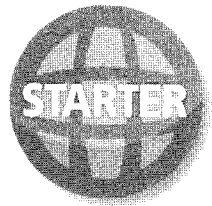


# BIG

# ENGLISH



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**TEACHER'S BOOK**

Unit	Vocabulary	Structures	CLIL
<b>Welcome to class!</b> pp. 4-7	<b>Numbers:</b> 1-10 <b>Colours:</b> black, blue, brown, green, orange, pink, red, white, yellow <b>Classroom objects:</b> bag, book, crayon, pencil, pencil sharpener, rubber <b>Classroom actions:</b> listen, look, open/close your book, sit down, stand up	Hello. / Goodbye. What's your name? My name's (Lidya). How old are you? I'm (six). What's your favourite colour? My favourite colour is (red). What's this? It's a book. It's a (black) book.	
<b>1 My Family</b> pp. 8-19	<b>Family:</b> brother, dad, friend, grandad, grandma, me, mum, sister	Who's this? This is my (mum). / This is me.	<b>Social Science: Different families</b> big, small My family is (big) <b>Project:</b> Draw a family poster
<b>2 Happy Birthday!</b> pp. 20-31	<b>Toys:</b> ball, car, doll, plane, present, puppet, puzzle, toy, train	It's my birthday! Happy birthday! Is it a (car)? Yes, it is. / No, it isn't. It's a (car).	<b>Geography: Places around town</b> beach, cinema, park, shop Where's your party? My party's at the (park) <b>Project:</b> Draw your party
<b>3 I like cakes!</b> pp. 32-43	<b>Food and drink:</b> cake, chicken, fish, ice cream, juice, pizza, water, yogurt	I like (pizza). / I don't like (water). Pizza, please.	<b>Science: Healthy foods</b> bad, good cola, fruit salad, sugar I like (fruit). It's (good) for me. (sugar) (sugar) but it's bad for me. <b>Project:</b> Make a healthy food plate
<b>Checkpoint</b> Units 1-3 pp. 44-45 <b>Revision:</b> Units 1-3			
<b>4 My Body</b> pp. 46-57	<b>Parts of the body:</b> arms, ears, eyes, face, feet, hair, hands, legs, mouth, nose <b>Adjectives:</b> long, short	I've got (two eyes) and (a nose). Have you got (long hair/blue eyes)? Yes, I have. / No, I haven't.	<b>Health: Hygiene</b> clean, dirty I've got (clean) hands. Wash your hands. Dry your hands. <b>Project:</b> Make a collage showing how to wash your hands.
<b>5 Around Town</b> pp. 58-69	<b>Places in town:</b> fire station, hospital, library, playground, police station, school, shop <b>Actions:</b> hopping, jumping, running, walking	What are you doing? I'm (running) to the (school). Is this the (playground)? Yes, it is. / No, it isn't. It's the (hospital).	<b>Social Science: Vehicles</b> ambulance, bus, fire engine, police car Where's the (ambulance)? The (ambulance) is at the (hospital). <b>Project:</b> Draw a vehicle.
<b>6 She's swinging on the swings!</b> pp. 70-81	<b>Playground equipment:</b> climbing frame, roundabout, slide, swings <b>Actions:</b> climbing, riding, sliding, swinging	What's he/she doing? He's/She's (swinging) on the (swings). Be careful!	<b>Science: A tree in different seasons</b> autumn, spring, summer, winter apple, flower, leaves, tree It's (spring). There are (pink flowers) and (green leaves) on the tree. / It's winter. There are no leaves on the tree. <b>Project:</b> Do a leaf rubbing.
<b>Checkpoint</b> Units 4-6 pp. 82-83 <b>Revision:</b> Units 4-6			
<b>7 It's sunny!</b> pp. 84-95	<b>Clothes:</b> boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers T-shirt <b>Weather:</b> cloudy, rainy, snowy, sunny	It's (sunny). What are you wearing? I'm wearing a (hat). What's he/she wearing? He's/She's wearing (trousers).	<b>Social Science: Uniforms</b> chef, firefighter, police officer, postman The (police officer) is wearing a uniform. He's/She's got a (white T-shirt and a black hat). <b>Project:</b> Design a school uniform.
<b>8 My House</b> pp. 96-107	<b>Rooms:</b> bathroom, bedroom, garage, garden, hall, house, kitchen, living room	Where are you? I'm in the (living room). Where is he/she? She's/He's in the (hall). Ask Mum.	<b>Science: Materials</b> cloth, glass, plastic, stone, wood <b>Project:</b> Make a house.
<b>9 A fish can swim!</b> pp. 108-119	<b>Animals:</b> bear, crocodile, elephant, hippo, lion, monkey, parrot, snake <b>Actions:</b> fly, swim	A (crocodile) can (swim). I can't (fly).	<b>Science: Animal habitats</b> bat, cave, hole, river, tree A (monkey) lives in a (tree). <b>Project:</b> Make an animal habitat.
<b>Checkpoint</b> Units 7-9 pp. 120-121 <b>Revision:</b> Units 7-9			
<b>Cutouts</b> p. 123			

Values	Phonics	I can ...
<b>Help your family.</b> I help my (grandma).	<b>a, e</b> ant, apple, act elf, egg, elk	... talk about family. ... help my family.
<b>Be polite.</b> Sorry! It's OK. Thank you. You're welcome.	<b>l, t, i</b> leaf, look, lake taxi, toy, ten igloo, insect, in	... ask and answer about toys. ... talk about birthday parties and locations around town. ... speak politely.
<b>Mind your manners.</b> Close your mouth. Use a napkin. Say, 'please'.	<b>n, o, r</b> nine, nurse, nut on, ox, olive read, rabbit, rug	... talk about foods I like and don't like. ... talk about healthy and unhealthy foods. ... identify good table manners.
<b>Keep clean.</b> Wash your hands. Brush your hair/teeth.	<b>m, u, k</b> mouse, map, moon uncle, under, umbrella king, key, kite	... talk about my body. ... describe how to wash my hands. ... brush my teeth and hair.
<b>Don't throw rubbish.</b> Put rubbish in the bin. Don't throw rubbish. Pick up rubbish.	<b>y, s, d</b> yogurt, yak, yo-yo sock, sofa, seal dad, dish, desk	... ask and answer about actions. ... talk about vehicles and places around town. ... help keep the environment clean.
<b>Follow park rules.</b> Don't pick the flowers. Don't walk on the grass. Don't drop litter. Don't feed the birds.	<b>b, g, z</b> boy, ball, bed girl, guitar, gate zebra, zoo, zip	... ask and answer about playing at the playground. ... describe a tree in different seasons. ... help keep the park clean.
<b>Recycle clothes.</b> Give away old clothes. Reuse old clothes. Recycle old clothes.	<b>c, p, h</b> corn, cat, car park, path, pond hat, horse, head	... ask and answer about clothes. ... describe the weather. ... talk about jobs and uniforms.
<b>Stay safe</b> It's safe, dangerous.	<b>v, f, j</b> van, vase, vest fox, face, fur jar, jam, jump	... talk about different rooms and ask where people are. ... describe the material things are made of. ... stay safe at home.
<b>Respect animals</b> Don't feed the animals. Don't climb the fence. Don't throw rubbish. Don't touch the animals.	<b>q, w, x</b> queen, quilt, quick worm, water, wig ox, fix, box	... talk about animals and their abilities. ... say where animals live. ... say zoo rules.

Scope and sequence .....	
Contents .....	
Components .....	
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*Big English* is a new, seven-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and in the outside world. In addition to a balanced integrated-skills approach to instruction, three of the central principles of the *Big English* course philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills** and an approach supported by **Content and Language Integrated Learning (CLIL)**.

**Pupil's Book**

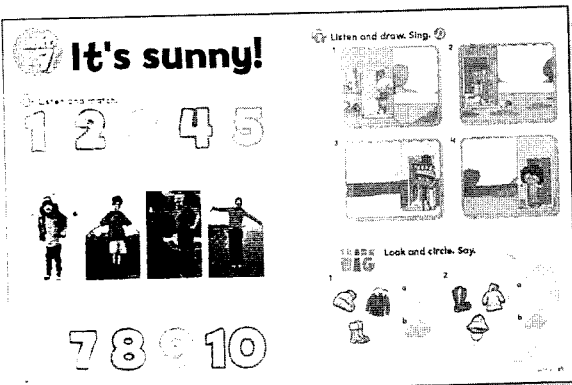
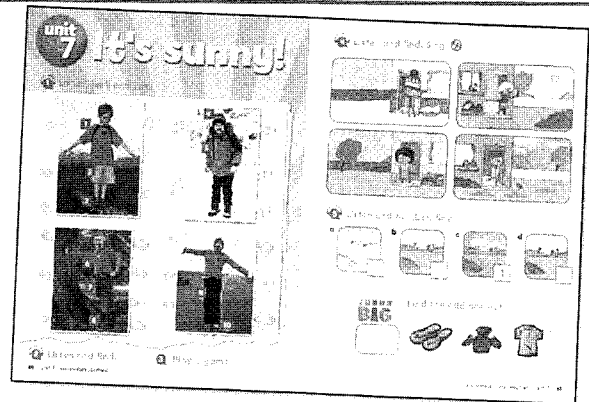
Activities present language in context with songs, stories and phonics lessons.

Think Big activities help pupils develop 21st Century Skills.

Content Connection pages and Projects integrate use of learning strategies into content-based learning.

Values lessons help build confidence through creative and collaborative activities.

- Three two-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.

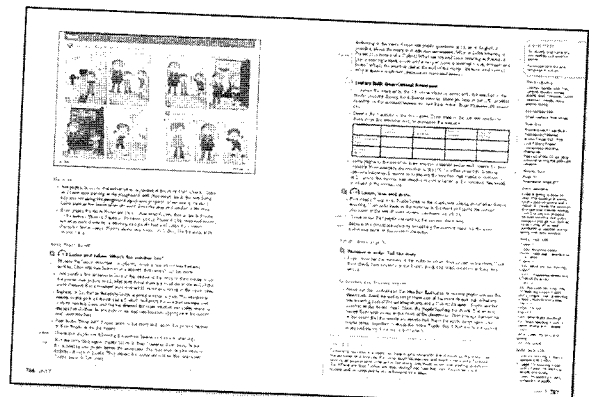


**Activity Book**

- The Activity Book provides engaging additional practice for each lesson in the Pupil's Book.
- The Activity Book can be used for reinforcement in the classroom as well as for independent study at home.

This includes step-by-step Lesson Plans, a Games Bank, Pupil's Book and Activity Book Audio Scripts and Activity Book Answer Keys.

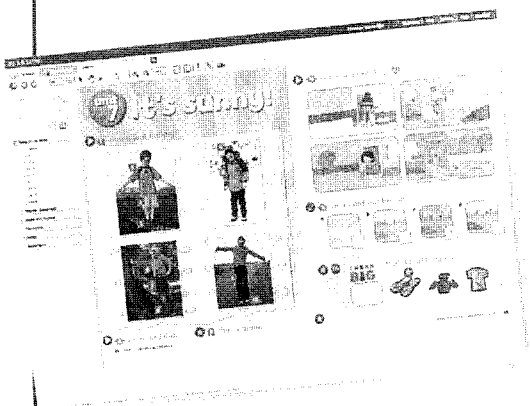
Assessment for Learning techniques and ideas for developing 21<sup>st</sup> Century Skills are incorporated into each Lesson Plan.



## Teachers' eText for IWB

This digital tool includes helpful resources, such as:

- Interactive versions of the Pupil's Book activities for use on a whiteboard or a computer. Includes a full range of interactive tools.
- Theme-based CLIL related Video with questions.
- Teacher Resources, which include supplementary materials such as games, activities and worksheets.
- An Assessment Pack with a comprehensive range of tests (which include a placement test, unit tests and review tests (after every three units)).



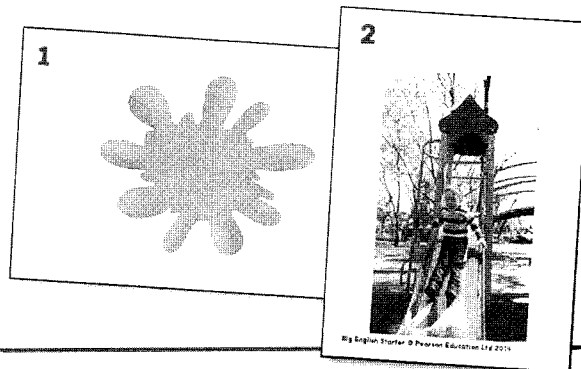
## Class Audio CD

- Pupil's Book listening activities
- Songs, including karaoke versions
- Unit stories and CLIL readings
- Activity Book listening activities



## Flashcards

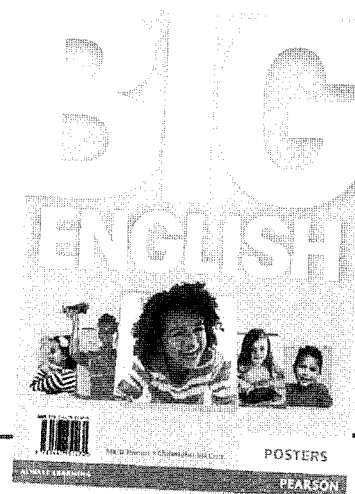
- Perfect for big classes, A5 cards illustrate target vocabulary.
- Cards are available in print or digital format on the Teacher's eText for IWB.



## Posters

A set of 12 full colour teaching posters for display in the classroom

- Covering classroom language, CLIL topics and phonics
- Includes a reusable laminated 'My Class Today' poster for pupils to record days of the week, seasons, weather and birthdays
- Also available in digital format on the Teacher's eText for IWB



Each unit opens with the presentation of key unit vocabulary followed by a high-energy song to introduce the unit theme in a fun context.

**Unit 9** A fish can swim!

**Listen and sing: What's missing?**

**Listen and number: Say.**

**What can it do?**

**THINK BIG**

**THINK BIG**

108 Unit 9 Vocabulary and Grammar

109 Unit 9 Vocabulary and Grammar

**THINK BIG** Think Big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

Fun, highly visual stories engage learners' imaginations.

**Unit 10** Listen and Use the Words: Listen?

**Listen and Use the Words**

**Listen and Use X-Keys**

1

2

3

4

110 Unit 10 Vocabulary and Grammar

111 Unit 10 Vocabulary and Grammar

Comprehension and discussion questions develop comprehension strategies and critical thinking.

On the Language in Action pages, learners listen to new language and build meaningful sentences.

**Unit 11** Listen and Use the Words: Listen?

**Listen and Use the Words: Listen?**

**Listen and Use X-Keys**

**Draw and say**

112 Unit 11 Vocabulary and Grammar

113 Unit 11 Vocabulary and Grammar

In Content Connection, pupils learn additional language and engage with topics from curriculum areas such as social science, science and geography.

Look and match. 1, 2, 3, 4. a, b, c, d.

THINK What's wrong? HIG. 1, 2.

Make and say.

On the Values page, pupils reflect on a core value related to the theme of the unit and act out a mini-situation which they can transfer to the world outside the classroom.

Look and match. 1, 2, 3, 4.

Look and say.

Games and number. a, b, c.

In the Phonics section pupils learn about letters and their corresponding sounds in a systematic way. The Sounds and Letters Cards (Teachers' eText for IWB) and the Phonics Posters can be used for fun teacher-led activities.

On the Review pages, pupils show what they have learned in the unit through a game-style group activity and language exercises.

I Can. a, b, c, d.

I Can't. a, b, c, d.

'I Can' check boxes help pupils assess their own learning and reflect on their progress.

Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page x).

Pupils review key language from the previous units and compare it with their current knowledge of that language.

The 'I Can Do It!' tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

Checkpoint units 7-9

Go to page 127. Cut. Listen and place. Play.

Practise.

1 2 3

4 5 6

**I Can Do It!**

Listen and number.

**Do I Know It Now?**

Draw and say. Think and draw.

7 8 9

© Checkpoint Units 7-9

The 'Do I Know It?' task helps identify any gaps in learners' knowledge of key language points so that teachers can focus review as needed.

In the 'Do I Know It Now?' section, pupils have fun with a mini-portfolio section and then reassess their understanding of the key language points from the previous group of units.

## Learner-Centered Approach

The *Big English* course ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English.

*Big English* also incorporates activities that appeal to pupils with a variety of learning styles. Attention has been paid to visual, auditory and tactile/kinaesthetic learners through the inclusion of illustrations, photos and graphic organisers (visual learners), opportunities to hear and repeat key learning targets (auditory learners), sticker activities, routines and games using touch and movement (tactile/kinaesthetic learners).

Furthermore, care has been taken to provide activities that capitalise on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinaesthetic, musical, naturalistic, existential, interpersonal and intrapersonal.

*Big English* also caters for classes with pupils of different abilities by providing differentiated instruction suggestions throughout the Teacher's Book.

## Assessment for Learning in *Big English*

While all assessment is used to measure pupils' progress and to motivate pupils to learn, the *Big English* Teacher's Book offers opportunities for teachers to train pupils in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learned (assessment of learning), Assessment for Learning is based on the following three main principles: having pupils participate in setting goals, in performing ongoing assessment and helping pupils learn how to set goals and self-assess.

<b>Principles of Assessment for Learning</b>		
<b>Set Goals</b>	<b>Perform Ongoing Assessment</b>	<b>Help Students Learn How to Set Goals and Self-Assess</b>
Make sure each pupil has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual pupil's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help pupils understand where the gaps are between what they have learned and the expected outcome, so they can address whatever areas are still lacking to achieve their goals.

## Assessment for Learning in *Big English*

The Teacher's Book has integrated and signposted the Assessment for Learning process into each lesson.

<b>INVOLVE</b>	Make sure pupils know what the lesson objectives are so they feel ownership of their own learning.
<b>MONITOR</b>	Build in opportunities to assess how well the pupils are learning the material and try to work out where the gaps are. Whenever possible, help pupils learn how to assess their own learning at this stage, too.

**ASSIST**

Once you've determined where the gaps are, present the material again in another context or modality so pupils have another opportunity to learn the material.

**CHALLENGE**

Go beyond the page and get pupils to internalise the material by personalising it, applying it to new contexts, analysing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Pack, provide teachers and pupils with a unique set of tools to achieve both personal and course goals.

**21st Century Skills in Big English**

The term 21st Century Skills refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy and career/life skills. The *Big English* series ensures ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the programme.

21st Century Skills in Big English		
<b>Learning and Innovation 'The 4 C's'</b>	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→ Think Big tasks Personalisation tasks Communicative tasks Collaborative tasks Activity extension ideas
<b>Digital Literacy</b>	Information literacy Media literacy ICT literacy	→ Print/Digital reading genres Content-based research tasks Activity extension ideas
<b>Career and Life</b>	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→ Think Big tasks Content-based research tasks Values instruction Individual and group projects Content-based discussion tasks

**Content-Based Language Integrated Learning (CLIL) in Big English**

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language, English, as the medium for teaching school subject areas, for example, science, geography and social studies, as well as to raise learners' awareness of cultural similarities and differences.

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a pupil's repertoire of behaviours for learning, they transfer to other content areas and encourage greater pupil autonomy.



# Welcome to class!

## Objectives

### Vocabulary

- colours; numbers 1–10; classroom objects; classroom actions; *hello*; *goodbye*

### Grammar

- to ask and answer *What's your name?* *My name's...*; to ask and answer *How old are you?* *I'm...*; to ask and answer *What's your favourite colour?* *My favourite colour is...*; to ask about classroom objects using *What's this?* *It's a....*

Colours	Numbers	Classroom objects	Expressions
black	one	bag	<i>Hello.</i>
blue	two	book	<i>Goodbye.</i>
brown	three	crayon	<i>Stand up.</i>
green	four	pencil	<i>Sit down.</i>
orange	five	pencil sharpener	<i>Listen.</i>
pink	six	rubber	<i>Look.</i>
red	seven		<i>Open your book.</i>
white	eight		<i>Close your book.</i>
yellow	nine		
	ten		

## Materials

### Pupil's Book, Welcome to class!

- Pages 4–7
- Pupil's Book Audio CD, Tracks 1:02–1:14

### Activity Book, Welcome to class!

- Pages 2–3
- Activity Book Audio CD, Tracks 1:08–1:16

### Assessment Package

- Placement Test

### Additional Materials

- Flashcards (Colours)
- Video Welcome Unit (eText for teacher)
- Number cards
- Finger puppets or hand puppets (two for dialogue)
- A ball for throwing
- Paper
- The key classroom objects
- A bag or box to hide the classroom objects

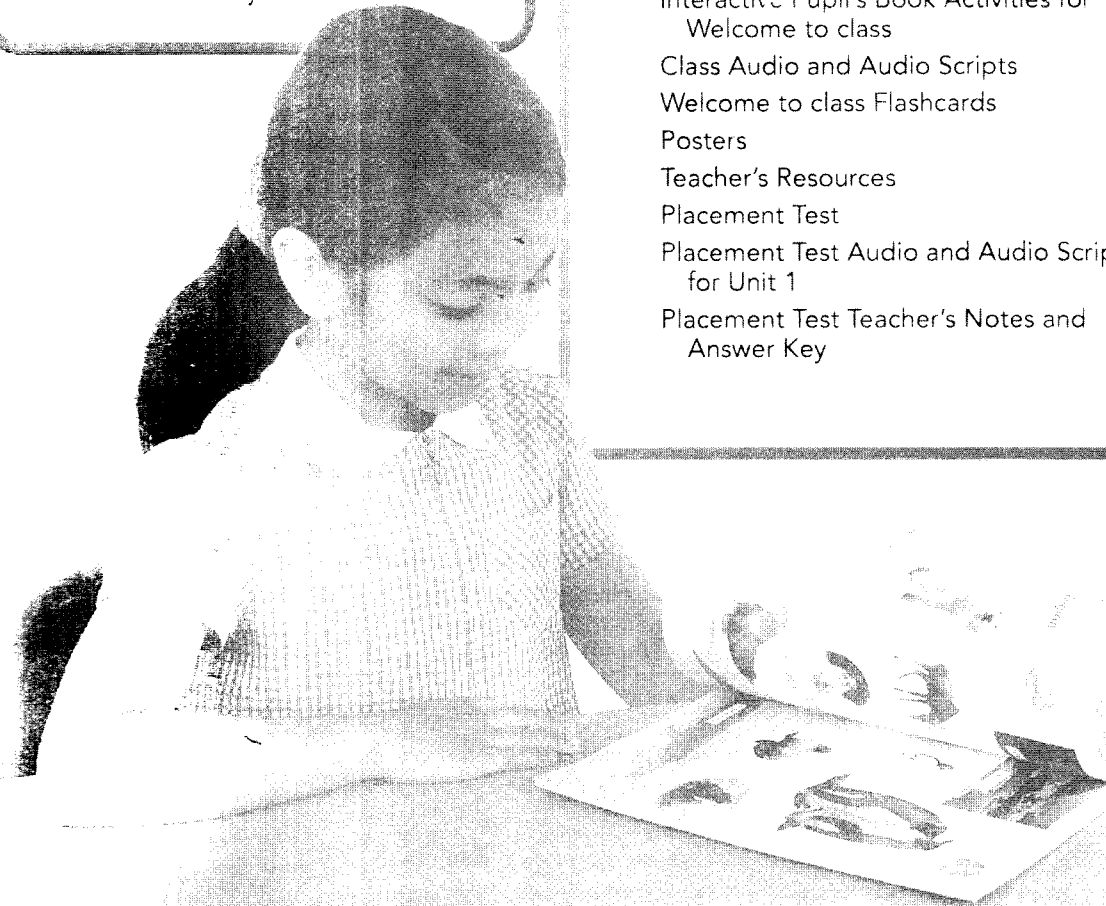
## Unit Opener Activities

### Family Conversation

With the help of a family member, pupils find different coloured objects at home. They can focus on their own toys or school things (crayons, books, pencils, etc.) or find other objects around the house. Ideally they should find at least one or two things for each of the nine colours featured in this unit. They then draw a picture of their objects and colour them in the correct colours. They bring their pictures to class to share with their classmates. Encourage them to say the colours and objects, if possible, in English.

### Other Activities

- Interactive Pupil's Book Activities for Welcome to class
- Class Audio and Audio Scripts
- Welcome to class Flashcards
- Posters
- Teacher's Resources
- Placement Test
- Placement Test Audio and Audio Scripts for Unit 1
- Placement Test Teacher's Notes and Answer Key



## Warm up

- Play some lively music and call out and mime some actions *Wave your arms! Move your head! Clap! Stamp your feet!* Do the actions to the rhythm of the music making it as fun and lively as possible. The pupils stand up and join in with the actions.

## Using Page 4

### 1 1:02 Listen and find.

**INVOLVE** Explain the lesson objective – pupils will practise saying *Hello* and *Goodbye* and sing a song. They will also learn the names of the main characters for the course and how to ask *What's your name?*

- Play Audio Track 1:02. Pupils listen and find the character who is speaking. Play the recording again pausing after each sentence to give pupils time to repeat.
- Pupils then walk around the classroom, introducing themselves and asking their classmates' names. They say *Hello! My name's (Zeynep). What's your name? Hello! My name's (Arda).*

**MONITOR** Check that pupils are introducing themselves and asking the question correctly.

**ASSIST** Replay the audio, pausing it as necessary and help pupils with intonation and pronunciation.

### 2 1:03 Listen and find. Sing.

- Play Audio Track 1:03. Show the characters on the page as they come up. Pupils listen and point to the characters as they are mentioned in the song. Play the song several times and encourage pupils to join in.

**MONITOR** Walk around the classroom and check that pupils are pointing to the correct characters as they are mentioned.

**CHALLENGE** In pairs, pupils take turns to say a character's name and find him/her on the page.

## 21st Century Skill: Communication

### 3 1:04 Listen and say. Act.

- Point to the picture at the bottom of the page of Joy, Liam and Lidya at the end of the school day. Ask pupils, in L1, what they think is happening. (The children are going home. They're saying goodbye to their teacher.)
- Play Audio Track 1:04. Pupils listen and look at the picture. Replay the recording, pausing it after each sentence. Pupils repeat.
- Pupils then act out the scene in groups of three. They take turns to be the teacher.

**MONITOR** Check that all pupils are in a group and that everyone has a role.

**ASSIST** Encourage pupils to use their own names in their dialogues rather than the character's names. Pupils can use your name as the teacher or the name of the teacher in the book.

## Application and Practice Activity

- Play the song again (Audio Track 1:03). Pupils wave for *Hello!* and jump up and down with their arms in the air when they hear *Hurray!* Encourage pupils to sing along with the song as well as joining in with the actions.

## TEACHING TIP

Arrive early to your new classroom so you can greet pupils as they walk through the door. Choose tasks that you know your class will be able to complete and enjoy.

## OBJECTIVES

To practise saying *Hello* and *Goodbye*

To sing a song

To learn the names of the main characters

To ask your name and how to respond

## Key vocabulary

Greetings: Hello, Goodbye

## 21st Century Skill

Communication

## Materials

Pupil's Book page 4

Audio Tracks 1:02-1:04

## Audio Track 1:02

1 Miss Grey: Hello! My name's Miss Grey.  
What's your name?  
Joy: Hello! My name's Joy.

2 Miss Grey: Hello! What's your name?  
Liam: Hello! My name's Liam.

3 Miss Grey: Hello! What's your name?  
Lidya: Hello! My name's Lidya.

## Audio Track 1:03

Children: Hurray, hurray, hurray!

Let's learn English today.

Joy: Hello, hello! My name's Joy!

Teacher: Hello, hello!

Hello, Joy!

Children: Hurray, hurray, hurray!

Let's learn English today!

Lidya: Hello, hello!

My name's Lidya.

Teacher: Hello, hello!

Hello, Lidya.

Children: Hurray, hurray, hurray!

Let's learn English today!

Liam: Hello, hello!

My name's Liam.

Teacher: Hello, hello!

Hello, Liam!

Children: Hurray, hurray, hurray!

Let's learn English today!

Teacher: Hello, hello!

My name's Miss Grey.

Children: Hello, hello!

Hello, Miss Grey!

Children: Hurray, hurray, hurray!

Let's learn English today!

## Audio Track 1:04

Miss Grey: Goodbye,

Liam. Goodbye, Lidya.

Lidya and Liam: Goodbye Miss Grey. See you tomorrow!

Miss Grey: See you tomorrow!

## OBJECTIVES

To say and count the numbers 1–10

To ask someone's age and respond

## Key vocabulary

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

## Materials

Pupil's Book, page 5  
Audio Tracks 1:05–1:07  
Number cards (numerals 1–10)  
Hand or finger puppets  
A ball for throwing  
Paper for each pupil to draw a self-portrait

## Activity Book

Page 2  
Audio script on page 270  
Answers on page 278

## Audio Track 1:05

one two three four  
five six seven eight  
nine ten

## Audio Track 1:06

Boy: One, two, three.  
One, two, three, four, five.  
Chorus: One, two, three.  
One, two, three, four, five.  
Boy: Six, seven, eight.  
Six, seven, eight, nine, ten.  
Chorus: Six, seven, eight.  
Six, seven, eight, nine, ten.  
Boy: One, two, three, four,  
five, six, seven, eight, nine,  
ten.  
Chorus: One, two, three,  
four, five, six, seven, eight,  
nine, ten.

## Audio Track 1:07

1 Lidya: Hello, I'm Lidya.  
What's your name?  
Sam: Hello, I'm Sam. I'm  
five. How old are you?  
Lidya: I'm six.  
2 Liam: Hello, I'm Liam.  
What's your name?  
Sally: Hello, I'm Sally. I'm  
seven. How old are you?  
Liam: I'm six.

## TEACHING TIP

Music is a great motivational tool in teaching. Play soft music while pupils are completing activities in their books and fast-paced music for games or warm-up activities. Play music as pupils enter the classroom and again as they leave to end the class on a positive note.

## Warm up

- Count to ten holding up the appropriate number of fingers as you do so. Pupils repeat. Do this several times until pupils are comfortable with the numbers. Then arrange pupils into groups of various numbers. Ask *How many?* Pupils say the number of children in each group.

## Using Page 5

### 4 1:05 Listen, look and say.

Explain the lesson objective – pupils will learn to say and count the numbers 1–10. They will also learn to ask someone's age and how to respond.

- Stick your number cards on the board, in order. Point to each one in turn and pupils say the number.
- Play Audio Track 1:05. Pupils listen and point to the numbers on the page saying each number as they do so.

Pause the recording after some of the numbers and ask pupils to hold up the correct number of fingers as they repeat the number.

Leave the number cards on the board so you can easily refer to them when necessary.

### 5 1:06 Listen and chant.

- Play Audio Track 1:06. Pupils listen to the number chant. Play the recording several times and encourage pupils to join in.

### 6 1:07 Listen and find. Ask and answer.

- Use hand or finger puppets to practise a dialogue. One puppet says *Hello, I'm (Mr Smith). What's your name?* The other puppet answers *Hello, I'm (Servan)*.
- The first puppet then asks *How old are you?* The other puppet answers *I'm six*. Use your puppets to ask pupils *What's your name?* and *How old are you?*
- Play Audio Track 1:07. Show the characters on the page as they come up. Pupils listen and point to the character who is speaking each time.

Play the recording again pausing after each sentence to give pupils time to repeat.

Pupils stand in a large circle. Throw a ball to a pupil and say *Hello, I'm (Mrs White). What's your name?* The pupil answers, then throws the ball to another pupil and asks *How old are you?* They should alternate between the two questions *What's your name?* and *How old are you?*

## Activity Book Page 2

### 1 1:08 Listen and match.

- Play Audio Track 1:08. Pupils listen and match the number to the character mentioned.

### 2 Count and write. Say.

- Pupils count the number of pencils and write the number in the box. They then say *(Three) pencils*.

### 3 Draw and write how old you are. Say.

- Pupils draw a picture of themselves in the box on the left, then write or draw the number representing their age in the box or draw a cake with the correct number of candles. They introduce themselves to a partner using *Hello, I'm (Melis). I'm seven*.

## Application and Practice Activity

- Pupils draw a self-portrait. They draw the number representing their age on their T-shirt or draw a cake with the correct number of candles. They share their drawings with a partner and describe them using *I'm (Rohat). I'm seven*.

## Warm up

- Clap out a simple rhythm with up to ten beats. Pupils repeat the rhythm and say how many times you clapped. Continue for a few rounds, then pupils do the same in pairs or groups.

## Using Page 6

### 7 1:09 Listen, look and say.

**VOICE** Explain the lesson objective – pupils will learn to identify and say the key colours. They will also learn classroom objects and say what colour they are.

- Show the Colours flashcards in turn and say the word for each one several times. Pupils repeat.
- Play Audio Track 1:09. Pupils listen to the colour words and point to them in the Pupil's Book.

**VISION** Check that pupils are pointing to the correct colours in their books.

**HEAR** Display the Colours flashcards and point to the colours as they are mentioned in the recording.

### 8 1:10 Listen and chant.

- Play Audio Track 1:10. Pupils listen to the chant and point to the colours as they hear them. Play the recording several times, then ask pupils to join in.

### 9 1:11 Listen, look and say. Ask and answer.

- Point to something that you are wearing and say *My favourite colour is (red)*. Find some other things that are the same colour and say the phrase several times. Pupils listen and repeat.
- Play Audio Track 1:11. Pupils listen and find the child wearing the colour mentioned.

Ask pupils *What's your favourite colour?* Pupils say *My favourite colour is (blue)* and show you something (blue) in the classroom.

### 10 1:12 Listen, look and say.

- Put the items from the recording on your desk. Hold up a (pencil) and say *It's a (pencil)*. Pupils repeat. Continue with the other items.
- Play Audio Track 1:12. Pupils listen and point to each classroom object as it's mentioned.

**HEAR** Play the recording again pausing after each word to give pupils time to repeat.

### 11 1:13 Listen and find. Play.

- Play Audio Track 1:13. Pupils listen and point to the objects mentioned from Activity 10 above.
- In pairs, pupils take turns to point to an object in the book and ask *What's this?* The other pupil replies *It's a (pencil sharpener)*. *It's a (yellow pencil sharpener)*.

**CHALLENGE** Pupils choose several classroom objects and put them on their desks. Pupil A chooses an object and says *It's a (crayon)*. *It's a (green crayon)*. Pupil B points to the (green crayon). They then swap roles.

## Application and Practice Activity

- Pupils draw four squares on a piece of paper and number them from 1 to 4. Say four classroom objects in different colours for pupils to draw in their squares. Say *Number one, a pink book*, etc.

## TEACHING TIP

Take the time in your first few lessons to explain, in L1, or show your pupils your classroom procedures.

## OBJECTIVES

To identify and say the key colours.

To identify and say the key classroom objects and their colours.

## Key vocabulary

Colours: black, blue, brown, green, orange, pink, red, white, yellow.

Classroom objects: bag, book, crayon, pencil, pencil sharpener, rubber.

## Materials

Pupil's Book Page 6  
Audio Tracks 1:09–1:13  
Flashcards (Colours)  
The key classroom objects  
Paper for each pupil for colour dictation

## Audio Track 1:09

1 red 2 blue 3 pink  
4 white 5 green  
6 orange 7 yellow  
8 brown 9 black

## Audio Track 1:10

Red, green, orange and yellow, too!  
Pink, white, black, brown and blue.  
Red, green, orange and yellow, too!  
Pink, white, black, brown and blue.

## Audio Track 1:11

1 Woman: What's your favourite colour?  
Girl 1: My favourite colour is pink.  
2 Woman: What's your favourite colour?  
Boy: My favourite colour is green.  
3 Woman: What's your favourite colour?  
Girl 2: My favourite colour is brown.

## Audio Track 1:12

1 pencil 2 rubber  
3 pencil sharpener 4 bag  
5 crayon 6 book

## Audio Track 1:13

Boy: What's this?  
Girl: It's a book. It's a black book.  
Boy: What's this?  
Girl: It's a bag. It's a blue bag.  
Boy: What's this?  
Girl: It's a pencil. It's a red pencil.  
Boy: What's this?  
Girl: It's a rubber. It's a white rubber.  
Boy: What's this?  
Girl: It's a crayon. It's an orange crayon.  
Boy: What's this?  
Girl: It's a pencil sharpener. It's a yellow pencil sharpener.

## OBJECTIVES

To say and do some classroom actions

### Materials

Pupil's Book Page 7

Audio Track 1:14

Various classroom objects

A box or bag to hide the objects

### Activity Book

Page 3

Audio script on page 270

Answers on page 278

### Audio Track 1:14

- 1 Stand up.
- 2 Sit down.
- 3 Listen.
- 4 Look.
- 5 Open your book.
- 6 Close your book.

## Warm up

- Put a classroom object in a bag or box. Pupils reach into it and feel it without looking. Ask *What this?* They answer *It's a (pencil)*. Try putting different numbers of items and asking *How many?* Pupils say *Four (rubbers)*. Pupils continue in pairs, taking turns to hide classroom objects in a pencil case and asking their partner to guess what they are by feel alone.

## Using Page 7

### 12 1:14 Listen, look and say. Do.

EXPLAIN

Explain the lesson objective – pupils will learn to say and do some classroom actions.

- Mime the classroom actions from the recording, saying each as you do so. Continue for a few rounds, then just call out the phrases for pupils to do the actions.
- Play Audio Track 1:14. Pupils listen and point to the person doing the action mentioned in the recording.

MONITOR

Check that pupils are pointing to the correct photos in their books.

ASSIST

Play the recording again, pausing after each phrase so pupils can repeat.

CHALLENGE

Play a game of *Simon Says*. Call out the actions from this lesson one by one. Pupils only do the action when you begin with *Simon says...* or *Teacher says....* Continue for a few rounds, then pupils play the game in groups.

### 13 Play.

- Pupils play a miming game in pairs using the actions learned in the previous activity. Pupil A mimes one of the actions and Pupil B says the action (*Stand up, Open your book, etc.*). They then swap roles.

## Activity Book Page 3

### 4 1:15 Listen and colour.

- Play Audio Track 1:15. Pupils listen and colour the T-shirts in the children's favourite colours.

### 5 1:16 Listen and ✓ or X.

- Play Audio Track 1:16. Pupils listen to the recording and tick the object if it matches the recording and put a cross if it doesn't.

### 6 Complete and say.

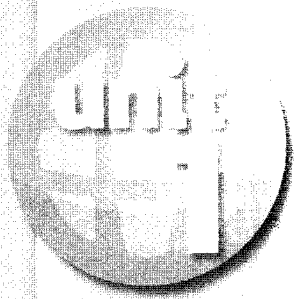
- Pupils complete the illustrations of the children. They then say the classroom action for each one. (*Stand up!*)

## Application and Practice Activity

- Choose one of the classroom actions from Activity 12. Cover the picture of that action in your book with a small piece of paper. Pupils guess which action you have covered, by calling out the action. (*Sit down!*) When pupils guess correctly, say *Yes, that's right!* and pupils say and do the action together.

## TEACHING TIP

Children learn most effectively when they feel they are in a safe and welcoming environment. Try to make the classroom as visually attractive as possible. Have a special corner where you display posters or objects that relate to the topic you are teaching (e.g. a poster with all the key colours and/or objects in those colours). Also display your pupils' work and vary the display, refreshing it with new items on a regular basis. If possible, create areas for different focus activities – a messy area for project work, a story corner with cushions and books, a dress-up corner with costumes, etc.



# My Family

## Objectives

### Vocabulary

- Family

### Grammar

- To introduce family members using *Who's this? This is my...*

### Content Connections: Culture

- To identify and describe big and small families using *My family is big/small.*

### Sounds

- To identify and say words beginning with the sounds /æ/ and /e/

### Values

- To learn the value of helping others

### Project

- To make a family poster

## Key Vocabulary

### Family

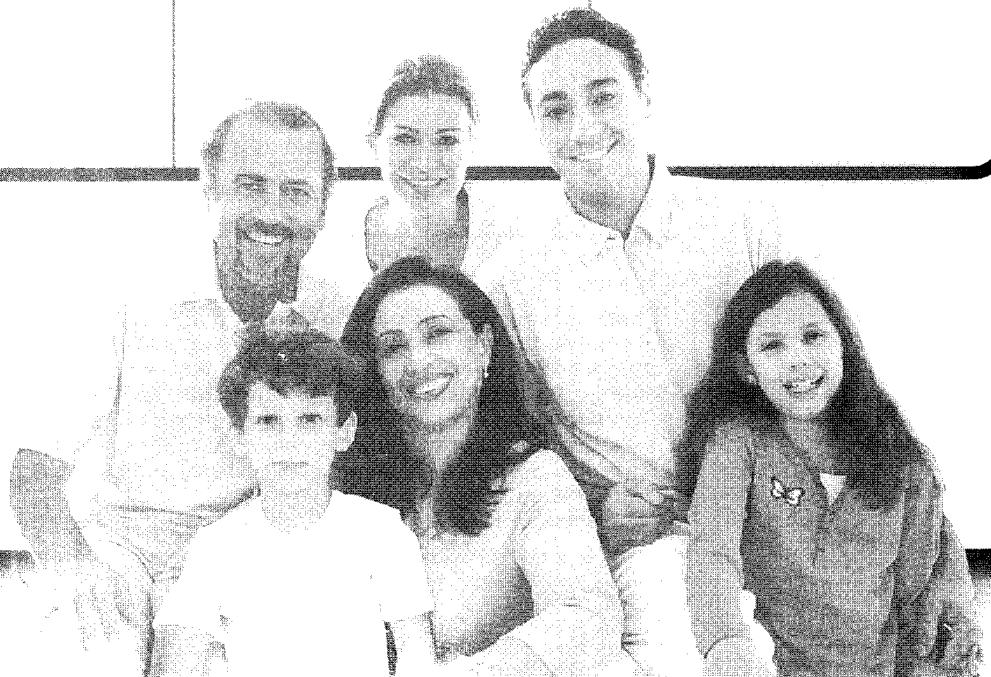
brother  
dad  
family  
friend  
grandad  
grandma  
me  
mum  
sister

### Content Words

big  
small

### Expressions

*I help my (mum).*





## Materials

### Pupil's Book, Unit 1

- Pages 8–19
- Pupil's Book Audio CD, Tracks 1:17–1:39

### Activity Book, Unit 1

- Pages 4–13
- Activity Book Audio CD, Tracks 1:19–1:40
- Sticker Picture Dictionary, Page 100

### Assessment Package

- Practice Test unit 1
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Family)
- Video Unit 1 (eText for teacher)
- Phonics Poster
- Pupils' family photos/family pictures from magazines
- Paper and card
- Finger puppet template from Photocopiable worksheet 2
- Finger puppet photocopy for each pupil
- Your own family photos
- Photocopies of the Family flashcards
- Bindfold
- Pupils' pictures of people helping other people
- Red and blue pencils for each pupil
- Pupils' pictures or items beginning with the sounds /æ/ and /e/
- Counters or small pieces of paper for Bingo game

## Unit Opener Activities

### Family Connection

Ask pupils to choose some family photos and bring them to class. Be sure pupils ask their parents' permission before bringing a photo to class. Encourage pupils to choose photos with their family members together. Give pupils time to share their photos with their classmates. Talk, in L1, about who the members of the family are and teach them some of the words in English. If you have room in your classroom, display the photos with the pupils' names below them. Show sensitivity towards those children who may have unusual or difficult family situations. Encourage them to include grandparents or extended family members if they don't have parents.

### eText Activity

- Interactive Pupil's Book Activities for unit 1
- Class Audio and Audio Scripts
- Unit 1 Flashcards
- CLIL Video and integrated questions for unit 1
- Posters
- Teacher's Resources
- Practice Test unit 1
- Practice Test Audio and Audio Scripts for Unit 1
- Unit 1 Speaking Assessment Prompts
- Unit 1 Practice Test Teacher's Notes and Answer Key

## Warm up

- Bring some family photos to class. These could be your own family or pictures from magazines. Ask pupils to bring in photos of their families as well. Pass the photos around the classroom and ask pupils to identify the family members (in English and/or L1). Emphasise that each family is different.

## Using Page 8

### 1 1:17 Listen, look and say.

**INVOLVE** Explain the lesson objective – pupils will learn the key family words.

- Point to the photos and say *This is a family*. Explain, in L1, that one of the children is not part of the family. Point to him and say *He's a friend*.
- Show pupils a photo of your own family or draw your family on the board. Point to yourself in the photo and say *This is me!*
- Show the Family flashcards one by one and elicit the name of each family member.
- Play Audio Track 1:17. Pupils listen and look at each photo as it is mentioned.

**MONITOR** Walk round the classroom and point to individual photos. Pupils say the correct family member.

**ASSIST** Replay the recording and help with the pronunciation of difficult words. Pause the recording after each word to give pupils more time to repeat if necessary.

### 2 1:18 Listen and find.

- Play Audio Track 1:18. Pupils listen and find the photo of the person mentioned.

**MONITOR** Check that pupils are pointing to the correct photos.

**ASSIST** Replay the audio, pausing as necessary, and help pupils associate the family words with the correct photos.

### 3 Play a game.

- In pairs, pupils play a game. Pupil A says a family member and Pupil B points to or says the number of the correct photo.

**MONITOR** Check that pupils are pointing to the correct photos.

**ASSIST** Explain the instructions again, in L1, and model the activity with a stronger pupil.

**CHALLENGE** Use the Family flashcards. Say a family member (*grandma*). Flip through the flashcards one by one. Pupils clap when they see the (*grandma*) flashcard. Repeat with the other family words.

## Activity Book Page 4

### 1 1:19 Listen and circle.

- Play Audio Track 1:19. Pupils listen and circle the correct photo in each pair.

### 2 Match and say.

- Pupils match the individual pictures of the family members to their silhouette. They then point to each person in turn and say who it is.

## Application and Practice Activity

- Hand out the Family flashcards to several pupils and ask them to stand in a line at the front of the class. They show their cards very quickly then hide them. Say one of the family words (*sister*). Pupils try to remember which pupil is holding that card and call out his/her name.

## OBJECTIVES

To identify and name the key family members.

To be able to play a game.

## Key vocabulary

brother, grandma, dad, family, friend, granddad, grandma, me, mum, sister

## Materials

Pupils Book Page 4  
Flashcards: Family  
Audio Tracks 1:17-19  
Family pictures from home or from magazine

## Activity Book

Page 4  
Audio script on page 177  
Answers on page 178

## Audio Track 1:17

- 1 me
- 2 grandma
- 3 granddad
- 4 mum
- 5 dad
- 6 brother
- 7 sister
- 8 friend

## Audio Track 1:18

brother  
grandad  
me  
friend  
grandma  
mum  
sister  
dad

## TEACHING TIP

To check pupils' understanding of the key vocabulary, try miming common actions or show the pupils some objects associated with the vocabulary.

## OBJECTIVES

To identify and name family members

To sing a song

### Key vocabulary

Nouns: brother, dad, family, friend, grandad, grandma, me, mum, sister

### 21st Century Skill

Critical Thinking

### Materials

Pupil's Book Page 9  
Flashcards (Family)  
Audio Tracks 1:20–1:21  
Blank paper for each pupil

### Activity Book

Page 5  
Audio script on page 270  
Answers on page 278

### Audio Track 1:20

Who's this? Who's this?  
This is my grandma and this is my grandad.

Who's this? Who's this?  
This is my mum and this is my dad.

Who's this? Who's this?  
This is my sister and this is my brother.

Who's this? Who's this?  
This is me and this is my family.

### Audio Track 1:21

This is my dad.  
 This is my brother.  
 This is my grandma.  
 This is my mum.

### LEARNING TIP

Listening to English songs enhances listening skills and helps with pronunciation and fluency. In order to help with the vocabulary of this unit, you could invent an action to go along with each member of the family.

## Warm up

- Play a game of *Simon Says* to revise the language from the Welcome Unit. (See Games Bank, page 286.)

## Using Page 9

### 4 Listen and find. Sing.

Explain the lesson objective – pupils will learn to identify and talk about family members through a song.

- Point to the illustration and explain, in L1, that this is called a Family Tree and that it shows the members of a family. Point to each of the family members and ask *Who's this?* Explain that grandparents are shown at the top of the tree, then parents, then children.

- Play Audio Track 1:20. Pupils listen and find the family members as they are mentioned.

- Play the recording again and pupils join in with the song.

Stick the Family flashcards on the board in the order they appear in the song. Point to each picture as it is mentioned.

**CHALLENGE**  
Divide the class into groups of four or five pupils. Each person in the group chooses to be a different family member. Play the recording again. Pupils sing the song and jump up when they hear the family member they've chosen.

### 5 Listen and say yes or no.

- Play Audio Track 1:21. Pupils point to each photo in turn and say *yes* if the recording corresponds with the photo. They say *no* if the recording doesn't match the photo. (Answer: 1 yes, 2 no, 3 no, 4 yes)

## Critical Thinking

### Who's this? Say.

- Elicit the family members shown on the family tree. Point out that one family member is missing.
- Pupils use their critical thinking skills to deduce that the missing person is the mum.

## Activity Book Page 5

### 3 Look and number. Sing.

- Pupils write numbers in the boxes next to the correct people. They then listen to Audio Track 1:22 and check their answers as they listen.

## Critical Thinking

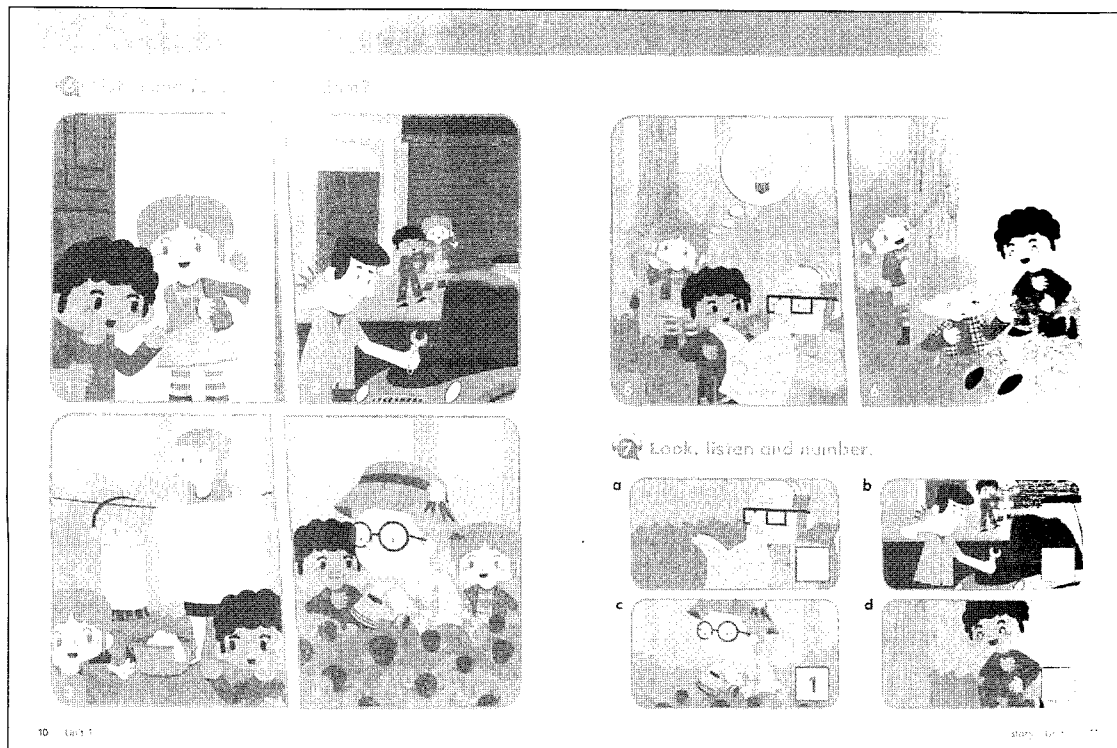
### Who's missing? Draw and say.

- Pupils take a few minutes to look at the family tree and say who the family members are. They decide which family members are missing and draw them in.

## Application and Practice Activity

- Pupils draw their own family tree. Refer to the example on Pupil's Book page 9 or draw your own example on the board. Pupils share their drawings in pairs or groups by pointing to each family member and saying *This is my (mum)*.

**MONITOR**  
Check that pupils are drawing the family members in the correct places in the family tree. Point to the family members and ask *Who's this?*



### Warm up

- Ask pupils, in L1, what kind of stories they like. Call on a few pupils to name their favourite stories. Show pupils the story for Unit 1. Give pupils a few minutes to look at the pictures. Explain that they will listen to a story about the characters they were introduced to in the Welcome Unit. Revise the character's names (Lidya, Liam and Joy) by pointing to them in turn and asking *Who's this?*
- Stick four of the Family flashcards on the board (mum, dad, sister, grandad). Call out three of the four (*mum, dad, sister*). Ask *Who's missing?* Pupils say the family member you didn't mention. Continue for several rounds using different cards each time.

### Using Pages 10–11

#### 6 1:23 Listen and follow. Who's Liam?

- NEWBORN** Explain the lesson objective – pupils will learn to talk about the members of a family, and listen to and answer questions about a story.
- Give pupils a few minutes to look at the frames of the story. Ask them who the characters in the story are. Draw pupils' attention to the grandma, grandad, mum and dad and ask *Who's this?* Then show the boy in Frame 1 and say *This is Sam. He's Lidya and Liam's friend.*
  - Explain, in L1, that in the story, Sam comes to visit his friend Liam and is introduced to his family members instead. Lidya can't find her brother Liam because he's sleeping under a tree in the garden.
  - Play Audio Track 1:23. Pupils listen to the story and follow the picture frames in their books.
- FLUENT** Point to each frame and ask questions to check for understanding. Ask *Who's this?*
- ASSIST** Play the recording again. Pupils follow in their books as they listen. Point to each frame in turn.

Ask pupils, in L1, some questions about the story. What is Liam's friend's name? (Sam) Why couldn't Liam hear Lidya and Sam. (Because he was sleeping.) What time of the day is it? (morning) How do you know? (Grandad says, 'Good morning!')



