged if possible, show the children how to 'walk' their fingers around the page, making sentences, e.g. *I'm tall. She's my friend. He's funny.* Have them repeat the sentences you make.
- Divide the class into groups of three and give a photocopy to each group.
- The children take turns to walk their fingers around the page and make sentences for their partners to say.

Vocabulary

- Refer the children to the vocabulary panel on the right-hand side of page 15. Read out the words for the class to repeat. Elicit that these are names of countries and ask if they know how to say these countries in their own language.
- If you have a globe or a map of the world (projected on the IWB works well), have the children find the countries or, alternatively, you can point them out.

1 Find, count and write.

- Elicit the items in the pictures.
- Refer the children to the four photos on the webpage and ask *How many girls?* Hold up your book and count them as a class. Point out the example answer.
- Have the children continue the activity individually.
- For feedback, call out *boys, girls, balls* and *umbrellas* in turn, and have the children say how many there are. Each time, ask for whole-class agreement.

Answers: girls – 3, boys – 3, balls – 1, umbrellas – 1

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2 1.12 Look again and guess the country. Read and check.

- Have the children look at the pictures again. For each one, call out the names of the four countries, Great Britain, Egypt, Mexico and Russia, and have the children raise their hands for the country they think is shown in the picture.
- Now have the children scan the texts to find the names of the countries.
- Play the audio while the children follow in their books. When they see / hear the name of the country, they raise their hands.
- Now allow the children a minute or two to quietly read the texts individually.

Answers: 1 Russia 2 Egypt 3 Mexico 4 Great Britain

Teaching star!

Reading

For children who are learning to read (especially in a new alphabet), relating the sounds of words to spelling is a help. For an alternative approach to Activity 2:

- Say the names of the countries for the children to repeat.
- Play the audio for each part of the text while the children follow in their books. Have them say *Stop!* when they hear a country name. Then have them point to the word on the page and repeat the country.

3 Match the children to the countries.

Be a star!

- Refer the children to the example. Show them the name *Pam* next to the picture and the words *Great Britain* in the text.
- Have the children follow the same procedure to complete the activity.
- For feedback, call out the names and elicit the country.

Answers: 1 Great Britain 2 Mexico 3 Russia 4 Egypt

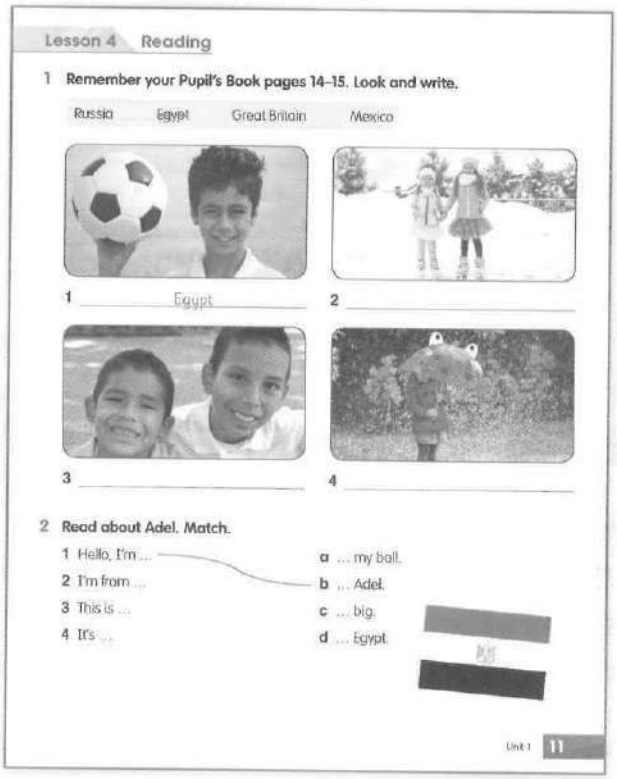
4 Choose the picture that is like your country.

- Ask the children to look at the pictures and think about which country is most like their own country.
- Give them a few minutes to think and then call out *Mexico, Russia, Great Britain, Egypt*, in turn. Have the children raise their hands for the country they choose.
- Invite some children to say why (they may need to use L1 to explain their ideas).

Cooler: Join in!

- Read out the text for each picture, and encourage the children to join in saying the key words. Indicate the key words by raising a hand as if conducting the class. (Key words: *Katia – Russia, friend, small; Adel – Egypt, ball, big; Mateo – Mexico, friend, tall; Pam – Britain, umbrella, funny.*)
- Repeat so that the children become more confident joining in.

Workbook page 11


Lesson 4 Reading

1 Remember your Pupil's Book pages 14–15. Look and write.

Russia Egypt Great Britain Mexico

1 Egypt 2

3 4

2 Read about Adel. Match.

1 Hello, I'm ... a ... my ball.
2 I'm from ... b ... Adel.
3 This is ... c ... big.
4 It's ... d ... Egypt.

Unit 1 11

1 Remember your Pupil's Book pages 14–15. Look and write.

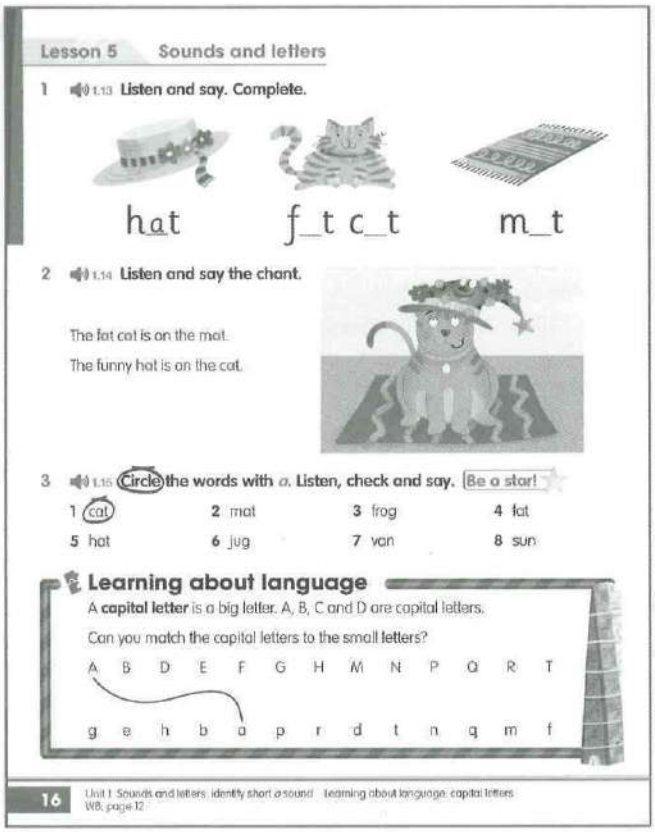
Answers: 1 Egypt 2 Russia 3 Mexico 4 Great Britain

2 Read about Adel. Match.

Answers: 1 ... Adel. 2 ... Egypt. 3 ... my ball. 4 ... big.

Lesson 5 Sounds and letters

Pupil's Book page 16


Lesson 5 Sounds and letters

1 1.13 Listen and say. Complete.

h_t f_t c_t m_t

2 1.14 Listen and say the chant.

The fat cat is on the mat.
The funny hat is on the cat.

3 1.15 Circle the words with *a*. Listen, check and say. Be a star!

1 cat 2 mat 3 frog 4 fat
5 hat 6 jug 7 van 8 sun

Learning about language

A capital letter is a big letter. A, B, C and D are capital letters.

Can you match the capital letters to the small letters?

A B D E F G H M N P Q R T

g e h b a p r d t n q m f

16 Unit 1 Sounds and letters: identify short *a* sound · Learning about language: capital letters
WB: page 12

Learning objectives: Sounds and letters: identify short *a* sound; Learning about language: capital letters

Sounds & letters words: cat, fat, hat, mat

Resources: Class audio CD1; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity PRC

Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key words from Lesson 4, e.g. *Russia, Mexico, Egypt, / Great Britain, funny, tall, small.*

1 1.13 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *a* in the word *hat* in your book. Ask *What's this letter?* (*a*) *What's the sound?* (/æ/)
- Write a big, clear *a* on the board as a model for the children. Have them complete the four words.

Audioscript

/æ/ /æ/ /æ/ hat
/æ/ /æ/ /æ/ fat cat
/æ/ /æ/ /æ/ mat

Answers: hat, fat cat, mat

2 1.14 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *a*. Show them how this works with the first line of the chant. Then go back and start again from the beginning.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *a* sound.
- Play the chant once more and have the children join in as much as they can.
- Have the children say the chant round the class, one word each. See how fast they can say it!

3 1.15 Circle the words with *a*. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter *a* (there are five).
- Have them circle the words with *a*.
- Ask the children which numbers they circled and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

cat, cat, mat, mat, fat, fat, hat, hat, van, van

Answers: cat, mat, fat, hat, van

Learning about language

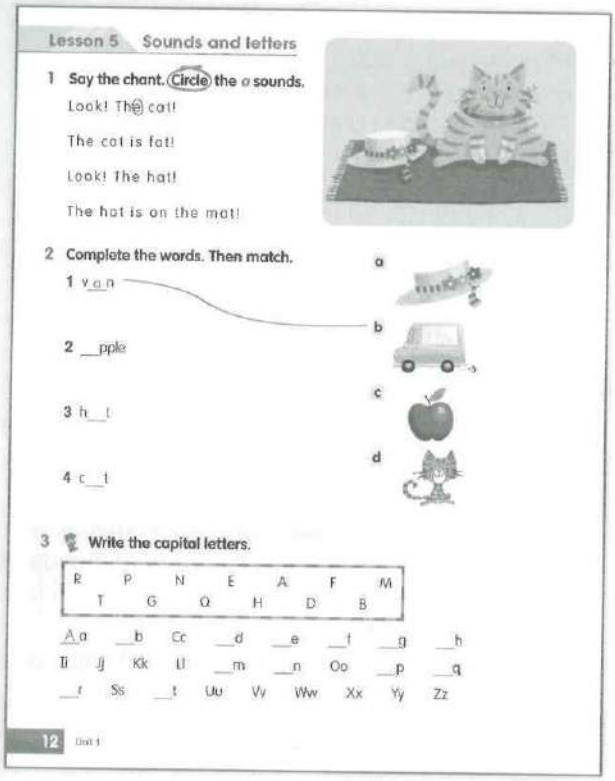
- Write a big capital *A* and a smaller lower case *a* on the board. Ask the children what the difference is.
- If the children use a different alphabet in their own language which also distinguishes between capital and small letters, this can help reinforce the concept.
- Write the two lines of letters from the Learning about language box on the board and link *A* and *a*. Now point to *B* and move your pen along the bottom line until you reach *b*. Ask *Yes or no?* for each letter you pass. Repeat for D–d.
- Have the children match the letters in their books. Then invite individual children to come to the board and join pairs of letters. Ask for whole-class agreement each time.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with the key words from this lesson: *fat, cat, hat, mat, funny, frog, capital.*

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Workbook page 12



Lesson 5 Sounds and letters

1 Say the chant. Circle the *a* sounds.

Look! The cat!

The cat is fat!

Look! The hat!

The hat is on the mat!

2 Complete the words. Then match.

1 v_a_n

2 __pple

3 h__t

4 c__t

a

b

c

d

3 Write the capital letters.

R	P	N	E	A	F	M
T	G	Q	H	D	B	

Aa __b Cc __d __e __f __g __h

Ii __j Kk Ll __m __n Oo __p __q

__r Ss __t Uu Vv Ww Xx Yy Zz

12 Unit 1

1 Say the chant. Circle the *a* sounds.

Answers: Look! The c(a)t! The cat is f(a)t!
Look! The h(a)t! The h(a)t is on the m(a)t!

2 Complete the words. Then match.

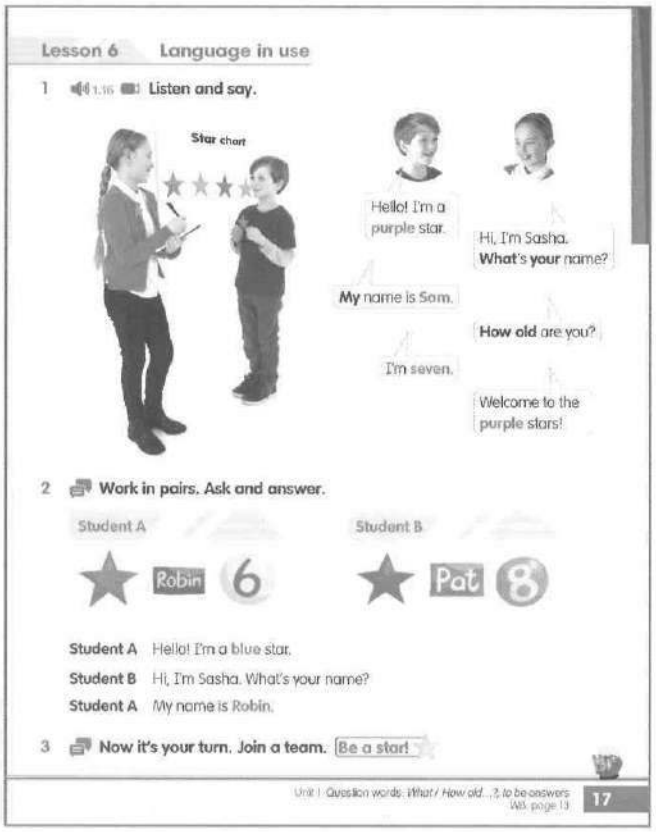
Answers: 1 van – b 2 apple – c 3 hat – a
4 cat – d

3 Write the capital letters.

Answers: A, B, D, E, F, G, H, M, N, P, Q, R, T

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 17



Learning objectives: Question words: *What / How old ...?; to be* answers

Review vocabulary: colours, numbers

Resources: Class audio CD1; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; PRC - Language in use video

Materials: sheets of paper, coloured pencils, scissors

1.3 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 1.16 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer. Have them imitate the intonation as closely as possible. Pay particular attention to the pronunciation of *How old are you?* as this is difficult for some children.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Ask *What can you see in the boxes?* Explain that this is information about two children – Students A and B.
- Refer the children to the example beginning of the dialogue. Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Roleplay the dialogue with a confident child for the class to see how it works.
- Divide the class into pairs to make new dialogues with the pictures in the boxes.
- Invite any volunteer pairs to perform their dialogue for the class.

3 1.16 Now it's your turn. Join a team.

Be a star!

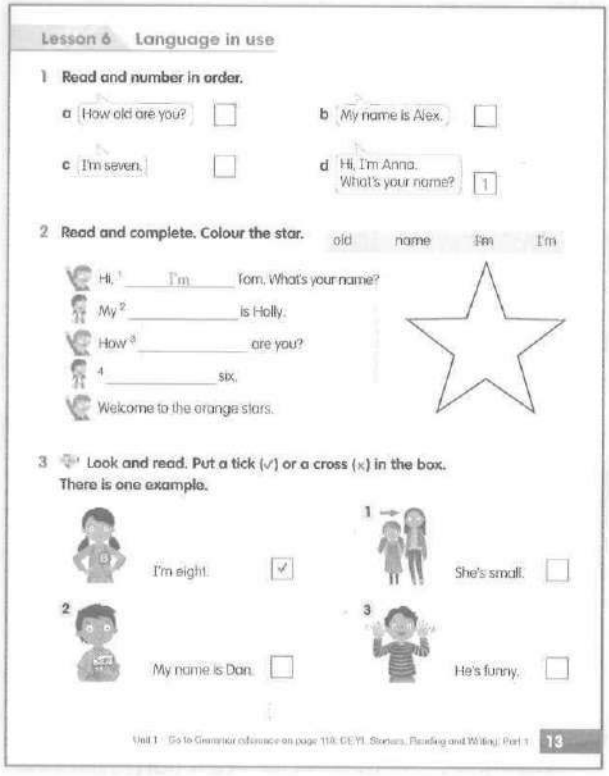
- Have each child draw a star on a separate piece of paper. Ask them to choose a colour from purple, blue, red and green (but not to tell their friends), colour the star, and then cut it out.
- Play the audio one more time for the children to repeat chorally.
- The children stand up, take their star with them and use the dialogue to form into their 'teams'. Teach them how to say *Sorry, I'm a (red) star* at the end of the dialogue if their classmate has a different colour. Check that the children are using the questions and not just grouping by colour!
- When they have all found a team, count the number of children in each team. Which is the most popular team / star colour?

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: Disappearing dialogue

- Write on the board:
  Hi, I'm Sasha. What's your name?
  My name is Sam.
  How old are you?
  I'm seven.
- Have the children read out the dialogue. Now delete several words from the dialogue and have the children read it out again, remembering the complete version.
- Delete some more words and then finally all the words. The children recite the dialogue from an empty board. This is challenging for the children but very satisfying!

Workbook page 13


Lesson 6 Language in use

1 Read and number in order.

a How old are you? ☐ b My name is Alex. ☐

c I'm seven. ☐ d Hi, I'm Anna. What's your name? 1

2 Read and complete. Colour the star. old name I'm I'm

Hi, 1 I'm Tom. What's your name?
My 2 _____ is Holly.
How 3 _____ are you?
4 _____ six.
Welcome to the orange stars.

3 Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

I'm eight. ✓ 1 She's small. ☐

2 My name is Dan. ☐ 3 He's funny. ☐

Unit 1 Go to Grammar reference on page 118. CEYL Starters Reading and Writing Part 1 13

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 to help them when completing these activities.

1 Read and number in order.

Answers: a 3 b 2 c 4 d 1

2 Read and complete. Colour the star.

Answers: 1 I'm 2 name 3 old 4 I'm

3 CEYL Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first, pointing to the tick for *yes*.
- Point to the other pictures and read out the sentences. Have the children answer *yes* or *no*. Then give them some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

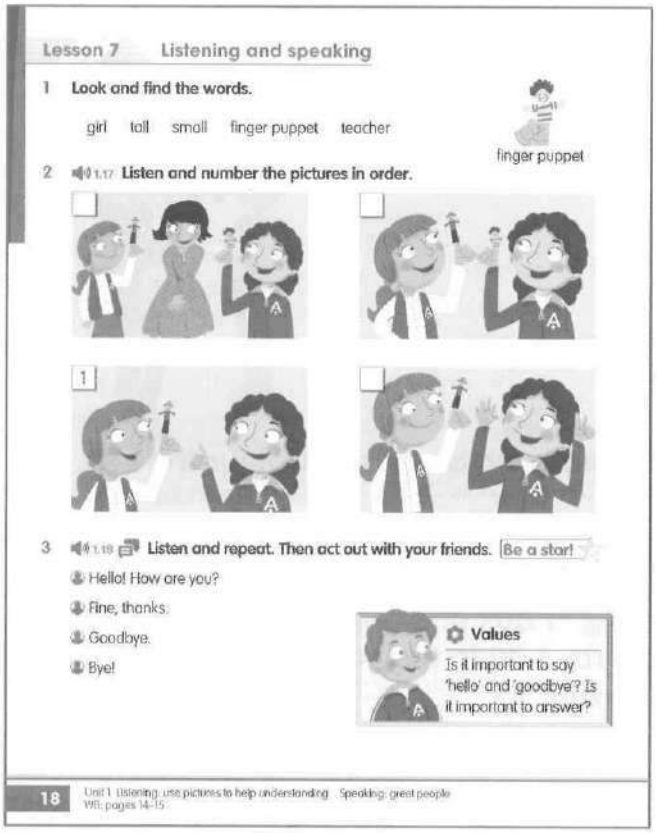
Answers: 1 ✗ 2 ✗ 3 ✓

Grammar reference: (Workbook page 118)

1 Read and circle.

Answers: 1 'm 2 She's 3 He's 4 your 5 are 6 'm

Pupil's Book page 18


Lesson 7 Listening and speaking

1 Look and find the words.

girl tall small finger puppet teacher

finger puppet

2 1.17 Listen and number the pictures in order.

3 1.18 Listen and repeat. Then act out with your friends. Be a star!

Hello! How are you?

Fine, thanks.

Goodbye.

Bye!

Values

Is it important to say 'hello' and 'goodbye'? Is it important to answer?

18 Unit 1 Listening: use pictures to help understanding. Speaking: greet people
WB: pages 14–15

Learning objectives: Listening: use pictures to help understanding; Speaking: greet people

Vocabulary: finger puppet, girl, small, tall, teacher

Resources: Class audio CD1; PK TRC Vocabulary worksheet 2; PRC

Materials: sheets of paper; pencils

1.16 Warm-up: What's the next word?

- Play *What's the next word?* (see the Games Bank, pages 14–15) using the dialogue from Lesson 6. (Suggested key words: *star, name, is, old, stars*).

1 Look and find the words.

- Read out the first word in the word box, *girl*, and have the children find and point to the girls they can see in the pictures.
- Now have the children work in pairs to read and find the other words in the pictures.
- Finish by having them all point as you call out the words.

2 1.17 Listen and number the pictures in order.

- Play the first part of the audio and elicit or tell the children that this corresponds to the third picture, and point to the example number 1.
- Now play the remaining sections, pausing after each one for the children to find the correct picture. Play again if necessary.
- Point to the pictures and ask *What number is this?* The children call out the numbers.

Audioscript

1. Sara: Let's play with the puppets. Hello. I'm Tina. I'm tall.

Anna: Hi, Tina. I'm Anna.

2. Sara: How old are you, Anna?

Anna: I'm seven.

3. Anna: I'm Frank.

Sara: You're small.

4. Sara and Anna: Hello, Teacher!

Teacher: Hello, puppets. How are you?

Sara and Anna: Fine, thanks.

Teacher: Goodbye!

Answers: (clockwise from top left) 4, 3, 2, 1

Teaching star!

1.17 Mixed ability classes

Adapt Activity 2 if some children need more support.

- Play the audio and have the class decide on the correct order. Write the numbers on the board in the same pattern and have the children number the boxes.
- Now play the audio again, and have all the children do the actions for each part. This way all children can be successfully involved in listening and reacting to the audio.

3 1.18 Listen and repeat. Then act out with your friends. Be a star!

- Play the audio, pausing for the children to repeat each line quietly to themselves. Play it again for the children to repeat chorally. Practise the pronunciation of *How are you?* if necessary.
- The children practise the dialogue with a partner. Now ask them to turn around and do the same with a different person. Then have them remain seated and change partners again. They will need to speak more loudly and enunciate clearly to make themselves heard if their new partner is further away!

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

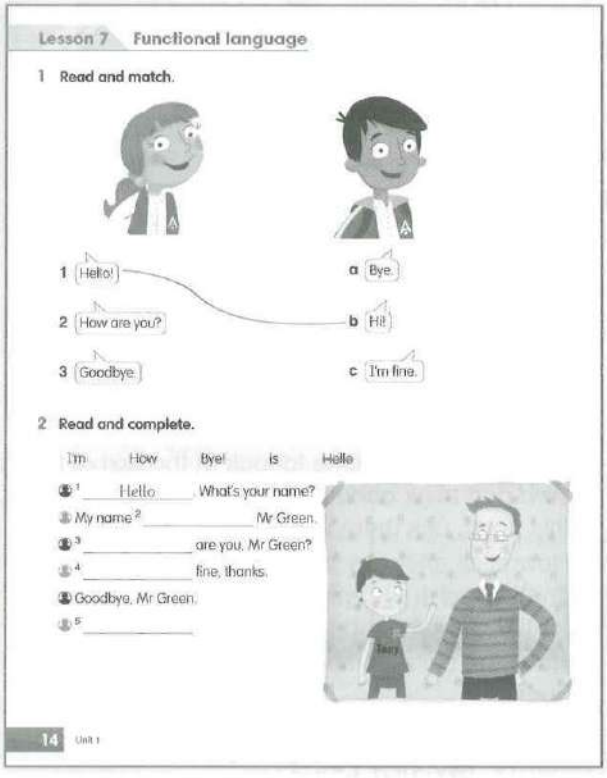
Values

- Read out the questions in the Values box and ask if anyone can translate into L1.
- Invite the children to express their opinions.
- Point out that it's nice to say *hello* and *goodbye* at the start and end of a conversation, and it's important to answer so both people know the other one is listening!

Cooler: Finger puppets

- Have the children make a 'finger puppet' on a small piece of paper.
- Elicit and practise the questions *What's your name? How are you? How old are you?*.
- The children talk to a friend with their finger puppets.

Workbook page 14


Lesson 7 Functional language

1 Read and match.

1 Hello! — a Bye.
2 How are you? — b Hi!
3 Goodbye. — c I'm fine.

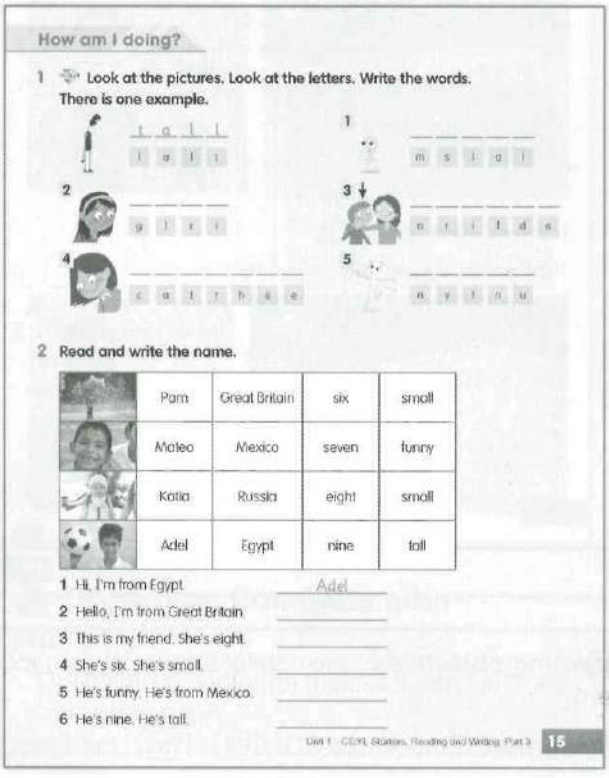
2 Read and complete.

I'm How Bye! is Hello

1 Hello What's your name?
My name 2 Mr Green.
3 are you, Mr Green?
4 fine, thanks.
Goodbye, Mr Green.
5

14 Unit 1

Workbook page 15


How am I doing?

1 Look at the pictures. Look at the letters. Write the words. There is one example.

t a l l
1 m s l a l
2 g l r l
3 n r l l d e
4 c a t r h e e
5 n y l o u

2 Read and write the name.

	Pam	Great Britain	six	small
	Mateo	Mexico	seven	funny
	Katia	Russia	eight	small
	Adel	Egypt	nine	tall

1 Hi, I'm from Egypt. Adel
2 Hello, I'm from Great Britain.
3 This is my friend. She's eight.
4 She's six. She's small.
5 He's funny. He's from Mexico.
6 He's nine. He's tall.

Unit 1 CE:YL Starters Reading and Writing Part 3 15

1 Read and match.

Answers: 1 b 2 c 3 a

2 Read and complete.

Answers: 1 Hello 2 is 3 How 4 I'm 5 Bye!

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Starters test. The children use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

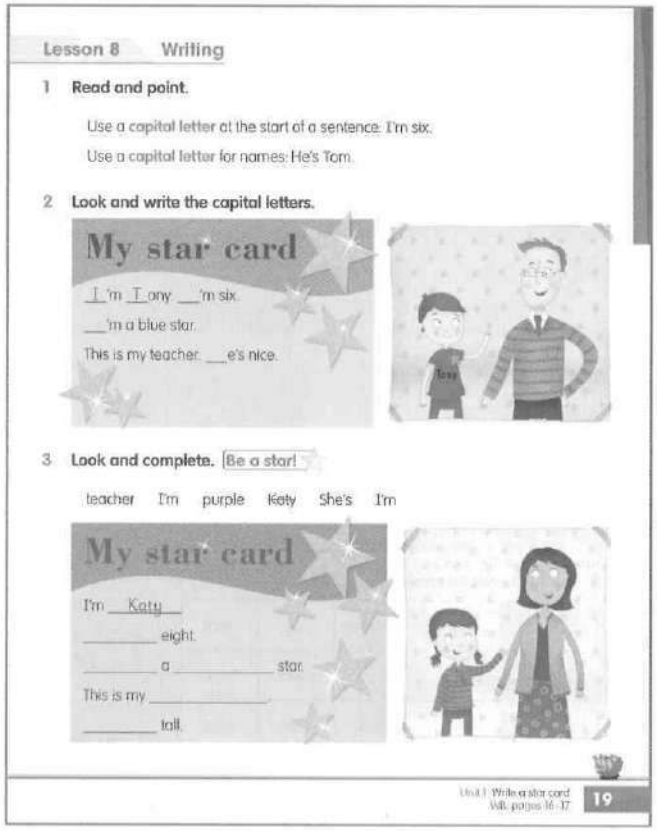
Answers: 1 small 2 girl 3 friend 4 teacher 5 funny

2 Read and write the name.

Answers: 1 Adel 2 Pam 3 Katia 4 Pam 5 Mateo 6 Adel

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 19


Lesson 8 Writing

1 Read and point.

Use a capital letter at the start of a sentence: I'm six.

Use a capital letter for names: He's Tom.

2 Look and write the capital letters.

My star card

__'m __ony __'m six.

__'m a blue star.

This is my teacher. __e's nice.

3 Look and complete. Be a star!

teacher I'm purple Katy She's I'm

My star card

I'm Katy.

_____ eight.

_____ a _____ star.

This is my _____.

_____ tall.

Unit 1 Write a star card WB pages 16–17 19

Learning objectives: Use capital letters; Write a star card

Resources: Class audio CD1; PK - TRC Unit 1 test; PRC TG

Warm-up: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with recent words and phrases: *tall, small, funny, hello, goodbye, I'm fine thanks.* Agree on suitable mimes with the class before starting, e.g. *tall* – reach up high, *small* – crouch down close to the ground, *funny* – make a funny face, *hello* – wave hello (moving forward), *goodbye* – wave goodbye (turning away), *I'm fine thanks* – a positive gesture (e.g. a thumbs up or simply smiling whilst speaking).

1 Read and point.

- Invite volunteers to read out the sentences in the box. While they are doing this, write the example sentences on the board with the capital letters in a different colour (blue, if possible, like the book).
- Read out the sentences and point to the capital letters.
- Ask the children to find the other capital letters in this activity (the capital *U* at the beginning of each sentence).

2 Look and write the capital letters.

- Refer the children to the picture next to the first star card. Ask *What's the boy's name?* (*Tony*) *What colour is his star?* (*blue*) Ask the children who they think the man is (*the teacher*).
- Elicit the complete sentences and write them on the board. As you come to the capital letters, ask *Capital or small letter?* Do the same with some of the small letters so that the children think carefully.
- The children copy the finished text into their books.

Answers: My star card

I'm Tony.
I'm six.
I'm a blue star.
This is my teacher. He's nice.

3 Look and complete. Be a star!

- Refer the children to the picture next to the star card. Ask *What's the girl's name?* (*Katy*) *What colour is her star?* (*purple*) Ask the children who they think the woman is (*the teacher*).
- Give the children time to look at the text of the *star card* and think about their answers for the gaps. At this point, ask them not to write.
- Now elicit answers for the gaps and write the text on the board. As above, ask *Capital or small letter?* for the capitals and some of the other letters.
- Have the children copy the completed text into their books.

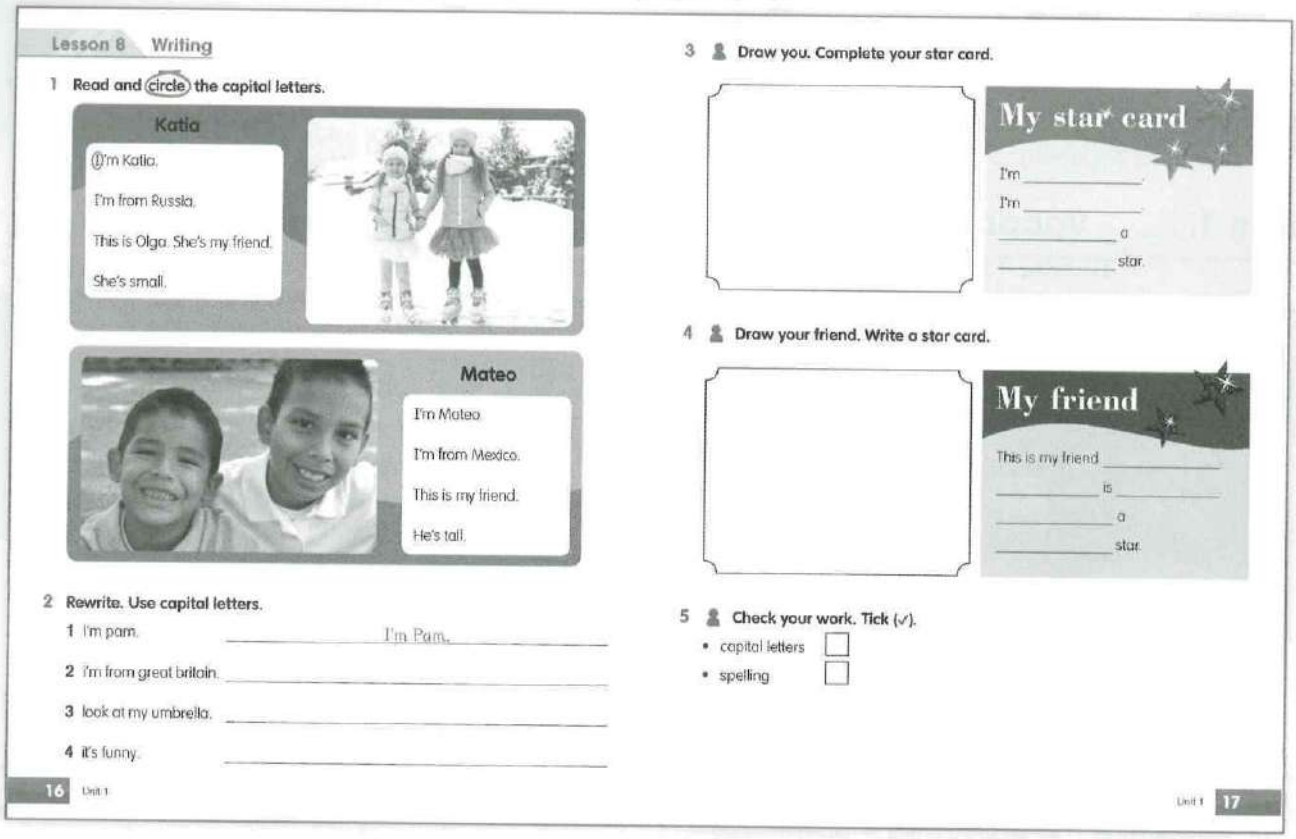
Answers: My star card

I'm Katy.
I'm eight.
I'm a purple star.
This is my teacher.
She's tall.

Cooler: Stand up, sit down

Tell the children you will say some sentences. If the sentence is true for them, they stand up. If it is false for them, they sit down. They can stand up again for the next true sentence. (Possible sentences to use: *I'm five. I'm six. I'm seven. I'm tall. I'm small. I'm funny. I'm a boy. I'm a girl. I'm a robot! I'm a teacher. I'm from [children's country]. I'm from [not children's country].*)

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit



Lesson 8 Writing

1 Read and circle the capital letters.

Katia

I'm Katia.
I'm from Russia.
This is Olga. She's my friend.
She's small.

Mateo

I'm Mateo.
I'm from Mexico.
This is my friend.
He's tall.

2 Rewrite. Use capital letters.

1 i'm pam. I'm Pam.
2 i'm from great britain.
3 look at my umbrella.
4 it's funny.

3 Draw you. Complete your star card.

My star card
I'm _____.
I'm _____.
_____ a
_____ star.

4 Draw your friend. Write a star card.

My friend
This is my friend _____.
_____ is _____.
_____ a
_____ star.

5 Check your work. Tick (✓).
- capital letters ☐
- spelling ☐

16 Unit 1

Unit 1 17

1 Read and circle the capital letters.

- The children read the texts and find and circle all the capital letters.

Answers:
Ⓘ'm Ⓚatia.
Ⓘ'm from Ⓡussia.
Ⓣhis is Ⓞlga. Ⓢhe's my friend.
Ⓢhe's small.

Ⓘ'm Ⓜateo.
Ⓘ'm from Ⓜexico.
Ⓣhis is my friend.
Ⓗe's tall.

2 Rewrite. Use capital letters.

- The children rewrite the sentences using capital letters where appropriate.

Answers: 1 I'm Pam. 2 I'm from Great Britain. 3 Look at my umbrella. 4 It's funny.

3 Draw you. Complete your star card.

- The children complete their star card with their own information.

Answers: Children's own answers.

4 Draw your friend. Write a star card.

- The children draw a picture of a friend. They then write a star card for their friend.

Answers: Children's own answers.

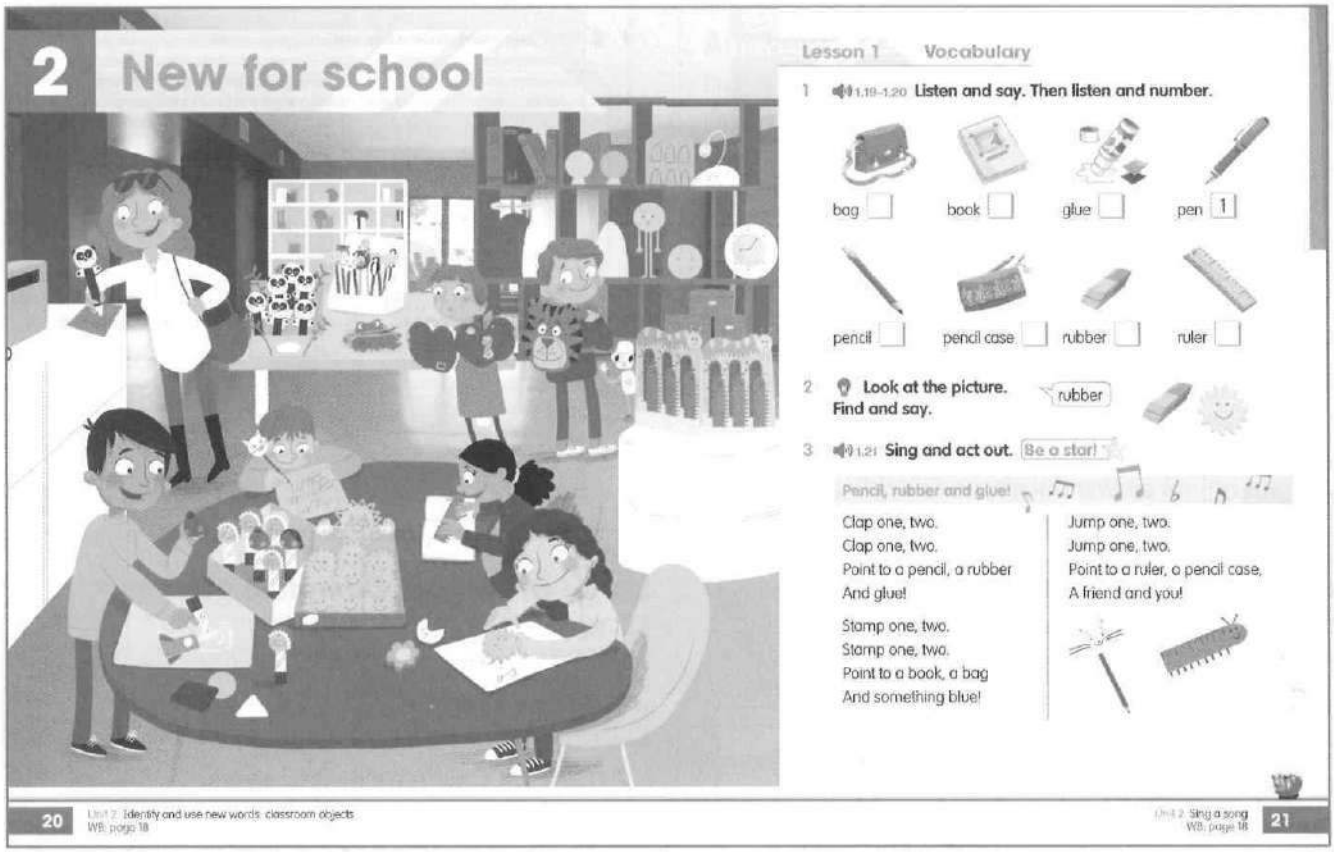
5 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

2 New for school

Lesson 1 Vocabulary

Pupil's Book pages 20–21



Learning objectives: Identify and use new words: classroom objects; Sing a song using the target vocabulary

Vocabulary: bag, book, glue, pen, pencil, pencil case, rubber, ruler

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song (PRC)

Materials: a selection of classroom objects

Warm-up: The Big Picture

- Refer the class to the picture on page 20 and elicit the children's names. Ask what they can see in the picture. (They should be able to name and count the *frogs, tigers, pandas, suns.*)
- Ask the children where they think this is (a classroom supplies / stationery shop) – the children may need to share some ideas in L1 at this stage. Ask the children to find Bot (he's next to Tom).

1 1.19 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

1.20 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.
- Now, if you have downloaded the flashcards, show them one by one and elicit the words chorally and then individually to check pronunciation. Alternatively, call out the numbers and do the same.

Audioscript

1 pen, 2 book, 3 bag, 4 pencil case, 5 pencil, 6 ruler, 7 rubber, 8 glue

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: bag – 3, book – 2, glue – 8, pen – 1, pencil – 5, pencil case – 4, rubber – 7, ruler – 6

2 Look at the picture. Find and say.

- Hold up your book and point to the rubber in Activity 1 and say *rubber*. Now look for the rubber in the big picture (Anna is using one). When you find it, say *Look! Rubber.*
- Name another object, e.g. *book*, and have the children find and point to the book that Sara is holding. Prompt them to say *Look! Book*.
- Ask the children to find the other objects in the same way. While they do this, circulate and help them as necessary.
- Then say the names of the objects one by one and have the children point and say, e.g. *Look! (Pen.)* Point to the (head of the pen) and ask *What is it?* to elicit (*Panda*) from the class. Continue with the other objects, eliciting the names of the animals they saw in the Welcome Unit. If you wish, you could teach them *baby* (glue) and *caterpillar* (ruler), too.

Teaching star!

Extra activity

Some children learn better when they carry out physical activities, so it is useful to vary techniques for practising vocabulary.

- Mime taking a pencil case out of your bag, unzip it, take something out and zip it closed again. Hold up the imaginary object and have the children guess what it is.
- Divide the class into pairs to continue the mime game.

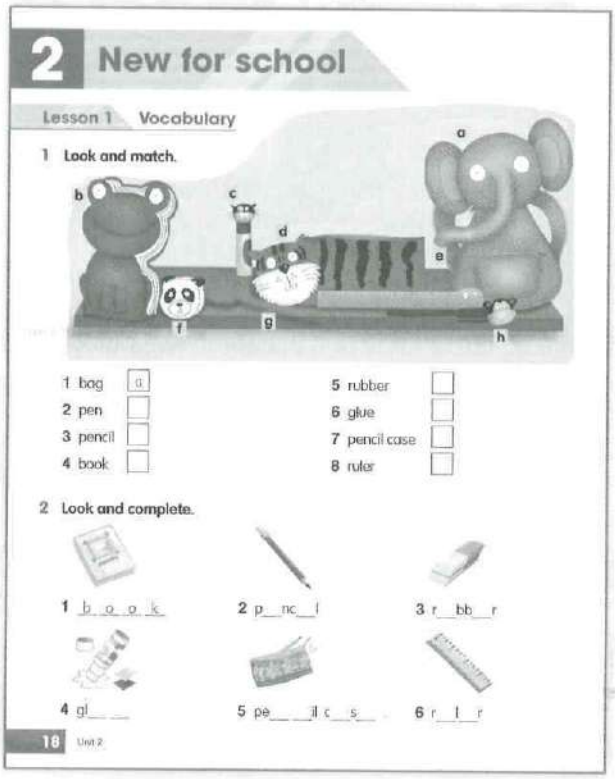
3 1.21 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1.
- Play the song while the children follow in their books. Encourage them to join in with the actions *clap*, *stamp* and *jump*.
- Play the song again. Explain that when the classroom objects are mentioned, the children should point to the objects they can see in the classroom.
- Finally, play the song and have the children do the actions, point and sing. (This is very challenging, but all the children can join in with the key words, if not the whole song!).

Cooler: What's different?

- Put five classroom objects on your table. Tell the children you will change the position of two objects while they turn away. They have to say the names of the objects that have changed.
- Continue with different selections of objects.

Workbook page 18


2 New for school

Lesson 1 Vocabulary

1 Look and match.

1 bag a
2 pen
3 pencil
4 book
5 rubber
6 glue
7 pencil case
8 ruler

2 Look and complete.

1 b o o k
2 p nc l
3 r bb r
4 gl
5 pe il c s
6 r l r

18 Unit 2

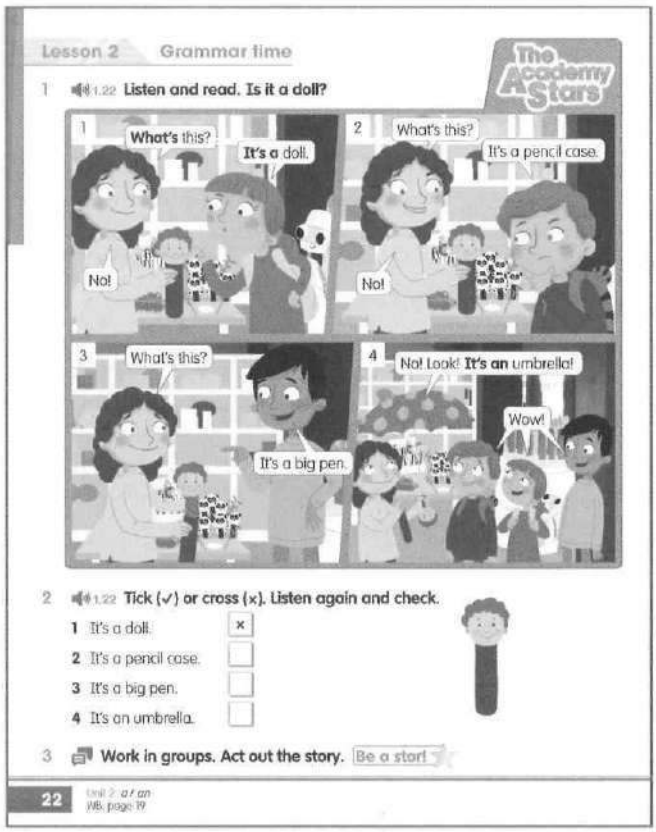
1 Look and match.

Answers: 1 a 2 h 3 g 4 b 5 f 6 c 7 d 8 e

2 Look and complete.

Answers: 1 book 2 pencil 3 rubber 4 glue 5 pencil case 6 ruler

Pupil's Book page 22



Learning objectives: Understand and use *a* and *an*; Read and act out a story using the target grammar

Grammar: *a / an*

Resources: Class audio CD1; PK PRC

Materials: umbrellas (optional) or rulers

1.21 Warm-up: Sing the song!

- Play the song, *Pencil, rubber and glue!* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson: *raise their hands, clap, stamp* or *jump* when they hear one of the key words from the previous lesson.
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 1.22 Listen and read. Is it a doll?

- Refer the children to the pictures and ask *Can you see any classroom objects? Who are the children?* (*Anna, Sara, Tom* and *Alex*) *Where's Bot?* (*in Sara's bag*) Have the children point and answer.
- Read out the question *Is it a doll?* Then play the audio. Have the children follow the story and find the answer to the question.
- Play the audio again for the children to repeat chorally.

Answer: No, it's an umbrella.

2 1.22 Tick (✓) or cross (✗). Listen again and check.

- Refer the children to the picture. Ask *Is it a doll?* (*No*). Point out the example cross for no as well as the tick for yes.
- Give the children time to look and tick or cross the items.
- Play the story again. Stop after each of the *It's a ...* sentences and ask *Yes or no?* to elicit the children's answers.

Answers: 1 ✗ 2 ✗ 3 ✗ 4 ✓

Teaching star!

Extension

Give the children further practice in making, hearing and responding to the language in the story.

- Divide the class into pairs. Have them turn to page 20 in the Pupil's Book.
- Demonstrate with a confident child. Point to an object in the picture (e.g. a ruler) and say *It's a pen.* and have the child answer *no*. Then say *It's a ruler.* The child should answer *Yes!*
- Have the children continue the activity in pairs.

3 Work in groups. Act out the story.

Be a star!

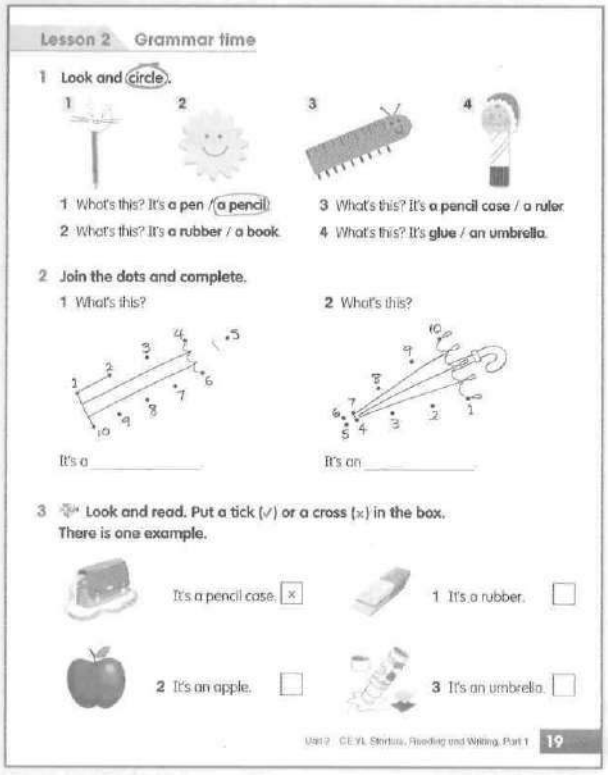
- Play the audio again for the class to repeat each line chorally. Check their pronunciation of the weak sound of *a* and *an*.
- Count the characters in the story with the children (four). Divide the class into groups of four and have them decide who will be each character. Alternatively, designate roles: give each child a number 1–4 and tell them that all number 1s are Anna, number 2s are Sara, number 3s are Tom and number 4s are Alex.
- Allow them a few minutes to practise acting out the story. (If one child has an umbrella, they can use that to act it out. If not, a ruler can be used with a little imagination!) You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the groups to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Pause the audio after some of the key words in the story, e.g. *this, doll, pencil case, What's, pen, umbrella.*
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word.

Workbook page 19


Lesson 2 Grammar time

1 Look and circle.

1 What's this? It's a pen / a pencil.
2 What's this? It's a rubber / a book.
3 What's this? It's a pencil case / a ruler.
4 What's this? It's glue / an umbrella.

2 Join the dots and complete.

1 What's this? It's a _____.
2 What's this? It's an _____.

3 Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

It's a pencil case. ✗
1 It's a rubber. ☐
2 It's an apple. ☐
3 It's an umbrella. ☐

Unit 2 CEYL Starters, Reading and Writing, Part 1 19

1 Look and circle.

Answers: 1 a pencil 2 a rubber 3 a ruler 4 glue

2 Join the dots and complete.

Answers: 1 pencil 2 umbrella

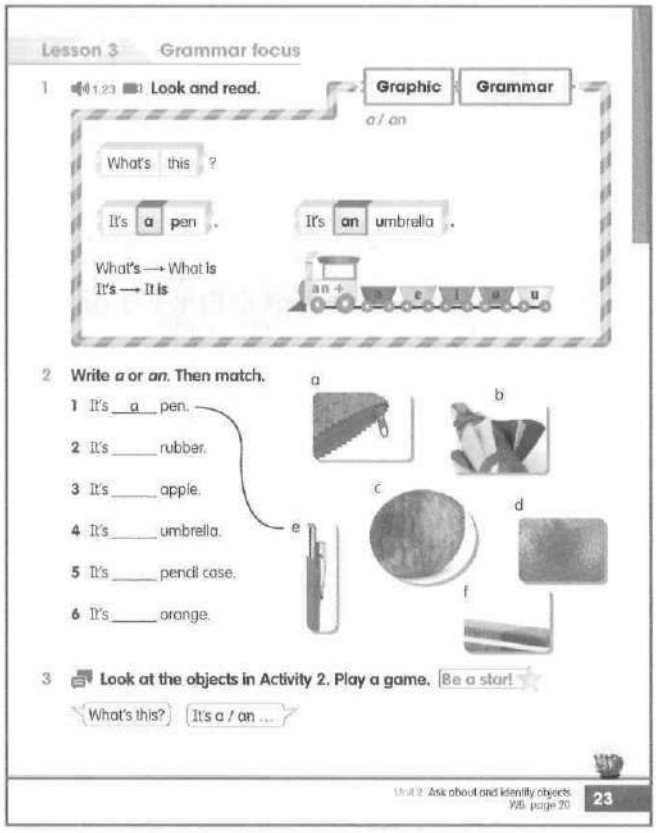
3 CEYL Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the bag. Elicit that the sentence is incorrect and indicate the cross.
- Point to the other pictures and read out the sentences. Then give the children some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

Answers: 1 ✓ 2 ✓ 3 ✗

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 23



Learning objectives: Ask about and identify objects

Grammar: *What's this? It's a pen. It's an umbrella.*

Resources: Class audio CD1; PK - Graphic Grammar video; TRC - Grammar worksheet 1; PPK - Grammar activity 1; PRC - Graphic Grammar video

Materials: paper, pens or pencils

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15). Give each group several pieces of paper and a pen or pencil. Number the children in each group 1–4. Invite all the number 1s to come to the front of the classroom to start the game. Use pictures of the objects in Lesson 1, Activity 1.
- When the groups guess the object correctly, they stand up. When all the groups are standing up, have them call out the word.

1 1.23 Look and read.

- Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat chorally.
- Write *an +* on the board and elicit the letters that follow *an*, pointing to the train in the Graphic Grammar box.
- Highlight the contractions by counting out the words in the question and answer on your fingers, and then pushing the *What is* and *It is* fingers together to show the contractions.

- If using the video, tell the children they will see a video of children playing with their toys. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the questions and answers.

2 Write *a* or *an*. Then match.

- Refer the children to the example. Point out that it is just a part of the pen.
- Ask the children why it is *a* not *an* (because it doesn't start with *a, e, i, o* or *u*).
- Say *Look at number six*. Have them find and point to the orange. Ask the class if it is *a* or *an* and why (*an* because it starts with *o*).
- Have the children continue the activity individually and then compare with a friend. Write a big *a* on one side of the board and a big *an* on the other.
- First say the numbers in turn, and have the children point to *a* or *an* on the board.
- Then call out each number again, and have the children tell you the letter of the picture.
- Finally, have the children repeat the completed sentences chorally.

Answers: 1 a – e 2 a – f 3 an – c 4 an – b 5 a – a 6 an – d

Teaching star!

Mixed ability

Some children will still be getting used to the letters and will benefit from seeing and hearing examples before writing. For the above activity:

- Allow the children time to match the sentences and the pictures. Don't ask them to complete yet. Write the sentences on the board while the children are doing this.
- Ask for volunteer children to come to the board and complete with *a* or *an*.
- Ask for whole-class agreement and have them copy the answers into their books.

3 Look at the objects in Activity 2. Play a game. Be a star!

- Point to an object in Activity 2 and ask the class *What's this?* Encourage them to answer with a complete sentence *It's a / an ...* Repeat with different items.

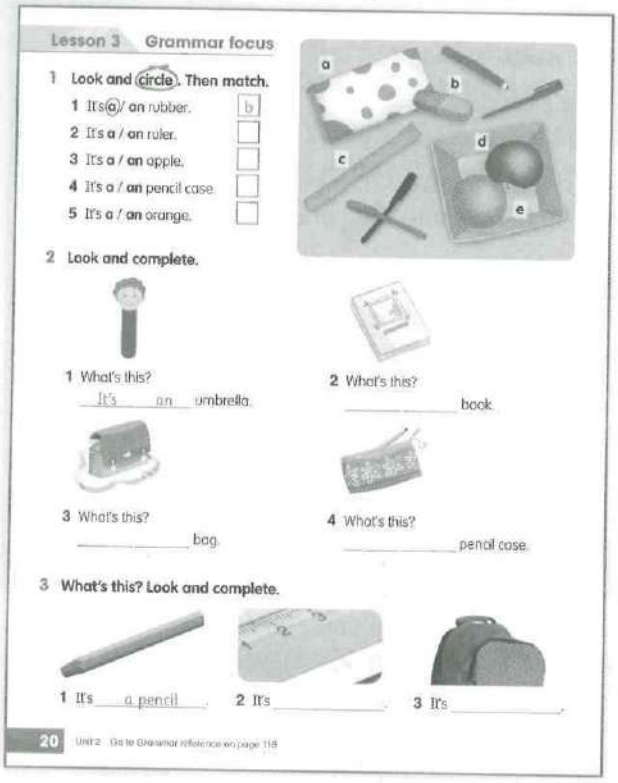
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Then hold your book so that the children can't see the page. Point to one of the items in Activity 2 and ask *What's this?* The children guess until they get the right answer.
- Divide the class into pairs to ask and answer, first with both children looking at the page, and then with only one child looking. You may wish to drill the question and answer before they start.

Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with vocabulary from today's lesson.

Workbook page 20



Lesson 3 Grammar focus

1 Look and circle. Then match.

1 It's a / an rubber. b
2 It's a / an ruler.
3 It's a / an apple.
4 It's a / an pencil case.
5 It's a / an orange.

2 Look and complete.

1 What's this?
It's an umbrella.

2 What's this?
_____ book.

3 What's this?
_____ bag.

4 What's this?
_____ pencil case.

3 What's this? Look and complete.

1 It's a pencil. 2 It's _____. 3 It's _____.

20 Unit 2 Go to Grammar reference on page 118

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 to help them when completing these activities.

1 Look and circle. Then match.

Answers: 1 a rubber – b 2 a ruler – c
3 an apple – d 4 a pencil case – a
5 an orange – e

2 Look and complete.

Answers: 1 It's an 2 It's a 3 It's a 4 It's a

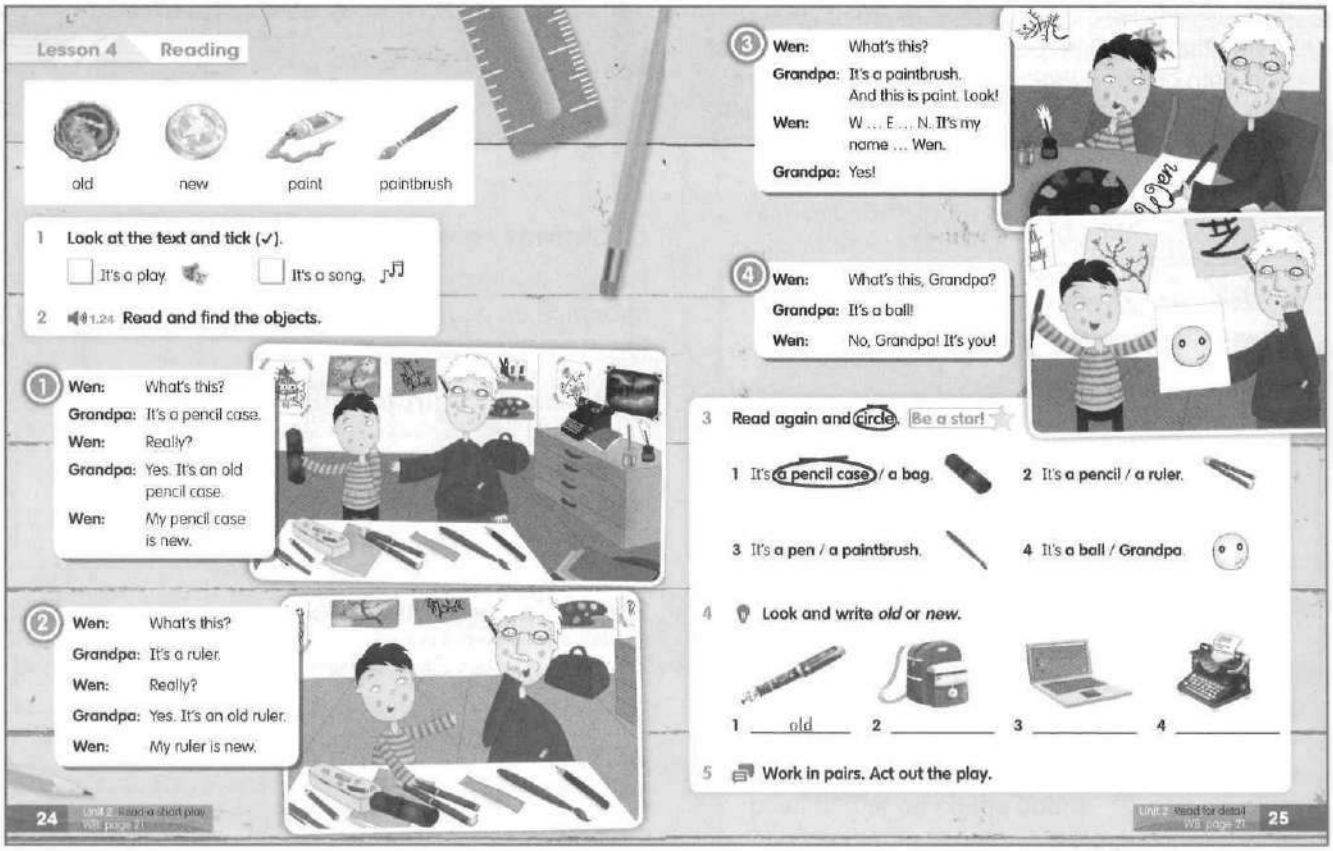
3 What's this? Look and complete.

Answers: 1 a pencil 2 a ruler 3 a bag

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 4 Reading

Pupil's Book page 24–25



Learning objectives: Read a short play; Read for detail

Vocabulary: new, old, paint, paintbrush

Review Vocabulary: ball, pencil case, ruler

Resources: Class audio CD1; (PK) (PRC)

Materials: sheets of paper, pens or pencils

Warm-up: Team drawing

- Divide the class into groups of four or five children. Each group needs a piece of paper and a pen or pencil.
- Call out the name of an object from Lesson 3. One child in each group starts drawing the object. After a short while, say *Stop!* and have the first child pass the paper and pen to the next child to draw more. Continue until the drawing is complete and the groups hold up their drawings for you to check.
- Repeat several times.

Vocabulary

- Refer the children to the vocabulary panel at the top of page 24. Read out the words for the class to repeat.
- Ask how the first and second coins are different (they can use L1 to explain the concept). Ask them if they can see something old and new in the classroom. Ask if they can see any paint or a paintbrush.

1 Look at the text and tick (✓).

- Give the children a minute to look at the text and pictures. Ask who and what they can see.
- Refer them to the question, and say *It's a play. Yes or no?* Repeat the question with *song.*

Answers: It's a play. ✓

2 1.24 Read and find the objects.

- Have the children read or look through the story individually. When they see the name of an object, have them find it in the pictures.
- Play the audio while they follow in their books. When the children see / hear the name of an object, they raise their hands. Elicit the object and have them point to it in the pictures. When there are two of the same object (pencil cases and rulers), ask *What's the difference?* to elicit *old* and *new.*

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3 Read again and circle. Be a star!

- Go through the example with the class.
- The children find the remaining objects in the pictures and look for the words in the corresponding section. They circle the correct word.
- For feedback, read out the beginning of each sentence and have the children complete it. Ask for whole-class agreement each time.

Answers: 1 a pencil case 2 a ruler
3 a paintbrush 4 Grandpa

Teaching star!

Reading

At this level, some children may still find it difficult to identify information in the text. Audio can act as a useful support. For Activity 3:

- Play each part of the audio in turn. Have the children say *Stop!* when they hear the name of the object. Write it on the board.
- Have the children point to it in the text and then circle it in the activity.

4 Look and write *old* or *new*.

- Refer the children to the example. Ask how we know it's old (new pens have a different shape).
- Have the children complete the activity and compare their answers with a partner.
- Call out each number in turn. The children call out old or new.

Answers: 1 old 2 new 3 new 4 old

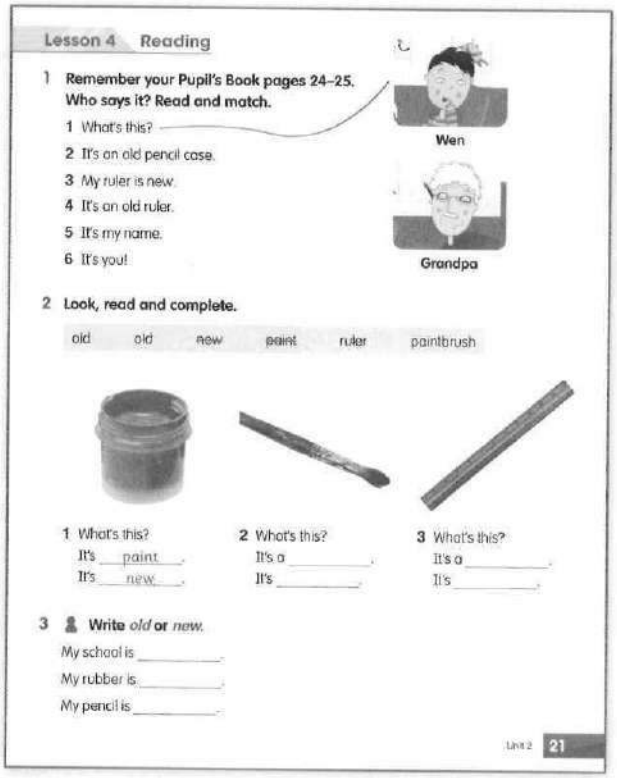
5 Work in pairs. Act out the play.

- Divide the class into pairs and ask them to decide who is Wen and who is Grandpa. Give them a few minutes to practise their lines. If the children are not confident reading their lines, they can listen to the audio and mime.
- Ask if any pairs would like to act out the play for the class.

Cooler: Who says it?

- Write *Wen* on one side of the board and *Grandpa* on the other.
- Read out different phrases from the play, e.g. *What's this?* and have the children point and call out the name of the person who says it.

Workbook page 21


Lesson 4 Reading

1 Remember your Pupil's Book pages 24–25. Who says it? Read and match.

1 What's this?
2 It's an old pencil case.
3 My ruler is new.
4 It's an old ruler.
5 It's my name.
6 It's you!

Wen

Grandpa

2 Look, read and complete.

old old new paint ruler paintbrush

1 What's this?
It's paint.
It's new.

2 What's this?
It's a _____.
It's _____.

3 What's this?
It's a _____.
It's _____.

3 Write *old* or *new*.
My school is _____.
My rubber is _____.
My pencil is _____.

Unit 2 21

1 Remember your Pupil's Book pages 24–25. Who says it? Read and match.

Answers: Wen: 1, 3, 5, 6 Grandpa: 2, 4

2 Look, read and complete.

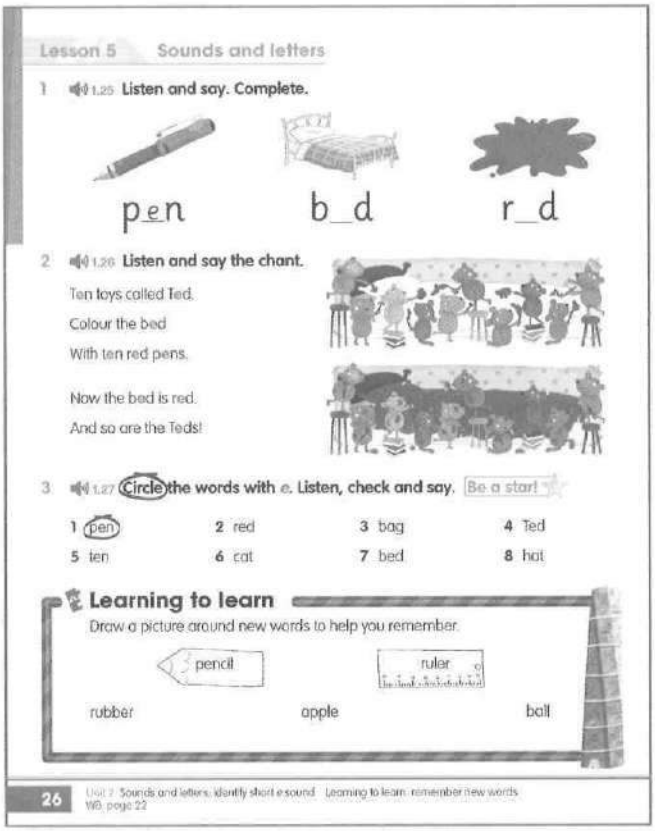
Answers: 1 paint, new 2 paintbrush, old
3 ruler, old

3 Write *old* or *new*.

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 26


Lesson 5 Sounds and letters

1 1.25 Listen and say. Complete.

p_n b_d r_d

2 1.26 Listen and say the chant.

Ten toys called Ted.
Colour the bed
With ten red pens.

Now the bed is red.
And so are the Teds!

3 1.27 Circle the words with e. Listen, check and say. Be a star!

1 pen 2 red 3 bag 4 Ted
5 ten 6 cat 7 bed 8 hot

Learning to learn
Draw a picture around new words to help you remember.
pencil ruler
rubber apple ball

26 Unit 2 Sounds and letters: identify short e sound Learning to learn: remember new words WB: page 22

Learning objectives: Sounds and letters: identify short *e* sound; Learning to learn: remember new words

Sounds & letters words: bed, pen, red

Resources: Class audio CD1; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity PRC

Warm-up: How many words?

- Read out some phrases from the play in Lesson 4. Have the children count the words in each phrase and raise their hands to tell you. Suggested phrases: *My pencil case is new.* (5); *And this is paint.* (4); *It's an old pencil case.* (5); *It's a paintbrush.* (3); *My ruler is new.* (4)
- This can be played as a team game if you divide the class into small groups. Have the groups write the number of words on a piece of paper and hold it up for you to see.

1 1.25 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *e* in the word *pen* in your book. Ask *What's this letter?* (e) *What's the sound?* (/e/)
- Write a big, clear *e* on the board as a model for the children. Have them complete the three words.

Audioscript

/e/ /e/ /e/ pen
/e/ /e/ /e/ bed
/e/ /e/ /e/ red

Answers: pen, bed, red

2 1.26 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *e*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *e* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines and then change.

3 1.27 Circle the words with *e*. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter *e* (there are five).
- Have them circle the words with *e*.
- Ask the children which numbers they circled and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

pen, pen, red, red, Ted, Ted, ten, ten, bed, bed, pen, pen

Answers: pen, red, Ted, ten, bed

Learning to learn

- Explain to the children that pictures are a good way to help us remember things, especially if the word is in the picture. Point to the examples of *pencil* and *ruler*.
- Write *rubber* on the board and draw your own picture of a rubber around it. Don't worry if it isn't perfect – it's good for the children to know that their pictures don't need to be!
- Have the children draw their own pictures for *rubber*, *apple* and *ball*. When they've finished, have them work in pairs to compare their drawings, point and say.

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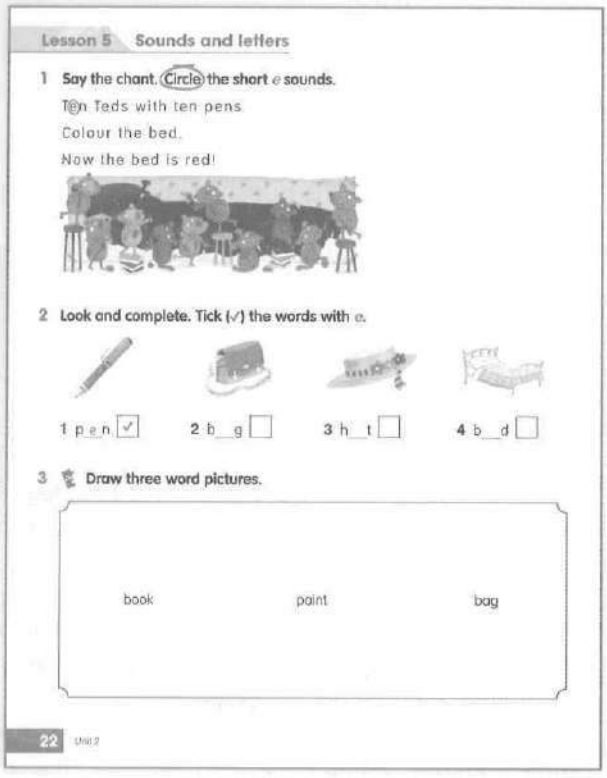
Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with the key words from this lesson: *pen, bed, red, bag, ten, hat, colour.*

Workbook page 22



Lesson 5 Sounds and letters

1 Say the chant. Circle the short *e* sounds.

Ten Teds with ten pens
Colour the bed.
Now the bed is red!

2 Look and complete. Tick (✓) the words with *e*.

1 p e n ✓ 2 b _ g ☐ 3 h _ t ☐ 4 b _ d ☐

3 Draw three word pictures.

book paint bag

22 Unit 2

1 Say the chant. Circle the short *e* sounds.

Answers: T(e)n T(e)ds with t(e)n p(e)ns
Colour the b(e)d. Now the b(e)d is r(e)d!

2 Look and complete. Tick (✓) the words with *e*.

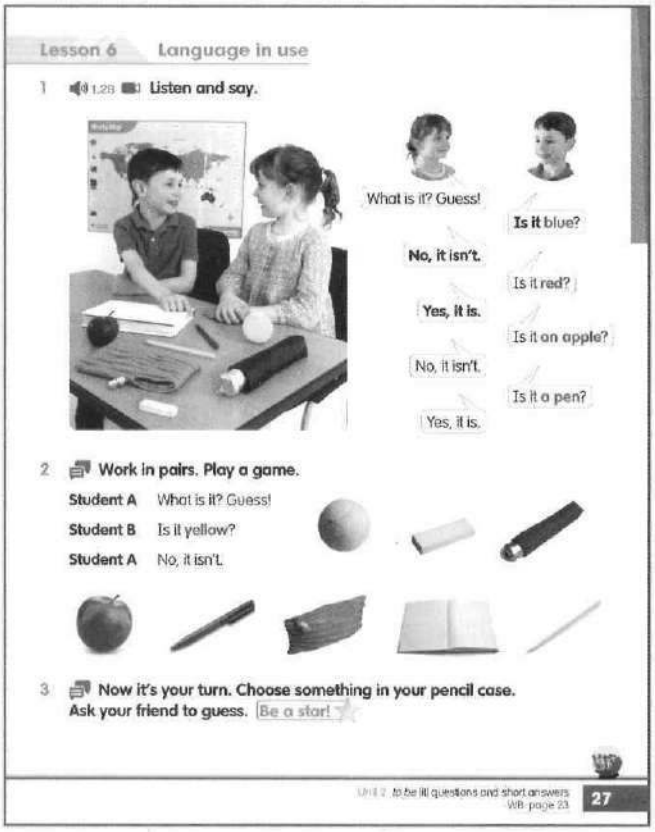
Answers: 1 pen ✓ 2 bag 3 hat 4 bed ✓

3 Draw three word pictures.

Answers: Children's own answers.

Lesson 6 Language in use

Pupil's Book page 27



Learning objectives: *to be* (it) questions and short answers

Review Vocabulary: apple, blue, pen, red, yellow

Resources: Class audio CD1; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

Materials: pencil case, classroom objects; coloured pencils

1.26 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.
- Then divide the class into two, with each half saying alternate lines.

1 1.28 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer. Check their understanding of *guess*.
- Play the audio one more time, and have the children repeat, nodding their heads for affirmative sentences and shaking their heads for negative sentences (or the most appropriate gesture in the children's culture).

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Play a game.

- Demonstrate the game for the children. Start by choosing one of the objects, e.g. the umbrella, without telling the class.
- Take the role of Student A and read out the first part of the exchange. Prompt the whole class to ask you the first Student B question.
- Point out that it is the same dialogue as in Activity 1, but with the blue words changed. Also point out the rules of the game, asking them to first guess the colour, then guess the object.
- Prompt the class to ask questions to try to guess your object, following the pattern of the dialogue. Highlight the use of *a* or *an* when the question is about an object.
- Divide the class into pairs to play the game, changing roles each time.
- Finish by inviting a confident child to choose an object and having the others ask some open class questions in order to guess.

Teaching star!

Pairwork

While the children are working in pairs, try to be prepared with another activity to give to fast finishers in order to avoid any possible disruption to the class.

- Ask fast finishers to look at pages 5–7 of their Pupil's Book. One child chooses an object and the other asks up to eight questions with *Is it (a / an) …?* to guess.

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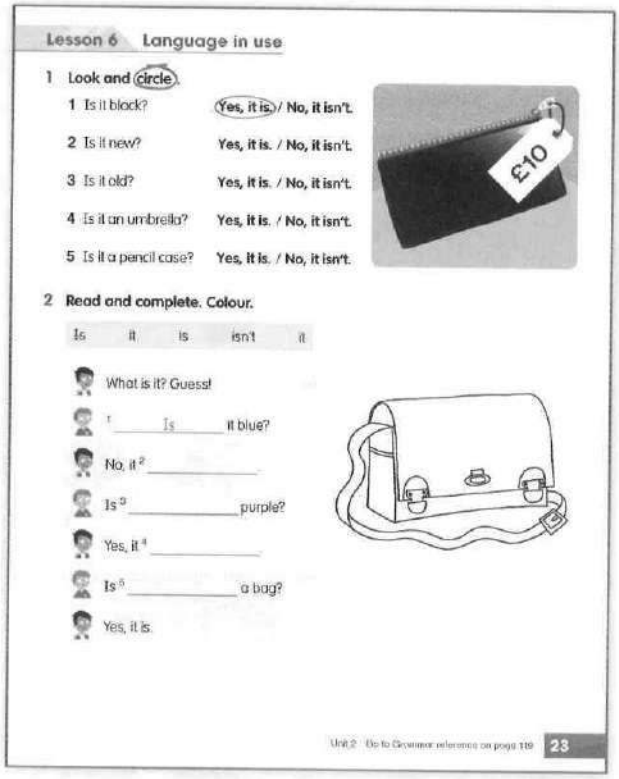
3 **Now it's your turn. Choose something in your pencil case. Ask your friend to guess.** Be a star!

- Demonstrate the game by looking in your pencil case, choosing something from it and hiding it behind your back.
- Have the class ask you questions to guess what it is, starting with the colour and then guessing the object.
- Then divide the class into pairs and have them take turns playing the game.
- Finish with the class asking questions to some individual children.

Cooler: Air drawings

- Use a finger to draw a classroom object, e.g. a ruler, in front of you so the children can see. Invite them to guess what it is.
- Now divide the class into pairs to draw classroom objects in the air for each other and guess.

Workbook page 23



Lesson 6 Language in use

1 Look and circle.

1 Is it black? (Yes, it is.) / No, it isn't.
2 Is it new? Yes, it is. / No, it isn't.
3 Is it old? Yes, it is. / No, it isn't.
4 Is it an umbrella? Yes, it is. / No, it isn't.
5 Is it a pencil case? Yes, it is. / No, it isn't.

2 Read and complete. Colour.

Is it is isn't it

What is it? Guess!
1 Is it blue?
No, it 2 .
Is 3 purple?
Yes, it 4 .
Is 5 a bag?
Yes, it is.

Unit 2 Go to Grammar reference on page 119 23

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 to help them when completing these activities.

1 Look and circle.

Answers: 1 Yes, it is. 2 Yes, it is. 3 No, it isn't. 4 No, it isn't. 5 Yes, it is.

2 Read and complete. Colour.

Answers: 1 Is 2 isn't 3 it 4 it 5 it

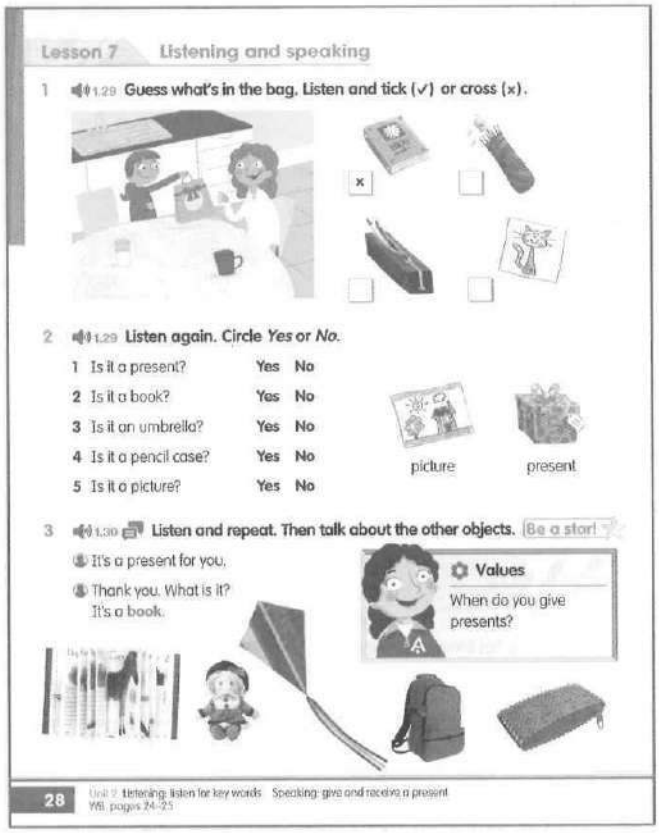
Grammar reference: (page 119)

1 Draw two school things and complete.

Answers: Children's own answers.

Lesson 7 Listening and speaking

Pupil's Book page 28



Learning objectives: Listening: listen for key words; Speaking: give and receive a present

Vocabulary: picture, present

Resources: Class audio CD1; PK TRC - Vocabulary worksheet 2; PRC

Materials: a selection of objects (from vocabulary seen up to now)

Warm-up: Play a guessing game

- Choose three or four classroom objects from your bag and have the children raise their hands to guess the colour and the object using *Is it (a / an) ...?* questions.

Vocabulary

- Refer the children to the pictures in the vocabulary panel. Say the words and have the children repeat.
- Have them do a mime of drawing a picture, and a mime of wrapping and giving a present to someone.
- Say the words quickly at random for the children to repeat and do the mime.

1 1.29 Guess what's in the bag. Listen and tick (✓) or cross (✗).

- Point to Sara in the picture and ask *Who's this? What's in the bag?* Have them look at the objects on the right and guess what's in the bag.
- Play the audio, pausing after *Is it a book? No, it isn't.* Point to the book and then to the example cross.
- Play the rest of the audio for the children to complete the activity.
- For feedback, play the dialogue again, pausing after the questions for the children to call out *Yes, it is* or *No, it isn't.*

Audioscript

Mum: What's this?
Sara: It's a present. It's for you.
Mum: Thank you! What is it?
Sara: Guess!
Mum: OK. Is it a book?
Sara: No, it isn't.
Mum: Is it an umbrella?
Sara: No, it isn't.
Mum: Is it a pencil case?
Sara: No, it isn't.
Mum: Hmmmm. I know! Is it a picture?
Sara: Yes, it is! It's a picture.
Mum: Thank you!

2 1.29 Listen again. Circle *Yes* or *No*.

- Play the audio again. The children circle the correct answers.
- Read out the questions and have the whole class call out *Yes* or *No*.

Answers: 1 Yes 2 No 3 No 4 No 5 Yes

3 1.30 Listen and repeat. Then talk about the other objects. Be a star!

- Elicit the objects in the pictures. Then play the audio while the children follow and point to the object (*a book*).
- Play the audio again for the children to repeat chorally.
- Divide the class into pairs to use the dialogue and talk about the other objects.

Values

- Discuss the question in the Values box with the class. Point out that sometimes we just give a present to say thank you or because we like the other person. Point out also that sometimes the best presents are something simple we made ourselves, like a picture!

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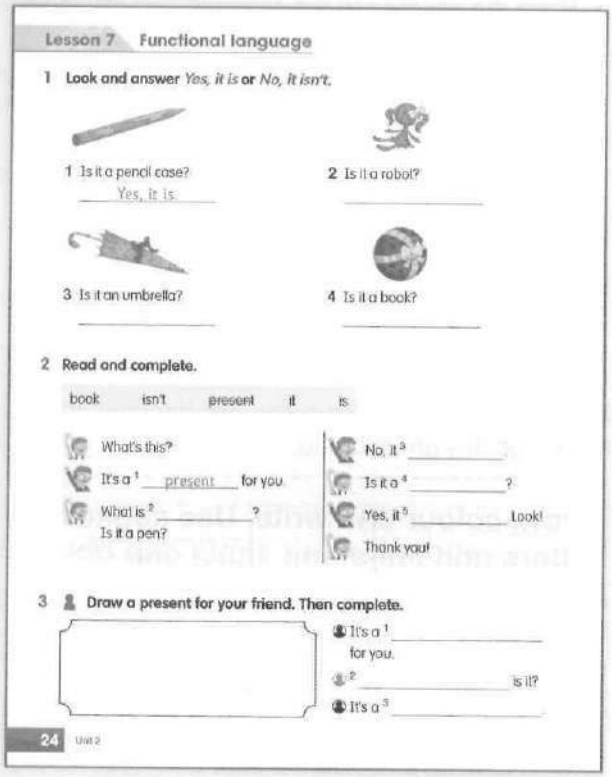
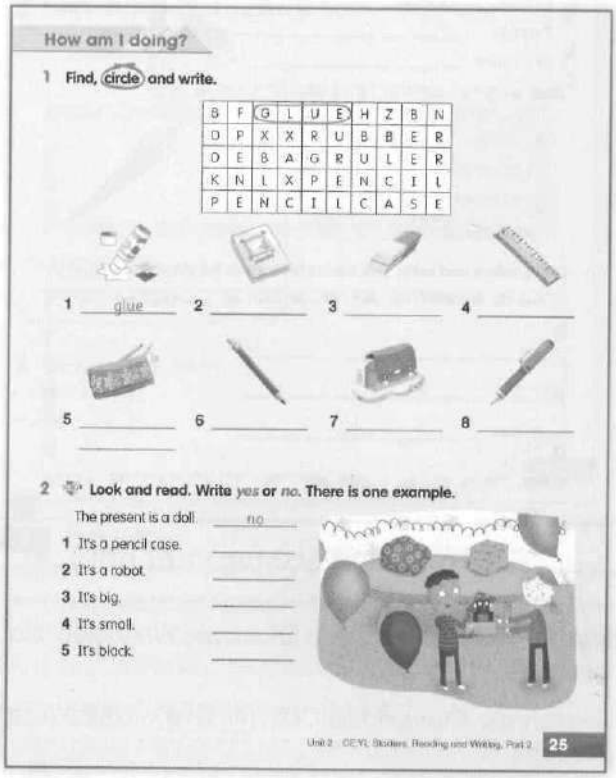
Cooler: Incomplete drawings

- Start drawing a classroom object on the board. After every line or two, stop and ask *What's this?* Even if they guess correctly, just say *Good idea!*
- Continue drawing and inviting the children to guess. Then confirm the answer.
- Repeat several times.

Workbook page 24



Workbook page 25



1 Look and answer *Yes, it is* or *No, it isn't*.

Answers: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 No, it isn't.

2 Read and complete.

Answers: 1 present 2 it 3 isn't 4 book 5 is

3 Draw a present for your friend. Then complete.

Answers: 1 present 2 What 3 Children's own answer.

