

NOW I Know!

1
I can read

Making every classroom exciting and every child curious to know more

There's a challenge in every unit, taking learners through a staged process of inquiry supported by exciting and varied content including BBC video.

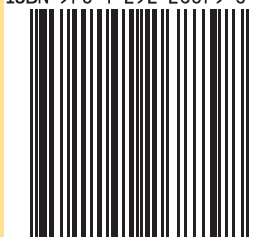
All the goals are clear: new language, new knowledge, and new skills, with exciting real-world tasks that help children and their parents to see and celebrate achievement.

- Authentic BBC video in openers and throughout every unit
- Unit titles formulated as Big Questions
- Integrated 21st Century Skills
- Selected GSE descriptors as objectives

english.com/nowiknow

Course	GSE	CEFR	PTE YL	English Benchmark	Cambridge exams
Level 1	19-29	Pre A1/A1	Firstwords	Level 1	A1 Starters
Level 2	27-34	A1/A2	Springboard	Level 2	A1 Starters
Level 3	33-39	A2/A2+	Quickmarch	Level 3	A1 Movers
Level 4	38-46	A2+/B1	Breakthrough	Level 4	A2 Flyers
Level 5	43-54	B1/B1+		Level 5	Key
Level 6	51-58	B1+		Level 5	Preliminary

ISBN 978-1-292-26879-8



Now I Know! 1 Teacher's Book I can read

Emma Szlachta



For Internal Review Only

BBC

with Online Practice
and Resources

NOW I Know!

1
I can read



Teacher's Book

Emma Szlachta

Your course comes with resources on the Pearson English Portal.

To access the Portal:

1. Go to **english.com/activate**
2. Sign in or create your Portal account.
3. Enter the access code below and click **activate**.

ACCESS CODE

This code can only be used once and the user subscription is valid for 36 months from the date of registration.

NEED HELP?

Go to **english.com/help** for support with:

- Creating your account
- Activating your access code
- Checking technical requirements

**NOW
I Know!**

1

I can read

Teacher's Book

Emma Szlachta

Contents

Unit	Vocabulary	Reading
UNIT 1 What do we find in schools? Page 18  Video: Big World Kids: English Class	Key vocabulary 1: pen, glue stick, whiteboard, desk, markers, pencil sharpener, ruler, tablet Key vocabulary 2: speak, draw, write, read, library, playground, computer lab, cafeteria	Reading 1: Schools Around the World (factual, American English) Reading 2: First Day (fiction, American English) Reading strategy: Make predictions about a text from pictures. Value: Make new friends
UNIT 2 Where do we see shapes and colors? Page 34  Video: Brain Crunch: Maths – Shapes	Key vocabulary 1: triangle, circle, square, rectangle, heart, star, diamond, side Key vocabulary 2: purple, pink, orange, brown, gray, bird, fish, butterfly	Reading 1: Let's Go on a Shape Hunt (factual, British English) Reading 2: The Kite Festival (fiction, American English) Reading strategy: Use pictures to understand the meaning of words. Value: Have fun together
UNIT 3 What happens during the day? Page 50  Video: Big World Kids: Time	Key vocabulary 1: sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon Key vocabulary 2: play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school	Reading 1: A Day in the Desert (factual, American English) Reading 2: My Perfect Day (fiction, British English) Reading strategy: Make predictions about a text from the title. Value: Listen in class
UNIT 4 Why do we have animals? Page 66  Video: Big World Kids: Farm Animals	Key vocabulary 1: goat, sheep, bee, goose, egg, honey, milk, meat Key vocabulary 2: kitten, puppy, calf, lamb, kid, duckling, barn, nest	Reading 1: Amazing Animals (factual, American English) Reading 2: Cleo's Surprise (fiction, American English) Reading strategy: Make predictions about a text from the titles. Value: Take care of your pets
UNIT 5 What makes a family? Page 82  Video: Chinese Shadow Puppet Shows	Key vocabulary 1: grandparents, uncle, aunt, parents, cousins, daughter, son Key vocabulary 2: live together, talk, laugh, share, help, old, young, quiet, noisy	Reading 1: My Art Project (factual, American English) Reading 2: The Grasshoppers and the Ants (fiction, British English) Reading strategy: Identify the main topic and key words. Value: Work together
UNIT 6 How are we the same and different? Page 98  Video: Vloggers: Dances and Their Actions	Key vocabulary 1: finger, toes, knees, round, long, short, dark, blond Key vocabulary 2: dance, smile, bend, kick, snap, step, spin, wave	Reading 1: A New Monster at School (fiction, American English) Reading 2: Dances Around the World (factual, American English) Reading strategy: Use illustrations and details in a story to describe its characters. Value: Not everyone is the same

Grammar	Speaking	Writing	Now I Know
Grammar 1: <i>it's a/an/my</i> <i>Is this ... ? / Yes, it is. / No, it isn't.</i> Grammar 2: imperative verbs  Videos: Tommy Zoom: The Magic Pencil Parts 1–3	Speaking strategy: Look at your friend as you ask and answer.	Writing strategy: Use <i>a/an</i> before single naming words.	Projects: Present your classroom Make a poster of rules for your English class
Grammar 1: <i>it's / it's a</i> Grammar 2: <i>this / that</i>  Videos: Tommy Zoom: The Purple Kite Parts 1–3	Speaking strategy: Show you're listening to your friend.	Writing strategy: Use color and shape words to describe your surroundings.	Projects: Present your shape picture Design your own kite
Grammar 1: <i>don't + infinitive</i> <i>Do you ... ? / Yes, I do. / No, I don't.</i> Grammar 2: <i>Yes, I do. / No, I don't.</i> <i>When do you ... ?</i>  Videos: Tommy Zoom: The Fun Day Parts 1–3	Speaking strategy: Use expression to ask questions.	Writing strategy: Use a period at the end of sentences.	Projects: Do a class survey Make a schedule of a day
Grammar 1: <i>these / those</i> Grammar 2: <i>there is / there are</i>  Videos: Tommy Zoom: The Farm Animals Parts 1–3	Speaking strategy: Use the words from the lesson.	Writing strategy: Use capital letters at the start of a sentence, and for names.	Projects: Make a poster about baby animals Make a presentation about farm animals
Grammar 1: <i>is / isn't / are / aren't</i> Grammar 2: <i>Yes, he/she does. / No, he/she doesn't.</i>  Videos: Tommy Zoom: The School Play Parts 1–3	Speaking strategy: Use a different word to explain if you don't know the meaning.	Writing strategy: Use an -s on the end of action words in the 3rd person when we talk about the present.	Projects: Do an art project about paintings of families Make an illustrated family tree
Grammar 1: <i>have / don't have / has / doesn't have</i> Grammar 2: <i>don't + imperative verbs</i>  Videos: Tommy Zoom: The Alien Parts 1–3	Speaking strategy: Use a different tone when giving instructions.	Writing strategy: Use describing words to describe yourself and a friend.	Projects: Make a presentation about a dance from your country or region Make a "passport" for you

Contents

Unit	Vocabulary	Reading
UNIT 7 Why do we do hobbies? Page 114  Video: Brain Crunch: Coding Computer Games	Key vocabulary 1: skip, hop, swim, ride a bike, take pictures, climb, type, code Key vocabulary 2: computer, screen, phone, sports, game, hobby, soccer, board game	Reading 1: The Greens and the Homes (fiction, British English) Reading 2: Cool Sports (factual, American English) Reading strategy: Identify the text type and purpose. Value: Learn from each other
UNIT 8 What food do we eat? Page 130  Video: Vloggers: Still Life Composition	Key vocabulary 1: pineapple, grapes, pear, lemon, carrot, onion, potato, peas Key vocabulary 2: bread, rice, beans, pasta, lime, cookies, yogurt, soup	Reading 1: Food Art (factual, American English) Reading 2: The Fox and the Stork (fiction, American English) Reading strategy: Identify the main topic of a text. Value: Be a good friend
UNIT 9 How do we play? Page 146  Video: Brain Crunch: Maths – Bar Graphs	Key vocabulary 1: toy truck, stuffed animal, hula-hoop, scooter, robot, action figure, toy boat, blocks Key vocabulary 2: win, lose, swings, slide, monkey bars, hopscotch, tag, take turns	Reading 1: Superheroes Share! (fiction, American English) Reading 2: Playground Games (factual, British English) Reading strategy: Identify the people in a text. Value: Share with others
UNIT 10 What clothes do we wear? Page 162  Video: Pencil and Rubber: P.E.	Key vocabulary 1: sweater, blouse, jacket, shorts, boots, sandals, gloves, bathing suit Key vocabulary 2: dry, wet, warm, cool, thick, thin, short, tall	Reading 1: What Are Clothes Made From? (factual, American English) Reading 2: Oscar's Day at the Palace (fiction, American English) Reading strategy: Guess the meaning of new words. Value: Be kind to others
UNIT 11 Why do we travel? Page 178  Video: Big World Kids: Sink and Float	Key vocabulary 1: helicopter, motorcycle, subway, boat, train, drive, ride, fly, sail Key vocabulary 2: numbers 10–100, safe, dangerous, fast, slow, modern, old-fashioned	Reading 1: Patch's Journey (fiction, American English) Reading 2: What Is a Journey? (factual, British English) Reading strategy: Describe the setting. Value: Take care of your toys
UNIT 12 Where do we live? Page 194  Video: Vloggers: Making Models	Key vocabulary 1: bathtub, refrigerator, stove, lamp, couch, bookcase, closet, sink Key vocabulary 2: house, townhouse, apartment, cottage, palace, trailer, barge, tree house	Reading 1: Unusual Homes Around the World (factual, American English) Reading 2: The Tree House (fiction, American English) Reading strategy: Retell key details of a text. Value: Listen to your mom

Grammar	Speaking	Writing	Now I Know
Grammar 1: <i>can / can't</i> <i>Yes, I can. / No, I can't.</i> Grammar 2: <i>me / you / her / him / us / them</i>  Videos: Tommy Zoom: The Crank Parts 1–3	Speaking strategy: Organize your speech clearly.	Writing strategy: Use <i>and</i> to connect two things that are the same. Use <i>but</i> to connect two things that are different.	Projects: Talk about an athlete Start a club for your favorite hobby
Grammar 1: <i>like / don't like</i> <i>Yes, I do. / No, I don't.</i> Grammar 2: <i>likes / doesn't like</i> <i>Yes, he/she does. / No, he/she doesn't</i>  Videos: Tommy Zoom: The Picnic Parts 1–3	Speaking strategy: Be accurate when you are speaking.	Writing strategy: Use commas in lists of words.	Projects: Make a presentation about food you and your family like Make some food art
Grammar 1: <i>Whose ... ? It's -'s.</i> Grammar 2: <i>mine / yours / hers / his / ours / theirs</i>  Videos: Tommy Zoom: The Toy Box Parts 1–3	Speaking strategy: Show respect and disagree politely.	Writing strategy: Use apostrophes after names for possession.	Projects: Make a poster about your favorite toys Draw and write about a playground game you play
Grammar 1: <i>I'm / you're / he's / she's / we're / they're wearing</i> <i>not / isn't / aren't wearing</i> Grammar 2: <i>Are you / Is he/she wearing?</i> <i>Yes, I am/No, I'm not. / Yes, he/she is./No, he/she isn't.</i>  Videos: Tommy Zoom: The Wet Clothes Parts 1–3	Speaking strategy: Ask and answer clearly.	Writing strategy: Use apostrophes when writing contractions.	Projects: Make a poster about uniforms Design some clothes for hot, cold, or wet weather
Grammar 1: <i>I'm / you're / he's / she's / we're / they're + -ing</i> <i>not / isn't / aren't + -ing</i> Grammar 2: <i>can go to/by/on</i>  Videos: Tommy Zoom: The Fast Boat Parts 1–3	Speaking strategy: Take turns when speaking.	Writing strategy: Start questions with a capital letter and write a question mark at the end.	Projects: Plan a family vacation Make a transportation poster
Grammar 1: <i>Are you / is he/she / are they + -ing?</i> Grammar 2: <i>in / on / under / next to</i>  Videos: Tommy Zoom: The House in the Garden Parts 1–3	Speaking strategy: Show you've been listening.	Writing strategy: Write simple sentences about what you do at home.	Projects: Design an unusual home Design your own tree house

Course pedagogy

21st century skills

Today's learners require materials that will help them develop the skills they need to survive and succeed in a rapidly changing world. They need to be challenged and inspired by their learning, and to learn how to work with their peers using the modern technologies they are familiar with and enjoy. *Now I Know!* helps develop not just English language skills, but all those skills modern learners need to become fully rounded citizens of the global community. The key skills focused on in *Now I Know!* are collaboration, communication, creativity, and critical thinking.

21st century skills are embedded throughout *Now I Know!* You will find clearly signposted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

Collaboration: Projects at the end of the unit can be done collaboratively by a group of students. Additionally, teaching notes suggest extra activities that also lend themselves to group work.

Communication: There are pair work and group work activities integrated into core lessons, signposted with a speech bubble icon. Some of them aim to activate prior knowledge, some to practice key language, and others encourage students to express their views on new and potentially difficult topics. This may initially be a challenge, especially in the lower levels, but it's a good idea to persist so that students get used to expressing themselves in English, even when faced with a new context. Many of the extension activities suggested in the teaching notes also focus on communication.

Creativity: There are numerous activities throughout the course where students have a chance to apply their creativity by solving problems and answering questions, or by working on projects and extension activities.

Critical thinking: Activities that particularly focus on problem-solving or reasoning skills are marked with a light bulb icon (💡) in the Student Book. These usually contain more open-ended questions to help develop analytical skills, for example, "What do you want to be?" and, more importantly, "Why?," rather than "Do you want to be a doctor?." At the beginning, these open questions may need to be supported with simpler, yes/no questions, but increasingly, students will become comfortable expressing themselves in English. Therefore, even if students cannot answer fully in English at the beginning, any attempts should be praised.

Values: Every unit of *Now I Know!* contains a story that teaches students a value and helps with their social and emotional development. The teaching notes contain suggestions for activities that focus on the value and can extend work on the reading text.

Inquiry-based learning and Big Questions

Inquiry-based learning poses questions that tap into students' natural curiosity, encouraging them to learn what they are really interested in. It nurtures collaboration, creativity, and independent learning.

Now I Know! uses elements of inquiry-based learning methodology by introducing Big Questions that open each unit. In the first two levels, these are simpler and often less open, in order to allow students to become more comfortable with the language. From Level 3, they are always broad and encourage students to explore further the facts and concepts that are introduced in the units.

Big Questions work well as a tool to grow discussion and develop students' ideas. At the start of the unit, students are asked to think about what they already know about the topic, and to record their ideas in the Workbook. At the end of the unit, students are encouraged to reflect on what they have learned, using both their own ideas and what they have learned from the book. Each stage of the unit where students focus on the Big Question is marked with a question mark icon (❓), making it easier for students to go back and remember all the possible answers. There are no correct or incorrect answers to the question; it's about the process of learning and discovery, and coming up with ideas.

Assessment for Learning

There are two main types of assessment: summative and formative (Assessment for Learning). Summative assessment is administered at the end of the teaching period to assess the progress students have made. Assessment for Learning, on the other hand, is looking for ways to understand how students are doing during the teaching period, and to use this information to help them improve, as well as inform teachers on ways to aid improvement. When Assessment for Learning strategies are integrated into the lesson, students take an active role in their own learning and seek out the help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example, classroom discussions, peer or group work, and homework. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when the results are analyzed to determine the current state of student understanding and then folded into the classroom experience, enabling teachers to take specific actions to improve deficiencies or correct misunderstandings.

Now I Know! uses the following Assessment for Learning techniques in the units:

Setting aims and self-assessing

Every unit sets two types of goals that students are encouraged to reflect upon in the *Now I Know!* section. In terms of language, goals are formulated as GSE objectives for the four skills. The unit title is always phrased as a question, which encourages students to think of and look for answers throughout the lessons, and focuses on content rather than language.

Sharing clear targets with the class is a key aspect of formative assessment, and part of the teaching notes for every lesson. Discussing objectives at the start of the class helps students focus. Reviewing these objectives at the end helps develop self-awareness of the progress they are making, and what they need to do to improve.

★ ★ ★ Read and color the stars ★ ★ ★

 I can understand simple questions about things around me.	 I can answer simple questions about things around me.
 I can understand short, simple texts.	 I can write about what I have.

Read and circle for yourself.

I can understand activities that happened in the past.	I can talk about an event in the past.
	
I can identify the structure of a story.	I can write about a vacation in the past.
	

Self-assessment

Check (✓) or cross (✗) for you.

☒ I can't do this yet. ☒ I can do this. ☒ I liked doing this.

I can distinguish between facts and opinions in a news report.	☐
I can summarize the main points of an interview.	☐
I can distinguish between fact and opinion in an article.	☐
I can explain the differences between drama and stories.	☐
I can talk about my past experiences.	☐
I can use similes to make my writing more exciting and expressive.	☐

Setting criteria for success

Success criteria is a set of features that the teacher wants students to include in their work. Understanding their aims helps students produce work of the correct standard and see clearly what they need to work on. The language of success criteria needs to be clear and simple. If students know that they need to use three new words, a new structure, write three paragraphs, and check the punctuation, for example, they will find it easier to complete their homework before handing it in.

Make sure students really understand what is expected of them, and then check that they have tried to meet the success criteria.

Peer learning

Working together in pairs or groups, students can learn from each other. They learn the language, share knowledge, learn how to collaborate with a team, and how to be attentive and objective. Their learning covers knowledge and language skills, as well as social skills.

Peer assessment

Now I Know! encourages teachers to go a step further and to apply peer assessment. This strategy encourages students to provide feedback to their friends using the success criteria outlined by teachers. When a group of students presents work to the class, encourage others to think if it meets the success criteria. This technique can also be applied to written work, or any homework. Make sure students know exactly what they are looking for, and that this is done in a friendly way and seen as a way of helping each other learn.

Independent learning

This strategy is based on a number of reflective questions that promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and effort. Gradually, students take more responsibility for the progress they make and the pace of their learning.

Differentiation

There are students of different levels of ability and skill in every class. In order to help all of them progress as much as they can and succeed in their learning, teaching notes include suggestions on how to differentiate lessons. In each lesson, the core activity is accompanied by ideas for struggling learners and those who need extra challenges. These are clearly signposted in the Teacher's Book. Additionally, you will find some of the extra activities marked as suitable for high-achieving students. You can choose to do just one or two of these differentiated tasks with the whole class, or you can set up the students so that different groups work on different activities in parallel.

Projects that end each unit are also designed to provide differentiation. There is always a choice of two projects appealing to different skills, so you can decide which students will benefit from which project. For example, one may require writing and the other drawing, or presenting to the class. They will both cover the same material, but appeal to different learners.

Learning strategies

Learning strategies are techniques for understanding, remembering, and using information and skills. They are particularly important to students trying to master language and content simultaneously, and help accelerate learning.

Learning strategy instruction can help students by

- Showing them techniques for “how to learn”
- Developing their independence
- Developing their awareness of the learning processes.

Now I Know! provides students with strategies for all four skills. Many of the strategies reappear throughout the levels, with increasing levels of complexity.

Reading strategies are included from the moment students start reading texts. Initially, the same strategy is covered twice in one unit so that students have more practice. From Level 3, there is a different reading strategy for every text.



Reading strategy

Look for words you know to help you understand.

Speaking strategies are also included from the very beginning. Initially, they focus on body language, respecting others, and non-verbal communication. In higher levels, they progress to the language students use.



Speaking strategy

Focus on the speaker.

Writing strategies are introduced as soon as students can write, and are developed in the writing section of each Student Book and Workbook unit.



Writing strategy

Use numbers, names, and facts to give detailed information.

from 1936 until 1939

Listening strategies are introduced from Level 4.



Listening strategy

Listen for key questions to help you find the answers.

Reading and Writing

Now I Know! offers two entry levels that follow the same syllabus. Level 1 “I can read” is aimed at students who have already learned to read and write before starting school. Level 1 “Learning to read” assumes students have not yet been exposed to reading and writing. In the first half of the book, they do not need to work with text. In the second half, they are gradually introduced to increasingly longer reading and writing tasks in order to transition to Level 2 comfortably. From Level 2, all students use the same coursebooks.

International English

Now I Know! provides students with exposure to both British and American English, preparing them to understand English spoken around the world. The texts, audio, and video clips expose students to a variety of accents and pronunciation, as well as variations in grammar and vocabulary between British and American English.

Reading text and audio

In Levels 1 and 2, 75% of the reading texts are in American English. In Levels 3–6, 50% of the texts are in British English, and 50% are in American English. The recordings for these are in the same variety as the written text. With stronger students, teachers may want to focus more on exploring these differences.

Videos

All the video clips in the course come from the BBC, and therefore are in British English. As the levels go up, students will be exposed to an increasing variety of accents. Throughout the course, key differences between the language used in the clip and elsewhere in the unit are highlighted in “International English” boxes.

International English

International English boxes allow students to focus on the key differences between British and American English. You may want to point out the differences and stress that both are correct, or to practice them more with a stronger group.

 British	 American
rubber	eraser
tidy up	clean up

GSE

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the Global Scale of English, students, teachers, and parents can now answer three questions accurately: Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?

The Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made, and what they need to learn next.

The table on the back cover of the coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the correct level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

COURSE LEVEL	GSE	CEFR
1	19–29	Pre A1/A1
2	27–34	A1/A2
3	33–39	A2/A2+
4	38–46	A2+/B1
5	43–54	B1/B1+
6	51–58	B1+

In every unit opener of *Now I Know!*, you get an overview of key objectives for the unit, phrased as GSE objectives, for listening, reading, speaking, and writing. The same unit objectives are then used in the self-assessment activity at the end of the unit. The language of these objectives has been adjusted so that they can be clearly understood by students. The full list of all GSE objectives, for each lesson and in the original wording, can be found in the Objectives box at the top of every lesson in the Teacher's Book.

Thanks to GSE mapping, each level of *Now I Know!* can be supplemented and extended with additional materials at the level of students, for example reading or science programs.

For more information about how using the GSE can support your planning and teaching, your assessment of young learners, and selecting or creating additional materials to supplement your core program, please go to www.english.com/gse

Exam preparation

The table below shows the correlation between the language level of each part of the *Now I Know!* series and the requirements for Pearson Test of English and Cambridge English.

COURSE LEVEL	PTE YL	Cambridge English	English Benchmark
1	First words	A1 Starters	Level 1
2	Springboard	A1 Starters	Level 2
3	Quickmarch	A1 Movers	Level 3
4	Breakthrough	A2 Flyers	Level 4
5		Key	Level 5
6		Preliminary	Level 5

COURSE LEVEL	Bug Club	Wordsmith
1	Lilac, Pink, Red	
2	Yellow, Blue, Green	Wordsmith 1
3	Orange, Turquoise, Purple	Wordsmith 2
4	Gold, Brown	Wordsmith 3
5	Silver/Grey	Wordsmith 4
6	Red	Wordsmith 5

Now I Know! provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English Young Learner tests. There are exam-style activities in Workbooks, Grammar Books, and in the Tests. These activities are marked with an Exam icon (📋).

English Benchmark

English Benchmark is the engaging test for young learners, delivered entirely on a tablet. Developed by experts, English Benchmark uses sophisticated artificial intelligence to automatically score students' abilities in listening, reading, speaking, and writing. After administering the test, teachers get a report for each student and their whole class detailing where students did well and recommendations for where they can improve. The recommendations provide references to activities in *Now I Know!* which can help students develop further. Teachers can also generate reports for parents containing similar, but simplified, information. The linking is done by identifying where GSE Learning objectives that have been selected as supporting the recommendations can be found within the course.

To find out more about English Benchmark, please go to www.pearson.com

Now I Know! videos

There are two types of videos in *Now I Know!*, both produced by the BBC.

Unit opener videos

The purpose of these videos is to spark students' imagination and interest in the unit topic and the question posed in the unit opener. In the lower levels, the videos are a mix of cartoon and real-world clips, and the language is kept simpler so that they are more accessible. From Level 3, students are exposed to authentic BBC clips, taken from renowned educational television programs produced for children by CBBC.

Across all levels, the CLIL videos provide exposure to high-level language. Students will hear words and structures they do not know, and will listen to speakers with different accents. This will improve students' receptive fluency, as well as their overall confidence, as they become accustomed to handling and interpreting a wider range of authentic content in English. It will also allow them to develop compensation strategies and focus on getting the gist of the speech.

Story videos

Story videos appear on Grammar pages and focus more on the specific language covered by the unit. These videos follow the adventures of various characters and are divided into three parts per unit.

Levels 1 and 2

Tommy Zoom story videos are a BBC-produced cartoon following the adventures of Tommy, Suzie, and their friend Cranky, who is an alien. Tommy and Suzie introduce Cranky to their everyday life, school, and friends and find out about his world, which is very different. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 3 and 4

Doctor Who story videos are a BBC-produced cartoon version of the adventures of the famous doctor who travels through time to save the world. In Levels 3 and 4, Doctor Who and his friend Kim are fighting off the Smogator, who is trying to pollute the world. They are helped by a boy named Jack. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 5 and 6

School Rules story videos are a BBC-produced cartoon about the everyday life of a group of school friends, described by the main character, Emily, in her diary. There are two parts of the story in each unit: one animated, and one a slideshow.

All the videos are available on the Pearson English Portal, for use online or offline. They are also available on a USB stick as part of the Presentation Tool.



Now I Know! component walkthrough

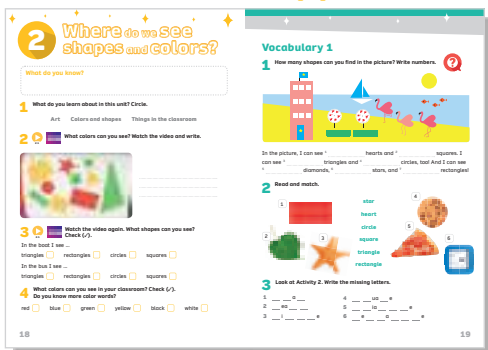
For the student

Student Book



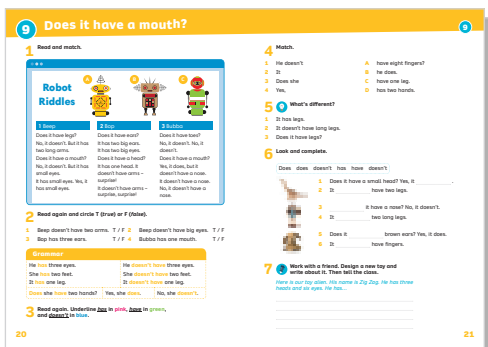
- Available in two versions: with and without online practice
- 12 units with teaching material designed for at least 8 hours of English a week
- Video clips (topic and story clips) with every unit
- Units organized around Big Questions
- A factual and a fiction text in every unit

Workbook with App



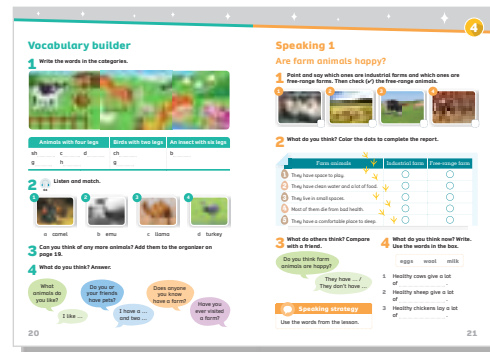
- Additional vocabulary, grammar, reading, and writing practice to reinforce the material in the Student Book
- Vocabulary challenge sections providing students with stretch options
- Word study sections providing focus on word building and collocations
- Activities can be used in class or as homework

Grammar Books



- Covers all grammar points of the Student Book
- Allows students to brush up on their grammar practice

Speaking and Vocabulary Books



- Practice and extension of the Student Book vocabulary
- Extra speaking tasks focusing on the unit questions
- Extra work on speaking strategies

Pearson English Portal



Student Online Resources

- Accessed with a code provided in the Student Book with online practice
- Extra digital activities for every lesson
- Videos
- Workbook audio
- Online homework activities

For the teacher

Teacher's Book with Online Resources



- Unit-by-unit teaching notes
- Unit and lesson objectives defined by GSE descriptors
- Reduced Student Book pages with answers
- Audio scripts for the Student Book and Workbook
- Answer key for the Workbook
- Access code to the Pearson English Portal, containing all Student Book videos, answers keys for the Grammar Book and Speaking and Vocabulary Book, audio scripts for the Speaking and Vocabulary Book Presentation Tool, online practice, and other digital resources

Pearson English Portal



Presentation Tool

- Presentation Tool contains step-by-step lessons following the same learning path as the Teacher's edition, and is available online, and to download (unit by unit)
- All videos with subtitles that can be turned on and off
- Class audio material embedded

Teacher's Resources

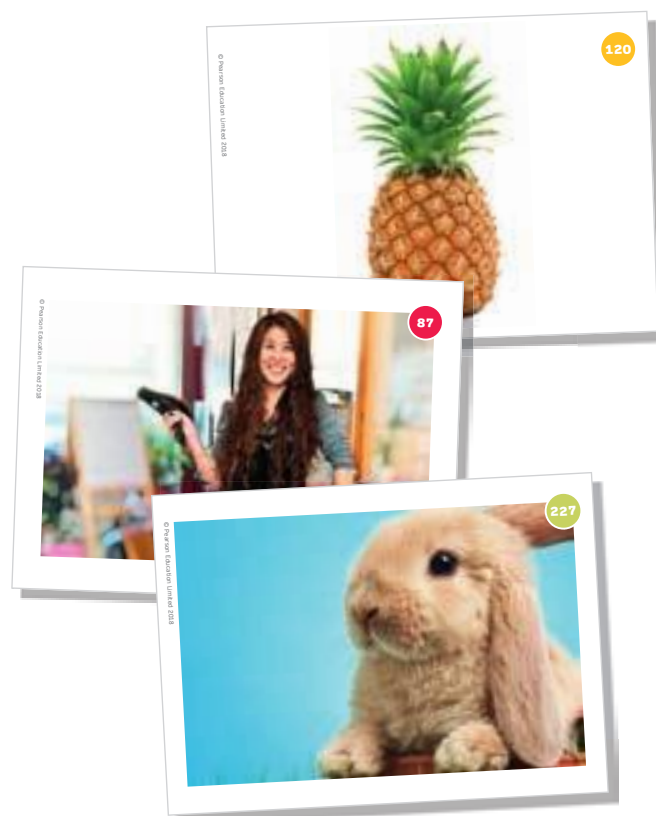
- Assignable activities with automatic scoring
- Gradebook with reports
- Assessment package
- Additional resources
- Access to Student area

Assessment

- Comprehensive suite of printable assessment materials including a diagnostic test, unit tests, skills tests, and a final test
- ExamView® Test Generator that allows teachers to create and customize a test, edit and delete questions from a question bank, and print tests
- Preparation for PTE Young Learners as well as Cambridge English Young Learners tests
- All tests can be accessed on Pearson English Portal to download and print
- The audio material is available on the Pearson English Portal

Picture Cards

- Key vocabulary for every unit
- Available for Levels 1–3



How to get the best from *Now I Know!*

Now I Know! has been developed to make it easy and rewarding to integrate digital tools into your teaching. Here are a few possible ways to access the comprehensive set of *Now I Know!* materials.

Basic

This is the classic print option with the addition of the Presentation Tool, available to teachers for offline use. The Presentation Tool allows teachers to display Student Book activities on an Interactive Whiteboard or using a projector, as well as play audio and video clips.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading)
- Presentation Tool (USB)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Standard

This is the blended option for classrooms where internet may or may not be reliable, but students and teachers have easy access to online materials, possibly outside of school.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book + access code to Pearson English Portal (code gives access to: Student Online Practice, including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Premium

This is the option for schools with reliable internet, where both teachers and students can enjoy the fully digital solution, and parents can follow their children's work.

FOR THE TEACHER

- Student Book or eBook
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards
- Assignable stretch and remediation activities
- English Benchmark test
- Professional development

FOR THE STUDENT

- Student Book or eBook + access code to Pearson English Portal (code gives access to: Student Online Practice including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

FOR THE PARENT

- Parent app

Unit walkthrough

Unit title phrased as a Big Question sparks students' curiosity and builds engagement with the topic. Students come up with answers throughout the unit, and reflect on what they have learned on the "Now I Know" page at the end.

Unit objectives phrased as simplified GSE descriptors appear at the beginning and at the end of the unit, helping students see what they have learned.

10 What clothes do we wear?

Listening

- I can identify someone from a description.

Reading

- I can guess new words in a short, simple text.

Speaking

- I can talk about what people are wearing.

Writing

- I can write about what I have.

BBC clip

1. How many clothes words do you know in English? Circle.

shirt T-shirt jeans pants
skirt dress shoes socks

2. Look at the picture and discuss.

1. Say the colors you can see.
2. Say the clothes you can see.
3. Describe your clothes today.

3. Look at the picture again. Ask and answer with a friend.

1. Are these clothes good for sports?
2. What clothes are not good for sports?

4. Watch the video and answer.

1. Is a T-shirt good for running?
2. Are pants good for swimming?
3. Is a skirt good for horseback riding?

British	American
trousers	pants
rub out	erase

Opening activities help students review language and information they already know.

BBC clip enhances engagement and understanding of the unit topic.

International English box highlights differences between British English and American English.

Vocabulary 1 prepares students for the first Reading text.

Vocabulary 1

1. Listen and repeat.

2. Listen and number.

3. Listen and say.

4. Read and write T (true) or F (false).

1. I'm wearing a bathing suit.
2. Daniel's wearing boots.
3. My grandma's wearing a jacket.
4. Gabriela's wearing sandals.

Pre-reading 1

1. What are these clothes made from? Write.

cotton	silk	wool
a blouse	jeans	gloves
a T-shirt	a hat	a dress

Reading strategy

Guess the meaning of new words.

Red question mark icon signposts points at which students reflect on answers to the Big Question. This helps students sum up their findings at the end of the unit.

Pre-reading section allows students to practice the reading strategy and engage with the text.

One text per unit is factual, allowing students to gain non-ELT knowledge.

Key vocabulary from the previous lesson appears in bold, allowing teachers and students to review it.

Reading texts also provide context for the grammar points covered in the next lesson.

Every reading lesson provides opportunities for practicing speaking skills in pairs and in groups.

BBC story videos are used to highlight key language points in an engaging context. The characters of the stories recur throughout two levels, helping students bond with the course.

Students go back to the text to find the new language points in a familiar context.

Reading 1

2 Read *What Are Clothes Made From?* Check your answers from Activity 1.

What Are CLOTHES Made From?

Wool
Most wool comes from sheep. In the winter, sheep grow a long, hairy coat, called a **fleece**. In the spring, the farmers cut the sheep's fleece and make it into wool. We use the wool to make **jackets**, **sweaters**, **gloves**, and **hats**. Wool clothes are good for cold weather.

FUN FACTS!
We can get wool from goats, camels, and rabbits, too!

I'm Adam. I'm wearing a wool sweater, a hat, and gloves.

3 Read the text again. Circle and complete.

- Silk comes from a **caterpillar** / sheep.
- Cotton comes from a **rabbit** / plant.
- Wool comes from **sheep and goats** / a plant.
- Lin is wearing a silk **blouse** / dress.
- Adam is wearing a wool **sweater** / jacket.
- Tomas is wearing **cotton** / wool.

What's your favorite Fun Fact?

152

Reading strategy

Guess the meaning of new words.

Silk
Silk comes from a small caterpillar called a silkworm. The silkworm spins a cocoon from silk. We use the silk from the cocoons to make dresses, blouses, scarves, and other beautiful clothes.

Lin is wearing a beautiful silk dress.

FUN FACTS!
The silk thread in each cocoon can be one kilometer long!

I'm Tomas and this is Maria. She's wearing a red T-shirt. We're both wearing cotton.

Cotton
Cotton comes from a plant. The cotton plants grow in hot, dry countries. The seeds of the plants grow inside white "balls". When the balls are big, they break open and the cotton is inside. We collect the cotton and make it into T-shirts, shirts, shorts, and other clothes.

FUN FACTS!
A lot of cotton comes from Egypt.

153

All texts include a number of new passive vocabulary items, which can further extend the lesson if there is time. Suggestions for exploiting them are included in the teaching notes.

Grammar 1

1 Watch Parts 1 and 2 of the story video. Write.

Look at Dan! He isn't wearing a skirt. He's wearing a pink _____!

2 Look at the grammar box and read.

Grammar

I'm wearing a T-shirt. You're wearing a T-shirt. He's wearing a T-shirt. We're wearing a T-shirt. They're wearing a T-shirt.	I'm not wearing a blouse. You aren't wearing a blouse. She isn't wearing a blouse. We aren't wearing a blouse. They aren't wearing a blouse.
---	---

3 Read *What Are Clothes Made From?* again. Circle I'm/He's/she's/we're wearing.

- I'm wearing / I'm not wearing a jacket.
- I'm wearing / I'm not wearing a hat.
- He's wearing / He isn't wearing a skirt.
- He's wearing / He isn't wearing pants.
- Cranky! You're wearing / You aren't wearing shoes!
- Cranky! You're wearing / You aren't wearing gloves!

154

5 Complete for you, your friend, and your teacher.

'm wearing	's wearing	'm not wearing	isn't wearing
1 I _____ a sweater.	4 My friend _____ a bathing suit.	5 My teacher _____ a jacket.	6 My teacher _____ a blouse.
2 I _____ shorts.	3 My friend _____ socks.		

Listening and Speaking

6 Listen and check (✓).

1 Marc

Antonio

2 Zehra

Lola

7 Describe the pictures in Activity 6 with a friend.

He's wearing socks. It's Marc.

155

Clear grammar practice helps students build confidence with the language.

From Level 4, the course also introduces listening strategies.

New language is used in spoken production. These are controlled activities allowing students to feel confident with new language.

Vocabulary 2 prepares students for the second reading text.

From Level 4, vocabulary lessons follow the reading texts, which allows students to apply techniques for understanding new words from the context.

Vocabulary 2

1 Listen and repeat.

2 Listen and number.

3 Listen and say.

4 Write the opposites.

thick	short	wet	cool
dry		tall	
warm		thin	

5 Think. What are the opposites?

- big
- young

6 Imagine and write. What are you wearing?

a wool hat and gloves a cotton dress a T-shirt a rain jacket
shorts sandals rain boots a thick sweater cotton pants

1. I'm wearing... 2. I'm wearing... 3. I'm wearing...

...to keep cool... ...to keep warm... ...to keep dry...

Pre-reading 2

1 Look at the picture from the reading. Check (✓).

He's a ...
 doctor ☐ teacher ☐
 soldier ☐

He's wearing ...
 a jacket ☐ pants ☐
 shorts ☐ a belt ☐
 sandals ☐ a hat ☐

Reading strategy
 Guess the meaning of new words.

Lightbulb icons indicate activities that particularly focus on critical-thinking skills; these can often be a springboard for class discussion.

Teachers who want to further consolidate and expand the vocabulary related to the unit topic can reach for the **Now I Know! Speaking and Vocabulary Books**.

In Levels 1 and 2, students focus on the same reading strategy for both texts in the unit so they can develop their reading skills. In higher levels, each text has its own strategy.

All reading texts are recorded. In Levels 1 and 2, 25% of the texts are written and recorded in British English, and 75% in American English. From Level 3, it's 50% of each. This allows students to get comfortable with both varieties of English.

The fictional text introduces a **value**, which helps students develop socially and emotionally. Here, the value is "Solving problems is fun." Extra work on the value can be found in the teaching notes.

Reading 2

2 Read Oscar's Day at the Palace. Check your answers from Activity 1.

Reading strategy
 Guess the meaning of new words.

Oscar's Day at the Palace

Oscar and his family are on vacation in London. Today, they're visiting Buckingham Palace. It's a very warm day.
 "This palace is big! Who lives here?" asks Oscar.
 "The Queen of England!" says Dad.

Oscar looks at the soldier standing outside the palace. He's tall and he's wearing a thick, red jacket, black pants, and a white belt.
 "Is he wearing sunglasses in this hot weather?" asks Oscar.
 "No, he isn't, he can't wear sunglasses. He's the Queen's guard," says Dad.

"Dad ... it's hot today. I'm wearing shorts and sandals," says Oscar.
 "Is he wearing a uniform?"
 "Yes, it's his uniform," says Dad.
 "He looks very warm," says Oscar. "Wait! I have an idea!"
 Oscar runs to the ice cream van. "Can I have some cool ice cream, please?" he asks.

Oscar runs back to see the soldier outside the palace. "Hello! I'm Oscar," he says. "I like your uniform, but it's very warm. Here, I have some cool ice cream for you!"
 The soldier looks at Oscar. "Thank you, Oscar. Now I'm nice and cool!"

"Smile!" says Dad, as he takes a picture. "What a great day out!"

3 Read the story again. Circle.

- Oscar is at school / at the palace.
- It's a warm / cool day.
- Oscar's wearing a uniform / shorts.
- Oscar meets a tall soldier / boy.
- The soldier's wearing a thick jacket / belt.

4 Think about the story. Compare your ideas.

- Why is the soldier wearing a uniform?
- What other jobs have uniforms?

The reading strategy practiced in the Pre-reading section can now be applied to the whole text.

BBC story videos used to highlight key language points come in three parts per unit. The three parts tell one episode of the story.

As they progress through the levels, students are increasingly encouraged to complete the grammar boxes themselves, which develops a deeper understanding of the language points.

The writing page takes students from reading an example text to writing their own, in small steps outlined in the Workbook.

The writing strategy helps students focus on a particular aspect of writing in each unit, allowing for a high degree of personalization and creativity.

Grammar 2

1 Watch Part 3 of the story video. Whose pink dress is it?



Dani: Are you wearing my dress?
Oh, no, Suzie! Is Dan wearing her dress?
Yes, he is! I'm sorry!

2 Look at the grammar box and read.

Grammar

Are you wearing a dress? Yes, I am. / No, I'm not.
Is he wearing a T-shirt? Yes, he is. / No, he isn't.
Is she wearing a T-shirt? Yes, she is. / No, she isn't.

3 Read Oscar's Day at the Palace again. Circle examples of is he wearing? and no he isn't.

4 Look at the picture in Activity 1 again. Match.

1 Is Dan wearing a dress?	a No, he isn't.
2 Is Cranky wearing jeans?	b Yes, she is.
3 Is Suzie wearing sandals?	c No, she isn't.
4 Is the woman wearing a dress?	d Yes, he is.

160

Speaking

5 Watch Part 3 of the story video again. Write the questions and answers.

1 Tommy wearing black boots? Yes, _____.

2 Is Tommy a yellow T-shirt? No, _____.

3 Suzie a skirt? _____.

4 Suzie a bathing suit? _____.

6 Answer for you and your friend.

Yes, I am. No, I'm not. Yes, he/she is. No, he/she isn't.

Are you wearing ...

1 a shirt? 4 a blouse?

2 a sweater? 5 a skirt?

3 a bathing suit? 6 gloves?

Is your friend wearing ...

Speaking strategy

7 Complete the chart for you. Then ask two friends and complete.

Ask and answer clearly.

	sweater	T-shirt	shorts	sandals
Me				

Are you wearing a sweater? Yes, I am.

Are you wearing a T-shirt? No, I'm not.

161

More practice of the new language points can be found in the **Now I Know! Grammar Books**.

A speaking strategy in every unit helps students not only become confident speakers, but also focus on the non-verbal aspects of communication.

More practice of the speaking strategies and more opportunities for discussions can be found in the **Now I Know! Speaking and Vocabulary Books**.

The "Now I Know" pages link back to the unit opener, helping students reflect on what they have learned.

As they do this exercise, students can look for the red question mark icons throughout the unit to remember what they have discovered about the topic.

A choice of two projects, aimed at different skills, helps with differentiated teaching. These can be done individually or collaboratively.

Writing

1 Look at the pictures and answer.

- What clothes are the children wearing?
- Who's wearing silk? Why?
- Who's wearing wool? Why?

2 Read the descriptions and check your answers.

What am I wearing?

I'm Jonka. I'm from Finland. It's very cold here. I'm wearing a thick, wool jacket, and a wool hat. I'm wearing thick boots to keep my feet warm.

I'm Priha. I'm from India. It's very hot here. I'm wearing a long, silk dress called a sari. It's nice and cool. I'm wearing sandals to keep my feet cool.

3 Read the texts again. Circle the contractions.

4 Find or draw a picture of the clothes you're wearing. Then go to the Workbook to do the writing activity.

Writing strategy

Use apostrophes when writing contractions.
I'm wearing a dress.
He isn't wearing a jacket.

162

Now I Know

1 What clothes do we wear? Read and think. Answer with your own ideas.

1 at school?	5 to keep you warm?
2 for PE lessons?	6 to keep you dry?
3 for swimming?	7 in the winter?
4 to a party?	8 in the summer?

2 Choose a project.

Make a poster about uniforms.

- Find or draw some pictures of people wearing uniforms.
- Write a short sentence describing what they are wearing and why.
- Make a poster with your pictures.
- Tell the class about the uniforms on your poster.

Design some clothes for hot, cold, or wet weather.

- Choose hot, cold, or wet weather.
- Design clothes for the weather.
- Draw a picture of the clothes and write about them.
- Show the class your description.

Read and color the stars

★ I can identify someone from a description.	★ I can talk about what people are wearing.
★ I can guess new words in a short, simple text.	★ I can write about what I have.

163

The final activity of the unit links to the GSE descriptors in the unit opener and helps students see what new language they have learned. The full list of GSE descriptors is available to teachers for better visibility of students' progress.



What do we find in schools?

SKILLS

- Listening:** Can follow basic instructions to color, draw, or make something.
- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can answer simple questions about objects.
- Writing:** Can write basic sentences referring to everyday items, given prompts or a model.

GRAMMAR

- Grammar 1:** Can make simple statements with "it's/it is."
- Grammar 2:** Can use the imperative forms of a few common verbs.

VOCABULARY

- Key vocabulary 1:** pen, glue stick, whiteboard, desk, markers, pencil sharpener, ruler, tablet
- Key vocabulary 2:** speak, draw, write, read, library, playground, computer lab, cafeteria
- Video vocabulary:** rubber, classroom rules, don't, late, tidy up, make new friends, stand up

Reading 1 vocabulary: India, floor, China, blackboard, Peru, numbers, Africa, outdoors, letters

Reading 2 vocabulary: twins, principal, recess, basketball, comic

Passive vocabulary: colorful, new, show

Revised vocabulary: school, teacher, Miss, backpack, book, chair, crayon, pencil, eraser, classroom, listen, sit down

Expressions: please

PROJECTS

- Present your classroom
- Make a poster of rules for your English class

VIDEOS

- Big World Kids: English Class (1-1)
- Tommy Zoom: The Magic Pencil Parts 1-3 (1-2, 1-3, 1-4)

VALUE

- Make new friends

Unit opener

OBJECTIVES

- Listening:** Can recognize a few familiar everyday nouns and adjectives, if spoken slowly and clearly.
- Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 4-5
- WB p. 4
- WB key p. 210
- Video 1-1
- Video script p. 247
- Pearson English Platform

Big Question

- Ask students what they like about school to check what school words they already know.
- Read the Big Question *What do we find in schools?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about school things.

SB Act. 1 p. 5

COMMUNICATION

Look around your classroom. How many things do you know in English? Tell a friend.

- Ask students to walk around the classroom in pairs and identify different items.

SB Act. 2 p. 5

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

1

What do we find in schools?

Listening

- I can understand simple instructions for a game.

Reading

- I can understand short, simple texts.

Speaking

- I can answer simple questions about things at school.

Writing

- I can write about my things.

4



1 Look around your classroom. How many things do you know in English? Tell a friend.

2 Look at the picture and discuss.

1 What things are the same as in your classroom?

2 What things are different?

3 Count and write. How many?

teachers **1** boys **2**
children **4** girls **2**

3 Watch the video and circle. What color are the items?



- 1 The chairs
- 2 The desks
- 3 The backpack
- 4 The ruler

British	American
rubber	eraser
tidy up	clean up

5

WB p. 4

What do you know?

- Ask students to think of the Big Question and write in the box the words for school they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 4

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 5

Watch the video and circle. What color are the items?

- Ask students to look at the video still and guess what the video is about (*classroom objects and rules*).
- Ask students to predict the colors of the objects.
- Play the video. Students check if they were correct and circle the correct colors.

Differentiation

Struggling learners: Check the colors and items 1–4 before playing the video. Write the colors on the board.

Extra activity

CRITICAL THINKING

Pause the video (1:09) and read through the classroom rules. Encourage students to think of other rules for your classroom.

International English

Focus students' attention on the difference between British and American English for the same school words: *rubber* and *eraser*; *tidy up* and *clean up*. Can they think of any others?

WB Act. 2 p. 4

Watch the video and match.



WB Act. 3 p. 4

Write the missing letters.

WB Act. 4 p. 4

What's in your backpack? Check (✓).

Objective review

Ask students what school objects they can see. Praise their effort.



1

Vocabulary 1 • Pre-reading 1

OBJECTIVES

- Listening:** Can recognize a few familiar everyday nouns and adjectives, if spoken slowly and clearly.
- SB vocabulary:** pen, glue stick, whiteboard, desk, markers, pencil sharpener, ruler, tablet
- WB vocabulary:** blackboard, wall, window

MATERIALS

- SB pp. 6–7
WB pp. 5–6
WB key p. 210
SB audio tracks 1-02, 1-03, and 1-04
Video 1-1
Video script p. 247
Picture cards 1–8
Colored pencils (red, green, yellow, blue, orange, purple)
Pearson English Platform

Warm-up

Review classroom objects. Start to draw a classroom object on the board, a line at a time. Students guess the object you're drawing. The first student to guess comes to the front and draws the next item.

Lesson objective

Explain the lesson objective: To identify and name objects in the classroom.

SB Act. 1 p. 6

Listen and repeat.

- Ask students if they can see the objects in the pictures in the classroom.
- Play track 1-02 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 6

Listen and number.

- Play track 1-03 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 6

Listen and say.

- Play track 1-04, pausing after each question. Students listen and answer the questions, pointing at the correct pictures. **(Answers: 1 They're markers., 2 It's a pen., 3 It's a glue stick., 4 It's a whiteboard., 5 It's a desk., 6 It's a tablet., 7 It's a ruler., 8 It's a pencil sharpener.)**

WB Act. 1 p. 5

Find and color the things in the puzzle.

Picture card activity

- Hold up the picture cards one by one and say *This is a (desk).*
- Students say *Yes* or *No*, depending on whether your description matches the picture or not.

SB Act. 4 p. 6

CRITICAL THINKING

Where do the things go? Look and sort.

- Students write the words in the correct column.

SB Act. 5 p. 7



Watch the video again. Circle the things you see.

- Read the words first. Play the video again. Students circle the words.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Pause the video at the appropriate places to give students time to circle the words.

WB Act. 2 p. 5

Find six words. Circle.

WB Act. 3 p. 5

Write the letters in order.

SB Act. 6 p. 7

CREATIVITY

Look in your pencil case. What's your favorite thing? Draw and write.

- Students draw a picture of their favorite item in their pencil case and write the word.

Differentiation

Struggling learners: Students copy the word they need from Activity 1 or 4.

Stretch: Ask students to write the color of the item as well, e.g., *a blue pencil*.

Extra activity

COMMUNICATION

Students share their pictures by holding them up. Encourage them to count the erasers/pencils and other classroom objects they can see.

1

Vocabulary 1

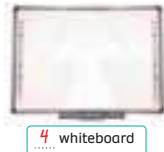
1 Listen and repeat.



2 pen



3 glue stick



4 whiteboard



5 desk



1 markers



8 pencil sharpener



7 ruler



6 tablet

2 Listen and number.

3 Listen and say.

4 Where do the things go? Look and sort.

books children crayon desk eraser glue stick marker
pen pencil ruler tablet teacher whiteboard

Backpack	Pencil case	Classroom
books tablet	eraser crayon glue stick marker pen pencil ruler	children desk teacher whiteboard

6

5 Watch the video again. Circle the things you see.

glue stick ruler pencil sharpener tablet
desks eraser marker whiteboard teacher

6 Look in your pencil case. What's your favorite thing? Draw and write.

Pre-reading 1

1 Look at the picture. What do you think the reading is about? Circle.

Schools in Mexico

Homes around the world

Schools around the world

2 Check (✓) the things you think are in the reading.

desks ☐ tablets ☐ a boat ☐
a whiteboard ☐ children ☐ books ☐

Reading strategy

Make predictions about a text from pictures.



7

WB Act. 4 p. 6

Read, choose, and write.

Vocabulary challenge: parts of a classroom

WB Act. 5 p. 6

Circle three words in the word snake.

WB Act. 6 p. 6

What can you see in the classroom? Write the words.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review

Ask students to describe the items they can see in the classroom and in their pencil cases, e.g., a *marker*. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Make predictions about a text from pictures.

SB Act. 1 p. 7

CRITICAL THINKING

Look at the picture. What do you think the reading is about? Circle.

- Ask students to apply the reading strategy. They look at the picture and circle what they think the correct title is.
- Ask students to share their answers with the class.

SB Act. 2 p. 7

CRITICAL THINKING

Check (✓) the things you think are in the reading.

- Students check the words they think they'll find in the reading text.

Differentiation

Struggling learners: Remind students of the meanings of the words if necessary.

1

Reading 1

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.
- Vocabulary:** India, floor, China, blackboard, Peru, numbers, Africa, outdoors, letters
- Passive vocabulary:** colorful

MATERIALS

- SB pp. 8–9
WB p. 7
WB key p. 210
SB audio track 1-05
Pearson English Platform

Warm-up

Students remember what they said the text was about and give reasons for their choices.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a text from pictures.

SB Act. 3 p. 8

Read *Schools Around the World*. Check your answers from Activities 1 and 2.

- Ask students to apply the reading strategy by looking at the pictures and thinking about where in the world the students in the pictures are.
- Students read and listen to the text.
- Ask if they found answers to the questions from Activities 1 and 2. Check if their ideas were correct about where the students are from.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Identify and check any words that students don't understand. Read each section with the students, checking understanding after each part. This could be with checking questions, e.g., *Where's the school? Do they have books? Where are the letters?*

Stretch: Students read the text quietly to themselves without the audio.

SB Act. 4 p. 8

Read the text again. Check (✓) or put an X.

- Students read the text again and check or cross the items.

Differentiation

Struggling learners: Check that students can identify each of the items in the pictures before they do the task.

Stretch: Ask students to try to remember what they read. They check or cross the boxes in pencil before reading again and checking if they were correct.

Extra activity

Vocabulary work

- Ask students to find all words that are names of places (*India, China, Peru, Africa*).
- Write the words on the board with no first capital letter. Ask students to correct them and ask why they need a capital letter (*they're names of places*).

Extra activity

CRITICAL THINKING

Make statements about the pictures. Students say which country it is, e.g., *There aren't any desks. (India)*
This classroom is outdoors. (Africa).

WB Act. 1 p. 7

Read *Schools Around the World*. Choose and write.

- Refer students back to the text on SB pp. 8 and 9.
- Students read the complete sentences aloud.

WB Act. 2 p. 7

Read *Schools Around the World* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

SB Act. 5 p. 9

COMMUNICATION

Talk with a friend. Which classroom is most similar to yours? What do you like about your classroom?

- In pairs, students discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Write a list of items on the board and the places (including your own classroom) across the top. Students write them in their notebooks and check and cross the items that are or aren't in each classroom.

Stretch: Tell students to look at each section of text and say what is the same or different.

Reading 1

3  Read *Schools Around the World*. Check your answers from Activities 1 and 2.

Reading strategy

Make predictions about a text from pictures.

SCHOOLS AROUND the World



This is a school in India. The children have **pens** and **pencils** and books. They don't have **tablets** or **desks**. I can see backpacks on the floor.



This is a school in Peru. Children wear special clothes. They use pencils and **pencil sharpeners**. The classroom is very colorful. I can see numbers, animals, and letters on the wall. What colors can you see?

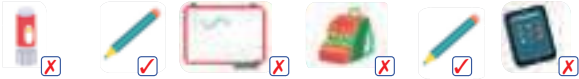


This is a school in Africa. The classroom is outdoors. The children don't have chairs, **markers**, **rulers**, or **pencil sharpeners**. Is this a blackboard? Yes, it is! They use a blackboard, not a whiteboard.



4 Read the text again. Check (✓) or put an X.

1 The classroom in China has ...



3 The classroom in Peru has ...



2 The classroom in India has ...



4 The classroom in Africa has ...



5  Talk with a friend. Which classroom is most similar to yours? What do you like about your classroom?



8

9

WB Act. 3 p. 7

CRITICAL THINKING

Think and write.

- Ask students to share their ideas with the class for items 1 and 2.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review

Ask students if the pictures helped them guess what the text was about. Ask *What new things did you learn about how children in other countries learn?* Praise their effort.

1

Grammar 1 • Speaking

OBJECTIVES

- Grammar:** Can make simple statements with “it’s/it is.”
- Listening:** Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Speaking:** Can ask about the identity of an object using a basic phrase.
- Revised vocabulary:** crayon, Miss

MATERIALS

SB pp. 10–11
WB pp. 8–9
WB key p. 210
Video 1-2
Video script p. 247
Pearson English Platform
Grammar Book 1, Unit 1
Speaking and Vocabulary Book 1, Unit 1

Warm-up

Play *Bingo* with classroom items. Students draw a 2x3 grid in their notebooks. Students write words in each space. Struggling students can draw pictures. Call out classroom objects and students cross out the words they hear. The first student to cross out all six words shouts *Bingo!*

Lesson objective

Explain the lesson objective: To ask and answer questions about personal items.

SB Act. 1 p. 10

Watch Part 1 of the story video. Where’s Tommy?

- Students watch Part 1 of the video and answer the question. (**Answer: Tommy’s at school/in a classroom.**)
- Ask *What’s Tommy’s last name?* (Zoom) *Who’s Tommy’s friend?* (Suzie Whizz).
- Focus students’ attention on the example text. Ask two students to read the question and the answer.

SB Act. 2 p. 10

Watch Part 1 of the story video again. What’s in Tommy’s classroom? Circle.

- Play Part 1 of the video again.
- Students circle the correct items.
- Check students remember that *rubber* is British English.

SB Act. 3 p. 10

Read the grammar box and check (✓).

- Read the grammar box with students. Then ask them to look at the pictures and check the correct sentences.

Differentiation

Stretch: Ask students when we use *a* and *an*. Ask them to identify other words on the page that take *a* or *an*.

SB Act. 4 p. 10

Read *Schools Around the World* again. Circle the question with *Is this* and the answer.

- Refer students back to the text on SB pp. 8 and 9.

Extra activity

COMMUNICATION

In pairs, students ask and answer about items on their desks and around them. *Is this a backpack?* *Yes, it is. / No, it isn’t.*

SB Act. 5 p. 10

Read and match.

- Students read the questions and answers and match them to the correct pictures.
- Ask students to check their answers in pairs.

WB Act. 1 p. 8

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to look at the pictures and circle the correct options.

WB Act. 2 p. 8

Read, choose, and write.

SB Act. 6 p. 11

Look and write *my* or *your*.

- Focus students’ attention on the grammar box. Ask two students to say the questions and answers aloud.
- Ask students to complete the sentences. Students check their answers in pairs.

WB Act. 3 p. 9

Write *my* or *your*.

- Focus students’ attention on the grammar box. Then ask them to look at the pictures and complete the sentences.

1

Grammar 1

- 1 Watch Part 1 of the story video. Where's Tommy?



Is this my desk?
Yes. This is your chair.

- 2 Watch Part 1 of the story video again. What's in Tommy's classroom? Circle.

a backpack a book an eraser a glue stick a pencil a tablet

- 3 Read the grammar box and check (✓).

Grammar

What's this?

It's a pencil. ☒It's an eraser. ☐

Is this a tablet?

Yes, it is. ☐No, it isn't. ☒

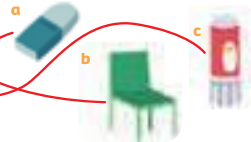
- 4 Read *Schools Around the World* again. Circle the question with *Is this* and the answer.

- 5 Read and match.

1 What's this? It's a chair.

2 What's this? It's a glue stick.

3 What's this? It's an eraser.



10

What's this?
It's my book.



Is this **your** marker?
No, it isn't.



- 6 Look and write *my* or *your*.

Is this **your** pencil, Tommy?



I'm **your** teacher.



Is this **my** desk?

Speaking

- 7 Go around the classroom. Ask and answer about things with friends.

Speaking strategy

Look at your friend as you ask and answer.



11

WB Act. 4 p. 9

Write the words in order.

For more grammar practice, go to Grammar Book 1, Unit 1.

Speaking

Speaking strategy

Explain the speaking strategy: Look at your friend as you ask and answer.

SB Act. 7 p. 11

COMMUNICATION

Go around the classroom. Ask and answer about things with friends.

- Students walk around the classroom in pairs asking and answering questions, while applying the speaking strategy.

Differentiation

Stretch: Students play in groups of four.

- Give each student four small squares of paper. Students draw an item of their own classroom equipment on each card.
- Put all their cards together, shuffle them, and put them face down on the table.
- Students take turns taking a card and asking a member of the group if it's their item, e.g., *Marco, is this your eraser? Yes, it is. / No, it isn't.* If yes, they take the card, if no, it goes to the bottom of the pile. The first student to collect all their items wins.

Objective review

Ask students if they can ask and answer about their personal items. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 1.

1

Vocabulary 2 • Pre-reading 2

OBJECTIVES

- Listening:** Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Speaking:** Can say individual words related to familiar topics, if supported by pictures or gestures.
- Vocabulary:** speak, draw, write, read, library, playground, computer lab, cafeteria

MATERIALS

- SB pp. 12–13
WB pp. 10–11
WB key p. 210
SB audio tracks 1-06, 1-07, and 1-08
Picture cards 9–16
Colored pencils (yellow, blue, red, green)
Pearson English Platform

Warm-up

Review questions and possessive adjectives. Put students in groups of five or six. Put a variety of classroom objects in the middle of the students. Set up a chain. Student 1 asks *Is this a (tablet)?* Student 2 answers, then asks a different question to Student 3, and so on.

Lesson objective

Explain the lesson objective: To talk about places and activities in school.

SB Act. 1 p. 12

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-06 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 12

Listen and check (✓). Use different colors.

- Play track 1-07, pausing after each sentence. Students check the pictures in the correct color (yellow, blue, red, green).

SB Act. 3 p. 12

Listen and say.

- Play track 1-08, pausing after each sentence. Students listen to the sentences and say the words, pointing at the correct pictures. (**Answers: 1 library, 2 speak, 3 read, 4 write, 5 computer lab, 6 draw, 7 playground, 8 cafeteria**)

Picture card activity 1

- Put all the picture cards on the board, ask students to turn around, shuffle the picture cards, and remove one.
- Students guess the missing word.

WB Act. 1 p. 10

Look and read. Check (✓) or cross (x). There's one example.

- This is a Pre-A1 Starters Reading & Writing Part 1 task.

WB Act. 2 p. 10

Circle the odd one out.

WB Act. 3 p. 10

Look and write.

SB Act. 4 p. 12

Where are we? Look and match.

- Students draw lines from the places to the pictures.
- Put students into pairs to check their answers.

Differentiation

Struggling learners: Do Activity 4 as a class. Point at the pictures in Activity 1 to help students match the pictures and words in Activity 4, e.g., *There are books in both pictures.*

Stretch: Ask students to say what they can see in the pictures that helped them decide which place they match to.

Picture card activity 2

- Put the picture cards for the places on the board.
- Students work in pairs and think of other words they know that you can find in each place.
- Students take turns coming to the front in their pairs and writing the words under the places.

SB Act. 5 p. 13

COMMUNICATION

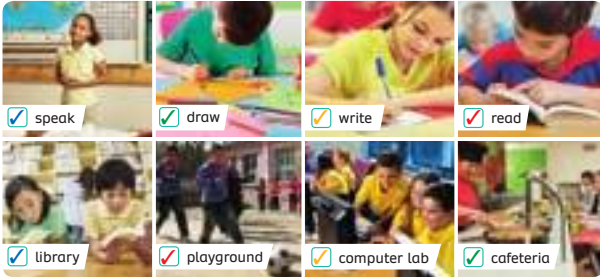
What do you have in your school? Circle and say.

- Students circle the words.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

1

Vocabulary 2

1 Listen and repeat.



2 Listen and check (✓). Use different colors.

3 Listen and say.

4 Where are we? Look and match.

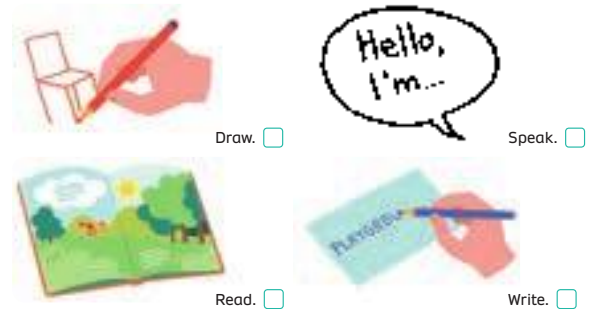


12

5 What do you have in your school? Circle and say.

playground cafeteria computer lab library

6 Look at the school activities. Which do you like doing? Check (✓).



Pre-reading 2

1 Look at the pictures. What do you think the story is about? Circle.

Reading strategy

Make predictions about a story from pictures.



A visit to the zoo

Starting school

A day at home

13

SB Act. 6 p. 13

Look at the school activities. Which do you like doing? Check (✓).

- Students check the pictures of the things they like doing.

Stretch activity

COMMUNICATION

Students ask and answer in pairs, e.g., *Do you like drawing?* Yes.

WB Act. 4 p. 11

Read, choose, and write.

Word study: numbers 1–10

WB Act. 5 p. 11

Look and match.

WB Act. 6 p. 11

Write the words.

Objective review

Ask students to say their favorite places and activities in their school. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Make predictions about a story from pictures.

SB Act. 1 p. 13

CRITICAL THINKING

Look at the pictures. What do you think the story is about? Circle.

- Ask students to apply the reading strategy. They look at the pictures and circle what they think the correct title is.
- Ask students to share their answers with the class.

Stretch activity

COLLABORATION

Ask students what they might see in pictures for the other story titles (e.g., *A visit to the zoo – elephants*).

OBJECTIVES

Reading:	Can understand basic phrases in short, simple texts.
Vocabulary:	twins, principal, recess, basketball, comic
Passive vocabulary:	new, show
Expressions:	please

MATERIALS

SB pp. 14–15
 WB p. 12
 WB key p. 210
 SB audio track 1-09
 Colored pencils (blue, green)
 Pearson English Platform

Warm-up

Play *Simon says* with the activity verbs. Say different sentences using the verbs *speak*, *draw*, *write*, and *read*, e.g., *Simon says read a book*. When you say *Simon says*, students do the actions. When you say *Read a book* (without *Simon says*), students stay still. Those who move sit down. Continue until there's only one student standing, and he/she is the winner.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a story from pictures.

SB Act. 2 p. 14

Read *First Day*. Check your answer from Activity 1.

- Ask students to apply the reading strategy and look at the pictures in the story.
- Students read and listen to the story.
- Ask if they found the answer to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Give students the roles of narrator, teacher, Isabel, and friend. Ask them to read their role aloud.

Extra activity

Vocabulary work

- Ask students to find and underline the words *twins*, *principal*, *recess*, *basketball*, and *comic*. Ask *Can you figure out the words by using the pictures?* Ask students to point at the pictures that show the words.
- Check pronunciation. To help with word stress of longer words, clap the rhythm as you say the words, e.g., *prin-ci-pal*, *bas-ket-ball*. Make a louder clap for the syllables that are stressed.

Extra activity

CRITICAL THINKING

- Write the following questions on the board: *What does Danny like? Can you find any clues?* Students read the questions and work in pairs to find clues in the text as to what Danny likes.
- Students can use both the pictures and the text to help them. (*Danny likes to read (comics). He also likes his new school.*)

SB Act. 3 p. 15

Read the story again. Circle school places in **blue** and activities in **green**.

- Students circle the correct words and check them in pairs.

Extra activity

COMMUNICATION

In pairs, students ask and answer about the pictures, e.g., *What's this? It's the library. / It's a book.*

WB Act. 1 p. 12

Read *First Day*. Put the sentences in order.

- Refer students back to the text on SB pp. 14 and 15.

WB Act. 2 p. 12

Read *First Day* again and circle **T** (true) or **F** (false).

SB Act. 4 p. 15

CRITICAL THINKING

Think about the first day at school. Compare your ideas.

- Discuss the questions as a class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 12

CRITICAL THINKING

Think and write.

1

Reading 2

2 Read *First Day*. Check your answer from Activity 1.

Reading strategy

Make predictions about a story from pictures.

First Day

Isabel and Danny are twins. They are six. It's their first day at a new school.

The principal shows Isabel and Danny the computer lab, the library, and the cafeteria.



Listen, children. This is Danny, and this is Isabel. Write your names on the whiteboard, please.

Hi.

This is Isabel and Danny's classroom.

14

What does Danny like? Can you find any clues?

This is our playground! Let's play!

I like my new school!

It's recess. Some boys play basketball. Danny likes to read.



This is Danny's favorite comic. It's Ahmed's favorite comic, too. They make friends. Danny likes his new school!

3 Read the story again. Circle school places in blue and activities in green.

4 Think about the first day at school. Compare your ideas.

- Which places in the school do you see?
- What do you do when someone new starts?

15

Extra activity

COLLABORATION

- Students work in groups of six (this includes a narrator). Each student takes a role from the story.
- Give students 5–10 minutes to practice their parts together.
- Students perform the story to the class.

Stretch: Students can add in further dialog between Isabel, Danny, and their new friends.

Value

Make new friends

Ask *Who is kind in the story and tries to make friends? (the girl who says "Let's play!" and Ahmed)*. Ask in what other ways you can be kind to new students and make friends.

Objective review



Ask students if the pictures helped them understand the story. Ask them to say what the children in the story are doing. Encourage them to point at the pictures as they describe them. Praise their effort.

1

Grammar 2 • Listening • Speaking

OBJECTIVES

- Grammar:** Can use the imperative forms of a few common verbs.
- Listening:** Can follow basic instructions to color, draw, or make something.
- Speaking:** Can use language related to basic actions.
- Revised vocabulary:** school

MATERIALS

- SB pp. 16–17
WB pp. 13–14
WB key p. 210
SB audio track 1-10
Videos 1-2, 1-3, and 1-4
Video script p. 247
Colored pencils (green, blue, yellow, orange, red, pink)
Pearson English Platform
Grammar Book 1, Unit 4
Speaking and Vocabulary Book 1, Unit 1

Warm-up

Review places in school and classroom objects. Play a guessing game. Describe to students what you can see and students guess where you are, e.g., *There are five children.* Students guess saying *You're on the (playground).* Answer *Yes* or *No* and give more clues until they guess the correct place.

Lesson objective

Explain the lesson objective: To give and follow instructions.

SB Act. 1 p. 16

Watch Part 1 of the story video again. What does Miss Sparks say? Check (✓).

- Students watch Part 1 of the video again.
- Read the sentences in the speech bubbles aloud to the class. Ask *What does Miss Sparks say?*

WB Act. 1 p. 13

Find and color the words.

- Focus students' attention on the grammar box. Then ask them to read the sentences and color the words.

SB Act. 2 p. 16

Read the grammar box. Then read *First Day* again. Circle two instructions that the teacher gives.

- Read the instructions in the grammar box for students to repeat after you.
- Refer students back to the text on SB pp. 14 and 15.
- Students read the story again and circle the instructions.

SB Act. 3 p. 16

Read and write.

- Students write the correct words.

SB Act. 4 p. 17

Number the pictures with the sentences from Activity 3.

- Students look at their completed sentences in Activity 3 and number the pictures.

WB Act. 2 p. 13

Write the letters in order.

WB Act. 3 p. 14

Read and circle.

WB Act. 4 p. 14

Look, choose, and write.

For more grammar practice, go to Grammar Book 1, Unit 4.

Listening and Speaking

SB Act. 5 p. 17

Listen and circle the words you hear. Then listen and do.

- Play track 1-10. Students listen and circle the verbs.
- Play the audio again, pausing to give students time to follow the instructions.

SB Act. 6 p. 17

COMMUNICATION

Work with a friend. Do a classroom picture dictation.

