

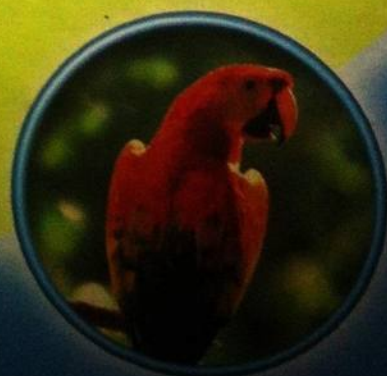
Liz Hocking Mary Bowen

# English World



Teacher's Guide

2



MACMILLAN

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Teacher's Guide

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MACMILLAN

Macmillan Education  
Between Towns Road, Oxford, OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN: 978-0-230-02472-4

Text © Liz Hocking and Mary Bowen 2009  
Design and illustration © Macmillan Publishers Limited 2009

First published 2009

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Designed by Anthony Godber  
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Cover design by Oliver Design

All the photographs which are reproduced in the facsimiles in this book are credited in *English World* PB2.

The publishers would like to thank the following for their participation in the development of this course:

In Egypt – Inas Agiz, Salma Ahmed, Hekmat Aly, Suzi Balaban, Mohamed Eid, Bronwen El Kholi, Mostafa El Makhzangy, Hala Fouad, Jonathan French, Nashaat Nageeb Gendy, Hisham Howeedy, Saber Lamey, Heidi Omara, Maha Radwan, Amany Shawkey, Christine Abu Sitta, Ali Abdel Wahab

In Russia – Tatiana Antonova, Elena Belonozhkina, Galina Dragunova, Irina Filonenko, Marina Gaisina, Maria Goretaya, Oksana Guzhnovskaya, Irina Kalinina, Olga Kligerman, Galina Kornikova, Lidia Kosterina, Sergey Kozlov, Irina Larionova, Irina Lenchenko, Irina Lyubimova, Karine Makhmuryan, Maria Pankina, Anna Petrenkova, Elena Plisko, Natalia Vashchenko, Angelika Vladyko

Printed and bound in Malaysia

2013 2012  
10 9 8 7 6

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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.

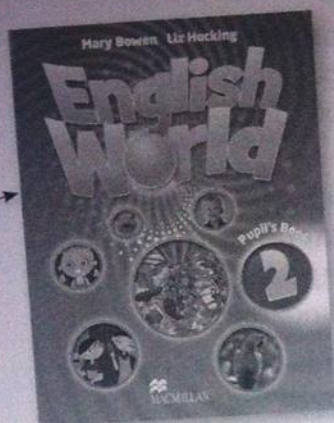
Teachers will find this course practical and useable because:

- 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.

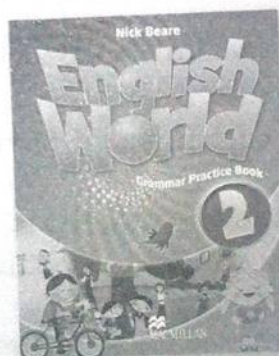
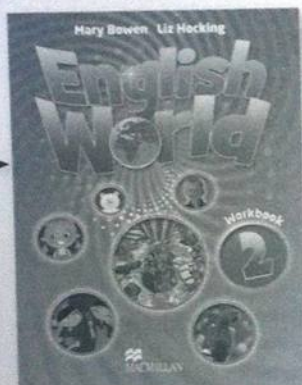


## Dictionary

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.

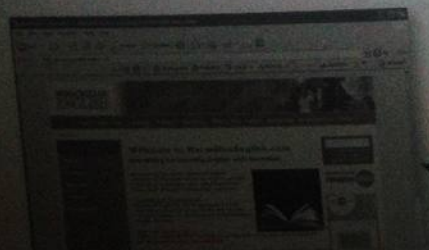
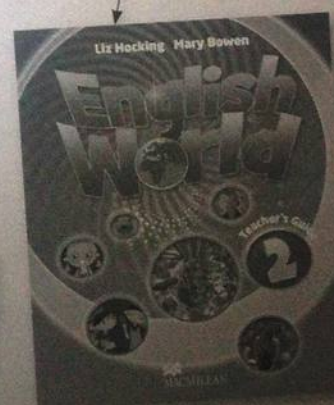
## Flashcards

140 flashcards help teach vocabulary.



## Teacher's Guide

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



## PDFs on the website

Downloadable pdfs provide additional resources.



## DVD

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

## **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.

The posters are shown on pages 15–16 with the key words that they are used to introduce.

## **Flashcards**

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

## **Word cards**

Teachers can refer to the key words on pages 15–16 to make word cards for classroom games and practice. Ideas for games can be found on pages 162–3.

## **DVD**

The DVD that accompanies level 2 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 activities and Workbook exercises and a list of classroom games.

## **Website**

Additional resources for the *English World* course (including word cards to be used in classroom games) 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.

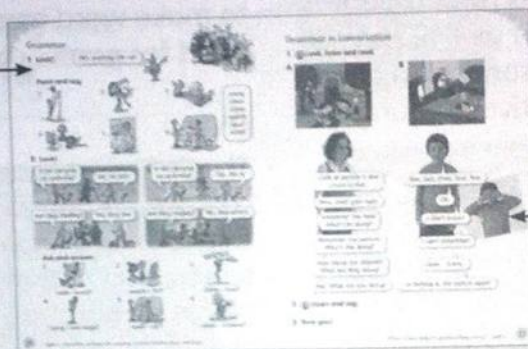
The target grammar is included in the dialogue.

## 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

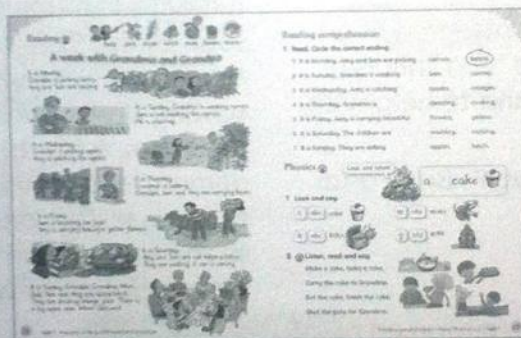
The second target grammar structure, often used in daily speech, is presented in a dialogue.

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.



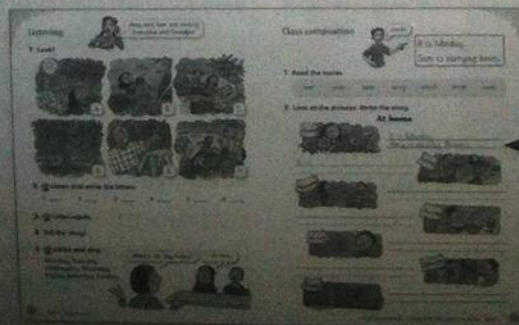
### Session 2 Reading comprehension

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 practise 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, for example, 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

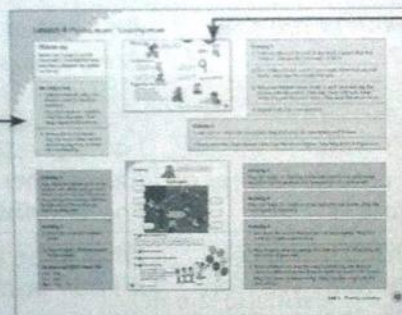
## Workbook

|   |  |  |
|---|--|--|
| 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<br>Grammar Practice Book)           |
| 8 | (2)                                    | Writing skills<br>Composition practice<br>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

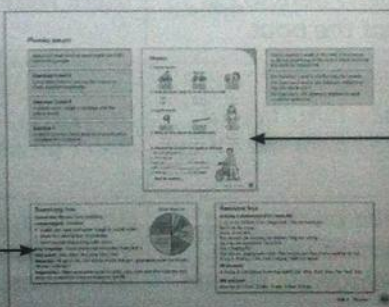


Pupil's Book facsimile page

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, audioscripts and simple games

# Scope and sequence

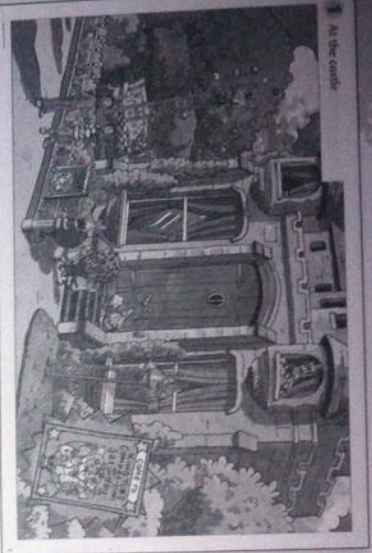
| Unit | New words and speaking                                      | Grammar  | Grammar in conversation  | Learning to learn (WB)                 |
|------|---|--|--|--|
| 1    | <b>At the castle</b><br>action verbs                        | <i>He's washing the steps.<br/>Are they holding lights?<br/>Yes, he is. No, she isn't.</i> | <i>What's he doing?<br/>What are you doing?<br/>What are they doing?</i>       | finding the same item                  |
| 2    | <b>In Biff's garden</b><br>playground equipment             | <i>What's this / that?<br/>What are these / those?<br/>That's my swing.</i>                | <i>These are my books and<br/>this is my pencil case.</i>                      | finding a different item               |
| 3    | <b>Pirate Jack</b><br>sports and hobbies                    | <i>I like basketball.<br/>Dan likes basketball.<br/>They like bananas.</i>                 | <i>Do you like bananas?<br/>Yes, I do. No, I don't.</i>                        | sequencing                             |
|      | Revision  |  |  |  |
| 4    | <b>A fantastic shop</b><br>clothes                          | <i>Does she like the dress?<br/>Do they like the hat?<br/>Yes / No, they do / don't.</i>   | <i>Do you like tennis?<br/>Yes, we do.</i>                                     | sorting                                |
| 5    | <b>Pirate Jack is on TV</b><br>time phrases                 | <i>I get up at six o'clock.<br/>In the morning she plays<br/>tennis.</i>                   | <i>What's the time?<br/>What time do you get up?</i>                           | matching                               |
| 6    | <b>Who is the winner?</b><br>parts of the body              | <i>This is his / her hand.<br/>What colour are their<br/>noses?</i>                        | <i>Whose jacket is this?<br/>It's Ben's jacket.<br/>Are these your pens?</i>   | sorting                                |
|      | Revision  |  |  |  |
| 7    | <b>A trip in a balloon</b><br>food, drink and<br>containers | <i>There's water in the jug.<br/>There are sandwiches on<br/>the plate.</i>                | <i>I always eat fruit.<br/>I sometimes eat crisps.<br/>I never drink milk.</i> | abc order                              |
| 8    | <b>Look at the animals!</b><br>animals                      | <i>Yesterday it was cold.<br/>He was cold. We were<br/>happy. They were hot.</i>           | <i>What's the time?<br/>It's half past eight.</i>                              | finding mistakes;<br>abc order         |
| 9    | <b>Look! The sea!</b><br>sea creatures                      | <i>The fish is next to /<br/>between / behind / in<br/>front of the boat.</i>              | <i>There was a house.<br/>There were three birds.</i>                          | sorting items into<br>categories       |
|      | Revision  |  |  |  |
| 10   | <b>The island</b><br>on the beach                           | <i>I can see him / her / it.<br/>Can you hear me / them<br/>/ us?</i>                      | <i>Don't touch it.<br/>Don't go near it.</i>                                   | finding missing pictures;<br>abc order |
| 11   | <b>The boat</b><br>regular action verbs                     | <i>I walked on the sand.<br/>He pointed to a ship.<br/>They played in the sea.</i>         | <i>First I played football.<br/>Next I helped Dad.<br/>Then I watched TV.</i>  | sequencing                             |
| 12   | <b>Welcome home!</b><br>food and drink                      | <i>He walked over / under<br/>the bridge. He walked<br/>through / into the river.</i>      | <i>Yesterday I climbed a tree.<br/>Yesterday he visited his<br/>Grandma.</i>   | sorting;<br>abc order                  |
|      | Revision  |  |  |  |

| Reading  | Phonics   | Listening                          | Writing skills (WB)   | Class Composition                   |
|--|---|------------------------------------|---|-------------------------------------|
| <b>A week with Grandma and Grandpa</b><br>a story<br>vocabulary: days in a week            | magic e words, <i>a_e</i>                               | sequencing                         | capital letters for days of the week<br>noun + plural <i>es</i> | a story with repeated language      |
| <b>Playtime</b><br>descriptions of actions<br>vocabulary: action verbs                     | magic e words, <i>i_e</i>                               | identifying                        | cvc verbs + <i>ing</i><br><i>hop hopping</i>                    | a description of outdoor activities |
| <b>Mum's birthday present</b><br>a story with familiar setting<br>vocabulary: handcraft    | magic e words, <i>o_e</i> ,<br><i>u_e</i> , + <i>ue</i> | identifying;<br>listening for gist | magic e verbs + <i>ing</i><br><i>make making</i>                | a story from pictures               |
|  |   |                                    |   |                                     |
| <b>What clothes do you like?</b><br>descriptions of clothes<br>vocabulary: clothes         | initial blends <i>cl, fl</i> ,<br><i>bl, pl</i>         | understanding questions            | adjective / noun order  | descriptions of children's clothes  |
| <b>An astronaut in space</b><br>information about a routine<br>vocabulary: people in space | initial blends <i>br, cr</i> ,<br><i>gr, dr, tr</i>     | sequencing                         | question words  | an account of a routine             |
| <b>Here's the band!</b><br>poem<br>vocabulary: instruments                                 | initial blends <i>sl, sm</i> ,<br><i>sn, sp, st, sw</i> | identifying numbers                | contractions  | completing a poem                   |
|  |   |                                    |   |                                     |
| <b>The months of the year</b><br>descriptions of weather<br>vocabulary: the months         | words ending <i>nd</i> ,<br><i>nk, nt</i>               | understanding a description        | capital letters for months of the year                          | descriptions of weather             |
| <b>A very funny monster!</b><br>a fantasy story<br>vocabulary: objects in room             | words ending <i>ld, lk</i> ,<br><i>lp, lt</i>           | identifying pictures in a sequence | conjunction <i>but</i>  | descriptions of fantasy creatures   |
| <b>The aquarium</b><br>an email to a friend<br>vocabulary: 60–100                          | vowel sound <i>ee</i>                                   | understanding questions            | personal pronouns   | an email to a friend                |
|  |   |                                    |   |                                     |
| <b>Sea creatures</b><br>information with labels<br>vocabulary: sea creatures               | long vowel sound<br><i>oo</i>                           | identifying                        | conjunction <i>or</i>   | information text with labels        |
| <b>In the jungle</b><br>a diary<br>vocabulary: ordinals                                    | vowel sound <i>ai</i>                                   | sequencing                         | adverb <i>too</i><br><i>I can run, too.</i>                     | diary entries                       |
| <b>What food do you like?</b><br>menus for different meals<br>vocabulary: food and drink   | long vowel sound<br><i>ea</i>                           | a song with a chorus               | a comma in a list   | a party menu                        |
|  |   |                                    |   |                                     |

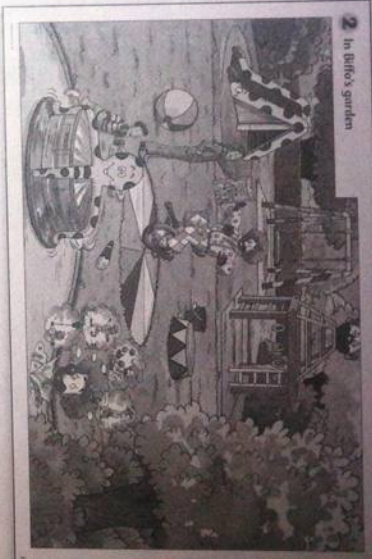
# Flashcard list

- |                    |                                 |                                   |                       |
|--------------------|---------------------------------|-----------------------------------|-----------------------|
| 1 Lily             | 41 clothes                      | 80 drum                           | 119 chop              |
| 2 Don              | 42 buy                          | 81 trumpet                        | 120 mend              |
| 3 Jon              | 43 think                        | 82 flute                          | 121 pull              |
| 4 Kate             | 44 paint                        | 83 bread                          | 122 push              |
| 5 King Tub         | 45 write                        | 84 cheese                         | 123 jungle            |
| 6 Biffo            | 46 cut                          | 85 milk                           | 124 sail (n.)         |
| 7 Pirate Jack      | 47 stick + glue                 | 86 sandwich                       | 125 hill + river      |
| 8 TV interviewer   | 48 scissors                     | 87 basket                         | 126 spider            |
| 9 Mrs Goody        | 49 paints                       | 88 bottle                         | 127 burger            |
| 10 Mr Goody        | 50 jacket                       | 89 plates                         | 128 pizza             |
| 11 Mum             | 51 trousers                     | 90 cups                           | 129 salad + lettuce   |
| 12 Dad             | 52 boots                        | 91 jumper                         | 130 lemonade          |
| 13 clean           | 53 dress                        | 92 rainbow                        | 131 hungry            |
| 14 wash            | 54 shoes                        | 93 storm + thunder<br>+ lightning | 132 thirsty           |
| 15 watch           | 55 shirt                        | 94 dark                           | 133 land (v.)         |
| 16 climb           | 56 skirt                        | 95 monkey                         | 134 fruit             |
| 17 carry           | 57 socks                        | 96 lion + zebra                   | 135 tea + coffee      |
| 18 ladder          | 58 t-shirt                      | 97 giraffe + neck                 | 136 soup              |
| 19 lights          | 59 coat                         | 98 crocodile + teeth              | 137 chicken + chips   |
| 20 steps           | 60 gloves                       | 99 hippo + mouth                  | 138 vegetables        |
| 21 pick            | 61 shorts                       | 100 elephant + ear                | 139 potatoes          |
| 22 catch           | 62 sandals                      | 101 monster + tail                | 140 chocolate pudding |
| 23 brush           | 63 trainers                     | 102 ugly                          |                       |
| 24 cook            | 64 get up                       | 103 friendly                      |                       |
| 25 lunch           | 65 play the piano               | 104 sleepy                        |                       |
| 26 swing           | 66 sleep + asleep               | 105 scared                        |                       |
| 27 slide           | 67 sea + island                 | 106 whale                         |                       |
| 28 roundabout      | 68 parrot                       | 107 shark + fin                   |                       |
| 29 rings           | 69 astronaut + space<br>station | 108 dolphin                       |                       |
| 30 dance           | 70 phone                        | 109 jellyfish                     |                       |
| 31 throw           | 71 people                       | 110 eagle                         |                       |
| 32 hop + skip      | 72 talk                         | 111 aquarium + rock               |                       |
| 33 run             | 73 arm + hand                   | 112 beach + sand                  |                       |
| 34 shout           | 74 leg + foot                   | 113 shell                         |                       |
| 35 stone           | 75 head + nose                  | 114 crab + claw                   |                       |
| 36 football        | 76 feet                         | 115 pool + shellfish              |                       |
| 37 basketball      | 77 winner                       | 116 touch                         |                       |
| 38 tennis          | 78 ride                         | 117 starfish + spine              |                       |
| 39 singing         | 79 band                         | 118 crawl                         |                       |
| 40 swimming + swim |                                 |                                   |                       |

# Posters and key words



clean wash watch climb  
carry ladder lights steps



swing slide roundabout rings dance



like buy football basketball  
tennis singing swimming clothes



jacket dress shirt trousers boots shoes



get up swim play the piano sleep sea parrot arm leg foot feet head nose winner ride



bread cheese milk sandwich  
basket bottle plates cups jumper



monkey giraffe lion zebra  
hippo crocodile neck ear mouth teeth



whale dolphin jellyfish shark  
island eagle huge



beach sand shell pool crab touch



chop mend pull push  
jungle sail



pizza burger salad lemonade  
hungry thirsty land

# Dan and Lily's family and friends

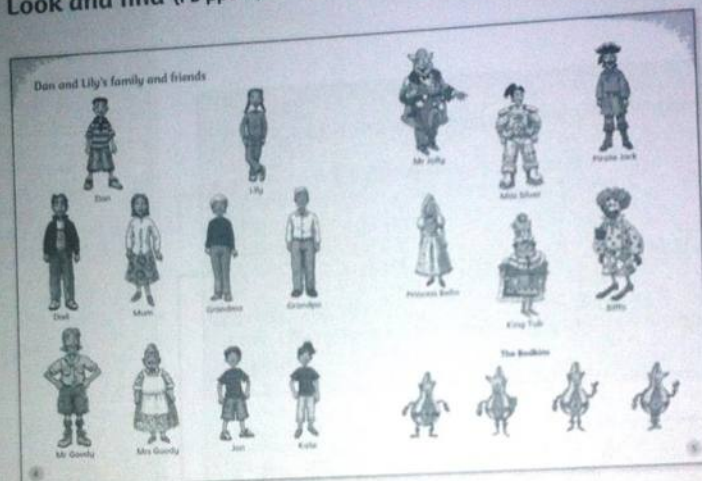
Family and friends (PB pp4-5)

Look and find (PB pp6-7)

Let children look at the pages for a few moments. They should recognise almost all of these characters from English World 1.

Ask *Who can you see?* Encourage children to name the characters they know.

Ask *Who is new?* Children should notice that Mr Goody, Kate and Jon are new.



Children look at the picture for a few moments.

Ask *Who can you see?*

Children find and name the characters, e.g. *I can see Biffy.* Ask *What is Biffy doing? He is jumping.*

Ask other questions, e.g. *What is he holding?* or *What has he got? A balloon.* Is he happy? Yes, he is. *What is the dog doing? It is jumping.*



Children find the other characters. Ask what each person is doing. Children should be able to make sentences using verbs *sing, look, open, hold, play, walk, eat, fly, have got*. Remind them of verbs they know by asking, e.g. *Who is opening a box?* etc. Encourage them to say as much as they can about the people and things in the picture.

Dan and Lily's family and friends

# Welcome Unit

Welcome (PB pp8-9)

The Welcome Unit covers the main structures and vocabulary taught in *English World 1*. It provides revision lessons to be done over a few weeks. The notes suggest how to use the material. It may be adapted to suit individual classes and teaching situations. Two pages may be done in a single lesson. Alternatively, teachers may wish to take two lessons to complete the two pages.

## Before listening

- Children look. Ask who they can see **three children** – two girls (Lisa, Lily) and one boy (Joe).
- Ask what they can see **desk, chair, book, schoolbag, pencil case, pen, pencil, rubber, ruler**.

## Activity 1

- Play CD1 track 1. Children listen and follow in their books. They name the children in the picture.

## Audioscript (CD1 track 1)

|                         |                               |
|-------------------------|-------------------------------|
| Lily: Hi!               | Lily: My name's Lily.         |
| Lisa: Hello!            | Lisa: This is my friend, Joe. |
| Lily: What's your name? | Lisa: Hi, Joe!                |
| Lisa: My name's Lisa.   | Joe: Hello!                   |
| Lily: What's your name? |                               |

## Activity 2

- Books closed. Play CD1 track 2. Children listen and repeat in the pauses.

## Audioscript (CD1 track 2)

|                                 |                                       |
|---------------------------------|---------------------------------------|
| Lily: Hi! (pause)               | Lily: My name's Lily. (pause)         |
| Lisa: Hello! (pause)            | Lisa: This is my friend, Joe. (pause) |
| Lily: What's your name? (pause) | Lisa: Hi, Joe! (pause)                |
| Lisa: My name's Lisa. (pause)   | Joe: Hello! (pause)                   |
| Lily: What's your name? (pause) |                                       |

## Activity 3

- Volunteers should repeat the conversation from memory but let them read the lines if necessary.
- Class repeats the conversation again, using their own names.
- Class practises the conversation in threes using their own names.

**Welcome**

1 Listen and read.

2 Listen and say.

3 Name your friend.

4 Write.

5 Ask and answer.

6 Write.

7 Ask and answer.

8 Write.

9 Ask and answer.

10 Write.

## Activity A

**Note:** If you wish, do steps 1 and 2. Children complete this as a homework task.

- Point out the bubble. Remind the class that in writing they should use the full form.
- Volunteers read the first question and answer. Children write.
- Check answers by asking children to read out questions and answers.

## Activity 4

- Children look. A pair reads the bubbles.
- Different children point to each object and ask the question. Elicit answers.
- In pairs, children take turns to point and ask the question. Their partner answers.

## Activity 5

- Pairs read the questions and short answers.
- A volunteer asks the question about the pencil case. Elicit the answer.
- Continue with the other objects. After the answer **No, it isn't**, if you wish, ask **What is it?** Elicit the answer.

## Activity B

Follow steps 1–3 in Activity A.

### Before listening

- 1 Ask who is in the picture *Dan, Lily, Mr Jolly*.
- 2 Ask what they can see *cars, dolls, kites, boats, balls, trains, planes, toy rabbits, toy cats, umbrellas, balloons*. Accept singular items. If objects are countable ask *How many ...?*

### Activity 1

- 1 Play CD1 track 3. Children listen and follow in their books.

### Audioscript (CD1 track 3)

Mr Jolly: Good morning, Dan! Good morning, Lily!  
 Dan: Good morning, Mr Jolly! How are you?  
 Mr Jolly: I'm very well, thank you. How are you?  
 Lily: We're fine, thanks.

### Activity 2

- 1 Children close their books. Play CD1 track 4. They listen and repeat in the pauses.

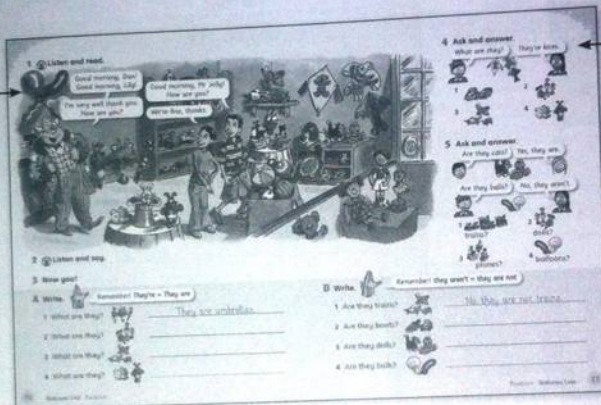
- 2 If necessary, repeat until children speak confidently.