1 Find, circle and write.

Answers: 1 glue 2 book 3 rubber 4 ruler 5 pencil case 6 pencil 7 bag 8 pen

2 CEYL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, go through the example first, asking the children to find and identify the present.
- The children continue individually and then check with a friend.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 no 2 yes 3 no 4 yes 5 yes

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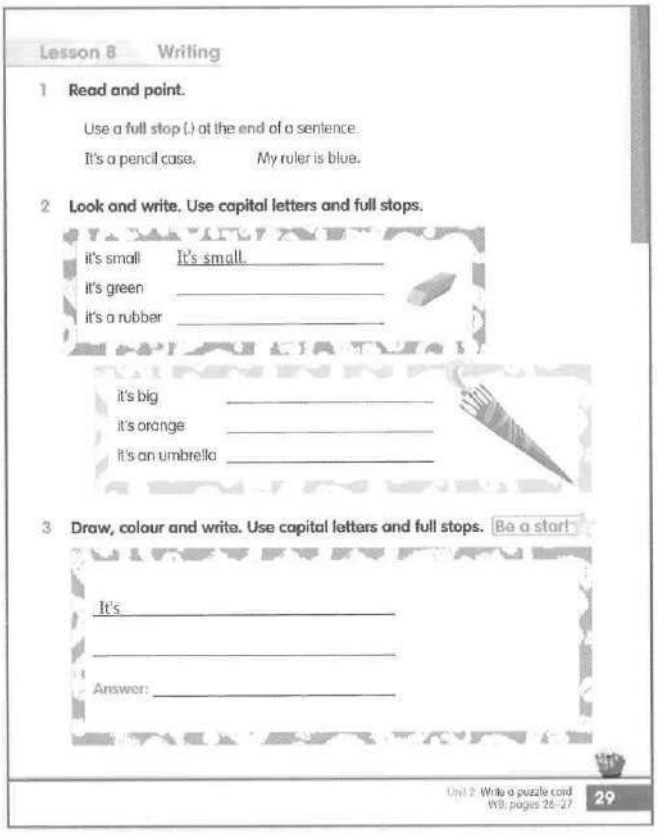
Pupil's Book page 29


Lesson 8 Writing

1 Read and point.

Use a full stop (.) at the end of a sentence.

It's a pencil case. My ruler is blue.

2 Look and write. Use capital letters and full stops.

it's small It's small.

it's green _____

it's a rubber _____

it's big _____

it's orange _____

it's an umbrella _____

3 Draw, colour and write. Use capital letters and full stops. Be a star!

It's _____

_____

Answer: _____

Unit 2: Write a puzzle card
WB pages 26–27

29

Learning objectives: Use full stops; Write a puzzle card

Resources: Class audio CD1; (PK) (TG) - Unit 2 test; (PRC) (TG)

Materials: coloured pencils

Warm-up: I can see ...

- Say *I can see something beginning with ...* and say the first letter of an object you can see in the classroom.
- The children look around and raise their hands to guess the specific object you're thinking of. Prompt them to ask questions for clues, e.g. *Is it a / an ...? Is it (colour)? Is it big / small?*
- Repeat with several different objects or have the children play in pairs.

1 Read and point.

- Invite volunteers to read out the sentences in the box. While they are doing this, write the example sentences on the board with the full stops in a different colour (blue, if possible, like the book).
- Read out the sentence and point to the full stops. Elicit or explain that we use full stops at the end of a sentence.
- Ask the children to find the other full stops in this activity (at the end of the instructions after *point* and at the end of the explanation after *sentence*). When they find one, ask the child to hold up their book and point.

2 Look and write. Use capital letters and full stops.

- Refer the children to the picture in the first card. Ask *What's this? What colour is it? Is it big or small?*
- Refer the children to the example and ask them why there's a full stop (end of the sentence).
- Elicit the complete sentences and write the text on the board. Don't write the full stops, but stop, point and ask *What's here?*
- The children copy the finished text into their books.
- Repeat the procedure for the second card. Alternatively, have the children complete the second card individually and then compare their answers in pairs before you check them with the class.

Answers: It's small. It's green. It's a rubber. It's big. It's orange. It's an umbrella.

3 Draw, colour and write. Use capital letters and full stops. Be a star!

- Invite the children to suggest an object and colour for the last card. Get class consensus on the favourite choice.
- Elicit sentences about the size, colour and the object. If the children need more support, you may wish to write these on the board.
- Have the children write the sentences and draw a picture of the object described.

Cooler: Get it wrong

- Walk around the classroom, holding up or pointing to objects and saying the name, e.g. *It's a pencil. It's a boy.* Encourage everyone to answer *Very good!*
- Now say *Oh no!* and start saying incorrect sentences, e.g. *It's an elephant! It's a robot!* The children still answer *Very good!*
- Invite different children to point to items and say the (correct) names. Have everyone reply *Very good!*
- Then say *Oh no!* and encourage children to say incorrect sentences and everyone to say *Very good!* (The children find this very funny and make great efforts to remember lots of vocabulary and use their imagination.)

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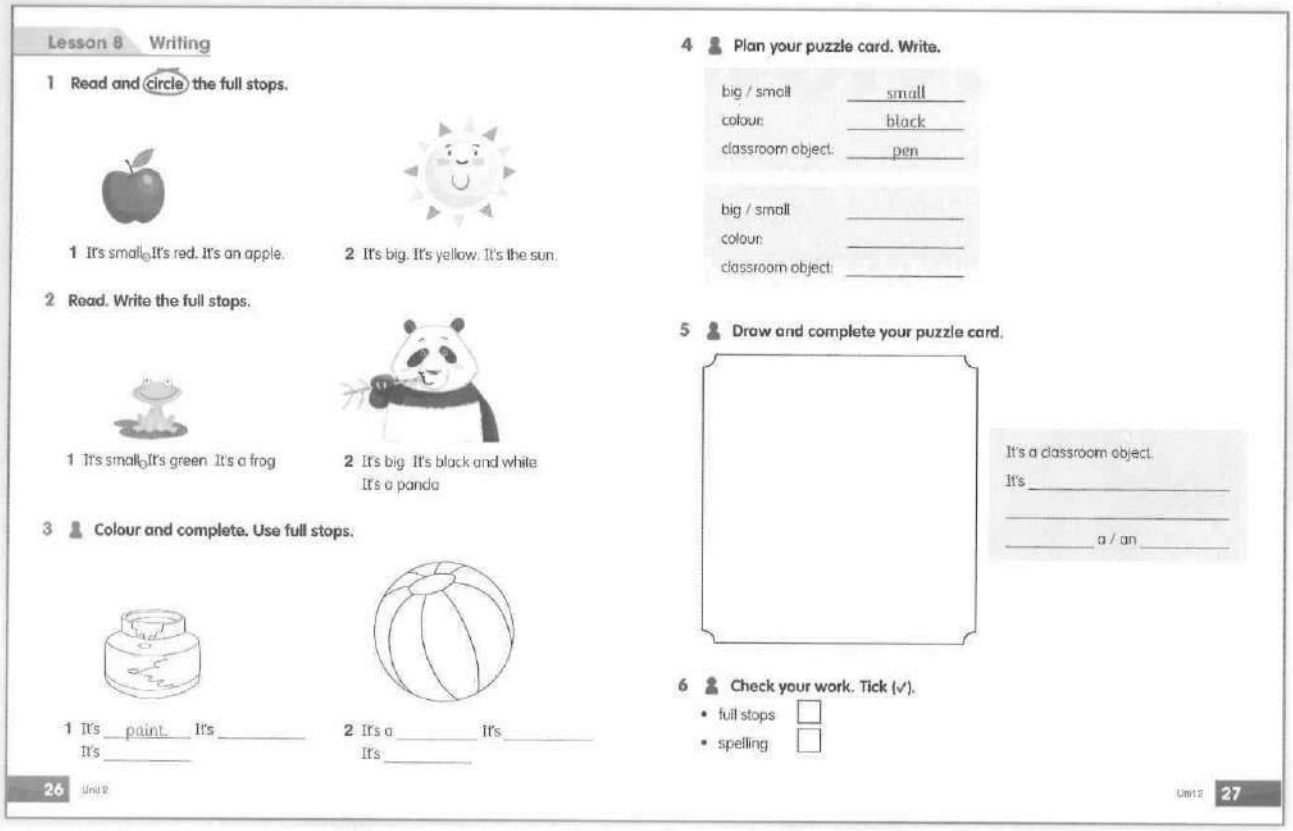


Lesson 8 Writing

1 Read and circle the full stops.

1 It's small. It's red. It's an apple.

2 It's big. It's yellow. It's the sun.

2 Read. Write the full stops.

1 It's small It's green It's a frog

2 It's big It's black and white It's a panda

3 Colour and complete. Use full stops.

1 It's paint. It's _____ It's _____

2 It's a _____ It's _____ It's _____

4 Plan your puzzle card. Write.

big / small small
colour: black
classroom object: pen

big / small _____
colour: _____
classroom object: _____

5 Draw and complete your puzzle card.

It's a classroom object.
It's _____
_____
_____ a / an _____

6 Check your work. Tick (✓).
- full stops ☐
- spelling ☐

26 Unit 2

Unit 2 27

1 Read and circle the full stops.

- The children read the text and circle all the full stops.

Answers: 1 It's small. It's red. It's an apple. 2 It's big. It's yellow. It's the sun.

2 Read. Write the full stops.

- The children complete the sentences by adding full stops.

Answers: 1 It's small. It's green. It's a frog. 2 It's big. It's black and white. It's a panda.

3 Colour and complete. Use full stops.

- The children colour the items and then complete the sentences.

Answers: 1 paint; old; (Children's own answers.) 2 ball; big; (Children's own answers.)

4 Plan your puzzle card. Write.

- The children complete the information about a classroom object.

Answers: Children's own answers.

5 Draw and complete your puzzle card.

- The children draw their chosen object and complete the information.

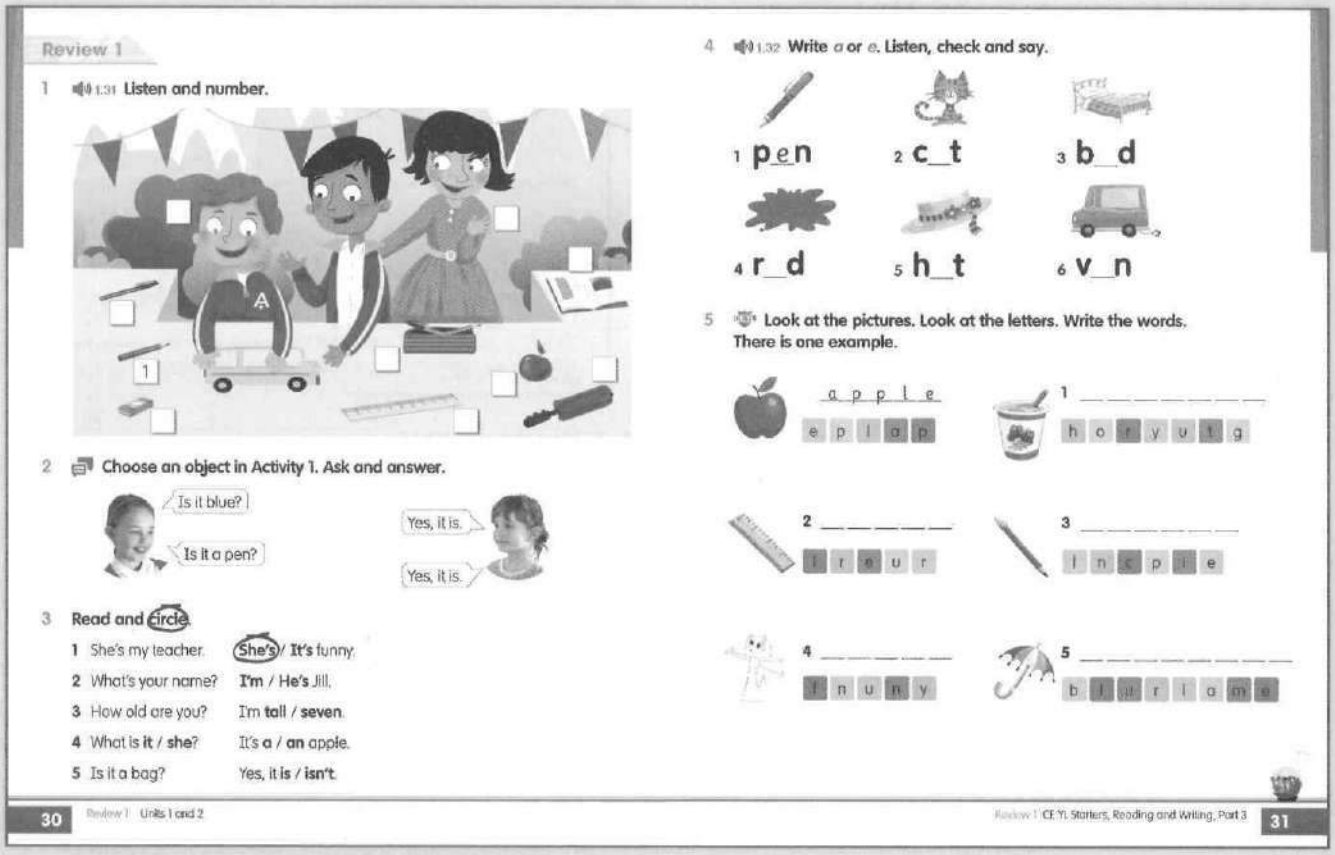
Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

1 Review

Pupil's Book pages 30–31



Learning objectives: Review vocabulary, grammar, and sounds and letters from Units 1 and 2

Grammar: *to be* (I / he / she) affirmative and (it) negative

Vocabulary: people, describing words, classroom objects

Resources: Class audio CD1; PK TRC - Downloadable flashcards; PRC TG

Materials: paper, pens or pencils

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15). Use pictures of the key items in Unit 1 or 2.

1 1.31 Listen and number.

- Refer the children to the picture and ask *What are the children's names? What can you see?*
- Play the audio. Have the children listen and point to the pictures.
- Play the audio again, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.

Audioscript

1 It's a pencil.
2 It's a rubber.
3 It's a ruler.
4 It's an apple.
5 It's a book.
6 It's an umbrella.
7 It's a pencil case.
8 It's a pen.
9 She's my teacher.
10 He's my friend.

Answers: 1 pencil 2 rubber 3 ruler 4 apple 5 book 6 umbrella 7 pencil case 8 pen 9 teacher 10 friend

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

2 Choose an object in Activity 1. Ask and answer.

- Read out the example dialogue and have the children repeat.
- Choose an object from the picture and have the children ask you questions (colour first then name of object) to discover what it is. Then the children continue in pairs.
- Finish with some open pairs asking and answering across the class.

3 Read and circle.

- Ask different children a question *What's your name? How old are you? What's this? Is it a ...?* and encourage them to give complete answers.
- The children read and circle the correct words.
- Invite pairs of children to read out the questions and answers. Ask for whole-class agreement.

Answers: 1 She's 2 I'm 3 seven 4 it, an 5 is

4 1.32 Write *a* or *e*. Listen, check and say.

- Elicit the names of the items in the pictures. Point out the example answer and then point to the cat. Ask *Is it a or e?*
- The children finish the activity individually. While they are doing this, write the incomplete words on the board.
- Play the audio for the children to check their work. Then play it again for them to repeat.
- Invite volunteers to come to the board to complete a word each. Ask for whole-class agreement each time.

Answers: 1 pen 2 cat 3 bed 4 red 5 hat 6 van

5 CEYL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Starters test. The children use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

Answers: 1 yoghurt 2 ruler 3 pencil 4 funny 5 umbrella

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), recalling all the key words from this Review lesson.

Workbook page 116

My progress: Units 1 & 2

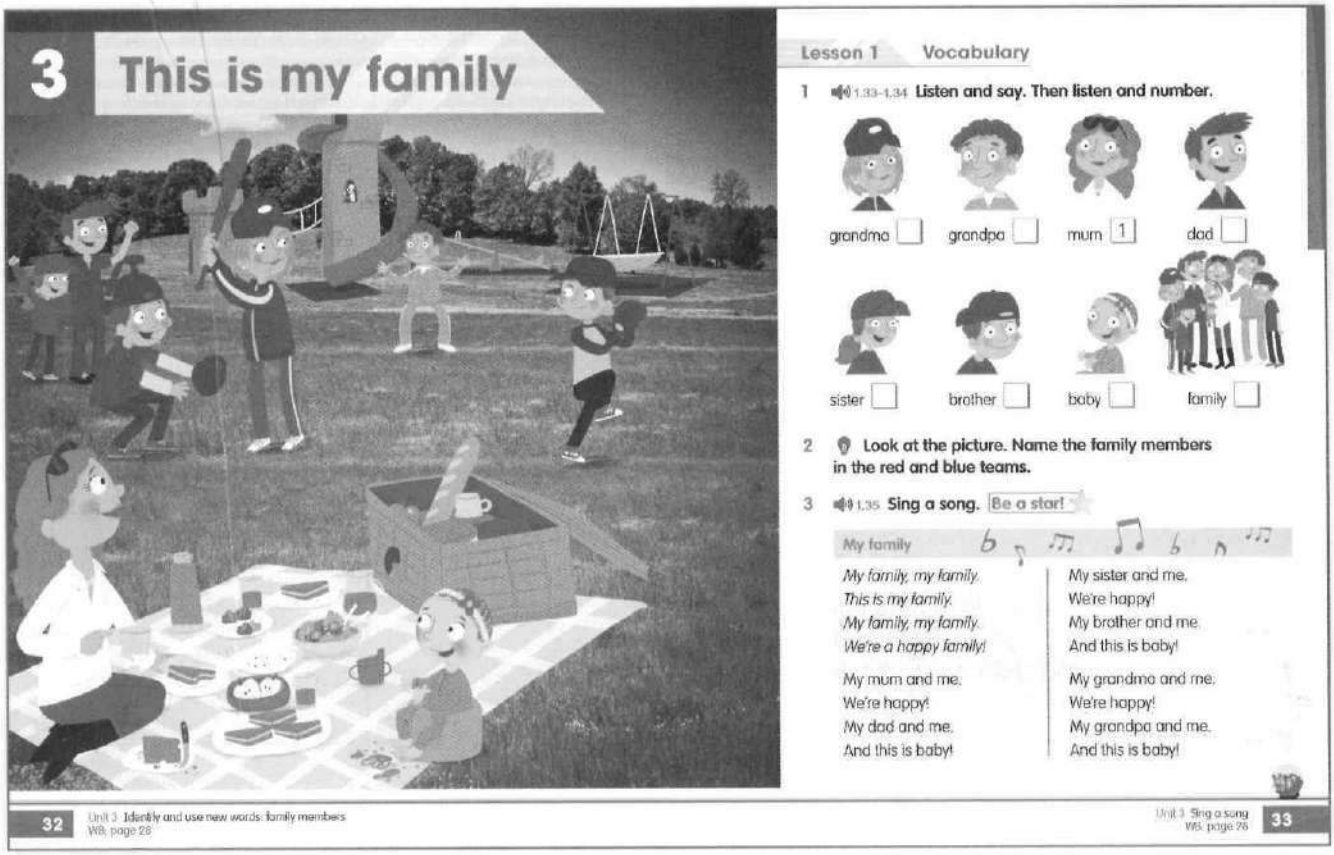
- Clarify the meaning of each *I can ...* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress* check. Let them decide if they are ready to give themselves a sticker. Provide encouragement if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

PRC = Pupil's Resource Centre TG = Test Generator

3 This is my family

Lesson 1 Vocabulary

Pupil's Book pages 32–33



Learning objectives: Identify and use new words: family members; Sing a song using the target vocabulary

Vocabulary: baby, brother, dad, family, grandma, grandpa, mum, sister

Resources: Class audio CD1; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song; (PRC)

Warm-up: The Big Picture

- Refer the children to the picture on page 32. Ask *Where are they? What are the children's names? What's this?* (point to any objects that the children have already seen, e.g. jug, apple). Ask what they can see happening in the picture. Ask *Where's Bot? (He's in the blue tower behind the family.)*
- Say *Point to something blue / red / green /* etc. and have the children find items of that colour in the picture.

1 1.33 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

1.34 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 mum, 2 brother, 3 family, 4 grandpa, 5 baby, 6 dad, 7 grandma, 8 sister

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: grandma – 7, grandpa – 4, mum – 1, dad – 6, sister – 8, brother – 2, baby – 5, family – 3

2 Look at the picture. Name the family members in the red and blue teams.

- Hold up your book to the class and ask *Who's in the red team?* Point to each of the family members dressed in red and elicit the family names. Repeat with the blue team.
- Ask the children to turn their Pupil's Book face down. Say *Grandma – red or blue?* and have the class try to remember the colour of the team of the family members.

Answers: Red team: grandma, dad, sister / Sara
Blue team: grandpa, brother / Tom

Teaching star!

Pairwork

Memory games are motivating for young children and provide enjoyable extra practice. They are easy to play in pairs as the answers are always clear.

- Divide the class into pairs. Demonstrate with a confident child. Say *Dad – red or blue?* and have the child answer without looking at the book. Then have the child ask you a question and you answer from memory.
- Have the children continue in their pairs.

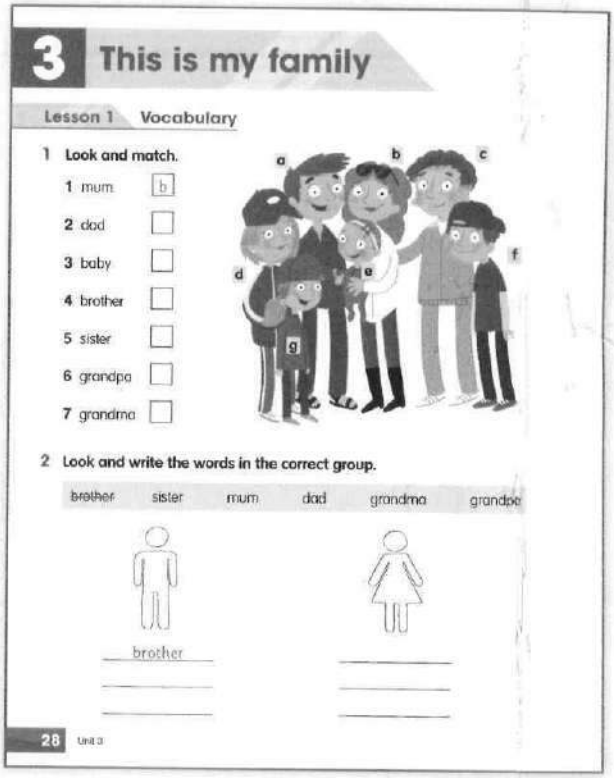
3 1.35 Sing a song. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now play the song again and have the children follow in their books.
- Show the children they can 'mime' the family members by indicating with a hand going up from the floor how old the members are – baby at the bottom, grandpa at the top.
- Play the song and have the children 'mime' first. Then play again and have the children mime and sing. (This is quite challenging, but all the children can join in with the key words, if not the whole song.)

Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with the family vocabulary from this lesson.

Workbook page 28



1 Look and match.

Answers: 1 b 2 a 3 e 4 f 5 g 6 c 7 d

2 Look and write the words in the correct group.

Answers: (male) brother, dad, grandpa
(female) sister, mum, grandma

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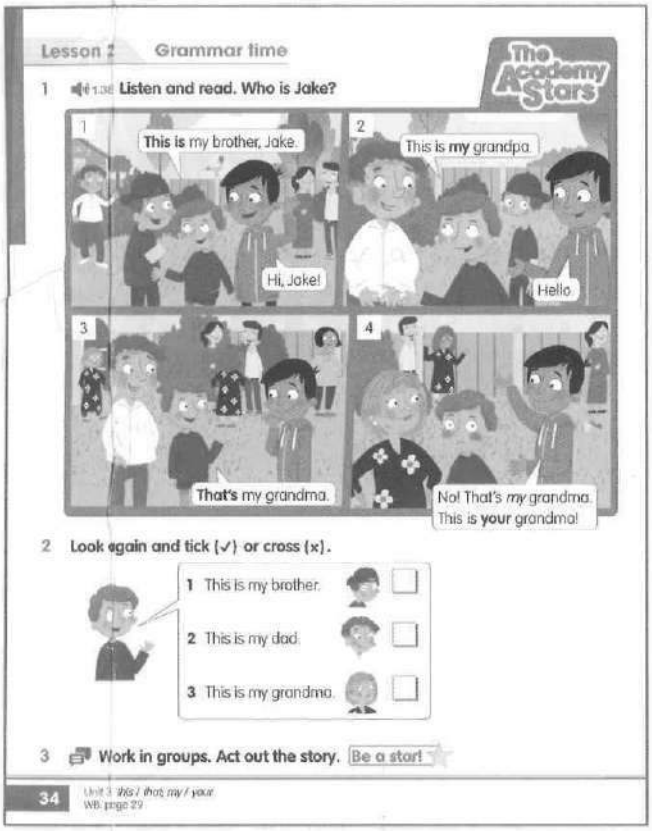
Pupil's Book page 34



Learning objectives: Understand and use *this / that, my / your*; Read and act out a story using the target grammar

Grammar: *this / that, my / your*

Resources: Class audio CD1; PK PRC

1.35 Warm-up: Sing the song!

- Play the song *My family* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson. Show the children they can 'mime' the family members by indicating with a hand going up from the floor how old the members are – baby at the bottom, grandpa at the top.
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 1.36 Listen and read. Who is Jake?

- Refer the children to the pictures and ask *Who can you see? Do you know their names? Where are they?* (*at home, in the garden*)
- Play the audio. Have the children follow in their books and find the answer to the question *Who is Jake?* Elicit the answer and then ask what other family members are in the story.
- Play the audio again for the children to repeat chorally.
- Play the audio one more time. Have them mime introducing someone next to them for *This is* and pointing to someone further away for *That's*. Place a hand on your chest for *my* and indicate a friend for *your*.

Answers: Jake is Tom's brother

2 Look again and tick (✓) or cross (✗).

- Refer the children to the pictures and sentences. Invite three confident children to read out the sentences. Say (and demonstrate) *Hands up for yes ... Hands up for no* and see if there is class consensus. Have the children tick and cross the boxes.
- Check the answers with hands up one more time.

Answers: 1 ✓ 2 ✗ 3 ✓

Teaching star!

Extension

Give the children further practice using the language in the story.

- Invite a confident child to come to the front of the class. Introduce the child to two people in the class: indicate a child very near to you and say *This is (Omar)*. Then indicate a child further away from you and say *That's (Jana)*. Have the child with you introduce two people in the same way.
- Drill the phrases *This is ...* and *That's ...* one more time.
- Divide the class into pairs to introduce friends to each other – one near and one further away. Repeat several times with different friends.

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Pay attention to the pronunciation of the *th* sound in *This* and *That's*.
- Divide the class into pairs and have them decide who will be Tom and who will be Jake. Alternatively, designate the roles by giving each child a number, and then giving each number a role.
- Allow them a few minutes to practise acting out the story. You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the pairs to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.

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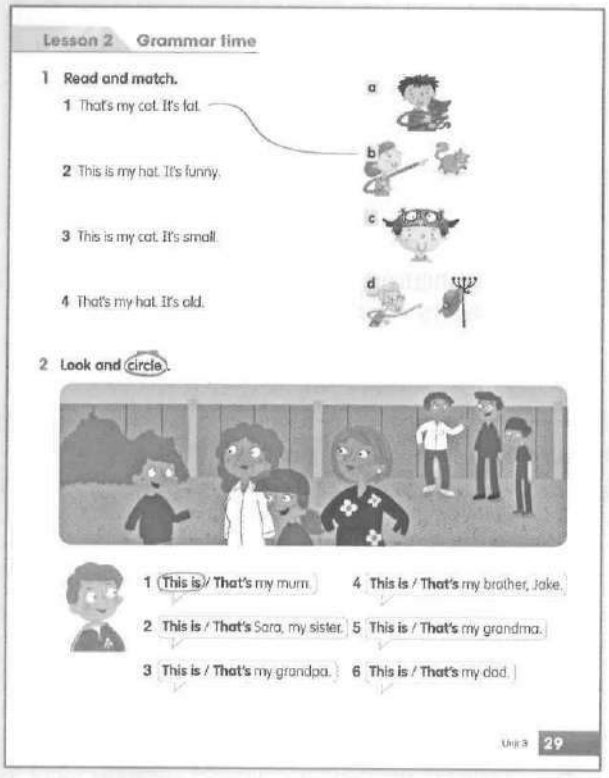
Cooler: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Stop the audio after some of the key words in the story (e.g. *brother, grandpa, hello, that's, my, your*).
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word.

Workbook page 29


Lesson 2 Grammar time

1 Read and match.

1 That's my cat. It's fat.
2 This is my hat. It's funny.
3 This is my cat. It's small.
4 That's my hat. It's old.

a
b
c
d

2 Look and circle.

1 This is / That's my mum.
2 This is / That's Sara, my sister.
3 This is / That's my grandpa.
4 This is / That's my brother, Jake.
5 This is / That's my grandma.
6 This is / That's my dad.

Unit 3 29

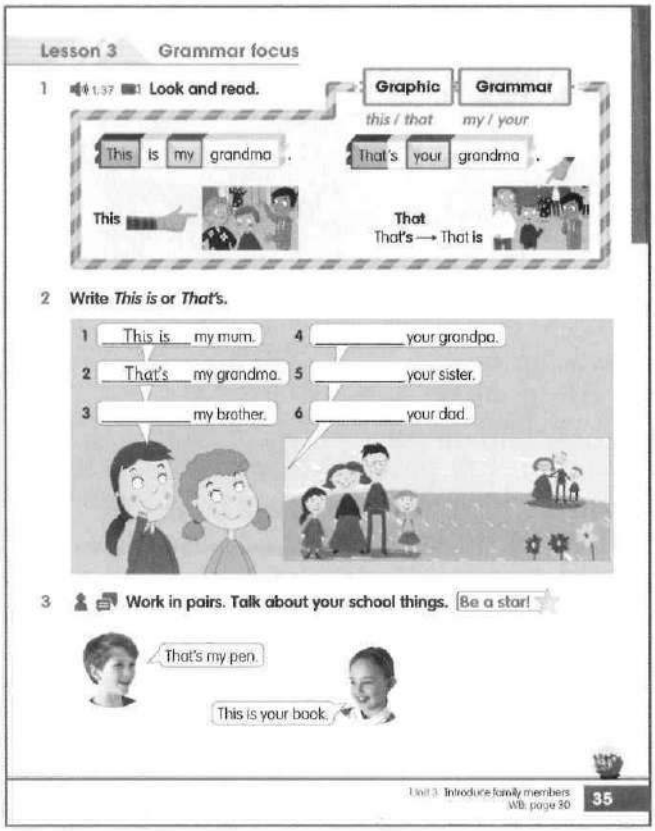
1 Read and match.

Answers: 1 b 2 c 3 a 4 d

2 Look and circle.

Answers: 1 This is 2 This is 3 That's
4 That's 5 This is 6 That's

Pupil's Book page 35



Learning objectives: Introduce family members

Grammar: *this / that, my / your; This is my grandma. That's your grandma.*

Resources: Class audio CD1; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Materials: classroom objects

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–15). Write on the board the following incomplete sentences:
  Th _ s _ s my br _ th _ r.;
  Th _ t's my gr _ ndp _.;
  Th _ s _ s y _ _ r gr _ ndm _.
  (Solution: *This is my brother. That's my grandpa. This is your grandma.*)

1 1.37 Look and read.

- Play the audio and have the children follow in their books. Encourage them to make gestures to reinforce meaning: pointing close to themselves for *this* and pointing further away for *that*; placing a hand on their chest for *my* and indicating a friend for *your*.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *That's* by counting out *That is your grandma* on your fingers, and then pushing the *That is* fingers together to show the contraction.

- If using the video, tell the children they will see a video of people meeting in a café. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence. Encourage them to do actions for *this, that, my* and *your* as described above.

2 Write *This is* or *That's*.

- Refer the children to the example answers and elicit why these are correct (1 mum is near, 2 grandma is further away).
- Have the children complete the activity and check their answers in pairs.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 This is 2 That's 3 That's 4 That's 5 This is 6 This is

3 Work in pairs. Talk about your school things. Be a star!

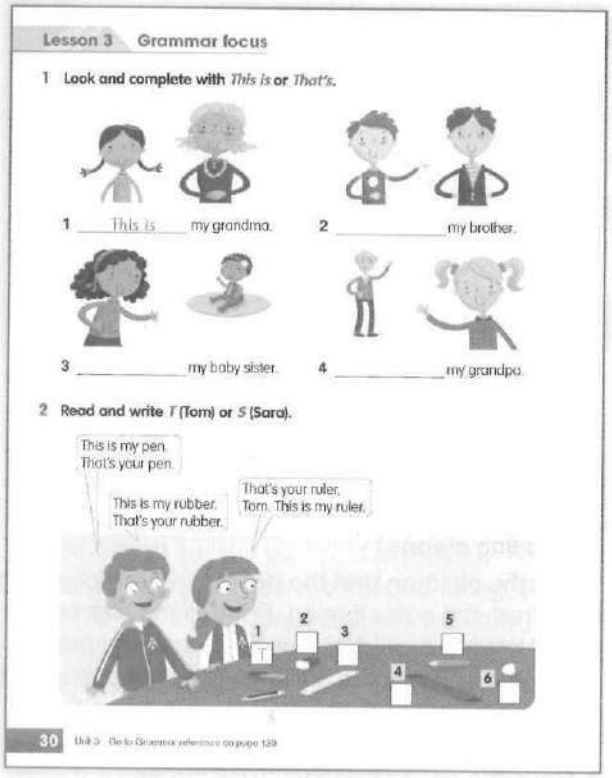
- Divide the class into pairs. Have them spread out a selection of their own classroom objects on their desks.
- Demonstrate the activity with a confident child. Put some of the child's objects together with some of your own objects on your desk. Pick up something near you and say, e.g. *This is your pen.* Point to something nearer to the child and say *That's my book.* Ask the child to do the same with two different objects.
- Invite two children to read out the example exchange. Then have all the children do the activity in pairs.
- Join in with some pairs as you circulate round the class – pick up or point to an object and try to guess whose it is.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: A memory game

- Divide the class into groups of six to eight children. Each child in the group should place one object of his / hers in the middle (objects can be repeated).
- Join one group to demonstrate. Place something of your own, e.g. a pencil, in the middle. Pick it up and say *This is my pencil* and put it back with the other objects. Encourage the next child to pick up their own object and say *This is my book. That's your pencil.* (pointing to your pencil).
- The next child in each group picks up and speaks about their own object and has to remember the objects that belong to the people before them.

Workbook page 30


Lesson 3 Grammar focus

1 Look and complete with *This is* or *That's*.

1 This is my grandma. 2 _____ my brother.

3 _____ my baby sister. 4 _____ my grandpa.

2 Read and write *T* (Tom) or *S* (Sara).

This is my pen. That's your pen.

This is my rubber. That's your rubber.

That's your ruler, Tom. This is my ruler.

30 Unit 3 Go to Grammar reference on page 120

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 120 to help them when completing these activities.

1 Look and complete with *This is* or *That's*.

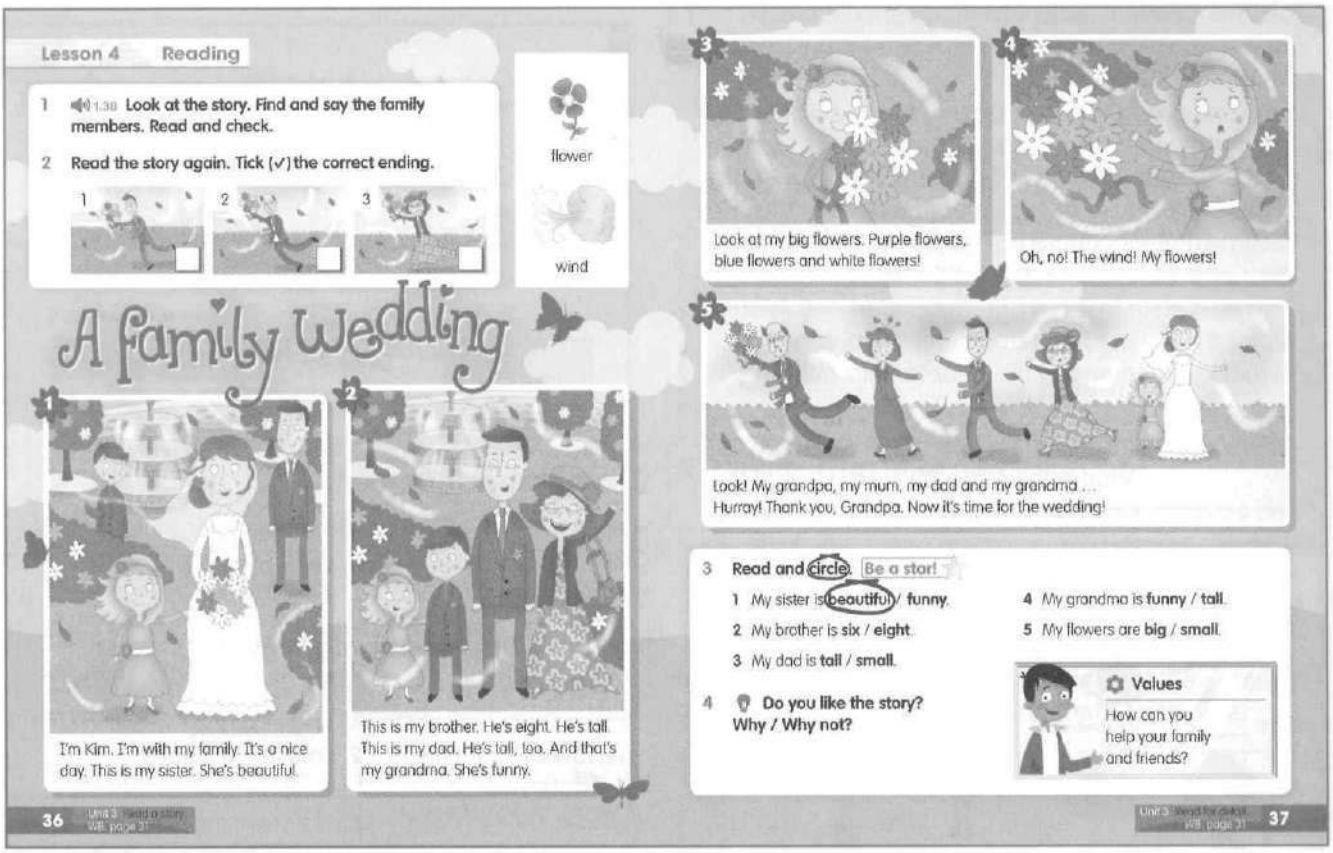
Answers: 1 This is 2 This is 3 That's 4 That's

2 Read and write *T* (Tom) or *S* (Sara).

Answers: 1 T 2 T 3 S 4 T 5 S 6 S

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 36–37



Learning objectives: Read a story; Read for detail

Vocabulary: flower, wind

Additional vocabulary: beautiful, big, blue, funny, purple, tall, wedding, white

Resources: Class audio CD1; PK PRC

Warm-up: Speed drawing

- Tell the children they have 20 seconds to draw a picture of their family in their notebooks. Demonstrate by having the children count down from ten while you do a very fast picture of your family on the board – this shows the children that it doesn't need to be a good drawing, or even recognisable!
- Tell the children about your family – *This is my …*
- The children do their own super-fast drawings of their family and tell a friend about them. (The terrible drawings are part of the fun!)

Vocabulary

- Refer the children to the vocabulary panel and read out the words for the class to repeat.
- Ask *Where can you see flowers? Can you see the wind? Is there wind inside a house?*

1 1.38 Look at the story. Find and say the family members. Read and check.

- Give the children a minute to look at the text and pictures. Ask them to guess what the title word *wedding* means.
- Tell the children that the people in the picture are all from the same family. Point to the characters and have the children suggest who they are. (It may be easy for the children to mistake the father for the bridegroom, but you can tell them the bridegroom isn't in this story!)
- Have the children read or look through the story individually and find the family names. When they see the name of a family member in the text, have them find the person in the pictures.
- Play the audio while they follow in their books. When the children see / hear the name of a family member, they raise their hands. Elicit the family member and have them point to him / her in the pictures.

Answers: sister, brother, grandma, grandpa, dad, mum

2 Read the story again. Tick (✓) the correct ending.

- Now give the children time to read the story quietly. They look, read and decide which picture is part of the story, and tick the correct box.

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- Call out the numbers and have the children raise their hands for the number they think is correct.
- Play the audio again and have the children follow in their books.

Answer: 2

3 Read and circle. Be a star!

- Go through the example with the class. Ask them to find the word *beautiful* in the story (part 1: *This is my sister. She's beautiful.*) Check the meaning of the word *beautiful*.
- The children work individually to answer the remaining questions. Encourage them to find the part of the story, check the information and circle the correct word.
- For feedback, read out the beginning of each sentence and have the class call out the ending.

Answer: 1 beautiful 2 eight 3 tall 4 funny 5 big

Teaching star!

Reading

When children are learning to deal with texts, a whole class approach is good to demonstrate technique. Follow this approach for Activity 3 to help children develop good reading skills.

- Write the sentences on the board.
- Point out the word *sister* in number 1, and ask the children which part of the story is about the sister. (They can use the pictures and text to find it: part 1.)
- Point out the words *beautiful* and *funny*. Read part 1 with the children and ask which word they can see. Circle it on the board.
- Do the same with the other sentences.

4 Do you like the story? Why / Why not?

- Ask the children to discuss their answers to these questions in pairs. Then invite them to share their ideas with the class.

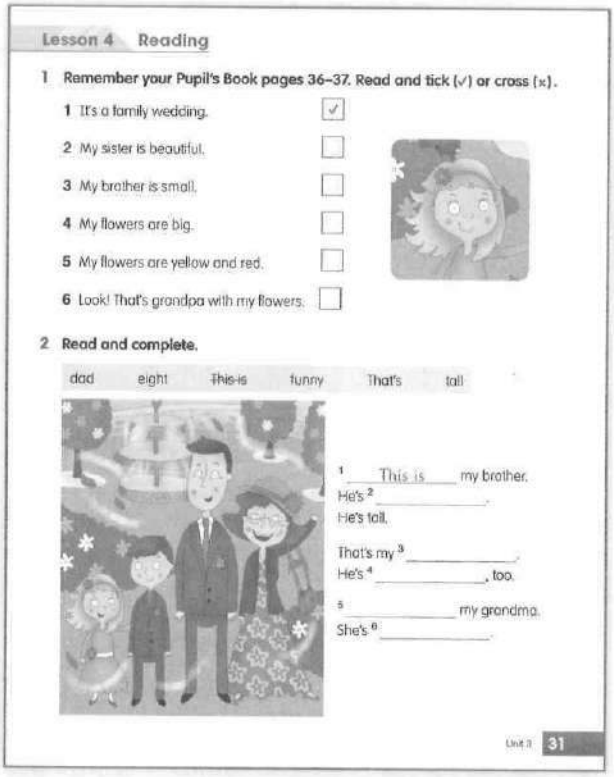
Values

- Explain the question to the children. Allow them a moment to think and then ask for suggestions about how they help their family and friends. Point out that we shouldn't wait to be asked to help – we should give help whenever we see it's needed!

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15) with the key words from the story.

Workbook page 31



Lesson 4 Reading

1 Remember your Pupil's Book pages 36–37. Read and tick (✓) or cross (×).

1 It's a family wedding. ✓
2 My sister is beautiful. ☐
3 My brother is small. ☐
4 My flowers are big. ☐
5 My flowers are yellow and red. ☐
6 Look! That's grandpa with my flowers. ☐

2 Read and complete.

dad eight ~~This is~~ funny That's tall

1 This is my brother.
He's 2 _____.
He's tall.
That's my 3 _____.
He's 4 _____, too.
5 _____ my grandma.
She's 6 _____.

Unit 3 31

1 Remember your Pupil's Book pages 36–37. Read and tick (✓) or cross (X).

Answers: 1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 ✓

2 Read and complete.

Answers: 1 This is 2 eight 3 dad 4 tall 5 That's 6 funny

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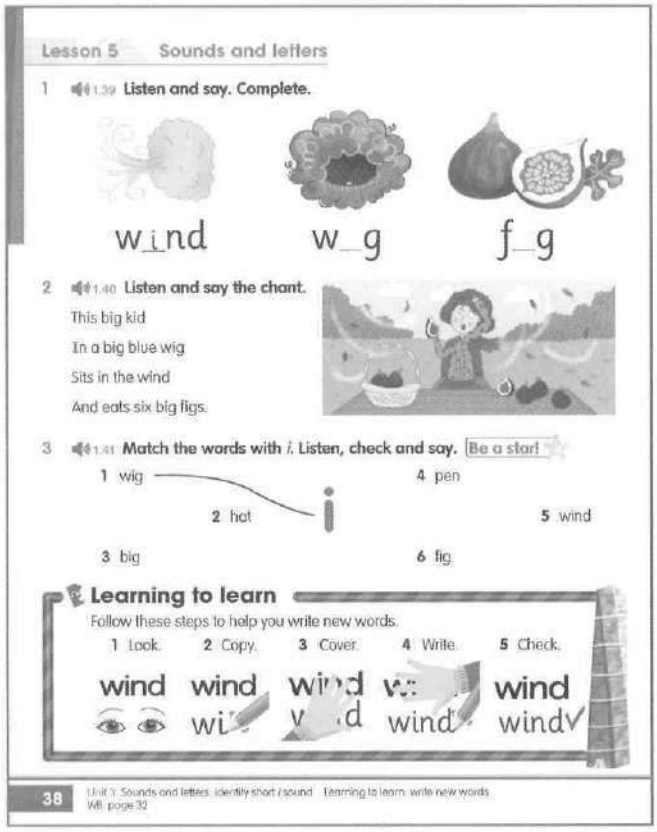
Pupil's Book page 38



Learning objectives: Sounds and letters: identify short *i* sound; Learning to learn: write new words

Sounds & letters words: fig, wig, wind

Resources: Class audio CD1; PK TRC - Sounds & letters worksheet; PPK - Sounds & letters activity PRC

Warm-up: That's wrong!

- Read a changed version of the beginning of the story from Lesson 4 to the children. Make some funny changes to keywords (see suggested version below).
- Have the children say *Stop!* every time they hear something different from the original. Ask what the original was.
- (Suggested version: *I'm Kim. I'm with my robots. It's a nice day. This is my grandpa. She's old. This is my brother. He's two. He's funny. This is my dad. He's small. And that's my elephant. She's beautiful!*)

1 1.39 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things. If necessary, clarify *wig*, by miming putting a wig on your head.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *i* in the word *wind* in your book. Ask *What's this letter?* (*i*) *What's the sound?* (/ɪ/)
- Write a big, clear *i* on the board as a model for the children. Have them complete the three words.

Audioscript

/ɪ/ /ɪ/ /ɪ/ *wind*
/ɪ/ /ɪ/ /ɪ/ *wig*
/ɪ/ /ɪ/ /ɪ/ *fig*

Answers: wind, wig, fig

2 1.40 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *i*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *i* sound.
- Play the chant once more and have the children join in as much as they can.
- Have the children say the chant round the class, one word each. See how fast they can say it!

3 1.41 Match the words with *i*. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter *i* (there are four).
- Point out the example and have the children draw lines to join the remaining words with *i* to the big letter *i* in the middle.
- Ask the children which numbers they circled, and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

wig, wig, big, big, wind, wind, fig, fig

Answers: wig, big, wind, fig

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teaching star!

Using digital

Children love coming to the board, and they feel more involved when they do.

- Use the projected page of the Pupil's Book to do Activity 3 above. Invite different children to come and match the words.
- When they have finished, use the *Reset* tool to clear the answers and invite other children to come and repeat it.

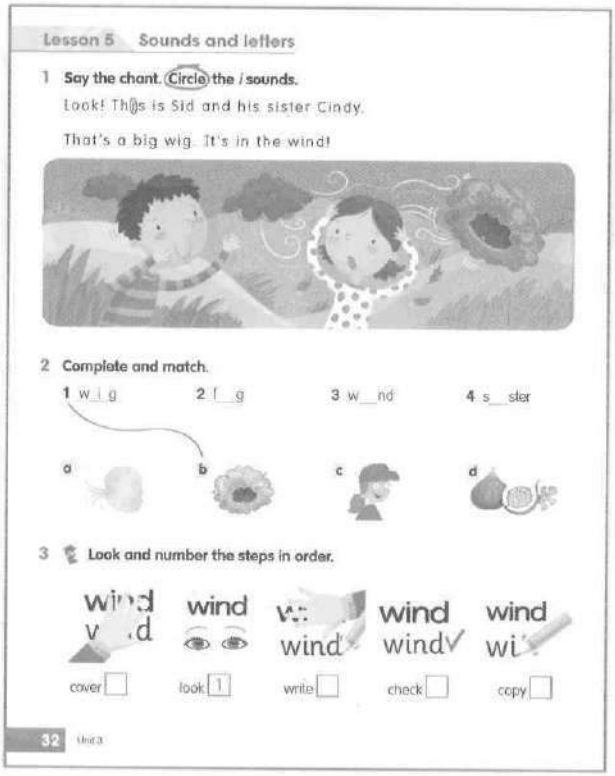
Learning to learn

- Explain to the children that when they learn new words, it's important to learn how to write them correctly.
- Refer the children to the words and images in the *Learning to learn* box.
- Do an example on the board following the same procedure, and saying the words for the five stages.
- Have all the children choose one word from the page and practise the steps. (There is more practice in the Workbook.)

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with the key words from this lesson: *wind, wig, fig, big, listen, copy.*

Workbook page 32



Lesson 5 Sounds and letters

1 Say the chant. Circle the *i* sounds.

Look! This is Sid and his sister Cindy.

That's a big wig. It's in the wind!

2 Complete and match.

1 w_i_g 2 f_g 3 w_nd 4 s_ster

a b c d

3 Look and number the steps in order.

wind wind wind wind wind

cover look 1 write check copy

32 Unit 3

1 Say the chant. Circle the *i* sounds.

Answers: Look! Th(i)s (i)s S(i)d and h(i)s s(i)ster C(i)ndy. That's a b(i)g w(i)g. (I)t's (i)n the w(i)nd!

2 Complete and match.

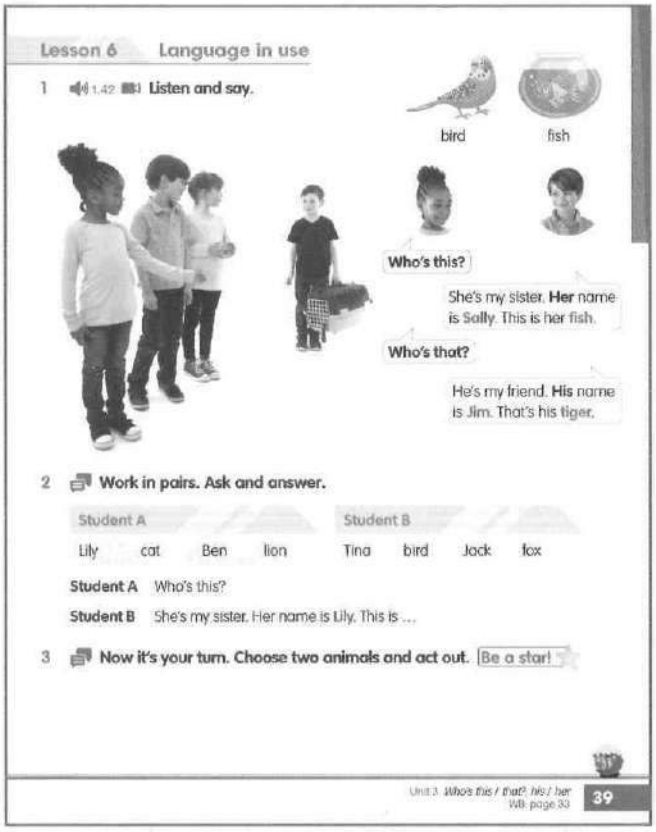
Answers: 1 i – b 2 i – d 3 i – a 4 i – c

3 Look and number the steps in order.

Answers: 1 look 2 copy 3 cover 4 write 5 check

Lesson 6 Language in use

Pupil's Book page 39



Learning objectives: *Who's this / that?; his / her*

Review vocabulary: animals

Resources: Class audio CD1; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; PRC - Language in use video

1.40 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.
- Then divide the class into two, with each half saying alternate lines.

Vocabulary

- Refer the children to the pictures in the vocabulary box at the top of the page. Say the words and have the children repeat.
- Have them do a mime for a bird, e.g. flapping their arms, and for a fish, e.g. opening and closing their mouth.
- Say the words quickly at random for the children to repeat and do the mime.

1 1.42 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each part.
- Ask when we use *his* and *her* (*his for boys, her for girls*). Elicit the question to ask about a person (*Who's this?*).
- Play the audio one more time, and have the children repeat.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children, one sentence at a time. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the information about Students A and B in the boxes. Ask them to find four names and four animals.
- Refer them to the beginning of the dialogue. Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Roleplay the complete dialogue with a confident child for the class to see how it works.
- Divide the class into pairs to make new dialogues with the words in the boxes.
- Invite any volunteer pairs to perform their dialogue for the class.

3 Now it's your turn. Choose two animals and act out. Be a star!

- The children are now ready to do their own versions of the dialogue in pairs. Ask them to think of two animals each and make new dialogues.
- While they do this, circulate and monitor. Offer support as necessary and praise the children for any good work.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teaching star!

Mixed ability

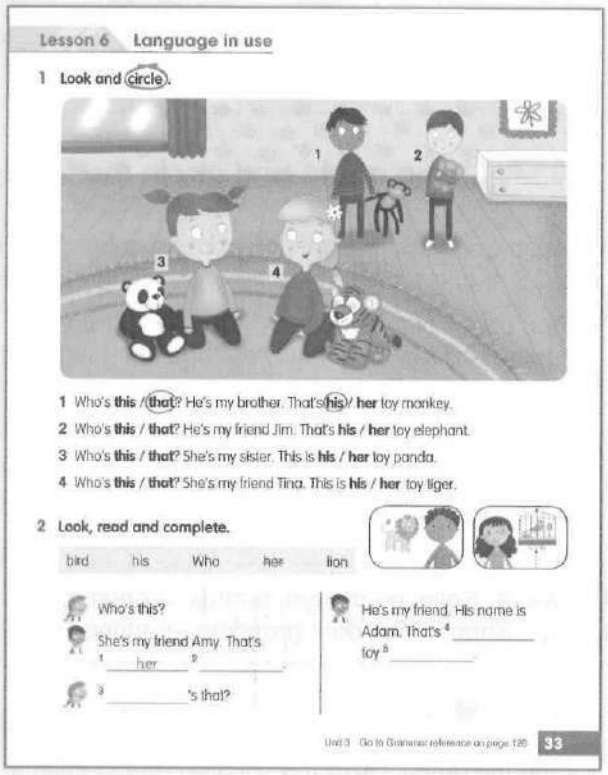
Some children find adapting the dialogue challenging. Building a new dialogue as a class with plenty of repetition gives more confidence.

- Draw two heads at the top of the board. Build a dialogue like the one in Activity 1 on the board under the heads, but change the names and animals. Using little pictures can help fix the language for each new part.
- Each time you add in a new question and answer, go back and repeat the dialogue from the beginning.
- By the time they come to the end, everyone will be confident and ready to speak.

Cooler: Read around the class

- Have the children read out the dialogue in Activity 1 round the class – each child says one word. See how fast they can complete it!

Workbook page 33



Lesson 6 Language in use

1 Look and circle.

1 Who's **this** / (**that**)? He's my brother. That's (**his**) / **her** toy monkey.
2 Who's **this** / **that**? He's my friend Jim. That's **his** / **her** toy elephant.
3 Who's **this** / **that**? She's my sister. This is **his** / **her** toy panda.
4 Who's **this** / **that**? She's my friend Tina. This is **his** / **her** toy tiger.

2 Look, read and complete.

bird his Who her lion

Who's this?
She's my friend Amy. That's 1 her 2 _____.
3 _____'s that?
He's my friend. His name is Adam. That's 4 _____ toy 5 _____.

Unit 3 Go to Grammar reference on page 120 33

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 120 to help them when completing these activities.

1 Look and circle.

Answers: 1 that, his 2 that, his 3 this, her 4 this, her

2 Look, read and complete.

Answers: 1 her 2 bird 3 Who 4 his 5 lion

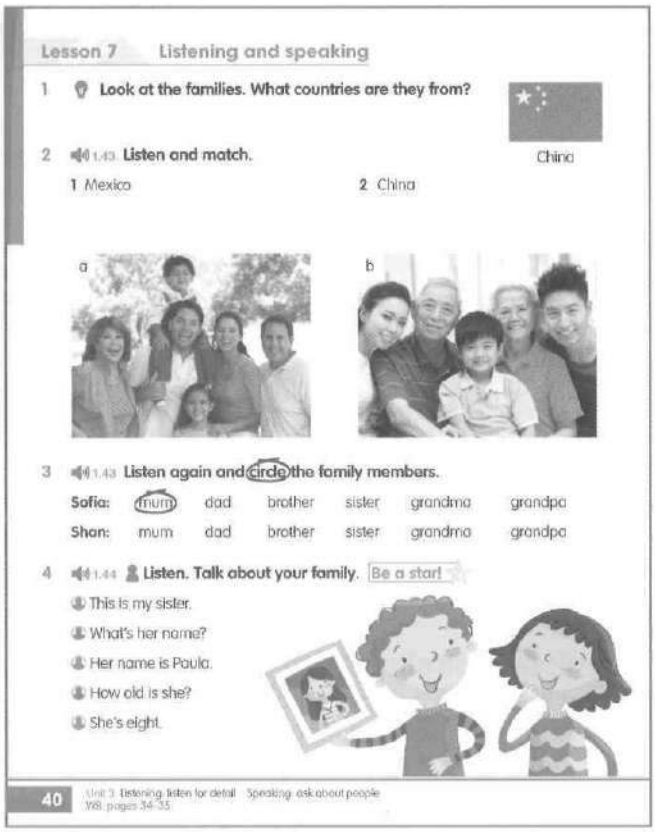
Grammar reference: (page 120)

1 Draw a girl and a boy. Then complete.

Answers: Children's own answers.

Lesson 7 Listening and speaking

Pupil's Book page 40


Lesson 7 Listening and speaking

1 Look at the families. What countries are they from?

China

2 1.43 Listen and match.

1 Mexico 2 China

a b

3 1.43 Listen again and circle the family members.

Sofia:	mum	dad	brother	sister	grandma	grandpa
Shan:	mum	dad	brother	sister	grandma	grandpa

4 1.44 Listen. Talk about your family. Be a star!

This is my sister.
What's her name?
Her name is Paula.
How old is she?
She's eight.

40 Unit 3 Listening: listen for detail Speaking: ask about people
WB: pages 34–35

Learning objectives: Listening: listen for detail; Speaking: ask about people

Vocabulary: China

Resources: Class audio CD1; PK TRC - Vocabulary worksheet 2; PRC

Materials: paper, pens or pencils

1.22 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Pause the audio after some of the key words in the dialogue (e.g. *sister, fish, that, friend, tiger*).

Vocabulary

- Refer the children to the flag in the vocabulary box. Elicit or say that this is from China, and have them repeat. If possible, show them a map of the world and have them find China.

1 Look at the families. What countries are they from?

- The children look at the photos in Activity 2 and guess which countries the families are from. Elicit suggestions but don't confirm the answers now.

2 1.43 Listen and match.

- Play part 1 of the audio for the children to listen and look at the first photo.
- Play it again and point to the family members as they are mentioned.
- Now play part 2 of the audio and have the children point to the family members. Play it again to check.
- Point to each photo in turn and ask *What country is this?* The children call out the countries.

Audioscript

1 *Hello. I'm Sofia and I'm from Mexico. I'm seven. This is my family. This is my mum. This is my dad. The small boy is my brother. This is my grandma and this is my grandpa.*

2 *I'm Shan. I'm from China. I'm six. This is my family. This is my mum and this is my dad. My grandma and grandpa are in the photo too.*

Answers: 1 a 2 b

3 1.43 Listen again and circle the family members.

- Write on the board *Sofia: mum dad brother sister grandma grandpa.*
- Play part 1 of the audio. When the children hear a family name, they say *Stop!* and tell you which word to circle. Play the rest of the audio and have the children circle the words.
- For feedback, play the audio again, pausing for different children to circle the word on the board.
- Repeat for part 2 of the audio.

Answers: Sofia: mum, dad, brother, grandma, grandpa Shan: mum, dad, grandma, grandpa

4 1.44 Listen. Talk about your family.

- Play the audio. Have the children repeat each line quietly to themselves. Play it again and have them repeat chorally and then individually to check pronunciation.
- Have the children draw a picture of a family member very quickly. Draw one of your own as an example. Introduce the person in your picture and encourage the children to ask questions.
- Now divide the class into pairs to continue the activity.

1.35 Cooler: Sing the song!

- Play the song *My family* as a reminder. Then divide the class into two and have them sing alternate lines of the verses, and then sing all together for the chorus.

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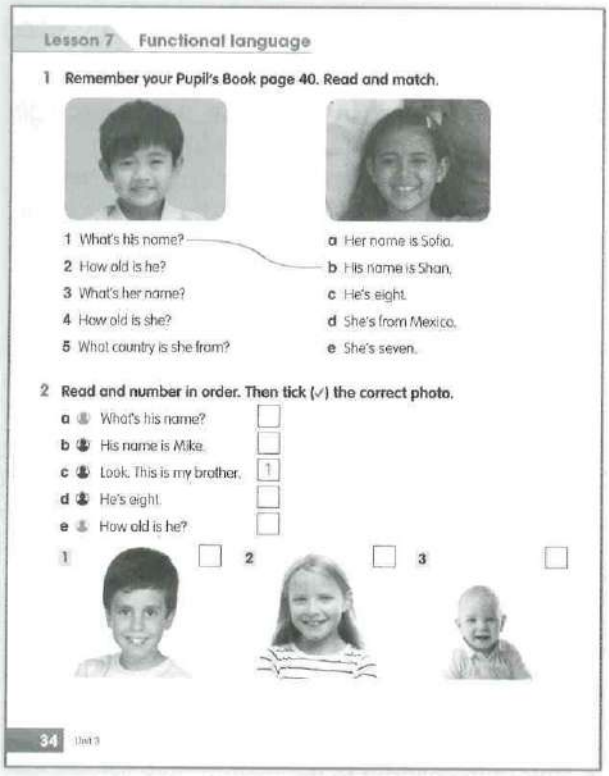
Workbook page 34


Lesson 7 Functional language

1 Remember your Pupil's Book page 40. Read and match.

1 What's his name? — a Her name is Sofia.
2 How old is he? — b His name is Shan.
3 What's her name? — c He's eight.
4 How old is she? — d She's from Mexico.
5 What country is she from? — e She's seven.

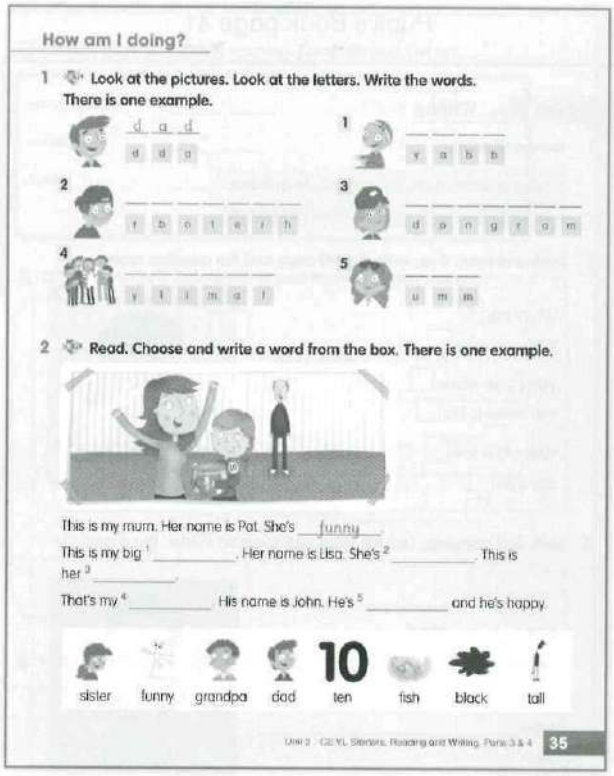
2 Read and number in order. Then tick (✓) the correct photo.

a What's his name? ☐
b His name is Mike. ☐
c Look. This is my brother. 1
d He's eight. ☐
e How old is he? ☐

1 ☐ 2 ☐ 3 ☐

34 Unit 3

Workbook page 35


How am I doing?

1 Look at the pictures. Look at the letters. Write the words. There is one example.

d a d
1 _____
2 _____
3 _____
4 _____
5 _____

2 Read. Choose and write a word from the box. There is one example.

This is my mum. Her name is Pat. She's funny.
This is my big [1] _____. Her name is Lisa. She's [2] _____. This is her [3] _____.
That's my [4] _____. His name is John. He's [5] _____ and he's happy.

sister funny grandpa dad 10 fish black tall

Unit 3 · CEYL Starters, Reading and Writing, Parts 3 & 4 35

1 Remember your Pupil's Book page 40. Read and match.

Answers: 1 b 2 c 3 a 4 e 5 d

2 Read and number in order. Then tick (✓) the correct photo.

Answers: a 2 b 3 c 1 d 5 e 4
Correct picture: 1

1 CEYL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity prepares children for Part 3 of the Reading and Writing paper of the Cambridge English: Starters test. They use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- (To prepare, the children need practice in spelling.)

Answers: 1 baby 2 brother 3 grandma 4 family 5 mum

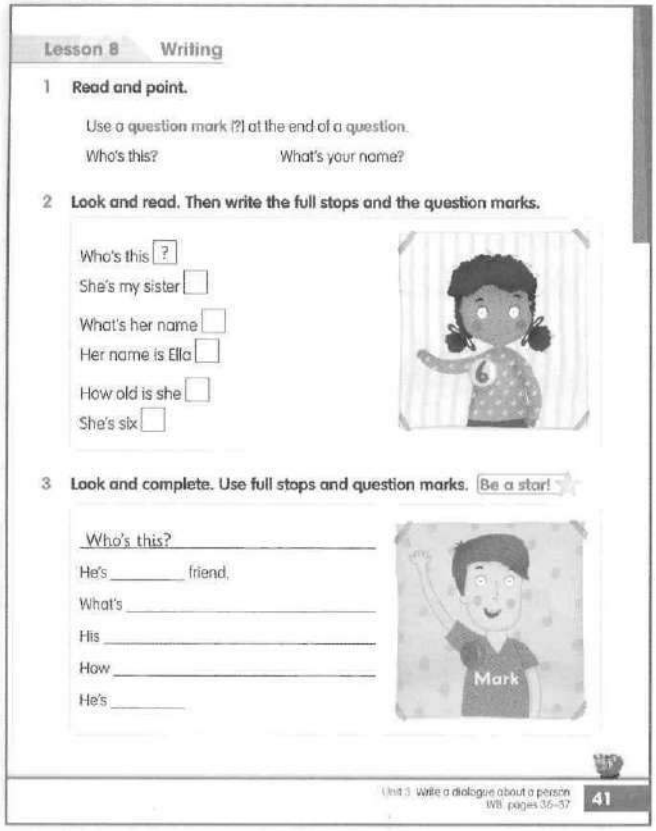
2 CEYL Read. Choose and write a word from the box. There is one example.

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text choosing words from the box.
- Review the example. Then have the children work in pairs. Encourage them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.
- (To prepare, they should practise reading a text quickly for general meaning.)

Answers: 1 sister 2 ten 3 fish 4 grandpa 5 tall

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 41



Lesson 8 Writing

1 Read and point.

Use a question mark (?) at the end of a question.

Who's this? What's your name?

2 Look and read. Then write the full stops and the question marks.

Who's this ?
She's my sister
What's her name
Her name is Ella
How old is she
She's six

3 Look and complete. Use full stops and question marks. Be a star!

Who's this?
He's _____ friend.
What's _____
His _____
How _____
He's _____

Mark

Unit 3 Write a dialogue about a person WB pages 35–37 41

Learning objectives: Use question marks; Write a dialogue about a person

Resources: Class audio CD1; PK TG - Unit 3 test; PRC TG

Warm-up: Simon says

- Play *Simon says* (see the Games Bank pages 14–15) with sentences (see suggestions below). Explain that when you say a sentence, they should indicate a suitable person, but only if you say *Simon says* first. Do an example: say *Simon says 'He's tall'*. and have the children indicate any boy who is tall.
- Suggested sentences: *His name is (pupil's name). Her name is (pupil's name). He's my friend. She's my friend. He / She's the teacher. She's six. He's seven.*

1 Read and point.

- Invite volunteers to read out the questions in the box. While they are doing this, write them on the board with the question marks in a different colour (blue if possible, like the book).
- Read out the questions and have the children repeat them with the correct intonation.
- Read them out again and when you reach the question marks, encourage the children to draw the question mark in the air.
- Elicit when we use a question mark (at the end of a question).

2 Look and read. Then write the full stops and the question marks.

- Refer the children to the picture. Ask *Is this a girl or a boy?* (*girl*) *How old is she?* (*six*)
- Write the first question on the board and ask *Question mark or full stop?* Do the same for the answer.
- Write the second question and answer on the board and invite two children to add the correct punctuation mark. Ask for whole-class agreement.
- Then the children complete the activity in their books.
- For feedback, have different children read out a line and all the children draw a question mark or a full stop in the air.

Answers: Who's this? She's my sister. What's her name? Her name is Ella. How old is she? She's six.

3 Look and complete. Use full stops and question marks. Be a star!

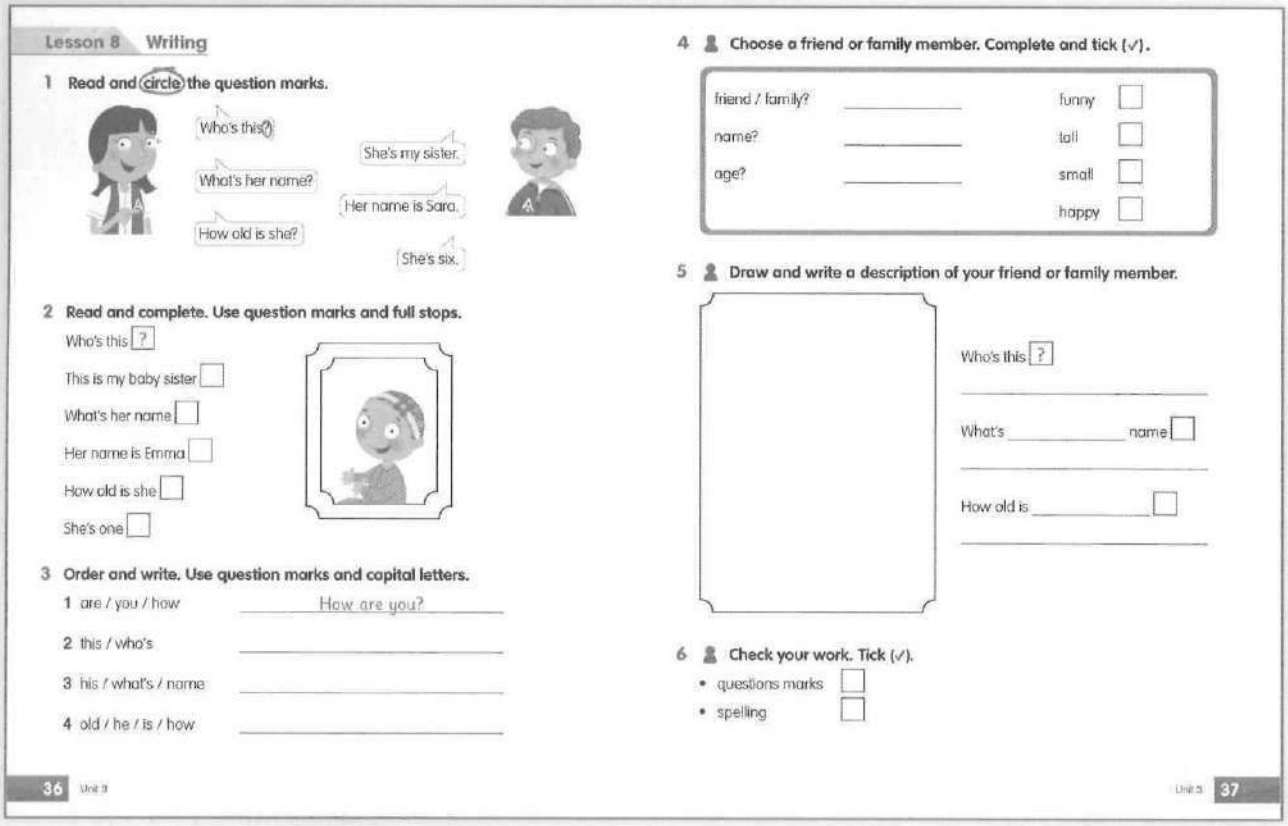
- Refer the children to the picture. Ask *What's his name?* (*Mark*) *How old is he?* (*ten*)
- Give the children time to look at the text of the description and think about their answers for the gaps. Ask them not to write at this point.
- Now elicit complete sentences from the class and write the text on the board. As above ask *Question mark or full stop?* at the end of each line.
- Have the children copy the completed text into their books.

Answers: Who's this? He's my friend. What's his name? His name is Mark. How old is he? He's ten.

Cooler: Team Sentences

- Divide the class into groups of five or six children. Read out some of the questions and answer exchanges from Activities 2 and 3. The children practise saying these around the group, one word each. When they are ready, they raise their hands and demonstrate for the class. Ask for whole-class agreement.
- Repeat several times.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit



Lesson 8 Writing

1 Read and circle the question marks.

Who's this? She's my sister. What's her name? Her name is Sara. How old is she? She's six.

2 Read and complete. Use question marks and full stops.

Who's this ?
This is my baby sister
What's her name
Her name is Emma
How old is she
She's one

3 Order and write. Use question marks and capital letters.

1 are / you / how How are you?
2 this / who's
3 his / what's / name
4 old / he / is / how

4 Choose a friend or family member. Complete and tick (✓).

friend / family? _____ funny
name? _____ tall
age? _____ small
happy

5 Draw and write a description of your friend or family member.

Who's this ?
What's _____ name
How old is _____

6 Check your work. Tick (✓).

- questions marks
- spelling

36 Unit 3 Unit 3 37

1 Read and circle the question marks.

- The children read the text and circle all the question marks.

Answers: Who's this ? What's her name ? How old is she ?

2 Read and complete. Use question marks and full stops.

- The children read the dialogue and complete the punctuation.

Answers: Who's this? This is my baby sister. What's her name? Her name is Emma. How old is she? She's one.

3 Order and write. Use question marks and capital letters.

- The children put the words in order. They start with a capital letter and finish with a question mark.

Answers: 1 How are you? 2 Who's this? 3 What's his name? 4 How old is he?

4 Choose a friend or family member. Complete and tick (✓).

- The children think of someone they know, and complete and tick the information for that person.

Answers: Children's own answers.

5 Draw and write a description of your friend or family member.

- The children complete the questions and write the answers about their chosen person.

Answers: Children's own answers.

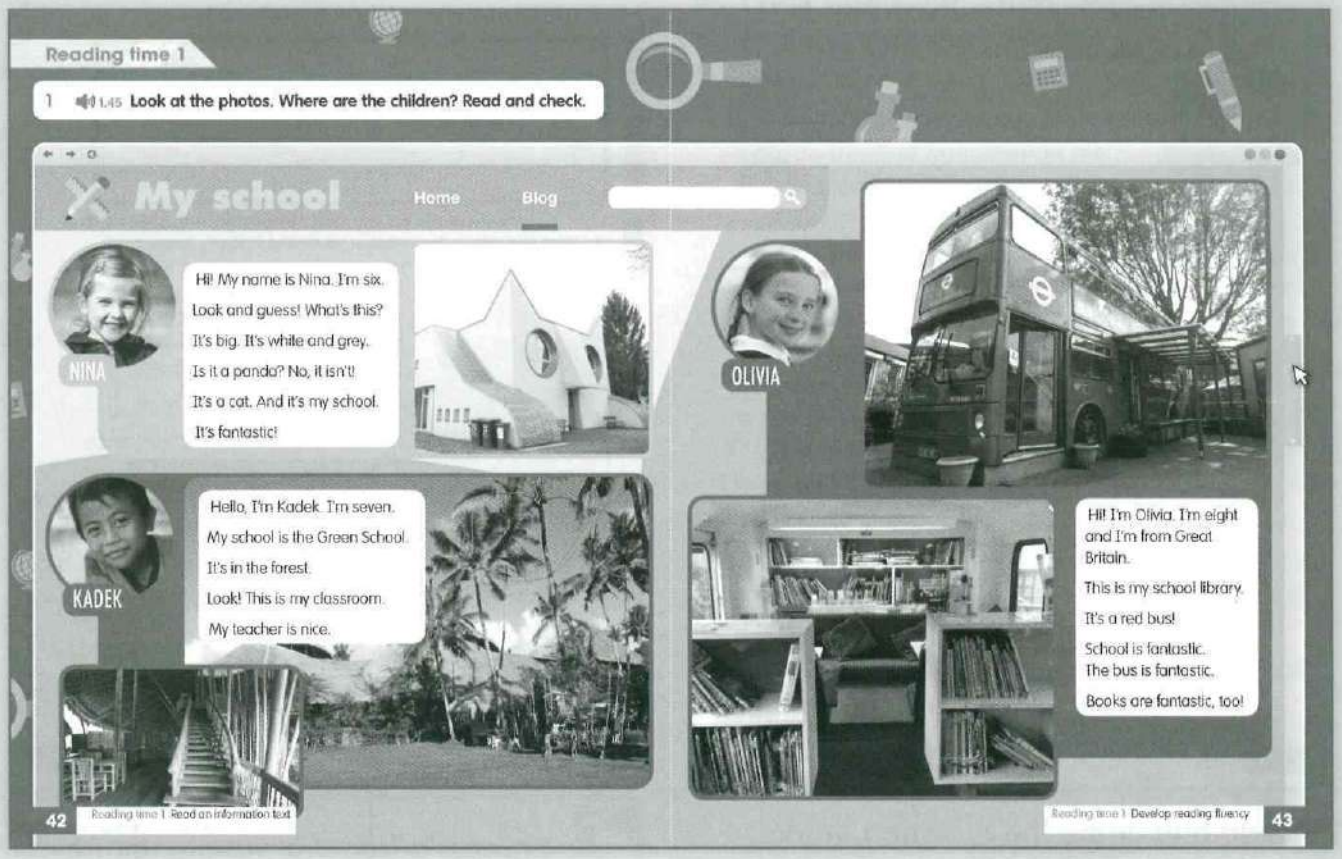
6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

PRC = Pupil's Resource Centre TG = Test Generator

Reading time 1

Pupil's Book pages 42–43



Learning objectives: Read an information text; Develop reading fluency

Additional vocabulary: Britain, bus, fantastic, forest, grey, library, nice, panda, white

Resources: Class audio CD1; (PK) (PRC) - Reading time 1 video

Warm-up: Vocabulary ping pong

- Divide the class into two teams. Explain that the first theme is *animals* and have the teams take turns to give the name of an animal. This 'sends the ball' to the other team who have five seconds to reply with a different animal. As each team says an animal, quickly write a list on one side of the board. The game stops when a team cannot find a new word in five seconds.
- This game can be repeated a few times – the children get better each time and enjoy the improvement!
- Repeat with the second theme: colours.
- Alternatively, as the topic of the reading spread is on school, you may wish to play this game with classroom objects, for example.

1 Look at the photos. Where are the children?

- Refer the children to the pictures on pages 42 and 43. Ask them the following pre-reading questions:
  What can you see? (*Possible answers: a school / schools, a bus, a cat, a forest, trees, books, a boy, two girls*)
  How old are the children? (*Nina is six. Kadek is seven. Olivia is eight.*)
  Where are they – at home, in a park, at school? (*At school*)
- Have the children quickly read the texts looking for the answer of where the children are.
- Ask the children to raise their hands to give a suggestion, but do not confirm anything at this point.

1.45 Read and check.

- Give the children time to read the text, with no audio, so all children are reading at their own pace.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Check the text.

- Ask some questions to check the children's understanding of the text:
  What colour is Nina's school? (Nina's school is white and grey).
  What animal is it? (Nina's school is a cat.)
  How old is Kadek? (Kadek is seven.)
  Where is his school? (Kadek's school is in the forest.)
  Where is Olivia from? (Olivia is from Great Britain.)
  What's in the bus? (Olivia's school library is in a red bus.)
- You could ask the children about the type of text, e.g. run your finger around the outline of the webpage realia and ask Where is this text? Is it in a book? (It's a blog / website / webpage.) Check that the children all understand what a blog is before continuing. Encourage the children to point out any features they recognise. (They may need to use L1 to explain their ideas.)
- As an extension, you may wish to ask the children if your own school has got a blog / website / webpage (if this is relevant).

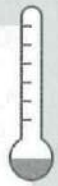
Answer: At school.

Rate the text.

- Ask the children if they liked the reading text. (They will be doing more critical thinking about it in the next lesson, but after the first encounter with the text, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
  fun
  good
  interesting
  exciting
  fantastic
  boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

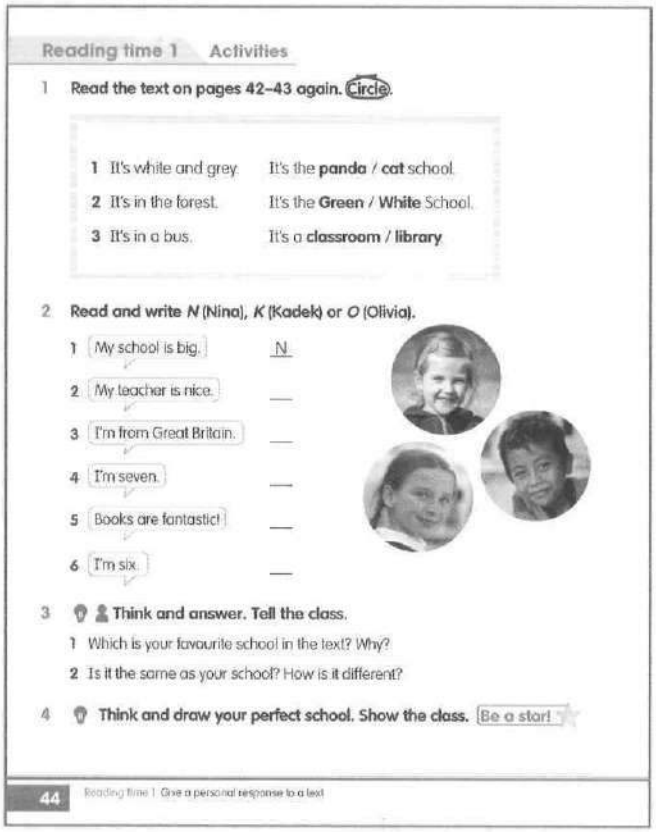
Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key vocabulary from the reading text, e.g. *grey, panda, school, fantastic, forest, bus, library.*



PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 44



Reading time 1 Activities

1 Read the text on pages 42–43 again. Circle.

1 It's white and grey.	It's the **panda / cat** school.
2 It's in the forest.	It's the **Green / White** School.
3 It's in a bus.	It's a **classroom / library**

2 Read and write *N* (Nina), *K* (Kadek) or *O* (Olivia).

1 My school is big. N
2 My teacher is nice. ___
3 I'm from Great Britain. ___
4 I'm seven. ___
5 Books are fantastic! ___
6 I'm six. ___

3 Think and answer. Tell the class.

1 Which is your favourite school in the text? Why?
2 Is it the same as your school? How is it different?

4 Think and draw your perfect school. Show the class. Be a star!

44 Reading time 1 Give a personal response to a text

Learning objectives: Give a personal response to a text

Additional vocabulary: bus, different, fantastic, favourite, forest, Great Britain, grey, panda, white

Resources: Class audio CD1; PK PRC - Reading time 1 video

Materials: paper and pencils

Warm-up: How many words?

- Read out some sentences from the text *My school* and have the children tell you how many words there are in each one. Suggested sentences: *My name is Nina* (4); *Is it a panda?* (4); *My school is the Green School.* (6); *This is my classroom.* (4); *I'm eight and I'm from Great Britain.* (7); *This is my school library.* (5)
- Then have the children repeat the sentences chorally.

1 Read the text on pages 42–43 again. Circle.

- Recap the text quickly by asking some questions about the children and their schools.
- Read out the sentence *It's white and grey.* Have the children look back at page 42 and find the phrase. Ask *What is white and grey? What animal is it?* Refer them to their books and ask which word they will circle.
- The children continue the activity in the same way.
- For feedback, invite pairs of children to read out the two sentences. Ask for whole-class agreement.

Answers: 1 cat 2 Green 3 library

2 Read and write *N* (Nina), *K* (Kadek) or *O* (Olivia).

- Refer the children to the example. Ask them to find the word *big* in Nina's text.
- Have them continue the activity individually and then compare with a friend.
- Read out the sentences and have the children call out the name.

Answers: 1 N 2 K 3 O 4 K 5 O 6 N

3 Think and answer. Tell the class.

- Check that the children understand the questions. Then give them time to look, think and decide.
- Ask the children to vote (by a show of hands) for their favourite school.
- Elicit how it is the same as their school. Then ask how it is different.

4 Think and draw your perfect school. Show the class. Be a star!

- Ask the children for some ideas of what a perfect school has. All suggestions are valid at this point!
- Give the children time to think about and draw their school. Demonstrate on the board that they can draw a side view or a plan to show the different rooms.
- In a small class, each child can show their drawing and mention some key features. In a larger class, they can do this in groups. Encourage the other children to ask questions, e.g. *What's this?* (The children may need to use L1 to answer.)

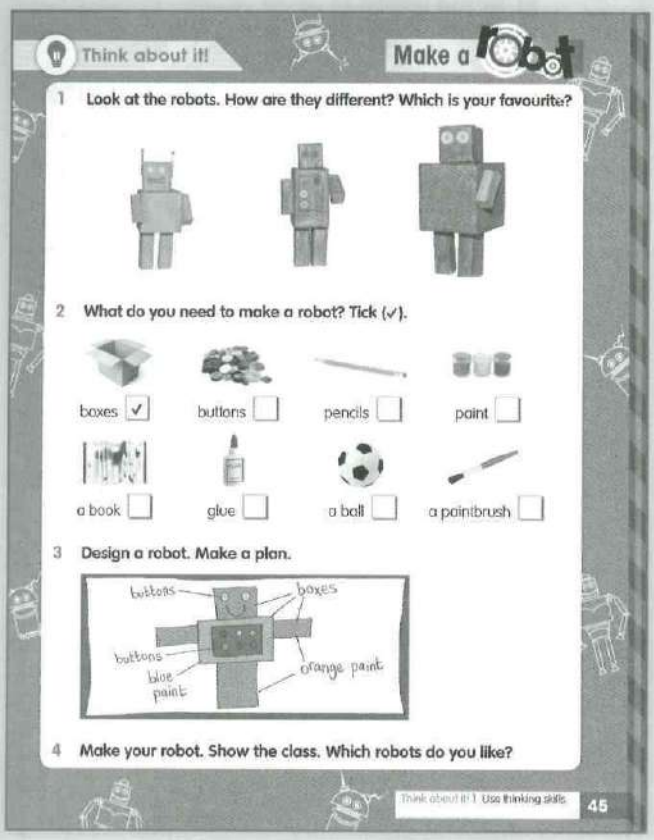
Cooler: Visualisation

- Ask the children to close their eyes and imagine they are in their perfect school.
- Ask *Where are you? What can you see? What colour is your school? Is it big? Is it fantastic? Why?*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Think about it!

Pupil's Book page 45



Learning objectives: Use thinking skills; Make a robot

Resources: (PK)

Materials: a selection of the items from Activity 2 that the children will need to make their robots, a robot plan of your own – as in Activity 3 (optional)

1.9 Warm-up: Sing the song!

- Play the song *Move like a robot* (from Unit 1, Lesson 1) and encourage the children to do the actions and join in.

