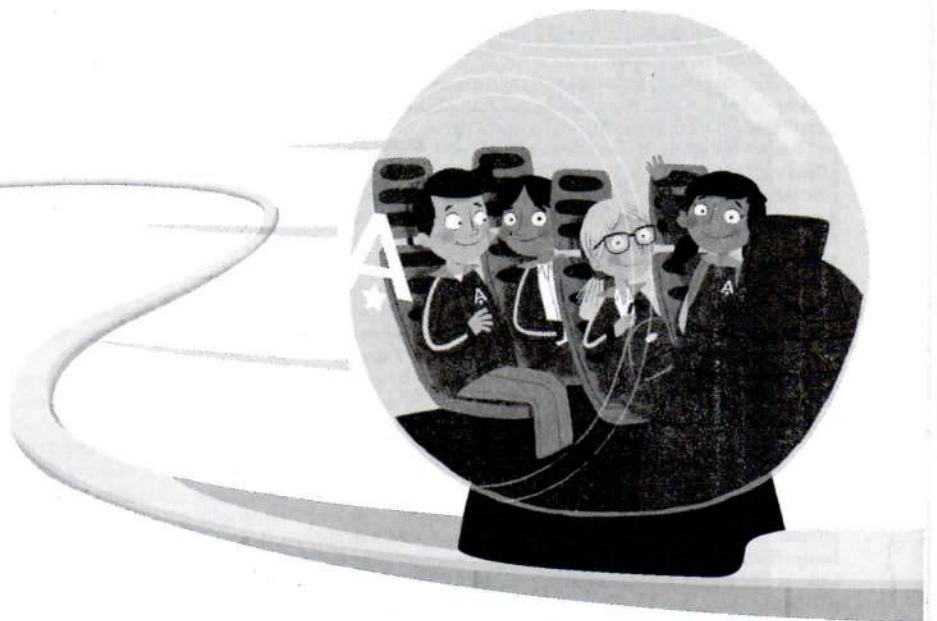
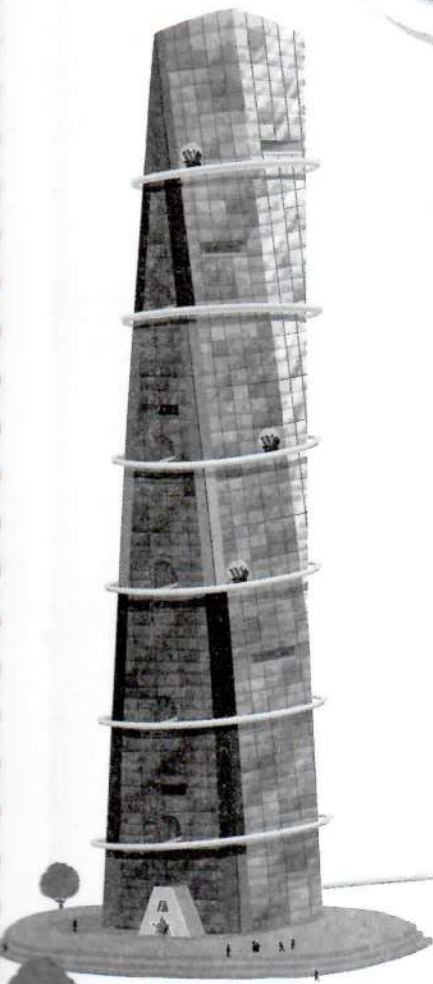


# Academy Stars 2

Teacher's Book

Dave Tucker



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# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome	Talk about yourself Vocabulary review		
1	In the wild	Animals; countries	<b>There are / aren't + some / any:</b> <i>There are some crocodiles. There aren't any pandas.</i>	<b>Are there any ...? + short answers:</b> <i>Are there any birds? Yes, there are.</i>
2	My busy week	Days of the week; activities	<b>Present simple (I / we / they) affirmative and negative:</b> <i>I play basketball. They don't play basketball.</i>	<b>Present simple: questions with Do you ...?:</b> <i>Do you visit your grandma at the weekend? Do you play tennis?</i>
		<b>Review 1</b>		
3	Our things	Personal possessions	<b>Possessive adjectives: our / their</b> <i>It's our camera. It's their phone.</i>	<b>Questions with whose; 's for possession:</b> <i>Whose phone is this? It's Paula's.</i>
		<b>Reading time 1:</b> Our sweet mangoes		<b>Think about it!:</b> Make an activities poster
4	Out and about	Buildings; places	<b>Present simple (he / she) affirmative and negative:</b> <i>She lives in a house. He doesn't play football.</i>	<b>Present simple (he / she) with Wh- questions:</b> <i>Where does he live? What time does he start school?</i>
		<b>Review 2</b>		
5	Sun and snow	Weather; natural features	<b>Present continuous (affirmative and negative):</b> <i>I'm watching videos. They aren't swimming.</i>	<b>Present continuous with Wh- questions:</b> <i>What are you doing? What's he wearing?</i>
		<b>Reading time 2:</b> We can do anything!		<b>Think about it!:</b> Make an anemometer!
6	Stay safe	Transport	<b>Imperatives:</b> <i>Stop! Don't run!</i>	<b>Present continuous with questions + short answers:</b> <i>Are you playing a game? No, I'm not.</i>
		<b>Review 3</b>		
7	Seasons of fun	Seasons; activities	<b>like + -ing:</b> <i>I like having picnics. I don't like swimming.</i>	<b>Let's + infinitive; What about + -ing?:</b> <i>Let's fly our kites! What about playing tennis in the park?</i>
		<b>Reading time 3:</b> The island		<b>Think about it!:</b> Make a season poster
8	How food grows	Fruits; vegetables	<b>would like + a / an / some:</b> <i>I'd like some lemons. Would you like a watermelon?</i>	<b>would like + to + infinitive:</b> <i>Would you like to feed the lambs? I'd like to ride on a tractor.</i>
		<b>Review 4</b>		
9	Let's look inside	Rooms; furniture	<b>Past simple (was / were):</b> <i>I was with grandma. We weren't hungry.</i>	<b>Past simple to be with questions + short answers:</b> <i>Were you at home yesterday? Yes, I was.</i>
		<b>Reading time 4:</b> The prince who wasn't hungry		<b>Think about it!:</b> Design a space house
10	Fantastic weekends	Places in a town	<b>Past simple (regular verbs):</b> <i>I visited the zoo. They cooked.</i>	<b>Wh- questions + answers with past simple regular verbs:</b> <i>Where were you on Saturday? In the morning we climbed on the rocks.</i>
		<b>Review 5</b>		

Reading	Listening	Speaking	Writing	Phonics and Learning skills
An information text Find key facts	Listen for gist	Talk about your favourite animal	An animal fact file Capital letters and full stops	Short vowel sounds Identify patterns
A poem Compare and contrast information	Listen for key words	Tell the time	A description of a day More capital letters	<i>cr, dr, gr</i> Remember new words
An information text Identify fact and opinion	Listen for specific information	Talk about possessions	A description of a gadget Adjectives	<i>br, fr, tr</i> Verbs <i>play</i> and <i>do</i>
A story Identify the main idea in a paragraph	Listen for gist	Ask how to spell a word	A profile of a friend Connect ideas with <i>and</i> , <i>but</i>	<i>bl, fl, pl</i> Alphabetical order
A play Infer information from a text	Listen for key information	Talk about the weather	A scene for a play Exclamation marks	<i>sk, sm, sn, st</i> Adjectives
A safety poster Activate prior knowledge	Listen for key information to label a diagram	Make requests	A classroom rules poster More exclamation marks	<i>cl, gl, sl</i> Regular plurals
A story Identify the main idea in a paragraph	Listen for specific information	Accept or reject suggestions	A brochure about your country Headings	long <i>a</i> Complete a table
An information text Understand sequence	Identify specific information	Ask for things in a shop or a market	A party invitation Commas	long <i>i</i> Opposites
A realistic story Read for detail	Listen for sequence	Tell the time (half past)	An email about yesterday Start and end an email	long <i>o</i> and <i>u</i> Alphabetical order
A story Work out word meaning from context	Listen for specific information	Ask and answer about the weekend	A description of the weekend Time expressions	long <i>e</i> Irregular plurals

### Body clocks

This is a great activity to get children practising learning how to tell the time. Children need to think carefully how to use their arms! Don't worry if they get confused to start with. With practice, they'll soon become familiar!

- 1 Have all the children stand up.
- 2 Show them how to use their arms as the hands of a clock. One hand points up to 12. The other hand moves to show one, two, three o'clock, etc.
- 3 Call out times and have the children move their arms to the correct position.

### Disappearing sentences

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

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

### 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, raising their hand to give the answer.
- 4 Keep the children attentive. Sometimes only pretend to erase something. Ask *What's missing? (Nothing!)*

### Football game

This game can be used to revise and / or practise a variety of language. The children tend to get quite excited!

- 1 Quickly draw a bird's-eye view of a football pitch on the board with goals, penalty areas and centre circle marked.
- 2 Draw a large dot in the middle of the pitch, one halfway to the goal on each side and one in the penalty area.
- 3 Divide the class into two teams and flip a coin (or use another random method) to decide which team starts. Designate a side of the pitch for each team.
- 4 Ask the team a question (see *Noughts and crosses* below for possible question types) and allow five seconds for them to supply the answer. If they answer the question correctly, they move to the next dot towards the other team's goal and answer another question. If not, the other team starts answering questions.
- 5 If they get to the penalty area and answer the next question correctly that means they score a goal! The game then restarts in the middle with the other team answering.

Make sure you have plenty of questions – the children will not want to stop playing the game!

### Group mime

This fun mime game involves movement and concentration!

- 1 Invite a group of five or six children to the front of the class.
- 2 Show each child an item of vocabulary (usually from Lesson 1, Activity 1 of each unit or from the Picture dictionary).
- 3 The children then have ten seconds to mime their item – all at the same time. The rest of the class watches.
- 4 After ten seconds, the children stop miming and the others can raise their hands to guess which child had which word. The children who were miming confirm the guesses.
- 5 Continue with a new group of children and a different mix of vocabulary items.

### How many words?

This simple game really helps children focus on the syntax and structure of sentences.

- 1 Select some sentences from a reading text, a listening text or a dialogue from a previous lesson. It helps if the sentences are familiar.
- 2 Tell the children that they need to listen carefully and count how many words are in each sentence and raise their hand when they think they know.
- 3 Read each sentence twice and choose a child with their hand raised to say how many words.
- 4 This can be played as a team game or just as individuals all counting separately. (It's up to you whether you count contractions, e.g. *it's* as one or two words.)

### I can see ...

This is a variation on the traditional *I spy with my little eye* game.

- 1 Say *1, 2, 3, I can see something ...* and choose an adjective for something in the room, e.g. *big / small, cool, new / old, amazing* or a colour.
- 2 Have the children look around and guess what you're thinking of. Ask them to raise their hands when they want to suggest an answer.
- 3 When they guess correctly, elicit a sentence, e.g. *It's a cool bag!*

### Jumbled words

- 1 Write jumbled versions of the words the children have seen so far, e.g. *dinai* (India), *asluratia* (Australia), *anadac* (Canada) etc.
- 2 Tell the children the words are all, e.g. names of countries they know.
- 3 When a child thinks they have an answer, they can come to the board to write it.
- 4 Ask for whole-class agreement each time.

### Make words

- 1 In preparation, write the letters A–Z on a piece of paper and photocopy it a few times. Cut the letters up.
- 2 Divide the class into small groups. Give each group a set of letters and ask the children to mix up the letters on their desk.
- 3 Explain that you will say a word and they have to spell it with the cards as quickly as possible.
- 4 The first group to form the word, says *Ready!* and gets a point.
- 5 Continue with a few more words.
- 6 The group with the most points wins.

### Noughts and crosses

This traditional game can be used to revise or practise vocabulary or grammar.

- 1 Draw a large noughts and crosses grid on the board and number the squares 1–9.
- 2 Divide the class into two teams and flip a coin (or use another random method) to see which team starts.
- 3 The team chooses a square. In order to mark that square with their O or X they have to answer a question correctly. See below for possible options.
- 4 If they do not answer correctly, the other team has a turn (they can choose to answer the question for the same square or choose another one).
- 5 The team that manages to win three squares in a row wins the game.

Possible tasks for the squares:

- show a vocabulary flashcard and have the children name it.
- write a jumbled version of a word and have the children unscramble it
- write a jumbled sentence and have the children put it in order
- write a present simple verb and have the children give the past simple
- write an affirmative sentence and have the children make it negative
- general knowledge questions.

### Put the letters back

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

- 1 Choose 3–4 words or 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 *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 Have the children come to the board one at a time 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*), the children raise their arms; for every letter with no stalk going up or down (e.g. *a, c, e*), they fold their arms; for every letter that has a stalk going down (e.g. *g, j, p*), 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!

### Ready, set, draw!

This is 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.

### Stand up or sit down

This total-physical-response activity is a great way to get children to practise listening carefully, and to review the language.

- 1 Tell the children you will say some sentences. Explain to them that if the sentence is true, they stand up. If the sentence is false, they sit down.
- 2 Call out a sentence, e.g. *The pencil case is green. The book isn't red.*

### 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 a sentence from the day's lesson (or the previous lesson) twice.
- 3 The first child in the group writes the first word only on the paper and then passes the paper and pen or 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.

### 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

This is a great way to revise vocabulary and the alphabet.

- 1 Before the game starts, draw on the board a simple series of ten 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 (as appropriate) and draw a series of short lines on the board, one for each letter. Have the children raise their hands to guess the letters. For each correct guess, write the letter on the relevant line. 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 to complete the word, not shout out the word!
- 4 This game can also be played using sentences. Write each word of the sentence with gaps for each of the letters and fill in all the letters that the children guess as they go along. The sentence gets filled in very quickly!

### Telephone game

- 1 Divide the class into groups of six children. Have each group stand in a row.
- 2 Whisper a sentence into the ear of the first child in each row. Ask them to whisper the sentence to the next child, and so on, until it reaches the end of the row.
- 3 The last child in the row then says what the sentence is.
- 4 Ask the first child whether the sentence is correct.

### Vocabulary ping pong

This game helps revise vocabulary from specific areas.

- 1 Divide the class into two groups.
  - 2 Tell the children the theme for the game (e.g. animals, transport, verbs). Tell them the teams will take turns to call out a word connected to the theme. When they do, the 'ball' goes to the other team to call another word.
  - 3 The game continues until (a) one team takes longer than five seconds to say a new word or (b) a word is repeated.
  - 4 Start again with a new theme!
- Sometimes you have to be the judge of whether a particular word belongs to the theme. Be firm!

### What's the next picture?

- 1 Tell children to open their Pupil's Books and look at the vocabulary items on the right-hand side of the page in Lesson 1 of the unit you are studying. Give them one minute to look at these.
- 2 Ask eight children to stand up in a line. Hand each child a flashcard, in mixed up order.
- 3 Tell the children they have one minute to rearrange themselves in the order the vocabulary appears in the lesson.
- 4 Clap your hands to signal the end of the game. Say *What's the next picture?* and ask each child to read out the word on their flashcard.
- 5 Play again if you have a large class.

### What was the 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 of three or four. 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 write on their paper the *last* word.
- 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.

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

Variation: Tell the children that when you stop the audio they have to write on their paper what they think is the *next* word (for this version, they must be very familiar with the text).

### Who's speaking?

- 1 Call out phrases: from a play in the Pupil's Book.
- 2 Ask the children to remember which character said them.

### Yes or No

This game allows children to hear and physically respond to sentences in the target language.

- 1 Write *Yes* on one side of the board and *No* on the other.
- 2 Read out true / false sentences about a topic the children have studied recently, e.g. the content of a reading or listening text, information about the book characters.
- 3 If the sentence is true, the children say *Yes!* and point to the corresponding side of the board. If false, they say *No!* and point to the other side.
- 4 In smaller classes with more space in the classroom, the children can line up in front of the board and jump to the *Yes* or *No* side of the board.
- 5 This can also be played with sentences that are true or false about the children themselves.



# Welcome

## Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



1 1.1 Meet the Academy Stars. Listen and point.

Hello! I'm Henry.  
Kirsty is my sister.

Let's learn more  
vocabulary.

Hello, I'm Eva.

Let's learn to talk and  
write about the weekend.

Hi! I'm Owen.  
Eva is my sister.

Let's learn about  
the seasons.  
Let's have fun!

Hi, I'm Kirsty.  
Let's learn about  
sports and activities.

### Lesson 1 Meet the Academy Stars

2 1.2 Look at the picture and write the names.

1 He's tall. He's got a sister.  
He's got brown hair.

Henry

2 She's got a brother.  
She's got green eyes.  
She's got a purple bag.

3 She's got a brother.  
She's got blonde hair  
and blue eyes.

4 He's small. He's got  
an orange ball.

3 1.3 Listen and circle.

Name:	<u>Eva</u> / Kirsty
Age:	7 / 8
Hair:	/
Eyes:	/
I can:	/
I like:	/

Name:	Henry / Owen
Age:	8 / 9
Hair:	/
Eyes:	/
I can:	/
I like:	/

4 Tell a friend about you.

My name is ...

I've got ...

I like ...

I'm ...

I can ...

4 Welcome Meet the characters  
WB, pages 4–5

Welcome Talk about yourself  
WB, pages 4–5

5

**Learning objectives:** Meet the characters; Talk about yourself

**Vocabulary:** Eva, Henry, Kirsty, Owen

**Resources:** Class Audio CD1; (PK) - (PPK) - Vocabulary activities

### Warm-up: The big picture

- Refer the children to the picture on page 4. Ask *Where are these children? (at school) Are they the same children as in Pupil's Book 1? (no) Is it the same school? (yes)*. Elicit they are at their school – the Academy, and they're the characters who we'll see all the way through the book.

- Ask *Who is Kirsty's brother? (Henry) Who is Owen's sister? (Eva) Who is Eva's brother? (Owen) Who is Henry's sister? (Kirsty)*.

2 1.2 Look at the picture and write the names.

- Refer the children to the four texts. Play the audio, pausing at the end of the first text. Hold up your Pupil's Book and point to the example answer *Henry*.
- Play the rest of the audio, pausing at the end of each text for the children to write a name.
- Play the audio again, pausing for the children to call out the name after each part.

Answers: 1 Henry 2 Eva 3 Kirsty 4 Owen

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.
- Then elicit the names of the children and write them on the board in order. Have the children repeat each name and point to the character. Do this first in order and then in random order.

3 1.3 Listen and circle.

- Ask *What can you see on the purple information card*.
- Play the audio, pausing after *My name is Eva* to point out that *Eva* is circled as an example.
- Play the rest of the audio for the children to circle the information they hear.

- Call out the headings. Children say what they circled.
- Now play the second part of the audio and repeat the procedure for the blue information card.

**Henry:** I've got brown hair and blue eyes. I can climb. I like horses.

### Audioscript

**Adult:** Hi! What's your name?

**Eva:** My name is Eva.

**Adult:** How old are you, Eva?

**Eva:** I'm eight.

**Adult:** Tell me about yourself.

**Eva:** I've got black hair and green eyes. I can ride a bike. I like cats.

**Adult:** Hello. What's your name?

**Henry:** My name is Henry.

**Adult:** How old are you, Henry?

**Henry:** I'm nine.

**Adult:** Tell me about yourself, Henry.

**Answers:** Name: Eva Age: 8 Hair: black Eyes: green I can: ride a bike I like: cats  
Name: Henry Age: 9 Hair: brown Eyes: blue I can: climb I like: horses

### 4 Tell a friend about you.

- Tell the class about yourself using the prompts.
- Divide the class into pairs and have them take turns telling a friend about themselves using the prompts.

### Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–17) with key words from this lesson, e.g. *Kirsty, Henry, Eva, Owen, sister*.





Workbook pages 4–5


## Welcome


**Lesson 1 Meet the Academy Stars**


### 1 Match and complete.


1 


a 


2 

b 

3 

c 

4 

d 

- Henry and \_\_\_\_\_ are brother and sister.
- Owen and \_\_\_\_\_ are brother and sister.


### 2 Read and colour the pictures in Activity 1.

- Henry has got brown hair.
- Owen has got an orange ball.
- Eva has got a purple bag.
- Kirsty has got blonde hair.

### 3 Draw a picture of you. Write your name. Read and complete.

- My name is \_\_\_\_\_.
- I'm \_\_\_\_\_ seven eight nine
- I've got \_\_\_\_\_ hair. red blonde black brown
- I can \_\_\_\_\_ sing swim ride a bike play tennis
- I like \_\_\_\_\_ horses ice cream presents

### 1 Read and write the name.




- She can paint. \_\_\_\_\_  
Katy
- She can jump. \_\_\_\_\_
- He can ride a bike. \_\_\_\_\_
- He can climb trees. \_\_\_\_\_

### 2 What about you? Read and circle.

- Can you jump? Yes, I can. / No, I can't.
- Can you paint? Yes, I can. / No, I can't.
- Can you ride a bike? Yes, I can. / No, I can't.
- Can you climb trees? Yes, I can. / No, I can't.

### 3 Look and label.

tail leg arm eye ear foot



- ear \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 Welcome
Welcome 5

### 1 Match and complete.

**Answers:** a Henry b Owen c Eva d Kirsty  
1 Kirsty 2 Eva

### 2 Read and colour the pictures in Activity 1.

**Answers:** Henry: brown hair Owen: orange ball Eva: purple bag Kirsty: blonde hair

### 3 Draw a picture of you. Write your name. Read and complete.

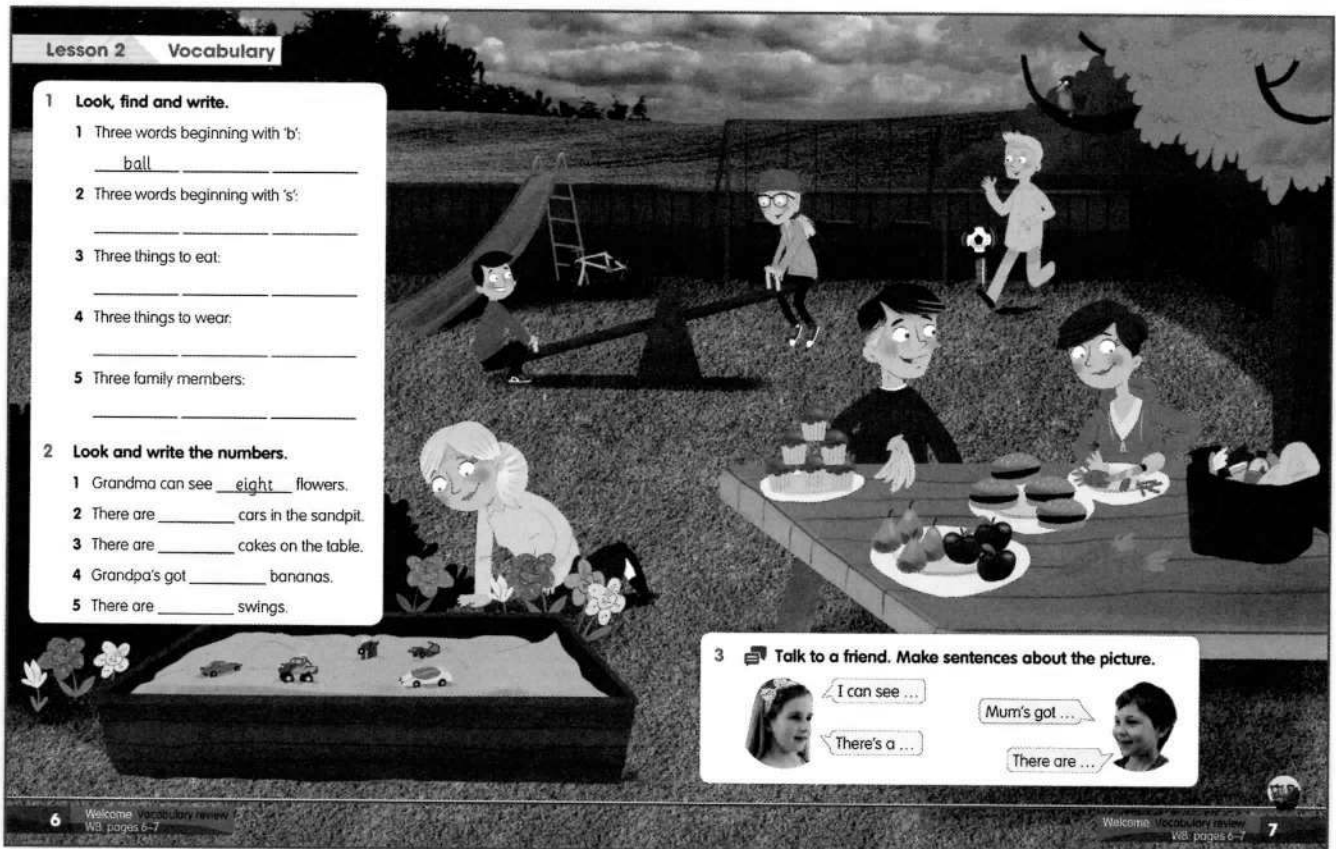
#### 1 Read and write the name.

**Answers:** 1 Katy 2 Sally 3 Dan 4 Jack

#### 2 What about you? Read and circle.

#### 3 Look and label.

**Answers:** 1 ear 2 arm 3 foot 4 eye 5 tail 6 leg



Lesson 2 Vocabulary

1 Look, find and write.

1 Three words beginning with 'b':  
ball

2 Three words beginning with 's':

3 Three things to eat:

4 Three things to wear:

5 Three family members:

2 Look and write the numbers.

1 Grandma can see eight flowers.

2 There are five cars in the sandpit.

3 There are six cakes on the table.

4 Grandpa's got four bananas.

5 There are three swings.

3 Talk to a friend. Make sentences about the picture.



I can see ...

There's a ...

Mum's got ...

There are ...



**Learning objectives:** Vocabulary review

**Vocabulary:** objects, clothes, food, family

**Resources:** (PK) - (TRC) - (PPK) - Vocabulary activities

**Warm-up: Who's this?**

- Write a big Yes on one side of the board and a big No on the other side.
- Hold up your Pupil's Book, open at page 4. Point to the characters and say *This is (Eva)*. The children point to the Yes or No side of the board to show if the sentence is correct or not.
- Continue by saying a mixture of true and false statements about the children's eyes, hair and likes.

**1 Look, find and write.**

- Ask the children what they can see in the picture. Ask *Are people happy? Are they all one family? Where's Mum? Where's Grandpa?* etc.
- Elicit words beginning with 'b' from the class and write all the correct words on the board. Then have the children copy the ones they prefer into their books.
- Give the children time to think about the other questions. Tell them they don't have to write yet (but they can if they want).
- Elicit words for each question and write all the possible answers on the board.
- Each time, have the children complete the spaces with their favourite answers.

**Suggested answers:** 1 ball, burgers, bananas, bag, bird, bike 2 slide, swings, sandpit, seesaw, shirt, shoes 3 cupcakes, apples, pears, burgers, carrots, bananas 4 trousers, shirt, shoes, hat, jumper, jacket 5 Grandpa, Grandma, Mum, Dad, Kirsty (sister), Henry (brother)

**2 Look and write the numbers.**

- Ask *Where are the flowers? What colour are they? How many flowers are there?* Have the class count the flowers all together. Then read out the first sentence, pointing to the example answer.
- Have the children continue the activity, completing the sentences with the correct number. Fast finishers can compare their answers in pairs.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 eight 2 five 3 six 4 four 5 three

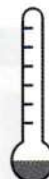
**3 Talk to a friend. Make sentences about the picture.**

- Elicit a finished sentence for each of the prompts.
- Then ask for more examples for each one. Point out that *Mum* can change to other family members or names.

- Divide the class into pairs and have the children take turns saying a sentence about the picture, using the prompts. Fast finishers can go back and start again and make as many sentences as possible before you call time.

### Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the vocabulary from this lesson.



#### Lesson 2 Vocabulary

##### 1 Find and write.

f	i	v	e	h	d	g	a
p	t	e	n	m	n	s	n
e	i	g	h	t	l	e	e
c	q	o	r	y	b	v	w
t	h	r	e	e	x	e	t
w	i	s	f	v	s	n	w
j	f	o	u	r	i	e	o
n	i	n	e	u	x	t	a

- 1 one      2 \_\_\_\_\_  
 3 \_\_\_\_\_      4 \_\_\_\_\_  
 5 \_\_\_\_\_      6 \_\_\_\_\_  
 7 \_\_\_\_\_      8 \_\_\_\_\_  
 9 \_\_\_\_\_      10 \_\_\_\_\_

##### 2 Look, count and write.

There is      There are



- 1 There is one burger.  
 2 \_\_\_\_\_ apples.  
 3 \_\_\_\_\_ cakes.  
 4 \_\_\_\_\_ mango.  
 5 \_\_\_\_\_ tomatoes.  
 6 \_\_\_\_\_ onion.

##### 3 What about you? Read and circle.

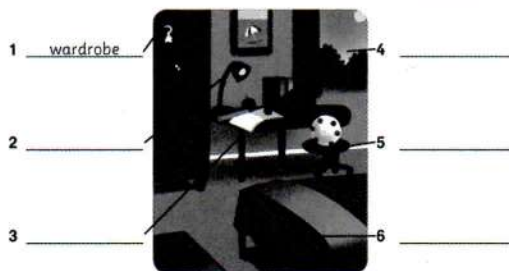
- 1 I like / don't like onions.      3 I like / don't like bananas.  
 2 I like / don't like carrots.      4 I like / don't like cakes.



6 Welcome

##### 1 Look and label.

bed      window      wardrobe      lamp      chair      desk



##### 2 Look at the picture in Activity 1, read and circle.

- 1 The bag is in / on the desk.  
 2 The shoes are next to / under the bed.  
 3 The jacket is in / on the wardrobe.  
 4 The desk is next to / under the window.

##### 3 Read and match.

- 1 What's your name?      a Yes, I do. I love ice cream.  
 2 Where's the apple?      b Yes, I have. Her name is Eva.  
 3 How many books are there?      c I'm Owen.  
 4 Can you climb trees?      d Three.  
 5 Have you got a sister?      e Yes, I can.  
 6 Do you like ice cream?      f It's on the desk.

7 Welcome

#### 1 Find and write.

Answers:

f	i	v	e	h	d	g	o
p	t	e	n	m	n	s	n
e	i	g	h	t	l	e	e
c	q	o	r	y	b	v	w
t	h	r	e	e	x	e	t
w	i	s	f	v	s	n	w
j	f	o	u	r	i	e	o
n	i	n	e	u	x	t	a

- 1 one    2 two    3 three    4 four    5 five    6 six  
 7 seven    8 eight    9 nine    10 ten

#### 2 Look, count and write.

- Answers: 1 There is one    2 There are six  
 3 There are eight    4 There are four    5 There is one  
 6 There is one

#### 3 What about you? Read and circle.

Answers: Children's own answers.

#### 1 Look and label.

- Answers: 1 wardrobe    2 lamp    3 desk  
 4 window    5 chair    6 bed

#### 2 Look at the picture in Activity 1, read and circle.

- Answers: 1 on    2 under    3 in    4 next to

#### 3 Read and match.

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

#### My progress: (Workbook page 116)

- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure of any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place.

## Lesson 1 Vocabulary

Pupil's Book pages 8-9

## 1 In the wild

**Animals map**

### Lesson 1 Vocabulary

1 1.4-1.5 Listen and say. Then listen and number.

bear

camel

crocodile

kangaroo

panda

wolf

Australia

India

2 Look at the map. Find the animals in Activity 1. Which countries are they from?

3 Which animals are from more than one country? Which animals are from only one country?

4 1.6 Sing and act out. **Be a star!**

**Zoom around the world**

*Zoom! Around the world!  
Count the countries 1, 2, 3!  
Zoom! Around the world!  
What animals can you see?*

Welcome to Australia!  
Can you see a kangaroo?  
Listen! Snap, snap!  
There are crocodiles, too.

India, Russia, China.  
I can hear wolves and bears.  
And look! I think there's  
A camel over there!  
But my favourite is in China.  
Listen! Crunch, crunch!  
I can see a panda.  
Mmm. It's having lunch.

8 Unit 1 Identify and use new words: animals, countries  
WB page 8

Unit 1 Sing a song  
WB page 8 9

**Learning objectives:** Identify and use new words: animals, countries; Sing a song using the target vocabulary

**Vocabulary:** bear, camel, crocodile, kangaroo, panda, wolf, Australia, India

**Resources:** Class Audio CD1; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on page 8. Ask *What can you see? Do you know the names of these animals? Which is your favourite animal here? Which country would you like to visit?*
- Ask the children if they study animals and countries in some of their classes at school. Check the meaning of *wild*.



### 1 1.4 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 do an action or make a sound for each of the animals.

### 1.5 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

### Audioscript

1 kangaroo, 2 camel, 3 wolf, 4 bear, 5 panda, 6 crocodile, 7 India, 8 Australia

**Answers:** bear – 4, camel – 2, crocodile – 6, kangaroo – 1, panda – 5, wolf – 3, Australia – 8, India – 7

**Teaching star!** ★

**Using digital**

You can use the Flashcards to pre-teach the vocabulary.

- Use *Slideshow* to introduce the 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 Look at the map. Find the animals in Activity 1. Which countries are they from?**

- Call out the name of an animal, e.g. *bear*, and have the children say the countries where they can see the bear (*Russia, China and India*).
- Continue with different animals eliciting the countries each time.
- Alternatively, the children can continue in the same way as a pairwork activity.

**Answers:** bear: Russia, India, China camel: Egypt, India, China crocodile: Egypt, Australia, India kangaroo: Australia panda: China wolf: Russia, China, India

**3 Which animals are from more than one country? Which animals are from only one country?**

- Ask the children to count the crocodiles on page 8. Ask *How many countries have got crocodiles?* (*three – Egypt, India, Australia*). Ask *How many countries have got pandas?* (*one – China*)
- Give the children some time to check the other animals and see how many countries they are from (more than one or only one).
- For feedback, ask each question in turn and have different children say a country. Ask for whole-class agreement each time.

**Answers:** The animals in more than one country are: crocodile, wolf, camel, bear. The animals in only one country are: kangaroo, panda.

**4 1.6 Sing and act out. Be a star!** ★

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the animals or countries from Activity 1.
- Play the song and join in with the children, raising your hand when appropriate.
- Play the song again. The pupils follow in their books.

- Show the children how to join in with actions for the song: *zoom* – hold out arms like an aeroplane; *1, 2, 3* – use fingers to count; *snap, snap* – open and close your arms in front of your face like a crocodile's mouth; *crunch, crunch* – mime chewing on a stick of bamboo. Encourage them to do suitable actions for the mention of each animal.
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

**Cooler: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the vocabulary from this lesson.



## 1 In the wild

Lesson 1 Vocabulary

1 Find and **circle** eight words.

bear India crocodile Australia camel wolf panda kangaroo

2 Write words from Activity 1.

**Animals**

**Countries**

3 Read and **circle** the correct picture.

1 It has got a long tail and can jump.

a b

2 It's green and can swim in the water.

a b

3 It's black and white. It can climb trees.

a b

4 It's big, has got four legs and a short tail.

a b

8 Unit 1

**1 Find and circle eight words.**

**Answers:** bear, India, crocodile, Australia, camel, wolf, panda, kangaroo

**2 Write words from Activity 1.**

<b>Answers: Animals</b>	<b>Countries</b>
bear	India
crocodile	Australia
camel	
wolf	
panda	
kangaroo	

**3 Read and circle the correct picture.**

**Answers:** 1 b 2 a 3 a 4 b

**Lesson 2 Grammar time**

1 1.7 Listen and read. What animals can they see?

2 1.7 Read and match. Listen again and check.

There are some ...

There aren't any ...

3 Work in groups. Act out the story. **Be a star!**

10 Unit 1 There are / aren't + some / any  
WB: page 9

**Learning objectives:** Understand the use of *There are / aren't + some / any*; Read and act out a story using the target grammar

**Grammar:** *There are some / There aren't any*

**Resources:** Class Audio CD1; (PK) - (PRC)

**Materials:** paper, pens or pencils

### 1.6 Warm-up: Sing the song

- Play the song *Zoom around the world* again and have the children join in and do the actions as in Lesson 1. (You may wish to have them just listen and do the actions first, and then have them sing along and do the actions.)

### 1 1.7 Listen and read. What animals can they see?

- Refer the children to the pictures and ask *Who can you see?* (*Eva, Owen and their parents*) *Where are they?* (*at a zoo / safari park*)
- 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 *What animals can they see?* Elicit the answers from different children. Ask *How many crocodiles are there?* (*five*) Repeat with *pandas* (*two*), *kangaroos* (*three*) and *tigers* (*none*).

- Reinforce comprehension of *There are some / There aren't any* using actions. Say *There are some* and nod (or whatever action is appropriate in the children's culture). Then say *There aren't any* and shake your head (or the equivalent action in the children's culture).
- Play the audio again. Have the children listen and do the appropriate actions for the affirmative and negative sentences when they hear them.

**Answers:** crocodiles, pandas, kangaroos

### 2 1.7 Read and match. Listen again and check.

- Hold up your Pupil's Book, point to the example and read out *There are some ...* Follow the line with your finger and elicit *crocodiles*. Ask the children to find the phrase in the story (in part 1).
- Have the children match the other animals to *There are some* or *There aren't any*, referring to the story.
- For feedback, say each animal in turn and elicit the sentence with *There are some* or *There aren't any*.
- Play the corresponding section of the audio after each sentence and check it matches the children's ideas.

**Answers:** There are some = crocodiles, pandas, kangaroos; There aren't any = tigers

### Teaching star! ★

#### Consolidation

To consolidate understanding of the language, play a true / false game.

- Say a sentence, e.g. *There are some tigers. True or false?* and have the children call out the answer. Continue with other animals, including some negative sentences, e.g. *There aren't any pandas. True or false?*

### 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 *There are some* and *There aren't any*.
- Count the speaking characters in the story with the children (*three – Mum, Eva and Owen*). Divide the class into groups of three.
- Give each child a number 1–3 and allocate roles: all number 1s are Mum, all number 2s are Eva, all number 3s are Owen. If there are extra children who don't fit into a group of three, they can mime Dad driving!
- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.

- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

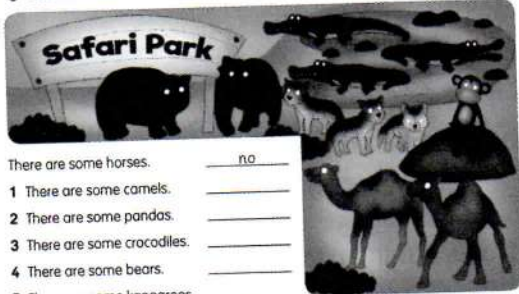
### Cooler: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–17) using sentences from the story in Activity 1, e.g. *There are some crocodiles This is the China Zone. There aren't any tigers. Where are we now? There aren't any animals. There are some kangaroos.*

### Workbook page 9

#### Lesson 2 Grammar time

- 1 Look and read. Write *yes* or *no*. There is one example.



- There are some horses. no
- 1 There are some camels. \_\_\_\_\_
- 2 There are some pandas. \_\_\_\_\_
- 3 There are some crocodiles. \_\_\_\_\_
- 4 There are some bears. \_\_\_\_\_
- 5 There are some kangaroos. \_\_\_\_\_

- 2 Read and circle **A** or **B**.



- 1 There are some crocodiles. There aren't any camels. A / **B**
- 2 There aren't any elephants and there aren't any pandas. A / B
- 3 There are some kangaroos. There aren't any pandas. A / B
- 4 There is a camel. There aren't any kangaroos. A / B
- 5 There aren't any tigers. There are some pandas. A / B
- 6 There's a bear and a camel. A / B

Unit 1 CEYL Starters, Reading and Writing, Part 2 9

- 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 and look at the picture. They write *yes* if the sentence correctly describes the picture and *no* if it doesn't.
- 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 no 3 yes 4 yes 5 no

- 2 Read and circle **A** or **B**.

Answers: 1 B 2 B 3 B 4 A 5 A 6 A



- Play the audio again for the children to repeat chorally.
- Highlight the contraction *aren't* by counting out *There are not any pandas* on your fingers, and then pushing the *are* and *not* fingers together to show the contraction.

**Lesson 3 Grammar focus**

1 1.8 **Look and read.**

**Graphic Grammar**

*There are / aren't + some / any*

There are some crocodiles.

There aren't any pandas.

aren't → are not

2 **Look and complete the sentences.**

1 There are some foxes.      5 \_\_\_\_\_ wolves.

2 There aren't any pandas.      6 \_\_\_\_\_ kangaroos.

3 There \_\_\_\_\_ crocodiles.      7 \_\_\_\_\_ bears.

4 There \_\_\_\_\_ camels.      8 \_\_\_\_\_ tigers.

3 **Look at the story on page 10. Talk about the animals. (Be a star!)**

There are some crocodiles.

There aren't any wolves.

Unit 1 Talk about animals  
WB: page 10 **11**

- If using the video, tell the children they will see a video about animals. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence doing suitable actions for affirmative and negative sentences.
- Highlight the grammar points as described above.

**2 Look and complete the sentences.**

- Refer the children to the picture and ask what animals they can see.
- Then refer them to the example sentences. In turn, ask *Can you see foxes?* (Yes) *Can you see pandas?* (No). Elicit what phrase they use for *yes* and for *no* sentences.
- Have the children complete the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work.

**Answers:** 1 are some 2 aren't any 3 aren't any  
4 are some 5 There are some 6 There aren't any  
7 There are some 8 There aren't any

3 **Look at the story on page 10. Talk about the animals. (Be a star!)** ★

- Ask the children to turn their Pupil's Books face down. Elicit a list of the animals they have seen in this unit so far and write them on the board. Ask the children to recall who the people are in the story on page 10 (*Eva, Owen and their mum and dad*). You could ask them to call out the names of any other animals they know, and write those on the board, too.
- Have the children open their books and invite two confident children to read out the example sentences.
- Divide the class into pairs to continue the activity.
- Fast finishers can also make sentences about animals in their country, e.g. *In [country], there aren't any crocodiles.*

**Learning objectives:** Talk about animals

**Grammar:** *There are some / There aren't any*

**Resources:** Class Audio CD1; (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 side.
- Read out some sentences about animals and their countries according to the picture on page 8, e.g. *There are some pandas in India. There are some bears in Russia. There are some crocodiles in Australia.* The children point to the correct side of the board.
- You can reintroduce the negative by confirming the children's *No* answers, e.g. *Well done! There aren't any pandas in India.*

1 1.8 **Look and read.**

- Play the audio. Have the children do suitable gestures, e.g. nodding or shaking their heads, to accompany the affirmative and negative sentences. Point out the blue block for affirmative / *yes* verbs and red block for negative / *no* verbs.

**Mixed ability**

For less confident children, written support on the board can make a task more accessible.

- From the list of animals you have on the board, elicit two affirmative and two negative sentences.
- Write the sentences on the board and have the children repeat them.
- Less confident children can refer to these examples as they speak.
- More confident children are, of course, able to talk as freely as they want. In this way, there is no breakdown in communication and the less confident children will produce more than usual. They will feel more confident about approaching similar tasks in the future.

**Cooler: A memory game**


- Start the 'chain' by saying, e.g. *In my country, there are some cats.* Ask a confident child to repeat this and add a new animal using *and there are some ...* or *but there aren't any ...*
- Each new child in the chain repeats what the others said and adds an item. In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active. There is also less waiting time for each child to have their turn!

## Workbook page 10

**Lesson 3 Grammar focus**

**1 Look, read and match to make true sentences.**

1	There	are	some	elephants.
2	There	aren't	any	crocodiles.
3	There	are	some	wolves.
4	There	aren't	any	bears.



**2 Look at the picture in Activity 1. Read and complete.**

	are some	aren't any	
1	There	are some	tigers.
2	There		dogs.
3	There		kangaroos.
4	There		bears.
5			pandas.
6			foxes.

**3 Write sentences about your country.**

In \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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 match to make true sentences.**

**Answers:** 1 There are some crocodiles.  
2 There aren't any elephants. 3 There are some bears. 4 There aren't any wolves.

**2 Look at the picture in Activity 1. Read and complete.**

**Answers:** 1 are some 2 aren't any 3 aren't any 4 are some 5 There are some 6 There aren't any

**3 Write sentences about your country.**

**Answers:** Children's own answers.

Lesson 4 Reading


20 30 40 50  
twenty thirty forty fifty

1 1.9 Look at the photos. Think of two things you know about wolves. Read and check your ideas.


## Wolves

Wolves can be grey, black, white or brown. There are wolves in sixty countries. There are wolves in Russia, Canada, India and China. There aren't any wolves in Australia.

Wolves are big. Lots of wolves are a hundred centimetres (cm) long. They've got a long tail. Some are fifty cm long. They've got forty-two teeth. A wolf can run at sixty-five kilometres per hour (kph)!




A wolf family is called a 'pack'. There are four to nine wolves in a pack. Wolves eat birds and fish.



12 Unit 1 WB page 12

60 70 80 90 100  
sixty seventy eighty ninety a hundred

2 Read again. Complete the facts. **Be a star!**



Look! These are baby wolves. They're called 'cubs'. This mother's got four cubs.

### Wolf facts

Colours: grey \_\_\_\_\_ Teeth: \_\_\_\_\_  
 \_\_\_\_\_ \_\_\_\_\_ Can run at: \_\_\_\_\_ kph  
 Countries with wolves: 60 \_\_\_\_\_ Number in a pack: \_\_\_\_\_  
 Body: \_\_\_\_\_ cm long Food: birds \_\_\_\_\_  
 Tail: \_\_\_\_\_ cm long

3 Work in pairs. What can you remember about wolves?

4 What do you think about wolves? Choose and tick (✓).

They're scary:  They're beautiful:  They're bad:

Unit 1 WB page 13

**Learning objectives:** Read an information text; Find key facts

**Vocabulary:** twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

**Additional vocabulary:** centimetres, forty-two, pack, sixty-five

**Resources:** Class Audio CD1; (PK) - (PRC)

### Warm-up: Stand up or sit down

- Play Stand up or sit down (see the Games Bank, pages 14–17).
- See the Games Bank (pages 14–17) for how to play the game. Call out sentences, e.g. *There are some bears in my country. There aren't any pandas in my country.*



### Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Read out the numbers in order, and then in random order and have the children follow and point.
- Read them out again and have the children repeat, first in order, then in random order.
- Write the numbers on the board and point to them in random order. Have the whole class repeat and then check with some individuals.

## 1 1.9 Look at the photos. Think of two things you know about wolves. Read and check your ideas.

- Refer the children to the photos and ask *What's this animal? (wolf)*. Introduce the plural *wolves*. Give the class some thinking time before eliciting their ideas on wolves. List them on the board. Prompt as necessary with questions about colour, countries, food, etc.
- Have the children read the text quickly to check their ideas. Ask which information from their ideas was mentioned. Tick off those points on the board.
- Play the audio of the text and listen together as a class.

### Teaching star!

#### Reading skills

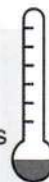
- Finding key facts depends on the children's ability to quickly identify the relevant part of the text, usually through key words.
- In preparation for Activity 2, challenge the children to find all the countries in the text as quickly as possible. Elicit the countries. Ask the children if they read from the beginning of the text to find them. Explain that you shouldn't need to do this to find information in a text. Instead you should focus on finding key words or use the presentation of the text to help you.

- Elicit what you should look for if you are trying to find countries (words with capital letters not at the start of a sentence / the word *in*).
- Hold up your Pupil's Book and demonstrate that finding key words is a matter of scanning by moving your finger in a zigzag across the text to look for a key word. Explain that this is a much quicker way to find information, and encourage the children to use the technique in Activity 2.

- Read out the options and have the children raise their hand if they agree. Ask the class which they think was the most popular answer.

### Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) using the first four sentences of the *Wolves* text.



Workbook page 11

## 2 Read again. Complete the facts.

Be a star! ★

- Give the children time to read the text carefully.
- Now have them scan the text again to find the colours. Elicit and write the words on the board, and have the children complete them in their books.
- Have the children continue the activity individually. Fast finishers can compare their answers in pairs. While they are doing this, copy the incomplete wolf facts onto the board.
- Invite different children to come to the board and complete one fact. Ask for whole-class agreement each time. Clarify the meaning of the abbreviations (*centimetres, kilometres per hour*) and have the children repeat the numbers and the measurements.
- You may then want to read through the story together as a class, playing the audio as support for students who need more help.

**Answers:** Colours: grey, black, white, brown  
 Countries with wolves: 60 Body: 100 cm Tail: 50 cm  
 Teeth: 42 Can run at: 65 kph Number in a pack: 4 to 9  
 Food: birds, fish

## 3 Work in pairs. What can you remember about wolves?

- Read out the question and invite one or two confident children to tell you a fact that they remember from the text. Ask for whole-class agreement each time.
- Have the children continue the activity in pairs or small groups. While they do this, circulate, monitor and give help or praise where appropriate.
- Finish by inviting volunteers to share their facts with the class.

**Answers:** Children's own answers.

## 4 What do you think about wolves? Choose and tick (✓).

- Clarify the meaning of *scary* with the class. Give the children some quiet thinking time before asking their opinions. Point out they can choose more than one answer.

**Lesson 4 Reading**

**1 Match the numbers to the words.**


100      42      50      60      65      9

forty-two      sixty      sixty-five      a hundred      fifty      nine

**2 Read the story on Pupil's Books pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.**

	Wolves	Kangaroos
Colours:	1 grey, black, white or brown	1 brown or
Countries:	2 60	2 1
Body:	3 cm long	3 cm tall
Tail:	4 cm long	4 cm long
Teeth:	5	5
Can run at:	6 kph	6 kph
Food:	7	7
Family / Group name:	8	8

**3 Read and complete the table for kangaroos.**



Kangaroos are my favourite animal. They only live in the wild in Australia. There aren't any kangaroos in other countries. They can be 150 cm tall, and their tails can be 120 cm long. They can run at 70 kilometres per hour. Kangaroos are brown or grey in colour. They've got about 30 teeth and they eat plants and leaves. Groups of kangaroos are called mobs.

Unit 1 11

## 1 Match the numbers to the words.

**Answers:** 100 – a hundred, 42 – forty-two, 50 – fifty, 60 – sixty, 65 – sixty-five, 9 – nine

## 2 Read the story on Pupil's Book pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.

**Answers:** 1 grey, black, white or brown 2 60  
 3 100 4 50 5 42 6 65 7 birds, fish 8 pack

## 3 Read and complete the table for kangaroos.

**Answers:** 1 brown or grey 2 1 3 150 4 120 5 30  
 6 70 7 plants and leaves 8 mob

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

**Audioscript**


/æ/ /æ/ /æ/ cat  
 /e/ /e/ /e/ pen  
 /h/ /h/ /h/ fig  
 /ɒ/ /ɒ/ /ɒ/ dog  
 /ʌ/ /ʌ/ /ʌ/ cub

**Answers:** cat, pen, fig, dog, cub

**Teaching star!** ★

**Pronunciation practice**

- Exaggerated mouth-shapes can help the children fix the pronunciation better.
- Choose one of the words in Activity 1. Point to your mouth and say *Look. What's this word?* Mouth the word very clearly, but without making any sound.
- The children call out the word they think you are making. They then repeat it all together with the exaggerated mouth shape.
- Children can continue this activity in pairs, taking turns to make the word shape with no sound and guess the word.
- Invite volunteers to make the word shapes for the rest of the class to guess.

**2**  1.11 Listen and say the chant. Then write the letters.


- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the gapped words.
- Play the chant once more, pausing after each line for the children to repeat. Pay particular attention to the vowel sounds.
- Divide the class into three groups and have each group say a verse. Rotate the verses among the groups so they all have a chance to say each part.


**Answers:** The black cat is under the red bed.  
 My mum has got a funny wig. The frog and the dog are on the log.

**E Learning to learn**


- Read the *Learning to learn* box together. When you read out the words *thirty, forty*, etc, use a gesture to draw attention to the ending each time.

**Lesson 5 Sounds and letters**


1  1.10 Listen and say. Complete.




cat    p\_n    f\_g    d\_g    c\_b

2  1.11 Listen and say the chant. Then write the letters.


The bl\_a\_ck c\_\_t is  
 Under the r\_d b\_d.



My m\_\_m has g\_\_t  
 A f\_\_nny w\_g.



The fr\_g and the d\_g  
 Are on the l\_g.



**Learning to learn**  
 Look at the pattern in these words:  
 thirty forty fifty sixty seventy  
 Underline the pattern in these words:  
 ruler rubber sister brother teacher

14 Unit 1 Sounds and letters: identify short vowel sounds Learning to learn: identify patterns WB, page 12

**Learning objectives:** Sounds and letters: identify short vowel sounds; Learning to learn: identify patterns

**Sounds and letters words:** cat, cub, dog, fig, pen

**Resources:** Class Audio CD1; (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 14–17) to practise key words from the last lesson, e.g. *wolves, sixty, countries, forty-two, beautiful*.

**1**  1.10 Listen and say. Complete.

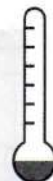
- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice – to provide variety, have them say the words loudly the first time and quietly the second time.
- Point to the *a* in the word *cat* in your book. Ask *What's this sound? (/æ/) What's the word? (cat)*.
- Continue by pointing to each of the spaces in the words in your book. Have the children repeat the sound and the word before they complete the words in their books.

- Encourage the children to add some more words with the same pattern (e.g. *twenty, eighty, ninety*). Point out that these patterns are very useful when we're trying to remember how to spell a word.
- Ask the class what pattern they can see in the next group of words (-er). Then read the words out making the same gesture to emphasise the ending. Have them circle the *er* in each word. Ask them what other words they can add with the same pattern (e.g. *father, mother, under, flower*).
- Write a big *-ty* on one side of the board and a big *-er* on the other. Call out words from the *Learning to learn* box as well as others from the notes above, and have the children repeat the word and point to the correct side of the board.

Answers: ruler, rubber, sister, brother, teacher

### Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the words from Activity 2 and the *Learning to learn* box.



### Workbook page 12

**Lesson 5 Sounds and letters**

**1 Complete and match.**

a e i o u

1 b\_a\_g    2 b\_\_s    3 l\_\_n    4 s\_\_ng    5 f\_\_x

a    b    c    d 10    e

**2 Read and complete the words. Then draw the pictures.**

1 The c\_a\_t is wearing a h\_a\_t.    3 The c\_\_b likes s\_\_x f\_\_gs.

2 The p\_\_n is on the b\_\_d.    4 The d\_\_g is next to a fr\_\_g.

**3 Circle the word with a different pattern.**

1 twenty    thirty    forty    fifteen    sixty  
 2 angry    thirsty    tired    hungry    happy  
 3 hat    black    cat    sad    dog  
 4 water    apple    flower    paper    burger

12 Unit 1

### 1 Complete and match.

Answers: 1 bag – b    2 bus – e    3 ten – d  
 4 sing – a    5 fox – c

### 2 Read and complete the words. Then draw the pictures.

Answers: 1 The cat is wearing a hat.    2 The pen is on the bed.    3 The cub likes six figs.  
 4 The dog is next to a frog.

### 3 Circle the word with a different pattern.

Answers: 1 fifteen    2 tired    3 dog    4 apple

- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

**Lesson 6 Language in use**

1 1.12 Listen and say.

Are there any birds? Yes, there are!

How many are there? Let's see. There are ... twenty birds!

Are there any flowers? Yes, there are. There are ... forty flowers.

Are there any foxes? No, there aren't. But look! There's a spider.

Oh, no! Run!

2 Work in pairs. Ask and answer.

Student A	Student B

Student A Are there any insects?  
 Student B Yes, there are!  
 Student A How many are there?

3 Now it's your turn. Draw a nature picture. Play a game. **Be a star!**

Unit 1 Are there any ...? - short answers  
 WB, page 13 **15**

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 **Work in pairs. Ask and answer.**

- Refer the children to the photos 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.
- Point to the number under the photo and elicit the next line of the dialogue from the class. (*Let's see. There are ... sixty insects.*)
- Divide the class into pairs to make new dialogues with the photos in the boxes. Explain that one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- Invite any volunteer pairs to perform their dialogue for the class.

3 **Now it's your turn. Draw a nature picture. Play a game. Be a star!**

- In their notebooks, have the children draw a picture full of animals, trees and flowers (they should limit the items to the ones they know the names of and make some of them plural). Do the same on your own piece of paper while the children are doing this.
- Demonstrate the activity with a confident child. Ask *Are there any elephants?* and if the answer is *Yes, there are*, ask how many. Have the child do the same about your picture.
- Divide the class into pairs. Drill sample questions and answers again and then have the children use their drawings to ask and answer. While they do this, circulate, monitor and give help or praise where appropriate.

**Learning objectives:** Are there any ...? + short answers

**Additional vocabulary:** fish, tortoise, worm

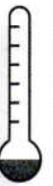
**Resources:** Class Audio CD1; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

1.11 **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.
- Play audio and have the children join in with the a, e, i, o, u words.
- Then have the whole class say the chant together.

1 1.12 **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.
- Elicit the question for a *yes* or *no* answer. (*Are there any ...?*) Elicit the question for a number answer. (*How many ... are there?*)



**Pairwork**

An activity like Activity 3 needs careful management to remain focused.

- When having the children draw their nature picture, give a clear time limit. You know best how fast your children work, but about five minutes is a suggestion. Let them know when the time is nearly finished. Use a clear signal that lets everyone know you need their attention.
- Before they start interacting, drill the questions they will need to use as a class. If they need a little more practice, call out animal words and have the children make questions with them, so they can see how simple it is.
- Monitor closely and when the children are running out of questions say *One more question each!*

**Cooler: Visualisation**

- Ask the children to close their eyes and imagine the situation you describe to them: *You're at the zoo – look at all the animals. What can you see? What can you hear? Are there any snakes? How many are there? Count them. What colour are they? Are there any lions or tigers? Are there any children? How many are there? etc.*
- 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 13

**Lesson 6 Language in use**

**1 Look and complete.**

There are two.      No, there aren't.      ~~Yes, there are.~~

Are there any tigers?  
 1 Yes, there are. \_\_\_\_\_

How many are there?  
 2 \_\_\_\_\_

Are there any pandas?  
 3 \_\_\_\_\_

**2 Look again and answer the questions.**

1 Are there any apples?      No, there aren't.

2 Are there any mangoes?      \_\_\_\_\_

3 How many are there?      \_\_\_\_\_

4 Are there any tigers?      \_\_\_\_\_

5 How many are there?      \_\_\_\_\_

6 Are there any wolves?      \_\_\_\_\_

**3 Read the answers and complete the questions.**

1 Are there any insects? Yes, there are. There are seven insects.

2 Are there \_\_\_\_\_? Yes, there are. There are two bears.

3 \_\_\_\_\_? No, there aren't any camels.

Unit 1 Go to Grammar reference on page 118 **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 Look and complete.**

**Answers:** 1 Yes, there are. 2 There are two. 3 No, there aren't.

**2 Look again and answer the questions.**

**Answers:** 1 No, there aren't. 2 Yes, there are. 3 There are six. 4 Yes, there are. 5 There are two. 6 No, there aren't.

**3 Read the answers and complete the questions.**

**Answers:** 1 Are there any insects? 2 Are there any bears? 3 Are there any camels?

**Grammar reference: (page 118)**

**1 Read and circle.**

**Answers:** 1 some 2 any 3 are 4 any 5 aren't 6 some



**Lesson 7 Listening and speaking**

1 1.13 **Look at the photos. What animal is this? Listen and check.**

forest      tongue

2 1.13 **Listen again. Circle the correct words.**

- 1 There are some / aren't any sun bears in China.
- 2 There are some sun bears in India / Russia.
- 3 They like cold / hot forests.
- 4 They can / can't climb trees.
- 5 They've got long / short tongues.
- 6 There are / aren't lots of sun bears.

3 1.14 **Listen and repeat. Then ask and answer about you. Be a star!**

- 1 What's your favourite animal?
- 2 My favourite animal is a panda.
- 3 Are there any pandas in your country?
- 4 No, there aren't.

**Values**

Is it important to respect wild animals?

16 Unit 1 Listening: listen for gist. Speaking: talk about your favourite animal. WB: pages 14-15

**Audioscript**

**Girl:** What's your favourite animal?  
**Boy:** My favourite animal is a sun bear.  
**Girl:** A sun bear? What's that?  
**Boy:** It's a small black bear. It's got a sun on its body. Look. Here's a picture.  
**Girl:** Oh, yes. I can see that. Are there any sun bears in Canada?  
**Boy:** No, there aren't. But there are some sun bears in China. There are some in India, too.  
**Girl:** Are there any in Russia?  
**Boy:** No, there aren't. Sun bears like hot forests.  
**Girl:** Can sun bears climb trees?  
**Boy:** Yes, they can. They can sleep and eat in trees, too. They've got very long tongues. They like insects, small birds and fruit.  
**Girl:** Are there lots of sun bears?  
**Boy:** No, there aren't. It's very sad.

Answer: A sun bear

2 1.13 **Listen again. Circle the correct words.**

- Refer the children to the example. Ask one child to read out the sentence. Play the audio up to ... *there are some sun bears in China*. Point out the circled answer and ask if they heard the same words.
- Give the children some time to read the sentences. Then play the whole audio and have the children identify and circle the correct words. Play the audio again if necessary.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 are some 2 India 3 hot 4 can 5 long 6 aren't

3 1.14 **Listen and repeat. Then ask and answer about you. Be a star!** ★

- Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat. Drill the questions a few times.
- Have the children ask you the questions, and give them your own answers, e.g. *My favourite animal is a tiger. / No, there aren't.*
- Divide the class into pairs and have them make new dialogues about their favourite animals. Point out that only the words in blue need to change, but the final answer may change depending on the chosen animal.

**Learning objectives:** Listening: listen for gist; Speaking: talk about your favourite animal

**Vocabulary:** forest, tongue

**Resources:** Class Audio CD1;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

**Materials:** paper, pens or pencils

**Warm-up: Team spelling**

- Play *Team spelling* (see the Games Bank, pages 14-17) with the topic *animals*.

**Vocabulary**

- Refer the children to the vocabulary panel and read out the words for the children to repeat.
- Ask *What can you see in a forest?*
- Have them point to their tongues.


1 1.13 **Look at the photos. What animal is this? Listen and check.**

- Refer the children to the photos and ask *What animal do you think this is?*
- Play the audio and have the children check if their ideas were correct.

- Explain the question to the children. Give them a little time to think and then ask for suggestions about the answer and why (the children may need to use L1 to explain why).
- Point out that the planet needs a variety of wild animals and plants to be a healthy place to live.

**Lesson 7 Functional language**

1 Complete the dialogue.




1 What's your favourite animal?

2 What's your favourite colour?

3 What's your favourite food?

4 What's your favourite toy?



My favourite animal is a horse.

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

My favourite food are \_\_\_\_\_.


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

horse  
bike  
burgers  
red

2 Complete the table.

panda	ball	cake	blue	yellow	bear
doll	kite	pink	camel	apples	carrots

Animals	Colours	Food	Toys
horse	red	burgers	bike

3  Answer the questions for you. Use words from Activity 2.

1 What's your favourite animal? My favourite animal is a \_\_\_\_\_.

2 What's your favourite colour? My favourite colour is \_\_\_\_\_.

3 What's your favourite food? My favourite food is \_\_\_\_\_.

4 What's your favourite toy? My favourite toy is a \_\_\_\_\_.

14 Unit 1


**1 Complete the dialogue.**

Answers: 1 horse 2 red 3 burgers 4 bike

**2 Complete the table.**

Answers:

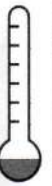
Animals	Colours	Food	Toys
horse	red	burgers	bike
cat	blue	cake	ball
bear	yellow	pears	doll
camel	pink	carrots	kite

**3  Answer the questions for you. Use words from Activity 2.**

Answers: Children's own answers.

**Cooler: Draw and label**


- Draw a picture on the board of your favourite animal. Elicit sentences to write about the animal, e.g. *My favourite animal is a tiger. There aren't any tigers in [country].*
- Have the children do the same in their notebooks. Then encourage them to share their work.





**How am I doing?**


1 Find, circle and write.


w	o	l	f	a	n	y	o	i
s	q	p	f	c	a	m	e	l
c	r	o	c	o	d	i	l	e
g	h	r	b	e	a	r	k	j
p	a	n	d	a	b	a	i	j
u	k	a	n	g	a	r	o	o
d	o	g	c	b	c	d	w	k
f	t	t	i	g	e	r	m	z
e	e	d	v	x	g	l	h	l


1  wolf


2  \_\_\_\_\_


3  \_\_\_\_\_


4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

7  \_\_\_\_\_


8  \_\_\_\_\_

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

animals	plants	ears	water	grey	Australia
---------	--------	------	-------	------	-----------

**Elephants**


Elephants are very big animals. They can be more than two metres tall. They are <sup>1</sup> \_\_\_\_\_ have got two big <sup>2</sup> \_\_\_\_\_ and a long trunk. They have got about 26 teeth. They like to eat <sup>3</sup> \_\_\_\_\_ and they can drink over 100 litres of <sup>4</sup> \_\_\_\_\_ every day. They can swim, but they can't jump. There are some elephants in India and China. There aren't any elephants in Egypt or <sup>5</sup> \_\_\_\_\_.



