

Starters Practice Test audio script

CD 3, 29 Pupil's Book. Starters practice test. Page 82. Listening. Part 1.

Now look at the picture. Listen and look. There is one example.

Put the sock in the cupboard.

Sorry?

Please put the sock in the cupboard.

All right.

Can you see the line? This is an example.

Now you listen and draw lines.

- Can you see the T-shirt?
Yes, I can see it.
Put the T-shirt under the table.
OK. I'm putting it under the table now.
- Now the elephant. Put it in the box.
In the box?
That's right. Put the elephant there.
OK.
- Look at the giraffe.
Yes. Can I put it in the boy's hand?
Yes. Put the giraffe in the boy's hand.
Good.
- Can you put the jeans next to the girl, on the bed?
Put the jeans where?
Next to the girl.
All right.
- Right. What now?
Well, can you see the hippo?
Yes. I like the hippo. Can I put it between the mat and the chair?
Yes. Please put it between the mat and the chair. Good! Well done!

CD 3, 30 Now listen again. [Repeat tapescript]

CD 3, 31 Pupil's Book. Starters practice test. Pages 83 and 84. Listening. Part 2.

Look at the picture. Listen and write a name or a number. There are two examples.

Hello! This is your new classroom. What's your name?

My name's Tony.

And how do you spell that?

T-O-N-Y.

Good! Now, how old are you, Tony?

I'm nine.

Sorry, how old?

Nine.

Can you see the answers? Now you listen and write a name or a number.

- You're in class four now, Tony.
Class four?
That's right.
So, are you our new teacher?
Yes, I am.

- Can I ask you a question, please?
All right.
What's your name?
I'm Mrs White.
Oh. How do you spell White?
It's W-H-I-T-E.
- Where do you live, Tony?
We live in Park Street.
And can you spell Park?
Yes. It's P-A-R-K.
Good. I know that street. I live there, too!
- What number is your house?
It's number eight.
Pardon? Is it eight?
Yes, that's right.
- How many people live in your house, Tony?
There are six of us.
Six?
Yes. There's me, Mum, Dad, my brother, my sister and Grandma. That's my family!

CD 3, 32 Now listen again. [Repeat tapescript]

CD 3, 33 Pupil's Book. Starters practice test. Pages 85 and 86. Listening. Part 3.

Look at the pictures. Now listen and look. There is one example.

What can Sam have?

Can I have an ice cream, Mum?

No, not now, Sam.

Oh. Well, can I have a cake?

No. You can have a carrot. Here you are!

Can you see the tick? Now you listen and tick the box.

1 What does Anna want?

Look, Anna. You can wear these trousers today.

Oh, no! They're old. I don't like them.

OK, then. Let's find a clean skirt for you.

No, Mum. I want my new dress!

2 What's Ben drawing?

What are you drawing, Ben? Is it a sheep?

No, it isn't. Try again!

Oh, dear! Um, is it a cow?

No! It's a funny old goat!

3 What's Mum doing?

Where's Alex? Is he playing on the computer?

No. He's watching TV.

Is Mum with him?

No. Mum's listening to the radio.

4 What's Mr Gray's favourite game?

Have you got a hobby, Mr Gray?

Well, Lucy, I like a lot of sports.

So do I. I love tennis and badminton.

I like them too, but basketball is my favourite game.

5 Which girl is Kim?

Is your friend Kim in this photo?

Yes, she is. She's got long brown hair and blue eyes.

Is this her?

No! That girl's got short hair and blue eyes.

This is Kim.

CD 3, 34 Now listen again. [Repeat tapescript]

CD 3, 35 Pupil's Book. Starters practice test. Page 87. Listening. Part 4.

Look at the picture. Listen and look.

There is one example.

Here's a nice picture for you. Would you like to colour it?

Yes. I like colouring.

OK. Find the ball in the sea, and colour it red.

Red?

That's right. Colour the ball in the sea red.

Can you see the red ball in the sea? This is an example. Now you listen and colour.

- Can you see the ball next to the woman?
Yes, I can.
Well, colour it yellow.
OK. The ball next to the woman.
I'm colouring it yellow now.
- Look at the girl.
I can see her! She's funny! She's got a big ball on her head!
That's right.
Can I colour the ball on the girl's head purple?
Yes. Make it purple. That looks good.
Well done!
- Now find the ball on the boat.
OK. I can see it.
Let's make it pink.
Pink? The ball on the boat?
That's right.
OK. I'm doing that now.
- Look, the man's got a ball.
Yes. He's throwing it.
Right. Now, colour that ball orange.
OK. The man's throwing an orange ball.
- There's a ball behind the boy.
That's right. It's on the beach, behind the boy.
Good. Now, what's your favourite colour?
Green.
OK. Make that ball green, then.
Great! I like this picture now!

CD 3, 36 Now listen again. [Repeat tapescript]

Classroom language audio script

CD 3, 37

1. Greetings

Hello.
Good morning.
Good afternoon.
Goodbye.
See you tomorrow.

CD 3, 38

2. Classroom activities

Open your Pupil's Book.
Close your Activity Book.
Look at page 1.
Look at the picture.
Look at the flashcard.
Look at the board.
What can you see?
Look at me.
Look at your partner.
Listen to the CD.
Listen to me.
Listen to your partner.

CD 3, 39

3. Songs and chants

Let's sing a song.
Let's say a chant.
Clap your hands.
Click your fingers.
Stamp your feet.
Make a circle.
Watch me, please.
Do the actions.
All together.

CD 3, 40

4. Stories

Let's listen to a story.
Listen to the next part.
Who wants to act out the story?
Who wants to be Maskman?
Can you remember the story?
What happens?

CD 3, 41

5. Crafts and projects

Find your felt tips.
Have you got some paper?
Have you got some glue?
Fold here.
Cut out the picture.
Cut here.
Stick the pictures on the card.

CD 3, 42

6. Classroom management

Sit down, please.
Stand up, please.
Come here, please.
Work in pairs.
Hands up!
Open your books.
Close your books.
Have you got a pen?
Have you got a pencil?
Have you got an eraser?
Have you got a sharpener?
Have you got a ruler?

CD 3, 43

7. Praise

Good.
Very nice.
Well done.
That's lovely.
That's very good.
I'm pleased with you today.
Much better.

CD 3, 44

8. Taking turns

Take it in turns.
It's your turn.
Wait a moment. It isn't your turn.
One at a time.

CD 3, 45

9. Discipline

Quietly, please
Sssshhhh.
There's a lot of noise today.
Be quiet, please.

1 Hello again!

Page 2

OBJECTIVES: By the end of the lesson, pupils will have reviewed greetings and introductions.

● TARGET LANGUAGE

Key language: *Hello, I'm ... , We're ... , My name's ... , Goodbye. What's your/his/her name? How old are you? to be*

Additional language: *look, listen, open/close your books / the door, one, star, pencil*

Revision: numbers 1–10, character names from *Kid's Box 1*

● MATERIALS REQUIRED

Flashcards 1–7: Suzy, Simon, Stella, Mrs Star, Mr Star, Grandma Star, Grandpa Star

Extra activity 1: ten large pieces of card, with a number in words between *one* and *ten* written on each one, e.g. *five*
For further practice of numbers, see *Primary Vocabulary Box, Wordsearch 1 Numbers*, page 120

Warmer

- Introduce yourself. Say *Hello. My name's* (your name). Walk up to a pupil and repeat. Add *What's your name?* The pupil responds, e.g. *Hello. My name's* (pupil's name). / *I'm* (pupil's name). Repeat with four or five more pupils.
- Pupils stand up. Clap your hands. They turn to the pupil on their left and take turns to introduce themselves. Clap your hands. They turn to the pupil on their right and introduce themselves. Repeat for the pupils behind and in front.

Presentation/Practice

- Display the flashcards of the seven characters. If pupils studied *Kid's Box 1*, elicit the names. If they didn't, hold up each flashcard in turn, say the name and pupils repeat.
- Place the flashcards around the room. Say, e.g. *Point to Suzy*. Pupils point. Repeat with the other characters, saying the instructions quickly one after another.

PB2. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 2, please*. Hold up your book and point to the page. Draw a star on the board. Elicit what it is. Say *Find the star in the picture*. Pupils check in pairs. Check with the class (on Mr Star's belt). Pupils say *Here it is*.
- Elicit what pupils can see in the picture (the Star family, their house, garden, dog, cat, etc.).
- Say *Listen and point*. Play the CD. Pupils listen and point to the characters as they speak. Set the pre-listening questions: *How old is Stella? How old is Simon? How old is Suzy?* Say *Listen again and answer*. Pupils check in pairs. Check with the class (eight, seven, four).

CD 1, 02

STELLA: Hello again! We're the Star family. I'm Stella Star and I'm eight. This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four.

SIMON: This is my grandmother. She's Grandma Star.

GRANDMA: Hello.

SIMON: This is my grandfather. He's Grandpa Star.

SIMON: Grandpa, say hello.

GRANDPA: Oh! Hello, everybody.

MRS STAR: And we're Mr and Mrs Star.

SIMON: What's your name? How old are you?

PB2. ACTIVITY 2. Listen, point and repeat.

- Say *Look at the picture. Listen, point and repeat*. Play the CD. Pause after each name for pupils to repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 03

Stella, Simon, Suzy, Mr Star, Mrs Star, Grandma Star, Grandpa Star

Practice

- Invite four pupils (boys and girls) to the front. Ask each one *What's your name? How old are you?* Point to each of the pupils in turn and ask the class *What's his/her name? How old is he/she?* Pupils respond, e.g. *She's* (name). *She's* (age). Repeat with another four pupils.
- Weave the questions and answers around the classroom in the same way, gesturing to individual pupils to ask as well as answer.

Extra activity 1: see page 108 (if time)

AB2. ACTIVITY 1. Write.

- Say *Open your Activity Books at page 2, please. Look at Activity 1. Who can you see?* Elicit the characters from the class. Hold up your book and point to the example. Point to each question in turn. Elicit from pupils what they write, e.g. point to *I'm Suzy*. Pupils respond *She's Suzy*. Say *Good*.
- Pupils work individually and complete the activity. Encourage them to check the spelling of *He/She* and also to help each other.
- Correct the activity orally with the whole class.

Key: He's Simon. She's Suzy. He's Mr Star. She's Mrs Star. He's Grandpa.

AB2. ACTIVITY 2. Draw and write.

- Say *Look at Activity 2, please*. Hold up one of the pupils' Activity Book. Point to the frame and say *Whose picture goes here?* The class responds with the pupil's name. Say *Good*. Point to each of the questions and elicit the response from the class for this pupil. Repeat.
- Pupils draw a picture of themselves and write the answers to the questions. Remind them to use *I'm ...* each time. Remind them to write their age in words, not numbers.

Extra activity 2: see page 108 (if time)

Ending the lesson

- Display the character flashcards on the board. Wave and say, e.g. *Goodbye, Suzy*. Invite a pupil to come and take the flashcard of Suzy off the board. Repeat with the other characters. Turn to the class, wave and say *Goodbye, class*. Pupils respond *Goodbye*, (your name).

OBJECTIVES: By the end of the lesson, pupils will have practised greetings and asked and answered questions using *Who's ... ?*

● TARGET LANGUAGE

Key language: *Hello. I'm ... Goodbye. Who's he/she?* character and toy names (*Monty, Maskman, Marie, Trevor*)

Additional language: *stand up, sit down, point to, pick up, open, close*

Revision: *blue, grey, pink, red, white, purple, yellow, black, brown, orange, green*

● MATERIALS REQUIRED

Flashcards 1–11: the seven members of the Star family, plus Maskman, Marie, Monty and Trevor

Two sets of number cards (as used in the previous lesson)

Extra activity 1: 11 large pieces of paper, each with one of the colours written on

Extra activity 2: Prepare at least 12 simple sums using numbers 1–10.

For further practice of colours, see *Primary Vocabulary Box, Wordsearch 1 Numbers*, page 120

Warmer

- Review the Star family, using the flashcards. Flash a card quickly in front of the class and elicit who it is. Display it on the board. Include Trevor, Marie, Monty and Maskman. If the pupils did not study *Kid's Box 1*, make sure they repeat the new names as a class several times.
- Point to flashcards in turn. The class says the name. Turn the first one to face the board. Point to each card (including the one facing the board). The class says the names. Repeat, turning one more card to face the board each time. When all flashcards are facing the board, continue the game, turning a flashcard face up each time until all are visible again.

PB3. ACTIVITY 3. Listen and answer.

- Say *Open your Pupil's Books at page 3, please. Look at Activity 3.* Elicit who they can see, e.g. say *Who's number nine? Who's number five? Where's Monty?* Say *Listen and answer.* Play the first part of the CD as an example. Check pupils know what to say. Play the rest of the CD. Pupils whisper the response to their partner each time. Play the CD again, pausing after each question. This time invite different pairs to respond each time.

Key: 4 Mr Star, 1 Suzy, 8 Monty, 3 Stella, 6 Grandma Star, 2 Simon, 9 Marie, 10 Maskman, 5 Mrs Star, 7 Grandpa Star

CD 1, 04

TREVOR: Hello. I'm Trevor.

Look at number four. Who's he?

Look at number one. Who's she?

Look at number eight. Who's he?

Look at number three. Who's she?

Look at number six. Who's she?

Look at number two. Who's he?

Look at number nine. Who's she?

Look at number ten. Who's he?

Look at number five. Who's she?

Look at number seven. Who's he?

PB3. ACTIVITY 4. Ask and answer.

- Demonstrate the activity to the class. Say *Look at number three. Who's she?* The class responds *Stella*. Repeat three or four more times with other questions and answers in open pairs, e.g. Pupil A asks; Pupil B responds; Pupil C asks; Pupil D responds.
- Say *Look at Activity 4. Now you ask and answer in pairs. Take turns.* Put pupils into pairs. Pupils do the activity in pairs. Monitor the pairs as they are working and help where needed.

Team game

- Divide the class into two teams. Hand out the number cards to each team. Ten pupils in each team take and hold up a card. Team members take it in turns to ask and answer, e.g. Team A (about Team B): *Look at number seven. Who's he/she?* Team B: *He's/She's (name).* Award points for correct questions and answers. The team with the most points is the winner.

Extra activity 1: see page 108 (if time)

AB3. ACTIVITY 3. Colour the stars.

- Say *Open your Activity Books at page 3, please. Look at Activity 3.* Hold up your book and point to 1. Elicit the sentence from the class (*Colour two stars*). Say *What colour?* Pupils suggest a colour. Repeat for number 2.
- Pupils work individually and colour the correct number of stars in the colours they choose. They can work together. Pupils check in pairs. Check with the class.

Extra activity 2: see page 108 (if time)

AB3. ACTIVITY 4. Match and join.

- If you didn't do Extra activity 2, do a few simple sums quickly around the class, e.g. say *One and one is ...* Wait for the class to respond *two*. Repeat with other simple sums.
- Say *Look at Activity 4, please.* Hold up your book. Read the first sum (*Three and one is ...*) and elicit the response from the class (*four*). With your finger, follow the line in the example to *four* and then 4. Say *One and two is ...* Wait for the class to respond *three* and say *Now draw the lines for this sum and the other sums.*
- Pupils work individually and then check in pairs. Check with the class.

Key: 2 three 3, 3 eight 8, 4 nine 9, 5 ten 10, 6 seven 7

Ending the lesson

- Play the Please game to review classroom objects and instructions. Pupils stand up. Demonstrate the game first. Say, e.g. *Point to your chair.* Pupils don't point. Say, e.g. *Open your Pupil's Books, please.* Pupils open their Pupil's Books. Play the game using the following instructions: *sit down, stand up, close, open, point to / touch a book/pencil/table/chair/pen.* Pupils who respond incorrectly (e.g. do it when you don't say *please*) are out and sit down. Stop when you have a small group of winners.

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters of the alphabet.

● TARGET LANGUAGE

Key language: the alphabet, *How old are you? Can you spell your name, please?*

Additional language: *his/her*

Revision: *What's your name?*

● MATERIALS REQUIRED

Photocopiable activity 1 (see page 92), copied onto thin card, one copy for each pupil, scissors, an envelope for each pupil
Colour flashcards 12, 13, 15, 18, 20–22: red, yellow, green, blue, brown, grey, white

Warmer

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

Presentation

PB4. ACTIVITY 5. Listen and point. Chant.

- Say *Open your Pupil's Books at page 4, please. Look at Activity 5. Say Listen and point.* Hold up your book. Play the CD. Point to the letters to show the class. Play the CD again for pupils to listen and point.
- Play the CD again in sections for the pupils to repeat.

CD 1, 05

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

CD 1, 06

Now say the chant again. (Repeat chant)

PB4. ACTIVITY 6. Point, ask and answer.

- Pupils work in pairs. Pupil A points to one of the letters of the alphabet and asks *What's this?* Pupil B names the letter. Pupils exchange roles.

Practice

- Display the colour flashcards in a horizontal line on the board. Help pupils to notice the colours of the letters in their books. The letters are coloured to help with pronunciation: grey = /eɪ/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v; red = /e/ = f, l, m, n, s, x, z; white = /aɪ/ = i, y; yellow = /əʊ/ = o; blue = /u:/ = q, u, w; dark brown = /ɑ:/ = r
- Point to one of the colours, e.g. grey. Say *Which letters are grey?* As pupils say the letters, write them in a list under the grey card. Point to each letter, say them and help pupils notice the /eɪ/ sound. Repeat with the other letters.

- Demonstrate the activity. Point to a letter, and a pupil responds. Pupils work in pairs and take turns to point to a letter and to say it.

Spelling game

- Ask an able pupil: *What's your name?* When the pupil says it, ask *Can you spell your name, please?* Help the pupil. The class spell the name. Write the name on the board. Repeat. Tell pupils to write their names in their books. They work in pairs. Pupil A asks *Can you spell your name, please?* Pupil B spells it and Pupil A writes it. They swap roles.
- Hand out Photocopiable activity 1 to pupils. They cut out the 26 letters and spread them on their desks. Spell out some simple words for pupils to spell using the letters, e.g. say *C-a-t*. Pupils find the letters and make the word. Elicit the word *Cat*. Continue with other short, known words, e.g. *pen, dog, chair, eight*. Avoid words which have the same letter twice, e.g. *book*.

Extra activity 1: see page 108 (if time)

AB4. ACTIVITY 5. Listen and colour.

- Say *Open your Activity Books at page 4, please. Look at Activity 5.* Tell pupils to take out their crayons. Say *Ready? Listen and colour.* Remind pupils to make a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the letter. They check in pairs. Play the CD again for pupils to check. Check with the class by asking, e.g. *What colour is 'p'? What letter is purple?* Pupils colour the letters.
Note: These are not the same colours as were used to help with pronunciation.

Key: g = black, b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

CD 1, 07

Colour g black. Colour b orange. Colour v purple. Colour p pink. Colour c yellow. Colour t brown. Colour e green. Colour d blue.

AB4. ACTIVITY 6. Write the words. Listen and correct. [YLE]

- Say *Look at Activity 6.* Write the two example anagrams on the board: *eltals, igteh*. Elicit what they are. Tell pupils the first is a name and the second a number. Write them correctly on the board. Don't write the capital letters at the beginning of the name. Encourage pupils to use their letter cards for the other anagrams. They place the cards on their desk and move them around to make the correct spelling. This helps the kinaesthetic learners. Pupils check in pairs. Play the CD for pupils to listen and check.

Key: 2 Simon, seven; 3 Suzy, four

CD 1, 08

- This is Stella.
She's eight.
- This is Simon.
He's seven.
- This is Suzy.
She's four.

Extra activity 2: see page 108 (if time)

Ending the lesson

- Pupils stand up. Do the alphabet chant again together with the CD. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with the letters of the alphabet.

● TARGET LANGUAGE

Key language: the alphabet, colours, *Can you spell ... , please?*

Additional language: *in alphabetical order*

● MATERIALS REQUIRED

Photocopiable activity 1 alphabet cards from the previous lesson, one set for each pupil plus one set of your own

Warmer

- Pupils place their alphabet cards on their desks in the same order as on page 4 of the Pupil's Book (alphabetical order). Pupils stand up. Say the alphabet chant with them again. They point to the letters on their desks as they say them. Repeat.

PB5. ACTIVITY 7. Ask and answer.

- Say *Open your Pupil's Books at page 5, please. Say Point to purple.* Pupils point. Repeat with the other colours. Say *Can you spell purple, please?* Elicit the spelling from a pupil or from the class: *P-u-r-p-l-e*. Give pupils time to think and practise before eliciting the answer. Repeat with two more colours. Invite a pupil to ask the question about another colour. The class spells it out. Continue until all the colours have been spelt out.
- Pupils work in pairs. They take turns to ask the question and to spell the colours.

Practice

- Hand out one alphabet card from your set to each pupil (26 pupils). If you have fewer pupils, give some pupils more than one. Ask pupils to come to the board and to put the letters in order from left to right on the board. Make two lines if you can't get 26 letters in one line. Point to each letter and pupils repeat.
- Ask five pupils, whose names each start with a different letter of the alphabet, to come to the front. Tell them to stand in the order of the alphabet. Help them by pointing to the alphabet on the board. Check with the class if the pupils are in the correct order. Repeat.
- Divide the class into different groups of five. Each group quickly stands in alphabetical order. Check with the class. The group to do it correctly first are the winners.
Note: If two pupils' names start with the same letter, e.g. Dimitri, Dennis, the pupils stand together.

PB5. ACTIVITY 8. Order the colours.

- Write the following colours on the board: *Blue, black, brown.* Ask pupils to put them in order. Show them how it's done: point to the first letters and say *B, b, b. They're the same.* Point to the second letters and say *L, l, r. They're different. R comes after l so brown is last.* Point to the third letter and say *U, a. They're different. A comes before u. Can anyone tell me which word is first?* Write them on the board in order: *Black, blue, brown.* Repeat for *green and grey*, and *pink and purple*.

- Say *Look at Activity 8. Now put all the colours in alphabetical order.* Pupils work in pairs and write the colours in order in their notebooks. Tell them to write them as a list. Monitor pupils as they are working and remind them what is written on the board. Elicit the correct order from the class.

Key: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

Extra activity 1: see page 108 (if time)

AB5. ACTIVITY 7. Find the 'colour' words. Colour the stars.

- Say *Open your Activity Books at page 5, please. Look at Activity 7. Hold up your book and point to the circled example: black.* Elicit *Black.* Point to the word *black* and to the star coloured in black. Say *Do the same with the other colours. Find the word and colour the star.* Pupils work individually to complete the activity. They check in pairs. Check around the class as pupils are working.

AB5. ACTIVITY 8. Match and colour.

- Say *Look at Activity 8, please.* Focus pupils on the numbers and check they realise they are in figures and words (*10 and ten*). Focus them on the colours and elicit the link between the colours and the numbers.
- Pupils work individually and colour the squares as in the example. Monitor pupils as they are working to check they are colouring the squares correctly. Remind pupils to check in pairs if they are not sure.
- Check with the class by eliciting a number, asking how it's spelt and then eliciting the colour. Pupils can hold up their pencils to show the colour as well.

Key: 7 grey – seven; 8 yellow – eight; 5 pink – five; 6 blue – six; 10 orange – ten; 3 purple – three; 9 green – nine; 1 brown – one; 2 red – two; 4 black – four

Extra activity 2: see page 108 (if time)

Ending the lesson

- Teach and do the following chant with the pupils. Repeat with another colour or a classroom object. More able pairs of pupils can be the 'teacher' and spell out a word for the class to chant.

Teacher:	Pupils respond:
<i>Give me an o</i>	<i>o</i>
<i>Give me an r</i>	<i>r</i>
<i>Give me an a</i>	<i>a</i>
<i>Give me an n</i>	<i>n</i>
<i>Give me a g</i>	<i>g</i>
<i>Give me an e</i>	<i>e</i>
<i>What does that spell?</i>	<i>orange</i>
<i>What does that spell?</i>	<i>orange</i>

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /æ/ and have had more practice with the letters of the alphabet.

● TARGET LANGUAGE

Key language: the phoneme /æ/ as in *Adam ant*, *A sad cat in a black bag*

Revision: prepositions, *apple, car, ball, hand, jacket, train*

● MATERIALS REQUIRED

Colour flashcards of any of the 11 colours which you can't point out in the classroom

A picture of an apple

A picture of an ant

Extra activity 1: Photocopiable activity 1 alphabet cards used in the previous two lessons

Extra activity 2: Prepare about 20 questions for Noughts and crosses, e.g. *What's this colour? G-r-e-e-n. What's this animal? T-i-g-e-r.*

Warmer

- Review the 11 colours and the classroom objects (*chair, bag, book, pen*) by pointing and asking *What's this? What colour's this? What colour is it?* Show and teach *ant* using the picture. Revise *apple* in the same way. Elicit the words and write each one on the board. Put the words with the initial sound /æ/ in one group: *ant, apple*, etc. Say *Today's sound is ...* Let the class complete by saying /æ/.

PB6. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 6, please*. Introduce Adam to the class. Elicit the animal: *ant*. Say *This is Adam ant*. Say *Hi, Adam ant*. Pupils respond. Emphasise the /æ/ sound at the beginning of each word, but don't make it a long sound. Say it several times. Pupils repeat after you. Say *Say it with Monty*. Play the CD. Pupils listen and repeat. Check for correct pronunciation of /æ/.
- Pupils repeat the tongue twister as a class. Ask small groups to have a go at saying it. Go around the class, from group to group. Put pupils into pairs. They practise saying the tongue twister. Invite volunteers to say it to the class.
- Write the following words on the board: *black, bag, apple, ant*. Elicit from them which letters to underline for the sound /æ/: *black, bag, apple, ant*.

CD 1, 09

MONTY: Adam ant

MONTY, BOY AND GIRL: Adam ant

MONTY: A sad cat in a black bag

MONTY, BOY AND GIRL: A sad cat in a black bag

Action game

- Say, e.g. *Adam ant says put your eraser on your book*. Pupils put their erasers on their books. Say, e.g. *Put your book on the chair*. Pupils don't respond. Continue with other instructions for actions, using: *point to, open, close* and to review classroom vocabulary: *eraser, pen, pencil, chair, door, book, bag, table*.

PB6. ACTIVITY 10. Say and answer.

- Pupils work in pairs. Pupil A describes the position of one of the objects in pictures a, h, j or k. Pupil B listens and says the correct letter. Pupils swap roles.

Extra activity 1: see page 108 (if time)

AB6. ACTIVITY 9. Listen and tick (✓) or cross (X) the box.

- Say *Open your Activity Books at page 6, please*. Look at Activity 9. Say *Listen for the /æ/ sound*. If you didn't do Extra activity 1, then you will need to do an example. Hold up your book and point to picture 1. Say *What colour's this?* Pupils respond *Black*. Say *Can you hear the /æ/ sound?* Pupils respond *Yes*. Point to the tick next to *black*. Say *Now listen and tick the words with the /æ/ sound*. Cross the words with no /æ/ sound.
- Play the CD. Pupils listen and tick or cross. They check in pairs. Check with the class.

Key: 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X, 7 ✓, 8 X

CD 1, 10

- black
- apple
- ball
- jacket
- cat
- car
- hand
- train

AB6. ACTIVITY 10. Write the words and the letters. [YLE]

- Focus pupils on the example. Write *nep* on the board. Look puzzled and say *What's this?* Hold up your book. Point to the pictures until a pupil says *Pen*. Say *Yes, that's right*. Point to the *b* next to the picture. Show pupils it is written in the box.
- Pupils work individually and write the other words. Remind them to use their alphabet cards to help them make the words, and to look in their books for the spellings. Monitor pupils as they are working. Pupils check in pairs. Check by asking, e.g. *What's number 3?* Pupils: *Eraser*. Ask: *What letter is it?* Pupils: *C*. Ask: *Can you spell eraser?* Pupils: *E-r-a-s-e-r*.

Key: 2 pencil g, 3 eraser c, 4 table a, 5 book e, 6 chair h, 7 bag f, 8 door d

Extra activity 2: see page 108 (if time)

Ending the lesson

- Review the phoneme /æ/ with a True/false game. Pupils stand up. Say different words in turn. When pupils hear the sound /æ/ in the word, they show thumbs up; when they don't, they show thumbs down. (Alternatively, if more appropriate, they can nod or shake their heads.) Pupils who respond incorrectly sit down. Stop when you have a small group of winners. Use words from the lesson in the game, e.g. *black, apple, ball, jacket, train, hand, ant, cat, car*.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *toy box, come alive, It's my turn*

Revision: *favourite, toys, Here are ... , food, I've only got ... , Sorry*

● MATERIALS REQUIRED

Ten simple anagrams of numbers and colours for the Warmer, e.g. *ufor* (four), *edr* (red), written on a large piece of paper

Extra activity 2: two complete sets of the alphabet cards from Photocopiable activity 1, two pieces of paper

Warmer

- Put the pupils into pairs. Display the simple anagrams of the numbers and colours. Pupils solve the anagrams and write the words correctly on a piece of paper. When all the pupils have finished, they swap papers for the correction. Check the words around the class, asking pupils to spell them out. Pupils mark each other's work and return the papers.

Story

PB7. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 7, please.* Elicit who they can see (Trevor, Monty, Marie and Maskman). Hold up your book to check pupils remember the sequence of the pictures. Set the pre-listening questions. Divide the class into three groups and give each group one of the questions to listen for: *Who's singing? What is Marie spelling? Is Maskman spelling a colour? Say Listen and look.* Play the CD. Pupils listen and look. The groups check in pairs. Check with the class (All four toys, Blue, No, it's a number – four).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What are the toys singing?* (The abc song). *What colour's Maskman's car?* (Blue). *How many pencils are there?* (Four). *What's Trevor's favourite food?* (Pencils). *Now there are three pencils. Where's the other pencil?* (Trevor is eating it). Check that pupils understand the meaning of *favourite*. Ask them what their favourite food is.

CD 1, 11

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

ALL FOUR TOYS [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

MARIE: Let's play a game. What's this colour? B-l-u-e.

MASKMAN: I know. It's blue. My car's blue. Look!

MASKMAN: Now, it's my turn. What's this word? F-o-u-r.

MONTY: I know. That's four. Here are four pencils! My turn.

MONTY: What's this, Trevor? P-u-r-p-l-e.

TREVOR: Er. Is it a pencil? Pencils are my favourite food.

MARIE: No, Trevor. It's purple. Your hair's purple.

MASKMAN: OK, Trevor. It's your turn.

TREVOR: Er ... What's this? T-h-r-e-e.

MONTY: Three. I've only got three pencils!

MONTY: Where's the red pencil?

MARIE: Are pencils your favourite food, Trevor?

TREVOR: Er, yes, they are. Sorry, Monty.

PB7. ACTIVITY 12. *Listen and say the number.*

- Focus pupils on the frames of the story again. Say *Listen to the CD and say the number of the picture.* Play the first one as an example. Elicit the number of the frame from the class (Four). Play the rest of the CD. Pupils work in pairs and point to / whisper the number of the frame to their partner. Play the CD again. This time stop after each section and elicit the number from a pair of pupils.

Key: 4, 1, 6, 2, 3, 5

CD 1, 12

MONTY: What's this, Trevor? P-u-r-p-l-e.

ALL FOUR TOYS [*singing the abc rap from earlier in the unit*]: a, b, c, d, e, f, g, ...

MARIE: Are pencils your favourite food, Trevor?

MASKMAN: I know. It's blue. My car's blue. Look!

MONTY: I know. That's four. Here are four pencils! My turn.

TREVOR: Er ... What's this? T-h-r-e-e.

Extra activity 1: see page 108 (if time)

AB7. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 7, please.* Look at the picture dictionary. Pupils prepare the stickers. Say the colours in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct places. Remind them to check with each other or with you before sticking them in their books. Monitor around the class to check.
- Pupils write the name of the colour under each sticker.

Extra activity 2: see page 108 (if time)

AB7. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means and count to ten with the pupils. Repeat for the second and the third sentences. Pupils say the words in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Pupils tick or cross. Encourage pupils to practise so that they can tick all the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Page 8

OBJECTIVES: By the end of the lesson, pupils will be able to talk about objects and people in the classroom.

● **TARGET LANGUAGE**

Key language: *board, bookcase, cupboard, desk, ruler, teacher, Is this a ... ? Yes/No.*

Additional language: *playground, window, look, listen, open/close your books / the door*

Revision: alphabet, colours, classroom objects: *eraser, pen, pencil, chair, table, bag, book*

● **MATERIALS REQUIRED**

School flashcards 26–31: a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Warmer

- Greet the class by saying *Hello, I'm ... / My name's ...* Greet individual pupils for them to respond. Add the greeting *How are you? I'm fine, thank you.* Weave it around the class: Pupil A to Pupil B, Pupil B to Pupil C, Pupil C to Pupil D, etc. You can have several chains running at once.

Practice

- Say the Alphabet chant with the class two or three times. Play a quick alphabet game to review words and letters, e.g. *What 'b' is a toy? (ball). What 'c' is an animal? (cat), etc.*

Presentation

- Use the flashcards to present the new vocabulary to the class. Display the flashcards (word side) on their objects, where pupils can see them. Point to, e.g. the word *board*, point to the board and say *Board*. Say *Point to the board*. Pupils point. Drill the word in chorus, softly and then loudly with the class. Repeat with the other classroom words. Stick the flashcard on yourself too, for *teacher*.
- Play a quick pointing game. Say *Point to the board* (pupils point). *Point to the teacher* (pupils point), etc. Revise other classroom words as part of this activity: *book, bag*.
- Move all the flashcards to one of the walls. Repeat the Point to game and pupils point to the correct word on the flashcard (not to the object).

PB8. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 8, please. Look at the picture of the classroom. Say Find the hidden star. Where is it?* Elicit from pupils where it is, hold up your book and point to it (on the vase). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD. Pupils listen and point to the objects in the picture.
- Set the pre-listening questions: *Is it Meera's classroom? Is Maskman Simon's favourite toy? Where's Lenny's ruler?* Don't accept answers until after the listening. Play the CD again. Pupils listen for the answers. Check with the class (no, yes, on the desk).

- Check comprehension by holding up your book and asking other questions, e.g. *What's this? Who's this? What colour's this? What's in the cupboard? Where's the bookcase?*

CD 1, 13

STELLA: Hello, Alex. Hello, Lenny. How are you?

ALEX AND LENNY: Fine, thanks.

MEERA: Is this your classroom, Simon?

SIMON: Yes.

MEERA: Who's that on the board?

SIMON: That's my favourite toy, Maskman. Look at my Maskman ruler.

LENNY: That's nice. My ruler's on my desk.

STELLA: Are your school books in the bookcase?

SIMON: No, they're in the cupboard. Our teacher's here now.

STELLA AND MEERA: Oops.

PB8. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point and repeat.* Play the CD. Pupil repeat the words in chorus. Listen for correct pronunciation of *cupboard*, and correct word stress of *bookcase, teacher*.

CD 1, 14

Board, bookcase, cupboard, desk, ruler, teacher

Extra activity 1: see page 109 (if time)

AB8. ACTIVITY 1. Find and write the words.

- Say *Open your Activity Books at page 8, please.* Elicit what pupils can see (a wordsearch) and check they remember how to do them. Hold up your book and point to the circled word. Elicit what it says (desk). Check pupils understand they have to write the word correctly under the picture.
- Pupils work in pairs and circle all the words, matching them with the pictures. Monitor pupils as they are working. Pupils then write the words under the pictures. Remind them to use Pupil's Book page 8 to help them with the spelling (copying from a vertical word can be confusing).
- Check with the class by asking pupils to spell the words for the class.

Key: cupboard, pen, pencil, board, ruler, eraser, chair, bag, classroom, bookcase, teacher

AB8. ACTIVITY 2. Listen and colour.

- Say *Look at Activity 2.* Tell pupils the colours they will need. Pupils listen and colour the correct letter.

CD 1, 15

Colour n grey. Colour l brown. Colour f purple. Colour s red. Colour x green. Colour m black.

Extra activity 2: see page 109 (if time)

Ending the lesson

- Review the classroom objects by playing the Please game. Pupils follow your instruction only when you say *please*, e.g. *Put the ruler under the book, please* (pupils do it). *Point to the board* (pupils don't do it).

OBJECTIVES: By the end of the lesson, pupils will be able to count from 1 to 20 and talk about plural classroom objects.

● TARGET LANGUAGE

Key language: 11–20, eleven–twenty, plural nouns, *What's this? It's a ... / What are these? They're ...*

Additional language: classroom language, e.g. *open/close your books*

Revision: numbers 1–10, the alphabet

● MATERIALS REQUIRED

School flashcards 26–31: a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Number flashcards 32–41: numbers 11–20

Extra activity 1: two rolled up newspapers

Extra activity 2: Photocopiable activity 2 (see page 93), one copy for each pupil, plus one for demonstration

Warmer

- Review the classroom objects using the flashcards. Go around the classroom sticking the flashcards (word side) onto the wrong objects, e.g. *Bookcase* on the board. Say *Is this OK?* Invite pupils one at a time to come and change over two flashcards so that one is in the right place. Continue until all the flashcards are on the right objects.
- Point to each word and elicit it from the class.

Presentation

- Write the numbers 11–20 in sequence across the board. Above each number, stick the same number flashcard (word side). Point to each number in turn, say it for the class and they repeat in chorus several times. Teach the numbers cumulatively, e.g. teach 11, teach 12 and review 11, 12. Teach 13 and review 11, 12, 13, and so on.
- Write the numbers 1–10 above, so that 1 is above 11, 2 is above 12, and so on. Encourage pupils to notice the similarities and differences between how to say, e.g. *Four/fourteen*. Help them find patterns.

PB9. ACTIVITY 3. Listen and point. Chant.

- Count some objects around the class to prepare for the listening. Point to a desk and elicit the word *desk* and then count desks with the pupils: *One, two, three*, etc. Count to fifteen and then say *Fifteen desks*. Repeat with rulers and count to eighteen.
- Say *Open your Pupil's Books at page 9, please. Look at Activity 3.* Elicit what pupils can see (desk, pen, teacher, etc.). Say *Listen and point to the numbers*. Play the CD. Pupils point to the numbers as they listen. Play the CD again. This time pupils listen and point with two hands: one at the number, and the other at the object in the picture.
- Play the CD again. Encourage pupils to chant.

CD 1, 16

School, school. This is the Numbers School.
Eleven desks,
Twelve erasers,
Thirteen rulers,
Fourteen cupboards,
Fifteen classrooms,
Sixteen teachers,
Seventeen pens,
Eighteen boards,
Nineteen pencils,
Twenty tables.
School, school. This is the Numbers School.

CD 1, 17

Now say the chant again. (Repeat chant)

PB9. ACTIVITY 4. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *How many desks are there?* Pupil B answers, e.g. 11. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra activity 1: see page 109 (if time)

AB9. ACTIVITY 3. Look at the numbers. Write the words. [YLE]

- Say *Open your Activity Books at page 9, please. Look at Activity 3.* Hold up your book and point to the numeral 11. Elicit what it is. Point to the anagram *veleen* and then to the example answer *eleven*. Check pupils know what to do. Remind them to check in their Pupil's Books for the spelling.
- Pupils work in pairs, solve the anagrams and write the words correctly in their books.
- Check by asking individual pupils to come to the board to write the numbers correctly. They can bring their books to help them.

Key: fifteen, eighteen, twelve, twenty, thirteen

AB9. ACTIVITY 4. Read and colour.

- Say *Look at Activity 4. Read and tell me the colours you need.* Pupils read and say the colours: *Brown, pink, green, blue, orange*. Tell pupils to put the colours on their desks. Hold up your book and point to the first sentence (*Colour number twelve brown*). Say *What do you do here?* Encourage pupils to work out what they have to do and to tell you. Check all pupils understand what to do. Pupils work individually and colour the objects using the correct colours. Monitor pupils as they are working.
- Check with the class by asking, e.g. *What is brown? What colour's the eraser? What colour's number 16?*

Extra activity 2: see page 109 (if time)

Ending the lesson

- Finish the lesson with a silent activity. Say *Open your Pupil's Books at page 9, please. Look at the numbers. Look and then point. Sshh.* Mouth a number, e.g. *Fourteen*, in an exaggerated way. Pupils look and then point to the number in their books. Make sure everyone is silent and that they don't say the number. Repeat with the other new numbers.
- Close your book and mouth *Goodbye, everyone* and wave to the class.

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer questions about *How many?*

● TARGET LANGUAGE

Key language: *There is ... , There are ... , There isn't ... , There aren't ... , How many ... are there?* whiteboard, wall

Additional language: *a lot of, any*

Revision: prepositions, colours, classroom vocabulary, numbers, *my, long, it, computer, picture, orange, banana, ball, jacket, cake*

● MATERIALS REQUIRED

School flashcards 26–31: a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Some preparation might be needed for the Warmer (number of pencils/books on your desk).

Extra activity 1: Photocopiable activity 2 (see page 93), one copy for each pupil, from the previous lesson

Warmer

- Raise awareness of *There is / There are*. Pupils stand up. Say a true statement, e.g. *In the classroom, there's a board. It's true.* Pupils put their hands on their heads. Say a false statement, e.g. *In the classroom, there are five desks. It's false.* Pupils put their hands by their sides. Continue with true and false statements to review numbers and classroom objects and to raise awareness of *There is ... , There isn't ... , There are ... , There aren't ...*

Note: Pupils understand sentences, e.g. *In the classroom, there aren't any computers.* Don't teach the use of *any* in this lesson, but use it correctly.

PB10. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 10. Look at the picture. Tell me ... how many chairs are there? (18). How many bags are there? (11).* Ask other questions to help pupils focus and review the use of *How many ... ?* Elicit the girl's name (Meera).
- Say *Listen to the CD and point to the things in the classroom.* Play the CD. Pupils listen and point. Set pre-listening questions: *Is there a red ruler? Is there a computer?* Play the CD again. Pupils listen for the answers. They check in pairs. Check with the class. (No, there isn't. / Yes, there is.)
- Check comprehension by asking, e.g. *Are there a lot of bags on the chairs? etc.* for pupils to answer *Yes, there are. / No, there aren't. Yes, there is. / No, there isn't.* Check understanding of *whiteboard*. Pupils work in pairs and think of a question to ask the class about the picture, using *Is there ... ? / Are there ... ?*

CD 1, 18

MEERA: This is my classroom. How many desks are there? There are a lot of desks. That's my desk next to the bookcase. There's a long pink ruler on it. There are a lot of books in the bookcase. There's a big whiteboard on the wall. There's a computer, but there isn't a television.

PB10. ACTIVITY 6. Listen, point and repeat.

- Say *Now listen to the sentences and repeat.* Play the CD. Pupils repeat each one in chorus. Listen for correct pronunciation and intonation. Repeat.

CD 1, 19

There's a long pink ruler on her desk.
There are a lot of books in the bookcase.
There's a big whiteboard on the wall.
There's a computer in the classroom, but there isn't a television.

Extra activity 1: see page 109 (if time)

AB10. ACTIVITY 5. Listen and draw lines. [YLE]

- Say *Open your Activity Books at page 10, please. Look at Activity 5. Review the known vocabulary, e.g. Is there a banana? Where is it? Are there any cars?* Play the first part of the CD as an example. Pupils look at the line from the fish to the board to make 15 fish. Play the rest of the CD, stopping after each one to give pupils time to find and count and draw the line. Pupils check in pairs. Play the CD again. Check with the class.

CD 1, 20

- 1 There are 15 fish on the board.
- 2 There are 11 bags in the cupboard.
- 3 There are 18 books in the bookcase.
- 4 There's a ball under the chair with a jacket on it.
- 5 There are two rulers on the table.
- 6 There's an apple next to the cake on the desk.

AB10. ACTIVITY 6. Look and read. Write 'yes' or 'no'. [YLE]

- Read the first statement: *There are three teachers in the classroom. Say Look at the picture. True or false? Pupils respond False. Say Good. Write 'No' here. Point to No, which is written for them. Repeat for statement 2.*
- Pupils work individually and read (silently) the other statements and write *Yes* or *No*. They check in pairs. Check with the class.

Key: 3 Yes, 4 No, 5 No, 6 No, 7 Yes, 8 No, 9 Yes, 10 Yes

Extra activity 2: see page 109 (if time)

Ending the lesson

- Do the Spelling chant to review the alphabet and the new vocabulary. Repeat with other classroom objects. More able pairs of pupils can be the 'teacher' and spell out a word for the class to chant.

Teacher:	Pupils respond:
Give me a b	b
Give me an o	o
Give me an a	a
Give me an r	r
Give me a d	d
What does that spell?	board
What does that spell?	board

OBJECTIVES: By the end of the lesson, pupils will have sung a song and had more practice in asking and answering questions about *How many ... ?*

● TARGET LANGUAGE

Key language: *There is ... , There are ... , How many are there?* statement/question word order

Revision: classroom objects, numbers 11–20, food, prepositions

● MATERIALS REQUIRED

School flashcards 26–31: a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Ten pieces of paper

Number flashcards 32–41: numbers 11–20

Extra activity 1: the following sentences written large on strips of paper, cut up as indicated:

There's / a bag / on / the chair.

There are / five books / in / the bookcase.

Is there / a ruler / under / the book?

Are there / twenty pupils / in / our class?

There isn't / a computer / next to / the desk.

There aren't / two teachers / in / our classroom.

Warmer

- Play the Disappearing flashcard game. Display the number flashcards on the board in sequence from left to right. Point to each one and elicit the number. Place a piece of paper over one of the numbers (not in sequence). Point to each number, including the paper, in turn again to elicit 11–20. Repeat, covering another number each time, but not following the sequence, e.g. cover 13, then 19, then 16. Continue until all the numbers are covered.
- Point to pieces of paper in turn (out of sequence) and ask pupils what the number is underneath. When they say it correctly, reveal the number. Repeat until all the numbers are revealed.

PB11. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 11, please. Look at the picture. Elicit why it's funny, e.g. The teacher is on the bookcase. Say Now listen and point. Play the CD. Pupils listen and point to the relevant part of the picture. Play the CD again. Encourage pupils to sing.*

CD 1, 21

There are pencils in the classroom, yes there are.

There's a cupboard on the pencils, yes there is.

There's a ruler on the cupboard,

There's a bookcase on the ruler,

There's a teacher on the bookcase, yes there is.

There's a teacher on the bookcase, yes there is.

[Repeat x3]

CD 1, 22

Now sing the song again. (Karaoke version)

PB11. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Where's the cupboard?* Pupil B answers, e.g. *On the pencils.* Pupils swap roles. Repeat the activity with items in the classroom.

Practice

- Say *Listen* and then say the following words to the pupils: *Pencil, cupboard, bookcase, ruler, teacher.* By beating the rhythm with your hand, show pupils there are two beats (syllables) in these words in the song. Elicit from the class other two-syllable words they could use in the song (they can be silly), e.g. *whiteboard, tiger, jacket, ice cream, burger.*
- Make groups of four. Each group chooses words to write another verse of the song. Monitor and help pupils with the activity. Remind them to use the model in their books.
- Choose groups to perform their versions (with actions).

Extra activity 1: see page 109 (if time)

AB11. ACTIVITY 7. Write the sentences.

- Say *Open your Activity Books at page 11, please. Look at Activity 7. If pupils did Extra activity 1, they will only need a quick reminder of what to do. If they didn't, hold up your book and point to the example and the words written in the right order on the line underneath. Focus on the capital letters and the punctuation (this is new).*
- Pupils work in pairs to unscramble the sentences. They write them on the lines underneath, carefully copying the capital letters and the punctuation. Monitor pupils as they are working.

Key: 2 There are 12 pencils on the desk. 3 There's a bag under the chair. 4 There are 16 books in the bookcase.

AB11. ACTIVITY 8. Look at the picture. Write the answers.

- Focus pupils on Activity 8. Elicit what they can see (chimps/monkeys, bananas, apples, burgers, oranges, cakes, ice creams). Ask a pupil to read the first question: *How many burgers are there?* and another to read the example response: *There are six.* Pupils work in pairs and take turns to ask and answer about the other items in the picture. They write the sentences following the example. Monitor pupils as they are working.
- Check around the class using open pairs.

Key: 2 There are thirteen. 3 There are fifteen. 4 There are fourteen. 5 There are eleven. 6 There are seventeen.

Extra activity 2: see page 109 (if time)

Ending the lesson

- Play a Number bingo game. Pupils draw a 2 x 2 grid in their notebooks and write numbers between 11 and 20 in the squares – one in each. Call out the numbers out of sequence. Pupils cross out the numbers when they hear them. The first pupil to cross out all four numbers shouts *Bingo!* Check the numbers back from them. If they are ones you called, that pupil is the winner. Repeat.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /ɪ/ and have had more practice with numbers 11–20.

● TARGET LANGUAGE

Key language: the phoneme /ɪ/ as in *Ingrid insect*, *six big pink fish sitting in the kitchen*

Revision: numbers 1–20, colours, classroom language, *bus*, *tiger*, *sing*, *his*, *ice cream*, *train*, *giraffe*, *bird*, *swim*, *guitar*, *picture*, *skirt*

Warmer

- Revise the alphabet with the Alphabet chant on Pupil's Book page 4. Then say *Listen*. Recite the alphabet slowly, missing out a letter. Pupils put their hands up and say the missing letter. Repeat.

PB12. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 12, please*. Introduce Ingrid insect to the class and check understanding of *insect*. Stress the /ɪ/ sound at the beginning of each word and say *Today's new sound is ...*. Wait for the pupils to supply /ɪ/.
- Point to Ingrid. Say *This is Ingrid insect*. Say 'Hi, Ingrid insect'. The class responds. Emphasise the /ɪ/ sound at the beginning of each word, but don't make it long. Pupils repeat after you. Say *Say it with Monty*. Play the CD. Pupils listen and repeat. Check for correct pronunciation of /ɪ/. Check understanding of *kitchen* and of the content, e.g. *Where are the fish? Are they small? Are they blue? How many fish are there?*
- Pupils repeat the tongue twister as a class. Ask small groups to have a go at saying it. Put pupils in pairs. They practise saying the tongue twister quickly to each other. Volunteers say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit which letters to underline for the sound /ɪ/.

Key: Six big pink fish sitting in the kitchen

CD 1, 23

MONTY: Ingrid insect

MONTY, BOY AND GIRL: Ingrid insect

MONTY: Six big pink fish sitting in the kitchen

MONTY, BOY AND GIRL: Six big pink fish sitting in the kitchen

Practice

- Say some true/false statements about the pupils' classroom. Use known vocabulary and numbers between 1 and 20, e.g. *There are seven pencils on the desk* (False). Prompt the response, e.g. *No, there aren't. There are twelve pencils on the desk*. Continue. Pupils correct your false statements. They say *Yes, there are* to the true ones.
- Pupils work in pairs. They prepare two statements about their classroom. Pupils say their statements for the class to respond.

PB12. ACTIVITY 10. Say and correct.

- Focus pupils on Activity 10. Pupils look at the picture and count the classroom objects they can see. Pupils work in pairs. Pupil A describes something he/she can see in the picture, but says the wrong number. Pupil B listens and corrects the sentence. Pupils swap roles.

Extra activity 1: see page 109 (if time)

AB12. ACTIVITY 9. Listen and find the different sound.

- Demonstrate the activity first. Write three words on the board: *big pink white*, underlining the letter *i* in each word. Point and say *Listen*. Which sound is different? Say the three words. If pupils don't notice which is different (white), say the three words again. Draw a line through *white*.
- Say *Open your Activity Books at page 12, please*. Say *Listen and do the same*. Which sound is different? Play the CD. Pause after each line to give pupils thinking time to cross out one word. Pupils check in pairs. Play the CD again. Stop after each line and ask a pupil to say the three words and to say which one is different. Check pupils remember the meaning of the words too.

Key: b five, c ice cream, d train, e bird, f skirt

CD 1, 24

a	big	tiger	pink
b	five	fish	kitchen
c	sing	his	ice cream
d	train	in	six
e	giraffe	bird	swim
f	guitar	picture	skirt

AB12. ACTIVITY 10. Find the words.