### Audioscript (CD1 track 4)

Mr Jolly: Good morning, Dan! (pause) Good morning, Lily! (pause)  
 Lily: Good morning, Mr Jolly! (pause) How are you? (pause)  
 Mr Jolly: I'm very well, thank you. (pause) How are you? (pause)  
 Dan: We're fine, thanks. (pause)

### Activity 3

- 1 Volunteers take the parts of Dan, Lily and Mr Jolly. They repeat the conversation from memory but let them read the lines if necessary.
- 2 Three more children repeat the conversation from memory.
- 3 Class practises the conversation in groups of three. If they are not confident, let them check in their books.



### Activity A

**Note:** If you wish, do steps 1 and 2. Children complete this as a homework task.

- 1 Point out the bubble. Remind the class that in writing they should use the full form.
- 2 Volunteers read the first question and answer. Children write.
- 3 Check answers by asking children to read out questions and answers.

### Activity B

Follow steps 1-3 in Activity A.

### Activity 4

- 1 Children look. A pair reads the bubbles.
- 2 Different children point to the objects and ask the question. Elicit answers.
- 3 In pairs, children take turns to point and ask the question. Their partner answers.

### Activity 5

- 1 Pairs read the questions and short answers.
- 2 A volunteer asks the question about the trains. Elicit the answer.
- 3 Continue with the other objects. After the answer **No, they aren't**, if you wish, ask **What are they?** Elicit the answer.

### Before listening

Ask the class what they can see in the main picture.

Children may remember the names of rooms in the house and family members. They may also name things in the garden.

### Activity 1

1 Play CD1 track 5. Children listen and follow in their books.

2 Ask the class to name the girl pointing at the picture and the people in it.

3 Play track 5 again.

4 Ask *How old is Lucy? Tom? Meg?*

### Audioscript (CD1 track 5)

Girl: Hi, I'm Lucy. I'm eight.  
This is my father and this is my mother.  
This is my brother, Tom. He's six.  
This is my sister, Meg. She's two.  
This is my grandfather and my grandmother.

### Activity 3

1 One or more volunteers read the words in the box.

2 Point out each room. Elicit the correct word.

3 Children write the words in the correct boxes.

**1 Listen and read.**  
Hi, I'm Lucy. I'm eight.  
This is my father and this is my mother.  
This is my brother, Tom. He's six.  
This is my sister, Meg. She's two.  
This is my grandfather and my grandmother.

**2 Answer the questions.**  
1 How old is Meg?  
2 How old is Lucy?  
3 How old is Tom?  
4 How old are you?

**3 Write the words.**  
bedroom bathroom kitchen living room study garden  
living room

**4 Ask and answer.**  
Where's Mum? She's in the bathroom.  
Where's Dad? He's in the living room.  
Where's Tom? He's in the garden.  
Where's Meg? She's in the garden.  
Where's Grandpa? He's in the garden.  
Where's Grandma? She's in the garden.

**5 Write.**  
1 Where is Dad? He is in the living room.  
2 Where is Mum? She is in the bathroom.  
3 Where is Tom? He is in the garden.  
4 Where is Lucy? She is in the garden.

### Activity A

**Note:** If you wish, do steps 1 and 2. Children complete this as a homework task.

1 Point out the bubble. Remind the class that in writing they should use the full forms.

2 Ask volunteers to read the first question and answer.

3 Children write.

4 When the exercise is completed, check by asking children to read out questions and answers.

1 A volunteer reads each question. Elicit the answers from different children.

2 Ask several children to ask the last question and elicit answers from around the class.

### Activity 4

1 A pair of children read the question and answer. Children look at the bathroom and c...

2 A volunteer asks the first question *Where is Grandma?* Elicit an answer. Other children look at the picture and che...

3 Continue with the other pe...

4 Children practise the question and answers in pairs. Go on listening to them as they v...

5 Ask two or three pairs to c... and answer while the rest of the class listens.

### Activity B

Remind the class of the full forms then follow steps 2-4 in Activity A.

### Before listening

- 1 Children look at the pictures.
- 2 Ask several children to name things they can see.

### Activity 1

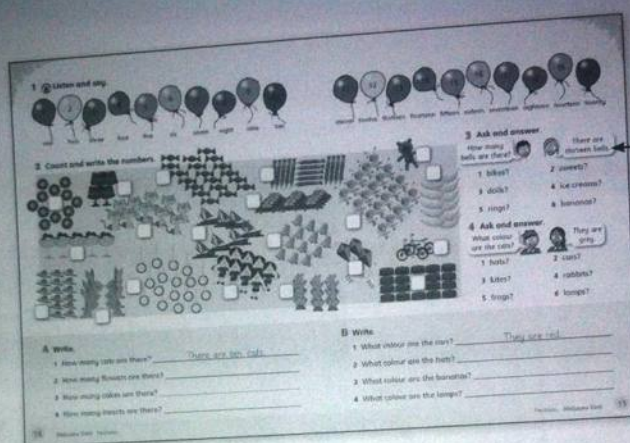
- 1 Play CD1 track 6. Children listen and follow in their books.
- 2 Play the track again. Children join in and clap.
- 3 Class counts and claps without playing the track.

### Audioscript (CD1 track 6)

one two three (clap) four five six (clap)  
seven eight nine (clap) ten eleven twelve (clap)  
thirteen fourteen (clap clap clap)  
fifteen sixteen (clap clap clap)  
seventeen eighteen (clap clap clap)  
nineteen twenty (clap clap clap)

### Activity 2

- 1 Children point to groups of objects in turn.
- 2 Ask, e.g. *How many flowers are there?*  
Children write the numbers: 12 (flowers),  
4 (lamps), 18 (sweets), 14 (pencils), 1 (teddy),  
10 (cats), 15 (cars), 20 (insects), 11 (bananas), 5  
(ice creams), 7 (boats), 13 (bells), 3 (kites),  
2 (bikes), 16 (hats), 6 (rabbits), 17 (rings), 8  
(dolls), 9 (frogs), 18 (cakes).



### Activity A

**Note:** If you wish, do steps 1 and 2. Children complete this as a homework task.

- 1 Volunteers read the first question and answer.
- 2 Children write.
- 3 Check answers by asking children to read out questions and answers.

### Activity B

Follow steps 1-3 in Activity A.

### Activity 3

- 1 Children look. A pair reads the bubbles.
- 2 Different children ask the other questions. Give the class time to count then elicit answers. Check that the answer is correct each time.
- 3 In pairs, children take turns to point and ask the question for their partners to answer. Go around listening as they work.
- 4 Two or three pairs ask a question and answer while the class listens.

### Activity 4

- 1 A pair reads the question and answer.
- 2 A volunteer asks the question about the hats. Elicit the answer. Check that the class agrees. Continue with the other objects.
- 3 Pairs ask and answer while the class listens.

### Before listening

- 1 Children look at the pictures for a few moments.
- 2 Children say sentences about things in the pictures. Ask, e.g. *What colour is it? How many are there?*

### Activity 1

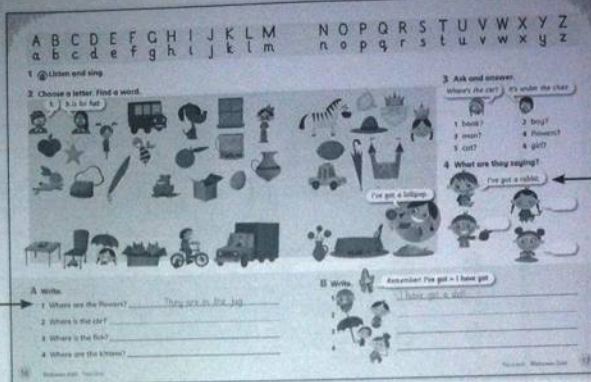
- 1 Play CD1 track 7. Children listen.
- 2 Play CD1 track 8 (music only). Children sing.

### Audioscript (CD1 track 7)

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 2

- 1 Point out the two bubbles. A pair reads them.
- 2 A volunteer names a letter. Elicit an answer. Some letters have more than one possibility.
- 3 Repeat. Let the class continue in pairs.
- 4 This activity may also be played with the class divided into two teams.



### Activity A

Note: If you wish, do step 1. Children complete this as a homework task.

- 1 Volunteers read the first question and answer. Children write.
- 2 Check answers by asking children to read out questions and answers.

### Activity 3

- 1 Children look in their books. A pair reads the bubbles.
- 2 Different children ask the other questions. Class looks. Elicit answers. Check that the answers are correct.
- 3 In pairs, children take turns to point and ask the question. Their partner answers.

### Activity 4

- 1 Point out the girl with the lollipop. A child reads the bubble.
- 2 Another child reads the boy's bubble in the small picture.
- 3 Ask what the girl with the kitten is saying. Elicit the answer. Class repeats.
- 4 Continue with the other pictures.

### Activity B

- 1 Point out the bubble and practise the contraction as necessary. Remind children to use the full form in writing.
- 2 Follow steps 1-3 in Activity A.

### Before listening

- 1 Ask children to look at the picture carefully for a few moments.
- 2 Ask who is in the picture. Children should recognise Dan, Lily, Mum, Dad and Biff.
- 3 A volunteer reads the sign *Happy Birthday*.

### Activity 1

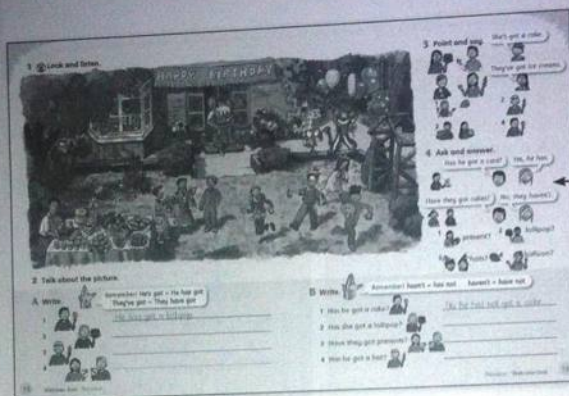
- 1 Play CD1 track 9. Children listen and look at the picture.
- 2 Ask *Who has got a birthday today?* Elicit *Dan and Lily*.
- 3 Play track 9 again.

### Audioscript (CD1 track 9)

Look at Dan and Lily! They are in the garden. They are having a party. Dan has got a present. Lily has got a card. Look at the children! They are playing. They have got funny hats. Can you see the clowns? They have got balloons. Look at Dad! He has got a jug of orange juice. And look at Mum! She has got a big birthday cake. Happy birthday, Dan! Happy birthday, Lily!

### Activity 2

- 1 Ask children to say as much as they can about the picture. If you wish, ask what different characters have got.
- Ask extra questions as appropriate, e.g. *What colour is/are ...? How many ... are there?*



### Activity A

**Note:** If you wish, do steps 1 and 2. Children complete this as a homework task.

- 1 Point out the bubble. Remind the class that in writing they should use the full forms.
- 2 Children look at the picture. A volunteer reads the first sentence.
- 3 Children write about the other three pictures.
- 4 When the exercise is completed, check answers by asking children to read out questions and answers.

### Activity B

Follow steps 1-4 in Activity A.

### Activity 3

- 1 Children look at the first picture. Ask a child to read the bubble.
- 2 Repeat with the second picture.
- 3 Ask about the girl with the balloon. Elicit *She's got a balloon*. Class repeats.
- 4 Continue with the other pictures.
- 5 Children work in pairs taking turns to point to pictures and make statements. Go around listening to them while they work.
- 6 Different children make statements while the class listens.

### Activity 4

- 1 Children look at the first picture. Ask a pair to read the bubbles.
- 2 Do the same with the second picture and bubbles. Ask *What have they got?* Elicit *They've got lollipops*.
- 3 Volunteers ask the questions about the pictures and elicit an answer for each one.
- 4 Children repeat the activity in pairs.
- 5 Ask two or three pairs to ask and answer about different pictures while the class listens.

### Before listening

- 1 Children look at the pictures for a few moments.
- 2 Ask what is in the pictures. Elicit **a boy, a girl, a dog and a cat**.

### Activity 1

- 1 Play CD1 track 10. Children listen and follow.
- 2 Ask *What can the cat do? It can jump. What can the dog do? It can run. Can the boy fly? No, he can't.*
- 3 Play track 10 again. Children follow in their books.

### Audioscript (CD1 track 10)

Girl: Look at the cat! It can jump. Jump, cat! Jump! [miaow + light thump]  
 Boy: Look at the dog! It can run. Run, dog! Run! [excited barking fades into distance]  
 Small boy: Look at me! I can fly.  
 Girl: You can't fly.  
 Small boy: Yes, I can. Look! [thump + Owl!]  
 Girl [scathing]: You can't fly!

### Activity 2

- 1 If your class is confident, ask volunteers to read a sentence at a time. Class repeats.  
 If necessary, read each sentence yourself and then ask the class to repeat.
- 2 Ask different children to read the sentences under each picture and the bubbles. Class listens and then repeats.

### Activity A

**Note:** If you wish, do step 1. Children complete this as a homework task.

- 1 Children look at the picture. A volunteer reads the first sentence.
- 2 Children write about the other three pictures.
- 3 Check answers by asking children to read out questions and answers.

### Activity B

- 1 Point out the bubble. Remind the class that in writing they should use the full form.
- 2 Children look at the picture. A child reads the question and another reads the answer.
- 3 Children write the answers to the other questions.
- 4 Check in the usual way.

### Activity 3

- 1 Different children read the bubbles.
- 2 Children look at the pictures.
- 3 Ask a child to read the first bubble again. Ask *Which picture?* Elicit an answer. Check the class agrees **picture C**.
- 4 Continue with the other pictures.

### Activity 4

- 1 Ask two pairs to read the bubbles.
- 2 Let or help a volunteer to say the first question. Elicit a short answer.
- 3 Continue with the other questions.
- 4 Children practise in pairs. Go around listening while they work.
- 5 Two or three pairs ask and answer while the rest of the class listens.

### Before listening

- 1 Give children time to look at the pictures.
- 2 Ask them to say who or what is in each picture.

### Activity 1

- 1 Play CD1 track 11. Children listen and look.
- 2 Ask *What is the weather like?* about each picture.
- 3 Play track 11 again. Pause after each question for children to answer.

### Audioscript (CD1 track 11)

It's cloudy today. It's windy, too. Dan and Lily are walking to school quickly. Look at Dan's hat! What's the number?

Today the weather is hot and sunny. Dan and Lily are sitting under a big umbrella. Dan is eating grapes. Lily is drinking orange juice. What's the number?

Today it is very cold. Dan and Lily are playing in the garden. Look! It's snowing! What's the number?

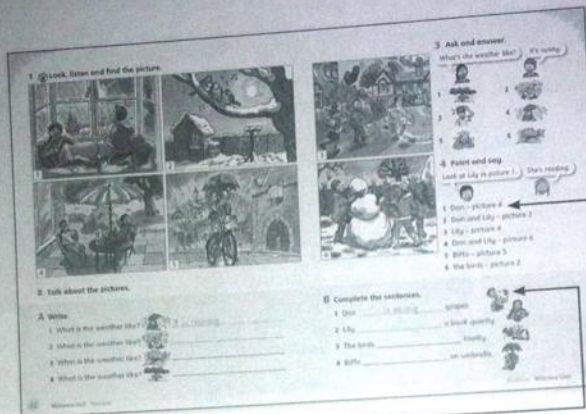
Today it is raining. Lily and Dan can't play in the garden. Lily is reading a book quietly. Dan is looking at the rain. What's the number?

Today it's sunny and cold. Look at the birds! They're singing loudly. What's the number?

Today it's raining. Biffo, the clown, is riding his bike slowly. He's holding an old umbrella. What's the number?

### Activity 2

- 1 Ask volunteers to say a sentence about the pictures. If you wish, ask the class to repeat.
- 2 Ask extra questions as appropriate.



### Activity A

**Note:** If you wish, do step 1. Children complete this as a homework task.

- 1 A volunteer reads the question. Children look at the picture. A volunteer reads the statement.
- 2 Children write about the other three pictures.
- 3 Check answers by asking children to read out questions and answers.

### Activity B

- 1 Children look at the first picture. A volunteer reads the first completed sentence.
- 2 Children look at the second picture. Write the gapped sentence on the board. Ask a volunteer to complete it. If necessary say *Look at Lily* to prompt *She is reading*. Elicit the correct words *is reading* to complete the sentence.
- 3 If you wish, go through the other sentences orally before children write.
- 4 Check in the usual way.

### Activity 3

- 1 A pair reads the first question and answer.
- 2 Prompt pairs of children around the class to ask and answer about the other pictures. Class repeats.
- 3 Children practise in pairs. Go around listening as they work.
- 4 One or two pairs ask the question and answer while the class listens.

### Activity 4

- 1 Ask a pair to read the bubbles. Tell the class to look and check.
- 2 Give the first instruction yourself or let a confident child give it. Children look. Elicit the answer.
- 3 Encourage children to give the instructions. Ask the class to repeat if they are not confident.
- 4 Children practise in pairs. Go around listening as they work.
- 5 Ask two or three pairs to give the instruction and say the statement while the class listens.

# At the castle

Use flashcards 1, 2 and 5 to revise the characters.

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

### Poster 1

- 1 Show poster 1. Read the title. Class looks for a few moments.
- 2 Show flashcards 13-20. Name the actions and objects. Class repeats.
- 3 Ask different children to find and point to the actions and objects on the poster.



- 4 Ask questions about the picture:  
*Who is in the picture? Dan, Lily, King Tub. Where is King Tub? In the castle. What colour are the lights? They are red, green, blue, yellow, orange and pink.*

- 5 Play CD1 track 12. Children listen and look at the poster. Point to each of the characters when they speak.

Point out the small poster in the picture. Check understanding. Explain *competition*. Ensure class understands that King Tub is going to hold the competition on Saturday.

### 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 and objects.

- 3 Name the actions and objects. Children point in the boxes. Show flashcards. Children check they are pointing to the correct picture.

- 4 Name the actions and objects in a different order. Children find them in the big picture in their books.



#### Activity 2

- Play CD1 track 12. Children listen and follow the dialogue.

#### Activity 3

- 1 Play CD1 track 13. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more.
- 2 Play track 13 again. Class listens and follows.
- 3 Individuals read or act the dialogue.\*

## Words, Learning to learn (WB pp2-3)

Check that children understand the tasks before they begin.

### Exercise 1

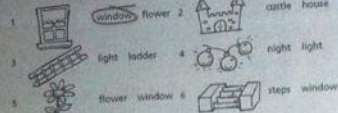
Children circle the word that matches the picture.

### Exercise 2

Children look at the pictures then read the sentences. They write the letter of each picture next to the sentence it matches.

### 1 Words

1 Circle the right word.



2 Read and match. Write the letters.

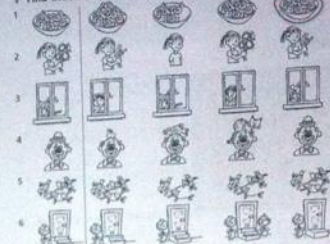


- 1 They are washing the car. \_\_\_\_ 2 He is climbing a tree. \_\_\_\_  
3 He is carrying a ladder. \_\_\_\_ 4 She is holding an umbrella. \_\_\_\_  
5 She is watching TV. \_\_\_\_ 6 They are cleaning the windows. \_\_\_\_

Unit 1 Activities

### Learning to learn

1 Find the same picture. Circle it.



2 Find the same word. Circle it.

- |         |        |         |         |         |
|---------|--------|---------|---------|---------|
| 1 ball  | boat   | balloon | ball    | doll    |
| 2 crown | clown  | cloud   | clock   | crown   |
| 3 read  | rabbit | red     | read    | reading |
| 4 sweet | sweets | street  | streets | sweet   |
| 5 star  | step   | star    | stand   | stair   |
| 6 light | lamp   | look    | right   | light   |

Find the same item. Unit 1

### Exercise 1

This exercise practises scanning and observation skills using pictures. Children look at the picture on the left and find the matching picture on the right.

### Exercise 2

This exercise practises scanning and observation skills using words. Children look at the word on the left and circle the same word on the right.

## 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 observation skills

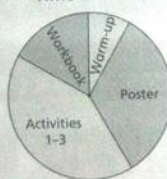
Key structure present continuous, interrogative

Key language What are they doing?

Key words clean, wash, watch, climb, carry, ladder, lights, steps

Materials PB pp24-25; poster 1; flashcards 1, 2, 5, 13-20; WB pp2-3; CD1 tracks 12, 13

Time division



## Resource box

\* Children may have done this activity in *English World 1*. If they have, continue in the same way: children volunteer, or you choose children, to be one of the characters in the dialogue. They read the lines for their character. If they have memorised quickly, let them say the lines without their books and give them the flashcard for their character to hold. If they need prompting, use the poster to point to each character as they speak.

If this is a new activity for your class, do the same, but introduce it slowly. Be ready to help children to remember and say the lines. Encourage them to speak with expression as in the recording. Choose confident children at first so that the class sees the activity being done successfully.

### WB answers

p2 Exercise 1: 2 castle 3 ladder 4 light 5 flower 6 steps

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

## Session 1 Warm-up

Use flashcards 13–17 to revise the words for actions.

### Activity 1

1 Children open their books. Point out the Bodkin washing the car. Ask a volunteer to read the bubble. Class repeats.

2 Point out the boy. Check children remember *ladder*. Prompt *He is climbing a ladder*. Continue with the other pictures.

3 Children practise sentences in pairs.\*

### Activity 2

1 Read, or choose volunteers to read, some or all of the pairs of bubbles.

2 Point out the first picture. Ask the question *Is he reading a book?* Class repeats. Elicit the answer *No, he isn't*. Continue with the other pictures.

3 Encourage children to form the question for the last three pictures.

4 Children practise in pairs.\*

Go to Workbook Session 1 ↓

## Session 2 Warm-up

Use flashcards 13–17. Ask *What is he/she doing?* *He is climbing, etc.*

### Grammar

1 Look!

Point and say.

He's washing the car.

2 Look!

Is he carrying an umbrella? No, he isn't.

Is she carrying an umbrella? Yes, she is.

Are they reading? Yes, they are.

Are they reading? No, they aren't.

Ask and answer.

1 read - book? watch - TV? climb - tree? wash - car? clean - window?

2 Look! He's washing the car.

3 Look! She's carrying an umbrella.

4 Look! They're reading.

5 Look! They're not reading.

6 Look! He's climbing a ladder.

### Grammar in conversation

1 Look, listen and read.

A

Look at picture A and count to five.

Now cover your eyes.

Remember the man! What's he doing?

Remember the woman! What's she doing?

How about the children? What are they doing?

Hey! What are you doing?

B

One, two, three, four, five.

OK.

I don't know!

I can't remember!

Listen... listen...

I'm looking at the picture again!

2 Listen and say.

3 Now guess.

What is he/she/they doing? Look!

### Activity 1

1 Point out the man in picture A. Ask *What is he doing?* *He is climbing a ladder*. Ask about the other people in the pictures.

2 Read the first two bubbles. Explain that the boy is looking at the picture while he is counting.

3 Tell the class to listen to the children in the photos. Play CD1 track 14. Children listen and follow in their books.

### Activity 2

Play CD1 track 15. Children listen and repeat in the pauses.

### Activity 3

Children practise the conversation in pairs.

They may also play it as a real game and try to give the correct answer.

Go to Workbook Session 2 ↓

Explain the tasks. If you wish, do the first sentences of Exercises 1 and 2 with the class.

### Exercise 1

Children choose the correct verb to complete each sentence. Explain that one word fits each space.

### Exercise 2

Children choose the correct verb and use it to form the question.

### Exercise 3

Point out the example. Remind the class that each sentence must begin with *No*.

### Grammar

1 Complete the sentences with the words in the box.

watch hold point play

- The boys \_\_\_\_\_ football.
- Dad \_\_\_\_\_ the boys.
- Mom \_\_\_\_\_ at the boys.
- I \_\_\_\_\_ a ball.

2 Write questions. Use the words in the box.

- \_\_\_\_\_ he \_\_\_\_\_ the ladder?
- \_\_\_\_\_ you \_\_\_\_\_ to school?
- \_\_\_\_\_ they \_\_\_\_\_ the window?
- \_\_\_\_\_ she \_\_\_\_\_ a book?

3 Write answers to the questions. Start with *No*.

- Are you eating an apple?  
*No, I am not eating an apple.*
- Is she walking to school?
- Children! Are you eating sweets?
- Is he carrying a kitten?

Task 1 Present continuous, affirmative, interrogative, negative

### Grammar in conversation

1 Complete the questions with the words in the box.

Who What Where How many?

- \_\_\_\_\_ are you drawing?
- \_\_\_\_\_ are you going?
- \_\_\_\_\_ girls are singing?
- \_\_\_\_\_ are you playing with?

2 Complete the conversation with the words in the box.

- Look at those \_\_\_\_\_.
- What are they \_\_\_\_\_?
- Is the boy \_\_\_\_\_ a box?
- Yes, \_\_\_\_\_ is.
- What's the \_\_\_\_\_ doing?
- She's \_\_\_\_\_ the box.
- What's in the \_\_\_\_\_?
- Look! It's a \_\_\_\_\_.
- Oh! It's \_\_\_\_\_.

Present continuous, question words, Unit 1

### Exercise 1

Children complete the questions using the correct question words in the box.

### Exercise 2

Children look at the picture first. If this is being done in class, you may wish to ask questions about it. Children read the words in the box.

They read the sentences in the dialogue. They use the words in the box to complete them.\*\*

### Summary box

Lesson aim Grammar

Lesson targets Children:

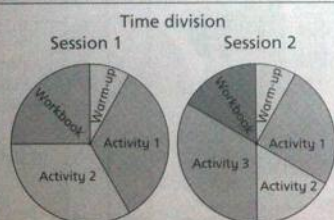
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous, interrogative, negative

Key language questions words, present continuous questions *What is he/she doing? What are they doing?*

Key words action verbs

Materials PB pp26-27; CD1 tracks 14, 15; flashcards 13-17; WB pp4-5



### Resource box

\* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with other pairs. Alternatively, the whole class works in pairs. They take turns to point to the pictures and speak to their partner.

\*\* If possible, let one or more pairs of children read the complete dialogue to the class. Alternatively, or as well, divide the class in two. One half says the boy's lines, the other half says the girl's lines.

### WB answers

p4 Exercise 1: 1 are playing 2 is watching 3 is pointing 4 am holding

Exercise 2: 1 Is, climbing 2 Are, going 3 Are, cleaning 4 Is, reading

Exercise 3: 2 No. She is not walking to school. 3 No. We are not eating sweets.

4 No. He is not carrying a kitten.

p5 Exercise 1: 1 What 2 Where 3 How many 4 Who

Exercise 2: doing, I, carrying, he, girl, opening, box, kitten, beautiful

### 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.

## Session 1 Warm-up

Revise the action verbs using flashcards 13-17.

