

Liz Hocking Mary Bowen

English World



Teacher's Book

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Introduction

English World is a 10-level course designed for children learning English as a first foreign language. Children begin at the first stages of language learning and progress year by year towards a high level of competency in written and spoken English.

In the lower levels, grammar and vocabulary are introduced at a steady pace and then practised and recycled systematically. This approach is designed to give all learners, whether they have daily exposure to English or not, a sound knowledge of structures and meaning, and the ability to use language actively from the start.

The methodology of the course encourages communication in the classroom, backed up by a wide variety of practice exercises to reinforce reading and writing skills. It aims to give learners confidence in speaking natural English fluently and in writing with accuracy and appropriately for the purpose. The course offers not only essential activities in the key language skills but also includes practice of study skills which assist children in developing their proficiency as individual learners.

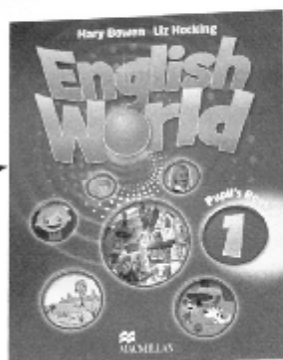
Teachers will find this course practical and useable because:

- the methodology is clear and easy to follow
- teaching materials are provided so that extensive preparation is not required
- step by step guidance is given for every lesson
- built-in flexibility makes the course appropriate for a variety of different teaching situations
- grammar is presented clearly and taught actively to build confidence and develop accuracy
- classroom activities, including songs, games and rhymes, are designed to engage children whilst developing their skills in reading, writing, listening and speaking.

English World components

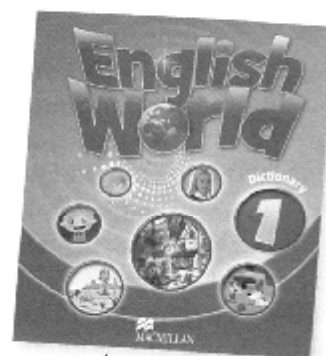
Pupil's Book

The Pupil's Book contains twelve units. One unit can be taught in about two weeks.



CD

All Pupil's Book dialogues, reading texts, listening activities, songs and rhymes are recorded and contained on the CD.

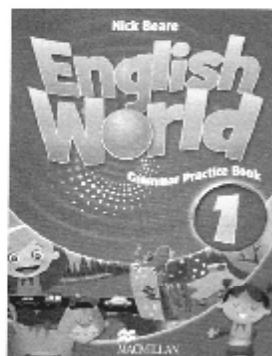
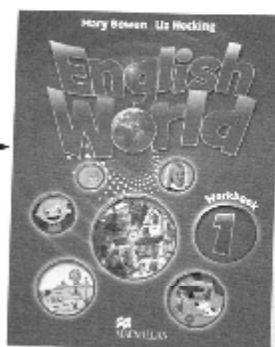


Dictionary

The illustrated Dictionary helps with vocabulary revision and practice.

Workbook

Workbook exercises practise every language skill taught in the Pupil's Book.



Grammar Practice Book

Further grammar exercises reinforce classroom and Workbook learning.

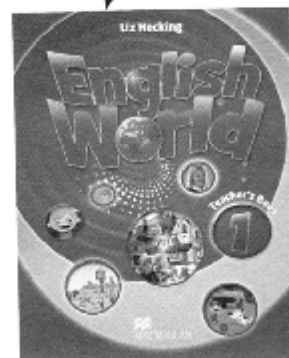


Posters

Twelve posters help develop fluency and vocabulary.

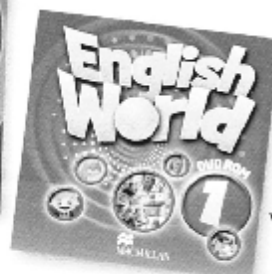
Teacher's Guide

The Teacher's Guide gives step by step notes for each lesson.



Flashcards

158 flashcards help teach vocabulary.



DVD

The teacher's DVD contains resources for the teacher to use in class and in their preparation.

PDFs on the website

Downloadable pdfs provide additional resources.



Pupil's Book

The **Pupil's Book** starts with a Welcome Unit, which revises the basic language that children need to have covered in order to begin the course.

It provides revision lessons to be done over a few weeks. The teaching notes may be adapted to suit individual classes and teaching situations. One page may form a single lesson. Alternatively, teachers may wish to cover two pages at a time.

The **Pupil's Book** has twelve main units. A single unit requires eight teaching sessions and is designed to be covered over a two-week period. All units consistently cover the key skills of reading, writing, speaking and listening, underpinned by the firm foundation of the grammar syllabus. These elements are clearly presented in the book so that teachers have a clear objective for every lesson. A variety of well-illustrated stories, dialogues, information texts, songs and poems have been written to attract and motivate young learners.

CD

All dialogues, reading texts, listening comprehension activities, songs and rhymes are contained on the CD allowing children to listen again and practise independently at home.

Dictionary

For levels 1 and 2, key vocabulary is presented in an illustrated booklet. This is designed to help children focus on words learned in each unit and to help with revision and practice.

The Dictionary is supplied with the **Pupil's Book** and may be kept in the flap at the back.

Workbook

All work covered in the **Pupil's Book** is reinforced by exercises in the **Workbook**. These are designed to be introduced and explained by the teacher and then to be completed independently, either in the classroom or for homework. They allow children to work at their own pace, which gives teachers the opportunity to see what children can achieve when working alone.

Grammar Practice Book

Further exercises to consolidate classroom learning are contained in the **Grammar Practice Book**. These have been written for children to work on alone at their own pace and at their own level of ability.

Posters

Twelve posters, one for each unit, accompany the course. These play a central role in the teaching of new vocabulary and the presentation of dialogues to promote fluency.

Flashcards

The presentation of new vocabulary is supported by flashcards which can also be used for classroom games and activities to encourage learning.

DVD

The DVD that accompanies level 1 of *English World* contains resources for the teacher to use in class with the children using a whiteboard or projector and screen, and material for the teacher's own use in lesson preparation and training.

These include an animated version of the poster/opening spread of each unit; presentation of Grammar points; a video bringing the Grammar in Conversation dialogues to life; demonstrations of the Phonics sounds; the Class composition activities, enabling the teacher to work with the children to complete the writing on the whiteboard; all sound files; printable resources; a test-builder; and video masterclasses, demonstrating ways of teaching different aspects of the course. Dictionary pages are also easily accessible, so the teacher can check on the meaning and hear the pronunciation of words from the course.

Teacher's Guide

Step by step teaching notes are provided for teachers. These are arranged around facsimile pages of the **Pupil's Book** and **Workbook**, so that teachers can see quickly and easily how the learners' material is intended to be used. The **Teacher's Guide** also contains Warm-ups for every lesson, answers to **Pupil's Book** activities and **Workbook** exercises and a list of classroom games.

Website

Additional resources for the *English World* course are available from our website at:
<http://www.macmillanenglish.com/younglearners/englishworld/englishworld.html>

Pupil's Book lessons

Lesson 1 New words and speaking

A colourful picture presents a story and shows new vocabulary.

The picture is also supplied as a classroom poster.



Children listen to, read and repeat an amusing dialogue in natural English. They can also act it out themselves.

The target grammar is included in the dialogue.

Lesson 2 Grammar

Session 1 Grammar

The first target grammar structure is presented with a clear model.

Children practise actively in class.



Session 2 Grammar in conversation

The second target grammar structure, often used in daily speech, is presented in a dialogue.

A song or a game reinforces the language.

Lesson 3 Reading

Session 1 Reading text

Different kinds of texts are included to attract young readers.



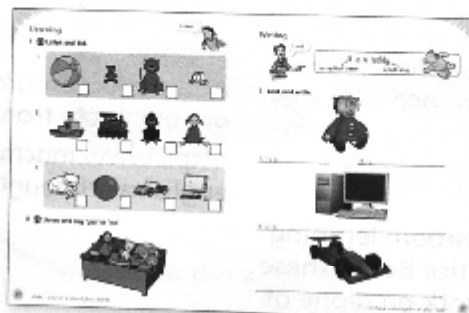
Session 2 Reading comprehension

A variety of activities help children to understand the reading texts.

Lesson 4 Phonics, Listening

They listen for gist and for detail in listening comprehensions.

Children listen to English phonemes and practise them.



Lesson 5 Writing

Session 1 Class composition

The teacher leads the class in composing a piece of writing.

Session 2 Composition practice

These exercises are done using WB pages in class.

Teaching the course

Methodology

Lesson 1 New words and speaking

This lesson aims to help children develop as fluent English speakers with natural intonation and good pronunciation:

- the teacher introduces new words using flashcards and the poster
- children listen to a dialogue and look at the poster, which illustrates the dialogue
- children repeat the dialogue
- children follow the dialogue in their books
- (optional) groups of children act the dialogue

In the dialogues children are introduced to funny and colourful characters, which they then meet again in future units.

The classroom session is supported by Workbook exercises on new words plus a full page of exercises designed to practise thinking skills and to help children acquire the learning skills they need to become good readers and writers.

Lesson 2 Grammar

This lesson is taught in two teaching sessions:

Session 1 Grammar: formal structures that children need for reading and writing English are presented with a clear model and are practised actively by the class.

Session 2 Grammar in conversation: other structures that are common in everyday speech are presented in the form of a dialogue that children can repeat and learn.

Both sessions are supported by written Workbook exercises.

Lesson 3 Reading

This lesson is taught in two teaching sessions:

Session 1 Reading: children practise and develop their reading skills through different kinds of fiction and non-fiction texts. These texts have been chosen as models of the kinds of writing that children need to learn to do themselves and the variety helps children to recognise the ways in which texts differ.

Session 2 Reading comprehension: children develop a further understanding of the text through different comprehension activities.

Workbook exercises practice additional reading comprehension skills.

Lesson 4 Phonics and Listening

The different phonemes in English are presented throughout levels 1–4. Children hear each sound and practise it through class activities and rhymes. This helps them to develop good pronunciation.

A variety of listening comprehension activities help children to learn to listen for detail, for specific information and for gist.

Workbook exercises practise the spelling of words containing the target phoneme.

Lesson 5 Writing

Technical and composition skills are taught in two teaching sessions:

Session 1 Class composition: the teacher leads the session and helps children to suggest ideas for the required piece of writing. This is always the same type of text as the one studied in Lesson 3 and the variety helps children to learn to write for different purposes. The teacher guides the class in composing sentences and does the work of writing on the board.

Session 2 Composition practice: children first learn aspects of written English that they need for writing, such as punctuation, then, with teacher support, they compose a piece of independent writing following the model they produced in the first session.

Revision activities

After every Workbook unit there are two Check-up pages of grammar revision. The first page practises the structures; the second page gives learners the opportunity to do a longer piece of writing focussing on the target grammar structure.

After every three Pupil's Book units there is a Revision page for oral practice in the classroom and a Project page which allows children to make their own choices for illustration and writing about a given topic.

Games

Classroom and group games are a useful and motivating method of reinforcing learning. A list of simple games using resources supplied with the course can be found on pages 162–163 of this book.

Assessment

The Workbook Check-up pages and the Pupil's Book revision activities and projects should give teachers some measure of individual and class progress. In addition, the course includes resources to help learners and teachers record progress and are intended to encourage children in their learning.

Portfolio and Diploma pages

The Portfolio and Diploma pages at the back of the Workbook are each child's own record of progress and achievement. They are not designed as a formal test.

The Portfolio page is intended for assessment by the learner. Work covered every three units is presented on the page. The learner decides how much of the work he or she feels confident of and marks or colours parts of the page accordingly.

The teacher checks the page with the learner. When the teacher is satisfied that the assessment is accurate, the learner completes the token tasks on the Diploma page and receives stickers. This marks the satisfactory completion of three units.

These pages can be removed from the Workbook and included in a portfolio of work.

Creating a portfolio

During the year, teachers may help children to select their best work to put in their personal portfolio. This work can accompany the portfolio pages from the Workbook as part of the record of individual achievement. Much of the work will be in written form such as compositions, projects, grammar exercises, spellings or tests. Where appropriate, children make neat copies of their best work for inclusion in the portfolio.

Work in other forms may be included, e.g. recordings of individual or group reading, speaking, acting or singing. Photographs of performance work or of large posters/friezes may also be included as a record of activities.

All children should keep portfolios, whether or not their work is regularly of a high standard. The portfolio encourages children to take pride in their best work, and increases confidence in reaching for a higher standard. Over a period of a year, it shows how the learner has progressed in a variety of tasks and activities.

Formal tests

Teachers may wish to carry out some formal testing and therefore tests for use after every three units are supplied on the website and on the DVD. These tests include tasks that children are likely to meet in formal examinations.

Unit structure

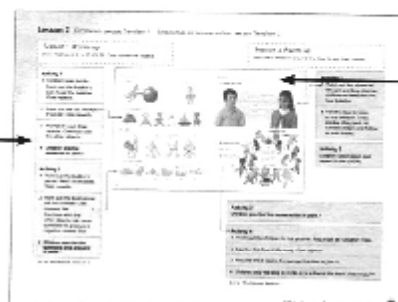
Teaching
sessions
per unit

	Pupil's Book	Workbook
1	Lesson 1 New words and speaking	Words, Learning to learn
2	Lesson 2 Grammar (1) Grammar structure	Grammar structure
3	(2) Grammar in conversation	Grammar in conversation
4	Lesson 3 Reading (1) Reading text	(Dictionary vocabulary)
5	(2) Reading comprehension	Reading comprehension
6	Lesson 4 Phonics and listening	Phonics
7	Lesson 5 Writing (1) Class composition	(Dictionary revision Grammar Practice Book)
8	(2)	Writing skills Composition practice Check-up pages

Using the Teacher's Guide

The notes for each lesson are arranged over two pages of the Teacher's Guide

Notes explain each step of the lesson

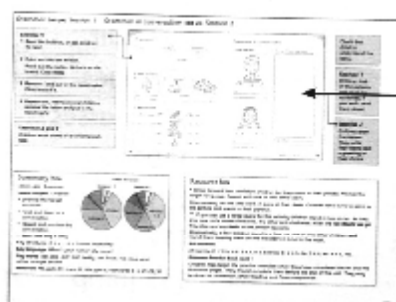


Pupil's Book facsimile page

Some audioscripts are included in the teaching notes

Summary box

Explains lesson aim and specific targets
Lists key language and structures
Lists materials needed for the lesson and any preparation
Time division chart suggests how lesson time could be divided up



Workbook facsimile page

Resources box

Contains extra notes, answers, tapescripts and simple games

Flashcard list

- | | | | |
|-------------|--------------|------------------|--------------------|
| 1 apple | 41 rabbit | 81 sky | 121 star |
| 2 bag | 42 mum | 82 cloud | 122 count |
| 3 cat | 43 dad | 83 garden | 123 hot |
| 4 dog | 44 rubber | 84 castle | 124 cold |
| 5 egg | 45 ruler | 85 kitchen | 125 sunny |
| 6 fish | 46 crayon | 86 living room | 126 cloudy |
| 7 girl | 47 desk | 87 bedroom | 127 windy |
| 8 hat | 48 chair | 88 bathroom | 128 raining |
| 9 insect | 49 lorry | 89 crown | 129 snowing |
| 10 jug | 50 bike | 90 stairs | 130 pointing |
| 11 kitten | 51 grandma | 91 sofa | 131 standing |
| 12 lemon | 52 grandpa | 92 TV | 132 listening |
| 13 man | 53 ship | 93 table | 133 kite |
| 14 nut | 54 plane | 94 chair | 134 snowman |
| 15 orange | 55 bus | 95 cushion | 135 sunglasses |
| 16 pen | 56 motorbike | 96 mother | 136 play |
| 17 queen | 57 brown | 97 father | 137 hold |
| 18 red | 58 grey | 98 brother | 138 eat |
| 19 sun | 59 princess | 99 sister | 139 laughing |
| 20 taxi | 60 clown | 100 family | 140 loudly |
| 21 umbrella | 61 balloon | 101 space rocket | 141 party |
| 22 van | 62 snake | 102 grandmother | 142 orange juice |
| 23 window | 63 cake | 103 grandfather | 143 open |
| 24 box | 64 sweets | 104 lamp | 144 drink |
| 25 yellow | 65 ice cream | 105 shelf | 145 walk |
| 26 zebra | 66 lollipop | 106 photo | 146 green |
| 27 teddy | 67 peas | 107 hair | 147 blue |
| 28 car | 68 beans | 108 eyes | 148 black |
| 29 boat | 69 carrots | 109 glasses | 149 white |
| 30 pink | 70 grapes | 110 look | 150 Lily |
| 31 purple | 71 melons | 111 come | 151 Dan |
| 32 orange | 72 bananas | 112 go | 152 Mr Jolly |
| 33 boy | 73 peppers | 113 jump | 153 Princess Bella |
| 34 computer | 74 bird | 114 fly | 154 Biffo |
| 35 train | 75 flower | 115 sit | 155 Mrs Goody |
| 36 game | 76 frog | 116 moon | 156 Pirate Jack |
| 37 doll | 77 present | 117 draw | 157 King Tub |
| 38 ball | 78 card | 118 sing | 158 Miss Silver |
| 39 pencil | 79 tree | 119 read | |
| 40 book | 80 pond | 120 Earth | |

Alphabetical word list

This list of words used in *English World 1* is for teacher reference. Children should use *Dictionary 1* for learning words as suggested in the unit lesson notes. Words in bold are Phonics words.

apple (WU)	cold (U11)	garden (U6)	loudly (U12)	queen (WU)	star (U10)
bag (WU)	come (U10)	girl (WU)	lunch (U7)	quickly (U12)	sun (WU)
ball (U1)	computer (U1)	glasses (U9)	man (WU)	quietly (U12)	sunglasses (U11)
balloon (U4)	count (U10)	go (U10)	mat (U1)	rabbit (U2)	sunny (U11)
bananas (U5)	crayon (U2)	grandfather (U8)	melons (U5)	read (U10)	sweets (U5)
bath (U9)	crown (U7)	Grandma (U3)	moon (U10)	raining (U11)	table (U7)
bathroom (U7)	cushion (U7)	grandmother (U8)	mother (U8)	red (WU)	tall (U9)
beans (U5)	Dad (U2)	Grandpa (U3)	motorbike (U3)	ring (U10)	taxi (WU)
beautiful (U10)	desk (1)	grapes (U5)	mouse (U6)	rubber (U2)	teddy (U1)
bed (U2)	dish (U6)	grey (U3)	mug (U)	ruler (U2)	ten (U2)
bedroom (U7)	dog (WU)	hair (U9)	Mum (U2)	sack (U12)	the (U8)
bell (U11)	doll (U1)	happy (U4)	munch (U7)	sad (U4)	there (U8)
big (U1)	draw (U10)	hat (WU)	new (U4)	see (U10)	they (U8)
bike (U3)	dunk (U12)	hen (U2)	nine (U5)	seven (U5)	thick (U9)
bin (U3)	duck (U12)	hill (U11)	nineteen (U9)	seventeen (U9)	thin (U4)
bird (U6)	Earth (U10)	hold (1)	noisy (U6)	shelf (U8)	thirteen (U9)
blue (U1)	eat (U11)	hot (U11)	nut (WU)	shell (U6)	this (U8)
boat (U1)	egg (WU)	ice cream (U5)	old (U4)	ship (U3) (U6)	three (U5)
book (U2)	eight (U5)	in (U7)	on (U7)	shop (U6)	tin (U3)
box (WU)	eighteen (U9)	insect (WU)	one (U5)	short (U4)	train (U1)
boy (U1)	eleven (U9)	jug (WU)	open (U12)	silver (U9)	tree (U6)
brother (U8)	eyes (U9)	jump (U10)	orange (WU)	sing (U10) (U12)	TV (U7)
brown (U3)	family (1)	kick (U12)	orange juice (U12)	sister (U8)	twelve (U9)
bug (U5)	fan (U1)	king (U10)	party (U12)	sit (U10)	twenty (U9)
bus (U3)	fast (U3)	kitchen (U7)	path (U9)	six (U5)	two (U5)
cakes (U5)	fat (U4)	kite (U11)	peas (U5)	sixteen (U9)	umbrella (WU)
can (1)	father (U8)	kitten (WU)	pen (WU)	sky (U6)	under (U7)
car (U1)	fifteen (U9)	lamp (U8)	pencil (U2)	slow (U3)	van (WU)
cat (WU)	fig (U3)	laugh (U12)	peppers (U5)	slowly (U12)	very (U1)
card (U6)	fish (WU)	lemon (WU)	photo (U8)	small (U1)	walk (U12)
carrots (U5)	five (U5)	like (U9)	pln (U3)	snake (U4)	wall (U12)
castle (U7)	flower (U6)	listen (U11)	pink (U1)	snowing (U11)	well (U11)
cat (U1)	fly (U10)	little (1)	plane (U3)	snowman (U11)	white (U1)
chair (U7)	fog (U4)	live (U10)	play (U11)	sock (U12)	wig (U3)
children (U7)	four (U5)	living room (U7)	point (U11)	sofa (U7)	window (WU)
chip (U7)	fourteen (U9)	log (U4)	pand (U6)	space rocket (U8)	windy (U11)
chop (U7)	fox (U4)	lollipop (U5)	present (U6)	space suit (U9)	wing (U10)
cloud (U6)	frog (U6)	long (U4)	pretty (U3)	space woman (U9)	yellow (WU)
cloudy (U11)	funny (U4)	look (U10)	princess (U4)	stairs (U7)	zebra (WU)
clown (U4)	game (U1)	lorry (U3)	purple (U1)	stand (U11)	

Phonics word list

cvc words

Unit 1
short a
cat
fan
hat
man
mat
van

Unit 2
short e
bed
hen
pen
red
ten

Unit 3

short i
bin
fig
pin
tin
wig

Unit 4

short o
box
dog
fog
fox
log

Unit 5

short u
bug
bus
jug
mug
nut
sun

Unit 6

words with sh
dish
fish
shell
ship
shop

Unit 7

words with ch
chair
chip
chop
lunch
munch

Unit 8

voiced th
brother
father
mother
the
there
they
this

Unit 9

unvoiced th
bath
path
thick
thin
thirteen
three

Unit 10

words ending ng
king
ring
sing
wing

Unit 11

words ending //
ball
bell
doll
hill
shell
wall
well

Unit 12

words ending ck
duck
kick
sack
sock
kick

Scope and Sequence

Unit	New words and speaking	Grammar	Grammar in conversation	Learning to learn (WB)
1	Hello, Mr Jolly! colours and toys	<i>It's a car. It's red. Is it a doll? Is it pink? Yes. No.</i>	<i>Hello. Hi. What's your name? My name's ...</i>	Matching pictures; matching lower case letters
2	Mr Jolly's shop school items	<i>Is it red? Is it a car? Yes, it is. No, it isn't. It isn't a car. It's a van.</i>	<i>What is it?</i>	Matching pictures; matching upper case letters
3	Good morning! transport	<i>It is an umbrella. It is a red bike. It isn't a blue car.</i>	<i>Good morning. How are you? I'm fine, thank you.</i>	Finding the same picture; finding the same letter
Revision				
4	Bella and Biffo adjectives	<i>He is sad. Is she Mum? Yes, she is. No, she isn't.</i>	<i>I'm happy. Am I Dan? No, you aren't. Yes, you are.</i>	Finding the different picture; finding the different letter
5	Mrs Goody and Pirate Jack one-ten food	regular plural nouns <i>lollipops, cakes, sweets</i>	<i>How many are there? There are ... There is ... Is there one ...?</i>	Finding the same picture; finding the same letter (direction)
6	Happy birthday! nature	<i>What are they? They're frogs. We're funny.</i>	<i>How old are you? I'm six. We're seven.</i>	Matching pictures; matching words
Revision				
7	Where is King Tub? rooms in a house	prepositions: <i>in, on, under</i>	<i>Where's my book? Where are my pens?</i>	Identifying the missing items from pictures and words
8	This is my family family	<i>I've got a brother. Have you got a sister? Yes, I have. No, I haven't.</i>	<i>Who is this? This is my brother.</i>	Identifying the missing items from pictures and sentences
9	Miss Silver 11-20 eleven - twenty	<i>He's got a plane. Has she got a car? Yes, she has. No, she hasn't.</i>	<i>I like grapes. How about you?</i>	Sorting items into categories
Revision				
10	The space rocket action verbs	<i>The rocket can fly. Can it jump? Yes, it can. No, it can't.</i>	<i>Stop! Look! Listen! Wait!</i>	Sorting items into categories
11	Up in space weather	<i>I'm flying. You're singing.</i>	<i>What's the weather like? It's cloudy. Is it cold?</i>	Sequencing pictures; sequencing sentences
12	Welcome home! action verbs	<i>He's eating. It's flying. We're reading. They're jumping.</i>	<i>loudly, quietly, quickly, slowly</i>	Sequencing pictures; sequencing sentences
Revision				

Reading	Phonics	Listening	Writing skills (WB)	Class Composition
A toy shop descriptions of toys vocabulary: colours, toys	cvc words with short a	identifying objects	sentences: capital letter and full stop	naming and describing toys
At school descriptions of items vocabulary: school items	cvc words with short e	identifying objects	questions: capital letter, question mark	description with repeated question
Fast and slow information text vocabulary: transport	cvc words with short i	identifying; listening for gist / detail	colour adjective before noun	information text on transport
Jimbo; Ned, the snake poems vocabulary: adjectives	cvc words with short o	matching statements and pictures	capital letters for proper names	completing rhyming poems
Grandpa's shop a story vocabulary: food	cvc words with short u	action song	statements, questions	story with familiar setting
The garden descriptive text vocabulary: nature	words with sh	matching; listening for gist / detail	word order (adjective, noun)	descriptive text
A game a story vocabulary: furniture	words with ch	sequencing	pronouns	a story
My room descriptive text vocabulary: objects in a room	words with th (voiced)	identifying; listening for detail	conjunction and	descriptive text
The space woman; I like... poems vocabulary: adjectives, food	words with th (unvoiced)	identifying from dialogues	adjective recognition	rhyming list poems
The Earth and the sky information text vocabulary: nature	words ending ng	following instructions	verb recognition	information text
What are you doing? descriptive text vocabulary: actions, weather	words ending ll	identifying characters	question words	descriptive text with questions
A birthday party for Pete a story with a familiar setting vocabulary: actions, food	words ending ck	action song	word order (subject, verb, object)	a story with a familiar setting

Welcome Unit

Hello! (PB p4) Words beginning with a-f (PB p5)

Activity 1

Play CD1 track 1. Children listen and point to the characters as they speak.

Audioscript (CD1 track 1)

Girl: Hello! I'm Emma.	Cat: Miaow! [loud]
Boy: Hello! I'm Pete.	Bird: Tweet! Tweet! [alarmed]
Bird: Tweet! Tweet!	Girl: Oh! Goodbye!
Girl: Oh! Hello!	Boy: Goodbye!

Activity 2

Different children introduce themselves, e.g. *Hello! I'm Mona*. Class responds *Hello, Mona!*

Activity 3

1 Play CD1 track 2. Children listen.

2 Play CD1 track 3 (music only). Encourage the class to sing along with the children.

3 Divide the class in two. Children stand up and face the other group. Group A sings *Hello* with the track and group B sings *Goodbye*. Encourage group B to turn away and wave as they sing.

4 If you wish, play the track again and let groups swap lines.

Audioscript (CD1 track 2)

Teacher: Say hello!	Teacher: Say goodbye!
Children: Hello!	Children: Goodbye!
Teacher: Say hello!	Teacher: Say goodbye!
Children: Hello!	Children: Goodbye! Goodbye! Goodbye! Goodbye! Goodbye!

Activity 4

Children draw lines matching the cat to its basket and the bird to its nest.



Activity 1

Play CD1 track 4. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 1-6 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audioscript (CD1 track 4)

[æ] [æ] apple	[d] [d] dog
[b] [b] bag	[e] [e] egg
[k] [k] cat	[f] [f] fish

Activity 2

1 Play CD1 track 5. Children point to each picture as they hear the word. Check that children are pointing to the correct picture.

2 Repeat the activity if you wish.

Audioscript (CD1 track 5)

egg - egg -	bag - bag -	fish - fish -
dog - dog - [woof]	apple - apple - [crunch]	cat - cat - [miaow]

Activity 3

1 If children have not practised much writing, or have forgotten how to form letters, practise with the class first. Class watches as you slowly draw a large letter *a* on the board.

2 Stand at the front of the class facing the board. Class faces the board. Tell them to follow your action. Slowly draw a large letter *a* in the air. Make sure the class is following your movement exactly. Do the same with *b*.

3 Children trace over the letters in their books. Point out the arrows which remind them of the direction and order of the strokes.

Words beginning with *g-l* (PB p6) Words beginning with *m-s* (PB p7)

Activity 1

Play CD1 track 6. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 7–12 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audioscript (CD1 track 6)

[g] [g] girl	[j] [j] jug
[h] [h] hot	[k] [k] kitten
[i] [i] insect	[l] [l] lemon

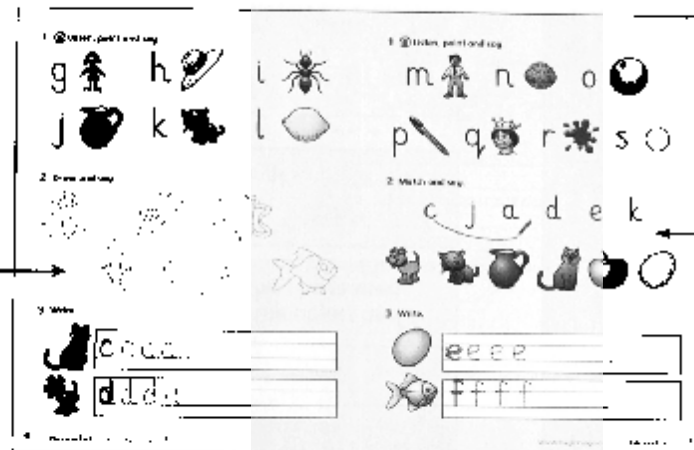
Activity 2

1 Children draw over the lines to make complete pictures.

2 Put flashcards on the board in the same order as the pictures in the book. Point to each flashcard. Children name the object and point in their books.

Activity 3

Practise letter shapes, see p16 Activity 3, before children trace over the letters in their books.



Activity 1

Play CD1 track 7. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 13–19) before or after playing the CD/cassette, or both.

Audioscript (CD1 track 7)

[m] [m] man	[p] [p] pen
[n] [n] nut	[kw] [kw] queen
[a] [a] orange	[r] [r] red
	[s] [s] sun

Activity 2

1 Tell children to draw lines from each letter to the correct picture. If you wish, do this activity on the board first with the whole class, using flashcards and letters. Children match letters and pictures. Class says the letter sound and the word.

2 Children draw lines in their books.

3 Put the letters on the board in the same order as in the book. Point to each letter. Children say the sound and name the exemplar.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Words with t-z (PB p8) Whole alphabet (PB p9)

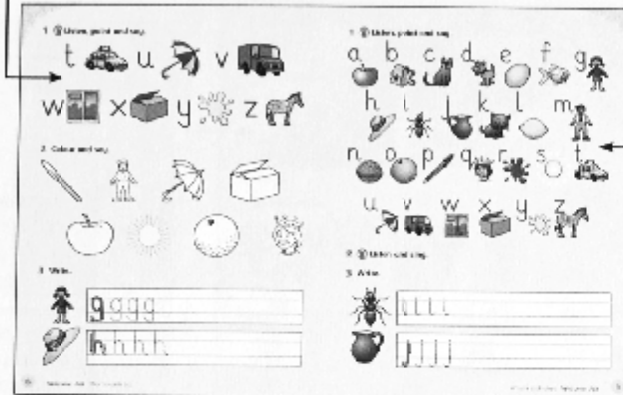
Activity 1

Play CD1 track 8. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 20–26) before or after playing the CD/cassette, or both.

Audioscript (CD1 track 8)

[t] [t] taxi	[w] [w] window
[u] [u] umbrella	[ks] [ks] box
[v] [v] van	[y] [y] yellow
	[z] [z] zebra



Activity 2

- 1 Children colour the objects. They may use any colour they choose.
- 2 While they are working, put the flashcards on the board.
- 3 When the class has finished, point to each one in turn. Children name the object and point in their books. They are not expected to talk about the colours they have used.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Activity 1

- 1 Play CD1 track 9. Children listen and point.
- 2 Play the track again. Children join in and point in their books. Alternatively, or as well, put flashcards 1–26 on the board and point to each one. Children look and join in the chant.

Audioscript (CD1 track 9)

[æ] apple, [b] bag, [k] cat, [d] dog, [e] egg, [f] fish, [g] girl [clap x 4]
 [h] hat, [i] insect, [j] jug, [k] kitten, [l] lemon, [m] man [clap x 4]
 [n] nut, [o] orange, [p] pen, [kw] queen, [r] red, [s] sun, [t] taxi [clap x 4]
 [u] umbrella, [v] van, [w] window, [ks] box, [y] yellow, [z] zebra [clap x 4]

Optional game

Divide the class into two (or more) teams. Hold up a letter card and say the sound. The first team to give the appropriate word gets the matching picture flashcard. The team with the most flashcards at the end wins.

Activity 2

- 1 Play CD 1 track 10. Children listen and point in their books.
- 2 Play CD1 track 11 (music only). Children join in.
- 3 If you wish children to learn this song they close their books. Play the track a third time and show or point to the pictures. They sing with the track.

- 4 Repeat the activity, but without the track. Help the class to sing alone.

Audioscript (CD 1 track 10)

[æ] apple, [b] bag, [k] cat, [d] dog, [e] egg, [f] fish, [g] girl
 [h] hat, [i] insect, [j] jug, [k] kitten, [l] lemon, [m] man
 [n] nut, [o] orange, [p] pen, [kw] queen, [r] red, [s] sun, [t] taxi
 [u] umbrella, [v] van, [w] window, [ks] box, [y] yellow, [z] zebra

Activity 3

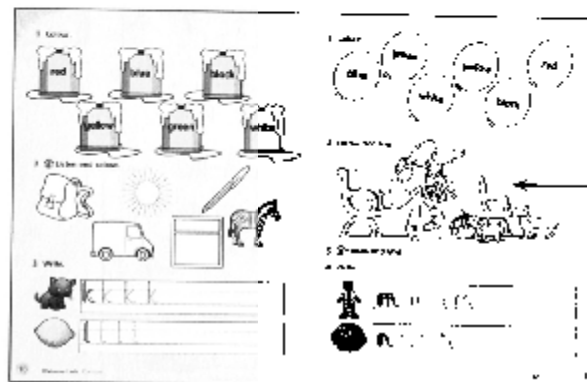
Practise the letter shapes with the class before they trace them in their books.

Colours (PB pp10–11)

Make sure children have the right coloured pens or pencils to do Activities 1 and 2.

Activity 1

- 1 Use the colour flashcards (18, 25, 146–149) to teach/revise the colours.
- 2 Stick up the colour flashcards. Stick up word cards for the colours or write the colour words on the board. Children match.
- 3 Children colour in their books. Leave the matched cards on the board if your class needs support.



Activity 2

- 1 Children look at the pictures. Different children name them.
- 2 Play CD1 track 12. Children listen and point.
- 3 Play the track again. Pause after the first colouring instruction. Children colour.
- 4 Continue in the same way with the other colouring instructions.

Audioscript (CD1 track 12)

Point to the sun. Colour the sun yellow. Point to the window. Colour the window green. Point to the pen. Colour the pen red. Point to the van. Colour the van blue. Point to the bag. Colour the bag green and yellow. Point to the zebra. Colour the zebra black and white.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Note: Bring in some sweets for the song on PB p11.

Activity 1

- 1 Use the colour flashcards (18, 25, 146–149) and colour words to revise colours.
- 2 Children read the words and colour the balloons.

Activity 2

- 1 Tell the class to colour the picture using only the six colours at the top of the page.
- 2 Speak to different children as they are colouring. Point to different objects, children name them. Ask *What colour is it?*
- 3 When children have finished colouring, ask questions, e.g. *What colour is the umbrella? What colour is the cat?* Children answer.

Activity 3

- 1 Explain sweet to the class or show one. Demonstrate *me* and *you*.
- 2 Play CD1 track 13. Children listen.
- 3 Put the red, green, yellow and blue flashcards on the board. Play the track again. Point to the colours as they are mentioned. Hold up a sweet as they are mentioned.
- 4 Play CD1 track 14 (music only). Children join in.

Audioscript (CD1 track 13)

Red and green, red and green,
A sweet for you, a sweet for me.
Yellow and blue, yellow and blue.
A sweet for me, a sweet for you.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

Capital letters/letter names (PB p12) Initial letters of names (PB p13)

Activity 1

1 If children have forgotten the shapes of capital letters, show and name capital letter cards before playing the track.

2 Play CD1 track 15. Children listen and point to the letters.

3 Play the track a second time if you wish.

Audioscript (CD1 track 15)

A B C D E [clap-clap, clap-clap]
F G H I J [clap-clap, clap-clap]
K L M [clap] N O P [clap-clap]
Q R S [clap] T U V [clap-clap]
W [clap, clap] X [clap] Y [clap] Z [clap-clap, clap-clap, clap]

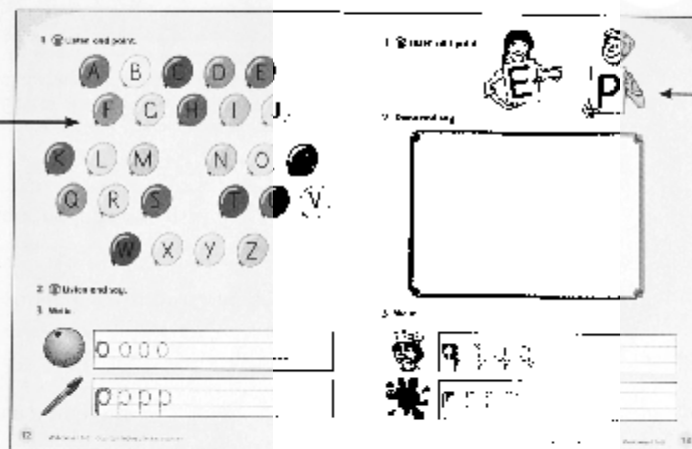
Activity 2

1 Play CD1 track 16. Children point in their books and join in.

2 Tell children to close their books. Play CD1 track 17 (music only) and show the capital letter cards or stick them on the board. Children join in with the track and clap.

Activity 3

Practise the letter shapes with the class before they trace them in their books.



Activity 1

1 Give children a moment or two to look at the characters on the page.

2 Play CD1 track 18. Children listen and point to the characters as they speak and the letter when it is mentioned.

Audioscript (CD1 track 18)

Girl: Hi! I'm Emma. My letter is E. E for Emma.
Boy: Hi! I'm Pete. My letter is P. P for Pete.

Activity 2

1 Children write the initial letter of their name in the frame.

2 Children take turns to show their letter, say it, and their name, e.g. *S, Sara*.

More confident children may be able to say, e.g. *Hi! I'm Sara. S for Sara*.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Numbers 1–5 (PB pp14–15)

Make sure children have colours for this lesson.

Activity 1

- 1 Use the number cards to revise numbers. Show each card in turn and say the word. Class repeats.
- 2 Children look in their books. Play CD1 track 19. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 19)

[clap] one; [clap x 2] two; [clap x 3] three; [clap x 4] four; [clap x 5] five

Activity 2

- 1 If you wish, use the colour flashcards to quickly revise the names of the colours.
- 2 Play CD1 track 20. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour the numbers.

Audioscript (CD1 track 20)

Number 4 is green. Number 1 is blue. Number 5 is yellow. Number 3 is black. Number 2 is red.

Activity 3

- 1 Hold up your book and count the number of objects in each line with the class.
- 2 Say, e.g. *Point to the cats. How many cats?* Encourage the class to count together *One, two three.* (If children have done a lot of oral work at KG they may answer *Three cats* or *One, two, three cats.*)
- 3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

Activity 1

- 1 Show the number cards 1–5 in order. Children name the numbers.
- 2 Show them in any order. Children name the numbers.
- 3 Children look in their books. Ask *How many hats?* Count with the class.
- 4 Do the same with the other objects.
- 5 Children draw lines from the objects to the numbers.

Activity 2

- 1 Read the numbers on the left with the class.
- 2 Prompt the class to name the objects on the right.
- 3 Explain the task. Children may choose whatever object they want to copy, and draw the appropriate number of items next to each number.
- 4 When children have finished drawing, the whole class counts the objects in each line.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Numbers 6–10 (PB pp16–17)

Make sure children have colours for this lesson.

Activity 1

1 Use the number cards to remind the class. Show each card in turn and say the word. Class repeats.

2 Children look in their books. Play CD1 track 21. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 21)

(claps x 6) six; (knocks x 7) seven; (dog barks x 8) eight; (xylophone notes x 9) nine; (hooters x 10) ten

Activity 2

1 If you wish, use the colour flashcards to quickly revise the names of the colours.

2 Play CD1 track 22. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour.

Audioscript (CD1 track 22)

Number 8 is red. Number 6 is green. Number 10 is blue. Number 7 is black. Number 9 is yellow.

Activity 3

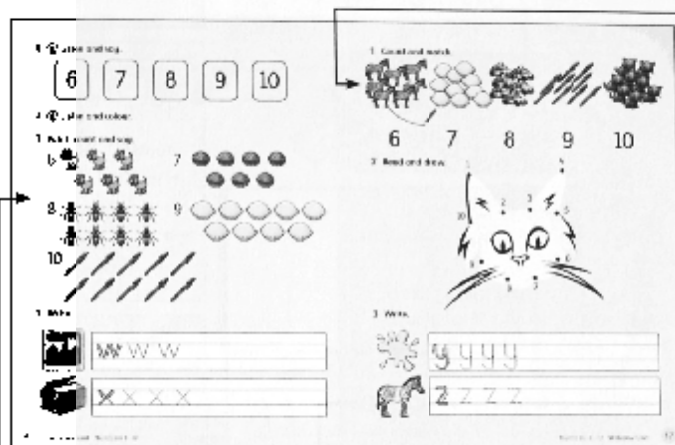
1 Hold up your book and count the number of objects in each group with the class.

2 Say, e.g. *Point to the nuts. How many nuts?* Encourage the class to count together *One, two three, four, five, six, seven.* (If children have done a lot of oral work at KG they may answer *Seven nuts* or *One, two, three, four, five, six, seven nuts.*)

3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.



Activity 1

1 Show the number flashcards in order. Children name the numbers.

2 Show them in any order. Children name the numbers

3 Children look in their books. Ask *How many zebras?* Count with the class.

4 Do the same with the other objects.

5 Children draw lines from the objects to the numbers.

Activity 2

Children draw lines to connect the numbers from 1–10 in order to complete the picture.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Whole alphabet (PB p18) Numbers 1–10 (PB p19)

Activity 1

- 1 Tell the class that they are going to hear the names of the letters, not the sounds.
- 2 Play CD1 track 23. Children point in their books and repeat in the pauses.