- Say *Look at Activity 10. What is it?* Pupils answer *A snake*. Hold up your book, point to *bus* and say *What's this word?* Pupils say *Bus*. Check understanding. Say *Find the words, find the pictures and tick*.
- Pupils work individually. They check in pairs. Monitor pupils as they are working. Pupils write the answers to the questions at the bottom of the page. Check with the class.

Key: school, leg, grey, yellow, white, eraser, ruler, red, desk
There are four colours. Grey, yellow, white, red.

Extra activity 2: see page 109 (if time)

Ending the lesson

- Do the tongue twister again with the class. Teach pupils gestures for each word, e.g.
Six – pupils hold up six fingers
Big – pupils spread their arms wide
Pink – pupils hold up a pink pencil
Fish – pupils draw the shape of a fish with their hands
Sitting – pupils mime sitting
Kitchen – pupils mime eating.
- Pupils stand up and do the tongue twister with the mimes.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit
Revision: *beautiful, Can you ... , please?*

● MATERIALS REQUIRED

Extra activity 1: School flashcards 26–31: a board, a bookcase, a cupboard, a desk, a ruler, a teacher

Ten pieces of paper

Number flashcards 32–41: numbers 11–20

Extra activity 2: the following half words on a large piece of paper:

six	een	fourt	ve
cupb	her	twel	en
elev	ase	teac	oard
bookc	ard	bo	teen

Warmer

- Play the Please game. Pupils stand up. Say, e.g. *Can you put your hands on your heads, please?* Pupils put their hands on their heads. Say, e.g. *Can you open your book?* Pupils don't respond. Continue practising classroom language (*open, close, sit, stand, put*) and reviewing classroom vocabulary and other known vocabulary.

Story

PB13. ACTIVITY 11. Listen to the story.

- Say *Can you open your Pupil's Books at page 13?* Pupils shouldn't respond. Say *Oh, sorry. Can you open your books at page 13, please?* Elicit who they can see (Trevor, Monty, Marie and Maskman). Set the pre-listening questions. Make groups of three, A, B and C. Each pupil in each group has a different question to listen for: As: *Is there a ruler?* Bs: *Is there an eraser?* Cs: *How many pencils are there in picture 5?* Say *Listen and look.* Play the CD. Pupils listen and look. The groups of three exchange their answers. Check with the class (Yes, there is, Yes, there is, 11).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by asking, e.g. *Is it a school bag?* (Yes). *Who's this?* (Marie). *Is there a ruler?* (Yes, there is). *Is it a Monty ruler?* (No, it isn't. It's a Maskman ruler). *What's this?* (An eraser). *Is the eraser in the bag?* (Yes, it is). *How many pencils are there?* (11). *Where's pencil 12?* (Trevor is eating it). *What's Trevor's favourite food?* (Pencils).

CD 1, 25

Toys in the toy box,
 Come alive.
 Walk and talk,
 On the count of five.

One, two, three, four, five.

MARIE: OK, everybody. This bag is for school. Let's look.

MASKMAN, TREVOR AND MONTY: OK, Marie!

MARIE: Hmm. Is there a ruler?

MASKMAN: Yes, there is. It's a 'Maskman' ruler.

MONTY: Look, Marie. Here's an eraser.

MARIE: Good! Can you put it in the bag, please, Monty?

MONTY: Now there's an eraser in the bag, Marie.

MARIE: Good! Thank you, Monty.

MARIE: Now ... how many pencils are there?

MASKMAN: There are 9, 10, 11 pencils.

MONTY: 11 pencils! Where's the pencil? Trevor?!

TREVOR: Sorry. Here you are. Pencils are my favourite food.

PB13. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say *Listen. It's about the story. Say 'yes' or 'no'.* Play the first statement on the CD. Pupils put up their hands. Choose a pupil to answer (No). Play the rest of the CD. Pupils point to the picture and do a secret thumbs up or thumbs down to their partner.
- Play the CD again. Pause after each one and elicit the answer. Elicit a correct statement/response for the Nos.

Key: No – bag, Yes, No – an eraser, No – Monty, Yes, No – Pencils

CD 1, 26

MARIE: OK, everybody. This book is for school. Let's look.

MASKMAN: Yes, there is. It's a 'Maskman' ruler.

MONTY: Look, Marie. Here's a pencil.

MARIE: Good! Thank you, Trevor.

MASKMAN: There are 9, 10, 11 pencils.

TREVOR: Sorry. Here you are. Erasers are my favourite food.

Extra activity 1: see page 109 (if time)

AB13. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 13, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the words. Pupils hold up the correct sticker. Say the words again. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the name of the word under each square. Elicit where they can find the spelling (Pupil's Book page 8).

Key:

board, bookcase, cupboard
 desk, ruler, teacher

Extra activity 2: see page 109 (if time)

AB13. MY PROGRESS.

- Say *Let's read the sentences together.* Read the first sentence. Elicit the meaning and point to different objects in the classroom for pupils to name. Repeat for the second sentence. Pupils say the numbers in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a number correctly, elicit the number from another pupil who can and then ask the first pupil to repeat. Point to a classroom object, e.g. desk and say *What's this?* Pupils reply: *Desk.* Ask: *Can you spell desk?* Repeat with other classroom objects and numbers (write the numeral on the board).
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Pupils tick and colour the star. Encourage pupils to practise so that they can tick all the statements.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

3 Play time!

Page 14

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about toys.

● TARGET LANGUAGE

Key language: camera, watch, kite, robot, lorry, computer game, plural nouns

Revision: computer, doll, ball, bike, car, train, game, lorry, monster, boat, ugly, next to, Can you spell ... ? What's your favourite toy?

● MATERIALS REQUIRED

Toy flashcards 42–47: a camera, a watch, a kite, a robot, a lorry, a computer game

Extra activity 1: two rolled up newspapers

Warmer

- Write *Toys* on the board, elicit what it says and draw a large circle around it (to begin a mind map). Play the Spelling game with the class, e.g. *Give me a b*, and spell out the known toy words. As the pupils shout out each one, ask a volunteer to spell it and write it on the mind map. Build up the mind map to include: *doll, ball, bike, car, train, lorry, boat*.

Presentation

- Elicit/teach the new toy vocabulary using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards (picture side) around the mind map to show these are also toys. Point to each flashcard in turn. Pupils chorus the word and then turn the flashcard to show the word side.
- Leave the mind map for Extra activity 1.

PB14. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 14, please*. Elicit who they can see in the picture, to revise the names of the characters. Raise awareness of the plurals of the words by saying, e.g. *Point to the kites. Point to the computer games. Point to the robots*.
- Say *Find the hidden star. Where is it?* Elicit from pupils where it is, hold up your book and point to it (on the kite). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD. Pupils listen and point to the objects in the picture.
- Set the pre-listening questions: *Where are the kites? What colour is the watch? What is Stella's favourite toy?* Play the CD again. Pupils listen for the answers. Check with the class (Next to the lorries, Yellow, A computer game).
- Check comprehension by asking other questions around the class, e.g. *What are these? Who's this? What colour's this? Where are the watches? What's Suzy looking at?*

CD 1, 27

SUZY: Ooh, kites! Can we look at them, Dad?

MR STAR: OK, Suzy. Where are they?

SUZY: Over there! Next to the lorries.

SIMON: Look at these robots!

STELLA: Ugh! They're ugly.

ALEX: I like this big yellow watch.

MEERA: Look at this camera. It's orange, my favourite colour.

STELLA: Hum! ... Look! Computer games! I love computer games!

SIMON: Great! Is there a Maskman Playbox?

STELLA: Yes, there is, and there's a 'Can you spell ... ?' game.

MEERA, ALEX, SIMON: Ugh! Stella!

PB14. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of *camera* (two syllables) and correct word stress of *computer game*.

CD 1, 28

Camera, watch, kite, robot, lorry, computer game

Extra activity 1: see page 110 (if time)

AB14. ACTIVITY 1. Read. Circle the toy words. Write.

- Say *Open your Activity Books at page 14, please*. Write the first sentence of the text on the board: *Suzy's got a kite and a doll*. Read it with the class. Say *Can you see any toy words? What are they?* Elicit from the class that they are *kite* and *doll*. Circle the words. Hold up your book. Say *Can you see a picture of a kite?* Pupils show you. Point to the writing line with the word *kite* on it. Repeat with *doll*. Say *Write the word doll here*.
- Pupils work individually. They read the text silently and circle the toy words. They check in pairs. They match the word with the picture and then copy the word under the picture. Monitor pupils as they are working.
- Correct as a class. Ask pupils to spell out the words.

AB14. ACTIVITY 2. Listen and tick (✓) the box. [YLE]

- Say *Look at Activity 2. Listen* (cup your hand behind your ear) and *tick the box* (make a large tick on the board). Play the CD and do the first one as an example. Elicit the sentence from the class (or play the first one again) to make it clear. Play the rest of the CD. Pupils listen and tick. They check in pairs. Play the CD again and check after each one.

Key: 2 c, 3 b, 4 a

CD 1, 29

- My computer game's my favourite toy.
- This is Pat. She's playing with her robot.
- There's a lorry under the chair.
- Anna's flying her kite.

Extra activity 2: see page 110 (if time)

Ending the lesson

- Display the six toy flashcards on the board. Elicit the words. Say *Look and think. What's your favourite toy?* Point to the flashcards. *Now hands up*. Say each toy and write the number of pupil hands under each picture. At the end, announce the class's favourite toy.

OBJECTIVES: By the end of the lesson, pupils will be able to talk about toys using *this* and *these*.

● TARGET LANGUAGE

Key language: *this, these*

Revision: toy vocabulary, numbers 1–20, colours, adjectives, adjective order, *There's ...*, *There are ...*, *trousers, kitchen*

● MATERIALS REQUIRED

Toy flashcards 42–47: a camera, a watch, a kite, a robot, a lorry, a computer game

Extra activity 1: Photocopiable activity 3 (see page 94), copied onto thin card, one copy for each pupil, scissors, envelopes

Warmer

- Display the toy flashcards. Elicit the words. Do a simple clapping game to review the plurals: Clap, *One watch*, Clap, clap, *Two watches*. Repeat for the other words (*kite, lorry, robot, camera, computer game*).
- Write the plurals on the board and draw pupils' attention to the spelling.

PB15. ACTIVITY 3. Listen, point and say the number.

- Say *Open your Pupil's Books at page 15, please. Look at the picture.* Review the other toy words (*doll, train, ball*) by saying *Point to the doll. Point to the train. Point to the ball.* Play the CD. Pupils listen and point. Play the CD again. Pause each time to elicit the number from pupils.

Key: train 13, camera 18, lorries 12, watch 20, computer game 16, kite 15, balls 14

CD 1, 30

These are dolls.	This is a watch.
This is a robot.	This is a computer game.
This is a train.	This is a kite.
This is a camera.	These are balls.
These are lorries.	

Practice

- Focus on the difference between *this* and *these*, using classroom objects, e.g. put two pencils on the desk near you. Put a pen next to them. Point to the pencils and say *These are pencils*. Point to the pen and say *This is a pen*. Repeat for other objects around the class, giving a clear model each time.
- Point to the objects again in turn and say, e.g. *What are these?* (pencils). *What is this?* (a pen).

PB15. ACTIVITY 4. Listen and say 'yes' or 'no'.

- Say *Look at the picture in your books. Listen.* Play the first sentence on the CD. Pause. Pupils put up their hands. Elicit the answer (no). Play the rest of the CD, pausing after each one to give pupils thinking/processing time. They whisper the answer to their partner. Play the CD again. Stop after each one and check with the class. If the answer is *No*, elicit the correct sentence each time.

Key: No – There's a red lorry and a yellow lorry. Yes. Yes.

No – There's an ugly robot with red eyes. Yes. No – There's a dirty orange ball. No – There's one small white ball. Yes.

No – There's one big yellow watch. Yes.

CD 1, 31

There are two big red lorries.

There's a beautiful pink and purple kite.

There's a Maskman computer game.

There's an ugly robot with green eyes.

There's a small orange camera.

There's a clean orange ball.

There are two small white balls.

There are three happy dolls.

There are two big yellow watches.

There's a long brown train.

Extra activity 1: see page 110 (if time)

AB15. ACTIVITY 3. Complete the sentences and colour the pictures.

- Say *Open your Activity Books at page 15, please. Look at Activity 3.* Point to the picture of the plane and to the first sentence. Say it for the class: *This* (hold up one finger to show it's singular) *is a red plane*. Hold up your finger again to show it's one plane and elicit the colour (red). Pupils colour the plane red. Repeat for the second sentence, holding up three fingers this time to show use of *These/watches* and eliciting the colour (purple).
- Pupils work in pairs. They do the activity orally first. Check with the class. Tell pupils to write the words in the sentences. Monitor pupils as they are working. Help with spelling if asked.

Key: 3 These/lorries, 4 This/doll, 5 These/balls, 6 These/robots, 7 These/cameras, 8 These/kites

AB15. ACTIVITY 4. Match. Write the words.

- Say *Look at Activity 4. Can you find camera?* Pupils look at the half words and respond. Point to the two parts of the word if they have problems. Say *Make some more words. These are the beginning of the words* (point to these) *and these are the ends of the words* (point to these). *Do the activity in pairs.* Monitor pupils as they are working and guide them to some matches if necessary.
- Elicit words from pupils. Pupils spell them out and you write them on the board. Check understanding of the words, e.g. *trousers*. If pupils make the word *trane*, don't say it's wrong. Remind them that this is how we say the word, but that we spell it in a different way (*train*).

Key: camera, cake, train, trousers, kite, kitchen, please, plane, robot, ruler

Extra activity 2: see page 110 (if time)

Ending the lesson

- Teach the class a simple chant to practise the plurals. Say it softly, then loudly. Divide the class into groups and each group says a line, e.g.
Lorries, lorries, big red lorries.
Dolls, dolls, happy dolls.
Watches, watches, big yellow watches.

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer questions with *Whose* and the possessive *'s*.

● TARGET LANGUAGE

Key language: *Whose ... is this / are these? Whose is it? It's / They're his/hers/Suzy's.*

Additional language: *new, tail, What's that?, Metal Mouth*

Revision: prepositions, adjectives, colours, *can, can't, table, basketball, fly, walk, talk*

● MATERIALS REQUIRED

Toy flashcards 42–47: a camera, a watch, a kite, a robot, a lorry, a computer game

Extra activity 2: string / elastic bands / safety pins

Warmer

- Review *this* and *these*. Walk around the classroom and point to / pick up classroom objects. Ask *What's this? What are these?* Pupils respond, e.g. *It's a ruler / They're pencils.*

Presentation

- Hold up a pupil's bag. Ask *What's this?* Pupils respond. Ask *Whose is it? Is it (Juan's) bag?* Point to the pupil (it's NOT his bag). *Is it Paula's bag?* Point to her (it's NOT hers). Repeat for two more pupils (it's NOT theirs). Ask again *Whose it is? Ah, it's Claude's bag* (it IS). Repeat with single objects. Listen for correct use of *'s* at the end of the name. Repeat with plural objects.
- Pupils come to the front in turn and follow the model.

PB16. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 16, please. Look at the picture. Who can you see? What can you see?* (Monty, Marie, Maskman, a robot, a kite, a table, etc.). Play the CD. Pupils listen and point. Set the pre-listening questions: *Whose is the basketball? Whose is the robot? Whose is the computer game?* Make three groups. Give one question to each group. Play the CD again. Pupils listen for the answers. Pupils check in pairs in their groups. Check with the class (Simon's, Simon's, Stella's). Pupils give complete answers, e.g. *It's Simon's basketball.* Play the CD again.

CD 1, 32

Toys in the toy box,
Come alive.

Walk and talk,
On the count of five.

One, two, three, four, five.

MONTY: Look at Suzy's kite! It's beautiful. It's pink and purple with a long tail.

MASKMAN: And it's big, and it can fly. I can fly too. What's that, Marie?

MARIE: It's a 'Can you spell ...?' computer game.

MONTY: Whose is it? Is it Suzy's?

MARIE: No, it isn't. It's Stella's.

MONTY: What's that under the table?

MASKMAN: It's Simon's basketball.

MONTY: No, not that. What's that new toy next to the ball?

MARIE: It's a big robot. It's 'Metal Mouth'.

MASKMAN: Metal Mouth? Hmm, yes. It's an ugly robot.

MONTY: Whose is it?

MASKMAN: It's Simon's.

METAL MOUTH: My name is Metal Mouth. My name is Metal Mouth.

MONTY: Ooh, look! It can walk and talk.

MASKMAN: Yes, but it can't fly. I can fly.

PB16. ACTIVITY 6. Listen, point and repeat.

- Say *Look at Activity 6. Listen, point and repeat.* Play the CD. Stop after each one for pupils to repeat.

CD 1, 33

Look at Suzy's kite.

It's Stella's computer game.

Whose is the computer game?

It's Simon's robot.

Extra activity 1: see page 110 (if time)

AB16. ACTIVITY 5. Listen and colour. [YLE]

- Pupils put the crayons on their desks: green, purple, orange, yellow, black, blue, pink. Say *Open your Activity Books at page 16, please. Look at Activity 5. Listen and colour the kites.* Play number 1. Say *Whose is the black kite?* Pupils respond *Simon's*. Hold up the black crayon. Follow the line from Simon to his kite. Say *Listen and colour the other kites.* Play the CD. Stop after each one. Pupils check in pairs. Play the CD again. Check with the class, e.g. *Whose is the pink kite?* Elicit the colour they didn't use (blue).
- Point to the question (*Whose is the green kite?*) and the answer written on the line (Stella's). Write *Stella's* on the board. Focus pupils on the capital letter. Remind them how to write the other capitals (A, L, M) Say *Answer the other questions. Write the names.*

Key: 2 Alex's, 3 Meera's, 4 Simon's, 5 Lenny's, 6 Suzy's

CD 1, 34

Simon's kite's black.

Stella's kite's green.

Suzy's kite's pink.

Meera's kite's yellow.

Lenny's kite's orange.

Alex's kite's purple.

AB16. ACTIVITY 6. Write the questions.

- Point to various classroom objects and ask, e.g. *Whose is the red bag?* Pupils respond, e.g. *It's Mark's.*
- Say *Look at Activity 6.* Elicit the objects in the picture (plane, kite, watch, lorry, doll). Point to the name tags. Ask *Whose is the lorry?* Point to the label. Say *It's Bill's.* Say *Write the other questions.*
- Pupils work in pairs. Monitor pupils as they are working.
- Check orally with the class. Write each question on the board.

Key: 2 Whose is the doll? 3 Whose is the plane?
4 Whose is the kite? 5 Whose is the watch?

Extra activity 2: see page 110 (if time)

Ending the lesson

- Display the toy flashcards (picture side). Point. Pupils chorus the words. Cover one flashcard with a piece of paper. Pupils chorus the words and hum the covered word, e.g. robot *HHHM hhhm*, to show syllables and word stress. Repeat.

Page 17

OBJECTIVES: By the end of the lesson, pupils will have sung a song and be able to talk about clothing using *this/these* and *that/those*.

● TARGET LANGUAGE

Key language: *that/those*

Revision: *Whose is this / are these?* possessive 's, clothes, colours, classroom instructions, *Sorry. Repeat, please? Can you say that again?*

● MATERIALS REQUIRED

Extra activity 2: Prepare/find four pictures of children (two boys and two girls) wearing different coloured clothes, e.g. shoes, jacket, shirt, trousers, T-shirt.

Warmer

- Play a Stella says game to review clothes. Pupils stand up. Say, e.g. *Stella says touch your shoes*. Pupils touch their shoes. *Point to a blue jacket*. Pupils don't point. Continue the game, using known clothes words, colour adjectives and the class instructions *point to, touch*.

PB17. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 17, please. Look at the picture. What clothes can you see?* Elicit the clothes and the colours. Elicit/tell pupils the names of the characters (John, Sue and Tom are new). Check they know which are the boys' names and which the girls'. Say *Whose clothes are they? Let's listen and see*. Play the CD. Pupils listen and point to the clothes and the owner each time. Elicit the information from the class. Hold up your book and point to, e.g. the black jacket and say *Whose black jacket is this?* Pupils respond *It's John's*.
- Play the CD again. This time pupils follow the text in their books.

CD 1, 35

Whose is this jacket?
Whose is this jacket?
What? That black jacket?
Yes, this black jacket.
Whose is this jacket?
It's John's.
Oh!

Whose are these shoes?
Whose are these shoes?
What? Those blue shoes?
Yes, these blue shoes.
Whose are these shoes?
They're Sheila's.
Oh!

Whose is this skirt?
Whose is this skirt?
What? That purple skirt?
Yes, this purple skirt.
Whose is this skirt?
It's Sue's.
Oh!

Whose are these trousers?
Whose are these trousers?
What? Those brown trousers?
Yes, these brown trousers.
Whose are these trousers?
They're Tom's.
Oh!

CD 1, 36

Now sing the song again. (Karaoke version)

PB17. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Whose is this jacket?* Pupil B answers, e.g. *It's John's*. Pupils swap roles. Repeat the activity with items in the classroom.

Extra activity 1: see page 110 (if time)

AB17. ACTIVITY 7. Choose and join.

- Say *Open your Activity Books at page 17, please*. Hold up your book and elicit the names of the objects. Point to the four children and say their names (these names are new) for pupils to repeat. Demonstrate the activity for the class. Pupils secretly choose three objects for each child and draw lines to show which objects are whose. Monitor pupils as they do this part of the activity to make sure they are choosing the right number.

AB17. Now ask and join.

- Put pupils into pairs. Make new pairs in case pupils looked at each other's books in the first part of the activity. Pupils face one another and hold up their books so their partner can't see. They take turns to ask questions and to draw their partner's information at the bottom of the page, e.g. Pupil A asks *Whose is the watch?* Pupil B looks at his/her picture for the information and says, e.g. *It's Sam's*. Pupil A draws a line from Sam to the watch at the bottom of the page. Pupils take turns to ask and record the information. Remind them to use classroom language, e.g. *Sorry. Repeat, please? Can you say that again?*
- When pupils have finished, they compare their books to check if they transferred the information correctly.
- Check with the class to give more practice of the question and answer forms.

Extra activity 2: see page 111 (if time)

Ending the lesson

- Sing the song again from Pupil's Book Activity 7 to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /w/ and have had more practice with *Whose* and the possessive 's.

● TARGET LANGUAGE

Key language: the phoneme /w/ as in *Wendy whale*, *Where's the woman with the white watch?*

Revision: parts of the face, possessive 's, *whose*, numbers 1–20

● MATERIALS REQUIRED

Extra activity 1: Photocopiable activity 3 (see page 94), if not previously used copied onto thin card, one copy for each pupil, scissors, envelopes

Extra activity 2: 20 number cards, each with the different number (in words) between *one* and *twenty*

Warmer

- Review the parts of the face by teaching the pupils a quick action song:
This is my face, my face, my face. (Pupils circle their faces with their hands)
This is my face. MY FACE. (Pupils point to their faces)
- Repeat for *eyes, nose, mouth, ears, teeth*. Use *These are* for the plural words.

PB18. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 18, please*. Introduce Wendy whale to the class and check understanding of *whale*. Stress the /w/ sound at the beginning of each word and say *Today's new sound is ...* Wait for the pupils to supply /w/.
- Hold up your book and point to Wendy. Say *This is Wendy whale. Say Hi, Wendy whale.* The class responds. Emphasise the /w/ sound at the beginning of each word. Make the sound several times for pupils to repeat after you and show how your mouth looks when you say the sound. Emphasise the mouth shape, particularly if pupils have difficulty making this sound.
- Say *Say it with Monty*. Play the CD. Pupils listen and repeat. Check for correct pronunciation of /w/. Check understanding of *woman* and of the content of the tongue twister, e.g. *Is it a red watch? Is it a white camera? Is Wendy a fish?*
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class, from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /w/.

Key: Where's the woman with the white watch?

CD 1, 37

MONTY: Wendy whale

MONTY, BOY AND GIRL: Wendy whale

MONTY: Where's the woman with the white watch?

MONTY, BOY AND GIRL: Where's the woman with the white watch?

PB18. ACTIVITY 10. Ask and answer.

- Say *Look at Activity 10*. Hold up your book and point to the first example (picture 11). Ask the question *Whose is this nose?* Pupils respond using the prompt (or from memory) *It's Simon's*. Repeat with the other example. Practise with one or two other features of different pupils, giving pupils a chance to ask as well to answer. Make sure pupils notice the difference (singular and plural) and remind them to think about the chant from the warmer to help them.
- Pupils work in pairs and take turns to point and ask, and to answer. Remind them to look back in their Pupil's Books if they can't remember the characters.
- Check with the class using open pairs. One pair asks the question across the class. Another pair answers.

Key: 13 Whose is this mouth? It's Suzy's. 14 Whose is this ear? It's Simon's. 15 Whose is this nose? It's Stella's. 16 Whose is this ear? It's Suzy's. 17 Whose are these eyes? They're Simon's. 18 Whose is this mouth? It's Stella's.

Extra activity 1: see page 111 (if time)

AB18. ACTIVITY 8. Tick (✓) or cross (X) the box.

- Point to the tongue twister on the board. Point to each word and elicit if it begins with the sound /w/, e.g. elicit *Where's*. Say /w/? Pupils say *Yes*. Repeat with *the*. Pupils say *No*. Do the same for all the words in the sentence.
- Say *Open your Activity Books at page 18, please*. Say *Do the same here*. Hold up your book and point to the chair picture. Elicit the word by pointing to the question marks, NOT the chair. Pupils say *Where*. Say /w/? Pupils say *Yes*. Point to the tick in the box. Elicit the other words for the pictures, but don't ask pupils if they are /w/ words or not.
- Pupils work in pairs and tick or cross the boxes. Monitor pupils as they are working.
- Check with the class.

Key: who X, watch ✓, what ✓, ear X, white ✓

Extra activity 2: see page 111 (if time)

AB18. ACTIVITY 9. Listen and join the dots.

- Write two or three numbers at random on the board, e.g. 16, 12, and elicit what they are.
- Say *Look at Activity 9*. Say *Take a pencil. Listen*. Play the CD. Pupils listen and join the numbers in the order they hear them. They check in pairs. Play the CD again. Check with the class. Elicit what the picture is (a lorry).
- Pupils complete the sentence under the picture. Remind them to check on Pupil's Book page 14 for the spelling of the word.

Key: lorry

CD 1, 38

5, 13, 11, 8, 17, 6, 14, 3, 5, 2, 19, 1, 10, 20, 13

Ending the lesson

- Do the Wendy whale tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups of four to have a go at saying it as fast as they can.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *Metal Mouth, I know*

Revision: *can, can't, walk, talk, spell, listen, ugly, stop, sorry, not, nice, superhero, favourite, toy*

● MATERIALS REQUIRED

Extra activity 1: toy flashcards 42–47: a camera, a watch, a kite, a robot, a lorry, a computer game

Warmer

- Review *Whose* and use of possessive 's by collecting some objects from pupils, taking them to the front and showing them in turn, asking *Whose is this? Whose are these?*
- Pupils can take turns collecting objects and asking questions of the class.

Story

PB19. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 19, please.* Elicit who they can see (Trevor, Monty, Marie, Maskman and a big ugly robot). Hold up your book to check pupils remember the sequence of the pictures. Set the pre-listening questions. Divide the class into groups of three: A, B and C. Give each pupil in each group a different question to listen for: As: *What's the robot's name?* Bs: *Whose robot is it?* Cs: *Can the robot walk?* Say *Listen and look.* Play the CD. Pupils listen and look. The groups of three exchange their answers. Check with the class (Metal Mouth, Simon's, yes).
- Play the CD again, frame by frame. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's this?* (robot). *What colour is it?* (grey). *Is the robot beautiful?* (ugly). *Whose is it?* (Simon's). *Can it talk?* (Yes). *Can it fly?* (No). *Is it a superhero?* (No). *Is it Simon's favourite toy?* (No). *Who is the superhero?* (Maskman). *Who is Simon's favourite toy?* (Maskman).
- Check understanding of *superhero*. Give examples that pupils will know, e.g. *Superman, Spiderman*. Ask pupils who their favourite superhero is. They respond, e.g. *My favourite superhero is The Hulk.*

CD 1, 39

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Whose is this robot?

MASKMAN: It's Simon's.

TREVOR: Hello. What's your name?

ROBOT: My name is Metal Mouth.

TREVOR: Oh. Can you walk, Metal Mouth?

ROBOT: I can walk and I can talk.

MASKMAN: Well, I can walk. I can talk, and I can spell. U–g–l–y.

TREVOR: I know! I know! ... It's ugly!

MASKMAN: Yes, it is ... and it can't fly.

MARIE: Maskman! Say 'sorry', please.

MASKMAN: Sorry.

TREVOR: It's OK, Maskman. You're a superhero *and* you're Simon's favourite toy.

PB19. ACTIVITY 12. Act out the story.

- Divide the class into groups of five. Pupils decide their roles. Play the CD again. Stop after each frame for the pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the words, e.g. *ugly, walk, talk, fly*. Invite two or three groups to role play their story to the class.

Extra activity 1: see page 111 (if time)

AB19. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 19, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the toys in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. Monitor around the class to check.
- Pupils write the name of the toy under each sticker. Elicit where they can find the spelling of the words (Pupil's Book page 15).

Key:

camera, watch, kite

robot, lorry, computer game

Extra activity 2: see page 111 (if time)

AB19. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means. If you did Extra activity 1, say *Remember. You all talked about your favourite toys. Whose favourite toy is a (kite)?*, etc. If you didn't do Extra activity 1, display the flashcards of the toys and ask different pupils *What's your favourite toy? What colour is it? Is it big?*, etc.
- Read the second sentence. Remind pupils what they did in My picture dictionary, nod and say *You can write 'toy' words.* Pupils work in pairs. They take turns to point to a sentence in their books and do or show what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Encourage pupils to practise so that they can tick both statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Page 20

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about things in a house.

● **TARGET LANGUAGE**

Key language: *mat, lamp, clock, phone, sofa, mirror*

Additional language: *bath, bed, armchair, furniture, doll's house*

Revision: *Can I have ... ? can/can't, There's a ... Where ... ? one, bathroom, bedroom, dining room, hall, kitchen, living room, table, under, in, next to, mouse*

● **MATERIALS REQUIRED**

Household object flashcards 48–53: a mat, a lamp, a clock, a phone, a mirror, a sofa

Room flashcards *Kid's Box 1*: 85–90 OR pictures of: bathroom, bedroom, dining room, hall, kitchen, living room

Warmer

- Draw a large, simple cross-section of a house on the board: four rooms downstairs, two upstairs. Display the flashcards/pictures of bathroom, bedroom, dining room, hall, kitchen, living room. Point to a space in the house. Say *What's this?* Pupils respond. If it's appropriate, a pupil comes and attaches the picture. Repeat for all the rooms. Point and pupils repeat.

Presentation

- Elicit/teach the new vocabulary *mat, lamp, clock, phone, sofa, mirror*, using the flashcards (picture side). Pupils repeat in chorus, in groups, in pairs. Check the concept of *mat*. Elicit/discuss which room you can find the objects in, e.g. *Where can I find a mat?* Personalise by asking, e.g. *Have you got a phone in your bedroom?*

PB20. ACTIVITY 1. Listen and point.

- Say *Open your books at page 20, please*. Elicit what and who they can see (a house, rooms, Suzy, Stella). Say *It's a doll's house*. Say *Find the hidden star. Where is it?* (on the mirror in the pink bedroom). Pupils say *Here it is*.
- Say *Listen and point*. Play the CD. Pupils listen and point to the objects.
- Set the pre-listening questions: *Where are the mirrors? Where's the sofa? Where are the clocks? Where's the bath?* Play the CD again. Pupils listen for the answers. Check with the class (bathroom, Suzy's bedroom, Simon's bedroom; living room; living room, kitchen; bathroom).
- Check comprehension by asking, e.g. *What's this? Whose is the blue bedroom? Where's the phone?* Ask different pupils.

CD 1, 40

STELLA: Can I play, Suzy?

SUZY: OK.

STELLA: Where's my bedroom?

SUZY: It's there, next to the bathroom.

STELLA: OK.

SUZY: Put this blue mat on the floor next to your bed.

STELLA: Can I have a phone in my bedroom?

SUZY: No, you can't. The phone's in the living room next to the sofa.

STELLA: Can I have a lamp, please?

SUZY: OK. You can put the lamp on the table next to your bed.

STELLA: Thanks, Suzy. Where can I put the armchair?

SUZY: Put it in the living room under the clock.

STELLA: Is there a mirror in my bedroom?

SUZY: A mirror in your bedroom? No, there isn't. There are three mirrors. One in the bathroom, one in my bedroom and one in Simon's bedroom.

STELLA: Oh.

PB14. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point to the words and repeat*. Play the CD. Pupils repeat in chorus. Listen for pronunciation and word stress.

CD 1, 41

Mat, lamp, clock, phone, mirror, sofa

Extra activity 1: see page 111 (if time)

AB20. ACTIVITY 1. Listen and draw lines.

- Say *Open your Activity Books at page 20, please*. Elicit what pupils can see. Say *Listen. Draw a line in pencil*. Play the first sentence. Check with the class. Play the rest of the CD. Pupils draw lines and match. They check in pairs. Play the CD again. Check and elicit a full sentence each time.

CD 1, 42

In the living room there's a bookcase under the window.

There's a clock next to the window in the kitchen.

There are two shoes under the bed.

There's a computer on the desk.

There's a camera on the table in the kitchen.

There's an armchair next to the sofa.

There's a phone on the television.

There's a lamp on the cupboard in the bedroom.

In the bathroom there's a bath under the mirror.

There's a toy duck in the bath.

AB20. ACTIVITY 2. Write the words.

- Say *What can you see in Activity 2?* Elicit *A crossword*. Show pupils the example. Point to the picture of the lamp. Elicit the word (lamp) and the number (2). Say *Where does it go?* Point to 2 in the grid and spell the word aloud with pupils. Pupils complete the crossword in pairs. Check with the class. Elicit the number, the word and the spelling.

Key: Across 4 sofa, 6 mat, 7 bath, 8 mirror

Down 1 clock, 3 phone, 5 armchair, 7 bed

Extra activity 2: see page 111 (if time)

Ending the lesson

- Play a word game. Say, e.g. *In my bedroom I've got a lamp*. Pupil 1 says, e.g. *In my bedroom I've got a lamp ... and a mat*. Pupil 2 says, e.g. *In my bedroom I've got a lamp, a mat ... and a dirty dog!* Continue for several more goes.

OBJECTIVES: By the end of the lesson, pupils will be able to talk about where objects are in a house, using prepositions.

● TARGET LANGUAGE

Key language: *mat, lamp, clock, phone, sofa, mirror, next to, in, on*

Revision: *and, There's a ... , table, bed, bathroom, hall, wall, bed, bath, boat, colours, Yes, there is, No, there isn't.*

● MATERIALS REQUIRED

Household object flashcards 48–53: a mat, a lamp, a clock, a phone, a mirror, a sofa

Extra activity 2: Photocopiable activity 4 (see page 95), copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Place the household object flashcards (word side) around the room next to / on / in known places, e.g. the mat next to the board, the phone on the desk.
- Say a true or false sentence about each one, e.g. *1 The mat's on the board* (false). Pupils write *T* or *F* in their notebooks. Check with the class. Pupils correct the incorrect statements.

PB21. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Pupil's Books at page 21, please.* Focus pupils on the pictures and on the text. Play the CD. Pupils listen and point to the pictures. Play the CD again. Teach the chant line by line. Pupils stand up and say it without the CD.
- Introduce and practise different final two lines to focus on rhyme, e.g. *There's a car under the kite and the car is* (elicit *white*). *There's a ball under the shoe and the ball is* (elicit *blue*).

CD 1, 43

There's a mirror in the bathroom,
And a phone in the hall.
A sofa in the living room,
A clock on the wall.
There's a lamp on the table,
And a mat next to the bed.
There's a boat in the bath,
And the boat is red.

CD 1, 44

Now say the chant again. (Repeat chant)

PB21. ACTIVITY 4. Listen and correct.

- Play the first sentence on the CD. Pupils correct. Play the rest of the CD. Stop after each one. Pupils whisper the correction to their partner. Play the CD again. Check after each one. Elicit corrections.

Key: No, there isn't. There's a boy sitting on the sofa. No, there isn't. There's a mirror in the bathroom. No, there isn't. There's a phone in the hall. No, there isn't. There's a boat in the bath. No, there isn't. There's a sofa in the living room. No, there isn't. There's a lamp on the table. No, there isn't. There's clock on the wall in the sitting room. No, there isn't. There's a girl sitting on the bed.

CD 1, 45

There's a girl sitting on the sofa.
There's a mirror in the living room.
There's a phone in the bedroom.
There's a boat on the bed.
There's a sofa in the hall.
There's a lamp under the window.
There's a clock next to the bath.
There's a boy sitting on the bed.

Extra activity 1: see page 111 (if time)

AB21. ACTIVITY 3. Write the numbers.

- Say *Open your Activity Books at page 21, please.* Pupils look at the number sums and write the answers.

Key: 2 twelve, 3 fourteen, 4 seventeen, 5 twenty, 6 eighteen, 7 nineteen, 8 thirteen, 9 fifteen

AB21. Now write the words and draw.

- Pupils use the number code to write the letters in the squares to form words. Then they draw a picture of each word on the right. Pupils check their work in pairs.

Key: 1 mirror, 2 lamp, 3 sofa

Extra activity 2: see page 111 (if time)

AB21. ACTIVITY 4. Read and write the words. [YLE]

- Do an oral example. Say, e.g. *You can write with it* (pen or pencil). Pupils work in pairs. They read the sentences silently, find the word and write it. Check with the class.

Key: 2 sofa, 3 phone, 4 armchair, 5 mat

Ending the lesson

- Pupils draw and colour a picture of one of the rooms (or a room in their house) including three of the objects, e.g. mat, lamp, phone. They write three sentences about the picture, e.g. *There's a lamp next to the bed.*
- Provide sentence prompts on the board:

There's a	lamp mat phone sofa	next to in on	the bed. the sofa. the TV. the bath.
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OBJECTIVES: By the end of the lesson, pupils will be able to talk about possession, using *yours* and *mine*.

● TARGET LANGUAGE

Key language: *It's ... , They're ... , yours, mine, Which ... ?*

Additional language: *Which one? The (yellow) one.*

Revision: *Whose is this / are these? his, hers, socks, T-shirt, trousers, skirt, jacket*

● MATERIALS REQUIRED

Extra activity 2: Photocopiable activity 4 (see page 95), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Pupils stand up. Review clothes (*socks, T-shirt, trousers, skirt, jacket*) with a pointing game. Say, e.g. *Point to your shirt. Point to your socks*. Pupils follow the instructions.

Presentation

- Pick up a pupil's pencil. Ask the class *Whose is it? Is it hers or his?* Point to two pupils. Pupils respond, e.g. *It's hers*. Repeat with other objects and include *Is it yours?*
- Extend the activity to teach *mine/yours*. Hold up your book. Say *It's not yours* (make a gesture to a pupil). *It's mine*. Repeat for other objects. Pupils hold up objects and say and do the same. Pupils work in pairs. One pupil picks up an object and says *Is it mine or yours?* The other pupil responds, e.g. *It's mine*.

PB22. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 22, please*. Elicit who pupils can see (Suzy, Simon, Grandpa Star). Play the CD. Pupils point to the clothes. Set pre-listening questions: *Whose is the big yellow T-shirt? What colour are Dad's socks?* Play the CD again. Pupils check in pairs. Check with the class (Simon's, Blue).
- Check comprehension, e.g. *Whose is the small yellow T-shirt? What colour are Grandpa's trousers? Which T-shirt is Simon's? The big one or the small one?*

CD 1, 46

GRANDPA: Simon! Stella! Can you take your clothes to your bedrooms, please?

SIMON AND STELLA: OK.

GRANDPA: Whose T-shirt is that?

STELLA: Which T-shirt?

GRANDPA: The yellow one.

STELLA: It's Suzy's.

SIMON: No, it isn't. It's mine!

STELLA: No, Simon. That T-shirt's very small. Yours is the big yellow one over there.

SIMON: Oh! Yes!

GRANDPA: OK. Are those blue socks yours, Simon?

SIMON: No, they aren't mine. They're Dad's.

GRANDPA: What now? Oh, yes! Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

GRANDPA: Oh, yes! That's right, they are.

PB22. ACTIVITY 6. Listen, point and repeat.

- Say *Look at Activity 6. Listen, point and repeat*. Play the CD. Pupils repeat each line.

CD 1, 47

GRANDPA: Whose T-shirt is that?

SIMON: It's mine!

GRANDPA: Whose black trousers are those?

STELLA AND SIMON: They're yours, Grandpa.

Extra activity 1: see page 111 (if time)

AB22. ACTIVITY 5. Write 'yours' or 'mine'.

- Say *Open your Activity Books at page 22, please*. Focus pupils on the pictures and speech bubbles. Use the example to check they know what to do. Pupils complete the speech bubbles. They check in pairs. Check with the class.

Key: 2 yours, 3 yours, 4 mine

AB22. ACTIVITY 6. Listen and colour. [YLE]

- Pupils take out their crayons. Play the CD. Pupils don't colour. They listen and look. Play the CD again. Stop after each // below so pupils can colour. They check in pairs. Play the CD again if necessary. Check by asking, e.g. *What colour is the door? What colour are the walls?*

CD 1, 48

The walls are white and the mirror's grey. // There's a green door next to the mirror. // There are two tables in the living room. The big one's brown and the small one's yellow. // The lamp on the big table's pink and the phone on the small table's black. // The sofa under the window's purple and the mat next to the armchair's red.

Extra activity 2: see page 111 (if time)

Ending the lesson

- Review language from the lesson using a game. Take, e.g. a red crayon from one pupil and a green one from another. Ask *Which one's yours?* Pupils respond, e.g. *The red one*. Repeat for other pupils and other objects. Extend to other questions, e.g. *Look at the two bookcases in the classroom, the big one and the small one. Which one's white?*

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about possession, using *yours* and *mine*, and sung a song.

● TARGET LANGUAGE

Key language: *Whose are those?*

Additional language: *that, those*

Revision: *yours, mine, his, hers, one, ones, this, that, colours, clothes, classroom objects*

● MATERIALS REQUIRED

Household object flashcards 48–53: a mat, a lamp, a clock, a phone, a mirror, a sofa

Extra activity 1: the song from Pupil's Book page 23 Activity 7 written on a large piece of paper, with the following words underlined: *shoes, shoes are Simon's, grey ones are his, shoes are Suzy's, red ones are hers, shoes are those, Grandpa's*.

Warmer

- Review classroom objects, using an open pair activity. Point to, e.g. the computer. Say *What's this?* Pupils respond. Point to, e.g. the books on the bookcase. Say *What are these?* Pupils respond. Pupils take it in turns to walk around the class, point and ask. The class responds.

PB23. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 23, please*. Elicit who they can see (Grandma Star, Stella). Play the CD. Pupils listen and point to the shoes. Check comprehension by asking, e.g. *Which shoes are Simon's?* Show me. Pupils point. Play the CD again. Encourage pupils to sing.

CD 1, 49

Look at this! Look at this!

Whose are these shoes? Whose are these shoes?

Stella! Are they yours? Stella! Are they yours?

No, they aren't mine! No, they aren't mine!

Hmm. Which shoes are Simon's? Which shoes are Simon's?

Which, which, which, which?

Which shoes are Simon's?

The grey ones are his. The grey ones are his.

Hmm. Which shoes are Suzy's? Which shoes are Suzy's?

Which, which, which, which?

Which shoes are Suzy's?

The red ones are hers. The red ones are hers.

So! Whose shoes are those? Whose shoes are those?

Whose, whose, whose, whose?

Whose shoes are those?

Those are Grandpa's. Those are Grandpa's.

Grandpa's?

GRANDPA!

CD 1, 50

Now sing the song again. (Karaoke version)

PB23. ACTIVITY 8. Ask and answer.

- Pupils work in groups. They should sit on the floor, in a circle, if possible. If not, clear some space on each table. Pupils put some of their personal belongings in the middle of the circle. As you monitor, make sure that there are at least two examples of each item. Pupils take it in turns to ask one member of the group a question, e.g. *Which bag is yours?* The pupil answers, e.g. *The red one is mine*. It's now this person's turn to ask a question to another member of the group.

Extra activity 1: see page 112 (if time)

AB23. ACTIVITY 7. Write 'his' or 'hers'.

- Say *Open your Activity Books at page 23, please*. Quickly review *his* and *hers*. Hold up, e.g. a pupil's crayon and ask *Is it his or hers?* Focus pupils on the example. They work in pairs and complete the activity. Check with the class.

Key: 2 his, 3 hers, 4 his, 5 his, 6 his, 7 hers, 8 hers

Extra activity 2: see page 112 (if time)

AB23. ACTIVITY 8. Write the letters and the words. Tick (✓) the pictures. [YLE]

- Focus pupils on Activity 8. If you didn't do Extra activity 2, do the following demonstration. On the board, draw a circle divided into three sections, with a small inner circle (like the ones in the Activity Book). Draw a chair in one outer section, an apple in another, a table in another. Elicit the words and the first letter of each: C–a–t. Write the letters in the inner section and elicit the word *Cat*. Write *Cat* under the circle. Pupils do the Activity Book activity in the same way. They work in pairs. Monitor and help where necessary. Check with the class.

Key: 1 watch, orange, ice cream, nine, wall, door – w–i–n–d–o–w, 2 orange, elephant, nose, hand, piano – p–h–o–n–e

Ending the lesson

- Six pupils come to the front. Hand each one a household object flashcard. They quickly line up with the objects in alphabetical order. They say their words. The class checks. Repeat with other words and other pupils. Whisper words to pupils. Choose from rooms, classroom objects, colours, clothes.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /e/ and have had more practice with *yours* and *mine*.

● TARGET LANGUAGE

Key language: the phoneme /e/ as in *Ellie elephant*

Revision: *seven, pets, beds, big, heads, ten, yours, mine, Are these ... ?, or, clothes*

● MATERIALS REQUIRED

Prepare a worksheet with the following text, cutting along the lines to make 30 cards.

Whose is that jacket?	It's Nick's.
Are these trousers yours or mine?	They're mine.
How many lamps are there?	There are three.
Where's the bath?	It's in the bathroom.
How old is Sue?	She's ten.
How old is Sam	He's eight.
How are you?	I'm fine, thanks.
Where's Tony?	He's in the living room.
Where's May?	She's in the kitchen.
What are these?	They're armchairs.
What colour's a tiger?	It's orange and black.
Can you spell snake?	S-N-A-K-E.
How old are you?	I'm seven.
Is there a clock in the kitchen?	Yes, there is.
Which ruler's Ben's?	The blue one's his.

Extra activity 1: three large pieces of paper with one word written at the top of each: *whale, insect, cat*

Extra activity 2: Photocopiable activity 4 (see page 95), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Review pets with a mime game. Mime an animal, e.g. *cat*. Elicit from pupils. A pupil comes to the front. Whisper an animal. The pupil mimes. Choose from the word set *pets*, e.g. *cat, dog, horse, fish, mouse, bird*, and any other pets that the class know. Elicit the word for all these animals: *Pets*.

PB24. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 24, please*. Elicit the pets in the beds. Introduce Ellie elephant to the class. Stress the /e/ sound at the beginning of each word and say *Today's new sound is ...* Wait for the pupils to supply /e/.
- Point to Ellie. Say *This is Ellie elephant*. Say *'Hi, Ellie elephant'*. The class responds. Emphasise the /e/ sound at the beginning of each word. Make the sound several times for pupils to repeat after you and show how your mouth looks when you say the sound.

- Say *Say it with Monty*. Play the CD. Pupils listen and repeat. Check for correct pronunciation of /e/. Check the content of the tongue twister, e.g. *How many beds? How many heads? Is Ellie a cat?*
- Pupils repeat the tongue twister as a class. Do it more and more quickly. Then ask small groups of pupils to have a go at saying it. Go around the class from group to group. Put pupils into pairs. They take turns to say the tongue twister quickly to each other. Invite volunteers to say it to the class.
- Write the tongue twister on the board. Focus pupils on the words. Elicit from them which letters to underline for the sound /e/.

Key: *Ellie elephant. Seven pets in seven beds. Ten elephants with big heads.*

CD 1, 51

MONTY: Ellie elephant

MONTY, BOY AND GIRL: Ellie elephant

MONTY: Seven pets in seven beds

Ten elephants with big heads

MONTY, BOY AND GIRL: Seven pets in seven beds

Ten elephants with big heads

PB24. ACTIVITY 10. Find your partner.

- Take out the 30 cards. If you have fewer than 30 pupils, discard the extra cards, ensuring that you have discarded the matching questions and answers. If there are an odd number of pupils in your class, participate in the activity yourself.
- Hand out a card to each pupil. Ask them to read and memorise what is on their card. Monitor and help with difficult words, as necessary. Ask pupils to stand up, mingle and find their partner by repeating their sentence and listening to the other sentences. Ask pupils to raise their hands when they think they have found their partner so that you can check they are a pair.
- Ask pupils to sit down and work in their new pairs. Give each pair a photocopy of the worksheet already cut into strips of paper. Pupils match the questions and answers. Monitor and help pupils as necessary. Check answers orally round the class.

Extra activity 1: see page 112 (if time)

AB24. ACTIVITY 9. Read and draw lines.

- Say *Open your Activity Books at page 24, please*.
- Pupils look at the first grid and focus on the underlined sounds. They look for a line of three words, vertically, horizontally or diagonally, each with the same sound. Do the example with the class. They work in pairs to do the same with the other three grids.

Key: 2 kitchen, swim, guitar; 3 lamp, man, hand; 4 leg, bed, head

AB24. ACTIVITY 10. Write the words.

- Quickly review the difference between *this* (near) and *that* (further away) by pointing to objects in the classroom. Focus pupils on the speech bubbles. They work in pairs and choose words from the box at the top. Check with the class.

Key: 2 This, 3 These, 4 That, 5 Those, 6 These.

Extra activity 2: see page 112 (if time)

Ending the lesson

- Do the *Ellie elephant* tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups of four to have a go at saying it as fast as they can.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *hide and seek, I'm coming, Whose turn is it now? cupboard, look for us, come out*

Revision: *hair, living room, play, close your eyes, count to ... , under, chair, well done, feet, bookcase, sofa, toy, horse*

● MATERIALS REQUIRED

Household object flashcards 48–53: a mat, a lamp, a clock, a phone, a mirror, a sofa

EITHER photocopy the following questions, one for each pupil, **OR** write them on a large piece of paper for display:

- 1 *Where are the toys?*
- 2 *What are the toys playing?*
- 3 *Where is Monty?*
- 4 *Are Simon's feet next to the bookcase?*
- 5 *Whose are the feet next to the bookcase?*
- 6 *Is Marie under the sofa?*
- 7 *What is in the cupboard?*

Extra activity 2: Photocopiable activity 4 (see page 95), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Warmer

- Review the household objects. Display flashcards on the board (picture side). Write a number between 1 and 20 under each one, e.g. 5 under *mat*. Call out the numbers at random. Pupils write the word for the object. Pupils swap papers. Check with the class. Elicit the spelling. Pupils correct each other's work.

Story

PB25. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 25, please.* Elicit who they can see (Maskman, Trevor, Marie, Monty and a toy horse). Set the pre-listening questions: *Where are the toys? Who is next to the bookcase? Is Marie in the cupboard?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (In the living room, Maskman, No, it's a toy horse).
- Play the CD again, frame by frame. Pupils listen and repeat. Encourage them to do so with intonation and feeling.
- Check comprehension by asking, e.g. *What game are they playing? What's Trevor doing? Why? What can Trevor see? What can Monty see?* Ask pupils what their favourite game is.

CD 1, 52

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Let's play hide and seek.

MARIE: Trevor, close your eyes and count to 20.

TREVOR: ... 15, 16, 17, 18, 19, 20. I'm coming.