1 Look at the robots. How are they different? Which is your favourite?

- Refer the children to the pictures of the robots. Elicit the differences – point to the big robot and say *This robot is big*. Point to another and say *This robot is blue*. Ask the children to point and add more information: *This robot is …*
- Ask the children to vote for their favourite. Point to each robot in turn and have them raise their hands for their favourite.
- Ask three confident children to count a set of votes each. Write the numbers on the board and elicit or say which is the class favourite.

2 What do you need to make a robot? Tick (✓).

- Refer the children to the robots again to see what materials they need to make them. Point to the example and say *Can you see boxes?* (*yes*)
- Give them a minute or two to tick the materials and compare with a friend.
- For feedback, call out the items and have the children call out *yes* or *no*.

Answers: boxes ✓ buttons ✓ pencils ✓ paint ✓ glue ✓ a paintbrush ✓

3 Design a robot. Make a plan.

- If possible, show the children your own labelled robot plan (see optional *Materials*) and tell them about it, e.g. *These are boxes. These are buttons. This is green paint and this is yellow paint.* (If your plan is simple but bright and colourful, the children will have a good model to follow.)
- Give the children enough time for them to draw a plan and label their robot on a clean page in their notebook. When they finish, have them share their plan with a friend.
- (In a large class, have the children pick one design to make in a group, so the amount of materials is realistic!)

4 Make your robot. Show the class. Which robots do you like?

- Allow time for the children to make their robots. Circulate and give help as needed.
- Encourage the children to show each other their robots in small groups and explain, e.g. *This is a box. This is blue paint.* etc.
- Invite volunteers to show their robot to the rest of the class and say something about it.

Cooler: Ready, set, draw!

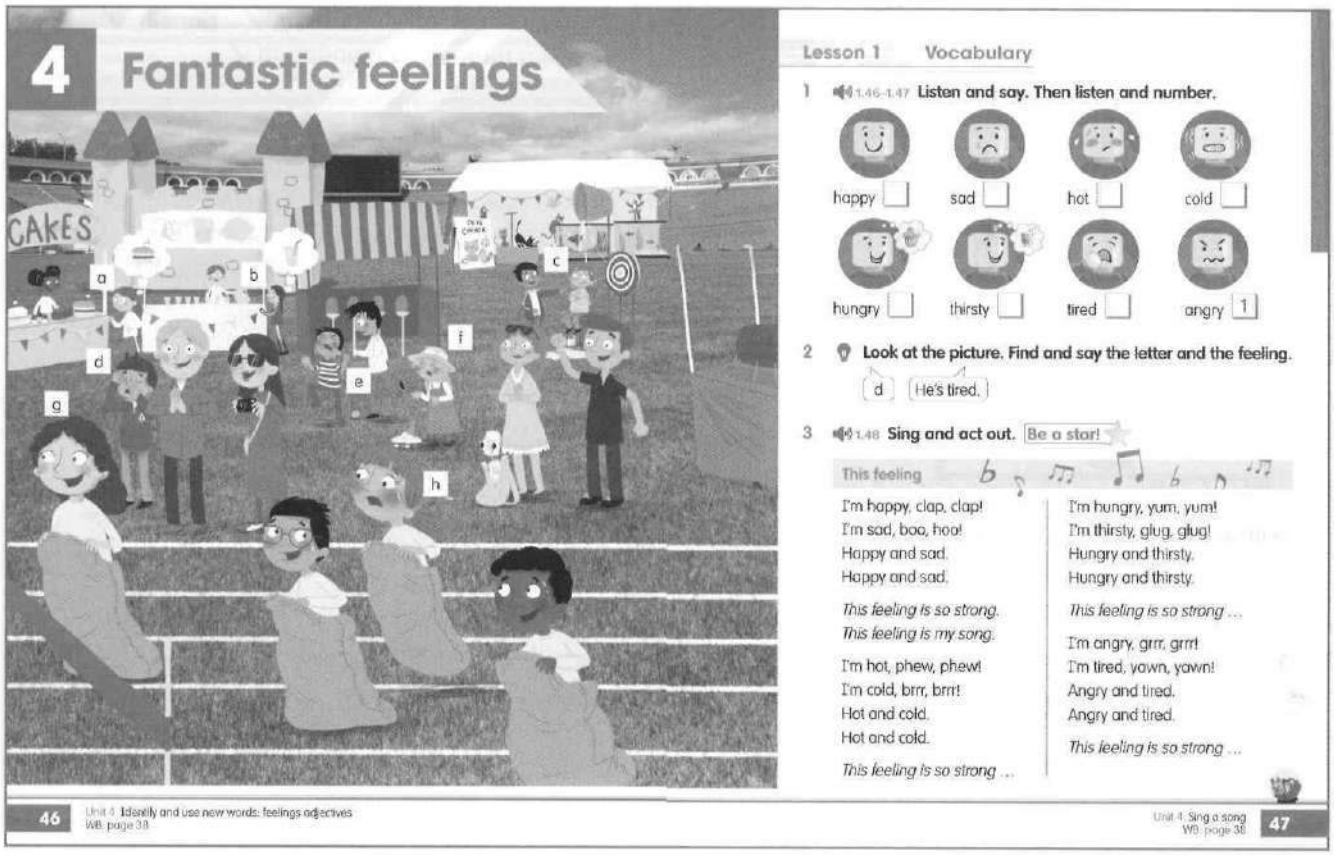
- Play *Ready, set, draw!* (see the Games Bank, pages 14–15) with the materials vocabulary from this lesson.

(PRC) = Pupil's Resource Centre (TG) = Test Generator

4 Fantastic feelings

Lesson 1 Vocabulary

Pupil's Book pages 46–47



Learning objectives: Identify and use new words: feelings adjectives; Sing a song using the target vocabulary

Vocabulary: angry, cold, happy, hot, hungry, sad, thirsty, tired

Resources: Class audio CD1; PK - Vocabulary tool; TRC - Vocabulary worksheet 1, Downloadable flashcards; PPK - Vocabulary activities 1&2, Song PRC

Warm-up: The Big Picture

- Refer the children to the picture on page 46. Ask *Where are they? What are the children's names? Who's this?* (point to the other people in the picture). Ask what they are doing and what else the children can see. Ask *Can you find Bot? (He's in mum's bag).*
- Ask what their favourite part of the picture is.

1 1.46 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children point and repeat in the manner of the adjective, i.e. say *happy* happily and say *angry* angrily, etc.

1.47 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 angry, 2 cold, 3 tired, 4 hot, 5 thirsty, 6 hungry, 7 sad, 8 happy

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Answers: happy – 8, sad – 7, hot – 4, cold – 2, hungry – 6, thirsty – 5, tired – 3, angry – 1

2 Look at the picture. Find and say the letter and the feeling.

- Have the children count how many letters there are (there are eight – a to h).
- Say *a* and have the children tell you how the person is feeling – encourage them to use short sentences with *He's / She's ...* Repeat for a few more letters.

Answers: a She's hungry. b She's thirsty. c He's cold. d He's tired. e He's angry. f She's sad. g She's happy. h She's hot.

Teaching star!

Extension

Once the children have the idea of Activity 2, they can continue it as a pairwork activity. This approach means that more children are actively involved in producing language.

- Divide the class into pairs and demonstrate with a confident child: you say the letter and the child says the feeling. Then change roles.
- Have all the pairs continue in the same way.

Alternatively, for an extra challenge, or fast finishers, the children can try Activity 2 from memory – ask them to turn their books face down and try to remember.

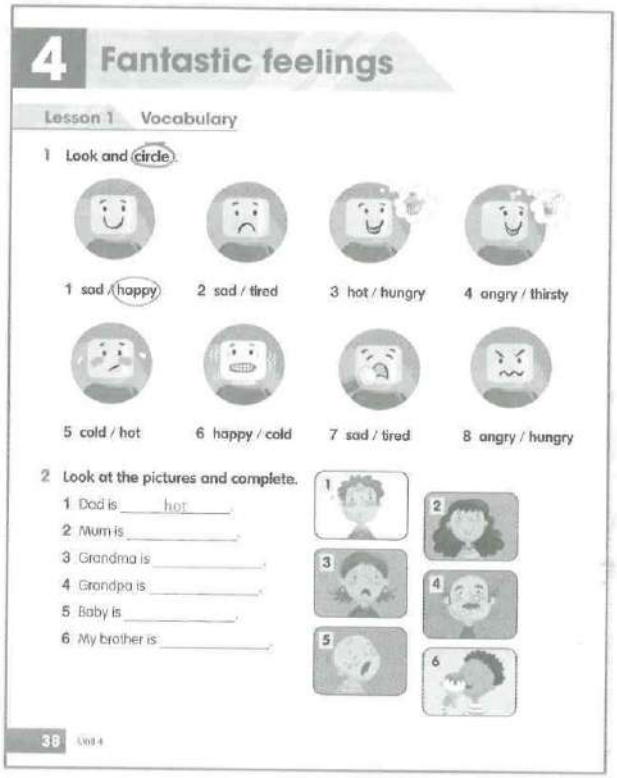
3 1.48 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again, pausing after each line for them to repeat (singing).
- Teach the children a mime for the key words in the song:
  happy – a big smile and clap hands
  sad – a sad face and rub eyes as if crying
  hot – fan face with hands
  cold – hug yourself
  hungry – rub your tummy
  thirsty – drink something
  angry – angry face and stamp a foot
  tired – pretend to fall asleep
- Play the song and have the children mime. Then play it again and have the children mime and sing. (This is quite challenging, but they can all join in with the key words, if not the whole song.)

Cooler: A group mime game

- Invite five or six children to come to the front of the class. Show each of them a different adjective from Activity 1.
- They all have 10 seconds to mime that adjective while the rest of the class watch. Then say *Stop!*
- The other children have to guess the adjective for each child, e.g. *Maria is angry. José is thirsty.*
- Repeat with another group of children and change the adjectives.

Workbook page 38


4 Fantastic feelings

Lesson 1 Vocabulary

1 Look and circle.

1 sad / happy 2 sad / tired 3 hot / hungry 4 angry / thirsty

5 cold / hot 6 happy / cold 7 sad / tired 8 angry / hungry

2 Look at the pictures and complete.

1 Dad is hot.
2 Mum is _____.
3 Grandma is _____.
4 Grandpa is _____.
5 Baby is _____.
6 My brother is _____.

38 Unit 4

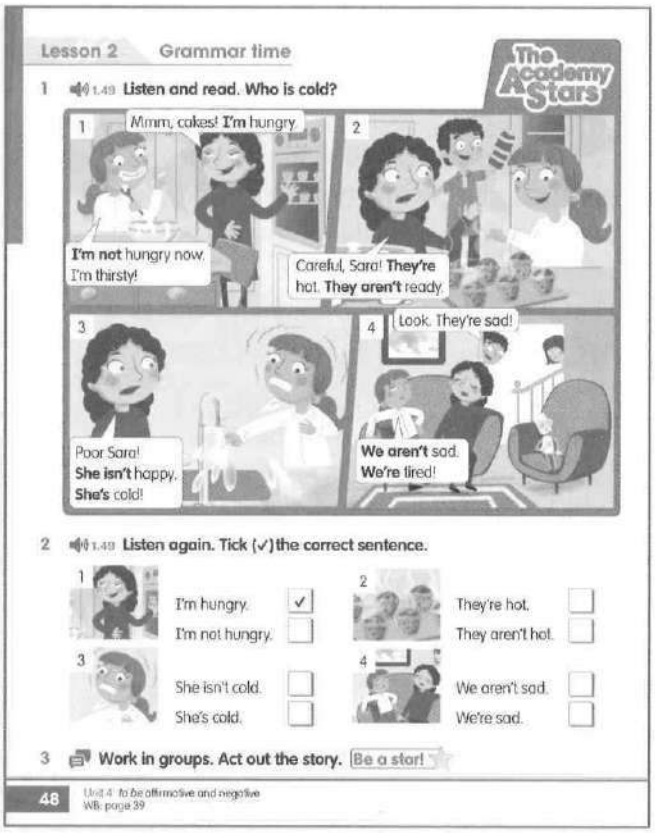
1 Look and circle.

Answers: 1 happy 2 sad 3 hungry 4 thirsty 5 hot 6 cold 7 tired 8 angry

2 Look at the pictures and complete.

Answers: 1 hot 2 happy 3 angry 4 cold 5 sad 6 hungry

Pupil's Book page 48



Learning objectives: Understand and use *to be* affirmative and negative; Read and act out a story using the target grammar

Grammar: *to be* affirmative and negative

Resources: Class audio CD1; PK PRC

Materials: paper, pens or pencils

1.48 Warm-up: Sing the song!

- Play the song *This feeling* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson:
  happy – a big smile and clap hands
  sad – a sad face and rub eyes as if crying
  hot – fan face with hands
  cold – hug yourself
  hungry – rub your tummy
  thirsty – drink something
  angry – angry face and stamp a foot
  tired – pretend to fall asleep
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 1.49 Listen and read. Who is cold?

- Refer the children to the pictures and ask *Who can you see? What are their names? Where are they? (at home, in the kitchen) What are they doing? (making cakes)*
- Play the audio. Have the children follow in their books and find the answer to the question *Who is cold?* Elicit the answer and then ask questions about other parts of the story: *In 1, who is hungry, Sara or Anna? In 2, are the cakes hot or cold? In 3, why isn't Sara happy? In 4, are the girls sad?*
- Play the audio again for the children to repeat chorally. Pay attention to the pronunciation of the negatives.
- Play the audio one more time. Have them add actions – for each affirmative, they nod their head; for each negative – they shake their head (or the movements that are most easily recognised as yes and no in the children's culture).

Answers: Sara is cold.

2 1.49 Listen again. Tick (✓) the correct sentence.

- Refer the children to the pictures and sentences. Ask two children to read out the first two sentences. After each one, say *Hands up for yes ... Hands up for no* to see if all the children agree. Point out the example answer.
- Repeat for the other sentences and have the children tick and cross the boxes.
- Then play the audio, pausing after each section to check the answers.

Answers: 1 I'm hungry. 2 They're hot. ✓
3 She's cold. ✓ 4 We aren't sad. ✓

Teaching star!

Extension

Often, less confident children simply need to see or hear the language more times. A mime game is a good opportunity for this. The children can hear and react to the language, and the meaning is reinforced at the same time.

- Have all the children mime making a cake (mixing things in a bowl).
- Say *Make a cake – you're happy!* and have the children mime with a big smile. Then say *Make a cake – you're angry!* and have the children mime mixing angrily. Continue with the other feelings.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

3 Work in groups. Act out the story.

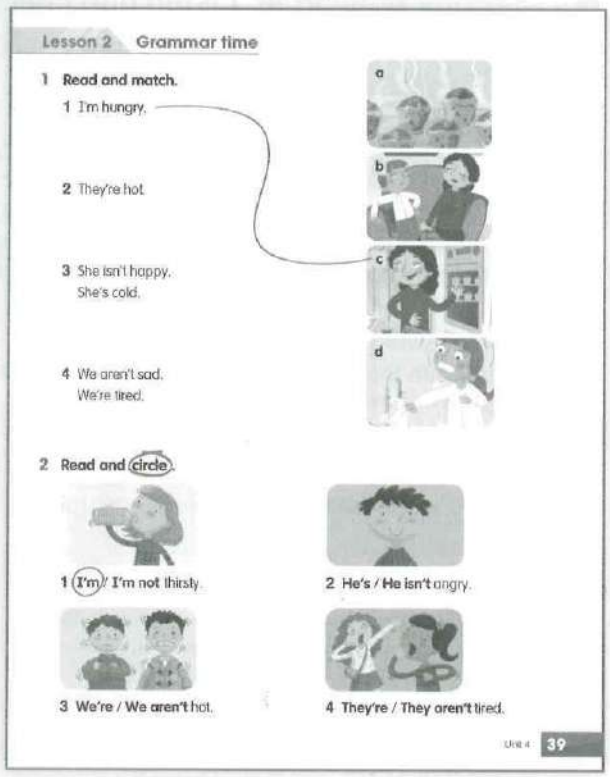
Be a star!

- Count the speaking characters in the story with the children (*three – Sara, Anna and Dad*).
- Divide the class into groups of three and either have them decide who will be each character, or designate the roles.
- Allow them a few minutes to practise acting out the story. No props are really needed, although they could use a ruler for the wooden spoon in frame 1 if they wish!
- Encourage some of the groups to act out their version of the story for the rest of the class. Alternatively, they could take turns to act it out for another group.

Cooler: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15) using sentences from the story in Activity 1, e.g. *I'm not hungry now.; They're hot.; They aren't ready.; She isn't happy.; She's cold.; We aren't sad.; We're tired.*

Workbook page 39


Lesson 2 Grammar time

1 Read and match.

1 I'm hungry.

2 They're hot.

3 She isn't happy. She's cold.

4 We aren't sad. We're tired.

a

b

c

d

2 Read and circle.

1 (I'm) / I'm not thirsty.

2 He's / He isn't angry.

3 We're / We aren't hot.

4 They're / They aren't tired.

Unit 4 39

1 Read and match.

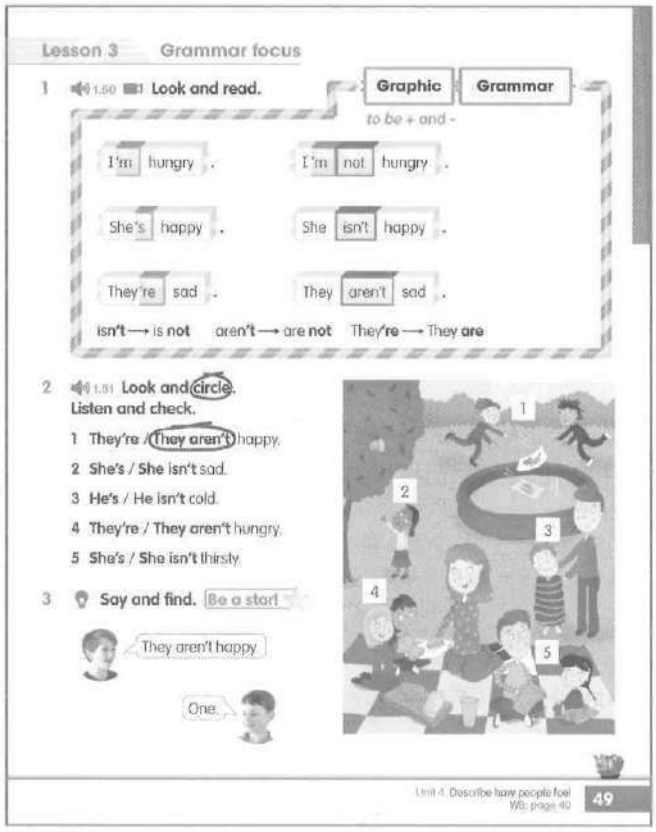
Answers: 1 c 2 a 3 d 4 b

2 Read and circle.

Answers: 1 I'm 2 He isn't 3 We aren't 4 They're

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 49



Learning objectives: Describe how people feel

Grammar: *to be* affirmative and negative: *I'm hungry. I'm not hungry. She's happy. She isn't happy. They're sad. They aren't sad.*

Resources: Class audio CD1; PK - Graphic Grammar video; TRC - Grammar worksheet 1; PPK - Grammar activity 1; PRC - Graphic Grammar video

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–15). Write on the board the following incomplete sentences:
  _'m n_t h_ngry n_w.
  Th_y _r_n't r__dy.;
  Sh_ _sn't h_ppy.;
  W_ _r_n't s_d.
  (Solution: *I'm not hungry now. They aren't ready. She isn't happy. We aren't sad.*)

1 1.50 Look and read.

- Play the audio and have the children follow in their books. Draw the children's attention to the use of colours – blue for *yes* (affirmative) and red for *no* (negative).
- Play the audio again and have the children stand up for affirmative sentences and sit down for negatives.
- Reinforce the contractions of *isn't*, *aren't* and *They're* by counting out the separate words on your fingers and then pushing the fingers together to show the contractions.
- Play the audio one more time for the children to repeat chorally.

- If using the video, tell the children they will see a video of children at home and at school. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each question and answer.
- Have the children do appropriate actions for the affirmative, e.g. nod their head, and negative, e.g. shake their head.

2 1.51 Look and circle. Listen and check.

- Refer the children to the picture. Point to different people and ask *Who's this / that?* Accept any logical answers about family members or friends.
- Point to number 1 on the picture and ask *Are they happy?* Point and read out the sentence options – say *They're happy* (nod your head) and then *They aren't happy* (shake your head). (*They aren't happy* – the children shake heads.) Point out the example answer.
- Elicit the answer for number 2 in the same way and then have the children complete the activity individually.
- For feedback, ask individual children to read out sentences. Ask for whole-class agreement each time. Have them repeat the sentence chorally.

Answers: 1 They aren't 2 She's 3 He's 4 They're 5 She isn't

3 Say and find. Be a star!

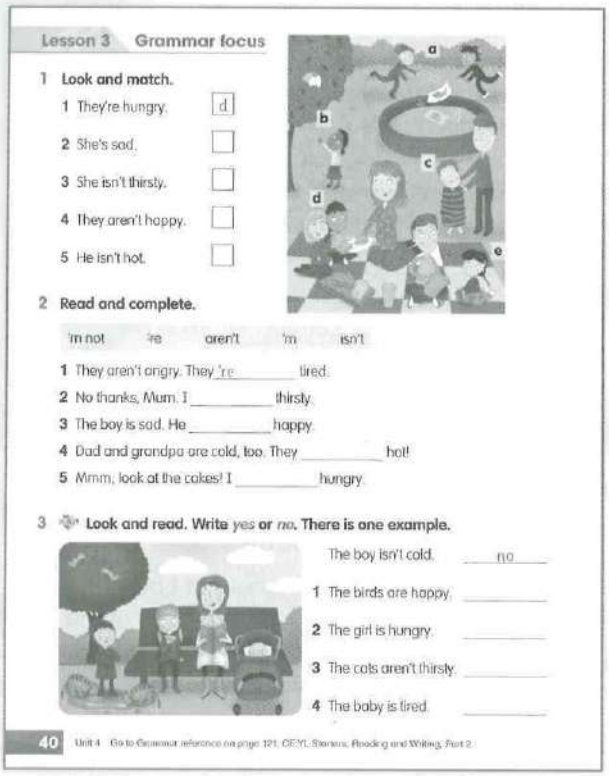
- Demonstrate the activity with the class first. Say *Look at the picture. She's sad. What number?* (2).
- Divide the class into pairs to continue the activity.
- For an extra challenge, or fast finishers, the children can try this from memory – ask them to turn their books face down and try to remember.
- Finish with a few children saying sentences and the rest of the class saying the number.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: Everybody happy!

- Cover your face with your hands and say *Everybody happy!* Open your hands to show your happy face. Cover your face again and say *Everybody sad!* Open your hands and show your sad face. Repeat and encourage the children to do the mimes with you.
- Ask for volunteer children to call out the adjectives for everyone to mime – they can use the same mimes as they did for the song in Lesson 1.

Workbook page 40



Lesson 3 Grammar focus

1 Look and match.

1 They're hungry. d
2 She's sad.
3 She isn't thirsty.
4 They aren't happy.
5 He isn't hot.

2 Read and complete.

'm not 're aren't 'm isn't

1 They aren't angry. They 're tired.
2 No thanks, Mum. I _____ thirsty.
3 The boy is sad. He _____ happy.
4 Dad and grandpa are cold, too. They _____ hot!
5 Mmm, look at the cakes! I _____ hungry.

3 Look and read. Write yes or no. There is one example.

The boy isn't cold. no
1 The birds are happy. _____
2 The girl is hungry. _____
3 The cats aren't thirsty. _____
4 The baby is tired. _____

40 Unit 4 Go to Grammar reference on page 121. CEYL Starters, Reading and Writing, Part 2

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 121 to help them when completing these activities.

1 Look and match.

Answers: 1 d 2 b 3 e 4 a 5 c

2 Read and complete.

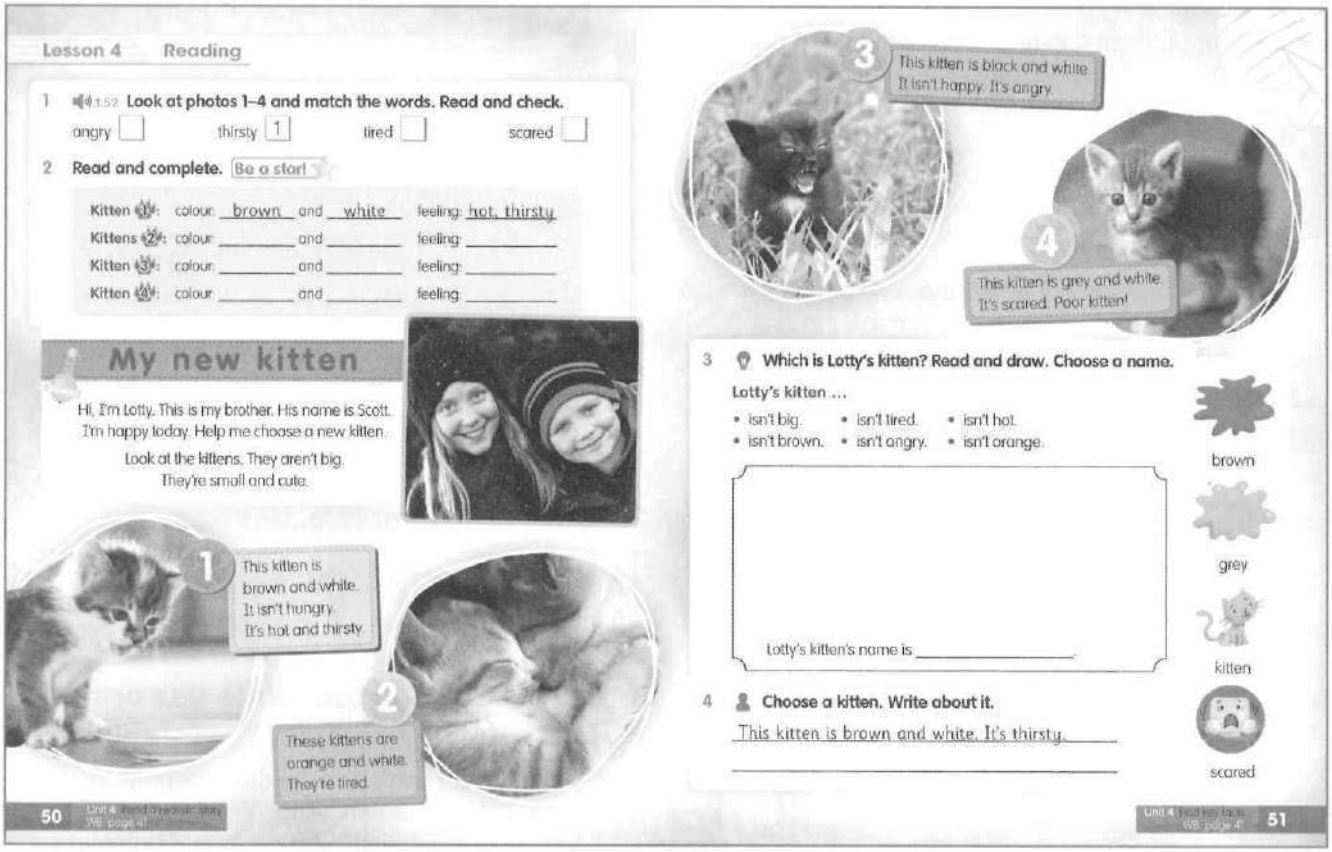
Answers: 1 're 2 'm not 3 isn't 4 aren't 5 'm

3 CEYL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children what they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 yes 3 no 4 yes

Pupil's Book page 50–51



Learning objectives: Read a realistic story; Find key facts

Vocabulary: brown, grey, kitten, scared

Additional vocabulary: big, colours, cute, small

Resources: Class audio CD1; (PK) (PRC)

Materials: paper, pens or pencils, coloured pencils

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic colours.

Vocabulary

- Refer the children to the vocabulary panel on page 51 and read out the words for the class to repeat.
- Say *Point to something brown.* Then repeat for *grey.* Ask *How is a kitten different to a cat? Are they big or small?* Ask the children to mime scared, and join in with them. Ask *Are you scared of any animals?*

1 1.52 Look at photos 1–4 and match the words. Read and check.

- Refer the children to the photo of Lotty and her brother. Play the introduction section of the audio and have the children follow in their books.
- Read out the list of adjectives and ask the children to repeat and do mimes for each of them.
- Ask *Is kitten number 1 scared?* Have the children look at the photo and read the text to find the answer (*No, it's thirsty*). Point out the example answer.
- Repeat this for kitten number 2. Then have the children continue the activity, writing the numbers in the boxes.
- Play the audio for the children to listen and confirm their answers.

Answers: angry 3, thirsty 1, tired 2, scared 4

2 Read and complete. Be a star!

- Refer the children to the example. Ask them to find the colours and the feelings in number 1. Ask *Is kitten number 1 hungry?* (*No*) *What colour is it?* (*brown and white*).
- Now the children look, read and find the colours and feelings. While they are doing this, copy the table onto the board.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Invite different children to come to the board and complete a colour or an adjective each. Ask for whole-class agreement each time.

Answers:
Kitten 1: colour: brown and white; feeling: hot, thirsty
Kitten 2: colour: orange and white; feeling: tired
Kitten 3: colour: black and white; feeling: angry
Kitten 4: colour: grey and white; feeling: scared

3 Which is Lotty's kitten? Read and draw. Choose a name.

- Write *1 2 3 4* on the board to represent the four kittens.
- Point to and read out the first sentence: *Lotty's kitten isn't big*. Point out that all the kittens are the same – they aren't big! Read out the next sentence: *Lotty's kitten isn't tired*. Ask *Which kitten is tired? (2)*. Cross out number 2.
- Have the children work in pairs to read the rest of the sentences and use an elimination process to decide which is Lotty's kitten.
- Have them draw a picture of Lotty's kitten. Ask for suggestions for its name.

Answers: Kitten 4

Teaching star!

Reading

Some children may have difficulty with the logical elimination process in the activity above. To help the children follow the process, do the following.

- Write 1 2 3 4 on the board as above. Read out each sentence to the class as they follow and decide with them which kittens are possible. Cross out the ones that are not possible.
- Check with the remaining kitten (number 4) by reading the sentences again and checking they're all true.
- Now the children can draw the kitten and invent a name.

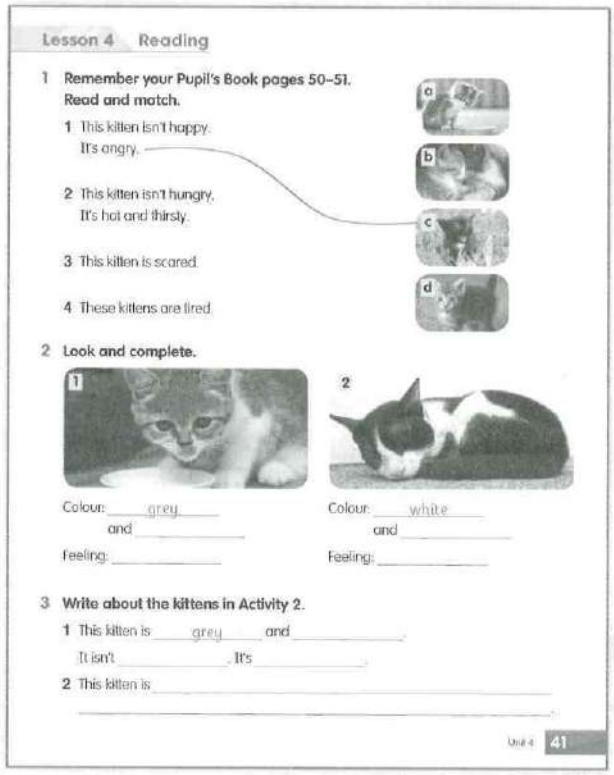
4 Choose a kitten. Write about it.

- Point to kitten 1 and tell the children *This is my favourite*. Elicit a sentence about the colours and write it on the board. Do the same for the feeling. Point out the example answer in their book.
- Have the children write about their favourite kitten. They can use the information in the text, and add their own ideas if they want.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), asking the children to recall all the key words they can from the story.

Workbook page 41


Lesson 4 Reading

1 Remember your Pupil's Book pages 50–51. Read and match.

1 This kitten isn't happy. It's angry.
2 This kitten isn't hungry. It's hot and thirsty.
3 This kitten is scared.
4 These kittens are tired.

2 Look and complete.

1 Colour: grey and ____ Feeling: ____

2 Colour: white and ____ Feeling: ____

3 Write about the kittens in Activity 2.

1 This kitten is grey and ____. It isn't ____. It's ____.
2 This kitten is ____.

Unit 4 41

1 Remember your Pupil's Book pages 50–51. Read and match.

Answers: 1 c 2 a 3 d 4 b

2 Look and complete.

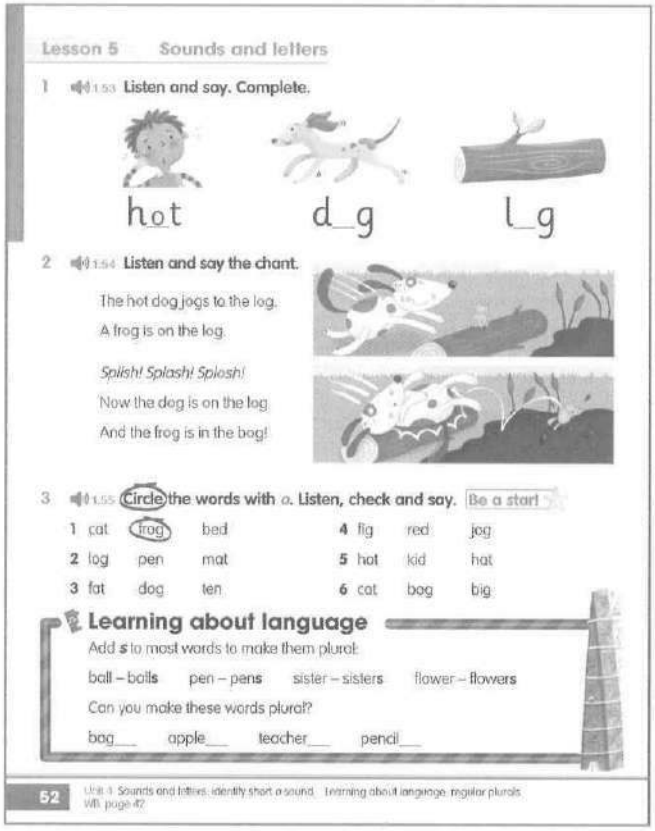
Answers: 1 white; hungry / thirsty / hot
2 black; happy, tired

3 Write about the kittens in Activity 2.

Answers: 1 white; thirsty; hungry
2 black and white. It's tired.

Lesson 5 Sounds and letters

Pupil's Book page 52



Learning objectives: Sounds and letters: identify short *o* sound; Learning about language: regular plurals

Sounds & letters words: *dog, hot, log*

Resources: Class audio CD1; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) to practise key words from the last lesson, e.g. *brown, grey, kitten, scared, orange, white.*

1 1.53 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the words for these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *o* in the word *hot* in your book. Ask *What's this letter?* (*o*) *What's the sound?* (/ɒ/)
- Write a big, clear *o* on the board as a model for the children. Have them write the *o* in the three words.

Audioscript

/ɒ/ /ɒ/ /ɒ/ *hot*
/ɒ/ /ɒ/ /ɒ/ *dog*
/ɒ/ /ɒ/ /ɒ/ *log*

Answers: hot, dog, log

2 1.54 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *o*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *o* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines. They all say *Splish! Splash! Splosh!* together.

3 1.55 Circle the words with *o*. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter *o* (six – one in each line).
- Have them circle the words with *o*.
- Ask the children which word they circled in each line and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

1 frog, frog 2 log, log 3 dog, dog 4 jog, jog 5 hot, hot 6 bog, bog

Answers: 1 frog 2 log 3 dog 4 jog 5 hot 6 bog

Learning about language

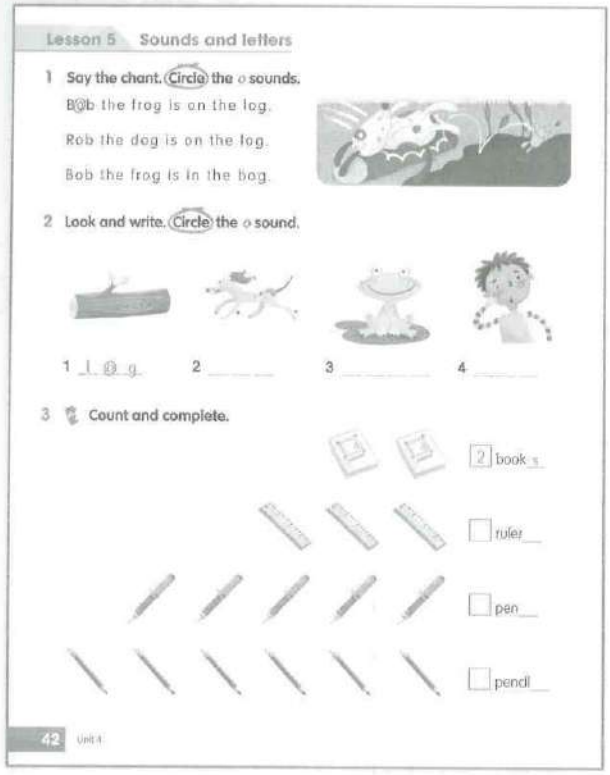
- Take a pen from your pencil case. Say *Look. A pen.* Write *a pen* on the board.
- Now take another pen and hold them up together and say *Look. Two …* to elicit the plural *pens*. Ask how to spell *pens* and write *two pens* on the board. Ask *What's the difference? Why?* (*plural*).
- Read out the example singular and plural words in the *Learning about language* box and have the children repeat chorally.
- The children make the plurals of the other words in the box and compare with a friend.
- Ask the children to find and show or point to plural things (or people) in the class.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank pages 14–15) with key words from this lesson, e.g. *hot, dog, log, frog, balls, flowers, teachers.*

Workbook page 42



Lesson 5 Sounds and letters

1 Say the chant. Circle the *o* sounds.

B@b the frog is on the log.

Rob the dog is on the log.

Bob the frog is in the bag.

2 Look and write. Circle the *o* sound.

1 l @ g 2 _____ 3 _____ 4 _____

3 Count and complete.

2 book s

ruler

pen

pencil

42 Unit 4

1 Say the chant. Circle the *o* sounds.

Answers: B(o)b the fr(o)g is (o)n the l(o)g.
R(o)b the d(o)g is (o)n the l(o)g.
B(o)b the fr(o)g is in the b(o)g.

2 Look and write. Circle the *o* sound.

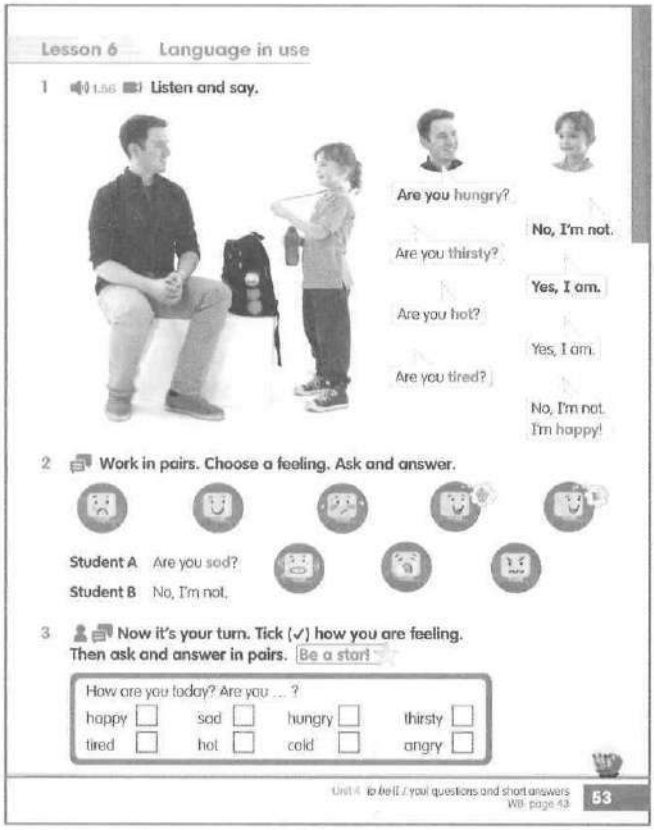
Answers: 1 l(o)g 2 d(o)g 3 fr(o)g 4 h(o)t

3 Count and complete.

Answers: 2 books, 3 rulers, 5 pens, 6 pencils

Lesson 6 Language in use

Pupil's Book page 53



Learning objectives: *to be* (I / you) questions and short answers

Review vocabulary: adjectives of feelings

Resources: Class audio CD1; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; PRC - Language in use video

1.54 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 1.56 Listen and say.

- Refer the children to the picture. Ask what they think the girl and the man are talking about.
- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each line.
- Write *hungry?* on the board and elicit the question *Are you hungry?* Elicit the affirmative and negative answers.
- Divide the class into two groups and have one group ask the questions and the other give the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

Teaching star!

Mixed ability

Give some extra guidance if some children need more support, as follows:

- Write on one side of the board, in random order, the following words together with their punctuation: *Are you sad? No, I'm not. Are you happy? Yes, I am.* On the other side of the board, draw a line for each word in the form of dialogue, i.e. four lines of three words each.
- Give a little thinking time. Then invite different children to come to the board and write a word in the correct place. Ask for whole-class agreement each time.
- When the dialogue is completed, have the children read it out chorally.
- Less confident children will be more prepared for the next activity, and stronger children will be challenged by the puzzle!

2 Work in pairs. Choose a feeling. Ask and answer.

- Have the children look at the pictures and elicit the feelings they show.
- Hold up your book so the page is facing away from the children and put your finger on one of the pictures. Have the children ask you questions *Are you ...?* and answer *No, I'm not.* or *Yes, I am.* When they guess correctly, turn the book around so they can see your finger on the picture.
- Divide the class into pairs and have them continue the activity with one child choosing a feeling without showing it, and the other asking questions to guess.
- Finish with a few volunteers answering questions from the class.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

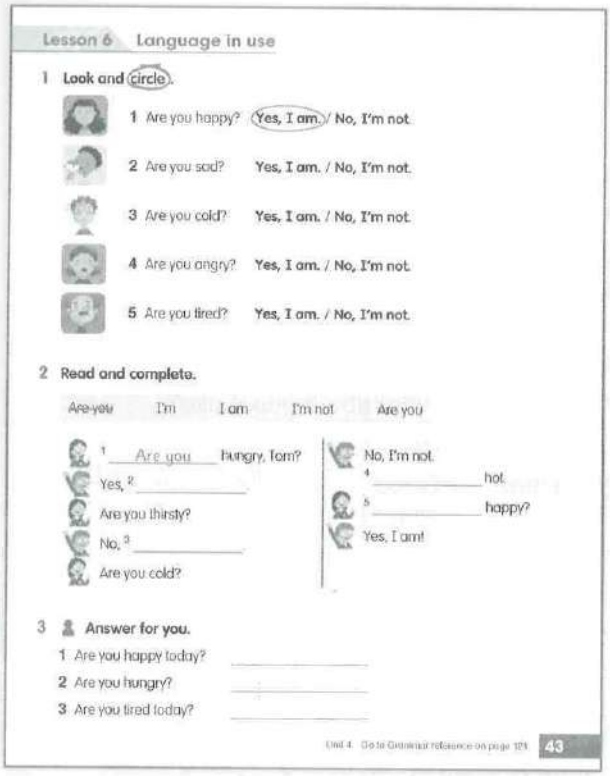
3 **Now it's your turn. Tick (✓) how you are feeling. Then ask and answer in pairs.** Be a star!

- Model the question by asking a confident child *How are you today? Are you* (tired)? Prompt the child to answer *Yes, I am.* or *No, I'm not.*
- Point out the questions in the box and drill them with the class. Invite different children to ask you a question until one of them receives the answer *Yes, I am.*
- Divide the class into pairs to ask and answer about their feelings today. While they do this, circulate, monitor and give help or praise where appropriate.
- Finish with the class asking questions to a few volunteers.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–15) using the following dialogue on the board: *Are you hungry? No, I'm not. Are you thirsty? Yes, I am. Are you tired? No, I'm not. I'm happy!*
- Continue until all the words are gone and the children 'read' the dialogue from an empty board!

Workbook page 43



Lesson 6 Language in use

1 Look and circle.

1 Are you happy? Yes, I am. / No, I'm not.
2 Are you sad? Yes, I am. / No, I'm not.
3 Are you cold? Yes, I am. / No, I'm not.
4 Are you angry? Yes, I am. / No, I'm not.
5 Are you tired? Yes, I am. / No, I'm not.

2 Read and complete.

Are you | I'm | I am | I'm not | Are you

1 Are you hungry, Tom?
Yes, 2 _____.
Are you thirsty?
No, 3 _____.
Are you cold?

No, I'm not.
4 _____ hot.
5 _____ happy?
Yes, I am!

3 Answer for you.

1 Are you happy today? _____
2 Are you hungry? _____
3 Are you tired today? _____

Unit 4 Go to Grammar reference on page 121 43

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 121 to help them when completing these activities.

1 Look and circle.

Answers: 1 Yes, I am. 2 No, I'm not. 3 No, I'm not. 4 Yes, I am. 5 No, I'm not.

2 Read and complete.

Answers: 1 Are you 2 I am 3 I'm not 4 I'm 5 Are you

3 Answer for you.

Answers: Children's own answers.

Grammar reference: (page 121)

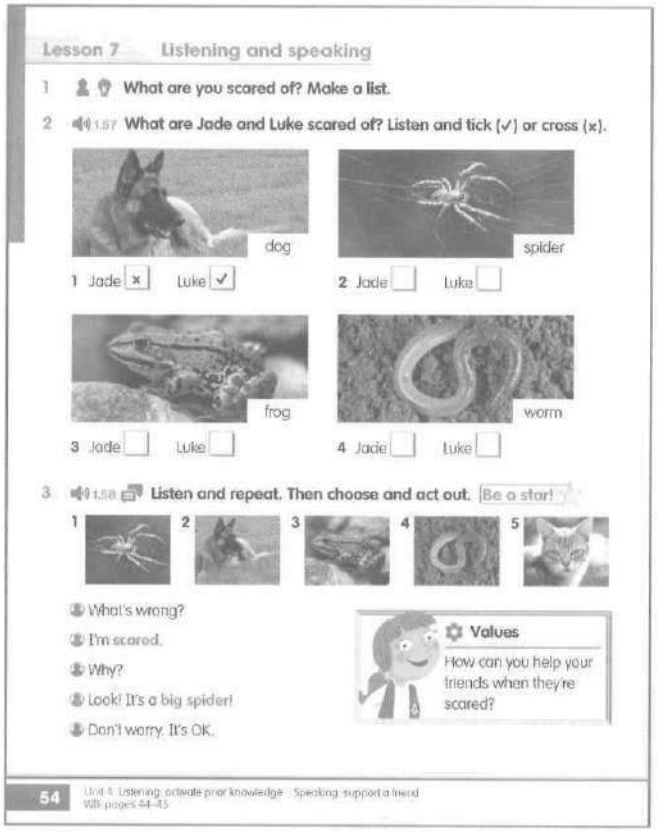
1 Look and complete.

Answers: 1 'm 2 'm not 3 's 4 aren't 5 am 6 Are; 'm not

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 7 Listening and speaking

Pupil's Book page 54



Learning objectives: Listening: activate prior knowledge; Speaking: support a friend

Review vocabulary: dog, frog, spider, worm

Resources: Class audio CD1; PK TRC - Vocabulary worksheet 2; PRC

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic *animals*.

1 What are you scared of? Make a list.

- Mime the feeling *scared* and have the children guess the word. Write on the board *I'm scared of …* and write several examples: e.g. *spiders, elephants, lightning*. At this point, the idea is to open up the idea of scared so all ideas are valid.
- Have the children make a list for themselves and compare with a friend. If they don't know the word in English, they can write it in L1.
- Elicit some suggestions.

2 1.57 What are Jade and Luke scared of? Listen and tick (✓) or cross (✗).

- Refer the children to the pictures and ask what they can see. Play the first part of the audio, pausing after Jade and Luke's answers to point out the cross and the tick for *no* and *yes* respectively.
- Play the rest of the audio and have the children complete the activity.
- For feedback, elicit the answers and then play each part of the audio again to confirm.

Audioscript

Presenter:	Hello!
Jade & Luke:	Hi!
Presenter:	Look at the big dog. Are you scared, Jade?
Jade:	No, I'm not.
Presenter:	Are you scared, Luke?
Luke:	Yes, I am.
Presenter:	Look at the spider. Are you scared, Jade?
Jade:	No, I'm not.
Presenter:	What about you, Luke?
Luke:	No, I'm not.
Presenter:	Great. Look at the big frog. Are you scared, Jade?
Jade:	No, I'm not.
Presenter:	What about you, Luke?
Luke:	No, I'm not.
Presenter:	Good. Look at the worm. Are you scared, Jade?
Jade:	YES, I AM! EEEK!
Luke:	Me too!
Presenter:	Don't worry. It's OK. It's only a picture!

Answers: 1 Jade ✗, Luke ✓ 2 Jade ✗, Luke ✗ 3 Jade ✗, Luke ✗ 4 Jade ✓, Luke ✓

3 1.58 Listen and repeat. Then choose and act out. Be a star!

- Play the audio. Have the children repeat each line quietly to themselves. Play it again and have them repeat chorally and then individually to check pronunciation. Use calming gestures with *Don't worry. It's OK.*
- Choose a different animal from the photos and have the whole class do the dialogue with you.
- Then divide the class into pairs to make new dialogues with different animals.
- Finish with a few dialogues from volunteer children across the class.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

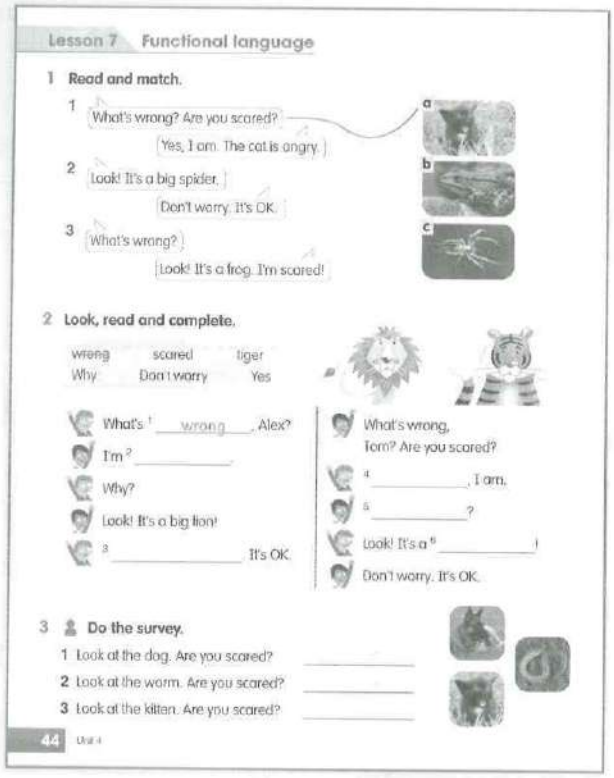
Values

- Explain the question to the children. Allow them a moment to think and then ask for their suggestions. Point out that often the best way is to speak in a calm voice and tell them not to worry!

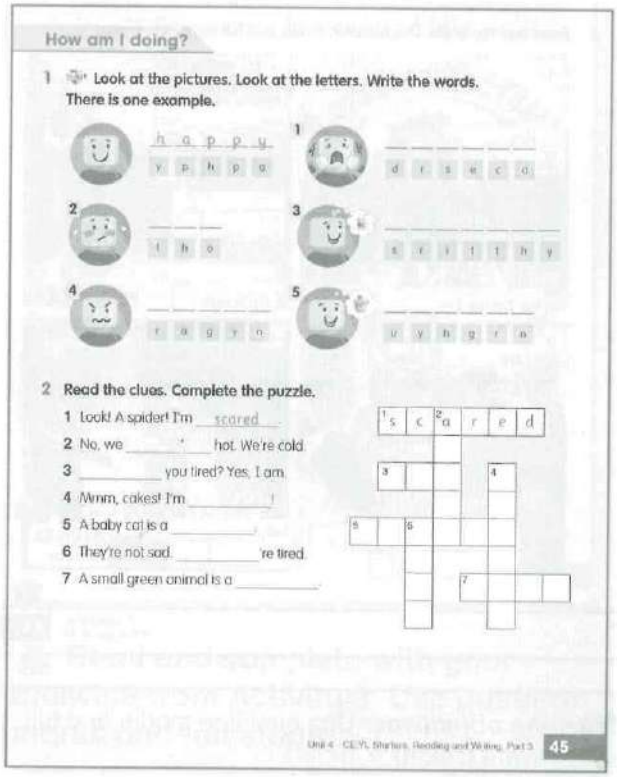
Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with mimes of the feelings vocabulary from this unit, e.g. *(Simon says) I'm sad.*

Workbook page 44



Workbook page 45



1 Read and match.

Answers: 1 a 2 c 3 b

2 Look, read and complete.

Answers: 1 wrong 2 scared 3 Don't worry 4 Yes 5 Why 6 tiger

3 Do the survey.

Answers: Children's own answers.

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Starters test. The children use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

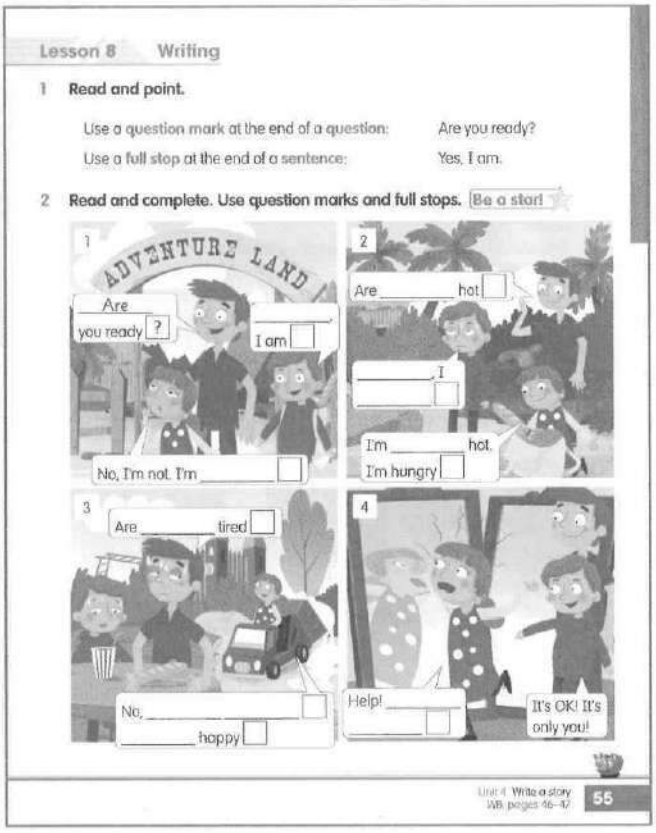
Answers: 1 scared 2 hot 3 thirsty 4 angry 5 hungry

2 Read the clues. Complete the puzzle.

Answers: 1 scared 2 aren't 3 Are 4 hungry 5 kitten 6 They 7 frog

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 55



Learning objectives: Use question marks and full stops; Write a story

Resources: Class audio CD1; (PK) (TG) - Unit 4 test; (PRC) (TG)

1.48 Warm-up: Sing the song!

- Play the song *This feeling* and have the children sing and act it out.

1 Read and point.

- Write the example sentences from the box on the board with the question mark and full stop missing. Point to and read out the information in the box.
- Then point to the examples on the board and read them out. Point to the place for the missing punctuation and prompt the children to draw the question mark or full stop in the air. Draw them in on the board.
- Divide the class into pairs. Have them look back at page 54 and find all the question marks they can (there are five). Then do the same with the full stops (there are seven).

2 Read and complete. Use question marks and full stops. Be a star!

- Refer the children to the pictures in the story. Ask *Who's this? Where are they? Are they happy?*
- Read the example sentence and encourage the children to make a question mark in the air. Ask why we put a question mark here (end of a question).
- Elicit the rest of the complete sentences and write the correct text on the board. As you come to the punctuation each time, have the children draw a question mark or full stop in the air.
- The children copy the finished text into their books.

Answers: **1** Are you ready? Yes, I am. No, I'm not. I'm tired. **2** Are you hot? Yes, I am. I'm not hot. I'm hungry **3** Are you tired? No, I'm not. I'm happy. **4** Help! I'm scared.

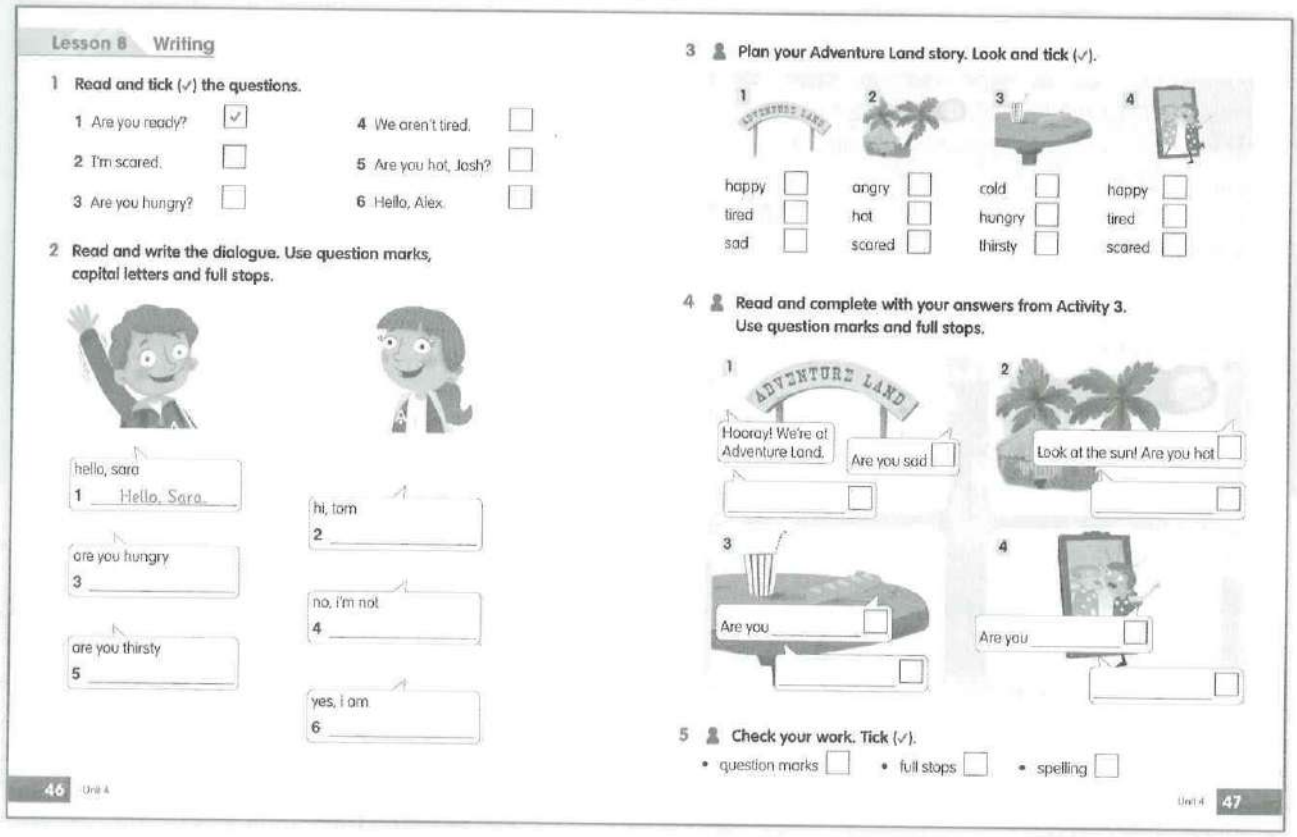
Teaching star!

Using digital

- Project the story on the IWB and invite different children to come and complete words or punctuation. Ask for whole-class agreement each time.
- To allow more children to participate, use the *Erase* function to clean the activity and invite a second set of children to come to the board.

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them: *You're in Adventure Land with Mum and Dad. It's very hot. How do you feel? You see a lot of big animals! How do you feel? Mum has a yoghurt for you! How do you feel? Now it's time to go home. How do you feel?*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.



Lesson 8 Writing

1 Read and tick (✓) the questions.

1 Are you ready? ✓
2 I'm scared.
3 Are you hungry?
4 We aren't tired.
5 Are you hot, Josh?
6 Hello, Alex.

2 Read and write the dialogue. Use question marks, capital letters and full stops.

hello, sara
1 Hello, Sara.
are you hungry
3
are you thirsty
5
hi, tom
2
no, i'm not
4
yes, i am
6

3 Plan your Adventure Land story. Look and tick (✓).

1 2 3 4

happy angry cold happy
tired hot hungry tired
sad scared thirsty scared

4 Read and complete with your answers from Activity 3. Use question marks and full stops.

1 ADVENTURE LAND
Hooray! We're at Adventure Land.
Are you sad
2
Look at the sun! Are you hot
3
Are you
4
Are you

5 Check your work. Tick (✓).
• question marks • full stops • spelling

46 Unit 4

Unit 4 47

1 Read and tick (✓) the questions.

- The children read the phrases and decide if they are questions. They tick those that are.

Answers: 1, 3, 5

2 Read and write the dialogue. Use question marks, capital letters and full stops.

- The children rewrite the dialogue using the correct punctuation.

Answers: 1 Hello, Sara. 2 Hi, Tom.
3 Are you hungry? 4 No, I'm not.
5 Are you thirsty? 6 Yes, I am.

3 Plan your Adventure Land story. Look and tick (✓).

- The children look at the situations and decide how they feel in their story.

Answers: Children's own answers.

4 Read and complete with your answers from Activity 3. Use question marks and full stops.

- The children complete the story with the feelings from Activity 3 and the correct punctuation.

Answers: Children's own answers.

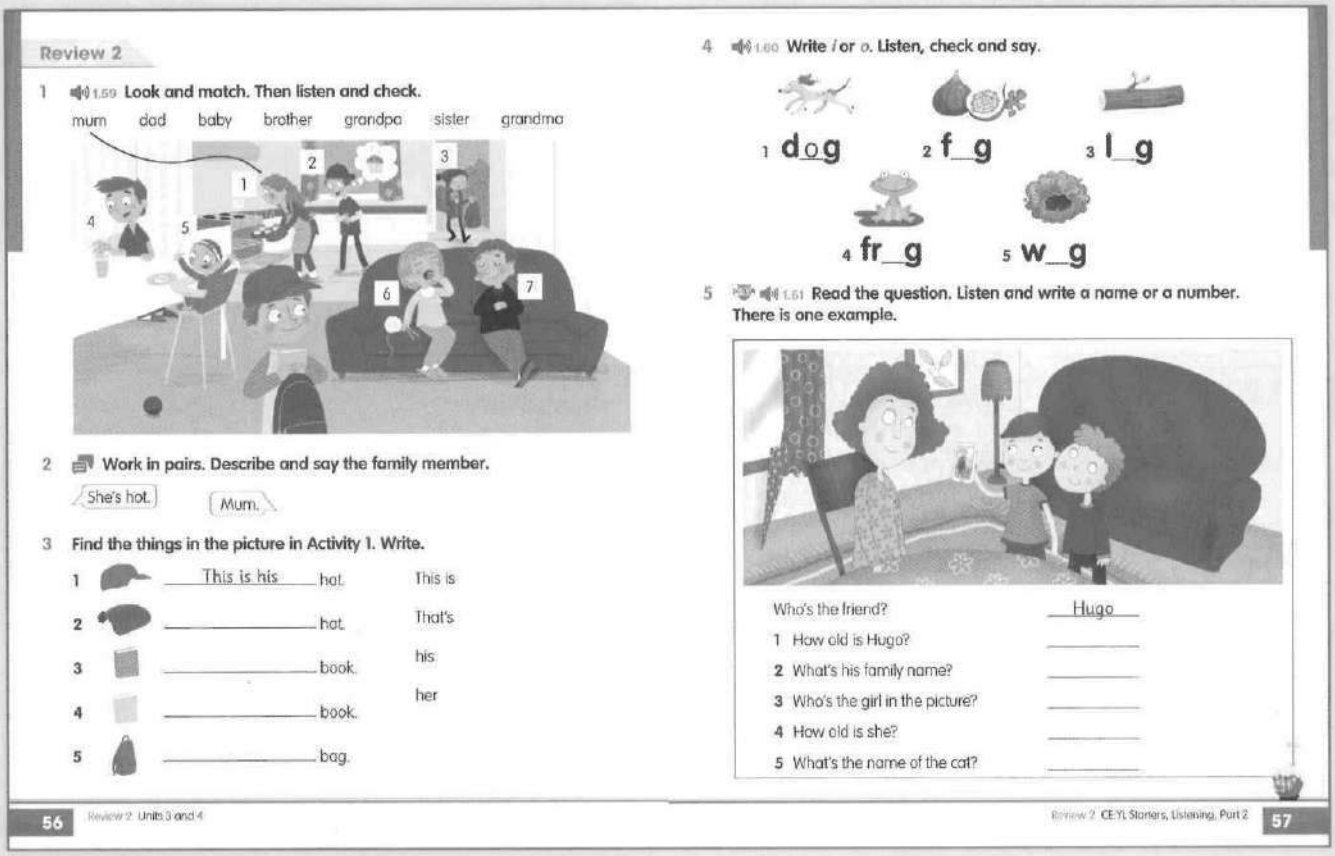
5 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

PRC = Pupil's Resource Centre TG = Test Generator

2 Review

Pupil's Book pages 56–57



Review 2

1 1.59 Look and match. Then listen and check.

mum dad baby brother grandpa sister grandma

2 Work in pairs. Describe and say the family member.

She's hot. Mum.

3 Find the things in the picture in Activity 1. Write.

1 This is his hat. This is
2 _____ hat. That's
3 _____ book. his
4 _____ book. her
5 _____ bag.

4 1.60 Write *i* or *o*. Listen, check and say.

1 d*o*g 2 f_g 3 l_g 4 fr_g 5 w_g

5 1.61 Read the question. Listen and write a name or a number. There is one example.

Who's the friend? Hugo
1 How old is Hugo? _____
2 What's his family name? _____
3 Who's the girl in the picture? _____
4 How old is she? _____
5 What's the name of the cat? _____

56 Review 2 Units 3 and 4

Review 2 ICE YL Starters, Listening, Part 2 57

Learning objectives: Review vocabulary, grammar, and sounds and letters from Units 3 and 4

Grammar: *This is / That's, my / your, Who's this / that? his / her, to be* affirmative, negative, questions and short answers.

Vocabulary: family, feelings

Resources: Class audio CD1; PK TRC - Downloadable flashcards; PRC TG

Warm-up: Find and point

- Call out key words (*family, feelings*) from Units 3 and 4 and ask the children to find a picture of that word somewhere in their Pupil's Book.
- Have them hold up their book and point so they can see a variety of different illustrations. Have everyone repeat each word.

1 1.59 Look and match. Then listen and check.

- Refer the children to the picture. Elicit any names and family members that they can see.
- Play the first part of the audio. Stop and point out the example line from *mum* to the picture.
- Now play the rest of the audio, pausing after each part to give the children time to draw the lines.
- Play the audio again for them to check.
- For feedback, call out the numbers and elicit the family word.

Audioscript

This is my family.
1 Look! That's my mum. She's very hot.
2 That's my brother. He's hungry.
3 Look at my sister. She's cold.
4 Look at my dad. He's thirsty.
5 This is the baby. She's angry.
6 This is my grandma. Look, she's tired.
7 And this is my grandpa. He's tired, too.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Answers: 1 mum 2 brother 3 sister 4 dad 5 baby 6 grandma 7 grandpa

2 Work in pairs. Describe and say the family member.

- Refer the children to the speech bubbles. Read out the first one and have the class respond. Give another example and elicit the family name, e.g. *She's tired.* (*Grandma*).
- Divide the class into pairs to continue the activity.

3 Find the things in the picture in Activity 1. Write.

- Refer the children to the example. Have them find the hat in the picture (Tom's wearing it). Ask *Why 'this is'?* (*It's near.*) *Why 'his'?* (*his for a boy*).
- Elicit the answer to 2 (*That's her hat.*) Ask *Why 'That's'?* (*It's further away*). *Why 'her'?* (*her for a girl*).
- Have the children complete the activity and compare with a friend.
- Ask different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board.

Answers: 1 This is his hat. 2 That's her hat. 3 That's her book. 4 This is his book. 5 That's her bag.

4 1.60 Write *i* or *o*. Listen, check and say.

- Elicit the names of the items in the pictures. Point out the example answer and then point to the fig. Ask *Is it* i *or* o?
- The children finish the activity individually. While they do this, write the incomplete words on the board.
- Play the audio for the children to check their work.
- Invite volunteers to complete the words on the board. Ask for whole-class agreement each time.

Answers: 1 dog 2 fig 3 log 4 frog 5 wig

5 CERYL 1.61 Read the question. Listen and write a name or a number. There is one example.

- This activity helps prepare the children for Part 2 of the Listening paper of the Cambridge English: Starters test.
- Refer the children to the picture and ask what they think the people are talking about.
- Have different children read out the questions. For each one, ask the class if they think the answer is a name or a number.
- Play the first part of the audio, pausing after the example. Point out that only one word is necessary.
- Play the rest of the audio and have the children complete the activity.
- Elicit and check the answers with the class.
- (To help prepare for this part of the test, the children need to practise the alphabet. It is also useful if they are familiar with the simple names used in the Starters test. You can find a list of these in the Cambridge English Young Learners Handbook for Teachers.)

Audioscript

Mum: Who's this?
Boy 1: He's my friend. His name is Hugo.
Mum: That's nice. Is that H-U-G-O?
Boy 2: Yes.
Narrator: Can you see the answer? Now you listen and write a name or number.
1. Mum: How old are you, Hugo?
Boy 2: I'm seven.
2. Mum: What's your family name?
Boy 2: It's Lewis. L-E-W-I-S.
3. Boy 2: Look at this picture. This is my sister.
Mum: What's her name?
Mum: Her name is Alice. A-L-I-C-E.
4. Mum: How old is Alice?
Boy 2: She's nine!
5. Boy 2: And that's her cat, Milo. M-I-L-O.
Mum: It's funny!
Boy 2: Yes!

Answers: 1 7 / seven 2 Lewis 3 Alice 4 9 / nine 5 Milo

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), recalling all the key words from this Review lesson.

Workbook page 116

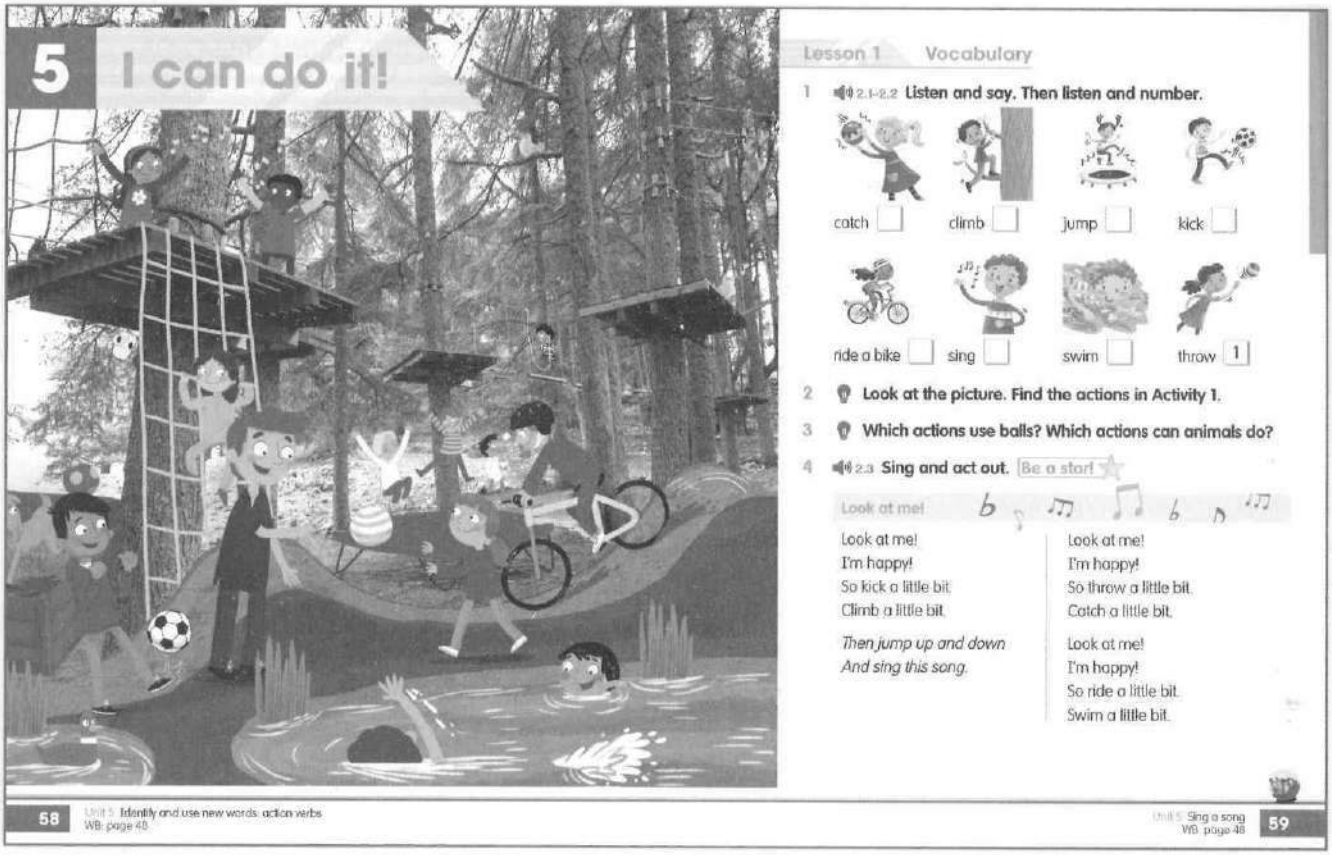
My progress: Units 3 & 4

- Clarify the meaning of each *I can …* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress* check. Give them time to decide if they are ready to give themselves a sticker. Provide encouragement if necessary. Help the children with sticking their stickers if they are having difficulty.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

5 I can do it!

Lesson 1 Vocabulary

Pupil's Book pages 58–59



Learning objectives: Identify and use new words: action verbs; Sing a song using the target vocabulary

Vocabulary: catch, climb, jump, kick, ride a bike, sing, swim, throw

Resources: Class audio CD2; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song; (PRC)

Warm-up: The Big Picture

Refer the children to the picture on page 58. Ask *What are the children's names?* Have different children name a character for the rest of the class to point to. Ask *Where are they? (in a park / forest) Are the children happy or sad? (happy).* Then ask *Can you see Bot? (He's under the jungle gym.)*

1 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 throw, 2 catch, 3 sing, 4 ride a bike, 5 kick, 6 climb, 7 jump, 8 swim

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: catch – 2, climb – 6, jump – 7, kick – 5, ride a bike – 4, sing – 3, swim – 8, throw – 1

2 Look at the picture. Find the actions in Activity 1.

- Hold up your Pupil's Book, point to an action on page 59 and say the verb, e.g. *jump*. Now point to page 58 and say *And here?* Have the children find a person or animal jumping and repeat the verb.
- Invite different children to call out verbs and have everyone point.

Answers: catch – Sara, climb – Anna, squirrel, jump – children on trampoline, squirrel, kick – Alex, goat, ride a bike – Tom, sing – birds, swim – boys, duck, throw – Dad

3 Which actions use balls? Which actions can animals do?

- Elicit the names of the animals in the picture.
- Have the children find all the activities with balls and animals. While they are thinking, draw two columns on the board labelled *balls* and *animals*.
- Invite different children to tell you actions that use balls. Each time, ask for whole-class agreement, and then write the verb in the *balls* column.
- Repeat for the animals' actions.

Answers: Actions that use balls: catch, kick, throw
Actions that animals can do: climb, jump, swim, kick, sing (also possible: catch, e.g. a dog with a ball, and throw, e.g. monkeys)

4 2.3 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear an action verb mentioned, they should do the action. Play the audio and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for the children to repeat (singing).
- Finally, the children listen, sing and do the actions. Repeat the song several times so that they can practise.

Teaching star!

Mixed ability 2.3

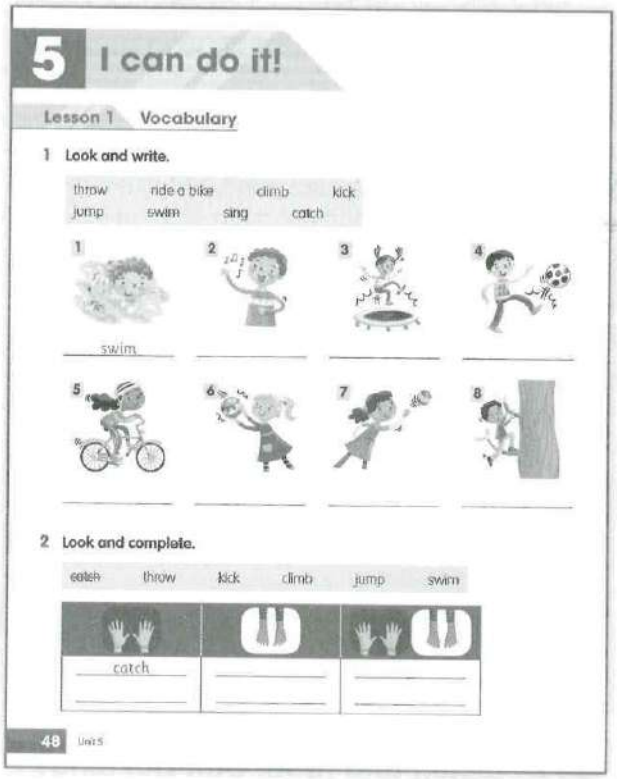
Some children will find singing and doing the actions for the whole story very challenging. In this case, have different groups sing and do the actions for different verses. Everyone is actively involved, and they can enjoy listening to and watching the others.

- Divide the class into three groups. Give a different verse to each group to practise singing and doing the actions. All groups join in and sing the chorus.
- Play the audio and have the children join in and sing / act their part.

Cooler: A group mime game

- Invite five or six children to come to the front of the classroom. Secretly show each one a different action from Activity 1. They all have ten seconds to mime the action while the rest of the class watch. Then say *Stop!*
- Their classmates raise their hands to say names and the corresponding actions. The children say *yes* or *no*.
- Repeat with different children and actions.

Workbook page 48


5 I can do it!

Lesson 1 Vocabulary

1 Look and write.

throw ride a bike climb kick
jump swim sing catch

1 swim 2 3 4

5 6 7 8

2 Look and complete.

catch throw kick climb jump swim

catch

48 Units

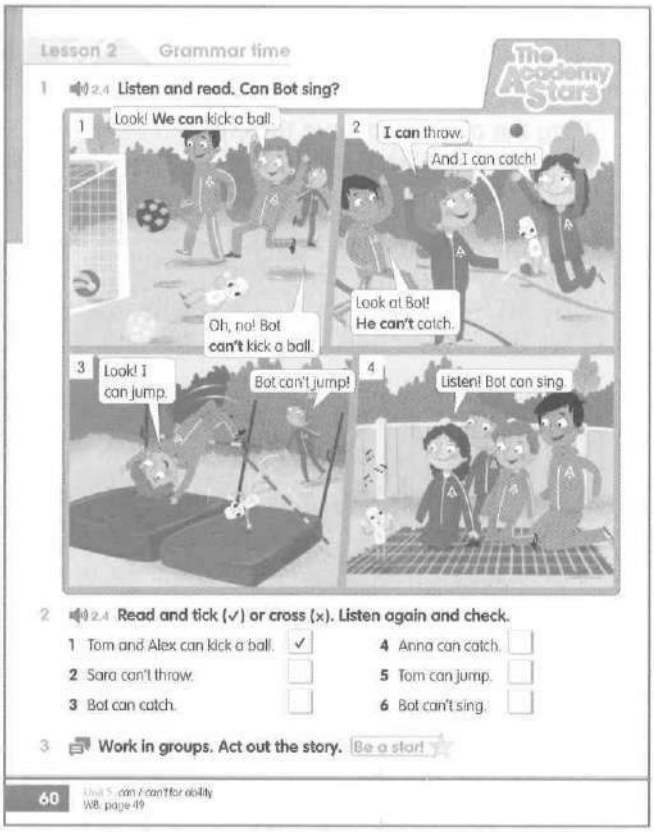
1 Look and write.

Answers: 1 swim 2 sing 3 jump 4 kick 5 ride a bike 6 catch 7 throw 8 climb

2 Look and complete.

Answers: Hands: catch, throw
Feet: kick, jump Hands and feet: climb, swim

Pupil's Book page 60



Learning objectives: Understand and use *can* and *can't* for ability; Read and act out a story using the target grammar

Grammar: *can / can't* for ability – affirmative and negative

Resources: Class audio CD2; (PK) (TRC)

2.3 Warm-up: Sing the song!

- Play the song *Look at me!* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes from the previous lesson.

1 2.4 Listen and read. Can Bot sing?

- Refer the children to the pictures, and ask *What actions can you see? (kick, throw, catch, jump)* Ask *Are the children at home or at school? (at school)* *What are their names? (Tom, Alex, Anna, Sarah, Bot)* Ask the children if they also do these actions at school.
- Play the audio. Have the children follow in their books and find the answer to the question *Can Bot sing?* Elicit or prompt the answer *Yes, he can.*
- Play the audio again for the children to repeat chorally. Pay attention to the pronunciation of *can* and *can't*.
- Reinforce the meaning of *can / can't*: Say *Look at me – I can jump!* Jump in the air and then repeat: *I can jump!* and ask *Yes or no? (Yes!)* Repeat with *I can kick – yes or no?* This time, fail completely to kick a ball of paper and say *No, I can't kick.* Do the same for the remaining actions and then say, e.g. *I can jump. I can't kick. I can catch. I can't sing.*

Answers: Yes, he can.

Teaching star!

Using digital

The *Mask* tool helps engage children by encouraging them to guess or remember.

- Use *Mask* to hide a speech bubble in the Activity 1 story. Elicit the missing text and then reveal to check.
- Repeat with different speech bubbles.

2 2.4 Read and tick (✓) or cross (X). Listen again and check.

- Point to Bot in the picture and say *This is Bot. True or false? Yes or no?* to elicit the answer *True.* If the children only respond with *yes*, say *Yes, it's true.* and write a tick on the board.
- Now point to Sara and say *This isn't Sara. True or false?* Elicit *false* and write a cross on the board.
- Ask several more questions about the classroom, including affirmative and negative sentences to elicit *true* or *false*. Each time, point to the tick or cross on the board.
- Read out the first sentence and ask *True or false?* Elicit the answer and point to the example tick. Ask where they can find the answer (Frame 1).
- Read out all the sentences and check understanding. Then have the children complete the activity individually. Fast finishers can compare their answers in pairs.
- Play the audio again for the children to check their answers.
- For feedback, read out the sentences and have the children stand up for *Yes* or sit down for *No*.

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Work in groups. Act out the story.

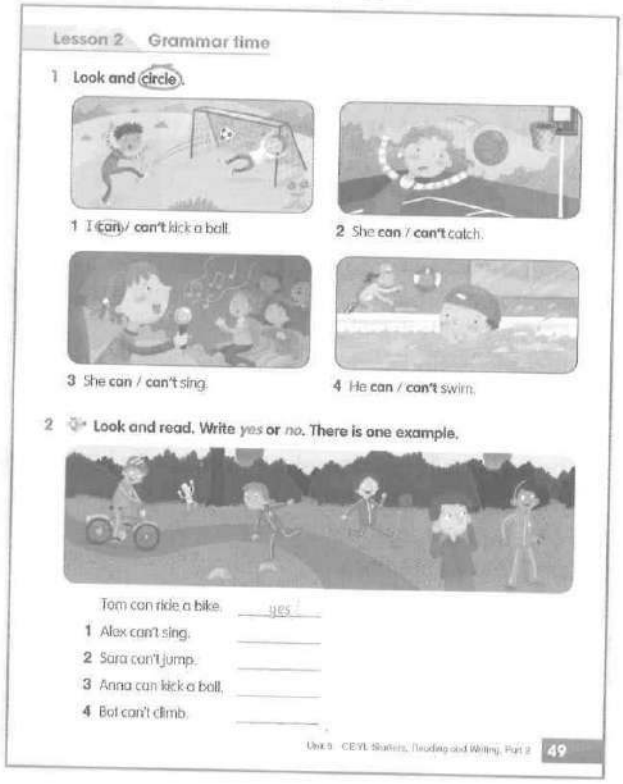
Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *can* and *can't*.
- Ask *How many characters are in the story?* (*five*) Divide the class into groups of five and either have them decide who will be each character, or designate the roles.
- Allow the children a few minutes to practise acting out the story, without the 'props' at this point.
- Ask if any groups would like to act out the story for the class. They can use props now if they want (being careful when jumping – a ruler on the floor to jump over is probably safest!).
- If you wish, you could ask the children to change roles and act out the story again.

Cooler: Remember the story

- Write the names *Tom, Alex, Anna, Sara* and *Bot* spaced out on the board.
- Point to a name on the board and ask questions like *Can Tom kick a ball? Can Anna climb?* and have the children call out *Yes, No* or *Don't know!* according to the characters' abilities in the story, and in the picture on page 58.

Workbook page 49



Lesson 2 Grammar time

1 Look and circle.

1 I can / can't kick a ball.

2 She can / can't catch.

3 She can / can't sing.

4 He can / can't swim.

2 Look and read. Write *yes* or *no*. There is one example.

Tom can ride a bike. yes

1 Alex can't sing. _____

2 Sara can't jump. _____

3 Anna can kick a ball. _____

4 Bot can't climb. _____

Unit 5 CEYL Starters, Reading and Writing, Part 2 49

1 Look and circle.

Answers: 1 can 2 can't 3 can 4 can

2 CEYL Look and read. Write *yes* or *no*. There is one example.

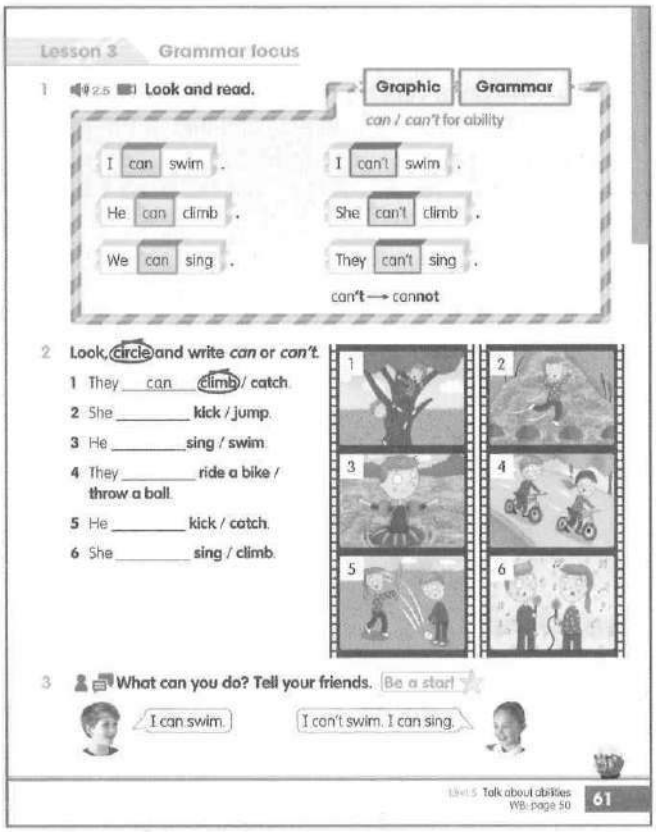
- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* or *no*.
- If done in class, ask the children what actions they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 yes 4 yes

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 3 Grammar focus

Pupil's Book page 61



Learning objectives: Talk about abilities

Grammar: *can / can't* affirmative and negative

Resources: Class audio CD2; PK - Graphic Grammar video; TRC - Grammar worksheet 1; PPK - Grammar activity 1; PRC - Graphic Grammar video

Warm-up: Sit down for false!