### Century Skill: Social Skills

Ask pupils, in L1, to remember a time they met a friend's family. How did they feel? Were they nervous? Were they excited? Invite a few pupils to the front of the class and practise some simple dialogues used when meeting someone new. This could be a roleplay in which each pupil is a member of a family and one pupil is a friend being introduced. Use phrases such as: *Hello, this is my friend, (Emir). This is my (dad). Hello. Nice to meet you.*

Pupils make their own family finger puppets to practise simple dialogues. (See template on Photocopiable Worksheet 2.) Pupils name their puppets and walk around the class introducing them to the other pupils. *Hello. This is my (grandma). This is my (brother). This is my (mum).*



### 7 1:24 Look, listen and number.

- Point to the characters in each of the pictures in turn and ask *Who's this?* Play Audio Track 1:24. Pupils listen to the recording and write the number in the box below the correct person. (Answers: 1c, 2b, 3d, 4a)

Check to see that pupils are writing the correct numbers in the boxes.

Explain the directions again. Say the character's name and point to the correct picture.

Pupils play a game in pairs. Pupil A says *This is my (dad)* and Pupil B points to the correct picture.

### Activity Book page 6



### 4 Number in order. Tell the story.

- Pupils number the pictures in the order in which they appear in the story. They then check their answers in the Pupil's Book and retell the story in their own words.

### Application and Practice Activity

- Read excerpts from the story frame by frame. Pupils find the frame and say the correct number of the frame. Then divide the class into groups of seven. Give pupils time to choose their roles from the story and practise dialogues to match the story. They come to the board to act out the story.

Check that pupils are using the correct family words and following the story in the correct order.

Remind pupils of the appropriate greetings when meeting someone new.

### TEACHING TIP

#### Century Skill: Global Awareness

Using stories in the classroom can be a powerful and motivating source for teaching speaking and listening. Dramatisation, role playing and improvisation are activities that can be used to great effect while reading stories. Stories encourage pupils' personal and intellectual growth by using language which is authentic. Literature also deepens a child's cultural understanding of the country and the people whose language is being learned. In relation to the story in this lesson, you could ask pupils to compare the story with how they would introduce a friend to their family for the first time.

### OBJECTIVES

To identify and talk about family members

To consolidate the unit language in a story

### Key vocabulary

Family: brother, dad, family, friend, grandad, grandma, me, mum, sister

### 21st Century Skill

Social Skills

### Materials

Pupil's Book Pages 10–11, Flashcards (Family), Audio Tracks 1:23–1:24, Finger puppet template from Photocopiable worksheet 2, Photocopy of finger puppet template for each pupil

### Activity Book

Page 6

Answers on page 278

### Story Summary

Liam's friend, Sam, comes to his house for a visit but Lidya can't find him. While they are looking for him, Lidya introduces Sam to all the members of her family. In the end, the children find Liam sleeping under a tree.

### Audio Track 1:23

Frame 1

Lidya: Hello, Sam.

Sam: Hello, Lidya.

Frame 2

Sam: Who's this?

Lidya: This is my dad.

Dad: Oww. Oh... Hello!

Frame 3

Lidya: This is my mum and this is my sister, Joy.

Joy: Hello.

Frame 4

Lidya: This is my grandma.

Frame 5

Lidya: This is my grandad.

Grandad: Good morning.

Lidya: Hmm... I...

Frame 6

Sam: Who's this?

Lidya: This is my brother... Liam!

Liam: What!?

### Audio Track 1:24

1 This is my grandma.

2 This is my dad.

3 This is my friend.

4 This is my grandad.

## Warm up

- Stick the Family flashcards on the board. Write a number or stick a coloured circle below each one. Say a sentence about each flashcard (*This is my brother*). Pupils say the number or colour below the correct flashcard.

## Using Page 12

### 8 1:25 Listen. Help Sam and Liam.

INVOLVE

Explain the lesson objective – pupils will ask and answer questions about who specific members of a family are.

- Stick some photos of your family on the board or draw some simple stick figures to represent your family. Point to one of the photos and say *Who's this? This is my (dad)*. Repeat with the other family members. Call pupils to the board to point to different photos/drawings and ask you *Who's this? (This is my mum.)*
- Ask pupils to identify the characters at the top of the Pupil's Book page by pointing to each in turn and asking *Who's this? (This is Sam. This is Liam.)* Explain that the children are looking at a photo album of Liam's family.
- Play Audio Track 1:25. Pupils listen, repeat and find the images of the correct family members. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Sam and Liam. They take turns asking and answering questions, using the artwork as a prompt.

MONITOR

Check comprehension. Ask pupils to point to each person as they are mentioned in the recording.

ASSIST

Pause the recording to give pupils time to repeat the sentences. Help pupils with any difficult pronunciation.

### 9 1:26 Listen and ✓ or X.

- Point to the girl at the right side of the page and explain, in L1, that the photos are pictures of her family. Elicit the members of her family (*grandad, sister, dad, brother*).
- Play Audio Track 1:26. Pupils listen and tick the box if the sentence corresponds with the photo and write a cross in the box if it doesn't. (Answers: 1✓, 2X, 3X, 4✓)

MONITOR

Check that pupils are ticking and crossing the correct boxes.

ASSIST

If pupils are unsure, point to the photo and ask *Who's this? (grandad)* Point to the tick or cross in the instructions to show which they should write in the box.

## Activity Book Page 7

### 5 1:27 Listen and colour.

- Pupils listen to Audio Track 1:27. Pupils colour the picture frames in the colours specified in the recording.

## Application and Practice Activity

### Century Skill: Communication

Pupils draw a picture of a family member. Pupils share their pictures with their classmates. Encourage them to ask and answer about the drawings using the structures learned in this lesson. *Who's this? This is my (grandma)*.

MONITOR

Be sure that all pupils are talking about their drawings. Encourage quiet pupils to interact by performing the roleplay with them first and then finding other pupils for them to interact with.

## OBJECTIVES

To talk about their  
members using the  
structures learned

### Key vocabulary

Family members: dad,  
family, friend, granddad,  
grandma, mum, brother, sister

### 21st Century Skill

Communication

### Materials

Pupil's Book Page 12  
Flashcards, Family Audio  
Tracks 1:25–1:26, photos  
family photos, pictures  
Blank paper for drawing  
family picture

### Activity Book

Page 7

Audio script on page 177

Answers on page 178

### Audio Track 1:25

1

Sam: Who's this?

Liam: This is me.

2

Sam: Who's this?

Liam: This is my sister.

Joy.

3

Sam: Who's this?

Liam: This is my sister.

Lidya.

4

Sam: Who's this?

Liam: This is my mum.

5

Sam: Who's this?

Liam: This is my dad.

### Audio Track 1:26

1

Man: Who's this?

Girl: This is my granddad.

2

Man: Who's this?

Girl: This is my mum.

3

Man: Who's this?

Girl: This is my grandma.

4

Man: Who's this?

Girl: This is my brother.

## TEACHING TIP

A great way to get quieter pupils more active is by using interactive games, roleplays, pairwork and group projects. Try a reward system for participation rather than achievement.

## DEJECTIVES

Talk about family members using *Who's this is my...*

### Key vocabulary

Family: brother, dad, family, friend, grandad, grandma, me, mum, sister

### Materials

Pupil's Book Page 13  
Flashcards (Family)  
Audio Track 1:28  
Four small pieces of card per pupil  
Photocopies of the Family flashcards

### Activity Book

Page 8  
Audio script on page 270  
Answers on page 278

### Audio Track 1:28

- 1  
Girl: Who's this?  
Boy: This is me.
- 2  
Girl: Who's this?  
Boy: This is my sister.
- 3  
Girl: Who's this?  
Boy: This is my mum.
- 4  
Girl: Who's this?  
Boy: This is my grandma.
- 5  
Girl: Who's this?  
Boy: This is my dad.
- 6  
Girl: Who's this?  
Boy: This is my grandad.

## Warm up

- Play the song from page 9 of the Pupil's Book (Audio Track 1:20). Divide the class into groups and give each group one of the family members from the song. Encourage them to jump up when they hear the person mentioned in the song.

## Using Page 13

### 10 1:28 Listen and number.

- Point to the photo and say *This is my family*. Say some true and false sentences about the people. Point to the mum and say *This is my mum*. Then point to the grandma and say *This is my sister*. Pupils clap if the sentence is true and stamp their feet if it's false.
- Play Audio Track 1:28. Pupils listen and find the family members, and write the correct number in the boxes. (Answers: 1 me, 2 sister, 3 mum, 4 grandma, 5 dad, 6 grandad)

### 11 Draw and play.

- Give each pupil four small pieces of card. Pupils draw a family member on each one. They put the cards face down in a row and play a game in pairs. Pupil A asks *Who's this?* and points to one of Pupil B's card. Pupil B guesses *This is my (sister)* and turns over the card. If he/she guesses correctly he/she leaves the card upturned. If he/she guesses incorrectly, he/she puts the card face down again. Pupils take turns until all the cards are face up.

## Activity Book Page 8

### 6 1:29 Listen and number.

- Play Audio Track 1:29. Pupils listen and number the pictures according to the recording.

### 7 Draw and say.

- Pupils draw a picture of a friend in the frame. They then share their drawings with their classmates. They introduce their friend and say *This is my friend, (Selin)*.

## Application and Practice Activity

- Photocopy each of the Family flashcards several times so that there is at least two of each family member and at least one card per pupil in your class. (Alternatively, make your own flashcards, or pupils could make them during the lesson.) Give each pupil a flashcard. Pupils stand in a large circle holding their flashcards so everyone can see them. Point to the (grandad) flashcard and say *This is my (grandad)*. Pupils holding the (grandad) flashcard switch places with each other by running round the outside of the circle to the next available space.

- Go round the circle and ask pupils which family member flashcard they've got.
- Point to pupils with the flashcard you mention so they know when it's their turn to switch places.
- Try calling out more than one family member at a time. You could also try playing the game using the song from Pupil's Book page 9 (Audio Track 1:20).

## TEACHING TIP



### Century Skill:



#### Communication

Student-led activities are essential to language learning. Encourage pupils to speak with each other in English. Try to create genuine reasons for communication, such as discussing a drawing or project, or finding out specific information about other pupils, etc.

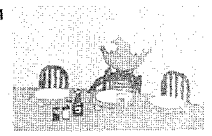



**12 Listen and say.**



1  2 



3  4 



**THINK** Is my family big or small? Say **BIG**

1  2 

**13 Listen and circle.**

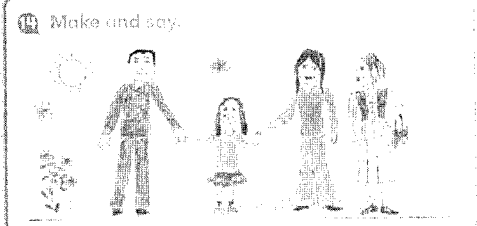
1 a  b 

2 a  b 

3 a  b 

**Project**

**14 Make and say.**



Unit 1 connect, connect, different families

### Warm up

- Before the lesson, draw some stick figure families on pieces of paper. Include different numbers of family members. The members of the family don't necessarily have to be apparent (i.e. you don't need to show a mum, a dad, etc.) as long as it is evident how many people live together in the family. Stick the drawings around the classroom. Shout *Go!* Pupils stand under the drawing that best represents their family. Ask pupils to point to the people in the drawing and say *This is my (mum), This is my (sister), etc.*

### Using Pages 14–15

#### 12 1:30 Listen and say.

- INITIAL** Explain the lesson objective – pupils will learn to say whether their family is big or small.
- Teach the words *big* and *small* by using objects from around the classroom or by drawing pictures on the board. Now draw two stick figure families on the board, one with three or four people, the other with seven or eight people. Point to each in turn and say *My family is small/big.*
  - Play Audio Track 1:30. Pupils listen and follow the pictures in their books. Play the recording again and pupils repeat the sentences.
- REINFORCE** Check that pupils are looking at the correct photos by asking them to point to each as it is mentioned.
- RESIST** Pause the recording as required and help with pronunciation as pupils repeat the sentences.
- CHALLENGE** Pupils talk about the size of their families (*My family's big/small.*) and name their family members. Show sensitivity towards pupils who may have unusual or difficult family situations. Encourage them to include extended family members if they wish to.

## 21st Century Skills: Critical Thinking

Is my family big or small? Say.

- Give pupils a few minutes to look at the pictures. Point to the plates on the table and ask *How many plates?* (*three*) Pupils deduce from the number of plates that there are three people in the girl's family. Ask *Is this family big or small?* (*small*)
- Now do the same with the shoes in the second picture. Ask how many shoes they can see (*14*). Ask how many people are in the family (*seven*). Now ask if this family is big or small (*big*).

### 13 Listen and circle.

- Explain that pupils will listen to a recording of children describing their families. Play Audio Track 1:31. Pupils circle the photo in each pair that best matches the recording. (*Answers: 1a, 2b, 3a*)

Pause the recording after the first set of sentences. Check that pupils have circled the correct photo in the first pair.

Explain the task again, in L1, and point to the correct photo in the first pair. Stop the recording after each set of sentences to give pupils more time.

## Project 21st Century Skills: Collaboration

### 14 Make and say.

- Look at the girl's drawing of her family. Ask *Is this family big or small?* (*small*) Hand out a large sheet of paper for each pupil. They draw a picture of their family and colour it. Pupils may work in pairs or groups to make their posters. Talk, in L1, about the importance of sharing items such as coloured pencils. You may wish to teach some useful classroom language like *May I have a blue pencil, please? Thank you.*
- You may wish to help any pupils that are having difficulty with their drawings.

Activity Book Page 9

### 8 Listen and ✓ or X.

- Play Audio Track 1:32. Pupils listen and tick or cross each picture based on whether the picture is correct or incorrect.

## 21st Century Skills: Critical Thinking

Look and match.

- Pupils look at the picture of the family and deduce from this which of the three pictures are suitable for the family. They then match them.

### Application and Practice Activity

- Choose a pupil and ask him/her to leave the room. Now invite a group of three pupils to the front of the class to represent a family. Blindfold the pupil waiting outside, bring him/her back into the classroom, and stand him/her directly in front of the three pupils. Explain, in L1, that this is his/her family. He/She must decide if his/her family is big or small. He/She will need to count the 'family members' by touching their outreached hands or patting each on the head. He/She then says *My family is small*. Continue with other pupils and different sizes of 'family'.

Be sure that the blindfolded pupil can't see the number of pupils at the front of the class.

## OBJECTIVES

To talk about family size using *My family is big/small*.

### Content Words

Adjectives: big, small

### 21st Century Skills

Critical Thinking  
Collaboration

### Materials

Pupil's Book Pages 14–15  
Flashcards (Family)  
Audio Tracks 1:30–1:31  
Large sheet of paper for each pupil (Project)  
A blindfold (a scarf or other piece of material)

### Activity Book

Page 9  
Audio script on page 270  
Answers on page 278

### Audio Track 1:30

- 1 My name's José.  
My family is big.
- 2 My name's Bahar.  
My family is small.
- 3 My name's Min.  
My family is small.
- 4 My name's Ingrid.  
My family is big.

### Audio Track 1:31

- 1 My name's Eun-mi.  
My family is big.
- 2 My name's Jack.  
My family is small.
- 3 My name's Mike.  
My family is big.

## TEACHING TIP

Cross-curricular teaching increases pupil's motivation for learning. Work closely with your pupils' class teacher to have a better understanding of what they are learning in their other lessons. This will help when planning extension activities to use in class.

## Warm up

- Ask pupils, in L1, to talk about how they help at home. Who do they enjoy helping most? Why? What benefits are there in helping others?
- In pairs, pupils do a short mime or roleplay about helping others. For example, one pupil could be a mum hanging up clothes and the other is a child helping her. Teach the phrase *I help my (mum)*. Pupils perform their roleplays for the class and use the new phrase as appropriate.

## Using Page 16

### 15 1:33 Listen, look and say.

- EXPLAIN** Explain the lesson objective – pupils will learn to talk about helping other members of their family.
- In pairs, pupils identify the family members in the photos. Play Audio Track 1:33. Pupils listen and point to the photos in turn.
- Play the recording again pausing after each sentence. Pupils listen and repeat.
- MONITOR** Check that pupils are pointing to the correct photos.
- ASSIST** Help pupils with any difficulty they may be having with pronunciation when repeating the sentences.

### 16 Look and ✓ or X.

- Pupils look at the pictures and tick the pictures that show people helping and cross the ones that don't. (Answers: 1✓, 2X, 3✓)
- MONITOR** Check that pupils are ticking and crossing the correct boxes.

### 17 Draw and say.

- Pupils draw a picture of themselves helping a family member. They share their drawings in pairs or small groups and say *I help my (sister)*.
- MONITOR** Help pupils come up with ideas for their drawings. Ask them, in L1, how they help or would like to help at home.
- PREPARE** Ask pupils to think of more ways they can help at home. In groups, they can brainstorm, in L1, and make a poster to show what they do to help their families. Teach them some phrases in English to go with their posters.

## Activity Book Page 10

### 9 Look and draw. Say.

- Pupils look at the pictures of children who are not helping their family members. They draw the scene again, in the blank box next to each picture, to show the correct behaviour.

## Application and Practice Activity

- Ask pupils to bring in one or two pictures each of people helping others. They could find these pictures on the internet or in magazines. Bring in some of your own pictures as well. Make a class collage showing different ways people can help others. Encourage pupils to talk about the collage in English – teach them some useful words and expressions.
- Be sure to remind pupils several days before the lesson to bring in their pictures.
- Help pupils arrange the pictures on a large sheet of paper.

## TEACHING TIP

To learn the meanings of helping verbs.

To say who helped and how.

## Materials

Pupil's Book Page 16  
Flashcards (Family)  
Audio Track 1:33  
Large sheet of paper for group  
Photos of people helping others (could be brought from home)  
Large sheet of paper for class collage

## Activity Book

Page 10  
Answers on page 17

## Audio Track 1:33

- 1 I help my grandma
- 2 I help my sister
- 3 I help my mum

## TEACHING TIP

Using classroom language (*Stand up, Point to..., Listen..., Say...*) is an excellent way to expose pupils to using English for authentic communication. Make a list of some useful expressions and display it in the classroom. Even if your pupils can't read, it will be a reminder for you to use these expressions regularly.

## OBJECTIVES

To learn the sounds /æ/ and /e/

To differentiate between the sounds /æ/ and /e/

To learn words that begin with /æ/ and /e/

## Materials

Pupil's Book Page 17  
Audio Tracks 1:34–1:36  
Phonics Poster  
Red and blue pencils for each pupil  
Pupils' pictures or items beginning with the sounds /æ/ and /e/

## Activity Book

Page 11  
Answers on page 278

## Audio Track 1:34

1  
/æ/ /æ/ /æ/ /æ/ ant  
/æ/ /æ/ /æ/ /æ/ apple  
/æ/ /æ/ /æ/ /æ/ act  
2  
/e/ /e/ /e/ /e/ elf  
/e/ /e/ /e/ /e/ egg  
/e/ /e/ /e/ /e/ elk

## Audio Track 1:35

Ant. Circle in red.  
Elf. Circle in blue.  
Apple. Circle in red.  
Elk. Circle in blue.  
Act. Circle in red.  
Egg. What colour?  
[pause] Blue.  
Circle in blue.

## Audio Track 1:36

An ant, ant  
Acts, acts, acts,  
An ant acts, acts, acts  
on an apple, apple,  
apple.

The e, e, e, e  
And the e, e, e, e  
Eat an egg, egg, egg.

## TEACHING TIP

It is a known fact that children learn faster when they are laughing and having fun. Keep phonics lessons lively and upbeat. Use rhythm and music as much as possible to make learning more enjoyable. As pupils learn each new sound, keep a visual display of words beginning with this sound in the classroom and add to it throughout the year.

## Warm up

- Display the Phonics Poster. Explain, in L1, that in each unit pupils are going to learn the sounds of English. Explain that some sounds are very similar to those in L1, while others are different. Point to some of the pictures on the poster and say the initial sounds. Pupils listen and repeat. Then say some of the words and point to the relevant pictures. Pupils repeat. Then say some of the words and invite pupils to point to the relevant picture.

## Using Page 17

### 18 1:34 Listen, find and say.

Explain the lesson objective – pupils will learn the sounds /æ/ and /e/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /æ/ and /e/ sounds. Pupils repeat the words several times.
- Play Audio Track 1:34. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 1:35 Listen and circle.

Check that pupils have a red and blue pencil each. Play Audio Track 1:35. Pupils listen and circle the words beginning with the /æ/ sound in red and the words beginning with the /e/ sound in blue.

- At the end of the recording, pupils will decide which colour the last picture (the egg) should be circled in (*blue*). (*Answers: red – ant, apple, act; blue – elf, elk, egg*)

Check that pupils are circling the pictures with the correct colours.

Ask what pupils used to circle the egg. Show a blue pencil if necessary.

Pupils look through their books and find pictures of other words beginning with the /æ/ and /e/ sounds. They may also find objects in the classroom.

Bring in some items or pictures from home, put them on a table and pupils divide them into groups according to the sound they begin with.

### 20 1:36 Listen and number. Chant.

- Point to the pictures at the bottom of the page. Pupils say what they can see in the two scenes. Play Audio Track 1:36. Pupils write the correct number in the box below each picture. (*Answers: 1b, 2a*)
- Play Audio Track 1:36 again and pupils join in with the chant.

## Activity Book Page 11

### 10 Look and match.

- Pupils draw lines between pictures beginning with the same sound.

## Application and Practice Activity

- Say one of the sounds from this unit (/æ/). Now say words that begin or don't begin with the /æ/ sound. Pupils clap when they hear a word beginning with the /æ/ sound. Do the same with the /e/ sound. Pupils can continue the game in groups or pairs.

Check that pupils are clapping at the appropriate time.

Say the words several times emphasising the target sounds at first then saying them naturally.

### Warm up

- On the board play a game of noughts and crosses. Draw a large grid with nine squares. Divide the class into two teams, the Noughts Team and the Crosses Team. Show the Noughts Team one of the Family flashcards (grandma). They say a sentence about the card. (*This is my grandma.*) If the sentence is correct, they draw a nought anywhere on the grid. The winner is the team that gets three noughts or crosses in a row.

### Using Page 18

#### 21 Listen and follow.

**INFORM** Explain that pupils will review the key vocabulary of the unit, talk about family members and play a game.

- Point to each of the pictures in turn and ask pupils to identify them. Explain to pupils, in L1, that they must listen to the recording and follow the pictures with their finger to the end of the maze. Play Audio Track 1:37. Pupils follow in their books.

**MONITOR** Check that pupils are following the path correctly.

**ASSIST** If pupils have strayed off the correct path, put their fingers where they should be.

#### 22 Play.

- Pupils continue playing the game in pairs. They take turns to say sentences (*This is my (grandad).*) to a partner who follows the pictures to the end of the maze.

**MONITOR** Check to be sure that pupils are following correctly.

**ASSIST** Help pupils to identify the characters and help with the pronunciation of their names.

### Activity Book Page 12

#### 11 Circle the odd one out. Say.

- Pupils look at the photos and circle the odd one out. They say the name of the family member as they circle him/her.

### Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 100 in their Activity Books. Say the words and encourage the pupils to find and point to the right sticker in their books. They take turns to say a sentence about each sticker. (*This is my grandad. My family is small. etc.*) They then stick the stickers in the correct places on the Picture Dictionary page.

**HIGHLIGHT** Check that pupils are sticking their stickers in the correct places.

**ASSIST** Point to a sticker then point to the relevant space on the Picture Dictionary page. Show pupils how to peel the stickers, hold them by the edge and then position them over the space before sticking them down.

### OUTCOMES

Pupils can talk about families

Pupils can play a game

### Materials

Pupils Book Page 12

Flashcards Family

Audio Track 1:37

### Activity Book

Page 12

Answers on page 100

Sticker Picture Dictionary on page 100

### Audio Track 1:37

Sam: Lida Lida

Lidya: Listen and follow

This is my mum

This is my granddad

This is my dad

This is my friend

Sally. This is my

brother Sam. This

is my grandma

This is my sister

Joy. And this is me

Hello, Sam

Sam: Hello, Lidya

### TEACHING TIP



#### Century Skills:

#### Initiative

Sometimes children are afraid to ask for help as they may feel ashamed or embarrassed, or they are afraid they may look foolish in front of their peers. Encourage pupils to understand that asking for help is the responsible thing to do. Worrying about what others think only prevents them from understanding a topic or from learning altogether. Talk with pupils about your own childhood experiences or relate stories you might be familiar with about someone who had a problem because he/she didn't ask for help.

## OUTCOMES

Pupils can talk about their friend and families using *This is my....*

Pupils can say who they help using *I help my (mum)*.

## Materials

Pupil's Book Page 19  
Flashcards (Family)  
Audio Tracks 1:38–1:39  
Counters or small pieces of paper for each pupil

## Activity Book

Page 13  
Audio script on page 271  
Answers on page 278

## Audio Track 1:38

1  
Who's this?  
This is my grandad.

2  
Who's this?  
This is my mum.

3  
My family is big.

4  
Who's this?  
This is my brother.

5  
Who's this?  
This is my dad.

6  
My family is small.

## Audio Track 1:39

1 This is me.  
2 This is my friend.

## Warm up

- Hand out the Family flashcards to various pupils around the class. Pupils stand in a large circle or stand at their desks. Play some music or the song from this unit. Pupils pass the flashcards around the circle or up and down the rows of desks. Stop the music and say one of the family members (*mum*). The pupil holding the mum flashcard does an appropriate action then sits down. Continue until just one pupil is standing.

## Using Page 19

### 23 1:38 Listen and ✓ or X.

Explain the lesson objective – pupils will talk about the family, draw themselves and a friend and evaluate their learning performance in this unit.

- Draw pupil's attention to the photos at the top of the page. Say the names of the family members and pupils point to the pictures. Say *My family is big/small*. Pupils point to the pictures.
- Play Audio Track 1:38. Pupils listen and tick the box if the picture corresponds with the person or family mentioned in the recording or draw a cross if it doesn't. (Answers: 1X, 2✓, 3✓, 4X, 5✓, 6✓)

### 24 1:39 Listen and draw.

- Play Audio Track 1:39. Pupils listen then draw the people mentioned in the recording. In the first box they draw themselves and in the second box they draw a friend.
- Encourage pupils to share their drawings with the class. They describe their drawings using the structure learned in this unit. (*This is me. This is my friend, Murat.*)

## Can

- Pupils tick the boxes if they can name the words or structures represented by the pictures.
- Show the Family flashcards in turn. Pupils say *This is my (sister)*. for each. They tick the box if they feel they can do this successfully.
- Now remind pupils of who they help at home. Elicit *I help my (brother)*. They tick the box if they feel they've learned this structure well.

## Activity Book Page 13

### 12 1:40 Listen and ✓.

- Play Audio Track 1:40. Pupils listen and tick the correct photo in each pair.

## Application and Practice Activity

- Play a game of *Bingo* using the photos from Activity 23 in the Pupil's Book. Give each pupil six counters or small pieces of paper. Pupils put three counters over the photos of their choice. Now say sentences about the photos in random order. (*This is my grandad. My family is big, etc.*) Pupils add a second counter to the photo if it corresponds with the sentence you've said. The first pupil to cover all of his/her photos wins the game.

Pupils repeat the sentences when they win to check their answers.

## TEACHING TIP

It's important to listen carefully to pupils as they are doing pairwork or group activities. Listen for common errors in pronunciation, vocabulary, or structures and assess what needs to be revised. Make a list of which language areas pupils are doing well in and which need to be repeated. Revise these areas in the following lessons so pupils can work on these weaknesses and improve.

# Unit 2

# Happy Birthday!

## Objectives

### Vocabulary

- Toys

### Grammar

- To talk about toys using *Is it a...? Yes, it is. / No, it isn't. My favourite toy's a...*

### Content Connections: Culture

- To identify and say where parties are held using *Where's your party? My party's at the...*

### Sounds

- To identify and say words beginning with the sounds /l/, /t/ and /i/

### Values

- To learn the value of good manners

### Project

- To make a poster of a birthday party

## Key Vocabulary

Toys	Content Words	Expressions
ball car doll plane present puppet puzzle train toy	beach cinema park pool	Happy birthday! Thank you. You're welcome.



## Materials

### Pupil's Book, Unit 2

- Pages 20–31
- Pupil's Book Audio CD, Tracks 1:41–1:61

### Activity Book, Unit 2

- Pages 14–23
- Activity Book Audio CD, Tracks 1:43–1:65
- Sticker Picture Dictionary, Page 100

### Assessment Package

- Practice Test unit 2
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Toys)
- Video Unit 2 (eText for teacher)
- Phonics Poster
- Pupils photos of past birthday parties
- Real toys or photos of toys and a bag or box to hide them in
- Paper
- Sunscreen, insect repellent, hats (or pictures of these)
- Pictures of words and / or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- One envelope per group
- Beanbag (can be made with a sock and beans) or sponge

## Unit Opener Activities

### Family Connection

Before the lesson, ask pupils to bring in a photo or draw a picture of a past birthday, or a present they received. Be sure pupils ask their parents' permission before bringing a photo to class. Pupils talk, in L1, about their birthday with the class. Did they have a birthday party? Who came to the party? Was it with their family or their friends? Where was it? Pupils look at the photos of past birthdays and show each other which presents they received. Make a collage of the photos they bring to class.

### eText Activity

Interactive Pupil's Book Activities for unit 2  
Class Audio and Audio Scripts  
Unit 2 Flashcards  
CLIL Video and integrated questions for unit 2  
Posters  
Teacher's Resources  
Practice Test unit 2  
Practice Test Audio and Audio Scripts for unit 2  
Unit 2 Speaking Assessment Prompts  
Unit 2 Practice Test Teacher's Notes and Answer Key



## Warm up

- Bring some real toys (the key vocabulary items) to class. Bring several of the same toy type, if possible (three dolls, five cars, two puppets, four balls, etc.). Put them in a box or a bag and pass around the classroom. Show each in turn and ask if pupils know the English word for it. Ask *What colour it is?* and *Is it big or small?* Show (four balls) and ask *How many?* Alternatively, show pictures of toys.

## Using Page 20

### 1 1:41 Listen, look and say.

INVOLVE Explain the lesson objective – pupils will learn to identify and name the key toy words.

- Point to the photos and say *These are toys*. Ask pupils which of these they have at home.
- Show the Toys flashcards one by one and say the name of each toy. Pupils repeat.
- Play Audio Track 1:41. Pupils listen and look at each photo as it is mentioned.

MONITOR Walk round the classroom and point to individual photos. Pupils say the correct toy.

ASSIST Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

### 2 1:42 Listen and find.

- Play Audio Track 1:42. Pupils listen and find the photo of the toy mentioned.

ASSIST Replay the recording pausing as necessary to help pupils associate toy words with the correct photos.

### 3 Play a game.

- In pairs, pupils play a game. Pupil A covers one of the photos of the toys from Activity 1 with a small piece of paper. Pupil B tries to guess which photo is covered by saying the name of the toy. (*Doll? Puzzle?*)

MONITOR Check that pupils are saying the correct words.

ASSIST Explain the instructions again, in L1, and model the activity with a pupil.

CHALLENGE Play a game as a class. Begin by saying a number and pupils say the toy. Then say two numbers at a time. Pupils have to say both toys.

## Activity Book Page 14

### 1 1:43 Listen, find and colour.

- Play Audio Track 1:43. Pupils listen, find the correct toy and colour it.

### 2 Complete and say.

- Pupils complete illustrations of the toys and say what each is.

## Application and Practice Activity

- Do a class survey of which toys pupils have at home. Stick the Toys flashcards on the board in a row or column. Show each in turn, say the word and pupils raise their hand if they've got that toy. Take a tally of the number of pupils who raise their hands. Make a bar graph to show your results. Pupils then make a bar graph in groups to show the results for their table.

## OBJECTIVES

To identify and name the toys words

To play a game in pairs

## Key vocabulary

Toys ball car doll plane  
present puppet puzzle  
train toy

## Materials

Pupils Book page 20  
Flashcards Toys  
Audio Tracks 1:41-42  
Real toys or photos of  
toys

## Activity Book

Page 14  
Audio script on page 27  
Answers on page 27B

## Audio Track 1:41

- 1 puzzle
- 2 car
- 3 train
- 4 ball
- 5 puppet
- 6 plane
- 7 doll
- 8 present

## Audio Track 1:42

plane  
doll  
puzzle  
present  
car  
train  
puppet  
ball

## TEACHING TIP

At the beginning of every unit, give each pupil a few small strips of paper. They write their name on each. Each time they answer a question or participate in the lesson, ask them to put one of their strips in a jar. Tell pupils their goal by the end of the unit is to have used all their strips. You might wish to do this daily or weekly rather than unit by unit. This is particularly effective in encouraging participation by quieter pupils.

## OBJECTIVES

To identify and name the colour and size of toys

To sing a song

## Key vocabulary

Toys: ball, car, doll, plane, present, puppet, puzzle, train, toy

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 21  
Flashcards (Toys)  
Audio Track 1:44  
Photos of toys  
Blank paper for each pupil for drawing toys  
Large sheet of paper for each group for collage

## Activity Book

Page 15  
Audio script on page 271  
Answers on page 278

## Audio Track 1:44

It's my birthday. It's my birthday!  
A present, a present for you!  
It's a plane! A big plane!  
Thank you! Thank you!  
It's my birthday. It's my birthday!  
A present, a present for you!  
It's a car. A small car!  
Thank you! Thank you!  
It's my birthday. It's my birthday!  
A present, a present for you!  
It's a ball. A red ball!  
Thank you! Thank you!  
It's my birthday. It's my birthday.  
A present, a present for you!  
It's a train. A green train!  
Thank you. Thank you!

## TEACHING TIP

Though the topic of manners will be covered more thoroughly later in this unit, it's a good idea to emphasise the importance of thanking someone not just when receiving a present but at any time that it's appropriate. Discuss in L1 when we should say thank you. Teach the phrase "May I have a pencil, please?" Use various other classroom objects learned in the Welcome unit. Pupils practise this in pairs, asking for different objects and thanking their partner.

## Warm up

- Draw on the board several different-sized and different-coloured toys or stick to the board photos of toys you've brought to class. Put pupils into two teams. Clear a space in the classroom so pupils can move about freely. Say *It's a small car*. One pupil from each team races to the board at the same time. The first one to touch the correct toy wins a point for his/her team.

## Using Page 21

### 4 1:44 Listen and ✓. Sing.

Explain the lesson objective – pupils will learn to identify and talk about the size and colour of toys through a song.

- Point to the illustrations of the toys at the top of the page. Describe a few of them and pupils find them. Say *It's a big car. It's a green train*.
- Play Audio Track 1:44. Pupils listen and tick the correct toys. (Answers: 1 left picture, 2 right picture, 3 right picture, 4 left picture)

### 5 Find the differences.

- Pupils find the differences between the two pictures. Pupils work in pairs and show their partners the different toys. Pupils point and say *A red puzzle ... A blue puzzle*. (Answers: Picture 1: red puzzle, pink puppet, yellow ball, big car, small doll; Picture 2: blue puzzle, orange puppet, green ball, small car, big doll)



## Century Skill: Critical Thinking

### Say the favourite toys.

- Pupils use critical thinking skills to deduce that the boy's favourite toy is a car and the girl's favourite toy is a plane. Ask pupils to explain, in L1, how they figured this out.

## Activity Book Page 15

### 3 1:45 Listen and number in order. Sing.

- Play Audio Track 1:45. Pupils listen to the song and number the pictures according to the order they hear them in the song.



## Century Skill: Critical Thinking

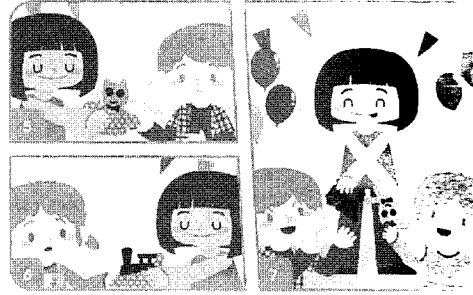
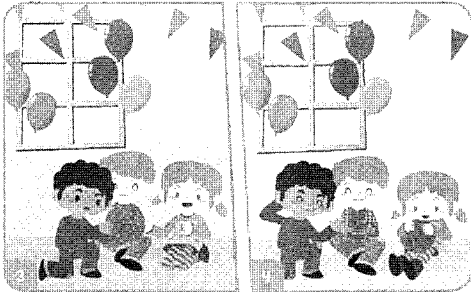
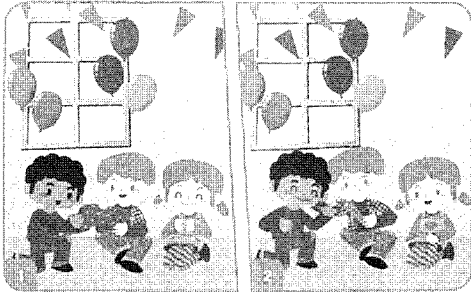
### Find, circle and say.

- Pupils use critical thinking skills to find the hidden toys and circle them. They then say which toys they found. Ask them to explain, in L1, how they knew what each toy was.

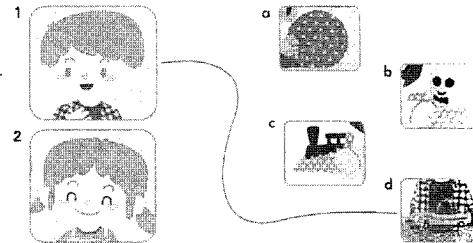
## Application and Practice Activity

- Divide the class into groups of four and each group draws a green train, a small car, a big plane and a red ball so there is an equal number of each toy. Play the song again and pupils who drew the (plane) run to a corner of the classroom when their toy is mentioned. Display one example of each toy drawing in a different corner so pupils know where to run. Be sure to clear a space in the classroom for safety reasons. Each group then sticks their drawings on a large sheet of paper to make a song collage.

Listen and follow. What is each present?



Look and match. Say.



**Warm up**

- Ask pupils, in L1, if they can remember what happened in the story from Unit 1. (Sam was introduced to Lidya and Liam's family members. No one could find Liam because he was sleeping under a tree.) Use the story from Unit 1 to remind them.
- Show pupils the story for Unit 2. Ask them to say which toys they can see in the story (*a car, a ball, a puppet and a train*). Stick these four flashcards on the board face-down in a single row but in a different order. Remember the order of the flashcards but keep it secret. Pupils try to guess the order. If they guess two items in the correct order, turn over those two cards. Continue until they guess the correct order of all four toys.

**Using Pages 22–23**

**6** 1:46 Listen and follow. What is each present?

INVOLVE

Explain the lesson objective – pupils will learn to identify and talk about their own and others' favourite toys, and listen to and answer questions about a story.

- Pupils look at the story. Point to the characters in turn and ask *Who's this?* Draw pupils' attention to the girl in Frames 5 and 6 and ask *Who's this?* Ask pupils to guess who they think she might be. Then say *This is Sally. She's Liam and Lidya's friend.* Ask pupils, in L1, why Lidya and Liam are celebrating their birthdays on the same day. (Because they're twins!)
- Explain, in L1, that in the story, it's Lidya and Liam's birthday. Their friends, Sam and Sally are at their house for their birthday party and have brought them presents. However, Sally accidentally switches the presents and gives Liam Lidya's present and vice versa. At the end of the story, Sally corrects her mistake and gives each child the correct present.
- Play Audio Track 1:46. Pupils listen to the story and follow the picture frames in their books.

FIGURE

Point to each frame and ask questions to check for understanding. Ask *What's this? (a present)*

Play the recording again. Pupils follow in their books as they listen. Point to each frame as it is being read.

Ask pupils questions, in L1, about the story to check comprehension. Whose birthday is it? (Lidya and Liam's) What is Liam's favourite toy? (a car) Who gave Liam a car? (Sam) What's Lidya's favourite toy? (a ball) Who gave Lidya a ball? (Sam) What presents did Sally give the twins? (a puppet and a train)

Read a sentence from any given frame. Pupils repeat the sentence and point to the correct frame.



### Century Skill: Social Skills

- Ask pupils in L1 to remember a time when they received a present they didn't particularly care for. How did they feel? Were they disappointed? How did they react?
- Ask pupils, in L1, what we say when someone gives us something. (We say *Thank you.*) Then ask them what we say if someone gives us something (e.g. a present) that we don't like. (Again, we say *Thank you.*) If pupils are unsure, remind them that the right thing to do is always be polite.

CHALLENGE

Pupils create short roleplays to show how they would handle themselves in this situation. Some of the groups should do a roleplay showing incorrect behaviour. Pupils decide which show proper behaviour and which show incorrect behaviour.



### 7 Look and match. Say.

- Point to the characters in each of the pictures in turn and ask *Who's this?* Pupils match the characters to the presents they received in the end. They then play a speaking game in pairs. Pupil A says the character's name and Pupil B says which present he/she received. They then swap roles. (Answers: 1d, c 2a, b)

MONITOR

Check that pupils are matching the characters to the correct toys.

TEACH

Explain the instructions again by modelling the activity. Say the character's name and show the correct toy.

### Activity Book page 16



### 4 Look, match and say.

- Pupils match the pictures of the wrapped toys on the left side of the page with the images of the toys on the right side of the page.

### Application and Practice Activity

- Read excerpts from the story frame by frame as pupils follow in their books. Make intentional mistakes. Pupils raise their hands when they hear a mistake. Encourage them to say the sentences correctly. For example, for Frame 1 say *Happy birthday! Oh, what's this? Is it a puzzle? No, it isn't. Is it a plane?* Pupils correct you by saying *Is it a car?*  
Emphasise the words you've said incorrectly by changing your tone while saying them.

## TEACHING TIP

### Century Skill: Creativity

When possible, try to get pupils to apply situations in this course to their own lives. For example, in this lesson ask pupils to spend some time thinking about a person they would like to give a present to. Ask them, in L1, how they decide what to give as a present. Is it something they themselves would like to have or something they know the person would enjoy? Choose a few pupils and decide as a class which presents would be best for them. Talk about why you chose those particular presents. Teach pupils the English words for the presents.

## OBJECTIVES

To identify and talk about their own and others' favourite toys

To consolidate the unit language in a story

### Key vocabulary

Toys: ball, car, doll, plane, present, puppet, puzzle, train, toy

### 21st Century Skill

Social Skills

### Materials

Pupil's Book Pages 22–23  
Flashcards (Toys)  
Audio Track 1:46

### Activity Book

Page 16  
Answers on page 278

### Story Summary

It's Lidya and Liam's birthday. Their friends, Sam and Sally are at their house for their birthday party and have brought them presents. However, Sally accidentally switches the presents and gives Liam Lidya's present and vice versa. At the end of the story, Sally corrects her mistake and gives each child the correct present.

### Audio Track 1:46

Frame 1

Sam: Happy birthday!

Liam: Oh, what's this? Is it a puzzle?

Sam: No, it isn't.

Liam: Is it a car?

Frame 2

Sam: Yes, it is. It's a blue car!

Liam: It's my favourite! Thank you!

Frame 3

Lidya: Oh, what's this? Is it a doll?

Sam: No, it isn't.

Lidya: Is it a ball?

Frame 4

Sam: Yes, it is! It's a big ball!

Lidya: It's my favourite! Thank you!

Frame 5

Sally: Happy birthday!

Liam: Is it a train? No, it isn't. It's a puppet.

Frame 6

Lidya: Is it a puppet? No, it isn't. It's a train.

Frame 7

Sally: Oh, sorry!

## Warm up

- Show the Toys flashcards in turn and ask questions about each one. Ask *Is it a (plane)?* At this point, pupils answer with *yes* or *no*. To build up the anticipation, don't look at the flashcard and ask the class to guess what each card is before you show it.

## Using Page 24

### 8 1:47 Listen. Help Lidya and Liam.

INVOLVE

Explain the lesson objective – pupils will practise asking what specific toys are and answering in full sentences.

- Pass the Toys flashcards to several pupils around the classroom. Alternatively, use real toys. Ask pupils in turn *Is it a (car)?* Elicit *Yes, it is.* / *No, it isn't.* If pupils' answer no, encourage them to say what the toy is. *It's a (plane).*
- Ask pupils to identify the toys and the characters at the top of the page. Which toy is Liam holding? (*a car*) Which toy is Lidya holding? (*a puzzle*)
- Play Audio Track 1:47. Pupils listen, repeat and find the correct toys. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Lidya and Liam. They take turns asking and answering questions, using the artwork as a prompt.

MONITOR

Play the recording again. Ask pupils to point to each toy as it's mentioned. Pause the recording to give pupils time to repeat the sentences.

ASSIST

Check that pupils are saying the sentences correctly and pronouncing the words properly.

### 9 1:48 Listen and circle.

- Explain that pupils will listen to a recording about the pairs of toys shown at the bottom of the page. They circle the one that is mentioned each time.
- Play Audio Track 1:48. Pupils listen and circle the correct toy. (*Answers: 1b, 2b, 3a, 4b*)

MONITOR

Check that pupils are circling the correct toys.

ASSIST

If pupils are unsure or are circling the wrong toy, show the correct photo and ask *What is it? Is it a (puppet)?*

## Activity Book Page 17

### 5 1:49 Listen and ✓.

- Pupils listen to Audio Track 1:49. They tick the box next to the picture of the toy mentioned in the recording.

### 6 Find, colour and say.

- Pupils choose a colour and colour the dotted spaces to complete the pictures. They then say what each toy is.

## Application and Practice Activity

### Century Skill: Critical Thinking

- Play a drawing game on the board. Using only straight lines, draw a toy, line by line. Pause after each line for pupils to guess the toy. They ask *Is it a (doll)?* Say *Yes, it is!* *It's a (doll).* or *No, it isn't.* Pupils continue playing in pairs or groups.

MONITOR

Check that all pupils are participating. Encourage quiet pupils to interact with his/her classmates.

## OBJECTIVES

To talk about toys using a list of verbs. Is it a...? No, it isn't.

## Key vocabulary

Toys: car, ball, plane, puppet, puzzle, train, toy.

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 24  
Flashcards Toys  
Audio Tracks 1:47-1:49  
Real toys

## Activity Book

Page 17  
Audio script on page 17  
Answers on page 17

## Audio Track 1:47

- 1 Lidya: Is it a car?  
Liam: Yes, it is. It's a car.
- 2 Liam: Is it a doll?  
Lidya: No, it isn't. It's a puzzle.
- 3 Lidya: It is a train?  
Liam: No, it isn't. It's a plane.
- 4 Liam: It is a doll?  
Lidya: Yes, it is. It's a doll.
- 5 Liam: It is a puppet?  
Lidya: No, it isn't. It's a train.
- 6 Lidya: It is a ball?  
Liam: Yes, it is. It's a ball.

## Audio Track 1:48

- 1  
Is it a plane?  
Yes, it is. It's a plane.
- 2  
Is it a puppet?  
No, it isn't.  
Is it a ball?  
Yes, it is. It's a ball.
- 3  
Is it a train?  
Yes, it is. It's a blue train.
- 4  
Is it a big puzzle?  
No, it isn't. It's a small puzzle.

## TEACHING TIP

Sometimes pupils at this level are unaware that a newly learned structure can be used in different contexts. For example, asking *Is it a...?* can be used with more than just toys. When revising a structure, try to use various different vocabulary sets such as classroom objects, food and drink, animals, etc.

## OBJECTIVES

To talk about toys using *Is it a...? Yes, it is. / No, it isn't.*

### Key vocabulary

Toys: ball, car, doll, plane, present, puppet, puzzle, train, toy

### 21st Century Skill

Creativity

### Materials

Pupil's Book Page 25, Flashcards (Toys), Audio Track 1:50, Small pieces of paper to hide pictures of toys, Large sheet of paper for each pupil, Real-life toys, A bag or box to hide a toy in

### Activity Book

Page 18

Audio script on page 271

Answers on page 278

### Audio Track 1:50

1  
What's your favourite toy? Is it a plane?  
Yes, it is. My favourite toy is a plane.

2  
What's your favourite toy? Is it a puppet?  
No, it isn't.  
Is it a ball?  
Yes, it is. My favourite toy is a ball.

3  
What's your favourite toy? Is it a ball?  
No, it isn't.  
Is it a puppet?  
Yes, it is. My favourite toy is a puppet.

4  
What's your favourite toy? Is it a doll?  
Yes, it is. My favourite toy is a doll.

## TEACHING TIP

Highlight the structures learned in each unit by making a poster or collage and displaying it in the classroom. Use brightly coloured paper and lots of pictures. Refer to the poster often throughout lessons to remind pupils of how to use the new structure. For example, make a collage of toys in different colours and sizes.

## Warm up

- Pupils open their Pupil's Book to page 20. Using the pictures of toys, they each choose one and cover it with a small piece of paper. They take it in turns to guess which toy their partner chose by asking *Is it a (car)?* They answer with *Yes, it is. / No, it isn't.* Stronger pupils can also say the colour or size.
- Go around the classroom and ask several pupils *What's your favourite colour?* Elicit *My favourite colour is (red).* Now ask *What's your favourite toy?* Pupils walk around the classroom and ask and answer *What's your favourite toy?* with as many of their classmates as possible.

## Using Page 25

### 10 1:50 Listen and number. Ask and answer.

- Play Audio Track 1:50. Pupils listen and number the pictures accordingly. (*Answers: 1d, 2a, 3c, 4b*)

### 11 Ask and draw.

- Pupils draw their favourite toy in the first column of the table. They then ask two friends what their favourite toy is and draw the toys in the space provided.

**MONITOR** | Make sure all pupils have a chance to ask two friends what their favourite toy is.

## Century Skill: Creativity

- Pupils make a 'My Favourites' poster. Give each pupil a large sheet of paper. They draw a picture of themselves in the centre of the paper. They then draw large circles around the poster and draw their favourite animal, food, article of clothing, toy, etc. inside the circles.

## Activity Book Page 18

### 7 1:51 Listen and ✓.

- Play Audio Track 1:51. Pupils listen and write a tick under the correct picture.

### 8 Find, match and say.

- Pupils follow the paths to find each child's favourite toy. Then they say *My favourite toy is a...* for each child.

## Application and Practice Activity

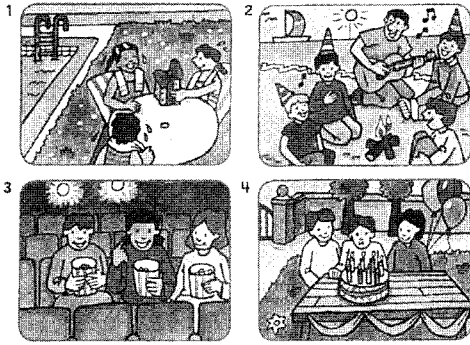
- Bring several toys to class. Place one toy in a bag or box. Invite a pupil to guess what the toy is using *Is it a...?* Answer with *Yes, it is. / No, it isn't.* If he/she guesses incorrectly, the pupil then puts his/her hand in the bag and feels the toy without looking. He/She then guesses again. Repeat with other toys and pupils.

**MONITOR** | Check that pupils don't see which toy you put in the box or bag.

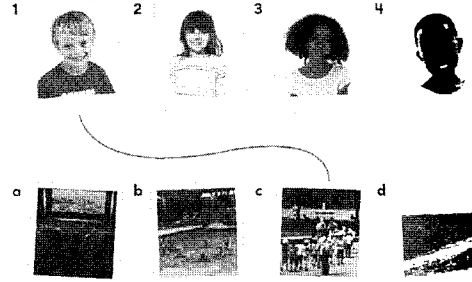
**ASSIST** | Offer suggestions if pupils have forgotten the vocabulary. Say *Is it a (plane)?*

**CHALLENGE** | Encourage pupils to guess the size of the toy. Pupils ask *Is it a big/small (train)?*

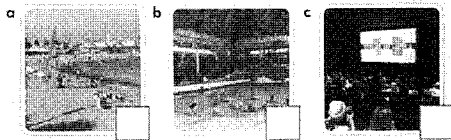
12 Listen and say.



12 Listen and match. Ask and answer.



THINK BIG Listen, number and say.



**Warm up**

- Call a pupil to the front of the class. Ask him/her to choose one of the Toys flashcards. The class guesses the toy. They ask *Is it a (plane)?* The pupil answers with *Yes, it is. / No, it isn't.*
- Ask pupils to talk in pairs about their best birthday party. Where was it? What was their favourite present? Call on a few pupils to share their experiences.

**Using Pages 26–27**

12 1:52 Listen and say.

**INVOLVE** Explain the lesson objective – pupils will learn to identify and say the names of places including beach, cinema, pool and park. They will talk about places parties are held.

- Teach the words *pool*, *beach*, *cinema* and *park* by referring to the pictures at the top of the page. You may also wish to show pictures of these places that you've brought to class. Say the words several times and pupils repeat. Ask pupils, in L1, which place they would prefer to have their birthday party.
- Play Audio Track 1:52. Pupils listen and then say the places in the photos.

**MONITOR** Check that pupils are looking at the correct photos by asking them to point to each one as it is mentioned.

**ASSIST** Play the recording again and pause it so that pupils repeat the sentences. Listen for correct pronunciation as pupils repeat the sentences.

**CHALLENGE** Point to one of the photos. Then ask *Where's your party?* Pupils answer with *My party's at the (beach).*

**Century Skill: Critical Thinking**

1:53 Listen, number and say.

- Give pupils a few minutes to look at the photos at the bottom of the page. Ask pupils to name each place (*beach*, *pool* and *cinema*).
- Play Audio Track 1:53. Pupils listen and use critical thinking skills to work out which sound effects match the photos. (*Answers: 1b, 2c, 3a*)



**13** 1:54 Listen and match. Ask and answer.

- Explain, in L1, that pupils will listen to a recording of children talking about their birthday parties.
- Play Audio Track 1:54. Pause the recording after the first part and check that pupils have matched the child to the correct photo. Pause the recording again after the second part and again check that pupils have matched the child to the correct photo. Continue with the remaining photos. (Answers: 1c, 2d, 3a, 4b)

MONITOR

Check that pupils are matching the correct photos as they are listening to the recording.