TREVOR: Where are they? Whose is that tail? Ha ha! I can see you, Monty. You're under the armchair.

MONTY: OK. Well done, Trevor.

MONTY: Look. Whose feet are those?

Come out, Maskman. We can see you next to the bookcase.

MASKMAN: Now, where's Marie?

MONTY: Marie's in the cupboard. Look! That's her hair.

MASKMAN: Eek! What's that?

MONTY: It's a toy horse.

MARIE: I win!

PB25. ACTIVITY 12. *Answer the questions.*

- **EITHER** hand out the questions on photocopies to pupils **OR** display the large piece of paper with the questions on the board for pupils to copy into their notebooks. Pupils work individually and write the answers, using the speech bubbles in the story to help them. They can check with their partner. Monitor pupils and help where necessary. Check with the class.

Key: 1 In the living room. 2 Hide and seek. 3 Under the armchair. 4 No. 5 Maskman's. 6 No. 7 A toy horse.

Extra activity 1: see page 112 (if time)

AB25. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 25, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the household objects in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct word in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. Monitor around the class to check.
- Pupils write the name of the household object under each sticker. Elicit where they can find the spelling of the words (Pupil's Book page 20).

Key:

mat, lamp, clock

phone, mirror, sofa

Extra activity 2: see page 112 (if time)

AB25. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means. Display the flashcards of the household objects and ask different pupils *What's this? Have you got one in your house? Where is it?*, etc.
- Read the second sentence. Point to various classroom objects, e.g. books, pens, and ask *Whose is this?* for pupils to answer *It's mine.* Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Encourage pupils to practise so that they can tick both statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1–4 and have learnt about life in Canada.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 1–4, *Canada, Canadian, snow, igloo, world*

Additional language: *Inuit, map*

Revision: rooms and objects in a house, *grandfather, mum, dad, photo, small, big, friends, fishing*

● MATERIALS REQUIRED

World map, coloured map pins, labels to write country names, string

A photograph of you and your family OR a picture from a magazine of a family

For further practice of vocabulary, see Primary Reading Box 1.5 Word lotto, page 30

Warmer

- Display the world map. Say *This is your world*. Elicit from pupils where their country is. A pupil comes and pins the label on the edge of the map, connecting the label to the country with string. Elicit any other names that pupils know and invite a pupil to attach the label in the same way. Write the labels as pupils say the countries. Point to Canada (if not mentioned) and label it. Elicit what pupils know about the country (lakes, cold, ice, snow, skiing, polar bears, etc.).

PB26. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 26, please*. Point to the map of Canada. Elicit what pupils can see in the pictures. Play the CD. Pupils listen and point to the pictures as they hear key words, e.g. *house, living room*. Play the CD again for pupils to repeat the activity. Stop after each paragraph and elicit what's in the picture. Check understanding of key vocabulary. Cultural note: *Inuit* is the name for native Canadians. They used to be called *Eskimo*, but this means 'eater of raw meat' and native Canadians don't like being called this.

CD 1, 53

Hello. My name's Shari. I'm nine. I'm from Canada. I'm a Canadian Inuit. Here's a photo of me.

Our house is small. It's got a hall, two bedrooms and a bathroom. There's a kitchen and a living room.

This is a photo of the living room. There's a sofa and a table. We can watch TV here.

This is my bedroom. There are two beds and a small chair. I've got a cupboard in my bedroom.

My grandfather can make a house with snow. 'House' in our language is 'igloo'. This is a photo of my grandfather making an igloo.

PB26. ACTIVITY 2. Match the text.

- Focus pupils on the text. They work in pairs and silently read the text and match it with the pictures. Pairs check with pairs. Check with the class. Elicit what key words pupils used to help them (this is an important reading sub-skill).

Key: a 5, b 1, c 3, d 2, e 4

Extra activity 1: see page 112 (if time)

AB26. ACTIVITY 1. Look at page 26 of the Pupil's Book.

Tick (✓) or cross (X) the box.

- Say *Open your Activity Books at page 26, please*. Do the first one as an example. Pupils work individually and cross or tick according to the text in the Pupil's Book. They check in pairs. Check with the class.

Key: 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X, 7 X, 8 ✓

AB26. ACTIVITY 2. Listen and write the number. [YLE]

- Focus pupils on the pictures in their books. Play the first one on the CD: *The phone's on the table*. Elicit which picture this matches with. Play the rest of the CD. Pupils listen and match. Don't check answers. Pupils check in pairs. Play the CD again. Check with the class, playing each one again if necessary.

Key: 14, 17, 15, 13, 16, 18

CD 1, 54

- The phone's on the table.
- There are three teachers.
- Who's that?
My teacher.
- How many toys are there on the mat?
Four. There are three lorries and a robot.
- Whose ruler is this?
It's mine.
- There's an armchair next to the table.

Extra activity 2: see page 112 (if time)

Ending the lesson

- Show the class the photograph of your family or the family picture from the magazine. Tell pupils about the picture, e.g. *This is my mother and father. This is my brother. This is our house. These are my children*. Show it around the class as you talk about it.
- Tell pupils to bring a picture of their family for the next English class. Pupils write a note about this in their homework books.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1–4 and have made a book.

● TARGET LANGUAGE

Key language: key vocabulary and language from Units 1–4

Additional language: language which arises from the task

Revision: other vocabulary and language from Units 1–4

● MATERIALS REQUIRED

Four pieces of paper (A4) for each group of three pupils, glue, scissors, hole punch and ties or string, magazines with pictures of houses, rooms, people, etc., crayons

A ready made booklet with pictures stuck in and text, as in the Pupil's Book

A photograph of you and your family OR a picture from a magazine of a family

Extra activity 1: a selection of 12 flashcards from flashcards 26–53, two rolled up newspapers

Warmer

- Show pupils your family picture again. Elicit who has brought a picture. Pupils take turns to come to the front, show their picture to the class and talk about it, e.g. *This is my mum. This is my dad. This is my house.*

PB27. ACTIVITY 3. Make a book.

- Show pupils the book you have made. Say *Today you're going to make a book about your house.*
- Put pupils in groups of three. Hand out the four pieces of paper to each group. Pupils discuss and write headings for the pages e.g. Page 1: *My house*. Page 2: *Plan*. Page 3: *My living room*. Page 4: *My bedroom*. Pupils illustrate each page with a drawing. They write short descriptions on pages 2, 3 and 4. Pupils can use the text on Pupil's Book page 26 as a model. Help pupils further by writing models on the board for pages 2–4, e.g.
Page 2: *My house is It's got a bedroom(s), bathroom(s), living room(s) and kitchen(s).*
Page 3: *This is my living room. There is/are There is/are too.*
Page 4: *This is my bedroom. There is/are I've got in my bedroom, so I can*
- Pupils cut out pictures from the magazines and stick them in the book.
- Encourage pupils to be creative and to describe what they have drawn/stuck in their books.
- Pupils bind their books using a hole punch and ties or string.
- Pupils show their books to the rest of the class and read what they have written.

Extra activity 1: see page 112 (if time)

AB27. ACTIVITY 3. Write the questions. Answer the questions.

- Pupils use the grid to work out the questions that appear in code. They write the questions and then look at the picture in order to answer the questions.

Key:

- Where are the lorries? Under the bed.
- Whose toy is on the bed? Simon's.
- Are the shoes clean or dirty? Dirty.
- How many lorries are there? Five.
- Where is the camera? On the table.
- What is on the chair? A T-shirt.

Extra activity 2: see page 112 (if time)

Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 1. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 2 and take turns to say the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the *can do* statements from Units 1–4 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

5 Meet my family

Page 28

OBJECTIVES: By the end of the lesson, pupils will be able to talk about members of their families.

● TARGET LANGUAGE

Key language: *family, cousin, mummy, daddy, grandma, grandpa, baby, Frank*

Additional language: *Here you are.*

Revision: *mother, father, brother, sister, grandmother, grandfather, hair, nose, ears, fly a kite, Meera, Lenny, Suzy, Simon, We've/You've got ... , Have you got ... ? How old is he/she?*

● MATERIALS REQUIRED

Character flashcards 1, 2, 3, 6, 7, 23, 25, 56: Suzy, Simon, Stella, Grandpa Star, Grandma Star, Meera, cousin (Lenny), baby (Frank)

Warmer

- Review the known characters using the flashcards. Flash each one quickly in front of the class. Elicit who the character is and display it on the board. Elicit other known family words, e.g. *grandma, grandpa, mummy, daddy*. Introduce the new characters (Lenny and Frank) to the class in the same way.

PB28. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 28, please*. Elicit who pupils recognise from the Warmer. Say *Find the hidden star*. Pupils check in pairs. Check with the class (on the baby). Pupils say *Here it is*. Say *Listen and point*. Play the CD. Pupils listen and point to the people as they hear them. Set the listening questions: *Who's with Lenny? What's his cousin's name? Who has got the kite?* Play the CD again. Pupils listen and check in pairs. Check with the class (Frank's mum and dad, Frank, Grandpa). Check comprehension by asking, e.g. *Who's that? How many cousins has Meera got? How many cousins has Simon got? How old is Frank? Is Frank Lenny's brother?* Check understanding of new vocabulary.

CD 1, 55

STELLA: Look, Lenny's with Frank's mum and dad.

SIMON: Who's Frank?

STELLA: Frank's Lenny's baby cousin.

MEERA: Oh, how old is he?

STELLA: He's one.

SIMON: How many cousins have you got, Meera?

MEERA: Six: four boys and two girls. How many cousins have you got?

SIMON: None, but we've got a baby. Her name's Suzy.

SUZY: I'm not a baby. I'm a big girl! Grandpa! Simon says I'm a baby.

GRANDPA: Simon, as you're a big boy, you can fly Suzy's kite with her. Here you are!

SIMON: Puph! Thank you.

PB28. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point and repeat*. Play the CD. Pupils repeat the words in chorus.

CD 1, 56

Mummy, daddy, grandma, grandpa, cousin, baby

Extra activity 1: see page 112 (if time)

AB28. ACTIVITY 1. Read and write the names.

- Review *hair, nose, ears* by pointing to your hair, etc. and eliciting the words from the class. Say *Open your Activity Books at page 28*. Focus pupils on the text. Say *Read quickly and find the family words. Underline them*. Pupils work in pairs. Check around the class. Pupils then read the descriptions again and write the names in the spaces. They check in pairs. Check with the class.

Key: 1 May, 2 Sam, 3 Lenny, 4 Frank

AB28. ACTIVITY 2. Write the words.

- Say *Let's do Activity 2*. Pupils look at the words in the box and write them in the correct shape below. Do the examples with them first. They check in pairs and then as a class.

Key: In the house: bath, mirror, lamp, bed, phone. Family: grandma, baby, grandpa, cousin, daddy. Toys: kite, lorry, robot, boat, doll. At school: teacher, desk, playground, board, ruler.

Extra activity 2: see page 112 (if time)

Ending the lesson

- Review the new vocabulary by displaying the flashcards (picture side) around the room. Call out, e.g. *Cousin* and pupils point to the correct flashcard. Repeat. Then point to a flashcard. Pupils supply the word. Point at random to keep pupils active.

OBJECTIVES: By the end of the lesson, pupils will have talked more about families and worked with a family tree.

● TARGET LANGUAGE

Key language: possessive 's

Additional language: family tree

Revision: family vocabulary, *What's his/her name?*

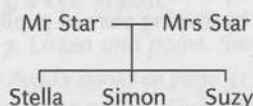
● MATERIALS REQUIRED

Star family flashcards 1–5: Suzy, Simon, Stella, Mrs Star, Mr Star

Extra activity 1: Photocopiable activity 5 (see page 96), copied onto thin card, one copy for each pupil, scissors, crayons, envelopes

Warmer

- Elicit the Star family names, using the five flashcards. Display the flashcards on the board like a family tree:



- Ask, e.g. *Who's Stella's father? Who's Suzy's sister?* Elicit/tell pupils that this is called a *family tree*.
Note: This is a spatial intelligence activity. Don't worry if some of your pupils find the diagrams difficult to interpret.

PB29. ACTIVITY 3. Listen and answer.

- Say *Open your Pupil's Books at page 29, please*. Ask what they can see (a family tree). Give pupils a little time to look at the diagram. Check understanding of the oldest generation (grandma/grandpa) and of who are cousins. Say, e.g. *Find May. Find Lenny. Who's May's cousin?* Say all the names for pupils to repeat after you (many of the names are new). Check with pupils the gender of each person. Say *Listen and think*. Play the CD, pausing after each one. Pupils don't answer. They look and think. Play the CD again to give more thinking time. Play the CD a third time. Stop after each one for pupils to check in pairs before you check with the class.

Key: Nick, May, Ben, May, Lucy, Frank, Nelson, Anna

CD 1, 57

He's Lenny's daddy. What's his name?
She's Frank's cousin. What's her name?
He's Kim's brother. What's his name?
She's Lenny's sister. What's her name?
She's Frank's mummy. What's her name?
He's May's cousin. What's his name?
He's Frank's grandpa. What's his name?
She's Sam's grandma. What's her name?

PB29. ACTIVITY 4. Say and answer.

- Pupils make statements about the family tree for others to respond to. Give a couple of examples: *He's Lenny's father.* (Nick). *She's Ben's mother.* (Anna). Demonstrate the activity in open pairs around the class. When pupils are more confident, do the activity in closed pairs. Monitor pupils and help with concepts/language where necessary.

Extra activity 1: see page 112 (if time)

AB29. ACTIVITY 3. Read. Write the name. Colour.

- Say *Open your Activity Books at page 29, please*. Elicit what they can see (trolls). Focus pupils on the text and do the first part with the class as an example. Pupils write the names and colour the trolls to match the description. Tell pupils to underline the colour words to help them remember the colours to use. Pupils work in pairs. Monitor pupils and then check as a class.

Key: Tricia, Tony, Trudy, Tom

AB29. ACTIVITY 4. Write the words. [YLE]

- Focus pupils on the anagrams in the book and on the example. Check they know what to do. Pupils work individually and unjumble the family words. They write them on the lines for male and/or female. Check with the class.

Key: Male: grandfather, father, daddy, cousin, brother.
Female: grandmother, mother, sister, cousin, mummy.

Extra activity 2: see page 112 (if time)

Ending the lesson

- Elicit and write the family words on the board: *Mother, father, brother, sister, cousin, grandma, grandpa*. Do a quick question and answer around the class. Start the chain by asking a pupil, e.g. *What's your mother's name?* The pupil answers, e.g. *Her name's Teresa* and asks another pupil a question about another family member, e.g. brother. Supply *I haven't got a ...* if appropriate.
Note: Adapt this activity if you have pupils for whom family issues are sensitive.

OBJECTIVES: By the end of the lesson, pupils will have described actions at the moment of speaking.

● TARGET LANGUAGE

Key language: present continuous with present meaning, *I'm/He's/She's/It's running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning*

Additional language: *make sentences with these words*

Revision: present continuous with present meaning, characters, numbers 1–20

Warmer

- Call out 20 pupils to the front. Whisper a number between 1 and 20 to each one in random order. They line up in number sequence 1 to 20 and call out their numbers starting from 1 for the class to check.

Presentation

- Quickly review the use of the present continuous for actions. Tell a pupil to draw a picture on the board. Ask *What's he doing?* Prompt *He's drawing*. Repeat with other known actions (*writing, opening the door, reading, etc.*) and other pupils. Practise *he* and *she*.

PB30. ACTIVITY 5. Listen and say the number.

- Say *Open your Pupil's Books at page 30, please*. Elicit what pupils can see (family members, in the park, playing, etc.). Say *Listen and say the number*. Play the first sentence. Elicit the number from pupils (16). Play the rest of the CD. Pupils write the numbers in order in their notebooks. They check in pairs. Play the CD again. Stop after each sentence to elicit the number from the class and the full sentence, e.g. *The dog's getting the ball*. Play the sentence from the CD again if pupils are unsure of it. They repeat in chorus.
- Check further comprehension of the picture by asking, e.g. *What's Lenny hitting?* *Who's sitting next to Frank?* *What's Grandpa doing?*

Key:

16, 19, 14, 11, 15, 18, 12, 17, 13, 20

CD 1, 58

Lenny's hitting the ball.
The dog's getting the ball.
The boy's mother is cleaning his mouth.
The baby's sleeping.
Simon's throwing the ball.
The girl's kicking the football.
Frank's mum and dad are talking.
Meera's catching the ball.
Grandpa's flying a kite.
The cat's jumping.

PB30. ACTIVITY 6. Make sentences. Use the words in the box.

- Focus pupils on the words in the box. Call them out at random. Pupils point to the word in the box. Make pairs. Pupils take turns to make sentences about the picture similar to (but not the same as) the ones from Activity 5. Monitor pupils and give prompts if necessary.
- Pairs say one or two sentences to the class. The class decides if they are correct.

Extra activity 1: see page 113 (if time)

AB30. ACTIVITY 5. Write the letters.

- Say *Open your Activity Books at page 30, please*. Focus pupils on the speech bubbles and on the pictures. Do the example with the class. Pupils work in pairs and write the letters from the speech bubbles in the correct boxes. Monitor pupils as they are working.

Key: 2 c, 3 a, 4 f, 5 k, 6 g, 7 l, 8 d, 9 e, 10 j, 11 h, 12 b

AB30. ACTIVITY 6. Listen and correct.

- Say *Now listen and check your answers*. Play the CD. Pupils listen and correct. They check in pairs. Play the CD again. Check with the class by inviting pairs of pupils to say a dialogue to the class.

CD 1, 59

- Whose shoes are you cleaning, Grandpa?
I'm cleaning Simon's shoes.
- What are you drawing, Grandma?
I'm drawing Stella.
- Whose kite are you flying, Simon?
I'm flying your kite, Suzy.
- Which word are you spelling, Stella?
I'm spelling 'beautiful'.
- What are you doing, Mum?
I'm making a cake.
- What are you eating, Dad?
I'm eating chocolate ice cream.

Extra activity 2: see page 113 (if time)

Ending the lesson

- Play a mime game, using the verbs from the lesson. In turn, pupils come and mime an action from the lesson to the class. The class give a sentence, e.g. *Miki's hitting a ball*. The pupil responds *Yes, I'm hitting a ball* or *No. Look* and does the mime again.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about actions at the moment of speaking and will have sung a song.

● TARGET LANGUAGE

Key language: present continuous with present meaning, *He/She isn't (walking), They're (eating)*

Revision: *walking, playing, cleaning, flying, throwing, sleeping, jumping, sitting, food, family words, can, happy, big, grey*

● MATERIALS REQUIRED

Kid's Box 1 Flashcards 91–96: an apple, a banana, a burger, cake, chocolate, ice cream OR pictures of these six foods
A picture of an orange

Warmer

- Review action words by doing a mime game. Whisper an action word to a pupil (e.g. *Flying*) and the pupil mimes for the class. Say, e.g. *He isn't throwing a ball. He's ...* The class completes *flying a kite*. Repeat.

PB31. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 31, please*. Focus pupils on the picture and the people. Elicit what/who they can see. Say *Listen and point*. Play the CD. Pupils listen and point to the people. Check understanding of the negative. Say, e.g. *Look at Grandpa. Is he walking?* (No). *What's he doing?* (*Flying a kite*). Play the CD again in sections. Teach the lines with the actions.

CD 1, 60

My grandpa isn't walking,	[mime finger waggle and walking]
He's flying my favourite kite.	[mime flying kite]
My grandma's cleaning the table,	[mime cleaning]
It's beautiful and white.	
My father's playing baseball,	[mime hitting ball with baseball bat]
He can catch and he can hit.	
My cousin's got the ball now,	
And now he's throwing it.	[mime throwing]
My baby sister's sleeping,	[mime baby cradled in arms]
She is very small.	[mime small]
My brother isn't jumping,	[mime finger waggle and jumping]
He's kicking his football.	[mime kicking]
Hey!	
My grandpa isn't walking,	[as above]
He's flying my favourite kite.	
My grandma's cleaning the table,	
It's beautiful and white.	
My mother's sitting reading,	[mime reading]
Her book is big and grey.	
And me? I'm very happy,	[mime big smile]
I can run and play. [Repeat x5]	

CD 1, 61

Now sing the song again. (Karaoke version)

PB31. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *What's Grandpa doing?* Pupil B answers, e.g. *He's flying a kite*. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra activity 1: see page 113 (if time)

AB31. ACTIVITY 7. Write the 'food' words.

- If you didn't do Extra activity 1, quickly revise the seven food words: *orange, banana, apple, chocolate, ice cream, cake, burger*, using the food pictures or food flashcards. Make sure pupils can spell each one.
- Say *Open your Activity Books at page 31, please*. Elicit what they can see (a crossword). Do clue 1 as an example with the class. Elicit what the boy's doing (he's eating an ice cream) and point to the word in the grid. Check pupils know where to write the words and remind them some words are plural. Pupils work in pairs. They complete the activity. Check by eliciting a sentence for each one and how to spell each food word.

Key: Down 1 ice cream, 2 cake, 4 bananas. Across 3 chocolate, 4 burger, 5 orange, 6 apples.

AB31. Now complete the sentences.

- Pupils write the sentences in the spaces. Do the first one as an example. Pupils work individually. They check in pairs. Check around the class for spelling.

Key: 2 down They're eating cake. 3 across She's eating chocolate. 4 across He's eating a burger. 4 down They're eating bananas. 5 across She's eating an orange. 6 across They're eating apples.

Extra activity 2: see page 113 (if time)

Ending the lesson

- Play the Spelling game with pupils. Start as the caller, and then pupils can take over. Use the food words from the lesson and extend to other words if appropriate.

Teacher:	Class responds:
Give me an o	o
Give me an r	r
Give me an a	a
Give me an n	n
Give me an g	g
Give me an e	e
What does that spell?	orange
What does that spell?	orange

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /ð/ and will have asked and answered questions about present actions.

● TARGET LANGUAGE

Key language: the phoneme /ð/ as in *fathers, mothers, these, those, brothers, They're ... , their*

Additional language: *finish, egg and spoon race, sweets, Ready, steady, go*

Revision: *Who's ... ? , over there, take turns, running*

● MATERIALS REQUIRED

Family flashcards 2, 3, 4, 5: Simon, Stella, Mrs Star, Mr Star

Extra activity 2: ten ping pong balls, ten teaspoons, lots of space

Warmer

- Review the character names and relationships, using the flashcards. Cover each one (picture side) with paper and reveal it slowly. Pupils say *Mrs Star. Say Good. She's Simon's ... (mother).*

PB32. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 32, please.* Focus pupils on the first picture and ask them what it is (a bird). Say *This is Heather.* Focus them on the second picture and elicit what they can see (a race, mothers, fathers, boys, girls). Tell pupils it's called *an egg and spoon race* (translate if necessary). Say *Yes, there are fathers and mothers and those are brothers. What's today's sound?* Stress the /ð/ sound in the words. Wait for pupils to say /ð/. Say each word again (fathers, mothers, those, brothers) for pupils to repeat. Say *Say it with Monty.* Play the CD. Pupils listen and repeat. Check for correct pronunciation of /ð/ in the words. Pupils point to the pictures as they say the rhyme. Pupils repeat the rhyme in chorus without the CD. They repeat in groups and then pairs.
- Write the rhyme on the board. With pupils' help, underline the /ð/ sounds. Check pupils remember the difference in meaning between *They're, there* and *their*.

Key: *These are their fathers. Those are their mothers. Who's over there? They're their brothers.*

CD 1, 62

MONTY: Heather the feathered friend

MONTY, BOY AND GIRL: Heather the feathered friend

MONTY: These are their fathers,

Those are their mothers.

Who's over there?

They're their brothers.

MONTY, BOY AND GIRL: These are their fathers,

Those are their mothers.

Who's over there?

They're their brothers.

PB32. ACTIVITY 10. Ask and answer.

- Focus pupils on the pictures and on the speech bubbles. Do one or two with the class in open pairs. The first pair repeats the model. The next pair gives another question and answer, e.g. *What's Alex doing? He's hitting a ball.* Pupils work in pairs and take turns to ask and answer about the pictures. Monitor pupils and help/prompt where necessary. Check using open pairs.

Extra activity 1: see page 113 (if time)

AB32. ACTIVITY 8. Colour the pairs.

- Say *Open your Activity Books at page 32, please.* Elicit what they can see with words inside and colours on the edge (sweets). Do one as an example. Say *Mother ... What has the same sound?* Wait for pupils to find and say *Brother.* Say *What's the sound?* Pupils say /ð/. Elicit the colour pupils use (pink). Remind pupils it's the sound that's important. They work in pairs and say the sounds aloud to each other to find the matches. Check with the class. Pupils colour the pairs.

Key: mother/brother (pink), there's/chairs (red), hair/their (yellow), cat/that (blue), they/play (brown)

AB32. ACTIVITY 9. Write the letters.

- Focus pupils on the half sentences. Read *He's kicking ...* Wait for pupils to find and respond *... a football.* Check pupils know what to do. They work individually and then check in pairs. Check with the class by eliciting each sentence and asking the pupil to mime the action to check understanding.

Key: g, d, a, h, e, f, b, c

Extra activity 2: see page 113 (if time)

Ending the lesson

- Do the /ð/ rhyme again with the class. Pupils stand up. Choose six pupils. Two stand in one part of the room. They are the 'mothers'. Two stand in another part of the room. They are the 'fathers'. Two stand in another part of the room. They are the 'brothers'. Do the rhyme with the class, pointing to the fathers/mothers/brothers as appropriate. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: actions

Revision: shoes, helicopter, superhero, red, doll's house

● MATERIALS REQUIRED

Extra activity 2: Photocopiable activity 5 (see page 96), if not used previously copied onto thin card, one copy for each pupil, scissors, crayons

Warmer

- Play a mime game to review action verbs. Whisper an action (flying a plane) to a pupil who mimes it. Say, e.g. *He's driving a car*. Pupils do thumbs up (true) or thumbs down (false). Elicit the sentence from another pupil, e.g. *He isn't driving a car. He's flying a plane*. Repeat with other pupils and other action verbs.

Story

PB33. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 33, please*. Elicit who they can see (Grandpa, Trevor, Monty, Marie and Maskman). Set the pre-listening questions: *What's Monty doing? Whose shoes is Marie cleaning?* Say *Listen and look*. Play the CD. Pupils listen and look. They check in pairs. Check with the class (Driving Suzy's yellow lorry, Her shoes).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What is Grandpa doing?* (cleaning shoes). *What colour are they?* (black). *What's Maskman flying?* (a helicopter). *What's Trevor doing in picture 5?* (cleaning the doll's house).
- Check that pupils remember the meaning of *superhero*. Ask them who their superheroes are.

CD 1, 63

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Ooh! What's he doing to those shoes, Marie?

MARIE: He's cleaning them, Trevor.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

TREVOR: Hello, Maskman. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: Hello, Marie. What are you doing?

MARIE: I'm cleaning my shoes.

MONTY: What are you doing, Trevor?

TREVOR: I'm cleaning the doll's house.

MARIE: Oh! No!

PB33. ACTIVITY 12. Listen and say the number.

- Focus pupils on the frames of the story again. Say *Listen to the CD and say the number of the picture*. Play the first one as an example. Elicit the number of the frame from the class (4). Play the rest of the CD. Pupils work in pairs and point to / whisper the number of the frame to their partner. Play the CD again. This time, stop after each section and elicit the number from a pair of pupils.

Key: 4, 3, 5, 2, 6, 1

CD 1, 64

TREVOR: Hello, Marie. What are you doing?

MASKMAN: I'm flying my helicopter. I'm a superhero.

TREVOR: I'm cleaning the doll's house.

MONTY: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.

MARIE: Oh! No!

TREVOR: Ooh! What's he doing to those shoes, Marie?

Extra activity 1: see page 113 (if time)

AB33. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 33, please. Look at the picture dictionary*. Pupils prepare the stickers. Say the family words in turn. Pupils hold up the correct sticker. Say the words again in a different order. Pupils point to the correct picture in their books. Pupils stick the stickers in the correct place. Remind them to check with each other or with you before sticking them in their books. Monitor around the class to check.
- Pupils write the correct family word under each square.

Key:

mummy, daddy, grandma

grandpa, cousin, baby

Extra activity 2: see page 113 (if time)

AB33. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together*. Read the first sentence. Elicit some information about a pupil's family and then say to the pupil *Good. You can talk about your family*. Let other pupils do the same. Repeat for the second sentence, using mime prompts if necessary (*actions* is a new word). Pupils work in pairs. They take turns to point to a sentence in their books and do / talk about what it says.
- Say *Now ask each other and tick or cross the sentences*. Demonstrate the activity again if necessary. Encourage pupils to practise so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about different foods.

● TARGET LANGUAGE

Key language: *bread, water, milk, juice, chicken, eggs, chips, rice, potatoes, carrots, lemons, meat*

Additional language: *breakfast, dinner, lunch, tea, evening, fridge, food, list*

Revision: *kitchen, chocolate cake, table, oranges, bananas, apples, burgers, ice cream, fish, sofa, cupboard, clock, lamp, bath, favourite, school*

● MATERIALS REQUIRED

Food flashcards 57–64 and 91, 92, 94: bread, water, milk, juice, chicken, eggs, chips, rice, a burger, cake, an orange

Food flashcards from *Kid's Box 1*: 93, 94, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Extra activity 1: Large pieces of paper (one for each group of four pupils)

Warmer

- Write *Food* in the centre of the board. Elicit food words from pupils (they will give ones they know) and show the pictures as they say them. Stick the pictures around the word to show they are a word family. Elicit which foods they like.

Presentation

- Elicit/teach the new food vocabulary using the flashcards. Show each flashcard in turn and elicit/teach the word. Pupils repeat in chorus and then in groups. Stick the flashcard (picture side) on the board as part of the food family. Point to each of the new food flashcards in turn. Pupils chorus the word. Turn the flashcard to show the word side. Pupils repeat again.

PB34. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 34, please*. Elicit what pupils can see in the picture to review food words and characters. Say *Can you find the hidden star?* Pupils look and check in pairs. Elicit where it is (on the fridge). Pupils say *Here it is*. Teach *fridge* and check understanding. Say *Listen and point to the food*. Play the CD. Pupils listen and point to the food. Set the focus listening questions: *What's Mr Star doing? What's Suzy's favourite drink? What's for dinner?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class (Making dinner, Milk, Chicken and rice) and encourage pupils to say *Chicken and rice* as it's said on the CD. Check comprehension of the different meals (*dinner, tea, breakfast, lunch*) and the times people eat them. Check what food the Star family say is for different meals. Pupils listen again to check (breakfast: bread and milk, lunch: egg and chips, tea: chocolate cake, dinner: chicken and rice). Elicit if that's what pupils have for their meals.

CD 2, 01

SIMON: What are you doing, Dad?

MR STAR: I'm making dinner. This evening we've got bread and water.

STELLA: No, we can't have bread and water for dinner, Dad. We have bread and milk for breakfast.

SUZY: Hmm. Milk's my favourite drink.

SIMON: Orange juice is my favourite.

SUZY: So, what is for dinner, Daddy?

SIMON: Let's have egg and chips.

STELLA: No, Simon! We have egg and chips at school for lunch.

SUZY: Let's have chocolate cake!

MR STAR: No, Suzy. Chocolate cake's for tea.

ALL THREE CHILDREN: So, what's for dinner?

MR STAR: Hmm ... for dinner? It's your favourite, it's my favourite, it's our favourite. This evening we've got ... Dad's Star dinner! ... Chicken and rice!

STELLA, SIMON AND SUZY: Lovely.

PB34. ACTIVITY 2. Listen, point and repeat.

- Say *Now listen, point and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of the plurals, of *chicken* and of the consonant clusters *-lk*, *-ggs*, *-ps*.

CD 2, 02

Bread, water, milk, juice, chicken, eggs, chips, rice

Extra activity 1: see page 113 (if time)

AB34. ACTIVITY 1. Read the lists and find the food.

- Say *Open your Activity Books at page 34, please*. Focus pupils on the two shopping lists on the page and on the grid of pictures. Check understanding of the vocabulary. The following words are new for pupils: *potatoes, carrots, lemons, meat*. Pupils take out a pencil, find 'A Start' on the grid and read the first items on A's shopping list (oranges, bread, rice). They draw a line on the grid from oranges to bread to rice. They work individually, continuing in this way, for lists A and B, until they reach 'A Finish' and 'B Finish'.

Extra activity 2: see page 113 (if time)

Ending the lesson

- Teach the following chant to pupils. They repeat it softly, loudly, in groups, pairs, going faster and faster each time. Note: The first line are countable nouns; the second uncountable nouns. Don't focus on this, but it will be a useful mnemonic for pupils later on.
Apples, oranges, bananas, pears
Water, milk, rice, bread
Chicken and chips, chicken and chips

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about food and sung a song.

● TARGET LANGUAGE

Key language: *We're having ... , mum, afternoon, lunch time, morning, garden, our, dad*

Additional language: *with, floats, sinks*

Revision: *friends, food words, What's this? What are these?*

● MATERIALS REQUIRED

Food flashcards 57–64 and 91, 92, 94: bread, water, milk, juice, chicken, eggs, chips, rice, a burger, cake, an orange

Food flashcards from *Kids Box 1*: 93, 94, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

The following written on a large piece of paper:

My favourite meal is _____.

For _____ I like eating _____.

Extra activity 2: Photocopiable activity 6a (see page 97), one copy for each pupil, crayons, a bucket half full of water and six real food objects, e.g. an egg, a banana, a pear, a lemon, a tomato, a carrot

Warmer

- Review the food words (bread, water, milk, juice, chicken, eggs, chips, rice, chocolate cake, an orange, bananas, apples, burger, fish, ice cream) and meals. Display the flashcards (picture side). Say *It's breakfast time. I'm having milk*. Pupil 1 continues: *It's breakfast time. I'm having milk and bananas*. Continue with three or four more pupils adding to the list. If the class disagrees with food at that meal, they shout *Change!* Then the game starts again in another part of the class with another meal, e.g. *It's lunch time. I'm having chicken*.

PB35. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Pupil's Books at page 35, please*. Elicit what pupils can see in the pictures and encourage them to guess which meal it is: *breakfast, lunch, tea, dinner*.
- Play the CD. Pupils listen and check their guesses for the pictures. Elicit what the children are eating for each meal and check understanding of *morning, evening, garden, mum, dad*. Play the CD again in sections. Pupils repeat. Continue until pupils have learnt the song. Pupils sing the song without the CD, as a class, in groups and in pairs. Divide the class into four, one group for each meal. They sing their part of the song. Swap roles and repeat.

CD 2, 03

It's morning. It's morning.
We're having breakfast with our mum.
Bread and milk, bread and milk.
It's morning. It's morning.

It's lunchtime. It's lunchtime.
We're having lunch with our friends.
Egg and chips, egg and chips.
It's lunchtime. It's lunchtime.

It's afternoon. It's afternoon.
We're having tea in the garden.
Chocolate cake, chocolate cake.
We're having tea in the afternoon.

It's evening. It's evening.
We're having dinner with mum and dad.
Chicken and rice, chicken and rice.
It's evening. It's evening. [Repeat]

CD 2, 04

Now sing the song again. (Karaoke version)

PB35. ACTIVITY 4. Point, ask and answer.

- Point to one of the food flashcards on the board (e.g. rice). Ask *What's this?* Pupils: *It's rice*. Point to the eggs and ask *What are these?* Pupils: *They're eggs*. Say *Look at Activity 4*. Ask and answer about the pictures. Work in pairs. Pupils use the model and ask and answer about the pictures in Activity 3. Monitor pupils and check for use of singular and plural (*'s this / are these*).

Extra activity 1: see page 113 (if time)

AB35. ACTIVITY 2. Find and colour.

- Say *Open your Activity Books at page 35, please*. Elicit that it's a picture of lots of food. Focus pupils on the sentences, e.g. *Colour the pears green*. Check they understand what to do. They work in pairs and find all the food, e.g. pears, carrots. Check with the class how many there are of each one. Pupils then colour the food according to the instructions.

Key: pears (5) green, carrots (7) orange, tomatoes (4) red, chicken (3) brown, meat (2) red, lemons (6) yellow

AB35. ACTIVITY 3. Draw and write about your favourite food. Ask and answer.

- Remind pupils of the diagrams they did for Extra activity 2 in the previous lesson (if appropriate). Elicit what their favourite food for breakfast/lunch/dinner is. Pupils draw their favourite food for one of these meals in their books. Display the model text (see Materials required) on the board. Pupils use the model to help them write their text next to the picture. Monitor and help where necessary. In pairs, pupils ask and answer about their favourite food: *What's your favourite food? My favourite food is ...*

Extra activity 2: see page 113 (if time)

Ending the lesson

- Sing the song from Pupil's Book page 35 again with the class. Pupils only sing the verse which is about their favourite meal (the one they drew for Activity Book page 35 Activity 3). Count the singers for each meal and announce the class's favourite meal.

OBJECTIVES: By the end of the lesson, pupils will have practised asking politely for different foods.

● TARGET LANGUAGE

Key language: polite request *Can I have ... ? Here you are, brown bread*

Additional language: *tonight, after, good, but*

Revision: food vocabulary, *dinner time, some, thank you, please, I'm sorry, favourite*

● MATERIALS REQUIRED

Extra activity 1: CD of lively music

Extra activity 2: a piece of paper for each pupil

Warmer

- Play a Spelling bee game. Write the 15 food words: *bread, water, milk, juice, chicken, eggs, chips, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream* in your notebook and write a number between 1 and 15 next to each one. Divide the class into two teams: A and B. A member from Team A chooses a number between 1 and 15, e.g. 5. On your list, word 5 is, e.g. *meat*. Say *Spell meat*. If the pupil spells it correctly, they win two points for their team. If not, a pupil from Team B has a go. If he/she spells it correctly, the team wins one point. Team B then chooses a number. Play continues until all words are spelt. The team with the most points is the winner. Make sure different pupils in each team have a go at spelling out.

PB36. ACTIVITY 5. Listen and answer.

- Say *Open your Pupil's Books at page 36, please*. Elicit what and who pupils can see. Set the pre-listening questions: *What are the Star family doing? What are they drinking? What meal is it?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class (Eating and drinking, Fruit juice: orange/apple, Dinner). Play the CD again. Stop after // and check comprehension.
 - What's Suzy drinking?* (orange juice). Elicit her question *Can I have some fruit juice, please?*
 - What's Stella eating?* (brown bread). Elicit her question *Can I have some brown bread, please?* and Mrs Star's answer *Here you are*.
- Play the last part of the CD. Elicit Simon's question *Can I have some egg and chips, please?* and Mr Star's reply *No, Simon. I'm sorry*.

CD 2, 05

MR STAR: Come on, everybody. Sit down. It's dinner time.

ALL THREE CHILDREN: OK, Dad.

SUZY: Can I have some fruit juice, please, Mum?

MRS STAR: Yes, Suzy. Orange juice or apple juice?

SUZY: Orange juice, please.

MRS STAR: Here you are.

SUZY: Thank you. // a.

STELLA: Can I have some brown bread, please?

MRS STAR: Here you are.

STELLA: Thanks. // b.

SIMON: Can I have some egg and chips, please?

MR STAR: No, Simon. I'm sorry. It's chicken and rice for dinner

tonight, but, if you're good, you can have chocolate ice cream after.

SIMON: Hmm, great! Chocolate ice cream's my favourite.

PB36. ACTIVITY 6. Listen, point and repeat.

- Say *Listen to the CD. Repeat what they say*. Play the CD. Pupils listen and repeat in chorus. Divide the class into two. One half says the first line; the other half replies with the second line. Groups change roles. Repeat for lines 3 and 4.

CD 2, 06

SUZY: Can I have some fruit juice, please, Mum?

MRS STAR: Here you are.

STELLA: Can I have some brown bread, please?

MR STAR: Here you are.

Extra activity 1: see page 114 (if time)

AB36. ACTIVITY 4. Listen and tick (✓) or cross (X) the box. [YLE]

- Say *Open your Activity Books at page 36, please*. Elicit what pupils can see in the pictures. Demonstrate the activity. Say, e.g. *Look at number 1. Can I have some eggs?* Elicit from pupils if it's the right question or not (no). Say *Listen. Tick for yes. Cross for no*. Play the CD. Pupils tick or cross. They check in pairs. Play the CD again. Check with the class. Elicit the requests for each one and the corrected requests for the crossed boxes.

Key: 1 X Can I have some bananas, please? 2 ✓, 3 X Juice, please. 4 ✓

CD 2, 07

- Can I have some carrots, please?
Here you are.
- Can I have some bread, please?
Here you are.
- Can I have a drink, please?
Milk, fruit juice or water?
Water, please.
Here you are.
- Can I have some cake, please?
Here you are.

AB36. ACTIVITY 5. Read and write the numbers.

- Focus pupils on the pictures in Activity 5 and on the text under the pictures. Review/elicite the conversations from Activity Book Activity 4 and Pupil's Book Activity 5. Pupils work individually. They look at the pictures and sequence the two conversations. They check in pairs. Check with the class by eliciting the dialogues from pairs. Give different pairs opportunities to repeat the correct dialogues.

Key: 4, 1, 3, 2, 2, 4, 1, 3.

Extra activity 2: see page 114 (if time)

Ending the lesson

- Review the chant below and add the questions. Divide the class into two groups. One group asks the questions; the other chants the reply. Divide the class into six groups. Give each group a line. Groups stand up to chant their line and then sit down again. Give groups different lines and repeat.
What's for breakfast? What's for breakfast?
Apples, oranges, bananas, pears.
What's for lunch? What's for lunch?
Water, milk, rice, bread.
What's for dinner? What's for dinner?
Chicken and chips, chicken and chips.

OBJECTIVES: By the end of the lesson, pupils will have had further practice asking and answering politely.

● TARGET LANGUAGE

Additional language: *bingo*

Revision: *Can I have ... ? Here you are, favourite, lunch, friend, My name's ... , morning, at night, supper, food vocabulary*

● MATERIALS REQUIRED

Food flashcards 57–64 and 91, 92, 94: bread, water, milk, juice, chicken, eggs, chips, rice, a burger, cake, an orange

Food flashcards from *Kid's Box 1*: 93, 94, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Small pieces of paper (four per pupil) to cover the bingo squares in Pupil's Book Activity 7

Warmer

- Display the food flashcards around the room. Pupils stand up. Say, e.g. *Breakfast*. Pupils point to a food that they eat for breakfast. Repeat for *Lunch* and *Dinner* and then say the words quickly at random. Pupils point each time.

PB37. ACTIVITY 7. Play bingo.

- Say *Open your Pupil's Books at page 37, please*. Elicit what foods pupils can see in the pictures. Pupils choose one column of four foods. They cover the others with their notebooks. Hand out four small pieces of paper to each pupil. Call out the foods at random. Pupils cover food in their columns with a piece of paper when they hear it. The first to cover all four shouts *Bingo!* Elicit the foods from the pupil to check. Repeat. Pupils choose other columns each time.
- Pupils play the game in groups of four, one pupil taking turns to be the caller each time.

PB37. ACTIVITY 8. Read and answer. [YLE]

- Focus pupils on the picture and on the text. Say *This is a story about Alex. Read the story*. Pupils read the story again in pairs, this time working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to. Check comprehension using the questions at the bottom of the page.

Key: fish, chips, Fish, chicken, fruit, milk, meat, rice

1 Fruit and milk. 2 Chicken. 3 Meat and rice.

Extra activity 1: see page 114 (if time)

AB37. ACTIVITY 6. Choose. Tick (✓) the boxes.

- Say *Open your Activity Books at page 37, please*. Elicit the names of the characters and the food pupils can see. Pupils work in secret. Each pupil chooses one or two food items for each character and ticks the boxes in the top grid accordingly (Alex is done as an example). Monitor pupils to check they have done this correctly.

AB37. Now ask and answer questions. Tick (✓) the boxes.

- Make pairs. Pupils sit facing one another, holding up their books so they can't see each other's grids. They take turns to ask and answer, using the prompt questions. They tick the boxes in the grid at the bottom of the page to match their partner's choices. When they have finished, they check to see if they heard and ticked correctly. Remind pupils to use procedural language, e.g. *Can you say that again? Sorry? Repeat, please.*

Extra activity 2: see page 114 (if time)

Ending the lesson

- Display the food flashcards (pictures) around the room. Write ten scrambled food words on the board, e.g. *klim, tame, nasaban, hicckne*. Pupils work in pairs to unscramble them, find the picture and put it next to the right word on the board.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /tʃ/ and have had more practice asking and answering questions.

● TARGET LANGUAGE

Key language: the phoneme /tʃ/ as in *Charlie chicken, Chad*

Additional language: *very, only, a lot*

Revision: *Can I have some ... , please? Here you are, eating, chicken and chips, kitchen*

● MATERIALS REQUIRED

Photocopiable activity 6b, one copy for each pair of students, cut in half

Extra activity 2: Food flashcards 57–64 and 91, 92, 94: bread, water, milk, juice, chicken, eggs, chips, rice, a burger, cake, an orange.

Food flashcards from *Kid's Box 1*: 93, 94, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Warmer

- Sing the chant below. Pupils take turns to ask and answer and to stand up and sit down.
*What's for breakfast? What's for breakfast?
Apples, oranges, bananas, pears.
What's for lunch? What's for lunch?
Water, milk, rice, bread.
What's for dinner? What's for dinner?
Chicken and chips, chicken and chips.*

PB38. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 38, please.* Introduce Charlie chicken to the class. Stress the /tʃ/ sound at the beginning of each word and say *Today's new sound is ...* Pupils supply /tʃ/.
- Hold up your book and point to Charlie. Say *This is Charlie chicken.* Point to Chad. Say *This is Chad.* Say *Hi to Charlie chicken and to Chad.* Pupils respond. Emphasise the /tʃ/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat.
- Say *Listen and say it with Monty.* Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /tʃ/ sounds. Underline them. Ask pupils if they can think of other words with this sound (chair, chocolate).

Key: Charlie chicken. Chad's in the kitchen. He's eating chicken and chips.

CD 2, 08

MONTY: Charlie chicken

MONTY, BOY AND GIRL: Charlie chicken

MONTY: Chad's in the kitchen. He's eating chicken and chips.

MONTY, BOY AND GIRL: Chad's in the kitchen. He's eating chicken and chips.

PB38. ACTIVITY 10. Ask and answer.

- Write six food words on the board. Review the dialogue with pupils. Point to, e.g. *apples* and prompt a pupil (A) to ask another pupil (B) *Can I have some apples, please?* Make a thumbs up to B. The pupil responds *Here you are* and makes the appropriate gesture. Repeat with another two pupils, but pointing to a different word. After A asks the question, make a thumbs down to Pupil B who replies *No, (name). I'm sorry.* Repeat for the other food words for practice.
- Hand out Photocopiable activity 6b part A to half the class, and part B to the other half. Teach/check the words *customer* and *shopkeeper*. Pupil A looks at the items on sale in his/her shop, while Pupil B looks at the items on his/her shopping list. Monitor and answer any questions. Point out the target language at the top of each worksheet. Check which lines are for the customer and which are for the shopkeeper. Drill the target language.
- Pupils work in pairs, A and B. Pupil A asks for the items on his/her shopping list. Pupil B looks at the items on sale in his/her shop. If the item is available, it should be sold. Pupil A ticks or crosses the items on his/her list when he/she knows whether they are available. Pupils exchange roles. Pupils compare their worksheets at the end of the activity to check that their answers are correct.
- You could extend the activity by asking each pair to think of the shop of their choice. The customer writes their shopping list and the shopkeeper decides what's available. Help with vocabulary as necessary. Pupils could be encouraged to perform their dialogues to the rest of the class, who listen and guess the type of shop that the dialogue is based on.

Extra activity 1: see page 114 (if time)

AB38. ACTIVITY 7. Find the different sound.

- Say *Open your Activity Books at page 38, please.* Do the first line as an example. Say *Listen.* Ask pupils to read out the four words. Say *Which one's different?* (chocolate). Check pupils realise it's the sound, not the spelling. Pupils work in pairs and complete the rest of the activity. Remind them they need to say the words out loud. Pairs check with pairs. Check with the class.

Key: 2 potato, 3 what, 4 shoe, 5 whose, 6 this, 7 carrot, 8 teacher

AB38. ACTIVITY 8. Write the words and the letters. [YLE]

- Do an example for Activity 8 on the board. Write, e.g. *ractor*. Ask *What food's this?* Pupils work it out and spell it for you (carrot). Say *Look at Activity 8 and do the same. Look at the pictures.* Pupils work individually, solve the anagrams and match the words with the pictures. They check in pairs. Check with the class.

Key: 2 milk b, 3 chips a, 4 rice f, 5 water h, 6 chicken d, 7 juice e, 8 bread c

Extra activity 2: see page 114 (if time)

Ending the lesson

- Do the *Charlie chicken* tongue twister again once with the class. Invite groups of four pupils to come to the front and say it quickly to the other pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *It isn't mine, There isn't ... , picnic*

Revision: *yours, mine*, food vocabulary, colours

● MATERIALS REQUIRED

Two rolled up newspapers for the Warmer

Extra activity 2: Food flashcards 57–64 and 91, 92, 94: bread, water, milk, juice, chicken, eggs, chips, rice, a burger, cake, an orange

Food flashcards from *Kid's Box 1*: 93, 94, 96 or pictures to show: bananas, apples, ice cream

Pictures of oranges and fish

Warmer

- Display the food flashcards (word side) over the board. Make two teams. Teams line up, pupils one behind another, facing the board. Hand a rolled up newspaper to the two pupils at the front. Say, e.g. *Chicken*. Pupils run to hit the flashcard. The first to hit it takes the flashcard for the team. Repeat. The team with the most flashcards wins.

Story

PB39. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 39, please*. Elicit who they can see (Trevor, Monty, Marie and Maskman) and what they're doing (eating / having a picnic). Set the pre-listening questions: *What's Marie eating? Is there any chocolate cake? Whose is the orange juice? What is Trevor eating? Say Listen and look*. Play the CD. Pupils listen and look. They check in pairs. Check with the class (Tomatoes and carrots, No, Marie's, A long brown pencil).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What are they doing?* (Eating lunch). *What does Monty ask?* (Can I have some apple juice, please?). *Is there chocolate cake or chocolate ice cream?* (Ice cream).
- Ask pupils if they have picnics and what they like to eat.

CD 2, 09

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: I'm having tomatoes and carrots.

MONTY: Can I have some apple juice, please?

MARIE: Here you are.

MASKMAN: Is there any chocolate cake?

TREVOR: No, there isn't, but there's some chocolate ice cream.

MASKMAN: Is this orange juice yours, Monty?

MONTY: No, it isn't mine. It's Marie's.

MASKMAN: What are you eating, Trevor? Is it chicken?

TREVOR: Er, no. It isn't chicken. It's a long brown pencil!

MARIE: Oh, Trevor!

PB39. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Say *Listen to the CD. Are they the same as the story or not?* Play the first one as an example. Play the CD. Pupils whisper the answers to their partner. Play the CD again. Check with the class. Elicit the correct phrase for the 'No' answers.

Key:

No. I'm having tomatoes and carrots.

No. Can I have some apple juice, please?

Yes.

No. No, there isn't.

No. No, it isn't mine. It's Marie's.

Yes.

CD 2, 10

MARIE: I'm having chicken and rice.

MONTY: Can I have some milk, please?

MASKMAN: Is there any chocolate cake?

TREVOR: Yes, there is.

MONTY: No, it isn't mine. It's Trevor's.

TREVOR: Er, no. It isn't chicken. It's a long brown pencil!

Extra activity 1: see page 114 (if time)

AB39. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 39, please. Look at the picture dictionary*. Pupils prepare the stickers. Say the food words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct food word under each sticker.