- Students give each other instructions to draw and color a picture.

Differentiation

Struggling learners: Give students a copy of the audioscript. They use it as a guide and change words to make a new picture.

Stretch: Students use prepositions to describe where items are, e.g., *Draw a book on a desk.*

1

Grammar 2

- 1  Watch Part 1 of the story video again. What does Miss Sparks say? Check (✓).

Sit down. ☒Write your name. ☐Draw a picture. ☐Listen, children! ☐Find a pencil. ☒

- 2 Read the grammar box. Then read *First Day* again. Circle two instructions that the teacher gives.

Grammar

Find a pencil. Sit down. Write your name. Speak English.

- 3 Read and write.

	Draw	Read	Speak	Write
1			Write	your name.
2		Read		your book.
3	Draw			a picture.
4			Speak	English!



16

- 4 Number the pictures with the sentences from Activity 3.

a



c



b



d



Listening and Speaking

- 5  Listen and circle the words you hear. Then listen and do.

color draw find listen read speak write

- 6  Work with a friend. Do a classroom picture dictation.

Find a pencil.
Draw a chair.

- 7  Watch Part 2 of the story video. Who has Tommy's things?

- 8  Watch Part 3 of the story video. Are Tommy and Suzie late for school? Who does Tommy thank at the end?



17

SB Act. 7 p. 17



Watch Part 2 of the story video. Who has Tommy's things?

- Students watch Part 2 of the video and answer the question. (Answer: Dan the dog)

SB Act. 8 p. 17



Watch Part 3 of the story video. Are Tommy and Suzie late for school? Who does Tommy thank at the end?

- Students watch Part 3 of the video and answer the questions. (Answers: No, they aren't. He thanks Suzie.)

Extra activity

COMMUNICATION

- Play the video again, pausing to allow time for students to repeat the sentences.
- Point and count the objects together.

Extra activity

CRITICAL THINKING

Play the video again without the sound. Pause the video and ask students questions about what they can see, e.g., *What's this? It's a (pencil). Is this a (desk)? Yes, it is. / No, it isn't.*

Objective review



Ask students to say the instructions they remember. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 1.

OBJECTIVES

- Reading:** Can recognize a range of basic everyday nouns and adjectives.
- Speaking:** Can use a few simple words to describe objects, if supported by pictures.
- Writing:** Can write basic sentences referring to everyday items, given prompts or a model.

MATERIALS

SB pp. 18–19
 WB pp. 15–17
 WB key p. 210
 Picture cards 1–16
 Pearson English Platform
 Test Book 1, Unit 1

Warm-up

Make a pile with the picture cards from this unit. Students take turns choosing a picture card, finding the object in the classroom, and saying the color of the real object, e.g., *It's a green pen.*

Lesson objective

Explain the lesson objective: To write about their classroom, desk, and things, while applying the writing strategy.

SB Act. 1 p. 18

Look at Evie's school equipment and answer.

- Students answer the questions without reading the text.

SB Act. 2 p. 18

Read Evie's description and check your answers.

- Students read the text to check their answers.
(Answers: a blue backpack, an eraser, a book, and a glue stick)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 18

Read the text again. Circle *a* and *an*.

- Students read the description and circle *a* and *an*.

SB Act. 4 p. 18

Find or draw a picture of your school equipment in your English classroom. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

Remember!

WB p. 15

Focus students' attention on the Remember! box.

WB Act. 1 p. 15

Read Sara's description. Write *a* or *an*.

WB Act. 2 p. 15

Look at your picture of your school equipment in your English classroom. Write.

WB Act. 3 p. 15

Write about your classroom, your desk, and your things in your backpack. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Put students into teams. Each team says one word from this unit. Award a point for each correct word.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 19

CRITICAL THINKING

What do we find in schools? Read and think. Circle and add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

1

Writing

1 Look at Evie's school equipment and answer.

- What color is Evie's backpack?
- What's on her desk?

2 Read Evie's description and check your answers.



3 Read the text again. Circle a and an.

4 Find or draw a picture of your school equipment in your English classroom. Then go to the Workbook to do the writing activity.

18

Writing strategy

Use **a/an** before single naming words.
 I have **an** eraser, **a** tablet, and **a** glue stick.

Now I Know

1 What do we find in schools? Read and think. Circle and add your own ideas.

- What classroom equipment do you find in schools?
 whiteboards books
- What places do you find in schools?
 library cafeteria

2 Choose a project.

Present your classroom.

- 1 Look at the pictures from Reading 1.
- 2 Draw a picture of your classroom.
- 3 Label the classroom items.
- 4 Present your project to the class.

or

Make a poster of rules for your English class.

- 1 Share ideas about rules for your class.
- 2 Write down your rules on poster paper.
- 3 Draw pictures to decorate your poster.
- 4 Show your poster to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple instructions for a game.



I can answer simple questions about things at school.



I can understand short, simple texts.



I can write about my things.

19

WB Act. 1 p. 16

Read and sort.

WB Act. 2 p. 16

Read and circle.

WB Act. 3 p. 16

Complete the crossword.

WB Act. 4 p. 17

Look and read. Check (✓) or cross (x).

- This is a Pre-A1 Starters Reading & Writing Part 2 task.

Project

SB Act. 2 p. 19

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 17

What do you find in your school? Write five words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 17

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 17

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 19

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 1.

2

Where do we see shapes and colors?

SKILLS

- Listening:** Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures, if addressed slowly and clearly.
- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can answer simple questions about objects.
- Writing:** Can write basic sentences referring to everyday items, given prompts or a model.

GRAMMAR

- Grammar 1:** Can make simple statements with "it's/it is."
- Grammar 2:** Can use "this" and "that" as determiners relating to people and objects.

VOCABULARY

- Key vocabulary 1:** triangle, circle, square, rectangle, heart, star, diamond, side
- Key vocabulary 2:** purple, pink, orange, brown, gray, bird, fish, butterfly
- Video vocabulary:** boat, bus stop, bus, count

Reading 1 vocabulary: hunt, neighbourhood (BrE)/ neighborhood (AmE), door, window, roof, garden, jump, trampoline, bike, wheels, ride my bike, playground, slide

Reading 2 vocabulary: Chinese, festival, kite, legend, fly a kite, high, wish, come true, beautiful, different, clouds, wait

Passive vocabulary: shapes

Revised vocabulary: red, blue, yellow, black, white, train, big, small

Expressions: I don't know. Let's go ...

PROJECTS

- Present your shape picture
Design your own kite

VIDEOS

- Brain Crunch: Maths – Shapes (2-1)
Tommy Zoom: The Purple Kite Parts 1–3 (2-2, 2-3, 2-4)

VALUE

- Have fun together

Unit opener

OBJECTIVES

- Listening:** Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can answer simple questions about objects.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 20–21
WB p. 18
WB key p. 211
Video 2-1
Video script p. 247
Pearson English Platform

Big Question

- Ask students what their favorite colors are to check what color words they already know.
- Read the Big Question *Where do we see shapes and colors?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about colors and shapes.

SB Act. 1 p. 21

Look around your classroom. What colors can you see? Check (✓) the color words you know in English.

- Students work in pairs to identify colors they know.

Differentiation

Struggling learners: Ask students to walk around the class with a stronger student.

Stretch: Ask students to identify more colors than those in Activity 1.

2

Where do we see shapes and colors?

Listening

- I can understand simple questions about things around me.

Reading

- I can understand short, simple texts.

Speaking

- I can answer simple questions about things around me.

Writing

- I can write about what I have.

20



1 Look around your classroom. What colors can you see? Check (✓) the color words you know in English.

red ☐ blue ☐ green ☐
yellow ☐ black ☐ white ☐

2 Look at the picture and discuss.

- What can you see in the bedroom?
- What color is the kite?

3 Watch the video.

What do you see? Circle.

a bus a car

What color is the bus? It's red.



British	American
Maths	math

21

SB Act. 2 p. 21

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 18

What do you know?

- Ask students to think of the Big Question and write in the box the words for colors and shapes they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 18

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 21



Watch the video.

- Ask students to look at the video still and guess what the video is about (*shapes*).
- Ask students to predict the transportation they'll see.
- Play the video. Students check if they were correct and write the color of the bus.

International English

Focus students' attention on the difference between British and American English for the same subject: *Maths* and *math*. Can they think of any others?

WB Act. 2 p. 18



What colors can you see? Watch the video and write.

WB Act. 3 p. 18



Watch the video again. What shapes can you see? Check (✓).

WB Act. 4 p. 18

What colors can you see in your classroom? Check (✓). Do you know more color words?

Stretch activity

Students write sentences using colors and shapes about classroom objects, e.g., *My eraser is a white rectangle.*

Objective review



Ask students to name the colors of classroom objects in the classroom. Praise their effort.

OBJECTIVES

- Listening:** Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can answer simple questions about objects.
- Vocabulary:** triangle, circle, square, rectangle, heart, star, diamond, side

MATERIALS

SB pp. 22–23
 WB pp. 19–20
 WB key p. 211
 SB audio tracks 1-11, 1-12, and 1-13
 Video 2-1
 Video script p. 247
 Picture cards 17–24
 Pearson English Platform

Warm-up

Play a game to review colors. Say *Find something (blue)*. Students find a blue item in the classroom and touch it.

Lesson objective

Explain the lesson objective: To identify and name shapes and colors.

SB Act. 1 p. 22

Listen and repeat.

- Ask students to say the colors they can see.
- Play track 1-11 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 22

Listen and number.

- Play track 1-12 twice, pausing after each item. Students number the pictures.

Picture card activity

Hold up the picture cards one by one. Ask *What shape is it?* Students respond chorally, e.g., *It's a (heart)*.

SB Act. 3 p. 22

COMMUNICATION

Listen. Then ask and answer with a friend.

- Play track 1-13. Ask students to use the dialog as a model.
- Students work in pairs and ask and answer questions using the shapes in Activity 1.

Differentiation

Struggling learners: Students point at the shape as they ask the question.

Stretch: One student closes his/her book and tries to remember the shape.

WB Act. 1 p. 19

How many shapes can you find in the picture? Write numbers.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 4 p. 22

How many sides? Look and sort.

- Students write the words in the correct column.

SB Act. 5 p. 23

Watch the video again. Check (✓) the shapes you see.

- Read the words first. Play the video again. Students check the shapes.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Pause the video at the appropriate places to give students time to check the correct boxes.

WB Act. 2 p. 19

Read and match.

WB Act. 3 p. 19

Look at Activity 2. Write the missing letters.

Extra activity

CRITICAL THINKING

Stick the words of the shapes around the classroom (you can stick up the same word more than once). Hold up items one by one, e.g., an eraser. Students walk and touch the shape that matches the item you are holding. Students then tell you the color of the object you are holding, e.g., *a blue eraser*.

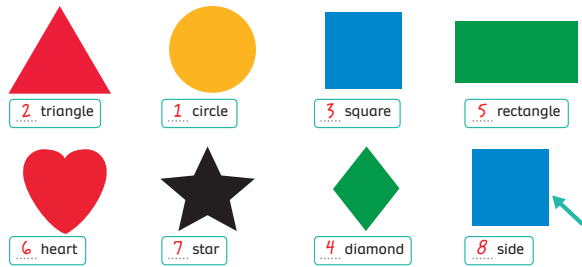
SB Act. 6 p. 23

Look at the classroom equipment. Match.

- Students draw lines from the classroom objects to the shapes.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen. Then ask and answer with a friend.

It's blue. What shape is it?

It's a square.

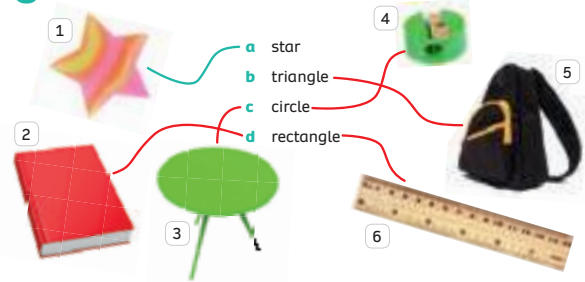
4 How many sides? Look and sort.

It has three sides.	It has four sides.	It has one side.	It has more than four sides.
triangle	diamond	circle	star
	rectangle	heart	
	square		

5 Watch the video again. Check (✓) the shapes you see.

square ☒ triangle ☒ star ☒ heart ☐
 circle ☒ diamond ☐ rectangle ☒

6 Look at the classroom equipment. Match.



Pre-reading 1

1 Look at the pictures from the reading. What do you think they are?

Reading strategy

Use pictures to understand the meaning of words.



What's this? What color is it?



What's this? What shape is it?

Extra activity

COMMUNICATION

Students work in pairs. They put a selection of their own classroom equipment on their desks. One student describes an item and their partner says what it is, e.g., A: *It's a circle and it's green.* B: *It's your pencil sharpener.*

WB Act. 4 p. 20

Look and read. Write the shape words.

Word study: apostrophe

WB Act. 5 p. 20

Look at the words. Circle the apostrophe (').

WB Act. 6 p. 20

Look at Activity 5. Write the missing letters.

WB Act. 7 p. 20

Now write the words from Activity 6.

Objective review

Ask students to describe items around the classroom using colors and shapes. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use pictures to understand the meaning of words.

SB Act. 1 p. 23

CRITICAL THINKING

Look at the pictures from the reading. What do you think they are?

- Ask students to apply the reading strategy. They look at the pictures and describe the colors and shapes.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Ask students to look at Activity 1 on SB p. 22 to help them.

Stretch: Ask students to describe everything they can see in the pictures.

2 Reading 1

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.
- Vocabulary:** hunt, neighbourhood (BrE)/ neighborhood (AmE), door, window, roof, garden, jump, trampoline, bike, wheels, ride my bike, playground, slide
- Passive vocabulary:** shapes
- Expressions:** Let's go ...

MATERIALS

SB pp. 24–25
WB p. 21
WB key p. 211
SB audio track 1-14
Pearson English Platform

Warm-up

Review colors and pre-teach *I like/I don't like*. Say *I like (orange)*. Students find something in the classroom that is orange and touch it. Say *I don't like (red)*. Students find something in the classroom that is any color (but not red) and touch it. Students can continue working in pairs.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using pictures to understand the meaning of words.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *colour/color, neighbourhood/neighborhood, have got/have*.

SB Act. 2 p. 24

Read *Let's Go on a Shape Hunt*. Check your answers from Activity 1.

- Students read and listen to the text. Ask them to try to apply the reading strategy.
- Ask if they found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners and Stretch: Pair each weaker student with a stronger student. Encourage the stronger student to peer-teach any words that their partner doesn't understand.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *neighbourhood, roof, garden, trampoline, wheels, and slide*.
- In pairs, students try to find the words in the pictures. Ask which word they can't find (*neighbourhood*) and check the meaning.
- Check the answers with the class.

Vocabulary work 2

Write *House* and *Playground* on the board. Students write words from each text that match the headings. Check meaning (using the pictures) and pronunciation. (*House: door, window, roof, garden; Playground: bike, trampoline, slide*)

SB Act. 3 p. 25

Read the text again. Circle.

- Students read the text again and circle the correct options.

Extra activity

CRITICAL THINKING

Say shapes and colors from the text, e.g., *It's a circle/red*. Students call out what item it matches to (*trampoline/the door*).

WB Act. 1 p. 21

Read *Let's Go on a Shape Hunt*. Put the sentences in order.

- Refer students back to the text on SB pp. 24 and 25.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

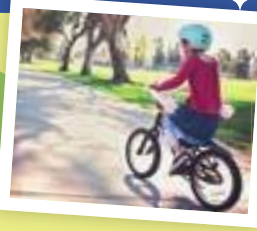
2

Let's Go on a Shape Hunt

Hi, I'm Alex. Let's find some colours and shapes in my neighbourhood.



This is my house. Can you see the shapes?
The door is a **rectangle**.
What colour is the door?
It's **red**. The windows are rectangles too. There are **triangles** on the roof.



In my garden, I've got a trampoline. It's a big **circle**. I like to jump on the trampoline. I've got a bike too. What colour is the bike? It's black. The wheels are circles.



I like to ride my bike to the playground. I can see lots of shapes and colours there. The slide is yellow. I can see red and blue too. I can see a triangle and a **circle**.



What shapes can you find in the playground?

Reading 1

2

Read *Let's Go on a Shape Hunt*. Check your answers from Activity 1.



Reading strategy

Use pictures to understand the meaning of words.

3

Read the text again. Circle.

- What shape is the door of the house?
It's a **rectangle** / diamond.
- What color is the bike? It's **blue** / **black**.
- What shape is the trampoline? It's a **circle** / triangle.
- What color is the slide on the playground?
It's **black** / **yellow**.

4

Talk with a friend.

Think about your neighbourhood. What shapes and colors can you see?



25

WB Act. 2 p. 21

Read *Let's Go on a Shape Hunt* again. Choose and write.

Differentiation

Struggling learners: Make sure students remember the meaning of the words in the box.

WB Act. 3 p. 21

Read and circle **T** (true) or **F** (false).

SB Act. 4 p. 25

COMMUNICATION



Talk with a friend. Think about your neighborhood. What shapes and colors can you see?

- In pairs, students discuss their neighborhood.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 21

CRITICAL THINKING

What do you like? Circle.

- Invite students to read their sentences aloud to the class to check what they like.

Stretch activity

CREATIVITY

Students draw a picture of their perfect playground. They label the shapes and colors that are there.

Objective review



Ask students what new words the pictures helped them understand. Ask them to point to the pictures as they say the words. Praise their effort.

OBJECTIVES

Grammar: Can make simple statements with “it’s/it is.”

Listening: Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions, if spoken slowly and clearly.

Speaking: Can answer simple questions about objects.

MATERIALS

SB pp. 26–27

WB pp. 22–23

WB key p. 211

SB audio track 1-15

Videos 2-2 and 2-3

Video script pp. 247–248

Pearson English Platform

Grammar Book 1, Unit 2

Speaking and Vocabulary Book 1, Unit 2

Warm-up

Put students into two teams. Mime shapes and words from the previous lesson (draw the shapes with your finger and do actions for other words, e.g., jump for *trampoline*). The first team to shout out the correct answer gets a point. Ask students from each team to have a go.

Lesson objective

Explain the lesson objective: To ask and answer about the color and shape of personal items.

SB Act. 1 p. 26

Watch Part 1 of the story video. Write.

- Students watch Part 1 of the video.
- Students listen for the color and shape of the kite.
- Students read their sentences aloud to check them with the class.

SB Act. 2 p. 26

Watch Part 2 of the story video. Write the shape words you hear.

- Students watch Part 2 of the video and write the shapes.

SB Act. 3 p. 26

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Read the questions aloud and encourage students to read the answers.

SB Act. 4 p. 26

Read *Let’s Go on a Shape Hunt* again. Circle the sentences starting with *It’s*.

- Refer students back to the text on SB pp. 24 and 25.

SB Act. 5 p. 26

Read and circle.

- Students read the questions and circle the correct options.

Extra activity

CRITICAL THINKING

Put students into pairs. Students draw shapes on each other’s backs. Student A draws a shape with their finger and asks *What shape is it?* Student B tries to guess correctly.

WB Act. 1 p. 22

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.
- Students work in pairs and read each dialog.

WB Act. 2 p. 22

Look at Activity 1. Read and circle.

SB Act. 6 p. 27

Read and match. Then write *It’s* or *It’s a*.

- Read the first question and elicit the answer as an example.
- Ask students to match and complete the sentences. Students check their answers in pairs.
- Ask students to read their answers aloud to check them with the class.

For more grammar practice, go to Grammar Book 1, Unit 2.

Grammar 1

- 1 Watch Part 1 of the story video. Write.



What shape is it?
It's a square.
What color is it?
It's red.

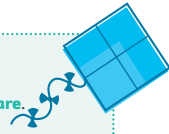
- 2 Watch Part 2 of the story video. Write the shape words you hear.

square triangle circle

- 3 Look at the grammar box and read.

Grammar

What **color** is the kite? The kite's **blue**.
What **color** is it? It's **blue**.
What **shape** is the kite? The kite's **square**.
What **shape** is it? It's a **square**.



- 4 Read *Let's Go on a Shape Hunt* again. Circle the sentences starting with *It's*.

- 5 Read and circle.



- 1 What shape is it?
It's a triangle.
It's yellow.



- 2 What color is it?
It's a circle. /
It's blue.



- 3 What shape is it?
It's a diamond.
It's purple.

26

- 6 Read and match. Then write *It's* or *It's a*.



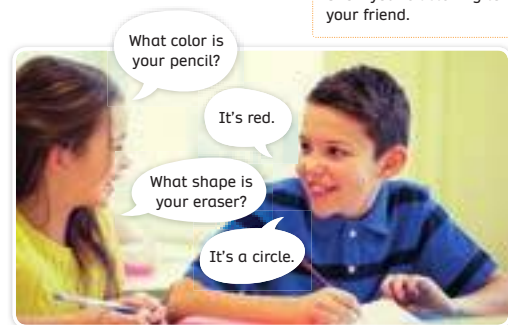
- 1 What color is the marker? a It's a circle.
2 What shape is the book? b It's yellow.
3 What shape is the pencil sharpener? c It's black.
4 What color is the ruler? d It's a rectangle.

Listening and Speaking

- 7 Listen and read. Then ask and answer with a friend.

Speaking strategy

Show you're listening to your friend.



27

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Show you're listening to your friend.

SB Act. 7 p. 27

COMMUNICATION

1-15

Listen and read. Then ask and answer with a friend.

- Play track 1-15. Students listen to and read the dialog.
- In pairs, students ask and answer questions, while applying the speaking strategy.

Differentiation

Struggling learners: Tell students to refer to SB pp. 22 and 23 to help them with vocabulary they may need.

Stretch: Students ask about other items in the classroom that they know the English words for, e.g., *window*, *door*.

WB Act. 3 p. 23

Write the words in order.

WB Act. 4 p. 23

Write two more questions.

WB Act. 5 p. 23

CREATIVITY

Write answers to the questions in Activities 3 and 4. Then draw.

Objective review

Ask students if they can ask and answer about the color and shape of their personal items. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 2.

OBJECTIVES

- Listening:** Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Speaking:** Can use a few simple words to describe objects, if supported by pictures.
- SB vocabulary:** purple, pink, orange, brown, gray, bird, fish, butterfly
- WB vocabulary:** light, dark
- Revised vocabulary:** big, small

MATERIALS

SB pp. 28–29
WB pp. 24–25
WB key p. 211
SB audio tracks 1-16, 1-17, and 1-18
Picture cards 17–32
Pearson English Platform

Warm-up

Review *It's* and *It's a*. Hold up different picture cards and ask *What is it? What shape is it? What color is it?* Encourage students to answer with *It's* and *It's a*.

Lesson objective

Explain the lesson objective: To talk about colors and animals.

SB Act. 1 p. 28

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-16 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 28

Listen and number.

- Play track 1-17 twice, pausing after each dialog. Students number the pictures.

Extra activity

CRITICAL THINKING

Play track 1-17 again. Students listen and say the words, pointing at the correct pictures.

Picture card activity 1

Hold up the picture cards one by one and say the colors or animals. Students say *Yes, it's purple.* or *No, it's a fish.*

SB Act. 3 p. 28

COMMUNICATION

Listen. Then ask and answer with a friend.

- Play track 1-18. Ask students to use the dialog as a model.
- Students work in pairs and ask and answer questions using the words in Activity 1.

Differentiation

Struggling learners: Check students know the English words for numbers 1–8 before they start.

Stretch: Students do the activity as a memory quiz. One student closes their book and tries to remember what each number is.

Picture card activity 2

- Put all picture cards on the board. Focus on pronunciation saying each word for students to repeat.
- Ask students if they can find the word with a short *i* sound (*pink, fish*) and a long *e* sound (*purple, bird*).

Extra activity

COLLABORATION

Put students into pairs. Student A says a color and Student B finds it in the classroom and touches it. Stronger pairs of students can ask their partners to find a wider range of colors.

WB Act. 1 p. 24

Read and sort.

SB Act. 4 p. 28

Read and match. Then write.

- Check the meaning of *big* and *small*.
- Students write the letters and colors.

WB Act. 2 p. 24

Look at the colors. Look at the letters. Write the words. There's one example.

- This is a Pre-A1 Starters Reading and Writing Part 3 task.

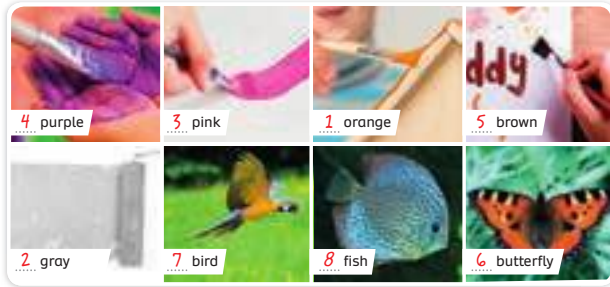
SB Act. 5 p. 29

Look and write.

- Students write the words.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

1 Listen and repeat.



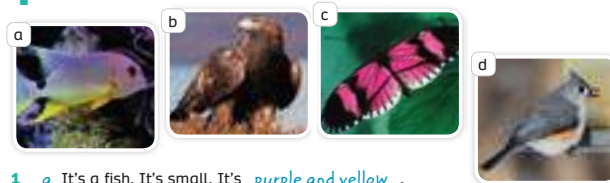
2 Listen and number.

3 Listen. Then ask and answer with a friend.

Number 4.
What color is it?

It's purple.

4 Read and match. Then write.



- 1 a It's a fish. It's small. It's purple and yellow.
- 2 c It's a butterfly. It's big. It's pink.
- 3 d It's a bird. It's small. It's gray.
- 4 b It's a bird. It's big. It's brown.

28

5 Look and write.



- 1 It's orange. star butterfly
- 2 It's pink. fish clock
- 3 It's purple. kite ruler
- 4 It's brown. boat chair
- 5 It's gray. bird marker

Pre-reading 2

1 Look at the pictures from the story. What are they? What colors are they?

Reading strategy
Use pictures to understand the meaning of words.



29

Differentiation

Struggling learners: Check again the colors and the objects in the pictures before students complete the sentences.

WB Act. 3 p. 25

Look, choose, and write. Then match.

Extra activity

CREATIVITY

Students draw their own pictures of a fish or a butterfly and color them. They write sentences about their pictures.

Vocabulary challenge: light and dark colors

WB Act. 4 p. 25

Read and match.

Extra activity

CRITICAL THINKING

Students walk around the classroom and find light and dark colors before completing Activity 5.

WB Act. 5 p. 25

Look in your classroom. What dark and light colors can you see? Write.

Objective review

Ask students to describe their favorite animals from the lesson and say their colors. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use pictures to understand the meaning of words.

SB Act. 1 p. 29

CRITICAL THINKING

Look at the pictures from the story. What are they? What colors are they?

- Ask students to apply the reading strategy. They look at the pictures and describe them.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Ask students where they might see these animals (e.g., in the yard, in a tree, in a river/the ocean).

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can answer simple questions about objects.
- Vocabulary:** Chinese, festival, kite, legend, fly a kite, high, wish, come true, beautiful, different, clouds, wait

MATERIALS

- SB pp. 30–31
WB p. 26
WB key p. 211
SB audio track 1-19
Colored pencils
Pearson English Platform

Warm-up

Dictate the letters of each of the words from SB Activity 1 p. 28, in the wrong order. Students work in pairs, write the letters, and rearrange them to make the correct word.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using pictures to understand the meaning of words.

SB Act. 2 p. 30

Read *The Kite Festival*. Check your answers from Activity 1.

- Ask students to apply the reading strategy by looking at the pictures and thinking about where in the world the children in the pictures are.
- Students read and listen to the text.
- Ask if they found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students listen and read continuously without pausing.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *festival, legend, fly, kite, high, sky, wishes, true, beautiful, different, and clouds*. Check the pronunciation of each word.
- Tell students to work in pairs and use the pictures and other words to figure out the meaning of the underlined words.
- Ask checking questions to make sure students understand each word, e.g., *What festivals do you know in your town/city?*

SB Act. 3 p. 31

Read the story again. Circle.

- Students circle the correct words and check them in pairs.

WB Act. 1 p. 26

Read *The Kite Festival*. Put the sentences in order.

- Refer students back to the text on SB pp. 30 and 31.

WB Act. 2 p. 26

Read *The Kite Festival* again. Choose and write.

Extra activity

Vocabulary work 2

Review the new words (and others) again by asking questions about the text, e.g., *Where are Lin and Yang?* Students write the new words in their notebooks.

Struggling learners: Students write the L1 translation or draw a picture.

Stretch: Students write the L1 translation and the kind of word it is, e.g., *action/verb, name/noun*.

SB Act. 4 p. 31

CRITICAL THINKING

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas. If students have kites, ask them where they fly their kites and who with.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Read each question aloud to the class and elicit ideas by pointing at the kites on the page. When asking about students' kites, ask specific questions, e.g., *Is your kite square? Is it blue?* For the final question, write on the board *I wish for ...* and elicit general ideas of wishes from the class.

Stretch: Encourage students to use full sentences when answering the questions, e.g., *My favorite kite is the blue kite.*

Reading 2

2



Read *The Kite Festival*. Check your answers from Activity 1.



Reading strategy

Use pictures to understand the meaning of words.



30

Lin and Yang are happy – it's the day of the kite festival. Lin and Yang have beautiful kites. "Look at this kite! It's beautiful," says Yang. Yang's kite is a brown bird. Lin's kite is a big pink butterfly.

There are a lot of kites at the festival. Lin and Yang look at the different shapes and colors.

"Look at that orange kite!" says Yang. "It's a star!"

"And look at that purple kite. It's a fish!" says Lin.

Lin and Yang look at their kites up in the sky. Then they let the kites go. Whoosh. The kites fly up, up into the clouds. Lin and Yang make a wish. "I wish for good friends," says Lin. "I wish for new toys," says Yang. Lin and Yang go home and wait for their wishes to come true.

3

Read the story again. Circle.

- 1 Lin and Yang are at school / a kite festival.
- 2 Yang's kite is a bird / fish.
- 3 Lin's kite is brown / pink.
- 4 Lin wishes for good toys / friends.
- 5 Yang wishes for a new kite / new toys.

4

Think about the story. Compare your ideas.

- What's your favorite kite in the story?
- Do you have a kite? What shape and color is it?
- What do you wish for?

31

WB Act. 3 p. 26

CREATIVITY

Draw a new kite.

- Students use colored pencils to draw their kites.

WB Act. 4 p. 26

CRITICAL THINKING

Describe your kite.

- Invite students to read their sentences aloud to the class and show their kites.

WB Act. 5 p. 26

Now make a wish.

- Students can use the story on SB pp. 30 and 31 for ideas.

Extra activity

COLLABORATION

- Students write their wishes on a kite-shaped piece of paper. They stick the wishes around the classroom.
- Students walk around the classroom and read the wishes. Encourage students to say which wishes are good. Ask *Can you guess which wish belongs to which student?*

Value

Have fun together

Ask *Who do you think the people in the picture are? (friends or family).* Ask *What's fun about festivals? (time to spend with family and friends).* Ask what other things students like to do with their friends and family in their free time.

Objective review



Ask students if the pictures helped them understand the story. Ask students what the children in the story are doing. Praise their effort.

OBJECTIVES

- Grammar:** Can use “this” and “that” as determiners relating to people and objects.
- Listening:** Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Speaking:** Can describe objects in a basic way.
- Revised vocabulary:** train
- Expressions:** I don’t know.

MATERIALS

SB pp. 32–33
 WB pp. 27–28
 WB key p. 211
 SB audio track 1-20
 Video 2-4
 Video script p. 248
 Pearson English Platform
 Grammar Book 1, Unit 19
 Speaking and Vocabulary Book 1, Unit 2

Warm-up

Review colors and shapes. Put students into two teams. Choose a word and draw dashes on the board for each letter and a stick figure beside the word. Students guess the letters. For each wrong guess, erase part of the stick figure. The team to guess the word correctly before the figure disappears wins.

Lesson objective

Explain the lesson objective: To use *this* and *that* to describe things.

SB Act. 1 p. 32

Watch Part 3 of the story video. What color is Suzie’s kite?

- Students watch Part 3 of the video and answer the question. (Answer: purple)
- Ask students to look at the video still and read the text in the speech bubbles aloud.

Extra activity

COMMUNICATION

Play the video pausing at each frame. Students listen and repeat the sentences.

SB Act. 2 p. 32

Read *The Kite Festival* again. Circle *this* and *that*.

- Refer students back to the text on SB pp. 30 and 31.
- Note: make sure students only circle *this/that* + noun because there are other uses of the pronouns in the story.

SB Act. 3 p. 32

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Read the sentences aloud and encourage students to repeat after you.

Extra activity

CRITICAL THINKING

- Help students understand the difference between *this* and *that*. Hold up one of your own pens and say *This is a (blue) pen*. Then point at a pen of a student far away from you and say *That’s a (red) pen*. Do the same with other classroom objects.
- Refer students back to the picture in Activity 1 and point at the blue bus closest to you and ask *This or that? (this)*. Then point at the blue bus at the back and ask *This or that? (that)*.

SB Act. 4 p. 32

Look and circle.

- Students look at the pictures and circle the correct words.

WB Act. 1 p. 27

Look, read, and match.

- Focus students’ attention on the grammar box. Then ask them to look at the pictures and match them to the correct sentences.

WB Act. 2 p. 27

Read and circle.

SB Act. 5 p. 33

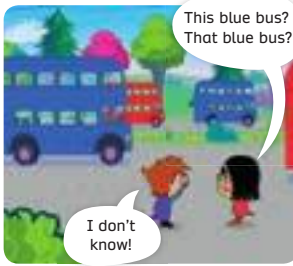
COMMUNICATION

Look and write *This* or *That*. Then say.

- Focus students’ attention on the grammar box.
- Students look at the pictures and write the correct words.
- Students take turns saying the sentences to check their answers.

Grammar 2

1 Watch Part 3 of the story video. What color is Suzie's kite?



2 Read *The Kite Festival* again. Circle *this* and *that*.

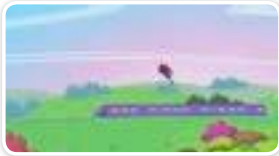
3 Look at the grammar box and read.



4 Look and circle.



1 This / That clock.



3 This / That train.



2 This / That clock.



4 This / That train.

32

5 Look and write *This* or *That*. Then say.



Listening and Speaking

6 Listen. Then talk about the picture with a friend. Use *This* and *That*.

bird boat book butterfly fish kite



This butterfly is purple.

That kite is orange.

33

WB Act. 3 p. 28

Read the poem and write *this* or *that*.

- Focus students' attention on the grammar box. Then ask them to look at the picture and complete the sentences.
- Students take turns reading the poem in pairs.

WB Act. 4 p. 28

Write sentences with *this* and *that* about things in the classroom.

Differentiation

Struggling learners: Elicit and write classroom items on the board first before students write their sentences.

Stretch: Students write sentences that include colors, too, e.g., *This is my red pen.*

Extra activity

COLLABORATION

Students work in pairs. They take turns talking about their own school items and their friend's, e.g., *This is my blue pencil. That's your red eraser.*

For more grammar practice, go to Grammar Book 1, Unit 19.

Listening and Speaking

SB Act. 6 p. 33

COMMUNICATION



Listen. Then talk about the picture with a friend. Use *This* and *That*.

- Play track 1-20 twice, pausing after each sentence for students to repeat.

Differentiation

Struggling learners: Give students more time to listen to the sentences and point at the animals and objects. Check pronunciation and understanding of where the objects are.

Stretch: Students listen to the track once and use the word box to describe the picture in pairs.

Extra activity

CREATIVITY

Students draw their own picture and write sentences about it.

Objective review



Ask students to point at objects in the classroom using *this* and *that*. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 2.

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can talk about common everyday objects using single words, if supported by pictures.
- Writing:** Can write basic sentences referring to everyday items, given prompts or a model.

MATERIALS

SB pp. 34–35
 WB pp. 29–31
 WB key p. 211
 WB audio track 01
 Colored pencils
 Pearson English Platform
 Test Book 1, Unit 2

Warm-up

Review the Unit 1 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of a room, while applying the writing strategy.

SB Act. 1 p. 34

Look at Sam's room and answer.

- Students look at the picture and name the objects. They then answer the questions.

SB Act. 2 p. 34

Read Sam's description and check your answers.

- Students read the description.
- Ask students to share their answers with the class.
(Answers: Sam's window is a square. His desk is blue.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 34

Read the text again. Circle the color and shape words.

- Students read the text again and circle the color words in green and the shape words in red.

SB Act. 4 p. 34

Find or draw a picture of your bedroom. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

Remember!

WB p. 29

Focus students' attention on the Remember! box.

WB Act. 1 p. 29

Read Sam's description of his room. Write *have*, *has*, *is*, or *are*.

WB Act. 2 p. 29

Look at the picture of your bedroom. What can you see?

WB Act. 3 p. 29

Write about your bedroom and your things. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their bedrooms and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Draw different shapes on the board. Ask students to name them and name one object that is this shape, e.g., *Rectangle. A pencil.*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 35

CRITICAL THINKING

Where do we see shapes and colors? Read and think. Answer with your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

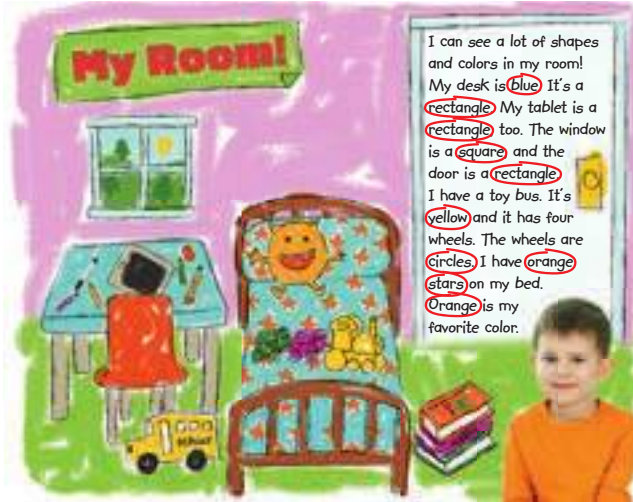
2

Writing

1 Look at Sam's room and answer.

- What shape is Sam's window?
- What color is his desk?

2 Read Sam's description and check your answers.



3 Read the text again. Circle the color and shape words.

4 **WB** Find or draw a picture of your bedroom. Then go to the Workbook to do the writing activity.

Writing strategy

Use color and shape words to describe your surroundings.
My desk is blue. It's a rectangle.

Now I Know

1 **Q** Where do we see shapes and colors? Read and think. Answer with your own ideas.

- What shape is ...
a kite?
the door in your classroom?
your English book?
- What color is ...
a bus in your town?
your favorite bird?
your pencil case?

2 Choose a project.

Present your shape picture.

- 1 Cut out some different shapes from colored paper.
- 2 Stick the shapes together to make a kite, a bus, a train, or a boat.
- 3 Label the shapes on your picture.
- 4 Describe your picture to the class.

Design your own kite.

- 1 Look at the pictures of kites in the story.
- 2 Design your own kite. Think about shape and color.
- 3 Draw and color your kite. Cut it out and attach some string.
- 4 Write a sentence to describe your kite.
- 5 Show your kite to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple questions about things around me.



I can answer simple questions about things around me.



I can understand short, simple texts.



I can write about what I have.

34

35

WB Act. 1 p. 30

Underline the color words in the word snake. Circle the shape words.

WB Act. 2 p. 30

Look and write.

WB Act. 3 p. 30

Read, choose, and write.

WB Act. 4 p. 31

Listen and color.

- This is a Pre-A1 Starters Listening Part 4 task.

Project

SB Act. 2 p. 35

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 31

What shapes and colors can you see in your bedroom? Write four words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 31

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 31

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 35

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 2.

3

What happens during the day?

SKILLS

- Listening:** Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.
- Reading:** Can understand short, simple illustrated narratives about everyday activities.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.
- Writing:** Can write a single basic sentence about daily routines and activities.

GRAMMAR

- Grammar 1:** Can make statements about routines and habits using the Present Simple and simple time expressions.
Can use "Yes, I do. / No, I don't." to answer questions beginning with "Do you ... ?"
- Grammar 2:** Can ask questions with "When" and the Present Simple.

VOCABULARY

- Key vocabulary 1:** sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon
- Key vocabulary 2:** play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school

Video vocabulary:

morning, breakfast, hungry, play, sun, wake up, dinner, read

Reading 1 vocabulary:

desert, early, active, jackrabbit, grass, bobcat, lizard, run fast, sleep, rattlesnake, day, hot, legs, owl

Reading 2 vocabulary:

perfect, o'clock, go to the park, watch TV, family, wake up, dream

Passive vocabulary:

look out for, come out, eat, favourite (BrE)/favorite (AmE)

Revised vocabulary:

hunt

PROJECTS

- Do a class survey
- Make a schedule of a day

VIDEOS

- Big World Kids: Time (3-1)
- Tommy Zoom: The Fun Day Parts 1-3 (3-2, 3-3, 3-4)

VALUE

- Listen in class

Unit opener

OBJECTIVES

- Listening:** Can identify the day and date in short, simple dialogs, if spoken slowly and clearly and supported by pictures or gestures.
- Speaking:** Can answer simple questions about their daily activities or routines, given a model.
- Vocabulary:** Video vocabulary

MATERIALS

- SB pp. 36-37
- WB p. 32
- WB key p. 212
- Video 3-1
- Video script p. 248
- Pearson English Platform

Big Question

- Ask students what they do in the day and at night to check what daily activity words they already know.
- Read the Big Question *What happens during the day?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about day time and night time activities.

SB Act. 1 p. 37

Check (✓) what you do before school.

- Students look at the pictures and check the things they do in the morning.
- Ask students to share their ideas.

3

What happens during the day?

Listening

- I can understand what people do every day.

Reading

- I can understand short, simple texts.

Speaking

- I can say what I do every day.

Writing

- I can write about what I do every day.



36

1 Check (✓) what you do before school.



2 Look at the picture and discuss.

- Is this the morning or the afternoon?
- Look at the girl. Do you do this before school?

3 Watch the video and circle. Which one activity does Bob do in the morning, in the afternoon, in the evening, and at night?

play **read** sing write



37

Differentiation

Struggling learners: Elicit the three activities. Students listen and repeat (*have breakfast, brush your teeth, take a shower*).

Stretch: Ask students to add more daily activities.

SB Act. 2 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 32

What do you know?

- Ask students to think of the Big Question and write in the box the words for daily activities they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 32

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37



Watch the video and circle. Which one activity does Bob do in the morning, in the afternoon, in the evening, and at night?

- Ask students to look at the video still and guess what the video is about (*daily activities*).
- Ask students to predict the activities they'll see. Allow use of L1.
- Play the video. Students check if they were correct and circle the correct activity.

WB Act. 2 p. 32



Watch the video and match.

WB Act. 3 p. 32



Watch the video again. Read, choose, and write.

Objective review



Ask students to name the activities they do during the day and at night. Praise their effort.

OBJECTIVES

- Listening:** Can recognize basic time words in simple phrases or sentences.
- Speaking:** Can answer simple questions about where people or things are, using basic phrases.
- SB vocabulary:** sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon
- WB vocabulary:** early, late

MATERIALS

- SB pp. 38–39
WB pp. 33–34
WB key p. 212
SB audio tracks 1-21, 1-22, 1-23, and 1-24
Picture cards 33–40
Pearson English Platform

Warm-up

Play a mime game. Mime one of the activities from the previous lesson. Students call out what you're doing. Students can take turns miming while the class guesses, or they can do this activity in pairs. Suggested activities: *have breakfast, brush your teeth, take a shower, go to bed, wake up.*

Lesson objective

Explain the lesson objective: To identify and name times of the day.

SB Act. 1 p. 38

Listen and repeat.

- Ask students what they see in the pictures and if they know any of the words.
- Play track 1-21 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 38

Listen and number.

- Play track 1-22 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 38

Listen and say.

- Play track 1-23, pausing after each sentence. Students listen and say the words, pointing at the correct pictures. (**Answers: 1 It's afternoon., 2 It's noon., 3 It's dinnertime., 4 It's sunrise., 5 It's night., 6 It's lunchtime., 7 It's evening., 8 It's sunset.**)

Differentiation

Struggling learners: Use picture cards to drill and check pronunciation of the words.

Stretch: Stick the picture cards on the board and give each one a number. Say a word. Students call out the correct number (and vice versa). Ask students to underline the stressed syllable.

Picture card activity

- Put all the picture cards on the board, ask students to turn around, shuffle the picture cards, and remove one.
- Students guess the missing word.

WB Act. 1 p. 33

Put the words in order.

WB Act. 2 p. 33

Complete the crossword.

SB Act. 4 p. 38

Listen again. Look and sort.

- Students listen to track 1-24. They write the words in the correct column.

Differentiation

Struggling learners: Pause the audio, giving students plenty of time to write their answers. Write the answers on the board as you go along.

Stretch: Students work in pairs. They try to remember which words go with each preposition and write them. Then they listen and check their answers.

SB Act. 5 p. 39

COMMUNICATION

Look and check (✓). Where are you? Ask and answer with a friend.

- Students check the boxes.
- Read the example speech bubbles aloud to the class.
- In pairs, students take turns asking and answering the questions.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Ask students to write *at* or *in* above the words in the top row. Refer them back to Activity 4. It will help them form correct questions.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Listen again. Look and sort.

At ...	In the ...
noon/dinnertime/ sunrise/night/ lunchtime/sunset	afternoon/evening

38

5 Look and check (✓). Where are you? Ask and answer with a friend.

	sunrise	noon	lunchtime	afternoon	evening	sunset	night
At home							
At school							

Where are you at noon?

At school.

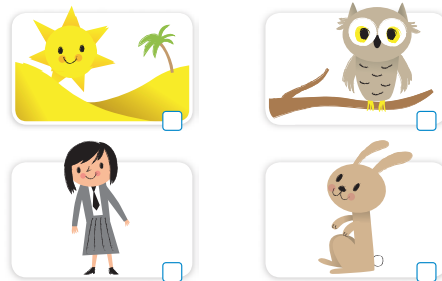
Pre-reading 1

1 Look at the title. What do you think is in the reading? Check (✓) the pictures.

Reading strategy

Make predictions about a text from the title.

A Day in the Desert



39

WB Act. 3 p. 34

Circle for you.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 34

Change the *No* sentences. Make them true for you.

Vocabulary challenge: early morning, late morning

WB Act. 5 p. 34

Read and circle.

- Use the timeline to introduce *early* and *late*.
- Students read the sentences and circle the correct phrase.

Objective review

Ask students to say the times of the day in order. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Make predictions about a text from the title.

SB Act. 1 p. 39

CRITICAL THINKING

Look at the title. What do you think is in the reading? Check (✓) the pictures.

- Read the title *A Day in the Desert* aloud to the class.
- Ask students what you usually see in a desert.
- Ask students to apply the reading strategy. They look at the pictures and check the boxes.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Explain the meaning of *desert*.

3 Reading 1

OBJECTIVES

Reading: Can understand basic phrases in short, simple texts.

Speaking: Can answer simple questions about their daily activities or routines, given a model.

Vocabulary: desert, early, active, jackrabbit, grass, bobcat, lizard, run fast, sleep, rattlesnake, day, hot, legs, owl

Passive vocabulary: look out for, come out, eat

Revised vocabulary: hunt

MATERIALS

SB pp. 40–41

WB p. 35

WB key p. 212

SB audio track 1-25

Picture cards 33–35

Pearson English Platform

Warm-up

Ask students to look at their predictions about the reading text from the previous lesson. Discuss their predictions as a class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a text from the title.

SB Act. 2 p. 40

Read *A Day in the Desert*. Check your answers from Activity 1.

- Students read and listen to the text. Ask them to try to apply the reading strategy.
- Ask if they found answers to the question from Activity 1. Check if their predictions were correct.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Before playing the audio/reading the text, ask students what they can see in the pictures, and review animal and color words.

Stretch: Ask students to match the animal pictures to the words in the text.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *sunrise, active, early, grass, rabbit, hot, lizard, runs fast, rattlesnake, owl, and hunts*.
- Check understanding by asking checking questions. For weaker classes, this could be done through mime, e.g., fanning yourself to show *hot*.

Extra activity

Vocabulary work 2

- Focus on times of the day and activities that happen at these times. Stick the picture cards for *sunrise, afternoon, and evening* on the board.
- Read through the text again and tell students to stop you when they hear/see a word that matches one of these times, e.g., sunrise: (*early*) *in the morning, breakfast*; afternoon: *sleep*; evening: *sunset, at night, dinner, hunt*. Write the words under the picture cards. Check the meaning of the words as you go along.

SB Act. 3 p. 40

What do the animals eat? Read and match.

- Students read the text again and match.

Extra activity

CREATIVITY

- Focus on food chains using the text. Draw three circles on the board with an arrow linking each circle. Elicit ideas for pictures and words you can write/draw in the circles, e.g., draw some grass in one circle, a rabbit in the next, and a bobcat in the third circle.
- Students draw their own food chain picture for other animals in the text.

Extra activity

CRITICAL THINKING

Ask students if they can tell you the name of other deserts that they know the names of, e.g., Atacama, Sahara, Gobi, or Mojave.

WB Act. 1 p. 35

Read *A Day in the Desert*. Circle **T** (true) or **F** (false).

- Refer students back to the text on SB pp. 40 and 41.

3

Reading 1

2  Read *A Day in the Desert*. Check your answers from Activity 1.

Reading strategy

Make predictions about a text from the title.

3 What do the animals eat? Read and match.



jackrabbit bobcat owl



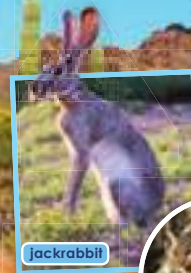
4  Talk with a friend. Why are some of the animals active at night? When are you active?



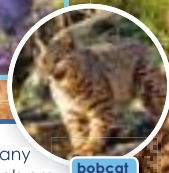
40

A Day in the Desert

This is the Sonoran Desert in North America. It is **sunrise**. It is very early in the morning.



jackrabbit



bobcat

Many animals are active early in the day. This is a jackrabbit. What does the jackrabbit eat for breakfast? It eats grass for breakfast. Look out for the bobcat! It eats rabbits for breakfast!

It's **evening** in the desert. This is a rattlesnake. When does the rattlesnake come out? It comes out at **sunset** because it isn't very hot.



rattlesnake

Many animals come out at **night** in the desert. What do owls do at night? This owl hunts at night. It eats rabbits, snakes, and lizards for dinner.



owl

41

WB Act. 2 p. 35

Read *A Day in the Desert* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

Differentiation

Struggling learners: Read the definitions with the class and be ready to give further clues and prompts to help students find the answers.

Stretch: Students work individually to find the answers and then check in pairs.

WB Act. 3 p. 35

Look and match.

SB Act. 4 p. 40

COMMUNICATION  

Talk with a friend. Why are some of the animals active at night? When are you active?

- Share ideas as a class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 35

CRITICAL THINKING

Think and write sentences.

- Ask students to share their ideas for item 4 with the class.

Objective review



Ask students if they guessed what the text was about using the title. Ask *What new things did you learn about animals in the desert?* Praise their effort.

OBJECTIVES

Grammar: Can make statements about routines and habits using the Present Simple and simple time expressions.

Can use “Yes, I do. / No, I don’t.” to answer questions beginning with “Do you ... ?”

Listening: Can understand the main information in short, simple dialogs about someone’s daily routines, if spoken slowly and clearly and supported by pictures.

Speaking: Can describe their daily routines in a simple way.

MATERIALS

SB pp. 42–43

WB pp. 36–37

WB key p. 212

SB audio tracks 1-26 and 1-27

Videos 3-2 and 3-3

Video script p. 248

Pearson English Platform

Grammar Book 1, Unit 14

Speaking and Vocabulary Book 1, Unit 3

Warm-up

Write *At ...* on the left of the board and *In the ...* on the right. Tell students to stand. When you say a word that goes with *At ...* (*sunrise, sunset, night, lunchtime, dinnertime, noon*), students jump to the left. When you say a word that goes with *In the ...* (*morning, afternoon, evening*), students jump to the right.

Lesson objective

Explain the lesson objective: To ask and answer about daily routines.

SB Act. 1 p. 42

Watch Part 1 of the story video. When does Tommy do his homework? Circle.

- Students watch Part 1 of the video and answer the question.
- Focus students’ attention on the example text next to the video still. Ask a student to read the sentence aloud.

SB Act. 2 p. 42

Watch Part 2 of the story video. When does Suzie do her homework?

- Students watch Part 2 of the video and answer the question. (**Answer: In the evening.**)

SB Act. 3 p. 42

Read the grammar box and circle for you. Then say.

- Focus students’ attention on the grammar box. Read the sentences and question aloud.
- Ask students to circle *Yes, I do.* or *No, I don’t.* and then say their answer.

SB Act. 4 p. 42

Read *A Day in the Desert* again. Circle the action words in the questions and answers.

- Refer students back to the text on SB pp. 40 and 41.

SB Act. 5 p. 42

Read Suzie’s routine and write.

- Students complete the sentences with the verbs from the box.

Differentiation

Struggling learners: Play Part 2 of the story video again, pausing after each sentence to give students time to write their answers.

Extra activity

CRITICAL THINKING

Struggling learners: Students work in pairs. One is Tommy and the other is Suzie. They ask and answer questions about their day, e.g., Suzie: *Do you sleep in the afternoon?* Tommy: *Yes, I do.* Play the video and pause after each frame to give students ideas for the questions.

Stretch: Ask students questions about Tommy and Suzie’s day. Elicit ideas from the students about how to feel good during the day. Allow use of L1.

WB Act. 1 p. 36

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.

WB Act. 2 p. 36

Look, choose, and write.

Grammar 1

- 1 Watch Part 1 of the story video.
When does Tommy do his homework? Circle.

in the morning in the afternoon at night



I watch TV in the morning.

- 2 Watch Part 2 of the story video.
When does Suzie do her homework?

- 3 Read the grammar box and circle for you. Then say.

Grammar

I eat breakfast in the morning. I don't eat breakfast in the morning.
We go to school in the evening. We don't go to school in the evening.

Do you eat dinner in the afternoon? Yes, I do. / No, I don't.

- 4 Read *A Day in the Desert* again. Circle the action words in the questions and answers.

- 5 Read Suzie's routine and write.

run don't do don't eat fly jump wake

- 1 I wake up.
2 I jump, run, and fly.
3 I don't eat breakfast in the evening.
4 I don't do my homework in the morning.

42

- 6 What do you and your friend do? Write.

- 1 We _____ in the morning.
2 We _____ in the afternoon.
3 We _____ at night.

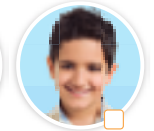
- 7 Ask and answer in groups.

- 1 Do you eat breakfast in the morning?
2 Do you do your homework in the afternoon?

Listening

- 8 Who's asking the questions? Listen and check (✓).

- 9 Listen again. Check (✓) the things he or she does.



43

SB Act. 6 p. 43



What do you and your friend do? Write.

- Students write daily activities that are true for them.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 7 p. 43

COMMUNICATION



Ask and answer in groups.

- In small groups, students take turns asking and answering the questions.

WB Act. 3 p. 37

Write the words in order.

WB Act. 4 p. 37

Look at Activity 3. Write answers for you.

WB Act. 5 p. 37

Write more questions and your answers.

For more grammar practice, go to Grammar Book 1, Unit 14.

Listening

SB Act. 8 p. 43



Who's asking the questions? Listen and check (✓).

- Tell students that the girl is called Sarah and the boy is called Ali.
- Play track 1-26. Students listen and check the correct box.

SB Act. 9 p. 43



Listen again. Check (✓) the things he or she does.

- Ask students to say what the pictures show (*breakfast, lunch, dinner, go running*).
- Play track 1-27. Students listen and check the correct pictures.

Extra activity

COMMUNICATION

Students work in pairs. They ask and answer the questions from Activities 3 and 5 from the WB.

Objective review



Ask students if they can ask and answer about their daily routine. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 3.

OBJECTIVES

- Listening:** Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.
- Vocabulary:** play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school

MATERIALS

SB pp. 44–45
 WB pp. 38–39
 WB key p. 212
 SB audio tracks 1-28, 1-29, and 1-30
 Picture cards 41, 48, 33–35, 38
 Pearson English Platform

Warm-up

Review daily routine words and phrases. Stick the picture cards for *sunrise*, *afternoon*, *lunchtime*, and *evening* on the board. Write the following words and phrases on separate pieces of paper: *eat breakfast*, *eat dinner*, *wake up*, *do homework*, *sleep*, *run and jump*, *wash*, *play sports*, and *read*. Ask for a volunteer to stick the words under the correct picture cards. Students work together as a class telling the student where to put the words. Once they've completed it, check the meaning of the words and that they're in the correct place.

Lesson objective

Explain the lesson objective: To talk about daily activities.

SB Act. 1 p. 44

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-28 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 44

Listen and number.

- Play track 1-29 twice, pausing after each sentence. Students number the pictures.

Differentiation

Struggling learners: Check students remember the English words for numbers 1–8 before they start.

Stretch: Students do the activity as a memory quiz. One student closes their book and tries to remember what each number is.

SB Act. 3 p. 44

Listen and say.

- Play track 1-30. Students listen to the sounds and say the words, pointing at the correct pictures. (**Answers:** 1 get up, 2 play sports, 3 do homework, 4 brush my teeth, 5 go to bed, 6 go to school, 7 play video games, 8 take a shower)

WB Act. 1 p. 38

Look, read, and match.

WB Act. 2 p. 38

Read and circle.

SB Act. 4 p. 44

What do you do on a Tuesday? Write the activities in order.

- Students write the activities in the order that they usually do them.

WB Act. 3 p. 38

Write the sentences.

SB Act. 5 p. 45

At home or at school? Read and match.

- Students write the words in the correct place in the diagram.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

As an alternative to oral class feedback, write the main headings (*Home*, *Both*, *School*) on the board in the circles. Invite one student to be the "teacher." The class tells the "teacher" what to write and where. Once the class has completed the diagram, they can use it to check their answers.

Vocabulary 2

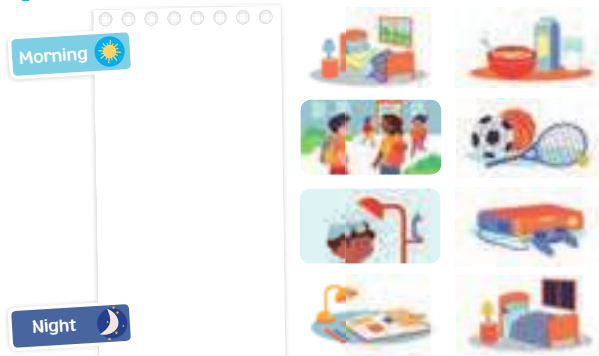
1 Listen and repeat.



2 Listen and number.

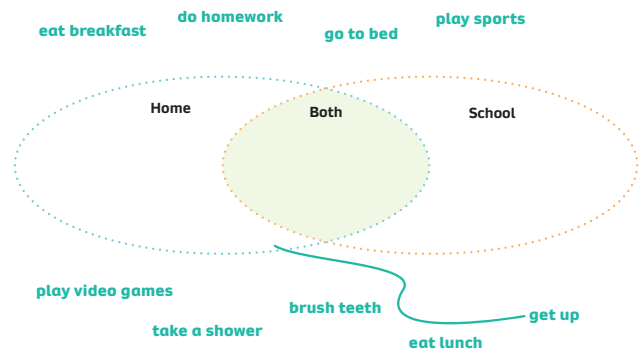
3 Listen and say.

4 What do you do on a Tuesday? Write the activities in order.



44

5 At home or at school? Read and match.



Pre-reading 2

1 Look at the title. Which activities do you think are in the story? Circle.

Reading strategy

Make predictions about a story from the title.



do homework play sports go to school play video games

45

WB Act. 4 p. 39

Read, choose, and write. There's one example.

- This is a Pre-A1 Starters Reading & Writing Part 4 task.

WB Act. 5 p. 39

What do you do in the morning, afternoon, evening, and at night? Write.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Word study: do, go, and play

WB Act. 6 p. 39

Write do, go, or play.

WB Act. 7 p. 39

Read and write.

Objective review

Ask students to describe their daily routine. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Make predictions about a story from the title.

SB Act. 1 p. 45

CRITICAL THINKING

Look at the title. Which activities do you think are in the story? Circle.

- Read the title *My Perfect Day* and check the meaning of *perfect*. Ask *Is it a very good day or a very bad day?*
- Ask students to apply the reading strategy and make predictions about the story.
- Students circle the phrases.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Ask students to say what they like to do on their perfect day.

3 Reading 2

OBJECTIVES

- Reading:** Can understand short, simple illustrated narratives about everyday activities.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.
- Vocabulary:** perfect, o'clock, go to the park, watch TV, family, wake up, dream
- Passive vocabulary:** favourite (BrE)

MATERIALS

SB pp. 46–47
WB p. 40
WB key p. 212
SB audio track 1-31
Colored pencils (blue)
Pearson English Platform

Warm-up

Students remember what they said the text was about.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a story from the title.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *favourite/favorite*.

SB Act. 2 p. 46

Read *My Perfect Day*. Check your answers from Activity 1.

- Students read and listen to the story. Ask them to try to apply the reading strategy.
- Ask if they found answers to the question from Activity 1. Check if their predictions were correct.
- Ask students to find some of the phrases from Activity 1 in the story and point at them: (*don't*) *go to school, play video games, (don't) do homework*.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students listen and read continuously without pausing.

SB Act. 3 p. 47

Read the story again. Write for Abi.

- Students complete the answers and check in pairs.

Extra activity

Vocabulary work 1

- Ask students to say and point at the daily routine phrases they know.
- Ask students to look at the pictures and find other words to describe daily activities. Students work in pairs and underline the expressions in blue: *go to the park, watch TV*.
- Ask checking questions to check understanding, e.g., *Which picture is the park?*

Vocabulary work 2

Draw a clock on the board. Ask students *When does Abi get up?* Show 10 o'clock on the clock on the board. Draw three more clocks on the board with the times: 7 o'clock, 8 o'clock, and 9 o'clock. Check and say the time. Students repeat.

Extra activity

CRITICAL THINKING

Ask further questions to check understanding of the text and other new vocabulary (*dream, family*), e.g., *Does Abi eat breakfast?* (yes) *What does she do in the morning?* (play video games) *What does she do in the evening?* (watch TV). Allow students to answer with single words using the language they know. Don't expect answers using the third person.

WB Act. 1 p. 40

Read *My Perfect Day*. Put the sentences in order.

- Refer students back to the text on SB pp. 46 and 47.

WB Act. 2 p. 40

What does Abi say? Circle.

SB Act. 4 p. 47

CRITICAL THINKING

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Reading 2

2 Read *My Perfect Day*. Check your answers from Activity 1.

Reading strategy

Make predictions about a story from the title.



46

3



3 Read the story again. Write for Abi.

1 What do you do with your friends on your perfect day?

2 Do you go to school?

No, *I don't*.

I *go to the park* with my friends.

3 Do you read?

Yes, I do.

4 Think about the story. Compare your ideas.

- Do you like the same things as Abi?
- What do you do on your perfect day?

47

Extra activity

COMMUNICATION

- Write on the board *I get up at 10 o'clock*. Elicit the question *Do you get up at ... ?* Elicit two other questions, e.g., *Do you go to school?* *Do you play video games in the afternoon?* For weaker classes, elicit all of the questions they need.
- Students work in pairs. One student is Abi. They ask and answer giving answers for Abi. Students swap.

WB Act. 3 p. 40

CRITICAL THINKING

Write about your perfect day.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Elicit ideas for each blank and write them on the board.

Stretch: After completing the WB activity, students write it in their notebooks and add extra information.

Value

Listen in class

Ask students what Abi does in class (*she daydreams*). Ask them if this is a good idea (*no*) and why not (*because she doesn't listen and doesn't do her class work*). Ask students why Abi should listen in class. Encourage different ideas.

Objective review

Ask students if the title helped them understand the story. Ask them what make Abi's day perfect. Praise their effort.

OBJECTIVES

- Grammar:** Can ask questions with “When” and the Present Simple.
- Listening:** Can understand the main information in short, simple dialogs about someone’s daily routines, if spoken slowly and clearly and supported by pictures.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.

MATERIALS

SB pp. 48–49
 WB pp. 41–42
 WB key p. 212
 Videos 3-3 and 3-4
 Video script p. 248
 Picture cards 41–48
 Pearson English Platform
 Grammar Book 1, Unit 14
 Speaking and Vocabulary Book 1, Unit 3

Warm-up

Stick the word *yes* on one side of the classroom and *no* on the other side. Ask questions, e.g., *Do you eat dinner in the morning? Do you brush your teeth at 6 o'clock?* Students respond saying *Yes, I do.* or *No, I don't.* and at the same time they move to the *yes* or the *no*. Check the meaning of words where necessary.

Lesson objective

Explain the lesson objective: To ask and answer questions using the Present Simple.

SB Act. 1 p. 48

Watch Part 2 of the story video. What does Suzie do in the morning?

- Students watch Part 2 of the video and answer the question. (**Answer:** She wakes up, jumps, runs, and flies.)
- Ask students to look at the video still and read the example text aloud.

Extra activity

COMMUNICATION

Play the video, pausing at each frame. Students listen and repeat the sentences.

SB Act. 2 p. 48

Read the grammar box and circle for you.

- Focus students’ attention on the grammar box. Read the question and answers aloud for students to repeat after you.
- Ask students to circle the correct answer for them.

SB Act. 3 p. 48

Read *My Perfect Day* again. What does Abi do? Circle all the activities.

- Refer students back to the text on SB pp. 46 and 47.

Stretch activity

CRITICAL THINKING

Help students understand how to make a negative sentence. Say positive sentences and encourage students to say the negative form, e.g., You: *I eat breakfast.* Class: *I don't eat breakfast.*

SB Act. 4 p. 48

COMMUNICATION

What do you do? Ask and answer with a friend.

- Ask a pair of students to read the question and answers in the speech bubbles aloud.
- In pairs, students ask and answer about their daily activities.

Differentiation

Struggling learners: Stick the picture cards on the board to help students with ideas.

WB Act. 1 p. 41

Write the words in order.

- Focus students’ attention on the grammar box. Then ask them to put the words in order.

WB Act. 2 p. 41

Look at the questions in Activity 1. Write *Yes, I do* or *No, I don't* for you.

SB Act. 5 p. 49

Read and match for you.

- Focus students’ attention on the grammar box. Read the question and answer aloud for students to repeat after you.
- Students match the questions and answers.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 42

Write the questions. Then answer for you.

- Focus students’ attention on the grammar box. Students write questions based on the pictures and then answer.

Grammar 2

- 1  Watch Part 2 of the story video.
What does Suzie do in the morning?

What do you do
in the evening?
I eat dinner.



- 2 Read the grammar box and circle for you.

Grammar

Do you take a shower in the morning?
Yes, I **do**. / No, I **don't**.

- 3 Read *My Perfect Day* again. What does Abi do?
Circle all the activities.

- 4  What do you do? Ask and answer with a friend.

Do you eat breakfast
in the morning?

Yes, I do.

No, I
don't.

48

When do you get up? **In the morning.**

- 5 Read and match for you.

- | | |
|---------------------------------|---------------------|
| 1 When do you play video games? | a At night. |
| 2 When do you eat dinner? | b In the morning. |
| 3 When do you take a shower? | c In the evening. |
| 4 When do you go to school? | d In the afternoon. |

Speaking

- 6  When do you ... ?
Ask and answer with a friend.

When do you play
video games?

In the
afternoon.



- 7  Watch Part 3 of the story
video. Who falls asleep?

49

WB Act. 4 p. 42

Write your questions.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For more grammar practice, go to Grammar Book 1, Unit 14.

Speaking

Speaking strategy

Explain the speaking strategy: Use expression to ask questions. Ask students to pay attention to how their intonation changes when they are asking and answering questions.

SB Act. 6 p. 49

COMMUNICATION

When do you ... ? Ask and answer with a friend.

- Ask a pair of students to read the sample dialog aloud.
- In pairs, students ask and answer about their daily routine.

Differentiation

Struggling learners: Allow students to read their questions and answers from Activity 3 in the WB.

Stretch: Students close their books and ask and answer the questions.

Extra activity

COMMUNICATION

Students do a class mingle asking and answering questions with a variety of students.

SB Act. 7 p. 49



Watch Part 3 of the story video. Who falls asleep?

- Students watch Part 3 of the video and answer the question. (**Answer: Suzie**)

Objective review

Ask students if they can ask and answer questions about their daily routine. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 3.

3 Writing • Now I Know

OBJECTIVES

- Reading:** Can understand a few simple phrases related to familiar everyday activities.
- Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions.
- Writing:** Can signal the end of a sentence using a period.
- Passive vocabulary:** favorite

MATERIALS

SB p. 50–51
WB pp. 43–45
WB key p. 212
Picture cards 33–48
Pearson English Platform
Test Book 1, Unit 3

Warm-up

Review the Unit 2 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about their favorite day, while applying the writing strategy.

SB Act. 1 p. 50

Look at the timeline of Salvador's day and answer.

- Students look at the timeline to find the answers.

SB Act. 2 p. 50

Read Salvador's description and check your answers.

- Ask students to share their answers with the class.
(Answers: He gets up at 9 o'clock. He plays sports/basketball.)

Differentiation

Struggling learners: Use the picture to check that students understand *basketball team* and *sister*.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the text again. Circle the periods.

- Students read the description and circle the periods.
- Ask *What do we need to use after a period? (a capital letter).*

SB Act. 4 p. 50

Find or draw a picture of your perfect day. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 2.

Remember!

WB p. 43

Focus students' attention on the Remember! box.

WB Act. 1 p. 43

Read and write the periods.

WB Act. 2 p. 43

CREATIVITY

What do you do on your perfect day? Draw pictures.

WB Act. 3 p. 43

Write about your perfect day.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their perfect day and read their texts aloud to the class. Praise their effort.

Now I Know

Warm-up

Show students a picture card with time expressions and one with daily activities. Ask them to make simple expressions, e.g., *get up in the morning*.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

What happens during the day? Read and think. Circle and add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the timeline of Salvador's day and answer.

- What time does Salvador get up on Saturday?
- What does he do in the morning?

2 Read Salvador's description and check your answers.

My Favorite Day

My favorite day is Saturday.

I love Saturday.

I don't go to school on Saturday so I get up at 9 o'clock.

I play sports in the morning, I'm on a basketball team.

I eat a big lunch with my family in the afternoon.

I play video games with my sister in the evening.

3 Read the text again. Circle the periods.

4 Find or draw a picture of your perfect day. Then go to the Workbook to do the writing activity.

50



Writing strategy

Use a period at the end of sentences.
My favorite day is Saturday.

Now I Know

1 What happens during the day? Read and think. Circle and add your own ideas.

- What do you do during the day?
do homework play sports eat fly play sleep

- Which animals are awake at night?
hamsters lizards owls

2 Choose a project.

Do a class survey.

- 1 Choose two or three typical daytime activities.
- 2 Ask your friends when they do each activity.
- 3 Put the results in a bar chart.
- 4 Present your bar chart to the class.

or

Make a schedule of a day.

- 1 Choose a day of the week. Divide it into sections.
- 2 Draw pictures of what you do in each section.
- 3 Write sentences about what you do in each section.
- 4 Show your schedule to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people do every day.



I can say what I do every day.



I can understand short, simple texts.



I can write about what I do every day.

51

WB Act. 1 p. 44

Circle the odd one out.

WB Act. 2 p. 44

Find six words. Then write.

WB Act. 3 p. 44

Read, choose, and write. Then match the questions to the answers.

WB Act. 4 p. 45

Look and answer the questions.

COMMUNICATION

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 45

Write five different times of the day.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 45

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 51

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 3.



Why do we have animals?

SKILLS

- Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures.
- Reading:** Can understand basic sentences describing familiar everyday items, if supported by pictures.
- Speaking:** Can name everyday objects, animals, or people around them or in pictures using single words.
- Writing:** Can find proper names in short, simple texts by looking for capital letters.

GRAMMAR

- Grammar 1:** Can use “these” and “those” as determiners relating to people or objects.
- Grammar 2:** Can use “There are ...” with numbers or “some” referring to what’s in a picture or a room.