Audioscript (CD1 track 23)

A apple ... B bag ... C cat ... D dog ... E egg ...
F fish ... G girl ... H hat ... I insect ... J jug ...
K kitten ... L lemon ... M man ... N nut ...
O orange ... P pen ... Q queen ... R red ...
S sun ... T taxi ... U umbrella ... V van ...
W window ... X box ... Y yellow ... Z zebra

Activity 2

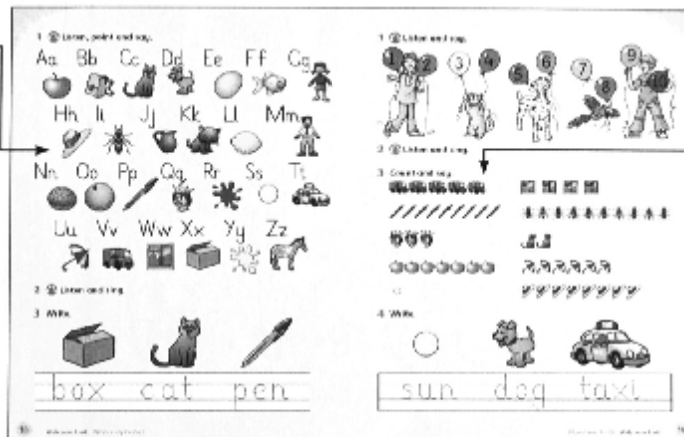
- 1 Play CD1 track 24. Children point in their books and listen.
- 2 Play CD1 track 25 (music only). The class joins in.
- 3 Write the capital letters on the board. Class says the name of each letter. Play the track again. Point to each letter. Children sing.

Audioscript (CD1 track 24)

A B C D E F G H I J K L M N O P Q
R S T U V W X Y Z

Activity 3

- 1 To remind class of correct letter formation before tracing, write the words very large on the board.
- 2 Children stand up. Trace over the letters on the board. Class copies.
- 3 Children trace over the letters of the three words in their books.



Activity 1

- 1 Play CD1 track 26. Children listen and point in their books.
- 2 Play the track again. Children join in.

Audioscript (CD1 track 26)

1, 2 ...; 3, 4 ...; 5, 6 ...; 7, 8 ...; 9, 10 ...

Activity 2

- 1 Teach children the actions. They stand up with their hands behind their backs:
1, 2, 3, 4, 5 show fingers of right hand
6, 7, 8, 9, 10 show fingers of left hand
5, 10 On 5, put forward right hand, palm away from them. On 10, do the same with left hand
5, 10 Repeat, but putting hands higher
Clap your hands clap hands above heads
And start again! put hands behind backs

- 2 Play CD1 track 27. Lead the children in the actions.

- 3 Play CD1 track 28 (music only) and do the actions again. Children sing along.

- 4 Let children who want to sing and do the actions without the track come to the front and do so.

Audioscript (CD1 track 27)

1, 2, 3, 4, 5; 6, 7, 8, 9, 10; 5, 10; 5, 10; Clap your hands;
And start again!

Activity 3

- 1 Ask *How many vans?* Children count *One, two, three, four, five (vans)*.
- 2 Continue with the other objects in order.
- 3 Play a game. Ask about items in any order. Children count silently. The first child to say the right number wins a point.

Activity 4

Follow the procedure as on PB p18, Activity 3.

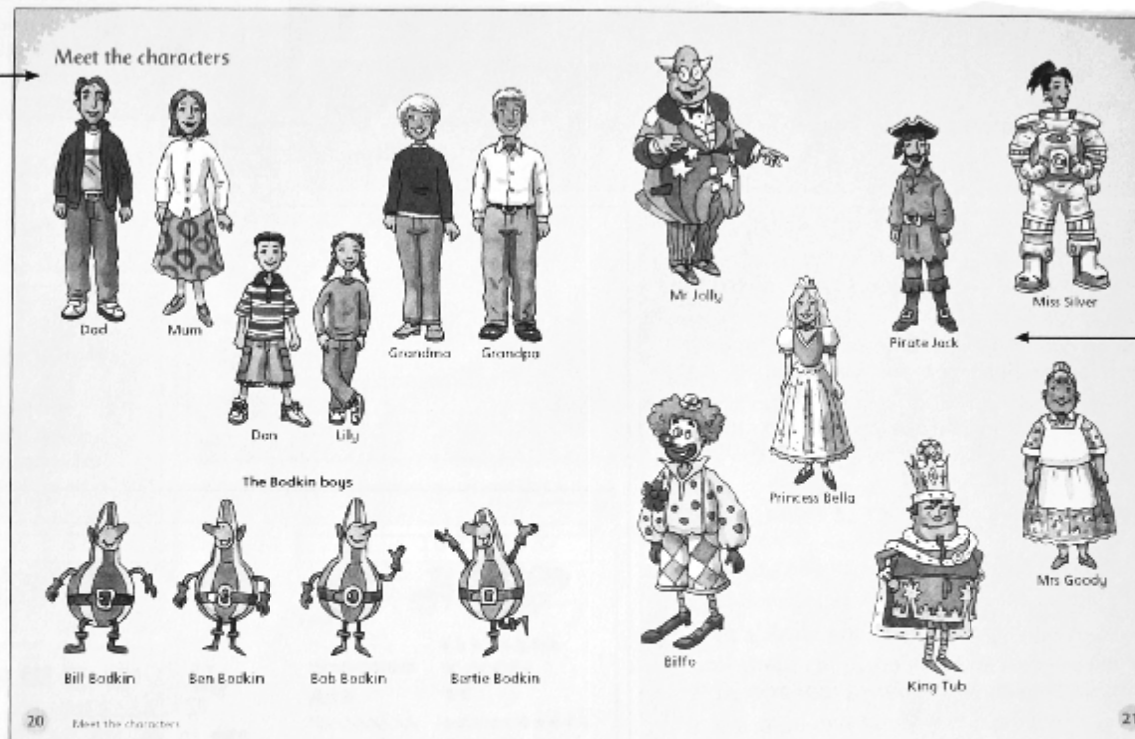
Meet the characters

The characters (PB pp20-21)

Give children a few moments to look at all the characters. Point out the family on PB p20.

Explain to the class that they are going to listen to stories about the children, Dan and Lily.

Point out the Bodkin boys – Bob, Bill, Ben and Bertie. Explain that these funny characters are going to help the class to learn English.



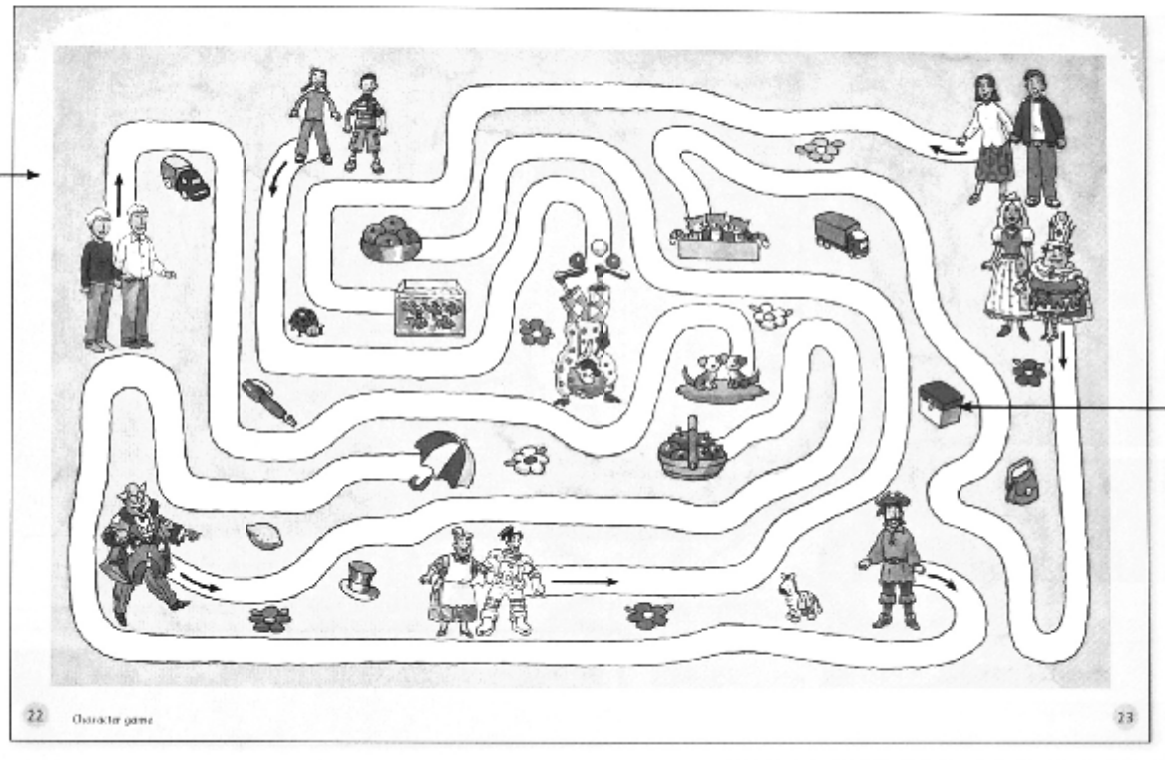
Point out the characters on p21. Explain that these people live in the same town as Dan and Lily. They will be in the stories, too.

Play a game (PB pp22-23)

Children draw along the path for each character or pair of characters. They find the objects at the end of the paths.

Ask about the characters. Children tell you what is at the end of the paths. Ask *How many?* if appropriate and if children do not say in their answers. Ask about colour, too, if you wish.

**Grandma and Grandpa? Two dogs.
Mum and Dad? Five fish. Princess Bella
and King Tub? Three kittens. Mr Jolly?
six apples. Pirate Jack? One umbrella.
Mrs Goody and Miss Silver? Four oranges.
Don and Lily? Biffy the clown.**



Ask what other objects in the picture children can name, e.g. *hat*, *pen*, etc.

- Ask what colour the different objects are.

Alternatively, show flashcards of the other objects.

Class names the object and points to the correct picture in their books.

1 Hello, Mr Jolly!

Lesson 1 New words and speaking (PB pp24-25)

Warm-up

Show flashcards 150-152. Name them. Class repeats.
Explain children are going to hear a story about these people.

Poster 1

- 1 Show poster 1. Read the title. Class looks for a moment. Ask volunteers to find the characters.
- 2 Show flashcards 27-32. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster.



4 Ask questions: *Look at the teddy. What colour is it? It's orange. Look at the car. What colour is it? It's purple. Look at the boat. What colour is it? It's pink.*

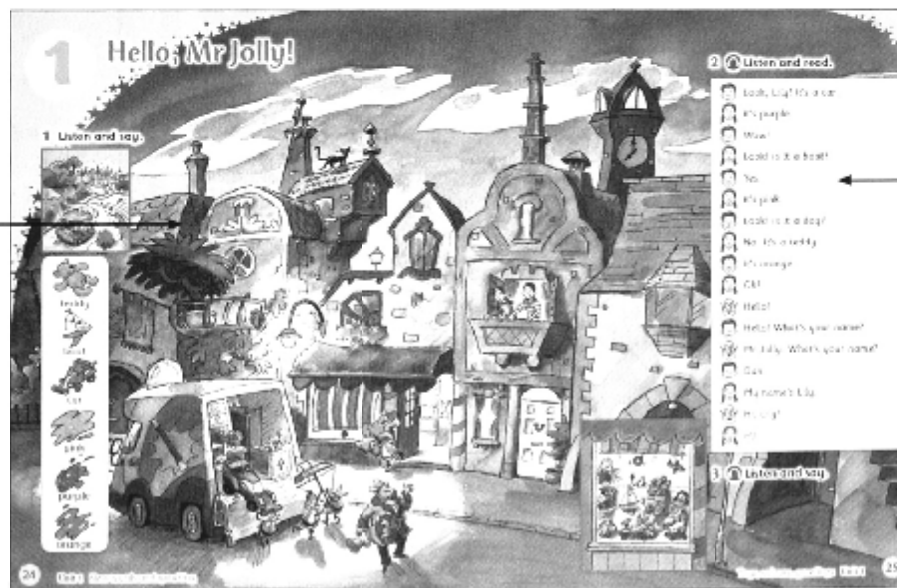
5 Play CD1 track 29. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.

Check understanding of the small pictures: Mr Jolly driving his van towards the town; the new toy shop window.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD1 track 29. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 30. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 30 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.*

Words, Learning to learn (WB pp2-3)

Check that children understand the tasks before they begin.

Exercise 1


Children circle the word that matches the picture. Point out how the first one is done.


Exercise 2


Children colour each object according to the colour word in the picture.


1 Words

1 Read and circle.

1  dog
cat


3  teddy
car

2  boat
van


4  car
cat

2 Read and colour.


It is a teddy.
It is pink.



It is a boat.
It is orange.













































It is a car.
It is purple.


















Learning to learn
















1 Match.


a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t


2 Match.


a

b

c

d

e

f

g

h

i

j

k

l

m

n

o


a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

Exercise 1

Children look at the picture on the left and scan the column on the right to find the matching picture. They draw lines between them.

Exercise 2

Children look at the first row of letters. They look for the matching letter in the second row and draw lines between them.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

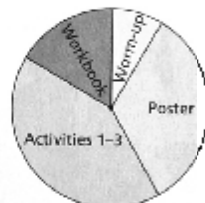
Key structures It's a ... It's [adjective].

Key language Wow! What's your name? My name's ...

Key words teddy, boat, car; pink, purple, orange

Materials PB pp24-25; poster 1; flashcards 27-32, 150-152; WB pp2-3; CD1 tracks 29, 30

Time division



Activity	Time Division
Workbook	1/4
Warm-up	1/4
Poster	1/4
Activities 1-3	1/2

Resource box

* If your class is able, you may have children who enjoy reading aloud. If you wish, choose three children to be Dan, Lily and Mr Jolly. They read these characters' lines while the rest of the class follows in their books. If this is not an appropriate activity for your class at this time, omit this step.

As children become more familiar with the dialogue practice in these lessons they will become more confident and ready to read the dialogue themselves. However, it is not necessary for them to do this until you are sure that they are ready and willing to try it.

WB answers

p2 Exercise 1: 2 boat 3 teddy 4 car

p3 Exercise 1: 2e 3b 4f 5a 6d

Unit 1 Words, Learning to learn

27

Lesson 2 Grammar (PB p26) Session 1 Grammar in conversation (PB p27) Session 2

Session 1 Warm-up

Show flashcards 3, 4, 27-29. Class names the objects.

Activity 1

- 1 Children open their books.

Point out the Bodkin's ball. Read the bubbles. Class repeats.

- 2 Point out the car. Prompt *It's a car.* Class repeats.

- 3 Prompt *It's red.* Class repeats. Continue with the other objects.

- 4 Children practise sentences in pairs.*

Activity 2

- 1 Point out the Bodkin's parcel. Read the bubbles. Class repeats.


- 2 Point out the boat parcel. Ask *Is it a boat?* Class answers *Yes.* Continue with the other objects. Ask some questions to produce a negative answer first.

- 3 Children practise the questions and answers in pairs.*


Go to Workbook Session 1

Grammar


1 Look! *It's a ball.* *It's blue.*




Point and say.



2 Look!




Ask and answer.



29 *Is it a boat?* *No.* *Is it a cat?* *Yes.*

Grammar in conversation

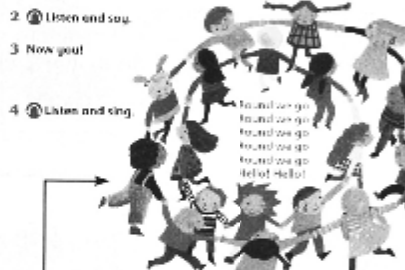
1 Listen and read.



2 Listen and say.

3 Now go!

4 Listen and sing.



Session 2 Warm-up

Ask a few children around the class to say their names.

Activity 1

- 1 Point out the photos of the girl and boy. Ask two children to read the first two bubbles.

- 2 Tell the class to listen to the children in the photos. Play CD1 track 31. Children listen and follow in their books.

Activity 2

- Play CD1 track 32. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.*

Activity 4

- 1 Point out the children in the pictures. Play CD1 track 33. Children listen.
- 2 Say the first line of the song. Class repeats.
- 3 Play CD1 track 34 (music only). Encourage the class to join in.
- 4 Children sing the song in circles or in a line at the front of the class.**

Go to Workbook Session 2

Grammar (WB p4) Session 1 Grammar in conversation (WB p5) Session 2

Exercise 1

1 Read the bubbles, or ask children to read.

2 Point out the last Bodkin. Read out the notice. Write it on the board. Class reads.

3 Remove *i* and put in the apostrophe. Class reads *It's*.

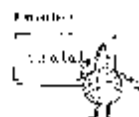
4 Repeat this, letting several children remove the letter and put in the apostrophe.

Exercises 2 and 3

Children work alone or as a homework task.

Grammar

1 Look!



2 Write and colour.



It is a boat.
It is green.

It is a teddy bear.
It is orange.

It is a car.
It is red.

3 Write and circle.

1 Is it a doll? Yes No



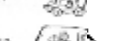
Yes No

2 Is it a cat? Yes No



Yes No

3 Is it a dog? Yes No



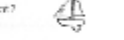
Yes No

4 Is it a boat? Yes No



Yes No

5 Is it a teddy bear? Yes No



Yes No

6 Is it a car? Yes No



Yes No

Grammar in conversation

1 Look and read.



My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

My name is ...

Check that children understand the tasks.

Exercise 1

Children look at the pictures and read the sentences. If you wish, read them aloud.

Exercise 2

Children draw themselves. They write their name and a greeting of their choice.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target structure
- read and listen to a conversation
- repeat and practise the conversation
- learn and sing a song

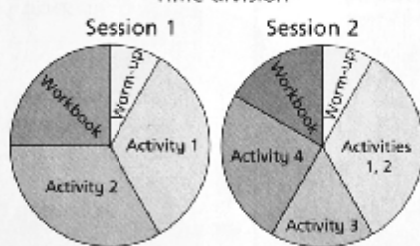
Key structures *It's a ... It's [colour adjective].*

Key language *What's your name? My name's ...*

Key words cat, dog, doll, ball, teddy, car, boat; red, blue, pink, white, orange, purple

Materials PB pp26-27; CD1 tracks 31-34; WB pp4-5; flashcards 3, 4, 27-29

Time division



Resource box

* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with one or two other pairs.

Alternatively, let the class work in pairs at their desks. Children take turns to point to the picture and speak to their partner.

** If you can use a large space for this activity. Children stand in two circles. As they sing, one circle moves clockwise, the other anti-clockwise. After the last *Round we go*, they stop and say *Hello* to the person opposite.

Alternatively, a few children stand in a line. Let one or two other children walk round them tapping them on the shoulders in time to the music.

WB answers

p4 Exercise 2: 2 It is, It is 3 It is, It is

Exercise 3: 2 Is it, No 3 Is it, No 4 Is it, Yes

Grammar Practice Book Unit 1

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

Lesson 3 Reading (PB p28) Session 1 Reading comprehension (PB p29) Session 2

Session 1 Warm-up

Sing *Round we go* from PB p27, CD1 track 33.

Activity 1

- 1 Quickly revise *teddy*, *boat* and *car* using flashcards 27–29.
Revise *big* and *small*.
Teach the new words using flashcards 33–38.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD1 track 35. Children listen and follow.

Reading

boy girl doll computer train game ball

A toy shop

It is a toy shop. Look, a boy and a girl.

Look. It is a ball.
It is blue and green.
It is big.

Oh! It is a train. It is red.
It is a car. It is small.
A boat! It is very big.

Look. It is a doll.
It is pink and purple.
A teddy! It is orange.

Look. It is a computer.
It is white.
Oh! It is a game. It is fun!

28 Unit 1 Reading, Understanding of texts

- 4 Read the lines about the ball. Say *Look at the ball. Is it blue and red? No. It is blue and green. Is it big? Yes.*

Read the other lines and ask questions.*

- 5 Read the whole text. Children join in and read with you.

Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p1 of Dictionary 1.
Continue Grammar Practice Book Unit 1.

Session 2 Warm-up

Revise all the words for toys using flashcards 27–29, 34–38.

Activity 1

- 1 Play CD1 track 35 or read *A toy shop* again to the class. Children follow.
- 2 Ask a volunteer to read the first sentence. Help as necessary. Class repeats. Point out that the *teddy* is circled.

Reading comprehension

1 Read. Circle the picture.

- 1 It is a teddy.
- 2 It is pink and purple.
- 3 It is big.
- 4 It is a computer.
- 5 It is a game.

- 3 Read the second sentence with an individual and then the whole class.

Say *It is pink and purple. Is it the ball? No. Is it the doll? Yes.* Children circle the doll.

- 4 Continue with the other sentences.

When the activity has been completed, children may do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p6) Session 2

These pages may be set as homework.
Check that children understand the tasks before they begin.
Remind them they will need colours for the first exercise.

Exercise 1

Children read and colour.

Reading comprehension

1 Read and colour.

2 Read. Write the letters.

1 It is a doll.
2 It is a game.
3 It is a train.
4 It is a computer.
5 It is a ball.

Exercise 2

- 1 If you wish, go through all or part of this exercise orally.
Ask what is in each picture.
Ask or help a volunteer to read the first sentence.
Class repeats.
- 2 Say *Find the doll. What is the letter? C*. Children write C in the first box.
- 3 Continue with the other sentences or let children continue on their own.

Summary box

Lesson aim Reading and comprehension

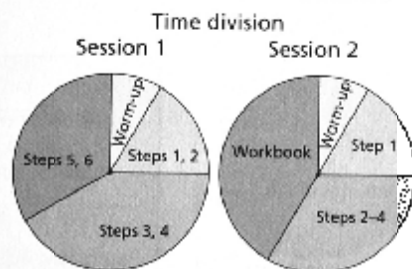
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- read with good pronunciation
- understand the text
- answer simple comprehension questions (Sessions 1 and 2)

Key structures *It is a ... It is [adjective].*

Key words boy, girl, computer, game, doll, train, ball; big, small; very

Materials PB pp28–29; CD1 tracks 33, 35; WB p6; flashcards 27–29, 33–38



Resource box

* Use these questions or any of your own:

Is the doll pink and white? No. It/The doll is pink and purple.

What colour is the teddy? It is orange.

What colour is the train? It is red.

Is the car big? No. It/The car is small.

Is the boat very small? No, it isn't.

What colour is the computer? It/The computer is white.

Is the game fun? Yes, it is.

WB answers

p6 Exercise 2: 2 E 3 A 4 B 5 D

Lesson 4 Phonics (PB p29) Listening (PB p30)

Warm-up

Show flashcard 152.
Class names Mr Jolly. Point to parts of the picture. Ask *What colour is it?*

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 36. Children listen the first time. Then they repeat in the pauses.
- Write *a* and *hat* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics Look and listen.

1 Look and say.

2 Listen, read and say.

hat is on a hat.
A cat is in a hat.

cat hat
mat
Welcome

29

Activity 1

- Three children hold cards for *h*, *a* and *t*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
- Children point in their books, say each phoneme and the word.
- Repeat with *cat* and *mat*.

Activity 2

- Ask who or what are in the pictures. Play CD1 track 37. Class listens.
- Read each line, class repeats. Class says whole rhyme.

Activity 1

- Children name each object in the three lines and say the colour of each one.
- Play CD1 track 38. Children listen and look.
- Play it again. Children tick the object.

Note: If children find this hard, do one line at a time.

Activity 1 audioscript (CD1 track 38)

Voice: Number 1.	Voice: Number 2.	Voice: Number 3.
Boy: Is it purple?	Girl: Is it pink?	Boy: Is it white?
Girl: Yes.	Boy: Yes.	Girl: Yes.
Boy: Is it small?	Girl: Is it a doll?	Boy: Is it a computer?
Girl: Yes.	Boy: No.	Girl: No.
Boy: Is it a teddy?	Girl: Is it a boat?	Boy: Is it a cat?
Girl: Yes!	Boy: Yes!	Girl: Yes!
		[miaow]

Listening

1 Listen and tick.

2 Listen and say 'yes' or 'no'.

30 Unit 1 Phonics, Listening

Activity 2

- Children name the objects in the picture.
Play CD1 track 39. Children listen. See Resource box for audioscript.
- Play the track again. Children answer in the pauses. Be ready to play the track again if they are not sure or disagree about the answer.

Phonics (WB p7)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *at* and *an*.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

c h m

2 Write the words. Say the words.

at cat mat

3 Write the words. Read the words.

4 Say the sounds.

f m v

5 Write the words. Say the words.

f fan man van

6 Write the words. Read the words.

7

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and listening

Lesson targets Children:

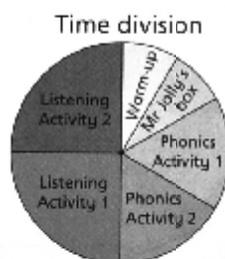
- sound out, read and write cvc words with short a
- listen to the dialogue to identify objects
- listen to sounds to identify objects

Key language Words and structures from Unit 1

Key words *hat, cat, mat, fan, man, van*

Materials PB pp29–30, CD1 tracks 36–39; WB p7; flashcard 152; phoneme cards for PB p29, Activity 1

Preparation Make phoneme cards for *hat, cat* and *mat*, with each letter on a separate card, as shown in the PB.



Resource box

Activity 2 audioscript (CD1 track 39)

Girl: Listen! [car] Is it a car? [pause]

Boy: Listen! [toy train] Is it a car? [pause] [toy train] Is it a train? [pause]

Girl: Listen! [ball] Is it a hat? [pause]

Boy: Listen! [doll] Is it a cat? [pause] [doll] Is it a doll? [pause]

Lesson 5 Class composition (PB p31) Session 1

Session 1 Warm-up

Show flashcards for toys. Ask *What is it?*
What colour is it?

Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write it on the board. Class reads.
- 3 Volunteers circle the capital letter and full stop.

Activity 1

- 1 Ask what is in the first picture *a doll*. Write the complete sentence on the board *It is a doll*. Class reads. Ask what colour it is. *It's pink*. Write the second sentence on the board *It is pink*. Class reads.
- 2 Remind the class that in speaking we usually say *It's ...*
In writing we use the full form *It is ...*

Writing



Look.

It is a teddy.
a capital letter a full stop



1 Look and write.



It is a

It is



It is a



Writing a description of toys Unit 1

31

3 Ask what is in the second picture
a computer.

Write the complete sentence on the board *It is a computer*. Class reads.

Ask what colour it is. *It's yellow*.

Write the second sentence on the board *It is yellow*. Class reads.

4 Do the same for the third picture.

5 Ask different children to read the sentences on the board.
Class reads all the sentences.

6 Children complete the sentences in their books and write the last three.
Go around helping and monitoring as they work.
When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p1.

Grammar Practice Book

Children complete Unit 1.

Writing skills (WB p8) Composition practice (WB p9) Session 2

Session 2 Warm-up

Revise colours using flashcards.

Dan's box

Write up the sentence. Remind the class of the capital letter and the full stop.

Exercise 1

Explain the task. While children work, write the sentences on the board. To check work, ask volunteers to circle on the board. Other children look and check.

Exercise 2

Do as Exercise 1. Children circle the full stops.

Exercise 3

Children write. Check as for Exercises 1 and 2.

Summary box

Lesson aim Writing

Lesson targets Children:

- write about objects, name and describe them by colour
- identify capital letters and full stops
- practise correct use of capital letters and full stops

Text type Description

Key structures *It is a ... It is [colour adjective].*

Key words Vocabulary from Unit 1

Materials PB p31; WB pp8-9; flashcards 18, 25, 27-32, 34-38, 146-149

Writing skills

Remember: It is a teddy.
It is pink.
It is a computer.
It is yellow.

- 1 Circle the capital letters.
- 1 It is a teddy.
- 1 It is pink.
- 1 It is a computer.



- 2 Circle the full stops.
- 1 It is a teddy.
- 2 It is a pink.
- 1 It is a computer.



- 3 Write the capital letters and full stops.



- 4 Colour the pictures.

1. Write the capital letters and full stops.

Composition practice

- 1 Read.

It is a teddy. It is pink. It is a computer. It is yellow.

- 2 Colour and write.



It is a train. It is [colour or colours of child's choice].



Exercise 1

Ask different children to read the words in the box. Class reads.

Exercise 2

1 Make sure children realise that they must choose their own colour, or two colours, for each object. When they have coloured, they complete the first two sentences about the teddy and write about the train.

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)

Check-up 1 WB pp10-11
(Answers on p59)

Resource box

Class composition: target writing

(It is a) doll. (It is) pink. (It is a) computer. It is yellow. It is a car. It is green and red.

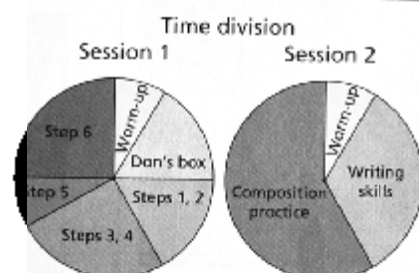
Composition practice: target writing

(It is a) teddy. It is [colour or colours of child's choice].

It is a train. It is [colour or colours of child's choice].

Portfolio

Children may make neat copies of the WB writing about the teddy or the train, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.



2 Mr Jolly's shop

Lesson 1 New words and speaking (PB pp32–33)

Warm-up

Show flashcards 150–152. Class names the characters.

Poster 2

- 1 Show poster 2. Read the title. Class looks for a few moments.
- 2 Show flashcards 2, 11, 39–43. Name the objects. Class repeats.
- 3 Ask different children to find and point to the objects on the poster.



- 4 Ask questions about objects the children know, e.g. teddy, doll, car, boat, train, ball:
What colour is the teddy?
Is it big/small?, etc.

- 5 Play CD1 track 40. Children listen and look at the poster. Point to the objects as they are mentioned.* Point to the characters when they speak.

Check understanding of the small picture: the rabbit is jumping out of the hat.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD1 track 40. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 41. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 41 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.**

Words, Learning to learn (WB pp12–13)

Check that children understand the tasks before they begin.

Exercise 1

Children read the words and draw lines to the correct pictures.

Exercise 2

Children look at the pictures and find the words in the snake.

Exercise 3

Children write the letters in the balloons at the start of the correct word.

2 Words

1 Read and match.

Mum Dad bag book pencil

2 Find the words.

3 Write.

a b h k e

1 bag 2 pencil 3 book 4 hat 5 rabbit 6 kitten

Learning to learn

1 Match.

2 Match.

Unit 2 Words and Learning to learn

Exercise 1

Children draw lines to match the pictures.

Exercise 2

Children draw lines to match the letters.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures *Is it a ...? Yes, it is./No, it isn't.*

Key language *What is it?*

Key words bag, book, pencil, kitten, rabbit; Mum, Dad

Materials PB pp32–33; poster 2; flashcards 2, 11, 39–43, 150–152; WB pp12–13; CD1 tracks 40, 41



Resource box

• Point to the rabbit in the last picture after the sound effects and when everyone is amazed by it.

** See Resource box p27.

WB answers

p12 Exercise 3: 1 bag 2 pencil 3 book 4 hat 5 rabbit 6 kitten

p13 Exercise 1: 1 d 2 f 3 e 4 a 5 b 6 c

Lesson 2 Grammar (PB p34) Session 1 Grammar in conversation (PB p35) Session 2

Session 1 Warm-up

Use flashcards 2, 11, 39–43 to revise the new objects and people.

Activity 1

1 Point out the Bodkins and the objects. Explain they are playing a guessing game. Read or ask volunteers to read the bubbles. Class repeats.

2 Ask about picture 1. *Is it a book? Yes, it is.* Continue in the same way for other pictures. Prompt *Yes, it is* or *No, it isn't*.

3 Children practise sentences in pairs. See Resource box p29.

Grammar

1 Look!



Ask and answer.



2 Look!



Ask and answer.



Unit 2 Grammar (PB p34) Session 1 Grammar in conversation (PB p35) Session 2

Session 2 Warm-up

Use flashcards 27–29, 34–38 to revise words for toys.

Grammar in conversation

1 Listen and read.



2 Listen and say.



3 Play the game.



Unit 2 Grammar (PB p34) Session 1 Grammar in conversation (PB p35) Session 2

Activity 1

1 Point out the two children. Explain or let the class tell you, that they are playing a game like the Bodkins on p34.

2 Tell the class to listen to the children in the photos. Play CD1 track 42. Children listen and follow in their books.

Activity 2

Play CD1 track 43. Children listen and repeat in the pauses.

Activity 3

Children play the game in pairs.*

Activity 2

1 Point out the Bodkins and the hats. Read the bubbles. Class repeats.

2 Ask about picture 1 *Is it a teddy?* Prompt *No, it isn't a teddy. It's a bag.* Continue with the other pictures. If children answer *No, it isn't* help them to say *No, it isn't a teddy* then *It's a bag.*

3 Children practise in pairs. See Resource box p29.

Go to Workbook Session 1 ↓

Activity 4

1 Ask children to name the animals they know. Explain that the animal above the song text is a rat (not a mouse). Write *rat* on the board. Class repeats.

2 Play CD1 track 44. Children listen. Ask what they think is behind the door. Listen to their ideas.

3 Play CD1 track 45 (music only). Encourage the class to join in.**

Go to Workbook Session 2 ↓

Grammar (WB p14) Session 1 Grammar in conversation (WB p15) Session 2

Check that children understand the tasks. If you wish, do Exercise 2 with the class.

Exercise 1

Children look and read. They colour the right answer.

Exercise 2

Read what the Bodkin says and the written and spoken forms. Write them on the board. If you wish, practise with letter cards and an apostrophe card.

Exercise 3

Children write answers using full forms.

Grammar

1 Colour the right answer.

1 Is it a book? Yes, it is. No, it isn't.

2 Is it a pencil? Yes, it is. No, it isn't.

3 Look!

Bodkin: It's a cat. It isn't a cat.

4 Write.

1 Is it a cat? No, it is not. It's a dog. Yes, it is.

2 Is it a book? Yes, it is. No, it isn't.

3 Is it a pencil? Yes, it is. No, it isn't.

4 Is it a cat? Yes, it is. No, it isn't.

Grammar in conversation

1 Colour and write.

Flashcard 1: cat, dog

Flashcard 2: cat, dog

Flashcard 3: cat, dog

Flashcard 4: cat, dog

Flashcard 5: cat, dog

Flashcard 6: cat, dog

Flashcard 7: cat, dog

Flashcard 8: cat, dog

Flashcard 9: cat, dog

Flashcard 10: cat, dog

If children are completing this page for homework, check that they understand the task.

Exercise 1

Children colour according to the key at the top of the page.

They read the questions and complete the answers.

To check, ask different children to read out their questions and answers.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to and repeat the conversation
- read and practise the conversation
- learn and sing a song

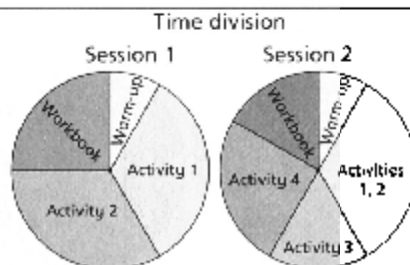
Key structures Is it a ...? Yes, it is./No, it isn't. It isn't a ... It's a ...

Key language What is it?

Key words car, train, rabbit, book, kitten, cat, pencil, bag, van, girl

Materials PB pp34-35; CD1 tracks 42-45; WB pp14-15; flashcards 2, 11, 27-29, 34-43; several toys and a bag to put them in

Preparation Make letter cards for *i, t, j, s, n, o, t* and an apostrophe card for WB p14, Exercise 2.



Resource box

* If you do not have toys, use flashcards. Two children come forward. Child 1 holds the flashcard in the bag and asks the question. Child 2 guesses. Child 1 shows part of the picture on the flashcard and asks again. Child 1 shows more of the picture until child 2 guesses correctly. Repeat with other pairs and flashcards.

** Teach the song if you wish. Write the words on the board. Class reads. Rub off *dog* and *cat*. Class reads and fills in the missing words. Repeat with *frog* and *cat*. Rub off *isn't* in all lines in both verses. Class says the verses again. Repeat with *What*. Continue to rub off more words each time until there is none left and children have learned the verses by heart.

WB answers

p14 Exercise 1: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is.

p15 cat, dog.

Grammar Practice Book Unit 2

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

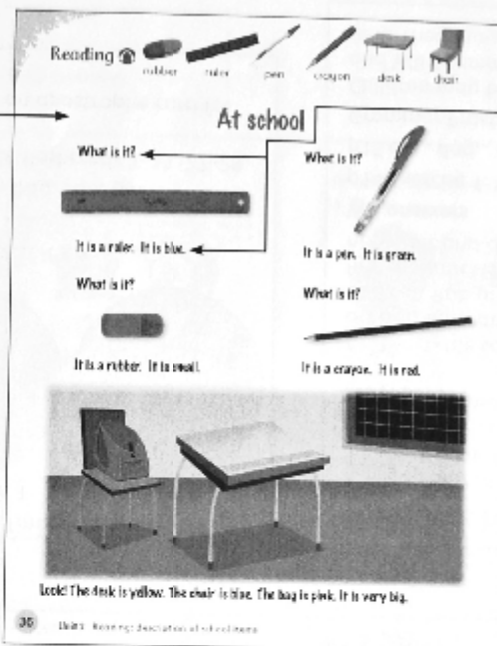
Lesson 3 Reading (PB p36) Session 1 Reading comprehension (PB p37) Session 2

Session 1 Warm-up

Class sings *What is it?* from PB p35, CD1 track 44.

Activity 1

- 1 Quickly revise *bag, pen, pencil and book* using flashcards 2, 16, 39, 40. Teach the new words using flashcards 44-48.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD1 track 46. Children listen and follow.



4 Read the first question and the description to the class. Ask *What colour is the ruler?* *It is blue.* Read the other descriptions and ask questions.*

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

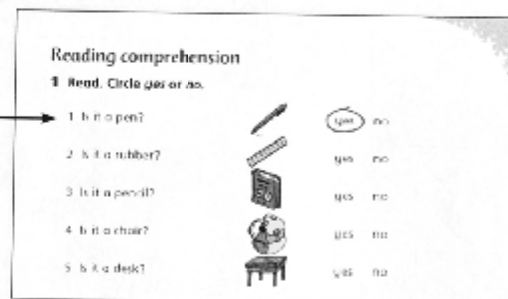
Learn vocabulary words on p2 of Dictionary 1. Continue Grammar Practice Book Unit 2.

Session 2 Warm-up

Revise all the words for school items using flashcards.

Activity 1

- 1 Play CD1 track 46 or read *At school* again to the class.
- 2 Read or ask a child to read, the first question. Class repeats. Point out that *yes* is circled. Check that the class agrees with the answer.



3 Read or ask a child to read the second question. Class repeats. Ask *what the answer is*. Check that the class agrees. Children circle in their books. Continue with the other questions in the same way.

4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p16) Session 2

Check that children understand the task before they begin.

Remind them they will need colours for this exercise.

Exercise 1

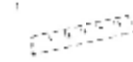
Children read the first two sentences under the picture.

They tick the sentence that correctly describes the object.

They colour the object according to the third sentence.

Reading comprehension

1. Read and tick the correct answer. Draw and colour.



- It is a rubber. ☐
It is a ruler. ☐
It is orange. ☐



- It is a desk. ☐
It is a bag. ☐
It is green. ☐



- It is a book. ☐
It is a pencil. ☐
It is pink. ☐



- It is a pen. ☐
It is a ball. ☐
It is red. ☐



- It is a rubber. ☐
It is a pencil. ☐
It is white. ☐



- It is a teddy. ☐
It is a chair. ☐
It is blue. ☐

16

Book 2: Reading comprehension: a real life situation to practice reading, writing and drawing.

Check answers now or in another lesson by asking different children to read out the sentences they have ticked.

Summary box

Lesson aim Reading

Lesson targets Children:

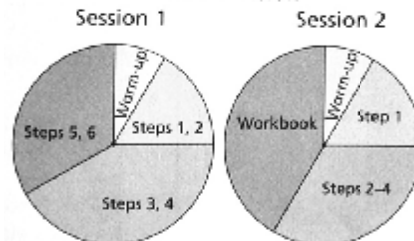
- learn new vocabulary
- listen to and follow a text
- read with good pronunciation
- understand the text
- answer simple comprehension questions

Key structures *It is a ... Is it a ...? It is [colour].*

Key words *rubber, ruler, pen, crayon, bag, desk, chair*

Materials PB pp36-37; CD1 tracks 44, 46; flashcards 2, 16, 39, 40, 44-48; WB p16

Time division



Resource box

* Use these example questions or any of your own:

(pen) *Is it a pencil? No, it is a pen. Is it green? Yes, it is.*

(rubber) *Is it a rubber? Yes, it is. Is it big? No, it isn't. It is small.*

(crayon) *Is it a crayon? Yes, it is. Is it blue? No, it isn't. It is red.*

(desk, chair, bag) *What colour is the desk / chair / bag? It is yellow / blue / pink. Is the bag small? No, it isn't. It is very big.*

WB answers

Exercise 1: 1 It is a ruler. 2 It is a desk. 3 It is a pencil. 4 It is a pen.

5 It is a rubber. 6 It is a chair.




Lesson 4 Phonics (PB p37) Listening (PB p38)


Warm-up

Put the class into two or more teams. Show flashcards. Teams win points by naming objects.



Mr Jolly's box


- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 47. Children listen the first time. Then they repeat in the pauses.
- Write *e* and *pen* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics  Look and listen

e *pen* 

1 Look and say.

p *e* *n* *pen*  *h* *e* *n* *hen* 

t *e* *n* *ten* 

2 Listen, read and say.

The pen is on the hen.
The hen is number ten.

Reading comprehension: phonics questions: Phonics short 1 Unit 2 37

Activity 1

- Three children hold cards for *p*, *e* and *n*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Repeat with *hen* and *ten*.

Activity 2

- Ask who or what are in the picture. Play CD1 track 48. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

- Children look at the pictures. Read the speech bubbles to the class.
Choose a suitable flashcard. Make the sound and mime it appropriately. Ask the class *What is it?* Continue until the correct answer is given.
- Do this once or twice more, then choose another flashcard and invite a child to mime and ask *What is it?* The class tries to guess the answer.

Activity 1


- Ask children to name the objects and say the colour of each one.
Play CD1 track 49. Children listen and look. See Resource box for audioscript.

- Play it again. Children number the pictures in order.





Note: Play the track a third time if necessary.

Activity 2

Play CD1 track 50. Children check their answers. See Resource box for audioscript.

Listening  Listen

1 Listen and write the numbers.

2 Listen and check.

3 Play the game.

What is it?
Is it a cat?
Is it a van?
No, it isn't.
Yes, it is.

38 Unit 2 Listening: identifying objects

Phonics (WB p17)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *en* and *ed*.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

2 Write the words. Say the words.

3 Write the words. Read the words.

4 Say the sounds.

5 Write the words. Say the words.

6 Write the words. Read the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with short e
- listen and understand descriptions of objects
- play a sound and mime game

Key language Vocabulary and structures from Unit 2

Key words *pen, hen, ten, red, bed*

Materials PB pp37–38; CD1 tracks 47–50; WB p17; flashcards of your choice; phoneme cards for PB p37, Activity 1

Preparation Make phoneme cards for *pen, hen* and *ten*, with each letter on a separate card, as shown in the PB.



Resource box

Activity 1 audioscript (CD1 track 49)

Voice: Number 1. It's big. It's black. What is it? Write number 1 in the box.
Voice: Number 2. It's small. It's red. What is it? Write number 2 in the box.
Voice: Number 3. It's small. It's white. What is it? Write number 3 in the box.
Voice: Number 4. It's big. It's orange. What is it? Write number 4 in the box.

Activity 2 audioscript (CD1 track 50)

Voice: Number 1. It's big. It's black. What is it? [car horn] It's the van.
Voice: Number 2. It's small. It's red. What is it? [someone eating an apple] It's the apple.
Voice: Number 3. It's small. It's white. What is it? [kitten miaowing] It's the kitten.
Voice: Number 4. It's big. It's orange. What is it? [growl of toy bear] It's the teddy!

Lesson 5 Class composition (PB p39) Session 1

Session 1 Warm-up

Use flashcards 2, 16, 39, 40, 44–48 to revise all the words for school items.

Dan's box

- 1 Ask a child to read Dan's bubble. Ask another child to read the question.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital letter and question mark.