Key:

bread, milk, chicken

egg, chips, rice

Extra activity 2: see page 114 (if time)

AB39. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together*. Read the first sentence. Focus pupils on the words they wrote for My picture dictionary. Say *Good, you can write food words*. Read the second sentence and elicit from pupils what their favourite meal is. Remind them of Activity Book page 35 Activity 3. Repeat for the third sentence. Pupils work in pairs. They take turns to point to a sentence in their books and show each other / talk about what it says.
- Say *Now tick or cross the sentences*. Encourage pupils to practise so that they can tick all the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

At the farm

Page 40

OBJECTIVES: By the end of the lesson, pupils will be able to talk about animals on a farm.

● TARGET LANGUAGE

Key language: *farm, cow, duck, goat, lizard, sheep, spider, zoo, tree, give*

Additional language: *Let's ... , nice, shoo, very funny, cages*

Revision: *big, ugly, black, animals, baby, under, on, next to, eat, drink, bag, milk, bread, T-shirt, love, like, hair*

● MATERIALS REQUIRED

Animal flashcards 65–71: a frog, a cow, a duck, a goat, a lizard, a sheep, a spider

Animal flashcards from *Kid's Box 1* 47–52, 59–65: a cat, a dog, a fish, a horse, a mouse, a bird, a crocodile, an elephant, a hippo, a giraffe, a snake, a tiger, a monkey

Warmer

- Review the known animals using the flashcards from *Kid's Box 1*. Elicit each animal and put the flashcards on the board. Elicit the word *Animals* and write it in the centre of the board.

Presentation

- Teach/ elicit the new animals (frog, cow, duck, goat, lizard, sheep, spider), using the flashcards. Pupils repeat in chorus and then in groups. Place the flashcards (picture side) on the board to show they are all animals too. Elicit the new animal names again, and then turn the flashcards word side.

PB40. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 40, please*. Elicit what and who pupils can see in the picture. Say *Can you find the hidden star? Where is it?* Pupils look and respond (on the window). Pupils say *Here it is*. Say *Listen and point to the animals*. Play the CD. Pupils listen and point. Set the focus listening questions: *Where are they? What is under the tree? What is on Stella's T-shirt? Where's the spider?* Play the CD again. Pupils listen for the answers. They check in pairs. Check with the class (Farm, Cow, A lizard, In Simon's hair). Check understanding of *zoo* and *farm*. Check comprehension of the dialogue by asking, e.g. *Who likes lizards? What's the goat doing? What are the baby sheep doing?* Make sure pupils notice that the plural of *sheep* is *sheep*.

CD 2, 11

SUZY: Look at all those animals. This is a nice zoo.

MR STAR: It isn't a zoo. It's a farm. Look – there's a cow under the tree.

SIMON: Uh oh! Mum! The goat's eating your bag!

MRS STAR: Aaahh! Shoo! Shoo! Stop that!

STELLA: Look, Suzy. The baby sheep are drinking milk.

SUZY: Ahhh.

MR STAR: Let's give the ducks some bread.

SUZY: There's a frog!

SIMON: Look, Stella. There's a lizard on your T-shirt!

STELLA: Ha, ha, Simon. Very funny. I know, and I love lizards.

Do you like spiders, Simon?

SIMON: No, I don't.

STELLA: Oh. Well, there's a big, black, ugly spider in your hair.

SIMON: Ahh!

PB40. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point and repeat*. Play the CD. Pupils point to the words on the page and repeat each one in chorus.

CD 2, 12

Cow, duck, goat, lizard, sheep, spider, frog

Extra activity 1: see page 114 (if time)

AB40. ACTIVITY 1. Find and write the words.

- Say *Open your Activity Books at page 40. Look at the word search*. Focus pupils on the example (horse). Elicit some of the other animals, so pupils know which words to find. Pupils work in pairs. They identify the animals and find the words. They circle the words and write them under the pictures. Monitor pupils and help or guide where necessary. Check with the class.

Key: horse, fish, mouse, bird, frog, spider, lizard, chicken, cow, duck, goat, sheep

Extra activity 2: see page 114 (if time)

AB40. ACTIVITY 2. Read. Draw and write the words.

- Focus pupils on Activity 2. Elicit that this is a zoo and these are animal cages. Read the first two sentences to pupils: *This is the Star zoo. The lizards are next to the snakes*. Quickly review *next to*. Elicit which cage is for the lizards. Pupils work in pairs, read the sentences and find the cages for the animals. Monitor around the class. Encourage pairs to ask other pairs for help. Check with the class. Draw the zoo quickly on the board and elicit where the animals are. Write in the names.

Key:

Birds, snakes, —, —, crocodiles

Fish, lizards, monkeys, giraffes, tigers

Ending the lesson

- Play the Spelling game with the plurals of the new animals. Encourage pupils to take turns as callers, e.g.

Give me an l	l
Give me an i	i
Give me a z	z
Give me an a	a
Give me an r	r
Give me a d	d
Give me an s	s
What does that spell?	lizards
What does that spell?	lizards

OBJECTIVES: By the end of the lesson, pupils will have practised talking about animals and sung a song.

● TARGET LANGUAGE

Key language: *frog, moo, baa, quack, croak, cluck, farmer*

Additional language: *What can we do?*

Revision: *animals, kitchen, bedroom, armchair, bathroom, cupboard, How many ... ? numbers, colours*

● MATERIALS REQUIRED

Animal flashcards 65–71: a frog, a cow, a duck, a goat, a lizard, a sheep, a spider

A picture of a chicken (animal, not food)

Extra activity 1: large pieces of paper, one for each group of four

Warmer

- Place the flashcards (picture side) around the room. Point to, e.g. the lizard, and say *Spider*. Pupils stand up if it's correct and sit down if it's incorrect. Demonstrate a few times. Pupils take turns to be the callers.

PB41. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Pupil's Books at page 41, please*. Focus them on the pictures and elicit that they're funny. Show and display the picture of the chicken. Say *Listen and point*. Play the CD. Pupils point to the animals in the rooms. Check understanding quickly by asking, e.g. *Where are the sheep? What's the man's name?* (in the bedroom, John). Check understanding of *farmer*. Play each verse in turn. Pupils repeat. Play the CD again for pupils to practise. Repeat the whole song in chorus. Make five groups: cows, sheep, etc. Groups sing their verses.
- Focus pupils on the animal noises. Tell them these are the sounds in English. Elicit from them the sounds for the animal noises in their language and compare them. Which are the same and which are different?

CD 2, 13

Cows in the kitchen, moo moo moo,
Cows in the kitchen,
There are cows in the kitchen, moo moo moo.
What can we do, John farmer?

Sheep in the bedroom, baa baa baa,
Sheep in the bedroom,
There are sheep in the bedroom, baa baa baa.
What can we do, John farmer?

Ducks on the armchair,
Ducks on the armchair,
There are ducks on the armchair,
Quack quack quack.

Frogs in the bathroom, croak croak croak,
Frogs in the bathroom,
There are frogs in the bathroom, croak croak croak.
What can we do, John farmer?

Chickens in the cupboard, cluck cluck cluck,
Chickens in the cupboard,
There are chickens in the cupboard, cluck cluck cluck.
What can we do, John farmer?

CD 2, 14

Now sing the song again. (Karaoke version)

PB41. ACTIVITY 4. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Where are the cows?* Pupil B answers, e.g. *In the kitchen*. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra activity 1: see page 114 (if time)

AB41. ACTIVITY 3. Choose and circle the animals.

- Say *Open your Activity Books at page 41, please*. Elicit the animals pupils can see in Activity 3. Pupils work individually. Each pupil circles some of the animals in each block. They choose how many to circle for each block. It's a secret.

AB41. Now ask and circle the animals.

- Make new pairs. Pupils face one another, holding up their books so they can't see each other's pictures. Pupils take turns to ask, answer and circle. They circle the animals at the bottom of the page according to their partner's information, e.g. A: *How many cows are there?* B: *There are six*. Pupils compare their pictures when they have finished. Encourage pupils to use procedural language, e.g. *Can you say that again? How many cows are there? Sorry? Your turn*.

Extra activity 2: see page 114 (if time)

Ending the lesson

- Sing the song again with the class and/or make a new song using the verses pupils wrote for Extra activity 1.

OBJECTIVES: By the end of the lesson, pupils will have talked about likes and expressed agreement.

● TARGET LANGUAGE

Key language: *So do I, I love (goats), I don't, flowers*

Revision: *can, Let's ... , Can I have ... ? give, put, eat, Here you are, next to, kick, animals*

● MATERIALS REQUIRED

Animal flashcards 65–71: a frog, a cow, a duck, a goat, a lizard, a sheep, a spider

Animal flashcards from *Kid's Box 1* 47–52, 59–65: a cat, a dog, a fish, a horse, a mouse, a bird, a crocodile, an elephant, a hippo, a giraffe, a snake, a tiger, a monkey

Extra activity 1: Photocopiable activity 7 (see page 99), copied onto thin card, one for each pair of pupils, crayons, scissors

Warmer

- Play a Clapping game to review the animals and the noises. Pupils stand and clap as they do the chant below. The chant is cumulative. Groups can take turns to 'invent' and add new verses, using other animals and their noises.

*Cows, cows, moo moo moo,
I like cows, yes I do.*

*Sheep, sheep, baa baa baa,
I like sheep, yes I do.*

*Cows, cows, moo moo moo,
I like cows, yes I do.
etc.*

PB42. ACTIVITY 5. Listen and answer.

- Say *Open your Pupil's Books at page 42*. Elicit who and what they can see. Check pupils realise that the animals in the picture are toy animals. Elicit where the flowers are and check understanding. Set the pre-listening questions: *Who loves sheep? Does Maskman love sheep? Who loves horses? Does Maskman love flowers?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class (Monty and Trevor, No, Maskman and Marie, Yes). Play the CD again. Pupils listen for what Monty and Trevor say (Monty: Oh, I love sheep. Baa baa. Trevor: So do I.). Pause the CD. Pupils repeat. Do the same for Maskman (Maskman: I don't.). Pause the CD. Pupils repeat. Continue in the same way for Maskman and Marie (ask *Who loves horses?*) and what Maskman says about flowers. Say to a pupil, e.g. *I love ducks*. Prompt the pupil to reply *So do I / I don't*. Practise around the class.

CD 2, 15

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.

One, two, three, four, five.

MARIE: Trevor, can I have the sheep, please? Let's put it here, next to the cows.

TREVOR: Here you are.

MONTY: Oh, I love sheep. Baa baa.

TREVOR: So do I.

MASKMAN: I don't. I love horses.

MARIE: So do I.

TREVOR: I don't. Horses are very big and they can kick.

MASKMAN: What now?

MONTY: Let's put the goat under the tree.

MARIE: No, Monty. It can eat the flowers and I love flowers.

MASKMAN: So do I.

TREVOR: Flowers, Maskman? Do you love flowers?

MASKMAN: Yes, I do. I can give them to Marie.

MONTY AND TREVOR: Oooohhh!

PB42. ACTIVITY 6. Listen, point and repeat.

- Say *Now listen and repeat*. Play the CD. Pupils listen and repeat in chorus and then in groups. Make sure they use a rising tone for *So do I*.

CD 2, 16

MONTY: Oh, I love sheep. Baa baa.

TREVOR: So do I.

MASKMAN: I love horses.

TREVOR: I don't.

Extra activity 1: see page 115 (if time)

AB42. ACTIVITY 4. Write the words. Listen and check.

- Say *Open your Activity Books at page 42, please*. Focus pupils on the words and elicit that these are words to complete the dialogues in the boxes. They can only use the words once. If you didn't do Extra activity 1, do the first one as an example. Pupils work in pairs. They complete the dialogues. Pairs check with pairs. Check with the class by playing the CD.

CD 2, 17

- | | |
|-------------------------------|-------------------------------|
| 1 I love spiders.
So do I. | 3 I love lizards.
So do I. |
| 2 I love fish.
So do I. | 4 I love goats.
I don't. |

AB42. ACTIVITY 5. Draw your favourite animal and ask your friend.

- Review the animals, using flashcards if necessary. Elicit from individuals what their favourite animal is. Pupils draw their animal in the frame, colour it and complete the writing line, e.g. *I love lizards*. Remind pupils to write the animal name in the plural. Make groups of four. Pupils show the others in their group their animals. They ask and answer, e.g. *What's your favourite animal? I love lizards*. The others respond *So do I / I don't* as appropriate.

Extra activity 2: see page 115 (if time)

Ending the lesson

- Play a Chain game. Start two chains at each end of the class. Stop when the chains meet in the middle. Chain 1: Say *Let's go to the zoo. We can see elephants*. Pupil 1: *Let's go to the zoo. We can see elephants and spiders*, etc. Chain 2: Say *Let's go to the farm. We can see goats*. Pupil 1: *Let's go to the farm. We can see goats and cats*.

OBJECTIVES: By the end of the lesson, pupils will have said a chant and practised talking about likes and expressing agreement.

● TARGET LANGUAGE

Key language: *watermelon, pineapple, coconuts, lime, onions*

Additional language: *word snake*

Revision: *bananas, oranges, lemon, I love ... / So do I / I don't.*

● MATERIALS REQUIRED

Food flashcards 94, 95: an orange, watermelon

Pictures of: pineapple, coconuts, lemon, lime, onions

Food flashcards from *Kid's Box 1*: 91, 92 bananas, apples

Extra activity 2: 12 food flashcards

Warmer

- Review the known food vocabulary (orange, banana, apple), using the flashcards. Flash each one quickly (picture side) in front of the class and elicit the word. Teach/ elicit *watermelon, pineapple, coconut, lime, onion*, using the other flashcards/ pictures in the same way. Pupils repeat the new words in chorus. Put the flashcards on the board (picture side), look at them and say *Hmm. One's different. Which one?* Pupils respond *Onions*. Prompt them if they don't. Elicit why. Give the names *fruit and vegetables*. Elicit other vegetables they know: *carrots, potatoes, etc.*

PB43. ACTIVITY 7. Listen and point. Chant.

- Say *Open your Pupil's Books at page 43, please*. Elicit what they can see. Say *Listen and point*. Play the CD. Pupils listen and point to the food. Play the CD again. Pupils join in the chant. Repeat line by line until they are confident. Pupils stand. They chant together in chorus. Divide the class into two groups. One half says the opener (*I love ...*); the other half replies (*So do I*). Swap groups. Record pupils if you can and play the recording back to them for enjoyment and feedback.

CD 2, 18

I love watermelon.	So do I.
I love pineapple.	So do I.
I love bananas.	So do I.
I love oranges.	So do I.
I love coconuts.	So do I.
I love lemon and lime.	Hmm. So do I.
I love onions.	I don't. Goodbye.

CD 2, 19

Now say the chant again. (Repeat chant)

Extra activity 1: see page 115 (if time)

PB43. ACTIVITY 8. Say and answer.

- If pupils did Extra activity 1, you can move straight into the mingling part of this activity. If they didn't, practise the dialogue from the Pupil's Book page in open pairs. Pupils can change the animals: it's more motivating for them if they speak truthfully.
- Mingling: Pupils stand up. They walk around the room. Clap. Pupils make pairs and take turns to say, e.g. *I love birds* and to reply *So do I / I don't*. Remind pupils to say what's true. Clap. Pupils move on. Repeat.

AB43. ACTIVITY 6. Find the words.

- Say *Open your Activity Books at page 43, please*. Focus pupils on the word snake and elicit what it is. Say *Circle the words*. Answer the questions. Pupils work individually and circle the words in the word snake. They check in pairs. They then answer the questions. Check with the class.

Key: bed, duck, kitchen, nine, elephant, trousers, sheep, phone, egg, goat

There are four animals. Duck, elephant, sheep, goat.

AB43. Now write the words.

- Focus pupils on the next part of the activity. Elicit what they can see in the pictures. Focus on the example: *b _ _*. Elicit what the word is (bed). Pupils work in pairs and complete the other words. Remind them to count the letters before starting to write the word. Check with the class. Pairs spell out the words.

Key: trousers, nine, goat, bed, phone, sheep, elephant, duck, kitchen, egg

Extra activity 2: see page 115 (if time)

Ending the lesson

- Pupils repeat the chant from earlier in the lesson OR the chants they did in Extra activity 1.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /ʃ/ and will have had more practice with talking about animals.

● **TARGET LANGUAGE**

Key language: the phoneme /ʃ/ as in *Shirley, show, shop, legs, feet, tail, body*

Additional language: *can get (milk/eggs), across/down*

Revision: animals, colours, adjectives, face parts, numbers, *They've got ... , swim, jump, clothes, these*

● **MATERIALS REQUIRED**

Animal flashcards 65–71: a frog, a cow, a duck, a goat, a lizard, a sheep, a spider

Extra activity 2: Photocopiable activity 7 (see page 99), if not used previously copied onto thin card, one for each pupil, crayons, scissors, glue

Warmer

- Review the animals (*frog, cow, duck, goat, sheep, frog, spider, lizard*), using the flashcards. Say, e.g. *I'm thinking of an animal. It's small. It can swim. It says Quack quack.* Pupils guess (duck). Show the flashcard. Repeat for other animals. Keep the definitions simple.

PB44. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 44.* Introduce Shirley sheep to the class. Stress the /ʃ/ sound at the beginning of each word and say *Today's new sound is ...* Pupils supply /ʃ/.
- Hold up your book and point to Shirley. Say *This is Shirley sheep. Say Hi to Shirley sheep.* Pupils respond. Emphasise the /ʃ/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the woman. Elicit/teach where she is (*shoe shop*) and that she's showing shoes. Check understanding of *shop, show*. Say *Listen and say it with Monty.* Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /ʃ/ sounds. Underline them. Ask pupils if they can think of other words with this sound.

Key: *She shows shoes in the shoe shop.*

CD 2, 20

MONTY: Shirley sheep

MONTY, BOY AND GIRL: Shirley sheep

MONTY: She shows shoes in the shoe shop.

MONTY, BOY AND GIRL: She shows shoes in the shoe shop.

PB44. ACTIVITY 10. Say and answer.

- Focus pupils on Activity 10 and elicit the animals. Using the pictures, teach *legs, body/bodies, tail, feet*. Say the definitions and pupils guess:
They're black and white. They're big and they've got four legs. We can get milk from them. (cows)
You can ride these animals. They've got four legs and a tail. (horses)
They're small and brown. They've got two legs. We can get eggs from them. (chickens)
They're small and can be different colours. They've got eight legs. (spiders)
They're small and green. They've got two big feet, two small feet and big mouths. They can swim. (frogs)
- Demonstrate the activity with a pupil, using the speech bubbles. Elicit ideas for the other animals. Pupils work in pairs (AA, BB, CC, DD, etc.). They plan definitions for each of the animals. Make new pairs (AB, AB, CD, CD, etc.). Pupils take turns to say their definitions and guess.

Extra activity 1: see page 115 (if time)

AB44. ACTIVITY 7. Can you hear 'sh'? Tick (✓) or cross (X) the box.

- Say *Open your Activity Books at page 44, please.* Pupils listen to the CD. They write a tick if they hear 'sh' and a cross if they don't for each of the ten words.

Key: 2 X, 3, X, 4 X, 5 ✓, 6 ✓, 7 X, 8 X, 9 ✓, 10 X

CD 2, 21

1 She, 2 He, 3 You, 4 Chips, 5 Short, 6 Sheep, 7 Zoo, 8 Kitchen, 9 Shoe, 10 Phone

AB44. ACTIVITY 8. Write the 'animal' words. [YLE]

- Focus pupils on Activity 8. Focus on the crossword and check they understand *down* and *across*. Do the example (1 down) with the class. Read it aloud: *This is small and black. It's got eight legs.* Focus pupils on the space in the crossword where *spider* is written. Pupils work in pairs. They read the texts together silently and match them with the animals. They write the words in the right places. Monitor as pupils are working. Note: These texts are quite complex and may take pupils some time to work out.

Key: Down 1 spider, 2 chicken, 6 goat. Across 1 sheep, 2 cow, 3 lizard, 4 duck, 5 frog.

Extra activity 2: see page 115 (if time)

Ending the lesson

- Do the tongue twister from the beginning of the lesson again. Pairs practise saying it quickly and then perform it for the class.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *I'm trying to sleep, talk, be quiet, I know, night-time*

Revision: *sheep, jump, count, can't, Let's talk about ... , farms, farm dogs, catch, mice, cows, milk, What are you doing? I'm ...-ing.*

● MATERIALS REQUIRED

Animal flashcards 65–71: a frog, a cow, a duck, a goat, a lizard, a sheep, a spider

Animal flashcards from *Kid's Box 1* 47–52, 59–65: a cat, a dog, a fish, a horse, a mouse, a bird, a crocodile, an elephant, a hippo, a giraffe, a snake, a tiger, a monkey

Picture of a chicken (animal, not food)

Warmer

- Write *Farm animals* in the centre of the board. Elicit farm animals from the class, show the flashcard and then write the animal's name on the board to create a mind map. If pupils give you an animal which you don't think is a farm animal, ask them for a reason. They may be right.

Story

PB45. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 45, please.* Elicit who they can see (Trevor, Monty, Marie, Maskman and some sheep). Elicit ideas for what they are doing. Set the pre-listening questions: *What can't they do? What is Maskman counting? Why? Say Listen and look.* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Sleep, Sheep, To go to sleep).
Note: *Sleep* may be a new word. If pupils say it in L1, then say *Good. In English, it's sleep.*
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the snoring.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *Who is sleeping?* (Trevor). *Is it day or night?* (night). *What are the sheep doing?* (jumping). Ask pupils if they count sheep to help them sleep. Say *Is it a good idea?*

CD 2, 22

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

MASKMAN: Trevor! Trevor! Pssst! Are you sleeping?

TREVOR: Yes, I am.

MARIE: Trevor! Maskman! Can you be quiet, please? I'm trying to sleep!

MASKMAN: I can't sleep.

TREVOR: Well, count sheep, Maskman.

MASKMAN: 11, 12, 13 ... Oh, no! My sheep aren't sleeping. They're jumping! I can't sleep.

MARIE: We can't sleep now.

MARIE: OK. Let's talk about farms. Farm dogs can get sheep. Farm cats can catch mice. And we get milk from cows.

TREVOR: Yes, yes, I know ... Maskman!

MARIE: What are you doing, Maskman?

MASKMAN: I'm sleeping, Marie. Goodnight.

PB45. ACTIVITY 12. Act out the story.

- Divide the class into groups of four. Pupils decide their roles. Play the CD again. Stop after each frame for the pupils to repeat in role. Pupils practise their story in groups. More confident pupils can change some of the words. Invite two or three groups to perform their role plays to the class.

Extra activity 1: see page 115 (if time)

AB45. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 45, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the farm animal words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct animal word under each sticker.

Key:

cow, duck, goat
lizard, sheep, spider

Extra activity 2: see page 115 (if time)

AB45. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on the words they wrote for My picture dictionary. Say *Good. You can write animal words.* Read the second sentence and check understanding. Elicit what they love. Say, e.g. *I love cats.* Elicit a response *So do I / I don't* from different pupils. Encourage pupils to make similar statements for others in the class to respond to.
- Pupils work in pairs. They take turns to point to a sentence in their books and show each other / talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise, so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/games they'd like to do again from the unit. Do it together to end the lesson.

Page 46

OBJECTIVES: By the end of the lesson, pupils will be able to name places in a town.

● **TARGET LANGUAGE**

Key language: park, shop, street, hospital, café, flat, town

Revision: shoe, long, Grandpa, Can you see ... ?, over there, window, look at, What's that? Where is it? those, next to, drink, Oh, sorry, flowers, feet, colours, adjectives

● **MATERIALS REQUIRED**

Town flashcards 72–77: a park, a shop, a street, a hospital, a café, a flat

Warmer

- Play a Pointing game to review body and clothes, e.g. *Point to your nose. Point to your eyes. Point to your legs. Point to your feet. Point to your shirt. Point to your shoes.*

Presentation

- Elicit/teach the new words (*park, shop, street, hospital, café, flat*), using the flashcards (picture side). Pupils repeat in chorus and then in groups and pairs. Elicit each word again and place the flashcards in a circle on the board (picture side). Say these places are all in a town. Write *Town* in the centre of the circle. Point to each flashcard, elicit the word and then turn it word side.

PB46. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 46, please.* Elicit who they can see and where the people are (Grandpa and Suzy, Town). Say *Can you find the hidden star?* Pupils look and check in pairs. Check with the class (on the lorry). Pupils say *Here it is.* Say *Listen and point.* Play the CD. Pupils listen and point to the places in the town. Prompt, using the flashcards if necessary. Set the focus listening questions: *Where's Grandpa's flat? Where's the shoe shop?* Play the CD again. Pupils listen for the answers. They check in pairs. Check with the class (Next to the park, Next to the café). Check comprehension by asking, e.g. *Is it a big town or a small town? What colour are Grandpa's windows? What colour shoes does Suzy want?* Ask different pupils. Play the CD again if necessary.

CD 2, 23

SUZY: This is a long street, Grandpa.

GRANDPA: Yes, it is. It's a big city. Can you see my flat?

SUZY: No. Where is it?

GRANDPA: It's over there, next to the park. It's the one with the green windows.

SUZY: Oh, yes. What's this over here, next to the toy shop?

GRANDPA: That's a hospital.

SUZY: Ooh, look! There's a shoe shop! Look at those beautiful red shoes, Grandpa.

GRANDPA: What ... ? Oh, yes.

SUZY: The shoe shop's next to the café, Grandpa.

GRANDPA: Good idea. Let's go to the café for a drink.

SUZY: No, Grandpa. Let's go to the shoe shop for my new red shoes.

GRANDPA: Oh, sorry ... Yes ... Of course.

PB46. ACTIVITY 2. Listen, point and repeat.

- Say *Let's do Activity 2. Listen, point to the new words and repeat.* Play the CD. Pupils point to the words in the picture and repeat them in chorus. Listen for correct pronunciation.

CD 2, 24

Park, shop, street, hospital, café, flat

Extra activity 1: see page 115 (if time)

AB46. ACTIVITY 1. Look and read. Tick (✓) or cross (X) the box. [YLE]

- Say *Open your Activity Books at page 46, please.* Focus pupils on the example. Read the sentence (*This is a flat*), point to the picture (house) and point to the X. Check pupils know what to do. Pupils work individually. They check in pairs. Check with the class. Display the flashcards (picture side) on the board. For the sentences with the wrong picture, invite a pupil to go up to the board, point to the house and say, e.g. *This is a house.*

Key: 2 ✓, 3 X This is a school. 4 ✓, 5 ✓, 6 X This is a hospital.

AB46. ACTIVITY 2. Match. Write the words.

- Focus pupils on Activity 2 and do the example with the class. Check pupils know what to do (match the two halves of the words, one beginning with two endings in each case). Pupils work in pairs, writing the words on the lines. Pairs check with pairs. Check with the class. Elicit the words from different pairs.

Key: boat, bookshop, apple, apartment, shop, shoes, potato, park, house, hospital

Extra activity 2: see page 115 (if time)

Ending the lesson

- Six pupils come to the front. Hand each one a flashcard (*park, shop, street, hospital, café, flat*). Tell pupils to stand in alphabetical order. Let the class check if they're correct. Use this activity to focus pupils on the second letter of a word when the first letter (s) is the same. Repeat with another six pupils.

OBJECTIVES: By the end of the lesson, pupils will have had more practice reading and talking about places in a town.

● TARGET LANGUAGE

Key language: plurals, children, men, women, babies, see, buggy

Additional language: Spot the difference

Revision: How many ... ? park, shop, street, hospital, café, flat, town, woman, pineapple, cat, boy, kite, shoes, lemon, bus, Are there ... ? Where ... ? pets

● MATERIALS REQUIRED

Town flashcards 72–77: a park, a shop, a street, a hospital, a café, a flat

Extra activity 1: The following sentences written on a large piece of paper:

- 1 There are five _____ child/children in the park.
- 2 There is one _____ man/men in the shoe shop.
- 3 There are three _____ woman/women in the café.
- 4 There is one _____ child/children on a bike.
- 5 There is one _____ woman/women on the bus.
- 6 There are two _____ baby/babies in the buggy.
- 7 There are four _____ man/men in the pet shop.
- 8 There is one _____ baby/babies with a banana.

Warmer

- Revise the town words, using the flashcards. Slowly reveal each one from behind paper (picture side) until pupils say the word correctly.

PB47. ACTIVITY 3. Read and answer.

- Say *Open your Pupil's Books at page 47*. Elicit what pupils can see in the picture. Accept their feedback. Make sure you draw out the following words as pupils need them for the reading: *baby, woman, fruit shop, pineapples, lemons, cats, dogs, kite, bus*.
- Say *Read the questions. Talk about the answers with your partner*. Pupils work in pairs and answer the questions. Monitor pupils as they are working. Check by asking pupils to read the questions aloud. Other pupils answer. If a pupil doesn't want to read aloud, ask another pupil to volunteer.
- Pupils write the questions and answers in their notebooks.

Key: 1 She's in the park. 2 There are five pineapples.

- 3 There are three cats. 4 He's in the park. 5 The shoes are red.
6 The lemons are in the fruit shop. 7 The bus is green.

PB47. ACTIVITY 4. Ask and answer. Use the words in the box.

- Focus pupils on the words in the box. Elicit what they think the following words are: *men, women, babies, children*. Check for correct pronunciation of *women*. Help them to work out that they are plurals of *man, woman, baby, child*. Pupils work in pairs, using the model question and answer and the words in the box. They take turns to ask and answer about the picture in Activity 3. Monitor and help if necessary. Check using open pairs: one pair asks a question, and another answers it.

Extra activity 1: see page 115 (if time)

AB47. ACTIVITY 3. Spot the differences.

- Say *Open your Activity Books at page 47, please*. Focus pupils on the pictures. Say *Look. They are different*. Read out the example. Pupils find these differences in the pictures. Say *There are five more differences. Can you find them?* Pupils work in pairs and find the other differences. Monitor and help by pointing to parts of the picture if necessary. Elicit answers from pairs around the class. Write the example sentence on the board and underline the words they change each time: *In A there's one car, but in B there are two cars*. Pupils use the model to complete the other sentences.

Key: (Pupils' answers can be in any order.) 2 In A there's one bus stop, but in B there's no bus stop. 3 In A there's a pet shop, but in B there's a toy shop. 4 In A there's a woman on the bus, but in B there's a man on the bus. 5 In A there are two women in the shop, but in B there are two men on the street. 6 In A there's a café, but in B there's a bookshop.

Extra activity 2: see page 116 (if time)

AB47. ACTIVITY 4. Write the words.

- Focus pupils on the shop names: *fruit, toys, pets, furniture*. Point out the examples (pear, ball, dog, chair). Pupils work in groups of four and put the other words into the categories. Monitor and help where necessary. Check by eliciting the words for each category and writing them on the board.

Key:

Fred's Fruit: coconut, apple, pineapple, lemon, orange

Ted's Toys: bike, computer game, train, car, lorry

Pete's Pets: lizard, cat, fish, mouse, bird

Phil's Furniture: armchair, table, painting, clock, cupboard

Ending the lesson

- Play a Chain game of *In the town there are ...* Start the chain, e.g. *In the town there are four bookshops*. Pupil 1: *In the town there are four bookshops and two cafés*. Pupil 2: *In the town there are four bookshops, two cafés and ...* When the chain is about six places long, shout *Change!* and the next pupil starts another chain. Choose pupils at random to continue the chain to make sure all pupils are listening. Don't do it in seat order.

OBJECTIVES: By the end of the lesson, pupils will have asked and answered questions about location.

● TARGET LANGUAGE

Key language: *behind, between, in front of, music*

Additional language: *I can't see, I can't hear, everybody*

Revision: character names, *sitting, Be quiet, very happy, So do I*

● MATERIALS REQUIRED

Extra activity 1: Photocopiable activity 8 (see page 100), copied onto thin card, one for each pupil, scissors, crayons

Warmer

- Revise known prepositions (*in, on, next to*) using classroom objects. Say, e.g. *Pick up a pencil. Put it next to your book. Put your red crayon in the book. Put your ruler on your head. Put your eraser on the ruler.*

Presentation

- Call five pupils to the front of the class. They stand like this:

P1
P2 P3 P4
 P5

- Say *Listen*. (Name P1) is behind (name P3). (Name P5) is in front of (name P3). (Name P3) is between (name P2) and (name P4). Who's next to (name P4)? Repeat several times. Ask questions, e.g. *Where is (name P3)? Where is (name P5)?* Invite five more pupils to the front and give them instructions, e.g. *(Name), stand in front of (name)*. They arrange themselves according to your instructions.

PB48. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 48, please*. Elicit where the people are (At school, in a theatre). Elicit the names of the people. Say *Listen and point*. Play the narrative section of the CD. Pupils point. Repeat. Pre-teach *Music*. Set the focus questions: *Suzy isn't happy. Why? Who's in front of Suzy?* Play the dialogue section of the CD. Pupils listen for the answers. They check in pairs. Play it again. Check with the class (She can't see. Lenny's mum is in front of Suzy.). Say *I love music*. Elicit responses *So do I / I don't*.
- Check comprehension and prepositions by asking about the people in the picture, e.g. *Who is between Mrs Star and Simon? Where is Grandma Star?*

CD 2, 25

NARRATOR: Mr Star is playing his guitar at Simon and Stella's school. Simon's sitting between Stella and Suzy, and Mrs Star's sitting next to Suzy. Lenny's sitting in front of Mrs Star, and Lenny's mum's sitting between Lenny and his dad. Grandpa and Grandma Star are sitting behind Simon and Suzy. Everybody is very happy, but Suzy isn't.

STELLA: I love music.

MRS STAR: So do I.

SUZY: Mum, I can't see.

MRS STAR: Shh, Suzy. Be quiet!

SUZY: But I can't see. Lenny's mum's in front of me.

GRANDMA: Shh, Suzy. Be quiet! I can't hear if you're talking.

SUZY: Can I sit with Stella, please?

MRS STAR: Well, all right, but be quiet.

SUZY: Yes, Mum. Thanks.

SUZY: Oh, this is good. Now I can see.

STELLA: Huh! You can see, but I can't. Mum!

PB48. ACTIVITY 6. Ask and answer.

- Pupils work in pairs. They use the model and your examples from the end of the previous activity to take turns to ask and answer about the picture. Monitor pupils and prompt where necessary.

Extra activity 1: see page 116 (if time)

AB48. ACTIVITY 5. Listen and colour the stars.

- Say *Open your Activity Books at page 48, please*. Say *Listen for the colours you need*. Play the CD. Pupils listen and put the right crayons on their desks (grey, red, pink, yellow, purple, orange, blue, green, brown). Play the CD again, pausing after each sentence. Pupils make a dot on the star the first time. They check in pairs. Play the CD again, sentence by sentence. Check with the class. Play the CD again for pupils to colour.

Key: 1 orange, 2 grey, 3 pink, 4 red, 5 purple, 6 yellow, 7 brown, 8 blue, 9 green

CD 2, 26

Colour the star between number 1 and number 3 grey.

Colour the star under number 1 red.

Star number 3 is pink.

Colour the star between number 3 and number 9 yellow.

The star under the grey star is purple.

The star next to number 2 is orange.

Colour the star between 7 and 9 blue.

Colour the star under number 6 green.

The star next to the blue star is brown.

AB48. ACTIVITY 6. Read and write the names.

- Do this first as a TPR activity. Arrange six chairs as in the Activity Book activity and invite six pupils to the front. Give each pupil a name: *Tom, Jill*, etc. Read the instructions one by one. Pupils arrange themselves as instructed. The class helps by telling them where to sit.
- Pupils do the activity in the Activity Book. They check in pairs. Check with the class (using the TPR activity again).

Key:

Tom, Ann, Nick

Jill, Sue, Bill

Extra activity 2: see page 116 (if time)

Ending the lesson

- Ask questions about pupils in the class, e.g. *Who's sitting in front of (name)? Who's sitting between (name) and (name)?* Pupils take turns to ask questions.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with location and will have sung a song.

● TARGET LANGUAGE

Key language: *Where's the ... ?*

Additional language: *It isn't the one ...*

Revision: prepositions, furniture, body parts, school objects, animals

● MATERIALS REQUIRED

Extra activity 2: Photocopiable activity 8 (see page 100), if not used in the previous lesson copied onto thin card, one for each pupil, scissors, crayons

Warmer

- Review prepositions (*between, behind, in front of, next to*) by asking questions as in the Ending the lesson activity in the previous lesson.

PB49. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 49, please.* Elicit what pupils can see in the pictures. Say *Listen and point.* Play the CD. They point to the pictures of the actions. Play the CD again in sections with actions. Pupils repeat. Repeat all the sections together with the CD. Pupils take the real objects (books, pencil, etc.) and do the song with the actions. Divide the class into four groups. Each group performs the song. Vote for the best performance.

CD 2, 27

Put two books on the table,
Put two books on the table.
Put a pencil between the books,
Put a pencil between the books.
Put a pencil behind your head,
Put a pencil behind your head.
Put a book in front of your nose,
Put a book in front of your nose.
Put a book under your chair,
Put a book under your chair.
Put a pencil behind your ear,
Put a pencil behind your ear.
Put two books on your head,
Put two books on your head.
Put them all back on the table,
And now, now sit down.

CD 2, 28

Now sing the song again. (Karaoke version)

Extra activity 1: see page 116 (if time)

PB49. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the picture, e.g. *Where's the blue book?* Pupil B answers the question, e.g. *On the sofa.* Pupils swap roles.

AB49. ACTIVITY 7. Choose and draw.

- Say *Open your Activity Books at page 49, please.* Elicit what pupils can see (shops). Pupils work individually. Each pupil draws the eight items at the top of the page (car, etc.) in the spaces in the four pictures. It's a secret.

AB49. Now ask and draw.

- Make new pairs. Pupils sit facing one another with their books held upright so they can't see each other's pictures. They take turns to describe what is in each picture at the top of the page and draw it in the pictures at the bottom of the page. They compare drawings when they have finished. Monitor and help where necessary.
- Remind pupils of procedural language, e.g. *Sorry, can you say that again? Where's the car? What's between the toy shop and the shoe shop?*

Extra activity 2: see page 116 (if time)

Ending the lesson

- Select an object or pupil in the classroom. Say, e.g. *I'm thinking of a bag. It's green and it's under a chair. It's next to the window,* for pupils to guess. Repeat. Pupils can take turns to be the callers.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /b/ and will have had more practice with asking and answering about location.

● TARGET LANGUAGE

Key language: the phoneme /b/ as in *Ollie octopus*

Additional language: *Tom*

Revision: clock, orange, box, shop, prepositions, places in a town, *Where's ... ? Where are ... ? It's ... , They're ...*

● MATERIALS REQUIRED

Town flashcards 72–77: a park, a shop, a street, a hospital, a café, a flat

Household object flashcards 48–53: a mat, a lamp, a clock, a phone, a mirror, a sofa

Extra activity 1: Photocopiable activity 8 (see page 100), if not used in the previous lesson copied onto thin card, one for each pupil, scissors, crayons

Warmer

- Revise the town and household objects vocabulary using the 12 flashcards. Flash each one quickly in front of pupils, elicit the word and stick it on the board (picture side).

PB50. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 50, please.* Introduce Ollie octopus to the class. Stress the /b/ sound at the beginning of each word and say *Today's new sound is ...* Pupils supply /b/. Check understanding of *octopus*, using the picture.
- Hold up your book and point to Ollie. Say *This is Ollie octopus. Say Hi to Ollie octopus.* Pupils respond. Emphasise the /b/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the shop. Elicit what is in the window (a clock) and the name of the shop (Tom's Clocks). Say *Listen and say it with Monty.* Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /b/ sounds. Underline them. Focus pupils on the 12 flashcards on the board and ask them which words have the /b/ sound (shop, hospital, clock). Help pupils notice that the letter *o* does not always have the /b/ sound, e.g. *sofa*.

Key: *The clock's on an orange box in Tom's shop.*

CD 2, 29

MONTY: Ollie octopus

MONTY, BOY AND GIRL: Ollie octopus

MONTY: The clock's on an orange box in Tom's shop.

MONTY, BOY AND GIRL: The clock's on an orange box in Tom's shop.

PB50. ACTIVITY 10. Ask and answer.

- Ask a question about the picture, using the example. Review the meaning of the prepositions they'll need, using gesture: *next to, in front of, between, behind*. Pupils ask and answer first in open pairs. Pupils work in closed pairs, taking turns to ask and answer about the picture.

Extra activity 1: see page 116 (if time)

AB50. ACTIVITY 8. Read the words and draw lines.

- Say *Open your Activity Books at page 50, please.* Focus pupils on the activity. Remind them of the flashcards and that not all words with *o* have the sound /b/. Pupils work in pairs. They say the sounds and find which ones sound like *shop* and which like *boat*. They connect them with lines. Pairs check with pairs. Check with the class.

Key: Shop – sock, clock, box, frog; boat – nose, sofa, no, throw, goat

AB50. ACTIVITY 9. Draw a city. Write about it.

- Pupils draw a picture of their ideal city to include the places under the picture. They then complete the sentences about the city. Draw a model map on the board for them to use. This will make it easier for them to describe:

Street		

Extra activity 2: see page 116 (if time)

Ending the lesson

- Write the six town words in scrambled letter order on the board (*park, shop, street, hospital, café, flat*). Pupils work in pairs and race to unscramble them. Check with the class by asking pupils to spell words out correctly.

OBJECTIVES: By the end of the lesson, pupils will have read a story and revised language from the unit.

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *cinema, Dogzilla, Catzilla, daytime*

Revision: town vocabulary, prepositions, *monster, I'm coming, superhero, run, funny, help, goodbye*

● **MATERIALS REQUIRED**

EITHER photocopy the following questions, one for each pupil, OR write them on a large piece of paper for display:

- 1 What is Simon watching on television?
- 2 Can Suzy look at the television?
- 3 Where is the dog?
- 4 Is Maskman a superhero?
- 5 Is Catzilla behind Monty?
- 6 Is the dog behind Maskman?

Warmer

- Review the prepositions using a TPR game. Invite five pupils to the front and give them instructions, e.g. (Name) stand in front of (name). (Name) stand behind (name). (Name) stand between (name) and (name). (Name) stand next to (name). They arrange themselves according to your instructions. Repeat.

Story

PB51. ACTIVITY 11. Listen to the story.

- Say *Open your Pupil's Books at page 51, please.* Elicit who they can see (Trevor, Monty, Maskman, Simon, Suzy and a dog). Elicit where they are (in the sitting room). Set the pre-listening questions: *What's Dogzilla? Where's the cat?* Say *Listen and look.* Play the CD. Pupils listen and look. They check in pairs. Check with the class (A monster dog, Behind Monty). Elicit what they think Catzilla is (a monster cat). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the shrieks.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's the helicopter doing?* (flying). *Is it day or night?* (day). *Does Monty like cats?* (no). *Is there a dog behind Maskman?* (yes). Ask pupils who their superhero is. Ask them if it's Maskman.

CD 2, 30

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

SIMON: Aaagh! Look behind you! It's behind you!

SUZY: Ooooh! I can't look!

MASKMAN: Oh, no. It's 'Dogzilla', the monster dog.

MASKMAN: I'm coming, children.

CHILDREN: Maskman's our superhero.

MASKMAN: Aaagh! Monty! Look behind you! There's a cat! It's 'Catzilla'.

MONTY: Eeeek! Help! A cat!

MASKMAN: Ha ha ha!

MONTY: It isn't funny.

MONTY: Look! There's a dog. It's behind you.

MASKMAN: Eeeek! Help! There's a dog! It's 'Dogzilla'! Help!

PB51. ACTIVITY 12. Answer the questions.

- EITHER hand out the questions on photocopies to pupils, OR display the large piece of paper with the questions on the board for pupils to copy into their notebooks. Pupils work individually and write the answers, using the speech bubbles in the story to help them. They can check with their partner. Monitor pupils and help where necessary. Check with the class.

Key: 1 Dogzilla. 2 No. 3 At school. 4 Yes. 5 No. 6 Yes.

Extra activity 1: see page 116 (if time)

AB51. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 51, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the town words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct town word under each sticker.

Key:

park, shop, street
hospital, café, apartment

Extra activity 2: see page 116 (if time)

AB51. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on what they did in Pupil's Book page 50 Activity 10. Elicit some sentences from pupils. Say *Good. You can talk about the city.* Read the second sentence and elicit what they wrote for Activity Book page 50 Activity 9. Say *Good. You can write about the city, too.*
- Pupils work in pairs. They take turns to point to a sentence in their books and to show each other or talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8 and have learnt about life in Australia.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 5–8, *Australia, Queensland, internet, correcting his exercises, doctor, Todd, lesson, talk to, class*

Revision: animals, children, teacher, house, see, fly, place, small, eat, sleep, play, run, help, street, shop, school, mother, father, a lot of, can't, has got, isn't, aren't

● MATERIALS REQUIRED

World map used in Review Units 1–4, coloured map pins, labels, string

Extra activity 1: pictures of Australian animals and scenes, large pieces of paper, one for each group of four, scissors, glue
For further pronunciation practice, see *Primary Pronunciation Box 1.5, Alphabet palette, page 21*

Warmer

- Display the world map. Elicit the place the pupils talked about in the previous Our world section (Canada) and what they remember about Shari. Elicit the other country names which are labelled from that lesson and ask pupils if they can add any more. Point to Australia (if not mentioned) and label it. Elicit what pupils know about the country (e.g. koala bears, aboriginal people, kangaroos).

PB52. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 52, please. Look at the pictures. This boy lives in Australia.* Elicit what they can see from the things you talked about in the Warmer. Say *Listen and point to the pictures.* Play the CD. Pupils listen and point (the text and pictures are in a different order). Play the CD again. Stop after each paragraph to check understanding of key vocabulary. Pupils do not need to understand every word. Say, e.g. *What's the boy's name? How old is he? What animals has he got on his farm?*

CD 2, 31

- Todd is ten. He's from Australia. This is his house. Todd's house isn't in a city. There aren't any streets or shops.
- Todd's mother and father have got a big sheep farm. They've got a lot of sheep.
- Todd's family has got two dogs. Their dogs aren't pets. They can't eat or sleep in the house or play with the children. Their dogs are farm animals. Now they're running and helping to get the sheep.
- Here's a photo of Todd. There isn't a school near Todd's house. He's having a lesson on the computer! He's talking to his teacher by internet. She's correcting his exercises.

- There isn't a hospital near Todd's house so he can't see a doctor. He can talk to a doctor on the phone or the doctor can fly to Todd's house in a small plane. The doctor's plane is like a small hospital.

PB52. ACTIVITY 2. Match the text.

- Focus pupils on the text. They work in pairs and silently read the text and match it with the pictures. Pairs check with pairs. Check with the class. Elicit key words pupils used to help them (this is an important reading sub-skill).

Key: a 2, b 3, c 5, d 2, e 1

Extra activity 1: see page 116 (if time)

AB52. ACTIVITY 1. Look at page 52 of the Pupil's Book. Write 'yes' or 'no'. [YLE]

- Say *Open your Activity Books at page 52, please.* Tell pupils to look at the text and pictures on page 52 of the Pupil's Book, to read the statements and to write *Yes* or *No* for each one. They work individually and then check in pairs. Check with the class. For the 'no' answers, elicit the corrected sentence from the text.

Key: 2 No, 3 No, 4 No, 5 No, 6 Yes, 7 Yes, 8 Yes, 9 No, 10 Yes

AB52. ACTIVITY 2. Listen and write the number. [YLE]

- Focus pupils on the pictures and elicit what they can see (the Star family, animals, shops). Pupils write the number to match what they hear with one of the pictures. Play the CD. Pupils listen and number. They check in pairs. Play the CD again. Check with the class.

Key:

3, 1, 6

5, 4, 2

CD 2, 32

- Are you Stella's mum?
No, I'm her grandma.
- Dad, can I have some orange juice, please?
Yes, here you are.
- What's Stella's mum doing?
She's sleeping.
- Which animals can you see?
I can see two ducks and a chicken.
- The café is between the park and the pet shop.
- The lizard is in front of the ducks.

Extra activity 2: see page 116 (if time)

Ending the lesson

- Pupils close their books. Play a Memory game. Pupils say what they can remember about Todd and his family. Elicit sentences from different pupils.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8 and made a poster.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 5–8

Revision: question words, prepositions, *poster*

● MATERIALS REQUIRED

Town flashcards 72–77: a park, a shop, a street, a hospital, a café, a flat

Photocopiable activity 8, one copy for each pupil

One sheet of A4 paper for each pupil, scissors, colours, glue

Extra activity 1: a selection of 12 flashcards from the new words in Units 5–8, two rolled up newspapers

Warmer

- Review the town vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side). Pupils say the word. Ask *What can you do there?* Pupils respond, e.g. *You can play (in the park).*

PB53. ACTIVITY 3. Make a city.

- Say *Open your Pupil's Books at page 53.* Elicit what pupils can see (stages in making a poster of a city). Say *We're going to do this today.*
- Hand out Photocopiable activity Review 5–8. Pupils colour pictures of the items they choose for their city and then cut them out. Brainstorm example sentences to describe each picture. Write some of them on the board to provide pupils with extra support for their own creative writing. Pupils then write about their city in the template on the worksheet. Encourage pupils to be creative and to describe what they include in their cities.
- Hand out a sheet of A4 paper to each pupil. They make posters by sticking the text and pictures on the paper.
- Make groups of four. Pupils show their cities to the other pupils and read what they have written.

Extra activity 1: see page 116 (if time)

AB53. ACTIVITY 3. Read and draw lines.

- Say *Open your Activity Books at page 53, please.* Elicit what pupils can see (bedroom with some things in it). Focus pupils on the first sentence: *The baby is behind the door.* Pupils look at the line from the picture of the baby to the right place in the bedroom. They work in pairs. They read the sentences (silently) and draw lines to position the things correctly. Monitor pupils and prompt where necessary. Correct as a class.

AB53. ACTIVITY 4. Listen and complete. Chant.

- Focus pupils on the picture and elicit what some of the children are doing and what pupils can see in the picture. Play the CD. Pupils listen and point to the children in the picture. Pupils work in pairs and try and put the right question words in the sentences. Play the CD again for pupils to check. Check using open pairs around the class (Pupil 1 asks, Pupil 2 answers). Teach the chant. Pupils stand and say it as a class.

Key: 2 What, 3 Whose, 4 How old, 5 Where, 6 What, 7 How many, 8 Which, 9 who

CD 2, 33

Who is that?
That's my brother, Paul.
What's he doing?
He's catching a ball.
Whose ball is it?
It's my cousin Nick's.
How old is he?
He's very young.
He's only six.
Where is he now?
He's in the hall.
What's he doing?
He's throwing his ball.
How many balls have you got?
I don't know! We've got a lot!
Which one's your favourite, red or blue?
I don't know!
And who are you?

CD 2, 34

Now say the chant again. (Repeat chant)

Extra activity 2: see page 117 (if time)

Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 5. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns to say the words. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the *can do* statements from Units 5–8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

OBJECTIVES: By the end of the lesson, pupils will be able to talk about what they are wearing.

● **TARGET LANGUAGE**

Key language: *dress, handbag, glasses, hat, shirt, jeans, watch, sunglasses, gold*

Additional language: *fashion show*

Revision: *clothes, colours, adjectives, wearing, lizard*

● **MATERIALS REQUIRED**

Clothes flashcards 78–83: a dress, glasses, a handbag, a hat, a shirt, jeans

Clothes flashcards from *Kid's Box* 1 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

Extra activity 1: One section of the text from the Pupil's Book activity written on a large piece of paper or on the board like this:

Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.

Warmer

- Review the clothes (*jacket, shoes, skirt, socks, trousers, T-shirt*), using pictures or the flashcards. Show each one and elicit the name. Display the flashcards around the edge of the board. Make a circling gesture with your hands and say *These are all ...* Wait for pupils to say *Clothes*. Check for correct pronunciation. Write *Clothes* in the centre of the board.

Presentation

- Elicit/teach the new clothes vocabulary, using the flashcards. Show each flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly and so on. Stick the flashcards on the board (picture side) around the mind map to show they are also clothes, apart from *handbag* and *glasses*. Put these at the side of the board. Point to each new flashcard in turn. Pupils chorus the word. Turn the flashcard to show the word side. Pupils chorus the word again.