VOCABULARY

- Key vocabulary 1:** goat, sheep, bee, goose, egg, honey, milk, meat
- Key vocabulary 2:** kitten, puppy, calf, lamb, kid, duckling, barn, nest
- Video vocabulary:** milk, honey, swarm

Reading 1 vocabulary: come from, liters, happy, (long) hair, wool, year, flower, nectar

Reading 2 vocabulary: surprise, farmhouse, sad, catch, mice (mouse), pet, sit, stroke, rabbit, lost, pawprints

Passive vocabulary: lay (eggs), fly, visit, purr, look for

Revised vocabulary: cow, horse, chicken, cat, dog, duck, big, small, farm, baby

Expressions: Can you help? Come on!

PROJECTS

- Make a poster about baby animals
- Make a presentation about farm animals

VIDEOS

- Big World Kids: Farm Animals (4-1)
- Tommy Zoom: The Farm Animals Parts 1–3 (4-2, 4-3, 4-4)

VALUE

- Take care of your pets

Unit opener

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can name everyday objects, animals or people around them or in pictures using single words.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 52–53
- WB p. 46
- WB key pp. 212–213
- Video 4-1
- Video script p. 249
- Pearson English Platform

Big Question

- Ask students what their favorite animals are to check what animal words they already know.
- Read the Big Question *Why do we have animals?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you’ll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about animals.

SB Act. 1 p. 53

How many animals can you name in English? Look and match.

- Ask students to draw lines to match.
- Students share their answers with the class.

4

Why do we have animals?

Listening

- I can understand questions about things around me.

Reading

- I can understand short, simple texts.

Speaking

- I can talk about where things are.

Writing

- I can write about animals I know.

52



1 How many animals can you name in English? Look and match.



2 Look at the picture and discuss.

- Can you see any of the animals from Activity 1?
- Where are the animals?

3 Watch the video and check (✓). What animals do you see or hear?



- bird ☐ cat ☐ chicken ☒ cow ☒
dog ☒ duck ☒ fish ☒ horse ☐

53

SB Act. 2 p. 53

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 46

What do you know?

- Ask students to think of the Big Question and write in the box the words for animals they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 46

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 53

Watch the video and check (✓). What animals do you see or hear?

- Ask students to look at the video still and guess what the video is about (*animals*).
- Ask students to predict the animals they'll see. Allow use of L1.
- Play the video. Ask students if they were correct and to check the animals.

WB Act. 2 p. 46

Watch the video. Number the sentences in the order you hear them.

WB Act. 3 p. 46

Watch the video and match.

Objective review

Ask students to name the animals they can see in the pictures. Praise their effort.

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can say individual words related to familiar topics, if supported by pictures or gestures.
- SB vocabulary:** goat, sheep, bee, goose, egg, honey, milk, meat
- WB vocabulary:** pawprints, cute, fly, purr
- Revised vocabulary:** big, small

MATERIALS

- SB pp. 54–55
WB pp. 47–48
WB key p. 213
SB audio tracks 1-32, 1-33, and 1-34
Video 4-1
Video script p. 249
Picture cards 49–56
Pearson English Platform

Warm-up

Play *Bingo* with animal words. Students draw a 2x3 grid in their notebooks. Students write words in each space (struggling students can draw pictures). Call out the words for animals, writing each word on the board. Students cross out the words they hear. The first student to cross out all six words shouts *Bingo!*

Lesson objective

Explain the lesson objective: To identify animals and what they produce.

SB Act. 1 p. 54

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-32 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 54

Listen and number.

- Play track 1-33 twice, pausing after each item. Students number the pictures.

SB Act. 3 p. 54

Listen and say.

- Play track 1-34, pausing after each item. Students listen to the sentences and say the words, pointing at the correct pictures. (**Answers: 1 It's an egg., 2 It's honey., 3 It's milk., 4 It's a bee., 5 It's a sheep., 6 It's a goose., 7 It's meat., 8 It's a goat.**)

Differentiation

Stretch: Write the answers on the board. Then students work in pairs and try to remember the descriptions.

Picture card activity 1

Hold up the picture cards, one by one, and say either the correct or an incorrect word. Students say *Yes, it's a goat.* or *No, it's an egg.*

Picture card activity 2

- Put all the picture cards on the board. Focus on pronunciation, saying each word for students to repeat.
- Ask students if they can find the word with a short *e* sound (*egg*) and a long *ee* sound (*sheep, bee, meat*). Focus students' attention on the different spellings of the *ee* sound.

WB Act. 1 p. 47

Circle eight animal words in the word snake.

WB Act. 2 p. 47

Look and write the letters in order.

SB Act. 4 p. 54

Look. Write the words in order.

- Check *big* and *small*. Students write the words in the correct order of size.

Extra activity

COMMUNICATION

Students work in pairs to ask and answer about the animals in the pictures and colors, e.g., *What's this? Is this a ... ? It's a What color is it? Is it big/small? It's (big).*

SB Act. 5 p. 55

Where do the things come from? Look and sort.

- Students write the words in the correct column.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Look. Write the words in order.

bee chicken cow goat
goose ~~horse~~

Big

- 1 horse
- 2 cow
- 3 goat
- 4 goose
- 5 chicken
- 6 bee

Small

54

5 Where do the things come from? Look and sort.

bees chickens cows ducks goats sheep



6 Watch the video again and check your answers from Activity 5.

Pre-reading 1

1 Look at the titles. Match them with the pictures.

Reading strategy

Make predictions about a text from the titles.



55

SB Act. 6 p. 55

Watch the video again and check your answers from Activity 5.

- Play the video. Students check their answers.

Differentiation

Struggling learners: Pause the video at the appropriate places to give students time to write the words.

WB Act. 3 p. 47

Read and write the words from Activity 1.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary challenge: animal words

WB Act. 4 p. 48

Look, read, and match.

Differentiation

Struggling learners: Pre-teach *pawprint*, *cute*, *purr* and check students remember what *fly* means.

Stretch: Students work in pairs and decide on two or three animals that are cute.

WB Act. 5 p. 48

CRITICAL THINKING

Write your answers.

Objective review

Ask students to describe the animals using *big* and *small*. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Make predictions about a text from the titles.

SB Act. 1 p. 55

CRITICAL THINKING

Look at the titles. Match them with the pictures.

- Ask students to apply the reading strategy. They read the titles and do the matching.
- Ask students to share their answers with the class.

OBJECTIVES

- Reading:** Can understand basic sentences describing familiar everyday items, if supported by pictures.
- Speaking:** Can talk about everyday activities using simple language.
- Vocabulary:** come from, liters, happy, (long) hair, wool, year, flower, nectar
- Passive vocabulary:** lay (eggs), fly

MATERIALS

- SB pp. 56–57
WB p. 49
WB key p. 213
SB audio track 1-35
Pearson English Platform

Warm-up

Play a game to review animal vocabulary. Put students into two teams, and invite one student from each team to sit on a chair at the front of the classroom, facing the class. Write a word on the board. The team describes the word to the student at the front. The student who guesses first gets a point for their team.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a text from the titles.

SB Act. 2 p. 56

Read *Amazing Animals*. Check your answers from Activity 1.

- Remind students of the reading strategy.
- Students read and listen to the text.
- Ask if the predictions they made in Activity 1 were correct.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Identify and check any words that students don't understand. Read each section with the students, checking understanding after each part. This could be with checking questions, e.g., *When do cows make more milk? Where does wool come from? What do bees drink?*

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *liters*, *happy*, *hair*, *wool*, *year*, *flower*, and *nectar*.
- Ask students what words they can see in the pictures (*wool*, *hair*, *flower*, *nectar*). Check *liters*, *happy*, and *year* by asking checking questions or through mime and using classroom items. E.g., point at the classroom calendar to show *a year*, point at a plastic water bottle to show *a liter*.

SB Act. 3 p. 57

Read and circle **T** (true) or **F** (false).

- Students read the text again and decide whether the sentences are true or false.

Extra activity

CRITICAL THINKING

Students correct the false sentences. They write the correct sentences in their notebooks.

Extra activity

Vocabulary work 2

- Ask students to find the adjectives (or describing words). Give them an example by writing *happy* on the board. Students work in pairs and find examples of other adjectives (*great*, *long*, *white*, *small*, *brown*, and *blue*).
- Play a follow-up game. Say sentences using the adjectives and other words that students know from units 1–3, e.g., *a white eraser*, *a small square*. Students hold up matching items or point at them in the classroom.

WB Act. 1 p. 49

Read *Amazing Animals*. Write.

- Refer students back to the text on SB pp. 56 and 57.

WB Act. 2 p. 49

Read *Amazing Animals* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

WB Act. 3 p. 49

CRITICAL THINKING

Think and write.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Reading 1

2  Read *Amazing Animals*. Check your answers from Activity 1.

Reading strategy

Make predictions about a text from the titles.

Amazing Animals

Cool Cows

Milk and **meat** come from cows. One cow can make 30 liters of milk every day! Cows make more milk when they're happy! Do you think **those** cows are happy?



Great Goats

A lot of people around the world drink **goat** milk and eat goat meat. **Wool** comes from goats, too. **These** goats have very long hair. It makes the best wool.



56



Buzzy Bees

Honey comes from **bees**. Bees fly from flower to flower, and drink nectar. They use the nectar to make the honey. **These** bees like nectar!



Big Birds

Eggs come from chickens, ducks, and **geese**. Chicken eggs are small and can be white, brown, or even blue! **These** blue eggs are from the Araucana chicken. A chicken can lay 300 eggs every year!



3 Read and circle T (true) or F (false).

- 1 We eat meat from cows and goats. **T** **F**
- 2 One cow can make 30 liters of water every day. **T** **F**
- 3 The best wool comes from goats. **T** **F**
- 4 Bees use grass to make honey. **T** **F**
- 5 Some chicken eggs are blue. **T** **F**

4 Talk with a friend. Do you use things that come from animals?

57

SB Act. 4 p. 57

COMMUNICATION



Talk with a friend. Do you use things that come from animals?

- In pairs, students discuss food they eat and things they use.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Put students into larger groups. One student is the nominated writer (a stronger student). Students think of everyday items they use or eat and make a list. Each group comes to the front to write their list. Discuss the lists as a class. Who thought of the same things?

Objective review



Ask students if they guessed what the text was about from the titles. Ask *What new things did you learn about animals?* Praise their effort.

OBJECTIVES

- Grammar:** Can use “these” and “those” as determiners relating to people or objects.
- Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures.
- Speaking:** Can name everyday objects, animals, or people around them or in pictures using single words.

MATERIALS

- SB pp. 58–59
 WB pp. 50–51
 WB key p. 213
 SB audio tracks 1-36 and 1-37
 Video 4-2
 Video script p. 249
 Pearson English Platform
 Grammar Book 1, Unit 19
 Speaking and Vocabulary Book 1, Unit 4

Warm-up

Play a game to review the reading, *Amazing Animals*. Put students in groups of four. Make true/false statements about the text. Students discuss in their teams and hold up a *true* or *false* card to show their team’s decision. Sentences can include those from SB Activity 3 on p. 57, as well as your own ideas, e.g., *Cows make 30 liters of milk a year. A goat makes honey. Chicken eggs can be pink. Bees like nectar.*

Lesson objective

Explain the lesson objective: To describe where items are.

SB Act. 1 p. 58

Watch Part 1 of the story video. Where are Tommy and Suzie?

- Students watch Part 1 of the video and answer the question. (**Answer: They are on a farm.**)
- Focus students’ attention on the example text in the video still. Ask a student to read the sentence aloud.

Extra activity

CRITICAL THINKING

Review *this* and *that* by holding up classroom objects, e.g., *This is a pencil.* and pointing at other objects further away from you, e.g., *That’s a bag.*

SB Act. 2 p. 58

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Read the sentences aloud and encourage students to repeat.
- Elicit the difference between *these* and *those*.

Extra activity

CRITICAL THINKING

Using classroom objects again, point at objects, e.g., *These are my pencils. / Those are my pens.* Encourage students to repeat after you, and then elicit other sentences.

SB Act. 3 p. 58

Read *Amazing Animals* again. Circle *these* and *those*.

- Refer students back to the text on SB pp. 56 and 57.

SB Act. 4 p. 58

Look and circle.

- Students look at the pictures and circle the correct word.

SB Act. 5 p. 59

Look and write *These* or *Those*. Then listen and check.

- Students look at the pictures and write the correct answers.
- Play track 1-36 to check the answers.

WB Act. 1 p. 50

Look, read, and match.

- Focus students’ attention on the grammar box. Then ask them to look at the pictures and match them to the sentences.

WB Act. 2 p. 51

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to look at the picture and circle the correct options.

Extra activity

COMMUNICATION

Students read the dialog in pairs.

WB Act. 3 p. 51

Read and write.

WB Act. 4 p. 51

Write sentences with *these* and *those* about things in the classroom.

Grammar 1

- 1  Watch Part 1 of the story video. Where are Tommy and Suzie?



- 3 Read *Amazing Animals* again. Circle *these* and *those*.

- 4 Look and circle.



- 1 These / Those are my ducks.



- 3 These / Those are my sheep.



- 2 These / Those are my chickens.



- 4 These / Those are my cows.

58

- 2 Look at the grammar box and read.

Grammar

- 1 *These* are my chickens.



- 2 *Those* are my horses.



- 5  Look and write *These* or *Those*. Then listen and check.



- 1 *Those* are my chickens.



- 3 *Those* are my horses.



- 2 *These* are my dogs.



- 4 *These* are my cats.

Listening and Speaking

- 6  Listen and number the animals.

What are *these*?
These are geese.

What are *those*?
Those are horses.



- 7  Look at the picture in Activity 6. Ask and answer with a friend.

What are those?

Those are horses.

59

Extra activity

CREATIVITY

Students draw a picture to illustrate their sentences.

For more grammar practice, go to Grammar Book 1, Unit 19.

Listening and Speaking

SB Act. 6 p. 59

Listen and number the animals.

- Play track 1-37. Students listen and number the animals.

Differentiation

Struggling learners: Ask students to name all the animals in the picture before you play the audio.

Extra activity

COLLABORATION

Play each conversation again. Half the class is the farmer and the other half is the child. Students chorally repeat their parts. Encourage them to have fun with their parts!

SB Act. 7 p. 59

COMMUNICATION

Look at the picture in Activity 6. Ask and answer with a friend.

- Focus students' attention on the grammar box. Ask two pairs of students to read the questions and answers aloud.
- In pairs, students take turns asking and answering about the picture.

Differentiation

Stretch: Students ask and answer about this picture and the other pictures on the page, too.

Objective review

Ask students if they can ask and answer about the things they can see in the classroom. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 4.

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Vocabulary: kitten, puppy, calf, lamb, kid, duckling, barn, nest

Revised vocabulary: baby

SB pp. 60–61

WB pp. 52–53

WB key p. 213

SB audio tracks 1-38, 1-39, 1-40, and 1-41

Picture cards 57–64

Pearson English Platform

Warm-up

Review vocabulary from the unit by dictating words with the letters in the wrong order. Include *cow*, *sheep*, *duck*, *goat*, and *bird*. Students work in pairs to rearrange the letters. Invite a student to write each word on the board with the help of the class.

Lesson objective

Explain the lesson objective: To talk about baby animals.

SB Act. 1 p. 60

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-38 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

Differentiation

Struggling learners: Check students remember the animal names (for the adult animal). Use the picture cards and the pictures in the book. Ask *What's this?* / *What are these?* Check *baby* before students listen.

SB Act. 2 p. 60

Listen and number.

- Play track 1-39 twice, pausing after each item. Students number the pictures.

Picture card activity 1

Hold up the picture cards one by one and ask *Is it a baby (cat)?* Students say *Yes, it's a kitten.* or *No, it's a puppy.*

Picture card activity 2

- Put all picture cards on the board. Focus on pronunciation, saying each word for students to repeat.
- Write the short sounds /i/ and /u/ on the board. Hold up the picture cards and repeat the words. Ask students which sound they match and stick them under it on the board (/i/: *kitten, kid*; /u/ *puppy, duckling*). For stronger classes, focus also on the long /a:/ sound (*calf, barn*). Ask students if they can find the word with a silent letter that we don't say (*lamb*).

SB Act. 3 p. 60

Listen and say.

- Play track 1-40, pausing after each sentence. Ask students to complete it. (**Answers: 1 lamb, 2 kitten, 3 puppy, 4 nest, 5 barn, 6 kid, 7 calf, 8 duckling**)

WB Act. 1 p. 52

Find six baby animal words. Circle and write.

WB Act. 2 p. 52

Read and match. Then write.

SB Act. 4 p. 60

Look and write the animal words.

- Students write the words.
- Put students into pairs to check their answers.

SB Act. 5 p. 61

Look. Listen and match.

- Play track 1-41. Students listen and draw lines.

Differentiation

Struggling learners: Ask what students can see in the pictures. Encourage students to focus on the key words to do the matching task.

SB Act. 6 p. 61

What do children need? What do baby animals need? Choose and write.

- Students write the words in the correct place in the diagram.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners and Stretch: Copy the diagram onto the board and ask for two volunteer writers (two stronger students). Students work as a team to fill in the diagram using the words. The class calls out possible answers as the "writers" complete the diagram.

Vocabulary 2

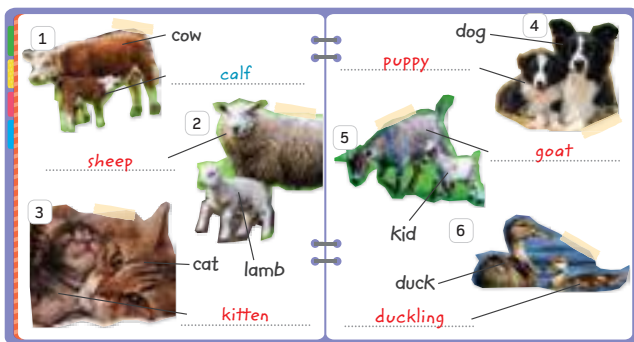
1 Listen and repeat.



2 Listen and number.

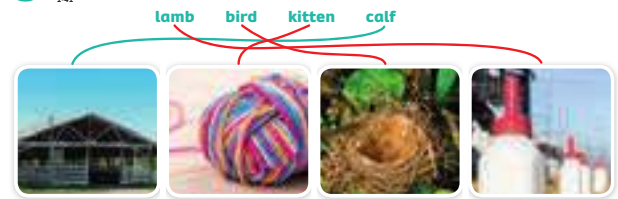
3 Listen and say.

4 Look and write the animal words.



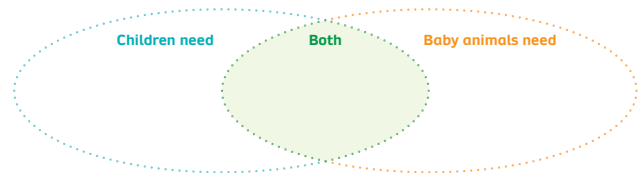
60

5 Look. Listen and match.



6 What do children need? What do baby animals need? Choose and write.

barn friends house love milk nest
play school sleep water



Pre-reading 2

1 Look at the title. What do you think the story is about? Circle.



Who's Cleo?

a cat a dog a girl

What's the surprise?

kittens mouse puppies

Reading strategy

Make predictions about a story from the title.

61

WB Act. 3 p. 53

Look and read. Write *yes* or *no*. There are two examples.

- This is a Pre-A1 Starters Reading & Writing Part 2 task.

Word study: one animal and many animals

WB Act. 4 p. 53

Write the missing letters.

Objective review

Ask students to say their favorite baby animal from the lesson. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Make predictions about a story from the title.

SB Act. 1 p. 61

CRITICAL THINKING

Look at the title. What do you think the story is about? Circle.

- Students read the title and the questions. Check the meaning of *surprise*. Ask them to apply the reading strategy and make predictions about the story.
- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Ask students if they like surprises. Encourage them to talk about a surprise that they liked. Allow use of L1.

OBJECTIVES

- Reading:** Can understand basic sentences describing familiar everyday items, if supported by pictures.
- Speaking:** Can name everyday objects, animals, or people around them or in pictures using single words.
- Vocabulary:** surprise, farmhouse, sad, catch, mice (mouse), pet, sit, stroke, rabbit, lost, pawprints
- Passive vocabulary:** visit, purr, look for
- Expressions:** Can you help? Come on!

MATERIALS

SB pp. 62–63
 WB p. 54
 WB key p. 213
 SB audio track 1-42
 Pearson English Platform

Warm-up

Review the words for animals and baby animals. Start to draw an animal on the board, a line at a time. Students guess the animal you're drawing. The first student to guess comes to the front and draws the next animal.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions about a story from the title.

SB Act. 2 p. 62

Read *Cleo's Surprise!* Check your answers from Activity 1.

- Remind students of the reading strategy. Ask them if they remember their answers to the questions in Activity 1.
- Students read and listen to the text. Pause the audio after "Those are Cleo's pawprints! Come on!" says Jess. Encourage students to look at the pictures and find the pawprints. Can they predict where Cleo might be?
- Students read and listen to the rest of the story.
- Ask if they found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently. Ask easy-checking questions that help students review existing knowledge, e.g., *What baby animal is on the farm?*

Stretch: Play the audio, pausing frequently. Ask more challenging-checking questions, e.g., *How many animals are on the farm?*

Extra activity

Vocabulary work

- Ask students to find and underline the words *surprise, farmhouse, sad, catch, mice, pet, sit, stroke, rabbit, lost, and pawprints*. Check the pronunciation of each word.
- Use the pictures and gestures to explain the meaning of the words. Ask students to divide them in three groups: verbs (*catch, sit, stroke*), nouns (*surprise, farmhouse, mice, pet, rabbit, pawprints*), and adjectives (*sad, lost*).

Extra activity

COMMUNICATION

Students work in pairs to ask and answer about the pictures. Elicit the questions, *What's this/that? What are these/those? Is it a ... ?*

SB Act. 3 p. 63

Read the story again. Circle.

- Students read the sentences and circle the correct options.
- In pairs, students check the answers.

WB Act. 1 p. 54

Read *Cleo's Surprise!* Look, read, and write.

- Refer students back to the text on SB pp. 62 and 63.
- Students ask and answer the questions in pairs.

WB Act. 2 p. 54

Read *Cleo's Surprise!* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

Differentiation

Struggling learners: Write the answers on the board randomly. Students read the text and choose the correct words to complete the sentences.

Reading 2

2 Read *Cleo's Surprise!* Check your answers from Activity 1.

Reading strategy

Make predictions about a story from the title.

Cleo's Surprise!

Lucas and Ava are visiting their friend, Jess. There are a lot of animals on her farm. "Look! There's a lamb!" says Ava.

"There are some ducklings, too!" says Lucas. "They're cute!" At the farmhouse, Jess is sad. She can't find Cleo.

Cleo is the farm cat. She catches the mice in the barn.

But Cleo is also Jess's pet. She sits with Jess in the evening. Jess strokes her and Cleo purrs. Jess has a pet rabbit too, but Cleo is her favorite. "Cleo is lost!" says Jess. "Can you help?"

The children look for Cleo on the farm.

"Is that Cleo?" asks Ava. "No, that's Gertrude, the goat. And those are her three little kids," says Jess.

Where is Cleo? Can you find any clues?

"Look! There are some pawprints!" says Lucas. "Those are Cleo's pawprints! Come on!" says Jess.

In the barn, the children hear a loud purr. "Look! There's Cleo!" says Ava. "And there are five little kittens!"

Now Jess has six pet cats!

3 Read the story again. Circle.

- 1 Ava and Lucas are visiting a school / farm.
- 2 There are geese / ducklings on the farm.
- 3 Cleo is the farm mouse / cat.
- 4 Cleo is Jess's pet / toy.
- 5 The goat has three little bees / kids.
- 6 Cleo has five puppies / kittens.

4 Think about the story. Compare your ideas.

- Do you have a cat or another pet?
- Why are pets important?
- Is the barn a good home for the kittens?

SB Act. 4 p. 63

CRITICAL THINKING

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas. If students have pets, ask them about them.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Read each question aloud to the class and elicit ideas. Support students with vocabulary and offer ideas to help them express themselves.

Stretch: Encourage students to use full sentences when answering the questions.

Extra activity

COLLABORATION

Put students in groups of four. Ask them to write the speaking parts of the story onto a piece of paper so that it resembles a script. One student is the narrator and the others are Lucas, Ava, and Cleo. Students work together and use items in the classroom as props to act out the story.

WB Act. 3 p. 54

CRITICAL THINKING

Think and write.

- In pairs, students discuss their answers.
- Encourage students to share their ideas with the whole class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Value

Take care of your pets

Ask *How is Jess kind to her cat?* (She strokes it.) *How does she take care of the other animals?* (They have a warm place to sleep and she feeds them.) *Why is it important to take care of animals?* (We should respect all living things.)

Objective review

Ask students what the story was about by asking the questions in the Pre-reading 2 task again. Praise their effort.

OBJECTIVES

Grammar: Can use “There are ...” with numbers or “some” referring to what’s in a picture or a room.

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can name everyday objects, animals, or people around them or in pictures using single words.

MATERIALS

SB pp. 64–65

WB pp. 55–56

WB key p. 213

Videos 4-3 and 4-4

Video script p. 249

Pearson English Platform

Grammar Book 1, Unit 5

Speaking and Vocabulary Book 1, Unit 4

Warm-up

Play a mime game with the verbs that students learned in the previous lesson. Do the first mime, e.g., mime stroking a cat. Encourage students to call out the verb *stroke*. Ask for a volunteer student to do the next mime. Either give the student a word to mime (*sit, purr, catch, visit*) or let them choose their own word.

Lesson objective

Explain the lesson objective: To use *there is/there are* to describe things.

SB Act. 1 p. 64

Watch Part 2 of the story video. Write the numbers.

- Students watch Part 2 of the video.
- Ask students to look at the video still and write the numbers in the sentences.

Extra activity

COMMUNICATION

Play the video, pausing at each frame. Students listen and repeat the sentences.

SB Act. 2 p. 64

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Read the sentences aloud and encourage students to repeat them after you.

SB Act. 3 p. 64

Read *Cleo’s Surprise!* again. Circle *There are*.

- Refer students back to the text on SB pp. 62 and 63.

SB Act. 4 p. 65

Look. Write sentences with *There is* and *There are*.

- Focus students’ attention on the plural forms in the grammar box. Say and encourage students to repeat after you.
- Say *There is one red mouse*. and encourage students to say *There are six red mice*. Continue with the other plural forms.
- Students look at the pictures and write sentences.

Differentiation

Struggling learners: Elicit the animals in the pictures first and write them randomly on the board.

Stretch: Encourage students to write sentences with colors, too, e.g., *There are two white geese*.

Extra activity

CRITICAL THINKING

Highlight the contracted form of *There is*. Show students with your hands that you are making the phrase shorter by saying *There is* (hands wider) – *There’s* (hands together). Ask students to find an example of *there’s* in *Cleo’s Surprise!*

WB Act. 1 p. 55

Read and circle. Then answer.

- Focus students’ attention on the grammar box. Then ask them to read the text and choose the correct options.

WB Act. 2 p. 55

Write the words in order.

WB Act. 3 p. 56

Look and write.

For more grammar practice, go to Grammar Book 1, Unit 5.

Grammar 2

- 1  Watch Part 2 of the story video. Write the numbers.



There are 10 yellow sheep.

There are 6 red mice.



There are 3 fish.

There are 9 purple horses.



- 2 Look at the grammar box and read.

Grammar

There is one red mouse.



There are six red mice.

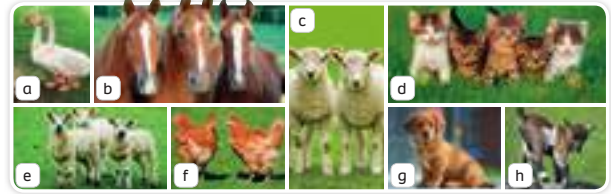


- 3 Read *Cleo's Surprise!* again. Circle *There are*.

64

one sheep → two sheep one mouse → two mice
one fish → two fish one goose → two geese

- 4 Look. Write sentences with *There is* and *There are*.



- 1 _____
2 _____
3 _____
4 _____

- 5 _____
6 _____
7 _____
8 _____

Speaking

- 5  Talk about the picture with a friend. Use *There is* and *There are*.

Speaking strategy

Use the words from the lesson.



- 6  Watch Part 3 of the story video. What's wrong?

65

Speaking

Speaking strategy

Explain the speaking strategy: Use the words from the lesson.

SB Act. 5 p. 65

COMMUNICATION

Talk about the picture with a friend. Use *There is* and *There are*.

- Students look at the picture and take turns describing it using *There is* and *There are*. Remind them to apply the speaking strategy by using the words from this lesson and unit.

Differentiation

Struggling learners: Elicit the animal words first and write them on the board. Check colors, too.

Stretch: Students make true/false statements about the picture, e.g., *There are three brown cows*. Their partner says *Yes* or *No* and says the correct sentence.

Extra activity

CRITICAL THINKING

Students write sentences about the picture.

SB Act. 6 p. 65



Watch Part 3 of the story video. What's wrong?

- Students watch Part 3 of the video and answer the question.
- Check *tail* and write it on the board. (**Answer:** Tommy has a tail. Miss Sparks is a bird.)

Extra activity

CRITICAL THINKING

Play the video again without sound. Encourage students to describe what they can see.

Objective review

Ask students to point at objects in the classroom using *There is* and *There are*. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 4.

OBJECTIVES

- Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures.
- Speaking:** Can name everyday objects, animals, or people around them or in pictures using single words.
- Writing:** Can find proper names in short, simple texts by looking for capital letters.

MATERIALS

SB pp. 66–67
 WB pp. 57–59
 WB key p. 213
 Pearson English Platform
 Test Book 1, Unit 4

Warm-up

Review the Unit 3 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of a favorite animal, while applying the writing strategy.

SB Act. 1 p. 66

Look at Bella's animal and answer.

- Students answer the questions without reading the text.

SB Act. 2 p. 66

Read Bella's description and check your answers.

- Students read the description. **(Answers: Her favorite animal is a goat. The baby animal is a kid.)**

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 66

Read the text again. Circle the capital letters.

- Ask students which names they circled (*Milly, Billy*).

SB Act. 4 p. 66

Find or draw a picture of your favorite farm animal. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 57

Focus students' attention on the Remember! box.

WB Act. 1 p. 57

Read and write the capital letters.

WB Act. 2 p. 57

CREATIVITY

Find or draw a picture of your favorite farm animal. Then write.

WB Act. 3 p. 57

Write about your favorite farm animal. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their favorite farm animals and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Ask volunteers to come to the board and write one animal word each. Ask students to say which animals are often kept as pets and which live on farms.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 67

CRITICAL THINKING

Why do we have animals? Read and think. Answer with your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at Bella's animal and answer.

- What's Bella's favorite animal?
- What's the baby animal?

2 Read Bella's description and check your answers.



My Favorite Farm Animals

My favorite farm animal is a goat. Milk and wool comes from goats. A baby goat is a kid. Kids need milk and water. These are my pet goats, Willy and Billy. Willy is the mom goat. He's white with some black. Willy is the kid. He's small and white.

3 Read the text again. Circle the capital letters.

4 ^{WB} Find or draw a picture of your favorite farm animal. Then go to the Workbook to do the writing activity.

66



Writing strategy

Use capital letters at the start of a sentence, and for names.
I have a pet cat. Her name is Bella.

Now I Know

1 Why do we have animals? Read and think. Answer with your own ideas.

- Why do we keep animals on a farm?
- Why do we keep animals at home?
- On the farm, what animals do these come from?

milk _____ honey _____ eggs _____
meat _____ wool _____

2 Choose a project.



Make a poster about baby animals.

- 1 Choose two or three animals.
- 2 Draw some pictures of the animals and their babies.
- 3 Stick the pictures on poster paper.
- 4 Write word labels on the poster.
- 5 Show your poster to the class.



Make a presentation about farm animals.

- 1 Choose two or three farm animals and find pictures.
- 2 Find out what comes from each animal.
- 3 Write a short sentence about each animal.
- 4 Give your presentation to the class.

or

★ ★ ★ Read and color the stars ★ ★ ★



I can understand questions about things around me.



I can understand short, simple texts.



I can talk about where things are.



I can write about animals I know.

67

WB Act. 1 p. 58

Read and sort.

WB Act. 2 p. 58

Read and circle.

WB Act. 3 p. 58

Read and write *is*, *are*, or *there*.

WB Act. 4 p. 59

Read and write the missing letters.

Project

SB Act. 2 p. 67

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 59

Write five different animals on a farm.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 59

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 59

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 67

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 4.

5

What makes a family?

SKILLS

- Listening:** Can understand simple language related to naming and describing family members.
- Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.
- Speaking:** Can answer simple questions about their family and friends, using basic phrases.
- Writing:** Can write basic sentences identifying immediate family members, given prompts or a model.

GRAMMAR

- Grammar 1:** Can ask questions with “Who’s he/she/that/this?” to identify people.
- Grammar 2:** Can use “She/he” or people’s names with the Present Simple (affirmative) with a few basic nouns, prepositions, and places.

VOCABULARY

- Key vocabulary 1:** grandparents, uncle, aunt, parents, cousins, daughter, son
- Key vocabulary 2:** live together, talk, laugh, share, help, old, young, quiet, noisy

Video vocabulary:

puppet show, puppet, clothes, props, light, shadow, curtain, look, frog, How are you?, Fine, let’s go, It’s time, Who is he?

Reading 1 vocabulary:

painting, Spanish, artist, generations

Reading 2 vocabulary:

sunny, summer, grasshopper, fun, ant, hard, winter, cold, hungry, next, gather, fable

Passive vocabulary:

describe, toys, bedroom, insects

Revised vocabulary:

family, grandma, grandpa, mom, dad, twins, sister, brother

PROJECTS

- Do an art project about paintings of families
Make an illustrated family tree

VIDEOS

- Brain Crunch: Chinese Shadow Puppet Shows (5-1)
Tommy Zoom: The School Play Parts 1–3 (5-2, 5-3, 5-4)

VALUE

- Work together

Unit opener

OBJECTIVES

- Listening:** Can understand simple language related to naming and describing family members.
- Speaking:** Can answer simple questions about their family and friends, using basic phrases.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 68–69
WB p. 60
WB key p. 214
Video 5-1
Video script pp. 249–250
Pearson English Platform

Big Question

- Ask students what (or who) makes a family to check what family words they already know.
- Read the Big Question *What makes a family?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you’ll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about families.

SB Act. 1 p. 69

Check (✓) which members of your family you saw today.

- Ensure students understand that they need to check the boxes if they saw their family members before school.

Differentiation

Struggling learners: Check pronunciation and meaning of the words.

Stretch: Ask students to name any other family members that they saw today (e.g., *uncle, aunt, cousin*).

5

What makes a family?

Listening

- I can understand information about other families.

Reading

- I can understand the main idea in a story.

Speaking

- I can answer questions about my family and friends.

Writing

- I can write about people in my family.

68



1 Check (✓) which members of your family you saw today.

- | | | | |
|---------|--------------------------|---------|--------------------------|
| mom | ☐ | sister | ☐ |
| dad | ☐ | grandma | ☐ |
| brother | ☐ | grandpa | ☐ |

2 Look at the picture and discuss.

- Can you name all the family members?
- Compare and contrast with your family.

3 Watch the video and write. Label the family members.



1	2	3
Dad	Grandma	Mum / Mom
British		American
mum		mom

69

SB Act. 2 p. 69

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 60

What do you know?

- Ask students to think of the Big Question and write in the box the words for family they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 60

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 69



Watch the video and write. Label the family members.

- Ask students to look at the video still and guess what the video is about (a family tree).
- Ask students to predict which family members they'll see.
- Play the video. Students check if they were correct and label the family members.

International English

Focus students' attention on the difference between British and American English for the same word: *mum* and *mom*. Can they think of any others?

WB Act. 2 p. 60



Who are the puppets? Choose and write. Then watch the video to check your answers.

WB Act. 3 p. 60



Watch the video again. Number the words in the order you hear them.

Objective review



Ask students to name the family members they can see in the picture. Praise their effort.

OBJECTIVES

- Listening:** Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures.
- SB vocabulary:** grandparents, uncle, aunt, parents, cousins, daughter, son
- WB vocabulary:** person, people, child, children
- Revised vocabulary:** family, grandma, grandpa, mom, dad, twins, sister, brother

MATERIALS

- SB pp. 70–71
WB pp. 61–62
WB key p. 214
SB audio tracks 1-43, 1-44, and 1-45
Video 5-1
Video script pp. 249–250
Picture cards 49–64 (Unit 4), 65–78 (Unit 5)
Pearson English Platform

Warm-up

Put students into two teams. Choose a Unit 4 picture card. Draw dashes on the board for each letter and a stick figure beside the word. Students guess the letters. For each wrong guess, erase part of the stick figure. The team to guess the word correctly before the figure disappears wins.

Lesson objective

Explain the lesson objective: To identify family members.

SB Act. 1 p. 70

Listen and repeat. Then listen again and write the missing labels on the family tree.

- Ask students if they know any of the words in the pictures.
- Play track 1-43, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Play track 1-43 again and give students time to write the additional words. Check that each word is spelled correctly.
- Ask students if they can remember any twins (*Isabel and Danny from Unit 1*).

Differentiation

Struggling learners: Write the words that students need on the board in a random order. On the second listening, pause the audio and give students time to copy the correct word from the board.

Stretch: Before playing the audio, give students time to guess what the missing words are. Then they listen and check.

Picture card activity 1

Hold up the picture cards one by one and say the family words. Students say *Yes, uncle.* or *No, aunt.*

Picture card activity 2

Hold up the picture cards one by one. Say the word and students say the male/female equivalent word, e.g., *uncle – aunt, mom – dad, brother – sister, grandma – grandpa.*

SB Act. 2 p. 70

Listen and say. Who am I?

- Play track 1-44, pausing after each sentence to give students time to answer.
- Ask which person in the pictures is speaking.
(**Answers:** grandparents, parents, twins; son – the boy with the orange T-shirt)

WB Act. 1 p. 61

Find seven family words. Circle and write.

WB Act. 2 p. 61

Write the words from Activity 1 on the family tree.

SB Act. 3 p. 70

Look at the words in Activity 1 and sort.

- Students write the words in the correct part of the diagram.

SB Act. 4 p. 71

Listen to Padma answer questions about her family. Then read and circle.

- Play track 1-45. Students listen and circle the correct answer.
- Play track 1-45 again so that students can check their answers.

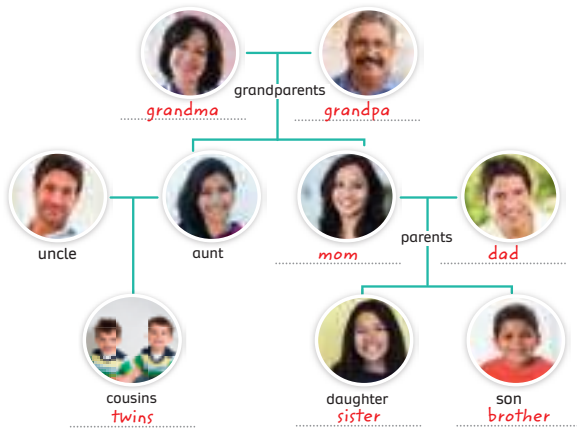
Extra activity

CRITICAL THINKING

Write *I have 15 cousins.* on the board. Underline *have*. Write *He/She ____ 15 cousins.* on the board and ask students to find the missing word by looking at the speech bubbles.

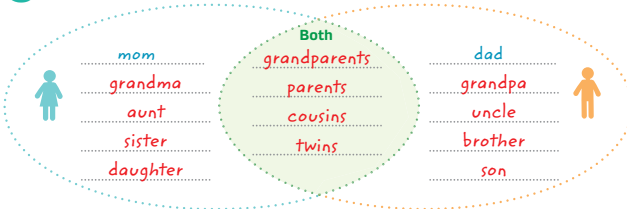
Vocabulary 1

- 1 Listen and repeat. Then listen again and write the missing labels on the family tree.



- 2 Listen and say. Who am I?

- 3 Look at the words in Activity 1 and sort.



70

- 4 Listen to Padma answer questions about her family. Then read and circle.

1 Mom doesn't have brothers or sisters / is a twin.

2 I have six cousins / 15 cousins.

3 My grandparents have two sons / one son and three daughters.

4 Dad has three brothers and a sister / two brothers.

- 5 Watch the video again. Check (✓) the family members you hear.

grandpa	☐	aunt	☐	mom	☒	twin	☐
grandma	☒	uncle	☐	dad	☒	cousin	☒

Pre-reading 1

- 1 Look at the opening sentences from the text. What do you think is the main topic? Circle.

Reading strategy

Identify the main topic and key words.

This is my art project. Here are some of my favorite paintings of families.

families in art projects

- 2 Circle the words in the sentences that helped you identify the topic.

71

SB Act. 5 p. 71

Watch the video again. Check (✓) the family members you hear.

- Students watch the video and check the correct boxes.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 62

Write about your family.

- Remind students that we use *have* for *I* and *has* for *he/she*.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Students make their own shadow puppets of their families. Students work in pairs and make up little plays with them.

Vocabulary challenge: people words

WB Act. 4 p. 62

Look and write the letters in order.

Objective review

Ask students to describe the people in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify the main topic and key words.

SB Act. 1 p. 71

CRITICAL THINKING

Look at the opening sentences from the text. What do you think is the main topic? Circle.

- Ask students to apply the reading strategy and circle one of the topics.
- Ask students to share their answers with the class.

SB Act. 2 p. 71

CRITICAL THINKING

Circle the words in the sentences that helped you identify the topic.

- Students circle the words.

5 Reading 1

OBJECTIVES

- Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures.
- Speaking:** Can answer simple questions about their family and friends, using basic phrases.
- Vocabulary:** painting, Spanish, artist, generations
- Passive vocabulary:** describe

MATERIALS

SB pp. 72–73
WB p. 63
WB key p. 214
SB audio track 1-46
Pearson English Platform

Warm-up

Draw one stick man/woman on each of four pieces of paper (two of each) and stick each one in a corner of the classroom. Say a family word or a sentence with the word, e.g., *My uncle is English*. Students walk and stand with a stick man or woman depending on if the word is for male or female.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the main topic and key words.

SB Act. 3 p. 72

Read *My Art Project*. Check your answers from Activities 1 and 2.

- Remind students of the reading strategy and their ideas from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the questions from Activities 1 and 2.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Read each section with the students, checking understanding after each part. Focus on language that they know, but don't ask about words they don't know, e.g., *How many daughters are there? Are they happy?*

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work

- Ask students to find and underline the words *Spanish artist*, *painting*, and *generations*.
- Ask students what words they think of when they look at the pictures (*painting*). Check *Spanish*, *artist*, and *generations* by asking checking questions, e.g., *He's Spanish. Where's he from? Who paints a painting?*

SB Act. 4 p. 72

Read the text again. Circle the family words.

- Students read the text again and circle the family words.

WB Act. 1 p. 63

Read *My Art Project* and write.

- Refer students back to the text on SB pp. 72 and 73.
- Check the meaning of *party*.

Differentiation

Struggling learners and Stretch: Put a stronger and weaker student together so that they can read the sentences and identify the paintings together.

Extra activity

CRITICAL THINKING

Students work in pairs. Student A says one sentence about one of the paintings, e.g., *There's a grandma*. Student B guesses which painting their partner is talking about, e.g., *the green painting, the blue painting*.

My Art Project



This is my art project. Here are some of my favorite paintings of families.

This painting of a family is in the style of the Spanish artist, Picasso. There's a mom, a dad, and a daughter. They are going to a party. They are happy.



This painting shows three generations of a family. There's a grandma, a grandpa, two parents, and a son. They are sad.



This is a serious painting! There's a grandma and lots of grandchildren. How many? Seven grandchildren. I think two of the children are twins.

This is my favorite painting of a family because I like the colors. I think it's a mom on vacation with her two children, and her young cousin. The dog is playing in the water. They are happy.



Reading 1

3 Read *My Art Project*. Check your answers from Activities 1 and 2.

4 Read the text again. Circle the family words.

72

Reading strategy

Identify the main topic and key words.

5 Ask and answer with a friend.

- Which of the family paintings is your favorite?
- Do you have any paintings or pictures of families in your house? Describe them to a friend.

73

WB Act. 2 p. 63

Read *My Art Project* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

SB Act. 5 p. 73

COMMUNICATION

Ask and answer with a friend.

- In pairs, students discuss the paintings and their own families.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 63

CRITICAL THINKING

Think and write or circle your answers.

- Check *vacation* and what students think a *special day* is before they start.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

Students create a painting of their family. They can choose the style of one of the paintings on the SB pages.

Extra activity

COMMUNICATION

Students share their paintings in pairs. They talk about who is in their painting.

Objective review

Ask students to confirm the main topic and key words in the reading text. Praise their effort.

OBJECTIVES

Grammar: Can ask questions with “Who’s he/she/that/this?” to identify people.

Listening: Can understand basic information about someone’s immediate family, if spoken slowly and clearly and supported by pictures or gestures.

Speaking: Can answer simple questions about their family and friends, using basic phrases.

MATERIALS

SB pp. 74–75

WB pp. 64–65

WB key p. 214

SB audio track 1-47

Video 5-2

Video script p. 250

Pictures of students’ families (optional)

Pearson English Platform

Grammar Book 1, Unit 7

Speaking and Vocabulary Book 1, Unit 5

Warm-up

Play a game to check family words. Put students into groups and give them some scrap paper and a marker pen. They choose a “writer.” Say a family member; students write the male/female equivalent word on the piece of paper as quickly as they can and hold it up (e.g., *mom/dad, aunt/uncle*). You can award points depending on how quick they are and if the spelling is correct. Put in a couple of tricky ones (*twins* and *cousin*) to keep them on their toes!

Lesson objective

Explain the lesson objective: To describe people using the verb *be*.

SB Act. 1 p. 74

Watch Part 1 of the story video. Where are Tommy and Suzie?

- Students watch Part 1 of the video, then answer the question. (**Answer:** They’re at a school play.)
- Focus students’ attention on the sentences under the video still.

Extra activity

CRITICAL THINKING

Play Part 1 of the video again. Put students into two groups. The class listens (and watches) and repeats the dialog. Play the video again. Students swap roles.

SB Act. 2 p. 74

Read the grammar box and write.

- Focus students’ attention on the grammar box. Students complete the sentences with contracted or full forms.

Differentiation

Struggling learners: Write the full forms on the board in a random order. Students choose the correct words to complete the chart and then write the contracted forms.

SB Act. 3 p. 74

Read *My Art Project* again. Circle examples of *They are*.

- Refer students back to the text on SB pp. 72 and 73.

WB Act. 1 p. 64

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.

Extra activity

CRITICAL THINKING

Students work in pairs. Student A says one of the forms, e.g., *You are* and Student B finishes the sentence with a grammatically correct ending, e.g., *my aunt*.

SB Act. 4 p. 75

Put the words in the correct order to make sentences. Then match.

- Students look at the words and write sentences.
- They match the sentences to the pictures a–d.

WB Act. 2 p. 64

Read, choose, and write.

SB Act. 5 p. 75

Look at the grammar box and match.

- Focus students’ attention on the grammar box. Then ask them to match the questions and answers.
- Students check the answers by asking and answering the questions in pairs.

WB Act. 3 p. 65

Read and match.

- Focus students’ attention on the grammar box. Then ask them to match the questions and answers.

WB Act. 4 p. 65

Read and circle.

Grammar 1

- 1 Watch Part 1 of the story video.
Where are Tommy and Suzie?



He's Suzie's dad.
She's Tommy's mom.

- 2 Read the grammar box and write.

Grammar

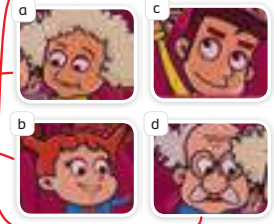
I am /I'm a twin.	I am not /I 'm not a twin.
You are /You're my brother.	You are not /You aren't my brother.
He is /He's my grandpa.	He is not /He isn't my grandpa.
She is /She 's my grandma.	She is not /She isn't my grandma.
We are /We're sisters.	We are not /We aren't sisters.
You are /You're my cousins.	You are not /You aren't my cousins.
They are /They 're my parents.	They are not /They aren't my parents.

- 3 Read My Art Project again. Circle examples of *They are*.

74

- 4 Put the words in the correct order to make sentences. Then match.

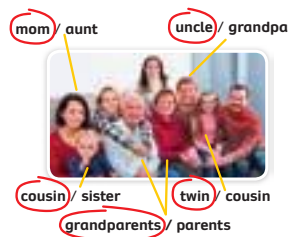
- 1 grandpa. / He / my / is
He is my grandpa.
- 2 She / my / is / grandma.
She is my grandma.
- 3 my / is / sister. / She
She is my sister.
- 4 brother. / is / He / my
He is my brother.



- 5 Look at the grammar box and match.

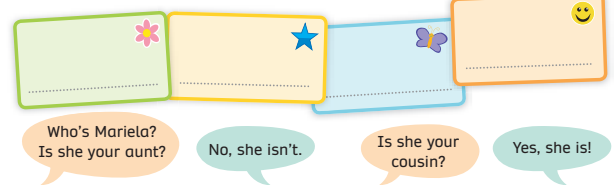
Who's he?	No, she isn't .
Is she your cousin?	Yes, they are .
Are they your brothers?	They're my parents.
Who are they?	He's my brother.

- 6 Listen and circle.



Speaking

- 7 Write the first name of four family members. Ask and answer with a friend.



75

SB Act. 6 p. 75

Listen and circle.

- Play track 1-47. Students listen and circle the correct family member.

Differentiation

Struggling learners: Pause the audio to give students time to circle the correct answer.

WB Act. 5 p. 65

Read and write the words.

Extra activity

COLLABORATION

Students read the dialog in pairs.

For more grammar practice, go to Grammar Book 1, Unit 7.

Speaking

SB Act. 7 p. 75

COMMUNICATION

Write the first name of four family members. Ask and answer with a friend.

- Students write their family members' names and ask and answer about them in pairs.

Extra activity

COMMUNICATION

- Students draw a picture of a family member and write their name under it.
- Stick the pictures up around the classroom. Half the students stand with their pictures, and the other half walk around and ask questions about each picture. Then the students swap and the other half of the students walk around.

Extra activity

COMMUNICATION

Students bring in pictures of their families and talk about them, or talk about the paintings they did in the previous lesson.

Objective review

Ask students about their family members in Activity 7. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 5.

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can answer simple questions about their family and friends, using basic phrases.
- Vocabulary:** live together, talk, laugh, share, help, old, young, quiet, noisy
- Passive vocabulary:** insects

MATERIALS

SB pp. 76–77
 WB pp. 66–67
 WB key p. 214
 SB audio tracks 1-48, 1-49, and 1-50
 WB audio track 02
 Picture cards 79–87
 Pearson English Platform

Warm-up

Write a selection of verbs and adjectives from Units 1–4 on individual pieces of paper. Write two headings on the board: *Action words* and *Describing words*. Ask for two student volunteers. The two students read the words on the pieces of paper and the class negotiates together as to which column the words should go in.

Lesson objective

Explain the lesson objective: To talk about families.

SB Act. 1 p. 76

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-48 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 76

Listen and number.

- Play track 1-49 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Stick the picture cards on the board in groups and opposites (e.g., *young/old*, *quiet/noisy*, *share/help*, *talk/laugh*) and ask questions about them. Ask students why it's good to share and help our friends and family. Ask *How do you help your mom and dad?* Ask them to point at the pictures where people are laughing.

SB Act. 3 p. 76

Listen and say.

- Play track 1-50, pausing after each item. Students listen to the sounds and say the words. (**Answers:** 1 noisy, 2 laugh, 3 share, 4 live together, 5 quiet, 6 young, 7 old, 8 talk, 9 help)

SB Act. 4 p. 76

Think about the words in Activity 1. Sort.

- Students write the words in the correct column.

Differentiation

Struggling learners: Support students by asking questions to help them put the words into the correct column.

Stretch: Students work in pairs to agree on where to put each word.

WB Act. 1 p. 66

Look, choose, and write.

WB Act. 2 p. 66

Read and write the words from Activity 1.

SB Act. 5 p. 77

Think of five family members. Put them in order.

- Students write the names of their family members.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Do an example before students do Activity 5. Write *old* at the top of the board and *young* at the bottom. Put the names of your family in between the two words in the correct order of their ages and say who they are as you go, e.g., *My sister is young. My grandma is old.*

Extra activity

COLLABORATION

Have students compare their lists in pairs. Ask *Are the family members in a similar order? Are the noisy people young?*

SB Act. 6 p. 77

COMMUNICATION

Look at Activity 5. Ask and answer.

- In different pairs, students ask and answer the questions.

Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Think about the words in Activity 1. Sort.

Things families do	How families are
talk	old
share	noisy
help	quiet
laugh	young
live together	

76

5 Think of five family members. Put them in order.

Old Young	Quiet Noisy
--	--

6 Look at Activity 5. Ask and answer.

Is your sister young?

Yes, she is.

Is she noisy?

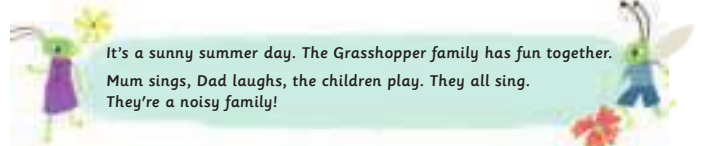
Yes, she is!

Pre-reading 2

Reading strategy

Identify the main topic.

1 Look at the first paragraph of the story. What do you think the story is about? Circle.



insects a family a school project singing

77

Extra activity

COMMUNICATION

Students do a class mingle. They walk around the classroom asking the questions. Weaker students can ask one question to other students they meet. Stronger students can ask a variety of questions.

WB Act. 3 p. 67

Read the questions. Listen and write a word, a name, or a number. There's one example.

- This is a Pre-A1 Starters Listening Part 2 task.

Word study: action words

WB Act. 4 p. 67

Circle the action words.

- Focus students' attention on the box to check the meaning of *action words*. Then students do the activity.

WB Act. 5 p. 67

CRITICAL THINKING

Write other action words you know.

Objective review

Ask students to say the words to describe people from the lesson. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Identify the main topic.

SB Act. 1 p. 77

CRITICAL THINKING

Look at the first paragraph of the story. What do you think the story is about? Circle.

- Read the opening paragraph.
- Ask students to apply the reading strategy and circle what they think the answer is.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Ask students to point at the ant and the grasshopper to check understanding.

5 Reading 2

OBJECTIVES

Reading: Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.

Vocabulary: sunny, summer, grasshopper, fun, ant, hard, winter, cold, hungry, next, gather, fable

MATERIALS

SB pp. 78–79

WB p. 68

WB key p. 214

SB audio track 1-51

Pearson English Platform

Warm-up

Review words from the previous lesson. Write *Things families do* on one side of the board and *How families are* on the other side. Read words from the lesson. Students jump left or right according to the correct heading. Then elicit the words back and write them on the board under the correct heading.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the main topic.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *mum/mom*.

SB Act. 2 p. 78

Read *The Grasshoppers and the Ants*. Check your answers from Activity 1.

- Look at the picture. Review *grasshopper* and *ant*. Ask *Can grasshoppers fly?* (yes) *What color are ants?* (brown/black).
- Students read and listen to the story.
- Ask if they found answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently. Ask easy-checking questions, e.g., *Are they a quiet family?*

Extra activity

Vocabulary work 1

Ask students to find and underline the words *sunny*, *grasshopper*, *fun*, *ant*, *cold*, *summer*, and *winter*. Check the meaning of the words. Show *cold* through mime. Draw the sun on the board to illustrate *sunny*.

Vocabulary work 2

Tell students to underline three words that they don't understand in a color of their choice. As a class, ask students to share their words, and through peer-teaching, mime, and drawing, help students understand the words.

SB Act. 3 p. 79

Read the story again. Find the words and match them with their meanings.

- Students do the matching and compare their answers in pairs.

WB Act. 1 p. 68

Read *The Grasshoppers and the Ants*. Put the sentences in order.

- Refer students back to the text on SB pp. 78 and 79.
- Students read the sentences and use them to make the story summary.

WB Act. 2 p. 68

Read *The Grasshoppers and the Ants* again and circle **T** (true) or **F** (false).

- Students read the sentences and decide whether they are true or false.
- Check the correct answers to the false sentences.

Extra activity

CRITICAL THINKING

Students work in pairs and write two more true/false sentences about the story. They swap their sentences with another pair and answer them.

Reading 2

2 Read *The Grasshoppers and the Ants*. Check your answers from Activity 1.

Reading strategy
Identify the main topic.

The Grasshoppers and the Ants

It's a sunny summer day. The Grasshopper family **has** fun together.

Mum **sings**, Dad **laughs** the children play. They all sing. They are a noisy family! Grandma Ant, her daughter and her granddaughters work hard together all summer.

Dad Grasshopper **calls** to the Ants, "It's a beautiful day! Come and talk to us. The children can play." But Grandma Ant **says** "No. We work hard to have food in the winter."

It's winter. It's cold and there isn't any food. The Grasshopper family is sad and hungry. Grandma Ant says, "We have food, Grasshoppers. Do you want to share?"

The next summer, the Grasshoppers **help** the Ants gather food. Mum Grasshopper says, "We **help** the Ants because they share the food."

The families share the work and the food, and they share the fun too!

3 Read the story again. Find the words and match them with their meanings.

- | | | |
|------------|---|--------------------------------|
| 1 together | a | when you want food |
| 2 hard | b | something difficult |
| 3 hungry | c | the one after |
| 4 next | d | to collect |
| 5 gather | e | do something with other people |

4 Think about the story.
Work in pairs.

- *The Grasshoppers and the Ants* is a kind of story with a message or a moral. It's called a fable. Talk about other fables you know.
- Why is it important to work hard? Why is it important to have fun?
- What fun do the Ants and the Grasshoppers have?

SB Act. 4 p. 79

CRITICAL THINKING

Think about the story. Work in pairs.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Help students with the words they need to describe other fables they know. Write the following titles on the board: *Tortoise and the Hare*, *The Boy Who Cried Wolf*, *The Lion and the Mouse*. Draw pictures of each of the animals. Ask students to tell you about the stories. Allow use of L1.

Stretch: Write the fable titles on the board (as with the "struggling" activity). Students work in groups to talk about two of the fables before discussing the other questions.

Extra activity

COLLABORATION

Put students in groups of four. Have them write the speaking parts of the story onto a piece of paper so that it resembles a script. One student is the narrator and the others are the grasshoppers and the ants. Students work together to act out the story.

WB Act. 3 p. 68

What's the message of the story? Check (✓).

WB Act. 4 p. 68

CRITICAL THINKING

Think and write.

- In pairs, students discuss and answer the questions.
- Encourage students to share their ideas with the whole class.

Value

Work together

Ask students what happens to the grasshopper family when they have fun (*they're hungry*). Ask them how it is better when they work with the ants (*they aren't hungry*). Ask why it is important to work together. Elicit ideas of ways in which family members can work together.

Objective review

Ask students what the story was about by asking the question in the Pre-reading 2 task again. Praise their effort.

OBJECTIVES

- Grammar:** Can use “She/he” or people’s names with the Present Simple (affirmative) with a few basic nouns, prepositions, and places.
- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can answer simple questions about their daily activities or routines, given a model.
- Passive vocabulary:** toys, bedroom

MATERIALS

SB pp. 80–81
 WB pp. 69–70
 WB key p. 214
 SB audio track 1-52
 Videos 5-3 and 5-4
 Video script p. 250
 Picture cards 79–87
 Pearson English Platform
 Grammar Book 1, Unit 13
 Speaking and Vocabulary Book 1, Unit 5

Warm-up

Write the words from SB p. 79, Activity 3, on pieces of paper and stick them around the room. Say the definitions. Students point at the correct word (or smaller classes can walk and touch the correct word). Include more words that you would like to test if necessary.

Lesson objective

Explain the lesson objective: To talk about daily activities.

SB Act. 1 p. 80

Watch Part 2 of the story video again. What happens to Miss Sparks?

- Students watch Part 2 of the video and answer the question. (**Answer: Tommy’s mom and Suzie’s dad catch Miss Sparks.**)

SB Act. 2 p. 80

Look at the grammar box. What’s different about the verb after *he/she*?

- Focus students’ attention on the grammar box. Point out that the verbs after *he/she* are in a different form.
- Encourage students to say different examples, e.g., *You have ...*, *She has ...*, so that they can hear the difference.

Extra activity

CRITICAL THINKING

- Using the picture cards, hold them up and elicit sentences, e.g., *They laugh. They share. He helps (his dad). She laughs. He plays video games.*
- Keep rotating the picture cards and encouraging students as a class to say the sentences.

Extra activity

CRITICAL THINKING

Elicit other verbs that the students have learned and list them. Do they know if any others take the –es form in the third person? (*goes, watches*)

SB Act. 3 p. 80

Read *The Grasshoppers and the Ants* again. Circle the action words ending in –s.

- Refer students back to the text on SB pp. 78 and 79.

SB Act. 4 p. 80

Look, choose, and write the correct form of the words.

- Students complete the speech bubbles with the words from the box.
- Ask students to share their answers with the class.

WB Act. 1 p. 69

Read and circle.

- Focus students’ attention on the grammar box. Then ask students to circle the correct options.

WB Act. 2 p. 69

Read, choose, and write.

SB Act. 5 p. 81

CRITICAL THINKING

Think of a brother, sister, or cousin and answer.

- Focus students’ attention on the grammar box. Ask for two volunteer students to read the question and answer aloud.
- Say *Yes, I do.* and *Yes, he does.*, emphasizing *do* and *does*.
- Students read the questions and write short answers.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

In pairs, students ask and answer the questions from SB Activity 5.

WB Act. 3 p. 70

Read and circle.

- Focus students’ attention on the grammar box. Then ask students to circle the correct options.

Grammar 2

- 1  Watch Part 2 of the story video again. What happens to Miss Sparks?



Miss Sparks helps the students.

- 2 Look at the grammar box. What's different about the verb after *he/she*?

Grammar

I have a book.
She **has** a book.
We do our homework.
He **does** his homework.

- 3 Read *The Grasshoppers and the Ants* again. Circle the action words ending in -s.

- 4 Look, choose, and write the correct form of the words.

help live share read

My cousin lives with my aunt and uncle.



My brother helps my mom.



My grandma reads stories.



My twin sisters share their toys.



80

Does your brother **live** with your parents? Yes, he **does**. / No, he **doesn't**.

- 5  Think of a brother, sister, or cousin and answer. 

- Does he/she live with your aunt and uncle? _____
- Does he/she help his/her mom? _____
- Does he/she share things with you? _____
- Does he/she laugh with your grandparents? _____

Listening and Speaking

- 6  Listen and check (✓).

	Tom	Tom's brother (James)
Lives with friends		✓
Lives with parents	✓	
Shares a bedroom		✓
Doesn't share a bedroom	✓	
Talks to family on the phone		✓
Helps Mom	✓	
Helps Dad		✓

Speaking strategy

Use a different word to explain if you don't know the meaning.



- 7  Look at Activity 6. Tell a friend what Tom does. 

- 8  Watch Part 3 of the story video. What do Tommy and Suzie do at the end?

81

WB Act. 4 p. 70

Write your answers.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For more grammar practice, go to Grammar Book 1, Unit 13.

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Use a different word to explain if you don't know the meaning.

SB Act. 6 p. 81

Listen and check (✓).

- Play track 1-52. Students listen and check Tom or James.

Differentiation

Struggling learners: Pause the audio to give students time to think and then check the correct person.

Stretch: Play the audio continuously through, and then allow students time to check their answers with their partner before playing the audio again for them to check.

SB Act. 7 p. 81

COMMUNICATION

Look at Activity 6. Tell a friend what Tom does.

- In pairs, students talk about Tom.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 8 p. 81

Watch Part 3 of the story video. What do Tommy and Suzie do at the end?

- Students watch Part 3 of the video and answer the question. (**Answer:** They give Miss Sparks some flowers.)

Objective review

Ask students to point at the pictures on SB p. 80 and ask and answer questions using the Present Simple. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 5.

5 Writing • Now I Know

OBJECTIVES

Reading: Can understand some detail in short, simple dialogs on familiar everyday topics, if supported by pictures.

Speaking: Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions.

Writing: Can write basic sentences identifying immediate family members, given prompts or a model.

MATERIALS

SB pp. 82–83

WB pp. 71–73

WB key p. 214

Pearson English Platform

Test Book 1, Unit 5

Warm-up

Review the Unit 4 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of their family, while applying the writing strategy.

SB Act. 1 p. 82

Look at the title of Hachiro's email and the pictures. Then answer.

- Students read the questions. They look at the picture and the title of the email to answer them.

SB Act. 2 p. 82

Read about Hachiro's family and check your answers.

- Students read the description. (**Answers:** It's about his family. He has a sister.)

Differentiation

Struggling learners: Students work in pairs and read a sentence each. Allow them to figure out the answers in pairs.

Stretch: Students work individually.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 82

Read the text again. Circle the –s on the end of the action words.

- Ask students which words they circled in the text.

SB Act. 4 p. 82

Find or draw a picture of your family. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

Remember!

WB p. 71

Focus students' attention on the Remember! box.

WB Act. 1 p. 71

Read and write the action words with –s or no –s.

WB Act. 2 p. 71

Look at the picture of your family. Then write in the chart and check (✓).

WB Act. 3 p. 71

Now write about your family. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their families and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Ask students a few questions, e.g., *Is your friend noisy? Is your sister/brother old?* Then encourage them to make similar questions about their family members.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 83

CRITICAL THINKING

What makes a family? Think and write family members.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the title of Hachiro's email and the pictures. Then answer.

- What's Hachiro's email about?
- Does Hachiro have a brother or a sister?

2 Read about Hachiro's family and check your answers.

Subject: My Family

Hi Tom,

Thanks for your email. This is my family. I live in Tokyo, Japan, with my mom, my dad, and my sister, Ayumi. Ayumi laughs and talks all the time – she's very noisy! She's very kind, too. She shares her toys with me, and we play together. She helps Mom and Dad. I love my family!

Speak soon,
Hachiro



3 Read the text again. Circle the -s on the end of the action words.

4 **WB** Find or draw a picture of your family. Then go to the Workbook to do the writing activity.

Writing strategy

Use an -s on the end of action words in the 3rd person when we talk about the present.
Ayumi laughs and talks.

Now I Know

1 **?** What makes a family? Think and write family members.

- Old generation
- Middle generation
- Young generation

2 Choose a project.

Do an art project about paintings of families.

- 1 Choose two or three paintings of families you like.
- 2 Print out pictures of the paintings.
- 3 Write a sentence about each painting.
- 4 Present your paintings to the class.

Make an illustrated family tree.

- 1 Look at the family tree on page 70.
- 2 Draw your own family tree.
- 3 Draw or stick pictures of your family members.
- 4 Label each family member.
- 5 Show your family tree to the class.

or

★ ★ ★ Read and color the stars ★ ★ ★



I can understand information about other families.



I can answer questions about my family and friends.



I can understand the main idea in a story.



I can write about people in my family.

WB Act. 1 p. 72

Circle the odd one out.

WB Act. 2 p. 72

Write the letters in order to spell family words.

WB Act. 3 p. 72

Read and write.

WB Act. 4 p. 73

Read and answer the questions.

Project

SB Act. 2 p. 83

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 73

Write five family words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 73

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 73

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 83

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 5.

6

How are we the Same and different?

SKILLS

- Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Reading:** Can understand basic sentences describing someone's physical appearance, if supported by pictures.
- Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
- Writing:** Can write simple sentences describing someone's physical appearance, given a model.

GRAMMAR

- Grammar 1:** Can use "I have a ..." with a few common nouns.
- Grammar 2:** Can use the imperative forms of a few common verbs, with nouns or pronouns as complement.

VOCABULARY

- Key vocabulary 1:** finger, toes, knees, round, long, short, dark, blond
- Key vocabulary 2:** dance, smile, bend, kick, snap, step, spin, wave
- Video vocabulary:** Spanish dance, Chinese fan dance, Korean dance, turn, pick up, fan, move

Reading 1 vocabulary: monster, tummy, different, together

Reading 2 vocabulary: Colombia, region, musician, drums, trumpet, Ireland, step dancing, violin, flute, Turkey, Sufi whirling, calm, dizzy

Passive vocabulary: feet, alien, little, dirty

Revised vocabulary: head, hair, face, ear, eye, nose, mouth, body, arm, hand, leg, foot, clap, point, stamp

PROJECTS

- Make a presentation about a dance from your country or region
- Make a "passport" for you

VIDEOS

- Vloggers: Dances and Their Actions (6-1)
- Tommy Zoom: The Alien Parts 1-3 (6-2, 6-3, 6-4)

VALUE

Not everyone is the same

Unit opener

OBJECTIVES

- Listening:** Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
- Speaking:** Can name common parts of the body.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 84-85
- WB p. 74
- WB key p. 215
- Video 6-1
- Video script p. 250
- Pearson English Platform

Big Question

- Check what body words students already know.
- Read the Big Question *How are we the same and different?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about our bodies.

SB Act. 1 p. 85

How many body words do you know in English? Circle.

- Point at parts of the body to prompt the students.
- Elicit body words that the students already know.

6

How are we the same and different?

Listening

- I can understand what people look like.

Reading

- I can understand short, simple texts.

Speaking

- I can talk about what someone looks like.

Writing

- I can write about myself.



84

1 How many body words do you know in English? Circle.

arm ears eyes foot hair
head leg mouth nose

2 Look at the picture and discuss.

- What are the children doing? Where are they?
- What body parts can you name?
- Are the children the same or different? How?

3 Match the actions with the body words. Watch the video and check.



- | | |
|---------|--------------|
| 1 move | a your hands |
| 2 clap | b your legs |
| 3 turn | c your feet |
| 4 raise | d around |
| 5 stamp | e your arms |

British	American
put your arms up	raise your arms

85

SB Act. 2 p. 85

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 74

What do you know?

- Ask students to think of the Big Question and write in the box the words for body they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 74

What do you learn about in this unit? Circle.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 85



Match the actions with the body words. Watch the video and check.

- Ask students to look at the video still and guess what the video is about (*dance actions*).
- Students match the action words to the body parts.
- Play the video. Students check their answers.

Extra activity

COLLABORATION

Play the video again and invite students to copy the children in the video. Encourage students to repeat the instructions as they move.

International English

Focus students' attention on the difference between British and American English for the same instruction: *put your arms up* and *raise your arms*. Can they think of any others?

WB Act. 2 p. 74



Watch the video. Number the sentences in the order you hear them.

WB Act. 3 p. 74

Read and match.

WB Act. 4 p. 74

Write your answers.

Objective review

Ask students to name the body parts they can see in the picture. Praise their effort.

6

Vocabulary 1 • Pre-reading 1

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
- SB vocabulary:** finger, toes, knees, round, long, short, dark, blond
- WB vocabulary:** curly, straight, red hair
- Passive vocabulary:** dirty, little

MATERIALS

- SB pp. 86–87
WB pp. 75–76
WB key p. 215
SB audio tracks 1-53, 1-54, and 1-55
Picture cards 88–95
Pearson English Platform

Warm-up

Say movement verbs from the previous lesson. Students complete the sentence and do the action, e.g., say *Clap* and students say *your hands* and they clap their hands. Other commands include *Stamp your feet*, *Turn around*, *Raise your arms*, *Move your legs*.

Lesson objective

Explain the lesson objective: To identify parts of the body and words to describe the body.

SB Act. 1 p. 86

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-53 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 86

Listen and number.

- Play track 1-54 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 86

Listen and say.

- Play track 1-55, pausing after each sentence. Students listen and say the words pointing at the correct pictures.
(Answers: 1 fingers, 2 long, 3 dark, 4 blond, 5 short, 6 toes, 7 round, 8 knees)

Differentiation

Struggling learners: Repeat the sentences from the audio to the class and mime the meaning at the same time, e.g., raise your hands to show ten fingers.

Stretch: Students listen and show each other (or point at the correct picture in the book) the answers in pairs.

Picture card activity 1

Hold up the picture cards one by one and say the body words. Students say *Yes, toes.* or *No, round.*

Picture card activity 2

Stick the picture cards up around the classroom. Either repeat the sentences from Activity 3 (track 1-55) or make up your own sentences, e.g., *I have a round face.* Students listen and go and stand next to the correct picture card. For larger classes, ask them to point at the correct picture card and say the correct word.