### Activity 1

1 Teach the new words using flashcards 21-25.

Ask children if they know the days of the week in English. Ask *How many days are there?* If necessary, explain there are seven days in a week.

2 Ask children to open their books. Give them time to look at the whole page.

Ask volunteers to name the actions and small objects.

3 Point out the title. Play CD1 track 16. Children listen and follow.

### Reading



## A week with Grandma and Grandpa

It is Monday.  
Grandpa is picking beans.  
Amy and Sam are helping.



It is Wednesday.  
Grandpa is picking apples.  
Amy is catching the apples.



It is Friday.  
Sam is brushing the steps.  
Amy is carrying beautiful yellow flowers.



It is Sunday. Grandpa, Grandma, Mum, Dad, Sam and Amy are eating lunch. They are drinking orange juice. There is a big apple cake. Mum! Delicious!



It is Tuesday. Grandma is washing carrots.  
Sam is not washing the carrots.  
He is counting.



It is Thursday.  
Grandma is cooking.  
Grandpa, Sam and Amy are carrying boxes.



It is Saturday.  
Amy and Sam are not helping today.  
They are waiting. A car is coming.



28

Unit 1 Reading: a story with repeated language

4 Read the first section. Ask *What day is it?*  
*What is Grandpa doing?* *What are Sam and Amy doing?*

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 2.  
Continue Grammar Practice Book Unit 1.

## Session 2 Warm-up

Use flashcards 21-24 to revise *pick*, *catch*, *brush* and *cook*. Ask *Do you help at home?*

### Activity 1

1 Play CD1 track 16 or read *A week with Grandma and Grandpa* again to the class.

2 A child reads the first sentence and the beginning of the next one. Ask another to read the two endings. Elicit the correct word. Check that the class agrees.

3 Children circle in their books. A child reads both sentences.

### Reading comprehension

1 Read. Circle the correct ending.

- |   |           |          |
|---|-----------|----------|
| 1 It is Monday. Amy and Sam are picking   | carrots.  | beans.   |
| 2 It is Tuesday. Grandma is washing       | Sam.      | carrots. |
| 3 It is Wednesday. Amy is catching        | apples.   | oranges. |
| 4 It is Thursday. Grandma is              | cleaning. | cooking. |
| 5 It is Friday. Amy is carrying beautiful | flowers.  | yellow.  |
| 6 It is Saturday. The children are        | washing.  | waiting. |
| 7 It is Sunday. They are eating           | apples.   | lunch.   |

4 Continue in the same way with the remaining sentences.

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

Check that children understand the tasks before they begin.

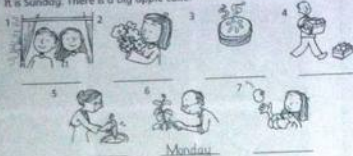
### Exercise 1

Children look at the pictures and read the text. They match the pictures and the sentences then write the day under the picture.

### Reading comprehension

#### 1 Read, look and write the day.

It is Monday. Grandpa is picking beans.  
It is Tuesday. Grandma is washing carrots.  
It is Wednesday. Amy is catching apples.  
It is Thursday. Grandpa is carrying boxes.  
It is Friday. Amy is carrying flowers.  
It is Saturday. Sam and Amy are waiting.  
It is Sunday. There is a big apple cake.



#### 2 Read, match and write.

carry wash carry catch pick

- 1 Amy is catching apples
- 2 Grandpa boxes
- 3 Amy flowers
- 4 Grandpa beans
- 5 Grandma carrots

Unit 1 Reading comprehension: matching pictures and sentences; completing sentences

### Exercise 2

Children refer back to the text in Exercise 1 if necessary.

They complete the sentences by choosing the correct verb and writing the name of the object.

### Summary box

Lesson aim: Reading

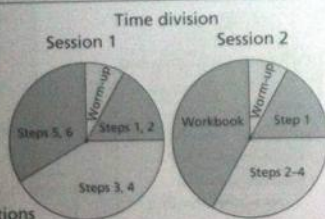
Lesson targets: Children:

- 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: help, pick, brush, catch, cook; boxes, lunch

Materials: PB pp28-29; CD1 track 16; flashcards 13-17, 21-25; WB p6



### Resource box

\* Use these questions or any of your own:

(Tuesday) Is Sam washing carrots? **No, he isn't.** What is he doing? **He's counting.** (Wednesday) Who is picking apples? **Grandpa.** What is Amy doing? **She is catching them.** (Thursday) What are Grandpa, Sam and Amy carrying? **Boxes.** (Friday) What is Sam doing? **He is brushing the steps.** What colour are the flowers? **Yellow.** (Saturday) What are the children doing? **Waiting.** Who is in the car? **Mum and Dad.** (Sunday) What are they eating? **Lunch.** What are they drinking? **Orange juice.**

#### PB answers

Activity 1: 2 carrots. 3 apples. 4 cooking. 5 flowers. 6 waiting. 7 lunch.

#### WB answers

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

Exercise 2: 2 is picking beans. 3 is carrying flowers. 4 is carrying boxes.  
5 is washing carrots.

### Warm-up

Play Action Mime. Put verb word cards on the board. Do an action. Children guess, e.g. *Are you climbing a ladder?*

### Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen.  
Play CD1 track 17. Children listen the first time. Then they repeat in the pauses.

2 Write *cake* on the board. Say /eɪ/. Class repeats. Point to the word. Class says the word.  
Repeat until they say them accurately and confidently.

### Activity 1

- 1 Tell children to look at the pictures. Ask who or what is in each picture.
- 2 Ask what the different characters are doing in each one. Encourage children to name objects when appropriate.

### Activity 2

- 1 Play CD1 track 19. Children listen the first time and find the correct picture. See Resource box for audioscript.
- 2 Play track 19 again. Children write the letters (1D 2A 3E 4B 5F 6C).

### Activity 3

Children listen to track 19 again. They check the order of pictures and follow the story for a third time.

### Phonics

Look and listen!

#### 1 Look and say.

c ake cake

b ake bake

#### 2 Listen, read and say.

Make a cake, bake a cake.

Carry the cake to Grandma.

Eat the cake, finish the cake.

Shut the gate for Grandma.

Reading comprehension: Class Phonics p.29 Unit 1

### Listening

Any and Sam are visiting Grandma and Grandpa.

#### 1 Look!



#### 2 Listen and write the letters.

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

#### 3 Listen again.

#### 4 Tell the story!

#### 5 Listen and sing.

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



End 1 Sequencing

### Activity 1

- 1 Point out the *e* at the end of the word. Explain that this 'magic e' changes the phoneme *a* /æ/ to /eɪ/.
- 2 Two children hold *c* and *ake* word cards. Point and say each sound. Class says the sounds with you.
- 3 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.
- 4 Repeat with *make*, *bake* and *gate*.

### Activity 2

- 1 Ask who or what is in the pictures. Play CD1 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 4

- 1 Ask Which picture is number 1? D. Ask a volunteer to say a sentence or two about the picture, e.g. *There is an apple tree in the garden.*
- 2 When all the pictures have been talked about, ask if anyone can tell the whole story.

### Activity 5

Play CD1 track 20. Children listen. Ask the question. Class answers. Play CD1 track 21 (music only). Class sings.

## Phonics (WB p7)

Make sure that children understand the tasks before they begin.

### Exercises 1 and 3

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

### Exercises 2 and 4




Children use different phonemes to make words with the endings *ake* and *ate*.

### Exercise 5

Children complete the sentences using words they have written on the page.

### Phonics




1 Say the sounds.

 **c** **ake**       **m** **ake**       **b** **ake**

2 Write *ake*. Write the words. Read the words.

*ake* \_\_\_\_\_      *ake* \_\_\_\_\_      *ake* \_\_\_\_\_


3 Say the sounds.


 **g** **ate**       **p** **late**       **d** **ate**


4 Write *ate*. Write the words. Read the words.


*ate* \_\_\_\_\_      *ate* \_\_\_\_\_      *ate* \_\_\_\_\_


5 Complete the sentences. Read the sentences.

1  The \_\_\_\_\_ is on the \_\_\_\_\_.

2  This is King Tub's \_\_\_\_\_.

3  We can \_\_\_\_\_ a cake.

4  We can \_\_\_\_\_ a cake.

5  We can eat the \_\_\_\_\_.

Phonics 10, p. 108 1

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, children say the sounds. For Exercises 2 and 4, ask different children to read the whole word they have written. For Exercise 5, children read the complete sentences aloud.

## Summary box

**Lesson aim** Phonics and Listening

**Lesson targets** Children:

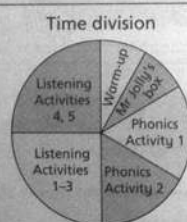
- sound out, read and write words with the *a\_e* spelling pattern
- listen to a story and order pictures
- listen to and sing a song

**Key language** Vocabulary and structures from Unit 1

**Key words** *cake, make, bake, gate, plate, date*

**Materials** PB pp29–30; CD1 tracks 17–21; WB p7; phoneme cards for PB p29, Activity 1

**Preparation** Make phoneme cards for *cake, make, bake* and *gate*, with the initial letter on a separate card, as shown in the PB.



## Resource box

### Activity 2 audioscript (CD1 track 19)

Voice 1: Number 1.

Voice 2: There is an old apple tree in Grandpa's garden. There are lots of red apples on the tree. [pause]

Voice 1: Number 2.

Voice 2: It is a sunny day today. Amy and Grandpa are in the garden. Grandpa is carrying a ladder. [pause]

Voice 1: Number 3.

Voice 2: Grandpa is standing on the ladder. He is picking the apples. [pause]

Voice 1: Number 4.

Voice 2: Amy is helping Grandpa. She is catching the apples. [pause]

Voice 1: Number 5.

Voice 2: Look! Grandma and Sam are in the garden, too. What are they carrying? [pause]

Voice 1: Number 6.

Voice 2: Grandma, Grandpa, Amy and Sam are sitting under the apple tree. They are drinking orange juice. They are eating cakes. Mmm. Delicious!

## Session 1 Warm-up

Sing the song from PB p30, CD1 track 20 or use word cards to revise the days of the week.

### Don's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital M for Monday and the es plural in boxes.

### Activity 1

Ask one or more children to read the verbs. Put word cards on the board. Class reads.

### Activity 2

- 1 Read the title of the story. Check children understand it. Tell children to look at the pictures for a few moments. Ask a child to read the first two sentences.

## Class composition



It is Monday.  
Sam is carrying boxes.

### 1 Read the words.

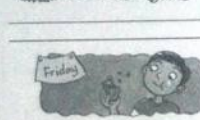
eat pick help carry watch drink cook

### 2 Look at the pictures. Write the story.

#### At home



It is Monday.  
Amy is picking flowers.



Class composition: a story with repeated language Unit 1

31

- 4 Ask different children to read the sentences you have written. 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 p1.

#### Grammar Practice Book

Children complete Unit 1.

- 2 Tell children to look at the next picture. Ask *What day is after Monday?* *Tuesday*. Elicit the complete sentence. Write it on the board.

Ask *What are Sam and Amy doing?* Point out the prompt word cards as necessary. Elicit *Sam and Amy are carrying boxes*. Write it on the board.

- 3 Continue in the same way with the pictures for the other days of the week. Remind children of the verbs on the word cards as necessary. Write all the sentences on the board.

## Session 2 Warm-up

Show flashcards 13-17. Children name the actions.

### Don's box

Write the sentences on the board. Remind the class of the capital letter and plural es.

### Exercise 1

Children write the letters.

### Exercise 2

Children read the words. Children write the es plural and the whole word. Class reads the words in plural.

### Exercise 3

Children choose three days and write. Check by asking children to read sentences.

### Writing skills

Remember! It is Monday. Sam and Amy are carrying boxes.

1 Write the letters. Monday Wednesday Thursday Friday

2 Read these words. They end in ch, s, sh and x. sandwich box fish box

Write as. Write the words. Read the words. sandwiches boxes fish boxes

3 Choose three days. Finish the sentences. Use the words in the box. carry climb eat

1 It is Monday. Sam is carrying a ladder.

2 It is Wednesday. Amy is eating sandwiches.

2 It is Friday. Grandpa is climbing a tree.

### Composition practice

1 Choose two days. Write about the pictures. Use the words in the box.

cook watch eat carry pick climb

Mum is cooking (in the kitchen).

Sam is eating a cake.

Amy is watching TV.

Grandpa is climbing a ladder.

### Exercise 1

1 Explain the task. Children read the verbs.

2 If you are able to do this work in class, ask questions about the pictures and elicit, e.g. *Mum is cooking (in the kitchen)*. Make sure children realise they may choose which day it is.

3 Children complete the first two sentences and write about the other characters and picture.

4 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 page 59)

## Summary box

Lesson aim Writing

Lesson targets Children:

- write about activities on days of the week
- practise capital letters for days of the week and plural es
- write about activities on two days of the week

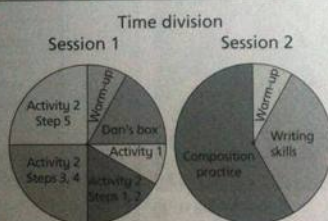
Text type Story with repeated language

Key structure present continuous

Key words Vocabulary from Unit 1

Materials PB p31; flashcards 13-17; WB pp8-9; CD1 track 20; word cards for Activity 1

Preparation Make word cards for eat, pick, help, carry, watch, drink, cook.



## Resource box

Class composition: target writing (optional words in brackets)

It is Tuesday. Sam and Amy are carrying boxes (of apples). It is Wednesday. Sam and Amy are drinking orange juice. It is Thursday. Mum is cooking (in the kitchen). It is Friday. Sam is eating a cake. It is Saturday. Sam and Amy are helping Mum. It is Sunday. Amy is watching TV.

Composition practice: target writing (sentences may be in any order)

It is ... Mum is cooking (in the kitchen). Dad is watching TV. Sam is eating an apple. Amy is carrying boxes/a box.

It is ... Grandma is picking flowers. Grandpa is climbing a ladder. Sam and Amy are eating sandwiches. Sam is watching the birds.

### Portfolio

Children may make neat copies of the WB writing for inclusion in their portfolio.

# 2 In Biffo's garden

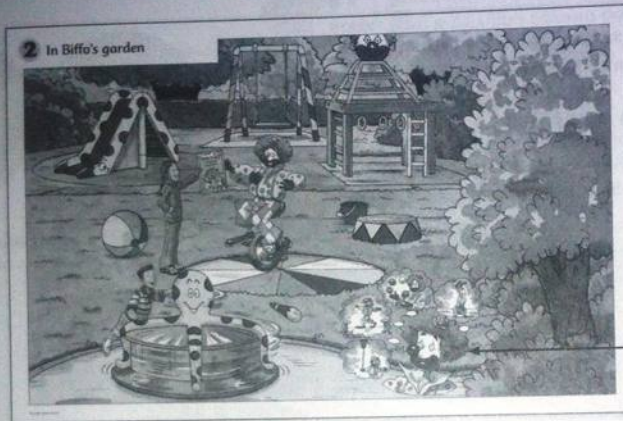
## Lesson 1 New words and speaking (PB pp32-33)

### Warm-up

Show flashcard 6. Ask his name and what he is. Elicit, e.g. *His name is Biffo. He is a clown. He is funny.*

### Poster 2

- 1 Show poster 2. Read the title. Class looks for a few moments.
- 2 Show flashcards 26-30. Name the objects and action. Class repeats. Use your own hands to teach *hands*. Class repeats.
- 3 Ask different children to find and point to objects on the poster.



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.\*

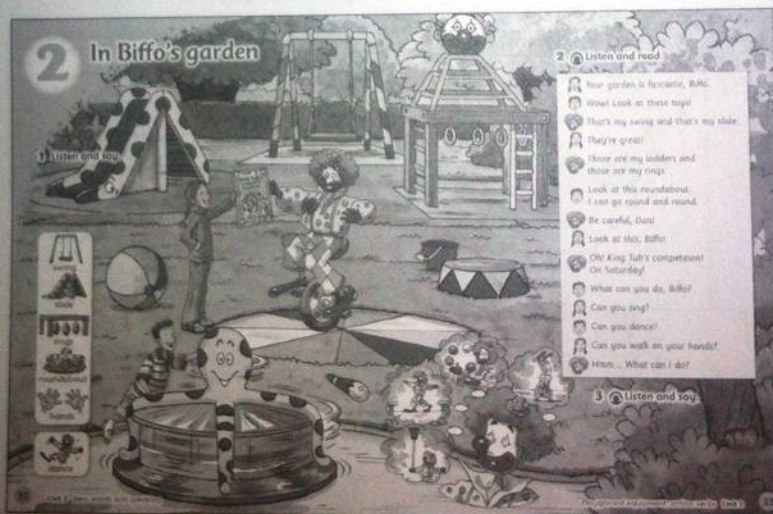
- 5 Play CD1 track 22. Children listen and look at the poster. Point to each of the characters when they speak. Use flashcard 30 to explain *dance*. Check understanding of *go round and round*.

Check understanding of the small pictures: Biffo is thinking about things he could do for the competition on Saturday.

### 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 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

Play CD1 track 22. Children listen and follow the dialogue.

### Activity 3

- 1 Play CD1 track 23. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more.
- 2 Play track 23 again. Class listens and follows.
- 3 Individuals read or act the dialogue.\*\*

Check that children understand the tasks before they begin.

### Exercise 1

Children find and circle the verbs.

### Exercise 2

They use the verbs from Exercise 1 to complete the sentences.

### Exercise 3

Children fill in the crossword. Explain that they may write the easy words first, then go back and fill in the longer words.

## 2 Words

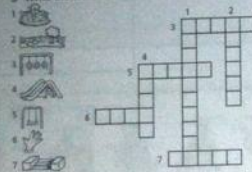
### 1 Circle the words.

1 dance walk go help do pick cook

### 2 Complete the sentences with the words above.

- 1 Amy is \_\_\_\_\_ flowers.
- 2 Sam is \_\_\_\_\_ Grandpa.
- 3 Grandma is \_\_\_\_\_ lunch.
- 4 Listen! The girls are \_\_\_\_\_ a song.
- 5 Look! I can \_\_\_\_\_ on my hands.
- 6 A bird cannot \_\_\_\_\_.
- 7 Where are you \_\_\_\_\_?
- 8 What are you \_\_\_\_\_?

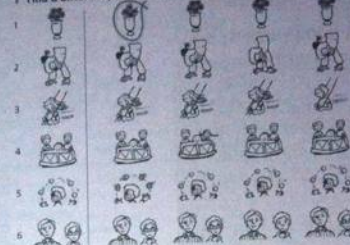
### 3 Write the words.



Unit 2 Action verbs, playground equipment

## Learning to learn

### 1 Find a different picture. Circle it.



### 2 Find a different word. Circle it.

- |          |        |       |        |        |
|----------|--------|-------|--------|--------|
| 1 van    | van    | van   | van    | van    |
| 2 slides | slides | slide | slides | slides |
| 3 swing  | swing  | swing | swing  | swing  |
| 4 ship   | ship   | shop  | ship   | ship   |
| 5 chair  | hair   | chair | chair  | chair  |
| 6 bell   | bell   | bell  | bell   | ball   |

Find a different item Unit 2 13

These exercises practise more precise scanning and observation skills.

### Exercise 1

Children look at the object on the left and find the different object in the group on the right.

### Exercise 2

Children read the word on the left and find the different word in the group on the right

## 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 further observation skills

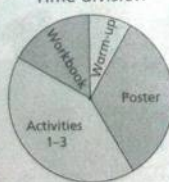
Key structures *this, that, these, those*

Key language *What's this/that? What are these/those?*

Key words *swing, slide, roundabout, rings, hands; go, dance*

Materials PB pp32-33; poster 2; flashcards 6, 26-30; WB pp12-13; CD1 tracks 22, 23

### Time division



## Resource box

\* Poster questions before listening:

*What has Biffo got? A bike.*

*What colour is it? Blue.*

*What colour is the slide? Yellow and red.*

*Where is Dan? On the roundabout.*

\*\* Choose children to be each of the characters and read or say the character's lines. Be ready to help children to remember and say the lines correctly. Encourage children to say the lines without having to read each word.

### WB answers

p12 Exercise 1: sing, dance, walk, go, help, do, pick, cook

Exercise 2: 1 picking 2 helping 3 cooking 4 singing 5 walk 6 dance 7 going 8 doing

Exercise 3: 1 roundabout 2 garden 3 rings 4 slide 5 swing 6 hand 7 steps

### Session 1 Warm-up

Use flashcards 26-29 to revise the words for play equipment.

### Session 2 Warm-up

Use classroom objects as in Activity 1 to revise this vocabulary.

#### Activity 1

1 Children open their books. Ask what the Bodkins are looking at *a swing, a slide*. Volunteers read the bubbles. Class repeats.

2 Point out picture 1. Ask *What's this? It's a roundabout*. Prompt half the class to ask the question again. The others answer.

3 Do the same with the other pictures. Ask *What's that?* about pictures 4 and 5.

4 Children practise sentences in pairs.\*

**Grammar**

**1 Look!**

What's this? It's a swing. What's that? It's a slide.

**Ask and answer.**

What are these? They're balloons. What are those? They're planes.

**2 Look!**

What are these? They're balloons. What are those? They're planes.

**Ask and answer.**

**Grammar in conversation**

**1 Match.**

rubber book pencil case ruler crayons pen pencil

**2 Listen and read.**

What have you got in your school bag?  
Lots of things.  
Show me!  
OK. These are my books and this is my pencil case.  
What have you got in your pencil case?  
I've got one pen and two pencils.  
What are these?  
They're crayons.  
And what's that?  
It's a rubber.  
It's funny!

**3 Listen and say.**

**4 Now you!**

#### Activity 1

Children match the words and objects. Check answers together by asking *What is number 1?*, etc.

#### Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 24. Children listen and follow in their books

#### Activity 3

Play CD1 track 25. Children listen and repeat in the pauses.

#### Activity 2

1 Ask volunteers to read the bubbles. Class repeats.

2 Point out picture 1. Ask *What are these? These are carrots*. Half the class asks the question again. The others answer.

3 Do the same with the other pictures. Ask *What are those?* for pictures 4 and 5.

4 Children practise in pairs.\*\*

#### Activity 4

1 Children practise the conversation in pairs.

2 Encourage children to do the activity again using their own bags and the things in them. If you wish, ask a pair of children to come forward and talk about the things in a school bag while the class listens.

Go to Workbook Session 2 ↓

Go to Workbook Session 1 ↓

Check that children understand the tasks before they begin.

### Exercise 1

Children look at the pictures then read the questions. They write the letter of the correct picture under the question.

### Exercise 2

Children use the correct word to complete the sentences.

### Exercise 3

Do as Exercise 2.

### Grammar

1 Match and write the letters.

What's that? What are those? What's this? What are these?

2 Complete the sentences with *this* or *these*.

1 is my bag.

2 are my books.

3 flowers are pretty.

4 chair is very big.

5 I like kittens.

3 Complete the sentences with *that* or *those*.

1 is my castle.

2 are my cars.

3 clowns are funny.

4 I like flowers.

5 bike is great.

### Grammar in conversation

1 Complete the conversation. Use the words in the box.

toys school colours window old funny  
Lots Yes this that These those

1 shop new?  
It is school.  
What's in the window?  
Look! There are toys. Cars, dolls and games.  
I like colours.  
There are things for old.  
I like funny.  
They're cats and dogs. They're toys.  
Pens ... pencils ... crayons ... Look at the window.  
Oh! They're very old.

2 Colour the picture.

### Exercise 1

1 Children look at the picture. Ask questions about the picture to prepare the class for the task.

2 Children read the words in the box. They use them to complete the conversation.  
Remind them that there is only one correct word for each space.

3 If possible, let one or two pairs read out the conversation when the task is done.

### Exercise 2

Children colour according to their own choice.\*\*\*

### Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- talk about things in their own school bags

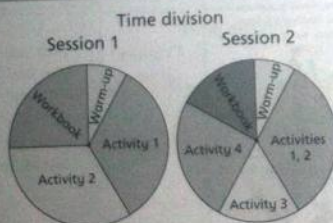
Key structures *this, that, these, those*

Key language *What is this/that? What are these/those?*

Key words play equipment, school items, etc.

Materials PB pp34-35; CD1 tracks 24, 25; WB pp14-15

Preparation Find classroom objects for Warm-up, Session 2.



### Resource box

\* Ensure children understand *this* is used for something near; *that* is used for something a distance away. Children practise in pairs. Then ask one or two pairs to say a question and answer while the class listens. Alternatively, bring pairs forward to ask the question and give the answer.

\*\* Ensure children understand *these* is used for objects that are near; *those* is used for objects some distance away. Children practise in pairs.

\*\*\* If you wish, ask questions, e.g. *What colour is the teddy?* Children answer according to their own colouring.

### WB answers

p14 Exercise 1: 1B 2D 3A 4C Exercise 2: 1 This 2 These 3 These 4 This 5 these  
Exercise 3: 1 That 2 Those 3 Those 4 those 5 That

p15 Exercise 1: this, Yes, window, Lots, toys, that, school, those, funny, colours, These, old

### 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.

### Session 1 Warm-up

Use word cards to revise *jump, laugh, sing*. Show the words. Children mime or do the action.

#### Activity 1

- 1 Teach the new words using flashcards 31-35. If you wish, mime the action words. Class names them.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the actions and objects.
- 3 Point out the title. Play CD1 track 26. Children listen and follow.

**Reading** throw hop run skip shout square circle stone

**Playtime**

It is playtime. The children are in the playground. They are running and shouting. They are jumping and laughing.

These girls are holding hands. They are skipping round and round in a circle. They are singing. They are playing a game.

This girl is hopping on squares. There are numbers in the squares. There is a stone in one square. This is a game, too.

These children have got a ball. The girl is throwing the ball. The small boy is looking at it. Can he catch it?

These children are sitting at a table. They are playing a game. Two friends are watching quietly. Can you play this game? What is it?

Unit 2 Reading: a description of actions

4 Read the text under the first picture. Ask *Where are the children? What are they doing?* Read the text under the other pictures 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 2.

Continue Grammar Practice Book Unit 2.

### Session 2 Warm-up

Play *Action Mime*. Show a verb word card.\*\* The child does or mimes the action. Other children guess what it is.