Unit 1 CEYL Starters, Reading and Writing, Part 2 15

**1 Find, circle and write.**

Answers: 1 wolf 2 camel 3 kangaroo  
4 dog 5 crocodile 6 panda bear 8 tiger

**2  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, first have the children read the text quickly so that they understand the general idea. Then go through the example.
- 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.

Answers: 1 grey 2 ears 3 plants 4 water  
5 Australia

**Lesson 8 Writing**

**1 Read and follow.**

Use capital letters at the beginning of a sentence and for countries (India).  
Use a full stop (.) at the end of a sentence.

**2 Complete with capital letters and full stops.**

**Tigers**

<sup>1</sup> This is a tiger. <sup>2</sup> here are tigers in <sup>3</sup> hina and  
<sup>4</sup> ndia <sup>5</sup> here aren't any tigers in <sup>6</sup> ustralia <sup>7</sup>  
<sup>7</sup> igers are orange, black and white <sup>8</sup> hey've got  
long tails <sup>9</sup> hey can jump and swim

**3 Read the facts and complete the text. Be a star!**

**Crocodiles**

This is \_\_\_\_\_ a crocodile.  
\_\_\_\_\_ are \_\_\_\_\_  
There \_\_\_\_\_  
Crocodiles \_\_\_\_\_  
They \_\_\_\_\_  
They \_\_\_\_\_

Australia and India ✓  
Russia ✗  
green and brown ✓  
big teeth ✓  
swim, run ✓

Unit 1 Write an animal fact file  
WB, pages 16–17 **17**

**Learning objectives:** Use capital letters and full stops; Write an animal fact file

**Resources:** (PK) - (TRC) - Unit 1 test; (PRC) - (TG)

### Warm-up: Jumbled words

- Play *Jumbled words* (see the Games Bank, pages 14–17). Use the names of the countries: *dinal* (India), *asluratia* (Australia), *anadac* (Canada), *israsu* (Russia), *treag nabitri* (Great Britain), *ancih* (China), *dronaj* (Jordan), *pyget* (Egypt).



### 1 Read and follow.

- Use the country names on the board to remind the class about the capital letters for countries. Ask the children their favourite country (probably their own!) and write a sentence on the board with no capital letters and no final full stop: *my favourite country is \_\_\_\_\_*
- Ask the children what's missing and elicit the correct capital letters and full stop.
- Refer them to the information in the box.

### 2 Complete with capital letters and full stops.

- Ask the class to read out the first full sentence so that you can write it on the board. (Don't use any capital letters or full stops.) Elicit from the children how to make it correct.
- Continue doing the same for the rest of the text. Then have the children read out the text.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

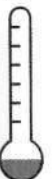
**Answers:** This is a tiger. There are tigers in China and India. There aren't any tigers in Australia. Tigers are orange, black and white. They've got long tails. They can jump and swim.

### 3 Read the facts and complete the text.

**Be a star!** ★

- Tell the children that they're going to complete a text about crocodiles for a children's book.
- Use each piece of information on the left to elicit a sentence, and write the text on the board.
- Have the children read the text again and then copy it into their Pupil's Books.

**Suggested answers:** This is a crocodile. There are crocodiles in Australia and India. There aren't any crocodiles in Russia. Crocodiles are green and brown. They've got big teeth. They can swim and run.



### Cooler: Guessing game

- If you have downloaded the flashcards of the animals, choose one but don't show the children. If not, write the name of the animal on a piece of paper. Keep it secret.
- Tell the children they can ask four questions to try to guess the animal, e.g. *What colour is it? Is it big or small? Are there any of these animals in this country? Can it swim?*
- After four questions, ask the children to guess the name of the animal, and show them the flashcard or the name you wrote.
- Continue with different animals.

**Lesson 8 Writing**

**1 Correct the sentences about pandas. Use capital letters and full stops.**

- 1 there are some pandas in china  
There are some pandas in China.
- 2 there aren't any pandas in india  
\_\_\_\_\_
- 3 pandas can swim and climb trees  
\_\_\_\_\_
- 4 pandas are black and white  
\_\_\_\_\_
- 5 they have got small ears and a short tail  
\_\_\_\_\_
- 6 pandas like to eat plants  
\_\_\_\_\_


**2 Match the sentences in Activity 1 with the facts about pandas.**

<b>a Panda facts</b> <input checked="" type="checkbox"/> Countries ✓: China	<b>b Panda facts</b> <input type="checkbox"/> Colour: black and white	<b>c Panda facts</b> <input type="checkbox"/> Countries x: India
<b>d Panda facts</b> <input type="checkbox"/> Can: swim, climb trees	<b>e Panda facts</b> <input type="checkbox"/> Food: plants	<b>f Panda facts</b> <input type="checkbox"/> Body: small ears, short tail

**3 Look at the camel facts. Write one sentence for each fact.**

<b>a Camel facts</b> Countries ✓: Egypt, India	<b>b Camel facts</b> Countries x: Australia	<b>c Camel facts</b> Colour: brown, red
<b>d Camel facts</b> Body: four legs, long tail	<b>e Camel facts</b> Can: run at 65 kph	<b>f Camel facts</b> Food: plants, leaves

**Camels**



This is a camel.  
There are some camels \_\_\_\_\_  
There \_\_\_\_\_ in Australia.  
Camels can be \_\_\_\_\_ or \_\_\_\_\_.  
They have got \_\_\_\_\_ and \_\_\_\_\_.  
They can \_\_\_\_\_ kph.  
Camels like \_\_\_\_\_ and \_\_\_\_\_.

**4 Write it again. Use your best handwriting.**

**5 Check your work. Tick (✓).**

- capital letters at the beginning of a sentence
- capital letters for countries
- a full stop at the end of a sentence

As writing requires a lot of support, you may find it more useful to do Lesson 8 of the Workbook in class, rather than setting it as homework. For this reason, teacher's notes are supplied for the Workbook activities in Lesson 8 in each unit.

**1 Correct the sentences about pandas. Use capital letters and full stops.**

- Write the first sentence on the board and elicit what needs to change. Refer the children to the example to check it is the same.
- The children complete the activity before checking the answers with class.

**Answers:** 1 There are some pandas in China. 2 There aren't any pandas in India. 3 Pandas can swim and climb trees. 4 Pandas are black and white. 5 They have got small ears and a short tail. 6 Pandas like to eat plants.

**2 Match the sentences in Activity 1 with the facts about pandas.**

- Refer the children to the example. Elicit the next answer and then have the children continue the activity individually.
- Check the answers by reading out the facts and having the children say the numbers.

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

**3 Look at the camel facts. Write one sentence for each fact.**

- Refer the children to the facts and the gapped sentences in the fact file. Elicit the first completed sentence (see *Answers* below). The children complete the sentences in their books.

**Answers:** There are some camels in Egypt and Jordan. There aren't any camels in Australia. Camels can be brown, red or white. They have got four legs and a long tail. They can run at 65 kph. They eat plants and leaves.

**4 Write it again. Use your best handwriting.**

- Have the children write out the text again as neatly as possible.

**5 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.



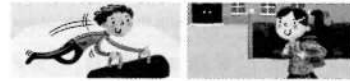
18

Unit 2. Identify and use new words: days of the week, activities  
WB, page 18

### Lesson 1 Vocabulary

1 1.15 Look at the calendar. Listen and chant.

2 1.16–1.17 Listen and say. Then listen and number.



do gymnastics  go to school

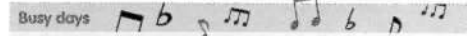


have a music lesson  play basketball

3 1.18 Look and listen. Point to the activities and days.

4 Look at the picture and think about your week. What activities do you do?

5 1.19 Sing and act out. *Be a star!*



*Busy, busy, busy,  
The whole week through.  
Busy, busy, busy,  
Lots of things to do!*

*Monday to Friday,  
Go to school.  
Tuesday and Wednesday,  
Swim in the pool.*

*Thursday and Friday,  
Play basketball  
And do gymnastics  
In the school hall.*

*Saturday and Sunday,  
It's time to play!  
Let's go out  
And have a great day!*

19

Unit 2. Sing a song  
WB, page 18

**Learning objectives:** Identify and use new words: days of the week, activities; Sing a song using the target vocabulary

**Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, do gymnastics, go to school, have a music lesson, play basketball

**Resources:** Class Audio CD1; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on pages 18–19. Ask *What can you see? Do you know the names of the children? (we can see Kirsty and Henry in the foreground) What activities can you see? Do you do these things in school? What's your favourite activity? Check the meaning of the words busy and week.*

1 1.15 Look at the calendar. Listen and chant.

- Play the audio. Have the children listen and point to the days of the week.
- Play the audio again. The children point and repeat after each day.
- Play the audio one more time and have the children join in with the chant. To make it more fun, change the tone of voice – do it loudly, softly, happily, etc!

### Audioscript

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

2 1.16 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 do an action for each activity.

1.17 **Then listen and number.**

- Play the audio, pausing after the first phrase to point out the example answer.
- Play the rest of the audio for the children to number the phrases as they hear them.
- For feedback, say each number and have the class call out the phrase. Ask different children to repeat each phrase to check and practise pronunciation.

**Audioscript**

1 play basketball, 2 go to school, 3 have a music lesson, 4 do gymnastics

**Answers:** do gymnastics – 4, go to school – 2, have a music lesson – 3, play basketball – 1

- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

**Cooler: Beep beep!**

- Elicit and write the days of the week across the board. Have the children chant them in order.
- Put a cross above *Monday* and *Friday*, and say *Beep! Tuesday, Wednesday, Thursday, Beep! Saturday, Sunday, Beep, Tuesday ...* Have the children join in saying *Beep!* instead of *Monday* and *Friday*.
- Now erase the cross above *Monday* and put crosses next to two different days (three in total). Challenge the children to chant this new version.
- Then change the days and go again. This is more difficult than it sounds!

3 1.18 **Look and listen. Point to the activities and days.**

- Play the audio, pausing after the first phrase. Hold up your Pupil's Book and point to the picture of *go to school* in Activity 2.
- Play the rest of the audio and have the children point to the corresponding days or activities.
- Play it again. Children point and repeat.

**Audioscript**

go to school, Monday, Tuesday, Wednesday, Thursday, Friday, do gymnastics, Tuesday and Thursday, have a music lesson, Monday, play basketball, Wednesday and Friday

**Answers:** See audioscript

4 **Look at the picture and think about your week. What activities do you do?**

- Ask *How many days do Kirsty and Henry go to school? (five – Monday to Friday)*. Ask the children if their school week is the same or different.
- Ask the children if they do the same activities. Encourage them to say, e.g. *do gymnastics – yes – Tuesday; play basketball – no*.

5 1.19 **Sing and act out. Be a star!**

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the items from Activities 1 or 2. Play the song.
- Now play it again. Children follow in their books.
- Show the children how to join in with actions for the song: *busy* – do a hurrying / marching action; *go to school* – mime walking carrying a backpack; *swim in the pool / play basketball / do gymnastics* – do an action for each sport; *time to play / have a great day* – happy hands-in-air action!

Workbook page 18

**2 My busy week**

**Lesson 1 Vocabulary**

1 **Unscramble the words.**

1 Saturday 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

2 **Complete the words. Then match.**

1 play b a s k e t b a l l

2 go t o s c h o o l

3 have a musi c l e s s o n

4 do gy m n a s t i c s

18 Unit 2

**1 Unscramble the words.**

**Answers:** 1 Saturday 2 Thursday 3 Sunday  
4 Tuesday 5 Wednesday 6 Monday  
7 Friday

**2 Complete the words. Then match.**

**Answers:** 1 play basketball 2 go to school  
3 have a music lesson 4 do gymnastics

Lesson 2 Grammar time

1 1.20 Listen and read. What do they do on Saturday?

2 1.20 Listen again. Read and circle.

- They play basketball on Wednesday.  Kirsty / Henry / Eva / Owen
- They have a music lesson on Wednesday.  Kirsty / Henry / Eva / Owen
- They do gymnastics on Thursday.  Kirsty / Henry / Eva / Owen
- They play on Saturday.  Kirsty / Henry / Eva / Owen

3 Work in groups. Act out the story. **Be a star!**

20 Unit 2 Present simple (I / we / they) affirmative and negative  
WB: page 19

**Learning objectives:** Understand the use of the Present simple (I / we / they) affirmative and negative; Read and act out a story using the target grammar

**Grammar:** Present simple (I / we / they) affirmative and negative

**Resources:** Class Audio CD1; **PK** - **PRC**

1.19 Warm-up: Sing the song!

- Play the song *Busy days* again and have the children join in and do the actions as in Lesson 1.



1 1.20 Listen and read. What do they do on Saturday?

- Refer the children to the pictures and ask *Who can you see? What are their names? (Owen, Eva, Kirsty, Henry) Where are they? (at school) What activities can you see? (basketball, music lessons, gymnastics)*
- Play the audio and have the children follow the story. At the end, ask *What do they do on Saturday?* and have them find the answer.
- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

Answer: They play.

2 1.20 Listen again. Read and circle.

- Play the audio again for the children to listen and read. Then ask some questions about the story: say a day and names, e.g. *Tuesday – Eva and Owen?* and prompt the children to respond with the activity (*basketball*). Continue with different days and names.
- Refer the children to the example. Ask them to find the part of the story that shows this (part 2).
- Have the children read the sentences and choose the correct names. Point out that the correct answer may involve more than one name.
- For feedback, ask different students to read out a sentence and have the children raise their hands to give the names. (You could then elicit the answers using full questions as prompts, e.g. *Who plays basketball on Wednesday? Who does gymnastics on Thursday?*)

Answers: 1 Kirsty 2 Eva, Owen 3 Eva, Owen  
4 Kirsty, Henry, Eva, Owen

**Teaching star!**

**Mixed ability**

Activity 2 involves quite complex referencing of activities, days and names. Some children may find this challenging and need extra support in the form of a pattern to follow.

- Work as a whole class. For each question, have the children find the relevant activity in the pictures. Then point to the text in the speech bubble – is it the same day as in the prompt sentence? If no – look at the next speech bubble and check there. If yes – see who is doing the activity in the picture. Then confirm with the dialogue. Then circle the appropriate name(s).
- Have the children do each step all together to find the answer, before moving onto the next prompt.
- Have the children continue the activity using the step-by-step approach if they need to. (Some children will be more confident and able to find the information faster without using the steps method.)

Establishing a methodical, step-by-step approach to an exercise like this increases the children's confidence to approach it independently next time.

3 Work in groups. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally. Encourage them to do actions for the different children in each part.



- Divide the class into groups of four. Give each child a number 1–4 and allocate roles: all number 1s are Kirsty, all number 2s are Henry, all number 3s are Eva, all number 4s are Owen. (If there are extra children who don't fit into a group of four, two children can share the role of Kirsty!)
- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

### Cooler: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *They play basketball on Tuesday.* (5) *They don't play basketball.* (4) *I have a music lesson on Thursdays.* (7) *We don't go to school.* (5) *We play on Saturday!* (4)

### Workbook page 19

**Lesson 2 Grammar time**

**1 Look and tick (✓) or cross (x).**

1  They do gymnastics on Monday. <input checked="" type="checkbox"/>	2  I play basketball on Wednesday. <input type="checkbox"/>
3  I don't have a music lesson on Thursday. <input type="checkbox"/>	4  We don't go to school on Saturday. <input type="checkbox"/>

**2 Read the story on Pupil's Book page 20 again. Look and circle.**

1 We / I have a music lesson on Thursday.

2 We / I play on Saturday.

3 They / I play basketball on Tuesday.

4 I / They have a music lesson on Wednesday.

Unit 2 **19**

### 1 Look and tick (✓) or cross (X).

Answers: 1 ✓ 2 X 3 X 4 ✓

### 2 Read the story on Pupil's Book page 20 again. Look and circle.

Answers: 1 I 2 We 3 They 4 They



Lesson 3 Grammar focus

1 1.21 **Look and read.**

**Graphic** **Grammar**  
Present simple (I / we / they)

I **play** basketball on Wednesday .  
I **don't play** basketball on Tuesday .  
They **do** gymnastics on Thursday .  
They **don't play** basketball .      don't → do not

2 **Write in order. Then match.**

1 on / I / have / Monday. / a music lesson  
I have a music lesson on Monday.

2 play / Sunday. / on / We  
\_\_\_\_\_

3 Friday / do / I / on / gymnastics  
\_\_\_\_\_

4 play / Wednesday. / on / basketball / We / don't  
\_\_\_\_\_

5 don't / school / We / Saturday / to / go / on  
\_\_\_\_\_

3 **Tell a friend about your busy week.** **Be a star!**

I do gymnastics on Thursday.

Unit 2. Talk about weekly activities  
WB: page 20 **21**

- If using the video, tell the children they will see a video about children playing basketball. Play the video and let the children watch and enjoy.
- Highlight the grammar points as described above.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.

**Teaching star!** **Consolidation**

Encouraging the children to develop the habit of recognising commonly repeated patterns of words will help them make sentences more confidently. For Activity 2, you can follow this procedure before starting:

- Refer the children to the example sentence. Point out *on Monday* at the end.
- Ask the children to find the days in the other sentences and call out the phrases *on Sunday*, *on Friday*, *on Wednesday*, *on Saturday*.
- You can do the same with the subject + verb combinations, pointing out *I have* in the example and eliciting *We play*, *I do*, *We don't play*, *We don't go*.

**Learning objectives:** Talk about weekly activities

**Grammar:** Present simple (*I / we / they*): I play basketball on Wednesday. I don't play basketball on Tuesday. They do gymnastics on Thursday. They don't play basketball.

**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: Team spelling**

- Play *Team spelling* (see the Games Bank, pages 14–17) to practise the days of the week.

1 1.21 **Look and read.**

- Play the audio. Have the children join in, e.g. by miming the verb action or making a negative gesture to accompany the affirmative and negative sentences. Point out the blue blocks for the actions / verbs and the red blocks for the negatives.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *don't* by counting out *They do not play basketball* on your fingers, and then pushing the *do* and *not* fingers together to show the contraction *don't*.

2 **Write in order. Then match.**

- Refer the children to the pictures and ask what activities they can see.
- Ask a confident student to read out the example sentence and point out the matching line. Work through number 2 together, eliciting or pointing out that the first word has a capital letter. Have the children draw a line matching it to the picture.
- Have the children complete the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work. Then have them call out the letter of the picture.

**Answers:** 1 I have a music lesson on Monday. – c  
2 We play on Sunday. – a    3 I do gymnastics on Friday. – d    4 We don't play basketball on Wednesday. – e    5 We don't go to school on Saturday. – b

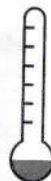
3 **Tell a friend about your busy week.** **Be a star!**

- Give some example sentences about your busy week, e.g. *I play basketball on Monday, Wednesday and Friday! I have (Spanish) lessons on Saturday. I swim on Sunday.* After each sentence, ask the children *And you?* and prompt them to reply *yes* or *no*.

- Elicit some sentences from confident children and encourage them to ask the class *And you?* Have everyone reply *yes* or *no*.
- Divide the class into pairs and have them continue the activity. While they do this, circulate, monitor and give help with any new vocabulary they need for their school or weekend activities.
- At the end, ask the children to recall any new phrases, and write them on the board. Invite the children who asked for new vocabulary to use it in a sentence. Ask the rest of the class if they can guess what it means.

### Cooler: Draw and label


- Do your own example on the board first. Do two quick drawings of activities from your week and write a day next to each. Put a big cross next to one to show a negative.
- Elicit a sentence for each picture, e.g. *I play basketball on Monday. I don't swim on Saturday.* Write the sentences on the board next to the pictures.
- Have the children do the same in their notebooks (or on a separate piece of paper to make a wall display). Invite them to read out their sentences and show their pictures to the children around them.



### Workbook page 20


**Lesson 3 Grammar focus**

**1 Write sentences for each picture.**




Monday

We go to school on Monday.




Thursday

They \_\_\_\_\_ on Thursday.



Sunday

We \_\_\_\_\_ on Sunday.



Wednesday

I \_\_\_\_\_ on Wednesday.

**2 Complete the sentences about you.**

- I \_\_\_\_\_
- I \_\_\_\_\_
- I \_\_\_\_\_
- I \_\_\_\_\_

**20** Unit 2 Go to Grammar reference on page 119

### Grammar reference:

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

#### 1 Write sentences for each picture.

**Answers:** 1 We go to school on Monday. 2 They play basketball on Thursday. 3 We don't do gymnastics on Sunday. 4 I have a music lesson on Wednesday.

#### 2 Complete the sentences about you.

**Answers:** Children's own answers.

Lesson 4 Reading

1 Read the first part of the text and tick (✓).

It's ... a play.  a poem.  a story.

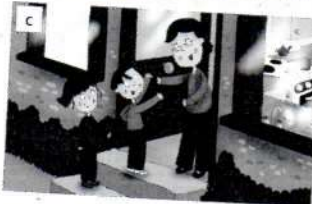
2 1.22 Read the text. Match the pictures to the verses.

School days, Saturday, Sunday

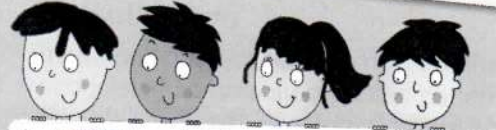
School days, school days.  
It's time to go to school.  
In the classroom there's lots to learn.  
In the gym we throw, jump and turn.  
School days, school days.  d

School days, school days.  
It's time to go to school.  
In the classroom we read and write.  
In the playground we fly a kite.  
School days, school days.

Saturday, Saturday.  
We don't go to school!  
In the park we play, climb and run.  
Saturday is always fun!  
Saturday, Saturday.



Sunday, Sunday.  
We don't have music lessons.  
We stay at home and read a book.  
We visit grandma and we cook.  
Sunday, Sunday.



3 Underline the words in the poem that rhyme. Are they at the beginning or end of the line?

- 4 Read again and circle the correct day(s). (Be a star!)
- |                 |  |
|-----------------|--|
| 1 do gymnastics | <u>school days</u> / Saturday / Sunday |
| 2 read          | school days / Saturday / Sunday        |
| 3 visit grandma | school days / Saturday / Sunday        |
| 4 learn         | school days / Saturday / Sunday        |
| 5 play          | school days / Saturday / Sunday        |



cook



fly a kite



visit



write

5 Which activities in the poem do you do in the week?

**Learning objectives:** Read a poem; Compare and contrast information

**Vocabulary:** cook, fly a kite, visit, write

**Additional vocabulary:** lots, fly, fun

**Resources:** Class Audio CD1; (PK) - (PRC)

**Warm-up: Simon says**

- Play *Simon says* (see the Games Bank, pages 14-17) with verbs that the children know so far, e.g. *throw, catch, jump, kick, ride a bike, sing, swim, walk, run, clap, stamp, climb.*



**Answer:** It's a poem.

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 23.
- Do a standard TPR (Total Physical Response) routine for the words like this:
  - 1 teacher says words and does actions;
  - 2 teacher says words, and teacher and children do actions;
  - 3 teacher and children all say words and do actions;
  - 4 teacher and children do actions, and children say words;
  - 5 children say words and do actions – teacher watches and applauds!

2 1.22 Read the text. Match the pictures to the verses.

- Give the children time to read the text carefully.
- Elicit what they can see happening in each picture – make sure you include the key points for each one: a – *park, climbing, running*; b – *school, classroom, reading, writing, playground, flying a kite*; c – *grandma, visit, kitchen, cook*; d – *school, gymnastics, jump, throw, climb, play basketball.*
- Refer the children to the example and ask why picture d matches the first verse (key words *school, gym, throw, jump*). Decide the answer for the second verse as a class.
- Then have the children continue the activity individually.
- For feedback, ask the children to call out the letter for each verse. Ask for whole-class agreement each time.
- Then play the audio and have the children listen and follow so that they can hear the rhythm and rhyming of the poem.

Answers: Verse 1: picture d Verse 2: picture b  
Verse 3: picture a Verse 4: picture c

**3 Underline the words in the poem that rhyme. Are they at the beginning or end of the line?**

- Write on the board the words *red* and *head* and ask the children what they have in common. Say the words to remind them of the concept of *rhyme*.
- Read out the first verse, or play the audio, and ask the children to listen and identify two rhyming words (*learn, turn*).
- Read out the rest of the poem, or play the rest of the audio, and have the children follow and find more rhyming words.
- Ask the children to raise their hands and suggest rhyming words in each verse. Ask for whole-class agreement each time.
- Ask where we can find all the rhyming words (*at the end of the line*).
- Finally read out or play the audio one more time and have the children clap along with the rhythm. Point out that a lot of poems have this kind of rhythm.

Answers: Rhymes: learn / turn, write / kite, run / fun, book / cook  
The rhymes are at the end of the lines.

**4 Read again and circle the correct day(s). Be a star! ★**

- Refer the children to the example. Ask them to find the relevant information in the poem (verse 1 – *gym, jump*, etc). Work through verse 2 as a class.
- Then have the children continue the activity individually.
- Read out the activities and have the children call out the days. Ask for whole-class agreement each time.

Answers: 1 school days 2 school days, Sunday  
3 Sunday 4 school days 5 Saturday

**5 Which activities in the poem do you do in the week?**

- Give the children some time to look back at the poem to find all the activities that are relevant for them. Give an example of your own, e.g. *I visit my grandpa on Sunday*.
- Divide the class into pairs to talk about the activities that they do.
- Invite volunteers to share some of their information with the class.

**Cooler: Disappearing sentences**

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the first four lines of verse 2 of the poem.



Workbook page 21

**Lesson 4 Reading**

**1 Look and write.**

jump   turn   run   climb   fly a kite   throw

1 climb   2 \_\_\_\_\_   3 \_\_\_\_\_  
4 \_\_\_\_\_   5 \_\_\_\_\_   6 \_\_\_\_\_

**2 Unscramble the words. Then match the rhyming words.**

1 cook \_\_\_\_\_ (etwri)  
2 fun \_\_\_\_\_ (rtun)  
3 kite \_\_\_\_\_ book (kobo)  
4 learn \_\_\_\_\_ (nrul)

**3 Complete the pairs of sentences. Use words from Activity 2.**

1 In the classroom there's lots to learn.  
In the gym we jump and \_\_\_\_\_.

2 In the classroom we read and \_\_\_\_\_.  
In the playground we fly a \_\_\_\_\_.

3 In the park we climb and \_\_\_\_\_.  
Saturday is always \_\_\_\_\_!

4 We stay at home and read a \_\_\_\_\_.  
We visit grandma and we \_\_\_\_\_.

Unit 2 **21**

**1 Look and write.**

Answers: 1 climb 2 throw 3 run 4 jump  
5 turn 6 fly a kite

**2 Unscramble the words. Then match the rhyming words.**

Answers: cook – book, fun – run, kite – write,  
learn – turn

**3 Complete the pairs of sentences. Use words from Activity 2.**

Answers: 1 learn, turn 2 write, kite 3 run,  
fun 4 book, cook

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

### Audioscript

/cr/ /cr/ /cr/ crab

/dr/ /dr/ /dr/ drink

/gr/ /gr/ /gr/ grandma

Answers: crab, drink, grandma

**Lesson 5 Sounds and letters**

1 1.23 Listen and say. Complete.

cr ab      ink      andma

2 1.24 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again.  
A big crab grabs the crocodile's nose.  
'Ouch!' cries the crocodile and away he goes.

3 1.25 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

1 dr aw      2 ey      3 ayon  
4 ice earn      5 ess      6 andpa

**Learning to learn**

Visualise new words to help you remember them.

Close your eyes. Think about a safari park. What can you see? Make a list. Can you add two words?

24 Unit 2 Sounds and letters: identify initial sounds *cr*, *dr*, *gr*. Learning to learn: remember new words  
WB: page 22

### 2 1.24 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

- Point out the circled *gr* in the first line. Ask the children how many more examples of *gr* they can find (there is one more – *grabs*).
- Have the children find and circle all the examples of *cr* and *dr*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *cr*, *dr* and *gr* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: The big green crocodile sleeps in the rain. Next to the river, five crabs drink again. A big crab grabs the crocodile's nose. 'Ouch!' cries the crocodile and away he goes.

**Learning objectives:** Sounds and letters: identify initial sounds *cr*, *dr*, *gr*; Learning to learn: remember new words

**Sounds and letters words:** crab, drink, grandma

**Resources:** Class Audio CD1; (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 14–17) to practise key words from the poem in the last lesson, e.g. *school*, *classroom*, *write*, *read*, *climb*, *Saturday*, *Sunday*.



### 1 1.23 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice – to provide variety, you could have them say the words in a different style each time.
- Hold up your Pupil's Book. Point to the *cr* in the word *crab*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

### 3 1.25 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

- Write on the board a large *cr* on the left, *gr* in the middle and *dr* on the right.
- Play the audio, pausing after the repetition of *draw* to have the children point to the *dr* on the right. Play the rest of the audio and have the children point to the right combination of letters on the board.
- Play the audio again and give the children time to complete the words.
- Now have all the children say the words chorally, and play the audio each time to check and correct pronunciation if necessary.
- Write the words on the board so everyone can check their answers.

## Audioscript

1 draw, draw 2 grey, grey 3 crayon, crayon  
4 ice cream, ice cream 5 dress, dress 6 grandpa, grandpa

Answers: 1 draw 2 grey 3 crayon 4 ice cream  
5 dress 6 grandpa

## Learning to learn

- Explain to the children that visualising something can help them remember the word. Check the meaning of *safari park* with the class and ask them to close their eyes and imagine a safari park. Ask them extra questions to intensify the experience – *What can you hear? How many animals are there? Are you in a car? Who is with you? Are you scared?*

- Refer the children to the list and ask what extra animals they can add. Have them write two more in the list.
- If time, you could give the children further practice by having them close their eyes and asking them to imagine *gymnastics*. Ask them *What can you see? What are the people doing?* Have the children open their eyes, and elicit the actions e.g. *jump, climb, run, play*. Write a list on the board.

Suggested answers: tiger, panda, wolf

## Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of words from Activity 3 and the *Learning to learn* box.



## Workbook page 22

**Lesson 5 Sounds and letters**

1 Say aloud. Circle *gr* words with blue. Circle *cr* words with green. Circle *dr* words with red.

2 Complete the words with *cr*, *dr* or *gr*. Then finish the pictures.

1 My g\_r andma has got a \_\_een \_\_ess.

2 Daisy \_\_aws a big ice \_\_eam.

3 Charlie has got three \_\_een \_\_ayons.

4 A \_\_ab sits in the \_\_een \_\_ass.

3 Look and complete. Then add two more words.

ice cream	crocodile	pear	fox	camel	cake
Food	Animals				
ice cream					

22 Unit 2

- 1 Say aloud. Circle *gr* words with blue. Circle *cr* words with green. Circle *dr* words with red.

Answers: *gr* (red): grandma, green, grass;  
*cr* (green): ice cream, crab, crayons; *dr* (blue): dress, draw

- 2 Complete the words with *cr*, *dr* or *gr*. Then finish the pictures.

Answers: 1 My grandma has got a green dress. 2 Daisy draws a big ice cream. 3 Charlie has got three green crayons. 4 A crab sits in the green grass.

- 3 Look and complete. Then add two more words.

Answers: Food: ice-cream, pear, cake, children's own answers  
Animals: crocodile, fox, camel, children's own answers

## Grammar reference (page 119)

- 1 Look, read and circle.

Answers: 1 do 2 don't 3 don't

- 2 Write the words in the correct order to make questions. Then answer.

Answers: 1 Do you play basketball on Friday?  
2 Do you go to school on Sunday? (Children's own answers.)

Lesson 6 Language in use

1 1.26 Listen and say.

football tennis

2 Work in pairs. Ask and answer.

Student A

Student B

Student A Do you visit your friends at the weekend?  
Student B Yes, I do.

3 Now it's your turn. Ask and answer about your weekend. **Be a star!**

Unit 2 Present simple: questions with Do you ...? WB page 23 25

- Elicit the question for a *yes* or *no* answer (*Do you ...*).
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

## 2 Work in pairs. Ask and answer.

- Refer the children to the photos 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 words are changed for an activity in the box.
- Elicit another example dialogue using a different activity and encourage the children to give an extended answer like those in Activity 1.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and short answers.
- Invite any volunteer pairs to perform their dialogue for the class.

## 3 Now it's your turn. Ask and answer about your weekend. **Be a star!** ★

- Elicit different weekend activities from the class and write them on the board (some may be too complicated – thank the child for the suggestion and assure them they'll learn the expression later!).
- Prompt different children to ask you a question using the words from the board, e.g. *Do you go to the cinema at the weekend?*
- Divide the class into pairs and have them continue the dialogues with as many different questions as they can in the time you allow.

**Learning objectives:** Present simple questions with *Do you ...?*

**Vocabulary:** football, tennis

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

### 1.24 Warm-up: Say the chant again

- Using mime to prompt them if necessary, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Follow the TPR routine on page 44.

### 1 1.26 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.

### Extension

Activity 3 can be extended into a more interactive group format.

- Have all the children choose and write three questions about weekend activities in their notebooks. Elicit an example first and write it on the board, e.g. *Do you play football at the weekend?*
- Divide the class into groups of five or six. Have each child take turns to ask one question to one of their friends in the group. If they get a *Yes, I do* answer, they write the name of the child next to the question.
- The objective is to have a name for each of their questions in the time limit you decide.

This activity gives more opportunities to say and hear the target language and interact with different friends. It also has a definite outcome.

### Cooler: Visualisation

- Ask the children to close their eyes and imagine the situations you describe to them: *It's the weekend! It's Saturday – what do you do today? Do you go to the park? Do you play with your friends? What do you eat on Saturday? It's Sunday – what do you do today? Do you visit your family? Do you study English? Do you play basketball? Now it's Monday morning! What do you do on Monday? Think about your day!*
- Have the children open their eyes. Recall the questions and have the children say what they do at the weekend and see if their experiences are similar or different.

### Workbook page 23

**Lesson 6 Language in use**

**1 Look, read and circle. Answer for Eva.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


1 Do you play tennis on Monday, Eva? **Yes, I do. / No, I don't.**


2 Do you go to school on Sunday? **Yes, I do. / No, I don't.**


3 Do you have a music lesson on Saturday? **Yes, I do. / No, I don't.**


4 Do you do visit your grandma on Sunday? **Yes, I do. / No, I don't.**

**2 Look at Activity 1 again. Complete the questions.**

1  Do you visit your grandma on Sunday?

2  on Friday?

3  on Thursday?

4  at the weekend?

**3 Answer the questions about you.**

1 Do you go to school on Sunday? \_\_\_\_\_

2 Do you cook? \_\_\_\_\_

3 Do you visit your grandma at the weekend? \_\_\_\_\_

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, read and circle. Answer for Eva.

Answers: 1 Yes, I do. 2 No, I don't. 3 No, I don't. 4 Yes, I do.

#### 2 Look at Activity 1 again. Complete the questions.

Answers: 1 Do you visit your grandma 2 Do you cook 3 Do you do gymnastics 4 Do you play basketball

#### 3 Answer the questions about you.

Answers: Children's own answers.

### Grammar reference: (page 119)

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

#### 1 Look, read and circle.

Answers: 1 do 2 don't 3 don't

#### 2 Write the words in the correct order to make questions. Then answer.

Answers: 1 Do you play basketball on Friday? 2 Do you go to school on Sunday? (Children's own answers.)



Audioscript

Boy 1: What's your favourite club?

Boy 2: My favourite club is karate. I do karate on Tuesday. We jump and kick and run. It's great!

Boy 1: It sounds fun. Do you play tennis?

Boy 2: No, I don't. But I play basketball on Thursday. How many after-school clubs do you go to?

Boy 1: Just one. I do gymnastics on Monday.

Boy 2: Gymnastics? Cool! I do drama on Wednesday!

Boy 1: Really? Is drama fun?

Boy 2: Yes, it is. I like drama. We read plays and poems. We sing, too.

Boy 1: You do lots of things – you've got a very busy week!

Boy 2: Ha, ha. Yes, that's right!

Answers: karate, drama, gymnastics, basketball

2 Listen again. Match the activities in Activity 1 to the days.

- Play the audio again, pausing after *I do karate on Tuesday*. Stop the audio and ask the children *What day is karate club?* Have them draw a line between *karate* and *Tuesday*.
- Play the rest of the audio and have the children complete the activity.
- For feedback, call out the days and have the children say the correct activity. Ask for whole-class agreement each time.

Answers: Monday: gymnastics Tuesday: karate  
Wednesday: drama Thursday: basketball

3 What time is it? Listen and repeat.

- Play the audio and have the children listen and point to the pictures.
- Play the audio again and have the children repeat.
- Draw a big clock on the board with the big hand pointing to the 12. Draw in a small hand pointing to a different number each time and ask *What time is it?* Have the children say the time according to your clock.

Lesson 7 Listening and speaking

1 Listen and tick (✓).

**After-school clubs**

karate  
drama  
gymnastics  
basketball

2 Listen again. Match the activities in Activity 1 to the days.

karate Monday  
basketball Tuesday  
drama Wednesday  
gymnastics Thursday

**Values**  
Why is it good to go to after-school clubs?

3 What time is it? Listen and repeat.

It's one o'clock. It's seven o'clock. It's eleven o'clock.

4 Listen and repeat. Then ask and answer. Be a star!

What time is it?  
It's three o'clock.  
Thank you!

26 Unit 2 Listening: listen for key words Speaking: tell the time WB pages 24-25

**Learning objectives:** Listening: listen for key words; Speaking: tell the time

**Vocabulary:** drama, karate

**Resources:** Class Audio CD1;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

Warm-up: Group mime

- Play *Group mime* (see the Games Bank, pages 14–17) with activities from Lessons 1, 4 and 6 of this unit.

Vocabulary

- Refer the children to the vocabulary panel on the right of the page. Follow the TPR routine on page 44.

1 Listen and tick (✓). Look at the picture. What activities do they do? Listen and tick (✓).

- Refer the children to the pictures and ask them what activities they can see.
- Play the audio and have the children tick the activities which the boys do.
- Call out the names of the activities and have the children say *yes* or *no*.

4 1.29 Listen and repeat. Then ask and answer. **Be a star!**

- Play the audio and have the children follow and repeat.
- Hold up your Pupil's Book and point to the different clocks. Ask *What time is it?* and have the class answer chorally.
- Divide the class in two and have them ask and answer the questions chorally, changing roles.
- The children can then continue this activity in pairs.

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 after-school clubs are a good way to make new friends!

Workbook page 24

**Lesson 7 Functional language**

**1 Read the sentences. Then match.**

1 I do karate at nine o'clock.

2 We play football at five o'clock.

3 We play tennis at three o'clock.

4 I do drama at six o'clock.

5 I swim at twelve o'clock.

**2 Read and draw times. Write sentences for you.**

1 2 3 4 5

1 (go to school) I go to school at seven o'clock.

2 (play with my friends) \_\_\_\_\_

3 (have my English lesson) \_\_\_\_\_

4 (read books) \_\_\_\_\_

5 (have a music lesson) \_\_\_\_\_

24 Unit 2

**1 Read the sentences. Then match.**

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

**2 Read and draw times. Write sentences for you.**

Answers: Children's own answers.

Cooler: Body clocks

- Play *Body clocks*. (See the Games Bank, pages 14–17.)

Workbook page 25

**How am I doing?**

**1 Write the words. Complete the puzzle.**

1 fly a kite 2 grandma 3 gymnastics

4 a music lesson 5 basketball

**2 Look and read. Put a tick (✓) or a cross (x) in the box. There is one example.**

It's four o'clock.  1 It's eight o'clock.

2 It's twelve o'clock.  3 It's nine o'clock.

4 It's six o'clock.  6 It's five o'clock.

Unit 2 CEYL Starters, Reading and Writing, Part 1 25

**1 Write the words. Complete the puzzle.**

Answers: 1 fly 2 visit 3 do 4 have 5 play

**2 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: read out the sentence and point to the picture of the clock. Elicit that the sentence is false and indicate the cross.
- 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*.

Answers: 1 X 2 ✓ 3 ✓ 4 ✓ 5 X

**Lesson 8 Writing**


**1 Read and follow.**

Use capital letters: for days of the week: Monday, Tuesday  
for names: Eva, Henry  
for *I*: I like karate.

**2 Read and correct the mistakes with capital letters.**


**My favourite day**

**M** my name is sophia. i'm from canada. my favourite day is thursday. on thursday, i do gymnastics. i like gymnastics. i play tennis, too. i play the piano and do drama with my friend.



**3 Write about Will's favourite day. Use the pictures for ideas. Be a star!**

My name \_\_\_\_\_ is Will.  
I'm from Australia. My favourite day is Saturday.  
On \_\_\_\_\_, I \_\_\_\_\_  
I \_\_\_\_\_  
We \_\_\_\_\_



Unit 2. Write a description of a day  
WB: pages 26-27 **27**

- Write the text on the board sentence by sentence and elicit changes.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

**Answers:** My name is Sophia. I'm from Canada. My favourite day is Thursday. On Thursday, I do gymnastics. I like gymnastics. I play tennis, too. I play the piano and do drama with my friend.

### Teaching star! ★

#### Using digital

- Completing an activity on the IWB and then using the *Reset* tool to erase the answers means more children can come to the board and be involved.
- Introduce Activity 2 as above (first point).
- Then invite children to come to the board to make corrections. Ask for whole-class agreement each time.
- Use the *Reset* tool and repeat the activity with different children.
- Less confident children will be more confident contributing having seen a good model.

**Learning objectives:** Use capital letters; Write a description of a day

**Resources:** (PK) - (TG) - Unit 2 test; (PRC) - (TG)

**Materials:** paper, pens or pencils

#### Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14-17) with sentences from the listening text from Lesson 7, e.g. *I do karate on Tuesday. Do you play tennis? I play basketball on Thursday. We read plays and poems. You've got a very busy week.*

#### 1 Read and follow.

- Write on the board *My name's Eva and I do gymnastics on Thursday.*
- Ask the children how many capital letters there are (*four*) and why they are used. Confirm by referring the children to the information in the box.

#### 2 Read and correct the mistakes with capital letters.

- Write the first two sentences of the text on the board. Change the first capital *M* and ask the children what else needs to change. Give them time to look at the rest of the text and decide on changes, without writing yet.

#### 3 Write about Will's favourite day. Use the pictures for ideas. Be a star! ★

- Refer the children to the pictures and ask what activities they can see. Tell them that they will use these activities to write a text about Will like the one in Activity 2.
- Elicit complete sentences for the text and write them on the board. As you write, occasionally miss some capital letters and ask the children if there is anything they want to change.
- Have the children read the text again and then copy it into their Pupil's Books.

#### Cooler: Sophia or Will?

- Write *Sophia* on one side of the board and *Will* on the other.
- Call out sentences from the texts about Sophia and Will and have the children say the name and point to the correct side of the board.

**Lesson 8 Writing**

**1 Circle the mistakes in each sentence.**

- 1 **m**y name is **m**ay.
- 2 i'm from australia.
- 3 my favourite day is friday.
- 4 i have a music lesson on friday.
- 5 i play the piano with my friend anna at two o'clock.
- 6 after school i go to the park with ben.



**2 Write May's sentences from Activity 1.**

1	My name is May.
2	_____
3	_____
4	_____
5	_____
6	_____

**3 Look and complete.**

at    at    on    after

- 1 After school I visit my grandmother.
- 2 I don't go to school \_\_\_\_\_ Saturday.
- 3 \_\_\_\_\_ school I read and write in class.
- 4 I play tennis \_\_\_\_\_ three o'clock.

**4 Write a paragraph about your favourite day.**

My _____
I'm from _____
My favourite day is _____
I _____
I _____
After school _____

**5 Write it again. Use your best handwriting. Draw a picture.**

**6 Check your work. Tick (✓).**

- capital letters at the beginning of a sentence
- capital I
- capital letters for days and names
- full stop at the end of a sentence

**1 Circle the mistakes in each sentence.**

- Write the example sentence on the board. Invite a volunteer to circle the mistakes. Then have the children complete the activity individually. While they do this, copy the original sentences onto the board.
- For feedback, invite different children to circle the mistakes on the board. Leave the sentences on the board for checking answers in the next activity.

**Answers:** 1 **m**y name is **m**ay. 2 **i**'m from **a**ustralia. 3 **m**y favourite day is **f**riday. 4 **o**n **f**riday **i** have a music lesson. 5 **i** play the piano with my friend **a**нна at two o'clock. 6 **a**fter school **i** go to the park with **b**en.

**2 Write May's sentences from Activity 1.**

- Have the children write the correct versions of the sentences in Activity 1. Then invite different children to make the corrections to the sentences on the board.
- The children then write versions of the sentences using their own details.

**Answers:** 1 My name is May. 2 I'm from Australia. 3 My favourite day is Friday. 4 On Friday I have a music lesson. 5 I play the piano with my friend Anna at two o'clock. 6 After school I go to the park with Ben.

**3 Look and complete.**

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

**Answers:** 1 After 2 On 3 At 4 at

**4 Write a paragraph about your favourite day.**

- Refer the children to the model text on Pupil's Book page 27 and ask them to write a similar text about themselves. Circulate, monitor and offer help as needed.

**Answers:** Children's own answers.

**5 Write it again. Use your best handwriting. Draw a picture.**

- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them.

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

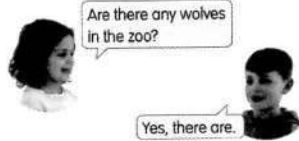
### Review 1

1 1.30 Look and complete. Then listen and check.



- |                         |                        |
|-------------------------|------------------------|
| 1 pandas: Monday        | 4 camels: T__ur__ay    |
| 2 kangaroos: Tu__s__a__ | 5 crocodiles: F__d__y  |
| 3 bears: W__ne__ay      | 6 wolves: S__t__r__a__ |

2 Ask and answer about the picture in Activity 1.



3 Circle the correct words.

- |   |  |
|---|--|
| 1  / Are you play basketball?                               | 4 There <b>are</b> / <b>don't</b> crocodiles in Australia. |
| 2 There aren't <b>some</b> / <b>any</b> kangaroos in India. | 5 I <b>am</b> / <b>don't</b> go to school on Saturday.     |
| 3 We don't <b>play</b> / <b>do</b> gymnastics on Thursday.  |  |

4 1.31 Write the missing letters. Listen, check and say.



5 1.32 Look at the picture. Listen and write a name or a number. There is one example.



- Example:** What's the name of Lucy's sister? Sally
- What's the name of Sally's favourite animal? \_\_\_\_\_
  - What's the name of Lucy's favourite animal? \_\_\_\_\_
  - What time is basketball at on Sunday? \_\_\_\_\_ o'clock
  - What time is the music lesson at on Friday? \_\_\_\_\_ o'clock
  - What time is gymnastics at on Monday? \_\_\_\_\_ o'clock

**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 1 and 2; CE:YL Starter, Listening, Part 2

**Grammar:** *There are some / There aren't any / Are there any ...? / How many ... are there?*; Present simple (I / we / they) affirmative and negative, *Do you ...? Yes, I do. / No, I don't.*

**Vocabulary:** wild animals, countries, days of the week, school activities

**Resources:** Class Audio CD1;

- - Downloadable flashcards; -

### Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with some of the key vocabulary from Units 1 and 2.

1 1.30 Look and complete. Then listen and check.

- Refer the children to the picture and ask *What animals can you see?*

- Refer them to the example and point out that there is an animal name and a day of the week for each one. Elicit the next answer, asking a volunteer to spell the word and write it on the board.
- Have the children continue the activity individually.
- Play the audio for children to check their answers. Have the children repeat all the words.

### Audioscript

1 pandas ... Monday 2 kangaroos ... Tuesday  
3 bears ... Wednesday 4 camels ... Thursday  
5 crocodiles ... Friday 6 wolves ... Saturday

**Answers:** 1 Monday 2 Tuesday 3 Wednesday  
4 Thursday 5 Friday 6 Saturday

2 Ask and answer about the picture in Activity 1.

- Ask two children to read out the example dialogue. Have all the children repeat the question and answer.

- Have the children continue the activity in pairs. Circulate, monitor and offer help and praise as appropriate.

### 3 Circle the correct words.

- Read out the two question options for the example – point out that *Are you play* sounds wrong!
- Elicit the correct word for sentence 2. Then have the children continue individually and compare with a friend.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 Do 2 any 3 do 4 are 5 don't

### 4 1.31 Write the missing letters. Listen, check and say.

- Elicit the names of the items in the pictures. Point out the example answer and elicit the missing letter for number 2.
- The children continue the activity individually.
- 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 write a word each. Ask for whole-class agreement each time.

Answers: 1 camel 2 fifty 3 crab 4 twenty  
5 grandma 6 dress 7 rubber 8 crocodile

### 5 1.32 Look at the picture. 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.
- 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. Ask the children to spell the name *Sally*. Point out that the animal names are spelled in the dialogues.
- 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.)

#### Audioscript

**Narrator:** Look at the picture. Listen and write a name or number. There is one example.

**Lucy:** Hello. Here's a picture of me and my sister. This is my bedroom.

**Adult:** Oh! Hello, Lucy! What's your sister's name?

**Lucy:** Sally.

**Adult:** Is that S-A-L-L-Y?

**Lucy:** Yes. Sally.

**Narrator:** Can you see the answer? Now you listen and write a name or a number.

**1. Lucy:** My sister likes animals.

**Adult:** Oh! What's the name of Sally's favourite animal?

**Lucy:** Her favourite animal is the kangaroo.

**Adult:** Is that K-A-N-G-A-R-O-O?

**Lucy:** Yes, that's right. There are some kangaroos in Sally's hands. Look!

**2. Adult:** And what's your favourite animal, Lucy?

**Lucy:** My favourite animal is the elephant.

**Adult:** The elephant?

**Lucy:** Yes, that's E-L-E-P-H-A-N-T. Can you see the elephant on my desk? It's from India.

**Adult:** Oh, yes, I can! It's lovely.

**3. Adult:** Do you like basketball, Lucy?

**Lucy:** Yes, I do, but my sister Sally doesn't like basketball. I play basketball on Sunday.

**Adult:** Oh! What time is basketball on Sunday?

**Lucy:** It's at ten o'clock.

**Adult:** Ten o'clock. OK.

**4. Adult:** Do you play the guitar, too?

**Lucy:** Yes, I do. And Sally plays the guitar, too. There are some guitars in our bedroom. We have a music lesson every Friday.

**Adult:** What time is the music lesson on Friday?

**Lucy:** The music lesson is at four o'clock.

**Adult:** Four o'clock. OK.

**5. Adult:** Is that a picture of your grandpa on your desk, Lucy?

**Lucy:** Oh, yes it is! My grandpa is great. We do gymnastics at five o'clock on Monday. Then, we visit grandpa for dinner.

**Adult:** OK. That's great. So, you do gymnastics at five o'clock on Monday.

**Lucy:** Yes, that's right.

**Adult:** Thank you, Lucy.

**Narrator:** Now listen again.

Answers: 1 kangaroo 2 elephant 3 ten 4 four  
5 five

#### My progress: (Workbook page 116)

- Clarify the meaning of each *I can ...* statement and elicit examples.
- The children then put their stickers in place.

#### Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–17), with the the key words from this Review lesson.

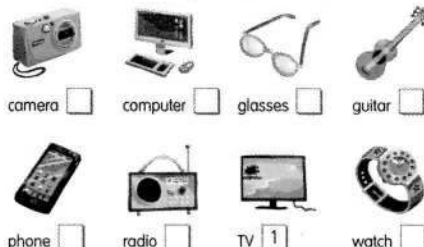




### 3 Our things

### Lesson 1 Vocabulary

1 1.33–1.34 Listen and say. Then listen and number.



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

3 Which thing doesn't make a sound?

4 1.35 Sing and act out. **Be a star!**

#### Blue kangaroo blues

I can see my camera.  
I can see my glasses, too.  
I can see my guitar.  
But I don't know what to do.  
I just can't find, just can't find,  
My blue kangaroo!

I can see my phone.  
I can see my radio, too.  
I can see my computer.  
But I don't know what to do.  
I just can't find, just can't find,  
My blue kangaroo!

*I've got the blue kangaroo,  
The blue kangaroo blues.  
I don't know what to do.  
I've got the blue kangaroo blues.*

**Learning objectives:** Identify and use new words: personal possessions; Sing a song using the target vocabulary

**Vocabulary:** camera, computer, glasses, guitar, phone, radio, TV, watch

**Resources:** Class Audio CD1; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on pages 30–31. Ask *Where are they? What are the children's names? What can you see? Is Mum happy? Why not? Ask what they think Eva and Owen are doing. Ask Can you see a kangaroo?*



### 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.
- Play the audio one more time and have the children do an action for using each object.

### 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

### Audioscript

Sound effects of the following: 1 [TV remote control changing stations], 2 [a mobile ring tone], 3 [camera clicking], 4 ['pinging' watch alarm], 5 [acoustic guitar], 6 [radio – music], 7 [computer booting up], 8 [no sound effects]

**Answers:** camera – 3, computer – 7, glasses – 8, guitar – 5, phone – 2, radio – 6, TV – 1, watch – 4

## 2 Look at the picture. Find the things in Activity 1.

- Hold up your Pupil's Book and point to the camera in Activity 1. Then look for and find a camera in the big picture (it's on the table) – point and say *Ah! The camera is on the table. It's under the picture!*
- Now point to and say more words from Activity 1. Have the children find each one in the big picture. Ask different children to describe where it is.
- The children can continue in the same way in pairs.

### Teaching star!

#### Pairwork

At this stage, the children are starting to have more language to use to talk about the big picture, so pairwork can become a little more extended.

- Divide the class into pairs. Quickly remind the children of the prepositions *in / on / next to / under* by demonstrating with a book and pen.
- Have the children find and say where the items are, e.g. Child A: *Guitar*. Child B: *It's next to the sofa*.

## 3 Which thing doesn't make a sound?

- Ask the class what sound a clock makes (e.g. *tick, tock*). Now ask *Which thing in Activity 1 doesn't make a sound?* Ask the children to raise their hands when they know the answer.

Answer: glasses

## 4 1.35 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song and join in the actions with the children. (You may want to clarify the meaning of the word *blues* with the children – a sad feeling or sad music.)
- Now play the song again and have the children follow in their books.
- Ask the children again *What are Eva and Owen doing in the picture?* Encourage the children to join in with actions for using each object mentioned and also: *I just don't know what to do* – the same pose as Eva in the picture; *I just can't find* – mime looking all around.
- Play the song and have the children join in and do the actions.

#### Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–17) with actions for using the objects in Activity 1.



## 3 Our things

### Lesson 1 Vocabulary

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



radio



2 Read the story on Pupil's Book page 30 again. Read and match.

- |                       |                            |
|-----------------------|----------------------------|
| 1 Where's the watch?  | a It's next to the sofa.   |
| 2 Where's the guitar? | b It's under the computer. |
| 3 Where's the phone?  | c It's under the chair.    |
| 4 Where's the camera? | d It's on the table.       |
| 5 Where's the radio?  | e It's under the table.    |

## 1 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.
- If done in class, 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 radio 2 phone 3 computer  
4 glasses 5 guitar 6 watch

## 2 Read the story on Pupil's Book page 30 again. Read and match.


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



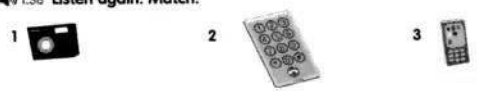

Answers: a camera and a phone

Lesson 2 Grammar time

1 1.36 Listen and read. What things are they talking about?



2 1.36 Listen again. Match.

3 Work in groups. Act out the story. Be a star!

32 Unit 3 Possessive adjectives: *our / their*  
WB: page 29

**Learning objectives:** Understand the use of Possessive adjectives: *our / their*; Read and act out a story using the target grammar

**Grammar:** Possessive adjectives *our / their*

**Resources:** Class Audio CD1; (PK) - (PRC)

1.35 Warm-up: Sing the song!

- Play the song *Blue kangaroo blues* again and have the children join in and do the actions as in Lesson 1.

1 1.36 Listen and read. What things are they talking about?

- Refer the children to the pictures and ask *Who can you see? What are their names? Where are they? (at school – coming back from a school trip) What objects can you see?*
- Play the audio and have the children follow in their books and find the answer to the question *What things are they talking about?* Elicit the answer.
- Ask some questions to check comprehension: *Is it Eva and Owen's camera? (No) Is it Eva and Owen's phone? (No)*
- Play the audio one more time. Have the children do the actions for *our* (indicating themselves and a friend) and for *their* (indicating two other children).

Teaching star! ★

## Using digital

The Presentation Kit includes useful tools to help make the language as clear and engaging as possible for the children.

- Use the *Spotlight* tool to focus on one frame of the story at a time. This reduces anxiety if there are children who feel they are not following the story well and provides a more graphic presentation of the new language.
- Invite one of the less confident children to click through the story so they get a chance to be fully involved as well. This job can be shared among the children each time there is a story to show with the *Spotlight* tool.

2 1.36 Listen again. Match.

- Refer the children to the pictures and explain that they need to decide to whom the camera and phones belong.
- Play the audio again and stop after frame 2 of the story and ask *The camera – a or b?* (*b*). Have the children draw a line between the camera and the twins.
- Now play the rest of the audio. Have the children decide who the phones belong to and draw the matching lines.
- For feedback, say a number and have the class call out the letter. Elicit their reasons (Eva and Owen have got a small phone, the twins have got a big phone).

Answers: 1 b 2 b 3 a

3 Work in groups. Act out the story.

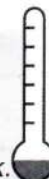
Be a star! ★

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of *our* and *their* and the way these words are stressed in the dialogue to show the difference.
- Divide the class into groups of four. Give each child a number 1–4 and allocate roles: all number 1s are the teacher, all number 2s are Eva, all number 3s are Owen and all number 4s are the twin girl.
- Allow the children some time to practise acting out the story. Set a time limit for their practice and warn them when the time is nearly finished. This way, they will be more focused on the task. You could suggest that they use objects from the classroom or their bags as props for the camera and phone (but not real phones as they can cause instant distraction!).

- While they practise, circulate and monitor, giving support as necessary with pronunciation, intonation and accurate use of language.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts. (Some children at this stage may be starting to feel confident enough to play their role without referring to the book.)

### Cooler: How many words?



- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *Our camera is black.* (4) *No, it isn't our camera.* (5) *It's their phone, too.* (4) *Our phone has got a great game.* (7) *Do you want to play?* (5)



### Workbook page 29

**Lesson 2 Grammar time**

1 Look, read and tick (✓) or cross (x).

- 1 Our TV is black.
- 2 Their TV is under the table.
- 3 Our bedroom has got a desk and a chair.
- 4 Their bedroom has got two chairs.
- 5 Our computer is on a bed.
- 6 Their computer is on a chair.

2 Read the sentences and finish the pictures in Activity 1.

- 1 There is a guitar in their bedroom.
- 2 There is a radio in our bedroom.
- 3 There is one window in their bedroom.
- 4 There are two windows in our bedroom.

Unit 3 **29**

### 1 Look, read and tick (✓) or cross (X).

Answers: 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

### 2 Read the sentences and finish the pictures in Activity 1.

Answers: The following things drawn in the pictures of the bedrooms: Boys' bedroom: a guitar, one window Girls' bedroom: a radio, two windows

**Lesson 3 Grammar focus**

1 1.37 **Look and read.**

**Graphic Grammar**  
Possessive adjectives: *our / their*

It's **our** camera. **Our** camera is black.

It's **their** phone. **Their** phone is big.

2 **Look and write *our* or *their*.**

1 Our guitar is green.  
Their guitar is blue.

2 \_\_\_\_\_ umbrella is short.  
\_\_\_\_\_ umbrella is long.

3 \_\_\_\_\_ radio is red.  
\_\_\_\_\_ radio is brown.

4 \_\_\_\_\_ TV is small.  
\_\_\_\_\_ TV is big.

5 \_\_\_\_\_ kite is a tiger.  
\_\_\_\_\_ kite is a bird.

Kirsty Henry  
Eva Owen

3 **Play a game. Say the names. Be a star!**

Their umbrella is short.  
Eva and Owen.

Unit 3 Talk about possessions WB: page 30 **33**

**Learning objectives:** Talk about possessions

**Grammar:** *It's our camera. Our camera is black. It's their phone. Their phone is big.*

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

### Warm-up: Stand up or sit down

- See the Games Bank (pages 14–17) for how to play the game. Suggested sentences: *I've got a phone. I've got a watch. I can play games on my computer. My phone has got a camera. I can play the guitar. I haven't got a guitar. I can play games on my phone.*
- You could ask different children to explain why they are standing up or sitting down with a sentence, e.g. *Yes, I've got a phone! No, I can't play games on my computer, etc.*

### 1 1.37 Look and read.

- Play the audio. Have the children join in by doing actions to accompany the *our* and *their* sentences (indicating themselves and a friend or other children).

- Play the audio again for the children to repeat chorally. Point out the green blocks indicating to whom the items belong. Pay particular attention to the pronunciation of *our* and *their*.

- If using the video, tell the children they will see a video about children and their possessions. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence doing the actions to accompany the *our* and *their* sentences. Pay particular attention to the pronunciation of *our* and *their*.
- Highlight the grammar points as described above.

### 2 Look and write *our* or *their*.

- Ask the children what they can see in the pictures. Clarify who is speaking in the sentences (always Kirsty and Henry). Check the children understand which items belong to which children.
- Refer the children to the example sentences and check the use of *our* (belongs to the people speaking) and *their* (belongs to the other people).
- Do number 2 as a class and then have the children complete the rest of the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 Our, Their 2 Their, Our 3 Their, Our  
4 Our, Their 5 Their, Our

### 3 Play a game. Say the names.

**Be a star!**

- Tell the children you will say some sentences about the items in Activity 2. The children have to decide who is speaking: Kirsty and Henry or Eva and Owen.
- Refer the children to the example and show that *Our umbrella is short* must be Eva and Owen speaking, by pointing to the picture of the umbrella with the short handle. Then give more examples, e.g. *Their TV is small* (Kirsty and Henry). *Our radio is red* (Eva and Owen).
- Divide the class into pairs to continue the activity.

## Extension

Once the children are confident in using the language, they can be challenged a little more. A memory challenge is something children enjoy and it makes the communication more valid.

- Carry out Activity 3 as above. Then have the children make some similar sentences about the items with *our* or *their* sentences. You answer from memory and the children check your answers.
- The children then continue the memory challenge – one child looks at the Pupil's Book and makes a sentence and the other answers from memory. The first child then confirms and they change roles.
- Invite volunteers to make a sentence as a memory challenge for the rest of the class.

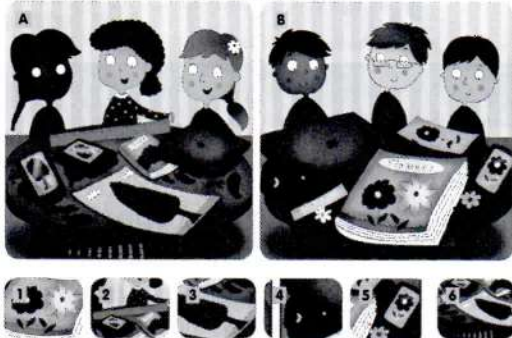
## Cooler: Draw and label

- Draw a quick picture of your family on the board. Draw something or someone that belongs to your family on the board, e.g. your house, car, grandma and grandpa. Elicit a sentence about the picture, e.g. *Our house is big.* / *Our car is red.* / *Our grandma and grandpa are old.* Write the sentence next to the picture.
- Have the children do the same in their notebooks (or on a separate piece of paper for a wall display). They draw something from their family and write a sentence about it with *our*.

## Workbook page 30

## Lesson 3 Grammar focus

1 Look at the pictures and complete the sentences.



our    their

- 1 It's their book.    4 It's \_\_\_\_\_ camera.  
 2 It's \_\_\_\_\_ ruler.    5 It's \_\_\_\_\_ phone.  
 3 It's \_\_\_\_\_ picture.    6 It's \_\_\_\_\_ umbrella.

2 Write words in the correct order to make sentences.

- 1 computer / small / is / our    Our computer is small.  
 2 big / is / their / computer    \_\_\_\_\_  
 3 their / is / old / camera    \_\_\_\_\_  
 4 new / camera / is / our    \_\_\_\_\_

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 at the pictures and complete the sentences.

Answers: 1 their 2 our 3 our 4 their  
 5 their 6 our

2 Write words in the correct order to make sentences.


Answers: 1 Our computer is small. 2 Their computer is big. 3 Their camera is old. 4 Our camera is new.

**Lesson 4 Reading**

1 1.38 Write three things you can do with a tablet. Read and check your ideas.

2 Look at the photos. Match them to each section of the text.

**Are tablets good for children?**

**Tablets in the classroom**  **d**




In some schools, children use tablets in the classroom. They read, write and listen with them.  
 'Tablets are important,' say the children. 'They help us learn.'  
 'But I like books!' says their teacher.

**Tablets for games**

Many children play games on their tablets. 'We like games,' say the children. 'They're fun. But we only play at the weekend.'  
 'Tablets aren't good for children,' says one mum. 'Children need to play outside more.'

**Tablets for music**


Tablets are good for music, too. 'We bring our tablets to music lessons,' says Louisa. 'We listen to music and we learn new songs!'

 **a**  
 **b**  
 **c**

Unit 3: Reading: Information text  
 WB page 31

**Tablets for talking**

You can also talk to people with a tablet. 'We talk to Grandma and Grandpa on Friday,' says Paul. 'They live in Australia. There's a camera on the tablet, so we can see Grandma and Grandpa, too!'