ASSIST

Explain the task once more, in L1. Play the first part of the recording and point to the correct photo. Stop the recording after each part if necessary to give pupils more time.

CHALLENGE

Mime some actions that are related to the places learned in this lesson. For example, mime swimming, watching a film and eating popcorn, building a sandcastle or swinging on a swing. Ask *Where's my party? Is it at the...?* Pupils guess the place. Pupils then, in pairs, mime the places.



**Century Skill: Health Literacy**

Talk, in L1, about safety in the park or in the sun. Ask pupils what they have to be careful of when spending time in these places (e.g. sunburn, safety on park equipment, ticks or other bug bites). Discuss what precautions we should take when going to the park or beach. Bring some items to class such as sunscreen, a sun hat, insect repellent or bring pictures of these things. Teach these items in English. Ask pupils in which places they would use them.

**Project**

**14** Draw and say.

- Look at the child's drawing of his birthday party. Ask *Where's his party? (It's at the beach.)*
  - Hand out a large sheet of paper for each pupil. They draw a picture of a place they'd like to have their birthday party and colour it. Remind pupils, in L1, of the importance of sharing materials with other children, and revise some previously taught classroom language phrases such as *May I have a (blue) pencil, please?*
- Help pupils that are having difficulty with their drawings by suggesting things to draw in their pictures.

**Activity Book Page 19**

**9** 1:55 Listen and number.

- Play Audio Track 1:55. Pupils listen and number the pictures as they are mentioned.



**Century Skill: Critical Thinking**

Look, match and say.

- Pupils look at the pictures in the centre of the activity and match them to the appropriate place.

**Application and Practice Activity**

- Choose one of each scene: a beach, a park, a cinema and a pool from the posters pupils made for the project in Activity 14. Stick them in different corners of the classroom. Make sure the space is clear, then call out some pupils' names and then the place for them to run to.

**TEACHING TIP**

When teaching basic vocabulary from the coursebook, add a few extra words for stronger pupils. For example, when teaching places where parties can be held, add *at home, in a restaurant, at a café or in your garden.*

**OBJECTIVES**

To identify and learn the names of places including a beach, a cinema, a pool and a park

To talk about places parties are held using *My party is at the (beach).*

**Content Words**

Places: beach, cinema, park, pool

**21st Century Skills**

Critical Thinking  
Health Literacy

**Materials**

Pupil's Book Pages 26–27  
Flashcards (Toys)  
Audio Tracks 1:52–1:54  
Photos/pictures of a beach, cinema, pool and park.  
Sunscreen, sun hat, insect repellent (or pictures of these items).  
Large sheet of paper for each pupil (Project)

**Activity Book**

Page 19  
Audio script on page 271  
Answers on page 278

**Audio Track 1:52**

- 1 It's my birthday!  
Happy birthday. Where's your party?  
My party's at the pool.
- 2 It's my birthday!  
Happy birthday. Where's your party?  
My party's at the beach.
- 3 It's my birthday!  
Happy birthday! Where's your party?  
My party's at the cinema.
- 4 It's my birthday!  
Happy birthday. Where's your party?  
My party's at the park.

**Audio Track 1:53**

- 1 [sound effects of a pool: splashing, children's voices, etc.]
- 2 [sound effects of a cinema: video camera whirring, music before the movie, etc.]
- 3 [sound effects of a beach: seagulls, crashing waves, etc.]

**Audio Track 1:54**

- 1 It's my birthday.  
Happy birthday! Where's your party?  
My party's at the park.
- 2 It's my birthday.  
Happy birthday! Where's your party?  
My party's at the beach.
- 3 It's my birthday.  
Happy birthday! Where's your party?  
My party's at the cinema.
- 4 It's my birthday.  
Happy birthday! Where's your party?  
My party's at the pool.

## Warm up

- Talk with pupils, in L1, about manners. Why are manners important? What should we say when someone gives us something or helps us? (*Thank you.*) What should be said in response to this? (*You're welcome.*) If we break something or make a mistake what should we say? (*I'm sorry.*) And what should be said in response to this? (*It's OK.*)
- Invite a few pupils to the front of the class. Demonstrate how these phrases are used properly. Ask a pupil *May I have a pencil, please?* Then say *Thank you!* Encourage the pupil to respond with *You're welcome.* Ask a pupil to hand you a notebook and accidentally drop it. Say *I'm sorry.* Encourage the pupil to respond with *It's OK.*

## Using Page 28

### 15 1:56 Listen and say.

INVOKE

Explain the lesson objective – to understand the importance of good manners and learn to say *Thank you, You're welcome, I'm sorry* and *It's OK.*

- In pairs, pupils look at the two pictures at the top of the page. They work out which phrases they think could be used in each circumstance.
- Play Audio Track 1:56. Pupils listen and decide which picture is being described.
- Play the recording again, pausing after each sentence. Pupils listen and repeat.

MONITOR

Check that pupils understand why each picture fits each phrase.

ASSESS

Help pupils with any difficulty they may be having with pronunciation.

### 16 1:57 Listen and find. Say.

- Play Audio Track 1:57. Pupils look at the picture and find the people they believe are saying the phrases in the recording.
- Check that pupils choose the correct people in the picture and understand why.

### 17 Act and say.

- In pairs, pupils create dialogues using the phrases learned in this lesson. Pupils act out their dialogues for their classmates, using mime to convey the actions.

MODIFY

Walk round the classroom and help pupils come up with ideas for their dialogues.

CHALLENGE

Ask pupils to think of more situations in which they use these phrases.

## 21st Century Skill: Technology Literacy

If you have access to a digital camera with video capability or a video camera, film your pupils as they act out their dialogues. Give pupils a chance to look through the camera, choose angles, etc. Play the video so pupils can watch themselves. Ask them to evaluate their own performance.

## Activity Book Page 20

### 10 1:58 Listen and match. Say.

- Play Audio Track 1:58. Pupils listen to the recording and match the pictures to the correct numbers.

### 11 Draw and say.

- Pupils draw a scene of themselves in a situation similar to those in the Pupil's Book and then say the appropriate phrases.

## Application and Practice Activity

- Divide the class into small groups. Pupils take turns to mime different situations in which the phrases from this lesson should be used. Their teammates guess the correct phrase used.

## OBJECTIVES

To understand the importance of good manners

To learn to apologise and accept an apology using *I'm sorry* and *It's OK*

To learn to express appreciation by saying *Thank you* and *You're welcome*

## 21st Century Skill

Technology Literacy

## Materials

Pupil's Book Page 28  
Audio Tracks 1:56–1:57

## Activity Book

Page 20  
Audio script on page 27  
Answers on page 278

## Audio Track 1:56

1  
Sorry!  
It's OK.  
2  
Thank you.  
You're welcome.

## Audio Track 1:57

Girl 1: Thank you.  
Boy 1: You're welcome.  
Boy 2: Sorry.  
Girl 2: It's OK.

## TEACHING TIP

Explain, in L1, that there are other ways to say *Thank you* and *You're welcome* depending on the situation. Teach pupils *Thanks!* and *That's OK.* Explain that *Thanks* is less formal than *Thank you* and *That's OK* is less formal than *You're welcome*. Talk about the different circumstances in which we use *I'm sorry*. (When we drop something, when we accidentally bump into someone, when we don't understand, etc.) Teach pupils the phrase *Excuse me* and talk about when it is appropriate to use it.

## OBJECTIVES

- To learn the sounds /l/, /t/ and /i/
- To differentiate between the sounds /l/, /t/ and /i/
- To learn words that begin with /l/, /t/ and /i/

## Materials

- Pupil's Book Page 29
- Audio Tracks 1:59–1:61
- Phonics Poster
- Pictures of words or real objects beginning with sounds from this unit and Unit 1
- Green, red and blue pencils for each pupil
- Small pieces of paper for each pupil
- One envelope per group

## Activity Book

- Page 21
- Answers on page 278

## Audio Track 1:59

- 1
- /l/ /l/ /l/ leaf
  - /l/ /l/ /l/ look
  - /l/ /l/ /l/ lake
- 2
- /t/ /t/ /t/ taxi
  - /t/ /t/ /t/ toy
  - /t/ /t/ /t/ ten
- 3
- /i/ /i/ /i/ igloo
  - /i/ /i/ /i/ insect
  - /i/ /i/ /i/ in

## Audio Track 1:60

- Leaf. Circle in green.
- Taxi. Circle in red.
- Igloo. Circle in blue.
- Toy. Circle in red.
- Lake. Circle in green.
- Insect. Circle in blue.
- In. What colour?
- Ten. What colour?
- Look. What colour?

## Audio Track 1:61

- Ten ten ten
  - Toys toys toys
  - Ten ten ten
  - Toys in tax number ten!
- 1
- insect igloo!
  - insect igloo!
  - An insect in an igloo!
- 2
- Look! A leaf on the lake.
  - Look! A leaf on the lake.

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (e.g. *ant*). Ask pupils to say another word with the same initial sound (e.g. *act*). Do the same with other words beginning with the sounds from the previous unit.

## Using Page 29

### 18 1:59 Listen, find and say.

Explain the lesson objective – pupils will learn the sounds /l/, /t/ and /i/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the sounds /l/, /t/ and /i/. Pupils repeat the words several times.
- Play Audio Track 1:59. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 1:60 Listen and circle.

- Check that pupils have a red, green and blue pencil each. Play Audio Track 1:60. Pupils listen and circle words beginning with /l/ in green, words beginning with /t/ in red and words beginning with /i/ in blue.
- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (Answers: green – leaf, lake, look; red – taxi, toy, ten; blue – igloo, insect, in)

Photocopy several pictures of words beginning with the sounds /l/, /t/ and /i/. Alternatively, give pupils small pieces of paper and they draw pictures of these words. Put the pictures in several envelopes and give one to each group. Say *Go!* The groups open their envelopes at the same time and put the words beginning with the same sound together in piles. The first group to complete the task wins.

### 20 1:61 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each one. Play Audio Track 1:61. Pupils write the correct number in the box below each picture. (Answers: 1c, 2a, 3b)
- Play Audio Track 1:61 again and pupils join in with the chant.

## Activity Book Page 21

### 12 Find and colour. Say.

- Pupils find the pictures of words that begin with the same sound and colour them the same colour. They may use any three colours they choose. They then say the words for each picture.

## Application and Practice Activity

- Say a sound from this unit. Then show pictures of words beginning with the sounds from this unit and Unit 1. Pupils call out the word when they see a picture of a word beginning with the sound you said. Continue with other sounds.

## TEACHING TIP

Create a phonics corner in your classroom. This could be a small area with a bulletin board where you can display the Phonics Poster and drawings by the pupils of words beginning with the target sounds. Make reference to them as often as possible throughout the unit and add to it as pupils learn new words.

## Warm up

- Stick three Toys flashcards on the board in a row. Give pupils a few minutes to memorise the order of the cards, then remove them. Pupils call out the correct order. Gradually increase the number of cards you use. Encourage pupils to say sentences instead of just the words. (*It's a car.*)

## Using Page 30

### 21 Listen and find.

- INVOLVE** Explain that pupils will review the key language of the unit and play a game.
- In pairs, pupils identify as many of the pictures on the board game as possible. Walk around the classroom and point out a few to each pair. Ask *Is it a (doll)?*
  - Play Audio Track 1:62. Pupils follow in their books and point to the pictures as they're mentioned.

**MONITOR** Check that pupils are pointing to the correct pictures.

**ASSIST** If pupils can't find a picture, help them by putting their fingers on the correct one.

### 22 **Play. Draw ○ or ×.**

- Pupils play the game in pairs. One pupil chooses to be noughts and the other crosses. The aim is to draw three noughts or three crosses in a row, horizontally, vertically or diagonally. Pupils choose where they would like to draw their noughts and crosses. They then say a sentence about the picture in that particular space. (*My party's at the beach.*) They take it in turns saying sentences and drawing a nought or a cross.

**MONITOR** Check that pupils are saying the sentences correctly.

**ASSIST** Help pupils who may not understand the game by modelling it with another pupil.

## Activity Book Page 22

### 13 **Look and draw. Say.**

- Pupils follow the sequence of toys and complete it by drawing the missing item in the blank box. They then say the toys in the sequence.

### 14 **Count and draw. Say.**

- Pupils connect the dots to complete a drawing of a present. They then say *It's a present.*

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 100 in their Activity Books. Say the words and encourage the pupils to find and point to the right sticker in their books. They take turns to say a sentence about each sticker (e.g. *This is my plane. My puppet is green.*). They then stick the stickers in the correct places on the Picture Dictionary page.

**MONITOR** Check that pupils are sticking their stickers in the correct places.

**ASSIST** Point to a sticker then point to the relevant space on the Picture Dictionary page. Show pupils how to peel the stickers, hold them by the edge and then position them over the space before sticking them down.

## OUTCOMES

Pupils can talk about toys using its a... structure.

Pupils can play a game in pairs.

## Materials

Pupil's Book Page 30

Flashcards Toys

Audio Track 1:62

## Activity Book

Page 22

Answers page 27

Sticker Picture Dictionary page 100

## Audio Track 1:62

Man: My party's at the pool.

Boy 2: It's a pink car.

Man: It's a small puzzle.

Girl 2: It's a big train.

Man: My party's at the park.

Boy 1: My party's at the beach.

Man: It's a red present.

Girl 1: My party's at the cinema.

Man: It's a blue car.

## TEACHING TIP

Learning a language can be a bit daunting for some pupils. Helping them to become aware of just how much English they've already learned can help to motivate them and give them confidence. Ask them to say as many English words as possible and give praise for what they've learned. (You can do this one-to-one with shy pupils.) Even if they can't read at this point, you could make a list on the board so they can visualise just how many words they know.

## OUTCOMES

Pupils can talk about toys, using *It's a...* and *My favourite toy's a...*

Pupils can talk about the places where parties are held.

Pupils can use polite expressions *Thank you*, *You're welcome*, *I'm sorry* and *It's OK*.

## Materials

Pupil's Book Page 31  
Flashcards (Toys)  
Audio Tracks 1:63–1:64  
A beanbag (could be a sock filled with beans tied with an elastic band) or a sponge

## Activity Book

Page 23  
Audio script on page 271  
Answers on page 279

## Audio Track 1:63

1 Is it a puzzle?

Yes, it is. It's a puzzle.

2

What's your favourite toy?

My favourite toy is a doll.

3

Is it a ball?

No, it isn't.

Is it a car?

Yes, it is. It's a blue car.

4

What's your favourite toy?

My favourite toy is a ball.

5

Is it a puppet?

No, it isn't.

Is it a plane?

Yes, it is. It's a yellow, blue, red and green plane.

6

What's your favourite toy?

My favourite toy is a puppet.

## Audio Track 1:64

1 Where's your party?

My party's at the beach.

2

Where's your party?

My party's at the park.

## Warm up

- Stick three Toys flashcards on the board and one flashcard from Unit 1. Pupils say the odd one out.

## Using Page 31

### 23 1:63 Listen and number.

INVOLVE

Explain the lesson objective – pupils will talk about toys, draw places a party can be held and evaluate their learning performance in this unit.

- Ask questions about the photos at the top of the page. *What colour is the car?* Point to the photo of the boy holding the ball and ask *What's this?*
- Play Audio Track 1:63. Pupils listen and number the photos accordingly. Play the recording again and pupils check their answers in pairs. (*Answers: 1c, 2f, 3e, 4b, 5a, 6d*)

### 24 1:64 Listen and draw.

- Play Audio Track 1:64. Pupils draw the places mentioned in the recording. In the first box they draw a beach and in the second box they draw a park.
- Pupils share their drawings with the class saying *My party's at the beach/park*.

## Can

- Pupils tick the boxes if they can name the words or structures represented by the pictures.
- Show the Toys flashcards in turn. Pupils say a sentence for each. (*It's a small car.*) They tick the box if they feel they can do this successfully.
- Point to the pictures of places from Activity 12 on page 26 of the Pupil's Book. Pupils say a sentence about each picture. (*My party's at the beach.*) They tick the second box if they feel they know them well.
- Now remind pupils of the phrases *Thank you*, *You're welcome*, *I'm sorry* and *It's OK* by miming different situations in which these phrases could be used. Pupils tick the third box if they are able to say these expressions correctly.

## Activity Book Page 23

### 15 1:65 Listen and ✓.

- Pupils listen to Audio Track 1:65 and tick the correct picture in each pair.

## Application and Practice Activity

- Play this game as a class or in two or more teams. You'll need a beanbag or a sponge. Place the Toys flashcards evenly spaced apart on the floor. Call a pupil from each team to the front of the class. Pupil A says a sentence using a word from one of the flashcards. Pupil B throws a beanbag on the correct flashcard. If it lands on the flashcard, he/she wins a point for the team. Pupil B then says a sentence and Pupil A throws, etc. Possible sentences include *It's a (car)*. *My favourite toy's a (doll)*.

CHALLENGE

Make your own flashcards. Include toys in different sizes and colours and the four places: beach, park, pool and cinema. Add these flashcards to the Toys flashcards to make the game above more challenging.

## TEACHING TIP



### Century Skill: Social Skills

An essential part of doing pair and group work successfully is acquiring the ability to listen carefully to others. Spend a few minutes discussing, in L1, the importance of listening without interrupting while someone is speaking. Talk about speaking in turn. The class could find some pictures on the internet and make a poster about etiquette as a reminder for when they are working in pairs and groups.

# unit 3

# I like cake!

## Objectives

### Vocabulary

- Food and drinks

### Grammar

- To talk about food using *I like...* and *I don't like...*

### Content Connections: Science

- To identify and talk about food that is healthy and unhealthy using *It's good/bad for me.*

### Sounds

- To identify and say words beginning with the sounds /n/, /b/ and /r/

### Values

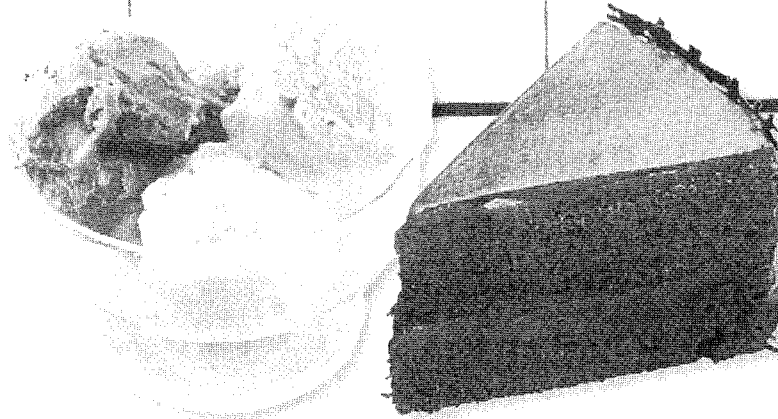
- To learn the value of good table manners

### Project

- To make plates showing healthy and unhealthy food

## Key Vocabulary

Food and drinks	Content Words	Expressions
cake chicken fish ice cream juice pizza water yogurt	cola fruit salad sugar	<i>Close your mouth.</i> <i>Use a napkin.</i> <i>Please.</i>



## Materials

### Pupil's Book, Unit 3

- Pages 32–43
- Pupil's Book Audio CD, Tracks 1:66–1:86

### Activity Book, Unit 3

- Pages 24–33
- Activity Book Audio CD, Tracks 1:68–1:87
- Sticker Picture Dictionary, Page 101

### Assessment Package

- Practice Test unit 3
- Review Test units 1–3
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Food and Drink)
- Video Unit 3 (eText for teacher)
- Phonics Poster
- Photocopy of the juice flashcard
- Paper and card
- Props like menus, pad of paper and pencil for café dialogue (story activity)
- Photos of food and drinks from magazines or the internet
- Template for making hexagonal spinner
- Pictures of flags from different countries
- Cards with happy and sad faces drawn on them
- Photos of sugar, fruit, cola and salad
- Two paper plates or a large sheet of paper for each pupil (for project)
- Pupils' pictures of healthy and unhealthy food
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pictures of items beginning with the sounds /n/, /v/ and /r/
- Cards representing vocabulary and structures from this unit
- A bag to put the above cards in

### Checkpoint Units 1–3

## Unit Opener Activities

### Family Connection

Ask pupils to talk with their families about the food they eat at home. What are their favourite meals? What do they usually eat at home? How are their normal meals different from holiday meals? Ask them to bring in a picture of a typical meal at home. If they haven't got one, they could draw a picture. Ask pupils to share their pictures with the class and talk, in L1, about where they eat, what they eat, who cooks and how everyone in the family helps each other at mealtimes.

### eText Activity

- Interactive Pupil's Book Activities for unit 3
- Class Audio and Audio Scripts
- Unit 3 Flashcards
- CLIL Video and integrated questions for unit 3
- Posters
- Teacher's Resources
- Practice Test unit 3
- Practice Test Audio and Audio Scripts for unit 3
- Unit 3 Speaking Assessment Prompts
- Unit 3 Practice Test Teacher's Notes and Answer Key
- Review Test units 1–3

## Warm up

- Give pupils a few minutes to look through the new unit. Ask, in L1, what they think they will learn about (food and drinks).
- Show the Food and Drink flashcards in turn. Pupils say *Yum!* and rub their tummies if it's a food or drink they like or say *Yuk!* and make a face if it's something they don't like.

## Using Page 32

### 1 1:66 Listen, look and say.

**SUPPORT** Explain the lesson objective – pupils will learn the key food and drink words and play a game in pairs.

- Show the Food and Drink flashcards one by one and say the word for each several times. Pupils repeat.
- In pairs, pupils look at the photos and talk in, L1, about which things they like and don't like. They could also choose their favourite item.
- Play Audio Track 1:66. Pupils listen and look at each photo as it is mentioned.

**MONITOR** Walk round the classroom and point to individual photos. Pupils say the correct food or drink word.

**ASSIST** Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

### 2 1:67 Listen and find.

- Play Audio Track 1:67. Pupils listen and find the photo of the food or drink mentioned.

**MONITOR** Check that pupils are pointing to the correct photos.

**ASSIST** Replay the recording, pausing it as necessary, and help pupils associate the food and drink words with the correct photos.

### 3 Play a game.

- In pairs, pupils play a game. Pupil A covers one of the photos of the foods from Activity 1 with a small piece of paper. Pupil B tries to guess which photo is covered by saying the name of the food (*Yogurt? Fish?*)

**MONITOR** Check that pupils are saying the correct words.

**ASSIST** Explain the instructions again and model the activity with a pupil.

**CHALLENGE** Play a game as a class. Begin by saying a number and pupils say the food or drink. Then say two numbers at a time and pupils have to say both items.

## Activity Book Page 24

### 1 1:68 Listen and number.

- Play Audio Track 1:68. Pupils listen and number the photos as they are mentioned.

### 2 Match and say.

- Pupils match the two halves of each picture then say what each food is.

## Application and Practice Activity

- Assign actions to each of the food words. Start with three words initially. Say *Cake!* Clap your hands. *Chicken!* Stamp your feet. *Ice cream!* Turn around. Now say the words in various orders at different speeds and pupils do the correct action. Add more words and actions as the activity progresses.

## OBJECTIVES

To identify and name the key food and drink words

To play a game in pairs

## Key vocabulary

Food and drinks: cake, chicken, fish, ice cream, juice, pizza, water, yogurt

## Materials

Pupil's Book Page 24  
Flashcards (Food and Drinks), Audio Tracks 1:66–1:67, A small piece of paper for each pupil

## Activity Book

Page 24  
Audio script on page 272  
Answers on page 279

## Audio Track 1:66

- 1 chicken
- 2 fish
- 3 pizza
- 4 yogurt
- 5 ice cream
- 6 cake
- 7 juice
- 8 water

## Audio Track 1:67

- pizza  
water  
ice cream  
chicken  
cake  
fish  
juice  
yogurt

## TEACHING TIP

Flashcards are a great way to introduce new words when real items are not available. Curiosity makes pupils more receptive to learning. Hide the cards in a box or a bag and make pupils guess what each card is before you reveal it.



## OBJECTIVES

To identify and name the food and drinks

To sing a song about food and drink

### Key vocabulary

Food and drinks: cake, chicken, fish, ice cream, juice, pizza, water, yogurt

### 21st Century Skills

Critical Thinking  
Creativity

### Materials

Pupil's Book, Page 33  
Flashcards (Food and Drinks)  
Audio Tracks 1:69-1:70  
Photocopy of juice and ice-cream flashcard  
Small pieces of card for each pupil to make mini flashcards

### Activity Book

Page 25  
Audio script on page 272  
Answers on page 279

### Audio Track 1:69

Girl: I like chicken, yes, I do.  
Boy: I like cake and juice, too!  
Girl: I like pizza, yes, I do.  
Boy: I like juice and fish, too!  
Girl: I like ice cream, yes, I do.  
Boy: I like ice cream. How about you?

### Audio Track 1:70

My name's Ben. I like pizza and juice. I like ice cream, too.

## TEACHING TIP

### Century Skill:

#### Creativity

Adding movements to songs makes them more fun and helps pupils to remember the key vocabulary. Encourage pupils to use their creativity and create actions that show the meaning of the word.

## Warm up

- Mime eating the food and drink words learned in the previous lesson. Pretend to hold a chicken leg and bite into it. Try decorating a cake or squeezing some orange juice into a glass and drinking it. Pupils call out the word to match the mime. They continue in groups or pairs.

## Using Page 33

### 4 1:69 Listen and ✓. Sing.

INVOLVE

Explain the lesson objective – pupils will learn through a song to talk about which food and drinks they like.

- Explain, in L1, that pupils will listen to a song about two children and the food and drinks they like. Play Audio Track 1:69. Pupils listen to the song and tick the food that each child likes. (Answers: Girl – chicken, cake, juice, ice-cream; Boy – pizza, juice, fish, ice-cream)
- Play the recording again and pupils sing along.

REVIEW

Show the flashcards of the food and drinks as they are mentioned to help pupils know which ones they should tick.

CHALLENGE

Hand out the Food and Drinks flashcards to eight pupils in the class. Play the song again. Pupils stand when they hear their flashcard mentioned. Now give the flashcards to eight different pupils. Challenge them to stick the flashcards on the board in the order they are mentioned in the song, from memory. Play the song again to check pupils' answers. NB: You'll need to photocopy an extra juice and ice-cream flashcard as they appear twice in the song.

### 5 1:70 Listen and draw.

- Play Audio Track 1:70. Pupils listen to Ben talk about his favourite food and drinks. They draw the things he says in the space provided.

Stick the pizza, juice and ice cream flashcards on the board to help pupils remember which items they should draw.



### Century Skill: Critical Thinking

#### Draw the food you like.

- Pupils use critical thinking to apply the language from the unit to themselves. Pupils draw the food they like in the box. They then share their drawings with a partner and say *I like...*

### Activity Book Page 25

### 3 1:71 Listen and circle. Sing.

- Play Audio Track 1:71. Pupils listen to the song again and circle the food or drinks mentioned for each child in the song.



### Century Skill: Critical Thinking

#### Look and X the odd one out.

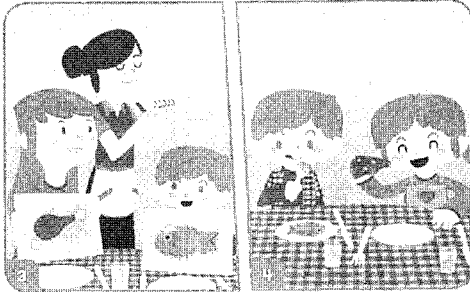
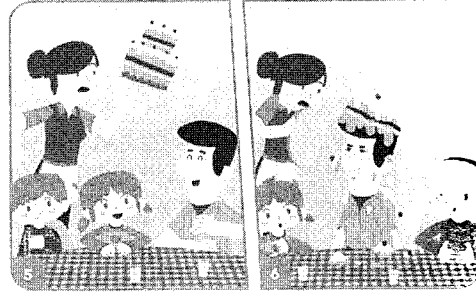
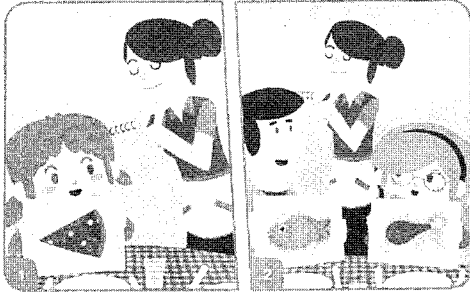
- Pupils look at the pictures in each row and decide which one is different from the others. They write a cross in the box of the one that is different.

### Application and Practice Activity

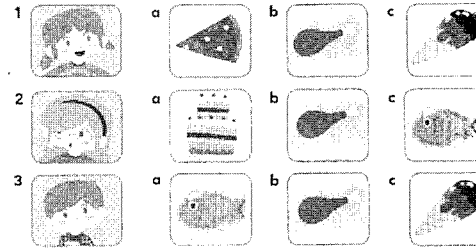
- Pupils make their own mini food flashcards. Play the song again and pupils hold up the correct food card when they hear it mentioned. They can use their mini flashcards to play other games, such as Snap!, in pairs.

## Story

Listen and follow. What does each person like?



Look and listen again. Circle.



34 Unit 3

story Unit 3 35

### Warm up

- Ask pupils, in L1, to remember what happened in the story from Unit 2. (It was Lidya and Liam's birthday. Their friends, Sam and Sally, gave them presents but Sally got her presents mixed up.) Use the story from Unit 2 to remind them of the details.
- Show pupils the story for Unit 3. Ask some questions, in L1 and English. Ask pupils to say what food and drinks they can see in the story. Ask why they think the family is in a restaurant? (It's the twins' birthday.) Ask *Who's having chicken? Who's having fish?*

### Using Pages 34–35

#### 6 1:72 Listen and follow. What does each person like?

INVOLVE

Explain the lesson objective – pupils will learn to talk about the food and drinks they like and don't like. They will listen to and answer questions about a story.

- Give pupils a few minutes to look at the frames of the story. Point to the characters and ask *Who's this?* Point to the food and drinks and ask *Is it (pizza)?* Say some food and drink words from the story. Pupils find them and say the frame number they are found in.
- Explain, in L1, that in the story, Lidya and Liam go to a restaurant with their family to celebrate their birthday. Everyone orders something that they like. After dinner, the twins decide to order cake. As the waitress brings the cake, she slips and drops it on Dad's head!
- Play Audio Track 1:72. Pupils listen to the story and follow the picture frames in their books.

MONITOR

Point to each frame and ask simple questions to check for understanding. Ask *Who likes (pizza)?*

ASSIST

Play the recording again. Pupils follow in their books as they listen. Point to each frame as it is being read.

CHALLENGE

Ask pupils questions, in L1, about the story to check comprehension. What happened to the cake? How could this have been avoided? What did each person in the story order? Draw stick figures of each character on the board. Next to each character, pupils draw what each person ordered without looking in their books. They then check their answers by looking back at the story. (Lidya – pizza, Dad and Liam – fish, Joy and Mum – chicken)

CHALLENGE

Read a sentence for any frame and pupils repeat the sentence and point to the correct frame.



### Century Skill: Information Literacy

- Show pupils how to collect information and communicate it in a productive way. Do a class survey about the food and drink pupils like and don't like. Stick each of the flashcards on the board or draw a picture of the food from the unit. Point to the flashcards in turn. Say *I like (fish)*. Pupils raise their hands if they agree. Write the number next to the fish flashcard. Use this information to create a pie chart. Decide as a class which food is the class's favourite.
- Pupils then do their own surveys and create their own charts in groups. They share their results with the class.

### 7 1:73 Look and listen again. Circle.

- Point to the characters in each of the pictures in turn and ask *Who's this?* (Mum, Lidya and Liam) Play Audio Track 1:73. Pupils listen to the recording and circle the correct food item for each person. (Answers: 1a, 2b, 3a)

MONITOR

Check to see that pupils are circling the correct food.

ASSIST

Explain the directions again by modelling the activity. Say the character's name and point to the correct picture.

TEACH

Pupils create dialogues in groups. They pretend they're in a restaurant and order food they like by using *Fish, please!* Encourage them to use the sentences from the story. They may wish to use or make props such as menus, a pad of paper and pencil for the waitress/waiter, etc.

### Activity Book Page 26

#### 4 Number in order. Tell the story.

- Pupils number the pictures in the order in which they appear in the story. They then check their answers in the Pupil's Book and retell the story in their own words.

### Application and Practice Activity

- Demonstrate some actions related to the key words from the story. For example, swim like a fish for the word *fish*, flap 'wings' for the word *chicken* and jump up and down excitedly for the word *cake*. Play Audio Track 1:72. Pupils do the actions when they hear the words from the story.

Practise the words and their actions several times before playing the story. Call out the words in turn and pupils do the actions.

Pupils create their own actions for the key words in the story. They could do this in groups and share their actions with the class.

### TEACHING TIP

Pictures play an important support role in developing listening skills. Focusing on pictures helps pupils predict the language they'll hear. Before playing a recording, ask pupils to look at the pictures and say five things they think they might hear. For example, pupils look at the frames of the story and predict which five food words they might hear in the recording.

### OBJECTIVES

To talk about food and drinks you like and don't like

To consolidate the key language in a story

### Key vocabulary

Food and drinks: cake, chicken, fish, ice cream, juice, pizza, water, yogurt

### 21st Century Skill

Information Literacy

### Materials

Pupil's Book Pages 34–35  
Flashcards (Food and Drink)  
Audio Tracks 1:72–1:73  
Props like menus, pad of paper and pencil

### Activity Book

Page 26

Answers on page 279

### Story Summary

Lidya and Liam go to a restaurant with their family to celebrate their birthday. Everyone orders something that they like. After dinner, the twins decide to order cake. As the waitress brings the cake, she slips and drops it on dad's head!

### Audio Track 1:72

Frame 1

Waitress: Hello. Your order, please.

Lidya: I like pizza. Pizza, please.

Waitress: Pizza.

Frame 2

Dad: I like fish. Fish, please.

Joy: Hmm... I don't like fish.

Chicken, please.

Waitress: One fish and one chicken. OK.

Frame 3

Mum: Chicken, too, please.

Liam?

Liam: No. I don't like

chicken. Fish, please.

Waitress: Chicken and fish.

Thank you.

Frame 4

Liam: Mmm... I like fish.

Lidya: ...and I like pizza.

Frame 5

Lidya: Look! A cake!

Liam: Yum. I like cake!

Frame 6

Waitress: Oops!

Dad: I don't like cake.

Waitress: Sorry! Ice cream?

### Audio Track 1:73

1 Lidya: I like pizza. Pizza, please.

2 Joy: Hmm... I don't like fish. Chicken, please.

3 Liam: Mmm... I like fish.

## Warm up

- Call two pupils to the front of the class and give them each a Food and Drink flashcard. They keep it secret. Pupils turn their backs to each other with the flashcard at chest level facing outwards. On the count of three, pupils turn around at the same time and show each other the flashcard they're holding. The first pupil to call out the word wins. Play this as a team game and award points for correct answers. The class continues the game, in pairs, using the mini flashcards they made for the song activity in the previous lesson.

## Using Page 36

### 8 1:74 Listen. Help Lidya and Liam.

INVOLVE

Explain the lesson objective – pupils will practise saying which food or drinks they like or don't like.

- Stick some photos of different foods and drinks on the board. These could be photos from magazines or the internet or the flashcards. Point to each one in turn and say *I like (ice cream). / I don't like (chicken)*. Call on a few pupils to do the same.
- Ask pupils to identify the characters at the top of the page by pointing to each in turn and asking *Who's this?* (Lidya and Liam) Explain that pupils are going to talk about the food and drinks they like or don't like.
- Play Audio Track 1:74. Pupils listen, repeat and find the images of the correct food or drink. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. Then they listen and check that they have completed the sentences correctly.

SUPPORT

Check that pupils are saying the sentences correctly.

ASSIST

Play the Audio Track again. Pause the recording to give pupils time to repeat the sentences.

### 9 1:75 Listen and circle.

- Play Audio Track 1:75. Pupils listen and circle the happy face if the person likes the food and the sad face if the person doesn't like it. (Answers: 1 sad face, 2 happy face, 3 happy face, 4 sad face)

ASSIST

If pupils are unsure or are circling the wrong faces, show the happy face, smile and say *I like (juice)*, then show the sad face, frown and say *I don't like (pizza)*.

## Activity Book Page 27

### 5 1:76 Listen and match.

- Pupils listen to Audio Track 1:76. They match each food or drink to the correct face.

## Application and Practice Activity

### Century Skill: Initiative

- Pupils make a chart of the food and drinks they like and don't like. Give each pupil a sheet of paper. They draw a happy face at the top of one column and a sad face at the top of the other. They draw or stick pictures of food they like and don't like below the correct headings. Encourage pupils to include food and drinks other than those from this unit and to learn the words for them.

## TEACHING TIP

To talk about food and drink using 'like' and 'don't like'

## Key vocabulary

Food and drinks: cake, chicken, fish, ice cream, juice, pizza, water, yogurt

## 21st Century Skills

Initiative  
Communication

## Materials

Pupil's Book (Page 36)  
Flashcards (Food and Drinks)  
Audio Tracks 1:74-1:75  
Mini food flashcards from earlier lesson  
Photos of food and drinks from magazines or the internet  
Blank paper for each pupil for chart

## Activity Book

Page 27  
Audio script on page 270  
Answers on page 274

## Audio Track 1:74

- 1 I like pizza.
- 2 I like water.
- 3 I like cake.
- 4 I don't like chicken.
- 5 I don't like juice.
- 6 I don't like ice cream.

## Audio Track 1:75

- 1 I don't like cake.
- 2 I like yogurt.
- 3 I like fish.
- 4 I don't like ice cream.

## TEACHING TIP

### Century Skill: Communication

Pupils often fear speaking because of a lack of vocabulary. Encourage pupils to mime words they don't know, draw pictures or point to things they can't remember at the moment they need them. Play miming games to express chunks of language, not just single words. These skills will help pupils throughout the language learning experience.

## OBJECTIVES

To talk about food and drinks using *I like...* and *I don't like...*

### Key vocabulary

Food and drinks: cake, chicken, fish, ice cream, juice, pizza, water, yogurt

### 21st Century Skills

Global Awareness  
Communication

### Materials

Pupil's Book Page 37  
Flashcards (Food and Drinks)  
Audio Track 1:77  
Card and template for making spinner  
Pictures of flags from different countries  
Pictures of dishes from other countries  
Cards with happy and sad faces drawn on them

### Activity Book

Page 28  
Audio script on page 272  
Answers on page 279

### Audio Track 1:77

I like pizza. I don't like water. I don't like yogurt.  
I like fish and juice. I don't like chicken.  
I don't like water and chicken. I like ice cream.

### Century Skill:

#### Communication

Using a range of expressions, tone of voice and body language is essential in communication in any language. Show pupils how you can change the meaning of a sentence just by changing your expression. Demonstrate how you can change the sentence *I like fish* to make it sound like you absolutely love it, you like it a bit or you're just being sarcastic. Try it with other sentences like *Sit down*, *My party's at the beach*, *It's a doll*, etc.

## Warm up

- Play a chain game. Several pupils stand in a row. The first pupil in the row says *I like (cake)*. The second pupil says *I like (cake), I like (fish)*. The third pupil repeats the first two and adds his/her own. Pupils may also use *I don't like...* for an added challenge. Pupils can continue the game in groups.

## Using Page 37

### 10 1:77 Listen and ✓ or X. Say and guess.

- Play Audio Track 1:77. Pupils listen and write ticks or crosses next to the correct food or drinks in each refrigerator. They then choose a refrigerator and say which food and drinks they like or don't like. His/her partner says which refrigerator it is. (Answers: 1 pizza ✓, water X, yogurt X; 2 fish ✓, juice ✓, chicken X; 3 water X, chicken X, ice-cream ✓)

### 11 Play the game.

- Before pupils begin playing, they make a spinner with the numbers 1 and 2 alternating around the edge. Help them to cut out the shape and write the numbers. Insert a pencil through the middle and spin the spinners.
- In pairs, pupils decide whose Pupil's Book to use first and which colour face they are each going to be: yellow or blue.
- Pupil A spins the spinner and moves the number of spaces shown. If they land on the arrow, they move forward or back as shown. He/She then says *I like/don't like (pizza)* according to the picture and completes the face. Pupil B then has a turn. They continue until one of the pupils reaches the finish square. The game can then be repeated in the other Pupil's Book.

### Century Skill: Global Awareness

- Talk with pupils, in L1, about food from other cultures. Do they know any restaurants that serve food from other countries? Make a class collage with popular foods from other countries. Teach some of the words for these foods in English. Print out some flags to represent the country then stick pictures beneath showing one or two dishes each country is famous for. For example, pizza from Italy, fish and chips from the UK, etc.

## Activity Book Page 28

### 6 1:78 Listen and draw.

- Play Audio Track 1:78. Pupils listen and complete the faces accordingly.

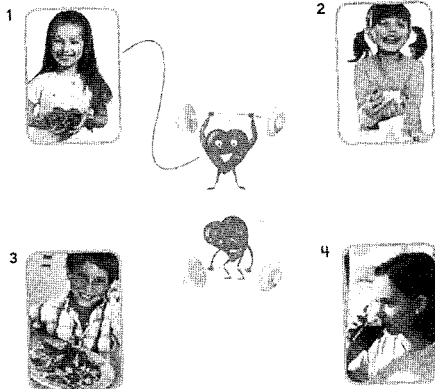
### 7 Look and ✓ or X for you. Say.

- Pupils tick the food and drinks they like and cross the food and drinks they don't like. They then say for each *I like...* or *I don't like...*

## Application and Practice Activity

- Stick four of the Food and Drink flashcards on the board (*juice, pizza, fish, water*). Say three of the four words (*water, pizza, fish*). Pupils say the word you didn't say (*juice*), then use it in a sentence (*I like/don't like juice*). Pupils could continue playing this in pairs using their mini flashcards.

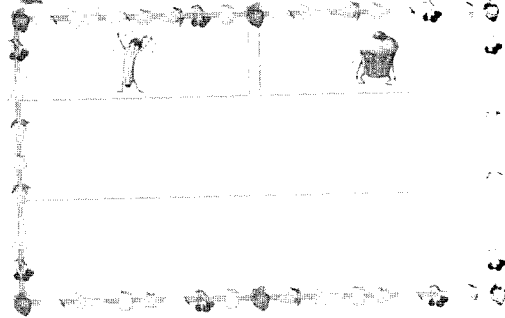
1 Listen, look and say. Match.



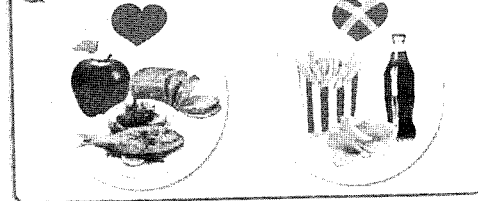
**THINK BIG** Find the odd one out.



2 Draw and say.



3 Make and say.



**Warm up**

- Teach the new food and drink words from this lesson (*fruit, sugar, salad, cola*). Use photos, drawings or refer to the photos in the book. Say the words several times and pupils repeat. Choose one of the new food words (e.g. *sugar*). Now show pictures or photos of several different foods and drinks. Pupils stand up, clap and shout *Sugar!* when they see the picture of sugar. Repeat with the other words.

**Using Pages 38–39**

12 1:79 Listen, look and say. Match.

INVOLVE

Explain the lesson objective – pupils will learn to identify and talk about healthy and unhealthy food and drinks.

- Introduce the concept of healthy eating. Show some pictures of fruit. Say *I like fruit!* Then mime being healthy and strong. Say *It's good for me*. Now show some pictures of cola or bring a bottle of cola to class. Say *I like cola!* Then mime being weak and lethargic and say *But it's bad for me*. Show the pictures of the healthy and unhealthy hearts in the book. Point to each one and say *It's good for me* or *It's bad for me*.
- Play Audio Track 1:79. Pupils listen and repeat the sentences. They then match the food and drink pictures to the healthy or unhealthy heart. (Answers: 1 Healthy heart, 2 Unhealthy heart, 3 Healthy heart, 4 Unhealthy heart)

MONITOR

Check that pupils are matching the pictures to the correct heart.

ASSIST

Listen for correct pronunciation as pupils repeat the sentences.

**THINK BIG Century Skill: Critical Thinking**

**Find the odd one out.**

- Pupils look at the pictures and say two sentences for each. They say *I like (ice cream). It's good/bad for me*. They use critical thinking skills to decide which picture is the odd one out and circle it. (Answers: *Picture 2 (fruit) is the odd one out as it is the only healthy food*)

**13 Draw and say.**

- Pupils draw two healthy foods in the first column and two unhealthy foods in the second column that are different from the previous exercise. They then practise saying *I like...* / *I don't like...* and *It's good/bad for me.*

ASSIST

Give pupils ideas of different food they can draw. Remind them of food they learned from this unit or teach them the words for other food.

**Project – 21st Century Skill: Health Literacy**

**14 Make and say.**

- Teach the names of the food on each of the plates (*apples, bread, fish, chips, crisps, cola*). Ask which plate shows healthy food and which shows unhealthy food. Ask which other foods from the unit could also be on the plates.
- Hand out a large sheet of paper for each pupil. Pupils draw two food plates, one for healthy foods and one for unhealthy foods. Pupils then stick pictures of food they've cut out from magazines or downloaded from the internet onto the correct plate. They could draw the food pictures themselves. Alternatively, pupils stick their food pictures onto two paper plates, one representing healthy food and the other representing unhealthy food. They then present their projects to the class.

Help any pupils that are having difficulty separating the food into healthy and unhealthy items.

**Activity Book Page 29**

**8 Look and colour. Say.**

- Check that pupils have a green and red pencil each. Pupils colour the healthy items green and the unhealthy ones red according to the colour key.



**Century Skill: Critical Thinking**

**Look, match and say.**

- Pupils look at the items and use critical thinking skills to decide which are healthy and which are unhealthy. They match the healthy foods to the banana. They then say *It's a/an.... It's good for me.*

**Application and Practice Activity**

- Divide the class into three groups. Group 1 are the healthy kids. Group 2 are the unhealthy kids. Group 3 have a collection of pictures of different foods (most of them healthy and some unhealthy). All three groups walk around the classroom at the same time. The healthy kids strut around big and strong but the unhealthy kids should walk slowly as though they are ill.
- It's Group 3's job to find the unhealthy kids and give them some healthy food pictures to make them strong. An unhealthy child takes the picture of a healthy food and says *It's a (banana). It's good for me.* He/She then perks up and walks around looking stronger. However, if a healthy child is given a picture of unhealthy food, he/she says *It's (cola). It's bad for me* and starts walking more slowly. The aim is for Group 3 to get rid of all their pictures and for there to be more healthy kids than unhealthy. Groups then switch roles.

**TEACHING TIP**

Use language topics as a springboard to engaging with other parts of the curriculum. For example, talk with pupils, in L1, about the importance of a healthy diet and eating plenty of fruit and vegetables. Pupils could keep a diary of which food they eat during a one-week period. They could draw pictures of the foods in their diary and then talk with a partner about what they ate that week, listing the foods in English and saying what they like and don't like and what's good and bad for them.

**OBJECTIVES**

To differentiate between healthy and unhealthy food and drinks

To talk about healthy and unhealthy food by using *It's good/bad for me.*

**Content Words**

Adjectives: good, bad  
Food and drinks: cola, fruit, salad, sugar

**21st Century Skills**

Critical Thinking  
Health Literacy

**Materials**

Pupil's Book Pages 38–39  
Audio Track 1:79  
Photos of sugar, fruit, cola and salad  
Large sheet of paper or two paper plates for each pupil (for project)  
Pictures of healthy and unhealthy food (for project)  
Green and red pencils for each pupil  
Pictures of healthy and unhealthy food (for game)

**Activity Book**

Page 29  
Answers on page 279

**Audio Track 1:79**

- 1 Look! It's fruit. I like fruit. It's good for me.
- 2 Look! It's sugar. I like sugar but it's bad for me.
- 3 Look! It's salad. I like salad. It's good for me.
- 4 Look! It's cola. I like cola but it's bad for me.

## Warm up

- Ask pupils to talk briefly, in L1, about what things are important to remember when we eat. Talk about table manners in your country. Teach *Use a napkin*, *Close your mouth* and *Please!*
- Mime some good and bad table manners. Pupils clap when it's an example of good table manners and make a thumbs down motion when you mime poor table manners. For example, pretend to wipe your mouth on your sleeve. Pupils make a thumbs down motion. Choose a pupil to show the correct behaviour. (*Wiping your mouth with a napkin.*) Ask all pupils to mime the positive behaviour and say the target sentences while they're miming. Pupils continue in groups.

## Using Page 40

### 15 1:80 Listen, look and say. Draw.

INVOLVE

Explain the lesson objective – pupils will learn good table manners, using *Please*, *Use a napkin* and *Close your mouth*.

- Pupils identify what the child is doing wrong in each frame of the story then check with a partner. As a class, discuss, in L1, what the correct behaviour should be for each.
- Play Audio Track 1:80. Pupils listen and follow the story in their books. They then draw the last frame of the story according to what they think happens next.

HIGHLIGHT

Play the recording again and ask pupils to repeat the sentences. Be sure they are saying the expressions correctly.

ASSIST

Help pupils with any difficulty they may be having in drawing the last frame of the story.

### 16 Play Simon Says.

- Begin by saying *Simon says*, 'Use a napkin.' Pupils mime wiping their mouths with a napkin. Continue by saying *Close your mouth*. Because you didn't say *Simon says*, pupils do not complete the action. Call on pupils to take over your role.

### 17 Act and say.

- Call two pupils to the front. Pupil A mimes inappropriate table manners and Pupil B mimes good table manners. The rest of the class say the rule they are miming (*Use a napkin*) and say the name of the child who is demonstrating proper table manners. They continue the activity in groups, taking turns to mime and say the rules.

## Activity Book Page 30

### 9 1:81 Listen and number.

- Play Audio Track 1:81. Pupils listen to the recording and number the pictures accordingly.

### 10 Draw and say.

- Pupils choose one of the table manners learned in this lesson. They first draw an example of bad behaviour in the box with the cross below it. They then draw the correct behaviour in the box with the tick below it.

## Application and Practice Activity

- Cover one of the three pictures from Activity 15. Pupils guess which picture you have covered by saying *Use your napkin*, etc. They continue the game in groups or pairs.

## OBJECTIVES

To learn good table manners using *Please*, *Use a napkin* and *Close your mouth*.

## 21st Century Skill

Cross-Cultural Skills

## Materials

Pupil's Book, Page 40  
Audio Track 1:80

## Activity Book

Page 30  
Audio script on page 277  
Answers on page 279

## Audio Track 1:80

1  
Girl: Simon, close your mouth  
Simon: Sorry!  
2  
Girl: Simon, use a napkin!  
Simon: Sorry!  
3  
Girl: Simon, Say 'Please'.  
Simon: Sorry!

## TEACHING TIP

### Century Skill:

#### Cross-Cultural Skills

Make the pupils aware that some things that are polite in one country could be considered rude in another. Talk with pupils, in L1, about things that are considered rude in your country. For example, burping after a good meal or making slurping sounds when eating may be acceptable in some countries – or even a sign of good manners (to show appreciation of the food).



## ACTIVES

To learn the sounds /n/, /ɒ/ and /r/.

To differentiate between the sounds /n/, /ɒ/ and /r/.

To learn words that begin with /n/, /ɒ/ and /r/.

### Materials

Pupil's Book, Page 41  
Audio Tracks 1:82–1:84  
Phonics Poster  
Pictures of words and/or objects beginning with sounds from this and previous units  
Green, red and blue pencils for each pupil  
Pupils' pictures or items beginning with the sounds /n/, /ɒ/ and /r/.

### Activity Book

Page 31  
Audio script on page 272  
Answers on page 279

#### Audio Track 1:82

n n n /n/ nine  
n n n /n/ nurse  
n n n /n/ nut  
ɒ ɒ ɒ /ɒ/ on  
ɒ ɒ ɒ /ɒ/ ox  
r r r /r/ olive  
r r r /r/ read  
r r r /r/ rabbit  
r r r /r/ rug

#### Audio Track 1:83

Nine. Circle in green.  
Ox. Circle in red.  
Rabbit. Circle in blue.  
Nurse. Circle in green.  
Rug. Circle in blue.  
On. Circle in red.  
Read. What colour?  
Nut. What colour?  
Olive. What colour?

#### Audio Track 1:84

Nine. Nine. Nine.  
Nut. Nut. Nut.  
Nurse. Nurse. Nurse!  
A nurse. nurse. nurse with  
nine pine nuts.

Read. Read. Rug!  
Read. Read. Rug!  
Read. Read. Rug!  
A rabbit. rabbit. rabbit  
reads on a rug. rug, rug!

Olive. Olive! Olive!  
On. On. On!  
Ox. Ox. Ox!  
An olive, olive, olive on an  
ox. ox, ox!

### Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*insect*). Ask pupils to say another word with the same initial sound (*igloo*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /n/, /ɒ/ and /r/. Ask pupils which words they know beginning with these sounds (*nine, orange, red, etc.*) Show the Phonics Poster to give pupils some ideas.

### Using Page 41

#### 18 1:82 Listen, find and say.

Explain the lesson objective – pupils will learn the sounds /n/, /ɒ/ and /r/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /n/, /ɒ/ and /r/ sounds. Pupils repeat the words several times.
- Play Audio Track 1:82. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

#### 19 1:83 Listen and circle.

- Check that pupils have a green, red and blue pencil each. Play Audio Track 1:83. Pupils listen and circle words beginning with the /n/ sound in green, words beginning with the /ɒ/ sound in red and words beginning with the /r/ sound in blue. (*Answers: green – nine, nurse, nut; red – ox, on, olive; blue – rabbit, rug, read*)
- At the end of the recording, pupils will decide which colour the last three pictures should be circled in.