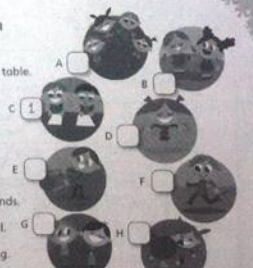
#### Activity 1

- 1 Play CD1 track 26 or read *Playtime* again to the class.
- 2 Give children a few moments to look at the pictures. Ask a child to read sentence 1. Tell children to find the picture of two boys sitting at a table. Give them a moment to find it. Point out that number 1 is in the box. Ask a child to read sentence 2. Ask which picture it matches. Children look and find the picture. Elicit the answer *D*.
- 3 Children write the number in the box.

#### Reading comprehension

##### 1 Read. Number the pictures.

- 1 These boys are sitting at a table.
- 2 This girl is hopping.
- 3 These girls are skipping.
- 4 This boy is running.
- 5 These boys are laughing.
- 6 These girls are holding hands.
- 7 This boy is throwing a ball.
- 8 These children are jumping.



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

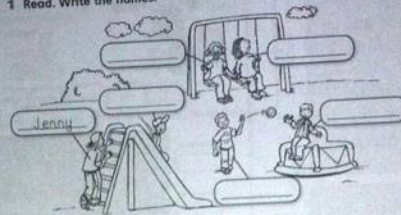
Check that children understand the tasks before they begin.

### Exercise 1

Children look at the picture and read the text. They write the names next to the correct children according to the text.

### Reading comprehension

#### 1 Read. Write the names.



Jenny is on the ladder. She is climbing slowly.  
Ben is going down the slide. He is going quickly.  
Fred is sitting on the roundabout.  
Joe is throwing the ball.  
Amy and Sue are on the swings. Sue is laughing. Amy is looking at the sky.

#### 2 Write the names.

- 1 He has got a hat. \_\_\_\_\_
- 2 She is happy. \_\_\_\_\_
- 3 She is climbing. \_\_\_\_\_
- 4 They are playing with a ball. \_\_\_\_\_
- 5 He is standing. \_\_\_\_\_
- 6 They are holding hands. \_\_\_\_\_

16 Unit 2 Reading comprehension: matching statements to pictures

### Exercise 2

Children read the statements and decide which child in the picture it matches. They write the name.

### Summary box

Lesson aim Reading

Lesson targets Children:

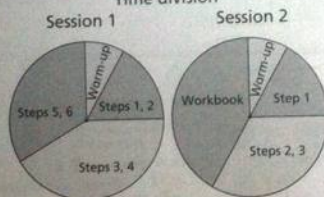
- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure present continuous

Key words skip, throw, hop, run, shout, square, circle, stone

Materials PB pp36-37; CD1 track 26; flashcards 31-35; WB p16

#### Time division



### Resource box

\* Use these questions or any of your own:

(Picture 2) Are the girls running? **No, they are skipping.** Are they singing? **Yes.**

(Picture 3) What is the girl doing? **She is hopping.** Where are the numbers? **In the squares.**

(Picture 4) What have the children got? **A ball.** What is the small boy doing? **He is looking at it.**

(Picture 5) What are the boys doing? **They are sitting at a table/playing a game.** What is the game? **Chess.**

\*\* run, hop, jump, sit, sing, laugh, dance, etc.

#### PB answers

Activity 1: 2D 3H 4F 5G 6B 7E 8A

#### WB answers

Exercise 1: (clockwise from the left) Ben, Sue, Amy, Fred, Joe

Exercise 2: 1 Ben 2 Sue 3 Jenny 4 Joe and Fred 5 Joe 6 Sue and Amy


Play CD1 track 27. Children listen the first time. Then they repeat in the pauses.

- 2 Write *bike* on the board.  
Say the word. Class repeats  
until they say it accurately  
and confidently.


Give children time to look at the picture. Ask *What can you see? What is he/she doing? What are they doing?* Encourage children to talk about the picture as much as they can.


Phonics  Look and listen!

**Phonics ①** Look and listen!

i bike 




1 Look and say.

b ike bike  n ine nine

r ide ride  i ine line

2 Listen, read and say.

I can ride a bike.  
I can count to nine.  
I can write my name  
with the letters on the line.

Reading comprehension: Phonics 1a Unit 2 37

### Activity 1

- ### Activity 1
- 1 Point out the e at the end of the word. Explain that this 'magic e' changes the phoneme i /i/ to /i:/.  
Two children hold *b* and *i*ke word cards. 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 Repeat with *ride*, *nine* and *line*.

## Activity 2

- Activity 2**
- 1 Ask who or what is in the pictures. Play CD1 track 28. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

### Listening

Listening

These children are in the park.

1 Look!

In the park

2 Listen, read and say.

Kim Pam Sue Ann Ned Ben Pip

3 Listen and point.

4 Listen and write the names.

5 Listen and sing.

Boys and girls! 1, 2, 3.  
Boys and girls! Jump like me!  
Jump! Jump! Jump like me!  
Boys and girls! 1, 2, 3!

run hop skip fly jump walk

### Activity 3

**Activity 3**  
Play CD1 track 30. Children listen and point to the child being described by the speaker. See Resource box for audioscript.

### Activity 4

Activity 4  
Play CD1 track 31. Children listen and write the names. Play the track again if necessary.

### Activity 5

- 1 Ask what the boy in the picture is doing **jumping**. Play CD1 track 32. Children listen once.
- 2 Play it again and encourage the class to join in. They may do the action if you wish.
- 3 When children can sing the song confidently, ask them to choose a different action from the balloons next to the poem. Play CD1 track 33 (music only). They sing the song with the new action.

## Phonics (WB p17)

Make sure that children understand the tasks before they begin.

### Exercises 1 and 3

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

### Exercises 2 and 4

Children write 'magic e' endings and the whole words.

### Exercise 5

Children use the words they have practised to complete the sentences.

## Phonics

### 1 Say the sounds.



r ide



b ike



l ike

### 2 Finish the words. Write the words. Read the words.

ride  
ride

b

### 3 Say the sounds.

n ine

l ine



f ine

### 4 Write in. Write the words. Read the words.

n

l

f

### 5 Complete the sentences. Use words on this page.

- How old are you? I'm \_\_\_\_\_
- This is my new \_\_\_\_\_
- Can you \_\_\_\_\_ your new bike?
- How are you? I'm \_\_\_\_\_, thanks.
- There are \_\_\_\_\_ on this paper.

Read the sentences.



Phonics Unit 2

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, children say the sounds.  
For Exercises 2 and 4, ask different children to say the whole word.  
For Exercise 5, ask different children to read complete sentences.

## Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write 'magic e' words with i
- listen to a description of activities
- listen to and sing a song with verses

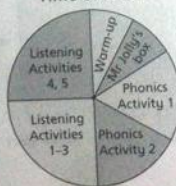
Key language Vocabulary and structures from Unit 2

Key words ride, bike, like, nine, line, fine

Materials PB pp37-38; CD1 tracks 27-32; WB p17; phoneme cards for PB p37, Phonics Activity 1

Preparation Make phoneme cards for bike, ride, nine and line with the first letter on a separate card, as shown in the PB.

### Time division



## Resource box

### Activity 3 audioscript (CD1 track 30)

Look at the children in the playground. They are having fun ...

Ben is on the swing ...

Sue is on the slide ...

Two mothers are watching the children. They are talking ...

Pip is on the roundabout. He is little ...

Ann is helping Pip ...

Two girls are playing with a ball. They are Kim and Pam. Kim is catching the ball ...

A boy is climbing a tree. Dad is saying, "Ned! Get down!"

### PB answers

Activity 4: (clockwise from top right) Sue, Ann, Pam, Kim, Pip, Ned, Ben

### WB answers

Exercise 5: 1 nine 2 bike 3 ride 4 fine 5 lines

## Session 1 Warm-up

Play Action mime using word cards for laugh, run, climb, stand, hop and jump. Children guess, e.g. You are (He/She is) laughing.

### Dan's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Point out the vowel between the two consonants in sit. Point out how the final consonant doubles before ing.

### Activity 1

- 1 Read the title of the composition to the class. Give them a few moments to look at the pictures. Ask different children to read the words in the boxes under each picture.
- 2 Point out picture 1 and the verbs below. Ask What are these girls doing? Elicit They are sitting on the swings. They are laughing. Ask a child to read the example sentences. Write them on the board. Underline loudly. Ask Are they laughing quietly? Elicit No, they are laughing loudly. Point out the double t in sitting.

## Class composition



sit He is sitting.



- 1 Look at the pictures. Write the story.

### In the playground



sit laugh loudly

These girls are sitting on the swings. They are laughing loudly.



climb go slowly



run quickly have got



stand go round and round

Writing: a description of actions Unit 2

39

- 3 Tell children to look at picture 2 and the words below. Ask prompt questions, e.g. What are these boys doing? Are they running slowly or quickly? What have they got? Prompt the target sentences and write them on the board. Class reads.

- 4 Do the same for 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 two. 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.

## Session 2 Warm-up

Review playground equipment.

### Dan's box

Write the sentence on the board. Show the class again that after consonant, vowel, consonant, the final letter doubles before *ing*.

### Exercise 1

Explain the task. Children write the *ing* form of the word then a simple sentence.

### Exercise 2

Children match and write the words. Check answers together.

#### Writing skills

Remember: *at, sitting, He is sitting*

1 Write the words. Write sentences.

1 *dig* *digging* 2 *dig*

They are digging.

2 *run* 4 *sit*

2 Write the words.

*walk, roundabout, swing, slide, log*

1 2 3 4

#### Composition practice

1 Read the words in the boxes. Write about the pictures.

In the garden

*climb sit jump laugh*

*throw run quickly sit sing loudly*

### Exercise 1

1 Ask different children to read the words under the pictures. Make sure the class understands the task.

2 Ask the class to tell you about each picture. If necessary, ask questions *What is she doing?* etc. Children write complete sentences for each 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.

### Homework tasks

Portfolio (see Resource box)

Check-up 2 WB pp20-21  
(Answers on page 59)

## Summary box

Lesson aim Writing

Lesson targets Children:

- write about outdoor activities
- learn *cvc + ing* spelling
- write sentences using present continuous

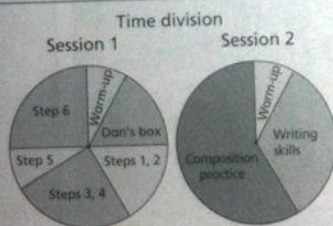
Text type Description of outdoor activities

Key structure present continuous

Key words Vocabulary from Unit 2

Materials PB p39; WB pp18-19; flashcards 26-29; word cards for Warm-up Session 1

Preparation Make word cards for *laugh, run, climb, stand, hop, jump*.



## Resource box

Class composition: target writing (example sentences)

2 These boys are running quickly. They have got a ball. 3 This boy is climbing the ladder. He is going slowly. 4 This girl is standing on the roundabout. She is going round and round.

Composition practice: target writing (example sentences)

1 The girl is climbing the ladder. The boy is sitting on the swing. 2 The boys are jumping on the log. They are laughing. 3 The boy is throwing a ball. The dog is running quickly. 4 The cat is sitting on the wall. The bird is singing loudly.

### Portfolio

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

# 3 Pirate Jack

**Warm-up**  
Show flashcard 7. Ask questions. Elicit, e.g. *His name is Jack. He is a pirate. He has got a big black hat.*

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

### Poster 3

- 1 Show poster 3. Read the title. Class looks for a few moments.
- 2 Show flashcards 36-42. Name the verbs, activities and objects. Class repeats.
- 3 Ask children to find and point to activities on the poster.



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.\*

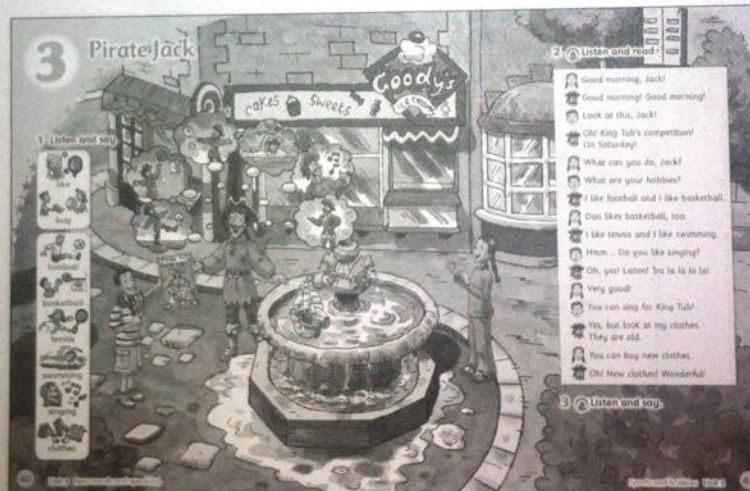
- 5 Play CD1 track 34. Children listen and look at the poster. Point to the activities as they are mentioned. Point to the characters when they speak. Show flashcard 42 to explain *buy*.

Check understanding of the small pictures: Pirate Jack is thinking about what he can do in the competition and the new clothes he can buy for the competition.

### PB Dialogue

#### Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards 36-42. Class names the objects and actions.
- 3 Name the objects and actions. Children point in the boxes. Show flashcards 36-42. Children check they are pointing to the correct object or action.
- 4 Name the objects and actions in a different order. Children find them in the big picture in their books.



#### Activity 2

Play CD1 track 34. Children listen and follow the dialogue. Ask, e.g. *Can Jack sing? Yes, he can. What can he buy? He can buy new clothes.*

#### Activity 3

- 1 Play CD1 track 35. Children follow and repeat in the pauses.
- 2 Play track 35 again. Class listens and follows.
- 3 Individuals read or act the dialogue.\*\*

Check that children understand the tasks before they begin.

### Exercise 1

Children complete the sentence for each child with the correct activity in the box.

### Exercise 2

Children look at the picture with the different activities. They read the sentences and match them to the children in the picture. They write the names in the boxes.

### Words

1 Complete the sentences. Use the words in the box.

football swimming tennis basketball singing

1 like \_\_\_\_\_ 2 like \_\_\_\_\_ 3 like \_\_\_\_\_

4 like \_\_\_\_\_ 5 like \_\_\_\_\_ 6 like \_\_\_\_\_

2 Look, read and write the names.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Two girls are playing basketball. Meg is throwing the ball.  
Anna is catching the ball.  
Sam and Tom are playing football. Sam is kicking.  
Pat and Sue are playing a game. Pat is hopping in the squares.  
Sue is swinging.

### Learning to learn

1 Read three stories. Write the letters in order.

Story 1: 1 A 2 \_ 3 \_ 4 \_

Story 2: 1 E 2 \_ 3 \_ 4 \_

Story 3: 1 J 2 \_ 3 \_ 4 \_

2 Write a story. Write the sentences in order.

It is a kitten.  
She has got a present.  
Thank you, Mum and Dad!  
What is in the box?  
It is Meg's birthday.  
It is a big box.

### Exercise 1

Explain that the pictures show three stories. Each story has four pictures. They are not in order. Point out that the first picture is on the left and the first letter is given below.

Children decide which pictures show each story. They order the pictures and write the letters in the spaces below.

### Exercise 2

Children read the sentences. They write them in order to make a story.

## Summary box

**Lesson aim** Speaking

**Lesson targets** Children:

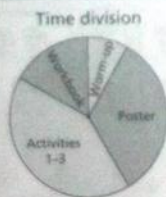
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise sequencing skills with pictures and sentences

**Key structure** present simple: like

**Key language** Do you like?

**Key words** football, basketball, tennis, swimming, singing, clothes, like, buy

**Materials** PB pp40-41; poster 3; flashcard 7; WB pp22-23; CD1 tracks 34, 35



## Resource box

\* Poster questions before listening:

Who is in the picture? **Dan, Lily and Pirate Jack.** What has Pirate Jack got? **A ship and a bird.** What colour is the bird? **Green.** Has it got a hat? **No.**

\*\* Choose three children to take the parts of Dan, Lily and Pirate Jack. Let them read or say their lines while the class listens. If this activity is popular, let another three children act the scene again.

**WB answers**

p22 Exercise 1: 1 basketball 2 football 3 swimming 4 singing 5 tennis

Exercise 2: (clockwise from bottom left) Meg, Anna, Tom, Sam, Pat, Sue

p23 Exercise 1: Story 1: 2H 3J 4C Story 2: 2L 3D 4F Story 3: 2G 3B 4K

## Session 1 Warm-up

Show flashcard 134. Ask the class to name all the fruit they know.

### Activity 1

1 Point out the Bodkins. Ask *What are they eating? Bananas.* Ask two or more children to read the bubbles.

2 Ask a volunteer to read sentence 1. Point out that it matches picture B. Ask a child to read sentence 2. Ask which picture it matches. Check the answer with the class. Children write the letter.

3 Continue with the other sentences.

### Activity 2

1 Children look at the pictures. Volunteers read the bubbles.

2 Children follow the maze lines to find out what each child and the bird like. Tell them to look at the first boy. Prompt *He likes ...* to elicit *football*.

3 Continue in the same way with the other pictures.

4 Children practise in pairs.\*

Go to Workbook Session 1 ↓

#### Grammar

**1 Look!**

*I like bananas. Yes, I like bananas.*

*They like bananas. We all like bananas.*

**Match.**

A *I like grapes.* B *We like apples.* C *You like cakes.*

D *They like carrots.* E *You like ice creams.* F *We like sweets.*

**2 Look!**

*He likes football.*

*She likes basketball.*

*It likes swimming.*

**Point and say.**

#### Grammar in conversation

**1 Look, listen and say.**

orange juice sandwiches apples grapes bananas cakes crisps

**2 Listen and read.**

*Let's have a picnic. Good idea!*

*Do you like sandwiches? Yes, I do.*

*Do you like bananas? No, I don't.*

*How about grapes? I like grapes.*

*Do you like orange juice? Yes, I do.*

*So ... we've got sandwiches, grapes and orange juice.*

*Mmm! Delicious!*

**3 Listen and say.**

**4 Now you!**

**5 Listen and say.**

One banana, two bananas, three bananas, four, five bananas, six bananas, seven bananas, More! Eight bananas, nine bananas, ten bananas. See! Ten bananas for the monkeys sitting in the tree.

*Do you like? Yes, I do. No, I don't. I don't.*

### Activity 1

Say the words. Children listen and repeat. Explain this is food for a picnic.\*\*

### Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 36. Children listen and follow in their books.

### Activity 3

Play CD1 track 37. Children listen and repeat in the pauses.

### Activity 4

Children practise the conversation in pairs.

### Activity 5

Play CD1 track 38. Children listen the first time. Play it again. They join in. This song is easy to learn. Divide the class into three groups, each group sings a line. They all join in with the last line.

Go to Workbook Session 2 ↓

Check children understand the tasks before they begin.

**Exercise 1**  
Children complete each sentence using the verb *like* and the words in the box.

**Exercise 2**  
Children complete the sentences by matching the people and animals to the objects. Remind the class that the third person singular takes *s*.

### Grammar

1 Complete the sentences with *like* and the words in the box.

sweets cakes bananas carrots grapes apples

1 I like bananas. You \_\_\_\_\_  
2 They like cakes. We \_\_\_\_\_  
3 I like apples. The boys \_\_\_\_\_  
4 They like carrots. The girls \_\_\_\_\_

2 Look and write.

1 The boy likes sweets. 2 The rabbit \_\_\_\_\_  
3 The woman likes cakes. 4 The man \_\_\_\_\_  
5 The girl likes apples. 6 The bird \_\_\_\_\_

WB p24 1/2 You/We/They like. Not/Don't like

### Grammar in conversation

1 Write the questions.

1 Do you like cakes? Yes, I do. No, I don't.  
2 Do you like crisps? Yes, I do. No, I don't.  
3 Do you like orange juice? Yes, I do. No, I don't.  
4 Do you like sandwiches? Yes, I do. No, I don't.  
5 Do you like grapes? Yes, I do. No, I don't.

2 Answer the questions. Circle your answer.

3 Write three sentences. Start with *I like*.  
1 I like \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

4 Complete the conversation with the words in the box.

Let's have a \_\_\_\_\_!  
I don't like \_\_\_\_\_!  
Do you like \_\_\_\_\_?  
I do.  
Do you like \_\_\_\_\_?  
I don't like \_\_\_\_\_.  
How about \_\_\_\_\_ juice?  
I like \_\_\_\_\_.

like  
orange  
crisps  
picnic  
Yes  
No  
Great  
Good

WB p25 1/2 Do you like...? Yes, I do/No, I don't. I like... Great/Good

### Exercise 1

Children complete the questions.

### Exercise 2

Children circle their own answer.

### Exercise 3

Children write their own sentences.

### Exercise 4

Children use the words in the box to complete the conversation. Remind them that only one word fits each space. If they are not sure, they should try different words from the box and see which one makes sense.

### Summary box

Lesson aim Grammar

Lesson targets Children:

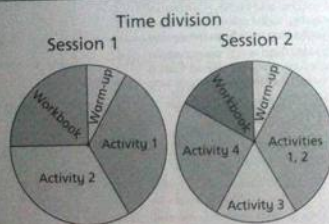
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and say a rhyme

Key structures *He/She/It likes ... I/You/We/They like ...*

Key language *Do you like ...?*

Key words Vocabulary from previous units and level 1

Materials PB pp42-43; CD1 tracks 36-38; flashcards 36-40, 134; WB pp24-25



### Resource box

\* To demonstrate, bring one or more children forward with their books. Point to the picture of the first boy. Elicit *He likes football*. Do the same with the other pictures. Children repeat the activity in pairs, taking turns to point and say the sentences.

\*\* A meal of cold food eaten outdoors, e.g. on the beach, in a park.

### WB answers

p24 Exercise 1: 2 like grapes 3 like cakes 4 like sweets 5 like apples 6 like carrots

Exercise 2: 2 likes carrots 3 likes cakes 4 likes apples 5 likes bananas 6 likes grapes

p25 Exercise 4: picnic, Good, crisps, Yes, like, No, orange, Great

### 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.

### Session 1 Warm-up

Ask children Do you like drawing and colouring? What do you draw and colour? Ask for ideas, e.g. toys, Mum, my friend.

#### Activity 1

1 Teach the new words using flashcards 43-49.

2 Children open their books. Give them time to look at the whole page.

Ask volunteers to name the actions and small objects.

3 Point out the title. Play CD1 track 39. Children listen and follow.

### Reading



#### Mum's birthday present

It is Mum's birthday. Sam and Amy are thinking. Mum likes sweets. Sam and Amy cannot buy sweets. Mum likes cakes. Sam and Amy cannot buy cakes. Mum likes flowers. Sam and Amy cannot buy flowers.



But they can make flowers! They have got paper, pencils, paints, scissors and glue.



Sam is drawing and painting flowers. He is using pencils and paints. Amy is cutting out the flowers. She is using scissors. Now Amy is using glue. She is sticking the flowers on green paper. There are ten flowers. They are blue and yellow. They are pink and purple. They are orange and red. Sam is writing on the card.

Happy birthday, Mum.

Mum is very happy. The flowers are beautiful.



Unit 3 Reading: story with familiar setting

4 Read the first part of the story. Ask What things can't the children buy? Sweets, cakes, flowers.

Read the story in paragraphs and ask 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 p3 of Dictionary 2. Continue Grammar Practice Book Unit 3.

### Session 2 Warm-up

Show flashcards from Unit 3. The first child to name the object or action wins a point.

#### Activity 1

1 Play CD1 track 39 or read Mum's birthday present again to the class.

2 Ask a child to read out the first statement. Class repeats. Ask Yes or No? Elicit an answer. Check the answer with the class No.

Children write. Ask what the correct sentence is It is Mum's birthday.

### Reading comprehension

#### 1 Write Yes or No.

- 1 It is Sam's birthday. \_\_\_\_\_
- 2 Sam and Amy are thinking. \_\_\_\_\_
- 3 Mum likes swings. \_\_\_\_\_
- 4 Sam and Amy can make cakes. \_\_\_\_\_
- 5 Sam is using pencils and paints. \_\_\_\_\_
- 6 Amy is sticking the flowers on paper. \_\_\_\_\_
- 7 Sam is writing on the flowers. \_\_\_\_\_



3 Continue in the same way with the other sentences.

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

Check that children understand the tasks before they begin.

**Exercise 1**  
Children read the short text. They guess what the present is from the description and write the word.

## Reading comprehension

1 Read.



It is Sam's birthday. He is eight. Amy is making a card.  
Sam likes basketball. Amy is drawing a picture. It is a boy.  
He is throwing a basketball.  
Amy has got a present for Sam. It is in the box. The present is round.  
Sam can throw it. He can catch it. It is a \_\_\_\_\_.

2 Answer the questions.

- 1 How old is Sam? \_\_\_\_\_
- 2 What is Amy making? \_\_\_\_\_
- 3 What does Sam like? \_\_\_\_\_
- 4 Where is the present? \_\_\_\_\_
- 5 What is the present? \_\_\_\_\_

Unit 3 Reading comprehension: literal questions

## Exercise 2

- 1 Children refer back to Exercise 1 and write the answers.
- 2 If this work is done in class, check answers by asking different children to read out their sentences. Other children listen and check. Ask if the rest of the class agrees.

## Summary box

Lesson aim Reading

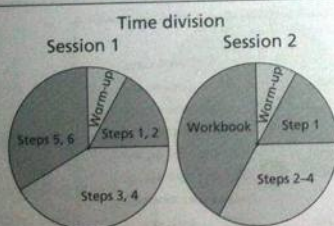
Lesson targets Children:

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

Key structures present simple, present continuous

Key words think, paint, write, cut, stick, use; scissors, paints, glue

Materials PB pp44-45; CD1 track 39; flashcards 36-49; WB p26



## Resource box

\* Use these questions or any of your own:

What can Sam and Amy make? **Flowers**. What is Sam doing? **Drawing and painting**. What is he using? **Pencils and paints**. (Ensure children understand use. If necessary, demonstrate yourself by using a board pen or chalk and a board rubber.)

What is Amy doing? **Cutting**. What is she using? **Scissors**. How many flowers are there? **Ten**. What colours are they? **Blue, yellow, pink, purple, orange, red**. What is Sam writing? **Happy Birthday, Mum**. Is Mum happy? **Yes, she is**.

PB answers

Activity 1: 1 No 2 Yes 3 No 4 No 5 Yes 6 Yes 7 No

WB answers

Exercise 1: basketball Exercise 2: 1 Sam (He) is eight. 2 Amy (She) is making a card. 3 Sam (He) likes basketball. 4 The present (It) is in the box. 5 The present (It) is a basketball.