- Tell the children that you will say some sentences with *can*, and that if a sentence is true for them, they should stand up. If it isn't true, they should sit down, until they hear another sentence that is true for them.
- Make a series of *can* statements using the action verbs from Lesson 1. Finish with one that all the children can probably do, e.g. *I can jump*, so that everyone is standing!

1 2.5 Look and read.

- Play the audio and have the children follow in their books. Have them stand up for affirmative sentences and sit down for negative sentences (continuing the concept from the Warm-up activity).
- Play the audio again, pausing after each sentence to ask *Is this yes or no?* Have the children point to *can* or *can't* in their Pupil's Book.
- Reinforce the contraction of *cannot* to *can't* by counting out the sentence *I cannot swim* on your fingers (put *cannot* on two fingers) and then push those two fingers together to show the contraction *can't*.
- Play the audio one more time for the children to repeat chorally.

- If using the video, tell the children they will see a video of children at the swimming pool. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences.
- In part 2 (*We can sing. / They can't sing.*), stop the video before the sentences and elicit ideas from the children. Then check with the video.

2 Look, circle and write *can* or *can't*.

- Refer the children to the pictures and elicit the action verbs they can see. Go through the example sentence with the class.
- Elicit the action verb for picture 2 (jump) and ask *Can the girl jump?* (*Yes, she can.*) Have them write *can* in the space and circle *jump*.
- Then the children complete the activity individually and compare their sentences in pairs.
- For feedback, ask volunteers to read out the complete sentences.

Answers: 1 can climb 2 can jump 3 can't swim 4 can ride a bike 5 can't catch 6 can't sing

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

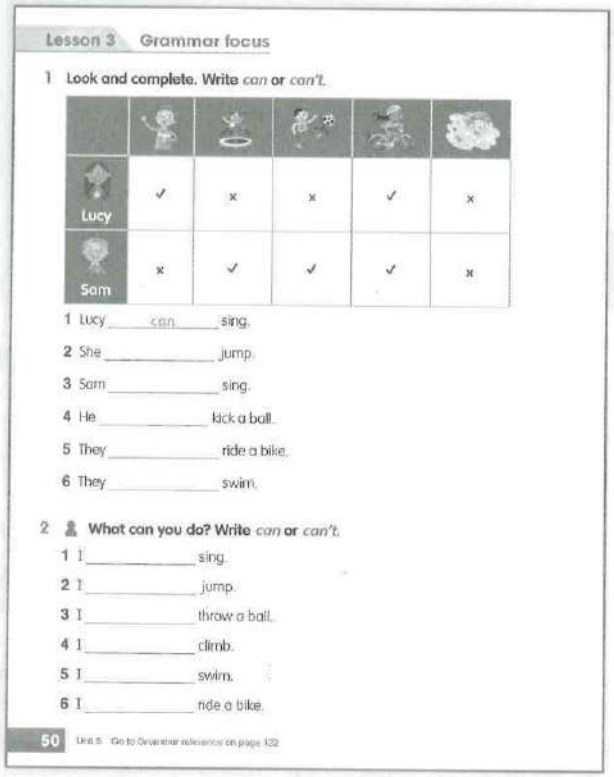
3 What can you do? Tell your friends. Be a star!

- Invite a confident child to come to the front of the class and tell you one ability they have (e.g. *I can swim.*) Respond with *I can swim!* and then add another sentence about yourself (e.g. *I can't climb trees.*). Indicate that the child should respond and add something new, e.g. *I can climb trees. I can't catch.* Demonstrate the conversation with one or two more turns.
- Divide the class into pairs to have similar conversations. Then have them change partners and repeat.
- To finish, have several children tell the class about an ability and have others raise their hands to respond.

Cooler: Mime game

- Write a sentence on a large piece of paper, e.g. *I can't swim*, but don't show it. Mime the action, and ask the children to guess what is written on the paper.
- Now divide the class into two halves. Ask one half of the class to turn away while you show the other half another *can / can't* sentence. (Suggestions: *I can jump. I can't ride a bike. I can't catch. I can throw a ball. I can't swim.*)
- Have them mime the action for their classmates to guess the sentence. After five seconds, the other children call out their ideas. Repeat with several sentences.

Workbook page 50



Lesson 3 Grammar focus

1 Look and complete. Write *can* or *can't*.

Lucy	✓	×	×	✓	×
Sam	×	✓	✓	✓	×

1 Lucy can sing.
2 She _____ jump.
3 Sam _____ sing.
4 He _____ kick a ball.
5 They _____ ride a bike.
6 They _____ swim.

2 What can you do? Write *can* or *can't*.

1 I _____ sing.
2 I _____ jump.
3 I _____ throw a ball.
4 I _____ climb.
5 I _____ swim.
6 I _____ ride a bike.

50 Unit 5 Go to Grammar reference on page 122

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

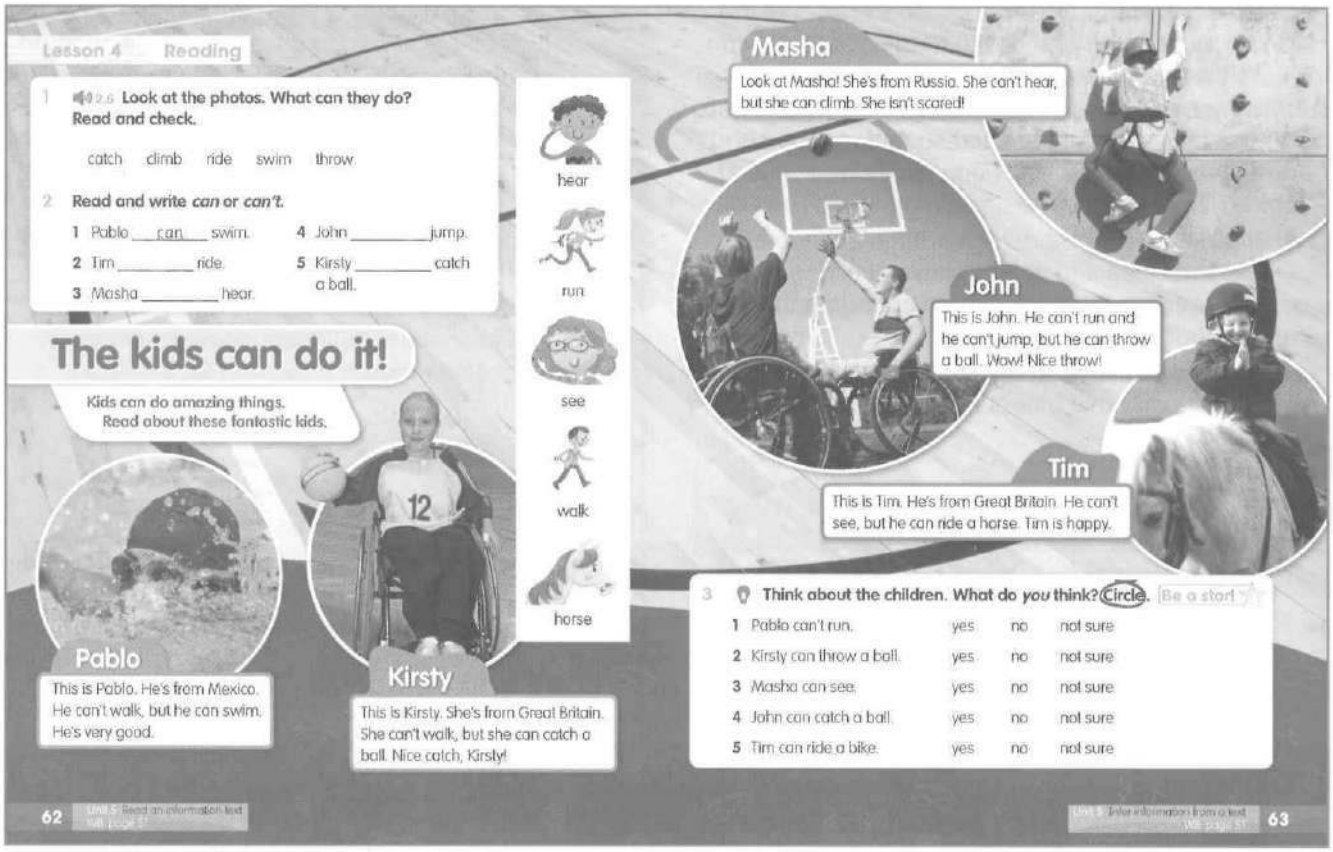
1 Look and complete. Write *can* or *can't*.

Answers: 1 can 2 can't 3 can't 4 can 5 can 6 can't

2 What can you do? Write *can* or *can't*.

Answers: Children's own answers.

Pupil's Book page 62–63



Learning objectives: Read an information text; Infer information from a text

Vocabulary: hear, horse, run, see, walk

Recycled vocabulary: happy, nice, Mexico, Russia, scared

Resources: Class audio CD2; (PK) (PRC)

2.4 Warm-up: Stand up / sit down when you hear ...

- Divide the class into two groups. Tell one group that they must stand up and sit down quickly (or raise and lower their arms quickly) every time they hear *can*. The other group must do the same for *can't*.
- Play the audio of the story from Lesson 2 and have the children respond accordingly.

Vocabulary

- Refer the children to the vocabulary panel on page 62. Write the words on the board and number them 1–5. Then say the words at random and have the children call out the corresponding number. Practise their pronunciation.
- Finally, mime the words, and have the children call out the correct word.

1 2.6 Look at the photos. What can they do? Read and check.

- Refer the children to the photos on pages 62–63 and ask them to point to different items. Say *Can you find … a ball? … a blue hat? … the number 12? … a horse?*
- Read out the verbs in the box and elicit what they think the kids in the photos can do. Then have them read the text to confirm their ideas.
- Play the audio for the children to listen and follow. Ask them to say *Stop!* and point to the sentence when they hear one of the answers.

Answers: Pablo: swim Kirsty: catch
Masha: climb John: throw Tim: ride

2 Read and write *can* or *can't*.

- Refer the children to the first sentence. Say *Where's Pablo?* and have the children find the text about Pablo on page 62. Point to the photo and ask *Can Pablo swim, yes or no?* (*Yes*). Point to the example answer.
- Have the children complete the activity individually. While they do this, write the gapped sentences on the board.
- Invite volunteers to come and complete the sentences. Ask for whole-class agreement each time.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: 1 can 2 can 3 can't 4 can't 5 can

3 Think about the children. What do *you* think? Circle. Be a star!

- Tell the children that it's time to think because the answers to these questions are not in the book.
- Read out the first sentence, *Pablo can't run*, and ask the children to look for the information in the text. (*It isn't in the text.*) Then ask what they think is probably true – elicit some opinions and help the children formulate a reason, if necessary. (You will probably need to use L1.)
- Give the children time to think about the other sentences before continuing the activity as a class. For each question, have the children raise their hands to vote for each answer. (Some children may want to voice an opinion on why, and may need to do this in L1. This is fine because talking through the reasons helps develop their critical thinking skills.)

Suggested answers: 1 yes 2 yes 3 yes 4 yes 5 not sure

Teaching star!

Reading

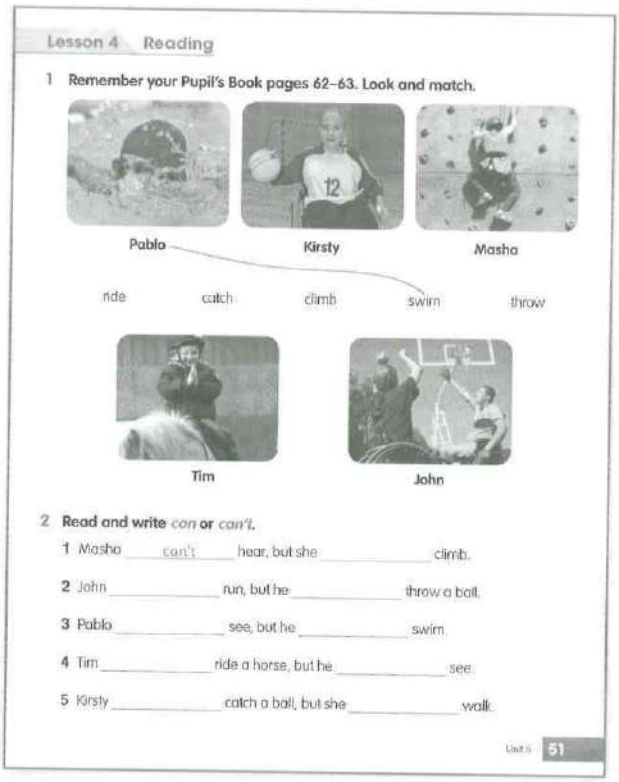
One of the most motivating things about learning to read for young children is joining in. They learn to recognise key words or phrases and can be an active part of telling the story.

- Either play the audio, or read the story to the children yourself.
- When you come to the key phrases (using *can* or *can't*) encourage the children to join in. They will happily do this at least twice!

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), asking the children to recall all the key words they can from the story, e.g. *catch, swim, throw, horse, see, walk, Mexico, ball, scared, run, Great Britain, happy.*

Workbook page 51


Lesson 4 Reading

1 Remember your Pupil's Book pages 62–63. Look and match.

Pablo Kirsty Masha

ride catch climb swim throw

Tim John

2 Read and write *can* or *can't*.

1 Masha can't hear, but she climb.

2 John run, but he throw a ball.

3 Pablo see, but he swim.

4 Tim ride a horse, but he see.

5 Kirsty catch a ball, but she walk.

Unit 5 51

1 Remember your Pupil's Book pages 62–63. Look and match.

Answers: Pablo – swim, Kirsty– catch, Masha – climb, Tim – ride, John – throw

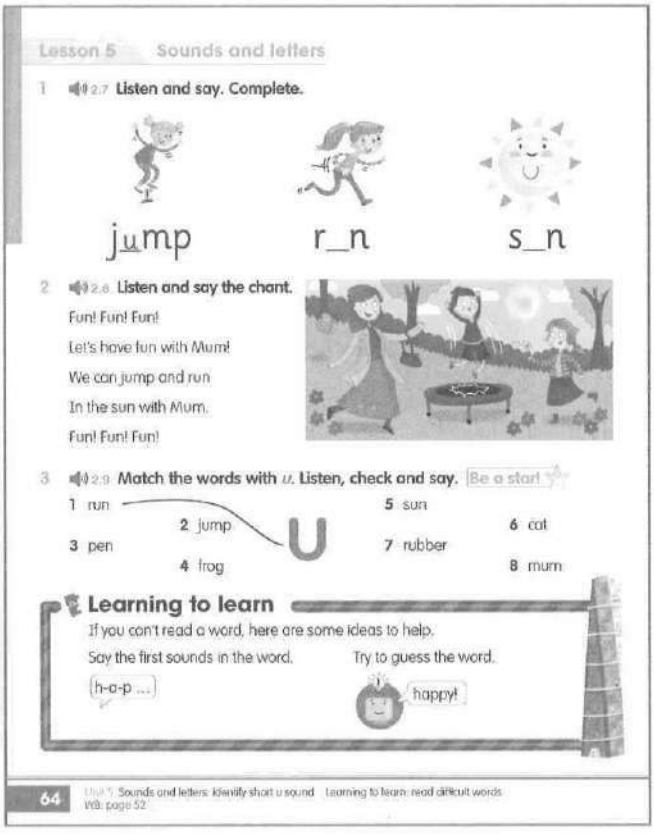
2 Read and write *can* or *can't*.

Answers: 1 can't, can 2 can't, can 3 can't, can 4 can, can't 5 can, can't

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 5 Sounds and letters

Pupil's Book page 64



Learning objectives: Sounds and letters: identify short *u* sound; Learning to learn: read difficult words

Sounds & letters words: jump, run, sun

Resources: Class audio CD2; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

2.6 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Pause the audio after some of the key words in the text, e.g. *walk, can't, catch, hear, climb, jump, horse.*

1 2.7 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask *What's this?* Listen to their suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the words chorally. Do this twice.
- Point to the *u* in the word *jump* in your book. Ask *What's this letter?* (*u*) *What's the sound?* (/ʌ/)
- Write a big, clear *u* on the board as a model for the children. Have them write the *u* in the three words.

Audioscript

/ʌ/ /ʌ/ /ʌ/ *jump*
/ʌ/ /ʌ/ /ʌ/ *run*
/ʌ/ /ʌ/ /ʌ/ *sun*

Answers: jump, run, sun

2 2.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *u*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *u* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines. They all join together again for the final *Fun! Fun! Fun!*

3 2.9 Match the words with *u*. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter *u* (there are five).
- Point out the example and have the children draw lines to join the remaining words with *u* to the big letter *u* in the middle.
- Ask the children which numbers they chose and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

run, run jump, jump sun, sun
rubber, rubber mum, mum

Answers: run, jump, sun, rubber, mum

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teaching star!

Extension

Observing and copying mouth shapes can help children tune their pronunciation.

- Ask the children to look carefully at your mouth. Make the shape of the words from Lesson 5 featuring the *u* sound, but don't make any sound. The children try to guess what word you are mouthing.
- Children can continue this game in pairs.

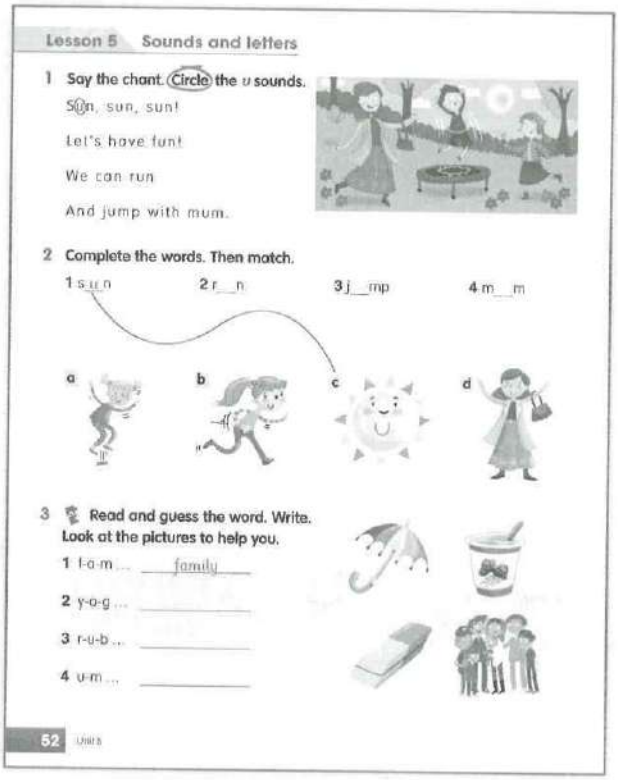
Learning to learn

- Explain the *Learning to learn* idea to the children. Have all the children follow your lead and sound out the beginning of the word *happy*. Then suddenly call out the word.
- Do two more examples of 'difficult' words on the board with the whole class, e.g. *Mexico* and *academy*. Sound out the first letters (and have the children join in) and then demonstrate that moment of realisation – *Oh! Mexico! / Oh yes – academy!*
- Choose some words from Lesson 5, e.g. *jump, rubber, frog*, and do the same without writing them on the board. See how quickly the children can guess the words.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with some key words from this lesson: *jump, fun, rubber, frog, cat, happy.*

Workbook page 52


Lesson 5 Sounds and letters

1 Say the chant. Circle the *u* sounds.

S(u)n, sun, sun!
Let's have fun!
We can run
And jump with mum.

2 Complete the words. Then match.

1 s_u_n 2 r__n 3 j__mp 4 m__m

a b c d

3 Read and guess the word. Write. Look at the pictures to help you.

1 f-a-m ... family
2 y-o-g ...
3 r-u-b ...
4 u-m ...

52 Units

1 Say the chant. Circle the *u* sounds.

Answers: S(u)n, s(u)n, s(u)n! Let's have f(u)n! We can r(u)n And j(u)mp with m(u)m.

2 Complete the words. Then match.

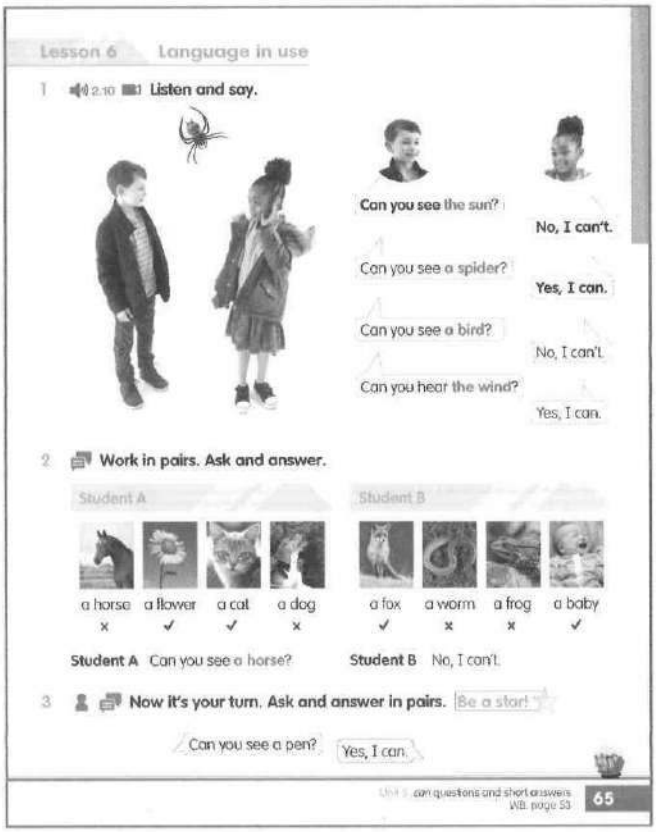
Answers: 1 sun – c 2 run – b 3 jump – a 4 mum – d

3 Read and guess the word. Write. Look at the pictures to help you.

Answers: 1 family 2 yoghurt 3 rubber 4 umbrella

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 65



Learning objectives: *can* questions and short answers

Recycled vocabulary: baby, bird, cat, dog, flower, fox, frog, horse, spider, sun, wind, worm

Resources: Class audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

2.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 2.10 Listen and say.

- Refer the children to the picture. Ask what they think the boy and girl are talking about.
- Play the audio and have the children follow in their books.
- Play the audio again, pausing after each question for the children to repeat. Before continuing, elicit the corresponding answer and then check with the audio.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and give them 20 seconds to look at them. Then ask the children to close their books. Divide the class into pairs to remember and write a list of the things in the photos. Elicit the items, write them on the board and check pronunciation.
- Now refer the children to the example in speech bubbles and point out that the question is the same as in Activity 1, but the blue words are changed for the items in the photos. Elicit and drill another example question.
- In the same pairs, have the children take turns, as Student A and Student B, to ask about the other items in their sets of photos.
- Finish with some questions between children across the class.

3 Now it's your turn. Ask and answer in pairs. Be a star!

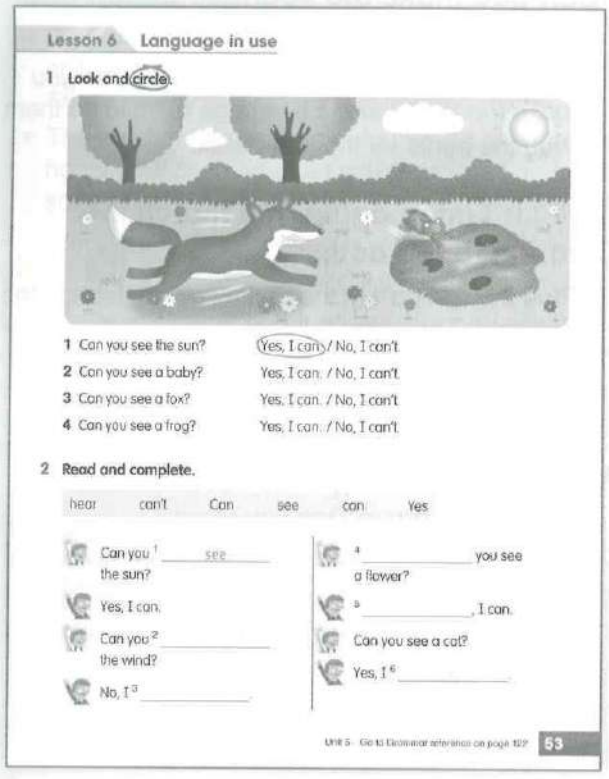
- Start by asking a few *Can you see …?* questions to the whole class, e.g. *Can you see a pen? Can you see an umbrella?* Have them all answer *Yes, I can* and point to the item, or *No, I can't.*
- The children continue the activity in pairs. Circulate, monitor and offer help and praise as appropriate.

Cooler: I can see ...

- This is a variation on the traditional game *I spy with my little eye …* Choose an object in the class that the children know the name of, but don't tell them. Say *I can see something beginning with …* and give the first sound of the word (rather than the letter).
- Have the children look around and suggest items until they guess the one you're thinking of.
- Repeat the game. Then invite confident children to choose objects for the rest of the class to guess.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Workbook page 53



Lesson 6 Language in use

1 Look and circle.

1 Can you see the sun? Yes, I can. / No, I can't.
2 Can you see a baby? Yes, I can. / No, I can't.
3 Can you see a fox? Yes, I can. / No, I can't.
4 Can you see a frog? Yes, I can. / No, I can't.

2 Read and complete.

hear can't Can see can Yes

Can you [1] see the sun?
Yes, I can.
Can you [2] _____ the wind?
No, I [3] _____.
[4] _____ you see a flower?
[5] _____, I can.
Can you see a cat?
Yes, I [6] _____.

Unit 5 Go to Grammar reference on page 122 53

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

1 Look and circle.

Answers: 1 Yes, I can. 2 No, I can't. 3 Yes, I can. 4 Yes, I can.

2 Read and complete.

Answers: 1 see 2 hear 3 can't 4 Can 5 Yes 6 can

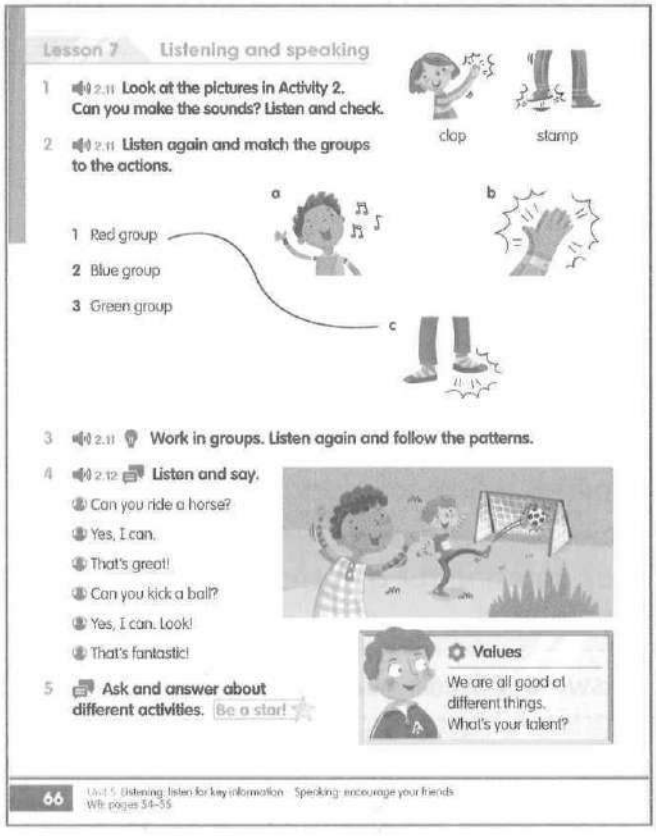
Grammar reference: (page 122)

1 Complete the chart. Tick (✓) or cross (X) for you and for a friend. Then answer the questions.

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 66



Learning objectives: Listening: listen for key information; Speaking: encourage your friends

Vocabulary: clap, stamp

Resources: Class audio CD2; PK TRC - Vocabulary worksheet 2; PRC

Materials: a bag with a selection of classroom objects in it, e.g. book, glue, pen, pencil, pencil case, rubber, ruler

Warm-up: Find it

- Using the bag with objects (see *Materials*), ask a volunteer *Can you find the (rubber)? Five seconds!* The child has five seconds to feel inside the bag and try to find the object while everybody counts down. Encourage the child to answer *Yes, I can* and show the object or *No, I can't.*
- Repeat with different children.

Vocabulary

- Refer the children to the vocabulary panel. Have them do the actions and say the words.

1 2.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

- Refer the children to the pictures. Ask *Can you make these sounds?* Encourage them to do them.
- Play the audio for them to check.

2 2.11 Listen again and match the groups to the actions.

- Play the first part of the audio and go through the example. Then play the rest of the audio.
- For feedback, call out the colour and elicit the correct word and the action.

Audioscript

1. Girl: Red group. Can you stamp?
Children: Yes, we can!
Girl: Fantastic!
2. Girl: Blue group. Can you clap?
Children: Yes, we can!
Girl: Great!
3. Boy: Green group. Can you sing?
Children: Yes, we can!
Boy: That's nice!
4. Adult: Can you do it all together?
Class: Uh … no … we can't.
Adult: Yes, you can. Stamp your feet! Now clap your hands! Now sing! That's fantastic!

Answers: 1 c 2 b 3 a

3 2.11 Work in groups. Listen again and follow the patterns.

- Divide the class into 3 groups: red, blue and green.
- Play the audio again for the groups to do the actions.

4 2.12 Listen and say.

- Point to the picture and ask *Are the boys happy or sad? (happy)*
- Play the audio and ask *Can he kick a ball? (Yes)* Ask if we say *That's great* or *That's fantastic* when something is good or bad (*good*).
- Play the audio again for the children to repeat with suitable intonation.
- The children practise the dialogue chorally and then in pairs.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

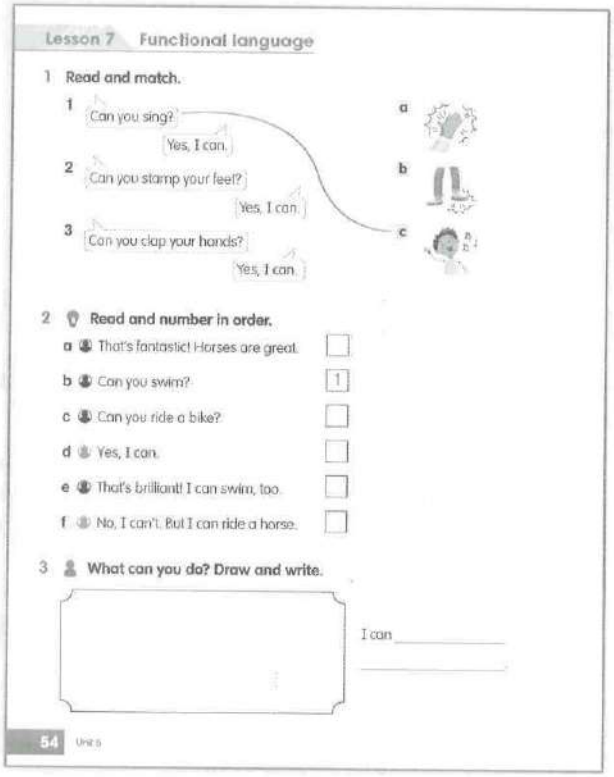
5 Ask and answer about different activities. Be a star!

- Demonstrate the activity by asking different children a *Can you ...?* question and responding: *That's great / fantastic!* Then change roles.
- The children continue in pairs. When you clap your hands, the children must say *Goodbye!* and talk to someone new.

Values

- Explain the message of the Values box and ask the children to think about what their talent is. Point out this can include different things from playing football to being a kind person. The important message is that all children have equal potential to have a talent.

Workbook page 54



1 Read and match.

Answers: 1 c 2 b 3 a

2 Read and number in order.

Answers: a 6 b 1 c 4 d 2 e 3 f 5

3 What can you do? Draw and write.

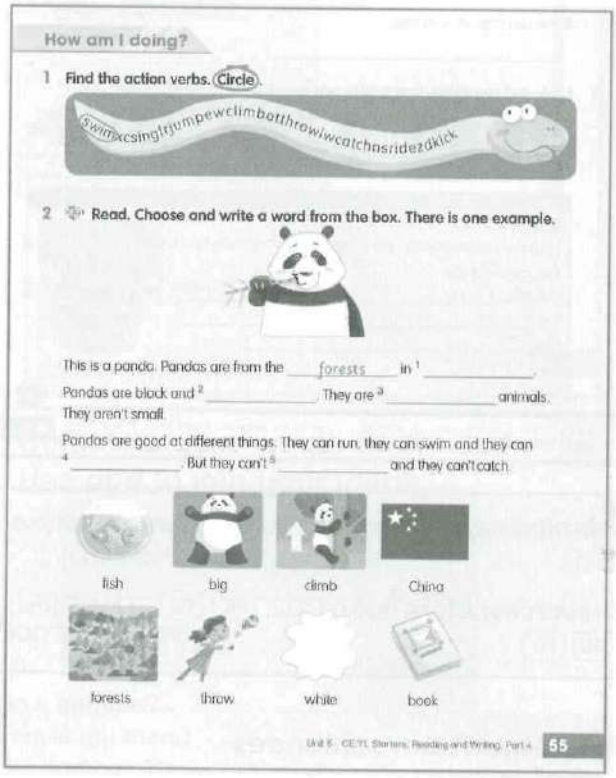
Answers: Children's own answers.

Cooler: Half phrases

- Write the following two lists vertically on the board next to each other: 1. *That's ... / Yes, ... / No, ... / Can ... / Can you ... / 2. ... I can't. / ... you swim? / ... fantastic! / ... I can. / ... ride a horse?*
- Invite different children to the board to match the halves and make a complete sentence.

Answers: That's fantastic!, Yes, I can. No, I can't. Can you swim? Can you ride a horse?

Workbook page 55



1 Find the action verbs. Circle.

Answers: swim, sing, jump, climb, throw, catch, ride, kick

2 CEYL Read. Choose and write a word from the box. There is one example.

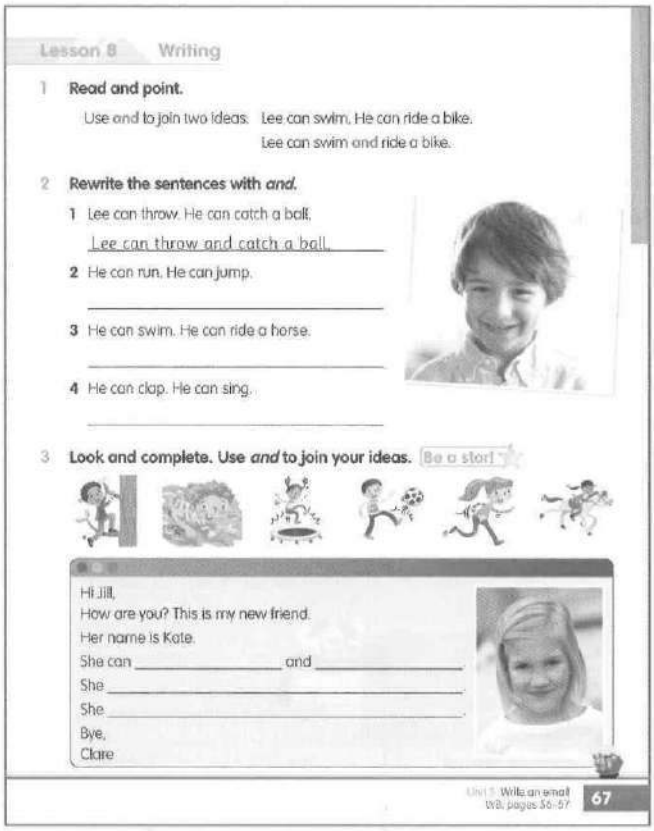
- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text by choosing words from the illustrated list in the box.
- Review the example. Then the children work in pairs. Encourage them to read each sentence and guess the word before they look at the box.
- Check the answers with the class.
- (To prepare, they should practise reading a text quickly for general meaning.)

Answers: 1 China 2 white 3 big 4 climb 5 throw

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 8 Writing

Pupil's Book page 67



Lesson 8 Writing

1 **Read and point.**

Use *and* to join two ideas. Lee can swim. He can ride a bike.
Lee can swim and ride a bike.

2 **Rewrite the sentences with *and*.**

1 Lee can throw. He can catch a ball.
Lee can throw and catch a ball.
2 He can run. He can jump.
3 He can swim. He can ride a horse.
4 He can clap. He can sing.

3 **Look and complete. Use *and* to join your ideas.** Be a star!

Hi Jill,
How are you? This is my new friend.
Her name is Kate.
She can _____ and _____.
She _____.
She _____.
Bye,
Clare

Unit 5 Write an email WB pages 56–57 67

Learning objectives: Use *and* to join ideas; Write an email

Resources: Class audio CD2; PK TG - Unit 5 test; PRC TG

Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15) with *I can / can't …* sentences, e.g. *I can jump; I can't kick a ball*, etc.

1 Read and point.

- Ask volunteers to read out the example sentences while you write them on the board. After each sentence, ask *How many actions?* (*Lee can swim. – 1; He can ride a bike. – 1; Lee can swim and ride a bike. – 2*)
- Explain that we can put two actions in one sentence using *and*. Ask which words aren't repeated in the last sentence (he can).
- Give an example about you, e.g. *I can jump and ride a bike.* Elicit more examples from volunteers.

2 Rewrite the sentences with *and*.

- Go through the example sentence. Then elicit an answer for each question. Write the answers on the board, but leave a space in place of either *and* or a verb.
- Invite volunteers to complete the spaces on the board. Ask for whole-class agreement and then have the children complete the activity.
- Write an alternative sentence to one of the answers, e.g. *He can jump and run.* Ask if this makes a difference (no).

Answers: 1 Lee can throw and catch a ball. 2 He can run and jump. 3 He can swim and ride a horse. 4 He can clap and sing.

Teaching star!

Pairwork

Children can benefit from the extra practice they get working in pairs. They can gain confidence for contributing to a whole-class activity.

- Hold up your book and point to two of the actions in Activity 3. Elicit a sentence using *and* to join the actions using *I can … and …*
- Divide the class into pairs. Have them take turns – one child points to two activities and the other makes a sentence joining them.

3 Look and complete. Use *and* to join your ideas. Be a star!

- Explain that Clare is writing an email about her new friend, in the photo. Have the children identify the actions in the pictures. Tell them this will be part of the email.
- Ask a volunteer to read out the beginning of the email while you write the sentences on the board.
- Point to the first two pictures and elicit how to complete the sentence. Write it on the board.
- Repeat with the other sentences. Then read out the email and have the children repeat it chorally.
- Finally, the children copy the text into their books.

Answers: She can climb and swim. She can jump and kick a ball. She can run and ride a horse.

Cooler: A chain memory game

- Start the 'chain' by saying *Kate can climb*. Ask a confident child to repeat this and add a new action, e.g. *Kate can climb and jump*. Continue around the class or in groups.

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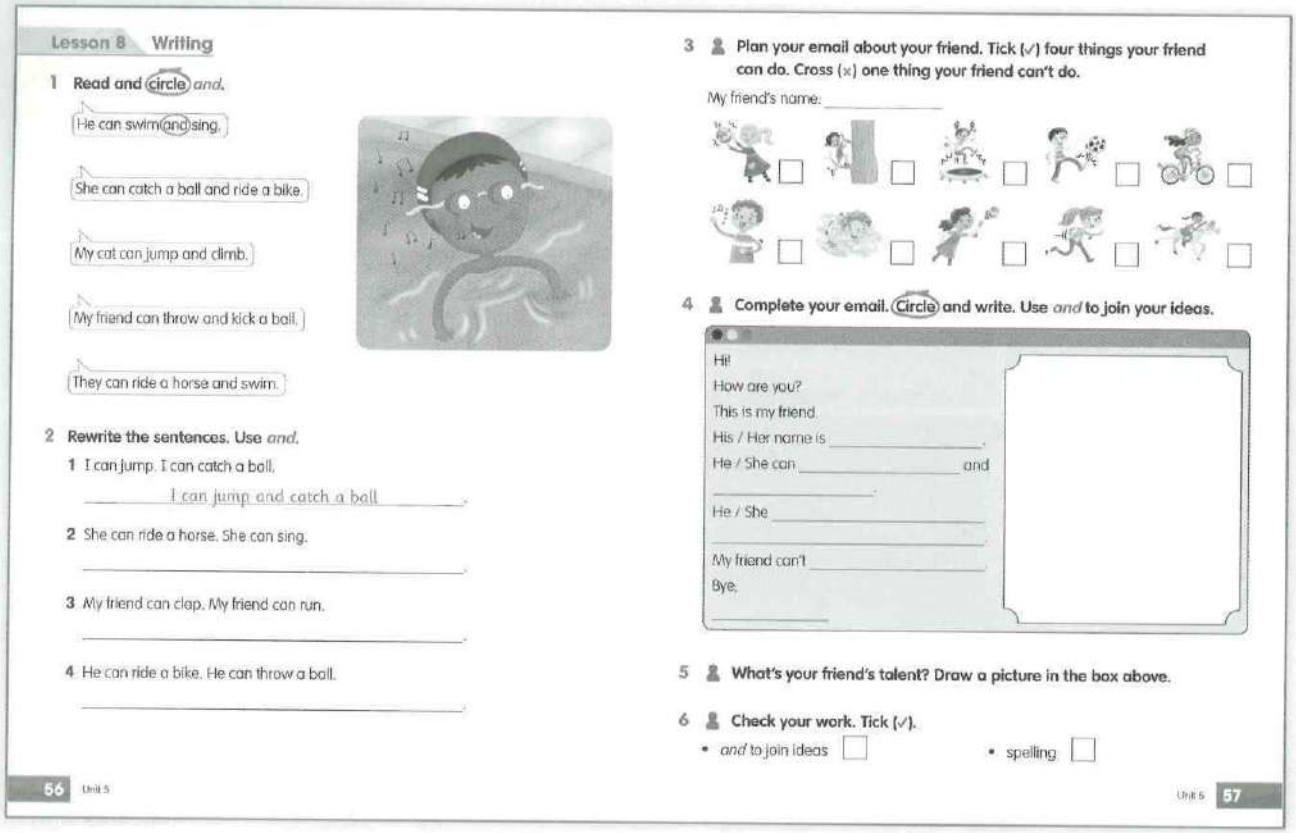


Lesson 8 Writing

1 Read and circle *and*.

He can swim and sing.

She can catch a ball and ride a bike.

My cat can jump and climb.

My friend can throw and kick a ball.

They can ride a horse and swim.

2 Rewrite the sentences. Use *and*.

1 I can jump. I can catch a ball.
I can jump and catch a ball.

2 She can ride a horse. She can sing.

3 My friend can clap. My friend can run.

4 He can ride a bike. He can throw a ball.

3 Plan your email about your friend. Tick (✓) four things your friend can do. Cross (×) one thing your friend can't do.

My friend's name: _____

4 Complete your email. Circle and write. Use *and* to join your ideas.

Hi!
How are you?
This is my friend.
His / Her name is _____.
He / She can _____ and _____.
He / She _____ and _____.
My friend can't _____.
Bye,
_____

5 What's your friend's talent? Draw a picture in the box above.

6 Check your work. Tick (✓).

- *and* to join ideas ☐
- spelling ☐

56 Unit 5

Unit 5 57

1 Read and circle *and*.

- The children find and circle all the *ands* in the text.

Answers: He can swim (and) sing. She can catch a ball (and) ride a bike. My cat can jump (and) climb. My friend can throw (and) kick a ball. They can ride a horse (and) swim.

2 Rewrite the sentences. Use *and*.

- The children write new sentences joining the actions with *and*.

Answers: 1 I can jump and catch a ball. 2 She can ride a horse and sing. 3 My friend can clap and run. 4 He can ride a bike and throw a ball.

3 Plan your email about your friend. Tick (✓) four things your friend can do. Cross (X) one thing your friend can't do.

- The children think of a friend and tick or cross the activities.

Answers: Children's own answers.

4 Complete your email. Circle and write. Use *and* to join your ideas.

- The children complete the email using the information about their friend.

Sample answer:

Hi!
How are you?
This is my friend.
His name is Tim.
He can run and climb.
He can jump and swim.
My friend can't ride a bike.
Bye,
Jeff

5 What's your friend's talent? Draw a picture in the box above.

- The children draw a picture of their friend doing one of the activities from their email.

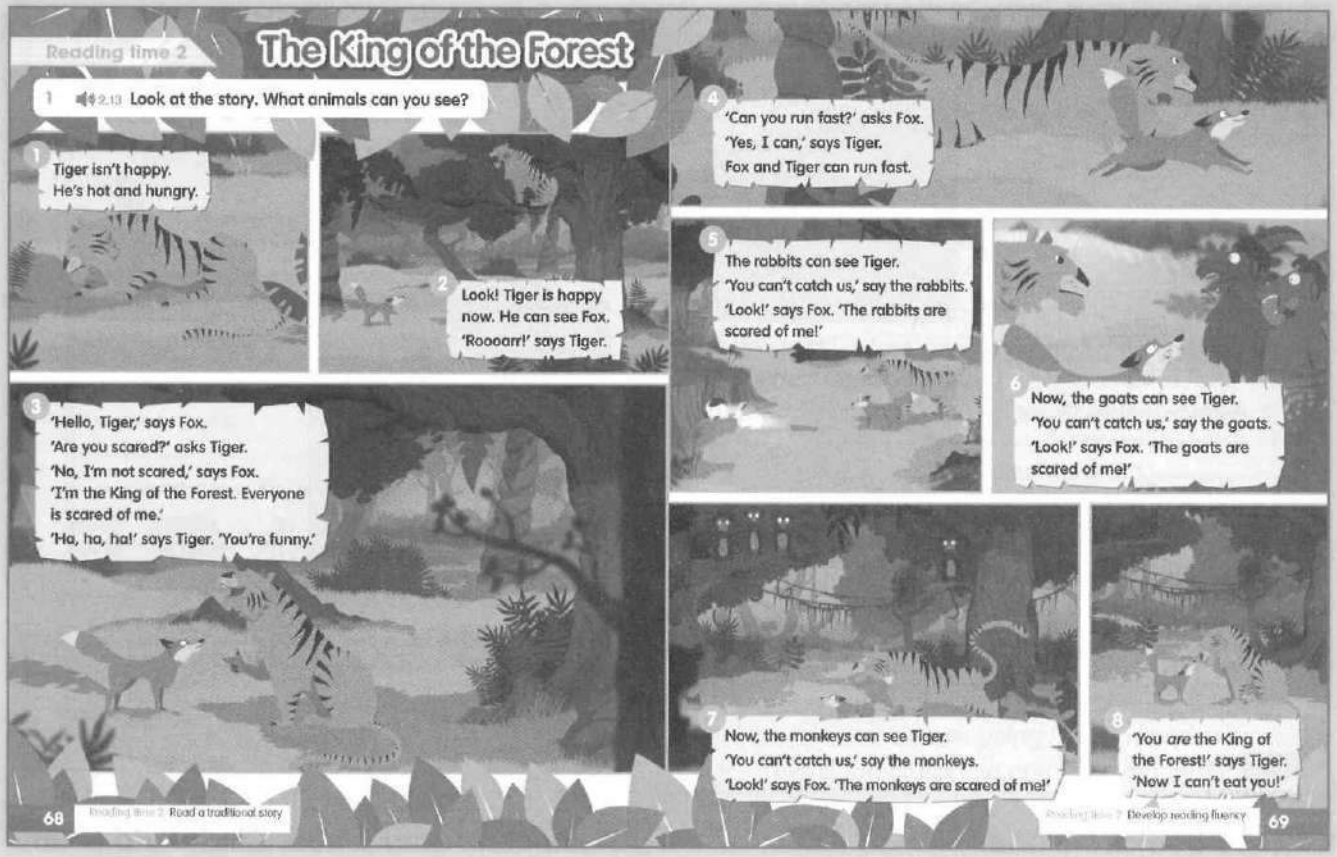
Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

Reading time 2

Pupil's Book pages 68–69



Learning objectives: Read a traditional story; Develop reading fluency

Additional vocabulary: fast, forest, fox, funny, goat, hot, hungry, king, monkey, rabbit, scared, tiger

Resources: Class audio CD2; (PK) (PRC) - Reading time 2 video

Warm-up: Animals ping pong

- Divide the class into two teams. Explain that the first theme is *animals* and have the teams take turns to give the name of an animal. This 'sends the ball' to the other team who have five seconds to reply with a different animal. As each team says an animal, quickly write a list on one side of the board. The game stops when a team cannot find a new word in five seconds.
- This game can be repeated a few times – the children get better each time and enjoy the improvement!

1 Look at the story. What animals can you see?

- Refer the children to the pictures. Ask *What can you see?* (*Possible answers: a fox, a tiger, goats, rabbits, monkeys, a forest, trees, plants*)
- Tell them the title of the story, *The King of the Forest*, and clarify *king* with a picture of a king and clarify *forest* by asking *Where are they?*
- Ask the children the following pre-reading questions:
  Are the fox and the tiger friends? (*No, the fox and the tiger aren't friends.*)
  Is the fox scared? (*No, the fox isn't scared.*)
  Are the other animals scared? (*Yes, the other animals are scared.*)
- Ask the children to raise their hands to give a suggestion, but don't confirm anything at this point.
- Have the children look at the story to find and name all the animals.
- Ask the children who they think is *The King of the Forest.*

Answers: Animals in the story: tiger, fox, rabbits, goats, monkeys

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2.13 Read the story.

- Give the children time to read the story, without the audio, so that all children are reading at their own pace.
- If some of the children aren't able to read independently at this point, then support them by reading along with them. Help them with any difficult words. Some children will need motivation. Remind them that reading is fun!
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.
- You could invite the children to join in with the key repeated sentences *Everyone is scared of me. The ... are scared of me.*

Check the story.

- Ask some questions to check the children's understanding of key aspects of the story:
- Point to picture 1 – *Is Tiger happy? (No, he isn't. Tiger isn't happy.) Why is Tiger not happy? (He's hot and he's hungry.)*
- Point to picture 2 – *Is Tiger happy now? (Yes, he is. Tiger is happy now.)*
- Point to picture 3 – *Is Fox scared? (No, he isn't scared.)*
- Point to picture 4 – *Can Fox and Tiger run fast? (Yes, they can. Fox and Tiger can run fast.)*
- Point to picture 5, 6, 7 – *Are the rabbits / goats / monkeys scared? (Yes, they are. The rabbits, goats and monkeys are scared.) Why? (They are scared of Tiger.)*
- Point to picture 8 – *Is Fox happy? (Yes, he is.) Why? (He's the King of the Forest. Tiger can't eat Fox.)*

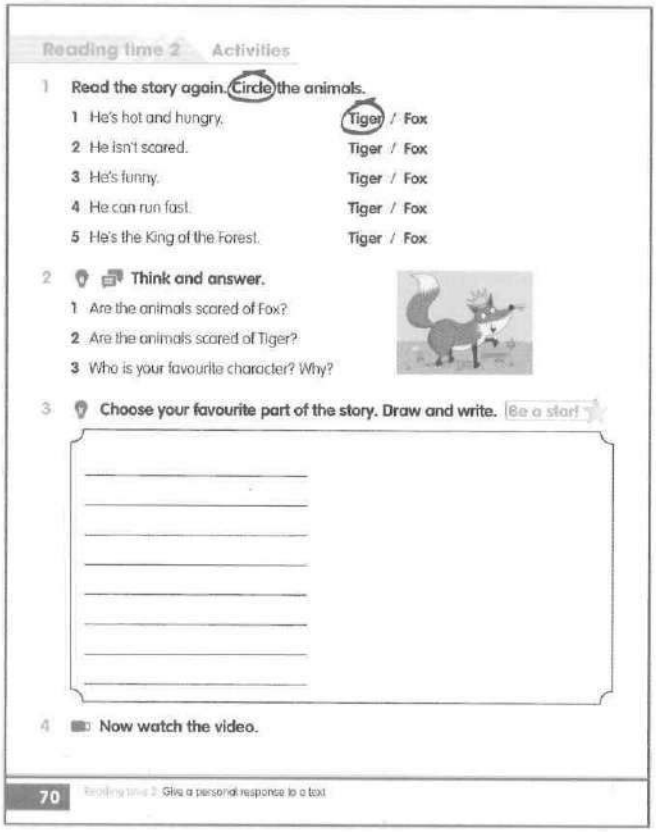
Rate the story.

- Ask the children if they liked the story. (They will be doing more critical thinking about the story in the next lesson, but after the first encounter with the story, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
  fun
  good
  interesting
  exciting
  fantastic
  boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key vocabulary from the reading text, e.g. *forest, hungry, scared, rabbit, catch, goat, monkey, king.*

Pupil's Book page 70


Reading time 2 Activities

1 Read the story again. Circle the animals.

1 He's hot and hungry. Tiger / Fox
2 He isn't scared. Tiger / Fox
3 He's funny. Tiger / Fox
4 He can run fast. Tiger / Fox
5 He's the King of the Forest. Tiger / Fox

2 Think and answer.

1 Are the animals scared of Fox?
2 Are the animals scared of Tiger?
3 Who is your favourite character? Why?

3 Choose your favourite part of the story. Draw and write. Be a star!

4 Now watch the video.

70 Reading time 2: Give a personal response to a text

Learning objectives: Give a personal response to a text

Additional vocabulary: fast, forest, funny, hot, hungry, king, scared

Resources: Class audio CD2; (PK) (PRC) - Reading time 2 video

Materials: coloured pencils

Warm-up: How many words?

- Read out some sentences from the story *The King of the Forest* and have the children tell you how many words there are in each one. Suggested sentences: *Everyone is scared of me.* (5); *Fox and Tiger can run fast.* (6); *The rabbits can see Tiger.* (5); *The monkeys are scared of me!* (6); *You are the King of the Forest.* (7); *Now I can't eat you.* (5).
- Then have the children repeat the sentences chorally.

1 Read the story again. Circle the animals.

- Recap the story quickly by asking *Where are Fox and Tiger? What animals can they see? Are the animals scared?*
- Ask different children to dictate sentences 1–5 to you and write them on the board.
- Ask the children if they can remember the answers. Have them circle the answers in pencil in their books (to change later if necessary). Point out that they can circle both animals if necessary.
- Now have the children read the story again, with or without audio as you prefer.
- For feedback, read out the sentences and have the children call out *Fox* or *Tiger*. Circle the answers on the board and have the children make any necessary changes in their books.

Answers: 1 Tiger 2 Fox 3 Fox 4 Tiger and Fox 5 Fox

2 Think and answer.

- Check that the children understand the questions. Then give them time to look, think and decide.
- The children can then compare ideas with a friend. (They will probably need to use L1 to do this.)
- Finally, ask the whole class and see if there are differences of opinion.

Answers: 1 No 2 Yes 3 Children's own answers.

3 Choose your favourite part of the story. Draw and write. Be a star!

- Ask the children what their favourite part of the story is and listen to a few suggestions (in L1 if necessary).
- Have them choose their favourite part of the story and draw a picture to illustrate it.
- Then ask them to write a phrase that relates to that part of the story. Circulate, monitor and help as necessary.

4 Now watch the video.

- Show the children the video of the story. Encourage them to join in with the key repeated sentences.
- Ask which version they preferred, the printed version or the video.

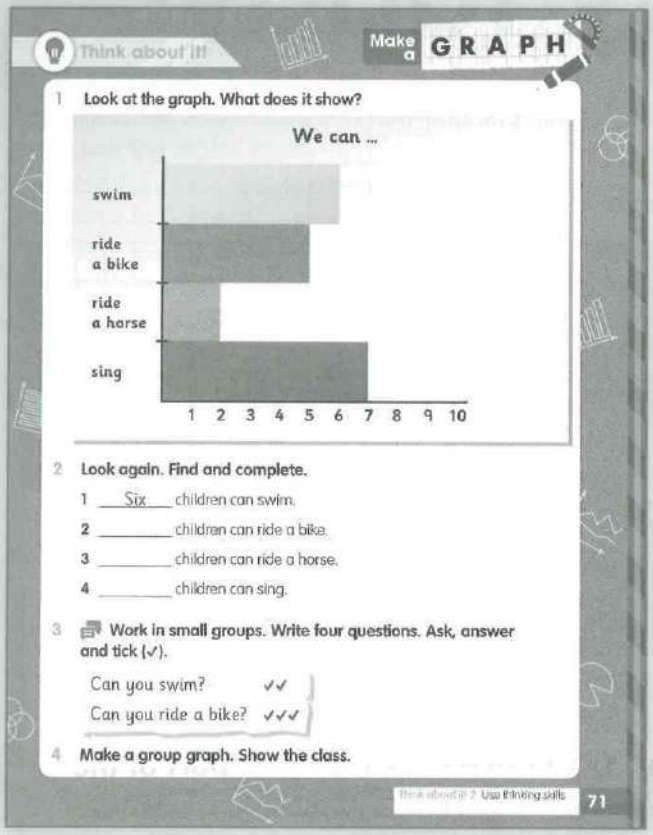
Cooler: Visualisation

- Ask the children to close their eyes and imagine they are walking in the forest.
- Ask *What can you hear? What can you see? Can you see any animals? Look – a fox! Are you scared? Look a tiger! Are you scared? Can you run fast? Run, run, run! OK – you're home! Open your eyes.*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Think about it!

Pupil's Book page 71



Learning objectives: Use thinking skills; Make a group graph

Resources: PK

Materials: large (A3) sheets of paper (one sheet for each group) – if possible with an empty grid photocopied onto it (like Activity 1), a ruler and coloured pencils per group for Activity 4

Warm-up: An action game

- Ask the children a series of questions and have them answer and do the actions or count, e.g. *Can you ride a bike? Can you kick a ball? Can you sing? Can you climb a tree? Can you count from one to ten? Can you count from ten to one?*

1 Look at the graph. What does it show?

- Refer the children to the graph and ask *What colours, numbers and actions can you see? Ask What action is yellow / blue / green / red?*
- Now ask the children what information the graph shows and elicit suggestions.

Answers: The graph shows how many people, in a class or group, can do different actions.

2 Look again. Find and complete.

- Have the children look at the graph again and ask *How many children can swim? (six) How do we know? (Elicit how you can draw a line down to number 6 from the end of the yellow block.)*
- Read out the example sentence, and point out that this is the same information as they just found.
- Read out the remaining sentences. Ask the children to find the action on the graph – ask *What colour is 'ride a bike'?*, etc. Count the squares together, and have them trace a line down from the end of the block to the number at the bottom. Elicit the answers orally. Write the numbers on the board.
- Then have the children complete the sentences in their books.

Answers: 1 Six 2 Five 3 Two 4 Seven

3 Work in small groups. Write four questions. Ask, answer and tick (✓).

- Elicit all the action verbs the children know and write them on the board (from this unit: *catch, climb, jump, kick, ride a bike, sing, swim, throw, run, walk, ride a horse, clap, stamp*).
- Cross out the verbs used in Activity 1 and ask the class to choose four of the remaining verbs to use on a new graph. Erase all the other verbs. Elicit the *Can you ...?* questions and write them on the board. Have the children copy them into their notebooks with space alongside to add ticks.
- Divide the class into groups of four. Explain that they now have to ask their questions to the children in other groups. Pair off groups and give them time to ask questions, putting a tick next to the question for every positive answer. Repeat until they have talked to at least two or three other groups.

4 Make a group graph. Show the class.

- Give each group a sheet of A3 paper (see *Materials*). Explain they will make new graphs similar to the one in Activity 1.
- Have the children write the verbs and a title for the graph in the correct place on the photocopied grid. (If you can't give them a photocopied blank grid, demonstrate how to draw the grid on their sheet.)
- As an example, ask a group how many ticks they have for one verb. Count the squares, mark it and colour in the space up to that point.
- Have the children do the same, with each child adding the results for one verb.
- Invite groups to show their graph to the class.
- Give plenty of praise for achieving a difficult task!

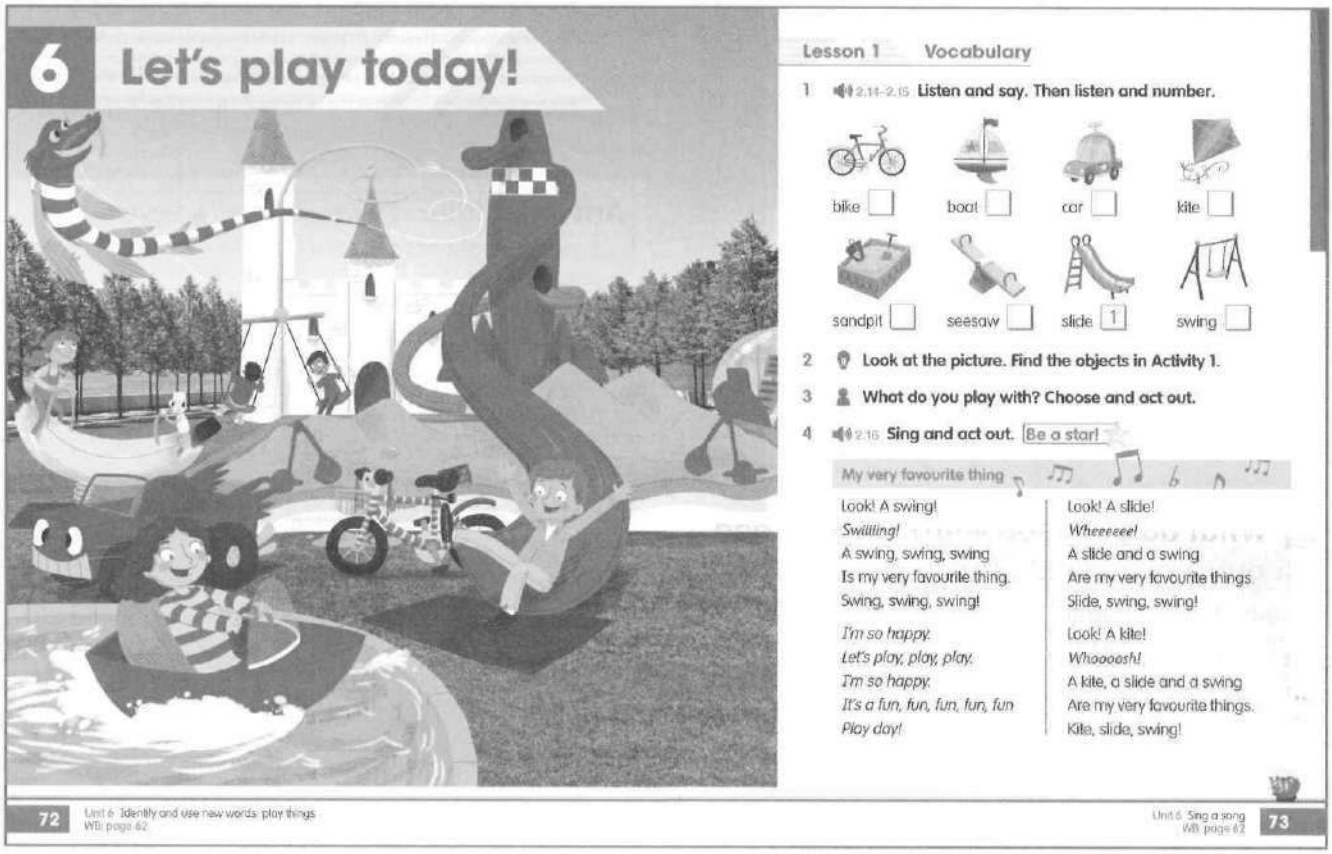
Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with *I can ...* phrases using the action verbs from Unit 5.

6 Let's play today!

Lesson 1 Vocabulary

Pupil's Book pages 72–73



Learning objectives: Identify and use new words: play things; Sing a song using the target vocabulary

Vocabulary: bike, boat, car, kite, sandpit, seesaw, slide, swing

Resources: Class audio CD2; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song (PRC)

Materials: paper, pens or pencils

Warm-up: The Big Picture

- Draw the children's attention to the picture on page 72. Ask *Where are they? (in a park) What are the children's names? Are they happy or sad? (happy) What can you see? Can you find Bot? (He's on the seesaw with Anna.)*
- Ask *What's your favourite part of the picture?*

1 2.14 Listen and say.

- Play the audio. Have the children listen and point at the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do a mime of playing with each item.

2.15 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 slide, 2 car, 3 kite, 4 swing, 5 bike, 6 sandpit, 7 boat, 8 seesaw

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: bike – 5, boat – 7, car – 2, kite – 3, sandpit – 6, seesaw – 8, slide – 1 swing – 4

Teaching star!

Using digital

To review the vocabulary in a new and engaging way, use the digital tools.

- Use the *Mask* tool to cover the pictures of the items in Activity 1.
- Then slowly uncover the pictures and have the children try to guess what they are.

2 Look at the picture. Find the objects in Activity 1.

- Hold up your Pupil's Book, point to the bike in Activity 1 and then indicate the big picture. Say *Can you see a bike?* Have the children point to the bike in the big picture and repeat *bike*.
- Repeat with the other items.
- Nominate different children to choose an item and say the name. Have the rest of the class find the item in the big picture.

3 What do you play with? Choose and act out.

- Refer the children to the pictures in Activity 1. Mime playing with one of the items, e.g. driving a toy car, for the children to call out Car!
- In pairs, children take turns miming playing with one of the items for their friend to guess.

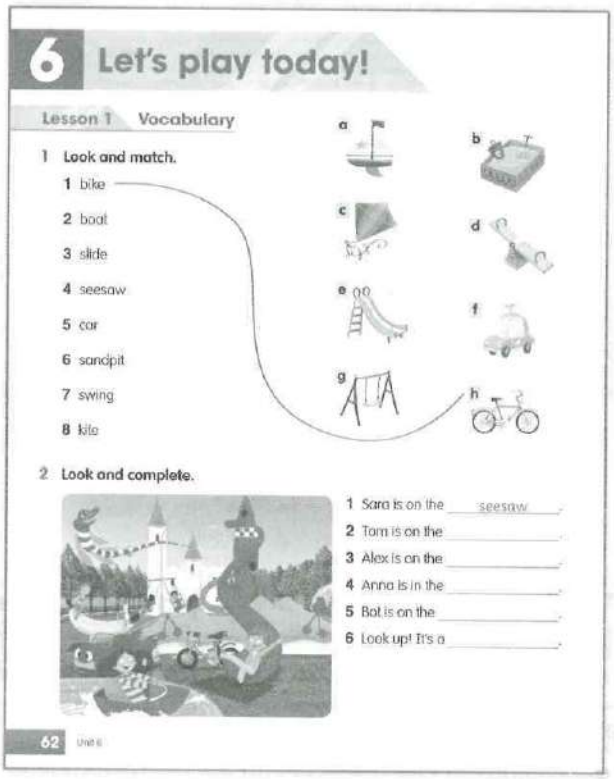
4 2.16 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children. Check the meaning of *play* and *fun*.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for them to repeat (singing).
- Decide on a mime for each of the items:
  swing – mime holding the ropes on either side and move backward and forward
  slide – extend your arms out to the sides and stretch your legs in front of you
  kite – mime pulling on the string and looking up at the kite
  happy – a big smile
  play and fun – smile and jump
- Play the song and have the children mime first. Then play again and have the children mime and sing. (This is quite challenging, but all the children can join in with the key words, if not the whole song.)

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15) with the new vocabulary from this lesson.

Workbook page 62



1 Look and match.

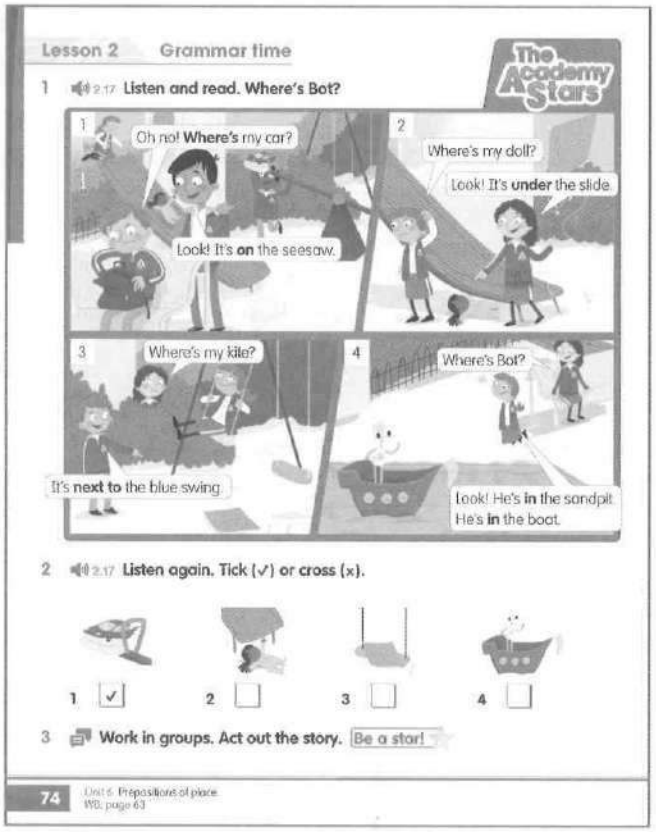
Answers: 1 h 2 a 3 e 4 d 5 f 6 b 7 g 8 c

2 Look and complete.

Answers: 1 seesaw 2 slide 3 swing 4 boat 5 seesaw 6 kite

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 74



Learning objectives: Say where things are using prepositions of place; Read and act out a story using the target grammar

Grammar: prepositions of place

Resources: Class audio CD2; PK PRC

2.16 Warm-up: Sing the song!

- Play the song *My very favourite thing* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson:
  swing – mime holding the ropes on either side and move backward and forward
  slide – extend your arms out to the sides and stretch your legs in front of you
  kite – mime pulling on the string and looking up at the kite
  happy – a big smile
  play and fun – smile and jump
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 2.17 Listen and read. Where's Bot?

- Refer the children to the pictures on page 74. Ask *Who can you see? What are their names? Where are they? (in a park / playground) What are they doing? (playing)*
- Play the audio. Have the children follow in their books and find the answer to the question *Where's Bot?*
- Play the audio again and have the children do the actions in the story. For each *Where's* question, have the children mime looking around.
- For each preposition have the children copy your actions: *on* – hold out a closed fist and place the other hand on top;
  under – place the other hand under your closed fist;
  next to – place your hand next to the closed fist;
  in – cup your hand as if holding a ball and point into the 'cup'.

Answers: Bot is in the boat in the sandpit.

2 2.17 Listen again. Tick (✓) or cross (X).

- Refer the children to the pictures and do the appropriate mime for the preposition shown in each one. Elicit prepositions for the pictures – *on, under, next to, in.*
- Play the audio again and stop after *It's on the seesaw.* Point to the picture and say *Yes or no? (Yes).* Indicate the tick for *yes.*
- Play the rest of the story and have the children tick or cross.
- Call out the numbers, have the children say *yes* or *no* and then find the phrase in the story that confirms the answer.

Answers: a ✓ b ✓ c X d ✓

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of the prepositions.
- Ask *How many characters are in the story? (four)* Divide the class into groups of four and either have them decide who will be each character, or designate the roles
- Allow the children a few minutes to practise acting out the story. No props are really needed, although they could use a schoolbag for part 1 to look for the car.
- Ask if any groups would like to act out the story for the class.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teaching star!

Groupwork

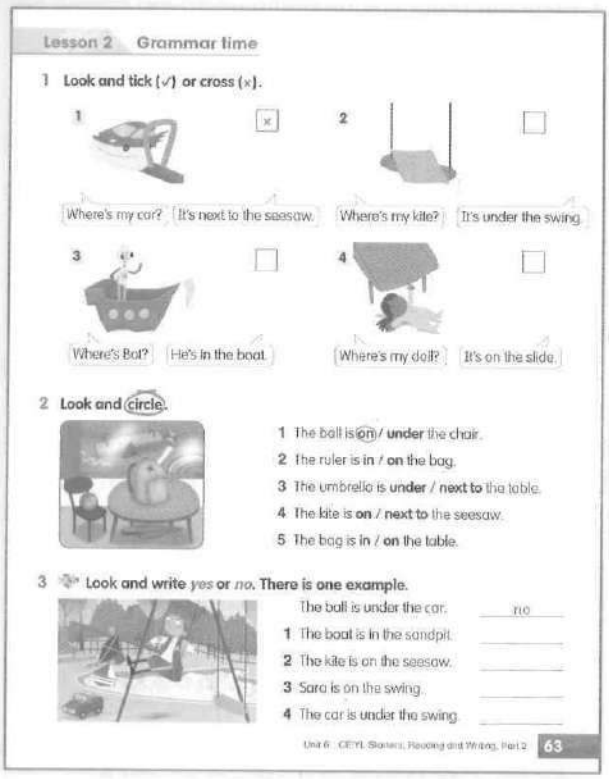
Adapt Activity 3 to allow more children to act out the story for an audience.

- When the children have had time to practise the story, partner each group with another.
- Have each group act out the story for their partner group.
- As several groups are acting out the story at the same time, it allows a lot more children to be involved and engaged with the language.

Cooler: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15). Suggested sentences: *It's on the seesaw. It's under the slide. Where's my kite? It's next to the swing. He's in the boat.*

Workbook page 63



Lesson 2 Grammar time

1 Look and tick (✓) or cross (×).

1 [×] Where's my car? It's next to the seesaw.

2 [ ] Where's my kite? It's under the swing.

3 [ ] Where's Bat? He's in the boat.

4 [ ] Where's my doll? It's on the slide.

2 Look and circle.

1 The ball is on / under the chair.
2 The ruler is in / on the bag.
3 The umbrella is under / next to the table.
4 The kite is on / next to the seesaw.
5 The bag is in / on the table.

3 Look and write *yes* or *no*. There is one example.

The ball is under the car. no
1 The boat is in the sandpit. _____
2 The kite is on the seesaw. _____
3 Sara is on the swing. _____
4 The car is under the swing. _____

Unit 6 CEYL Starters, Reading and Writing, Part 2 63

1 Look and tick (✓) or cross (✗).

Answers: 1 ✗ 2 ✗ 3 ✓ 4 ✗

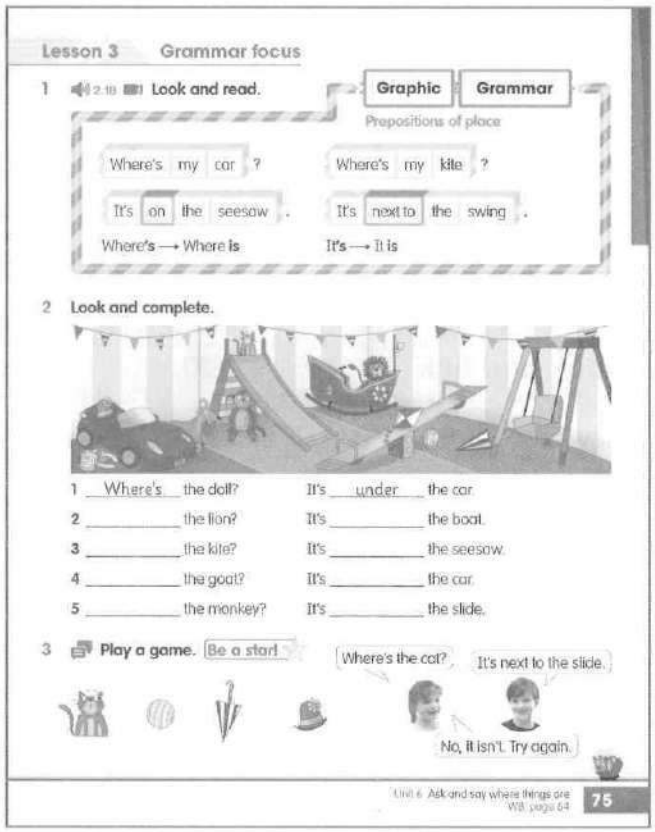
2 Look and circle.

Answers: 1 on 2 in 3 under 4 next to 5 on

3 CE:YL Look and write *yes* or *no*. There is one example.

Answers: 1 yes 2 no 3 yes 4 no

Pupil's Book page 75



Learning objectives: Ask and say where things are

Grammar: Prepositions of place

Resources: Class audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Materials: school objects

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–15). Write the following incomplete sentences on the board: *_'m n_t h_ngry n_w. Th_y _r_n't r__dy. Sh_ _sn't h_ppy. W_ _r_n't s_d.* (Solution: *I'm not hungry now. They aren't ready. She isn't happy. We aren't sad.*)

1 2.18 Look and read.

- Play the audio and have the children follow in their books. Encourage them to do the mimes for *Where's* and the prepositions from the last lesson.
- Play the audio again for the children to repeat chorally.
- Highlight the contractions *Where's* and *It's* by counting out the full version of each sentence on your fingers, and then pushing the *Where is* and *It is* fingers together to show the contraction.
- Divide the class in two and have them ask and answer the questions chorally, changing roles.

- If using the video, tell the children they will see a video of children playing with their toys in the playground. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each question and answer. Encourage them to do actions for the question (mime looking around) and the answer (pointing).

2 Look and complete.

- Elicit the prepositions again using the mimes from the last lesson.
- Have the children read out the example question and answer (also using mime).
- Then elicit the question word for the next question and have the children complete it in their books.
- Elicit the answer to number 2 and then have the children complete the activity individually. Fast finishers can compare their answers in pairs.
- For feedback, invite pairs of children to read out the questions and answers. Ask for whole-class agreement each time and write the prepositions for the answers on the board.

Answers: 1 Where's, under 2 Where's, in 3 Where's, on 4 Where's, next to 5 Where's, under

3 Play a game. Be a star!

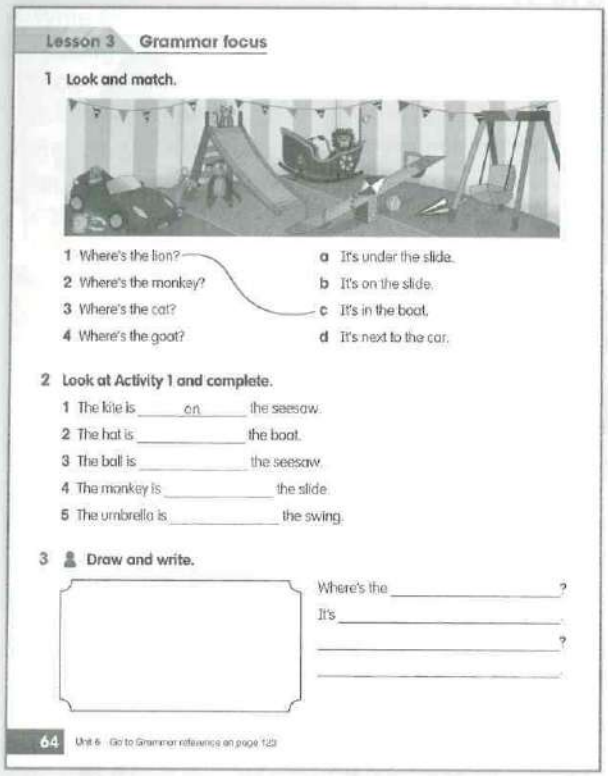
- Elicit the names of the items in the pictures in Activity 2. Elicit the questions to ask about them (*Where's ...*).
- Have two confident children read out the example dialogue and have all the class repeat it.
- Divide the class into pairs to ask and answer about the items in the pictures. The child answering should have their book closed and answer from memory. Circulate, monitor and help as needed.

Cooler: A guessing game

- Show the children a selection of objects from your bag – a pen, a pencil, a rubber, a ruler, etc.
- Tell them that you're going to place the objects in and around your desk. Have the children turn away or cover their eyes. Place the objects in, on, under or next to other items on your desk – a book, a bag, a box, etc. Try to put most of them out of sight.
- Have the children turn back and ask them *Where's the ...?* Have the children raise their hands to make a guess. When a child guesses correctly, reveal the object.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Workbook page 64



Lesson 3 Grammar focus

1 Look and match.

1 Where's the lion?
2 Where's the monkey?
3 Where's the cat?
4 Where's the goat?

a It's under the slide.
b It's on the slide.
c It's in the boat.
d It's next to the car.

2 Look at Activity 1 and complete.

1 The kite is on the seesaw.
2 The hat is _____ the boat.
3 The ball is _____ the seesaw.
4 The monkey is _____ the slide.
5 The umbrella is _____ the swing.

3 Draw and write.

Where's the _____?
It's _____.
_____?
_____.

64 Unit 6 · Go to Grammar reference on page 123

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 123 to help them when completing these activities.

1 Look and match.

Answers: 1 c 2 a 3 b 4 d

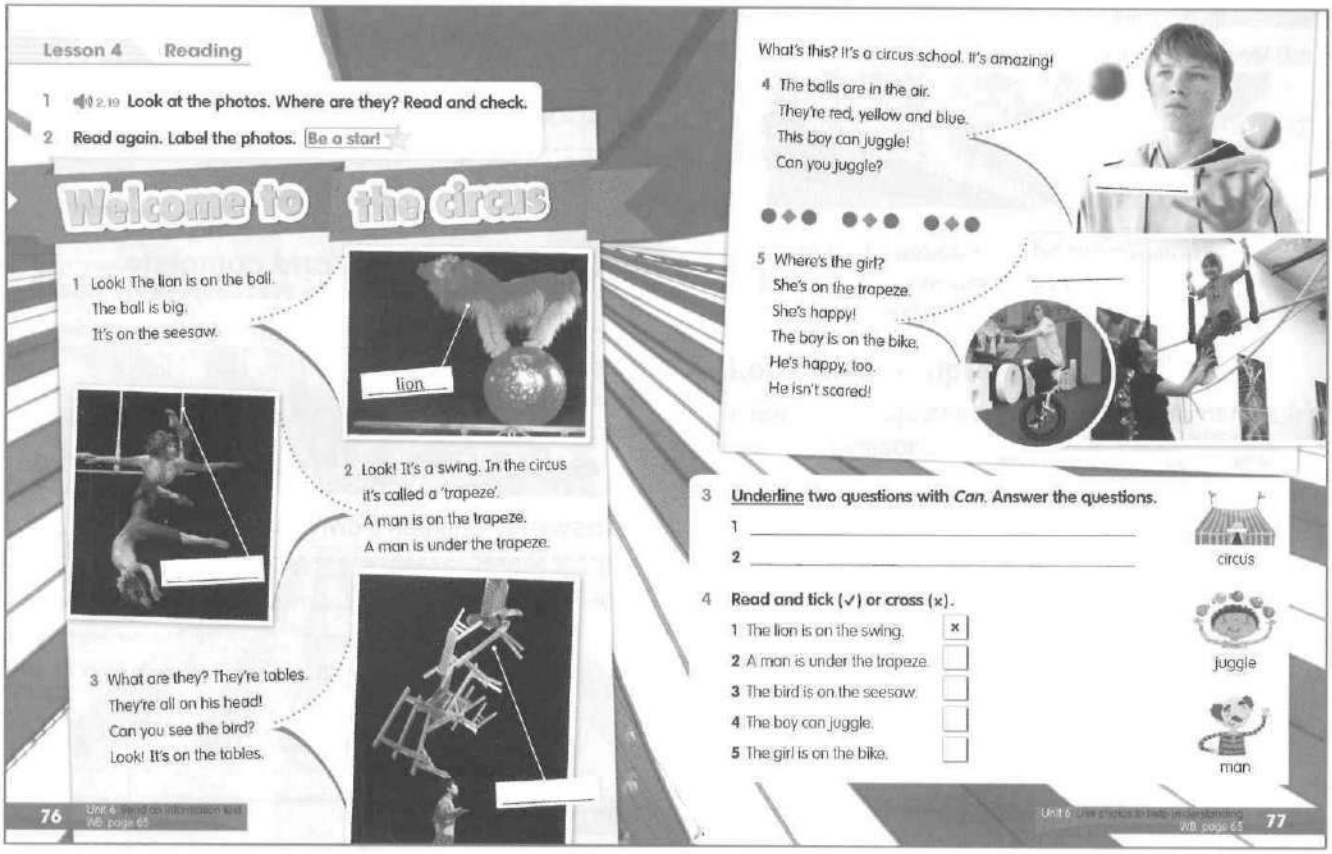
2 Look at Activity 1 and complete.

Answers: 1 on 2 in 3 under 4 under 5 next to

3 Draw and write.

Answers: Children's own answers.

Pupil's Book pages 76–77



Learning objectives: Read an information text; Use photos to help understanding

Vocabulary: circus, juggle, man

Review vocabulary: amazing, ball, bike, bird, head, lion, table

Resources: Class audio CD2; (PK) (PRC)

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–15). Write the following incomplete sentences on the board: *Wh _ r _ 's th _ k _ t _ ? _ t's _ n th _ s _ _ s _ w. Wh _ r _'s th _ m _ nk _ y? _ t's _ nd _ r th _ sl _ d _. Wh _ r _'s th _ l _ _n? _ t's _ n th _ b _ _ t.* (Solution: *Where's the kite? It's on the seesaw. Where's the monkey? It's under the slide. Where's the lion? It's in the boat.*)

Vocabulary

- Refer the children to the vocabulary panel on page 77 and read out the words for the class to repeat.
- Ask *Is the circus fun?* Mime juggling several balls and have the children copy you. Say *Can you find a man in your book?* and have them hold up their books so they can all see different images.

1 2.19 Look at the photos. Where are they? Read and check.

- Refer the children to all the photos on pages 76 and 77. Ask *Which is your favourite photo? Can you do this?*
- Now have the children quickly read the text to find the answer to the question *Where are they?*

Answers: At the circus / at a circus school

2 Read again. Label the photos.

Be a star!

- Refer the children's attention to the example (the labelled lion). Ask the children to find the information in text 1 (The lion is on the ball.)
- Have the children read the text again and complete the other labels. Point out that the labels refer to the objects indicated by the lines.
- Write numbers 1–5 on the board. Invite children to come to the board and write the words for the labels. Ask for whole-class agreement each time.

Answers: 1 lion 2 trapeze 3 table 4 ball 5 girl

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Underline two questions with *Can*. Answer the questions.

- Write *Can* on the board. Have the children look quickly through the text and raise their hands when they find them both. Elicit the questions and write them on the board.
- Read out the questions and have the children repeat them. Give your own answers, e.g. *Yes, I can.* and *No, I can't.*
- Have the children ask and answer the questions with a friend.
- Ask the questions to the whole class and then to a few different children.

Answers: Can you see the bird? Can you juggle? (plus children's own answers)

Teaching star!

Reading

The ability to scan a text and find key words is very important for reading skills. If children can do this, they can find information more quickly.

- Write the following words on the board and ask the children to look at the text and find how many times they can find each word.
- Words to look for: *ball* (3); *circus* (2); *look* (3); *trapeze* (4).