 **d**





3 **Circle F (Fact) or O (Opinion).** **Be a star!**

1 Many children play games on their tablets.  F  O  
 2 Tablets are important.  F  O  
 3 Tablets aren't good for children.  F  O  
 4 We like games. They're fun.  F  O  
 5 You can also talk to people with a tablet.  F  O

4 **What do you think?** **Circle.**

1 Tablets are good in the classroom.  
 yes no not sure  
 2 Tablets are fun.  
 yes no not sure  
 3 It's good to use a tablet every day.  
 yes no not sure

**Values**  
 How can you use a tablet to help you?

 children  
 game  
 tablet  
 talk

Unit 3: Reading: Information text  
 WB page 31

**Learning objectives:** Read an information text; Identify fact and opinion

**Vocabulary:** children, game, tablet, talk

**Additional vocabulary:** bring, help, important, only, outside, say, weekend

**Resources:** Class Audio CD1; **(PK)** - **(PRC)**

**Warm-up: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with vocabulary from Lesson 1, Activity 1.

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 35. Read out the words and have the children point and repeat.
- Say an example sentence for each word and have the children complete it. e.g. [Names of three children in the class] are \_\_\_\_\_; Super Mario is my favourite \_\_\_\_\_; I play games on my \_\_\_\_\_; Please be quiet – please don't \_\_\_\_\_

1 1.38 Write three things you can do with a tablet. Read and check your ideas.

- Ask the children to think of all the things they can do with tablets. Give the class some thinking time before eliciting their ideas. (They may need to use L1 to explain some ideas.) Write their ideas on the board.
- Have the children look quickly at the text and see if any of their ideas are included. Ask them which ones they found and tick them off on the board.
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Teaching star!**

**Reading skills**

Reading for global comprehension is a valuable skill to develop for approaching most texts. You can encourage the children to do it effectively by:

- Setting a short time limit to get the overall idea of the text – less time than it would take the children to read carefully.
- Setting a specific task (like the one in Activity 1 above) which can be quickly achieved and needs to have written answers.
- Having feedback (as above) which shows the children they have achieved something concrete in that short reading time.

## 2 Look at the photos. Match them to each section of the text.

- Give the children time to read the text carefully.
- Refer them to the photos and ask what they can see happening in each one. Make sure you include the key points when eliciting their answers: a – *game*; b – *music*; c – *talk*; d – *school, classroom*.
- Refer the children to the example and ask why section 1 matches photo d (key words *school, classroom*). If you wish, work through the answer for section 2 as a class.
- Have the children continue the activity individually.
- For feedback, ask the children to call out the letter for each section. Ask for whole-class agreement each time.
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answers:** Tablets in the classroom: d, Tablets for games: a, Tablets for music: c, Tablets for talking: b

## 3 Circle F (Fact) or O (Opinion).

**Be a star!** 

- Write on the board the sentences *I've got a tablet.* and *My tablet is fantastic!*
- Ask the children if these sentences are facts (something we know is true) or opinions (something which people have different ideas about). Elicit or give them another example of each if necessary.
- Refer the children to the example and point out that this is an example of something we know is true.
- Do number 2 as another example. Elicit or point out that the teacher has a different idea (*But I like books!*) so it is an opinion.
- Have the children continue the activity individually. Fast finishers can compare their answers in pairs.
- For feedback, ask different children to read out the sentences. After each one, say *Fact* and then *Opinion*, pausing each time for the children to raise their hand if they agree. Clarify if there are any doubts.

**Answers:** 1 F 2 O 3 O 4 O 5 F

## 4 What do you think? Circle.

- Ask three children to read out the three statements. Clarify the meaning of *not sure*.
- Give the children time to think about their answers. Point out there are no correct or incorrect answers – they're our opinions!
- Read out the statements again and say *yes, no* and *not sure*, pausing each time for the children to raise their hands at the appropriate time to give their answer.
- You may want to ask some children why they chose their answer – this will probably mean using L1.

## Values

- Clarify the question in the *Values* box. Give them a little time to think and then ask for some suggestions. Feed in extra ideas of your own if you want to expand the conversation, e.g. using maps to follow directions, paying electricity bills instead of going to the bank, taking lots of books on holiday all on one small tablet!

## Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the first four sentences of the *Tablets for games* section of the text.

Workbook page 31

**Lesson 4 Reading**

**1 Read the story on Pupil's Book pages 34–35 again. Read and match.**

1 'We bring our tablets to music lessons.'	a Paul
2 'But I like books!'	b Louisa
3 'Tablets aren't good for children.'	c Children
4 'We talk to Grandma and Grandpa on Friday.'	d Mum
5 'Tablets are important.'	e Teacher


**2 Read and complete.**

talk	tablets	games	children
------	---------	-------	----------

1 You can talk to your friends on a tablet.  
 2 We play games on our tablets at the weekend.  
 3 Children can use tablets in the classroom.  
 4 We bring our tablets to music lessons.

**3 Read and write F (Fact) or O (Opinion).**

1 You can listen to music on a tablet.	F
2 Tablets are fun.	—
3 Tablets help children learn.	—
4 Children don't need tablets.	—
5 Many tablets have games.	—
6 You can talk to people with a tablet.	—
7 It's good to use a tablet every day.	—
8 Children need to play outside.	—



Unit 3 **31**

## 1 Read the story on Pupil's Book pages 34–35 again. Read and match.

**Answers:** 1 Louisa 2 Teacher 3 Mum  
4 Paul 5 Children

## 2 Read and complete.

**Answers:** 1 talk 2 games 3 Children  
4 tablets

## 3 Read and write F (Fact) or O (Opinion).

**Answers:** 1 F 2 O 3 O 4 O 5 F 6 F  
7 O 8 O

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.


## Audioscript

/br/ /br/ /br/ bring

/fr/ /fr/ /fr/ fruit



/tr/ /tr/ /tr/ trousers

Answers: bring, fruit, trousers

2  1.40 Underline *br*, *fr* and *tr*. Then listen and say the chant.


- Point out the example underlined *fr* in the first line of the chant. Ask the children how many more examples of *fr* they can find (there are four more – *frog*, *from*, *fruit*, *friends*).
- Have the children find and underline all the examples of *br* and *tr*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *br*, *fr* and *tr* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: On Friday a big brown frog, In long brown trousers, Climbs down from a tree. Then he crosses a bridge, To bring fruit to his friends.

3  1.41 Write *br*, *fr* or *tr*. Then listen, check and repeat. **Be a star!** 

- Write on the board a large *br* on the left, *fr* in the middle and *tr* on the right.
- Play the audio, pausing after the repetition of *trousers* to have the children point to the *tr* on the right. Play the rest of the audio and have the children point to the right combination of letters on the board each time.
- Play the audio again and give the children time to complete the words.
- Now have all the children say the words chorally, and play the audio each time to check and correct pronunciation if necessary. Write the words on the board so everyone can check their answers.

## Lesson 5 Sounds and letters

1  1.39 Listen and say. Complete.


br\_\_ing



\_\_uit



\_\_ousers

2  1.40 Underline *br*, *fr* and *tr*. Then listen and say the chant.

On Friday a big brown frog,  
In long brown trousers,  
Climbs down from a tree.  
Then he crosses a bridge,  
To bring fruit to his friends.

3  1.41 Write *br*, *fr* or *tr*. Then listen, check and repeat. **Be a star!** 

1 tr\_\_ousers

2 \_\_own

3 \_\_ee

4 \_\_uit

5 \_\_og

6 \_\_idge

 Learning about languageUse *play* + a sport with a ball.Use *do* + an activity.

Can you add one more word to each list?

*play* basketball, tennis, \_\_\_\_\_*do* karate, drama, \_\_\_\_\_

**Learning objectives:** Sounds and letters: identify *br*, *fr*, *tr* sounds; Learning about language: verbs *play* and *do*

**Sounds and letters words:** bring, fruit, trousers

**Resources:** Class Audio CD1; (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 14–17) to practise key words from the last lesson, e.g. *tablet*, *classroom*, *children*, *weekend*, *outside*, *Australia*.

1  1.39 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children. Repeat the words chorally twice – to provide variety, you could have them say the words in a different style each time.
- Hold up your Pupil's Book. Point to the *br* in the word *bring*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

## Audioscript

1 trousers, trousers 2 brown, brown 3 tree, tree  
4 fruit, fruit 5 frog, frog 6 bridge, bridge

Answers: 1 trousers 2 brown 3 tree 4 fruit  
5 frog 6 bridge

## Learning about language

- Write on the board *play karate* and *do basketball*. Ask the children if there is anything they want to change. Erase *play* and *do*, then write them in again in the right place (*play basketball*, *do karate*).

- Underline *ball* in *basketball* and draw an arrow back to *play*. Point out you *play* games with a ball and this is a good way to remember when to use *play*. Explain that you use *do* with other activities.
- Elicit suggestions to add to the lists. Ask *What other sports use a ball?* (e.g. *football, baseball*) *What other sports or activities don't use a ball?* (e.g. *homework, judo, gymnastics*) Write these on the board and have the children add one more to each list in their books.

## Cooler: Physical spelling


- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the words from Activity 3 and the *Learning to learn* box.





Workbook page 32


**Lesson 5 Sounds and letters**


1 Say aloud. Match the sounds and the pictures.


a  br

b  fr

c  tr

d  fr

e  tr

f  br

2 Complete the words with *br*, *fr* or *tr*.

1 A f r og eats fr uit under a tr ee.

2 My br other has got br own tr ousers.

3 Two fr iends walk on a br idge.

4 We play basketball on fr iday.

3 Complete the table.

baseball	gymnastics	karate	basketball
drama	tennis	football	

do	play
	baseball

32 Unit 3

## 1 Say aloud. Match the sounds and the pictures.

Answers: *br*: bridge, brother; *fr*: frog, fruit;  
*tr*: trousers, tree

## 2 Complete the words with *br*, *fr* or *tr*.

Answers: 1 A frog eats fruit under a tree.  
2 My brother has got brown trousers. 3 Two friends walk on a bridge.  
4 We play basketball on Friday.

## 3 Complete the table.

Answers:

do	play
gymnastics	baseball
karate	basketball
drama	tennis
	football



**Lesson 6 Language in use**

1 1.42 Listen and say.

Look at all these things!  
Whose watch is this? It's Adam's watch.  
Whose phone is this? It's Nora's.  
Whose headphones are these? They're Paula's.  
Whose glasses are these? I don't know. I can't see.  
I think they're your glasses!

2 Work in pairs. Ask and answer.

<b>Student A</b>	<b>Student B</b>
David	Lara
Katya	Bill
Sandra	Ali

**Student A** Whose radio is this?  
**Student B** It's David's radio.

3 Now it's your turn. Make a class 'lost property' box. Talk about the things in it. **Be a star!**

Unit 3 Questions with whose; 's for possession WB, page 33 **37**

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 question and answer.
- Elicit the question to ask about possessions (*Whose ...*). Ask how we answer a *Whose ...?* question ('s after the name).
- (You may wish to review the use of *this / these* – and *that / those* – with the class.)
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives 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 the children repeat it.
- Highlight the language points as described above.
- Play the video one more time, pausing after each line for the children to repeat. Encourage them to imitate the intonation and body language as closely as possible.

**Learning objectives:** Questions with *whose*; 's for possession

**Vocabulary:** headphones

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

**Materials:** a box to use as the 'lost property' box in Activity 3 – labelled 'lost property' if possible

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. Write it on the board. Then play the audio to see how well they remembered.
- Have the whole class say the chant together.

**Vocabulary**

- Refer the children to the vocabulary item at the top of the page. Say the word and do a mime of putting on headphones. Have the children repeat the word and do the action with you. Ask *Have you got any headphones? When do you use them?*

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects.
- Invite two confident children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for an object and name in the box.
- Elicit another example dialogue using an object from the other box.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the *Whose...* question forms and 's in the answers.

**Teaching star!** ★

**Mixed ability**

The possessive 's is something which some children initially find difficult to remember to use. Correct and encourage them in a fun way with a teaching aid:

- On a piece of paper (which can remain in a prominent position in the classroom) draw a brightly coloured snake in the shape of an S with an apostrophe before it. The apostrophe can be drawn as a small flower with a curved stalk!
- When the children forget to use the possessive 's you simply need to point to the snake and the children can correct themselves.

**3**   **Now it's your turn. Make a class 'lost property' box. Talk about the things in it. Be a star!** ★

- Ask eight or ten children to choose an object each to put into the 'lost property' box. (Explain this is where the teacher puts things the children leave behind in the classroom, or where things people have left in a library or on a bus, etc, are kept for the people to come and find). The children putting an item into the box should show it to the class before putting it in.
- Invite several confident children to come to the front of the room, take an object from the box and hold it up. Elicit the question *Whose ...?* from the whole class, and then have each child give their answer, e.g. *It's Nenet's ruler*. Ask the child named if this is correct. If so, they can come and claim property back!
- Repeat with different children and different objects until everyone has had a chance to contribute.

**Cooler: Disappearing sentences**

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with two questions and answers: *Whose ball is this? It's \_\_\_\_\_ ball.* (Use the name of a famous football player in the children's country.) and *Whose guitar is this? It's \_\_\_\_\_'s guitar.* (Use the name of a famous musician in the children's country or one everyone will know.)



**Lesson 6 Language in use**

**1 Look and answer the questions.**



Paul



Ted



Anna



Kate



Jon

- 1 Whose guitar is this? It's Paul's guitar.
- 2 Whose headphones are these? They're Jon's headphones.
- 3 Whose camera is this? \_\_\_\_\_
- 4 Whose glasses are these? \_\_\_\_\_
- 5 Whose radio is this? \_\_\_\_\_

**2 Write questions and answers.**



1



2



3



4



5

- 1 Whose phone is this? It's Kirsty's.
- 2 Whose trousers are these? They're \_\_\_\_\_.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 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 answer the questions.**

**Answers:** 1 It's Paul's guitar. 2 They're Jon's headphones. 3 It's Kate's camera. 4 They're Anna's glasses. 5 It's Ted's radio.

**2 Write questions and answers.**

**Answers:** 1 Whose phone is this? It's Kirsty's. 2 Whose trousers are these? They're Henry's. 3 Whose watch is this? It's Eva's. 4 Whose computer is this? It's Owen's. 5 Whose headphones are these? They're Kirsty's.


**Grammar reference: (p120)**

**1 Write in order to make sentences and questions.**


**Answers:** 1 Our camera is blue. 2 it's their phone. 3 Whose guitar is this? 4 Whose glasses are these? 5 It's David's watch. 6 They're Lucy's headphones.

**Lesson 7 Listening and speaking**


1 1.43 **Look at the photos. What can you see? Listen and number in order.**



take a photo



watch cartoons



2 1.43 **Listen again and complete.**


- 1 It's my \_\_\_\_\_ phone.
- 2 It's my guitar and my \_\_\_\_\_, too.
- 3 It's my \_\_\_\_\_ watch.

3 **Read and circle the item(s). More than one answer is possible.**

- 1 You can listen to music on it. phone / guitar / smartwatch
- 2 You can watch cartoons on it. phone / guitar / smartwatch
- 3 You can talk to people on it. phone / guitar / smartwatch
- 4 You can take a photo with it. phone / guitar / smartwatch

4 1.44 **Listen and repeat. Then choose and act out. Be a star!**

- 1 What a cool phone!
- 1 I know. I really like it.
- 1 What amazing headphones!
- 1 They're my sister's.



38 Unit 3. Listening: listen for specific information Speaking: talk about possessions WB, pages 34–35

**Learning objectives:** Listening: listen for specific information; Speaking: talk about possessions

**Vocabulary:** take a photo, watch cartoons

**Resources:** Class Audio CD1;

**PK** - **TRC** - Vocabulary worksheet 2; **PRC**

### Warm-up: Group mime

- Play *Group mime* (see the Games Bank, pages 14–17) with objects from Lesson 1 of this unit.

### Vocabulary

- Refer the children to the vocabulary panel. Follow the TPR routine on page 44.

### 1 1.43 **Look at the photos. What can you see? Listen and number in order.**

- Refer the children to the photos and elicit what they can see.
- Play the audio, pausing after part 1 for the children to write the number.
- Then play the rest of the audio for the children to number the other two objects.
- For feedback, say the objects to elicit the numbers.

### Audioscript

1. **Boy:** Wow! What a cool phone!  
**Girl:** Yes, it's great, but it isn't my phone.  
**Boy:** Whose is it?  
**Girl:** It's my mum's phone.  
**Boy:** I like the colour. Can you listen to music and watch films or cartoons on it?  
**Girl:** Yes, you can. You can take photos, too. Look!  
**Boy:** Haha! What a great photo!
2. **Boy:** Whose guitar is this?  
**Girl:** It's my guitar and my sister's too! It's our guitar. It's an electric guitar.  
**Boy:** What does that mean?  
**Girl:** Well, listen.  
**Boy:** OK ...  
**Girl:** Now listen again. Mum, can you plug my guitar in, please?  
**Mum:** OK.  
**Girl:** Now listen again!  
**Boy:** Wow! What an amazing sound!
3. **Boy:** Whose watch is this?  
**Girl:** It's my brother's watch. It's called a smartwatch. Listen. It talks to you.  
**Boy:** What a cool watch! Does it play music?  
**Girl:** Yes, it does. Listen.  
**Boy:** Does it take photos?  
**Girl:** Yes, it does. Listen.  
**Boy:** That's amazing!

**Answers:** 3, 1, 2

### 2 1.43 **Listen again and complete.**

- Play the audio again and have the children complete the sentences.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 mum's 2 sister's 3 brother's

### 3 **Read and circle the item(s). More than one answer is possible.**

- Refer the children to the example. Then have them complete the activity individually and compare their answers with a friend.
- Invite different children to read out the sentences and then the items. Each time, ask the children to raise their hands for the items they circled.

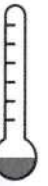
**Answers:** 1 phone, guitar, smartwatch 2 phone 3 phone, smartwatch 4 phone, smartwatch

4 1.44 Listen and repeat. Then choose and act out. **Be a star!**

- Play the audio and have the children listen, point to the items and repeat each line chorally.
- Elicit or point out the difference between the singular and plural items: *What a cool [singular item]! / What amazing [plural items]!*
- Then elicit an example dialogue from the class for another item, e.g. a computer. Then divide the class into pairs to make more dialogues.

Cooler: What's the last word?


- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *phone, cartoons, guitar, watch, photos, amazing.*



Workbook page 34


**Lesson 7 Functional language**

**1 Read and match.**

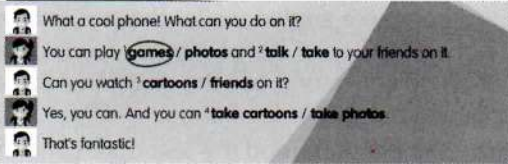


1 talk \_\_\_\_\_ games  
 2 take \_\_\_\_\_ cartoons  
 3 listen \_\_\_\_\_ to music  
 4 watch \_\_\_\_\_ to your friends  
 5 play \_\_\_\_\_ a photo

**2 Look, read and complete. Then tick (✓) or cross (x).**

1 You can \_\_\_\_\_ cartoons on it.    
 2 You can \_\_\_\_\_ games on it.   
 3 You can't \_\_\_\_\_ to your friends on it.

**3 Read and circle.**




What a cool phone! What can you do on it?  
 You can play games / photos and talk / take to your friends on it.  
 Can you watch cartoons / friends on it?  
 Yes, you can. And you can take cartoons / take photos.  
 That's fantastic!


34 Unit 3


Workbook page 35


**How am I doing?**

**1 Look and complete the questions. Then write answers.**

1 Whose camera is this?  
 It's Henry's.   
 Henry


2 Whose glasses are these?  
 \_\_\_\_\_  
 Kirsty 

3 Whose phone is this?  
 \_\_\_\_\_  
 Eva 

4 Whose computer is this?  
 \_\_\_\_\_  
 Owen 

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

It's twelve o'clock. no  
 1 There are two TVs. \_\_\_\_\_  
 2 The children can read on their tablet. \_\_\_\_\_  
 3 The big computer has got headphones. \_\_\_\_\_  
 4 The teacher has got glasses. \_\_\_\_\_  
 5 There aren't any guitars in the classroom. \_\_\_\_\_



Unit 3 CEYL Starters, Reading and Writing, Part 2 35

**1 Read and match.**

**Answers:** 1 talk to your friends 2 take a photo  
 3 listen to music 4 watch cartoons  
 5 play games

**2 Look, read and complete. Then tick (✓) or cross (X).**

**Answers:** 1 watch, ✓ 2 play, X 3 talk, ✓

**3 Read and circle.**

**Answers:** 1 games 2 talk 3 cartoons  
 4 take photos

**1 Look and complete the questions. Then write answers.**

**Answers:** 1 camera, It's Henry's. 2 glasses, They're Kirsty's. 3 phone, It's Eva's. 4 computer, It's Owen's.

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

- This exercise 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.
- 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*.

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

**Lesson 8 Writing**

**1 Read and follow.**

Adjectives describe things or people. Notice where adjectives go in a sentence:  
 It's an **old** radio. My radio **is** old.  
 What a **cool** phone! This phone **is** cool.

**2 Read and underline the adjectives.**

This is a new phone. My phone is great.  
 It's a cool phone.  
 It is small, black and grey.  
 It has got great music on it.  
 You can watch cartoons on it.  
 I really like it.

**3 Look at the photo and write a description. Be a star!**

My \_\_\_\_\_ is new.  
 It's a \_\_\_\_\_  
 It is \_\_\_\_\_  
 It has got \_\_\_\_\_  
 \_\_\_\_\_ tell the time \_\_\_\_\_  
 I \_\_\_\_\_

Unit 3 Write a description of a gadget  
 WB pages 36-37 **39**

**Learning objectives:** Learn about position of adjectives; Write a description of a gadget

**Resources:** (PK) - (TG) - Unit 3 test; (PRC) - (TG)

**Materials:** paper, pens or pencils

### Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14-17) with sentences from the listening text from Lesson 7, e.g. *It's my mum's phone. You can take photos, too. Whose guitar is this? It's my guitar and my sister's too! What a cool watch!*

### 1 Read and follow.

- Show the children your phone, computer or watch. Tell them something about it, e.g. *It's big / small*, and write two sentences on the board similar to those in the box, e.g. *It's a small phone. My phone is small.*
- Have the children look at the information in the box. Ask them to identify the adjectives (the blue words). Then have them identify the adjectives in your sentences. Underline them.

### 2 Read and underline the adjectives.

- Write the first two sentences of the text on the board. Ask the children which words are the adjectives that you should underline (*new* – the example – and *great*).
- Give the children time to look at the rest of the text and decide which words to underline, but tell them not to underline yet.
- Have different children read out a line of the text each and write it on the board sentence by sentence. Ask the children to raise their hands to say the words to underline. Ask for whole-class agreement each time.
- Then have the children underline the words in their books.

**Answers:** This is a new phone. My phone is great.  
 It's a cool phone. It's small, black and grey. It has got great music on it. You can watch cartoons on it.  
 I really like it.

### 3 Look at the photo and write a description.

**Be a star!** ★

- Refer the children to the photo and ask them to imagine what features the smartwatch has got and what it can do. Tell them that they will use these features to write a text about the smartwatch like the one in Activity 2.
- Elicit complete sentences for the text and write them on the board. As you write, occasionally miss out an adjective and ask the children if there is anything they want to change.
- Have the children read the text again and then copy it into their Pupil's Books.

**Suggested answer:** My smartwatch is new. It's a cool smartwatch. It's small, white and black. It has got great music on it. You can tell the time on it. I really like it.

### Cooler: I can see ...

- Play *I can see ...* to practise adjectives (see the Games Bank, pages 14-17)

**Lesson 8 Writing**

**1 Order and write.**

- 1 our / new / is / TV / This
- 2 and / big / It's / block
- 3 great / got / It's / on / it / games
- 4 a / TV / fantastic / It's
- 5 like / really / I / it

This is our new TV.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2 Read and complete the table.**

This is my new computer.  
 It's an amazing computer!  
 It's big and white. It's got  
 games on it. Playing games is  
 fun! It's also got music on it.  
 I can watch cartoons and can  
 read books, too.  
 I really like it.



Adjectives	It's got ...	You / We can ...	Opinion
new			

**3 Choose a toy or gadget you want to write about. Make notes.**

Adjectives	It's got ...	You / We can ...	Opinion

**4 Write a paragraph about your toy or gadget.**

This is \_\_\_\_\_  
 It's \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**5 Write it again. Use your best handwriting. Draw a picture.**

**6 Check your work. Tick (✓).**

- correct position of adjectives
- full stops
- capital letters
- spelling

**1 Order and write.**

- Write the jumbled example sentence on the board and ask the class how they know which are the first and last words (because of the capital letter and the full stop or exclamation mark). Elicit and write the correct sentence on the board.
- Have the children complete the activity individually. Then invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 This is our new TV. 2 It's big and black. 3 It's got great games on it. 4 It's a fantastic TV! 5 I really like it.

**2 Read and complete the table.**

- Read through the text with the class. Refer them to the table and elicit one more answer for the first column.
- Have the children complete the table. Draw the table on the board and have the children come and complete a word or phrase.

**Answers:**

Adjectives	It's got	You / We can	Opinion
new	games	watch	It's an
amazing	music	cartoons	amazing
big		read books	computer!
great			I really like it

**3 Choose a toy or gadget you want to write about. Make notes.**

- Ask for some suggestions from the class of what toy or gadget they will write about.
- Ask them to make notes in the table. Circulate and help with new vocabulary as needed.

**4 Write a paragraph about your toy or gadget.**

- Refer the children to the model text on Pupil's Book page 39 and ask them to write a similar text about their toy or gadget. Circulate, monitor and offer help as needed.

**5 Write it again. Use your best handwriting. Draw a picture.**


- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them. Point out that good presentation and pictures make things more enjoyable to read.

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

**Reading time 1**

1 1.45 **Look at the pictures. What animals do you see? Read and check your ideas.**



Monkey and the elephants are next to the river.

'Do you like water?' Monkey asks.

'Yes, we do,' says Big Elephant.

'We swim across the river on Monday.'

'Can I go with you?' Monkey asks.


'Yes, you can,' says Big Elephant.

'Whose mangoes are these?' asks Monkey.

'They're our mangoes,' says Little Elephant.

*I like mangoes, thinks Monkey.*

**Our sweet mangoes**



Mmm, these are nice mangoes, thinks Monkey.

'Are there any stones in the water?' he asks.

'Yes, there are,' says Little Elephant.

'Can I have some stones, please?' Monkey asks.

Now there are three big stones in the bag.

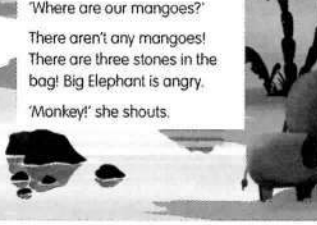
40 Reading time 1 Read a traditional story

'I'm hungry,' says Big Elephant.

'Where are our mangoes?'

There aren't any mangoes! There are three stones in the bag! Big Elephant is angry.

'Monkey!' she shouts.




Then they see a camel, a crocodile and a wolf.

'Run!' shouts Monkey.

'The elephants are angry with you!'


The camel, the crocodile, the wolf and Monkey run. Now there is a lot of dust and the elephants can't see. There is dust in Big Elephant's nose.

'Aaaaachooooo!'



Now the animals are in the mango tree ... and the mangoes are on the ground.

'Mangoes! We like mangoes ... sweet, sweet mangoes,' says Big Elephant.



Reading time 1 Develop reading fluency 41

**Learning objectives:** Read a traditional story; Develop reading fluency

**Additional vocabulary:** across, dust, ground, now, river, shout, stones, water

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

**Warm-up: Vocabulary ping pong**

- Play *Vocabulary ping pong* (see the Games Bank, pages 14–17) with the topic of *animals*. Repeat with a second topic: *fruit*.

- 1 **Look at the pictures. What animals do you see?**
- Refer the children to the pictures and ask *What food can you see?* Ask the children where they think the animals are going and why.
  - Point to picture 3. Ask *Is Big Elephant happy with the monkey?* (No, Big Elephant is angry.) Ask the children to imagine why or try to see from the pictures. Elicit some ideas.
  - Point to picture 2. Ask *What animals do you see?* (elephant, monkey). Then point to picture 5. Ask *What animals do you see?* (camel, crocodile, wolf)

- 1.45 **Read and check your ideas.**
- Give the children time to read the story. It is important that all children have the opportunity to read at their own pace. Children who finish the story quickly will usually be happy to go back and read again.
  - Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.
  - Ask some comprehension questions to check the key aspects of the story:
  - Point to picture 1 – *Whose mangoes are they?* (the elephants')
  - Point to picture 2 – *Why are there stones in the bag?* (The monkey puts them there in place of the mangoes. He hopes the elephant won't notice the difference!)
  - Point to picture 3 – *Why is Big Elephant angry?* (Because the monkey ate all the mangoes, and they were for the elephants to eat.)
  - Point to picture 4 – *Why do the animals run?* (Check the meaning of *dust*.) (They think the elephant is angry with them. Monkey is trying to use the animals to hide!)
  - Point to picture 5 – *Where are the animals? Why? Is Big Elephant angry now?* (The animals are all in the tree. The elephant sneezed so hard the animals all flew into the tree! Big Elephant is happy now – the animals look funny and the elephants now have lots of mangoes!)

**Answers:** elephant, monkey, camel, crocodile, wolf

### Join in with the story

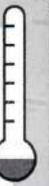
- Read out the story to the class (or play the audio). Encourage them to join in with Monkey's phrases and questions. This helps the children feel part of the story and reinforces some key phrases and structures.
- You could read the story (or play the audio) again and have the children join in with Big Elephant's phrases.
- Finally, the class can be split into two groups. When you read the story (or play the audio) one more time, half the class join in with Monkey's phrases and the other half with Big Elephant's phrases.

### Rate the story

- Ask the children to look at the story again and decide if they like it. If necessary, encourage them to respond constructively by pointing out what you liked about it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write:  
*I like the story (because ...) / I think the story is OK. / I don't like the story (because...).*
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces and have the children raise their hands if this is their opinion of the story.
- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English).
- (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.)

### Cooler: Act it out

- Play the audio of the story again and have the children do actions for all the main events in the story. The children can also make noises for the animals in the story to provide sound effects!





Reading time 1 Activities

1 Read again. Write the animals.

Monkey elephants wolf crocodile camel

- 1 They are in the river. elephants, Monkey
- 2 They like mangoes. \_\_\_\_\_
- 3 They run with Monkey. \_\_\_\_\_
- 4 They are in the mango tree. \_\_\_\_\_
- 5 They eat lots of mangoes. \_\_\_\_\_

2 How do you think the characters feel? Choose and write.

happy sad angry scared

- 1 There are lots of mangoes in the bag. Monkey is \_\_\_\_\_
- 2 There aren't any mangoes in the bag. Big Elephant is \_\_\_\_\_  
Little Elephant is \_\_\_\_\_
- 3 Big Elephant is angry with Monkey. Monkey is \_\_\_\_\_
- 4 The elephants run after the animals. The animals are \_\_\_\_\_
- 5 There are lots of mangoes on the ground. The elephants are \_\_\_\_\_

3 Do you think Monkey is good or bad? Tell a friend why. Be a star!

4 Now watch the video.



42 Reading time 1 Give a personal response to a text

**Learning objectives:** Give a personal response to a text

**Additional vocabulary:** angry with, run after

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

**Warm-up: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with key vocabulary from the story in the last lesson, e.g. *monkey, elephant, camel, crocodile, wolf, mangoes, river, stones, tree*.
- Write the words on the board after each round so all the children can see the answers.



1 Read again. Write the animals.

- Remind the children of the story by asking where the words from the *Warm-up* appear in the story: at the beginning (*monkey, elephants, river*), in the middle (*mangoes, stones*) or at the end (*camel, crocodile, wolf, tree*).
- Refer the children to the example. Ask them to find the picture which shows this.
- Have the children continue the activity individually.
- For feedback, read out the sentences and have the children call out the answers. Ask for whole-class agreement each time.

**Answers:** 1 elephants, Monkey 2 elephants, Monkey 3 camel, crocodile, wolf 4 Monkey, camel, crocodile, wolf 5 elephants, Monkey

2 How do you think the characters feel? Choose and write.

- Refer the children to the words in the box and have the children make facial expressions for each emotion to recall the meaning.
- Read out the first sentence and elicit the answer and why, e.g. we can see monkey is happy in the first picture and he says *I like mangoes*. Have the children say *There are a lot of mangoes in the bag with a happy face and voice*.
- Have the children continue the activity individually.
- For feedback, have different children read out the sentences and elicit the adjective. Ask for whole-class agreement each time. Then have the children say the sentences with the appropriate facial expression and tone of voice.

**Answers:** 1 happy 2 angry, sad 3 scared 4 scared 5 happy

3 Do you think Monkey is good or bad? Tell a friend why. Be a star!

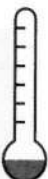
- Give the children some time to look back at the story and think about Monkey.
- Have the children tell a friend what they think and why. This may need to be in L1, but it reinforces their connection with the story.
- Invite some confident children to share their ideas with the class. You could ask the rest of the class each time if they agree with these ideas.

4 Now watch the video.

- Show the children the video of the story.
- Ask which version they preferred, the book version or the video. Elicit reasons why.
- Ask the children if they have read or seen other stories like this with animals and if they can remember something about them.

**Cooler: Simon says**

- Play *Simon says* (see the Games Bank, pages 14–17) with actions from the story, e.g. *The elephants cross the river. The monkey eats the mangoes. Little Elephant gives monkey some stones. Big Elephant is angry. The animals run. The animals are in the tree.*





## Think about it!

**Think about it!** **Make an activities poster**

**Our after-school activities**

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00	singing	tennis	take photos	cooking	basketball
4:00	watch cartoons	drama	guitar lesson	karate	painting

**1 Look at the activities poster and answer. Which activities need ...**

1 a ball? tennis                      3 a paintbrush? \_\_\_\_\_  
 \_\_\_\_\_                                      4 music? \_\_\_\_\_

2 a camera? \_\_\_\_\_

**2 Look again and complete the sentences.**

1 We do karate on Thursday at 4 o'clock.  
 2 We \_\_\_\_\_ on Friday at 3 o'clock.  
 3 We \_\_\_\_\_ on Wednesday at 3 o'clock.  
 4 We \_\_\_\_\_ on Tuesday at 4 o'clock.

**3 Work in groups. Follow the steps to make an activities poster.**

1 Make a list of ten activities.  
 2 Work together to choose two activities for each day.  
 3 Make your activities poster.  
 4 Talk about your activities poster. Show the class.

Think about it! Use thinking skills **43**

## 2 Look again and complete the sentences.

- Refer the children to the example sentence and ask them to find this information in the poster (in the *four o'clock* row, *karate* is in the *Thursday* column).

**Answers:** 1 do karate 2 play basketball 3 take photos 4 do drama

## 3 Work in groups. Follow the steps to make an activities poster.

- Ask the children to raise their hands and suggest all the possible activities they can think of for after-school clubs. If you need to supply some new vocabulary, write the new words on the board.
- Divide the class into groups of five. Have each group make a list of ten activities they like.
- Give some example sentences about your own likes using the activities in Activity 1 and giving reasons, e.g. *I like cooking because I like food! I like taking photos because it's fun.*
- Have the groups talk about their likes using the activities in their list so that, together, they decide on a final choice of five activities for the five weekdays. (The days can change according to the school timetable in the children's country.)
- Have each group make a grid for their poster (five columns, with the days as headings, plus a single row for one activity per day). Each child can write a day and draw a picture for it.
- Have the groups leave their posters on their desks and walk around the classroom looking at their friends' posters. Suggest things to look out for, e.g. interesting activities, good pictures, similarities to their own poster.
- Invite volunteer groups to present their poster to the class. Encourage a positive reaction to all the posters shown. You could have a class vote at the end on the best poster.

**Learning objectives:** Use thinking skills; Make a poster

**Resources:** (PK)

**Materials:** a piece of paper for each group of four children to make a poster

### Warm-up: Mime the activities

- Mime one activity from the poster in Activity 1 and have the children guess which one it is.
- Invite different children to mime some more activities for the class to guess.
- Then have all the children do a mime for each activity in the poster.

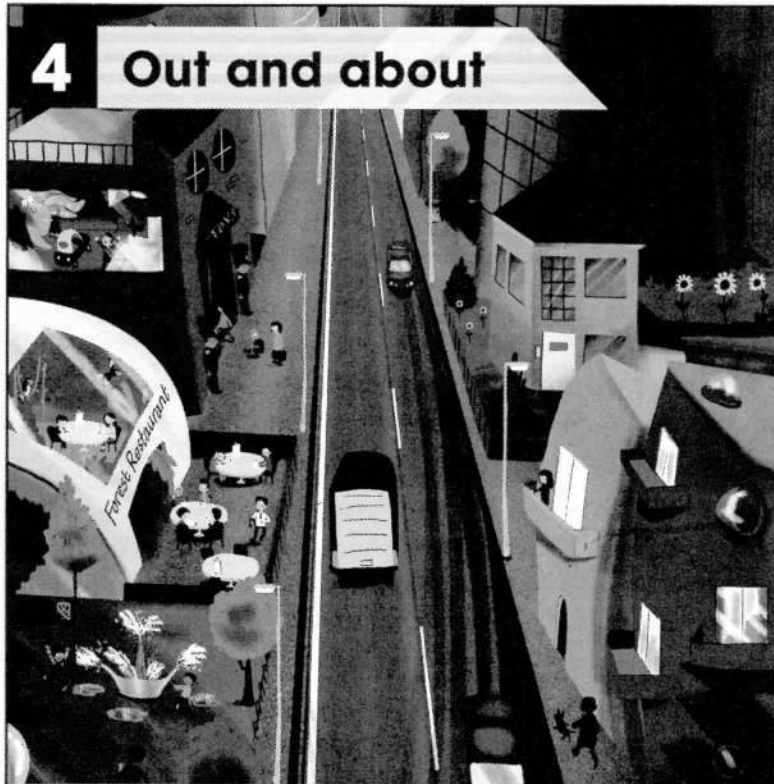
### 1 Look at the activities poster and answer. Which activities need ...

- Refer the children to the first question and point out you need a ball to play tennis. Ask them to find the other activity that needs a ball.
- Have the children continue the activity individually.
- For feedback, read out the questions and have the children raise their hands to give the answers. Ask for whole-class agreement each time.

**Answers:** 1 tennis, basketball 2 take photos 3 painting 4 singing, guitar lesson

### Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–17), asking the children to look back through Unit 3 to recall some of the key words.

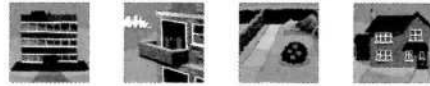


### 4 Out and about

44 Unit 4 Identify and use new words: buildings, places  
WB: page 38

### Lesson 1 Vocabulary

1 1.46–1.47 Listen and say. Then listen and number.



building  flat  garden  house



park  restaurant  shop  street

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

3 Say the places that you go to eat, to sleep or to play.

4 1.48 Sing and act out. **Be a star!**

#### My favourite street

Welcome to my favourite street,  
Where we live and play.  
Houses, shops and buildings  
Where we go every day.

A park with lots of water,  
Where we can splash our feet.  
A restaurant in a forest  
On my favourite street!

Flats up in tall buildings,  
Where we eat and sleep.  
Gardens with pretty flowers  
On my favourite street!

All the toys in the world  
And lots of friends to meet.  
In my favourite toy shop  
On my favourite street!

45 Unit 4 Sing a song  
WB: page 38

**Learning objectives:** Identify and use new words: buildings, places; Sing a song using the target vocabulary

**Vocabulary:** building, flat, garden, house, park, restaurant, shop, street

**Resources:** Class Audio CD1; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

#### Warm-up: The big picture

- Refer the children to the picture on page 44. Ask *Where is this? Can you see Owen and Eva, Kirsty and Henry? What more can you see? What's your favourite place in the picture? Ask if this is like the place where they live. If not, what's different?*



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.
- Then say the opening sound of each word and have the children say the complete word, e.g. *b-b-b ... building*.

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 as they hear them.
- 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 garden, 2 flat, 3 house, 4 park, 5 shop, 6 building, 7 street, 8 restaurant

**Answers:** building – 6, flat – 2, garden – 1, house – 3, park – 4, restaurant – 8, shop – 5, street – 7

**Teaching star!** ★

**Using digital**

- For a first 'spontaneous' production of the vocabulary, use the *Mask* tool to involve children in a guessing game with simple answers.
- Bring up one of the vocabulary items from Activity 1, covered with the *Mask* tool before the children see it.
- Slowly uncover the picture. As soon as the children think they know what it is, they raise their hand. (Warn them not to shout out!) Choose one child to say the word and ask for whole-class agreement each time.

**2 Look at the picture. Find the places in Activity 1.**

- Hold up your Pupil's Book and point to the building in Activity 1. Then find a building in the big picture (to the left of the road). Point and say *Look – a building!* (This is a good time to clarify that *building* is a general word for any structure with a roof and walls.)
- Now point to and say more words from Activity 1. Have the children find and point to them in the big picture. Review colours by asking *What colour is it?*
- Have the children continue this activity in pairs.

**3 Say the places that you go to eat, to sleep or to play.**

- Point to the shop in Activity 1 and ask *Do people go to the shop to eat?* Elicit *No, they don't.* Ask *Where do they go to eat?* (to the restaurant)
- Continue in this way to ask about places you go to sleep and to play.

**Suggested answers:** To eat: restaurant  
To sleep: flat, house To play: garden, park

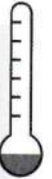
**4 Sing and act out. Be a star!** ★

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the places 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. Encourage them to join in with actions for key words: *play* – wave your arms and dance a little; *splash our feet* – mime stamping in water; tall buildings – mime looking up at a tall building; *eat and sleep* – mime doing the actions; *friends to meet* – wave hello.

- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

**Cooler: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the vocabulary from this lesson.











Workbook page 38

**4 Out and about**

**Lesson 1 Vocabulary**

**1 Look and complete the words.**

 s _ _ _ treet	 g _ _ _ _ _	 f _ _ _ _ _	 r _ _ _ _ _
 s _ _ _ _ _	 p _ _ _ _ _	 h _ _ _ _ _	 b _ _ _ _ _

**2 Read the clues. Then write.**

- |                                       |                  |            |
|---------------------------------------|------------------|------------|
| 1 You can buy things here.            | _____ shop _____ | street     |
| 2 You can play here.                  | _____            | restaurant |
| 3 You can eat here.                   | _____            | shop       |
| 4 You can live here.                  | _____            | garden     |
| 5 You can see cars here.              | _____            | flat       |
| 6 You can see flowers and trees here. | _____            | park       |

**3 Answer the questions about you. Tick (✓).**

- |  |  |
|--|--|
| 1 Where do you live?   | 2 Where do you go at the weekend?  |
|  <input type="checkbox"/>  |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |

38 Unit 4

**1 Look and complete the words.**

**Answers:** 1 street 2 garden 3 flat  
4 restaurant 5 shop 6 park 7 house  
8 building

**2 Read the clues. Then write.**

**Answers:** 1 shop 2 park 3 restaurant 4 flat  
5 street 6 garden

**3 Answer the questions about you. Tick (✓).**

**Answers:** Childrens' own answers.

**Lesson 2 Grammar time**

**1** 1.49 Listen and read. What activities does Eva do?

**2** 1.49 Listen again. Circle T (True) or F (False).

1 Eva lives in a flat. T / <input checked="" type="radio"/> F	4 She plays tennis. T / F
2 She goes to Kirsty's school. T / F	5 She plays football. T / F
3 She does gymnastics. T / F	6 She's got a grandma. T / F

**3** Work in pairs. Act out the story. **Be a star!**

Unit 4 Present simple (he / she) affirmative and negative  
WB, page 39

**Learning objectives:** Understand the use of the Present simple (*he / she*) affirmative and negative; Read and act out a story using the target grammar

**Grammar:** Present simple (*he / she*) affirmative and negative

**Resources:** Class Audio CD1; **PK** - **PRC**

1.48 Warm-up: Sing the song!

- Play the song *My favourite street* again and have the children join in and do the actions as in Lesson 1.



**1** 1.49 Listen and read. What activities does Eva do?

- Refer the children to the pictures and ask *Who can you see? (Kirsty and her grandma) What are they talking about? (Kirsty's friend Eva)* If they don't remember Kirsty's grandma, refer them back to Pupil's Book page 6.
- Play the audio and have the children follow the story. At the end, ask *What activities does Eva do?* and have them find the answers.
- Ask some questions to check comprehension: *Is this Eva's flat? (No) Is this Eva's house? (Yes) Do Kirsty and Eva go to school together? (Yes) Does Eva like sport? (Yes) How do you know? (She does a lot of sports) When does Eva visit her grandma? (on Saturday)*

- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

**Answers:** karate, gymnastics, basketball, tennis

**2** 1.49 Listen again. Circle T (True) or F (False).

- Play the audio again for the children to listen and read. Read out the first sentence and point out the circle round *F* for *False*. Ask the class to find the part of the story that shows this (part 2).
- Have the children read the sentences and circle *T* or *F* for each sentence.
- For feedback, ask different children to read out a sentence and have the class call out *True* or *False*. Ask for whole-class agreement and elicit the relevant part of the text each time.

**Answers:** 1 F 2 T 3 T 4 T 5 F 6 T

**3** Work in pairs. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are the grandma.
- Allow the children time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.

**Cooler: How many words?**

- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *She lives on our street.* (5) *She doesn't live in a flat.* (6) *She does karate and gymnastics.* (5) *Has she got a grandma?* (5) *She visits her grandma on Saturday.* (6)



Lesson 2 Grammar time

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

- 1 Eva lives / doesn't live in a house.
- 2 She lives / doesn't live in a flat.
- 3 Eva goes / doesn't go to my school.
- 4 Eva does / doesn't do karate.
- 5 Eva plays / doesn't play tennis.
- 6 She plays / doesn't play football.



2 Look and read about Dan. Then tick (✓) or cross (x).

- 1 Dan doesn't live in a house.
- 2 Dan doesn't visit his grandpa on Saturday.
- 3 Dan plays in the park.
- 4 Dan doesn't go to school on Tuesday.
- 5 Dan does drama at school.
- 6 Dan does gymnastics at school.
- 7 Dan likes to play football.
- 8 Dan doesn't play basketball.



Unit 4 39

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

Answers: 1 lives 2 doesn't live 3 goes  
4 does 5 plays 6 doesn't play

2 Look and read about Dan. Then tick (✓) or cross (X).

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 X  
7 ✓ 8 X

- Refer the children to the *Look!* feature and point out *goes* and *does* have got an extra *e*.
- Highlight the contraction of *doesn't* by counting out the sentence *He does not play football* on your fingers and pushing the *does* and *not* fingers together to show the contraction *doesn't*.

Lesson 3 Grammar focus

1 1.50 **Look and read.** **Graphic Grammar**

Present simple (he / she)

She **lives** in a house. She **doesn't live** in a flat.

He **plays** tennis. He **doesn't play** football.

**Look!**  
I go He / She goes I do He / She does doesn't → does not

2 **Look and circle.**

1 He **likes** / **doesn't like** cakes.  
2 He **lives** / **doesn't live** in a flat.  
3 He **visits** / **doesn't visit** his grandma on Thursday.  
4 He **helps** / **doesn't help** in the garden.  
5 He **goes** / **doesn't go** to the park on Sunday.  
6 He **plays** / **doesn't play** basketball.

3 **Play a guessing game about your friends.** **Be a star!**

She **doesn't live** in a flat. Is it Maggie?  
No. She **plays** ...

Unit 4 Say what activities a friend does WB page 40 **47**

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

### Teaching star! ★

#### Mixed ability

The third person *s* is one of the most difficult things for learners to remember to use. You can use the same *Ssssnake* idea from Unit 3 for quick and easy correction.

- Draw a large coloured snake on a piece of paper in the shape of an *S* and place it next to the board or somewhere else prominent. Point out the sound is *sssss*.
- The snake should be a different colour from the possessive *'s* snake if you used it previously, so the children can see it has a different function. To make the difference clear write on the board: *This is Eva's house. She lives here with her family.* Point to the *'s* snake and ask the children to find it on the board (*Eva's*). Point to the third person *s* snake and ask the children to find it (*lives*).
- If the children forget the *s* on the third person verbs, point to the snake. They can quickly and easily correct themselves.

**Learning objectives:** Say what activities a friend does

**Grammar:** She lives in a house. She doesn't live in a flat. He plays tennis. He doesn't play football.

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

#### 1.49 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Lesson 2, Activity 1. Pause the audio after some of the key words, e.g. *street, flat, gymnastics, tennis, grandma, Saturday*.

#### 1 1.50 Look and read.

- Play the audio. Have the children join in by nodding for the affirmative sentences and shaking their head for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives. Point out the difference between the verb in the affirmative sentence (with the *s* at the end) and the negative sentence (no *s*).

#### 2 Look and circle.

- Refer the children to the pictures and ask who and what activities they can see.
- Refer the children to the example sentence. Point to the cake that Henry is eating in the first picture and ask *Is this a cake?* (Yes) Point out the circled example, *likes*.
- Do number 2 as a class, eliciting that that the building has got flats. Then have the children complete the rest of the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

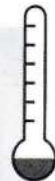
**Answers:** 1 likes 2 lives 3 doesn't visit 4 helps  
5 goes 6 doesn't play

3   **Play a guessing game about your friends. Be a star!** ★

- Say some sentences about one of the children in the class and have the others guess who it is, e.g. *He / She lives in a flat. He / She plays basketball. He / She doesn't do karate. He / She has got a blue bag.*
- Divide the class into pairs. Elicit some example sentences they can say about their friends to help their partner guess the person, using *live, play, do*, etc.
- Have the children continue the activity with one of them talking about a friend they both know and the other guessing who it is.
- Finish by inviting different children to talk about a friend for the class to guess.

**Cooler: Draw and label**

- Draw on the board a quick picture of your friend with a flat / house or an activity next to him / her. Elicit an affirmative and negative sentence about the picture, e.g. *She lives in a flat. She doesn't live in a house. or She plays tennis. She doesn't do karate.* Write the sentences next to the picture.
- Have the children do the same in their notebooks. When they have finished, ask them to show their pictures and read out their sentences to the friends near them.



Workbook page 40

**Lesson 3 Grammar focus**

**1 Write the words in order to make sentences.**


1 in the garden / plays / He He plays in the garden.


2 plays / She / in the park / doesn't \_\_\_\_\_


3 does / She / karate \_\_\_\_\_


4 doesn't / do / He / drama \_\_\_\_\_

**2 Look and complete.**

  1 He lives in a flat.  
He doesn't live in a house.

  2 He likes cake. \_\_\_\_\_ fruit.

  3 \_\_\_\_\_ in the garden.  
He doesn't help in the house.

  4 He plays football on Sunday.  
\_\_\_\_\_ on Saturday.

**40** Unit 4 Go to Grammar reference on page 121

**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 121 to help them when completing these activities.

**1 Write the words in order to make sentences.**

**Answers:** 1 He plays in the garden. 2 She doesn't play in the park. 3 She does karate. 4 He doesn't do drama.

**2 Look and complete.**

**Answers:** 1 He lives 2 He doesn't like 3 He helps 4 He doesn't play football



Lesson 4 Reading **Fire Safety**

1 1.51 Look at the pictures. What does Dad do? Read and check.

**Take your child to work day**

My dad works in a big building on Green Street. He's a firefighter. Today is *Take your child to work day*. I'm at work with my dad!

At 9.30 a woman calls. She can't open the door of her flat. She says, 'I can't find my key. My bobbies are in the flat.' 'Don't worry,' says my dad. 'We can help you.'

We arrive at the woman's flat. She's in her garden. She hasn't got her key. There are lots of flowers and trees in the garden. I see something under a flower. 'Look,' I say. 'Here's a key!'

**Values**  
Who can you ask for help?

48 Unit 4 WB page 41

'That's my key!' says the woman. We open the door and go inside. 'Tweet! Tweet! Tweet!' we hear. 'These are my babies,' says the woman. 'My baby birds. Thank you!' 'Hmmm,' says my dad.

2 **Read again. Match the main ideas to each part of the story.** **Be a star!**

The woman can't go into her flat.

The girl finds the key.

They find the baby birds.

The girl goes to work with her dad.  1

3 **Underline the word that isn't correct. Write the correct word.**

1 The girl's dad works in a small building. big

2 He is a teacher. \_\_\_\_\_

3 The woman can't find her babies. \_\_\_\_\_

4 Her key is under a tree. \_\_\_\_\_

5 Her babies are cats. \_\_\_\_\_

4 **How do they feel? Read, think and choose.** **happy** **angry**

1 The woman sees the baby birds. \_\_\_\_\_

2 The girl finds the key. \_\_\_\_\_

3 Dad sees the baby birds. \_\_\_\_\_

49 Unit 4 WB page 41

**Learning objectives:** Read a story; Identify the main idea in a paragraph

**Vocabulary:** firefighter, key, man, woman

**Additional vocabulary:** arrive, call, don't worry, something

**Resources:** Class Audio CD1; (PK) - (PRC)

**Warm-up: Put the letters back**

• Play *Put the letters back* (see the Games Bank, pages 14–17). Write on the board the following incomplete sentences: Sh \_ l \_ v \_ s \_ n \_ h \_ \_ s \_ . H \_ d \_ \_ sn't pl \_ y f \_ \_ tb \_ ll. H \_ l \_ k \_ s c \_ k \_ s. Sh \_ d \_ \_ sn't l \_ v \_ \_ n \_ fl \_ t. (Answers: She lives in a house. He doesn't play football. He likes cakes. She doesn't live in a flat.)

**Vocabulary**

• Refer the children to the vocabulary panel on the right of page 49 and read out the words for the children to point and repeat.

• Ask *Can children be firefighters? Have you got a key for your house? Is there a man / woman in this classroom / in the pictures?*

1 1.51 **Look at the pictures. What does Dad do? Read and check.**

- Write the story title on the board, *Take your child to work day*, and ask what happens on this day (mothers and fathers take their children to see their work).
- Ask *What does this dad do? What is his job?* Have the children look at the pictures, and then elicit their suggestions.
- Have the children read the text quickly to check their ideas.
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answer:** He's a firefighter.

2 **Read again. Match the main ideas to each part of the story.** **Be a star!**

- Give the children time to read the text carefully.
- Refer them to the example and ask why the sentence matches the first part of the story. (Key phrase: *I'm at work with my dad.*)
- Work through another sentence as a class by having the children read part 2 of the story again to find the corresponding sentence. Then they continue the activity individually.
- For feedback, point to the parts of the story and have the children call out the numbers.

Answers: 2, 3, 4, 1

**3 Underline the word that isn't correct. Write the correct word.**

- Refer the children to the example sentence and ask why *small* is incorrect (the text says *My dad works in a big building*).
- Have the children continue the activity individually.
- For each sentence, elicit the incorrect word and correct word and ask for whole-class agreement.

Answers: 1 small – big 2 teacher – firefighter  
3 babies – key 4 tree – flower 5 cats – birds

**Teaching star!**

**Reading skills**

To improve reading skills, point out it is not always necessary to read the whole story for each question. Encourage children to use their familiarity with the story to go straight to the relevant part. This is much easier and quicker.

- Read out each sentence of Activity 3.
- Have the children point to the section of the story they think has the information they need (without answering). Elicit how they knew which section they were looking for.
- The children then complete Activity 3.

**4 How do they feel? Read, think and choose.**

- Read out the two adjectives. Have the children say the words and make a facial expression that shows the meaning.
- Say the first sentence in a happy and then an angry way. Ask the children which they think is correct, and have them complete the activity individually.
- For feedback, elicit answers encouraging the children to say the sentences in an appropriate tone – happy or angry.

Answers: 1 happy 2 happy 3 angry

**Values**

- Read out the question in the *Values* box on page 48. Elicit situations where you might need help. Give the children a little time to think, and then elicit all the people who can help in different situations.

**Cooler: Disappearing sentences**

- Pay *Disappearing sentences* (see the Games Bank, pages 14–17) with the sentences from part 1 of the story.



**Lesson 4 Reading**

1 Read the story on Pupil's Book pages 48–49 again. Read and write the name of the person.



1 Dad 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_

1 I work in a big building.

2 I live in a flat.

3 I'm at work with my dad today.

4 I can't find my key.

5 I'm a firefighter.

2 Read and match.

1 flat

2 firefighter

3 woman

4 key

5 birds

6 flower



Unit 4 41

1 Read the story on Pupil's Book pages 48–49 again. Read and write the name of the person.

Answers: 1 Dad 2 woman 3 girl 4 woman  
5 Dad

2 Read and match.

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

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

**Audioscript**

/b/ /b/ /b/ blue




/f/ /f/ /f/ flat

/p/ /p/ /p/ plant

Answers: blue, flat, plant

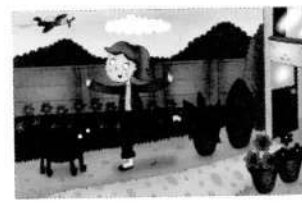
**Lesson 5 Sounds and letters**

1 1.52 Listen and say. Complete.

bl ue      \_ at      \_ ant

2 1.53 Circle *bl*, *fl* and *pl*. Then listen and say the chant.



Fl o plays in the garden,  
Outside her flat.  
There are plants and blue flowers,  
And a fat black cat.  
A plane flies high  
In the big blue sky.

3 1.54 Write *bl*, *fl* or *pl*. Then listen, check and repeat. **Be a star!**

1 It's a big blue ower.  
2 A ack ane ies in the sky.  
3 A ue bird ies around the at.  
4 She ays near the ants in the at.

**Learning to learn**

When words are in alphabetical order, they are easier to find.  
To put words in alphabetical order, look at the first letter of each word:

apple bear children dress elephant forest  
Can you write these words in alphabetical order?  
insect lesson jacket house guitar kitten

50 Unit 4 Sounds and letters: identify *bl*, *fl*, *pl* sounds Learning to learn: alphabetical order  
WB: page 42

2 1.53 Circle *bl*, *fl* and *pl*. Then listen and say the chant.

- Point out the circled *fl* in the first line. Ask the children how many more *fl* examples they can find (there are three more – *flat*, *flowers*, *flies*).
- Have the children find and circle all the examples of *bl* and *pl*. Ask how many of each they found. If the class doesn't agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in the books.
- Play the chant again and have the children join in with the *bl*, *fl* and *pl* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: Fl o plays in the garden, Outside her fl at. There are pl ants and bl ue fl owers, And a fat bl ack cat. A pl ane fl ies high, In the big bl ue sky.

3 1.54 Write *bl*, *fl* or *pl*. Then listen, check and repeat. **Be a star!** ★

- Read the first sentence and try *bl* and *pl* and then *fl* at the beginning of the second gapped word – *bl*ower? *pl*ower? *fl*ower? Ask the children to say which sounds right.
- Have them continue the activity individually. Remind them that, if they're not sure, they can try the three sounds and hear which one sounds right.
- Play the audio for the children to listen and check their answers.
- For feedback, ask different children to read out the sentences. Ask for whole-class agreement each time.

**Warm-up: Team spelling**

- Play *Team spelling* (see the Games Bank, pages 14–17) to practise key words from the text in the last lesson, e.g. *firefighter*, *babies*, *flowers*, *work*, *key*, *woman*, *flower*.

1 1.52 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *bl* in the word *blue*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

## Audioscript

- 1 It's a big blue flower.
- 2 A black plane flies in the sky.
- 3 A blue bird flies around the flat.
- 4 She plays near the plants in the flat.

**Answers:** 1 It's a big blue flower. 2 A black plane flies in the sky. 3 A blue bird flies around the flat. 4 She plays near the plants in the flat.

## Learning to learn

- Show the children a dictionary and ask if they know what it is.
- Read out the information in the *Learning to learn* box and elicit the initial letter of each of the first row of words.
- Read out the question and refer the children to the second row of words. Ask them to decide which word goes first in alphabetical order and have them raise their hands when they know (*guitar*).
- Then ask the children to write the words in the box in alphabetical order. When they finish, they can compare their list with a friend.
- For feedback, have all the children call out the words in order. Write them on the board to make sure everyone has the same.

- Point out that this alphabetical order is very useful for finding words in dictionaries and for recording groups of new words in a vocabulary notebook.

**Answers:** guitar, house, insect, jacket, kitten, lesson

## Teaching star!

### Consolidation

This little pairwork game helps the children to become very familiar with alphabetical order.

- First, choose three words from the page and call them out, e.g. *plant*, *black*, *word*. Ask the children to think about the correct alphabetical order for them. Then have the class call back the words in alphabetical order. Repeat with one more example, e.g. *learn*, *garden*, *cat*.
- Divide the class into pairs and have them do the same: one child chooses three words and tells their friend. The other child says them back in alphabetical order.




### Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activity 3.

Workbook page 42

**Lesson 5 Sounds and letters**




1 Say aloud. Match the sounds and the pictures.

 a  
 b  
 c

bl


pl

fl


 d  
 e  
 f  

blue


2 Complete the words in the sentences with *bl*, *fl* or *pl*. Then finish each picture.



1 The plant in my flat has yellow flowers.



2 I can see two black planes in the sky from my flat.



3 He plays basketball in a black and blue shirt.

3 Write the words in alphabetical order.

1 plant    orange    Monday    question    nice

2 video    teacher    swim    umbrella    robot

42 Unit 4

### 1 Say aloud. Match the sounds and the pictures.

**Answers:** bl: blue, black fl: flat, flower  
pl: plant, plane

### 2 Complete the words in the sentences with *bl*, *fl* or *pl*. Then finish each picture.

**Answers:** 1 The plant in my flat has yellow flowers. (draw yellow flowers on the plant)  
2 I can see two black planes fly in the sky from my flat. (draw two planes in the sky)  
3 He plays basketball in a black and blue shirt. (colour shirt black and blue)


### 3 Write the words in alphabetical order.

**Answers:** 1 Monday, nice, orange, plant, question 2 robot, swim, teacher, umbrella, video


- Ask the children to look and find what words appear in all the questions (*does he*). Point out that we use *does he / she* and the verb to make questions with verbs like *live, play, go, start*.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

**Lesson 6 Language in use**

1 1.55 Listen and say.



baseball



This is my new friend. **Where does he live?**  
He lives in Mexico.

What school does he go to?  
He goes to the Edron Academy.

What time does he start school?  
He starts at 7 o'clock.

What sports does he do?  
He plays baseball.


2 Work in pairs. Ask and answer.

Student A	Student B
Canada Western Academy	Egypt International Academy
8 o'clock tennis	9 o'clock football

Student A This is my new friend.  
Student B Where does he live?  
Student A He lives in Canada.

3 Now it's your turn. Think of a friend. Ask and answer about him / her. **Be a star!**

Unit 4 Present simple (he / she) Wh- questions WB page 43 **51**




- 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 the children repeat it.
- Highlight the language points as described above.
- 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.**

- Invite two children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue words are changed for information from the box.
- Write a similar set of information on the board, e.g. *India, Greenwood School, 8 o'clock, gymnastics*. Elicit and drill the question for each piece of information. For the answers, point out that the children should use the appropriate section of the dialogue in Activity 1 as a model, changing only the words in blue.
- Divide the class into pairs to make new dialogues with the information in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and s on the verbs in the answers.


**3 Now it's your turn. Think of a friend. Ask and answer about him / her.**

- Be a star!** 
- Invent a friend for yourself. Make up some crazy facts about them, e.g. *lives in the park, goes to zoo school, starts school at 3 o'clock in the morning, plays monkey tennis*. Have the children ask questions about your friend and answer them.
  - Give the children some time to invent a friend and their information. Point out that they can talk about a real friend or invent a crazy friend. While they do this, circulate and offer help as needed.
  - Divide the class into pairs and have them ask and answer questions about their friend.
  - Invite volunteer pairs to present their friends to the class.

**Learning objectives:** Present simple (*he / she*); *Wh-* questions

**Vocabulary:** baseball

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

 1.53 **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 it. Write the chant on the board.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.



**Vocabulary**

- Refer the children to the vocabulary item at the top of the page. Say the words and do a mime of playing baseball. Have the children repeat the word and do the action with you.

1  1.55 **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.

### Extension

In Activity 3, the children learn new information from a friend. This can be extended by changing partners and sharing that information with someone else.

- Have the children carry out Activity 3. Remind them to listen carefully – they will need to remember the answers!
- Divide the class into new pairs so that every child has a new partner.
- Have them repeat the same series of questions and answers, but this time they tell their friend about the person they just learned about, i.e. their first partner's friend!
- Sharing information adds another level of 'authenticity' to the activity, and also more challenge for the memory!

### Cooler: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–17). Write on the board the following incomplete sentences: *Wh \_ r \_ d \_ \_ s h \_ l \_ v \_ ? Wh \_ t sch \_ \_ l d \_ \_ s h \_ g \_ t \_ ? H \_ pl \_ ys b \_ s \_ b \_ ll. H \_ st \_ rts \_ t n \_ n \_ \_ 'cl \_ ck.* (Answers: *Where does he live? What school does he go to? He plays baseball. He starts at nine o'clock.*)



### Lesson 6 Language in use

#### 1 Read and complete.

goes	does	sport	lives
starts	school	karate	time

- Where does he live? He \_\_\_\_\_ in Australia.
- What \_\_\_\_\_ does he go to? He \_\_\_\_\_ to Green Park School.
- What \_\_\_\_\_ does he start? He \_\_\_\_\_ at nine o'clock.
- What \_\_\_\_\_ does he do? He does \_\_\_\_\_.