## Warm-up

Revise the 'magic e' words from Unit 2. Remind the class how the e changes the sound of i to /i:/.

## Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen. Play CD1 track 40. Children listen the first time. Then they repeat in the pauses.

2 Write *stone*, *cube* and *blue* on the board. Point to each one. Class says the sound and the word. Repeat until they say them accurately and confidently.

## Activity 1

Play CD1 track 42. Children listen and look the first time as they point to the pictures. See Resource box for audioscript.

## Activity 2

1 Play track 42 again. Children write the letters of the pictures next to the numbers (1D 2C 3B 4A).

2 Play the track a third time if necessary.

**Phonics**  
Look and listen!

o stone u cube u blue

1 Look and say.

st one stone  
c ube cube

n ose nose  
bl ue blue

2 Listen, read and say.

Jim has got a blue cube.  
Jim has got a blue stone.  
Use the blue stone, Jim.  
Make a blue nose.  
Put the blue nose, Jim, on the blue cube.  
That's good, Jim!

Reading comprehension: Phonics: o, e, u, u, ue Unit 3 45

## Activity 1

- 1 Point out the e at the end of *stone*. Explain that 'magic e' changes the phoneme o to /u:/.
- 2 Point out the e and the end of *cube*. Explain that 'magic e' changes the phoneme o to /u:/.
- 3 Explain that the e after u in *blue* also changes the phoneme from u to /u:/.
- 4 Bring children forward to hold the phoneme cards for each word as shown in the book. Make sure the blends *st* and *bl* are on single cards and pronounce them as blends.
- 5 Say the parts of the word separately then closer together until children say the whole word.

## Activity 2

- 1 Ask who or what is in the pictures. Play CD1 track 41. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

## Activity 3

Ask children to say as much as they can about each picture. They should be able to talk about them without needing prompt questions, but ask them if necessary.

## Activity 4

- 1 Play CD1 track 43. Children listen to the song the first time. Encourage them to join in the second time.
- 2 This song is easy to learn. If you wish, divide the class into two. One half sings the first two lines. The other half sings the next two lines and everyone sings the last two lines together.
- 3 Play CD1 track 44 (music only). Children sing.

**Listening**  
Listen to the children.

1 Look, listen and point.

2 Listen and write the letters.

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

3 Talk about the pictures.

4 Listen and sing.

Swing high, swing low,  
Round you go,  
Swing low, swing high,  
Up to the sky,  
Up to the sky and down to the ground,  
Swing high, swing low, round and round.

Unit 3 Identifying

## Phonics (WB p27)

Make sure that children understand the tasks before they begin.

### Exercises 1 and 3

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

### Exercises 2 and 4

Children use different phonemes to make words with 'magic e' endings.

### Exercise 5

Children complete sentences using words on the page.

## Phonics

1 Say the sounds.



2 Finish the words. Write the words. Read the words.

st \_\_\_\_\_

b \_\_\_\_\_

n \_\_\_\_\_

h \_\_\_\_\_

3 Say the sounds.



4 Finish the words. Write the words. Read the words.

c \_\_\_\_\_

t \_\_\_\_\_

b \_\_\_\_\_

g \_\_\_\_\_

5 Complete the sentences. Use words on this page.

1 Amy is using \_\_\_\_\_

2 The dog has got a \_\_\_\_\_

3 Grandpa is using a \_\_\_\_\_

4 There is a \_\_\_\_\_ in the \_\_\_\_\_

5 Biffa has got a big round \_\_\_\_\_

Phonics: C, B, N, H, C, T, U, E WB 2 27

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, children say the sounds.

For Exercises 2 and 4, ask different children to say the whole word.

For Exercise 5, ask different children to read sentences to the class. Check that everyone agrees.

## Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

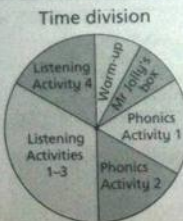
- sound out, read and write words with o\_e, u\_e and ue endings
- listen to conversations and match to pictures
- listen to and learn a song

Key language Vocabulary and structures from Unit 3

Key words stone, bone, nose, hose, cube, tube, blue, glue

Materials PB pp45-46; CD1 tracks 40-44; WB p27; phoneme cards for PB p45, Phonics Activity 1

Preparation Make phoneme cards for stone, nose, cube and blue with each letter on a separate card, as shown in the PB.



## Resource box

### Activity 2 audioscript (CD1 track 42)

Voice: Number 1.

Boy: What can we buy for Mum's birthday?

Girl: How about flowers?

Boy: Good idea.

Girl: Do you like the yellow flowers?

Boy: Yes, but Mum likes pink.

Girl: OK. Let's buy those pink flowers.

Voice: Number 2.

Boy: Come here, Meg! Look at this!

Girl: What is it?

Boy: It's an insect.

Girl: Ewww! It's big!

Boy: It's beautiful.

Girl: Do you like insects?

Boy: Yes, I do. They're great.

Voice: Number 3.

Boy: I've got a pencil.

Girl: We can draw a picture.

Boy: And we can use our paints.

Girl: You can write on the card.

Boy: OK. [slowly] Happy birthday, Mum. Do you like it?

Girl: It's beautiful.

Voice: Number 4.

Mum: Do you like this playground?

Boy: Yes, it's fantastic.

Girl: I like these swings. They're fun.

Boy: And this slide is great.

Mum: Be careful, Ben!

Boy: OK, Mum!

## Session 1 Warm-up

Use flashcards 36-40 to revise the words for sports.

### Dan's box

- 1 Write the two words on the board. Point out how 'magic e' disappears before *ing*.
- 2 Ask a child to read the sentence.
- 3 Write it on the board. Class reads.

### Activity 1

Ask different children to read the words. Check they understand the meanings of them.

### Activity 2

- 1 Give children time to look at all the pictures. Ask a child to read the first two sentences. Tell the class to look at picture 3. Write *Dad likes* on the board. Elicit the ending. Do the same with the second sentence.
- 2 Ask children to look at picture 2. Elicit suggestions for two sentences. Prompt the class by giving the sentence beginning if necessary. Use the example writing in the Resource box as a guide. Children may suggest other sentences.

## Class composition

Look!

write writing Sam is writing.

### 1 Read the words in the box.

like play read make paint write

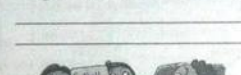
### 2 Look at the pictures. Write the story.



Dad is on the sofa



He cannot play



Sam and Amy are thinking



Composition: a story from pictures Unit 3

47

3 Do the same with the remaining four pictures.

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

5 Children complete the sentences for picture 3 in their books and write the sentences for the remaining pictures. 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 page 3.

#### Grammar Practice Book

Children complete Unit 3.

## Session 2 Warm-up

Use flashcards 44–49 to revise vocabulary for making things.

### Dan's box

Write the sentence on the board. Remind the class how 'magic e' disappears before ing.

### Exercise 1

Explain the task. Children write the continuous form and then use it in a sentence.

### Exercise 2

Ask different children to read their sentences aloud.

#### Writing skills

Remember! write writing Sam is writing

1 Write the words. Complete the sentences.

1 make making 2 use \_\_\_\_\_

She is making a book. He \_\_\_\_\_ a pencil.

3 write \_\_\_\_\_ 4 dance \_\_\_\_\_

They \_\_\_\_\_ a story. She \_\_\_\_\_

5 look \_\_\_\_\_ 6 ride \_\_\_\_\_

She \_\_\_\_\_ a cake. He \_\_\_\_\_ a bike.

2 Read the sentences.

#### Composition practice

1 The children are making a book. Look at the pictures.

2 Read the words in the boxes. Write the story.

The children's book

write use pen draw use pencil

Fred is writing. He is using a pen.

point use points cut use scissors

Amy \_\_\_\_\_ Ben \_\_\_\_\_

stick use glue read laugh funny

Anna \_\_\_\_\_ Fred \_\_\_\_\_

### Exercise 1

Give children time to look at the pictures.

### Exercise 2

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

Ask a child to read the sentences for picture 1.

2 If you wish, go through this orally, eliciting sentences for each picture.

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

### Homework tasks

Portfolio (see Resource box)

Check-up 3 WB pp30–31  
(Answers on page 59)

## Summary box

Lesson aim Writing

Lesson targets Children:

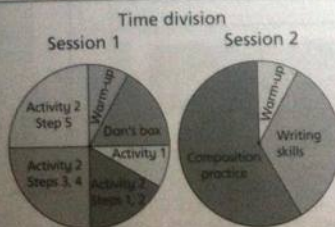
- write a story from pictures
- practise 'magic e' + ing
- write a story from pictures with word prompts

Text type Story

Key structure He/She likes ...

Key words Vocabulary from Unit 3

Materials PB p47; flashcards 36–40, 44–49; WB pp28–29



## Resource box

### Class composition: target writing

(Dad likes) football. (He cannot play) football. Dad likes basketball. He cannot play basketball. Dad likes reading. Sam and Amy can make a book. Sam is writing. Amy is painting. Dad is very happy. He likes the book. Dad is reading the book. Sam and Amy are happy.

### Composition practice: target writing

Ben is drawing. He is using a pencil. Amy is painting. She is using paints. Sam is cutting. He is using scissors. Anna is sticking. She is using glue. Fred is reading the book. The children are laughing. It is funny.

### Portfolio

Children may make neat copies of the WB writing for inclusion in their portfolio of work. If they wish, they may illustrate their writing.

## Activity 1

- 1 Ask one or more children to read out the names of the people in the family. Ask another child to read the verbs below picture 1.
- 2 Ask *What are Sam and Amy doing?* Point out the first verb. Prompt *Sam and Amy are helping Grandpa*. Ask *What is Amy doing?* *She is cleaning the window*. What is Sam doing? *He is washing the car*.
- 3 Ask about Grandma (She is carrying boxes), Grandpa (He is climbing the ladder) and the cat (It is watching the bird).
- 4 Ask what the different people are doing in pictures 2 and 3. Ask individuals to read out the verbs below before children talk about the picture.
- 5 Read out the question for picture 4. Ask a child to read out the activities below. Ask *What does Sam like?* *He likes swimming*. Ask about the other people in the family.

## Activity 2

- 1 Ask volunteers to read out the list of things to find. Ask *Can you find a square?* Children look at the pictures and find it. Ask *Where is it?* *It is in picture 2*.
- 2 Ask about the other objects (picture number given in brackets):  
circle (3) steps (1) ladder (1) swing (2) slide (2) scissors (3).

## Revision 1

## 1 Look at the pictures. What are they doing?



help clean wash watch climb carry hop throw catch pick cook



think point write cut stick football basketball tennis swimming

2 Find ... a square a circle steps a ladder a swing a slide scissors

## 3 Read and find the picture. Write the day on the picture.

It is Monday. Mum is helping Amy. Amy is making a picture. Sam is pointing. It is Wednesday. Dad and Sam are playing with a ball. Amy is playing a game. It is Thursday. The children are helping Grandpa. They are cleaning the car. It is Sunday. Amy is holding a basketball. Dad is carrying a bag and a football.

48 Revision Units 1-3

## Activity 3

- 1 Ask different children to read a sentence or the sentences about each day. If your class needs reading practice, ask other children to read, then ask the whole class to read together.
- 2 Continue with the other sentences.
- 3 Let volunteers read the sentences for each day again. Children say which picture matches the sentences and write the day. (Thursday, Wednesday, Monday, Sunday)

## Extra activities

## Class game

Make statements about people in different pictures, e.g. *She is holding a basketball*. Children look and answer *It is picture 4. Amy is holding a basketball*. This game may be played in teams. Children win points for correct answers.

## Pair work

Child 1 says a picture number and names a person or people. Child 2 must say a sentence about what he/she is or what they are doing. Children take turns to say the picture and person.

In this project children make paper flowers by following instructions. They may also make a picture and write about it.

### 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 flower heads for children to colour
- cut out paper squares to make the tube
- give children a single sheet of paper on which they both draw and colour flowers and write.

Alternatively, if children are able to use the classroom items shown in the PB, you may wish them to follow all the instructions. They make the flowers and stick them on paper to make a picture. Children may work on A4 paper or a larger size if you wish.

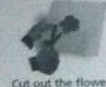
## Project 1

Sam and Amy can make flowers. You can make flowers, too.

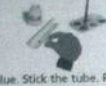
Use these things:



Draw a flower.



Cut out the flower.



Use the glue. Stick the tube. Paint it green.



Make lots of flowers.



Paint the flower.



Make a long, thin tube.



Stick the flower on the tube.



Write.

You can make a picture, too. Write about it.

These flowers are pretty. They are red, yellow, pink and blue. My mum likes flowers. My Grandma likes flowers. I can make flowers.



Project 1: Units 1-3

49

All children should be able to complete this project working at their own level. You may wish children to:

- make the flowers and write a suitable message on a card
- make the flowers then make a picture and write about it
- draw flowers and write about the picture.

Slower learners may produce fewer sentences than more able children.

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

Children read the message and talk about the flowers. **These flowers are red and yellow. They are pretty.**, etc.

Children who have made a picture read out their sentences.

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

### Summary box

Lesson aim Revision

Lesson targets Children:

- say what people are doing in different pictures
- find objects in the pictures
- read a text describing actions on days of the week
- read and follow instructions to make flowers, a frieze and write sentences

### 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.

Project 1: Making flowers

5



### Check-up 1 (WB pp10-11)

Exercise 1: 1 am 2 are 3 are 4 is, is 5 are

Exercise 2: 1 Are, playing 2 is, singing 3 Are, listening 4 is, going 5 are, doing

Exercise 3: 1 She is not climbing ... 2 I am not washing ... 3 He is not catching ...  
4 They are not picking ... 5 We are not cooking. 6 You are not drawing.

Exercise 6: It is hot and sunny. Sam and Amy are under a tree. Sam is holding a ball. Amy is picking flowers. There are three birds in the tree. They are singing.

### Check-up 2 (WB pp20-21)

Exercise 1: 1 that 2 those 3 this 4 these

Exercise 2: 1 These are 2 This is 3 This is 4 That is 5 Those ... are 6 These ... are

Exercise 4: Boy: Is this your bag? Girl: That's my bag. Boy: Are these your books? Girl: Yes, they are. Boy: Where are my books? Girl: They are on your desk. Boy: Those are my books.

### Check-up 3 (WB pp30-31)

Exercise 1: 1 bananas 2 like cakes 3 likes apples 4 likes oranges 5 like grapes 6 likes sweets

Exercise 2: 1 like, likes 2 like 3 like 4 like 5 likes

Exercise 3: do, Yes, sports, like, you, like, I, Do, like, No, like, children

Exercise 4: likes football, basketball; likes basketball, tennis; likes swimming, football; like basketball, like football, do you like

### Check-up 2

1. Complete the sentences with a word from the box.

Box: like, love, hate, dislike, enjoy, prefer, like, love, hate, dislike, enjoy, prefer

1. Look at the picture. I like it.

2. Look at the picture. I love it.

3. Look at the picture. I hate it.

4. Look at the picture. I dislike it.

5. Look at the picture. I enjoy it.

6. Look at the picture. I prefer it.

2. Complete the sentences with words from the boxes.

Box: like, love, hate, dislike, enjoy, prefer, like, love, hate, dislike, enjoy, prefer

1. I like my cat.

2. I love my dog.

3. I hate my teacher.

4. I dislike my school.

5. I enjoy my sport.

6. I prefer my food.

3. Read.

There is my bag. Yes, they are. It is on my chair.  
Where are my books? Is this your bag? Those are my books.  
Are these your books? They are on your desk.

4. Write the conversation.

1. A: What is this? B: It is a bag.  
2. A: Where are my books? B: They are on your desk.  
3. A: Are these your books? B: Yes, they are.  
4. A: Is this your bag? B: It is on my chair.  
5. A: Those are my books. B: Yes, they are.  
6. A: Where are my books? B: They are on your desk.

### Check-up 1

1. Complete the sentences with am, is or are.

1. I am reading my book.  
2. You are not looking.  
3. Sam and Amy are visiting Grandma and Grandpa.  
4. Are Sam picking apples? Amy helping Grandma?  
5. We are not watching TV.

2. Complete the questions. Use the verbs in the box.

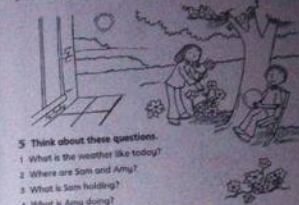
Box: go, do, sing, play, listen

1. Are the children singing in the garden?  
2. Is Amy going to sing?  
3. Are we going to the teacher?  
4. Where is Sam going?  
5. What is John doing?

3. Add not to these sentences.

1. She is climbing the ladder. She is not climbing the ladder.  
2. I am washing the grapes. I am not washing the grapes.  
3. He is catching the ball. He is not catching the ball.  
4. They are picking apples. They are not picking apples.  
5. We are cooking. We are not cooking.  
6. You are drawing. You are not drawing.

4. Look at the picture.



5. Think about these questions.

1. What is the weather like today?  
2. Where are Sam and Amy?  
3. What is Sam holding?  
4. What is Amy doing?  
5. How many birds are there in the tree?  
6. What are they doing?

6. Write about the picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Check-up 3

1. Look and write.

Box: like, love, hate, dislike, enjoy, prefer, like, love, hate, dislike, enjoy, prefer

1. I like apples.  
2. I love bananas.  
3. I hate oranges.  
4. I dislike grapes.  
5. I enjoy eating fruit.  
6. I prefer sweet fruit.

1. I like apples.  
2. I love bananas.  
3. I hate oranges.  
4. I dislike grapes.  
5. I enjoy eating fruit.  
6. I prefer sweet fruit.

2. Complete the sentences with like or likes.

1. Rabbits like carrots. Ase's rabbit likes apples.  
2. We like ice creams.  
3. You like cakes.  
4. I like carrots and beans.  
5. Grandpa likes grapes.

3. Look, read and complete the conversation. Use the words in the box.

Box: like, love, hate, dislike, enjoy, prefer, like, love, hate, dislike, enjoy, prefer

Charlie Green is talking to Tom, Sue and Dan about sports.

Tom: What do you like sports?  
Sue: I like football and basketball.  
Dan: I love tennis.  
Charlie: How about you, Sue?  
Sue: I like basketball, too. And I like tennis.  
Charlie: I like you tennis, Dan?  
Dan: I don't like swimming and football.  
Charlie: Thank you.

4. Write about the children. Use like or likes.

Box: like, love, hate, dislike, enjoy, prefer, like, love, hate, dislike, enjoy, prefer

1. I like apples.  
2. I love bananas.  
3. I hate oranges.  
4. I dislike grapes.  
5. I enjoy eating fruit.  
6. I prefer sweet fruit.

# 4 A fantastic shop

**Warm-up**  
Sing the song from Unit 3, PB p46, CD1 track 43.

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

### Poster 4

- 1 Show poster 4. Read the title. Class looks for a few moments.
- 2 Show flashcards 50-55. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster.



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.\*

- 5 Play CD1 track 45. Children listen and look at the poster. Point to each of the characters when they speak.

Check understanding of the small picture: these are the clothes that Pirate Jack has chosen and will wear in the competition on Saturday.

### 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.



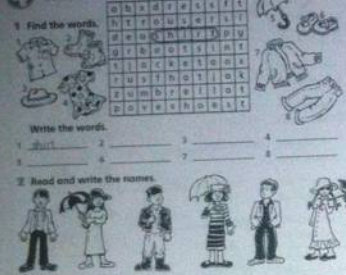
### Activity 2

Play CD1 track 45. Children listen and follow the dialogue.

### Activity 3

- 1 Play CD1 track 46. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more. Ask questions about the story. \*\*
- 2 Play track 46 again. Class listens and follows.
- 3 Individuals read or act the dialogue.\*\*\*

 Words

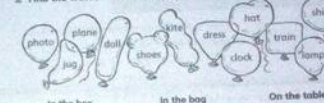


Joe has got black trousers, a white jacket, white shoes and a black shirt.  
Ned has got white trousers, a black jacket, black boots and a white shirt.  
Tom has got a white shirt, black shoes, a white jacket and black trousers.  
Meg has got a white dress, black shoes, a white hat and a black umbrella.  
Sue has got a black hat, a black and white umbrella, white shoes and a white dress.  
Pat has got black shoes, a black and white dress, a white hat and a white umbrella.

1. Draw lines to the bag, the box and the table.



2. Find the words. Write the words.



in the box

in the box

On the table

Children draw lines from each object to the place it belongs: toys in the toy box, clothes in the bag or household objects on the table.

Children write the words for the objects in Exercise 1 under the correct phrase.

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 sorting skills

Key structures present simple: *like* interrogative and negative

**Key language** *Do you like ...? We like/don't like ...*

**Key words** *jacket, trousers, boots, dress, shoes, shirt*  
**Materials** PB pp50-51; poster 4; flashcards 50-55; WB pp32-33;  
CD1 tracks 43, 45, 46



\* Poster questions before listening: *Who is in the shop? Lily, Dan, Pirate Jack, Princess Bella, King Tub, Biffo and Mr Jolly.*

Ask what each character is holding or looking at.

**\*\* PB dialogue questions after listening: Does Jack like the yellow trousers?  
No, he doesn't. Who likes the boots? Lily. What is Princess Bella buying?  
A new dress. What is Biffa wearing/holding? New shoes. Does he like them?  
No, he doesn't.**

\*\*\* Children should now be familiar with hearing and repeating dialogues. If they have not already acted out the dialogue, encourage at least one group of three children to do so. If possible, let another group have a turn. If the class enjoys the activity, divide the dialogue in two, so one group does the first column and another continues with the second column.

## WB answers

p32 Exercise 1: 2 boots 3 hat 4 dress 5 umbrella 6 shoes 7 jacket  
8 trousers

Exercise 2: (left to right) Tom, Sue, Ned, Pat, Joe, Meg

p33 Exercises 1 and 2: In the box: plane, doll, kite, train

In the bag: shoes, dress, hat, shirt On the table: photo, jug, lamp, clock

### Session 1 Warm-up

Put flashcards 36–40 on the board. Ask the class *What do you like?* Children choose a card and say, e.g. *I like football.*

#### Activity 1

1 Tell the class to look at the pictures for a moment. Ask two pairs to read the bubbles.

2 Point out the boy. Ask *Does he like the shirt?* Yes, he does. Ask about the other pictures.

3 Children practise sentences in pairs.\*

#### Activity 2

1 Give children time to look at the pictures. Pairs read the bubbles.

2 Children follow the maze lines to find out whether the children like the objects or not. Ask *Do they like the shoes?* No, they don't. Ask about the objects in turn.

3 Children practise in pairs.\*

Go to Workbook Session 1 ↓

#### Grammar

**1 Look!**

Does she like the dress? Yes, she does.

Does he like the hat? No, he doesn't.

**Ask and answer.**

1 2 3 4 5 6

**2 Look!**

Do they like the boots? Yes, they do.

Do they like the hat? No, they don't.

**Ask and answer.**

1 2 3 4 5 6

**Unit 4** Does he like the...? Do they like...? Do you like...?

#### Grammar in conversation

**1 Look, listen and say.**

swimming tennis high jump long jump basketball football

**2 Listen and read.**

Do you like swimming? Yes, we do.

Do you like tennis? Yes, we do.

High jump, long jump, basketball and football. Do you like sports? Yes, we do!

**3 Listen and say.**

**4 Now you!**

**5 Look and read.**

bikes computer games dolls balls planes trains

**6 Now you!**

**Unit 4** Do you like...? Yes, we do. No, we don't.

### Session 2 Warm-up

Use flashcards 36–38, 40 to revise sports.

#### Activity 1

Children look at the pictures. Play CD1 track 47. Class repeats. Explain *high jump* and *long jump* if necessary.

#### Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 48. Children listen and follow.

#### Activity 3

Play CD1 track 49. Children listen and repeat in the pauses.

#### Activity 4

Children practise the chant.\*\*

#### Activity 5

Ask one or more children to read the words in the box.

#### Activity 6

Children repeat the chant activity asking about toys instead of sports *Do you like bikes?* Yes, we do. *Do you like computer games?* Yes, we do. *Dolls, balls, planes and trains.* *Do you like toys?* Yes, we do. Write up the words, if you wish.

The same can be done with fruits *apples, bananas, oranges, lemons, grapes, melons.*

Go to Workbook Session 2 ↓

Check children understand the tasks before they begin.

## Exercise 1

Children complete each question. They circle the correct answer to each question.

## Exercise 2

If you wish, practise the long and short forms before children order the words in the sentences. Show how *not* becomes *n't* and joins the verb. Write up long forms. Invite volunteers to rewrite in the short forms.

## Grammar

1 Complete the questions. Circle the right answers.

- Does she like the dress? Yes, she does.  
No, she doesn't.
- \_\_\_\_\_ the hat? Yes, she does.  
No, she doesn't.
- \_\_\_\_\_ the jacket? Yes, he does.  
No, he doesn't.
- \_\_\_\_\_ the carrots? Yes, it does.  
No, it doesn't.
- Do they like the car? Yes, they do.  
No, they don't.
- \_\_\_\_\_ the doll? Yes, they do.  
No, they don't.

2 Put the words in the right order.

- 1 hat, not The does girl like the
- 2 the does The not jacket, boy like
- 3 not rain, the like The not does
- 4 like The do doll, not the girls
- 5 not cat the do dog, The like
- 6 do boy not the like cake, The

Remember!  
doesn't = does not  
don't = do not

The girl does not like the hat.

Unit 4 Present simple: questions and negatives

## Grammar in conversation

1 Complete the conversation with the words in the box.

- Do you like sports? Yes, we do.
- Do you like basketball? It's great.
- \_\_\_\_\_ about tennis? We don't.
- Do you like tennis? Football is
- We like \_\_\_\_\_
- Football is \_\_\_\_\_

football  
sports  
fantastic  
No  
Yes  
do  
How  
like

2 Complete the sentences with *do* or *does*.

- \_\_\_\_\_ the children like computer games?
- \_\_\_\_\_ Amy like sports?
- \_\_\_\_\_ you like basketball?
- \_\_\_\_\_ the dog like the cat?
- We \_\_\_\_\_ not like football.
- Billy \_\_\_\_\_ not like swimming.
- Ned and Sam \_\_\_\_\_ not like picnics.
- The teacher \_\_\_\_\_ not like noisy children.

Do you? Yes, we do. No, we don't. do and does Unit 4

## Exercise 1

Children complete the conversation using the words in the box. Remind them that only one word will fit each space. If they are not sure, they should try out different words until they find the one that fits.