Pupils look through their books and find pictures of other words beginning with the /n/, /ɒ/ and /r/ sounds. They may also find objects in the classroom. Bring in items or pictures from the internet, put them on a table. Pupils divide them into groups according to the sound they begin with.

#### 20 1:84 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each picture. Play Audio Track 1:84. Pupils write the correct number in the box below each picture. (*Answers: 1b, 2c, 3a*)
- Play Audio Track 1:84 again and pupils join in with the chant.

### Activity Book Page 31

#### 11 Look and match.

- Pupils draw lines between pictures beginning with the same sound.

### Application and Practice Activity

- Say a sound from this unit. Now show pictures of words beginning with the sounds from this and previous units. Pupils call out the word when they see a picture of a word beginning with the sound you said. Continue with other sounds.

### TEACHING TIP

Learning a language sometimes means taking risks and being willing to speak even though you may make mistakes. Pronunciation can be a challenging issue for some pupils as they may fear sounding silly in front of their classmates. Saying the key phonics sounds and sentences in chorus helps less confident pupils to speak in cases where they might be more hesitant. Shy pupils also benefit greatly from pairwork and when working in small groups. Praise them for their achievements and you will soon see their confidence begin to grow.

## Warm up

- Draw a chart with two columns on the board. Draw a happy face at the top of one column and a sad face at the top of the second column. Spread the flashcards on a desk. Now say a sentence (*I like cake*). Call out a pupil to find the (cake) flashcard and stick it in the correct column. Continue until you've used all the Food and Drink flashcards.

## Using Page 42

### 21 1:85 Listen and number.

**PREPARE** Explain that pupils will review the key vocabulary of the unit, say which food and drinks they like and don't like, then play a game.

- Point to the six tables in the Pupil's Book. Say some of the meals and pupils find them. Pupils continue in pairs.
- Play Audio Track 1:85. Pupils listen and number the pictures. (*Answers: 1e, 2a, 3d, 4f, 5b, 6c*)

**CHALLENGE** Stick the flashcards on the board in random order. Say sentences similar to Audio Track 1:85. *I like chicken, fish and juice. I also like cake.* Pupils come to the board in groups and choose the correct flashcards and group them in the correct order in a single row. Pupils repeat back the sentences to check that they chose the correct flashcards.

### 22 Play.

- Pupils play a speaking game in pairs. Pupil A describes one of the meals on the tables: *I like (salad, yogurt and cola)*. Pupil B finds the correct picture and says the letter. They then swap roles: Pupil B says a sentence about the picture and Pupil A says the letter. Alternatively, Pupil A can say the letter and Pupil B can say *I like ...*

## Activity Book Page 32

### 12 Colour and find.

- Pupils colour the puzzle pieces to complete the images of food or drinks. They then complete the faces with a smile or a frown and say *I like/ I don't like (ice cream)*.

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 101 in their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker (*I like ice cream, I don't like fish.*). They then stick the stickers in the correct places on the Picture Dictionary page.

**MONITOR** Check that pupils are sticking their stickers in the correct places.

**ASSIST** Point to a sticker then point to the relevant space on the Picture Dictionary page. Show pupils how to peel the stickers, hold them by the edge and then position them over the space before sticking them down.

**CHALLENGE** Pupils play *Snap!* in pairs with the mini flashcards they made earlier in the unit. They can make more cards to add to their sets. When they turn over two matching cards they say *Snap!* and an appropriate sentence or two (*I like/don't like cola. Cola is bad for me.*).

## OUTCOMES

Pupils can talk about food and drinks using like and don't like phrases.

Pupils can play a speaking game in pairs.

## Materials

Pupil's Book, Page 42

Flashcards (Food and Drinks)

Audio Track 1:85

Pupils' mini flashcards of food from song activity

Small pieces of card to make more mini flashcards

## Activity Book

Page 32

Answers on page 279

Sticker Picture Dictionary, Page 101

## Audio Track 1:85

- 1 I like salad and cola. I like yoghurt.
- 2 I like chicken, salad and water. I also like cake.
- 3 I like fish and water. I also like cake and ice cream.
- 4 I like pizza. I like cake and fruit. I also like water.
- 5 I like fruit and juice. I also like pizza and chicken.
- 6 I like fruit and ice cream. I also like fish and juice.

## TEACHING TIP

Keeping small children engaged can sometimes be a challenging job. Young learners often have short attention spans and need lots of short activities to keep them interested. Keep a file of fun-filler activities on hand for when you feel pupils need a little lift. For example, you could play a game of Run and Touch. Stick flashcards on the board. Call out a word and pupils run to touch the correct card. A game of *Simon Says* or *Whispers* is also another favourite of young learners. (See the Games Bank on page 286 for further details.)

## OUTCOMES

Pupils can talk about food and drinks using *I like.... / don't like....*

Pupils can talk about healthy and unhealthy food using *It's good/bad for me.*

### Materials

Pupil's Book Page 43  
Flashcards (Food and Drinks)  
Audio Track 1:86  
Cards with pictures of food/points written on them  
A bag to put the cards in

### Activity Book

Page 33  
Audio script on page 272  
Answers on page 279

### Audio Track 1:86

- 1 I like sugar.
- 2 I don't like fish.
- 3 I don't like cola. It's bad for me.
- 4 I like yogurt. It's good for me.
- 5 I don't like chicken.
- 6 I like water. It's good for me.

## TEACHING TIP

With some classes of young learners it can be difficult to keep the pupil's attention for the whole lesson and they can become overwhelmed with all the different activities. With such classes do more rigorous activities in the beginning of the lesson and try craft or other quieter activities toward the end of the lesson.

## Warm up

- Play a game of *Whispers* using the sentence structures from this unit. (See Games Bank, page 286).

## Using Page 43

### 23 1:86 Listen and circle.

Explain the lesson objective – pupils will talk about food and drinks they like and don't like and that are good/bad for them, and evaluate their learning performance in this unit.

- Play Audio Track 1:86. Pupils listen and circle the correct face according to the recording. Play the recording again for pupils to check their answers in pairs. (Answers: 1 happy face, 2 sad face, 3 sad face, 4 happy face, 5 sad face, 6 happy face)

### 24 Draw and say.

- Pupils draw a food or drink item in each of the spaces provided. They draw something they like; something they don't like, something that's good for them and something that's bad for them. They describe their drawings using *I like / don't like... or It's good/bad for me.*

## Can

- Pupils tick the boxes if they can say the words and structures represented by the pictures.
- Show the Food and Drink flashcards in turn. Pupils say a sentence for each (*I like... / I don't like...* ). If they feel they are successful in this, they tick the relevant box.
- Now remind pupils of the healthy and unhealthy food and drinks. Pupils look at some pictures of healthy and unhealthy food and drinks and say sentences using *It's good/bad for me.* They tick the second box if they feel they've learned this structure well.
- Remind pupils of the table manners on page 40 of the Pupil's Book. Mime the manners *Please, Use a napkin* and *Close your mouth.* Pupils tick the third box if they can say the expressions correctly.

## Activity Book Page 33

### 13 1:87 Listen and ✓ or X.

- Pupils listen to Audio Track 1:87 and put a tick or cross next to each item of the food or drink according to whether the speaker likes it or not.

## Application and Practice Activity

- Make cards representing the vocabulary and structures from the unit. They should have a point value written on the back of each:

Number of cards	Picture	Point value	Example
8	Key vocabulary item	1	juice
3	Food + happy face	3	I like cake.
3	Food + sad face	3	I don't like fish.
2	Food + heart	5	I like (yogurt). It's good for me.
2	Food + crossed out heart	5	I don't like (cola). It's bad for me.

- Put all the cards into a bag. Divide the class into two teams. Pupils take it in turns to choose a card and say the word or sentence. They win the number of points written on each card. The team with the most points wins the game.



## Do I Know It?

### 1 Look and circle. Practise.

EXPLAIN

Explain the lesson objective – pupils will review the vocabulary and structures from Units 1–3 and say how well they can use what they have learned.

- Direct pupils' attention to the face icons below the photos at the top of the page. Pupils will complete the Checkpoint activities for each unit, then assess their own abilities by circling the face icon that they feel applies to those activities.

#### 1 Family members (pages 8–19)

- Pupils draw a picture of their family. They share the picture with a partner and describe each person using *This is my (mum)*.

#### 2 Toys (pages 20–31)

- Pupils draw the toys from Unit 2. They should draw them in different colours and sizes. In pairs, pupils describe the toys using *It's a red car. It's a big doll*, etc.

#### 3 Food and drinks (pages 32–43)

- Pupils come to the front of the class and mime eating foods and drinking drinks presented in this unit. While miming, they rub their tummies and say *Yum* or make a face and say *Yuk*. Pupils guess the foods using *I like (pizza). I don't like (yogurt)*.

## I Can Do It!

### 2 Listen and number.

RECORD

- Play Audio Track 2:01. Pupils listen and number the people or things accordingly. (*Answers: 1 mum, 2 plane, 3 pizza, 4 water, 5 doll, 6 brother*)

ASSIST

Check that pupils are listening carefully and numbering the pictures correctly. Review the answers as a class. Repeat the sentences or play the recording again pausing after each sentence to give pupils time to answer.

### OBJECTIVE

To review vocabulary and structures from Units 1–3

To evaluate the pupils' learning and self-assess how they can use what they have learned

### Materials

Pupil's Book Page 44  
Audio track 2:01  
Paper for each pupil (Activity 1)

### Activity Book

Pages 34–35  
Audio script on page 271  
Answers on page 279

### Audio Track 2:01

- 1 Hi! My name is Jane. This is my mum.
- 2 It's a blue plane.
- 3 I don't like pizza.
- 4 I like water.
- 5 My favourite toy is a doll.
- 6 This is my brother.

### TEACHING TIP



#### Century Skill: Self-

#### Direction

Remind pupils that, when assessing themselves, there are no right or wrong answers. Emphasise the fact that they should circle the face that shows how they feel about their own learning and where they need to improve. Encourage pupils to be honest about this as it will help them to become more effective learners.

## OBJECTIVES

To review vocabulary and structures from Units 1–3

To evaluate their own learning and say how well they can use what they learned

## Materials

Pupil's Book Page 45  
Audio track 2:03

## Activity Book

Pages 34–35  
Audio script on page 272  
Answers on page 279

## Audio Track 2:03

Who's this?

This my grandma.

Is it a car?

No, it isn't. It's a train.

I don't like fish. I don't like ice cream.

Who's this?

This is my friend, John.

Is it a puppet?

Yes, it is. It's a puppet.

I like cake and I like juice.

## TEACHING TIP

Pupils' evaluations in the Checkpoints can give you an insight into pupils' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether pupils need additional assistance, deeper challenges or more inspiring activities.

### 3 Go to page 123. Cut.

- Pupils remove the page with cards (page 123) and cut out the cards carefully using safety scissors. They ask and answer questions about each card with a partner using the following: *Who's this? (This is my grandma.) What's this? (It's a blue train.) Do you like (cake)? (I like / I don't like cake.)*
- Pupils put the cards face up on their desks.

TEACHER Help pupils remove the page and show them how to cut out the cards safely.

### 4 2:03 Listen and place. Play.

- Play Audio Track 2:03. Pause after the first two sentences and give pupils time to look through their cards to find the one that best matches the description. They place the card in the correct box. Continue until pupils have found and placed all the cards in the boxes.

TEACHER Check that pupils have placed their cards in the correct places.

TEACHER Call out a number (*Number 3*). Pupils describe the card they placed on that number (*I don't like fish. I don't like ice cream.*).

- Pupils play a game in pairs using the cards from this activity. They combine two sets of cards and place them face down on a desk. Players take it in turns to turn over two cards. If they match they say a sentence about the pictures on the cards (*This is my grandma.*) and take the cards. The player with the most cards at the end of the game wins.

TEACHER Pupils stick the cards in their books when they finish playing the game saying a sentence about each card to a partner as they do so.

## Do I Know It Now?

### 5 Draw and say.

- Pupils draw their favourite toy and describe it to a partner or to the class using *My favourite toy is a (puzzle)*. Make a class bar chart to show how popular the different toys are with the class.

### 6 Think and draw.

- Pupils look back through Units 1–3 again and think about how well they can use what they learned. They complete the face icon by drawing a smile or a frown.

# unit 4

# My Body

## Objectives

### Vocabulary

parts of the body; *long, short*

### Grammar

To ask and answer about the parts of the body using *Have you got...? Yes, I have. / No, I haven't.*

### Content Connections: Health

To talk about and give instructions for hand washing using *I've got clean/dirty hands. Put soap/water on your hands. Wash your hands. Dry your hands.*

### Sounds

To identify and say words beginning with the sounds /m/, /n/ and /k/

### Values

To learn the value of personal hygiene

### Project

To make a poster about hand washing

## Key Vocabulary

Parts of the body	Content Words	Expressions
arms	clean	Wash your hands.
ears	dirty	Brush your hair.
eyes	soap	Brush your teeth.
face	water	
feet	dry	
hair	wash	
hands		
legs		
mouth		
nose		

## Materials

### Pupil's Book, Unit 4

- Pages 46–57
- Pupil's Book Audio CD, Tracks 2:05–2:27

### Activity Book, Unit 4

- Pages 36–45
- Activity Book Audio CD, Tracks 2:07–2:28
- Sticker Picture Dictionary, Page 101

### Assessment Package

- Practice Test unit 4
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Parts of the Body)
- Video Unit 4 (eText for teacher)
- Phonics Poster
- Paper
- Black marker
- Coloured markers
- Red, green and blue pencils for each pupil
- Dice
- Homemade cutouts of eyes, hair, legs and arms
- Pictures of clean and dirty objects
- Pupils' pictures of the hand-washing process
- Glitter and hand lotion
- One envelope per group
- Pictures of words and/or objects beginning with previously earned phonics sounds



## Unit Opener Activities

### Family Connection

Pupils make a collage of their family members with help from someone at home. They use drawings, paintings or photos to make their collage. They then bring them into class and share them with their classmates, saying, in English, who each family member is. Display all the collages and explain, in L1, that they show that every family and every individual is different and that we should accept and celebrate our differences.

### eText Activity

- Interactive Pupil's Book Activities for unit 4
- Class Audio and Audio Scripts
- Unit 4 Flashcards
- CLIL Video and integrated questions for unit 4
- Posters
- Teacher's Resources
- Practice Test unit 4
- Practice Test Audio and Audio Scripts for unit 4
- Unit 4 Speaking Assessment Prompts
- Unit 4 Practice Test Teacher's Notes and Answer Key

## Warm up

- Point to your body and say *This is my body*. Show each part in turn and say *This is my mouth. These are my hands*, etc. Move each part in a unique way each time and encourage pupils to copy your movements while they repeat the words.
- Show the Parts of the Body flashcards in turn.
- Invite pupils to the front of the class to move parts of their bodies and the rest of the class calls out the words.

## Using Page 46

### 1 2:05 Listen, look and say.

**INTRODUCE** Explain the lesson objective – pupils will learn the key words relating to parts of the body.

- Play Audio Track 2:05. Pupils listen and look at each part of the body as it is mentioned.

**MONITOR** Walk around the classroom and check that pupils are looking at the correct parts of the body as they are mentioned.

**ASSIST** Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

**CHALLENGE** In pairs, pupils move parts of their bodies or touch parts of their faces and their partners say the words.

### 2 2:06 Listen and find.

- Play Audio Track 2:06. Pause the recording after each word. Pupils listen and find the part of the body mentioned.

**MONITOR** Check that pupils are pointing to the correct part of the photo.

**ASSIST** Replay the recording, pausing it as necessary, and help pupils associate the body words with the correct parts of the photo.

### 3 Play a game.

- Pupils play a game in pairs. Pupil A covers one of the parts of the body from Activity 1 with a small piece of paper. Pupil B tries to guess which part is covered by saying the name of the body part (*arm? leg?*).

**MONITOR** Check that pupils are saying the correct words.

**ASSIST** Explain the instructions again, in L1, and model the activity with a pupil.

**CHALLENGE** Play a class game. Begin by saying a number and pupils say the body part. Then say two numbers at a time. Pupils have to say both parts of the body.

## Activity Book Page 36

### 1 2:07 Listen and number.

- Play Audio Track 2:07. Pupils listen and number the parts of the face in the order they hear them mentioned.

### 2 Complete and say.

- Pupils complete the illustration by tracing the parts of the body. They then say each body part.

## Application and Practice Activity

- Create a rhythmic chant using parts of the body and actions. Say *Hands, hands, hands! Clap your hands! Feet, feet, feet! Stamp your feet! Head, head, head! Move your head.*

## OPEN

To identify and say the key words relating to parts of the body.

To play a game in pairs.

## Key vocabulary

Parts of the body: arms, ears, eyes, face, feet, hands, legs, mouth, nose

## Materials

Pupil's Book Page 46  
Flashcards (Parts of the Body)  
Audio tracks 2:05–2:06

## Activity Book

Page 36  
Audio script on page 200  
Answers on page 209

## Audio Track 2:05

- 1 hair
- 2 face
- 3 eyes
- 4 ears
- 5 nose
- 6 mouth
- 7 arms
- 8 hands
- 9 legs
- 10 feet

## Audio Track 2:06

legs  
hands  
mouth  
feet  
eyes  
face  
ears  
arms  
nose  
hair

## TEACHING TIP

It's important to provide frequent revision of the language from previous lessons. At the beginning of every lesson revise what your pupils learned in the previous session. You could keep a visual display in constant view in the form of a poster or bulletin board that you and the pupils can refer to in these revision sessions.



## OBJECTIVES

To identify, count and describe parts of the body

To sing a song

## Key vocabulary

Parts of the body: arms, ears, eyes, face, feet, hair, hands, legs, mouth, nose

Adjectives: long, short

## 21st Century Skills

Communication  
Critical Thinking

## Materials

Pupil's Book Page 47  
Audio tracks 2:08–2:09  
Two sheets of blank paper for each pupil to draw a monster (warm up and application activity for song lesson)

## Activity Book

Page 37  
Audio script on page 272  
Answers on page 279

## Audio Track 2:08

(Chorus)  
I've got eyes and a nose.  
I've got a face and funny clothes.

I've got four arms, short,  
short arms

I've got two legs, short,  
short legs

(Chorus)

I've got four arms, long,  
long arms

I've got three legs, short,  
short legs

(Chorus)

I've got two arms, long,  
long arms.

I've got three legs, long,  
long legs.

## Audio Track 2:09

I've got three eyes and  
a nose. I've got two feet  
and three hands.

I've got two ears and a  
mouth. I've got short legs  
and long arms.

I've got three eyes and  
three noses. I've got  
three feet and two hands.

I've got four ears and one  
mouth. I've got long legs  
and long arms.

## TEACHING TIP

When teaching parts of the body or face, be careful when it comes to teaching things like a *big nose* or similar things that pupils might be sensitive about. Use drawings of animals or monsters to teach this kind of language so that the pupils don't automatically associate them with people.

## Warm up

- Draw a monster on the board with different numbers of arms, legs, eyes, etc. Ask pupils *How many (legs)?* Pupils count then answer *Six legs, four arms*, etc. Pupils then draw their own monsters and ask and answer about them with a partner.

## Using Page 47

### 4 2:08 Listen and find. Sing.

INVOLVE

Explain the lesson objective – pupils will learn to talk about parts of the body through a song.

- Draw a few stick figures on the board of people with long and short arms and legs. Say *He's/She's got (long) arms. He's/She's got (short) legs*. Pupils repeat the adjectives several times. Also show long and short pencils, pupils with long and short hair, etc.
- Point to the illustrations of the children in costumes at the top of the page. Say *He's got two short legs*. Pupils find the child that fits your description. Repeat with the other two illustrations.
- Play Audio Track 2:08. Pupils listen and find the child being described in the song lyrics. (Answers: Verse 1: Picture 2, Verse 2: Picture 3, Verse 3: Picture 1)

## Century Skill: Communication

Pupils play a speaking game in pairs. Pupil A describes one of the children in costumes. Pupil B points to the child being described. To add an extra challenge, pupils describe the child's arms, then his/her partner says a second sentence describing the same child's legs and points to the picture of the child.

### 5 2:09 Listen and number. Say and guess.

- Play Audio Track 2:09. Pupils listen and number the pictures of the monsters accordingly. (Answers: 1c, 2d, 3b, 4a)
- Describe one or two of the monsters for pupils to find. Pupils continue in pairs.

## Century Skill: Critical Thinking

### Look and match.

- Pupils use critical thinking skills to deduce that the picture of the four footprints matches the monster with four legs.

## Activity Book Page 37

### 3 2:10 Listen and draw. Sing.

- Play Audio Track 2:10. Pupils listen to the recording and draw the missing body parts according to the song.

## Century Skill: Critical Thinking

### Count and write. Say.

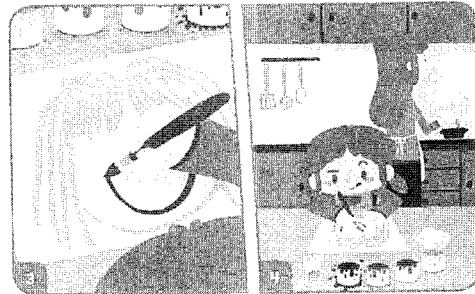
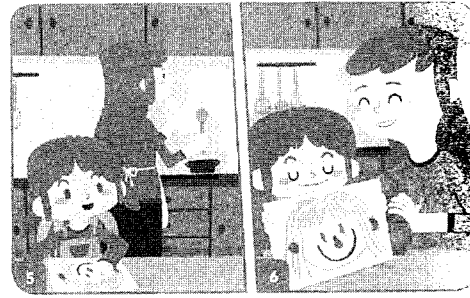
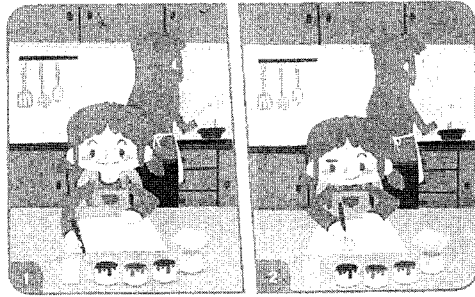
- Pupils count the body parts of the monster, write them in the correct boxes and say *Four eyes, three noses*, etc.

## Application and Practice Activity

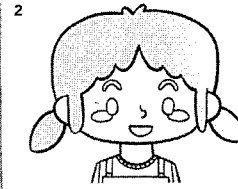
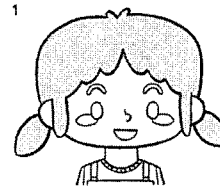
- Divide the class into small groups. Give each group a large sheet of paper. Describe a monster. Pupils take it in turns to draw the body parts. Say *It's got a big head. It's got four long arms*, etc.
- If time permits, pupils could continue in their groups with pupils taking turns to say the body parts and draw them.

## Story

6 Listen and follow. What colour is Lidya's nose?



7 Listen and colour. Look and circle.



48 Unit 4

story Unit 4 49

### Warm up

- Ask pupils, in L1, if they can remember what happened in the story from Unit 3. (Lidya and Liam celebrated their birthday in a restaurant but the birthday cake ended up on their dad's head.) Use the story from Unit 3 to remind them.
- Revise colours. Draw a simple outline of a body on a large sheet of paper with a black marker and stick it on the board. Say *It's got blue arms*. Invite two pupils to the board to colour the arms blue using coloured markers. Continue with other parts of the body using the colours already introduced: red, green, blue, brown and yellow.

### Using Pages 48–49

6 2:11 Listen and follow. What colour is Lidya's nose?

INVOLVE

Explain the lesson objectives – pupils will learn to identify and talk about their bodies and listen to and answer questions about a story.

- Show pupils the story for Unit 4. Point to the characters and ask *Who's this?* Then ask questions, in L1, to set the scene. What's Lidya doing? (*She's painting a picture.*) Who do you think she's painting? What colours is she using? What's strange about her painting?
- Explain, in L1, that in the story, Lidya is painting a picture of herself while talking with her mum. She has fun at the end when she paints her ears and nose a strange colour.
- Play Audio Track 2:11. Pupils listen to the story and follow the picture frames in their books.

CONTROL

Point to each frame and ask questions to check for understanding. Ask *What's this? (a nose)*

ASSESS

Play the recording again. Pupils follow in their books as they listen. Point to each frame as it's being read.

Ask pupils questions, in L1, (or English, if possible) about the story to check comprehension. Who is Lidya painting? (*herself*) What colour is her hair? (*yellow/blonde*) What colour are her eyes? (*blue*) What colour are her ears and nose? (*green*) What colour is her mouth? (*red*)

### Century Skill: Social Skills

- At times, young children can be harsh when it comes to criticising each other, especially the things that other pupils have made or drawn. Explain that every person's strengths are different. Not everyone is good at drawing or making things but that doesn't mean we can't enjoy doing it. Explain that we should always be polite when talking about someone else's work. The best thing to do when someone shares his/her drawing with us is to find something good about it. Teach pupils some simple phrases that can be used to compliment people. *Great job! It's very nice. It's fantastic. It's very interesting.* Or simply say something specific you like about the drawing. *I like the....*

#### 7 2:12 Listen and colour. Look and circle.

- Pupils need red, green and blue pencils. Play Audio Track 2:12. Pupils listen. Pause the recording after each sentence to give pupils time to colour the pictures as instructed in the recording. They then circle the picture that matches Lidya's painting from the story. (*Answer: Picture 2*)

MONITOR Check to see that pupils are colouring the parts of the face the correct colour.

ASSIST Show the correct part of the face and say the colour it should be. Say *She's got a (red mouth).*

CHALLENGE

Give pupils a blank sheet of paper. Pupil A draws an outline of a monster in pencil. He/She then gives the drawing to Pupil B who colours in the monster's body parts as instructed by Pupil A using *I've got a (red mouth), etc.*

### Activity Book page 38

#### 4 2:13 Listen and number.

- Play Audio Track 2:13. Pupils listen to the recording and number the paint pots accordingly.

#### 5 Look at 4 and colour. Say 2 differences from the story.

- Pupils look at the paint pots from Activity 4 and use the colours to complete the illustration. They then say what two things are different from the story.

### Application and Practice Activity

- Read the story frame by frame. Leave out key words and pupils say the missing words. For example, read the text for Frame 2. Say *I've got long hair. Mum, have you got (blank) hair?* Pupils say *long*.
- Give each pupil a blank sheet of paper. Pupils draw pictures of themselves and colour them in. Pupils describe their drawings to a partner. They say *I've got (long) hair. I've got (brown) eyes. I've got (long) arms.* Pupils practise using compliments to talk about their partner's drawing. Display the drawings in the classroom.

### TEACHING TIP

Story cards are a great way to check pupils' comprehension of what they've read or listened to. Photocopy the story from the Pupil's Book, enlarge the frames and cut them out. Stick each frame to a card. Pupils can then put the cards in order and tell the story in their own words.

### OBJECTIVES

To identify and talk about their own and other's bodies

To consolidate the unit language in a story

### Key vocabulary

Parts of the body: arms, ears, eyes, face, feet, hair, hands, legs, mouth, nose

### 21st Century Skill

Social Skills

### Materials

Pupil's Book Pages 48–49  
Audio tracks 2:11–2:12  
One large sheet of paper  
Black marker  
Coloured markers  
Red, green and blue pencils for each pupil  
Blank paper for each pupil for colour dictation activity

### Activity Book

Page 38  
Audio script on page 273  
Answers on page 279

### Story Summary

Lidya is painting a picture of herself while talking with her mum. She has fun at the end when she paints her ears and nose a strange colour.

### Audio Track 2:11

Frame 1  
Lidya: I've got red. I've got blue. I've got green. I've got yellow.  
Frame 2  
Lidya: I've got long hair. Mum, have you got long hair?  
Mum: Yes, I have. I've got long hair.  
Frame 3  
Lidya: Hmm... Now my face. I've got a red mouth and...  
Frame 4  
Lidya: I've got blue eyes. Mum. Have you got blue eyes?  
Mum: No, I haven't. I've got green eyes.  
Frame 5  
Lidya: I've got green ears and a green nose. Mum, have you got a green nose?  
Mum: Green ears and a green nose... Lidya...  
Frame 6  
Lidya: Look! It's me!  
Mum: Oh, Lidya.

### Audio Track 2:12

- I've got a red mouth.  
I've got green ears.  
I've got a blue nose.  
I've got green eyes.
- I've got a red mouth.  
I've got green ears.  
I've got a green nose.  
I've got blue eyes.

## Warm up

- Call a few pupils to the front of the class. They should have different eye colours, hair colours and/or length of hair. Describe one of the pupils. Say *I've got (brown) eyes. I've got (short) hair. Who am I?* Pupils say the correct name. Pupils continue in small groups.

## Using Page 50

### 8 2:14 Listen. Help Sally and Lidya.

INVOLVE

Explain the lesson objective – pupils will practise asking about the length of someone's hair and colour of his/her eyes.

- Walk around the classroom and ask pupils questions about their appearance. Ask *Have you got long/short hair? Have you got brown/green/blue eyes?* Pupils answer using *Yes, I have. No, I haven't.*
- Ask pupils to identify the characters at the top of the page. Ask *Who's this?* (Sally and Lidya)
- Play Audio Track 2:14. Pupils listen, repeat and find the correct body parts. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Sally and Lidya. They take turns asking and answering questions, using the artwork as a prompt.

MONITOR

Check that pupils are saying the sentences correctly and pronouncing the words properly.

ASSIST

Play the Audio Track again. Ask pupils to point to each body part as it's mentioned.

### 9 2:15 Listen and number.

- Explain that pupils will listen to a recording about the children at the bottom of the page.
- Play Audio Track 2:15. Pupils listen and number the pictures accordingly. (Answers: 1d, 2c, 3b, 4a)

ASSIST

If pupils are unsure, show the correct photo and repeat the description from the recording.

CHALLENGE

In pairs or small groups, Pupil A chooses one of the children from this activity. Pupil B, or the others in the group, try to guess who is it by asking *Have you got (short) hair?* Pupil A answers with *Yes, I have. / No, I haven't.* Pupil B, or the others, then guess the child by asking *Is it picture (b)?*

## Activity Book Page 39

### 6 2:16 Listen and circle.

- Play Audio Track 2:16. Pupils listen and circle the correct person according to the information they hear.

## Application and Practice Activity

- Play a drawing game on the board. Assign each number on a dice to a specific part of the body. For example, 1 = short arms, 2 = long arms, 3 = short hair, 4 = long hair, 5 = short legs, 6 = long legs.
- Draw an outline of a body and a head on the board.
- A pupil rolls the dice and says an appropriate sentence (*I've got short arms*). He/She then draws the body part. Continue with other pupils. (Pupils roll again if a body part has already been drawn.) Pupils could continue the game in pairs or small groups.

## OBJECTIVES

To talk about parts of the body by using *have you got...? I've got.../I haven't.../I've got...*

## Key vocabulary

Parts of the body: arms, legs, eyes, face, feet, hair, hands, legs, mouth, nose

## 21st Century Skill

Global Awareness

## Materials

Pupil's Book Page 50  
Audio tracks 2:14-2:15  
Dice

## Activity Book

Page 39  
Audio script on page 100  
Answers on page 101

## Audio Track 2:14

Sally: Have you got long hair?  
Lidya: Yes, I have. [pause]  
Sally: Have you got green eyes?

Lidya: No, I haven't. I've got blue eyes.

Lidya: Have you got long hair?  
Sally: No, I haven't. I've got short hair.

Lidya: [pause] Have you got brown eyes?  
Sally: Yes, I have.

## Audio Track 2:15

1 Woman: Have you got long hair?  
Girl 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Girl 1: Yes, I have.

2 Woman: Have you got short hair?  
Boy: Yes, I have.

Woman: Have you got green eyes?  
Boy: No, I haven't. I've got brown eyes.

3 Woman: Have you got long hair?  
Girl 2: Yes, I have.

Woman: Have you got blue eyes?  
Girl 2: Yes, I have.

4 Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.


Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

Woman: Have you got long hair?  
Boy 1: No, I haven't. I've got short hair.

Woman: Have you got brown eyes?  
Boy 1: No, I haven't. I've got green eyes.

## TEACHING TIP

 **Century Skill: Global Awareness**

When using pictures of people during your lesson, try to find photos of people from different countries and cultures. It's a great opportunity to make your pupils aware of other cultures and teach them some country names in English as well as some basic information about those countries such as language, food, etc.

## OBJECTIVES

To ask and answer about parts of the body using 'Have you got...?' Yes, I have. / No, I haven't. I've got....

### Key vocabulary

Nouns: arms, ears, eyes, face, feet, hair, hands, legs, mouth, nose

### 21st Century Skill

Critical Thinking

### Materials

Pupil's Book Page 51

Audio track 2:17

Dice

Cutouts of different eyes, hair, arms and legs you've made to fit a body outline

### Activity Book

Page 40

Audio script on page 273

Answers on page 279

### Audio Track 2:17

A: I've got funny clothes.

B: Oh, yes? Have you got long hair?

A: No, I haven't. I've got short hair.

B: And your eyes. Have you got brown eyes?

A: No, I haven't. I've got blue eyes.

B: And arms...

A: Have you got long arms?

B: No, I haven't. I've got short arms.

A: And have you got long legs?

B: Yes, I have. I've got very long legs.

## TEACHING TIP

Find some interesting cartoon pictures of monsters and animals and keep them on hand to use throughout the unit. You can use them for quick activities at the end of a lesson when you have a few extra minutes to spare. Or use them to work with pupils who may need some extra help while the rest of the class is working on something else. Show pupils the cartoons and ask them to describe them, or say true and false sentences about the pictures and pupils correct the false sentences. Laminate the pictures to make them more durable.

## Warm up

- Draw a head and body on the board. Call out parts of the body one by one. Say *Arms!* A pupil rolls the dice and says (*Six*) *arms*. He/She then adds six arms to the outline on the board. Continue with other pupils and body parts. Pupils could continue the game in pairs taking turns to say the body part or rolling the dice and drawing.

## Using Page 51

### 10 2:17 Listen, circle and ✓.

- Play Audio Track 2:17. Pupils listen and circle the correct body parts according to the description. They then tick the picture that fits the description. (*Answers: 1 short hair (upper picture), 2 blue eyes (upper picture), 3 short arms (upper picture), 4 long legs (lower picture); Picture b is being described*)

### 11 Draw. Ask and answer.

- Pupils draw a picture of themselves in the first box. Explain, in L1, that they should draw themselves in disguise (as a monster or other character). They then hide their picture from a partner and take turns to ask each other questions like *Have you got long hair?* As they collect information, they draw the picture of the other pupil in the other box. At the end of the exercise, they see how close their drawings are.

## Activity Book Page 40

### 7 2:18 Listen and ✓.

- Play Audio Track 2:18, which describes a monster. They tick the pictures that match the body parts described.

### 8 Look at 7. Draw, colour and say.

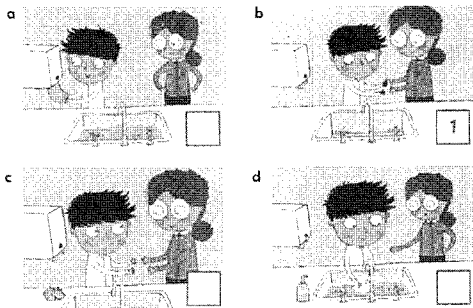
- Pupils draw and colour the monster described in Activity 7. They then describe the monster's body parts in a monster voice. They say *I've got (long hair), etc.*

## Application and Practice Activity

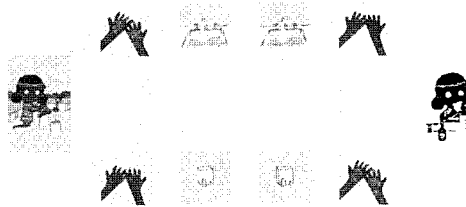
### 21st Century Skill: Critical Thinking

- Before class, draw and cut out several large sets of eyes of different colours, long and short hair, and long and short arms and legs. Draw an outline of a body with a head on the board. (The cutouts should fit into this outline.)
- Spread out the cutouts on a table. On a small piece of paper, draw a body with, e.g. long arms, short legs, blue eyes and short hair. Pupils try to create the same body on the board using the cutouts without seeing your piece of paper. They ask *Have you got long arms? (Yes, I have.)* They then stick the arms in the correct place. After they've finished with all the parts of the body, show them your picture so they can compare the images.

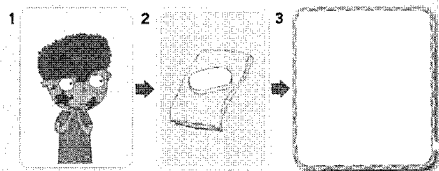
12 Number in order. Listen and say.



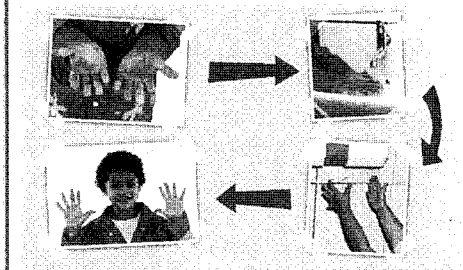
13 Choose and say.



**THINK BIG** Look and draw.



14 Make and say.



**Warm up**

- Teach the words *clean* and *dirty* by showing pictures of clean and dirty objects or hands. Mime painting, taking out the rubbish or petting a cat. Hold up your hands, make a face and say *I've got dirty hands!* Then mime washing your hands and say *I've got clean hands.* Pupils repeat the phrases and the actions.
- Pupils mime situations in which their hands become dirty (as above, plus their own ideas – perhaps making mud pies, eating with their hands, etc.). They say *I've got dirty hands.* Then shout *Wash your hands!* Pupils mime washing their hands and afterwards say, *I've got clean hands.*

**Using Pages 52–53**

12 2:19 Number in order. Listen and say.

INVOLVE

Explain the lesson objective – pupils will learn to give instructions for washing hands properly.

- Pupils look at the pictures at the top of the page of a child washing his hands. Say *I've got dirty hands.* Pupils point to the correct picture. Continue with *I've got clean hands* and *Wash your hands.* Now point to the picture of the child drying his hands and say *Dry your hands.*
- Pupils number the pictures in the correct order to show the correct sequence for hand-washing. (Answers: 1b, 2d, 3a, 4c)
- Play Audio Track 2:19. Pupils listen and check their answers.

**THINK BIG** Century Skill: Critical Thinking

**Look and draw.**

- Pupils look at the pictures and say appropriate sentences for each, e.g. *I've got a dirty face. Wash your hands.* Pupils complete the sequence by drawing a picture of clean hands or drying hands. They then repeat the sequence to a partner including the phrase for their own drawing.

### 13 Choose and say.

- Point to the picture of the girl playing in the sandpit. Ask pupils if her hands are clean or dirty. Then point to the same girl eating lunch and ask the same question. Explain that pupils draw the correct path through the maze connecting the pictures that show the correct hand-washing sequence. They then follow the path and say the hand-washing process in pairs. (Answers: girl in sandbox, girl's hands with sand on, sink with running water, bathroom hand dryer, set of clean hands, girl eating lunch)

### Project

#### 14 Make and say.

- In pairs, pupils discuss the project poster in the Pupil's Book. They point to the photos and say appropriate phrases for each, with their partner.
- Divide the class into groups. Give each group a large sheet of paper. In their groups, pupils create a collage using drawings or pictures they've cut out from magazines or downloaded from the internet showing how to wash their hands. They can use pictures of soap, taps, clean/dirty hands, etc. They present their posters to the class using the language they learned in this lesson.

MONITOR Be sure pupils have all the necessary materials to make their project.

ASSIST Remind pupils of the sentences used for each of the hand-washing steps.

### Century Skill: Health Literacy

- Mix some glitter with hand lotion and put some on each pupils' hands. Explain, in L1, that the glitter represent germs. Pupils look at their hands and say *I've got dirty hands*. Ask half the class to wash their hands with water only. The glitter should remain on their hands. Ask if their hands are clean or dirty. The rest of the class wash their hands with soap and water. Ask if their hands are clean or dirty. They should say *I've got clean hands*. Ask pupils, in L1, what they learned from this experiment. (To always use soap when you wash your hands.)

### Activity Book Page 41

#### 9 Listen and ✓ or X.

- Play Audio Track 2:20. Pupils listen and tick the pictures if they match what they hear on the recording and write a cross if they don't.

### Century Skill: Critical Thinking

Look and draw ☺ or ☹. Say.

- Pupils look at the pictures and decide which the correct hand-washing sequence is and which is wrong. They draw in a smile in the face next to the correct sequence and a frown in the face next to the incorrect sequence. They then point to the pictures in the correct order and say the expressions.

### Application and Practice Activity

- Take your class to the playground or school garden if possible. Choose four or five pupils to be 'catchers'. They represent bacteria. Their aim is to chase the other pupils and try to catch them. When a pupil is caught, he/she must go to a station where he/she washes his/her hands. Pupils describe what they're doing, using the phrases from this lesson, as they wash their hands.

## OBJECTIVES

To give instructions for proper hand washing

### Content Words

Adjectives: clean, dirty  
Verbs: dry, wash

### 21st Century Skills

Critical Thinking  
Health Literacy

### Materials

Pupil's Book Pages 52–53  
Audio track 2:19  
Pictures of clean and dirty objects  
Large sheet of paper per group (Project)  
Pupils' pictures of the hand-washing process  
Glitter and hand lotion

### Activity Book

Page 41  
Audio script on page 273  
Answers on page 280

### Audio Track 2:19

- 1 I've got dirty hands!
- 2 Wash your hands.
- 3 Dry your hands.
- 4 I've got clean hands!

## TEACHING TIP

Ask a main class teacher that teaches in your pupils' first language to share ideas with you when teaching any cross-curricular topic. They may be able to provide a different view on the topic as well as ensuring that you are teaching pupils the correct information. Ask the teacher which key vocabulary he/she has taught and teach your pupils the same words in English. Find out about projects or experiments they may have done in their other lessons and do the same in your lesson... but in English!

## Warm up

- Talk with pupils, in L1, about their morning routine. Discuss things we do to keep ourselves clean and tidy (*brush our teeth, brush our hair, wash our hands and face, etc.*). Mime these actions and pupils say the correct phrases. They continue in groups.

## Using Page 54

### 15 2:21 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn the importance of personal hygiene and use the expressions, *Wash your hands, Brush your hair and Brush your teeth.*

- Play Audio Track 2:21. Pupils listen and look at the pictures.
- Play the recording again. Pupils listen and repeat.

### 16 Look and match. Say.

- In pairs, pupils look at the pictures 1–3 and decide what is missing from each one. They then match the pictures in the first row to the missing items in the second row. They then say what the children are doing in each picture. (*Answers: 1c Brush your hair, 2a Wash your hands, 3b Brush your teeth*)

### 17 Act and say.

- Divide the class into small groups of four or five pupils. One pupil mimes a phrase from this lesson and the other members of the group say the correct phrase.

## Century Skill: Information Literacy

- Show pupils how to search for, download and print out photos from the internet that they can use in class. Remind them of the importance of safety on the internet and that they should only do this in school or with parental help and supervision. For example, in this lesson, you could help pupils to search for photos in order to make a poster or booklet about personal hygiene. The photos could be of people brushing their teeth, brushing their hair and washing their hands, etc.

## Activity Book Page 42

### 10 Count and draw. Say.

- Pupils complete the pictures by connecting the dots and counting as they do so. They then look at the completed pictures and say *Brush your teeth, etc.*

### 11 Draw and say.

- In this personalisation activity, pupils draw a picture of themselves brushing their teeth, brushing their hair or washing their hands. They then say the appropriate phrase.

## Application and Practice Activity

- In groups of four or five, pupils brainstorm, in L1, some ideas of when it is necessary to brush your teeth, brush your hair and wash your hands. They then mime or act out some scenes and a pupil from the group calls out the appropriate phrase. For example, they all mime getting up and eating breakfast. One of the pupils then calls out, *Brush your teeth!* The whole group then mimes brushing teeth, etc.

## OBJECTIVES

To learn the importance of personal hygiene and morning routines using *Brush your hair, Wash your hands and Brush your teeth.*

## 21st Century Skills

Information Literacy

## Materials

Pupil's Book Page 54  
Audio track 2:21

## Activity Book

Page 42

Answers on page 280

## Audio Track 2:21

- 1 Wash your hands
- 2 Brush your hair
- 3 Brush your teeth

## TEACHING TIP

When talking about topics such as personal hygiene, it is important to handle things sensitively. Role playing helps to get the point across in a direct, yet gentle, way because pupils are able to act and step out of character. Also, when teaching phrases like 'brush your hair', don't choose a child with messy hair to mime this action because he/she may feel embarrassed or singled out.



## OBJECTIVES

- To learn the sounds /m/, /ʌ/ and /k/
- To differentiate between the sounds /m/, /ʌ/ and /k/
- To learn words that begin with /m/, /ʌ/ and /k/

## Materials

- Pupil's Book Page 55
- Audio tracks 2:22–2:24
- Phonics Poster
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Small pieces of paper for each pupil
- One envelope per group

## Activity Book

- Page 43
- Answers on page 280

## Audio Track 2:22

- m m m m m mouse
- m m m m m map
- m m m m m moon
- ʌ ʌ ʌ ʌ ʌ uncle
- ʌ ʌ ʌ ʌ ʌ under
- ʌ ʌ ʌ ʌ ʌ umbrella
- k k k k k king
- k k k k k key
- k k k k k kite

## Audio Track 2:23

- Mouse. Circle in green.
- Uncle. Circle in red.
- King. Circle in blue.
- Under. Circle in red.
- Kite. Circle in blue.
- Moon. Circle in green.
- Map. What colour?
- Key. What colour?
- Umbrella. What colour?

## Audio Track 2:24

- Uncle under
- Uncle under
- Uncle under an umbrella!
- Mouse with a map
- Mouse with a map
- Mouse and with a map on the moon!
- King with a key
- King with a key
- King with a key and a kite!

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*olive*). Ask pupils to say another word with the same initial sound (*ox, on*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /m/, /ʌ/ and /k/. Ask pupils to say words they know beginning with the /m/ sound (*mum, me, etc.*). Show the Phonics Poster to give pupils some ideas.

## Using Page 55

### 18 2:22 Listen, find and say.

Explain the lesson objective – pupils will learn the sounds /m/, /ʌ/ and /k/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /m/, /ʌ/ and /k/ sounds. Pupils repeat the words several times.
- Play Audio Track 2:22. Pupils listen and find the correct pictures. When they find the correct picture, they say the word.

### 19 2:23 Listen and circle.

- Check that pupils have a red, green and blue pencil each. Play Audio Track 2:23. Pupils listen and circle words beginning with /m/ in green, words beginning with /ʌ/ in red and words beginning with /k/ in blue.

- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (*Answers: green – mouse, mood, map; red – uncle, umbrella, under; blue – king, kite, key*)

Photocopy several pictures of words beginning with the sounds /m/, /ʌ/ and /k/. Alternatively, give pupils small pieces of paper and they draw pictures of these words. Put the pictures in envelopes and give one to each group. Say *Go!* The groups quickly put the words beginning with the same sound in separate piles. The first group to complete the task wins.

### 20 2:24 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each scene. Play Audio Track 2:24. Pupils write the correct number in the box below each picture. (*Answers: 1b, 2a, 3c*)
- Play the Audio Track 2:24 again. Pupils join in with the chant.

## Activity Book Page 43

### 12 Find and colour. Say.

- Pupils find the pictures of words that begin with the same sound, and colour them all the same colour. They may use any three colours they choose.

## Application and Practice Activity

- Say a sound from this unit. Now show pictures of words beginning with the sounds from this and previous units. Pupils call out the word when they see a picture of a word beginning with the sound you mentioned. Continue with other sounds.

## TEACHING TIP

### Century Skill: ICT Literacy

The internet has many websites devoted to the teaching of phonics. Spend some time before class searching for songs, games or stories that present or revise the sounds for this unit. Show a short video that teaches a new song or chant or play some interactive phonics games with pupils. Put together a list of useful phonics websites and send it to your pupils' parents so they can access them at home.

## Warm up

- Play a game of *Simon Says*. Say *Simon says 'Move your arms!'* Pupils move their arms. Now say *Stamp your feet!* Pupils remain still. They only do the action when your sentence begins with *Simon says....* Use other actions like *Brush your hair, Brush your teeth, Wash your hands, Stand up, Sit down, Open your book, Close your book*, etc.

## Using Page 56

### 21 Listen and follow. Say the colour.

**INVOLVE** Explain that pupils will review the key language of the unit and play a game.

- In pairs, pupils identify as many of the pictures in the maze as possible. Walk around the classroom, point to some pictures for pupils to say the word.
- Play Audio Track 2:25. Pupils follow in their books and find the pictures as they're mentioned. When they get to the last picture, pause the recording. Pupils say what colour they've landed on. Play the recording to check the answer.

**MONITOR** Check that pupils are following the maze correctly. Ask what colour they've stopped at (*orange*).

**ASSIST** If pupils can't find a picture, help them by putting their fingers on the correct one. Ask *Are they (arms)?*



## Century Skill: Leadership

### 22 Play.

- Divide the class into small groups. Choose one pupil to be the leader of each group. He/She first decides which square the group will begin the game with. Then, he/she chooses a speaker to lead the rest of the group through the maze. The speaker says a sentence for each picture (*I've got blue eyes*, etc.) and moves the group to one of the colours at the bottom of the maze. The leader then chooses a pupil to say which colour they've landed on. Repeat the activity with new leaders and speakers.

## Activity Book Page 44

### 13 Look and circle the odd one out.

- Pupils circle the picture in each row that is different from the other two pictures.

### 14 Draw and say.

- Pupils draw a picture of themselves by completing the outline of the face. They then describe their drawing to a friend, using *I've got....*

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 101 in their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker (*I've got two eyes ...*). They then stick the stickers in the correct places on the Picture Dictionary page.

**MONITOR** Check that pupils are sticking their stickers in the correct places.

**ASSIST** Point to a sticker then point to the relevant space on the Picture Dictionary page. Show pupils how to peel the stickers, hold them by the edge and then position them over the space before sticking them down.

## OUTCOMES

Pupils can talk about parts of the body using *I've got....*

### Materials

Pupil's Book Page 56  
Audio track 2:25

### 21st Century Skill Leadership

### Activity Book

Page 44  
Answers on page 250  
Sticker Picture Dictionary,  
Page 101

### Audio Track 2:25

I've got blue eyes.  
I've got long legs.  
I've got short arms.  
I've got short hair.  
I've got clean hands.  
What colour?  
[pause] Orange!

## TEACHING TIP

Sometimes stronger pupils tend to dominate the lesson. Try giving pupils two or three counters each. They hand in their counters when they want to answer a question. In this way, each pupil answers the same number of questions.

## OUTCOMES

Pupils can talk about parts of the body using I've got....

Pupils can ask and answer the question Have you got...? using Yes, I have. / No, I haven't.

Pupils can use phrases relating to hand washing and personal hygiene.

### Materials

Pupil's Book Page 57  
Audio tracks 2:26–2:27  
Dice  
Two sheets of paper, one for each team

### Activity Book

Page 45  
Audio script on page 273  
Answers on page 280

#### Audio Track 2:26

- 1 Wash your hands.
- 2 I've got dirty hands.
- 3 Dry your hands.
- 4 I've got clean hands.

#### Audio Track 2:27

- 1  
Man: Have you got four arms?  
Boy: Yes, I have.  
Man: Have you got four legs?  
Boy: No, I haven't. I've got two legs.
- 2  
Man: Have you got three arms?  
Boy: No, I haven't. I've got four arms.  
Man: Have you got three legs?  
Boy: Yes, I have.
- 3  
Man: Have you got two arms?  
Boy: Yes, I have.  
Man: Have you got two legs?  
Boy: No, I haven't. I've got three legs.

## Warm up

- Play the song from Activity 4 (Audio Track 2:08). Pupils sing along and move or touch the correct part of the body as it's mentioned.

## Using Page 57

### 23 2:26 Listen and ✓ or X.

Explain the lesson objective – pupils will identify and describe parts of the body and say sentences relating to hand washing.

- Say a sentence to describe one of the pictures at the top of the page. Say (*I've got dirty hands*). Pupils say the number of the correct picture (2). Continue with the other pictures.
- Play Audio Track 2:26. Pupils listen and tick the picture if it matches the recording and cross it if it doesn't. (*Answers: 1 X, 2 ✓, 3 X, 4 ✓*)

### 24 2:27 Listen and number.

- Describe some of the children in the pictures. Say *I've got long hair. I've got two long arms and three long legs*. Pupils say the letter of the correct picture (*b*).
- Play Audio Track 2:27. Pupils listen and number the pictures according to the descriptions they hear. (*Answers: 1c, 2a, 3b*)

## Can

- Pupils tick the boxes if they can say the words or structures represented by the pictures.
- Move parts of your body and pupils name them and say a question or statement about each (*Have you got blue eyes? I've got two arms, etc.*). They tick the box next to the body if they can do this successfully.
- Now remind pupils of the hand-washing sequence. Mime the actions and the pupils say the phrases. They tick the second box if they feel they've learned these expressions well.
- Mime the personal hygiene phrases *Brush your hair* and *Brush your teeth*. Pupils tick the third box if they have learned these expressions well.

## Activity Book Page 45

### 15 2:28 Listen and match.

- Play Audio Track 2:28. Pupils listen to the audio and match the numbers to the pictures by drawing lines.