Activity 1

- 1 Tell children to look at the first picture. Ask *What is it?* *It is a crayon.* Ask *What colour is it?* *It is red.*
- 2 Ask individuals to read the question above the picture and the two sentences below. Write them on the board. Class reads.
- 3 Ask the same questions about the second picture. Write *What* on the board. A child completes the question. Write the complete question on the board. Class reads.

Writing



Look.

What is it?
a capital letter a question mark



1 Look and write.

What is it?



It is a crayon. It is red.

What



It is a

It is



Writing: a descriptive text with repeated form Unit 2

39

- 4 Write the beginnings of the two sentences on the board. Children tell you the complete sentences. Write them on the board. Class reads.

- 5 Ask the same questions about the third picture. A child tells you what question to write. Write it on the board. Class reads.

Ask what sentences to write. Write them on the board. Class reads.

- 6 Ask different children to read the sentences on the board. Class reads all the sentences.

- 7 Children write the questions and complete the sentences in their books. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p2.

Grammar Practice Book

Children complete Unit 2.

Writing skills (WB p18) Composition practice (WB p19) Session 2

Session 2 Warm-up

Write up small letters. Children volunteer to write the capitals.

Don's box

Write the question on the board. Remind the class of the capital letter and question mark.

Exercise 1


1 Write up the first question. Let a child circle the capital letter. Check with the class.

2 Children continue on their own. To check answers, write the questions on the board. Volunteers circle the letters. Check with the class.

Exercise 2

Do as Exercise 1. Children circle the question marks.

Writing skills



1 Circle the capital letters.

1. Is it a pen?
2. Is it a ruler?
3. Is it a book?

2 Circle the question marks.

1. Is it a ruler?
2. Is it a pen?
3. Is it a book?

3 Write the capital letters and the question marks.

1. Is it a pen?
2. Is it a ruler?
3. Is it a book?

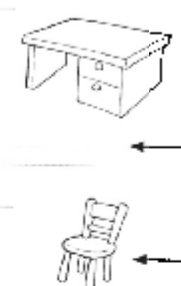
4 Write the capital letters and the full stops.

1. Is it a pen?
2. Is it a ruler?
3. Is it a book?

Composition practice

1 Read.
2 Draw the desk blue. Colour the chair purple.

2 Write.
... Is it a ...
... Is it a ...



Exercise 1

Children read and follow the instructions.

Exercise 2

1 Children complete the question and then the sentences for the first picture according to the object and the colour.

2 Children write the question and the sentences for the second picture.

3 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Exercises 3 and 4

Class writes.
Check answers in the usual way.

Homework tasks

Portfolio (See Resource box)

Check-up 2 WB pp20-21
(Answers on p59)

Summary box

Lesson aim Writing

Lesson targets Children:

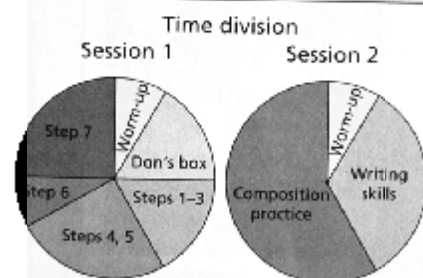
- write about classroom objects
- identify capital letters and question marks
- practise correct use of capital letters and question marks

Text type Description with repeated language

Key structures What is it? It is a ... It is ...

Key words Vocabulary from Unit 2

Materials PB p39; WB pp18-19; flashcards 2, 16, 39, 40, 44-48



Resource box

Class composition: target writing

(What) is it? (It is a) pen. (It is) green. What is it? It is a ruler. It is blue.

Composition practice: target writing

What (is it)? (It is a) desk. (It is) blue. What is it? It is a chair. It is purple.

Portfolio

Children may make neat copies of the WB writing about the desk or the chair, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.

3 Good morning!

Lesson 1 New words and speaking (PB pp40-41)

Warm-up

Show any flashcards of your choice. Children name them.

Poster 3

- 1 Show poster 3. Read the title. Class looks for a few moments.
- 2 Show flashcards 20, 21, 49-52. Name the objects. Class repeats the words.
- 3 Ask different children to find and point to the objects on the poster.



4 Ask questions:

*Is the lorry big? What colour is it?
What colour is the taxi? Is the bike small?*

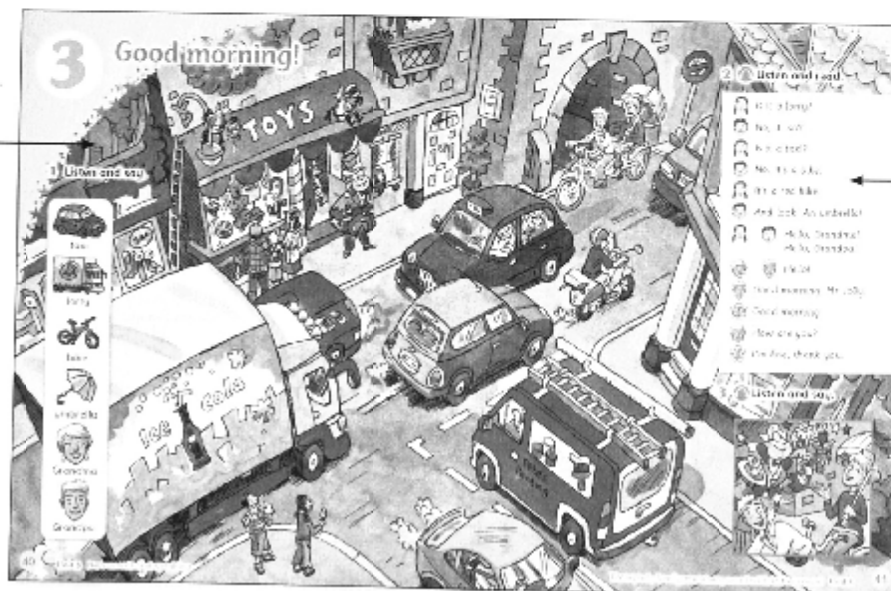
- 5 Play CD1 track 51. Children listen and look at the poster. Point to the objects as they are mentioned. Point to the characters when they speak.

Check understanding of the small picture: Mr Jolly has taken the flowers out of his hat. He is giving them to Grandma.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD1 track 51. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 52. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 52 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.*

Words, Learning to learn (WB pp22-23)

Check that children understand the tasks before they begin.

Exercise 1

Children read the words and colour the objects accordingly.

Exercise 2


Children look at the letters and choose the correct one to complete the words.


Exercise 3


Children add the correct ending to complete each word.


3 Words

1 Read and colour.


a blue taxi


an orange umbrella


a blue bike


a pink lorry

2 Add the letters.

1 t _ _ _ _ i _ _ _ _

2 _ _ _ _ _ a _ _ _

3 _ _ _ _ _ a _ _ _

3 Finish the words.

Grand _ _ _ _ and Grand _ _ _

Learning to learn

1 Find the same picture. Circle it.

2 Find the same letter. Circle it.

q	y	p	q
l	l	l	l
e	n	n	e
h	h	b	k
m	n	v	m

Exercise 1

Children circle the same picture. This practises observation skills and prepares them for the next exercise with letters.

Exercise 2

Children circle the same letter. This practises correctly identifying letters that are easily confused.

Summary box

Lesson aim Speaking

Lesson targets Children:

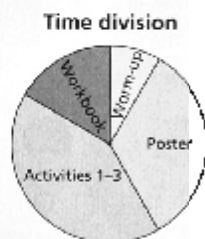
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures It is a/an ... It isn't a [colour + noun]. It isn't [colour].

Key language Good morning/afternoon. How are you? I'm fine, thank you.

Key words taxi, lorry, bike, umbrella, Grandma, Grandpa

Materials PB pp40-41; poster 3; flashcards 20, 21, 49-52 and any others of your choice; WB pp22-23; CD1 tracks 51, 52



Resource box

- Some children may be willing to play the characters and read their lines if they have not already done so. If possible, choose five children to be Lily, Dan, Grandma, Grandpa and Mr Jolly. Help them with the lines as necessary.

WB answers

p22 Exercise 2: 2 taxi 3 van 4 lorry 5 car

Exercise 3: Grandma, Grandpa

Lesson 2 Grammar (PB p42) Session 1 Grammar in conversation (PB p43) Session 2

Session 1 Warm-up

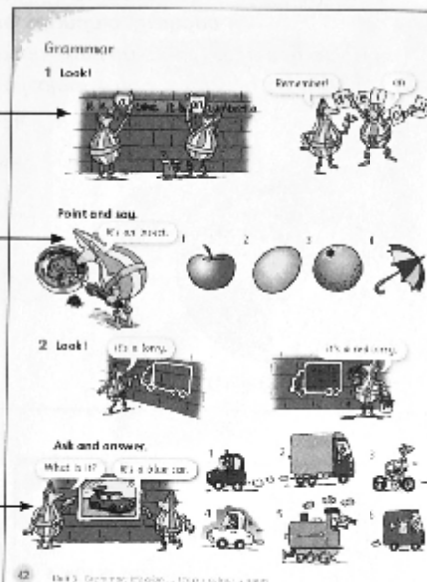
Show flashcards 1, 5, 9, 15, 21, 50. Children name the objects.

Activity 1

1 Read each sentence. Write *It is*. Stick up word cards. Class reads the sentences. Point out the vowels. Put up sentences with *an* + objects with an initial vowel. If you wish, show flashcards.

2 Class says the sentences. Children point in their books and say them again.

3 Children practise sentences in pairs.



Session 2 Warm-up

Ask a few children around the class *Hello, what's your name?* Elicit (*Hello.*) *My name's ...*

Activity 1

1 Point out the two children in the photos. Ask the class who they think the boy is *Mr Jolly*.

2 Tell the class to listen to the children in the photos. Play CD1 track 53. Children listen and follow in their books.



Activity 2

Play CD1 track 54. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

Activity 2

1 Read or ask children to read, the sentences in the bubbles. Write them on the board. Class reads.

2 Point out the car and ask the question. Ask for the answer. Class repeats.

3 Do the same with pictures 1-6. Children practise in pairs.

Go to Workbook Session 1

Activity 4

1 Point out the children in the pictures. Play CD1 track 55. Children listen.

2 Say each line of the song. Class repeats.

3 Play CD1 track 56 (music only). Encourage the class to join in.

4 Children sing the song in circles or in a line at the front of the class.*

Go to Workbook Session 2

Grammar (WB p24) Session 1 Grammar in conversation (WB p25) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children write *a* or *an*. If you wish, remind them of the five vowels before they start.

Exercise 2







Children write the words in the correct order.

Exercise 3

Children read the sentences they have written and colour the pictures.

Grammar

1 Write or on.

<p>1  _____ apple</p> <p>3  _____ umbrella</p> <p>5  _____ orange</p>	<p>2  _____ train</p> <p>4  _____ cat</p> <p>6  _____ rabbit</p>
--	---

2 Write.





1 red a H long N
It is a red long _____.

2 B black H a box

3 col H an H orange

4 purple a box is a

3 Read and colour.

Grammar in conversation

† Food used unknown & not R

2. Complete the conversation.

Sam **Shant** **Sam** **Shant** **Sam** **Shant**

Sam Good morning.

Shant Good afternoon.

Sam How are you?

Shant I'm fine, thank you.

Sam Good.

Shant Good afternoon.

Sam I'm fine.

Shant I'm a girl.

Exercise 1

Children read the bubbles on the left and find the correct response A or B on the right.

Exercise 2

• Children choose the correct word from the box to complete each sentence.

To check answers to both exercises, ask different children to play the roles of the different people and read their bubbles or lines.

Summary box

Lesson aim Grammar

Lesson targets Children:

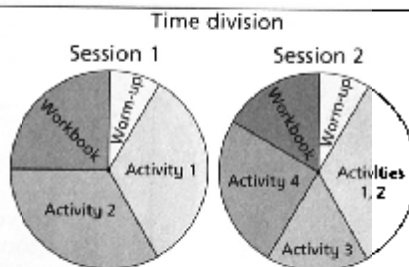
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structures *It is a/an ... It is/isn't a [colour + noun]. It isn't [colour].*

Key language *Good morning/afternoon. How are you? I'm fine, thank you.*

Key words Vocabulary from Lesson 1

Materials PB pp42–43; CD1 tracks 53–56; WB pp24–25; flashcards 1, 5, 9, 15, 21, 50; word cards



Resource box

* If you can, use a large space for this activity. Arrange the children in two circles as for the *Round we go* song in Unit 1. Children in the inner circle sing the first verse. Children in the outer circle sing the reply. As they sing *Goodbye* they move in opposite directions around their circle until the song starts again. Then they sing to a new person opposite. Alternatively, children sing in pairs. Child 1 sings the first verse and child 2 sings the reply. Children change partners then sing again.

WB answers

[p24 Exercise 1: 1 an](#) [2 a](#) [3 an](#) [4 an](#) [5 a](#) [6 a](#) [7 an](#) [8 a](#) [9 an](#)

Exercise 2: It is a black taxi. 3 It is an orange cat. 4 It is a purple bag.

p25 Exercise 1: 2 B, 3 B, 4 A

Exercise 2: Good, How, fine, you, very, thank

Grammar Practice Book Unit 3

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (PB p44) Session 1 Reading comprehension (PB p45) Session 2

Session 1 Warm-up

Revise the words from Lesson 1 using flashcards 20, 21, 49-52.

Activity 1

- 1 Teach the new words using flashcards 53-58.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects and the colours.
- 3 Point out the title. Play CD1 track 57. Children listen and follow.

Reading



Fast and slow

It is a plane. It is big.
It is white and red.
It is very fast.



It is a ship.
It is white.
It is big. It is slow.



It is a brown and white bus.
It is big.
It is very slow.



It is a grey motorbike.
It is fast.

44 Reading: different vehicles in transport

- 4 Read the lines about the plane. Ask questions.*
Read the other lines and ask questions.**

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p3 of Dictionary 1.
Continue Grammar Practice Book Unit 3.

Session 2 Warm-up

Play *Flashcard and word card match* with flashcards 53-58. See p162.

Activity 1

- 1 Play CD1 track 57 or read *Fast and slow* again to the class.
- 2 Ask one or two children to read the first two sentences. Children look at the pictures. They decide which one the sentences describe and circle it.

Reading comprehension

1 Circle the picture.

- 1 It is grey. It is fast.
- 2 It is big. It is brown.
- 3 It is big. It is slow.
- 4 It is big. It is very fast.
- 5 It is very slow.



- 3 To check answers ask a child *Is it picture A? Is it picture B? It is picture B.* Other children listen and check their work. Continue in the same way with the other sentences and pictures.

- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p26) Session 2

Check that children understand the tasks before they begin.

Remind them that they will need colours for Exercise 2.

Exercise 1

Children read the two sentences. They draw lines from each of the sentences to the objects that match them.

Point out the example.

Reading comprehension

1 Draw lines to match.



2 Read and colour.

1 The plane is yellow.

2 The lorry is brown.

3 The boat is blue.

4 The ship is grey.

5 The motorbike is red.

6 The van is green.



Exercise 2

Children read each sentence. They identify the correct object and colour it as described in the sentence.

Summary box

Lesson aim Reading

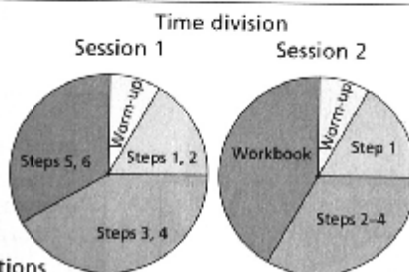
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures It is [adjective]. It is a [colour + noun].

Key words ship, plane, bus, motorbike; brown, grey; fast, slow

Materials PB pp44-45; CD1 track 57; flashcards 20, 21, 49-58; WB p26; word cards



Resource box

* Use these questions or any of your own:

Is the plane small? No, (it is not small) it is big.

What colours is it? It is white and red.

Is it very fast? Yes it is.

** Is the ship red and blue? No, (it is not red and blue) it is white.

Is it fast? No, (it is not fast) it is slow.

Is the bus small? No, (it is not small) it is big.

What colour is it? It is brown.

Is it fast? No, (it is not fast) it is very slow.

What colour is the motorbike? It is grey. Is it fast? Yes, it is.

WB answers

Exercise 1: Pictures 1, 3, 5 It is fast. Pictures 2, 4, 6 It is slow.

Lesson 4 Phonics (PB p45) Listening (PB p46)

Warm-up

Sing the *Good afternoon* song from PB p43, CD1 track 55.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 58. Children listen the first time. Then they repeat in the pauses.
- Write *i* and *bin* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics Look and listen.

1 Look and say.

2 Listen, read and say.

It isn't a bin, it's a pin.
A pin in a tin.
It isn't a tin, it's a bin.
A tin in a bin.

Reading: recognise and use letter sounds to read words (Phonics: read 1 - Unit 1)

Activity 1

- Three children hold the cards for *b*, *i* and *n*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Repeat with *tin* and *pin*.

Activity 2

- Ask who or what are in the pictures. Play CD1 track 59. Class listens and follows.
Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

- Play CD1 track 60 again. Children listen for the words.
Pause the track after each one if necessary.

Activity 1

- Give children a few moments to look at the pictures. Tell them to find, e.g. the motorbike. Ask *Is it fast?* Elicit an answer.
- Tell them to find other objects. Ask questions.

Activity 2

- Play CD1 track 60. Children listen and look.
- Play it again. Children write the letters. Pause the track after each one if necessary. Check answers together.
See Resource box for audioscript.

Listening Listen.

1 Look.

2 Listen and write the letter.

3 Listen again. Listen for these words.

1 very wet 2 a white cat 3 a place 4 fat

Phonics (WB p27)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *in* and *ig*.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

2 Write the words. Say the words.

3 Write the words. Read the words.

4 Say the sounds.

5 Write the words. Say the words.

6 Write the words. Read the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with short *i*
- listen and match sounds to a picture
- listen and match sounds to the correct picture

Key language Vocabulary and structures from Unit 3

Key words *bin, pin, tin, fig, wig*

Materials PB pp45–46; CD1 tracks 55, 58–60; WB p27; phoneme cards for PB p45, Activity 1

Preparation Make phoneme cards for *bin, pin* and *tin*, with each letter on a separate card, as shown in the PB.



Resource box

Activity 2 audioscript (CD1 track 60)

Voice: Number 1.
 Elderly man: Good afternoon, Alex.
 Boy: Oh! Good afternoon, Mr Smith.
 Elderly man: How are you?
 Boy: I'm fine, thank you. And you?
 Elderly man: I'm very well, thank you

Voice: Number 2.
 Girl 1: Hello, Amy.
 Girl 2: Hello.
 Girl 1: Oh! What is it?
 Girl 2: Look!
 Girl 1: Oh! It's a white cat. Hello (miaow)

Voice: Number 3.
 [old-fashioned plane]
 Girl: Listen, Grandpa. What is it?
 Grandpa: It's a plane.
 Girl: A plane?
 Grandpa: Yes. Look!

Voice: Number 4.
 [loud musical horn]
 Boy 1: What is it, Ben? Is it a car?
 [loud musical horn]
 Boy 2: No, it isn't. It's a motorbike. Look!
 [loud musical horn + motorbike roars off]
 Boy 1: Wow! It's fast!

Class composition (PB p47) Session 1

Session 1 Warm-up

Revise all the different words for transport using flashcards.

Dan's box

1 Ask a child to read Dan's bubble. Ask another child to read the sentence. Write on it on the board. Class reads.

2 Underline *grey*. Show some classroom items. Say, e.g. *It is a red book. It is a blue pencil.*

Activity 1

1 Ask different children to read out the words in the boxes.

2 Tell children to look at the first picture. Ask *What is it?* If necessary, ask *What colour is it?* to prompt the first target sentence. Write it on the board.

3 Ask *Is it small? Is it fast?* Prompt the other target sentences. Write them on the board.
Class reads all the sentences.

Writing Look:

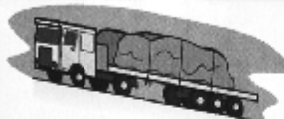
It is a grey plane.



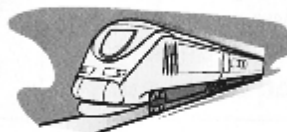
1 Read, look and write.

train lorry car

big small fast slow



It is a blue lorry.
It is big. It is slow.



It is a
It is It is



Writing: Information text on transport Unit 3 47

4 Repeat steps 1, 2 and 3 with the other two pictures.

5 Ask different children to read the sentences on the board. Class reads all the sentences.

6 Children complete the sentences in their books and write the last three.
Go around helping and monitoring as they work.
When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p3.

Grammar Practice Book

Children complete Unit 3.

Writing skills (WB p28) Composition practice (WB p29) Session 2

Session 2 Warm-up

Ask children to name all the colours they know.

Dan's box

Write the sentence on the board.
Remind the class of the colour word before the object.

Exercise 1

- 1 Explain the task. Point out how the first colour word is circled. Children read the other sentences and circle in their books. They should be able to do this on their own. Check answers together.

Exercise 2

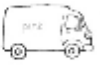



Children read the word in each object. They colour the objects and complete the sentences. Check sentences together.

Writing skills

Remember!



It is a yellow plane.

- 1 Read the colour words. Circle.
- 2 Write the colour word.
- 3 Read the sentence.
- 4 Write the colour word.

Composition practice

- 1 Read the sentence.
- 2 Write the colour word.
- 3 Read the sentence.
- 4 Write the colour word.

Exercise 1

Children read and follow the colouring instructions.

Exercise 2

- 1 Children complete the sentences about the taxi. Remind them to include the colour in the first sentence.
- 2 Children write sentences about the lorry.
- 3 Go around helping and monitoring as they work. Ask several children to read out their finished sentences.

Homework tasks

Portfolio (see Resource box)
Check-up 3 WB pp30–31
(Answers on p59)

Summary box

Lesson aim Writing

Lesson targets Children:

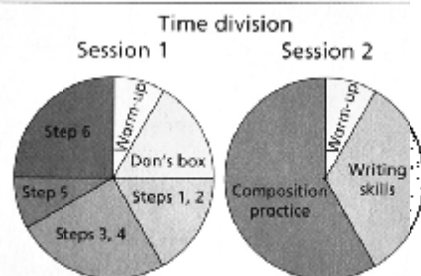
- write about different transport
- identify colour words in sentences
- practise writing descriptive sentences

Text type Description

Key structures *It is a [colour + noun]. It is [adjective].*

Key words Vocabulary from Unit 3

Materials PB p47; WB pp28–29; flashcards 20, 22, 49, 50, 53–56



Resource box

Class composition: target writing

(It is a) yellow train. (It is) big. (It is) fast.

It is a green car. It is small. It is slow.

Composition practice: target writing

(It is a) yellow taxi. (It is) small. (It is) slow.

It is a red lorry. It is big. It is fast.

Portfolio

Children may make neat copies of the WB writing about the taxi or the lorry, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.

Revision 1 (PB p48)

Activity 1

1 Revise all the colours using the colour flashcards in any order.
Children open their books. Give them a little time to look at the whole page.

2 Read or ask a child to read the first Bodkin's bubble. Show the red flashcard. Class repeats *It's red* and point in their books.

3 Show the other flashcards in the order on the page. Children say *It's yellow*, etc. and point in their books.

4 Show flashcards to different children around the class. Children answer.

Activity 2

1 Tell children to look at the picture for a few moments.

Read or help a child to read the second Bodkin's bubble. Class repeats.

2 Ask different children to find and name something in the picture.

Tell the class to find and point to the object. Ask *What colour is it?* Elicit an answer. Prompt the two sentences *It's a [name of object]. It's [colour].*

Revision 1

1 Say.



2 Look and say.



3 What is it? Is it big? Is it small?



4 Read.

The plane is white. It is fast. The ball is purple. It is not big. It is small.
The kitten is small. It is grey. The boat is red. It is not fast. It is slow.

48

Revision 1: Units 1-3

Activity 3

1 Ask a child to name the first object *It's a ball*. Ask about colour if it is not mentioned and elicit *It's purple. It's a purple ball*.

2 Children find the object in the big picture. Say *Look at the purple ball. Is it big?* Elicit *No. It is small*.

3 Continue in the same way with the other objects.

Activity 4

1 Ask a volunteer to read the first sentence. Ask other individuals to read it. Class reads together.

2 Continue with the other sentences. If you have some confident readers, let them take turns to read a line to the class. Class reads the whole text together.

Extra activities

Class game

Children look at the main picture. Make a statement, e.g. *It's orange. It's big*. Class guesses *It's a teddy*.

Pair work

Children look at the main picture. They take turns to point and name an object, e.g. *It's a boat*. The other child says the colour *It's red*.

Project 1 Toys (PB p49)

This project gives children the opportunity to choose or draw their own pictures of toys and to write independently about them.

Activity 1

Organise this work to suit the circumstances in your classroom.

If children are not able to use scissors in school, you may wish to:

- cut out pictures of toys for children to choose from
- ask children to bring pictures of toys from home
- give children a single sheet of paper on which they draw and then will write about their toys.

Alternatively, if children are able to use the classroom items shown in the PB, they can draw and/or cut and stick pictures of toys onto a sheet of paper. Children may work on A4 paper or a larger size if you wish.

Project 1 Toys

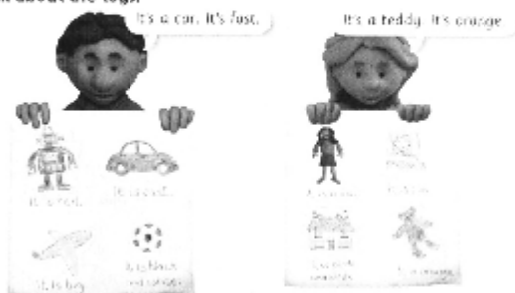
1 Draw , cut  and stick .



2 Write.



3 Talk about the toys.



Project 1 Toys 49

Activity 2

All children should be able to complete this project working at their own level. Children write about their toys. Encourage complete sentences as far as possible.

Slower learners may produce fewer pictures and sentences than more able children. Some children may write the names of objects only.

Activity 3

When children have completed their projects, now or in another lesson, let them show their work to the class.

Encourage able children to point and talk about the toys.

Other children may prefer to read their sentences to the class then show their pictures.

Display all the work if possible and encourage children to look at each other's writing and pictures.

Summary box

Lesson aim Revision

Lesson targets Children:

- name colours and describe objects in a picture
- make statements about objects
- read a text describing objects
- draw pictures or find pictures of toys and write a sentence about each one

Resource box

Portfolio

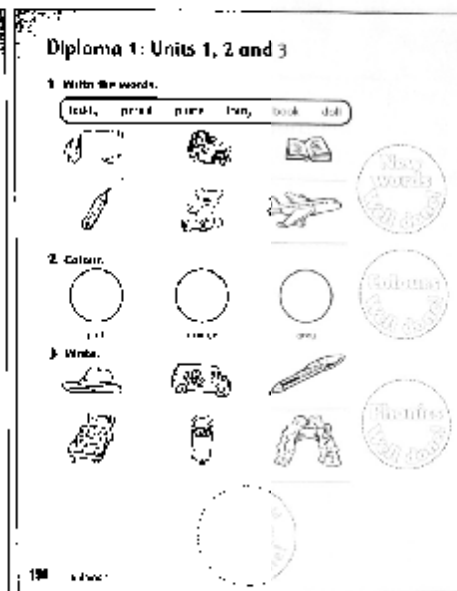
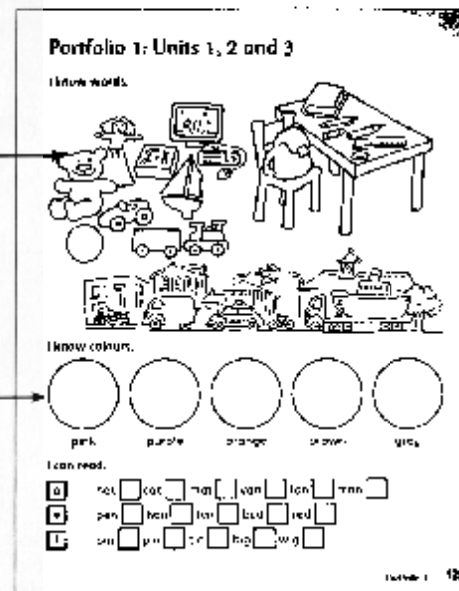
If you wish, this project may be included in children's portfolio of written work.

Before starting Unit 4 you may wish children to complete Test 1 (on the website). Answers are also on the website.

Portfolio and Diploma 1: Units 1, 2 and 3 (WB pp129-130)

- 1 When children have completed all the work in Units 1, 2 and 3 they turn to WB p129.
- 2 This page allows them to make their own assessment of what they have learned in Units 1, 2 and 3.
- 3 Children colour in the objects when they are confident that they know the words for each object.
- 4 They colour each shape when they are confident of the names of colours.
- 5 They tick each word they have learned in Phonics which they can read and spell confidently.
- 6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work.
- 7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 1, 2 and 3. They may use pages 1-4 of the Dictionary to help them learn and revise.

It is not necessary for everyone to complete this whole page before moving on to Unit 4.



- 1 When children are confident with all the elements on p129, they complete the Diploma page.
- 2 This contains a representative task from each field of work.
- 3 Children receive a sticker for each task completed and one more when they have finished the page.
- 4 These pages may be taken out of the WB and kept in children's individual portfolios of work along with examples of their best work from Units 1, 2 and 3.

Answers to Check-ups Units 1, 2 and 3 (WB pp10-11, 20-21, 30-31)

Check-up 1 (WB pp10-11)

Exercise 1: 2 It is a boat. It is red. 3 It is a ball. It is pink.

Exercise 2: 2 Is it, No. 3 Is it, No. 4 Is it, Yes. 5 Is it, Yes.

Exercise 4: Hello! (or Hi!), Is [name of child], It is a [object]. It is [colour].

Check-up 2 (WB pp20-21)

Exercise 1: 2 No, it isn't. 3 Yes, it is. 4 Yes, it is. 5 No, it isn't. 6 Yes, it is.

Exercise 2: 2 No. It is not a rubber. It is a ruler. 3 No. It is not a desk. It is a chair. 4 No. It is not a van. It is a car. 5 No. It is not a box. It is a book.

Exercise 4: Is it?, Is it, It is not a dog. It is a cat. It is black and white.

Check-up 3 (WB pp30-31)

Exercise 1: 1 a 2 an 3 a 4 a 5 an 6 an 7 an 8 a 9 an

Exercise 2: 2 It is a slow car. 3 It is a big lorry. 4 It is a small bike.

Exercise 4: Is it, not, It is, black, An, Hello, Good, How, well

Check-up 1

1 Write. Then colour.

1 Is it a car? It is a car.
Is it a bus? It is a bus.



2 Is it a boat? It is a boat.



3 Is it a ball? It is a ball.



4 Is it a box? It is a box.

5 Look and read.

Hello!

Hi, my name is

My name is

Look! It is a

It is white.



6 Draw, colour and write 12 words.

red green yellow blue
pink light blue

red green yellow blue
pink light blue



My name

Look

30 Unit 1: Check-up 1 answers

Check-up 1 answers Unit 1 31

Check-up 2

1 Circle the right answer.

- 1 Is it a pen? ☒ Yes, it is. ☐ No, it isn't.
- 2 Is it a ruler? ☒ Yes, it is. ☐ No, it isn't.
- 3 Is it a box? ☒ Yes, it is. ☐ No, it isn't.
- 4 Is it a desk? ☒ Yes, it is. ☐ No, it isn't.
- 5 Is it a rubber? ☒ Yes, it is. ☐ No, it isn't.
- 6 Is it a bag? ☒ Yes, it is. ☐ No, it isn't.

2 Write.

- 1 Is it a pencil? It is a pencil.
- 2 Is it a rubber? It is a ruler.
- 3 Is it a desk? It is a chair.
- 4 Is it a van? It is a car.
- 5 Is it a box? It is a book.

3 Look and read.



What is it?
It is a cat.
Is it a cat?
Yes, it is.
Is it a cat?
Yes, it is.



4 Look and write.



What is it?
It is a dog.
Is it a dog?
Yes, it is.



30 Unit 2: Check-up 2 answers

Unit 2: Check-up 2 answers 31

Check-up 3

1 Write and draw.

- 1 Is it a car? It is a car.
- 2 Is it a boat? It is a boat.
- 3 Is it a box? It is a box.
- 4 Is it a desk? It is a desk.
- 5 Is it a bag? It is a bag.
- 6 Is it a cat? It is a cat.
- 7 Is it a dog? It is a dog.
- 8 Is it a bird? It is a bird.
- 9 Is it a fish? It is a fish.
- 10 Is it a flower? It is a flower.
- 11 Is it a tree? It is a tree.
- 12 Is it a house? It is a house.

2 Write sentences with the words in the boxes.

big small fast slow car bike motor car train

- 1 It is a fast motorcycle.
- 2 It is a small car.
- 3 It is a big train.
- 4 It is a slow bike.

30 Unit 3: Check-up 3 answers

3 Look at the pictures.



4 Compare the sentences with the words in the box.

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

big small fast slow car bike motor car train

30 Unit 3: Check-up 3 answers

Check-up 3 answers Unit 3 31

4 Bella and Biffo

Lesson 1 New words and speaking (PB pp50-51)

Warm-up

Sing Round we go from PB p27, CD1 track 33.

Poster 4

- 1 Show poster 4. Read the title. Class looks for a few moments.
- 2 Show flashcards 59-61. Name the new characters and objects. Class repeats. Name the adjectives. Class repeats.
- 3 Ask different children to find and point to the characters and adjectives on the poster.



4 Ask questions:

What colour is the car? Is it big? Is it fast? What colour are the balloons?

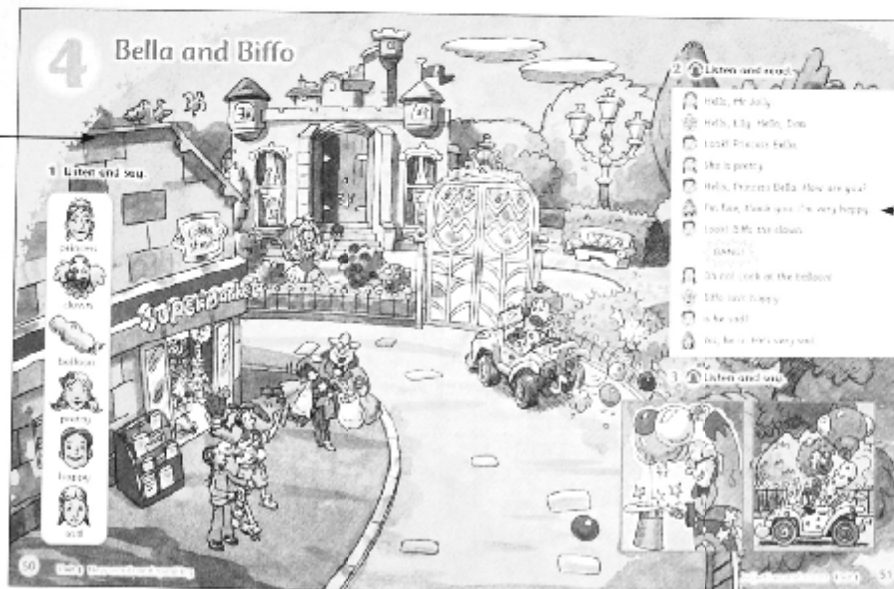
- 5 Play CD1 track 61. Children listen and look at the poster. Point to the objects as they are mentioned. Point to the characters when they speak.

Check understanding of the small pictures: Mr Jolly is taking a huge, funny-shaped balloon out of his hat; Biffo has got the new balloon and he is happy again.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- Play CD1 track 61. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 62. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 62 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.*

Words, Learning to learn (WB p32-33)

Check that children understand the tasks before they begin.

Exercise 1

Children read and tick the sentence that matches the picture.













Exercise 2

Children look at the numbered pictures and write them next to the numbers in the grid.

Point out that the first word goes down. The others go across.






4 Words

1 Read and tick ✓

1  She is a princess. <input type="checkbox"/>	2  He is a boy. <input type="checkbox"/>	3  It is a balloon. <input type="checkbox"/>
4  She is a clown. <input type="checkbox"/>	5  He is a clown. <input type="checkbox"/>	6  It is a cat. <input type="checkbox"/>
7  He is happy. <input type="checkbox"/>	8  She is happy. <input type="checkbox"/>	9  It is black. <input type="checkbox"/>
10  He is sad. <input type="checkbox"/>	11  She is sad. <input type="checkbox"/>	12  It is pretty. <input type="checkbox"/>

2 Find the words.

1					
2					
3					
4					
5					

1  2  3  4  5 

Learning to learn

1 Find the different picture. Circle it.



2 Find the different letter. Circle it.

1	c	d	d	d	d
2	g	g	g	g	g
3	n	n	n	n	n
4	i	i	i	i	i
5	p	p	p	p	p

Exercise 1

Children scan the line and pick out the picture that is different. They circle it.

Exercise 2

Children scan the line and pick out the letter that is different. They circle it.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures I am ... He / She is ... Is he/she ...? Yes, he/she is. / No, he/she isn't.

Key language I'm [adjective].

Key words pretty, happy, sad; princess, clown, balloon

Materials PB pp50-51; poster 4; flashcards 59-61; WB pp32-33; CD1 tracks 61, 62

Time division



Resource box

* Some children may be willing to play the characters and read their lines if they have not already done so. If possible, choose five children to be Lily, Dan, Mr Jolly, Reila and Biffa. Help them with the lines as necessary. If more children want to try, let a second group read the dialogue.

WB answers

p32 Exercise 1: 1 She is a princess. 2 He is a clown. 3 It is a balloon.

4 He is happy. 5 She is sad. 6 It is pretty.

Exercise 2: 1 balloon 2 bus 3 plane 4 clown 5 princess

p33 Exercise 1: 2 2nd pencil 3 4th cat 4 2nd lorry 5 1st car 6 3rd doll

Exercise 2: 2 y 3 h 4 j 5 q

Lesson 2 Grammar (PB p52) Session 1 Grammar in conversation (PB p53) Session 2

Session 1 Warm-up

Draw a happy face and a sad face on the board. Children say the words. Write *happy* and *sad*.

Activity 1

- Children name the characters in the photos. Read or ask different children to read the bubbles. Class repeats.
- Point out the boy. Ask *Happy? Sad?* Elicit *happy*. Prompt *He's happy*. Class repeats. Continue with the other faces.
- Children practise sentences in pairs.

Grammar

1 Look!

She's happy. He's sad.

Point and say

2 Look!

Is he happy? Yes, he is. Is he sad? No, he isn't.

Is she happy? Yes, she is. Is she sad? No, she isn't.

Ask and answer.

1 Mr Jolly? 2 Mum? 3 Biff?

4 Biffa? 5 Grandma? 6 Dad?

32 Unit 4 Grammar PB p52 Mrs ... Mrs ... Teacher ...

Session 2 Warm-up

Show flashcards 150–154, children name the characters.

Activity 1

- Point out the girl. Ask *Is she happy?* Elicit the answer. Do the same with the boy. Point out the other pictures. Ask *Is she fast? Is he slow?*
- Play CD1 track 63. Children listen and follow in their books. Play the track again. Class joins in. Teach the words if you wish.
- Class says the rhyme with or without the track.

Grammar in conversation

1 Listen and say.



2 Listen and say.



3 Listen and say.

4 Play the game!

Activity 2

- Point out the girl and the name on her head. Explain the game. The girl asks questions to find out which character she is. Play CD1 track 64. Children listen and follow.

Activity 3

- Play CD1 track 65. Children listen and repeat in the pauses.

Activity 4

- Children use name cards and play the game in pairs or small groups. Alternatively, give one child a flashcard to hold so the class can see, but the child cannot. The child asks *Am I ...?* The class answers.

Go to Workbook Session 1

Go to Workbook Session 2

Grammar (WB p34) Session 1 Grammar in conversation (WB p35) Session 2

Check that children understand the tasks before they begin.

Exercises 1 and 3

You may wish to practise the short and long forms in class using word cards and an apostrophe card as described on p29, Exercise 1.

Exercise 2

Children complete the first pair of sentences. They write the next two pairs.

Exercise 4

Children write sentences.

Grammar

1 Look!

2 Write.

1 He is. She is.

2 big small

3 fast slow

3 Look!

Remember!

He isn't. He is not. She isn't. She is not.

4 Write.

1 My. She is not. My. Dan.

2 Biff. Mum.

Grammar in conversation

2 Write the words.

1 small 2 big 3 fast 4 small

1 He is. 2 She is.

3 He is. 4 She is.

4 Look and read.

I am.

I am Biff.

I am sad.

3 Draw and write.

I am.

I am Biff.

I am sad.

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children look at the pictures and choose the best word from the box to complete each bubble.

Exercise 2

Children look and read about Biff.

Exercise 3

Children draw and write three sentences about themselves.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- learn and sing a song
- listen to a guessing game and repeat the dialogue
- play the game

Key structures He's/She's ... Is he/she ...?

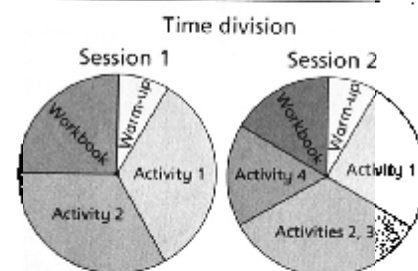
Key language I'm ... Am I ...? No, you aren't. Yes, you are.

Key words Vocabulary from Lesson 1

Materials PB pp52-53; CD1 tracks 63-65; WB pp34-35; flashcards 150-154

Preparation To practise the long/short forms on WB p34 Exercises 1 and 3, make word and letter cards and an apostrophe. See p29, Exercise 1.

Make name cards of characters from the lesson for PB p53, Activity 2.



Resource box

• Children may ask the questions about the character they are holding, so will not ask a question to produce a negative answer. This is acceptable as the important activity is forming the question correctly.

• Children work in pairs at their desks. They take turns to point to each character, ask the question and answer. Go around listening to them as they work.

WB answers

p34 Exercise 2: 1 happy; sad 2 He is big. She is small. 3 He is slow. She is fast.

Exercise 4: 2 He is not Dan. 3 He is not Biff. 4 She is not Mum.

p35 Exercise 1: 1 big 2 fast 3 slow 4 small

Exercise 3: Hello. I am [name of child]. I am [adjective to match child's picture].

Grammar Practice Book Unit 4

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.





Lesson 3 Reading (PB p54) Session 1 Reading comprehension (PB p55) Session 2

Session 1 Warm-up

Say the rhyme from PB p53, CD1 track 63.

Activity 1

- 1 Quickly revise *clown* using flashcard 60. Remind the class *Biffa is a clown*. Teach *short, fat and old* using objects, e.g. an old book.
- 2 Children open their books. Give them time to look at the whole page. Point out the clowns. Read the phrases. Class repeats.
- 3 Read the title of the first poem. Play CD1 track 66. Children listen and follow.

Reading    



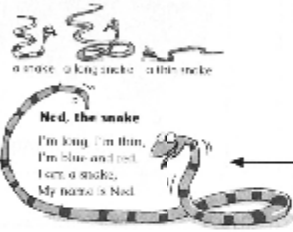
Jimbo

Jimbo is a happy clown.
He isn't very big.
The car is new.
The hat is old.
And look! A purple wig!

Jimbo is a funny clown.
He's very short and fat.
The blue is red.
The ball is green.
An 'Heck! An orange cat!

Ned, the snake

I'm long. I'm thin.
I'm blue and red.
I am a snake.
My name is Ned.