## Exercise 2

Children complete the sentences with the correct form of the verb.

## Summary box

Lesson aim Grammar

Lesson targets Children:

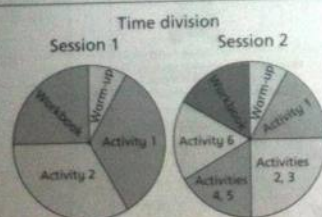
- practise the target language
- listen to a chant
- read and repeat the chant
- practise the chant
- make up a new chant using different vocabulary

Key structure present simple: *like*

Key language Does he/she like? Do you like ...? Yes, we do.

Key words Vocabulary from this and previous units

Materials PB pp52-53; CD1 tracks 47-49; flashcards 36-40; WB pp34-35



## Resource box

\* In pairs, Child 1 asks the question about picture 1. Child 2 answers. Repeat with another pair and another picture. Alternatively, if your class is able, let them work in pairs straight away. When they have practised, pairs say the question and answer; the rest of the class listens.

\*\* One half of the class says the questions the other half answers.

## WB answers

p34 Exercise 1: 2 Does she like, No, she doesn't. 3 Does he like, No, he doesn't. 4 Does it like, Yes, it does. 5 Yes, they do. 6 Do they like, No, they don't.

Exercise 2: 2 The boy does not like the jacket. 3 The cat does not like the rain. 4 The girls do not like the doll. 5 The cats do not like the dog. 6 The boys do not like the cake.

p35 Exercise 1: do, like, Yes, How, No, football, fantastic.

Exercise 2: 1 Do 2 Does 3 Do 4 Does 5 do 6 does 7 do 8 does

## 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

Use flashcards 50-55 to revise the words for clothes.

### Activity 1

- 1 Teach the new words using flashcards 56-63.  
Teach wear by talking about what different children are wearing.
- 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 50. Children listen and follow.

### Reading



### What clothes do you like?



These are clothes for hot weather.

The children are wearing T-shirts. The boy is wearing shorts and the girl is wearing a pretty skirt. She is wearing sandals. The boy is wearing trainers.

These are clothes for rainy weather.

The children are holding umbrellas. The girl is wearing boots and a coat. The boy is wearing a jacket and trousers. He has got thick shoes.



These are clothes for dancing.

This girl likes dancing. She is wearing a dress. She has got short socks and thin, black shoes. She can dance in these shoes. She can hop and skip quickly.



These are clothes for football.

This boy likes football. He is wearing shorts and a football shirt. He has got long socks and boots. He cannot dance in these boots, but he can kick the ball!

Unit 4 Reading: description of children's clothing

4 Read the paragraph for picture 1. Ask *What is the boy/girl wearing? Are these clothes for cold weather?* Read the other lines. 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 p5 of Dictionary 2. Continue Grammar Practice Book Unit 4.

## Session 2 Warm-up

Sing the song from PB p38, CD1 track 32.

### Activity 1

- 1 Play CD1 track 50 or read *What clothes do you like?* again to the class.
- 2 Explain that the children are wearing different clothes in different weather or for doing different activities. They must find three things that each child is wearing.
- 3 Ask a child to read the boy's bubble. Ask the class to suggest three things he can wear when it is raining.

### Reading comprehension

1 Read. Circle the clothes they are wearing. Find three things.

|  |         |          |          |          |         |
|--|---------|----------|----------|----------|---------|
| Today it is raining. I am wearing my ...   | shoes   | shorts   | trainers | trousers | jacket  |
| Today it is hot. I am wearing my ...       | T-shirt | gloves   | boots    | skirt    | sandals |
| I am playing football. I am wearing my ... | shorts  | trainers | skirt    | shirt    | boots   |
| I am dancing. I am wearing my ...          | sandals | shoes    | coat     | socks    | dress   |

4 Do the same with the other children.

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

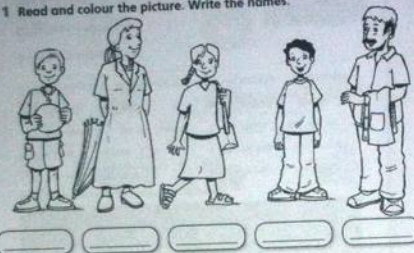
Check that children understand the tasks before they begin.  
Remind them they will need colours for the first exercise.

### Exercise 1

Children read the description of what each person is wearing. They find the person and colour the clothes according to the description. They write the name of each person in the box.

### Reading comprehension

1 Read and colour the picture. Write the names.



Ben is wearing long trousers. They are blue.  
Fred is wearing shorts. They are blue, too.  
Mum is wearing a green dress and black shoes.  
Dad is wearing a white shirt and long trousers. They are black.  
He is carrying a grey jacket.  
Anna is wearing a yellow T-shirt and a pink and blue skirt.  
Her sandals are brown.

2 Read the questions. Write the names.

- 1 Who is holding an umbrella? \_\_\_\_\_
- 2 Who is holding a ball? \_\_\_\_\_
- 3 Who is carrying a small bag? \_\_\_\_\_

Unit 4 Reading comprehension matching statements to pictures, answering questions about pictures

### Exercise 2

Children read the questions, find the person doing the action and write the name.

### Summary box

Lesson aim Reading

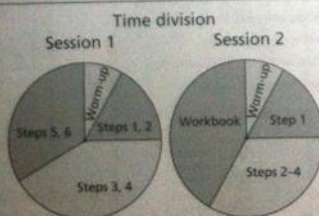
Lesson targets Children:

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

Key structure He/She likes ...

Key words skirt, socks, T-shirt, coat, gloves, shorts, sandals, trainers, wear

Materials PB pp54-55; CD1 tracks 32, 50; flashcards 50-63; WB p36



### Resource box

\* Use these questions or any of your own:

Is it rainy weather? What are the children holding? What are they wearing? What does the girl like? What is she wearing? Has she got shoes? What are they like? What can she do in the shoes? What does the boy like? What is he wearing? What has he got? What can he do in these boots?

#### PB answers

Activity 1: 1 shoes, trousers, jacket 2 T-shirt, skirt, sandals 3 shorts, shirt, boots 4 shoes, socks, dress

#### WB answers

Exercise 1: (left to right) Fred, Mum, Anna, Ben, Dad

Exercise 2: 1 Mum 2 Fred 3 Anna

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

## Warm-up

Sing the song from PB p30, CD1 track 20.

## Mr Jolly's box

Children look at the box and listen. Play CD1 track 51. Children listen the first time. Then they repeat in the pauses.

## Activity 1

1 Say each word. Class repeats. Do this until they say them accurately and confidently.

2 Write the words on the board. Class reads. Volunteers come forward and circle the first two consonants in each word.

## Phonics

Look and listen!

1 Look and say.

clown  
flag  
blue

clock  
flower  
black

cloud  
fly  
plane

2 Listen, read and say.

The clown with the glasses is flying the plane.  
The clown with the flower is running in the rain.  
The clown with the blue clock is under a cloud.  
The clown with the black flag is reading aloud.

Reading comprehension: Phonics: consonant blends (c, f, b, p) Unit 4 55

3 Class says each word again. The focus in this lesson is on the consonant blends, not on any other phonemes in other parts of the word.

## Activity 2

1 Ask who or what is in the pictures. Play CD1 track 52. Class listens and follows.

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

## Activity 2

Play CD1 track 54. Children listen and circle the correct answer. Play the track twice if necessary.

See Resource box for audioscript.

## Activity 3

Ask children to tell you about the picture. If you wish, divide the class into groups and let each group take a turn to say something. See which group can say the most about the picture. If necessary, ask questions to prompt ideas.

## Activity 4

Play CD1 track 55. Children listen the first time. They join in the second time.  
Play CD1 track 56 (music only). Children sing.

## Activity 1

1 Give children time to look at the picture. Ask *What is the weather like?* *What is the boy/girl wearing?* Prompt the class to name two or three things.

2 Play CD1 track 53. Children listen.

## Audioscript (CD1 track 53)

These two children are walking to school. It's very cold today. It's windy and it's raining. The boy is wearing a hat and gloves. He's got a thick jacket, too. The girl isn't wearing a jacket. She's got a coat. She's wearing boots and she's carrying an umbrella. The children are walking quickly. They don't like the rain.

## Listening

These two children are walking to school.

1 Look and listen.



2 Listen and circle the correct answers.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 Yes, it is. <u>No, it isn't.</u> | 2 To the park. To school.        |
| 3 A coat. A jacket.                | 4 Yes, he has. No, he hasn't.    |
| 5 Yes, she has. No, she hasn't.    | 6 Yes, she is. No, she isn't.    |
| 7 The boy. The girl.               | 8 An umbrella. Boots.            |
| 9 Yes, they are. No, they aren't.  | 10 Yes, they do. No, they don't. |

3 Talk about the picture.

4 Listen and sing.

Pitter-patter raindrops  
Falling from the sky  
Under my umbrella  
I am warm and dry!

Cars and bikes and buses  
Go splashing splashing by  
In my yellow raincoat  
I am warm and dry!

Pitter-patter, pitter-patter, pitter-patter,  
SPLASH!

Unit 4 Understanding questions

## Phonics (WB p37)

Make sure that children understand the tasks before they begin.

### Exercise 1

Children complete each word with the consonant blend. They read the words aloud.

### Exercise 2

Children look at the picture. They read the sentences below and complete them using words from Exercise 1.

### Exercise 3

Children colour the picture according to the completed text.

## Phonics

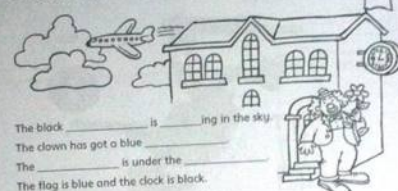
1 Write the letters. Write the words. Read the words.

1 **c** clown **ck** clock **ou** cloud

2 **fl** flag **ow** flower **pl** plane

3 **bl** blue **ck** clock **ou** cloud

2 Look at the picture. Complete the sentences. Use words on this page.



The black \_\_\_\_\_ is \_\_\_\_\_ ing in the sky.

The clown has got a blue \_\_\_\_\_.

The \_\_\_\_\_ is under the \_\_\_\_\_.

The flag is blue and the clock is black.

3 Colour the picture.

Phonics: consonant blends cl, fl, pl, bl

37

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 1, ask children to read out the words. Class reads the words together.  
For Exercise 2, ask different children to read complete sentences.

## Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

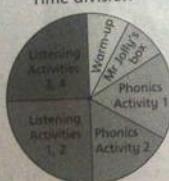
- say, read and write words beginning with consonant blends *cl, fl, bl, pl*
- listen to a description of a picture and answer questions about it
- talk about the picture
- listen to and learn a short song

Key language: Vocabulary and structures from Unit 4

Key words: *clown, clock, cloud, flag, flower, fly, plane, blue, black*

Materials: PB pp55-56; CD1 tracks 20, 51-56; WB p37

Time division



## Resource box

Activity 2 audioscript (CD1 track 54)

1 Is the weather hot today? 2 Where are the children going? 3 What is the boy wearing? 4 Has he got gloves? 5 Has the girl got a jacket? 6 Is she wearing shoes? 7 Who is wearing a hat? 8 What is the girl carrying? 9 Are they walking quickly? 10 Do they like the weather?

\* Teach the song if you wish. Write the two verses on the board. Class says the verses. Rub off the last word of lines 1 and 3 in each verse. Class says the verses and fills in the missing words. Rub off the last word of lines 2 and 4 in both verses. Class says the verses and supplies the missing words. Continue to rub off significant words in the pairs of lines. Class says the verses each time. Continue until no words are left and the class has learned the poem.

PB answers

Activity 2: 2 To school. 3 A jacket. 4 Yes, he has. 5 No, she hasn't. 6 No, she isn't. 7 The boy. 8 An umbrella. 9 Yes, they are. 10 No, they don't.

WB answers

Exercise 2: plane, fly(ing), flower, clock, flag

### Session 1 Warm-up

Use flashcards 50-63 and word cards to revise clothing.

#### Dan's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Underline *thick*. Point out that it comes before *boots*.

#### Activity 1

- 1 Talk about the first picture with the class. Ask *What is the weather like? What are the children wearing?* Note the items on the board in a box. Do the same with the second picture.
- 2 Ask children to complete the first sentence. Begin the second sentence *The children are wearing ...* Point out the notes for the first picture. Prompt sentences from the class and write them on the board. Class reads.

### Class composition

Look!



They have got thick boots.

- 1 Look at the pictures. Talk about the clothes. Write about the clothes.



These clothes are for

---



---



---



These clothes are for

---



---



---

Class composition: description of children's clothes Unit 4

57

- 3 Use the notes in the second box to prompt sentences about the second picture. Write them on the board. Class reads.

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

- 5 Children write in their books. If you wish, leave the sentences on the board. 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 page 5.

##### Grammar Practice Book

Children complete Unit 4.

## Session 2 Warm-up

Sing the song on PB p56, CD1 track 55.

### Dan's box

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

### Exercise 1

Children read out the words in the boxes. Ask what is in each picture. Ask the class for a sentence using a word from each box.

### Exercise 2

Children read out the words. They write a sentence for each picture using the words.

#### Writing skills

They have got thick boots.

1. Read the words in the boxes. Write a word from each box.

long short thick small

2. These are long socks.

hat gloves shoes

3. This is a hat.

2. Write about the weather.

sunny

4. It is sunny weather.

rainy

5. It is rainy weather.

#### Composition practice

1. Look! Write about the clothes. What are the children wearing?

Children's clothes

These clothes are for weather.

These clothes are for weather.

### Exercise 1

1 If done in class, ask what the children are wearing in each picture.

2 Remind children that the words and sentences they wrote on p38 can help them.

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.

### Homework tasks

Portfolio see Resource box

Check-up 4 WB pp40-41

(Answers on page 93)

## Summary box

Lesson aim Writing

Lesson targets Children:

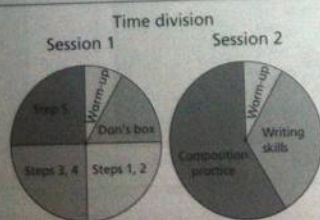
- write about clothes for different occasions
- practise adjective/noun order
- describe what children are wearing

Text type Description

Key structure present continuous

Key words Vocabulary from Unit 4

Materials PB p57; flashcards 50-63; WB pp38-39; CD1 track 55



## Resource box

Class composition: target writing

... cold weather. The children are wearing trousers and big coats. They have got hats and gloves. They have got thick boots.

... basketball. This boy likes basketball. He is wearing shorts and a T-shirt. He has got short socks and trainers. (He can play basketball in these clothes. He can run quickly and he can jump.)

Composition practice: target writing

... snowy weather. (It is very cold.) The children are wearing hats and thick coats. They have got gloves. They are wearing thick boots.

... tennis. (This boy likes tennis.) He is wearing shorts and a T-shirt. He is wearing a hat. He has got short socks and trainers. (He can run quickly in these trainers.)

WB answers

p38 Exercise 1: 2 These are short socks. 3 These are small gloves. 4 These are big trainers. 5 These are thin shoes. 6 This is a thick coat.

Portfolio

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

# 5 Pirate Jack is on TV

## Warm-up

Ask the class *Do you like singing? What songs do you like?*  
Class chooses a short song to sing.

## 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 64-68. Name the actions and objects. Class repeats.
- 3 Ask children to find and point to objects and actions on the poster. Point out the small pictures.

### 5 Pirate Jack is on TV



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.\*

- 5 Play CD1 track 57. Children listen and look at the poster. Point to each of the characters when they speak. Point out the activities when they are mentioned.

Check understanding of the small picture: Pirate Jack is showing everyone what his parrot can do. Ask *What can the parrot do? It can dance.*

## 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 actions.
- 3 Name the objects and actions. Children point to them in the box. Show flashcards. Children check they are pointing to the correct object or action.
- 4 Name the objects and actions in a different order. Children find them in the big picture in their books.

### 5 Pirate Jack is on TV

1 Listen and say.

2 Listen and read.

Good evening, Pirate Jack.  
Good evening.  
What are you doing in the playground?  
Can you dance? Can you sing?  
Can I sing? I sing all day long.  
So... you like singing.  
Oh yes, I get up at six o'clock and I sing.  
What do you do in the morning?  
I clean the ship... and I sing.  
What do you do in the afternoon?  
I swim in the sea... and I sing.  
What do you do in the evening?  
I play the piano... and I sing.  
And then?  
I go to bed... and I sleep.  
Does your parrot sing?  
Oh, no, he doesn't sing. He dances.  
Look!

3 Listen and say.

### Activity 2

Play CD1 track 57. Children listen and follow the dialogue. Ask, e.g. *What does Pirate Jack like? Singing, swimming, playing the piano. What does the parrot like? Dancing.*

### Activity 3

- 1 Play CD1 track 58. Children follow and repeat in the pauses.
- 2 Play track 58 again. Class listens and follows.
- 3 Individuals act the dialogue.\*\*

Check that children understand the tasks before they begin.

### Exercise 1

Children read the speech bubbles on the left. They find the picture that matches each one and write the letters next to the numbers below.

### Exercise 2

Children read the words on the left and name the objects in pictures on the right. They match the words that rhyme with the objects in the pictures.

## 5 Words

**1 Match the words and pictures.**

- Get up!
- Please, play the piano!
- Sleep!
- Clean your shorts!
- Go to bed!

Write the letters.

1    2    3    4    5    6

**2 Find the rhyming words. Draw lines.**

- clean
- sings
- hair
- pea
- blue
- like

## Learning to learn

**1 Find the same picture. Draw lines.**

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

**2 Find the same words. Draw lines.**

- 1 I swim in the morning.
- 2 I sing in the morning.
- 3 He sings and dances.
- 4 She sings and dances.
- 5 He swims and sings.
- 6 She swims and sings.

### Exercise 1

Children draw lines to join the matching pictures.

### Exercise 2

Children read the first sentence on the left and scan the sentences on the right to find the one that matches exactly. They draw lines to join the matching sentences. They continue to read and scan to match the other sentences.

## Summary box

**Lesson aim** Speaking

**Lesson targets** Children:

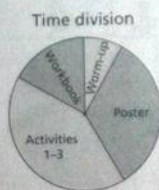
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and matching skills

**Key structure** present simple of regular verbs

**Key language** six o'clock

**Key words** get up, swim, play the piano, sleep, sea, parrot

**Materials** PB pp58-59; poster 5; flashcards 64-68; WB pp42-43; CD1 tracks 57, 58



## Resource box

\* Poster questions before listening:

What is Pirate Jack wearing?

What colour is his hat/jacket?

What colour are his trousers?

How many lights are there?

What colours are they?

\*\* Encourage children to say lines without the books but let them read if they cannot remember them.

### WB answers

p42 Exercise 1: 1E 2C 3D 4F 5A 6B

Exercise 2: 1 clean E bean 2 sings D rings 3 hair A chair 4 pea F sea

5 blue B glue 6 like C bike

p43 Exercise 1: 1C 2F 3E 4A 5D 6B

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

## Session 1 Warm-up

Use flashcards 36-38, 40 to revise the words for sports.

### Activity 1

1 Read the three words. Class repeats. Ask about the pictures *What does she play?*, etc. Ask three children to read the three bubbles. Class repeats.

2 Ask children to look at picture 1. Prompt them with *In the morning ...* elicit *... he swims*. Continue with pictures 2-6 and *In the afternoon, In the evening*.

3 Children practise sentences in pairs.\*

### Grammar

1 Look!

morning afternoon evening  
In the morning she plays tennis.  
In the afternoon he plays football.  
In the evening they watch TV.

Point and say

1 morning 2 afternoon 3 evening  
4 swim 5 play 6 sing  
7 read 8 watch 9 play  
10 cook 11 eat 12 drink

2 Look!

Does he play football? Does she play football? Do they sing?  
Yes, he does. No, she doesn't. No, they don't.

Ask and answer

1 swim? 2 play the piano? 3 read books?  
4 play tennis? 5 play football? 6 sing?  
7 read books? 8 watch TV? 9 play basketball?

Unit 5: No time to sing. Does he/she sing? Do they sing? + short answers

## Session 2 Warm-up

Ask around the class, e.g. *Do you swim? Do you play basketball?*, etc.

### Grammar in conversation

1 Look!

What's the time? It's three o'clock.  
Ask and answer.

2 Listen and read.

What time do you get up in the morning?  
I get up at seven o'clock.  
What time do you go to school?  
I go to school at eight o'clock.  
What time do you come home?  
I come home at three o'clock.  
What do you do after school?  
I do my homework and I watch TV.  
What time do you go to bed?  
I go to bed at nine o'clock.  
Thank you very much. You're welcome.

3 Listen and say.

4 Now you!

Telling the time, talking about daily routines. Unit 5

### Activity 1

Point out the clock. Read, or children read, the question and answer.

Ask the question about the clocks below. Use the clock face on the website or on the DVD if you wish.

### Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 59. Children listen and follow in their books.

### Activity 3

Play CD1 track 60. Children listen and repeat in the pauses.

### Activity 2

1 Ask children to read the words in the boxes. Ask pairs to read the bubbles about the boy and the other children.

2 Point out the boy. Ask *Does he swim?* Elicit the answer. Remind children to look back at the box if they are not sure. Continue with the other questions about the boy and the other children.

3 Children practise in pairs.\*\*

Go to Workbook Session 1 ↓

### Activity 4

Children practise the conversation in pairs.

They ask the questions from Activity 2 but this time they give true answers. Go around listening to them as they speak. Ask one or two pairs to say their dialogue in front of the class.

Go to Workbook Session 2 ↓

Check children understand the tasks before they begin.

### Exercise 1

Children look at the chart. They answer the questions about what the children in the chart do each day. Remind them that the third person singular takes s.

### Exercise 2

Children write questions. Point out the example.

### Exercise 3

Children write the answers to the questions in Exercise 2. Point out the example.

### Grammar

Look!

|   | In the morning | In the afternoon | In the evening |
|---|----------------|------------------|----------------|
| 1 |                |                  |                |
| 2 |                |                  |                |
| 3 |                |                  |                |

#### 1 Answer the questions.

- What does she do in the morning?
- What does he do in the morning?
- What do they do in the afternoon?
- What do they do in the evening?

#### 2 Write questions.

- Does she play football?
- Does he watch TV?
- Do they listen to music?
- Do they go to bed?

#### 3 Answer the questions in Exercise 2.

- No, she does not play football.
- Yes, he does watch TV.
- Yes, they do listen to music.
- Yes, they do go to bed.

Unit 5 Present simple affirmative, questions and negative

### Grammar in conversation

#### 1 Look and write.

- It is six o'clock.
- It is three o'clock.
- It is eleven o'clock.
- It is one o'clock.
- It is twelve o'clock.
- It is nine o'clock.

#### 2 Complete the sentences. Use the words in the box.

come home sleep get up do my homework go to school

- We get up at seven o'clock.
- The children go to school at eight o'clock.
- Jenny comes home at six o'clock.
- I do my homework at nine o'clock.
- Billy sleeps at ten o'clock.

Unit 5 Telling the time, writing about daily routines Unit 5

### Exercise 1

Children look at the clocks and write the correct times.

### Exercise 2

Children complete the sentences using the words in the box and the time on the clocks.

### Summary box

Lesson aim Grammar

Lesson targets Children:

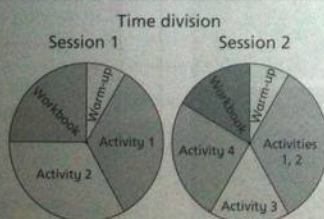
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- talk about their own routine

Key structure present simple interrogative + short answers

Key language What's the time? It's three o'clock.

Key words in the morning, in the afternoon, in the evening

Materials PB pp60-61; CD1 tracks 59, 60; flashcards 36-38, 40; WB pp44-45; clock face on the website/DVD



### Resource box

\* Volunteers say the complete sentence about each picture. Children practise in pairs, taking turns to point to a picture and say the sentence.

\*\* If you wish, bring pairs forward to demonstrate the question and answer before the whole class practises in pairs.

#### WB answers

p44 Exercise 1: 1 She plays tennis. 2 He swims. 3 They sing. 4 They watch TV.

Exercise 2: 2 Does he sing? 3 Does she watch TV? 4 Do they play tennis?

Exercise 3: 2 No, he does not sing. 3 No, she does not watch TV. No, they do not play tennis.

p45 Exercise 1: 2 It is five o'clock. 3 It is three o'clock. 4 It is eleven o'clock. 5 It is one o'clock. 6 It is twelve o'clock. Exercise 2: 2 go to school at eight o'clock. 3 comes home at four o'clock. 4 do my homework at six o'clock. 5 sleeps at nine o'clock.

#### 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.

## Session 1 Warm-up

Use the clock face on the website or on the DVD to practise the time.

### Activity 1

- 1 Teach the new words using flashcards 69-72.
- 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 61. Children listen and follow.

## Reading



### An astronaut in space



Ned Brown is an astronaut. He lives in a space station.



He gets up at seven o'clock. He eats breakfast. Then he cleans the space station.



He has got a computer. There is a phone on the computer. Ned talks to people on Earth. He eats lunch at one o'clock.

In the afternoon, he works in space. The space station is big and tricky. Ned works slowly. He looks carefully at the space station.



In the evening, he goes to bed. He has got a TV.

At ten o'clock, Ned goes to bed. It is not quiet in the space station. There are computers and noisy machines. They do not sleep at night.

Unit 5 Reading: information text about a routine

4 Read the two paragraphs. Explain *breakfast*: food you eat in the morning. Ask *What is Ned Brown? Where does he live?* 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 p6 of Dictionary 2. Continue Grammar Practice Book Unit 5.

## Session 2 Warm-up

Ask children what they can see in space, e.g. sun, moon, stars, space rocket.

### Activity 1

- 1 Play CD1 track 61 or read *An astronaut in space* again to the class.
- 2 Point out that there are two answers A and B. Explain children must choose the correct answer. Point out the example. Read number 2. Elicit an answer. Check with the class. Children circle in their books.

## Reading comprehension

1 Read. Circle answer A or B.

- |                                    | A                  | B               |
|------------------------------------|--------------------|-----------------|
| 1 What is Ned Brown?               | a space station    | an astronaut    |
| 2 Where does he live?              | on a space station | on a space ship |
| 3 What does he do in the morning?  | he goes up         | he gets up      |
| 4 Who can he talk to on the phone? | purple             | people          |
| 5 What time does he eat lunch?     | one o'clock        | two o'clock     |
| 6 When does he walk in space?      | in the afternoon   | in the evening  |
| 7 What does he wear in space?      | shorts             | a spacesuit     |

3 Continue in the same way with the other questions.

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

## Reading comprehension (WB p46) Session 2

Check that children understand the tasks before they begin.