4 Read and tick (✓) or cross (✗).

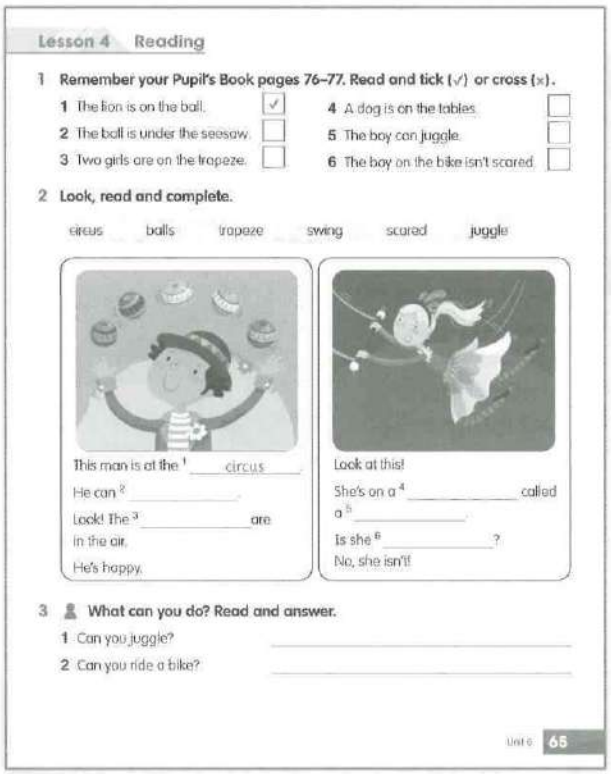
- Refer the children to the example. Read out the sentences and ask why it is not correct (the lion is on the ball).
- Have the children complete the activity individually and compare with a friend.
- Invite different children to read out the sentences and have the whole class answer *yes* or *no*. Ask for whole-class agreement each time.
- If the answer is *no*, ask why and elicit the correct sentence.

Answers: 1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✗

Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with the children miming the prepositions and actions from this lesson: e.g. *Simon says ... You're on the ball! You're under the trapeze! You're on a swing. You're on a bike! You can juggle! You're scared! You're happy!*

Workbook page 65



Lesson 4 Reading

1 Remember your Pupil's Book pages 76–77. Read and tick (✓) or cross (✗).

1 The lion is on the ball. ✓
2 The ball is under the seesaw.
3 Two girls are on the trapeze.
4 A dog is on the tables.
5 The boy can juggle.
6 The boy on the bike isn't scared.

2 Look, read and complete.

circus balls trapeze swing scared juggle

This man is at the [1] circus.
He can [2] _____.
Look! The [3] _____ are in the air.
He's happy.

Look at this!
She's on a [4] _____ called a [5] _____.
Is she [6] _____?
No, she isn't!

3 What can you do? Read and answer.

1 Can you juggle? _____
2 Can you ride a bike? _____

Unit 6 65

1 Remember your Pupil's Book pages 76–77. Read and tick (✓) or cross (✗).

Answers: 1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✓

2 Look, read and complete.

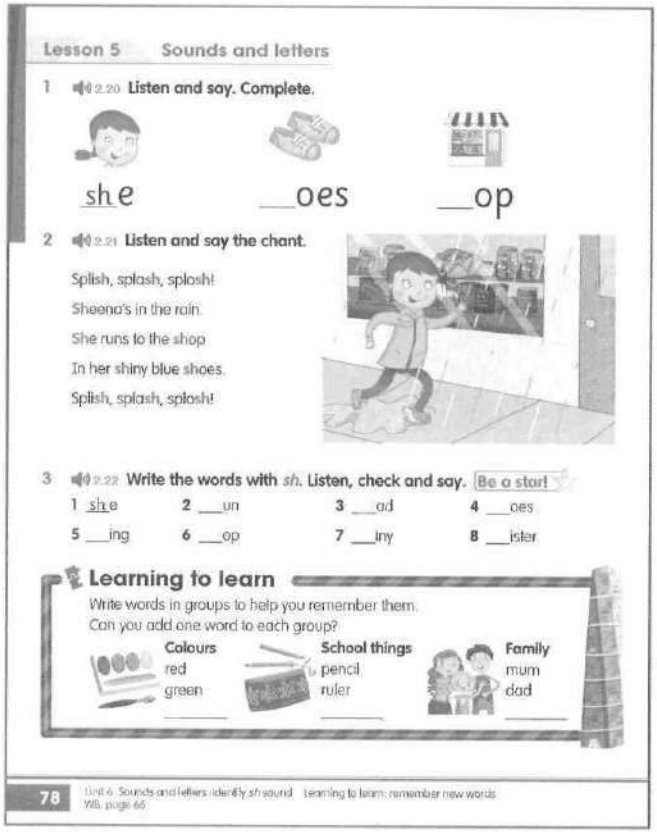
Answers: 1 circus 2 juggle 3 balls 4 swing 5 trapeze 6 scared

3 What can you do? Read and answer.

Answers: Children's own answers.

Lesson 5 Sounds and letters

Pupil's Book page 78


Lesson 5 Sounds and letters

1 2.20 Listen and say. Complete.

sh e __oes __op

2 2.21 Listen and say the chant.

Splish, splash, splosh!
Sheena's in the rain.
She runs to the shop
In her shiny blue shoes.
Splish, splash, splosh!

3 2.22 Write the words with sh. Listen, check and say. Be a star!

1 she 2 __un 3 __ad 4 __oes
5 __ing 6 __op 7 __iny 8 __ister

Learning to learn

Write words in groups to help you remember them.
Can you add one word to each group?

Colours: red, green
School things: pencil, ruler
Family: mum, dad

78 Unit 6 Sounds and letters: identify sh sound Learning to learn: remember new words
WB page 66

Learning objectives: Sounds and letters: identify *sh* sound; Learning to learn: remember new words

Sounds & letters words: she, shoes, shop

Resources: Class audio CD2; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) with the words: *brown, circus, seesaw, trapeze, juggle, scared.*

1 2.20 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the words for these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *sh* in the word *she* in your book. Ask *What are these letters?* (*sh*) *What's the sound?* (/ʃ/)
- Write a big, clear *sh* on the board as a model for the children. Have them write the *sh* in the three words.

Audioscript

/ʃ/ /ʃ/ /ʃ/ *she*
/ʃ/ /ʃ/ /ʃ/ *shoes*
/ʃ/ /ʃ/ /ʃ/ *shop*

Answers: she, shoes, shop

2 2.21 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *sh*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *sh* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines. They all say *Splish, splash, splosh!* together.

Teaching star!

Mixed ability

Saying the whole chant is challenging for less confident children. They can, however, join in and practise the key sound.

- Point out that when the class is saying the chant, children have the option of trying to say *sh* in the right places. Everyone who wants to can say the whole chant.
- Play the audio and give an example of just saying the *sh* sounds – the children will find it quite funny.

Doing this means that all the children are involved, and the key sound is being focused on.

3 2.22 Write the words with *sh*. Listen, check and say. Be a star!

- Point out the example, and write both possibilities on the board: *she* and *se*. Elicit that *she* is the correct word.
- Have the children say each of the words with a *sh* sound at the beginning. Ask them if it is a real word, *Yes* or *no*?
- Have them complete the words that start with *sh*.
- Ask the children what numbers they chose to write, and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Audioscript

she, she shoes, shoes shop, shop shiny, shiny

Answers: she, shoes, shop, shiny

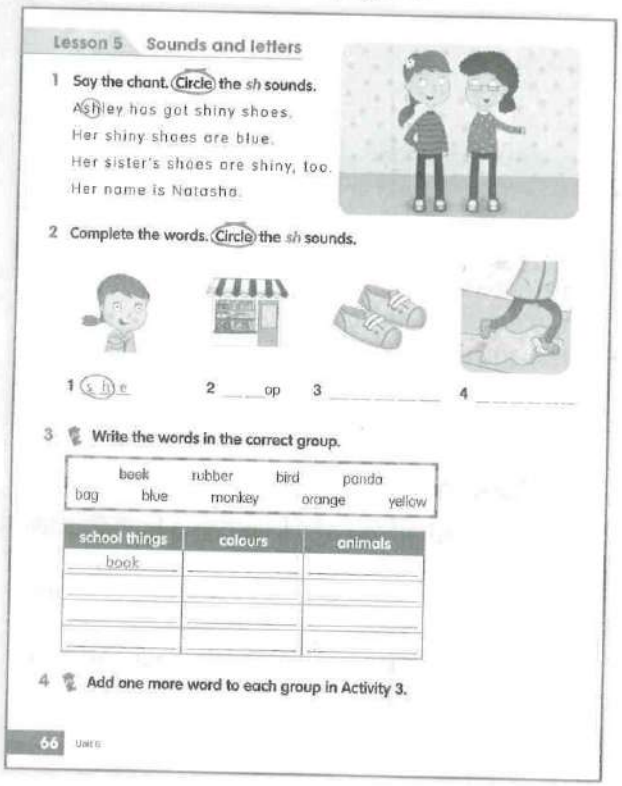
Learning to learn

- Explain to the children that when they learn new words, it can be helpful to learn them in groups of the same type of word.
- Refer the children to the words and images in the *Learning to learn* box. Ask what other items can go in the groups and have them all add one word to each group.
- If you have time, elicit their words and write them on the board. Ask the children to check their spelling.
- Ask what other groups of words they can think of, (*animals, feelings, actions*, etc.).

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with some key words from this lesson: *shoes, shop, pencil, green, shiny, splosh.*

Workbook page 66



Lesson 5 Sounds and letters

1 Say the chant. Circle the *sh* sounds.

Ashley has got shiny shoes.
Her shiny shoes are blue.
Her sister's shoes are shiny, too.
Her name is Natasha.

2 Complete the words. Circle the *sh* sounds.

1 (sh)e 2 ___op 3 _____ 4 _____

3 Write the words in the correct group.

book	rubber	bird	panda
bag	blue	monkey	orange	yellow

school things	colours	animals
book		

4 Add one more word to each group in Activity 3.

66 Users

1 Say the chant. Circle the *sh* sounds.

Answers: A(sh)ley has got (sh)iny (sh)oes.
Her (sh)iny (sh)oes are blue.
Her sister's (sh)oes are (sh)iny, too.
Her sister's name is Nata(sh)a.

2 Complete the words. Circle the *sh* sounds.

Answers: 1 (sh)e 2 (sh)op 3 (sh)oes 4 spla(sh)

3 Write the words in the correct group.

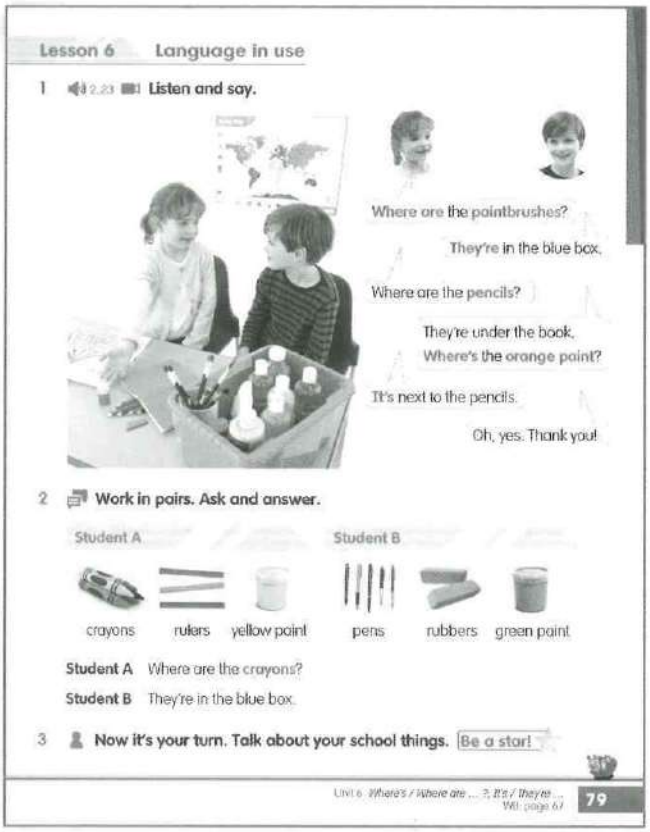
Answers: school things: book, rubber, bag; colours: blue, orange, yellow; animals: bird, panda, monkey

4 Add one more word to each group in Activity 3.

Answers: Children's own answers.

Lesson 6 Language in use

Pupil's Book page 79


Lesson 6 Language in use

1 2.23 Listen and say.

Where are the paintbrushes?

They're in the blue box.

Where are the pencils?

They're under the book.

Where's the orange paint?

It's next to the pencils.

Oh, yes. Thank you!

2 Work in pairs. Ask and answer.

Student A

crayons rulers yellow paint

Student B

pens rubbers green paint

Student A Where are the crayons?

Student B They're in the blue box.

3 Now it's your turn. Talk about your school things. Be a star!

Unit 6 Where's / Where are ...?; It's / They're ... WB page 67

79

Learning objectives: *Where's / Where are ...?; It's / They're ...*

Review vocabulary: classroom objects

Resources: Class audio CD2; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; PRC - Language in use video

2.21 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 2.23 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Ask the children the difference between questions with *Where are ...?* and *Where's ...?* (*Where are* for plural / asking about more than one thing, *Where's* for singular / asking about one thing). Ask how the answers are different (*They're* for plural / more than one thing, *It's* for singular / one thing).
- Play the audio one more time, and have the children repeat and imitate the intonation as closely as possible.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

Teaching star!

Extension

Before moving onto independent production, it will help some children to think carefully about word order.

- On one side of the board, in random order, write the following words together with their punctuation: *Where are the pencils? They're under the blue box. Where's the green paint? It's in the blue box.* On the other side of the board, draw a line for each word in the form of two questions and answers.
- Give the children time to think about the correct order. Then invite children to come to the board and put a word in the correct place to make the questions and answers. Ask for whole-class agreement each time.
- The children will now be more ready for the following pairwork.

2 Work in pairs. Ask and answer.

- Ask the children to name the items in the pictures. Each time, ask *One or more than one?*
- Read out the example dialogue with a confident child. Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Elicit the questions for all the items and drill them. Elicit the answers for a singular and a plural item.
- Divide the class into pairs to make new dialogues using the words in the boxes. Monitor and pay attention to the children's use of singular and plural forms.
- Finish with some pairs of children making questions and answers across the class.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

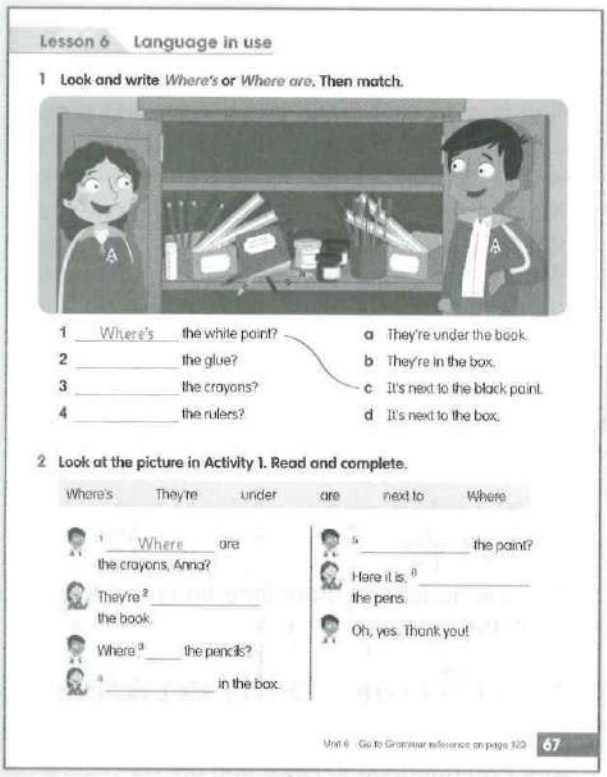
3 **Now it's your turn. Talk about your school things.** Be a star!

- Have the children look in their bags and around the room and find things they can ask questions about. (If your classroom does not have much equipment in it, you can place things around the class before you begin!)
- Elicit a few questions first and give answers. See if the children agree with your answers. (Give one wrong answer to make sure the children are following correctly!)
- Divide the class into pairs to ask and answer about their school things.
- As an additional challenge, after several turns, the child answering can cover their eyes and answer from memory.

Cooler: Visualisation

- Ask the children to close their eyes and imagine what you tell them. Say *Imagine you're in your bedroom. Can you see your books? Where are the books? What colour are they? Can you see your pens and pencils? Where are they? Can you see a box? What colour is it? Where is it? Can you see any toy animals or pictures of animals? What animals can you see? Where are they? What's your favourite thing in this room? Where is it?*
- Have the children open their eyes. Recall the questions and have the children tell a friend about what they saw in their bedroom, e.g. *My books are on the table. A blue box is under the bed.*

Workbook page 67



Lesson 6 Language in use

1 Look and write *Where's* or *Where are*. Then match.

1 Where's the white paint?
2 _____ the glue?
3 _____ the crayons?
4 _____ the rulers?

a They're under the book.
b They're in the box.
c It's next to the black paint.
d It's next to the box.

2 Look at the picture in Activity 1. Read and complete.

Where's | They're | under | are | next to | Where

1 Where are the crayons, Anna?
They're 2 _____ the book.
Where 3 _____ the pencils?
4 _____ in the box.

5 _____ the paint?
Here it is. 6 _____ the pens.
Oh, yes. Thank you!

Unit 6 Go to Grammar reference on page 123 67

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 123 to help them when completing these activities.

1 Look and write *Where's* or *Where are*. Then match.

Answers: 1 Where's – c 2 Where's – d 3 Where are – a 4 Where are – b

2 Look at the picture in Activity 1. Read and complete.

Answers: 1 Where 2 under 3 are 4 They're 5 Where's 6 next to

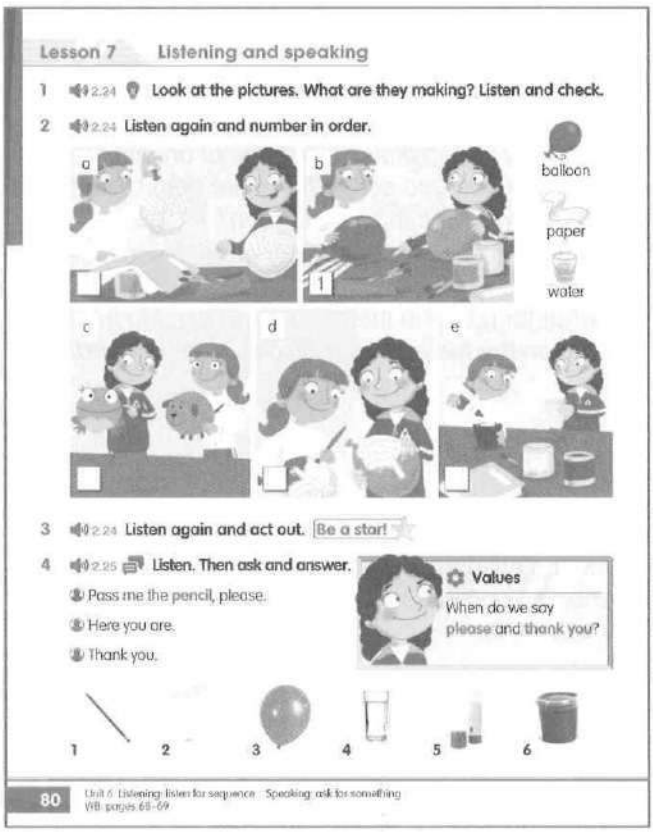
Grammar reference: (page 123)

1 Look and circle.

Answers: 1 under 2 next 3 in 4 are 5 They're

Lesson 7 Listening and speaking

Pupil's Book page 80



Learning objectives: Listening: listen for sequence; Speaking: ask for something

Vocabulary: balloon, paper, water

Resources: Class audio CD2; PK TRC - Vocabulary worksheet 2; PRC

Materials: paper, pens or pencils

Warm-up: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15) using: *box, paintbrush, green paint, under, in, on, next to, Where's, Where are, yellow paint, table.*

1 2.24 Look at the pictures. What are they making? Listen and check.

- Refer the children to the vocabulary panel and read out the words for the class to repeat.
- Refer them to the pictures and elicit suggestions about what Anna and Sara are doing. Ask if they have made anything in this way before.
- Play the audio and have the children listen and confirm their answers.

Audioscript

1. Sara: Where's the paper?
Anna: It's next to the pencil case.
2. Sara: The glue is in the pot, now. Pass me the water, please.
Anna: Here you are.
Sara: Thank you.
3. Anna: Now let's put the paper on the balloons.
4. Anna: Where's the green paint?
Sara: It's under the book. Where are the paintbrushes?
Anna: They're in my pencil case.
5. Anna: This is my frog! It's big and green.
Sara: ... and this is my dog! It's brown.

Answers: a frog and a dog.

2 2.24 Listen again and number in order.

- Play part 1 of the audio again. Stop and elicit or point out that Anna is pointing at the strips of paper next to the pencil case, so this refers to frame b.
- Play the rest of the dialogue, pausing after each part for the children to find and number the right picture. Ask if they need to hear it one more time.
- For feedback, call out the letters for the pictures and have the children tell you the numbers.

Answers: a 4 b 1 c 5 d 3 e 2

3 2.24 Listen again and act out.

Be a star!

- Play the audio one more time and have the children do all the actions.

4 2.25 Listen. Then ask and answer.

- Play the audio and have the children repeat each line. Pay attention to *Here you are* as children often find this combination of sounds difficult.
- Elicit the names of the items in the pictures and invite two confident children to make an example dialogue using and passing a piece of paper.
- Divide the class into pairs to make new mini-dialogues, passing the other items.

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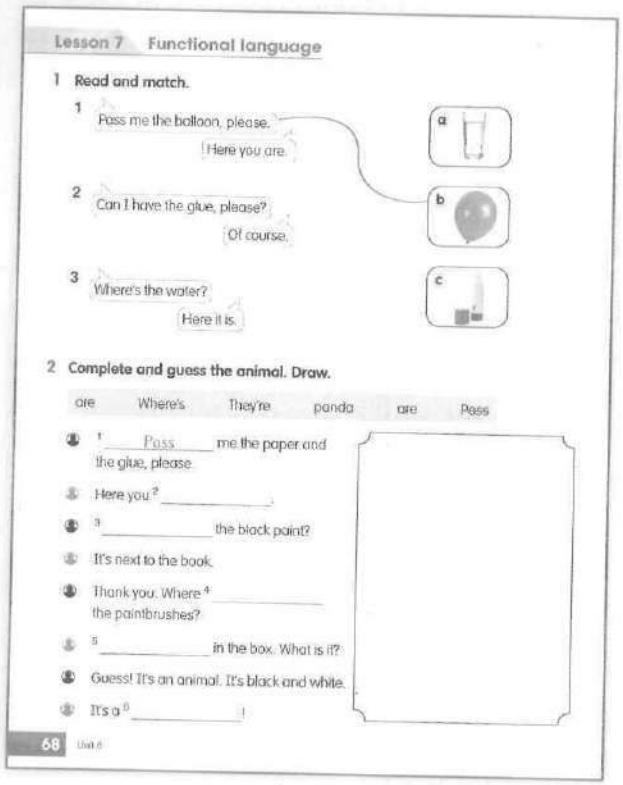
Values

- Focus on the question in the *Values* box and ask for suggestions. Point out that it is friendly and polite to say *please* when you ask for something and *thank you* when you get it!

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15) with some key vocabulary from this unit, e.g. *paper, balloon, water, circus, juggle, man.*

Workbook page 68


Lesson 7 Functional language

1 Read and match.

1 Pass me the balloon, please. / Here you are.

2 Can I have the glue, please? / Of course.

3 Where's the water? / Here it is.

2 Complete and guess the animal. Draw.

are Where's They're panda are Pass

1 Pass me the paper and the glue, please.
Here you 2 .
3 the black paint?
It's next to the book.
Thank you. Where 4 the paintbrushes?
5 in the box. What is it?
Guess! It's an animal. It's black and white.
It's a 6 !

68 Unit 6

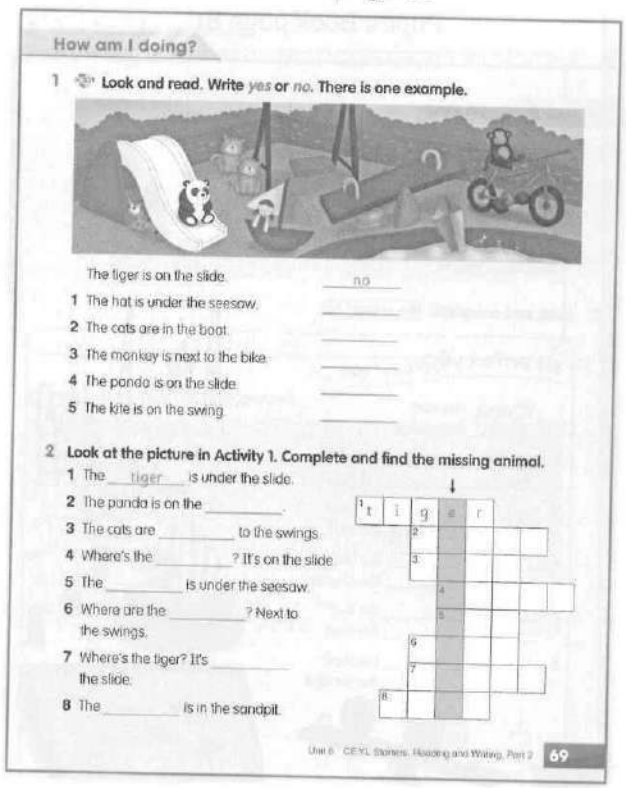
1 Read and match.

Answers: 1 b 2 c 3 a

2 Complete and guess the animal. Draw.

Answers: 1 Pass 2 are 3 Where's 4 are 5 They're 6 panda

Workbook page 69


How am I doing?

1 Look and read. Write *yes* or *no*. There is one example.

The tiger is on the slide. no
1 The hat is under the seesaw.
2 The cats are in the boat.
3 The monkey is next to the bike.
4 The panda is on the slide.
5 The kite is on the swing.

2 Look at the picture in Activity 1. Complete and find the missing animal.

1 The tiger is under the slide.
2 The panda is on the _____.
3 The cats are _____ to the swings.
4 Where's the _____? It's on the slide.
5 The _____ is under the seesaw.
6 Where are the _____? Next to the swings.
7 Where's the tiger? It's _____ the slide.
8 The _____ is in the sandpit.

Unit 6 CE YL Starters Reading and Writing Part 2 69

1 CE:YL Look and read. Write *yes* or *no*. There is one example.

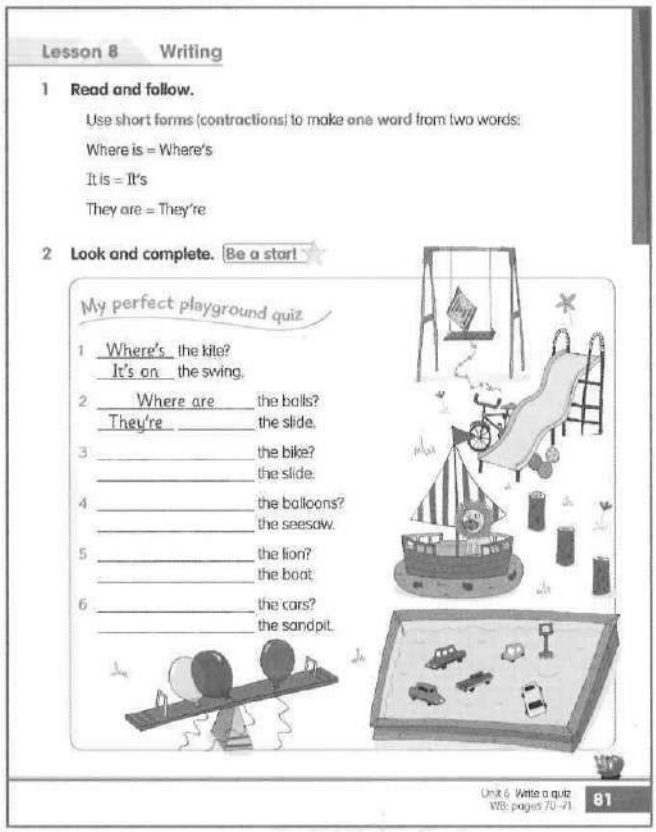
- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children what they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 no 4 yes 5 no

2 Look at the picture in Activity 1. Complete and find the missing animal.

Answers: 1 tiger 2 slide 3 next 4 panda 5 hat 6 cats 7 under 8 kite
Missing animal: elephant

Pupil's Book page 81


Lesson 8 Writing

1 Read and follow.

Use short forms (contractions) to make one word from two words:

Where is = Where's

It is = It's

They are = They're

2 Look and complete. Be a star!

My perfect playground quiz

1 Where's the kite?
It's on the swing.

2 Where are the balls?
They're the slide.

3 _____ the bike?
_____ the slide.

4 _____ the balloons?
_____ the seesaw.

5 _____ the lion?
_____ the boat.

6 _____ the cars?
_____ the sandpit.

Unit 6 Write a quiz
WB: pages 70–71
81

Learning objectives: Use short forms (contractions); Write a quiz

Resources: Class audio CD2; PK TG - Unit 6 test; PRC TG

Materials: paper and pencils

2.16 Warm-up: Sing the song!

- Play the song *My very favourite thing* and have the children sing and act it out.

1 Read and follow

- Hold up your left hand (palm facing you) and point to the first two fingers on the right. Say *Where is* and then push the fingers together and say *Where's*. Do this again and have the children repeat the uncontracted and contracted form.
- Repeat for *They are* and *It is*.
- Read out the information in the box, using your fingers again, and have the children follow.

2 Look and complete. Be a star!

- Ask the children if they remember the difference between *Where's* and *Where are*, *It's* and *They're* (remind them if necessary).
- Refer the children to the picture and ask what they can see, including the positions of the items.
- Invite a pair of children to read out the example question and answer for the class to repeat.
- Read out the second question and elicit how to complete the answer.
- Give the children time to look at and think about the rest of the questions, but ask them not to write yet.
- Elicit the complete questions and answers for the rest of the activity. Write them on the board.
- Have the children copy these into their books.

Answers: 1 Where's the kite? It's on the swing.
2 Where are the balls? They're under the slide.
3 Where's the bike? It's next to the slide.
4 Where are the balloons? They're on the seesaw.
5 Where's the lion? It's in the boat.
6 Where are the cars? They're in the sandpit.

Cooler: Listen and draw

- Tell the children that you are going to describe a playground and that they should draw it exactly as you describe.
- Draw a simple playground and describe each element slowly and clearly, giving the children time to draw it. Emphasise the prepositions and other important information. Suggestion: *In the playground there are two slides, a seesaw and a boat. There's a kite under a slide. There's a hat in the boat. There are two boys on the seesaw.*
- When they have finished, have them compare their drawing with a friend. Congratulate them all.

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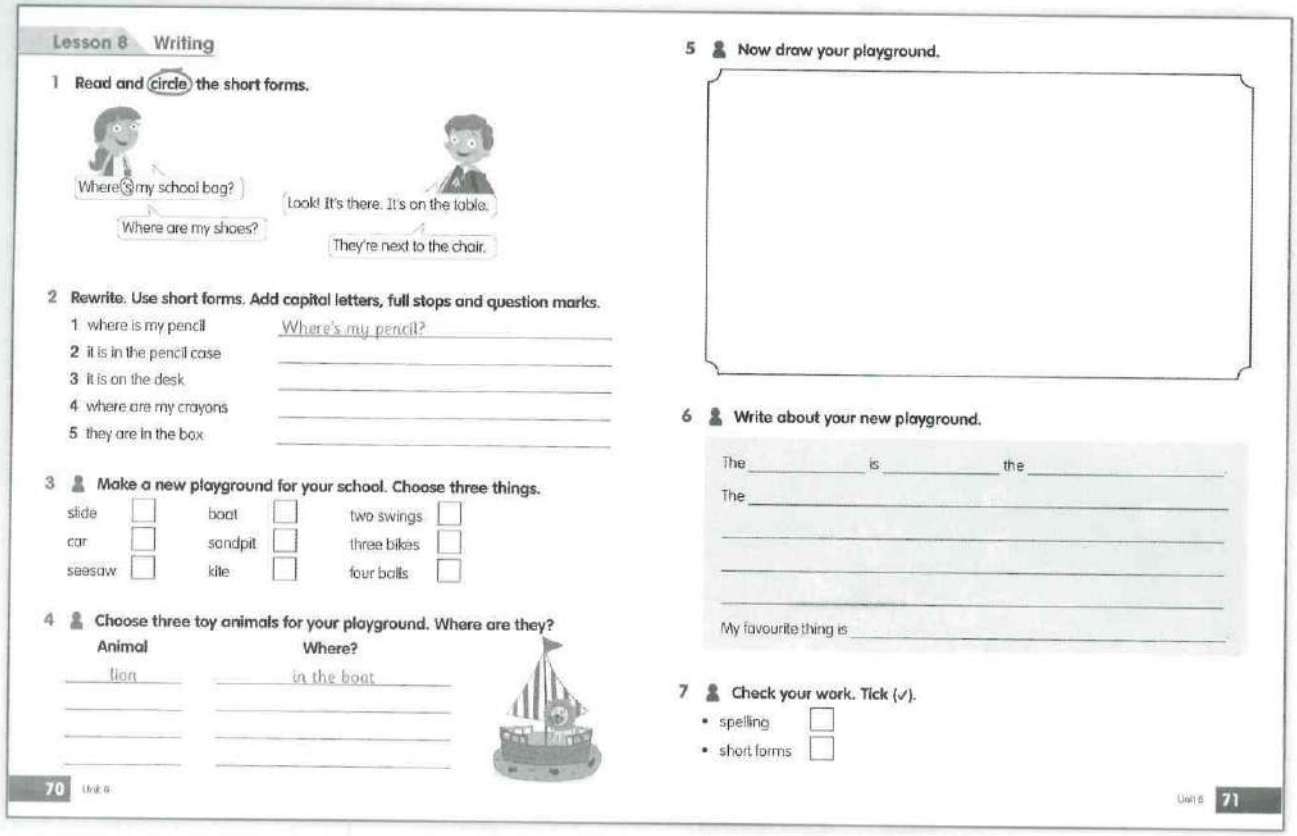


Lesson 8 Writing

1 Read and circle the short forms.

Where's my school bag?
Where are my shoes?
Look! It's there. It's on the table.
They're next to the chair.

2 Rewrite. Use short forms. Add capital letters, full stops and question marks.

1 where is my pencil — Where's my pencil?
2 it is in the pencil case
3 it is on the desk
4 where are my crayons
5 they are in the box

3 Make a new playground for your school. Choose three things.

slide ☐ boat ☐ two swings ☐
car ☐ sandpit ☐ three bikes ☐
seesaw ☐ kite ☐ four balls ☐

4 Choose three toy animals for your playground. Where are they?

Animal — Where?
lion — in the boat

5 Now draw your playground.

6 Write about your new playground.

The _____ is _____ the _____.
The _____
My favourite thing is _____

7 Check your work. Tick (✓).

- spelling ☐
- short forms ☐

70 Unit 8

Unit 8 71

1 Read and circle the short forms.

- The children read the dialogue and circle any short forms / contractions.

Answers: Where(s) my school bag?
Look! It(s) there. It(s) on the table.
Where are my shoes? They(re) next to the chair.

2 Rewrite. Use short forms. Add capital letters, full stops and question marks.

- The children rewrite the sentences using short forms and the correct punctuation.

Answers: 1 Where's my pencil?
2 It's in the pencil case. 3 It's on the desk.
4 Where are my crayons? 5 They're in the box.

3 Make a new playground for your school. Choose three things.

- The children choose items from the list for their new school playground.

Answers: Children's own answers.

4 Choose three toy animals for your playground. Where are they?

- The children choose and write three animals and their positions.

Answers: Children's own answers.

5 Now draw your playground.

- The children draw their playground in the frame.

Answers: Children's own answers.

6 Write about your new playground.

- The children describe their drawing.

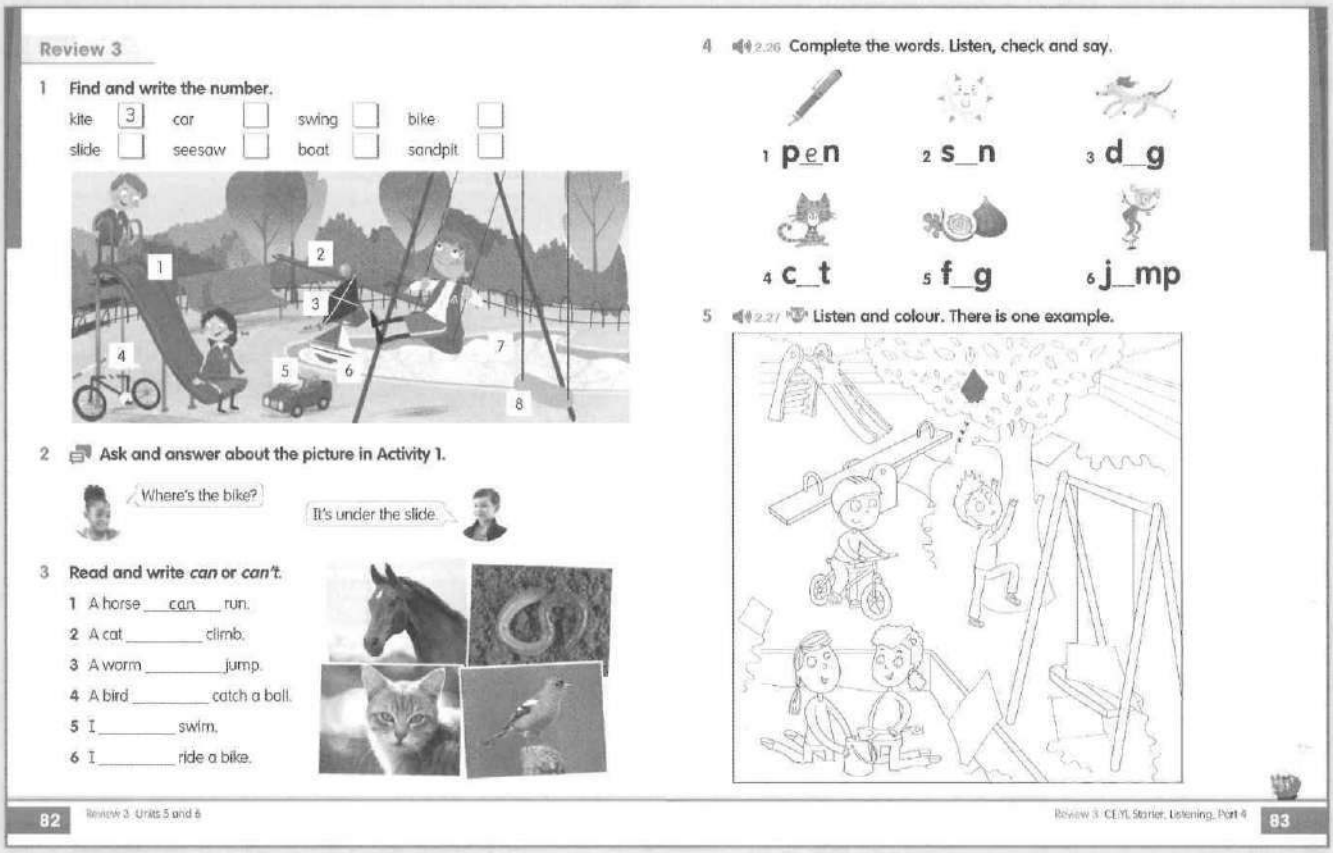
Answers: Children's own answers.

7 Check your work. Tick (✓).

- The children use the check list to make sure their work is correct.

3 Review

Pupil's Book pages 82–83



Learning objectives: Review vocabulary, grammar and sounds from Units 5 and 6

Grammar: *can / can't* for ability; *where's / where are* and prepositions of place

Vocabulary: play things and action verbs

Sounds: short sounds a, e, i, o, u

Resources: Class audio CD2; PK TRC - Downloadable flashcards; PRC TG

Materials: coloured pencils

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–15) with some of the key vocabulary from Units 5 and 6.

1 Find and write the number.

- Refer the children to the picture and ask *Where's Anna / Sara / Tom?*
- Go through the example first and then have the children continue.
- Call out the numbers and have the children call back the words.

Answers: kite – 3, car – 5, swing – 8, bike – 4, slide – 1, seesaw – 2, boat – 6, sandpit – 7

2 Ask and answer about the picture in Activity 1.

- Invite two children to read out the example dialogue for the class to repeat.
- Close your book and have the children ask you questions. Try to answer from memory.
- Divide the class into pairs to ask and answer questions about the picture, first with both books open, and then with one closed.

3 Read and write *can* or *can't*.

- Have the children act out the action verbs in the sentences.

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- Ask *Can a horse run? Yes or no? (Yes) Can or can't? (can) Can a worm run? Yes or no? (No) Can or can't? (can't)*
- Have the children complete the activity individually.
- Invite volunteers to read out their sentences. Ask for whole-class agreement each time.

Answers: 1 can 2 can 3 can't 4 can't 5 Children's own answers. 6 Children's own answers.

4 2.26 Complete the words. Listen, check and say.

- Elicit the names of the items in the pictures. Go through the example and explain that all the missing letters are *a, e, i, o,* or *u*.
- Have the children complete the activity individually. Then play the audio for them to check their work. Elicit the answers and have them repeat the words. Pay attention to the clear vowel sounds.

Answers: 1 pen 2 sun 3 dog 4 cat 5 fig 6 jump

5 CEYL 2.27 Listen and colour. There is one example.

- This activity helps prepare the children for Part 4 of the Listening paper of the Cambridge English: Starters test.
- Refer the children to the picture and elicit what they can see. Ask *How many kites can you see? (eight)* Ask *Where are the kites?* and elicit the positions. Ask *What colour is the kite in the tree? (red)*
- Play the first part of the audio and point out the example.
- Play the rest of the audio. Make sure the children have time to find each kite and start to colour it. (Reassure them they can finish colouring later.)
- Elicit the answers by pointing and asking *What colour is this?* Play the audio again if necessary.
- (To help prepare children, they should know this is not a test of good colouring! They need to be very familiar with the names of colours.)

Audioscript

Examiner: Look at the picture. Listen and look. There is one example.
Examiner: Look at the children in the park.
Child: I can see eight kites! I've got my pencils here. Can I colour one?
Examiner: Yes. A kite is in the tree. Colour that one, please.
Child: OK! What colour?
Examiner: Colour the kite in the tree red.
Narrator: Can you see the red kite in the tree? This is an example. Now you listen and colour.
1. Examiner: Colour the kite on the slide now.
Child: Sorry? The kite on the slide?
Examiner: Yes. Have you got a green pencil?
Child: Yes, I have.
Examiner: Great. Colour it green, please.
2. Examiner: Can you see the kite under the seesaw?
Child: Yes!
Examiner: Excellent! Colour that kite now, please.
Child: OK! What colour?
Examiner: Can you colour the kite under the seesaw orange, please?
Child: OK!
3. Examiner: Now colour the kite next to the sandpit, please.
Child: The kite next to the sandpit ... OK.
Examiner: You can choose the colour.
Child: Blue! I love blue!
Examiner: Me, too!
4. Examiner: Find the kite under the swing, please.
Child: Yes, I can see the kite under the swing.
Examiner: Good! Colour this kite purple, please.
Child: OK.
5. Examiner: Now look at the kite on the swing.
Child: OK!
Examiner: Yes, colour the kite on the swing, please.
Child: Can I colour it yellow?
Examiner: Yes, thank you!

Answers: 1 kite on slide – green 2 kite under seesaw – orange 3 kite next to sandpit – blue 4 kite under swing – purple 5 kite on swing – yellow

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15) recalling all the key words from this Review lesson.

Workbook page 117

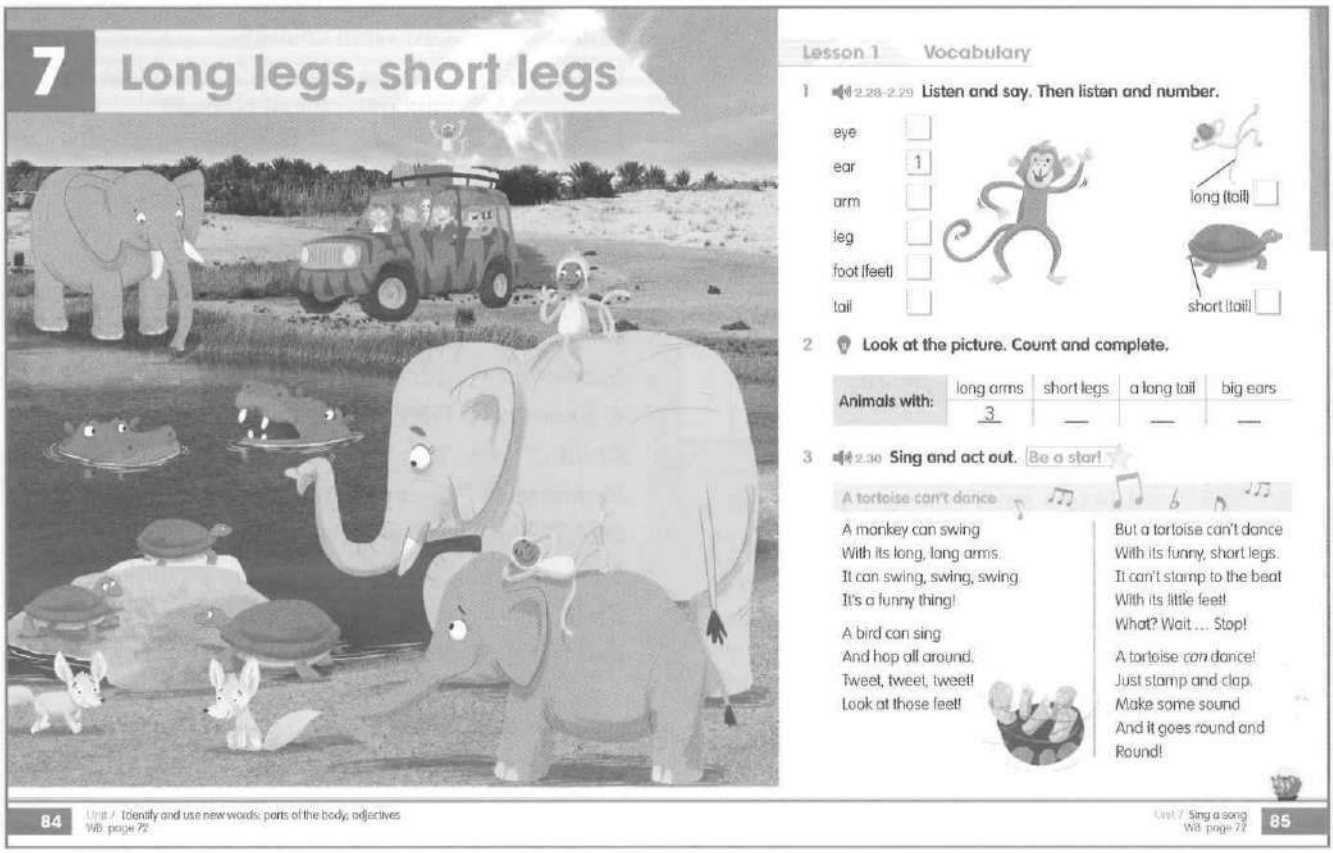
My progress: Units 5 & 6

- Clarify the meaning of each *I can ...* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress* check. Give them time to decide if they are ready to give themselves a sticker. Provide encouragement if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

7 Long legs, short legs

Lesson 1 Vocabulary

Pupil's Book pages 84–85



Learning objectives: Identify and use new words: parts of the body and adjectives; Sing a song using the target vocabulary

Vocabulary: arm, ear, eye, foot, leg, long, short, tail

Resources: Class audio CD2; PK - Vocabulary tool; TRC - Vocabulary worksheet 1, Downloadable flashcards; PPK - Vocabulary activities 1&2, Song; PRC

Warm-up: The Big Picture

- Refer the children to the picture on page 84. Ask *Who's in the car? What animals can you see? What's your favourite animal? Can you see Bot? Where is he? (He's in the car behind the children.)*

1 2.28 Listen and say.

- Refer the children to the pictures and ask *What's this? (a monkey).*
- Play the audio and have the children listen and point to the parts of the picture.
- Play the audio again, pausing after each one for the children to repeat and then draw a line from the word to the corresponding part of the picture. Demonstrate by drawing a line to one ear. Each time, have the children point first so that you can confirm they have the correct part.

2.29 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 ear, 2 arm, 3 leg, 4 long, 5 foot, 6 tail, 7 short, 8 eye

Answers: eyes – 8, ears – 1, arm – 2, leg – 3, foot – 5, tail – 6, long – 4, short – 7

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2 Look at the picture. Count and complete.

- Hold up your Pupil's Book, point to the first part of the chart and say *Long arms – like this or this?* – mime shrinking your arm back to your body and then stretching it out (the second option). Point to the picture on page 84. Say *Can you see long arms? (the monkeys)*. Count the monkeys with the children and show them the example number 3 in the chart.
- Check the meaning of *short legs, long tail* and *big ears* by miming these with the children.
- Then have them find and count the animals and write the numbers in the chart.
- Read out the chart headings and have the children tell you the number. Ask for whole-class agreement each time. Ask the children which animals they counted for each part.

Answers: long arms – 3 (monkeys), short legs – 5 (tortoises, foxes), a long tail – 6 (monkeys, elephants, foxes), big ears – 4 (elephants, foxes)

Teaching star!

Pairwork

Activity 2 can be continued in pairs to give the children their first chance to use the language in a communicative way with a response.

- Divide the class into pairs and demonstrate with one confident pair. One child says, e.g. *long arms* and the other child points at an animal in the picture and says the name, e.g. *monkey*.
- This gives the children their first chance to use the language in a communicative way with a response.

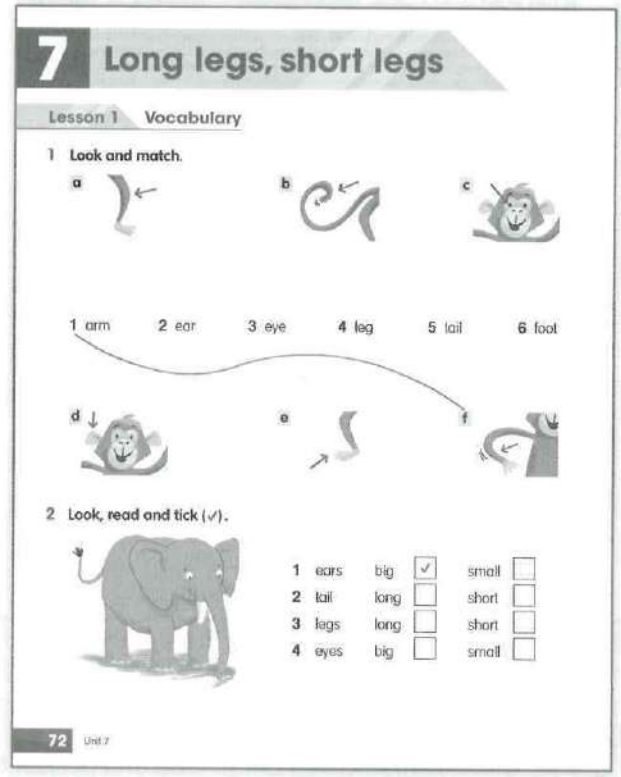
3 2.30 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear a part of the body, they should point to the part of their own body. Play the audio and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for them to repeat (singing).
- Decide on a mime for each of the items: *swing* – mime swinging from a branch; *sing* – mime singing with open mouth; *dance, stamp, clap* – do the actions.
- Play the song and have the children mime first. Then play again and have the children mime and sing. (This is quite challenging, but all the children can join in with the key words, if not the whole song.)

Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with the parts of the body from this lesson. Say *Simon says touch your …*

Workbook page 72



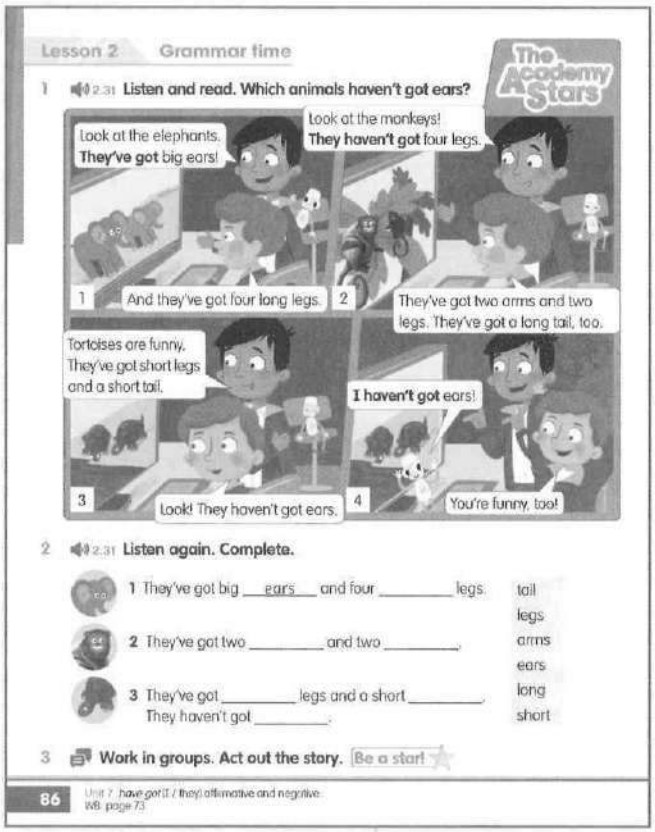
1 Look and match.

Answers: 1 f 2 d 3 c 4 a 5 b 6 e

2 Look, read and tick (✓).

Answers: 1 big 2 long 3 long 4 small

Pupil's Book page 86



Learning objectives: Understand and use *have got* (I / they) affirmative and negative; Read and act out a story using the target grammar

Grammar: *Have got* (I / they) affirmative and negative

Resources: Class audio CD2; PK PRC

2.30 Warm-up: Sing the song!

- Play the song *A tortoise can't dance* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson:
  swing – mime swinging from a branch
  sing – mime singing with open mouth
  dance, stamp, clap – do the actions
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 2.31 Listen and read. Which animals haven't got ears?

- Refer the children to the pictures and ask *What animals can you see?* (*elephants, monkeys, tortoises*) Ask *Where are the children?* (*at school*).
- Play the audio. Have the children follow in their books.
- Then give the children some time to read the story quietly for themselves, and ask them to find the answer to the question *Which animals haven't got ears?*
- For feedback, say *Look at the animals' ears.* Elicit, and have the class repeat, a sentence for each animal: *elephants – They've got big ears; monkeys – They've got small ears; tortoises – They haven't got ears.*
- Then ask *What about Bot?* Elicit and repeat (imitating Bot's voice) *I haven't got ears!*

Answer: Tortoises

2 2.31 Listen again. Complete.

- Refer the children to the first sentence and work through the example with the class. Ask where they can find the answer (Frame 1 and the word in the box on the right).
- Then the children answer the remaining questions. Fast finishers can compare their answers with a friend.
- Play the audio again for the children to check their answers.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: **1** ears, long **2** arms, legs
3 short, tail, ears

Teaching star!

Using digital

- Invite the children to complete the digital version of Activity 2 on the IWB.
- Use the *Reset* tool to remove the answers and invite different children to complete it again.

This gives more children a chance to be involved and get feedback from their peers.

3 Work in groups. Act out the story. Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *They've got* and *haven't got*.
- Ask *How many characters are in the story?* (*three*) Divide the class into groups of three and either have them decide who will be each character, or designate the roles.
- Allow the children a few minutes to practise acting out the story. Monitor, encourage and check for pronunciation.
- Ask if any groups would like to act out the story for the whole class. Alternatively, they could take turns to act it out for another group.
- If you wish, you could ask the children to change roles and act out the story again.

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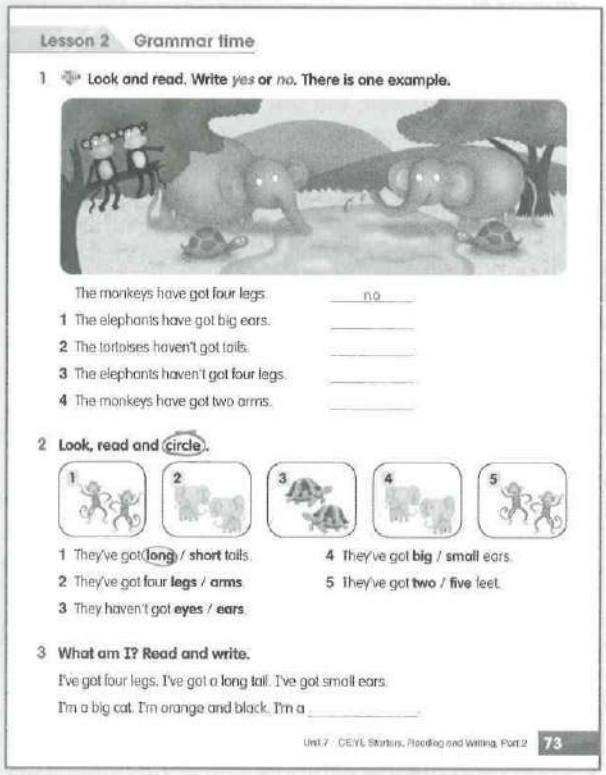
Cooler: Which animal?

- Write *elephants*, *monkeys*, *tortoises* and *Bot* on the board. Say some sentences about the animals in the story and have the children tell you which animal it is, e.g. *They've got big ears. They've got a long tail. They haven't got ears. They haven't got four legs. 'I haven't got ears!' (in Bot's voice)*, etc.

Workbook page 73



Lesson 2 Grammar time

1 Look and read. Write *yes* or *no*. There is one example.

The monkeys have got four legs. no

1 The elephants have got big ears. _____

2 The tortoises haven't got tails. _____

3 The elephants haven't got four legs. _____

4 The monkeys have got two arms. _____

2 Look, read and circle.

1 They've got long / short tails.

2 They've got four legs / arms.

3 They haven't got eyes / ears.

4 They've got big / small ears.

5 They've got two / five feet.

3 What am I? Read and write.

I've got four legs. I've got a long tail. I've got small ears.

I'm a big cat. I'm orange and black. I'm a _____.

Unit 7 CEYL Starters, Reading and Writing, Part 2 73

1 CEYL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* or *no*.
- If done in class, go through the example first, asking the children to find the monkeys in the picture. Ask *Have they got four legs?* (*No*). Point out the example answer.
- The children continue individually and then check with a friend.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 no 4 yes

2 Look, read and circle.

Answers: 1 long 2 legs 3 ears 4 big 5 two

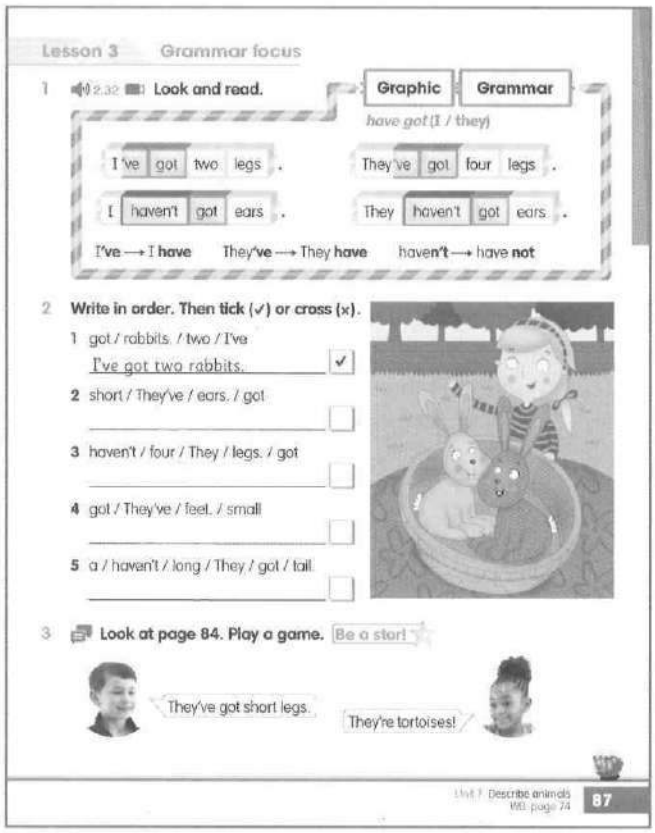
3 What am I? Read and write.

Answers: tiger

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 3 Grammar focus

Pupil's Book page 87



Learning objectives: Describe animals

Grammar: *have got* (I / they) affirmative and negative

Resources: Class audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Warm-up: Yes or no?

- Write a big *Yes* on one side of the board, and a big *No* on the other.
- Read out some sentences about animals and have the children point to the *Yes* side of the board if the sentence is true and to the *No* side of the board if the sentence is false. Suggested sentences: *Elephants have got big ears. Monkeys haven't got legs. Tortoises have got short legs,* etc.

1 2.32 Look and read.

- Play the audio. Have the children stand up for affirmative sentences and sit down for negative sentences.
- Play the audio again, pausing after each sentence to ask *Is this yes or no?* Have the children point to *'ve got* or *haven't got* in their Pupil's Book. Elicit or point out that the *yes* sentences use *'ve got* and the *no* sentences use *haven't got*. Draw the children's attention to the use of colours – blue for affirmative and red for negative.
- Reinforce the contraction of *I / They've* and *haven't* by counting out the full version of each sentence on your fingers and then pushing the fingers together to show the contraction.
- Play the audio again one more time for the children to repeat.

- If using the video, tell the children they will see a video of Bot at the doctor's! Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences in part 1.
- In part 2, pause the video before the sentences and elicit ideas from the children. Then check with the video.

2 Write in order. Then tick (✓) or cross (X).

- Refer the children to the example. Read out the jumbled version first, and then read out the correct version. Have the children repeat.
- Elicit the correct version for number 2 and write it on the board.
- Have the children continue the activity individually.
- Invite volunteers to read out the sentences. Ask for whole-class agreement each time. Write the sentences on the board.
- Then read out the example sentence again. Refer the children to the picture and ask *Yes* or *no*? (*yes*) Point to the example tick.
- Have the children tick or cross each sentence and compare their answers with a friend.
- For feedback, read out the sentences and have the children stand up for a tick and sit down for a cross.

Answers: 1 I've got two rabbits. ✓ 2 They've got short ears. ✗ 3 They haven't got four legs. ✗ 4 They've got small feet. ✗ 5 They haven't got a long tail. ✓

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Extension

Some children will find the above word ordering activity easier than others and finish faster.

- Challenge the fast finishers to look at the sentences again and then test their memories by covering the text, saying the sentences and checking one by one.
- If two children next to each other finish early, they can use the same activity to test each other's memories.

3 Look at page 84. Play a game.

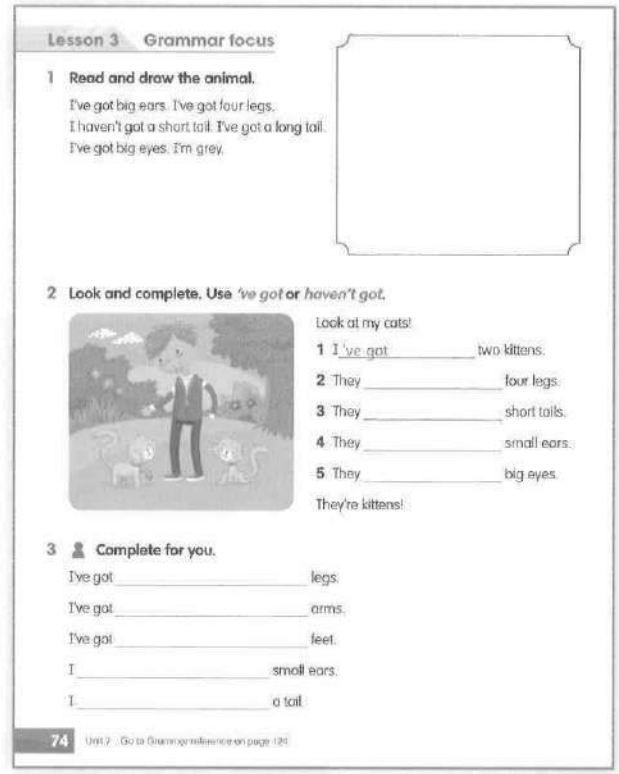
Be a star!

- Have the children turn to page 84 in their Pupil's Book. To demonstrate the game, choose an animal, e.g. a fox, and say a sentence about it: *They've got short legs.* The children may guess foxes or tortoises – encourage them to use sentences, e.g. *They're tortoises.* At this point, just say *Good idea ...!* and give more information: *They've got short legs and they've got a long tail.*
- Divide the class into pairs and have them play the game: one child chooses an animal and makes sentences and the other child guesses. Circulate, monitor and help as needed.

Cooler: Crazy animal

- Draw two oval bodies and round heads of the same generic animal on the board. Then start adding body parts, e.g. very long legs, very big ears, a very short tail, very small eyes and very big feet.
- For each new part, elicit a sentence – *They've got ...*
- When finished, invite the children to invent a name for the animal.

Workbook page 74



Lesson 3 Grammar focus

1 **Read and draw the animal.**

I've got big ears. I've got four legs.
I haven't got a short tail. I've got a long tail.
I've got big eyes. I'm grey.

2 **Look and complete. Use *'ve got* or *haven't got*.**

Look at my cats!
1 I 've got _____ two kittens.
2 They _____ four legs.
3 They _____ short tails.
4 They _____ small ears.
5 They _____ big eyes.
They're kittens!

3 **Complete for you.**

I've got _____ legs.
I've got _____ arms.
I've got _____ feet.
I _____ small ears.
I _____ a tail.

74 Unit 7 Go to Grammar reference on page 124

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 124 to help them when completing these activities.

1 Read and draw the animal.

Answers: Children's own answers.

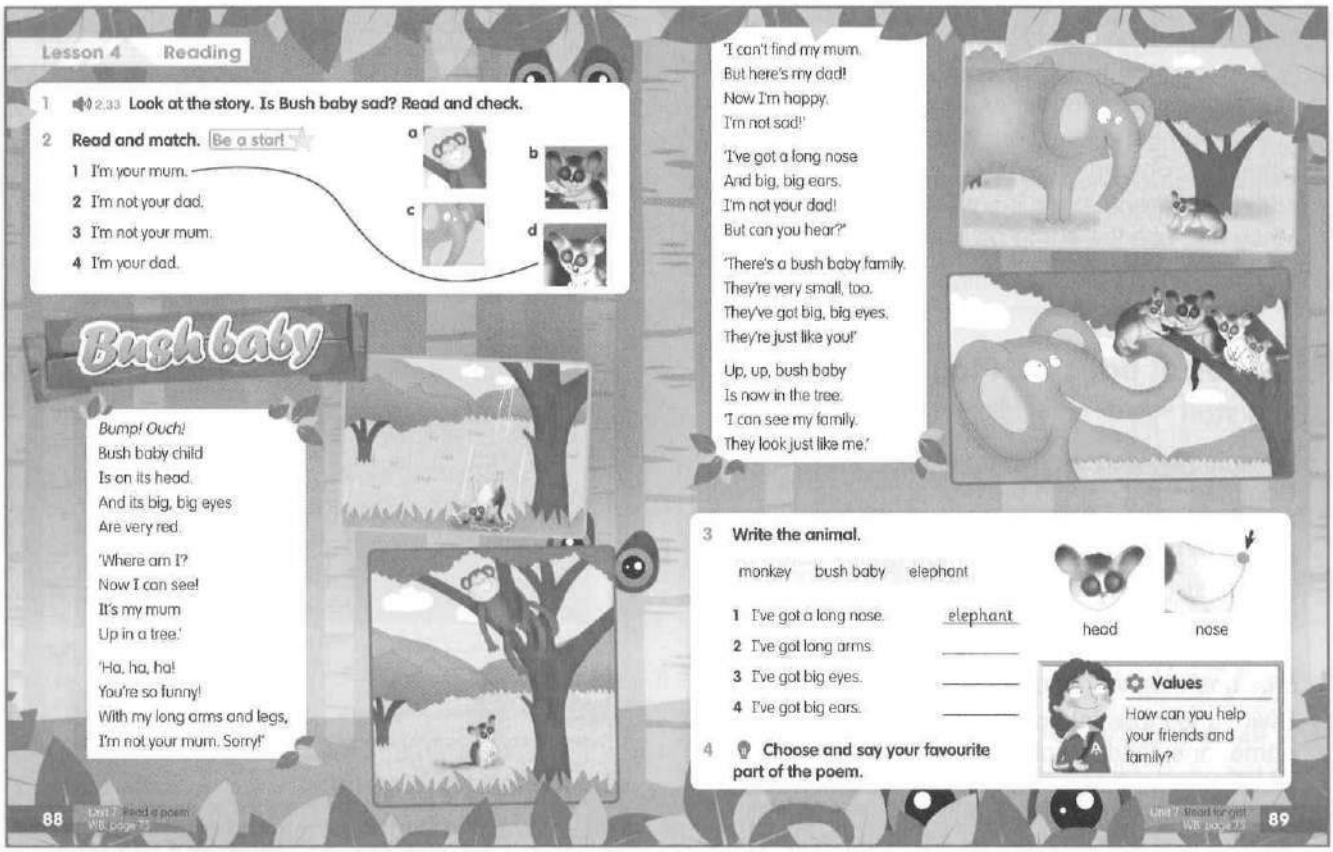
2 Look and complete. Use *'ve got* or *haven't got*.

Answers: 1 've got 2 've got 3 haven't got 4 've got 5 haven't got

3 Complete for you.

Answers: two, two, two, 've got, haven't got

Pupil's Book pages 88–89



Learning objectives: Read a poem; Read for gist

Vocabulary: bush baby, head, nose

Recycled vocabulary: dad, family, happy, mum, sad, tree

Resources: Class audio CD2; (PK) (PRC)

2.31 Warm-up: Stand up / sit down when you hear ...

- Divide the class into two groups. Tell one group they must raise and lower their arms quickly every time they hear *'ve got*. The other group must do the same for *haven't got*.
- Play the audio and have the children respond accordingly.

Vocabulary

- Refer the children to the vocabulary panel on page 89. Read out the words. Show the children what a bush baby is. For head and nose, have the children point to their own head and nose and repeat.
- Point quickly to your nose, head, head, nose, head, etc. and have the children say the words. Then repeat including your eye and ear too.

1 2.33 Look at the story. Is Bush baby sad? Read and check.

- Refer the children to the pictures and ask them what animals they can see. Write the names of the animals on the board. They may not know *Bush baby* – have them look at the title of the poem and tell them this is the name of the animal. Drill it chorally.
- Have the children read the poem individually to answer the question *Is Bush baby sad?*
- Point to the first picture and ask *Is Bush baby sad now?* (*yes*) Then point to the last picture and repeat the question (*no*).
- Play the audio and have the children listen and follow. Pause after the mention of mum and dad, point to the monkey and the elephant and ask *Is this Bush baby's mum / dad?*

2 Read and match. Be a star!

- Refer the children to the example. Ask *Is this Bush baby's mum?* (*yes*)
- Allow the children some time to look at the pictures and the sentences and compare them to the story.
- Hold up your book, point to the animals and ask for the correct sentence. Write the letter-number combinations on the board and have the children draw the matching lines in their books.

Answers: 1 d 2 c 3 a 4 b

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Reading

Texts like this are an excellent way for children to become used to collocations – words that naturally go together.

- Call out the first word(s) of the following collocations and have the children look at the poem to find and call back the next word(s). Finally, have them repeat the collocation: *big … (eyes); I can … (see); long … (arms); I can't find … (my mum); a long … (nose); can you … (hear).*

3 Write the animal.

- Read out the example sentence and ask *Is this a monkey / bush baby?* (*No*) *Why not?* (*Monkeys / Bush babies haven't got long noses.*) *Is this an elephant?* (*Yes*) Elicit why, and point out the example answer.
- Have the children complete the activity individually.
- Invite different children to come and write the answers on the board. Ask for whole-class agreement each time.

Answers: 1 elephant 2 monkey 3 bush baby 4 elephant

4 Choose and say your favourite part of the poem.

- Have the children look back at the poem. Give them a moment to look and remember. Then play the audio.
- Have the children raise their hands when the audio comes to their favourite part.

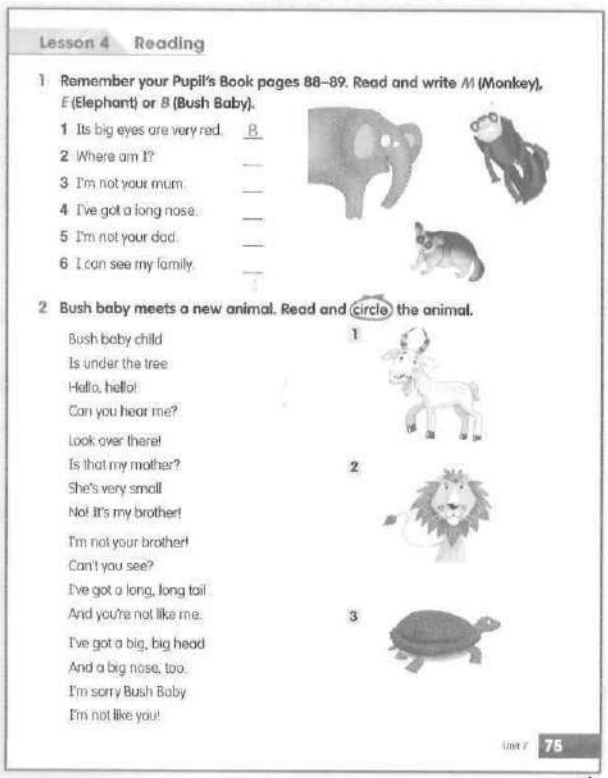
Values

- Explain the question to the children. Allow them a moment to think and then ask for suggestions about how they help their family and friends. Point out that we shouldn't wait to be asked to help – we should give help whenever we see it's needed!

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15) using: *bush baby, head, eyes, mum, tree, arms, legs, sorry, ears, nose, dad, family*).

Workbook page 75



Lesson 4 Reading

1 Remember your Pupil's Book pages 88–89. Read and write *M* (Monkey), *E* (Elephant) or *B* (Bush Baby).

1 Its big eyes are very red. B
2 Where am I? ___
3 I'm not your mum. ___
4 I've got a long nose. ___
5 I'm not your dad. ___
6 I can see my family. ___

2 Bush baby meets a new animal. Read and circle the animal.

Bush baby child
Is under the tree
Hello, hello!
Can you hear me?
Look over there!
Is that my mother?
She's very small
No! It's my brother!
I'm not your brother!
Can't you see?
I've got a long, long tail
And you're not like me.
I've got a big, big head
And a big nose, too.
I'm sorry Bush Baby
I'm not like you!

1 2 3

Unit 7 75

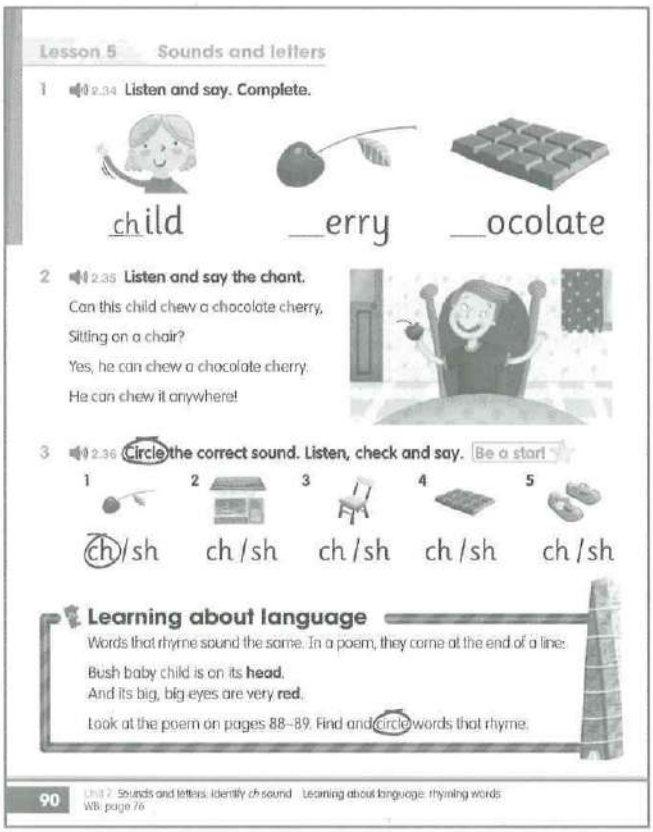
1 Remember your Pupil's Book pages 88–89. Read and write *M* (Monkey), *E* (Elephant) or *B* (Bush Baby).

Answers: 1 B 2 B 3 M 4 E 5 E 6 B

2 Bush baby meets a new animal. Read and circle the animal.

Answers: 2

Pupil's Book page 90


Lesson 5 Sounds and letters

1 2.34 Listen and say. Complete.

child erry ocolate

2 2.35 Listen and say the chant.

Can this child chew a chocolate cherry,
Sitting on a chair?
Yes, he can chew a chocolate cherry.
He can chew it anywhere!

3 2.36 Circle the correct sound. Listen, check and say. Be a star!

1 ch/sh 2 ch/sh 3 ch/sh 4 ch/sh 5 ch/sh

Learning about language

Words that rhyme sound the same. In a poem, they come at the end of a line:

Bush baby child is on its **head**.
And its big, big eyes are very **red**.

Look at the poem on pages 88–89. Find and circle words that rhyme.

90 Unit 7 Sounds and letters: identify *ch* sound Learning about language: rhyming words WB: page 76

Learning objectives: Sounds and letters: identify *ch* sound; Learning about language: rhyming words

Sounds & letters words: cherry, child, chocolate

Resources: Class audio CD2; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

2.33 Warm-up: What's the next word?

- Play *What's the next word?* (see the Games Bank, pages 14–15). Pause the audio just before some of the key words in the text, e.g. *head, eyes, see, legs, dad, nose, small, me.*

1 2.34 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask *What's this?* Listen to their suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the sound and the words chorally. Then ask a few individuals to say each word to check pronunciation.
- Point to the *ch* in the word *child* in your book. Ask *What are these letters? (ch) What's the sound? (/tʃ/)*
- Write a big, clear *ch* on the board as a model for the children. Have them complete the words.

Audioscript

/tʃ/ /tʃ/ /tʃ/ child
/tʃ/ /tʃ/ /tʃ/ cherry
/tʃ/ /tʃ/ /tʃ/ chocolate

Teaching star!

Using digital

Isolating sounds like *ch* can make them easier for the children to hear and then incorporate.

- Encourage the children to say *ch-ch-ch* before saying *child* and they will hear and say the sound more easily.
- Make a little rhythm with the sound and it becomes a mini-chant!
- Repeat this with the three examples and two or three other words from the chant.

2 2.35 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *ch*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *ch* sound.
- Play the chant once more and have the children join in as much as they can.
- Finally, divide the class into two groups, with one group saying the first two lines and the other the second two. Then change roles.

3 2.36 Circle the correct sound. Listen, check and say. Be a star!

- Refer the children to the pictures and elicit the words. Emphasise the *sh* or *ch* sounds.
- Point to the example and have the children repeat *ch-ch-ch-cherry*.
- Elicit the word for number 2 again, and have them repeat the initial sound – *sh-sh-sh-shop*. The children circle the *sh*.
- Have the children complete the activity and compare with a friend. Then play the audio for them to listen and confirm.
- Elicit the words and write the correct sound on the board for each number.

Audioscript

1 /tʃ/ cherry 2 /ʃ/ shop 3 /tʃ/ chair
4 /tʃ/ chocolate 5 /ʃ/ shoes

Answers: 1 ch 2 sh 3 ch 4 ch 5 sh

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

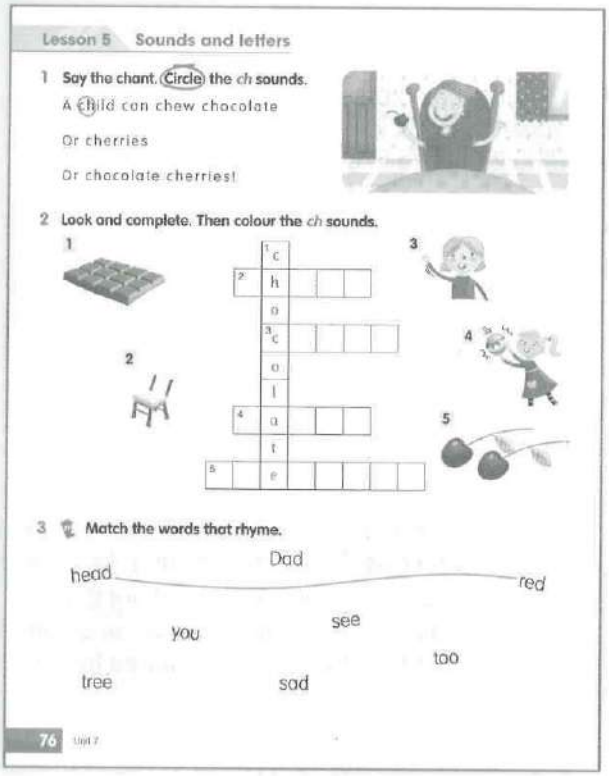
Learning about language

- Explain the *Learning about language* idea to the children. Read out the two lines of the poem and have all the children join in on the words *head* and *red*. Ask if they hear they have the same sound.
- Have the children look at the poem again and find pairs of rhyming words.
- Elicit their suggestions and ask for whole-class agreement. Write the rhyming words on the board: *head – red, see – tree, dad – sad, too – you, tree – me*.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with key words from today's lesson.

Workbook page 76



Lesson 5 Sounds and letters

1 Say the chant. Circle the *ch* sounds.

A child can chew chocolate

Or cherries

Or chocolate cherries!

2 Look and complete. Then colour the *ch* sounds.

3 Match the words that rhyme.

head – red

Dad – sad

see – tree

you – too

76 Unit 7

1 Say the chant. Circle the *ch* sounds.

Answers: A (ch)ild can (ch)ew (ch)ocolate
Or (ch)erries Or (ch)ocolate (ch)erries!

2 Look and complete. Then colour the *ch* sounds.

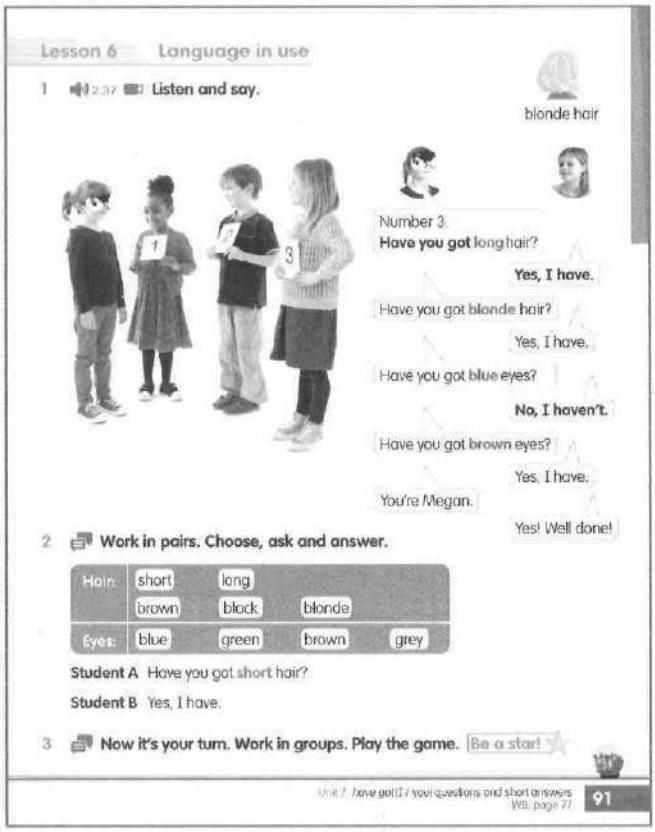
Answers: 1 chocolate 2 chair 3 child
4 catch 5 cherries

3 Match the words that rhyme.

Answers: head – red, see – tree, you – too, Dad – sad

Lesson 6 Language in use

Pupil's Book page 91



Learning objectives: *have got* (I / you) questions and short answers

Recycled vocabulary: colours

Resources: Class audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) with key words from Lesson 5, e.g. *cherry, chocolate, chair, shop, chocolate, shoes, child.*

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Read out the words and have them repeat. Ask if anyone in the class has blonde hair or if they know someone famous with blonde hair.

1 2.37 Listen and say.

- Tell the children they will hear some children playing a guessing game. Play the audio and have the children follow in their books. Ask them what the game is (identifying the children without looking).
- Play the audio again for the children to repeat chorally.
- Divide the class into two groups and have them roleplay the dialogue chorally, with one group asking the questions and the other answering. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the children. Play the video to confirm and have them all repeat.
- Then play the video one more time for the children to repeat chorally. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Choose, ask and answer.

- Have the children read out each of the words for the hair together with the word *hair* after it – *short hair, black hair,* etc. Then do the same for the eyes.
- Invite two confident children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue word is changed for an item in the box.
- Ask a confident child *Have you got (long) hair?* and elicit the answer *Yes, I have* or *No, I haven't.* Prompt the children to ask you questions about your hair and eyes.
- Divide the class into pairs to continue the activity. Circulate and monitor.
- Finish with some questions between children across the class.

3 Now it's your turn. Work in groups. Play the game. Be a star!

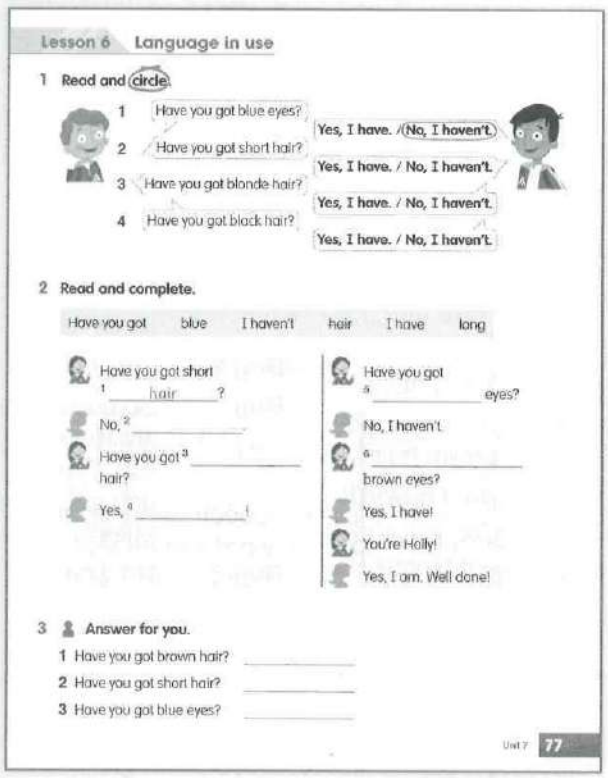
- Divide the children into groups of four. Give three of the children a number – 1, 2 or 3. Have them write their number on a small piece of paper. These can then be shared among the group.
- One child covers their eyes – the others take a number.
- The first child then asks questions to the others about their hair and eyes to discover who they are. When they guess correctly, they change roles and numbers.
- Choose a group of confident children to demonstrate the game for the class first.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: Sit down if ...

- Ask all the children to stand up. Tell them you will say some sentences, and they must sit down if those sentences are true for them, e.g. *Sit down if ... you've got blue eyes; you've got blonde hair; you've got big ears; you've got ...* (continue with other eye and hair colours and lengths).
- Try to order the sentences so that as many children as possible are standing nearly until the end.

Workbook page 77



Lesson 6 Language in use

1 Read and circle.

1 Have you got blue eyes? Yes, I have. / (No, I haven't.)
2 Have you got short hair? Yes, I have. / No, I haven't.
3 Have you got blonde hair? Yes, I have. / No, I haven't.
4 Have you got black hair? Yes, I have. / No, I haven't.

2 Read and complete.

Have you got | blue | I haven't | hair | I have | long

Have you got short [1] hair ?
No, [2] .
Have you got [3] hair?
Yes, [4] .