WB Act. 1 p. 75

Read and sort.

SB Act. 4 p. 86

Read and match. Then circle.

- Ask questions about the picture first, e.g., *Is her hair long?*
- Students read the descriptions and match them to the picture.
- Invite students to read the correct sentences aloud to the class.
- Check the meaning of *dirty* and *little*.

WB Act. 2 p. 75

Look, read, and circle.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 76

Write the words in order.

Vocabulary 1

1 Listen and repeat.

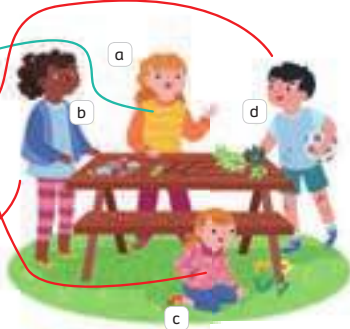


2 Listen and number.

3 Listen and say.

4 Read and match. Then circle.

- I'm Veronica. I have short / blond hair and blue eyes.
- My brother, Alex, has dark / long hair. He has dirty toes / knees.
- My baby sister has a square / round face. She has little fingers / foot and toes.
- My friend, Anna, has short / dark hair. She has long / short legs.



86

5 Write the words that describe you and your friend. How are you the same? How are you different?

blond blue brown dark long round
green green short square ten

- I have a face. My friend has a face.
- I have eyes. My friend has eyes.
- I have fingers and toes. My friend has fingers and toes.
- I have hair. My friend has hair.

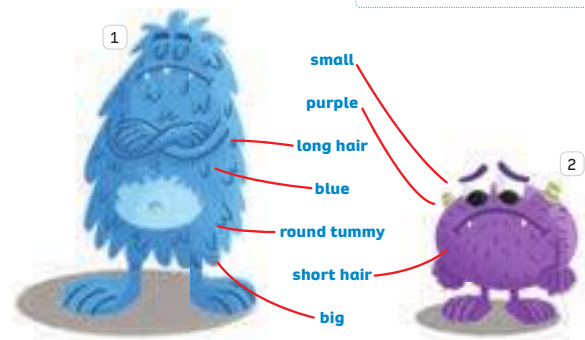
6 Tell the class about you and your friend.

Pre-reading 1

- Look at the pictures. Match the words with the monsters. How are they the same? How are they different?

Reading strategy

Use illustrations and details in a story to describe its characters.



87

SB Act. 5 p. 87

CRITICAL THINKING

Write the words that describe you and your friend. How are you the same? How are you different?

- Students use the words from the box to complete the sentences.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 6 p. 87

COMMUNICATION

Tell the class about you and your friend.

- Students stand up in pairs and take turns saying their sentences about each other.

Vocabulary challenge: curly, straight, and red hair

WB Act. 4 p. 76

Look and write the names.

WB Act. 5 p. 76

Write names.

Objective review

Ask students to describe the people in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use illustrations and details in a story to describe its characters.

SB Act. 1 p. 87

CRITICAL THINKING

Look at the pictures. Match the words with the monsters. How are they the same? How are they different?

- Review language students already know by asking what color the monsters are and if they're happy or sad. Ask why the students think they're sad. Allow use of L1.
- Check the meaning of *tummy*.
- Ask students to apply the reading strategy and match the words to the monsters.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Ask students to make sentences about the monsters, using *be* and *have*, e.g., *It's (purple). It has (short hair).*

6 Reading 1

OBJECTIVES

- Reading:** Can understand basic sentences describing someone's physical appearance, if supported by pictures.
- Speaking:** Can describe someone's physical appearance using one or two words.
- Vocabulary:** monster, tummy, different, together
- Passive vocabulary:** feet

MATERIALS

SB pp. 88–89
WB p. 77
WB key p. 215
SB audio track 1-56
Pearson English Platform

Warm-up

Dictate letters of the words from the previous lesson in the wrong order. Include words that students will need for the lesson (*legs, arms, feet*). Students work in pairs, write the letters, and rearrange them to make the correct word. Invite a student to write the word on the board with the help of the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using illustrations and details in a story to describe its characters.

SB Act. 2 p. 88



Read A New Monster at School. Check your answers from Activity 1.

- Encourage students to find the pictures of the monsters from Activity 1. Remind them of the reading strategy.
- Students read and listen to the story.
- Ask if they found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Read each section with the students, checking understanding after each part.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *monster, tummies, different, and together*.
- Ask students what words they can see in the pictures (*monsters, tummies*). Check *different, and together* by pointing at the monsters.

Extra activity

Vocabulary work 2

Ask students to find all of the action words and phrases in the story and underline them (*stamp your feet, turn around, dance, clap their hands, dance together*). Check students remember the meaning by saying the words and phrases and encouraging students to show the actions.

SB Act. 3 p. 89

Read the story again. Circle.

- Students read the text again and circle the correct words.

WB Act. 1 p. 77

Read A New Monster at School and write.

- Refer students back to the text on SB pp. 88 and 89.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Write the answers on the board in a random order. Students read the story and use the words to complete the sentences.

WB Act. 2 p. 77

Read and sort.

Differentiation

Stretch: When sharing answers, encourage students to say full sentences, e.g., *The big monsters are blue/have long hair*.

Note: Some of these sentences will require students to use the grammar that hasn't been presented yet, but they have seen it on the previous pages passively.

SB Act. 4 p. 89

COMMUNICATION 

Talk with a friend. How is Violet different from the other monsters? How are they the same?

- Students share their ideas in pairs or groups.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Reading 1

2 Read A New Monster at School. Check your answers from Activity 1.

Reading strategy

Use illustrations and details in a story to describe its characters.

"Wait!" says one of the big monsters. "Can you stamp your feet? Can you turn around? Can you dance?" "Yes, I can! I can dance!" says the small monster. She stamps her feet and turns around. She starts to dance.

Welcome to Big Monster School.

All the monsters at the school are big and blue, with round tummies. They have long arms and short legs. They have eight fingers and eight toes.

The monsters look at Violet. "Wow! You're different, but you can really dance!" they say. The monsters clap their hands and dance together. Now Violet has some friends! Everyone's happy!

One day, a new monster comes to school. She isn't big. She's small. She isn't blue. She's purple. She doesn't have long hair. She has short hair. She's different.

"Hello!" says the small, purple monster. "I'm Violet. Can we be friends?"

The big, blue monsters look at the small, purple monster. "No. You're different," they say. Violet is sad.

3 Read the story again. Circle.

- The monsters at Big Monster School have long / short arms.
- They have round / small tummies.
- The new monster is blue / purple.
- She's the same / different.
- Violet can speak English / dance really well.
- Violet and the big blue monsters are happy / sad.

4 Talk with a friend. How is Violet different from the other monsters? How are they the same?

Violet has short hair. The other monsters have long hair.

Violet can dance. The other monsters can dance, too.

Extra activity

COLLABORATION

- Put students in groups of four. They work together to create two different-looking monsters and draw them on two pieces of paper (they should draw monsters that they're able to describe).
- Students then practice retelling the story using descriptions of their new monsters. Each student chooses a role (narrator, monster 1, monster 2, other monster).
- Those students who wish to can perform their new stories to the class.

Value

Not everyone is the same

Ask students how everyone feels at the end of the story. Elicit that the monsters are happy because they have a new friend. Ask why it's good that people are different, e.g., we can do different things, we know different things. Encourage different ideas. Allow use of L1.

Objective review

Ask students to describe the monsters using the illustrations and details in the text. Praise their effort.

WB Act. 3 p. 77

CRITICAL THINKING

Think and write.

- Refer students back to the text on SB pp. 88 and 89.

Differentiation

Struggling learners: Ask the questions as a class and encourage students to share their ideas. Help with vocabulary and ideas.

Stretch: Students discuss their ideas in pairs.

6 Grammar 1 • Speaking

OBJECTIVES

- Grammar:** Can use “I have a ...” with a few common nouns.
- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can describe someone’s physical appearance in a basic way, if guided by questions or prompts.
- Passive vocabulary:** alien

MATERIALS

SB pp. 90–91
 WB pp. 78–79
 WB key p. 215
 SB audio track 1-57
 Videos 6-2 and 6-3
 Video script p. pp. 250–251
 Picture cards 88–95
 Pearson English Platform
 Grammar Book 1, Unit 8
 Speaking and Vocabulary Book 1, Unit 6

Warm-up

Draw a picture of the blue monster from the previous lesson on a piece of paper and the purple monster on another paper. Stick them on either side of the classroom. Make statements, e.g., *This monster has long hair. This monster is small.* Students stand up for *blue* and sit down for *purple*.

Lesson objective

Explain the lesson objective: To describe people using the verb *have*.

SB Act. 1 p. 90

Watch Parts 1 and 2 of the story video.
Which four body words do you hear?

- Students watch Parts 1 and 2 of the video.
- Students listen for the body words and name four of them. **(Answers (any four): leg, knee, foot, arm, hands)**
- Focus students’ attention on the text under the video still.

Differentiation

Struggling learners: Play the video and pause when you hear a body part. Encourage students to say the word and write it on the board.

SB Act. 2 p. 90

Read and write T (true) or F (false).

- Students read the sentences and decide whether they are true or false.

SB Act. 3 p. 90

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Read the sentences aloud and encourage students to repeat after you.
- Elicit and check how the “he/she” form is different.

Extra activity

CRITICAL THINKING

Make statements about the characters in the video, e.g., *She has dark hair. He doesn’t have hair. He has red hair.* Students say *Tommy, Suzie, or Cranky*.

SB Act. 4 p. 90

Read A New Monster at School again. Circle have, has, doesn’t have.

- Refer students back to the text on SB pp. 88 and 89.

SB Act. 5 p. 90

Circle.

- Students read the sentences and circle the correct options.
- Ask students to compare their answers in pairs.

WB Act. 1 p. 78

Look, read, and circle.

- Focus students’ attention on the grammar box. Then ask them to look at the pictures and circle the correct options.

WB Act. 2 p. 78

Describe yourself and your mom or dad. Use have, has, don’t have, and doesn’t have.

- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

Students work in pairs. One student reads their description and the other student tries to accurately draw what they hear. Students then compare the text and the picture to see if they match. They then swap.

Grammar 1

- 1 Watch Parts 1 and 2 of the story video. Which four body words do you hear?



Look! He has a blue head! He doesn't have hair.

No, I don't have hair. I have a crank! I'm Cranky.

- 2 Read and write T (true) or F (false).

- 1 The alien has two ears. T
2 He has a blue head. T
3 He has hair. F
4 He has a crank. T

- 3 Look at the grammar box and read.

- 4 Read *A New Monster at School* again. Circle *have*, *has*, *doesn't have*.

- 5 Circle.

- 1 I have / has a round face.
2 She has / have dark hair.
3 He have / has short, brown hair.
4 You don't / doesn't have hair.
5 She don't / doesn't have blond hair.
6 He don't / doesn't have a blue face.

Grammar

I **have** two legs.
I **don't have** three legs.
You **have** brown eyes.
You **don't have** blue eyes.
He/She **has** short hair.
He/She **doesn't have** long hair.

Do you **have** two eyes?
Do you **have** hair?

Yes, I **do**!
No, I **don't**.

Does he **have** two eyes? **Yes**, he **does**!
Does he **have** hair? **No**, he **doesn't**.

- 6 Match the questions and answers. Listen and check.

- 1 Does he have blue eyes? a Yes, he does.
2 Does she have dark hair? b Yes, she does.
3 Does she have long hair? c No, he doesn't.
4 Does he have dark hair? d No, she doesn't.

Speaking

- 7 Complete the questionnaire for you. Then ask two friends and complete. Tell the class how you're the same and how you're different.

	blue eyes	dark hair	long hair	a round face
Me				

Do you have blue eyes? Yes, I do. He has blue eyes. I don't have blue eyes.

90

91

SB Act. 6 p. 91

Match the questions and answers. Listen and check.

- Focus students' attention on the grammar box. Read the questions aloud and encourage students to read the answers.
- Students look at the pictures and match the questions and answers.
- Play track 1-57 to check the answers.

WB Act. 3 p. 79

Write *do*, *does*, or *don't*.

- Focus students' attention on the grammar box. Then ask them to complete the questions and short answers.

WB Act. 4 p. 79

Look and write.

Extra activity

CRITICAL THINKING

Read the questions from the grammar box, e.g., *Do you have two eyes?* Encourage students to answer for themselves (*Yes, I do!*). Ask *Does ... ?* questions by pointing at a variety of students (or using the picture cards) and asking similar questions to elicit different responses.

For more grammar practice, go to Grammar Book 1, Unit 8.

Speaking

SB Act. 7 p. 91

COMMUNICATION

Complete the questionnaire for you. Then ask two friends and complete. Tell the class how you're the same and how you're different.

- Students complete the chart for themselves.
- Students then work in pairs to complete the chart for two friends.
- Ask students to share their answers with the class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Elicit all of the questions that students will need first before they ask and answer.

Objective review

Ask students to say one sentence about themselves and a friend using *have*. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 6.

OBJECTIVES

- Listening:** Can understand basic action words.
- Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures.
- Vocabulary:** dance, smile, bend, kick, snap, step, spin, wave

MATERIALS

- SB pp. 92–93
WB pp. 80–81
WB key p. 215
SB audio tracks 1-58, 1-59, and 1-60
Picture cards 96–103
Pearson English Platform

Warm-up

Play a guessing game. Describe one of the students in the class one sentence at a time, e.g., *She has long hair. She doesn't have dark hair. She has blue eyes. She has a blue pencil.* Students guess who it is. Students then play the game in pairs.

Lesson objective

Explain the lesson objective: To talk about actions.

SB Act. 1 p. 92

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-58 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 92

Listen and number.

- Play track 1-59 twice, pausing after each sentence. Students number the pictures.

Picture card activity

- Play Pelmanism on the board with the picture cards. Draw a 4x4 grid on the board and stick the picture cards on the board randomly (with the picture not showing). Write the words on separate pieces of paper and stick these in the squares, too, and number each square.
- Students call out pairs of numbers and you turn over the corresponding picture and word; if they match, e.g., a picture of smile and the word smile, don't turn the cards back over, but if they are wrong, turn them back. Continue until all of the words and pictures are showing.

SB Act. 3 p. 92

Listen again. Say the words and do the actions.

- Play track 1-60, pausing after each item. Students listen, say the words, and do the actions.

WB Act. 1 p. 80

Find and circle eight action words.

SB Act. 4 p. 92

What are the actions? Look and say.

- Students name the actions in the pictures. **(Answers: 1 smile, 2 wave, 3 dance, 4 bend, 5 spin, 6 kick, 7 snap, 8 step)**

Differentiation

Struggling learners and Stretch: Say a sentence about each of the pictures. Students listen and repeat before doing the task themselves in pairs.

SB Act. 5 p. 93

Answer the questions.

- Students write the action words from Activity 1.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Prompt students by doing actions with your hands, feet/legs, and face to help them identify the correct words.

Extra activity

CRITICAL THINKING

Have students compare their lists in pairs. Have they written the same words?

WB Act. 2 p. 80

Read and match.

WB Act. 3 p. 80

Write the words to complete the song. Then sing the song and do the actions.

SB Act. 6 p. 93

Check (✓) or cross (x). What can you do?

- Students check the boxes individually and then ask and answer in pairs.
- Ask students to share their answers with the class.

Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen again. Say the words and do the actions.

4 What are the actions? Look and say.



92

5 Answer the questions.

- What do you do with your hands? *wave, dance, snap*
- What do you do with your feet/legs? *dance, bend, kick, click, step, spin*
- What do you do with your face? *smile*

6 Check (✓) or cross (X). What can you do?

Can you ...

- | | | | |
|-------------------|--------------------------|------------------------------|--------------------------|
| 1 kick a ball? | ☐ | 4 wave your legs? | ☐ |
| 2 bend your arms? | ☐ | 5 spin around on your hands? | ☐ |
| 3 dance to music? | ☐ | 6 take big steps? | ☐ |

Pre-reading 2

1 Look at the pictures. What dance do you think they do? Match.

Reading strategy

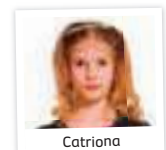
Use illustrations and details in a text to describe its characters.



Luisa



Yusuf



Catriona

Luisa from Colombia
Catriona from Ireland
Yusuf from Turkey

step dance
Sufi whirling
the Cumbia

93

WB Act. 4 p. 81

Look and read. Check (✓) or cross (X).

- This is a Pre-A1 Starters Reading and Writing Part 1 task.

Word study: words that describe people or things

WB Act. 5 p. 81

Circle the words that describe people or things.

- Focus students' attention on the box. Then ask them to circle the words in the text.

Objective review

Ask students to say the action words from the lesson and mime them. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use illustrations and details in a text to describe its characters.

SB Act. 1 p. 93

CRITICAL THINKING

Look at the pictures. What dance do you think they do? Match.

- Ask students to apply the reading strategy and match the names to the dances.
- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Ask students to check where the countries are using a map.

6 Reading 2

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can describe basic differences between common objects or animals, given a model.
- Vocabulary:** Colombia, region, musician, drums, trumpet, Ireland, step dancing, violin, flute, Turkey, Sufi whirling, calm, dizzy

MATERIALS

- SB pp. 94–95
WB p. 82
WB key p. 215
SB audio track 1-61
Picture cards 96–103
Pearson English Platform

Warm-up

Hold up the picture cards one by one, but don't say anything. Students do the action and say the word.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using illustrations and details in a text to describe its characters.

SB Act. 2 p. 94



Read *Dances Around the World*. Check your answers from Activity 1.

- Students identify the children from Activity 1. Remind them to use the reading strategy to check their answers from Activity 1.
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Read and focus on each person individually, e.g., read about Luisa and focus on new vocabulary before moving on to Catriona and finally Yusuf.

Stretch: Play the audio all the way through. Ask checking questions and focus on new vocabulary after.

Extra activity

Vocabulary work 1

- Write *Luisa*, *Catriona*, and *Yusuf* on the board. Elicit what country they are from and write the words on the board under their names (*Colombia*, *Ireland*, *Turkey*). Ask what kind of dance they do and write this under the appropriate name.
- Talk about the instruments that each child mentions. Check understanding through mime and write the instruments on the board (*drums*, *trumpets*, *violin*, *flute*).

SB Act. 3 p. 94

Read the text again. Match each dance with the dance moves.

- Students match the dances to the actions.

Extra activity

Vocabulary work 2

- Students stand up. Read the part of the text where Luisa describes the dance aloud. The students do the actions. Put students into pairs. They take turns doing the same thing for Catriona and Yusuf.
- Once they've finished, invite pairs of students to show the actions as one of them reads. Check understanding of the words as they do it. Check *calm* and *dizzy* when focusing on Yusuf.

WB Act. 1 p. 82

Read *Dances Around the World*. Write *Colombia*, *Turkey*, or *Ireland*.

- Refer students back to the text on SB pp. 94 and 95.

WB Act. 2 p. 82

Read *Dances Around the World* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

Differentiation

Stretch: Give students a time limit. How quickly can they find the words?

Extra activity

CRITICAL THINKING

Students work in pairs and test each other on the words in Activity 2. Student A closes their book and Student B reads three of the definitions. Student A tries to remember the words. Students swap roles and Student A reads the other three definitions.

Reading 2

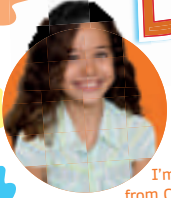
2 Read *Dances Around the World*. Check your answers from Activity 1.



Reading strategy

Use illustrations and details in a text to describe its characters.

Dances Around The World



I'm Luisa. I'm from Colombia. A typical dance in my region is the Cumbia. The girls have long, colorful dresses. The musicians play the drums and trumpets. To do the dance, hold up your dress, take small steps with your feet, and turn around. It's a happy dance, so smile when you dance!



3 Read the text again. Match each dance with the dance moves.

- | | | |
|---------------------------------------|----------|--|
| 1 In Cumbia, the dancers | <u>a</u> | hold up their dresses. |
| 2 In Sufi whirling, the dancers | <u>b</u> | don't move their arms. |
| 3 In an Irish step dance, the dancers | <u>c</u> | spin around and around. |
| | <u>d</u> | smile when they dance. |
| | <u>e</u> | take small steps with their feet and legs. |
| | <u>f</u> | lift one arm up. |

94



My name is Yusuf. I live in Istanbul, in Turkey. A very old dance from my country is Sufi whirling or Sema. To do this dance, lift one arm up and out one arm down. Then spin around, and around, and around. It's a very calm and beautiful dance. But don't get dizzy!

Hello, I'm Catriona. I'm from Ireland. The most popular dance in my country is Irish step dancing. I love Irish dancing. It's good exercise. To do an Irish step dance, listen to the music of the violin or the flute. Take small steps with your feet and legs, but don't move your body or your arms. Have fun!



4 Think about the text. Compare your ideas.

- How are the dances the same? How are they different?
- What's the traditional dance in your country/region?
- What are the moves? What's the music?

95

SB Act. 4 p. 95

CRITICAL THINKING

Think about the text. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 82

CRITICAL THINKING

Think and write.

- Students discuss their answers in pairs.
- Encourage students to share their ideas with the whole class.

Extra activity

COLLABORATION

Students work in pairs or small groups. They work together to show some moves for a dance they know. Students teach each other the moves. These don't have to be elaborate dance moves. They could choose set moves from a song they know. Allow those students who aren't so keen on dance to be "learners" rather than the "teachers" of the dance moves. Encourage everyone to get involved (including yourself!) so that there isn't any embarrassment.

Objective review

Ask students to describe the children using the illustrations and details in the text. Praise their effort.

6 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use the imperative forms of a few common verbs, with nouns or pronouns as complement.

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can give a classmate instructions to complete a task using simple language.

MATERIALS

SB pp. 96–97
WB pp. 83–84
WB key p. 215
SB audio track 1-62
Video 6-4
Video script p. 251
Pearson English Platform
Grammar Book 1, Unit 4
Speaking and Vocabulary Book 1, Unit 6

Warm-up

Put students into pairs. Ask each pair to secretly choose one of the dances from the previous lesson and practice doing the moves for it. Put the pairs of students with another pair. They each do their dances and guess which dance they are doing. Encourage the watching pair to describe the moves.

Lesson objective

Explain the lesson objective: To give instructions.

SB Act. 1 p. 96

Look at the picture. Match the speech bubbles with the characters.

- Students read the speech bubbles and match them to Tommy, Suzie, or Cranky. (**Answers:** Cranky: Point to my spaceship!; Tommy: Point to your feet!)

SB Act. 2 p. 96

Watch Part 3 of the story video and check. Watch again and do the actions.

- Students watch Part 3 of the video.
- Ask students to share their answers with the class.
- Play the video again. Students do the actions with the characters.

Extra activity

COMMUNICATION

Play the video again. Students listen and repeat the instructions.

SB Act. 3 p. 96

Read the grammar box and write.

- Focus students' attention on the grammar box. Ask them to write the missing verbs.

SB Act. 4 p. 96

Read *Dances Around the World* again. Circle the words giving instructions.

- Refer students back to the text on SB pp. 94 and 95.

SB Act. 5 p. 96

Look and circle.

- Students circle the correct answer. Ask students to share their answers with the class.

WB Act. 1 p. 83

Read and circle.

- Focus students' attention on the grammar box. Then ask them to circle the correct options.

SB Act. 6 p. 97

Write the dance rules. Write the correct words.

- Students write the words.
- Ask students to compare their answers in pairs.

Differentiation

Stretch: Students write two more rules.

WB Act. 2 p. 83

Write the words in order.

WB Act. 3 p. 83

Look and write.

SB Act. 7 p. 97

Look at the grammar box. Read and write.

- Focus students' attention on the grammar box. Elicit the meaning of the possessive adjectives.
- Students read the sentences and write the correct words.

Differentiation

Struggling learners: Give students the choice of two words to complete the sentences.

WB Act. 4 p. 84

Read and circle.

- Focus students' attention on the grammar box. Then ask them to circle the correct options.

Grammar 2

1 Look at the picture. Match the speech bubbles with the characters.



Point to my spaceship!

Point to your feet!

2 Watch Part 3 of the story video and check. Watch again and do the actions.

3 Read the grammar box and write.

4 Read *Dances Around the World* again. Circle the words giving instructions.

5 Look and circle.

Grammar

Clap your hands!

Don't clap your hands!

Stamp your feet!

Don't stamp your feet!



1 Clap Clapping your hands, Cranky! 3 Don't point Point to your knees.



2 Stamps Stamp your feet, Cranky! 4 Don't point Point to your eyes.

96

6 Write the dance rules. Write the correct words.

fall kick listen take

Dance Rules

- 1 Listen to the music.
- 2 Take big and small steps.
- 3 Don't fall over.
- 4 Don't kick your partner.

7 Look at the grammar box. Read and write.

- 1 I'm Cranky. I have a crank. Point to my crank.
- 2 She's Suzie. She has a cat. Point to her cat.
- 3 They're friends. This is their school.
- 4 You're Tommy. This is your car.

This is my/your spaceship.

Point to his/her/their spaceship.



Listening and Speaking

8 Listen to the dance teacher in a street dance class. What do you do with your hands at the end of the dance? Circle. Then give instructions to a friend.

Speaking strategy

Use a different tone when giving instructions.

clap snap kick point to put
smile spin stamp step wave

Bend your knees!

Wave your arms!

Don't spin around!

97

WB Act. 5 p. 84

Look, choose, and write.

For more grammar practice, go to Grammar Book 1, Unit 4.

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Use a different tone when giving instructions.

SB Act. 8 p. 97

Listen to the dance teacher in a street dance class. What do you do with your hands at the end of the dance? Circle. Then give instructions to a friend.

- Play track 1-62. Students listen to the dance teacher and circle the answer.
- Play the audio again and encourage students to do the actions.
- Students work together in pairs and give instructions to do the dance. Encourage them to perform their dances in front of the class.

Differentiation

Struggling learners: Pause the audio after each action and demonstrate it to the class.

Objective review

Ask students to give instructions. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 6.

6 Writing • Now I Know

OBJECTIVES

- Reading:** Can understand basic sentences describing someone's physical appearance, if supported by pictures.
- Speaking:** Can talk about their hobbies and interests, using simple language.
- Writing:** Can write simple sentences describing someone's physical appearance, given a model.

MATERIALS

SB pp. 98–99
WB pp. 85–87
WB key p. 215
Pearson English Platform
Test Book 1, Unit 6

Warm-up

Review the Unit 5 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of me and my friend, while applying the writing strategy.

SB Act. 1 p. 98

Look at the picture and answer.

- Students look at the picture to find the answers.

SB Act. 2 p. 98

Read Mia's description and check your answers.

- Students read the description quickly to check answers.
(Answers: Mia has blond hair and Genevieve has dark hair. They both have pink backpacks.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 98

Read the text again. Circle the describing words.

- Students read the description and circle the adjectives.

SB Act. 4 p. 98

Find or draw a picture of yourself and your friend. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 85

Focus students' attention on the Remember! box.

WB Act. 1 p. 85

Read and write the missing letters in the describing words.

WB Act. 2 p. 85

CREATIVITY

Find or draw a picture of yourself and your friend. Write words in the chart.

WB Act. 3 p. 85

Write about yourself and your friend. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures with their friend and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Say adjectives from this and previous units, e.g., *short*. Ask students to decide whether these words describe them by saying *Yes* or *No*. Ask stronger students to make sentences to justify their answers, e.g., *Yes, I'm tall*.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

Writing

1 Look at the picture and answer.

- How are Mia and Genevieve the same?
- How are they different?

2 Read Mia's description and check your answers.

ME AND MY BEST FRIEND!

My name's Mia. I'm seven.
I have long blond hair. I have blue eyes and a round face. I have long legs and I can dance!
My best friend is Genevieve. She's seven, too. She has long dark hair and brown eyes. She has a round face like me. She has long legs and she can dance, too.



Me and my best friend!



3 Read the text again. Circle the describing words.

4 WB Find or draw a picture of yourself and your friend. Then go to the Workbook to do the writing activity.

98

Writing strategy

Use describing words to describe yourself and a friend.
I have blue eyes and dark hair.
My best friend has green eyes and blond hair.

Now I Know

1 How are we the same and different? Think about your family and friends. Read and say.

long short dark round blond brown black blue
legs hair eyes face body

2 Choose a project.

Make a presentation about a dance from your country or region.

- 1 Choose a dance.
- 2 Find out how to do the dance.
- 3 Find a picture of people doing the dance.
- 4 Write some short sentences about the dance.
- 5 Tell the class about the dance. Do the dance together.

Make a "passport" for you.

- 1 Find a picture of yourself or draw a picture.
- 2 Make a passport from paper. Design the title page.
- 3 Stick your picture in the passport.
- 4 Write a description of yourself.
- 5 Compare your passport to your friend's.

or

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people look like.



I can talk about what someone looks like.



I can understand short, simple texts.



I can write about myself.

99

SB Act. 1 p. 99

CRITICAL THINKING ?

How are we the same and different? Think about your family and friends. Read and say.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 86

Write the letters in order to spell body words.

WB Act. 2 p. 86

Write the action words.

WB Act. 3 p. 87

Look at the picture and read the questions. Write one-word answers. There's one example.

- This is a Pre-A1 Starters Reading and Writing Part 5 task.

Project

SB Act. 2 p. 99

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 87

What new words do you know to describe people? Write five words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 87

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 87

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 99

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 6.



Why do we do hobbies?

SKILLS

- Listening:** Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.
- Reading:** Can identify the overall theme of a simple, illustrated story, if guided by questions or prompts.
- Speaking:** Can talk about things they can or can't do using a simple fixed expression.
- Writing:** Can write simple sentences about what they or other people can or can't do.

GRAMMAR

- Grammar 1:** Can use "I can" with common verbs and nouns.
- Grammar 2:** Can use personal pronouns as objects and complements.

VOCABULARY

- Key vocabulary 1:** skip, hop, swim, ride a bike, take pictures, climb, type, code
- Key vocabulary 2:** computer, screen, phone, sports, game, hobby, soccer, board game
- Video vocabulary:** coding, block, turn left, turn right, move forward, start, button, stack

Reading 1 vocabulary: outside, inside, spend time

Reading 2 vocabulary: tournaments, jump, wiggle, race walking, synchronized swimming, dance routine, wheelchair basketball, blind soccer, para alpine skiing

Passive vocabulary: life, never, start, learn, each other, event, unusual

Revised vocabulary: arms, legs, head, feet, ears, eyes, mouth, walk, dance, favorite, tablet

Expressions: And you? It's OK.

PROJECTS

- Talk about an athlete
- Start a club for your favorite hobby

VIDEOS

- Brain Crunch: Coding Computer Games (7-1)
- Tommy Zoom: The Crank Parts 1-3 (7-2, 7-3, 7-4)

VALUE

- Learn from each other

Unit opener

OBJECTIVES

- Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Speaking:** Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 100-101
- WB p. 88
- WB key p. 216
- Video 7-1
- Video script 251
- Pearson English Platform

Big Question

- Ask students what hobbies they have and what different kinds of hobbies there are (*sports, hobbies, music*) to check what hobby words they already know.
- Read the Big Question *Why do we do hobbies?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about hobbies.

SB Act. 1 p. 101

What parts of your body do you use to ride a bike? Circle.

- Students circle the body parts.
- See if they can explain how they use each of the body parts they have circled. Allow use of L1.

Differentiation

Struggling learners: Review parts of the body by pointing at the body parts in Activity 1 eliciting what they are.

Stretch: Ask students to name two other sporting hobbies and what body parts they would use.

7

Why do we
do hobbies?

Listening

- I can understand what people can and can't do.

Reading

- I can understand short, simple texts.

Speaking

- I can say what I can and can't do.

Writing

- I can write simple texts about what I can and can't do.

100



- 1 What parts of your body do you use to ride a bike? Circle.

arms legs head feet
ears eyes mouth

- 2 Look at the picture and discuss.

- What are the children doing?
- What are they wearing?
- Can you ride a bike?
- How can you stay safe on your bike?

- 3 Watch the video and circle. What are they doing?



making video games
riding bikes
taking pictures

British	American
computer games	video games

- 4 Watch the video again and do the actions.

101

SB Act. 2 p. 101

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 88

What do you know?

- Ask students to think of the Big Question and write in the box the words for hobbies they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 88

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 101

Watch the video and circle. What are they doing?

- Ask students to look at the video still and guess what the video is about (*computer games*).
- Play the video. Students check if they were correct and circle the correct activity.

International English

Focus students' attention on the difference between British and American English for the same hobby: *computer games* and *video games*. Can they think of any others?

SB Act. 4 p. 101

Watch the video again and do the actions.

- Play the video again. Students do the actions.

Extra activity

COMMUNICATION

Ask *Who has a tablet? What games do you like to play? What things do you like to do on your tablet?*

WB Act. 2 p. 88

Read, choose, and write. Then watch the video to check your answers.

WB Act. 3 p. 88

Watch the video again. Number the sentences in the order you hear them.

Objective review

Ask students to say what they can see in the picture. Is this a hobby they like to do? Praise their effort.

OBJECTIVES

Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Vocabulary: skip, hop, swim, ride a bike, take pictures, climb, type, code

MATERIALS

SB pp. 102–103

WB pp. 89–90

WB key p. 216

SB audio tracks 2-01, 2-02, and 2-03

Video 7-1

Video script p. 251

Picture cards 104–111

Pearson English Platform

Warm-up

Review activity verbs from Units 3 and 6. Put students into two teams. One student from each team sits at the front of the class with their back to the board. Write a word or phrase on the board, e.g., *brush your teeth*. The teams describe the word without saying it, through description or mime. The first student to guess the word or phrase wins a point for their team. Students take turns sitting on the chair.

Lesson objective

Explain the lesson objective: To identify activity words.

SB Act. 1 p. 102

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-01 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 102

Listen and number.

- Play track 2-02 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 102

Listen and say.

- Play track 2-03, pausing after each item. Students listen to the sounds and say the words. **(Answers: 1 ride a bike, 2 type, 3 swim, 4 skip, 5 climb, 6 take pictures, 7 hop, 8 code)**

Picture card activity 1

Hold up the picture cards one by one and say the activity words. Students say *Yes, swim.* or *No, climb.*

Picture card activity 2

Hold up the picture cards one by one. Students stand up. They say the word and do the activity. Agree on an action for *type* and *code* before you start.

WB Act. 1 p. 89

Find seven words. Circle.

WB Act. 2 p. 89

Look and write. Use words from Activity 1.

SB Act. 4 p. 102

Read and write *I* (indoors), *O* (outdoors), or *B* (both).

- Check the meaning of *outdoors* and *indoors* before students start.
- Students write the correct letters next to the verbs.

Differentiation

Struggling learners: Students look at the pictures in Activity 1 to help them.

Stretch: Ask students to say where they do the activities, e.g., *in the park*.

SB Act. 5 p. 102

Look at the words in Activity 1 and sort for you.

- Check students understand that they need to sort the activities according to what they like/don't like.
- Students write the words in the columns.

Extra activity

COMMUNICATION

Students compare their lists in pairs and check which activities both students like/don't like.

WB Act. 3 p. 90

Read and write.

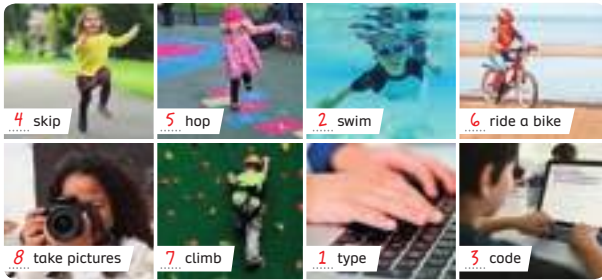
SB Act. 6 p. 103

Watch the video again. Circle the activities you hear.

- Play the video. Students circle the correct verbs.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 1

1 Listen and repeat.



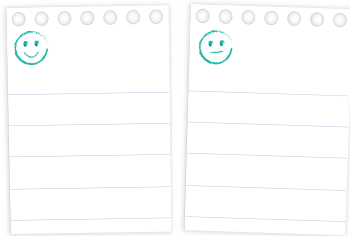
2 Listen and number.

3 Listen and say.

4 Read and write I (indoors), O (outdoors), or B (both).

skip O climb B swim B ride a bike O
 code I hop B type I take pictures B

5 Look at the words in Activity 1 and sort for you.



102

6 Watch the video again. Circle the activities you hear.

fly hop swim type climb type

Pre-reading 1

1 Look at the titles of texts from Units 1–6. Sort.

Reading strategy

Identify the text type and purpose.



Stories	Informational texts
First Day	A Day in the Desert
A New Monster at School	Schools Around the World
My Perfect Day	Let's Go on a Shape Hunt.

2 Look at the *Greens* and the *Homes* on the next page. Do you think it's a story or an informational text?

103

Extra activity

CREATIVITY

- Students draw a video game character. They draw four pictures to show what he/she can do.
- Students use activity verbs and imperatives to describe what their character does, e.g., *She hops. He swims.*

Word study: words describing where things are

WB Act. 4 p. 90

Look at the examples. Read and circle.

WB Act. 5 p. 90

Write your answers.

Objective review

Ask students to describe the activities in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify the text type and purpose.

SB Act. 1 p. 103

CRITICAL THINKING

Look at the titles of texts from Units 1–6. Sort.

- Ask students to apply the reading strategy and sort the tiles into two different categories.
- Tell students to look back at the texts to help them if they're unsure.
- Ask students to share their answers with the class.

SB Act. 2 p. 103

CRITICAL THINKING

Look at *The Greens* and the *Homes* on the next page. Do you think it's a story or an informational text?

- Ask students to look at the pictures and the way the text is presented.
- Ask students to share their answers with the class and encourage them to give reasons for their answers.

Stretch activity

CRITICAL THINKING

Ask students to describe what they can see in the pictures on SB pp. 104 and 105.

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can answer simple questions about their family and friends, using basic phrases.
- Vocabulary:** outside, inside, spend time
- Passive vocabulary:** life, never, start, learn, each other

MATERIALS

SB pp. 104–105
 WB p. 91
 WB key p. 216
 SB audio track 2-04
 Pearson English Platform

Warm-up

Play a game of *Simon says*. Demonstrate the game first. Students stand up and you say *Simon says hop*. (Students should hop.) Then say just *Hop*. (Students shouldn't hop because you didn't say *Simon says*). Continue the game using the action verbs from the previous lesson and other words students know. Those who hop, skip, or swim when you **don't** say *Simon says* need to sit down. The last student still standing is the winner.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the text type and purpose.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on this difference with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 3 p. 104



Read *The Greens and the Homes*. Check your answer from Activity 2.

- Students read and listen to the text. Ask them to try to apply the reading strategy.
- Ask if they found the answer to the question from Activity 2.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Check what *Green* and *Home* refer to (*the surname of each family*). Read each section with the students, checking understanding after each part, e.g., *Who likes outside activities? Who reads a lot?* Continue to ask questions about the other paragraphs, making sure to focus on the vocabulary that students know already.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *outside*, *inside*, and *spend time*. Ask students to find two words in the previous lesson that are similar to *outside* and *inside* (*outdoors* and *indoors*).
- Check *spend time* by asking students how long they spend time on their computers (or tablets) at home and how long they spend doing other activities.

SB Act. 4 p. 105

Read the story again. Circle the action words.

- Students read the text again and circle the action words.

Extra activity

Vocabulary work 2

- Tell students to underline four words in the story that they don't understand. Put students in groups of four. Students share their words and ask other students in their group if they know the words.
- Ask each group to share their unknown words. Write them on the board and check understanding.

SB Act. 5 p. 105

Write *The Greens* or *The Homes*.

- Students read the story again and write the names.

WB Act. 1 p. 91

Read *The Greens and the Homes*. Circle **T** (true) or **F** (false).

- Refer students back to the text on SB pp. 104 and 105.
- Check the meaning of *next to* using the picture.

Differentiation

Struggling learners and Stretch: Put a stronger and weaker student together so that they can read the sentences and identify the true and false ones together.

Reading 1

- 3 Read *The Greens and the Homes*.
Check your answer from Activity 2.

Reading strategy
Identify the text type
and purpose.



The Green family looks up. Mrs Green starts to say, "I'm sad for those children in the house every day." School starts and the children start their new class. The Home and Green children make friends really fast. They learn from each other to read, type and code. And now all of the children can ride bikes down the road!



- 4 Read the story again.
Circle the action words.

- 5 Write *The Greens* or *The Homes*.

- | | |
|-------------------------|-------------------|
| 1 They run and climb. | <u>The Greens</u> |
| 2 They type and code. | <u>The Homes</u> |
| 3 They can ride a bike. | <u>The Greens</u> |
| 4 They can read books. | <u>The Homes</u> |

- 6 Ask and answer with a friend.

- Is your family most like the Greens or the Homes? Why?
- What's special about the structure of the story? Find the words that rhyme.

105

WB Act. 2 p. 91

Read *The Greens and the Homes* again and write.

SB Act. 6 p. 105

COMMUNICATION ?

Ask and answer with a friend.

- In pairs, students discuss the questions.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 91

CRITICAL THINKING

Think and write.

- Students share their ideas with the class.

Value

Learn from each other

Ask students to think about who children learn from. Elicit, e.g., *parents* and *teachers*. Ask if they think they can learn something from children their own age and if they have learned something from their friends. Encourage different ideas. Allow use of L1.

Objective review

Ask students if they identified the correct text type. Praise their effort.

OBJECTIVES

- Grammar:** Can use “I can” with common verbs and nouns.
- Listening:** Can understand what people say they can or can’t do from simple sentences spoken slowly and clearly.
- Speaking:** Can talk about things they can or can’t do using a simple fixed expression.
- Expressions:** It’s OK.

MATERIALS

SB pp. 106–107
 WB pp. 92–93
 WB key p. 216
 SB audio track 2-05
 Video 7-2
 Video script p. 251
 Picture cards 104–111
 Pearson English Platform
 Grammar Book 1, Unit 12
 Speaking and Vocabulary Book 1, Unit 7

Warm-up

Play a game to check what students remember about the reading *The Greens and the Homes*. Put students in groups of four. Make true/false statements about the text (e.g., from WB Activity 1). Students discuss in their groups and hold up a *true* or *false* card to show their team decision.

Lesson objective

Explain the lesson objective: To use *can* to talk about ability.

SB Act. 1 p. 106

Watch Part 1 of the story video. What does Tommy do?

- Students watch Part 1 of the video.
- Students say what Tommy can do. (Answers: play games, play sports, play football)

Extra activity

COMMUNICATION

Play the video again. Students listen and repeat the sentences.

SB Act. 2 p. 106

Look at the grammar box and circle for you.

- Focus students’ attention on the grammar box. Read the sentences aloud for students to repeat after you.
- Read the question and encourage students to answer *Yes, I can.* or *No, I can’t.*
- Focus students’ attention on the text on the video still.

SB Act. 3 p. 106

Read *The Greens and the Homes* again. Circle *can* and *can’t*.

- Refer students back to the text on SB pp. 104 and 105.

SB Act. 4 p. 106

Look and write *can* or *can’t*.

- Students look at the pictures and write the words.

SB Act. 5 p. 107

Complete the questions. Then answer for you.

- Students look at the pictures and complete the questions.
- Then they answer the questions.

Extra activity

COLLABORATION

- Use the picture cards from Vocabulary lesson 1. Put a check and a cross on the board. Hold each one up in turn and point at the check or the cross. Ask *Can you hop?* Students answer chorally *Yes, I can.* or *No, I can’t.*
- Move on to a chain drill: Ask an individual student, who answers and then asks another student, and so on.

WB Act. 1 p. 92

Write the words in order.

- Focus students’ attention on the grammar box. Then ask them to write the questions and sentences.

WB Act. 2 p. 92

Look and write.

Extra activity

COMMUNICATION

Students ask and answer about Alex, Aisha, and Emma in pairs. Elicit a question and answer first, e.g., *Can Alex hop? Yes, he can.* Students then continue with the other activities.

WB Act. 3 p. 93

Look at Activity 2 and write the answers.

SB Act. 6 p. 107

CRITICAL THINKING

Think of your family members and write.

- Students write what their family members can and can’t do.

Grammar 1

1 Watch Part 1 of the story video. What does Tommy do?

Can you play games?



2 Look at the grammar box and circle for you.

Grammar

I can swim.
I can't swim.

Can you swim?
Yes, I can. / No, I can't.

3 Read *The Greens and the Homes* again. Circle *can* and *can't*.

4 Look and write *can* or *can't*.

1 I can draw.

2 Stop, Dan! You can't sing!

3 I can't swim.

4 I can't read.

5 I can play soccer.

106

5 Complete the questions. Then answer for you.

1 Can you swim? 2 Can you ride a bike?



6 Think of your family members and write.

- My mom can
- My mom can't
- My
- My

Listening and Speaking

7 Listen. What can Emma do? Check (✓) or cross (X).

	ride a bike	type fast	hop 10 times	swim	climb	play soccer
Emma	✓	X	X	✓	✓	X
My friend						



8 Ask and answer with a friend. Think of one more ability to ask about.

Can you type a fast?

No, I can't.

107

Differentiation

Struggling learners: Tell students to choose activities presented in this unit.

Stretch: Students choose other activities that haven't been presented.

WB Act. 4 p. 93

Look and write.

WB Act. 5 p. 93

Write three more questions. Write your answers.

Extra activity

COMMUNICATION

Students ask and answer their questions from Activity 5 in pairs.

For more grammar practice, go to Grammar Book 1, Unit 12.

Listening and Speaking

SB Act. 7 p. 107

Listen. What can Emma do? Check (✓) or cross (X).

- Play track 2-05. Students listen and complete the first row of the chart.



SB Act. 8 p. 107

COMMUNICATION

Ask and answer with a friend. Think of one more ability to ask about.

- Students ask and answer the questions from Activity 7. They check or cross the activities in the second row of the chart.

Extra activity

COLLABORATION

- Students work in pairs and design their own challenge tasks (that they can complete in class). They write their challenges on a piece of paper, e.g., *Can you hop ten times? Can you sing a song?* and the names of five other students in the class.
- Help with vocabulary where needed.
- Students move around the classroom challenging their friends to complete the task and checking the challenge sheet.

Objective review

Ask students about what they can do. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 7.

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can talk about things they can or can't do using a simple fixed expression.
- SB vocabulary:** computer, screen, phone, sports, game, hobby, soccer, board game
- WB vocabulary:** athlete, player, runner, swimmer
- Expressions:** And you?

MATERIALS

SB pp. 108–109
 WB pp. 94–95
 WB key p. 216
 SB audio tracks 2-06, 2-07, 2-08, and 2-09
 WB audio track 03
 Colored pencils (blue, green, yellow, red)
 Picture cards 112–119
 Pearson English Platform

Warm-up

Give each student a piece of paper. Tell them to write four activities across the top and five names of students in the class down the side. Tell students that they have three minutes to ask all the students on their list if they can do the activities, e.g., *Can you swim?* They check (✓) or cross (X). When students have finished, ask a few checking questions, e.g., *Can Leo swim?*

Lesson objective

Explain the lesson objective: To talk about hobbies.

SB Act. 1 p. 108

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-06 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 108

Listen and check (✓). Use different colors.

- Play track 2-07 twice, pausing after each sentence. Students check against each picture using different colors as indicated.

Picture card activity 1

Hold up the picture cards one by one. Students say the words. Add variety by asking students to say the words in different ways, e.g., quietly, loudly, quickly, slowly.

SB Act. 3 p. 108

Listen and say.

- Play track 2-08, pausing after each item. Students listen and complete the sentences with the missing words. (**Answers:** 1 hobby, 2 computer, 3 soccer, 4 game, 5 phone, 6 sports, 7 screen, 8 board game)

Picture card activity 2

- Hold up the picture cards one by one and ask questions, e.g., *Do you have a computer? Do you play soccer/board games/sports?* Encourage students to use short answers, *Yes, I do.* or *No, I don't.*
- Students can pass the picture cards around the class asking and answering questions.

WB Act. 1 p. 94

Circle the words in the computer code.

SB Act. 4 p. 108

Listen and complete for *Coding*. Complete the other mind maps.

- Play track 2-09 twice. Students listen and write the words in the first mind map.
- Students complete the other mind maps and compare their answers in pairs.

Differentiation

Struggling learners: Check *need* and review body parts before students listen.

WB Act. 2 p. 94

Read and circle.

WB Act. 3 p. 94

Read and write words from Activity 1.

Extra activity

COMMUNICATION

Students use the text in Activity 3 as a model and write their own text. They can write about a family member or a friend.

SB Act. 5 p. 109

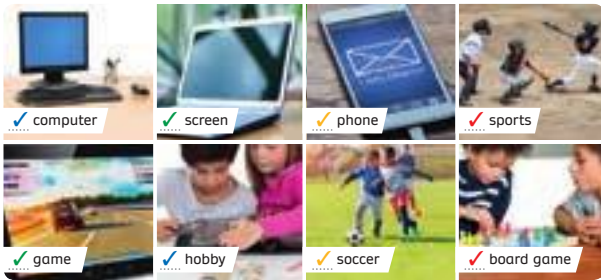
CRITICAL THINKING

Think and write.

- Students complete the favorite activities about themselves.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

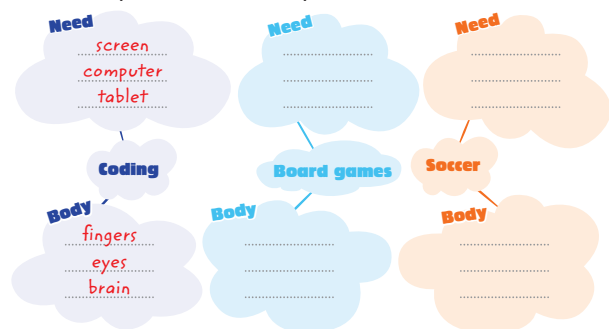
1 Listen and repeat.



2 Listen and check (✓). Use different colors.

3 Listen and say.

4 Listen and complete for Coding. Complete the other mind maps.



108

5 Think and write.

MY FAVORITES All about me	
Hobbies	Board game
Sports	Video game

6 Ask and answer with a friend.

What are your favorite hobbies?

My favorite hobbies are swimming and playing games on my tablet. And you?

Pre-reading 2

1 Look at the title *Cool Sports*. Do you think it's a story or an informational text?

Reading strategy

Identify the text type and purpose.

2 Why do people read articles? Circle.

for information for enjoyment to learn things
to read about imaginary worlds

109

SB Act. 6 p. 109

COMMUNICATION

Ask and answer with a friend.

- In pairs, students take turns asking and answering questions.

Differentiation

Struggling learners: Check students can form the questions they need before they ask and answer.

Extra activity

COMMUNICATION

Students do a class mingle. They walk around the classroom asking one or more questions to each student they meet.

WB Act. 4 p. 95

Listen and check (✓).

- This is a Pre-A1 Starters Listening Part 3 task.

Vocabulary challenge: sports people

WB Act. 5 p. 95

Read, choose, and write.

Objective review

Ask students to say the words from the lesson. Can they remember all eight words? Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Identify the text type and purpose.

SB Act. 1 p. 109

CRITICAL THINKING

Look at the title *Cool Sports*. Do you think it's a story or an informational text?

- Ask students to apply the reading strategy. They look at the title and decide whether it's a story or an informational text. (**Answer: It's an informational text.**)
- Ask students to share their answers with the class.

SB Act. 2 p. 109

CRITICAL THINKING

Why do people read articles? Circle.

- Students circle one or more options.
- Ask students to share their answers with the class.
- Check understanding of *information*, *enjoyment*, and *imaginary*.

OBJECTIVES

Reading: Can identify the overall theme of a simple, illustrated story, if guided by questions or prompts.

Vocabulary: tournaments, jump, race walking, wiggle, synchronized swimming, dance routine, para alpine skiing, wheelchair basketball, blind soccer

Passive vocabulary: event, unusual

MATERIALS

SB pp. 110–111

WB p. 96

WB key p. 216

SB audio track 2-10

Pearson English Platform

Warm-up

Put students in groups of four and give them some paper and a marker pen. Tell them to nominate a “writer.” Demonstrate the game first by saying a sentence with a missing word – say *beep* for the missing word, e.g., *I can play games on my [beep]*. Students have to write the word *computer* as quickly as they can and hold it up. The team to hold up the correctly spelled word first gets a point. Continue the game giving example sentences with missing words from the previous vocabulary lesson.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the text type and purpose.

SB Act. 3 p. 110

Read *Cool Sports*. Check your answers from Activities 1 and 2.

- Remind students of the reading strategy. Ask if they remember their ideas from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the questions from Activities 1 and 2.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio, pausing frequently. Ask easy-checking questions that help students review existing knowledge, e.g., *What are the Paralympic Games?*

Stretch: Play the audio all the way through. Ask checking questions once you’ve finished listening, e.g., *How do you “race walk”?*

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *tournaments, jump, race walking, wiggle, synchronized swimming, dance routine, para alpine skiing, wheelchair basketball, and blind soccer*. Check pronunciation and stress.
- Check meaning by asking students to point at the pictures (when they can). Check *tournament* by asking what other tournaments they know. Ask checking questions for any other words that aren’t shown, e.g., *What’s blind soccer?*

Vocabulary work 2

Check any other words that you think students don’t know, e.g., *What are the athletes called when they’re in a competition?* (competitors).

SB Act. 4 p. 111

Read the article again and check (✓).

- Students check the correct sports.

Differentiation

Stretch: Students complete the chart individually and check their answers in pairs.

Extra activity

COMMUNICATION

Once students have completed the chart, they test each other in pairs. Student A closes his/her book and Student B says, e.g., *in the pool*. Student A names the sport (or sports) that it matches.

Reading 2

3  Read *Cool Sports*. Check your answers from Activities 1 and 2.

Reading strategy

Identify the text type and purpose.

COOL SPORTS

The Olympic and Paralympic **Games** are big **sports** tournaments. There are winter and summer games. At these events, we see people who can run really fast, people who can swim really fast, and people who can jump really far. But what about more unusual sports at the Olympics and Paralympics?

Can you walk fast? Yes? Then race walking is the **hobby** for you. It looks funny because competitors can't have both feet off the ground at the same time. You wiggle when you race walk.

Can you swim and dance? Can you swim and dance at the same time? Synchronized swimming is a sport. Teams do a dance routine in the swimming pool.

4 Read the article again and check (✓).

	needs a ball	in the pool	in the mountains	you wiggle	you dance	on a team
Race walking				✓		
Synchronized swimming		✓			✓	✓
Wheelchair basketball	✓					✓
Blind soccer	✓					✓
Para alpine skiing			✓			

5  Think about the article. Work in pairs.

- In blind soccer, the ball makes a rattling sound. Why do you think this is?
- Can you think of other Olympic and Paralympic sports? Which do you want to try?



At the winter Paralympics there's para alpine skiing. Wow! Look at him. That looks very cool!

The Paralympics are for athletes who can't use their arms, legs, or eyes like other athletes can. There are some really cool sports like wheelchair basketball and blind **soccer**.

110

111

WB Act. 1 p. 96

Read *Cool Sports*. Put the things in the order you read about them.

- Refer students back to the text on SB pp. 110 and 111.

WB Act. 2 p. 96

Read *Cool Sports* again. Choose and write.

SB Act. 5 p. 111

CRITICAL THINKING  

Think about the article. Work in pairs.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

Show clips or pictures of other Paralympic sports. Check if students know what they are.

WB Act. 3 p. 96

CREATIVITY

Draw your favorite Olympic or Paralympic sport.

- Students can draw one of the sports from the reading text or another sport that they know.

WB Act. 4 p. 96

CRITICAL THINKING

Think and write.

Objective review

Ask students what the text type was by asking the question in the Pre-reading 2 task again. Praise their effort.

OBJECTIVES

- Grammar:** Can use personal pronouns as objects and complements.
- Listening:** Can understand short, simple instructions addressed slowly and clearly.
- Speaking:** Can give simple instructions to a classmate to complete a task.

MATERIALS

SB pp. 112–113
 WB pp. 97–98
 WB key p. 216
 SB audio track 2-11
 Videos 7-2, 7-3, and 7-4
 Video script p. 251
 Picture cards 104–109, 115, 117–119
 Pearson English Platform
 Grammar Book 1, Unit 20
 Speaking and Vocabulary Book 1, Unit 7

Warm-up

Choose words from the unit so far and dictate the letters in the wrong order. Students work in pairs, write the letters, and rearrange them to make the correct word. Invite a student to write the word on the board with the help of the class.

Lesson objective

Explain the lesson objective: To use *me, you, him, her, us, them* to refer to people.

SB Act. 1 p. 112

Watch Parts 1 and 2 of the story video.
 Who is *me*?

- Students watch Parts 1 and 2 of the video.
- Students say who *me* is. (Answer: Cranky)

SB Act. 2 p. 112

Read the grammar box and match.

- Focus students' attention on the grammar box and the example.
- Students match the remaining words.

Differentiation

Struggling learners: Elicit the correct matching words in open class. Encourage students to say the words as they match them.

Stretch: Students complete the task individually and then check their answers in pairs.

Extra activity

COMMUNICATION

- Use a variety of the picture cards with people on them from both the vocabulary lessons. Hold them up one at a time and say *Look at her! Look at him! Look at them!*
- Once students have the idea, hold up the picture cards one by one and students say the sentences.

SB Act. 3 p. 112

Read *Cool Sports* again. Circle examples of *him* and *you*.

- Refer students back to the text on SB pp. 110 and 111.

SB Act. 4 p. 112

Look and write.

- Students complete the speech bubbles with the words from the grammar box. Ensure that students know that they need to choose words from the right-hand column.
- Ask individual students to read the speech bubbles aloud to the class.

WB Act. 1 p. 97

Read and circle the words following the example.

- Focus students' attention on the grammar box. Then they circle the object pronouns.

WB Act. 2 p. 97

Read and circle.

WB Act. 3 p. 97

Write the words in order.

- Check the answers as a class encouraging students to say the complete sentence.

SB Act. 5 p. 113

CREATIVITY

Listen and follow. Draw you and your friend. Then play.

- Students draw a picture of themselves and a friend in the bubbles.
- Play track 2-11, pausing after each sentence. Students follow along the pink line to the correct person or people.
- Then students play the game again, this time giving each other instructions.

WB Act. 4 p. 98

Look, read, and write. Then number the pictures.

For more grammar practice, go to Grammar Book 1, Unit 20.

Grammar 2

- 1  Watch Parts 1 and 2 of the story video. Who is *me*?



- 2 Read the grammar box and match.

Grammar

I	her
you	them
he	me
she	him
we	you
they	us

- 3 Read *Cool Sports* again. Circle examples of *him* and *you*.

- 4 Look and write.



112

- 5  Listen and follow. Draw you and your friend. Then play.



Speaking

Speaking strategy

Organize your speech clearly.

- 6  Play a game in groups.



- 7  Watch Part 3 of the story video. Can Dan sing?

113

Speaking

Speaking strategy

Explain the speaking strategy: Organize your speech clearly.

SB Act. 6 p. 113

COMMUNICATION

Play a game in groups.

- Ask students to look at the picture. Explain the rules of the game. One student stands in the middle surrounded by a group of students (including both boys and girls if possible). Students take turns giving instructions to the student in the middle, e.g., *hop to them*, *run to us*, *walk to him*.
- Students take turns being in the middle. Remind them to use the speaking strategy by thinking and organizing what they want to say before speaking.

SB Act. 7 p. 113

Watch Part 3 of the story video. Can Dan sing?

- Students watch Part 3 of the video and answer the question. (**Answer: No, he can't.**)

Extra activity

CRITICAL THINKING

- Play the video again and pause after each frame to elicit the dialog.
- Now play the video again without any sound. In groups, students try to remember what the dialog is for each frame. Then play the video again and check.

Objective review

Ask students to point at the pictures on the SB page and say sentences using object pronouns. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 7.

OBJECTIVES

- Reading:** Can understand basic information about people's likes and dislikes, if supported by pictures.
- Speaking:** Can talk about things they can or can't do using a simple fixed expression.
- Writing:** Can write simple sentences about what they or other people can or can't do.

MATERIALS

SB pp. 114–115
 WB pp. 99–101
 WB key pp. 216–217
 Pearson English Platform
 Test Book 1, Unit 7

Warm-up

Review the Unit 6 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about their favorite hobby, while applying the writing strategy.

SB Act. 1 p. 114

Look at Clara's pictures and answer.

- Students look at the pictures to find the answers.

SB Act. 2 p. 114

Read about Clara's hobbies and check your answers.

- Ask students to share their answers with the class.
(Answers: She's writing about her favorite hobby and her favorite thing. She can play soccer, ride a bike, and climb.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 114

Read the text again. Circle *and* and *but*.

- Students circle all the instances of *and* and *but*.

SB Act. 4 p. 114

Find or draw pictures of you doing your favorite hobby and of your favorite thing. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the Workbook.

Remember!

WB p. 99

Focus students' attention on the Remember! box.

WB Act. 1 p. 99

Read and write *and* or *but*.

WB Act. 2 p. 99

CREATIVITY

Find or draw a picture of you doing your favorite hobby and of your favorite thing.

WB Act. 3 p. 99

Write about your favorite hobby and your favorite thing. Use your picture from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up their pictures and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Say names of activities and objects from this and previous units, e.g., *swim*, *phone*. Students make sentences with *can/can't* or *have/don't have*, e.g., *I can swim. I don't have a phone*.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 115

CRITICAL THINKING

Why do we do hobbies? Think and write three things you can do and three things you can't do. Compare with a friend.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

- 1** Look at Clara's pictures and answer. **2** Read about Clara's hobbies and check your answers.

- What's she writing about?
- What can she do?



My Favorites

Hobbies

My favorite hobby is sports. I like soccer and basketball. I can play soccer, but I can't play basketball – I really want to learn! I like outdoor activities – I can ride a bike and I can climb.

Things

My favorite thing is my phone. I can take pictures on my phone, I can talk to my friends, and I can use it to play games.



- 3** Read the text again. Circle *and* and *but*.

- 4** ^{WB 99} Find or draw pictures of you doing your favorite hobby and of your favorite thing. Then go to the Workbook to do the writing activity.

114

Now I Know

- 1** Why do we do hobbies? Think and write three things you can do and three things you can't do. Compare with a friend.

- I can ...
- I can't ...

- 2** Answer for you.

- 1** What hobbies do you like? _____
2 What sports do you like? _____

- 3** Choose a project.



Talk about an athlete.

- 1 Choose a famous athlete.
- 2 Download and print a picture of the athlete.
- 3 Think about what sport the athlete does and what he/she can do. Make notes.
- 4 Present your information to the class.

or



Start a club for your favorite hobby.

- 1 Think of a hobby. Make a poster to advertise your club.
- 2 Decide on a time and a place for your club.
- 3 Write information about the club on the poster.
- 4 Show your poster.
- 5 Have a club meeting with friends.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people can and can't do.



I can say what I can and can't do.



I can understand short, simple texts.



I can write simple texts about what I can and can't do.

115

SB Act. 2 p. 115

Answer for you.

- Students write a hobby and a sport.

WB Act. 1 p. 100

Read and sort.

WB Act. 2 p. 100

Write words from Activity 1.

WB Act. 3 p. 100

Circle **T** (true) or **F** (false) for you. Change the false sentences.

WB Act. 4 p. 101

Read, choose, and write.

Project

SB Act. 3 p. 115

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 101

What hobbies do people do? Write five hobby words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 101

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 101

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 115

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 7.

8

What food do we eat?

SKILLS

- Listening:** Can understand simple questions and answers about peoples likes and dislikes.
- Reading:** Can understand the main idea in a short, simple picture story.
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.
- Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model.

GRAMMAR

- Grammar 1:** Can use the Present Simple to refer to their own likes and dislikes.
- Grammar 2:** Can use the Present Simple to refer to likes, dislikes, and opinions.

VOCABULARY

- Key vocabulary 1:** pineapple, grapes, pear, lemon, carrot, onion, potato, peas
- Key vocabulary 2:** bread, rice, beans, pasta, lime, cookies, yogurt, soup
- Video vocabulary:** still life, grapes, think, where, in front of, middle, take a photo

Reading 1 vocabulary: peacock, blueberries, feathers, slices, hippo, butterfly, wings

Reading 2 vocabulary: fox, stork, beak, delicious, shallow, kind

Passive vocabulary: sandwich, chocolate, sweet

Revised vocabulary: apple, banana, cheese, milk, meat, juice, orange, water, egg, fish, chicken, honey

Expressions: What's wrong?

PROJECTS

- Make a presentation about food you and your family like
- Make some food art

VIDEOS

- Vloggers: Still Life Composition (8-1)
- Tommy Zoom: The Picnic Parts 1–3 (8-2, 8-3, 8-4)

VALUE

- Be a good friend

Unit opener

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can answer simple questions about objects.
- Vocabulary:** Video vocabulary; revised vocabulary; expressions

MATERIALS

- SB pp. 116–117
- WB p. 102
- WB key p. 217
- Video 8-1
- Video script p. 252
- Pearson English Platform

Big Question

- Ask students what food they like to eat to check what food words they already know.
- Read the Big Question *What food do we eat?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about food.

SB Act. 1 p. 117

What food words do you know in English? Sort.

- Students write the food words next to the correct heading.

Differentiation

Struggling learners: Pre-teach the food items.

Stretch: Students check in pairs, peer-teaching any words that either of them don't understand.

8

What food
do we eat?

Listening

- I can understand what others like and don't like.

Reading

- I can understand the main points in a short, simple text.

Speaking

- I can say what I like and don't like.

Writing

- I can write about what I like and don't like.

116



1 What food words do you know in English? Sort.

apple	banana	cheese
milk	meat	juice
orange	water	egg
fish	chicken	honey

Eat apple, banana, cheese, meat,orange, egg, fish, chicken, honey.Drink juice, milk, water

2 Look at the picture and discuss.

- What are the children doing?
- What foods can you name?
- What drinks can you name?

3 Watch the video and circle. What do the children do with the fruit?

eat it drink it draw it

117

SB Act. 2 p. 117

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 102

What do you know?

- Ask students to think of the Big Question and write in the box the words for food they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 102

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 117



Watch the video and circle. What do the children do with the fruit?

- Ask students to look at the video still and guess what the video is about (*drawing a still life*).
- Students predict what the children do with the fruit.
- Play the video. Students check if they were correct.

Extra activity

COMMUNICATION

Play the video. Pause when you're able to see the different fruits. Check what they are and what color they are, e.g., *It's a banana. It's yellow.*

WB Act. 2 p. 102



Watch the video. Check (✓) the fruits you can see.

WB Act. 3 p. 102



Watch the video again. Circle T (true) or F (false).

WB Act. 4 p. 102

What other fruits do you know? What color are they?

Objective review



Ask students to say what they can see in the picture. Praise their effort.

OBJECTIVES

Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Vocabulary: pineapple, grapes, pear, lemon, carrot, onion, potato, peas

Passive vocabulary: sweet

MATERIALS

SB pp. 118–119

WB pp. 103–104

WB key p. 217

SB audio tracks 2-12, 2-13, and 2-14

Picture cards 120–127

Pearson English Platform

Warm-up

Tell students to look at the picture on SB pp. 116 and 117. Students work in pairs. They have two minutes to say as much about the picture as they can (not only food related), e.g., *There are two girls. There's one boy.* Elicit ideas from the class.

Lesson objective

Explain the lesson objective: To identify fruits and vegetables.

SB Act. 1 p. 118

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-12 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 118

Listen and number.

- Play track 2-13 twice, pausing after each item. Students number the pictures.

Picture card activity 1

Hold up the picture cards one by one and say the food words. Students say *Yes, grapes.* or *No, peas.*

Picture card activity 2

- Hold up the picture cards one by one so that students can't see them. Describe the color of the food item, e.g., *It's orange.* Students guess the food. Encourage them to use a full sentence, e.g., *It's a carrot. They're grapes.* As the students guess, give one student the picture card. Continue until you have no picture cards.
- Ask each of the students with picture cards to stand up but keep their picture cards secret. The students try to remember who has what food item. Encourage students to ask and answer, e.g., *Is it a carrot? (Yes, it is. / No, it isn't.)*

SB Act. 3 p. 118

Listen and say.

- Play track 2-14 pausing after each item. Students listen to the descriptions and say the correct food. **(Answers: 1 lemon, 2 grapes, 3 pineapple, 4 pear, 5 carrot, 6 peas, 7 onion, 8 potato)**

WB Act. 1 p. 103

Look and circle.

WB Act. 2 p. 103

Write the letters in order to spell fruit and vegetable words.

WB Act. 3 p. 104

Complete the crossword.

SB Act. 4 p. 118

Is it a fruit or a vegetable? Sort.

- Students write the words in the correct column.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Write the answer for one fruit and vegetable item on the board to start students off.

Stretch: Ask students to add any other fruits or vegetables that they know to their lists.

SB Act. 5 p. 119

Read the riddles. Write the food.

- Students read the riddles and write the food at the bottom.

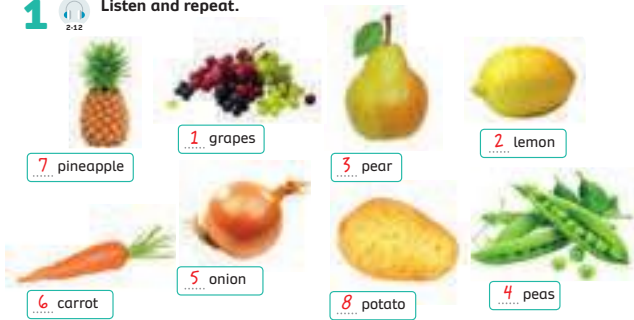
Differentiation

Struggling learners: Read each riddle separately checking the words students don't know by drawing shapes on the board (*round*) and by using mime (*long, sweet, and cry*). Refer students to the pictures in Activity 1 to help them choose the answer.

Stretch: Students read the riddles in pairs and help each other figure out the meanings.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

4 Is it a fruit or a vegetable? Sort.

banana carrot grape lemon onion orange
pea pear pineapple potato

Fruit	Vegetable
banana	carrot
grape	onion
lemon	pea
orange	potato
pear	
pineapple	

118

5 Read the riddles. Write the food.

1 What am I?
I'm small.
I'm round.
I'm a vegetable.
I'm green.
pea

3 What am I?
I'm yellow.
I'm a fruit.
I'm not sweet.
I grow on trees.
lemon

2 What am I?
I'm long.
I'm orange.
I'm a vegetable.
I grow under the ground.
carrot

4 What am I?
I'm a vegetable.
I'm round.
I'm white.
I can make you cry.
onion

Pre-reading 1

1 Look at the pictures from the reading. What food can you see? What do you think the text is about? Circle.

Reading strategy

Identify the main topic of a text.

a picnic food art lunch



119

Extra activity

CREATIVITY

Write the basic structure of the riddle on the board, e.g., *I'm ... , I'm ... , I'm a ... , I grow ...*. Students use it to write their own food riddles in pairs. Weaker students can choose from the food on the page and stronger students can choose any fruit or vegetables they like. Students display their riddles around the classroom and walk around trying to guess the fruit and vegetables.

Word study: words to describe people or things

WB Act. 4 p. 104

Read. Circle the color words and underline the food words.

WB Act. 5 p. 104

Look at Activity 4. Complete the rule. Use the words from the box.

WB Act. 6 p. 104

Choose two colors and two fruits or vegetables. Write.

Objective review

Ask students to describe the fruits and vegetables in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify the main topic of a text.

SB Act. 1 p. 119

CRITICAL THINKING

Look at the pictures from the reading. What food can you see? What do you think the text is about? Circle.

- In pairs, students tell each other which food items they can see.
- Ask students to apply the reading strategy and circle one of the options.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Ask students if they know the English words for any other foods.

8 Reading 1

OBJECTIVES

- Reading:** Can understand the main idea in a short, simple picture story.
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.
- Vocabulary:** peacock, blueberries, feathers, slices, hippo, butterfly, wings

MATERIALS

- SB pp. 120–121
WB p. 105
WB key p. 217
SB audio track 2-15
Pearson English Platform

Warm-up

Write *Fruit* on one side of the board and *Vegetable* on the other. Students stand up. Read different food items aloud. Students jump left or right depending on if it's a fruit or a vegetable. Speed up as you go along so that students get plenty of jumping activity!

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the main topic of a text.