#### 2 Read and match.

- What \_\_\_\_\_ does gymnastics.
- She \_\_\_\_\_ does she go to school?
- What time \_\_\_\_\_ sports does she do?
- What school \_\_\_\_\_ does she start?
- Where \_\_\_\_\_ lives in Australia.
- She \_\_\_\_\_ does she live?

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 Read and complete.

**Answers:** 1 does; lives 2 school; goes  
3 time; starts 4 sport; karate

#### 2 Read and match.

**Answers:** 1 What sports does she do?  
2 She lives in Australia. / She does gymnastics.  
3 What time does she go to school? 4 What school does she go to? 5 Where does she live? 6 She does gymnastics. / She lives in Australia.

### Grammar reference: (p121)

#### 1 Draw a friend. Read and circle.

**Answers:** Children's own answers.

#### 2 Write words in the correct order to make questions.

**Answers:** 1 Where does your friend live?  
2 What time does your friend start school?

- Then play the audio for the children to listen and check their ideas.

**Audioscript**

**Girl:** This is a photo of my friend.  
**Boy:** Oh! Where is she from?  
**Girl:** She's from Canada.  
**Boy:** Is this her school?  
**Girl:** No, it isn't. She's at a trampoline class.  
**Boy:** A trampoline class? That sounds fun. Where does she go?  
**Girl:** She goes to a trampoline park.  
**Boy:** A park?  
**Girl:** Yes! It's in a big building, but it's called a park.  
**Boy:** I see! Who does she go with?  
**Girl:** She goes with her mum and her brother. They go on Saturday.  
**Boy:** Is the trampoline park here?  
**Girl:** Yes, it is. It's on Wolf Street.  
**Boy:** How do you spell that?  
**Girl:** W-O-L-F.  
**Boy:** Thanks.

**Answers:** 1 No, she isn't. 2 Yes, it is.

**2** 1.56 **Listen again and write Y (Yes) or N (No).**

- Refer the children to the example. Ask them if they can remember why the answer is *No*. (She isn't at school. She's at a trampoline class.)
- Play the audio and have the children complete the activity individually.
- Invite different children to read out the sentences and the rest of the class to say *Yes* or *No*. Ask for whole-class agreement each time.

**Answers:** 1 N 2 N 3 N 4 Y 5 Y

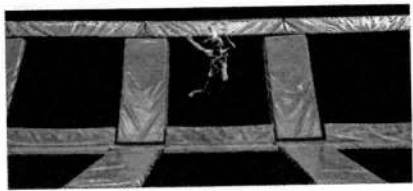
**3** 1.57 **Listen and repeat. Then choose, ask and answer. Be a star!** ★

- Ask the children what they can see in Activity 3 (street signs).
- Play the audio and have the children repeat. Drill the question *How do you spell that?* chorally and then individually.
- Do an example dialogue with the whole class. Invite two confident children to ask you the questions and then have the whole class spell out the street name with you at the end.
- Divide the class into pairs to continue making new dialogues with the different street names. Invite volunteers to perform their dialogue for the class.

**Lesson 7 Listening and speaking**

1 1.56 **Look at the photo. What can you see? Listen and answer the questions.**

1 Is she at school? \_\_\_\_\_ 2 Is it Saturday? \_\_\_\_\_



trampoline

2 1.56 **Listen again and write Y (Yes) or N (No).**

1 The girl is at school.   N    
 2 She's at a gymnastics class.       
 3 The park is outside.       
 4 She goes with her mum and her brother.       
 5 She goes to the class on Saturday.     

3 1.57 **Listen and repeat. Then choose, ask and answer. Be a star!** ★

Where do you live? Park Street India Street  
 I live on Park Street.  
 How do you spell that? Garden Street Queen Street  
 P-A-R-K. Green Street Forest Street

52 Unit 4 Listening: listen for gist Speaking: ask how to spell a word WB: pages 44-45

**Learning objectives:** Listening: listen for gist; Speaking: ask how to spell a word

**Vocabulary:** trampoline

**Resources:** Class Audio CD1;

**PK** - **TRC** - Vocabulary worksheet 2; **PRC**

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14–17) with questions and answers from the last lesson, e.g. *This is my new friend. What time does he start school? He starts school at 7 o'clock. What sports does he do? He plays tennis.*

**Vocabulary**

- Refer the children to the vocabulary item at the top of the page. Say the word and have the children repeat and do the action with you.

**1** 1.56 **Look at the photo. What can you see? Listen and answer the questions.**

- Refer the children to the photo and elicit what activity they can see.
- Read out the two questions and encourage the children to guess the answers now.

**Cooler: Pairs spelling test**

- Drill the question *How do you spell ...?* and ask the class *How do you spell ...?* using simple words on this page, e.g. *photo, park, live*.
- Then divide the class into pairs to take turns to ask their friend to spell any word from page 52. The friend has to answer without looking at their book!



**Lesson 7 Functional language**

**1 Where do they live? Read and draw lines.**

Tom  
Jane  
Dan

**1** Tom lives on Green Street. He lives in a house next to the flat. He hasn't got a garden.

**2** Dan lives on Green Street. He lives in a house, next to the restaurant. He's got a nice garden.

**3** Jane lives on Park Street. She lives in a flat next to the tall building.

**2 Complete the sentences.**

1 Tom lives \_\_\_\_\_ Green Street.

2 Tom lives \_\_\_\_\_ a house.

3 Tom lives \_\_\_\_\_ a flat.

in next to on

44 Unit 4

**1 Where do they live? Read and draw lines.**

Answers: Tom – c, Dan – a, Jane – e

**2 Complete the sentences.**

Answers: 1 on 2 in 3 next to

**How am I doing?**

**1 Look and complete the words. Write them in alphabetical order in the puzzle.**

1 bui\_l\_ding. t s d u g l e g u f

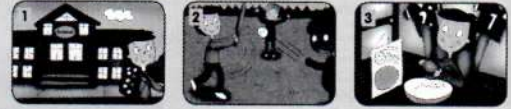
2 ho\_s\_

3 \_ar\_en

4 re\_la\_rant

5 \_la\_

**2** Look at the pictures and read the questions. Write one-word answers. There is one example.



How does Harry feel? happy

**1** Where does Harry go at eight o'clock? to \_\_\_\_\_

**2** Where is Harry? in the \_\_\_\_\_

What sport does Harry play? \_\_\_\_\_

**3** Where is Harry? at a \_\_\_\_\_

What food does Harry like? \_\_\_\_\_

**1 Look and complete the words. Write them in alphabetical order in the puzzle.**

Answers: 1 building 2 house 3 garden  
4 restaurant 5 flat  
Alphabetical order: building, flat, garden, house, restaurant

**2** Look at the pictures 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, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- 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 answering questions starting with different question words: *Where, How many, etc*)

Answers: 1 school 2 park 3 baseball  
4 restaurant 5 burgers



- Circle *and* and *but* in the sentences, using different colours if possible.
- Then refer the children to the information in the box. For each example, ask *Does she play badminton?* (*yes, yes*) *Does she play tennis?* (*yes, no*). Ask *For yes – yes, do we use 'and' or 'but'?* (*and*) *For yes – no, do we use 'and' or 'but'?* (*but*)

## Lesson 8 Writing

## 1 Read and follow.

Use *and* to connect two **similar** ideas:  
She plays badminton *and* tennis.

Use *but* to connect two **different** ideas:  
She plays badminton, *but* she doesn't play tennis.

## 2 Complete with the correct form of the verbs.

play eat live go go not play read not eat

This is my friend Lisa. She <sup>1</sup> lives in a small flat. She <sup>2</sup> \_\_\_\_\_ to Greenfield School. She <sup>3</sup> \_\_\_\_\_ basketball, but she <sup>4</sup> \_\_\_\_\_ tennis. Her favourite restaurant is The Hungry Bear. She <sup>5</sup> \_\_\_\_\_ there on Friday and she <sup>6</sup> \_\_\_\_\_ a big burger.

3 Look at the pictures and write. Use *and* and *but*. **Be a star!**

This is my friend Andy. He lives in a

He <sup>2</sup> \_\_\_\_\_ to Green Park School.

He does karate, <sup>3</sup> \_\_\_\_\_ he doesn't <sup>4</sup> \_\_\_\_\_.

His favourite <sup>5</sup> \_\_\_\_\_ is The Hungry Bear.

He <sup>6</sup> \_\_\_\_\_ there on Monday <sup>7</sup> \_\_\_\_\_ he eats a big ice cream.



Unit 4 Write a profile of a friend  
WB: pages 46–47

53

**Learning objectives:** Use *and* and *but* to connect ideas' Write a profile of a friend

**Resources:** (PK) - (TG) - Unit 4 test; (PRC) - (TG)

## Warm-up: Stand up or sit down

- See the Games Bank (pages 14–17) for how to play. For this version of the game, ask the children to each think of a friend. (Possible sentences to use: *My friend lives in [children's town]. My friend lives in a house / flat. My friend goes to this school. My friend does karate. My friend doesn't like sport. My friend plays football. My friend doesn't play baseball.* etc.)

## 1 Read and follow.

- Write the following on the board in two rows:  
*cake* ✓ *ice cream* ✓ (*like*)  
*phone* ✓ *tablet* ✗ (*have got*)
- Ask the children how they can put the first set of information into one sentence, and write it on the board: *I like cake and I like ice cream.*
- Elicit or write a sentence for the second set of information: *I've got a phone but I haven't got a tablet.*
- Then shorten the first sentence by crossing out *and I like* to leave the shorter sentence *I like cake and ice cream*. Point out that the second sentence can't be shortened as the verbs in each side are different.

## 2 Complete with the correct form of the verbs.

- Refer the children to the picture and elicit what they can see.
- Work through the first part of the text (up to *tennis*) as a class, writing it on the board. Point out that we know it must be a negative verb for tennis, because we have *but* which indicates *yes – no*.
- Have the children think about the remaining gaps individually, but tell them not to write yet.
- Elicit the finished sentences from the children and write answers on the board.
- Have the children complete the text in their books.

**Answers:** 1 lives 2 goes 3 plays 4 doesn't play  
5 goes 6 eats

3 Look at the pictures and write. Use *and* and *but*. **Be a star!**

- Refer the children to the pictures and ask what they can see. Ask what they can say about Andy.
- Elicit sentences for the text and write them on the board following the format of the text in Activity 2.
- Have the children copy the finished text into their books.

## Suggested answers:

This is my friend Andy. He lives in a 1 house. He 2 goes to Green Park School. He does karate, 3 but he doesn't 4 do gymnastics. His favourite 5 restaurant is The Hungry Bear. He 6 goes there on Monday 7 and he eats a big ice cream.

## Cooler: Noughts and crosses


- Play *Noughts and crosses* (see the Games Bank, pages 14–17) with the following prompts for each square:
  - 1 – football ✓ tennis ✗
  - 2 – cake ✓ burgers ✓
  - 3 – watch ✓ phone ✗
  - 4 – house ✓ garden ✓
  - 5 – English ✓ Spanish ✗
  - 6 – karate ✓ gymnastics ✗
  - 7 – mangoes ✓ bananas ✗
  - 8 – bookshop ✓ restaurant ✓ in my street
  - 9 – blue pen ✓ black pen ✗

**Lesson 8 Writing**

**1 Complete the sentences with *and* or *but*.**

- 1 She likes fruit and ice cream.
- 2 He goes to the park, \_\_\_\_\_ he doesn't climb trees.
- 3 He reads \_\_\_\_\_ writes in English class.
- 4 She visits her grandpa \_\_\_\_\_ grandma at the weekend.
- 5 They've got a garden, \_\_\_\_\_ they haven't got a trampoline.
- 6 He plays basketball \_\_\_\_\_ tennis.
- 7 They like to go to a restaurant \_\_\_\_\_ the toy shop at the weekend.
- 8 He does karate, \_\_\_\_\_ he doesn't do gymnastics.

**2 Read about Lisa. Then write sentences about a friend.**

<b>Lisa</b>	<b>My friend</b>
	_____

- 1 Lisa lives in a small flat. \_\_\_\_\_
- 2 She goes to Greenfield School. \_\_\_\_\_
- 3 She plays basketball, but she doesn't play tennis. \_\_\_\_\_
- 4 On Saturday she stays at home and she reads a book. \_\_\_\_\_
- 5 Her favourite restaurant is The Hungry Bear. \_\_\_\_\_
- 6 She eats a burger, but she doesn't eat cake. \_\_\_\_\_

46 Unit 4

**3 Use your notes to write about your friend. Use *and* and *but*.**

This is my friend \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Write it again. Use your best handwriting. Draw a picture.**

**5 Check your work. Tick (✓).**

- |                             |                          |              |                          |
|-----------------------------|--------------------------|--------------|--------------------------|
| • <i>and</i> and <i>but</i> | <input type="checkbox"/> | • full stops | <input type="checkbox"/> |
| • capital letters           | <input type="checkbox"/> | • spelling   | <input type="checkbox"/> |

Unit 4 47

**1 Complete the sentences with *and* or *but*.**

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

**Answers:** 1 and 2 but 3 and 4 and 5 but 6 and 7 and 8 but

**2 Read about Lisa. Then write sentences about a friend.**

- Tell the class something about a friend of yours. Write short notes about the friend on the board under the heading *My friend*, e.g. *(lives) big flat / (school) no / (plays) tennis*, etc.
- Then have the children write short notes about their friend in the same way.

**3 Use your notes to write about your friend. Use *and* and *but*.**

- Write some example sentences on the board based on the notes above, e.g. *My friend lives in a big flat. She doesn't go to school but she goes to university. She plays tennis but ...*
- Have the children write a text about their friend. Remind them that they can see a model text on Pupil's Book page 53.

**4 Write it again. Use your best handwriting. Draw a picture.**

- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them. Point out that texts are nicer to read when they are neat and have pictures.

**5 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

## Review 2

### 1 Where are their things? Look and complete.

- Kirsty's glasses are in the shop.
- Kirsty's \_\_\_\_\_ is in the street.
- Henry's \_\_\_\_\_ are in the flat.
- Kirsty's guitar is in the \_\_\_\_\_.
- Their camera is in the \_\_\_\_\_.
- Their computer is in the \_\_\_\_\_.



### 2 Ask and answer about the picture in Activity 1.

Whose camera is this?

It's Kirsty's and Henry's camera.

### 3 What does James do on Saturday morning? Read and complete.

9:00	10:00	11:00	12:00

- What time does James help his mum in the garden? He \_\_\_\_\_ his mum in the garden at 10 o'clock.
- James \_\_\_\_\_ have a guitar lesson at 9 o'clock. He \_\_\_\_\_ cartoons.
- James \_\_\_\_\_ baseball at 11 o'clock. He \_\_\_\_\_ football.
- What time \_\_\_\_\_ James \_\_\_\_\_ lunch? He \_\_\_\_\_ lunch at 12 o'clock.

### 4 Write the missing letters. Listen, check and say.



1 fl at



2 idge



3 one



4 ampolne



5 ue



6 uit



7 ousers



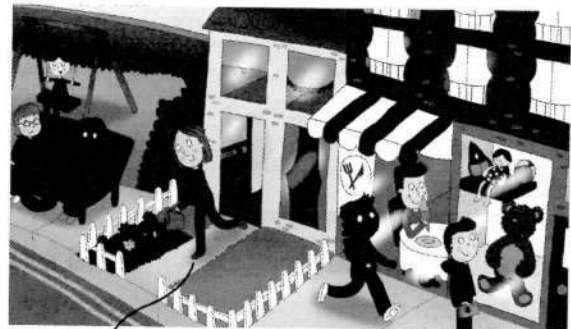
8 ower

### 5 Look at the picture. Listen and draw lines. There is one example.

Tom

Emma

Mike



Jane

Bob

Sara

**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 3 and 4; CE:YL Starter, Listening, Part 1

**Vocabulary:** personal possessions, buildings, places

**Grammar:** Possessive adjectives, *Whose...?*, 's for possession, Present simple [*he / she*] affirmative, negative and question

**Sounds and letters:** Initial sounds *br, fr, tr, bl, fl, pl*

**Resources:** Class Audio CD1;

(PK) - (TRC) - Downloadable flashcards; (PRC) - (TG)

### Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with some of the key vocabulary from Units 3 and 4.



### 1 Where are their things? Look and complete.

- Refer the children to the picture and ask what they can see. Ask them to find the glasses and say where they are. Read out the example sentence.

- Have the children continue the activity individually.
- Invite different children to come to the board to write an answer. Ask for whole-class agreement each time. Have the children repeat all the words.

**Answers:** 1 glasses 2 watch 3 headphones  
4 flat 5 restaurant 6 park

### 2 Ask and answer about the picture in Activity 1.


- Invite two children to read out the example question and answer.
- Point to some more objects in the picture and ask *Whose \_\_\_\_\_ is this / are these?* Have the children repeat the question and then say the answer.
- Divide the class into pairs to continue asking and answering questions.

### 3 What does James do on Saturday morning? Read and complete.

- Ask the children what they can see in the pictures. Elicit what activity each picture represents (*watch cartoons, help in the garden, play football, have lunch*).



- Elicit the complete answer for number 1 and have the children read out the complete question and answer.
- Elicit the negative answer at the beginning of number 2. Then have the children continue the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time. Write the answers on the board for everyone to check.

**Answers:** 1 does; help; helps 2 doesn't; watches  
3 doesn't play; plays 4 does; have; has

**4**  1.58 **Write the missing letters. Listen, check and say.**

- Elicit the names of the items in the pictures. Point out the example answer and elicit the missing sound for number 2. Ask the children to spell the word.
- The children continue the activity individually.
- 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 write a word each. Ask for whole-class agreement each time.

**Answers:** 1 flat 2 bridge 3 plane 4 trampoline  
5 blue 6 fruit 7 trousers 8 flower

**5**   1.59 **Look at the picture. 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.
- Have the children look at the picture and say what they can see. Ask them about places, colours and objects.
- Play the first part of the audio (to the end of the example). Ask the children how they know which person it is (*Jane, garden*).
- 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 photo of my street.

**Adult:** Oh! Where do you live?

**Child:** I live in the yellow house. Can you see my mum, Jane? She's in the garden.

**Adult:** Oh, yes. I can see Jane in the garden.

**Narrator:** Can you see the line? Now you listen and draw lines.

**1. Adult:** There's a girl in the park. She's on the swing.

**Child:** Oh, yes. She's my friend, Sara. She goes to the park on Saturday.

**Adult:** OK.

**2. Child:** And there's Tom, Sara's big brother. He's in the restaurant.

**Adult:** Oh, yes! I can see Tom.

**Child:** Tom likes ice cream. It's his favourite food!

**Adult:** Me, too!

**3. Adult:** And what's that boy's name? The boy at the shop.

**Child:** That's Bob. Bob goes to my school.

**Adult:** Oh, yes! He has got a cool camera in his hand.

**Child:** Yes. It's very nice.

**4. Adult:** That's a brilliant guitar. Whose guitar is that?

**Child:** Oh, that's Emma's guitar.

**Adult:** Is Emma the girl with green glasses?

**Child:** Yes, that's right.

**5. Adult:** Who is the boy with the blue watch?

**Child:** The boy with black hair?

**Adult:** Yes.

**Child:** That's my friend, Mike. His watch is amazing. It's got music!

**Narrator:** Now listen again.

**Answers:** (Lines linking) girl on swing – Sara; boy eating ice cream – Tom; boy with camera – Bob; girl with green glasses – Emma; boy with blue watch – Mike

**My progress: (Workbook page 116)**

- Praise the children for their effort in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place. Have them hold up their books to show their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

**Cooler: Disappearing words**

- Play *Disappearing words* (see the Games Bank, pages 14–17) with key vocabulary from this Review lesson.

## Lesson 1

## Vocabulary

Pupil's Book pages 56–57

**5 Sun and snow**

56 Unit 5 Identify and use new words: weather, natural features  
WB: page 48

## Lesson 1 Vocabulary

1 2.1-2.2 Listen and say. Then listen and number.

cloud rain snow sun wind beach mountain sea 

2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

Weather

Natural features

clouds

beach

3 2.3 Sing and act out. *Be a star!*

We like the rain

*Drip, drip, drip, it's the rain.  
We like the rain  
Again and again,  
Drip, drip, drip!*

I like snow,

*The cold mountain snow.  
And the wind that I hear  
blow, blow, blow!  
But ...*

I like the sun,

*The hot, hot sun.  
And the beach that's so much  
fun, fun, fun!  
But ...*

I like the sea,

*The icy cold sea.  
And the clouds that look so  
fluff, fluff, fluffy!  
But ...*

Unit 5 Sing a song  
WB: page 48

57

**Learning objectives:** Identify and use new words: weather, natural features; Sing a song using the target vocabulary

**Vocabulary:** cloud, rain, snow, sun, wind, beach, mountain, sea

**Resources:** Class Audio CD2; **(PK)** - Flashcards; **(TRC)** - Vocabulary worksheet 1, Downloadable flashcards; **(PPK)** - Vocabulary activities 1 and 2, Song; **(PRC)**

## Warm-up: The big picture

- Refer the children to the picture on pages 56–57. Ask *Where are the children? Who can you see? What activities can you see?*
- Ask *What's your favourite place / activity in the picture?* Elicit from the children what they like and don't like doing.
- Ask if there are places like this near where they live. Elicit which are good places to visit.



## 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.
- Have the children repeat the words again and do a mime or a gesture that shows each weather feature or place (*cloud* can be pushing something light up into the air; *snow* can be trying to catch snowflakes; *beach* can be stretching out to sunbathe; *sea* can be swimming).

## 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 as they hear them.
- For feedback, say each number and have the class call out the word. Vary the tone of the drilling to keep the children's attention – have them repeat loudly or quietly, happily or sadly or like a robot!
- Ask different children to repeat each word to check and practise pronunciation.

## Audioscript

1 rain, 2 sun, 3 cloud, 4 wind, 5 mountain, 6 snow, 7 beach, 8 sea

**Answers:** cloud – 3, rain – 1, snow – 6, sun – 2, wind – 4, beach – 7, mountain – 5, sea – 8

## 2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

- Write *Weather* and *Natural features* as column headings on the board. Check the meaning of these – if necessary, elicit some examples of each in the children's L1. Ask the children to copy the table into their notebooks.
- Ask the children to point to the clouds in the big picture. Hold up your Pupil's Book to point and confirm, and write the word in the correct column. Do the same for *beach*.
- Have the children work in pairs to find each item in the big picture and write it in the correct column in their notebooks.

### Answers:

Weather	Natural features
clouds	beach
rain	mountain
snow	sea
sun	
wind	

## 3 2.3 Sing and act out. **Be a star!**

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words: *rain* – mime opening an umbrella; *snow* – mime being cold and looking up; *wind / blow* – mime trees swaying in the wind; *sun* – look up eyes closed, smiling; *beach / fun* – mime kicking a ball and playing volleyball; *sea* – mime swimming and feeling cold; *clouds / fluffy* – mime pushing something light into the air (like a big balloon).
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

## Teaching star!

### Mixed ability

Less confident children may find it difficult to join in with singing and miming the song, but they can still be fully involved and focused as 'mime leaders' for the others.

- If you see children struggling to keep up, call them to the front to lead the mime with you.
- Practise the mimes one more time, and point out that if it's difficult for the children to keep up, they can watch the mime leaders and copy their actions.
- Play the song again and have the children with you at the front concentrate on the mimes while the others sing follow you and your helpers as necessary.

### Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the vocabulary from this lesson.



Workbook page 48

## 5 Sun and snow

### Lesson 1 Vocabulary

#### 1 Look and unscramble the words.



1 dluco

cloud



2 dwri



3 inianmuo



4 esa



5 nria



6 bceha



7 nsu



8 wosh

#### 2 Read and match.

1 cloud

2 snow

3 beach

4 mountain

5 sun



48 Unit 5

### 1 Look and unscramble the words.

**Answers:** 1 cloud 2 wind 3 mountain 4 sea  
5 rain 6 beach 7 sun 8 snow

### 2 Read and match.

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

Lesson 2 Grammar time

1 2.4 Listen and read. Which countries can you see?

1 I'm watching videos. I'm not working.  
He's in Canada. He's climbing a mountain. He isn't wearing a jacket!

2 They're on the beach, but it's raining.  
They're playing, but they aren't swimming! They're in Great Britain!

3 It's hot and sunny. They're wearing big hats.  
They're watching the kangaroos. It's Australia!

4 Canada, Great Britain, Australia! We're going around the world!  
We're having fun today!

2 2.4 Listen again. Match the sentences to the country.

1 They're playing. Australia

2 They're wearing big hats. Canada

3 He's climbing a mountain. Great Britain

4 They're watching kangaroos.

3 Work in pairs. Act out the story. **Be a star!**

58 Unit 5 Present continuous affirmative and negative WB page 49

**Learning objectives:** Understand the use of Present continuous affirmative and negative; Read and act out a story using the target grammar

**Grammar:** Present continuous (affirmative and negative)

**Resources:** Class Audio CD2; (PK) - (PRC)

2.3 Warm-up: Sing the song!

- Play the song *We like the rain* again and have the children join in and do the actions as in Lesson 1.

1 2.4 Listen and read. Which countries can you see?

- Refer the children to the pictures and ask *Who can you see? What are they doing?*
- Play the audio and have the children follow in their books. Have them raise their hand every time they hear the name of a country.
- Ask the children *Which countries can you see?* They find the answer and raise their hand to give the answer.
- Ask some questions to check comprehension: *What is the weather like in Canada / in Great Britain / in Australia? (Canada – cold and snowy / Great Britain – rainy / Australia – hot and sunny) Can you point to the beach / a mountain / the sea? (picture 2 / pictures 1 and 3 / picture 2)*

- Play the audio one more time. Have the children do the actions for the affirmative verbs and a negative gesture (like shaking their head or wagging a finger) for the negative verbs.

**Answers:** Canada, Great Britain, Australia

2 2.4 Listen again. Match the sentences to the country.

- Play the audio again for the children to listen and read. Refer the children to the example sentence. Have them find the part of the story that shows the children playing (*picture 2*) and point out the matching line to Great Britain.
- Have the children decide in which country the characters are doing each of the actions and draw the matching lines.
- For feedback, have different children read out the sentences and have the class call back the name of the country. Ask for whole-class agreement and elicit the relevant part of the text each time.

**Answers:** 1 Great Britain 2 Australia 3 Canada 4 Australia

**Teaching star!**

**Using digital**

The *Mask* tool in the Presentation Kit is useful for having the children remember and produce sentences. It is very controlled and there is instant feedback.

- Show the picture story on the board and use the *Mask* tool to cover speech bubbles.
- Have the children try to remember what's in each speech bubble and then uncover it to check. Give some mime or one-word prompts if the children are having difficulty remembering.
- Repeat for each of the speech bubbles and then play the audio one more time.
- This makes the children more engaged with the story, and helps them start thinking about language in more extended blocks.

3 Work in pairs. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are Henry.
- Allow the pairs time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.

- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.

### Cooler: How many words?


- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *I'm watching videos.* (3) *He isn't wearing a jacket.* (5) *They're on the beach but it's raining.* (7) *They're playing but they aren't swimming.* (6) *They're watching the kangaroos.* (4) *We're going around the world.* (5)




### Workbook page 49

**Lesson 2 Grammar time**


**1 Look and circle.**




1 They're playing /  
They aren't playing tennis.



2 They're swimming /  
They aren't swimming in the sea.




3 He's throwing /  
He isn't throwing the ball.




4 We're climbing /  
We aren't climbing the mountain.


**2 Read and write A, B or C.**



A



B



C

- 1 He isn't wearing a jacket.  B
- 2 They're watching the kangaroos.
- 3 He's climbing a mountain.
- 4 They're playing, but they aren't swimming.
- 5 They're wearing big hats.
- 6 They're on the beach, but it's raining.

Unit 5 **49**

### 1 Look and circle.

Answers: 1 They aren't playing  
2 They're swimming 3 He isn't throwing  
4 We're climbing

### 2 Read and write A, B or C.

Answers: 1 B 2 C 3 B 4 A 5 C 6 A



Lesson 3 Grammar focus

1 2.5 Look and read.

Graphic Grammar

Present continuous + and -

I'm watching videos. I'm not working.

He's climbing. He isn't wearing a jacket.

They're playing. They aren't swimming.

Look!

swim - swimming run - running have - having

2 Write sentences with the verbs. Use the correct form.

1 It isn't raining (rain).  
\_\_\_\_\_ (snow).

2 She \_\_\_\_\_ (climb).  
\_\_\_\_\_ (run).

3 He \_\_\_\_\_ (wear) a jacket.  
\_\_\_\_\_ (wear) a T-shirt.

4 They \_\_\_\_\_ (swim).  
\_\_\_\_\_ (play) tennis.

3 Play a game.  
Act out and guess. Be a star!

She's swimming!  
She isn't running.

She isn't swimming.  
She's climbing!

Unit 5 Describe the weather, say what people are doing now WB: page 59

**Learning objectives:** Describe the weather; Say what people are doing now

**Grammar:** I'm watching videos. I'm not working. He's climbing. He isn't wearing a jacket. They're playing. They aren't swimming.

**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 (optional)

### 2.4 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Lesson 2, Activity 1. Stop the audio after some of the key words in the story, e.g. *working, mountain, raining, swimming, kangaroos, world*. (You will need to be fast with the pause button!)
- 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.
- Write the words on the board after each turn so the children can all check their spelling.

### 1 2.5 Look and read.

- Play the audio. Have the children join in, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Write *swim - swimming* and *run - running* on the board and ask what happens in the *-ing* form (they double the consonant). Explain that this applies to verbs that end in one consonant + one vowel (a, e, i, o, u) + one consonant, e.g. *swim, run, sit*, etc. Point out that the letters *y, w* and *x* don't double in this way, so *playing*, not *playying*.
- Write *stop, read, sit* and *cook* on the board and ask the children if the *-ing* form has a double consonant. Write the *-ing* forms on the board (*stopping, reading, sitting, cooking*).
- Now write *have* on the board and explain that verbs that end in *-e*, drop the *e* when the *-ing* ending is added. Elicit some more common examples, e.g. *making, taking, riding*.

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

### 2 Write sentences with the verbs. Use the correct form.

- Ask the children what they can see in the pictures (including the weather).
- Refer the children to the example sentence. Point to the number 1 in the picture and ask *Is it raining?* (No) Elicit the affirmative sentence *It's snowing*.
- Have the children complete the rest of the activity individually.
- Invite different children to point to the people in the picture and read out the sentences. Ask for whole-class agreement each time. Write the answers on the board so that everyone can check.

**Answers:** 1 It isn't raining. It's snowing. 2 She's climbing. She isn't running. 3 He's wearing a jacket. He isn't wearing a T-shirt. 4 They aren't swimming. They're playing tennis.

### Consolidation

The children need some time and practice to learn and apply the rules for doubling the consonant or not in *-ing* forms.

- Play an adapted version of *Team spelling* (see the Games Bank, pages 14–17). This time, when you call out the verb, the children write the *-ing* form. Use a mix of verbs that do and don't need the double consonant, and some that end in *-e*, e.g. *watch, work, ride, swim, have, write, sit, play, go, run*.

- Divide the class into groups of three. Have them take turns to mime an action while the others guess (using affirmative and negative forms of the present continuous, as in the example). Before they start, have two students read out the example dialogue.
- Circulate, monitor and encourage the use of the present continuous verbs.
- Finish by inviting volunteers to mime actions for the whole class to guess.

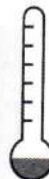
### 3 Play a game. Act out and guess.

#### Be a star! ★

- Choose and mime an activity pictured on Pupil's Book page 56, 58 or 59 for the class. Have the children raise their hand when they think they know the action, e.g. fly a kite. Encourage them to use a present continuous verb, e.g. *You're flying a kite*.

### Cooler: Draw and label

- Draw a quick picture of a person doing an activity. Include the weather (rain, snow or sun). Elicit sentences about the picture, e.g. *He's / She's climbing a mountain. It's raining*. Write the sentences next to the picture.
- Have the children do the same in their notebooks. Then ask them to share their pictures and sentences with the friends near them.
- Ask if any children had the same activities and/or weather as their friends.



### Workbook page 50

**Lesson 3 Grammar focus**


**1 Match to make sentences.**

1 I	're playing	a mountain.
He	'm watching	on the beach.
They	's climbing	videos.

**2 I**

She	isn't wearing	in the sea.
They	aren't swimming	fun.
	'm not having	a jacket.

**2 Write the words in the correct order to make sentences.**



1 watching / TV / isn't / Dad  
Dad isn't watching TV.

2 Mum's / music / listening / to

3 tree / The / children / climbing / are / a

4 isn't / It / snowing

**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 Match to make sentences.

**Answers:** 1 I'm watching videos. He's climbing a mountain. They're playing on the beach.  
2 I'm not having fun. She isn't wearing a jacket. They aren't swimming in the sea.

#### 2 Write the words in the correct order to make sentences.

**Answers:** 1 Dad isn't watching TV. 2 Mum's listening to music. 3 The children are climbing a tree. 4 It isn't snowing.

Lesson 4 Reading

1 Look at the text and tick (✓).  
It's ... a poem.  a play.  a story.

2 2.8 Read again and write the names of the characters.

1 Who wants to skate? Stella, Steve      4 Who sees a snowman? \_\_\_\_\_  
2 Who hasn't got gloves? \_\_\_\_\_      5 Who is the snowman? \_\_\_\_\_  
3 Who plays in the snow? \_\_\_\_\_, \_\_\_\_\_

## Lost in the snow

**Stella:** Dad, can we skate today?  
**Dad:** I don't know. It's cold and it's starting to snow!  
**Steve:** But we're wearing warm jumpers and boots.  
**Stella:** And we've got our coats.  
**Dad:** OK then. Let's go! Oh, no! I haven't got my gloves. Can you wait for me next to this tree?  
**Stella:** OK. Look, Steve, there's lots of snow! Let's play.  
**Steve:** This is fun! Look! I'm swimming.  
**Stella:** And I'm climbing a mountain.  
**Steve:** Let's run!  
**Stella:** Where are we now? Where's the tree?  
**Steve:** I don't know. I can't see it.  
**Stella:** Dad! Dad! Where are you?

60 Unit 5 Read a play WB page 61

**Steve:** It's really windy now!  
**Stella:** This isn't fun. I'm scored.  
**Steve:** Me, too.  
**Stella:** Can you see that? There's something big and white over there.  
**Steve:** Oh, yes. What is it?  
**Stella:** It's a big snowman.  
**Steve:** But it's walking. And now it's running! Help!  
**Dad:** Stella! Steve!  
**Stella:** Help! The snowman is talking! Run!  
**Steve:** Wait a minute! Stop! Now it's smiling.  
**Dad:** Stella! Steve! There you are.  
**Steve:** Look! It's Dad! We're OK.

3 Read, think and circle the correct words. Be a star!

1 'I don't know. It's cold and it's snowing!'  
Dad thinks / doesn't think the weather is bad.

2 'I'm swimming.' 'And I'm climbing a mountain.'  
They are / aren't having fun.

3 'Now it's running. Help!'  
Steve is / isn't scored.

4 'Stop! Now it's smiling.'  
Steve is / isn't scared now.

4 Act out the play.

**Values**  
Why is it important to check the weather?

61 Unit 5 Infer information from a text WB page 61

**Learning objectives:** Read a play; Infer information from a text

**Vocabulary:** boots, coat, jumper, skate, smile

**Additional vocabulary:** cold, gloves, snowman, wait a minute, warm

**Resources:** Class Audio CD2; (PK) - (PRC)

### Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–17). Write on the board the following incomplete sentences: 'm w \_ tch \_ ng  
c \_ rt \_ \_ ns. 'm n \_ t w \_ rk \_ ng. H \_ 's  
cl \_ mb \_ ng \_ m \_ \_ nt \_ \_ n. H \_ \_ sn't  
w \_ \_ r \_ ng \_ j \_ ck \_ t. (Answers: I'm watching cartoons. I'm not working. He's climbing a mountain. He isn't wearing a jacket.)

### Vocabulary

- Refer the children to the vocabulary panel on the right of page 61. Read out the words and have the children point and repeat.
- Follow the TPR routine on page 44.

### 1 Look at the text and tick (✓).

- Refer the children to the pictures and ask what they can see. Prompt as necessary to elicit comments on the places, actions and clothes.
- Check the meaning of *poem*, *play* and *story*. Ask them to look at the text and quickly decide which one they think it is.
- Read out the options and have the children raise their hand for the one they chose. Ask why they chose it.

**Answers:** It's a play, because it shows the names of the speakers.



Lesson 5 Sounds and letters

1 2.7 Listen and say. Complete.

sk ate    \_ ile    \_ ow    \_ ory

2 2.8 Circle *sk*, *sm*, *sn* and *st*. Then listen and say the chant.

Look at the sky. It's starting to snow.  
The small snake smiles.  
He says, 'Ho, ho!'  
Then he lies on some skates and he starts to go.

3 2.9 Listen and write *sk*, *sm*, *sn* or *st*. Then read out loud. **Be a star!**

We're having a great holiday. We <sup>1</sup> sk ate in the <sup>2</sup> ow every day.  
Mum reads us a <sup>3</sup> ory at night. You can see <sup>4</sup> ars in the <sup>5</sup> y.  
I've got a new friend. She's <sup>6</sup> all and she's got a nice <sup>7</sup> ile. Today she's wearing a green <sup>8</sup> irt.

**Learning about language**  
You can make a weather noun into an adjective by adding *y*.

Noun	Adjective	
wind	windy	Can you make these nouns into adjectives?
rain	rainy	snow _____
sun	sunny	cloud _____

62 Unit 5 Sounds and letters: identify *sk*, *sm*, *sn*, *st* sounds. Learning about language: adjectives. WB, page 52

**Learning objectives:** Sounds and letters: identify *sk*, *sm*, *sn*, *st* sounds; Learning about language: adjectives

**Sounds and letters words:** skate, smile, snow, story

**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 14–17) with words from the text in the last lesson, e.g. *snowing*, *jumper*, *gloves*, *climbing*, *scared*, *smiling*.

1 2.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit the meaning of the words.
- Play the audio for the children to repeat chorally. Do this twice.
- Point to the spaces in the words in your book. For each one, ask *What's this sound?* Have the children repeat the sound and the word.
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

**Audioscript**

/sk/ /sk/ /sk/ skate  
/sm/ /sm/ /sm/ smile  
/sn/ /sn/ /sn/ snow  
/st/ /st/ /st/ story

**Answers:** skate, smile, snow, story

2 2.8 Circle *sk*, *sm*, *sn* and *st*. Then listen and say the chant.

- Point out the circled *sk* in the first line of the chant. Ask the children how many more examples of *sk* they can find (there's one more – *skates*). They circle it.
- Have the children find and circle all the examples of *sm*, *sn* and *st*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *sk*, *sm*, *sn* and *st* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the class join in with the full chant.

**Answers:** Look at the (sk)y. It's (st)arting to (sn)ow. The (sm)all (sn)ake (sm)iles. He says, 'Ho, ho!' Then he lies on some (sk)ates and (st)arts to go.

3 2.9 Listen and write *sk*, *sm*, *sn* or *st*. Then read out loud. **Be a star!**

- Give the children some time to look at the text and try to guess the words – but tell them not to write anything yet.
- Elicit ideas from different children, but don't confirm the answers at this point.
- Play the audio and have the children listen and follow without writing. Then have them complete the spaces.
- Play the audio again for the children to check and / or complete their answers.
- Play the audio one more time, pausing just before each incomplete word for the children to call out the word. Write the completed words on the board.
- Invite volunteers to read out a sentence each of the text. You can repeat from the beginning if more children want to read.

## Audioscript

We're having a great holiday. We skate in the snow every day. Mum reads us a story at night. You can see stars in the sky. I've got a new friend. She's small and she's got a nice smile. Today she's wearing a green skirt.

**Answers:** 1 skate 2 snow 3 story 4 stars  
5 sky 6 small 7 smiles 8 skirt

## Learning about language

- Go to the window and look up at the sky. Come back to the board and write *Today it's \_\_\_\_\_*. Elicit a word from the children that could complete the sentence. Accept *-ing* words, e.g. *raining*, but also elicit adjectives if possible, e.g. *rainy*. If the children correctly use an adjective, write the word on the board to complete the sentence.

- Then look at the *Learning about language* box together. If the class didn't find a word to complete your sentence, ask them if they can see one in the box that is suitable. Point out that words like *windy*, *rainy* are adjectives. Ask what adjectives do. (They are words that describe things or people, in this case the weather.)
- Call out *wind*, *rain*, *sun* and have the children call back the adjectives (*windy*, *rainy*, *sunny*).
- Then have the children make adjectives from *snow* and *cloud*. Ask two volunteer children to write them on the board. Ask for whole-class agreement each time.
- If you have time, ask the children to find a weather adjective on page 61 (*windy*) and another on page 58 (*sunny*).

**Answers:** snowy, cloudy








## Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activity 2 and 3.

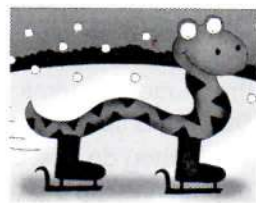
Workbook page 52

**Lesson 5 Sounds and letters**


**1 Say aloud. Match the sounds and the pictures.**

a  b   
c  d  e  f  g   
sk sm sn st

**2 Complete the words in the sentences with *sk*, *sm*, *sn* or *st*.**

1 The s n ake stops to look at the \_\_\_\_\_ ow in the \_\_\_\_\_ y. 

2 The children are \_\_\_\_\_ ating around the \_\_\_\_\_ all \_\_\_\_\_ owman.

3 Stella \_\_\_\_\_ iles. She likes the \_\_\_\_\_ ory of the girl in the blue \_\_\_\_\_ irt. 

**3 Read and circle.**

1 The sky is **cloud** / **cloudy**.  
2 The **rain** / **rainy** is cold.  
3 The mountain is **snowy** / **snow**.  
4 Today is **sun** / **sunny**.  
5 Playing in the **snow** / **snowy** is fun.  
6 The **sunny** / **sun** is hot.

52 Unit 5

## 1 Say aloud. Match the sounds and the pictures.

**Answers:** sk – sky, skirt, skate; sm – smile, small; sn – snake; st – story

## 2 Complete the words in the sentences with *sk*, *sm*, *sn* or *st*.

**Answers:** 1 snake, snow, sky 2 skating, small, snowman 3 smiles, story, skirt

## 3 Read and circle.

**Answers:** 1 cloudy 2 rain 3 snowy  
4 sunny 5 snow 6 sun

Lesson 6 Language in use

1 2.10 Listen and say.

What are you doing?  
I'm looking for my brother.

What's he wearing?  
He's wearing a blue scarf.

Look! He's over there.  
Where? What's he doing?  
He's skating.  
Oh, yes. I can see him. I can see my friends, too.

Where? What are they doing?  
They're flying a kite.

scarf

2 Work in pairs. Ask and answer.

Student A

Student B

Student A What are you doing?  
Student B I'm looking for my sister.

3 Now it's your turn. Ask and answer about people in your class. **Be a star!**

Unit 5 Present continuous: WH questions WB: page 53 63

- Play the audio again and have the children repeat each question and answer.
- Elicit the word that appears in the first two questions (*What*). Point out the *-ing* verb at the end and the inversion *are you, 's he, are they* in the middle. Elicit or explain that in these questions the verb comes before the noun/pronoun.
- Say *you, he or they* and have the children say the corresponding questions from the dialogue.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- 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 the children repeat it.
- Highlight the language points as described above.
- 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.

**Learning objectives:** Present continuous: *Wh*-questions

**Vocabulary:** scarf

**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. Write it on the board. Then play the audio to see how well they remembered.
- Have the whole class say the chant together.

**Vocabulary**

- Refer the children to the vocabulary item at the top of the page. Say the word and do a mime of putting on a scarf. Have the children repeat the word and do the action with you. Ask *When do people wear a scarf? Do you wear a scarf?*

1 2.10 Listen and say.

- Play the audio and have the children follow in their Pupil's Book.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects / family members.
- Invite two children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for items in the box.
- Elicit and drill the questions to continue the dialogue.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and the *-ing* on the verbs in the answers.

3 Now it's your turn. Ask and answer about people in your class. **Be a star!** ★

- Have the children ask you the questions from Activity 1, so that you can answer about a child in the class: *I'm looking for a child. He's / She's wearing a (green jumper)*. Have the children identify the child you are thinking of.
- If the children all wear the same uniform, have them ask more questions until they can identify the child.
- Divide the class into pairs and have them continue the game.

## Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson, e.g. *What are you doing? I'm looking for my brother. What's he wearing? He's wearing a blue scarf.*



## Workbook page 53

**Lesson 6 Language in use**

1 Look at the pictures and read the questions. Write one-word answers. There is one example.

What is the boy wearing? a shirt and trousers

1 Where is the boy? in a \_\_\_\_\_

2 What is he playing with? a \_\_\_\_\_

3 What's the weather like? it's \_\_\_\_\_

4 How many children are there? \_\_\_\_\_

2 Look, read and complete.

grandma hat wearing doing look reading

What are you <sup>1</sup> doing ?

What's she <sup>3</sup> \_\_\_\_\_ ?

I'm looking for my <sup>2</sup> \_\_\_\_\_

She's wearing a big <sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_ ! She's over there!

Where? What's she doing?

She's <sup>6</sup> \_\_\_\_\_

Unit 5 CEYL Starters, Reading and Writing, Part 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 at the pictures 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, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- 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 answering questions starting with different question words: *Where*, *How many*, etc).

Answers: 1 park 2 ball 3 rainy 4 three

## 2 Look, read and complete.

Answers: 1 doing 2 grandma 3 wearing  
4 hat 5 Look 6 reading

### Grammar reference: (page 122)

## 1 Write words in the correct order to make questions. Then look and answer.

Answers: 1 What is she doing? 2 What is he wearing? 3 What are they doing?



**Lesson 7 Listening and speaking**

1 2.11 **Look at the photos. Listen and number in order.**

2 2.11 **Listen again and match the columns.**

1 Oleg	India			
2 Meera	Australia			
3 Carl	Russia			

3 **Work in pairs. Talk about the children in Activity 2.**

Carl is from Australia. It's warm and cloudy today. He's ...

4 2.12 **Listen and repeat. Then choose, ask and answer.** *Be a star!*

1 What's the weather like today?

2 It's sunny and it's hot.

64 Unit 5 Listening: listen for key information Speaking: talk about the weather WB: pages 54-55

**Learning objectives:** Listening: listen for key information; Speaking: talk about the weather

**Vocabulary:** warm

**Resources:** Class Audio CD2;

**PK** - **TRC** - Vocabulary worksheet 2; **PPK**

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14-17) with questions and answers from the last lesson, e.g. *What are you doing? I'm looking for my sister. What's she doing? She's flying a kite.*

**Vocabulary**

- Refer the children to the vocabulary item at the top of the page. Say *warm* and have the children repeat. Have the children repeat *cold ... warm ... hot ... warm ... cold*, and do mimes (*warm* can be happy and smiling).

1 2.11 **Look at the photos. Listen and number in order.**

- Refer the children to the photos. Elicit ideas for the countries they show.

- Play the audio for the children to listen and number the photos.
- For feedback, point to each one and ask *What number? What country is it?*

**Audioscript**

1. **DJ:** Hello. Our first guest is from Russia. Hello, Oleg. How are you?  
**Oleg:** I'm fine, thanks.  
**DJ:** So Oleg, I can hear that you're outside. What's the weather like today?  
**Oleg:** It's snowing and it's very windy.  
**DJ:** What are you doing today?  
**Oleg:** I'm skating.  
**DJ:** Thanks, Oleg. Goodbye.
2. **DJ:** Our next guest is from India. Hello, Meera. How are you today?  
**Meera:** I'm tired.  
**DJ:** Why are you tired? What are you doing?  
**Meera:** I'm helping my grandma in her garden.  
**DJ:** What's the weather like?  
**Lee:** It's very hot, but we're drinking lots of water.  
**DJ:** That's good. Thanks, Meera. Bye.
3. **DJ:** Our next guest is from Australia. Hello, Carl. How are you?  
**Carl:** I'm great. I'm talking to you from the beach.  
**DJ:** That's cool. What are you doing on the beach today?  
**Carl:** I'm playing football with my friends.  
**DJ:** What's the weather like?  
**Carl:** It's warm, but a bit cloudy.  
**DJ:** Thanks, Carl. Enjoy your day.

Answers: 2, 3, 1

2 2.11 **Listen again and match the columns.**

- Elicit what's in each column (1 name, 2 country, 3 weather, 4 activity).
- Play part 1 of the audio. Hold up your Pupil's Book. Elicit and 'draw' a line with your finger from *Oleg - Russia - snow/wind - ice skates*. Have the children draw the line in their books.
- Play the rest of the audio for them to draw the other lines.
- Elicit the answers and ask for whole-class agreement each time.

Answers: 1 Oleg - Russia - snow and wind - ice skates 2 Meera - India - hot and sun - trowel and flowers 3 Carl - Australia - cloudy and warm - football

**3** **Work in pairs. Talk about the children in Activity 2.**

- Read out the example, pausing before each key word for the children to complete, e.g. *Carl is from ... (Australia). It's ...*
- Divide the class into pairs to continue the activity.

**4** 2.12 **Listen and repeat. Then choose, ask and answer. Be a star!**

- Elicit the weather in each picture.
- Play the audio and have the children repeat it.

- Prompt a child to ask you the question. Reply with two weather words, e.g. *It's snowing and it's cold.*
- Divide the class into pairs and to make new dialogues, changing the words in blue.

**Cooler: Mime game**

- Say an activity and a type of weather, e.g. *It's raining and you're climbing!* for the class to mime. Repeat with more situations.



**Lesson 7 Functional language**

**1** What's the weather like today? Look and complete.

1 It's <u>cold</u> and <u>it's rainy</u> .	2 It's _____ and _____.		
3 It's _____ and _____.	4 It's _____ and _____.		
5 It's _____ and _____.	6 It's _____ and _____.		

**2** Look and write.

hot cold sad happy

1 He's <u>hot</u> .	2 She's _____.	3 He's _____.	4 He's _____.

**3** Read and match.

- |                      |  |
|----------------------|--|
| 1 Why are you cold?  | a I haven't got any ice cream.           |
| 2 Why are you happy? | b It's sunny and I'm wearing a jumper!   |
| 3 Why are you hot?   | c It's snowing and I haven't got a coat. |
| 4 Why are you sad?   | d Today is Saturday – my favourite day!  |

**How am I doing?**

**1** the different word.

- |            |             |        |        |
|------------|-------------|--------|--------|
| 1 gloves   | <u>rain</u> | coat   | jumper |
| 2 mountain | beach       | sea    | wind   |
| 3 rain     | mountain    | cloud  | snow   |
| 4 boots    | coat        | jumper | sun    |
| 5 sad      | happy       | cloud  | tired  |
| 6 hot      | cold        | warm   | skate  |

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



It's hot and sunny.

- |  |           |
|--|-----------|
| 1 The girl and boy are playing in the snow.                | <u>no</u> |
| 2 The girl isn't wearing a scarf.                          | _____     |
| 3 The girl is climbing a mountain and the boy is swimming. | _____     |
| 4 Dad is wearing his gloves.                               | _____     |
| 5 They're sad.   | _____     |

**1** What's the weather like today? Look and complete.

**Answers:** 1 It's cold and it's rainy. 2 It's cold and (it's) snowy. 3 It's warm and (it's) cloudy. 4 It's hot and (it's) rainy. 5 It's warm and (it's) sunny. 6 It's hot and (it's) windy.

**2** Look and write.

**Answers:** 1 hot 2 happy 3 cold 4 sad

**3** Read and match.

**Answers:** 1 c 2 d 3 b 4 a

**1** Circle the different word.

**Answers:** 1 rain 2 wind 3 mountain 4 sun  
5 cloud 6 skate

**2** 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.
- Go through the example 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*.

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


**Lesson 8 Writing**

**1 Read and follow.**

Use an exclamation mark (!) to show strong feelings, like when you are very happy or scared:

This is fun! Oh, no! The snowman is running!

**2 Complete the sentences with full stops or exclamation marks.**




1 I'm Jack  This is my sister, Annie


2 This is our boat

3 I'm scared

4 Oh, no  It's cloudy



**3 Write what each person is saying. Use correct punctuation. (Be a star!)**




Dad: Jack! Annie! We're here!

Jack: Help!

Dad: \_\_\_\_\_

Mum: \_\_\_\_\_

Annie: \_\_\_\_\_



Unit 5 Write a scene for a play  
WB: pages 56–57 **65**

**Learning objectives:** Use exclamation marks; Write a scene for a play

**Resources:** Class Audio CD2; (PK) - (TRC) - Unit 5 test; (PRC) - (TG)

### Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with activities and / or weather types from this unit.



### 1 Read and follow.

- Mime putting your hands on your head in despair and mouthing (but not saying) *Oh, no!* Ask the children *What am I saying?*
- Write it on the board without an exclamation mark. Say in a neutral voice and have the children repeat in a neutral voice. Ask the children what's missing to make it *Oh, no!* (say it in a dramatic way). Elicit the exclamation mark if children know it (they will probably not know what it's called). If they know it, ask a child to write it on the board.
- Refer the children to the information in the box. (Then ask a child to add the exclamation mark to the board if necessary.)
- Write the three phrases from the box on the board without the exclamation mark and have the children repeat them in a neutral voice. Then add the exclamation marks and say them together in a dramatic voice.

### 2 Complete the sentences with full stops or exclamation marks.

- Write the first sentence on the board (without punctuation).
- Elicit what the missing punctuation is (*a full stop*). Invite a child to the board to write it in.
- Have the children complete the activity. While they do this, write the sentences on the board without the final punctuation.
- For feedback, invite different children to the board to add suitable punctuation. Ask for whole-class agreement each time.

**Answers:** 1 I'm Jack. This is my sister, Annie.  
2 This is our boat. 3 I'm scared! 4 Oh, no! It's cloudy.

### 3 Write what each person is saying. Use correct punctuation. (Be a star!)

- Elicit what the children can see in the picture and what they think happens next in the story.
- Invite two confident children to act out the first two lines using a dramatic tone. Then elicit suggestions for the remaining lines and write them on the board. If there are alternative suggestions, write those, too.
- Have the children copy the version they like best into their books.

**Suggested answers:** Dad: Jack! Annie! We're here! Jack: Help! Dad: We'll help! Mum: You're safe now. Annie: Yeah! I'm not scared.

### Teaching star!

#### Consolidation

A play scene is perfect for acting out. The language becomes more fixed in the children's memories if 'they invest emotion in it!

- Divide the class into groups of four. Give them a few minutes to practise speaking the lines. Encourage them to be dramatic with the parts that have exclamation marks!
- Invite volunteer groups to perform the scene.

#### Cooler: Visualisation

- Have all the children close their eyes and picture what you're saying in their heads: *Imagine you're in a boat in the sea. It's sunny and warm. What can you see? What can you hear? Is there anyone with you? How are you feeling? Now it's raining a little ... and it's cold. How are you feeling? What can you do? Now it's raining a lot and it's cold and windy! Oh, no! How are you feeling? Time to go home! You take the boat to the beach. Now you're at home and it's warm. How are you feeling?*



**Lesson 8 Writing**

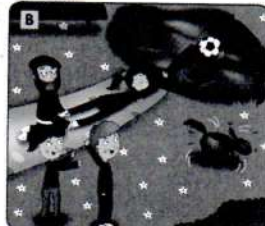
**1 Read the dialogue and write full stops or exclamation marks.**



Jane: Oh, no!  Look!  A dog has got your ball!   
 Sam: Oh, no!  That's my favourite ball!   
 Jane: Look!  There's a girl!   
 She's running!  She can help!



**2 Look and match the sentences to pictures A or B.**



- 1 She's using the umbrella.  B
- 2 Now her grandpa is helping.
- 3 She's talking to her grandpa.
- 4 She's running really fast.
- 5 The children are very happy.
- 6 The dog has got the ball.

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**3 Write words in the correct order to make sentences.**

- 1 running / fast / She's  
\_\_\_\_\_
- 2 ball / got / dog / A / your / has  
\_\_\_\_\_
- 3 talking / She's / her / grandpa / to  
\_\_\_\_\_

**4 Use the ideas from Activity 2 to write the play.**



Grandpa: Here's your umbrella.  
 Julie: \_\_\_\_\_  
 David: \_\_\_\_\_  
 Julie: \_\_\_\_\_  
 Grandpa: \_\_\_\_\_  
 David: \_\_\_\_\_

**5 Write your play again. Use your best handwriting.**

**6 Check your work. Tick (✓).**

- exclamation marks
- capital letters
- full stops
- spelling

Unit 5 57

**1 Read the dialogue and write full stops or exclamation marks.**

- Ask the class why there is an exclamation mark in first phrase (*it's a strong feeling*). Then have them complete the activity individually.
- Invite different children to read out the dialogue with suitable emotion!

**Answers:**

Jane: Oh no! Look! A dog has got your ball.  
 Sam: Oh no! That's my favourite ball.  
 Jane: Look! There's a girl. She's running. She can help.

**2 Look and match the sentences to pictures A or B.**

- Refer the children to the example and have them point to the correct part of the picture.
- Have the children complete the activity. Then check the answers with the class. Ask for whole-class agreement each time.

Answers: 1 B 2 B 3 A 4 A 5 B 6 A

**3 Write words in the correct order to make sentences.**

- Go through the example and then have the children decide on the order of the words in the first sentence.

- Ask the children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 She's running fast. 2 A dog has got your ball. 3 She's talking to her grandpa.

**4 Use the ideas from Activity 2 to write the play.**

- Refer the children to the model play on Pupil's Book page 65 and ask them to write a similar play using the story ideas from Activity 2. Circulate, monitor and offer help as needed.
- Encourage them to compare their ideas with a friend.

**5 Write your play again. Use your best handwriting.**

- Have the children write out their play again as neatly as possible. Point out that the actors need to be able to read a play easily!

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.
- Have the children open their eyes. Share some of their ideas with the class.

Reading time 2

1 2.13 Look at the photos. What do you think the children are doing?

**We can do anything!** Home Blog Login

These children are playing at school. They're blind. They can't see but they can all read, write, use a computer and play basketball. How do they do these things? Leo tells us how.

**1**

**Question:** What's this girl doing, Leo?  
**Answer:** She's reading. She uses **braille** to read. Braille letters are small **bumps**. She feels the bumps with her fingers.

**3**

**Question:** What's this boy doing?  
**Answer:** He's listening to his phone. The phone is talking to him! There are special phones for blind people with braille or big **buttons**.

**2**

**Question:** Can blind children use computers?  
**Answer:** Yes, they can. The computers read information to you. They also listen to you. You talk to the computer and it writes the words.

**4**

**Question:** Is it difficult to walk to the shops or to school?  
**Answer:** Some children use a long **cane**. The cane helps them feel where things are in the street. Some children have got a dog. The dog is their eyes and ears. It listens to every sound in the street.

**5**

**Question:** What sports can blind people do?  
**Answer:** They can play goalball. The ball goes **beep, beep, beep**. The child can hear it and knows where it is. Blind people can also play blind football. The ball has got a **bell** inside it so you can hear it.

**Question:** Do you play blind football, Leo?  
**Answer:** Yes, I do! I'm blind. I'm writing this on my computer!

66 Reading time 2 Read an information text

Reading time 2 Develop reading fluency 67

**Learning objectives:** Read an information text; Develop reading fluency

**Additional vocabulary:** bell, blind, braille, bumps, buttons, cane, difficult, feel, fingers, sound, special, tells, use

**Resources:** Class Audio CD2; **PK** - **PPK** - **PRC**

**Warm-up: The shark game**

- Play *The shark game* (see the Games Bank, pages 14–17) to remind the children of some key vocabulary they will see in this lesson, e.g. *school, computer, basketball, reading, listening, writing*.

**1 Look at the photos. What do you think the children are doing?**

- Refer the children to the double-page spread. Ask them where they can see information like this (a computer website giving information). Ask what makes the page look like a website (the coloured buttons and arrows at the top of the screen, the tabs for *Home, Blog and Login*).
- Refer the children to the pictures and ask what activities they can see. Ask what is special or different about these children, and teach the word *blind*.

- Ask the children if they do these activities in the same way in their school. Ask if they think it is difficult / possible to do these things if you can't see.

2.13 **Read and check.**

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing or something they didn't know before that they can share with others.
- When everyone has finished, elicit examples of what the children found interesting or new in the text.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.

**Check your ideas.**

- Ask some comprehension questions to check the key aspects of the text:
- Point to section 1 – *What's she doing? (She's reading with her fingers.) Can you do this?*
- Point to section 2 – *Can the computer speak? (Yes, it can.) Can the computer listen? (Yes, it can.)*
- Point to section 3 – *What's he doing? (He's listening to his phone.) Is his phone different to yours? (Yes, his has Braille buttons or bigger buttons.)*

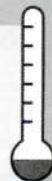
- Point to section 4 – *What's she using in her hand? (She's using a cane to help her know where she's walking.) Can she use other things to help her? (Yes, some people have a dog to help them in the street.)*
- Point to section 5 – *What's she doing? (She's playing a game called goalball.) What's special about the ball? (The ball makes a sound / goes beep so she can hear it).*

### What did you learn?

- Ask the children to look through the text again, one section at a time, to find all the new things they have learned.
- Write on the board *I didn't know ...* and clarify the meaning. (We use this to talk about something that we have just found out.) Give one example yourself: *I didn't know there are special phones for blind people.*
- Ask children to share with the class other things from the text they didn't know before. Encourage them to make complete sentences (give help where needed).

### Cooler: True or false

- Write a big *True* on one side of the board and a big *False* on the other side.
- Read out some sentences about the information in the text. If the sentence is true, the children point to the *True* side of the board. If false, they point to the *False* side.
- Possible sentences to use: *Blind children don't go to school (F). Blind children can write (T). Blind children can't play sport (F). Blind people read using their fingers (T). Blind children's books can speak (F). Blind children's computers can speak (T). Some computers can listen and write (T). Blind people don't have special phones (F). Some blind people have a cat to help them (F). Blind people play a sport called goalball (T). In goalball, the ball has got a computer in it (F).*
- Ask the children if they can remember any of the sentences you said.







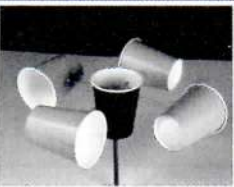
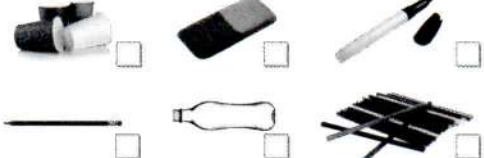
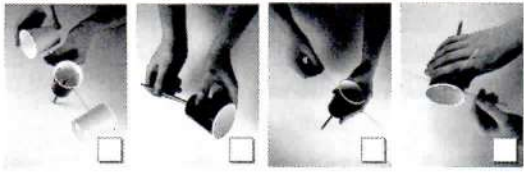
## Think about it!

Pupil's Book page 69

**Think about it!**

- Look at the photo. What do you think this is? What do you use it for?
- Read and check your ideas.
 

This is an anemometer. It tells us how fast the wind is. You can't see the wind, but an anemometer helps us to measure it.


- What do you need to make an anemometer? Think and tick (✓).
 
- Look at the photo in Activity 1 again. Number the photos in order.
 
- Make an anemometer. Use it to measure the wind.

Think about it 2 Use thinking skills 69

**Learning objectives:** Use thinking skills; Do a science project

**Resources:** PK

**Materials:** paper cups, drinking straws, a pencil with eraser, marker pen

### Warm-up: Initial letters

- Write the initial letters of all the weather words from this unit on the board – *sun(ny)*, *rain(y / ing)*, *wind(y)*, *snow(y / ing)*, *cloud(y)*, *hot*, *warm*, *cold*.
- Tell the children what the group of words is and give them some time to try to remember a word for every letter.
- Invite different children to the board to complete a word. Ask for whole-class agreement each time or if there are any alternatives (e.g. *sun / sunny*).

### 1 Look at the photo. What do you think this is? What do you use it for?

- Refer the children to the object in the photo and elicit suggestions about what it is and what it's used for.

### 2 Read and check your ideas.

- Have the children read the text. Ask if their ideas matched the facts in the text.
- Ask what type of weather we measure with this (check the meaning of the word *measure*).

- Have the children repeat the name *anemometer* – see how fast they can say it!

### 3 What do you need to make an anemometer? Think and tick (✓).

- Ask the children if they can name all the items in the pictures (*drinking straws, cups, bottle* may be new to them).
- Refer them to the first photo again to decide what materials they need to make an anemometer. Elicit one suggestion from the class and then have the children decide the others individually.
- Say the names of the objects and have the children raise their hand for the ones you need. Then have them repeat the names of the items you need.

**Answers:** ✓: paper cups, marker pen, pencil, drinking straws

### 4 Look at the photo in Activity 1 again. Number the photos in order.

- Decide as a whole class what the first photo is and have everyone number it (the second photo). Then have the children decide the correct order for the others individually.
- Point to the photos and have the children call out the numbers.

**Answers:** 4, 1, 2, 3

### 5 Make an anemometer. Use it to measure the wind.

- Ask the children to name the materials they need for each stage of the construction, e.g. *Part 1 – a cup, a marker pen and a pencil*. Invite different children to come to the front of the class and carry out each stage.
- If possible, take the anemometer outside and test it, or fix it near an open window and see how fast it turns in the wind!

### Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the materials vocabulary for making the anemometer.





### 6 Stay safe

### Lesson 1 Vocabulary

1 2.14–2.15 Listen and say. Then listen and number.



bus  helicopter  lorry  motorbike



plane  train  traffic light  left / right

2 Look at the picture. What transport do you find ...

1 ... on the ground?    2 ... in the sky?

3 Look at the picture again. Who is not safe?

4 2.16 Sing and act out. **Be a star!**

**Traffic jam**

*We're in a jam that we can't eat.  
We're in a jam that goes beep, beep!  
We really want to stamp our feet!  
We're in a traffic jam, jam, jam.  
We're in a traffic jam.*

*Red, green, red, green  
Goes the traffic light.  
Motorbikes, lorries, buses  
Stop here day and night.  
Beep! Beep! Beep!*

*Left, right, left, right,  
Planes high in the sky,  
Trains and helicopters,  
They all whoosh by.  
Whoosh! Toot! Zoom!*

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

**Vocabulary:** bus, helicopter, lorry, motorbike, plane, train, traffic light, left / right

**Resources:** Class Audio CD2; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on pages 70–71. Ask *Where is this? What can you see? What are the people doing? Are they going fast or slow? What's your favourite thing in the picture? Ask if they've used these types of transport. Clarify the meaning of the unit title, Stay safe.*

### 1 2.14 Listen and say.

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

- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action for 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

### Audioscript

1 helicopter, 2 lorry, 3 bus, 4 traffic light, 5 train, 6 left, right, 7 motorbike, 8 plane

**Answers:** bus – 3, helicopter – 1, lorry – 2, motorbike – 7, plane – 8, train – 5, traffic light – 4, left / right – 6

## Vocabulary practice

This simple activity can be used as often as you wish as it gets the children using and hearing the target vocabulary in a controlled way, but still having fun.

- Call out the name of a means of transport and have the children point to it on page 70. Then call out two items and have the children point to them both at the same time. Then call out three, at which point the children will have to use two fingers on one hand! You could try four!

## 2 Look at the picture. What transport do you find ...

- Ask *What transport do you find on the ground?* Give the children some thinking time before eliciting their ideas. Ask them to point to the item each time.
- Do the same for the second question. If the children don't suggest any of the answers below, point to the transport in Activity 1 and ask where we find it.

**Answers:** Transport on the ground: car, lorry, motorbike, bus, bike, train Transport in the sky: plane, helicopter

## 3 Look at the picture again. Who is not safe?

- Remind the children of the meaning of *safe*.
- Have them look at the picture and think about who is not safe.
- The children raise their hand to make a suggestion by pointing to a person in the picture who is not safe and saying why. Ask if the others agree.

**Suggested answers:** The child running onto the cycle path; The man in the car talking on his phone; The motorbike riders overtaking; The boy on the bike with no helmet.

## 4 Sing and act out. Be a star! ★

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage the children to join in with actions: *beep beep* – mime using a car horn; *stamp our feet* – do the action; *red, green* – mime pointing at the red light and then the green light of traffic lights; *Whoosh! Toot! Zoom!* – mime watching fast cars go past; etc.
- Play the song and have the children join in and do the actions.



## Cooler: Group mime

- Play *Group mime* (see the Games Bank, pages 14–17) with vocabulary from Activity 1.

## 6 Stay safe

## Lesson 1 Vocabulary

- 1 Look and read. Put a tick (✓) or a cross (x) in the box. There is one example.

 This is a train.   These are motorbikes.

 This is a plane.   This is a bus.

 These are lorries.   This is a helicopter.

- 2 Complete the sentences. Then colour.

train planes  
helicopters motorbikes

1 I can see three red motorbikes.



2 I can see two yellow \_\_\_\_\_.



3 I can see one blue \_\_\_\_\_.



4 I can see four green \_\_\_\_\_.

## 1 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 at each picture. If the sentence describing it is correct, they put a tick; if incorrect, they put a cross.
- If done in class, go through the example first: read out the sentence and point to the picture of the helicopter. 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.
- 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 X 3 X 4 ✓ 5 X

## 2 Complete the sentences. Then colour.

**Answers:** 1 motorbikes 2 helicopters 3 train  
4 planes

Children colour the motorbikes red, the helicopters yellow, the train blue and the planes green.

**Lesson 2 Grammar time**

1 2.17 Listen and read. What transport do you see?

2 2.17 Listen again. What happens in the story? Tick (✓) or cross (X).

1 They stop at the light. <input checked="" type="checkbox"/>	4 Jimmy starts to run. <input type="checkbox"/>
2 The 'man' is yellow. <input type="checkbox"/>	5 Kirsty helps Jimmy. <input type="checkbox"/>
3 There's a lorry. <input type="checkbox"/>	6 They go to the shops. <input type="checkbox"/>

3 Work in groups. Act out the story. **Be a star!**

72 Unit 6 Imperatives WB: page 63

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

**Grammar:** Imperatives

**Resources:** Class Audio CD2; **PK** - **PRC**

2.16 Warm-up: Sing the song!

- Play the song *Traffic jam* again and have the children join in and do the actions as in Lesson 1.

1 2.17 Listen and read. What transport do you see?

- Refer the children to the pictures and ask *Who can you see? Where are they? (in the street, at a traffic light).*
- Play the audio and have the children follow in their books. Ask the children *What are they doing? (They're crossing the road.)* Then ask *What transport do you see?* and have them find the answer.
- Ask some questions to check comprehension: say to the children *The 'man' is red. What do I do?* and elicit the appropriate instruction from the story (*Stop! Don't cross!*). Repeat with *The 'man' is green. What do I do?* (*Now we can cross.*) Then say *I can see a car or a motorbike – what do I do?* (*Don't run! Walk!*)

- Play the audio one more time. Have the children do the actions for the story, with appropriate actions for the affirmative imperatives and a negative gesture (with no action) for the negative imperatives.

Answer: a motorbike

2 2.17 Listen again. What happens in the story? Tick (✓) or cross (X).

- Play the audio again for the children to listen and read. Refer the children to the example sentence and have them find the part of the story that shows this (picture 1 – *Stop! Don't cross!*).
- Have the children read each sentence and put a tick (if it is correct) or a cross (if incorrect). Replay the audio, if necessary, so that they can check.
- Read out the sentences and have the children call back *yes* or *no*. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X

3 Work in groups. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally.
- Divide the class into groups of three. You could let each group decide who will be Kirsty, Jimmy and Mum. Alternatively, give each child a number 1–3 and allocate roles: all number 1s are the Kirsty, all number 2s are Jimmy and all number 3s are the mother.
- Allow the children some time to practise acting out the story. Set a time limit for their practice and warn them when the time is nearly finished. This way, they will be more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts. (Some children at this stage may be starting to feel confident enough to play their role without referring to the book.)

## Extension

As well as acting out the story, the children now have enough language to *tell* the story.

- Ask the children to identify which sentences from Activity 2 belong with each picture of the story. Also elicit what changes are necessary to correct the incorrect sentences. (Picture 1 – sentence 1; Picture 2 – sentence 2 (change *yellow* to *green*); Picture 3 – sentences 3 (change *lorry* to *motorbike*), 4 and 5; Picture 4 – sentence 6 (change *shops* to *park*).
- Have the class read out the corrected sentences in order.
- Then divide the class into pairs. Have them turn their Pupil's Books over and try to remember the story together.
- Invite volunteer pairs to tell the story for the class.

## Cooler: What's the last word?


- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *red, cross, green, right, buses, don't, park.*

## Workbook page 63

**Lesson 2 Grammar time**


**1 Look and match.**

- Look!
- Don't run!
- Walk!
- Listen!
- Don't jump!
- Don't talk!



**2 Read the story on Pupil's Books 72 again. Write what Kirsty says.**

Don't cross!   Stop!   Listen!   Look left and right!



- Stop!
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Una 6 **63**

## 1 Look and match.

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

## 2 Read the story on Pupil's Book page 72 again. Write what Kirsty says.

Answers: 1 Stop! 2 Don't cross! 3 Look left and right! 4 Listen!

**Lesson 3 Grammar focus**

1 2.18 **Look and read.**

**Graphic Imperatives**

Stop! Don't cross!  
Walk! Don't run!

2 **Write the instructions. Use the correct form of the verb.**

listen walk run jump talk look

1 2 3 4 5 6 1 Don't run!

3 **Play a game. Listen and do. Be a star!**

Elena says walk.  
Elena says don't run.  
Jump! You're out!

Unit 6 Give instructions WB page 64 **73**

**Learning objectives:** Give instructions

**Grammar:** Stop! Walk! Don't cross! Don't run!

**Resources:** Class Audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

2.17 **Warm-up: Stand up or sit down**

- Tell the children they will hear the story from Lesson 2, Activity 1 again. Explain that they should stand up for all the affirmative verbs / actions they hear and sit down for all the negatives.
- Now call out some of the imperatives from the story in random order. Have the children do the positive actions and make a negative gesture for the negative ones.



1 2.18 **Look and read.**

- Play the audio. Have the children join in, nodding for the affirmative imperatives and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives.

- If using the video, tell the children they will see a video about a boy crossing the road. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, nodding for the affirmative imperatives and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).

2 **Write the instructions. Use the correct form of the verb.**

- Refer the children to the pictures and ask what actions they can see. Ask which are *don't* pictures (1, 4 and 6).
- Refer the children to the example sentence and then do number 2 as a class and write it on the board.
- Have the children complete the activity individually and then compare their answers with a friend.
- For feedback, invite different children to read out their answers. Ask for whole-class agreement each time and write the answers on the board so that everyone can check.

**Answers:** 1 Don't run! 2 Walk! 3 Look! 4 Don't talk! 5 Listen! 6 Don't jump!

**Teaching star!** ★

**Motivation**

When possible, it is very motivating for children to come to the board and write answers. They can share their ideas with the class and get approval or correction from their friends rather than from the teacher.

- Either use the digital version of Activity 2 or write the numbers 1–6 on the board. Invite different children to come to the board to write an answer each.
- You could encourage the children to get into the habit of asking *Yes or no?* or *Do you agree?* to their friends after giving an answer.
- They can also choose the next person to come and write an answer.
- Each time, thank the child for their contribution!

3 **Play a game. Listen and do.**

**Be a star!** ★

- Read out the example instructions and ask the class if they can guess what game this is.
- If the children have played *Simon says* (see the Games Bank, pages 14–17) as a Warm-up or Cooler before, play a quick round of the game with the children to remind them. If not, teach them the rules and play a round with the whole class so they get used to the idea.

- Point out that if the instruction is *Don't jump!* (with no *Simon says*) then they should do the opposite and jump!
- Then divide the class into pairs. They take turns giving instructions (using their own names instead of *Simon*) and responding appropriately. They change roles either when one of them makes a mistake or after five instructions.

### Cooler: Picture words


- Draw stick figures on the board doing some actions, e.g. *playing football, riding a bike, doing gymnastics, doing karate, reading a book, catching, kicking, throwing a ball, etc.*
- Have the children guess the imperative from your drawings. For the negative imperatives, finish the drawing by putting a cross through the picture to indicate *Don't!*
- Then divide the class into pairs. One child draws a simple picture of a stick figure doing an action (make a negative by putting a cross over the picture). Their partner guesses the imperative. Then they change roles.





### Workbook page 64


**Lesson 3 Grammar focus**

**1 Look, read and match.**

1  


2  


3  



4  



a Jump!      b Don't talk!      c Don't run!      d Look!


**2 Look, read and complete. Write instructions or warnings.**


	open	talk	cross	run	wear	listen
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3 Look and write the instructions.**

1  
  
Open the door!  
\_\_\_\_\_  
\_\_\_\_\_

2  
  
\_\_\_\_\_  
\_\_\_\_\_

3  
  
\_\_\_\_\_  
\_\_\_\_\_

4  
  
\_\_\_\_\_  
\_\_\_\_\_

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, read and match.

Answers: 1 c 2 d 3 a 4 b

#### 2 Look, read and complete. Write instructions or warnings.

Answers: 1 Don't talk 2 Open 3 Don't cross  
4 Listen 5 Don't run 6 Wear

#### 3 Look and write the instructions.

Answers: 1 Open the door! 2 Wear a / your jacket / coat!  
3 (Shhh!) Don't talk! 4 Don't jump (on the chair)!

**Lesson 4 Reading**

1 2.19 **Look at headings 1–4. Think of one thing you know about each. Read and check your ideas.**

2 **Read again. Which safety rules do you always follow?**

Hi! I'm Safety Sam. I'm here to teach you about how to be safe in the street!

**1 Be safe on the road**  
Don't play next to traffic.  
Don't walk on the road.  
Walk on the pavement.  
Don't cross the road next to cars. You can't see cars or buses and they can't see you!

**2 Be safe on your bike**  
Wear clothes in bright colours (red, orange, yellow, white).  
Don't wear black or brown. Cars, buses and lorries can't see you.  
Wear a helmet.  
Don't cycle on busy roads.  
Look left and right for traffic.  
Don't listen to music!

**3 Be safe on the bus**  
Wait in a safe place.  
Don't stand near the road.  
Don't run on the bus. Sit down.  
Don't shout. Be polite to the driver and to other people.  
Don't talk to the driver when he or she is driving.

**4 Be safe in the car**  
Sit in the back seat.  
Wear your seat belt.  
Don't play in the car.  
Use the door next to the pavement.  
Don't open the door next to traffic.

**3** **Look and tick (✓) who is not safe. Be a star!**

**Values**  
Is it important to follow safety rules?

helmet  
pavement  
seat belt  
shout

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**Learning objectives:** Read a safety poster; Activate prior knowledge

**Vocabulary:** helmet, pavement, seat belt, shout

**Additional vocabulary:** bright, cycle, polite, safety, teach, traffic, wait

**Resources:** Class Audio CD2; (PK) - (PRC)

**Warm-up: Vocabulary ping pong**

- Play *Vocabulary ping pong* (see the Games Bank, pages 14–17) with the topic of *transport*. Repeat with one or two other topics, e.g. *places in the town, clothes, actions*.

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 75. Follow the TPR routine on page 44.

1 2.19 **Look at headings 1–4. Think of one thing you know about each. Read and check your ideas.**

- Refer the children to the big sign at the top and check the meaning of *safe*.

2 **Read again. Which safety rules do you always follow?**

- Give the children time to read the text carefully.
- Tell the class some safety rules you always follow, e.g. *I always look left and right to cross the road. I always wear a seat belt. I don't shout on the bus.* Encourage the children to respond *Me too!* or *Me neither!*
- Refer the children to the first picture and ask which of the safety rules the children are not following. (*Don't play next to traffic. Don't cross the road next to cars.*)

- Ask the children which of the rules in box 1 they always follow, prompting them to say *I always (walk on the pavement).* or *I never (walk on the road).* (Clarify the meaning of *always* and *never* as necessary.) Encourage the rest of the class to respond *Me too!* or *Me neither!*
- Repeat for each of the pictures and sets of rules. Alternatively, you may want to divide the class into pairs to discuss these rules, and then elicit their ideas at the end.

Answers: Children's own answers.

### 3 Look and tick (✓) who is not safe.

#### Be a star!

- Refer the children to the picture and elicit what they can see.
- Point to the boy getting out of the car and ask *Is he safe? (yes) Why? (He's using the door next to the pavement.)*
- Have the children look at the other children and decide who is not safe and why.
- For feedback, hold up your Pupil's Book and point to each child in turn asking *Is he / she safe?* Elicit ideas from different children, encouraging them to refer the safety rule that each child is or is not following.

Answers: Not safe: the boy riding the bike – he is wearing black clothes, he isn't wearing a helmet; the boy crossing the road – he is crossing the road next to cars, he isn't looking left and right for traffic.

### Reading skills

Reading skills such as cross-referencing between words, pictures and sections of text need careful guidance early on in the children's learning. Help the children to develop this in the above activity.

- Refer the children to the boy getting out of the car. Ask *Where is the boy? (car / the pavement) Can you find the part of the text about the car? (part 4) Can you find information about his actions? (Use the door next to the pavement.) Is he safe? (yes)*
- Choose another part of the picture. Have the children identify where the person is, find the right part of the text and find information about their actions.
- Have the children continue the activity individually in the same way.

### Values

- Clarify the question in the *Values* box. Give the children a little time to think and then elicit their ideas.
- Ask the children what safety rules they have in school.

### Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with part 1 of the text.




### Workbook page 65


**Lesson 4 Reading**

**1 Look and complete.**


helmet   seat belt   shout   pavement




1 Walk on the   pavement



2 Wear your



3 Wear a



4 Don't

**2 Read the story on Pupil's Book pages 74–75 again. Read and circle.**

1 Wear your seat belt.  car / bike

2 Walk on the pavement.  road / bus

3 Don't listen to music!  bus / bike

4 Use the door next to the pavement.  bike / car

5 Don't cycle on busy roads.  car / bike

6 Don't shout. Be polite to the driver.  bus / road

Unit 6 65

### 1 Look and complete.

Answers: 1 pavement 2 seat belt 3 helmet  
4 shout

### 2 Read the story on Pupil's Book pages 74–75 again. Read and circle.

Answers: 1 car 2 road 3 bike 4 car  
5 bike 6 bus



**Lesson 5 Sounds and letters**

1 2.20 Listen and say. Complete.

cl othes      gl ue      sl eep

2 2.21 Circle *cl*, *gl* and *sl*. Then listen and say the chant.

The slow sleepy sloth can't find his glasses.  
He cleans his clothes with glue.  
Then he sticks to a slide  
And he doesn't know what to do!

3 Write the words in the correct column. **Be a star!**

<i>cl</i>	<i>gl</i>	<i>sl</i>
	gloves	

**Learning about language**

Words ending in *ch* or *x*, add **es** to make it plural: beach – beaches  
fox – foxes

Words ending in *y*, change the *y* to *i* and add **es**: baby – babies  
family – families

Can you make these words plural?  
box – \_\_\_\_\_ watch – \_\_\_\_\_ lorry – \_\_\_\_\_

76 Unit 6 Sounds and letters: identify *cl*, *gl*, *sl* sounds Learning about language: regular plurals WB: page 66

- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

**Audioscript**  
/cl/ /cl/ /cl/ clothes  
/gl/ /gl/ /gl/ glue  
/sl/ /sl/ /sl/ sleep

Answers: clothes, glue, sleep

- 2 2.21 Circle *cl*, *gl* and *sl*. Then listen and say the chant.
- Ask the children how many examples of *cl* they can find and circle (there are two – *cleans* and *clothes*).
  - Have the children find and circle all the examples of *gl* and *sl*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
  - Play the chant and have the children follow in their books.
  - Play the chant again and have the children join in with the *cl*, *gl*, and *sl* words.
  - Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
  - Finally have the children join in with the full chant.

Answers: The slow sleePy sloTh can't find his glasses. He cleans his clothes with glue. He slicks to a slide. And doesn't know what to do!

**Learning objectives:** Sounds and letters: identify *cl*, *gl*, *sl* sounds; Learning about language: regular plurals

**Sounds and letters words:** clothes, glue, sleep

**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 14–17) to practise key words from the last lesson, e.g. *pavement*, *clothes*, *helmet*, *polite*, *traffic*. (You may also want to include some of the easier words if the children find themselves over-challenged, e.g. *play*, *road*, *lorries*, *shout*, *door*.)

1 2.20 Listen and say. Complete.

- Refer the children to the pictures. Elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *cl* in the word *clothes*. Ask *What's this sound? What's the word?*

3 Write the words in the correct column. **Be a star!** ★

- Ask the children what they can see in the pictures.
- Elicit the first two letters of the first object (*gl*) and point out the example answer in the chart.
- Have the children complete the activity individually. While they do this, draw the columns on the board.
- Invite different children to come and write a word in the correct column. Ask for whole-class agreement each time.

Answers: *cl*: cloud, climb; *gl*: gloves, glasses; *sl*: sleep, slide

### Using digital

The children have access to the digital version of the Picture dictionary in their Pupil's Practice Kit.

- The Picture dictionary is ideal for the children to revisit the vocabulary from past lessons and have further practice with it at home. They can see the vocabulary with clear, engaging pictures, and interact with it, clicking, listening and repeating.
- Remind them to use this feature regularly.

- Repeat with *fox / foxes / foxes*.
- Encourage the class to repeat with you *beach – beaches, fox – foxes*.
- Then explain that words ending in *y* have a special plural form. Write *baby* on the board. Cross out the *y* and write in *ies*.
- Explain that if there is a vowel (*a, e, i, o* or *u*) before the *y*, you don't change the *y* to *i* in the plural.
- Write *family* and *day* on the board. Invite two children to write the plural forms (*families, days*). Ask the rest of the class if this is correct.
- Refer the children to the information in the box and read through it to reinforce these spelling rules.
- Elicit the spelling of the plurals of the words at the bottom of the box and write them on the board. Have the children copy them into their books.

### Learning about language

- Remind the class that in English, when we talk about more than one thing, the word usually has a different form. This is called the *plural*. Ask how we usually make words plural in English. (*Add s at the end.*)
- Write on the board:  
*one beach      two beach*  
*one fox        two fox*
- Write in *s* at the end of *two beach*. Say *Two beaches*. Say it several times, looking puzzled at how difficult it is to pronounce. Then say *Ah!*, delete the *s* and write in *es*. Say *Two beaches*, pronouncing the plural ending easily and clearly. Have the children repeat.

Answers: box – boxes, watch – watches, lorry – lorries

### Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activity 3 and the *Learning about language* box.

Workbook page 66

**Lesson 5 Sounds and letters**

1 Say aloud. Match the sounds and the pictures.

2 Add one more word for each sound.

cl	gl	sl

3 Complete the table.

Singular	Plural
baby	babies
	lorries
family	
	boxes
beach	
fox	

66 Unit 5

### 1 Say aloud. Match the sounds and the pictures.

Answers: *cl* – climb, clouds; *gl* – gloves, glasses; *sl* – sleep, slide

### 2 Add one more word for each sound.


Answers: Possible answers include *cl* – climb; *gl* – glue; *sl* – sloth

### 3 Complete the table.

Answers: 1 lorry 2 families 3 box  
4 beaches 5 foxes

**Lesson 6 Language in use**

1 2.22 Listen and say.



Hi, Mum. We're on the train.

What are you doing? **Are you playing a game?**

**No, I'm not.** I'm talking to Sara.

Is Eric taking photos?

**No, he isn't.** He's sleeping.

Are Laila and Pip eating?

**Yes, they are.**


Is your teacher watching you?

**Yes, she is!**

That's good. Have a great day!


2 Work in pairs. Ask and answer.

**Student A**



You Ned Jon & Jill

**Student B**



You Ken Sally

**Student A** What are you doing? Are you listening to music?

**Student B** No, I'm not. I'm talking to Sara.

3 Now it's your turn. Ask what your friend is doing. **Be a star!**

Unit 6 Present continuous: question and short answers  
WB: page 67 **77**

- 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 the children 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 elicit the activities they can see.
- Write on the board *Are you listening to music?* Elicit and drill the same question for *he / she, we* and *they*.
- Invite two confident children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for an activity / name in the box.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A people and activities and the other about the Student B people and activities. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and the verbs in the short answers.

**Learning objectives:** Present continuous: question and short answers

**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. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

### 1 2.22 Listen and say.

- Play the audio and have the children listen and follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Have the children turn their Pupil's Books face down. Play the audio one more time, pausing after each question. Elicit the answer and then continue playing the audio so that the children can check if they were correct.

### Teaching star!

#### Mixed ability

Some children will find it difficult to make the different question and answer forms without guidance in the above activity. You can give them extra support as follows:

- When you drill the questions before starting the pairwork, elicit each question one more time. Write it on the board with the answer. Each time, elicit which words need to change and underline them.
- In the pairwork, encourage children who are hesitant to refer to the board and find the question or answer they need.
- If children correctly produce questions and answers a few times with guidance, they will be more confident in doing it spontaneously next time.

### 3 Now it's your turn. Ask what your friend is doing. **Be a star!**

- Have one of the children choose an action from Activity 2 and show it secretly to the rest of the class, without speaking. You mustn't see what it is.
- Uncover your eyes and have all the children do the action chosen.

- Guess what it is, asking *Are you ...ing?* And have them answer *Yes, we are. / No, we aren't.* (You may want to guess wrong the first time to encourage enthusiastic miming!)
- Divide the class into pairs and have them continue the game. One child chooses and does an action from Activity 2 (they can make some noises like humming along with the music they're listening to!). Their partner guesses by asking questions, e.g. *Are you reading a book? Are you listening to music?*

- Invite volunteers to try and guess the activity from a mime by the whole class. Have the child close their eyes while you show the rest of the children an activity in the book. Have them to do the action for the child to guess.
- Repeat with more volunteer children and different actions each time.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson, e.g. *Are you playing a game? No, I'm not. Are Laila and Pip eating? Yes, they are.*



## Workbook page 67

**Lesson 6 Language in use**

**1 Look and complete.**

No, he isn't.    ~~No, they aren't.~~    Yes, he is.    Yes, she is.

1 It's very hot. Are Josh and Tim wearing their hats?    3 \_\_\_\_\_  
 2 No, they aren't. They're playing football under a tree.    4 \_\_\_\_\_ She's with Grandma.  
 Is Billy playing under the tree, too?    5 That's good. They're having fun!  
 6 \_\_\_\_\_ He's sitting on a swing.  
 Is he drinking water?

**2 Look at the picture in Activity 1. Then answer the questions.**

1 Is Lucy smiling?    Yes, she is.  
 2 Is Billy wearing a jacket?    \_\_\_\_\_  
 3 Is Grandma swimming?    \_\_\_\_\_  
 4 Are Josh and Tim running?    \_\_\_\_\_

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 complete.

**Answers:** 1 No, they aren't. 2 No, he isn't.  
 3 Yes, he is. 4 Yes, she is.

#### 2 Look at the picture in Activity 1. Then answer the questions.

**Answers:** 1 Yes, she is. 2 No, he isn't.  
 3 No, she isn't. 4 No, they aren't.

### Grammar reference: (page 123)

#### 1 Circle, look and answer the questions.

**Answers:** 1 Is / Yes, he is. 2 Is / No, she isn't. She's eating a sandwich. 3 Are / No they aren't. They are pushing.

#### 2 Now write the rules.

**Answers:** 1 Don't run! 2 Listen! 3 Don't shout!

- Play the audio and have the children check their ideas. Ask if the buses in the children's area are similar to this one.

**Lesson 7 Listening and speaking**

1 2.23 **Look at the picture. Where can you see a bus like this? Listen and check.**

2 2.23 **Listen again. Match the labels to the parts of the bus.**

3 2.24 **Listen and repeat. Then ask and answer. Be a star!**

Can I have a cake, please?  
 Here you are.  
 Thank you.  
 Can I play outside?  
 Yes, you can.

have a cake / an apple / an ice cream  
 go to the park / ride my bike / paint a picture

**78** Unit 6 Listening: listen for key information Speaking: make requests WB: pages 68-69

**Audioscript**

**Toby:** Hi, Chris! Guess where I am?  
**Chris:** Hi Toby! Where are you?  
**Toby:** I'm in London with my mum.  
**Chris:** London! Wow! What are you doing?  
**Toby:** We're waiting for the bus. Listen. A bus is coming. Mum, can we get on this bus? It's a big red bus! It's really cool. We're getting on the bus now ... It's got three doors!  
**Chris:** Three doors?  
**Toby:** Yes. There's one door at the front and one door at the back. You can get on the bus at the front or the back of the bus. The driver sits at the front of the bus.  
**Chris:** What's the other door for?  
**Toby:** It's a special door for people in wheelchairs. A woman in a wheelchair is getting on the bus now. The floor of the bus is moving down to the pavement. Now the floor is moving back up again with the wheelchair. And guess what! The bus has got stairs inside!

**Chris:** Stairs?  
**Toby:** Yes! The bus has got two floors. There's an upstairs and a downstairs. We're climbing up the stairs now! Whooooo! The bus is moving ... It's OK. We're upstairs now.  
**Chris:** Are you sitting down?  
**Toby:** Yes, we are. We're looking out of the window.  
**Chris:** Are you taking photos?  
**Toby:** Yes, I am. I'm sending you a photo now!

**Learning objectives:** Listening: listen for key information; Speaking: make requests

**Vocabulary:** back, floor, front, stairs

**Resources:** (PK) - Class Audio CD2;  
 (PK) - (TRC) - Vocabulary worksheet 2; (PRC)

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14-17) with questions and answers from the last lesson, e.g. *Is he taking photos? No, he isn't. Is your teacher watching you? Yes, she is. Are you listening to music? No, I'm not.*

**Vocabulary**

- Refer the children to the vocabulary panel. Say the words and have the children repeat.
- Repeat the words and have the children do an action for each picture (point to the back / front of the classroom, point to the floor, mime going up stairs).

- 1 2.23 **Look at the picture. Where can you see a bus like this? Listen and check.**
- Refer the children to the picture and ask *Where can you see a bus like this?*

**Answers:** In London / Great Britain

- 2 2.23 **Listen again. Match the labels to the parts of the bus.**
- Play the audio pausing after *The driver sits at the front of the bus*. Point out the example answer.
  - Then play the rest of the audio and have the children draw lines.
  - For feedback, call out the letters to elicit the words. Ask for whole-class agreement each time.

**Answers:** a driver b door for wheelchairs c stairs  
 d upstairs e downstairs

- 3 2.24 **Listen and repeat. Then ask and answer. Be a star! ★**
- Ask the class to recall a *Can ...?* question from the dialogue in Activities 1 and 2. (*Can we get on this bus?*)

- Play the audio for the children to repeat chorally.
- Use the prompts in the box to make another example dialogue with a volunteer before the children continue the activity in pairs.

**Cooler: Can chant**

- Write on the board:  
*Can I play games in the road? No, you can't! No, you can't!*  
*Can I sit upstairs on the bus? Yes, you can! Yes, you can!*
- Make up a chant with the class using these words. Encourage the children to join in, with one group chanting the questions and the other the answers.
- As a class, try to invent another verse about more safety rules!



**Lesson 7 Functional language**

**1 Read and circle the things Kirsty needs.**

I've got an envelope. Can I have some scissors, please?

Here you are.

Thanks! Can I have a ruler, please?

Here you are.

Thanks! Can I have some glue, please?

Yes. Here you are.

Thanks! ... Look! A monster bookmark!

Wow! That's cool! Can I make one?

**2 Write words to complete the instructions.**

colour   cut   glue   draw   cut   draw

1 Draw a line. Then \_\_\_\_\_ the envelope.

2 \_\_\_\_\_ and \_\_\_\_\_ some eyes.

3 \_\_\_\_\_ some triangles. Then \_\_\_\_\_ the triangles to make teeth.

**1 Read and circle the things Kirsty needs.**

**Answers:** circled: scissors, ruler, pens and glue

**2 Write words to complete the instructions.**

**Answers:** 1 Draw, cut   2 Draw, colour  
 3 Cut, glue

**How am I doing?**

**1 Unscramble the words.**

1 triekboom	2 sbu	3 natri
<u>motorbike</u>	_____	_____
4 nlpae	5 elptchioer	6 ylor
_____	_____	_____

**2 Look and read the questions. Write one-word answers. There is one example.**

Who is sitting next to the stairs?  
 \_\_\_\_\_ Alex \_\_\_\_\_

1 Is Dan shouting?  
 \_\_\_\_\_

2 Who has got a bag?  
 \_\_\_\_\_

3 How many people are sitting at the back of the bus?  
 \_\_\_\_\_

4 How many people are sitting at the front of the bus?  
 \_\_\_\_\_

5 How many people are sitting on the left of the bus?  
 \_\_\_\_\_

Unit 6 : CEYL Starters, Reading and Writing, Part 5 **69**

**1 Unscramble the words.**

**Answers:** 1 motorbike   2 bus   3 train  
 4 plane   5 helicopter   6 lorry

**2 Look 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.
- If done in class, ask the children what they can see in the picture. Point out the example. Then elicit the next answer and write it on the board.
- Have the children continue individually and then check the answers with the class.

**Answers:** 1 Alex   2 yes   3 Henry   4 two  
 5 seven   6 six

- Have them continue the activity individually.
- For feedback, call out the numbers to elicit the verbs. Write them on the board.

**Lesson 8 Writing**

**1 Read and follow.**  
Use exclamation marks (!) at the end of instructions and warnings: Stop! Don't run!

**2 Write instructions and warnings under the pictures.**  
listen run shout tidy up push eat

1 Don't shout!      2 \_\_\_\_\_      3 \_\_\_\_\_  
4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_

**3 Write your classroom rules with the verbs in Activity 2. Add two more rules. Be a star!**

**Our classroom rules**

① \_\_\_\_\_ Listen \_\_\_\_\_ to your teacher!

② \_\_\_\_\_ Don't eat \_\_\_\_\_ in the classroom!

③ \_\_\_\_\_

④ \_\_\_\_\_

⑤ \_\_\_\_\_

⑥ \_\_\_\_\_

⑦ \_\_\_\_\_

⑧ \_\_\_\_\_

Unit 6 Write classroom rules WB pages 70-71 **79**

**Answers:** 1 Don't shout! 2 Don't push! 3 Eat!  
4 Don't run! 5 Listen! 6 Tidy up!

- 3 Write your classroom rules with the verbs in Activity 2. Add two more rules. Be a star!**
- Elicit from the children what the poster is in Activity 3 (a poster of what we can and can't do in the classroom).
  - Give the children a few minutes to look at the verbs in Activity 2 and think of possible rules for each one.
  - Elicit suggestions for each verb and write the sentences on the board. Include any appropriate alternatives. (Leave the sentences on the board to use in the *Cooler*.)
  - Have the children choose their favourite sentences and copy the version they like best into their Pupil's Books.
  - Encourage them to compare with a friend and see if they chose the same version.

**Learning objectives:** Use exclamation marks; Write classroom rules

**Resources:** (PK) - (TG) - Unit 6 test; (PRC) - (TG)

**Materials:** paper to make posters

**Warm-up: I can see ...**

- Play *I can see ...* (see the Games Bank, pages 14-17) with different objects in the classroom.



**1 Read and follow.**

- Hold up your Pupil's Book open at pages 70-71 and point to the girl running in front of the cyclist. Ask the children what we should say to the girl. Elicit imperatives (e.g. *Stop / Don't run*) and write them on the board with no exclamation mark. Ask the children if they think there is something missing. If they don't know, refer them to the information and examples in Activity 1.
- Add the exclamation marks to the phrases on the board and have the children say them in a firm tone of voice.

**2 Write instructions and warnings under the pictures.**

- Ask the children what they can see in the pictures. Refer them to the ticks and crosses and elicit what these mean. Ask for suggestions for number 2.

**Collocations**

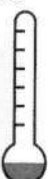
There are useful collocations used in the writing exercise in this lesson and extra exposure will help the children become familiar with them.

- Divide the class into pairs. One child says the verb from the rules, e.g. *Listen* or *Don't run*, and their partner supplies the end of the sentence (e.g. ... *to the teacher* or ... *in the classroom*).
- Have them do this first with their Pupil's Books open and then with their books closed.

**Teaching star!**

**Cooler: Crazy rules!**

- Using the sentences you wrote on the board in Activity 3, erase either the beginning or the ending of each sentence to leave verbs and endings written randomly across the board.
- Elicit ideas for some new crazy classroom rules, e.g. *Don't eat the teacher! Listen to your books!* Draw lines joining the verbs and second halves in the new ways.



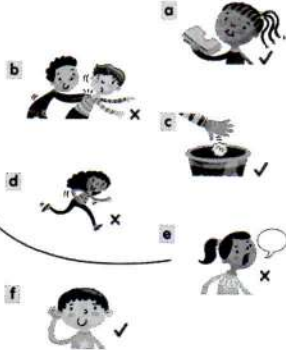
**Lesson 8 Writing**

**1 Read and complete with a full stop, question mark or exclamation mark.**

- |                                  |  |
|----------------------------------|--|
| 1 What are you doing?            | 5 Stop__                                     |
| 2 I can play the piano__         | 6 He plays basketball on Sunday__            |
| 3 Don't run__                    | 7 How many people are there in your family__ |
| 4 John does karate on Thursday__ | 8 My dad's car is blue__                     |

**2 Read and match.**

- 1 Don't shout!
- 2 Eat.
- 3 Don't run!
- 4 Listen!
- 5 Tidy up.
- 6 Don't push!



**3 Read and tick (✓) the instructions or warnings.**

- |                           |                          |                       |                          |
|---------------------------|--------------------------|-----------------------|--------------------------|
| 1 Don't talk!             | <input type="checkbox"/> | 4 I have a red bike.  | <input type="checkbox"/> |
| 2 Do you like basketball? | <input type="checkbox"/> | 5 Don't run!          | <input type="checkbox"/> |
| 3 Don't shout!            | <input type="checkbox"/> | 6 Can I play outside? | <input type="checkbox"/> |

**4 Invent your own Weekend Club. Then write your rules.**

*Weekend Club Rules*

Don't eat in the gymnasium.

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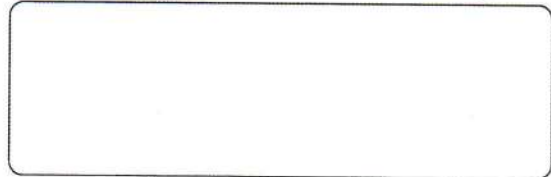
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**5 Make a Weekend Club rules poster. Use your best handwriting.**



**6 Check your work. Tick (✓).**

- capital letters
- full stops
- exclamation marks
- spelling

**1 Read and complete with a full stop, question mark or exclamation mark.**

- Refer the children to the example. Elicit the next answer.
- Have the children continue the activity. While they do this, write the sentences on the board.
- For feedback, invite different children to complete the sentences on the board.

Answers: 1 ? 2 . 3 ! 4 . 5 ! 6 . 7 ? 8 .

**2 Read and match.**

- Refer the children to the pictures and elicit what they can see.
- Go through the example and elicit the next answer. Then have the children continue the activity individually.
- Read out the sentences and have the children say *yes* or *no*. Ask for whole-class agreement each time.

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

**3 Read and tick (✓) the instructions or warnings.**

- Read out first sentence and elicit the answer. Then read out the second sentence and elicit the answer. Have children complete the rest of the activity individually.

- For feedback, invite different children to read out the answers, asking for whole-class agreement each time.

Answers: 1 ✓ 2 No tick 3 ✓ 4 No tick  
5 ✓ 6 No tick

**4 Invent your own Weekend Club. Then write your rules.**

- Have the children choose their areas and write some appropriate rules. Remind them that they have an example of rules on Pupil's Book page 79.
- Invite volunteers to share their rules with the class.

**5 Make a Weekend Club rules poster. Use your best handwriting.**

- Have the children use their rules to make a poster. Point out that posters are nicer to read with neat writing and pictures.
- You could display the posters in the classroom for all the children to look at.

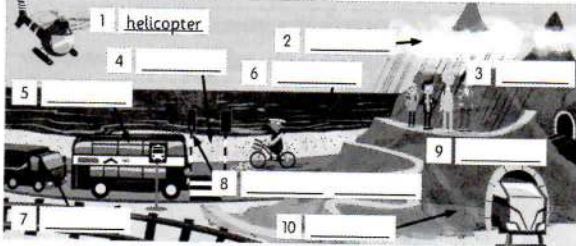
**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.



### Review 3

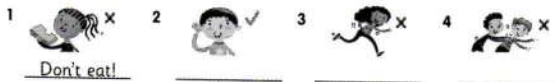
1 2.25 Look and write the words. Listen and check.



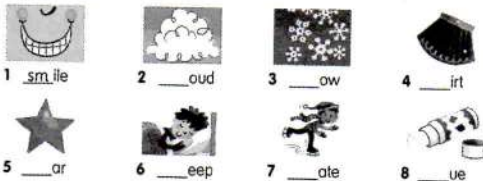
2 Ask and answer about the picture in Activity 1.

What's Eva doing? She's riding a bike.

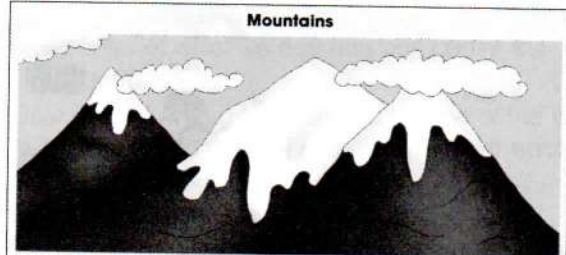
3 Write the instructions.



4 2.26 Write the missing letters. Listen, check and say.

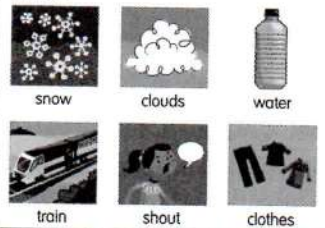


5 Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Lots of mountains are big and have got snow and (1) \_\_\_\_\_ at the top. There are lots of things to do in the mountains. You can walk, you can climb or you can go skiing. You can also go on a (2) \_\_\_\_\_ to the top of some mountains. Remember to stay safe in the mountains. Wear warm (3) \_\_\_\_\_ for cold weather. Don't forget your food and some (4) \_\_\_\_\_. Tidy up after you. Don't (5) \_\_\_\_\_.

#### Example



**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 5 and 6; CE:YL Starter, Reading and Writing, Part 4

**Vocabulary:** weather, natural features, transport

**Grammar:** Present continuous, imperatives

**Sounds and letters:** Initial sounds *sk, sm, sn, st, cl, gl, sl*

**Resources:** Class Audio CD2;

(PK) - (TRC) - Downloadable flashcards; (PRC) - (TG)

**Materials:** a piece of scrap paper for each child for the *Cooler*

### Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with some of the key vocabulary that will appear in this lesson, e.g. *skiing, mountains, weather, helicopter, traffic light, skate*.



1 2.25 Look and write the words. Listen and check.

- Ask the children what they can see in the picture.
- Point to the helicopter and say *Number one?* to elicit the example answer *helicopter*.
- Have the children continue the activity individually, labelling the numbered items.
- Play the audio for the children to listen and confirm or complete their answers.
- For feedback, say a number and have different children say the corresponding word. Ask for whole-class agreement each time and write the words on the board.

**Answers:** 1 helicopter 2 cloud 3 rain 4 beach  
5 bus 6 sea 7 lorry 8 traffic light 9 train  
10 mountain

## 2 Ask and answer about the picture in Activity 1.

- Have two children read out the example question and answer.
- Point to some more people or things in the picture and ask *What's this? Where's (Henry) or What's (Owen) doing?* Have the children repeat the question and then say the answer.
- Divide the class into pairs. One child points and asks a question. Their partner answers. Then they change roles.

## 3 Write the instructions.

- Go through the example and elicit the next answer.
- Have the children complete individually, writing a suitable imperative for each picture.
- Invite different children to read out the answers. Ask for whole-class agreement each time. Write the answers on the board for everyone to check.

Answers: 1 Don't eat! 2 Listen! 3 Don't run!  
4 Don't push!

## 4 2.26 Write the missing letters. Listen, check and say.

- Elicit the names of the items in the pictures. Point out the example answer and elicit the missing sound for number 2. Ask the children to spell the word.
- The children continue the activity individually.
- 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 write a word each. Ask for whole-class agreement each time.

Answers: 1 smile 2 cloud 3 snow 4 skirt  
5 star 6 sleep 7 skate 8 glue

## 5 Read. Choose a word from the box. Write the correct word next to numbers 1–5. 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, first have the children look at the picture and say what they can see. Ask them what words they think they will see in the text.
- Have them read the text quickly and ask if they found any of the words they expected.
- Go through the example. Then have the children complete the activity individually. Encourage them to read each sentence and guess the word before they look at the word box.

- For feedback, read out the text stopping before each gap to have the children call out the word. Ask for whole-class agreement each time.
- (To help prepare for this part of the test, the children benefit from reading quickly for general meaning first and then trying to guess the answers before checking the words in the box.)

Answers: 1 clouds 2 train 3 clothes 4 water  
5 shout

## My progress: (Workbook page 116)

- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place. Have them hold up their books to show their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

## Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* above). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a hole approximately 1 cm across.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 5 or 6, so that only part of a picture is visible and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing? Where's this?* Their partner can move the hole around to see more if it's too difficult. Then they change roles.





82 Unit 7 Identify and use new words: seasons, activities  
WB: page 72

### Lesson 1 Vocabulary

1 2.27–2.28 Listen and say. Then listen and number.



spring



summer



autumn



winter



have a picnic



make a snowman



plant flowers



play outside

2 Look at the picture. Say the seasons.  
What activities are they doing in each season?

3 What seasons do you have in your country?  
What's the weather like in these seasons?

4 2.29 Sing and act out. **Be a star!**

Seasons of fun

The birds start to sing,  
When winter turns to spring.  
On a rainy, sunny day,  
Baby animals come out to play.

We play outside a lot,  
In summer when it's hot.  
We have a picnic or two,  
When the sky is so blue.

When the autumn leaves turn red,  
The animals prepare for bed.  
The wind blows the leaves,  
From the brown and orange trees.

Then winter is so cold,  
And the trees now look old.  
Snow falls, nights are dark,  
We make a snowman in the park.

Unit 7 Sing a song  
WB: page 72

**Learning objectives:** Identify and use new words: seasons, activities; Sing a song using the target vocabulary

**Vocabulary:** spring, summer, autumn, winter, have a picnic, make a snowman, plant flowers, play outside

**Resources:** Class Audio CD2; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the pictures on pages 82–83. Ask *Who can you see in the pictures? Where are they? What are they doing? What's different in the pictures? What's your favourite picture?* Ask the children if they do these activities. Clarify the meaning of the unit title with the children.



### 1 2.27 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 do actions (e.g. *spring* – move hands to represent birds flying; *summer* – fanning themselves in the heat; *autumn* – trees blowing in the wind; *winter* – shivering).

### 2.28 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

### Audioscript

1 plant flowers, 2 play outside, 3 have a picnic, 4 make a snowman, 5 spring, 6 winter, 7 summer, 8 autumn

**Answers:** spring – 5, summer – 7, autumn – 8, winter – 6, have a picnic – 3, make a snowman – 4, plant flowers – 1, play outside – 2

**2 Look at the picture. Say the seasons. What activities are they doing in each season?**

- Hold up your Pupils' Book and point to the first picture on page 82. Ask *What season is this? (spring)* Do the same for each picture moving your finger in a clockwise circle to indicate the correct order and the cycle of the seasons.
- Then point at each picture again in turn and ask *What are they doing?* (e.g. *They're planting flowers.*)
- Review weather vocabulary by pointing and asking *What's the weather like here?* (e.g. *It's cloudy. It's raining.*)

**Answers:** spring: planting flowers, playing outside  
summer: having a picnic autumn: playing outside, flying a kite winter: making a snowman

**3 What seasons do you have in your country? What's the weather like in these seasons?**

- Ask the children if the seasons in their country are the same as the ones pictured in their books.
- Tell the children about a season you like, e.g. *I like spring, because it's warm.* Then talk about a season you don't like, e.g. *I don't like winter because it's rainy.* Write these examples on the board.
- Divide the class into pairs to discuss the questions. Then invite volunteers to tell the class which seasons they like and why.

**Answers:** Children's own answers.

**4 2.29 Sing and act out. Be a star!**

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the seasons or activities from Activity 1. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words. (They can repeat the mimes for the seasons they did in Activity 1, and also mime the activities mentioned in the song.)
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

**Cooler: Simon says**

- Play *Simon says* (see the Games Bank, pages 14–17) with instructions using the vocabulary from Activity 1, e.g. *Simon says, 'it's spring.'* *Simon says, 'make a snowman.'*

**7 Seasons of fun**

**Lesson 1 Vocabulary**

**1 Look at the pictures. Look at the letters. Write the words.**



1 unamu  
autumn



2 trinwe



3 ginrsp



4 remsum

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

A girl and a woman are planting flowers. yes

1 Two children are having a picnic. \_\_\_\_\_

2 It's a rainy day. \_\_\_\_\_

3 There are clouds in the sky. \_\_\_\_\_

4 There are two big trees in the garden. \_\_\_\_\_

5 It's autumn. \_\_\_\_\_

6 The children are having fun. \_\_\_\_\_



**1 Look at the pictures. Look at the letters. Write the words.**

**Answers:** 1 autumn 2 winter 3 spring  
4 summer

**2 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. Ask them about activities, weather and seasons.
- 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*.

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

- Play the audio one more time, pausing after the name of each season for the children to add the description that follows, e.g. *In spring ... it's warm.*

Answer: in winter

Lesson 2 Grammar time

1 2.30 Listen and read. In which season do some animals sleep?

1 In spring it's warm. There are new flowers and baby animals.

I like planting flowers in spring.

2 In summer it's hot and sunny. Do you like going to the beach?

Yes, I do, but I don't like swimming.

3 In autumn the trees are red and orange.

I like flying my kite in autumn.

4 In winter it's cold and snowy. Some animals sleep in winter.

Eva likes sleeping, too. She doesn't like playing outside.

2 2.30 Listen again. Write E (Eva) or O (Owen).

1 E likes planting flowers in spring.    4     likes sleeping.  
 2     likes going to the beach.    5     doesn't like playing outside in winter.  
 3     doesn't like swimming.

3 Work in groups. Act out the story. **Be a star!**

84 Unit 7 like + -ing WB: page 73

2 2.30 Listen again. Write E (Eva) or O (Owen).

- Play the audio again for the children to listen and read. Refer the children to the example and ask them to find the sentence in the story that shows this is the answer. (*I like planting flowers in the spring.*)
- Have the children read the other sentences and continue the activity individually, identifying who is being described each time and writing E or O as appropriate.
- Ask different children to read out the completed sentences. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 E 2 O 3 O 4 E 5 E

3 Work in groups. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of *Do you like ...?* and *doesn't like ...* so the children are confident in using them later. Check that they are clearly distinguishing between sentence and question intonation.
- Divide the class into groups of three. The children can either decide their own roles in their groups or you can allocate roles by giving every child a number, 1–3: all number 1s are Eva, all number 2s are Owen and all number 3s are the teacher.
- Have the children use their Pupil's Books initially, but tell them that the aim is to memorise their lines so that they no longer need to look at it. This will help them become more fluent. Encourage them to help each other achieve this by prompting if anyone gets stuck. (This also means that the children remain focused on the task even when they are not speaking.)
- Set a time limit for practice – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively.

**Learning objectives:** Understand the use of *like + -ing*; Read and act out a story using the target grammar

**Grammar:** *like + -ing*

**Resources:** Class Audio CD2; (PK) - (PRC)

2.29 Warm-up: Sing the song!

- Play the song *Seasons of fun* again and have the children join in and do the actions as in Lesson 1.



1 2.30 Listen and read. In which season do some animals sleep?

- Refer the children to the pictures and ask *Who can you see? (Eva, Owen and their teacher) Where are they? (at school / in the classroom) What are they doing? (They're talking about the seasons / looking at pictures.)*
- Play the audio and have the children follow the story. At the end, ask *In which season do some animals sleep?* and have them find the answer.
- Ask some questions to check comprehension: *When is it warm? (in spring) When are the trees different colours? (in autumn) What does Eva like doing? (planting flowers and sleeping) What does Owen like doing? (going to the beach and flying his kite) What doesn't he like doing? (swimming) What doesn't Eva like doing? (playing outside)*

## Managing groupwork

Certain strategies can make groupwork easier to manage.

- Make the time limit clear when the children start. It helps to keep them focused.
- Monitor and make sure the children are focused on the task and that they are all contributing.
- Let them know when their time is nearly finished. Have an attention device (a countdown when they all join in, a bell to ring, waving (silently) or standing on a chair) to get everyone's attention. Then moving onto the next phase will be easier to manage.

## 2.30 Cooler: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Lesson 2, Activity 1. Pause the audio after some of the key words, e.g. *warm, flowers, planting, beach, swimming, orange, autumn, winter.*

## Workbook page 73

### Lesson 2 Grammar time

#### 1 Read and complete the table.

Hi! I'm John.  
I don't like playing outside in winter.  
I like playing outside in summer.  
I don't like playing basketball.  
I don't like planting flowers in the garden.  
I don't like having a music lesson.  
I like playing football with my friends.



1	2	3	4	5	6

#### 2 Choose and circle.

- John likes / doesn't like playing outside in winter.
- John likes / doesn't like playing outside in summer.
- John likes / doesn't like playing football with his friends.
- John likes / doesn't like planting flowers in the garden.
- John likes / doesn't like having a music lesson.
- John likes / doesn't like playing basketball.

Unit 7 73

## 1 Read and complete the table.

Answers: 1 ☹️ 2 ☹️ 3 😊 4 ☹️ 5 ☹️ 6 😊

## 2 Choose and circle.

Answers: 1 doesn't like 2 likes 3 likes  
4 doesn't like 5 doesn't like 6 doesn't like

Lesson 3 Grammar focus

1 2.31 **Look and read.**

**Graphic Grammar**  
like + -ing

I like having picnics. I don't like swimming.

Do you like going to the beach? **look!**  
make - making  
swim - swimming

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

2 **Look at the picture. Complete.**

1 Do you like swimming?  
Yes, we \_\_\_\_\_.

2 We like \_\_\_\_\_ outside.  
We \_\_\_\_\_ playing inside.

3 I \_\_\_\_\_ flowers. Do you?  
No, \_\_\_\_\_.

4 \_\_\_\_\_ you like \_\_\_\_\_?  
\_\_\_\_\_, we \_\_\_\_\_!  
It's fun.

3 **Ask your friend about what activities he or she likes to do. Be a star!**

Do you like flying a kite?  
Yes, I do.

Unit 7 Talk about activities you like or dislike  
WB: page 74 **85**

**Learning objectives:** Talk about activities you like or dislike

**Grammar:** I like having picnics. I don't like swimming. Do you like going to the beach? Yes, I do. / No, I don't.

**Resources:** Class Audio CD2; **(PK)** - Graphic Grammar video; **(TRC)** - Grammar worksheet 1; **(PPK)** - Grammar activity 1; **(PRC)** - Graphic Grammar video

### Warm-up: Group mime

- Play *Group mime* (see the Games Bank, pages 14–17) with the vocabulary from Lesson 1 Activity 1.



### 1 2.31 Look and read.

- Play the audio. Have the children join in, nodding and doing actions for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again and have the children repeat the sentences. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Ask them to find all the *-ing* verbs and see what word comes before them (*like*). Have the children repeat all the *like + -ing* combinations.

- Write on the board: *go, make, swim*. Then write *going, making, swimming* alongside the corresponding verbs.
- Say *go – going*. Ask the class *Is this correct?* and draw a tick by this combination.
- Say *make – making* and start to spell out *making*: *m-a-k ...* Stop and look puzzled. Point to *making* on the board and ask *Is that correct?* Elicit the correct spelling, referring the children to the Graphic Grammar section again as necessary. Cross out the *e* and then write *making* as a single word.
- Repeat with *swim – swimming*, writing in the extra *m*.

- If using the video, tell the children they will see a video about a boy and his mum at the beach. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

### 2 Look at the picture. Complete.

- Refer the children to the picture and ask *What are the children doing?* Elicit activities.
- Say *In autumn, I like flying a kite*. Then ask a confident child *Do you like flying a kite in autumn?* If necessary, point to the short answers in Activity 1 to prompt them.
- Then ask several different children *Do you like playing outside?* to elicit *Yes, I do* and *No, I don't*.
- Look at the example together. Elicit the missing word in the answer. (If your class needs more support, you can elicit all the answers orally, pointing as necessary to the relevant part of the picture.)
- Have the children complete the activity individually.
- For feedback, invite different pairs of children to read out the completed exchanges – the questions and answers. Ask for whole-class agreement each time. For the last question, ask the children if anyone has a different question and point out that there are several correct alternatives.

**Answers:** 1 swimming, do 2 playing, don't like  
3 like planting, I don't 4 Do, flying a kite / making a snowman / having a picnic / swimming, Yes, do

**3** **Ask your friend about what activities he or she likes to do.**

**Be a star!**

- Ask several children *Do you like -ing?* questions about different activities. (This is a good opportunity to review some vocabulary of activities: *cooking, doing gymnastics / karate, riding a bike, climbing, etc.*) In each case, elicit the answer *Yes, I do* or *No, I don't*.
- Drill a few example questions with the whole class.
- Divide the class into pairs and have them continue the activity.
- Finish with some children asking questions to their classmates across the room.

**Teaching star!**

**Extension**

The above activity can be extended by adding an extra challenge, as below:

- Explain to the children they will do the above activity one more time, but this time, they must try to choose appropriate questions in order to get all *Yes, I do* answers to the questions.
- Have the children ask and answer, counting how many *Yes, I do* answers they managed.
- Then change and have them try to get all *No, I don't* answers. Again, ask them to count how many *No, I don't* answers they got.
- Invite some children to ask a question to the class that they think will get a *Yes, I do* or *No, I don't* answer from everyone!

**Cooler: Draw and label**

- Draw a quick picture on the board of you doing an activity. Next to it, write *I like ...* and elicit a suitable ending, e.g. ... *swimming in the summer*.
- Have the children do the same in their notebooks. When they have finished, ask them to show their pictures and read out their sentences to the friends near them.



**Lesson 3 Grammar focus**

**1 Write the words in the correct order to make sentences.**

1 like / helping / I / my / dad / garden / the / in  
 I like helping my dad in the garden.

2 his / kite / He / flying / likes  
 \_\_\_\_\_

3 planting / They / flowers / like / don't  
 \_\_\_\_\_

4 like / She / swimming / in / sea / the / doesn't  
 \_\_\_\_\_

**2 Look and complete the sentences about the children.**

	Children	You	fly	play	take	do

1 Sarah doesn't like flying her kite.  
 2 Tom \_\_\_\_\_ photos.  
 3 Jane \_\_\_\_\_ tennis.  
 4 Daniel \_\_\_\_\_ drama.

**3** **What do you like doing? Draw faces for you in Activity 2. Then write sentences about you.**

1 I \_\_\_\_\_ my kite.      3 \_\_\_\_\_  
 2 \_\_\_\_\_      4 \_\_\_\_\_

**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 Write the words in the correct order to make sentences.**

**Answers:** 1 I like helping my dad in the garden.  
 2 He likes flying his kite.    3 They don't like planting flowers.    4 She doesn't like swimming in the sea.

**2 Look and complete the sentences about the children.**

**Answers:** 1 doesn't like flying    2 likes taking    3 likes playing    4 doesn't like doing

**3** **What do you like doing? Draw faces for you in Activity 2. Then write sentences about you.**

**Answers:** Children's own answers.



**Lesson 4 Reading**

**1** 2.32 **Look at the first and last pictures. What season is it? Read and check.**

**2** **Read again. Match and write the headings. Be a star!**

The wrong clothes

Up in the sky

Different seasons

Our holiday starts

**1** Our holiday starts

I live in Canada. It's December and it's snowing! We're going on our winter holiday today. Beep! Beep! 'Hurry up, Jake,' shouts Dad. Mum and Dad are waiting in the car. Dad doesn't like waiting!

**2**

Now we're on the plane. We're flying to South Africa. I like flying! I like looking out of the window at the clouds. Mum and Dad are sleeping, but I'm watching a cartoon.

**3**

Now we're walking out of the airport in South Africa. I can see my big sister, Alice! She's wearing sunglasses and a dress! I'm wearing a jumper! 'It's really hot,' I say. Alice laughs. 'It's always hot and sunny in summer!'

**4**

'I like having picnics on the beach in summer,' Alice says. 'But it's winter,' I say. 'It's December. I don't like going to the beach in December!' 'It's our summer,' says Alice. 'In South Africa summer is in December!' 'So when is your winter?' I ask. 'Our winter is your summer,' she says. That's OK! I like going to the beach and having picnics in winter!

airport

fly

holiday

sunglasses

South Africa

**3** **Read again. Circle T (True) or F (False).**

- 1 It's winter in Canada. T / F
- 2 Jake's big sister lives in Canada. T / F
- 3 They go to South Africa by car. T / F
- 4 It's summer in South Africa. T / F
- 5 Alice likes having picnics on the beach. T / F

**4** **What can you do in South Africa when it's winter in Canada? Tick (✓).**

1 make a snowman <input type="checkbox"/>	4 play on the beach <input type="checkbox"/>
2 swim in the sea <input type="checkbox"/>	5 skate <input type="checkbox"/>
3 have a picnic <input type="checkbox"/>	6 wear a jumper <input type="checkbox"/>

**Values**

What can you learn when you visit new places?

**Learning objectives:** Read a story; Identify the main idea in a paragraph

**Vocabulary:** airport, fly, holiday, sunglasses, South Africa

**Additional vocabulary:** cartoon, hurry up

**Resources:** Class Audio CD2; (PK) - (PRC)

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14–17) with key sentences from Lessons 2 and 3, e.g. *Do you like going to the beach? I don't like swimming. I like flying my kite in autumn. In winter it's cold and snowy. She doesn't like playing outside.*

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 87 and read out the words for the children to point and repeat.
- Say each word in a sentence to clarify its meaning. Check that the children understand the difference between *fly* and *plane* and between *holiday* and *beach*.

**1** 2.32 **Look at the first and last pictures. What season is it? Read and check.**

- Refer the children to the first and last pictures of the story and elicit what they can see. For each one, ask *What is the weather like? What season is it?* and elicit suggestions.
- Have the children read the text quickly to check their ideas.
- Elicit the name of the country where Jake and his family live (*Canada*) and where they are going on holiday (*South Africa*).
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answers:** winter in Canada, summer in South Africa

**2** **Read again. Match and write the headings. Be a star!**

- Give the children time to read the text carefully. Check the meaning of the word *sky* (ask them to point to it).
- Refer the children to the example. Ask them to find the part of the text that shows this is the correct heading. (*We're going on our winter holiday today.*)
- Have the children look again at section 2 of the story. Ask *Where are they? What are they doing?*

- Now ask the class to choose the heading for this section giving a reason for their choice (*sky* relates to the plane).
- Have the children complete the activity individually.
- For feedback, read out the headings and have the children call out the numbers.

Answers: 1 Our holiday starts 2 Up in the sky  
3 The wrong clothes 4 Different seasons

### Teaching star! ★

#### Reading skills

There are two simple approaches to a task like Activity 2: *gist to heading* or *key word to content*. Pointing out the options will give children the resources they need to become more fluent readers. The more strategies the children have, the more confident they will be in facing future tasks.

- Explain the two approaches:  
*Start with the text:* you can look for key words in the text that will help you identify the answer (in section 2: *plane, flying, clouds*).  
*Start with the answers:* there is less information in the answers, but it is usually very specific and easy to find – the heading gives you the topic (here: *clothes, sky, seasons, start*).
- At the end, ask the children which approach they used. Point out that both are effective – it just depends on what works better for each learner.

### 3 Read again. Circle T (True) or F (False).

- Refer the children to the example question and answer. Ask them to find the part of the text that shows that this sentence is true (*It's December and it's snowing ... winter holiday*).
- Have the children continue the activity individually.
- For feedback, invite different children to read out the sentences and have the children call out *true* or *false*. Ask for whole-class agreement each time.

Answers: 1 T 2 F 3 F 4 T 5 T

### 4 What can you do in South Africa when it's winter in Canada? Tick (✓).

- Ask what the weather is like in winter in Canada (*cold, snowy*). Ask what the weather is like at the same time in South Africa (*hot and sunny*).
- Work through the first answer with the class (*No – you can't build a snowman when it's hot and sunny.*) and have the children put a cross in the box.
- Have the children continue the activity individually.
- For feedback, read out the phrases and have the children call out *yes* or *no*. Ask for whole-class agreement each time.

Answers: ✓ by: 2, 3, 4

### Values

- Read out the question in the *Values* box. Give the children a little time to think, and then elicit some ideas. Ask if any children have visited different places and what they saw or learned that was interesting.

### Cooler: Disappearing sentences


- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with section 2 of the text from the beginning to ... *at the clouds*.

Workbook page 75

**Lesson 4 Reading**

**1 Read the story on Pupil's Book pages 86–87 again. Then tick (✓) or cross (x).**

1 Jake lives in Canada.	<input checked="" type="checkbox"/>
2 Jake's sister lives in Canada, too.	<input type="checkbox"/>
3 He likes flying on a plane.	<input type="checkbox"/>
4 Jake's mum and dad are not sleeping.	<input type="checkbox"/>
5 Jake, his mum and dad are going to South Africa.	<input type="checkbox"/>
6 It's hot and sunny in summer in South Africa.	<input type="checkbox"/>
7 Alice is on the plane with Jake.	<input type="checkbox"/>
8 Jake doesn't like saying goodbye.	<input type="checkbox"/>



**2 Read. Then choose and circle the best heading.**

A snowy winter	A cloudy day
Goodbye!	Animals in the park

Now Alice and I are at the airport again. It's hot! I'm wearing sunglasses and a T-shirt, but I've got my jumper in my backpack. We're waiting for our plane to Canada. My mum and dad are sleeping. It's the end of our holiday and we're going back home.

Alice smiles. 'I like playing with you! It's fun!' she says.

'Come to Canada next winter!' I say.

'Yes!' she says. 'We can play in the snow!'

I feel sad and happy. I don't like saying goodbye. But I like flying and I like watching the clouds from the plane.