## Application and Practice Activity

- Divide the class into two teams. Each team draws on a sheet of paper a person with either blue or brown eyes, long or short arms, and long or short legs. Assign each number on a dice to a specific part of the body. For example, 1 = brown eyes, 2 = blue eyes, 3 = long arms, 4 = short arms, 5 = long legs, 6 = short legs.
- Roll a dice. If you roll a number 2 and pupils drew a person with blue eyes, they tick off the blue eyes on their picture. The first team to tick off all their parts of the body wins.

## TEACHING TIP

Don't be afraid to be silly when it comes to teaching. Young children love to be entertained. Animate your lessons by changing your voice or wearing a silly hat or tie. Use sound effects when appropriate and try using props or puppets. You might enjoy dressing up and acting a role. Make the lesson as lively as possible and encourage pupils to join in with the fun.

# Unit 5

# Around Town

## Objectives

### Vocabulary

- Places in a town; action verbs

### Grammar

- To talk about places in a town using *I'm (running) to the (library).*

### Content Connections: Social Science

- To identify and locate public vehicles using *The (ambulance) is at the (hospital).*

### Sounds

- To identify and say words beginning with the sounds /j/, /s/ and /d/

### Values

- To learn the value of keeping the environment clean

### Project

- To draw a public vehicle and say where it belongs

## Key Vocabulary

Places	Actions	Content Words	Expressions
fire station	hopping	ambulance	<i>Don't throw your rubbish.</i>
hospital	jumping	bus	<i>Put your rubbish in the bin.</i>
library	running	fire engine	<i>Pick up your rubbish.</i>
playground	walking	police car	
police station		van	
school			
shop			

## Materials

### Pupil's Book, Unit 5

- Pages 58–69
- Pupil's Book Audio CD, Tracks 2:29–2:48

### Activity Book, Unit 5

- Pages 46–55
- Activity Book Audio CD, Tracks 2:31–2:49
- Sticker Picture Dictionary, Page 102

### Assessment Package

- Practice Test unit 5
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Places in Town)
- Flashcards (Toys) (Actions)
- Video Unit 5 (eText for teacher)
- Phonics Poster
- Paper
- Counters and/or small objects
- Dice
- Toy vehicles – ambulance, bus, fire engine, police car and van
- Three large boxes for recycling bins
- Pictures of recyclable items
- Pupils' materials to recycle
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with the sounds /d/, /s/ and /j/
- Cards with the numbers 1–4 written on them

## Teacher Activities

### Family Connection

Ask pupils to talk with their families, in L1, about places around their town. They ask for help from an older family member and draw a simple map of their town. Ask pupils to bring their maps to class and talk about them with their classmates. This could be a 3D map using small boxes or a map drawn on paper. Pupils could also bring in photos or postcards of their town if possible.

### Class Activity

- Interactive Pupil's Book Activities for unit 5
- Class Audio and Audio Scripts
- Unit 5 Flashcards
- CLIL Video and integrated questions for unit 5
- Posters
- Teacher's Resources
- Practice Test unit 5
- Practice Test Audio and Audio Scripts for unit 5
- Unit 5 Speaking Assessment Prompts
- Unit 5 Practice Test Teacher's Notes and Answer Key



## Warm up

- Divide the class into small groups. Give them a few minutes to brainstorm public places (e.g. library, school, etc.) in your town using L1 or English. Come back together as a class and pupils share their ideas. For each place mentioned, say the word in English and show the relevant Places in Town flashcard if it's a key word from this unit.

## Using Page 58

### 1 (2:29) Listen, look and say.

**INVOLVE** Explain the lesson objective – pupils will identify and say the key places in town.

- Show the Places in Town flashcards one by one and say the word for each several times. Pupils repeat.
- In pairs, pupils look at the photos and talk about which of these places are in your town.
- Play Audio Track 2:29. Pupils listen and look at each photo as it is mentioned.

**MONITOR** Walk round the classroom and point to individual photos. Pupils say the correct place.

**ASSIST** Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

### 2 (2:30) Listen and find.

- Play Audio Track 2:30. Pupils listen and find the photo of the place mentioned.

**MONITOR** Check that pupils are pointing to the correct photos.

**ASSIST** Replay the recording and help pupils associate the places with the correct photos. Pause the recording to give pupils extra time to find the photos.

### 3 Play a game.

- In pairs, pupils play a game. Pupil A says a place and Pupil B points to the correct photo.

**MONITOR** Check that pupils are pointing to the correct photos.

**ASSIST** If necessary, explain the instructions again, in L1, and model the activity with a pupil.

**CHALLENGE** Cover one of the photos in your book. Pupils guess which photo it is. They ask *Is it (the hospital)?* Answer with *Yes, it is* or *No, it isn't*. Pupils continue in pairs.

## Activity Book Page 46

### 1 (2:31) Listen and ✓.

- Play Audio Track 2:31. Pupils listen and tick the picture of the place mentioned in each pair.

### 2 Match and say.

- Pupils match the two halves of each picture and then say the place: *It's a (school)*.

## Application and Practice Activity

- Mime some actions relating to the places from this lesson. Pretend you're putting out a fire or climbing a ladder for the fire station, read a book for the library and pretend to be using a stethoscope for the hospital. Pupils call out the name of the place. (*It's a hospital.*) They continue in small groups.

## OBJECTIVES

To identify and name the key places in a town

To play a game in pairs

## Key vocabulary

Places in a town: fire station, hospital, library, playground, police station, school, shop

## Materials

Pupil's Book Page 58  
Flashcards (Places in Town)  
Audio Tracks 2:29–2:31

## Activity Book

Page 46  
Audio script on page 273  
Answers on page 280

## Audio Track 2:29

- 1 library
- 2 hospital
- 3 police station
- 4 school
- 5 fire station
- 6 shop
- 7 playground

## Audio Track 2:30

police station  
playground  
shop  
hospital  
library  
fire station  
school

## TEACHING TIP

Keep a file of extra worksheets, puzzles and game ideas to use when a lesson finishes early or for pupils who finish activities early. For this unit, find a map of your town or draw a very simple one. Keep it on display in the classroom so you can refer to it throughout this unit. You may also wish to make reduced photocopies of this map as a worksheet. Pupils can add drawings of the places in town. You could also make small cutouts of the places in town. These could be photocopies of the flashcards reduced in size. Pupils could play games with these or position them on the map outline.

## OBJECTIVES

To identify and name the places in a town

To identify and name some action words

To sing a song

### Key vocabulary

Places in a town: fire station, hospital, library, playground, police station, school, shop

Action words: hopping, jumping, running, walking

### 21st Century Skill

Critical Thinking

### Materials

Pupil's Book Page 59  
Flashcards (Places in Town)  
Audio Tracks 2:32-2:33

### Activity Book

Page 47  
Audio script on page 273  
Answers on page 280

### Audio Track 2:32

I'm walking to the school.  
I'm walking to the school.  
I'm walking, walking, walking to the school.

I'm jumping to the school.  
I'm jumping to the school.  
I'm jumping, jumping, jumping to the school.

I'm hopping to the school.  
I'm hopping to the school.  
I'm hopping, hopping, hopping, to the school

I'm running to the school.  
I'm running to the school.  
I'm running, running, running

### Audio Track 2:33

- 1 I'm running to the library.
- 2 I'm hopping to the shop.
- 3 I'm walking to the fire station.
- 4 I'm jumping to the playground.

## Warm up

- Hand out the Places in Town flashcards to various pupils. Say a pupil's name. He/She holds up his/her card and pupils say the name of the place.

## Using Page 59

### 4 (2:32) Listen and say the colour. Sing and do.

INNOVATIVE Explain the lesson objective – pupils will learn to identify and talk about places in a town and some actions through a song.

- Pre-teach the four actions from the song by doing each in turn and saying *I'm (walking/jumping/hopping/running)*. Repeat several times.
  - Explain, in L1, that pupils will listen to a song about going to the school.
  - Play Audio Track 2:32. Pupils listen to the song, find the child doing the action mentioned and say the colour of the clothes he/she is wearing. (*Answers: walking – blue, jumping – red, hopping – green, running – yellow*)
  - Play the recording again. Pupils sing along and do the actions.
- RESISTANCE Do the actions yourself as they are mentioned to help pupils.

### 5 (2:33) Listen and match. Say and guess.

- Play Audio Track 2:33. Pupils listen and match the people to the correct places. They then play a game in pairs. Pupil A says *I'm (walking)* to the (*fire station*). Pupil B says (*One*) or Number (*one*) and points to the relevant pictures (*walking and the fire station*). Pupil A then says Yes or No. Pupils then change roles and Pupil B says *I'm (hopping)* to the (*library*), etc. (*Answers: 1c, 2d, 3a, 4b*)

## 21st Century Skill: Critical Thinking

### Say the places.

- Pupils use critical thinking skills to work out which places they can see then say them (*pool* and *cinema* from Unit 2).

### Activity Book Page 47

### 3 (2:34) Listen and number in order. Sing.

- Play Audio Track 2:34. Pupils listen to the song again and number the pictures in the order they are mentioned. They then listen again and sing along.

## 21st Century Skill: Critical Thinking

### Look and draw. Say.

- Pupils look at the sequence of pictures in each row and work out which action is missing from each one. They draw the missing action and say what it is.

### Application and Practice Activity

- Stick the Places in Town flashcards around the classroom. Make sure that the space is clear and safe for running, etc. Pupils take it in turns to choose one of the actions from this lesson and move toward the flashcard doing that action. For example, he/she runs to the police station flashcard. Pupils say a sentence to describe what he/she is doing using *I'm running to the police station*.

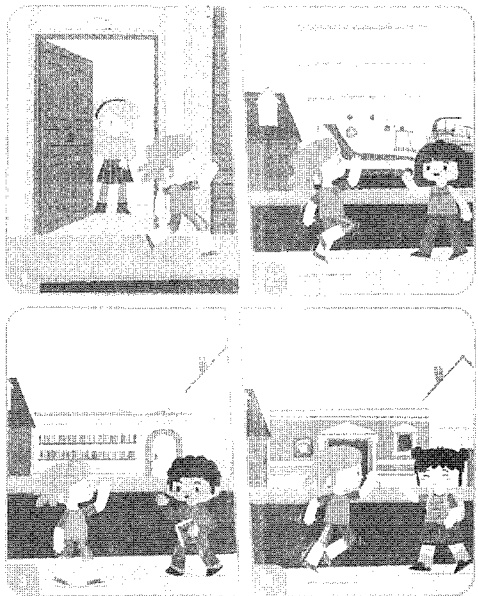
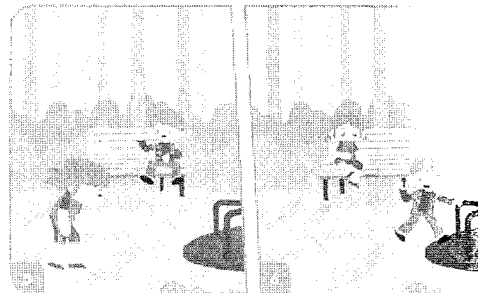
## TEACHING TIP

When monitoring pupils when they are speaking it's important that you are listening carefully but not intrusively. Some children may be put off when the teacher is crouched down at face level with them. Sit down if necessary but stay a bit in the background as though a detached observer.



While listening, jot down some notes about mistakes you hear rather than correcting any one pupil on the spot. It spoils the momentum and may make shy pupils even more hesitant to speak. Instead, give general feedback at the conclusion of a speaking activity of mistakes you heard.



Step 1



Listen and label. What's Lidya doing?

Listen and circle.

1 a  b 

2 a  b 

3 a  b 

60 Unit 5 story Unit 5 61

### Warm up

- Ask pupils, in L1, to remember what happened in the story from Unit 4. (*Lidya painted a self-portrait while talking with her mum but she painted her ears and nose an unusual colour for fun.*) Ask pupils if they remember what colour they were (*green*). Use the story from Unit 4 to remind them.
- Pupils look at the frames of the story for a few minutes, then close their books. Stick the Places in Town flashcards on the board. Pupils say the places that they remember seeing. Write a tick below the correct flashcards. Pupils then say the places in pairs (*hospital, library, police station, playground*). Pupils look at the Unit 5 story again so they can check the answers.

### Using Pages 60–61

#### 6 2:35 Listen and follow. What's Lidya doing?

OBJECTIVE

Explain the lesson objective – pupils will learn to talk about places in a town and some actions and listen to and answer questions about a story.

- Show pupils the story for Unit 5. Give them a few minutes to look at the frames of the story. Point to several of the characters and ask *Who's this?* Show some of the places and ask *Is this the (library)? Pupils answer with Yes, it is or No, it isn't.* Say some actions. Pupils find them in the story and say the frame number they are found in.
- Explain, in L1, that in the story, Lidya is going to the playground to meet her brother, Liam. She runs, hops, walks and jumps and meets several friends on the way. By the time she arrives at the playground, she's too tired to play.
- Play Audio Track 2:35. Pupils listen to the story and follow the picture frames in their books.

REINFORCE

Check that pupils are following the correct frames as they are listening.

ASSIST

Play the recording again. Pupils follow in their books as they listen. Pause the recording after each sentence. Pupils repeat.



CHALLENGE

Ask pupils questions, in L1 and English, about the story. Why is Lidya going to the playground? (*to meet Liam*) Where does Lidya see Sally? (*at the hospital*) Where does she see Sam? (*at the library*) And Betsy? (*at the police station*) Point to the characters and ask *Who's this?* Pupils say their names. Why is Lidya so tired by the end of the story? (*She's been hopping, running, etc. all the way there and has tired herself out.*)

### Century Skill: Responsibility

- Ask pupils, in L1, how they stay safe when they are in town. Talk about the importance of holding a parent's hand in busy places. Ask how pupils cross roads safely with parents or at crossings? Teach *left* and *right* and demonstrate how to look to the right, then the left, then right again before crossing (if cars drive on the right) or to the left, then the right, then left (if cars drive on the left). Pupils create safety rules for these situations. Teach them some useful expressions in English (*Look left. Look right. Hold your mum's hand. Look and listen!*) Pupils could make posters to represent the safety rules.

### 2:36 Listen and circle.

- Play Audio Track 2:36. Pupils listen and circle the correct picture in each pair. (*Answers: 1b, 2a, 3b*)

MONITOR

Check that pupils are circling the correct pictures.

ASSIST

Explain the instructions again by modelling the activity. Say the place and point to the correct picture.

CHALLENGE

Pupils play a game in pairs. Pupil A points to one of the places and asks *Is this the (library)?* Pupil B says *Yes, it is* or *No, it isn't. It's the (playground).*

### Activity Book page 48

### Number in order. Tell the story.

- Pupils number the pictures in the order in which they appear in the story. They then check their answers in the Pupil's Book and retell the story in their own words.

### Application and Practice Activity

- Hand out the flashcards of the hospital, police station, playground and library to four pupils. They come to the front of the class and put themselves in the order that they appear in the story. Then choose four pupils to represent Sally, Sam, Betsy and Liam. They stand next to the flashcard that shows where they appeared in the story. Play Audio Track 2:35 again. Pupils listen and check that everyone is standing in the correct place.

Move the pupils holding the flashcards so there is a bit of a distance between them. Now choose a pupil to be Lidya. She does the correct action she did in the story in front of each flashcard. For example, she hops in front of the hospital flashcard. Pupils clap each time she does the correct action and call out the action *hopping, running, etc.*

### TEACHING TIP

Young learners generally enjoy personalisation activities and often prefer to talk about themselves and their likes and dislikes rather than those of another person. In order to harness this, you could try having pupils act out the story in front of the class using their own names rather than the names of the characters in the book. This may make a more lasting impression on them and make them feel like a part of the story and may help them internalise the language more effectively.

### OBJECTIVES

To talk about places in a town and some actions

To consolidate the unit language in a story

### Key vocabulary

Places in a town: fire station, hospital, library, playground, police station, school, shop

Action words: hopping, jumping, running, walking

### 21st Century Skill

Responsibility

### Materials

Pupil's Book Pages 60–61, Flashcards (Places in Town), Audio Tracks 2:35–2:36, Large sheet of paper per group for safety rules activity

### Activity Book

Page 48

Answers on page 280

### Story Summary

Lidya is going to the playground to meet her brother, Liam. She runs, hops, walks and jumps to different places in the town and meets several friends on the way. By the time she arrives at the playground, she's too tired to play.

### Audio Track 2:35

Frame 1

Joy: What are you doing, Lidya?

Lidya: I'm running to the playground. Liam is at the playground.

Frame 2

Sally: What are you doing, Lidya?

Lidya: Hi, Sally. I'm hopping. Is this the playground?

Sally: No, it isn't. It's the hospital.

Frame 3

Sam: What are you doing, Lidya?

Lidya: Hi, Sam. I'm walking. Is this the playground?

Sam: No, it isn't. It's the library.

Frame 4

Betsy: What are you doing, Lidya?

Lidya: Hi, Betsy. I'm jumping. Is this the playground?

Betsy: No, it isn't. It's the police station.

Frame 5

Lidya: Hi, Liam. Is this the playground?

Liam: Yes, it is.

Frame 6

Liam: Let's play!

Lidya: Ohhhh...

### Audio Track 2:36

1 Lidya: Is this the playground?

Sam: No, it isn't. It's the library.

2 Lidya: Is this the playground?

Liam: Yes, it is.

3 Lidya: Is this the playground?

Betsy: No, it isn't. It's the police station.

## Warm up

- Play the song from Activity 4 (Audio Track 2:32). Pupils make their own lyrics by changing the word *school* to a different place in town and sing the song again with their new words.

## Using Page 62

### 8 2:37 Listen. Help Sam and Liam.

INVOLVE

Explain the lesson objective – pupils will practise saying where they're going in the town and how they are going there.

- Stick the Places in Town flashcards around the room. Invite a pupil to the front of the class. Ask him/her to do one of the actions from the previous lessons. Ask *What are you doing?* (*I'm walking.*) Now ask him/her to continue the action and move towards one of the flashcards. Ask again *What are you doing?* (*I'm walking to the library.*)
- Play Audio Track 2:37. Pupils listen, repeat and find the correct picture of Liam each time. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Sam and Liam. They take turns asking and answering questions, using the artwork as a prompt.

MONITOR

Check that pupils are pointing to the correct picture of Liam.

ASSIST

Play the recording again. Pause the recording to give pupils time to repeat the questions and answers.

### 9 2:38 Listen and match. Draw and say.

- Play Audio Track 2:38. Pupils listen and draw lines from the people to the places in town. They then draw themselves in the empty box, draw a line from their portrait to one of the places in town and say *I'm (running) to the (library)*. (Answers: 1 fire station, 2 library, 3 park, 4 pupils own answers)

## 21st Century Skill: Responsibility

- Ask pupils what they would do if they ever got lost or separated from their parents while they were on an excursion. Explain that it's always best to stay right where you are. The person looking for you is more likely to find you if you aren't moving around. Ask how many pupils know their parents' mobile phone numbers. Give them the task of memorising at least one of their parents' numbers, in L1 and in English, if they can.

## Activity Book Page 49

### 5 2:39 Listen and draw.

- Play Audio Track 2:39. Pupils listen then draw either the action or the place that's missing according to the recording.

## Application and Practice Activity

- In groups, pupils draw a map of their town (or a fictional town) to serve as a game board. They use a small object, such as an eraser, as a counter. Pupils take it in turns to ask *What are you doing?* and move their counters to a place on the map, saying *I'm (hopping) to the (shop)* and moving their counters/hands in an appropriate way. They continue until everyone has 'visited' all the places on the map.

### TEACHING TIP

Always remember to speak clearly and slowly when interacting with your pupils in English. It can be very intimidating if they can't understand because you're speaking too fast. Sometimes, however, you can vary your tone, speed and pitch when asking pupils to repeat words or sentences. They'll find this more interesting and fun and you'll be surprised how much more carefully they listen!

## OBJECTIVES

To talk about where you're going in town and how you're getting there using *What are you doing?* *I'm running to the (playground)*

### Key vocabulary

Places in a town: fire station, hospital, library, playground, police station, school, shop

Action words: hopping, jumping, running, walking

### 21st Century Skill

Responsibility

### Materials

Pupil's Book Page 62  
Flashcards (Places in Town)  
Audio Tracks 2:37–2:38  
Large sheet of paper per group for map game  
Small objects for use as counters for the map game

### Activity Book

Page 49

Audio script on page 274  
Answers on page 280

### Audio Track 2:37

1

Sam: What are you doing?

Liam: I'm running. I'm running to the school.

2

Sam: What are you doing?

Liam: I'm hopping. I'm hopping to the library.

3

Sam: What are you doing?

Liam: I'm jumping. I'm jumping to the playground.

4

Sam: What are you doing?

Liam: I'm walking. I'm walking to the shop.

### Audio Track 2:38

1

Woman: What are you doing?

Man: I'm walking to the fire station.

2

Woman: What are you doing?

Woman 2: I'm running to the park.

3

Woman: What are you doing?

Boy: I'm walking to the library.

4

Woman: What are you doing? Draw and say.

## OBJECTIVES

To talk about going to places in a town using *What are you doing?* (*I'm walking*) to the (fire station).

## Key vocabulary

Places in a town: fire station, hospital, library, playground, police station, school, shop

Action words: hopping, jumping, running, walking

## 21st Century Skill

Communication

## Materials

Pupil's Book Page 63  
Flashcards (Places in Town)  
Audio Track 2:40  
A counter for each pupil  
A die for each pair of pupils  
Blank paper for drawing

## Activity Book

Page 50  
Audio script on page 274  
Answers on page 280

## Audio Track 2:40

1  
What are you doing?  
I'm walking.

2  
What are you doing?  
I'm jumping.

3  
What are you doing?  
I'm hopping.

4  
What are you doing?  
I'm running.

## TEACHING TIP

Children should understand that it is often through making a mistake that we really learn the right way to do something.

When pupils make mistakes with language, help them to understand where they've made the mistake and let them try to correct it themselves. If they can't, call on another pupil to help them. Always try to correct mistakes without singling out any particular child. Speak generally or explain the structure again rather than telling pupils they are wrong.

## Warm up

- Stick the Places in Town flashcards on the board. Divide the class into two teams. Clear a space in front of the board. Choose one pupil from each team to stand at a distance from the flashcards. Ask *What are you doing?* and call on a pupil from one of the teams to say *I'm (jumping) to the (fire station)*. The two pupils (jump) to the board. The first one to touch the (fire station) flashcard wins a point for his/her team. Continue until all pupils have had a go. The team with the most points wins.

## Using Page 63

### 10 (2:40) Listen and draw. Play.

- Play Audio Track 2:40. Pupils listen and draw the actions below the correct dice.
- Pupils play the game in pairs. They have a counter each and one die per pair. Pupils put their counters on the apartment building in the centre of the game. Each pupil chooses a different road they'd like to take. Pupil A asks *What are you doing?* Pupil B moves ahead one square and rolls the dice. Pupil B then says the action associated with the number he/she rolled and the place his/her counter is currently on. If they roll a one, for example, they say *I'm walking to the (police station)*. They then swap roles. However, if a pupil rolls a five, they miss a turn. If they roll a six, they have two turns. They move their markers in a clockwise direction. The first pupil to go all around the board once wins.

Be sure that pupils are going around the board in the right direction and are taking turns properly.

Model the activity with a strong pupil for those who may not understand how to play the game correctly.

### 11 Act and say.

- Pupils draw a place and a someone doing an action. They share their drawing with a partner then act it out and say *I'm (jumping) to the (hospital)*.

## Activity Book Page 50

### 6 (2:41) Listen and number.

- Play Audio Track 2:41. Pupils listen and complete the chart by writing numbers in the appropriate squares using the example to help them.

### 7 Draw and say.

- Pupils draw themselves going to one of the places in town. They then say *I'm (hopping) to the (cinema)*.




## Application and Practice Activity



### Century Skill: Communication

- Talk, in L1, about the symbols used on maps. Research some map symbols on the internet before class and print out and enlarge symbols for a few of the places from this unit. In small groups, pupils then create their own symbol for each place. Each group draws 2 or 3 of their symbols on the board. The rest of the class guess which places their symbols represent. They ask *Is it the (library)? (Yes, it is. / No, it isn't.)* Repeat with the other groups.




Planes, Trains & Buses




**12** Listen, look and say.

1  2  3 


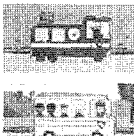

4  5 

**13** Match. Ask and answer.

1  2  3 


a  b  c 

**THINK BIG** Look and choose.

**Project**

**14** Draw, do and say.



64 Unit 5 content connection (vehicles) Unit 5 65

### Warm up

- Stick the Places in Town flashcards on the board. Then stick a Toys flashcard below each one. Point to the flashcard of the (car) below the (hospital) and say *The (car) is at the (hospital)*. Now ask *Where's the (doll)?* Elicit *The (doll) is at the (police station)*. Continue with other combinations of cards.

### Using Pages 64–65

#### **12** 2:42 Listen, look and say.

- INVOLVE** Explain the lesson objective – pupils will learn the words for public vehicles and where they are found.
- Pupils look at the pictures. Say each of the vehicles several times. Pupils repeat the words and find them on the page.
  - Ask pupils *Where's the ambulance?* (*The ambulance is at the hospital.*) Ask them to repeat the sentence several times.
  - Play Audio Track 2:42. Pupils listen and find the correct vehicle. In pairs, pupils ask each other *Where's the (bus)?* (*The bus is at the school.*)
- MONITOR** Check that pupils are pointing to the correct vehicles.
- ASSIST** Help pupils with pronunciation. Repeat the individual words showing pupils the position of your tongue and lips as you do so.

#### **THINK BIG** Century Skill: Critical Thinking

#### Look and choose.

- Pupils look at the pictures and use critical thinking skills to decide which vehicle a child takes to get to school. They draw a line from the child, to the school bus, to the school.

#### **13** Match. Ask and answer.

- Pupils match each vehicle to the place it is associated with. They then play a game in pairs. Pupil A asks *Where's the (van)?* Pupil B answers (*The van is at the (shop).*)

- MONITOR** | Check that pupils are saying the sentences correctly.
- ASSIST** | Help pupils by breaking the sentence structure down into two parts. First show the vehicle and say *The van*, then show the place and say *is at the shop*.
- CHALLENGE** | Say some correct and incorrect sentences. Say *The (police car) is at the (police station)*. Then say *The (bus) is at the (shop)*. Pupils clap when you say a correct sentence and stamp their feet when the sentence is incorrect. They correct the incorrect sentences.

### Project Century Skill: Creativity

#### 14 Draw, do and say.

- Ask pupils which vehicle the girl in the picture has drawn. Now ask which place she is holding it near. Pupils say a sentence to talk about the vehicle and the place: *The van is at the shop*.
- Pupils make a similar project. They draw any one of the vehicles from this lesson, colour it and cut it out using safety scissors.

**MONITOR** | Be sure that pupils are drawing one of the vehicles learned in this lesson.

**ASSIST** | Help pupils to cut out their vehicles. Remind them before they begin not to make them too small.

- Stick the flashcards of places on the board. Pupils come to the board individually and hold their vehicle near one of the flashcards. They then say *The (ambulance) is at the (hospital)*. Pupils stick their vehicles on a large sheet of paper to make a collage.

### Activity Book Page 51

#### 8 Complete and say.

- Pupils complete the pictures by tracing the vehicle. They then say *The (police car) is at the (police station)*.

### Century Skill: Critical Thinking

Look and ✓ or X.

- Pupils look at the pictures of vehicles in front of different places. They decide which are in the appropriate place and which are not and put a tick or a cross in the box provided.

### Application and Practice Activity

- Bring some toy vehicles to class. These should be the vehicles from this lesson. Place the Places in Town flashcards on the floor in any order. Divide the class into two teams. Say *The (ambulance) is at the (hospital)*. A pupil from the first team has to roll the toy ambulance across the floor and try to get it to land on the hospital flashcard. If it lands on the hospital card, the pupil wins two points for his/her team. If it lands on a different card (the school flashcard for instance), he/she says *The ambulance is at the school*. If the pupil says the sentence correctly, he/she wins one point for his/her team. If the vehicle doesn't land on a flashcard, the pupil has to hand over to the other team without winning a point. The teams take turns until everyone has had a go. The team with the most points is the winner.

### TEACHING TIP

It's a good idea to write your learning objectives on the board at the beginning of every lesson. For young learners who can't yet read, you may wish to express your objectives in pictures or symbols (a book for a story objective, musical notes for a song or a picture relating to the key vocabulary or language structure, e.g. for this lesson an ambulance). Cross off the items as you finish them. It helps give them a sense of accomplishment and helps to keep you focused, too. Explaining exactly what you expect of your pupils gives them more direction and keeps them on task.

### OBJECTIVES

To talk about where public vehicles belong using *The (ambulance) is at the (hospital)*.

### Content words

Vehicles: ambulance, bus, fire engine, police car, van

### 21st Century Skills

Critical Thinking  
Creativity

### Materials

Pupil's Book Pages 64–65, Flashcards (Places in Town), Flashcards (Toys), Audio Track 2:42, Blank paper for each pupil (Project), Safety scissors, Large sheet of paper (collage), Toy vehicles – ideally an ambulance, bus, fire engine, police car and van

### Activity Book

Page 51  
Answers on page 280

### Audio Track 2:42

- 1  
Where's the ambulance?  
The ambulance is at the hospital.
- 2  
Where's the bus?  
The bus is at the school.
- 3  
Where's the police car?  
The police car is at the police station.
- 4  
Where's the van?  
The van is at the shop.
- 5  
Where's the fire engine?  
The fire engine is at the fire station.

## Warm up

- Mime unwrapping an ice lolly, licking the lolly, then throwing the wrapper on the ground. Ask pupils, in L1, to tell you what you did wrong. Say *Don't throw rubbish!* Ask, in L1, what you should have done with the rubbish? Say *Put rubbish in the bin* and demonstrate putting the wrapper in the bin. Finally, scatter a few bits of paper on the floor. As you're picking it up say *Pick up rubbish*. Repeat the phrases a few times and ask the pupils to repeat and mime the actions.

## Using Page 66

### 15 2:43 Look, listen and say.

INVOLVE

Explain the lesson objective – pupils will talk about the value of keeping the environment clean. They will also talk about the benefits of recycling.

- Talk with pupils, in L1, about what things we can do to keep the environment clean. We should always put litter in the bin, pick up litter at the beach, etc.
- Play Audio Track 2:43. Pupils listen and follow in their books.

ASSIST

Help pupils with any difficulty they may be having with pronunciation by repeating difficult words slowly several times.

### 16 Look and draw.

- Pupils complete the faces by drawing a smile if the people are doing the correct action and a frown if it is incorrect. They point to the pictures in pairs and say the correct phrases.
- Pupils draw their own picture in the fourth box, which could be the correct or incorrect action, then complete the face with a smile or a frown. (Answers: 1 happy face, 2 sad face, 3 happy face, 4 pupils own answers)

### 17 Show and say.

- Pupils share the picture they drew in the previous activity with a partner and say the corresponding phrase: *Put rubbish in the bin*, *Don't throw rubbish* or *Pick up rubbish*.

MONITOR

Be sure pupils are saying the correct phrase for their picture.

ASSIST

Say the phrases again and pupils point to the correct picture.

## Activity Book Page 52

### 9 Look and circle. Say.

- Pupils look at the pictures and decide if the pictures show good or bad behaviour and circle the tick or the cross accordingly.

## Application and Practice Activity



### Century Skill: Environmental literacy

- Bring three large boxes to class to create recycling bins for your classroom. Stick a picture of recyclable material on the front of each box, e.g. card and paper, plastic and metal. Teach these words in English to the pupils. Ask pupils to bring in some materials from home to recycle and put them in the bins. Pupils say *Put rubbish in the bin* as they put their items in the boxes. Explain that it is important that we all take responsibility to help the environment.

## OBJECTIVES

To learn to keep the environment clean using the expressions *Put rubbish in the bin*, *Don't throw rubbish* and *Pick up rubbish*.

To understand the importance of recycling.

## Materials

Pupil's Book Page 66  
Audio Track 2:43  
Three large boxes for recycling bins  
Pictures of recyclable materials  
Pupils' materials to recycle

## 21st Century Skill

Environmental Literacy

## Activity Book

Page 52  
Answers on page 280

## Audio Track 2:43

- 1 Put rubbish in the bin.
- 2 Don't throw rubbish.
- 3 Pick up rubbish.

## TEACHING TIP

Collect phrases relating to environmental awareness and introduce them to pupils throughout the course. Research some simple, child-friendly slogans in English on the internet and make some posters with your pupils. Keep a space in your classroom set aside for class posters you make about these issues and add to it throughout the year.

## OBJECTIVES

To learn the sounds /j/, /s/ and /d/.

To differentiate between the sounds /j/, /s/ and /d/.

To learn words that begin with the sounds /j/, /s/ and /d/.

## Materials

Pupil's Book Page 67

Audio Tracks 2:44–2:46

Phonics Poster

Pictures of words and/or objects beginning with sounds from this and previous units

Green, red and blue pencils for each pupil

Pupils' pictures or items beginning with the sounds /j/, /s/ and /d/.

## Activity Book

Page 53

Answers on page 280

### Audio Track 2:44

j j j j j yoghurt

j j j j j yak

j j j j j yo-yo

2

s s s s s sock

s s s s s sofa

s s s s s seal

3

d d d d d dad

d d d d d dish

d d d d d desk

### Audio Track 2:45

Yogurt. Circle in green.

Sock. Circle in red.

Dad. Circle in blue.

Yo-yo. Circle in green.

Dish. Circle in blue.

Sofa. Circle in red.

Sea. What colour?

Desk. What colour?

Yak. What colour?

### Audio Track 2:46

1 A seal with a sock  
A seal on a sofa.

A seal with a sock on a sofa.

2 The yak has got yogurt.  
The yak has got a yo-yo.

The yak has got yogurt and a yo-yo.

3 Dad has got a dish.

Dad has got a desk.

Dad has got a dish and a desk.

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*mouse*). Ask pupils to say another word with the same initial sound (*map*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /j/, /s/ and /d/. Ask pupils to say words they know beginning with these sounds (*yogurt, slide, dad*, etc.) Show the Phonics Poster to give pupils some ideas.

## Using Page 67

### 18 (2:44) Listen, find and say.

EXPLAIN Explain the lesson objective – pupils will learn to say the sounds /j/, /s/ and /d/ and learn some words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /j/, /s/ and /d/ sounds. Pupils repeat the words several times.
- Play Audio Track 2:44. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 (2:45) Listen and circle.

- Check that pupils have a red, green and blue pencil each. Play Audio Track 2:45. Pupils listen and circle words beginning with /j/ in green, words beginning with /s/ in red and words beginning with /d/ in blue.
- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (Answers: green – yogurt, yo-yo, yak; red – sock, sofa, seal; blue – dad, dish, desk)

EXPLAIN Walk around the classroom to be sure that pupils are circling the pictures with the correct colours.

ASSESS Ask what colour pupils used to circle the seal, desk and yak. Show the correct coloured pencils if necessary.

EXTEND Pupils find objects in the classroom or bring some items or pictures from home beginning with the sounds introduced so far. Put them on a table and ask pupils to put them into groups according to the sound they begin with.

### 20 (2:46) Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each box. Play Audio Track 2:46. Pupils write the correct number in the box below each picture. (Answers: 1a, 2c, 3b)
- Play Audio Track 2:46 again. Pupils join in with the chant.

## Activity Book Page 53

### 10 Look and match.

- Pupils draw lines between pictures beginning with the same sound.

## Application and Practice Activity

- Say a sound from this unit. Now say words that begin or don't begin with the sound. Pupils clap when they hear a word beginning with the sound. Continue with the other sounds.

## TEACHING TIP

Young children feel more secure when their day consists of routines. For example, at the end of every lesson say *It's tidy-up time!* and give pupils five minutes to tidy their desks. At the beginning of every lesson greet the students in English and say *Goodbye* at the end. Having regular routines also works well when teaching vocabulary or introducing phonics. Introduce these in a similar way each time so that pupils get used to the procedure but vary follow-up activities to keep the lesson interesting.

## Warm up

- Write the numbers 1–4 on four small pieces of card. Put them in a pile. Put the Places in Town flashcards in a separate pile next to the number cards. Assign a number to each action from this unit: e.g. 1 = jumping, 2 = hopping, 3 = walking, 4 = running. Draw stick figures doing these actions on the board and write the numbers 1–4 next to them.
- Select a pupil to pick a number card and a flashcard and act out a sentence. For example, hopping, then pretending to put out a fire or climb a ladder. The rest of the class guess the sentence (*I'm hopping to the fire station*). The pupil who guesses correctly then has a turn, etc.

## Using Page 68

### 21 2:47 Listen and find.

- INVOLVE** | Explain that pupils will review the key places in a town, say the actions and play a game.
- In pairs, pupils say the words illustrated in the grid. Play Audio Track 2:47. Pupils listen and find the correct pictures.
- MONITOR** | Check that pupils are pointing to the correct pictures.
- ASSIST** | Play the recording again and pause it to give pupils time to repeat the words.

### 22 Play. Draw o or x.

- Pupils play the game in pairs. One pupil chooses to be noughts and the other crosses. The aim is to be the first to draw three noughts or three crosses in a row. Pupil A chooses where he/she would like to draw their nought or cross. He/She then says a sentence including an action verb about the picture in that particular space. (*I'm hopping to the cinema.*) Pupil B then has a turn and so on.
- MONITOR** | Check to be sure that pupils are saying the sentences correctly.
- ASSIST** | Help pupils who may not understand the game by modelling it with another pupil.

## Activity Book Page 54

### 11 Look. Match and say.

- Pupils refer to the chart and match the people to the places. They then say *I'm (jumping) to the (library)*.

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 102 in their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker (*My school is big*). They then stick the stickers in the correct places on the Picture Dictionary page.
- MONITOR** | Check that pupils are sticking their stickers in the correct places.
- ASSIST** | Point to a sticker then point to the relevant space on the Picture Dictionary page. Show pupils how to peel the stickers, hold them by the edge and then position them over the space before sticking them down.

## OUTCOMES

Pupils can name the places in a town.

Pupils can say some simple actions and say how they go to places in a town using those actions.

## Materials

Pupil's Book Page 68  
Flashcards 'Places in Town'  
Audio Track 2:47  
Cards numbered 1–4

## Activity Book

Page 54  
Answers on page 28C  
Sticker Picture Dictionary, Page 102

## Audio Track 2:47

cinema  
hospital  
school  
police station  
fire station  
shop  
library  
pool  
playground

## TEACHING TIP

Give your pupils a sense of accomplishment and let them know that they've done a good job at the end of each lesson. This ensures that they'll be looking forward to your next lesson. Do this by asking pupils at the end of every lesson to tell you what they learned that day. It helps to consolidate the lesson and gives pupils a quick revision of the words and structures you taught. Choose a few star pupils for the day based on participation, quality of answers or groupwork skills. Give them a sticker or write their names on a chart that you look at daily. Be sure to vary who you reward so all pupils receive the same amount of praise.



## OUTCOMES

Pupils can talk about the places in town and say how they go there.

Pupils can name public vehicles and where they belong.

Pupils can say expressions relating to keeping the environment clean.

### 21st Century Skill

Collaboration

### Materials

Pupil's Book Page 69

Flashcards (Places in Town)

Audio Track 2:48

Blank paper for each pupil  
Large sheet of paper per group

### Activity Book

Page 55

Audio script on page 274

Answers on page 280

### Audio Track 2:48

Where's the fire engine?

It's at the fire station.

2

Where's the police car?

It's at the school.

3

Where's the ambulance?

It's at the hospital.

4

Where's the van?

It's at the cinema.

5

Where's the bus?

It's at the school.

6

Where's the car?

It's at the shop.

## Warm up

- Ask pupils what they enjoyed most about this unit. What was most difficult and what they found easy? Play one of the games from a previous lesson or from the Games Bank to revise the vocabulary and structures.

## Using Page 69

### 23 2:48 Listen and ✓ or X.

INVOLVE

Explain the lesson objective – pupils will review the places in town, the vehicles and action verbs.

- Play Audio Track 2:48. Pupils listen and tick the picture if it corresponds to the recording and write a cross if it doesn't. (Answers: 1 ✓, 2 X, 3 ✓, 4 X, 5 ✓, 6 ✓)

MONITOR

Check that pupils are ticking and crossing the correct boxes.

CHALLENGE

Pupils say the correct sentences for the pictures they crossed.

### 24 Draw and say.

- Pupils complete the drawings of the school and the shop by drawing themselves in the pictures doing one of the key actions from the unit. They then say *I'm (running) to the (shop)*.

## Can

- Pupils tick the boxes if they can name the words or structures represented by the pictures.
- Invite a pupil to the front of the class to perform an action from this unit. Pupils say the actions. Then show the Places in Town flashcards in turn. Pupils say a sentence relating to each one, e.g. *I'm (hopping) to the (library)*. If they feel they are successful in this, they tick the first box.
- Ask pupils to look at Activity 23 and name the vehicles and say where they are. If they feel they are successful in this, they tick the second box.
- Now remind pupils of the expressions for keeping the environment clean *Don't throw rubbish! Pick up rubbish. Put rubbish in the bin*. Pupils mime and say the expressions. They tick the third box if they can do this successfully.

## Activity Book Page 55

### 12 2:49 Listen and circle.

- Pupils listen to each question and answer from Audio Track 2:49. They then circle the correct action and the correct place mentioned in the recording for each item.

## Application and Practice Activity

- Listen to the story from this unit again (Audio Track 2:35). Divide the class into groups. Give each pupil a sheet of paper. Each pupil in the group creates a drawing of themselves doing one of the actions to a different place in town.
- Each group sticks their drawings together on a large sheet of paper to create a story. Pupils create a dialogue to go along with their drawings. They say *Hi Sinem! What are you doing? I'm jumping to the library*. You may also like to teach them phrases like *Have a nice day!* or *See you later!* to use in their dialogues.

## TEACHING TIP

### 21st Century Skill: Collaboration

After pupils finish completing an activity on their own, ask them to check their answers in pairs or small groups. Explain that if their answers are the same, they are most likely correct but if their answers are different, it's likely someone has made a mistake. Encourage pupils to correct their mistakes together. Pupils consolidate their learning very effectively by explaining an activity or answer to someone else. Teach them beforehand to be constructive when pointing out mistakes and not to belittle others.

# unit 6

# She's swinging on the swings!

## Objectives

### Vocabulary

Playground equipment and actions

### Grammar

To talk about playground equipment and actions using *What's he/she doing?*  
*He's/She's (swinging) on the (swings).*

### Content Connections: Science

To talk about trees during the different seasons using *It's (spring). There are (flowers) and (leaves) on the trees.*

### Sounds

To identify and say words beginning with the sounds /b/, /g/ and /z/

### Values

To learn some playground rules

### Project

To make a leaf rubbing

## Key Vocabulary

Playground equipment	Actions	Content Words	Expressions
climbing frame roundabout slide swings	climbing riding sliding swinging	spring summer autumn winter flower tree	<i>Don't walk on the grass.</i> <i>Don't pick the flowers.</i> <i>Don't feed the birds.</i> <i>Don't throw rubbish.</i>

## Materials

### Pupil's Book, Unit 6

- Pages 70–81
- Pupil's Book Audio CD, Tracks 2:50–2:67

### Activity Book, Unit 6

- Pages 56–65
- Activity Book Audio CD, Tracks 2:52–2:68
- Sticker Picture Dictionary, page 102

### Assessment Package

- Practice Test unit 6
- Review Test units 4–6
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Playground Equipment)
- Video Unit 6 (eText for teacher)
- Phonics Poster
- Paper and card
- Dice
- Pictures of red apples, brown, green and yellow leaves and pink flowers
- Leaves to make leaf-rubbing (Project)
- Crayons (Project)
- Ice lolly sticks or coffee stirrers
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with the sounds /b/, /g/ and /z/
- Crumpled paper or beanbag

### Checkpoint Units 4–6

## Unit Opener Activities

### Family Connection

Pupils ask a family member to take photos of them while playing at the playground. They print the photos and make a collage with them. Ask them to bring their collages to class and describe the photos to a friend or the class. If they don't have access to a camera or a printer, they can draw the pictures themselves, cut them out and make the collage.

### eText Activity

Interactive Pupil's Book Activities for unit 6  
Class Audio and Audio Scripts  
Unit 6 Flashcards  
CLIL Video and integrated questions for unit 6  
Posters  
Teacher's Resources  
Practice Test unit 6  
Practice Test Audio and Audio Scripts for unit 6  
Unit 6 Speaking Assessment Prompts  
Unit 6 Practice Test Teacher's Notes and Answer Key  
Review Test units 4–6

## Warm up

- Give pupils a few minutes to look through Unit 6. Ask them, in L1, to guess what they'll learn in this unit (*the words for playground equipment, actions, the seasons and playground rules*). Elicit any key vocabulary pupils might already know.
- Invite pupils to the board to mime the actions from Unit 5 (*hop, jump, run and walk*). Also add some of the classroom actions from the Welcome Unit (*stand up, sit down, look, open/close your book*). Explain that pupils will learn some new actions in this unit.

## Using Page 70

### 1 (2:50) Listen, look and say.

**INVOLVE** | Explain the lesson objective – pupils will identify and say the key playground equipment and actions.

- Stick the Playground Equipment flashcards on the board. Invite pupils to write a tick below the ones you've got in your school playground. Now ask pupils to circle the ones they can find in a local playground they like visiting.
- Point to the flashcards in turn and say the word for each. Pupils repeat.
- Play Audio Track 2:50. Pupils listen, repeat and look at each of the photos as they are mentioned.

**MONITOR** | Walk around and check that pupils are looking at the correct photos.

**ASSIST** | Replay the recording and pause it to give pupils extra time to find the photos and repeat the words. Hold up the relevant flashcards and point to the equipment and action in each.

**CHALLENGE** | In pairs, pupils look at the photos and decide which is their favourite piece of playground equipment. They say *The (slide) is my favourite*.

### 2 (2:51) Listen and find.

- Play Audio Track 2:51. Pupils listen and find the photo of the playground equipment or the action mentioned.

### 3 Play a game.

- Pupils play a game in pairs. Pupil A says a number corresponding with one of the actions or playground items and Pupil B says the action or the playground item. They then swap roles.

**MONITOR** | Check that pupils are saying the words that correspond to the numbers.

**ASSIST** | Repeat the words again. Say the words slowly and ask pupils to repeat.

## Activity Book Page 56

### 1 (2:52) Listen and colour.

- Pupils listen to Audio Track 2:52 and colour the playground equipment according to the recording.

### 2 Complete and say.

- Pupils complete the illustrations by tracing the children. They then say the action that each child is doing.

## Application and Practice Activity

- Ask a pupil to mime an action from this lesson. After pupils guess the action, they say the playground equipment that matches it. If pupils guess *climbing*, they then say *A climbing frame*. Repeat with other pupils and actions.

## OBJECTIVES

To identify and say the key playground equipment and actions

To play a game in pairs

## Key vocabulary

Playground equipment  
climbing frame  
roundabout, slide, swings  
Actions: climbing, hanging,  
sliding, swinging

## Materials

Pupil's Book Page 70  
Flashcards (Playground Equipment)  
Audio tracks 2:50–2:51

## Activity Book

Page 56  
Audio script on page 274  
Answers on page 280

## Audio Track 2:50

- 1 slide
- 2 sliding
- 3 roundabout
- 4 riding
- 5 climbing frame
- 6 climbing
- 7 swings
- 8 swinging

## Audio Track 2:51

- swings  
slide  
roundabout  
climbing frame  
sliding  
climbing  
riding  
swinging

## TEACHING TIP

Although it is advisable to use as much English as possible, it is sometimes helpful to use L1, especially with beginners. Forcing pupils to speak English only can discourage even the most enthusiastic child. Accept when they speak to you in L1 and try to answer them in English using body language, facial expressions, miming and pointing.

## OBJECTIVES

To identify and say the key playground equipment and actions

To sing a song

## Key vocabulary

Playground equipment: climbing frame, roundabout, slide, swings

Actions: climbing, riding, sliding, swinging

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 71  
Flashcards (Playground Equipment)  
Audio track 2:53

## Activity Book

Page 57  
Audio script on page 274  
Answers on page 280

## Audio Track 2:53

What's she doing?

She's climbing, climbing, climbing.

What's she doing?

She's climbing on the climbing frame.

What's he doing?

He's sliding, sliding, sliding.

What's he doing?

He's sliding on the slide.

What's she doing?

She's swinging, swinging, swinging.

What's she doing?

She's swinging on the swings.

What's he doing?

He's riding, riding, riding.

What's he doing?

He's riding on the roundabout.

## TEACHING TIP

When teaching a language, it's important to develop all four language skills – speaking, listening, reading and writing. However, at the starter level, most pupils are not yet ready for reading and writing. That doesn't mean that they aren't able to recognise some written words. Word recognition is an important step in pre-reading skills. When making displays or bulletin boards, label some of the pictures with words.

## Warm up

- Clap out a rhythm with your hands and pupils repeat. Change the rhythm and be sure that pupils are able to follow. After pupils feel comfortable with this, add words from the previous lesson to your rhythm such as *I'm swinging, swinging, swinging on the swings*.

## Using Page 71

### 4 2:53 Listen and number in order. Sing.

INVOLVE

Explain the lesson objective – pupils will learn to identify and talk about the key playground equipment and actions through a song.

- In pairs, pupils name the playground equipment and actions in the picture.
- Play Audio Track 2:53. Pupils listen and number the playground equipment in the order they are mentioned in the song. (*Answers: 1 climbing frame, 2 slide, 3 swing, 4 roundabout*)
- Play the recording again. Pupils join in with the song.

MONITOR

Check that pupils are numbering the photos in the order they hear them.

ASSIST

Play the recording several times before pupils begin numbering the photos.

CHALLENGE

Pupils mime the actions while singing the song. For *What's he/she doing?* pupils could shrug their shoulders as if asking a question. Play the recording again.

Pupils sing and mime the actions at the same time.

### 5 Look at 4 and say.

- In pairs, pupils look at the picture. Pupil A says a number and Pupil B says what the child is doing. They then switch roles.

THINK  
BIG



## Century Skill: Critical Thinking

### Draw and say.

- Pupils use critical thinking skills to deduce which action is used for each of the pieces of playground equipment. They draw themselves or a friend in each picture doing these actions. They then say *I'm/He's/She's (climbing) on the (climbing frame)* for each picture.

## Activity Book Page 57

### 3 2:54 Look and match. Listen, number and sing.

- Pupils listen to Audio Track 2:54 and match the actions to the equipment. They then number the actions in the order they are mentioned and sing the song.

THINK  
BIG



## Century Skill: Critical Thinking

### Look and number. Say.

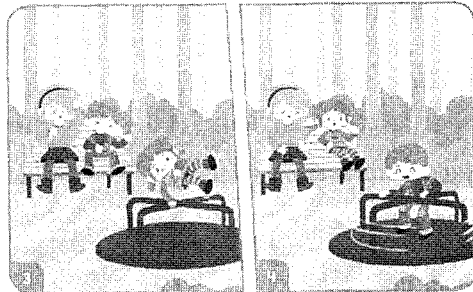
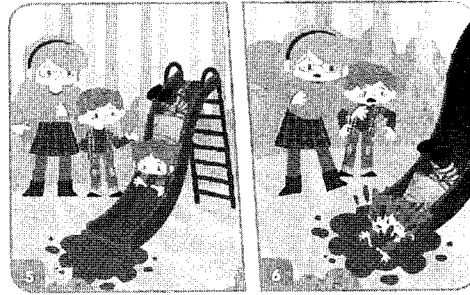
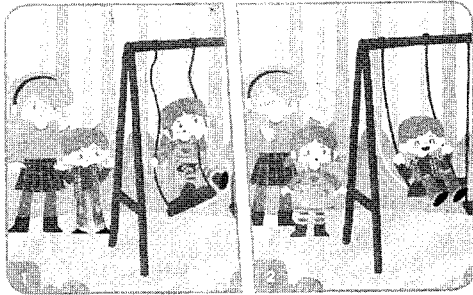
- Pupils look at the silhouettes in the first row of pictures. They use critical thinking skills to match them to the actions in the second row. They write the correct number in the box and say the action.

## Application and Practice Activity

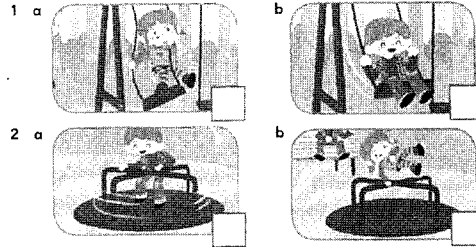
- Invite four pupils to the front of the class. Give each a Playground Equipment flashcard. Pupils put themselves in the correct order according to the song. Play the song again to check that they did this correctly.
- Divide the class into four. Each of the four pupils at the front takes his/her flashcard and sits with a group. Play the song again. The entire group stands up and mimes the actions when they hear the verse relating to their flashcard.

Story

Listen and follow. What's Lidya doing wrong?



Look and ✓ or X.



72 Unit 6

story Unit 6 73

Warm up

- Ask pupils, in L1, to remember what happened in the story from Unit 5. (*Lidya was on her way to the playground to meet her brother, Liam. She ran, hopped, walked and jumped to the playground. By the time she arrived, she was too tired to play.*) Use the story from Unit 5 to remind them of the story.
- Invite two pupils to the board. Pupil A chooses a Playground Equipment flashcard and shows it to the class but keeps it secret from Pupil B. Pupil B mimes one of the actions from the previous lesson (*climbing, riding, sliding or swinging*). The rest of the pupils call out the action each time and stand up and clap when it coincides with the flashcard. Repeat with one or two more pairs of pupils.

Using Pages 72–73

2:55 Listen and follow. What's Lidya doing wrong?

Explain the lesson objective – pupils will talk about the actions related to playground equipment. They will also listen to and answer questions about the story.