SB Act. 2 p. 120



Read ***Food Art!*** Check your answers from Activity 1.

- Encourage students to identify what food they can see in the pictures on the page, and then ask if any of them can name the animals (*peacock, fish, snail, hippo, butterfly*). Don't teach the words at this point, but elicit any that students know.
- Students read and listen to the text. Remind them of the reading strategy.
- Ask if they found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read. Stop after each section and ask students to point at the food items in each picture that the words match. Focus on words that students already know, e.g., *nose, legs, fish* and ask them to identify these in the pictures, too.

Stretch: Students read the text without the audio.

Extra activity

Vocabulary work 1

Ask students to find and underline the words *peacock, blueberries, feathers, slices, hippo, butterfly*, and *wings*. Use the pictures to check understanding and pronunciation.

Vocabulary work 2

- Write *Parts of the body* on the board.
- Students work in pairs and write all the parts of the body that they can find in the texts.

SB Act. 3 p. 120

Read the text again. Write **T** (true) or **F** (false).

- Students read the text again and decide whether the sentences are true or false.

WB Act. 1 p. 105

Read ***Food Art!*** and circle.

- Refer students back to the text on SB pp. 120 and 121.

Differentiation

Struggling learners and Stretch: Put a stronger and weaker student together so that they can read the sentences and identify the correct answers together.

WB Act. 2 p. 105

Read ***Competition*** and match.

- Refer students back to the text on SB p. 121.

WB Act. 3 p. 105

Read ***Food Art!*** and ***Competition*** again. Choose and write.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

Extra activity

CRITICAL THINKING

In pairs, students test each other on the new words. Student A closes their WB. Student B reads the definitions in Activity 3 and Student A tries to remember the word. They swap.

SB Act. 4 p. 120

COMMUNICATION

Talk with a friend. Do you like the food pictures? What's your favorite?

- In pairs, students answer the questions.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Write on the board *My favorite picture is ...*. Students use the phrase to say which is their favorite.

Stretch: Students use *I like/don't like ...* to describe the pictures they like.

Reading 1

2  Read *Food Art!* Check your answers from Activity 1.

Reading strategy

Identify the main topic of a text.

3 Read the text again. Write **T** (true) or **F** (false).

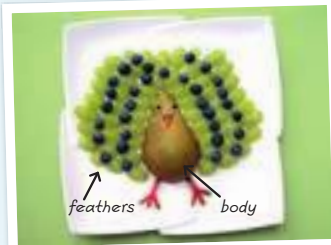
- 1 You need a pineapple for the fruit peacock. **F**
- 2 You need a tangerine or lemon for the fruit fish. **T**
- 3 You need an onion for the snail. **F**
- 4 You need a potato for the hippo. **T**
- 5 You need oranges and grapes for the butterfly. **T**
- 6 Marcin likes potatoes. **F**
- 7 Sonia likes butterflies. **T**

4  Talk with a friend. Do you like the food pictures? What's your favorite?

I like the peacock. I don't like the hippo.

Food Art!

Do you like fruits and vegetables? Do you like art? If the answer is "yes," read this and make some food art!



Fruit peacock!

To make this fruit peacock, you need: a pear, some grapes, some blueberries, and an apple.

Cut the pear in half for the peacock's body. Put the grapes and blueberries around the body for the feathers. Use an apple for the legs and nose, and draw the eyes on the peacock's face.



Tangerine fish!

To make this fish, you need: a tangerine or a lemon, a carrot, and a pea or a grape.

Cut the tangerine or lemon into slices. Put the tangerine or lemon slices on a plate for the fish body. Use a slice of carrot for the mouth, and a pea or a grape for the eye.



Competition

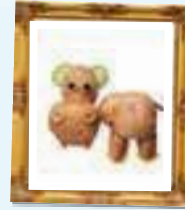
Can you make your own food art? Make some art, take a picture, and send it to us at food4art@email.com. Remember to eat your food art when you finish!

Your food art!

Here are some pictures of food art from our readers. Do you like them?



Eva, age 7
This is my parsnip and onion snail. I like the ears. They are cute.



Marcin, age 6
I don't like potatoes, but I like my potato hippo! Do you?



Sonia, age 7
I like butterflies. Do you like my fruit butterfly? It has grapes for the body and orange slices for wings.

WB Act. 4 p. 105

CRITICAL THINKING

Think and write.

- Students share their ideas with the class.

Extra activity

CREATIVITY

Students make (or draw) their own food pictures. In pairs, they ask and answer about what the food items are and what the picture is, e.g., *This is a parrot. It's a pineapple, a carrot ...*

Objective review

Ask students if they identified the correct text topic. Praise their effort.



OBJECTIVES

Grammar: Can use the Present Simple to refer to their own likes and dislikes.

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

MATERIALS

SB pp. 122–123

WB pp. 106–107

WB key p. 217

Video 8-2

Video script p. 252

Picture cards 120–127

Pearson English Platform

Grammar Book 1, Unit 14

Speaking and Vocabulary Book 1, Unit 8

Warm-up

Review food words. Start to draw a food item on the board, a line at a time. Students guess the object you're drawing. The first student to guess comes to the front and draws the next item.

Lesson objective

Explain the lesson objective: To talk about what food they like and don't like.

SB Act. 1 p. 122



Watch Part 1 of the story video. Say three food words you hear.

- Students watch Part 1 of the video.
- Students say three food words. (**Answers (any three):** pineapples, bananas, pears, carrots, grapes, orange)
- Focus students' attention on the text on the video still.

Extra activity

COMMUNICATION

Put students into three groups. Each group is one of the characters. Play the video again. Students listen and repeat the sentences for their group's character.

SB Act. 2 p. 122

Look at the grammar box and read.

- Focus students' attention on the grammar box. Ask for two volunteer students to read the sentences and the question aloud.

SB Act. 3 p. 122

Read *Food Art!* again. Circle *I like*, *I don't like*, *Do you like?*

- Refer students back to the text on SB pp. 120 and 121.

Extra activity

- Use the picture cards from Vocabulary lesson 1. Hold each one up in turn and ask *Do you like (pears)?* Initially, help students with the short answers, but as they become more confident encourage them to answer themselves.
- Hold up a picture card and encourage the class to ask you a question. Answer.
- Finally, do a chain drill. Ask a question to one student, who answers and then asks another student, and so on.

SB Act. 4 p. 122

Read and circle.

- Students circle the correct options.

WB Act. 1 p. 106

Read and write *do*, *don't*, *like*, or *yes*.

- Focus students' attention on the grammar box. Then ask them to complete the sentences.

WB Act. 2 p. 106

Write the words in order.

SB Act. 5 p. 123

Answer for you.

- Students use the words from the box to complete the sentences so they are true for them.
- Ask students to share their answers with the class.

WB Act. 3 p. 107

Look and write.

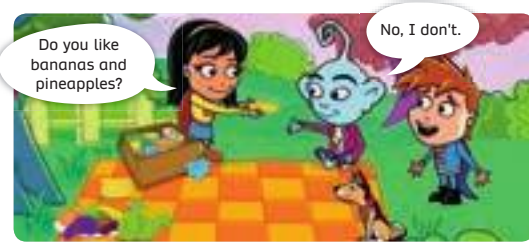
Differentiation

Struggling learners: Tell students to use the grammar box as a reference to help them.

Stretch: Students complete the sentences without the grammar reference.

Grammar 1

- 1 Watch Part 1 of the story video. Say three food words you hear.



- 2 Look at the grammar box and read.

Grammar

I **like** picnics. I **don't like** milk.

Do you **like** pears, grapes, and carrots? **Yes, I do.** / **No, I don't.**

- 3 Read *Food Art!* again. Circle *I like*, *I don't like*, *Do you like*?

- 4 Read and circle.

1 I am not like / **don't like** picnics.

2 Do you **like** / like blue food?

3 Are / **Do** you like lemonade?

4 **Yes, I do.** / No, I don't.

122

- 5 Answer for you.

don't like like No, I don't. Yes, I do.

- 1 I _____ orange juice. 4 Do you like bananas? _____
 2 I _____ milk. 5 Do you like lemons? _____
 3 I _____ pineapples. 6 Do you like cheese? _____

Speaking

- 6 Look and check (✓) or cross (X) for you. Then ask two friends and complete. Tell the class the foods you like and don't like.

	potatoes	grapes	peas	pears	carrots	onions
Me						



123

WB Act. 4 p. 107

Look at Activity 3. Write your answers to the questions.

Extra activity

COMMUNICATION

Students ask and answer the questions in pairs.

Extra activity

COMMUNICATION

Students take turns saying four sentences about what they like or don't like, e.g., *I like onions*. Their partner guesses if the sentence is true or false. The student who has the most correct guesses wins.

For more grammar practice, go to Grammar Book 1, Unit 14.

Speaking

SB Act. 6 p. 123

COMMUNICATION

Look and check (✓) or cross (X) for you. Then ask two friends and complete. Tell the class the foods you like and don't like.

- Students put a check or a cross for themselves in the first row of the chart. Then they write two of their friends' names in the other rows.

- Ask a pair of volunteers to read the dialog in the speech bubbles aloud for the class.
- Students ask and answer their friends about the foods, using the dialog in the SB as a model.

Extra activity

COLLABORATION

- Students ask all of the students in the class. They draw a bar chart to show their results.
- Stronger students write sentences about their findings, e.g., *Five students in my class like grapes, but six students don't like carrots.*

Extra activity

COLLABORATION

- Play the video again. Put students in groups of three. Tell them that they can learn the words in the video or change food items for different ones.
- Students practice a scene from the video and then act out their scene to the class.

Objective review

Ask students about what food they like. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 8.

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- SB vocabulary:** bread, rice, beans, pasta, lime, cookies, yogurt, soup
- WB vocabulary:** slice, bowl, plate
- Passive vocabulary:** sandwich, chocolate

MATERIALS

- SB pp. 124–125
WB pp. 108–109
WB key p. 217
SB audio tracks 2-16, 2-17, and 2-18
Picture cards 128–135
Paper plates (optional)
Pearson English Platform

Warm-up

Play a memory game. Elicit one fruit and one vegetable and write them on the board. Students have one minute to ask as many classmates as they can if they like the food items, e.g., *Do you like bananas?* The aim of the game is to try and remember as many answers as possible. Once the minute is up, say a student's name and *bananas*. Students simply say *Yes* or *No*.

Lesson objective

Explain the lesson objective: To learn more food words.

SB Act. 1 p. 124

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-16 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 124

Listen and number.

- Play track 2-17 twice, pausing after each item. Students number the pictures.

Picture card activity 1

Hold up the picture cards one by one. Students say the words chorally and then individually.

SB Act. 3 p. 124

Listen and say.

- Play track 2-18, pausing after each description. Students listen and say the words. Play the audio again to check if they were correct. (**Answers: 1 It's pasta., 2 It's bread., 3 It's soup., 4 It's a lime., 5 It's yogurt., 6 It's a cookie., 7 It's rice., 8 They're beans.**)

Picture card activity 2

- Hold up the picture cards one by one and ask questions to review questions with *like*, e.g., *Do you like rice?* Students answer *Yes, I do.* or *No, I don't.*
- Do a chain drill: Students stand in a line. Pass the first student a picture card and ask *Do you like (bread)?* The student answers and then asks the same question to the next student. As the picture card goes along the line, introduce the other picture cards to the first student. All the picture cards should go along the line as students ask and answer.

WB Act. 1 p. 108

Find and color the food words in the soup. Write the words.

WB Act. 2 p. 108

Look and circle.

SB Act. 4 p. 124

Look at the *Eat Well* plate. Write words from Activity 1 on the plate.

- Write *Protein*, *Starchy food*, *Milk and dairy*, and *Fat and sugar* on the board. Check meaning.
- Look at the plate with the students and elicit what they can see. Write the words under the categories on the board. If students are struggling with the terms, use L1 to help.
- Students write the words.

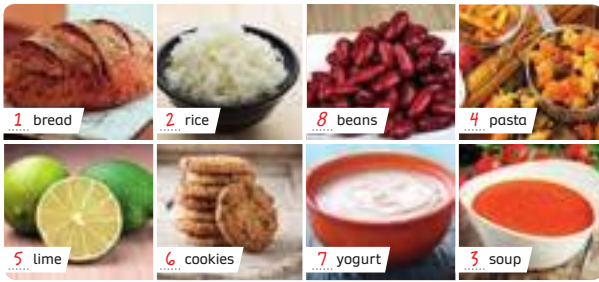
WB Act. 3 p. 108

Read and label the groups. Add more words.

- Students can use the plate in SB Activity 4 to help them with extra words.

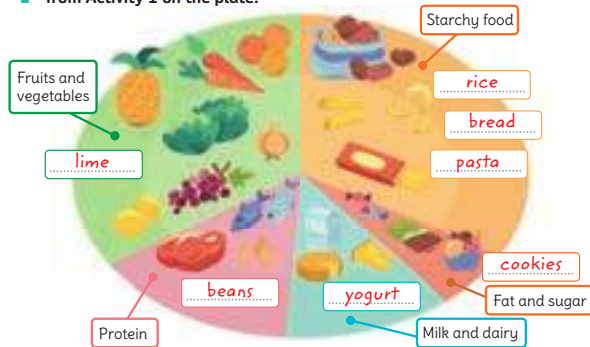
Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Look at the *Eat Well* plate. Write words from Activity 1 on the plate.

124

5 Think about the *Eat Well* plate again. Write.

- Oranges, lemons, and limes are fruit.
- Eat bread, rice, pasta, or potatoes every day.
- Eat some protein every day: meat, fish, eggs, or beans.
- Milk, cheese, and yogurt are dairy foods.
- Don't eat a lot of sugary food: ice cream, chocolate, and cookies.
- You can make soup with vegetables.



Pre-reading 2

1 Look at the pictures from the reading. What do you think the story is about? Circle.

Reading strategy

Identify the main topic of a text.



125

SB Act. 5 p. 125

CRITICAL THINKING

Think about the *Eat Well* plate again. Write.

- Students look at the pictures and write the words.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Do an example with students first. Tell students to look at the *Eat Well* plate to help them, and to look at Activity 1 to check their spelling.

Stretch: Students complete the activity individually and compare their sentences in pairs.

Extra activity

CREATIVITY

Students draw a plate (or you can bring in paper plates for them to draw on). On the plate they draw and color a healthy dinner. Students share their plates with other students, talking about what they have for dinner, e.g., *I have ...*. As an extension, students write about what they have for dinner.

WB Act. 4 p. 109

Look and read. Write *yes* or *no*.

- This is a Pre-A1 Starters Reading and Writing Part 2 task.

Vocabulary challenge: *slice*, *bowl*, and *plate*

WB Act. 5 p. 109

Look and write *slice*, *bowl*, or *plate*.

Objective review

Ask students to say the words from the lesson. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Identify the main topic of a text.

SB Act. 1 p. 125

CRITICAL THINKING

Look at the pictures from the reading. What do you think the story is about? Circle.

- Students look at the pictures. Ask them to apply the reading strategy and circle one of the options.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Encourage students to name the food items in the pictures.

8 Reading 2

OBJECTIVES

Reading: Can understand the main idea in a short, simple picture story.

Vocabulary: fox, stork, beak, delicious, shallow, kind

MATERIALS

SB pp. 126–127

WB p. 110

WB key p. 217

SB audio track 2-19

Pearson English Platform

Warm-up

Play *Bingo* with food words from SB pages 118 and 124. Students draw a 3x3 grid in their notebooks. Students write words in each space (struggling students can draw pictures instead). Call out food items and write them on the board as you do. Students cross out the words they hear. The first student to cross out all nine words shouts *Bingo!*

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the main topic of a text.

SB Act. 2 p. 126

Read *The Fox and the Stork*. Check your answer from Activity 1.

- Students find the pictures from Activity 1. Remind them of the reading strategy and ask if they remember their answers from Activity 1.
- Students read and listen to the story.
- Ask if they found the answer to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio all the way through as students read. Ask some basic checking questions, e.g., *Point at the fox. Point at the stork. What do they eat?* Then play the audio again stopping at various points to ask further questions, e.g., *Does the stork like the soup?*

Stretch: Play the audio all the way through. Ask checking questions once you've finished listening, e.g., *What's in the soup?*

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *fox*, *stork*, *beak*, *delicious*, *shallow*, and *kind*. Check the pronunciation of each word.
- Explain the meaning of the words using the pictures (*fox*, *stork*, *shallow*, *beak*) and mime (*delicious*). If necessary, use L1 to explain *kind*.

Vocabulary work 2

Ask students to look at the pictures and identify what food is on the table that isn't in the text (*onions*, *carrots*, *bread*).

SB Act. 3 p. 127

Read the story again. Write **T** (true) or **F** (false).

- Students read the sentences and decide whether they are true or false.

Differentiation

Struggling learners: Help students identify where the answer for item 1 is in the text. Allow students to work in pairs to find the remaining answers.

Stretch: Students complete the activity individually and then compare their answers in pairs.

Extra activity

COMMUNICATION

Put students in groups of three. Have them write the speaking parts of the story onto a piece of paper so that it resembles a script. One student is the narrator and the others are the fox and the stork. Students work together and use items in the classroom as props to act out the story.

Reading 2

2

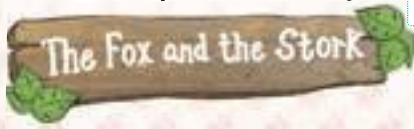


Read *The Fox and the Stork*.
Check your answer from Activity 1.



Reading strategy

Identify the main topic of a text.



One day, a fox invites a stork for dinner.

The fox doesn't like **pasta** or **rice**. He makes some **pea and potato soup**.

"Hello, stork!" says the fox. "Do you like soup?"

"Yes, I do!" says the stork.

The fox puts two bowls of soup on the table. The fox eats his soup. "Mmm. It's **delicious!**" he says. The stork likes the soup, but he **doesn't like** the bowl. He has a long beak, and the bowl is shallow – he can't eat the soup! "Ha! Ha!" laughs the fox.

126



The next day, the stork has an idea. He invites the fox to dinner, and he makes some **bean** soup.

"Hello, fox!" says the stork. "Do you like bean soup?"

"Yes, I do!" says the fox.

The stork puts two bowls of soup and some **bread** on the table. The stork eats his soup. "Mmm. It's **delicious!**" he says. The fox **likes** the soup, but he can't eat it. The bowl is too tall!

"Look! The fox **likes** my soup! But **does he like** the bowl? No, he doesn't!" laughs the stork.

But the stork is kind, so he gives the fox some more soup in a shallow bowl. The fox eats the soup and says, "Thank you. You're kind, and I'm sorry! Let's be friends!"

3 Read the story again. Write **T** (true) or **F** (false).

- The fox makes vegetable soup.
- The stork likes the soup.
- The stork eats the soup.
- The stork makes meat soup.
- The fox can't eat the bean soup.
- The stork is kind.

T
T
F
F
T
T

4 Think about the story.

Compare your ideas.

- Why does the stork invite the fox to dinner?
- Why does the stork give the fox more soup?
- Why does the fox say "sorry" in the end?

127

WB Act. 1 p. 110

Read *The Fox and the Stork*. Put the events in the order you read about them.

- Refer students back to the text on SB pp. 126 and 127.

WB Act. 2 p. 110

What's the story about? Check (✓).

WB Act. 3 p. 110

Read *The Fox and the Stork* again. Choose and write.

SB Act. 4 p. 127

CRITICAL THINKING

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Value

Be a good friend

Ask students to think about and share when a friend was good to them. Encourage them to think of other ways of showing that you're a good friend. Encourage different ideas. Allow use of L1.

WB Act. 4 p. 110

CRITICAL THINKING

Think and write.

Objective review

Ask students what the main topic of the text was by asking the question in the Pre-reading 2 task again. Praise their effort.

OBJECTIVES

Grammar: Can use the Present Simple to refer to likes, dislikes, and opinions.

Listening: Can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly.

Speaking: Can describe someone's likes or dislikes in a simple way.

MATERIALS

SB pp. 128–129

WB pp. 111–112

WB key p. pp. 217–218

SB audio track 2-20

Videos 8-3 and 8-4

Video script p. 252

Picture cards 120–135

Pearson English Platform

Grammar Book 1, Unit 14

Speaking and Vocabulary Book 1, Unit 8

Warm-up

Dictate words from the unit so far with the letters in the wrong order. Students work in pairs, write the letters, and rearrange them to make the correct word. Invite a student to write the word on the board with the help of the class.

Lesson objective

Explain the lesson objective: To talk about what other people like and don't like and to ask questions about what other people like and don't like.

SB Act. 1 p. 128

Watch Part 2 of the story video. Does Cranky like blue food? Do Tommy and Suzie like blue food?

- Students watch Part 2 of the video and answer the questions. (**Answers:** Yes, he does. No, they don't.)
- Ask two volunteer students to read the text under the video still.

SB Act. 2 p. 128

Look at the grammar box and read.

- Focus students' attention on the grammar box. Read the sentences aloud and encourage students to read the question and short answers aloud to the class.

Extra activity

COMMUNICATION

- Ask students if they can remember what Cranky doesn't like from the previous lesson, using the picture cards. Hold up the pineapple picture card and ask *Does he like pineapples?* (No, he doesn't.) Repeat with *carrots*, *peas*, and *grapes*.
- Point at the picture in Activity 1 and ask about the blue food items, e.g., *Does Cranky like blue cookies?* (Yes, he does.)

SB Act. 3 p. 128

Read *The Fox and the Stork* again. Circle *likes*, *doesn't like*, *Does he/she like ... ?*

- Refer students back to the text on SB pp. 126 and 127.

SB Act. 4 p. 128

Read and write.

- Students complete the sentences with the words from the box.

WB Act. 1 p. 111

Read and circle.

- Focus students' attention on the grammar box. Then ask them to choose the correct options.

WB Act. 2 p. 111

Read and write *do*, *does*, *don't*, *doesn't*, *like*, or *likes*.

Extra activity

COLLABORATION

- Tell students to underline all of the food items in the dialog.
- In pairs, they replace the food items with their own likes and dislikes, and change the names to their own.
- Students practice the dialog in pairs.

SB Act. 5 p. 129

Put the words in the correct order to make sentences. Answer the questions.

- Students write the sentences and questions.

WB Act. 3 p. 112

Look and write.

WB Act. 4 p. 112

Read and answer for you.

Differentiation

Struggling learners: Check the food items before students start the activity. Also check *best friend*.

Stretch: Students write and answer two additional questions and answers.

Grammar 2

- 1  Watch Part 2 of the story video. Does Cranky like blue food? Do Tommy and Suzie like blue food?



Does he like green peas?
No, he doesn't. He likes blue peas!

- 2 Look at the grammar box and read.
- 3 Read *The Fox and the Stork* again. Circle *likes*, *doesn't like*, *Does he/she like ...* ?
- 4 Read and write.

Grammar

He/She likes blue food.
He/She doesn't like blue food.
Does he/she like blue food?
Yes, he/she does.
No, he/she doesn't.

doesn't Does likes doesn't likes doesn't

- 1 Cranky likes blue ice cream.
- 2 Cranky likes blue bread and cookies.
- 3 Cranky doesn't like green food.
- 4 Does Suzie like blue food? No, she doesn't.
- 5 Does Cranky like blue beans and rice? Yes, he does.
- 6 Does Tommy like blue food? No, he doesn't.

128

- 5 Put the words in the correct order to make sentences. Answer the questions.

- 1 likes / Tommy / carrots. / orange
Tommy likes orange carrots.
- 2 blue / doesn't / Suzie / like / food.
Suzie doesn't like blue food.
- 3 onions. / likes / blue / Cranky
Cranky likes blue onions.
- 4 Tommy / Does / picnics? / like
Does Tommy like picnics? (Yes, he does.)
- 5 like / Suzie / blue / Does / food?
Does Suzie like blue food? (No, she doesn't.)

Listening and Speaking

- 6  Listen. Who is it?

					
Sam	✓	X	✓	✓	X
Lisa	X	✓	✓	X	X
James	✓	X	X	X	✓
Anna	✓	X	✓	✓	X

- 8  Watch Part 3 of the story video. Does Cranky like picnics?

Speaking strategy

Be accurate when you are speaking.

- 7  Ask and answer with a friend.

Does he like carrots?

No, he doesn't.

Is it James?

Yes!

129

Extra activity

COMMUNICATION

Students do a class mingle. They walk around asking the questions to their friends.

For more grammar practice, go to Grammar Book 1, Unit 14.

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Be accurate when you are speaking.

SB Act. 6 p. 129



Listen. Who is it?

- Play track 2-20. Pause the audio before the answer is given to see if students have figured out who it is.
- Check and then play the answer.

SB Act. 7 p. 129

COMMUNICATION

Ask and answer with a friend.

- Students ask and answer about the other children in Activity 6. Remind them of the speaking strategy and encourage them to try to speak accurately.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 8 p. 129



Watch Part 3 of the story video. Does Cranky like picnics?

- Students watch Part 3 of the video and listen for the answer to the question. (Answer: Yes, he does.)

Objective review

Ask students what food items they like and what food items their mom/dad likes. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 8.

OBJECTIVES

- Reading:** Can understand basic information about people's likes and dislikes, if supported by pictures.
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.
- Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model.

MATERIALS

SB pp. 130–131
 WB pp. 113–115
 WB key p. 218
 Pearson English Platform
 Test Book 1, Unit 8

Warm-up

Review the Unit 7 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of their and their friend's favorite food, while applying the writing strategy.

SB Act. 1 p. 130

Look at Tom's pictures and predict your answers.

- Students answer without reading the text.

SB Act. 2 p. 130

Now read Tom's description and check your answers.

- (Answers: pasta with meat sauce, cheese, pineapples, limes, and grapes; carrots, peas, and a potato; Tom's friend.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 130

Read the text again. Circle the commas in lists.

- Ask students to read the sentences where they circled the commas aloud.

SB Act. 4 p. 130

Find or draw a picture of food you like and food you don't like. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2.

Remember!

WB p. 113

Focus students' attention on the Remember! box.

WB Act. 1 p. 113

Read and write the missing commas.

WB Act. 2 p. 113

CREATIVITY

Find or draw pictures of food you and a friend like and don't like.

WB Act. 3 p. 113

Now write about food you and a friend like and don't like. Use your pictures from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their favorite foods and read their texts aloud to the class.

Now I Know

Warm-up

Play a memory game. Say *I like pears*. Ask another student to repeat your sentence and add one more item, e.g., *I like pears and carrots*. Continue the game with other students. Make sure students use *and* before the last item in the list, e.g., *I like pears, carrots, and grapes*.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned to observe their progress.

SB Act. 1 p. 131

CRITICAL THINKING

What food do we eat? Think. Answer for you.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at Tom's pictures and predict your answers.

- What does Tom like?
- What other fruit and vegetables can you see?
- Who is Billy?

2 Now read Tom's description and check your answers.

I like pasta!

I'm Tom and this is my friend, Billy. I like pasta with meat sauce and cheese. It's my favorite dinner. Billy doesn't like pasta. He likes rice. His favorite dinner is rice, beans and onions. I like fruit too. I like pineapples, limes and grapes. Billy doesn't like fruit but he likes vegetables. He likes peas, potatoes and carrots. What food do you like?



3 Read the text again. Circle the commas in lists.

4 **WB** Find or draw a picture of food you like and food you don't like. Then go to the Workbook to do the writing activity.

130

Writing strategy

Use commas in lists of words.
I like apples, bananas, lemons, and oranges.

Now I Know

1 **!** What food do we eat? Think. Answer for you. **?**

What food do you eat? Write ...

- | | |
|------------------------|-----------------------|
| 1 a fruit. | 5 a sugary food. |
| 2 a vegetable. | 6 a yellow food. |
| 3 a dairy food. | 7 a red food. |
| 4 a protein food. | 8 a round food. |

2 Choose a project.

Make a presentation about food you and your family like.

- 1 Choose food you and your family like.
- 2 Draw a picture of it or take a picture.
- 3 Write notes about the food you like.
- 4 Tell the class about the food you like.

or

Make some food art.

- 1 Choose two or three foods.
- 2 Choose the animal you want to make.
- 3 Cut the food and make your food art (or draw a picture).
- 4 Write about the food in your food art.
- 5 Show the class your food art and your description.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what others like and don't like.



I can say what I like and don't like.



I can understand the main points in a short, simple text.



I can write about what I like and don't like.

131

WB Act. 1 p. 114

Circle the odd one out.

WB Act. 2 p. 114

Look at Activity 1. Write the words.

WB Act. 3 p. 114

Think and write.

CRITICAL THINKING

WB Act. 4 p. 114

Write the words in order.

WB Act. 5 p. 115

Read and write *do*, *does*, *don't*, *like*, or *likes*.

Project

SB Act. 2 p. 131

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 115

What food do you eat? Write three fruit words, three vegetable words, and three starchy food words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 115

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 115

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 131

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 8.

9

How do we play?

SKILLS

- Listening:** Can understand basic phrases or sentences about things people have if supported by pictures.
- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Speaking:** Can ask basic questions to find out what possessions others have.
- Writing:** Can write basic sentences about what they and others possess, given prompts or a model.

GRAMMAR

- Grammar 1:** Can use “s” for possession with people’s names and common nouns.
- Grammar 2:** Can use all possessive pronouns in simple phrases to refer to people’s possessions.

VOCABULARY

- Key vocabulary 1:** toy truck, stuffed animal, hula-hoop, scooter, robot, action figure, toy boat, blocks
- Key vocabulary 2:** win, lose, swings, slide, monkey bars, hopscotch, tag, take turns
- Video vocabulary:** bar chart, numbers, a lot of, lorry, plane, very big, soft

- Reading 1 vocabulary:** share, skip, walk away, take turns, press a button
- Reading 2 vocabulary:** sit in a circle, run around, handkerchief, drop, blindfolded, fast
- Passive vocabulary:** on his own, children, child
- Revised vocabulary:** ball, doll, car, teddy bear, robots, bike

PROJECTS

- Make a poster about your favorite toys
- Draw and write about a playground game you play

VIDEOS

- Brain Crunch: Maths – Bar Graphs (9-1)
- Tommy Zoom: The Toy Box Parts 1–3 (9-2, 9-3, 9-4)

VALUE

- Share with others

Unit opener

OBJECTIVES

- Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures.
- Speaking:** Can talk about things they have using a basic phrase.
- Vocabulary:** Video vocabulary; revised vocabulary

Big Question

- Ask students what their favorite toy is to check what toy words they already know.
- Read the Big Question *How do we play?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you’ll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about toys.

MATERIALS

- SB pp. 132–133
- WB p. 116
- WB key p. 218
- Video 9-1
- Video script pp. 252–253
- Pearson English Platform

SB Act. 1 p. 133

COMMUNICATION

What toys do you like playing with? Tell a friend.

- In pairs, students talk about toys.
- Check *like* + *-ing* in the speech bubble before students talk in pairs.

SB Act. 2 p. 133

COMMUNICATION

Look at the picture and discuss.

- Focus students’ attention on the unit picture.

9

How do we play?

Listening

- I can understand what people have.

Reading

- I can identify people from their description.

Speaking

- I can ask questions about what people have.

Writing

- I can write about what I have.

132



- 1 What toys do you like playing with? Tell a friend.

I like playing with cars.

- 2 Look at the picture and discuss.

- What game are the children playing?
- Name three games you like. Compare with a friend.

- 3 Look at the picture below. Can you see any toys you have? Tell a friend.



- 4 Watch the video and check (✓). How many children like cars?

- | | |
|------------------------------|--|
| one ☐ | three ☐ |
| two ☐ | four ☒ |

133

SB Act. 3 p. 133

COMMUNICATION

Look at the picture below. Can you see any toys you have? Tell a friend.

- Students look at the bar chart and talk in pairs.

Differentiation

Struggling learners: Read the labels on the bar chart and point at the corresponding item. Give an example sentence, e.g., *I have a bear*. Students then talk in pairs.

Stretch: Students talk about the bar chart. They say how many of the items they have and what color they are.

WB p. 116

What do you know?

- Ask students to think of the Big Question and write in the box the words for toys they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 116

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 4 p. 133



Watch the video and check (✓). How many children like cars?

- Ask students to look at the video still and guess what the video is about (*bar charts*).
- Ask students to predict the answer to the question.
- Play the video. Ask students if they were correct and to check the correct number.

WB Act. 2 p. 116



How many? Write the numbers. Then watch the video to check your answers.

WB Act. 3 p. 116

CREATIVITY

Make your own bar graph. Draw toys. Use words and numbers from the box.

Objective review



Ask students to say what they think the children are playing in the picture. Praise their effort.

OBJECTIVES

Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly.

Vocabulary: toy truck, stuffed animal, hula-hoop, scooter, robot, action figure, toy boat, blocks

MATERIALS

SB pp. 134–135
WB pp. 117–118
WB key p. 218
SB audio tracks 2-21, 2-22, and 2-23
Video 9-1
Video script pp. 252–253
Picture cards 136–143
Large sheets of paper
Colored pencils
Pearson English Platform

Warm-up

Review hobby words from Unit 7. Put students into two teams. Choose a word and draw dashes on the board for each letter and a stick figure beside the word. Students guess the letters. For each wrong guess, erase part of the stick figure. The team to guess the word correctly before the figure disappears wins.

Lesson objective

Explain the lesson objective: To identify toys.

SB Act. 1 p. 134

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-21 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

Picture card activity 1

Hold up the picture cards one by one and say the toy words. Students say *Yes, robot.* or *No, scooter.*

Picture card activity 2

- Review *like* and practice the new words. Hold up a picture card and ask a stronger student *Do you like (trucks)?* Encourage him/her to answer *Yes, I do.* or *No, I don't.* Encourage the whole class to ask you a question, e.g., *Do you like scooters?* Answer.
- For weaker classes, write the question stem on the board: *Do you like ... ?*

SB Act. 2 p. 134

Number in alphabetical order. Then listen and check.

- Students number the pictures.
- Then play track 2-22 to check the answers.

SB Act. 3 p. 134

Listen and say.

- Play track 2-23, pausing after each item. Students listen and complete the sentences by saying the missing words. (**Answers:** 1 action figure, 2 stuffed animal, 3 blocks, 4 scooter, 5 hula-hoop, 6 robot, 7 toy boat, 8 toy truck)

Differentiation

Struggling learners: Check *superhero*, *cuddle*, *roll*, and *spin* before playing the audio. Also check *square* and *rectangle* (from Unit 2).

Stretch: Ask students to describe other toys they have at home and what they do with them or what noises they make.

WB Act. 1 p. 117

Write the missing letters.

WB Act. 2 p. 117

Look at the pictures in Activity 1 and write the words.

SB Act. 4 p. 134

Which toys do you like? Sort.

- Students write the words in the correct column.
- Ask students to share their answers with the class.

WB Act. 3 p. 118

Look, choose, and write. Then do the chant!

- This relates to a Pre A1 Starters Reading & Writing Part 4 task.

SB Act. 5 p. 135

Watch the video again. Do a class toy survey.

- Students do a class mingle. They ask and answer the question.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 1

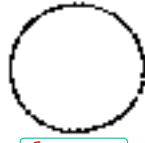
1 Listen and repeat.



8 toy truck



6 stuffed animal



3 hula-hoop



5 scooter



4 robot



1 action figure



7 toy boat

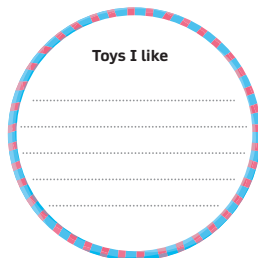


2 blocks

2 Number in alphabetical order. Then listen and check.

3 Listen and say.

4 Which toys do you like? Sort.



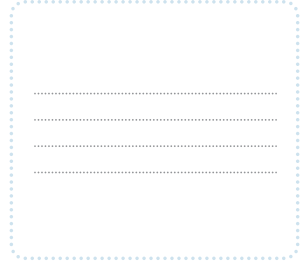
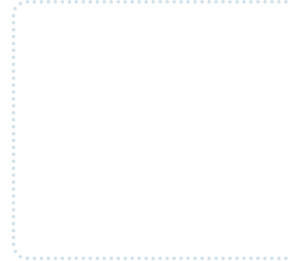
134

5 Watch the video again. Do a class toy survey.

What's your favorite toy?

My teddy bear.

6 What's your favorite playground game? Draw and write.

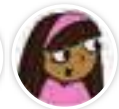


Pre-reading 1

1 Look at the characters from the story. Who do you think they are? Check (✓).

Reading strategy

Identify the people in a text.



brothers and sisters ☐

classmates ☐

cousins ☐

friends ☒

135

SB Act. 6 p. 135

CREATIVITY

What's your favorite playground game? Draw and write.

- Students write the name of their favorite game and draw it.

Extra activity

COLLABORATION

- Students work in pairs. Give them a large piece of white paper and colored pencils.
- They decide which toys to ask about, and then ask the other students in the class.
- Students make their bar chart by drawing and coloring toys and writing the words and numbers.
- Encourage students to write a title for their chart, too, e.g., *What toys do we like in our class?*

Word study: alphabetical order

WB Act. 4 p. 118

Write the letters to complete the alphabet.

WB Act. 5 p. 118

Write the words in alphabetical order.

Objective review

Ask students to describe the toys in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify the people in a text.

SB Act. 1 p. 135

CRITICAL THINKING

Look at the characters from the story. Who do you think they are? Check (✓).

- Ask students to apply the reading strategy. They look at the pictures in pairs and check one of the boxes.
- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Students work in pairs. One student describes one of the children (reviewing vocabulary from Unit 6). Their partner guesses who they're describing. Then they swap.

OBJECTIVES

- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Speaking:** Can answer simple questions about their daily activities or routines, given a model.
- Vocabulary:** share, skip, walk away, take turns, press a button
- Passive vocabulary:** on his own

MATERIALS

SB pp. 136–137
 WB p. 119
 WB key p. 218
 SB audio track 2-24
 Pearson English Platform

Warm-up

Review toy vocabulary. Start to draw a toy on the board, a line at a time. Students guess the object you're drawing. The first student to guess comes to the front and draws the next item. As students become more familiar with this game, you can put them into two teams, and they can take turns drawing items that you secretly show them on a piece of paper. The first team to guess gets a point.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the people in a text.

SB Act. 2 p. 136

Read *Superheroes Share!* Check your answers from Activity 1.

- Encourage students to find the children in the pictures from the Pre-reading task. Remind them of the reading strategy. Check if they remember their answers from the previous lesson.
- Students read and listen to the text.
- Ask if they found the answer to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work

- Ask students to find and underline the words *share*, *skip*, *walk away*, *take turns*, and *press a button*. Check pronunciation and stress.
- Mime or role-play the words in a random order and ask students to guess which words they are.

Extra activity

CRITICAL THINKING

- Point at each of the characters and ask their names.
- Ask checking questions about the story, e.g., *Who does Leona want to play with? Why doesn't Ben want to share his robot? What game do the children play? Why is Ben sad?*

SB Act. 3 p. 137

Read the story again. Match.

- Students match the children to their toys.

Extra activity

COLLABORATION

Put students in groups of four. Have them write the speaking parts of the story onto a piece of paper so that it resembles a script. One student is the narrator and the others are the friends in the story. Students work together to act out the story.

WB Act. 1 p. 119

Read *Superheroes Share!* and circle. Who says it?

- Refer students back to the text on SB pp. 136 and 137.

WB Act. 2 p. 119

Read *Superheroes Share!* again and write the names.

SB Act. 4 p. 137

COMMUNICATION

Talk with a friend. What games do you play with your friends? Do you share your toys? Is there anything you don't like to share?

- In pairs, students answer the questions.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Do Activity 4 as a class discussion prompting students and helping with vocabulary.

Stretch: Students work in small groups.

Reading 1

2  Read *Superheroes Share!* Check your answers from Activity 1.

 **Reading strategy**
Identify the people in a text.

SUPERHEROES SHARE!

It's playtime at school. Ben is in the corner with his new **action figure**. Leona skips over.



Leona walks away. She starts to play with Erin, Farhad, and Meena. Erin has a doll, Farhad has a **robot**, and Meena has a lion **stuffed animal**.



136

The children have great fun playing school. They take turns being the teacher and the students. Ben watches his friends. He thinks it looks like a great game. He feels sad on his own, but his toy is new, and he doesn't want to share. He sees a button on his toy. He presses it.



Ben runs over to his friends.



3 Read the story again. Match.

- | | | | | |
|----------|---|---|---|---|
| 1 Farhad | a  | b  | c  | d  |
| 2 Erin | | | | |
| 3 Ben | | | | |
| 4 Meena | | | | |

4  Talk with a friend. What games do you play with your friends? Do you share your toys? Is there anything you don't like to share?



137

WB Act. 3 p. 119

CRITICAL THINKING

Think and write.

- Invite students to read their answers aloud to the class.

Value

Share with others

Talk about how we should share. It's good to share and take turns, but ask students if they should be forced to give a toy to someone else when they're happily playing. Students should negotiate. Discuss things that we don't usually share, and why, e.g., *water bottles* (to avoid passing on germs), *toothbrushes* (to avoid passing on germs), *special toys* (discuss whether it's OK **not** to share these), or *packed lunches* (because some children may have allergies). Allow use of L1.

Objective review



Ask students if they identified the correctly identified people in the text. Praise their effort.

OBJECTIVES

- Grammar:** Can use “s” for possession with people’s names and common nouns.
- Listening:** Can identify the names of people or places in short, simple dialogs, if spoken slowly and clearly.
- Speaking:** Can talk about personal possessions, using simple language.

MATERIALS

SB pp. 138–139
 WB pp. 120–121
 WB key p. 218
 SB audio track 2-25
 Videos 9-2 and 9-3
 Video script p. 253
 Various toys, e.g., action figures and blocks (optional)
 Pearson English Platform
 Speaking and Vocabulary Book 1, Unit 9

Warm-up

Play a game of *Simon says*. Demonstrate the game first. Students stand up and you say *Simon says hop*. (Students should hop.) Then say just *Hop*. (Students shouldn’t hop because you didn’t say *Simon says*.) Continue the game using the action verbs from the previous lesson (*walk away, take turns, press a button, skip over, run over*) and other words students know. Those who do the action when you don’t say *Simon says* sit down.

Lesson objective

Explain the lesson objective: To ask and answer questions using “Whose” and possessive “s.”

SB Act. 1 p. 138

Watch Parts 1 and 2 of the story video.
 Whose robot is it? Check (✓).

- Students watch Parts 1 and 2 of the video.
- Students check the correct box. (**Answer: It’s Tommy’s robot.**)
- Ask students to look at the video still and read the dialog next to it.

SB Act. 2 p. 138

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Ask for two volunteer students to read the question and answer aloud to the class.

SB Act. 3 p. 138

Read *Superheroes Share!* again. Circle *Whose* and (name)’s.

- Refer students back to the text on SB pp. 136 and 137.

Extra activity

CRITICAL THINKING

- Play Part 1 of the video again. Pause after each of Cranky’s lines for students to repeat, e.g., *I like Suzie’s doll. I like Tommy’s robots. I like Jill’s monster.*
- Play Part 1 of the video again. Pause at each of the toys and say *Whose (doll) is this?* Encourage students to repeat. Pause the video as you go along and encourage students to ask the questions.

SB Act. 4 p. 138

Read and match.

- Students read the text and draw lines to match the objects to their owners.

WB Act. 1 p. 120

Read and circle.

- Focus students’ attention on the grammar box. Then ask students to choose the correct options.

SB Act. 5 p. 139

Look and write.

- Students look at the pictures and complete the sentences.

WB Act. 2 p. 120

Read, choose, and write.

WB Act. 3 p. 121

Look and write.

Extra activity

COMMUNICATION

Students read the dialogs in pairs.

WB Act. 4 p. 121

Write the words in order.

Grammar 1

- 1 Watch Parts 1 and 2 of the story video. Whose robot is it? Check (✓).



Whose doll is this?
It's Suzie's doll.

- 2 Look at the grammar box and read.

Grammar

Whose ball is this? It's Tommy's ball.

- 3 Read *Superheroes Share!* again. Circle *Whose* and (name)'s.

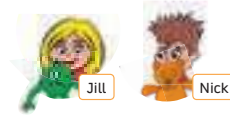
- 4 Read and match.

It's Mom's computer.
This is Hugo's bike.
This is Dad's cell phone.
It's Carrie's hula-hoop.



138

- 5 Look and write.



- 1 Whose monster is this?



It's Jill's monster.

- 2 Whose teddy bear is this?



It's Nick's teddy bear.

Listening and Speaking

- 6 Listen and match.



- 7 Play a game in groups.

- 1 Put your toys on the table.
2 Ask and answer to say who each item belongs to.

Whose car is this?

It's Pedro's car.

139

Extra activity

COMMUNICATION

- Students draw a toy on a piece of paper and color it in. Students show their pictures to the rest of the class and then they all stick them around the classroom.
- Students walk around the classroom in pairs trying to remember whose picture is whose, e.g., *This is Isabel's doll. It's Jorge's robot.* Give a time limit.
- Then point at each picture and check if they guessed correctly by asking *Whose (stuffed animal) is this?* Encourage students to answer with a full sentence.

Listening and Speaking

SB Act. 6 p. 139



Listen and match.

- Play track 2-25. Students draw lines from the children to the correct toys.
- Elicit full sentences, e.g., *It's Adriana's cat.*

Differentiation

Struggling learners: Check what the objects are and ask students to predict which items belong to whom. Pause the audio to give students time to find the object and the child, and draw the line.

Stretch: Check what the objects are and ask students to predict which items belong to whom. Play the audio straight through and allow students to check their answers in pairs before they listen again to check.

SB Act. 7 p. 139

COMMUNICATION

Play a game in groups.

- If you don't have toys in the classroom, you can use classroom objects instead.

Objective review

Ask students about the possessions on their desks. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 9.

OBJECTIVES

Listening: Can identify the names of people or places in short, simple dialogs, if spoken slowly and clearly.

SB vocabulary: win, lose, swings, slide, monkey bars, hopscotch, tag, take turns

WB vocabulary: slide, swing

MATERIALS

SB pp. 140–141

WB pp. 122–123

WB key p. 218

SB audio tracks 2-26, 2-27, 2-28, and 2-29

Picture cards 144–151

Colored pencils (blue, green, yellow, red)

Pearson English Platform

Warm-up

Put students into two groups. Each student puts an object on one table and stands in a circle around the table. Students take turns choosing an object and asking the student next to them, e.g., *Whose pencil is this?* If the student answers correctly, they take the object and ask another question to the student next to them. Continue until all of the objects are gone.

Lesson objective

Explain the lesson objective: To learn more action words.

SB Act. 1 p. 140

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-26 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 140

Listen and check (✓). Use different colors.

- Play track 2-27, pausing after each sentence. Students check against each picture using different colors as indicated.

Picture card activity 1

Hold up the picture cards one by one. Students say the words chorally and then individually.

SB Act. 3 p. 140

Listen and say.

- Play track 2-28, pausing after each sentence. Students listen and say the corresponding word from Activity 1.
(Answers: 1 swings, 2 tag, 3 lose, 4 slide, 5 take turns, 6 win, 7 monkey bars, 8 hopscotch)

Picture card activity 2

Hold up the picture cards one by one and ask questions to review questions with *be* and *yes/no* questions, e.g., *Are there monkey bars in your park? Do you play tag with your friends?* Encourage students to use short answers, *Yes, there are.* / *No, there aren't.* and *Yes, we do.* / *No, we don't.*

WB Act. 1 p. 122

Look and write the missing letters.

SB Act. 4 p. 140

CRITICAL THINKING

How do you play? Look and sort. Then think of more words.

- Students write the words from Activity 1 under the correct heading.
- Encourage students to add other words in each category if they can.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Write the categories on the board and elicit ideas. As students say the words, stick the picture cards on the board under the correct heading. Students use the picture card prompts to write the words.

Stretch: Students work in groups and write the words.

WB Act. 2 p. 122

Read and circle.

WB Act. 3 p. 123

Look at the picture in Activity 1 and write.

Vocabulary 2

1 Listen and repeat.



2 Listen and check (✓). Use different colors.

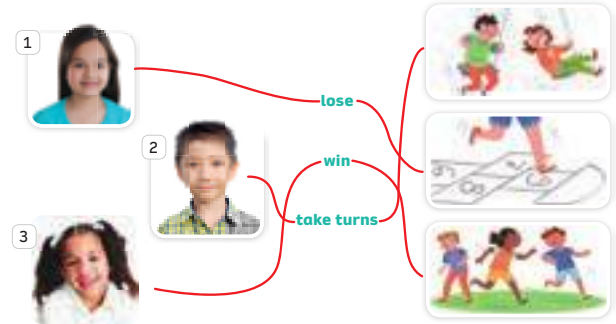
3 Listen and say.

4 How do you play? Look and sort. Then think of more words.

Playground equipment	Playground games	How to play
swings	hopscotch	win
slide	tag	lose
monkeybars	jump rope	take turns
(other: climbing frame/ wall roundabout)	hide and seek	(other: draw dead heat play fair/don't cheat)
	catch	

140

5 Listen and match.



Pre-reading 2

1 Look at the title from the reading. Who do you think is in the text? Check (✓).

Reading strategy
Identify the people in a text.

Playground Games



141

SB Act. 5 p. 141

Listen and match.

- Before playing the audio, elicit the names of the activities in the pictures.
- Play track 2-29. Students look at the pictures and draw lines to match the children to the activities and the words.

Extra activity

COMMUNICATION

Ask students if they can always win at games. Ask them how they might feel if they lose. Talk about how it's OK to feel sad, but why it doesn't matter if they don't always win (*it's OK if they try their best*). Ask them what they should say to their friends if they win (*Good job!*).

Vocabulary challenge: slide and swing

WB Act. 4 p. 123

Look at the examples and write.

Objective review

Ask students to say the words from the lesson. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Identify the people in a text.

SB Act. 1 p. 141

CRITICAL THINKING

Look at the title from the reading. Who do you think is in the text? Check (✓).

- Ask students to apply the reading strategy and check one of the boxes.
- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Encourage students to tell you if there's a playground next to their house and how often they go there with their friends. Allow use of L1.

OBJECTIVES

Reading: Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

Vocabulary: sit in a circle, run around, handkerchief, drop, blindfolded, fast

Passive vocabulary: children, child

MATERIALS

SB pp. 142–143
WB p. 124
WB key p. 218
SB audio track 2-30
Pearson English Platform

Warm-up

Write *Playground games* on the board in a circle. Put students into pairs and give them two minutes to think of playground games that they know and play. Invite students to come to the front and write the games around the main circle. Ask *What's your favorite playground game? How many people can play it? What do you do?*

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying the people in a text.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 2 p. 142

Read *Playground Games*. Check your answers from Activity 1.

- Remind students of the reading strategy. Students find the children in the pictures from Activity 1.
- Students read and listen to the text.
- Ask if they found the answer to the question from Activity 1.
- Ask students to identify the three countries that the children in the pictures are from.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work

- Ask students to find and underline the words *sit in a circle*, *run around*, *handkerchief*, *drop*, *blindfolded*, and *fast*. Check the pronunciation of each word.
- Check the meaning of the words *sit in a circle*, *(run) around*, *handkerchief*, and *blindfolded* by using the pictures. Mime *drop* and *fast*.

SB Act. 3 p. 142

Read again. Write **T** (true) or **F** (false).

- Students read the text again and decide whether the sentences are true or false.

Differentiation

Struggling learners: Help students identify where the answer for item 1 is in the text. Allow students to work in pairs to find the remaining answers.

Stretch: Students complete the activity individually and then compare their answers in pairs.

WB Act. 1 p. 124

Read *Playground Games* and draw lines to match.

- Refer students back to the text on SB pp. 142 and 143.

WB Act. 2 p. 124

Read *Playground Games* again and circle **T** (true) or **F** (false).

SB Act. 4 p. 143

CRITICAL THINKING

Think about the games. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

Find a space to play one of the games with the students.

Reading 2

2  Read *Playground Games*. Check your answers from Activity 1.

 Reading strategy
Identify the people in a text.

Playground Games



INDIA: *Aankh Micholi*

Aankh Micholi is a popular group outdoor game enjoyed by children of all ages. One of the players, the denner, is blindfolded with a piece of cloth. To win the game, the denner has to tag one of the other players while being blindfolded.

JAPAN: *Arupusu Ichimanjaku*

Children face one another and sing together and clap each other's hands to the song, *Arupusu Ichimanjaku* (a version of the American song *Yankee Doodle*). The song gets faster and faster so it becomes more difficult to keep up! But you can't lose at this game, the children just start singing and clapping their hands again.



CHILE: *Corre, Corre, La Guaraca!*

Corre, Corre, La Guaraca!

Players sit in a circle. Children take turns to run around the circle with a handkerchief, or another piece of clothing. The children in the circle close their eyes. They sing "*Corre, Corre, la Guaraca*". The child running drops the handkerchief on a child's back and runs. The child has to run around the circle before the child with the handkerchief on their back gets up and tags him or her.



3 Read again. Write T (true) or F (false).

- 1 *Corre, Corre, La Guaraca!* and *Arupusu Ichimanjaku* are like tag. F
- 2 In *Arupusu Ichimanjaku* children sit in a circle. F
- 3 In *Aankh Micholi* one child is blindfolded. T
- 4 In *Corre, Corre, La Guaraca!* children close their eyes. T

142

4  Think about the games. Compare your ideas.

- How are the games the same as and different from the games you play?
- Which game do you want to play? Why?



143

WB Act. 3 p. 124

CRITICAL THINKING

Think and write.

- Invite students to read their answers aloud to the class.

Extra activity

COLLABORATION

Put students in groups of four. They choose a game from their list of games or from their notes in the WB. They play the game. If the game includes speaking, encourage students to find (or ask for) the English equivalent. If necessary (and possible), find a large space to allow students to play their game.

Extra activity

COLLABORATION

Put students in groups of four. They make a list of their top five favorite games. Students share their lists with the class. Do they all have the same games?

Objective review



Ask students which picture from the Pre-reading matches the text. Praise their effort.

OBJECTIVES

- Grammar:** Can use all possessive pronouns in simple phrases to refer to people's possessions.
- Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures.
- Speaking:** Can ask basic questions to find out what possessions others have.

MATERIALS

SB pp. 144–145
 WB pp. 125–126
 WB key pp. 218–219
 SB audio track 2-31
 Videos 9-3 and 9-4
 Video script p. 253
 Pearson English Platform
 Speaking and Vocabulary Book 1, Unit 9

Warm-up

Play a game to check what students remember about the reading *Playground Games*. Put students in groups of four. Make true/false statements about the text. Students discuss in their teams and hold up a *true* or *false* card to show their team decision. Refer to SB Activity 3 p. 142 and WB Activity 2 p. 124 for ideas.

Lesson objective

Explain the lesson objective: To use *mine, yours, his, hers, ours*, and *theirs* to talk about possessions.

SB Act. 1 p. 144

Watch Part 2 of the story video again. Are the toys Cranky's?

- Students watch Part 2 of the video again and listen for the answer to the question. (**Answer: No, they aren't.**)

SB Act. 2 p. 144

Read the grammar box and match.

- Focus students' attention on the grammar box and the example. Then ask students to do the matching.

Differentiation

Struggling learners: Before focusing on the grammar box, elicit whose the toys are and write them on the board: *Jill – monster, Nick – teddy bear, Tommy – robot, Suzie – doll*. Ask *Whose monster is it?* and elicit *It's Jill's*. Underline *Jill's* and write *hers* under it. Do the same for the other characters making it clear as you write the sentences that we can use possessive 's or the possessive pronoun.

Stretch: Follow the same procedure, but instead of writing the answers on the board, elicit the correct pronoun encouraging students to choose it from the grammar box.

SB Act. 3 p. 144

Read *Playground Games* again. Circle the words in the grammar box.

- Refer students back to the text on SB pp. 142 and 143.

Extra activity

COMMUNICATION

- Tell students to take one item from their bag (something distinctive like an interesting pen). Put students into groups. Demonstrate the activity first.
- Each student places their item in the center of the circle. Each student then says two sentences about the objects in the middle, e.g., *It's Ana's pencil. It's hers.*

SB Act. 4 p. 144

Follow the lines and say for Lua.

- Students follow the lines to match the children to the toys.
- Encourage students to say complete sentences about the objects to check the answers.

WB Act. 1 p. 125

Read and circle. Then match to a picture.

- Focus students' attention on the grammar box. Then ask them to circle the correct options and do the matching.

WB Act. 2 p. 126

Read and match.

SB Act. 5 p. 145

Look, read, and complete.

- Students write words to complete the sentences.

WB Act. 3 p. 126

Read, choose, and write.

WB Act. 4 p. 126

Write for you and your friends.

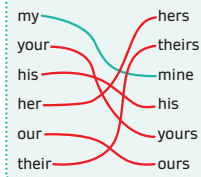
Grammar 2

- 1 Watch Part 2 of the story video again. Are the toys Cranky's?



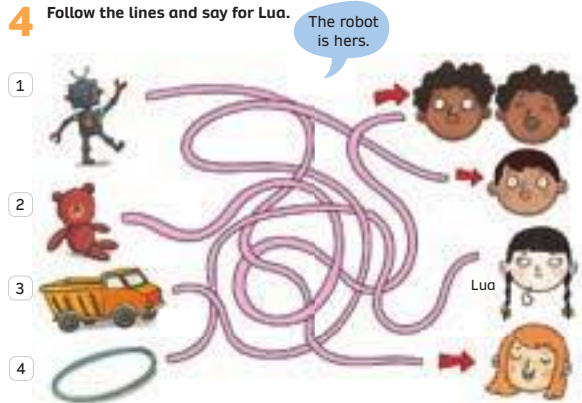
- 2 Read the grammar box and match.

Grammar



- 3 Read *Playground Games* again. Circle the words in the grammar box.

- 4 Follow the lines and say for Lua.



- 1 The robot is hers.
2 The teddy bear is theirs.
3 The truck is his.
4 The hula-hoop is mine.

144

- 5 Look, read, and complete.



Listening and Speaking

Speaking strategy

Show respect and disagree politely.

- 6 Draw yourself in the blank space. Then listen and circle.



- 7 Play a game in groups.

- 1 Draw a picture of a toy.
2 Put the pictures on the wall.
3 Guess who the pictures belong to.



- 8 Watch Part 3 of the story video. Does Cranky like sharing?

145

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Show respect and disagree politely.

SB Act. 6 p. 145

CREATIVITY

2-31

Draw yourself in the blank space. Then listen and circle.

- Give students a minute to draw themselves.
- Play track 2-31. Students listen and circle the correct option.

SB Act. 7 p. 145

COMMUNICATION

Play a game in groups.

- Encourage students to use possessive pronouns as much as possible. They can ask questions to each other using *yours*, e.g., *Is the doll yours?* or they can speculate amongst themselves using the third person. Students take turns guessing.
- Remind students of the speaking strategy and ask them to apply it by speaking politely when they disagree.

SB Act. 8 p. 145



Watch Part 3 of the story video. Does Cranky like sharing?

- Students watch Part 3 of the video and listen for the answer to the question.
- Note: pre-teach *lorry* before watching and tell students that it's the same as *truck*. (Answer: Yes, he does.)

Objective review

Ask students to say what objects in the classroom belong to whom. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 9.

9 Writing • Now I Know

OBJECTIVES

- Reading:** Can understand basic sentences about things people have, if supported by pictures.
- Speaking:** Can talk about personal possessions, using simple language.
- Writing:** Can write basic sentences about what they and others possess, given prompts or a model.

MATERIALS

SB pp. 146–147
WB pp. 127–129
WB key p. 219
Pearson English Platform
Test Book 1, Unit 9

Warm-up

Review the Unit 8 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of their and their friend's toys, while applying the writing strategy.

SB Act. 1 p. 146

Look at Enric's pictures and answer.

- Students answer the questions without reading the text.

SB Act. 2 p. 146

Read Enric's description and check your answers.

- Ask students to share their answers with the class.
(Answers: He's writing about his friends and their toys. He has a truck.)

Differentiation

Struggling learners: Read the description with the students and check the toys as you go along.

Stretch: Students read individually and check answers in pairs.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 146

Read the text again. Circle the apostrophes after names.

- Ask students to read the sentences where they circled the apostrophes aloud.

SB Act. 4 p. 146

Find or draw a picture of your favorite toy. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 127

Focus students' attention on the Remember! box.

WB Act. 1 p. 127

Read and write s or 's.

WB Act. 2 p. 127

CREATIVITY

Find or draw a picture of your favorite toy and your friend's toys.

WB Act. 3 p. 127

Now write about your favorite toy and your friend's toys. Use your pictures from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their toys and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Put students into two groups. Write the first two letters of different words from the unit, e.g., *bl* for *blocks*. Groups take turns guessing the word and winning a point.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

Writing

1 Look at Enric's pictures and answer.

- What is he writing about?
- What does he have?

2 Read Enric's description and check your answers.



3 Read the text again. Circle the apostrophes after names.

4 WB 127 Find or draw a picture of your favorite toy. Then go to the Workbook to do the writing activity.



Writing strategy

Use apostrophes after names for possession.
The toy truck is Marta's.

146

Now I Know

1 How do we play? Think and write.

- My friends' favorite toys are , and
- Some playground games are , and
- I play with my friends.

2 Choose a project.



Make a poster about your favorite toys.

- 1 Work in groups. Each draw a picture of your favorite toy.
- 2 Stick your pictures on a poster.
- 3 Write captions.
- 4 Present your poster to the class.



Draw and write about a playground game you play.

- 1 Draw a picture of you playing the game.
- 2 Write the rules.
- 3 Present it to the class.
- 4 Play the game at playtime!

or

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people have.



I can ask questions about what people have.



I can identify people from their description.



I can write about what I have.

147

SB Act. 1 p. 147

CRITICAL THINKING

How do we play? Think and write.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 128

Read and sort.

WB Act. 2 p. 128

Look and write *Whose* or a name + 's.

WB Act. 3 p. 129

Read and write.

Project

SB Act. 2 p. 147

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 129

How do you play? Write your ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 129

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 129

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 147

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 9.

10

What clothes do we wear?

SKILLS

- Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Reading:** Can identify key information in short, simple factual texts from the headings and illustrations.
- Speaking:** Can describe someone's clothes using simple language.
- Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model.

GRAMMAR

- Grammar 1:** Can use "I'm wearing ..." with common items of clothing.
- Grammar 2:** Can use "... wearing ..." with "he/she" or people's names and common items of clothing.

VOCABULARY

- Key vocabulary 1:** sweater, blouse, jacket, shorts, boots, sandals, gloves, bathing suit
- Key vocabulary 2:** dry, wet, warm, cool, thick, thin, short, tall
- Video vocabulary:** helmet, girl, goggles, trainer, judo, swimming, dancing, horse-riding, running, football, good for (sport)

- Reading 1 vocabulary:** wool, silk, cotton, sheep, goat, camel, rabbit, caterpillar, silkworm, coat, hat, dress, shirt, fleece
- Reading 2 vocabulary:** visit, stand, belt, guard, uniform, ice cream van, soldier
- Passive vocabulary:** cocoons, bolls
- Revised vocabulary:** T-shirt, jeans, pants, skirt, shoes, socks, colors
- Expressions:** Come here. Quick!

PROJECTS

- Make a poster about uniforms
- Design some clothes for hot, cold, or wet weather

VIDEOS

- Pencil and Rubber: P.E. (10-1)
- Tommy Zoom: The Wet Clothes Parts 1-3 (10-1, 10-2, 10-3)

VALUE

- Be kind to others

Unit opener

OBJECTIVES

- Listening:** Can understand simple language related to naming and describing people's clothes.
- Speaking:** Can describe someone's physical appearance using one or two words.
- Vocabulary:** Video vocabulary; revised vocabulary; expressions

MATERIALS

- SB pp. 148-149
- WB p. 130
- WB key p. 219
- Video 10-1
- Video script p. 253
- Pearson English Platform

Big Question

- Ask students what their favorite clothes are to check what clothes words they already know.
- Read the Big Question *What clothes do we wear?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

- Explain the lesson objective: To talk about clothes.

SB Act. 1 p. 149

How many clothes words do you know in English? Circle.

- Students circle the words they know.

10

What clothes do we wear?

Listening

- I can identify someone from a description.

Reading

- I can guess new words in a short, simple text.

Speaking

- I can talk about what people are wearing.

Writing

- I can write about what I have.

148



1 How many clothes words do you know in English? Circle.

shirt T-shirt jeans pants
skirt dress shoes socks

2 Look at the picture and discuss.

- Say the colors you can see.
- Say the clothes you can see.
- Describe your clothes today.

3 Look at the picture again. Ask and answer with a friend.

- Are these clothes good for sports?
- What clothes are not good for sports?

4 Watch the video and answer.



- Is a T-shirt good for running?
- Are pants good for swimming?
- Is a skirt good for horseback riding?

British	American
trousers	pants
rub out	erase

149

Differentiation

Struggling learners: Read the words aloud for students so that they can see and hear them.

SB Act. 2 p. 149

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 3 p. 149

COMMUNICATION

Look at the picture again. Ask and answer with a friend.

Differentiation

Stretch: Students say which sports they are good at.

WB p. 130

What do you know?

- Ask students to think of the Big Question and write in the box the words for clothes they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 130

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 4 p. 149



Watch the video and answer.

- Ask students to look at the video still and guess what the video is about (*sports clothes*).
- Ask students to predict answers to the questions.
- Play the video. Students check if they were correct.

International English

Focus students' attention on the difference between British and American English for the same clothes and actions: *trousers* and *pants*; *rub out* and *erase*. Can they think of any others?

WB Act. 2 p. 130



What clothes do you hear? Watch the video and circle.

WB Act. 3 p. 130



Read, choose, and write. Then watch the video again to check your answers.

WB Act. 4 p. 130

What other clothes words do you know?

Objective review

Ask students to name any of the clothes other students are wearing. Praise their effort.

OBJECTIVES

- Listening:** Can understand simple language related to naming and describing people's clothes.
- SB vocabulary:** sweater, blouse, jacket, shorts, boots, sandals, gloves, bathing suit
- WB vocabulary:** bathing suit, dancing shoes, horseback-riding helmet, soccer boots, swimming goggles

MATERIALS

- SB pp. 150–151
WB pp. 131–132
WB key p. 219
SB audio tracks 2-32, 2-33, and 2-34
Video 10-1
Video script p. 253
Picture cards 152–159
A silk scarf or tie (optional)
Pearson English Platform

Warm-up

Pause video 10-1 at 02:55 and look at the pictures. Ask students if they can remember any of the clothes that they're wearing.

Lesson objective

Explain the lesson objective: To identify clothes.

SB Act. 1 p. 150

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-32 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 150

Listen and number.

- Play track 2-33 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

Hold up the picture cards one by one and say the clothes words. Say each word and encourage students to chorally repeat. Once they're confident, hold them up without saying the word and encourage students to say what it is. To make the drilling more fun, speed up showing the cards. How quickly can students say the words?

Picture card activity 2

- Review *have* and practice the new words. Hold up a picture card and ask a stronger student *Do you have (a red sweater)?* Encourage him/her to answer, *Yes, I do. / No, I don't, but I have a (blue sweater).* Encourage the whole class to ask you a question, e.g., *Do you have an orange jacket?* Answer.
- Do a chain drill. Students stand in a line. They pass the picture cards along asking and answering the questions.

SB Act. 3 p. 150

Listen and say.

- Play track 2-34, pausing after each sentence. Students listen and complete the sentences with the correct clothes. (**Answers: 1 bathing suit, 2 sweater, 3 shorts, 4 boots, 5 blouse, 6 sandals, 7 gloves, 8 jacket**)

Differentiation

Struggling learners: Check *summer vacation*, *winter*, *cold*, and *climbing* before playing the audio. Also check *feet* (reviewed from Unit 6).

Stretch: Ask students to say one sentence about what they're wearing. They can say, e.g., *This is a sweater.* rather than *I'm wearing ...*

SB Act. 4 p. 150

Read and write T (true) or F (false).

- Ask students to share their answers with the class.
- For the false sentences encourage students to say the correct sentence.

WB Act. 1 p. 131

Write the letters in order.

WB Act. 2 p. 131

Look at the pictures in Activity 1 and write the words.

SB Act. 5 p. 151

Write. Use the words from Activity 1.

- Students write the words in the correct column.
- Once students have finished, write the headings on the board and invite individual students to come and write the words in the correct place.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 1

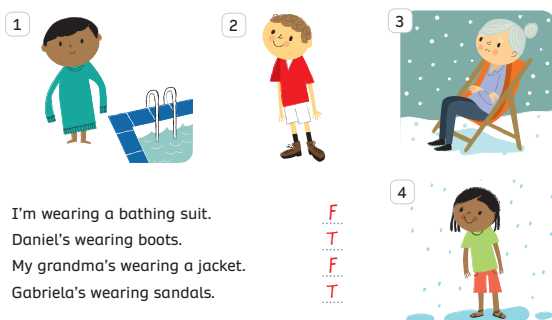
1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Read and write T (true) or F (false).



- 1 I'm wearing a bathing suit.
- 2 Daniel's wearing boots.
- 3 My grandma's wearing a jacket.
- 4 Gabriela's wearing sandals.

F
T
F
T

5 Write. Use the words from Activity 1.

What clothes do you wear ...

... for sports?	... in the summer?	... in the winter?

Pre-reading 1

1 What are these clothes made from? Write.

cotton silk wool



Reading strategy

Guess the meaning of new words.

150

151

Extra activity

COLLABORATION

- Students draw each of the items of clothing onto eight separate pieces of paper. Give them a time limit of five minutes – the drawings don't need to be perfect.
- Call out the headings from Activity 5. Students hold up one of their drawings to match the headings.
- You can also use the pictures to play a game of clothes *Bingo*.

WB Act. 3 p. 132

What clothes do you have? Check (✓) and write numbers and colors.

Word study: two words to describe a thing

WB Act. 4 p. 132

Read and write a word from A and a word from B.

Objective review

Ask students to describe the clothes in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Guess the meaning of new words.

SB Act. 1 p. 151

CRITICAL THINKING

What are these clothes made from? Write.

- Ask students to apply the reading strategy and write the words under the pictures.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Help students understand the materials by asking them to feel their sweater or T-shirt. Students are unlikely to have a silk item so try to bring a scarf or tie into class and let them feel this.

10 Reading 1

OBJECTIVES

- Reading:** Can identify key information in short, simple factual texts from the headings and illustrations.
- Vocabulary:** wool, silk, cotton, sheep, goat, camel, rabbit, caterpillar, silkworm, coat, hat, dress, shirt, fleece
- Passive vocabulary:** cocoons, bolls

MATERIALS

- SB pp. 152–153
WB p. 133
WB key p. 219
SB audio track 2-35
Pearson English Platform

Warm-up

Review clothes words. Start to draw an item of clothing on the board, a line at a time. Students guess the clothing item you're drawing. The first student to guess comes to the front and draws the next item.

Lesson objective

Explain the lesson objective: To apply the reading strategy by guessing the meaning of new words.

SB Act. 2 p. 152

Read ***What Are Clothes Made From?*** Check your answers from Activity 1.

- Ask students to look at the pictures and name the clothes the children are wearing.
- Remind them of the reading strategy. Ask if they remember their answers to Activity 1 from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Write *Animals* on the board. Ask students to find and underline any animal names in the text (*sheep, goat, camel, rabbit, caterpillar, and silkworm*).
- Play a drawing game to help students understand the meaning of the words that aren't represented in the pictures. Write the words on the board and start to draw each of the animals next to each word. The students try to guess what it is in L1. Check pronunciation.
- Ask students to copy the words into their notebooks and draw the animals next to the words.

Vocabulary work 2

- Check other clothing words in the texts: *coat, hat, dress, T-shirt, and shirt*.
- Explain *fleece*.

Extra activity

CRITICAL THINKING

Ask checking questions about the texts and the picture labels, e.g., *When do farmers cut the sheep's fleece? When is it good to wear wool? What does the silkworm make? Where do cotton plants grow? What are "bolls"?*

SB Act. 3 p. 152

Read the text again. Circle and complete.

- Students circle the correct words.
- Students write what their favorite Fun Fact is.
- Ask students to share their answers with the class.

WB Act. 1 p. 133

Read ***What Are Clothes Made From?*** and sort.

- Refer students back to the text on SB pp. 152 and 153.

Reading 1

2  Read *What Are Clothes Made From?*
Check your answers from Activity 1.

Reading strategy

Guess the meaning of new words.