4 Read the first line. Ask *Is Jimbo a clown? Is he sad?* Read the other lines and ask questions.*

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

7 Show flashcard 62. Say *Ned is a snake*. Teach *long* and *thin* using objects, e.g. a pen. Repeat steps 3–6 with the second poem and CD 1 track 67. See Resource box for questions.**

Optional homework tasks

Learn vocabulary words on p5 of Dictionary 1. Continue Grammar Practice Book Unit 4.

Session 2 Warm-up

Revise all the adjectives using objects, e.g. a thin book.

Activity 1

- 1 Play CD1 tracks 66 and 67 or read the two poems again to the class.
- 2 Read or ask a child to read the first question. Class repeats.
- 3 Elicit the answer. Class repeats. Children find and circle the answer.

Reading comprehension

1 Read and circle.

- | | | | |
|-------------------|--|-------------|---------------|
| 1 Is he happy? |  | Yes, he is. | No, he isn't. |
| 2 Is he thin? | | Yes, he is. | No, he isn't. |
| 3 Is it old? |  | Yes, it is. | No, it isn't. |
| 4 Is it yellow? | | Yes, it is. | No, it isn't. |
| 5 Is it long? |  | Yes, it is. | No, it isn't. |
| 6 Is it a rabbit? | | Yes, it is. | No, it isn't. |

4 Continue in the same way with the other questions. When the answer is negative, prompt the class to give the correct affirmative answer, e.g. *Is he thin? No he isn't. He is fat.*

5 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p36) Session 2

Check that children understand the tasks before they begin.

Exercise 1


Children look carefully at the picture.

Exercise 2

Children read the pairs of sentences and find the person they describe. They write the letter in the box beside the sentences.

Reading comprehension

1 Look at the picture.



2 Read. Write the letters.

1 She is not fat. She is pretty. <input type="checkbox"/>	2 It is not big. It is small. <input type="checkbox"/>
3 He is short. He is not thin. <input type="checkbox"/>	4 She is not small. She is old. <input type="checkbox"/>
5 It is not new. It is big. <input type="checkbox"/>	6 He is not small. He is happy. <input type="checkbox"/>

3 Read. Colour the picture.
The small car is red. The old car is blue.
The sad clown is green. The pretty clown is purple.
The big clown is orange. The fat clown is yellow.

36 Unit 4 Reading comprehension on matching exercises to pictures (p36) WB p36

Exercise 3

Children colour the cars and clowns according to the sentences.

Summary box

Lesson aim Reading

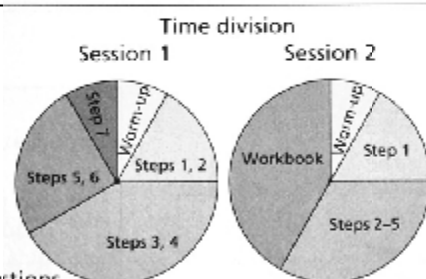
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures *He's ... He isn't ... I'm ...*

Key words *clown, snake; short, fat, old, long, thin, new, funny*

Materials PB pp54–55; CD1 tracks 63, 66, 67; flashcard 60; WB p36; objects to revise adjectives, e.g. a thin book



Resource box

* Use these questions or any of your own; numbers refer to lines of the poems:

(Jimbo verse 1) 2 *Is Jimbo very big?* 3 *Is the car old?* 4 *Is the hat new?* 5 *What colour is the wig?*

(Jimbo verse 2) 1 *Is Jimbo funny?* 2 *Is he big and fat?* 3 *What colour is the bike?* 4 *What colour is the ball?* 5 *What colour is the cat?*

** (Ned) 1 *Is Ned short?* 2 *What colours is Ned?* 3 *What is Ned?*

WB answers

Exercise 2: 1B 2F 3D 4A 5E 6C

Lesson 4 Phonics (PB p55) Listening (PB p56)

Warm-up

Play *Muddled letters*. See Resource box.

Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen.

Play CD1 track 68. Children listen the first time. Then they repeat in the pauses.

2 Write *o* and *dog* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Phonics Look and learn

1 Look and say.

o dog

1 o 2 g dog

1 o 2 g dog

2 Listen, read and say.

Is it a dog? Is it a dog? Is it a dog in the fog?

It's a dog in the fog. It's a dog and a log in the fog.

55

Activity 1

1 Three children hold the cards for *d*, *o* and *g*. Stand them in a line facing the class, with space between each one. Point and say each sound. Class says the sounds with you.

2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.

3 Children point in their books, say each phoneme and the whole word.

4 Do the same with *fog* and *log*.

Activity 2

1 Ask who or what are in the pictures. Ask what colour is the dog/log? Play CD1 track 69. Class listens and follows.

2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

1 Read or ask different children to read the bubbles. Class repeats.

2 Say two sentences about another picture. Class guesses the answer.

3 Continue with the other pictures or let a child say two sentences about each picture for the class to guess.

When all the people have been described, children practise in pairs.

Activity 1

1 Give children a few moments to look at the pictures. Tell them to find, e.g. the princess.

2 Ask *Is she pretty?* Elicit an answer. Tell them to find the other people and ask questions.

Activity 2

1 Play CD1 track 70. Children listen and look.

2 Play it again. Children write the letters. Pause the track after each one if necessary. Check answers together.

See Resource box for audioscript.

Listening Listen

1 Look.

A B C

D E F

2 Listen and write the letters.

1 2 3 4 5 6

3 Now you!

He's a boy. He's funny.

Is it a picture?

Yes, it is.

56

Phonics (WB p37)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *og* and *ox*.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

2 Write the words. Say the words.

3 Write the words. Read the words.

4 Say the sounds.

5 Write the words. Say the words.

6 Write the words. Read the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with short *o*
- listen to a description of people
- play a guessing game describing the people

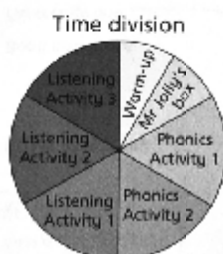
Key words *dog, log, fog, fox, box*

Key language Vocabulary and structures from Unit 4

Materials PB pp55–56; CD1 tracks 68–70; WB p37; phoneme cards for PB p55, Activity 1

Preparation Make phoneme cards for *dog, fog* and *log*, with each letter on a separate card, as shown in the PB.

(Optional) Make letter cards for the *Muddled letters* game. See Resource box.



Resource box

Phonics practice game: *Muddled letters*

Put up a flashcard for one of the cvc words that children have learned to spell, e.g. *cat*. Put up letter cards in muddled order, e.g. *a t c*. Children arrange them in order to make the word. Class reads. Do the same with other flashcards and letter cards, e.g. *hat, van, pen, red, man*.

Activity 2 audioscript (CD1 track 70)

Voice: Number 1. She's a girl. She's small. [pause]

Voice: Number 2. He's a boy. He's funny. [pause]

Voice: Number 3. She's a girl. She's pretty. She's a princess. [pause]

Voice: Number 4. He's a man. He's very, very big. [pause]

Voice: Number 5. She's a girl. She's happy. [pause]

Voice: Number 6. He's a clown. He's sad. [sobs]

Lesson 5 Class composition (PB p57) Session 1

Session 1 Warm-up

Sing the *What is it?* song from PB p35, CD1 track 44.

Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write on it on the board. Class reads.
- 3 Volunteers underline the name and circle the capital letter.

Activity 1

- 1 Ask what is in the picture *a fish*. Ask what colour it is *blue and yellow*. A child reads the words in the first box. Ask *Is the fish fat? Is it thin? Is it short?* Elicit *It is thin*. Read the first line of the poem.
- 2 A child reads the words in the second box. Ask *Is the fish green? Is it red? Is it yellow?* Elicit *It is yellow and blue*. Read the second line.
- 3 Do the same with the third box and the third line. Write *I* and *L* on the board. A child circles the capital. Read the fourth line.

Activity 2

Play CD1 track 71. Children listen and follow. Play it again. Children repeat in the pauses.

Writing



1 Read.

I'm long and thin.

I'm yellow and blue.

I am a fish.

My name is Lou.

fat thin short

green red yellow

fish cat snake

I L



2 Listen and say.

3 Read and write.

I'm orange and

I'm short. I'm

I am a

My name is

white yellow grey

thin fat old

hat bike kitten

P p



4 Listen and say.

Writing: completing and listening to rhyming poems. Unit 4 57

Activity 3

- 1 Ask what is in the second picture *a kitten*. Ask questions. Elicit short answers. *What colours is it? It's orange and white. Is it thin? No, it isn't.*

- 2 Write *I'm orange and* on the board. A child reads the words in the first box. Class repeats. Read the words on the board. Ask what the missing word is *white*. Complete the line. Class reads.

- 3 Do the same with the next two boxes and lines. Write *P* and *p* on the board. A child circles the capital letter. Write the last line. Class reads.

- 4 Children complete the lines in their books.*

Activity 4

Play CD1 track 72. Children listen and follow. Play it again. Children repeat in the pauses. Children may learn the poems.**

Homework tasks

Dictionary

Children revise all words on p5.

Grammar Practice Book

Children complete Unit 4.

69

5 Mrs Goody and Pirate Jack

Warm-up

Put up flashcards 150–154. Write the names. Children match.

Lesson 1 New words and speaking (PB pp58–59)

Poster 5

- 1 Show poster 5. Read the title. Class looks for a few moments.
- 2 Show flashcards 63–66, 155, 156. Name the new characters. Class repeats. Name the objects. Class repeats.
- 3 Ask different children to find and point to the characters and objects on the poster.



- 4 Show number one with the word card. Class says the number. Put the word card on the board.

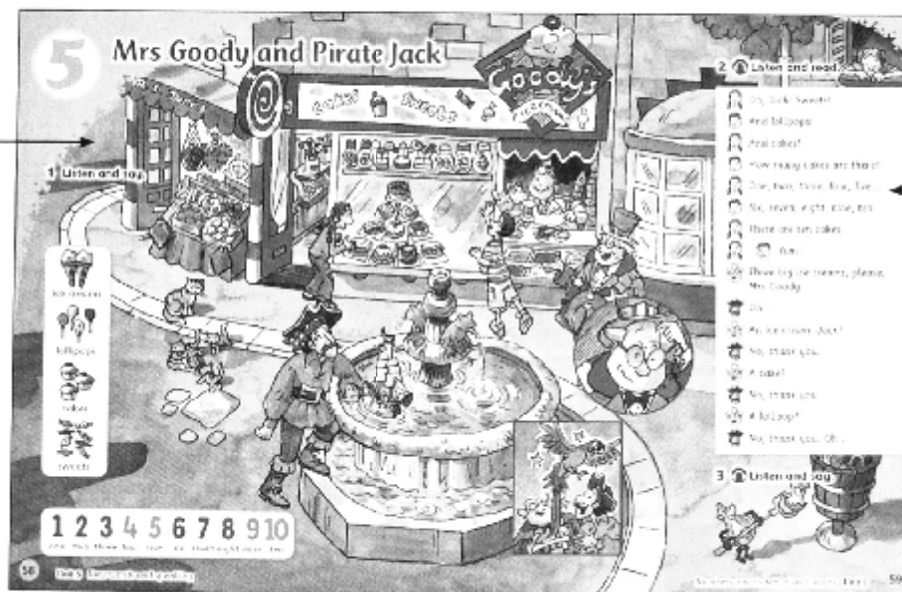
Do the same with the other numbers. Class reads the numbers. Play a number game.*

- 5 Play CD1 track 74. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak. Check understanding of the small picture: Mr Jolly is thinking what he can do for Pirate Jack; a parrot is flying out of Mr Jolly's hat.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards 63–66. Class names the objects.
- 3 Name the objects. Children point to the objects in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD1 track 74. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 75. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 75 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.**

Words, Learning to learn (WB pp42-43)

Check that children understand the tasks before they begin.

Exercise 1

Children match number words with numbers on objects.

Exercise 2

Children read the short poem and colour.

If you wish, ask different children to read lines of the poem. Class reads the poem together.

5 Words

1 Read and match.

one two three four five

six seven eight nine ten

2 Look, read and colour.

Read the poem.
Pink ice creams,
Purple lollipops,
Yellow cakes and green cakes, too,
And sweetish flavoured blue sweets, orange sweets,
Sweets for me and sweets for you!

Learning to learn

1 Find the same picture. Circle it.

2 Find the same letter. Circle it.

b	c	u	d	o
p	q	z	p	q
u	u	r	u	u
q	p	f	p	q
f	q	l	l	l

Exercise 1

Children find the picture with the same orientation. This practises observation skills and prepares them for the next exercise with letters.

Exercise 2

Children find the same letter. This practises correctly identifying letters that are easily confused.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise orientation skills

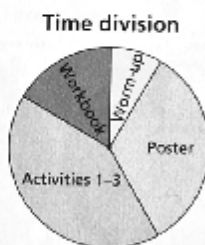
Key structure regular plural nouns with s

Key language How many ...s are there? There are [number] ...s.

Key words Number words one-ten; ice creams, lollipops, cakes, sweets

Materials PB pp58-59; poster 5; flashcards 63-66, 150-156; WB pp42-43; CD1 tracks 74, 75

Preparation Download or make number and word cards for posters



Resource box

* Number games

For groups or pairs (each group/pair has small number cards 1-10)

- Say a number. Each group or pair shows the correct figure.
- Show a number word card. Each group or pair shows the correct figure.

For the whole class

- Put the number cards on the left of the board and the number words on the right. Children take turns to choose a figure from the left and find the correct word on the right.
- Put the number cards on the board. Show a word card. Children volunteer to find the correct figure.
- Put all the number word cards on the board in scrambled order. Children volunteer to find one, two, etc. and order them correctly.

** See Resource box p27.

WB answers

p43 Exercise 1: 2 3rd umbrella 3 4th pencil 4 2nd teddy 5 1st lollipop 6 4th fish

Lesson 2 Grammar (PB p60) Session 1 Grammar in conversation (PB p61) Session 2

Session 1 Warm-up

Class says the counting rhyme from PB p19, CD1 track 26.

Activity 1

- 1 Point out the Bodkins. Read or ask different children to read the bubbles.
- 2 Ask a child to count the cakes aloud. Others point in their books. Class counts aloud. Children write the number. Continue with the other objects in the same way.
- 3 Children practise plurals in pairs.

Grammar

1 Look!

One lollipop. Two lollipops. One cake. Two cakes.

Count and write the numbers.

Point and say.

2 Look!

How many sweets are there? How many sweets are there?

There are three sweets. There's one sweet.

Ask and answer.

1 ice cream? 2 cakes? 3 oranges? 4 sweets?
5 eggs? 6 lemons? 7 apples? 8 lollipops?

Well, I've never heard of this. How many sweets are there? There are two sweets.

Grammar in conversation

1 Listen.

How many sweets are there?
No.
Are there two sweets?
Yes.
One for you and one for me.

Yes, here you are. Thanks!

2 Listen and say.

3 Now go!

4 Listen and say.

Red and yellow, green and blue,
Orange, pink and purple, too.
Rainbow lollipops,
Lolly, lolly, lollipop,
Rainbow lollipops,
Just for you!

Go on and say: How many sweets are there? Are there two sweets? Task 61

Activity 2

- 1 Read out the bubbles. Class repeats.
- 2 Tell the class to look carefully at the pictures. Ask *How many ice creams are there?* Elicit the answer. Class repeats. Continue with the other items.
- 3 Children practise in pairs.
- 4 Alternatively, let children volunteer to ask the class *How many ...?* Other children take turns to answer. Class repeats.

Go to Workbook Session 1

Session 2 Warm-up

Show flashcard 64 or classroom items. Children name the plural items.

Activity 1

- 1 Ask or help a child to read the first bubble. Point out the coloured bag. Say *It's a bag. How many sweets are there?*
- 2 Tell the class to listen to the children in the photos.
- 3 Play CD1 track 76. Children listen and follow in their books.

Activity 2

Play CD1 track 77. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

Activity 4

- 1 Ask what is in the picture *lollipops*. Ask what colours they are.
- 2 Play CD1 track 78. Children listen and follow.
- 3 Play the track again. Encourage the class to join in.
- 4 Teach the words of the song if you wish.

Go to Workbook Session 2

Grammar (WB p44) Session 1 Grammar in conversation (WB p45) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children write *one* + [noun] and [number] + [noun] + *s*. Point out how the first two are done.

Exercise 2

Make sure children understand that the question is always *How many ... are there?*

The answer changes to *There is ...* if there is only one of the item. Children complete the sentences.

Grammar

1 Write.

one cat two cats

3 4

5 6

2 Write *There is* or *There are*.

1 How many sweets are there? eight sweets

2 How many cakes are there? one cake

3 How many bananas are there? four bananas

4 How many balloons are there? nine balloons

5 How many pencils are there? ten pencils

Grammar in conversation

1 Look and answer the questions

1 How many books are there?

2 How many hats are there?

3 How many pens are there?

4 How many dolls are there?

2 Complete the conversation

A: How many books are there?

B: There are three.

A: How many hats are there?

B: There is one.

A: How many pens are there?

B: There are five.

A: How many dolls are there?

B: There is one.

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children read the questions and write full answers.

Exercise 2

Children read the words in the box and look at the dialogue. They choose the best word to fill each gap. To check answers, ask children to read their lines.*

Summary box

Lesson aim Grammar

Lesson targets Children:

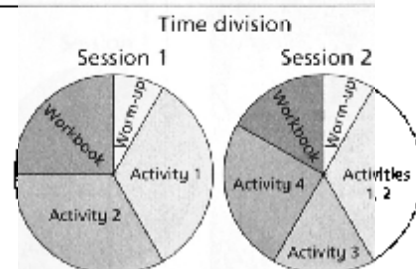
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structure regular plural nouns with *s*

Key language *How many ... are there? There are [number] ...s. Are there ...? There is one ... Is there one ...?*

Key words regular plural nouns, colours

Materials PB pp60–61; CD1 tracks 26, 76–78; WB pp44–45; flashcard 64; plural classroom items of your choice



Resource box

* If you wish, ask several children to read their lines. Some children may be able to learn the lines quickly and say them without reading them from the book.

WB answers

p44 Exercise 1: 2 one pen, four pens. 3 one hat, five hats. 4 one ball, six balls. 5 one dog, three dogs. 6 one book, seven books.

Exercise 2: 1 There are. 2 There is. 3 There are. 4 There are.

p45 Exercise 1: 1 There are three books. 2 There is one apple. 3 There are five pens. 4 There is one doll.

Exercise 2: cakes, four, two, Yes, you

Grammar Practice Book Unit 5

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (PB p62) Session 1 Reading comprehension (PB p63) Session 2

Session 1 Warm-up

Revise apple and lemon using flashcards 1 and 12.

Activity 1

- 1 Teach the new words using flashcards 67-73.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD1 track 79. Children listen and follow.

Session 2 Warm-up

Revise all the words for fruits and vegetables using flashcards.

Activity 1

- 1 Play CD1 track 79 or read *Grandpa's Shop* to the class.

Reading

bananas carrots peas grapes peppers beans melons

• GRANDPA'S SHOP •

62

Unit 5 Reading, Reading comprehension

- 4 Read the bubbles for the first picture. Ask *How many apples are there? There are ten (apples).* Read the bubbles for the other pictures. Ask questions.*

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask individuals, pairs or small groups of children to read the bubbles for each character.**

Optional homework tasks

Learn vocabulary words on p6 of Dictionary 1. Continue Grammar Practice Book Unit 5.

Reading comprehension

1 Write the word

carrots peas beans bananas peppers carrots

grapes apples melons peppers apples bananas

- 2 Point out picture 1. Ask a child to read the words below. Ask *What is the word? carrots? peas? peas.* Point out the answer on the line.
- 3 Ask about the second picture. Children write *beans*.
- 4 Continue in the same way with the other pictures.


Reading comprehension (WB p46) Session 2

Check that children understand the tasks before they begin. Remind them they will need colours for the first exercise.

Exercise 1

Children read the sentences about the fruit and vegetables in the shop. They colour accordingly.

Reading comprehension



1 Read. Colour the picture.
Look at Grandpa's shop.
There is one big melon. It is green.
There are eight yellow lemons.
There is one carrot. It is orange.
There are six red apples. There are six yellow bananas.

2 Answer the questions.
1 What colour is the melon?
2 How many lemons are there?
3 Is there one carrot?
4 What colour is the carrot?
5 How many apples are there?

46 Unit 5 Reading comprehension

Exercise 2

Children answer the questions about the fruit and vegetables in the shop. They count the items and refer to their own colouring to find the answers.

Summary box

Lesson aim Reading

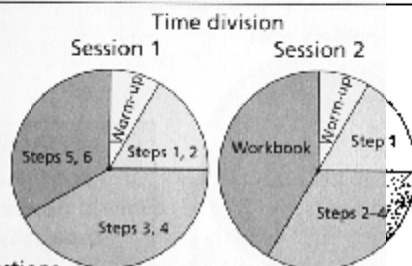
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key language *How many ...s are there?*

Key words *bananas, beans, carrots, grapes, peas, peppers, melons*

Materials PB pp62–63; CD1 track 79; flashcards 1, 12, 67–73; WB p46



Resource box

* Use these questions or any of your own:

Picture 2: *What colour are the grapes? the lemons? the beans? the peas? the peppers?*

Picture 3: *Is the melon small? No. It's big. Is it round? Yes, it is.*

Picture 4: *What colour is the banana? It's yellow.*

Picture 5: *What colour is the carrot? It's orange. Is it long? Yes, it is.*

Picture 6: *Is it a carrot? No, it is a cat (Fizz).*

** If your class is not confident, do this for two or three pictures only.

WB answers

(possible additional words are in brackets)

Exercise 2: 1 The melon is green. 2 There are eight (yellow) lemons.

3 Yes. (There is one carrot.) 4 The carrot is orange. 5 There are six (red) apples.

Lesson 4 Phonics (PB p63) Listening (PB p64)

Warm-up

Sing the *Lollipop song* from PB p61, CD1 track 78.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 80. Children listen the first time. Then they repeat in the pauses.
- Write *u* and *jug* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics

Look and learn

u jug

1 Look and say.

u jug m u g mug o u g bus

2 Listen, read and say.

a jug and a mug and a bug

a bug and a jug and a mug

a jug and a bug, a bug and a mug

a mug and a bug and a jug

Reading comprehension: Understanding: understanding: phonics: short u: 63

Activity 1

- Three children hold the cards for *j*, *u* and *g*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Children point in their books. They say each phoneme and the whole word.
- Do the same with *mug* and *bug*.

Activity 2

- Ask who or what are in the pictures. Play CD1 track 81. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

- Give children a few moments to look at the page and the pictures.
Say *Look at picture 1. How many boys are there? Four. Look at picture 4. Are there four boys? No. Is there one boy? Yes.*
Tell the class they are going to hear a song about the boys.
- Play CD1 track 82. Children listen and follow. Play the track a second time. Encourage children to clap with the track.

Listening

Later.

1 Look and listen.

There are four boys on the wall
Sandy, Andy, Pete and Paul
Goodbye, Sandy!
Bye, bye!

There are three boys on the wall
Andy, Pete and Paul
Goodbye, Andy!
Bye, bye!

There are two boys on the wall
Pete and Paul
Goodbye, Pete!
Bye, bye!

There's one boy on the wall
Paul
Goodbye, Paul!
Bye, bye!

There are no boys on the wall.
That's all!

2 Listen and do.

3 Listen, sing and do.

64 LKS5 Listening: action song

Activity 2

- Bring four children forward. They hold the name cards for the class to see.
Play CD1 track 83 (music only). On *Goodbye, Sandy!* the child holding the card *Sandy* walks away.
- Do the same with the other children and verses.

Activity 3

Repeat Activity 2 with different children at the front. Class sings with the track.*

Phonics (WB p47)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercise 2

Children use different phonemes to make and write words with the ending *ug*.

Exercise 5

Children write the letters.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

2 Write the words. Say the words.

3 Write the words. Read the words.

4 Say the sounds.

5 Write the letters. Say the words.

6 Write the words. Read the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with *ug*
- listen to, learn and act a song

Key language Vocabulary and structures from Unit 5

Key words *jug, mug, bug, bus, sun, nut*

Materials PB pp63–64; CD1 tracks 78, 80–83; WB p47; phoneme cards for PB p63, Activity 1

Preparation Make phoneme cards for *jug, mug* and *bug*, with each letter on a separate card, as shown in the PB.

Make name cards for the song (Activity 2).



Resource box

* When children have got used to this song, encourage them to wave to each character on the word *Goodbye!* Children holding the name cards wave back on *Bye, bye!* as they leave.

Teach the words of the song in any way you choose or ask children to learn them for homework.

This song would be a good one for the whole class to perform to parents or to another class.

Lesson 5 Class composition (PB p65) Session 1

Session 1 Warm-up

Use classroom items to practise adjectives.
Ask *Is it big? thin? round?*, etc.

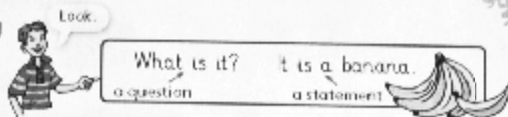
Dan's box

- 1 Ask a child to read the question. Ask another child to read the statement.
- 2 Write them on the board. Class reads. Explain that a question has a question mark. It asks something. A statement has a full stop. It tells you something.
- 3 Ask volunteers to circle the question mark and full stop.

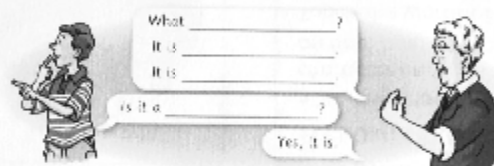
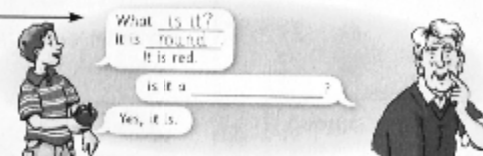
Activity 1

- 1 Ask a volunteer to read the sentences in Dan's box.
- 2 Ask a child to be Danny. Child reads the first three bubbles. Ask *Is it a ... ?* Elicit **tomato**. Class replies **Yes, it is**. Class repeats.
- 3 Write the gapped sentences in the next three bubbles on the board in bubbles. Point out the question mark at the end of the first line. Point out the question from Dan's box on the board. Prompt the words to complete the first question. Write them. Class reads the question.

Writing



1 Read and write.



Writing a story with questions and statements Unit 5 65

- 4 Ask the class what to write for the next sentence. Remind them of the words in Dan's box at the top of the page.

If they cannot make suggestions, ask what is in the picture **a pea**. Ask *Is it long? No. Is it round? Yes.*

Prompt the complete sentence.

- 5 Do the same with the third sentence. If necessary, ask *Is it big?*

- 6 Ask how to complete Danny's question. If necessary, point out the answer.

- 7 Draw the last three bubbles on the board. Point out the question mark. Prompt the complete question. Follow steps 4-6 and ask about colour to complete the remaining sentences. Class reads all the bubbles.

- 8 Children complete the sentences in their books and write the sentences for the last three bubbles. Go around helping and monitoring as they work. Ask a few children to read some of their sentences to the class.*

Homework tasks

Dictionary

Children revise all words on p6.

Grammar Practice Book

Children complete Unit 5.

Writing skills (WB p48) Composition practice (WB p49) Session 2

Session 2 Warm-up

Play *Win a word* with flashcards. See p163.

Don's box

Write the sentences on the board.
Remind the class that a question asks something.

Exercise 1

- 1 Explain the task. Ask a child to read the first two sentences. Write them up. Ask volunteers to underline the question and circle the statement. Remind the class of the question mark at the end of a question.

- 2** Children underline and circle the other sentences. Check work on the board.

[illegible]

Exercise 1

- 1 Children read the words in the box. They look at the pictures and read the words in the first three bubbles.
- 2 They write the questions and sentences in the other speech bubbles. Remind them to look at the objects and use the words in the box.
- 3 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read the bubbles to the class.

Homework tasks

Portfolio (see Resource box)

Check-up 5 WB pp50–51
(Answers on p93)

Summary box

Lesson aim Writing

Lesson targets Children:

- write speech bubbles
- compose questions and statements
- practise distinguishing questions and statements

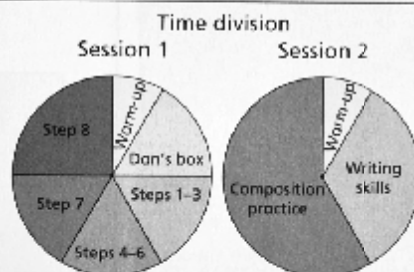
Text type A strip story

Key structures *What is it? Is it a ...?*

Key words Vocabulary from Unit 5

Materials PB p65; WB pp48–49; flashcards of your choice

Preparation (Optional) Bring in real fruits and vegetables to act out the guessing game in Class composition and Composition practice.



Resource box

- * If you wish, let confident children play the parts of Danny and Grandpa. They read and act the dialogue in front of the class. To make this a real game, bring in items of fruit and describe them for the class to guess. Able children may be able to describe items.

Class composition: target writing

(Is it a) tomato? (What) is it? (It is) round. (It is) small. (Is it a) pea? What is it? It is long. It is thin. It is green. Is it a bean? Yes, it is.

Composition practice: target writing

(What) is it? (It is) small. (It is) purple. (Is it a) grape? (Yes, it is.)

(What) is it? It is long. It is thin. It is yellow. Is it a banana? (Yes,) it is.

Portfolio

If possible, record children reading and acting the strip story in Class composition and Composition practice.

6 Happy birthday!

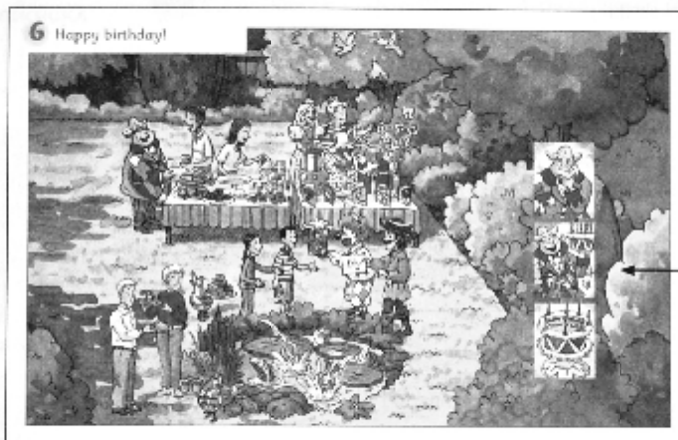
Warm-up

Sing the *Good afternoon song* from PB p43, CD1 track 55.

Lesson 1 New words and speaking (PB pp66-67)

Poster 6

- 1 Show poster 6. Read the title. Class looks for a few moments.
- 2 Show flashcards 6, 74-79. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster. They may also find all the characters.



4 Ask questions:

Is there one fish? What colour is the fish? How many frogs are there? How many small cakes are there?, etc.

- 5 Play CD2 track 1. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.

Check understanding of the small pictures: Mr Jolly is thinking what he can give Dan and Lily; Mr Jolly has taken a birthday cake out of his hat; the cake says 'Happy Birthday Dan and Lily'.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD2 track 1. Children listen and follow the dialogue.*

Activity 3

- 1 Play CD2 track 2. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 2 again. Class listens and follows.**
- 3 Individuals read or act the dialogue.***

Words, Learning to learn (WB pp52-53)

Check that children understand the tasks before they begin.

Exercise 1





Children read the sentences and find the correct picture above.





Exercise 2

Children write the missing letter(s) in each word. If you wish, remind them that all the words are in Exercise 1 above.

6 Words

1 Read and write the letter.

A  B  C  D 

E  F  G  H 

1 It is a fish. ☐ D 2 It is a fox. ☐

3 It is a frog. ☐ 4 It is a flower. ☐



5 They are trees. ☐ 6 They are birds. ☐



7 They are presents. ☐ 8 They are cards. ☐



2 Add the letters.



p e d c b g

c l e f e d

1  _ _ a t 2  _ _ _

3  _ _ i h 4  _ _ _ _

5  _ _ e e 6  _ _ _

7  _ _ i _ 8  _ _ _ _

Learning to learn

1 Match



2 Find the same word. Circle it.

1 min	van	man	met	nut
2 per	pen	pe	hen	pen
3 car	cat	hat	car	card
4 dull	bell	dug	boy	doll
5 bird	beet	bic	bike	bag
6 ship	fish	snip	ship	six

Exercise 1

Children match singular and plural items.

Exercise 2

Children find the word that is the same as the one on the left. This practises left to right scanning along the line and observation skills.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and thinking skills

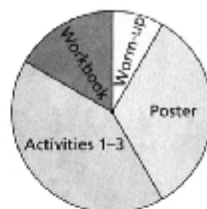
Key structures *We're/They're ...*

Key language *How old are you? We're ...*

Key words *bird, flower, tree, fish, frog; present, card*

Materials PB pp66-67; poster 6; flashcards 6, 74-79; WB pp52-53; CD1 track 55, CD2 tracks 1, 2

Time division



Resource box

* Explain that Dan and Lily are the same age and have the same birthday. They are twins.

** If you wish, teach the class the *Happy Birthday* song. If a child in the class has a birthday this week, the other children can sing Happy Birthday to him/her.

*** If your class has not already acted a dialogue, encourage different children to read the characters' lines. If you wish, do each part of the dialogue separately: Princess Bella and Mrs Goody; Grandma and Grandpa; Biffa, Lily, Dan and Pirate Jack.

WB answers

p52 Exercise 1: 2 H 3 F 4 A 5 G 6 B 7 E 8 C

Exercise 2: 2 frog 3 fish 4 flower 5 tree 6 card 7 bird 8 present

p53 Exercise 1: 1 f 2 d 3 a 4 c 5 b 6 e

Lesson 2 Grammar (PB p68) Session 1 Grammar in conversation (PB p69) Session 2

Session 1 Warm-up

Show two or more school items, e.g. *books, pens, pencils*, etc. Class names them.

Activity 1

1 Read or ask children to read the bubbles.

2 Ask children to read the words in the box. Ask the class *Number 1. What are they? They're flowers.* Repeat with the other objects.

3 Children practise sentences in pairs.

Activity 2

Read or ask a volunteer to read the bubble. Class repeats.

Activity 3

- 1 Ask different children to read the words in the box. Children look at the pictures and decide which words from the box describe the pairs of clowns.
- 2 Draw speech bubbles on the board. Write *We're* in each. Ask the class to say the word for each bubble.
- 3 Children write the words. **They practise in pairs.**

Go to Workbook Session 1 ↓

Session 2 Warm-up

Show some plural items on flashcards or real items. Ask *What colour are they?* Children answer.

Activity 1

1 Tell children to look at the photos. Ask *How many boys are there? How many girls are there?* Ask a child to read the first bubble.

2 Tell the class to listen to the children in the photos. Play CD2 track 3. Children listen and follow in their books.

Activity 2

Play CD2 track 4. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in threes.*

Grammar in conversation

1 Listen and read.



2 Listen and say.

3 Now you!

4 Listen and sing.



Activity 4

- 1 Children look at the picture. Ask *Are they girls? No, they aren't. Are they boys? No, they aren't. What are they? They are clowns.*
- 2 Play CD2 track 5. Children listen and follow.
- 3 Play CD2 track 6 (music only). Encourage children to join in.
- 4 Teach the song in the usual way if you wish.

Go to Workbook Session 2 ↓

Grammar (WB p54) Session 1 Grammar in conversation (WB p55) Session 2

Check that children understand the tasks

Exercises 1 and 3

If you wish, practise the contractions with word and letter cards and an apostrophe card.


Exercise 2

Children use the words in the box to write complete statement for the pictures.


Exercise 4

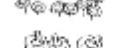
Children write the correct adjectives. They write complete statements using the full form of the verb.


Grammar

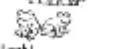
1 Look! 

2 Write.

1  They are grapes.


2  They are flowers.


3  They are frogs.


4  They are trees.

3 Look!

4 Write.

1  We're having fun. We are having fun.

2  We're sad. We are sad.

3  We're happy. We are happy.

58 Unit 6 Grammar (WB p54) Session 1

Grammar in conversation

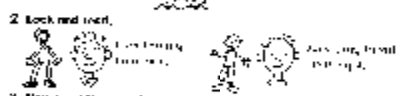
1 Look and write.



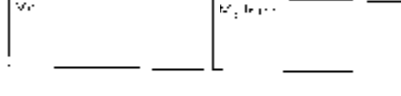
2 Look and write.



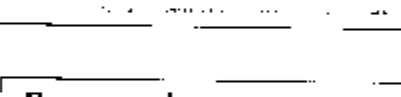
3 Look and write.



4 Look and write.



5 Look and write.



Check that children understand the tasks before they begin. Remind them what twins are.

Exercise 1

Children follow the lines to find the ages and write complete sentences.

Exercise 2

Children read the sentences about the two pictures.

Exercise 3

Children draw and write about themselves and a friend.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read, repeat and practise the conversation
- learn and sing a song

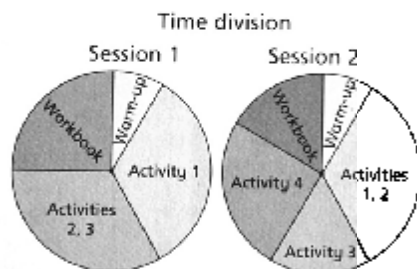
Key structures We're/They're ...

Key language How old are you? I'm ... / We're ...

Key words bird, flower, frog, fish, present, card; words from previous units

Materials PB pp68-69; CD2 tracks 3-6; WB pp54-55; flashcards of plural items

Preparation Download or make word and letter cards to use with an apostrophe card to practise making contractions (WB Exercises 1 and 3).



Resource box

* Alternatively or as well, bring groups of three to the front of the class. They read and act the dialogue. Other children listen and follow.

WB answers

p54 Exercise 2: 2 They are flowers. 3 They are peppers. 4 They are trees.

5 They are frogs.

Exercise 4: 2 We're sad. We are sad. 3 We're happy. We are happy.

p55 Exercise 1: 2 She is seven. 3 They are five. 4 They are two.

Exercise 3: I am [name]. I am [number]. [Name] is my friend.

He/She is [number].

Grammar Practice Book Unit 6

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

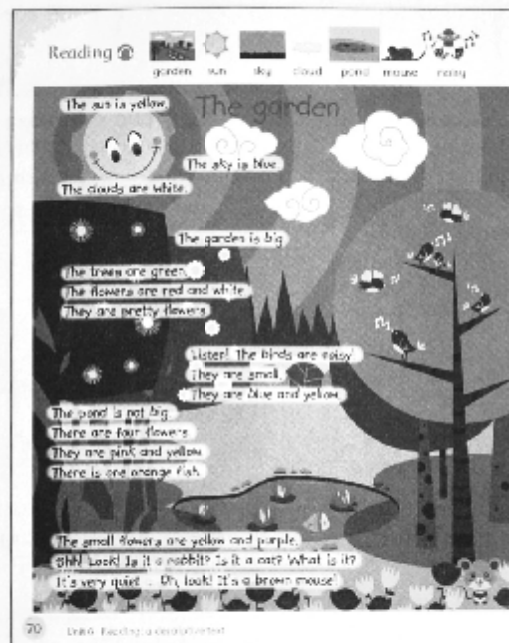
Lesson 3 Reading (PB p70) Session 1 Reading comprehension (PB p71) Session 2

Session 1 Warm-up

Revise *bird*, *frog*, *flower* and *fish* using flashcards 6, 74–76.

Activity 1

- 1 Teach the new words using flashcards 80–83. Revise *sun* with flashcard 19. Teach *mouse* using the picture of the mouse at the top of the PB page. Explain *noisy*. If you wish, show flashcard 56. Put your hands over your ears and say *It is noisy!*
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 7. Children listen and follow.



- 4 Read the first three lines. Ask questions.*
Read the other short paragraphs. Ask several questions about each one.**

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p7 of Dictionary 1. Continue Grammar Practice Book Unit 6.

Session 2 Warm-up

Revise all the words for things in a garden using flashcards 74, 75, 79–82.

Activity 1

- 1 Play CD2 track 7 or read *The garden* again to the class.
- 2 Ask a child to read the first question. Class repeats. Elicit an answer.
- 3 Ask *Is that correct?* *** Class writes.
- 4 Continue with the other questions.

Reading comprehension

- 1 Read and write yes or no.

- 1 Are the clouds white? _____
- 2 Are the trees red and white? _____
- 3 Are the birds quiet? _____
- 4 Is the pond small? _____

- 2 How many are there? Draw lines.



Activity 2

- 1 Ask *How many clouds are there?* Point out the line to number 3. Tell children to look at the clouds in the sky in the picture on p70 and count them.
- 2 Ask *How many red flowers are there?* Children look back at the picture and count. Elicit the answer. Children draw a line to the number.
- 3 Continue in the same way asking *How many ...?* about the other objects.
- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p56) Session 2


Check that children understand the tasks before they begin.

Exercise 1


Children look at the pictures for a few moments. They read the descriptions below. They write the letter in the box next to the text that describes each picture.

Reading comprehension


1 Look at the pictures. Read and write the letter.




A



B



C



D


1 There are four birds. They are black. There are five noisy frogs. ☐

2 There are three clouds. They are grey. There are four small birds. ☐

3 There is one big fish. There are seven flowers. They are noisy. ☐

4 There are three trees. They are big. There are two quiet frogs. ☐

2 Look at the picture. Answer the questions.



- How many small flowers are there? _____
- How many big trees are there? _____
- How many birds are there? _____

56 Reading comprehension: reading about descriptions of pictures. Level: children

Exercise 2

Children look carefully at the picture and answer the questions that follow.

Summary box

Lesson aim Reading

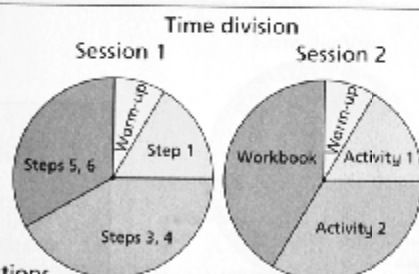
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure They are ...

Key words sun, pond, sky, cloud; noisy, garden, mouse

Materials PB pp70-71; CD2 track 7; flashcards 6, 56, 74-76, 79-83; WB p56



Resource box

* Use these questions or any of your own:

What is yellow? *The sun.* Are the clouds blue? *No, they are white.* What colour is the sky? *It is blue.*

** What colour are the flowers on the tree? *They are red and white.* Are the birds quiet? *No, they are noisy.* How many birds are there? *There are six.* What colour is the fish? *It is orange.* Is the mouse noisy? *No, it is quiet.*

*** If the class agrees and the answer is correct, children write it. If the answer is wrong and other children want to correct it, let them do so, then children write it. If the answer is wrong but no child corrects it, say the correct answer.

PB answers

Activity 1: 1 yes 2 no 3 no 4 yes

Activity 2: clouds 3 birds 6 pink and yellow flowers 4 fish 1

WB answers

Exercise 1: 1 B 2 D 3 A 4 C

Exercise 2: 1 There are eight small flowers. 2 There are five big trees. 3 There are two birds.

Lesson 4 Phonics (PB p71) Listening (PB p72)

Warm-up

Sing the *Clowns* song from PB p69, CD2 track 5.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD2 track 8. Children listen the first time. Then they repeat in the pauses.
- Write *sh* and *shop* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics

Look and listen

sh shop

1 Look and say.

shop ship fish

2 Listen, read and say.

A fish in a shop.
A ship in a shop.
Two ships on a ship.

Reading comprehension: practice complete, random Phonics 11. Look 71

Activity 1

- Three children hold cards for *sh*, *o* and *p*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Repeat with *ship* and *fish*.

Activity 2

- Ask who or what are in the picture. Play CD2 track 9. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

Children look at the pictures. Talk about each picture before children listen, e.g. *Find the clowns. Are they funny? Find the garden. Is it pretty? Look at the party. Is it fun?*, etc.