- Show pupils the story for Unit 6. Ask a couple of questions, in English, to set the scene. Point to Liam in Frame 2 and ask *What's Liam doing?* (*He's swinging on the swings.*) Ask the same question for Frame 4. (*He's riding on the roundabout.*)
- Explain that in the story, Lidya and Liam are playing at the playground with their sister, Joy. Lidya is being silly and not using the playground equipment properly. At the end of the story, Lidya learns her lesson when she goes down the slide and falls on her face in the mud.
- Play Audio Track 2:55. Pupils listen to the story and follow the picture frames in their books.

Point to each frame in the story and ask questions, in English and L1, to check for understanding. Ask *What's this?* (*a roundabout*)

- ESSENT** Play the recording again. Point to each frame in the story as it's being read.
- Ask pupils questions, in L1, about the story. In what situations do we use the phrase *Be careful?* (*When someone is doing something unsafe.*) Who's at the playground with Lidya and Liam? (*their sister, Joy*) Who's using the playground equipment correctly? (*Liam*) Who's being silly? (*Lidya*) What happened to Lidya at the end of the story? (*She landed on her face in the mud.*) Could this have been prevented? (*Yes, if she had used the playground equipment correctly.*)
- CHALLENGE**

### Century Skill: Creativity

Create actions to go along with specific words or phrases in the story. You may do this yourself or pupils could create their own actions in groups. Some suggestions include: *Good, Liam!* – pupils pat each other on the back; *Be careful!* – pupils hold up a finger as if to warn someone; *What's she doing?* – pupils shrug their shoulders; *Sorry!* – pupils hide their face as if embarrassed. Say the words and pupils present their actions to the class. Play the recording of the story and pupils do the actions when they hear the words or phrases.

#### **7** Look and ✓ or X.

- Pupils tick the safe way of playing and cross the unsafe way of playing. After completing the activity, pupils say a sentence for the ticked pictures (*He's swinging on the swing.*). (Answers: 1a X, 1b ✓, 2a ✓, 2b X)

**CHALLENGE** Check that pupils are ticking and crossing the correct boxes.

If pupils have written a tick where they should have written a cross, point to the picture, shake your head and say *Be careful, Lidya!*

### Activity Book page 58

#### **4** Look and match. Say.

- Pupils match the pictures of Lidya and Liam to their silhouettes. They then decide if the children are using the playground equipment correctly or not and draw a line from the picture to the happy or sad face accordingly. Pupils then say a question and answer for each action, e.g. *What's he/she doing? He's/She's (climbing) on the (roundabout).*

### Application and Practice Activity

- Read the story aloud but change the order of the frames. Begin by reading the text from Frame 2. Pupils say the number of the frame. Continue until you have read each frame.  
Repeat each frame several times if pupils struggle to answer. You could then suggest, e.g. *Is it Picture 3?*
- Ask pupils what they think happens after Lidya falls in the mud at the end of the story. Pupils draw a final frame for the story. They share their drawings with a partner or with the class. They point to and ask and answer about what the characters are doing, e.g. *What's she doing? She's climbing on the climbing frame.*

### TEACHING TIP

Young children love stories and enjoy listening to a good story read aloud. You could set aside a specific period of time during the week to read simple stories in English to your class. If you make it the same lesson each week, pupils will look forward to it even more, wanting to know what happens next in the story.

### OBJECTIVES

To talk about playground equipment and associated actions

To consolidate the unit language in a story

### Key vocabulary

Playground equipment: climbing frame, roundabout, slide, swings  
Actions: climbing, riding, sliding, swinging

### 21st Century Skill

Creativity

### Materials

Pupil's Book Pages 72–73  
Flashcards (Playground Equipment)  
Audio track 2:55  
Blank sheet of paper for each pupil

### Activity Book

Page 58  
Answers on page 274

### Story Summary

Lidya and Liam are playing at the playground with their sister, Joy. Lidya is being silly and not using the playground equipment properly. At the end of the story, Lidya learns her lesson when she slides down the slide face-first into the mud.

### Audio Track 2:55

Frame 1  
Liam: What's Lidya doing?  
Joy: She's climbing on the swings! No, Lidya! Be careful!  
Lidya: Sorry!  
Frame 2  
Joy: What's Liam doing?  
Lidya: Oh, he's swinging on the swings.  
Joy: Right. Good, Liam!  
Frame 3  
Liam: What's she doing?  
Joy: She's jumping on the roundabout! No, Lidya! Be careful!  
Lidya: Sorry!  
Frame 4  
Joy: What's he doing?  
Lidya: Oh, he's riding on the roundabout.  
Joy: Right. Good, Liam!  
Frame 5  
Liam: Oh, no! What's she doing?  
Joy: No, Lidya! Be careful!  
Lidya: What...? Ah...  
Frame 6  
Lidya: Ohhhh!  
Joy and Liam: Lidya? Are you OK?  
Lidya: Yes... but I don't like mud!



## Warm up

- Divide the class into two teams. Stick the Playground Equipment flashcards (and any other flashcards you would like to revise) on the board and write a number above each one. Say a number, e.g. *four* and pupils from Team A say a sentence relating to that flashcard (*She's climbing on the climbing frame.*). If their sentence is correct, a team member rolls a dice and the team is awarded the total number of points on the dice. Repeat the process with Team B and so on. The team with the most points at the end of the game wins.

## Using Page 74

### 8 2:56 Listen. Help Joy and Lidya.

**INVOLVE** Explain the lesson objective – pupils will talk about the playground equipment and associated actions.

- Point to the characters in turn and ask *Who's this?* (*Lidya, Joy, Sally, Sam, Liam, Betsy*)
- Play Audio Track 2:56. Pupils listen, repeat and find the image of the person being described. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly. (*Answers: 1 Sally, 2 Sam, 3 Liam, 4 Betsy*)
- Pupils work in pairs to take the roles of Joy and Lidya. They takes turns asking and answering questions, using the artwork as a prompt.

**MONITOR** Check that pupils are pointing to the correct characters and saying their names correctly.

**ASSIST** Pause the recording to give pupils more time to find the character and say the name. Help with pronunciation if needed.

### 9 2:57 Listen and circle.

- Say a sentence about each of the children in the pictures. Say (*He's swinging on the swing.*) Pupils point to the correct boy or girl.
- Play Audio Track 2:57. Pupils listen and circle the correct pictures. (*Answers: 1a, 2b, 3a, 4a*)

**MONITOR** Check that pupils are circling the correct pictures.

**ASSIST** If pupils are unsure, or are circling the wrong picture, point to the correct picture and repeat the question and answer from the recording.

**CHALLENGE** In pairs, Pupil A points to a picture and asks *What's he/she doing?* Pupil B says a sentence (*She's riding on the roundabout.*) then points to and asks about another picture, etc.

## Activity Book Page 59

### 5 2:58 Listen and number.

- Play Audio Track 2:58. Pupils listen and number the characters according to the recording.

### 6 Draw and say.

- Pupils draw themselves or a friend at the playground then say *I'm/He's/She's (swinging) on the (swings).*

## Application and Practice Activity

- Invite a girl and a boy to the front of the class. Each of them do the same action (*sliding*.) Say *She's sliding on the slide.* Pupils say the name of the child (in this case, the girl). Continue with other pairs of pupils or small mixed groups doing different actions. You could also ask *What's he/she doing?*

## OBJECTIVES

To talk about playground equipment and actions

## Key vocabulary

Playground equipment  
climbing frame roundabout  
slide, swing  
Actions: climbing, swinging, sliding, swinging

## Materials

Pupil's Book Page 74  
Flashcards (Playground Equipment)  
Audio tracks 2:56–2:57  
A dice

## Activity Book

Page 59  
Audio script on page 274  
Answers on page 281

## Audio Track 2:56

1  
Joy: What's he doing?  
Lidya: [pause] He's climbing on the climbing frame.  
2  
Joy: What's she doing?  
Lidya: She's sliding on the slide.  
3  
Joy: What's he doing?  
Lidya: He's riding [pause] on the roundabout.  
4  
Joy: [pause] What's she doing?  
Lidya: She's swinging on the swings.

## Audio Track 2:57

1 What's she doing?  
She's climbing on the climbing frame.  
2 What's he doing?  
He's swinging on the swings.  
3 What's he doing?  
He's sliding on the slide.  
4 What's she doing?  
She's riding on the roundabout.

## TEACHING TIP

When teaching beginners, using long explanations in English won't work and using L1 won't always have the right impact. Teachers need to 'show' what they mean. Pointing, facial and body expressions, gestures, mime, using pictures, puppets or real objects are some of the ways to help learners understand and reinforce what you're trying to teach.



## OBJECTIVES

To talk about playground equipment and actions using *What's he/she doing? He's/She's (swinging) on the (swings).*

### Key vocabulary

Playground equipment: climbing frame, roundabout, slide, swing  
Actions: climbing, riding, sliding, swinging

### 21st Century Skill

Collaboration

### Materials

Pupil's Book Page 75  
Flashcards (Playground Equipment)  
Audio track 2:59  
Large sheet of paper per group

### Activity Book

Page 60  
Audio script on page 274  
Answers on page 281

### Audio Track XX

What's he doing?  
He's riding on the roundabout.  
What's she doing?  
She's sliding on the slide.  
What's she doing?  
She's swinging on the swings.  
What's he doing?  
He's climbing on the climbing frame.

## TEACHING TIP

Keeping your pupils seated throughout the lesson will bring on boredom and a lack of motivation. Get your pupils up and moving when possible to keep them active and focused on the lesson. If you notice they're becoming restless, do a simple exercise routine. It will give your pupils a break and a chance to learn some new phrases like *Do ten jumping jacks. Touch the floor. Stretch*, etc.

## Warm up

- Clear a space at the front of the class. Invite some pupils to the front. There should be an even number of boys and girls. Give each of them a different action to perform (*climb, hop, jump, ride, slide, swing*). Stand behind each pupil one by one and ask the class *What's he/she doing?* Pupils answer *He's/She's (climbing)*.

## Using Page 75

### 10 2:59 Listen and number. Say.

- In pairs, pupils look at the photos and take it in turns to point and say (*He's riding on the roundabout.*).
- Play Audio Track 2:59. Pupils listen and number the photos as they are mentioned. (*Answers: 1b, 2c, 3a, 4d*)
- Pupils then play a game in pairs. Pupil A says *She's swinging on the swing*. Pupil B points to the correct photo. They then switch roles.

MONITOR

Check that pupils are numbering the photos correctly.

ASSIST

Stick the Playground Equipment flashcards on the board. Refer to them as necessary to remind pupils of the key vocabulary words. Pause the recording as necessary to give pupils time to number the photos.

### 11 Mime and guess.

- Pupils play a miming game in groups of three. Pupil A mimes an action. Pupil B asks *What's he/she doing?* Pupil C answers the question. (*He's/She's climbing the climbing frame.*) Pupils then switch roles.

MONITOR

Check that pupils are taking turns correctly. Each child should have an opportunity to perform all three roles.

ASSIST

Offer suggestions if pupils are unable to answer correctly. Try not to give away the answer but ask a question or two (*Is she climbing?*) to prompt the answer.

TEACH

Pupils continue the miming game above in pairs. Pupil A mimes an action and asks *What am I doing?* Pupil B answers *You're sliding on the slide*.

## Activity Book Page 60

### 7 2:60 Listen and ✓ or X.

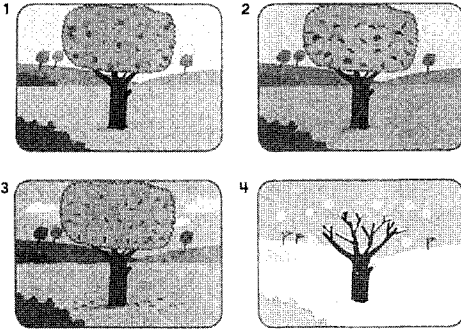
- Pupils listen to Audio Track 2:60. They tick the pictures that correspond with the recording and cross the pictures that don't.

## Application and Practice Activity

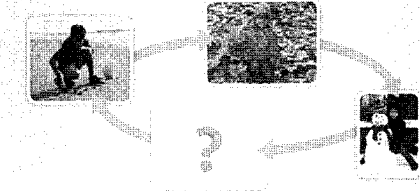
### Century Skill: Collaboration

Divide the class into groups. Give each group a large sheet of paper. Groups design their ideal playground using the playground equipment from this unit or other equipment they design themselves. They then create a poster with themselves and/or friends doing the actions in the pictures and present their poster to the class using *I'm/Aylin's swinging on the swings*, etc.

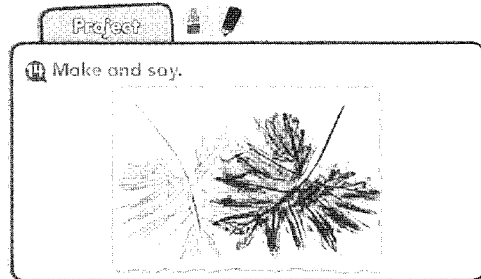
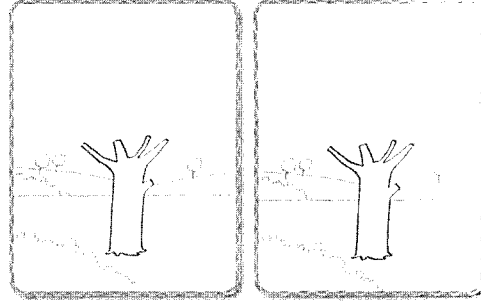
12 Listen, find and say.



**THINK BIG** What season is it? Say.



13 Draw and say.



**Warm up**

- Before the lesson, draw pictures (each on separate pieces of paper) of red apples, brown, green and yellow leaves and pink flowers, or print them from the internet. Be sure they are the right size to fit onto the trees for the following activity.
- Pre-teach the seasons: *summer, autumn, winter, spring*. Draw four identical trees on the board without leaves. Point to the first one and say *It's summer*. Pupils stick your pictures of green leaves and apples on the tree. Now say *There are green leaves and apples on the tree*. Continue with the other trees. Say *It's autumn*. Pupils stick the yellow and brown leaves on the tree. Say *There are yellow and brown leaves on the tree*. Say *It's winter*. They stick nothing on the tree. Say *There are no leaves on the tree*. Say *It's spring*. Pupils stick pink flowers and green leaves on the tree. Say *There are pink flowers and green leaves on the tree*.
- Now say a season and pupils point to the relevant tree.

**Using Pages 76–77**

12 Listen, find and say.

INVOLVE

Explain the lesson objective – pupils will learn to identify and describe the seasons of the year using *It's (spring). There are flowers and leaves on the trees*.

- Pupils look at the photos of the trees and decide, in pairs, which season each represents.
- Play Audio Track 2:61. Pupils listen and check their answers.
- Play the recording again and pupils repeat the sentences.

ASSIST

Listen for correct pronunciation as pupils repeat each sentence.

**THINK BIG Century Skill: Critical Thinking**

**What season is it? Say.**

- Pupils practise saying the seasons in sequence. Say *summer*. Pupils continue the sequence, *autumn, winter, spring*. Now say another season and pupils say the sequence beginning from that season.

- Pupils look at the photos of the seasons and say them together in pairs. They use critical thinking skills to decide which season's photo is missing by saying the seasons in order. They can begin anywhere in the circle they wish. (Answer: spring)

### 13 Draw and say.

- Pupils colour the two incomplete illustrations of the same tree. They can choose any two seasons they like. They say the seasons and describe the tree using *It's summer. There are red apples and green leaves on the tree.*

Stick your pictures of apples, leaves and flowers on the board and refer to them if necessary. Point to them and say *red apples*, etc.

### Project

#### 14 Make and say.

- Before the lesson, ask pupils to bring some leaves to class. If it's possible, take them out to your school garden or a local park to collect the leaves together.
- Look at the picture of the leaf rubbing project. Explain, in L1, that pupils will make a leaf rubbing like the one in the picture. Ask pupils if they can guess how to do this.
- Hand out a sheet of paper to each pupil. They put their leaves under the paper and colour with soft crayons (using the crayons on their side works better than using the tips) in autumn colours (brown, red, orange, yellow).
- Pupils then share their project with the class. They say *It's autumn. The leaves are orange and brown.* Display the pictures in the classroom.

Stick the leaves to a sheet of paper before rubbing to keep the leaves secure. Show pupils the technique of rubbing lightly with the crayon on its side.

#### Century Skill: Environmental Literacy

Talk with pupils, in L1, about the importance of trees to our environment. Teach pupils, in English, some simple slogans about trees. (*Plant trees. Save a tree. Help us breathe!*) Pupils make posters about conserving trees. They do this in groups or pairs with original drawings. Pupils share their posters with the class and say one or two of the slogans.

### Activity Book Page 61

#### 8 Number in order. Say.

- Pupils number the trees in the order that the seasons occur throughout the year, starting with *spring*. They then say the seasons in the order. *It's spring/summer/autumn/winter.*

#### Century Skill: Critical Thinking

#### Look and draw.

- Pupils decide from the clues in the picture (the green grass, the blue sky with the sun and apples beneath the tree) which season it is and complete the illustration of the tree accordingly.

#### Application and Practice Activity

- Pupils make a seasons booklet by drawing each of the trees, as described in this lesson, on a different page of the booklet. They also add other things that represent each season like a snowman for winter, a rake for autumn, a beach ball for summer and chicks for spring. They share their booklets with a partner, pointing to each page and saying the season in English.

### OBJECTIVES

To identify and describe the seasons of the year using *It's (spring). There are flowers and leaves on the trees.*

#### Content Words

Seasons: spring, summer, autumn, winter; flowers, tree

#### 21st Century Skills

Critical Thinking  
Environmental Literacy

#### Materials

Pupil's Book Pages 76–77  
Audio track 2:61  
Pictures of red apples, brown, green and yellow leaves, and pink flowers to fit on trees you draw on the board  
Pictures of the four seasons  
Leaves (Project)  
Two sheets of paper for each pupil (Project)  
Paper for leaf rubbing (Project)  
Crayons (Project)  
Several sheets of paper for each pupil (seasons booklet)

#### Activity Book

Page 61  
Audio script on page 275  
Answers on page 281

#### Audio Track 2:61

- 1 It's spring. There are pink flowers and green leaves on the tree.
- 2 It's summer. There are red apples and green leaves on the tree.
- 3 It's autumn. There are yellow and brown leaves on the tree.
- 4 It's winter. There are no leaves on the tree.

### TEACHING TIP

Teaching cross-curricular topics is a great way to immerse pupils in the language but remember that the aim is to teach the language through the topic. Stay focused on the key words or phrases you want to teach and make sure to keep the content and language level appropriate for your pupils.

## Warm up

- Revise the action words from previous lessons. Say *Jump! Pick up your pencil,* etc. Do the actions as you say them. Now say *Don't jump. Don't pick up your pencil.* Emphasise the word *don't* and stand completely still. Repeat with other verbs and then include *walk on the grass, pick flowers, feed the birds* and *throw rubbish* as pupils will need these words for this lesson. Continue until pupils understand the meaning of *don't*. Invite pupils to the front of the class to mime the new actions.

## Using Page 78

### 15 Listen, look and say.

**INVOLVE** Explain the lesson objective – pupils will learn to say some playground rules.

- Teach the words *grass, flowers, birds* and *rubbish* by pointing to the pictures. Mime feeding birds and say *I'm feeding the birds.* Do the same for *walking on the grass, throwing rubbish* and *picking flowers.* Pupils continue in pairs or small groups.
- Play Audio Track 2:62. Pupils listen and point to the pictures.
- Point to each picture in turn and pupils say the rule.

### 16 Look and ✓ or ✗. Say.

- In pairs, pupils look at the pictures and decide which behaviour is appropriate and which is not. They tick or cross each picture accordingly. Pupils then say the rule that relates to each picture. (Answers: 1 ✗, 2 ✗, 3 ✓, 4 ✗)

## 21st Century Skill: Collaboration

### 17 Draw.

- In small groups, pupils brainstorm a park rule of their own. For example, they might come up with *Don't swim in the lake. Don't light fires. No loud music. No fishing,* etc.) They draw a picture to represent their rule. Help them with any language they may need to say the rule.

**CHALLENGE**

Pupils make a sign to represent their rule. They could be in the form of a poster or a mini sign that you stick on a coffee stirrer or ice lolly stick. Choose some pupils to mime some examples of incorrect behaviour. Choose some other pupils to be park wardens. They show their signs and say the rule.

## Activity Book Page 62

### 9 Look and match. Say.

- Pupils draw lines from the pictures of the people breaking the park rules to the sign it corresponds with. They then say the appropriate rule.

## Application and Practice Activity

- Pupils play a game in pairs. Pupil A mimes picking flowers, walking on the grass, throwing rubbish on the ground or feeding birds. Pupil B says the appropriate rule. They swap roles until they have practised all the rules.

## OBJECTIVES

To learn to say some playground rules

## 21st Century Skill

Collaboration

## Materials

Pupil's Book Page 78  
Audio track 2:62  
Paper or card for each pupil for rules sign  
Coffee stirrers or ice lolly sticks

## Activity Book

Page 62

Answers on page 281

## Audio Track 2:62

- 1 Don't walk on the grass.
- 2 Don't pick the flowers.
- 3 Don't feed the birds.
- 4 Don't throw rubbish.

## TEACHING TIP

Learning about values is an important part of any child's education. Remember that your behaviour provides an example for your class. You can be a good role model by always greeting pupils politely and insisting on politeness and respect in the classroom. You can also do this by keeping your desk and your materials tidy, respecting the environment, treating everyone equally and expecting similar behaviour from pupils.

## OBJECTIVES

To learn the sounds /b/, /g/ and /z/.

To differentiate between the sounds /b/, /g/ and /z/.

To learn words that begin with the sounds /b/, /g/ and /z/.

## Materials

Pupil's Book Page 79  
Audio tracks 2:63–2:65  
Pictures of words and/or objects beginning with sounds from this and previous units  
Green, red and blue pencils for each pupil  
Pupils' pictures or items beginning with the sounds /b/, /g/ and /z/

## Activity Book

Page 63  
Answers on page 281

### Audio Track 2:63

- 1
- |             |      |
|-------------|------|
| b/ b/ b/ b/ | boy  |
| b/ b/ b/ b/ | ball |
| b/ b/ b/ b/ | bed  |
- 2
- |             |        |
|-------------|--------|
| g/ g/ g/ g/ | girl   |
| g/ g/ g/ g/ | guitar |
| g/ g/ g/ g/ | gate   |
- 3
- |             |       |
|-------------|-------|
| z/ z/ z/ z/ | zebra |
| z/ z/ z/ z/ | zoo   |
| z/ z/ z/ z/ | zip   |

### Audio Track 2:64

Boy. Circle in green.  
Girl. Circle in red.  
Zebra. Circle in blue.  
Zip. Circle in blue.  
Guitar. Circle in red.  
Ball. Circle in green.  
Bed. What colour?  
Gate. What colour?  
Zoo. What colour?

### Audio Track 2:65

- 1 Boy, ball, bed  
Boy, ball, bed  
A boy with a ball on a bed.
- 2 Zebra, zip, zoo  
Zebra, zip, zoo  
A zebra zips a zip in a zoo.
- 3 Girl, gate, guitar  
Girl, gate, guitar  
The girl at the gate has got a guitar.

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*sock*). Ask pupils to say another word with the same initial sound (*swings*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /b/, /g/ and /z/. Ask pupils to say words they know beginning with the /b/ and /g/ sounds (*blue, ball, grandma, grandad*, etc.) Show the Phonics Poster to give pupils some ideas.

## Using Page 79

### 18 2:63 Listen, find and say.

Explain the lesson objective – pupils will learn to say the sounds /b/, /g/ and /z/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /b/, /g/ and /z/ sounds. Pupils repeat the words several times.
- Play Audio Track 2:63. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 2:64 Listen and circle.

- Make sure pupils have a green, red and blue pencil each. Play Audio Track 2:64. Pupils listen and circle the words beginning with /b/ in green, words beginning with /g/ in red and words beginning with /z/ in blue.
- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (Answers: green – boy, ball, bed; red – girl, guitar, gate; blue – zebra, zip, zoo)

Walk around the classroom to check that pupils are circling the pictures with the correct colours.

Pupils find objects in the classroom or bring some items or pictures from home beginning with the sounds introduced so far. Put them on a table and ask pupils to put them into groups according to the sound they begin with.

### 20 2:65 Listen and number. Chant.

- Point to the pictures at the bottom of the page. Pupils say what they can see in each picture. Play Audio Track 2:65. Pupils write the correct number in the box below each picture. (Answers: 1b, 2a, 3c)
- Play the recording again and pupils join in with the chant.

## Activity Book Page 63

### 10 Find and colour. Say.

- Pupils find the pictures of words that begin with the same sound, and colour them the same colour. They use green for the words beginning with /b/, red for the words beginning with /g/ and blue for the words beginning with /z/.

## Application and Practice Activity

- Say a sound from this unit. Now show pictures of words beginning with the sounds from this and previous units. Pupils call out the word when they see a picture of a word beginning with the sound you mentioned. Continue with the other sounds.

## TEACHING TIP

Pupils who seem distant or uninterested in the lesson may have a problem that you are unaware of. Maybe they are thirsty, feeling unwell or need to use the toilet but are too shy to ask. Knowing your young learners well is the key. If a pupil seems to be acting out of character, a simple check that they're OK (and possibly a trip to the bathroom) could pull him/her back into the lesson.

## Warm up

- Play a game of *Stop!* with the Playground Equipment flashcards. Say one of the playground items (*a climbing frame*) or use it in a sentence (*He's climbing on the climbing frame.*). Flip through the flashcards slowly, one by one. Pupils shout *Stop!* when they see the flashcard of the climbing frame and repeat the word or sentence that you used. You could add flashcards from other units to make it more challenging and build in some revision.

## Using Page 80

### 21 Look and number.

INVOLVE

Explain that pupils will review the playground equipment and actions and ask about them using *What's he/she doing? He's/She's (swinging) on the (swings).*

- Call out the playground equipment from the main picture and pupils point to each item in turn. Point to the children across the top of the activity and ask *How many girls? (two) How many boys? (two)*
- Pupils choose a child for each piece of equipment and write the child's number next to each piece of equipment. They then play a game in pairs. Pupil A says a number. Pupil B finds the number and says *He's/She's swinging on the swings.*

### Century Skill: Collaboration

### 22 Play. Ask and answer. Then number.

- Pupils look at the picture and ask and answer questions with a partner. As they ask and answer, Pupil A completes the number boxes in his/her book. For example:

Pupil A: *One. What's he doing?*

Pupil B: *He's riding on the roundabout.*

- Pupil A finds the picture of the roundabout and writes a number 1 in the box next to it. Pupils continue until they have asked and answered about all four children, they then switch roles.

## Activity Book Page 64

### 11 Look and draw. Say.

- Pupils complete the sequence by drawing the missing picture in each row. They then say the name of the playground equipment.

### 12 Look and ✓ or X. Say.

- Pupils look at the playground scene and tick or cross the boxes depending on whether the children are using the playground equipment safely or not. They then say *He's/She's (riding) on the (roundabout).*

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 102 of their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker (*I'm climbing on the climbing frame*). They then stick the stickers in the correct places in the Picture Dictionary.

MONITOR

Check that pupils are saying relevant sentences and sticking the stickers in the correct places.

ASSIST

Point to a sticker and then the relevant position in the Picture Dictionary. Say the beginning of a sentence for pupils to complete the rest, e.g. *I'm riding on....*

## OUTCOMES

Pupils can talk about playground equipment and actions using *What's he/she doing? He's/She's (swinging) on the swings.*

## Materials

Pupil's Book Page 80  
Flashcards Playground Equipment

## 21st Century Skill

Collaboration

## Activity Book

Page 64  
Answers on page 25  
Sticker Picture Dictionary, page 102

## TEACHING TIP

When pupils ask a question, for example, how to say a word in English, instead of taking the easy route and providing them with the information, ask if anyone in the class knows the word. When a pupil asks how to say a specific sentence, tell him/her that it's a good question and ask his/her opinion. Give him/her a chance to work it out and guide him/her to giving the answer. Teaching is about training pupils to use their own resources and become independent thinkers and learners.

## OUTCOMES

Pupils can talk about playground equipment and actions using *What's he/she doing? He's/She's (swinging) on the (swings).*

Pupils can say the seasons of the year and describe trees in those seasons.

Pupils can say phrases relating to playground rules.

## Materials

Pupil's Book Page 81  
Flashcards (Playground Equipment)  
Audio tracks 2:66–2:67  
Crumpled piece of paper or a beanbag

## Activity Book

Page 65  
Audio script on page 275  
Answers on page 281

## Audio Track 2:66

- 1 It's winter. There are no leaves on the tree.
- 2 It's spring. There are green leaves and pink flowers on the tree.
- 3 It's summer. There are green leaves and red apples on the tree.
- 4 It's autumn. There are brown and yellow leaves on the tree.

## Audio Track 2:67

- 1 What's she doing?  
She's swinging on the swings.
- 2 What's she doing?  
She's climbing on the climbing frame.
- 3 What's he doing?  
He's sliding on the slide.
- 4 What's he doing?  
He's riding on the roundabout.

## TEACHING TIP

Pupils need lots of encouragement at any level. Try a system using post-it notes as a reward. When a pupil needs a lift or does something good, draw a heart or a star on a post-it note and stick it on the pupil's desk. Bring some stickers to class with English words on them (e.g. *Well done! Good work! Excellent!*) Sometimes it's the small things that have the most impact.

## Warm up

- Play the song from Activity 4 (Audio Track 2:53). Pupils sing along and do the actions as they hear them. You could also play the story again. Pupils follow in their books and do actions for specific words.

## Using Page 81

### 23 2:66 Listen and number.

EXPLAIN Explain the lesson objective – pupils will talk about playground equipment, use the phrases relating to playground rules and review the seasons of the year.

- In pairs, Pupil A describes a tree and Pupil B points to the tree and says the season. They then change roles.
- Play Audio Track 2:66. Pupils listen and number the pictures according to the recording. (*Answers: 1c, 2b, 3d, 4a*)

### 24 2:67 Listen and ✓ or ✗.

- Say a sentence about one of the pictures (*He's riding on the roundabout.*) Pupils say the number of the correct picture (*three*). Repeat with the other pictures.
- Play Audio Track 2:67. Pupils listen and tick the pictures that match the recording and cross those that don't. (*Answers: 1 ✓, 2 ✓, 3 ✗, 4 ✗*)

## Can

- Pupils tick the boxes if they can say the words or structures represented by the pictures.
- Show the Playground Equipment flashcards in turn. Pupils say a sentence for each (*She's swinging on the swings.*). They tick the box next to the child on the swing if they can name all the equipment and say a sentence about each one successfully.
- Now remind pupils of the seasons and the descriptions of the trees. They tick the second box if they feel they've learned these well.
- Mime some incorrect behaviour from the Values lesson on page 78 of the Pupil's Book. Pupils say the rules. Pupils tick the third box if they feel they can say the phrases correctly.

## Activity Book Page 65

### 13 2:68 Listen and circle.

- Play Audio Track 2:68. Pupils listen to the recording and circle the pictures mentioned.

## Application and Practice Activity

- Divide the class into two teams. One pupil from Team A comes to the front of the class. The pupil answers a question or completes a task relating to the unit. If he/she does this correctly, he/she throws a crumpled piece of paper or a beanbag at a specific target. If it hits the target, he/she wins a point for Team A. Continue with a pupil from Team B. Some possible questions/activities include:

Show a flashcard from this unit and pupils say a sentence (*He's sliding on the slide.*)

Say a phonic sound (/z/) and pupils say a word beginning with that sound.

Mime an action or a playground rule. Pupils say a sentence (*Don't feed the birds.*)

## Do I Know It?

### 1 Look and circle. Practise.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and structures from Units 4–6 and say how well they can use what they have learned.

- Direct pupils' attention to the face icons below the pictures at the top of the page. Pupils will complete the Checkpoint activities for each unit, then assess their own abilities by circling the face icon that they feel applies to those activities.

#### 1 Parts of the Body (pages 46–57)

- Pupils draw a picture of themselves wearing a disguise of some sort or they could draw a monster. They describe their drawings to a partner using *I've/He's/She's got long arms*.

#### 2 Places in Town (pages 58–69)

- Play the recording of the song from Unit 5 (Audio Track 2:32). Pupils do the actions as they hear them in the song. Put the Places in Town flashcards in a pile. Pupils choose a card, say the place and do one of the actions from the song. Pupils all then do the four actions and say a sentence for each using *I'm (hopping) to the (hospital)*.

#### 3 Playground Equipment (pages 70–83)

- Pupils keep their books closed with both hands on top. Say one of the items of playground equipment from Unit 6 (e.g. *slide*). Pupils then open their books and find a picture, raising their hands when they find it. Pupils then say a sentence about the picture they found, e.g. *He's/She's sliding on the slide*.

## I Can Do It!

### 2 Listen and number.

- Play Audio Track 2:69. Pupils listen and number the pictures accordingly. (Answers: 1f, 2c, 3b, 4a, 5e, 6d)

MONITOR

Check that pupils are listening carefully and numbering the pictures correctly.

ASSIST

Review the answers as a class. Repeat the sentences or play the recording again, pausing after each sentence to give pupils time to answer.

### OBJECTIVES

To review vocabulary and structures from Units 4–6

To evaluate their own learning and say how well they can use what they have learned

### Materials

Pupil's Book Page 82  
Audio track 2:69  
Paper for each class (Activity 1)

### Activity Book

Pages 66–67  
Audio script on page 275  
Answers on page 281

### Audio Track 2:69

- 1 He's swinging on the swings.
- 2 I'm running to school.
- 3 I've got short arms and long legs.
- 4 She's riding on the roundabout.
- 5 I've got long arms and short legs.
- 6 I'm jumping to the playground.

### TEACHING TIP



#### Century Skill:

#### Self-Direction

Remind pupils that when assessing themselves there are no right or wrong answers. Emphasise the fact that they should circle the face that shows how they feel about their own learning and where they need to improve. Encourage pupils to be honest about this as it will help them to become more effective learners.



## OBJECTIVES

To review vocabulary and structures from Units 4–6

To evaluate their own learning and say how well they can use what they learned

## Materials

Pupil's Book Pages 82–83  
Audio track 2:71

## Activity Book

Pages 66–67  
Audio script on page 275  
Answers on page 281

## Audio Track 2:71

Woman: Have you got brown eyes?

Boy 1: Yes, I have.

Woman: Have you got long hair?

Boy 1: No, I haven't. I've got short hair.

Woman: What's he doing?  
Boy 2: He's climbing on the climbing frame.

Woman: What are you doing?

Boy 2: I'm hopping to the playground.

Woman: What's she doing?

Boy 2: She's sliding on the slide.

Woman: Have you got brown eyes?

Boy 2: No, I haven't. I've got blue eyes.

Woman: Have you got long hair?

Boy 2: Yes, I have.

Woman: What are you doing?

Boy 2: I'm walking the robots.

## TEACHING TIP

When reviewing language in the Checkpoints, encourage pupils to feel relaxed and enjoy the process. They should not see the activities as a test in the traditional sense but as an opportunity to have fun and demonstrate how much they have learned. Even if they feel that they cannot do some of the activities well, they can see this as a chance to improve and do better next time.

## 3 Go to page 125. Cut.

- Pupils remove the page with cards (page 125) and cut out the cards carefully using safety scissors. They ask and answer questions about each card with a partner using the following: *Have you got (brown eyes)? (Yes, I have. / No, I haven't.) What are you doing? (I'm walking.)*
- Pupils put the cards face up on their desks.

ADVICE | Help pupils remove the page and cut out their cards safely.

## 4 2:71 Listen and place. Play.

- Play Audio Track 2:71. Pause after the first two sentences and give pupils time to look through their cards to find the one that best matches the description. They place the card in the correct box. Continue until pupils have found and placed all the cards in the boxes.

REMEMBER | Check that pupils have placed their cards in the correct places.

ADVICE | Call out a number (*Number 1*). Pupils describe the card they placed on that number. (*He's got brown eyes. He's got short hair.*)

- Pupils play a game in pairs using the cards from this activity. They combine two sets of cards and place them face down on a desk. Players take it in turns to turn over two cards. If they match they say a sentence about the pictures on the cards (*She's sliding on the slide.*) and take the cards. The player with the most cards at the end of the game wins.

CHALLENGE | Pupils stick the cards in their books when they finish playing the game saying a sentence about each card to a partner as they do so.

## Do I Know It Now?

## 5 Draw and say.

- Pupils draw themselves at the playground playing on any of the playground equipment from Unit 6. They describe their drawing to a partner or to the class using *I'm swinging on the swings.*

## 6 Think and draw.

- Pupils look back through Units 4–6 again and think about how well they can use what they learned. They complete the face icon by drawing a smile or a frown.

# Unit 7

# It's sunny!

## Objectives

### Vocabulary

Clothes; weather

### Grammar

To talk about the weather using *It's (sunny)* and about what people are wearing using *I'm/He's/She's wearing...*

### Content Connections: Social Science

To identify and describe jobs and uniforms using *The (chef's) wearing a uniform. He's/She's got a...*

### Sounds

To identify and say words beginning with the sounds /k/, /p/ and /h/

### Values

To learn the value of recycling and reusing old clothes

### Project

To design a uniform for the school sports team

## Key Vocabulary

Clothes	Weather	Content Words	Expressions
boots coat hat jumper sandals shoes shorts skirt trousers T-shirt	cloudy rainy snowy sunny	chef firefighter police officer postman uniform	Give away old clothes. Reuse old clothes. Recycle old clothes.

## Materials

### Pupil's Book, Unit 7

- Pages 84–95
- Pupil's Book Audio CD, Tracks 3:01–3:23

### Activity Book, Unit 7

- Pages 68–77
- Activity Book Audio CD, Tracks 3:03–3:24
- Sticker Picture Dictionary, page 103

### Assessment Package

- Practice Test unit 7
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Clothes)
- Flashcards (Colours)
- Video Unit 7 (eText for teacher)
- Phonics Poster
- Weather cards (cloudy, rainy, snowy, sunny)
- Paper
- Pictures of activities relating to weather conditions
- Pictures of England during different seasons
- Hats worn in different seasons
- Pictures of people wearing seasonal clothes for collage
- Real items of clothing
- Pupils' special outfits (optional)
- Pictures of a fire fighter, a chef, a police officer and a postman
- Pupils' old clothes from home
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with the sounds /k/, /p/ and /h/
- Flashcards from previous units
- Clothes brought from home (two of each item) for dressing-up game
- Pupils' own party clothes

## Unit Opener Activities

### Family Connection

Pupils talk about clothes with their families. What did their parents wear when they were young? What were their favourite clothes? How were their clothes different from our clothes today? Pupils choose any time period from the past and draw pictures of how people dressed in those times and how they dress now.

### eText Activity

Interactive Pupil's Book Activities for unit 7  
Class Audio and Audio Scripts  
Unit 7 Flashcards  
CLIL Video and integrated questions for unit 7  
Posters  
Teacher's Resources  
Practice Test unit 7  
Practice Test Audio and Audio Scripts for unit 7  
Unit 7 Speaking Assessment Prompts  
Unit 7 Practice Test Teacher's Notes and Answer Key

## Warm up

- Give pupils a few minutes to look through the new unit. Ask, in L1, what they think they will learn about (*weather conditions and clothes*).
- Revise some of the key structures and vocabulary from previous units. Choose a few flashcards and ask *What's this?* Ask *What's your favourite toy/colour/vehicle?* *Have you got long/short hair?* *Do you like pizza?* etc.

## Using Page 84

### 1 3:01 Listen, look and say.

**INVOLVE** Explain the lesson objective – pupils will learn the key clothes words.

- Point to the photos on the page. Explain, in L1, that all the children in the photos are wearing different clothes. Ask if pupils know the English words for any of them. Show the Clothes flashcards one by one and say the word for each several times. Pupils repeat.
- In pairs, pupils look at the photos and talk about which clothes they've got or they like wearing. They say *I've got a T-shirt*.
- Play Audio Track 3:01. Pupils listen and look at each photo as it is mentioned.

**MONITOR** Walk round the classroom and point to individual photos. Pupils say the correct items of clothing.

**ASSIST** Replay the recording and pause after each word to give pupils more time to repeat. Help with the pronunciation of difficult words.

### 2 3:02 Listen and find.

- Play Audio Track 3:02. Pupils listen and find the photo of the clothes mentioned.

**MONITOR** Check that pupils are pointing to the correct photos.

**CHALLENGE** Say a word beginning with one of the sounds from the previous units. Stress the beginning sound by saying, e.g. *s-s-s-seal*. Pupils say one of the clothes words with the same sound (*sandals*). Say *bed (boots)* and *taxi (T-shirt/trousers)*.

### 3 Play a game.

- In pairs, pupils play a game. Pupil A says a number and Pupil B points to the correct photo and says the correct word. They then switch roles.

**MONITOR** Check that pupils are saying the correct words.

**ASSIST** Explain the instructions again and model the activity with a pupil.

**CHALLENGE** Pupils close their books. Cover one of the numbers in your book. Pupils guess which item of clothing it is. They ask *Is it (a jumper)?* Answer with *Yes, it is* or *No, it isn't*. Pupils continue in pairs.

## Activity Book Page 68

### 1 3:03 Listen and match.

- Play Audio Track 3:03. Pupils listen and draw lines from the numbers to the clothes the three children are wearing as they are mentioned.

## Application and Practice Activity

- Give each pupil a sheet of paper. They draw their favourite clothes from this lesson. Pupils share their drawings with the class and say *I like (sandals)*.

## OBJECTIVES

To identify and say the key clothes words

To play a game in pairs

## Key vocabulary

Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers, T-shirt

## Materials

Pupil's Book Page 84  
Flashcards (Clothes,  
Audio Tracks 3:01–3:02  
Paper for each pupil  
to draw their favourite  
clothes

## Activity Book

Page 68  
Audio script on page 275  
Answers on page 281

## Audio Track 3:01

- 1 T-shirt
- 2 shorts
- 3 sandals
- 4 hat
- 5 coat
- 6 jumper
- 7 skirt
- 8 boots
- 9 trousers
- 10 shoes

## Audio Track 3:02

jumper  
skirt  
hat  
T-shirt  
boots  
sandals  
shoes  
trousers  
shorts  
coat

## TEACHING TIP

Every teacher has to deal with mixed-ability classes which means you'll always have a few pupils who finish activities much more quickly than others. Ask pupils to keep a small notebook on hand to draw pictures relating to the topic or to do pairwork activities with other fast-finishers. Keep a folder with photocopiable worksheets ready. Keeping pupils busy and focused is the key to good classroom management.

## OBJECTIVES

- To identify and say the key clothes and weather words
- To sing a song about clothes and weather

## Key vocabulary

Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers, T-shirt  
Weather: cloudy, rainy, snowy, sunny

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 85  
Flashcards (Clothes)  
Audio Tracks 3:04–3:05  
Weather cards  
Pictures of activities relating to weather conditions

## Activity Book

Page 69  
Audio script on page 275  
Answers on page 281

## Audio Track 3:04

It's sunny, sunny today.  
What to wear, to go and play?  
T-shirt, shorts and sandals, too.  
Let's go out, me and you.

It's rainy, rainy today.  
What to wear, to go and play?  
Coat, boots and trousers, too.  
Let's go out, me and you.

It's snowy, snowy today.  
What to wear, to go and play?  
Hat, coat and jumper, too.  
Let's go out, me and you.

It's cloudy, cloudy today.  
What to wear, to go and play?  
Jumper, skirt and shoes, too.  
Let's go out, me and you.

## Audio Track 3:05

- 1 It's rainy.
- 2 It's cloudy.
- 3 It's snowy.
- 4 It's sunny.

## TEACHING TIP

If you have an active class or some over-active pupils try this technique. Divide the class into groups at the beginning of each lesson. Give each group a name and write the names on the board. Give groups points for participation, good answers or good behaviour. Reward the group with the highest number of points at the end of the lesson.

## Warm up

- Hide one of the Clothes flashcards behind your back. Pupils try to guess what it is. They ask *Is it a (T-shirt)? Are they (boots)?* Say *Yes, it is. Yes, they are. No, it isn't. No, they aren't.* Invite pupils to take over your role.

## Using Page 85

### 4 3:04 Listen and find. Sing.

INVOLVE

Explain the lesson objective – pupils will learn to identify and talk about clothes and weather conditions through a song.

- Before the class, make four weather cards, each with a symbol: a cloud, a raindrop, a snowflake and a sun (*cloudy, rainy, snowy* and *sunny*). Show your cards in turn and say *It's cloudy/rainy/snowy/sunny*. Pupils repeat the sentences several times.
- Explain that pupils will listen to a song about what four children want to wear in each type of weather.
- Play Audio Track 3:04. Pupils listen to the song and point to the weather condition as it is mentioned.
- Play the recording again and pupils sing along.

CHALLENGE

Say one of the weather conditions (*It's sunny*). Pupils say the clothes associated with sunny weather (*T-shirt, shorts and sandals*). Continue with *It's rainy/snowy/cloudy*.

### 5 3:05 Listen and number. Say.

- Pupils look at the pictures in pairs. One pupil says a weather condition (*It's rainy*) and his/her partner says the letter of the correct picture (c).
- Play Audio Track 3:05. Pupils listen and number the pictures of different weather conditions as they hear them. In pairs, they then point to the pictures in turn and say *It's (rainy)*. (*Answers: 1c, 2d, 3a, 4b*)

THINK  
BIG

## 21st Century Skill: Critical Thinking

### Find the odd one out.

- Point to the sun symbol and ask *What's the weather like? (It's sunny.)* Elicit the clothes words for each picture. Pupils look at the pictures and decide which article of clothing we wouldn't wear in sunny weather. (*Answer: coat*)

## Activity Book Page 69

### 2 3:06 Listen and draw. Sing.

- Play Audio Track 3:06. Pupils listen to the song and draw the correct weather outside each of the doors. They then play the song again and sing along.

THINK  
BIG

## 21st Century Skill: Critical Thinking

### Look and circle. Say.

- Pupils use critical thinking skills to deduce which weather conditions the clothes shown are appropriate for. They circle the correct weather icon for each set of clothes. They then say *It's snowy/rainy/sunny/cloudy*.

## Application and Practice Activity

- Bring pictures to class of activities relating to the weather vocabulary from this unit. These may include building a snowman, wearing a raincoat, carrying an umbrella, a picnic in the sunshine, etc. Show the pictures in turn and pupils say *It's (rainy)*. Pupils also name any clothes that appear in the pictures.

**Story**

Listen and follow. What's the weather like?

Listen and number.

86 Unit 7

story Unit 7 87

### Warm up

- Ask pupils, in L1, to remember what happened in the story from Unit 6. (*Lidya and Liam were playing at the playground with their sister, Joy. Lidya was being silly and not using the playground equipment properly. At the end of the story, Lidya learned her lesson when she went down the slide and landed in the mud.*)
- Show pupils the story for Unit 7. Ask what the weather is like in Frame 1. (*It's sunny.*) Then in Frame 3 (*It's rainy*) and in Frame 6. (*It's rainy and sunny.*) Say what each character is wearing and pupils find and name the correct character. Say *A coat, a T-shirt, shorts and boots.* (*It's Lidya.*) Do the same with Joy and Liam.

### Using Pages 86–87

#### 6 Listen and follow. What's the weather like?

Explain the lesson objective – pupils will learn to talk about weather and clothes. They will also listen to and answer questions about the story.

- Give pupils a few minutes to look at the frames of the story in their books. Ask pupils, in L1, why they think there is a rainbow at the end of the story. Explain that a rainbow occurs when it's rainy and sunny at the same time.
- Explain, in L1, that in the story, Lidya is going outside to play. The weather is sunny, so she puts on shorts and a T-shirt. Suddenly the weather changes and it starts raining. Liam and Joy are dressed for rainy weather but Lidya needs to change her clothes. So she puts on an odd combination appropriate for sunny and rainy weather.
- Play Audio Track 3:07. Pupils listen to the story and follow the picture frames in their books.

Check that pupils are following the correct frames as they are listening.

Play the recording again. Pupils follow in their books as they listen. Pause the recording and pupils repeat the sentences. You may wish to give roles to different groups of pupils. They repeat the sentences said by that character (Lidya, Liam or Joy) only.

Referring to the story, ask pupils questions in L1, or in English if possible, about the story to check comprehension. What is Lidya wearing in Frame 1? (*Shorts and a T-shirt*) What are Joy and Liam wearing in Frame 3? (*Joy is wearing a skirt, a coat and a jumper. Liam is wearing a coat, trousers and boots.*) What's the weather like at the end of the story? (*It's rainy and sunny.*) Why is there a rainbow? (*Because it's rainy and sunny.*)

**21st Century Skill: Cross-Cultural Awareness**

- Compare the weather in the UK (or another country) with the weather in the pupils' country during the different seasons. Show pictures of the UK (or other country) in the summer/winter, etc. Say *It's summer*. Elicit *It's sunny, It's cloudy*, etc.
- Draw a chart similar to the one below. Draw trees in the top row, similar to those from the previous unit, to represent the seasons:

	Tree in summer	Tree in autumn	Tree in winter	Tree in spring
Your national flag				
British flag				

- Invite pupils to the board to draw weather symbols under each season for your country. Now compare the weather in the UK (or other country), drawing symbols below each season to represent the weather. Ask pupils to comment, in L1, about the results. Ask which country is hotter in the summer. Ask which is colder in the winter, etc.

**7 Listen and number.**

- Play Audio Track 3:08. Pupils listen to the characters talking about what they're wearing. They refer back to the pictures in the story and circle the correct character of the two choices shown. (*Answers: 1a, 2b, 3a*)

**Now do:** Check to see that pupils are circling the correct characters.

**Look:** Explain the directions again by modelling the activity. Read out the audio script and point to the correct character.

**Activity Book page 70**

**3 Number in order. Tell the story.**

- Pupils number the pictures in the order in which they appear in the story. They then check their answers in the Pupil's Book and retell the story in their own words.

**Application and Practice Activity**

- Hand out the Clothes and the Weather flashcards to various pupils around the classroom. Read the audio script from one of the story frames, e.g. *What are you wearing, Lidya? I'm wearing shorts and a T-shirt! It's sunny.* Pupils say the number of the frame (*two*). Then, the pupils holding the shorts, T-shirt and sunny flashcards come to the front of the classroom. They arrange themselves in the order that the words are mentioned. Read the audio script again and pupils repeat together to check the order. Pupils clap if they are in the correct order and stamp their feet if they aren't.

**TEACHING TIP**

Exploiting pictures in a story can help pupils understand and visualise the story. Use the pictures to introduce the story, elicit vocabulary and teach new words. Pictures help to engage pupils' interest in the story. Use them to ask pre-reading questions like *Where are they? What are they doing?* etc.

**OBJECTIVES**

To identify and name the key clothes and weather words

To consolidate the unit language in a story

**Key vocabulary**

Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers, T-shirt  
Weather: cloudy, rainy, snowy, sunny

**21st Century Skill**

Cross-Cultural Awareness

**Materials**

Pupil's Book Pages 86–87  
Flashcards (Clothes)  
Audio Tracks 3:07–3:08  
Weather cards  
Pictures of the UK (or other country) during the different seasons

**Activity Book**

Page 70  
Answers on page 281

**Story Summary**

Lidya is going outside to play. The weather is sunny, so she puts on shorts and a T-shirt. Suddenly the weather changes and it starts raining. Liam and Joy are dressed for rainy weather but Lidya needs to change her clothes. So she puts on an odd combination appropriate for sunny and rainy weather.

**Audio Track 3:07**

Frame 1  
Lidya: It's sunny today...  
Hmm... let's see... shorts and ... a T-shirt.  
Frame 2  
Liam: What are you wearing, Lidya?  
Lidya: I'm wearing shorts and a T-shirt! It's sunny.  
Frame 3  
Joy: No, look! It's rainy now. I'm wearing a coat, a skirt and a jumper. Liam is wearing a coat, trousers and boots.  
Frame 4  
Lidya: Oh, no!  
Frame 5  
Liam: What's she wearing?  
Joy: She's wearing a coat, a T-shirt, shorts and... boots.  
Frame 6  
Lidya: Look. It's rainy and sunny!  
Joy: Oh, Lidya!

**Audio Track 3:08**

- 1 Joy: I'm wearing a coat, a jumper and a skirt.
- 2 Lidya: I'm wearing a coat and a T-shirt. I'm wearing shorts and boots.
- 3 Liam: I'm wearing a coat, trousers and boots.

## Warm up

- Stick the four Weather cards on the board. Invite pupils to stick the Clothes flashcards below the appropriate weather symbols. Pupils then say *It's (sunny). I'm wearing (sandals, a T-shirt, etc.)*.

## Using Page 88

### 8 3:09 Listen. Help Liam and Lidya.

INVOLVE

Explain the lesson objective – pupils will practise talking about what they and other people are wearing.

- Give pupils a few minutes to look at Lidya and Liam's photo album in the Pupil's Book. In pairs, they say the clothes the characters are wearing and the name of the character.
- Play Audio Track 3:09. Pupils listen, repeat and find the images of the correct character. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Liam and Lidya. They takes turns asking and answering questions, using the artwork as a prompt.

ASSIST

Pause the recording to give pupils time to answer the questions.

### 9 3:10 Listen and circle.

- Play Audio Track 3:10. Pupils listen and circle the photo of the child wearing the clothes mentioned. (Answers: 1b, 2a, 3a, 4b)

ASSIST

Pause the audio and repeat the answers listing the clothes slowly. Stick the Clothes flashcards on the board and refer to them if pupils need to be reminded of the key clothes words.