What Are CLOTHES Made From?

Wool

Most wool comes from sheep. In the winter, sheep grow a long, hairy coat, called a fleece. In the spring, the farmers cut the sheep's fleece and make it into wool. We use the wool to make jackets, sweaters, gloves, and hats. Wool clothes are good for cold weather.



wool



fleece

FUN FACTS!

We can get wool from goats, camels, and rabbits, too!

I'm Adam. I'm wearing a wool sweater, a hat, and gloves.



3 Read the text again. Circle and complete.

- Silk comes from a caterpillar / sheep.
- Cotton comes from a rabbit / plant.
- Wool comes from sheep and goats / a plant.
- Lin is wearing a silk blouse / dress.
- Adam is wearing a wool sweater / jacket.
- Tomas is wearing cotton / wool.

What's your favorite Fun Fact?

152

4  Think about your clothes. Talk with a friend.

This is my T-shirt. It's cotton.

This is my sweater. It's wool.



cocoon

caterpillar

Silk

Silk comes from a small caterpillar called a silkworm. The silkworm spins a cocoon from silk. We use the silk from the cocoons to make dresses, blouses, scarves, and other beautiful clothes.



Lin is wearing a beautiful silk dress.

FUN FACTS!

The silk thread in each cocoon can be one kilometer long!



bolls

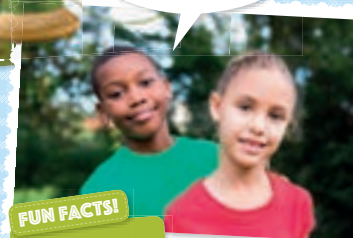
cotton plant

Cotton

Cotton comes from a plant. The cotton plants grow in hot, dry countries. The seeds of the plants grow inside white "bolls." When the bolls are big, they break open and the cotton is inside. We collect the cotton and make it into T-shirts, shirts, shorts, and other clothes.

FUN FACTS!

A lot of cotton comes from Egypt.



I'm Tomas and this is Maria. She's wearing a red T-shirt. We're both wearing cotton.

153

WB Act. 2 p. 133

Read *What Are Clothes Made From?* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

SB Act. 4 p. 152

CRITICAL THINKING  

Think about your clothes. Talk with a friend.

- In pairs, students discuss their clothes.
- Students share their answers with the class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Elicit and write combinations of clothes and materials on the board. Students use these to talk about what they're wearing.

Stretch: Students talk about what they're wearing as well as other items of clothing they have.

Extra activity

CREATIVITY

Students draw a picture of themselves on a piece of paper. They draw their clothes and color them. They label clothes with what they are and what they are made from.

WB Act. 3 p. 133

CRITICAL THINKING

Think of things you or people in your family have and write.

Objective review

Ask students if they guessed the correct words to write under the pictures in the Pre-reading 1 task. Praise their effort.

OBJECTIVES

- Grammar:** Can use “I’m wearing ...” with common items of clothing.
- Listening:** Can understand simple language related to naming and describing people’s clothes.
- Speaking:** Can describe someone’s clothes using simple language.
- Expressions:** Quick!

MATERIALS

- SB pp. 154–155
 WB pp. 134–135
 WB key p. 219
 SB audio track 2-36
 Videos 10-2 and 10-3
 Video script pp. 253–254
 Pictures from magazines (or a clothes catalog) of people wearing clothes (optional)
 Pearson English Platform
 Grammar Book 1, Unit 16
 Speaking and Vocabulary Book 1, Unit 10

Warm-up

Write the words *Wool*, *Silk*, and *Cotton* on pieces of paper and stick them around the room. Say items of clothing. Students go to the correct material and stand under it. For larger classes, have them point or they can jump (one jump towards the correct material). More than one answer may sometimes be possible. Let students explain and if they can justify their answer, they stay in the game.

Lesson objective

Explain the lesson objective: To talk about what people are wearing.

SB Act. 1 p. 154

Watch Parts 1 and 2 of the story video. Write.

- Students watch Parts 1 and 2 of the video.
- Students complete the sentence under the video still.

SB Act. 2 p. 154

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Ask for volunteer students to read the sentences aloud to the class.

Extra activity

COMMUNICATION

- Check the form and meaning of the Present Progressive by pointing at what you’re wearing and saying *I’m wearing (a T-shirt)*. Ask individual students to repeat *I’m wearing (a T-shirt)*.
- Do the same with the negative, e.g., *I’m not wearing gloves*. Students listen and repeat. Point at students and drill the other forms.

SB Act. 3 p. 154

Read *What Are Clothes Made From?* again. Circle *I’m/He’s/She’s/We’re wearing*.

- Refer students back to the text on SB pp. 152 and 153.

SB Act. 4 p. 154

Think about the story video. Read and circle.

- Students read and circle the correct phrases.
- Ask students to share their answers with the class.

WB Act. 1 p. 134

Read and write **T** (true) or **F** (false).

- Focus students’ attention on the grammar box. Then ask them to decide whether the sentences are true or false.

WB Act. 2 p. 135

Look, read, and circle.

SB Act. 5 p. 155

Complete for you, your friend, and your teacher.

- Students complete the sentences using the words from the box.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Do the activity orally before students write their answers.

Stretch: Students write two more sentences about either themselves or a friend using different items of clothing.

WB Act. 3 p. 135

Write about you.

WB Act. 4 p. 135

CREATIVITY

Draw a picture of a friend. Write about what he or she is and isn’t wearing.

For more grammar practice, go to Grammar Book 1, Unit 16.

Grammar 1

- 1  Watch Parts 1 and 2 of the story video. Write.



Look at Dan! He isn't wearing a skirt. He's wearing a pink dress !

- 2 Look at the grammar box and read.

Grammar



I'm wearing a T-shirt.
You're wearing a T-shirt.
He's wearing a T-shirt.
We're wearing a T-shirt.
They're wearing a T-shirt.



I'm not wearing a blouse.
You aren't wearing a blouse.
She isn't wearing a blouse.
We aren't wearing a blouse.
They aren't wearing a blouse.

- 3 Read *What Are Clothes Made From?* again. Circle I'm/He's/she's/we're wearing.



- 1 I'm wearing / I'm not wearing a jacket.
2 I'm wearing / I'm not wearing a hat.

- 3 He's wearing / He isn't wearing a skirt.
4 He's wearing / He isn't wearing pants.



- 5 Cranky! You're wearing / You aren't wearing shoes!
6 Cranky! You're wearing / You aren't wearing gloves!

154

- 5 Complete for you, your friend, and your teacher. 

'm wearing 's wearing 'm not wearing isn't wearing

- 1 I _____ a sweater. 4 My friend _____ a bathing suit.
2 I _____ shorts. 5 My teacher _____ a jacket.
3 My friend _____ socks. 6 My teacher _____ a blouse.

Listening and Speaking

- 6  Listen and check (✓).



1 Marc



Antonio



2 Zehra



Lola

- 7  Describe the pictures in Activity 6 with a friend.

He's wearing socks.

It's Marc.

155

Listening and Speaking

SB Act. 6 p. 155

Listen and check (✓).

- Play track 2-36. Students check the correct picture in each pair.



SB Act. 7 p. 155

COMMUNICATION

Describe the pictures in Activity 6 with a friend.

- Students work in pairs and describe the pictures and what the children are wearing using the Present Progressive.

Extra activity

COMMUNICATION

Find other pictures from magazines (or a clothes catalog) of people wearing clothes. Put them up around the classroom. Students wander around and talk about the people in the pictures describing what they're wearing.

Objective review



Ask volunteer students to show their pictures in the WB and read their sentences aloud to the class. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 10.

OBJECTIVES

Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

SB vocabulary: dry, wet, warm, cool, thick, thin, short, tall

WB vocabulary: button, pocket, sleeve, zipper

MATERIALS

SB pp. 156–157

WB pp. 136–137

WB key p. 219

SB audio tracks 2-37, 2-38, and 2-39

Picture cards 160–167

Pearson English Platform

Warm-up

Play *Bingo* with clothes words. Students draw a 2x3 grid in their notebooks. Students write words in each space (struggling students can draw pictures). Don't call out individual words, but put the clothing item in a sentence, e.g., *He's wearing a red T-shirt*. Students need to listen out for the item and cross out the word they hear on their grid. The first student to cross out all six words shouts *Bingo!*

Lesson objective

Explain the lesson objective: To use describing words.

SB Act. 1 p. 156

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-37 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 156

Listen and number.

- Play track 2-38, pausing after each sentence. Students number the pictures.

Picture card activity 1

Hold up the picture cards one by one. Students say the words chorally and then individually. Elicit which words are opposites and stick them on the board together. Ask students what other word we can use that is opposite to *warm* (*cold*).

SB Act. 3 p. 156

Listen and say.

- Play track 2-39, pausing after each sentence. Students listen and say the words to complete the sentences.
(Answers: 1 wet, 2 tall, 3 dry, 4 short, 5 warm, 6 thick, 7 cool, 8 thin)

Picture card activity 2

Hold up the picture cards one by one and ask questions to review questions with *be*, e.g., *Is it wet? Is she cool?* Encourage students to use short answers, e.g., *Yes, it is. No, she isn't.*

WB Act. 1 p. 136

Look and write the missing letters.

WB Act. 2 p. 136

CRITICAL THINKING

Write examples of things.

SB Act. 4 p. 156

Write the opposites.

- Students write the words from the box in the correct place.

Differentiation

Struggling learners: Refer students to the picture cards on the board that you ordered in Picture card activity 1.

Stretch: Students write opposites for other adjectives that they can remember (*big/small, soft/hard, noisy/quiet, old/young*).

SB Act. 5 p. 156

CRITICAL THINKING

Think. What are the opposites?

- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Elicit sentences to describe the cat and the giraffe.

WB Act. 3 p. 136

Read and write. Use words from Activity 1.

SB Act. 6 p. 157

Imagine and write. What are you wearing?

- Students write the phrases under the correct weather heading.
- Ask individual students to share their sentences.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Write the opposites.

thick short wet cool

dry	... wet
... short	tall
warm	... cool
... thick	thin

5 Think. What are the opposites?

- big small
- young old



156

6 Imagine and write. What are you wearing?



a wool hat and gloves a cotton dress a T-shirt a rain jacket
shorts sandals rain boots a thick sweater cotton pants

1 I'm wearing... a cotton dress shorts, a T-shirt sandals cotton pants ... to keep cool.	2 I'm wearing... a thick sweater a wool hat and gloves ... to keep warm.	3 I'm wearing... rain boots a rain jacket ... to keep dry.
---	--	---

Pre-reading 2

1 Look at the picture from the reading. Check (✓).

He's a ...

- doctor ☐ teacher ☐
soldier ☒

He's wearing ...

- a jacket ☒ pants ☒
shorts ☐ a belt ☒
sandals ☐ a hat ☒



Reading strategy

Guess the meaning of new words.

157

WB Act. 4 p. 137

Look at the picture and read the questions. Write one-word answers.

- This is a Pre-A1 Starters Reading and Writing Part 5 task.

Vocabulary challenge: parts of a jacket

WB Act. 5 p. 137

Look, choose, and write.

WB Act. 6 p. 137

Look and answer.

Objective review

Ask students to say the words from the lesson. Do they remember all eight words? Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Guess the meaning of new words.

SB Act. 1 p. 157

CRITICAL THINKING

Look at the picture from the reading. Check (✓).

- Ask students to apply the reading strategy and check the boxes.
- Ask students to share their answers with the class.

Extra activity

CRITICAL THINKING

Ask students to guess in which country they can see the person presented in the picture.

10 Reading 2

OBJECTIVES

Reading: Can identify key information in short, simple factual texts from the headings and illustrations.

Vocabulary: visit, stand, belt, guard, uniform, ice cream van, soldier

MATERIALS

SB pp. 158–159

WB p. 138

WB key p. 219

SB audio track 2-40

Pearson English Platform

Warm-up

Put students in groups of four or five. Give them paper and a marker pen. Say an adjective. Students write the opposite word on the paper and hold it up as fast as they can. The first team to hold up the correct word gets a point. Use the words from SB p. 156 as well as other opposites that students know (*big/small, old/young, noisy/quiet, long/short, dark/blond*). You can also add in some nouns, e.g., *outside/inside, aunt/uncle, daughter/son*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by guessing the meaning of new words.

SB Act. 2 p. 158



Read *Oscar's Day at the Palace*. Check your answers from Activity 1.

- Remind students of the reading strategy. Ask them if they remember their answers from Activity 1 from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the questions from Activity 1.
- Ask some general-checking questions, e.g., *Where's Oscar?* (in London) *Who lives in Buckingham Palace?* (the Queen of England) *What's Oscar wearing?* (a T-shirt, shorts, and sandals) *What does Oscar buy for the soldier?* (some ice cream).
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *visit, stand, belt, guard, uniform, ice cream van*, and *soldier*. Check the pronunciation of each word.
- Where possible, use the pictures to check the meaning of the words.

Vocabulary work 2

- Ask students to underline all the clothes words they can find in the text.
- Write *Clothes* in a circle on the board. Invite students to write their answers on the board around the main circle.
- Ask them to add clothes items that they can see in the pictures, too (*T-shirt, blouse, cap*).
- Students work in pairs using the vocabulary on the board to describe the pictures, e.g., *He's wearing a blue T-shirt. She's wearing a yellow blouse. They're wearing sandals.*

SB Act. 3 p. 159

Read the story again. Circle.

- Students circle the correct words.

WB Act. 1 p. 138

Read *Oscar's Day at the Palace* and write the answers.

- Refer students back to the text on SB pp. 158 and 159.

Differentiation

Struggling learners: Write the answers on the board in a random order. Students use the words to complete the phrases.

Stretch: Students work in pairs and write one question for their partner. They both answer the new question.

Reading 2

2  Read *Oscar's Day at the Palace*.
Check your answers from Activity 1.

 **Reading strategy**
Guess the meaning of new words.

Oscar's Day at the Palace

Oscar and his family are on vacation in London. Today, they're visiting Buckingham Palace. It's a very warm day. "This palace is big! Who lives here?" asks Oscar. "The Queen of England!" says Dad.



158

Oscar looks at the soldier standing outside the palace. He's tall and he's wearing a thick, red jacket, black pants, and a white belt. "Is he wearing sunglasses in this hot weather?" asks Oscar. "No, he isn't," he can't wear sunglasses. He's the Queen's guard." says Dad.



"Dad ... it's hot today. I'm wearing shorts and sandals," says Oscar. "Is he wearing a uniform?" "Yes, it's his uniform," says Dad. "He looks very warm," says Oscar. "Wait! I have an idea!" Oscar runs to the ice cream van. "Can I have some cool ice cream, please?" he asks.



Oscar runs back to see the soldier outside the palace. "Hello! I'm Oscar," he says. "I like your uniform, but it's very warm. Here, I have some cool ice cream for you!" The soldier looks at Oscar. "Thank you, Oscar. Now I'm nice and cool!"



"Smile!" says Dad, as he takes a picture. "What a great day out!"

3 Read the story again. Circle.

- Oscar is at school / at the palace.
- It's a warm / cool day.
- Oscar's wearing a uniform / shorts.
- Oscar meets a tall soldier / boy.
- The soldier's wearing a thick jacket / belt.

4 Think about the story. Compare your ideas.

- Why is the soldier wearing a uniform?
- What other jobs have uniforms?



159

WB Act. 2 p. 138

Guess the meaning of the words and check (✓).

SB Act. 4 p. 159

CRITICAL THINKING  

Think about the story. Compare your ideas.

- Read the questions aloud to the class and share ideas.
- Write the jobs on the board.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 138

CRITICAL THINKING

Think and write.

Extra activity

CREATIVITY

Students draw a picture of another person in uniform. They color and label it (struggling students) or write sentences about it (stretch students).

Value

Be kind to others

- Ask *Who is kind in the story and how is he kind?* (Oscar; he buys the soldier some ice cream.) Ask students how they can figure out how other people are feeling (*their body language, their faces*). Ask *How does Oscar know that the soldier isn't happy?* (He's standing in the heat with a lot of clothes on and he doesn't look happy.)
- Ask students to share something they did that was kind in the last week (or something that someone else did for them that was kind). Allow use of L1.

Objective review

Ask students if they guessed the correct words to match the picture in the Pre-reading 2 task. Praise their effort.



OBJECTIVES

- Grammar:** Can use "... wearing ..." with "he/she" or people's names and common items of clothing.
- Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Speaking:** Can describe someone's clothes using simple language.

MATERIALS

SB pp. 160–161
 WB pp. 139–140
 WB key p. 219
 Video 10-4
 Video script p. 254
 Pearson English Platform
 Grammar Book 1, Unit 16
 Speaking and Vocabulary Book 1, Unit 10

Warm-up

Play a game to check what students remember about the reading *Oscar's Day at the Palace*. Put students into teams and give them some paper and a marker pen. Tell them to nominate a writer. Demonstrate the game first by saying a sentence with a missing word – say *beep* for the missing word, e.g., *Oscar is at the [beep]*. Students have to write the word (*palace*). The first team to hold up the correctly spelled word gets a point. Continue the game saying sentences with missing words. Sentences can include those from SB Activity 3 p. 159 as well as your own ideas.

Lesson objective

Explain the lesson objective: To ask questions about what people are wearing.

SB Act. 1 p. 160

Watch Part 3 of the story video. Whose pink dress is it?

- Students watch Part 3 of the video and listen for the answer to the question. (**Answer: It's the woman's dress.**)
- Focus students' attention on the text under the video still.

SB Act. 2 p. 160

Look at the grammar box and read.

- Focus students' attention on the grammar box. Ask for two volunteer students to read the questions and answers aloud to the class.

Differentiation

Struggling learners: Before focusing on the grammar box, ask the class *What am I wearing?* Students respond using the Present Progressive. Now encourage the class to chorally repeat the question. Respond by saying what a few individual students are wearing. Then ask individual students *What are you wearing?* Once again, allow them to answer and then encourage them to ask you.

Stretch: Do the same with the third person form asking students to ask about and describe their classmates.

SB Act. 3 p. 160

Read *Oscar's Day at the Palace* again. Circle examples of *is he wearing?* and *No, he isn't*.

- Refer students back to the text on SB pp. 158 and 159.

SB Act. 4 p. 160

Look at the picture in Activity 1 again. Match.

- Students match the questions and answers.

Extra activity

COMMUNICATION

Students work in pairs and play a guessing game. Student A thinks of someone in the class (or one person from this unit of the book) and Student B guesses who it is by asking Yes/No questions, e.g., *Is he wearing a blue T-shirt?* They swap and guess again.

WB Act. 1 p. 139

Read and circle.

- Focus students' attention on the grammar box. Then ask them to circle the correct options.

Extra activity

COLLABORATION

Students read the mini-dialogs in pairs.

SB Act. 5 p. 161

Watch Part 3 of the story video again. Write the questions and answers.

- Play Part 3 of the video again.
- Students write the missing words.

Differentiation

Struggling learners: Write the words they need on the board in a random order. Students choose the words to complete the sentences.

Grammar 2

- 1  Watch Part 3 of the story video. Whose pink dress is it?



Dan! Are you wearing my dress?
Oh, no, Suzie! Is Dan wearing her dress?
Yes, he is! I'm sorry!

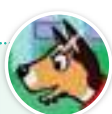
- 2 Look at the grammar box and read.

Grammar

Are you **wearing** a dress? **Yes, I am.** / **No, I'm not.**

Is he **wearing** a T-shirt? **Yes, he is.** / **No, he isn't.**

Is she **wearing** a T-shirt? **Yes, she is.** / **No, she isn't.**



- 3 Read *Oscar's Day at the Palace* again. Circle examples of *is he wearing?* and *no he isn't*.

- 4 Look at the picture in Activity 1 again. Match.

- | | | |
|---------------------------------|---|----------------|
| 1 Is Dan wearing a dress? | a | No, he isn't. |
| 2 Is Cranky wearing jeans? | b | Yes, she is. |
| 3 Is Suzie wearing sandals? | c | No, she isn't. |
| 4 Is the woman wearing a dress? | d | Yes, he is. |

160

- 5  Watch Part 3 of the story video again. Write the questions and answers.

- | | |
|--|------------------------|
| 1 Is Tommy wearing black boots? | Yes, he is . |
| 2 Is Tommy wearing a yellow T-shirt? | No, he isn't . |
| 3 Is Suzie wearing a skirt? | Yes, she is . |
| 4 Is Suzie wearing a bathing suit? | No, she isn't . |

- 6 Answer for you and your friend.

Yes, I am. No, I'm not. Yes, he/she is.
No, he/she isn't.



Are you wearing ...

Is your friend wearing ...

- | | |
|-------------------|-------------|
| 1 a shirt? | 4 a blouse? |
| 2 a sweater? | 5 a skirt? |
| 3 a bathing suit? | 6 gloves? |

Speaking

Speaking strategy

- 7  Complete the chart for you. Then ask two friends and complete.

Ask and answer clearly.

	 sweater	 T-shirt	 shorts	 sandals
Me				

Are you wearing a sweater?

Yes, I am.

Are you wearing a T-shirt?

No, I'm not.



161

WB Act. 2 p. 139

Write the words in order. Make questions.

WB Act. 3 p. 140

Look and write answers to the questions from Activity 2.

SB Act. 6 p. 161



Answer for you and your friend.

- Students write their answers using the words from the box.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 140

CRITICAL THINKING

Think and write.

For more grammar practice, go to Grammar Book 1, Unit 16.

Speaking

Speaking strategy



Explain the speaking strategy: Ask and answer clearly.

SB Act. 7 p. 161

COMMUNICATION



Complete the chart for you. Then ask two friends and complete.

- Students complete the first row of the chart with information about themselves.
- Ask a pair of volunteers to read the questions and answers in the speech bubbles aloud.
- Students then ask and answer questions to complete the chart with information about two friends. Ask them to apply the speaking strategy and speak clearly.

Differentiation

Stretch: Students ask and answer about clothes other than those in the pictures.

Objective review



Ask students to ask you what you're wearing. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 10.

OBJECTIVES

- Reading:** Can understand short, simple illustrated narratives about everyday activities.
- Speaking:** Can describe someone's clothes using simple language.
- Writing:** Can use an apostrophe when writing contractions.

MATERIALS

SB pp. 162–163
 WB pp. 141–143
 WB key pp. 219–220
 Pearson English Platform
 Test Book 1, Unit 10

Warm-up

Review the Unit 9 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of what they're wearing, while applying the writing strategy.

SB Act. 1 p. 162

Look at the pictures and answer.

- Ask students to share their answers with the class.

SB Act. 2 p. 162

Read the descriptions and check your answers.

- Students read the descriptions and check their answers from Activity 1. (**Answers:** Jonas is wearing a jacket, a hat, and thick boots. Prisha is wearing a dress (a sari) and sandals. Prisha; because it's hot in India. Jonas; because it's cold in Finland.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 162

Read the texts again. Circle the contractions.

- Ask students to read the sentences where they circled the contractions. Check what the long forms are of each example (*I am, It is*).

SB Act. 4 p. 162

Find or draw a picture of the clothes you're wearing. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 141

Focus students' attention on the Remember! box.

WB Act. 1 p. 141

Read and write with contractions.

WB Act. 2 p. 141

CREATIVITY

Find or draw a picture of the clothes you're wearing. Then write a list of the clothes you're wearing.

WB Act. 3 p. 141

Now write about the clothes you're wearing. Use your picture and notes from Activity 2. Use contractions!

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up their pictures and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Say some sentences about clothes, using the words from this unit, e.g., *I'm wearing a red T-shirt. My pants are thick.* Ask students who hear a sentence that is true for them to raise their hand and repeat the sentence.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 163

CRITICAL THINKING

What clothes do we wear? Read and think. Answer with your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the pictures and answer.

- What clothes are the children wearing?
- Who's wearing silk? Why?
- Who's wearing wool? Why?

2 Read the descriptions and check your answers.



3 Read the texts again. Circle the contractions.

4 Find or draw a picture of the clothes you're wearing. Then go to the Workbook to do the writing activity.

Writing strategy

Use apostrophes when writing contractions.
I'm wearing a dress.
He isn't wearing a jacket.

162

Now I Know

1 What clothes do we wear? Read and think. Answer with your own ideas.

- | | |
|---------------------|---------------------|
| 1 at school? | 5 to keep you warm? |
| 2 for P.E. lessons? | 6 to keep you dry? |
| 3 for swimming? | 7 in the winter? |
| 4 to a party? | 8 in the summer? |

2 Choose a project.

Make a poster about uniforms.

- Find or draw some pictures of people wearing uniforms.
- Write a short sentence describing what they are wearing and why.
- Make a poster with your pictures.
- Tell the class about the uniforms on your poster.

Design some clothes for hot, cold, or wet weather.

- Choose hot, cold, or wet weather.
- Design clothes for the weather.
- Draw a picture of the clothes and write about them.
- Show the class your description.

or

★ ★ ★ Read and color the stars ★ ★ ★



I can identify someone from a description.



I can talk about what people are wearing.



I can guess new words in a short, simple text.



I can write about what I have.

163

WB Act. 1 p. 142

Find and circle seven clothes words.

WB Act. 2 p. 142

Read and write. Use the words from Activity 1.

WB Act. 3 p. 142

Write the opposites.

WB Act. 4 p. 143

Read, choose, and write.

Project

SB Act. 2 p. 163

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 143

Write your ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 143

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 143

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 163

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 10.

11

Why do we travel?

SKILLS

- Listening:** Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures.
- Reading:** Can understand the correct sequence of events in a simple story or dialog.
- Speaking:** Can ask basic questions about everyday activities.
- Writing:** Can write correctly structured questions with question marks.

GRAMMAR

- Grammar 1:** Can use "I'm ..." with common verbs to say what they're doing.
- Grammar 2:** Can give permission with "... you can ..."

VOCABULARY

- Key vocabulary 1:** helicopter, motorcycle, subway, boat, train, drive, ride, fly, sail
- Key vocabulary 2:** numbers 10–100, safe, dangerous, fast, slow, modern, old-fashioned
- Video vocabulary:** float, sink, stone, feather, paper

- Reading 1 vocabulary:** beach, net, sailor, train station
- Reading 2 vocabulary:** the baker's, croissant, smell, outback, traffic jam
- Passive vocabulary:** travel (v), hotel, vacation, waves, rescue
- Revised vocabulary:** bike, plane
- Expressions:** Let's go.

PROJECTS

- Plan a family vacation
- Make a transportation poster

VIDEOS

- Big World Kids: Sink and Float (11-1)
- Tommy Zoom: The Fast Boat Parts 1–3 (11-2, 11-3, 11-4)

VALUE

- Take care of your toys

Unit opener

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Speaking:** Can talk about everyday activities using simple language.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 164–165
- WB p. 144
- WB key p. 220
- Video 11-1
- Video script p. 254
- Pearson English Platform

Big Question

- Ask students how they travel to school to check what transportation words they already know.
- Read the Big Question *Why do we travel?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about transportation.

SB Act. 1 p. 165

Look out of the window. What transportation can you see? Check (✓).

- Students check the modes of transportation they can see.
- If your classroom doesn't look out onto a road where you can see vehicles, ask students to check the vehicles they see from the windows in their home, or the vehicles that they use.

Differentiation

Struggling learners: Write the names of means of transportation on the board and read them aloud so that students can see and hear them.

11

Why do we travel?

Listening

- I can understand what people are doing.

Reading

- I can understand short, simple stories about everyday activities.

Speaking

- I can ask simple questions about traveling.

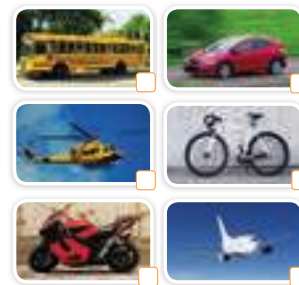
Writing

- I can write a questionnaire.

164



- 1** Look out of the window. What transportation can you see? Check (✓).



- 2** Look at the picture and discuss.

- What can you see in the picture?
- Where is the person taking the picture?

- 3** Watch the video and circle. What can you see?

a plane a train a boat
a bus a motorcycle



165

SB Act. 2 p. 165

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 144

What do you know?

- Ask students to think of the Big Question and write in the box the words for transportation they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 144

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 165



Watch the video and circle. What can you see?

- Ask students to look at the video still and guess what the video is about (*things that sink or float*).
- Ask students to predict which transportation they'll see.
- Play the video. Students check if they were correct and circle the correct vehicles.

Extra activity

CRITICAL THINKING

- Write *Float* and *Sink* on the board. Elicit the items from the video that sink and float.
- Follow up with WB Activity 2 to check their answers.

WB Act. 2 p. 144



What sinks and what floats? Choose and write in the chart. Then watch the video to check your answers.

WB Act. 3 p. 144

What other things float and sink? Write in the chart in Activity 2.

Objective review



Ask students to say any of the transportation they know in the pictures on the page. Praise their effort.

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

SB vocabulary: helicopter, motorcycle, subway, boat, train, drive, ride, fly, sail

WB vocabulary: tram, taxi, van, truck

MATERIALS

SB pp. 166–167

WB pp. 145–146

WB key p. 220

SB audio tracks 2-41 and 2-42

Picture cards 152–167 (Unit 10), 168–176 (Unit 11)

Pearson English Platform

Warm-up

Put students into two teams. Choose a Unit 10 picture card. Draw dashes on the board for each letter and a stick figure beside the word. Students guess the letters. For each wrong guess, erase part of the stick figure. The team to guess the word correctly before the figure disappears wins.

Lesson objective

Explain the lesson objective: To identify means of transportation.

SB Act. 1 p. 166

Listen and complete. Then listen again and repeat.

- Ask students what they can see in the pictures.
- Play track 2-41 once, pausing to give students time to complete the missing words.
- Play the track again, pausing for students to listen and repeat. Check they're using the correct pronunciation.
- Check that students have written down the words correctly.

Picture card activity 1

- Review the verb *be* and practice the new words. Hold up the picture cards showing nouns one by one and say, e.g., *It's a helicopter*. Students listen and repeat.
- Then hold up the same picture cards one by one and ask *Is it a motorcycle?* Students answer, e.g., *No, it isn't. It's a helicopter*.
- Finally, say and encourage more detail about each picture card, e.g., *It's a yellow helicopter*. Students listen and repeat. Ask questions as before, e.g., *Is it a red helicopter?* *No, it isn't. It's a yellow helicopter*.

Picture card activity 2

- Review the Present Progressive and practice the new verbs. Hold up a picture card showing an activity and say, e.g., *He's driving the train*. Students listen and repeat with each of the verb pictures.
- Then hold up the same picture cards one by one and ask *Is she riding a bike?* Students answer, e.g., *Yes, she is.* or *No, she isn't. She's flying a plane.*
- Finally, hold up each picture card and invite individual students to ask you questions.

SB Act. 2 p. 166

Listen and say.

- Play track 2-42, pausing after each sound. Students say the mode of transportation or a verb. (**Answers:** 1 train, 2 helicopter, 3 motorcycle, 4 subway, 5 boat, 6 drive, 7 ride, 8 fly, 9 sail)

Differentiation

Struggling learners: Check *station* before playing the audio.

WB Act. 1 p. 145

Find nine words. Circle.

SB Act. 3 p. 166

CRITICAL THINKING

Look at the words in Activity 1 and sort. Then think of more words.

- Students write the words in the correct column.
- Check the answers and encourage students to add more words in each category.

WB Act. 2 p. 145

Read and circle.

SB Act. 4 p. 167

Complete for you.

- Students complete the sentences with a mode of transportation.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Do the activity for yourself first as an example. Point out that after *I like/don't like* students need a noun.

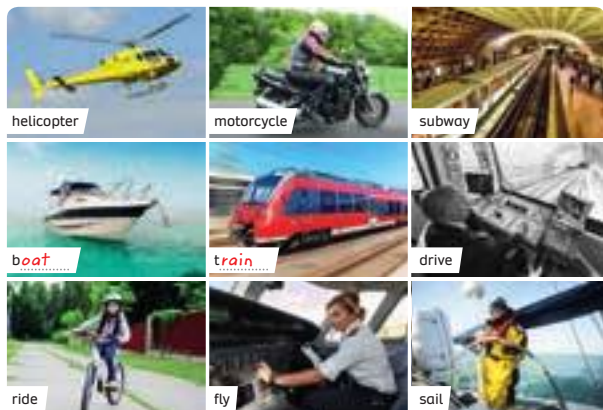
Stretch: Students complete the activity individually and compare their answers in pairs.

WB Act. 3 p. 146

Look, choose, and write the words in the poem.

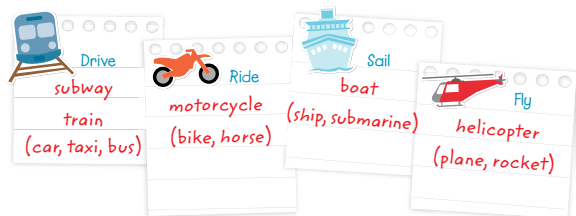
Vocabulary 1

1 Listen and complete. Then listen again and repeat.



2 Listen and say.

3 Look at the words in Activity 1 and sort. Then think of more words.



166

4 Complete for you.



Pre-reading 1

1 Look and write the places.

Reading strategy

Describe the setting.

airport beach school house ocean



2 Look at the first line of the story. What places do you think are in the story?



167

Extra activity

CREATIVITY

- Students write their own poems, using the poem in Activity 3 as a model if they want to.
- Students can add a picture to their poem. Display them around the classroom.

Vocabulary challenge: tram, taxi, van, truck

WB Act. 4 p. 146

Follow the lines and match. Then write.

Objective review

Ask students to describe the transportation and actions in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Describe the setting.

SB Act. 1 p. 167

Look and write the places.

- Students write the words under the pictures.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Read the words aloud for the students. They listen and repeat.

SB Act. 2 p. 167

CRITICAL THINKING

Look at the first line of the story. What places do you think are in the story?

- Ask students to apply the reading strategy and predict the places in the story.
- Ask students to share their ideas with the class.

Differentiation

Struggling learners: Pre-teach *vacation* before doing Activity 2.

11 Reading 1

OBJECTIVES

- Reading:** Can understand the correct sequence of events in a simple story or dialog.
- Vocabulary:** beach, net, sailor, train station
- Passive vocabulary:** travel (v), hotel, vacation, waves, rescue
- Expressions:** Let's go.

MATERIALS

- SB pp. 168–169
WB p. 147
WB key p. 220
SB audio track 2-43
Pearson English Platform

Warm-up

Write the words *fly*, *ride*, *sail*, and *drive* in big letters on separate pieces of paper. Stick them around the classroom. Say different transportation words. Students stand next to the verb that matches each one. Transportation words can include: *helicopter*, *motorcycle*, *subway*, *boat*, *bike*, *plane*, *car*, *bus*, *truck*, *scooter*, and *train*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing the setting.

SB Act. 3 p. 168

Read *Patch's Journey*. Check your answers from Activity 2.

- Remind students of the reading strategy. Look at the pictures as a class and elicit the transportation that students can see.
- Ask questions to activate any known vocabulary and key vocabulary that students may not know, e.g., *Where's the family?* (on vacation) *What's in the ocean?* (a cat).
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 2.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *vacation*, *beach*, *waves*, *net*, *sailor*, *rescue*, and *train station*. Check the pronunciation of each word.
- Use the story pictures to explain *beach*, *waves*, *net*, *sailor*, and *train station*. Ask students questions to check the understanding of *vacation* and *rescue helicopter*, e.g., *Do you go to school on vacation?* (no) *Does a rescue helicopter help people who are in danger?* (yes).

Vocabulary work 2

- Write *vacation*, *beach*, *net*, *waves*, and *train station* on the board. Ask students to find these words in the text and circle the prepositions (*on*, *at*, or *in*) used with them.
- Elicit the answers. Explain it's a good idea to memorize phrases rather than single words. (Answers: *on vacation*, *at the beach*, *in a net*, *on the waves*, *at the train station*)

SB Act. 4 p. 168

Read the story again. Number *Patch's Journey* in order.

- Students number the pictures.

Extra activity

CRITICAL THINKING

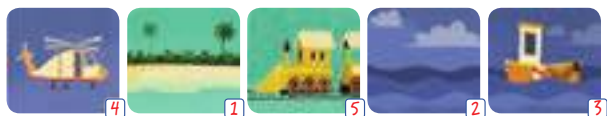
Ask checking questions, e.g., *Whose toy is Patch?* *Does Patch sink or float?* *Who finds Patch?* *What does the sailor have in his net?* *What's big in the ocean?* *Where does Alicia find Patch?*



Reading 1

3 Read *Patch's Journey*. Check your answers from Activity 2.

4 Read the story again. Number *Patch's Journey* in order.



168

Reading strategy

Describe the places in a story.



5 Think about the story. Compare your ideas.

- How do you like to travel?
- Where do you go on vacation? How do you get there?

169

WB Act. 1 p. 147

Read *Patch's Journey* and circle **T** (true) or **F** (false).

- Refer students back to the text on SB pp. 168 and 169.

WB Act. 2 p. 147

Who says it? Choose and write.

WB Act. 3 p. 147

Read, choose, and write.

SB Act. 5 p. 169

CRITICAL THINKING



Think about the story. Compare your ideas.

- In pairs, students answer the questions.
- Students share their answers with the class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Elicit means of travel to the board and places that we vacation to. This could be geographical areas, e.g., mountains, a beach, or a specific town.

Stretch: Students talk about their favorite vacation and what they like about it.

WB Act. 4 p. 147

CRITICAL THINKING

Think and write.

- Invite students to read their answers aloud to the class.

Extra activity

CREATIVITY

Students draw a picture of their favorite vacation destination. Weaker students write single words to label their pictures. Stronger students write sentences about their picture.

Value

Take care of your toys

Ask students what their favorite toy is. Ask *Do you lose your favorite toy? How often?* Ask how they feel when they lose it. Ask students how they can take care of their favorite toy (*leave it at home, give it to Mom, put it in their backpack*). Allow use of L1.

Objective review

Ask students if they identified the correct settings in the text. Praise their effort.

OBJECTIVES

- Grammar:** Can use “I’m ...” with common verbs to say what they’re doing.
- Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Speaking:** Can describe basic differences between common objects or animals, given a model.

MATERIALS

SB pp. 170–171
 WB pp. 148–149
 WB key p. 220
 Videos 11-2, 11-3, and 11-4
 Video script p. 254
 Vocabulary cards 168–176
 Pearson English Platform
 Grammar Book 1, Unit 17
 Speaking and Vocabulary Book 1, Unit 11

Warm-up

Write key words from the story on SB pp. 168 and 169 on the board, e.g., *vacation, stuffed animal, ocean, float, sailor, throw, fall, and train station*. Put students in groups of four. They work together to make sentences about the story (verbally). Try to make sure that each student gets to say at least one sentence. Invite each group to tell their stories.

Lesson objective

Explain the lesson objective: To talk about and ask questions about what’s happening now and give short answers.

SB Act. 1 p. 170

Watch Parts 1 and 2 of the story video.

Where’s Cranky?

- Students watch Parts 1 and 2 of the video and listen for the answer to the question. (**Answer: He’s at the beach.**)

SB Act. 2 p. 170

Read the grammar box and write.

- Focus students’ attention on the grammar box. Ask for volunteer students to read the sentences aloud.
- Encourage the class to say the missing words. They then write them.

Extra activity

CRITICAL THINKING

- Review the Present Progressive by using the picture cards from Vocabulary 1. Elicit sentences to describe the pictures, e.g., *She’s flying a plane*. Hold up the picture cards one by one and encourage the class to repeat the sentences.
- Practice question forms by holding up picture cards and asking *Is he riding a motorcycle?* (Yes, he is. or No, he isn’t.) Then encourage students to ask you questions about each of the pictures.

Stretch activity

COLLABORATION

- Put students in groups of four. One student mimes an action (e.g., *riding a motorcycle, sailing a boat*). The other students guess, e.g., *Are you riding a bike?*
- Each student takes a turn miming.

SB Act. 3 p. 170

Read *Patch’s Journey* again. Circle the words ending in *-ing*.

- Refer students back to the text on SB pp. 168 and 169.

SB Act. 4 p. 170

Match.

- Students match the sentences to the correct pictures.
- Ask students to share their answers with the class.

WB Act. 1 p. 148

Read and match.

- Focus students’ attention on the grammar box. Then ask them to do the matching.

WB Act. 2 p. 148

Match the sentences from Activity 1 to a picture.

SB Act. 5 p. 171

Look, choose, and write the words in the correct form.

- Students look at the picture and complete the sentences with the correct form of the verbs from the box.

Differentiation

Struggling learners: Remind students that they might need to use a negative form. Review *scooter* and *monkey bars*.

Grammar 1

- 1  Watch Parts 1 and 2 of the story video. Where's Cranky?



Cranky is driving a boat.

- 2 Read the grammar box and write.

Grammar



I'm riding a bike.

She's/He's watching TV.

You/We/They are having lunch.

I'm not playing.

He/She isn't swimming.You/We/They aren't drawing.

- 3 Read *Patch's Journey* again. Circle the words ending in -ing.

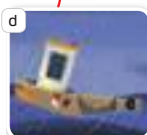
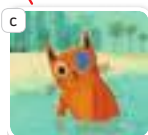
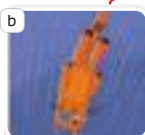
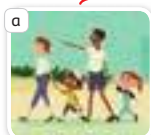
- 4 Match.

1 He's floating in the ocean.

3 The boat's sinking.

2 They're walking on the beach.

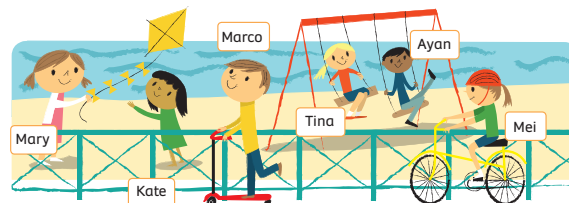
4 Help! I'm falling!



170

- 5 Look, choose, and write the words in the correct form.

run fly ride play



- 1 Mary and Kate are flying a kite.
2 Marco is riding a scooter.
3 Ayan and Tina aren't playing on the monkey bars.
4 Mei isn't running.

Speaking

- 6  Play with a friend. What are the animals doing?

The hippos are driving a truck.

No, they aren't. They're driving a car.

- 7  Watch Part 3 of the story video. Does Dan like boats?



171

WB Act. 3 p. 149

Read and circle.

WB Act. 4 p. 149

Look and write.

- Students look at the pictures and complete the sentences.

Stretch activity

CRITICAL THINKING

Play the video again. Pause at certain frames and ask students to describe what's happening, e.g., *They're counting shells.*

For more grammar practice, go to Grammar Book 1, Unit 17.

Speaking

SB Act. 6 p. 171

COMMUNICATION

Play with a friend. What are the animals doing?

- Ask a volunteer to read the sentence in the speech bubbles aloud. Ask the class to point at the animals in the picture. Use the picture to briefly review animal and transportation vocabulary.
- Students play the game in pairs. Student A describes the picture. Student B points at the correct animals.

SB Act. 7 p. 171

Watch Part 3 of the story video. Does Dan like boats?

- Students watch Part 3 of the video and listen for the answer to the question. (Answer: No, he doesn't.)

Objective review

Ask students about what they're doing now. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 11.

OBJECTIVES

Listening: Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Vocabulary: numbers 10–100, safe, dangerous, fast, slow, modern, old-fashioned

MATERIALS

SB pp. 172–173

WB pp. 150–151

WB key p. 220

SB audio tracks 2-44, 2-45, 2-46, 2-47, and 2-48

WB audio track 04

Picture cards 177–202

Pearson English Platform

Warm-up

Play a mime game to review the Present Progressive and transportation. Do the first mime, e.g., mime driving a bus. Encourage students to call out a complete sentence, e.g., *You're driving a bus*. Ask for a volunteer student to do the next mime. Either give the student a sentence to mime or let them choose their own word. Students can continue to play the game as a class or in small groups.

Lesson objective

Explain the lesson objective: To say the numbers 10–100 and use describing words.

SB Act. 1 p. 172

Listen and chant. Then complete and say.

- Play track 2-44 once. Students complete the missing numbers.
- Play the track again for students to repeat the numbers.

WB Act. 1 p. 150

What's next? Write the missing numbers.

WB Act. 2 p. 150

Make a number puzzle for your classmates.

- Students work in pairs to make puzzles similar to those in Activity 1.

Extra activity

CRITICAL THINKING

Play *Bingo*. Students draw a 3x3 grid in their notebooks. Students write any of the numbers from Activity 1 in each space. Call out numbers and write them on the board as you do. Students cross out the numbers they hear. The first student to cross out all nine numbers shouts *Bingo!*

SB Act. 2 p. 172

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-45 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 3 p. 172

Listen and number.

- Play track 2-46 twice, pausing after each item. Students write the numbers they hear on each picture.
- Tell students that they are not numbering the pictures 1–6, but writing numbers from 10–100.

SB Act. 4 p. 172

Listen and say the opposites.

- Play track 2-47, pausing before the answers are revealed. Encourage students to complete the sentences. Play the rest of each item to check answers.
(Answers: **1** safe, **2** slow, **3** modern, **4** fast, **5** old-fashioned, **6** dangerous)

Picture card activity 1

- Hold up the picture cards one by one. Students say the numbers chorally and then individually.
- Start removing cards and ask the students to say the missing number.

Picture card activity 2

- Hold up the picture cards one by one and ask questions to review questions with *be*, e.g., *Is it safe? Is it fast?*
- Encourage students to use short answers, *Yes, it is.* or *No, it isn't.*
- Elicit which words are opposites and stick them on the board together.

WB Act. 3 p. 150

Read, choose, and write. Then number the pictures.

Differentiation

Struggling learners: Tell students not to worry about words they don't know. They should focus on the words that they've just learned.

Stretch: Students write one more sentence using *is* and *isn't* about each picture to describe them. These don't necessarily need to be opposites, e.g., *It isn't a yellow train. It's a big balloon.*

Vocabulary 2

1  Listen and chant. Then complete and say.

10 20 30 40 50 60 70 80 90 100
20 21 22 23 24 25 26 27 28 29

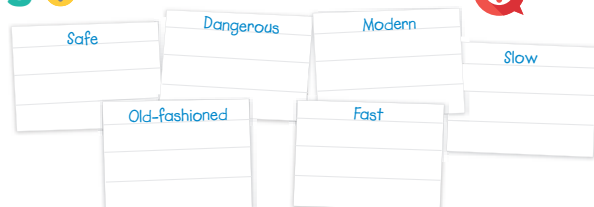
2  Listen and repeat.



3  Listen and number.

4  Listen and say the opposites.

5  Think about transportation words. Sort.



172

6  Listen and circle.

- There are 35 / 55 old-fashioned bikes and 35 / 62 modern bikes.
- There are 48 / 28 slow trains and 77 / 28 fast trains.
- There are 59 / 21 dangerous boats and 29 / 59 safe boats.

Pre-reading 2

Reading strategy

Describe the setting.

1 Look at the title and the pictures from the article. What places do you think are in the article?

What Is a JOURNEY?



173

SB Act. 5 p. 172

CRITICAL THINKING

Think about transportation words. Sort.

- Students write different words from this unit in the correct places. Tell them that some words can go under more than one heading.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 6 p. 173



Listen and circle.

- Play track 2-48. Students listen and circle the correct numbers.
- Ask individual students to read the sentences aloud to check the answers.

WB Act. 4 p. 151



Listen and draw lines. There's one example.

- This is a Pre-A1 Starters Listening Part 1 task.

Word study: opposites

WB Act. 5 p. 151

Match the opposites.

Objective review

Ask students to count by tens from 10 to 100 as a class. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Describe the setting.

SB Act. 1 p. 173

CRITICAL THINKING

Look at the title and the pictures from the article. What places do you think are in the article?

- Ask students to apply the reading strategy. They look at the pictures and describe the places they can see in the pictures.
- Ask students to share their answers with the class.

Differentiation

Struggling learners: Check the meaning of *journey*.

11 Reading 2

OBJECTIVES

- Reading:** Can extract specific information from simple informational texts related to everyday life.
- Speaking:** Can ask simple questions about very familiar topics.
- Vocabulary:** the baker's, croissant, smell, outback, traffic jam

MATERIALS

- SB pp. 174–175
WB p. 152
WB key p. 220
SB audio track 2-49
Pearson English Platform

Warm-up

Write on the board between 15–20 random numbers (between 10 and 100) in big writing. Put students into two teams and have them line up in front of the board. Give students at the front of the row a different colored board pen each. Say sentences that include any of the numbers on the board, e.g., *There are thirty red balloons.* The first student to find the number “30” on the board and circle it gets a point for their team. The team can help and shout instructions as to where to find the number.

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing the setting.

Reading text in British English

This is one of the texts in Level 1 that is in British English. With a stronger group, you may want to work on some of the difference with them. Ask *Can you hear a difference between previous readings and this one?* Highlight *holiday/vacation*.

SB Act. 2 p. 174

Read *What Is a Journey?* Check your answers from Activity 1.

- Remind students of the reading strategy. Ask them if they remember their ideas from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 1.
- Ask some general-checking questions about the children's journeys, e.g., *Where does Alex/Lilly/Javier live?* (Barcelona/Australia/Buenos Aires) *Who walks to school?* (Alex) *Who goes to school by bus?* (Lilly) *Who goes to school by car?* (Javier) *What does Alex buy?* (a croissant) *Is Lilly's bus fast?* (no) *What does Javier do in the car?* (He listens to the radio.)
- Ask students to find the words in bold. Check that they remember their meanings.

Extra activity

Vocabulary work

- Ask students to find and underline the words *the baker's*, *croissant*, *smell*, *outback*, and *traffic jam*. Check the pronunciation of each word.
- Check the meaning of the new words. Explain that a *croissant* is a kind of bread. You can buy it at the *baker's*. You *smell* with your nose. Lilly lives in the *outback*, where there are no cities and few people. If there is a *traffic jam*, there are a lot of cars in the streets and they move slowly.

SB Act. 3 p. 174

COMMUNICATION

Read again. Ask and answer with a friend.

- In pairs, students ask and answer the questions.
(Answers: **1** A journey is traveling from one place to another., **2** Journeys to school, journeys to visit grandparents, and vacations., **3** At 8.45., **4** She looks out the window., **5** Because of traffic jams in the city.)

Differentiation

Struggling learners: Help students identify where to find the information they need in the texts. Encourage students to underline key words in the questions and then find the words in the texts.

WB Act. 1 p. 152

Read *What is a Journey?* and match.

- Refer students back to the text on SB pp. 174 and 175.

WB Act. 2 p. 152

Read and circle.

WB Act. 3 p. 152

Read *What Is a Journey?* again and write your answers.

- Students write their answers individually and compare in pairs.
- Encourage students to share their ideas with the whole class.

11

Reading 2

2 Read *What Is a Journey?*
Check your answers
from Activity 1.

Reading strategy

Describe the places in a text.

What Is a JOURNEY?

A journey is travelling from one place to another. Journeys can be slow or fast. We all make journeys, but what types of journeys do we make? Journeys to school, journeys to visit grandparents and holidays. The most common journey we make every day is the journey to school. We spoke to three children who make very different journeys to school.

Alex lives in Barcelona and he walks to school. He lives in a **modern** flat near his school in a busy street. Crossing the street can be **dangerous** so he is always careful! He leaves his house at 8.45 and walks past the baker's where he buys a croissant. He loves the smell of freshly baked bread in the morning! He arrives at school just in time for the start of school at 9.00.

3 Read again. Ask and answer with a friend.

- 1 What is a journey?
- 2 What kind of journeys do people make?
- 3 What time does Alex leave for school?
- 4 What does Lilly do on her way to school?
- 5 Why does it take Javier a long time to get to school?

174



Lilly lives on a farm in Australia. She has to go by school bus to school. She gets up very early and the school bus picks her up from outside her house. The journey is slow but **safe**. It can take an hour to get to school on the **old-fashioned** bus. Lilly doesn't mind because she likes looking out the window at the Australian outback.

Javier lives in Buenos Aires. His mum drives him to school every day. The journey can take quite a long time because of traffic jams in the city. He doesn't mind because he listens to the radio.

4 Do a survey about how your friends get to school.

- How do you get to school?
- How is it similar or different to the children in the article?

175

SB Act. 4 p. 175

COMMUNICATION

Do a survey about how your friends get to school.

- Students do a survey by asking each student in the class and making a note of their answers. They share their findings with the class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

- Students draw and label a bar chart to show their findings from the survey.
- Draw an example bar chart on the board as an example. Elicit an example by writing *car* at the bottom and coloring in the bar up to the number of students who raise their hands for *car*.

WB Act. 4 p. 152

CRITICAL THINKING

Think and write.

- Invite students to read their answers aloud to the class.

Objective review

Ask students if they identified the correct settings in the text. Praise their effort.

OBJECTIVES

Grammar: Can give permission with “... you can ...”

Listening: Can understand the main information in short, simple dialogs about someone’s daily routines, if spoken slowly and clearly and supported by pictures.

Speaking: Can ask people to do things with them, using a fixed expression.

MATERIALS

SB pp. 176–177

WB pp. 153–154

WB key p. 220

SB audio track 2-50

Video 11-4

Video script p. 254

Printouts of a pentagonal spinner (optional)

Pearson English Platform

Speaking and Vocabulary Book 1, Unit 11

Warm-up

Play a game to check what students remember about the reading *What Is a Journey?* Put students in groups of four. Make true/false statements about the children in the texts. Students discuss in their teams and hold up a *true* or *false* card to show their team decision. Sentences could include: *Alex lives in Buenos Aires. Lilly walks to school. Javier goes to school with his mom.*

Lesson objective

Explain the lesson objective: To make suggestions with *can* and react to them.

SB Act. 1 p. 176

Watch Part 3 of the story video. Look and write.

- Students watch Part 3 of the video.
- Students listen, look at the pictures, and complete the sentences.

Differentiation

Struggling learners: Write the words on the board in a random order. Students listen and watch and complete the speech bubbles using the words.

Stretch: Students listen and watch and complete the speech bubbles, and then check their answers in pairs.

SB Act. 2 p. 176

Read the grammar box.

- Focus students’ attention on the grammar box. Invite individual students to read the sentences and replies aloud.

SB Act. 3 p. 176

Read *What Is a Journey?* again. Circle examples of *can*.

- Refer students back to the text on SB pp. 174 and 175.

SB Act. 4 p. 176

Listen and travel through the maze.

- Play track 2-50. Students listen and follow the places and means of transportation followed by the correct person. (**Answers:** 1 farm – bike – dad, 2 beach – bus – girl)

Extra activity

COMMUNICATION

- Students use the pictures to say their own dialogs. Refer students to the grammar box to help them.
- Do an example with the class first, e.g., *We can go to the farm.* Encourage students to say *Yes, good idea!* Do the same again encouraging them to say *No, I don’t like the farm. We can go to the (beach).*

WB Act. 1 p. 153

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.

WB Act. 2 p. 153

Read the answers. Write the sentence numbers from Activity 1.

WB Act. 3 p. 153

Read, choose, and write.

Extra activity

COMMUNICATION

Students read the dialog in pairs.

SB Act. 5 p. 177

Read the grammar box and complete.

- Focus students’ attention on the grammar box. Students complete the sentences.

Grammar 2

1 Watch Part 3 of the story video. Look and write.

1 We can go to the beach.

2 We can go by motorcycle.

3 We can go by bike.

2 Read the grammar box.

Grammar

We **can** go to the beach!

We **can go by** car/bike/train.

We **can go on** foot.

We **can** walk/run/fly.

Yes, good idea!

No, (I don't like the beach).

We can go (to the farm).

3 Read *What Is a Journey?* again. Circle examples of **can**.

4 Listen and travel through the maze.



176

5 Read the grammar box and complete.

How **can** we go to the beach?

😊 We can go by bus.

☹ We can't go by bike.

6 How can you go to school? Ask and answer with your friend. Check (✓) or put an X.

	On foot	By bus	By taxi	By bike	By subway	Other
Me						
My friend						

Speaking

Speaking strategy

Take turns when speaking.

7 Play a game in groups.

- 1 Make a spinner with question words, and take turns spinning it.
- 2 Ask a question using the question word on the spinner.
- 3 The rest of the group answers.



177

SB Act. 6 p. 177

COMMUNICATION

How can you go to school? Ask and answer with your friend. Check (✓) or put an X.

- Students complete the first row of the chart with the information about themselves.
- Then they work in pairs and ask their partner how he/she goes to school.

Differentiation

Struggling learners: Explain that students should ask *Do you go to school (on foot/by bus)?*

WB Act. 4 p. 154

Complete the sentences with **can** or **can't**.

- Focus students' attention on the grammar box. Then ask students to complete the sentences.

WB Act. 5 p. 154

Look at the pictures and complete.

WB Act. 6 p. 154

Write for you.

Speaking

Speaking strategy

Explain the speaking strategy: Take turns when speaking.

SB Act. 7 p. 177

COMMUNICATION

Play a game in groups.

- Ask students to make (or provide as a printout) a pentagonal spinner with one of the following words on each side: *Where?*, *How?*, *When?*, *Who?*, *What?*

Differentiation

Struggling learners: Students use the questions on the SB and WB pages.

Stretch: Students ask any questions they can think of.

Objective review

Ask students to make a suggestion with **can**. Praise their effort.

For more speaking practice and additional vocabulary, go to *Speaking and Vocabulary Book 1*, Unit 11.

OBJECTIVES

- Reading:** Can understand basic phrases in short, simple texts.
- Speaking:** Can talk about familiar people and places using single words.
- Writing:** Can write correctly structured questions with question marks.

MATERIALS

SB pp. 178–179
 WB pp. 155–157
 WB key p. 221
 Colored pencils (gray, red, blue, orange, green)
 Pearson English Platform
 Test Book 1, Unit 11

Warm-up

Review the Unit 10 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a questionnaire, while applying the writing strategy.

SB Act. 1 p. 178

Look at the questionnaire. Who are the questions for?

- Ask students to share their ideas with the class.

SB Act. 2 p. 178

Read the questionnaire and check your answer.

- Students read the questionnaire and check their answer from Activity 1. (**Answer: the child's teacher**)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 178

Read the questionnaire again. Circle the capital letters and question marks.

- Students read the questionnaire and circle all the instances of capital letters and question marks.

SB Act. 4 p. 178

Find or draw a picture of someone you'd like to ask questions. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 155

Focus students' attention on the Remember! box.

WB Act. 1 p. 155

Read and write the question words and question marks (?) or periods (.).

WB Act. 2 p. 155

CREATIVITY

Find or draw a picture of someone you'd like to ask questions. Write the questions you'd like to ask. Don't forget to end the question with a question mark!

WB Act. 3 p. 155

Now ask the questions and write the answers.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of the people they interviewed and read the questions and answers aloud to the class. Praise their effort.

Now I Know

Warm-up

Write *journey* on the board. Put students into two teams. They take turns naming words that contain the letters that make the word *journey*, e.g., "j" in *jump*. Give teams one point for each correct answer. If the word comes from Unit 11, give an extra point.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 179

CRITICAL THINKING

Why do we travel? Think and circle.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the questionnaire. Who are the questions for?

2 Read the questionnaire and check your answer.

Question Time

These questions are for: *My teacher*

What are you wearing today?

When is your birthday?

Where do you go on vacation?

Who's sitting next to you?

What do you like eating?

How do you get to school?



3 Read the questionnaire again. Circle the capital letters and question marks.

4 **WB** Find or draw a picture of someone you'd like to ask questions. Then go to the Workbook to do the writing activity.

Writing strategy

Start questions with a capital letter and write a question mark at the end.
Where do you go on vacation?

178

Now I Know

1 **Q** Why do we travel? Think and circle. **?**

to visit people to visit places to go on vacation to get to school

2 How do we travel? Write.

By

3 Choose a project.

Plan a family vacation.

- 1 Choose a destination.
- 2 Draw a picture or find a picture of the place.
- 3 Write short sentences about your vacation.
- 4 Present your vacation to the class.

or

Make a transportation poster.

- 1 Find pictures of transportation.
- 2 Stick them on poster paper.
- 3 Write a description of each kind of transportation.
- 4 Show your poster in the classroom.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people are doing.



I can ask simple questions about traveling.



I can understand short, simple stories about everyday activities.



I can write a questionnaire.

179

SB Act. 2 p. 179

How do we travel? Write.

- Students share their ideas in pairs.

WB Act. 1 p. 156

Find and color the things in the puzzle.

WB Act. 2 p. 156

Write the missing letters.

WB Act. 3 p. 156

Write the letters in order to make opposites.

WB Act. 4 p. 157

Look and write.

Project

SB Act. 3 p. 179

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 157

Write your answers.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 157

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 157

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 179

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 11.

12

Where do we live?

SKILLS

- Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts.
- Reading:** Can understand the correct sequence of events in a simple story or dialog.
- Speaking:** Can ask simple questions about very familiar topics.
- Writing:** Can write short descriptive texts on familiar personal topics, given a model.

GRAMMAR

- Grammar 1:** Can use “Yes, I am. / No, I’m not.” to answer questions in the Present Progressive.
- Grammar 2:** Can use a few simple prepositions of place with common nouns.

VOCABULARY

- Key vocabulary 1:** bathtub, refrigerator, stove, lamp, couch, bookcase, closet, sink
- Key vocabulary 2:** house, townhouse, apartment, cottage, palace, trailer, barge, tree house
- Video vocabulary:** 3D (3-dimensional), model, shoebox, scissors, background, furniture, draw straight lines, cut carefully, fold neatly

- Reading 1 vocabulary:** stilts, hammock, television, underground, catch, sleep, cook, wash, love
- Reading 2 vocabulary:** yard, bookshelf, beans, can
- Passive vocabulary:** outside, round, comfortable, inside, cozy
- Revised vocabulary:** bedroom, bathroom, kitchen, living room, dining room, table, house

PROJECTS

- Design an unusual home
- Design your own tree house

VIDEOS

- Vloggers: Making Models (12-1)
- Tommy Zoom: The House in the Garden Parts 1–3 (12-2, 12-3, 12-4)

VALUE

- Listen to your mom

Unit opener

OBJECTIVES

- Listening:** Can understand basic information about someone’s house or apartment, if spoken slowly and clearly and supported by pictures.
- Speaking:** Can talk about furniture and rooms using simple language.
- Vocabulary:** Video vocabulary; revised vocabulary

MATERIALS

- SB pp. 180–181
- WB p. 158
- WB key p. 221
- Video 12-1
- Video script p. 255
- Pearson English Platform

Big Question

- Ask students what rooms they have in their house/ apartment to check what house words they already know.
- Read the Big Question *Where do we live?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you’ll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about homes.

SB Act. 1 p. 181

What rooms do you know in English? Circle.

- Ask students to share their answers in pairs.

Differentiation

Struggling learners: Read the words aloud for students so that they can hear them, too.

12

Where
do we live?

Listening

- I can understand simple conversations about everyday activities.

Reading

- I can understand the order of events in a text.

Speaking

- I can ask simple questions about homes.

Writing

- I can write about my home.

180



1 What rooms do you know in English? Circle.

bedroom bathroom kitchen
living room dining room

2 Look at the picture and discuss.

- What room is it?
- What objects can you see in the room?
- What rooms are there in your home?

3 Watch the video and circle. What room do the children make?

a bathroom a bedroom
a living room



4 Watch the video again and check (✓). What do the children put in their 3D room?

- | | | | |
|------------|-------------------------------------|----------|-------------------------------------|
| a bed | ☒ | a chair | ☐ |
| a computer | ☒ | a TV | ☒ |
| a table | ☒ | a window | ☐ |

181

SB Act. 2 p. 181

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 158

What do you know?

- Ask students to think of the Big Question and write in the box the words for house they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 158

What do you learn about in this unit? Circle and write.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 181

Watch the video and circle. What room do the children make?

- Ask students to look at the video still and guess what the video is about (*making a model room*).
- Ask students to predict which room the children make.
- Play the video. Students check if they were correct and circle the correct room.

Extra activity

CRITICAL THINKING

Ask students if they can remember the items that the children put in their 3D bedroom. Use Activity 4 to check their ideas.

SB Act. 4 p. 181

Watch the video again and check (✓). What do the children put in their 3D room?

- Students watch the video again and check the correct items.

WB Act. 2 p. 158

What do they have to make a 3D bedroom? Watch the video and check (✓) the things you hear.

WB Act. 3 p. 158

Watch the video again. Number the sentences in order.

WB Act. 4 p. 158

How do we make a paper bed? Watch the video again, choose, and write.

Objective review

Ask students which room they can see in the main picture and the picture in SB Activity 3. Praise their effort.

OBJECTIVES

Listening: Can understand basic information about someone's house, if spoken slowly and clearly and supported by pictures.

SB vocabulary: bathtub, refrigerator, stove, lamp, couch, bookcase, closet, sink

WB vocabulary: chest of drawers, cushion, rug, vase

MATERIALS

SB pp. 182–183

WB pp. 159–160

WB key p. 221

SB audio tracks 2-51, 2-52, and 2-53

Picture cards 203–210

Pearson English Platform

Warm-up

Play a drawing game to review rooms in the house. Invite two students to be “artists.” They stand at the board with half of the board to draw on each. Put students into two teams (one team matches each student). Show the “artists” a word (*bathroom, bedroom, kitchen, dining room, living room*). When you say *Go!*, they draw the room (without talking!) and their team guesses which room it is. The first team to guess gets a point. Another student comes to the front to draw, and so on.

Lesson objective

Explain the lesson objective: To identify objects in the house.

SB Act. 1 p. 182

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-51 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 182

Listen and number.

- Play track 2-52, pausing after each sentence. Students number the pictures.

Picture card activity 1

- Review the verb *be* and practice the new words. Hold up the picture cards one by one and say *It's a bathtub. It's a lamp*. Students listen and repeat.
- Then hold up the picture cards one by one and ask *Is it a bathtub?* Students answer, e.g., *No, it isn't. It's a stove*.
- Follow on from this and review the verb *have* and the new words. Say, e.g., *Do you have a bookcase? Do you have a gray couch?* Encourage students to answer *Yes, I do.* or *No, I don't.*

Picture card activity 2

- Write stress patterns on the board: ● •, ●, • ● • • •
- Invite one student to be the “teacher.” The “teacher” holds the picture cards up one by one and as a class they negotiate which stress pattern it matches. The “teacher” then sticks it under the correct stress pattern on the board. (● • = *bathtub, bookcase, closet*; ● = *stove, lamp, couch, sink*; • ● • • • = *refrigerator*)

SB Act. 3 p. 182

Listen and say.

- Play track 2-53, pausing after each item. Students listen and say the correct household things. (**Answers:** 1 refrigerator, 2 stove, 3 bathtub, 4 bookcase, 5 sink, 6 couch, 7 closet, 8 lamp)

Differentiation

Struggling learners: Review rooms in the house before doing Activity 3.

Stretch: Do Activity 3 and check the rooms in the house by asking questions, e.g., *Where's the refrigerator? In the kitchen.*

WB Act. 1 p. 159

Look and circle.

WB Act. 2 p. 159

CRITICAL THINKING

Read and circle.

SB Act. 4 p. 182

What is it? Match.

- Students match the sentences to the pictures.

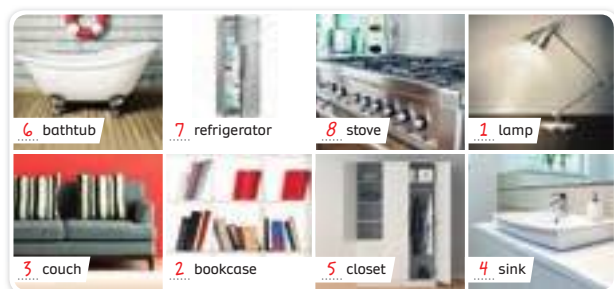
Differentiation

Struggling learners: Read each sentence aloud and check unknown words.

Stretch: Students complete the activity individually and compare their answers in pairs.

Vocabulary 1

1 Listen and repeat.

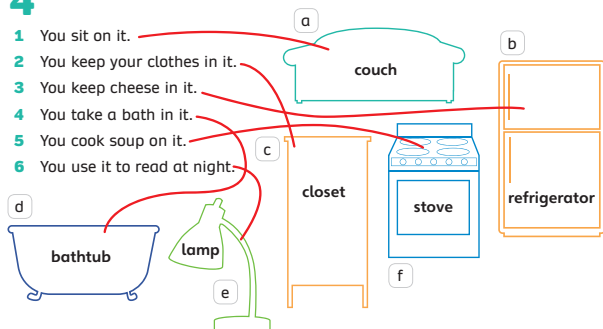


2 Listen and number.

3 Listen and say.

4 What is it? Match.

- 1 You sit on it.
- 2 You keep your clothes in it.
- 3 You keep cheese in it.
- 4 You take a bath in it.
- 5 You cook soup on it.
- 6 You use it to read at night.



182

5 Look and sort.

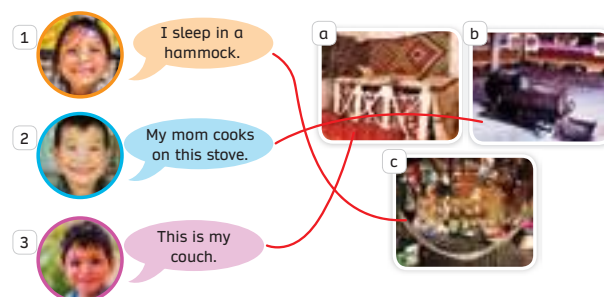


Pre-reading 1

1 Look at the pictures from the reading. Where do you think these children live? Match.

Reading strategy

Retell key details of a text.



183

SB Act. 5 p. 183

Look and sort.

- Students write the words with the correct room.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 160

Read, choose, and write. Then say the chant!

Vocabulary challenge: house objects

WB Act. 4 p. 160

Write the missing letters.

WB Act. 5 p. 160

Use the words from Activity 4. Read and write.

Extra activity

CRITICAL THINKING

- Write *bathroom*, *bedroom*, *living room*, and *kitchen* on a piece of paper each, and stick them around the classroom.
- Say the things that we find in each room (include the words from the Vocabulary challenge activity, too). Students stand next to the correct room.

Objective review

Ask students to describe the house objects in the pictures. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Retell key details of a text.

SB Act. 1 p. 183

CRITICAL THINKING

Look at the pictures from the reading. Where do you think these children live? Match.

- Students match the children to the pictures.
- Ask students to share their answers with the class.

12 Reading 1

OBJECTIVES

- Reading:** Can understand a short, simple description of a house or an apartment, if supported by pictures.
- Speaking:** Can describe where they live in a simple way.
- Vocabulary:** stilts, hammock, television, underground, catch, sleep, cook, wash, love
- Passive vocabulary:** outside, round, comfortable, inside, cozy

MATERIALS

- SB pp. 184–185
WB p. 161
WB key p. 221
SB audio track 2-54
Pearson English Platform

Warm-up

Put students in groups of four and give them some paper and a marker pen. Tell them to nominate a “writer.” Demonstrate the game first by saying a sentence with a missing word, saying *beep* for the missing word, e.g., *There’s a white [beep] in my bathroom.* Students have to write the word (*bathtub*) as quickly as they can and hold it up. The team to hold up the correctly spelled word first gets a point. Continue the game giving example sentences with missing words from the previous vocabulary lesson.

Lesson objective

Explain the lesson objective: To apply the reading strategy by retelling key details of a text.

SB Act. 2 p. 184

Read *Unusual Homes Around the World*. Check your answers from Activity 1.

- Remind students of the reading strategy. Ask students if they remember their answers from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 1.
- Ask questions to check general understanding of the texts, e.g., *Where does Yumi/Sarnai/Izem live?* (Brazil, Mongolia, Tunisia) *How many rooms are there in Yumi’s house?* (two) *Where does Sarnai’s family keep their food?* (outside) *Does Izem like his home?* (Yes, he loves it.)
- Ask students to find the words in bold. Check that they remember their meanings.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *stilts*, *hammock*, *television*, *ger*, and *underground*. Check pronunciation of each word.
- Use the pictures to check meaning of *stilts*, *hammock*, and *underground*. Draw a picture to clarify the meaning of *television*.

Vocabulary work 2

- Write *catch*, *sleep*, *cook*, *wash*, and *love* on the board. Check meaning through mime and ask what sort of words they are (action words/verbs).
- Play a quick mime game. Say the words and students mime them.
- Encourage students to find examples of the verbs in the texts.