UNIT 7 75

### 1 Read the story on Pupil's Book pages 86–87 again. Then tick (✓) or cross (X).

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓  
7 X 8 ✓

### 2 Read. Then choose and circle the best heading.

Answer: Goodbye!

- Continue by pointing to the spaces in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.
- Refer the children to the Picture dictionary starting on page 134 of their Pupil's Book. Challenge them to find another word which has a\_e with the sound /eɪ/. (The first is *game* on page 136 – the children may find *have* and *karate* but should be able to recognise they have a different sound. Other words – from Units 1–7 – are *take*, *baseball*, *skate* and *pavement*.)

**Audioscript**

/eɪ/ /eɪ/ /eɪ/ plane  
 /eɪ/ /eɪ/ /eɪ/ lake  
 /eɪ/ /eɪ/ /eɪ/ make

**Answers:** plane lake make

**2** 2.34 **Circle the words with a as in cake. Then listen and say the chant.**

- First have the children find all the examples of the letter *a* they can (there are 12). Ask how the letter *a* is pronounced on its own.
- Write on the board *Let's make a cake*. Point to each *a* and ask what sound it makes in the word (/eɪ/, /a/, /eɪ/).
- Have the children find and circle all the other examples of the words with the /eɪ/ sound. Point out the example in the first line and ask how many more they found. If the class doesn't agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the /eɪ/ words.
- Then play it again pausing before some key /eɪ/ words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

**Answers:**

Let's make a cake to take to Jake,  
 On a plane that flies over the lake.  
 Don't be late!  
 Where's the cake?  
 Oh no, it's in the lake!

**Lesson 5 Sounds and letters**

1 2.33 **Listen and say. Complete.**

plane    lk    m\_k

2 2.34 **Circle the words with a as in cake. Then listen and say the chant.**  
 Let's make a cake to take to Jake.  
 On a plane that flies over the lake.  
 Don't be late!  
 Where's the cake?  
 Oh no, it's in the lake!

3 2.35 **Circle the words with a as in cake. Then listen, check and repeat. [Be a star!]**

snake cat take bag lakes skate late sad plane cake

**Learning to learn**  
 Tables have got rows and columns. When you complete a table, read across (→) the rows and down (↓) the columns.

Canada	sunny	rainy	windy	cold
winter				
summer	✓		✓	✓

88 Unit 7 Sounds and letters: identify long a sound Learning to learn: complete a table WB page 76

**Learning objectives:** Sounds and letters: identify long a sound; Learning to learn: complete a table

**Sounds and letters words:** lake, make, plane

**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 14–17) to practise key words from the text in the last lesson, e.g. *holiday*, *waiting*, *cartoon*, *airport*, *sunglasses*, *summer*. (If the children might find these words too challenging, you can include easier ones in the middle, e.g. *plane*, *clouds*, *sunny*, *beach*.)

**1** 2.33 **Listen and say. Complete.**

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *a* in the word *plane* and ask *What's this sound? What's the word?* Then point to the *e* in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *a* sound like /eɪ/.

3 2.35 Circle the words with *a* as in *cake*. Then listen, check and repeat.

Be a star!

- Ask the children what the first word is in the word snake (*snake*). Ask if it has the /eɪ/ sound (*yes*). Elicit the next word (*cat*). Ask if it has the /eɪ/ sound (*no*).
- Have the children complete the activity individually, circling the words with *a* as in *cake*. While they do this, write the word snake on the board.
- Play the audio for the children to check their answers. Then invite different children to come to the board and circle an /eɪ/ word. Ask for whole-class agreement each time.
- Have the children say all the words in the word snake to practise their pronunciation.

Answers: snake, take, lake, skate, late, plane, cake

Teaching star!

Using digital

The children have access to the digital version of the Picture dictionary in their Pupil's Practice Kit.

- They can search the Picture dictionary for words that have the same spelling patterns as the words in this lesson: *a\_e*.
- They can predict the pronunciation and then check by clicking.
- This can be done with the sounds and letters in all Lesson 5s, either while doing the lesson or later as revision.

Learning to learn

- Copy the table from the *Learning to learn* box onto the board.
- Indicate the *columns* (vertical) and the *rows* (horizontal). Ask a child to read out the column headings (*sunny, rainy, etc*), and another to read out the row headings (*winter, summer*). Explain that *Canada* (top left) relates to both the columns and the rows.
- Ask *In Canada, is it windy in winter?* Point to Canada on the board. Move your finger down to *winter*, then across the row, saying *Sunny ... rainy ... windy!* Point to the tick in and say *Windy – yes! In Canada, it's windy in winter.*
- Then ask *In Canada, is it rainy in winter?* Elicit the answer (*no*). Invite a child to the board to show the class the information in the table that gives that answer.
- Then draw a similar table on the board for the children's own country. (You can use *winter* and *summer* again, or *autumn* and *spring*.) Ask about the weather in each season. Get the class consensus and ask different children to draw ticks in the table accordingly.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activities 2 and 3.

Workbook page 76

Lesson 5 Sounds and letters

1 Say aloud. Then circle the pictures that don't have the *a* sound like in *cake*.

1

2

3

4

2 Unscramble the words.

1 keal      2 pearl      3 kace      4 taske

lake

3 When do you have your English class? Complete the table. Tick (✓) the days and time of day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							

76 Unit 7

1 Say aloud. Then circle the pictures that don't have the *a* sound like in *cake*.

Answers: 1 cat 2 lamp 3 man 4 hat

2 Unscramble the words.


Answers: 1 lake 2 plane 3 cake 4 skate

3 When do you have your English class? Complete the table. Tick (✓) the days and time of day.

Answers: Children's own answers.

Lesson 6 Language in use

1 2.36 Listen and say.



leaf / leaves

It's windy. I don't like autumn.

There's a lot to do. **Let's fly our kites!**

No, thanks. I don't like flying kites.

No, thanks. I don't like playing tennis.

**What about playing tennis in the park?**


OK. What about making a leaf picture?


What's a leaf picture?

That's cool. Let's make one!

It's a picture with leaves. Look!

2 Work in pairs. Ask and answer.

Student A 

Student B 

Student A It's snowy. I don't like winter.

Student B There's lots to do. Let's go skating!

3 Now it's your turn. Choose a season and make suggestions. **Be a star!**

Unit 7 Let's + Infinitive, What about + -ing? WB, page 77 **89**

## 1 2.36 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.
- Point out the intonation used when making suggestions: *Let's* and the verb are stressed; and *What* and the *-ing* verb are stressed, but *about* is a weaker word.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the intonation of the suggestions as described above.
- Now play the video one more time, stopping after each question for the children to say the answer. Then continue playing the video for them to check.

**Learning objectives:** *Let's* + infinitive; *What about* + *-ing*?

**Vocabulary:** leaf / leaves

**Resources:** Class Audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

## 2.34 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

## Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the words and do an action for each one, e.g. *leaf*: mime holding one leaf, *leaves*: mime throwing lots of leaves into the air. Have the children say the words and do the actions with you. Practise the pronunciation.

## 2 Work in pairs. Ask and answer.

- Refer the children to the photos and ask what they can see. Elicit and drill different phrases for making suggestions for all the photos, e.g. *What about walking in the snow? Let's make a snowman! Let's play outside! Why don't we plant (some) flowers? Let's have a picnic!*
- Invite two children to read the example dialogue. Point out it is similar to the dialogue in Activity 1 but the blue words have changed.
- Divide the class into pairs to make new dialogues with the photos in the boxes. One child makes suggestions using the Student A information. Their partner responds in a similar way to the dialogue in Activity 1. Then they change roles, and the second child makes suggestions using the Student B information for their partner to respond to.
- While they do this, circulate, monitor and pay attention to the children's use of *Let's* + infinitive and *What about* + *-ing*? to make suggestions.

## 3 Now it's your turn. Choose a season and make suggestions.

**Be a star!** ★

- Roleplay an example dialogue with a confident child. Have the child start, using a version of Student A's opening in Activity 2: *It's [weather]. I don't like [season].* You respond by making suggestions. Encourage the child to reject the first two suggestions and then accept the next suggestion.

- Divide the class into pairs and have them make similar dialogues: one child chooses a season and starts the dialogue; the other makes suggestions for activities. Encourage the children to use the same pattern: *No, no, OK!*
- Invite volunteer pairs to roleplay their dialogue for the class.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with suggestions and responses from this lesson, e.g. *What about playing tennis in the park? No, thanks. I don't like playing tennis. Let's make a leaf picture! That's cool. Let's make one!*



### Workbook page 77

**Lesson 6 Language in use**

**1 Read and circle.**

Winter is fun. Let's **1 make / making** a snowman.

No, thanks. I don't like **2 make / making** a snowman. It's cold!

Do you want to **3 skate / skating**?

No, thanks. I don't like **4 skate / skating**. I want to **5 watch / watching** TV.

I don't like **6 watch / watching** TV. I'm hungry. Let's **7 make / making** a cake.

OK. That's a good idea. Then we can **8 eating / eat** the cake.

**2 Read and complete.**

planting    have    fly    swimming

1 Let's have a picnic.

2 Do you want to go \_\_\_\_\_?

3 She's \_\_\_\_\_ flowers with her mum.

4 I want to \_\_\_\_\_ a kite.

**3 Read and circle.**

1 It's cold and windy today. Let's **play / playing** on the computer.

2 No, thanks. I don't like **play / playing** on the computer.

3 What about **fly / flying** our kites?

4 Good idea! Let's **fly / flying** my new kite!

5 Then we can **watch / watching** TV.

6 Great! I like **watch / watching** TV.

Unit 7 Go to Grammar reference on page 124 **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 make 2 making 3 skate  
4 skating 5 watch 6 watching 7 make 8 eat

#### 2 Read and complete.

Answers: 1 have 2 swimming 3 planting  
4 fly

#### 3 Read and circle.

Answers: 1 play 2 playing 3 flying 4 fly  
5 watch 6 watching

### Grammar reference: (page 124)

#### 1 Read and circle.

Answers: 1 go 2 going 3 going 4 ride  
5 riding 6 play

#### 2 What do they do? Tick (✓) the correct picture.

Answer: b

**Lesson 7** Listening and speaking

1 2.37 Look at the photos. Write the seasons in the table. Listen and check.

	season	weather	activities
	autumn	cold	play in the leaves
	spring		see sheep and lambs
			go sailing

2 2.37 Listen again. Complete the table.

3 2.38 Listen and repeat. Then choose, ask and answer. *Be a star!*

90 Unit 7: Listening: listening for specific information; Speaking: accept or reject suggestions  
WB: pages 78-79

**Learning objectives:** Listening: listening for specific information; Speaking: accept or reject suggestions

**Vocabulary:** go sailing, lamb, sheep

**Resources:** Class Audio CD2;

**PK** - **TRC** - Vocabulary worksheet 2; **PRC**

**Materials:** paper, pens or pencils

2.34 **Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14-17) with suggestions and responses, e.g. *Let's fly our kites. I don't like flying kites. What about playing baseball in the park? No, thanks. I don't like playing baseball.*

**Vocabulary**

- Refer the children to the vocabulary panel. Say the words and have the children repeat. Ask *Do you sometimes go sailing? Which is the mother / baby - the lamb or the sheep?*

1 2.37 **Look at the photos. Write the seasons in the table. Listen and check.**

- Elicit the seasons pictured in the photos. Have the children write the missing two seasons. Then play the audio for them to check their answers.

**Audioscript**

1. **Boy:** I'm bored.

**Girl:** Me, too. It's cold outside. But look at the leaves. Look at all the colours ... red, orange, yellow, brown.

**Boy:** Yes, I love the leaves in autumn.

**Girl:** I know! Let's play in the leaves.

**Boy:** That's a great idea! I like jumping in the leaves. Let's go!

2. **Boy:** I like seeing baby animals in spring. Is it raining today?

**Girl:** No, it isn't. It's a bit cloudy, but it isn't cold.

**Boy:** Great! Let's have a picnic. We can go and see the sheep and their lambs!

**Girl:** The picnic is great. Ah, look! The lambs are jumping.

**Boy:** They like our picnic, too. I think they're hungry.

**Girl:** Let's give them some milk.

3. **Girl:** Let's go to the park.

**Boy:** OK. I like playing outside. Let's fly kites!

**Girl:** Oh. I'm not sure. It isn't windy today.

**Boy:** OK. ... Oh, no! Look out of the window. It's snowing. Winter is here! Put on your scarf and gloves!

**Girl:** Wow! Let's play outside and make a snowman! Where are my boots?

4. **Boy:** I'm really hot!

**Dad:** Well it is summer. It's windy, too. What about going sailing?

**Boy:** OK.

**Boy:** This is fun. I like sailing. And I like swimming, too.

**Dad:** Mmm ... I don't like swimming.

**Boy:** Watch out! Don't stand up!

**Dad:** The water is nice!

**Boy:** So now you like swimming!

**Answers:** 1 autumn 2 spring 3 winter 4 summer

2 2.37 **Listen again. Complete the table.**

- Play the first part of the audio again and go through the first row of the table.
- Play the rest of the audio and have the children complete the table.
- Draw the table on the board and invite different children to come and complete an answer each.

**Answers:**

	season	weather	activities
1	autumn	cold	play in the leaves
2	spring	cloudy	see sheep and lambs, have a picnic
3	winter	snowy	make a snowman
4	summer	hot, windy	go sailing, swimming

3 2.38 Listen and repeat. Then choose, ask and answer. **Be a star!**

- Play the audio and have the children point to the activities they hear mentioned.
- Play the audio again for the children to repeat.
- Do another example dialogue with the whole class using the prompts. Then divide the class into pairs to make new dialogues, changing the words in blue.

Workbook page 78

**Lesson 7 Functional language**

1 Look and match.

a b c

d e f

1 happy  c 2 sad  3 hot  4 cold  5 tired  6 angry

2 Read and match.

1 I'm \_\_\_\_\_ watching TV.  
2 Me, \_\_\_\_\_ great!  
3 Let's watch \_\_\_\_\_ making a cake?  
4 No. I don't like \_\_\_\_\_ cartoons.  
5 OK. What about \_\_\_\_\_ too.  
6 OK. That's \_\_\_\_\_ tired.

3 Look at Activity 2 again. Complete the phrases.

1 I'm \_\_\_\_\_ tired \_\_\_\_\_ 4 No. I don't like \_\_\_\_\_  
2 Me, \_\_\_\_\_ 5 What about \_\_\_\_\_?  
3 Let's watch \_\_\_\_\_ 6 That's \_\_\_\_\_!

78 Unit 7

1 Look and match.

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

2 Read and match.

Answers: 1 I'm tired 2 Me, too. 3 Let's watch cartoons. 4 No. I don't like watching TV. 5 OK. What about making a cake? 6 OK. That's great!

3 Read Activity 2 again. Complete the phrases.

Answers: 1 tired 2 too 3 watch TV  
4 watching TV 5 making a cake 6 great

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the phrases from Activity 3.

Workbook page 79

**How am I doing?**

1 Look, find and write.

f	l	o	w	e	r	s	g
p	w	a	i	b	r	h	d
i	l	u	e	s	a	c	s
c	k	t	p	j	c	f	p
n	b	u	u	d	o	t	r
i	x	m	v	g	n	e	i
c	s	n	o	w	m	a	n
a	y	q	f	z	m	h	g

1 autumn

2 \_\_\_\_\_

3 have a \_\_\_\_\_

4 make a \_\_\_\_\_

5 plant \_\_\_\_\_

2 Read. Choose a word from the box. Write the correct word next to the number 1–5. There is one example.

**The seasons**

Some countries have four seasons: spring, summer, autumn and winter. Summer is hot. People like going to the \_\_\_\_\_ and swimming in the sea. People wear \_\_\_\_\_ and sunglasses. Autumn is windy and cold. The leaves on the \_\_\_\_\_ are red and orange. Children fly \_\_\_\_\_ in autumn. Winter is really cold and snowy. Spring comes after winter. You can see new flowers and cute white \_\_\_\_\_ . People can go outside to play and walk in the parks.

**Example**

autumn beach lambs  
hats trees kites

Unit 7 CEYL Starters, Reading and Writing, Part 4 79

1 Look, find and write.

Answers:

f	l	o	w	e	r	s	g
p	w	a	i	b	r	h	d
i	l	u	e	s	a	c	s
c	k	t	p	j	c	f	p
n	b	u	u	d	o	t	r
i	x	m	v	g	n	e	i
c	s	n	o	w	m	a	n
a	y	q	f	z	m	h	g

- 1 autumn  
2 spring  
3 picnic  
4 snowman  
5 flowers

2 Read. Choose a word from the box. Write the correct word next to the number 1–5. There is one example.

- This exercise helps the children prepare for part 4 of the Reading and Writing paper of the Cambridge English: Starters test.
- If done in class, first have the children read the text quickly so that they understand the general idea. Then go through the example.
- The children work in pairs to continue the activity.
- Check the answers with the class.

Answers: 1 beach 2 hats 3 trees 4 kites  
5 lambs



- For feedback, invite different children to read out a sentence each. Ask for whole-class agreement each time.

Lesson 8 Writing

1 Read and underline the headings. Then complete the text.

buildings bus coat ride trains cold picnic summer

**Let's go to Great Britain!**

**The weather**  
In Great Britain, it rains a lot! It's <sup>1</sup> cold in winter, so take a <sup>2</sup> \_\_\_\_\_ and scarf. In <sup>3</sup> \_\_\_\_\_, it's warm.

**Activities**  
You can visit lots of old <sup>4</sup> \_\_\_\_\_ in Great Britain. There are lots of parks, too. You can <sup>5</sup> \_\_\_\_\_ a bike or have a <sup>6</sup> \_\_\_\_\_ there.

**Transport**  
In Great Britain, the <sup>7</sup> \_\_\_\_\_ are new and fast, but there are some old trains, too. In London, you can travel on a big red <sup>8</sup> \_\_\_\_\_.

2 Complete the brochure. **Be a star!**

**Let's go to South Africa!**

**The weather**  
In South Africa, it's \_\_\_\_\_ in summer, so take \_\_\_\_\_ and a hat.

**Activities**  
\_\_\_\_\_

**Transport**  
\_\_\_\_\_

Unit 7 Write a brochure about a country  
WB pages 80-81 91

**Answers:** Headings: The weather, Activities, Transport  
1 cold 2 coat 3 summer 4 buildings 5 ride  
6 picnic 7 trains 8 bus

- 2 Complete the brochure. **Be a star!** ★
- Check the meaning of *brochure* with the children (a small magazine or leaflet giving information about a place or a product).
  - Elicit suggestions for information to include under each heading and write key words on the left-hand side of the board. Refer the children to the pictures for ideas.
  - Then use the key words to elicit complete sentences, writing these on the right-hand side of the board. Write any suitable suggestions.
  - Explain to the children that there isn't space for all of the information in their Pupil's Books so they should choose which sentences that they want to include.
  - Before the children copy the text, remove some words so that they need to remember the sentence structure to write it correctly.
  - When the children have finished, replace the words you removed so they can check and correct as necessary.

**Learning objectives:** Identify and use headings; Write a brochure about a country

**Resources:** (PK) - (TRC) - Unit 7 test; (PRC) - (TG)

**Warm-up: How many words?**

- Play *How many words?* (see the Games Bank, pages 14-17) with sentences from the listening text in Lesson 7. Suggested sentences: *Let's play in the leaves!* (5) *I like jumping in the leaves.* (6) *Let's go to the park!* (5) *Let's play outside and make a snowman!* (7) *What about going sailing?* (4)

- 1 Read and underline the headings. Then complete the text.
- Refer the children back to the text on Pupil's Book pages 86-87 and remind them of the headings.
  - Now refer them to the text about Great Britain on page 91, and ask them to read out the first heading.
  - Have them underline the other headings. Then elicit the headings and ask for whole-class agreement.
  - Now invite a child to read out the first two sentences of the text. Go through the example, pointing out the word options in the box.
  - Have the children continue the activity individually. Fast finishers can compare their answers with a friend.

**Teaching star!** ★

**Mixed ability**

Not all the children may be confident enough to insert the missing words. In this case:

- Have the children copy the text as above, but point out to them that if they are not sure of the missing words, they can leave a space for a maximum of three words.
- Encourage them to think carefully about the spaces.
- When you re-insert the words, any children with incomplete spaces can fill them in.

**Cooler: Disappearing words**

- Play *Disappearing words* (see the Games Bank, pages 14-17), asking the children to choose and call out key words from the texts from this lesson.

**Lesson 8 Writing**

**1 Read and write.**

Weather	Transport	Activities	
boats trains buses taxi			1 _____
fly a kite have a picnic play outside go to a park			2 _____
cold and snowy hot windy sunny			3 _____

**2 Read the information. Choose the headings from Activity 1.**

**Let's go to Moscow!**

1 \_\_\_\_\_      2 \_\_\_\_\_      3 \_\_\_\_\_

In Moscow, there are lots of parks. You can fly a kite or have a picnic in the park.

In Moscow, it rains a lot! In winter, it's cold and snowy. Take a warm coat. In autumn, it's windy. You can fly a kite in the parks.

Some people like walking in Moscow, but there are lots of buses and trains, too.

**3 Read about Moscow. Then make notes about your town.**

Moscow	My town
1 In Moscow, there are lots of parks.	(places) _____
2 In winter, it's cold and snowy.	(weather) _____
3 You can fly a kite.	(activities) _____
4 In Moscow, there are lots of buses.	(transport) _____

**4 Use your notes to write a brochure about your town. Use headings. Don't forget to use *and* and *but* where necessary.**

**Let's go to \_\_\_\_\_!**

The weather

In \_\_\_\_\_ it's \_\_\_\_\_ in summer, so take \_\_\_\_\_ and a hat.

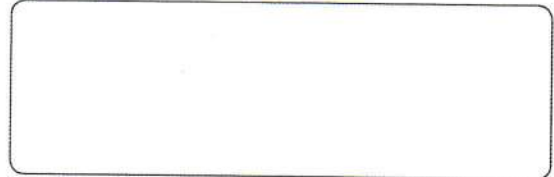
Activities

\_\_\_\_\_

Transport

\_\_\_\_\_

**5 Write it again. Use your best handwriting. Draw pictures on your brochure.**



**6 Check your work. Tick (✓).**

- headings
- *and* and *but*
- capital letters
- full stops and exclamation marks
- spelling

**1 Read and write.**

- Write the headings on the board and invite different children to read out the vocabulary groups.
- Have them complete the activity in their books before checking the answers with the class.

Answers: 1 Transport 2 Activities 3 Weather

**2 Read the information. Choose the headings from Activity 1.**

- The children read the texts and choose the best heading for each one.
- Invite three confident children to read out a heading and the following text.

Answers: 1 Activities 2 Weather 3 Transport

**3 Read about Moscow. Then make notes about your town.**

- After reading through the information in the first column, give the children a few minutes to think of similar information about their own town.
- Elicit ideas from the class and write them on the board, including alternatives.
- The children can choose their favourite answers to write in their books.

Answers: Children's own answers.

**4 Use your notes to write a brochure about your town. Use headings. Don't forget to use *and* and *but* where necessary.**

- Before they start writing, elicit one or two example sentences including *and* or *but* as a reminder for the children.
- The children write a brochure for their town based on the examples.
- Remind them that they can see a model text on Pupil's Book page 91.

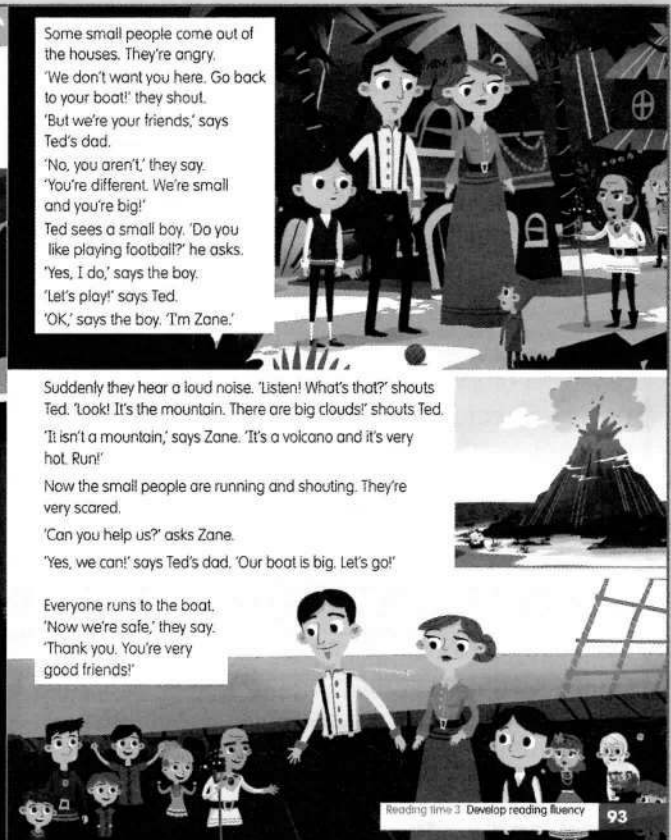
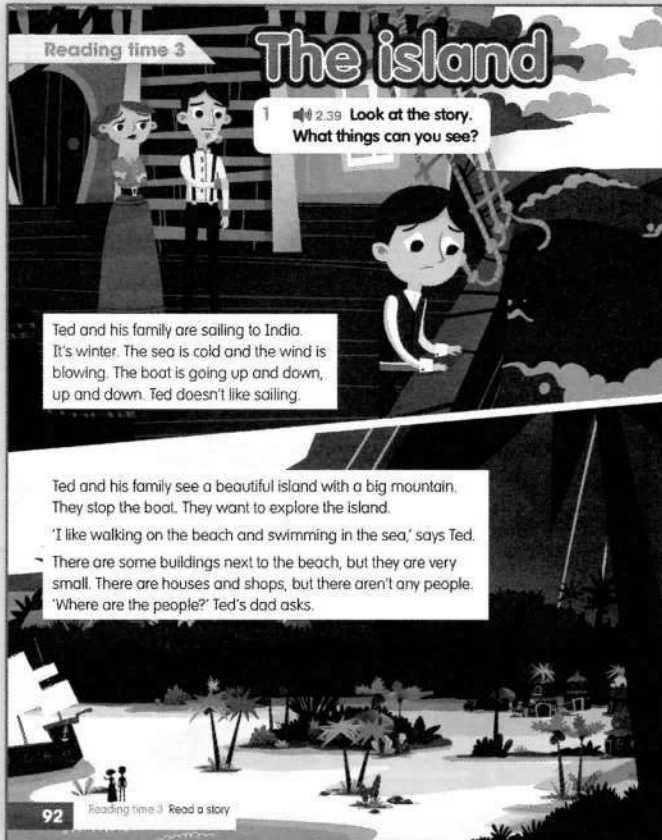
Answers: Children's own answers.

**5 Write it again. Use your best handwriting. Draw pictures on your brochure.**

- Have the children write their text again as neatly as possible. Encourage them to use the check list in Activity 5 to help them improve it slightly if possible. They should also draw pictures of their town to illustrate their brochure. Point out that clear texts and pictures are very important in a brochure.

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these.



**Learning objectives:** Read a story; Develop reading fluency

**Additional vocabulary:** explore, island, volcano

**Resources:** Class Audio CD2; (PK) - (PRC) - Reading time 3 video

### Warm-up: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) to remind the children of some key vocabulary they will see in this lesson, e.g. *sailing, island, mountain, buildings, different, friends*.



### 2.39 Read the text.

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing they can share with others.
- When everyone has finished, elicit examples of what the children found interesting in the text.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.

### Check your ideas.

- Ask some comprehension questions to check the key aspects of the text:
- Point to picture 1 – *Where are they? (They're sailing on a boat.) Where are they going? (to India) Is Ted happy? (No. He doesn't like sailing.)*
- Point to picture 2 – *Are they in India now? (No, they aren't. They're on an island.) Is Ted happy now? (Yes. He likes walking on the beach and swimming.) What's different about the buildings? (They are very small and there aren't any people.)*
- Point to picture 3 – *Are the people on the island different? (Yes. They are small.) Are they happy? (No) Why not? (They're angry because Ted's family are different.) What do the boys like doing? (They like playing football.)*

### 1 Look at the story. What things can you see?

- Refer the children to all the pictures on pages 92–93. Ask them if they can see the words from the *Warm-up*. Ask what other things they can see. Clarify the meaning of the words *island* and *volcano*.
- Ask the children if they have ever been to a place like this.
- Encourage them to say what they think you can do in a place like this (e.g. walk, swim, play, climb the mountain, eat good food, learn a new language!).

- Point to picture 4 – *What can they hear? (They hear a loud noise from a mountain / volcano.) Is it a mountain? (No, it's a volcano.) Why are the people running? (because they're scared) Where are they going? (to the boat) Why? (because it's big enough for all the people)*
- Point to picture 5 – *Are the people scared now? (No) Why? (because they're safe) Are they angry? (No. They're all friends now.)*

### Rate the text.

- Ask the children to look at the story again and decide if they like it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write: *I like the story (because ...) / I think the story is OK. / I don't like the story (because ...).*
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces in turn and have the children raise their hands to show their opinion of the story.
- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English).

### Cooler: Act it out

- Play the audio of the text again and have the children mime all the main actions in the text.




- For feedback, invite different children to read out the completed sentences. Ask for whole-class agreement each time.

**Reading time 3 Activities**

1 **Think about the story. Circle the best answer. Be a star!**

- The small people don't like the family because ...  
 a they are horrible.      b they aren't the same.
- Ted asks Zane to play football because ...  
 a he wants to help him.      b he wants to be friends.
- The small people run and shout because ...  
 a they're scared of Ted's family.      b they're scared of the volcano.
- They are all friends at the end because the family ...  
 a goes away from the island.      b helps the small people.

2 **What happens next? Think and draw. Show your idea to the class.**



The family goes ...

3 **Now watch the video.**

94 Reading time 3 Give a personal response to a text

Answers: 1 b 2 b 3 b 4 b

2 **What happens next? Think and draw. Show your idea to the class.**

- Elicit some ideas from the class about what might happen next. Write some key words on the board. (Remind the children, if necessary, that the part of the story in the book was just a stop on the way to India, so they probably don't go home next!)
- Have the children draw a scene from their imagined next part of the story. Encourage them to label some key elements in the picture if they want.
- Have the children show their drawing and explain their idea to the friends near them.
- Invite any volunteers to share their idea with the rest of the class.

Answers: Children's own answers.

3 **Now watch the video.**

- Show the children the video and let them watch and enjoy it.
- Ask if they saw any differences between the book version and the video version.
- Ask which they preferred and why. Take a class vote and ask some children why they liked one or the other better.

**Learning objectives:** Give a personal response to a text

**Resources:** Class Audio CD2; (PK) - (PRC) - Reading time 3 video

**Warm-up: Stand up or sit down**

- See the Games Bank on pages 14–17 for how to play the game. Suggested sentences: *Ted and his family are going to Canada (F). Ted doesn't like sailing (T). Ted likes the beach (T). The buildings on the island are very big (F). The people on the island are happy to see Ted's family (F). The people look the same as Ted's family (F). The volcano is very hot (T). Everyone runs to the mountain (F).*



**Cooler: Enjoy each other's work**

- Ask the children to leave their Pupil's Books open on their desks at page 94. Have them walk around the classroom, admiring their friends' work.
- Give them things to look out for: a good drawing, a good idea, a happy idea, a scary idea!
- Call out *Stop!* now and again and ask if anyone is next to a picture that matches any of the things they were looking for.
- 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!*



1 **Think about the story. Circle the best answer. Be a star!**

- Refer the children to the example question and answer. Ask them which part of the story tells you that this is the correct answer. (*You're different. We're small and you're big!*)
- Have the children continue the activity individually, choosing the correct answer each time. Then have them check their answers with a friend.



## Think about it!

Pupil's Book page 95

**Think about it!**

**1 Read the sentences. What season do you think they describe? Write.**

spring      summer  
autumn      winter

- We wear gloves and scarves.  
\_\_\_\_\_ winter \_\_\_\_\_
- There are new flowers.  
\_\_\_\_\_
- We like playing in the leaves.  
\_\_\_\_\_
- We have picnics on the beach.  
\_\_\_\_\_
- Some animals sleep.  
\_\_\_\_\_
- We see lambs.  
\_\_\_\_\_

**Spring**

There are baby animals and new flowers.

**Weather:** It's warm and rainy.

**Clothes:** We wear trousers, T-shirts and a jacket.

**Activities:** We like \_\_\_\_\_ and \_\_\_\_\_

**2 Look at the Spring poster. Answer the questions.**

- What happens in spring? \_\_\_\_\_
- What's the weather like? \_\_\_\_\_
- What clothes do people wear in spring? \_\_\_\_\_
- What activities do they like doing? \_\_\_\_\_

**3 Work in groups. Choose a season. Plan and make a season poster.**

**4 Display your posters. Look and answer the questions in Activity 2 about each season.**

Think about it 3 Use thinking skills 95

- For feedback, invite different children to read out the sentences and have the children call out the season. Ask for whole-class agreement each time.

**Answers:** 1 winter 2 spring 3 autumn 4 summer  
5 winter 6 spring

### 2 Look at the Spring poster. Answer the questions.

- Refer the children to the poster and give them some time to think about the answers to the questions.
- Elicit answers from different children.

**Answers:** 1 There are baby animals and new flowers. 2 It's warm and rainy. 3 We wear trousers, T-shirts and a jacket. 4 We like feeding lambs and planting flowers.

### 3 Work in groups. Choose a season. Plan and make a season poster.

- Divide the class into groups of three or four, and ask each group to decide on a season for their poster.
- Give them some time to answer and discuss the questions in Activity 2 for their chosen season.
- Then distribute paper and coloured pens / pencils for the groups to make their posters.
- Encourage them to follow the format of the *Spring* poster, using the same headings and including the same kind of information.
- Allow time for the children to draw, decorate and write. This often takes longer than we anticipate!

**Learning objectives:** Use thinking skills; Make a season poster

**Resources:** PK

**Materials:** a sheet of paper for each group to make a poster, coloured pens / pencils

### Warm-up: Jumbled words

- Write the following jumbled words on the board and ask the children to put the letters for each pair in the correct order to make a season and a word associated with that season: *grinsp / sloffwer* (spring, flowers), *rumsem / habec* (summer, beach), *mutnua / slavee* (autumn, leaves), *writen / plese* (winter, sleep).
- Give the children some thinking time. Then ask children to come and write a word under the jumbled version. Ask if everyone agrees.
- Ask the children how each word is connected with its season.

### 1 Read the sentences. What season do you think they describe? Write.

- Refer the children to the example and elicit why this is the correct answer (because we wear gloves and scarves when it's cold).
- Have the children continue the activity individually, identifying the season each time. Point out they can use the seasons more than once.

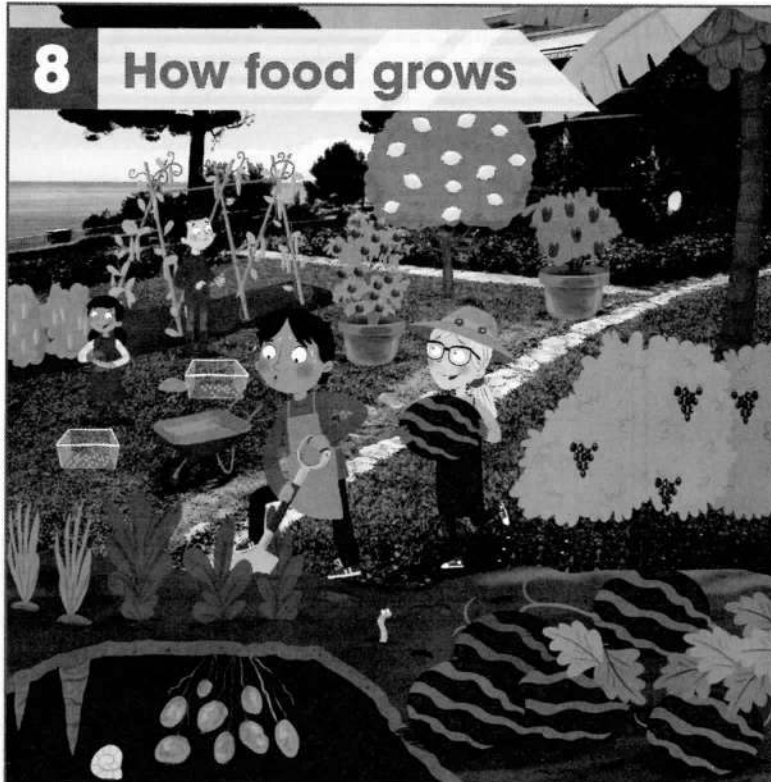
**Answers:** Children's own answers.

### 4 Display your posters. Look and answer the questions in Activity 2 about each season.

- Have half of the groups stay by their desks with their poster. Have the other half of the class visit those groups and ask the questions from Activity 2.
- The groups then swap roles.

### Cooler: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games Bank, pages 14–17) with words associated with each of the seasons.



## 8 How food grows

### Lesson 1 Vocabulary

1 2.40–2.41 Listen and say. Then listen and number.

beans coconut grapes lemon peas pepper 

potato 1

watermelon 

2 Look at the picture. Count the items in Activity 1.

3 Write the words in your notebook.

fruits	vegetables
grapes	beans

4 2.42 Sing and act out. **Be a star!**

Where are the potatoes?

There are some lemons on the tree.  
And some coconuts next to me.  
But where are the potatoes?

There are some tomatoes on  
those plants.

There's a watermelon near the ants.  
But where are the potatoes?

There are grapes on that vine.  
Peas and beans, I can  
see fine.

But where are the potatoes?

Now I'm digging  
in the ground.

Look! Here's something  
brown and round.  
Here are the potatoes!

**Learning objectives:** Identify and use new words: fruits, vegetables; Sing a song using the target vocabulary

**Vocabulary:** beans, coconut, grapes, lemon, peas, pepper, potato, watermelon

**Resources:** Class Audio CD2; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on pages 96–97. Ask *Where is this? What can you see? What are the people doing? Are they working or playing? What's your favourite thing to eat in the picture?* Ask the children if they, or any of their friends or family, have a garden like this. Clarify the meaning of the unit title with the children.



### 1 2.40 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 again and have the children repeat the words. Have them say foods they like happily and the ones they don't like sadly.

### 2.41 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

### Audioscript

1 potato, 2 grapes, 3 beans, 4 pepper, 5 watermelon, 6 coconut, 7 lemon, 8 peas

**Answers:** beans – 3, coconut – 6, grapes – 2, lemon – 7, peas – 8, pepper – 4, potato – 1, watermelon – 5

## 2 Look at the picture. Count the items in Activity 1.

- Say *Look at the picture. Where are the beans?* Point to the beans growing on the wooden frame, if necessary. Ask *How many beans are there?*
- As soon as they have the answer, the children raise their hands. (Remind them not to call out!)
- Ask one child for the answer and ask if the others agree.
- Continue with all the different fruits and vegetables pictured in Activity 1.

**Answers:** 24 beans, 9 coconuts, 40 grapes, 12 lemons, 45 peas, 6 peppers, 8 potatoes, 6 watermelons

### Teaching star!

#### Pairwork

This type of picture provides the opportunity to give the children realistic controlled practice of a set of vocabulary, as well as simple questions and answers.

- Have the class ask you some questions about the fruit and vegetables: *How many ... are there?* Answer from memory with your book closed.
- Drill some more simple questions, e.g. *How many peppers are there? How many potatoes are there?*
- Divide the class into pairs. Have the children take turns asking and answering about the numbers of the fruits and vegetables. The child answering does it from memory with their Pupil's Book face down.

## 3 Write the words in your notebook.

- Refer the children to the table and elicit the row headings (*fruits* and *vegetables*). Point out the examples and then say *Lemon – fruit or vegetable?* Elicit the answer and ask for whole-class agreement.
- Have the children copy the table into their notebooks and write in all the new vocabulary under the correct heading, *fruits* or *vegetables*. While they do this, draw the table on the board.
- Invite different children to come and write a word in the correct column of the table. Ask for whole-class agreement each time.

**Answers:** fruits: grapes, coconut, lemon, watermelon  
vegetables: beans, peas, pepper, potato

## 4 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the foods from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage the children to join in with actions: point up to a tree, down to the ground, etc. For the question *But where are the potatoes?* have the children look around the room.
- Play the song and have the children join in and do the actions.

### Cooler: Yes or No









- Play *Yes or No* (see the Games Bank, pages 14–17) with statements about which foods are vegetables and which are fruits, e.g. *Potatoes are vegetables. Beans are fruits.*, etc. You could also include other foods the children already know.

Workbook page 82

## 8 How food grows

### Lesson 1 Vocabulary

#### 1 Look and write.

beans	coconut	grapes	watermelon
lemon	potato	pepper	peas
			
1 <u>watermelon</u>	2 _____	3 _____	4 _____
			
5 _____	6 _____	7 _____	8 _____

#### 2 Look and complete.

- There aren't any peas or coconuts.
- There are some \_\_\_\_\_ and \_\_\_\_\_.
- There aren't any \_\_\_\_\_ or \_\_\_\_\_.
- There are some \_\_\_\_\_ and \_\_\_\_\_.
- There are some \_\_\_\_\_ and \_\_\_\_\_.

82 Unit 8

### 1 Look and write.

**Answers:** 1 watermelon 2 grapes 3 beans  
4 coconut 5 pepper 6 peas 7 lemon 8 potato

### 2 Look and complete.

**Answers:** (any order within each sentence accepted) 1 peas, coconuts 2 grapes, lemons 3 beans, watermelons 4 grapes, peas 5 watermelons, lemons



Lesson 2 Grammar time

1 2.43 Listen and read. What food has the farmer got?

2 2.43 Listen again. Who chooses these things? Write E (Eva), O (Owen) or N (nobody).

3 Work in groups. Act out the story. **Be a star!**

98 Unit 8 would like + a / an / some WB: page 83

**Learning objectives:** Understand the use of *would like + a / an / some*; Read and act out a story using the target grammar

**Grammar:** *would like + a / an / some*

**Resources:** Class Audio CD2; (PK) - (PRC)

2.42 Warm-up: Sing the song!

- Play the song *Where are the potatoes?* again and have the children join in and do the actions as in Lesson 1.

1 2.43 Listen and read. What food has the farmer got?

- Refer the children to the pictures and ask *Who can you see? (Eva and Owen) What animals can you see? (sheep, ducks, a bird) What food can you see? (watermelons, lemons, beans, a grape)*
- Play the audio and have the children follow in their books. Point to the man in picture 1 and say *This is the farmer. A farmer grows food. Ask What food has the farmer got?* The children find the answer and raise their hands.
- Ask some questions to check comprehension: *Do the children want ... a watermelon? (Yes, they do.) ... some lemons? (Yes, they do.) ... some beans? (No, they don't.) ... some peas? (Yes, they do.) ... some grapes? (Yes – just one!)*

- Play the audio one more time. Have the children do the actions for the story – gestures for the affirmatives and negatives, and handing over food for *Here you are*.
- (*Here you are* is a phrase with a difficult combination of sounds. Allow the children plenty of time to get used to the phrase. Have pairs pass a pencil or rubber between themselves several times, saying *Here you are!* each time.)

Answers: watermelons, lemons, beans, grapes

2 2.43 Listen again. Who chooses these things? Write E (Eva), O (Owen) or N (nobody).

- To clarify the meaning of *nobody*, point to a child and say his / her name; point to a second child and say his / her name; then point to an empty chair or other empty space and say *Nobody!*
- Play the audio again for the children to listen and read. Refer the children to the example question and answer, and have them find the part of the story that shows this is correct (picture 2 – Owen says *I'd like a grape*).
- Have the children continue the activity individually, writing the correct letters to say who chooses each fruit / vegetable pictured.
- For feedback, say the food names and have the children call out *Eva, Owen or nobody*. Ask for whole-class agreement each time and elicit the relevant part of the story.

Answers: 1 O 2 N 3 E 4 O

3 Work in groups. Act out the story.

**Be a star!** ★

- Play the audio again for the class to repeat each line chorally.
- Divide the class into groups of three. The children can either decide in their groups who will be Eva, Owen and the farmer, or you can allocate roles by giving every child a number 1–3; all number 1s are Eva, all number 2s are Owen and all number 3s are the farmer.
- Encourage the children to use their Pupil's Books initially, but tell them that the aim is to memorise their lines so that they no longer need to look at it. Encourage them to help each other achieve this by prompting if anyone gets stuck.
- Set a time limit for practice – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.

- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively.

### Teaching star! ★

#### Mixed ability

Children need different levels of support when doing an activity that involves acting out a story.

- Some children may be becoming confident enough to learn their lines easily and act out the story without the book. Encourage this approach as much as possible as it is very useful in developing learner autonomy.
- Other children may still need the support of the book to be able to speak their lines correctly and at the right time. Make sure that they know that you are happy for them to do so and that this is a very good way to learn, too.
- Both of these approaches are valid. The children using the book are also getting further exposure to the written form and how it relates to the pronunciation. There are benefits for all!


### 2.43 Cooler: What's the last word?

- Play *What's the last word?* with the audio from Activity 1.
- Words to stop after: *watermelon, are* (in 'here you are'), *beans, thanks, grape, Please, hungry.* (You need to be fast with the pause button!) Write the words on the board after each one so all the groups can check their spelling.


#### Workbook page 83

**Lesson 2 Grammar time**


**1 Look, read and circle.**




1 some grapes / a grape



2 some lemons / a lemon




3 some peas / a pea




4 some beans / a bean

**2 Look, read and match.**




I'd like a ...


I'd like some ...




a




b




c




d



e



f



Unit 8 **83**

#### 1 Look, read and circle.

**Answers:** 1 some grapes 2 a lemon 3 some peas 4 a bean

#### 2 Look, read and match.

**Answers:** a: b, c, f; some: a, d, e

Lesson 3 Grammar focus

1 2.44 Look and read.

**Graphic** **Grammar**  
would like + a / an / some

I'd like a grape. I'd like some lemons.  
Would you like a watermelon?  
Would you like some beans? I'd like → I would like

2 Complete the dialogue.

1 Would you like an apple?  
No, thanks. I'd like some peppers.

2 \_\_\_\_\_ you \_\_\_\_\_ watermelon?  
No, thanks. \_\_\_\_\_ coconut.

3 \_\_\_\_\_ you \_\_\_\_\_ tomatoes?  
No, thanks. \_\_\_\_\_ onions.

4 \_\_\_\_\_ you \_\_\_\_\_ potatoes?  
No, thanks. \_\_\_\_\_ orange.

3 Work in pairs. Then make a different dialogue. **Be a star!**

Would you like a pepper?  
 No, thanks. I'd like some peas.

Unit 8 Offer and ask for food  
WB page 84 99

**Learning objectives:** Offer and ask for food

**Grammar:** I'd like a grape. I'd like some lemons. Would you like a watermelon? Would you like some beans?

**Resources:** Class Audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

2.42 Warm-up: Put the letters back

- Play *Put the letters back* (see the Games Bank, pages 14–17). Write on the board the following incomplete sentences: *W \_ \_ l d y \_ \_ l \_ k \_ \_ w \_ t \_ m \_ l \_ n ? Y \_ s , p l \_ \_ s \_ \_ ' d l \_ k \_ s \_ m \_ l \_ m \_ n s , t \_ \_ . K . H \_ r \_ y \_ \_ \_ r \_ .* (Answers: *Would you like a watermelon? Yes, please. I'd like some lemons, too. OK. Here you are.*)

1 2.44 Look and read.

- Play the audio. Have the children join in, making suitable hand gestures to indicate a request for the *I'd like* sentences and an offer for the *Would you like* questions.
- Play the audio again for the children to repeat chorally making the appropriate gestures.

- Point out that the blue blocks show verbs. Then point to the green blocks and ask the children if they can see why some of these have *a* and others have *some* (*a* for one / singular, *some* for two or more / plural).

- If using the video, tell the children they will see a video about a woman 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 making suitable gestures for the requests and offers.
- Highlight the grammar points as described above.

**Teaching star!**

**Consolidation**

Some children may need extra exposure to the grammatical form before writing sentences.

- Write the following on the board:  
*I'd some Would a peas. No, lemon? like like you thanks.*
- Tell the children that these words make a question and an answer, and ask them to put them in the correct order. (*Would you like a lemon? No, thanks. I'd like some peas.*)
- Give the children some time to think, and then invite volunteers to come to the board and write a word each in order. Ask for whole-class agreement each time.
- This process will make the production of the questions in the next activity easier.

2 Complete the dialogue.

- Refer the children to the picture and ask what they can see.
- Go through the example question and answer with the class. Elicit why the answer uses *an* (because there is only one apple in the picture). To review the use of *a / an*, ask which sounds *an* is used before.
- Elicit the next question and answer from the class and write them on the board.
- Then have the children complete the rest of the activity individually.
- For feedback, ask pairs of children to read out a question and answer. Ask for whole-class agreement each time and write them on the board so the children can check their work.

**Answers:** 1 *Would you like an apple? No, thanks. I'd like some peppers.* 2 *Would you like a watermelon? No, thanks. I'd like a coconut.* 3 *Would you like some tomatoes? No, thanks. I'd like some onions.* 4 *Would you like some potatoes? No, thanks. I'd like an orange.*

3 **Work in pairs. Then make a different dialogue. Be a star!**

- Invite a confident pair of children to read out the example exchange. Then divide the class into pairs to act out the same dialogue. Have them do this twice, changing roles the second time so they each read both parts.
- Then demonstrate a new dialogue with a confident child. Have the child ask questions and you give the answers, e.g. *Would you like some potatoes? No, thanks. I'd like a lemon.*
- Have the children work in their pairs again to make several new dialogues. Ask them to change roles each time.
- Finish by inviting volunteer pairs to act out their dialogue for the class.

**Cooler: A memory game**

- Play a memory game. Start the chain by saying *I'd like a watermelon*. Have the next child in line repeat your sentence and add a different item, e.g. *I'd like a watermelon and some carrots*.
- Each child in the chain repeats what the other children have said and adds an item. The other children can help if it becomes difficult to remember.
- If you have a large class, divide it into groups of seven or eight. This way more children will be involved and there will be less waiting time. The memory challenge will also be more achievable!



Workbook page 84

**Lesson 3 Grammar focus**

**1 Write the words in the correct order to make sentences or questions.**

- 1 coconut / like / I'd / a I'd like a coconut.
- 2 like / potatoes / some / I'd \_\_\_\_\_
- 3 you / like / Would / beans / some \_\_\_\_\_
- 4 pepper / like / you / Would / a \_\_\_\_\_
- 5 like / watermelons / I'd / some \_\_\_\_\_
- 6 a / like / lemon / you / Would \_\_\_\_\_

**2 Read and circle.**

- 1 Would you like some watermelon?  
No, thanks. I'd like **a** / **some** grapes.
- 2 Would you like **a** / **some** peppers?  
No, thanks. I'd like **a** / **some** potatoes.
- 3 Would you like **a** / **some** coconut?  
No, thanks. I'd like **a** / **an** orange.
- 4 Would you like **a** / **some** lemons?  
No, thanks. I'd like **a** / **some** apples?
- 5 Would you like **an** / **some** onion?  
No, thanks. I'd like **a** / **some** peppers.
- 6 Would you like **a** / **some** peas?  
No, thanks. I'd like **a** / **some** beans.



**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 125 to help them when completing these activities.

**1 Write the words in the correct order to make sentences or questions.**

**Answers:** 1 I'd like a coconut. 2 I'd like some potatoes. 3 Would you like some beans? 4 Would you like a pepper? 5 I'd like some watermelons 6 Would you like a lemon?

**2 Read and circle.**

**Answers:** 1 a; some 2 some; some 3 a; an 4 some; some 5 an; some 6 some; some

**Lesson 4 Reading**

1 2.45 **How do oranges grow in nature? Number the photos in order, 1–5. Then read and check.**

## How oranges grow

'Would you like an orange?' asks Grandpa.  
 'Yes, please,' says Linda. 'Mmm, this is nice.'  
 'Do you know how oranges grow in nature? Let me tell you,' says Grandpa.  
 'In spring there are small white flowers on the orange trees. There is pollen inside the flowers. The flowers need pollen to make oranges. Bees and other insects take pollen from one flower to another flower.'  
 'Then some flowers grow into very small oranges. The small oranges are green. But the sun and the rain help them to grow. Soon they are big and orange.'

2 **Read again. Complete the sentences. Be a star!**

ground tree orange sun bees plant

- Some bees take pollen from one flower to another flower.
- A small green seedling grows from the flower.
- The big oranges fall on the ground.
- The sun and the rain help the orange seed to grow.
- A small green sapling grows from the seed.
- The plant grows into a big tree.

3 **What do they need to grow? Tick (✓).**

children			
animals			

**Values**

Is it important to eat fruit and vegetables?

100 Unit 8 Read an information text WB page 85

Unit 8 Understand sequence WB page 85 101

**Learning objectives:** Read an information text; Understand sequence

**Vocabulary:** bee, grow, seeds

**Additional vocabulary:** nature, pick, pollen

**Resources:** Class Audio CD2; (PK) - (PRC)

**Warm-up: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) to remind the children of some of the key vocabulary they will see in this lesson, e.g. *oranges, flowers, trees, insects, rain, plants.*

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 101. Read out the words and have the children point and repeat.
- Have the children repeat one more time, while doing an action for each one (buzzing like a bee; 'growing' like a tree from a crouch to standing up tall; taking a seed from the palm of your hand and dropping it on the ground).
- Then say the words and have the children do the actions.
- Finally do the actions and have the children say the words.

1 2.45 **How do oranges grow in nature? Number the photos in order, 1–5. Then read and check.**

- Refer the children to the photos and ask what they can see.
- Point out that the photo of the bee is numbered 1 to show that this is the first stage in the process: the bees go to the flowers.
- Ask for suggestions for the next picture from the class. Then allow the children time to decide the complete order.
- Elicit and write the children's suggested order on the board. If there are alternatives, write those too. Don't confirm the answers at this point.
- Now have the children read the text quickly to see if their ideas were correct. Confirm the correct order on the board.
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answers:** 5, 4, 2, 1, 3

## 2 Read again. Complete the sentences.

### Be a star! ★

- Give the children time to read the text carefully.
- Refer the children to the example and ask which part of the text shows that this is the correct answer. (Lines 5–6: *Bees and other insects take pollen from one flower to another flower.*)
- Have the children continue the activity individually, completing the sentences with the words from the box.
- For feedback, invite individual children to read out the completed sentences. Ask for whole-class agreement each time.

Answers: 1 bees 2 orange 3 ground 4 sun  
5 plant 6 tree

### Teaching star! ★

#### Reading skills

It is useful for the children to know that questions in a reading activity appear in the same order as the information in the text.

- After looking at the example question and answer, point out to the children that they do not need to go back to the beginning of the text to look for the next answer. They should read on from where they found the answer to question 1.

Realising this will make them able to extract information faster and more efficiently.

## 3 What do they need to grow? Tick (✓).

- Refer the children to the table and elicit what they can see at the top of the columns (*water, fruit and vegetables, grass*).
- Complete the first row as a class, asking *Do children need ...?* for each item. If the answer is *yes*, encourage the children to say why.
- Then ask the class to think about animals and have them complete the second row.
- For feedback, read out the options for animals and have the children call out *yes* or *no*. Ask for whole-class agreement each time.

Answers: children: water, fruit and vegetables  
animals: water, fruit and vegetables, grass

## Values

- Clarify the question in the *Values* box. Give the children a little time to think and then elicit some answers.
- Ask the children what fruit and vegetables they like to eat at home. Ask if they think they eat enough.

## Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the following section from the text: *Then some flowers grow into very small oranges. The small oranges are green. But the sun and the rain help them to grow. Soon they are big and orange.*

Workbook page 85

### Lesson 4 Reading

#### 1 Read the story on Pupil's Book pages 100–101 again. Read and circle.

- 1 In spring, orange trees have small orange / (white) flowers.
- 2 There is a bee / pollen inside the flowers.
- 3 Bees take seeds / pollen from one flower to other flowers.
- 4 Flowers grow into small plants / oranges.
- 5 The oranges have pollen / seeds inside them.
- 6 The oranges fall to the ground. The seeds grow into small plants / flowers.
- 7 The plants grow into big seeds / trees.

#### 2 Read, look and number the pictures in order.

In spring Farmer Fred plants a seed in the ground.  
Then it rains. Then the sun shines.  
The seed grows into a small plant and has got flowers on it.  
The small plant climbs and climbs.  
The big plant has got flowers on it.  
Some flowers grow into long green pods.  
You can see some green peas in the pods.  
Peas are not fruit. Peas are seeds!  
You can plant them and grow more peas.



Unit 8 85

## 1 Read the story on Pupil's Book pages 100–101 again. Read and circle.

Answers: 1 white 2 pollen 3 pollen  
4 oranges 5 seeds 6 plants 7 trees

## 2 Read, look and number the pictures in order.

Answers: 2, 5, 1, 3, 4

- Continue by pointing to the spaces in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.
- Refer the children to the Picture dictionary starting on page 134 of their Pupil's Book. Challenge them to find another word which has *-i\_e* with the sound /aɪ/. (The first is *ninety* on page 134. Other words – from Units 1–8 – are *crocodile, kite, write, smile, motorbike* and *outside*.)

**Audioscript**

/aɪ/ /aɪ/ /aɪ/ white  
 /aɪ/ /aɪ/ /aɪ/ mice  
 /aɪ/ /aɪ/ /aɪ/ rice

**Answers:** white, mice, rice

**2** 2.47 **Circle the words with *i* as in *kite*. Then listen and say the chant.**

- First have the children find all the examples of the letter *i* they can (there are eight). Ask how the letter *i* is pronounced on its own.
- Have the children find and circle all the examples of the /aɪ/ sound. Ask how many they found. If the class doesn't agree, they need to check again! Elicit the words.
- Then ask them to decide which word with *i* doesn't have /aɪ/ sound (*little*).
- Play the chant and have the children follow in their book.
- Play the chant again and have the children join in with the /aɪ/ words.
- Then play it again pausing before some key /aɪ/ words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

**Answers:** 'We like ice cream and rice.'  
 Say the hungry little mice. 'But we don't like  
limes. They're not very nice!'

**3** 2.48 **Circle the words with *i* as in *white*. Then listen, check and repeat.**

- Be a star!**
- Have the children say the first word, *slide*. Ask if it has the /aɪ/ sound (*yes*). Then have them say the second word, *swim*. Again, ask if it has the /aɪ/ sound (*no*).

**Lesson 5 Sounds and letters**

**1** 2.46 **Listen and say. Complete.**

white    m\_c    r\_c

**2** 2.47 **Circle the words with *i* as in *kite*. Then listen and say the chant.**

'We like ice cream and rice!  
 Say the hungry little mice.  
 'But we don't like limes.  
 They're not very nice!'

**3** 2.48 **Circle the words with *i* as in *white*. Then listen, check and repeat. **Be a star!****

1 slide    2 swim    3 listen    4 write    5 lime  
 6 bike    7 skirt    8 fitty    9 ice    10 kite

**Learning to learn**

Learning opposites can improve your vocabulary and writing. Here are some examples of opposites:  
 black – white    long – short    good – bad  
 Can you write the opposite of these words?  
 happy – \_\_\_\_\_    hot – \_\_\_\_\_    fat – \_\_\_\_\_

**102** Unit 8 Sounds and letters: identify long /sound/ Learning to learn: opposites  
 WB, page 86

**Learning objectives:** Sounds and letters: identify long *i* sound; Learning to learn: opposites

**Sounds and letters words:** mice, rice, white

**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 14–17) with words from the text in the last lesson, e.g. *orange, nature, flowers, insects, seeds, ground, Grandpa*. (If the children might find these words too challenging, you can include easier ones in the middle, e.g. *spring, bees, green, rain*.)



- 1** 2.46 **Listen and say. Complete.**
- Refer the children to the pictures and elicit the meaning of the words.
  - Play the audio for the children to repeat the words chorally. Do this twice.
  - Hold up your Pupil's Book. Point to the *i* in the word *white* and ask *What's this sound? What's the word?* Then point to the *e* in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *i* sound like /aɪ/.

- Have the children complete the activity individually, circling the words with the /aɪ/ sound. While they do this, write all the words on the board.
- Play the audio for the children to check their answers. Then invite different children to come to the board and circle an /aɪ/ word. Ask for whole-class agreement each time.
- Have the children repeat all the words to practise their pronunciation.

Answers: 1 slide 4 write 5 lime 6 bike  
9 ice 10 kite

## Learning to learn

- Write on the board *My house is big*. Under this, write *It isn't \_\_\_\_\_*. Ask the children to suggest a word to complete the second sentence (*small*). Point out *big* and *small* are opposites. They give us more ways to say something.
- Read through the other examples in the *Learning to learn* box as a class.
- Then give the children time to think about the opposites for the other words.
- Elicit the answers and write them on the board. Have the children write the words in their books.

Answers: happy – sad; hot – cold; fat – thin

## Using digital

Make use of the *Eraser* tool.

- If you choose to display activities on the IWB (e.g. Activities 2 and 3 above) and invite the children to the board to circle, remember that the *Eraser* tool is quick and easy to use to correct a mistake the child makes.
- Indeed the children can easily use the tool themselves, becoming more independent both in English and their use of technology!

## Teaching star!

## Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activities 2 and 3.



## Workbook page 86

**Lesson 5 Sounds and letters**

1 Say aloud. Circle the picture that doesn't have the *i* sound as in *kite*.

1 2 3 4

2 Write the missing letters.

1 mice 2 rc 3 limes 4 cream 5 hl

3 Write opposite words. Use words from the box. Then draw pictures.

cold small sad black

hot 1 cold 2 \_\_\_\_\_

big 3 \_\_\_\_\_ 4 \_\_\_\_\_

86 Unit 8

## 1 Say aloud. Circle the picture that doesn't have the *i* sound as in *kite*.

Answers: 1 swing 2 fish 3 six 4 swim

## 2 Write the missing letters.

Answers: 1 mice 2 rice 3 limes 4 ice cream 5 white

## 3 Write opposite words. Use words from the box. Then draw pictures.

Answers: 1 cold 2 sad 3 small 4 black



Lesson 6 Language in use

1 2.49 Listen and say.

Welcome to City Farm. **Would you like to feed** the lambs?

Yes, please.

Would you like to pick some strawberries?

No, thanks. I don't like strawberries.

Would you like to see the goats?

Yes, please. And I'd like to ride on a tractor!

Me, too!

feed

pick

strawberry

tractor

2 Work in pairs. Ask and answer.

Student A

Student B

Student A Welcome to City Farm. Would you like to feed the ducks?

Student B Yes, please.

3 Now it's your turn. Ask and answer about a farm. **Be a star!**

Unit 8 would like + to + infinitive WB: page 87 **103**

1 2.49 Listen and say.

- Refer the children to the picture and ask them what job they think the man does. Elicit or remind them of the word *farmer*. Introduce the word *farm* by explaining that a farmer works on a farm.
- Play the audio and have the children follow in their Pupil's Books.
- Ask the children what comes after *Would you like ...?* and *I'd like ...* (to and a verb). Elicit all examples (to feed, to pick, to see).
- Play the audio again and have the children repeat each question and answer.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it. If necessary, confirm the meaning of *farm* by explaining that this is where a farmer works.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the animals, fruit and vegetables.
- Invite two children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for items in the box.
- Elicit and drill the questions to continue the dialogue reminding them, if necessary, which verbs to use: *feed* or *see* for an animal, *pick* for a fruit or vegetable.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms. If you hear common errors, review the structures with the class at the end of the activity.
- Invite volunteer pairs to roleplay a dialogue for the rest of the class.

**Learning objectives:** would like + to + infinitive

**Vocabulary:** feed, pick, strawberry, tractor

**Resources:** Class Audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

2.47 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered it.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

**Vocabulary**

- Refer the children to the vocabulary panel on the right side of the page. Say each word and have the children point and repeat.
- Have the children repeat the words again doing an action for each one (*feed*: mime bottle feeding a baby animal and making sucking noises, *pick*: mime picking a fruit, *strawberry*: mime eating a delicious fruit, *tractor*: mime riding in a bumpy tractor).
- Say the words and have the children do the actions.
- Finally do the actions in a different order and have the children join in and say the words.

### 3 Now it's your turn. Ask and answer about a farm. **Be a star!**

- Ask the children to think about a farm and all the great things you can do there.
- Start by asking different children some questions using known vocabulary that has not come up in this lesson yet, e.g. *Would you like to feed the horse? Would you like to pick some beans? Would you like to see the kittens?*, etc. Elicit and write the answers *Yes, please!* or *No, thanks, I don't like ...* on the board. (To extend the activity, you could also elicit extra phrases to use such as *Yes, good idea! I'm not sure ... Sorry, I can't.*)
- Ask the class for extra suggestions about what they would like to do, using *And I'd like to ...*

- Divide the class into pairs and have them ask and answer questions about a farm. Circulate, monitor and offer help and praise as appropriate.
- Finish by having different pairs of children asking and answering across the class for everyone to hear.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson. (Suggestions: *Would you like to feed the lambs? Yes, please. Would you like to pick some strawberries? No, thanks.*)

### Workbook page 87


**Lesson 6 Language in use**


**1 Read and match.**


1 Would you like to feed	a on a horse?
2 Would you like to pick	b the lake?
3 Would you like to ride	c the goats?
4 Would you like to see	d some beans?


**2 Read and complete.**


potatoes    pick    tractor    feed    watermelon

 Would you like to <sup>1</sup> feed the goats?