Activity 2

- Play CD2 track 10. Children listen and look at the pictures in their books. They try to find the one that matches what they hear. See Resource box for audioscript.
- Children listen to CD2 track 10 again and write the letters. Pause after each dialogue for children to write if necessary. Check answers together.

Listening

Listen

1 Look.

A B C D E

2 Listen and write the letters.

1 2 3 4 5

3 Listen again. Listen for these words.

1 noisy 2 pretty 3 funny 4 quiet 5 noisy

4 Talk about the pictures.

72 Look 6. Listening: matching the pictures to the words. Listening: the words

Activity 3

- Ask different children to read the words. Class repeats.
- Play CD2 track 10. Children raise their hands when they hear the words.

Activity 4

Children make statements about the pictures using words in Activity 3, e.g. *The garden is pretty/quiet*, etc.

Phonics (WB p57)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children write *sh* at the beginning and end of words to complete them. They write the words.

Exercises 3 and 6

Children complete the sentences with words from Exercises 2 and 5.

Phonics

1 Say the sounds.

2 Write *sh*. Write the words.

3 Complete the sentences.

4 Say the sounds.

5 Write *sh*. Write the words.

6 Complete the sentences.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.
For Exercises 3 and 6, ask different children to read their complete sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words beginning and ending with *sh*
- listen and match dialogues to pictures
- listen for individual words

Key language Vocabulary and structures from Unit 6

Key words *shop, ship, shell, fish, dish*

Materials PB pp71–72; CD2 tracks 5, 8–10; WB p57; phoneme cards for PB p71, Activity 1

Preparation Make phoneme cards for *ship, shop* and *fish* with each letter on a separate card, as shown in the PB.



Resource box

Activity 2 audioscript (CD2 track 10)

- | | |
|---|--|
| Voice: Number 1. | Voice: Number 4. |
| Boy: Look at the cars and the vans and lorries. | Boy: Look! |
| Girl: They're very noisy. | Girl: What is it? |
| Voice: Number 2. | Boy: Sshh! It's a mouse. |
| Man: It's a lovely garden. | Girl: Oh, yes. It's very quiet. |
| Woman: Listen to the birds! | Voice: Number 5. |
| Man: And look at the flowers! | Man: How old is Annie? |
| Woman: They're very pretty. | Woman: She's eight. |
| Voice: Number 3. | Man: It's a good party. |
| Girl: [laughing] Look at the clown! | Woman: Yes, the boys and girls are very happy. |
| Boy: [laughing] They're very funny. | |

Lesson 5 Class composition (PB p73) Session 1

Session 1 Warm-up

Write *f_sh*, *fr_g*, *c_t* and *b_rd* on the board. Children write the vowels. Class reads the complete words.

Dan's box

1 Write the sentences on the board. Read them aloud. Point to the first sentence. Ask *Is it correct?* Children should know it is not. Ask about the second sentence. Children should know it is correct.

2 Cross through the first sentence as in the box.

Activity 1

1 Tell children to look at the picture for a few moments. Ask questions, e.g. *What colour are the flowers/frogs? What colour is the fish/cat? How many frogs are there? Are they quiet? Is the cat quiet?*

2 Write the first sentence on the board. Class reads. Begin the second sentence. Read the sentence beginning to the class. Point out the words in the box. If necessary, read them with the class.

3 Ask what word to write to finish the second sentence. Elicit **purple**. Write it on the board. Class reads.

4 Continue in the same way with the other sentences.

Writing



There are flowers—four—
There are four flowers.



1 Talk about the picture. Finish the sentences.



The flowers are pretty. They are _____.
There are two _____. They are _____.
The _____ is _____ and black.
The _____ is orange. It is very _____.

purple
red
cat
fish
frogs
quiet
noisy

2 Talk about the picture. Write about the picture.



The flowers are pretty. They are _____

yellow
blue
five
birds
fast

Writing: a descriptive text Unit 5 73

Activity 2

1 Tell children to look at the next picture. Read the words in the box with the class.

Write up the first two sentences. Ask for a word to complete the second one **yellow**. Class reads.

2 Ask questions to help children compose the target sentences: *How many birds are there? What colour are they? Are they slow?*

Write the sentences on the board. Class reads all the sentences.

3 Children complete the sentences in their books and write complete sentences about the birds.

Go around helping and monitoring as they work.

4 When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p7.

Grammar Practice Book

Children complete Unit 6.

Session 2 Warm-up

Hold up objects. Ask, e.g. *How many pens are there? There are five (pens).* Repeat with other objects.

Dan's box

Write the sentences on the board. Remind the class of the correct word order.

Exercise 1

- 1 Explain the task. Ask individuals to read the words in the box.
- 2 Children choose the best word to complete each sentence. Check answers by asking children to read their sentences.

Exercise 2

Children order the words to make sentences. Remind them that a capital letter is at the beginning and a full stop is at the end.

Summary box

Lesson aim Writing

Lesson targets Children:

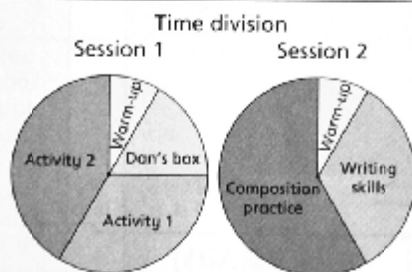
- write a descriptive text about nature
- practise positions of adjectives
- practise word order

Text type Description

Key structures *There are ... They are ... It is ...*

Key words Vocabulary from Unit 6

Materials PB p73; WB pp58–59; a few objects, e.g. pens



Writing skills



1 Find the sentences. Read the sentences.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

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1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

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1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

1 fast 2 fast 3 funny 4 happy 5 five 6 grey

1 There are four flowers. 2 There are two frogs. 3 There are three birds. 4 There are five birds. 5 There are six flowers. 6 There are four birds.

Composition practice

1 Read and colour.

Colour the flowers pink.

Colour the frog green.

Colour the birds yellow.

Write about the pond.

There are two flowers. They are pink.

There are three frogs. They are green.

There are four birds. They are yellow.

There are five flowers. They are pink.

There are six frogs. They are green.

There are seven birds. They are yellow.

There are eight flowers. They are pink.

There are nine frogs. They are green.

There are ten birds. They are yellow.

There are eleven flowers. They are pink.

There are twelve frogs. They are green.

There are thirteen birds. They are yellow.

There are fourteen flowers. They are pink.

There are fifteen frogs. They are green.

There are sixteen birds. They are yellow.

There are seventeen flowers. They are pink.

There are eighteen frogs. They are green.

There are nineteen birds. They are yellow.

There are twenty flowers. They are pink.

There are twenty-one frogs. They are green.

There are twenty-two birds. They are yellow.

There are twenty-three flowers. They are pink.

There are twenty-four frogs. They are green.

There are twenty-five birds. They are yellow.

There are twenty-six flowers. They are pink.

There are twenty-seven frogs. They are green.

There are twenty-eight birds. They are yellow.

There are twenty-nine flowers. They are pink.

There are thirty frogs. They are green.

There are thirty-one birds. They are yellow.

There are thirty-two flowers. They are pink.

There are thirty-three frogs. They are green.

There are thirty-four birds. They are yellow.

There are thirty-five flowers. They are pink.

There are thirty-six frogs. They are green.

There are thirty-seven birds. They are yellow.

There are thirty-eight flowers. They are pink.

There are thirty-nine frogs. They are green.

There are forty birds. They are yellow.

There are forty-one flowers. They are pink.

There are forty-two frogs. They are green.

There are forty-three birds. They are yellow.

There are forty-four flowers. They are pink.

There are forty-five frogs. They are green.

There are forty-six birds. They are yellow.

There are forty-seven flowers. They are pink.

There are forty-eight frogs. They are green.

There are forty-nine birds. They are yellow.

There are fifty flowers. They are pink.

There are fifty-one frogs. They are green.

There are fifty-two birds. They are yellow.

There are fifty-three flowers. They are pink.

There are fifty-four frogs. They are green.

There are fifty-five birds. They are yellow.

There are fifty-six flowers. They are pink.

There are fifty-seven frogs. They are green.

There are fifty-eight birds. They are yellow.

There are fifty-nine flowers. They are pink.

There are sixty frogs. They are green.

There are sixty-one birds. They are yellow.

There are sixty-two flowers. They are pink.

There are sixty-three frogs. They are green.

There are sixty-four birds. They are yellow.

There are sixty-five flowers. They are pink.

There are sixty-six frogs. They are green.

There are sixty-seven birds. They are yellow.

There are sixty-eight flowers. They are pink.

There are sixty-nine frogs. They are green.

There are seventy birds. They are yellow.

There are seventy-one flowers. They are pink.

There are seventy-two frogs. They are green.

There are seventy-three birds. They are yellow.

There are seventy-four flowers. They are pink.

There are seventy-five frogs. They are green.

There are seventy-six birds. They are yellow.

There are seventy-seven flowers. They are pink.

There are seventy-eight frogs. They are green.

There are seventy-nine birds. They are yellow.

There are eighty flowers. They are pink.

There are eighty-one frogs. They are green.

There are eighty-two birds. They are yellow.

Exercise 1

1 Children read and colour.

2 They look at the small pictures and complete two sentences about each item.

Exercise 2

Children read and colour.

Exercise 3

1 Children write two sentences about the things in the small pictures.*

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)

Check-up 6 WB pp60–61 (Answers on p93)

Resource box

* Some children may be able to write only one sentence for each item.

Class composition: target writing

(The flowers are pretty. They are) purple. (There are two) frogs. (They are) noisy. (The) fish (is) red (and black. The) cat (is) orange. It is very) quiet.

(The flowers are pretty. They are) yellow. There are five birds. They are blue. They are fast.

Composition practice: target writing

(There are two) flowers. (They are) pink. (There are three) frogs. (They are) green. (The) fish is big. (It is) yellow.

There are six flowers. They are red. There are four birds. They are blue. There is one mouse. It is grey.

WB answers

p58 Exercise 1: 2 fast 3 funny 4 five 5 grey 6 black Exercise 2: 2 There are two frogs. 3 They are green. 4 The fish is big. 5 It is an orange fish.

Portfolio

Children make a neat copy of their composition. They may illustrate it.

Activity 1

- 1 Children look at the main picture for a few moments. Point out the first small picture. Ask *What are they? They are lollipops.* Children read the bubbles.
- 2 Point out the second picture. Ask *What are they? They are cakes.* Children look at the main picture and find the cakes. Ask *How many are there? There are eight.* Ask the class if the answer is correct. Count and check with the class.
- 3 Continue in the same way asking about the other small pictures.
- 4 If you wish, ask about other countable items in the picture, e.g. oranges (7), apples (10), melons (4), trees (2), lollipops (6), birds (7), etc.

Activity 2

- 1 Children name the objects and people in the picture. Point out the adjectives. Children read them out. Other children read out the bubbles.
- 2 Point out the balloons. Say *Talk about the balloons.* Prompt, e.g. *The balloons are red, orange and yellow. They are big. They are round.*
- 3 Children name people and other objects in the picture and say one or two sentences about them.

Revision 2

1 Look and say.

How many are there?

There are six lollipops.



2 Talk about the picture.

The apples are round. They're red.

The clown is funny. He isn't sad.

round quiet pretty thin happy sad funny

3 Read.

The garden is big. The flowers are pretty. The pond is small. There are three green frogs. There is one fish. There are seven birds. They are fast. Grandma is happy. Grandpa is happy. He is big. He is thin. How many boys are there? How many girls are there?

74

Revision 2: Units 4-6

Activity 3

- 1 Ask a child to read the first sentence. If you wish to give individual practice ask other children to read it. Class reads together. Continue with the other sentences.
- 2 Ask for the answers to the two questions. If you have confident readers, let them take turns to read three or four sentences to the class. Class reads the whole text together.

Extra activities

Class game

Children look at the picture. Describe an object, objects or a person, e.g. *They are green. They are not big. They are small.* Children guess *frogs*.

Pair work

Children take turns to make a statement about an object, objects or a person, e.g. *Grandma is happy.* Their partner must add a second statement, e.g. *Grandma is happy. She is big.* Go around listening to pairs as they talk.

Project 2 A garden (PB p75)

This project can be done with children working in groups or individually.

Activity 1

Organise this work to suit the circumstances in your classroom.

Group work

If children are not able to use scissors in school, you may wish to give out small pieces of paper for them to draw on and then stick onto a larger poster.

Alternatively, if children are able to use the classroom items, you may wish them to draw, cut out and stick pictures onto a large sheet of paper. If you wish, prepare posters for each group with a blue/green background.

Individual work

Children make an A4 poster or a larger size if you wish. They draw and colour a garden/sky and all the items.

Alternatively, they draw pictures on paper, cut them out and stick them onto their poster.

Project 2 A garden

1 Choose and draw.



2 Write.



3 Talk about the picture.

They're trees. They're big.

They're birds. They're brown and black.



Activity 2

All children should be able to write at least one sentence about what is in their garden. Encourage them to write two or more.

If children are working in a group, they may have drawn the same objects. Encourage them to make them different, e.g. in size or colour, so that they write different sentences.

Activity 3

When children have completed their posters, now or in another lesson, let them show their work to the class.

Encourage children to point and talk about their garden. They may use short forms to do this. Other children may prefer to read their long form sentences to the class.

Display all the work if possible and encourage children to look at each other's posters.

Summary box

Lesson aim Revision

Lesson targets Children:

- count objects in a picture
- make descriptive statements about objects and people
- read a text describing objects and people
- make a poster of a garden and write sentences

Resource box

Portfolio

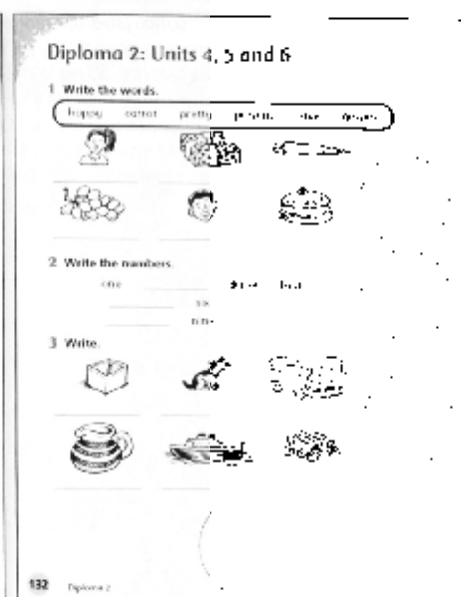
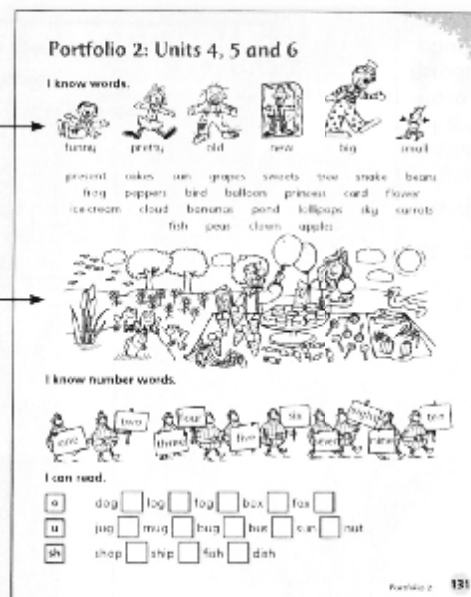
If you wish, this project may be included in children's portfolio of written work. If children have worked in a group and produced a large poster, take photos of the posters to add into individual portfolios.

Before starting Unit 7 you may wish children to complete Test 2 (on the website). Answers are also on the website.

Portfolio and Diploma 2: Units 4, 5 and 6 (WB pp131–132)

- 1 When children have completed all the work in Units 4, 5 and 6 they turn to WB p131.
- 2 This page allows them to make their own assessment of what they have learned in Units 4, 5 and 6.
- 3 Children colour in the clowns and objects when they are confident that they know the words.
- 4 They colour in the numbers when they are confident that they know them.
- 5 They tick each word they have learned in Phonics which they can read and spell confidently.
- 6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered.
- 7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 4, 5 and 6. They may use pages 5–8 of the Dictionary to help them learn and revise.

It is not necessary for everyone to complete this whole page before moving on to Unit 7.



- 1** When children are confident with all the elements on p131, they complete the Diploma page.
- 2** This contains a representative task from each field of work.
- 3** Children receive a sticker for each task completed and one more when they have finished the page.
- 4** These pages may be taken out of the WB and kept in children's individual portfolios of work along with examples of their best work from Units 4, 5 and 6.

Answers to Check-ups Units 4, 5 and 6 (WB pp40-41, 50-51, 60-61)

Check-up 4 (WB pp40-41)

Exercise 1: 1 She is 2 I am 3 I am 4 He is 5 He is 6 She is

Exercise 2: 2 Is she, No. She is not sad. 3 Is he, No. He is not a clown. 4 Is he, No. He is not Dan. 5 Is she, No. She is not Lily.

Exercise 4: He is Biffo. He is a clown. He is funny. She is Bella. She is a princess. She is pretty.

Check-up 5 (WB pp50-51)

Exercise 1: 2 five balls 3 three books 4 six bananas 5 seven pens 6 four balloons

Exercise 2: 2 There are five boys. 3 There are three girls. 4 There is one dog. 5 There are two cats. 6 There is one bike.

Exercise 5: There are three oranges. There are four bananas. There are ten grapes. There is one (red) apple. (It is red.) There is one (green) melon. (It is green.)

Check-up 6 (WB pp60-61)

Exercise 1: 2 Are they, No. They are not birds. 2 Are they, No. They are not frogs. 3 Are they, No. They are not flowers.

Exercise 2: 2 They are birds. 3 They are frogs. 4 They are trees.

Exercise 3: 1 fast 2 happy

Exercise 5: Happy, you, old, eight, brothers, noisy, are they, They are, We are, twins

Check-up 4

1 Write the I, She or He.

2 Look and read.

3 Write the words in the box.

4 Make questions with Is he...? Is she...?

5 Look at the pictures.

Check-up 5

1 Write.

2 Count and answer the questions.

3 Read and colour.

4 Think about these questions.

5 Write about the pictures.

Check-up 6

1 Make questions. Write the answers.

2 Look at the pictures.

3 Complete the conversation with the words in the box.

4 Write.

5 Write. Use the words in the box.

7 Where is King Tub?

Warm-up

Show and name flashcard 157. Explain he is Princess Bella's father. They are in today's story.

Lesson 1 New words and speaking (PB pp76-77)

Poster 7

- 1 Show poster 7. Read the title. Class looks for a few moments.
- 2 Show flashcards 84-90, 93. Name objects and rooms. Class repeats.
- 3 Ask different children to find and point to objects and rooms on the poster.



4 Ask questions:

What colour is the crown? What colour is the table?, etc.

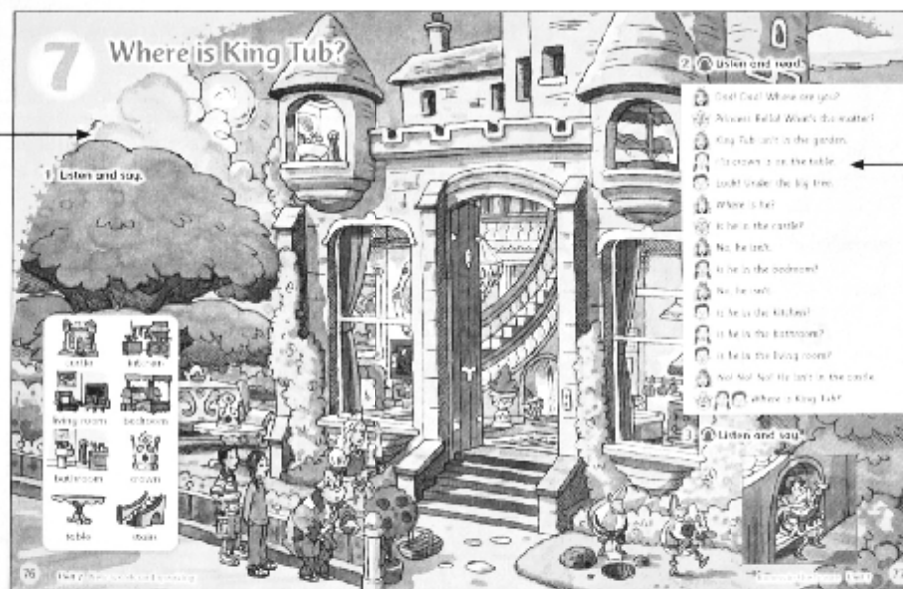
- 5 Play CD2 track 11. Children listen and look at the poster. Point to the objects and rooms as they are mentioned. Point to each of the characters when they speak.

Point out the small picture: Who is under the stairs? It's King Tub.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects and rooms.
- 3 Name the items. Children point to the picture in the box. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the objects and rooms in a different order. Children find them in the big picture in their books.



Activity 2

- Play CD2 track 11. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 12. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 12 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp62–63)

Check that children understand the tasks before they begin.

Exercise 1

Children write the letters round the picture next to the words below.

Exercise 2

1 Children find and circle the words in the snake.

2 They write them in the spaces below. They find and point to the objects in the picture.

7 Words

1 Look, read and write the letters.

1 garden 2 pond 3 living room 4 kitchen
5 bathroom 6 stairs 7 bedroom 8 tree

2 Find the words.

Write the words.

1 tree _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____

Point to the things in the picture.

Unit 7 Words room in the house nature items

Learning to learn

1 What is missing? Match.

2 What is missing? Write the letters.

Unit 7 Words room in the house nature items

Exercise 1

Children look at the objects on the left and choose the correct missing object from the objects on the right. This practises thinking skills.

Exercise 2

Children choose the correct missing letter to complete each word. This practises observation skills.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and thinking skills

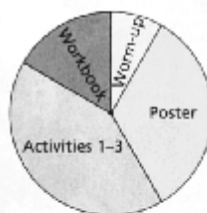
Key structure prepositions *in, on, under*

Key language *Where is ...? Where are ...?*

Key words *castle, kitchen, living room, bedroom, bathroom; crown, table, stairs*

Materials PB pp76–77; poster 7; CD2 tracks 11, 12; WB pp62–63; flashcards 84–90, 93, 157

Time division



Resource box

• Children take the parts of Princess Bella, Mr Jolly, Dan and Lily. If you wish, do half of the dialogue at a time, then change children. Alternatively, if your class is already used to this activity, let two groups of children take a turn each, going straight through the dialogue. Other children listen and follow.

WB answers

p62 Exercise 1: 2 F 3 C 4 E 5 B 6 D 7 A 8 H

Exercise 2: 2 garden 3 pond 4 fish 5 sky 6 cloud 7 flower 8 mouse 9 sun

p63 Exercise 1: 1 b 2 d 3 f 4 e 5 a 6 c

Exercise 2: 1 plane 2 bus 3 cake 4 desk 5 lorry 6 stairs 7 clown 8 castle

Lesson 2 Grammar (PB p78) Session 1 Grammar in conversation (PB p79) Session 2

Session 1 Warm-up

Use flashcards 85–88 to revise rooms.

Activity 1

- 1 Ask two children to read the Bodkins' bubbles. Class repeats. Ask the question. Class answers.
- 2 Children look at the first picture. Ask *Where is the crown?* Elicit *It's in the living room.* Class repeats. Continue with the other pictures.
- 3 (Optional) Give practice as a class game.*

Grammar

1 Look! Where is the crown? It's in the kitchen.

Ask and answer.

2 Look! The mouse is in the hat. The kitten is under the hat.

Point and say.

1 2 3 4 5 6

78 Every day... Where is...? It is, on, under

Session 2 Warm-up

Use suitable items to practise *in*, *on* and *under*, e.g. a book under a chair, etc.

Grammar in conversation

- 1 Listen and read.

Where's my book?
Is it in the bag?
Is it under the desk?
Where are my pens?
Are they in the bag?
Are they in the box?
Thank you.

Guess!
No, it isn't.
Yes, it is.
Guess!
No, they aren't.
Yes, they are. Here you are.

- 2 Listen and say.

- 3 Now guess!

- 4 Listen and point.

Mike, Mike, on a bike.
Fred, Fred, in a bed.
Mabel, Mabel, under a table.
Paul, Paul, on a wall.
Lee, Lee, in a tree.
Ella, Ella, under an umbrella.

5 Listen and say.

Grammar in conversation! Where's...? Where are...? Look!

79

Activity 1

Explain that the children are playing a guessing game. Tell the class they are going to learn the game too. Play CD2 track 13. Children listen and follow in their books.

Activity 2

Play CD2 track 14. Children listen and repeat in the pauses.

Activity 3

Children play the game in pairs. ** List on the board ideas for school items they can hide. List places, e.g. in/under, desk/bag, etc. Children take turns to hide and ask about items.

Activity 2

- 1 Ask or help three children to read the three bubbles.
- 2 Say *Look at the kitten.* Help a child to form the correct statement. Class repeats. Do the same with the other pictures.
- 3 Children practise making statements about the pictures in pairs.

Go to Workbook Session 1 ↓

Activity 4

Give children time to look at the pictures. Play CD2 track 15. Children listen and point to the appropriate picture.

Activity 5

Children listen again and join in.

Go to Workbook Session 2 ↓

Check that children understand the tasks before they begin.

Exercise 1


Children look at the pictures. They read the sentence beginnings and complete each one using *in the* and the words from the box. Point out how the first one is done.

Exercise 2

Children look at the pictures and read the gapped sentences. They choose the correct preposition from the box to complete each sentence.

Grammar

1 Look and write.



garden living room kitchen bathroom bedroom

1 The girl is in the living room.
2 The boy is _____
3 The man is _____
4 The cat is _____
5 The dog is _____

2 Complete the sentences.

in on under

1 The bed is _____ the castle.
2 The cat is _____ the bag.
3 The mouse is _____ the cheese.
4 The crown is _____ the table.
5 The girl is _____ the umbrella.
6 The rabbit is _____ the box.

64 Unit 7 Grammar is on under

Grammar in conversation

1 Complete the questions with *in* or *on*.

- 1 Where is the crown? in the box
- 2 Where is the cat? in the garden
- 3 Where is the dog? in the garden
- 4 Where is the boy? in the living room
- 5 Where is the girl? in the living room
- 6 Where is the man? in the living room

2 Complete the conversations.



1 A: Where is the crown?
B: It is in the box.

2 A: Where is the cat?
B: It is in the garden.

3 A: Where is the dog?
B: It is in the garden.

4 A: Where is the boy?
B: He is in the living room.

5 A: Where is the girl?
B: She is in the living room.

6 A: Where is the man?
B: He is in the living room.

65

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children read the sentences and complete them with the correct form of the verb.

Exercise 2

Children read the first example. They complete the other conversations in the same way.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to children playing a guessing game
- read, repeat and practice the game
- learn and sing a song

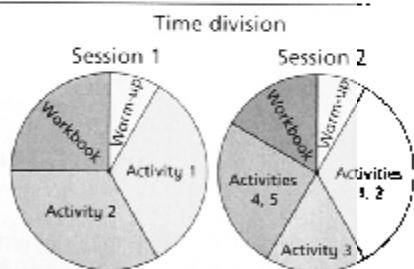
Key structure prepositions *in, on, under*

Key language *Where's ...? Where are ...?*

Key words *castle, kitchen, living room, bedroom, bathroom, crown, table, stairs*

Materials PB pp78–79; track 0; WB pp64–65; flashcards 85–88

Preparation (Optional) Make a crown to use for PB p78, Activity 1



Resource box

* Stick the crown on one of the flashcards 83, 85–88. Say *Look. The crown is in the ...*. Stick the crown on another card. Ask *Where is the crown?* Elicit *The crown is in the ...*

Stick the crown on different cards to practice *in the (room)*.

** To make this a class game, hide children's items in a bag and box on your desk or in/under your desk. Class asks questions to find them. Practise returning them with *Here you are. Thank you.*

WB answers

p64 Exercise 1: 2 in the bathroom 3 in the kitchen 4 in the bedroom 5 in the garden

Exercise 2: 1 on 2 in 3 under 4 on 5 under 6 in

p65 Exercise 1: 1 are 2 is 3 is 4 are 5 are 6 is

Exercise 2: 2 Is it, It is not on the desk 3 Are they, They are not in the box.

4 Is it, It is not under the bed.

Grammar Practice Book Unit 7

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

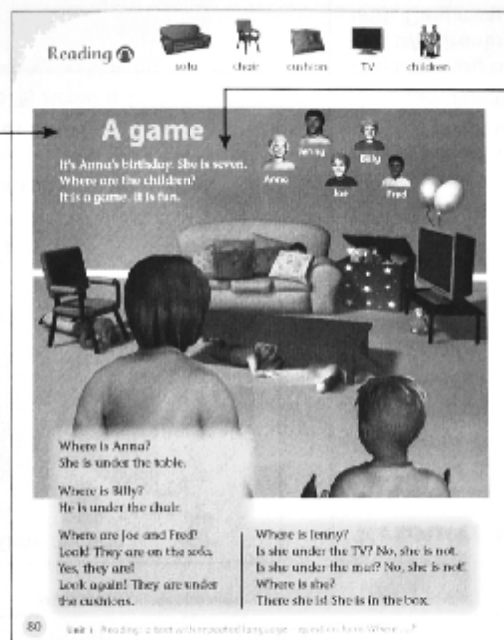
Lesson 3 Reading (PB p80) Session 1 Reading comprehension (PB p81) Session 2

Session 1 Warm-up

Say the chant from PB p79, CD2 track 15.

Activity 1

- 1 Teach the new words using flashcards 91, 92, 94, 95. Point to a group of children in class for *children*.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 16. Children listen and follow.



- 4 Read the first three lines. Ask *How old is Anna? She is seven.*
Continue, reading two or three lines at a time and asking questions.*
- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

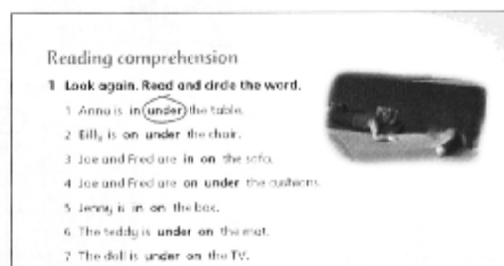
Learn vocabulary words on p9 of Dictionary 1.
Continue Grammar Practice Book Unit 7.

Session 2 Warm-up

Revise all the words for furniture using flashcards 91–95.

Activity 1

- 1 Play CD2 track 16 or read **A game** again to the class.
- 2 Tell children to look at the picture on p81. Ask *Where is Anna?* Elicit ***She is under the table.***
Point out the first sentence and the words in bold. Read *in* and *under*. Say *Anna is under the table*. Point out how *under* is circled.



- 3 Repeat steps 1 and 2 with the next sentence and tell children to circle the words. Tell them to look at the picture on p80. While children are circling, write *Billy is in under the sofa.* on the board. When the class has circled, a volunteer circles on the board. Other children check their own work.
- 4 Continue with the other sentences.
- 5 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

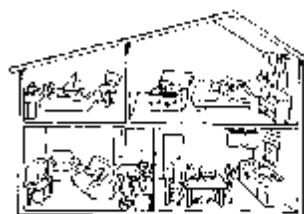
Reading comprehension (WB p66) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the pairs of sentences and write *yes* if they are correct and *no* if they are not.

Reading comprehension



1. Read. Write *yes* or *no*.
Where are the things?
1. The teddy bear is on the bed. It is under the bed.
2. The table is on the sofa. It is on the table.
3. The plate is on the table. It is on the sofa.
4. The ball is on the bed. It is on the sofa.
5. The cup is on the bed. It is on the sofa.

2. Complete the sentences.

1. The teddy bear is the bed.
2. The table is the sofa.
3. The plate is the table.

66 UNIT 7 READING COMPREHENSION

Exercise 2

Children look at the picture and find the objects. They write the room and complete the second sentence with the correct preposition.

Summary box

Lesson aim Reading

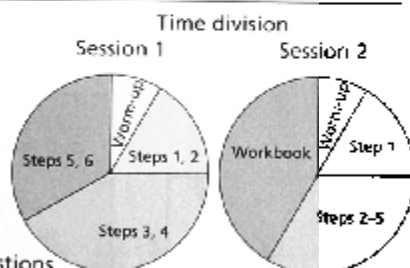
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures *Where is ...? Where are ...? He / She / It is ... They are in / on / under ...*

Key words *sofa, chair, cushion, TV, children*

Materials PB pp80–81; CD2 tracks 15, 16; flashcards 91–95; WB p66



Resource box

- Use these questions or any of your own:

Is Anna on the table? No, she is under the table.

What colour is the sofa? It is red.

Are Joe and Fred under the sofa? No, they are under the cushions.

What is under the TV? A doll. What colour is the mat? Purple.

Where is Jenny? She is in the box.

Ask additional questions about colour and number of objects if you wish.

WB answers

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

Exercise 2: 1 kitchen, on 2 living room, under 3 bathroom, in

Lesson 4 Phonics (PB p81) Listening (PB p82)

Warm-up

Play *Start the word*. See Resource box.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen.

Play CD2 track 17. Children listen the first time. Then they repeat in the pauses.

- 2 Write *ch* and *chip* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Phonics ① Listen and label.

ch chip

② Look and say.

ch a p chip

i u n ch lunch

m a n ch munch

③ Listen, read and say.

Chip: chips for lunch, peas and carrots, munch, munch.


Activity 1


- 1 Give children a few moments to look at the page and the pictures. ●

Ask *Who is in the story?* **Two clowns.** Are they funny clowns? **Yes, they are.** Ask *What is in the pictures?* Elicit, e.g. **the clowns, a kitchen, a hat, a bath,** etc. Tell the class they are going to hear the story.



- 2 Play CD2 track 19. Children listen and point to the different places and objects as they are mentioned.


See Resource box for audioscript.


Listening 








1  Listen and find the pictures.

Where are my glasses?



2  Listen and write the numbers 1-6.

3 Now guess

Activity 1

- 1** Ask three volunteers to hold the cards for *ch*, *i* and *p*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.

- 2** Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.

- 3 Children point in their books, say each phoneme and the whole word.

- 4 Do the same with *chop*, *lunch* and *munch*.

Activity 2

- 1 Use the pictures to explain *chop* to cut quickly with a big knife; *munch* to eat. Play CD2 track 18. Class listens and follows.

- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 2

- 1 Play CD2 track 19 again. Children listen and number the pictures in order.

- 2 Play the track a third time if necessary.

Activitu 3

Children work in pairs. Child 1 asks *Where are my glasses?* Child 2 points to the rooms and asks *Are they in the ...?* Child 1 answers. When Child 2 has asked about each room, he/she asks *Are they under your hat?* Child 1 answers.

Phonics (WB p67)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Children circle the *ch* phoneme. Check that children can say the *ch* sound in these exercises accurately.

Exercises 2 and 5

Children write *ch* to begin and end words. They write the words.

Exercises 3 and 6

Children write the complete sentences and colour the objects in Exercise 3.

Phonics

1 Circle *ch*. Say the sound.

chip chop chair

2 Write *ch*. Write the words. Read the words.

chop chip chair

3 Complete the sentences. Colour.

1 There is one _____ in the box.
2 There are two _____ on the grass.

4 Circle *ch*. Say the sounds.

chop chip chair

5 Write *ch*. Write the words. Read the words.

chip chop chair

6 Complete the sentences.

1 I like to _____ my _____.

2 I like to _____ my _____.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole words.

For Exercises 3 and 6, ask different children to read the sentences they have written.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words beginning and ending with *ch*
- listen to a dialogue
- listen for detail

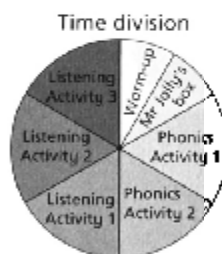
Key language Vocabulary and structures from Unit 7

Key words *chip, chop, chair, lunch, munch*

Materials PB pp81-82; CD2 tracks 17-19; WB p67; phoneme cards for PB p81, Activity 1

Preparation Make phoneme cards for *chip, chop, lunch* and *munch*, with each letter on a separate card, as shown in the PB.

(Optional) Make phoneme cards for the Phonics practice game. See Resource box.



Resource box

Activity 1 audioscript (CD2 track 19)

Clown 1: Where are my glasses? [pause]

Voice Number 1

Clown 2: Are they in the kitchen?

Clown 1: In the kitchen? No, they aren't. [pause]

Voice Number 2

Clown 2: Are they in the sitting room?

Are they on the chair?

Clown 1: On the chair? No, they aren't. [pause]

Voice Number 3

Clown 2: Are they in the bathroom?

Clown 1: In the bathroom? No, they aren't. [pause]

Voice Number 4

Clown 2: Are they in the bedroom? Are they under the bed?

Clown 1: Under the bed? No, they aren't. [pause]

Voice Number 5

Clown 1: Where are my glasses?

Clown 2: Are they under your hat? [pause]

Voice Number 6

Clown 1: Yes, they are.

Both clowns: Ha, ha, ha, ha, ha. [pause]

Phonics practice game: Start the word

Write the word ending *at* on the right of the board. Stick up phoneme cards for *c, h* and *m* in any order on the left. Children take turns to choose a card, place it in front of the word ending to make a whole word. Class reads. Do the same with the word ending *an* and phoneme cards for *f, m* and *v*.

Lesson 5 Class composition (PB p83) Session 1

Session 1 Warm-up

Play *Win a word* with flashcards for toys and transport. See p163.

Dan's box

- 1 Ask children to read the question and answer. Write them on the board. Class reads.
- 2 Ask a volunteer to underline *Anna* in the question.
- 3 Underline *She* in the answer. Ask *Who is 'She'?* Elicit *Anna*.

Activity 1

Give children a few moments to look at the picture. Ask what is in the picture, e.g. *a plane, a car, a chair*, etc.

Ask where the children are using *Where is ...?* and *Where are ...?*

Writing



Where is Anna?
She is under the table.

- 1 Look and say.



- 2 Write.

Jenny



Where is Jenny?
She is in the plane.

Billy



Billy?

Joe and Fred



teddy



pencils



Writing: text with repeated language: question form (Where ...?) answers (Is ...?)

Activity 2

- 1 Ask volunteers to read the first question and answer. Write them on the board. Class reads.
- 2 Write Billy? on the board. Ask *What is the question?* Elicit *Where is Billy?* Complete the question. Class reads. Ask what the answer is. Elicit *Billy is on the chair*. Write it on the board. Class reads.
- 3 Do the same with the other questions and answers.
- 4 Ask different children to read the sentences on the board. Class reads all the sentences.
- 5 Children write the sentences in their books.*
Go around helping and monitoring as they work.
When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p9.

Grammar Practice Book

Children complete Unit 7.

Writing skills (WB p68) Composition practice (WB p69) Session 2

Session 2 Warm-up

Play *Flashcard and word card match* with items of furniture. See p162.

Dan's box

Write the sentences on the board. Remind the class of the pronoun *it* for single objects; *he/she* for people; *they* for any plural groups.

Exercise 1

Make sure children realise they choose a word from the box. Children write the words.

Check answers by asking different children to read out the name(s) and the pronoun.

Exercise 2

Children match phrases and pictures. To check answers, volunteers read a phrase and say the letter.

Writing skills

1. Choose and write.

Where is the teddy? It is under the sofa. Where are Joe and Fred? They are in the car.

2. Read and write the letter.

1 in the bag 2 under the chair 3 on the table

Composition practice

Where is (Billy)? He is on the chair. Where are Joe and Fred? They are in the car. Where is the teddy? It is in the box. Where are the pencils? They are on the table.

Make sure children understand the task before they begin.

Exercise 1

1 Remind them of the words in the box on p68. Remind them of the phrases in Exercise 2.

Encourage children to write as many sentences as they can.**

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)

Check-up 7 WB pp70-71
(Answers on page 127)

Summary box

Lesson aim Writing

Lesson targets Children:

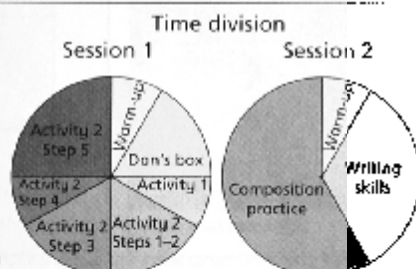
- practise correct use of pronouns and prepositions
- write about where people and objects are

Text type Text with repeated question

Key structures *Where is ...? Where are ...?* prepositions *in, on, under*

Key words Vocabulary from Unit 7

Materials PB p63; WB pp68-69; flashcards 20, 22, 27, 34-38, 49, 50, 53-56, 91-95



Resource box

- If possible, rub out some or all of the sentences on the board. If necessary, leave the complete sentences on the board or rub out only a few key words.
- If necessary, set weaker children fewer target sentences.

Class composition: target writing

Where is (Billy)? He is on the chair. Where are Joe and Fred? They are in the car. Where is the teddy? It is in the box. Where are the pencils? They are on the table.

Composition practice: target writing

(Where are Jenny and Fred? They are) on the sofa. (Where) is (Anna)? She is on the chair. (Where) are Billy and Joe? They are under the table. Where is the kitten? It is in the box. Where are the balls? They are in the bag.

WB answers

p68 Exercise 1: 1 she 2 they 3 they 4 it 5 they 6 he 7 it

Exercise 2: 1 C 2 A 3 B

Portfolio

Children make neat copies of their sentences. They may illustrate them if they like.

8 This is my family

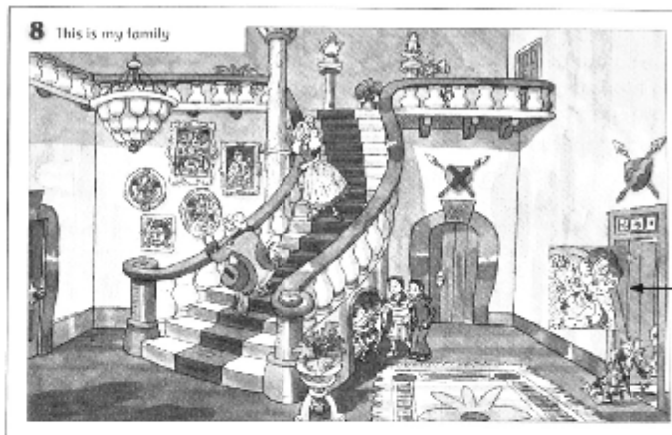
Warm-up

Play a numbers game with 1-10. See pp162-163.

Lesson 1 New words and speaking (PB pp84-85)

Poster 8

- 1 Show poster 8. Read the title. Class looks for a few moments.
- 2 Show flashcards 96-101. Name the family members and *space rocket*. Class repeats.
- 3 Ask different children to find and point to the people and the space rocket on the poster.



4 Ask questions:

Where is Mr Jolly? **He is on the stairs.**
Where is King Tub? **He is under the stairs.**
Is he happy? **No, he isn't.**
How many big pictures are there? **There are five.**

- 5 Play CD2 track 20. Children listen and look at the poster. Point to the people and the space rocket as they are mentioned. Point to each of the characters when they speak

Check understanding of the small picture: King Tub is thinking about a space rocket.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the family members.
- 3 Name the family members. Children point in the box. Show flashcards. Children check they are pointing to the correct person.
- 4 Name the family members in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD2 track 20. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 21. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 21 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp72-73)

Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures and the children below. They match up the children with the other people in their families.

Exercise 2

Children choose the correct letter from the balloons to complete each word.

8 Words

1 Look, read and write the letters.

2 Add the missing letters.

A ... andy B ... other C ... other D ... other E ... other

Learning to learn

1 'What is missing?' Draw.



2 What is missing? Write the words.

	is	are	to	not	are
1	is	are	to	not	are
2	is	are	to	not	are
3	is	are	to	not	are
4	is	are	to	not	are

Exercise 1

Children look at each picture. They add to the picture on the right whatever is missing from the picture on the left to make them the same. This practises thinking and observation skills.