Have you got [5] eyes?
No, I haven't.
[6] brown eyes?
Yes, I have!
You're Holly!
Yes, I am. Well done!

3 Answer for you.

1 Have you got brown hair? _____
2 Have you got short hair? _____
3 Have you got blue eyes? _____

Unit 7 77

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 124 to help them when completing these activities.

1 Read and circle.

Answers: 1 No, I haven't. 2 Yes, I have. 3 No, I haven't. 4 Yes, I have.

2 Read and complete.

Answers: 1 hair 2 I haven't 3 long 4 I have 5 blue 6 Have you got

3 Answer for you.

Answers: Children's own answers.

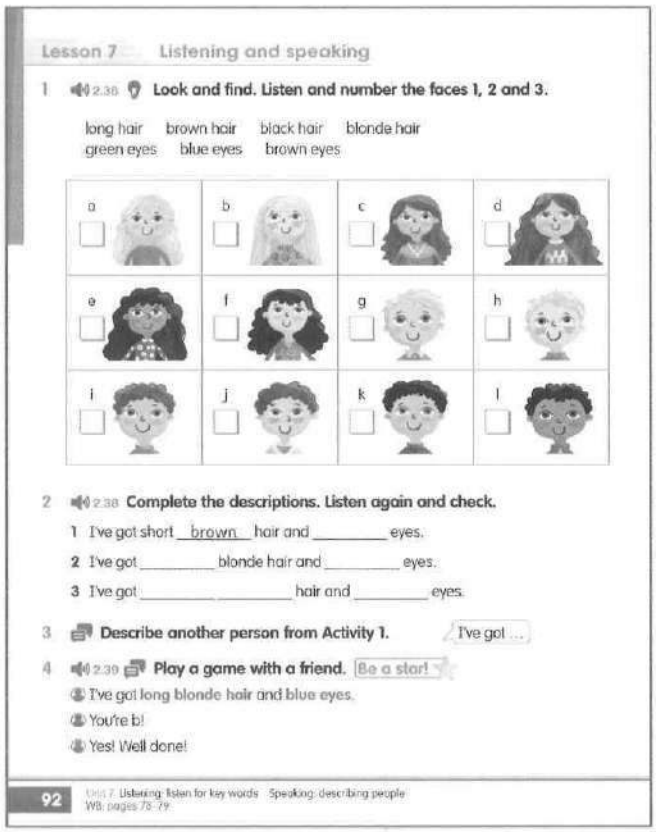
Grammar reference: (page 124)

1 Complete for you.

Answers: Children's own answers.

Lesson 7 Listening and speaking

Pupil's Book page 92


Lesson 7 Listening and speaking

1 2.38 Look and find. Listen and number the faces 1, 2 and 3.

long hair brown hair black hair blonde hair
green eyes blue eyes brown eyes

2 2.38 Complete the descriptions. Listen again and check.

1 I've got short brown hair and _____ eyes.
2 I've got _____ blonde hair and _____ eyes.
3 I've got _____ hair and _____ eyes.

3 Describe another person from Activity 1. I've got ...

4 2.39 Play a game with a friend. Be a star!

I've got long blonde hair and blue eyes.
You're b!
Yes! Well done!

92 Unit 7 Listening: listen for key words Speaking: describing people
WB: pages 78–79

Learning objectives: Listening: listen for key words; Speaking: describing people

Resources: Class audio CD2; PK TRC - Vocabulary worksheet 2; PRC

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–15). Write the following incomplete sentences on the board: *H_v_ y__ g_t l_ng h__r? Y_s, _h_v_. H_v_ y__ g_t bl__ _y_s? N_, _h_v_n't.* (Solution: *Have you got long hair? Yes, I have. Have you got blue eyes? No, I haven't.*)

1 2.38 Look and find. Listen and number the faces 1, 2 and 3.

- Refer the children to the pictures and elicit the differences (*long / short hair, black / brown / blonde hair, blue / green / brown eyes*).
- Play the first part of the audio. Stop after each new piece of information and check, e.g. *long hair or short hair?* Decide as a class the first picture (i).
- Play parts 2 and 3 of the audio for the children to answer. Play them again if necessary.
- Elicit each answer in turn and play the audio to check.

Audioscript

1. Boy: Who am I?
Boy 2: Have you got long hair?
Boy: No, I haven't.
Boy 2: Have you got blonde hair?
Boy: No, I haven't.
Boy 2: Have you got brown hair?
Boy: Yes, I have.
Boy 2: OK. So you've got short, brown hair. Have you got blue eyes?
Boy: Yes, I have. Well done!
2. Girl: OK. Who am I?
Girl 2: Have you got long hair?
Girl: Yes, I have.
Girl 2: Have you got brown hair?
Girl: No, I haven't.
Girl 2: OK. Have you got blonde hair?
Girl: Yes, I have.
Girl 2: So you've got long blonde hair.
Girl: Yes.
Girl 2: Have you got blue eyes?
Girl: No, I haven't.
Girl 2: Have you got green eyes?
Girl: Yes, I have!
3. Boy 2: Who am I?
Boy: Have you got short hair?
Boy 2: Yes, I have.
Boy: OK. Have you got brown hair?
Boy 2: No, I haven't.
Boy: Have you got black hair?
Boy 2: Yes, I have.
Boy: So you've got short black hair. Have you got brown eyes?
Boy 2: No, I haven't.
Boy: Have you got blue eyes?
Boy 2: Yes, I have!

Answers: 1 i 2 a 3 k

2 2.38 Complete the descriptions. Listen again and check.

- Have the children look at face 1 (i) again. Elicit the colour of his eyes.
- Have the children do the same for 2 (a) and 3 (k). Play the audio again to check their answers.

Answers: 1 brown, blue 2 long, green 3 short, black, blue

3 Describe another person from Activity 1.

- Choose a picture from Activity 1 and describe him / her. Have the children raise their hands when they know who it is. Elicit the correct letter.
- Then invite children to describe another person from Activity 1 for the rest of the class to guess.

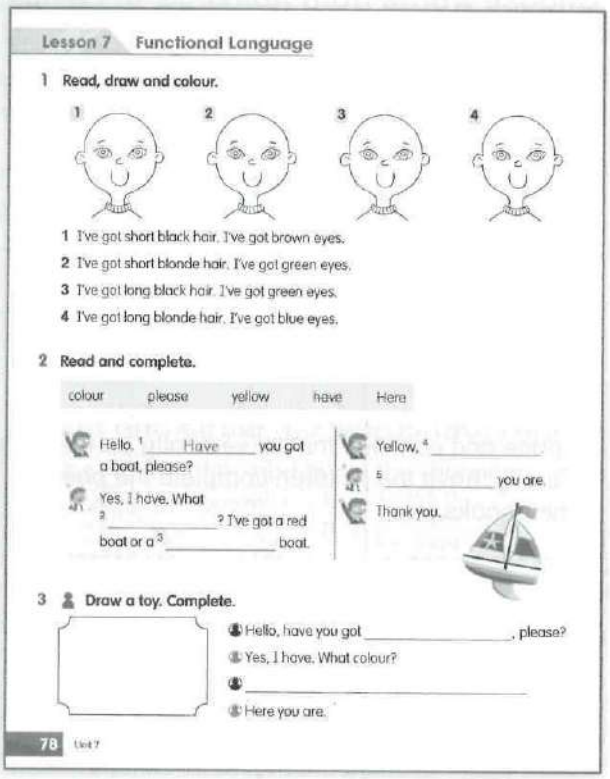
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

4 2.39 Play a game with a friend.

Be a star!

- Invite two children to read out the example dialogue.
- Then divide the class into pairs to continue describing and guessing. This is a continuation of Activity 3 but this time the activity focuses on pairwork. It will give the children more opportunity for speaking practice and will help build their confidence.
- Finish by inviting volunteer pairs to describe a person for the class to guess.

Workbook page 78


Lesson 7 Functional Language

1 Read, draw and colour.

1 I've got short black hair. I've got brown eyes.
2 I've got short blonde hair. I've got green eyes.
3 I've got long black hair. I've got green eyes.
4 I've got long blonde hair. I've got blue eyes.

2 Read and complete.

colour please yellow have Here

Hello, [1] Have you got a boat, please?
Yes, I have. What [2] _____? I've got a red boat or a [3] _____ boat.
Yellow, [4] _____
[5] _____ you are.
Thank you.

3 Draw a toy. Complete.

Hello, have you got _____, please?
Yes, I have. What colour?
_____
Here you are.

78 Unit 7

1 Read, draw and colour.

Answers: Children's own answers.

2 Read and complete.

Answers: 1 Have 2 colour 3 yellow 4 please 5 Here

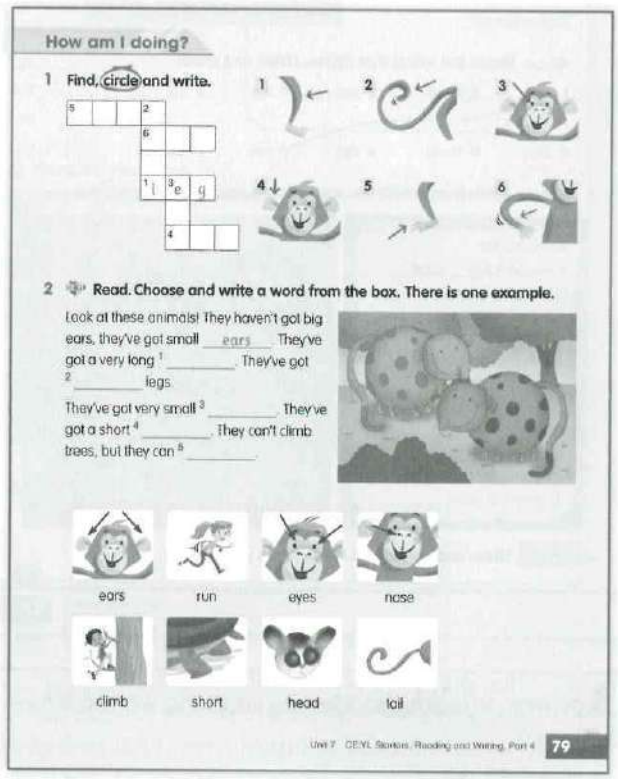
3 Draw a toy. Complete.

Suggested answers: Have you got a (robot / kite / etc.), please? (Colour), please.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–15). Have the children read out the sentences from Activity 2 for you to write on the board.

Workbook page 79


How am I doing?

1 Find, circle and write.

2 Read. Choose and write a word from the box. There is one example.

Look at these animals! They haven't got big ears, they've got small ears. They've got a very long [1] _____. They've got [2] _____ legs.
They've got very small [3] _____. They've got a short [4] _____. They can't climb trees, but they can [5] _____.

ears run eyes nose
climb short head tail

79

1 Find, circle and write.

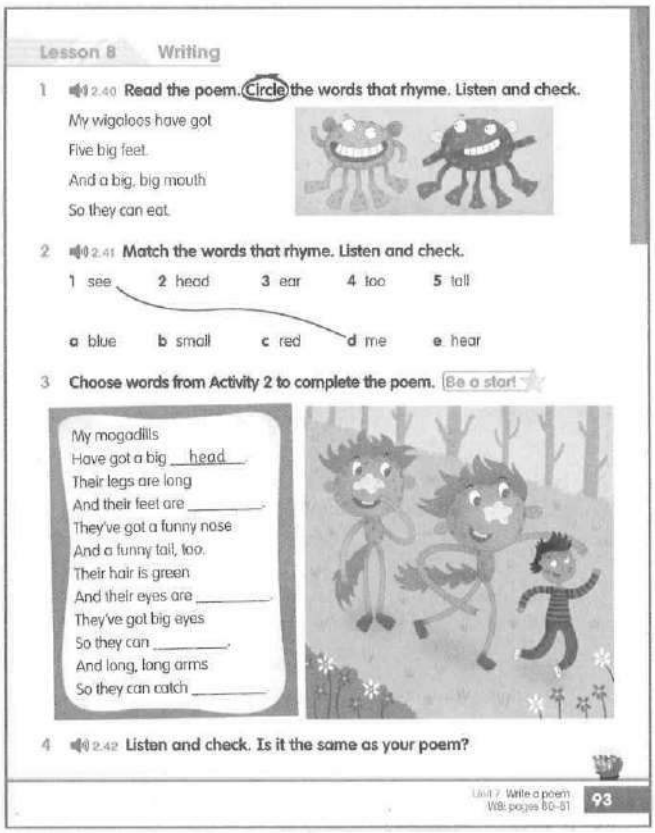
Answers: 1 leg 2 tail 3 eye 4 ear 5 foot 6 arm

2 CE:YL Read. Choose and write a word from the box. There is one example.

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text by choosing words from the illustrated list in the box.
- If done in class, go through the example first. Then have the children work in pairs to continue the activity. Encourage them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.
- (To help prepare children for this part of the test, they should practise reading a text quickly for general meaning first.)

Answers: 1 tail 2 short 3 eyes 4 nose 5 run

Pupil's Book page 93


Lesson 8 Writing

1 2.40 Read the poem. Circle the words that rhyme. Listen and check.

My wigaloos have got
Five big feet.
And a big, big mouth
So they can eat.

2 2.41 Match the words that rhyme. Listen and check.

1 see 2 head 3 ear 4 too 5 tall

a blue b small c red d me e hear

3 Choose words from Activity 2 to complete the poem. Be a star!

My mogadills
Have got a big head.
Their legs are long
And their feet are _____.
They've got a funny nose
And a funny tail, too.
Their hair is green
And their eyes are _____.
They've got big eyes
So they can _____.
And long, long arms
So they can catch _____.

4 2.42 Listen and check. Is it the same as your poem?

Unit 7 Write a poem WB: pages 80–81 93

Learning objectives: Identify rhyming words; Write a poem

Resources: Class audio CD2; PK TG - Unit 7 test; PRC TG

Warm-up: Rhyming words

- Write the words *red* and *head* on the board. Say them and ask the children if they sound the same. Remind them of rhyming words.
- Tell them you will say some words (see below) and write them on the board, and the children have to think of a word that rhymes. As soon as they think of one, they raise their hands. Elicit as many suggestions as possible. Possible words: *eye (I, sky), cat (mat, bat, hat), ear (here, hear), fox (box), you (two, too, blue), key (me, see, three), sun (fun, run), van (can).*

1 2.40 Read the poem. Circle the words that rhyme. Listen and check.

- Refer the children to the poem and have them identify the rhyming words.
- Then play the audio for them to check and repeat the words chorally.

Answers: feet, eat

2 2.41 Match the words that rhyme. Listen and check.

- Refer the children to the example and have them repeat the rhyming words.
- Then have the children complete the activity individually and compare their answers with a friend.
- Invite different children to read a pair of rhyming words. Ask for whole-class agreement each time. Have all the children repeat the pairs of words.

Answers: 1 d 2 c 3 e 4 a 5 b

3 Choose words from Activity 2 to complete the poem. Be a star!

- Refer the children to the picture and ask *What are they?* Ask them to look at the first line of the poem to find their name (*mogadills*).
- Then refer the children to the example answer and the first gap. Write *head* on the board. Elicit a word that rhymes with *head*, and write *red* under *head* on the board.
- Divide the class into pairs to look at the rest of the poem and think about the words that can complete the spaces.
- When they are ready, elicit the words for each space and continue the list vertically on the board. Finally, have the children complete the poem in their books.

Answers: head, red; too, blue; see, me

4 2.42 Listen and check. Is it the same as your poem?

- Now play the audio and have the children listen and check with their poem. Encourage them to say *yes* or *no* after each answer.
- Now play the audio again, and have the children join in with all the rhyming words.

2.42 Cooler: What's the next word?

- Play *What's the next word?* (see the Games Bank, pages 14–15). Pause the audio just before the rhyming words.

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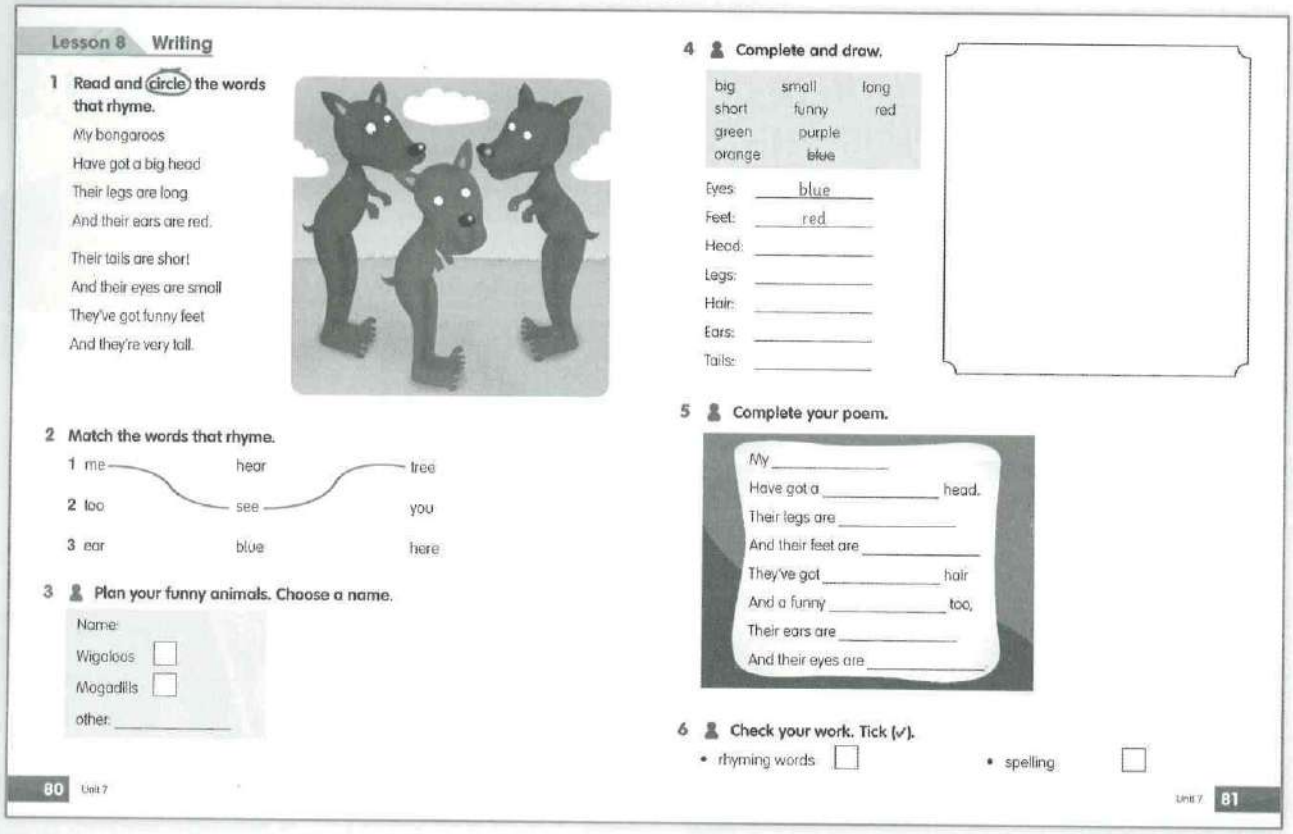


Lesson 8 Writing

1 Read and circle the words that rhyme.

My bongaroos
Have got a big head
Their legs are long
And their ears are red.
Their tails are short
And their eyes are small
They've got funny feet
And they're very tall.

2 Match the words that rhyme.

1 me	hear	tree
2 too	see	you
3 ear	blue	here

3 Plan your funny animals. Choose a name.

Name:
Wigaloos ☐
Mogadills ☐
other: _____

4 Complete and draw.

big	small	long
short	funny	red
green	purple	
orange	blue	

Eyes: blue
Feet: red
Head: _____
Legs: _____
Hair: _____
Ears: _____
Tails: _____

5 Complete your poem.

My _____
Have got a _____ head.
Their legs are _____
And their feet are _____
They've got _____ hair
And a funny _____ too.
Their ears are _____
And their eyes are _____

6 Check your work. Tick (✓).

- rhyming words ☐
- spelling ☐

80 Unit 7

Unit 7 81

1 Read and circle the words that rhyme.

- The children find and circle the rhyming words in the poem.

Answers: head – red; small – tall

2 Match the words that rhyme.

- The children draw lines to match the groups of rhyming words (three words in each group).

Answers: me – see – tree; too – blue – you; ear – hear – here

3 Plan your funny animals. Choose a name.

- The children choose a name for their invented animals.

Answers: Children's own answers.

4 Complete and draw.

- The children complete the list of physical features of their animals by choosing and writing adjectives from the box.

Answers: Children's own answers.

5 Complete your poem.

- The children complete the poem using the words from Activity 4.

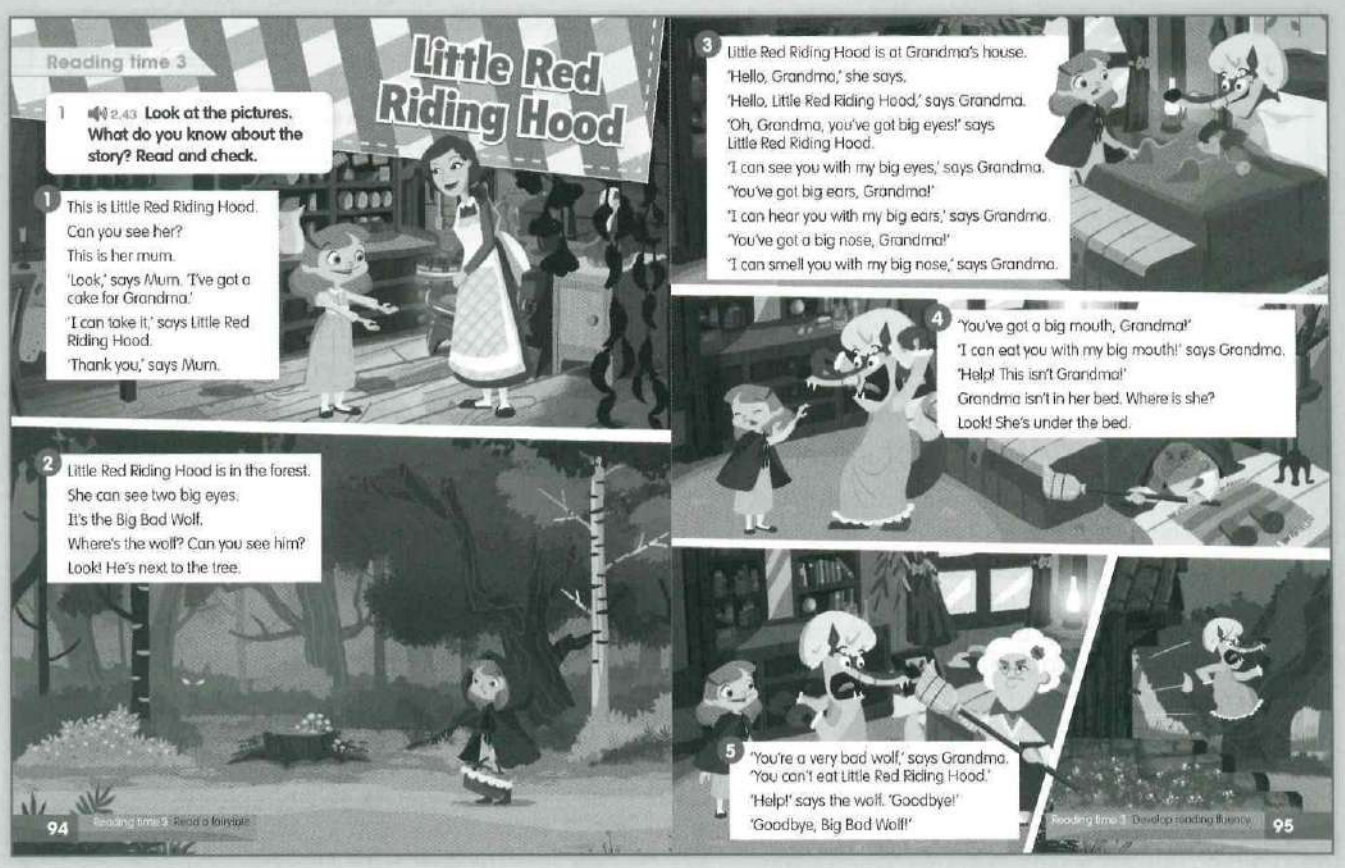
Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is correct and complete.

Reading time 3

Pupil's Book pages 94–95



Learning objectives: Read a fairytale; Develop reading fluency

Additional vocabulary: cake, eat, help, mouth, smell, take, wolf

Resources: Class audio CD2; (PK) (PRC) - Reading time 3 video

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic *parts of the body*.

1 Look at the pictures. What do you know about the story? Read and check.

- Refer the children to the pictures in the story. Ask if they recognise, have seen or heard the story before. If they have, ask what the story is called in their language. Refer them to the title and have them repeat *Little Red Riding Hood*.
- Elicit what they know about the story. Give the children a few minutes to look at the story and find the main characters, places and animals. Then ask the following pre-reading questions:
  Who are the main characters? (*The main characters are a girl, her mum, her grandma, a wolf*)
  Where does the story happen? (*The story happens in a forest*)
  What animals are there? (*There is a wolf*).

2.43 Read the story.

- Play the audio of the story and have the children follow in their books. Stop at certain points and ask the children what number they are on to check that they are following closely.
- Play the audio again and encourage the children to follow the words with their finger.
- After each section, give the children time to look at the text again and recognise in the written form some of what they heard.

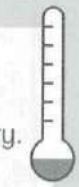
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Check the story.

- Ask some questions to check the key aspects of the story:
- Point to picture 1 – *Where is Little Red Riding Hood?* (*Possible answers: Little Red Riding Hood is at home / in the kitchen.*) Point to her mother – *Who's this?* (*This is Little Red Riding Hood's mum.*)
- Point to picture 2 – *Where is Little Red Riding Hood?* (*Little Red Riding Hood is in the forest.*) *Where's she going?* (*Little Red Riding Hood is visiting her grandma / travelling to her grandma's house.*) *What can she see?* (*Little Red Riding Hood can see two big eyes.*)
- Point to picture 3 – *Is this Grandma?* (*No, it isn't Grandma.*) *Who is it?* (*It's the wolf / Big Bad Wolf.*) *The wolf's eyes, ears and nose are ...?* (*They're big.*)
- Point to picture 4 – *Is Little Red Riding Hood happy?* (*No, she isn't. She's scared.*) (check the meaning of *Help!*) *Where's Grandma?* (*Grandma is under the bed.*)
- Point to picture 5 – *Is Grandma scared?* (*Grandma is angry.*) *Is the wolf scared?* (*Yes, the wolf / the Big Bad Wolf is scared.*)
- Point to picture 6 – *Where's the wolf now?* (*The wolf / Big Bad Wolf is in the forest.*) *Is he happy?* (*No, he isn't.*)

Rate the story

- Ask the children if they liked the story. (They will be doing more critical thinking about the story in the next lesson, but after the first encounter with the story, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
  fun
  good
  interesting
  exciting
  fantastic
  boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

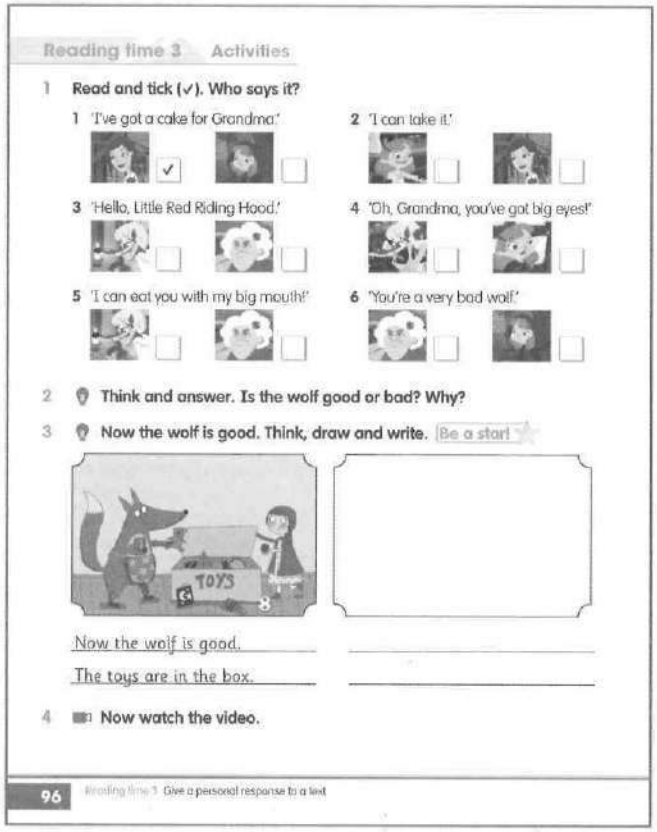


Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key vocabulary from the story. Some examples you could use are:
  cake
  grandma
  forest
  wolf
  mouth
  help
  goodbye.

Reading time 3 Activities

Pupil's Book page 96



Learning objectives: Give a personal response to a text

Additional vocabulary: bad, eat, mouth, take

Resources: Class audio CD2; PK PRC - Reading time 3 video

Materials: coloured pens or pencils

Warm-up: How many words?

- Read out some sentences from the story *Little Red Riding Hood* and have the children tell you how many words there are in each one. Suggested sentences: *This is Little Red Riding Hood.* (6); *Little Red Riding Hood is in the forest.* (8); *She can see two big eyes.* (6); *I can eat you with my big mouth.* (8).
- Then have the children repeat the sentences chorally.

1 Read and tick (✓). Who says it?

- Refer the children to the example sentence and the two pictures. Read out the sentence and mime mum giving the cake to Little Red Riding Hood. Point out the example tick.
- Elicit the answer to the next question. The children tick the box next to Little Red Riding Hood.
- Have the children continue the activity individually. Remind them that they can check with the story if they're not sure.
- For feedback, read out each sentence and have the children say the name of the character who says it.

Answers: 1 Mum 2 Little Red Riding Hood 3 The wolf 4 Little Red Riding Hood 5 The wolf 6 Grandma

2 Think and answer. Is the wolf good or bad? Why?

- Check that the children understand the question and allow them some time to think about their answer before opening a discussion.
- First ask the children to raise their hands to vote: *The wolf is good. / The wolf is bad.*
- Then invite the children to give some reasons for their opinions. (They may need to use L1 to answer.)

3 Now the wolf is good. Think, draw and write. Be a star!

- Ask the children what the wolf is doing in the picture (helping put the toys in the toy box). *Is this good or bad?* (*good!*). Elicit what other good things we can do for other people. Get some suggestions from the class.
- Now have the children draw a picture of the wolf doing something good. Have them copy the sentence *Now the wolf is good.* and write another sentence for the picture (you may need to give some help with vocabulary for this).

4 Now watch the video.

- Show the children the video of the story. Encourage them to join in with some of the key repeated sentences.
- Ask which version they preferred, the printed version or the video.

Cooler: Visualisation

- Ask the children to close their eyes and imagine they are walking in the forest and they see an animal. Ask *What animal is it? Look at the animal. Look at its eyes, nose, ears, mouth. Are they big or small? Look at its legs and tail. Are they long or short? Are you scared?*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

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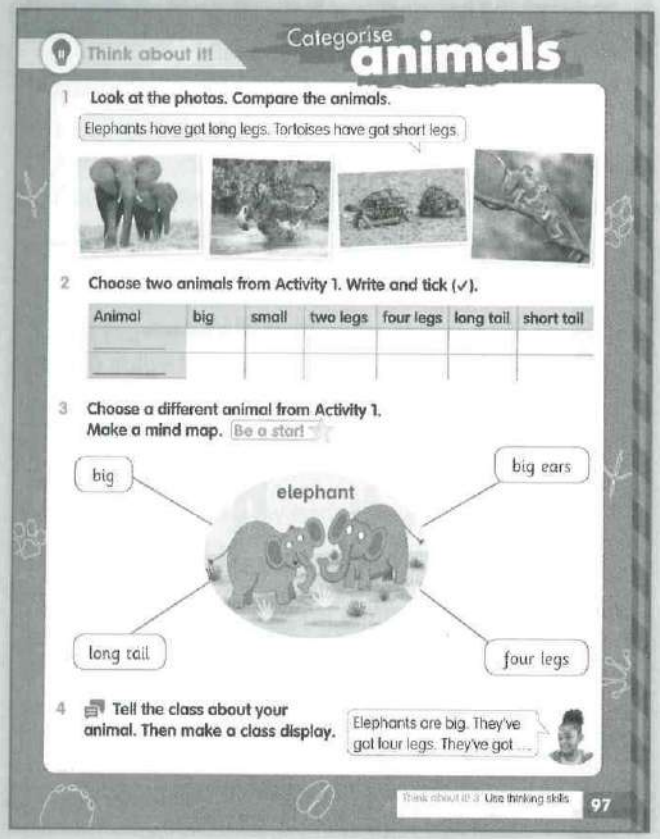
Think about it!

Pupil's Book page 97



Learning objectives: Use thinking skills; Make a mind map

Resources: (PK)

Materials: a sheet of paper for each child

Warm-up: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with animal mimes. Say *Simon says be an elephant / a monkey / a tiger*, etc.

1 Look at the photos. Compare the animals.

- Refer the children to the animals in the pictures and elicit their names.
- Have them repeat the example sentences. Point out that they express a difference.
- Now say *Elephants have got big ears* and elicit a sentence from the children about an animal which is different (e.g. *Tortoises haven't got ears*).
- Give the children some time to look at the pictures and think about their differences. Elicit some examples of sentences about differences.

2 Choose two animals from Activity 1. Write and tick (✓).

- Do an example on the board. Copy the list of categories across the board, and write *tiger* on the left. Go through the categories one by one and elicit which ones are true for a tiger. Write a tick below the true ones.
- Have the children do the same with two animals of their choice.

Answers: Children's own answers.

3 Choose a different animal from Activity 1. Make a mind map. Be a star!

- Show the children how to make a mind map on the board.
- Start with a picture of your animal (the tiger from Activity 2). Quickly draw a tiger and write *tiger* next to it.
- Then add the information from the table you made as shown in the Pupil's Book example – *big, four legs, long tail*. Draw a circle around each piece of information. Ask the children for any other information they could add, e.g. *orange and black, can run fast*, etc.
- Now the children do the same on a sheet of paper. Circulate, monitor and help as needed.

4 Tell the class about your animal. Then make a class display.

- Give a short example yourself first about the tiger, using short simple sentences – *My animal is a tiger. They're ... They've got ... They can ...*
- Invite children who want to show the class their work to come to the front and speak about it.
- Make a display of some of the mind maps and put the others in a folder to be seen by all later.

Teaching star!

Groupwork

Positive feedback is very important to boost children's confidence and encourage them to continue making an effort.

- As an alternative to presenting their mind maps to the whole class, divide the class into groups of five or six and have each child show and explain their work to the others.
- Encourage all the children to think of something positive to say about each presentation, e.g. *That's good / fantastic / interesting. Your picture is amazing / great*, etc.
- They could also make a positive suggestion, e.g. You can say *Elephants are grey*. Prompt the original speaker to respond, e.g. *Thanks. That's a good idea!*

Cooler: Enjoy your friends' work

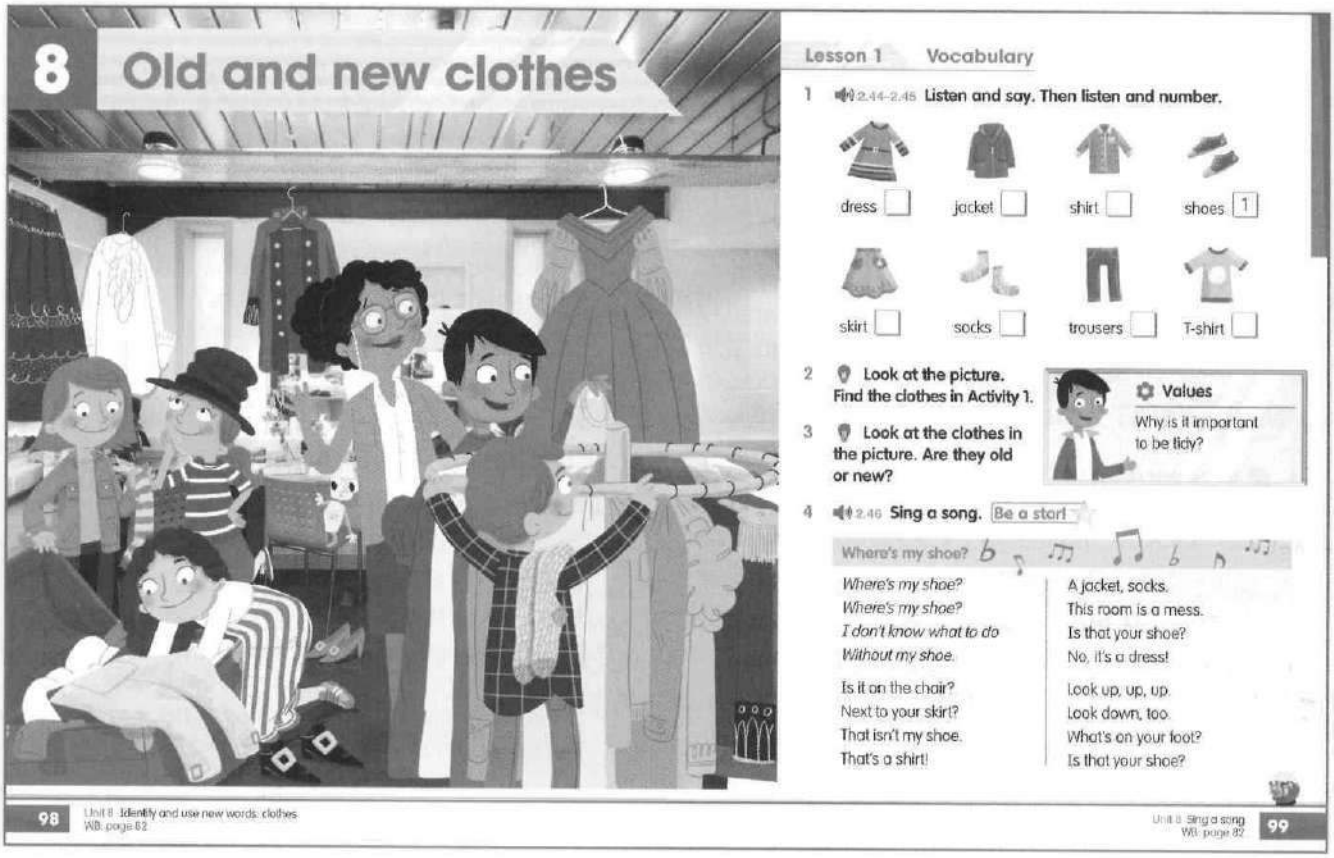
- Have the children leave their mind maps on their desks and walk around the classroom, admiring their friends' work. While they do this, call out *Stop!* now and again and invite the children to say what they like about the mind map they are looking at.

(PRC) = Pupil's Resource Centre (TG) = Test Generator

8 Old and new clothes

Lesson 1 Vocabulary

Pupil's Book pages 98–99



Learning objectives: Identify and use new words: clothes; Sing a song using the target vocabulary

Vocabulary: dress, jacket, shirt, shoes, skirt, socks, trousers, T-shirt

Resources: Class audio CD2; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song; (PRC)

Warm-up: The Big Picture

- Refer the children to the picture on page 98. Ask *What can you see? What colours can you see? Can you find Bot? (He's behind the children on a chair.)* Ask what they think the people are doing and where they are.

1 2.44 Listen and say.

- Play the audio. Have the children listen and point at the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do a mime of putting on each item.

2.45 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 shoes, 2 shirt, 3 T-shirt, 4 trousers, 5 skirt, 6 jacket, 7 dress, 8 socks

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: dress – 7, jacket – 6, shirt – 2, shoes – 1, skirt – 5, socks – 8, trousers – 4, T-shirt – 3

2 Look at the picture. Find the clothes in Activity 1.

- Hold up your Pupil's Book, point to the *dress* in Activity 1 and then indicate the big picture. Say *Can you see a dress?* Have the children point to the dress in the big picture and repeat *dress*.
- Repeat with the other clothes.
- Nominate different children to choose an item and say the name. Have the rest of the class find the item in the big picture.

3 Look at the clothes in the picture. Are they old or new?

- Use an old and new item of your clothes or other possessions to help the children recall the words *old* and *new*.
- Refer the children to the clothes in the picture and ask *Are they all new? Are they all old?*
- Take a class vote – have the children raise their hands to vote for: *all old; some old* and *some new; all new*.
- Ask the children why they think that.

4 2.46 Sing a song. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children. Check the meaning of *without* and *mess*.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for them to repeat (singing).
- Play the song and have the children point to the items of clothing as they are mentioned – either their own or a friend's or, if necessary, in the picture. Then play the song again and have the children point and sing. The children will enjoy doing this a few times.

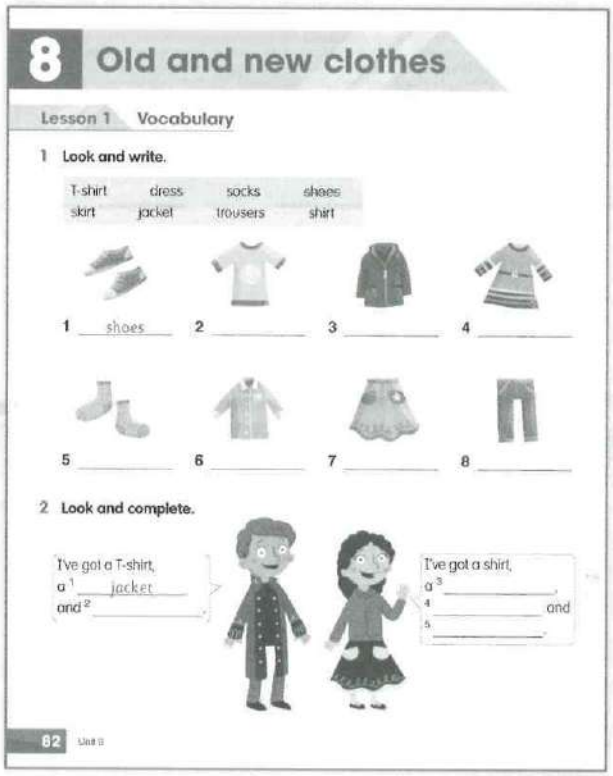
Values

- Explain the question in the *Values* box and give the children a little time to think about their answer. Ask for suggestions from the class. Point out that a tidy space not only looks nicer, but it makes it easier to find things, too!

Cooler: A group mime game

- Invite five or six children to come to the front of the classroom. Secretly show each one a different item of clothing from Activity 1. They all have ten seconds to mime putting on that item while the rest of the class watch. Then say *Stop!*
- Their classmates raise their hands to say names and the corresponding item of clothing. The children say *yes* or *no*.
- Repeat with different children and clothes.

Workbook page 82


8 Old and new clothes

Lesson 1 Vocabulary

1 Look and write.

T-shirt dress socks shoes skirt jacket trousers shirt

1 shoes 2 ____ 3 ____ 4 ____

5 ____ 6 ____ 7 ____ 8 ____

2 Look and complete.

I've got a T-shirt, a [1] jacket and [2] ____.

I've got a shirt, a [3] ____, [4] ____ and [5] ____.

82 Unit 8

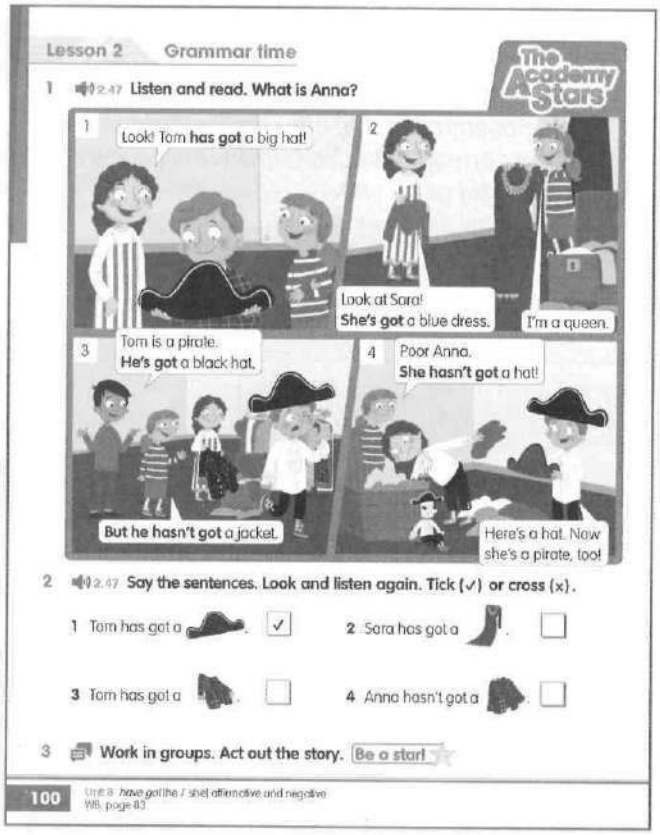
1 Look and write.

Answers: 1 shoes 2 T-shirt 3 jacket 4 dress 5 socks 6 shirt 7 skirt 8 trousers

2 Look and complete.

Answers: 1 jacket 2 trousers / shoes 3 skirt / socks / shoes 4 socks / skirt / shoes 5 shoes / skirt / socks

Pupil's Book page 100



Learning objectives: Understand and use *have got* (he / she); Read and act out a story using the target grammar

Grammar: *have got* (he / she) affirmative and negative

Resources: Class audio CD2; (PK) (PRC)

Materials: paper, pens or pencils

2.46 Warm-up: Sing the song!

- Play the song *Where's my shoe?* and have the children join in and point to the clothes around them.

1 2.47 Listen and read. What is Anna?

- Refer the children to the pictures, and ask *Who can you see? What are their names?* Ask what are they doing (dressing up).
- Play the audio. Have the children follow in their books and find the answer to the question *What is Anna?*
- Play the audio again and have the children nod their heads when there is an affirmative (*he / she's got*), and shake their heads for the negative (*he / she hasn't got*). Elicit the difference between *he's got* and *she's got* (*he's for boys and she's for girls*).
- Play the audio one more time for the children to repeat chorally.

Answers: She's a pirate.

2 2.47 Say the sentences. Look and listen again. Tick (✓) or cross (X).

- Refer the children to the small pictures and elicit the name of the items. Have the children say the full sentences.
- Play the audio of the story again and stop after *Tom has got a big hat.* Point to the picture and say *Yes* or *no*? (*Yes*). Indicate the example tick for *yes*.
- Play the rest of the story and have the children tick or cross each item.
- For feedback, call out the numbers and have the children say *yes* or *no*.

Answers: 1 ✓ 2 ✓ 3 X 4 ✓

3 Work in groups. Act out the story.

Be a star!

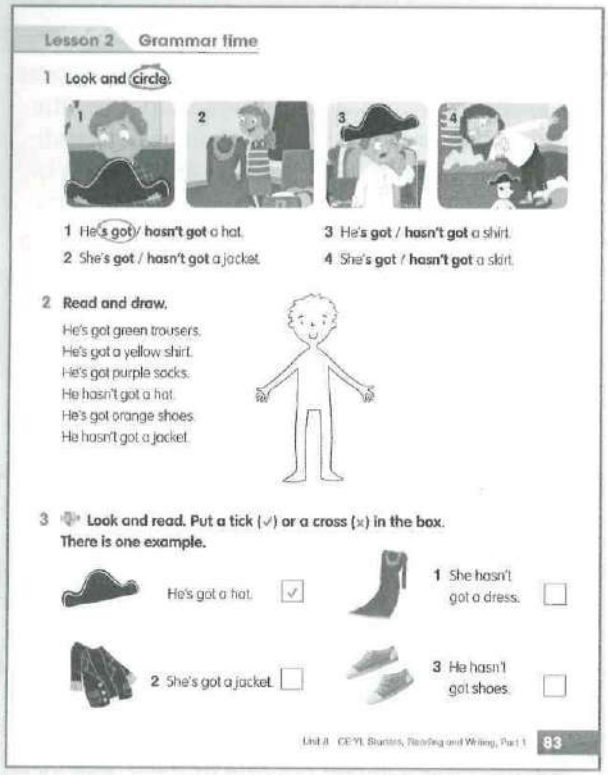
- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *he / she's got* and *he / she hasn't got*.
- Ask *How many characters are in the story?* (*four*) Divide the class into groups of four and either have them decide who will be each character, or designate the roles by giving each child a number 1–4: number 1s are Tom, number 2s Anna, number 3s Alex and number 4s Sara.
- Allow the children a few minutes to practise acting out the story. Monitor, encourage and check pronunciation.
- Ask if any groups would like to act out the story for the whole class. Alternatively, they could take turns to act it out for another group.
- If you wish, you could ask the children to change roles and act out the story again.

Cooler: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15). Suggested sentences: *Tom has got a big hat. She's got a blue dress. He's got a black hat. He hasn't got a jacket. She hasn't got a big hat.*

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Workbook page 83



Lesson 2 Grammar time

1 Look and circle.

1 He's got / hasn't got a hat.
2 She's got / hasn't got a jacket.
3 He's got / hasn't got a shirt.
4 She's got / hasn't got a skirt.

2 Read and draw.

He's got green trousers.
He's got a yellow shirt.
He's got purple socks.
He hasn't got a hat.
He's got orange shoes.
He hasn't got a jacket.

3 Look and read. Put a tick (✓) or a cross (x) in the box. There is one example.

He's got a hat. ✓
1 She hasn't got a dress.
2 She's got a jacket.
3 He hasn't got shoes.

Unit 8 CEYL Starters, Reading and Writing, Part 1 83

1 Look and circle.

Answers: 1 's got 2 hasn't got 3 has got 4 hasn't got

2 Read and draw.

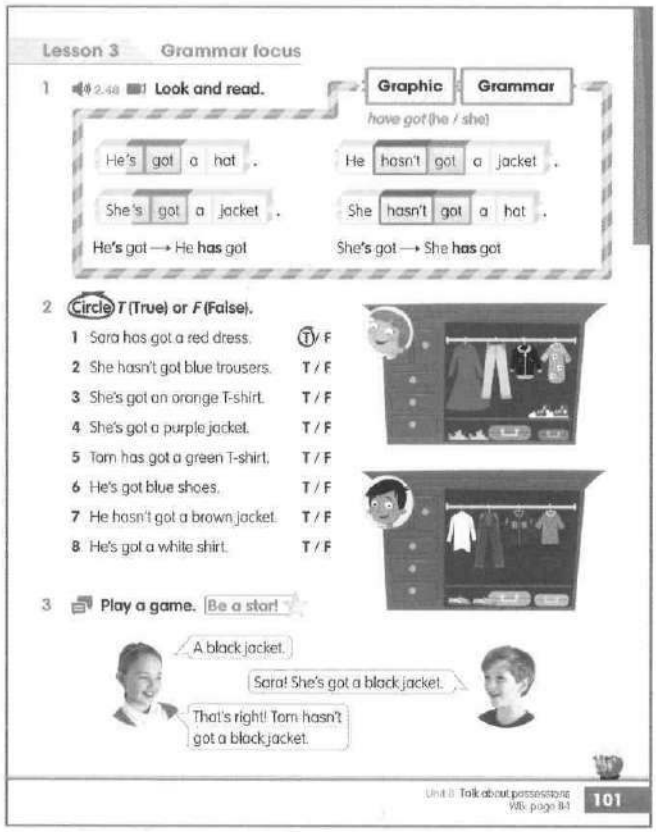
Answers: Children's own answers.

3 CEYL Look and read. Put a tick (✓) or a cross (X) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first, point to the picture of the hat and indicate the tick for *yes*.
- Point to the other pictures and read out the sentences. Elicit the names of the items of clothing. Then give them some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

Answers: 1 X 2 ✓ 3 X

Pupil's Book page 101



Learning objectives: Talk about possessions

Grammar: *have got* (he / she) affirmative and negative: *He's got a hat. He hasn't got a jacket. She's got a jacket. She hasn't got a hat.*

Resources: Class audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Materials: paper, pens or pencils

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15). Use pictures of the items of clothing from page 99.

1 2.48 Look and read.

- Play the audio and have the children follow in their books. Have them stand up for affirmative sentences and sit down for negative sentences.
- Play the audio again and have the children repeat each line.
- Highlight the contractions *he's* and *hasn't* by counting out the full version of each sentence on your fingers, and then pushing the *he has* and *has not* fingers together to show the contraction.
- Play the audio one more time for the children to repeat chorally.

- If using the video, tell the children they will see a video of children in a clothes shop. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences.
- Have the children do actions for the affirmative (nod head) and negative (shake head), or whatever actions are commonly used in their culture.

2 Circle *T* (True) or *F* (False).

- Refer the children to the pictures. Ask what clothes they can see and whose they are.
- Read out the example sentence and ask the children *yes* or *no*? Point to the red dress and show the children the *T* for True. Elicit and / or clarify the meaning of *true* and *false*.
- Have the children complete the activity individually and compare with a friend.
- Invite pairs of children to read out the sentences and the others to call out *true* or *false*. Ask for whole-class agreement each time, and write the answers on the board.

Answers: 1 T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

3 Play a game. Be a star!

- Ask two confident children to read out the example dialogue and point to the clothes in Activity 2.
- Close your book and have the children challenge your memory by saying the colour and the name of one of the pieces of clothing in the pictures. Answer one or two questions correctly and get one wrong to make sure they understand the concept.
- Divide the class into pairs to ask and answer about the items in the same way. The child answering should have their book closed and answer from memory. Circulate and monitor.

Teaching star!

Pairwork

Children will happily repeat an activity if they are working with a different partner. For Activity 3 above:

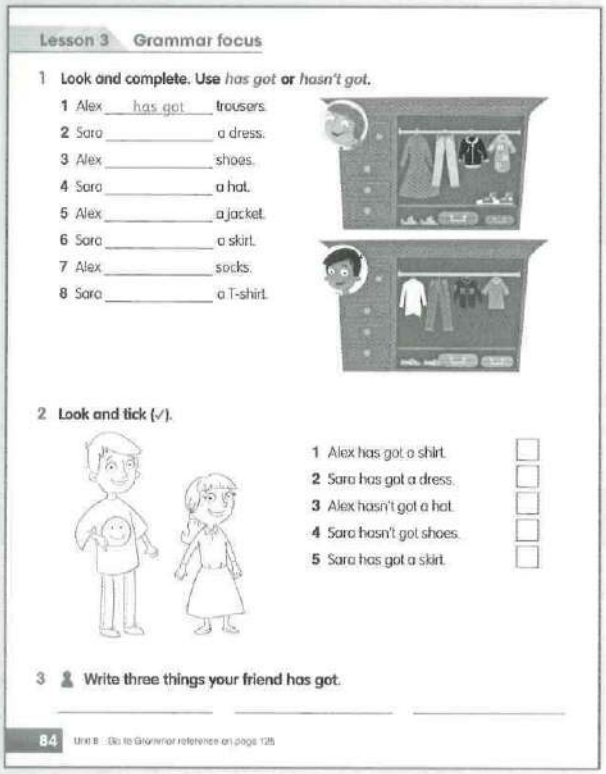
- Have the children do the activity as described above with one friend.
- Then divide the class into different pairs (e.g. the person behind them rather than next to them) and repeat.
- The 'novelty' of talking to a different person makes the activity fresh. Children also get a wider range of interaction.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: A memory game

- Start the 'chain' by saying *My friend has got ... a black jacket.* Encourage the next child to say *My friend has got a black jacket ...* and add another item, e.g. *and a green dress.* Continue around the class or in groups. If necessary, allow other children to help by suggesting new clothes and colours.

Workbook page 84



Lesson 3 Grammar focus

1 Look and complete. Use *has got* or *hasn't got*.

1 Alex has got trousers.
2 Sara _____ a dress.
3 Alex _____ shoes.
4 Sara _____ a hat.
5 Alex _____ a jacket.
6 Sara _____ a skirt.
7 Alex _____ socks.
8 Sara _____ a T-shirt.

2 Look and tick (✓).

1 Alex has got a shirt. ☐
2 Sara has got a dress. ☐
3 Alex hasn't got a hat. ☐
4 Sara hasn't got shoes. ☐
5 Sara has got a skirt. ☐

3 Write three things your friend has got.

_____ _____ _____

84 Unit 8 Go to Grammar reference on page 125

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 125 to help them when completing these activities.

1 Look and complete. Use *has got* or *hasn't got*.

Answers: 1 has got 2 has got 3 has got 4 hasn't got 5 has got 6 hasn't got 7 hasn't got

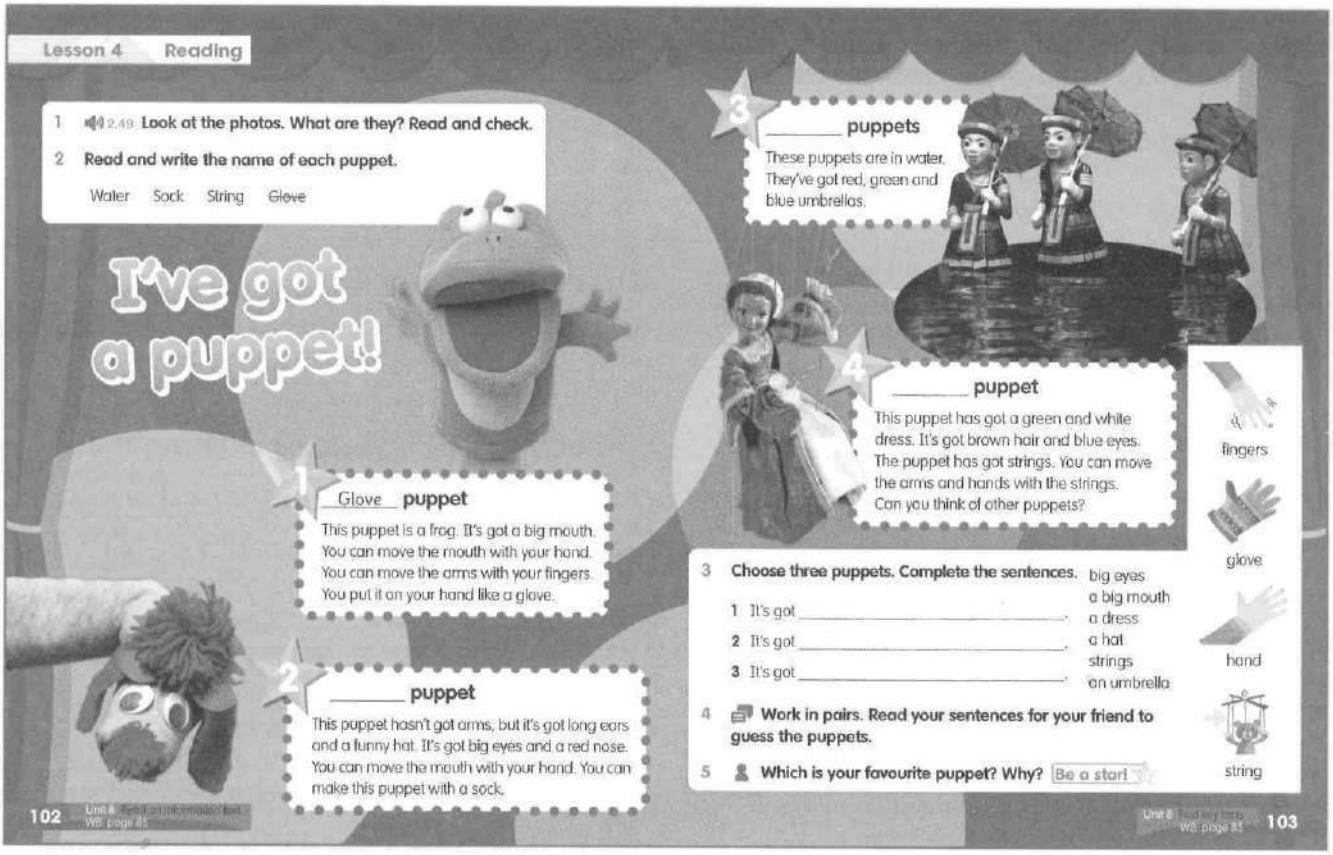
2 Look and tick (✓).

Answers: 2 ✓ 3 ✓ 5 ✓

3 Write three things your friend has got.

Answers: Children's own answers.

Pupil's Book page 102–103



Learning objectives: Read an information text; Find key facts

Vocabulary: fingers, glove, hand, string

Review vocabulary: colours, frog, parts of the body, puppet, umbrella, water

Resources: Class audio CD2; (PK) (PRC)

Warm-up: How many words?

- Read out some sentences and have the children tell you how many words there are in each one. Suggested sentences: *Sara has got a red dress.* (6); *She hasn't got blue trousers.* (5); *Tom has got a green T-shirt.* (6); *He's got blue shoes.* (4); *Tom hasn't got a black jacket.* (6)
- Then have the children repeat the sentences chorally.

Vocabulary

- Refer the children to the vocabulary panel on page 103 and read out the words for the class to repeat.
- Do a little mime for each one: *fingers* – wiggle your fingers; *glove* – put on a glove; *hand* – wave a hand; *string* – stretch an imaginary piece of string between two hands. Say a word and encourage the children to do the mime.

1 2.49 Look at the photos. What are they? Read and check.

- Refer the children to the photos and ask *What are they?* Elicit suggestions but don't confirm anything at this point.
- Ask the children to read the text to find the answer. (*They're puppets*). (You may wish to play the audio for the children to follow in their books, or just allow them to read the text at their own pace.)
- Ask *Have you got a puppet?* If so, ask which puppet is most similar to theirs.

Answers: They're puppets.

2 Read and write the name of each puppet.

- Point to the example answer and ask the children to find the information in the text. Elicit the corresponding sentence (*You put it on your hand like a glove.*).
- Have the children complete the other labels by searching for the key words from the box.
- Write numbers 1–4 on the board. Invite different children to come to the board and write the words for the puppets. Ask for whole-class agreement each time.

Answers: 1 Glove 2 Sock 3 Water 4 String

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Reading

The skill of scanning a text and finding key words, rather than reading word by word, is an important one to develop.

- Write the key words on the board and have the children repeat them.
- Now use *glove* as an example. Hold up your book and, quietly repeating the word *glove* to yourself, move your finger quickly across the first part of the text until you find the word *glove*.
- Ask the whole class to search for *water* in the same way – quietly repeating the word and moving quickly through the text just looking for the key word. When they find it, have them point to it in their books.
- Repeat for *sock* and *string*.

3 Choose three puppets. Complete the sentences.

- Choose one of the puppets, e.g. the glove puppet. Write on the board *It's got ...* and elicit possible ways to complete the sentence from the list in the box (*big eyes, a big mouth*). Complete the sentence on the board. (If any children suggest a sentence with two of the features joined by *and*, praise them and write the sentence on the board.)
- Have the children choose and write about three puppets. Circulate and monitor.

Answers: Children's own answers.

4 Work in pairs. Read your sentences for your friend to guess the puppets.

- Invite a confident child to read out one of their sentences from Activity 3. Ask the rest of the class to listen and raise their hands to guess the puppet. Encourage the speaker to respond *Yes, it is* or *No, it isn't*.
- Divide the class into pairs to continue the activity.

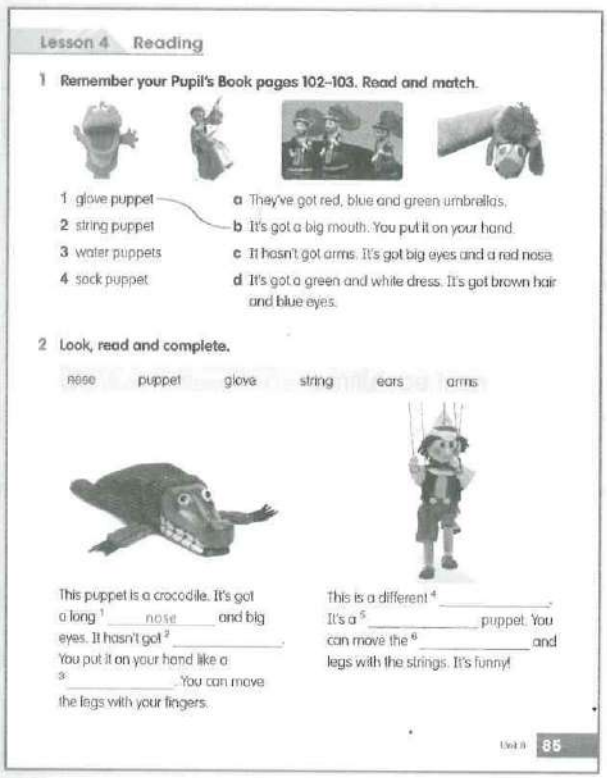
5 Which is your favourite puppet? Why? Be a star!

- Give the children a little time to look at the puppets and decide on their favourite.
- Take a vote with a show of hands for each puppet to find the class favourite. You could ask one child to count hands and another to write the numbers on the board.
- Encourage the children to share their reasons with the class.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–15) using the first three lines of the *Glove puppet* text.

Workbook page 85



Lesson 4 Reading

1 Remember your Pupil's Book pages 102–103. Read and match.

1 glove puppet — b
2 string puppet
3 water puppets
4 sock puppet

a They've got red, blue and green umbrellas.
b It's got a big mouth. You put it on your hand.
c It hasn't got arms. It's got big eyes and a red nose.
d It's got a green and white dress. It's got brown hair and blue eyes.

2 Look, read and complete.

nose puppet glove string ears arms

This puppet is a crocodile. It's got a long [1] nose and big eyes. It hasn't got [2] _____. You put it on your hand like a [3] _____. You can move the legs with your fingers.

This is a different [4] _____. It's a [5] _____ puppet. You can move the [6] _____ and legs with the strings. It's funny!

Unit 8 85

1 Remember your Pupil's Book pages 102–103. Read and match.

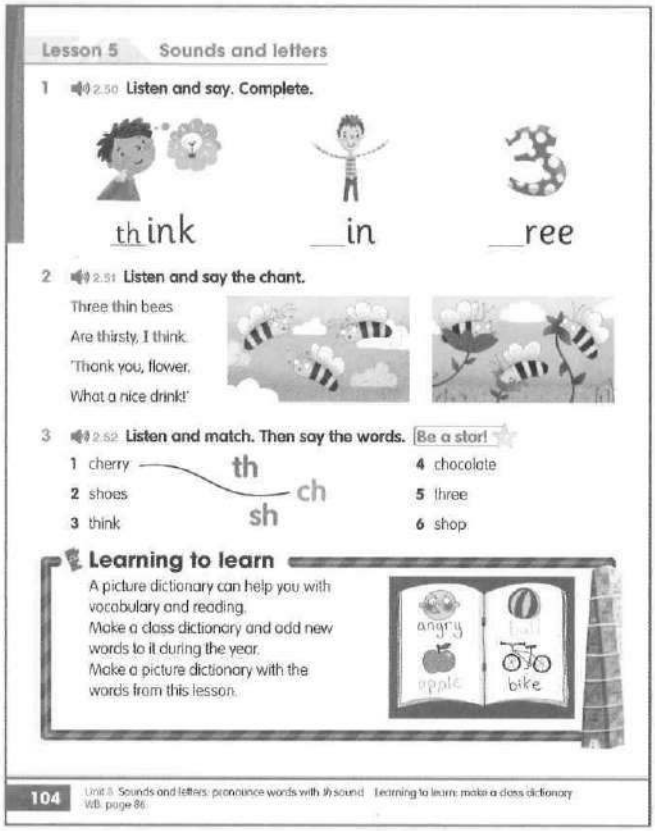
Answers: 1 b 2 d 3 a 4 c

2 Look, read and complete.

Answers: 1 nose 2 ears 3 glove 4 puppet 5 string 6 arms

Lesson 5 Sounds and letters

Pupil's Book page 104



Learning objectives: Sounds and letters: pronounce words with *th* sound; Learning to learn: make a class dictionary

Sounds & letters words: thin, think, three

Resources: Class audio CD2; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) with key words from the text *I've got a puppet!*, e.g. *puppet, glove, string, hand, fingers, water, umbrella, dress.*

1 2.50 Listen and say. Complete.

- Refer the children to the pictures. Ask if they can guess the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *th* in the word *think* in your book. Ask *What are these letters?* (*th*) *What's the sound?* (/θ/)
- Write a big, clear *th* on the board as a model for the children. Have them complete the *th* in the three words.

Audioscript

/θ//θ//θ/ *think*
/θ//θ//θ/ *thin*
/θ//θ//θ/ *three*

2 2.51 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *th*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *th* sound.
- Play the chant once more and have the children join in as much as they can.
- Finally, divide the class into two groups, with one group saying the first two lines and the other the second two. Then change roles.

3 2.52 Listen and match. Then say the words. Be a star!

- Refer the children to the letters in the middle and ask *What are these letters? What are their sounds?*
- Go through the example – point out that *cherry* is spelt with a *ch* and has a /tʃ/ sound.
- Play the audio and have the children match the rest of the words to their letters / sounds.
- Say each word, and have the children respond with the sound they linked it to. Then make the sound and have the children call out the corresponding words.

Answers: 1 ch 2 sh 3 th 4 ch 5 th 6 sh

Teaching star!

Using digital

Children love using the IWB, and feel more involved with the lesson when they can come to the board.

- Do the interactive version of Activity 3 on the IWB. Invite different children to come and link the words to the sounds. Ask for whole-class agreement each time.
- You can then use the *Reset* tool to clear the answers and involve a new set of children.

Learning to learn

- Read out and clarify the message of the *Learning to learn* box. Ask what other words can go in the section for *A* (*animal, arm*) and *B* (*boy, bag, book, baby*, etc.).
- Divide the class into six groups and assign each group one of the following words: cherry, chocolate, shoes, shop, think, three. Give each group a piece of paper and ask them to draw a picture of their word, and write the word underneath, to go in the class picture dictionary.

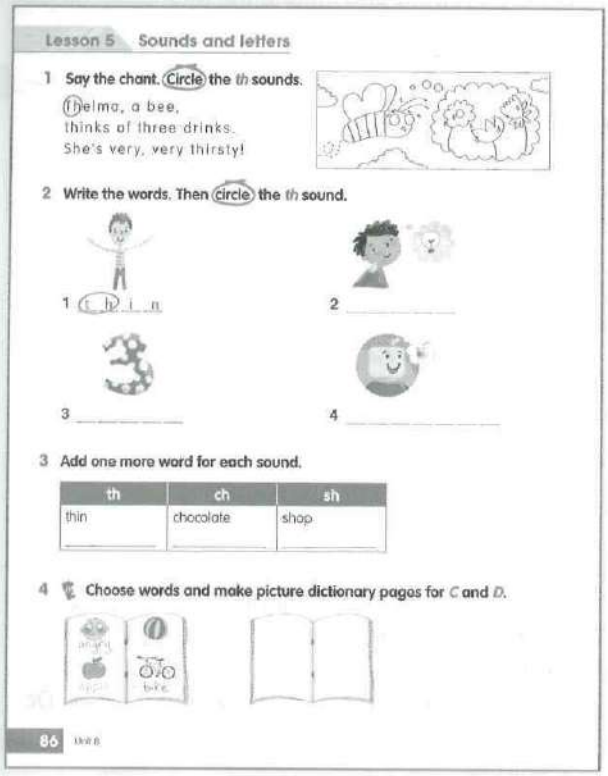
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- When they have finished, each group holds up their drawing for the other groups to say the word.
- Collect the drawings and use them to make a picture dictionary, which you can add to during the year.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with the words from Activity 3.

Workbook page 86



Lesson 5 Sounds and letters

1 Say the chant. Circle the *th* sounds.

(Th)elma, a bee,
thinks of three drinks.
She's very, very thirsty!

2 Write the words. Then circle the *th* sound.

1 t h i n

2 _____

3 _____

4 _____

3 Add one more word for each sound.

th	ch	sh
thin	chocolate	shop

4 Choose words and make picture dictionary pages for *C* and *D*.

86

1 Say the chant. Circle the *th* sounds.

Answers: (Th)elma, a bee, (th)inks of (th)ree drinks. She's very, very (th)irsty!

2 Write the words. Then circle the *th* sound.

Answers: 1 thin 2 think 3 three 4 thirsty

3 Add one more word for each sound.

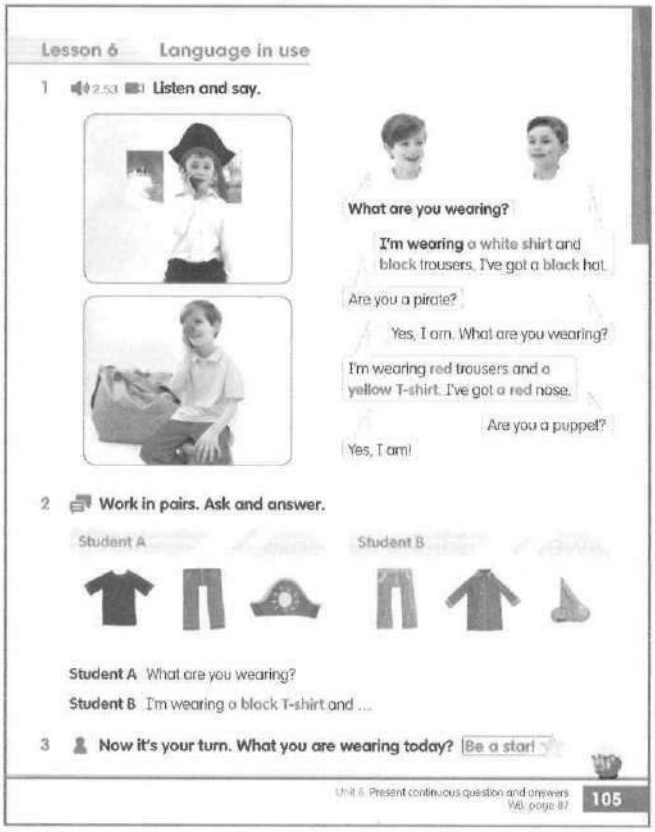
Answers: Children's own answers.

4 Choose words and make picture dictionary pages for *C* and *D*.

Answers: Children's own answers.

Lesson 6 Language in use

Pupil's Book page 105



Learning objectives: Present continuous questions and answers

Review vocabulary: colours

Resources: Class audio CD2; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; PRC - Language in use video

2.51 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 2.53 Listen and say.

- Tell the children they will hear some children talking about costumes. Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat chorally.
- Ask the children what we use *wearing* to talk about (our clothes at the moment).
- Write the first answer from the dialogue on the board and point to the *a* before *white shirt* and the fact that there is no *a* before *black trousers*. Elicit or explain that we use *a / an* with just one thing (singular), but that some clothes like *trousers* have a plural form and so don't use *a*.
- Play the audio one more time, and have the children repeat and imitate the intonation as closely as possible.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Ask the children to name the items in the pictures. Each time, ask *A (T-shirt) or no 'a'?*
- Invite two confident children to read out the example dialogue.
- Elicit the question and drill it with the class. Do the same for the example answer – *I'm wearing a black T-shirt.*
- Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Divide the class into pairs to continue the activity. Circulate, monitor and pay attention to the children's use of singular and plural forms. Fast finishers can change roles and do it again.
- When they have finished, set them a challenge to do the same from memory. The child asking can check the correct answer in the book.

3 Now it's your turn. What are you wearing today? Be a star!

- Have the children look at their own clothes and practise describing them first, silently in their heads. Help them with further vocabulary if necessary.
- Then have the children tell a friend about their clothes. Before they start, remind the children of the phrase *I'm wearing ...* and elicit a few examples from confident children.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teaching star!

Extension

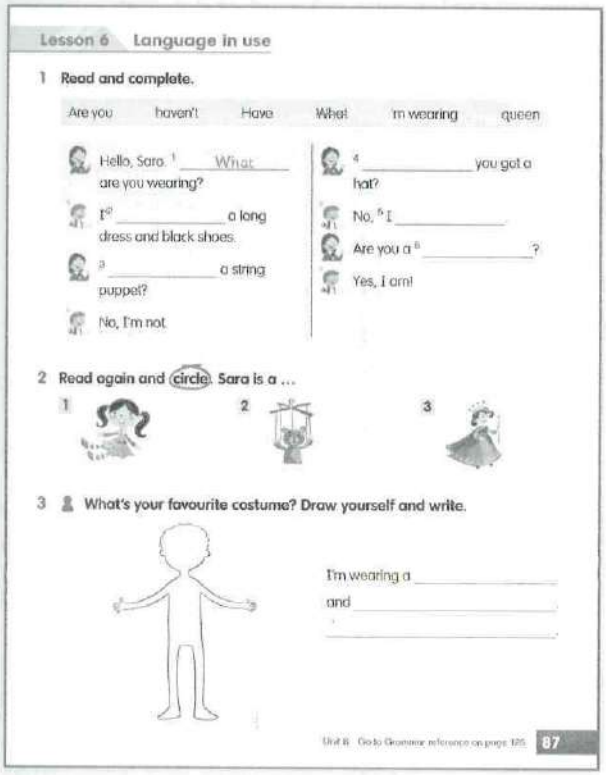
The children can extend the language practice from Activity 3 and give their partner a reason to listen.

- Have the children work in pairs. They turn to the big picture on page 98 and make sentences using the clothes in the picture.
- The child listening has to find and point to the clothes mentioned.

Cooler: Visualisation

- Ask the children to close their eyes and imagine what you tell them. Say: *Imagine you're at a wedding. What are you wearing? What colour are your clothes? Imagine you're in the forest. What are you wearing? Is it different from the wedding? Imagine you're in Russia. It's very cold! What are you wearing? Imagine you're a string puppet! What are you wearing?*
- Have the children open their eyes. Recall the questions and encourage the children to tell a friend about what clothes they are wearing in each situation, e.g. *In the forest, I'm wearing blue trousers and a green jacket. I've got a hat.*

Workbook page 87



Lesson 6 Language in use

1 Read and complete.

Are you | haven't | Have | What | 'm wearing | queen

Hello, Sara. 1 What are you wearing?
I'm 2 _____ a long dress and black shoes.
3 _____ a string puppet?
No, I'm not.
4 _____ you got a hat?
No, 5 I _____.
Are you a 6 _____?
Yes, I am!

2 Read again and circle. Sara is a ...

1 2 3

3 What's your favourite costume? Draw yourself and write.

I'm wearing a _____ and _____.

Unit 6 Go to Grammar reference on page 125. 87

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 125 to help them when completing these activities.

1 Read and complete.

Answers: 1 What 2 'm wearing 3 Are you 4 Have 5 haven't 6 queen

2 Read again and circle. Sara is a ...

Answers: 3 (queen)

3 What's your favourite costume? Draw yourself and write.

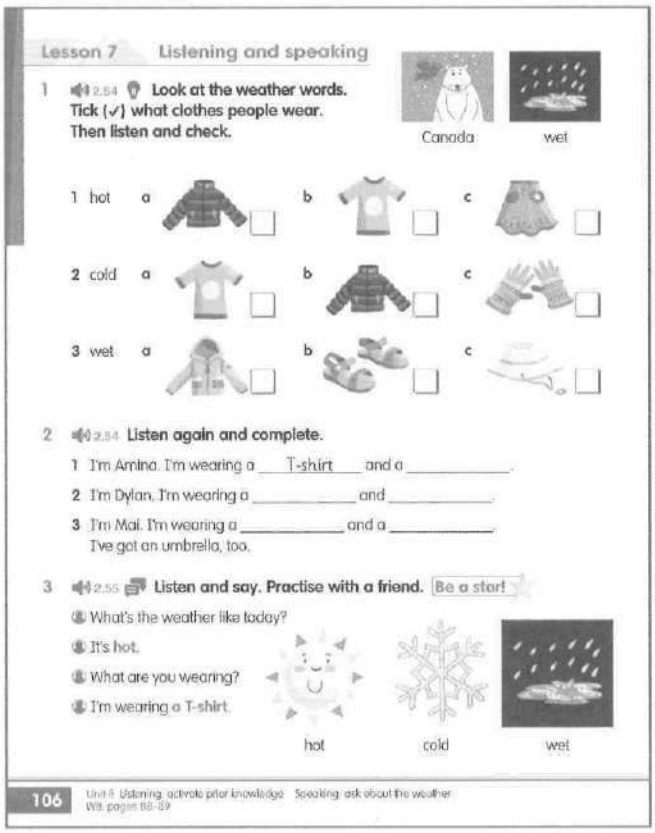
Answers: Children's own answers.

Grammar reference: (page 125)

1 Complete for Sam.

Answers: 1 's 2 hasn't 3 He's got 4 He hasn't got 5 are; 'm 6 are; wearing; 'm wearing

Pupil's Book page 106


Lesson 7 Listening and speaking

1 2.54 Look at the weather words. Tick (✓) what clothes people wear. Then listen and check.

Canada wet

1 hot a b c

2 cold a b c

3 wet a b c

2 2.54 Listen again and complete.

1 I'm Amina. I'm wearing a T-shirt and a _____.

2 I'm Dylan. I'm wearing a _____ and _____.

3 I'm Mai. I'm wearing a _____ and a _____. I've got an umbrella, too.

3 2.55 Listen and say. Practise with a friend. Be a star!

What's the weather like today?

It's hot.

What are you wearing?

I'm wearing a T-shirt.

hot cold wet

106 Unit 8 Listening: activate prior knowledge Speaking: ask about the weather WB pages 88–89

Learning objectives: Listening: activate prior knowledge; Speaking: ask about the weather

Vocabulary: Canada, wet

Resources: Class audio CD2; PK TRC - Vocabulary worksheet 2; PRC

Warm-up: Team vocabulary race

- Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic *clothes*. If time, repeat the game with *colours*.

Vocabulary

- Refer the children to the vocabulary panel and read out the words for the children to repeat. Ask if they know how to say *Canada* in their own language. If possible, show them a map of the world and have them find *Canada*.
- Do a mime for *wet* and ask the class to recall the mimes for *hot* and *cold* (the words at the bottom of the page).

1 2.54 Look at the weather words. Tick (✓) what clothes people wear. Then listen and check.

- Elicit the names of the clothes and have the children think about which to wear in each situation. Say *It's hot / It's cold / It's wet* in turn and call out the clothes. The children raise their hands for the items they chose. They tick their choices.
- Play the audio, pausing after part 1 to check the answers. Play parts 2 and 3 with no interruption.
- Confirm the answers with the class.

Audioscript

1. Amina: Hi, I'm Amina. I'm from Jordan. It's very hot today.
Child: What are you wearing?
Amina: I'm wearing a T-shirt and a skirt.
2. Dylan: Hi, I'm Dylan. I'm from Canada.
Child: What's the weather like today?
Dylan: It's very cold.
Child: What are you wearing?
Dylan: I'm wearing a jacket and gloves!
3. Mai: Hello, I'm Mai. I'm from China.
Child: What's the weather like today?
Mai: It's wet.
Child: What are you wearing?
Mai: I'm wearing a jacket and a hat. I've got an umbrella, too.

Answers: 1 a ✗ b ✓ c ✓ 2 a ✗ b ✓ c ✓ 3 a ✓ b ✗ c ✓

2 2.54 Listen again and complete.

- Have the children predict the completed sentence for Amina. Play part 1 of the audio. Check the answer.
- Give them a moment to predict the missing words for *Dylan* and *Mai*. Then play the audio for them to complete the sentences.
- Invite different children to read out a sentence. Write the missing words on the board.

Answers: 1 T-shirt, skirt 2 jacket, gloves 3 jacket, hat

3 2.55 Listen and say. Practise with a friend. Be a star!

- Play the audio and have the children point at the correct picture (*hot*).
- Play the audio again for the children to repeat. Drill the questions a few times.

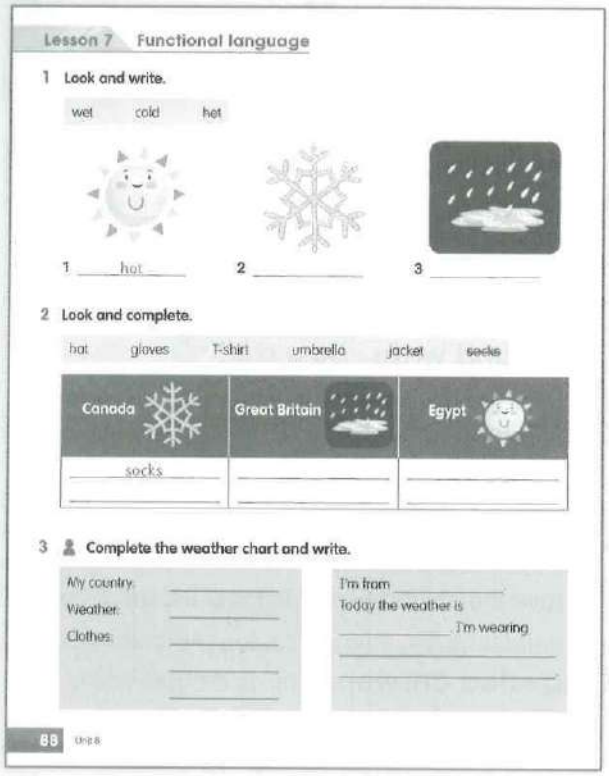
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Have a confident child ask you the questions, and answer, e.g. *It's cold. I'm wearing a jacket.*
- Divide the class into pairs to continue the activity.

Cooler: Draw and label

- Draw a picture on the board of a suitably dressed child and write, e.g. *It's wet today. I'm wearing a jacket and a hat.*
- Have the children do the same and show their work to friends near them.

Workbook page 88


Lesson 7 Functional language

1 Look and write.

wet cold hot

1 hot 2 _____ 3 _____

2 Look and complete.

hat gloves T-shirt umbrella jacket socks

Canada	Great Britain	Egypt
socks		

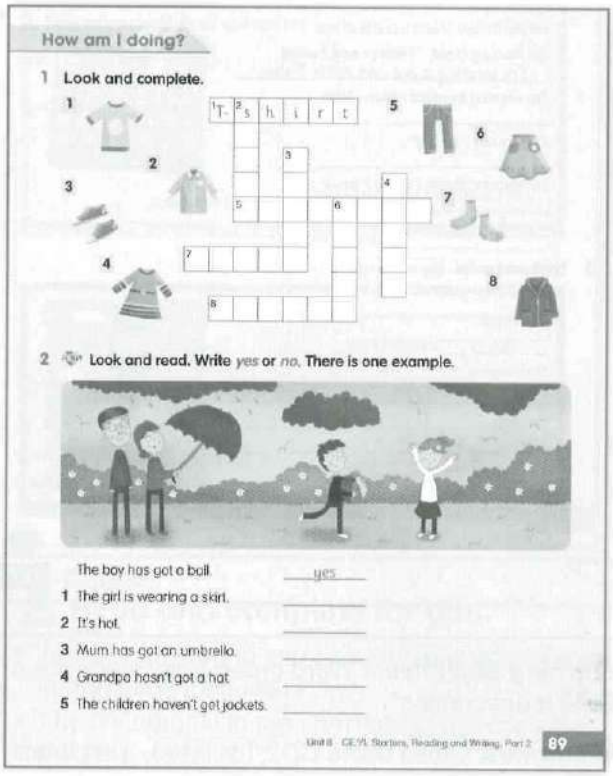
3 Complete the weather chart and write.

My country: _____
Weather: _____
Clothes: _____

I'm from _____.
Today the weather is _____.
I'm wearing _____.

88 Unit 8

Workbook page 89


How am I doing?

1 Look and complete.

2 Look and read. Write *yes* or *no*. There is one example.

The boy has got a ball. yes
1 The girl is wearing a skirt. _____
2 It's hot. _____
3 Mum has got an umbrella. _____
4 Grandpa hasn't got a hat. _____
5 The children haven't got jackets. _____

Unit 8 CEFYL Starters, Reading and Writing, Part 2 89

1 Look and write.

Answers: 1 hot 2 cold 3 wet

2 Look and complete.

Answers: Canada: socks, gloves; Great Britain: jacket, umbrella; Egypt: T-shirt, hat

3 Complete the weather chart and write.

Answers: Children's own answers.