 Yes, please. And, I would like to <sup>2</sup> pick some potatoes.

 Would you like to ride on a <sup>4</sup> tractor?

 No, thanks. I'd like to pick a <sup>5</sup> watermelon.

**3  Write a dialogue for you and a friend.**

Would you like to feed \_\_\_\_\_? Yes, please. And, I'd like to \_\_\_\_\_. Would you like to ride on a \_\_\_\_\_? Would you like to pick \_\_\_\_\_? No, thanks. I'd like to pick \_\_\_\_\_.

Unit 8 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 match.

Answers: 1 c 2 d 3 a 4 b

#### 2 Read and complete.

Answers: 1 feed 2 pick 3 potatoes  
4 tractor 5 watermelon

#### 3 Write a dialogue, for you and a friend.

Answers: Children's own answers.

### Grammar reference: (page 125)

#### 1 Look and complete.

Answers: 1 'd like 2 like a pepper  
3 Would, like some 4 would, to feed, lambs  
5 Would, like to, some

Suggested answers: bananas, mango, fruit, vegetables, boats

**Lesson 7 Listening and speaking**

1 Look at the photo. What can you see?

Floating market, Bangkok, Thailand

2 2.50 Listen and tick (✓) the food you hear.

vegetables

3 2.50 Listen again and write the numbers.

1 boats 18    2 bananas        3 watermelons        4 mangoes    

4 2.51 Listen and repeat. Then choose, ask and answer. **Be a star!**

- 1 Can I have some lemons, please?
- 2 How many?
- 3 Five, please.
- 4 Here you are.
- 5 Thank you.

2 2.50 Listen and tick (✓) the food you hear.

- Elicit the names of the food in the photos.
- Play the audio up to *There are bananas and coconuts*. Point out the example tick by banana. Ask *Are there coconuts?* (*yes*) Mime a tick by the coconut.
- Play the rest of the audio and have the children tick the food they hear.
- For feedback, call out each item and have the children say *yes* or *no*.

**Audioscript**

**Girl:** I'm having a great holiday. Thailand is amazing. What are we doing today, Mum?

**Mother:** Would you like to go to a fruit and vegetable market?

**Girl:** Yes, please.

**Mum:** Here we are.

**Girl:** There are lots of boats. Where's the market?

**Mum:** This is the market! It's a water market. A floating market.

**Girl:** Wow! There are 1, 2, 3, ... 18 boats. And look at all the colours!

**Mum:** Look! This boat has got lots of fruit. There are bananas and coconuts. And there are lots of vegetables on that boat. I can see peppers and onions.

**Mum:** Hello! I'd like some bananas, please.

**Man:** How many?

**Mum:** Can I have six, please?

**Man:** OK. Six bananas. Here you are.

**Girl:** Can I have a watermelon, please, Mum?

**Mum:** Of course. And would you like some mangoes?

**Girl:** Yes, please!

**Mum:** I'd like a watermelon and some mangoes, please.

**Man:** How many mangoes?

**Mum:** Four, please.

**Man:** Here you are. A watermelon and four mangoes.

**Answers:** ✓ by mangoes, bananas, coconuts, peppers, onions, watermelons

3 2.50 Listen again and write the numbers.

- Ask *How many boats are there?* Play the audio again up to ... 18 boats and point out the example answer.

**Learning objectives:** Listening: identifying specific information; Speaking: ask for things in a shop or market

**Vocabulary:** fruit, market, vegetables

**Resources:** Class Audio CD2;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14–17) with questions and answers from the last lesson, e.g. *Would you like to see the goats? I'd like to ride a tractor.*

**Vocabulary**

- Refer the children to the vocabulary panel. Say the words and have the children point and repeat.
- Challenge the children to write a list in their notebooks of four kinds of fruit, four kinds of vegetables and four things you can buy at a market – not fruit or vegetables.

1 Look at the photo. What can you see?

- Refer the children to the photo and elicit what they can see. Ask what is special about this market. (*They're on boats.*)

- Play the rest of the audio for the children to write the numbers for the other items.
- For feedback, call out the items to elicit the numbers.

Answers: 1 18 2 6 3 1 4 4

4 2.51 Listen and repeat. Then choose, ask and answer. **Be a star!**

- Play the audio and have the children listen and point to the correct picture.
- Play the audio again and have the children repeat the dialogue.
- Divide the class into pairs and have them make new dialogues, changing the words in blue. Invite volunteers to perform their dialogue for the class.

Workbook page 88

**Lesson 7 Functional language**

1 What does Owen buy? Read and write the numbers.

Can I have some mangoes, please?  
 How many?  
 Eight, please.  
 OK. Here you are.  
 And can I have some bananas, please?  
 Yes. How many?  
 Three, please. And can I have six apples?  
 Yes. Here you are. Anything else?  
 No. That's all, thanks.  
 OK.

a b c

2 Look and complete the dialogue.

Hello! Can I have ' some flowers , please?  
 ' \_\_\_\_\_ ?  
 Five, please.  
 OK. Here you are. ' \_\_\_\_\_ ?  
 No. ' \_\_\_\_\_ .

88 Unit 6

1 What does Owen buy? Read and write the numbers.

Answers: 1 a - 8 2 b - 3 3 c - 6

2 Look and complete the dialogue.

Answers: 1 some flowers 2 How many  
3 Anything else 4 That's all, thanks.

Cooler: A chant

- Write on the board:  
Can I have some lemons, please?  
Yes, you can! Yes, you can!  
How many? How many?  
Five, please! Five, please!
- Read out the chant, have the children repeat it and then say it all together.
- Have them invent more verses about different food and numbers!

Workbook page 89

**How am I doing?**

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

1 2 p o t a t o lolap  
 1 \_\_\_\_\_ sape  
 2 \_\_\_\_\_ loancuc  
 3 \_\_\_\_\_ nabes  
 4 \_\_\_\_\_ melno  
 5 \_\_\_\_\_ pragse

2 Read and match.

1 Would you like a \_\_\_\_\_ a ride a horse?  
 2 How \_\_\_\_\_ b else?  
 3 I'd like some \_\_\_\_\_ c potatoes.  
 4 Would you like to \_\_\_\_\_ d pepper?  
 5 I'd like a \_\_\_\_\_ e lemon.  
 6 Anything \_\_\_\_\_ f many?

Unit 6 CEYL Starters, Reading and Writing, Part 3 89

1 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.
- If done in class, elicit the names of the food chorally. Then go through the example and elicit the next answer. Write it on the board.
- Have the children complete the activity individually.
- Check the answers with the class.

Answers: 1 peas 2 coconut 3 beans  
4 lemon 5 grapes

2 Read and match.

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

**Lesson 8 Writing**

**1 Read and follow.**

Use commas to separate things in a list.  
I would like some apples, beans, peas, peppers and potatoes.

**2 Read the invitation. Add commas where necessary.**

Dear Amy,

Would you like to swim, play football go sailing and play games?

Would you like to eat burgers cakes ice cream strawberries and grapes?

Would you like to come to my party?

It's on Saturday at 3 o'clock at the beach!

Can you bring some tomatoes apples and cakes?

Please come!

From Tony

**3 Write a party invitation. Remember to use commas. Be a star!**

Dear \_\_\_\_\_

Would you like to \_\_\_\_\_?

Would \_\_\_\_\_?

It's on \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_.

Can \_\_\_\_\_?

From \_\_\_\_\_

Unit 8 Write a party invitation WB: pages 90-91 **105**

**Learning objectives:** Use commas; Write a party invitation

**Resources:** PK - TRC - Unit 8 test; PRC - TG

### Warm-up: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *Would you like to go to a fruit and vegetable market?* (11) *There are lots of vegetables on that boat.* (8) *I'd like some bananas, please.* (5) *Can I have a watermelon, please, Mum?* (7) *Would you like some mangoes?* (5)

### 1 Read and follow.

- Ask *Do you remember the market in the last lesson? What do the woman and the boy ask for at the market?* Elicit and write on the board: *They ask for some bananas a watermelon and some mangoes.* Ask the children if they think anything is missing from the sentence.
- If they suggest commas, insert them and have them read the information in Activity 1. If not, have them read Activity 1 and then tell you what's missing in the sentence.
- Ask where you should add the commas to the sentence on the board and write them in.

### 2 Read the invitation. Add commas where necessary.

- Have the children read the text quickly and say what it is (*an invitation to a party*).
- Work through the first full sentence as a class and write it on the board. Then give the children time to think about where to put commas in the rest of the text, but ask them not to write anything yet.
- Ask the children if commas are needed in each line and write the lines that need commas on the board. Read out the sentences slowly and have the children call out *comma* when one is needed. Insert the commas in the sentences.
- Have the children complete the text in their books.

**Answers:** Dear Amy, Would you like to swim, play football, go sailing and play games? Would you like to eat burgers, cakes, ice cream, strawberries and grapes? Would you like to come to my party? It's on Saturday at 3 o'clock at the beach! Can you bring some tomatoes, apples and cakes? Please come! From Tony

### 3 Write a party invitation. Remember to use commas. Be a star!

- Elicit suggestions for the text of the new invitation and write the children's ideas on the board. Write all their suggestions.
- Then have the children choose the ideas that they want to include and complete the invitation in their Pupil's Books.
- Encourage the children to show a friend and see how similar their final versions are.
- Have them check each other's work to make sure commas have been used correctly.

### Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–17) with key words from the texts in this lesson.

**Lesson 8 Writing**

**1 Write the sentences with capital letters, full stops, commas, questions marks or exclamation marks.**

- 1 would you like to come to my party  
Would you like to come to my party?
- 2 would you like to eat ice cream cakes and grapes  
\_\_\_\_\_
- 3 my party is on friday at three o'clock in the park  
\_\_\_\_\_
- 4 we're going to play football baseball and basketball  
\_\_\_\_\_
- 5 don't be late  
\_\_\_\_\_

**2 Choose and tick (✓) some things for your own party. Complete the questions.**

**Activities:**

- swim    play football    have a picnic    play in the park

1 Would you like to \_\_\_\_\_?

**Food:**

- ice cream    cakes    strawberries    burgers    grapes

2 Would you like to eat \_\_\_\_\_?

**Things to bring:**

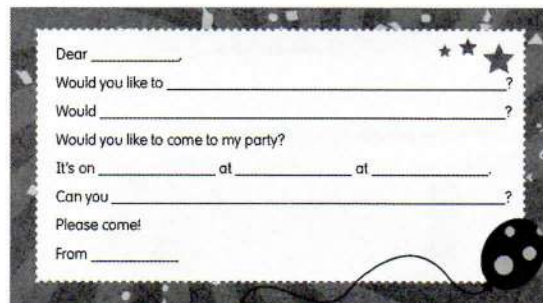
- a football    radio    camera    a kite

3 Can you bring \_\_\_\_\_?

**3 Tick (✓) a day, time and place for your own party.**

- Friday    nine o'clock    the beach  
**Day:**  Saturday   **Time:**  one o'clock   **Place:**  the park  
 Sunday    three o'clock    my house

**4 Write your invitation. Use your ideas and sentences from Activities 3 and 4.**



**5 Write it again. Use your best handwriting. Decorate your invitation.**

**6 Check your work. Tick (✓).**

- |                   |                          |                     |                          |
|-------------------|--------------------------|---------------------|--------------------------|
| • commas          | <input type="checkbox"/> | • exclamation marks | <input type="checkbox"/> |
| • capital letters | <input type="checkbox"/> | • question marks    | <input type="checkbox"/> |
| • full stops      | <input type="checkbox"/> | • spelling          | <input type="checkbox"/> |

**1 Write the sentences with capital letters, full stops, commas, question marks or exclamation marks.**

- Refer the children to the example and elicit the changes that have been made.
- Then have the children complete the activity individually. While they do this, write the sentences on the board without punctuation or capital letters.
- For feedback, invite children to come and correct the sentences on the board.

**Answers:** 1 Would you like to come to my party? 2 Would you like to eat ice cream, cakes and grapes? 3 My party is on Friday at three o'clock at the park. 4 We're going to play football, baseball and basketball. 5 Don't be late!

**2 Choose and tick (✓) some things for your own party. Complete the questions.**

- Choose three things for yourself from the first section. Tell the class and elicit the corresponding question. Write it on the board, eliciting the correct necessary punctuation from the class.
- Have the children continue the activity individually.
- Invite different children to read out their questions.

**Answers:** Children's own answers.

**3 Tick (✓) a day, time and place for your own party.**

- Have the children tick their choices.
- Ask different children to read out their options.

**Answers:** Children's own answers.

**4 Write your invitation. Use your ideas and sentences from Activities 3 and 4.**

- Remind the children that they can see model invitations on Pupil's Book page 105. Ask them to complete the invitation and then compare it with a friend. Circulate, monitor and offer help as needed.

**Answers:** Children's own answers.

**5 Write it again. Use your best handwriting. Decorate your invitation.**

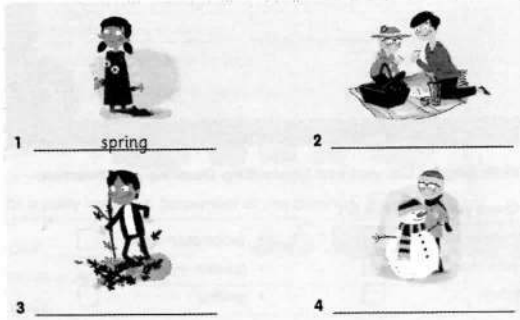
- Have the children write their text again. Point out that the invitation should look attractive, so it needs to be neat and colourful!

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick.

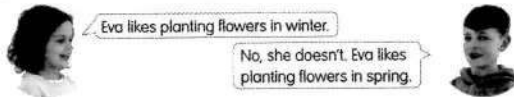
### Review 4

1 2.52 Write the seasons. Listen and check.



1 spring                      2 \_\_\_\_\_  
3 \_\_\_\_\_                      4 \_\_\_\_\_

2 Make true or false sentences about the people in Activity 1.



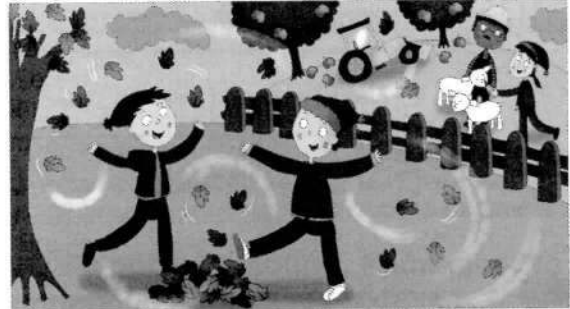
3 Read and match.

- |                                    |  |
|------------------------------------|--|
| 1 Would you like an orange?        | a Yes, I do. It's my favourite sport!            |
| 2 Would you like to see the lambs? | b Good idea! Let's go to the lake.               |
| 3 Do you like playing baseball?    | c Yes, please! I'd like to see the baby animals. |
| 4 Would you like some peas?        | d Yes, please!                                   |
| 5 What about going sailing today?  | e No, thanks. I don't like vegetables.           |

4 2.53 Write a or i. Then listen, check and say.

The girl 's<sup>1</sup>sk\_a\_les on the 's<sup>2</sup>i\_\_ke.  
Then she goes home to 'm\_\_ke a 'c\_\_ke.  
The boy 's<sup>3</sup>t\_\_kes 'c\_\_ce cream and flying a 'k\_\_te.  
He doesn't 's<sup>4</sup>t\_\_ke 'g\_r\_\_pes or riding a 'b\_\_ke.

5 Look and read. Write yes or no. There are two examples.



- Examples: The children are wearing sunglasses. no  
It's a windy day. yes
- It's autumn. \_\_\_\_\_
  - The boys don't like playing in the leaves. \_\_\_\_\_
  - The girl likes feeding the sheep. \_\_\_\_\_
  - A man is sitting in the tractor. \_\_\_\_\_
  - There are lemons on the trees. \_\_\_\_\_

**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 7 and 8; CE:YL Starter, Reading and Writing, Part 2

**Vocabulary:** seasons, activities, fruits, vegetables

**Grammar:** like + -ing; let's + infinitive; What about + -ing; would like + a / an / some; would like to + infinitive

**Sounds and letters:** long a and i sounds

**Resources:** Class Audio CD2;

**PK** - **TRC** - Downloadable flashcards; **PRC** - **TG**

**Materials:** a piece of scrap paper for each child

### Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games Bank, pages 14–17) with vocabulary topics from this lesson: food, sports and activities, weather.



### Teaching star!

#### Reviewing language

When reviewing language, it is always important to give the children the time and opportunity to activate previous knowledge and to work things out for themselves before doing feedback. Talking about pictures and context can provide a very useful stimulus for recalling both vocabulary and grammatical structures.

- Before starting each of the activities on this spread, ask the children a simple question to help them activate previous knowledge. For example, before Activity 1, ask *What are the children wearing?* Prompt them to recall clothes, colours and any relevant adjectives.

1 2.52 Write the seasons. Listen and check.

- Refer the children to the picture and ask what they can see.
- Point out the example answer and ask how they know that this is correct. Then have the children decide and write the season for each picture.

- Play the audio for the children to listen and check or complete their answers.
- For feedback, say the number and have the children call out the season. Write the words on the board for them to check their spelling.

### Audioscript

1 spring, 2 summer, 3 autumn, 4 winter

Answers: (See audioscript)

## 2 Make true or false sentences about the people in Activity 1.

- Make some example sentences about the pictures for the whole class and ask *True or false?* e.g. *Owen likes playing in the leaves in autumn (true). Kirsty likes having a picnic in winter (false).*
- Have the children correct any sentences which are false, e.g. *Kirsty likes having a picnic in winter. (No, she doesn't. Kirsty likes having a picnic in summer.)*
- Divide the class into pairs to continue the activity. One child says a similar sentence and their partner responds *true* or *false*. For the false sentences, they should say the correct version. Then they change roles.
- Encourage volunteers to say a sentence for the class to respond to.

## 3 Read and match.

- Ask two children to read out the first matching question and answer.
- Elicit the next match and have the class read out the question and answer chorally.
- Then have the children continue the activity individually, matching the questions and answers.
- For feedback, invite different pairs of children to read out the matching halves. Ask for whole-class agreement each time.

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

## 4 2.53 Write *a* or *i*. Then listen, check and say.

- Write *late* and *white* on the board and ask the class how *a\_e* and *i\_e* are pronounced. Elicit more examples of words with one of these sounds.
- Refer the children to the example in the first line of the text and then elicit the missing letters from the next word. Write the sentence on the board and ask the class to read it out chorally.
- Give the children time to complete the rest of the words with the missing letters (*a* or *i*). If they are not sure, encourage them to say the gapped words aloud.
- Play the audio for the children to check and / or complete their answers.

- For feedback, ask different children to write a word on the board. Finally, have the class read out the text chorally.

Answers: 1 skates 2 lake 3 make 4 cake  
5 likes 6 ice 7 kite 8 like 9 grapes 10 bike

## 5 Look and read. Write *yes* or *no*. There are two examples.

- 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 to say what they can see in the picture.
- Go through the examples first, and then have the children complete the activity individually, reading each sentence and writing *yes* if it correctly describes the picture or *no* if it doesn't.
- For feedback, ask different children to read out the sentences for the rest of the class to call out *yes* or *no*. Ask for whole-class agreement each time.

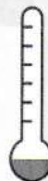
Answers: 1 yes 2 no 3 yes 4 no 5 no

## My progress: (Workbook page 116)

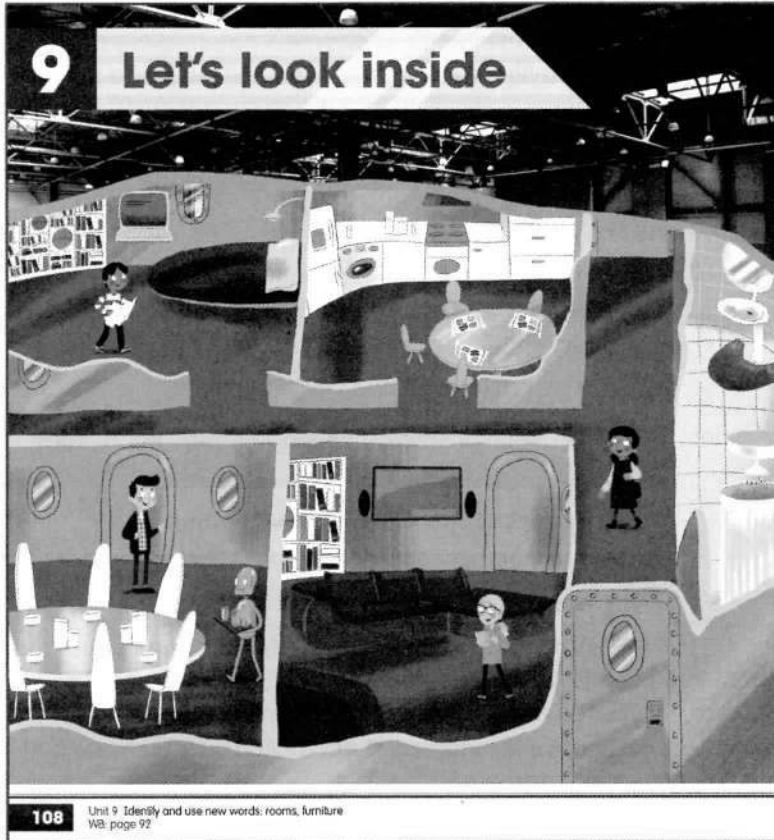
- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place. Have them hold up their books to show their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

## Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* above). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a hole approximately 1 cm across.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 7 or 8, so that only part of a picture is visible and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing? Where's this?* Their partner can move the hole around to see more if it's too difficult. Then they change roles.







### 9 Let's look inside

### Lesson 1 Vocabulary

1 3.1–3.2 Listen and say. Then listen and number.



bathroom  dining room  hall  kitchen



living room  bookcase  shower  sofa

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

3 What can you see in the different rooms? How are they different to your house?

4 3.3 Sing and act out. **Be a star!**

My spaceship home

*I'm very happy,  
In my spaceship home.  
If I'm sad, I talk on  
My special space phone.*

*In my bedroom there's  
a bookcase,  
Next to my bed.  
When we fly into space,  
Books fall on my head.*

*In the kitchen there's a lot  
Of food to eat.  
And in the dining room,  
I hold on to my seat.*

*The living room's the place  
Where I go to think.  
I sit upside down  
On a sofa that's pink!*

**Learning objectives:** Identify and use new words: rooms, furniture; Sing a song using the target vocabulary

**Vocabulary:** bathroom, dining room, hall, kitchen, living room, bookcase, shower, sofa

**Resources:** Class Audio CD3; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

### Warm-up: The big picture

- Refer the children to the picture on pages 108–109. Ask *Who can you see in the pictures? Where are they? What are they doing? What can you see in each room? What's your favourite room?* Ask the children if their house looks like this and if they have any of the same things in their house.



- Play the audio again. The children point and repeat.
- Play the audio again and have the children do a mime for each item: *bathroom* – brushing your teeth; *dining room* – eating with knife and fork; *hall* – hanging up a coat; *kitchen* – cooking; *living room* – turning on the TV with a remote control; *bookcase* – taking down a book and opening it; *shower* – having a shower; *sofa* – lying back and relaxing.

### 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.
- Say the rooms in random order. Have the children raise their hands when you mention their favourite room.

### Audioscript

1 sofa, 2 living room, 3 bookcase, 4 bathroom, 5 shower, 6 kitchen, 7 hall, 8 dining room

### 1 3.1 Listen and say.

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

**Answers:** bathroom – 4, dining room – 8, hall – 7, kitchen – 6, living room – 2, bookcase – 3, shower – 5, sofa – 1

**Teaching star!** ★

**Using digital**

Using the digital tools can provide a new and interesting focus for the children.

- Use the digital *Slideshow* to introduce the words and use the *Distort* tool to test them.
- This can be brought back as a Warm-up or filler activity later on in the unit.

**2 Look at the picture. Find the words in Activity 1.**

- Point to the picture of the bathroom in Activity 1. Ask *What's this? Where's the bathroom on page 108?* Have them point to it.
- Do the same with the next room. Then divide the class into pairs and have them take turns asking and finding the remaining rooms and objects.
- Ask the children which room on page 108 isn't in Activity 1 (*the bedroom where Owen is*).

**3 What can you see in the different rooms? How are they different to your house?**

- Elicit from the children everything they can see in the living room on page 108. Encourage them to describe things and say where they are. Write some of the information on the board.
- Tell the children how this is the same or different from your living room, e.g. *There's a sofa in my living room and I've got some books in a bookcase, but my TV is on a table and my sofa is small!*
- Give the children some time to look at the rooms and think about how their house is the same or different.
- Invite some confident children to give some examples. Then divide the class into pairs and have them say at least one thing that is the same and one that is different. Circulate, monitor and offer help and praise as appropriate.

**4 3.3 Sing and act out. Be a star!** ★

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of rooms or objects from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with mimes for the key words (see Activity 1).
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

**Cooler: Group mime**

- Play *Group mime* (see the Games Bank, pages 14–17) with vocabulary from Activity 1.

**9 Let's look inside**

**Lesson 1 Vocabulary**

**1 Look, read and circle.**



1 hall / kitchen



2 shower / bookcase



3 shower / sofa



4 living room / dining room

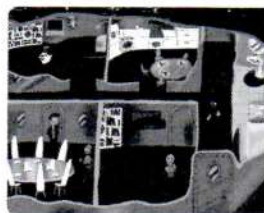


5 bookcase / hall



6 sofa / bathroom

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



There's a table in the kitchen.

yes

1 There's a bookcase in the bedroom.

2 There's a TV in the dining room.

3 There's a sofa in the living room.

4 There's a clock in the bedroom.

5 There's a plant in the bathroom.

**1 Look, read and circle.**

**Answers:** 1 hall 2 shower 3 sofa 4 living room 5 bookcase 6 bathroom

**2 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 to describe 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*.

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

- Play the audio one more time. Have the children do suitable actions for the places and activities mentioned.

**Answers:** at his Grandma's home / on his Grandma's boat

**Lesson 2 Grammar time**

1 3.4 Listen and read. Where was Owen?

1 Yesterday, I **wasn't** at home. I **was** with my Grandma. She lives on a boat. Look!

2 We **were** in the kitchen. It was very hot! We **weren't** hungry, but we were thirsty.

3 All the rooms were small. The books weren't on a bookshelf. They were under the table.

4 In the afternoon, we were outside. Grandma was in her garden. She wasn't tired, she was happy.

2 3.4 Listen again. Circle **T** (True) or **F** (False).

1 Yesterday, Owen was with his grandma.  T  F

2 They were in the bedroom on the boat.  T  F

3 In Grandma's boat, the rooms were very big.  T  F

4 The books were under the table.  T  F

5 Grandma was tired.  T  F

3 Work in pairs. Act out the story. **Be a star!**

110 Unit 9 Past simple (was / were) WB: page 93

2 3.4 Listen again. Circle **T** (True) or **F** (False).

- Play the audio again for the children to listen and read. Refer them to the example sentence and answer, and ask them to find the part of the text that shows this (picture 1 – *I was with my Grandma.*).
- Have the children continue the activity individually, reading each sentence and circling **T** (if it is true) or **F** (if it is false). Replay the audio, if necessary, so that they can check.
- Read out the sentences and have the children call back *true* or *false*. Ask for whole-class agreement each time and elicit the relevant part of the text.

**Answers:** 1 T 2 F 3 F 4 T 5 F

**Teaching star!**

**Extension**

The children can write more simple true / false comprehension questions about the story to test their friends.

- Have each child look at the story and write one more true / false sentence about the story. Encourage them to look at details in the pictures as well as the text for ideas, e.g. *Grandma's boat is red and blue.* (*false*)
- Divide the class into groups of four or five. Have each child read out their sentence to the others in the group and the others say *true* or *false* in response. The child with the sentence confirms each time.
- The groups can then choose their best sentences to write out and pass to another group for a further test.

3.3 Warm-up: Sing the song!

- Play the song *My spaceship home* again and have the children join in and do the actions as in Lesson 1.

1 3.4 Listen and read. Where was Owen?

- Refer the children to the pictures and ask *Who can you see? What has Owen got? (a tablet with photos) What can you see in his photos? What do you think they are talking about?*
- Play the audio and have the children follow in their books. Ask the children *Where was Owen?* and have them find the answer.
- Ask some questions to check comprehension: *Are they talking about today? (no) Where does Owen's Grandma live? (on a boat) Was it cold in the kitchen? (No, it was very hot.) Were they hungry? (no) Where were the books? (under the table) Where were they in the afternoon? (outside, in the garden) Was Grandma sad? (no)*

3 Work in pairs. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of sentences with *was* and *were*.
- Divide the class into pairs. Let the children decide who will be Kirsty and Owen. Point out that Kirsty's role is just to listen and respond. Practise some responses with the class such as *Oooh! Wow! Really?*

- Allow them a few minutes to practise acting out the story, swapping roles in the middle so both children get a chance to speak. They can use a book as a prop for the tablet.
- Set a time limit for practice. Two or three minutes is good, but you can adjust this to suit the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteers to act out the story for the class.


### 3.4 Cooler: What was the last word?

- Play *What was the last word?* (see the Games Bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *home, Grandma, boat, kitchen, thirsty, small, bookcase, afternoon, garden, happy.*


#### Workbook page 93

**Lesson 2 Grammar time**


1 Read the story on Pupil's Book page 110 again. Look and circle.




1 I was wasn't at home.




2 We were / weren't in the kitchen.




3 We were / weren't hungry.



4 We were / weren't thirsty.



5 Grandma was / wasn't in her garden.



6 Grandma was / wasn't tired.

2 Write the words in the correct order to make sentences.

- hot / It / was  
It was hot.
- sofa / the / We / on / were  
\_\_\_\_\_
- the / It / bookcase / on / was  
\_\_\_\_\_
- kitchen / in / We / the / were  
\_\_\_\_\_
- brother / bedroom / wasn't / My / the / in  
\_\_\_\_\_

Unit 9 93

#### 1 Read the story on Pupil's Book page 110 again. Look and circle.

Answers: 1 wasn't 2 were 3 weren't  
4 were 5 was 6 wasn't

#### 2 Write the words in the correct order to make sentences.

Answers: 1 It was hot. 2 We were on the sofa. 3 It was on the bookcase. 4 We were in the kitchen. 5 My brother wasn't in the bedroom.

**Lesson 3 Grammar focus**

1 3.5 **Look and read.**

Graphic	Grammar

Past simple (was / were)

wasn't → was not    weren't → were not

2 **Look and complete with was, wasn't, were or weren't.**

At 9 o'clock last night I<sup>1</sup> was in my bedroom. I<sup>2</sup> \_\_\_\_\_ in bed, but I<sup>3</sup> \_\_\_\_\_ tired. My mum and dad<sup>4</sup> \_\_\_\_\_ in the living room. They<sup>5</sup> \_\_\_\_\_ on the sofa. They<sup>6</sup> \_\_\_\_\_ tired! My brother<sup>7</sup> \_\_\_\_\_ in the kitchen. He<sup>8</sup> \_\_\_\_\_ hungry, but he<sup>9</sup> \_\_\_\_\_ very thirsty. Our cats<sup>10</sup> \_\_\_\_\_ in the house. They<sup>11</sup> \_\_\_\_\_ outside in the garden.

3 **Tell a friend about last night.** *Be a star!*

I was ...  
My brother / sister was ...  
My mum and dad were ...

Unit 9 Talk about last night  
WB, page 94 **111**

- Say *I was not at home*, counting out the words on your fingers with *was* and *not* separate. Then push the two fingers together to show the contraction and say *I wasn't at home*. Have the children repeat with *She was not tired* and *We were not hungry*.

- If using the video, tell the children they will see a video about a boy who visits his grandma. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Highlight the grammar points as described above.

## 2 Look and complete with was, wasn't, were or weren't.

- Have the children quickly read the text and say what it is about (a family at home in the evening). Refer them to the pictures and ask them to say what they can see. Ask how they think the people feel.
- Refer the children to the example answer and ask why the answer is *was* (because it's with *I*).
- Elicit the answers for numbers 2, 3 and 4. Ask how we know number 3 is negative (because of *but*). Ask how we know number 4 is *were* (because it's *they*).
- Have the children continue the activity individually and then check with a friend.
- Invite volunteers to read out a sentence each. Ask for whole-class agreement each time and write the answers on the board for the children to check.

**Learning objectives:** Talk about last night

**Grammar:** I was with Grandma. I wasn't at home. She was happy. She wasn't tired. We were in the kitchen. We weren't hungry.

**Resources:** Class Audio CD3; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

## Warm-up: Group mime

- Play *Group mime* (see the Games Bank, pages 14–17) with vocabulary from Lesson 1 Activity 1. The children should mime being in the room or using the object.

## 1 3.5 Look and read.

- Play the audio. Have the children join in, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again and have the children repeat the sentences. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Ask the children *Are the sentences about now?* (*no*) *When are they about?* (*yesterday / the past*)
- Ask when we use *was* (for *I, he, she, it*). Ask when we use *were* (for *you, we, they*). Write these on the board: *I / he / she it was; you / we / they were*.

**Answers:** 1 was 2 was 3 wasn't 4 were  
5 were 6 were 7 was 8 wasn't 9 was  
10 weren't 11 were

## 3 **Tell a friend about last night.**

**Be a star!**

- Tell the children about last night for you (and your family), e.g. *At eight o'clock I was in the living room. The television was on but I was very tired. My children were in bed. They were sleepy!*
- Ask some children *Where were you at eight o'clock? Where was your mum / dad? Where were your brothers and sisters? Were they happy?*
- Divide the class into pairs. Have the children tell each other about their evening. Encourage the children to respond (e.g. *Me too! Not me!*) when they are listening.

**Extension**

Activity 3 can be extended by adding an extra challenge, as below:

- Have the children tell each other about the same evening, or a different one if they want. They can choose to give true or false information.
- The child listening says *true* or *false* for each sentence and the child speaking confirms.

The added challenge of trying to trick their partner makes the children focus hard on their sentences.

**Cooler: Draw and label**

- Draw a quick picture on the board of yourself in the garden with a cat, looking happy. Tell the children that this was yesterday. Elicit sentences about the picture, e.g. *Yesterday I was in my garden. I was with my cat. I was very happy!*
- Have the children draw a similar picture of themselves in their notebook. Then ask them to share their pictures and sentences with the friends near them.
- Ask if any children drew the same activities and / or weather as their friends.





Workbook page 94

**Lesson 3 Grammar focus**

**1 Look, read and match to make sentences.**

Yesterday at ten o'clock, I was in the bedroom.

1 I \_\_\_\_\_ were \_\_\_\_\_ in the bedroom.  
 2 Mum and Dad \_\_\_\_\_ was \_\_\_\_\_ in the living room.  
 3 My brother \_\_\_\_\_ were \_\_\_\_\_ outside.  
 4 Our cats \_\_\_\_\_ was \_\_\_\_\_ in the kitchen.

**2 Read and complete.**

was    wasn't    were    weren't

1 I \_\_\_\_\_ in the shower.  
 2 Grandma and Grandpa \_\_\_\_\_ in the garden.  
 3 My brother \_\_\_\_\_ in the kitchen.  
 4 Our cats \_\_\_\_\_ in the bathroom.  
 5 Mum and Dad \_\_\_\_\_ on the sofa.

**3 Write the negative sentences from Activity 1.**

1 I wasn't in the bedroom.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

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 match to make sentences.**

**Answers:** 1 I was in the bedroom. 2 Mum and Dad were in the living room. 3 My brother was in the kitchen. 4 Our cats were outside.

**2 Read and complete.**

**Answers:** 1 wasn't 2 weren't 3 was 4 weren't 5 were

**3 Write the negative sentences from Activity 1.**

**Answers:** 1 I wasn't in the bedroom. 2 Mum and Dad weren't in the living room. 3 My brother wasn't in the kitchen. 4 Our cats weren't outside.

**Lesson 4 Reading**

1 **3.6 Look at the photos. Where are the people? Read and check.**

2 **Read again. Circle the correct room.**

1 The beds were on the wall. kitchen / bedroom / bathroom

2 There isn't a shower. kitchen / bedroom / bathroom

3 It was lunchtime. kitchen / bedroom / bathroom

4 The astronauts weren't asleep. kitchen / bedroom / bathroom

**My week in space**

Hello! I'm Hope Parker and I'm an astronaut. Do you know how astronauts live in space? How do they eat? How do they wash? How do they sleep? Last week I was in space. It was amazing.

This is a photo of the kitchen on the space station. It was lunchtime and we were hungry. Astronauts can eat the same food they eat at home. Look how we eat and drink in space!

This is in the bathroom on the space station. You can't have a shower in space! Astronauts wash with wet towels.

112 Unit 9 Read a realistic story WR page 55

This is one of the bedrooms. It was 11 o'clock. The astronauts were in bed, but they weren't asleep. And the beds weren't on the floor. Look! They were on the wall! This is how astronauts sleep in space.

This was the view from the space station. The stars were in the sky. It was beautiful. I was very happy in space!

3 **Answer the questions. Be a star!**

1 What is Hope Parker's job? She's an astronaut.

2 Where was she last week? \_\_\_\_\_

3 How do astronauts wash in space? \_\_\_\_\_

4 How do astronauts sleep in space? \_\_\_\_\_

4 **What do you think about life on the space station? Complete the table.**

Things I like	Things I don't like

**Values**  
Is it important to enjoy what you do?

asleep  
astronaut  
space  
towel  
wash

113 Unit 9 Read a realistic story WR page 55

**Learning objectives:** Read a realistic story; Read for detail

**Vocabulary:** asleep, astronaut, space, towel, wash

**Additional vocabulary:** hurry up

**Resources:** Class Audio CD3; (PK) - (PRC)

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games Bank, pages 14–17) with key sentences using *was / were / wasn't / weren't* from Lessons 2 and 3, e.g. *Last night I was in my bedroom. My mum and dad were in the living room. He wasn't hungry but he was thirsty. Our cats weren't in the house.*

**Vocabulary**

- Refer the children to the vocabulary panel on the right of page 113. Read out the words and have the children point and repeat.
- Have the children say the words again and do a mime for each one: *asleep*: being asleep, *astronaut*: walking in floating slow motion, *space*: mime looking to the sky with a telescope, *towel*: drying yourself; *wash*: washing your face.
- Then say the words and have the children do the actions.

1 **3.6 Look at the photos. Where are the people? Read and check.**

- Refer the children to the photos and ask them to describe what they can see and what rooms they think the photos show.
- Ask *Where are the people?* Elicit suggestions from the class.
- Then have the children quickly read the text to see if their ideas were correct.
- Ask the children if they think life in space is good.
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answer:** in space

2 **Read again. Circle the correct room.**

- Give the children time to read the text carefully.
- Ask *When was Hope in space? (last week)* to establish this is about the past, not a present situation.
- Refer the children to the example and ask them to find the place in the text that shows the answer. (*And the beds weren't on the floor. Look! They were on the wall!*)
- Have the children continue the activity individually, choosing the correct room for each description.
- For feedback, read out the sentences and have the children call out the correct room. Ask for whole-class agreement each time.

Answers: 1 bedroom 2 bathroom 3 kitchen  
4 bedroom

3 Answer the questions. **Be a star!** ★

- Ask two children to read out the example question and answer.
- Give the children time to read the next sentence and then elicit an answer from the class. Point out the use of *was* for the past. Write the answer on the board.
- Have the children continue the activity individually and then compare with a friend. Circulate and monitor, paying particular attention to verb forms to ensure that the correct verbs and tenses are used.
- For feedback, invite different pairs of children to read out the questions and answers. Ask for whole-class agreement each time.

Answers: 1 She's an astronaut. 2 She was in space / on the space station. 3 They wash with wet towels. 4 They sleep in beds on the wall.

Reading skills

To answer questions like the ones in Activity 3, the children need to be very familiar with the question words, in this case *What, Where, How*. Before starting Activity 3, do the following to raise awareness:

- Write on the board: *I'm a teacher. I work in a school. I go to work by car.*
- Ask the children to identify the *What, Where* and *How* information, and elicit the corresponding questions for these answers.

Teaching star! ★

4  What do you think about life on the space station? Complete the table.

- Tell the children what you think about life on the space station – include something you like and something you don't like, e.g. *I like the stars but I don't like sleeping on the wall.*
- Copy the table onto the board. Ask the children what you can write in each column for yourself (*the stars – sleeping on the wall*). Point out the *-ing* verb form after *like*.
- Have the children look back at the text and complete the table with their own opinions.
- Then ask them to compare with a friend and see how many things they have the same.
- Invite different children to read out their ideas and encourage the others to respond *Me too! Not me!*

Answers: Children's own answers.

Values 

- Clarify the question in the *Values* box. Explain that this often refers to the job that a person does.
- Give the children a little time to think and then elicit some answers, encouraging them to justify their opinions.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the following section of the text: *It was 11 o'clock. The astronauts were in bed, but they weren't asleep. And the beds weren't on the floor. Look! They were on the wall!*

Workbook page 95

**Lesson 4 Reading**

1 Read the story on Pupil's Book pages 112–113 again. Read and complete.

towel wash space astronaut

1 Hope Parker is an astronaut.

2 Last week Hope was in \_\_\_\_\_.

3 Astronauts \_\_\_\_\_ in the bathroom.


4 They wash with a wet \_\_\_\_\_.

2 Read and tick (✓) the correct pictures. Then answer the questions.

Hi, I'm Ben Smith. I'm an astronaut. Here are some pictures from the space station.

I was on an exercise bike. Astronauts can't go outside. We can't run and we can't play tennis or basketball, but we can ride a bike. We ride a bike for three hours a day.

I was on my computer. Astronauts work a lot in space. We are very busy. We take photos with a camera and we write emails on the computer. In space there aren't any phones. Astronauts talk to their families on the computer, too. After work we use the computer again. We listen to music and watch TV. Then we sleep.



1 How many hours do astronauts use a bicycle? three

2 What do astronauts use to take photos? \_\_\_\_\_

3 How do astronauts talk to their families? on their \_\_\_\_\_

4 What do astronauts do after work? listen to music, watch TV and \_\_\_\_\_

Unit 9 95

1 Read the story on Pupil's Book pages 112–113 again. Read and complete.

Answers: 1 astronaut 2 space 3 wash  
4 towel

2 Read and tick (✓) the correct pictures. Then answer the questions.

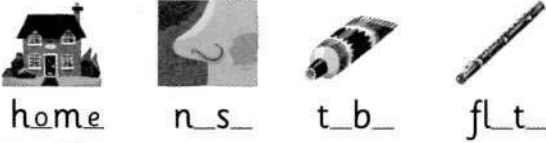
Answers: ✓ by b and c  
1 three 2 camera 3 computers 4 sleep



- Continue by pointing to the spaces in the next word and having the children repeat the sound and the word before they complete the words in their books.
- Follow the same procedure for the *u* in *tube* and explain that the *e* changes the *u* sound to /u:/. Point out to the children, however, that the letter *u* often has the sound /ju:/ (*yoo*) like in the word *tube*.
- Have them complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.
- Have the children look at the Picture dictionary starting on page 134 of their Pupil's Book. Challenge them to find another word which has *o\_e* with the sound /əʊ/ or *u\_e* word with the sound /u:/. (The only *o* words are *phone* and *headphones*, and the only *u* word is *computer*, all on page 136.)

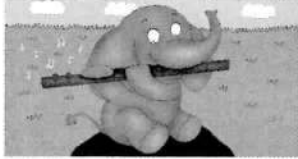
Lesson 5 Sounds and letters

1 Listen and say. Complete.



2 Circle the words with *o* as in *nose* and with *u* as in *tube*. Then listen and say the chant.

Luke sits alone on a stone.  
His mum and dad aren't at home.  
His nose is long and he's very cute.  
He plays a tune on his huge flute.



3 Write *o* or *u*. Then listen, check and say. Be a star!

- 1 c\_u\_le    2 n\_\_se    3 h\_\_me    4 fl\_\_te  
5 t\_\_be    6 st\_\_ne    7 al\_\_ne    8 t\_\_ne

Learning to learn

Knowing how to put words in alphabetical order will help you find and use lots of information, e.g. in a dictionary. Look at the **second or third letter** of each word if the first letter is the same. Then put the words in alphabetical order.

- 1 flute    fat    fly  
2 home    hot    hungry    his    he

Audioscript

/əʊ/ /əʊ/ /əʊ/ home

/əʊ/ /əʊ/ /əʊ/ nose

/u:/ /u:/ /u:/ tube

/u:/ /u:/ /u:/ flute

Answers: home, nose, tube, flute

**Learning objectives:** Sounds and letters: identify long *o* and *u* sounds; Learning to learn: alphabetical order

**Sounds and letters words:** home, nose, flute, tube

**Resources:** Class Audio CD3; (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 14–17) with words from the text in the last lesson, e.g. *asleep, astronaut, towel, wash, hungry, view*. (If the children find these words too challenging, you can include easier ones in the middle, e.g. *space, photo, food, shower, stars*.)

1 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *o* in the word *home* and ask *What's this sound? What's the word?* Then point to the *e* in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *o* sound like /əʊ/.

2 Circle the words with *o* as in *nose* and with *u* as in *tube*. Then listen and say the chant.

- First have the children find all the examples of the letter *o* they can. (There are seven.) Ask them to circle the ones that have the /əʊ/ sound, as in *nose*. Ask how many they found. If the class doesn't agree, they need to check again! (There are four.) Elicit the words.
- Now have the children find all the examples of the letter *u* they can find. (There are six.) Ask them to circle the ones that have the /u:/ sound, as in *tube*. Ask how many they found. If the class doesn't agree, they need to check again! (There are five.) Elicit the words.
- Play the chant and have the children follow in their books and join in with the /əʊ/ and /u:/ words.
- Then play the chant again pausing before some key /əʊ/ and /u:/ words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

Answers: Luke sits alone on a stone. His mum and dad aren't at home. His nose is long and he's very cute. He plays a tune on his huge flute.

3  3.9 Write **o** or **u**. Then listen, check and say. **Be a star!** 

- Refer the children to the example word. Try completing it and reading it out with *u* and then with *o* and asking the children which is correct. Do the same with the second word and elicit the correct letter.
- Have the children continue the activity. Encourage them to say the words out loud to help them decide what the missing letter is each time. While they are doing this, write the incomplete words on the board.
- Play the audio and have the children check or complete their words.
- Invite different children to come to the board and complete a missing letter. Ask for whole-class agreement each time.

**Answers:** 1 cute 2 nose 3 home 4 flute 5 tube  
6 stone 7 alone 8 tune

 Learning to learn

- Write the following words on the board: *astronaut, stars, space, towel*. Ask the children if the words are in alphabetical order. Point out that *space* belongs before *stars* as they both have the same first letter, but the second letter of *space* – *p* – comes before the second letter of *stars* – *t*.
- If necessary, work through another example on the board before asking the children to order the two sequences of words in the *Learning to learn* box.
- Ask the children to read out the words in the correct order, with a different child reading each word. Ask for whole-class agreement each time.

**Answers:** 1 fat, flute, fly 2 hat, he, his, home, hungry

**Cooler: Physical spelling**

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activities 2 and 3.



Workbook page 96

**Lesson 5 Sounds and letters**

1 Complete the words with **o** and **u**. Then draw pictures.

1 h\_o\_me                      2 fl\_\_te

3 st\_\_ne                      4 t\_\_be


2 Read and complete.

phone    tune    home    flute    nose    stone

1 The girl is playing a flute. She is at \_\_\_\_\_.

2 The elephant has a long \_\_\_\_\_. It's listening to a \_\_\_\_\_.

3 He is sitting on a \_\_\_\_\_. He's talking on the \_\_\_\_\_.

3  Write these words in alphabetical order.

1 key    space    pencil    cold    elephant

2 Russia    helicopter    garden    window    fox

3 insect    dress    panda    umbrella    lorry

4 train    orange    Mexico    flute    clock


96 Unit 9

1 Complete the words with **o** and **u**. Then draw pictures.

**Answers:** 1 home 2 flute 3 stone 4 tube

2 Read and complete.

**Answers:** 1 flute, home 2 nose, tune  
3 stone, phone

3  Write these words in alphabetical order.

**Answers:** 1 cold, elephant, key, pencil, space  
2 fox, garden, helicopter, Russia, window  
3 dress, insect, lorry, panda, umbrella 4 clock, flute, Mexico, orange, train

Lesson 6 Language in use

1 3.10 Listen and say.

castle

Were you at home yesterday? No, I wasn't. I was at Warwick Castle.

Were you with your mum? Yes, I was.

Were you in the Queen's bedroom? Yes, we were. It was huge!

Were you in the dining room? No, we weren't. It wasn't open.

Were you in the garden? Yes, we were. The flowers were beautiful.

2 Work in pairs. Ask and answer.

Student A

Student B

Student A Were you at home yesterday?

Student B No, I wasn't.

3 Now it's your turn. Ask and answer about a day at your friend's house. **Be a star!**

Unit 9 Past simple to be: question and short answers WB: page 97 115

**Learning objectives:** Past simple to be: question and short answers

**Resources:** Class Audio CD3; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

### 3.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

### Vocabulary

- Refer the children to vocabulary item at the top of the page. Read out the word and have the children repeat chorally and individually to practise the pronunciation.
- Ask the children who lives in a castle (*kings / queens / princes / princesses*). Ask them if they would like to live in a castle.

### 1 3.10 Listen and say.

- Play the audio and have the children listen and follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Pay particular attention to the questions starting *Were you ...?* as the pronunciation of this can be tricky for the children. (It is also always useful to remind them of the difference in intonation between statements and questions.)
- Have the children turn their Pupil's Books face down. Play the audio one more time, pausing after each question. Elicit the answer and then continue playing the audio so that the children can check if they were correct.

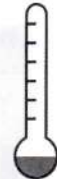
- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the pronunciation and intonation points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

### 2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit what rooms they can see and who they think the family members are.
- Invite two children to read out the example dialogue. Point out that it starts the same as the dialogue in Activity 1.
- Before they start, elicit and drill the questions to continue the dialogue: *Were you with your ...? Were you in the ...?*
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A people and places and the other about the Student B people and places. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and short answers.

### 3 Now it's your turn. Ask and answer about a day at your friend's house. **Be a star!**

- Demonstrate a sample dialogue with a confident child. Ask the child about a day in their house – yesterday or at the weekend. Ask questions: *Were you with ... (last Sunday)? Were you in the ...?* Encourage them to respond using both *I* and *we*.



- Divide the class into pairs and have them make similar dialogues: one child chooses a day and asks the questions, and their partner responds with short answers, e.g. *Yes, I was. / No, we weren't.*
- While they work, circulate, monitor and pay particular attention to the children's pronunciation and intonation in the questions and answers.
- Invite volunteer pairs to roleplay their dialogue for the class.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson: *Were you at home yesterday? No, I wasn't. Were you with your mum? Yes, I was.*

### Workbook page 97

**Lesson 6 Language in use**

**1 Write the words in the correct order to make sentences or questions.**

1 home / Were / at / yesterday / you  
Were you at home yesterday?

2 kitchen / We / the / in / were  
 \_\_\_\_\_

3 sister / wasn't / bedroom / in / My / the  
 \_\_\_\_\_

4 Was / the / Sally / in / dining room  
 \_\_\_\_\_


**2 Read and circle.**

1 Was / Were you with you mum?  
 2 I wasn't / weren't with at the park.  
 3 She was / were at school yesterday.  
 4 Was / Were you in the dining room?  
 5 We wasn't / weren't at The Hungry Bear last night.

**3 Answer the questions. Then draw a picture of you.**

1 Were you at home last weekend? \_\_\_\_\_  
 2 Were you at a restaurant? \_\_\_\_\_  
 3 Were you with your mum and dad? \_\_\_\_\_  
 4 Were you happy? \_\_\_\_\_  
 5 Was it sunny? \_\_\_\_\_  
 6 Was it fun? \_\_\_\_\_  
 7 Were you at a park? \_\_\_\_\_

Last weekend



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 Write the words in the correct order to make sentences or questions.

**Answers:** 1 Were you at home yesterday? 2 We were in the kitchen. 3 My sister wasn't in the bedroom. 4 Was Sally in the dining room?

#### 2 Read and circle.

**Answers:** 1 Were 2 wasn't 3 was 4 Were 5 weren't

#### 3 Answer the questions. Then draw a picture of you.


**Answers:** Children's own answers.

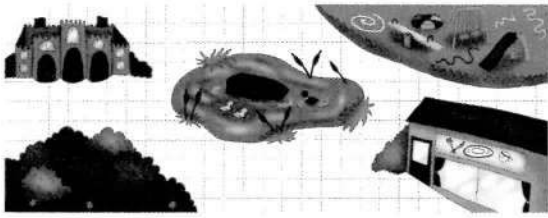
### Grammar reference: (page 126)

#### 1 Read and circle.

**Answers:** 1 was 2 Was 3 wasn't 4 were 5 Were 6 weren't 7 Were 8 weren't

**Lesson 7 Listening and speaking**

1 3.11 **Look at the map. What places can you see? Listen and check.** 


2 3.11 **Listen again. Draw the boy's route.** 

3 3.11 **Complete the sentences. Listen again and check.**

- 1 There's a forest in the castle gardens.
- 2 The trees and flowers in the forest were beautiful.
- 3 Some baby ducks were on the lake. They were cute.
- 4 The burgers in the restaurant were delicious.
- 5 The brothers were on the swings and the seesaw in the playground.

4 3.12 **Listen and repeat. Then ask and answer. Be a star!**

- 1 What a nice watch!
- 2 Thanks! It was a birthday present.
- 3 What time is it?
- 4 It's half past two.



116 Unit 9 Listening: listen for sequence Speaking: tell the time (half past)  
WB: pages 98-99

## Audioscript

**Boy 1:** Were you at home yesterday?

**Boy 2:** No, I wasn't. I was at Appleton Castle with my family.

**Boy 1:** Were you inside the castle?

**Boy 2:** No, we weren't. We were in the forest in the castle gardens. The trees and flowers in the forest were beautiful. After that we were at the lake.

**Boy 1:** The lake? Were you in a boat?

**Boy 2:** Yes, we were. Some baby ducks were on the lake. They were cute. Then we were hungry.

**Boy 1:** Was there a restaurant?

**Boy 2:** Yes, there was. At lunch time we were in the Garden Restaurant.

**Boy 1:** How was the food?

**Boy 2:** It was great! The burgers in the restaurant were delicious! Then after lunch, I was at the playground with my brother. We were on the swings and the seesaw.

**Boy 1:** Was it fun?

**Boy 2:** Yes, it was.

**Answers:** castle, lake, playground, forest, restaurant

**Learning objectives:** Listening: listen for sequence; Speaking: tell the time (half past)

**Vocabulary:** lake

**Resources:** Class Audio CD3;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

**Materials:** paper, pens or pencils

### Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14-17) with questions and answers from Lesson 6, e.g. *Were you with your mum? Were you in the dining room? No, we weren't. The flowers were beautiful!*

### Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and have the children repeat. Ask *What can you do at a lake? Is there a lake near your home?*

### 1 3.11 Look at the map. What places can you see? Listen and check.

- Refer the children to the map and elicit what they can see.
- Play the audio and have the children check their ideas. Ask if they remember the names of the castle and the restaurant.

### 2 3.11 Listen again. Draw the boy's route.

- Play the audio and stop after ... *Appleton Castle with my family*. Hold up your Pupil's Book and ask the children where the route starts. Point to the castle.
- Do the same with the next part up to *We were in the forest in the castle gardens*. Then play the rest of the audio and have the children complete the route.
- For feedback, ask the children to point out the route on their maps. Ask for whole-class agreement.

**Answers:** Route in the following order: castle, forest / gardens, lake, restaurant, playground

### 3 3.11 Complete the sentences. Listen again and check.

- Refer the children to the example. Then give them time to read and complete the sentences. Fast finishers can compare their answers with a friend.
- Play the audio again for the children to check or complete their answers.
- For feedback, invite different children to read out the completed sentences. Ask for whole-class agreement each time.

**Answers:** 1 forest 2 trees 3 cute 4 burgers 5 swings

4 3.12 Listen and repeat. Then ask and answer. **Be a star!**

- Play the audio. Have the children listen and point to the clock with the time mentioned in the dialogue.
- Play the audio again for the children to repeat chorally.
- Elicit the times on the clocks and have the class repeat. Pay attention to the pronunciation of *half* with the silent *l*.
- Divide the class into pairs to make new dialogues using the clocks.

Workbook page 98

**Lesson 7 Functional language**

1 Read and number the pictures in order.

Hi, I'm Mike. I'm a policeman and I help the people in my town. I was very busy yesterday.

- At nine o'clock this morning, I was in the street. The streets were busy with lots of cars.
- At 11:30, I was at a school with lots of children and their teacher. Children like asking lots of questions!
- At two o'clock, I was at home, with my family. I was hungry.
- At half past four, I was in the police building, on my computer.
- At half past ten, I was in my bed. I was very tired!

2 Complete the questions. Then write the time.

- What time is it? It's half past seven.
- What time \_\_\_\_\_? It's \_\_\_\_\_.
- What \_\_\_\_\_? \_\_\_\_\_.
- \_\_\_\_\_? \_\_\_\_\_.

98 Unit 9

1 Read and number the pictures in order.

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

2 Complete the questions. Then write the time.

Answers: 1 What time is it? It's half past seven. 2 What time is it? It's ten o'clock 3 What time is it? It's half past two. 4 What time is it? It's six o'clock.

Cooler: Visualisation

- Have the children close their eyes and imagine what you say: *Think about a beautiful place you were in. Where was it? When was it? Were you inside or outside? What was special about the place? Who was with you? Were you happy that day? Was there food? Was the food good?*
- Have the children open their eyes. Recall the questions and have the children share some of their ideas with the class or with a friend.

Workbook page 99

**How am I doing?**

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

s o f a	foas
1 _____	rmothbaa
2 _____	rwehos
3 _____	hicktne
4 _____	lahl
5 _____	kobsecoa

2 Look, read and circle.

At seven o'clock, I <sup>1</sup>was / ~~wasn't~~ going to school. I <sup>2</sup>was / were in my <sup>3</sup>bedroom / living room. Mum and Dad <sup>4</sup>were / weren't watching TV. They <sup>5</sup>was / were sleeping on the <sup>6</sup>sofa / bed. My brother <sup>7</sup>was / were in the <sup>8</sup>bathroom / kitchen. He <sup>9</sup>weren't / wasn't hungry. He <sup>10</sup>was / wasn't thirsty. The cats <sup>11</sup>weren't / wasn't in the house. They <sup>12</sup>were / was in the garden.

Unit 9 CEYL Starters, Reading and Writing, Part 3 99

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

- This exercise 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.
- If done in class, elicit the names of the objects chorally. Then go through the example.
- The children complete the activity individually. Then check the answers with the class.

Answers: 1 bathroom 2 shower 3 kitchen 4 hall 5 bookcase

2 Look, read and circle.

Answers: 1 wasn't 2 was 3 bedroom 4 weren't 5 were 6 sofa 7 was 8 kitchen 9 wasn't 10 was 11 weren't 12 were

**Lesson 8 Writing**

**1 Read and follow.**

At the start of an email ask: **How are you?**  
At the end of an email write: **See you soon.**

**2 Write an email. Use the prompts below.**  
**Remember to start and end the email the right way. (Be a star!)**

1 my grandpa's house    2 mum, brother    3 big, new    4 in the garden  
5 hot, sunny    6 at the beach    7 in the sea    8 cold

Hi Jenny,  
How \_\_\_\_\_? I'm writing to tell you about yesterday.  
I was at my grandpa's house.  
I \_\_\_\_\_ with my \_\_\_\_\_ and my \_\_\_\_\_.  
The house \_\_\_\_\_.  
In the morning we \_\_\_\_\_.  
It \_\_\_\_\_.  
In the afternoon \_\_\_\_\_.  
We \_\_\_\_\_.  
The water \_\_\_\_\_.  
Sandy

Unit 9 Write an email about yesterday  
WB: pages 100-101 **117**

**Learning objectives:** Start and end an email; Write an email about yesterday

**Resources:** (PK) - (TRC) - Unit 9 test; (PRC) - (TG)

### Warm-up: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *I was at Appleton Castle with my family.* (8) *After that we were at the lake.* (7) *The trees and the flowers in the forest were beautiful.* (10) *At lunchtime we were in the Garden Restaurant* (8). *The burgers in the restaurant were delicious.* (7)

### 1 Read and follow.

- Write on the board:  
*Hi Jenny,*  
\_\_\_\_\_  
*I went to the park yesterday. It was great.*  
\_\_\_\_\_  
*Sandy*
- Ask the children for suggestions to complete the spaces at the beginning and end of this email. Praise any suitable suggestions and write them on one side of the board.
- Then refer the children to the information box. Confirm the answers and fill in the spaces on the board (*How are you, See you soon*).

### 2 Write an email. Use the prompts below. Remember to start and end the email the right way. (Be a star!)

- Refer the children to the email and ask them to find the name of the writer and the person he / she is writing to (*Sandy, Jenny*).
- First elicit the start of the email and invite a child to read out the first two lines and the example sentence.
- Work through the email as a class, giving the children time to think and then eliciting sentences to complete the spaces using the prompts supplied. Write the sentences on the board. If the children have correct alternatives, write those too.
- When you have elicited ideas for all the gaps, have the children copy their preferred version into their books.

**Suggested answer:** Hi Jenny, How are you? I'm writing to tell you about yesterday. I was at my grandpa's house. I was with my mum and my brother. The house is big and new. In the morning we were in the garden. It was hot and sunny. In the afternoon we were at the beach. We were in the sea. The water was cold.

### Teaching star!

#### Mixed ability

Some children may find it challenging to use the template and prompts to make complete sentences. You can give extra support by letting them hear the sentences first.

- Read out the beginning of the sentences, including the extra words needed before the prompt words. For example, you could say *The house ...* to elicit the verb that follows: *The house was ...*
- Do the same for all the sentence beginnings but ask the children not to write anything at this time.
- Now, when you elicit the complete sentences to make the email, the children will already have an idea of how to phrase them.


#### Cooler: What's wrong?

- Read out the text of the finished email from Activity 2 but change some key words for funny alternatives, e.g. *I'm writing to tell you about elephants.* Every time the children hear something different, they say stop and tell you the correct original. Example text:  
*Hi, Jenny. How are you? I'm writing to tell you about elephants. I was at my grandpa's restaurant. I was with my teacher and my cat. The house is old and scary. In the morning we were at the zoo. It was cold and snowy. In the afternoon we were at the castle. The lake was cold. See you yesterday, Sandy.*

**Lesson 8 Writing**

**1 Order the words and complete the email. Correct the sentences with capital letters and full stops.**


Dear kate,  
 How \_\_\_\_\_ ?  
 (are / how / you)  
 on friday morning i was with my friends at the pool it was a really hot day  
 we went swimming in the pool the water was cool we played games and had fun  
 It was a great day!  
 \_\_\_\_\_, (you / soon / see)  
 meg



**2 Look, read and complete.**

family      grandpa's      garden      great  
 tired      swimming      dad      cold

At nine o'clock in the morning, I was at my  
 1 grandpa's house. I was with my 2 \_\_\_\_\_  
 We helped in the 3 \_\_\_\_\_ It was very hot. In  
 the afternoon we went 4 \_\_\_\_\_ in the lake.  
 I was with my mum, my 5 \_\_\_\_\_ and my  
 brother. The water was 6 \_\_\_\_\_. We were  
 very 7 \_\_\_\_\_ from helping in the garden and  
 swimming in the lake. It was a 8 \_\_\_\_\_ day!




**3 Write notes about what you did yesterday.**

- 1 Where did you go? \_\_\_\_\_
- 2 What time did you go? \_\_\_\_\_
- 3 Who did you go with? \_\_\_\_\_
- 4 What did you do? \_\_\_\_\_

**4 Write an email about you. Use your ideas from Activity 3.**

\_\_\_\_\_ ?  
 \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Yesterday was a great day!  
 \_\_\_\_\_



**5 Write it again. Use your best handwriting.**

**6 Check your work. Tick (✓).**

- How are you? to start
- See you soon, to end
- capital letters
- full stops
- commas
- spelling

**1 Order the words and complete the email. Correct the sentences with capital letters and full stops.**

- Elicit the complete answer for the first line. Point out the capital *H* at the beginning of the sentence.
- Have the children complete the rest of the email.
- Elicit the answers and write the finished version on the board.

**Answers:** Dear Kate, **How are you?** On Friday morning I was with my friends at the pool. It was a really hot day. **We** went swimming in the pool. The water was cool. **We** played games and had fun. It was a great day! **See you soon,** Meg

**2 Look, read and complete.**

- Refer the children to the example. Elicit the next answer.
- Have the children complete the text individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 grandpa's 2 brother 3 garden  
 4 swimming 5 dad 6 cold 7 tired 8 great

**3 Write notes about what you did yesterday.**

- Make some notes about your day on the board as an example.

- Then have the children complete their own information.

**Answers:** Children's own answers.

**4 Write an email about you. Use your ideas from Activity 3.**

- Have the children write an email using their notes. Remind them to look back at the model email on Pupil's Book page 117.
- Encourage them to share their email with friends near them, and invite volunteers to read out their email for the class.

**Answers:** Children's own answers.

**5 Write it again. Use your best handwriting.**

- Have the children write their email again. Remind them to make it look neat – like something they would want to send to a friend.