Exercise 2

Children look at the picture on the left and read the sentence on the right. They choose the word from the box to complete the sentence. This practises reading for meaning.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise observation and thinking skills

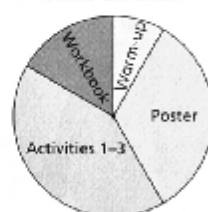
Key structures I've got ... You've got ... I haven't got ... Have you got ...?

Key language Who is this? This is my brother.

Key words family, mother, father, brother, sister; space rocket, little

Materials PB pp84-85; poster 8; CD2 tracks 20, 21; flashcards 96-101; WB pp72-73

Time division



Resource box

• Children should be familiar with this activity by now. Choose five children to read the lines for the characters. If possible, repeat with five different children. Some children may be able to say their lines without reading from the book.

WB answers

p72 Exercise 1: 1 A D 2 F E 3 C H 4 B G

Exercise 2: family, father, mother, brother, sister

p73 Exercise 1: Children draw: 1 the clown's hat 2 three balloons 3 flowers on the hat

Exercise 2: 1 clown 2 fast 3 not 4 is 5 six 6 are

Lesson 2 Grammar (PB p86) Session 1 Grammar in conversation (PB p87) Session 2

Session 1 Warm-up

Write up some capital letters. Children volunteer to write the small letters.

Activity 1

1 Read out the bubbles. Class follows and repeats. Bring two confident children forward to hold flashcards 29 and 101. Encourage them to say the sentences in the bubbles.

2 Point out picture 1. Say *I've got a ...* Elicit **plane**. Say the sentence. Class repeats. Continue with the other pictures. Prompt the whole sentence if possible.

3 Children practise sentences in pairs.*

Grammar

1 Look!

I've got a space rocket.

Find the words.

bird plane dog cat

1 How you got a rocket?

No, I haven't.

Have you got a cat?

Yes, I have.

Ask and answer.

bike dog cat computer pencil

1 I've got a bike.

2 I've got a dog.

3 I've got a cat.

4 I've got a computer.

5 I've got a pencil.

Session 2 Warm-up

Revise the words for family members using flashcards 96–99.

Grammar in conversation

1 Listen and read.

Look! This is my family.

Yes. And this is my mother.

Anna: That's my sister.

No, I haven't. How about you?

Yes, I have.

I've got one brother and two sisters.

2 Listen and say.

3 Now you!

4 Listen and point.

5 Now you!

6 Now you!

7 Now you!

8 Now you!

9 Now you!

10 Now you!

11 Now you!

12 Now you!

13 Now you!

14 Now you!

15 Now you!

16 Now you!

17 Now you!

18 Now you!

19 Now you!

20 Now you!

21 Now you!

22 Now you!

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252 Now you!

253 Now you!

254 Now you!

255 Now you!

256 Now you!

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260 Now you!

261 Now you!

262 Now you!

Grammar (WB p74) Session 1 Grammar in conversation (WB p75) Session 2

Check children understand the tasks before they begin.

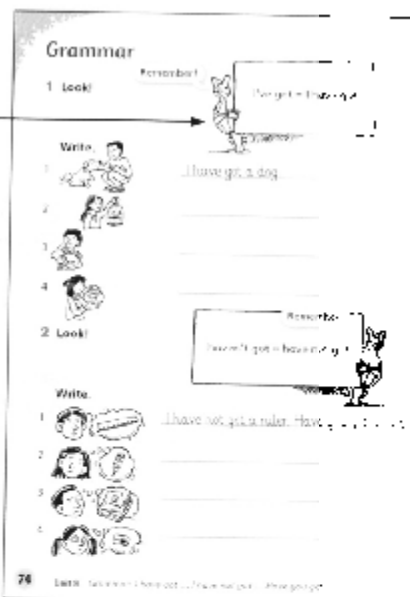
Exercise 1

- 1 If you wish, demonstrate the contractions using word cards, letter cards and the apostrophe. Children practise making the full form from the contractions and making contractions from the full form. Alternatively, do this on the board.

- 2 Children write complete sentences for each picture.

Exercise 2

Children write negative sentences and questions.



Grammar in conversation

1. Wahrheit steht im Zentrum.



Now you'll have a good idea of what we're

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

• **Children choose Who** for questions about people and **What** for questions about objects.

Exercise 2

- 1 Children read the examples.
- 2 Children draw their own families and write sentences.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

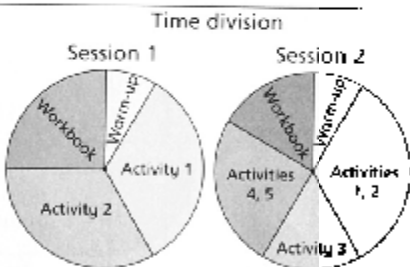
Key structures *I've got a ... Have you got a ...? Yes, I have. / No, I haven't.*

Key language *Who's this? This is my brother.*

Key words mother, father, brother, sister, family

Materials PB pp86–87; track 0; WB pp74–75; flashcards 29, 96–99, 101, {optional 4, 6, 37, 41, 54, 74}

Preparation Download or make word, letter and apostrophe cards to use with WB p74, Exercise 1.



Resource box

- * Children take turns to point and say the sentences. To make this a class game, stick up flashcards 4, 6, 37, 41, 54, 74. Children take turns to choose a card and say *I've got a ...* Class checks the sentence was correct. If necessary, help children to correct themselves.

- **** To give extra practice or to make this a class game, give volunteers an object or a flashcard. Ask questions to produce affirmative and negative answers. When confident, bring pairs forward. One child selects an item. The other child asks *Have you got a ...?*

WB answers

p/4 Exercise 1: 2 I have got a bird. 3 I have got a rabbit. 4 I have got a fish.
Exercise 2: 2 I have not got a pencil. Have you got a pencil? 3 I have not got
a book. Have you got a book? 4 I have not got a rubber. Have you got a
rubber?

p75 Exercise 1: 3 Who 4 What 5 What 6 Who

Grammar Practice Book Unit B

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (PB p88) Session 1 Reading comprehension (PB p89) Session 2

Session 1 Warm-up

Play *Win a word* with word cards for toys and furniture. See p163.

Activity 1

- 1 Teach the new words using flashcards 102–106. Point to the bed in the big picture and say *bed*.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 25. Children listen and follow.

Reading 

My room



My name is Lily.
This is my room.
It is big.

I have got a bed. It is blue and green.
I have got a box. My toys are in the box. I have got three dolls and I have got one teddy.
I have got a lamp. It is green. It is on the blue table. I have got a computer and I have got five computer games. They are on the green desk. I have got a chair. It is blue. I have not got a TV.
There is one shelf in my room. There are two photos on the shelf.

This is my grandmother and this is my grandfather.

This is my family. I have got two brothers and I have got a little sister.

88 Reading: a description of a room

- 4 Read the first three lines. Point out Lily. Ask *Who is this?* **This is Lily.**
Read the next paragraph and ask questions.*

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks


Learn vocabulary words on p10 of Dictionary 1. Continue Grammar Practice Book Unit 8.

Session 2 Warm-up

Revise the new words using flashcards 104–106 and any items of furniture the children find difficult.

Activity 1

- 1 Play CD2 track 25 or read *My room* again to the class.

Reading comprehension 

- 1 Read the sentences. Tick ✓ the correct sentences. Cross ✗ the wrong sentences.
 - 1 I have got three dolls and I have got one teddy. ☐
 - 2 My bed is blue and yellow. ☐
 - 3 The lamp is on the green table. ☐
 - 4 I have not got a computer. ☐
 - 5 I have got five computer games. ☐
 - 6 I have got a TV. ☐
 - 7 I have got two brothers and a little sister. ☐

- 2 Explain the activity to the class. Ask a child to read the first sentence. Ask *Is it correct?* Children look back at the text to find the answer.
Help the class to find the sentence in the text. When you are sure all children have found it, they may tick the box.

- 3 Continue with the other sentences. Children look at the text or the picture to find the answers.

- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p76) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the speech bubbles. They look at the pictures and find the one that matches what each character says. They write the number.

Reading comprehension

1 Read and write the numbers.

Hello, I'm Meg. I've got an ant and a dog at home. I'm not in the photo of the family.

My name is Anna. I've got three brothers. I'm not in the photo of the family.

Hi, I'm Harry. I've got a cat, a dog and a photo of my family on the shelf. I'm not in the photo.

2 Read and write the names.

My photo is on the shelf.

My photo is on the table.

My photo is on the table.

76 Unit 8 Reading comprehension (WB p76) Session 2

Exercise 2

Children read the bubbles and match the characters to the pictures below.

They write the name of the character under each picture.

Summary box

Lesson aim Reading

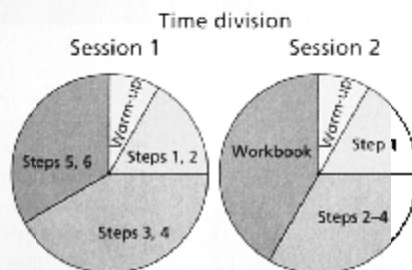
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures *I have got ...*

Key words *grandmother, grandfather, lamp, shelf, photo, bed*

Materials PB pp88–89; CD2 track 25; flashcards 102–106 and other furniture flashcards of your choice; WB p76



Resource box

* Use these questions or any of your own:

What colour is the bed? How many dolls are there in the box? Is there one teddy? What colour is the lamp? the small table? How many computer games are there on the table? What colour is the chair? How many photos are there?

WB answers

Exercise 1: Meg 2, Anna 1, Harry 3

Exercise 2: 1 Meg 2 Anna 3 Harry

Lesson 4 Phonics (PB p89) Listening (PB p90)

Warm-up

Play the Letter changing game. See p162.

Mr Jolly's box

- Children find Mr Jolly. They point to the box and listen. Play CD2 track 26. Children listen the first time. Then they repeat in the pauses.
- Write *th* and *father* on the board. Point to each one. Class says the sound and the word.
- Repeat until they say them accurately and confidently.

Phonics

Look and learn.

th father

1 Look and say.

father mother brother

2 Listen, read and say.

This is my father.
This is my mother.
This is me.
And this is my brother.

Reading comprehension: true/false statements, Phonics, 11 (p89) Unit 8

Activity 1

- Put flashcards 96–98 on the board.
Point to the father flashcard and hold up the word card. Say *th* and point out the two letters on the card. Class repeats.
- Say the whole word. Class repeats.
- Repeat with *mother* and *brother*.

Activity 2

- Ask who is in the picture. Elicit, e.g. *a family, father, mother and brother*. Play CD2 track 27. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

Children look at the pictures. Ask who is in each one, e.g. *mother, father, grandmother, two boys* (or *two brothers*), etc.

Activity 2

Play CD2 track 28. Children listen and draw lines from the children on the left to their family groups. Play the track twice if necessary.

Audioscript (CD2 track 28)

- Lisa: Hello! I'm Lisa. This is my family. This is my mother and this is my father. I've got two sisters and two brothers. Oh! And I've got three cats. They're very pretty. [miaows]
- Ben: Hi! My name's Ben and this is my family. My mother, my father, my grandmother and my grandfather. I've got two brothers and one sister. I've got a dog, too. [woof! woof!]
- Ann: Hello! I'm Ann and this is my family. This is my mum and dad. And this is my grandpa and my grandma. I haven't got a brother and I haven't got a sister. But I've got a cat, a dog and a bird. They're very noisy. Listen! [miaow, woof, tweet]

Listening

1 Look.

2 Listen and draw lines.

3 Listen again. Listen for the words.

1 family 2 father 3 brothers 4 grandfather
5 sister 6 mum 7 grandma

4 Listen and sing.

I've got a dog. His name is Bob.
He's a good dog, too.
Ben says 'Bow wow', too.
I've got a cat. His name is Roo.
He's a good cat, too.
Roo says 'Meow Meow', too.
I've got a bird. His name is Woo.
He's a good bird, too.
Woo says 'Tweet, tweet'. Roo says 'Meow, Meow'.
Ben says 'Bow wow', too.

Unit 8: Listening: identifying, listening for detail

Activity 3

- Play CD2 track 28 again. Children look at each word and raise their hands when they hear it spoken.

Activity 4

- Play CD2 track 29. Children listen.
- Play CD2 track 30 (music only). Encourage children to join in.*

Phonics (WB p77)

Make sure that children understand the tasks before they begin.

Exercises 1

Children read. They circle the *th* phoneme in the words then write them.

Exercise 2

Children write the words under the correct pictures.

Exercise 3

Children write the *th* phoneme at the beginning of frequently used words. They use them to complete sentences.

Exercise 4

Children read the sentences they have completed.

Phonics

1 Read the words. Circle *th*. Write the words.

father mother brother

2 Match the words and the pictures.

3 Write *th*. Write the words. Read the words.

Use the words. Complete the sentences.

1 _____ is my _____.

2 _____ is one flower in _____ garden.

3 _____ are two frogs. _____ are green.

4 Read the sentences.

Phonics (Workbook) Book 77

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 1–3, ask different children to say the whole words they have written.

For Exercise 4, ask different children to read the sentences they completed in Exercise 3.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

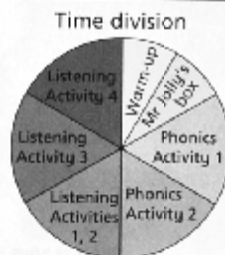
- sound out, read and write words with the voiced phoneme *th*
- listen for gist and for specific words
- listen to and learn a song

Key language Vocabulary and structures from Unit 8

Key words *father, mother, brother; the, this, they, there*

Materials PB pp89–90; CD2 tracks 26–30; WB p77; flashcards 96–98; word cards for PB p89, Activity 1

Preparation Download or make word cards for *father, mother, brother*.



Resource box

* Encourage children to join in with the animal sounds on the second play. On the third play, encourage them to say all the words in the lines with the animal sounds. Read the first lines of each verse *I've got a ...* with the class. Encourage them to sing these lines on the fourth play. Read through the second lines of each verse. On the final play, encourage children to sing the whole song.

WB answers

Exercise 3: the, this, they, there 1 This, brother 2 There, the 3 There, They



Lesson 5 Class composition (PB p91) Session 1

Session 1 Warm-up

Revise all the words for furniture using flashcards.

Dan's box

- 1 Ask a child to read the first two sentences. Write them on the board. Class reads.
- 2 Ask a child to read the third sentence. Write it on the board.
- 3 Underline *and* in the third sentence. Explain to the class that it joins two short sentences and makes them into one long sentence.
- 4 Explain that they are going to write some short sentences and one long sentence in this writing activity.

Activity 1

- 1 Children look at the picture. Ask them to name the things in the picture.
- 2 Write words on one side of the board. Ask *What colour is/are the ...? How many ... are there?*
- 3 Note colours and numbers of things, e.g. *bed – red, yellow; three cars, etc.*

Writing

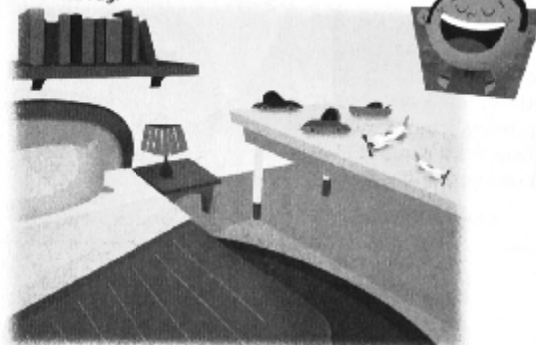
Look.



I have got three dolls. I have got one teddy.
I have got three dolls and I have got one teddy.



1 Look and say.



2 Write.

This is my room. It is small.

Writing: a descriptive text Unit 8 91

Activity 2

- 1 A child reads the first two sentences.
- 2 Begin the next line *I have got ...* Remind the class of the boy in the picture. Explain that the activity is to write his words.
- 3 Ask children what to write next. Point out the notes on the board. Help the class to make up sentences about the different objects.
- 4 Write each sentence on the board. They need not be in the same order as the target writing. Class reads each sentence when it is written. Aim to use the conjunction *and* at least once.
- 5 When the description is finished. Ask different children to read the sentences on the board. Class reads all the sentences.
- 6 Children write in their books.* Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p10.

Grammar Practice Book

Children complete Unit 8.

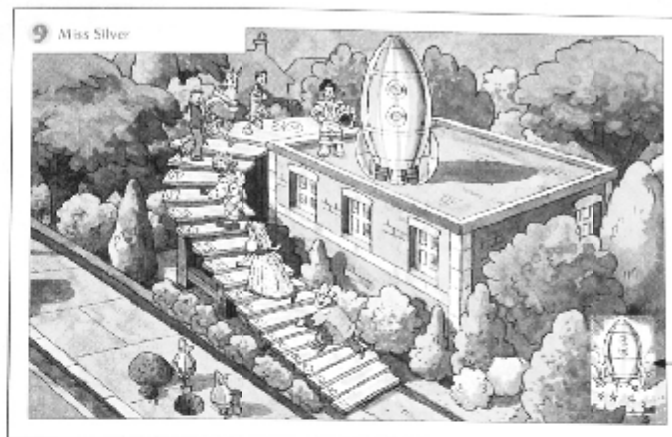
9 Miss Silver

Warm-up
Revise numbers 1–10.

Lesson 1 New words and speaking (PB pp92–93)

Poster 9

- 1 Show poster 9. Read the title. Class looks for a few moments.
- 2 Show number cards. Say the numbers. Class repeats. Show and name flashcard 158 *space woman*. Class repeats. Say her name is Miss Silver.
- 3 Ask different children to find and point to numbers on the poster.

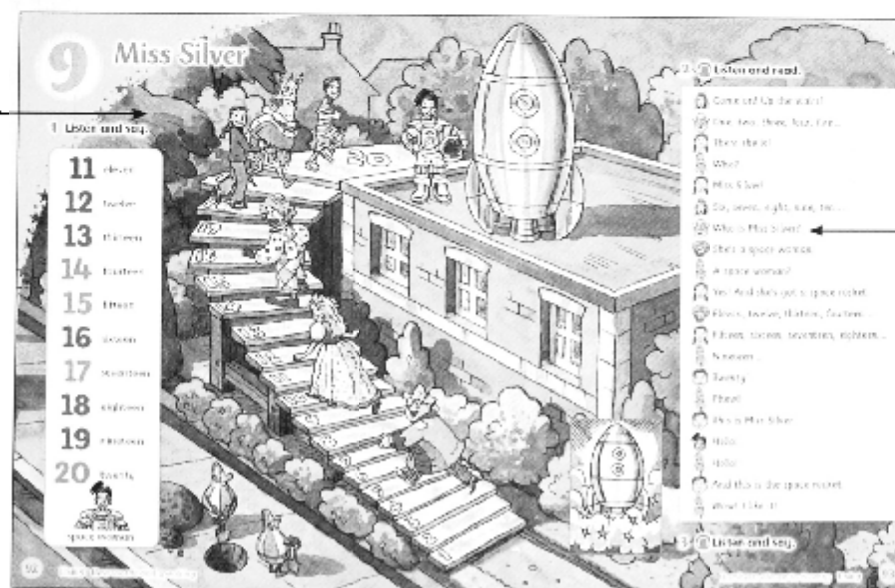


- 4 Ask questions:
Who is on the stairs?
Who is on number 14? 18? 19? 20?
What colour is the space rocket?
- 5 Play CD2 track 31. Children listen and look at the poster. Point to the numbers as they are mentioned. Point to each of the characters when they speak.
- Check understanding of the small picture: The space rocket is taking off.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show number cards. Class says the number.
- 3 Say the numbers. Children point to them in the box. Show number cards. Children check they are pointing to the correct number.
- 4 Name the numbers in a different order and *space woman*. Children find them in the big picture in their books.



Activity 2

- Play CD2 track 31. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 32. Children follow and repeat in the pauses.
- 2 Play CD2 track 37 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp82-83)

Check that children understand the tasks before they begin.

Exercise 1

Children write the numbers in figures next to the number words.

Exercise 2

Children count and write the number of objects in words.

9 Words

1 Read and write the numbers.

11 12 13 14 15 16 17 18 19 20

1 fourteen 14 2 twelve
3 eighteen 4 fifteen
5 eleven 6 twenty
7 seventeen 8 thirteen
9 sixteen 10 nineteen

2 Count and write.

books lemons insects hats balls

1 sixteen balls
2 twenty lemons
3 fifteen books
4 twenty hats
5 twelve insects

20 Words numbers eleven-twenty

Learning to learn

1 Show them in the dish or the box.



2 Write the words.

On the dish: melon, grapes, oranges, apples, bananas
In the box: car, train, boat, ball, doll

Exercise 1

Children draw lines from the objects to one or other of the two containers. This is a simple task in categorising.

Exercise 2

Children write the words for the items in two lists, according to the category they decided in Exercise 1.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and thinking skills

Key structure *She's got ...*

Key language *I like ...*

Key words numbers 11-20; number words eleven to twenty, space rocket

Materials PB pp92-93; CD2 tracks 31, 32; poster 9; flashcard 158; WB pp82-83; number cards



Resource box

• This dialogue practice should by now be a familiar activity. Encourage children who have not acted a role to do so (King Tub has a very simple role in this dialogue). If possible, let two groups of seven children read and act the parts. Other children follow in their books.

WB answers

p82 Exercise 1: 2 12 3 18 4 15 5 11 6 20 7 17 8 13 9 16 10 19

Exercise 2: 2 eleven insects 3 twenty lemons 4 fifteen books 5 twelve hats

p83 Exercise 2: On the dish: melon, grapes, oranges, apples, bananas; In the box: car, train, boat, ball, doll

Lesson 2 Grammar (PB p94) Session 1 Grammar in conversation (PB p95) Session 2

Session 1 Warm-up

Revise toys and *space rocket* using flashcards 27–29, 34–38, 101.

Activity 1

1 Volunteers read out the bubbles. Class repeats. Give two children flashcards 28 and 101 to hold. Class says the sentences.

2 Tell children to look at the boy. Ask *What has he got?* Elicit *He has got a plane*. Continue with the other pictures in the same way.

3 Children practise in pairs.*

Grammar

1 Look! He's got a car. She's got a space rocket.

Point and say

2 Look! Has she got a book? Yes, she has. Has he got a bag? No, he hasn't.

Ask and answer

1 Look! 2 He's got a car. 3 She's got a space rocket. 4 Has she got a book? 5 Yes, she has. 6 Has he got a bag? 7 No, he hasn't.

24 Grammar in conversation

1 Point and say

2 Listen and read.

3 Listen and say.

4 Now you!

Session 2 Warm-up

Use flashcards 67–73 to revise words for food.

Activity 1

Class names the plural items in the pictures. Make sure they sound the plural *s*.

Activity 2

Explain that the children in the photos are playing a singing game. Play CD2 track 33. Children listen and follow in their books.

Activity 3

Play CD2 track 34. Children listen and repeat in the pauses.

Activity 2

1 Ask two or more children to read the bubbles to the class.

2 Tell the children to look at the boy. Ask *Has he got a bike?* Elicit *Yes, he has*. Ask about the other children and objects.

3 Children practise in pairs.**

Go to Workbook Session 1 ↓

Activity 4

1 Children practise the conversation in groups of six. They may say things they like themselves.

2 To make this a class activity, put up flashcards of plural items, or word cards for plural nouns, on the board. Let a volunteer take one and say, e.g. *I like carrots. How about you?* The first child points to another, who then chooses a card and says *I like ...*, etc.

Go to Workbook Session 2 ↓

Check that children understand the tasks before they begin and that they must write sentences in the full form.

If you wish, practise contractions and full forms with the class using word and letter cards and the apostrophe card.


Exercise 1

Children write a sentence about what each child has got.


Exercise 2


Children complete the question and write what each child has not got.


Grammar


1 Look!  *She's got a doll.*


Write:



1  *He has got a plane.*

2  *She has got a bike.*


3  *He has got a car.*


4  *She has got a balloon.*


5  *He has got a dog.*

2 Look!  *He hasn't got a cat.*  *She hasn't got a dog.*

Write:

1 *I like a cat.*  *No, he has not got a cat.*

2 *I like a bird.*  *No, she has not got a bird.*

3 *I like a fish.*  *No, he has not got a fish.*

Grammar in conversation

1 Finish the sentences.

1 *He's got a...*



2 *She's got a...*



3 *He's got a...*



4 *She's got a...*



2 Look, read and write.

1 Ask questions and I reply.



If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Point out that the first letter in each sentence is given. Children complete the sentences.

Exercise 2

Children look at the picture and write the sentence. They draw and write about themselves.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a chant
- read and repeat the chant
- practise the chant

Key structures *He's got ... She's got ...*

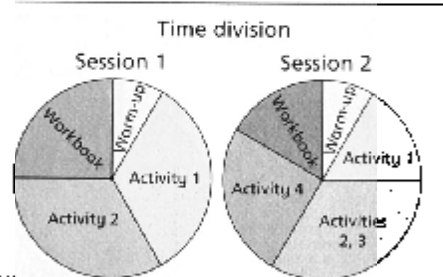
Has he got ...? Has she got ...? Yes, he/she has. No, he/she hasn't.

Key language *I like (plural noun).*

Key words Vocabulary from previous units

Materials PB pp94–95; CD2 tracks 33, 34; flashcards 27–29, 34–38, 67–73, 101 (optional flashcard 50); WB pp84–85

Preparation Download word, letter and apostrophe cards as required.



Resource box

* Alternatively, give practise in asking questions with the whole class. Bring forward a boy and give him flashcard 50 to hold. Bring forward a volunteer to point to the boy and ask the class *Has he got a bike?* Class answers. Prompt half the class to ask the question again, the other half answers. Continue with the other objects. The two halves of the class take turns to repeat the question and answer.

** If you wish, groups practise their lines. They take turns to say them to the class. Encourage groups to say different things and to keep the rhythm. Groups could perform to another class or to parents.

WB answers

p84 Exercise 1: 2 He has got a plane. 3 She has got a bike. 4 She has got a balloon. 4 He has got a car.

Exercise 2: 2 Has she got, No. She has not got a bird. 3 Has he got, No. He has not got a fish.

p85 Exercise 1: 2 bananas 3 oranges 4 apples

Exercise 2: I like cakes and sweets.

Grammar Practice Book Unit 9

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.


Lesson 3 Reading (PB p96) Session 1 Reading comprehension (PB p97) Session 2

Session 1 Warm-up

Say the rhyme from PB p79, CD2 track 15. Divide the class in two. One side says the names; the other side completes the line.


Activity 1

- 1 Teach the new words using flashcards 107–109. Show something silver to explain the word if you wish. Point to a tall child to teach *tall*. Point to the space suit that the space woman is wearing to explain it.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Read the title. Play CD2 track 35. Children listen and follow.

Reading 

The space woman

This is the space woman.
This is Claire.
She has got glasses.
She has got long hair.
Claire has got blue eyes.
She is tall, she is not fat.
She has got a silver space suit
and has the space suit.
Bless happy girls
and twenty happy boys.
Come on, children,
Come on, up the stairs
to a silver space suit.
Come on, up the stairs.



I like...

I like peas.
I like apples.
I like oranges.
I like lemons.
I like pears.
I like peas.
Bless and happy?
Oh, yes, please!



96 Unit 9 Reading comprehension

- 4 Read the title of the first poem then the first verse. Ask questions.* Do the same with the other verses.**

- 5 Read the title of the second poem. Play track 00. Children follow. Read again and ask questions.***

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p11 of Dictionary 1. Continue Grammar Practice Book Unit 9.

Session 2 Warm-up

Put food flashcards on the board. Children take one and say *I like ...* Class repeats.

Activity 1

- 1 Play CD2 track 35 or read the poems again to the class.
- 2 Write the first sentence with the alternative words on the board. Read the two versions of the same sentence to the class. Ask which word is correct. Elicit *space*. Let a child circle on the board. Children check the answer in their books.

Reading comprehension

- 1 Circle the correct word.
1. Claire is the space / silver woman.
2. Claire has got space / long hair.
3. She is not tall / fat.
4. She is the space suit / cat.
5. The girls are happy / hungry.
6. There are twenty boys / tags.

- 3 Read out the second sentence using the alternative words. Ask which word is correct. Elicit an answer. Check the rest of the class agrees. Children circle in their books.

- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p86) Session 2


Check that children understand the tasks before they begin.
Remind them they will need colours for Exercise 2.

Exercise 1

Children read about the characters. They write their names on the lines under the pictures.

Reading comprehension


1. Read. Write the names.



Ben is tall. He has got glasses.
He has got brown hair.
Sue is small and she is thin.
She has got long hair.
Monica is small. She has got short hair.
She has got short hair.

Joe is tall. He has got glasses.
He has got brown hair.
Sue is small and she is thin.
She has got long hair.
Monica is small. She has got short hair.
She has got short hair.

2. Read. Draw and colour.



Joe has got long hair. He has got glasses.
Sue has got short hair. She has got short hair.

Monica has got short hair. She has got short hair.
Sue has got long hair. She has got long hair.

Exercise 2

Children draw and colour pictures of the children as described in the text below the outlines.

Summary box

Lesson aim Reading

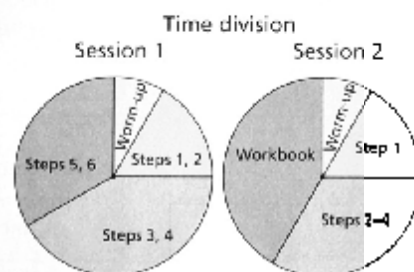
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key words hair, eyes, glasses; tall, space suit, silver

Key structures She has got ... I like ...

Materials PB pp96–97; CD2 tracks 15, 35; flashcards 67–73, 107–109; WB p86



Resource box

* Use these questions or any of your own:

(Verse 1) Point and ask *Who is this? Claire.*

What has she got? She has got glasses/long hair.

** (Verse 2) *What colour are her eyes? Has she got a dog?*

(Verse 3) *How many children are there? How many toys are there?*

(Verse 4) *What colour is the space rocket?*

*** *What colour are lemons? peas? carrots? Are melons/peas big or small?*

PB answers

p97 Activity 1: 2 long 3 fat 4 sat 5 happy 6 toys

Activity 2: 1 oranges 2 pears 3 melons

WB answers

Exercise 1: 1 Joe 2 Kate 3 Ben 4 Fred 5 Mona 6 Sue

Lesson 4 Phonics (PB p97) Listening (PB p98)

Warm-up

Play *Finish the word* with *sh*, *ch* and endings *ip*, *op* and *air*. See p162.

Mr Jolly's box

- Children point to the box and listen. Play CD2 track 36. Children listen the first time. Then they repeat in the pauses.
- Write *th* and *thin* on the board. Point to them. Class says the sound and the word. Repeat until they say them accurately and confidently.

Activity 1

- Three children hold the cards for *th*, *i* and *n*. Stand them in a line, with space between them. Point to each card and say the sound. Class says with you.

Activity 1

Children look at the pictures. Ask who is in each one and *What has he/she got?*

Activity 2

Play CD2 track 38. Children listen and write the letters. Play it again if necessary.

Phonics

Look and listen.

th thin

1 Look and say.

th i n then th i ch thick b a th both p a th path

2 Listen, read and say.

Then bananas, thick bananas, one, two, three.

Then bananas on the both, thick bananas on the both.

Then bananas, thick bananas, one, two, three.

Learning objectives: to hear and identify the sound of /th/ and /thin/.

- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Do the same with *thick*, *both* and *path*.

Activity 2

- Ask what is in the pictures. Play CD2 track 37. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Listening

1 Look.

2 Listen and write the letters.

3 Listen and check.

4 Now guess.

1 2 3

Learning objectives: to hear and identify the sound of /th/ and /thin/.

Activity 2 audioscript (CD2 track 38)

Voice Number 1.	Voice Number 2	Voice Number 3.
Boy: Is this a girl or a boy?	Girl: Is this a boy or a girl?	Boy: Is this a boy or a girl?
Girl: A boy.	Boy: A girl.	Girl: A boy.
Boy: OK ... a boy.	Girl: OK ... a girl.	Boy: A boy ... A boy.
Girl: Yes.	Boy: Minus hmm.	Girl: Has he got a ball?
Boy: Has he got a bike?	Girl: Has she got an ice cream?	Boy: No, he hasn't.
Girl: No, he hasn't.	Boy: No, she hasn't.	Girl: Has he got a rabbit?
Boy: Has he got a car?	Girl: Has she got a computer?	Boy: Yes, he has.
Girl: Yes, he has.	Boy: Yes, she has.	Girl: It's Picture ...
Boy: Aha! It's Picture ...	Girl: It's Picture ...	

Activity 3

Play CD2 track 39. Children check their answers.

Activity 4

Children play the game in pairs.**

Phonics (WB p87)

Make sure that children understand the tasks before they begin.

Exercise 1

Children write the *th* phoneme to make words. They write the complete words.

Exercise 2

Children write words under the pictures.

Exercise 3

Children circle the phoneme *th* and write the words.

Exercise 4

Children use words they have practised to complete sentences.

Phonics

1 Write *th*. Write the words.
thin thick bath path

2 Read the words. Match the words to the pictures.
bath thin path thick

3 Read the words. Circle *th*. Write the words.
thin thirteen thirteen

4 Look at the pictures. Complete the sentences.
1 bath are in the bath.
2 bath are on the bath.
3 She's got a bath.
4 He's got a bath.

Phonics (WB p87) 121

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 1 and 3, ask different children to say the whole word they have written.

For Exercise 4, ask different children to read the completed sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

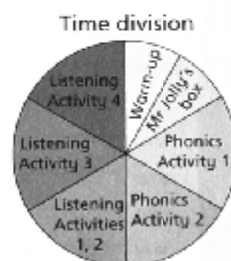
- sound out, read and write words beginning or ending with the unvoiced *th* phoneme
- listen for gist and detail in a guessing game
- play the guessing game

Key language Vocabulary and structures from Unit 9

Key words thin, thick, bath, path, three, thirteen

Materials PB pp97–98; CD2 tracks 36–39; WB p87; phoneme cards for PB p97, Activity 1

Preparation Make phoneme cards for *thin*, *thick*, *bath* and *path*, with each phoneme on a separate card, as shown in the PB.



Resource box

* **Note:** The *ck* phoneme is presented and practised in Unit 12. Model the pronunciation only. Do not go into detail about this sound.

** Alternatively, to make this a class activity let a volunteer stand in front of the class. He/She tells you which picture he/she has chosen. Other children ask questions to find out which one it is.

PB answers

p98 Activity 2: 1 Picture E 2 Picture D 3 Picture C

WB answers

Exercise 4: 1 Three, bath 2 Thirteen, path 3 thin 4 thick

Lesson 5 Class composition (PB p99) Session 1

Session 1 Warm-up

Say the rhyme from PB p97, CD2 track 37.

Dan's box

1 Ask a child to read the phrases. Write them on the board. Class reads.

2 Circle *happy*. Read and point to the words *a ... girl*. Say *a happy girl*. Explain 'happy' tells us about the girl.

Activity 1

1 Ask different children to read out the words. Write them on the board. Class reads.

Ask a child to read the title of the first poem. Write it on the board.

2 Ask *What is in the garden?* When children name objects, ask about colour.
For the animals, as well as colour, ask *Is it noisy? quiet? big? small?*

3 Write *a ... flower* on the board. Tell children to look at the flower in the picture then at the list of words on the board. Tell them to match a word with the flower. Elicit ideas. Agree with the class which is the best one. Complete the first line. Class reads.

Writing

Look

a happy girl

a yellow banana



1 Read the words. Choose and write.

noisy purple yellow small red blue quiet big

In the garden

- a _____ flower
- a _____ pear
- a _____ table
- a _____ chair
- a _____ bird
- a _____ frog
- a _____ mouse
- a _____ dog



I like ...



boats
trains
cars
planes

2 Listen and say.

Writing: completing and listening to rhyming poems Unit 9 99

4 Continue in the same way with the other lines and words.

Note: It will help the class if you rub off words in the list when they have been used.

5 Ask a child to read the second title. Write it on the board. Ask a child to read the words.

Write up the first line beginning *I like ...* Children name the objects that are shown for the first line.

Complete the line. Class reads. Complete the other lines in the same way.

6 Play CD2 track 40. Children look at the board and follow. Class reads the two poems aloud.
See Resource box for audioscript.

7 Children complete the poems in their books. Erase words from the board if you wish.
Go around helping and monitoring as they work. When they have finished, children read out the poems.

Activity 2

Children listen and repeat in the pauses.

Homework tasks

Dictionary

Children revise all words on p11.

Grammar Practice Book

Children complete Unit 9.

Writing skills (WB p88) Composition practice (WB p89) Session 2

Session 2 Warm-up

Write *I like ...* on the board.
Children suggest things they like.
Make a list.

Dan's box

Write the phrases on the board.
Explain 'happy' tells us about the girl; 'yellow' tells us about the banana.

Exercise 1

1 Read sentence 1. Ask *What word tells us about the car?*
Elicit *noisy*. Point out that noisy is circled.

2 Write sentence 2 on the board.
Class reads. Ask *What word tells us about the motorbike?*
Elicit *fast*. Circle it. Children circle in their books.

3 Do the other sentences in the same way.*

Exercise 2

Children choose words to complete the sentences.

Summary box

Lesson aim Writing

Lesson targets Children:

- complete poems
- learn word order: adjective, noun
- practise identifying adjectives

Text type Poems

Key structure *I like ...*

Key words Vocabulary from Unit 9

Materials PB p99; CD2 tracks 37, 40, 41; WB pp88–89

Writing skills

Read about

1. Circle the words.

1. She has a happy face.
2. This is a fast motorbike.
3. The frog got a big frog.
4. He has got a new hat.
5. This is a little kitten.
6. The train has a black engine.

2. Choose and finish the sentences.

1. The bus is slow.

2. The motorbike is fast.

3. The boy is happy.

4. The frog got a big frog.

5. The kitten has got a new hat.

Composition practice

1. Read the poem. Listen to the audio.

2. Write the poem.

3. Listen to the audio.

Exercise 1

1 Write the title on the board. Class reads.
Explain street.

2 Children look at the pictures and complete the lines. Do the work orally first if you wish.

3 Go around helping and monitoring as they work.

Exercise 2

Children look at the poems and write.

Exercise 3

Play CD2 track 41. Children listen and follow.

Homework tasks

Portfolio (see Resource box)

Check-up 9 WB pp90–91 (Answers on p127)

Resource box

* Explain that when talking about the hair on a person's head, *hair* does not have an article and is not in the plural form.

Class composition: target writing

Activity 1 audioscript (CD2 track 40)

In the garden

a purple flower a blue table a noisy bird a small mouse
a yellow pear a red chair a quiet frog a big dog

I like ...

I like boots.
I like trains.
I like cars.
I like planes.

Composition practice: target writing

Exercise 1 audioscript (CD2 track 41)

In the street

a happy boy a big inn a slow bus an old bike
a tall man a noisy van a fast plane a long train

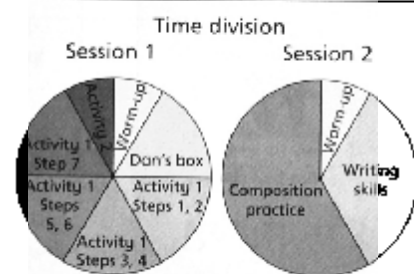
WB answers

p88 Exercise 1: 2 fast 3 long 4 short 5 little 6 black

Exercise 2: 1 old 2 long 3 little 4 big 5 new

Portfolio

Follow the procedure as on p89.



Revision 3 (PB p100)

Activity 1

- 1 Give the class a few moments to look at the picture. Make sure they understand that it shows the inside of a house. Use flashcards 85–88 to revise the words for rooms in a house.
- 2 A child reads the girl's first bubble. Ask *Who is in the family?* Elicit **Dad, Mum, etc.**
- 3 Ask a child to read the girl's second bubble. Ask *Where is Dad? What has he got?* Children find him. Elicit **Dad is in the garden. He has got a van.**
- 4 Children find and talk about the other people in the family.

Activity 2

- 1 Point out the objects. Ask what each one is.
- 2 Ask *Where is the doll?* Children find it. Elicit an answer. Ask other children if the answer is correct.
- 3 Continue with the other objects.

Revision 3

1 Read and say.

This is my family.



Where are they? What have they got?

Jim is in the bedroom. He has got a computer.



2 Where are they? Find and say.



3 Read.

Mum is in the kitchen. She has got a big cake. Susie is in the garden. She has got an ice cream. Grandma has got an umbrella. It is pink. Dad has got a red van. It is big. The garden is pretty. There is a pond. There is one boat on the pond. The cat is under the table.

100

Revision 3: Units 7–9

Activity 3

- 1 A child reads the first four sentences. If you wish to give individual practice ask other children to read them. Class reads the first four sentences together.
- 2 Do the same with the next four sentences.
- 3 A child reads the paragraph about the garden. Class reads the paragraph. If you have confident readers, let them take turns to read several sentences to the class. Class reads the whole text again together.

Extra activities

Class games

Divide the class in two. Make a statement about a person or object in the picture, e.g. *It's on the stairs. She's in the kitchen.* The first child to answer correctly wins a point for his/her team.

Use number cards to revise numbers with the class.

Ask *How many flowers / tables / stairs are there?*, etc.

Pair work

Children take turns to talk about people in the picture, e.g. *Grandpa is in the garden.* Their partner says what the person has got, e.g. *He has got a motorbike.* Go around listening to pairs.

Project 3 My family (PB p101)

This project gives children the opportunity to make their own book and to do a longer piece of writing. It may be started in a lesson and completed for homework.

Activity 1

Children draw pictures of their family or bring photographs from home that they can stick in their books.

Alternatively, they can use some photos and draw pictures as well.

Activity 2

Children read the words in the box. They think of two or three sentences for each member of their family. They write the sentences in their copy books.

If you wish, check their work before they move on to Activity 3.

Summary box

Lesson aim Revision

Lesson targets Children:

- name people in a picture and describe where they are
- make statements about people in their family
- read a text about a family
- make a book about their family and write sentences

Project 3 My family

1 Draw pictures of your family.



Find pictures of your family.



2 Write about your family. Choose words from the box.

tall short small pretty little long big fat thin hair eyes glasses

3 Make a book.



4 Show your book. Talk about your family.

This is my father. He is tall. He has got brown hair.



I have got two brothers. This is my little brother, Fred. He is funny.



This is my sister, Jo. She is eleven. She has got green eyes.



This is my grandmother. She is small. She has got glasses.



Project 3: My family 101

Resource box

Portfolio

If you wish, this project may be included in children's portfolio of written work.

Activity 3

Children make a small book using any method that you choose.

They stick in their photos and/or drawings and write underneath, using the sentences they wrote in their copy books.

Activity 4

When children have completed their projects, now or in another lesson, let them show their work to the class.

Encourage every child to show one page and read sentences about one family member.

Display all the work if possible and encourage children to look at each other's writing and pictures.

Before starting Unit 10 you may wish children to complete Test 3 (on the website). Answers are also on the website.

Portfolio and Diploma 3: Units 7, 8 and 9 (WB pp133–134)

1 When children have completed all the work in Units 7, 8 and 9 they turn to WB p133.

2 This page allows them to make their own assessment of what they have learned in Units 7, 8 and 9.

3 Children colour in the people and objects when they are confident that they know the words.

4 They colour in the numbers when they are confident that they know them.

5 They tick each word they have learned in Phonics which they can read and spell confidently.

6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered.

7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 7, 8 and 9. They may use pages 9–12 of the Dictionary to help them learn and revise.

It is not necessary for everyone to complete this whole page before moving on to Unit 10.