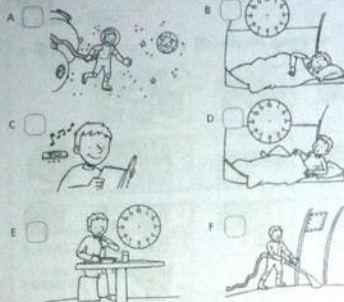
### Exercise 1

Children read all the sentences. They match up the sentences and the pictures and number the pictures in order.

### Reading comprehension

1 Read. Look at the pictures. Number the pictures in order.

- 1 Ned gets up at seven o'clock.
- 2 In the morning, he cleans the space station.
- 3 At one o'clock, he eats lunch.
- 4 In the afternoon, he walks in space.
- 5 In the evening, he listens to CDs and he reads.
- 6 At ten o'clock, Ned goes to bed.



2 Draw the times.

Unit 5 Reading comprehension: sequencing pictures from statements

### Exercise 2

They draw the times on the clocks according to the correct sentences.

### Summary box

Lesson aim Reading

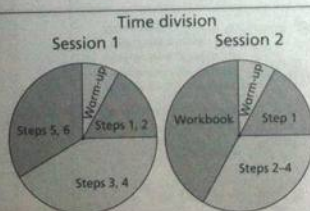
Lesson targets Children:

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

Key structure present simple of regular verbs

Key words astronaut, space station, phone, people, talk

Materials PB pp62-63; CD1 track 61; flashcards 69-72; WB p46; clock face on website/DVD



### Resource box

\* Use these questions or any of your own: What has Ned got? **A computer, a phone.** Who can he talk to? **People on Earth.** How far does he walk on the walking machine? **10 km.** When does he have lunch? **One o'clock.** What does Ned do in the afternoon? **Walks in space.** Does he walk quickly? **No, he walks slowly.** When does Ned go to bed? **Ten o'clock.** Do the machines stop at night? **No, they don't.**

PB answers

Activity 1: 2A 3B 4B 5A 6A 7B

WB answers

Exercise 1: A4 B6 C5 D1 E3 F2

Exercise 2: B 10 o'clock, D 7 o'clock, E 1 o'clock

### Warm-up

Play *Make a word*. Put up cards for *ff, bl, cl* and *pl*, and endings *own, ame, oud, y* and *ue*. Children use the cards to make words.

### Mr Jolly's box

Children look at the box and listen. Play CD1 track 62. Children listen the first time. Then they repeat in the pauses.

### Activity 1

- 1 Say each word. Class repeats. Do this until they say them accurately and confidently.

### Phonics

Look and listen!

cr crown

#### 1 Look and say.

br ow n brown  
gr ee n green

cr ow n crown  
tr ee tree

#### 2 Listen, read and say.

I can draw a brown crown.  
I can draw a green tree.  
I can draw a green crown.  
I can draw a brown tree.  
Clever me!

Reading comprehension: Phonics: consonant blends br, cr, dr, gr, tr Unit 5 63

- 2 Write the words on the board. Class reads. Ask volunteers to come forward and circle the first two consonants in each word. Class says each word again. The focus in this lesson is on the consonant blends, not on any other phonemes in other parts of the word.

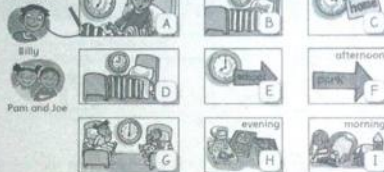
### Activity 2

- 1 Ask who or what is in the picture.
- 2 Play CD1 track 63. Class listens and follows. Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

### Listening

Here are Billy, Pam and Joe.

#### 1 Look!



#### 2 Listen and point.

#### 3 Listen and draw lines.

#### 4 Write the letters.

1 2 3 4 5  
1 2 3 4

#### 5 Listen and sing.

Get up! Get up! It's six o'clock.  
Six o'clock, six o'clock.  
Get up! Get up! It's six o'clock.  
It's six o'clock in the morning.

But Mum, we're tired.

Go to bed! It's ten o'clock.  
Ten o'clock, ten o'clock.  
Go to bed! It's ten o'clock.  
It's ten o'clock in the evening.

But Mum, we're not tired.

64 Unit 5 Sequencing

### Activity 4

- 1 Ask which pictures show what Billy does. Check with the class.
- 2 Children write the letters. Do the same with Pam and Joe.

### Activity 5

- 1 Play CD1 track 65. Children listen the first time. Encourage them to join in the second time.
- 2 Play CD1 track 66 (music only). Children sing. If you wish, divide the class into two. They take turns to sing the mother's verses and say the children's lines.

## Phonics (WB p47)

Make sure that children understand the tasks before they begin. They need colours to do this page.

### Exercise 1

Children write the consonant blends that start the words and the complete word.

### Exercise 2


Children read the sentences and colour the pictures in Exercise 1 accordingly.


### Exercise 3



Children draw and colour according to the sentences.

## Phonics

1 Write the letters. Write the words. Read the words.

1 gr  \_eeen \_ey

2 br  \_own

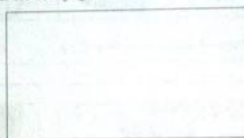
3 tr  \_ain  \_ee

2 Read and colour.

Colour the grapes green. Colour the brick brown.  
Colour the tree green. Colour the train grey.

3 Read and draw.

Draw a crown in the box.  
Colour it green and grey.



Phonics: consonant blends gr, br, tr Unit 5 47

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 1, ask different children to say the whole word.

## Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- say, read and write words beginning with consonant blends br, cr, gr, tr
- listen to a description of routines
- listen to and learn a song

Key language: Vocabulary and structures from Unit 5

Key words: crown, brown, green, tree, grapes, grey, brick, train

Materials: PB pp63-64; CD1 tracks 62-66; WB p47

Preparation: Make cards for fl, bl, cl, pl; and endings own, ane, oud, y, ue for the Warm-up.



## Resource box

Activity 2 audioscript (CD1 track 64)

Billy gets up at seven o'clock. He goes to school at eight o'clock. He comes home at three o'clock.

In the evening he plays computer games. He goes to bed at nine o'clock.

Pam and Joe get up at six o'clock. In the morning they play with their toys. In the afternoon they go to the park. They go to bed at seven o'clock.

PB answers

Activity 4: 1A 2E 3C 4H 5D; 1G 2I 3F 4B

### Session 1 Warm-up

Ask questions around the class using different question words, e.g. *Who is next to you? What day is it today? Where is your pencil?*, etc.

#### Dan's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Ask volunteers to underline the question words.

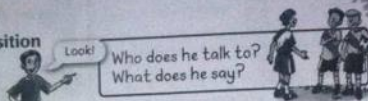
#### Activity 1

- 1 Read the instruction to the children. Ask different children to read the questions about Ted. Children look at the pictures. Ask what he is doing in each one. Write notes on the board.

#### Activity 2

- 1 Read the first question again. Elicit the first sentence. Write it on the board.
- 2 Continue in the same way with the other pictures. If children cannot think what to say, point out the notes on the board. Elicit sentences. Write them on the board. Class reads.

### Class composition



1 Ted plays football on Saturdays. Read the questions.

2 Look at the pictures. Write about what Ted does.

What does he do in the morning?



Where does he run?



Who does he talk to?



When does he eat lunch?



When does he play football?  
What does he wear?



What does he do in the evening?



Class composition: an account of a routine Unit 5

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

4 Children write sentences in their books. The target writing in this activity is straightforward. If possible, rub off all the sentences before children write. 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 page 6.

##### Grammar Practice Book

Children complete Unit 5.

Ask Who / What / When / Where questions around the class.

Children complete the questions.  
Ask different children to read out  
their completed questions.

Children read the answers and think of the questions.

**Writing skills**  
Remember!

Who does he talk to?  
What does he say?

3 Complete the questions. Use the words in the list.

| When | Where | What            | Where | How many | How                  |
|------|-------|-----------------|-------|----------|----------------------|
| 1    | _____ | is my book?     | 2     | _____    | people are there?    |
| 3    | _____ | is your cheese? | 4     | _____    | is speaking, please? |
| 5    | _____ | do you get up?  | 6     | _____    | time is it, please?  |

2 Read the answers. Write the questions.

|   |       |                                  |
|---|-------|----------------------------------|
| 1 | _____ | She gets up at six o'clock.      |
| 2 | _____ | She plays in the park.           |
| 3 | _____ | She wears a shirt and a T-shirt. |
| 4 | _____ | There are three girls.           |
| 5 | _____ | He is my brother.                |

Unit 1 Speaking (2) - questions and answers

2. Tom plays basketball on Saturday. Read the questions.

2 Look at the pictures. Write about Amy's **Saturday**.

When does Amy get up?

Amy gets up.

What does she do?

When does she eat lunch?

What does she do?

When does she play basketball?

Where do they play basketball?

What does she do in the evening?

### Exercise 1

Exercise 1  
Explain the task. Ask different children to read the questions.

1 Children should be able to try this task without further help as the questions and pictures help them to compose sentences about Amy.

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.

Portfolio see Resource box  
Check-up 5 WB pp50–51  
(Answers on page 93)

**Lesson aim** Writing  
**Lesson targets** Children:

- write about routines
- practise questions beginning with question words

Text type Account of daily events

Key structure present simple

**Key words** Vocabulary from Unit 5

Materials P8 p65; W8 pp48-49



Class composition: example sentences

**Class composition: example sentences**  
In the morning, he eats breakfast. He runs in the park. He talks to his friends. He eats lunch at one o'clock. He plays football at three o'clock. He wears a football shirt, shorts, long socks and boots. In the evening, he plays computer games.

### Composition practice: example sentences

**Composition practice: example sentences**  
Amy gets up at seven o'clock. In the morning, she cleans her trainers. She helps her mother. She eats lunch at twelve o'clock. She plays basketball at two o'clock. She plays in the park. In the evening, she watches TV.

## WB answers

WB answers  
p48 Exercise 1: 1 Where 2 How many 3 What 4 Who 5 When 6 What

Exercise 2: 1 When does she get up? 2 Where does she play? 3 What does she wear?  
4 How many pens are there? 5 Who is this?

## Portfolio

**Portfolio**  
Children may make neat copies of the WB writing for inclusion in their portfolio. If they wish, they may illustrate it.

# 6 Who is the winner?

## Warm-up

Use flashcards 3, 4 and 10 to introduce Mr Goody, Kate and Jon. Revise all the other characters too, if you wish.

## 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 73-78. Name the objects and action. Class repeats.
- 3 Ask different children to find and point to the objects and action on the poster.



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.\*

- 5 Play CD1 track 67. Children listen and look at the poster. Point to each of the characters when they speak.

Check understanding of the small picture: Ask *Who is the winner? Biffo.*

## 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 action.
- 3 Name the objects and action. Children point to the object and action in the box. Show flashcards. Children check they are pointing to the correct object or action.
- 4 Name the objects and action in a different order. Children find them in the big picture in their books.



### Activity 2

- 1 Play CD1 track 67. Children listen and follow the dialogue. Ask questions about the story.\*\*

### Activity 3

- 1 Play CD1 track 68. Children follow and repeat in the pauses.
- 2 Play track 68 again. Class listens and follows.
- 3 Children read or act the dialogue.

## Words, Learning to learn (WB pp52-53)

Check that children understand the tasks before they begin.

**Exercise 1**  
Children label the body using the words in the box.

**Exercise 2**  
Children answer the questions about the monster. Point out the example.

### 6 Words

1 Write the words.



2 Count and write.

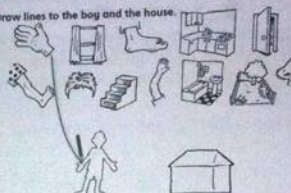


1. How many heads has it got? It has got two heads.
2. How many arms has it got? \_\_\_\_\_
3. How many legs has it got? \_\_\_\_\_
4. How many hands has it got? \_\_\_\_\_
5. How many feet has it got? \_\_\_\_\_
6. How many eyes has it got? \_\_\_\_\_
7. How many noses has it got? \_\_\_\_\_

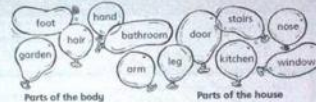
Unit 6 Parts of the body

### Learning to learn

1 Draw lines to the bag and the house.



2 Find the words. Write the words.



Parts of the body

Parts of the house

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Unit 6

### Exercise 1

Children draw lines to sort the pictures into parts of the body or parts of a house.

### Exercise 2

Children read the words for parts of the body and parts of the house and write them in the correct list.

### 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 sorting skills

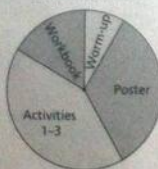
**Key structure** possessive adjectives *my, your, his, her, our, their*

**Key language** *Whose ... is this?*

**Key words** *arm, leg, foot, feet, head, nose, winner; ride*

**Materials** PB pp66-67; poster 6; flashcards 3, 4, 10, 73-78; WB pp52-53; CD1 tracks 67, 68

### Time division



### Resource box

\* Poster questions before listening:

*What is Pirate Jack wearing? Trousers, jacket, hat, boots. What is Mrs Goody carrying? A cake. Where is the parrot? On Pirate Jack's arm. Who is wearing a new dress? Princess Bella. What are Dan and Lily doing? Watching.*

\*\* PB dialogue questions after listening:

*What is the parrot doing? Dancing. What are the boys doing? Walking on their hands. What is the dog wearing? A hat. What is Biffo riding? A bike. Who is very funny? Biffo.*

**WB answers**

p52 Exercise 2: 2 It has got six arms. 3 It has got eight legs. 4 It has got five hands. 5 It has got nine feet. 6 It has got six eyes. 7 It has got four noses.

p53 Exercises 1 and 2: Parts of the body: foot, hair, arm, leg, hand, nose; Parts of the house: door, kitchen, bathroom, stairs, garden, window

# Lesson 2 Grammar (PB p68) Session 1 Grammar in conversation (PB p69) Session 2

## Session 1 Warm-up

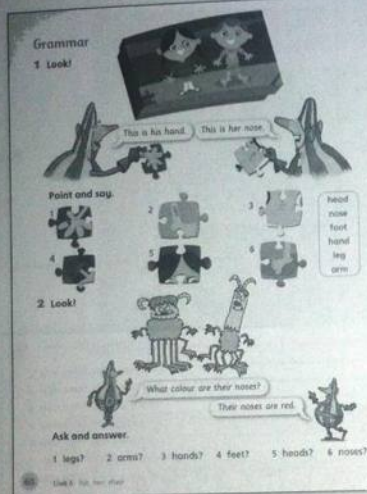
Use flashcards 73-76 to revise parts of the body.

### Activity 1

1 Children look at the picture. Point out that pieces of it are below. Ask one or two children to read out the bubbles.

2 Point to piece 1 and say *This is her hand.* Class repeats. Continue with the other pieces.

3 Children practise sentences in pairs.\*



### Grammar in conversation

#### 1 Listen and read.

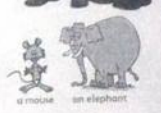


#### 2 Listen and say.

#### 3 Now you!

#### 4 Listen, read and say.

Listen to my riddle. One, two, three  
Listen to my riddle. Can you answer me?  
Its legs are four grey lines  
Its nose is a long, grey snake  
Its ears are grey flaps flapping in the wind.  
What is it?  
Listen to my riddle. One, two, three  
Listen to my riddle. Can you answer me?



### Activity 1

1 Explain that the girl is holding a box of lost school items. Tell the class to listen to the children in the photos.

2 Play CD1 track 69. Children listen and follow in their books.

### Activity 2

Play CD1 track 70. Children listen and repeat in the pauses.

### Activity 3

Children practise the conversation in pairs.

### Activity 2

1 Give children time to look at the monsters. Volunteers read the bubbles.

2 Ask the questions, or prompt individuals to ask the questions of the rest of the class. Elicit answers.

3 Children practise in pairs.\*\*

Go to Workbook Session 1

### Activity 4

1 Play CD1 track 71. Children listen the first time.

2 Play track 71 again. Children listen and answer the question.

3 If necessary explain that the riddle describes the elephant: thick grey legs, a long grey nose (trunk), big grey ears. Play the track again. Children join in.

Go to Workbook Session 2

Check children understand the tasks before they begin.

### Exercise 1

Children read the sentences. They look at the pictures to find the person the sentence describes. They write the names next to the sentences.

### Exercise 2

Children look at each picture and read the sentence. They complete each sentence with the correct possessive adjective.

### Grammar

1 Look, read and write the names.

1 Her hair is short. 2 His nose is big.  
3 Their dog is fat. 4 His trousers are short.  
5 Their shoes are black. 6 Her skirt is long.  
7 His shirt is white. 8 Her flowers are pretty.

2 Complete the sentences with *his*, *her* or *their*.

1 Look! Here is Mrs Green with \_\_\_\_\_ children.  
2 Billy is riding \_\_\_\_\_ new bike.  
3 The boys are drinking \_\_\_\_\_ orange juice.  
4 Harry likes \_\_\_\_\_ new computer game.  
5 The girls are reading \_\_\_\_\_ books.  
6 Carol is eating \_\_\_\_\_ breakfast.

### Grammar in conversation

1 Look and answer the questions.

1 Whose pencil case is this? It is Zak's pencil case.  
2 Whose crayons are these? They are Meg's crayons.  
3 Whose ruler is this? \_\_\_\_\_  
4 Whose rubbers are these? \_\_\_\_\_  
5 Whose books are these? \_\_\_\_\_  
6 Whose pen is this? \_\_\_\_\_

2 Complete the conversation. Use the words in the box.

Are those \_\_\_\_\_ books?  
No, they aren't. \_\_\_\_\_ books are red.  
Are these your books on \_\_\_\_\_ desk?  
Yes, they are.  
\_\_\_\_\_ you are.  
\_\_\_\_\_ you.

3 Read and colour.  
Look at the funny monster!  
Its eyes are red and its nose is green.  
Its arms are blue and its hands are orange.  
Its legs are yellow and its feet are purple.

### Exercise 1

Children look at the small pictures and read the questions. They look at the pictures of Meg, Ben and Zak and find the objects. They answer the questions using name + 's.

### Exercise 2

Remind the class there is only one correct word for each space. Children read the dialogue and complete using words in the box.

### Exercise 3

Children colour to match the description.

### Summary box

Lesson aim Grammar

Lesson targets Children:

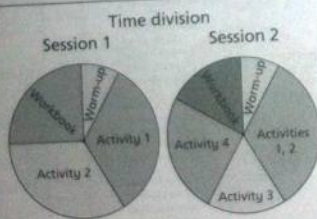
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and say a rhyme

Key structure *This is his/her hand. Their noses are red.*

Key language *Whose jacket is this? It's Ben's jacket.*

Key words Vocabulary from this and previous units

Materials PB pp68-69; CD1 tracks 69-71; flashcards 73-76; WB pp54-55;



### Resource box

\* Children take turns in pairs to point and make statements about the picture pieces, e.g. *This is his leg*. Alternatively, individuals point and say the sentences. Class repeats.

\*\* If your class is used to independent pair work, let them take turns to ask the questions and answer. If you wish to demonstrate the activity first, bring a pair forward. One child asks the question and the other answers. Do the same with other pairs and other questions, if you wish, before the whole class works in pairs.

### WB answers

p54 Exercise 1: 1 Jane 2 Bonzo 3 Ted, May 4 Greg 5 Jane, Greg 6 May 7 Ted 8 Jane Exercise 2: 1 her 2 his 3 their 4 his 5 their 6 her

p55 Exercise 1: 3 It is Ben's ruler. 4 They are Zak's rubbers. 5 They are Meg's books. 6 It is Ben's pen. Exercise 2: your, Our, my, Here, Thank

### 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.

### Session 1 Warm-up

Practise counting round the class from 1-20. When 20 is reached start again from one.\*

#### Activity 1

1. Revise hands, feet and arms using flashcards 73, 76. Teach the new words using flashcards 79-82.
2. Children open their books. Give them time to look at the whole page. Ask them to find and point to the new objects in the pictures.
3. Point out the title. Play CD1 track 72. Children listen and follow.

#### Reading ④

##### Here's the band!

Can you hear the drums?  
Twenty-one drums!  
They are yellow, red and blue.  
They are big and noisy too.  
Here they come!

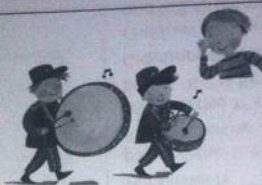
Clap your hands,  
Stamp your feet,  
Wave your arms,  
Shout, Hurry!  
Here's the band!

Can you hear the trumpets?  
Thirty-seven trumpets!  
Some are big and some are tiny.  
All of them are gold and shiny.  
Here they come!

Clap your hands,  
Stamp your feet,  
Wave your arms,  
Shout, Hurry!  
Here's the band!

Can you hear the flutes?  
Fifty silver flutes!  
On Dad's shoulders, holding tightly,  
Flutes and trumpets, shining brightly,  
Here they come!

Clap your hands,  
Stamp your feet,  
Wave your arms,  
Shout, Hurry!  
Here's the band!



70 Use 6 Reading: a poem

4. Read the first verse. Ask *How many drums are there? What colours are they?*  
Read the chorus. Demonstrate the actions.\*\*  
Read the other verses and ask questions.\*\*\*

5. Explain *holding tightly, shining brightly*. Play track 72 again. Encourage children to join in with the chorus and do the actions.

6. Let children who wish to, read a verse or part of a verse, to the class.

#### Optional homework tasks

Learn vocabulary words on p7 of Dictionary 2.  
Continue Grammar Practice Book Unit 6.

### Session 2 Warm-up

Children count from 21-50.

#### Activity 1

1. Play CD1 track 72 or read *Here's the band!* again to the class.
2. Explain the task. Ask a child to read the first sentence. Elicit an answer.
3. Check with the class. Children write. Continue with the other sentences.

#### Reading comprehension

##### 1 Read the sentences. Write Yes or No.

1. There are thirty-one drums. \_\_\_\_\_
2. The drums are yellow, red and blue. \_\_\_\_\_
3. All the trumpets are silver. \_\_\_\_\_
4. Some trumpets are tiny. \_\_\_\_\_
5. There are fifty gold flutes. \_\_\_\_\_

##### 2 Correct the wrong sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Activity 2

1. Children write the sentences with *No* correctly.
2. 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 complete the sentences using the words in the box.

### Reading comprehension

1 Choose the correct word to complete each sentence.

open clap run stamp wave

- 1 We \_\_\_\_\_ our hands.
- 2 We \_\_\_\_\_ our feet.
- 3 We \_\_\_\_\_ our arms.
- 4 We \_\_\_\_\_ our eyes.
- 5 We \_\_\_\_\_ with our legs.

2 Read. Write three sentences under each picture.



It is big.

It is tiny.

It is round.

It is shiny.

It is thin.

It is gold.

It is noisy.

It is long.

It is silver.

Unit 6 Reading comprehension, class matching statements to objects

### Exercise 2

Children read all the sentences in the boxes. They decide which sentences apply to each object. They write three sentences under each one.

### Summary box

Lesson aim Reading

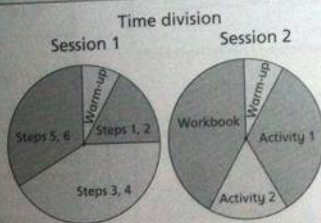
Lesson targets Children:

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

Key structures revision of imperative; present simple

Key words band, trumpet, drum, flute, shoulders; tiny, gold, shiny; tightly, brightly; hear, shine; numbers 21–50

Materials PB pp70–71; CD1 track 72; flashcards 73, 76, 79–82; WB p56



### Resource box

\* If your class is very familiar with numbers 1–20, ask them to count down from 20–19, 18, etc.

\*\* Line 1: clap hands; line 2: stamp feet; lines 3 and 4: wave arms above heads

\*\*\* Use these questions or any of your own: (Chorus) *What do you clap with? Hands. What do you stamp with? Feet. What do you shout? Hurray!* (Verse 2) *How many trumpets are there? Thirty-seven. What colour are they? Gold.*

(Verse 3) *How many flutes are there? Fifty. What colour are they? Silver. Where is the boy sitting? On Dad's shoulders.*

#### PB answers

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

Activity 2: There are twenty-one drums. All the trumpets are gold. There are fifty silver flutes.

#### WB answers

Exercise 1: 1 clap 2 stamp 3 wave 4 open 5 run

Exercise 2: (flute) It is silver. It is thin. It is long. (drum) It is big. It is round. It is noisy. (trumpet) It is gold. It is tiny. It is shiny.

### Warm-up

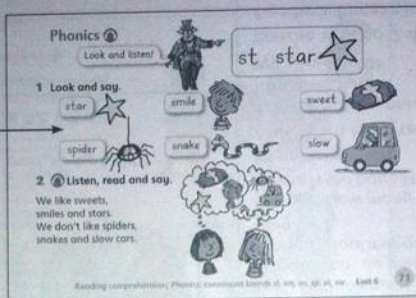
Show word cards from previous units, e.g. make, ride, nose, cube, crown, etc. Class reads.

### Mr Jolly's box

- 1 Children point to the box and listen.
- 2 Play CD1 track 73. Children listen the first time. Then they repeat in the pauses.

### Activity 1

- 1 Say each word. Class repeats. Do this until they say them accurately and confidently.
- 2 Write the words on the board. Class reads.



- 3 Volunteers come forward and circle s + consonant in each word.

Class says each word again. Make sure they pronounce the consonants as a blend, not separate letters. The focus in this lesson is on the consonant blend, not on any other phonemes in other parts of the word.

### Activity 2

- 1 Ask who or what is in the picture. Play CD1 track 74. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

### Activity 1

Play CD1 track 75. Children listen the first time. Play it again. They repeat in the pauses.

### Activity 2

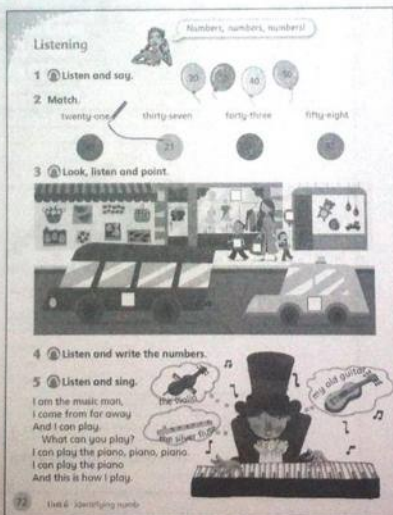
Children match the numbers in words and figures.