SB Act. 3 p. 184

Write **Y** (Yumi), **S** (Sarnai), or **I** (Izem).

- Students read the texts again and write the initial letters of the names.

Extra activity

CRITICAL THINKING

Make further statements like those in SB Activity 3 to further check understanding, e.g., Yumi: *I live close to a river. There isn’t a bathtub. We catch fish from the river.* Sarnai: *My mom cooks. There isn’t a refrigerator. It’s very cold in the winter.* Izem: *It’s very hot. My house has four rooms. The walls are white.*

WB Act. 1 p. 161

Read *Unusual Homes Around the World* and circle **T** (true) or **F** (false).

- Refer students back to the text on SB pp. 184 and 185.

12

Reading 1

2 Read *Unusual Homes Around the World*. Check your answers from Activity 1.

Reading strategy

Retell key details of a text.

Unusual HOMES AROUND THE WORLD



Still house, Brazil

My home is on the Amazon River. It's on long legs, called stilts, to keep the house dry. Inside there are two rooms. We all sleep in one room. My mom and dad sleep in a bed, but I sleep in a hammock. We cook in the other room. There isn't a **bathtub** or a **sink** – we wash in the river. We catch fish from the river for dinner. I like living on the river. (Are you watching television, Sarnai?)



Ger, Mongolia

No, I'm not. I don't have a TV. I live with my family in a ger. It's a small, round house with one room. We eat, sleep, and cook in this room. In the middle of the room there's a **stove**. My mom cooks on the stove. It makes the house warm and cozy in the winter. There aren't any **lamps** and there isn't a **refrigerator** – we keep food outside. We wash outside, too. I don't like washing outside in the winter because it's very cold! (Are you feeling cold, Izem?)



Underground home, Tunisia

No, I'm not. It's very hot in my country, so I live under the ground. It isn't hot under the ground – it's cool. My house has four rooms. There are two bedrooms, a living room, and a kitchen. There's a **couch** in the living room and rugs on the wall. It's very comfortable. The walls are white to keep the house cool. I love my home!



3 Write Y (Yumi), S (Sarnai), or I (Izem).

- | | |
|------------------------------------|---|
| 1 My home is underground. I | 4 I wash in the river. Y |
| 2 My home is round. S | 5 There's a stove in the middle. S |
| 3 My home is on legs. Y | 6 There are four rooms. I |

184

4 Talk with a friend. Imagine you live in one of the homes in the text.

My home is on the river.

There are two rooms.

There isn't a bathtub.

You sleep in a hammock.

185

WB Act. 2 p. 161

Read *Unusual Homes Around the World* again and find the words.

- Encourage students to spell the words aloud to you as you write them on the board during feedback.

SB Act. 4 p. 185

COMMUNICATION

Talk with a friend. Imagine you live in one of the homes in the text.

- Ask two volunteers to read aloud the sentences in the speech bubbles.
- Encourage students to use them as a model and make statements about the home they've chosen.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Students work in pairs to make sentences.

Stretch: Students talk about what they do on a typical day, too.

WB Act. 3 p. 161

Think and write.

CRITICAL THINKING

WB Act. 4 p. 161

CRITICAL THINKING

What do you like about each house?

Extra activity

CREATIVITY

Students draw a picture of their favorite room in their houses. Weaker students write single words to label their pictures. Stronger students write sentences about their pictures.

Objective review

Ask students to retell two key details about each text. Praise their effort.

OBJECTIVES

Grammar: Can use “Yes, I am. / No, I’m not.” to answer questions in the Present Progressive.

Listening: Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly.

Speaking: Can ask simple questions about very familiar topics.

MATERIALS

SB pp. 186–187
WB pp. 162–163
WB key p. 221
SB audio track 2-55
Videos 12-2 and 12-3
Video script p. 255
Pearson English Platform
Grammar Book 1, Unit 18
Speaking and Vocabulary Book 1, Unit 12

Warm-up

Play a game to check what students remember about the reading *Unusual Homes Around the World*. Put students in groups of four. Write the names of the children from the texts on the board (Yumi, Sarnai, and Izem). Say sentences, e.g., *My home is underground. My home has four rooms. It’s very hot in my country.* Students discuss which name the sentences match and give their team’s decision. Each team to guess the correct name gets a point.

Lesson objective

Explain the lesson objective: To talk about habits and routines, and what we are doing now.

SB Act. 1 p. 186

Watch Parts 1 and 2 of the story video.
What rooms are in Cranky’s home?

- Students watch Parts 1 and 2 of the story.
- Students listen for the answer to the question.
(Answer: living room, dining room, kitchen, bedroom, bathroom)

Extra activity

CRITICAL THINKING

Play the video again. Pause at certain frames and ask students to say what room it is and what they can see, e.g., *That’s the living room. There’s a lamp/television/couch/table/window.*

SB Act. 2 p. 186

Look at the grammar box and read.

- Focus students’ attention on the grammar box. Ask for volunteer students to read the questions and answers aloud to the class.
- Focus on the *-ing* endings.

SB Act. 3 p. 186

Read *Unusual Homes Around the World* again. Circle the questions.

- Refer students back to the text on SB pp. 184 and 185.

SB Act. 4 p. 186

Read and circle.

- Students circle the correct words.
- Ask students to share their answers with the class.

WB Act. 1 p. 162

Read and circle.

- Focus students’ attention on the grammar box. Then ask them to circle the correct options.

WB Act. 2 p. 162

Write the correct form of *be* + the words.

SB Act. 5 p. 187

Read the grammar box and match.

- Focus students’ attention on the grammar box. Then ask students to do the matching.

Differentiation

Struggling learners: With books closed, before the matching, drill the sentences.

Stretch: Drill the sentences after the matching. Model natural intonation, and encourage students to link the words naturally (e.g., saying “d’you” instead of “do you”).

SB Act. 6 p. 187

COMMUNICATION

Look at Activity 5. Ask and answer with a friend.

- In pairs, students take turns asking and answering the questions.

Grammar 1

- 1  Watch Parts 1 and 2 of the story video. What rooms are in Cranky's home?



Are you taking a bath in the living room? Yes, we are!

- 2 Look at the grammar box and read.

Grammar

Are you swimming? Yes, I am./No, I'm not.

Is he watching TV? Yes, he is.

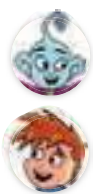
Is she taking a shower? No, she isn't.

Are they listening to music? Yes, they are./No, they aren't.

- 3 Read *Unusual Homes Around the World* again. Circle the questions.

- 4 Read and circle.

- 1 Are you cook / cooking in the kitchen? Yes, I am / I not.
 2 Are you eating / eat in the dining room? No, I am / I'm not.
 3 Is she wash / washing in the bathtub? No, she isn't / not.
 4 Is Cranky sleeping / sleep? Yes, he isn't / is.



- 5 Read the grammar box and match.

What	do you go to bed?
Where	many brothers and sisters do you have?
Who	are you wearing?
When	do you live with?
How	do you live?

- 6  Look at Activity 5. Ask and answer with a friend.

Listening and Speaking

- 7  Listen and check (✓).

	 watch TV	 do your homework	 listen to music	 eat breakfast
bathroom			✓	
living room	✓			
kitchen	✓			✓
bedroom		✓	✓	✓

- 8  Where do you ... ? Ask and answer.

watch TV do your homework listen to music
 eat your breakfast brush your teeth play video games
 play with your toys ride your bike

Where do you watch TV?

I watch TV in the living room.

186

187

WB Act. 3 p. 163

Read and write.

- Focus students' attention on the grammar box. Then ask them to complete the sentences.

Extra activity

COMMUNICATION

Students read the dialog in pairs.

Differentiation

Struggling learners: Write the missing words on the board in a random order. Students use the words to complete the dialog.

Stretch: When reading the dialog, learners read a sentence silently, then look up at their partner and say the sentence. This will encourage them to memorize the language, to make eye contact while speaking, and to speak with natural intonation.

WB Act. 4 p. 163

CRITICAL THINKING

Think and answer.

For more grammar practice, go to Grammar Book 1, Unit 18.

Listening and Speaking

SB Act. 7 p. 187



Listen and check (✓).

- Play track 2-55. Students listen and check the correct place where each activity happens.

SB Act. 8 p. 187

COMMUNICATION



Where do you ... ? Ask and answer.

- Ask a pair of volunteers to read the dialog in the speech bubbles aloud.
- Students ask and answer questions using the phrases from the box.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review



Ask students one or two questions about their daily habits. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 12.

OBJECTIVES

- Listening:** Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- SB vocabulary:** house, townhouse, apartment, cottage, palace, trailer, barge, tree house
- WB vocabulary:** beach house, dog house, greenhouse, lighthouse

MATERIALS

- SB pp. 188–189
WB pp. 164–165
WB key p. 221
SB audio tracks 2-56, 2-57, and 2-58
Picture cards 211–218
Pearson English Platform

Warm-up

Write a few verbs on the board, e.g., *sleep*, *have*, and *swim*. Ask volunteer students to come to the front and write the *-ing* form of these verbs, e.g., *sleeping*, *having*, *swimming*. Check the spelling.

Lesson objective

Explain the lesson objective: To identify different kinds of houses.

SB Act. 1 p. 188

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-56 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation. Elicit/Show students where the word stress is and ask them to clap on the stress as they repeat the words: townhouse, apartment, cottage, palace, trailer, tree house.

SB Act. 2 p. 188

Listen and number.

- Play track 2-57 twice, pausing after each item. Students number the pictures.

Picture card activity 1

- Hold up the picture cards one by one. Students say the words chorally and then individually.
- Hold up the picture cards one by one and ask questions to review questions with *be*, e.g., *Is it a townhouse? Is it a cottage?* Encourage students to use short answers, *Yes, it is.* or *No, it isn't. It's a ...*

SB Act. 3 p. 188

Listen and circle. Then say.

- Play track 2-58. Students listen and circle the correct words.
- Ask students to read the sentences aloud to check answers.

WB Act. 1 p. 164

Find and circle the house and home words.

- Invite students to come to the front and write the words they've found on the board.

WB Act. 2 p. 164

Look at the pictures and the letters. Write the words.

- This is a Pre-A1 Starters Reading & Writing Part 3 task.

Picture card activity 2

Play a guessing game. Choose a picture card and hold it so that students can't see it. Describe the house, e.g., *It's a big house. There aren't any neighbors. It's modern.* Students call out their guesses.

SB Act. 4 p. 189

Read the descriptions. Complete.

- Students complete the sentences using the words from the box.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Before students do the activity, read the sentences aloud to them with their books closed.

Stretch: Ask students to cover the word box and do the activity. Then they can look at the word box and correct their answers if necessary.

OBJECTIVES

- Reading:** Can understand the correct sequence of events in a simple story or dialog.
- Speaking:** Can re-tell a familiar story, given prompts or a model.
- Vocabulary:** yard, bookshelf, beans, can

MATERIALS

- SB pp. 190–191
 WB p. 166
 WB key p. 221
 SB audio track 2-59
 Pearson English Platform

Warm-up

Play a chain game. Put students in groups of five or six. The first student makes a statement, e.g., *I cook in the kitchen*. The next student repeats the first sentence and adds their own, e.g., *I cook in the kitchen. I wash in the bathtub*. Students continue, trying to remember each of the sentences.

Lesson objective

Explain the lesson objective: To apply the reading strategy by retelling key details of a text.

SB Act. 3 p. 190

Read *The Tree House*. Check your answer from Activity 2.

- Remind students of the reading strategy. Ask them if they remember their answers from the previous lesson.
- Students read and listen to the text.
- Ask if they found answers to the question from Activity 2.
- Ask some general-checking questions about their description, e.g., *What house does Maria live in?* (a townhouse) *What house does Daniel have in his yard?* (a tree house) *Where does Daniel sleep?* (in a hammock) *What do they eat for dinner?* (pizza).
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Play the audio while students read.

Stretch: Students read the text quietly to themselves without the audio.

Extra activity

Vocabulary work 1

- Ask students to find and underline the words *yard*, *bookshelf*, *beans*, and *can*. Check the pronunciation of each word.
- Use the pictures to explain the meaning of the words from the text.
- Ask *Do you have a bookshelf in your room? Are there a lot of cans in your kitchen? Do you like beans?*

Vocabulary work 2

- Write these adjectives on the board: *small*, *cool*, *little*, *cold*, *delicious*, and *comfortable*.
- Ask students to find the words in the text and figure out what each word is describing. (*small room*, *cool hammock*, *little cottage*, *cold beans*, *delicious pizza*, *comfortable bed*)

SB Act. 4 p. 191

Read the story again. Number the sentences in order.

- Students read the sentences and number them.

Differentiation

Struggling learners: Help students identify where to find the information they need in the texts. Encourage students to underline key words in the sentences and then find the corresponding parts in the texts.

Stretch: Students work individually and compare their answers in pairs.

WB Act. 1 p. 166

Read *The Tree House* and match.

- Refer students back to the text on SB pp. 190 and 191.

Reading 2

3 Read *The Tree House*. Check your answer from Activity 2.

Reading strategy

Retell key details of a text.

The Tree House

Daniel lives in a house. But his favorite place is his tree house in the yard. It's his very own palace.

Daniel's friend, Maria, lives in a townhouse. "Maria. Do you like my tree house?" asks Daniel. "Yes!" says Maria. "And I like the swings under the tree house! Let's play!"

The children play on the swings and then they climb up into the tree house. There's one small room next to the chair.

"Where's the bed?" asks Maria. "There isn't a bed. I sleep in the hammock". "Wow, that's cool!" says Maria. "Your tree house feels like a little cottage," she says.

190

"I'm hungry now! What's for dinner?" asks Maria.

"Um ... beans?" Daniel points to the cans of beans on the shelf.

"Oh, no! Not cold beans!" says Maria. Suddenly the bell rings. It's Daniel's mom.

Daniel and Maria eat the pizza. It's delicious.

"Do you want to come home for ice cream?" asks Mom.

"Yes, please!" say the children. "Then it's time for a bath and bed," says Mom. It's fun to play in the tree house. But it's nice to go home for ice cream, a bath, and a comfortable bed!

4 Read the story again. Number the sentences in order.

- 3 They climb up into the tree house.
- 5 They eat pizza.
- 1 Daniel shows Maria his tree house.
- 4 Maria is hungry.
- 6 They go home for ice cream.
- 2 Daniel and Maria play on the swings.

5 Close your book. Tell the story to a friend.

6 Think about the story. Compare your ideas.

- Why do Daniel and Maria like the tree house?
- Why are they happy to go home?

191

WB Act. 2 p. 166

Read *The Tree House* again. Choose and write.

SB Act. 5 p. 191

COMMUNICATION

Close your book. Tell the story to a friend.

- Remind students of the reading strategy.
- Encourage students to apply it and retell the story in pairs.

SB Act. 6 p. 191

CRITICAL THINKING

Think about the story. Compare your ideas.

- In pairs, students answer the questions.
- Students share their answers with the class.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 166

CRITICAL THINKING

Think and write.

WB Act. 4 p. 166

CRITICAL THINKING

Circle the things that you like in the story.

Extra activity

COLLABORATION

Put students in groups of four. Have them write the speaking parts of the story onto a piece of paper so that it resembles a script. One student is the narrator and the others are Daniel, Maria, and Mom. Students work together and use items in the classroom as props to act out the story.

Value

Listen to your mom

- Ask students what instructions Daniel got from his mom. (*Then it's time for a bath and bed.*) Ask *What happens when we don't do as our parents ask?* (We don't get to do fun things.)
- Ask students if they think Daniel can play in the tree house tomorrow. (*Probably yes because the story indicates that he's happy to go home after his dinner.*)
- Talk about why it's important to listen to our parents. Allow use of L1.

Objective review

Ask students to retell five key details about the story. Praise their effort.

OBJECTIVES

- Grammar:** Can use a few simple prepositions of place with common nouns.
- Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Speaking:** Can describe where they live in a simple way.

MATERIALS

- SB pp. 192–193
 WB pp. 167–168
 WB key p. 221
 Videos 12-3 and 12-4
 Video script p. 255
 Pearson English Platform
 Grammar Book 1, Unit 10
 Speaking and Vocabulary Book 1, Unit 12

Warm-up

Dictate letters of the words from Vocabulary 1 and Vocabulary 2 in the wrong order. Students work in pairs, write the letters, and rearrange them to make the correct word. Invite a student to write the word on the board with the help of the class.

Lesson objective

Explain the lesson objective: To ask questions about where objects are and answer using *on*, *in*, *under*, *next to*, *in front of*, and *behind*.

SB Act. 1 p. 192

Watch Part 2 of the story video again. Where's the blue couch? Circle.

- Students watch Part 2 of the video again and circle the correct word.
- Ask students to read the sentence under the video still aloud.

SB Act. 2 p. 192

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- Ask *Where's the spider?* for each picture, encouraging students to use the labels to answer, e.g., *It's in the bathtub. It's under the bathtub.*

SB Act. 3 p. 192

Read *The Tree House* again. Circle *in*, *on*, *under*, and *next to*.

- Refer students back to the text on SB pp. 190 and 191.

Extra activity

CRITICAL THINKING

Use classroom objects to practice the prepositions. For example, put a ruler on a book and ask *Where's the ruler?* Put it under the book and ask *Where's the ruler?* Encourage students to use full sentences when they answer. Use a soft toy or anything else fun that you can find!

WB Act. 1 p. 167

Read and circle the words that describe where the frog is.

- Focus students' attention on the grammar box. Then ask them to read the text and circle the prepositions.

WB Act. 2 p. 167

Number the pictures to match the order in Activity 1.

SB Act. 4 p. 193

Watch Part 2 of the story video again. Match.

- Students watch the video again and do the matching.

Differentiation

Struggling learners: Go through the questions and answers first. Pause the video at the appropriate parts and replay them if necessary so that students can listen to where the objects are.

Stretch: Do an example with the class first and then play the remainder of the video. Students check their answers in pairs before sharing their answers with the class.

WB Act. 3 p. 168

Look, read, and circle.

- Focus students' attention on the grammar box. Then ask them to circle the correct options.

SB Act. 5 p. 193

Answer about your home. Use *in*, *on*, *under*, *next to*, *in front of*, or *behind*.

- Students answer the questions about their own homes.

Differentiation

Struggling learners: Tell students to draw a picture that matches each of the questions. If students can see visually where the items are, this will help them identify the correct preposition.

Extra activity

COMMUNICATION

Students ask and answer the questions in pairs.

Grammar 2

- 1 Watch Part 2 of the story video again. Where's the blue couch? Circle.

bathroom bedroom **kitchen**

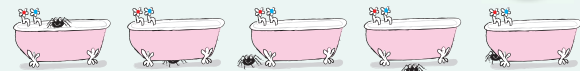


The couch is next to the refrigerator.

- 2 Look at the grammar box and read.

Grammar

Where's the spider? It's **on** Tommy's head.



in under next to in front of behind

Is it in the bathtub? Yes, it is.
No, it isn't.

- 3 Read *The Tree House* again. Circle *in*, *on*, *under*, and *next to*.

192

- 4 Watch Part 2 of the story video again. Match.

- | | |
|--------------------------------|----------------------------|
| 1 Where's the bathtub? | a It's in the yard. |
| 2 Where's the table? | b No, it isn't. |
| 3 Is the couch in the kitchen? | c It's in the living room. |
| 4 Where's the toilet? | d It's in the bathroom. |
| 5 Where's the blue lamp? | e Yes, it is. |
| 6 Is the lamp behind the bed? | f It's under the bed. |

- 5 Answer about your home. Use *in*, *on*, *under*, *next to*, *in front of*, or *behind*.

- | | |
|--|---------------------------------|
| 1 Where's the sink?
It's _____ the _____. | 3 Where's the closet?
_____. |
| 2 Where's the refrigerator?
_____. | 4 Where's the couch?
_____. |

Speaking

- 6 Ask and answer about your home.

Speaking strategy
Show you've been listening.



- 7 Watch Part 3 of the story video. Does Cranky like his home?

193

WB Act. 4 p. 168

Look, choose, and write.

Extra activity

COMMUNICATION

Students read the dialog in pairs.

For more grammar practice, go to Grammar Book 1, Unit 10.

Speaking

Speaking strategy

Explain the speaking strategy: Show you've been listening.

SB Act. 6 p. 193

COMMUNICATION

Ask and answer about your home.

- Ask a pair of students to read the sentences in the speech bubbles aloud.
- In pairs, students ask and answer questions about their homes.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Review the objects in the pictures and also elicit questions to the board that students might ask.

Stretch: Students ask and answer about additional objects, too, e.g., *a toy box*, *a television*, *a bookshelf*, *a bed*.

SB Act. 7 p. 193



Watch Part 3 of the story video. Does Cranky like his home?

- Students watch Part 3 of the video and listen for the answer to the question. (**Answer:** Yes, he does.)

Objective review

Ask students to describe where items are on their desk or in the classroom. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 1, Unit 12.

OBJECTIVES

- Reading:** Can understand a short, simple description of a house or an apartment, if supported by pictures.
- Speaking:** Can describe where they live in a simple way.
- Writing:** Can write short descriptive texts on familiar personal topics, given a model.

MATERIALS

- SB pp. 194–195
WB pp. 169–171
WB key p. 221
Pearson English Platform
Test Book 1, Unit 12

Warm-up

Review the Unit 11 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about your home, while applying the writing strategy.

SB Act. 1 p. 194

Look at the picture and answer.

- Students answer the questions without reading the text.

SB Act. 2 p. 194

Read José's description and check your answers.

- Students read the description and check their answers from Activity 1. (**Answers:** The living room. There's a couch, a bookcase, a TV, a table, and some chairs. The bookcase is behind the couch.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 194

Read the text again. Circle the actions you do at home.

- Ask students to read the sentences where they circled the verbs aloud.

SB Act. 4 p. 194

Find or draw a picture of a room in your home. Then go to the Workbook to do the writing activity.

- Students draw or stick the pictures into their notebooks, or complete as part of WB Activity 2, and then do the writing activity in the WB.

Remember!

WB p. 169

Focus students' attention on the Remember! box.

WB Act. 1 p. 169

Read, choose, and write.

WB Act. 2 p. 169

CREATIVITY

Find or draw a picture of a room in your home. What can you see in the picture?

WB Act. 3 p. 169

Now write a description of the room. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to hold up the pictures of their rooms and read their descriptions aloud to the class. Praise their effort.

Now I Know

Warm-up

Give students pairs of words from this unit, e.g., *cottage* and *palace*. Students decide which of the words they like better. Encourage them to justify their choices, e.g., *A palace is big, but a cottage is small*. Allow use of L1.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 195

CRITICAL THINKING

Where do we live? Think about different homes. Imagine and write.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the picture and answer.

- What room can you see?
- What furniture and objects are in the room?
- Where's the bookcase?

2 Read José's description and check your answers.

my HOME!



I'm José. I live in an apartment in São Paulo. This is my living room. There's a big, white couch. It's very comfortable. The couch is in front of a big bookcase. I sit on the couch and watch TV or read a book. There's a table, and some chairs, too. I eat dinner here with my family in the evening.

3 Read the text again. Circle the actions you do at home.

4 WB Find or draw a picture of a room in your home. Then go to the Workbook to do the writing activity.

Writing strategy

Write simple sentences about what you do at home.
I watch TV in the living room.
I sleep in the bedroom.

194

Now I Know

1 Where do we live? Think about different homes. Imagine and write.

Choose a home.

cottage barge trailer palace house townhouse

What kind of home is it?

How many rooms are there?

What furniture is there? Where is it?

What do you do in each room?

2 Choose a project.

Design an unusual home.

- 1 Imagine. What kind of home is it? How many rooms are there? What furniture is there?
- 2 Find a picture of the home.
- 3 Write sentences about the unusual home.
- 4 Tell the class about it.

or

Design your own tree house.

- 1 What's in your tree house?
- 2 Where do you sleep/play/eat?
- 3 Draw a picture of your tree house.
- 4 Write some simple sentences about your tree house.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about everyday activities.



I can ask simple questions about homes.



I can understand the order of events in a text.



I can write about my house.

195

WB Act. 1 p. 170

Read and sort.

WB Act. 2 p. 170

Read and circle.

WB Act. 3 p. 170

Read and write.

WB Act. 4 p. 170

Write the words in order to complete the questions.

WB Act. 5 p. 171

Look at the pictures and write the answers to the questions from Activity 4.

Project

SB Act. 2 p. 195

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 171

Write your answers.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 171

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 171

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 195

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 12.

Workbook 1 Answer Key

Unit 1 What do we find in schools?

Activity 1, page 4

Things in school

Activity 2, page 4

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

Activity 3, page 4

1 books 2 letters 3 stand up 4 sit down 5 pencils

Vocabulary 1

Activity 2, page 5

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

Activity 3, page 5

2 ruler 3 marker 4 tablet 5 pencil sharpener

Activity 4, page 6

1 desk 2 ruler 3 whiteboard 4 pen 5 tablet

Vocabulary challenge

Activity 5, page 6

Students circle the words:

ietewallgerauwindowbukiblackboardopaq

Activity 6, page 6

1 wall 2 window 3 blackboard

Reading 1

Activity 1, page 7

1 backpacks 2 books 3 desks 4 black 5 white
6 Africa

Activity 2, page 7

2 desks 3 letters 4 whiteboard 5 marker 6 chair

Grammar 1

Activity 1, page 8

- 1 Yes, it is.
- 2 It's a tablet.
- 3 No, it isn't.
- 4 It's a glue stick.

Activity 2, page 8

1 Is 2 What's 3 isn't

Activity 3, page 9

1 my 2 your 3 your 4 my

Activity 4, page 9

- 1 What's this?
- 2 Is this my tablet?
- 3 Yes, it is.
- 4 Is this your backpack?
- 5 No, it isn't.

Vocabulary 2

Activity 1, page 10

2 X 3 X 4 ✓

Activity 2, page 10

1 cafeteria 2 write 3 library 4 speak

Activity 3, page 10

1 speak 2 draw 3 read 4 write

Activity 4, page 11

1 speak 2 write 3 read 4 draw

Word study

Activity 5, page 11

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

Activity 6, page 11

1 seven 2 ten 3 five 4 three 5 eight 6 two
7 five 8 nine 9 one 10 eight 11 four 12 six

Reading 2

Activity 1, page 12

- 6 Danny makes friends with Ahmed.
- 4 They go to the playground.
- 3 Isabel and Danny write their names on the whiteboard.
- 5 Isabel likes her new school.
- 2 Isabel and Danny see the library.

Activity 2, page 12

1 T 2 F 3 T 4 F 5 F

Activity 3, page 12

1 Yes, they do.

Grammar 2

Activity 2, page 13

1 Sit 2 stand 3 Write 4 Draw 5 Listen 6 Find

Activity 3, page 14

1 Speak 2 Write 3 Find 4 Listen 5 Draw

Activity 4, page 14

1 Draw 2 Write 3 Speak 4 Listen 5 Find

Writing

Activity 1, page 15

1 a 2 an 3 a 4 a 5 a 6 an 7 an 8 a

Now I Know

Activity 1, page 16

In a classroom: chairs, desks, a whiteboard
In a backpack: books, an eraser, a glue stick
In a school: a cafeteria, a computer lab, a library

Activity 2, page 16

1 this, an 2 your 3 Is, it is 4 Write

Activity 3, page 16

Across: 3 Find 5 Listen 7 Stand
Down: 2 Write 4 Sit 6 Speak

Activity 4, page 17

1 ✓ 2 X 3 X 4 ✓

Unit 2 Where do we see shapes and colors?

Activity 1, page 18

Colors and shapes

Activity 2, page 18

yellow, red, green

Activity 3, page 18

Students check the words: triangles, circles, squares; rectangles, circles

Vocabulary 1

Activity 1, page 19

1 three 2 nine 3 six 4 three 5 three 6 two 7 five

Activity 2, page 19

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

Activity 3, page 19

1 star 2 heart 3 circle 4 square 5 triangle 6 rectangle

Activity 4, page 20

1 triangle 2 rectangle 3 circle 4 star 5 heart 6 square

Word study

Activity 5, page 20

Students circle the apostrophes: don't, he's, it's, what's

Activity 6, page 20

1 don't 2 he's 3 it's 4 what's

Activity 7, page 20

1 don't 2 he's 3 it's 4 what's

Reading 1

Activity 1, page 21

4 It's red.
3 The door is a rectangle.
5 The windows are rectangles, too.
2 Can you see the shapes?
6 There are triangles on the roof.

Activity 2, page 21

1 circle 2 jump 3 bike 4 black 5 wheels

Activity 3, page 21

1 F 2 F 3 F 4 F 5 T

Grammar 1

Activity 1, page 22

1 shape, It's, is it, It's 2 color, It's, shape, It's

Activity 2, page 22

Students circle: yellow rectangular pencil case, pink heart-shaped backpack

Activity 3, page 23

1 What color is your pencil case?
2 What shape is your backpack?

Vocabulary 2

Activity 1, page 24

Colors: brown, gray, orange, pink, purple

Animals: bird, butterfly, cat, dog, fish

Things: backpack, boat, chair, clock, kite

Shapes: circle, diamond, heart, square, triangle

Activity 2, page 24

2 orange 3 pink 4 gray

Activity 3, page 25

1 purple, butterfly – butterfly picture 2 kite, gray – kite picture 3 star, pink – starfish picture 4 boat, orange – boat picture

Vocabulary challenge

Activity 4, page 25

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

Reading 2

Activity 1, page 26

4 Lin and Yang make a wish.

5 Lin and Yang go home.

2 Lin and Yang look at different kites.

3 Lin and Yang let go of their kites.

Activity 2, page 26

1 Chinese 2 kites 3 bird 4 butterfly 5 star 6 fish

Grammar 2

Activity 1, page 27

2 This page is for homework.

3 That apple is red!

4 That book is Tessa's.

Activity 2, page 27

1 that 2 This 3 that

Activity 3, page 28

1 This 2 That 3 This 4 That 5 This 6 that

Writing

Activity 1, page 29

1 is 2 is 3 is 4 have 5 has 6 is 7 have 8 are 9 is

Now I Know

Activity 1, page 30

Students underline the words: pink, brown, orange, purple, gray

Students circle the words: circle, star, rectangle, square, triangle, heart

Activity 2, page 30

1 sixteen 2 Circles, triangles, rectangles, squares, heart, star

Activity 3, page 30

1 shape 2 Count 3 sides 4 square 5 color 6 orange

Activity 4, page 31

1 rectangle, yellow 2 heart, red 3 square, green

Unit 3 What happens during the day?

Activity 1, page 32

What I do every day

Activity 2, page 32

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

Activity 3, page 32

1 morning 2 wake up 3 dinner 4 night

Vocabulary 1

Activity 1, page 33

morning, noon, afternoon, sunset, evening, night

Activity 2, page 33

Across: 4 noon 5 sunset 6 dinnertime 7 evening

Down: 1 lunchtime 2 sunrise 3 afternoon 4 night

Vocabulary challenge

Activity 5, page 34

1 early morning 2 late morning 3 early afternoon
4 late afternoon 5 late evening

Reading 1

Activity 1, page 35

1 F 2 T 3 F 4 T 5 F

Activity 2, page 35

1 active 2 look out for 3 owl 4 hunt

Activity 3, page 35

1 d 2 a 3 c 4 b

Activity 4, page 35

1 They're five.
2 To go fast, because it's very hot in the afternoon.
3 Because there are a lot of animals out. The other animals can't see it.

Grammar 1

Activity 1, page 36

1 Do you 2 eat 3 don't 4 don't 5 do 6 do

Activity 2, page 36

1 afternoon 2 do 3 No 4 run 5 don't

Activity 3, page 37

1 Do you live in the desert?
2 Do you eat cereal for breakfast?
3 Do you wake up at six o'clock?
4 Do you eat grass for dinner?
5 Do you jump on the playground?
6 Do you eat lunch at noon?

Vocabulary 2

Activity 1, page 38

2 c 3 b 4 d 5 a 6 h 7 e 8 f

Activity 2, page 38

1 get 2 take 3 eat 4 brush 5 do 6 play 7 go
8 play

Activity 3, page 38

2 I wake up in the morning.
3 I eat breakfast.
4 I brush my teeth.
5 I go to school.
6 I do homework.
7 I take a shower.
8 I go to bed at night.

Activity 4, page 39

2 brush 3 take 4 go 5 do 6 play 7 play

Word study

Activity 6, page 39

1 go 2 go 3 go 4 play 5 do 6 do

Activity 7, page 39

1 go, play 2 go, do 3 go, do

Reading 2

Activity 1, page 40

6 I go to bed.
4 I go to the park.
1 I get up.
3 I play video games.
2 I eat breakfast.
7 I read a book.
5 I watch TV.

Activity 2, page 40

1 eat 2 don't go 3 don't do 4 watch 5 don't go

Grammar 2

Activity 1, page 41

1 Do you take a shower in the evening?
2 Do you eat breakfast in the morning?
3 Do you play basketball at the park?
4 Do you watch TV in the evening?
5 Do you do your homework in the afternoon?

Activity 3, page 42

1 eat breakfast 2 do you brush your teeth
3 When do you do your homework?
4 When do you go to sleep?

Writing

Activity 1, page 43

On my perfect day, I wake up early and play on the playground. I eat breakfast and play sports. At noon, I eat lunch and read a book. In the afternoon, I go to school. I play on the playground with my friends. In the evening, I eat dinner. At night, I play video games.

Now I Know

Activity 1, page 44

1 fish 2 owl 3 friends 4 shower 5 dinner

Activity 2, page 44

1 get 2 brush 3 go 4 eat 5 play 6 do

Activity 3, page 44

1 When – c 2 Do – d 3 What – f 4 Do – b
5 When – e 6 What – a

Unit 4 Why do we have animals?

Activity 1, page 46

Animals on a farm

Activity 2, page 46

5 I know what comes from ducks.

3 What do cows drink?

1 Look at that egg!

2 Yum. Fish eggs.

4 Not from dogs.

Activity 3, page 46

1 g, h 2 e, f 3 a 4 d 5 b 6 c

Vocabulary 1

Activity 1, page 47

Students circle the words: **cow** **ab** **horse** **a** **goat** **er** **chicken** **b** **sheep** **her** **duck** **e** **a** **p** **bee** **q** **s** **goose** **e** **r** **d**

Activity 2, page 47

1 honey 2 egg 3 milk 4 meat

Activity 3, page 47

1 cow 2 duck 3 chicken 4 horse 5 bee 6 goose
7 sheep 8 goat

Vocabulary challenge

Activity 4, page 48

- 1 Kittens are very cute.
- 2 Birds and ducks can fly. Dogs and cats can't fly.
- 3 Oh, no! There are pawprints in the paint!
- 4 Cats purr when they're happy.

Activity 5, page 48

- 1 Prints made by an animal's paws. Its foot.
- 2 It means *very pretty* or *attractive*.
- 4 Ostriches, penguins, kiwis.

Reading 1

Activity 1, page 49

1 30 2 goats 3 long 4 fly 5 brown 6 300

Activity 2, page 49

1 liter 2 nectar 3 wool 4 geese

Activity 3, page 49

- 1 Because they make more milk.
- 2 Because we can use their milk, meat, and wool/hair.
- 3 Because bees need them to make honey.
- 4 They are big or small and different colors.

Grammar 1

Activity 1, page 50

- 2 Those ducks are happy.
- 3 These eggs are nice.
- 4 Those cows are big.
- 5 These cows are brown.
- 6 Those eggs are blue!

Activity 2, page 51

1 those 2 Those 3 These 4 These 5 those
6 Those 7 These 8 Those

Activity 3, page 51

1 These 2 those

Vocabulary 2

Activity 1, page 52

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

Activity 2, page 52

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

Activity 3, page 53

3 yes 4 no 5 no 6 yes 7 no

Word study

Activity 4, page 53

1 geese 2 puppy 3 kitten 4 sheep

Reading 2

Activity 1, page 54

1 Jess 2 Ava 3 Cleo 4 Lucas

Activity 2, page 54

1 cute 2 farmhouse 3 pet 4 purr 5 pawprints

Activity 3, page 54

- 1 Because they keep you company.
- 2 Cats, dogs, birds, fish.
- 3 You feed it. You take it to the vet when necessary.
You take your dog out for a walk.

Grammar 2

Activity 1, page 55

1 is 2 are 3 There's 4 are 5 is 6 There's 7 are
There are ten

Activity 2, page 55

- 1 There is a horse.
- 2 There's a goat.
- 3 There are six geese.
- 4 There is a brown cow.
- 5 There are three sheep.
- 6 There's a cat in the barn.

Activity 3, page 56

1 's/is, a/one 2 are seven 3 are ten cows
4 's/is, a/one horse 5 are nine chickens, goat
6 are two kittens, cat

Writing

Activity 1, page 57

My favorite farm animal is a duck. Eggs and feathers come from a duck. A baby duck is a duckling. Ducklings need food to eat and water. These are my pet ducks. Daffy is the mom duck. She's brown and white. Daisy, Dizzy, Lizzy, Fizzy, and Donald are the ducklings. They are small and brown.

Workbook 1 Answer Key

Now I Know

Activity 1, page 58

Animals: bee, chicken, cow, duck, goat, goose, horse, rabbit

Baby animals: calf, duckling, kid, kitten, lamb, puppy

Things that come from animals: eggs, honey, meat, milk, wool

Activity 2, page 58

1 calf 2 duckling 3 lamb 4 kid

Activity 3, page 58

1 is 2 are 3 There 4 are 5 there 6 is

Activity 4, page 59

1 Honey 2 Eggs 3 kitten 4 Wool 5 geese 6 goat
7 Milk 8 mice

Unit 5 What makes a family?

Activity 1, page 60

Families

Activity 2, page 60

1 cousin 2 mum 3 dad 4 Max 5 grandma

Activity 3, page 60

3 mum and dad

1 cousin

2 grandma

Vocabulary 1

Activity 1, page 61

A	U	N	T	E	R	S	P
X	C	O	U	S	I	N	A
D	A	U	G	H	T	E	R
T	I	N	C	O	W	A	E
S	A	C	R	E	I	K	N
O	C	L	I	R	N	R	T
N	U	E	P	O	A	E	S

Activity 2, page 61

1 uncle 2 aunt 3 parents 4 twin/cousin
5 cousin/twin 6 daughter 7 son

Vocabulary challenge

Activity 4, page 62

1 person 2 people 3 child 4 children

Reading 1

Activity 1, page 63

1 There's one child.
3 There are nine people.
3 There are twins.
2 There are grandparents.
4 There's a dog playing in the water.
1 There aren't any sons.

Activity 2, page 63

1 Picasso 2 Spanish 3 sad 4 grandchildren
5 favorite

Grammar 1

Activity 1, page 64

1 am, aren't 2 She's, isn't 3 aren't, are 4 aren't, are

Activity 2, page 64

1 I'm 2 isn't 3 He's 4 We're 5 are
6 They aren't 7 is

Activity 3, page 65

1 She's my mom.
2 Yes, he is.
3 He's my dad.
4 Yes, she is.
5 Yes, they are.

Activity 4, page 65

1 Are 2 Is 3 Who's 4 is 5 Are

Activity 5, page 65

1 Is 2 Yes 3 who's 4 isn't 5 she 6 No

Vocabulary 2

Activity 1, page 66

1 live together 2 share 3 young 4 talk 5 help
6 quiet 7 laugh 8 old 9 noisy

Activity 2, page 66

1 live together 2 talk 3 laugh 4 old 5 young
6 noisy 7 quiet 8 share 9 help

Activity 3, page 67

1 School Street 2 quiet 3 three 4 one 5 Tim

Word study

Activity 4, page 67

1 tells, laugh 2 play, share 3 help, wash

Reading 2

Activity 1, page 68

6 The Grasshoppers help the Ants.
1 The Grasshopper family plays together.
5 The Ants share food with the Grasshoppers.
4 The Grasshopper family doesn't have any food.
3 Dad Grasshopper wants to talk to the Ants.
2 Grandma Ant and her granddaughters work hard.

Activity 2, page 68

1 T 2 F 3 F 4 F 5 T 6 T

Activity 3, page 68

Students check: It's good to work and play.

Activity 4, page 68

1 You are always tired. You don't have time for yourself or your friends.
2 Because if you work, you can have the money to do the things that you really like to do and enjoy.

Grammar 2

Activity 1, page 69

1 help 2 helps 3 has 4 live 5 does 6 have

Activity 2, page 69

1 help 2 helps 3 do 4 does 5 lives 6 has
7 plays 8 laugh 9 laughs

Activity 3, page 70

1 do, do 2 Does, doesn't 3 do, do 4 Does, doesn't
5 Do, don't

Writing

Activity 1, page 71

2 laughs 3 talks 4 shares 5 play 6 helps

Now I Know

Activity 1, page 72

1 old 2 sister 3 son 4 laugh 5 happy

Activity 2, page 72

1 aunt 2 twin 3 uncle 4 parents 5 daughter
6 grandparents

Activity 3, page 72

1 parents 2 cousin 3 sad 4 Twins 5 people
6 grandparents 7 aunt 8 noisy

Unit 6 How are we the same and different?

Activity 1, page 74

Describing people

Activity 2, page 74

3 Put your arms down. Put your arms up.

5 Put the headphones on your head.

1 Clap your hands. Stamp your feet.

4 Stand up.

2 Turn around. Clap your hands.

Activity 3, page 74

1 e 2 a 3 d 4 c 5 b

Vocabulary 1

Activity 1, page 75

Parts of the body: finger, toe, knee

Parts of the head: eye, face

Shapes: round, square

Hair: blond, dark, long, short

Activity 2, page 75

1 long, blond 2 long, dark 3 short, dark

Activity 3, page 76

1 has long hair, a round 2 has blond hair, blue

3 have dark hair, long 4 have a square face, brown

5 have long fingers and

Vocabulary challenge

Activity 4, page 76

1 Melissa 2 Samantha 3 Rob

Reading 1

Activity 1, page 77

1 Big Monster School 2 arms 3 Violet 4 dance
5 clap 6 happy

Activity 2, page 77

Big monsters: blue, can dance, eight fingers, long arms,
long hair, round tummy, short legs

Small monster: can dance, can stamp feet, purple,
short hair

Activity 3, page 77

1 she doesn't have friends at the new school

2 are happy, they have a new friend

3 It's not bad to be different. It's good to have new
friends. Dancing is fun!

Grammar 1

Activity 1, page 78

1 don't, have, don't, have 2 has, doesn't have, has,
doesn't, has

Activity 3, page 79

1 Does, does 2 Do, don't 3 Does, does 4 Do, don't

Activity 4, page 79

1 does, No, she doesn't. 2 Yes, do, Do you have, No, I
don't. 3 Does, have, Yes, she does. Does she have,
Yes, she does.

Vocabulary 2

Activity 1, page 80

Students circle the words: drsy**bend**ftud**ance**mbck**kick**
smilezxp**spin**ooprclickaop**step**fc**wave**pafgh

Activity 2, page 80

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

Activity 3, page 80

1 Dance 2 Bend 3 wave 4 Snap 5 stamp 6 Spin

7 Take 8 Kick 9 Smile

Activity 4, page 81

1 ✓ 2 ✗ 3 ✗ 4 ✓

Word study

Activity 5, page 81

Students circle the words: long, dark, small, nice, happy

Reading 2

Activity 1, page 82

1 Ireland 2 Colombia 3 Turkey 4 Colombia

5 Turkey 6 Ireland 7 Colombia 8 Ireland 9 Turkey

Activity 2, page 82

1 colorful 2 trumpet 3 smile 4 spin 5 dizzy

6 popular

Grammar 2

Activity 1, page 83

1 Listen 2 Don't kick 3 Bend 4 Don't eat

Activity 2, page 83

1 Dance to the music.

2 Don't bend your arms.

3 Take small steps.

4 Don't wave your hands.

Activity 3, page 83

3 Don't dance 4 Listen to the 5 Don't stamp your

6 Clap your hands.

Activity 4, page 84

1 your 2 their 3 my 4 her 5 his 6 their

Activity 5, page 84

1 my 2 your 3 their 4 his

Writing

Activity 1, page 85

1 short 2 blond 3 brown 4 round 5 square

6 long 7 dark 8 blue 9 long 10 good

Now I Know

Activity 1, page 86

1 toes 2 knee 3 fingers 4 short legs 5 long hair

6 round face

Activity 2, page 86

1 snap 2 smile 3 dance 4 kick 5 step 6 spin

Activity 3, page 87

2 purple 3 no 4 green

Unit 7 Why do we do hobbies?

Activity 1, page 88

Hobbies, do

Activity 2, page 88

1 games 2 hobby 3 tablet 4 keyboard

Activity 3, page 88

6 Can you sing?

4 I can fly.

3 Stack three *fly* blocks.

2 Stack a *turn left* block.

1 I like playing computer games.

5 Now you can hop, too.

Vocabulary 1

Activity 1, page 89

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

Activity 2, page 89

1 ride a bike 2 type 3 code 4 swim 5 skip 6 hop

Activity 3, page 90

1 code 2 hop 3 ride 4 take 5 climb

Word study

Activity 4, page 90

1 to 2 at 3 at 4 to

Reading 1

Activity 1, page 91

1 T 2 F 3 F 4 F 5 T

Activity 2, page 91

1 outside 2 inside 3 book 4 sad 5 friends

Activity 3, page 91

1 No, they aren't.

2 They don't know each other. They don't play together.

3 The Home children.

4 The Green children.

5 Because they are interesting and we learn new things.
Because hobbies are things that we do because we like them.

Grammar 1

Activity 1, page 92

1 I can climb.

2 Can you climb?

3 Can you ride a bike?

4 I can't type fast.

5 Can you hop on one leg?

Activity 2, page 92

1 can, can't 2 type fast 3 hop, climb, dance

4 can, can't 5 dance

Activity 3, page 93

1 can 2 Yes, I can. 3 No, I can't. 4 No, I can't.

5 Yes, I can. 6 No, I can't.

Activity 4, page 93

1 can't type

2 can take pictures

3 can't skip

4 can climb

5 can't ride a bike

Vocabulary 2

Activity 1, page 94

Students circle the words: computer, screen, phone, sports, game, hobby, soccer, board game

Activity 2, page 94

1 hobby 2 soccer 3 sport 4 phones

5 board games

Activity 3, page 94

1 screen 2 games 3 computer 4 hobby 5 sports

6 soccer

Activity 4, page 95

1 C 2 A 3 B 4 B

Vocabulary challenge

Activity 5, page 95

1 runner 2 swimmer 3 player 4 athlete

Reading 2

Activity 1, page 96

3 Synchronized swimming

2 Race walking

5 A winter Paralympic sport

1 The Olympics and Paralympics

4 Some more cool sports

Activity 2, page 96

1 summer 2 feet 3 dance 4 silent 5 skiing

Activity 4, page 96

2 Because it helps them move around.

Grammar 2

Activity 1, page 97

2 him 3 them 4 us 5 me

Activity 2, page 97

1 her, me 2 us, them 3 us, him, us 4 them, me

5 you, them

Activity 3, page 97

1 Look at me.

2 Run to him.

3 She likes them.

4 I can see her.

5 He runs with us.

6 They help us.

7 Can you walk to them?

8 Ride your bike with me.

Activity 4, page 98

1 They – Picture e 2 him – Picture f

3 them, you – Picture d 4 I, her – Picture a

5 us, We – Picture b 6 me – Picture c

Writing

Activity 1, page 99

1 and 2 but 3 but 4 and 5 but 6 and 7 and

Now I Know

Activity 1, page 100

Actions: climb, code, hop, ride a bike, skip, swim, take pictures, type

Things: board game, computer game, hobby, phone, screen, soccer, sports

Activity 2, page 100

1 skip 2 hop 3 swim 4 take 5 ride 6 climb
7 type 8 hobby

Activity 4, page 101

1 me 2 you 3 him 4 her 5 them 6 us

Unit 8 What food do we eat?

Activity 1, page 102

Food, eat

Activity 2, page 102

Students check the words: banana, grapes, pineapple, orange, apple

Activity 3, page 102

1 F 2 T 3 F 4 T 5 T

Vocabulary 1

Activity 1, page 103

1 onion 2 potato 3 lemon 4 carrot 5 peas
6 grapes 7 pineapple 8 pear

Activity 2, page 103

1 peas 2 pear 3 grapes 4 onion 5 carrot
6 lemon 7 potato 8 pineapple

Activity 3, page 104

Across: 1 grapes 5 onion 6 peas 7 carrot 8 pear
Down: 2 pineapple 3 potato 4 lemon

Word study

Activity 4, page 104

Students circle the words: 1 red 2 green 3 purple
4 yellow

Students underline the words: 1 onion 2 apple
3 grapes 4 lemon

Activity 5, page 104

a + color + fruit/vegetable

Reading 1

Activity 1, page 105

1 Tangerine fish 2 Fruit peacock 3 Fruit peacock
4 Tangerine fish

Activity 2, page 105

1 Eva, snail, parsnip and onion 2 Marcin, hippo,
potatoes 3 Sonia, butterfly, grapes and oranges

Activity 3, page 105

1 peacock 2 blueberries 3 feathers 4 slice
5 wings

Activity 4, page 105

1 Because it's good and you don't want to throw it away.
2 Legumes, shells, tree leaves

Grammar 1

Activity 1, page 106

1 like 2 do 3 like 4 Do 5 don't 6 Do 7 Yes
8 do 9 don't

Activity 2, page 106

1 I like carrots.
2 Do you like onions?
3 I don't like pineapples.
4 Do you like pears and grapes?
5 I don't like pears and grapes.

Activity 3, page 107

2 don't like onions
4 Do you like lemons?
5 like pineapples
6 like pears
7 Do you like carrots?
8 Do you like potatoes?

Vocabulary 2

Activity 1, page 108

beans, bread, cookie, lime, pasta, soup, rice, yogurt

Activity 2, page 108

1 cookie 2 soup 3 lime 4 yogurt 5 rice 6 pasta
7 beans 8 bread

Activity 3, page 108

1 milk and dairy 2 fat and sugar 3 starchy food
4 protein

Activity 4, page 109

1 yes 2 no 3 no 4 yes 5 yes

Vocabulary challenge

Activity 5, page 109

1 slice 2 slice, lime 3 bowl, soup
4 plate, (fried) rice 5 plate, pasta 6 bowl, rice

Reading 2

Activity 1, page 110

2 The stork can't eat the soup.
5 The stork gives the fox a different bowl.
3 The stork makes soup.
6 The fox wants to be friends with the stork.
1 The fox makes soup.
4 The fox says he likes bean soup.

Activity 2, page 110

Students check: It's good to be kind.

Activity 3, page 110

1 dinner 2 delicious 3 beak 4 shallow 5 kind
6 sorry

Activity 4, page 110

1 Because they want to be kind. It's fun to spend time
with friends.
2 Because you help other people and they feel good.

Grammar 2

Activity 1, page 111

1 likes 2 doesn't 3 Does 4 Do 5 doesn't 6 does

Activity 2, page 111

1 like 2 do 3 Does 4 like 5 does 6 likes 7 Does
8 doesn't 9 doesn't 10 Do 11 like 12 don't

Activity 3, page 112

1 doesn't 2 Does, like, does 3 Does, like, Yes,
she, does 4 Does, like, likes, doesn't, like
5 Does, like, She, likes, she, doesn't, like, soup

Workbook 1 Answer Key

Writing

Activity 1, page 113

I like rice. It's my favorite dinner. I like rice with vegetables, fish, and chicken.

My friend Ana doesn't like rice. She likes soup. Her favorite dinner is onion soup, carrot soup, or pea soup. I like fruit, too. I like pineapple, grapes, and pears. I don't like limes, lemons, or oranges! Ana doesn't like pineapple. She likes grapes, pears, and apples.

Now I Know

Activity 1, page 114

1 onion 2 pineapple 3 yogurt 4 bread 5 grape

Activity 2, page 114

1 onion, peas 2 grape, pineapple 3 cookie, pasta 4 yogurt

Activity 4, page 114

- 1 She doesn't like beans.
- 2 Do you like meat?
- 3 Does he like soup?
- 4 You don't like rice.
- 5 He likes fruit.
- 6 I don't like bread.

Activity 5, page 115

1 like 2 Do, do 3 don't 4 likes 5 Does 6 does

Unit 9 How do we play?

Activity 1, page 116

Toys, games

Activity 2, page 116

one, four, five, three

Vocabulary 1

Activity 1, page 117

1 blocks 2 hula-hoop 3 scooter 4 toy boat
5 stuffed animal 6 robot 7 toy truck
8 action figure

Activity 2, page 117

1 blocks 2 stuffed animal 3 scooter 4 hula-hoop
5 toy truck 6 robot

Activity 3, page 118

1 toy truck 2 blocks 3 robot 4 stuffed animal
5 toy boat 6 action figure 7 scooter 8 hula-hoop

Word study

Activity 4, page 118

C, E, F, H, J, N, P, R, T, V, W, X, Z

Activity 5, page 118

1 action figure, box, car, doll 2 bed, blocks, box, truck

Reading 1

Activity 1, page 119

1 Ben 2 Leona 3 Farhad 4 the action figure 5 Ben

Activity 2, page 119

1 Ben 2 Leona 3 Meena 4 Farhad 5 Ben

Activity 3, page 119

- 1 Because it's new.
- 2 Because the other children are having fun and he is alone.
- 3 Because friends have different toys that they can share with you, too.

Grammar 1

Activity 1, page 120

1 Aimee's 2 Andrew's 3 boys 4 boy's
5 Whose Stanley's 6 Who's

Activity 2, page 120

1 Whose 2 Oliver's 3 Oliver 4 Whose 5 Leila's
6 Ben's

Activity 3, page 121

1 Sam's 2 Whose scooter, Marina's 3 Whose, is it, Fernando's ball 4 Whose block is it? It's Lidia's block.
5 Whose hula-hoop is it? It's Ali's hula-hoop.

Activity 4, page 121

1 Whose phone is it? It's Anita's phone.
2 Whose blocks are these? They're Ken's blocks.
3 Whose toy truck is it? It's Kate's toy truck.
4 Whose dolls are these? They're David's dolls.

Vocabulary 2

Activity 1, page 122

1 hopscotch 2 take turns 3 tag 4 slide 5 swings
6 monkey bars 7 win 8 lose

Activity 2, page 122

1 hopscotch, take turns 2 tag, win 3 slide, swings
4 monkey bars 5 lose

Activity 3, page 123

1 turns 2 hopscotch 3 tag 4 wins 5 loses 6 slide
7 swings 8 monkey

Vocabulary challenge

Activity 4, page 123

1 slide 2 swing 3 slide 4 swing

Reading 2

Activity 1, page 124

1 b 2 a 3 c

Activity 2, page 124

1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 F 9 T

Activity 3, page 124

1 quiet game: Aankh Micholi
noisy games: Corre, Corre, La Guaraca, and Arupusu
Ichimanjaku

Grammar 2

Activity 1, page 125

1 my, yours – b 2 hers – f 3 our, ours – c
4 your, mine – d 5 his – e 6 their, theirs – a

Activity 2, page 126

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

Activity 3, page 126

1 mine 2 her 3 His 4 our 5 yours 6 theirs

Writing

Activity 1, page 127

My favorite toy is my hula-hoop. I like to play with my friends and their toys, too. I share my hula-hoop, and they share their toys.

This is Sam's scooter. It can go really fast! We take turns riding it. This is Lisa's toy boat. It's really pretty. These are Sandy's blocks. She has a lot of blocks. We play together and make things. I love to share toys with my friends!

Now I Know

Activity 1, page 128

Games: hopscotch, tag, take turns, lose, win

Toys: action figure, blocks, hula-hoop, stuffed animal, toy boat, toy truck

Things on the playground: monkey bars, slide, swings

Activity 2, page 128

1 Whose 2 Kim's 3 Marga's 4 Jon's 5 Whose
6 Melanie's 7 Whose

Activity 3, page 129

1 mine 2 yours 3 his 4 hers 5 our 6 theirs

Unit 10 What clothes do we wear?

Activity 1, page 130

Clothes, wear

Activity 2, page 130

Students circle the words: T-shirt, dress, jeans, shoes, skirt

Activity 3, page 130

1 costume 2 shoes 3 helmet 4 boots

Vocabulary 1

Activity 1, page 131

1 boots 2 sandals 3 jacket 4 shorts 5 gloves
6 sweater 7 bathing suit 8 blouse

Activity 2, page 131

1 bathing suit 2 gloves 3 sandals 4 jacket

Word study

Activity 4, page 132

1 bathing suit 2 soccer boots
3 horseback-riding helmet 4 swimming goggles
5 dancing shoes

Reading 1

Activity 1, page 133

wool: fleece, sheep, sweater

silk: cocoon, scarf, silkworm

cotton: boll, plant, T-shirt

Activity 2, page 133

1 fleece 2 caterpillar 3 cocoon 4 boll

Grammar 1

Activity 1, page 134

1 F 2 T 3 T 4 F 5 T 6 T

Activity 2, page 135

1 I'm, I'm not 2 I'm not, I'm 3 You're, You aren't
4 You aren't, You're 5 She isn't, She's
6 She's, She isn't

Vocabulary 2

Activity 1, page 136

1 warm 2 tall 3 thick 4 short 5 cool 6 wet
7 thin 8 dry

Activity 3, page 136

1 wet 2 thick 3 tall 4 cool 5 thin 6 dry 7 short
8 warm

Activity 4, page 137

1 dog 2 cat 3 girl 4 girl 5 boy

Vocabulary challenge

Activity 5, page 137

1 sleeve 2 button 3 zipper 4 pocket

Activity 6, page 137

1 two 2 four 3 four 4 four

Reading 2

Activity 1, page 138

1 London 2 Queen, England 3 soldier 4 uniform
5 warm

Activity 2, page 138

1 house 2 clothes 3 person 4 car

Activity 3, page 138

3 so that you can see their job, to identify them, for protection

Grammar 2

Activity 1, page 139

1 Are, No 2 Is, is 3 wearing, am 4 Is, she isn't
5 Are, I'm not

Activity 2, page 139

1 Are you wearing gloves?
2 Is Sunita wearing a jacket?
3 Are you wearing sandals?
4 Is Matias wearing his bathing suit?
5 Is Sunita wearing a blouse?
6 Is Matias wearing a sweater?

Activity 3 page 140

1 I'm not 2 she isn't 3 No, I'm not. 4 No, he isn't.
5 Yes, she is. 6 Yes, he is.

Writing

Activity 1, page 141

I'm Carlos. I'm from Spain. It's very hot here. Today I'm wearing a T-shirt, shorts, and sandals.

Workbook 1 Answer Key

Now I Know

Activity 1, page 142

Students circle the words:

luo shorts a z x blouse ba o gloves does sandals mew

Students circle the words:

o d i jacket u m t sweater a m o boots o v e

Activity 2, page 142

1 gloves 2 sweater 3 sandals 4 blouse 5 jacket
6 shorts 7 boots

Activity 3, page 142

1 wet 2 cool 3 thick 4 tall

Activity 4, page 143

1 Are 2 not 3 wearing 4 is 5 Is

Unit 11 Why do we travel?

Activity 1, page 144

Why, travel

Activity 2, page 144

It floats: feather, paper

It sinks: Miranda, stone

Activity 3, page 144

It floats: boat

It sinks: motorbike

Vocabulary 1

Activity 1, page 145

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

Activity 2, page 145

1 ride 2 drive 3 fly 4 sail

Activity 3, page 146

1 motorcycle 2 ride 3 drive 4 train 5 subway
6 helicopter 7 fly 8 sail 9 boat

Vocabulary challenge

Activity 4, page 146

1 truck 2 taxi 3 tram 4 van

Reading 1

Activity 1, page 147

1 T 2 F 3 T 4 F 5 T

Activity 2, page 147

1 Dad 2 Alicia 3 a sailor 4 Alicia

Activity 3, page 147

1 beach 2 ocean 3 boat 4 helicopter 5 train

Grammar 1

Activity 1, page 148

1 e 2 d 3 b 4 a 5 c

Activity 2, page 148

a 5 b 2 c 1 d 3 e 4

Activity 3, page 149

1 is, isn't 2 isn't, She's 3 aren't, They're
4 are, aren't 5 I'm, I'm not

Activity 4, page 149

1 isn't, swimming 2 riding, isn't
3 flying, aren't flying 4 driving, sailing, boat

Vocabulary 2

Activity 1, page 150

1 24 2 35 3 20 4 80

Activity 3, page 150

1 old-fashioned 2 slow 3 dangerous 4 modern
5 fast 6 safe

Picture of train – Text 2

Picture of hot-air balloon – Text 1

Activity 4, page 151

girl on motorcycle – Sally; boy in car – Mike; girl in
helicopter – May; girl in old-fashioned steam train –
Anne; boy in modern boat – Tim

Word study

Activity 5, page 151

1 b 2 d 3 c 4 e 5 a

Reading 2

Activity 1, page 152

1 b 2 c 3 a

Activity 2, page 152

1 Alex 2 Javier 3 Lilly

Activity 3, page 152

1 He lives in Barcelona.
2 It takes him about 15 minutes.
3 She lives in Australia.
4 It takes her almost an hour.
5 He lives in Buenos Aires.
6 Yes, it does.

Grammar 2

Activity 1, page 153

1 to 2 on 3 bus 4 walk

Activity 2, page 153

3 Yes, the bus leaves in ten minutes.
1 Yes, good idea! It's sunny today.
4 No, I have soccer practice. We can walk home
tomorrow.
2 No, I can't. My mom is driving me there.

Activity 3, page 153

1 go 2 idea 3 by 4 walk 5 on 6 we 7 swim
8 Can

Activity 4, page 154

1 can 2 can't, can 3 can 4 can't 5 can

Activity 5, page 154

1 can 2 can't, train 3 can't 4 can, beach

Writing

Activity 1, page 155

1 What, ?, . 2 Where, ? 3 When, ?, . 4 Who, ?

Now I Know

Activity 2, page 156

1 ride 2 drive 3 fly 4 sail

Activity 3, page 156

1 safe, dangerous 2 fast, slow
3 modern, old-fashioned

Activity 4, page 157

1 's 2 watching 3 floating 4 can 5 idea 6 We

Unit 12 Where do we live?

Activity 1, page 158

home, where

Activity 2, page 158

Students check the words: shoe box, crayons, coloured paper, scissors, glue, sticky tape, string

Activity 3, page 158

2 Paint the box.
5 Put the people in the room.
3 Make the furniture.
1 Find a box.
4 Put the furniture in the room.

Activity 4, page 158

1 straight lines 2 Cut, paper 3 Fold

Vocabulary 1

Activity 1, page 159

1 refrigerator 2 couch 3 sink 4 bathtub 5 stove
6 lamp 7 closet 8 bookcase

Activity 3, page 160

1 bathtub 2 sink 3 closet 4 bookcase 5 couch
6 lamp 7 refrigerator 8 stove

Vocabulary challenge

Activity 4, page 160

chest of drawers, rug, cushion, vase

Activity 5, page 160

1 vase 2 chest of drawers 3 cushion 4 rug

Reading 1

Activity 1, page 161

1 T 2 T 3 F 4 T 5 F 6 F 7 T 8 T

Activity 2, page 161

1 stilts 2 hammock 3 outside 4 cool 5 rugs

Grammar 1

Activity 1, page 162

1 eating 2 are 3 No 4 eating 5 Are, they
6 you, am

Activity 2, page 162

1 Are, playing 2 Is, having 3 Are, hitting
4 Is, enjoying 5 Is, driving

Activity 3, page 163

1 Where 2 when 3 Who 4 How 5 What 6 who

Vocabulary 2

Activity 1, page 164

townhouse, apartment, cottage, palace, trailer, barge, tree house

Activity 2, page 164

1 tree house 2 trailer 3 palace 4 cottage

Activity 3, page 165

1 palace 2 barge 3 apartment 4 tree house
5 townhouse 6 trailer

Word study

Activity 4, page 165

1 greenhouse 2 beach house 3 lighthouse
4 dog house

Activity 5, page 165

1 dog house 2 beach house 3 greenhouse
4 lighthouse

Reading 2

Activity 1, page 166

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

Activity 2, page 166

1 shelf 2 ring 3 delicious 4 climb up 5 yard
6 points

Activity 3, page 166

2 Because there isn't a bed.

Grammar 2

Activity 1, page 167

Students circle the words: in, behind, in front of, next to, under, in

Activity 2, page 167

From left to right: 5, 4, 2, 6, 3

Activity 3, page 168

1 under 2 in 3 Yes, it is. 4 behind 5 in front of

Activity 4, page 168

1 Where's 2 under 3 it isn't 4 in front of 5 in
6 behind

Writing

Activity 1, page 169

1 live 2 is 3 sit 4 watch 5 read 6 eat 7 like

Now I Know

Activity 1, page 170

Rooms: bathroom, bedroom, kitchen

Furniture: bookcase, closet, lamp

Where we live: apartment, house, townhouse

Activity 2, page 170

1 is reading 2 are watching 3 Is 4 eating

Activity 3, page 170

1 Who 2 What 3 When/Where 4 Where/When

Activity 4, page 170

1 Is the stove in the 2 Is the lamp next to the
3 Is the book under the 4 Is the car in front of the

Activity 5, page 171

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

Audio Scripts

Student Book 1 CD1

Unit 1 What do we find in schools?

Page 6, Activity 1 1-02

Listen and repeat.

pen	desk	ruler
glue stick	markers	tablet
whiteboard	pencil sharpener	

Page 6, Activity 2 1-03

Listen and number.

- 1 markers
- 2 pen
- 3 glue stick
- 4 whiteboard
- 5 desk
- 6 tablet
- 7 ruler
- 8 pencil sharpener

Page 6, Activity 3 1-04

Listen and say.

- 1 Picture number one. What are they?
They're markers.
- 2 Picture number two. What is it?
It's a pen.
- 3 Picture number three. What is it?
It's a glue stick.
- 4 Picture number four. What is it?
It's a whiteboard.
- 5 Picture number five. What is it?
It's a desk.
- 6 Picture number six. What is it?
It's a tablet.
- 7 Picture number seven. What is it?
It's a ruler.
- 8 Picture number eight. What is it?
It's a pencil sharpener.

Page 12, Activity 1 1-06

Listen and repeat.

speak	read	computer lab
draw	library	cafeteria
write	playground	

Page 12, Activity 2 1-07

Listen and check. Use different colors.

Have your crayons or markers ready!
Write. Make a yellow check.
Library. Make a blue check.
Playground. Make a red check.
Speak. Make a blue check.
Cafeteria. Make a green check.
Read. Make a red check.
Computer lab. Make a yellow check.
Draw. Make a green check.

Page 12, Activity 3 1-08

Listen and say.

- 1 Look at the books – it's a ...
- 2 Sssssh! Don't ...
- 3 Open your books and let's ...
- 4 Now find your pen and ...
- 5 Look at the computers. This is the ...
- 6 Find your crayons. Let's ...
- 7 Yay! Recess! Let's go to the ...
- 8 Lunchtime. Let's go to the ...

Page 17, Activity 5 1-10

Listen and circle the words you hear. Then listen and do.

Use three crayons and a pencil. Use a yellow crayon, a red crayon, and a green crayon.

Draw a desk.

Draw a book.

Draw a marker.

Color the desk yellow.

Color the book red.

Color the marker green.

Write your name on your picture.

Unit 2 Where do we see shapes and colors?

Page 22, Activity 1 1-11

Listen and repeat.

triangle	rectangle	diamond
circle	heart	side
square	star	

Page 22, Activity 2 1-12

Listen and number.

- 1 It's a circle. It's yellow.
- 2 It's a triangle. It's red.
- 3 It's a square. It's blue.
- 4 It's a diamond. It's green.
- 5 It's a rectangle. It's green.
- 6 It's a heart. It's red.
- 7 It's a star. It's black.
- 8 It's a side. A square has four sides.

Page 22, Activity 3 1-13

Listen. Then ask and answer with a friend.

It's blue. What shape is it?

It's a square.

Page 27, Activity 7 1-15

Listen and read. Then ask and answer with a friend.

Girl: What color is your pencil?

Boy: It's red.

Girl: What shape is your eraser?

Boy: It's a circle.

Page 28, Activity 1 1-16

Listen and repeat.

purple	brown	fish
pink	gray	butterfly
orange	bird	

Page 28, Activity 2

1-17

Listen and number.

- 1 What color is it?
It's orange.
- 2 What color is it?
It's gray.
- 3 What color is it?
It's pink.
- 4 What color is it?
It's purple.
- 5 What color is it?
It's brown.
- 6 What is it?
It's a butterfly.
- 7 What is it?
It's a bird.
- 8 What is it?
It's a fish.

Page 28, Activity 3

1-18

Listen. Then ask and answer with a friend.

Number four. What color is it?

It's purple.

Page 33, Activity 6

1-20

Listen. Then talk about the picture with a friend.**Use *This* and *That*.****Boy:** Look! This butterfly is purple.**Girl:** Yes, and that butterfly is pink.**Boy:** This kite is yellow.**Girl:** And that kite is orange.**Boy:** This boat is blue.**Girl:** And that boat is brown.**Boy:** This bird is gray.**Girl:** And that bird is green.**Unit 3 What happens during the day?****Page 38, Activity 1**

1-21

Listen and repeat.

sunrise	sunset	dinnertime
afternoon	night	noon
evening	lunchtime	

Page 38, Activity 2

1-22

Listen and number.

- 1 in the afternoon
- 2 at noon
- 3 at dinnertime
- 4 at sunrise
- 5 at night
- 6 at lunchtime
- 7 in the evening
- 8 at sunset

Page 38, Activity 3

1-23

Listen and say.

- 1 Picture number one.
It's afternoon.
- 2 Picture number two.
It's noon.
- 3 Picture number three.
It's dinnertime.

- 4 Picture number four.
It's sunrise.
- 5 Picture number five.
It's night.
- 6 Picture number six.
It's lunchtime.
- 7 Picture number seven.
It's evening.
- 8 Picture number eight.
It's sunset.

Page 38, Activity 4

1-24

Listen again. Look and sort.

- 1 in the afternoon
- 2 at noon
- 3 at dinnertime
- 4 at sunrise
- 5 at night
- 6 at lunchtime
- 7 in the evening
- 8 at sunset

Page 43, Activity 8

1-26

Who's asking the questions? Listen and check.**Girl:** Hi, Ali.**Boy:** Hi, Sarah.**Girl:** Ali, do you eat breakfast in the morning?**Boy:** Yes, I do.**Girl:** Do you run in the morning?**Boy:** No, I don't.**Girl:** Do you eat lunch with your family?**Boy:** No, I don't. I eat lunch at school.**Girl:** Do you eat dinner with your family?**Boy:** Yes, I do.**Page 43, Activity 9**

1-27

Listen again. Check the things he or she does.**Girl:** Hi, Ali.**Boy:** Hi, Sarah.**Girl:** Ali, do you eat breakfast in the morning?**Boy:** Yes, I do.**Girl:** Do you run in the morning?**Boy:** No, I don't.**Girl:** Do you eat lunch with your family?**Boy:** No, I don't. I eat lunch at school.**Girl:** Do you eat dinner with your family?**Boy:** Yes, I do.**Page 44, Activity 1**

1-28

Listen and repeat.

play sports	play video games	do homework
brush my teeth	get up	go to school
go to bed	take a shower	

Page 44, Activity 2

1-29

Listen and number.

This is my day ...

- 1 I get up.
- 2 I brush my teeth.
- 3 I go to school.
- 4 I play sports with my friends.
- 5 I play video games in the afternoon.
- 6 I do my homework.
- 7 I take a shower in the evening.
- 8 I go to bed.

Audio Scripts

Page 44, Activity 3 1-30

Listen and say.

- 1 [sfx alarm clock ring]
- 2 [sfx sound of a team sport being played – shouts and the sound of a ball being bounced/kicked]
- 3 [sfx sound of writing and pages being turned]
- 4 [sfx sound of teeth brushing]
- 5 [sfx sound of yawning]
- 6 [sfx sound of saying goodbye and school bus/car engine]
- 7 [sfx video games sound]
- 8 [sfx splashing]

Unit 4 Why do we have animals?

Page 54, Activity 1 1-32

Listen and repeat.

goat	goose	milk
sheep	egg	meat
bee	honey	

Page 54, Activity 2 1-33

Listen and number.