## Century Skill: Health Literacy

Talk, in L1, about the importance of wearing suitable clothes in different weather conditions. Ask pupils what would happen if we wore sandals in the rain? (*Our feet would get wet.*) How would our bodies react if we wore a coat in sunny weather? (*We would sweat.*) Why do we wear hats? (*Wearing a hat in snowy weather helps keep our bodies warm.*) Bring different types of hats to class. Pupils say in which season they would wear it using *It's summer!*

## Activity Book Page 71

### 4 3:11 Listen and ✓ or X.

- Pupils listen to Audio Track 3:11. They write a tick in the box if the child is wearing the clothes mentioned in the recording and a cross if he/she isn't.

## Application and Practice Activity

- In groups pupils make a collage. Divide the class into four groups. Give each group a different type of weather (cloudy, rainy, snowy or sunny) from this unit. Pupils bring pictures to class of people wearing clothes that are appropriate to the different seasons. The groups make their collages then share them with the rest of the class. They describe their collages using *It's (sunny). He's/She's wearing...*

## TEACHING TIP

Teaching chunks of language is more effective than trying to explain the details of a language structure. Language chunks are groups of words that go together like *Please pass the...* or *My favourite (food) is....* Later, pupils will learn to substitute words to create varied sentences. Keep a list of language chunks on hand. Focus on at least one per week, then change or add words in the following weeks. For example, *May I have a pencil, please?* Then, *May I have your book, please.*

## OBJECTIVE

To talk about the weather and what people are wearing using *It's sunny* and *I'm wearing*. She's wearing...

## Key vocabulary

Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers, T-shirt  
Weather: cloudy, rain, snowy, sunny

## 21st Century Skill

Health Literacy

## Materials

Pupil's Book Page 88  
Flashcards (Clothes)  
Weather cards  
Audio Tracks 3:09–3:10  
Hats worn in different seasons  
Pictures of people wearing seasonal clothes  
Four large sheets of paper to make a collage

## Activity Book

Page 71

Audio script on page 275  
Answers on page 281

## Audio Track 3:09

1  
Lidya: What are you wearing?  
Liam: I'm wearing a hat, a coat and trousers.

2  
Liam: What are you wearing?  
Lidya: I'm wearing a jumper, a skirt and shoes.

3  
Lidya: What's Sally wearing?  
Liam: She's wearing a skirt, a T-shirt and boots.

4  
Liam: What's Sam wearing?  
Lidya: He's wearing a T-shirt, shorts and sandals.

## Audio Track 3:10

1  
What are you wearing?  
I'm wearing a skirt and a T-shirt.

2  
What are you wearing?  
I'm wearing a coat and trousers.

3  
What's she wearing?  
She's wearing a jumper and boots.

4  
What's he wearing?  
He's wearing shorts and sandals.



## OBJECTIVES

To talk about the weather and what you're wearing using *It's sunny. I'm wearing....*

### Key vocabulary

Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers, T-shirt

Weather: cloudy, rainy, snowy, sunny

### Materials

Pupil's Book Page 89

Audio Track 3:12

Real items of clothing

(Pupils' special outfits optional)

### Activity Book

Page 72

Audio script on page 275

Answers on page 281

### Audio Track 3:12

He's wearing shorts, a T-shirt and sandals.

I'm wearing a long winter coat, boots and a skirt.

She's wearing a long skirt, shoes and a jumper.

I'm wearing a jumper, a coat, trousers and shoes.

In language teaching at this level, it's more beneficial to the learner to focus on fluency, rather than accuracy. Forgetting to say, for example, the articles *a* or *the* is normal at this stage. In fact, if error correction is too heavily emphasised, it may create a negative attitude towards learning and diminish a child's interest in English. Repeat key vocabulary and sentences often so that pupils hear correct models as frequently as possible. Take notes during the lesson of mistakes you hear and focus on them generally without singling out any one child.

## Warm up

- Play a memory/dressing-up game. Bring some real articles of clothing to class. They should be limited to the ones learned in this unit and big enough to fit over the pupils' school clothes. Use the clothes to dress a girl and a boy. While they are getting dressed, ask the class to close their eyes so they can't see what they're wearing. Give pupils a minute or so to look carefully at their outfits. Send the two pupils out of the room. Ask the class what each of them was wearing. They remember the clothes and say *He's wearing (trousers) and a (T-shirt). She's wearing a (skirt) and a (jumper)*. Repeat with other pairs of pupils and different clothes.

## Using Page 89

### 10 3:12 Listen and ✓. Play.

- Play Audio Track 3:12. Pupils listen and tick the child wearing the clothes mentioned in the recording. They then play a game in pairs. Pupil A describes the clothes worn by one of the children, e.g. *He's wearing a coat, boots, trousers and a hat*. Pupil B finds the child and says the weather shown in the relevant picture. (Answers: 1 left, 2 left, 3 right, 4 left)

PROMPT

Check that pupils are ticking the correct pictures.

REQUEST

Model the activity with a strong pupil for those who may not understand how to play the game correctly.

### 11 Draw and say.

- Pupils draw themselves in clothes suitable for one of the types of weather from the unit. They show their picture to a partner and say *It's (cloudy). I'm wearing (trousers) and (a coat)*.

## Activity Book Page 72

### 5 3:13 Listen and number. Say.

- Pupils listen to Audio Track 3:13 and number the pictures in the order they hear them in the recording. They then look at the pictures, number the weather icons to match and then say the weather.

### 6 What are you wearing? Colour and say.

- Pupils colour the clothes and say *I'm wearing (red) (shorts)*.

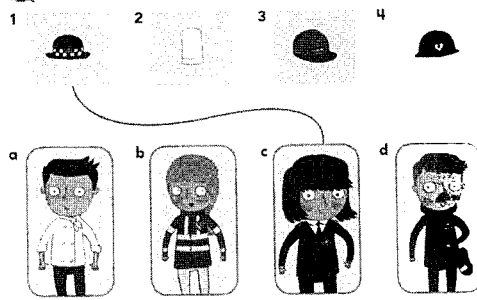
## Application and Practice Activity

- Pupils use the clothes you brought to class or bring in their own special outfit to have a fashion show. Pupils put on the clothes either over their school clothes or wear their special outfit to school that day. They walk around the classroom while a second pupil describes his/her clothes. They say *He's/She's wearing (trousers) and a (jumper)*. They may add phrases to make the commentary more interesting like *Look at (Nilay)! Isn't he/she lovely/beautiful/handsome!* Make it more challenging by asking the commentator to make intentional mistakes when describing the clothes. Pupils correct the mistakes.

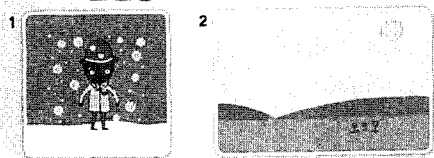
12 Listen, find and say.



13 Look and match. Say.



THINK BIG Listen and look. Draw and say.



14 Make and say.



Warm up

- Introduce the four jobs from this lesson by showing pictures of a chef, a firefighter, a police officer and a postman. Divide the class into four groups and each group chooses one the jobs. Say the job then call out an action for them to perform. Say *Firefighters! Stand up. Chefs! Open your books, etc.* Use the actions from previous lessons.
- Give each pupil a sheet of paper. Stick four Clothes flashcards on the board (T-shirt, trousers, shorts, hat). Pupils draw a simple outline of the clothes then colour the clothes any colour they wish. Now play a game of *Bingo*. Say *Red trousers*. Pupils draw a large tick next to the trousers if they coloured them red. Continue with other combinations of clothes and colours. A pupil wins when he/she has ticked all four of the clothes he's/she's drawn.

Using Pages 90–91

12 3:14 Listen, find and say.

INVOLVE Explain the lesson objective – pupils will learn to talk about some jobs and the uniforms people wear.

- Point to each of the photos in turn and say the name of the job. Pupils repeat the words several times. Then say *I've got a (white hat)*. Pupils say the name of the job (*chef*).
- Play Audio Track 3:14. Pupils listen and find the person mentioned in the recording. Play the recording again, pause it after each sentence and pupils repeat.

MONITOR Check that pupils are pointing to the correct person each time.

PERSIST Listen for correct pronunciation as pupils repeat the sentences.

CHALLENGE Pupils describe one of the uniforms to a partner. Pupil A says (*She's got a white coat and white hat.*) Pupil B says the job (*chef*) or the full sentence from the recording (*The chef is wearing a uniform.*).

**THINK BIG** Century Skill: Critical Thinking

3:15 Listen and look. Draw and say.

- Play Audio Track 3:15. Pupils listen and decide which picture is being described.
- Pupils then look at the landscape in the other picture and use critical thinking to deduce that it's summer (or spring) and complete the picture by drawing a another postman wearing light clothes. They then use the sentences from the recording as an example and say *It's sunny. The postman has got (blue shorts and a T-shirt).*

**13** Look and match. Say.

- In pairs, pupils guess which hat belongs to which person. They then draw lines connecting the hat to the correct person. They then say (*The police officer's wearing a uniform. She's got a black hat.*) (Answers: 1c, 2a, 3d, 4b)

MONITOR Check that pupils are matching the correct hat to the correct person.

ASSIST Remind pupils that we always say the colour before the noun (*a blue hat*).

CHALLENGE Say some correct and incorrect sentences. Say (*The (firefighter)'s wearing a uniform. She's got a red hat.*) Pupils jump when you say a correct sentence and stamp their feet when the sentence is incorrect. Make intentional mistakes with colours and genders. Pupils correct the incorrect sentences.

**Project** Century Skill: Creativity

**14** Make and say.

- Ask pupils, in L1, what kind of uniform they can see in the picture (*a school sports uniform*). Pupils describe the uniform. They say *She's wearing an orange T-shirt, blue shorts and white shoes.*

- Pupils design a uniform for a school sports team. They could do this in pairs or groups and decide on the style and colours together. They then describe the uniform to the class. (*He's wearing a blue T-shirt, white shorts and black shoes.*)

- Make a class collage of all the uniforms and pupils vote for the class favourite!

Help pupils to think about what sport the uniform is for – give them some ideas of sports, in L1, and encourage pupils to think about what clothes would be suitable.

**Activity Book Page 73**

**7** Look and colour. Say.

- Pupils look at the colour key across the top of the activity and colour the illustrations accordingly. They then say, *The firefighter is wearing a uniform. She's got an orange hat...*, etc.

**ic** Century Skill: Critical Thinking

Look and match.

- Pupils match the hats representing jobs in the top row to the corresponding items in the second row.

**Application and Practice Activity**

- Put the Colours flashcards in one pile and the Clothes flashcards in another. Pupils come to the front and chose one card from each pile (*orange and hat*). They then create a sentence about the two flashcards. (*He's got an orange hat.*) As an extra challenge, ask pupils to say a job in which someone might wear an orange hat as part of his/her uniform (*a firefighter*).

**OBJECTIVES**

To talk about jobs and the uniforms people wear

**Content Words**

Jobs: chef, firefighter, police officer, postman, uniform

**21st Century Skills**

Critical Thinking  
Creativity

**Materials**

Pupil's Book Pages 90–91, Flashcards (Clothes), Flashcards (Colours), Audio Tracks 3:14–3:15, Pictures of a chef, a firefighter, a police officer and a postman, Blank sheet of paper for each pupil (for Bingo game), Blank paper for each pupil to draw a school sports uniform (Project)

**Activity Book**

Page 73

Answers on page 281

**Audio Track 3:14**

- 1 The postman is wearing a uniform. He's got a red coat and a red bag.
- 2 The police officer is wearing a uniform. She's got a black hat and a yellow coat.
- 3 The chef is wearing a uniform. She's got a white coat and a white hat.
- 4 The firefighter is wearing a uniform. He's got a brown coat and a yellow hat.

**Audio Track 3:15**

- 1 It's snowy. The postman has got a yellow coat and blue trousers.
- 2 Your turn!

**TEACHING TIP**

Personalisation activities enable pupils to internalise language – by making it relevant to themselves and their own lives, they become intrinsically interested and more motivated. This then has the knock-on effect of improving fluency, as well as language acquisition and application. For example, in this unit, ask them to draw a picture of themselves wearing their favourite clothes or to bring their favourite T-shirt or other item of clothing to class. They'll be excited to share with their classmates. Encourage them to describe their drawing/item of clothing in English, giving them a real purpose to learning.

## Warm up

- Say *I'm wearing a (blue skirt)*. Pupils clap if the sentence is correct or stamp their feet if it is incorrect.
- Call out clothes in different colours. Say *I'm wearing (black shoes)*. All pupils wearing black shoes stand up. Continue with other clothes in various colours. Then ask for volunteers to take over your role.

## Using Page 92

### 15 3:16 Look and match. Listen and say.

INVOLVE

Explain the lesson objective – pupils will talk about reusing and recycling old clothes.

- Ask pupils, in L1, to think about what we can do with clothes we don't wear any more. Make some suggestions such as giving them to smaller children, reusing them as cloths for cleaning or recycling them.
- Pupils match the pictures on the left with the corresponding pictures on the right that show what each child has done with their old clothes. Play Audio Track 3:16. Pupils listen and repeat the sentences. (*Answers: 1c, 2a, 3b*)

### 16 Look at 15. Draw.

- Pupils choose one of the expressions relating to recycling clothes and draw a before and after picture with an item of old clothing in one picture and then what happens to that item of clothing in the second picture.

### 17 Show and say.

- Pupils share the pictures they drew in the previous activity with their classmates and describe them using the expressions from this lesson.

MONITOR

Check that pupils are saying the correct expression for their picture.

## Activity Book Page 74

### 8 3:17 Listen and number.

- Play Audio Track 3:17. Pupils listen and number the pictures according to the recording.

### 9 Look and draw. Say.

- Pupils look at the T-shirt and think of two ways of reusing or recycling it. They then draw the actions and say appropriate expressions from this lesson: *Reuse old clothes. Recycle old clothes. Give away old clothes.*

## Application and Practice Activity

### Century Skill: Collaboration

- Before the lesson, ask pupils, in L1, to bring in some clothes and shoes that are too small for them and that they can give away.
- Hold up some of the items and pupils describe them. (*It's a pink T-shirt.*) For shoes, shorts and trousers, teach pupils *A pair of (shoes)*.
- Divide the class into groups. Give each group a pile of clothes. They fold the clothes and separate them into categories (trousers, shirts, shoes, etc.). Choose a pupil from each group to say the clothes they've got. They say *I've got three T-shirts, two pairs of shoes, etc.*
- After the lesson, take them to a local charity shop or recycling centre.

## OBJECTIVES

To learn and talk about ways to recycle and reuse old clothes

### Materials

Pupil's Book Page 92  
Audio Track 3:16  
Pupils' old clothes from home

### 21st Century Skill

Collaboration

### Activity Book

Page 74  
Audio script on page 276  
Answers on page 281

### Audio Track 3:16

- 1 Give away old clothes.
- 2 Reuse old clothes.
- 3 Recycle old clothes.

## TEACHING TIP

The internet is an amazing source of resources for teaching. You can find many things to enhance your lessons as long as you take the time to search properly. For example in this unit, you could share with your class a simple song, game or short video in English about recycling clothes. Do a search for 'Recycling songs/videos for kids'. Just showing pictures of a real recycling centre helps to bring the outside world into your classroom and makes learning more real for your pupils.

## OBJECTIVES

To learn the sounds /k/, /p/ and /h/

To differentiate between the sounds /k/, /p/ and /h/

To learn words that begin with the sounds /k/, /p/ and /h/

## Materials

Pupil's Book Page 93

Audio Tracks 3:18–3:20

Pictures of words and/or objects beginning with sounds from this and previous units

Green, red and blue pencils for each pupil

Pupils' pictures or items beginning with the sounds /k/, /p/ and /h/

## Activity Book

Page 75

Answers on page 281

### Audio Track 3:18

1

/k/ /k/ /k/ /k/ corn  
/k/ /k/ /k/ /k/ cat  
/k/ /k/ /k/ /k/ car

2

/p/ /p/ /p/ /p/ park  
/p/ /p/ /p/ /p/ path  
/p/ /p/ /p/ /p/ pond

3

/h/ /h/ /h/ /h/ hat  
/h/ /h/ /h/ /h/ horse  
/h/ /h/ /h/ /h/ head

### Audio Track 3:19

Corn. Circle in green.

Park. Circle in red.

Hat. Circle in blue.

Car. Circle in green.

Head. Circle in blue.

Path. Circle in red.

Pond. What colour?

Horse. What colour?

Cat. What colour?

### Audio Track 3:20

1

Cat, cat, cat

Car, car, car

Corn, corn, corn

A cat is eating corn in the car!

2

Pond, pond, pond

Path, path, path

Park, park, park

A park with a path and a pond!

3

Horse, horse, horse

Hat, hat, hat

Head, head, head

A horse with a hat on its head!

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*desk*). Ask pupils to say another word with the same initial sound (*dad*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /k/, /p/ and /h/. Ask pupils to say words they know beginning with these sounds (*car, pencil, hat*, etc.). Show the Phonics Poster to give pupils some ideas.

## Using Page 93

### 18 3:18 Listen, find and say.

INVOLVE

Explain the lesson objective – pupils will learn to say the sounds /k/, /p/ and /h/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /k/, /p/ and /h/ sounds. Pupils repeat the words several times.
- Play Audio Track 3:18. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 3:19 Listen and circle.

• Make sure pupils have a green, red and blue pencil each. Play Audio Track 3:19. Pupils listen and circle words beginning with /k/ in green, words beginning with /p/ in red and words beginning with /h/ in blue. (Answers: green – *corn, car, cat*; red – *park, path, pond*; blue – *hat, head, horse*)

- At the end of the recording, pupils will decide which colour the last three pictures will be circled in.

MONITOR

Check that pupils are circling the pictures with the correct colours.

ASSIST

Ask what colour pupils used to circle the pond, horse and cat. Show the correct coloured pencil for each word if necessary.

CHALLENGE

Pupils find objects in the classroom or bring some items or pictures from home beginning with the sounds introduced in this unit. Put them on a table and ask pupils to put them into groups according to the sound they begin with.

### 20 3:20 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each one. Play Audio Track 3:20. Pupils write the correct number in the box below each picture. (Answers: *1b, 2a, 3c*)
- Play Audio Track 3:20 again and pupils join in with the chant.

## Activity Book Page 75

### 10 Look and match.

- Pupils draw lines between the pictures beginning with the same letter.

## Application and Practice Activity

- Say a sound from this unit. Now say words that begin or don't begin with the sound. Pupils clap when they hear a word beginning with the sound. Continue with the other sounds from this unit and from previous units if you have time.

## TEACHING TIP

If you have children with special needs, find out more about the way children with these conditions learn best. It is a good idea to make your classes as multi-sensory as possible. Make use of all the senses and lots of movement when you can in your teaching. When teaching this unit, for example, be sure to use flashcards or drawings for a visual effect, play weather sounds (rain, wind, etc.) to add a listening element, allow pupils to touch different clothes and materials and have pupils do a total physical response activity (making a big sun with their arms or pretending to be a falling snowflake). It's a technique that all your pupils will benefit from, not just those with special needs.

### Warm up

- Stick flashcards on the board from several different units. Choose one of the flashcards but keep it secret. Pupils try to guess which one you chose by asking questions. They ask *Is it a (toy)? Is it (blue)? Is it (big)? Is it a (puzzle)?*

### Using Page 94

#### 21 Listen and follow. Say the colour.

INVOLVE

- Explain the lesson objective – pupils will review the key clothes vocabulary and play a game.
- In pairs, pupils identify the pictures in the maze. Point out a few to the pairs. Ask *What's she wearing?*
- Play Audio Track 3:21. Pupils follow in their books and find the pictures as they're mentioned. When they get to the last picture, they say which colour they've landed on.



### Century Skill: Leadership

#### 22 Play.

- Divide the class into small groups. Choose one pupil to be the leader of each group. He/She first decides which square the group will begin the game with. Then, he/she chooses a speaker to lead the group through the maze. The speaker says a sentence for each picture (*I'm wearing a T-shirt.*) and moves the group to one of the colours at the bottom of the maze. The leader then chooses a pupil to say which colour they've landed on. Repeat the activity with new leaders and speakers.

### Activity Book Page 76

#### 11 Circle the odd one out. Say.

- Pupils look at the three items of clothing in each row, choose the one that is different from the others and circle it. They then say a sentence about each circled item: *It's a (T-shirt).*

### Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 103 of their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker. (*I'm wearing a hat.*) They then stick the stickers in the correct places in the Picture Dictionary.

MONITOR

Check that pupils are saying relevant sentences and sticking the stickers in the correct places.

ASSIST

Point to a sticker and then the relevant position in the Picture Dictionary. Say the beginning of a sentence for pupils to complete the rest, e.g. *I'm wearing a...*

- Clear a space and put the clothes you brought from home into two piles. Divide the class into two teams and stand them in two lines. Say an item of clothing. The first person in each line runs to the pile, finds the item and puts it on. The first pupil to find the item and say *I'm wearing a (T-shirt)* wins a point. Put the items back and continue until everyone has had a go.

### OUTCOMES

Pupils can talk about clothes, using *I'm wearing...*

### Materials

Pupil's Book Page 94  
Flashcards (from several units)  
Audio Track 3:21  
Clothes brought from home (two of each item for dressing-up game)

### 21st Century Skill

Leadership

### Activity Book

Page 76  
Answers on page 281  
Sticker Picture Dictionary, page 103

### Audio Track 3:21

Listen and follow. I'm wearing trousers.  
I'm wearing a blue jumper.  
I'm wearing shoes.  
I'm wearing a yellow coat.  
I'm wearing a hat. What colour?  
Pink.

### TEACHING TIP

Give pupils a quick boost of confidence by giving them the opportunity to be the teacher sometimes. For example, select a pupil to choose who will answer questions during an activity. Choose pupils to monitor pronunciation or structures during group activities. Another idea is to have a pupil lead a materials check before a project. Pupils call out any materials needed for the activity (coloured pencils, glue, scissors, paper, etc.) and pupils hold them up as they are mentioned.

## OUTCOMES

Pupils can talk about clothes and weather conditions.

Pupils can talk about jobs and the uniforms people wear.

## Materials

Pupil's Book Page 95  
Flashcards (Clothes)  
Weather cards  
Audio Tracks 3:22–3:23  
Pupils' own party clothes  
Blank paper for each pupil

## Activity Book

Page 77  
Audio script on page 276  
Answers on page 281

## Audio Track 3:22

- 1 The chef is wearing a uniform. She's got a black hat and black coat.
- 2 The postman is wearing a uniform. He's got a blue shirt and an orange and blue coat.
- 3 The firefighter is wearing a uniform. He's got a brown coat and a yellow hat.
- 4 The police officer is wearing a uniform. She's got a yellow coat and a black hat.

## Audio Track 3:23

- 1 It's sunny.
- 2 What's he wearing?  
He's wearing trousers, shoes and a jumper.

## TEACHING TIP

Total Physical Response (TPR) activities help put your pupils' energy to good use in learning English. TPR activities are perfect for this age group because their verbal abilities are developing. Try adding a TPR element to any activity to make the learning process more fun and interesting. Miming, charades and games like *Simon says* are examples of TPR activities. Another example is doing actions for specific words in a song or story.

## Warm up

- Ask pupils, in L1, what they enjoyed most about this unit, what they found most difficult and what they found easy. Play a game of *Pictionary* (see Games Bank, page 286) to revise the vocabulary and structures from the unit.
- Describe a pupil in the class but don't say who it is. Say *He's got short brown hair. He's wearing black trousers and a green shirt. Who is it?* Pupils work out the answer then continue the game in groups.

## Using Page 95

### 23 3:22 Listen and ✓ or X.

INVOLVE

Explain the lesson objective – pupils will identify clothes, weather conditions and people that wear a uniform for their job, and evaluate their learning performance in this unit.

- Play Audio Track 3:22. Pupils listen and put a tick if the picture corresponds with the recording and a cross if it doesn't. (Answers: 1 X, 2 X, 3 ✓, 4 ✓)

### 24 3:23 Listen and draw.

- Play Audio Track 3:23. Pupils listen and draw what they hear. They then look at their first picture and say *It's sunny*. They then look at their second picture and say *He's wearing trousers, shoes and a jumper*.

## Can

- Pupils tick the boxes if they can say the words or structures represented by the pictures.
- Show the Clothes flashcards. Pupils say a sentence for each. (*I'm wearing shorts*.) They tick the first box if they can name all the clothes and say a sentence about each one.
- Show the Weather flashcards in turn. Pupils say a sentence for each one. (*It's snowy*.) They tick the second box if they can do this well.
- Pupils look at the people in uniform in Activity 23. They say each job and the clothes. (*He's a fire fighter. He's wearing a coat and a hat*.) They tick the third box if they feel they can do this correctly.

## Century Skill: Social Skills

Have a party in your classroom. Pupils bring in their own party clothes. They describe what they and other pupils are wearing. Play some English children's party songs and some fun party games such as musical statues and pass the parcel, with pictures of key vocabulary items in so pupils can say the word or a sentence including the word.

## Activity Book Page 77

### 12 3:24 Listen and match.

- Play Audio Track 3:24. Pupils listen to the recording and match the numbers to the correct photos by drawing lines.

## Application and Practice Activity

- Give each pupil a sheet of paper. They draw themselves doing an activity and wearing clothes that are appropriate for a specific type of weather. They share their drawings with the class using *It's (sunny). I'm wearing a (T-shirt) and (sandals)*, etc.

# unit 8

# My House

## Objectives

### Vocabulary

Rooms in the house

### Grammar

To talk about the rooms in the house using *Where's (Dad)? He's in the (kitchen).*

### Content Connections: Science

To identify and describe houses made of different materials using *This is my house. It's (plastic).*

### Sounds

To identify and say words beginning with the sounds /v/, /f/ and /dʒ/

### Values

To learn about safety in the home

### Project

To design and make a collage of a house using different materials

## Key Vocabulary

Rooms in the house	Revision	Content Words	Expressions
bathroom bedroom garage garden hall house kitchen living room	brother dad family friend grandad grandma me mum sister	cloth glass plastic stone wood	<i>It's safe.</i> <i>It's dangerous.</i>



## Materials

### Pupil's Book, Unit 8

- Pages 96–107
- Pupil's Book Audio CD, Tracks 3:25–3:44

### Activity Book, Unit 8

- Pages 78–87
- Activity Book Audio CD, Tracks 3:27–3:46
- Sticker Picture Dictionary, Page 104

### Assessment Package

- Practice Test unit 8
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Rooms in the House)
- Flashcards (Family)
- Flashcards from previous units
- Video Unit 8 (eText for teacher)
- Phonics Poster
- Paper and card
- Photocopies of the story frames from the PB (optional)
- Pictures from the internet of unusual houses
- Photocopies of a cross-section of a house
- Pictures of houses made of different materials (e.g. tepees, glass houses, etc.)
- Items made of cloth, glass, plastic, stone and wood
- Different materials to make a house collage (plastic, cloth, stone, wood)
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with the sounds /v/, /f/ and /dʒ/

## Unit Opener Activities

### Family Connection

Pupils talk with their families about their home and how many rooms there are in their house or apartment. They then draw a simple plan or cross-section of their house and draw a family member in each room. Pupils bring their drawings to class and share them with a partner or with the whole class. They describe their drawings using *This is my house. This is my (dad). He's in the (living room).* Help them with the vocabulary for the rooms.

### eText Activity

Interactive Pupil's Book Activities for unit 8  
Class Audio and Audio Scripts  
Unit 8 Flashcards  
CLIL Video and integrated questions for unit 8  
Posters  
Teacher's Resources  
Practice Test unit 8  
Practice Test Audio and Audio Scripts for unit 8  
Unit 8 Speaking Assessment Prompts  
Unit 8 Practice Test Teacher's Notes and Answer Key

## Warm up

- Give pupils a few minutes to look through the new unit. Ask, in L1, what they think they will learn about (*the rooms in the house and the materials that houses are made from*).
- Revise some of the structures and words from previous units. Choose a few flashcards and ask *Is it a (car)? Who's this? Have you got green eyes? Do you like yogurt? What's he/she wearing?*

## Using Page 96

### 1 3:25 Listen, look and say.

- INVOLVE** Explain the lesson objective – pupils will learn the names of the rooms in the house.
- Show the Rooms in the House flashcards one by one and pupils repeat the word for each room.
  - Play Audio Track 3:25. Pupils listen and point to each picture as it is mentioned.
- MONITOR** Check that pupils are pointing at the correct pictures as they are mentioned.
- ASSIST** Replay the recording and pause after each word to give pupils time to repeat.

### 2 3:26 Listen and find.

- Play Audio Track 3:26. Pupils listen and find the picture of the room mentioned.
- MONITOR** Check that pupils are pointing to the correct pictures.
- CHALLENGE** Choose one of the rooms (*living room*). Say the sound it begins with several times (/l/, /l/, /l/) Pupils guess the name of the room. They then say another sound for pupils to say the room. Pupils continue in pairs.

### 3 Play a game.

- Pupils play a game in pairs. Pupil A says a number and Pupil B points to and says the room of the house. They then switch roles.
- MONITOR** Pupils check that their partners are pointing to the correct photos.
- ASSIST** Explain the instructions again and model the activity with a pupil.
- CHALLENGE** Pupils close their books. Cover one of the photos in your book. Pupils guess which photo it is. They ask *Is it (the bedroom)?* Answer with *Yes, it is* or *No, it isn't*. Pupils continue in pairs.

## Activity Book Page 78

### 1 3:27 Listen and number.

- Play Audio Track 3:27. Pupils listen to the recording and number the rooms in the house in the order they hear them.

## Application and Practice Activity

- Draw on the board a cross-section of a house. Include a garage and a garden, which can be represented by some flowers and a gate next to the house. Draw a typical item in one of the rooms (*a sofa*). Pupils say the name of the room. (*It's the living room.*) Pupils continue until they have named all the rooms, the garage and the garden.

## OBJECTIVES

To identify and name the rooms of the house

To play a game in pairs

## Key vocabulary

Rooms in the House  
bathroom, bedroom,  
garage, garden, na-  
house, kitchen, living  
room

## Materials

Pupil's Book Page 96  
Flashcards (Rooms in the  
House)  
Audio Tracks 3:25–3:26

## Activity Book

Page 78  
Audio script on page 276  
Answers on page 282

## Audio Track 3:25

- 1 house
- 2 bedroom
- 3 bathroom
- 4 garage
- 5 living room
- 6 hall
- 7 kitchen
- 8 garden

## Audio Track 3:26

- kitchen
- bedroom
- bathroom
- living room
- garden
- garage
- house
- hall

## TEACHING TIP

Young children thrive on positive feedback. Giving a child praise is easy but be careful not to overdo it. Be sure you are treating all your pupils equally, especially when it comes to rewards. Keep a list of your pupils' names and tick their names when you reward them for something. Find something to reward everyone, whether it's the pupil with the cleanest desk or the best colouring on a project or other activity. Give them stars they can collect, raffle tickets or stickers.

## OBJECTIVES

To identify and say the rooms of the house

To sing a song about family members and the rooms of the house

## Key vocabulary

Rooms in the house: bathroom, bedroom, garage, garden, hall, house, kitchen, living room

Family: brother, dad, family, friend, grandad, grandma, mum, sister

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 97, Flashcards (Rooms in the House), Flashcards (Family), Audio Tracks 3:28–3:29

## Activity Book

Page 79

Audio script on page 276  
Answers on page 282

## Audio Track 3:28

Mum's in the living room, the living room, the living room.

Mum's in the living room. Where are you?

Grandma's in the kitchen, the kitchen, the kitchen. Grandma's in the kitchen. Where are you?

Dad's in the bathroom, the bathroom, the bathroom. Dad's in the bathroom. Where are you?

I'm in the bedroom, the bedroom, the bedroom. I'm in the bedroom. Where are you?

## Audio Track 3:29

- 1 sound effect of birds tweeting
- 2 sound effect of a car starting
- 3 sound effect of someone snoring
- 4 sound effect of someone having a shower

## TEACHING TIP

Using props can enhance and enliven your lessons. When playing word or other games, try passing a ball around or using a timer to add to the excitement. You could use dolls to represent members of the family. Pupils can also use dolls or puppets to 'talk' to each other. In this way they are less likely to worry about making mistakes and will feel less inhibited.

## Warm up

- Hand out the Family flashcards, showing family members, to six pupils around the classroom. Say the family words in turn and the pupil holding the card stands up and comes to the front. When all the pupils have come to the front, ask them to stand in a row and show their cards. Say five of the family members (*mum, dad, grandma, grandad, sister*). Pupils say the family member you didn't mention (*brother*). Continue for a few more rounds.

## Using Page 97

### 4 3:28 Listen and sing. Number in order.

**INVOLVE** Explain the lesson objective – pupils will learn to talk about family members and the rooms of the house through a song.

- Pupils look at the rooms in the house at the top of the page. Ask which rooms they can see (*living room, kitchen, bathroom, bedroom*). Which family members can they see? (*mum, grandma, dad*)
- Play Audio Track 3:28. Pupils number the rooms in the order they hear them. (*Answers: 1 living room, 2 kitchen, 3 bathroom, 4 bedroom*)
- Play the song again and pupils sing along.

**CHALLENGE** Say one of the family members. Pupils say which room he/she is in.

### 5 3:29 Listen and circle. Say the room.

- Play Audio Track 3:29. Pupils listen to the sound effects and circle the correct room in each pair of pictures. (*Answers: 1b, 2a, 3b, 4a*)



## Century Skill: Critical Thinking

### Find the odd one out.

- Teach the words *inside* and *outside*. Draw a cross-section of a house with a garden on the board. Put your finger inside the house and say *inside*. Then point to the garden and say *outside*.
- Pupils look at the three images and use critical thinking skills to deduce which part of the house is the odd one out. (*Answer: the garden (because it is outside)*)

## Activity Book Page 79

### 2 3:30 Look, listen and draw. Sing.

- Play Audio Track 3:30. Pupils listen to the song and draw the correct person in each room. They then play the recording again and sing along.



## Century Skill: Critical Thinking

### Look and ✓. Say.

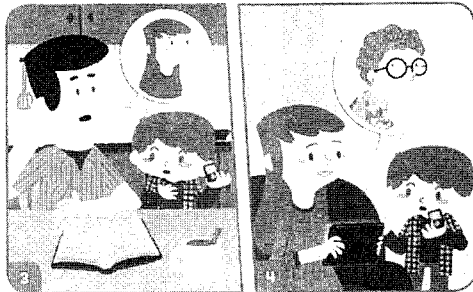
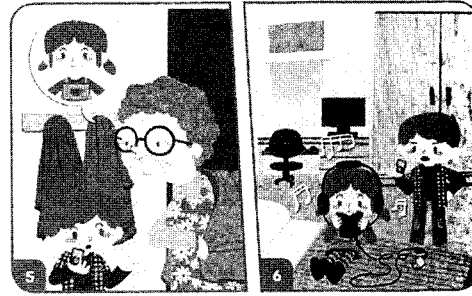
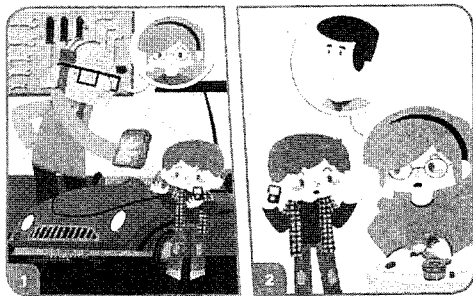
- Pupils work out which room the child is in and tick the correct answer. They then say *He's in the bathroom*.

## Application and Practice Activity

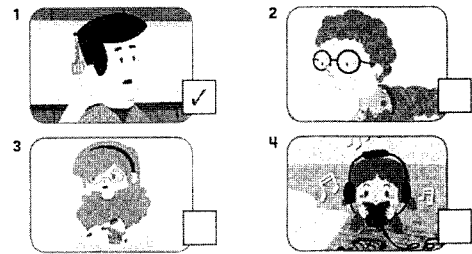
- Hand out the following Rooms in the House and Family flashcards: living room, kitchen, bathroom, bedroom, mum, grandma and dad. Play the song (Audio Track 3:28). Pupils stick the rooms on the board in the order they hear them. They then stick the family flashcards below the relevant rooms according to the song (i.e. mum below the living room, etc).

## Story

6 Listen and follow. Where's Lidya?



7 Listen and ✓ or X.



98 Unit 8

story Unit 8 99

### Warm up

- Ask pupils, in L1, to remember what happened in the story from Unit 7. (*Lidya was going outside to play. The weather was sunny, so she put on shorts and a T-shirt. Suddenly the weather changed and it started raining. Liam and Joy were dressed for rainy weather but Lidya needed to change her clothes. She put on an odd combination of clothes for sunny and rainy weather, a coat, T-shirt, shorts and boots.*)
- Use the story for Unit 8 to revise the characters' names and the rooms in the house. Say a character's name and pupils say which room they're in. Say *Where's dad?* (*He's in the kitchen.*) Pupils then say which story frame the character can be found in (*three*).

### Using Pages 98–99

#### 6 3:31 Listen and follow. Where's Lidya?

INVOLVE

Explain the lesson objective – pupils will learn to talk about family members and the rooms in the house. They will also listen to and answer questions about the story.

- Give pupils a few minutes to look at the story in their books or the story. Point to some of the characters and ask *Who's this?* In L1, ask where the story takes place (in Liam and Lidya's house). Ask pupils why they think Liam is shouting at Lidya at the end of the story.
- Explain, in L1, that Liam is looking everywhere in the house for Lidya but he can't find her. He asks his family members but no one has seen her. He finally finds her in the bedroom listening to music with his headphones!
- Play Audio Track 3:31. Pupils listen to the story and follow the frames in their books.

MONITOR

Check that pupils are following the correct frames as they are listening.

ASSIST

Play the recording again. Pause the recording and pupils repeat the sentences. You may wish to give roles to different groups of pupils. They repeat the sentences said by that person.

CHALLENGE

Ask pupils questions, in English and L1, about the story to check comprehension. Where's Grandad? (*He's in the garage.*) Where's Joy? (*She's in the bathroom.*) Who's in the living room? (*Mum*) Who's in the hall? (*Grandma*) Why was Liam looking for Lidya? (*He wanted his headphones.*) Who was the only person who knew where Lidya was? (*Grandma*)

## 21st Century Skill: Cross-Cultural Awareness

- Talk with pupils, in L1, about different kinds of houses. What kind of houses do people in your town live in? Do most people live in apartments? Do some people live in houses?
- Do an internet search for some pictures of unusual houses around the world. Share them with your class. Are there any unusual places in your area (cave dwellings like in Cappadocia, Turkey, or Andalucía, Spain)? Pupils design and draw their own unusual house. They share their drawings with the class and say *This is my house. This is the kitchen, etc.*

### 7 Listen and ✓ or X.

- Ask pupils to remember where each of the characters is in the story. For an added challenge, ask them to close their books first. Ask *Where's (Grandma)? (She's in the hall.)*
- Play Audio Track 3:32. Pupils listen and put a tick if the picture matches the recording and a cross if it doesn't. (*Answers: 1 ✓, 2 X, 3 X, 4 ✓*)

MONITOR | Check that pupils are ticking and crossing the correct boxes.

ASSIST | Explain the directions again by modelling the activity. Say the sentence again and point to the tick or the cross in the instructions.

CHALLENGE | Pupils mime what the characters are doing in each frame of the story. For example, they mime Grandad washing the car, Dad reading a newspaper, Joy brushing her teeth or Grandma putting on her coat. Pupils guess the character and say (*Joy's in the bathroom.*)

### Activity Book page 80

#### 3 Match and say.

- Pupils match each character to the story frame in which he/she appears. They then say (*Dad's in the kitchen.*)

### Application and Practice Activity

- Pupils draw some new frames for the story with new characters. They can then create a dialogue to go with their drawings. They could do this individually, in pairs or in groups. Their frames can appear anywhere in the story that they choose. Pupils share their dialogues with the class. You may wish to photocopy the original frames of the story, cut them into individual frames and add your pupils' drawings in. Read the story again and pupils add their dialogues at the appropriate place in the story.

### TEACHING TIP

Prediction engages critical thinking skills and builds anticipation. Before you listen to or read a story, ask your pupils to predict, in L1, what the story is about. As they are listening, pause the recording and ask what they think will happen next. At the end of the story, talk about which of the predictions were right. How did they know? Prediction works not only for stories but also for what pupils think they are going to learn in a lesson or unit.

### OBJECTIVES

To talk about family members and rooms in the house

To consolidate the unit language in a story

### Key vocabulary

Rooms in the house: bathroom, bedroom, garage, garden, hall, house, kitchen, living room  
Family: brother, dad, family, friend, grandad, grandma, mum, sister

### 21st Century Skill

Cross-Cultural Awareness

### Materials

Pupil's Book Pages 98–99, Audio Tracks 3:31–3:32, Pictures from the internet of unusual houses, Paper for pupils to draw an unusual house, Paper for pupils to draw new frames for the story, Photocopies of the story frames (optional)

### Activity Book

Page 80  
Answers on page 282

### Story Summary

Liam is looking everywhere in the house for Lidya but he can't find her. He asks his family members but everyone says to ask somebody else until Grandma tells him where she is. He finally finds her in the bedroom listening to music with his headphones!

### Audio Track 3:31

Frame 1  
Liam: Hi Grandad. Where's Lidya?  
Grandad: Hmm... Ask Joy.  
Liam: Where's Joy?  
Grandad: She's in the bathroom.

Frame 2  
Liam: Hi Joy. Where's Lidya?  
Joy: Hmm... Ask Dad.  
Liam: Where's Dad?  
Joy: He's in the kitchen.

Frame 3  
Liam: Hello, Dad. Where's Lidya?  
Dad: Hmm... Ask Mum.  
Liam: Where is she?  
Dad: She's in the living room.

Frame 4  
Liam: Hi, Mum. Where's Lidya?  
Mum: Hmm... Ask Grandma.  
Liam: Where is she?  
Mum: She's in the hall.

Frame 5  
Liam: Hi Grandma. Where's Lidya?  
Grandma: She's in the bedroom.  
Frame 6  
Liam: Lidya! Lidya! Have you got my headphones?  
Lidya: Oops. Sorry!

### Audio Track 3:32

- 1 Dad's in the kitchen.
- 2 Grandma's in the garden.
- 3 Joy's in the hall.
- 4 Lidya's in the bedroom.

## Warm up

- Put the Family and Rooms in the House flashcards into two separate piles. Pupils first choose a family member (*grandad*), then a room in the house (*living room*). They mime the person and something that represents the room (e.g. an elderly man walking to the living room, sitting down and watching TV or changing channels on the TV with a remote control). Pupils guess the person and the room. (*Grandad's in the living room.*)

## Using Page 100

### 8 3:33 Listen. Help Lidya and Liam.

INVOLVE

Explain the lesson objective – pupils will practise asking and answering questions about where family members are in the house.

- Give pupils a few minutes to look at the doll's house in the picture. In pairs, they talk about which rooms they can see and where each character is in the house.
- Play Audio Track 3:33. Pupils listen, repeat and find the images of the correct characters. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Liam and Lidya. They take turns asking and answering questions, using the artwork as a prompt.

ASSIST

Pause the recording to give pupils time to find the pictures and answer the questions.

### 9 3:34 Listen and match.

- Play Audio Track 3:34. Pupils listen and match the family members to the room they are in, according to the recording. (*Answers: 1b, 2d, 3a, 4c*)



### Century Skill: Adaptability

Talk with pupils about some of the things we do in different rooms of the house (*eat, sleep, dress, do our homework, brush our teeth, shower, etc.*). Ask how life would be different, and how you would have to adapt, if you moved into a home with only one room. In pairs, pupils design a room and draw it. Teach some useful verbs like *eat, sleep, dress, etc.* Pupils describe the room using *I eat here, I sleep here, etc.*

## Activity Book Page 81

### 4 3:35 Listen and ✓ or X.

- Play Audio Track 3:35. Pupils listen to the recording. They tick the pictures that match the recording and cross those that don't.

## Application and Practice Activity

- Draw a cross-section of a house with four or five empty rooms. Photocopy your drawing and give each pair of pupils one copy. They draw furniture or other things in each room.
- Give pupils five or six small pieces of card. They draw one family member on each. Pupils then play a game with a partner. They position their cards around the house and ask *Where's (Mum)? (Mum)'s in the (garden).*
- Alternatively, Pupil A asks *Where's (Dad)?* Pupil B says (*He's/Dad's*) *in the (bedroom).* Pupil A then puts the card of Dad in the bedroom. Save the cards for use with other activities.

### TEACHING TIP

It may seem obvious but insist that your pupils raise their hand when they want to answer a question. Many ambitious pupils tend to call out the answers before others even have time to think. After you ask a question, give pupils five to seven seconds before calling on someone to answer. It gives pupils the important thinking time they need to give a more appropriate response.

## OBJECTIVES

To talk about where family members are in the house using *Where's Mum?* She's in the bedroom.

### Key vocabulary

Rooms in the house  
bathroom, bedroom,  
garage, garden, the  
house, kitchen, living  
room

Family: brother, dad,  
family, friend, grandad,  
grandma, me, mum, sister

### 21st Century Skill

Adaptability

### Materials

Pupil's Book Page 100  
Flashcards (Rooms in the House)  
Flashcards (Family)  
Audio Tracks 3:33–3:34  
Paper for pupils to draw a one-room house  
Photocopies of a cross-section of a house (one per pair of pupils)  
Five or six small pieces of card for each pair of pupils

### Activity Book

Page 81  
Audio script on page 270  
Answers on page 282

### Audio Track 3:33

- Liam:** Where's Dad?  
**Lidya:** He's in the hall.
- Liam:** Where are you?  
**Lidya:** [pause] I'm in the living room.
- Liam:** Where's grandma?  
**Lidya:** She's in the garden.
- Liam:** Where's Mum?  
**Lidya:** [pause] She's in the garage.
- Liam:** Where's Joy?  
**Lidya:** She's in the kitchen.

### Audio Track 3:34

- Where's Dad?  
He's in the hall.
- Where's Mum?  
She's in the bedroom.
- Where's Tim?  
He's in the living room.
- Where's Emma?  
She's in the bathroom.

## OBJECTIVES

To talk about where you and other people are in the house using *Where's Mum?* *He's/She's in the bedroom*.

## Key vocabulary

Rooms in the house: bathroom, bedroom, garage, garden, hall, house, kitchen, living room

Family: brother, dad, family, friend, grandad, grandma, mum, sister

## Materials

Pupil's Book Page 101  
Flashcards (Rooms in the House)

## Activity Book

Page 82  
Audio script on page 276  
Answers on page 282

## TEACHING TIP

Ensure that you ask questions at all levels. Ask questions you know your weaker pupils can answer as well as ones that will stretch stronger pupils. This gives pupils the boost of confidence they need and provides you with quick feedback about how well your pupils are learning.

## Warm up

- Play the unit song (Audio Track 3:28). Agree with the pupils an appropriate action for each room in the song. Pupils perform the appropriate action when they hear the room. Play the song several times for pupils to mime the actions and sing along.
- Divide the class into four groups and allocate one verse of the song to each group. When each group hears their verse, they stand up and perform the relevant action, point to the next group, then sit down. Play the song several times until everyone is joining in correctly.

## Using Page 101

### 10 Draw Liam, Joy and you. Ask and answer.

- INVOLVE** Explain the lesson objective – pupils will practise asking and answering questions about where they and other people are in the house.
- Pupils begin the activity by drawing themselves, Liam and Joy in whichever room they choose. They then work with a partner to talk about their pictures. Pupil A asks *Where's Joy?* Pupil B answers *She's in the (garden)*. Pupil A then asks *Where are you?* Pupil B answers *I'm in the (bedroom)*. They do the same with Liam. Then pupils swap roles.
- MONITOR** Check that pupils are drawing themselves and the characters shown at the top of the activity.
- ASSIST** Model the activity with a strong pupil for those who may not understand how to do the activity.

### 11 Ask and answer. Where are you?

- Pupils tick whichever room they drew themselves in, in the previous activity. They then ask three friends and tick the correct room. Once their chart is complete they share the information with the class. *I'm in the bedroom. Isabelle is in the bathroom, etc.*
- MONITOR** Check that pupils are asking and answering correctly and ticking the correct room for each friend.
- ASSIST** Pupils could refer to their friend's Pupil's Book to be sure they are ticking the correct room.

## Activity Book Page 82

### 5 3:36 Listen and ✓.

- Pupils listen to Audio Track 3:36 and complete the grid by ticking the room in which each person is found.

### 6 Draw and say.

- Pupils draw a friend or a family member in a room of the house. They then say (*Petek*)'s in the (*living room*).

## Application and Practice Activity

- Stick the Rooms in the House flashcards around the classroom. Say *Go!* and pupils move around the classroom. You can play music while they do this. Stop the music or say *Stop!* Pupils stand below the room they are nearest to. Choose a few pupils to describe where their classmates are. Ask *Where's (Ela)?* Pupils reply *He's/She's in the (kitchen)*.

**12 Listen, find and say.**

**13 Match and draw.**

**14 Make a house. Say.**

**15 What lives here?**

102 Unit 8

constant connections materials around the world Unit 8 103

### Warm up

- Reuse the photocopied cross-section of a house and pupils' family cards from the Language in Action lesson. Draw some furniture to represent each room in the house, then stick the cross-section on the board. Ask *Where's (Mum)?* Invite a pupil to come to the board and stick their *mum* card in a room in the house. He/She then says a sentence *Mum's in the kitchen* and then asks about another family member, e.g. *Where's (Dad)?* etc.

### Using Pages 102–103

#### 12 3:37 Listen, find and say.

Explain the lesson objective – pupils will learn to talk about the different materials that houses are made from.

- Teach the words *plastic, wood, glass, stone* and *cloth*. Bring in some items made from these materials (plastic bottles, clothes, glass and stone jewellery) and pass them around the classroom so pupils can hold and feel them. Alternatively, show or draw pictures of these items.
- Point to each of the photos in the Pupil's Book in turn and ask pupils, in L1, what they think each house is made of? Point to the photo of the tent and say *It's cloth*. Pupils do the same with the other photos.
- Play Audio Track 3:37. Pupils listen and find the house mentioned in the recording. Play the recording again, pause it after each sentence and pupils repeat.

Check that pupils are pointing to the correct houses.

Listen for correct pronunciation as pupils repeat the sentences.

### Century Skill: Critical Thinking

#### What lives here?

- Ask pupils, in L1, what the house in the photo is made of (*glass*). Pupils look at the photo and use critical thinking skills to work out what lives in this type of house. (Answer: *plants, flowers, fruit and vegetables (the glass protects them but allows enough light to reach them)*)



CHALLENGE

Talk, in L1, about other types of house made of different materials. For example, show pictures of Native American tepees made from cloth, German wooden-framed houses, castles made of stone, glass houses and some more examples of children's plastic houses. Pupils guess what each is made from. They ask *Is it (plastic)?* Answer *Yes, it is* or *No, it isn't*.

**13 Match and draw. Say.**

- Pupils match the material in the top row with the object it is used to make on the second row. There is one extra box in the top row (wood) and one empty box in the second row. Pupils draw something made of wood in this box. In pairs, they then point to each object in the bottom row and say *It's (glass)*, etc. (Answers: 1b, 2d, 3a, 4c)

CHALLENGE

Play a game of *Bingo*. Pupils brainstorm items made of each of the five materials. Choose two items made from each material that pupils mention and draw them on the board (e.g. a plastic water bottle, a T-shirt, a glass vase, a stone statue, a wooden table, etc.). Give each pupil a piece of paper. From the board, they choose three items, made of different materials, and draw them. Say *It's (plastic)*. Pupils put a tick next to their drawing if they have drawn a plastic item. The first pupils to tick all three of their items wins.

**Project 21st Century Skill: Creativity**

**14 Make a house. Say.**

- Ask pupils to say what materials were used to make the house in the photo (*plastic, wood and stone*). Pupils bring in some materials (very small stones, pieces of cloth, plastic and wood) from home to make a house collage. Advise pupils not to bring in glass items.
- Pupils use their materials to make a collage of a house. They glue the items onto a sturdy sheet of paper or card. Pupils describe their houses to the class using *This is my house. It's cloth, plastic and wood.*

Be sure that the materials pupils bring from home are those learned in this unit. Help pupils with placing of items, gluing of stones, etc.

**Activity Book Page 83**

**7 Look and number. Say.**

- Pupils look at the key across the top of the activity showing different types of materials. They number the photos according to what they are made of and then say *This is my house. It's (wood)*.

**21st Century Skill: Critical Thinking**

**Circle the odd one out. Say.**

- Pupils look at the photos and circle the item which is made of a different material. They then say what that material is: *It's glass.*

**Application and Practice Activity**

- Point to different objects around the room. Show them in turn and pupils say what they're made from *It's (wood)*. Alternatively, show an item (a pencil, a T-shirt, a window, a pen, etc.) and say a correct or incorrect sentence about each one. Point to (the door) and say *It's (glass)*. Pupils clap if the sentence is correct and stamp their feet if it's incorrect. Pupils correct sentences that are incorrect.

**OBJECTIVES**

To talk about the materials that houses and other objects are made from

**Content Words**

Materials: cloth, glass, plastic, stone, wood

**21st Century Skills**

Critical Thinking  
Creativity

**Materials**

Pupil's Book Pages 102–103, Audio Track 3:37, Photocopy of a cross-section of a house from the Language in Action lesson, Pupils' cards of family members from the Language in Action lesson, Pictures of houses made of different materials (e.g. tepees, glass houses, etc.), Items made of cloth, glass, plastic, stone and wood, Blank paper for each pupil for *Bingo* game, Materials to make a house collage

**Activity Book**

Page 83  
Answers on page 282

**Audio Track 3:37**

- 1 This is my big house. And mine! It's cloth.
- 2 This is my favourite house. It's stone.
- 3 This my house. Look, it's pink, yellow, green and blue. It's plastic.
- 4 This is my house. It's in my garden. It's wood.