PB54. ACTIVITY 1. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen. The Star children and their friends are wearing different clothes. Set the pre-listening questions: What are Simon and Alex wearing? What's Meera wearing? What's Suzy wearing? What's Lenny wearing?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 54, please. Listen again and check.* Play the CD again as pupils are checking. Use the picture to teach *watch, sunglasses*. Elicit the difference between *glasses* and *sunglasses*. Check comprehension by asking, e.g. *What colour is Suzy's hat? Who's got grey trousers?*
- Say *Can you find the hidden star? Show your partner.* Check with the class (on Suzy's shoe). Pupils say *Here it is.*

CD 2, 35

STELLA: Hello and welcome to the Star Fashion show. Here are Simon and Alex. They're wearing black shirts, blue jeans and white shoes. Simon's got small black sunglasses on his head. Alex is wearing a new yellow watch. Thank you, Simon. Thank you, Alex.

Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.

Now we've got Suzy, the star of the show. She's wearing a long purple dress and big pink shoes. She's wearing a nice big red hat and she's got a beautiful gold handbag. Thank you, Suzy.

Now here's Lenny. He's wearing grey trousers, black shoes, and a red T-shirt with a green lizard on. What a beautiful T-shirt! Thank you, Lenny.

PB54. ACTIVITY 2. Listen, point and repeat.

- Say *Now let's do Activity 2. Listen, point to the clothes and repeat.* Play the CD. Pupils repeat the words in chorus, in groups and then individually (choose pupils at random).

CD 2, 36

Dress, glasses, handbag, hat, shirt, jeans

Extra activity 1: see page 117 (if time)

AB54. ACTIVITY 1. Listen and join the dots.

- Say *Open your Activity Books at page 54, please.* Pupils take a pencil. Say *Listen for the words. Join the words to make a picture.* Play the CD. Pupils join the words. They check in pairs. Check with the class (A dress).

CD 2, 37

Shirt, handbag, glasses, watch, skirt, hat, sock, T-shirt, jeans, shoe, dress, shirt

AB54. ACTIVITY 2. Follow the 'clothes' words.

- Focus them on Activity 2. They work in pairs and draw a line through the clothes words. Pairs check with pairs. Check with the class. Pupils answer the questions at the bottom of the page.

Key: Clothes (13): watch, shoes, glasses, socks, jeans, T-shirt, hat, trousers, dress, skirt, jacket, shirt, handbag. Animals: lizard, frog, sheep, goat, cow, spider. Food: cake, meat, burger, carrots, ice cream, bread.

Extra activity 2: see page 117 (if time)

Ending the lesson

- Display the ten clothes flashcards, plus *handbag* and *glasses* (word side). Pupils stand up. Say, e.g. *Stella says Point to the handbag.* Pupils point. Say *Point to the shirt.* Pupils don't point. Continue repeating some of the clothes quickly, one after another, to keep pupils active.

OBJECTIVES: By the end of the lesson, pupils will have practised talking about things they wear and learnt a chant.

● TARGET LANGUAGE

Key language: *You're wearing ... , They're wearing ...*

Additional language: *code*

Revision: clothes vocabulary, *handbag, watch, glasses, wear, with, adjectives, colours*

● MATERIALS REQUIRED

Extra activity 1: Photocopiable activity 9 (see page 102), one for each pupil, scissors, crayons

Warmer

- Pupils stand up. They look at each other's clothes for 30 seconds. Then they stand back to back and take turns to say what the other is wearing. Demonstrate the activity with a pupil, using *You're wearing ...*

PB55. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Pupil's Books at page 55, please.* Elicit the clothes they can see. Say *Listen and point.* Play the CD. Pupils listen and point to the clothes in the pictures (or the words). Play the CD again in sections. Pupils repeat, pointing to clothes or touching theirs as they say the words. Pupils stand and do the chant as a class without the CD. Divide the class into three groups. Groups take turns to do the chant. Vote for the best one.

CD 2, 38

Handbags, glasses,
Jackets and shirts.
T-shirts, trousers,
Dresses and skirts.
Hats, jeans,
Shoes and socks.
Put them on,
They're in the box.

CD 2, 39

Now say the chant again. (Repeat chant)

PB55. ACTIVITY 4. Listen and correct.

- Focus pupils on the example statements in the speech bubbles. Say *Listen.* Play number 1 on the CD (the first false statement). Check pupils know what to do. Play each sentence in turn. Pupils whisper the response to their partner. Play the CD again. This time, pause before asking the class to respond as a group. Elicit the response from smaller groups and individuals too.

Key: 2 No, one boy is wearing jeans. 3 No, one girl is wearing red shoes. 4 No, four children are wearing glasses. 5 No, two girls are wearing a dress. 6 No, there are four handbags. 7 No, one boy is wearing short trousers. 8 No, there are four hats.

CD 2, 40

- 1 There's a big box with toys.
- 2 Three boys are wearing jeans.
- 3 Two girls are wearing red shoes.
- 4 Five children are wearing glasses.
- 5 One girl's wearing a dress.
- 6 There are six handbags.
- 7 Two boys are wearing short trousers.
- 8 There are five hats.

Extra activity 1: see page 117 (if time)

AB55. ACTIVITY 3. Write the words and colour the picture.

- Say *Open your Activity Books at page 55, please.* Elicit what pupils can see (a code). Tell pupils to look and to tell you what the first word is (I'm). Pupils work individually and complete the writing, using the code. They check in pairs. Check with the class by asking different pupils to read out sections of the sentence. Check understanding of *new*. Pupils colour the picture according to the instructions.

Key: I'm wearing blue jeans, a yellow shirt, grey socks, black shoes and a new red hat.

Extra activity 2: see page 117 (if time)

AB55. ACTIVITY 4. Describe your clothes.

- Pupils work in pairs and take turns to orally describe their clothes to their partner. Pupils then individually write a description of their clothes on the Activity Book page. Monitor and help where needed.

Ending the lesson

- Do the chant again. This time pupils mime putting the clothes on as they say them (rather than just pointing to them).

OBJECTIVES: By the end of the lesson, pupils will have asked and answered about ownership using *have got*.

● **TARGET LANGUAGE**

Key language: *Have you got ... ? Has he/she got ... ? Yes, I have. No, I haven't. Yes, he/she has. No, he/she hasn't.*

Additional language: *a good life*

Revision: *family, friends, garden, flowers, trees, animals, car, bus, cake, milk, So do I, can't drive, superhero*

● **MATERIALS REQUIRED**

Classroom objects

Warmer

- Revise *have got*. Ask a pupil, e.g. *Have you got a blue crayon?* Prompt the pupil to respond truthfully, e.g. *No, I haven't*. If it's *Yes, I have*, the pupil gives it to you. Continue around the class, sometimes asking for objects you know pupils don't have. After asking a pupil and the pupil's response, turn to the class and say, e.g. *Has he got a bag?* The class responds, e.g. *No, he hasn't*. Continue, making sure pupils get practice of *I/she/he* and positive and negative.

PB56. ACTIVITY 5. Listen and point.

- Say *Open your Pupil's Books at page 56, please*. Elicit who and what they can see. Elicit *garden, flowers, trees*. Say *Listen and point to what the toys have got*. Check it's only what they've got (ownership). Play the CD. Pupils listen and point. Play the CD again for pupils to make sure. Play the CD, stopping where indicated below // for pupils to respond. Personalise the activity. Ask pupils, e.g. *Have you got a garden? Have you got a dog? Have you got a car?* Encourage pupils to ask you questions as well.

Key: nice family, friends (Trevor), house, garden, big car, superhero clothes (Maskman), jacket and glasses (Marie), black glasses (Maskman), dog (Trevor).

CD 2, 41

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: You know, Maskman, we've got a good life. We've got a nice family and we've got a lot of friends. //

MASKMAN: I know, Trevor, and we've got a house and a garden with lots of trees and beautiful flowers. //

MARIE: Yes, a lot of toys haven't got a house or a garden ...

MASKMAN: Or a car. I've got a big car. Have you got a car, Trevor? //

TREVOR: No, I haven't got a car. I can't drive.

MASKMAN: I've got superhero clothes. Have you got superhero clothes, Trevor? //

TREVOR: No, I haven't. I'm not a superhero.

MONTY: Marie's a doctor. She's got a long white jacket and glasses. //

MASKMAN: Yes, I've got black glasses, too. //

TREVOR: Yes, Maskman, we've got a good life. We've got a nice dog too. Look, there she is. //

MASKMAN: Aaaghh!! ... And she's got a big mouth.

OTHERS: Ha ha ha!

PB56. ACTIVITY 6. Listen, point and repeat.

- Say *Now, let's listen and repeat the words*. Play the CD. Pupils repeat in chorus and then in groups and pairs.

CD 2, 42

TREVOR: We've got a nice family and we've got a lot of friends.

MASKMAN: Have you got superhero clothes, Trevor?

TREVOR: No, I haven't. I'm not a superhero.

MONTY: Marie's a doctor. She's got a long white jacket and glasses.

Extra activity 1: see page 117 (if time)

AB56. ACTIVITY 5. Follow the lines. Complete the sentences.

- Say *Open your Activity Books at page 56, please*. Focus pupils on the example. Follow the line through the maze to find what the first child has got. Point to the completed sentence. Pupils work individually to follow the lines from the children to the objects. They check in pairs. Check with the class. Pupils then complete the text at the bottom of the page. Monitor to help if necessary.

Key: I've got a robot, a dress and a bird. I've got a camera, a shirt and a phone. I've got a doll, a bag and a duck.

Extra activity 2: see page 117 (if time)

Ending the lesson

- Choose eight classroom objects: ruler, pencil, bag, book, etc. Hold them up in turn, saying *I've got a book, a bag, a ruler, a pencil ...* Hide them from the class. In pairs, pupils try and remember the objects you had and anything else about them. Elicit from pairs, e.g. *You've got a ruler. It's blue*. Show objects as they are mentioned.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about ownership and will have sung a song.

● TARGET LANGUAGE

Key language: *mask,*

Revision: colours, clothes, adjectives, *garden, house, have got, toy, mouse, car, glasses, superhero, hair, nose, I've got you*

● MATERIALS REQUIRED

Extra activity 1: Clothes flashcards 78–83: a dress, glasses, a handbag, a hat, a shirt, jeans

Clothes flashcards from *Kid's Box 1* 66–71 (or pictures): a jacket, shoes, a skirt, socks, trousers, a T-shirt

Warmer

- Review colours and adjectives. Say, e.g. *I can see something in the classroom. It's small, blue and beautiful and it's under a chair.* Pupils guess (a bag). Continue with other objects, including clothes.

PB57. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 57, please.* Elicit what pupils can see. Say *Listen and point.* Play the CD. Pupils point to the objects in the song. Play the CD again. Encourage pupils to sing.

CD 2, 43

MARIE: I've got a big garden.

I've got a big house.

I've got a good friend,

A small toy mouse.

I've got you, Monty.

I've got you.

MONTY: Oh, Marie!

MASKMAN: I've got a black mask,

And a big blue car.

I've got black glasses,

I'm the Maskman star,

And I've got you, Monty.

I've got you.

MONTY: Oh, Maskman!

TREVOR: I haven't got

Superhero clothes.

I've got purple hair,

And a big, green nose,

And I've got you, Monty.

I've got you.

MONTY: Oh, Trevor!

MARIE, MASKMAN, TREVOR: I've got you, Monty.

I've got you.

CD 2, 44

Now sing the song again. (Karaoke version)

PB57. ACTIVITY 8. Ask and answer.

- Pupils work in groups. They take it in turns to ask each other *have got* questions, e.g. *Have you got a garden?* Pupils answer *Yes, I have. / No, I haven't.*

Extra activity 1: see page 117 (if time)

AB57. ACTIVITY 6. Ask your friends. Tick (✓).

- Say *Open your Activity Books at page 57, please.* Elicit the words on the grid and check understanding. Make groups of five or six. Pupils take turns to ask their friends, e.g. *Have you got blue jeans?* They write the friend's name on the left and a tick or cross, depending on their answer. Demonstrate the activity first for pupils. Monitor the groups to make sure they ask the questions and don't just say, e.g. *Green socks?*

AB57. Now colour the clothes and complete the graph.

- Demonstrate the activity, using the board. The graph records the results of the survey in the first part of the activity. Each group will complete a different graph. Use imaginary results for your demonstration graph. First colour the clothes. Then count the ticks and say, e.g. *Five blue jeans* and show how to indicate that on the graph, drawing a bar up to number 5. When pupils understand how to complete it, they do so in their groups. Monitor and check.

Extra activity 2: see page 117 (if time)

Ending the lesson

- Sing the song again with pupils. They mime the actions as they sing.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /dʒ/ and have had more practice with listening.

● **TARGET LANGUAGE**

Key language: the phoneme /dʒ/ as in *Jackie, jaguar, John*

Additional language: *June*

Revision: *giraffe, jeans, orange, jacket, colours, adjectives*

● **MATERIALS REQUIRED**

Clothes flashcards 78–83: a dress, glasses, a handbag, a hat, a shirt, jeans

Clothes flashcards from *Kid's Box 1* 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

Extra activity 2: Dark bag with eight classroom objects inside, e.g. ruler, eraser

Warmer

- Elicit the clothes, using the flashcards. Reveal each one slowly (word side). When pupils say it, stick it on the board. Display them at random.

PB58. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 58, please.* Introduce Jackie jaguar to the class. Stress the /dʒ/ sound at the beginning of each word and say *Today's new sound is ...* Pupils supply /dʒ/. Check understanding of *jaguar*, using the picture.
- Hold up your book and point to Jackie. Say *This is Jackie jaguar. Say Hi to Jackie jaguar.* Pupils respond. Emphasise the /dʒ/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the calendar and to *June*. Elicit the name of the animal in the other picture (giraffe) and what it's wearing (jacket). Say *Listen and say it with Monty.* Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /dʒ/ sounds. Underline them. Focus pupils on the flashcards on the board and ask them which words have the /dʒ/ sound (jeans, jacket). Help pupils notice that the letter 'j' is not the only one to have the /dʒ/ sound, e.g. *giraffe*.

Key: John's jeans are orange. His giraffe's jacket's green.

CD 2, 45

MONTY: Jackie jaguar

MONTY, BOY AND GIRL: Jackie jaguar

MONTY: John's jeans are orange.

His giraffe's jacket's green.

MONTY, BOY AND GIRL: John's jeans are orange.

His giraffe's jacket's green.

PB58. ACTIVITY 10. Say and answer.

- Say *Look at Activity 10.* Demonstrate the activity for the pupils. Read out the example: *There's a big red car.* Pupils say the letter, e.g. *B*. Pupils work in pairs. They take turns to describe something in one of the pictures and to say the picture. Finish the activity, using open pairs around the class.

Extra activity 1: see page 117 (if time)

AB58. ACTIVITY 7. Read and draw lines.

- Say *Open your Activity Books at page 58, please.* Focus pupils on the example. Elicit the sound /d/. Check pupils know what to do and which sounds to focus on (underlined). Pupils work in pairs. They say all the words in the grid aloud and find the three in a row, vertically, horizontally or diagonally, with the same sound. Pairs check with pairs. Elicit the words for each grid. Pupils say the other words too. Make sure they pronounce them correctly.

Key: 2 shop, sheep, shoe 3 juice, jeans, jacket 4 children, chicken, chips

AB58. ACTIVITY 8. Cross out five objects. Ask your friend.

- Elicit the objects in the picture. Pupils use a pencil and secretly put a cross through five objects. They work in pairs, but they don't look at each other's books. They take turns to ask *Have you got a ... ?* and to answer. They say *No, I haven't* if they have put a cross through it. Again in pencil, pupils write ticks or crosses in the boxes about their partner's objects. The first in each pair to find all the objects crossed out is the winner. Pupils erase their crosses and ticks and repeat the game.

Extra activity 2: see page 117 (if time)

Ending the lesson

- Do the Jackie jaguar tongue twister again with the class. Pupils stand up. Do it as a class and then invite groups or pairs to have a go at saying it as fast as they can.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *trollman, arms*

Revision: *adjectives, clothes, colours, wearing, mask, sing, dance, can't, can, look at, legs, pencil, eating, spell, fly, nice, friends*

● MATERIALS REQUIRED

Clothes flashcards 78–83: a dress, glasses, a handbag, a hat, a shirt, jeans

Clothes flashcards from *Kid's Box 1* 66–71 (or pictures):

a jacket, shoes, a skirt, socks, trousers, a T-shirt

Warmer

- Review the 12 clothes words, using the flashcards. Hold one behind your back. Pupils guess, asking *Have you got a dress?* etc. Answer *Yes, I have.* / *No, I haven't.* The pupil who guesses comes and hides a flashcard and the class asks him/her questions. Reuse flashcards to make it more challenging.

Story

PB59. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 59, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie). Elicit where they are (in the house). Set the pre-listening questions: *Can Trevor fly? What colour's Maskman's hair? Can Maskman spell?* Say *Listen and look.* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Yes, Purple, No). Check pupils understand that Trevor and Maskman have changed roles. Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the laughter.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's Monty wearing?* (Marie's long white jacket and glasses). *What's Trevor wearing?* (blue trousers, shirt and hat and a black mask). *What's Trevor's name?* (Masktroll). *What's Maskman eating?* (a pencil).

CD 2, 46

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: Monty! Are you wearing my long white jacket and my glasses?

MONTY: Yes, I am. I'm Marie mouse.

MARIE: Trevor! What are you wearing?

TREVOR: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

TREVOR: I can swim and fly, but I can't sing or dance.

I'm ... Masktroll!

MONTY: Look at Maskman!

TREVOR: Maskman! Are you eating a pencil?

MASKMAN: Yes, I am. Who am I?

MONTY: You're ... Trollman!

MASKMAN: That's right! I can't swim and I can't spell.

TREVOR: No, you can't, Trollman, but you've got a lot of friends.

PB59. ACTIVITY 12. *Listen and say the number.*

- Say *Now listen and look at the pictures. Say the number of the picture to your partner.* Play the CD. Pupils point to the picture and whisper the number to their partner. Play the CD again. Check with the class.

Key: 5, 2, 4, 3, 1, 6.

CD 2, 47

TREVOR: Maskman! Are you eating a pencil?

TREVOR: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask ... Who am I?

MONTY: Look at Maskman!

TREVOR: I can swim and fly, but I can't sing or dance. I'm ... Masktroll!

MARIE: Monty! Are you wearing my long white jacket and my glasses?

MASKMAN: That's right! I can't swim and I can't spell.

Extra activity 1: see page 117 (if time)

AB59. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 59, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the clothes words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct clothes word under each sticker.

Key:

dress, glasses, bag

hat, shirt, trousers

Extra activity 2: see page 117 (if time)

AB59. MY PROGRESS.

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Refer pupils back to Activity Book page 57. They ask and answer some of the questions again. Say *Good, you can talk about your clothes.* Pupils now look back at Activity Book page 56 and say which of the items they have got. Say *Good, you can talk about the things you have got.*
- Pupils work in pairs. They take turns to point to a sentence in their books and show each other / talk about what it says.
- Say *Now tick or cross the sentences.* Encourage pupils to practise, so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about hobbies.

● TARGET LANGUAGE

Key language: *hobby/hobbies, painting, sports, play hockey, table tennis, baseball, badminton, take a photo*

Additional language: *about, And yours?*

Revision: *characters, favourite, book, reading, talking, man, hat, hit, ball, play football, play basketball, play the guitar*

● MATERIALS REQUIRED

Hobby flashcards 84–89: play badminton, play table tennis, play hockey, play soccer/football, play baseball, paint

A picture of a camera

Action flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: two rolled up newspapers

For further practice of sports vocabulary, see *Primary Communication Box 1.17, Good Sports, page 15*

Warmer

- Mime a known action in turn (playing football, playing basketball, playing tennis, playing the guitar, playing the piano, swimming, riding a bike). Pupils guess, e.g. *You're swimming*. Show each flashcard, elicit the word and stick it on the board.

Presentation

- Show each sports/hobbies flashcard in turn and elicit/say the word. Pupils repeat in chorus and then in groups. Stick the flashcards on the board (picture side) to make a mind map. Elicit from pupils what the word in the middle is. Don't write anything yet.
- Point to each new flashcard in turn. Pupils chorus the word. Turn the flashcard word side. Pupils chorus the word.

PB60. ACTIVITY 1. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen. Suzy and Stella are talking about some of these things* (point to the board). Set the pre-listening questions: *What are Lenny and Simon doing? What's Grandma doing? What are the words for all these activities?* (gesture to the board). Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 60, please. Listen again and check* (Playing hockey, Painting, Sports and hobbies). Play the CD again as pupils are checking. Write the words *Sports and hobbies* in the centre of the mind map on the board.
- Say *Can you find the hidden star? Show your partner*. Check with the class (in Suzy's hair). Pupils say *Here it is*.

CD 2, 48

SUZY: Stella, I've got a book about sports. What are these sports?

STELLA: The man with the hat's hitting the ball. He's playing baseball, and this man here's playing basketball. He's bouncing the ball.

SUZY: What are Lenny and Simon doing?

STELLA: They're playing hockey.

SUZY: Are Grandpa and Alex playing tennis?

STELLA: No, they're playing badminton.

SUZY: Grandma's painting. Is painting a sport?

STELLA: No, it isn't, Suzy. It's a hobby.

SUZY: Meera's taking a photo. Is that a sport or a hobby?

STELLA: It's a hobby, Suzy.

SUZY: What's your favourite hobby, Stella?

STELLA: It's reading, ... and yours?

SUZY: My favourite hobby? ... Er ... It's, er ... talking.

STELLA: Yes, it is.

PB60. ACTIVITY 2. Listen, point and repeat.

- Say *Now listen, point and repeat*. Play the CD. Pupils repeat in chorus as a class, then in groups and pairs.

CD 2, 49

Painting, badminton, table tennis, hockey, baseball, basketball

Extra activity 1: see page 118 (if time)

AB60. ACTIVITY 1. Write the words and the numbers.

- Say *Open your Activity Books at page 60, please*. Focus pupils on the pictures and elicit what they can see. Pupils work in pairs. They unscramble the words and match each one with a picture. Check with the class.

Key: guitar 3, badminton 5, table tennis 1, hockey 6, baseball 2

AB60. ACTIVITY 2. Listen and colour. [YLE]

- Focus pupils on the pictures. Say *Listen and choose the right colours for each picture. Don't colour this time*. Pupils listen and choose. Play the CD again. Pupils listen and mark the item with a coloured dot. They check in pairs. Play the CD again. Pause after each one to check. Pupils colour the clothes.

CD 2, 50

- 1 Look at the boy playing badminton. / Oh, yes. Can I colour his trousers? / Yes, colour them black. / OK. What colour is his T-shirt? / It's orange.
- 2 Find the boy taking a photo. / OK. I can see him. / Can you colour his trousers blue? / Yes, he's got blue trousers. What colour's his T-shirt? / It's purple.
- 3 What's this girl doing? / She's playing basketball. Colour her T-shirt yellow. / OK. She's wearing a yellow T-shirt. Now what? / Colour her trousers green.
- 4 Now, find the girl playing badminton. / OK. Here she is. / Good. She's wearing a pink T-shirt and red trousers. / A pink T-shirt and red trousers? / Yes, that's right.

Extra activity 2: see page 118 (if time)

Ending the lesson

- Display the sports/hobbies flashcards (picture side) around the room. Call out the sports/hobbies in turn. Pupils point to the right flashcard.

OBJECTIVES: By the end of the lesson, pupils will have talked and read further about sports and hobbies.

● TARGET LANGUAGE

Key language: soccer, team, player, touch, goalkeeper

Additional language: In this picture ...

Revision: sports and hobbies, colours, clothes, can, has got, see, catch, kick, ball, run, hands, children, wear, fishing, present continuous

● MATERIALS REQUIRED

Hobby flashcards 84–89: play badminton, play table tennis, play hockey, play soccer/football, play baseball, paint
A picture of a camera

Action flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Warmer

- Review the sports and hobbies using flashcards. Hold one behind your back. Pupils take turns to guess, e.g. *Is it basketball?* Respond *Yes, it is.* / *No, it isn't.* The pupil to guess chooses a flashcard and becomes the caller.

PB61. ACTIVITY 3. Listen and say the hobby.

- Say *Open your Pupil's Book at page 61, please.* Focus pupils on the pictures. Say *Listen and look.* Play number 1 on the CD. Pause. Pupils put up their hands. Elicit the answer as an example (6 basketball). Play the rest of the CD. Pupils point to the answer and confirm silently with their partner. Play the CD again for pupils to check. Elicit answers by playing the CD a third time. Pause after each one and elicit the sport/hobby. Elicit a description of the character in each one (clothes, colours, etc.).

Key: 6 basketball, 3 baseball, 4 table tennis, 1 badminton, 5 football, 2 hockey

CD 2, 51

- 1 She's bouncing the big ball. Now she's throwing it to her friend.
- 2 He's throwing the small ball to his friend ... Yes, she's hitting it. Oh! Yes ... now she's catching the ball.
- 3 They're playing with a small ball. They've got a big table between them and the ball's bouncing on the table.
- 4 They aren't playing with a ball. They're hitting a small white object. It isn't bouncing and they aren't catching it.
- 5 She's running and kicking the ball. The ball isn't bouncing and they aren't catching it.
- 6 They're running with a small ball. He's hitting it with a long stick.

PB61. ACTIVITY 4. Read and answer. [YLE]

- Focus pupils on the picture in Activity 4. Elicit what the sport/hobby is (football). Say *Quickly read the text* (point to the text) *and find the other name for this sport.* Pupils read and check (soccer). Ask more questions about the picture to review vocabulary, e.g. *Is she kicking the ball? Is she bouncing it? Can you touch the ball in football?* Make sure you involve the girls and the boys when asking questions. Say *Now read the text again and answer the questions.* Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class. Check understanding and pronunciation of *players* and *goalkeeper*.

Key: 1c, 2a, 3b

Extra activity 1: see page 118 (if time)

AB61. ACTIVITY 3. Write the words.

- Say *Open your Activity Books at page 61, please.* Elicit what they can see (a crossword). Elicit the directions (down and across) and elicit the example from pupils (1 down: table tennis). Pupils work in pairs. They work through the clues. Remind pupils to check spelling of the words (it's not a test). Monitor pupils as they are working. Check with the class.

Key: Down 2 tennis, 3 badminton, 5 reading, 7 piano, 8 guitar.
Across 3 basketball, 4 swimming, 6 football, 7 painting, 9 fishing, 10 hockey.

AB61. ACTIVITY 4. Complete the sentences.

- Focus pupils on the sentences and on the example. They work individually and complete the sentences, using the information from the crossword. Check with the class.

Key: 4 across They're swimming. 5 down She's reading.
6 across They're playing football. 7 across She's painting.
9 across He's fishing.

Extra activity 2: see page 118 (if time)

Ending the lesson

- Divide the class into groups according to their favourite sport: hockey or soccer or tennis. Each group decides the mime for their sport. Teach the chant. Groups say their chant in turn, doing the actions as they chant.

*Hockey, hockey, I like hockey.
Hockey is the sport for me!*

*Soccer, soccer, I like soccer.
Soccer is the sport for me!*

*Tennis, tennis, I like tennis.
Tennis is the sport for me!*

OBJECTIVES: By the end of the lesson, pupils will have talked about likes and dislikes.

● TARGET LANGUAGE

Key language: *I like ... / I love ... / I don't like ... + ing, cooking, gardening, driving, reading about ..., likes, dislikes*

Additional language: *ID card*

Revision: characters, sports and hobbies, riding horses, fishing, cleaning shoes, watching TV, name

● MATERIALS REQUIRED

Hobby flashcards 84–89: play badminton, play table tennis, play hockey, play soccer/football, play baseball, paint
Pictures of driving, gardening, cooking, riding horses, singing
A picture of a camera

Action flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 1: Photocopiable activity 10a (see page 103), copied onto thin card, one for each pupil, scissors, crayons

Warmer

- Review sports and hobbies, using the flashcards. Show a flashcard. Pupils stand up if it's a sport, and sit if it's a hobby. Repeat. Display the flashcards on the board. Point to one, do thumbs up and say, e.g. *I love playing soccer*. Point to another, make a positive (but less than for love) gesture with your hand and say, e.g. *I like painting*. Point to another, do thumbs down and say, e.g. *I don't like swimming*. Elicit some sentences from pupils.

PB62. ACTIVITY 5. Listen and say the number.

- Say *Open your Pupil's Books at page 62, please*. Focus pupils on the ID cards and elicit/teach/check *ID cards*. Use the pictures to pre-teach *driving, gardening, cooking* and to review *riding horses, singing*. Play the CD. Pupils listen and look the first time. They check in pairs. Play the CD again. Pause after each one and elicit the answer. Wait for most of the class to put up their hands before eliciting the answers. For each one, say *Good, tell me about him/her. What does he/she like doing? What does he/she dislike doing? Does he/she like gardening?* etc. Pupils ask and answer about the characters in pairs in the same way.

Key: 3, 8, 1, 4, 10, 7, 9, 6, 2, 5

CD 2, 52

MR STAR: Hi. My name's Bruce Star. I like playing the guitar and I love cooking, but I don't like riding horses.

MRS STAR: Hi. I'm Angelina Star. I love riding horses and reading, but I don't like cooking.

GRANDPA: Hello. I'm Grandpa Star. I like fishing and playing badminton, but I don't like cleaning my shoes.

GRANDMA: Hello. I'm Grandma Star. I love painting and driving. I don't like gardening.

STELLA: Hi. I'm Stella. I love playing the piano and I like reading about sports, but I don't like doing sport.

SIMON: Hello. My name's Simon. I like playing basketball and hockey, but I don't like cleaning my room.

SUZY: Hi. I'm Suzy. I love singing and drawing, but I don't like playing soccer.

ALEX: Hello. I'm Alex. I like playing badminton and I love playing the piano, but I don't like playing baseball.

LENNY: Hi. My name's Lenny. I like swimming and playing football, but I don't like playing table tennis.

MEERA: Hi. I'm Meera. I like riding my bike and I love taking photos, but I don't like watching TV.

Extra activity 1: see page 118 (if time)

AB62. ACTIVITY 5. Listen and tick (✓) or cross (X) the boxes. [YLE]

- Say *Open your Activity Books at page 62, please*. Focus pupils on the pictures. Say *Listen*. Tick what they like. Cross what they don't like. Make a tick and a cross on the board. Play the CD. Pupils listen and tick and cross. They check in pairs. Play the CD again. Check with the class.

Key: 1 a ✓, b ✓, c ✓. 2 a X, b ✓, c X. 3 a X, b X, c ✓. 4 a ✓, b X, c ✓.

CD 2, 53

- She likes carrots, ice cream and cake.
- He doesn't like taking photos or riding bikes. He likes swimming.
- He likes playing hockey. He doesn't like playing table tennis or badminton.
- She likes painting and reading. She doesn't like playing the guitar.

Extra activity 2: see page 118 (if time)

AB62. ACTIVITY 6. Draw and write about you.

- Focus pupils on the sentence prompts and the frame for drawing. Elicit sentences from pupils, using all the prompts. Review necessary language in this way. Pupils work individually. They complete the sentences first and then draw a picture of themselves. Monitor pupils as they are working. Encourage pupils to write true sentences and supply new vocabulary as appropriate.

Ending the lesson

- Call out sports and hobbies from Pupil's Book Activity 5. Pupils do thumbs up if they love it, thumbs wiggling up then down if they like it and thumbs down if they don't like it.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about likes and dislikes and sung a song.

● TARGET LANGUAGE

Key language: *Does he/she like ...-ing? Yes, he/she does. / No, he/she doesn't.*

Revision: colours, hobbies, sports, *love/like/don't like ...-ing, fly a plane, flying kites, running, train, cleaning, shoes, cooking*

● MATERIALS REQUIRED

Extra activity 2: Hobby flashcards 84–89: play badminton, play table tennis, play hockey, play soccer/football, play baseball, paint

A picture of a camera

Action flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Warmer

- Say *I'm thinking of a sport or hobby. It's something I love doing.* Pupils try and guess by asking, e.g. *Driving?* When the pupils guess correctly, say *Yes, I love, e.g. cooking.* Repeat for *like/don't like.* Pupils take turns to come and be the callers.

PB63. ACTIVITY 6. Listen and point. Sing.

- Say *Open your Pupil's Books at page 63, please.* Elicit what pupils can see in the pictures, e.g. *fishing.* Focus them on the symbols, e.g. ♥♥ and elicit what they think they mean. Play the CD. Pupils listen and check (two hearts = love, one heart = like, crossed heart = don't like). Play the CD again. Pupils listen to the verses and point to the people and the actions. Check understanding by asking, e.g. *This person loves swimming. Who is it? (Simon).*
- Play the CD again, this time in sections. Pupils repeat the section. Teach the whole song in this way. Pupils stand up. They sing the song again in chorus. Divide the class into two. One half is Simon, the other Grandpa. The groups take turns to sing their parts. Swap roles. You can record pupils and let them see/hear themselves singing the song.

CD 2, 54

GRANDPA: I love fishing,

I love flying kites.
I like taking photos,
I like riding bikes.
I love fishing!
Bedum ... bedoo.

SIMON: I love swimming,

Playing hockey too,
And I love painting,
With the colour blue.
I love swimming!
Bedum ... bedoo.

GRANDPA: I don't like driving,
Or flying in a plane,
I don't like cleaning shoes,
I don't like
Running for a train.
Bedum bedum bedoo.

SIMON: I don't like cooking,
Or playing the guitar,
I don't like badminton,
Or cleaning my dad's car.
I don't like it!
Bedum ... bedoo. Yeh!

CD 2, 55

Now sing the song again. (Karaoke version)

PB63. ACTIVITY 7. Ask and answer.

- In pairs, pupils ask questions about the characters in the song, following the model. They work in open and then closed pairs.

Extra activity 1: see page 118 (if time)

AB63. ACTIVITY 7. Choose. Tick (✓) or cross (X) the boxes.

- Say *Open your Activity Books at page 63, please.* Teach the question form *Does he/she like ...-ing?* and the answer *Yes, he/she does. / No, he/she doesn't.* Copy the grid onto the board and put ticks and crosses in some of the spaces. Ask questions about the grid. Pupils respond. Pupils ask and answer about the grid in open pairs. Check they know which names are boys and which girls.
- Pupils work individually. They decide what the children like/dislike and put crosses or ticks accordingly.

AB63. Now ask and answer questions. Tick (✓) or cross (X) the boxes.

- Make new pairs. Pupils sit facing one another, holding up their books so they can't see one another's grids. They take turns to ask and answer about the information at the top of the page, using the model speech bubbles, and complete the grid at the bottom of the page with their partner's information. Monitor pupils and help where necessary. Remind pupils of procedural language, e.g. *Can you say that again, please? Fishing? Sorry?*

Extra activity 2: see page 118 (if time)

Ending the lesson

- Invite a group of eight pupils to the front. Each of the eight pupils says one thing they like, e.g. *I like playing football.* Ask the class, e.g. *Does Pablo like riding bikes?* The class answer from memory *Yes, he does. / No, he doesn't.* Ask further questions about the group, e.g. *Who likes riding bikes? What does Pablo like doing?*

Ending the lesson

- Ask pupils which character they like best and why. They can also ask questions about the characters. For example, *Does Simon like fishing?* or *Does Grandpa like taking photos?*

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /r/ and have practised asking and answering questions.

● **TARGET LANGUAGE**

Key language: the phoneme /r/ as in *Ronny, Rachel, rabbit, ruler, Do you like ...-ing? Yes, I do. No, I don't.*

Revision: sports and hobbies, *red, robot, run, ruler, with*

● **MATERIALS REQUIRED**

Photocopiable activity 10b, copied twice onto thin A4 pieces of card, and each cut into 16 small cards (i.e. 32 small cards in total). You will need one small card (with two activities on it) for each pupil. Make sure there are two of each card. You may not need to use all 32 cards if you have fewer pupils than this in your class.

Extra activity 1: Write the following chant on a large piece of paper before the lesson:

*Do you like mice?
Mice are nice/big.
They've got big heads,
And little legs/feet.
My mouse lives next door,
At number six/four.
His windows are blue,
And there are three/two.*

Warmer

- Mime walking like a robot to elicit *Robot*. Point to something red and elicit *Red*. Do the same with *Ruler*. Say *Robot, red, ruler ... Hmm. What do you think today's sound is?* Pupils respond /r/.

PB64. ACTIVITY 8. Say it with Monty.

- Say *Open your Pupil's Books at page 64, please*. Introduce Ronny rabbit to the class. Stress the /r/ sound at the beginning of each word. Check understanding of *rabbit*, using the picture.
- Hold up your book and point to Ronny. Say *This is Ronny rabbit. Say Hi to Ronny rabbit*. Pupils respond. Emphasise the /r/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the picture of the robot and the ruler. Elicit the words (*robot, ruler*). Say *Listen and say it with Monty*. Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /r/ sounds. Underline them.

Key: The red robot's running with Rachel's ruler.

CD 2, 56

MONTY: Ronny rabbit

MONTY, BOY AND GIRL: Ronny rabbit

MONTY: The red robot's running with Rachel's ruler.

MONTY, BOY AND GIRL: The red robot's running with Rachel's ruler.

PB64. ACTIVITY 9. Find your partner.

- Give each pupil one of the cards from Photocopiable activity 10b. Pupils stand up and walk around the class. Clap your hands. They make pairs / small groups and take turns to say what's on their card, e.g. *I like (swimming and playing basketball)* and to ask *What do you like doing?* The aim is for pupils to find another pupil with the same card. Clap for pupils to move on to new pairs/groups and ask/answer. Encourage pupils to ask and answer and not just to look at each other's cards. Check with the class and elicit from pairs, e.g. *We like running and painting*.

Extra activity 1: see page 118 (if time)

AB64. ACTIVITY 8. Listen and tick (✓) or cross (X) the box.

- Say *Open your Activity Books at page 64, please*. Focus pupils on the words on the page. Do the first one as an example. Elicit from pupils the word they heard: *One*. Play the rest of the CD. Pupils tick the word they heard. They check in pairs, saying the word. Play the CD again. Check with the class. Elicit the answer for each one.

CD 2, 57

1 one, 2 head, 3 write, 4 ride, 5 mice, 6 room, 7 number, 8 draw, 9 lorry, 10 blue

AB64. ACTIVITY 9. Read. Write the words.

- Focus pupils on the pictures. Elicit some of the words. Set the task. Pupils read the text and complete it with the appropriate words from the pictures. They work individually. They tick the pictures and then write the words in the right place. They can check with their partner as they work. Monitor pupils as they are working. Check with the class. Pupils take turns to read out parts of the text.

Key: hockey, T-shirt, trousers, chicken, apple

Extra activity 2: see page 118 (if time)

Ending the lesson

- Do the Ronny rabbit tongue twister again with the class. Pupils stand up. Do it together as quickly as you can. Pairs then practise saying it fast. Invite pairs to come to the front and say it as fast as they can.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *What a great game! It's your turn.*

Revision: numbers, present continuous, *kick, sports, run, fly, hit, eat, ball, head, Come and play*

● MATERIALS REQUIRED

Hobby flashcards 84–89: play badminton, play table tennis, play hockey, play soccer/football, play baseball, paint

A picture of a camera

Action flashcards from *Kid's Box 1* 72–78: play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike

Extra activity 2: Photocopiable activity 10a (see page 103), if not used in a previous lesson copied onto thin card, one for each pupil, scissors, crayons

Warmer

- Review the sports and hobbies, using the flashcards. Secretly hand the flashcards out to 13 pupils. They don't show them to their friends. The rest of the class tries to remember the sports and hobbies. When one of the 13 pupils hears his/her sport/hobby, they hold up their flashcard.

Story

PB65. ACTIVITY 10. *Listen to the story.*

- Say *Open your Pupil's Books at page 65, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie) and what they're doing (playing football/soccer). Set the pre-listening questions: *Who's kicking the ball in picture 2? Who's number 18? Who's number 15?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (18/Maskman, Maskman, Trevor). Say *Does Marie like playing football?* (No, she likes reading about it). Elicit the other word used in the story to talk about football (soccer). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. 1 *What's Monty doing?* (taking a photo). 2 *What's number 15 doing?* (hitting the ball with his head). 3 *What's Maskman doing?* (touching the ball with his hands). 4 *Who's running with the ball?* (15/Trevor).

CD 2, 58

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: What a great game of soccer! Yes! What a great goal!

MONTY: Number 18 is kicking the ball. Now number 15 is hitting the ball with his head.

MASKMAN: Ouch! My hands!

MARIE: No, Maskman! You can't touch the ball with your hands!

MONTY: Now number 15 is running with the ball.

MARIE: Trevor! Are you eating the ball?

TREVOR: No, I'm not.

MASKMAN: Come and play football with us, Marie!

MARIE: Oh, no, boys! I love reading about soccer, but I *don't* like playing it.

PB65. ACTIVITY 11. *Listen and say 'yes' or 'no'.*

- Say *Now listen. Is it the same as the pictures or not?* Do the first one as an example (yes). Play the rest of the CD. Pause after each one. Pupils check in pairs. Play the CD again, stopping after each one to elicit the response. Elicit corrections for the 'no' answers.

Key: 1 yes, 2 no – 18 and 15, 3 no – hands, 4 yes, 5 no – ball, 6 no – football

CD 2, 59

- 1 What a great game of soccer. Yes! What a great goal!
- 2 Number 8 is kicking the ball. Now number 5 is hitting the ball with his head.
- 3 No, Maskman! You can't touch the ball with your head!
- 4 Now number 15 is running with the ball.
- 5 Trevor! Are you eating the book?
- 6 Come and play badminton with us, Marie!

Extra activity 1: see page 118 (if time)

AB65. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 65, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the sport/hobby words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct sport/hobby word under each sticker.

Key:

badminton, hockey, baseball

basketball, painting, table tennis

Extra activity 2: see page 118 (if time)

AB65. MY PROGRESS.

- Focus pupils on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on what they wrote for My picture dictionary activity and then say to the pupils *Good. You can write sport and hobby words.* Draw ♥♥, ♥, and ✕ on the board. Elicit what these mean. Elicit sentences from pupils, e.g. *I like playing the piano. I love reading. I don't like cleaning my room.* Pupils work in pairs. They take turns to read out a *can do* sentence from their books and show/talk about what it says.
- Say *Now tick or cross the sentences.* Demonstrate the activity again if necessary. Encourage pupils to practise, so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

My birthday!

Page 66

OBJECTIVES: By the end of the lesson, pupils will be able to name and talk about foods.

● TARGET LANGUAGE

Key language: *sausage, lemonade, Happy birthday, fries/chips*

Additional language: *party, any, don't*

Revision: food, *We've got ... , taking a photo, kitchen, stand, ugly, cook, present continuous, prepositions*

● MATERIALS REQUIRED

Food flashcards 90–95: a sausage, a burger, cake, lemonade, an orange, watermelon

Food flashcards from *Kid's Box 1* 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Warmer

- Review the known foods, using the flashcards. Flash each one quickly in front of pupils. Give the pupil who says it correctly the flashcard. When pupils have all the flashcards, each pupil holds it up, says it and comes and sticks it on the board (word side). Arrange the flashcards around the edge of the board to make a mind map. Elicit the word for the centre (Food) and write it.

Presentation

- Elicit/teach the new food words, using the flashcards. Pupils repeat in chorus, in groups, in pairs. Check pronunciation of *sausages, oranges*. Say *Which are your favourite foods?* Stick the flashcards on the board around the food mind map.

PB66. ACTIVITY 1. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen. The children are talking about some of these things* (point to the board). Set the pre-listening questions: *What is Mr Star cooking? What have they got to drink? What is Meera doing? Where are they?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 66, please. Listen again and check.* (Burgers and sausages, Lemonade and fruit juice, Taking a photo, A party). Play the CD again as pupils are checking. Check understanding of *party, birthday, chips/fries*.
- Say *Can you find the hidden star? Show your partner.* Check with the class (on the present). Pupils say *Here it is*.

CD 3, 01

SIMON: What are you cooking?

MR STAR: I'm cooking burgers and sausages.

SIMON: Are we having chips too?

MR STAR: Yes, we're having fries. Grandma's getting them from the kitchen. Grandpa's helping her.

SIMON: Yum, yum. And we've got lemonade to drink.

SUZY: Mummy, is there any fruit juice?

MRS STAR: Yes, I can get it for you.

SUZY: Thanks.

STELLA: What are you doing, Meera?

MEERA: I'm trying to take a photo of Simon.

ALEX: Yoo hoo, Meera! We're in front of you. Take a photo of us.

STELLA: No, don't take a photo of them. Take one of Simon.

MEERA: I'm trying to take a photo of him. Alex, Lenny, can you stand behind me, please? I don't like taking ugly photos.

PB66. ACTIVITY 2. Listen, point and repeat.

- Say *Now listen, point to the picture and repeat.* Play the CD. Pupils repeat in chorus. Listen for correct pronunciation.

CD 3, 02

Sausages, burgers, cake, watermelon, oranges, lemonade

Extra activity 1: see page 119 (if time)

AB66. ACTIVITY 1. Write the letters and the words. [YLE]

- Say *Open your Activity Books at page 66, please.* Focus pupils on the activity and on the example in the left circle. Point to the picture of *under*, elicit *under* and say *What's the first letter?* Pupils respond *u*. Say *Good*. Show them the example *u*. Say *Do the same for the other pictures. Write the food word here.* Pupils work in pairs. They write the first letter of each picture inside the circle, and then put all the letters in order to make a food word. Then they do the same for the second circle. Monitor pupils and help/prompt where necessary. Pairs check with pairs. Check with the class.

Key: armchair, arm, shoe, under, sock, ear, glasses – sausage; milk, apple, dress, eye, nose, egg, lizard, orange – lemonade

AB66. ACTIVITY 2. Find the different word.

- Focus pupils on Activity 2 and on the example. Elicit why *car* is different (the others are alive). Pupils complete the activity in pairs. They cross out the different word in each set. Check with the class. Listen for their reasons if they have chosen another word from the one you expected. They may be right.

Key: 2 shoe (the others are toys), 3 armchair (the others are food), 4 orange (the others are drinks), 5 bus (the others are sports), 6 desk (the others are in a town), 7 kitchen (the others are household objects), 8 mirror (the others are rooms).

Extra activity 2: see page 119 (if time)

Ending the lesson

- Play a word game. Say *It's my birthday party. I'm having burgers.* Pupil 1: *It's my birthday party. I'm having burgers and lemonade.* Pupil 2: *It's my birthday party. I'm having burgers, lemonade and watermelon.* Start another chain at the back of the class. Choose pupils at random to continue the chains. Listen for correct use of plurals/uncountables.

OBJECTIVES: By the end of the lesson, pupils will have talked and read more about birthdays.

● TARGET LANGUAGE

Key language: *Look at them/her/him/us/me/you*

Additional language: *at the bus stop, playground, Smile at me*

Revision: *Happy birthday, party, cook, taking photos, nice, new, bike, number, colours, bus, shoe, skirt, swim, can, tree*

● MATERIALS REQUIRED

Extra activity 2: Photocopiable activity 11 (see page 105), copied onto thin card, one copy for each pupil, scissors, glue, coloured tissue paper, crayons, glitter, a birthday card

Warmer

- Review the object pronouns: *us, me, them, you, him, her*. Say, e.g. *Look at Juan. Look at him*. Repeat for other pupils in the class. Invite a group of pupils to the front to practise *Look at them*. Include yourself for *Look at us*.

PB67. ACTIVITY 3. Listen and point. Chant.

- Say *Open your Pupil's Book at page 67, please*. Elicit what pupils can see in the pictures. Revise *bus, skirt, shoe, tree*. Say *Listen and point*. Play the CD. Pupils point to the picture. Elicit the letter for each group of people. Check understanding, e.g. *Look at him. What can he do? Look at her. What's she wearing?* Play the CD again. Pupils repeat the chant in sections. Pupils stand up. They repeat it in chorus. Pupils practise. You can record pupils and play the chant for them to listen to / watch.

Key: d, e, a, f, b, c

CD 3, 03

Look at them,
Five young men.
Look at him,
He can swim.
Look at her,
In her new skirt.
Look at you,
And your nice clean shoe.
Look at us,
On a big red bus.
Look at me,
I'm under a tree.

CD 3, 04

Now say the chant again. (Repeat chant)

PB67. ACTIVITY 4. Read and answer. [YLE]

- Focus pupils on the picture in Activity 4. Elicit what it's a picture of (a birthday party). Say *Quickly read the text* (point to the text) *and find out whose birthday party it is and how old he or she is*. Pupils read and check (Simon, Eight). Pupils read the text again, working out what the pictures are. Ask more

questions to check comprehension, e.g. *What are they having to eat and drink? Who's cooking?* Make sure you involve all pupils when asking questions. Say *Now read the text again and answer the questions*. Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class.

Key: 1 He's cooking the burgers and sausages. 2 Meera's taking photos. 3 He's got a nice new bike. 4 It's blue. 5 He's eight.

Extra activity 1: see page 119 (if time)

AB67. ACTIVITY 3. Listen and draw.

- Say *Open your Activity Books at page 67, please*. Elicit what pupils can see. Say *Listen and look. Don't draw*. Play the CD. Pupils listen, look and point. They don't draw the pictures. Play the CD again. Pause after each one for pupils to draw the picture as directed. Limit the time for the drawing each time: allow the same time for each one, e.g. 30 seconds. Pairs check with pairs.

CD 3, 05

A girl's standing under a tree. Draw two flowers next to her.
A boy's standing at the bus stop. Draw a bike in front of him.
Some children are playing in the park. Draw a ball between them.
I'm standing in the playground. Draw a school behind me.

AB67. ACTIVITY 4. Write the words.

- Focus pupils on Activity 4. Elicit the example. Check understanding with a quick pointing game, as in the Warmer. Pupils work in pairs. They match the words with the conversations. Monitor pupils as they are working. Encourage pairs to ask other pairs. Check with the class. Get pupils to point each time to check the concept.

Key: b Can I play with you? c Smile at me. d Take a photo of her.
e Come and play with us. f Take a photo of it.

Extra activity 2: see page 119 (if time)

Ending the lesson

- Say the chant again from Pupil's Book Activity 3. Select: five boys (look at them), one boy (look at him), one girl (look at her), one girl (look at you), four boys and girls (look at us), one girl (look at me). The rest of the class say the first four verses of the chant and point to the groups as they say it. The groups/ individuals mime as necessary. The last two groups do the last two verses of the chant themselves and mime.

OBJECTIVES: By the end of the lesson, pupils will be able to make offers, using *Would you like ... ?* and respond appropriately.

● **TARGET LANGUAGE**

Key language: *Would you like some/a ... or some/a ... ? Yes, I'd love some/one. I'd like a/some ... What would you like to drink/eat?*

Additional language: *It's not your turn, lots, too, Wait a moment*

Revision: *Can I have ... ? Here you are. Oh, sorry, favourite, please, food*

● **MATERIALS REQUIRED**

Food flashcards 90–95 and 63: a sausage, a burger, cake, lemonade, an orange, watermelon, chips

Food flashcards from *Kid's Box 1* 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Warmer

- Elicit the food, using the flashcards. Hold out a flashcard, e.g. *watermelon*, to a pupil. Say *Would you like some watermelon?* Pupils respond *Yes, please* or *No, thanks*, as they wish. Offer the other foods to pupils in this way. Pupils with flashcards then make offers to others in the class, using the model. Help pupils notice when to use *Would you like some ... ?* and when *Would you like a ... ?* Display the flashcards on the board. Explain that another word for *chips* is *fries*.

PB68. ACTIVITY 5. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen. The toys are talking about food.* Set the pre-listening question: *What would Maskman like to eat and drink? (Four things.)* Point to the board. Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 68, please. Listen again and check* (sausage, burger, fries, lemonade). Play the CD again, as pupils are checking. Check comprehension by asking, e.g. *Who would like some fruit juice? What would Monty like to eat? What does he say?* Elicit the key language, e.g. *Would you like a burger or a sausage? I'd like a sausage, please.*

CD 3, 06

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

TREVOR: Monty, what would you like to eat? Would you like a burger or a sausage?