1 Look and complete.

Answers: 1 T-shirt 2 shirt 3 shoes 4 dress 5 trousers 6 skirt 7 socks 8 jacket

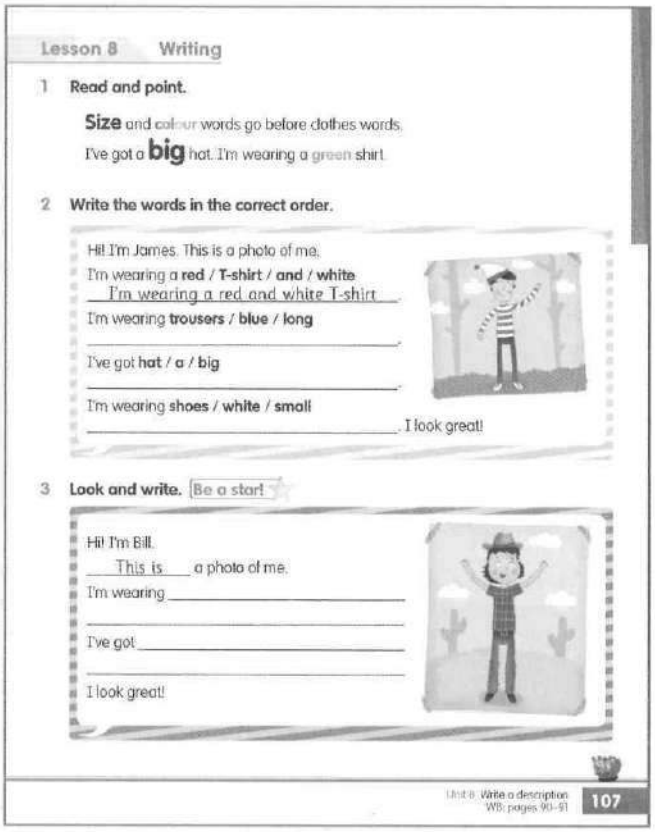
2 CEFYL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children what they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 yes 4 no 5 yes

Lesson 8 Writing

Pupil's Book page 107



Lesson 8 Writing

1 Read and point.

Size and colour words go before clothes words.

I've got a **big** hat. I'm wearing a green shirt.

2 Write the words in the correct order.

Hi! I'm James. This is a photo of me.
I'm wearing a **red / T-shirt / and / white**
I'm wearing a red and white T-shirt.
I'm wearing **trousers / blue / long**
_____.
I've got **hat / a / big**
_____.
I'm wearing **shoes / white / small**
_____. I look great!

3 Look and write. Be a star!

Hi! I'm Bill.
This is a photo of me.
I'm wearing _____
_____
I've got _____
_____
I look great!

Unit 8 Write a description WB pages 90–91 107

Learning objectives: Word order: adjective + noun; Write a description

Resources: Class audio CD2; (PK) (TG) - Unit 8 test; (PRC)

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15). Suggested sentences: *I'm wearing a T-shirt and a skirt. What are you wearing? It's cold and wet. I've got an umbrella.*

1 Read and point.

- Write the example sentences on the board. Read them out and point to the size words and colour words. Elicit or explain that these words come before the thing they refer to. Read them again and have the children point in their books.
- Write on the board *I've got a big green hat* and ask *Which is number one – size or colour?* (*size*)
- Give the class some further practice by writing the following groups of words on the board in random order: *shoes / small / brown; orange / T-shirt / long; blue / short / jacket.*
- Invite different children to write the words in the correct order on the board, and ask for whole-class agreement each time (*small brown shoes; long orange T-shirt; short blue jacket*).

2 Write the words in the correct order.

- Refer the children to the picture and ask what they can see.
- Write the jumbled example sentence on the board. Ask *Colour and clothes, or clothes and colour?* (*colour and clothes*). Elicit and write the sentence on the board. Point out that *red and white* and *white and red* are the same and both correct.
- Give the children time to look at the next sentences, but ask them not to write yet.
- Then elicit the sentences and write them on the board. Ask for whole-class agreement each time.
- Have the children copy the finished sentences into their books.

Answers: I'm wearing a red and white T-shirt. I'm wearing long blue trousers. I've got a big hat. I'm wearing small white shoes.

3 Look and write. Be a star!

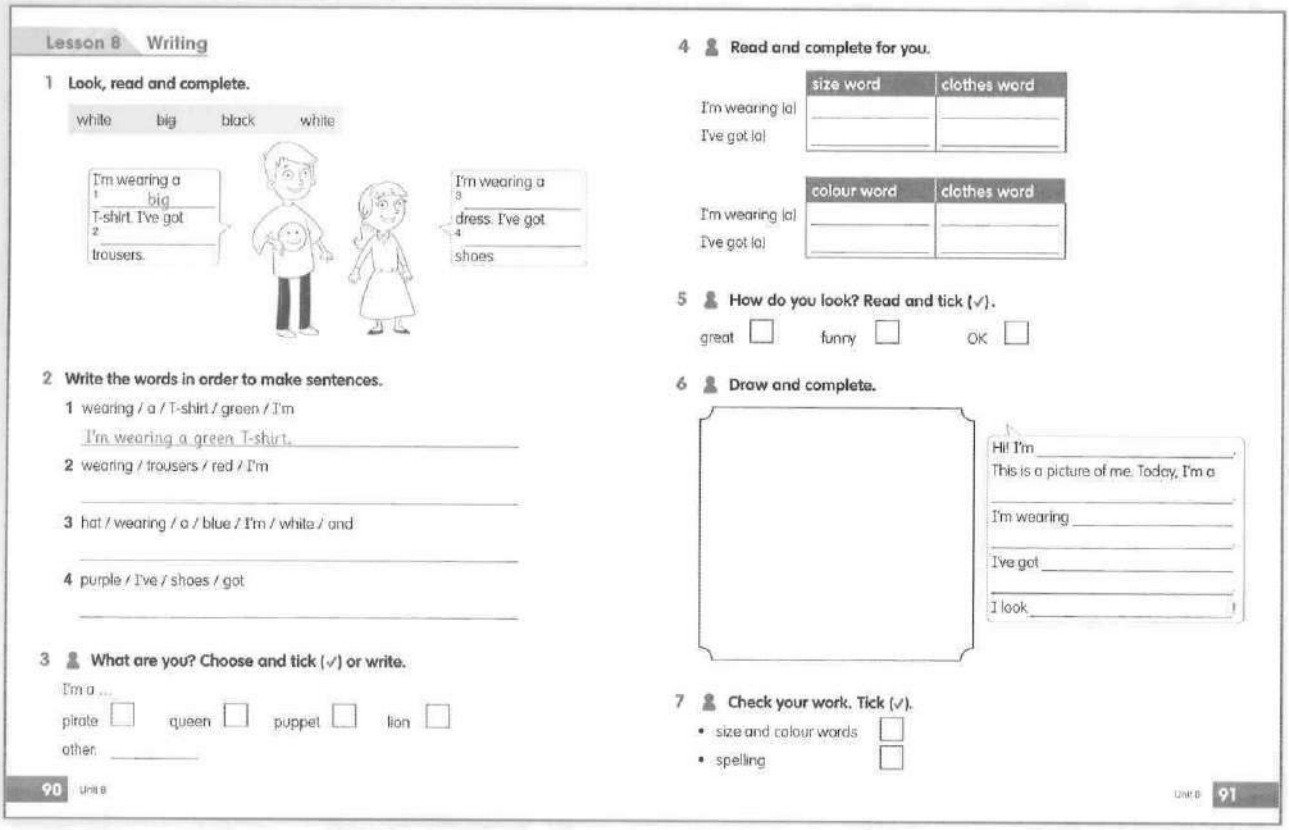
- Refer the children to the picture and ask *What clothes can you see?* Encourage them to include colour and / or size in their answers.
- Have the children look at the text and ask *What's his name?* (*Bill*). Then elicit sentences for the rest of the description and write the text on the board.
- Have the children copy the text into their books.

Suggested answers: This is a photo of me.
I'm wearing brown trousers.
I'm wearing a blue and red shirt.
I've got a small brown hat.
I'm wearing black shoes.

Cooler: I can see ...

- This is a variation on the traditional *I spy with my little eye* game. Say to the children *I can see something ... green!* The children try to guess what it is in the room (or possibly through the window!) that you are thinking of, e.g. *a green bag, a green book,* etc. Continue with more clues – *something big, something small, something blue, something long,* etc.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Lesson 8 Writing

1 Look, read and complete.

white big black white

I'm wearing a 1 big T-shirt. I've got 2 trousers.

I'm wearing a 3 dress. I've got 4 shoes.

2 Write the words in order to make sentences.

1 wearing / a / T-shirt / green / I'm
I'm wearing a green T-shirt.

2 wearing / trousers / red / I'm

3 hat / wearing / a / blue / I'm / white / and

4 purple / I've / shoes / got

3 What are you? Choose and tick (✓) or write.

I'm a ...

pirate ☐ queen ☐ puppet ☐ lion ☐

other _____

4 Read and complete for you.

	size word	clothes word
I'm wearing (a)		
I've got (a)		

	colour word	clothes word
I'm wearing (a)		
I've got (a)		

5 How do you look? Read and tick (✓).

great ☐ funny ☐ OK ☐

6 Draw and complete.

Hi! I'm _____.
This is a picture of me. Today, I'm a _____.
I'm wearing _____.
I've got _____.
I look _____!

7 Check your work. Tick (✓).

- size and colour words ☐
- spelling ☐

90 Unit 8 Unit 8 91

1 Look, read and complete.

- The children look at the pictures and complete the sentences.

Answers: 1 big 2 black 3 white 4 black

2 Write the words in order to make sentences.

- The children write correct sentences.

Answers: 1 I'm wearing a green T-shirt. 2 I'm wearing red trousers. 3 I'm wearing a blue and white hat. 4 I've got purple shoes.

3 What are you? Choose and tick (✓) or write.

- The children decide what they want to be.

Answers: Children's own answers.

4 Read and complete for you.

- Tell the children to imagine they are dressing up in any outfit they like.
- The children fill in the chart about the costume they are wearing.

Answers: Children's own answers.

5 How do you look? Read and tick (✓).

- The children choose an adjective to describe themselves in their costume.

Answers: Children's own answers.

6 Draw and complete.

- The children draw a picture of themselves in their costume. They then complete the description of their clothes and how they look.

Answers: Children's own answers.

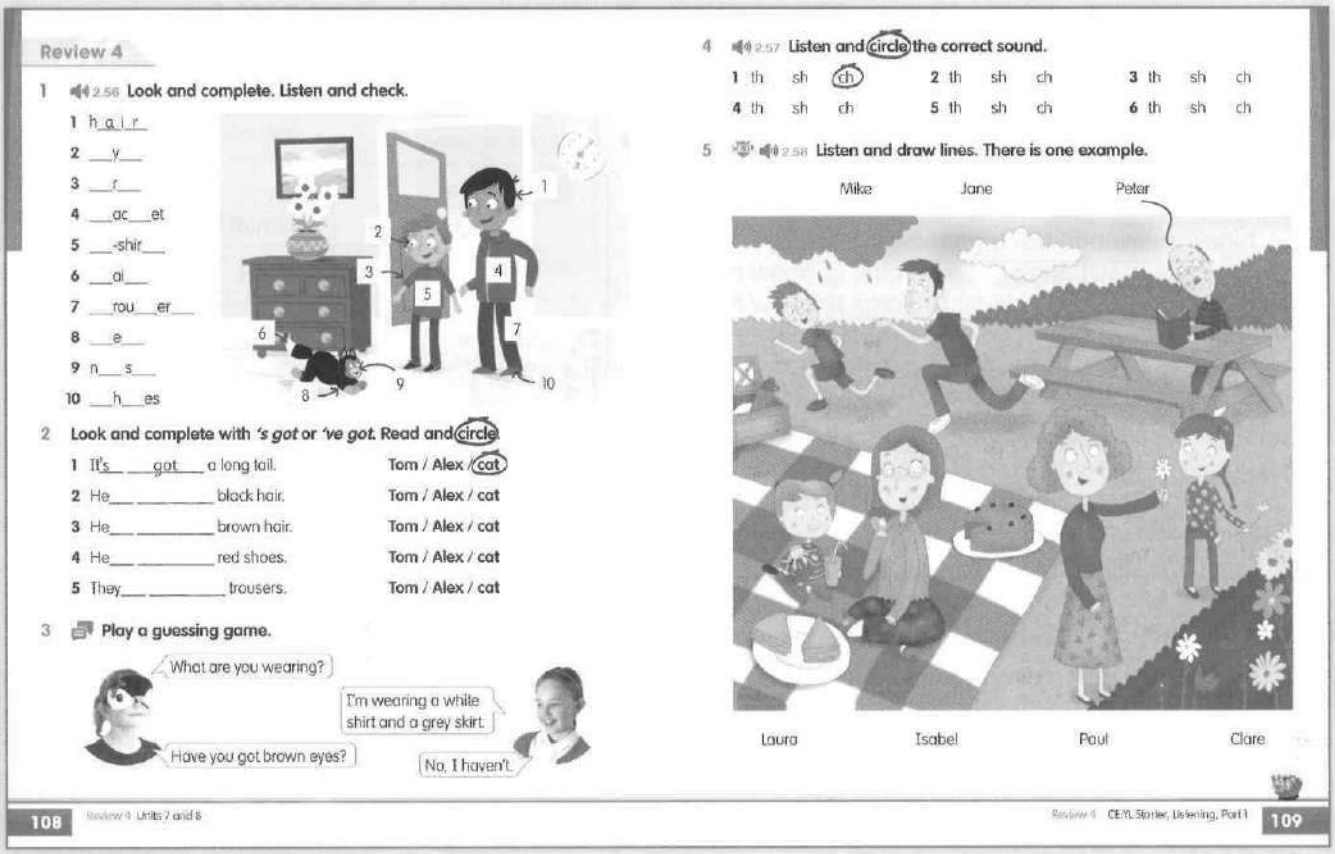
7 Check your work. Tick (✓).

- The children use the check list to make sure their work is correct and complete.

PRC = Pupil's Resource Centre TG = Test Generator

4 Review

Pupil's Book pages 108–109



Learning objectives: Review vocabulary, grammar and sounds from Units 7 and 8

Grammar: *have got* (I / you / he / she / they) affirmative, negative and questions

Vocabulary: parts of the body, adjectives, clothes

Sounds: *th*, *ch*, *sh*

Resources: Class audio CD2; PK TRC - Downloadable flashcards; PRC TG

Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with some of the key vocabulary from Units 7 and 8.

1 2.56 Look and complete. Listen and check.

- Show the class the picture. Ask *What can you see?*
- Explain the example. Then have the children continue.
- Play the audio for them to check their work.
- Call out the numbers and have the children spell out the words.

Answers: **1** hair **2** eye **3** arm **4** jacket **5** T-shirt **6** tail **7** trousers **8** leg **9** nose **10** shoes

2 Look and complete with *'s got* or *'ve got*. Read and circle.

- Read out the example sentence and elicit the difference between *'s got* (he / she / it – one person) and *'ve got* (they – two or more people). Ask *Has Tom or Alex got a tail?* (*no*). Point out only *cat* is circled.
- Have the children complete the activity individually.
- Ask for volunteers to read out the sentences and say the names. Ask for whole-class agreement.

Answers: **1** 's got – cat **2** 's got – Alex **3** 's got – Tom **4** 's got – Alex **5** 've got – Tom and Alex

3 Play a guessing game.

- Invite three or four children to come to the front and line up facing the class. Look at their clothes, hair and eyes and then turn away. Tell the children you want only one person to answer. Ask questions and try to guess which child is answering.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Then ask two children to read out the example dialogue and drill the questions.
- Divide the class into groups of four or five to play the guessing game as you demonstrated.

4 2.57 **Listen and circle the correct sound.**

- Elicit the sounds for the three letter combinations.
- Play the audio, pausing after the first word for the children to repeat. Elicit the sound (*ch*) and indicate the example answer.
- Play the rest of the audio and have the children circle the sounds. Repeat the audio if necessary.
- For feedback, have the children say the sounds and repeat the words. Write the words on the board and underline the sound.

Audioscript

1 cherry … cherry 2 think … think 3 shirt … shirt
4 three … three 5 chair … chair 6 she … she

Answers: 1 ch 2 th 3 sh 4 th 5 ch 6 sh

5 CEYL 2.58 **Listen and draw lines. There is one example.**

- This activity helps prepare the children for Part 1 of the Listening paper of the Cambridge English: Starters test.
- Refer them to the picture and ask what clothes, colours and objects they can see.
- Play the first part of the audio (to the end of the example). Ask the children how they know which person it is (*grandpa, book*).
- Now play the rest of the audio, making sure that the children have time to find each person and draw the line. Play the audio again for the children to check.
- Hold up your book and point to the people. Ask *Who's this?* Check that everyone agrees.
- (To help prepare children for this part of the test, encourage them to look carefully at the picture before the audio starts.)

Audioscript

Narrator: Look at the picture. Listen and look. There is one example.
Child: Here's a picture of me and my family in the park.
Adult: Oh, yes. Who's that? The man with the book.
Child: That's my grandpa. His name is Peter. He reads funny books.
Adult: That's nice.
Narrator: Can you see the line? Now you listen and draw.
1. Adult: There's a boy here, too. He's wearing a blue T-shirt.
Child: Yes, that's my brother. His name is Mike. He's happy!
Adult: Why is he happy?
Child: He runs fast. My dad can't catch him.
2. Adult: So is that man your dad?
Child: Yes, he's wearing a red T-shirt and grey trousers. His name is Paul.
Adult: Can Paul run fast?
Child: No, he can't. He's tired!
3. Adult: That's a beautiful flower.
Child: Yes, it is. My mum has got a white flower in her hand.
Adult: What's your mum's name?
Child: Her name is Laura.
4. Adult: What's that girl's name? The girl with a doll.
Child: Oh! That's my sister. Her name is Clare.
Adult: Is she hungry?
Child: No, she isn't. She's thirsty.
5. Adult: Who's that next to your sister?
Child: That's my grandma. Her name is Jane. She's wearing an orange shirt.
Adult: She's hungry!
Child: Yes, she is! She's got an apple in her hand.

Answers: Mike – boy in blue T-shirt Paul – man in red T-shirt Laura – woman holding white flower Clare – girl with doll Jane – woman holding apple

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), recalling all the key words from this Review lesson.

Workbook page 117

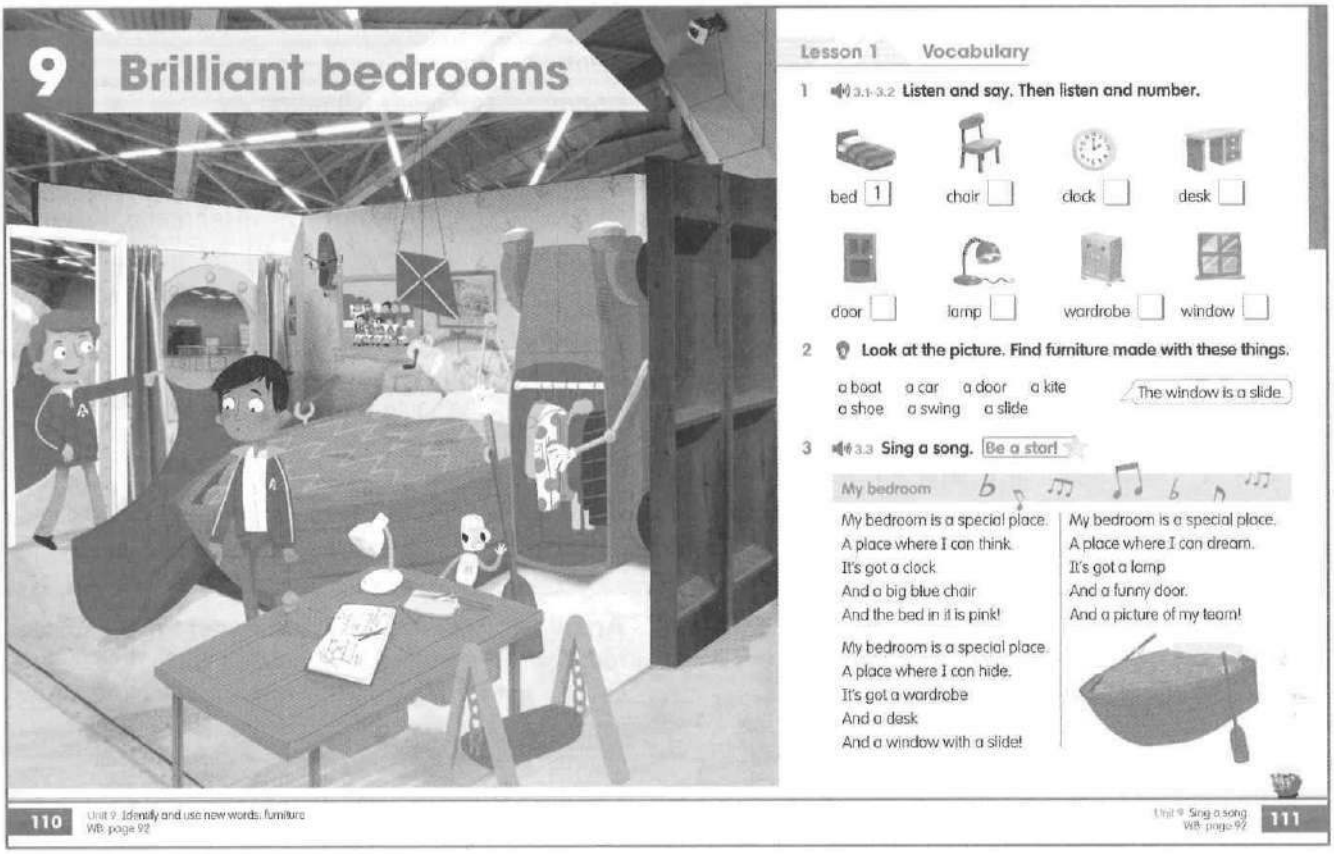
My progress: Units 7 & 8

- Clarify the meaning of each *I can …* statement. Elicit examples to help them remember the content.
- Show the children the correct stickers for the *My progress* check. Give them time to decide if they are ready to give themselves a sticker. Provide encouragement if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

9 Brilliant bedrooms

Lesson 1 Vocabulary

Pupil's Book pages 110–111



Learning objectives: Identify and use new words: furniture; Sing a song using the target vocabulary

Vocabulary: bed, chair, clock, desk, door, lamp, wardrobe, window

Resources: Class audio CD3; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song (PRC)

Materials: paper, pens or pencils, coloured pencils

Warm-up: The Big Picture

- Refer the children to the picture on page 110. Ask *Where are Tom and Alex? What can you see?* Ask what they think the boys are talking about. Ask *What's your favourite part of the picture? Can you see Bot? (He's next to the desk / bed / between the desk and the bed).*

1 3.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

3.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 bed, 2 lamp, 3 desk, 4 door, 5 wardrobe, 6 window, 7 clock, 8 chair

Answers: bed – 1, chair – 8, clock – 7, desk – 3, door – 4, lamp – 2, wardrobe – 5, window – 6

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2 Look at the picture. Find furniture made with these things.

- Hold up your Pupil's Book, say *a slide* and then look in the big picture to find a slide. When you find it, indicate that it is a window and point to the example in the speech bubble.
- Repeat with the first item in the box, a boat, to elicit the sentence *The bed is a boat.*
- Read out the other words in the list and have the children continue the activity in pairs.
- After a few minutes, say an item from the box and have the class say the corresponding sentence. Make it fun by saying them in a different order and then faster.

Answers: boat – bed, car – wardrobe, door – desk, kite – lamp, shoe – clock, swing – chair, slide – window

Teaching star!

Managing pairwork

You can keep the classroom focused and productive in an activity like the one above with two easy techniques.

- Set a time limit – in the case of exchanging information, tell the children they have only two minutes to ask and answer.
- Use a signal to get the children's attention when the time is up – a countdown from ten to one (encourage the children who have finished to join in), a gentle sound like shaking a tambourine, or a visible signal like standing on your chair and waving until everyone is waving back.

Doing this makes it easy to get all the children's attention and be ready to move on with the next phase of the lesson.

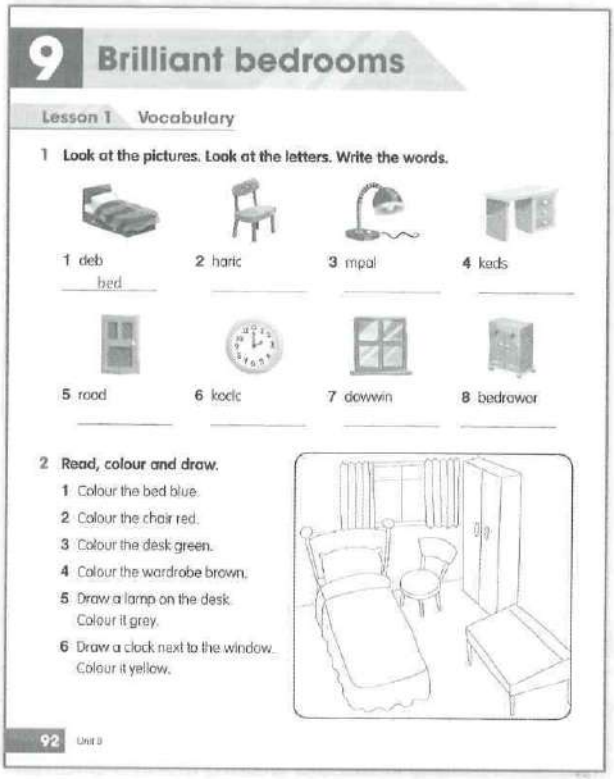
3 3.3 Sing a song. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear one of the objects in Activity 1 mentioned, they should raise their hands. Play the audio and join in with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for them to repeat (singing).
- Finally, play the song and have everyone sing along.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–15) with the new vocabulary from this lesson.

Workbook page 92


9 Brilliant bedrooms

Lesson 1 Vocabulary

1 Look at the pictures. Look at the letters. Write the words.

1 deb bed
2 haric
3 mpal
4 keds
5 rood
6 kodc
7 dowwin
8 bedrowor

2 Read, colour and draw.
1 Colour the bed blue.
2 Colour the chair red.
3 Colour the desk green.
4 Colour the wardrobe brown.
5 Draw a lamp on the desk. Colour it grey.
6 Draw a clock next to the window. Colour it yellow.

92 Unit 9

1 Look at the pictures. Look at the letters. Write the words.

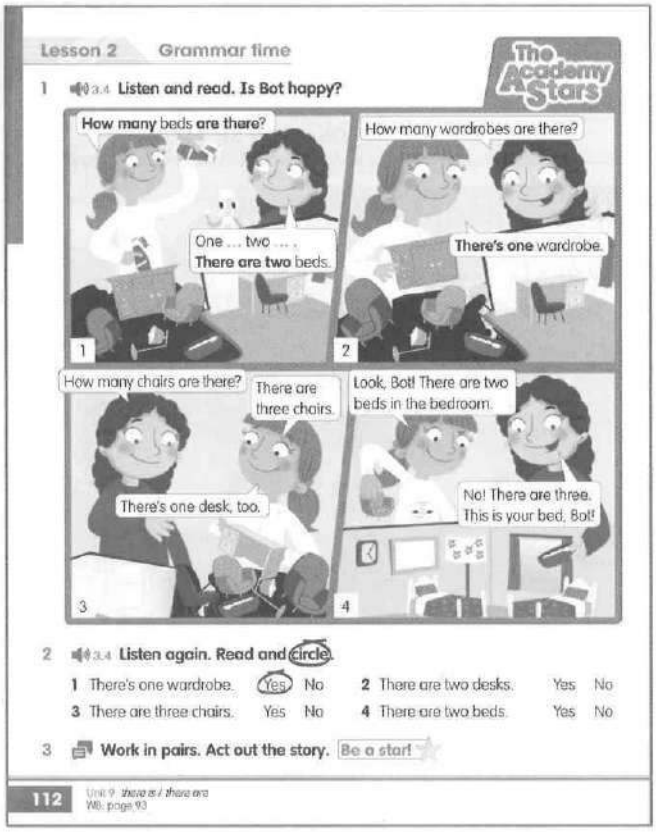
Answers: 1 bed 2 chair 3 lamp 4 desk 5 door 6 clock 7 window 8 wardrobe

2 Read, colour and draw.

Answers: Children's own answers.

Lesson 2 Grammar time

Pupil's Book page 112



Learning objectives: Understand and use *there is / there are*; Read and act out a story using the target grammar

Grammar: *there is / there are* – question and affirmative

Resources: Class audio CD3; PK PRC

3.3 Warm-up: Sing the song!

- Play the song *My bedroom* and have the children join in and point to the items in the picture on page 110 as they are mentioned.

1 3.4 Listen and read. Is Bot happy?

- Refer the children to the pictures, and ask *What can you see? Where are the children? (at home / in a (toy) shop)*
- Play the audio. Have the children follow in their books and find the answer to the question *Is Bot happy?*
- Then give the children a minute to read the story quietly to themselves.
- Call out the following words: *beds, wardrobe, chair,* and ask the children to find the corresponding part of the story.
- Have volunteers read out a sentence about each of the items. (*There are two beds. There's one wardrobe. There are three chairs.*)

Answers: Yes, he is.

Teaching star!

Using digital

Giving less confident or attentive children control of the digital material can help them be more focused. For example:

- Use the *Spotlight tool* in the Presentation Kit to focus on each frame of the story.
- Have a child be responsible for advancing the story after each frame. They will be extra attentive!
- Ask different children each time, but try to involve those who benefit from the extra attention.

2 3.4 Listen again. Read and circle.

- Read out the first sentence. Tell the children that they are going to listen to the audio again and that when they hear the word *wardrobe* they should raise their hands.
- Play the audio and when they raise their hands, stop and ask *How many? One, two or three?* (*one*). Read out the sentence again and indicate the example answer.
- Play the rest of the audio for the children to listen and circle *yes* or *no*.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time and play the audio to confirm, if necessary. (Point out that there are three beds in the last part of the story, so number 4 is *no*.)

Answers: 1 Yes 2 No 3 Yes 4 No

3 Work in pairs. Act out the story.

Be a star!

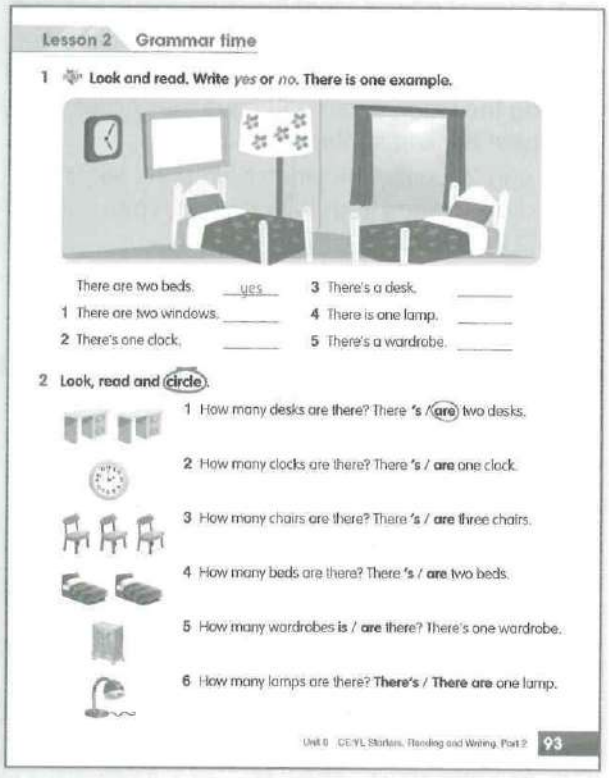
- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *How many* and *There's / There are*.
- Divide the class into pairs. Have them decide who is number 1 and number 2. Then tell them *Number 1 – you're Sara. Number 2 – you're Anna.*
- Allow the children a few minutes to practise acting out the story. Monitor, encourage and check pronunciation.
- Ask if any pairs would like to act out the story for the whole class. Alternatively, they could take turns to act it out for another pair.
- If you wish, you could ask the children to change roles and act out the story again.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: Stand up, sit down

- Tell the children you will make some sentences about bedrooms. If the sentence is true for their bedroom, they stand up. If it is false, they sit down. They can stand up again the next time a sentence is true for them. Suggested sentences: *There's one ... / There are two ... chair(s) / bed(s) / clock(s) / door(s) / window(s),* etc. *in my bedroom.*

Workbook page 93



Lesson 2 Grammar time

1 Look and read. Write *yes* or *no*. There is one example.

There are two beds. yes
1 There are two windows. _____
2 There's one clock. _____
3 There's a desk. _____
4 There is one lamp. _____
5 There's a wardrobe. _____

2 Look, read and circle.

1 How many desks are there? There **'s** / **are** two desks.
2 How many clocks are there? There **'s** / **are** one clock.
3 How many chairs are there? There **'s** / **are** three chairs.
4 How many beds are there? There **'s** / **are** two beds.
5 How many wardrobes **is** / **are** there? There's one wardrobe.
6 How many lamps are there? **There's** / **There are** one lamp.

Unit 8 CE/YL Starters, Reading and Writing, Part 2 93

1 CE/YL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children what they can see in the picture.
- Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

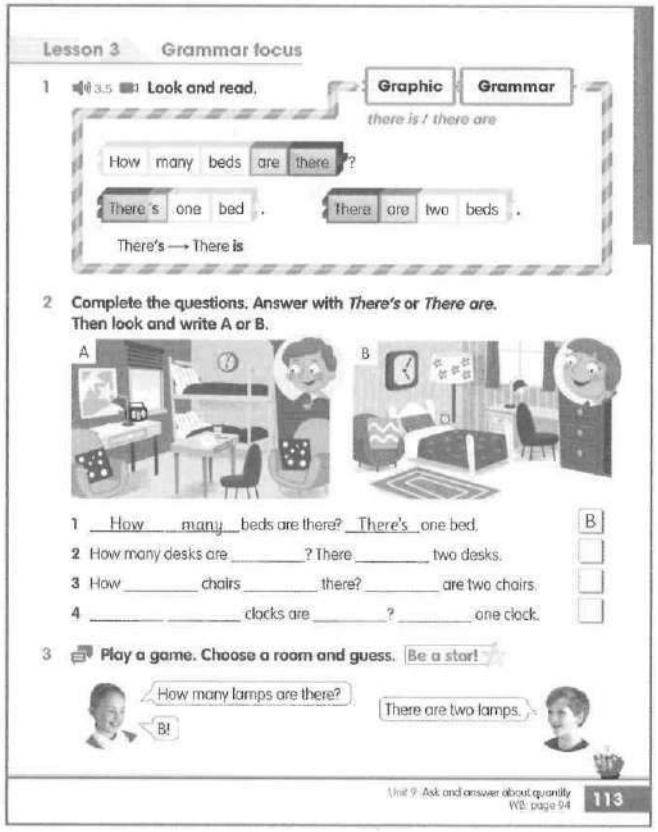
Answers: 1 yes 2 yes 3 no 4 yes 5 no

2 Look, read and circle.

- The children look at the pictures, read the sentences and circle the correct word to complete.

Answers: 1 are 2 's 3 are 4 are 5 are 6 There's

Pupil's Book page 113



Learning objectives: Ask and answer about quantity

Grammar: *How many; there is / there are. How many beds are there? There's one bed. There are two beds.*

Resources: Class audio CD3; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Warm-up: Group mime

- Invite five or six children to come to the front of the class. Secretly show each of them a different piece of furniture from page 111. They all have ten seconds to mime using that piece of furniture while the rest of the class watch. Then say *Stop!*
- Their classmates raise their hands to say names and the corresponding piece of furniture. The children say *yes* or *no*.
- Repeat with different children and furniture.

1 3.5 Look and read.

- Play the audio and have the children follow in their books.
- Play the audio again. Stop after each sentence and have the children repeat.
- Draw the children's attention to the colours – purple and then blue in the sentences, but the other way round for the question.
- Elicit the difference between *There's* and *There are* (one thing – singular / more than one thing – plural).
- Reinforce the contraction of *There's* by counting the full version on your fingers and then pushing your fingers together to show the contraction.
- Play the audio one more time for the children to repeat.

- If using the video, tell the children they will see a video of a family looking at bedroom furniture in a shop. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences in part 1.
- In part 2, pause the video before the sentences and elicit ideas from the children. Then check with the video.

2 Complete the questions. Answer with *There's* or *There are*. Then look and write A or B.

- Read out the first completed sentence and have the children repeat. Elicit how we make the question (*How many (name of furniture with s) are there* + question mark). Ask why the example sentence uses *There's* (only one bed). Ask why the example answer is B (picture A has two beds).
- Elicit the complete question and answer for number 2. Write it on the board. Ask *A or B?* (*A*)
- Have the children continue the activity individually and compare with a friend.
- Invite pairs of volunteers to read out questions and answers. Ask for whole-class agreement each time, and write the questions and answers on the board.

Answers: 1 How many, There's, B
2 there, are, A 3 many, are, There, B
4 How many, there, There's, A

3 Play a game. Choose a room and guess. Be a star!

- Invite two confident children to read out the example dialogue.
- Divide the class into pairs to play the game, taking turns to choose a bedroom and guess.
- Finish with a few volunteers choosing a bedroom and answering questions from the class.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Extending practice

Children enjoy guessing games, but are sometimes not very good at it, preferring to guess immediately rather than ask questions until they are certain!

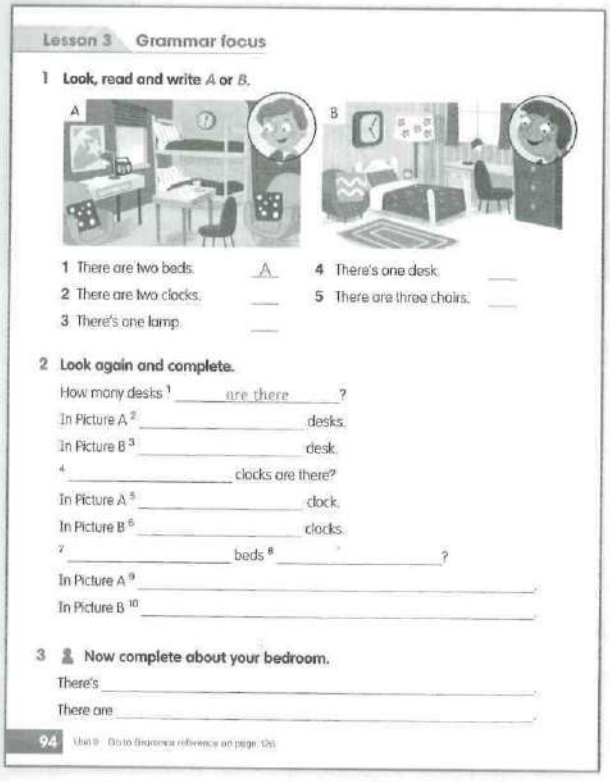
- Make it a rule that, each time, they must ask at least (two) questions in Activity 3 before they guess. Demonstrate this with a confident child before they continue in pairs. (Note: try to have them ask at least three questions if the activity is suitable.)
- You could encourage fast finishers to think of other questions they could ask, too, e.g. *Is the bed purple? Yes, it is. / No, it isn't.*

The amount of language used will substantially increase.

Cooler: Yes or no

- Write a big *Yes* on one side of the board, and a big *No* on the other side. Have the children close their books.
- Read out some sentences about picture A or picture B, and have the children point to the *Yes* side of the board if the sentence is true and to the *No* side of the board if the sentence is false. Suggested sentences: *There are two clocks in picture A. (N); There's one desk in picture B. (Y); There are two beds in Picture B. (N); There are two lamps in picture B. (Y); There's a pink chair in picture A. (N); There are two blue chairs in picture B. (N); There's a red lamp in picture A. (Y)*

Workbook page 94



Lesson 3 Grammar focus

1 Look, read and write *A* or *B*.

A

B

1 There are two beds. A
2 There are two clocks. ___
3 There's one lamp. ___
4 There's one desk. ___
5 There are three chairs. ___

2 Look again and complete.

How many desks [1] ___are there___?
In Picture A [2] ___ desks.
In Picture B [3] ___ desk.
[4] ___ clocks are there?
In Picture A [5] ___ clock.
In Picture B [6] ___ clocks.
[7] ___ beds [8] ___?
In Picture A [9] ___.
In Picture B [10] ___.

3 Now complete about your bedroom.

There's ___.
There are ___.

94 Unit 9 Go to Grammar reference on page 126

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 126 to help them when completing these activities.

1 Look, read and write *A* or *B*.

Answers: 1 A 2 B 3 A 4 B 5 A

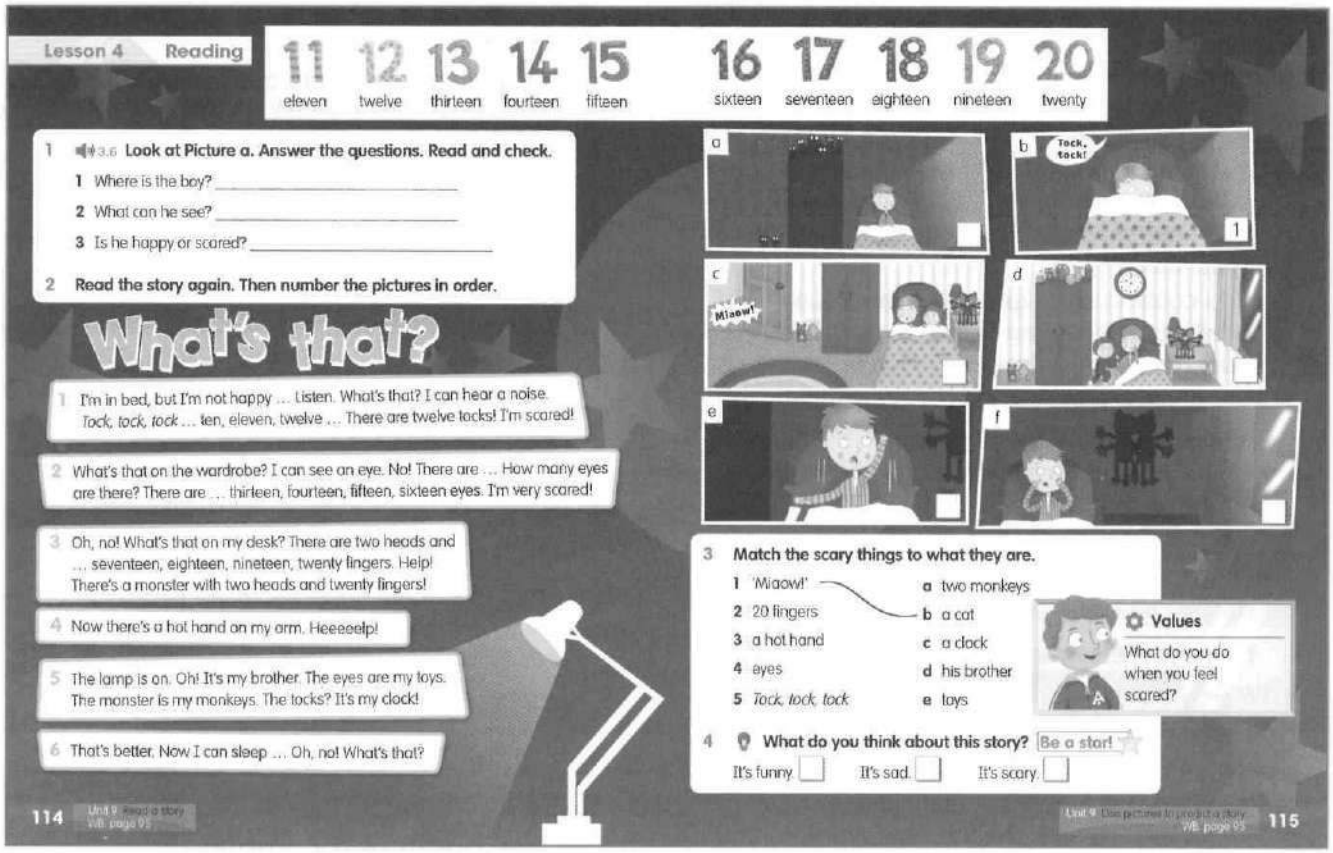
2 Look again and complete.

Answers: 1 are there 2 there are two
3 there's one 4 How many 5 there's one
6 there are two 7 How many 8 are there
9 there are two beds 10 there's one bed

3 Now complete about your bedroom.

Answers: Children's own answers.

Pupil's Book page 114–115



Learning objectives: Read a story; Use pictures to predict a story

Vocabulary: numbers 11–20

Recycled vocabulary: brother, happy, monster, noise, parts of the body, scared, sleep

Resources: Class audio CD3; PK PRC

3.4 Warm-up: Stand up / sit down when you hear ...

- Divide the class into three groups. Tell one group they must stand up and sit down quickly (or raise and lower their arms quickly) every time they hear *There's*; the second group must do the same for *There are*, and the third group must do the same for *How many*.
- Play the audio and have the children respond accordingly.

Vocabulary

- Refer the children to the numbers in the vocabulary panel at the top of the spread. Read out the numbers and have the children point as you count. Count backwards and have the children point. Call out numbers in random order and have the children point.
- Now read out the numbers in order for the children to repeat, pointing at the numbers. Do the same counting back from 20.
- Now have the children count with you from 11 to 20 and then back down from 20 to 11 (this is challenging!).

1 3.6 Look at picture a. Answer the questions. Read and check.

- Refer the children to the first picture and ask *Where's the boy?* (*in his bed / bedroom*); *What can you see in the bedroom?* (*a bed, a door / wardrobe, eyes*)
- Read out the questions and give the children some quiet time to look, read and check.
- Play the audio and have the children follow in their books.
- Ask the questions again and elicit answers. Ask for whole-class agreement each time and write the answers on the board.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Answers: 1 He's in bed. 2 He can see some eyes (and shadows). 3 He's scared.

2 Read the story again. Then number the pictures in order.

- Ask the children to read the first part of the story again quietly.
- Then refer them to the example *1* in picture b. Ask *Why is this picture number 1? (tock, tock)*
- Repeat with the next part of the story and elicit which picture is number 2 (picture a) and why (wardrobe / eyes).
- Give the children time to read the story again and to look at and number the pictures.
- Have the children hold up their books. Ask *What's number ...?* for the children to point to the pictures in their books. Ask for whole-class agreement each time.

Answers: a 2 b 1 c 6 d 5 e 4 f 3

Teaching star!

Reading – join in!

One of the things that motivates children when learning to read is joining in with key parts of the story. Lots of children's stories have phrases that are repeated where the children can easily join in, and this one does too. Being part of the telling of the story encourages them to follow more closely.

- Have the children join in with *What's that?* (it appears four times, as well as in the title – part 1, part 2, part 3 and part 6).
- Have the children join in with the numbers in parts 1, 2 and 3.

3 Match the scary things to what they are.

- Refer the children to the example question and say *'Miaow'* is a cat. Elicit the answer to number 2.
- Then the children match the remaining things.
- For feedback, call out items 1–5 and have the children say the corresponding words. Write the answers on the board (numbers and letters).

Answers: 1 b 2 a 3 d 4 e 5 c

Values

- Explain the question to the children. Allow them a moment to think and then ask for their suggestions. Point out that most people, even adults, are scared at times, though if the feeling of being scared doesn't go away soon, it is good to ask for help.

4 What do you think about this story?

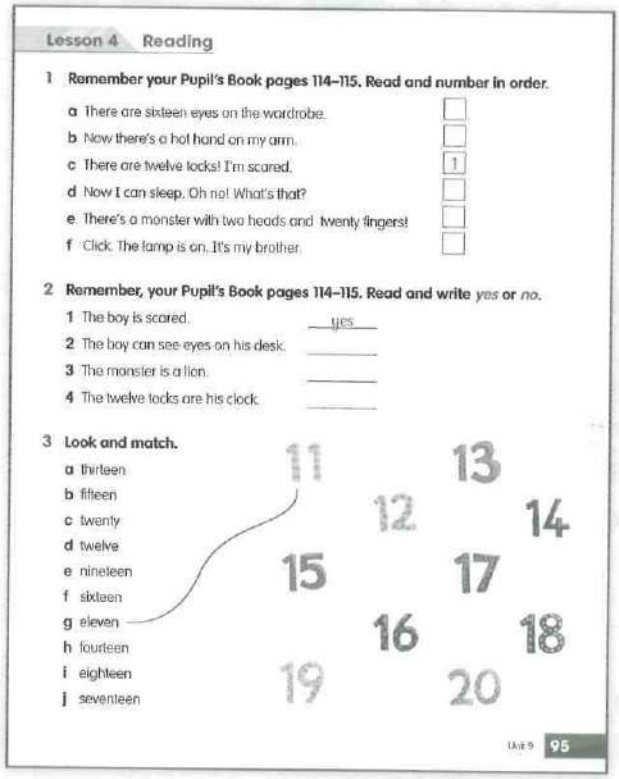
Be a star!

- Explain the question to the children and give them a little time to think about their answer.
- Read out the possible answers and have the children raise their hand for the one they chose. Invite them to say why they think that.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15) with vocabulary from this lesson, e.g. *twelve, thirteen, fifteen, eighteen, twenty, noise, scared, wardrobe, desk, monster, hand, lamp, brother, monkeys, sleep.*

Workbook page 95



Lesson 4 Reading

1 Remember your Pupil's Book pages 114–115. Read and number in order.

a There are sixteen eyes on the wardrobe. ☐
b Now there's a hot hand on my arm. ☐
c There are twelve locks! I'm scared. 1
d Now I can sleep. Oh no! What's that? ☐
e There's a monster with two heads and twenty fingers! ☐
f Click. The lamp is on. It's my brother. ☐

2 Remember, your Pupil's Book pages 114–115. Read and write *yes* or *no*.

1 The boy is scared. yes
2 The boy can see eyes on his desk. ____
3 The monster is a lion. ____
4 The twelve locks are his clock. ____

3 Look and match.

a thirteen
b fifteen
c twenty
d twelve
e nineteen
f sixteen
g eleven
h fourteen
i eighteen
j seventeen

11 13 12 14 15 17 16 18 19 20

Unit 9 95

1 Remember your Pupil's Book pages 114–115. Read and number in order.

Answers: 1 c 2 a 3 e 4 b 5 f 6 d

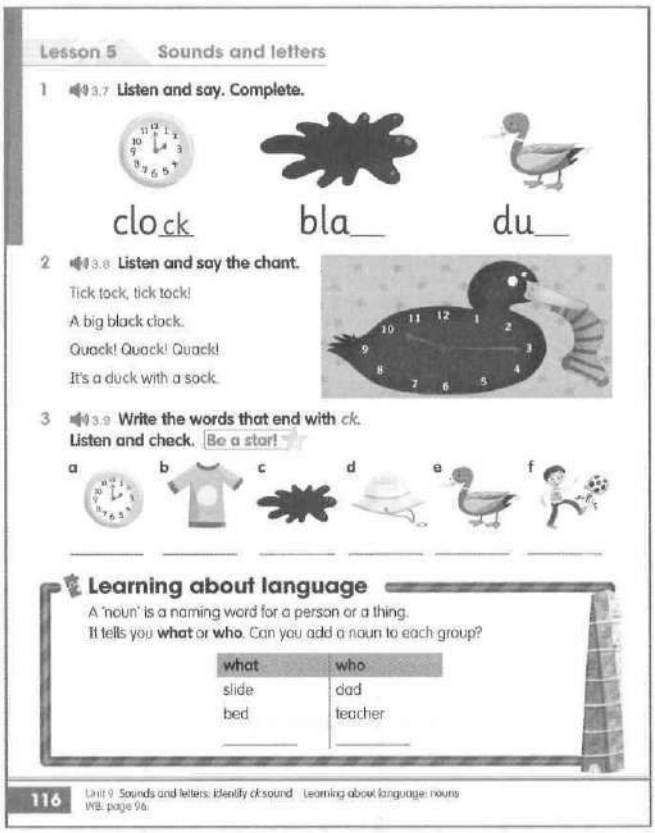
2 Remember your Pupil's Book pages 114–115. Read and write *yes* or *no*.

Answers: 1 yes 2 no 3 no 4 yes

3 Look and match.

Answers: a 13 b 15 c 20 d 12 e 19 f 16 g 11 h 14 i 18 j 17

Pupil's Book page 116


Lesson 5 Sounds and letters

1 3.7 Listen and say. Complete.

clock bla__ du__

2 3.8 Listen and say the chant.

Tick tock, tick tock!
A big black clock.
Quack! Quack! Quack!
It's a duck with a sock.

3 3.9 Write the words that end with *ck*. Listen and check. Be a star!

a b c d e f

Learning about language

A 'noun' is a naming word for a person or a thing.
It tells you **what** or **who**. Can you add a noun to each group?

what	who
slide	dad
bed	teacher

116 Unit 9 Sounds and letters: identify *ck* sound Learning about language: nouns
WB: page 96

Learning objectives: Sounds and letters: identify *ck* sound; Learning about language: nouns

Sounds & letters words: black, clock, duck

Resources: Class audio CD3; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

Warm-up: What's the next word?

- Play *What's the next word?* (see the Games Bank, pages 14–15). Stop the audio just before some of the key words in the story, e.g. *happy, twelve, scared, wardrobe, sixteen, desk, twenty, arm, clock, What's that?*

1 3.7 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask *What's this?* Listen to their suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the sound and the words chorally. Then ask a few individuals to say each word to check pronunciation.
- Point to the *ck* in the word *clock* in your book. Ask *What are these letters?* (*ck*) *What's the sound?* (/k/)
- Write a big, clear *ck* on the board as a model for the children. Have them complete the words.

Audioscript

/k/ /k/ /k/ *clock*
/k/ /k/ /k/ *black*
/k/ /k/ /k/ *duck*

2 3.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *ck*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *ck* sound.
- Play the chant once more and have the children join in as much as they can.
- Finally, divide the class into two groups, with each group saying alternate lines. Then change roles.

3 3.9 Write the words that end with *ck*. Listen and check. Be a star!

- Ask the children to name the things in the pictures. Have them repeat the words, emphasising the end sounds.
- Point to the first picture and ask *What's this?* (*a clock*). Write it on the board and ask if it ends in *ck* (*yes*). Underline the *ck* at the end.
- Repeat with the second picture (*a T-shirt*). Ask if this ends in *ck* (*no*).
- Have the children continue the activity individually. Explain that they should write only the words that end in *ck*.
- Give them time to compare their answers with a friend. Then play the audio for them to check.
- Invite different children to dictate the words, and write them on the board. Ask the children to copy them into their books.

Audioscript

clock black duck kick

Answers: clock black duck kick

Learning about language

- Explain the *Learning about language* idea to the children. Point to the chart and explain that *what* is for things and *who* is for people.
- Elicit suggestions from the class for other items for each category in turn. Ask for whole-class agreement each time. The children then choose one more item to write in their books. Point out that they can look back at previous pages if they need to.

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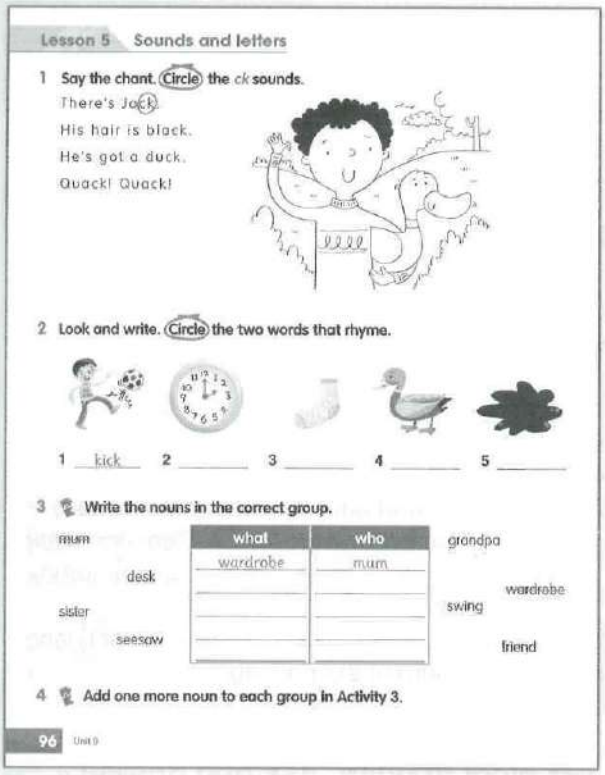
Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with key words from today's lesson.

Workbook page 96



Lesson 5 Sounds and letters

1 Say the chant. Circle the *ck* sounds.

There's Jack.
His hair is black.
He's got a duck.
Quack! Quack!

2 Look and write. Circle the two words that rhyme.

1 kick 2 _____ 3 _____ 4 _____ 5 _____

3 Write the nouns in the correct group.

mum desk sister seesaw grandpa wardrobe swing friend

what	who
wardrobe	mum

4 Add one more noun to each group in Activity 3.

96 Unit 9

1 Say the chant. Circle the *ck* sounds.

Answers: There's Ja(ck). His hair is bla(ck).
He's got a du(ck). Qua(ck)! Qua(ck)!

2 Look and write. Circle the two words that rhyme.

Answers: 1 kick 2 clock 3 sock 4 duck
5 black
Rhyming words: *clock* and *sock*

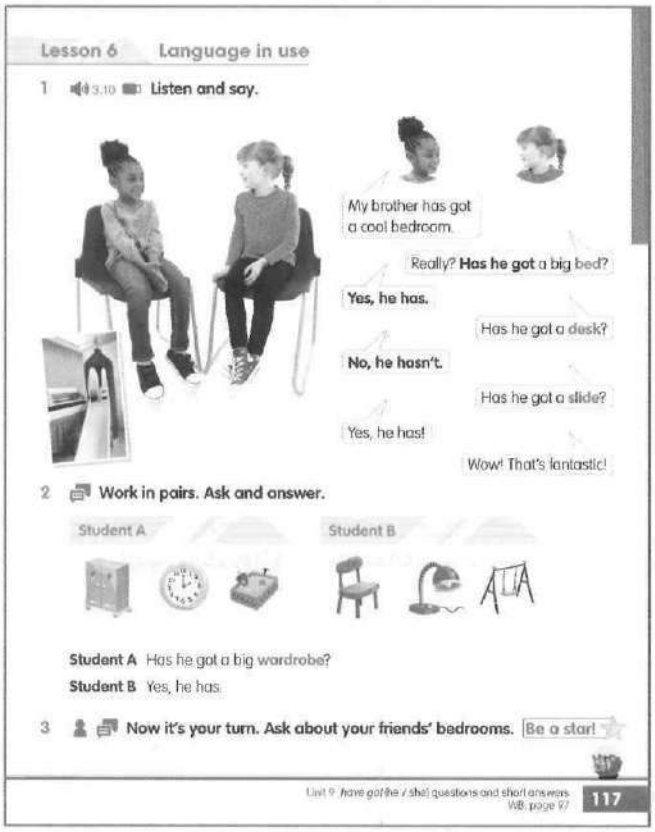
3 Write the nouns in the correct group.

Answers: what: wardrobe, desk, seesaw, swing
who: mum, sister, grandpa, friend

4 Add one more noun to each group in Activity 3.

Answers: Children's own answers.

Pupil's Book page 117



Learning objectives: *have got (he / she)* questions and short answers

Recycled vocabulary: big, small

Resources: Class audio CD3; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) with key words from Lesson 5, e.g. *clock, duck, T-shirt, sock, black, kick, quack, teacher.*

1 3.10 Listen and say.

- Play the audio and have the children follow in their books. Ask what the children are talking about (things in the brother's bedroom).
- Play the audio again for the children to repeat chorally.
- Divide the class into two groups and have them roleplay the dialogue – one groups asks the questions, the other says the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

Teaching star!

Mixed ability

Some children will pick up the question forms quickly and easily, while some will take longer to get used to it. Substitution drills can help children realise how easy the 'formula' is for making questions.

- Elicit one question, e.g. *Has he got a clock?*
- Then call out the names of other items (or show flashcards) and have the whole class make the new question chorally, e.g. Teacher: *chair.* Children: *Has he got a chair?* Teacher: *lamp.* Children: *Has he got a lamp?* etc.

The activity is quick and fun and builds confidence in those less sure of their ability.

2 Work in pairs. Ask and answer.

- Refer the children to the pictures and elicit the names of the objects.
- Invite two confident children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue word is changed for an item in the box.
- Demonstrate the activity with a confident child. Ask the child to take the part of the girl on the left in Activity 1. When you answer, include *Really?* to make the dialogue more natural, and use an object from the box. Demonstrate the full dialogue – point out that the child can answer *Yes, he has* or *No, he hasn't.*
- Drill the questions and answers one more time.
- Then divide the class into pairs to continue the activity. Circulate and monitor.

3 Now it's your turn. Ask about your friends' bedrooms. Be a star!

- Tell the class *My friend (Lucy) has got a big bedroom* (emphasise the word *big*). Prompt them to ask you some questions about her bedroom. Elicit the question form *Has she got ...?* and have them ask you several questions. Use the short answers *Yes, she has. / No, she hasn't.* Drill the question and answers chorally.
- Have the children continue to talk in their same pairs, asking and answering about their friends' bedrooms.

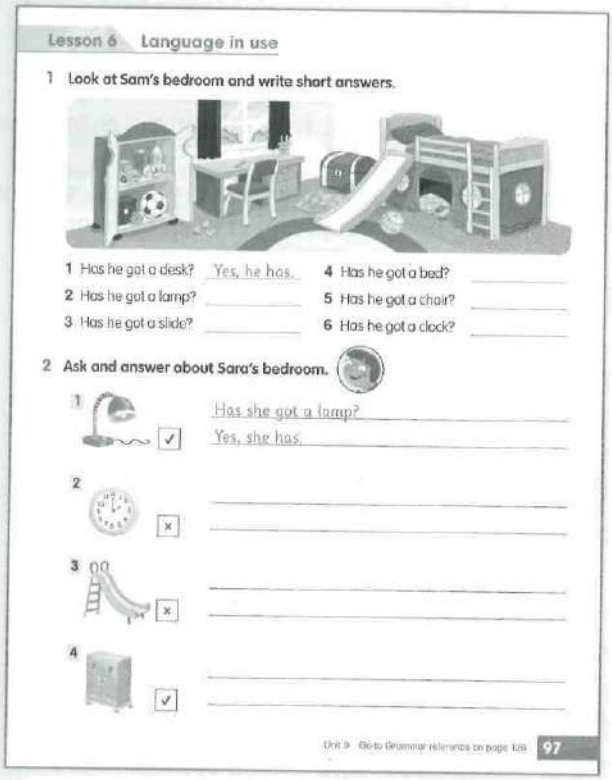
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Fast finishers could ask each other about their own bedrooms. Remind them of the question *Have you got ...?*

Cooler: Disappearing dialogue

- Play *Disappearing dialogue* (see the Games Bank, pages 14–15). Have the children read out the sentences from Activity 2 for you to write on the board (stop after *No he hasn't.* if you have limited time).

Workbook page 97



Lesson 6 Language in use

1 Look at Sam's bedroom and write short answers.

1 Has he got a desk? Yes, he has.
2 Has he got a lamp? _____
3 Has he got a slide? _____
4 Has he got a bed? _____
5 Has he got a chair? _____
6 Has he got a clock? _____

2 Ask and answer about Sara's bedroom.

1 ✓ Has she got a lamp? Yes, she has.
2 ✗ _____
3 ✗ _____
4 ✓ _____

Unit 9 Go to Grammar reference on page 126 97

Grammar reference:

Remind the children that they can refer to the *Grammar Reference* on page 126 to help them when completing these activities.

1 Look at Sam's bedroom and write short answers.

Answers: 1 Yes, he has. 2 No, he hasn't. 3 Yes, he has. 4 Yes, he has. 5 Yes, he has. 6 No, he hasn't.

2 Ask and answer about Sara's bedroom.

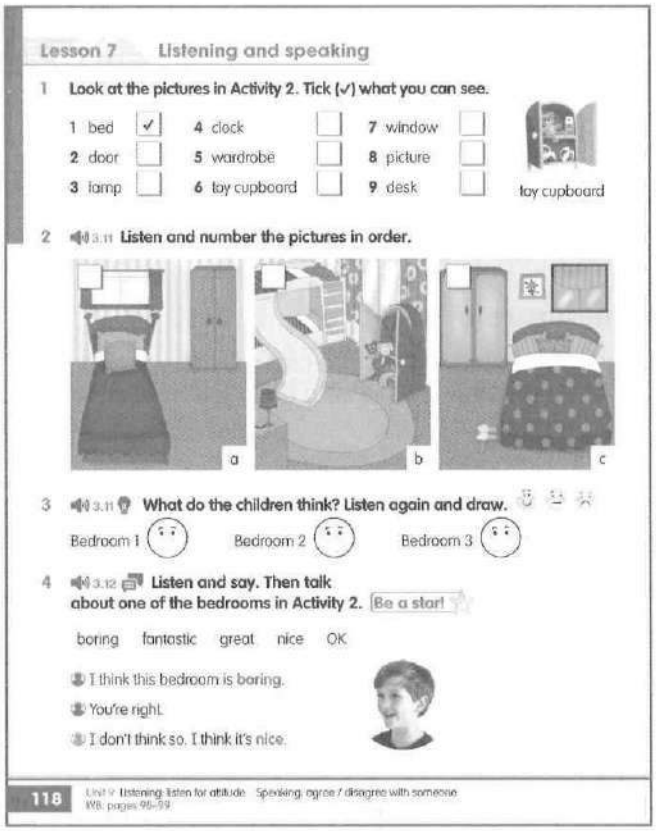
Answers: 1 Has she got a lamp? Yes, she has. 2 Has she got a clock? No, she hasn't. 3 Has she got a slide? No, she hasn't. 4 Has she got a wardrobe? Yes, she has.

Grammar reference: (p126)

1 Write the words in order to make questions. Then look and write answers.

Answers: 1 How many beds are there; Two 2 How many windows are there; One 3 Has he got a desk; Yes 4 Has he got a slide; Yes 5 How many lamps are there; One

Pupil's Book page 118


Lesson 7 Listening and speaking

1 Look at the pictures in Activity 2. Tick (✓) what you can see.

1 bed	✓	4 clock		7 window	
2 door		5 wardrobe		8 picture	
3 lamp		6 toy cupboard		9 desk	

toy cupboard

2 3.11 Listen and number the pictures in order.

a b c

3 3.11 What do the children think? Listen again and draw.

Bedroom 1 Bedroom 2 Bedroom 3

4 3.12 Listen and say. Then talk about one of the bedrooms in Activity 2. Be a star!

boring fantastic great nice OK

I think this bedroom is boring.
You're right.
I don't think so. I think it's nice.

118 Unit 9 Listening: listen for attitude Speaking: agree / disagree with someone WB: pages 96–99

Learning objectives: Listening: listen for attitude; Speaking: agree / disagree with someone

Resources: Class audio CD3; PK TRC - Vocabulary worksheet 2; PRC

Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with the bedroom vocabulary from this unit.

Vocabulary

- Refer the children to the picture of the toy cupboard and have them repeat it chorally and individually. Ask *Have you got a toy cupboard in your bedroom? Is it big?*

1 Look at the pictures in Activity 2. Tick (✓) what you can see.

- Refer the children to the pictures in Activity 2 and elicit what they can see.
- Have the children repeat each item chorally.
- Ask *Can you see a bed?* (*Yes, I can.*) Point to the example answer.
- The children continue the activity individually.
- For feedback, call out a number and have them stand up for *yes*, and sit down for *no*.

Answers: 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 ✗

2 3.11 Listen and number the pictures in order.

- Have the children turn their Pupil's Book face down. Elicit what they remember about the bedrooms.
- Tell them that they are going to hear a dialogue about each bedroom. Play each dialogue in turn, stopping to ask *Which bedroom is this?* Elicit their answers but don't confirm anything at this point.
- Now ask the children to listen again. Stop after part 1 and ask which bedroom it is (c).
- Play dialogues 2 and 3 together and have the children number the other two bedrooms.
- For feedback, call out 1, 2 or 3 and the children say which bedroom.
- Play the audio again for the children to point to the things they hear mentioned in each bedroom.

Audioscript

1. Girl 1: Has your bedroom got a big bed?
Girl 2: Yes, it has.
Girl 1: Has it got a big window?
Girl 2: No, it hasn't. It's got a small window.
Girl 1: How many pictures are there?
Girl 2: There's one picture. My bedroom is OK.
2. Boy 1: Has your bedroom got a big bed?
Boy 2: No, it hasn't. It's got a small bed.
Boy 1: Has it got a big window?
Boy 2: No, it hasn't. The window is small, too.
Boy 1: Has it got lots of pictures?
Boy 2: No, it hasn't. I think my bedroom is boring.
3. Girl 1: Has your bedroom got a big window?
Girl 2: Yes, it has! It's got a very big window.
Girl 1: Has it got a big bed?
Girl 2: Yes, it has! It's got two big beds with a slide!
Girl 1: A slide? Wow! That's great. Has it got a toy cupboard?
Girl 2: Yes, it has. It's got a big toy cupboard with lots of toys. My bedroom is fantastic!

Answers: a 2 b 3 c 1

3 3.11 What do the children think? Listen again and draw.

- Clarify the question and draw the three different faces on the board. Have the children make sounds, e.g. positive – *Yay!*, neutral – *hmmm* and negative – *Ugh!* as you point to each face.
- Play the audio again for the children to listen and complete the faces with the attitude of the children.
- For feedback, say a number and have the children mime the correct face.

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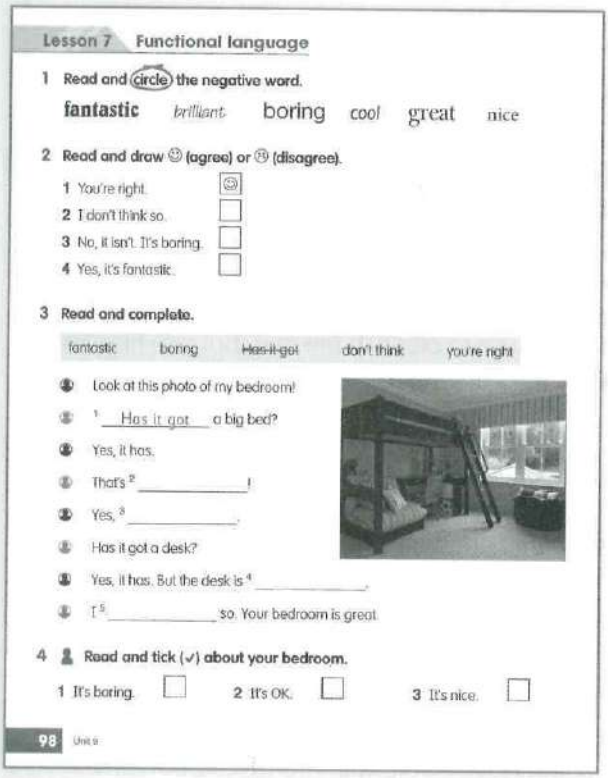
4 3.12 Listen and say. Then talk about one of the bedrooms in Activity 2.

Be a star!

- Read out the words in the box with an attitude that helps express their meaning. The children repeat and imitate your intonation.
- Play the audio and have them follow in their books.
- Play it again for them to repeat. Clarify if we say *You're right* and *I don't think so* when we agree or disagree.
- Point to the middle bedroom and say *I think this bedroom is boring* and invite reactions.
- Divide the class into pairs to exchange opinions about the bedrooms. Circulate and monitor.

Workbook page 98



Lesson 7 Functional language

1 Read and circle the negative word.

fantastic brilliant boring cool great nice

2 Read and draw ☺ (agree) or ☹ (disagree).

1 You're right. ☺
2 I don't think so. ☐
3 No, it isn't. It's boring. ☐
4 Yes, it's fantastic. ☐

3 Read and complete.

fantastic boring ~~Has it got~~ don't think you're right

Look at this photo of my bedroom!
1 Has it got a big bed?
Yes, it has.
That's 2 _____!
Yes, 3 _____.
Has it got a desk?
Yes, it has. But the desk is 4 _____.
I 5 _____ so. Your bedroom is great.

4 Read and tick (✓) about your bedroom.

1 It's boring. ☐ 2 It's OK. ☐ 3 It's nice. ☐

98 Unit 9

1 Read and circle the negative word.

Answers: boring

2 Read and draw ☺ (agree) or ☹ (disagree).

Answers: 1 ☺ 2 ☹ 3 ☹ 4 ☺

3 Read and complete.

Answers: 1 Has it got 2 fantastic 3 you're right 4 boring 5 don't think

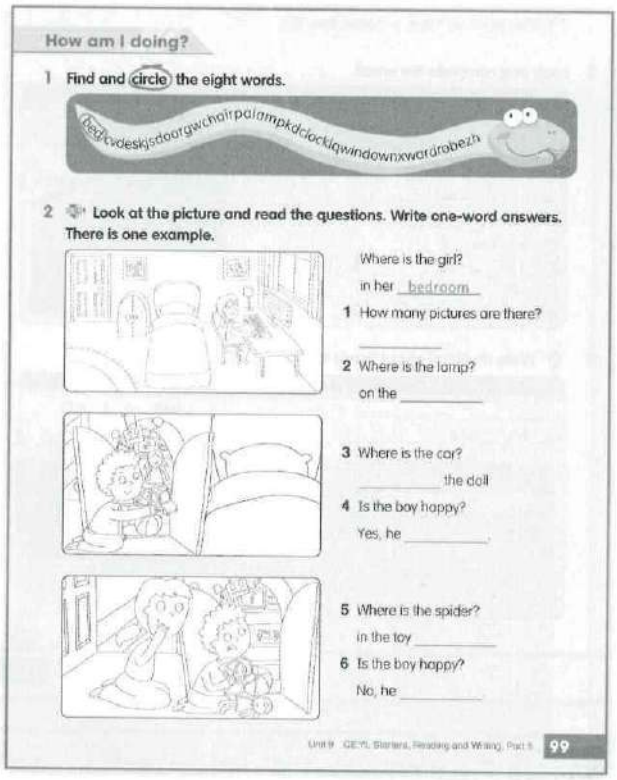
4 Read and tick (✓) about your bedroom.

Answers: Children's own answers.

Cooler: Team vocabulary race

Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic *bedrooms*.

Workbook page 99



How am I doing?

1 Find and circle the eight words.

bedfvdeskjsdoorgwchairpalampkdclocklqwindownxwardrobezh

2 Look at the picture and read the questions. Write one-word answers. There is one example.

Where is the girl?
in her bedroom
1 How many pictures are there?
_____
2 Where is the lamp?
on the _____
3 Where is the car?
_____ the doll
4 Is the boy happy?
Yes, he _____.
5 Where is the spider?
in the toy _____
6 Is the boy happy?
No, he _____

Unit 9 GEYL Starters, Reading and Writing, Part 5 99

1 Find and circle the eight words.

Answers: bed, desk, door, chair, lamp, clock, window, wardrobe

2 GEYL Look at the picture and read the questions. Write one-word answers. There is one example.

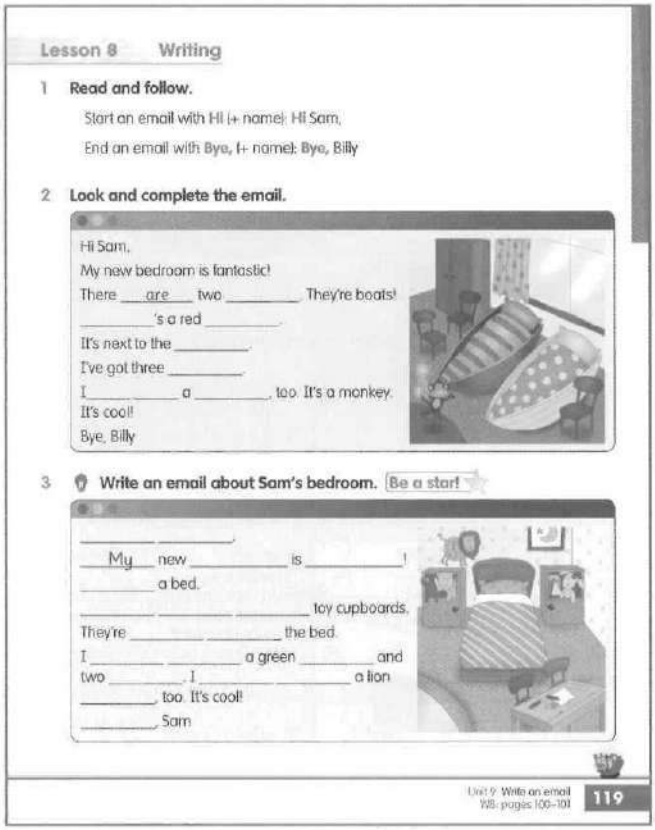
- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Starters test. The children look at the pictures and answer the questions using one word each time.
- If done in class, ask the children what they can see in the pictures.
- Go through the example first. Then read out number 1 and elicit the answer and write it on the board. Have the children continue individually.
- Check the answers with the class and write them on the board.
- (To help prepare for this part of the test, the children need practice in recognising different questions words: *Where, How many,* etc.)

Answers: 1 two 2 desk 3 under 4 is 5 cupboard 6 isn't

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 8 Writing

Pupil's Book page 119



Lesson 8 Writing

1 **Read and follow.**

Start an email with Hi (+ name): Hi Sam,

End an email with Bye, (+ name): Bye, Billy

2 **Look and complete the email.**

Hi Sam,
My new bedroom is fantastic!
There ___are___ two _____. They're boats!
_____'s a red _____.
It's next to the _____.
I've got three _____.
I _____ a _____, too. It's a monkey.
It's cool!
Bye, Billy

3 **Write an email about Sam's bedroom.** Be a star!

_____ _____,
___My___ new _____ is _____!
_____ a bed.
_____ _____ _____ toy cupboards.
They're _____ _____ the bed.
I _____ _____ a green _____ and
two _____. I _____ _____ a lion
_____, too. It's cool!
_____, Sam

Unit 9 Write an email
WB: pages 100–101

119

Learning objectives: How to start and end an email; Write an email

Resources: Class audio CD3; PK TG - Unit 9 test PRC TG

Warm-up: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with the key vocabulary about bedrooms from this unit.

1 Read and follow.

- Write on the board:
  Hi Sam,
  _____
  _____
  _____
  Bye, Billy.
- Ask *What's this? (an email / a letter)* Point out that we start emails with *Hi* and a name, and we end them with *Bye* and our name.

2 Look and complete the email.

- Refer the children to the picture and ask *What can you see?* Prompt the children to answer in complete sentences with *There's / There are …* Encourage them to include the colours.
- Now point to the email text and read out the first two lines. Use intonation as if you are talking to your friend, Sam.
- Read out the example answer and elicit the complete sentence.
- Read out the rest of the email in the same intonation, pausing for each space, to help the children to get a feel for the email. Then give the children a minute to look quietly at the text and the picture.
- Work through the email, sentence by sentence, eliciting suggestions for each gap. Write the full version on the board, asking for whole-class agreement for each answer.
- Have the children complete the email in their books.

Answers: There are two beds. They're boats! There's a red wardrobe. It's next to the window. I've got three chairs. I've got a lamp, too. It's a monkey.

Teaching star!

Mixed ability

After going through the example in Activity 2, you could take some time to talk the children through some of the gaps and ask questions to show them that there are clues in the text that can help them.

- Read out the words before the first gap, *There are two* _____. Elicit that the word must be a 'thing' that ends with s because there is more than one. Ask them which other gap is like this. *(I've got three* _____.)
- Point out the word *too*, and clarify its meaning. Write on the board *I've got three* _____. and below it write *I* _____ _____ *a* _____, *too*. Point out the pattern and help them to see how the second sentence starts (*I've got*).

As the children learn to predict answers in this type of activity, they will feel more confident.

3 Write an email about Sam's bedroom.

Be a star!

- Have the children look at the picture and say what's different from the bedroom in Activity 2.
- Elicit what is missing at the beginning and end of the email (*Hi* + name; *Bye* + name).
- Work through the email sentence by sentence, eliciting and prompting the answers from the class. Write each completed sentence on the board and ask for whole-class agreement each time.
- Read the whole email out, sentence by sentence, for the children to repeat.
- Have the children complete the email in their books.

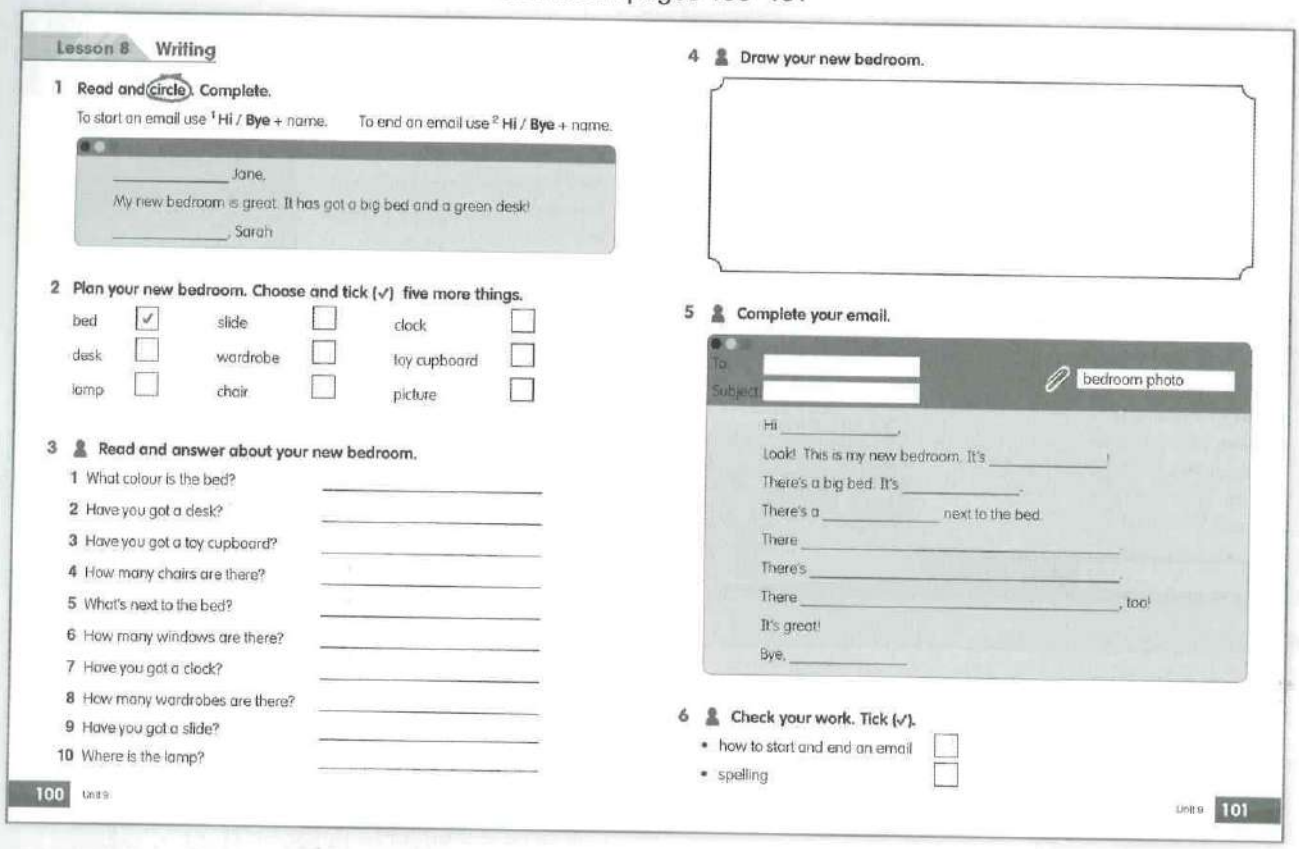
PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Answers:
Hi Billy,
My new bedroom is fantastic! There's a bed. There are two toy cupboards. They're next to the bed. I've got a green desk and two chairs. I've got a lion clock, too. It's cool!
Bye, Sam

Cooler: Read round the class

- Have the children read out the finished email in Activity 3 – each child reads one word in turn. See how fast they can do it – and still be understandable!

Workbook pages 100–101



Lesson 8 Writing

1 Read and circle. Complete.

To start an email use [1] Hi / Bye + name. To end an email use [2] Hi / Bye + name.

_____ Jane,
My new bedroom is great. It has got a big bed and a green desk!
_____, Sarah

2 Plan your new bedroom. Choose and tick (✓) five more things.

bed	✓	slide		clock	
desk		wardrobe		toy cupboard	
lamp		chair		picture	

3 Read and answer about your new bedroom.

1 What colour is the bed? _____
2 Have you got a desk? _____
3 Have you got a toy cupboard? _____
4 How many chairs are there? _____
5 What's next to the bed? _____
6 How many windows are there? _____
7 Have you got a clock? _____
8 How many wardrobes are there? _____
9 Have you got a slide? _____
10 Where is the lamp? _____

100 Unit 8

4 Draw your new bedroom.

5 Complete your email.

To: _____
Subject: _____ bedroom photo

Hi _____,
Look! This is my new bedroom. It's _____!
There's a big bed. It's _____.
There's a _____ next to the bed.
There _____
There's _____
There _____, too!
It's great!
Bye, _____

6 Check your work. Tick (✓).

- how to start and end an email ☐
- spelling ☐

Unit 8 101

1 Read and circle. Complete.

- The children complete the sentences about starting and ending an email.

Answers: 1 Hi 2 Bye 3 Hi 4 Bye

2 Plan your new bedroom. Choose and tick (✓) five more things.

- The children choose and tick five things they want in their new bedroom.

Answers: Children's own answers.

3 Read and answer about your new bedroom.

- The children answer questions about the things in their new bedroom.

Answers: Children's own answers.

4 Draw your new bedroom.

- The children draw their new bedroom according to the information in Activities 2 and 3.

Answers: Children's own answers.

5 Complete your email.

- The children complete the email using the information in Activities 2 and 3.