Portfolio 3: Units 7, 8 and 9

I know words

weather glasses chair bedroom lamp brother
TV hair skirt crown cushion table kitchen sister
cola eyes grandmother long room space robot
bedroom photo grandmother space suit bed
family space woman shirt rattle father little tall



I know numbers and number words

11 12 13 14 15 16 17 18 19 20

eleven twelve thirteen fourteen fifteen
sixteen seventeen eighteen nineteen twenty

I can read

ch chip chop chan lunch ranch
th mother towel brother they this there
sh day chick bats path three thirteen

Portfolio 3 133

Diploma 3: Units 7, 8 and 9

1 Write the words

sofa bed eyes glasses hat cat table kitchen



2 Write the number words

twelve fourteen
sixteen twenty

3 Write



134 Diploma 3

1 When children are confident with all the elements on p133, they complete the Diploma page.

2 This contains a representative task from each field of work.

3 Children receive a sticker for each task completed and one more when they have finished the page.

4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with examples of their best work from Units 7, 8 and 9.

Answers to Check-ups Units 7, 8 and 9 (WB pp70-71, 80-81, 90-91)

Check-up 7 (WB pp70-71)

Exercise 1: 1 on 2 under 3 on 4 in 5 under 6 in

Exercise 2: 1 is, 10 The cake is on the table. 2 are, They/The dolls are on the sofa. 3 are, They/The kittens are under the bed. 4 is, 10 The dog is in the garden.

Exercise 5: Mum is in the kitchen. Dad is in the bathroom. Anna is in the living room. Tom is in the bedroom. The dog is in the garden.

Check-up 8 (WB pp80-81)

Exercise 1: 2 I have got a car. 3 I have got a bird. 4 I have got a bike. 5 I have got a cat.

Exercise 2: 2 I have not got a computer. 3 I have not got a cat. 4 I have not got a brother. 5 I have not got a sister.

Exercise 3: Picture 1: mother, pretty Picture 2: Who, father
Picture 3: many, have you got, have got, brothers Picture 4: sisters, four, family

Check-up 9 (WB pp90-91)

Exercise 1: 1 19 2 18 3 17 4 13 5 twenty 7 fifteen 8 eleven

Exercise 2: 2 like cars, fifteen cars 3 like books, sixteen books

Exercise 3: 2 He has got fifteen cars. 3 She has got sixteen books.

Exercise 5: This is Nina. She has got black hair. It is short. She has got green eyes. She has not got glasses.

Check up 7

1. Complete the sentences with the words in the box.

1. The cat is in the garden.
2. The computer is in the living room.
3. The dog is in the garden.
4. The cat is in the garden.
5. The dog is in the garden.

2. Complete the sentences with the words in the box.

1. The cat is in the garden.
2. The dog is in the garden.
3. The cat is in the garden.
4. The dog is in the garden.

3. Write about the picture.

1. This is a house.
2. It has a garden.
3. There is a dog in the garden.
4. There is a cat in the garden.
5. There is a computer in the living room.

Check-up 8

1. Look and find.

2. Complete the sentences with the words in the box.

1. I have got a car.
2. I have got a bird.
3. I have got a bike.
4. I have got a cat.
5. I have got a computer.
6. I have got a brother.
7. I have got a sister.

3. Write about the picture.

1. This is a mother.
2. She is pretty.
3. This is a father.
4. He is tall.
5. This is a family.
6. They are many.
7. They have got many brothers and sisters.

Check-up 9

1. Write the numbers.

1. nineteen
2. eighteen
3. seventeen
4. thirteen
5. twenty
6. fifteen
7. eleven

2. Count and write.

1. How many cars? 15
2. How many books? 16
3. How many cats? 1
4. How many dogs? 1

3. Write.

1. He has got fifteen cars.
2. She has got sixteen books.
3. He has got a cat.
4. She has got a dog.

4. Write about the picture.

1. This is a boy.
2. He has got short black hair.
3. He has got green eyes.
4. He has got glasses.

5. Write about the picture.

1. This is a girl.
2. She has got long brown hair.
3. She has got green eyes.
4. She has got glasses.

10 The space rocket

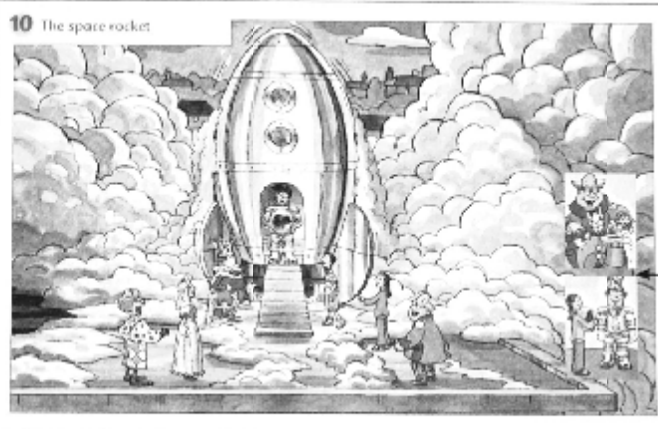
Warm-up

Practise numbers 1–20.

Lesson 1 New words and speaking (PB pp102–103)

Poster 10

- 1 Show poster 10. Read the title.
- 2 Show flashcards 110–116. Say the verbs for actions and the new objects. Class repeats.
- 3 Ask a child to find a space suit on the poster.
Bring different children forward.
Ask them to do or mime the actions: *look, come, go, jump, sit, fly*.



- 4 Ask questions:
Who is in the space rocket? Miss Silver.
Who is next to the space rocket? King Tub.
Is he happy? No, he isn't. What colour is the spacerocket? Silver.

- 5 Play CD2 track 42. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.
- Check understanding of the small pictures: Mr Jolly is looking in his hat; King Tub has a new space suit.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the actions (verbs).
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct action or object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD2 track 42. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 43. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 43 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp92-93)

Check that children understand the tasks before they begin.

Exercise 1

Children read the speech bubbles and match them to the pictures below.

Exercise 2

Children look at the pictures and match the pairs that belong together. They write the words.

10 Words

1 Match and write the letters.

A B C D E F

Go down! Fly! Look! Go to the window! Close here! Open!

2 Find the pairs. Write the words.

Learning to learn

1 Draw lines to the object in the house.

2 Write the words.

motorbike	van	bus	car	bike	lorry
in the street	in the house				

Exercise 1

Children decide where objects belong and draw lines to the appropriate place. This practises thinking skills and simple categorising.

Exercise 2

Children write the words for the objects in the correct list. This practises another method of categorising.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise categorising and thinking skills

Key structure *can* (ability)

Key language imperative verbs

Key words *look, come, go, jump, fly, sit; moon, space suit*

Materials PB pp102-103; poster 10; flashcards 110-116; WB pp92-93; CD2 tracks 42, 43

Time division



Resource box

* If children have not already tried to act a scene without books, let them try now if they are confident. Let a group read the lines through once, then try to say the lines without looking at the words.

WB answers

p92 Exercise 1: 1 C 2 D 3 E 4 A 5 F 6 B

Exercise 2: 1 dog 2 man 3 sun 4 pen 5 girl 6 chair

p93 Exercise 2: In the street: motorbike, van, bus, car, bike, lorry

In the house: lamp, TV, chair, sofa, table, bed

Lesson 2 Grammar (PB p104) Session 1 Grammar in conversation (PB p105) Session 2

Session 1 Warm-up

Revise action verbs with flashcards 110–115. Teach *draw*, *sing* and *read* using flashcards 117–119.

Activity 1

1 Ask a child to read the bubble. Ask different children to read the words in the box.

2 Point out picture 1. Ask *What is it?* Elicit *a frog*. Say the sentence beginning *It can ...* Prompt *It can jump*.

3 Continue with the other pictures.

4 Children practise sentences in pairs.

Grammar

1 Look!

The rocket can fly.

Point and say: draw jump fly sing read

2 Look!

Can it jump?

Can it fly?

Yes, it can.

3 Look!

Can it sing?

Can it read?

Yes, it can.

4 Look!

Can it draw?

Can it fly?

Yes, it can.

5 Look!

Can it write?

Can it fly?

Yes, it can.

Session 2 Warm-up

Put up flashcards 3, 4, 6, 11, 74, 76. Ask *Can it fly?* *Can it jump?*, etc.

Grammar in conversation

1 Listen and read.

2 Listen and say.

3 Now you!

4 Listen, say and do.

Stand up! Sit down!
Stand up! Sit down!
Stand up! Turn around!
Clap your hands and sit down!

Activity 1

1 Children look at the photos. Explain that the children want to cross the street.

2 Tell the class to listen to the children in the photos. They are talking about crossing the road. Play CD2 track 44. Children listen and follow in their books.

Activity 2

Play CD2 track 45. Children listen and repeat in the pauses.

Activity 2

1 Ask two pairs to read the bubbles. Ask the class the questions. Whole class answers.

2 Children look at picture 1. Ask *Can it sing?* Class answers.

3 Do the same with the other pictures.

4 Children practise in pairs.*

Go to Workbook Session 1 ↓

Activity 3

Children practise the conversation in pairs.

Activity 4

1 Children look at the pictures for a few moments. Explain that they show what to do in the song.

2 Play CD2 track 46. Children listen and follow.

3 Play the track again. Children do the actions and say the words.

Go to Workbook Session 2 ↓

Grammar (WB p94) Session 1 Grammar in conversation (WB p95) Session 2

Check children understand the tasks before they begin.

Exercise 1

Children look at the pictures and the words in the box. They complete the sentences as in the example.

Exercise 2

Children look at each picture and read the answer. Then they complete the question.

Grammar

1 Finish the sentences.

draw fly sing jump

- The birds can fly.
- The rabbits _____.
- The woman _____.
- The man _____.

2 Write questions.

Can you sing? No, I can't.

_____ No, I can't.

_____ Yes, I can sing.

_____ No, I can't sing.

Grammar in conversation

1 Write go or stop

1 Stop. Then look.
2 Cross. Then look.
3 Listen. Then stop.
4 Cross. Then stop.

Correct the noise maker

2 Write the words in the correct order

Stand Look Sit Clap

3 Complete the sentences.

Clap Turn Sit Stand

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children read and decide if the commands are correct. They write them correctly.

Exercise 2

Children order the commands.

Exercise 3

Children complete the commands with words from the box.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

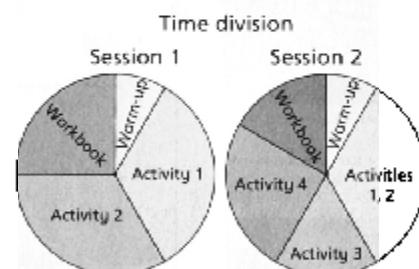
Key structures can (ability)

Key language imperative verbs

Key words look, go, jump, fly, moon

Materials PB pp104–105; CD2 tracks 44–46; flashcards 3, 4, 6, 11, 74, 76, 110–115, 117–119; WB pp94–95

Preparation Download or make word cards for PB p104, Activity 2.



Resource box

* For practice before pair work, put up flashcards 3, 4, 74, 76 and word cards, e.g. jump, sing, read, fly, etc. Children choose a flashcard and a word card and then ask the class a question. Class answers. Show the class the flashcard and word card again. Prompt class to ask the question.

WB answers

p94 Exercise 1: 2 can jump 3 can sing 4 can draw

Exercise 2: 2 Can it 3 Can they 4 Can she

p95 Exercise 1: 1 yes 2 no 3 no 4 no Corrections: 2 Look. Then cross. 3 Stop. Then listen. 4 Stop. Then cross.

Exercise 2: Stop! Look! Listen! Cross!

Exercise 3: 1 Stand 2 Sit 3 Clap 4 Turn

Grammar Practice Book Unit 10

Follow the procedure as on p97.





Lesson 3 Reading (PB p106) Session 1 Reading comprehension (PB p107) Session 2

Session 1 Warm-up

Ask around the class *Can you jump? Can you fly?, etc.*

Activity 1


- 1 Teach the new words using flashcards 120–123. Explain *live, see* and *beautiful*.
- 2 Children open their books. Give them time to look at the whole page.
Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 47. Children listen and follow.

Reading    


earth star beautiful live see

The Earth and the sky

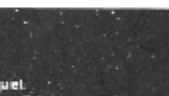
This is the Earth.
We live on the Earth.



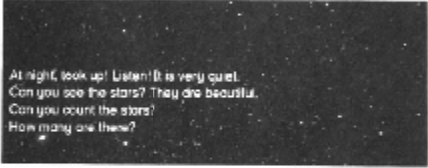
This is the sun.
It is round and it is very hot.
You can see the sun in the sky.
It is yellow. Sometimes it is orange.



This is the moon.
It is round and white.
At night you can see it in the sky.



Look! This is the sky at night. The sky is black. The stars are white.



At night, look up! Listen! It is very quiet.
Can you see the stars? They are beautiful.
Can you count the stars?
How many are there?

106 Unit 10 Reading comprehension

4 Read the first two lines. Ask *Where do we live?* Elicit *We live on the Earth*. Read the other lines and ask questions.*

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

- Learn vocabulary words on p13 of Dictionary 1.
- Continue Grammar Practice Book Unit 10.

Session 2 Warm-up




Revise all things seen in the sky using flashcards 101, 116, 120, 121.

Activity 1

- 1 Play CD2 track 47 or read *The Earth and the sky* again to the class.
- 2 Ask what is in the first picture. Elicit an answer. Check with the class. Write it on the board. Class reads. Children write in their books.
- 3 Do the same with the other pictures.

Reading comprehension

1 Write the words.

1  2  3  4 

2 Choose the correct words. Finish the sentences.

1 We live on the _____.

2 The sun is very _____.

3 The Moon is round and _____.

4 You can see the stars in the _____.

white earth sky hot

Activity 2

1 Ask different children to read out the words in the box. Ask a child to read the first sentence beginning. Ask what word finishes the sentence. Check with the class. Write the sentence on the board. Class reads. Children write in their books.

2 Continue with the other sentences.

3 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p96) Session 2

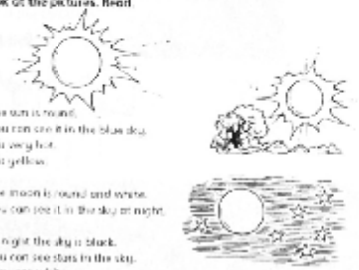
Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures and read the text.

Reading comprehension

1 Look at the pictures. Read.



The sun is round.
You can see it in the blue sky.
It is very hot.
It is yellow.

The moon is round and white.
You can see it in the sky at night.

At night the sky is black.
You can see stars in the sky.
They are white.

2 Circle the correct words.

1 The sun The moon is in the blue sky.
2 The moon The sun is very hot.
3 The Earth The moon is round and white.
4 The moon The sun is in the sky at night.

3 Answer the questions.

1 What colour is the sun? It is yellow.
2 What colour is the sky at night? It is black.
3 What colour are the stars? They are white.

96 Unit 10 Reading comprehension multiple choice, short questions

Exercise 2

Children choose the correct words to begin each sentence.

Exercise 3

Children complete the first answer and write the next two.

Summary box

Lesson aim Reading

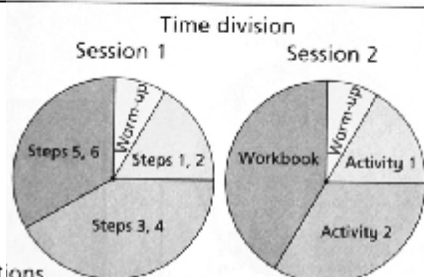
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures *can* (ability), imperative verbs

Key words *Earth, star, live, see, count, hot, beautiful*

Materials PB pp106–107; CD2 track 47; flashcards 101, 116, 120–123; WB p96



Resource box

* Use these questions or any of your own:

Is the sun long and thin? No, it is round.

What colour is the sun? It is yellow. Sometimes it is orange.

What colour is the moon? It is white.

What colour is the sky at night? It is black.

WB answers

Exercise 2: 2 The sun 3 The moon 4 The moon

Exercise 3: 1 yellow. 2 It is black. 3 They are white.

Lesson 4 Phonics (PB p107) Listening (PB p108)

Warm-up

Say the rhyme from PB p89, CD2 track 27.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen.

Play CD2 track 48. Children listen the first time. Then they repeat in the pauses.

- 2 Write *ng* and *king* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Phonics Look and listen.

ng king

1 Look and sing.

king ring sing wing

2 Listen, read and say.

A ring, a ring, a ring for the king.
Sing, sing, sing to the king.
A ring, a ring, a ring on a wing.
Sing, sing, sing to the king.

Reading comprehension, vocabulary, basic Phonics, Unit 10

Activity 1

- 1 Three children hold the cards for *k*, *i* and *ng*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Do the same with *sing*, *ring* and *wing*.

Activity 2

- 1 Ask who or what are in the picture. Play CD2 track 49. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

- 1 Ask children what they can see in the picture. Encourage them to name as much as they can. They may notice the letters. They may name the letters.

- 2 Play CD2 track 50. Children listen and look at the objects as they are mentioned. See Resource box for audioscript. Play the track again. Children write the letters in the boxes.

- 3 If necessary, play the track a third time for children to write. Ask what the letters spell **FUN IN THE SUN**.

Listening

1 Look, listen and write the letters.

2 Listen and sing.

A bird can fly, a fish can swim,
A frog can jump, a mouse can run,
A cat can mew, a dog can bark.
But I like to sit in the sun.
Oh yes!
I like to sit in the sun.

Unit 10 Listening, following instructions

Activity 2

- 1 Ask who or what is in the picture *a girl, the sun*. Play CD2 track 51. Children listen. Explain *mew* and *bark* (the words for the sound these animals make).
- 2 Play CD2 track 52 (music only). Encourage children to join in.
- 3 Teach the song in the usual way if you wish or ask children to learn it.

Phonics (WB p97)

Make sure that children understand the tasks before they begin.

Exercise 1

Children circle the letters for the phoneme *ng*.

Exercise 2

Children write the letters for the phoneme *ng*, then the whole word.

Exercise 3

Children find the words then use them to complete the sentences below.

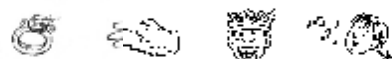
Exercise 4

Children read the story.

Phonics

1 Circle *ng*. king ring sing wing

2 Write the letters. Write the words. Read the words.



3 Circle the words.



Use the words. Complete the sentences.

It is the _____.
He has got a _____.
The _____ has got a cat.
It has got two _____.



4 Read the story.

WB p97

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercise 2, ask different children to say the whole word.

For Exercise 3, ask different children to read completed sentences. Alternatively, ask a child to read what the king says and another to read the other sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

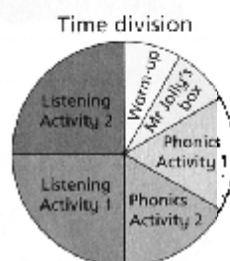
- sound out, read and write words ending in *ng*
- listen for detail
- listen to and learn a song

Key words *king, ring, sing, wing*

Key language Vocabulary and structures from Unit 10

Materials PB pp107-108; CD2 tracks 27, 48-52; WB p97; phoneme cards for PB p107, Activity 1

Preparation Make phoneme cards for *king, ring, wing* and *sing*, with each phoneme on a separate card, as in the PB.



Resource box

Activity 1 audioscript (CD2 track 50)

Look at the picture. Can you see the pond? Look at the red boat. What's the letter? Write the letter in box number 1. [pause]

Can you see the fish? What's the letter? Write the letter in box number 2. [pause]

Look at the woman. She's got a big hat. What's the letter? Write it in box 3. [pause]

The woman has got a dog. What's the letter? Write it in box 4. [pause]

Can you see the girls? They're eating ice creams. Look at the big umbrella. What's the letter? Write it in box number 5. [pause]

Look under the table. Can you see the cat? What's the letter? Write it in box 6. [pause]

Look at the tree. Can you see the bird? What's the letter? Write it in box number 7. [pause]

What's under the tree? Rabbits! What's the letter? Write it in box number 8. [pause]

Can you see the man? He's got a book. What's the letter? Write it in box number 9. [pause]

Can you see the flowers? What's the letter? Write it in box number 10. [pause]

Look at the boys. They've got a ball. What's the letter? Write it in box number 11. [pause]

Now read the words!

WB answers

Exercise 3: king, ring, ring, king, wings, sing

Lesson 5 Class composition (PB p109) Session 1

Session 1 Warm-up

Sing the action song from PB p108, CD2 track 51.

Dan's box

Ask a child to read the sentences. Write them on the board. Class reads. Underline the verbs.

Activity 1

- 1 Tell the class to do what you tell them. Say *Look up! Listen!* Class follows the instructions.
- 2 Read, or ask children to read, the words in the boxes.
- 3 Write *Look!* on the board. Ask *What is in the picture?* A *space rocket*. Write *It is a space rocket*. Write *Listen!* Ask *Is the rocket quiet?* No. *It is noisy*. Write *It is noisy*. Class reads the first two lines.
- 4 Continue asking questions to prompt the target writing.*
Class reads the finished writing.

Writing



At night, look up!
Listen!



1 Read the words. Talk about the pictures. Choose and write.

Look Listen

space rocket moon stars sky

can be can be can be

noisy fast beautiful black white

Look

Listen



- 5 Ask what is in the next picture *stars, the sky*. Draw the first two lines with the exclamation marks as in the book. Ask what word begins the first line. Elicit *Look!* Write it on the board.

- 6 Point out the stars in the picture. Ask *What are they?* Elicit and write *They are stars*.

Ask what word begins the next line. Elicit *Listen!* Ask *Are the stars noisy?* No. *They are quiet*. Write this on the board.

- 7 Continue asking questions to prompt the target writing.**

- 8 Individuals and/or the class reads all the sentences.

- 9 Children write in their books. Remove some of the words from the board. Children fill in the gaps as they write. Go around helping and monitoring as they work. You may wish to give slower children fewer target sentences to write.

Homework tasks

Dictionary

Children revise all words on p13.

Grammar Practice Book

Children complete Unit 10.

Writing skills (WB p98) Composition practice (WB p99) Session 2

Session 2 Warm-up

Play CD2 track 35. Children follow on PB p96

Exercise 1

1 Write the sentences on the board. Tell the class to do the actions.

2 Children match the commands with the pictures and write them underneath.

Exercise 2

Children read the words for actions. They find and circle them in the sentences.

Writing skills

1 Choose and write

2 Read the words.

Read the sentences. Find the words. Circle the words.

- King Taha jumped forward.
- Ali came to the door.
- Ali sat down for pencils.
- Ali stood and he took.
- Ali counted the pictures.

Composition practice

1 Read the words. Find and write

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences.

Exercise 1

1 Children read the words in the boxes and use them to make sentences about the pictures. Sentence order may vary. Faster children may write additional sentences. Accept any that make sense and give correct facts. Set fewer target sentences for slower children.

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences.

Homework tasks

Portfolio (see Resource box)

Check-up 10 WB pp100–101
(Answers on page 161)

Summary box

Lesson aim Writing

Lesson target Children:

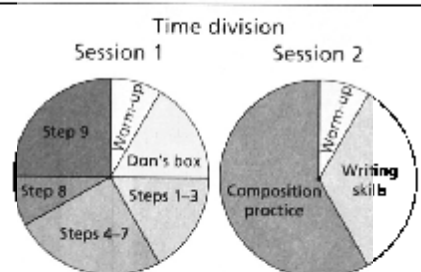
- write about space objects
- identify verbs

Text type Information

Key structure *can* (ability)

Key words Vocabulary from Unit 10

Materials PB p109; WB pp98–99; CD2 tracks 35, 51



Resource box

* Suggested questions to prompt the target sentences: *Can the space rocket fly? Where can it fly? What colour is it? Is it small? Is it short?*

** *Are they beautiful? What colour are they? Can we count the stars?*

Class composition: target writing

(Look!) It is a space rocket. (Listen!) It is noisy. The space rocket can fly. It can fly to the moon. It is white and red. It is big and it is very tall. It is very fast.

Look! They are stars. Listen! They are quiet. The stars are beautiful. They are white. The sky is black. We can see the stars at night. We cannot count the stars.

Composition practice: target writing

(Look!) It/This is a space man. He is big and he is tall. He has got a space suit. It is white.

Look! It/This is a space rocket. Listen! It is noisy. It can fly to the moon. It is fast. It is black and white.

WB answers

p98 Exercise 1: 1 Look at the rocket! 2 Come here! 3 Sit down! 4 Count the stars! 5 Stand up! 6 Jump!

Portfolio

Follow the procedure as on p89.

11 Up in Space

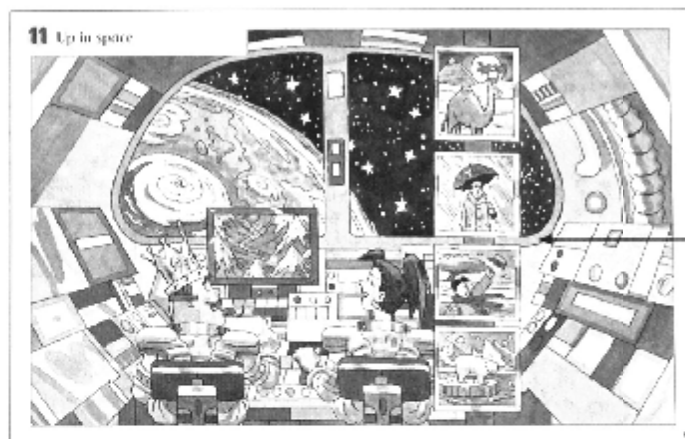
Warm-up

Ask different children *Can you sing? Can you draw? Can you count? Can you read?*

Lesson 1 New words and speaking (PB pp110–111)

Poster 11

- 1 Show poster 11. Read the title. Class looks for a few moments.
- 2 Show flashcards 123–129. Name the kinds of weather. Class repeats.
- 3 Say different weather words. Ask children to find and point to weather in the small pictures.



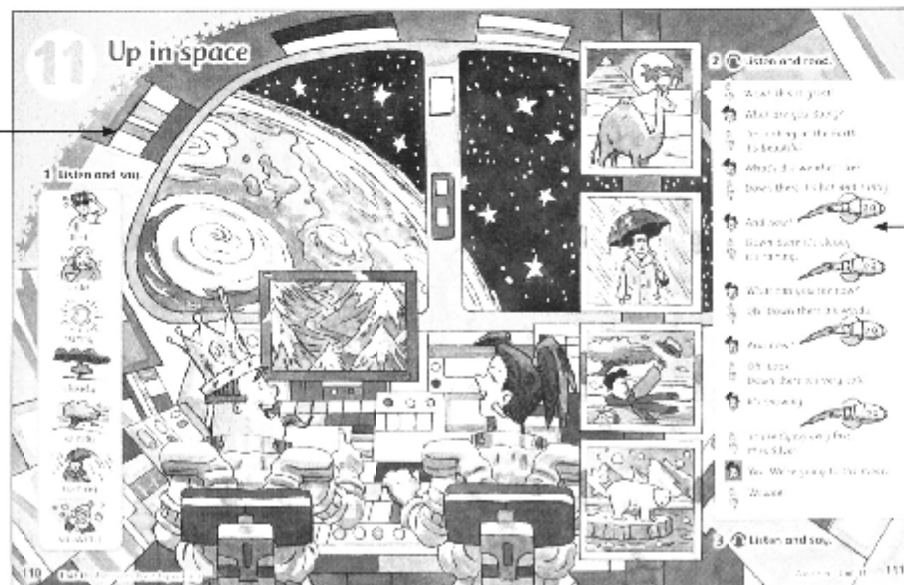
- 4 Ask questions:
Is King Tub happy? Yes, he is. What can he see? The Earth. What colour is the sky? Black.

- 5 Play CD2 track 53. Children listen and look at the poster. Point to the weather on the screens as it is mentioned. Point to each of the characters when they speak.
Make sure the children understand that the small pictures show different weather that King Tub says is happening in different places on Earth.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the weather.
- 3 Say weather words. Children point to the pictures in the box. Show flashcards. Children check they are pointing to the correct picture.
- 4 Say weather words in a different order. Children find the weather type in the big picture in their books.



Activity 2

Play CD2 track 53. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 54. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 54 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp102–103)

Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures, read the two sentences and tick the one that matches the picture.

Exercise 2

Children look at the pictures and write the words in the puzzle.

1 Words

1 Tick ✓ the correct sentence.

It is raining ☐
It is hot ☐

It is sunny ☐
It is cloudy ☐

It is snowing ☐
It is windy ☐

It is cold ☐
It is cloudy ☐

It is hot ☐
It is raining ☐

It is cloudy ☐
It is raining ☐

2 Write the words.

1

2

3

4

5

6

Learning to learn

1 Draw the next picture.

2 Match the pictures and the sentences, writing the sentences.

They are noisy

There are three eggs in the nest

There is a nest in the tree

There are three little birds in the nest

Exercise 1

Children look at the three sets of pictures and decide what the next one in the sequence should be. This exercise is a simple visual sequencing task.

Exercise 2

Children look at the pictures. They read the sentences and write those that match the picture.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise thinking and sequencing skills

Key structure present continuous / You affirmative

Key language *What's the weather like? It's cloudy.*

Key words hot, cold, sunny, cloudy, windy, raining, snowing

Materials PB pp110–111; poster 11; CD2 tracks 53, 54; flashcards 123–129; WB pp102–103



Resource box

- Give as many children as possible a chance to act the scene. Encourage confident children to say their lines without looking at the words.

WB answers

p102 Exercise 1: 1 It is raining. 2 It is sunny. 3 It is windy. 4 It is cold. 5 It is snowing. 6 It is cloudy

Exercise 2: 1 umbrella 2 moon 3 sun 4 stars 5 clouds 6 Earth

p103 Exercise 1: Children draw: 2 one apple 3 three pencils

Exercise 2: A There is a nest in the tree. B There are three eggs in the nest. C There are three little birds in the nest. They are noisy.

Lesson 2 Grammar (PB p112) **Session 1** Grammar in conversation (PB p113) **Session 2**

Session 1 Warm-up

Ask *What's the weather like?* Elicit answers. Write up one or two sentences. Class reads.

Activity 1

- 1** Children look at the clown. Ask a child to read the bubble. Class repeats.

- 2** Read out the words in the box. Class repeats. Show flashcards 130–132. Say the words.


Point out the clown and the bubble. Ask *What is he saying?*

Write on the board and say *I'm stand...* Prompt *I'm standing*. Add *ing*. Continue with pictures 2-5 and prompt *I'm + (verb) + ing*.

- 3 Children practise sentences in pairs.*

Activity 2

- 1 Explain that the Bodkins are playing a game. The first one is guessing what the other one is doing. Read the bubbles to the class.
- 2 Put word cards face down on your desk. Invite one or two children to choose cards and give them to you. Mime the action. Class guesses *You're singing. You're flying*, etc.
- 3 Children play the game.**

Go to Workbook Session 1 

Session 2 Warm-up

Ask children *Have you got a grandma? Has she got a phone?*

Activity 1

- 1 Ask what the children in the photos have got. *They have got phones. The girl has got a hat.* Ask *Who is she?* Listen to some suggestions.

Activity 2

- Play CD2 track 56. Children listen and repeat in the pauses.

Activity 3

- Practise with the whole class. ***
- Children practise the conversation in pairs.

Grammar in conversation

- 1.
- 
- Listen and read.



- 2 Listen and say

- ### 3 New year


- 4 Listen and sing

The sun is falling, the clouds are grey,
It's a cold, wet, windy day.
But look up in the sky – what can you see?
The sun! The sun!
And a rainbow, a rainbow, a rainbow for you and me!

Get out in conversation. What are you doing? What's the weather like? (10:40-11)

Activity 4

- 1 Point out the picture. Ask the class what they can see in the picture. Ask what the weather is like.
- 2 Play CD2 track 57. Children listen. Make sure they understand what a rainbow is. Play CD2 track 58 (music only). Children join in.

[Go to Workbook Session 2](#) 

Grammar (WB p104) Session 1 Grammar in conversation (WB p105) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the bubbles and match them to the children in the pictures below.

Exercise 2

Children use the verbs in the box to form the present continuous. Point out the example and remind them how it is formed: *I am + [verb] + ing*.

If children are completing this page for homework, check that they understand the tasks.

Grammar

1 Read and match.

1 I'm reading. 2 I'm jumping. 3 I'm sitting. 4 I'm singing. 5 I'm listening. 6 I'm eating.

A B C D E F

Write the letters.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

2 Complete the sentences. Use the words in the box.

draw stand sit look

1 I am standing on my feet.
2 I am sitting at the desk.
3 I am looking at the picture.
4 I am drawing a picture.

104 Unit 11 Grammar, present continuous, verb + ing

Grammar in conversation

1 Look and write.



2 Draw and write.

Write the weather like?



Exercise 1

Children write a sentence about the weather in each of the pictures.

Exercise 2

Children draw and write about what the weather is like today.

Summary box

Lesson aim: Grammar

Lesson targets: Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structure: present continuous I / You affirmative

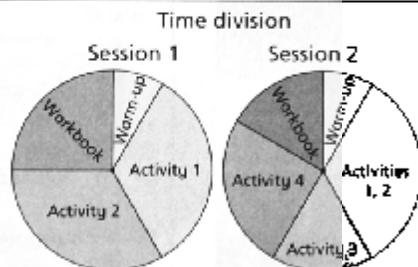
Key language: *What's the weather like? It's cloudy. Is it cold?*

Key words: Vocabulary from lesson 1

Materials: PB pp112–113; CD2 tracks 56–58; flashcards 130–132;

WB pp104–105; word cards

Preparation: Download or make word cards for Activity 2, PB p112.



Resource box

Children take turns to point to pictures and say the 1st person present continuous.

A child takes a card from your desk and shows it to you. They mime the action and the class guesses.

Write on the board *reading a book*. Ask *What else is James doing today?* Write ideas on the board. Alternatively, stick up word cards, e.g. *playing with toys, drawing, writing*. If you wish, put up some weather words. Ask a child to be James and go through the conversation. Prompt them to use different answers by pointing to phrases on the board, or giving the phrases on cards. Repeat with different children then the class practise in pairs.

WB answers

p104 Exercise 1: 1 E 2 D 3 B 4 F 5 A 6 C

Exercise 2: 2 I am looking 3 I am flying 4 I am drawing

p105 Exercise 1: 2 It is raining. 3 It is sunny. 4 It is cold. 5 It is snowing. 6 It is cloudy. 7 It is windy.

Grammar Practice Book Unit 11

Follow the procedure as on p97.

Lesson 3 Reading (PB p114) Session 1 Reading comprehension (PB p115) Session 2

Session 1 Warm-up

Revise the action verbs using flashcards 110–115.

Activity 1

- 1 Teach the new words using flashcards 133–138. Demonstrate the verbs if necessary.
- 2 Children open their books. Give them time to look at the whole page.
Ask volunteers to name the small objects and actions.
- 3 Point out the title. Play CD2 track 59. Children listen and follow.

Reading

What are you doing?

What are you doing, Amy?
I am holding an umbrella.
It is raining.
What colour is my umbrella?

What are you doing, Tom?
I am holding my kite.
It is windy!
How many kites are there?

What are you doing, Jill?
I am going to school.
It is cold! I have got a hat.
What colour is it?

What are you doing, Harry?
I am playing in the garden.
It is snowing. Look at my snowman.
Where is the bird?

What are you doing, Betty?
I am looking at the boats.
It is sunny. I have got sunglasses.
How many boats are there?

What are you doing, Max?
I am eating an ice cream.
It is very hot today.
Mmm! I like ice cream.
It is cold.

114 Unit 11 Reading text with optional language

4 Read the sentences for the first picture. Elicit the answer to Amy's question. Ask *Is it sunny?* No, it is raining. Read the other lines and ask questions.*

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p14 of Dictionary 1.
Continue Grammar Practice Book Unit 11.

Session 2 Warm-up

Revise all the words for weather using flashcards 123–129.

Activity 1

- 1 Play CD2 track 59 or read *What are you doing?* again to the class.
- 2 Ask a child to read sentence 1 and the question. Ask another to read the answer. Tell the class to find Tom on p114 to check.

Reading comprehension

1 Read the sentences. Answer the questions.

- 1 I am holding my kite. Who am I? Tom
- 2 It is not snowing. I have got a hat. Who am I? _____
- 3 It is cold. I am playing in the garden. Who am I? _____
- 4 It is sunny. I am eating an ice cream. Who am I? _____
- 5 It is not sunny. I am holding an umbrella. Who am I? _____
- 6 I am sitting in a boat. Who am I? _____

3 Continue with the other sentences and questions. Children look back at p114 as necessary.

4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p106) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the bubbles and match them to the pictures below. They write the letter of the picture in the box next to the bubble.

Reading comprehension

1 Read and write the letters.

- 1 I'm holding my hat but I don't like it. I don't like the colour or the shape. ☐
- 2 It's very cold. The children are wearing their winter coats. ☐
- 3 I'm standing in a boat. I don't like to go out on the water. ☐
- 4 It's cloudy and it's windy. It's cold. I'm holding my hat. I don't like it. ☐
- 5 It's hot and it's sunny. I'm wearing sunglasses. I'm eating an ice cream. ☐
- 6 It's sunny. I'm wearing my hat. I'm holding my hat. I don't like it. ☐



2 Read. Look at the pictures and count.

- 1 How many umbrellas are there?
- 2 How many kites are there?
- 3 How many boats are there?

106 Unit 11 Reading comprehension (WB p106) Session 2

Exercise 2

Children read the question. They look at the pictures, count and write full sentences.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure present continuous

Key words kite, sunglasses, snowman, hold, eat, play

Materials PB pp114–115; CD2 track 59; flashcards 110–115, 123–129, 133–138; WB p106

Time division

Session 1



Session 2



Resource box

• Use these questions or any of your own:

What colour is Tom's kite? It is red, green and yellow.

Where is Jill going? She is going to school.

What has the snowman got? A hat.

Is Betty in a car? No, she is in a boat.

What is Max eating? He is eating an ice cream.

PB answers

Activity 1: 2 Jill 3 Harry 4 Max 5 Amy 6 Betty

WB answers

Exercise 1: 1 F 2 D 3 C 4 A 5 B 6 E

Exercise 2: 1 There are four umbrellas. 2 There are five kites.

3 There are three boats.

Lesson 4 Phonics (PB p115) Listening (PB p116)

Warm-up

Play *Start the word* with *ng* and word beginnings *ki*, *si*, *wi* and *ri*. Class reads the words.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.

Play CD2 track 60. Children listen the first time. Then they repeat in the pauses.

- Write *ll* and *bell* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics Look and listen

1 Look and say.
b e ll bell h i ll hill w e ll well d o ll doll

2 Listen, read and say.
Up the hill to the well, find a doll, ring the bell.

115

Activity 1

- Three children hold the cards for *b*, *e* and *ll*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Do the same with *hill*, *well* and *doll*.

Activity 2

- Ask who or what are in the picture. Play CD2 track 61. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

- Give children a few moments to look at the picture. Ask *Where are the children? In school.* Ask them to name some things in the room, e.g. desk, bag, book, apple, etc.
- Play CD2 track 62. Children listen and point to the person they think is speaking. See Resource box for audioscript.
- Play the track a second time if children have difficulty following it.

Listening

1 Look, listen and point.
Ann May Sue Amy Neil Jim Sam Ben

2 Listen and write the names.

3 Play the game.
Who's it? You're drawing a picture. No.
You're singing a song. Yes. You're Sue. Yes.

116 Unit 11 Listening: identifying voices

Activity 2

Play the track again. Children write the names.

Activity 3

Read, or ask children to read, the bubbles. Explain the guessing game: a child mimes the action of one of the characters in the picture. Other children guess what the activity is, then name the person.
Let volunteers come forward to mime. Class guesses.

Phonics (WB p107)

Make sure that children understand the tasks before they begin.

Exercise 1

Children say the phonemes in each word. They write the whole word.

Exercise 2

Children write the word under the correct picture.

Exercise 3

Children write the // phoneme to complete each word. They write the whole word.

Exercise 4

Children use words they have learned to complete the sentences.

Phonics

1 Say the sounds. Write the words. Read the words.

2 Match the words and the pictures.

3 Write // Write the words. Read the words.

4 Complete the sentences.

1 Where is the _____?

2 It is on the _____.

3 Where is the _____?

4 It is under the _____.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 3, ask different children to say the whole words they have written.

For Exercise 4, ask different children to read out the complete sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

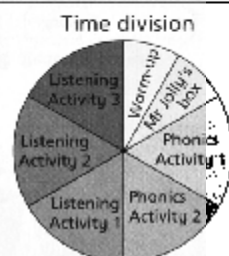
- sound out, read and write words ending with the // phoneme
- listen for gist and detail
- play a mime guessing game

Key words bell, hill, well, doll, ball, wall, shell

Key language Vocabulary and structures from Unit 11

Materials PB pp115–116; CD2 tracks 60–62; WB p107

Preparation Make phoneme cards for *bell*, *well*, *hill* and *doll*, with each phoneme on a separate card, as shown in the PB.



Resource box

Activity 1 audioscript (CD2 track 62)

Girl 1: Hi, I'm Ann. I'm reading a book.
 Boy 1: Look at me. I'm Ned. I'm playing with my ball. (bouncing ball)
 Girl 2: Hello. My name's Amy. I'm looking in my bag. Where are my pencils?
 Boy 2: My name's Jim. I'm eating an apple. [crunch]
 Girl 3: My name's Meg. I'm drawing a picture.
 Boy 3: I'm standing on a chair. I'm jumping up and down. My name's Sam.
 Girl 4: [Tra la 'la] I'm singing a song. My name's Sue. [Tra la 'la]
 Boy 4: I'm painting a picture. It's a boat. I like it. My name's Ben.
 Boy 3: Quick! Quick! Sit down. Miss Smith is coming!
 Miss Smith: Good morning, everybody.
 All: Good morning, Miss Smith.

WB answers

Exercise 4: 1 ball 2 wall 3 bell 4 doll

Lesson 5 Class composition (PB p117) Session 1

Session 1 Warm-up

Sing the song from PB p113, CD2 track 57.

Dan's box

- 1 Ask children to read the sentences. Write them on the board. Class reads.
- 2 Underline the questions words. Ask different children to answer the questions.

Activity 1

- 1 Ask children to read the words in the boxes. Write them on the board. Ask a child to read the question. Write it on the board. Class repeats.
- 2 Do the same with the first sentence. Point out the second verb. Ask children to look at the picture. Ask *What is he doing?* Prompt the second target sentence. Ask *What is the weather like?* Elicit an answer. Write it on the board. Class reads.
- 3 Point out the question mark. Ask the class to think of a question. Remind them of the question words, if necessary. Write the question on the board. Class reads.

Writing Look



Where is the fish?
What colour is the fish?
How many flowers are there?

1 Read the words.

playing holding room plane
raining windy

Write.

What are you doing, Sam?

I am playing in my room

2 Read the words.

standing eating
sunny hot

Write.

boat ice cream

Betty?

Writing a description of a scene Unit 11 117

Activity 2

- 1 Ask children to read the words in the boxes. Write them on the board. Point out the question mark at the end of the line. Ask *What is the question?* Point out the question in the first piece of writing if necessary. Write it on the board.
- 2 Ask the class what the girl answers. Point out the first verb. Prompt *I am standing in a boat.* Continue to prompt the target sentences using the prompt words. Different children read the sentences on the board. Class reads all the sentences.
- 3 Leave some of the writing on the board if necessary. Remove as many words as possible. Children write in their books. Remind them they have the words in the boxes to help them. Go around helping and monitoring as they work.
- 4 When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p14.

Grammar Practice Book

Children complete Unit 11.

Session 2 Warm-up

Ask questions using *Where ...?* *What colour ...?* *How many ...?*, e.g. *Where is the book?* *What colour is it?* *How many pencils have I got?*, etc.