MONTY: I'd like a sausage, please, Trevor.

TREVOR: Here you are.

MONTY: Thanks.

MASKMAN: Can I have a sausage and a burger, please?

MARIE: One moment, please, Maskman. It's not your turn.

MONTY: Er, here you are, Maskman. Would you like some fries too?

MASKMAN: Yes, I'd love some. Lots, please, Monty.

TREVOR: Marie, what would you like to drink?

MARIE: I'd like some fruit juice, please, Trevor.

MASKMAN: Can I have some lemonade, please?

TREVOR: Maskman, please would you like to wait a moment. It's not your turn.

MASKMAN: Oh, sorry.

MONTY: Would you like some fries too, Trevor? ... Please.

TREVOR: Er ... Well ... OK, Monty. Fries aren't my favourite food, but ... for you.

PB68. ACTIVITY 6. Listen, point and repeat.

- Say *Now listen and repeat.* Play the CD. Pupils repeat in chorus, then in groups. Listen for correct pronunciation and for a rise/fall in the question. Make pairs. Pupils take turns making offers and responding, using the model.

CD 3, 07

TREVOR: Would you like a burger or a sausage?

MONTY: I'd like a sausage, please, Trevor.

TREVOR: Here you are.

MASKMAN: Can I have some lemonade, please?

Extra activity 1: see page 119 (if time)

AB68. ACTIVITY 5. Write the sentences.

- Say *Open your Activity Books at page 68, please.* Elicit from pupils what they have to do (write the words in the right order). They work in pairs, saying the offers and responses to each other to check before writing. Check with the class.

Key: 2 I'd like some cake, please. 3 Would you like to play with us?
4 I'd like to play table tennis.

AB68. ACTIVITY 6. Read and write the information.

- Focus pupils on Activity 6. Read the first sentence (*May ...*) Say *What would she like to eat? What would she like to drink?* (Chicken and chips, Orange juice). Elicit where pupils write this in the grid. They work in pairs, read the sentences and complete the grid with the information. Check with the class by drawing the grid on the board and eliciting what to write where.

Key:

Name	Food	Drink	Game
May	chicken and chips	orange juice	badminton
Sam	sausages and tomatoes	water	hockey
Ben	burgers and potatoes	lemonade	hockey
Anna	carrots and rice	lemonade	badminton

Extra activity 2: see page 119 (if time)

Ending the lesson

- Revise the spelling of food vocabulary. Say, e.g.

Class responds:

Give me a b

b

Give me an r

r

Give me an e

e

Give me an a

a

Give me a d

d

What does that spell?

bread

What does that spell?

bread

OBJECTIVES: By the end of the lesson, pupils will have had more practice making and responding to offers and have sung a song.

● TARGET LANGUAGE

Additional language: *great big, Don't give any to me*

Revision: *Would you like ... or ... ? I'd like ... , pencils, food, adjectives, Can you say that again, please? Sorry?*

● MATERIALS REQUIRED

Food flashcards 90–95 and 63: a sausage, a burger, cake, lemonade, an orange, watermelon, chips

Food flashcards from *Kid's Box 1* 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Warmer

- Prompt pupils to make offers and respond, using the flashcards. Hold up two food flashcards, picture side, e.g. *bananas* and *apples*. Say *Question? Would ... ?* Elicit the question from a pupil: *Would you like bananas or apples?* Elicit the response from another pupil, e.g. *I'd like apples, please*. Using other pairs of food or drink flashcards, elicit more offers and responses from pupils in the class.

PB69. ACTIVITY 7. Listen and point. Sing.

- Say *Open your Pupil's Books at page 69, please*. Elicit who they can see and what food and drink they can see. Say *Listen and point to the toys and the food they'd like*. Play the CD. Pupils listen and point. Play the CD again. Check with the class. Repeat lines 1, 3, 5, 7, 9 of the song. Pupils put up their hands if they'd like this too. Count which is the most popular. Play the CD again. Encourage pupils to sing.

CD 3, 08

I'd like a great big chocolate cake,
And I'd like one for me.
I'd like a nice long sausage,
And I'd like one for me.

I'd like a burger and some fries,
And I'd like some for me.
I'd like a drink of lemonade,
And I'd like some for me.

I'd like coloured pencils,
I'd like coloured pencils,
I'd like a box of coloured pencils,
Don't give any to me!
[Repeat verses 2 and 3]

CD 3, 09

Now sing the song again. (Karaoke version)

PB69. ACTIVITY 8. Ask and answer.

- Pupils work in pairs. They take it in turns to ask each other *would like* questions, e.g. *Would you like a burger?* Pupils answer *Yes, please / No, thank you*.

Extra activity 1: see page 119 (if time)

AB69. ACTIVITY 7. Choose and join.

- Say *Open your Activity Books at page 69, please*. Focus pupils on the activity. Elicit the foods and the characters. Tell pupils to draw a line from each character to the foods. They can choose, but it's a secret.

AB69. Now ask and join.

- Make new pairs. Pupils sit facing one another with their books held up so they can't see each other's pictures. Pupils take turns to ask and answer about the characters, using, e.g. *What would Jill like? She'd like ...* Pupils draw lines in the bottom part of the page according to what their partner chose. Monitor to make sure pupils are asking and answering appropriately. Encourage pupils to use procedural language, e.g. *Can you say that again? Sorry? What would she like?* Pupils look and check.

Extra activity 2: see page 119 (if time)

Ending the lesson

- Sing the song again from Pupil's Book Activity 7. Divide the class into two groups: A and B. A sings the odd lines and B the even ones (the responses). Pupils only sing if they would like the food, drink or pencils. If they don't want them, they don't sing. Groups swap roles and repeat.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /ʌ/ and have done a menu role play.

● **TARGET LANGUAGE**

Key language: the phoneme /ʌ/ as in *Umberto, bug, understand*

Additional language: *menu*

Revision: *lorry, brother, cupboard, ugly, under, What would you like to eat/drink? I'd like ... , please. cousin, but, purple, number, run, our, bounce, mum, guitar, four, yours, lunch, mouth, duck, juice, mouse, ruler, funny, jump, house, put, ours, food*

● **MATERIALS REQUIRED**

Extra activity 1: card, one piece for each pair of pupils, coloured felt tips / crayons, samples of menus

Warmer

- Elicit the following words from pupils (point/mime): *cupboard, under, one, mum*. Write them on the board. Repeat the four words and then say *Today's sound is ...* Wait for pupils to say /ʌ/.

PB70. ACTIVITY 9. Say it with Monty.

- Say *Open your Pupil's Books at page 70, please*. Introduce Umberto ugly bug to the class. Stress the /ʌ/ sound in each word. Check understanding of *bug*, using the picture. Ask *Is Umberto beautiful?*
- Hold up your book and point to Umberto. Say *This is Umberto ugly bug. Say Hi to Umberto ugly bug*. Pupils respond. Emphasise the /ʌ/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the pictures of the duck and the cupboard. Elicit the words. Say *Is the duck beautiful?* (ugly). Say *Listen and say it with Monty*. Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /ʌ/ sounds. Underline them.

Key: *The ugly duck's under the truck, and my brother's in the cupboard.*

CD 3, 10

MONTY: Umberto ugly bug

MONTY, BOY AND GIRL: Umberto ugly bug

MONTY: The ugly duck's under the truck, and my brother's in the cupboard.

MONTY, BOY AND GIRL: The ugly duck's under the truck, and my brother's in the cupboard.

PB70. ACTIVITY 10. Look at the menu. Ask and answer.

- Focus pupils on Activity 10. Elicit/teach *Menu*. Invite two pupils to read out the speech bubbles from the page. Repeat with other pairs of pupils in open pairs: pupils choose items from the menu. When the class understands what to do, pupils do the activity in closed pairs, taking turns to ask and answer. Monitor and give ideas. Invite pairs to do their dialogues to the class.

Extra activities 1 and 2: see page 119 (if time)

AB70. ACTIVITY 8. Follow the sound.

- Say *Open your Activity Books at page 70, please*. Do an example. Pupils try to draw a line from Maskman to his helicopter by following the words containing the /ʌ/ sound. They work in pairs, taking turns to say the words and to draw lines. Check with the class. Encourage pupils to notice the different spellings of the sound /ʌ/: *ou* (e.g. *cousin*), *u* (e.g. *number*).

Key: /ʌ/ sounds: *cousin, but, understand, cupboard, duck, young, funny, jump, us, lunch, mum, number, run*

AB70. ACTIVITY 9. Look at the sentence. Write words.

- Write *Happy birthday, Simon. It's your garden party* on the board. Point to the letters *y-o-u-n-g* and point to the example word *young* underneath. Say *Can you make another word from the letters?* Let pupils talk together and suggest other words. Say *Look at Activity 10. Write the words you can think of there*. Pupils work in pairs and make as many words as they can. Give a time limit. Check with the class.
Note: If you have mostly kinaesthetic learners, then let them write each letter of the sentences on a separate piece of paper and move them around to make words. They will find this much easier.

Ending the lesson

- Do the *Umberto ugly bug* tongue twister with the class again. Pupils stand up and say it in chorus. Invite pairs of pupils to say it as fast as they can. Go around the class.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Revision: food, pronouns, present continuous, *Let's make ...*, *I'd like ...*, *Happy birthday*, *Can you get me ... ? favourite, today, can*

● MATERIALS REQUIRED

Food flashcards 90–95 and 63: a sausage, a burger, cake, lemonade, an orange, watermelon, chips

Food flashcards from *Kid's Box 1* 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Warmer

- Revise the food words, using the flashcards. Look at one in secret. Say, e.g. *You can eat this*. Pupils take turns to guess. Repeat, including food and drink. Pupils take turns to come and choose a flashcard and the class guesses.

Story

PB71. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 71, please*. Elicit who they can see (Trevor, Monty, Maskman, Marie) and what they're doing (making a cake). Elicit why they're making a cake (for someone's birthday). Set the pre-listening questions: *Whose birthday is it? What cake is Monty making? What does Marie say?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Marie's, lemon cake, 'Would you like to come to the café with me?'). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to pictures in turn and asking, e.g. *What cake would Trevor like?* (pencil cake). *What would Maskman like to eat?* (burgers and fries). *Who's coming?* (Marie).

CD 3, 11

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

NARRATOR: It's Marie's birthday today.

TREVOR: Let's have a party for Marie! Let's make her a pencil cake!

MONTY: No, Trevor. *Marie* would like a lemon cake.

MASKMAN: Let's have burgers and fries to eat!

MONTY: No, Maskman. It isn't your birthday.

MONTY: Now, let's make the cake!

MASKMAN: Shh! Marie's coming!

MONTY: Now we can't make her a cake.

MONTY, TREVOR AND MASKMAN: Happy birthday, Marie!

Happy birthday, Marie!

MARIE: Thanks, boys! Would you like to come to the café with me?

TREVOR: Can I have some pencil cake, please?

Extra activity 1: see page 119 (if time)

PB71. ACTIVITY 12. *Act out the story.*

- Divide the class into groups of four. Pupils decide their roles (Trevor, Monty, Maskman, Marie). Play the CD again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups with mime. More confident groups of pupils can change some of the words, e.g. *chocolate cake*. Invite one or two groups to role play their story to the class.

AB71. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 71, please*. Look at the picture dictionary. Pupils prepare the stickers. Say the food/drink words. Pupils hold up the correct sticker. Say the words again. Pupils point to the word in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct food/drink word under each sticker.

Key:

burger, sausage, watermelon

orange, cake, lemonade

Extra activity 2: see page 119 (if time)

AB71. MY PROGRESS.

- Focus pupils on the activity. Say *Let's read the sentences together*. Read the first sentence. Focus pupils on Pupil's Book page 70 Activity 10. Elicit some of the dialogues. Say *Good, you can ask for food and drink*. Focus pupils on the words in My picture dictionary. Say *What kind of food and drink is it? Do we eat it every day?* Elicit that it's party/birthday food. Say *You can talk about this*. Pupils work in pairs. They take turns to read out a *can do* sentence from their books and do/talk about what it says.
- Say *Now tick or cross the sentences*. Demonstrate the activity again if necessary. Encourage pupils to practise so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will be able to talk about holiday activities.

● TARGET LANGUAGE

Key language: *mountain, sea, sand, beach, sun, shell, on holiday, pick up*

Revision: *lots of, flowers, trees, fishing, walking, sitting, reading, love, So do I, can't, clean, colours, animals, I love playing*

● MATERIALS REQUIRED

Holiday flashcards 96–101: beach, sand, sea, shell, sun, mountain
Holiday picture postcard

Extra activity 1: three rolled up newspapers

For further pronunciation practice, see Primary Pronunciation Box 1.9, Vowel pictures, page 30

Warmer

- Review sports/hobbies, using mime. As pupils say each one, write it at the side of the board and say, e.g. *I love swimming*. Elicit a response from pupils, e.g. *So do I. / I don't*.
Sports/hobbies: *playing table tennis, painting, riding a bike, swimming, fishing, reading, walking, playing the guitar, taking photos*.

Presentation

- Elicit/teach the new holiday vocabulary, using the flashcards (picture side). Pupils repeat in chorus, in groups, in pairs. Display the flashcards on the board (picture side), point, and pupils repeat. Turn each flashcard over (word side). Pupils chorus each one again. Make a circling motion with your hands and say *These are holiday words*. Check the concept of *holiday*, using the picture postcard. Point to the words from the Warmer. Say, e.g. *Do you go fishing on holiday?* Ask questions about the other sports/hobbies in the same way.

PB72. ACTIVITY 1. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen*. *Lenny and Simon are talking about their holidays*. Set the pre-listening questions: *What does Simon love doing? (Three things.) What does Lenny love doing? What does Suzy like doing? What does Stella like doing?* Make groups of four. Each pupil in the group listens for the answer to one question. Play the CD. Pupils listen for the answers. They tell the others in their group. Say *Open your Pupil's Books at page 72, please. Listen again and check*. Play the CD again for pupils to check. (Playing on the beach, swimming in the sea, fishing with Grandpa; Walking in the mountains; Picking up shells from the beach; Sitting in the sun and reading). Check comprehension by asking, e.g. *Can Simon fish in the city?*
- Say *Can you find the hidden star? Show your partner*. Check with the class (on the sand). Pupils say *Here it is*.

CD 3, 12

LENNY: We're on holiday! Great!

SIMON: I love holidays.

LENNY: So do I.

SIMON: I love playing on the beach. The clean, yellow sand, the big sun, the beautiful, blue sea. I love swimming in the sea!

LENNY: Er, the beach is OK, but I love walking in the mountains. There are lots of green trees and beautiful flowers.

SIMON: What! Flowers, Lenny?

LENNY: Well, yes, er ... flowers and animals, big animals.

SIMON: Hmm. I like fishing with my grandpa. We can't fish in the city.

LENNY: Do Stella and Suzy like fishing?

SIMON: Oh, no. Suzy likes picking up shells from the beach and Stella loves sitting in the sun and reading.

LENNY: Come on, Simon. Let's go! We're on holiday!

SIMON: Yeh!

PB72. ACTIVITY 2. Listen, point and repeat.

- Say *Now let's listen, point and repeat*. Play the CD. Pupils point to the pictures and chorus the words. Listen for correct pronunciation.

CD 3, 13

Beach, sand, sea, shell, sun, mountain

Extra activity 1: see page 120 (if time)

AB72. ACTIVITY 1. Listen and tick (✓) the word. Find the words.

- Say *Open your Activity Books at page 72, please*. Elicit what they can see (a wordsearch). Do the first one as an example. Play the CD. Elicit the word (sea) and show them the tick. Play the CD. Pupils tick the words they hear. They check in pairs. Play the CD again. Check with the class. Pupils then find the words in the wordsearch. They check in pairs as they are working. Check with the class.

CD 3, 14

1 sea	4 shell	7 flowers	10 fish
2 sun	5 mountain	8 bird	11 holiday
3 sand	6 tree	9 animals	

AB72. ACTIVITY 2. Match. Write the words.

- Focus pupils on the example and elicit the words (hockey, holiday). Check they know what to do. Remind them that the half words on the left match with two half words on the right. Pupils work individually and write the words. They check in pairs. Check with the class.

Key: shell, shirt, beach, beautiful, train, trees, sun, sand, mouse, mountain

Extra activity 2: see page 120 (if time)

Ending the lesson

- Make four teams. They line up facing the board. Whisper a different word from the lesson to the first member of each group. They whisper it back along the line. The pupil at the back then runs to the front and writes the word on the board. The first to do it correctly wins two points for their team. The other teams win one point if they do it correctly. The pupils from the back of the lines come to the front. Repeat with different words.

OBJECTIVES: By the end of the lesson, pupils will have talked more about holiday activities and sung a song.

● TARGET LANGUAGE

Additional language: *a new song*

Revision: present continuous, holiday vocabulary, character names, *lots of, at the beach, sleeping, walking, swimming, getting, writing*

● MATERIALS REQUIRED

Holiday flashcards 96–101: beach, sand, sea, shell, sun, mountain
Extra activity 2: a holiday postcard, one piece of card for each pupil

Warmer

- Review the holiday words using the flashcards. Flash each one (picture side) in front of the class and elicit the word. Display them word side around the room. Call them out quickly one after another. Pupils point to the correct word each time.

PB73. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Pupil's Books at page 73, please.* Elicit what and who pupils can see and what they're doing. Play the CD. Pupils listen and point to the people in the picture. Play the CD again. Check understanding by asking, e.g. *Who's singing? What's she doing? What's Suzy doing?*
- Play the CD in sections. Pupils repeat. Teach the song in this way. Pupils repeat the whole song in chorus with the CD. Pupils stand up. They sing the song as a class. Make five groups (Stella, Suzy, Simon, etc.). Everyone sings and the groups mime their action during the whole song (so the pupils are miming different actions at the same time). Change roles and repeat. You could record pupils and they could watch / listen to their performance for added motivation.

CD 3, 15

STELLA: I'm writing a new song,
I'm writing a new song.
At the beach. At the beach.

Suzy's getting lots of shells,
She's getting lots of shells.
At the beach. At the beach.

Simon's swimming in the sea,
Simon's swimming in the sea.
At the beach. At the beach.

Dad's walking on the sand,
Dad's walking on the sand.
At the beach. At the beach.

Mum's reading in the sun,
Mum's reading in the sun.
At the beach. At the beach. [Repeat x3]

CD 3, 16

Now sing the song again. (Karaoke version)

PB73. ACTIVITY 4. Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *What's Stella doing?* Pupil B answers, e.g. *She's writing a song.* Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra activity 1: see page 120 (if time)

AB73. ACTIVITY 3. Listen and colour. [YLE]

- Say *Open your Activity Books at page 73, please.* Focus pupils on the picture and elicit what they can see (boys playing in the sea, a girl picking up shells, etc.). Say *Listen for the colours. Look, but don't colour this time.* Play the CD. Pupils listen for the colours. Play the CD again. They make a coloured dot in the right place. They check in pairs. Play the CD again. Stop after each one to check. Pupils colour the picture.

CD 3, 17

- Colour the bird grey.
- Colour the sand yellow.
- Colour the sea blue.
- Colour the sun yellow.
- There are two boys in the sea. Colour the big boy's hat green and the small boy's hat orange.
- There is a man and a woman under the tree. Colour his T-shirt red and her T-shirt pink.
- There is a girl picking up shells. Colour her hat purple.

Extra activity 2: see page 120 (if time)

AB73. ACTIVITY 4. Look at the picture. Write the words. [YLE]

- Focus pupils on Activity 4. Set the skim reading task: *What's the boy's name? Does his sister like swimming? Who loves looking at birds and animals?* Pupils quickly read the text to find the answers (Nick, No, Grandfather). Point out the words in the box. Pupils read the text again and try to put the words in the right place. They work in pairs and can check with other pairs. Monitor and help where appropriate. Check with the class. Pupils take turns to read parts of the text aloud.

Key: beach, sea, swimming, likes, sand, shells, doesn't, mountains

Ending the lesson

- Pupils sing the song again from memory. They all do the actions for each verse as they sing it.

OBJECTIVES: By the end of the lesson, pupils will be able to ask and answer questions using *want*.

● TARGET LANGUAGE

Key language: *Where do you want to go on holiday? I want to ... Do you want ... ?*

Additional language: *end of school, this year, watch, notebook, sunhat, all*

Revision: holiday words, adjectives, *draw, birds, trees, animals, pencils, town, sunglasses, Let's go, walk, sit*

● MATERIALS REQUIRED

Holiday flashcards 96–101: beach, sand, sea, shell, sun, mountain

Extra activity 1: a CD of holiday-type music

Extra activity 2: Photocopiable activity 12a (see page 106), enlarged and copied onto card, one copy for each group of four pupils, coloured counters, coins

Warmer

- Teach a mime for each of the new holiday words:
 - *sun*: shading your eyes from the bright sun
 - *sea*: swimming action
 - *shells*: looking at a tiny shell in the palm of your hand
 - *beach*: spreading arms wide
 - *mountains*: hand making shape of mountains
 - *sand*: sand running through fingers
- Say the words quickly one after another at random. Pupils do the mimes. Pupils take turns to be the callers.

PB74. ACTIVITY 5. Listen and answer.

- Set the scene, but pupils don't open their books. Say *Listen. The Star family are talking about their holidays. Set the pre-listening questions: Who likes beach holidays? Who likes mountain holidays? Where are they going? The mountains or the beach?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 74, please. Listen again and check.* (Simon, Stella, Mountains). Play the CD again as pupils are checking. Check comprehension and focus on the target structure. Say *Where does Simon want to go? Where does Stella want to go? Who wants some sunglasses? What does he say? Who wants a sunhat? What does she say?*

CD 3, 18

MRS STAR: Well, children. It's the end of school. Where do you want to go on holiday?

SIMON: Let's go to the beach.

STELLA: Oh, I want to go to the mountains this year. I want to draw birds and trees and I want to watch small animals. I'd like a new notebook and pencils, please.

SUZY: Are there shells in the mountains, Stella?

STELLA: No, there aren't, but you can get lots of beautiful flowers.

MR STAR: Do you want to go to a big city? We can walk in the streets and sit in cafés.

ALL: Oh, no! We don't want to go to a city.

SIMON: OK, let's go to the mountains. Can we swim there, Mum?

MRS STAR: Yes, you can.

MR STAR: OK, that's good. We're all happy to go to the mountains for our holiday.

STELLA: So can I have a new notebook and pencils, then?

SIMON: Well, I want some new sunglasses, please.

SUZY: And I want a new sunhat, please.

GRANDPA: Hmm, and now I want my dinner.

Practice

- Display the flashcards on the board. Say *Where do you want to go on holiday?* Point to the flashcards on the board. Elicit/prompt a response from a pupil: *I want to go to the (beach).* Elicit other responses from pupils. Practise in open pairs.

Extra activity 1: see page 120 (if time)

AB74. ACTIVITY 5. Listen and tick (✓) the box. [YLE]

- Say *Open your Activity Books at page 74, please.* Play number 1 as an example. Elicit the answer and point to the ticked box. Play the rest of the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

Key: 2 a, 3 c, 4 b, 5 b, 6 c

CD 3, 19

- 1 Nick's sitting on the sofa. He wants to watch his favourite programme on television.
- 2 What do you want for lunch, Mary?
Can I have some chicken and carrots, please?
- 3 Mum, please can I have a camera for my birthday?
- 4 What do you want to drink, Susan?
Please can I have some milk?
- 5 Sally, let's play football.
OK. I love playing football.
- 6 Come on, John. Let's go to the café for some lemonade.
Er ... I don't want to go to the café. I want to go to the park.

AB74. ACTIVITY 6. Read. Write 'Yes, he does' or 'No, he doesn't'.

- Focus pupils on Activity 6. Elicit the meaning of *birthday list*. Elicit the things on Daniel's list. A pupil reads the first question. Elicit the answer from the class. Pupils work in pairs and complete the others as an oral activity. Monitor the pairs. Pupils write the answers on the lines as appropriate. Check with the class. Elicit the corrections, e.g. 2 *He wants a long ruler*.

Key: 2 No, he doesn't. 3 No, he doesn't. 4 Yes, he does. 5 Yes, he does. 6 No, he doesn't.

Extra activity 2: see page 120 (if time)

Ending the lesson

- Brainstorm a class birthday list (ten items). Pupils individually choose four items and write their own list. They swap lists with their partner. Ask questions of A about B, using the words on the board, e.g. *Does (Sue) want a new computer?* A: *Yes, she does / No, she doesn't*, according to what's in the list. Pupils continue the activity in groups of four.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using *want* and done a chant.

● TARGET LANGUAGE

Revision: *wants, one, ones*, clothes, animals, toys, food, town, colours, household objects, question words

● MATERIALS REQUIRED

A selection of flashcards from *Kid's Box 2*, e.g. six clothes, six foods, six animals

Extra activity 2: Six true/false sentences about the picture in Pupil's Book Activity 7, e.g. *The shoe shop is next to the fruit shop. There are two frogs in the toy shop.*

Warmer

- Display a selection of flashcards, e.g. six clothes, six foods, six animals, on the board. Ask a pupil *Which one do you want?* The pupil responds *I want the (dog), please.* Give the pupil the flashcard. Repeat with the other flashcards and other pupils. Collect them from pupils at the end by saying, e.g. *Animals over here. Food over here. Clothes over there. Put the cards on the table, please. Thank you.*

PB75. ACTIVITY 6. Listen and point. Chant.

- Say *Open your Pupil's Books at page 75, please.* Focus pupils on the words and pictures. Play the CD. They don't add the words at this stage. Play the CD again. Pupils add the words for each picture to complete the chant. Play the CD again, this time without stopping. Pupils say the whole chant, as well as adding the words. Pupils stand up. Make two groups. One group says the chant (the words written on the page). The other group mimes and supplies the word, e.g. *hat* (putting a hat on their heads). Pupils swap roles.

Key: hat, jeans, potatoes, beans, sheep, goat, lorry, boat

CD 3, 20

I want a [pause],
And you want some [pause].
She wants some [pause],
And he wants some [pause].

They want a [pause],
And we want a [pause].
She wants a [pause],
And he wants a [pause].

CD 3, 21

Now say the chant again. (Repeat chant)

Extra activity 1: see page 120 (if time)

PB75. ACTIVITY 7. Listen and say the letter.

- Focus pupils on the picture and on the letters (a, b, etc.). Elicit what they can see in the picture (the shops, the street, etc.). Say *Listen. Don't speak, but point with your partner.* Play the CD. Pupils listen and point. Play the CD again. Stop after each one to elicit the letter. Elicit the names of the shops / the word family for each one.

- Pupils do the activity in pairs. They take turns to ask, e.g. *Which shoes do you want?* and respond, e.g. *I want the red ones.*

Key: 1 m, 2 l, 3 e, 4 a, 5 p, 6 h, 7 d, 8 j

CD 3, 22

- | | |
|---|---|
| 1 Which melon do you want?
I want the big green one. | 5 Which apples do you want?
I want the green ones. |
| 2 Which shoes do you want?
I want the red ones. | 6 Which doll do you want?
I want the happy one. |
| 3 Which monster do you want?
I want the ugly one. | 7 Which cake do you want?
I want the small one. |
| 4 Which ice cream do you want?
I want the lemon one. | 8 Which shoes do you want?
I want the white ones. |

Extra activity 2: see page 120 (if time)

AB75. ACTIVITY 7. Write the words.

- Say *Open your Activity Books at page 75, please.* Focus pupils on the words in the box and elicit the word families (colours, clothes, household objects). Focus on the first line. Elicit the word family for *yellow* (colours) and the other word from the box (*red*). Make pairs and let pupils work out the rest of the chant. Monitor, but don't tell them the answers.

AB75. Listen and chant.

- Say *Now listen and check.* Play the CD for pupils to check. Check the word families in each pair of lines. Play the CD again. Encourage pupils to chant.

CD 3, 23

I want yellow,
And you want red.
She wants an armchair,
And he wants a bed.

They want a jacket,
And we want some socks.
She wants a bag,
And he wants a box.

CD 3, 24

Now say the chant again. (Repeat chant)

AB75. ACTIVITY 8. Answer the questions.

- Focus pupils on the picture and say *Tell me about the picture. What can you see?* Elicit some of the things in the picture. Focus pupils on the example question and answer. Pupils work in pairs. They take turns to ask one of the questions and to answer it. They do the activity orally first. Pupils then write the answers in their books. Monitor and help with spelling. Check with the class using open pairs.

Key: 2 He's drinking lemonade. 3 She's sleeping. 4 No, it's running.
5 He's swimming in the sea. 6 She's picking up shells.
7 There are three birds. 8 They're flying.

Ending the lesson

- Write *sea, sand, mountain, shell, beach, sun, holiday*, plus three other related words, e.g. *swimming, sunglasses, ice cream* on the board, each with jumbled letters. Pupils work in pairs and race to unjumble them. Elicit correct spellings from pairs.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise the phoneme /j/ and will have practised asking and answering questions.

● TARGET LANGUAGE

Key language: the phoneme /j/ as in *yak*, *Yolanda*

Additional language: *yoyo*

Revision: *young*, *yellow*, *Do you like ...-ing?* *Yes, I do*, *No, I don't*, *food*, *hobbies*, *holidays*, *adjectives*, *animals*

● MATERIALS REQUIRED

Photocopiable activity 12b (see page 107) copied onto thin card, cut into dominoes, one set of cards for each group of three or four pupils.

Animal flashcards 65–71: *frog*, *cow*, *duck*, *goat*, *lizard*, *sheep*, *spider*

Extra activity 1: three rolled up newspapers

Warmer

- Review the animals, using the flashcards. Cover each one and reveal it slowly until pupils guess what it is. Display the flashcards (picture side) on the board.

PB76. ACTIVITY 8. Say it with Monty.

- Say *Open your Pupil's Books at page 76, please. Say Can you see the animal? Is it a cow? Is it a sheep?* Pupils respond *No! Say It's a yak.* Check understanding of *yak* and where it lives. Introduce *Yolanda yak* to the class. Stress the /j/ sound at the beginning of each word.
- Hold up your book and point to *Yolanda yak*. Say *This is Yolanda yak. Say Hi to Yolanda yak.* Pupils respond. Emphasise the /j/ sound and check pupils say it correctly. Make the sound several times for pupils to repeat. Point to the picture of the yoyo and elicit what it is. Ask *What colour is Yolanda? (yellow). Is she old? (young).* Say *Listen and say it with Monty.* Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time, pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /j/ sounds. Underline them.

Key: Yes, Yolanda yak is young and yellow.

CD 3, 25

MONTY: *Yolanda yak*

MONTY, BOY AND GIRL: *Yolanda yak*

MONTY: *Yes, Yolanda yak is young and yellow.*

MONTY, BOY AND GIRL: *Yes, Yolanda yak is young and yellow.*

PB76. ACTIVITY 9. Ask and answer.

- Tell the class that they are going to play dominoes. Ask pupils to gather around one table and teach/check the rules with a set of cards from Photocopiable activity 12b. Each player has an equal number of dominoes. One domino is placed facing upward on the table. The first player matches the picture or word(s) on one of their dominoes with the same word(s) or picture already placed on the table. Play continues round the table in this way until one player uses all his/her dominoes. He/She is the winner.
- Divide the class into groups of three or four pupils. Hand out a set of domino cards from Photocopiable activity 12b to each group. Teach the verb *to deal*. Ask one member of each group to deal the cards. Pupils take it in turns to lay a card face up on the table. The player to the left asks, e.g. *Do you like fishing?* The player answers truthfully *Yes, I do.* / *No, I don't.* Play continues. The first player to get rid of all their cards is the winner.
- You could extend the activity by asking each group to prepare a set of domino cards based on their favourite words from *Kid's Box 2*.

AB76. ACTIVITY 9. Find the different sound.

- Say *Open your Activity Books at page 76, please.* Elicit the first line from the class. Say *Which sound is different? (sock).* Remind them it's the sound underlined. Pupils work in pairs. They say the words in each line and cross out the one that's different. Pairs check with pairs. Check with the class by asking pairs to read the line and the rest of the class to say which one is different.

Key: 2 juice, 3 ruler, 4 leg, 5 one, 6 yes, 7 burger, 8 sofa

Extra activity 1: see page 120 (if time)

AB76. ACTIVITY 10. Complete the questions. Then answer.

- Focus pupils on the words in the box and on the example. Ask a pupil to read it out: *Is your kitchen big or small?* Elicit how they know the word to write is *small*. Check understanding of the concept of *opposite*. Pupils work in pairs. They complete the questions first. Check with the class and check understanding of each question.
- Pupils then work individually and answer the questions about themselves. Monitor and help where necessary.

Key: 2 ugly, 3 short, 4 dirty, 5 old, 6 new

Extra activity 2: see page 120 (if time)

Ending the lesson

- Do the *Yolanda yak* tongue twister again with the class. Pupils stand up and say it in chorus. Then invite groups or pairs to have a go at saying it quickly.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *postcard*

Revision: holiday, clothes, food, adjectives, *haven't got, got, Let's go, sunhat, sunglasses*

● MATERIALS REQUIRED

Holiday flashcards 96–101: beach, sand, sea, shell, sun, mountain

Questions written on a large piece of paper for Pupil's Book

Activity 11:

- 1 *Where are they?*
- 2 *Is Trevor happy?*
- 3 *Where does he want to go?*
- 4 *Does Maskman love sleeping in the sun?*
- 5 *What's in the bag?*
- 6 *Is the bag big?*
- 7 *What does Maskman want to drink?*

Extra activity 2: Photocopiable activity 12a (see page 106), enlarged and copied onto card, one copy for each group of four pupils, coloured counters, coins

Warmer

- Revise the holiday words, using the flashcards. Display the flashcards (picture side) on the board and write a number between 1 and 6 under each one. Write a tiny number on the corner of the board and cover it with your hand. Elicit guesses, e.g. *Is it sand?* until a pupil guesses the right one. The pupil then comes up and repeats the activity.

Story

PB77. ACTIVITY 10. *Listen to the story.*

- Say *Open your Pupil's Books at page 77, please.* Elicit who they can see (Trevor, Monty, Maskman, Marie) and what they're doing (on holiday). Set the pre-listening questions: *Where are they? What does Marie want? What's Maskman got on his eyes?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Mountains; Dress, shoes, sunhat, sunglasses; Shells). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to pictures and asking questions, e.g. *Is Trevor happy? Is Marie's bag small? Where is Maskman?*

CD 3, 26

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

MARIE: Here we are in the mountains.

TREVOR: Look, I've got a postcard from Maskman.

TREVOR: Listen. 'Hello. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade.'

TREVOR: I want to go to 'Star Beach' and see Maskman.

MARIE: OK, Trevor. We can go and find Maskman.

MARIE: Hmm ... I want my new dress, my new shoes and my new sunhat and sunglasses.

MASKMAN: I'm on holiday. Can you get me some lemonade, please, Metal Mouth?

MARIE: Maskman! Is this 'Star Beach'?

MASKMAN: Hello. Er, yes, it is.

TREVOR AND MONTY: Ha ha ha!

PB77. ACTIVITY 11. *Answer the questions.*

- Display the large piece of paper with the questions. Pupils write the answers in their notebooks. Check as they are working. Pupils can check with each other if they are not sure.

Key: 1 In the mountains. 2 No. 3 To Star Beach. 4 Yes. 5 Dress, shoes, sunhat and sunglasses. 6 Yes. 7 Lemonade.

Extra activity 1: see page 120 (if time)

AB77. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 77, please. Look at the picture dictionary.* Pupils prepare the stickers. Say the holiday words. Pupils hold up the correct sticker. Say the words again. Pupils point to the words in their books. Pupils stick the stickers in the correct place. Monitor around the class to check.
- Pupils write the correct holiday word under each square.

Key:

sand, sea, shell
sun, mountains, city

Extra activity 2: see page 120 (if time)

AB77. MY PROGRESS.

- Focus pupils on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus pupils on Pupil's Book page 76 Activity 9. Elicit some of the dialogues. Say *Good. You can talk about your holidays.* Focus pupils on the words on Pupil's Book page 75. Say *Remember the chant.* Say *You can talk about this.* Pupils work in pairs. They take turns to read out a *can do* sentence from their books and talk about what it says.
- Say *Now tick or cross the sentences.* Demonstrate the activity again if necessary. Encourage pupils to practise, so that they can tick both the statements and colour the star.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Page 78

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 9–12 and will have learnt about different people and their holidays.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 9–12, Ireland

Revision: animals, holidays, adjectives, school objects

● MATERIALS REQUIRED

World map used in Review Units 1–4 and 5–8, coloured map pins, labels, string

Extra activity 1: any of Photocopiable activities 1–12

Warmer

- Display the world map. Elicit the place the pupils talked about in the previous Our world sections (Canada and Australia) and what they remember about the people. Elicit the other country names which are labelled from those lessons and ask pupils if they can add any more.

PB78. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 78, please. Look at the pictures. These four people are in different places on holiday. Elicit what they can see in the different pictures and what they can tell you about the different types of holiday. Say Listen and point to the pictures. Play the CD. Pupils listen and point (the text and pictures are in a different order). Play the CD again. Stop after each paragraph to check understanding of key vocabulary for each situation. Pupils do not need to understand every word. Say, e.g. What's the woman's name? Is she in the mountains? What is she doing?*

CD 3, 27

- This is Jill's holiday photo. She's at the beach. The beach is black and dirty. The sea birds can't fly or swim. Jill's helping them. She wants clean beaches.
- Sue's a teacher. She's on holiday in the mountains. It's beautiful and green. She's teaching these children to speak with their hands. They are very happy!
- These children are on holiday. They're in the park. They aren't playing in the park. The park is very dirty. They're helping to clean the park.
- Julie's 19. She's on holiday here. These elephants have no family. The babies are very small. Julie's helping them. She loves animals.

PB78. ACTIVITY 2. Match the text.

- Focus pupils on the text. They work in pairs and silently read the texts and match each one with a picture. Pairs check with pairs. Check with the class. Elicit key words pupils used to help them (this is an important reading sub-skill).

- Talk about the types of holiday the people are on. Elicit if the people are just having fun or if they are helping people. Ask pupils if they'd like to go on holidays where they can help people.

Key: a 3, b 4, c 1, d 2

Extra activity 1: see page 120 (if time)

AB78. ACTIVITY 1. Look at page 78 of the Pupil's Book. Write the answers. [YLE]

- Say *Open your Activity Books at page 78, please.* Tell pupils to look at the text and pictures on page 78 of the Pupil's Book, to read the questions and to write the answers. They work individually and then check in pairs. Check with the class.

Key: 2 No, they can't. 3 She wants clean beaches. 4 No, she isn't. 5 She's in the mountains. 6 She's teaching. 7 They're in the park. 8 They're cleaning the park. 9 She's 19. 10 She's helping the elephants.

AB78. ACTIVITY 2. Listen and colour. [YLE]

- Focus pupils on the picture and elicit what they can see (a beach). Play the CD. The first time pupils choose the colours they need and look at the pictures. Play the CD again. Pupils colour the objects in the picture. Check with the class.

CD 3, 28

- Find the boat.
OK. It's in the water.
Can you colour the ball on the boat black?
- Can you see the ball in the sea?
The one in front of the boat?
That's right. Colour it red.
- Look at the ball behind the tree.
OK. Is it the big one?
Yes, it is. Colour it blue.
- Find the chair.
Here it is.
There's a ball next it. Colour it yellow.
OK, a yellow ball next to the chair.
- Can you see the ball between the shoes?
Yes, I can.
OK. Colour it purple, please.

Extra activity 2: see page 120 (if time)

Ending the lesson

- Pupils close their books. Play a Memory game. Pupils say what they can remember about the four holidays in the Pupil's Book. Elicit sentences from different pupils.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 9–12 and made a postcard.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 9–12

Additional language: procedural language

Revision: question words, prepositions, *postcard*

● MATERIALS REQUIRED

Holiday flashcards 96–101: beach, sand, sea, shell, sun, mountain

One sheet of A4 paper for each pupil, colours

Extra activity 1: a selection of 12 flashcards from the new words in Units 9–12, three rolled up newspapers

Warmer

- Review the holiday vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side). Pupils say the word. Ask *Do you want to go there? What can you do there?* Pupils respond.

PB79. ACTIVITY 3. Make a postcard.

- Say *Open your Pupil's Books at page 79, please.* Elicit what pupils can see (stages of making a postcard). Say *We're going to make holiday postcards today.* Hand out the paper to each pupil. They draw a picture on one side and write a message on the back. They can look at the text in Pupil's Book page 77 frame 2 (Maskman's postcard) as a model.
- Encourage pupils to be creative and to use language they know, as well as talking about what they like / want to do on holiday. Make groups of four. Pupils show and read out their postcards to the other pupils.

Extra activity 1: see page 121 (if time)

AB79. ACTIVITY 3. Write the words in alphabetical order.

- Say *Open your Activity Books at page 79, please.* Review with pupils the meaning of *alphabetical order*. Do a quick demonstration, using some of the words on the page if necessary. Elicit some of the things pupils can see. Focus pupils on the first word, *apple*, and say *What comes next?* (bread). They work in pairs and write the words in the right order on the lines. Encourage them to write the words in their notebooks first, before writing them in the Activity Book. They tick the pictures as they use them. Monitor pupils and prompt where necessary. Correct as a class.

Key: apple, bread, carrot, egg, glasses, hat, ice cream, jacket, lemonade, milk, orange, pear, skirt, T-shirt

AB79. ACTIVITY 4. Write the words. Change one letter.

- Focus pupils on the example and elicit what they have to do (move from one word to the next by changing one letter each time). Show pupils how it works on the board. Pupils work in pairs and work out the other words. Monitor pupils as they are working. Check with the class. Elicit the words and write them on the board.

Key: ear, car, cat, hat, mat, man, men, ten, pen, pea, sea

Extra activity 2: see page 121 (if time)

Ending the lesson

- Pupils work in groups of three. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 9. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns to say the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the *can do* statements from Units 9–12 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Starters Practice Test key

The Starters Practice Test appears at the end of *Kid's Box Pupil's Book 2*.

LISTENING

Part 1 – 5 marks

Lines should be drawn between:

- 1 T-shirt and under table
- 2 Elephant and in box
- 3 Giraffe and boy's hand
- 4 Jeans and on bed, next to girl
- 5 Hippo and between mat and chair

Part 2 – 5 marks

- 1 4//four; 2 WHITE; 3 PARK; 4 8//eight;
- 5 6//six

Part 3 – 5 marks

- 1 C; 2 B; 3 A; 4 A; 5 C

Part 4 – 5 marks

- 1 Colour ball next to woman – yellow
- 2 Colour ball on girl's head – purple
- 3 Colour ball on boat – pink
- 4 Colour ball man is throwing – orange
- 5 Colour ball behind boy – green

READING AND WRITING

Part 1 – 5 marks

- 1 ✓; 2 X; 3 ✓; 4 X; 5 ✓

Part 2 – 5 marks

- 1 yes; 2 yes; 3 no; 4 no; 5 yes

Part 3 – 5 marks

- 1 onion; 2 bread; 3 burger; 4 tomato;
- 5 chicken

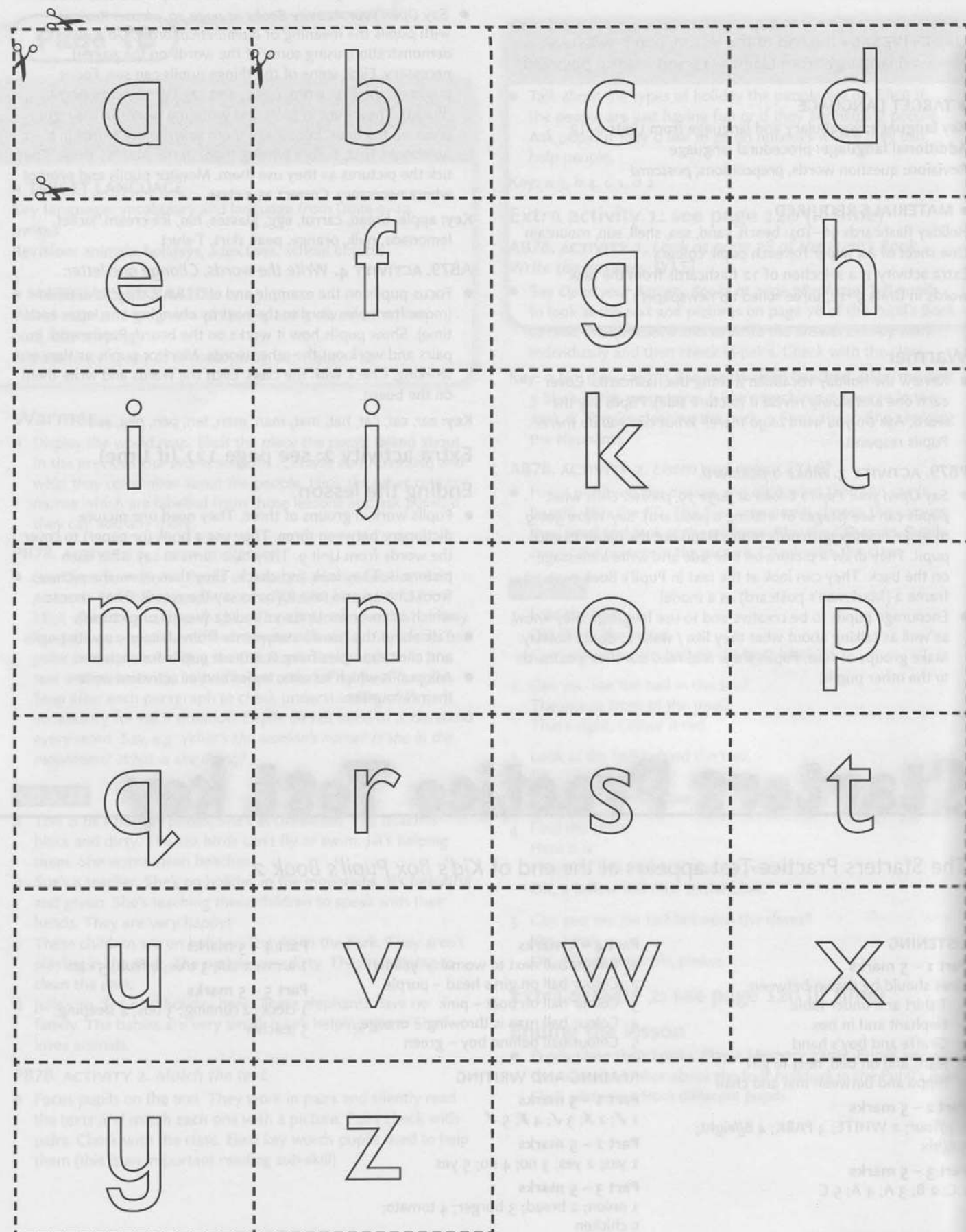
Part 4 – 5 marks

- 1 arms; 2 tail; 3 tree; 4 fruit; 5 cats

Part 5 – 5 marks

- 1 clock; 2 running; 3 bus; 4 sleeping;
- 5 teacher

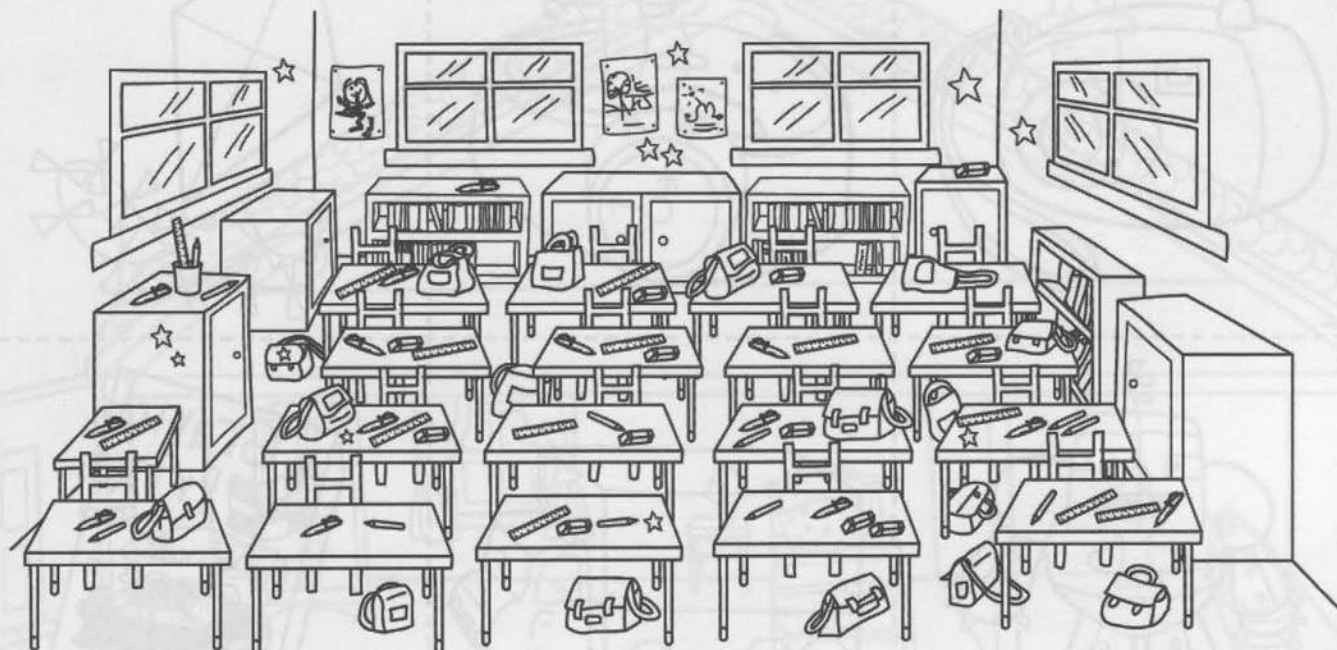
Photocopiable activity 1



Photocopiable activity 2

Name: _____

Choose, write and colour.



Colour the desks _____.

Colour the chairs _____.

Colour the windows _____.

Colour the rulers _____.

Colour the bags _____.

Colour the cupboards _____.

Colour the pictures _____.

Colour the bookcases _____.

Colour the erasers _____.

Colour the pens _____.

Colour the pencils _____.

Colour the stars _____.