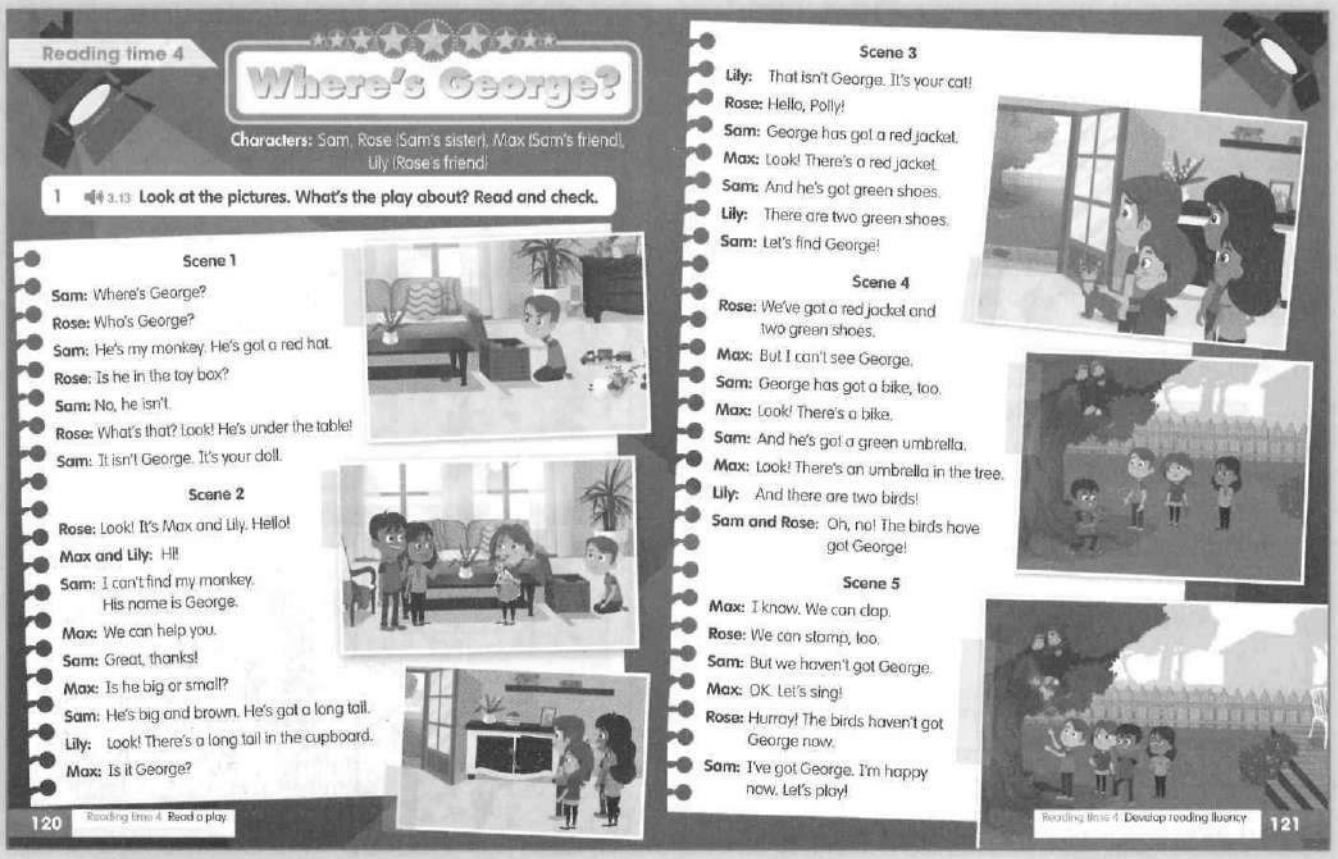
Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

Reading time 4

Pupil's Book pages 120–121



Learning objectives: Read a play; Develop reading fluency

Additional vocabulary: bike, birds, clap, clothes, colours, doll, hat, monkey, sing, size, stamp, toy box, umbrella

Resources: Class audio CD3; (PK) (PRC) - Reading time 4 video

Warm-up: I can see something ...

- This is a variation on the traditional game *I spy with my little eye* ... Choose something from the pictures on pages 120–121 of the Pupil's Book. Say *I can see something beginning with ... M* (*monkey*) – giving the first sound of the word (rather than the letter).
- The children look at the pictures and try to guess what you're thinking of.
- Repeat the game. Then invite confident children to set questions for the rest of the class.
- Some suggestions of items for the game: b (*bike, bird, boy, box*), c (*chair, cupboard*), d (*doll, door*), g (*girl*), s (*sofa*), t (*toy, train*), w (*window*).

1 Look at the pictures. What's the play about? Read and check.

- Have the children look at the pictures again. Ask if they know what a play is, and where we usually see one (*on a stage / in a theatre*).
- Give the children a few minutes to look at the story and get an idea of the characters and what is happening.
- Ask them what they think the story of the play is, and praise any relevant suggestions.

Answers: Some children are looking for George, a toy monkey.

3.13 Read the play.

- Play the audio of the play and have the children follow in their books. Stop at certain points and ask the children what number they are on to check that they are following carefully.
- Play the audio again and encourage the children to follow the words with their finger.
- After each section, give the children time to look through the text again at their own pace and to reinforce through reading what they heard and followed.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- If some of the children aren't able to read independently at this point, then support them by reading along with them. Help them with any difficult words. Some children will need motivation. Remind them that reading is fun!

Check the play

- Ask some questions to check the key aspects of the play:
- Point to picture 1 – *Who is George? (George is a toy monkey. He's Sam's monkey.) Where is he? (Sam can't find his monkey.)*
- Point to picture 2 – *What are the names of the children? (The names of the children are Sam, Rose, Max and Lily.)*
- Point to picture 3 – *What can they see in the cupboard? (They can see a long tail in the cupboard. It's Polly, the cat.)*
- Point to picture 4 – *What can they see now? (They can see a red jacket and two green shoes.)*
- Point to picture 5 – *What can they see in the tree? (They can see an umbrella in the tree. They can see two birds, too.) Where is George? (George is in the tree with the birds.)*
- Point to picture 6 – *Are the children happy? (Yes, the children are happy. They have got George, now.)*

Rate the play

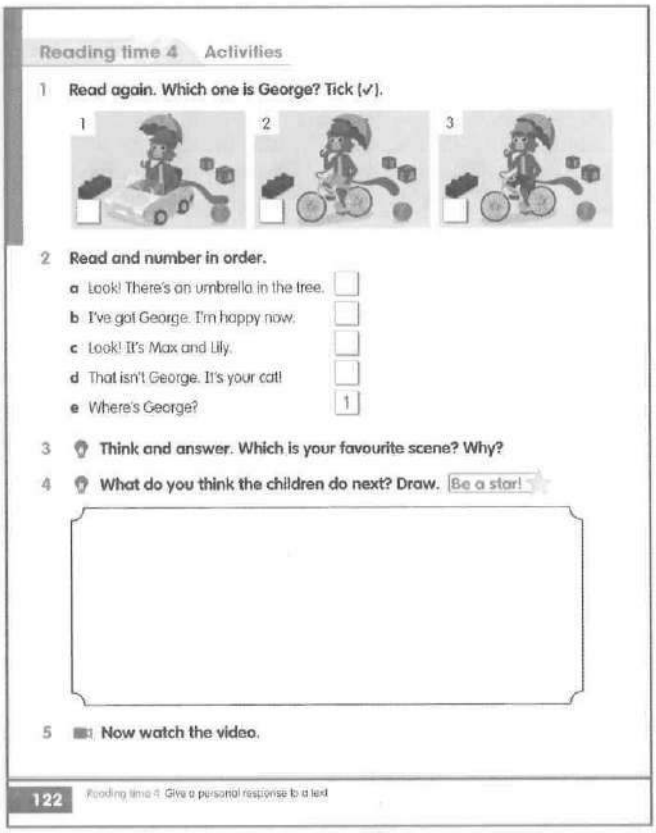
- Ask the children if they liked the play. (They will be doing more critical thinking about the play in the next lesson, but after the first encounter with the play, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
  fun
  good
  interesting
  exciting
  fantastic
  boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key vocabulary from the story. Some examples you could use are: *monkey table brown tail cupboard jacket shoes birds.*

Reading time 4 Activities

Pupil's Book page 122



Learning objectives: Give a personal response to a text

Additional vocabulary: cat, favourite, happy

Resources: Class audio CD3; PK PRC - Reading time 4 video

Materials: coloured pencils

Warm-up: How many words?

- Read out some sentences from the story *Where's George?* and have the children tell you how many words there are in each one. Suggested sentences: *He's got a red hat.* (5); *I can't find my monkey.* (5); *There's a long tail in the cupboard.* (7); *George has got a red jacket.* (6); *The birds have got George!* (5).
- Then have the children repeat the phrases chorally.

1 Read again. Which one is George? Tick (✓).

- Remind the children of the story by asking some questions, e.g. *Who is George? Where is he? What has he got?*
- Refer the children back to the story and have them tell you some information about George – his clothes, his appearance, his toys, etc. For each piece of information the children give, ask *Picture 1, 2 or 3?*
- As they get more information, ask the children which picture is George and why.

Answer: 2

2 Read and number in order.

- Read out the sentences and have the children repeat chorally.
- Refer them to the example answer and point out that sentence e is the first line of the play. Ask the children which is number 5 – the last sentence. Have them find it in the story and number it *5* (*sentence b*).
- Then give the children time to find the others and number them in order.
- Read out each sentence and have the children tell you the number. Ask for whole-class agreement each time.

Answers: a 4 b 5 c 2 d 3 e 1

3 Think and answer. Which is your favourite scene? Why?

- Ask the children *How many scenes are there in the play?* (*5*) *Which is your favourite scene?* Give the children a little time to look back at the play and think about their favourite scene.
- Call out numbers 1–5 and have the children vote for their favourite scene by raising their hand. You can ask one child to count the votes to see which is the class favourite.
- Then invite the children to give some reasons for their opinions.

4 What do you think the children do next? Draw. Be a star!

- Ask the children what they think happens next in the story. Listen to some suggestions – remember all suggestions are valid at this time!
- Give the children some time to draw a picture of their idea of the next scene. Have them show a friend and say what's happening.
- Ask if any children would like to show and tell the class about their picture.

5 Now watch the video.

- Show the children the video of the story.
- Ask which version they preferred, the printed version or the video, and why.

Cooler: Enjoy your friends' work

- Have the children leave their pictures on their desks and walk around the classroom, admiring their friends' work. While they do this, call out *Stop!* now and again and invite the children to say what they like about the picture they are looking at, e.g. *This is a great idea! This picture is cool!*

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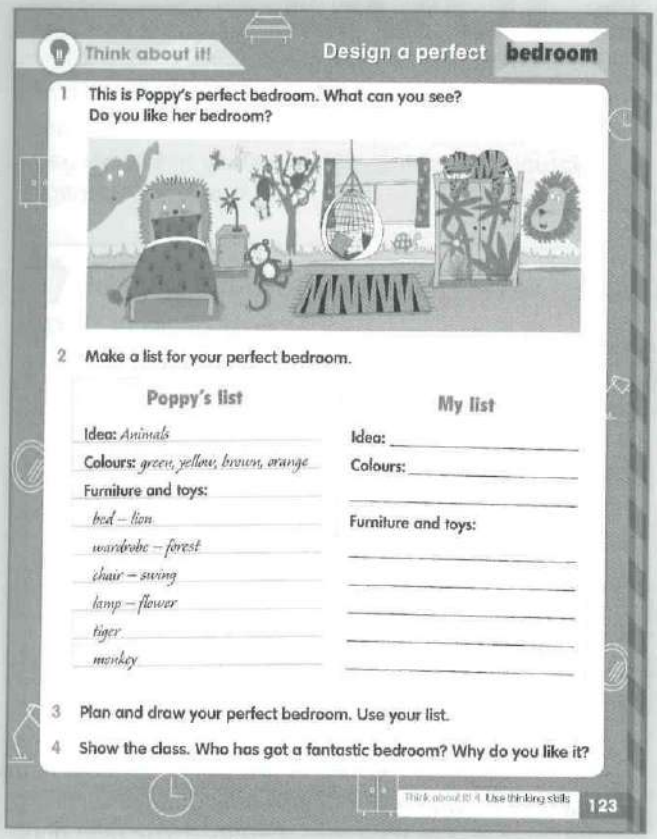
Think about it!

Pupil's Book page 123



Learning objectives: Use thinking skills; Make a list

Recycled vocabulary: bed, chair, clock, desk, door, lamp, sandpit, wardrobe, window; colours

Resources: PK

Materials: a sheet of paper and a pencil for each child

2.42 Warm-up: Act out the play

- Play the audio or video of the play *Where's George?* and have the children do the actions of the story.

1 This is Poppy's perfect bedroom. What can you see? Do you like her bedroom?

- Refer the children to the picture and ask *What can you see in the bedroom?*
- Clarify the meaning of *perfect*. Ask the children if this is a perfect bedroom for them. Ask if they like it or if they have different ideas for a perfect bedroom.

2 Make a list for your perfect bedroom.

- Read out Poppy's list and have the children point to the items in the picture.
- Ask the children for ideas for a theme for their bedroom. Elicit a few suggestions to get them started!
- Give an example of your own – *a school bedroom! White and green; the wardrobe is a whiteboard, the desk is a school desk and the bed is a sandpit!* Write your ideas on the board in the form of the list in Activity 2. Ask *Is this a good idea?* Encourage the children to respond to your idea with phrases from page 118, e.g. *No, I think it's boring. / Yes, I think it's great.*
- Now have them make their own list. They may need help from you for some vocabulary for the features of their bedroom.

Answers: Children's own answers.

3 Plan and draw your perfect bedroom. Use your list.

- Give each child paper to make a drawing of their bedroom including the features on their list.

4 Show the class. Who has got a fantastic bedroom? Why do you like it?

- Ask if any children would like to show their bedroom and tell the class about it. Each time, ask the others if they like each idea and why. The reactions may not all be positive, but make sure that each child who talks to the class gets a round of applause afterwards!

Cooler: Disappearing words

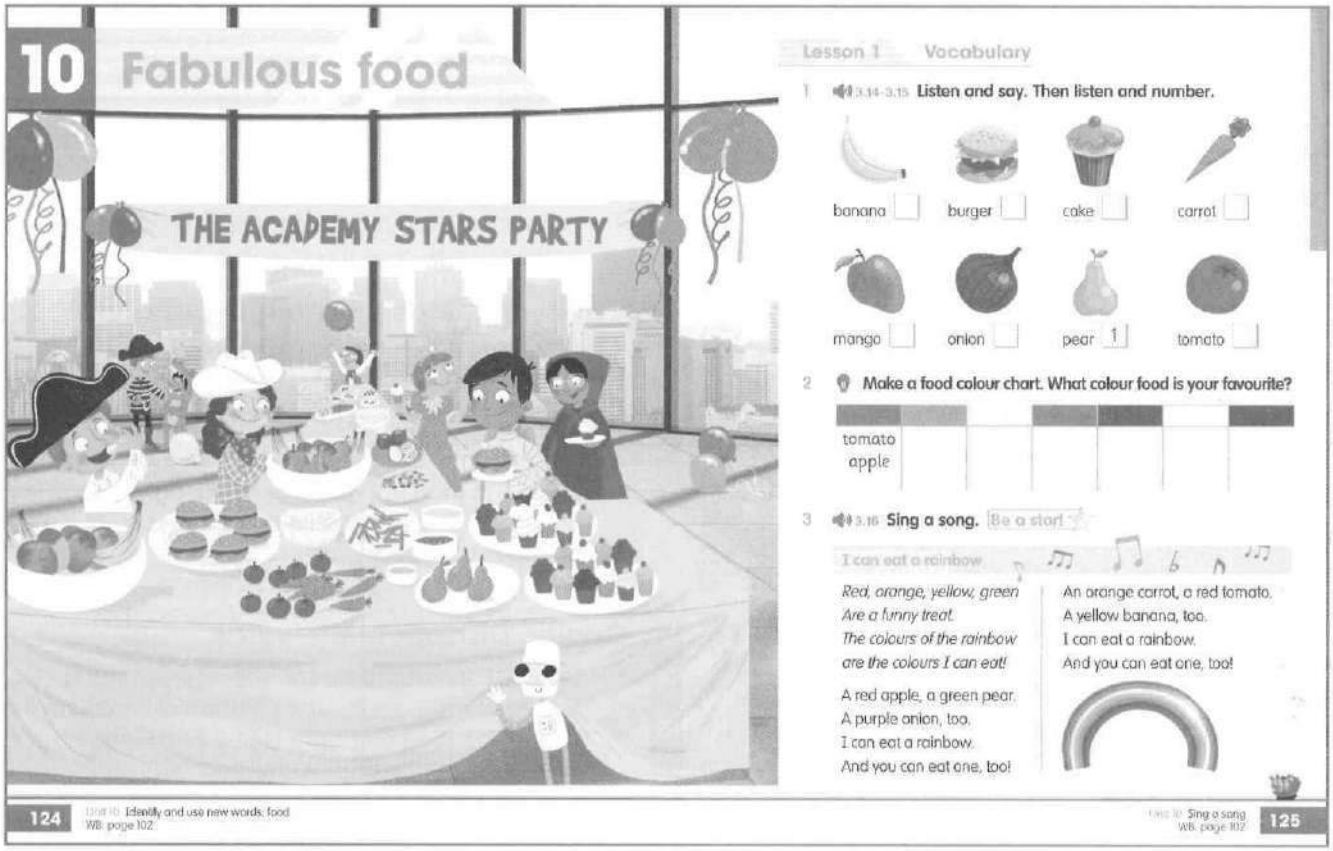
- Play *Disappearing words* (see the Games Bank, pages 14–15), asking the children to recall all the key words they can from Unit 9 and Reading time 4.

PRC = Pupil's Resource Centre TG = Test Generator

10 Fabulous food

Lesson 1 Vocabulary

Pupil's Book pages 124–125



Learning objectives: Identify and use new words: food; Sing a song using the target vocabulary

Vocabulary: banana, burger, cake, carrot, mango, onion, pear, tomato

Resources: Class audio CD3; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song; (PRC)

Materials: paper, pens or pencils

Warm-up: The Big Picture

- Refer the children to the picture on page 124. Ask *Where are they? Are they happy? Why? What can you see? What are the children wearing? Can you find Bot? (He's under the table.)*

1 3.14 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

3.15 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 pear 2 carrot 3 tomato 4 burger 5 cake 6 onion 7 banana 8 mango

Answers: 1 pear 2 carrot 3 tomato 4 burger 5 cake 6 onion 7 banana 8 mango

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Using digital

You can use the Vocabulary Tool to pre-teach the vocabulary.

- Use *Slideshow* to introduce the food words.
- Use *Distort* to test the vocabulary.

The children will remember the vocabulary better if they see it in a variety of different forms, including digital and the book.

2 Make a food colour chart. What colour food is your favourite?

- Ask the children *What colour are these foods?* Call out the name of the foods from Activity 1 and elicit the colour. Ask if the foods sometimes have different colours (mangoes can be green or orange, cakes can be many different colours, onions are sometimes yellow, white, purple or green, etc).
- Refer the children to the chart. Point out the examples and ask if the children agree (they may see apples as green or yellow instead of red).
- Elicit a food for the orange category (orange, mango, carrot, etc). Have the children complete the chart. While they are doing this, copy the chart to the board, allowing plenty of space for the lists – use colour names if you don't have all the coloured pens!
- Invite several children at the same time to come to the board and write a food name under the right colour. Ask for whole-class agreement each time and elicit more alternatives.

Answers: red: tomato, apple, orange: carrot, mango, orange, yellow: banana, apple, green: pear, mango, apple, purple: onion, white: onion, brown: burger, coconut

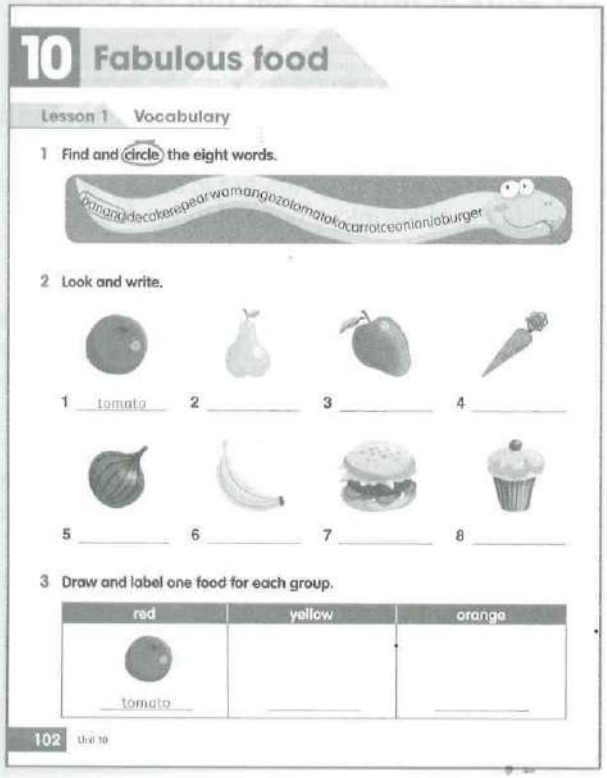
3 3.16 Sing a song. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear one of the objects in Activity 1 mentioned, they should raise their hands. Play the audio and join in with the children. Check the meaning of *treat* and *rainbow*.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for them to repeat (singing).
- Play the song and have the children join in and make a gesture, e.g. a happy / straight / sad face, showing if they like each food as it is mentioned. Repeat as many times as the children are still willing!

Cooler: Ready, set, draw!

Play *Ready, set, draw!* (see the Games Bank, pages 14–15) with the vocabulary from this lesson.

Workbook page 102



10 Fabulous food

Lesson 1 Vocabulary

1 Find and circle the eight words.

bmangldecoterepearwamangozotomatokacarrotceonianiaburger

2 Look and write.

1 tomato 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

3 Draw and label one food for each group.

red	yellow	orange
tomato		

102 Unit 10

1 Find and circle the eight words.

Answers: banana, cake, pear, mango, tomato, carrot, onion, burger

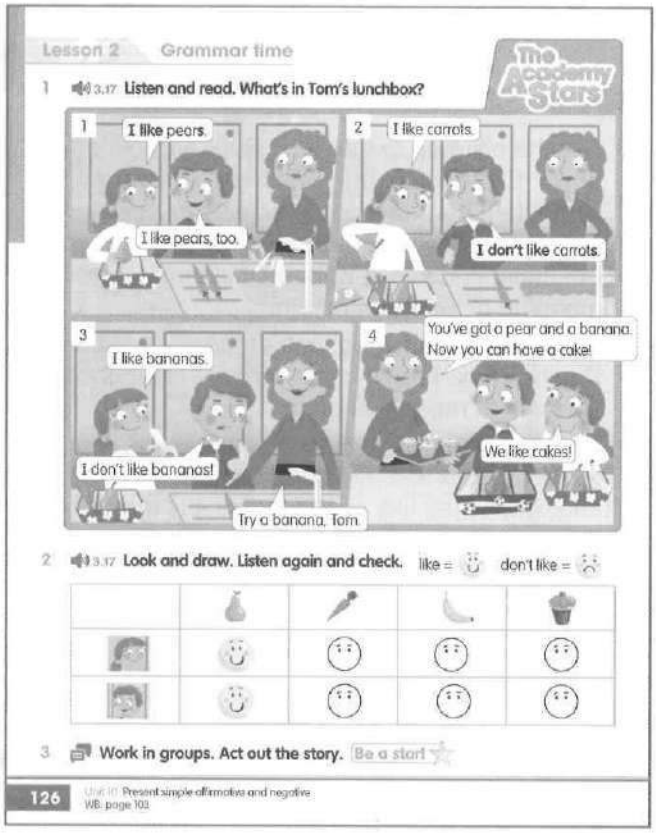
2 Look and write.

Answers: 1 tomato 2 pear 3 mango 4 carrot 5 onion 6 banana 7 burger 8 cake

3 Draw and label one food for each group.

Answers: Children's own answers.

Pupil's Book page 126



Learning objectives: Understand and use present simple affirmative and negative; Read and act out a story using the target grammar

Grammar: Present simple (I) affirmative and negative

Resources: Class audio CD3; PK PRC

Materials: paper, pens or pencils

3.16 Warm-up: Sing the song!

- Play the song *I can eat a rainbow* and have the children join in and make a gesture.
- Remind them of the gestures from the previous lesson: a happy / straight / sad face as each food is mentioned in the song to demonstrate if they like it or not.

1 3.17 Listen and read. What's in Tom's lunchbox?

- Refer the children to the pictures, and ask *Who can you see? What are their names? Where are they?* (*at home*) Ask what they are doing (preparing and eating food). Point to the lunch boxes and ask / explain what they are.
- Play the audio. Have the children follow in their books and find the answer to the question *What's in Tom's lunchbox?*
- Play the audio again and have the children do the actions in the story – when they see / hear *I like*, they rub their tummies and say *Yum!* When they see / hear *I don't like*, they shake their heads and say *Yuck!*
- Play the audio one more time for the children to repeat chorally.

Answers: A pear, a banana (and a cake – but only after the last picture ...!)

2 3.17 Look and draw. Listen again and check.

- Refer the children to the chart and elicit the names of the items at the top.
- Play the audio again and stop after *I like pears, too.* Point to the pear and say *Sara – like or don't like? Tom – like or don't like?* Point out the example smiley faces for *like* for both.
- Play the rest of the story and have the children complete the faces. Pause the audio if necessary to make sure they have time to do this.
- For feedback, call out the foods and names for the class to say *like* or *don't like*.

Answers:

	☺	☺	☺	☺
	☺	☹	☹	☺

3 Work in groups. Act out the story. Be a star!

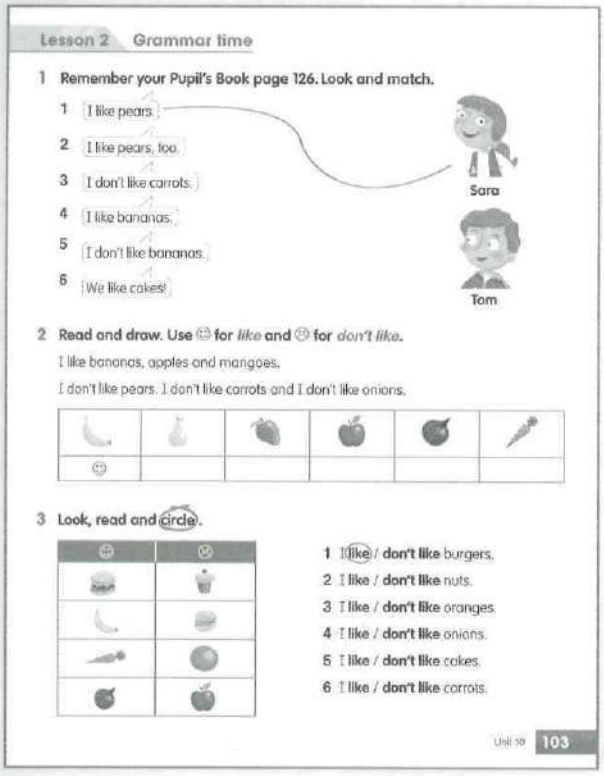
- Play the audio again for the class to repeat each line chorally. Pay attention to the pronunciation of *like* and *don't like*.
- Ask *How many characters are in the story?* (*three*) Divide the class into groups of three and either have them decide who will be each character, or designate the roles.
- Allow the children a few minutes to practise acting out the story. No props are really needed, but the children could use pens, pencils and rulers for the food and a pencil case for the lunchbox! Monitor, encourage and check for pronunciation.
- Ask if any groups would like to act out the story for the whole class. Alternatively, they could take turns to act it out for another group.
- If you wish, you could ask the children to change roles and act out the story again.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15). Suggested sentences: *I like pears. I don't like carrots. You've got a pear and a banana. You can have a cake. We like cakes!*

Workbook page 103



Lesson 2 Grammar time

1 Remember your Pupil's Book page 126. Look and match.

1 I like pears.
2 I like pears, too.
3 I don't like carrots.
4 I like bananas.
5 I don't like bananas.
6 We like cakes!

Sara

Tom

2 Read and draw. Use ☺ for *like* and ☹ for *don't like*.

I like bananas, apples and mangoes.

I don't like pears. I don't like carrots and I don't like onions.

3 Look, read and circle.

1 I like / don't like burgers.
2 I like / don't like nuts.
3 I like / don't like oranges.
4 I like / don't like onions.
5 I like / don't like cakes.
6 I like / don't like carrots.

Unit 10 103

1 Remember your Pupil's Book page 126. Look and match.

Answers: Sara: 1, 4, 6 Tom: 2, 3, 5, 6

2 Read and draw. Use ☺ for *like* and ☹ for *don't like*.

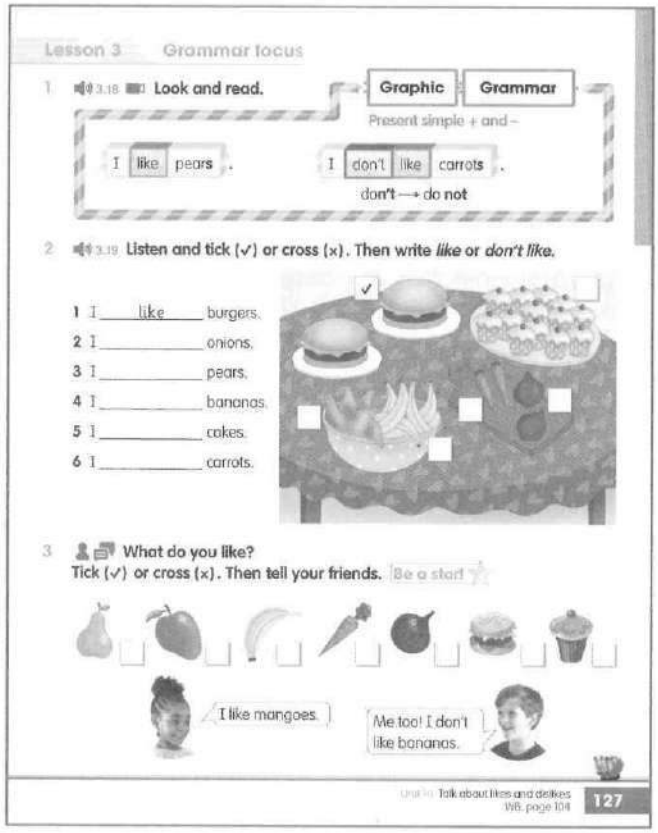
Answers: ☺ – bananas, apples, mangoes
☹ – pears, carrots, onions

3 Look, read and circle.

Answers: **1** like **2** don't like **3** don't like **4** like **5** don't like **6** like

Lesson 3 Grammar focus

Pupil's Book page 127



Learning objectives: Talk about likes and dislikes

Grammar: Present simple (I) affirmative and negative: *I like pears. I don't like carrots.*

Resources: Class audio CD3; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Warm-up: Like or don't like?

- Draw a big smiley face (for *like*) on one side of the board and a big sad face (for *don't like*) on the other side. Call out the names of the foods (and show the flashcards if you have them) and have the children point to the side of the board for *like* or *don't like* according to their personal opinions.

1 3.18 Look and read.

- Play the audio and have the children follow in their books.
- Play the audio again and encourage them to make *like* or *don't like* gestures to accompany the affirmatives and negatives.
- Highlight the contraction *don't like* by counting out *I do not like carrots* on your fingers, and then pushing the *do not* fingers together to show the contraction.
- Play the audio for the children to repeat.
- Then play it one more time and have all the children repeat the sentences with enthusiasm for *like* and with distaste for *don't like*.

- If using the video, tell the children they will see a video of a girl and her mother shopping for fruit and vegetables. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence.
- Have the children do actions for *like* and *don't like*.

2 3.19 Listen and tick (✓) or cross (✗). Then write *like* or *don't like*.

- Refer the children to the pictures. Ask *What food is there on the table?*
- Play the example sentence of the audio and point out the tick next to the burgers.
- Play the second sentence and say *Onions, yes or no?* (*no*). Prompt the children to put a cross.
- Play the rest of the audio and have the children complete the activity individually. Repeat if necessary.
- For feedback, invite different children to read out the completed sentences. Ask for whole-class agreement each time.

Audioscript

1 I like burgers. *2 I don't like onions.*
3 I like pears. *4 I don't like bananas.*
5 I like cakes. *6 I like carrots.*

Answers: 1 ✓ like 2 ✗ don't like 3 ✓ like 4 ✗ don't like 5 ✓ like 6 ✓ like

3 What do you like? Tick (✓) or cross (✗). Then tell your friends.

Be a star!

- Invite two confident children to read out the example dialogue. Ask if the boy likes mangoes (yes) – point out that he says *Me too!* Explain that we can say *Me too!* when we like the same thing (responding to an affirmative sentence).
- Demonstrate the activity. Put a pencil tick and cross next to two items in your book. Show the class and say the corresponding sentences.
- Then elicit one or two examples from the class. Respond with *Me too!* when appropriate, or show that you don't like something by the expression on your face. Drill the sentences and possible responses.
- Have the children tick or cross the foods they like or don't like.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Divide the class into pairs to take turns to tell their friend about their likes or dislikes. Circulate and monitor.
- Finish with a few children telling the class about their likes or dislikes and have everyone respond.

Teaching star!

Mixed ability

For less confident children, an open task sometimes feels too challenging. Activities with a target for them to reach like the one above are confidence-building.

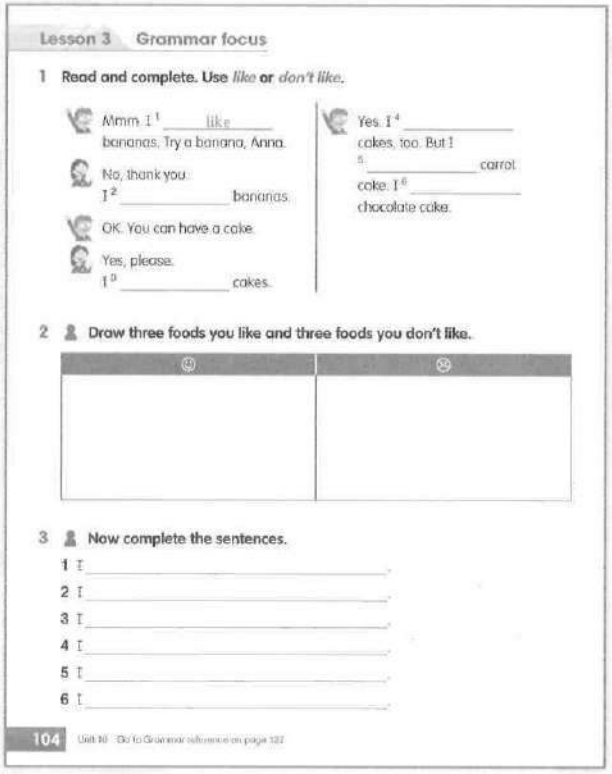
- Specify a minimum number of likes or dislikes for the class to talk about, e.g. a minimum of two likes and two dislikes.
- Have children raise their hands when they have finished this. Fast finishers can get some praise and then have the opportunity to do more about any foods they want.
- (More confident children are, of course, free to talk about as many as they want.)

Tasks like this give less confident children a feeling of achievement, and stronger children the freedom to extend more.

Cooler: A memory game

- Start the 'chain' by saying, e.g. *I like carrots.* Encourage the next child to repeat your sentence and add a different item with *like* or *don't like* – *I like carrots. I don't like onions.*
- Continue around the class or in groups. Each new child in the chain repeats what the others said and adds an item.

Workbook page 104



Lesson 3 Grammar focus

1 Read and complete. Use *like* or *don't like*.

Mmm. I [1] like bananas. Try a banana, Anna.

No, thank you. I [2] _____ bananas.

OK. You can have a cake.

Yes, please. I [3] _____ cakes.

Yes. I [4] _____ cakes, too. But I [5] _____ carrot cake. I [6] _____ chocolate cake.

2 Draw three foods you like and three foods you don't like.

☺	☹

3 Now complete the sentences.

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

104 Unit 10 Go to Grammar reference on page 127

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 127 to help them when completing these activities.

1 Read and complete. Use *like* or *don't like*.

Answers: 1 like 2 don't like 3 like 4 like 5 don't like 6 like

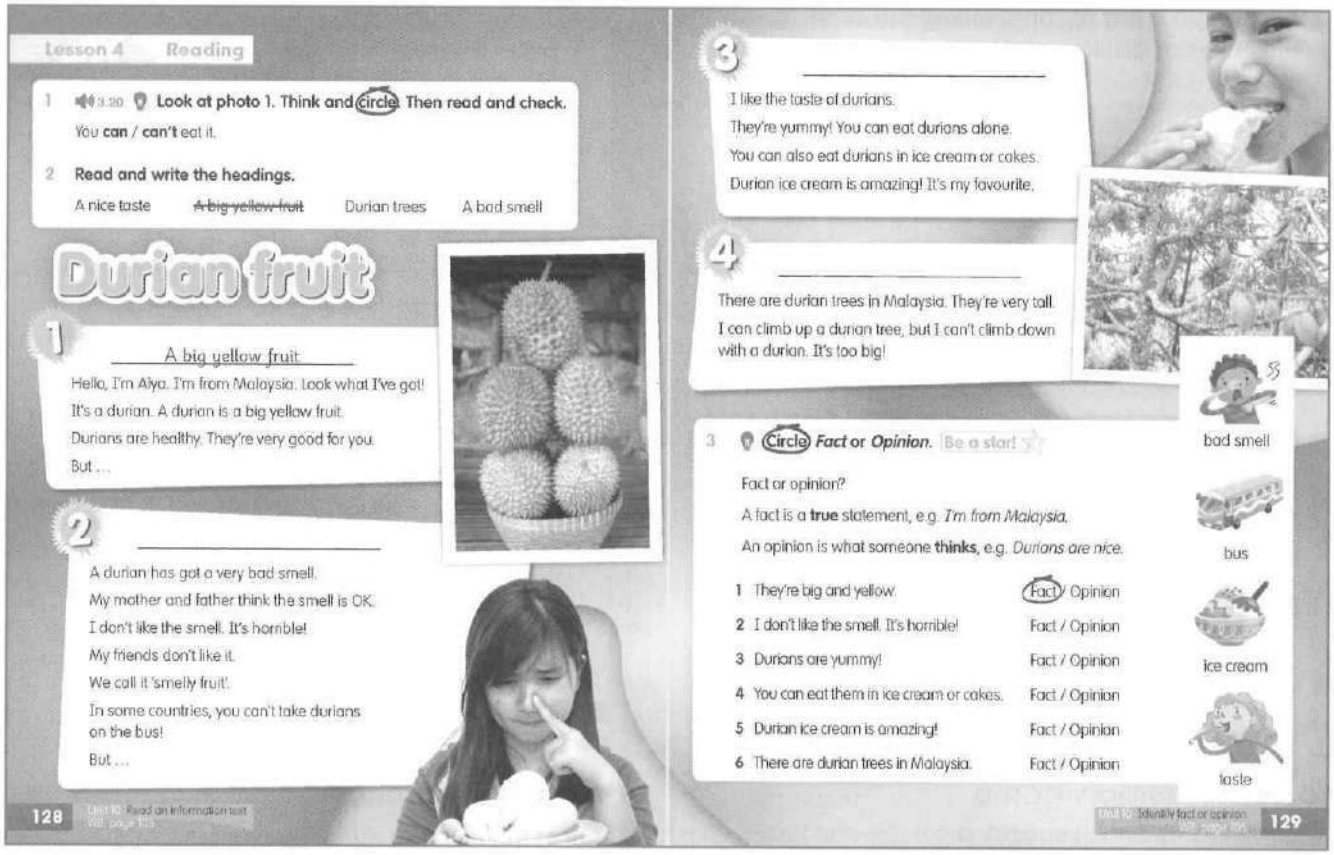
2 Draw three foods you like and three foods you don't like.

Answers: Children's own answers.

3 Now complete the sentences.

Answers: Children's own answers.

Pupil's Book pages 128–129



Learning objectives: Read an information text; Identify fact or opinion

Vocabulary: bad smell, bus, ice cream, taste

Review vocabulary: climb, healthy, tree

Resources: Class audio CD3; PK PRC

Warm-up: Stand up or sit down

- Read out sentences about likes and dislikes of food to the class, e.g. *I like mangoes. I don't like carrots.* If the sentence is true for them, they stand up. If it is false, they sit down. Recycle other food words, e.g. *apples, oranges, nuts, yoghurt.*

Vocabulary

- Refer the children's attention to the vocabulary panel on page 129 and read out the words for the class to repeat.
- Do a little mime for each one: *bad smell* – hold your nose and turn your head away; *bus* – mime holding a strap and being jogged by the movement of the bus; *ice cream* – mime eating a spoonful *mmmmm!*; *taste* – mime dipping a finger in something, putting on your tongue and reacting. Repeat the words in random order and have the children do the mime.
- Do the mime and have the children tell you the word.

1 3.20 Look at photo 1. Think and circle. Then read and check.

- Refer the children to the photo and ask *What's this?* Most children will probably not recognise it, but will know it is a fruit. Ask *Can you eat it?* Have the children choose / guess *can* or *can't*.
- Then play the audio and have them look at the other photos and follow the text to confirm or change their idea (part 3 and the photo is the best indication).

Answers: You can eat it.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

2 Read and write the headings.

- Read through the headings in the box and check the meaning of *nice – good or bad?* Point out the heading for part 1 of the text.
- Elicit the correct heading for number 2 (*A bad smell*). Ask why – the photo is an indication and also the first sentence of part 2.
- Have the children do the same for parts 3 and 4.
- For feedback, call out the numbers and have the children tell you the heading. Ask for whole-class agreement each time.

Answers: 1 A big yellow fruit 2 A bad smell 3 A nice taste 4 Durian trees

3 Circle *Fact* or *Opinion*. Be a star!

- Read out the description of facts and opinions. Clarify with the children.
- Refer the children to the example and point out this is a fact – refer them to the photos as proof of this.
- Ask if number 2 is a fact or opinion (*opinion*). Then have them continue the activity individually.
- For feedback, read out each sentence and have the children respond *Fact* or *Opinion*. Ask for whole-class agreement each time.

Answers: 1 F 2 O 3 O 4 F 5 O 6 F

Teaching star!

Reading support

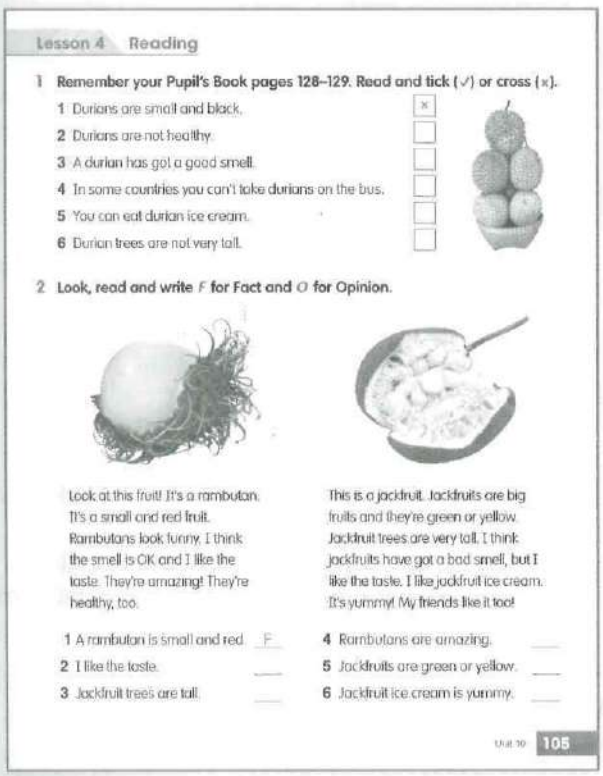
Help the children with a challenging task like Activity 3 by giving clear examples first.

- Clarify with some examples of your own on the board – *Carrots are nice / delicious* (opinion); *I'm a teacher* (fact). Write two more on the board and ask the children if they are fact or opinion: *This is an English class* (fact); *English is fantastic!* (opinion)
- Check number 1 and elicit the answer to number 2 as a class. They can then continue individually as above.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–15) using the first three sentences of part 2 of the text.

Workbook page 105



Lesson 4 Reading

1 Remember your Pupil's Book pages 128–129. Read and tick (✓) or cross (×).

1 Durians are small and black. ×
2 Durians are not healthy.
3 A durian has got a good smell.
4 In some countries you can't take durians on the bus.
5 You can eat durian ice cream.
6 Durian trees are not very tall.

2 Look, read and write *F* for Fact and *O* for Opinion.

Look at this fruit! It's a rambutan. It's a small and red fruit. Rambutans look funny. I think the smell is OK and I like the taste. They're amazing! They're healthy, too.

This is a jackfruit. Jackfruits are big fruits and they're green or yellow. Jackfruit trees are very tall. I think jackfruits have got a bad smell, but I like the taste. I like jackfruit ice cream. It's yummy! My friends like it too!

1 A rambutan is small and red. F
2 I like the taste. ___
3 Jackfruit trees are tall. ___
4 Rambutans are amazing. ___
5 Jackfruits are green or yellow. ___
6 Jackfruit ice cream is yummy. ___

Unit 10 105

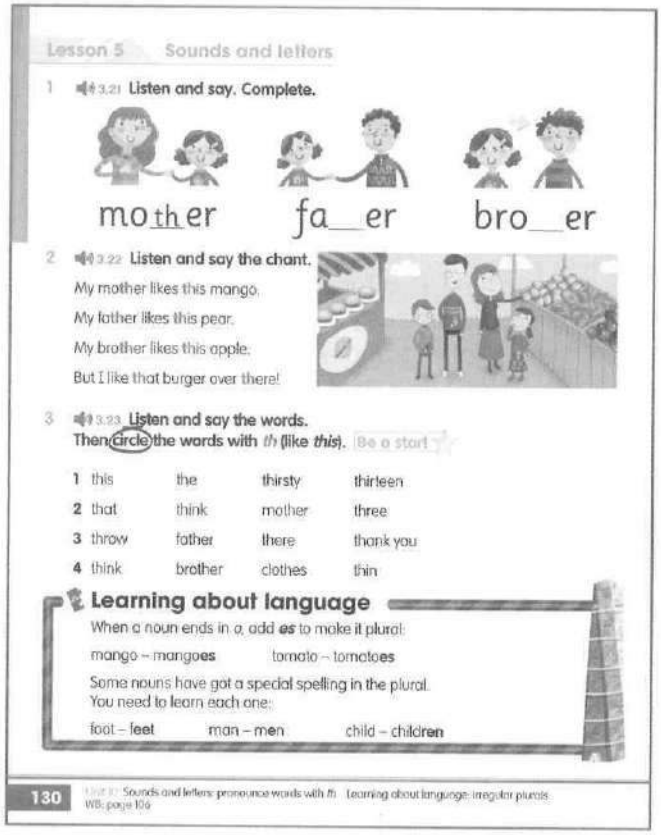
1 Remember your Pupil's Book pages 128–129. Read and tick (✓) or cross (✗).

Answers: 1 ✗ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗

2 Look, read and write *F* for Fact and *O* for Opinion.

Answers: 1 F 2 O 3 F 4 O 5 F 6 O

Pupil's Book page 130


Lesson 5 Sounds and letters

1 3.21 Listen and say. Complete.

mo th er fa _ er bro _ er

2 3.22 Listen and say the chant.

My mother likes this mango.
My father likes this pear.
My brother likes this apple.
But I like that burger over there!

3 3.23 Listen and say the words. Then circle the words with *th* (like *this*). Be a star!

1	this	the	thirsty	thirteen
2	that	think	mother	three
3	throw	father	there	thank you
4	think	brother	clothes	thin

Learning about language

When a noun ends in *o*, add *es* to make it plural:
mango – mangoes tomato – tomatoes
Some nouns have got a special spelling in the plural. You need to learn each one:
foot – feet man – men child – children

130 Unit 10 Sounds and letters: pronounce words with *th* Learning about language: irregular plurals WB: page 106

Learning objectives: Sounds and letters: pronounce words with *th* sound; Learning about language: irregular plurals

Sounds & letters words: brother, father, mother

Resources: Class audio CD3; PK TRC - Sounds and letters worksheet; PPK - Sounds and letters activity; PRC

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–15) with key words from the text *Durian fruit*, e.g. *fruit, smell, taste, ice cream, cakes, favourite, climb.*

1 3.21 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask *Who's this?* Ask questions, if necessary, to prompt suitable suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the words chorally. Then ask a few individuals to say each word to check pronunciation.
- Point to the *th* in the words in your book. Ask *What are these letters?* (*th*) *What's the sound?* (/ð/)
- Write a big, clear *th* on the board as a model for the children. Have them complete the words.

Audioscript

/ð/ /ð/ /ð/ *mother*
/ð/ /ð/ /ð/ *father*
/ð/ /ð/ /ð/ *brother*

Answers: mother, father, brother

2 3.22 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *th*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *th* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines.

3 3.23 Listen and say the words. Then circle the words with *th* (like *this*).

Be a star!

- Write on the board *1 brother, this* and *2 think, thirteen.*
- Read out the words to the class and ask if the pronunciation of *th* is the same or different in the two groups. Point out it is different and model the two sounds clearly. Have the children repeat the sounds: /θ/ /θ/ /θ/, /ð/ /ð/ /ð/.
- Play the audio and have the children repeat the words.
- Play the first part of the audio again and stop after each word to ask if the *th* sound is like the *th* of group 1 or 2 on the board (1, 1, 2, 2). Ask them to circle the words that are like the *th* of group 1 (*this, the*).
- Play the rest of the audio and have the children circle the /ð/ words.
- Then play the audio again for them to check their answers.
- Play the audio once more and have the children raise their hands when they hear a /ð/ sound. Write the words on the board.

Answers: 1 this, the 2 that, mother
3 father, there 4 brother, clothes

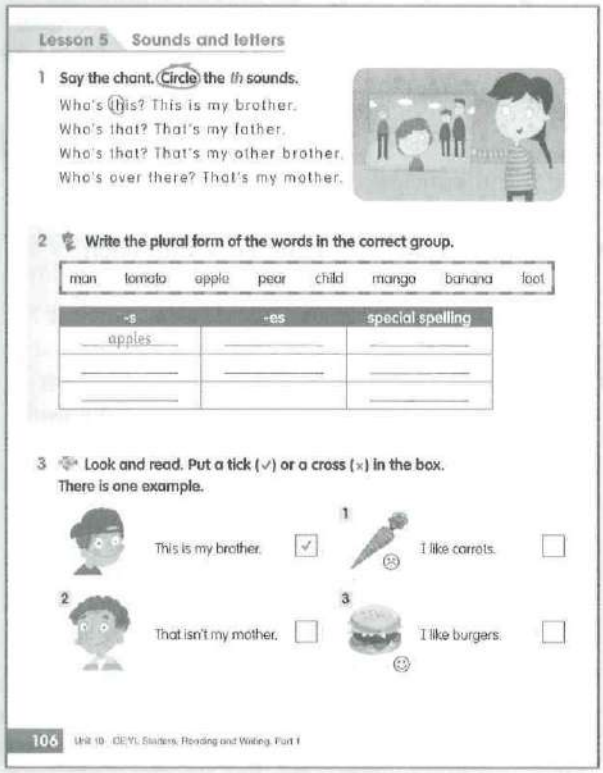
Learning about language

- Read out and clarify the information in the *Learning about language* box. Write the first set of examples on the board and drill the pronunciation.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Then quickly draw a volcano on the board and label it *volcano*. Draw another next to it and elicit the plural form and its spelling (*volcanoes*).
- Read out and have the children repeat the singular and plural forms of the irregular plural words. Then call out *One foot, two ...?* and have the children reply with the plural. Do this for *men* and *children*, too.

Workbook page 106



Lesson 5 Sounds and letters

1 Say the chant. Circle the *th* sounds.

Who's this? This is my brother.
Who's that? That's my father.
Who's that? That's my other brother.
Who's over there? That's my mother.

2 Write the plural form of the words in the correct group.

man tomato apple pear child mango banana foot

-s	-es	special spelling
apples		

3 Look and read. Put a tick (✓) or a cross (×) in the box. There is one example.

This is my brother. ✓
1 I like carrots.
2 That isn't my mother.
3 I like burgers.

106 Unit 10 · CEYL Starters, Reading and Writing, Part 1

1 Say the chant. Circle the *th* sounds.

Answers: Who's (th)is? (Th)is is my bro(th)er.
Who's (th)at? (Th)at's my fa(th)er.
Who's (th)at? (Th)at's my o(th)er bro(th)er.
Who's over (th)ere? (Th)at's my mo(th)er.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–15) with some of the words from Activity 3.

2 Write the plural form of the words in the correct group.

Answers: -s: apples, pears, bananas; -es: tomatoes, mangoes; special spelling: feet, men, children

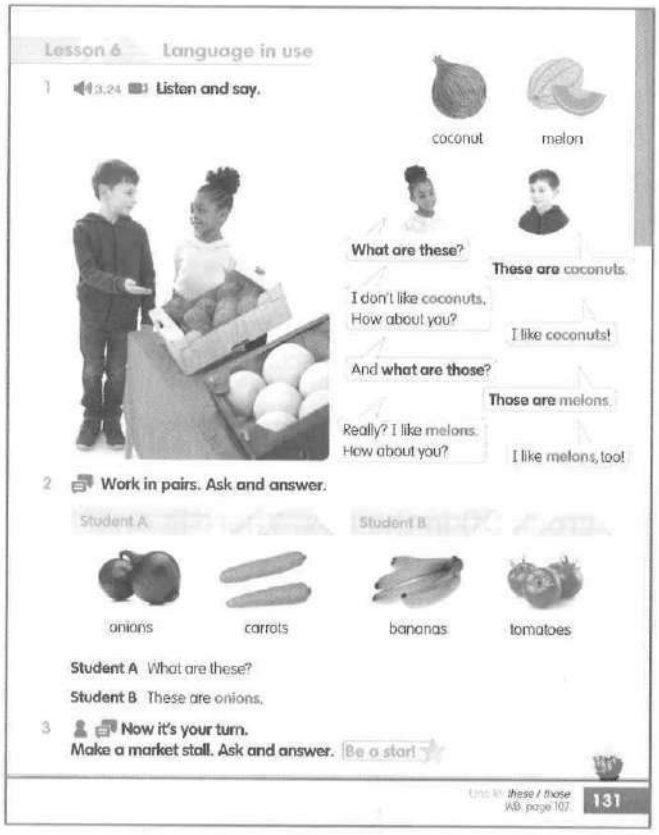
3 CEYL Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the boy. Elicit that the sentence is correct and indicate the tick.
- Point to the other pictures and read out the sentences. Then give them some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.

Answers: 1 ✗ 2 ✓ 3 ✓

Lesson 6 Language in use

Pupil's Book page 131



Learning objectives: *these / those*

Vocabulary: coconut, melon

Resources: Class audio CD3; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

Materials: coloured pencils

3.22 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

Vocabulary

- Refer the children to the words in the vocabulary panel. Read out the words and have them repeat. Ask them if they like coconut and melon.

1 3.24 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat chorally.
- Ask the children what the difference is between *these* and *those* (*these* for plural things near us, *those* for plural things further away). Ask how we ask for the other person's opinion (*How about you?*).
- Play the audio one more time, and have the children repeat and point near to them for *these* and further away for *those*. Have them imitate the intonation as closely as possible.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation as closely as possible.

2 Work in pairs. Ask and answer.

- Elicit the names of the items in the pictures.
- Invite two confident children to read out the example dialogue. Point out that it is the same as the beginning of the dialogue in Activity 1, but the blue word is changed for an item in the box. Elicit the next line from the class.
- Then divide the class into pairs to continue the activity. Circulate, monitor and pay attention to the children's use of *these* and *those*.

3 Now it's your turn. Make a market stall. Ask and answer. Be a star!

- In their notebooks, have the children draw a market stall – prompt them to draw between four and six squares filled with food shapes of different colours. Point out that the pictures don't have to be perfect, but the children should know what they have on their stall! Draw your own on the board while they are doing this.
- Alternatively, if you have downloaded the flashcards, you can use these to set up a market stall.
- Demonstrate the activity with a confident child. Look together at the child's 'stall', point and ask *What are these?* and have the child answer. Then have the child point to your drawing and ask *What are those?* and you answer.
- Divide the class into pairs. Drill sample questions and answers again and then have the children use their drawings to ask and answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Groupwork

Activity 3 is also a good opportunity to have the children interact in groups.

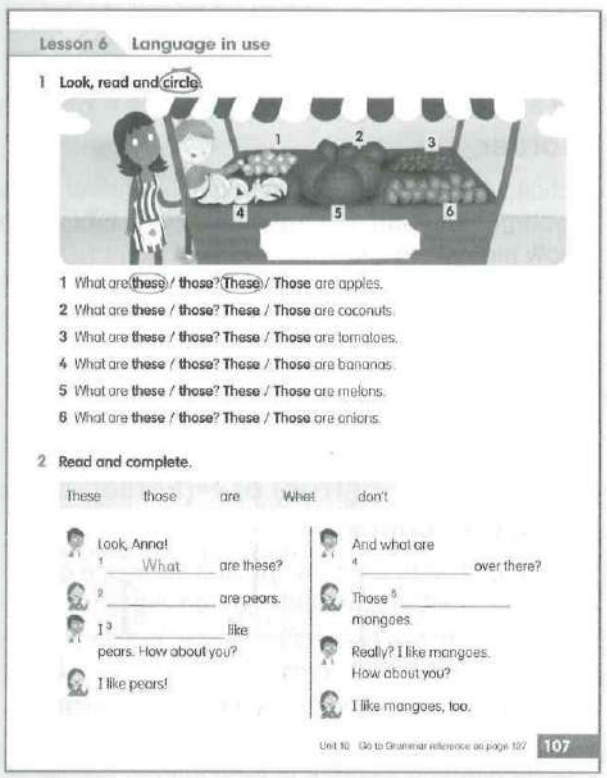
- Divide the class into groups of five or six. Have the children draw their market stall as above and turn their picture so everyone in the group can see it.
- Join one group and demonstrate that everyone can ask questions about the things near to them (their neighbour's 'stall'): *What are these?* (*These are …*), and further away (ask the child next to you about the stall of another child in the group): *What are those?* (*I don't know!*) Then move to ask the other child *What are these?*
- Have the children continue in their groups.

The interaction is still very controlled, but there is a chance to talk to more people and extend the number of questions and answers.

Cooler: Visualisation

- Ask the children to close their eyes and imagine what you tell them. Say: *You're at a market – look at the food. What fruits and vegetables can you see? What colours are they? What are those fruits? Can you see food you like? What can you see? Can you see food you don't like? What can you see? Can you smell food with a bad smell? What is it? Choose something to eat now!*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

Workbook page 107



Lesson 6 Language in use

1 Look, read and circle.

1 What are these / those? These / Those are apples.
2 What are these / those? These / Those are coconuts.
3 What are these / those? These / Those are tomatoes.
4 What are these / those? These / Those are bananas.
5 What are these / those? These / Those are melons.
6 What are these / those? These / Those are onions.

2 Read and complete.

These those are What don't

Look, Anna! 1 What are these?
2 _____ are pears.
I 3 _____ like pears. How about you?
I like pears!
And what are 4 _____ over there?
Those 5 _____ mangoes.
Really? I like mangoes. How about you?
I like mangoes, too.

Unit 10 Go to Grammar reference on page 127 107

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 127 to help them when completing these activities.

1 Look, read and circle.

Answers: 1 these, These 2 those, Those 3 those, Those 4 these, These 5 those, Those 6 those, Those

2 Read and complete.

Answers: 1 What 2 These 3 don't 4 those 5 are

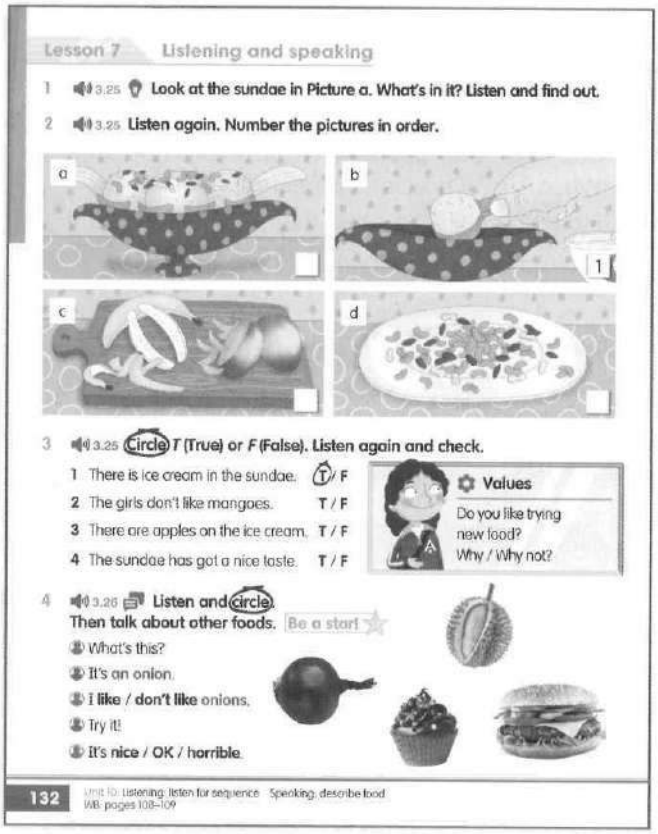
Grammar reference: (page 127)

1 Look and write *these* or *those*. Then complete for you. Use *like* or *don't like*.

Answers: 1 Children's own answers. 2 Those; Children's own answers. 3 these; Children's own answers. 4 Those; Children's own answers. 5 these; Children's own answers.

Lesson 7 Listening and speaking

Pupil's Book page 132



Learning objectives: Listening: listen for sequence; Speaking: describe food

Resources Class audio CD3; PK TRC - Vocabulary worksheet 2; PRC

Warm-up: Team spelling

- Play Team spelling (see the Games Bank, pages 14–15) with food words from this unit, e.g. (*banana, burger, cake, carrot, mango, onion, pear, tomato, coconut, melon, etc.*).

1 3.25 Look at the sundae in picture a. What's in it? Listen and find out.

- Refer the children to the sundae pictures (drill the pronunciation!) and ask what food they think is in it. Write their ideas on the board.
- Play the audio and tick the ingredients that they predicted correctly. Check the meaning of *nuts*.

Audioscript

1. Girl 1: Have you got the ice cream?
Girl 2: Yes, I have.
Girl 1: OK. Put the ice cream in the bowl.
Girl 2: OK. The ice cream is in the bowl now.
Girl 1: Good!
2. Girl 2: What are these?
Girl 1: These are mangoes and bananas.
Girl 2: Mmmm. I like mangoes.
Girl 1: Me too! Put the mangoes on the ice cream. And put the bananas in the bowl.
Girl 2: OK.
3. Girl 2: What are those?
Girl 1: Those are nuts.
Girl 2: I like nuts.
Girl 1: Me too! Put the nuts on the ice cream.
Girl 2: OK.
4. Girl 1: Ta-da! It's an ice cream sundae with ice cream, mangoes, bananas and nuts. It looks amazing.
Girl 2: Mmmm. Let's taste it.
Girl 1 & 2: Mmmm. It's really nice!
Girl 1: I like sundaes!
Girl 2: Me too!

Answers: ice cream, bananas, mangos and nuts

2 3.25 Listen again. Number the pictures in order.

- Elicit what they can see in example answer 1 (*ice cream*). Play part 1 of the audio. Have them count how many times *ice cream* is said (3).
- Play the rest of the audio for the children to identify and number the other pictures in order.

Answers: a 4 b 1 c 2 d 3

3 3.25 Circle *T* (True) or *F* (False). Listen again and check.

- Invite a child to read out the first sentence and answer. Point out the example answer.
- Repeat with the second sentence, but don't confirm the answers at this point.
- The children read and choose *True* or *False*.
- Play the audio and let them check their answers.
- Invite different children to read out the sentences and the rest of the class to call out *True* or *False*.

Answers: 1 T 2 F 3 F 4 T

Values

- Explain the question and give the children time to think about their answer. Mention that if we don't try new food, we can't know if we like it or not. You could also point out that our taste can change as we get older, so it's a good idea to try food we don't like again from time to time.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

4 3.26 Listen and circle. Then talk about other foods. Be a star!

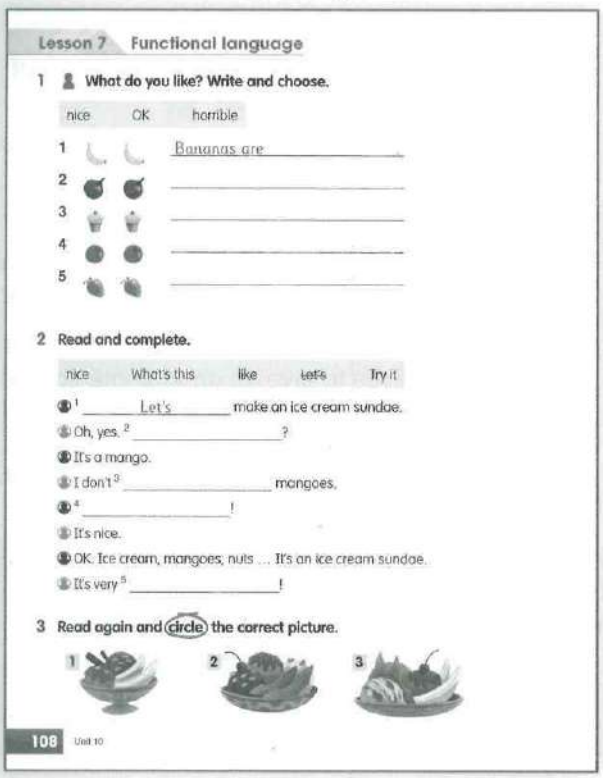
- Elicit the foods in the pictures. Play the audio and have the children listen and circle the words used.
- Play it again for them to repeat.
- Act out the dialogue with a confident child. The child starts and you use a different food name.
- Divide the class into pairs to make new dialogues.

Answers: don't like, OK

Cooler: Team vocabulary race

- Play *Team vocabulary race* (see the Games Bank, pages 14–15) with the topic *food*.

Workbook page 108



Lesson 7 Functional language

1 What do you like? Write and choose.

nice OK horrible

1 Bananas are _____.
2 _____
3 _____
4 _____
5 _____

2 Read and complete.

nice What's this like Let's Try it

1 Let's make an ice cream sundae.
Oh, yes. 2 _____?
It's a mango.
I don't 3 _____ mangoes.
4 _____!
It's nice.
OK. Ice cream, mangoes, nuts ... It's an ice cream sundae.
It's very 5 _____!

3 Read again and circle the correct picture.

1 2 3

108 Unit 10

1 What do you like? Write and choose.

Answers: Children's own answers.

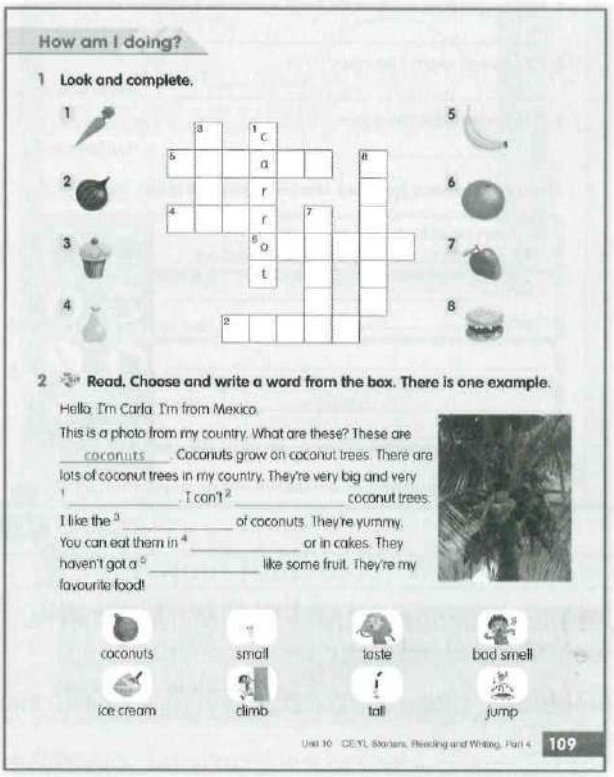
2 Read and complete.

Answers: 1 Let's 2 What's this 3 like 4 Try it! 5 nice

3 Read again and circle the correct picture.

Answers: 2

Workbook page 109



How am I doing?

1 Look and complete.

2 Read. Choose and write a word from the box. There is one example.

Hello. I'm Carla. I'm from Mexico.
This is a photo from my country. What are these? These are coconuts. Coconuts grow on coconut trees. There are lots of coconut trees in my country. They're very big and very 1 _____. I can't 2 _____ coconut trees.
I like the 3 _____ of coconuts. They're yummy.
You can eat them in 4 _____ or in cakes. They haven't got a 5 _____ like some fruit. They're my favourite food!

coconuts small taste bad smell
ice cream climb tall jump

Unit 10 CE:YL Starters, Reading and Writing, Part 4 109

1 Look and complete.

Answers: 1 carrot 2 onion 3 cake 4 pear 5 banana 6 orange 7 mango 8 burger

2 CE:YL Read. Choose and write a word from the box. There is one example.

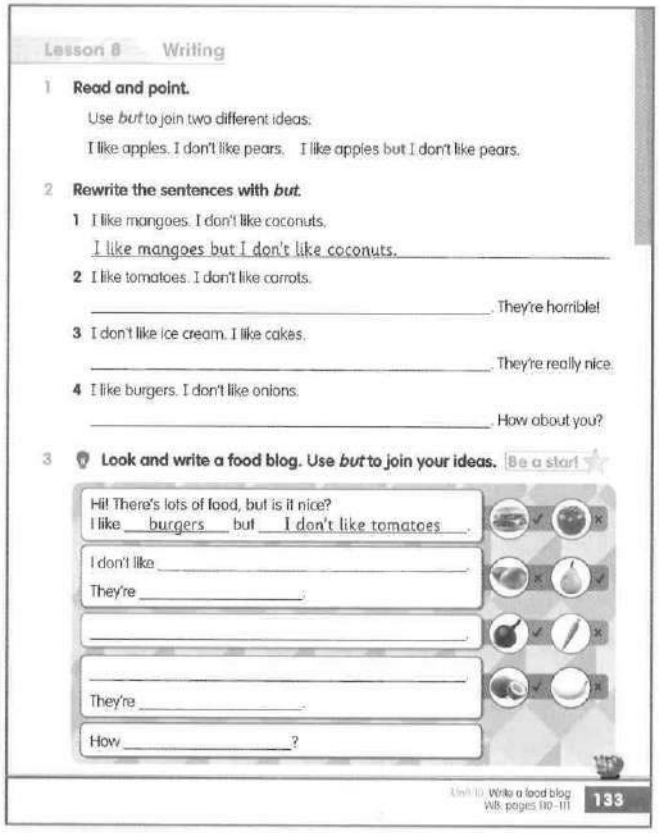
- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text by choosing words from the illustrated list in the box.
- If done in class, go through the example first. Then have the children work in pairs. Ask them to read each sentence and guess the word before looking at the word box.
- Check the answers with the class.
- (To prepare, they should practise reading a text quickly for general meaning.)

Answers: 1 tall 2 climb 3 taste 4 ice cream 5 bad smell

PRC = Pupil's Resource Centre TG = Test Generator

Lesson 8 Writing

Pupil's Book page 133


Lesson 8 Writing

1 **Read and point.**

Use *but* to join two different ideas.

I like apples. I don't like pears. I like apples but I don't like pears.

2 **Rewrite the sentences with *but*.**

1 I like mangoes. I don't like coconuts.

I like mangoes but I don't like coconuts.

2 I like tomatoes. I don't like carrots.

_____. They're horrible!

3 I don't like ice cream. I like cakes.

_____. They're really nice.

4 I like burgers. I don't like onions.

_____. How about you?

3 **Look and write a food blog. Use *but* to join your ideas.** Be a star!

Hi! There's lots of food, but is it nice?
I like burgers but I don't like tomatoes.

I don't like _____.
They're _____.

_____.

_____.
They're _____.

How _____?

Unit 10 Write a food blog
WB pages 110–111

133

Learning objectives: Use *but* to join two different ideas; Write a food blog

Resources: Class audio CD3; PK TG - Unit 10 test; PRC TG

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15). Suggested sentences: *There is ice cream in the sundae. The girls don't like mangoes. There are apples on the ice cream. The sundae has got a nice taste.*

1 Read and point.

- Write the first two example sentences on the board side by side. Read them out and ask *Is the opinion the same or different?* (*different*). Now write the third sentence below the other two. Point out that *but* joins the information between opposite opinions.
- Give an example about you, e.g. *I like carrots but I don't like pears.* Elicit more examples from volunteers.

2 Rewrite the sentences with *but*.

- Write the example sentences on the board. Elicit how to join them with *but* and compare to the finished example in the book.
- Elicit the answer to number 2 orally.
- Have the children continue the activity in their books.
- Finally, invite different children to read out the complete sentences with *but*. Ask for whole-class agreement each time. Write them on the board.

Answers: 1 I like mangoes but I don't like coconuts. 2 I like tomatoes but I don't like carrots. 3 I don't like ice cream but I like cakes. 4 I like burgers but I don't like onions.

Teaching star!

Fast finisher extension

Some children will be faster than others to finish a writing task like Activity 2.

- Ask the children who finish early to write another example of their own – two sentences, one with *like* and one with *don't like*.
- After showing it to you, they can write it on the board to test the other children at the end of the activity.

3 Look and write a food blog. Use *but* to join your ideas. Be a star!

- Ask the children where they can see information like this (it's an internet blog giving opinions on food).
- Refer the children to the first pair of pictures and read through the example with the class.
- Then use the pictures on the right to elicit sentences, first separate and then with *but*. Elicit suitable adjectives to give an appropriate opinion on the foods. Each time, ask for whole-class agreement and write the sentences on the board.
- Have the children copy the completed text into their books.

Suggested answers: I like burgers but I don't like tomatoes. I don't like mangoes but I like pears. They're nice. I like onions but I don't like carrots. I like coconuts but I don't like bananas. They're horrible. How about you?

Cooler: Chant

- Either write the names or stick the flashcards of the foods on the board. Put ticks and crosses against them as shown here and two question marks underneath, like this:
  apples ✓, *pears* ✗.
  (*I like apples but I don't like pears.*)
  melons ✗, *mangoes* ✓.
  (*I don't like melons but I like mangoes.*)
  ? ? (*How about you? How about you?*)
- Elicit sentences using *but*, and the question *How about you?* for the question marks.
- Encourage the children to join you saying it as a rhythmic clap-along chant. Repeat it several times getting faster and faster!

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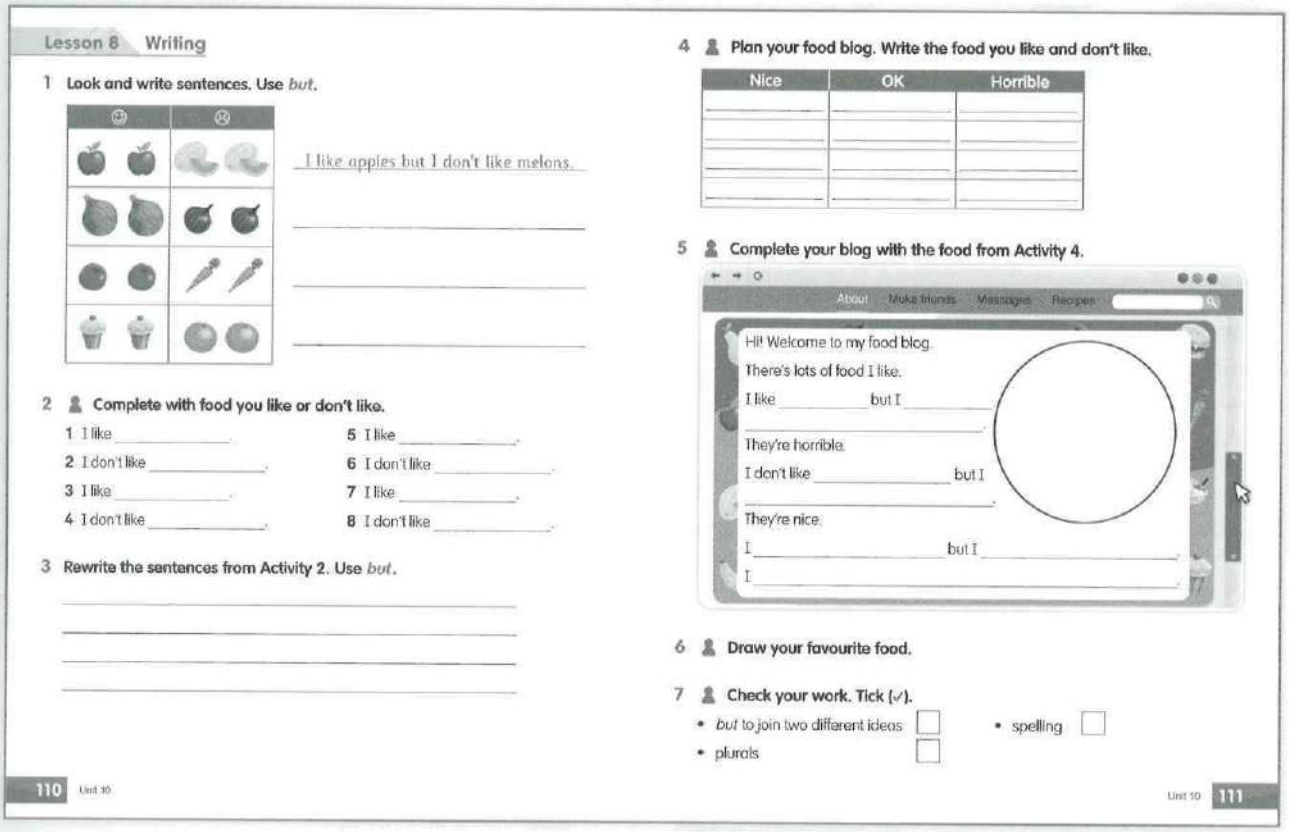


Lesson 8 Writing

1 Look and write sentences. Use *but*.

I like apples but I don't like melons.

2 Complete with food you like or don't like.

1 I like _____.
2 I don't like _____.
3 I like _____.
4 I don't like _____.
5 I like _____.
6 I don't like _____.
7 I like _____.
8 I don't like _____.

3 Rewrite the sentences from Activity 2. Use *but*.

4 Plan your food blog. Write the food you like and don't like.

Nice	OK	Horrible

5 Complete your blog with the food from Activity 4.

About Make friends Messages Recipes

Hi! Welcome to my food blog.
There's lots of food I like.
I like _____ but I _____.
They're horrible.
I don't like _____ but I _____.
They're nice.
I _____ but I _____.
I _____.

6 Draw your favourite food.

7 Check your work. Tick (✓).

- *but* to join two different ideas ☐
- spelling ☐
- plurals ☐

110 Unit 10

Unit 10 111

1 Look and write sentences. Use *but*.

- The children look and write sentences according to the happy and sad faces.

Answers: I like apples but I don't like melons. I like coconuts but I don't like onions. I like tomatoes but I don't like carrots. I like cakes but I don't like oranges.

2 Complete with food you like or don't like.

- The children complete the sentences about their own likes and dislikes.

Answers: Children's own answers.

3 Rewrite the sentences from Activity 2. Use *but*.

- The children join their sentences from Activity 2 using but.

Answers: Children's own answers.

4 Plan your food blog. Write the food you like and don't like.

- The children complete the chart with their food likes and dislikes.

Answers: Children's own answers.

5 Complete your blog with the food from Activity 4.

- The children use their plan to complete their blog.

Answers: Children's own answers.

6 Draw your favourite food.

- The children draw a picture of their favourite food in the circle.

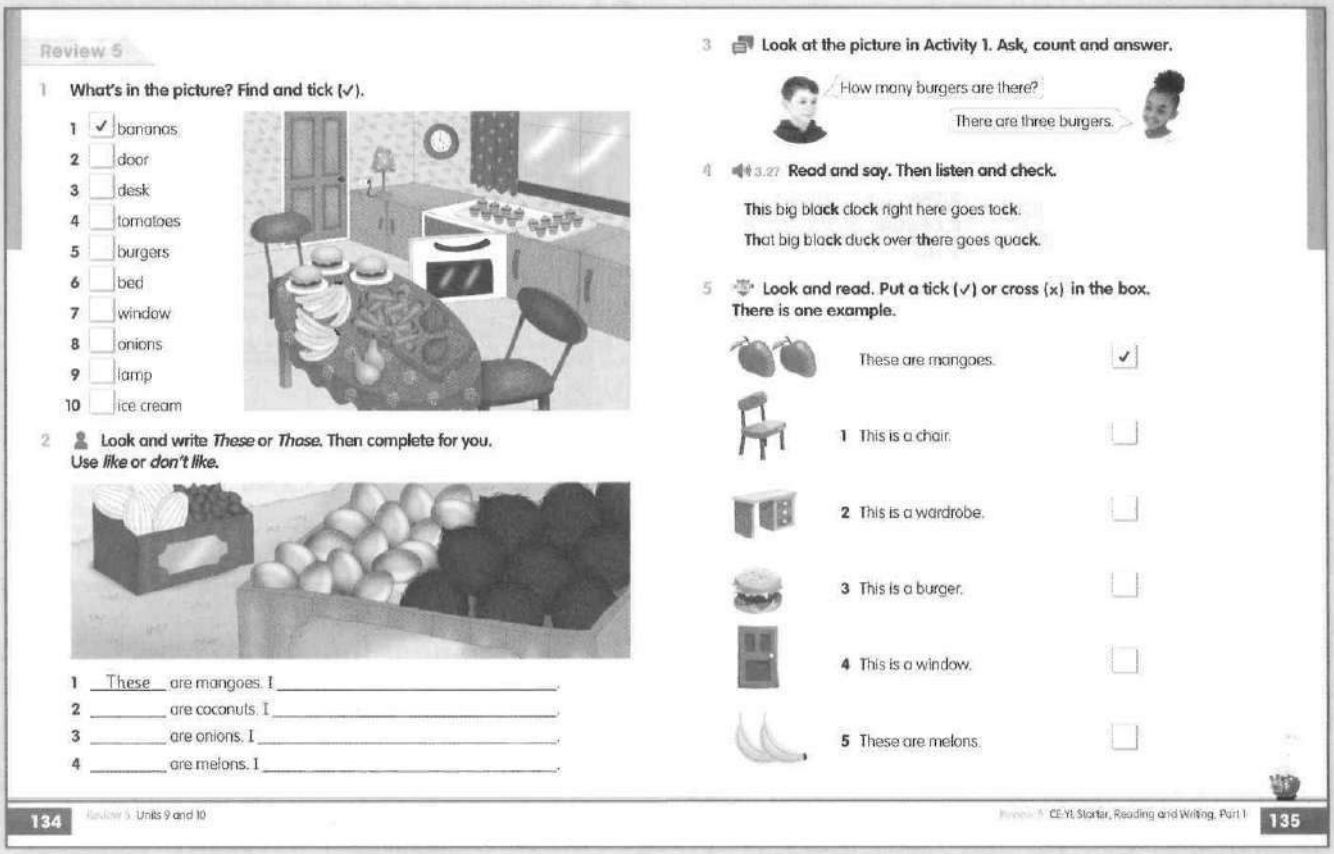
Answers: Children's own answers.

7 Check your work. Tick (✓).

- The children use the check list to make sure their work is correct and complete.

5 Review

Pupil's Book pages 134–135



Review 5

1 What's in the picture? Find and tick (✓).

1 ✓ bananas
2 ☐ door
3 ☐ desk
4 ☐ tomatoes
5 ☐ burgers
6 ☐ bed
7 ☐ window
8 ☐ onions
9 ☐ lamp
10 ☐ ice cream

2 Look and write *These* or *Those*. Then complete for you. Use *like* or *don't like*.

1 These are mangoes. I
2 _____ are coconuts. I _____.
3 _____ are onions. I _____.
4 _____ are melons. I _____.

3 Look at the picture in Activity 1. Ask, count and answer.

How many burgers are there?
There are three burgers.

4 3.27 Read and say. Then listen and check.

This big black clock right here goes tock.
That big black duck over there goes quack.

5 Look and read. Put a tick (✓) or cross (x) in the box. There is one example.

These are mangoes. ✓
1 This is a chair. ☐
2 This is a wardrobe. ☐
3 This is a burger. ☐
4 This is a window. ☐
5 These are melons. ☐

134 Review 5 Units 9 and 10

Review 5 CE:YL Starter, Reading and Writing, Part 1 135

Learning objectives: Review vocabulary, grammar and sounds from Units 9 and 10

Grammar: *there is / there are*; present simple affirmative and negative

Vocabulary: bedroom furniture and food

Sounds: *ck* and hard *th*

Resources: Class audio CD3; PK TRC - Downloadable flashcards; PRC TG

Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with some of the key vocabulary from Units 9 and 10.

1 What's in the picture? Find and tick (✓).

- Refer the children to the picture and ask *What can you see?*
- Point out the example answer and have them find the bananas. Ask *Where are they?* (*They're on the table.*)
- Then ask them if they can find the door and the desk (*door – yes, desk – no*). Have them tick *door*.
- The children continue the activity and tick the other items they find.
- For feedback, read out the items from the list and have the children say *yes* or *no*.

Answers: 1 ✓ 2 ✓ 5 ✓ 7 ✓ 8 ✓ 9 ✓

2 Look and write *These* or *Those*. Then complete for you. Use *like* or *don't like*.

- Refer the children to the picture and ask *What can you see?*
- Read out the example answer and ask *Why 'these'?* (*they're near*). Elicit the possible answers for the second part and write them on the board: *I like mangoes. / I don't like mangoes.* Tell the children to write what is true for them.
- Have the children complete the activity individually.
- Invite different children to read out the sentences. Ask if anyone has a different answer.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Answers: 1 These 2 These 3 Those 4 Those; Children's own answers.

3 Look at the picture in Activity 1. Ask, count and answer.

- Invite two children to read out the example dialogue and have the class repeat chorally.
- Ask *How many clocks are there?* (*There's one clock.*) Check the difference between *There's* and *There are*.
- Elicit one or two more questions and answers. Then divide the class into pairs to take turns to ask and answer.

4 3.27 Read and say. Then listen and check.

- Have the children count how many times they can see *ck* in the chant (there are six). Do the same for *th* (there are three).
- Prompt the children to say the chant all together. Help where necessary.
- Play the audio and have the children listen and see if they said it correctly.
- Play it again and have them join in.

5 CEYL Look and read. Put a tick (✓) or cross (✗) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the mangoes. Elicit that the sentence is correct and indicate the tick.
- Point to the other pictures and read out the sentences. Then give the children some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

Answers: 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗

Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–15), recalling all the key words from this Review lesson.

Workbook page 117

My progress: Units 9 & 10

- Clarify the meaning of each *I can …* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress* check. Give them time to decide if they are ready to give themselves a sticker. Provide encouragement if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

Mid-year review

Page 58

1 Look and complete the words.

Answers: 1 boy 2 small 3 ruler 4 rubber 5 baby 6 family 7 scared 8 hungry 9 catch 10 throw

2 Read and match.

Answers: 1 b 2 a 3 e 4 d 5 f 6 c

3 Circle the different word.

Answers: 1 cat 2 ball 3 friend 4 big 5 horse 6 paint

Page 59

1 Read and match.

Answers: 1 b 2 a 3 d 4 f 5 c 6 e

2 Read and circle.

Answers: 1 a 2 an 3 She's 4 His 5 she 6 aren't

3 Read and complete.

Answers: 1 can't 2 Are 3 isn't 4 'm 5 's 6 aren't

Page 60

1 Look, read and circle.

Answers: 1 are 2 can 3 tall 4 eight 5 isn't

2 Look and read. Write *yes* or *no*. There is one example.

Answers: 1 no 2 yes 3 no 4 no 5 yes

Page 61

1 Read and complete.

Answers: 1 sister 2 kitten 3 small 4 jump 5 kick 6 scared

2 Write about your friend.

Answers: Children's own answers.

3 Read and tick (✓).

Answers: Children's own answers.

End-of-year review

Page 112

1 Look and complete the words.

Answers: 1 sandpit 2 bike 3 head 4 melon 5 wardrobe 6 shoes 7 ice cream 8 jacket 9 tail 10 lamp

2 Read and match.

Answers: 1 e 2 a 3 c 4 f 5 b 6 d

3 Circle the different word.

Answers: 1 lamp 2 grey 3 circus 4 long 5 bedroom 6 like

Page 113

1 Read and circle.

Answers: 1 in 2 an 3 's 4 've 5 hasn't 6 are

2 Read and match.

Answers: 1 b 2 e 3 f 4 a 5 d 6 c

3 Read and complete.

Answers: 1 've 2 isn't 3 can 4 Are 5 hasn't 6 's

Page 114

1 Look and read. Write *yes* or *no*. There is one example.

Answers: 1 yes 2 yes 3 yes 4 no 5 yes

2 Look, read and circle.

Answers: 1 isn't 2 long 3 can't 4 has 5 under

Page 115

1 Read and complete.

Answers: 1 cats 2 grey 3 legs 4 tail 5 run

2 Write an email to a new friend.

Answers: Children's own answers.

3 Read and tick (✓).

Answers: Children's own answers.

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