Dan's box

Write the sentences on the board. Ask volunteers to underline the question words.

Exercise 1

Children write the words under the correct objects.

Exercise 2

Children use the words to write sentences about the weather.

Writing skills

Where is the fish? What colour is the fish? How many flowers are there?

1. Match and write the words.

2. Match and write the sentences.

3. Read the words. Complete the sentences.

What? Where? How many?

1. colour one flower?

2. colour one flower?

3. colour one flower?

4. colour one flower?

5. colour one flower?

Composition practice

1. Look at the pictures. Write the words in the boxes.

What are you doing?

1. colour the pictures.

Exercise 1

1. Point out the question and the verbs. Ask *What is the weather like?* Children complete the first two sentences using the verbs in the boxes.

2. They write a sentence about the weather. They make up two questions about things in the picture. Children write the question for the next picture and write sentences as for the first one. Go around helping and monitoring as they work.*

Exercise 3

Children complete sentences using question words.

Homework tasks

Portfolio (see Resource box)
Check-up 11 WB pp110-111
(Answers on page 161)

Exercise 2

Children colour.

Summary box

Lesson aim Writing

Lesson targets Children:

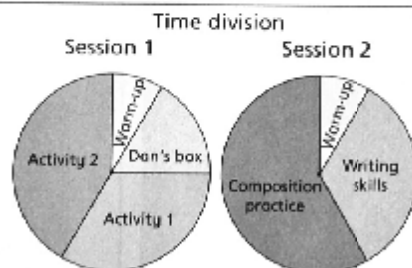
- write about doing things in the 1st person
- practise composing questions
- describe present actions and weather

Text type Account with repeated language

Key structure present continuous

Key words Vocabulary from Unit 11

Materials PB p117; WB pp108-109; CD2 track 57



Resource box

* You may wish to give slower children fewer target sentences to write.

Class composition: target writing

I am holding my plane. It is raining and it is windy. What colour is my train? How many planes are there? What are you doing?

What are you doing, (Betty?) I am standing in a boat. I am eating an ice cream. It is sunny and it is hot. What colour is the boat/my ice cream?

Composition practice: target writing

(I am) holding an umbrella. (I am) eating an ice cream. (It is) sunny/hot. What colour is the/my umbrella/ice cream? How many umbrellas are there?

What are you doing? I am standing in the garden. I am looking at the birds. It is snowing/cold. How many birds are there/can you see? Where/What colour are the birds/is my coat?

WB answers

p108 Exercise 3: 1 What 2 How many 3 Where 4 What 5 Where

Portfolio

Follow the procedure as on p89.

12 Welcome home!

Warm-up

Sing a favourite song.

Lesson 1 New words and speaking (PB pp118–119)

Poster 12

- 1 Show poster 12. Read the title. Class looks for a few moments.
- 2 Show flashcards 139–141. Name the actions. Class repeats.
- 3 Ask different children to find and point to actions on the poster.



4 Ask questions:

Who can you see in the picture? Children name the characters. What is King Tub doing? **Jumping**. How many balloons are there? **Eighteen**. What colours are they? **Yellow, purple, blue, green, red**.

5 Play CD2 track 63. Children listen and look at the poster.

Point to the actions as they are mentioned.

Point to each of the characters when they speak.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards 139–141. Class names the actions.
- 3 Name the actions. Children point in the box. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the actions in a different order. Children find the people doing them in the big picture in their books.



Activity 2

Play CD2 track 63. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 64. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 64 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp112–113)

Check that children understand the tasks before they begin.

Exercise 1

Children match the pictures and sentences.







Exercise 2

Children find the words and use them to complete sentences. Point out that they must choose the correct verb for each sentence.

12 Words

1 Read, match and write the letters.

1 He is jumping. 2 She is listening. 3 They are laughing.
4 She is eating. 5 They are painting. 6 He is singing.


A  B  C 
D  E  F 

1 2 3 4 5 6

2 Find the words. Complete the sentences.

singing holding looking eating flying going

1 He is _____ an ice cream.
2 She is _____ a doll.
3 They are _____.
4 We are _____ a story.
5 She is _____ to school.
6 He is _____ at the store.



WB pp112 Words extra verbs

Learning to learn

1 Look and find the right order. Draw lines. Number the pictures.

A   
B   
C   
D   

2 Match the sentences and the pictures. Write.

It is raining. It is hot. It is snowing. The children are very happy.

Exercise 1

This is a logic and sequencing task. Point out the example: In row A the tree is picture 1. Children look at the other two tree pictures.

The next in the sequence (with flowers) is in column 3.

The third in the sequence (with fruit) is in column 2.

Children look at the next picture 1. They find the other two in the sequence and number them in order.

Exercise 2

Children write the sentences in the correct sequence under the pictures.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise sequencing and thinking skills

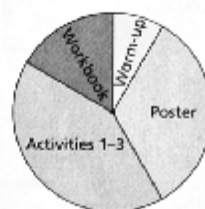
Key structure present continuous He / She / They

Key language adverbs loudly

Key words jumping, laughing, singing; party

Materials PB pp118–119; poster 12; flashcards 139–141; WB pp112–113; CD2 tracks 63, 64

Time division



Resource box

* If possible, let groups of children come forward to act the scene or stand up in their places and say the lines.

WB answers

p112 Exercise 1: 1 D 2 E 3 A 4 C 5 F 6 B

Exercise 2: singing, holding, looking, eating, flying, going; 1 eating 2 holding 3 flying 4 singing 5 going 6 looking

p113 Exercise 1: A 1, 2, 2 B 1, 3, 3 C 1, 3, 3 D 1, 2, 2

Exercise 2: 1 It is cloudy. 2 It is snowing. 3 The children are very happy. 4 Look at the big snowman!

Lesson 2 Grammar (PB p120) Session 1 Grammar in conversation (PB p121) Session 2

Session 1 Warm-up

Revise all the action words using flashcards 111–115, 136–138.

Activity 1

1 Read, or ask children to read, the bubbles. If you wish revise how the tense is formed: *He/She/It + verb + ing*. Use word cards to let children practice on the board.* Different children read out the bubbles. Children look at the pictures.

2 Ask which picture matches *He's laughing*. Elicit an answer. Check with the class. Children write in their books.

3 Ask about the other sentences and pictures.

Grammar

1 Look!

He's reading. She's drawing. It's flying.

Match and write the letters.

1 He's laughing. 2 He's jumping. 3 She's reading.

2 Look! We're eating apples. They're eating bananas.

Find the words and say.

singing reading drawing jumping standing writing

1 2

We're... We're... We're... They're... They're... They're

Session 2 Warm-up

Give a child an action card. The child does the action. Ask *What is he/she doing?* Class guess.

Activity 1

Children look at the pictures. Different children read out the sentences. Ask which picture matches each sentence.

Activity 2

Explain that the children in the photos are playing a game. Play CD2 track 65. Children listen and follow in their books.

If necessary, explain that the girl is asking the boy to do things in a way that matches the word he chose. He talks slowly and counts slowly. Then the girl guesses *slowly*.

Grammar in conversation

1 Read and match.

- 1 He's singing loudly.
- 2 She's talking quietly.
- 3 It's flying quickly.
- 4 They're walking slowly.

2 Listen and read.



3 Listen and say.

4 Now you!

Activity 2

1 Ask two children to read the bubbles to the class. Other children read the words in the box.

Class looks at the first picture. Ask what the children are saying. Elicit *We're reading*. Continue with the other pictures.

2 Do the same with the remaining pictures.

3 Practise the verb forms with the whole class if you wish.

Go to Workbook Session 1 ↓

Activity 3

Play CD2 track 66. Children listen and repeat in the pauses.

Activity 4

Children play the game. Write the four adverbs on the board. Volunteers carry out instructions in the manner of the word. Choose some tasks, e.g. *walk to the door*, *open the door*, *say hello*, *count to six*, etc. Class guesses from the way they are done what the adverb is.

Go to Workbook Session 2 ↓

Grammar (WB p114) Session 1 Grammar in conversation (WB p115) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children complete the sentences using the correct form of the verb to be.

Exercise 2

Children write present continuous verbs to complete sentences.

Grammar

1 Write *is* or *are*.

1 1. _____ singing.

2 2. She _____ counting.

3 3. They _____ laughing.

4 4. He _____ jumping.

2 Complete the sentences

look count read jump eat look

1 He is reading _____ a book.

2 _____ on a bicycle.

3 _____ on a train.

4 _____ at the beach.

5 _____ the events.

Grammar in conversation

1 Colour the right word.

1 That are singing ☐ loudly ☐ quietly.

2 It is counting ☐ quickly ☐ slowly.

3 She is laughing ☐ loudly ☐ quietly.

4 He is jumping ☐ quickly ☐ slowly.

2 Write sentences with the words in the boxes.

The children
The old
The woman
The teacher
The boy

you
I
he
she
it
we
they

slowly
quickly
loudly
quietly

1 I am singing slowly.

2 I am counting quickly.

3 I am laughing loudly.

4 I am jumping slowly.

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children decide which is the correct word to end the sentence. They colour it.

Exercise 2

Children write complete sentences. Make sure they realise they must choose a word from each box.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous

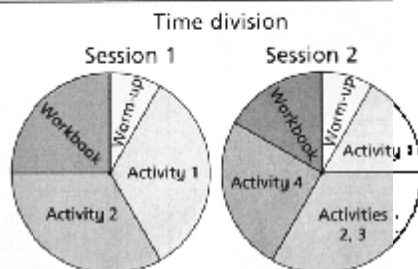
He / She / It / We / They

Key language adverbs loudly, quietly, quickly, slowly

Key words laughing, singing, reading, drawing, jumping, standing, eating

Materials PB pp120–121; CD2 tracks 65, 66; flashcards 111–115, 136–138; WB pp114–115

Preparation Download or make word cards for Activity 1, PB p120; prepare some tasks on pieces of paper for Activity 4, PB p121.



Resource box

• Put verb cards on the board. Bring pairs forward. They choose a card and say, e.g. *We're drawing*. They mime the action. Ask the class *What are they doing?* *They're drawing*.

To make this a game, children choose a verb and tell you what it is so the other children do not hear. Children mime the activity. Other children guess, e.g. *They're singing*. If you wish, ask the children *Are you singing?* Children answer *Yes, we are singing* or *No, we are not singing*. The game can also be played with individual children.

WB answers

p114 Exercise 1: 1 is 2 is 3 are 4 is

Exercise 2: 2 She is holding 3 They are eating 4 It is jumping.

5 He is looking 6 They are counting

p115 Exercise 1: 1 loudly. 2 slowly. 3 quietly. 4 quickly.

Exercise 2: 2 The children are playing quietly. 3 The woman is singing loudly.

4 The bird is flying quickly. 5 The teacher is talking slowly.

Grammar Practice Book Unit 12

Follow the procedure as on p97.

Lesson 3 Reading (PB p122) Session 1 Reading comprehension (PB p123) Session 2

Session 1 Warm-up

Play CD2 track 57 from PB p113. Children join in.

Activity 1

- 1 Teach the new words using flashcards 142–145.
- 2 Children open their books. Explain the story is about a birthday party. Give them time to look at the whole page. Ask volunteers to name the small objects and actions.
- 3 Point out the title. Play CD2 track 67. Children listen and follow.

Reading



A birthday party for Pete



122 Reading and writing for fun

- 4 Read the lines under the picture first, then the bubbles.

Ask *Where are Billy and Milly going? To a birthday party.*

Read the other lines and ask questions.*

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
- 6 Ask the class to read on their own; or, ask groups of children to read lines or bubbles; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p15 of Dictionary 1. Continue Grammar Practice Book Unit 12.

Session 2 Warm-up

Revise all the words for actions using flashcards 111–115, 136–138.

Activity 1

- 1 Play CD2 track 67 or read *A birthday party for Pete* again to the class.
- 2 Ask a child to read the first question. Elicit an answer. Check the class agrees. Remind them they can look at p122 to check the answer. Class says the answer.

Reading comprehension

1 Answer the questions.

- 1 What is Billy holding? _____
- 2 What is Billy holding? _____
- 3 Who is opening the door? _____
- 4 What is the present for Pete? _____
- 5 Where are the children playing? _____
- 6 How many children are there? _____
- 7 What are the children drinking? _____

- 3 Children write in their books.

- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p116) Session 2

Check children understand the tasks before they begin.

Exercise 1

Children read the sentences and match them to the pictures below. They write the letter of the picture in the box beside each sentence.

Reading comprehension

1 Read. Write the letters.

- 1 Billy is holding a present.
Milly is holding a card.
- 2 The children are playing on a swing.
They are walking slowly on a log.
- 3 The children are eating orange juice.
They are drinking orange juice.
- 4 Billy is looking at the sun.
Milly is reading quietly.



2 Read. Find the correct picture. Colour the object.

- 1 There is a brown log in the garden.
- 2 The sun is orange.
- 3 The present is purple.
- 4 The umbrella is green and pink.

Exercise 2

Children read the sentences. They find the correct picture and colour the object as described in the sentence.

Summary box

Lesson aim Reading

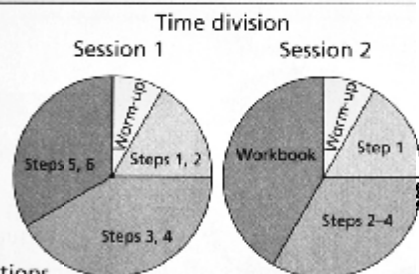
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure present continuous

Key words orange juice, drink, open, walk

Materials PB pp122–123; CD2 tracks 57, 67; flashcards 111–115, 136–138, 142–145; WB p116



Resource box

• Use these questions or any of your own:

(Picture 2) What is Pete doing? He is opening the door. He is laughing loudly.

(Picture 3) What is the present for Pete?

(Picture 4) What colour is the plane? What are the children doing?

(Picture 5) What are the children doing?

(Picture 6) What are the children eating? drinking?

WB answers

Exercise 1: 1 D 2 C 3 A 4 B

Exercise 2: 1 picture C 2 picture B 3 picture D 4 picture A

Lesson 4 Phonics (PB p123) Listening (PB p124)

Warm-up

Say the rhyme from PB p115, CD2 track 61.

Mr Jolly's box

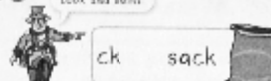
1 Children find Mr Jolly. Tell them to point to the box and listen.

Play CD2 track 68. Children listen the first time. Then they repeat in the pauses.


2 Write *ck* and *sack* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Phonics 1 Look and learn




1 Look and say.



2 Listen, read and say.

The sack is on the duck.
The duck is in the sack.
Quack! Quack! Quack!



123

Activity 1

1 Three children hold the cards for *s*, *a* and *ck*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.

2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.

3 Children point in their books, say each phoneme and the whole word.

4 Do the same with *sock* and *duck*

Activity 2

1 Ask who or what are in the pictures. Play CD2 track 69. Class listens and follows.

2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

1 Ask the class what the children in the pictures are doing. Elicit as much as you can from the class, e.g. **They are eating, swimming, jumping**, etc. Play CD2 track 70. Children listen and follow.

2 Play CD2 track 70 again. Encourage children to join in with the chorus.

3 Play CD2 track 70 again. This time, children mime action for each activity. Decide with the whole class what the mime for each one should be.

Listening

1 Listen.

We're on holiday.
We're having fun.
We're eating ice creams.
We're on holiday.
We're having fun.
We're playing football.
We're eating ice creams.
We're on holiday.
We're having fun.
We're running and jumping.
We're playing football.
We're eating ice creams.
We're on holiday.
We're having fun.
We're swimming.
We're running and jumping.
We're playing football.
We're eating ice creams.
We're on holiday.
We're having fun.
We're laughing.
We're swimming.
We're running and jumping.
We're playing football.
We're eating ice creams.
We're on holiday.
We're having fun.
We're on holiday.
We're having fun.



2 Listen and sing.

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Activity 2

Play CD2 track 71 (music only). Children sing the song and do the actions.

If you wish, divide the class into five groups. Give each group an action, eating ice creams, swimming, etc. The groups sing the words and do the actions for their lines only.*

Phonics (WB p117)

Make sure that children understand the tasks before they begin.

Exercise 1

Check that children can say the sounds in this exercise accurately.

Exercise 2

Children write the phoneme *ck* to make words. They write the whole word.

Exercise 3

Children find and circle the words.

Exercise 4

Children use the words in the box to complete the story. They read the story.

Phonics

1 Say the sounds.



2 Write *ck*. Write the words. Read the words.

du su ki so

3 Circle the words.

1 k i c k 2 s o c k 3 s a c k 4 d u c k 5 b o o k 6 b o o t

4 Complete the sentences. Read the story.

cock duck kick



Phonics (WB p117)

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 3, ask different children to say the whole word.

For Exercise 4, ask different children to read parts of the story they have completed.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children;

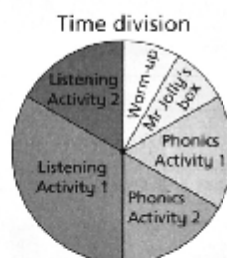
- sound out, read and write words ending with the *ck* phoneme
- listen to a song
- sing and learn a song

Key language Vocabulary and structures from Unit 12

Key words sack, sock, duck, kick

Materials PB pp123–124; CD2 tracks 61, 68–71; WB p117

Preparation Make phoneme cards for *sack*, *sock* and *duck* with each phoneme on a separate card, as shown in the PB.



Resource box

* If your class is crowded and children have little room to move, let five children at a time come forward and do the actions.

Children can learn the song and do the actions together. This would be a good one to perform to another class or to parents if a hall or large space is available.

WB answers

Exercise 3: kick, sock, sack, duck

Exercise 4: 2 ck, kick, kick 3 sock, sock 4 sack, duck

Lesson 5 Class composition (PB p125)

Session 1 Warm-up

Play the *Action mime* game. Give two children an action card. They do or mime the action. Ask *What are they doing?* Class answers.

Dan's box

- 1 Ask a child to read the sentence. Write on it on the board.
- 2 Ask *Who is doing something?* Elicit **Pete** and underline. Ask *What is he doing?* Elicit and underline the verb in another colour. Ask *What is he opening?* Elicit and underline **the door**.

Activity 1

- 1 Tell children to look at the pictures for a few moments. Ask different children or the whole class to read out all the words in the boxes, picture by picture.
- 2 Tell the class to look at picture 1. Ask *What are the children doing?* Remind the class to look at the words in the box. Elicit **They are playing**. Write the target sentence on the board. Class reads.
- 3 Ask questions to prompt the target language, e.g. *What have they got?* **A plane**. *What is it doing?* **It is flying**. *What is on the wall?* **A cat**. *What is it doing?*, etc.
- 4 Write the sentences. Class reads.

Writing



Look.

Pete is opening the door.



- 1 Read the words. Talk about the pictures. Write the story.



playing flying looking



looking jumping quickly



cannot fly looking holding



opening laughing loudly new

Writing a story with a family or setting Unit 12 125

- 5 Do the same for the other pictures. Ask questions about the other pictures to prompt the target sentences. Write them on the board. Class reads. When the sentences are complete, ask different children to read parts of the whole story on the board. Class reads all the sentences.

- 6 Children complete the sentences in their books and write the last two. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their story to the class.

Homework tasks

Dictionary

Children revise all words on p15.

Grammar Practice Book

Children complete Unit 12.

Writing skills (WB p118) Composition practice (WB p119) Session 2

Session 2 Warm-up

Say the chant from PB p123, CD2 track 69.

Dan's box

Write the sentence on the board. Remind the class of the order: the person, the action (verb), the object. Check children understand the tasks before they begin.

Exercise 1

Children identify words for doing actions (verbs) and things (objects).

Exercise 2

Children use the words in Exercise 1 to complete the sentences. They read the finished sentences.

Writing skills

Exercise 1

Put the words in the correct boxes.

cat	spring	balloon	plane	bird	box
looking	jumping	holding	laughing	opening	standing
children	garden	garden	garden	garden	garden

Exercise 2

Complete the sentences using the words in the boxes.

1. The children are looking at the cat.
2. The cat is jumping quickly.
3. The children are looking at the plane. The plane cannot fly.
4. The children are holding the box.
5. The children are laughing loudly.

Read the sentences.

Composition practice

Exercise 1

Look at the pictures. Write two sentences for each picture.

Picture 1: The children are playing in the garden. The plane is flying. A cat is looking at the plane.

Picture 2: The children are looking at the cat. The cat is jumping quickly.

Picture 3: The children are looking at the plane. The plane cannot fly. Grandpa is holding a big box.

Picture 4: Pete is opening the box. The children are laughing loudly. It is a new plane!

Exercise 1

- 1 Ask children questions about each picture to elicit the target language, e.g. *What are the children doing? What is Billy holding? What is the bird doing?*, etc.
- 2 Children write two sentences for pictures 1–3 and three sentences for picture 4. Go around helping and monitoring as they work.
- 3 When they have finished, or in another lesson, ask a few children to read their sentences.

Homework tasks

Portfolio (see Resource box)
Check-up 12 WB pp120–121
(Answers on page 161)

Summary box

Lesson aim Writing

Lesson targets Children:

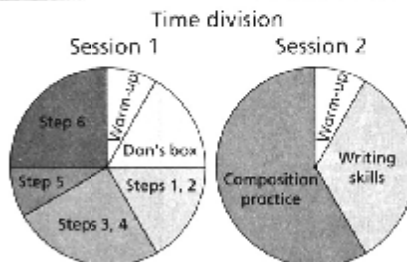
- write a story from pictures and word prompts
- identify verbs and objects

Text type A story with a familiar setting

Key structure present continuous

Key words Vocabulary from Unit 12

Materials PB p125; WB pp118–119; CD2 track 69



Resource box

Class composition: target writing

Picture 1: The children are playing in the garden. The plane is flying. A cat is looking at the plane.

Picture 2: The children are looking at the cat. The cat is jumping quickly.

Picture 3: The children are looking at the plane. The plane cannot fly. Grandpa is holding a big box.

Picture 4: Pete is opening the box. The children are laughing loudly. It is a new plane!

Composition practice: target writing

Picture 1: The children are playing (in the garden). Billy is holding a balloon.

Picture 2: A bird is standing on the balloon. The children cannot play.

Picture 3: The bird is walking on the balloon. A cat is looking at the bird.

Picture 4: The cat is jumping. The bird is flying. The children are laughing.

WB answers

p118 Exercise 2: 2 standing, log 3 eating, cakes 4 pointing, plane 5 holding, balloon

Portfolio

Follow the procedure as on p89.

Activity 1

- 1 Give children time to look at the four pictures for a few moments. Children read out the Bodkins' bubbles. Ask questions about picture 1, e.g. *What colour is the sky? What is Milly / Billy / Pete doing? Who is in the boat with the children?*
- 2 Ask about picture 2, e.g. *What is the weather like? Can you see the sun? Ask what each of the children is doing.*
- 3 Ask about picture 3, e.g. *Is it raining? Is it cold? Ask what each of the children is doing.*
- 4 Ask about picture 4, e.g. *Is it snowing? Is it day or night? Is it cold? What can they see? Ask what each of the children is doing.*

Activity 2

- 1 Ask what each of the objects is. Ask *Where are the glasses?* Elicit *The glasses are in picture 4. They are on the snowman. The snowman has got glasses.*
- 2 Ask where the other objects are: rabbit, picture 2, under the tree; teddy, picture 1, in the boat; mouse, picture 3, under the table; plane, picture 1, in the sky; cat, picture 4, on the log; dog, picture 2, in the pond.

Revision 4

1 What is the weather like? What are the children doing?

It's sunny. It's hot.

Pete is holding a plane.



2 Find these things. Where are they?



3 Read.

In picture 1 it is hot and sunny. The children are looking at the fish. In picture 2 it is windy and it is raining. Pete and Billy are standing under a tree. In picture 3 it is snowing and it is cold. There are twelve birds in the garden. In picture 4 the children are looking at the stars. It is night. They can see the big white moon.

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Revision 4: Units 10-12

Activity 3

- 1 A child reads about picture 1. Other children read the same sentences.
- 2 Do the same with the sentences about the other pictures.
- 3 Divide the class into small groups. Ask the different groups to read about one of the pictures. Ask confident children to read all or part of the text to the class.

Extra activities

Class game

Children close their books. Make a statement about one of the pictures, e.g. *There is a mouse under the table.* Children try to remember which picture it is (picture 3). Make statements about objects or people, e.g. *Milly is eating an ice cream* (picture 1).

Pair work

Children choose a picture. Child 1 makes a statement about something in it. Child 2 makes another statement about the same picture. They continue, until they cannot think of anything else to say. Go around listening to them as they speak.

Project 4 A weather picture (PB p127)

This project can be done with children working in groups or individually. It gives children the opportunity to draw a detailed picture and do a longer piece of writing.

Activity 1

Children choose at least two words from the list to help them draw and write about the weather in their picture.

Activity 2

Children choose which people to include in their picture. If they have a small family, they can include several friends.

Activity 3

Children choose at least three different actions for the people they are going to draw. Explain that two or more people can be doing the same action if they wish.

Project 4 A weather picture

1 What is the weather like? Choose.

windy sunny cloudy raining snowing hot cold

2 Who is in the picture? Choose.

brother sister friend mother father grandmother grandfather

3 What are they doing? Choose.

jumping looking pointing standing
reading drawing holding playing laughing

4 Draw and write.

5 Talk about the picture.

It is windy and it is cloudy. It is not cold. This is my friend, Anna, and this is me. We are jumping. This is my brother, Sam. He is flying a kite.

It is sunny and it is hot. This is my sister. She is standing.

This is my grandmother. She is reading.



This is my grandfather. He is singing.

This is my brother. This is my sister. They are jumping.

Project 4: A weather picture 127

Activity 4

Children draw a picture and write about it. They should try to write six sentences using the words they have chosen. Encourage able children to write more. If you wish, tell children to write in their copy books first. Check their work before they write neatly under their pictures.

Activity 5

When children have completed their pictures or group posters, now or in another lesson, let them show their work to the class.

They may read out the sentences or show the pictures and say the sentences.

Display all the work if possible and encourage children to look at each other's posters.

Summary box

Lesson aim Revision

Lesson targets Children:

- talk about different weather in pictures
- talk about what people are doing in pictures
- read a text describing what is happening in the pictures
- make a poster/picture of an outdoor scene and write about what people are doing

Resource box

Portfolio

If you wish, this project may be included in children's portfolio of written work. If children have worked in a group and produced a large poster, take photos of the posters to add into individual portfolios.

You may wish children to complete Test 4 (on the website). Answers are also on the website.

Portfolio and Diploma 4: Units 10, 11 and 12 (WB pp135-136)

1 When children have completed all the work in Units 10, 11 and 12 they turn to WB p135.

2 This page allows them to make their own assessment of what they have learned in Units 10, 11 and 12.

3 Explain that they may colour the pictures and/or tick the words when they are confident that they know them.

4 They colour and/or tick each weather word when they are confident of it.

5 They tick each word they have learned in Phonics which they can read and spell confidently.

6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered.

7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 10, 11 and 12. They may use pages 13-16 of the Dictionary to help them learn and revise.

Portfolio 4: Units 10, 11 and 12

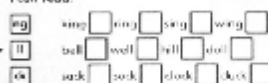
I know words.



I know the weather.



I can read.



Portfolio 135

Diploma 4: Units 10, 11 and 12

1 Write the words.

walk look jump see read sing count stand



2 Write the weather words.



3 Write.



Diploma 136

1 When children are confident with all the elements on p135 they complete the Diploma page.

2 This contains a representative task from each field of work.

3 Children receive a sticker for each task completed and one more when they have finished the page.

4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with examples of their best work from Units 10, 11 and 12.

Answers to Check-ups Units 10, 11 and 12 (WB pp100-101, 110-111, 120-121)

Check-up 10 (WB pp100-101)

Exercise 1: 1 Read 2 Look 3 Jump 4 Listen 5 Sing 6 Clap

Exercise 2: 1 Yes, they can. 2 No, they can't. 3 Yes, we can.
4 Yes, it can. 5 No, he can't.

Exercise 5: Tim can write. Tom cannot write. Tim can count. Tom cannot count.
Tim can draw. Tom cannot draw. I can fly.

Check-up 11 (WB pp110-111)

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

Exercise 2: 2 I am singing. 3 I am drawing. 4 I am jumping.
5 I am eating. 6 I am flying.

Exercise 4: It is windy. It is raining. I am in my house. I am holding my kitten.

Check-up 12 (WB pp120-121)

Exercise 1: 2 is looking 3 are flying 4 is holding 5 is sitting 6 are eating

Exercise 2: 1 slowly 2 quietly 3 loudly 4 quickly

Exercise 5: It is hot and sunny. Mum is reading a book. Dad is eating an apple.
Grandma is holding an umbrella. The girls are quiet. Grandpa is happy. The boys are singing loudly.

Check-up 10

1 Write. Sing Listen Read Play Draw Run

2 Look at the pictures. Write the words.

3 Circle the right answer.

4 Can he sing? Can he jump? Can he read? Can he draw? Can he run?

5 Write. Can Tim read? How about Tom? Can Tim write? How about Tom? Can Tim draw? How about Tom? Can Tim sing? How about Tom?

6 Look at the pictures. Write the words.

7 Think about these questions.

8 Write. Can Tim read? How about Tom? Can Tim write? How about Tom? Can Tim draw? How about Tom? Can Tim sing? How about Tom?

Check-up 11

1 Read and match.

2 Write.

3 Look and read.

4 Circle the words. Write.

Check-up 12

1 Write.

2 The children are playing.

3 Look at the pictures. Write the words.

4 Read and say. What is wrong?

5 Write the correct word.

6 Write about the pictures.

Games

Different games may be chosen according to different teaching situations.

Whole class games

Alphabet gap

- Write the alphabet in small letters across the board. Leave gaps. Children volunteer to come and write them in.
- As above but with the alphabet in capital letters.

Flashcard and word card match

Put 4–6 flashcards on the board. Put the word cards in a different order underneath. Children volunteer to match flashcards and word cards.

Flashcard and colour word match

As above, but using colour cards and words for colours.

Number and number word match

As above, but using number cards and words for numbers.

What is it?

Put up 6–8 flashcards. Number each one. Say, e.g. *Find number 2. What is it?* Children name the object, e.g. *It's a cat.*

Prompt a negative response, e.g. *Find number 6. Is it a dog?* *No, it isn't. It's a ball.*

Muddled numbers

Put the number cards on the board in muddled order. Children find number 1, 2, etc. and put them in order. Class says the ordered numbers.

Muddled number words

As *Muddled numbers* but using the word cards for numbers. Class reads the ordered numbers.

What's missing? with pictures

Put up 4–6 flashcards. Class names each one. Take the cards down. Remove one. Put the others back on the board. Children tell you which one is missing.

What's missing? with words

Put up 4–6 word cards. Class reads each one. Take the cards down. Remove one. Put the others back on the board. Children tell you which word is missing.

Number chain

Children number round the class, starting from 1. Let them count as far as they know, then start again from 1.

The Letters game

Say a letter. The first child to say the exemplar wins a point for their team.

Phonics games

Start the word

Put up cvc word endings that children know, e.g. *_at*, *_an*.

Put letter cards underneath, e.g. *v*, *c*, *m*, *h*. Children volunteer to choose a letter card and place it with an ending to make a whole word. Class reads the word.

Finish the word

Put up cvc word beginnings that the children know, e.g. *ha_*, *ca_*, *va_* and *ma_*. Put letter cards underneath, e.g. *t* and *n*. Children take turns to place the letters to make a complete word. Class reads.

Muddled letters

Put the letters of a cvc word that the children know on the board in muddled order. Children volunteer to order the letters correctly. Class reads.

Letter changing game

Put letter cards on the board to spell a cvc word, e.g. *pen*. Class reads. Change the *p* for *h*. Class reads. Repeat with *t* and *ten*. Continue with other words where one letter may be changed to make another, e.g. *red/bed*; *bin/pin/tin*; *log/dog/fog*.

Change middle letters, e.g. *pin/pen*; *fog/fig*; *bug/big*. Change final letters, e.g. *bug/bus*; *bin/big*; *fog/fox*.

Capital letters

Write names of characters or people that children know on the board. Omit the capital letter. Children volunteer to write it in.

Odd one out

Put up cvc word cards with the same ending except for one word, e.g. *fog*, *log*, *fox*, *dog*; *pin*, *tin*, *big*, *bin*; *mat*, *hat*, *cat*, *man*. Children find the word with the different ending.

Win a word

Show a word card. The first child who reads it correctly wins the card. This game may be played in teams.

Active and team games

Team colours

Divide the class into several teams. Team leaders hold a colour flashcard. Name a colour. The team with that colour stands up and says the word together. Do this slowly at first, then get quicker. Change the cards over a few times during the game so that teams listen for a different colour.

Team numbers

Divide the class into several teams. Give teams three or four numbers (figures). Say numbers in any order. If the team have that number they put their hands up and show the number.

Number sequencing

Bring five children forward. Give out consecutive number cards 1–5 in muddled order. Children order themselves correctly and hold up their cards. Class says the numbers.

Repeat with 6–10. If you have space, do the same with 1–10.

When children have learned 11–20, repeat the activity with those numbers.

The game may also be played with word cards for numbers.

Name the object

Divide the class into two teams. Put eight or more flashcards on the board. Number them. A child from team A says a number. A child from Team B names the object on the flashcard. The child from team A says whether the answer is correct or not. If both children are correct they both get a point. If the team B child cannot name the object, the team A child must name it or lose a point.

Grammar Practice Book Answer Key

Unit 1

p1 Exercise 1: Students colour the fish yellow and the cat brown.

Exercise 2: 1 No 2 It is 3 Is it 4 Is it 5 Yes 6 It is

p2 Exercise 1: 1 my 2 My 3 is 4 is

Exercise 2: 1 your 2 My 3 is 4 Bella

p3 Exercise 1: 1 is 2 My 3 it 4 Is 5 No

Exercise 2: h - H, w - W, m - M, i - I, n - N, y - Y

Exercise 3: 1 Hello! 2 Hi! 3 What's your name? 4 My name's Biffo. 5 Is it a car? 6 No. 7 Is it a boat? 8 Yes.

Unit 2

p1 Exercise 1: 1 c 2 a 3 b

Exercise 2: 1 It is 2 not 3 Is it 4 it is 5 No 6 Yes

p2 Exercise 1: 1 b 2 c 3 a 4 f 5 d 6 e

Exercise 2: 1 bag 2 not 3 What 4 it 5 is 6 Is

p3 Exercise 1: 1 What 2 It is 3 is not 4 Is it 5 it is 6 Is it 7 No

Exercise 2: 1 N 2 W 3 I 4 Y

Exercise 3: 1 Is 2 Yes 3 What 4 It's 5 Is 6 No

Unit 3

p1 Exercise 1: 1 an 2 a 3 an 4 a 5 is not

Exercise 2: 1 is an 2 is not a 3 is a 4 is not a

p2 Exercise 1: 1 b 2 c 3 a 4 b 5 a 6 c

Exercise 2: 1 Good morning 2 Mr Jolly 3 very well 4 Good afternoon 5 How are you? 6 I'm fine, thank you.

p3 Exercise 1: 1 Good 2 Good morning 3 are 4 fine 5 is that 6 an 7 is a 8 is not

Exercise 2: 1 It is a yellow taxi. 2 It is a purple boat. 3 It is an orange lorry. 4 It is a green umbrella.

Review 1

Exercise 1: 1 It is a book. It is not a bag. 2 It is a kitten. It is not a dog. 3 It is an umbrella. It is not a bike. 4 It is a pencil. It is not a pen.

Exercise 2: 1 Is it a kitten? Yes, it is. 2 Is it a ball? Yes, it is. 3 Is it a rabbit? No, it isn't. 4 Is it a book? No, it isn't. 5 Is it a car? Yes, it is. 6 Is it a boat? Yes, it is.

Exercise 3: 1 a 2 an 3 an 4 an 5 a 6 an

Exercise 4: 1 It is a purple bag. 2 It is a green ball. 3 It is an orange book. 4 It is a brown dog. 5 It is a yellow taxi. 6 It is a blue boat.

Unit 4

p1 Exercise 1: 1 d 2 e 3 f 4 a 5 b 6 c

Exercise 2: 1 big. 2 She 3 not 4 is 5 he 6 Is

p2 Exercise 1: 1 sad. 2 are. 3 aren't. 4 am 5 is

Exercise 2: 1 is 2 she 3 I, are 4 am 5 She 6 Yes 7 No

p3 Exercise 1: 1 is 2 he 3 he 4 am 5 Am 6 are. 7 not

Exercise 2: 1 She is Miss Silver. 2 She isn't sad. 3 He is Biffo. 4 He isn't big.

Unit 5

p1 Exercise 1: 1 There is one dog. 2 There is one cat. 3 There is one rabbit. 4 There are two dogs. 5 There are four cats. 6 There are three rabbits.

Exercise 2: 1 many 2 How. There 3 are, one 4 there, two

p2 Exercise 1: 1 No 2 Yes 3 Yes 4 No 5 No 6 Yes

Exercise 2: 1 Are 2 Is 3 there 4 three 5 How 6 many

p3 Exercise 1: 1 is 2 there 3 are 4 many 5 There 6 Are

Exercise 2: 1. 2. 3 ?/. 4 ?/. 5 ?/.

Unit 6

P1 Exercise 1: 1 d 2 a 3 b 4 e 5 c

Exercise 2: 1 are 2 They 3 is 4 It 5 They

p2 Exercise 1: 1 e 2 d 3 a 4 c 5 b

Exercise 2: 1 old 2 ore 3 We 4 How, you 5 am

p3 Exercise 1: 1 are 2 they 3 What 4 How 5 old

Exercise 2: 1 They are big trees. 2 It is a green frog. 3 It is a big cake. 4 They are red cars. 5 He is a sad clown.

Review 2

Exercise 1: 1 is 2 am 3 are 4 am 5 is 6 is

Exercise 2: 1 Is she sad? 2 Is she happy? 3 Am I slow? 4 Am I fast? 5 Is it fast? 6 Is it slow?

Exercise 3: 1 is 2 are 3 Is 4 are 5 are 6 is

Exercise 4: 1 What are they? 2 They are cakes. 3 How old are you? 4 I am seven. 5 They are flowers. 6 We are six.

Unit 7

p1 Exercise 1: Check students have drawn the objects correctly.

Exercise 2: 1 The teddy is in the box. 2 The lemons are on the chair. 3 The balloons are under the umbrella. 4 The flower is in the bag. 5 The bag is on the apples. 6 The rubber is on the ruler.

p2 Exercise 1: 1 d 2 c 3 a 4 b

Exercise 2: 1 Where, are 2 are, They, in 3 is, in 4 Where, It, in 5 is, is

p3 Exercise 1: 1 Where is 2 is, on 3 is my 4 is in 5 Where are 6 are under

Exercise 2: 1 He 2 She 3 They 4 He 5 They 6 It

Unit 8

p1 Exercise 1: 1 have got 2 have not 3 have got 4 Have you 5 have 5 you got 7 I haven't

Exercise 2: 1 have 2 not 3 got 4 Have 5 No 6 got 7 have

p2 Exercise 1: Check students have chosen the correct people.

Exercise 2: 1 Who 2 Is 3 She 4 this 5 Who

p3 Exercise 1: 1 have got 2 have not got 3 Have you 4 I have 5 you got 6 No 7 Who is 8 She is

Exercise 2: 1 I am happy and you are happy. 2 There is an apple and there are two oranges. 3 He has got a sister and he has got a brother.

Unit 9

p1 Exercise 1: 1 d 2 c 3 e 4 f 5 a 6 b

Exercise 2: 1 got 2 not 3 has 4 has 5 Has, has 6 Has, got

p2 Exercise 1: 1 I like oranges. 2 I like grapes. 3 I like apples. 4 I like melons.

Exercise 2: 1 like 2 How 3 I 4 about 5 you 6 melons

p3 Exercise 1: 1 has got 2 Has he 3 he got 4 he has 5 How about 6 I like 7 she got 8 she has

Exercise 2: 1 Miss Silver has got a big rocket. 2 King Tub has got a new crown. 3 Pirate Jack has got an old hat. 4 Biffa has got red shoes.

Review 3

Exercise 1: 1 under 2 in 3 under 4 on 5 in 6 on

Exercise 2: 1 is, in 2 are, They 3 Where, in 4 is, is 5 Where, in 6 is, in

Exercise 3: 1 have 2 have not 3 Have, have 4 has 5 has not 6 Has, hasn't.

Exercise 4: 1 Who is this? 2 This is my father. 3 I like apples. 4 How about you? 5 This is my mother. 6 I like sweets.

Unit 10

p1 Exercise 1: 1 can 2 cannot 3 Can, can 4 Can, can't

Exercise 2: 1 can 2 it 3 fly, No 4 can't

p2 Exercise 1: 1 b 2 e 3 d 4 f 5 c 6 a

Exercise 2: 1 we, road 2 look 3 OK 4 can

p3 Exercise 1: 1 He can't 2 I can't 3 Can, draw 4 it 5 Can 6 Can, fly 7 can

Exercise 2: 1 sit 2 look 3 draw 4 count 5 read

Exercise 3: 1 Point 2 read 3 draw 4 Sit 5 Count

Unit 11

p1 Exercise 1: 1 b 2 a 3 c 4 e 5 f 6 d

Exercise 2: 1 jumping 2 reading 3 I 4 You 5 am 6 are

p2 Exercise 1: 1 a 2 b 3 b 4 a

Exercise 2: 1 like 2 hot 3 it 4 No 5 is 6 is

p3 Exercise 1: 1 What is the weather like? 2 Is it windy? 3 Is it hot?

Exercise 2: 1 c 2 c 3 f 4 a 5 b 6 d

Unit 12

p1 Exercise 1: 1 is 2 am 3 are 4 is 5 is 6 are

Exercise 2: 1 is talking 2 are pointing 3 is reading 4 are listening

p2 Exercise 1: 1 quickly 2 quietly 3 slowly 4 loudly 5 quietly 6 quickly

Exercise 2: 1 They are walking slowly. c 2 He is walking quickly. a 3 I am talking loudly. d 4 She is talking quietly. b

p3 Exercise 1: 1 is reading 2 is jumping 3 They, playing 4 are, drawing 5 is talking 6 They, walking

Exercise 2: 1 He is reading a book. 2 She is playing in the garden. 3 We are eating sweets. 4 You are pointing at the moon. 5 I am going to school. 6 They are singing quietly.

Review 4

Exercise 1: 1 can 2 cannot 3 can 4 Can, cannot 5 Can, can 6 Can, cannot

Exercise 2: 1 Stop! 2 Cross! 3 Listen! 4 Look! 5 Read! 6 Write!

Exercise 3: 1 What's the weather like? It's sunny. 2 Is it hot? Yes, it is. 3 Is it cold? No, it isn't. 4 What's the weather like? It's cold. 5 Is it cold? Yes, it is. 6 Is it hot? No, it isn't.

Exercise 4: 1 I am reading. 2 She is running quickly. 3 They are talking quietly. 4 We are jumping. 5 He is laughing loudly. 6 You are walking slowly.

Phonics & Spelling

Exercise 1: 1 hat 2 cat 3 fan 4 van 5 hen 6 ten 7 bed 8 tin 9 bin 10 fig

Exercise 2: 1 dog 2 log 3 box 4 fox 5 sun 6 nut 7 mug 8 ship 9 shell 10 fish

Exercise 3: 1 chip 2 chair 3 lunch 4 munch 5 mother 6 brother 7 they 8 bath 9 thick 10 three

Exercise 4: 1 king 2 wing 3 sing 4 ring 5 bell 6 hill 7 ball 8 sock 9 sock 10 duck

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