Fold
here

Now ask and write. How many?

eighteen desks

_____ chairs

_____ windows

_____ rulers

_____ bags

_____ cupboards

_____ pictures

_____ bookcases

_____ erasers

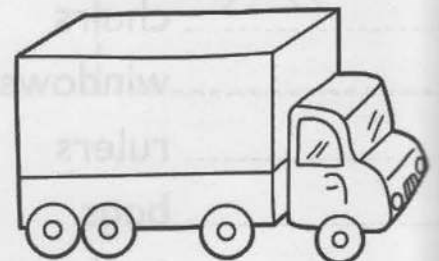
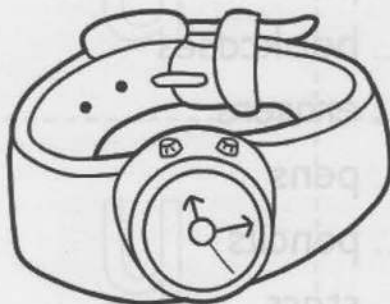
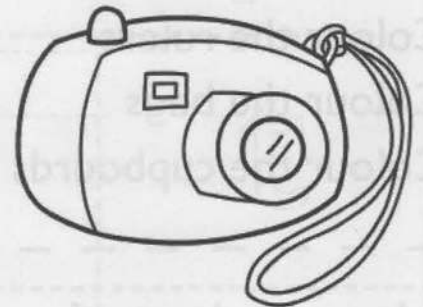
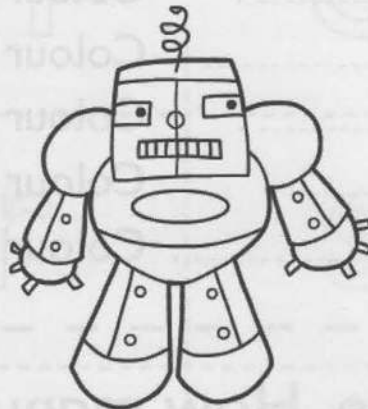
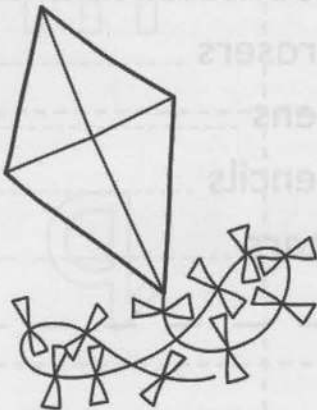
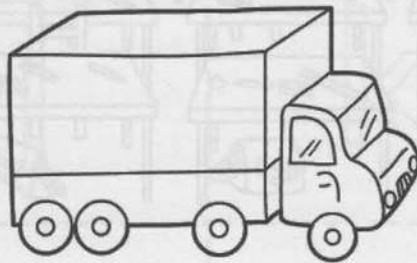
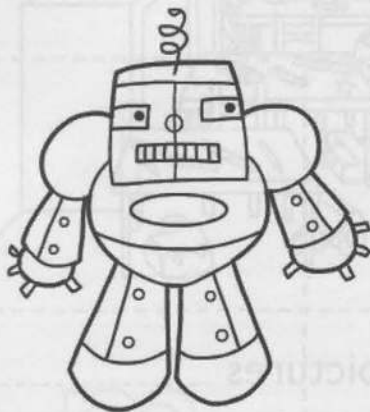
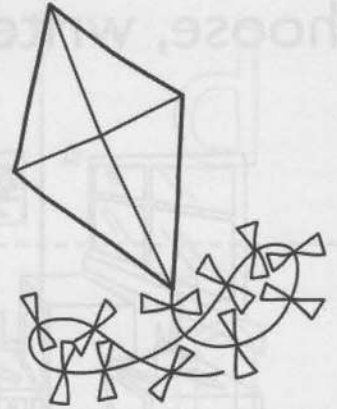
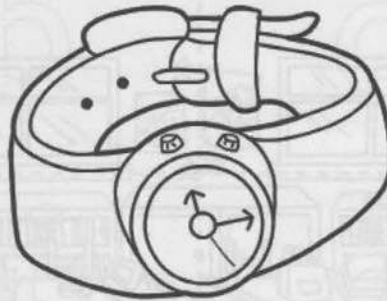
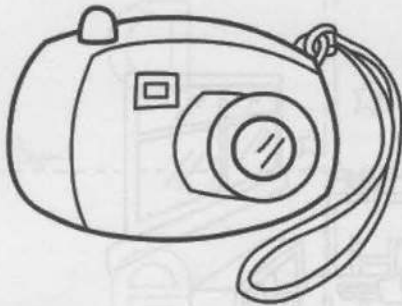
_____ pens

_____ pencils

_____ stars

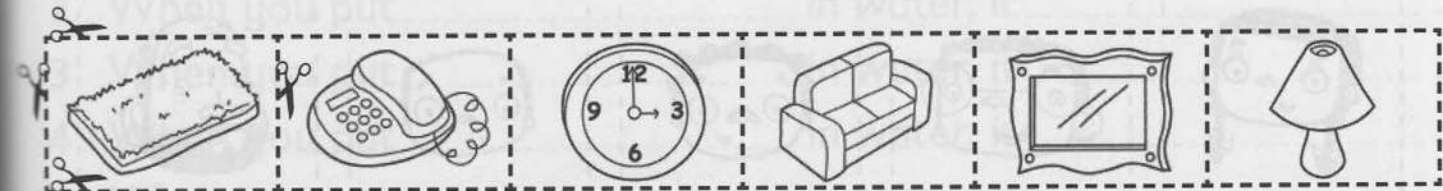
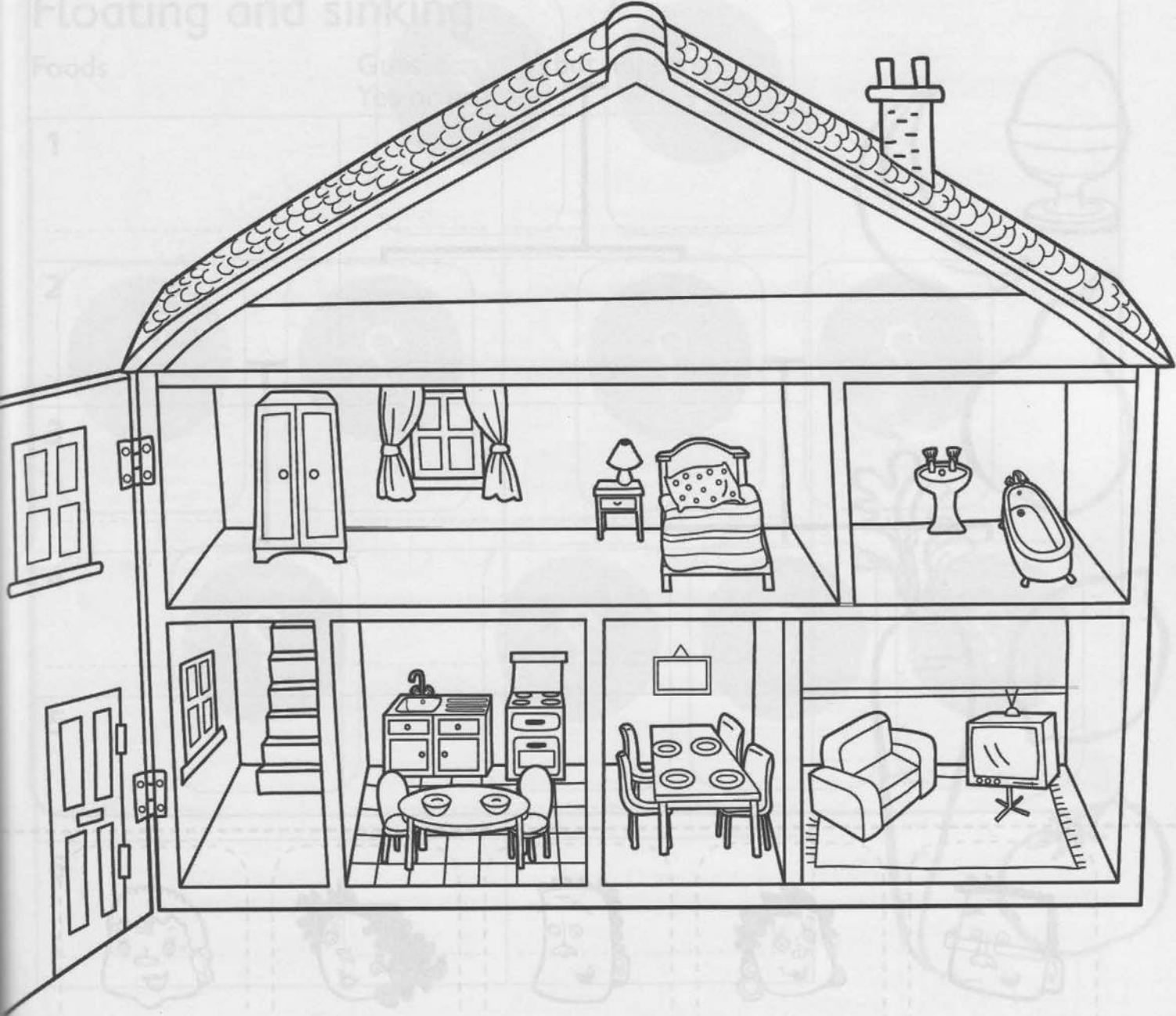
Photocopiable activity 3

Name: _____



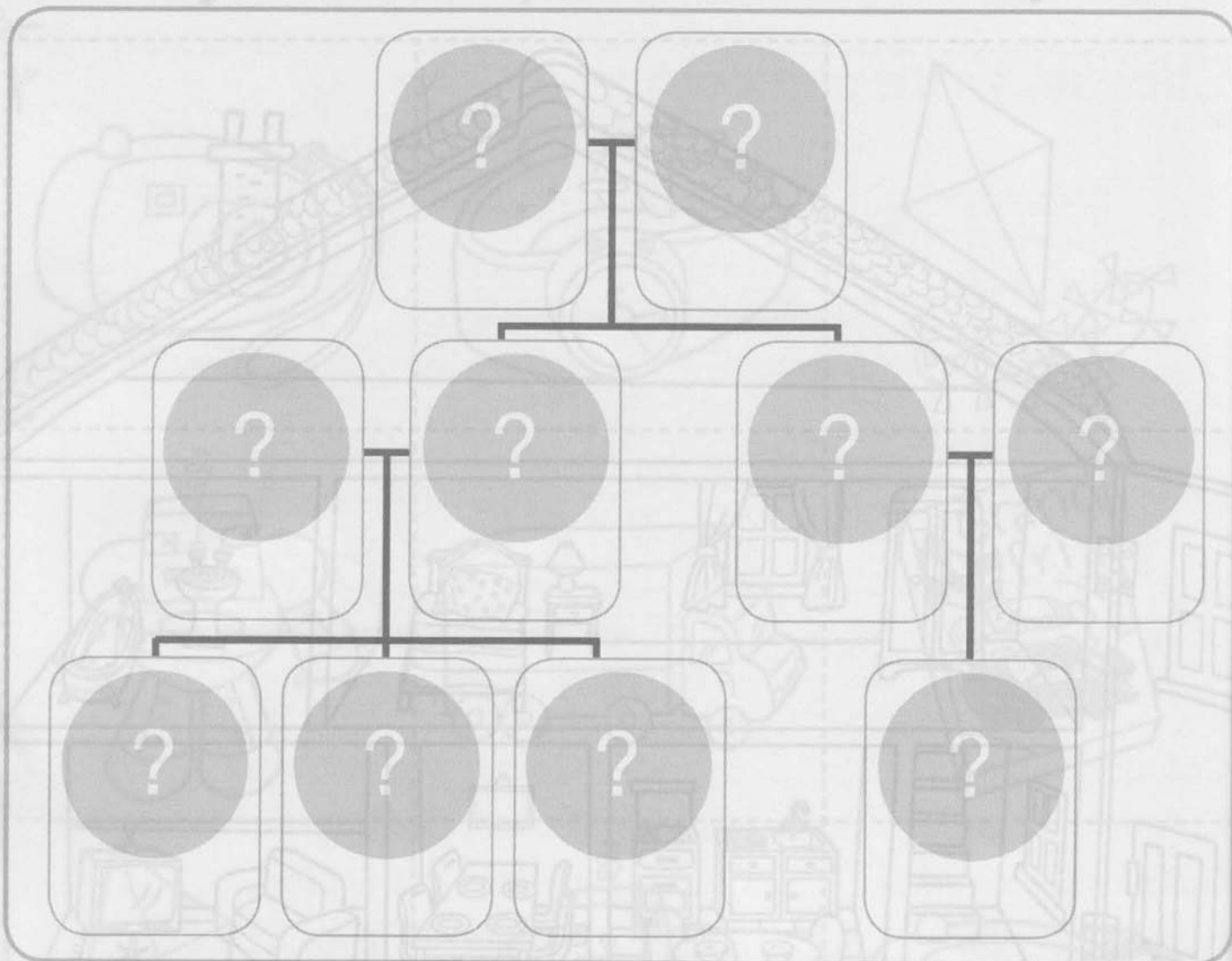
Photocopiable activity 4

Name: _____



Photocopiable activity 5

Name: _____



Nick



Kim



Ben



Lucy



Anna



May



Lenny



Sam



Frank



Nelson

Photocopiable activity 6a

Name: _____

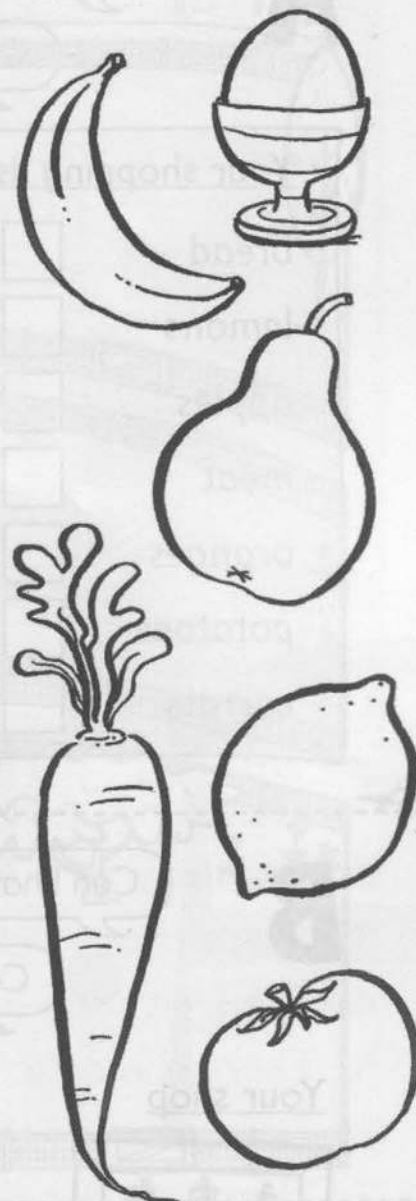
Floating and sinking

Foods

Guesses:
Yes or no?

What happens?

1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____
6 _____	_____	_____



Floats or sinks?

- When you put _____ in water, it _____.
- When you put _____ in water, it _____.
- When you put _____ in water, it _____.
- When you put _____ in water, it _____.
- When you put _____ in water, it _____.
- When you put _____ in water, it _____.

Photocopiable activity 6b

Name: _____

A

Can I have some bread, please?

Here you are.

Can I have some lemons, please?

No, I'm sorry.

Your shopping list

bread

☐

lemons

☐

apples

☐

meat

☐

oranges

☐

potatoes

☐

carrots

☐

Your shop



B

Can I have some bread, please?

Here you are.

Can I have some lemons, please?

No, I'm sorry.

Your shop



Your shopping list

bread

☐

lemons

☐

milk

☐

egg

☐

pears

☐

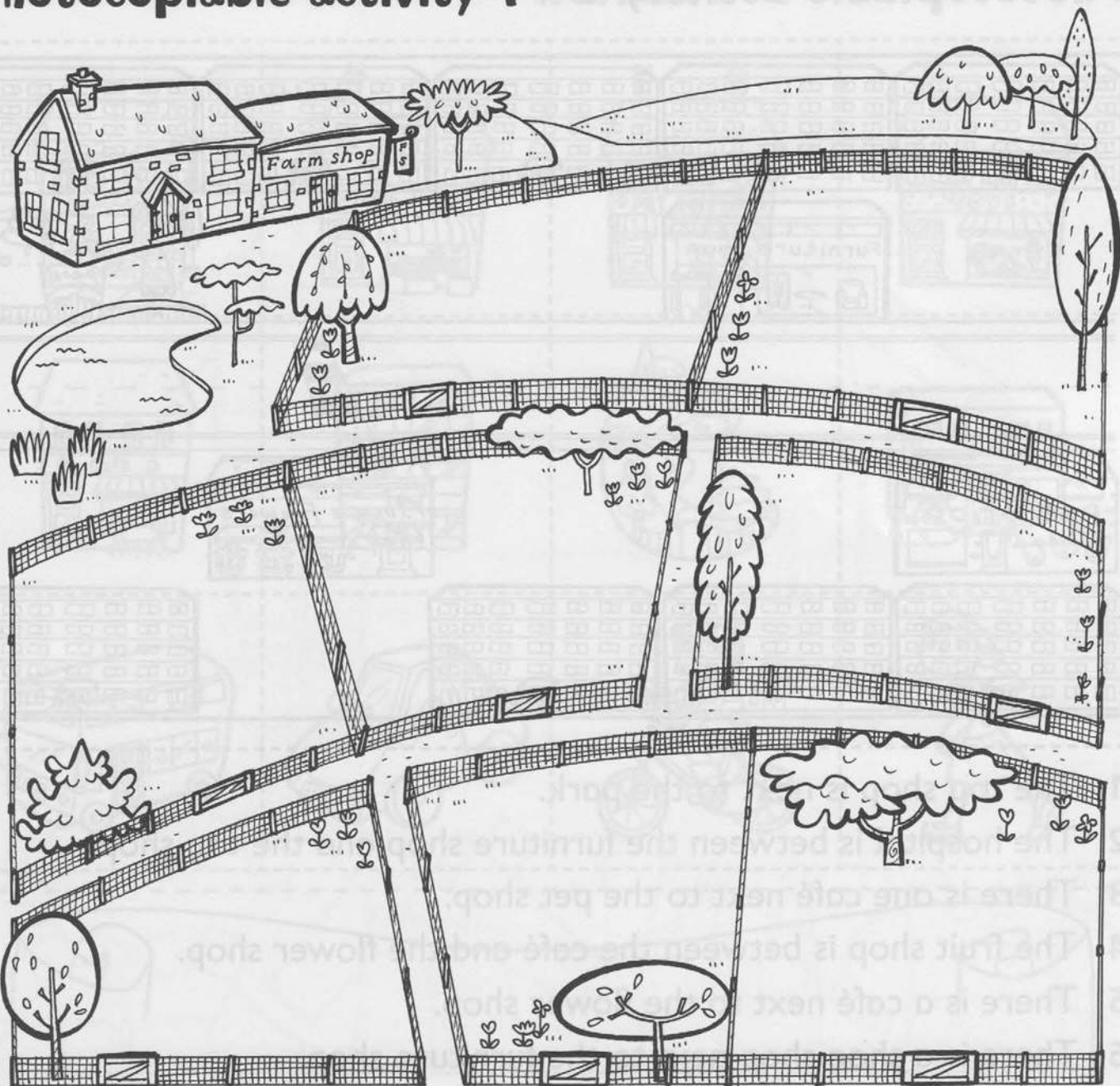
chicken

☐

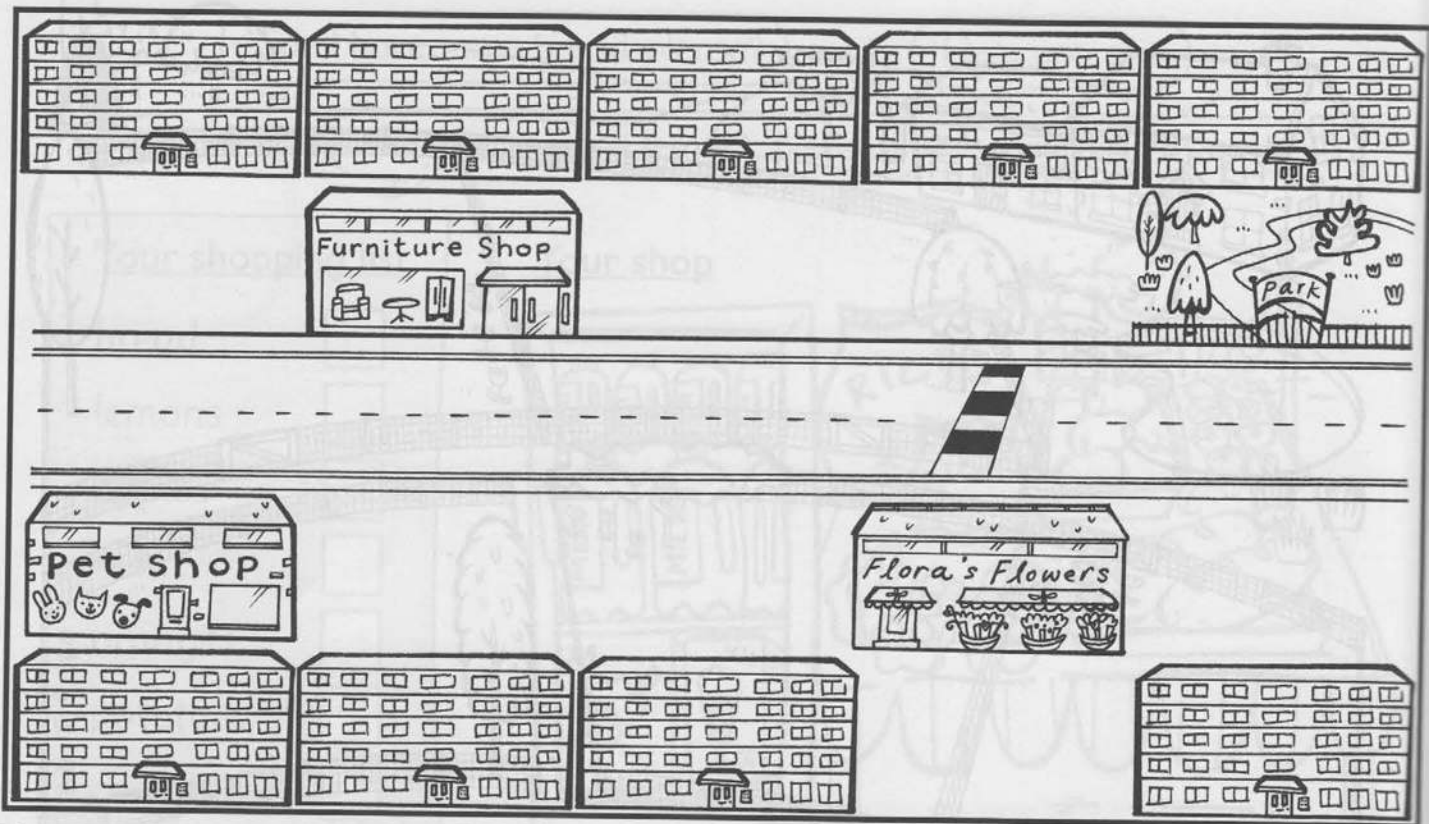
rice

☐

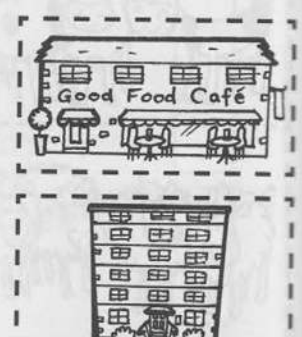
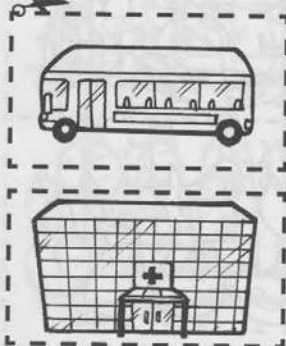
Photocopiable activity 7



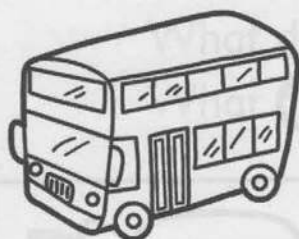
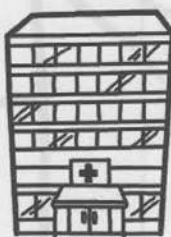
Photocopiable activity 8



- 1 The toy shop is next to the park.
- 2 The hospital is between the furniture shop and the toy shop.
- 3 There is one café next to the pet shop.
- 4 The fruit shop is between the café and the flower shop.
- 5 There is a café next to the flower shop.
- 6 There is a shoe shop next to the furniture shop.
- 7 There is a bus in front of the hospital.
- 8 Grandpa's flat is behind the flower shop.

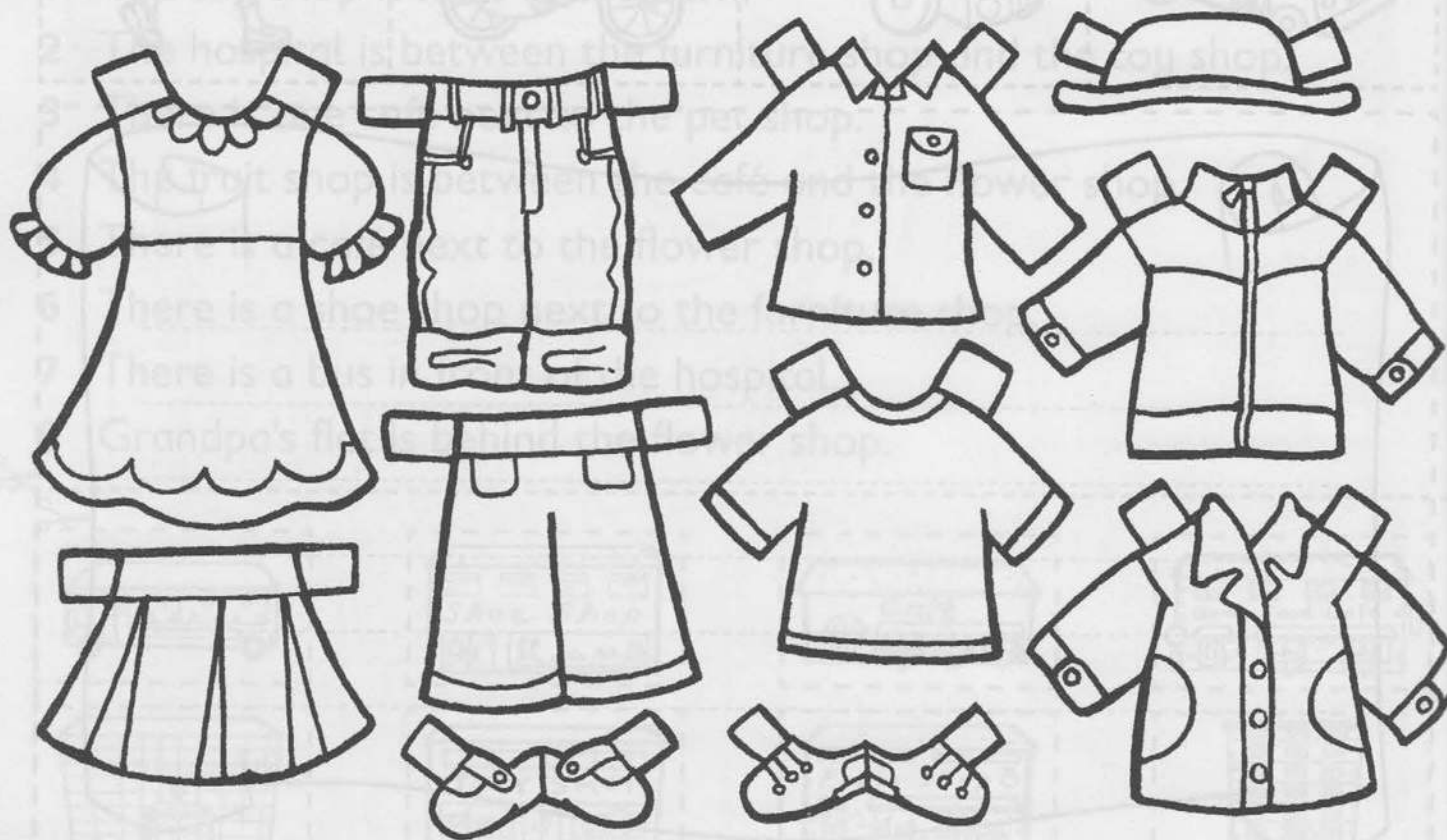


Photocopiable activity - Review 5-8



A large rectangular area with a wavy border, containing several horizontal dashed lines for writing.

Photocopiable activity 9



Photocopiable activity 10a

A

Name	Likes	Dislikes

What's your name?

What do you like doing?

What don't you like doing?



B

Name: _____

Likes: _____

Dislikes: _____

Photocopiable activity 10b

 swimming	 playing basketball	 fishing	 playing basketball
 swimming	 riding a bike	 painting	 fishing
 riding a bike	 playing basketball	 drawing	 riding a bike
 painting	 playing the guitar	 playing the guitar	 swimming
 playing the guitar	 running	 playing the guitar	 riding a bike
 running	 drawing	 playing basketball	 running
 drawing	 painting	 running	 painting
 fishing	 swimming	 fishing	 drawing

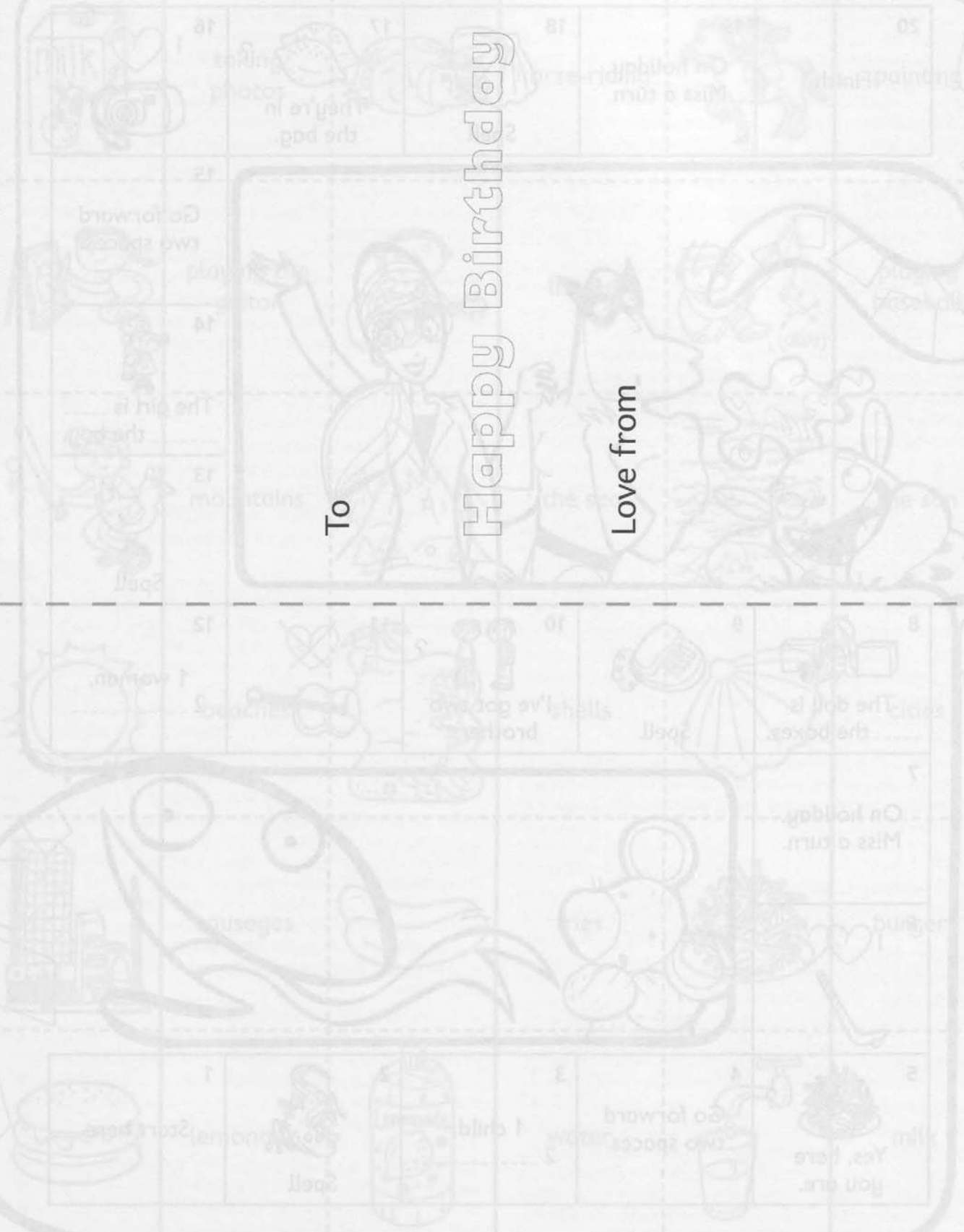
Photocopiable activity 11



















Happy Birthday

To


Love from



Photocopiable activity 12a

20 Finish	19 On holiday. Miss a turn.	18  Spell	17  ? They're in the bag.	16 I  
				15 Go forward two spaces.
				14  The girl is the boy.
				13  Spell
8  The doll is the boxes.	9  Spell	10  ? I've got two brothers.	11 I  	12 1 woman, 2
7 On holiday. Miss a turn.				
6 I  				
5  ? Yes, here you are.	4 Go forward two spaces.	3 1 child, 2	2  Spell	1 Start here

Photocopiable activity 12b

	taking photos		horse-riding		painting
	playing the guitar		fishing		playing baseball
	mountains		the sea		the sun
	beaches		shells		cities
	sausages		fries		burgers
	lemonade		water		milk

Extra activities

Page 2

● Extra activity 1: Numbers game

Invite ten pupils to come to the front. Hand each one a card with a number on. Say *Ready, steady, go*. Pupils quickly get in a line showing the correct number sequence. Check with the class. The class counts aloud and the pupils hold up their cards in turn. Repeat two or three times.

Invite nine pupils up and hand out nine numbers. Pupils get in line and the class checks. They say which number is missing. Repeat, with a different missing number each time.

● Extra activity 2: Name chant

Teach the following chant to the class. Display the flashcard of Suzy Star. Point to it and chant:

What's your name? What's your name?

What's your name? How old are you?

My name's Suzy, Suzy, Suzy.

My name's Suzy and I'm four.

Practise two or three times with the whole class. Throw a ball of paper to a pupil for them to answer their name and age. The next time, the pupil throws the ball to another pupil, and so on. If appropriate, divide the class into three or four groups. They make large circles and repeat the chant.

Page 3

● Extra activity 1: Colour game

You will need space for this game. Display the 11 large pieces of paper with different colours written on around the room. Pupils stand in the middle. Divide pupils into four groups. Group 1 are all 1s, Group 2 all 2s, and so on. Mix the groups up again. Say, e.g. *1s to red*. 1s run to the red piece of paper. Repeat for other numbers and other colours, repeating numbers and colours to keep pupils active.

● Extra activity 2: Sums bingo

Pupils draw a 2 x 2 grid in their notebooks. They write a different number between 1 and 10 in each square. Do a practice game first. Say, e.g. *Three and four is ...* Pupils don't say the answer, but if they have 7 in their grids, they cross it out. Read out more of your sums until a pupil has crossed out all their numbers and shouts *Bingo!* Read out the sums again to check they are correct. Repeat. Reuse some of the sums. Pupils draw a new grid with different numbers each time.

Page 4

● Extra activity 1: Matching game

Pupils colour the individual letters from Photocopiable activity 1 (see page 92) in the correct colour (as in Pupil's Book page 4). They cut out their cards.

Pupils then play a matching game. They use one set of cards for each group of four. They take turns to turn over the cards and say the letters. If the letters have the same sound, e.g. /c/, then the pupil takes the pair. If not, then the pupil turns them face down again and it's the next pupil's turn. Play continues until most cards are matched. Pupils put their alphabet cards into envelopes for use in other lessons.

● Extra activity 2: I spy ...

Say, e.g. *I spy with my little eye something beginning with 'b'. It's green.* (A green book.) Pupils take turns to guess. Help them with ideas if they are stuck. Repeat with two or three more known classroom items. If pupils find the game easy, then don't give the colour. More able pupils can come to the front, whisper the word to you and then say the prompt to the class.

Page 5

● Extra activity 1: Spell it

Pupils take out their alphabet cards from Photocopiable activity 1. Tell pupils to choose colour and number words. Pupils work in pairs. Make sure pupils can't see their partner's word. Pupil A 'writes' a word using his/her alphabet cards, e.g. *Blue*. Pupil A then spells out the word for Pupil B, e.g. *B-l-u-e*. Pupil B 'writes' the word using his/her letters and then says the word. Pupil A says *Correct* or *Not correct*. Pupils look and check. Pupils swap roles.

● Extra activity 2: Make a wordsearch

Show pupils how to make a wordsearch. Draw an 8 x 8 grid on the board. Write in four colours. Then write in random letters around the colours.

Pupils work in pairs. They choose four words to hide in their wordsearch. They create the grid, write the words and fill the grid with other letters. They then draw pictures of the words to be found under the grid. More able pupils can write the words.

Pairs swap wordsearches and complete them.

Page 6

● Extra activity 1: Spell the words and find the sounds

Pupils take out their alphabet cards from Photocopiable activity 1. Pupils work in pairs and make the words below, using the letters as you spell them. After they make each word, they write it in their notebooks. Check understanding of each one by gesture, sound, etc.

1 cat, 2 hand, 3 face, 4 bag, 5 ball, 6 star, 7 car, 8 and, 9 ant, 10 hair.

● Extra activity 2: Noughts and crosses

Draw a 3 x 3 noughts and crosses grid on the board. In each square write a different number in letters, e.g. *Five*. Divide the class into two teams, A and B. One team is o and the other X. Teams take turns to choose a number. Ask them one of your 20 questions, e.g. *What's this colour?* If the team member says the word correctly (G-r-e-e-n), then erase the number in the square and draw a X or a o. If they aren't correct, leave the number in the square. Teams can choose this number later (but ask a different question). The object of the game is for a team to complete a line of o or X diagonally, vertically or horizontally. The first team to do this is the winner. If neither team does it, then it's a draw. Repeat.

Page 7

● Extra activity 1: Roleplay

Pupils work in groups of four, each one taking on one of the roles in the story on Pupil's Book page 7. Pupils practise their story in groups. More confident pupils can change some of the questions in their groups. Invite two or three groups to roleplay their story to the class.

● Extra activity 2: Team game

Place a desk or table on either side of the room. Put a piece of paper on each table and divide each one into seven columns. Write a colour at the top of each column. Do a quick demonstration with the whole class on the board. Hold up one letter card, e.g. *k*, and elicit where it goes (in the grey column). Divide the class into two teams. Hand out a set of cards to members of each team (some will have more than one card). They take it in turns to go and place their cards in the right columns on their paper. The team who correctly completes the columns first is the winner. Check with the class by putting the cards in the correct places on the board.

Page 8

● Extra activity 1: Team game

Divide the class into two teams. They line up facing the board. The pupils at the front of each team take turns to ask and answer questions. They win a point for their team if their question is correct and a point if their answer is correct. e.g. The pupil at the front of Team A goes to the board, points to it and says *What's this?* The pupil at the front of Team B answers *The board* (or *A board*). Both teams win a point. The two pupils go to the back of the team and then the pupil at the front of Team B asks a question and the pupil from Team A answers. Questions can be: *What colour is it? What is it? Where is the teacher?*, etc.

At the end of the game, the team with the most points is the winner.

● Extra activity 2: Classroom chant

Teach the following chant to the pupils. Add other verses for other new words. Divide the class into groups, one group for each verse, and say the chant around the class. Pupils can also suggest other words to include in the chant.

Where's the window? Where is it? [look questioning]

There, there, there. [pointing]

Where's the bookcase? Where is it? [look questioning]

There, there, there. [pointing]

Where's the cupboard? Where is it? [look questioning]

There, there, there. [pointing]

Where's the board? Where is it? [look questioning]

There, there, there. [pointing]

Where's the teacher? Where is he/she? [look questioning]

There, there, there. [pointing]

Page 9

● Extra activity 1: Numbers and words

Divide the class into two teams. Display the number flashcards 11–20 (32–41) on the board (word side). Teams line up facing the board. Hand a rolled up newspaper to the first pupil in each team. Say a number. Pupils race to hit the correct word with their newspaper. The first to do it wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the two pupils at the front and continue. Repeat numbers to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

● Extra activity 2: Choose, write and colour

Hand out Photocopiable activity 2 (see page 93) to the pupils. Hold up your copy and show pupils where to fold the paper. Fold back the section where they write the numbers (they will do this in another lesson).

Show pupils what they have to do. Each pupil decides on the colours for the objects and writes the name of the different colours on each line. The pupils then colour the objects in the right colour.

Note: There are 12 colours. One of the colours can be, e.g. *dark blue / dark brown / dark red*.

Pupils write their names at the top of the photocopies. Collect the photocopies to hand out in the next lesson.

Page 10

● Extra activity 1: How many?

Hand out Photocopiable activity 2 to the pupils. Give them their own copies if you used them in the previous lesson. Focus pupils on the section at the bottom where they write the numbers. Pupils work in pairs and take turns to ask and answer about the

objects in the picture, e.g. *How many desks are there? There are eighteen desks.* They write the numbers in words on the lines.

Check with the class by asking pupils to spell out the numbers.

Key: sixteen chairs, four windows, fourteen rulers, seventeen bags, five cupboards, three pictures, three bookcases, twelve erasers, fourteen pens, eleven pencils, twelve stars

● Extra activity 2: Our classroom

Pupils work in pairs. Each pair writes two sentences about their classroom on a piece of paper, using the model from Activity Book page 10 Activity 6. The sentences can both be true, both be false or be one of each. They write the answer after each one (yes or no). They write their names on the paper.

Collect the sentences and play a class game. Read out statements at random. Pupils put up their hands to say *Yes* or *No*. Pupils who wrote the statements can't answer.

Page 11

● Extra activity 1: Crazy sentences

Divide the class into six groups. Hand out the sentence parts (see page 23 Materials required), one sentence to each group. Each group works quickly to make their sentence/question. Check around the class. Collect the sentence parts and pass them on to the next group. Continue until all the groups have done all the sentences/questions. Ask the last group to come and stick their sentence/question on the board. Check with the class if they agree. Focus on the capital letters and the full stops and question marks.

● Extra activity 2: I spy ...

Play a game of I spy to review the letters of the alphabet and the classroom objects. Divide the class into four teams. Start the game like this: *I spy with my little eye something beginning with 'b'.* Pupils take turns to guess. The pupil who guesses correctly wins a point for their team. Repeat with other classroom words.

Page 12

● Extra activity 1: Spelling game

Play the Spelling game with pupils. A pupil is the caller and the class responds. Use it as a way of revising vocabulary from the unit.

e.g.

Pupil:	Class responds:
<i>Give me a b</i>	<i>b</i>
<i>Give me an o</i>	<i>o</i>
<i>Give me an o</i>	<i>o</i>
<i>Give me a k</i>	<i>k</i>
<i>What does that spell?</i>	<i>book</i>
<i>What does that spell?</i>	<i>book</i>

● Extra activity 2: Wordsnakes

Write the wordsnake from Activity Book page 12 on the board. Review with pupils how it works.

Pupils look back through the unit and choose six new words. They put their words into a wordsnake. They draw simple pictures around the snake and draw writing lines under each picture. Pupils swap wordsnakes with another pupil, complete them and return them. Review with pupils the words in their snakes, e.g. *How many pupils have got 'sixteen' in their snakes?* Pupils put their hands up.

Page 13

● Extra activity 1: Bingo

Display the school flashcards (26–31) and the number flashcards 11–20 (32–41), word and numeral side on the board. Write a number between 1 and 16 under each one. Pupils draw a 2 x 2 grid in their books. They choose four items and write the corresponding

number in their grids, e.g. *Board* has the number 4 under it. A pupil chooses *Board* and writes the number 4 in one square of the grid.

Call out the words at random. Pupils cross out numbers which correspond to the words. The first pupil to cross out all four shouts *Bingo!* Ask the pupil to say each word. If they are the correct words, he/she is the winner. Repeat.

● Extra activity 2: Spelling game

Demonstrate the activity, using the following words: *ruler, eraser*. Write them like this on the board:

rul	ser
era	er

Pupils match the words. Elicit the spelling of each one.

Put pupils into pairs. Set a time limit, e.g. five minutes. Display the paper with the half words on it (see page 25 Materials required). Pupils match and then write the eight words. Stop pupils after the time limit and check the answers by asking pupils to spell the words to you.

Key: sixteen, cupboard, eleven, bookcase, fourteen, twelve, teacher, board

Page 14

● Extra activity 1: Run and touch

Divide the class into two teams. They line up, facing the board. Hand the pupils at the front of each team a rolled up newspaper. Put two columns, one for each team, at the side of the board. Call out one of the words on the Toys mind map from the Warmer on page 26. The two pupils race to hit the word with their newspaper. The first to do it wins the word for their team. Erase the word and then ask the pupil to spell it for you so you can write it in their column at the side of the board. If they spell it correctly, they win 2 points (1 for the touch and 1 for the spelling). If they don't spell it correctly, they only win 1 point for the touch. In this case, elicit the spelling from another pupil. The two pupils go to the back of the lines. Continue the game, using the two pupils at the front until all the words have been won. The team with the most points is the winner.

● Extra activity 2: Toy chant

Teach the following clapping chant to the pupils. Divide the class into two groups. The first group says the first verse, and the second group replies. Change group roles and repeat. Change toys by pointing to flashcards (picture side) of the new toys.

Play time! Play time!

Yes, it's play time!

Where's my robot? Where's my ball?

Play time! Play time!

Yes, it's play time!

Here's your robot! Here's your ball!

Page 15

● Extra activity 1: This and these matching game

Hand out Photocopiable activity 3 (see page 94) to pupils. They cut out and colour the cards. Make pairs. Pupils put the cards face down on the desk. They take it in turns to turn over two cards at random and say, e.g. *This is a brown lorry. This is an orange kite*. If the cards are the same, they say, e.g. *These are watches. This is blue and this is yellow*. If the two cards show the same object, the pupil keeps them. If not, the pupil turns them face down again and it's the other pupil's turn. Play continues until all the cards have been matched.

Pupils take their own cards and put them in an envelope.

● Extra activity 2: Picture dictation

Demonstrate the activity first on the board. Draw a 5 x 5 grid, write numbers and letters for the axes and then draw some

objects in the squares. For example, three kites (A3, B4, D2), one doll (A5), and so on. 'Hide' 12 objects in this way. Pupils work in pairs to tell each other where their objects are.

Pupils draw two 5 x 5 grids in their books, one at the top of the page and one at the bottom, and number and letter the axes. Tell them all to draw and colour 12 objects in the top grid. Remind them to keep it secret from their partner. Pupils then face one another, holding up their grids so their partner can't see them. Pupil A starts and says, e.g. *There are four watches*. Pupil B says *Where are they?* Pupil A says, e.g. *In B4, D2, E1 and E2*. Pupil B says *What colour are they?* Pupil A answers. Pupil B then draws and colours them in the grid at the bottom of their page. Pupil A continues to give information about the grid until Pupil B has drawn and coloured all the objects. Then they change roles. Pupil B describes his/her top grid and Pupil A draws and colours in his/her bottom grid.

Pupils look at the grids and check.

Page 16

● Extra activity 1: True or false

Look around the classroom and quickly prepare ten statements about pupils and their classroom objects/clothes (use known words), e.g. *Paul's jacket's blue. Fiona's bag's pink and white*. Make some of the statements true and some false. All the sentences should follow the model: possessive 's followed by contracted 's.

Say each sentence twice, e.g. 1. *Paul's jacket's blue*. Pupils write the number and then T for true or F for false. Say the sentences again. Pupils swap papers with a partner for the checking phase. Check with the class. Ask pupils to correct the false statements. Pupils award their friends a mark out of 10 and return the papers.

● Extra activity 2: The Whose? game

Tell pupils to choose something for the game. It can be a single object (pencil) or multiple objects (pencils). If it's multiple objects, they need to put them together with string/elastic bands. Go around the class and make sure pupils are following instructions. Hand out the necessary string, etc.

Divide the class into two teams. Invite half of Team A to come and give you their objects. Hold up each one in turn and say *Whose is this / are these?* The pupil responds *It's / They're mine* each time. Play the game with Team B. Hold up or point to each of the objects in turn and say *Whose is this / are these?* Ask members of Team B in turn to answer, e.g. *It's / They're Jack's*. Team A must keep silent. Award points for correct answers (1 for the right pupil, and 1 for the correct use of the 's).

Repeat with half of Team B's objects and, if time, with the remaining objects from both teams. The team with the most points is the winner.

Page 17

● Extra activity 1: Writing a new song

Pupils use the model of the song on CD 1, 35 to work in groups and write new verses for the song. Write one verse on the board and, with the help of the pupils, underline the words that they can change for their verse, e.g.

Whose are these shoes?

Whose are these shoes?

What? Those blue shoes?

Yes, these blue shoes.

Whose are these shoes?

They're Sheila's.

Oh!

Do a similar example for a singular object and elicit from pupils what the difference between the two verses is.

In their groups, pupils compose two new verses, one singular and one plural. Some groups perform their verses with actions for the class.

● Extra activity 2: Who is it?

Put the four pictures of children wearing different coloured clothes on the board, elicit names for each one and write the names below the pictures.

Play simple games with the pictures, e.g.

- Start to describe a picture until pupils put up their hands to answer, e.g. *This pupil's got blue shoes, a red skirt, a yellow T-shirt ...*
- Say true/false statements, e.g. *Sally's got a yellow and purple T-shirt.*
- Ask, e.g. *Whose jacket is blue?* for pupils to respond with 's.

Page 18

● Extra activity 1: Whose is this toy?

Give pupils their envelopes with the Photocopiable activity 3 cards in. If not previously used, hand out the photocopies to each pupil. They cut and prepare the cards.

Pupils write the names of the characters from Pupil's Book page 18 Activity 10 on small pieces of paper. Put pupils into pairs. Pupil A places the objects next to the characters as he/she wishes. The pupil keeps it a secret from their partner by placing a book over their work. Pupil B then holds up a card, e.g. a lorry, and says *Whose is it?* Pupil A looks at the allocation and tells B, e.g. *It's Stella's.* Pupil B places the lorry next to Stella. Pupil B continues to ask until all the cards are next to the characters. Pupil A reveals the correct information and they check. Pupils swap roles.

● Extra activity 2: Number game

Invite eight pupils to come to the front. Hand out eight of the 20 number cards at random. The pupils look at the numbers and stand in the right order, facing the class, holding their number cards up, e.g. *One, three, seven, eight, twelve, fourteen, seventeen, twenty.* The class checks the pupils are right by chanting the numbers, filling in the missing ones, e.g. *One, two, three, four, five, ... Repeat.*

Page 19

● Extra activity 1: My favourite toy

Write the words *My favourite toy* on the board. Draw a circle around them to make them the centre of a mind map. Display the toy flashcards (42–47) at the bottom of the board. Work with the class to think of the information / key words and write *What? Colour? Big/small? Where?* around the centre of the mind map, drawing lines from the words to the centre. Together with the class, brainstorm the questions: *What's your favourite toy? What colour is it? Is it big? Is it small? Where is it?*

Demonstrate the activity to the class. Choose a more confident pupil. Don't ask the pupil the questions: the pupil uses the questions as a prompt, e.g. *My favourite toy is my lorry. It's red and yellow. It's small. It's in the cupboard in my bedroom.* Congratulate the pupil and invite another pupil to talk about their favourite toy. Repeat.

Divide the class into groups of three. Pupils take it in turns to talk to their group about their favourite toys. Monitor pupils as they are working and choose four or five to talk about their toys to the class at the end of the activity.

● Extra activity 2: Dictation

Say *Let's do a spelling game. Open your notebooks. Listen and write.* Dictate the new toy words to the class. They write them in their notebooks. Pupils swap books and correct each other's work. Ask pupils to spell out the words for the class to check.

Page 20

● Extra activity 1: Anagrams

Write the following words as anagrams on the board: *Shoes, computer, camera, bookcase*, plus four of the new words from the lesson and two rooms. Pupils work in pairs. They race to unscramble the words and write them correctly. Check by asking one pair to spell a word out and another to write it on the board.

● Extra activity 2: Action song

Teach the class the following nursery rhyme with actions:

Hickory dickory dock,

The mouse ran up the clock. (fingers of right hand running up left arm)

The clock struck one – DONG! (nod head forward)

The mouse ran down. (fingers of right hand running down left arm)

Hickory dickory dock.

Tick tock, tick tock. (move head from left to right)

Do the song as a round. Divide the class into three groups. Group 1 starts. When they start the third line, Group 2 starts the first line. When they start the third line, Group 3 starts the first line.

Page 21

● Extra activity 1: True or false

Pupils work in pairs. They use the model from Pupil's Book page 21 Activity 3 and take turns to say sentences about the pictures which are true or false. Their partner says either *True* or *False*. If it's false, the partner corrects the sentence. Elicit sentences from the class.

● Extra activity 2: Making pictures. [YLE]

Hand out Photocopiable activity 4 (see page 95) to each pupil. Pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards. They work in pairs, facing one another. Pupil A places the cards anywhere in the house without Pupil B seeing. Pupil A gives instructions to Pupil B, e.g. *Put the lamp in the living room next to the TV.* When Pupil B has placed all the cards in his/her house, they look and check. They swap roles.