### Activity 3

Play CD1 track 76. Children listen and point to the people and objects as they are mentioned.

### Audioscript (CD1 track 76)

Look at this street. Can you see the shops? There's a big red bus and there's a yellow taxi. Can you see the woman? She's carrying a big bag. Can you see the boy? He's wearing a green T-shirt. Can you see the little girl? She's got a pink balloon.



### Activity 4

Play CD1 track 77. Children listen the first time. Play it again. Children write the numbers.

See Resource box for audioscript.

### Activity 5

- 1 Children look at the picture. Ask what the man is playing a piano. Name the other instruments.
- 2 Play CD1 track 78. Children listen.
- 3 Play it again. Encourage children to join in.
- 4 Play CD1 track 79 (music only). Children sing. If you wish, sing three more verses about the other instruments.

## Phonics (WB p57)

Make sure that children understand the tasks before they begin.

### Exercise 1








Children write the consonant blends then the whole word.

### Exercise 2

Children use words on the page to complete the sentences.

## Phonics

1 Write the letters. Write the words. Read the words.

|      |       |       |   |
|------|-------|-------|---|
| st   | ar    | _____ |  |
| re   | et    | _____ |  |
| op   | _____ | _____ | _____   |
| ake  | _____ | _____ |  |
| ow   | _____ | _____ | _____   |
| sw   | et    | _____ |  |
| im   | _____ | _____ | _____   |
| sm   | ile   | _____ |  |
| sl   | ow    | _____ |  |
| ider | _____ | _____ |  |

2 Complete the sentences. Use words on this page.

- You can see the \_\_\_\_\_ at night.
- I like lollipops and \_\_\_\_\_.
- \_\_\_\_\_ is cold and white.
- \_\_\_\_\_ before you cross the \_\_\_\_\_.
- \_\_\_\_\_ can \_\_\_\_\_ in water.

Phonics: consonant blends st, ar, re, op, sw, im, sl, sp Unit 6 57

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 1, ask different children to say the whole word.

For Exercise 2, ask different children to read complete sentences.

## Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words beginning with st, sn, sw, sm, sl and sp
- listen to a description of a scene and follow instructions
- listen to and sing a song

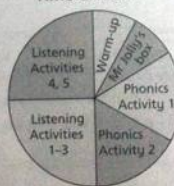
Key language Vocabulary and structures from Unit 6

Key words star, street, stop, snake, snow, sweet, swim, smile, slow, spider

Materials PB pp71-72; CD1 tracks 73-79; WB p57

Preparation Make or find word cards for words from previous units, e.g. make, ride, nose, cube, crown, glasses, tube, cloud to use in the Warm-up.

Time division



## Resource box

Activity 4 audioscript (CD1 track 77)

Can you see the clothes shop? Write number 55 on the window.

Look at the bus. Write number 26 on the bus.

Look at the taxi. Write number 39 on its door.

The woman has got a big bag. Write number 58 on the bag.

Look at the boy. Write number 46 on his T-shirt.

Look at the girl. Write number 21 on her pink balloon.

WB answers

Exercise 2: 1 stars 2 sweets 3 Snow 4 Stop, street 5 Snakes, swim

### Session 1 Warm-up

Sing the song from PB p72, CD1 track 78.

#### Don's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Write up *Here's = Here ...*. Invite a volunteer to write the next word *is*.

#### Activity 1

- 1 Read the title of the poem. Explain *brass band* a band with different kinds of trumpets. Point out the picture. Ask *Do the children like the band?*
- 2 Write the first line on the board. Write the second line leaving a gap for the missing word.  
Children look in their books. Point out *jumping and swimming*. Ask *Which word completes the line? Jumping.* Write the word.  
Continue in the same way with the other verses.

### Class composition



Here's the band!  
Here's = Here is



1 Read the poem. Choose a word for each line.

#### The big brass band

We're clapping our hands.  
We're \_\_\_\_\_ up and down.  
The \_\_\_\_\_ brass band  
Is coming to \_\_\_\_\_ town.

jumping / swimming  
small / big  
our / her

We're \_\_\_\_\_ up and down.  
We're stamping our \_\_\_\_\_  
The big brass band  
Is coming down the \_\_\_\_\_

hopping / sitting  
feet / hands  
step / street

I'm waving \_\_\_\_\_ arms.  
I'm \_\_\_\_\_ Hooray!  
\_\_\_\_\_ the big brass band  
It's here today!

my / his  
shouting / stamping  
Here's / His

It's going down the street.  
I'm waving \_\_\_\_\_ hand.  
Now I \_\_\_\_\_ hear  
The big \_\_\_\_\_ band.

my / me  
can't / isn't  
grass / brass

2 Listen and say.

Class composition: completing a poem Unit 6 73

### Activity 2

- 1 Play CD1 track 80. Children follow the words on the board.  
Play it again. Children repeat in the pauses.  
Read the poem with the class.
- 2 Rub the words off the board. Children complete the lines in their books.
- 3 Ask different children to read a line or a verse aloud to the class.
- 4 If you wish, children may learn the poem as a homework task.  
They may also make neat copies of the poem as a handwriting task.

### Homework tasks

#### Dictionary

Children revise all words on page 7.

#### Grammar Practice Book

Children complete Unit 6.





## Project 2 My day (PB p75)

### Activity 1

Go through Pirate Jack's day with the class. Ask *What does he do at seven o'clock? He gets up.*, etc.

### Activity 2

Children look at the pictures. Ask what each child is doing. Ask around the class *Do you watch TV? play football? read books?*, etc.

### Activity 3

Ask what the children are doing in the pictures.

Children write what they themselves do against each time. Encourage them to write true activities. They write notes only as shown in Activity 1.

## Project 2

### 1 Look at Pirate Jack's day.



07.00 get up  
08.00 breakfast  
09.00 clean the ship  
11.00 swim  
12.00 lunch  
02.00 play the piano  
04.00 talk to the parrot  
06.00 dinner  
08.00 read a story  
09.00 sleep

### 2 What are these children doing?



### 3 What do you do? Write.



|       |  |
|-------|--|
| 07.00 |  |
| 08.00 |  |
| 09.00 |  |
| 11.00 |  |
| 12.00 |  |
| 02.00 |  |
| 04.00 |  |
| 06.00 |  |
| 08.00 |  |
| 09.00 |  |

### 4 Write sentences. Draw pictures.

My day  
I get up at six o'clock. I have breakfast at seven o'clock. At eight o'clock I go to school. At nine o'clock I write in my book. At



Project 2: Units 4-6 75

### Activity 4

1 Children use their notes to write complete sentences about their day.

Look at the example with the class. Ask volunteers to read the sentences. Children may follow the example to help them begin.

2 Children make a small book and write about their day. They may draw pictures of what they do.

3 Alternatively, they may write on a single sheet of paper or make a large poster. When they have finished let children read out their descriptions of their day. Display all the work if possible and encourage children to look at each other's writing and drawings.

## Summary box

Lesson aim Revision

Lesson targets Children:

- identify objects and say who they belong to
- talk about a person's daily routine
- read a text describing a person's home and routine
- make a book or poster and write about their day

## Resource box

### Portfolio

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

1 When children have completed all the work in Units 4, 5 and 6, they turn to p131 in their WB.

2 This page allows children to make their own assessment of what they have learned in Units 4, 5 and 6.

3 They colour in the parts of the body and the objects when they know the words.

4 They colour the clothes when they know the words. They colour the actions they know. They colour the clocks when they know the times.

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 a little longer to feel confident with the work that has been 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 5-7 of the Dictionary to help them learn and revise.

It is not necessary for the whole class to complete everything on this page before moving on to Unit 7.

### Portfolio 2: Units 4, 5, 6

I know words.

I know words for clothes.

I know doing words.

I know the time.

5. I can read.

|            |       |        |       |        |        |
|------------|-------|--------|-------|--------|--------|
| cl, fl, M  | down  | clock  | cloud | flag   | flower |
| gr, br, to | fly   | plane  | blue  | black  |        |
| st, an, am | green | green  | gray  | brick  |        |
| st, up     | brown | train  | tree  |        |        |
|            | star  | street | snake | snail  | sweet  |
|            | swim  | swill  | stone | spider |        |

### Diploma 2: Units 4, 5, 6

1 Write the words.

Write the doing words.

2 Write the clothes words.

3 Write the time.

4 Write.

1 When children are confident with all the elements of the work on p131, they may 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 a few examples of children's 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: 2 Does Lisa like tennis? 3 Do you like oranges? 4 Does the dog like cats? 5 Do the children like cakes? 6 Does Ben like sweets? 7 Do the girls like basketball?

Exercise 2: 2 No, Meg does not like tennis. 3 No, the boys do not like beans. 4 No, the girls do not like bananas. 5 No, the cat does not like the dog. 6 No, Grandpa does not like swimming. 7 No, Mum and Dad do not like the car.

Exercise 3: 2 Ned and Kay like carrots. They do not like beans. 3 Harry likes bananas. He does not like cakes. 4 Sam and Ross like oranges. They do not like crisps. 5 Lucy likes apples. She does not like bananas.

## Check-up 5 (WB pp50-51)

Exercise 1: 2 She plays the piano in the evening. 3 They go to school in the morning. 4 They watch TV in the evening. 5 He swims in the afternoon.

Exercise 2: 2 Do they read books? 3 Does he play tennis? 4 Does she sing? 5 Do they swim?

Exercise 3: 2 No, Lisa and Meg do not swim in the sea. 3 No, Grandpa does not play the piano. 4 No, the parrot does not sing songs. 5 No, the children do not walk to school.

Exercise 5: Children write their own sentences about their day.

## Check-up 6 (WB pp60-61)

Exercise 1: 2 These are Ted's shoes. 3 This is May's T-shirt. 4 These are May's shoes. 5 This is Ted's hat. 6 These are May's socks.

Exercise 2: 1 your 2 their 3 its 4 our 5 his 6 My 7 her

Exercise 4: Sam and Amy are in their living room. Their mother is not in the living room. Sam's computer is on the desk. His cars are under the chair. Meg's books are on the table. Her cat is in her bag. Its tail is very long.

### Check-up 4

1 Write questions.

2 Look at the pictures. Do the boys like football?

3 Look at the pictures. Do the girls like basketball?

4 Write about the children.

5 Write about the children.

6 Write about the children.

### Check-up 5

1 Write.

2 Write questions.

3 Change the sentences. Start with the words in the box.

4 Write.

5 Write.

### Check-up 6

1 Look and write.

2 Look at Sam and Amy.

3 Complete the sentences with the words in the box.

4 Write about the pictures.

## 7 A trip in a balloon

**Lesson 1** New words and speaking (PB pp76-77)

### Warm-up

Show flashcards 3, 4 and 10 to remind the class of the new characters.

## Poster 7

- 1 Show poster 7. Read the title. Class looks for a few moments.
- 2 Show flashcards 83–91. Name the objects. Class repeats.
- 3 Ask different children to find and point to the objects on the poster.



- 4 Ask questions about the picture.  
Use the questions in the Resource box or any of your own.\*
- 5 Play CD2 track 1. Children listen and look at the poster. Point to each of the characters when they speak.
- Check understanding of the small picture: Ask *Who is going for a trip in a balloon? Dan, Lily, Kate, Jon. Who is with them? Mr Goody. Who is he? He is Kate and Jon's father.*

## 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 CD2 track 1. Children listen and follow the dialogue.  
Ask questions about the story.\*\*

### Activity 3

- 1 Play CD2 track 2. Children follow and repeat in the pauses.
- 2 Play track 2 again. Class listens and follows.
- 3 Individuals read or act the dialogue.

Check that children understand the tasks before they begin.

**Exercise 1**  
Children read each sentence and find the picture that matches it. They write the letter next to the sentence.

**Exercise 2**  
Children write the words in the crossword. Explain they may do the easy words first then go back and do the harder ones.

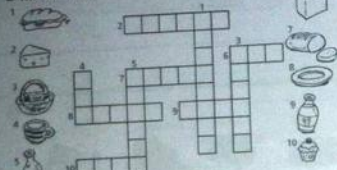
## 7 Words

1 Read and match.



- 1 There is a cake on a plate.
- 2 There is bread in a basket.
- 3 There is a plate under a cup.
- 4 There is milk in a cup.
- 5 There are sandwiches in a box.
- 6 There is cheese in a bag.
- 7 There is milk in a bottle.
- 8 There are cakes in a basket.

2 Write the words.



## Learning to learn

abcdefghijklmnopqrstuvwxyz

1 Draw. Follow the letters in order.

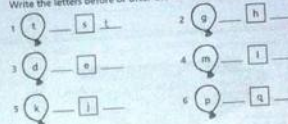
Start at 'a'

Start at 'm'



2 Look at the letters in the balloons.

Write the letters before or after the letters in the boxes.



## 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** There is ... There are ...

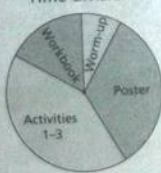
**Key language** always, sometimes, often

**Key words** bread, cheese, milk, sandwich, basket, bottle, plates, cups, jumper

**Materials** PB pp76-77; poster 7; flashcards 3, 4, 10, 83-91; WB pp62-63;

CD2 tracks 1, 2

Time division



## Resource box

- \* Poster questions before listening: Who is carrying a pink box? Kate. What is Mrs Goody carrying? A basket. What is the weather like? Cold. Where are the cups and plates? In Lily's basket. What colour is the balloon? Pink and blue.
- \*\* PB dialogue questions after listening: What is in the blue bag? Bread. Where are the sandwiches? In the pink box. Is there a cake? Yes. Where is it? In Mrs Goody's basket. What is in the green bottle? Orange juice. Is it always hot in the balloon? No. What is it always like in the balloon? Cold.

## WB answers

p62 Exercise 1: 1C 2H 3B 4D 5G 6A 7E 8F

Exercise 2: 1 sandwich 2 cheese 3 basket 4 cup 5 bottle 6 box 7 bread 8 plate 9 milk 10 cake

p63 Exercise 2: 2 gh 3 de 4 lm 5 jk 6 pq

## Exercise 1

Children join the letters in alphabetical order to create the pictures. The alphabet is given to help them.

## Exercise 2

Children look at the letter in the balloon and the letter in the box. They decide whether the first letter should go before or after the letter in the box. Point out how the first one is done.

### Session 1 Warm-up

Use flashcards 83-86 to revise the words for food and drink.

#### Activity 1

1 Point out the Bodkins. Ask two children to read out the bubbles.

2 Ask the class to name all the food items. Point and say *There is milk in the bottle*, etc. Class repeats.

3 Children practise sentences in pairs.\*

**Grammar**

1 Look! There's water in the jug. There are sandwiches on the plate.

Point and say:

2 Look! Is there jam on the cake? Yes, there is. No, there isn't.

Ask and answer:

**Grammar in conversation**

1 Listen and say.

2 Listen and read.

3 Listen and say.

4 Now you!

5 Listen and say.

#### Activity 2

- 1 Ask two pairs to read out the questions and answers.
- 2 Ask what the first question should be. Help a child to form it if necessary. Class repeats. Do the same with the other pictures.
- 3 Children practise in pairs.\*\*

Go to Workbook Session 1 ↓

### Session 2 Warm-up

Ask around the class *What time do you eat lunch?*  
*What do you eat for lunch?*

#### Activity 1

Play CD2 track 3. Children listen and repeat in the pauses.

#### Activity 2

Tell the class to listen to the children in the photos talking about lunch. Play CD2 track 4. Children listen and follow.

#### Activity 3

Play CD2 track 5. Children listen and repeat in the pauses.

#### Activity 4

Children practise the conversation in pairs.

#### Activity 5

- 1 A child reads the boy's bubble. Ask *What is he eating?*
- 2 Play CD2 track 6. Children listen the first time and follow the words on the picture. Encourage them to join in the second time. With a little practice they will be able to say the whole chant without books.

Go to Workbook Session 2 ↓

Check children understand the tasks before they begin.

### Exercise 1

Point out the example. Children look at the picture, read the sentence and decide what is wrong. They rewrite the sentences correctly.

### Exercise 2

Point out the example. Children read the word and name the object. They write questions about the objects and the containers.

### Grammar

**1. Correct the sentences.**

- There is water in the bottle. *There is water in the jug.*
- There are sandwiches on the plate. *There are sandwiches in the basket.*
- There are biscuits in the basket. *There is milk in the jug.*
- There is bread in the bag. *There is bread in the bag.*
- There are sweets in the bag. *There are sweets in the bag.*

**2. Write questions.**

- apples: *Are there apples in the basket?*
- juice: \_\_\_\_\_
- with: \_\_\_\_\_
- cake: \_\_\_\_\_
- sweets: \_\_\_\_\_

### Grammar in conversation

**1. Look!** I can always find it in the morning.

The boys always watch TV. Ben sometimes drinks milk. I never eat crisps.

**Write the sentences again. Use the word in brackets ( ).**

- Linda is happy. (always) *Linda is always happy.*
- This street is quiet. (never) *This street is never quiet.*
- I can find it. (sometimes) *I can sometimes find it.*
- The girls eat sweets. (never) *The girls never eat sweets.*
- I walk to school. (sometimes) *I sometimes walk to school.*
- The boys play football. (always) *The boys always play football.*

**2. Complete the conversation. Use the words in the box.**

\_\_\_\_\_ have you got in your lunchbox?

Fruit. I \_\_\_\_\_ eat fruit for lunch.

I've got \_\_\_\_\_.

Ugh! I \_\_\_\_\_ eat crisps.

I've got sandwiches and a \_\_\_\_\_.

I \_\_\_\_\_ eat cakes but not today.

My mum's cakes are \_\_\_\_\_ delicious. Mmm!

always  
always  
sometimes  
never  
what  
cake  
crisps

### Exercise 1

Read through the sentences with the class. Make sure children understand the rule: the adverb comes after the verb to be; it comes before all other verbs. Children rewrite the sentences according to the rule.

### Exercise 2

Remind the class that there is one word in the box for each space, always appears twice in the conversation.

### Summary box

Lesson aim: Grammar

Lesson targets: Children:

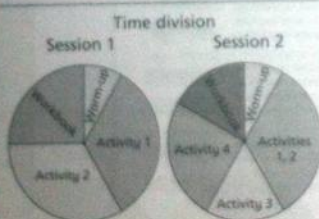
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and say a rhyme

Key structures: There is ... There are ...

Key language: I always eat sandwiches for lunch.

Key words: food and drink; always, sometimes, never

Materials: PB pp78-79; CD2 tracks 3-6; flashcards 83-86; WB pp64-65



### Resource box

\* Ask individuals around the class to point to pictures and say sentences. Class repeats. Children practise again in pairs.

\*\* Children repeat the activity in pairs, taking turns to point and ask the question. Ask one or two pairs to ask about a picture while the class listens.

### WB answers

p64 Exercise 1: 2 There are cakes on the plate. 3 There are apples in the basket. 4 There is milk in the cup. 5 There is bread in the basket. 6 There are sweets in the box. Exercise 2: 2 Is there juice in the bottle? 3 Is there milk in the jug? 4 Are there cakes on the plate? 5 Is there cheese in the box? 6 Are there sweets in the bag?

p65 Exercise 1: 2 This street is never quiet. 3 I am sometimes tired. 5 I sometimes walk to school. 6 The boys always play football.

Exercise 2: What, always, crisps, never, cake, sometimes, always

### 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.

### Session 1 Warm-up

Ask the class to name clothes for hot weather and clothes for cold weather. Write them on the board.

#### Activity 1

- 1 Teach the new words using flashcards 92, 93.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the weather in the small pictures.
- 3 Point out the title. Play CD2 track 7. Children listen and follow.

#### Reading

##### The months of the year

**January** In January and February it is often cold. We wear jumpers and trousers.  
**February** We wear boots, coats and hats. Sometimes it snows.

**March** In March and April it often rains. Sometimes the sun shines, too. There is a rainbow in the sky. There are seven colours in a rainbow.  
**April**

**May** In May and June there are flowers in our gardens. There are pink and white flowers on the trees. They are very pretty.  
**June**

**July** In July and August it is hot. The sun shines brightly and the sky is blue. We wear shorts and T-shirts. We swim and we eat ice creams.  
**August**

**September** In September and October it is sometimes windy. There are storms. The clouds are grey. We see lightning and we hear thunder.  
**October**

**November** In November and December it is cold again. Sometimes it is foggy. In the evening it is dark. There are yellow lights in the streets and in the houses.  
**December**

Unit 7 Reading description of weather in the months of the year

- 4 Read the lines for the first two months. Ask: *What is the weather like in January and February? Does it snow?* 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 p9 of Dictionary 2. Continue Grammar Practice Book Unit 7.

### Session 2 Warm-up

Children say the months of the year.

#### Activity 1

- 1 Play CD2 track 7 or read *The months of the year* again to the class.
- 2 Ask a child to read the first sentence. Class repeats. Tell children to look at the second sentence. Ask: *What month is it?* Elicit an answer. Check with the class. Children circle in their books.

#### Reading comprehension

- 1 Read the sentences. Circle the correct month.

- 1 We are wearing coats and hats. The month is July/January.
- 2 There is snow. It is cold. The month is September/February.
- 3 There is a rainbow in the sky. The month is April/August.
- 4 There are pretty flowers in the garden. The month is March/May.
- 5 It is very hot. We are eating ice creams. The month is July/June.
- 6 It is windy. There is a storm. The month is April/October.
- 7 It is foggy and cold. The month is November/September.

- 3 Continue with the other sentences.

- 4 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 statements and write Yes if it is correct and No if it is incorrect.

### Reading comprehension

#### 1 Read the sentences. Write Yes or No.

- 1 It often snows in July. \_\_\_\_\_
- 2 There are always storms in August. \_\_\_\_\_
- 3 It sometimes rains in April. \_\_\_\_\_
- 4 It is often hot in February. \_\_\_\_\_
- 5 It sometimes snows in January. \_\_\_\_\_
- 6 It is often cold in December. \_\_\_\_\_
- 7 It always rains in June. \_\_\_\_\_

#### 2 Read. Write the month. Match the picture.

- 1 The month is F. \_\_\_\_\_  
It is cold today.  
We are wearing gloves and hats.  
Picture \_\_\_\_\_
- 2 The month is M. \_\_\_\_\_  
We are playing in the garden.  
It is sunny and there are flowers.  
Picture \_\_\_\_\_
- 3 The month is O. \_\_\_\_\_  
We can hear thunder. It is windy.  
A storm is coming.  
Picture \_\_\_\_\_
- 4 The month is D. \_\_\_\_\_  
It is dark and foggy.  
We are wearing coats and boots.  
Picture \_\_\_\_\_



66 Unit 7 Reading comprehension: true/false sentences, matching descriptions to pictures

### Exercise 2

Children read the short paragraphs. They write the month.  
They find the picture that matches the paragraph and write the letter.

### Summary box

Lesson aim Reading

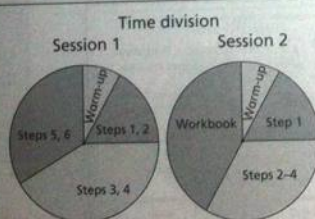
Lesson targets Children:

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

Key structures *It often rains in May. It is never cold in July.*

Key words months of the year; rainbow, storm, thunder, lightning, shine, dark

Materials PB pp80-81; CD2 track 7; flashcards 92-93; WB p66



### Resource box

\* Use these questions or any of your own (numbers refer to paragraphs):  
2 Where can you see a rainbow? **In the sky.** How many colours are there in a rainbow? **Seven.** 3 What colours are the flowers on the trees? **Pink and white.** 4 What colour is the sky? **Blue.** What do we wear? **Shorts and T-shirts.** What do we eat? **Ice creams.** 5 What is the weather like sometimes? **Windy.** What do we see and hear? **Lightning, thunder.** 6 What is the weather like sometimes? **Foggy.** What is it like in the evening? **Dark.**

#### PB answers

Activity 1: 2 February. 3 April. 4 May. 5 July. 6 October. 7 November.

#### WB answers

Exercise 1: 1 No 2 No 3 Yes 4 No 5 Yes 6 Yes 7 No

Exercise 2: 1 February C, 2 May D, 3 October A, 4 December B

# Lesson 4 Phonics (PB p81) Listening (PB p82)

## Warm-up

Write up 'magic e' words without the vowel. Put up vowel cards. Children use the vowels to make words, e.g. c, ke, cake, b, ke, bake, bike, etc.

## Mr Jolly's box

- 1 Children point to the box and listen.
- 2 Play CD2 track 8. Children listen the first time. Then they repeat in the pause.

## Activity 1

- 1 Say each word. Class repeats. Do this until they say them accurately and confidently.
- 2 Write the words on the board. Class reads.

## Phonics

Look and listen!

### 1 Look and say.

pink

band

hand

### 2 Listen, read and say.

Here's a pink drink.  
In a pink hand.

Here's a pink elephant.  
Marching with the band.

Reading comprehension: Phonics: words ending with consonant blend nk, nk, nk Unit 7 81

## Listening

What are Amy and Sam doing?

### 1 Listen, draw and colour.



### 2 Listen again and check.

### 3 Talk about your picture.

### 4 Listen and sing.

January, February, March and April  
- I like April. The sun shines in April.  
May, June, July and August  
- I like August. It's always hot and sunny.  
September, October, November, December  
- I like December. My birthday's in December.

Unit 7 Understanding a description



- 3 Volunteers come forward and circle n + consonant at the end of each word. Class says each word again. Make sure they pronounce the consonants as a blend, not separate letters. The focus in this lesson is on the consonant blend, not on any other phonemes in other parts of the word.

## Activity 2

- 1 Ask who or what is in the pictures. Play CD2 track 9. Class listens and follows.
- 2 Read each line. Class repeats.
- 3 Class says the whole rhyme. They may learn it if you wish.

## Activity 2

Play track 10 once more. Children listen and check that their picture matches the description.

## Activity 3

Divide the class into groups. Each group takes a turn to say a sentence about the picture. See which group can say the most sentences.

## Activity 4

- 1 Play CD2 track 11. Children listen and follow the first time. Play it again. Encourage children to join in. If you wish, divide the class into three groups. Each group sings two lines each.
- 2 Play CD2 track 12 (music only). Children sing.