- 1 It's an egg. I like eggs for breakfast.
- 2 Mmm! I love honey!
- 3 There's a goat on the farm!
- 4 Look! There's a bee on the flower.
- 5 Wow! That goose is big!
- 6 Look! There's a sheep on the farm.
- 7 Mmm! I like milk. It's good for me.
- 8 Do you like meat?

Page 54, Activity 3 1-34

Listen and say.

- 1 It comes from a chicken. You can eat it for breakfast.
It's an egg!
- 2 Bees make this. It's nice and sweet.
It's honey!
- 3 It comes from cows. You can drink it.
It's milk!
- 4 It's small and it can fly. It likes flowers.
It's a bee!
- 5 It has four legs and a white coat.
It's a sheep!
- 6 It's a big bird. It can fly.
It's a goose!
- 7 It comes from cows, sheep, and other animals. You can eat it.
It's meat!
- 8 It has four legs. It can climb and jump.
It's a goat!

Page 59, Activity 5 1-36

Look and write *These* or *Those*. Then listen and check.

- 1 Those are my chickens.
- 2 These are my dogs.
- 3 Those are my horses.
- 4 These are my cats.

Page 59, Activity 6 1-37

Listen and number the animals.

Hi, kids. Welcome to my farm! Come and see my animals.

- 1 What are these big birds? Are they geese?
Yes, these are my geese, and my chickens.
- 2 And what are those animals in the field?
Those are my sheep, and that's my sheepdog, Sam.
- 3 Wow! Are those your horses? They're big!
Yes, those are my horses.
I like horses!
- 4 Ah! Look at these cats! They're cute.
Yes, these are my cats. They catch the mice!

Page 60, Activity 1 1-38

Listen and repeat.

kitten	lamb	barn
puppy	kid	nest
calf	duckling	

Page 60, Activity 2 1-39

Listen and number.

- 1 It's a baby cow. It's a calf.
- 2 It's a baby sheep. It's a lamb.
- 3 It's a baby duck. It's a duckling.
- 4 It's a baby goat. It's a kid.
- 5 It's a baby dog. It's a puppy.
- 6 It's a baby cat. It's a kitten.
- 7 Baby birds live here. It's a nest.
- 8 The cows live here. It's a barn.

Page 60, Activity 3 1-40

Listen and say.

- 1 A baby sheep is a ...
- 2 A baby cat is a ...
- 3 A baby dog is a ...
- 4 Birds live in a ...
- 5 Cows live in a ...
- 6 A baby goat is a ...
- 7 A baby cow is a ...
- 8 A baby duck is a ...

Page 61, Activity 5 1-41

Look. Listen and match.

- 1 I'm Farmer Jim. This is my calf. It needs a barn to live in.
- 2 This is my pet lamb. It needs milk and water!
- 3 Baby birds need a nest.
- 4 My pet kitten needs to play.

Unit 5 What makes a family?

Page 70, Activity 1 1-43

Listen and repeat. Then listen again and write the missing labels on the family tree.

grandma	cousins	daughter
grandpa	twins	sister
grandparents	mom	son
uncle	dad	brother
aunt	parents	

Page 70, Activity 2 **Listen and say. Who am I?**

This is my grandma and this is my grandpa; they're my ...

She's my mom and he's my dad; they're my ...

That's my aunt and that's my uncle.

They are my cousins; they're ...

I have a sister.

Who am I?

Page 71, Activity 4 **Listen to Padma answer questions about her family.****Then read and circle.**

Jamie: Hi, Padma.

Padma: Hi, Jamie.

Jamie: Can I ask you some questions about your family?

Padma: Sure!

Jamie: Are there any twins in your family?

Padma: Yes, my mom is a twin. My mom and my aunt are twins!

Jamie: Cool! Do you have any cousins?

Padma: Yes, I have fifteen cousins.

Jamie: Wow – fifteen!

Padma: My family is big. My grandparents have one son and three daughters.

Jamie: Does your dad have brothers and sisters?

Padma: Yes, he does. He has three brothers and a sister.

Page 75, Activity 6 **Listen and circle.**

Boy: This is a picture of some of my family.

Girl: Cool! Who's that woman? Is she your mom?

Boy: Yes, she is.

Girl: Is that man your grandpa?

Boy: No, he isn't. He's my uncle.

Girl: Oh, I see! Is the young boy your brother?

Boy: No, he isn't. He's my cousin.

Girl: Is this girl your cousin, too?

Boy: No, she isn't. She's my twin.

Girl: Who is that man? Is he your grandpa?

Boy: Yes, he is. And she's my grandma. They're my grandparents.

Page 76, Activity 1 **Listen and repeat.**

live together	share	young
talk	help	quiet
laugh	old	noisy

Page 76, Activity 2 **Listen and number.**

- I'm six years old. I'm young.
- My grandma likes to laugh a lot.
- My uncle and aunty live together in a big flat.
- It's story time. Listen and be quiet.
- I like to help my dad wash the dishes.
- The school hall is always noisy at lunchtime.
- My grandpa is old, but he can still walk very fast!
- It's nice to share my toys with everyone.
- I like to talk to my friends.

Page 76, Activity 3 **Listen and say.**

- [sfx lots of noise – sounds like lots of people talking and laughing, sitting at a table at a family meal or family reunion]
- [sfx sound of laughter – an adult and a child]
- Two candies for you and two candies for me.
- [sfx of doing the dishes, the vacuum cleaner and a door getting open and shut – to give the impression of three different people doing these tasks]
- [sfx pssst! sssshhhhh]
- [sfx baby gurgling and laughing]
- [sfx a voice of an old person sighing with effort and then with relief – as if sitting down]
- [happy] Mom! Mom! Guess what happened at school! [smiling and curious] What happened?
- [sfx washing the dishes]
I'll take this, Dad.
Thank you, Jim.

Page 81, Activity 6 **Listen and check.**

Woman: Hi, Tom. Can I ask you some questions about your brother?

Tom: Yes, of course. My brother's name is James.

Woman: Does James live with you?

Tom: No. I live with my parents; James lives with friends. He's at college.

Woman: Does he share a bedroom?

Tom: Yes, he does! He shares his bedroom. I don't share my bedroom!

Woman: Do you talk to James?

Tom: Yes, he talks to me and my parents on the phone.

Woman: What does he do during vacation?

Tom: He helps Dad.

Woman: Do you help your dad, Tom?

Tom: No, I don't. I help my mom.

Unit 6 How are we the same and different?**Page 86, Activity 1** **Listen and repeat.**

finger	round	dark
toes	long	blond
knees	short	

Page 86, Activity 2 **Listen and number.**

- I have ten fingers.
- She has long hair.
- Ouch! My knee!
- He has short hair.
- Look at my toes!
- The girl has dark hair.
- Ah! The baby has a round face.
- I have blond hair.

Page 86, Activity 3

Listen and say.

- 1 I have ten of these on my hands.
- 2 My hair isn't short.
- 3 Her hair is black.
- 4 My hair isn't dark.
- 5 My legs aren't long.
- 6 I have ten of these on my feet.
- 7 My baby sister's face isn't long.
- 8 I have two of these on my legs.

Page 91, Activity 6

Match the questions and answers. Listen and check.

- 1 Does he have blue eyes?
No, he doesn't.
- 2 Does she have dark hair?
No, she doesn't.
- 3 Does she have long hair?
Yes, she does.
- 4 Does he have dark hair?
Yes, he does.

Page 92, Activity 1

Listen and repeat.

- | | | |
|-------|------|------|
| dance | kick | spin |
| smile | snap | wave |
| bend | step | |

Page 92, Activity 2

Listen and number.

- 1 Kick the ball.
- 2 Snap your fingers.
- 3 Listen to the music. Dance!
- 4 Wave your arms.
- 5 Spin around.
- 6 If you're happy, smile!
- 7 Take one big step.
- 8 Bend your knees.

Page 92, Activity 3

Listen again. Say the words and do the actions.

- 1 Kick the ball.
- 2 Snap your fingers.
- 3 Listen to the music. Dance!
- 4 Wave your arms.
- 5 Spin around.
- 6 If you're happy, smile!
- 7 Take one big step.
- 8 Bend your knees.

Page 97, Activity 8

Listen to the dance teacher in a street dance class.

What do you do with your hands at the end of the dance? Circle. Then give instructions to a friend.

- Clap your hands to the beat!
 Snap your fingers in time!
 Spin around and point to the door!
 Step to the left and step to the right!
 Kick your left leg and now your right!
 Stamp your feet, wave your hands in the air and SMILE!

Student Book 1 CD2

Unit 7 Why do we do hobbies?

Page 102, Activity 1

Listen and repeat.

- | | | |
|------|---------------|------|
| skip | ride a bike | type |
| hop | take pictures | code |
| swim | climb | |

Page 102, Activity 2

Listen and number.

- 1 I can type faster than my friend.
- 2 My brother is learning to swim.
- 3 We learn to code in school.
- 4 I want to skip with my friend!
- 5 Hop up and down like a bunny.
- 6 I like to ride a bike with my sister.
- 7 Climb slowly up the wall.
- 8 Let's take pictures!

Page 102, Activity 3

Listen and say.

- 1 [sfx of bikes and a bike bell]
Wheeee!
- 2 [sfx the sound of typing fast on a keyboard in a busy manner]
- 3 [sfx swimming pool sounds and splashing]
- 4 [sfx skipping]
- 5 [sfx child climbing a climbing wall, effort noises, children playing in the background?]
- 6 [sfx modern smart phone camera clicking sound]
- 7 [sfx of child hopping – e.g. single jumps]
- 8 [sfx of tapping on the computer – not as fast as typing above – and maybe some computer sounds to convey the idea of coding]

Page 107, Activity 7

Listen. What can Emma do? Check or cross.

Boy: Hi, Emma. Can I ask you some questions?

Girl: Sure!

Boy: OK. Can you ride a bike?

Girl: Yes, I can.

Boy: Can you type?

Girl: On the computer? I can type but I can't type fast.

Boy: Can you hop?

Girl: Yes, I can!

Boy: OK, then. Can you hop ten times?

Girl: Hmm, let's see. 1, 2, 3, 4, 5, 6, 7 aaaargh – no, I can't!

Boy: Can you swim?

Girl: Yes, I can.

Boy: Can you climb?

Girl: Yes, I can. I can climb trees.

Boy: Can you play soccer?

Girl: No, I can't.

Page 108, Activity 1

Listen and repeat.

- | | | |
|----------|--------|------------|
| computer | sports | soccer |
| screen | game | board game |
| phone | hobby | |

Page 108, Activity 2 2-07**Listen and check. Use different colors.**

Have your crayons or markers ready!

Hobby. Make a blue check.

Screen. Make a green check.

Phone. Make a yellow check.

Board game. Make a red check.

Computer. Make a blue check.

Sports. Make a red check.

Soccer. Make a yellow check.

Game. Make a green check.

Page 108, Activity 3 2-08**Listen and say.**

1 I like to draw. It's my favorite ...

2 I need to send an email to my friend. Let me turn on my ...

3 Goooooaa!!!! I love ...

4 I can play this online with my friend – what a great ...

5 I send text messages and take pictures – I love my ...

6 Swimming. Riding a bike. Running. These are all ...

7 Oh no, I dropped my tablet and cracked the ...

8 I play pachisi with my brother. Pachisi is a ...

Page 108, Activity 4 2-09**Listen and complete for Coding. Complete the other mind maps.**

My hobby is coding. I make games. I need a screen – so I need a computer or a tablet. Which parts of my body do I use? I use my fingers, my eyes, and my brain!

Page 113, Activity 5 2-11**Listen and follow. Draw you and your friend. Then play.**

OK. Ready?

Go to them.

Now go to her.

Go to him.

Now go to them.

Where are you?

Unit 8 What food do we eat?**Page 118, Activity 1** 2-12**Listen and repeat.**

pineapple lemon potato

grapes carrot peas

pear onion

Page 118, Activity 2 2-13**Listen and number.**

1 Mm! I like grapes.

2 Do you like lemons?
No, I don't.

3 Pears are my favorite fruit.

4 Do you like peas?
Yes, I do.

5 Ugh! I don't like onions.

6 Carrots are orange.

7 Pineapple is nice and sweet.

8 Mm. I like potatoes!

Page 118, Activity 3 2-14**Listen and say.**

1 It's a fruit. It's yellow. It isn't sweet.

2 It's a fruit. It's red or green. It's small and sweet.

3 It's a fruit. It's big. It's yellow and sweet.

4 It's a fruit. It's green. It grows on trees.

5 It's a vegetable. It's long. It's orange.

6 It's a vegetable. It's small, round, and green.

7 It's a vegetable. It can make you cry.

8 It's a vegetable. It grows under the ground.

Page 124, Activity 1 2-16**Listen and repeat.**

bread pasta yogurt

rice lime soup

beans cookies

Page 124, Activity 2 2-17**Listen and number.**

1 I like bread for breakfast.

2 I like to eat rice for dinner.

3 My favorite food is vegetable soup.

4 Do you like pasta?
Yes, I do.

5 I don't like limes. Do you?

6 Mm. I love cookies!

7 My brother likes banana yogurt.

8 My sister doesn't like beans.

Page 124, Activity 3 2-18**Listen and say.**1 You can eat it with meat sauce and cheese.
It's pasta.2 You can make sandwiches with it.
It's bread.3 You can make it from vegetables. You drink it for lunch or dinner.
It's soup.4 It's a fruit. It's green. It isn't sweet.
It's a lime.5 You make this from milk and fruit.
It's yogurt.6 It's sweet. It's nice for a snack.
It's a cookie.7 People in China like to eat this.
It's rice.8 They're small and very good for you.
They're beans.**Page 129, Activity 6** 2-20**Listen. Who is it?****Boy:** Is it a boy?**Girl:** Yes.**Boy:** Does he like pineapple?**Girl:** Yes, he does.**Boy:** Does he like grapes?**Girl:** Yes, he does.**Boy:** Does he like yogurt?**Girl:** No, he doesn't.**Boy:** Is it Sam?**Girl:** Yes!

Unit 9 How do we play?

Page 134, Activity 1 2-21

Listen and repeat.

toy truck	scooter	toy boat
stuffed animal	robot	blocks
hula-hoop	action figure	

Page 134, Activity 2 2-22

Number in alphabetical order. Then listen and check.

- 1 action figure
- 2 blocks
- 3 hula-hoop
- 4 robot
- 5 scooter
- 6 stuffed animal
- 7 toy boat
- 8 toy truck

Page 134, Activity 3 2-23

Listen and say.

- 1 My favorite toy is a superhero! It's an ...
- 2 I love to cuddle my giraffe. It's my favorite ...
- 3 They're squares or rectangles. They're ...
- 4 Wheel! I can go really fast on my ...
- 5 I love to roll and spin my ...
- 6 Beep-beep! This-is-my ...
- 7 This toy goes in the bath. It's a toy ...
- 8 Brum-brum. It has four wheels. It's a toy ...

Page 139, Activity 6 2-25

Listen and match.

Boy: OK, let's play. Whose stuffed animal is it?

Girl: Hmmm, it's a cat. Gina likes cats. Is it Gina's stuffed animal?

Boy: No, it isn't. It's Adriana's. Your turn.

Girl: Whose action figure is it?

Boy: Is it Josh's action figure?

Girl: No, it isn't. Try again.

Boy: Is it Gina's action figure?

Girl: Yes, it is!

Boy: OK, then, whose hula-hoop is it?

Girl: Hmmm, let's see. Rashad likes to play outdoors. Is it Rashad's hula-hoop?

Boy: Yes, it is.

Girl: Whose pen is it?

Boy: Is it yours?

Girl: No, it isn't.

Boy: Is it Josh's pen?

Girl: Yes, it is.

Page 140, Activity 1 2-26

Listen and repeat.

win	slide	tag
lose	monkey bars	take turns
swings	hopscotch	

Page 140, Activity 2 2-27

Listen and check. Use different colors.

Have your crayons or markers ready!

Swings. Make a blue check.

Hopscotch. Make a green check.

Win. Make a yellow check.

Lose. Make a red check.

Slide. Make a blue check.

Take turns. Make a red check.

Tag. Make a yellow check.

Monkey bars. Make a green check.

Page 140, Activity 3 2-28

Listen and say.

- 1 Push me, please – I want to play on the swings.
- 2 Quick, run! You can't catch me! I love tag.
- 3 Oh, no – you caught me. I lose.
- 4 Climb up the steps and, wheeeee, and slide down the slide.
- 5 There are two swings and five children – we have to take turns.
- 6 Tag! Yes! I love it when I win.
- 7 I love to climb and hang on the monkey bars!
- 8 Hop, one, two, three, four ... I love hopscotch.

Page 141, Activity 5 2-29

Listen and match.

- 1 I like to play hopscotch with my friends. I don't like to lose.
- 2 I play on the swings with my friends. We take turns.
- 3 I play tag with my friends. I run fast, so I win!

Page 145, Activity 6 2-31

Draw yourself in the blank space. Then listen and circle.

- 1 Whose is this blue stuffed animal?
I think it's theirs.
It isn't theirs. Theirs is white. It's his.
- 2 Are these blocks yours? No? OK. Are they his?
No, they aren't.
They're hers. Hers are red.
- 3 Whose robot is this?
Is it hers?
No, she doesn't have a robot.
Is it theirs?
Yes, it is. It's their class robot.

Unit 10 What clothes do we wear?

Page 150, Activity 1 2-32

Listen and repeat.

sweater	shorts	gloves
blouse	boots	bathing suit
jacket	sandals	

Page 150, Activity 2 2-33

Listen and number.

- 1 I'm wearing shorts to play soccer.
- 2 These are my climbing boots.
- 3 My favorite sweater is red.
- 4 I'm wearing a purple blouse.
- 5 Do you like my jacket?
- 6 My bathing suit is pink, green, and white.
- 7 I like to wear sandals in the summer.
- 8 My gloves are gray and blue.

Page 150, Activity 3 **Listen and say.**

- 1 I'm swimming. I'm wearing my ...
- 2 It's made out of wool and keeps me warm. I'm wearing a ...
- 3 I'm playing soccer. I'm not wearing pants. I'm wearing ...
- 4 I like climbing. On my feet, I'm wearing climbing ...
- 5 My mom's not wearing a dress. She's wearing a skirt and a ...
- 6 I'm on summer vacation. I'm not wearing shoes. I'm wearing ...
- 7 It's winter. My hands are cold, so I'm wearing ...
- 8 It's cold outside. I need something to wear over my sweater. I'm wearing a ...

Page 155, Activity 6 **Listen and check.**

- 1 He's wearing shorts and a T-shirt. He isn't wearing socks or shoes. He's wearing sandals.
- 2 She's wearing a blue silk dress. She isn't wearing boots. She's wearing socks and party shoes.

Page 156, Activity 1 **Listen and repeat.**

dry	cool	short
wet	thick	tall
warm	thin	

Page 156, Activity 2 **Listen and number.**

- 1 Oh, no! It's raining. The clothes are wet!
- 2 It's warm in the house.
- 3 It's sunny! The clothes are dry!
- 4 It's nice and cool here.
- 5 This book is thick!
- 6 My dad is tall.
- 7 This book is thin!
- 8 My brother is short.

Page 156, Activity 3 **Listen and say.**

- 1 I'm in the swimming pool. I'm ...
- 2 My dad isn't short. He's ...
- 3 The clothes are in the sun. They're ...
- 4 I'm not tall. I'm ...
- 5 It's cold outside. But inside it's ...
- 6 My sweater isn't thin. It's ...
- 7 It's hot in the desert, but at night it's ...
- 8 This notebook isn't thick. It's ...

Unit 11 Why do we travel?**Page 166, Activity 1** **Listen and complete. Then listen again and repeat.**

helicopter	boat	ride
motorcycle	train	fly
subway	drive	sail

Page 166, Activity 2 **Listen and say.**

- 1 [sfx of a train]
- 2 [sfx of a helicopter]
- 3 [sfx of a motorcycle]
- 4 [sfx of a subway]
- 5 [sfx a motor boat]
- 6 [sfx train slowing down]
The next station is grand central terminal.
- 7 [sfx of a bicycle]
- 8 We are now ready for take-off.
[sfx cabin announcement, then plane taking off]
- 9 [sfx ocean sounds and wind]

Page 172, Activity 1 **Listen and chant. Then complete and say.**

Ten
Twenty
Thirty
Forty
Fifty
Sixty
Seventy
Eighty
Ninety
A hundred
Twenty
Twenty-one
Twenty-two
Twenty-three
Twenty-four
Twenty-five
Twenty-six
Twenty-seven
Twenty-eight
Twenty-nine

Page 172, Activity 2 **Listen and repeat.**

safe	fast	modern
dangerous	slow	old-fashioned

Page 172, Activity 3 **Listen and number.**

- 1 slow; thirty-seven
- 2 old-fashioned; eighty-three
- 3 safe; forty-one
- 4 dangerous; fifty-five
- 5 fast; ninety-nine
- 6 modern; sixty-two

Page 172, Activity 4 **Listen and say the opposites.**

- 1 Dangerous is the opposite of safe.
- 2 Fast is the opposite of slow.
- 3 Old-fashioned is the opposite of modern.
- 4 Slow is the opposite of fast.
- 5 Modern is the opposite of old-fashioned.
- 6 Safe is the opposite of dangerous.

Audio Scripts

Page 173, Activity 6

Listen and circle.

- 1 There are 35 old-fashioned bikes and 62 modern bikes.
- 2 There are 28 slow trains and 77 fast trains.
- 3 There are 21 dangerous boats and 59 safe boats.

Page 176, Activity 4

Listen and travel through the maze.

- 1 Let's go out today!
Good idea. We can go to the beach.
No, I don't like the beach. We can go to the farm.
Yes, good idea! We can go by train.
No, it's not far. We can go by bike.
OK. We can go with Dad.
Yes, good idea!
- 2 Let's go to the beach.
Yes, good idea.
We can go by bike.
No, it's too far. We can go by bus.
OK. We can go with Greta and Lottie.
Your cousin Lottie?
Yes.
Yes, good idea!

Unit 12 Where do we live?

Page 182, Activity 1

Listen and repeat.

bathtub	lamp	closet
refrigerator	couch	sink
stove	bookcase	

Page 182, Activity 2

Listen and number.

- 1 It's dark. Let's turn on the lamp.
- 2 How many books are in the bookcase?
- 3 I like to sit on the couch and watch TV.
- 4 Wash your hands in the sink, please!
- 5 Where are your jeans? Are they in the closet?
- 6 There's a big bathtub in the bathroom.
- 7 Is the milk in the refrigerator?
- 8 My dad's cooking soup on the stove.

Page 182, Activity 3

Listen and say.

- 1 It's in the kitchen. It's cold inside.
- 2 It's in the kitchen. You cook food on it.
- 3 It's in the bathroom. You take a bath in it.
- 4 It's in the living room. There are books on it.
- 5 It's in the bathroom. You wash your hands in it.
- 6 It's in the living room. You sit on it.
- 7 It's in the bedroom. You keep your clothes in it.
- 8 It's in the living room. It gives light.

Page 187, Activity 7

Listen and check.

- Boy:** Where do you watch TV?
Girl: I watch TV in the living room. And there's a TV in the kitchen, so I watch TV in the kitchen, too.
Girl: Where do you do your homework?
Boy: I do my homework at my desk, in my bedroom.
Girl: Where do you listen to music?

Boy: I listen to music when I take a bath ... in the bathroom. And I listen to music in my bedroom, too!

Boy: Where do you eat breakfast?

Girl: I eat breakfast in the kitchen. On the weekend, I sometimes eat breakfast in my bedroom.

Page 188, Activity 1

Listen and repeat.

house	cottage	barge
townhouse	palace	tree house
apartment	trailer	

Page 188, Activity 2

Listen and number.

- 1 This is my home. It's an old cottage.
- 2 My home is a big townhouse.
- 3 My home is on the water. It's a barge.
- 4 The princess lives in a palace.
- 5 I live in an apartment in the city.
- 6 This is my home. It's a trailer.
- 7 I live in a small house.
- 8 My home is a tree house.

Page 188, Activity 3

Listen and circle. Then say.

- 1 My home is a big house.
- 2 I live in a trailer.
- 3 Mark lives in a townhouse.
- 4 Jaime lives in an apartment.

Workbook 1

Unit 2 Where do we see shapes and colors?

Page 31, Activity 4

Listen and color.

Narrator: One

Man: Can you see a rectangle?

Girl: A rectangle ... Yes.

Man: Do you have a yellow pencil?

Girl: Yes, I do.

Man: Great! Color it with that pencil, then.

Narrator: Two

Man: And can you see a heart?

Girl: Yes!

Man: Good job! Color that now, please.

Girl: What color for the heart?

Man: Would you like to color it red?

Girl: Yes!

Narrator: Three

Man: Now, color the square.

Girl: The square? OK!

Man: You can choose the color!

Girl: Green, please!

Man: OK, great!

Unit 5 What makes a family?

Page 67, Activity 3 1-02

Read the questions. Listen and write a word, a name, or a number. There's one example.

Narrator: Example

Woman: Hello, Sam. Is your grandpa here today?

Boy: Yes, today Grandpa's here to take me home.

Woman: Oh, good!

Narrator: One

Woman: Do your grandpa and grandma live together with you?

Boy: No, they don't. They live on School Street.

Woman: On School Street. That's a nice street.

Boy: Yes. There's a lot of trees on School Street.

Narrator: Two

Woman: Is School Street noisy or quiet?

Boy: It's quiet. It's very good for grandma and grandpa.

Woman: Yes, a quiet street is good.

Narrator: Three

Woman: Do you have any brothers or sisters, Sam?

Boy: Yes, I do. I have three sisters.

Woman: Three sisters! That's a lot of sisters.

Boy: Yes!

Narrator: Four

Boy: I have one brother, too.

Woman: A brother, too!

Narrator: Five

Woman: What's his name?

Boy: His name's Tim.

Woman: Tim. T-I-M?

Boy: Yes, that's right.

Unit 7 Why do we do hobbies?

Page 95, Activity 4 1-03

Listen and check.

Narrator: One

Man: What's your favorite sport, Jim? Is it swimming or soccer?

Boy 1: I like swimming, but soccer is my favorite sport.

Narrator: Two

Woman: What do you want to play, Salma? A game on my phone, on the computer, or a board game?

Girl 1: I don't like playing games on a phone. Let's play a board game.

Narrator: Three

Girl 1: What's that, Carlos? Is it a board game? Is it a computer?

Boy 2: It isn't a board game. It's a phone.

Narrator: Four

Girl 2: Do I need a mouse to play this game?

Woman: No, Jinhee, you don't need a mouse or a keyboard. To play this game, you touch the screen of your tablet.

Girl 2: Oh, I see. I touch the screen.

Unit 11 Why do we travel?

Page 151, Activity 4 1-04

Listen and draw lines. There's one example.

Narrator: Example

Man: The children are playing on a ride at the park.

Girl: Wow! That's fun.

Man: Yes. Look. I can see your friend, Paul. Can you see him? He's sailing a boat!

Girl: Oh, yes. I can see him. He's in an old-fashioned boat.

Man: Yes, that's right.

Narrator: One

Girl: There's another boy in a boat. He's in a modern boat. What's his name?

Man: Yes. That's Paul's friend. His name's Tim.

Girl: Tim.

Man: Yes, that's right. Tim's in the modern boat.

Narrator: Two

Girl: One of the children is wearing a helmet.

Man: The girl on the motorcycle?

Girl: Yes, that girl.

Man: That's Sally. The motorcycle is a bit dangerous. That's why she's wearing a helmet to ride it.

Girl: Oh, I see.

Narrator: Three

Man: That's Sally's brother, the boy driving the car.

Girl: What's his name?

Man: His name's Mike.

Girl: Mike isn't wearing a helmet.

Man: No. It's safe in the car. He doesn't need a helmet.

Narrator: Four

Girl: There's a helicopter!

Man: Yes, that's right. The girl in the helicopter is May.

Girl: That's May?

Man: Yes. Her name's May.

Girl: Does the helicopter go up and down very fast?

Man: No, it's slow. May doesn't like fast rides.

Narrator: Five

Girl: I like the train! It's old-fashioned, too.

Man: Yes, it is old-fashioned.

Girl: Who's the girl driving the train?

Man: The girl driving the train is Anne.

Girl: Anne.

Man: Yes, that's right.

Video Scripts

Unit 1 What do we find in schools?

CLIL video

Big World Kids: English Class

Miranda and Bob: English class ... yay!

Bob: Hello, what's your name?

Miranda: Miranda. What's *your* name?

Bob: Bob.

Miranda: It's got three letters.

Bob: Um, yes. B-O-B. Two Bs, one O. Look, let's tidy up.

Miranda: Weeeee! Yaaay! Bum-ba-da-dum!

Bob: What's this?

Miranda: It's a chair.

Bob: What's this?

Miranda: It's a desk.

Bob: What's this?

Miranda: It's my backpack, pencils, books ... my rubber!

Bob: No! Don't do *that*!

Children: Hello!

Bob: It's the English teacher. Stand up.

Miranda: Hello, English teacher!

Bob: No! Sit down. Listen.

Miranda: Stand up and sit down? Yay!

Bob: Look, English classroom rules: Don't be late. Listen to the teacher. Tidy up.

Miranda: Make new friends. Sing English songs.

Teacher: Let's sing an English song.

All: Yay!

Story videos

Tommy Zoom: Hello Tommy! Part 1

I'm Tommy Zoookooooom!

A crayon?

An apple?

A book!

A glue stick?

Hello. I'm your teacher. My name is Miss Sparks. What's your name?

Hi! I'm Tommy Zoookooooom.

Thank you, boys and girls. Sit down, please, Tommy.

Is this my desk?

Yes. This is your chair.

Hi. I'm Tommy.

Hello. My name's Suzie Whizz.

Please find a pencil, a book, a glue stick, and a rubber.

My backpack!

Look! My pencil and apple!

Your book!

Your glue stick!

Tommy and Suzie, please stand up!

Tommy Zoom: Hello Tommy! Part 2

What is this? A pencil?

What's this?

It's my pencil. Look!

My backpack!

Shh.

This is Dan.

Woof!

This is my friend.

Hello, Dan. My name's Suzie.

My glue stick!

Your glue stick!

Thank you, Suzie!

Tommy Zoom: Hello Tommy! Part 3

My book! Please!

Your crayons. One, two ...

... three, four, five!

Woof, woof, woof, woof, woof!

Your apple. Your ruler.

Thank you. My pencils! One, two, three, four ...

Book, glue stick, crayons and ...

Tommy! School!

... my pencil!

Goodbye, Dan.

Goodbye.

Woof! Woof!

Is this your pencil, Tommy?

Yes, Miss Sparks.

Thank you, Suzie.

Unit 2 Where do we see shapes and colors?

CLIL video

Brain Crunch: What Shape Is It?

Brain Crunch: Hi, what are we learning about today?
Maths and shapes. Great!

Bowl: What shape is it?

Brain Crunch: Hmm ... let's see. One, two, three. It's got three sides, so it's a ...

Bowl: Triangle!

Brain Crunch: Yes. What shape is it?

Bowl: I don't know.

Brain Crunch: Count the sides.

Bowl: One, two, three, four. Four sides. It's a square.

Brain Crunch: That's right. Let's draw some more shapes.

Both: One, two, three sides. It's a triangle! One, two, three sides – *two* triangles. It's a boat!

Brain Crunch: What shape is it?

Bowl: Is it a square? It *has* got four sides.

Brain Crunch: Yes, but they're not the same. It's a rectangle.

Bowl: OK, I see. More rectangles! What's *that* shape?

Brain Crunch: It's a circle. It's a bus stop.

Bowl: There are five circles!

Brain Crunch: What is it?

Bowl: Is it a train? Is it a clock? I don't know.

Brain Crunch: No, it isn't. It's a bus.

Story videos

Tommy Zoom: The Purple Kite Part 1 2-2

Is that Dan?
 Yes, it is! Hello, Dan!
 Woof!
 No, look! It's not Dan. It's a kite!
 What shape is it?
 It's a square.
 What colour is it?
 It's red.
 Look at the kites. Suzie!
 Blue, orange, yellow and purple!
 Woof!
 Dan?
 No! Suzie! Look at the kite!
 The purple kite?
 Yes!
 It's Dan! Jump, Dan!
 Stop, Suzie! The ...
 ... boat!

Tommy Zoom: The Purple Kite Part 2 2-3

Look!
 Is it Dan?
 No, it's not Dan. It's a boy.
 Is it Dan?
 Yes, it is. Look! The clock!
 Let's go!
 OK!
 A square!
 A triangle!
 A circle!
 Woof! Woof!
 Stop, Tommy!
 The clock!
 Dan?
 Dan!
 The train!
 The train?
 Yes. Look at the door! Look at the window! Run!
 Stop the train!
 Woof! Woof!
 Look at the bus!
 Dan! Stop the bus!

Tommy Zoom: The Purple Kite Part 3 2-4

Dan! Look at the bus, Suzie!
 What colour is it?
 Blue.
 This blue bus? That blue bus?
 I don't know.
 A circle. A rectangle. A circle.
 Dan! Dan!
 Is it Dan?
 Yes, it is.
 Woof! Woof!
 Hello, Dan. Dan!
 Go kites, go!

Unit 3 What happens during the day?

CLIL video

Big World Kids: What Happens During the Day? 3-1

Miranda: What's that?
Bob: It's the sunrise. It's morning.
 Good morning! It's time to wake up.
Miranda: What's that?
Bob: Wait. Hmmm ... It's breakfast!
Miranda: Great, I'm hungry.
Both: It's the afternoon! It's time to play!
Miranda: What's *that*?
Bob: It's the sun.
Miranda: Is it evening? Is it morning? Is it time to wake up again?
Bob: No, it's the sunset. You see sunsets in the evening.
 It's time to eat dinner.
Miranda: Great, I'm hungry!
Miranda: It's the evening.
Bob: It's time to go to bed.
Miranda: When do *you* read books?
Bob: In the morning. In the afternoon. In the evening.
 At night.
Bob: It's an owl. You see owls at night.
Both: Good night.
 Oh, no! Good morning!

Story videos

Tommy Zoom: The Fun Day Part 1 3-2

Good morning. It's time to wake up!
 Woof! Woof!
 Let's eat breakfast.
 When do you do your homework?
 In the morning.
 In the morning, I wake up. I eat breakfast. I do my homework. I watch television.
 I eat lunch. I drink fruit juice. I eat chips.
 In the afternoon, I sleep.
 In the evening, we eat dinner. We watch TV.
 At night, we go to bed.
 Wake up!

Tommy Zoom: The Fun Day Part 2 3-3

Wake up!
 Suzie?
 It's time to go to school!
 In the morning, I wake up.
 I jump, run, and fly!
 In the evening, I do my homework!
 It's fun!
 You do your homework in the evening?
 Yes!
 When do you eat?
 I eat breakfast in the morning.
 I eat lunch.
 I eat dinner in the evening.
 OK. Thank you Suzie!
 WOOF! WOOF!

Video Scripts

Tommy Zoom: The Fun Day Part 3 3-4

Good morning. Tommy?
Good morning, Suzie! It's time to fly to school!
Good morning, Tommy!
It's time to eat lunch.
OK!
Suzie, it's time to do homework.
Let's go!
It's time to eat dinner.
Good evening!
It's time to go home. Bye. Suzie? Goodnight Suzie!

Unit 4 Why do we have animals?

CLIL video

Big World Kids: Farm Animals 4-1

All: Farm animals!
Lee: Whoa, look at *that* egg.
Miranda: Eggs? Where do eggs come from? Pigs?
Bob: Chickens. Fish.
Miranda: Fish?
Lee: Yum, fish eggs.
Miranda: Milk? Where does milk come from? Fish?
Bob: Cows and goats.
Miranda: What do cows drink?
Lee: Milk.
Bob: No, water!
Miranda: Meat? Where does meat come from?
Bob: We can eat meat from *lots* of animals!
Miranda: Where does wool come from?
Bob: Sheep. Not from dogs.
Miranda: Honey? Where does honey come from?
Lee: Honey? Yummy! I love honey.
Bob: Ah! Ah! Honey comes from *these* bees?
Miranda: Ducks. I know what comes from ducks.
Bob: Feathers?

Story videos

Tommy Zoom: How Many Animals? Part 1 4-2

Boys and girls, this is the farmer.
Good morning. This is my farm.
Those are my pigs.
These are my goats.
Stop!
These are my ducks.
Awww! Those sheep are cute.
What's that?
The chickens sleep there. The chickens eat seeds.
This is my cat.
Oh! It's cute.
These are my cows.
Eek! Those are big cows!
Suzie! Your pencil!

Tommy Zoom: How Many Animals? Part 2 4-3

My pencil! Stop!
My animals?
Those sheep are yellow!
How many sheep?
One. Two. Three. Four. Five. Six. Seven. Eight. Nine. Ten.
Ten yellow sheep!

Quack! Quack!
Look! A red mouse!
No, look! Red mice!
How many mice?
There are six red mice!
Cluck! Cluck!
That frog is orange!
Meow!
Look! There are three fish.
Mooooo!
There are nine purple horses!
Oink! Oink!
What?
The horses!
Oink! Oink!
Stop!

Tommy Zoom: How Many Animals? Part 3 4-4

Tommy? Are you OK?
Yes, I'm OK.
There are the cows.
Moo!
There's the cat.
Meow!
One cat.
Seven cows.
Six sheep.
Baa!
There are ten ducks.
Quack, quack.
There are eight chickens ...
Cluck, cluck.
nine pigs ...
Oink, oink.
... and six goats.
Maaa, maaa, maaa.
My animals.
Suzie!
I'm sorry, Tommy. I'm sorry, Miss Sparks. Miss Sparks?
Miss Sparks is a bird!
Oops!
Tweet, tweet!
Suzie, your pencil!
I'm sorry, Miss Sparks!

Unit 5 What makes a family?

CLIL video

Brain Crunch: Chinese Shadow Puppet Shows 5-1

Brain Crunch: Hi! What are we learning about today?
Let's find out about Chinese shadow puppet shows.
This puppet is called Li Jing. She's Chinese.
Bowl: Who is he?
Brain Crunch: Ah! This is Wang Qiang. He's Chinese, too.
He's Li Jing's cousin.
Bowl: Let's draw some clothes for the puppets.
Who's she?
Brain Crunch: Ah, this is their grandma.
Bowl: Who are *they*?
Brain Crunch: It's Li Jing's mum and dad.
Bowl: Wow, noodles! They're really small.
Brain Crunch: They're props for the puppet show.
Bowl: Look at the small presents. Are they props, too?

Brain Crunch: Yes. Look! The puppet show is ready.
Bowl (as Li Jing): Hello, my name's Li Jing. I'm Chinese.
 I live in China.
Brain Crunch (as Max): Hello, Li Jing. My name's Max.
 I'm English. I live in England. How are you?
Bowl (as Li Jing): This is my family. Hello Mummy,
 hello Daddy.
Brain Crunch (as Dad): Hello.
Bowl (as Mum): Hello.
Brain Crunch (as Wang Qiang): Hello.
Bowl (as Grandma): Hello.
 Wow! Thanks for the presents. Thanks for the Chinese
 noodles.
 Let's sing a song!
Brain Crunch: Look at the shadows. We need more light!
All sing: We love you, Grandma, we love you, Grandma.
 La la la la. We love you, Grandma.
Brain Crunch (as Max): Bye bye!
Bowl (as Li Jing): Goodbye!
Brain Crunch (as Dad): Goodbye.
Bowl (as Mum): Goodbye.
Brain Crunch (as Wang Qiang): Goodbye!
Bowl (as Grandma): Goodbye.
Brain Crunch and Bowl: Bye bye!

Story videos

Tommy Zoom: My Family Part 1 5-2

Wow! Look at the people.
 There's my family!
 That's my grandpa!
 That's my grandma!
 Is she your mum?
 Yes. Is he your dad?
 Yes. Hi, Dad!
 Is he your cousin?
 Cousin? No, he's not my cousin. He is my brother.
 How old is he?
 He's ten.
 Who's that girl?
 She's my sister.
 How old is she?
 She's five.
 Who is he?
 I don't know!
 Tommy! Suzie! Are you ready?
 Yes!

Tommy Zoom: My Family Part 2 5-3

Tommy and Suzie! Look at the people!
 Hello, Frog. How are you?
 I'm fine.
 How are you?
 Fine, thanks! Let's go home. It's time to eat.
 Oh, no!
 Miss Sparks!
 Oh, no!
 Who's he? Who's she? Who am I? Who are they?
 He is her dad.
 She is his mum.
 You are Miss Sparks.
 Ah, yes! Thanks, I'm fine.
 Thanks, Mum.
 Thanks, Dad.

Tommy Zoom: My Family Part 3 5-4

Let's draw!
 Thanks very much, big brother!
 The song!
 Ah, yes! It's time to sing!
 Our family, our family,
 Who's in your family?
 Mum and Dad
 Fun, fun, fun!
 Thank you!
 Thank you.
 Look at Miss Sparks!
 Thank you very much!

Unit 6 How are we the same and different?

CLIL video

Vloggers: Dances and Their Actions 6-1

Kitty: Hi, everyone! Hi, Max. Look at him. Look at his
 smile. What are you listening to? What are you listening
 to?! *What are you listening to?!*
Max: Ouch, Kitty, my ears!
Kitty: He listens to music a lot. He dances a lot.
Max: It's the best music in the world!
Kitty: Ha! In the world? Look at *you*!
Max: Yes, you can really dance. Clap your hands, stamp
 your feet. It's the best!
Kitty: This is a dance from Spain. Come on, do a Spanish
 dance with me! Turn around, clap your hands. OK, let
 me see ... Chinese fan dance – it's great! Pick up your
 fan, put your arms down, put your arms up, bend your
 knees, stand up, bend your knees, move your fan!
Max: Look at *her*!
Max: Oh! The Korean dance!
 Bend your knees, move your legs!
Kitty: Cool! What now?
Max: I know! Put the headphones on your head.
Kitty: Bye!
Max: Bye!

Story videos

Tommy Zoom: The Alien! Part 1 6-2

Are you ready, Tommy?
 Yes!
 What now?
 I don't know!
 Look! It's a blue leg!
 There's a blue knee and a blue foot!
 Look! Two blue feet and two arms.
 There's a body!
 There are two eyes.
 There's a nose and a mouth. Oh! A face.
 Look. Two ears.
 Yes, yes, yes! It's my head!
 What is it? An alien?

Video Scripts

Tommy Zoom: The Alien! Part 2 6-3

What's your name?
Cranky.
Are you a blue monkey?
A monkey? No! I'm an alien!
An alien?
Yes!
How are you?
I've got two arms, two hands, two legs, two knees and two feet. Good.
Now, look in the mirror.
Two ears, two eyes, a nose, a mouth. I'm fine.
Oh, no!
Look at me! My crank!
Is it your hair?
No, I haven't got hair! This is my crank!
What's that?
Look!
Oh, no! Look at him!

Tommy Zoom: The Alien! Part 3 6-4

What's your name?
Cranky!
Cranky has got a Crank!
Tommy!
OK. Clap your hands, Cranky!
OK!
Stamp your feet, Cranky!
OK!
Point to your crank, Cranky!
Point to your hair, Tommy!
Stop! Cranky, stop!
Point to your knees.
Point to your feet.
Point to your eyes.
Point to your arms.
Point to your mouth.
Point to my spaceship.

Unit 7 Why do we do hobbies?

CLIL video

Brain Crunch: Computer Games 7-1

Brain Crunch: Hi, what are we learning about today?
Computers! Coding! I like playing computer games.
I like making computer games – it's my favourite hobby. Let's make a computer game. Have you got a tablet?
Bowl: Yes, I've got my computer mouse.
Brain Crunch: Mouse? It's a tablet!
Bowl: Wow, you're in the screen!
Brain Crunch: I can't walk. How about the keyboard?
Can you type on the keyboard?
Bowl: Yes, I can.
Brain Crunch: Can you stack four "Move Forward" blocks, please? Press the "Start" button. Great, I can walk!
Help! Can you stack a "Turn Left" block, please? Quick!
Press the "Start" button!
Phew! Can you stack three "Fly" blocks, please?
Yes! This is fun. I can fly!
Oops! Can you read the words?

Bowl: OK. Now you can hop, too!
Brain Crunch: Great!
Bowl: Can you sing?
Oh! I like making computer games a lot! Can you run?
Brain Crunch: Er ...

Story videos

Tommy Zoom: My Favourite Hobby Part 1 7-2

Can you play games?
Play?
Yes. We play games. We play sports. I can play football!
Watch!
Ah! A football?
Cranky!
It's OK. I can draw a football.
Wow!
Have you got a hobby?
A hobby?
Yes. I read stories. That's my favourite hobby.
Let's read a story on my tablet. Look at the screen.
Oh. I like drawing pictures. Uhh. I can't read.
It's OK. I can help you. Point to the word 'dog'.
D-O-G. Dog!
Yes!
Swimming is fun! Let's swim.
Wow!
Let's go!

Tommy Zoom: My Favourite Hobby Part 2 7-3

I like swimming a lot. And you, Cranky?
Hmmm. I don't know.
Ha! Ha! Look at me!
I can walk.
I can hop.
I can skip.
Can you swim, Cranky?
No, I can't! Help!
Cranky!
Are you OK?
Yes!
Cranky doesn't like swimming.
No. Swimming isn't his favourite hobby!
Let's go home.
I can't go to my home.
It's OK, Cranky.

Tommy Zoom: My Favourite Hobby Part 3 7-4

Let's play a computer game.
I like playing computer games.
I do not like playing computer games.
Let's draw pictures on the computer.
Yes. Can you type on the keyboard?
Yes, I can.
Please type.
OK.
Look at my picture.
My favourite friends.
Ah! Thank you, Cranky.
I can't swim. I can sing!
Can you?
Cranky can hop
Cranky can draw
Cranky doesn't like swimming, one, two, three, four.
Stop, Dan! You can't sing!

Unit 8 What food do we eat?

CLIL video

Vloggers: Still Life Composition 8-1

Kitty and Boy: Hi, everyone!

Kitty: Mmm, look at all this yummy fruits. I *love* eating fruits. Time for a snack!

Boy: No! Don't eat it.

Kitty: What's wrong? I like pineapples.

Boy: Yes, me too. Pineapples are *my* favourite. It's not time for a snack. It's time for an art lesson.

Kitty: Right. OK, let's put the fruit on the table.

Kitty: Let's paint a still life!

Boy: What's a still life?

Kitty: It's a painting or drawing of fruit and flowers with different objects; a plate, a vase.

Boy: Oh, dear. I'm hungry now. Some artists take photos of the fruit before it goes brown. Some artists take photos of the fruit before someone eats it. There's a lot of fruit.

Kitty puts the pineapple in the middle. Kitty puts the grapes next to the pineapple. Kitty *moves* the pineapple.

Why move the pineapple?

Kitty: There's not a lot of light. I can't see the pineapple. Oops, I want to put the fruit on the plates.

Boy: Kitty, that's great! Are you happy?

Kitty: Yes, I am. It's art.

Boy: OK, now let's draw.

Boy: A purple banana? Bananas are yellow!

Kitty: I like purple. I like red bananas, too.

Boy: Kitty, do you like orange grapes?

Kitty: Yes, I do.

Boy: Cool. How about a blue banana?

Boy: I like your picture.

Kitty: So do I. With a still life, it's good to draw the fruit different sizes. Look, the bananas are not the same. This banana's big; this banana's small.

Boy: You're right! Look at this still life. Still life with fruit and a vase. Hmm ... I don't want to eat that fruit.

Kitty: That's OK ...

Both: It's art!

Story videos

Tommy Zoom: Do You Like Blue Food? Part 1 8-2

I like picnics.

So do I.

Woof! Woof!

What's a picnic?

You eat picnics in the park.

Cranky?

Do you like bananas and pineapples?

No, I don't.

Do you like pears, carrots and grapes?

No, I don't.

I like to drink milk. Do you?

No, I don't.

Do you like to drink lemonade?

No, I don't.

Do you like to drink orange juice?

No, thank you. I don't like orange.

What do you like?

I like blue food! Yummy! Blue food!

Tommy Zoom: Do You Like Blue Food? Part 2 8-3

So, do you like ice cream?

Yes, I like to eat ice cream. I like to eat blue ice cream!

Yummy!

Do you like chips?

Yes, I do. Blue chips! Yummy!

Blue meat and potatoes!

Blue onions and sausages!

Blue bread and biscuits, too!

Yummy!

Peas?

Beans?

Rice?

Blue peas!

Blue beans and blue rice, too!

Yummy! I like picnics!

Cranky, we don't like blue food.

Tommy Zoom: Do You Like Blue Food? Part 3 8-4

So, let's eat the blue food.

Uh ... OK.

Blue soup and bread?

Thank you!

Do you like the blue soup and bread?

Yes, I do!

Me, too!

Yummy. I like the blue sausages and the blue carrots!

So do I. I like the blue lemons, limes, biscuits and pears!

Stop! That's my blue food.

Cranky, now you eat the orange food, the yellow food, the green food and the red food, too. It's yummy.

OK.

I like picnics.

Me, too!

Look! Dan likes the blue water and the blue meat!

Unit 9 How do we play?

CLIL video

Brain Crunch: Bar Graphs 9-1

Brain Crunch: Hi, what are we learning about today? Maths. Bar graphs.

Bowl: Can we make a bar graph?

Brain Crunch: Yes! What's your favourite toy?

Bowl: Hmm ... my teddy bear.

Brain Crunch: And what are *your* favourite toys?

Child 1: Car.

Child 2: Car.

Child 3: Car.

Child 4: Car.

Brain Crunch: Cars are cool. One, two, three, *four* cars! And what are *your* favourite toys?

Child 5: Doll.

Child 6: Robot.

Child 7: Doll.

Child 8: Robot.

Child 9: Doll.

Video Scripts

Child 10: Robot!

Child 11: Doll.

Child 12: Doll.

Brain Crunch: Look, we have a bar graph. The bars are here. The names of the toys are here. The numbers are here. A lot of children like cars.

Bowl: Four children! And dolls – five children!

Brain Crunch: Three children like robots.

Bowl: And the one teddy bear is *mine*! I love my teddy.

Story videos

Tommy Zoom: It's Suzie's Doll Part 1 9-2

Miss Sparks. This is Cranky.

Hello.

Cranky, sit here. Look at the board. It's Show and Tell. What's that?

Suzie, tell the class about your favourite toy.

This is my doll. She's got short hair.

I like Suzie's doll.

Tommy?

These are my robots. They're small and fast.

I like Tommy's robots.

It's your turn, Jill.

This is my monster. It's got long arms and legs.

I like Jill's monster.

Now, Nick.

This is my teddy bear. He's big and soft!

I like Nick's teddy bear.

Well done, class.

Cranky, have you got a toy?

No, he hasn't.

Yes, I have! Look!

Tommy Zoom: It's Suzie's Doll Part 2 9-3

Look at this robot. It's mine.

No, it isn't yours. It's Tommy's robot.

This giraffe is mine. This lorry is mine. This car, this ship and this plane are mine.

Cranky! The ... very big teddy bear!

Are you OK?

Yes, I'm OK. It's soft.

These toys are mine now.

No, they aren't yours. That's mine! That's Jill's. That's Nick's.

I haven't got a toy!

It's OK. Let's share!

Share?

Look in the toy box, Cranky. Choose a toy. Share it with your friends.

I like this ball. Let's share.

Cranky!

Tommy Zoom: It's Suzie's Doll Part 3 9-4

These are mine.

No Cranky, let's share the cars.

OK.

Look at this! Put your cars here.

Wow!

It's cool! A long track. Let's play.

One, two, three, go!

Look at the blue car!

Look at the red car!

Look at the yellow lorry!

It's mine! It's the blue car!

Well done, Cranky!

I like sharing.

Yes, sharing is fun!

Let's put the toys in the box.

Goodbye.

Bye-bye, Miss Sparks.

Unit 10 What clothes do we wear?

CLIL video

Pencil and Rubber: Clothes for Sports 10-1

Rubber: It's time for P.E. Listen to the teacher.

Teacher: Draw clothes for sports. Football, swimming, dancing, horse-riding, running and judo.

Pencil: Great! Um ... a T-shirt.

Rubber: No! No, no, no, wait! Don't start!

Pencil: It's OK. We can rub it out.

Rubber: Oh, great. Ooh, ouch!

Pencil: What now?

Teacher: First, draw a boy and a girl.

Pencil: A boy. A girl. What now?

Rubber: Let me see, I want to see, quick!

Pencil: Come here!

Rubber: I can't. A dress. A hat. Jeans. The girl's clothes are not good for sport.

Pencil: OK, that's his. He can wear a T-shirt.

Rubber: There are gold shoes on the board.

Pencil: OK, they're hers. Hmmm ... *gold* shoes. Whoops! Um, are trousers OK?

Rubber: For what?

Pencil: Swimming?

Rubber: No! They're not. Ooh, ouch! I want to see!

Pencil: La la la la la la la ... shorts for swimming.

Rubber: No ...

Pencil: Goggles for horse-riding.

Rubber: No, no!

Pencil: Boots for dancing.

Rubber: Um, no.

Pencil: A skirt for horse-riding.

Rubber: Pencil, quick! I want to see. Where are the swimming goggles? The football boots? The dancing shoes? The horse-riding helmet? Oh no, you can't wear horse-riding boots for judo! You can't wear a swimming costume for running!

Pencil: I don't know. I don't do any sports!

Story videos

Tommy Zoom: The Wet Clothes Part 1 10-2

Quick! Is that my pink shirt?

Is that my gold skirt?

Yes!

Oh, dear!

Hmm. Is that my white T-shirt and my grey sweater?

Are those my blue jeans and my black trousers?

Cranky! The clothes are wet!

Now we're wet!

My boots are wet!

I know!

My clothes are dry.

The clothes are dry, Cranky. Mine, too. Thanks, Cranky.
Cranky! The clothes are dry now. Please, stop.
Stop, Cranky!
Cranky! Come here!

Tommy Zoom: The Wet Clothes Part 2 10-3

Cranky! Stop now!
Suzie, oh dear! This is a mess!
I'm not very tall.
My watch!
The clothes are in the bag!
Whose shirt is this?
It's my dad's shirt.
Whose sweater is this?
It's your mum's sweater.
Are these jeans hers?
No, they're my dad's. He's tall. She's short!
Whose pink dress is that?
It's hers!

Tommy Zoom: The Wet Clothes Part 3 10-4

My dress!
Dan, that dress is hers!
That's my dress!
Dan! Come here!
Oh, no! The clothes! The bag!
Whose pink dress is this?
Ahem! It's mine.
I'm very sorry.
Woof!
It's OK.
It's time to pick up the clothes.
Yes, the clothes are a mess!
Quick! Help!
Oh, no!
The clothes! They're wet!

Unit 11 Why do we travel?

CLIL video

Big World Kids: Does it Float or Sink? 11-1

Bob and Miranda: Aahhhhhhhh! Phew!
Miranda: Look, a boat!
Bob: It floats.
Miranda: A floating boat. A boat that floats.
Lee: Hello, Miranda. Hello, Bob.
Bob and Miranda: Hello, Lee.
Miranda: Your boat's fast.
Lee: Your boat's slow.
Bob: It's a stone! Wow, cool.
Miranda: Does it float?
Bob: Let's see. No, it doesn't float. It sinks! It's a stone.
It doesn't float. It sinks. Miranda, you can sink, too!
Bob: Wow, cool. Feathers! Do they float? Let's see.
Feathers float!
Miranda: Paper floats, too. What does it say?
Bob: Stones sink.
Miranda and Lee: Um-hum.
Bob: Feathers float.
Miranda and Lee: Um-hum.
Bob: Boats float.
Miranda and Lee: Um-hum.

Bob: Paper floats.
Miranda and Lee: Um-hum.
Bob: Motorbikes sink.
Miranda and Lee: Hmmm ... uh? Motorbikes?
All: Aahhhhh! Here we go! Motorbikes sink!
Bob: Ah, do you have a towel?
Lee: See you!

Story videos

Tommy Zoom: The Fast Boat Part 1 11-2

What can we do now? Let's eat.
No!
Hmm. Let's see. Let's go to the beach.
How can we go to the beach?
We can go by bike.
Bikes are slow!
OK. We can go by motorbike.
Really? Yes! Let's go by motorbike! I can ride a motorbike. Vroom! Vroom!
No Cranky, motorbikes are very fast.
OK. Let's go by helicopter!
Yes, let's go by helicopter! I can fly a helicopter.
No, let's go by bike. I like riding bikes!
Look, there's the beach!

Tommy Zoom: The Fast Boat Part 2 11-3

Wow! It's a big pond!
No! It's the sea.
Let's find sea shells in the sand. We can count the shells.
Two, four, six, eight, ten.
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen ...
... twenty!
A boat. I can drive a boat!
This boat is fast!
Cranky! Wave!
No, Cranky! Not wave your hand! Look! There's a big wave in the sea!
Oh, no!
Woof!
Cranky! There's a hole in the boat!
The boat can't float!
This is fast!
Thanks, Tommy and Suzie. I like the beach.

Tommy Zoom: The Fast Boat Part 3 11-4

Look, Cranky.
I don't understand.
Can you see the picture?
Yes. I can see the picture.
Danger.
Oops!
Can I have your pencil please, Suzie?
Yes, OK.
I like the beach.
Woof!
OK, Dan! You don't like boats.
Let's go home. We can go to the beach tomorrow.
Yes, we can count shells.
We can play in the sand, too ...
... not in the boat!
Woof!

Unit 12 Where do we live?

CLIL video

Vloggers: Making Models 12-1

Kitty: Hi, everyone. Come on, Max.
Take a look at my school project. I have to draw a bedroom.

Max: No, you have to make a 3D bedroom.

Kitty: Right, make a 3D bedroom.

Max: Come on!

Kitty: OK, let's do it. Can you help me?

Max: ... Sure.

Kitty: We've got ... a shoe box ... crayons ... coloured paper ... scissors and ... glue.

Max: Here's sticky tape and string, too! We can hang objects from the ceiling with the sticky tape and the string.

Kitty: First, we need to make the furniture.

Max: No, first we need to paint the background!

Kitty: OK, *now* we need to make the furniture.

Max: How do we make a bed?

Kitty: This is hard. Draw straight lines. Cut the paper carefully. Fold the paper neatly.
We need to start at the back of the model. Put the bed here.

Max: How about a TV? I want a TV!

Kitty: Ooohh, can we have a TV *and* a computer in the bedroom?

Max: OK, *you* make the computer. *I'll* make the TV.
Remember: draw straight lines; cut the paper carefully; fold the paper neatly.

Kitty: Let's put the lamp under the table.

Max: Really?
Let's put the computer under the table ...
The TV here and the lamp next to the TV.

Kitty: Really? Where's the computer? Under the table?
Let's put it next to the TV and the lamp.

Max: *Really?*

Kitty: OK, this is great! I *love* our 3D bedroom.

Max: Last, we need to put in our little people.

Kitty: That's me, and that's you. We're in our bedroom.

Max: Ah.

Kitty: Ah!

Max: Ah ... glue.

Max: Yay!

Both: High five!

Kitty: Yay!

Both: Bye!

Story videos

Tommy Zoom: Cranky's Home Part 1 12-2

This is our street. Let's go to my house.
What's wrong?
I haven't got a home.
You can sleep on the mat in my bedroom.
Thank you.
I can draw a home in Tommy's garden.
My home?
Yes, your home. Stand here. Watch!
Are these things mine?
Yes.
A blue light!
It's the living room.
It's my living room. Flowers!
This is the dining room.
The kitchen is next to the dining room.
It's my dining room and my kitchen.
This is the bedroom.
That's the bathroom.
It's my bedroom and my bathroom.
Do you like your home, Cranky? Cranky?
La, la, la ...

Tommy Zoom: Cranky's Home Part 2 12-3

I like my home. Thank you, Suzie. Wheeeeeeee!
Stop, Cranky!
I can't!
Where's the bath?
It's in the living room.
Where's the sofa?
It's in the kitchen. Next to the fridge.
Where's the table?
It's in the bathroom.
Where's the blue lamp?
It's in the bedroom. Under the bed.
Where's the toilet?
It's in the garden.

Tommy Zoom: Cranky's Home Part 3 12-4

Please, sit down on the sofa.
Thank you.
Do you like the walls?
Yes! Pink, purple, green and yellow paint!
What's that thing?
What? Where? Ah! That's my friend.
Where? I can't see.
There. Next to you. He's on the wall.
Eek!
My spider!
My dining room table!
I like my home a lot.
What is your favourite room?
I don't know. My dining room!

Pearson Education Limited

KAO Two
KAO Park
Hockham Way
Harlow
Essex CM17 9SR
England
and Associated Companies throughout the world.

www.English.com

© Pearson Education Limited 2019

The right of Emma Szlachta to be identified as author of this Work has been asserted by her in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2019

ISBN: 978-1-292-26879-8

Set in Daytona Pro Primary 9pt over 12pt

Printed in Slovakia by Neografia

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Cover Images: *Front:* **Getty Images:** Loop Images/Leila Balin

123RF.com: Nito500 21, Photomelon 21, Shtanzman 21, Vladislav Martin 21, Dolgachov 27, Georgiy Pashin 27, Katarzyna Biatasiewicz 27, 91, Marco Iedda 27, Wavebreak Media Ltd 27, 43, 59, 95, 107, 107, 143, Ying Feng Johansson 27, Cathy Yeulet 33, 57, 59, 85, 85, 209, Olga Popova 37, Saksit Choeiklin 37, Sergey Ilin 37, David Tyrer 43, Konstantin Labunskiy 43, 91, Stanislav Duben 43, Nyul 49, Jenifoto 53, Anton Foltin 55, 55, Donyanedomam 55, Magone 57, Yanlev 57, Daniel Jędzura 59, Iakov Filimonov 63, Robert Przybysz 63, Erik Lam 67, Sval 67, Efired 69, Linux87 69, Nitr 69, Randy Harris 69, Stieberzabolcs 69, Ysign 69, Loralui 71, Anastasiia Prokofyeva 75, Ben Schonewille 75, Carola Schubbel 75, Denis Ismagilov 75, Rafael Ben-Ari 75, Richard Nelson 75, Steven Heap 75, Volodymyr Goinyk 75, Christa Eder 79, Ian Stewart 79, Atic12 85, Hongqi Zhang 85, Margie Hurwich 85, Rido 85, Luckybusiness 91, Racorn 91, Rob Marmion 91, 155, Wong Sze Yuen 91, 97, Sam74100 95, 153, Andersonrise 101, Andrey Kiselev 101, Jose Manuel Gelpi Diaz 101, Leung Cho Pan 101, Danil Chepko 107, 107, Oleg Mikhaylov 107, 107, Solstizia 107, 107, Sergey Novikov 115, 145, Samuel Micut 117, Andriy Popov 123, Peterm 129, Martin Damen 133, Yasonya 133, Andrey Starostin 139, Dima Sobko 139, Ekaterina Kondratova 139, Gita Kulinica 139, Liv Friis-larsen 139, Tharakorn Arunothai 139, Amasterpics123 143, Ratchanida thippayos 143, Roman Samokhin 143, Charles Taylor 149, Srapulsar38 153, Petar Dojkic 155, Andreaahast 161, Evaletova 165, 165, Heinteh 165, Koosen 165, Nanisimova 165, Popovaphoto 165, Ruslanomega 165, Dulcensombre Maria Rubia Ramirez 167, Adriano Rubino 179, Bogdan Ionescu 179, Robert Herhold 179, Jiri Vaclavek 181, Thor Jorgen Udvang 187, Dmitriy Moroz 197, Ljupco 197, Olexandr Moroz 197, Baloncici 203, Duncan Cook Drummond 203, Larry Malvin 203; **Alamy Stock Photo:** ImageDB 21, 23, Kitch Bain 21, MITO images GmbH 25, Tetra Images 27, Mauritius Images GmbH 43, Hero Images Inc. 51, 91, Dan Leeth 55, NPS Photo 55, Rolf Nussbaumer Photography 55, Darren Baker 57, Cultura RM 59, Cultura Creative (RF) 71, Juniors Bildarchiv GmbH 71, Grossemey Vanessa 75, Loop Images Ltd 75, Mark J. Barrett 81, Novarc Images 85, 85, Image Source 91, Michael Diggin 109, Sunshine 117, Hola Images 121, Sport In Pictures 125, Alexander Slavskiy 133, MBI 153, OJO Images Ltd 155, Visuals Stock 155, 157, Dorling Kindersley Ltd 167, PhotoAlto 169, Nick Kennedy 171, National Geographic Creative 177, Blickwinkel 187, Newman Studio 187, Zoonar GmbH 187, 189, Marcus Wilson-Smith 197, 199, Robertharding 197, 199, 199, Gary Dublanko 203, RosaIreneBetancourt 14 203, Giuseppe Anello 209; **BBC Worldwide Learning:** BBC - Co-Branded Products 19, 25, 31, 35, 41, 47, 51, 57, 63, 67, 73, 79, 83, 89, 95, 99, 105, 111, 115, 121, 127, 131, 137, 143, 147, 153, 159, 163, 169, 175, 185, 195, 201, 207; **Datacraft Co Ltd:** 27; **Getty Images:** Klaus Vedfelt 19, Bartosz Hadyniak 23, Hugh Sitton 23, Randy Faris 23, Sturti 27, ViewStock 27,

Yellow Dog Productions 27, AE Pictures Inc 35, Jldaines 37, Images by Marvett Smith 39, Photo by Rafa Elias 39, Teresa Short 39, Taramara78 43, BananaStock 53, Blend Images 53, Jupiterimages 53, GizmoPhoto 55, Stills 55, Ozgurdonmaz 57, Peter Cade 57, Catherine Delahaye 63, Jose Luis Pelaez Inc 65, Tim Pannell 65, Kgfoto 69, Doriocconnell 71, Kgfoto 71, Emholk 75, Westend61 75, SolStock 83, 155, Cargo 87, Duncan1890 87, Krimzoya 87, Corbis 95, Fuse 95, Skyneshier 99, Cultura Exclusive 107, 107, Rick Gomez 107, 107, Vgajic 117, MartenBG 129, Jamie Grill 131, Dave King 133, 135, Gldburger 133, 135, Blue Jean Images 147, Adempercem 149, Andreas Ulvdell 149, Bellurget Jean Louis 155, 157, Stockbyte 155, Ryan McVay 157, Robert Niedring 163, Photodisc 167, 203, Eri Morita 169, Image Source 169, Roy Hsu 171, Tim Hall 171, Dado Daniela 179, Grafissimo 187, 189, Hero Images 195, Anna_Om 197, Ingetje Tadros 197, 199, Loonger 199, Abalcazar 203, Johner Images 203; **Imagestate:** John Foxx Collection 75; **Pearson Education Ltd:** Tudor Photography 37, Dilip Singh 59, Rafa L Trubisz, Marcin Rosinski. Pearson Central Europe SP. Z.O.O. 137; **Shutterstock.com:** Miroshnichenko Tetiana 21, Niceregionpics 21, Shyamalamuralinath 21, XiXinXing 27, Africa Studio 31, 53, 65, 101, 125, 133, 153, Anton Vasylenko 37, Dmitriy Tereshchenko 37, Romakoma 37, 39, Jack Schiffer 39, Syda Productions 41, 155, David Byron Keener 43, Ekaterina V. Borisova 43, Giancarlo Liguori 43, Halfpoint 43, Karen Faljyan 43, Olga Koberidze 43, Mcimage 53, MBI 53, 65, Wavebreakmedia 53, 167, Jokerbethynname 55, Michael Fitzsimmons 55, Stockcreations 57, Digital Media Pro 59, RenataOs 59, Sarahbean 59, David Evison 65, Eric Isselee 67, 67, Nafterphoto 67, Panbazil 67, Tompet 67, Chainarong suriya 69, DONOT6_STUDIO 69, MaraZe 69, Reinhold Leitner 69, Smreka 69, JaysonPhotography 71, Phloen 71, Zeljko Radajko 71, Four Oaks 75, Freedom_Studio 75, Leena Robinson 75, Nattesha 75, Vitaly Titov 75, Acceptphoto 79, Grigorita Ko 79, Love_Chote 79, Meirion Matthias 79, Miroslav Hlavko 79, Otsphoto 79, Sanneberg 81, 153, Blend Images 85, 85, 143, 143, SnowWhiteimages 85, Artsandra 87, India Picture 87, 155, Evgeniya Yantseva 91, 187633 95, Imtmphoto 95, Brandy Wright 101, Dimedrol68 101, Raisa Kanareva 101, ESB Professional 107, 109, Fotokastic 107, 107, 123, Max Topchii 107, 109, Twinstterphoto 107, 107, Zurijeta 107, 107, 117, Dreamer Company 109, Kobby Dagan 109, Oleg Mikhaylov 111, Lopolo 113, 143, Dina Uretski 117, Gines Romero 117, Greenland 117, Inc 117, Auremar 123, Darren Hubley 123, Edhar 123, Frophy 123, mTaira 123, Scanrail1 123, 153, BlurAZ 125, Denis Kuvaev 125, Ericsmades 125, Mezzotint 125, Pressmaster 129, Cloki 133, Dado Photos 133, 135, Olinchuk 133, Peter Zijlstra 133, Serg78 133, 135, Spaxiax 133, Suzana Trifkovic 133, 135, Jiri Hera 139, 149, Kikovic 139, Baibaz 143, Mashe 143, Giuseppe_R 149, Juthamat89 149, 161, Kitch Bain 149, Ukki Studio 149, Katran 153, Malachy666 153, Nayladen 153, Peter Vanco 153, Philip Lange 153, StanislavU 153, Alinute Silzeviciute 155, 181, Anna Grigorjeva 155, Iakov Filimonov 155, MNStudio 155, TinnaPong 155, Ffolas 161, Kubowa1 161, Yossapong Tulachom 161, Andrienko Anastasiya 165, Fotosv 165, Kameel4u 165, Maryna Kulchytska 165, Olga Popova 165, Somen 165, Vovan 165, Artmim 167, BasPhoto 167, Graja 167, Jerry Horbert 167, Photology1971 167, Esfera 169, Janis Smits 171, Krsmanovic 171, Lolostock 171, Mike Flippo 171, Soloviova Liudmyla 171, Paul Michael Hughes 175, NIKS ADS 177, Elnur 179, IM_photo 179, Mino Surkala 179, Angelo Giampiccolo 181, Belish 181, Ed-Ni Photo 181, Kuznetcov_Konstantin 181, Nadezda Murmakova 181, Oleksiy Mark 181, Tyler Olson 181, Kletr 187, SK Bakker 187, Ssuaphotos 187, Thorsten Rust 187, 189, Anekoho 197, JPagetRFPhotos 197, Photographee.eu 197, Vasabii 197, Anton Boldak 199, Filipe Frazao 199, Gentermanaus 199, Isarescheewin 199, Alexey Fedorenko 203, Bbofdon 203, Racorn 203.

Illustrated by Marina Aizen (Plum Pudding) p33; Charlie Alder (Bright Group) p149, p151; Nila Aye (Meiklejohn) p11, p14, p16, p25 (t&r), p41, p47 (t), p53, p73, p121, p127, p139 (t), p159 (t), p165, p171, p185, p191, p193, 207; Beatrice Blue (Bright Group) p.11; Mattia Ceratto (Mbartists) p59, p61, p79, p117 (My perfect day banner); Kate Chappell (Plum Pudding) p43 (t); Gareth Conway (Bright) p11, p16 p171, p173; Livia Coloji (The Organisation) p119; Sara Lyn Cramb (Astound) p49, p69, p73; James Loram (Lemonade Illustration) p101, p103, p117 (A new monster at school flag); Hannah Marks (Astound) p139(b), p141; Tony Neal (Bright Group) p157; Kasia Nowowiejska (Good Illustration) p27 (b), p29, p31, p167 (t & m); Caroline Romanet (Advocate) p75, p77; Glen Thomas (Bright Group) p181 (b), p183, p185; Emma Trihart (Bright) p203, p205; Sussana Rumiz (Lemonade Illustration) p11, p12, p17, p23, p25 (b), p27 (t), p47 (b), p51, p59, p97, p101, p105, p127 (b), p137, p139, p141, 153, p159 (b), p175, p181(t&m), p191 (t), p197, p201, p207; Ghyslaine Vaysset (Astound) p11, p43 (b), p45; Richard Watson (Bright Group) p127 (t), p159, p191 (b); Annie Wilkinson (Advocate Art) p91, p93