Collect the materials at the end of the activity.

Page 22

● Extra activity 1: Mine or yours?

Pupils use CD 1, 47 dialogue to create mini roleplays. Write the dialogue on the board and underline the words they can change, e.g.

Whose T-shirt is that?

It's mine!

Whose black trousers are those?

They're yours, Grandpa.

Elicit possible options. Pairs prepare their roleplays and volunteers perform them for the class.

● Extra activity 2: Which one? [YLE]

Hand out Photocopiable activity 4 to each pupil. If not used in the previous lesson, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Make pairs. Each pair needs one copy of the house and two sets of cards. Pupils place the objects in pairs (two lamps, two mats, etc.). They take turns to give instructions and to carry them out, e.g. Pupil A points to the lamps and says *Put the blue one in the sitting room. Put the red one in the bedroom.* They continue until all the objects are in the rooms.

Collect the materials at the end of the activity.

Page 23

● Extra activity 1: Creating a class song

Display the large piece of paper with the words of the song from Pupil's Book page 23 Activity 7. Elicit why words are underlined (pupils can change these words to make their own song). Make groups of four. Pupils work in groups and create a verse for the song. Select four groups to perform their verses with mime one after another for the class. Repeat with another four groups.

● Extra activity 2: Initial letters

Write the following words at random over the board: *Bag, shoes, ruler, jacket, bookcase, pencil, mat, lamp, mirror, sofa*. Pupils work in pairs to write the list in their books in alphabetical order. Elicit and check with the class. Repeat with another ten words if appropriate.

Page 24

● Extra activity 1: Word sounds

Display the three pieces of paper with the words written at the top (*whale, insect, cat*) and number them 1, 2, 3. Divide the class into three groups: *Blue, green, grey*. Each group (pupils can sub-divide into pairs) focuses on one sound/paper for two minutes. They think of as many words as they can with that sound. They can use their books for reference. Say *Stop*. Groups move on to the next sound. Repeat until all three groups have brainstormed words for all three sounds. Elicit words from all three groups for each sound and write the correct ones on the papers. Congratulate the groups who got the most correct words for each sound.

● Extra activity 2: This one or that one?

Hand out Photocopiable activity 4 to each pupil. If not used in the previous lessons, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Make pairs. Pupils will only need the cards (12 for each pair). Pupils place them face down on the desk, taking one card out and hiding it under a book. Some of the cards are near them and some further away. Pupils take turns to turn over one card and say (if it's their partner's), e.g. *It's a lamp. This one's yours*. Pupils say *mine* if it's their own. The pupil either hands the card to the partner or keeps it, depending on whose it is. Play continues until all the cards are turned over. Pupils then say which card is missing and whose it is.

Page 25

● Extra activity 1: Noughts and crosses

Draw a 3 x 3 grid on the board and write numbers 1–9 at random in the grid. Make two teams: A and B. Pupils close all their books. Team A choose a number. Ask them the corresponding question from Pupil's Book page 25 Activity 12 (see Teacher's Book page 37 Materials required). If they answer correctly, draw a o in the square. Repeat for Team B and draw a X if they give a correct answer. Continue, with teams taking turns to choose and answer. The first team to make a row of o or X is the winner.

● Extra activity 2: My house

Hand out Photocopiable activity 4 to each pupil. If not used in the previous lessons, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Pupils work individually. They stick the house in their notebooks and then stick each card in or next to one of the rooms. They write a sentence about each card, e.g. *There's a blue lamp next to the TV in the living room*. Monitor pupils as they are working. They say each sentence to you before they write it.

Page 26

● Extra activity 1: My igloo

Elicit from pupils what it's like in an igloo, e.g. *Is it big or small? Is there a bed? Is there a TV?* Pupils draw a picture of an igloo in cross section (show them how to do this on the board), draw objects in it and label them. Display the drawings on the wall.

● Extra activity 2: Play a game

Play one of the games from Units 1–4 with the class.

Page 27

● Extra activity 1: Board slap

Display the 12 flashcards you've chosen from flashcards 26–53 (word side) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat, calling another word. Make the game more fun by occasionally calling words that aren't on the board. Award points to the pupil who doesn't run.

● Extra activity 2: Sing a song or do a chant

Sing one of the songs or do a chant from Units 1–4 with the class.

Page 28

● Extra activity 1: Family webs

Draw a circle in the middle of the board and write the word *Family* in the middle. Draw eight lines coming from the web. Pupils suggest words to add to the web. Accept correct ones and write them around the mind map: *cousin, brother, sister, mother/mummy, father/daddy, baby, grandfather/grandpa, grandmother/grandma*. Pupils copy the mind map into their notebooks.

● Extra activity 2: Family song

Teach the Family song to pupils, e.g. to the tune of *Frère Jacques*. They repeat as a class. Divide the class into two groups. Groups take turns to say each verse. Divide the class into three groups and sing the song as a round (Group 1 starts; Group 2 starts when Group 1 starts line 3; Group 3 starts when group 2 starts line 3).

Brother, sister,

Grandma and grandpa,

Mother, father.

Baby, cousin Frank.

There they are, there they are.

They're all here. They're all here.

Page 29

● Extra activity 1: Make the family

Hand out a copy of Photocopiable activity 5 (see page 96) to each pupil. Elicit what it is (a family tree) and what the faces are (the people to put on the tree). Pupils cut out the faces and colour them in.

Make pairs. Pupils face one another, hiding their family so they can't see each other's. Pupil A places the faces where he/she wants on the family tree. Pupil A places one of Pupil B's faces in the right place on Pupil B's family tree (to correspond with A's). Pupil A then describes the family tree to Pupil B and Pupil B puts the people in the right places. At the end, they look and check. They swap roles.

Collect the materials in envelopes at the end of the activity.

● Extra activity 2: My family tree

Note: Only use this activity if you are sure it won't be distressing for any of your pupils.

Using the family tree on Pupil's Book page 29 as a model, pupils draw their own family tree in their notebooks and label it.

In pairs, they talk about their families, e.g. *This is my mother. This is my cousin, Juan. He's a baby.*

Page 30

● Extra activity 1: Match the words

Write the following words across the board in one colour: *Running, hitting, jumping, getting, sleeping, throwing, catching, flying, cleaning*. Write these in another colour: *Run, hit, jump, get, sleep, throw, catch, fly, clean*. Make sure the verbs, e.g. *hit/hitting* are not next to each other. Pupils come in turn and draw a line to match the verbs (*run–running*). If appropriate, invite pupils to notice the spelling (double letters for *running, hitting, getting*).

● Extra activity 2: Draw and write

Pupils choose one of the verbs from Pupil's Book page 30 Activity 6. They draw a picture in their notebooks of themselves doing something and label it, e.g. flying a kite and write underneath *I'm flying a kite*.

Page 31

● Extra activity 1: Silent bingo

Review the seven food words: *Orange, banana, apple, chocolate, ice cream, cake, burger*, using the flashcards or the pictures. Display them (picture side) on the board. Elicit the spelling of the food words and write them in a list down the side of the board, not next to the right pictures. Pupils draw a 2 x 2 grid in their books. They choose four foods and write one food word in each square. Hold up a picture in turn. Don't say the word. If it's the food a pupil has, he/she crosses out the word. The first pupil to cross out all four is the winner. Check the words and spelling back from the pupil. Repeat.

● Extra activity 2: Song roleplay

Make groups of seven. If there are extra pupils, spread them over the other groups. Review the song from Pupil's Book page 31 Activity 7 with the class. Groups decide who is who (there are six characters). Choose a confident pupil to be the singer in each group (the boy). Groups practise the song: 'the boy' sings and the others in the group mime as he/she says the lines about them. Invite more confident groups to come and perform their song roleplay to the class.

Page 32

● Extra activity 1: Odd one out

Write the following on the board:

<i>mother, brother, father, sister</i>	<i>throw, run, fun, one</i>
<i>ball, chair, small, board</i>	<i>catch, watch, lamp, mat</i>
<i>hit, eat, sit, kick</i>	

Pupils work in pairs to find the word that has a different sound each time. Check with the class by asking pairs to say the words clearly.

Key: sister, chair, eat, throw, watch

● Extra activity 2: Egg and spoon race

You will need space for this activity. Ten pupils take part in the first race. Mark out a starting line and a finishing line. The ten pupils line up at the start with their ping pong balls on their spoons. Say *Ready, steady, go!* Pupils race to get to the finish without dropping their ping pong ball and without holding it on the spoon. The first three to finish go to the next round. Repeat in groups of ten for the other pupils, choosing the first three each time. Repeat the race with the three best from each 'heat'. This time, the first to reach the finishing line (without dropping or holding) is the winner.

Page 33

● Extra activity 1: Roleplay

Pupils work in groups of five, each one taking on one of the roles in the story from CD 1, 63. Pupils practise their story in groups. More confident pupils can change some of the actions in their groups. Invite two or three groups to roleplay their story to the class.

● Extra activity 2: Make the family

Pupils play the Family game again. See Extra activity 1 for page 29.

Page 34

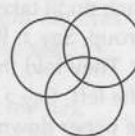
● Extra activity 1: Run and touch

Display all the food flashcards (word side) over the board: *bread, water, milk, juice, chicken, eggs, chips, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream*. Make two teams. They line up, facing the board. Hand a rolled up newspaper to one member of each team. Call out, e.g. *Eggs*. Pupils race to hit the *egg* word with their papers. The first to do so wins a point for their team. Repeat.

● Extra activity 2: Food diagram

Write the words *Breakfast, lunch, dinner* on the board. Elicit what the Star family have for each one (breakfast – bread and milk, lunch – egg and chips, dinner – chicken and rice) and elicit what pupils have. Some of the words can be in L1.

Write all the known food words on the board: *Bread, water, milk, juice, chicken, eggs, chips, rice, potatoes, carrots, pears, lemons, meat, chocolate cake, oranges, bananas, apples, burgers, ice cream, fish*. Draw three large interlocking circles like this:



Label one *Breakfast*, one *Lunch* and one *Dinner*. Do an example with the class. Say *When do we have milk?* Pupils respond (e.g. breakfast, lunch and dinner). Write *milk* in the space where the three circles meet. Repeat for two or three other words.

Pupils work in groups of four. They draw a large diagram on a large piece of paper and write the foods for the different meals. Display, discuss and compare the diagrams.

Page 35

● Extra activity 1: Class songs

Pupils work in groups, each group taking a meal from the song in CD 2, 03. They create a verse for the song, based on other foods for the meal. They use the structure of the song to help them, e.g.

It's morning. It's morning.

We're having breakfast with our mum.

Eggs and milk, eggs and milk.

It's morning. It's morning.

Pupils perform their new verses for the class. Vote for the one the class likes best.

● Extra activity 2: Floating and sinking

You will need a large bucket half full of water for this activity and six real foods, e.g. an egg, a banana, a pear, a lemon, a tomato, a carrot. Hand out a copy of Photocopiable activity 6a (see page 97) to each pupil. Show the class the foods you have, one at a time, and elicit the word. Say, e.g. *Number 1. An egg*. Pupils write *egg* in the top left of the table, marked 1, on the writing line. Repeat for the other five foods. Pupils write the words in each of the left-hand squares. Make sure all the pupils write the same word for each number. Pupils draw a picture of the food in the square and colour it. Show pupils the bucket of water. Demonstrate *float* and *sink*, using a ruler and an eraser. Pupils predict what will happen to the six foods. They write *Yes* or *No* in the middle column for each food. Invite pupils in turn to come and place one of the food objects in the water. Elicit what happens each time. Pupils write the result (floats/sinks) in the right-hand column.

Pupils complete the sentences at the bottom of the page. Do the first one as an example (*When you put an egg in water, it floats*).

Page 36

● Extra activity 1: Can I have ...?

Pupils each draw small pictures of the following: bread, milk, juice, chips. They cut them out.

Pupils stand up, holding their pictures. Play the CD of lively music. Pupils move around the room. Stop the CD. Pupils find partners and take turns to ask for one of the four foods, e.g. *Can I have some milk, please?* They reply *Here you are* and hand the paper to their friend. Play the music. Pupils move on. Stop the music and repeat. Pupils ask a new partner. If their partner does not have the food picture any more, they say *No, (name). I'm sorry*. Repeat.

● Extra activity 2: Consequences

Review the sequence of the conversations from Activity Book page 36 Activity 5:

- 1 *Can I have* _____ ?
- 2 *Which* _____ – *apple or orange / bananas or pears / milk or water?*
- 3 _____, *please*.
- 4 *Here you are*.

Pupils work in groups of four. Each pupil takes a piece of paper. They keep it secret from their group. Say 1. Pupils each write a request at the top of their paper. They fold the paper down to hide the request and pass it to the left. Say 2. Pupils each write a question for line 2. They fold the paper down and pass it to the left. Repeat for 3 and 4. Pupils take back the paper they started with. Pupils unfold their conversations and read them. Groups read out the best/silliest ones to the class.

Page 37

● Extra activity 1: Creating stories

Pupils use the model story from Pupil's Book page 37 Activity 8 to write their own texts. Pupils can copy the same text and just change the pictures and the names. Stronger pupils can change the meal and more of the text if they wish. Pupils swap texts in groups and 'read' each other's to the rest of the group.

● Extra activity 2: My favourite school meal

Pupils use the information from Activity Book page 37 Activity 6 to draw a picture of their favourite meal from the school canteen and label it. Display the drawings on the walls.

Page 38

● Extra activity 1: Matching sounds

Go around the class. Every pupil says their name clearly. Pupils stand up. They make groups according to the first sound of their names: pupils in each group have the same initial sound to their name. Elicit the sound and then the names in each group to check.

● Extra activity 2: Anagram game

Display the food flashcards 57–64 and 94 and from Level 1 (picture side). Pupils work individually. They choose a word and write its anagram on a small piece of paper. They fold the paper. Collect the papers. Redistribute the papers to other pupils. They solve the anagrams and put the paper next to its picture. Count which word most pupils chose.

Page 39

● Extra activity 1: Spelling

Say *Listen and then write*. Dictate the new food words: *Bread, water, milk, juice, chicken, eggs, chips, rice*, one after another, saying each one twice. Pupils write the words. They swap papers. Check with the class by eliciting the spelling for each one and writing them on the board. Pupils correct each other's work.

● Extra activity 2: What's for lunch?

Pupils each write what they want for lunch on a piece of paper, e.g. *Some chicken and chips and some milk*. They write the food and the drink (they can look at the story on Pupil's Book page 39 to help them). Make groups of four. Give a pupil in each group a list of food they can have, e.g. write *Milk, orange juice, carrots, meat, chocolate cake* on a piece of paper. Write different menus for each group. The other pupils in a group take turns to ask about one of the foods they want for lunch, e.g. *Can I have some milk, please?* The pupil with the paper says *Yes, here you are* if they can (i.e. it's on their menu) and *No, I'm sorry* if they can't (it's not on the menu). Pupils take turns to ask and find out what they can have.

Page 40

● Extra activity 1: Farms and zoos

Divide the board in half horizontally. Display all the animal flashcards at the top (word side) at random. Divide the bottom half vertically and write *Zoo* on one side and *Farm* on the other. Elicit from pupils one animal for the zoo and one for the farm, e.g. *Tiger* and *Duck*. Make pairs. Give pupils thinking time to decide on where to put the other animals. Tell them that some can go in both. Pairs take turns to come and take a flashcard and put it in the right column. They check with the class if it's correct. Add your feedback if necessary.

Pupils copy the two columns of words into their books, complete with headings.

Key: Farm: cow, duck, goat, sheep, spider, cat, dog, horse, mouse, bird

Zoo: lizard, spider, fish, bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey

● Extra activity 2: Where is it?

A pupil goes out of the room. Hide an animal flashcard, e.g. *tiger*, under the table. The pupil comes back. Say *Where's the tiger?* The pupil says, e.g. *Is the tiger in the desk?* The class answers *No*. Prompt the pupil by saying, e.g. *Bookcase, table*. When the pupil guesses correctly, another pupil goes out and the class hides another animal flashcard. Make sure the class practises *on, in, next to, under*.

Page 41

● Extra activity 1: Write a verse for the song

Pupils work in groups of about four. They choose an animal (which makes a noise) and a room and write a verse for it, following the model of the song in CD 2, 13. Monitor and help or advise. Groups perform their verses to the class. Pupils write their verse on large paper and draw a group picture to illustrate it. Display the pictures on the wall.

● Extra activity 2: Jumbled words

Choose eight animals (ones from the lesson and ones from the previous lessons) and write their names in jumbled letters on the board. Pupils work in pairs and unjumble the words. Elicit the spelling and write the words correctly. Each pair then chooses another animal word and writes it in jumbled letters in their notebook. Pairs take turns to come to the board and write their jumbled word. The pair to guess first then takes a turn.

Page 42

● Extra activity 1: I like horses. So do I.

Write up the dialogue below on the board. Underline the words pupils can change.

A: *Can I have the sheep, please? Let's put them here, next to the cows.*

B: *Here you are.*

A: *I love sheep. Baa baa.*

B: *So do I. / I don't.*

B: Can I have the ducks, please? Let's put them here, next to the lizards.

A: Here you are.

B: I love ducks. Quack quack.

A: So do I. / I don't.

Do one or two practice dialogues in open pairs.

Hand out a copy of Photocopiable activity 7 (see page 99) to each pair. They cut to separate the two sections. They cut out the pictures at the bottom of the page and colour them. Pupils put the cards and the plan face up in front of them. Remind pupils of the dialogue. They take turns to pick up an animal card and start the dialogue. Stress that they can answer truthfully about likes/dislikes.

Pairs can perform dialogues to the class.

Collect the materials at the end of the activity.

● Extra activity 2: Guessing game

Use the animal flashcards for a guessing game. Secretly look at one flashcard. Give the class one clue about it, e.g. *You can find it in a zoo*. Pupils take turns to guess, e.g. *Is it a tiger?* Answer *No, it isn't*. The pupil who guesses becomes the caller. Repeat as a whole class or make three groups and divide the flashcards into three.

Page 43

● Extra activity 1: Class chant

Display the pictures/flashcards for the foods in Pupil's Book page 43 Activity 7 on the board. Divide the class into seven groups by their favourite food. The groups will be of different sizes. Number the groups 1–7. Say *Group 1* (they chose *watermelon*). They stand and say in chorus *I love watermelon*. They sit. Other pupils in the class who like it too stand up together and say *So do I*. They sit. Pupils in the class who don't like it stand and say *But I don't* and sit. Continue group by group by calling out *Group 2 ... Group 3 ...* etc. Make sure you 'conduct' the pupils so that all stand/speak/sit at the same time.

● Extra activity 2: Whispering game

Display about 12 food flashcards (word side) on the board. Make two teams. They line up, one behind the other, facing the board. Whisper a different food word to each pupil at the front of the teams. Pupils whisper the word one to another until it reaches the back. The pupil at the back runs to the front and takes the flashcard. If the flashcard matches the word whispered, the team wins a point. Replace the flashcard. The pupil from the back comes to the front of the line. Repeat.

Page 44

● Extra activity 1: Ten little frogs

Do a finger rhyme and teach the chant below. Pupils hold up both hands to show the ten frogs (ten fingers). Each time a frog runs away, they hide a finger, until all are hidden. As the frogs come back, they show their fingers again.

There are ten green frogs on the farm today.

One jumps up and runs away.

There are nine green frogs on the farm today.

One jumps up and runs away.

There are eight ...

etc. until ...

There is one green frog on the farm today.

It jumps up and runs away.

There are no green frogs on the farm today.

But wait ... Look ... Ah! A frog!

One frog, two frogs, three frogs (etc.), nine frogs, ten frogs!

There are ten green frogs on the farm today.

And they're here to stay. Hooray!

● Extra activity 2: Animals on the farm

Hand out Photocopiable activity 7 to each pupil. If not used previously, pupils cut to separate the two sections and then cut out and colour the eight cards at the bottom of the page. If used previously, hand pairs one set to prepare as above. When they have prepared the set, hand them another set which was prepared in the previous lesson.

Pupils glue their animals where they want in the picture. They stick the picture to a piece of paper and write ten sentences about the animals (depending on how they coloured them), e.g. *There are seven green and blue lizards. They've got long tails.*

Page 45

● Extra activity 1: Finger rhyme

Teach pupils a finger rhyme:

This little girl is going to bed, (place right forefinger in left hand)

Down, down, down she puts her head.
Wraps herself in the covers tight, (fold left hand over right forefinger)

This is how she sleeps all night.
Morning time! She opens her eyes, (blink eyes as if just opening)
Throws the covers to the side. (unfold left hand from right forefinger)

She jumps up to start the day,
Ready for school, ready for play. (open left fist and quickly raise right forefinger, wiggle it and move hand as if walking)

Extra activity 2: Wordsnakes

Display all the animal flashcards on the board (word side). Remind pupils of the wordsnake activity in Activity Book page 43 Activity 6. Write the wordsnake on the board to remind them. Pairs choose six animal words from the board to make a wordsnake. They write it on paper. Pairs swap wordsnakes with pairs. They solve each other's wordsnakes and write the words under the snakes.

Page 46

● Extra activity 1: Memory game

Pupils look at the picture on Pupil's Book page 46 for one minute. They close their books. Make ten statements about the picture, e.g. *Grandpa's jacket is red*. Pupils write *Yes* or *No* in their notebooks from memory. Pupils look and check. Check with the class. They correct the incorrect statements.

● Extra activity 2: Mime story

You will need space for this activity. Pupils walk around the room. Say, e.g. *You're in the town. You're in the street. Look at the shops.* (Pupils mime looking around.) *There's a shoe shop. Oh! Some beautiful shoes!* (Pupils look excited.) *Oh, look! There's Suzy with Grandpa. Say Hi.* (Pupils say Hi.) *They're in the café. Sit down.* (Pupils sit down.) *Have a drink of milk.* (Pupils mime drinking.)

Page 47

● Extra activity 1: How many?

Display the large piece of paper with the eight sentences (see page 59 Materials required). Pupils copy the sentences into their notebooks, completing them with the correct word. They check in pairs. Check with the class. Pupils take turns to read the sentences aloud.

Key: 1 children, 2 man, 3 women, 4 child, 5 woman, 6 babies, 7 men, 8 baby

● Extra activity 2: Corner game

You will need space for this activity. Whisper one of the words from the box in Activity Book page 47 Activity 4 to each pupil. If you have more than 24 pupils, whisper the same word to two pupils (in different parts of the classroom). Make sure pupils understand and remember their words. Demonstrate the game first for practice. Point to each corner of the room in turn. Say *This is the red corner. This is the blue corner. This is the yellow corner. And this is the green corner.* Say *Fruit* to the red corner. The pupils who are fruit run to the red corner. Say, e.g. *Toys* to the yellow corner. The 'toy' pupils go there. Continue, moving groups from corner to corner, repeating groups to make the game more fun.

Page 48

● Extra activity 1: Where are the shops?

Hand out a copy of Photocopiable activity 8 (see page 100) to each pupil. They cut along the cutting lines to separate the three sections. They cut out the places at the bottom of the page and colour them. Elicit the names of the places. Pupils point. Pupils put the town map on their desks. Say *Listen and put the places in the right position.*

Read out the eight sentences on the worksheet.

Pupils check in pairs. Read the sentences again. Check with the class by drawing the answer key quickly on the board:

Flats				
Shoe shop	Furniture shop	Hospital	Toy shop	Park
Bus				
Pet shop	Café	Fruit shop	Flower shop	Café
Flats		Grandpa's flat		

● Extra activity 2: Giving instructions

Pupils work in groups of six. They write instructions for another group as in Activity Book page 48 Activity 6 (You're Jill. You're sitting behind Tom). Groups take turns to give instructions to other groups and the groups sit as instructed.

Page 49

● Extra activity 1: Action songs

Pupils work in groups of four and use the song from CD 2, 27 to generate one of their own. They practise the song together. Groups take turns to sing their songs and do the actions for the class.

● Extra activity 2: My town

Hand out a copy of Photocopiable activity 8 to each pupil. If not used in the previous lesson, pupils cut along the cutting lines to separate the three sections. They cut out the places at the bottom of the page and colour them. Elicit the names of the places. Pupils stick the places where they choose and write sentences using the prepositions to describe where they are, e.g. *The fruit shop's between the hospital and the park.*

Page 50

● Extra activity 1: Talking about my town

Pupils take out Photocopiable activity 8, if they stuck the shops in place in the previous lesson. If not, hand out a copy of Photocopiable activity 8 to each pupil. Pupils cut along the cutting lines to separate the three sections. They cut out the places at the bottom of the page and colour them. Elicit the names of the places. Pupils stick the places where they choose.

Pupils work in groups of four. They take turns to talk about their towns, describing where the places are. They don't show each other their towns. If another pupil has a place in the same position, they say *Snap!* Then that pupil starts to describe his/her town until another pupil says *Snap!* They continue until all four have described their towns. Then they look and compare.

● Extra activity 2: Town chant

Teach the following chant to pupils. They stand and point when saying *Look, there it is. Right there!* Divide the class into two groups. Each group says a verse to the other group. They swap roles.

There's a park in my town. It's next to the shops.

Look, there it is. Right there!

Where's the park? Where's the park?

There it is. Right there!

There's a café in my town. It's between the shops.

Look, there it is. Right there!

Where's the café? Where's the café?

There it is. Right there!

Page 51

● Extra activity 1: Roleplay

Divide the class into groups of six (Maskman, Monty, Suzy, Simon, two children). Pupils decide their roles. Play the story from CD 2, 30 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the words, e.g. *Frogzilla*. Invite one or two groups to roleplay their story to the class.

● Extra activity 2: Play a chain game

Start the chain: *In my town there are three cafés.* Pupil 1: *In my town there are three cafés and a hospital.* Pupil 2: *In my town there are three cafés, a hospital and a park.* After Pupil 6, start another chain. Select pupils at random to continue the chain, to make sure all are listening.

Page 52

● Extra activity 1: Australia posters

Brainstorm ideas and information about Australia, using pictures of Australian animals and scenes. Encourage pupils to say, e.g. *It's very big. These are kangaroos. You can swim in the sea.*

Pupils work in groups of four. They write *Australia* in the middle of a large piece of paper and stick/draw pictures around the edges. They write short sentences, e.g. *This is the sea. This is a kangaroo.* Display the posters. Pupils look at each other's and comment. Remind pupils of procedural language, e.g. *I like this. Let's put it here. I can write.*

● Extra activity 2: Play a game

Play one of the games from Units 5–8 with the class.

Page 53

● Extra activity 1: Board slap

Display 12 flashcards from the new words in Units 5–8 (word side) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat, calling another word. Make the game more fun by occasionally calling words that aren't on the board. Award points to the pupil who doesn't run.

● Extra activity 2: Sing a song or do a chant

Sing one of the songs or do a chant from Units 5–8 with the class.

Page 54

● Extra activity 1: Fashion show

Display or write the text (see page 66 Materials required). Elicit from pupils suggestions for changing the words underlined, to talk about a pupil in the class. Demonstrate with one or two pupils. Pupils work in groups and create a short text about one of them for the fashion show. They don't write it. Groups take it in turns to give the commentary and for one (or more) of them to parade in front of the class.

● Extra activity 2: Mime and sing

Teach the chant below with actions to the tune of *Head, shoulders, knees and toes*. As pupils say the words, they point to the relevant part of their body where they wear/carry the clothes/items. Each time pupils repeat the song, they hum one of the words, e.g. *Hat*. They still do the action (point to their head). After seven goes, they are humming everything and still pointing. They continue, bringing back a word each time until they are singing the whole song again.

Hat, glasses, shirt and jeans,

Shirt and jeans.

Hat, glasses, shirt and jeans,

Shirt and jeans.

Dress and watch and gold handbag.

Hat, glasses, shirt and jeans,

Shirt and jeans.

Page 55

● Extra activity 1: Dressing the boy and the girl

Hand out a copy of Photocopiable activity 9 (see page 102) to each pupil. They cut the page into two. Then they carefully cut out the boy and the girl and put them to one side. Pupils take out their crayons. Say *Listen*. Read the instructions to the class:

Colour the dress pink.

Colour the skirt purple.

Colour the jeans blue.

Colour the trousers green.

Colour two shoes brown.

Colour two shoes black.

Colour the shirt yellow.

Colour the T-shirt orange.

Colour the hat white.

Colour one jacket red.

Colour one jacket grey.

Give pupils time to finish the colouring. They cut out the clothes, including the tabs. They dress the girl and the boy as they wish. In pairs, pupils take turns to describe what the boy and girl are wearing, e.g. *Look! She's wearing a purple skirt, brown shoes, a yellow shirt and a grey jacket.*

● Extra activity 2: Secret messages

Pupils work individually and write a description of clothes, using the symbols as in Activity Book page 55 Activity 3. They write the correct version on another piece of paper. They swap descriptions with their partner and each works out the other's message. They check, using the correct versions of each.

Page 56

● Extra activity 1: Game

You will need space for this activity. Brainstorm classroom objects with pupils, e.g. *Pencil, eraser, crayons, book, ruler, pencil case*. Pupils choose four objects and put them in their pocket/bag. Pupils walk around the room. Clap and say, e.g. *Eraser*. Pupils make pairs and take turns to ask each other *Have you got an eraser?* They answer truthfully, showing the object if they have it. Repeat with other words from the brainstorm.

● Extra activity 2: I've got ...

Pupils think of three things they have at home (e.g. dog, cat, garden). Elicit ideas to make sure pupils are using the structure *I've got ...* correctly. Pupils draw a picture of the three things in their notebooks and write a sentence underneath as in the model in Activity Book page 56 Activity 5.

Page 57

● Extra activity 1: Spelling bee

In your notebook, allocate numbers to the clothes that appear on the 12 flashcards, e.g. 1 = *dress*, 2 = *hat*. Don't tell the pupils. Make two teams: A and B. Team A chooses a number between 1 and 12. Check what clothes word the number corresponds with in your notebook, e.g. 5 = *jeans*, and say *Spell jeans*. A pupil from Team A spells it. If it's correct, award two points to Team A. If it's not, let Team B have a try. If a pupil spells it correctly, award Team B one point. Continue until all the words are spelt. If a team chooses a number that's 'gone', they miss a turn. Congratulate the winners.

● Extra activity 2: Writing the results

Pupils write the results of their surveys from Activity Book page 57 Activity 6 in their notebooks. Provide a model on the board, e.g.

Our group

Five children have got blue jeans.

Four children have got black hats.

No one has got green socks.

Page 58

● Extra activity 1: Same or different?

Dictate the pairs of words below to pupils. They write a tick if they have the same sound and a cross if they don't. Dictate the words again. Stop after each pair to check with the class. If they are different, elicit one which has the same sound as the first.

Words: 1 box, Monty (✓), 2 mouse, house (✓),

3 fly, play (X) – my, 4 jacket, giraffe (✓), 5 swim, hair (X) – thin,

6 hat, cake (X) – mat, 7 shirt, bird (✓), 8 clothes, nose (✓).

● Extra activity 2: What's in my bag?

Show pupils a dark bag with eight classroom objects inside. Shake it so they can hear there are things in it. Say *What have I got? Can you guess?* Pupils take turns to guess, asking, e.g. *Have you got a ruler?* When they guess correctly, take the object out and put it on the desk. Continue until they guess all the objects. Put the objects back in the bag. Pupils work in pairs and write a list of the objects from memory. Check by eliciting the objects from pupils. The winners are the pairs who remembered them all.

Page 59

● Extra activity 1: Roleplay

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Pupils decide their roles. Play the story on CD 2, 46 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the words. Invite one or two groups to roleplay their story to the class.

● Extra activity 2: Fashion show

You will need space for this activity. Pupils walk around the room. Tell them they are at a fashion show. Speak as if giving a commentary. They mime and show off their clothes. Commentary: *Today is the fashion show. You're wearing a beautiful hat with a big red flower on it. Your T-shirt is green and it has got a yellow lizard on the front. Your jeans are small, but they look great! On your feet you've got pink shoes. Oh, and your hair. It's a lovely ... purple!*

Page 60

● Extra activity 1: How do you spell it?

Write the following on the board:

_ _ d _ _ n _ o _ / t _ _ _ _ e _ _ i _ / o _ k _ y / _ _ i _ _ i _ _ /
_ a _ e _ b _ _ / _ a _ e _ a _ _

Pupils work in pairs to remember the spelling of the hobby words. They don't look in their books at first. Encourage them to try, using the sounds to help them. Elicit from the class. Pairs help other pairs. Complete the words as they spell them out.

Key: badminton, table tennis, hockey, painting, basketball, baseball

● Extra activity 2: Slap the sports and the hobbies

Display the following flashcards on the board (picture side):

badminton, table tennis, hockey, painting, basketball, baseball, football, tennis, the guitar, the piano, swim, ride a bike, plus the picture of the camera. Say *Some are sports and some are hobbies and some are both. Talk to your friend and decide.* Make two teams. They line up one behind the other, facing the board. Give a

rolled up newspaper to the pupils at the front of each team. Say, e.g. *Sport*. The pupils run to touch a sport. Elicit from the class if they are correct (they don't have to touch the same one). If they are, award a point to each team. Remove the two flashcards and repeat for *Hobby*. Continue calling *Sport/Hobby* at random.

Key: Sports: badminton, table tennis, hockey, basketball, baseball, football, tennis

Hobbies: painting, playing the guitar, playing the piano, taking photos

Both: swimming, riding a bike

Page 61

● Extra activity 1: Describing the picture

Display the flashcards for *hockey, baseball, basketball, table tennis, badminton* on the board. Pupils choose a sport, draw one or two players and colour their kit. Monitor pupils as they are working and supply words, e.g. *bat, stick, racquet, net*, as necessary. Write them on the board. Supply prompts on the board for the speaking part of the activity: *In this picture this player is wearing ... and this player is wearing ... They are holding ...* Pupils work in groups of four and describe their pictures to their friends. Pupils write a description under their pictures, using the prompts on the board.

● Extra activity 2: Freeze!

You will need space for this activity. Pupils move around the room. Say *Painting. Freeze!* Pupils stand still in a painting pose. Walk around and look at the pupils. They mustn't move. Clap. Pupils move around again. Repeat for other sports and hobbies.

Page 62

● Extra activity 1: ID cards

Hand out a copy of Photocopiable activity 10a (see page 103) to each pupil. They cut to separate A and B. Focus pupils on A. Elicit the three questions at the bottom: *What's your name?* etc. Pupils work in pairs. They take turns to ask each other the questions and to complete the information in the table. Pupils then cut out the ID card in B and make one for their friend. They write the information (as on Pupil's Book page 62) and decorate it as they wish. They hand the ID card to the owner. Pupils display them on their desks.

● Extra activity 2: Categories

Write the following words in random order over the board:

red, blue, purple, green, brown, dog, cat, fish, mouse, dress, shirt, shoes, jeans, painting, taking photos, playing the piano, cooking, swimming.

Pupils work in pairs and put the words into categories and then give you the word for each set (e.g. colours). Check with the class.

Key: Sets are colours, pets, clothes, hobbies.

Page 63

● Extra activity 1: Write and draw

Pupils use the model in Pupil's Book page 63 Activity 6 to write a verse about themselves, using hearts, etc. instead of the words. They don't have to make it rhyme. They illustrate their texts as in the Pupil's Book. Display them on the wall.

● Extra activity 2: Bingo game

Display the hobby/sport flashcards (picture side) on the board. Write a number under each one (1–13). Pupils draw a 2 x 2 grid in their notebooks, choose four hobbies/sports and write the corresponding number in the grid. Call out the hobbies/sports at random. If pupils have the corresponding number, they cross it out. The first pupil to cross out all four and to say the four hobbies/sports correctly is the winner.

Page 64

● Extra activity 1: Read, choose and chant

Display the chant on page 76 (Materials required) written on a large piece of paper. Pupils read it in pairs and decide which words to choose. Cross out the wrong word on the paper. Elicit from them why they choose the words (they rhyme). Teach actions to go with the rhyme, e.g.

<i>Do you like mice?</i>	(shape of a mouse with hands)
<i>Mice are nice.</i>	(stroking mouse)
<i>They've got big heads,</i>	(one hand each side of head, wide apart)
<i>And little legs.</i>	(hands close one above the other)
<i>My mouse lives next door,</i>	(pointing next door)
<i>At number four.</i>	(drawing four in the air)
<i>His windows are blue,</i>	(drawing shape of windows with hands)
<i>And there are two.</i>	(mime counting one, two)

● Extra activity 2: Draw and write

Pupils use the model in Activity Book page 64 Activity 9 to write a text about themselves. In place of the pictures in the box, they draw a picture on the line to represent the word, e.g. *Hello. I'm Geraldo. Now, I'm at (picture of school). I'm ...*

Pupils swap texts and 'read' each other's.

Page 65

● Extra activity 1: Roleplay

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Pupils decide their roles. Play the story on CD 2, 58 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the actions in the story. Invite one or two groups to roleplay their story to the class.

● Extra activity 2: ID cards

Hand out a copy of Photocopiable activity 10a to each pupil.

If they didn't make the ID cards before, they cut to separate A and B. Focus pupils on A. Elicit the three questions at the bottom: *What's your name?*, etc. Pupils work in pairs. They take turns to ask each other the questions and to complete the information in the table. Pupils then cut out the ID card and make one for their friend. They write the information and decorate it as they wish. They hand the ID card to the owner.

Make groups of six. Pupils hold their ID cards so that the others can't see. The first pupil says a sentence using *like* or *don't like*, e.g. *I like riding horses*. The other pupils guess if it's true or false (i.e. if it's on their ID card or not). The pupil to the left then makes a statement (*I like / don't like ...*). Play continues around the circle. Encourage pupils to say true as well as false things, and to say silly things too.

Page 66

• Extra activity 1: Noughts and crosses

Draw a 3 x 3 grid on the board. Write a number in each square. Write numbers 1–9 in your notebook and write a food word next to each one. It's a secret. Make two teams: A and B. A are Os and B are Xs. A starts. They choose a square and say the number in it, e.g. 5, *please*. Hold up the food flashcard (picture side), but don't say the word. A pupil from Team A spells the word. If it's correct, put a O in the square. If it's not, Team B has a turn. If they spell it correctly, put a X in the square. Then it's Team B's turn. Continue until one team has a line of Os or Xs or the grid is full.

• Extra activity 2: Odd one out

Write the following vocabulary sets on the board: *toys, food, furniture, drinks, sports, town, household objects, rooms*. Pupils work in pairs. They create five odd-one-out lines like those in Activity Book page 66 Activity 2. Remind them to use other words in the sets, not just the ones already used. Encourage pupils to be creative. Pairs swap with pairs and find the different word in each line. They check with each other. Monitor and sort out any disputes.

Page 67

• Extra activity 1: Follow the instructions

Invite a group of nine pupils to the front. Set out nine chairs in a 3 x 3 grid. Sit Pupils 7 and 6 in their chairs (see Key below). Give instructions to pupils on where to sit, using *next to, between, in front of, behind*. The first time they listen only. When you finish the instructions, they sit in the right place. Read the instructions again and check with the class. Repeat.

Text:

P1 / name is behind P7 / name.

P3 / name is behind P6 / name.

P3 / name is in front of P8 / name.

P5 / name is next to P1 / name.

P9 / name is in front of P5 / name.

P2 / name is between P4 / name and P6 / name.

Key:

P5 P1 P8

P9 P7 P3

P4 P2 P6

• Extra activity 2: Birthday cards

Hand out a copy of Photocopiable activity 11 (see page 105) to each pupil. They either make the cards for Simon's birthday, or, if you have some pupils with birthdays that week (or family birthdays), they make it for them. Pupils cut out the birthday card. They complete the text (*To (name) Love from (name)*) and then fold the card down the middle line. They decorate the outside of the card, using coloured tissue paper, glitter, etc. More confident pupils can write on the outside of the card as well.

Display the birthday cards. If appropriate, pupils give them to the person they made them for.

Page 68

• Extra activity 1: Would you like ...?

Write dialogue prompts on the board, like this:

A: *What would you like to eat? Would you like a burger or a sausage?*

B: *I'd like a sausage, please.*

A: *Here you are.*

B: *Thanks.*

C: *Can I have a sausage and a burger, please?*

B: *Here you are. Would you like some fries too?*

C: *Yes, I'd love some. Lots, please.*

C: *Can I have a drink, please?*

B: *What would you like?*

C: *Some lemonade, please.*

B: *Here you are.*

Elicit from pupils how to change the words underlined (other foods/drinks). Invite three confident pupils to demonstrate the roleplay to the class. Make groups of three. Pupils take the roles of A, B or C. They change the dialogue as they wish and practise it. More confident pupils can swap roles and repeat the dialogue. Pupils perform their dialogues to the class.

• Extra activity 2: Birthday parties

Tell pupils it's their birthday party and they can choose the food they'd like. Brainstorm ideas with pupils, making sure they use *I'd like ...* Pupils each draw a party table and then write sentences underneath, e.g. *For my birthday party I'd like to eat sausages and rice and I'd like to drink water.*

Page 69

• Extra activity 1: Our song

Pupils work in groups of five. Using the information from Extra activity 2 in the previous lesson, if appropriate, they create their own song, each pupil contributing one line. They use the model in CD 3, o8. Display the food flashcards on the walls to give pupils ideas. Groups take turns to perform their own songs to the class.

• Extra activity 2: Spelling

Choose ten food words for pupils to write down in their notebooks. Say each word twice. Pupils swap notebooks and correct each other's. Check spelling by eliciting from pupils and writing the words on the board as they spell them out.

Page 70

• Extra activity 1: Making menus

Show some sample menus. Elicit foods and drinks there are in cafés. Hand out some card, one piece for each pair of pupils. They decide on the foods and drinks (set a limit, e.g. six foods and four drinks). They draw lines in pencil on the menu card to help them with writing the food and drink. They add design to the menus, e.g. flowers, plates, knives and forks. Display the menus around the class and vote for the yummiest.

• Extra activity 2: Using menus

Make groups of four. Groups use one menu from Extra activity 1. One person is the waiter, and the others are the customers. The waiter takes all the orders. They change roles and repeat.

Page 71

• Extra activity 1: Who said it?

Read out the following sentences from the story on Pupil's Book page 71. Pupils call out who said which one.

Let's make her a pencil cake! (Trevor)

Let's have burgers and fries to eat! (Maskman)

Now, let's make the cake. (Monty)

Happy birthday, Marie! (Trevor, Maskman, Monty)

Would you like to come to the café with me? (Marie)

• Extra activity 2: Chant

Teach the chant below to the class. Divide the class into four groups. Groups take turns to sing a verse. Still in groups, pupils write a verse for a pupil in the group. They perform it for the class. If it's one pupil's birthday that day, the class create and perform a verse for him/her.

It's Marie's birthday, hoorah, hoorah!

Let's have cake and ice cream,

Hoorah, hoorah, hoorah!

It's Trevor's birthday, hoorah, hoorah!
Let's have pens and pencils,
Hoorah, hoorah, hoorah!

It's Maskman's birthday, hoorah, hoorah!
Let's have fries and burgers,
Hoorah, hoorah, hoorah!

It's Monty's birthday, hoorah, hoorah!
Let's have sausage and lemonade,
Hoorah, hoorah, hoorah!

Page 72

● Extra activity 1: Board slap

Write the words from Activity Book page 72 Activity 1 on the board. Write them at random (not next to each other as in the Activity Book). Make three teams. They line up, one behind the other, facing the board. Hand a rolled up newspaper to the first pupil in each team. Call out one of the pairs of words, e.g. *She*. Pupils run to hit the word. The first to do so wins a point for their team. The pupils at the front go to the back of the teams. Repeat for the other words (11 goes in all).

● Extra activity 2: Wordsnakes

Pupils use the words from the Warmer on page 84 and the new holiday words to make a wordsnake. They work in pairs and choose at least eight words. They swap wordsnakes with another pair and find the words. Pairs check with each other.

Page 73

● Extra activity 1: Listen and mime

You will need space for this activity. Pupils move around the room. Say *Ah, you're picking up shells. They are very small and pretty. Put them in your bag. Now you're swimming in the sea, etc.* Add other activities from the lesson for pupils to mime.

● Extra activity 2: Make a postcard

Talk about holidays with pupils. Elicit where they like going and what they like doing. Show a holiday postcard and elicit what the picture is. Hand out the pieces of card. Pupils draw a picture for the front of their postcard. Monitor and help pupils, making sure it's not too complicated. Make groups of four. Pupils talk to their friends about their pictures.

Page 74

● Extra activity 1: Mingling activity

You will need a big space for this activity. Play a CD of holiday-type music. Pupils walk/skip/run around the room. Pause the CD. Pupils make pairs and take turns to ask and answer, using the model: *Where do you want to go on holiday? I want to go to ...* Start the music again. Pupils move on. Repeat.

● Extra activity 2: Revision game

Make groups of four. Hand a copy of Photocopiable activity 12a (see page 106) to each group, plus four different coloured counters and a coin. Explain the game. They take turns to spin the coin. Heads they move one space, tails they move two. They do what it says on the square: spell out / make a question / make a sentence / complete a sentence. Check understanding of *Miss a turn, Go forward two spaces*. Pupils play the game. They decide if their friends' answers are correct. The first to reach the end is the winner.

If time, pupils can colour the game board.

Page 75

● Extra activity 1: Picture chants

Pupils work in groups of four and write a chant on a large piece of paper, using the model in Pupil's Book page 75 Activity 6. They write the words and then draw pictures. Display the chants on the

wall. Groups stand next to their chant. Say, e.g. *Everyone move two chants to the left*. Groups move to the left. They look at the new chant. Ask one or two groups to say the new chant. Repeat. Elicit two more chants from groups.

● Extra activity 2: True or false

Pupils look at the picture in Pupil's Book page 75 Activity 7 for 30 seconds. They close their books and stand up. Say six true/false sentences about the picture, one by one, e.g. *The shoe shop is next to the fruit shop. There are two frogs in the toy shop*. If the sentence is false, pupils put their hand over their mouth. If it's true, they nod their heads. Pupils who respond incorrectly sit down for the rest of the game. Congratulate the group of winners at the end.

Page 76

● Extra activity 1: Big or small?

Write the following words at random over the board, not in pairs: *big, small, beautiful, ugly, clean, dirty, old, young, old, new*. Make three teams. They line up, one pupil behind the other, facing the board. Hand a rolled up newspaper to the first pupil in each team. Call out, e.g. *Clean*. Pupils run to hit the opposite (*dirty*). The first one to hit it wins a point for their team. The pupils go to the back of the lines. Continue with the other words, repeating some to make it more fun.

● Extra activity 2: About me

Pupils choose three or more answers from Activity Book page 76 Activity 10. They draw pictures to illustrate them in their notebooks and write the relevant sentences underneath, e.g. *My kitchen is small*.

Page 77

● Extra activity 1: Roleplay

Divide the class into groups of four. Pupils decide their roles (Marie, Trevor, Maskman, Monty). Play the story on CD 3, 26. Stop after each frame for pupils to repeat in role. Pupils practise the story in groups. More confident groups can change some of the words/dialogues. Invite one or two groups to perform their roleplays to the class.

● Extra activity 2: Revision game

Pupils play the Revision game again. See Extra activity 2 for page 74.

Page 78

● Extra activity 1: Do an activity

Pupils do any one of Photocopiable activities 1–12.

● Extra activity 2: Play a game

Play one of the games from Units 9–12 with the class.

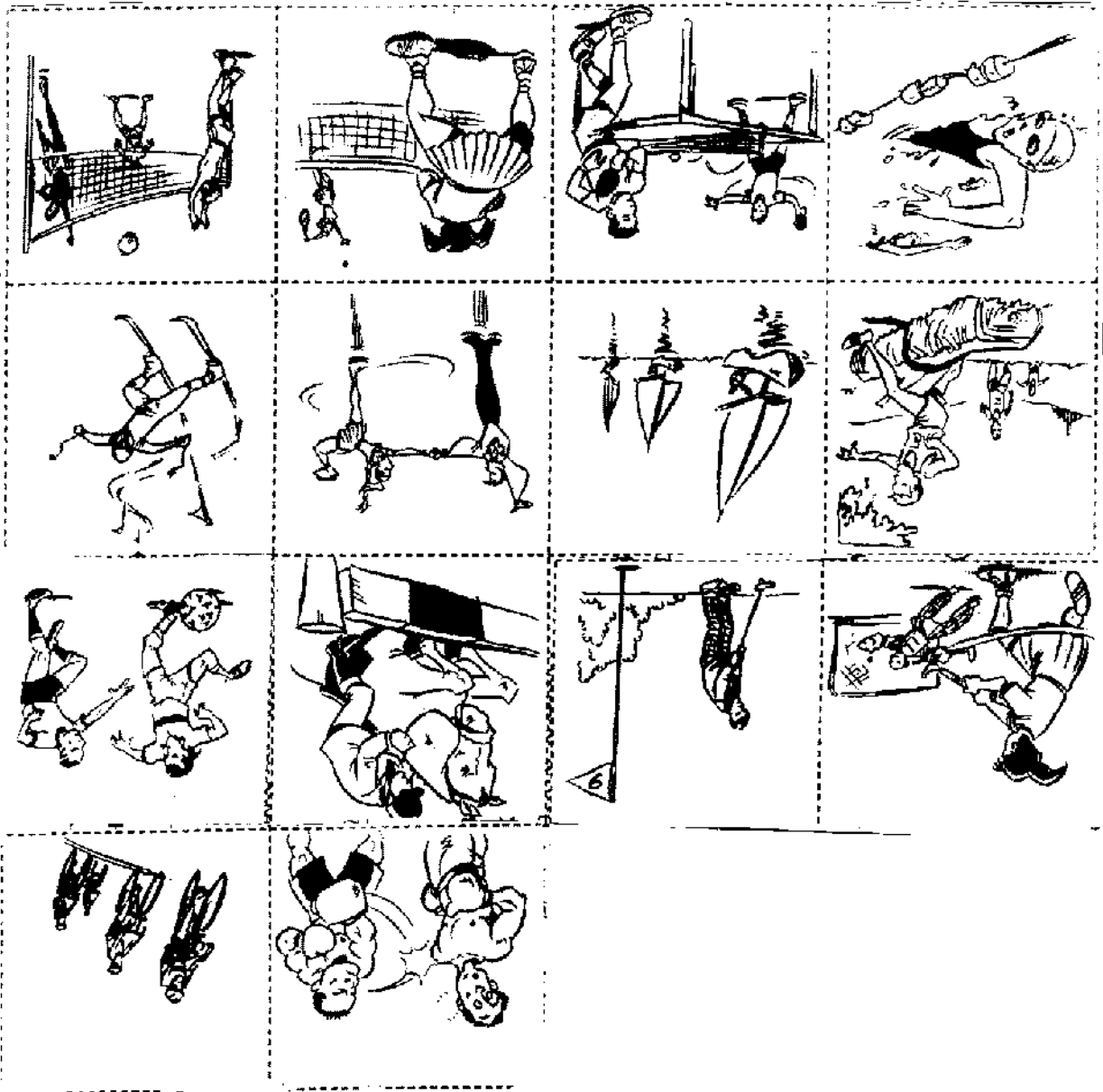
Page 79















● Extra activity 1: Board slap

Display 12 flashcards from the new words in Units 9–12 (word side) on the board. Make three teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled up newspaper. Call out one of the words on a flashcard. Pupils run to hit it with the newspaper. The first to do so wins a point for their team. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat, calling another word.

● Extra activity 2: Sing a song or do a chant

Sing one of the songs or do a chant from Units 9–12 with the class.



 <p>swimming</p>	 <p>table tennis</p>	 <p>tennis</p>	 <p>volleyball</p>
 <p>running</p>	 <p>sailing</p>	 <p>skating</p>	 <p>skiing</p>
 <p>hockey</p>	 <p>golf</p>	 <p>riding</p>	 <p>football</p>
		 <p>boxing</p>	 <p>cycling</p>