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.





**Reading time 4** **The prince who wasn't hungry**

**1** 3.13 **Look at the pictures and answer the questions. What rooms are they in? Read and check.**

**Scene 1**  
**Narrator:** Once there was a sad prince. He was in the castle kitchen with the cook and the queen.  
**Queen:** Can the prince have some food, please?  
**Cook:** Of course. Would you like a burger or some chicken?  
**Prince:** No, thank you.  
**Cook:** Would you like a pear or some grapes?  
**Prince:** No, thank you. I'm not hungry today.

**Scene 2**  
**Narrator:** The king and queen were in the living room.  
**Queen:** I'm worried. The prince doesn't want to eat.  
**King:** What about having a food contest? People can make different food. The prince can choose what he likes.  
**Queen:** Brilliant!

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**Scene 3**  
**Narrator:** Lots of people were in the big hall for the food contest.  
**Man:** Would you like a burger with peppers?  
**Prince:** No, thank you.  
**Woman:** Would you like an ice cream sundae?  
**Prince:** No, thank you.  
**Man:** Would you like a coconut cake?  
**Prince:** No, thank you. I'm not hungry today.  
**Woman:** Look at that little boy.  
**Queen:** Who are you, little boy?  
**Little boy:** Hello. I'd like to help the prince. Would you like to play, Prince?  
**Prince:** OK.

**Scene 4**  
**Narrator:** The prince and the little boy were in the garden.  
**Prince:** I'm having fun.  
**Little boy:** Me, too.  
**Prince:** Let's play another game!



**Scene 5**  
**Narrator:** The prince was in the dining room with the king and queen.  
**Prince:** I'm very hungry!  
**Queen:** Hurray! Would you like some chicken and potatoes?  
**Prince:** Yes, please. I'd like some peas, too.  
**King:** Would you like some grapes?  
**Prince:** Yes, please. And I'd like some cakes. Can my new friend have some food, too?  
**Queen:** Of course. Come in! Thank you. The prince is happy now!



Reading time 4 Develop reading fluency 119

**Learning objectives:** Read a play; Develop reading fluency;

**Additional vocabulary:** contest, pear, prince

**Resources:** Class Audio CD3; **PK** **PRC** - Reading time 4 video

- Then have the children read the text quickly to check the rooms.
- Ask the children if they can find all the foods from the *Warm-up*.
- Elicit or remind the children that this is a special type of story where we see the names of the people and what they say. Ask them if they can remember what this is called (*a play*).

**Warm-up: Jumbled words**

- Write the jumbled words on the board, one at a time. Tell the children they are all food items and they are going to compete to solve each one as quickly as possible.
- As soon as the children have worked out the word on the board, they raise their hand to answer. Invite different children to come and write the word on the board. Ask for whole-class agreement each time.
- Suggested words: *grebru* (burger), *knehcic* (chicken), *spagre* (grapes), *sperpep* (peppers), *cie macer* (ice cream), *oconcut* (coconut), *stoepato* (potatoes).

**Answers:** kitchen, living room, hall, dining room

3.13 **Read and check.**

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing they can share with others.
- When everyone has finished, elicit examples of their favourite part of the story and what their favourite food in the story is. Ask if everyone agrees.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.

**1 Look at the pictures and answer the questions. What rooms are they in?**

- Refer the children to the pictures and ask them where this story happens. Ask *What rooms are the people in?* and elicit suggestions.

## Check your ideas.

- Ask some comprehension questions to check the key aspects of the text:
- Point to picture 1 – *Where were they? (They were in the kitchen.) Was the prince happy? (No, he wasn't. He looks sad in the picture.) Was he hungry? (No, he wasn't.)*
- Point to picture 2 – *What was the king's idea? (a food contest to make the prince want to eat) Did the queen think it was a good idea? (yes)*
- Point to picture 3 – *What food was on the table for the prince? (burger with peppers, ice cream sundae, coconut cake) What was the boy's idea? (to play)*
- Point to picture 4 – *Was the game fun? (Yes, it was.) What game was it? (It was football.)*
- Point to picture 5 – *Was the prince hungry now? (Yes, he was.) Were the prince and the boy happy? (Yes, they were. There was a lot of food for everyone!)*

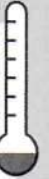
## Rate the text

- Ask the children to look at the story again and decide if they like it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write: *I like the story (because ...) / I think the story is OK. / I don't like the story (because ...).*
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces in turn and have the children raise their hands to show their opinion of the story.

- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English). If they think the story is OK, ask them to tell you which story in the course they like better and why.
- Ask them if they can imagine this play on a stage with actors. Do they think the story is better for reading or watching?

## Cooler: Act it out


- Play the audio of the text again and have the children mime all the main actions in the text. This will not only help them engage with the text, it will also be useful preparation for acting out the play in the next lesson.



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

**Reading time 4 Activities**

1 **What do they offer the prince? Match.**




- a a burger with peppers
- b some grapes
- c a burger or some chicken
- d an ice-cream sundae
- e a coconut cake

2 **What do you think? Talk to a friend.**

- 1 Why is the prince not hungry?
- 2 Why do the king and queen have a food contest?
- 3 Why is he happy and hungry at the end of the play?
- 4 Do you like the story? Why / Why not?

3 **Work in groups. Act out the play.** **Be a star!**

4 **Now watch the video.**



2 **What do you think? Talk to a friend.**

- Clarify the questions with the class and give the children some time to think before inviting some suggestions for the first question.
- Divide the class into pairs to discuss their ideas. Then elicit ideas for the remaining questions from the class.

Answers: Children's own answers.

3 **Work in groups. Act out the play.**

**Be a star!**

- Divide the class into groups of eight. (If groups of eight aren't possible in your class, some children can play two parts, e.g. the narrator can also be the woman, and the cook can also be the little boy.)
- Give each child a number within the group and allocate the parts, e.g. all number 1s are the prince, all number 2s are the queen, etc. You need parts for the narrator, prince, queen, cook, king, man, woman and little boy.
- Give the children some time to act out the play. Encourage them to draw simple pictures on small sheets of paper to use as the food, for example.
- Ask if any groups would like to act out the play for the whole class.

4 **Now watch the video.**

- Show the children the video and let them watch and enjoy it.
- Ask if they saw any differences between the book version and the video version.
- Ask which they preferred and why. Take a class vote and ask some children why they liked one or the other better.

**Cooler: What's the next word?**

- Play *What's the next word?* (see the Games Bank, pages 14–17) with the audio from the play. Stop the audio just before some of the key words in the story, e.g. *kitchen, pear, living room, peppers, cake, play, fun, hungry, grapes, happy.*

**Learning objectives:** Give a personal response to a text

**Resources:** Class Audio CD3; (PK) (PRC) - Reading time 4 video

**Warm-up: Stand up or sit down**

- See the Games Bank on pages 14–17 for how to play the game. Suggested sentences: *The prince wasn't hungry (T). There wasn't any food for him (F). The king and queen were worried about the prince (T). There was a food contest for the prince (T). The food was very bad (F). The prince was happy playing football (T). Then he wasn't hungry (F). Everyone was happy at the end (T).*

1 **What do they offer the prince? Match.**

- Refer the children to the example answer and ask the children to find the part of the story that shows that this is the correct answer. (*Cook: Of course. Would you like a burger or some chicken?*) Point out that one person has two answers.
- Have the children complete the activity individually.
- For feedback, say the numbers for the children to call out the letter. Ask for whole-class agreement each time and elicit the corresponding question from the text.



## Think about it!

Pupil's Book page 121

**Think about it!** **Design a space house**

1 Look at the design for a space house on a different planet. Label the rooms.

2 Answer the questions.

- 1 Is it hot or cold on the planet? \_\_\_\_\_
- 2 Is there a lot of water? \_\_\_\_\_
- 3 Do trees and plants grow on the planet? \_\_\_\_\_
- 4 What food is there? \_\_\_\_\_

3 Work in groups. Plan and design a house in space.

- 1 Think about your planet. Answer the questions in Activity 2.
- 2 Think about what special features your house has got.
- 3 Design your house. Each person chooses a room.
- 4 Put the rooms together to make your house.

4 Tell the class about your house. Which houses do you like? Why?

Think about it 4 Use thinking skills 121

**Learning objectives:** Use thinking skills; Design a space house

**Resources:** (PK)

**Materials:** a sheet of paper for each group, scissors, coloured pens/pencils

### Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–17) with the topic: *the house*. Explain that this can include anything connected with a house – parts of the house, furniture and contents, activities you do in a house.

### 1 Look at the design for a space house on a different planet. Label the rooms.

- Refer the children to the picture and elicit what they can see.
- As a class, decide what the rooms are and write them on the board.

**Answers:** 1 bedroom 2 bathroom 3 living room  
4 kitchen

### 2 Answer the questions.

- Read through the questions with the class. Then give the children some time to think before eliciting their answers.

- Have the children raise their hands to share their ideas.
- Ask further questions to encourage them to add details, e.g. *Is it cold all year? Where is the water?*

### 3 Work in groups. Plan and design a house in space.

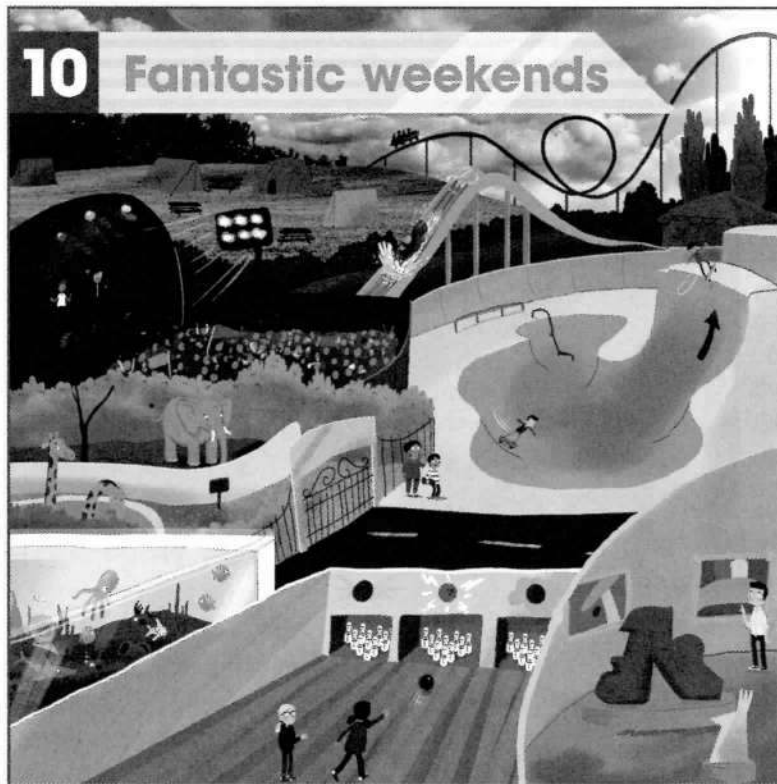
- Divide the class into groups of three or four and give them time to think about the questions in Activity 2 for their planet and house. Encourage them to use their imagination.
- Then ask the groups for some example answers to the questions. Help them to express their ideas in English.
- Distribute paper and give access to scissors, coloured pens / pencils, etc. Suggest that the children can cut up the paper to use a separate piece for each room and then put them back together later if they want. Allow time for the children to design and draw their houses. (This often takes longer than we anticipate!)
- Have each group show another group their design and explain its features. Encourage volunteer groups to show and talk about their design to the class.

### 4 Tell the class about your house. Which houses do you like? Why?

- Have a volunteer from each group tell the class about their house.
- Display the houses and give the class time to look at them all.
- Lead a class discussion. Encourage the children to give positive comments about which houses they like and why.

### Cooler: Enjoy each other's work

- Have the children leave their space house designs on their desks. Ask the children to circulate and look at all the groups' work.
- Give them some things to look out for: a house that is similar to theirs; a house that is very different; a good drawing; an interesting room; a good place to live.
- Call out *Stop!* now and again and ask if anyone is next to a picture that matches any of the things they were looking for.
- 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!*



## 10 Fantastic weekends

## Lesson 1 Vocabulary

1 3.14–3.15 Listen and say. Then listen and number.

aquarium art gallery bowling alley  1campsite concert skate park theme park zoo 

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

3 Answer the questions.

- Which of the places has your town / city got?
- Which places do you like going to?
- What other places has your town / city got?

4 3.16 Sing and act out. Be a star!

It's the weekend!

It's the weekend!  
What can we do?  
Let's go to an aquarium,  
Me and you!

Then let's go on rides  
At a big theme park.  
And sleep at a campsite,  
Outside in the dark.

It's the weekend!  
What can we do?  
Let's go to a skate park,  
Me and you!

Then we can throw balls  
At a bowling alley.  
And look at paintings  
In an art gallery.

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Unit 10 Identify and use new words: recreational places in a town  
WB: page 102Unit 10 Sing a song  
WB: page 102

123

**Learning objectives:** Identify and use new words: recreational places in a town; Sing a song using the target vocabulary

**Vocabulary:** aquarium, art gallery, bowling alley, campsite, concert, skate park, theme park, zoo

**Resources:** Class Audio CD3; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

## Warm-up: The big picture

- Refer the children to the picture on pages 122–123. Ask *What can you see in the picture? What are the people doing? Are they working or playing? What's your favourite thing to do in the picture?* Ask if they have been to any places like this.



## 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.
- Play the audio again and have the children repeat the words and raise both hands high in the air for the places they really like or lower them for ones they don't much like (or levels in between).

## 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 as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.
- Say the words in random order for them to repeat, each time in a way that reflects their personal level of enthusiasm.

## Audioscript

1 bowling alley, 2 concert, 3 aquarium, 4 theme park, 5 art gallery, 6 skate park, 7 zoo, 8 campsite

**Answers:** aquarium – 3, art gallery – 5, bowling alley – 1, campsite – 8, concert – 2, skate park – 6, theme park – 4, zoo – 7

## 2 Look at the picture. Find the words in Activity 1.

- Point to the picture of the aquarium in Activity 1. Ask *What's this? Where's the aquarium on page 122?* Have them point to it.
- Do the same with the art gallery. Then divide the class into pairs and have them take turns asking and finding the remaining places.

### Teaching star!

#### Using digital

To provide further exposure to and basic production of the new vocabulary, use the *Mask* tool.

- Cover the pictures of the vocabulary using the *Mask* tool. Then slowly reveal each one.
- Have the children raise their hands when they think they know what the item is.
- Repeat with all items.

## 3 Answer the questions.

- Read through the questions with the class. Then give the children a little time to think before sharing their answers. The third question gives an opportunity to review some of the vocabulary from Unit 4 (*building, flat, garden, house, park, restaurant, shop, street*).
- Ask the questions and elicit answers from different children. You could build up a list of places in the children's town / city on the board.

**Answers:** Children's own answers.

## 4 3.16 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the places 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. Encourage them to join in with actions for key words: *aquarium* – mime a fish swimming; *rides / theme park* – mime being on a roller coaster, hands in the air and moving from side to side; *campsite* – make a pointed tent shape above their heads; *skate park* – mime being on a skateboard; *throw balls / bowling alley* – mime bowling; *look at paintings / art gallery* – mime looking thoughtfully at a painting – chin on hand.

- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

## Cooler: Yes or No

- Play *Yes or No* (see the Games Bank, pages 14–17) with statements about what you can do in the different places, e.g. *You can see animals in an art gallery. You can hear music at a concert. You can see pictures at a campsite. You can do lots of things in a theme park. You can see elephants in an aquarium.*, etc.

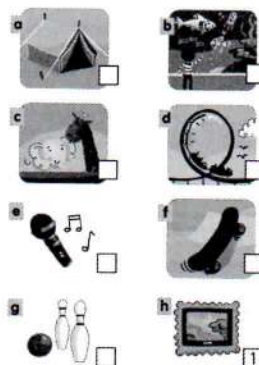
Workbook page 102

## 10 Fantastic weekends

### Lesson 1 Vocabulary

#### 1 Look and number.

- 1 art gallery
- 2 theme park
- 3 zoo
- 4 campsite
- 5 bowling alley
- 6 skate park
- 7 aquarium
- 8 concert



#### 2 Read and complete. Use words from Activity 1.

- 1 You can see fish in an aquarium.
- 2 You can listen to music at a \_\_\_\_\_.
- 3 You can see animals in a \_\_\_\_\_.
- 4 You can sleep outside at a \_\_\_\_\_.
- 5 You can see pictures in an \_\_\_\_\_.

102 Unit 10

## 1 Look and number.

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

## 2 Read and complete. Use words from Activity 1.

**Answers:** 1 an aquarium 2 a concert  
3 a zoo 4 a campsite 5 an art gallery

Lesson 2 Grammar time

**1** 3.17 Listen and read. Whose weekend was busy?

My weekend was great! On Saturday we visited the zoo. I looked at lots of animals. Henry painted a picture of an elephant.

2 On Sunday we visited an art gallery. We looked at the paintings.

3 Later we listened to music at a concert. It was amazing.

Let's do something fun now!

I'm sorry, I'm really tired!

**2** 3.17 Listen again. Write *Kirsty*, *Eva* or *Henry*.

1           and      learned about animals.

2      painted a picture.

3      and      visited an art gallery.

4      helped her mum and dad.

**3** Work in pairs. Act out the story. **Be a star!**

124 Unit 10 Past simple regular verbs WB: page 103

**Learning objectives:** Understand the use of past simple: regular verbs; Read and act out a story using the target grammar

**Grammar:** Past simple: regular verbs

**Resources:** Class Audio CD3; (PK) - (PRC)

3.16 Warm-up: Sing the song!

- Play the song *It's the weekend* again and have the children join in and do the actions as in Lesson 1.



**1** 3.17 Listen and read. Whose weekend was busy?

- Refer the children to the pictures and ask *Who can you see?* (*Kirsty and Eva*) *What places can you see?* (*a zoo, an art gallery, a concert*) *What do you think they are talking about?* (*last weekend*).
- Play the audio and have the children follow the story. At the end, ask *Whose weekend was busy?* and have them find the answer.
- Ask some questions to check comprehension: *Where was Kirsty on Saturday?* (*at the zoo*) *Who was with her?* (*Henry*) *Where was Kirsty on Sunday?* (*at an art gallery and then a concert*) *What did she see and hear there?* (*paintings and music*) *Where was Eva?* (*at home*) *Who was she with?* (*her mum and dad*) *How does Kirsty feel now?* (*She's tired.*)

- Play the audio one more time. Have the children do actions for the story.

**Answer:** Kirsty and Henry had a busy weekend.

**2** 3.17 Listen again. Write *Kirsty*, *Eva* or *Henry*.

- Play the audio again for the children to listen and read.
- Refer the children to the first sentence and the example answer. Elicit the missing name and ask which part of the story shows that *Kirsty* and *Henry* are the correct answers. (*On Saturday we visited the zoo. I looked at lots of animals. Henry painted a picture of an elephant.*)
- Have the children continue the activity individually, completing the sentences by writing the correct names in the gaps.
- Read out the sentences and have the children call out the name. Ask for whole-class agreement and elicit the relevant part of the text each time.

**Answers:** 1 *Kirsty, Henry* 2 *Henry* 3 *Kirsty, Henry* 4 *Eva*

**3** Work in pairs. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of the past verbs. (This will be covered in more detail next lesson.)
- Divide the class into pairs. Let the children decide who will be *Eva* and *Kirsty*, or you can allocate roles by giving every child a number – 1 or 2: all number 1s are *Eva*, all number 2s are *Kirsty*.
- Set a time limit for the children to practise acting out the story – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively. (You could see if any are confident enough to try remembering the whole story without referring to their books!)

**Cooler: What was the last word?**

- Play *What was the last word?* (see the Games Bank, pages 14–17) with the audio from Activity 1. Pause the audio after some of the key words, e.g. *visited, picture, gallery, paintings, helped, concert, amazing, tired.*



**Lesson 2 Grammar time**

**1 Look and write.**



We visited an aquarium on <u>1</u> <u>Saturday</u> .	We painted pictures on <u>2</u> _____.
We helped Mum and Dad on <u>3</u> _____.	We visited a zoo on <u>4</u> _____.
I cooked with Mum on <u>5</u> _____.	Dad helped Owen on the computer on <u>6</u> _____.

**2 Look again. Read and write yes or no. There is one example.**

- Owen and Eva painted a picture at the zoo. no
- 1 Owen helped Dad in the kitchen. \_\_\_\_\_
  - 2 Owen and Eva stayed at home on Sunday. \_\_\_\_\_
  - 3 Eva cooked with her mum. \_\_\_\_\_
  - 4 Owen listened to music on his computer. \_\_\_\_\_
  - 5 Owen and Eva visited a zoo on Saturday. \_\_\_\_\_

**1 Look and write.**

**Answers:** 1 Saturday 2 Saturday 3 Sunday  
4 Saturday 5 Sunday 6 Sunday

**2 Look again. Read and 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 pictures, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, elicit some of the details that the children can see in the pictures in Activity 1.
- Go through the example, asking why the answer is *no* (*because they painted their pictures at home*). 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 answering questions about pictures.)

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



Lesson 3 Grammar focus

1 3.18 **Look and read.**

**Graphic** **Grammar**  
Past simple (regular verbs)

I visited the zoo. He painted a picture.  
We listened to music. They cooked.

2 **Complete with the verbs in the past simple.**

Last weekend was fantastic. On Saturday I<sup>1</sup> played (play) in the park. Then I<sup>2</sup> \_\_\_\_\_ (visit) my grandma. We<sup>3</sup> \_\_\_\_\_ (paint) pictures. On Sunday I<sup>4</sup> \_\_\_\_\_ (stay) at home. I<sup>5</sup> \_\_\_\_\_ (listen) to music and I<sup>6</sup> \_\_\_\_\_ (watch) a film. My mum<sup>7</sup> \_\_\_\_\_ (cook) and my sister<sup>8</sup> \_\_\_\_\_ (help) my dad in the garden. What about you?

3 **Tick (✓) three activities you did last weekend. Then tell a friend.** *Be a star!*

visit an art gallery  stay at home  play in the park   
play football  paint a picture  stay at a campsite   
visit the zoo  watch cartoons  listen to music

Last weekend I played in the park. I ...

(Unit 11) Talk about what you did at the weekend WB: page 104 **125**

- Pay attention to the pronunciation of the *ed*, making sure that the children distinguish clearly between the two different endings:
  - verbs ending in the sound /t/ or /d/ (e.g. *visited* / *painted*): the *ed* ending is a separate syllable pronounced /ɪd/;
  - all other verbs (e.g. *listened* / *cooked*): the *ed* ending is pronounced /d/ or /t/.

- If using the video, tell the children they will see a video about people doing different things at home. Play the video and let the children watch and enjoy.
- Highlight the grammar points as described above.
- Then play the video again and have the children repeat each sentence. Point out the correct pronunciation of the *ed* endings, as described above.

## 2 Complete with the verbs in the past simple.

- Refer the children to the picture and elicit what they can see. Ask who they think the people are and what they did at the weekend.
- Read out the first two sentences of the text including the example answer. Ask why the answer uses a verb ending *-ed* (because it is about the past). Elicit the next answer from the class and write it on the board.
- Have the children complete the text individually, writing in the past simple forms of the verbs.
- For feedback, ask different children to read out completed sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check. Have the children repeat the verbs, paying attention to the pronunciation of the endings.

**Learning objectives:** Talk about what you did at the weekend

**Grammar:** I visited the zoo. He painted a picture. We listened to music. They cooked.

**Resources:** Class Audio CD3; (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 14–17). Write on the board the following incomplete sentences: n S \_ t \_ rd \_ y w \_ v \_ s \_ t \_ d th \_ z \_ . I l \_ k \_ d \_ t l \_ ts \_ f \_ n \_ m \_ ls. H \_ nry p \_ \_ nt \_ d \_ p \_ ct \_ r \_ . (Answers: *On Saturday we visited the zoo. I looked at lots of animals. Henry painted a picture.*)

### 1 3.18 Look and read.

- Play the audio and have the children follow in their books.
- Point out the blue blocks for the verbs. Ask the children if they can see any pattern in the verb forms (the final letters are always *ed*). Ask if the sentences are about actions now or in the past (*past*).
- Play the audio again and have the children repeat the sentences.



**Answers:** 1 played 2 visited 3 painted  
4 stayed 5 listened 6 watched 7 cooked  
8 helped

### Teaching star!

#### Mixed ability

Using the past verbs in a text can be challenging for some children. They can be given some extra help.

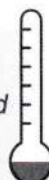
- Give the children some time to look at the text and think about / complete the verbs.
- Then write the past verbs they need on the board in random order.
- Fast finishers can use these verbs to check their work. Less confident children can use them to complete or correct what they have done.

3   Tick (✓) three activities you did last weekend. Then tell a friend.

Be a star! 

- Choose three activities from the box that you did last weekend and write them on the board, e.g. *stay at home, listen to music, paint a picture*. Elicit sentences from the class about these activities: *I stayed at home*, etc. Make sure they are using past verbs and practise pronunciation if necessary.
- Give the children some time to choose three activities from the list. Tell them not to worry if they can't find their actual activities – they can use their imagination!
- Divide the class into pairs to tell each other what they did last weekend. As they do this, circulate, monitor and check everyone is using past simple verbs correctly.

- Ask different pairs *Were some of your activities the same?* You could prompt them to say sentences with *We both*, e.g. *We both played in the park*.
- Encourage volunteers to tell the class about their weekend.

Cooler: Memory game 

- Start the 'chain' by saying *Last weekend I painted a picture*. Have the next child in line say *Last weekend I painted a picture and ...* and add one more past action. Each child in the chain remembers what the other children have said and adds one more item. The other children can help if it becomes difficult to remember.
- If you have a large class, divide them into groups of seven or eight. This way more children will be involved, there will be less waiting time and they won't run out of verbs! The memory challenge will also be more achievable.

Workbook page 104

**Lesson 3 Grammar focus**

**1 Make these verbs past simple.**  
1 cooked 2 listen 3 visit 4 play 5 watch 6 stay

**2 Read and complete. Use the verbs from Activity 1.**  
1 Ted likes TV. Last Monday he watched cartoons.  
2 Sarah likes animals. Last Tuesday she \_\_\_\_\_ the zoo.  
3 Tim likes music. Last Wednesday he \_\_\_\_\_ to the radio.  
4 George likes sport. Last Thursday he \_\_\_\_\_ football with friends.  
5 William likes cooking. Last Friday he \_\_\_\_\_ fish for his family.  
6 Susan likes to be outside. On Saturday and Sunday she \_\_\_\_\_ at a campsite.

**3 Read and circle.**  
1 Susan lives / lived in Australia for five years.  
2 He watched / watch TV yesterday.  
3 Henry visited / visits Grandma last Sunday. She was very happy.  
4 Sam and Alex look / looked at the animals in the zoo last week.  
5 I help / helped Dad in the garden yesterday. It was hot.  
6 Peter played / plays football last Tuesday.  
7 She stay / stayed at home at the weekend. She was tired.  
8 They paint / painted picture at school yesterday.  
9 Harry listened / listen to music with his brother last night.  
10 She watches / watched a movie with her friends last weekend.

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 Make these verbs past simple.

Answers: 1 cooked 2 listened 3 visited  
4 played 5 watched 6 stayed

2 Read and complete. Use the verbs from Activity 1.

Answers: 1 watched 2 visited 3 listened  
4 played 5 cooked 6 stayed

3 Read and circle.

Answers: 1 lived 2 watched 3 visited  
4 looked 5 helped 6 played 7 stayed  
8 painted 9 listened 10 watched

**Lesson 4 Reading**

1 3.19 **Look at the pictures. Where are they? What animals can you see? Read and check.**

**A day at the ZOO**

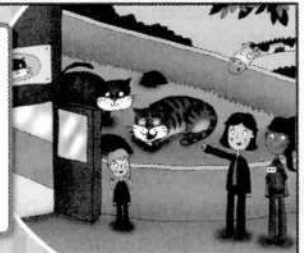
I visited the zoo with my mum last weekend. A **guide** talked about the animals and we learned lots of new things. First we visited the **jungle** area. We listened to the monkeys and the **parrots**. They were very noisy! Next we walked to the aquarium and looked at the fish.

Then we looked at the tigers. They're my favourite animal. They were outside, but one tiger was inside. It was in a **cage**. It looked sad. 'Why is the tiger sad?' I asked the guide. 'Because it's **ill**,' she replied, 'but the **vet** is helping it.'

Later we walked to the **giraffes**. 'Wait!' I said. 'I haven't got my phone! It's in the Tiger House.' I walked back to the tigers, but my phone wasn't there. The tiger wasn't there and the cage door was open!

**126** Unit 10 Read a story  
126 page 127

'Help, Mum!' I shouted. 'The tiger isn't in its cage!' My mum smiled. 'Look!' she said. The tiger was outside with the other tigers. It was happy. 'The tiger is OK now,' said my mum. 'And look! It's got your phone!' The tiger looked at me and **roared**. The giraffe was scared, but I wasn't. I liked the tiger!



2 **Read again. Match the words to the pictures. Write the correct letter.**

- 1 jungle  c 5 ill  a b c d
- 2 guide  6 vet
- 3 parrot  7 roar  e f g h
- 4 cage  8 giraffe

3 **Think about the story. Tick (✓) the best answer. (Be a star!)**

- 1 The tiger was sad because ...  
a it was alone.  b it was ill.
- 2 The girl walked back to the Tiger House because ...  
a tigers are her favourite animal.  b her phone was there.
- 3 The cage door in the Tiger House was open and the girl was ...  
a happy.  b scared.
- 4 The tiger was outside because ...  
a it opened the cage door.  b the vet helped it and it was OK.

**Values**

Is it important to look after your things when you're out?

Unit 10 Work out word meanings from context  
127 page 127

**Learning objectives:** Read a story; Work out word meaning from context

**Additional vocabulary:** area, cage, guide, ill, jungle, parrots, roared, vet

**Resources:** Class Audio CD3; (PK) - (PRC)

**Warm-up: Ready, set, draw!**

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the animals from the story in this lesson: *monkeys, fish, tigers, giraffes*. You could include one or two additional animals if you have time, e.g. *elephants, snakes*.



1 3.19 **Look at the pictures. Where are they? What animals can you see? Read and check.**

- Refer the children to the pictures. Ask *Where are they? What animals can you see?* Introduce the words *parrots* and *giraffes* using the pictures.
- Then have the children read the text quickly to see if their ideas were correct.
- Ask questions about the picture to consolidate the new vocabulary, e.g. *What colour is the parrot on the right? (purple, yellow and red) How many giraffes are there? (one)*
- You may then want to read through the text together as a class, playing the audio as support for students who need more help.

**Answers:** They're at the zoo. We can see monkeys, parrots, fish, giraffes and tigers.

2 **Read again. Match the words to the pictures. Write the correct letter.**

- Give the children time to read the text carefully.
- Refer the children to the example and have them point to the picture of the jungle. Ask them to find the part of the text that shows this is the correct answer. (*We visited the jungle area. We listened to the monkeys and the parrots.*)
- Then have the children continue the activity, writing the letter of the correct picture for each word.
- For feedback, read out the words and have the children call out the letters. Ask for whole-class agreement each time and write the answers on the board so everyone can check.
- Then have the children repeat all the new words chorally and individually.

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

**Teaching star!** ★

**Reading skills**

To work out meaning from context, encourage the children to develop the habit of using information in the pictures and the surrounding text.

- Use *cage* as an example. Ask the children to find it in the text (part 2).
- Ask them to look at its complete sentence and the one before and after it.
- Have them look at the picture.
- Ask what they think it is and why. (The text says *one tiger was inside. It was in a cage.*) The picture in part 2 shows a tiger inside a cage.
- Point out to the children they can often do this when they don't understand a word.
- Repeat with one more example, e.g. *ill*.

- Then have the children continue the activity individually, choosing the correct ending for each sentence from the two options. They can try to answer from memory, but remind them they can check information in the text. (Fast finishers can compare their answers with a friend.)
- For feedback, ask different children to read out complete sentences. Ask for whole-class agreement each time.

Answers: 1 b 2 b 3 b 4 b

**Values** ❁

- Clarify the question in the *Values* box. Give the children a little time to think, and then elicit some ideas. Ask the children if they have ever lost something when they were out, and how they felt.

**3** 💡 **Think about the story. Tick (✓) the best answer. Be a star!** ★

- Do the first question with the class as an example. Ask the children to find the part of the story which gives the answer. (Part 2 'Why is the tiger sad?' I asked the guide. 'Because it's ill.') Remind the children that sometimes you can use the pictures to help you find the correct part of the text quickly (here the picture of the sad tiger).

**Cooler: Disappearing sentences**

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the first two complete sentences of the text: *I visited the zoo with my mum last weekend. A guide talked about the animals and we learned lots of new things.*



Workbook page 105

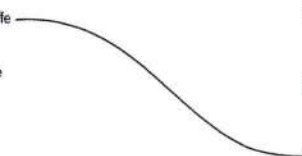
**Lesson 4 Reading**






**1 Read the story on Pupil's Book pages 126–127 again. Read and circle.**  
 At the zoo a <sup>1</sup>guide / parrot talked about the animals. The girl listened to some monkeys and some <sup>2</sup>vets / parrots in the <sup>3</sup>jungle / ill area. Lots of tigers were outside, but one tiger was in a <sup>4</sup>jungle / cage. The tiger was <sup>5</sup>ill / cold. It looked sad. The <sup>6</sup>guide / vet helped the tiger. Later, the tiger was outside. The tiger was happy. It <sup>7</sup>roared / pointed.

**2 Read the story on Pupil's Book pages 126–127 again. Write yes or no.**

- The tiger was happy because it was ill.  no
- The girl's phone was in the tiger cage.
- The vet talked about the animals in the zoo.
- The giraffe was scared of the tiger's roar.

**3 Look and match.**

- giraffe 
- cage
- vet
- parrot
- jungle

Unit 10 **105**

**1 Read the story on your Pupil's Book pages 126–127 again. Read and circle.**

Answers: 1 guide 2 parrots 3 jungle  
4 cage 5 ill 6 vet 7 roared

**2 Read the story on Pupil's Book pages 126–127 again. Write yes or no.**

Answers: 1 no 2 yes 3 no 4 yes

**3 Look and match.**

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

**Lesson 5 Sounds and letters**

1 3.20 Listen and say. Complete.

w ee kend      tr \_\_\_\_      b \_\_\_\_

2 3.21 Circle the words with ee. Then listen and say the chant.

Can you see   
 The three little bees?   
 In the tall green trees   
 That shake in the breeze.

3 3.22 Listen and write e or ee. Then listen and repeat. **Be a star!**

1 sl\_ee\_p      2 str\_ \_t      3 p\_ \_ncil      4 l\_ \_g   
 5 f\_ \_t      6 d\_ \_sk      7 qu\_ \_n      8 h\_ \_lmet

**Learning about language**

When a word ends in *f*, change the *f* to *v* and add *es* to make it plural:  
leaf – leaves      wolf – wolves

Some words have got an irregular plural form.  
foot – feet      man – men      woman – women

Match the singular words to the plural form.

person	children
child	people

128 Unit 10 Sounds and letters: identify long e sound    Learning about language: irregular plurals  
WB: page 106

**Learning objectives:** Sounds and letters: identify long e sound; Learning about language: irregular plurals

**Sounds and letters words:** bee, tree, weekend

**Resources:** Class Audio CD3; (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 14–17) with words from the text in the last lesson, e.g. *weekend, jungle, parrot, visited, shouted, roared*. (Alternatively, you can include easier ones, e.g. *weekend, monkey, fish, tiger, looked*.)

1 3.20 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio and have the children repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the space for the *ee* in the word *weekend* and ask *What's this sound? What's the word?* Point out the double *ee* makes the long /i:/ sound.
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words.

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.
- Refer the children to the Picture dictionary starting on page 134 of their Pupil's Book. Challenge them to find another word which has *ee*. (The first is *street* on page 137. Other words are *sheep, seeds, feed* and *asleep*.)
- Ask the children if they know any other *ee* words. Prompt them as necessary to review *queen, green, feeling, see, seesaw, feet, agree / disagree, sweet, week, fifteen*, etc.

**Audioscript**

/i:/ /i:/ /i:/ weekend

/i:/ /i:/ /i:/ tree

/i:/ /i:/ /i:/ bee

**Answers:** weekend, tree, bee

2 3.21 Circle the words with ee. Then listen and say the chant.

- Have the children find, circle and count all the examples of the letters *ee* they can find (there are six). Ask if they think they all have the same sound (they do).
- Play the chant and have the children follow in their book.
- Play the chant again and have the children join in with the *ee* words.
- Then play it again, pausing before some key *ee* words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

**Answers:** Can you see The three little bees? In the tall green trees That shake in the breeze.

3 3.22 Listen and write e or ee. Then listen and repeat. **Be a star!** ★

- Read out the first word, first with the *e* sound and then with the longer *ee* sound. Ask the children which sounds better. Point out the example answer.
- Play the audio for the children to listen. Then have them complete the words with *e* or *ee*. Encourage them to try the words with the different sounds to see which sounds best if they're not sure.
- Play the audio again for the children to check their words. Then have them repeat all the words in the activity chorally and individually.

Answers: 1 sleep 2 street 3 pencil 4 leg  
5 feet 6 desk 7 queen 8 helmet

Answers: person – people, child – children

### Learning about language

- Draw a leaf on the board. Ask the children what it is and write the word next to it. Say *leaf* stressing the *f* sound.
- Now draw two leaves and ask the children what they are. Start to write the word on the board and say *Leafs?*, stressing the *f* sound and making the word sound wrong. Elicit the correct pronunciation and how to spell the word.
- Do the same with the words *wolf* and *wolves*.
- Read through the information in the *Learning about language* box with the class. For each of the other irregular examples given, say, e.g. *one [foot], two ...?* And have the children say the correct plural word.
- Give the children a moment to think about the plural forms of *person* and *child*. Elicit the answers and write them on the board.
- Have the children close their Pupil's Books. Write the singular nouns on the board. Invite volunteers to come and write in the plural forms. Ask for whole-class agreement each time.

Teaching star! ★

### Pairwork

- The children can become more familiar with the plural forms by testing each other.
- Divide the class into pairs. One child says the singular form of one of the words in the *Learning about language* box. Their partner responds with the plural form without looking at the book.
- They then swap roles and continue the game.
- This type of activity is useful for any language where the children have to memorise words pairs or groups of words, e.g. irregular verb forms.

### Cooler: Physical spelling





- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activities 2 and 3.









Workbook page 106

**Lesson 5 Sounds and letters**

1 Complete the words.

1 tr  2 b  3 gr  n 4 w  kend

2 Say aloud. Circle ee words with blue. Circle e words with red.

3 Complete the table.

Singular	Plural
one <u>child</u>	three children
one leaf	six _____
one _____	two wolves
one person	seven _____
one _____	two feet
one man	four _____

106 Unit 10

### 1 Complete the words.

Answers: 1 tree 2 bee 3 green 4 weekend

### 2 Say aloud. Circle ee words with blue. Circle e words with red.

Answers: blue: sheep, bee, street; red: desk, bed, pencil

### 3 Complete the table.

Answers: 1 child 2 leaves 3 wolf 4 people  
5 foot 6 men

Lesson 6 Language in use

1 3.23 Listen and say.

Was your weekend fun?  
Yes, it was!

Where were you on Saturday?  
We were at the beach. In the morning we climbed on the rocks.

That sounds fun.  
And in the afternoon we looked for shells.

What about in the evening?  
In the evening we watched a puppet show.

That's great!

afternoon  
evening  
morning  
rock  
shell

2 Work in pairs. Read, ask and answer.

Student A	Student B
play in the sea	look at the fish
watch a concert	play football
visit a theme park	walk on the beach

Student A Where were you on Saturday?  
Student B We were at the beach. In the morning we played in the sea.

3 Now it's your turn. Ask and answer about last weekend. **Be a star!**

LINK TO Wh- questions and answers with past simple regular verbs WB: page 107

129

## 1 3.23 Listen and say.

- Refer the children to the picture and ask them what the girl is holding (a phone) and what they think the boy is looking at (photos of the girl's weekend activities).
- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each line. Encourage them to say *That sounds fun!* and *That's great!* with appropriate enthusiasm!
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after the phrases *in the morning / afternoon / evening* to elicit the past simple verb phrases, e.g. *we climbed on the rocks*. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Now play the video one more time stopping after the phrases *in the morning / afternoon / evening* to elicit the past simple verb phrases, e.g. *we climbed on the rocks*. Then continue playing the video for them to check.

**Learning objectives:** Wh- questions and answers with past simple regular verbs

**Resources:** Class Audio CD3; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

## 3.21 Warm-up: Say the chant again

- Use mime and the children's memories to elicit the chant from Lesson 5. Play the audio again to see how well they have remembered it. Write it on the board.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

## Vocabulary

- Refer the children to the vocabulary panel. Say each word and have the children point and repeat.
- Practise actions for the words: *afternoon*: make a big circle in the air to show the sun high in the sky; *evening*: raise arms and bend over slowly to show the sun setting; *morning*: bend over then rise slowly with arms out to show the sun rising; *rock*: mime lifting a very heavy thing; *shell*: make a shell shape with your hands.
- Say the words and have the children do the actions.
- Finally do the actions in a different order and have the children say the words.

## 2 Work in pairs. Read, ask and answer.

- Invite two children to read the example dialogue. Point out it is similar to the dialogue in Activity 1 but the blue words have changed.
- Before they start their roleplay, refer the children to the activities in the boxes and elicit what the past of the verbs are. Then elicit and drill the question to start the dialogue.
- Divide the class into pairs to make new dialogues with the activities in the boxes. One child asks the questions and responds to their partner's answers. Then they change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the verb forms.
- Invite any volunteer pairs to roleplay their dialogue for the class.

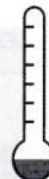
3 Now it's your turn. Ask and answer about last weekend. **Be a star!**

- Have the children ask you about last weekend: *Where were you last weekend?* Tell them some things you did (trying to stick to regular past simple verbs), e.g. *I was at the shops. I looked at some clothes and I really liked a blue jacket! In the evening I watched a film.* Encourage the children to respond using phrases from the Activity 1 dialogue, e.g. *That's great! That sounds fun!*
- Divide the class into pairs and drill the starting question one more time.

- Have the children tell each other about their weekend and respond appropriately. You may need to supply some vocabulary for some of the activities the children want to talk about. Write any new words on the board for reference. (If they ask for any verbs that are irregular in the past simple, write both the base form and the past simple form in a list on one side of the board.)
- Encourage some confident children to tell the class about their weekend. Prompt the other children to respond with the enthusiastic phrases.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson, e.g. *Where were you on Saturday? We were at the beach. In the morning we climbed on the rocks and in the afternoon we looked for shells.*



### Workbook page 107

**Lesson 6 Language in use**

**1 Write the words in the correct order to make questions or sentences.**

1 were / on / you / Where / Saturday  
 \_\_\_\_\_  
*Where were you on Saturday?*

2 zoo / I / In / morning / the / at / was / the  
 \_\_\_\_\_  
 \_\_\_\_\_

3 afternoon / an / the / In / visited / we / aquarium  
 \_\_\_\_\_  
 \_\_\_\_\_

4 looked / the / fish / at / We  
 \_\_\_\_\_  
 \_\_\_\_\_

5 about / What / the / evening / in  
 \_\_\_\_\_  
 \_\_\_\_\_

6 were / we / evening / the / In / hungry  
 \_\_\_\_\_  
 \_\_\_\_\_

**2 Read and complete.**

was    were    was    stayed    were    climbed

Where  
 1 were  
 you yesterday?

Yesterday I 2 \_\_\_\_\_ at the beach with my brother.  
 In the morning we 3 \_\_\_\_\_ on the rocks. It  
 4 \_\_\_\_\_ a sunny day. We 5 \_\_\_\_\_ really hot.  
 In the afternoon we 6 \_\_\_\_\_ at home.

**3 Where were you yesterday? Write sentences.**

1 In the morning I was \_\_\_\_\_  
 2 In the afternoon \_\_\_\_\_  
 3 In the evening \_\_\_\_\_

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 Write the words in the correct order to make questions or sentences.

**Answers:** 1 Where were you on Saturday?  
 2 In the morning I was at the zoo. 3 In the afternoon we visited an aquarium. 4 We looked at the fish. 5 What about in the evening?  
 6 In the evening we were hungry.

### 2 Read and complete.

**Answers:** 1 were 2 was 3 climbed 4 was  
 5 were 6 stayed

### 3 Where were you yesterday? Write sentences.

**Answers:** Children's own answers.

### Grammar reference: (page 127)

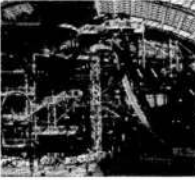


### 1 Read and write Jon's answers.

**Answers:** 1 was 2 In the, played 3 In the afternoon we played 4 In the evening we played



Lesson 7 Listening and speaking

1 3.24 **Look at the photo. What can you do there? Choose and tick (✓). Listen and check.**

  a ride  
 water park









1 play on slides   
2 go to a skate park   
3 go to a theme park   
4 go to a bowling alley   
5 visit an aquarium

2 3.24 **Listen again. Underline the incorrect word. Write the correct word.**

1 The slides in the water park were really small.      tall       
2 They were at the aquarium on Saturday morning.       
3 They looked at green sea snakes in the aquarium.       
4 They visited the theme park on Saturday afternoon.       
5 There are 34 rides at the theme park.     

3 3.25 **Listen and repeat. Then choose, ask and answer. Be a star!**

great amazing fantastic OK boring

1 How was your weekend?      
2 It was amazing!  
3 How was the aquarium?      
4 It was OK.

130 Unit 10 Listening: listen for specific information Speaking: ask and answer about the weekend WB: pages 108–109

**Learning objectives:** Listening: listen for specific information; Speaking: ask and answer about the weekend

**Vocabulary:** a ride, water park

**Resources:** Class Audio CD3;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

**Materials:** paper, pens or pencils

### Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–17) with phrases from the last lesson, e.g. *Where were you on Saturday? In the morning we climbed on the rocks. In the afternoon we looked for shells. In the evening we watched a puppet show.*

### Vocabulary

- Refer the children to the vocabulary panel. Say the words and have the children repeat. Ask the children which they prefer and have the children call out the name of their favourite all at the same time.

- 1 3.24 **Look at the photo. What can you do there? Choose and tick (✓). Listen and check.**

- Refer the children to the picture and have them tick the activities they expect to find in a water park like this.
- Play the audio and have the children listen to confirm or change their answers as necessary.
- Elicit which activity you can't do there (*go to a bowling alley*).

### Audioscript

**Gareth:** Hi Jenny. How was your weekend?

**Jenny:** It was amazing. We were at World Waterpark.

**Gareth:** A water park! That sounds fantastic.

**Jenny:** Yes, it was. There are 17 slides and a huge wave pool. The slides were really tall – some were a bit scary, but I really liked them. And the wave pool was great. And, you know, it isn't just a water park. There's also an aquarium, a theme park and a skate park!

**Gareth:** Really? Were you at the aquarium?

**Jenny:** Yes, we were. We were at the aquarium on Saturday afternoon. We looked at fish and some green sea turtles.

**Gareth:** Oh, I love turtles!

**Jenny:** Yes, they were really cute. Then on Sunday morning, we visited the theme park. There are 24 different rides there.

**Gareth:** Wow! I love theme parks! Were you on all of the 24 rides?

**Jenny:** No, not all of them. Some of them were really scary! In the afternoon we were at the skate park. It was fun.

**Answers:** ✓ by: 1, 2, 3, 5

- 2 3.24 **Listen again. Underline the incorrect word. Write the correct word.**

- Have the children read the first sentence. Then play the audio up to *The slides were really tall*. Point out the example answer.
- Ask the children to read the rest of the sentences. Then play the rest of the audio and have the children complete the activity.
- For feedback, invite different children to read out the corrected sentences. Ask for whole-class agreement each time.

**Answers:** 1 small – tall 2 morning – afternoon  
3 snakes – turtles 4 Saturday – Sunday 5 34 – 24

3 3.25 Listen and repeat. Then choose, ask and answer. **Be a star!**

- Play the audio and have the children point to the activity they hear mentioned.
- Play the audio again for the children to repeat.
- Do another example dialogue with the whole class using the words in the box and the picture prompts.
- Then divide the class into pairs to make new dialogues, changing the words in blue. Invite volunteers to perform their dialogue for the class.

Workbook page 108

**Lesson 7 Functional language**

1 Complete the table.

amazing	OK	nice
boring	great	bad

nice	bad
_____	_____

2 Look, read, and complete.

boring Wow great Oh, no fantastic OK

How was the food last night?  
 It was <sup>1</sup> great! It was a pizza restaurant. We were really hungry. The pizza was really big. It was good, too.  
 That sounds <sup>2</sup> \_\_\_\_\_! That sounds <sup>3</sup> \_\_\_\_\_!  
 It was!

How was your visit to the zoo last week?  
 It was <sup>4</sup> \_\_\_\_\_. It was a hot day and lots of animals were asleep.  
 That sounds <sup>5</sup> \_\_\_\_\_.  
 Yes, it was!

108 Unit 10

1 Complete the table.

Answers:

<u>nice</u>	<u>bad</u>
<u>great</u>	<u>OK</u>
<u>amazing</u>	<u>boring</u>

2 Look, read and complete.

Answers: 1 great 2 Wow 3 fantastic 4 OK  
 5 Oh no 6 boring

Cooler: Group mime

- Do the *Group mime* game (see the Games Bank, pages 14–17) with the children miming being at the places in Lesson 1, Activity 1.



Workbook page 109

**How am I doing?**

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

	<u>a q u a r i u m</u>	mrouqjou
	1 _____	tnorecc
	2 _____	wibngio ylate
	3 _____	ozo
	4 _____	mehte kpar
	5 _____	itmacpes

2 Look and complete.

Across

1 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

7 \_\_\_\_\_

Down

1 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_

Unit 10 CEYL Starters, Reading and Writing, Part 3 109

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

- This exercise 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.
- If done in class, elicit the names of the objects chorally. Then go through the example.
- The children complete the activity individually. Then check the answers with the class.

Answers: 1 concert 2 bowling alley 3 zoo  
 4 theme park 5 campsite

2 Look and complete. .

Answers: Across: 1 shell 2 rock 4 art gallery 5 guide 7 morning  
 Down: 1 skate park 3 vet 6 jungle

## Lesson 8 Writing

## 1 Read and follow.

Last weekend / Saturday / Sunday

On Saturday (morning) / Sunday (afternoon)

In the morning / afternoon / evening

Use these words to show the order we do things: Then ... / Next ...

## 2 Complete the text with words from Activity 1.

1 Last Saturday we visited the zoo. 2 In the morning we looked at the lions. 3 Then we visited the monkey house. 4 Next we walked to the restaurant. 5 In the afternoon we visited the aquarium.

## 3 Write about Sam's weekend.

Use these verbs and words from Activity 1. **Be a star!**

visit Next look talk In Then play In paint

Last weekend was great. On Saturday I 1 \_\_\_\_\_ an art gallery. 2 \_\_\_\_\_ the morning I 3 \_\_\_\_\_ at paintings. 4 \_\_\_\_\_ I 5 \_\_\_\_\_ to a guide. 6 \_\_\_\_\_ I 7 \_\_\_\_\_ a picture. 8 \_\_\_\_\_ the afternoon I 9 \_\_\_\_\_



Unit 10 Write a description of the weekend  
WB, pages 110–111

131

**Learning objectives:** Use time expressions and sequencing words; Write a description of the weekend

**Resources:** (PK) - (TRC) - Unit 10 test; (PRC) - (TG)

## Warm-up: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *The slides were really tall. (5) There's also an aquarium, a theme park and a skate park! (11) We were at the aquarium on Saturday afternoon. (8) On Sunday morning, we visited the theme park. (8) In the afternoon we were at the skate park. (9)*



## 2 Complete the text with words from Activity 1.

- Work through the activity, eliciting the missing words and writing the text on the board.
- Have the children complete the text in their books.

**Answers:** 1 Last 2 In 3 Then / Next 4 Then / Next 5 In

## 3 Write about Sam's weekend. Use these verbs and words from Activity 1.

**Be a star!** ★

- Refer the children to the pictures of Sam's weekend and ask them what they can see.
- Point out the verbs in the box and ask for suggestions to link the verbs to the pictures, e.g. *visit the art gallery, look at pictures.*
- Read out each sentence in the text, elicit suggestions and write them on the board. Remind the children they need to use verbs in the past simple tense to talk about last weekend.
- When the text is complete on the board, delete the verbs and have the children copy and complete the text in their books. Tell them if they cannot remember a verb, they can leave a gap.
- Elicit the missing words and write them in again for the children to check / complete their work.

**Answers:** 1 visited 2 In 3 looked 4 Then / Next 5 talked 6 Next / Then 7 painted 8 In 9 played

## Cooler: Disappearing words

- Play *Disappearing words* (see the Games Bank, pages 14–17) with key words from the texts in this lesson, e.g. *last, weekend, afternoon, evening, visited, lions, restaurant, monkey, aquarium, Saturday, gallery, painted, guide, picture.*



## 1 Read and follow.

- Read the phrases and have the children repeat.
- Write *Last, On, In* as separate headings on the board. Elicit words to add to these to make an appropriate time expression, e.g. *Last week, On Tuesday evening.*
- Write on the board, e.g. *Last night, I talked to my friend. Then ...* Elicit some example sentence endings and write one on the board. Then continue by adding *Next ...*, and eliciting another sentence ending.

**Lesson 8 Writing**

**1 Look and read. Write about Tom's day.**

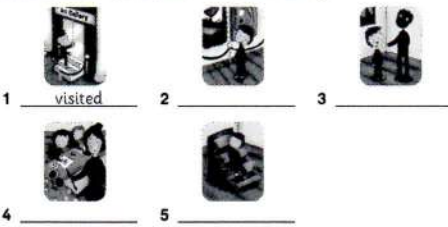
In the morning Then Next Last In the evening In the afternoon



1 Last Saturday was busy. 2 \_\_\_\_\_ I worked on the computer at home. 3 \_\_\_\_\_ I played football on the beach with my grandpa. 4 \_\_\_\_\_ we climbed on the rocks. 5 \_\_\_\_\_ I watched TV with Mum, Dad and Grandpa. 6 \_\_\_\_\_ Mum cooked fish and rice. It was really good!

**2 Look at the pictures of Sam. Write the past simple verbs.**

play look talk visit paint



1 visited 2 \_\_\_\_\_ 3 \_\_\_\_\_  
4 \_\_\_\_\_ 5 \_\_\_\_\_

**3 Look again at the pictures of Sam. Write sentences.**

1 Last Sunday he visited an art gallery.  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

**4 Write about Sam's day. Use the past simple verbs from Activity 2.**

Last Sunday Sam visited \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5 Write about Sam's day again. Use your best handwriting. Draw some pictures.**

**6 Check your work. Tick (✓).**

- time words
- past simple verbs
- capital letters
- full stops and commas
- exclamation marks
- spelling

**1 Look and read. Write about Tom's day.**

- Go through the example and elicit the next answer from the class.
- Have the children complete the text individually, before checking the answers with the class and writing them on the board.

**Answers:** 1 Last 2 In the morning 3 Then / Next 4 Then / Next 5 In the afternoon 6 In the evening

**2 Look at the pictures of Sam. Write the past simple verbs.**

- Refer the children to the example. Ask why there is *-ed* on the end of the verb (past simple tense).
- Have the children complete the activity. Then write 1–5 on the board and invite different children to write the correct past simple verb.

**Answers:** 1 visited 2 looked 3 talked 4 painted 5 played

**3 Look again at the pictures of Sam. Write sentences.**

- Ask a child to read out the example sentence. Then elicit sentences for the other pictures and write them on the board.
- Have the children write them in their books.

**Suggested answers:** 1 Last Sunday he visited an art gallery. 2 Next he looked at a picture. 3 Then he talked to the guide. 4 In the afternoon he painted a picture. 5 He played.

**4 Write about Sam's day. Use the past simple verbs from Activity 2.**

- Have them write the text and then compare with a friend.
- Invite any volunteers to read out their text for the class.

**Answers:** Children's own answers.

**5 Write about Sam's day again. Use your best handwriting. Draw some pictures.**

- Have the children write their text again and illustrate it. Point out that texts are more interesting when they have some pictures!

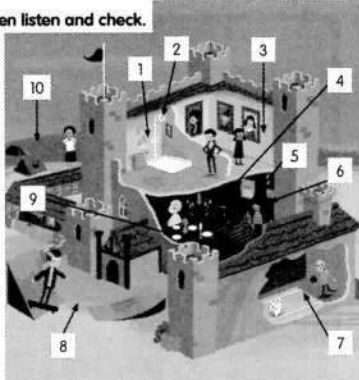
**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

### Review 5

1 3.26 **Look and label. Then listen and check.**

- 1 bathroom \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



2 **Look at the picture in Activity 1. Play a game.**



Eva was in the dining room.



No! She was in the art gallery.

3 **Complete with the correct verb in the past simple.**

watch listen stay paint play visit

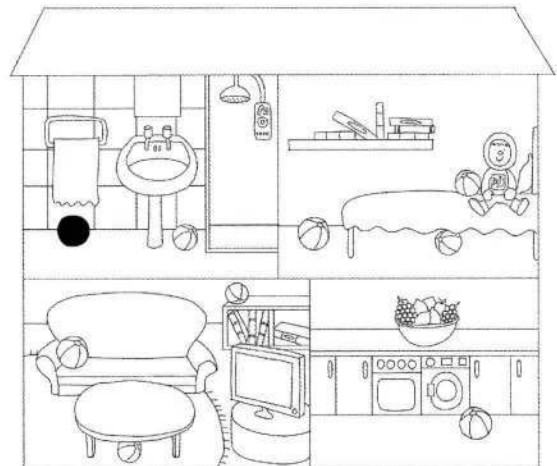
- |                             |                            |
|-----------------------------|----------------------------|
| 1 I <u>visited</u> the zoo. | 4 We _____ at a campsite   |
| 2 She _____ a picture.      | 5 I _____ cartoons on TV.  |
| 3 He _____ in the park.     | 6 They _____ to a concert. |

4 3.27 **Write o, u or ee. Then listen, check and say.**

- The sl ee py bu sits on  
 The qu un's cote nee.  
 The qu un plays a teene  
 On a huge green fleete.



5 3.28 **Listen and colour. There is one example.**



**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 9 and 10; CE:YL Starter, Reading and Writing, Part 4

**Vocabulary:** furniture, places in a town, rooms

**Grammar:** Past simple: *was / were* and regular verbs

**Sounds and letters:** long *o* and *u* sounds, *ee*

**Resources:** Class Audio CD3; **PK** **TRC** - Downloadable flashcards; **PRC** **TG**

**Materials:** a piece of scrap paper for each child for the Cooler

- Have the children label the numbered items.
- Play the audio for the children to complete / check their answers.
- Write the numbers 1–10 on the board and invite children to come and write words.

### Audioscript

- 1 bathroom, 2 shower, 3 art gallery, 4 sofa, 5 living room, 6 bookcase, 7 bowling alley, 8 skate park, 9 dining room, 10 campsite

**Answers:** (See audioscript)

### Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games Bank, pages 14–17) with vocabulary topics from this lesson: rooms and furniture, places in a town, verbs.

1 3.26 **Look and label. Then listen and check.**

- Have the children say what they can see in the picture.

2 **Look at the picture in Activity 1. Play a game.**

- Say several sentences about the pictures to the class and have them say if they are true or false, e.g. *Kirsty was in the campsite. (false) Owen was in the living room. (true)* When a sentence is false, ask the children to correct it.
- Ask two children to read out the model exchange. Then divide the class into pairs to continue the activity.

### 3 Complete with the correct verb in the past simple.

- Refer the children to the example answer, pointing out the *-ed* ending. Elicit the next answer and write the verb on the board.
- Have the children continue the activity individually.
- For feedback, ask different children to read out the completed sentences. Ask for whole-class agreement each time.

**Answers:** 1 visited 2 painted 3 played 4 stayed  
5 watched 6 listened

### 4 3.27 Write o, u or ee. Then listen, check and say.

- Elicit the missing letters in the first sentence and write the sentence on the board.
- Give the children time to complete the rest of the words.
- Then play the audio for the children to check and / or complete their answers.
- For feedback, ask different children to write a word on the board.

**Answers:** The sleepy **bee** sits on The queen's cute nose. The queen plays a tune On a huge green flute.

### 5 3.28 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.
- Play the example section of the audio and have the children point to the blue ball.
- Then play the rest of the audio and have the children listen and colour.
- For feedback, hold up your Pupil's Book and point to each ball in the picture in turn. Have the children call out the colour.

#### Audioscript

**Narrator:** Look at the picture. Listen and look. There is one example.

**Adult:** Yesterday I was at my friend's new house. Here is a picture of her house.

**Child:** It's very nice. There are lots of balls in the house!

**Adult:** Yes! My friend showed me the bathroom. Can you see the ball under the towel? Colour the ball, blue.

**Adult:** OK. What colour?

**Child:** Colour the ball under the towel, blue, please.

**Narrator:** Can you see the blue ball? This is an example. Now you listen and colour.

**1. Adult:** Then I was in the bedroom. Can you see the ball on the bed, next to the toy astronaut?

**Child:** Yes, I can.

**Adult:** Colour the ball orange.

**Child:** OK. The ball on the bed is orange.

**2. Adult:** Can you see the ball on the sofa in the living room?

**Child:** Yes, I can.

**Adult:** OK. Would you like to colour it, green?

**Child:** Green? Yes!

**3. Adult:** Next I was in the kitchen. Can you see the ball under the bowl of fruit? Would you like to colour it?

**Child:** Sorry? The ball under the bowl of fruit?

**Adult:** Yes. Have you got a red pencil?

**Child:** Yes, I have.

**Adult:** Good. Colour it with that pencil, please.

**4. Adult:** Then I was in the bathroom again. Can you see the shower?

**Child:** Yes, I can.

**Adult:** There is a ball next to the shower. Colour it yellow.

**Child:** OK, a yellow ball next to the shower.

**Adult:** Thanks.

**5. Child:** And which ball can I colour now?

**Adult:** The one next to the bed. Colour that one.

**Child:** Great! I'd like to colour it purple.

**Adult:** Of course. Thank you!

**Answers:** Balls coloured as follows: next to the toy astronaut – orange; on the sofa – green; under the bowl of fruit – red; next to the shower – yellow; next to the bed – purple

### My progress: (Workbook page 116)

- Clarify the meaning of each *I can ...* statement and elicit examples.
- The children then put their stickers in place.

### Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* above). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a small hole.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 9 or 10, and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing?*



### Mid-year review

(Workbook pages 58–59)

#### 1 Look and unscramble the words.

Answers: 1 flat 2 snow 3 watch 4 glasses 5 panda  
6 mountain 7 camel 8 garden

#### 2 Circle the different word.

Answers: 1 wolf 2 cloud 3 phone 4 India

#### 3 Look and match.

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

#### 1 Write the words in the correct order to make sentences.

Answers: 1 They don't go to school on Sunday. 2 I do drama on Wednesday. 3 There are bears in China.  
4 Our phone is big. 5 She doesn't live in a flat. 6 He isn't climbing a mountain.

#### 2 Read and circle.

Answers: 1 isn't 2 wearing 3 goes 4 Their 5 do  
6 are

#### 3 Read and match.

Answers: 1 c 2 a 3 d 4 b

(Workbook pages 60–61)

#### 1 Look, read and circle.

Answers: 1 Our, Their 2 Their, Our 3 Their, Our  
4 Our, Their

#### 2 Whose are they? Read and match. Then write.

Answers: 1 It's Eva's watch. 2 They're Kirsty's glasses.  
3 They're Henry's headphones. 4 It's Owen's hat.

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

Answers: 1 windy 2 sunny 3 snowy 4 hot 5 cold

#### 2 Look and complete.

Answers: 1 is 2 isn't 3 isn't 4 is 5 aren't 6 are

#### 3 Check your work. Tick (✓).

Answers: Children's own answers.

### End-of-year review

(Workbook pages 112–113)

#### 1 Look and write.

Answers: 1 kangaroo 2 Saturday 3 sofa 4 computer  
5 mountain 6 summer 7 house 8 train 9 campsite  
10 watermelon

#### 2 Circle the different word.

Answers: 1 computer 2 bear 3 forest 4 key 5 sun  
6 space 7 India 8 asleep 9 trampoline 10 woman

#### 1 Read and circle.

Answers: 1 Do 2 any 3 do 4 don't 5 goes 6 does

#### 2 Read and complete.

Answers: 1 visited 2 talked 3 painted 4 looked  
5 played

#### 3 Write words in the correct order to make sentences.

Answers: 1 We were in the kitchen. 2 We listened to music last night. 3 He doesn't do gymnastics.

(Workbook pages 114–115)

#### 1 Look and number.

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

#### 2 Look and read. Write one-word answers. There is one example.

Answers: 1 beach 2 football 3 winter 4 park 5 TV

#### 1 Look and write sentences.

Answers: 1 I like doing karate. 2 She likes playing tennis.  
3 He likes taking photos. 4 They like going sailing.

#### 2 Look. Then complete the questions and write answers.

Answers: 1 Was, No, he wasn't. He was in the garden.  
2 Were, Yes, they were. 3 Were, No, they weren't. They were in the living room.

#### 3 Check your work. Tick (✓).

Answers: Children's own answers.