**TEACHING TIP**

When pupils make projects in the classroom, try to use materials that are appealing to young children. Use paper with different colours and textures, and provide brightly coloured pens, markers and paint to keep pupils interested and motivated. Keep boxes of craft materials on hand and replenish them throughout the year. Encourage pupils to use some English while they are making craft activities, such as saying the colours, materials and politeness expressions (*please, thank you*) when sharing materials with other pupils.

## Warm up

- Mime an action associated with a particular room of the house or the garden. For example, mime stirring a big pot of food. Ask pupils which room you are in (*the kitchen*). Ask, in L1, what things we should and shouldn't do while we're in the kitchen (e.g. *We shouldn't use a knife without an adult's help.*).
- Explain to pupils, in L1, that they're going to learn about safety in the home. Pupils mime other actions associated with a room for a partner to guess the room. They then talk, in L1, about what could be dangerous in that room.

## Using Page 104

### 15 3:38 Listen, look and say.

**INVOLVE** | Explain the lesson objective – pupils will talk about safety in the home.

- Teach the words *safe* and *dangerous*. Demonstrate handing a pair of scissors to another child with the handles pointing towards the child. Say *It's safe*. Now pretend to pass the scissors blades first and say *It's dangerous*. Explain, in L1, that you pass scissors handles first as you are less likely to hurt yourself or the other person.
- Pupils look at the photos of children doing safe and dangerous things at home. Play Audio Track 3:38. Pause the recording after the first two sentences. Pupils listen and say the sentences. Pause the tape before the third sentence and elicit from the students. Then play. Repeat for the fourth sentence, after *It's...*

### 16 Look and ✓ or ✗. Say.

- Pupils look at the pictures and tick those that show safe behaviour and cross those that show dangerous behaviour. They then say *It's safe* or *It's dangerous* for each picture.

### 17 Draw and act.

- Pupils look at the picture of a potentially dangerous situation with the electric outlet. They draw themselves in the picture in a safe situation and then say *It's safe*. Pupils then mime the dangerous action (sticking their finger in an electric outlet) followed by the correct and safe action (not touching the electric outlet).

**MONITOR** | Be sure pupils are drawing themselves in a safe situation.

## Activity Book Page 84

### 8 Look and circle.

- Pupils look at the pictures and circle the happy face if the behaviour is safe and an unhappy face if the behaviour is dangerous. They then say *It's safe* or *It's dangerous*.

## Application and Practice Activity

### Century Skill: Responsibility

- Pupils write their own story about safe and dangerous behaviour using the situations in this lesson as an example. They draw the frames, invent some dialogue and possibly act it out in front of the rest of the class.
- Explain to pupils, in L1, about the importance of taking responsibility for our own safety.

## OBJECTIVES

To identify and talk about safety in the home using *It's safe* and *It's dangerous*

## Materials

Pupil's Book Page 104  
Audio Track 3:38  
Paper for pupils to draw a story about safety in the home

## 21st Century Skills

Responsibility

## Activity Book

Page 84  
Answers on page 282

## Audio Track 3:38

- 1 It's dangerous.
- 2 It's safe.
- 3 It's safe.
- 4 It's dangerous.

## TEACHING TIP

Being flexible is an important part of teaching children. Be prepared to bend and give in when you know you haven't got your pupils' attention. Keep a list of tried and tested games, worksheets and ideas for use in these situations. If you're a new teacher, don't be afraid to ask more experienced teachers for ideas.

## OBJECTIVES

- To learn the sounds /v/, /f/ and /dʒ/
- To differentiate between the sounds /v/, /f/ and /dʒ/
- To learn words that begin with the sounds /v/, /f/ and /dʒ/

## Materials

Pupil's Book Page 105  
Audio Tracks 3:39–3:41  
Pictures of words and/or objects beginning with sounds from this and previous units  
Green, red and blue pencils for each pupil  
Pupils' pictures or items beginning with the sounds /v/, /f/ and /dʒ/

## Activity Book

Page 85  
Answers on page 282

### Audio Track 3:39

- 1
- |                 |      |
|-----------------|------|
| /v/ /v/ /v/ /v/ | van  |
| /v/ /v/ /v/ /v/ | vase |
| /v/ /v/ /v/ /v/ | vest |
- 2
- |                 |      |
|-----------------|------|
| /f/ /f/ /f/ /f/ | fox  |
| /f/ /f/ /f/ /f/ | face |
| /f/ /f/ /f/ /f/ | fur  |
- 3
- |                     |      |
|---------------------|------|
| /dʒ/ /dʒ/ /dʒ/ /dʒ/ | jar  |
| /dʒ/ /dʒ/ /dʒ/ /dʒ/ | jam  |
| /dʒ/ /dʒ/ /dʒ/ /dʒ/ | jump |

### Audio Track 3:40

Jar. Circle in blue.  
Van. Circle in green.  
Fox. Circle in red.  
Face. Circle in red.  
Jam. Circle in blue.  
Vase. Circle in green.  
Jump. What colour?  
Fur. What colour?  
Vest. What colour?

### Audio Track 3:41

- 1 A vase, a vest, a van.  
A vase, a vest, a van.  
A vase and a vest and a van, van, van.
- 2 A fox, a face, fur.  
A fox, a face, fur.  
A fox's face is fur, fur, fur.
- 3 Jump, jump, jar of jam.  
Jump, jump, jar of jam.  
Jump in the jar of jam.

## Warm up

- Show pupils a picture with a word that begins with one of the previously learnt sounds (*corn*). Ask pupils to say another word with the same initial sound (*cat*). Do the same with other words beginning with the sounds from previous units.
- Introduce the new sounds /v/, /f/ and /dʒ/. Ask pupils to say words they know beginning with these sounds (*van, family, jump*, etc.). Show the Phonics Poster to give pupils some ideas.

## Using Page 105

### 18 3:39 Listen, find and say.

Explain the lesson objective – pupils will learn to say the sounds /v/, /f/ and /dʒ/ and learn words that begin with these sounds.

- Point to the pictures on the page and say each of the words stressing the /v/, /f/ and /dʒ/ sounds. Pupils repeat the words several times.
- Play Audio Track 3:39. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 3:40 Listen and circle.

- Check pupils have a green, red and blue pencil each. Play Audio Track 3:40. Pupils listen and circle words beginning with /v/ in green, words beginning with /f/ in red and words beginning with /dʒ/ in blue.
- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (*Answers: blue – jar, jam, jump; green – van, vase, vest; red – fox, face, fur*)

Check that pupils are circling the pictures with the correct colours.

Ask what colour pupils used to circle the jump, fur and vest. Show the correct coloured pencil if necessary.

Pupils find objects in the classroom or bring some items or pictures from home beginning with the sounds /v/, /f/ and /dʒ/. Put them on a table and ask pupils to put them into groups according to the sound they begin with.

### 20 3:41 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each one. Play Audio Track 3:41. Pupils write the correct number in the box below each picture. (*Answers: 1b, 2c, 3a*)
- Play Audio Track 3:41 again and pupils join in with the chant.

## Activity Book Page 85

### 9 Find and colour. Say.

- Pupils colour the pictures that start with the same sound in the same colour.

## Application and Practice Activity

- Say a sound from this unit. Now say words that begin or don't begin with the sound. Pupils clap when they hear a word beginning with the sound. Continue with the other sounds from this unit and from previous units if you have time.

## TEACHING TIP

When pupils ask a question that seems unrelated to your lesson plan, take the time to answer the question. This kind of incidental teaching (which follows pupils own interests and lines of enquiry) can be very useful. Questions that pupils might ask in relation to phonics are: Why are sounds different in English? Why is English difficult to pronounce? Why do I have to pronounce things properly? How are these sounds written? If you don't know the answer, simply tell your pupils you'll find out and get back to them.

## Warm up

- Stick the Rooms in the House flashcards around the classroom. Give the Family flashcards to different pupils. The pupils decide which room they want to be in and stand below the appropriate flashcard. Ask *Where's (dad)?* Pupils answer (*Dad's in the (living room).*)

## Using Page 106

### 21 3:42 Listen and find.

**INVOLVE** Explain the lesson objective – pupils will review the key vocabulary of the unit and talk about where family members are in the house.

- In pairs, pupils identify as many of the pictures as possible.
- Play Audio Track 3:42. Pupils listen and point to the pictures as they're described.

**MONITOR** Check that pupils are pointing to the correct items.

**ASSIST** Move pupils' fingers to point to the correct items as they listen.

**CHALLENGE** Pupils play a game in pairs. Pupil A covers one of the pictures with a small piece of paper. Pupil B tries to guess which picture is covered. He/She says *Liam's in the living room*. Pupil A answers *Yes* or *No*.

### 22 Play. Draw × or o.

- Pupils play a game of noughts and crosses in pairs. Pupils decide who will be noughts and who will be crosses. Pupil A decides where he/she would like to write a nought or a cross. He/she then says a sentence that fits the picture in that square: *It's plastic, Grandma's in the hall*, etc. He/she draws a nought or a cross in the square if the sentence is correct. The winner is the first to get three noughts or three crosses in a horizontal, vertical or diagonal row.

## Activity Book Page 86

### 10 Complete and draw. Say.

- Pupils complete the pictures by tracing the people in the rooms and saying (*Dad's in the (bathroom)*). One room is an empty one for students to draw themselves in.

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page 104 of their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker (*I'm in the bathroom*). They then stick the stickers in the correct places in the Picture Dictionary.

**MONITOR** Check that pupils are saying relevant sentences and sticking the stickers in the correct places.

**ASSIST** Point to a sticker and then the relevant position in the Picture Dictionary.

- Pupils open the Pupil's Books at page 96. Draw a small picture of a person (this could represent a family member or one of your pupils). Put your person in one of the rooms on the page but keep it secret. Pupils guess where you put your drawing. They say (*Mum's in the (garage)*). The pupils continue the game in pairs.

## OUTCOMES

Pupils can identify and name the key rooms in the house.

Pupils can say where people are in the house.

Pupils can talk about the materials that houses and other objects are made from.

## Materials

Pupil's Book Page 106  
Flashcards (Rooms in the House)

Flashcards (Family Audio Track 3:42)

Small piece of paper for each pupil for guessing game

Small piece of paper for each pupil for Application and Practice Activity

## Activity Book

Page 86

Answers on page 282

Sticker Picture Dictionary, page 104

## Audio Track 3:42

He's in the garden.

He's in the living room.

He's in the garage.

She's in the bedroom.

It's cloth.

It's plastic.

She's in the hall.

She's in the kitchen.

It's wood.

## TEACHING TIP

Consistency is very important in helping to create a positive learning environment. Your pupils are more likely to succeed if they feel secure with classroom routines, rules and procedures. Pupils can easily adapt to different teachers that come into their classroom whether they are strict or easy-going. What they don't like is a teacher whose routines, rules and procedures are constantly changing. Make a classroom-rules chart and teach the pupils some of the rules in English.

## OUTCOMES

Pupils can say the rooms in the house.

Pupils can say where family members are in the house.

Pupils can say what materials things are made of.

Pupils can talk about safe and dangerous situations in the home.

## Materials

Pupil's Book Page 107  
Flashcards (Rooms of the House)  
Audio Tracks 3:43–3:44  
Blank paper for each pupil to draw their dream house

## Activity Book

Page 87  
Audio script on page 276  
Answers on page 282

## Audio Track 3:43

- 1 It's glass.
- 2 It's wood.
- 3 It's plastic
- 4 It's stone.

## Audio Track 3:44

- 1 Where's Mum?  
She's in the bathroom.
- 2 Where's Dad?  
He's in the living room.
- 3 Where's Grandma?  
She's in the bedroom.
- 4 Where are you, Tim?  
I'm in the kitchen.

## TEACHING TIP

Always have high expectations of your pupils otherwise they may sense your lack of belief in them and underperform. An effective way to raise performance is by setting challenging but realistic goals. These could be as simple as learning to use key vocabulary in a sentence or memorising the unit song. Be sure pupils are aware of your goals at all times. In fact, why not create these goals together with your class?

## Warm up

- Ask pupils, in L1, what they enjoyed most about this unit, what they found most difficult and what they found easy. Play one of the games from a previous lesson to revise the vocabulary and structures.
- Ask pupils if they can remember the actions they came up with to go with the song from this unit. Play the song (Audio Track 3:28). Pupils listen, perform the actions and sing along.

## Using Page 107

### 23 3:43 Listen and number.

INVOLVE

Explain the lesson objective – pupils will review the content words from the unit and talk about where family members are in the house.

- Play Audio Track 3:43. Pupils listen and number the photos according to the recording. Play the recording again and pupils check their answers in pairs. (Answers: 1c, 2a, 3b, 4d)

CHALLENGE

Show pictures you brought to class of objects made from the materials learned in this unit or hold up things you find in the classroom. Say a true or false sentence about each object: *It's plastic/cloth/wood/glass/stone*. Pupils clap if the sentence is true or stamp their feet if it's false. They correct the false sentences.

### 24 3:44 Listen and draw.

- Play Audio Track 3:44. Pupils listen to the recording and draw the people in the correct rooms of the house.

## Can

- Pupils tick the boxes if they can say the words or structures represented by the pictures.
- Show the Rooms in the House flashcards. Pupils say a sentence for each (*Grandad's in the kitchen*). They tick the first box if they can name all the rooms and say a sentence about each one.
- Point to the photos at the top of the page one by one. Pupils say what each house is made of using *It's (plastic)*. They tick the second box if they can do this well.
- Pupils look at the pictures of safe and dangerous situations on page 104 of the Pupil's Book. They say *It's safe* or *It's dangerous* for each situation. Pupils tick the third box if they feel they can do this correctly.

## Activity Book Page 87

### 11 3:45 Listen and ✓.

- Play Audio Track 3:45. Pupils listen and circle the correct photo in each pair according to the recording.

## Application and Practice Activity

- Pupils draw a picture of their 'dream house'. They draw as many rooms as they like and decorate them in any way they wish. They draw their family members or friends in each room. Pupils share their drawings with the class and describe it: *This is my house. It's wood. This is the living room. Dad's in the living room, etc.*

# unit 9

# A fish can swim!

## Objectives

### Vocabulary

Animals and their actions

### Grammar

To talk about animals and what they can and can't do using A (*monkey*) can (*climb*), A (*hippo*) can't (*fly*).

### Content Connections: Science

To identify and describe animals in their natural habitats using A (*monkey*) lives in a (*tree*).

### Sounds

To identify and say the sounds /kw/, /w/ and /ks/

### Values

To learn the value of respecting animals

### Project

To draw a habitat for an animal

## Key Vocabulary

Animals	Actions	Content Words	Expressions
bear	climb	cave	Don't feed the animals.
crocodile	fly	hole	Don't climb the fence.
elephant	jump	river	Don't throw the rubbish.
hippo	run	tree	Don't touch the animals.
lion	swim	bat	
monkey	swing	fish	
parrot	walk	rabbit	
snake			

## Materials

### Pupil's Book, Unit 9

- Pages 108–119
- Pupil's Book Audio CD, Tracks 3:46–3:65

### Activity Book, Unit 9

- Pages 88–97
- Activity Book Audio CD, Tracks 3:48–3:66
- Sticker Picture Dictionary, page 104

### Assessment Package

- Practice Test unit 9
- Review Test units 7–9
- Speaking Assessment prompts

### Additional Materials

- Flashcards (Animals)
- Flashcards (Actions)
- Phonics Poster
- Video Unit 9 (eText for teacher)
- Pictures of animals not from this unit (tiger, lizard, rhino, etc.)
- Pictures of cheetahs, flying squirrels, and snakes that can swim
- A beanbag or a crumpled up piece of paper
- Paper
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with /w/ and /kw/ sounds and containing the /ks/ sound
- Flashcards from previous units
- Pictures of cartoon animals

### Checkpoint Units 7–9

## Unit Opener Activities

### Family Connection

Pupils talk with their families about a trip they've taken to a zoo or safari park. They talk about the animals they saw on the visit and where the animals live when they are in the wild. Encourage pupils to look at any photos from the trip with their families. They then draw a picture of some of the animals they saw at the zoo and bring it to class to share with their classmates. If your pupils haven't been to the zoo, then they could look at photos or videos of zoos on the internet with their families and draw a picture of the animals they see.

### eText Activity

- Interactive Pupil's Book Activities for unit 9
- Class Audio and Audio Scripts
- Unit 9 Flashcards
- CLIL Video and integrated questions for unit 9
- Posters
- Teacher's Resources
- Practice Test unit 9
- Practice Test Audio and Audio Scripts for unit 9
- Unit 9 Speaking Assessment Prompts
- Unit 9 Practice Test Teacher's Notes and Answer Key
- Review Test units 7–9

## Warm up

- Give pupils a few minutes to look through the new unit. Ask what they think they will learn about (*animals and their actions*).
- Play a game of charades. Choose several of the flashcards from previous units and put them in a pile. Pupils take it in turns to choose a flashcard and act it out for the class. Pupil guess by using *Is it a (car)?*

## Using Page 108

### 1 3:46 Listen, look and say.

**INVOLVE** | Explain the lesson objective – pupils will learn the key animal words.

- Point to the photos on the page. Explain that these are animals that you can find in a zoo. Teach the word *zoo* and ask how many pupils have visited a zoo before and which animals they saw there. Show the Animals flashcards one by one and say the word for each several times. Pupils repeat.
- In pairs, pupils look at the photos and talk about which of these animals they like. They say *I like (bears)*.
- Play Audio Track 3:46. Pupils listen and look at each photo as it is mentioned.

**MONITOR** | Walk round the classroom and point to an animal photo in the book. Pupils say the correct animal.

**ASSIST** | Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

### 2 3:47 Listen and find.

- Play Audio Track 3:47. Pupils listen and find the photos of the animals mentioned.

**MONITOR** | Check that pupils are pointing to the correct photos.

### 3 Play a game.

- Describe an animal. Say *It's black. It's got four legs. Pupils say the animal. (It's a bear.)* Pupils continue in pairs or groups.

## Activity Book Page 88

### 1 3:48 Listen and follow.

- Play Audio Track 3:48. Pupils listen and draw lines along the paths to connect the animals in the order they are mentioned in the recording.

### 2 Count, draw and say.

- Pupils connect the dots to form an animal, counting as they do so. They then colour the animal any colour they wish. Pupils then say the name and colour of the animal. (*It's a red parrot.*)

## Application and Practice Activity

- Stick the Animals flashcards on the board. Ask pupils to close their eyes. Remove two of the flashcards. Pupils open their eyes and say which ones are missing (*a snake and a hippo*). Try taking away three cards, then alternating the number of cards you remove.

## TEACHING TIP

Brainstorming is a great activity to start a lesson with. It gets pupils to start thinking about the subject you're teaching whether initially in L1 or in English. Have pupils brainstorm animal words they know in English in groups. Make it more challenging and ask them to brainstorm animals with four legs or animals that are brown. Try brainstorming at the end of a lesson as well to give pupils a chance to remember all they learned that day. Have them think of all the animals they learned in the lesson. For future lessons, ask them to brainstorm four animals that can swim, climb, etc.

## OBJECTIVES

To identify and classify the key animal words

To play a guessing game in pairs

## Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake

## Materials

Pupil's Book Page 108  
Flashcards: Animals  
Audio Tracks 3:46–3:47

## Activity Book

Page 88  
Audio script on page 277  
Answers on page 282

## Audio Track 3:46

- 1 monkey
- 2 bear
- 3 hippo
- 4 snake
- 5 elephant
- 6 parrot
- 7 lion
- 8 crocodile

## Audio Track 3:47

bear  
parrot  
crocodile  
lion  
monkey  
elephant  
snake  
hippo



## OBJECTIVES

To identify and say the key animal words and talk about their abilities

To sing a song about animals and their abilities

## Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake

Actions: climb, fly, jump, run, swim, swing, walk

## 21st Century Skill

Critical Thinking

## Materials

Pupil's Book Page 109

Flashcards (Animals)

Flashcards (from this and previous units showing actions)

Audio Tracks 3:49–3:50

Pictures of animals not from this unit (tiger, lizard, rhino, etc.)

## Activity Book

Page 89

Audio script on page 277

Answers on page 282

## Audio Track 3:49

A monkey can climb.

How about you?

A monkey can climb.

I can climb, too!

A crocodile can swim.

How about you?

A crocodile can swim.

I can swim, too!

A lion can run.

How about you?

A lion can run.

I can run, too!

A parrot can fly.

How about you?

A parrot can fly.

I can't fly!

## Audio Track 3:50

1 It's got a big head and it's got four legs. It's yellow. It can run.

2 It's got a red head. It's got two short legs. It can fly.

3 It's green and brown. It's got four short legs. It can swim.

4 It's got long arms and long legs. It can climb.

## Warm up

- Invite eight pupils to the front of the class. Give them each an Animals flashcard. Say the animals in a specific order. Be sure to note down or memorise the order. Pupils remember the order and arrange themselves accordingly. They say *It's a bear, It's a crocodile*, etc.

## Using Page 109

### 4 3:49 Listen and sing. What's missing?

**INVOLVE** Explain the lesson objective – pupils will learn to identify and talk about animals and their abilities through a song.

- Teach the two new actions from the song (*swim* and *fly*) and revise *climb* and *run*. Mime each action and/or show the Actions flashcards and say *I can (climb)*. Pupils repeat the sentences while doing the actions.
- Play Audio Track 3:49. Pupils listen to the song and decide which of the animals shown in the picture is missing from the song. (*Answer: Bear is the missing animal*)
- Play the recording again and pupils sing along.

**CHALLENGE** Mime one of the actions from the song (*swim*) and pupils say the word. Pupils then repeat a sentence from the song using that word (*A crocodile can swim*). They could even sing the sentence if they can.

### 5 3:50 Listen and number. Say.

- Play Audio Track 3:50. Pupils listen and number the pictures of the animals as they hear them. In pairs, they then point to the pictures in turn and say a sentence about each animal. (*It's got a big head.*) (*Answers: 1 lion, 2 parrot, 3 crocodile, 4 monkey*)

## BIG CENTURY Skill: Critical Thinking

### What can it do?

- Pupils find out about what the animals in the pictures can and can't do. They can brainstorm one in the class and then find out about the other two for homework.

## Activity Book Page 89

### 3 3:51 Listen and number in order. Sing.

- Play Audio Track 3:51. Pupils listen to the song and number the animals in the order they hear them mentioned in the song. Play the recording again and pupils sing along.

## BIG CENTURY Skill: Critical Thinking

### Look and draw. Say.

- Pupils look at the icon below each box and use critical thinking skills to decide on an animal that can do the action represented by the icon. They draw that animal in the box provided.

## Application and Practice Activity

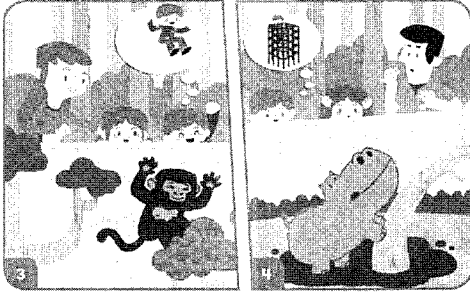
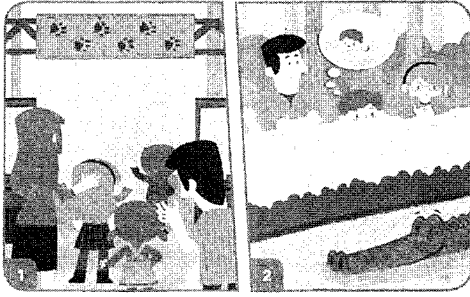
- Bring pictures to class of animals other than those from this unit. Stick the pictures on the board and write a number below each one. Describe one of the animals and pupils say the number below the picture. Invite pupils to describe the other animals. Teach the animal names if you wish.

## TEACHING TIP

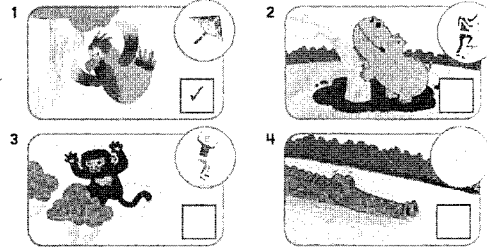
If your lesson is becoming a little monotonous, try making things a bit more exciting. Do this by putting a time limit on activities. Try a team game and award points for correct answers. You can easily do this with any activity by dividing the class in half and saying the first person to finish the activity wins a point for his/her team.

## Story

6 Listen and follow. Where's Lidya?



7 Look and ✓ or X. Say.



110 Unit 9

story Unit 9 111

### Warm up

- Ask pupils to remember what happened in the story from Unit 8. (*Liam was looking everywhere in the house for Lidya but he couldn't find her. He asked his family members but everyone said to ask somebody else until Grandma told him where she was. He finally found her in the bedroom listening to music with his headphones!*)
- Show pupils the story for Unit 9. Ask pupils which animal they can see in Frame 2 of the story (*a crocodile*). Which animals can they see in Frame 3? (*monkeys*) Continue with the other frames. Now say *Monkeys can climb*. Pupils clap as the sentence is correct. Then say *Hippos can fly*. Pupils stamp their feet as the sentence is incorrect. Correct the incorrect sentences *Hippos can't fly!* Pupils repeat the sentences after you.

### Using Pages 110–111

6 3:52 Listen and follow. Where's Lidya?

INVOLVE

Explain the lesson objective – pupils will learn to talk about animals and their abilities. They will listen to and answer questions about a story.

- Give pupils a few minutes to look at the frames of the story in their book. Point to the thought bubbles and ask pupils, in L1, what they think Liam is saying in Frames 2, 3 and 4. (*I can swim. I can jump. I can climb.*) Now point to Frame 6 and ask what Liam is saying. (*I can't fly!*)
- Explain, in L1, that in the story, Lidya and Liam are at the zoo with their family. Liam looks at the animals and says what each can and can't do. He boasts that he can do anything, even things the animals can't do. Then he realises the one thing he can't do is fly.
- Play Audio Track 3:52. Pupils listen to the story and follow the picture frames in their books.

MONITOR

Check that pupils are following the correct frames as they are listening. Pause the story and ask pupils to show the frame.

ASSIST

Play the recording again. Pupils follow in their books as they listen. Pause the recording and pupils repeat the sentences. You may wish to give roles to different groups of pupils. They repeat the sentences said by that person only.

CHALLENGE

Ask pupils questions, in English (and L1 if necessary), about the story to check comprehension. Where are Lidya and Liam? (*at the zoo*) Which animal can swim? (*the crocodile*) Which animals can jump? (*the monkeys*) Which animal can't climb? (*the hippo*) Which animal can fly? (*the parrot*) Can Liam fly? (*No, he can't.*)

### Century Skill: Information Literacy

- Show the pupils some pictures of animals that are particularly good at the actions from this unit. Some examples are cheetah (*good at running*), water moccasin (*or other snake that can swim*), flying squirrels, geckos (*good at climbing*). Stick pictures of these animals on the board, point to each one and teach the name of the animal. Pupils then say its special ability. (*A cheetah can run. A snake can swim. A squirrel can fly, etc.*)
  - Pupils research an incredible animal using the internet in class or at home with their parents' help. They bring in a picture of the animal. They share it with the class, describe the animal and say the ability of that animal.
- 7 Look and ✓ or ✗. Say.**
- Pupils look at the pictures and tick or cross the boxes according to whether the animal and Liam can or can't do the activity. Pupils look at the action icon and tick or cross the box on the right for the animal and tick or cross icon in the circle for Liam. (*Answers: 1 Animal - ✓, Liam - ✗; 2 Animal - ✗, Liam - ✓; 3 Animal - ✓, Liam - ✓; 4 Animal - ✓, Liam - ✓*)

### Activity Book page 90

- 4 Match and say.**
- Pupils look at the pictures of Liam doing different actions and match them to the animals that can or can't do the same action. They then say *Liam can swim. Crocodiles can swim. Liam can't fly. Parrots can fly, etc.*

### Application and Practice Activity

- Draw a large chart on the board. Draw symbols for five actions in a row at the top of your chart. Stick the Animals flashcards down the left side of the chart. Call on pupils to create sentences about the animals. They say (*Hippos can (walk)*). The rest of the class says *Yes, hippos can walk*. Write a tick in the appropriate square on your chart. Call on a different pupil to say (*Hippos can (fly)*). Pupils say *No, hippos can't fly*. Write a cross in the appropriate square. Continue until your chart is complete. Pupils then make up sentences in pairs based on the chart.

### TEACHING TIP

There are many different ways to get your class engaged with the story. Initially, ask true or false questions as you go through the story to check comprehension. After pupils are familiar with the storyline, they could then act out the story giving them a chance to use language in chunks. Pupils could change the story in some way. They could simply change the ending or change one or more of the scenes within the story. They might also find it interesting to reorder the scenes of the story. Does the story still make sense? What would you need to change in the story for it to work?

### OBJECTIVES

To identify and say the key animal words and talk about their abilities

To consolidate the unit language in a story

### Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake  
Actions: climb, fly, jump, run, swim, swing, walk

### 21st Century Skill

Information Literacy

### Materials

Pupil's Book Pages 110–111  
Flashcards (Animals)  
Audio Track 3:52  
Pictures of animals with special abilities

### Activity Book

Page 90  
Answers on page 282

### Story Summary

Lidya and Liam are at the zoo with their family. They look at the animals and say what each can and can't do. Liam boasts that he can do anything, even things the animals can't do. Then he realises the one thing he can't do is fly.

### Audio Track 3:52

Frame 1  
Lidya: I like the zoo!  
Liam: I like animals!  
Frame 2  
Liam: Look! A crocodile! I like crocodiles!  
Joy: A crocodile can swim.  
Liam: I can swim, too!  
Frame 3  
Lidya: Look, Mum! A monkey! I like monkeys!  
Mum: A monkey can jump.  
Liam: And I can jump!  
Frame 4  
Lidya: Look, Dad! A hippo! I like hippos!  
Dad: A hippo can't climb.  
Liam: But I can!  
Frame 5  
Lidya: Look Mum! A parrot! I like parrots!  
Mum: A parrot can fly!  
Liam: Hmmm  
Frame 6  
Liam: Oh! I can't fly!

## Warm up

- Invite a pupil to the front to mime an action verb they have learned so far (*swim*). Pupils say the action (*I can swim*). The actions can include *ride, slide, hop, stand up, sit down, open/close your book*, etc. Pupils continue in small groups or pairs.

## Using Page 112

### 8 3:53 Listen. Help Lidya and Liam.

**INVOLVE** Explain the lesson objective – pupils will practise asking and answering questions about what animals can and can't do.

- Give pupils a few minutes to look at Lidya and Liam's photo album showing pictures of different animals. In pairs, pupils say which animals they can see. Also look at the thought bubbles to revise the actions *jump* and *swim*.
- Play Audio Track 3:53. Pupils listen, repeat and find the images of the correct animals. When there are pauses in the audio, stop the audio and have the pupils say the rest of the exchange themselves. They then listen and check that they have completed the sentences correctly.
- Pupils work in pairs to take the roles of Lidya and Liam. They take turns saying what the animals can or can't do and what they can and can't do, using the artwork as a prompt.

### 9 3:54 Circle ✓ or ✗. Listen and check.

- Pupils look at the action icons and decide which actions a monkey can do. They circle the tick or the cross next to each icon according to what they decide. Play Audio Track 3:54 so pupils can check their answers. (Answers: 1 ✓, 2 ✓, 3 ✓, 4 ✗)

**CHALLENGE**

Divide the board into three columns. Stick some of the flashcards showing actions down the left side of the chart. Stick two Animals flashcards (e.g. crocodile and parrot) at the top of the second column. Draw a stick figure representing a child at the top of the third column. Pupils come to the board and say sentences. (*A crocodile can swim. I can swim.*) They write a tick next to the swim flashcard under the crocodile. They also write a tick under the stick figure. They then say *A crocodile can't fly. I can't fly.* They now write a cross below the crocodile and a cross below the stick figure. Continue with the other actions.

## Activity Book Page 91

### 5 3:55 Look and ✓ or ✗. Listen and check.

- Pupils look and decide if the animal can or can't do the action shown and then write a tick or a cross. Play Audio Track 3:55. They then listen and check their answers.

## Application and Practice Activity

- If possible ask pupils to stand in a large circle, otherwise pupils stand next to their tables. Use a beanbag or take a piece of paper and scrunch it up to make a ball. Throw the ball to a pupil. He/She catches it and says a sentence from this lesson (*I can jump*). The rest of the class does the action. He/She then throws the ball to a pupil of his/her choice who continues the activity.

## OBJECTIVES

To talk about animals and what they can and can't do using *can/can't*.

### Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake  
Actions: climb, fly, jump, run, swim, swing, walk

### Materials

Pupil's Book Page 112  
Flashcards (Animals)  
Audio Tracks 3:53–3:54  
A beanbag or a crumpled up piece of paper

### Activity Book

Page 91  
Audio script on page 277  
Answers on page 282

### Audio Track 3:53

1  
Liam: A crocodile can swim.  
Lidya: I can swim.  
2  
Lidya: A snake can't jump.  
Liam: I can jump.  
3  
Lidya: A parrot can fly.  
Liam: I can't fly.  
4  
Liam: A lion can run.  
Lidya: I can run.

### Audio Track 3:54

1 Yes. A monkey can run.  
2 Yes. A monkey can swim.  
3 Yes. A monkey can climb.  
4 No. A monkey can't fly.

## TEACHING TIP

Personalisation of activities helps in keeping your pupils motivated. Ask pupils to talk about their own personal experiences relating to the topic, for example their own trip to a zoo, farm or safari park. Ask what their favourite animals are and which animal they would like to be. Relating the lesson to the individual child makes pupils more enthusiastic about learning and helps them to internalise language more effectively.

## OBJECTIVES

To talk about animals and their abilities using (Elephants) can/can't...

### Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake  
Actions: climb, fly, jump, run, swim, swing, walk

### Materials

Pupil's Book Page 113  
Flashcards (Animals)  
Audio Track 3:56  
Blank paper for each pupil to draw his/her favourite animal

### Activity Book

Page 92  
Audio script on page 277  
Answers on page 282

### Audio Track 3:56

Girl: It's got short legs.  
It's brown. It can't fly.

Boy: Is it an elephant?

Girl: No. It can swim.

Boy: Is it a bear?

Girl: Yes!

## TEACHING TIP

Teaching tongue twisters is a fun and easy way to help with pronunciation in the target language. Most tongue twisters contain words beginning with the same initial sound. Try these: Polly Peters pet's her parrot Petey! Billy blows big blue bubbles. She swings on the swings! Try creating your own tongue twisters based on the sounds pupils find most difficult.

## Warm up

- Play the unit song (Audio Track 3:49). Pupils sing along and mime the actions as they hear them.
- Stick several Animals flashcards on the board. Describe one of the animals in detail. Say *It's got a red head. It's got two legs. It's got two small eyes. It can fly. It can't swim. What is it?* Pupils say the name of the animal. (*It's a parrot!*) They continue in groups or pairs.

## Using Page 113

### 10 3:56 Listen and play.

- Ask pupils which animals they can see in the photos. Say an animal and they point to it on the page. Pupils then play a game in pairs. Pupil A chooses an animal from the pictures and gives clues to Pupil B: *It's got (big ears). It can (run). It can't (fly).* Pupil B guesses the animal. (*It's an elephant.*)
- Play Audio Track 3:56 before pupils begin playing to give them an example of the language they'll need to play the game.

MONITOR | Check that pupils are using *can* and *can't* properly.

ASSIST | Model the activity with a strong pupil for those who may not understand how to play the game correctly.

### 11 Draw and say.

- Pupils draw themselves doing something they can do in the first box. They then draw themselves doing something they can't do in the second box. They describe their drawings to a friend using *I can (swim). I can't (fly).*

## Activity Book Page 92

### 6 3:57 Listen and circle.

- Pupils listen to Audio Track 3:57 and circle the animals described in the recording.

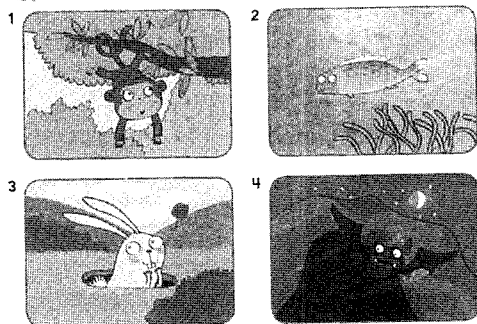
### 7 Look and ✓ or X for you. Say.

- Pupils look at the action icons and tick or cross each box according to their own ability. They then say *I can walk. I can't swim*, etc.

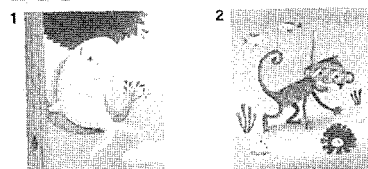
## Application and Practice Activity

- Give each pupil a blank sheet of paper. Each pupil draws a picture of his/her favourite animal. Pupils fold their paper in half when they're finished so no one can see which animal they drew. On the back of their drawing, pupils draw a small chart with three boxes in which they will write ticks. They walk around the classroom and describe their animal to their classmates. They write a tick on their chart when someone guesses their animal correctly. Pupils sit down when they complete their chart with three ticks. Incorrect guesses don't receive a tick and each pupil can only guess once for each animal described to them.

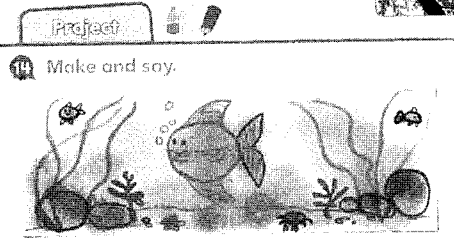
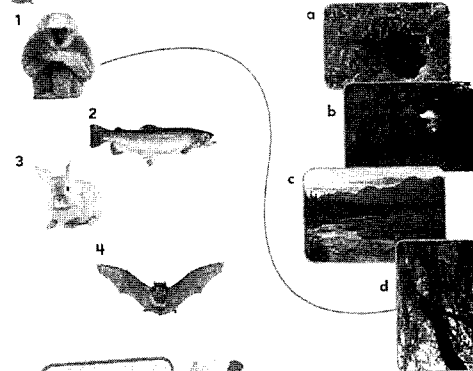
12 Listen, look and say.



**THINK BIG** What's wrong?



13 Look and match. Say.



**Warm up**

- Stick the Animals flashcards on the board. Pupils draw four of these animals on a blank sheet of paper. Describe an animal. Say *It's got four legs. It's yellow. It can run.* Pupils say the name of the animal (*a lion*). They put a tick next to the lion if they drew one. The first pupil to tick all four of his/her animals wins.

**Using Pages 114–115**

12 3:58 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn to talk about animals in their natural habitats.

- Ask pupils, in L1, where they live (*in a house*). Explain that a house provides shelter for us and a place for us to sleep. Explain that animals also need a place to shelter and sleep. We call these places habitats. Teach the words *tree*, *river*, *hole* and *cave* by drawing pictures on the board. Say the words several times and pupils repeat. Ask pupils to say which animals live in each of these habitats and to say a sentence in English if they can. (*A monkey lives in a tree.*)
- Point to each of the pictures in turn and ask pupils to name the animal. Give pupils the words *bat*, *fish* and *rabbit* if necessary.
- Play Audio Track 3:58. Pupils listen and point to the pictures of the animals in their natural habitats. Play the recording again pausing after each sentence so pupils can repeat.

MONITOR

Check that pupils are pointing to the correct animals.

ASSIST

Listen for correct pronunciation as pupils repeat the sentences.

CHALLENGE

Pupils describe one of the animals in their habitats to a partner. For example, Pupil A says *A monkey lives in a tree.* Pupil B says the number of the picture (*one*).

**THINK BIG** Century Skill: Critical Thinking

**What's wrong?**

- Ask pupils, in L1, why they think monkeys live in trees (*because it's safer for them high in the trees where dangerous animals like lions cannot reach them*). Ask if fish can live in a tree and ask why not?
- Pupils look at the pictures of animals in the wrong habitats. They use critical thinking skills to work out what is wrong. Pupils then say a correct sentence for each picture: *A fish lives in a river. A monkey lives in a tree.*

**13 Look and match. Say.**

- Pupils match each animal to its natural habitat. They then check their answers in pairs by taking turns to say sentences about each matched pair. They say (*A monkey lives in a tree.*). (Answers: 1d, 2c, 3a, 4b)

**MONITOR** Check that pupils are matching the animal to its correct habitat.

**ASSIST** Help pupils with the pronunciation of any words they find difficult.

**CHALLENGE** Say correct and incorrect sentences. Say *A fish lives in a cave*. Pupils clap when you say a correct sentence and stamp their feet when the sentence is incorrect. Pupils correct the incorrect sentences.

**Project** Century Skill: Creativity

**14 Make and say.**

- Ask pupils which animal's habitat they can see in the illustration. Encourage them to say a sentence about the illustration, e.g. *A fish lives in a river.*
- Pupils choose one of the habitats taught in this unit and create a home for an animal from the unit and draw the habitat. They then draw and cut out a suitable animal, colour it and stick it onto the habitat. They say (*A (bat) lives in a (cave)*). Display the projects around the classroom.

**MONITOR** Check that pupils are drawing the correct animal for their habitat.

**ASSIST** Help pupils with the language they need to describe their projects.

**CHALLENGE** Ask pupils which other animals from this unit live in a cave. They choose from the flashcards and stick them on the board (*a bear*). Now ask which live in a hole (*a snake*). Ask which live in a river or water (*a hippo and a crocodile*).

**Activity Book Page 93**

**8 Look and draw. Say.**

- Pupils look at the animals and draw them in the correct habitats. They then say *A rabbit lives in a hole, etc.*

**THINK BIG** Century Skill: Critical Thinking

**Look and ✓. Say.**

- Pupils use critical thinking skills to decide which animals live in trees. They tick the boxes next to the correct animals. They then say *Monkeys/Parrots live in trees.*

**Application and Practice Activity**

- Pupils each draw an animal in its natural habitat. In pairs or small groups, pupils take turns to describe their animal. They say, e.g. *It's small. It hasn't got legs. It can swim. It can't fly. It lives in a river. What is it? (It's a fish.)*

**OBJECTIVES**

To talk about animals in their natural habitats

**Content Words**

Animal Habitats: bat, cave, hole, river; bat, fish, rabbit

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake

Verb: lives in

**21st Century Skills**

Critical Thinking  
Creativity

**Materials**

Pupil's Book Pages 114–115  
Flashcards (Animals)  
Audio Track 3:58  
Blank paper for Bingo game  
Blank paper for drawing an animal (Project)

**Activity Book**

Page 93  
Answers on page 282

**Audio Track 3:58**

- 1 A monkey lives in a tree.
- 2 A fish lives in a river.
- 3 A rabbit lives in a hole.
- 4 A bat lives in a cave.

**TEACHING TIP**

Use your resources to the fullest! If you bring pictures to class to use to teach vocabulary, keep them on hand and think of other ways to use them. Even if you don't use them now, you may need them for a revision activity at the end of the unit, to teach another topic or even for another class the following year.

## Warm up

- Revise the playground rules from Unit 6. Turn back to Pupil's Book Page 78 to help them remember. Remind pupils of the meaning of the word *Don't* by moving your finger in a side-to-side motion. Mime the incorrect actions and pupils say the rules. (*Don't walk on the grass. Don't pick the flowers. Don't feed the birds. Don't throw rubbish.*)

## Using Page 116

### 15 3:59 Listen, look and say.

**INVOLVE** Explain the lesson objective – pupils will learn about respecting animals and rules to follow at a zoo.

- Talk with pupils, in L1, about animals being living creatures that have the right to be respected. Ask pupils if there are rules we need to follow when visiting a zoo. Give them a few minutes to brainstorm and report what these rules might be.
- Pupils look at the signs at the top of the page. Ask them what they think each of these signs mean. Accept all answers at this point.
- Play Audio Track 3:59. Pupils listen and repeat the sentences.

**MONITOR** Check that pupils are pointing to the correct picture for each rule.

**ASSIST** Pause the recording after each sentence to give pupils time to repeat.

### 16 Look and circle. Say the rule.

- In pairs, pupils look at a picture of a scene at a zoo and name the animals they can see. They find four things that people are doing wrong in the picture, circle each one and say the rule.
- For each example of a child breaking a rule, there is an example of a child behaving appropriately. Say the rules again and pupils point to the pictures of the children following the rules.

### 17 Act and say.

- Pupils work in pairs. Pupil A mimes an example of incorrect behaviour as shown in the picture from Activity 16. Pupil B guesses the rule. Pupil A then mimes the correct behaviour. They then swap roles.

**MONITOR** Check that pupils are saying the correct rules for each mime.

**ASSIST** Say the rules again and pupils repeat.

## Activity Book Page 94

### 9 Look and match. Say.

- Pupils look at the signs showing zoo rules and match them to the children behaving badly. They then say the rules. (*Don't climb the fence!*)

## Application and Practice Activity

### Century Skill: Initiative

Ask pupils to think of more rules to follow when visiting the zoo. Give them some time to brainstorm in groups. Each group creates a new sign to represent their rule. They share their rules with the class. Help pupils with any words they might not know and give them suggestions if they can't think of anything. (*Don't swim in the river. Don't eat the animal's food. Don't shout at the animals. Don't throw things at the animals.*)

## OBJECTIVES

To learn the value of respecting animals

To learn about respecting animals and some rules to follow at a zoo

## Materials

Pupil's Book Page 116  
Audio Track 3:59

## 21st Century Skill Initiative

## Activity Book

Page 94  
Answers on page 232

## Audio Track 3:59

- 1 Don't feed the animals
- 2 Don't climb the fence
- 3 Don't throw rubbish
- 4 Don't touch the animals

## TEACHING TIP

Always pay close attention to the amount of time you spend talking during a lesson. Keeping your lessons learner-focused is important to remember. If you feel you're doing most of the talking, try turning things around. Call on pupils to lead an activity or direct them into doing more pairwork and group work activities.



## OBJECTIVES

To learn the sounds /kw/, /w/ and /ks/

To differentiate between the sounds /kw/, /w/ and /ks/

To learn words that begin with /kw/ and /w/ and contain the /ks/ sound

## Materials

Pupil's Book Page 117  
Audio Tracks 3:60–3:62  
Pictures of words and/or objects beginning with sounds from this and previous units  
Green, red and blue pencils for each pupil  
Pupils' pictures or items beginning with /kw/ and /w/ sounds and containing the /ks/ sound

## Activity Book

Page 95  
Answers on page 282

## Audio Track 3:60

1  
/kw/ /kw/ /kw/ /kw/ queen  
/kw/ /kw/ /kw/ /kw/ quilt  
/kw/ /kw/ /kw/ /kw/ quick

2  
/w/ /w/ /w/ /w/ worm  
/w/ /w/ /w/ /w/ water  
/w/ /w/ /w/ /w/ wig

3  
/ks/ /ks/ /ks/ /ks/ ox  
/ks/ /ks/ /ks/ /ks/ box  
/ks/ /ks/ /ks/ /ks/ fix

## Audio Track 3:61

Wig. Circle in red.  
Box. Circle in blue.  
Quilt. Circle in green.  
Fix. Circle in blue.  
Worm. Circle in red.  
Queen. Circle in green.  
Water. What colour?  
Ox. What colour?  
Quick. What colour?

## Audio Track 3:62

1  
Quick, quick, quick!  
Quick, quick, quick!  
A queen and a quilt.  
Quick, quick, quick!  
2  
Ox, ox, ox.  
Box, box, box.  
An ox fixes a box.  
3  
Worm, worm, worm.  
Wig, wig, wig.  
A worm in a wig in water.

## Warm up

- Show pupils a picture with a word that begins with one of the previously learned sounds (*fox*). Ask pupils to say another word with the same initial sound (*fur*). Do the same with other words beginning with the sounds from previous units.
- Explain that pupils will learn words beginning with the sounds /kw/ and /w/ and containing the sound /ks/. Ask pupils to say words they know beginning with the /w/ sound (*water, white, etc.*) Show the Phonics Poster to give pupils some ideas.

## Using Page 117

### 18 3:60 Listen, find and say.

INVOLVE

Explain the lesson objective – pupils will learn to say the sounds /kw/, /w/ and /ks/ and learn words with these sounds.

- Point to the pictures on the page and say each of the words stressing the /kw/, /w/ and /ks/ sounds. Pupils repeat the words several times.
- Play Audio Track 3:60. Pupils listen and find the correct pictures as they are mentioned. When they find the correct picture, they say the word.

### 19 3:61 Listen and circle.

- Check pupils have a green, red and blue pencil each. Play Audio Track 3:61. Pupils listen and circle words beginning with /kw/ in green, words beginning with /w/ in red and words containing the /ks/ sound in blue.
- At the end of the recording, pupils will decide which colour the last three pictures will be circled in. (*Answers: green – quilt, queen, quick; red – wig, work, water; blue – box, fix, ox*)

MONITOR

Check that pupils are circling the pictures with the correct colours.

ASSIST

Ask what colour pupils used to circle the pictures of water, ox and quilt. Show the correct coloured pencil if necessary.

CHALLENGE

Pupils look through their books and find pictures of other words beginning with the /kw/ and /w/ sounds and containing the /ks/ sound. They may also find objects in the classroom. Bring items or pictures from home, put them on a table and pupils divide them into groups according to the sound they begin with.

### 20 3:62 Listen and number. Chant.

- Point to the three pictures at the bottom of the page. Pupils say what they can see in each picture. Play Audio Track 3:62. Pupils write the correct number in the box below each picture. (*Answers: 1b, 2c, 3a*)
- Play the recording again and pupils join in with the chant.

## Activity Book Page 95

### 10 Look and match. Say.

- Pupils draw lines between the pictures beginning with the same sound or containing the /ks/ sound.

## Application and Practice Activity

- Say a sound from this unit. Now say words that begin or don't begin with the sound. Pupils clap when they hear a word beginning with the sound. Continue with the other sounds from this unit and previous units if you have time.

## TEACHING TIP

Learning correct pronunciation is difficult for young children but as long as they are frequently exposed to models of accurate pronunciation, they will pick up the sounds in the end. Playing traditional songs, rhymes, stories, short cartoons or video clips featuring native speakers (in addition to the audio material from this course), will immerse them in the sounds of English as well as providing an insight into the English-speaking world.

## Warm up

- Stick flashcards on the board from several different units. Choose one of the flashcards but keep it secret. Pupils try to guess which one you chose by asking questions. They ask *Is it an (animal)? Is it (big)? Is it (yellow)?* When they think they know which flashcard it is, they say *Is it a (lion)?*

## Using Page 118

### 21 3:63 Listen and ✓ or X. Play.

INVOLVE

Explain the lesson objective – pupils will review the key animal words and talk about their abilities.

- Say sentences about the information in the table referring to the ticks and crosses. Say *She can climb. She can't fly.* Pupils find the child and point to him/her or say the number next to the child (*one*).
- Play Audio Track 3:63. Pupils listen and complete the table by writing in the missing ticks and crosses.

	climb	fly	swim	run
1	✓	X	X	✓
2	✓	X	✓	✓
3	X	X	✓	✓
4	✓	X	✓	X

MONITOR

Check pupils are ticking and crossing the correct boxes.

ASSIST

Point to any of the boxes that have a missing tick or cross. Read the audio script from the recording slowly and ask *Is it a tick or is it a cross?*

CHALLENGE

Pupils play a game in pairs. Pupil A says *I can climb and swim. I can't fly and I can't run.* Pupils find the child and point to him/her or say the number written next to the child (*four*).

## Activity Book Page 96

### 11 Look and ✓. Draw.

- Pupils look at the action icons with a circle around them (representing *can*) or a cross through them (representing *can't*). They then use the information to circle the animal that best fits the description. In the final square, pupils draw an animal that fits the description shown by the icons.

## Application and Practice Activity

- Pupils turn to the Sticker Picture Dictionary on page XX of their Activity Books. Say the words and encourage the pupils to find and point to the correct sticker in their books. They take turns to say a sentence about each sticker. (*A monkey can climb.*) They then stick the stickers in the correct places in the Picture Dictionary.

MONITOR

Check that pupils are saying relevant sentences and sticking the stickers in the correct places.

ASSIST

Point to a sticker and then the relevant position in the Picture Dictionary.

- Divide the class into two teams. Choose one of the actions from this unit and say a sentence. Say *I can/can't (climb).* Teams take it in turns to say an animal that can/can't (*climb*). They get one point for each correct answer. Continue with other actions from the unit. For an added challenge use sentences with animal descriptions such as *It's got four legs.*

## OUTCOMES

Pupils can talk about animals and their abilities.

## Materials

Pupil's Book Page 118  
Audio Track 3:63  
Flashcards from this and previous units

## Activity Book

Page 96  
Answers on page 252  
Sticker Picture Dictionary, pages 104

## Audio Track 3:63

- I can climb and run.  
I can't fly and I can't swim.
- I can climb, run and swim. I can't fly.
- I can't climb and I can't fly. I can run and swim.
- I can swim and climb. I can't run and I can't fly.

## TEACHING TIP

Keep on hand a selection of cards with time-filling ideas, games and tried and tested activities. These could include speaking activities like guessing games or craft ideas for creating strange animals (e.g. a lion's head, bear's legs and a parrot's body). Give pupils the opportunity to pick a card as a reward for a good day's work or if they finish an activity more quickly than the rest of the class. You could also write questions you plan to ask during the lesson on these cards.

## OUTCOMES

Pupils can talk about animals and their abilities.

Pupils can talk about animals in their natural habitats.

Pupils can say some rules about how to respect animals.

## Materials

Pupil's Book Page 119  
Flashcards (Animals)  
Audio Tracks 3:64–3:65  
Cartoon pictures of animals

## 21st Century Skill

Accountability

## Activity Book

Page 97  
Audio script on page 277  
Answers on page 283

## Audio Track 3:64

- 1 A hippo can run.
- 2 A snake can't run.
- 3 A lion can swim.
- 4 A crocodile can't fly.

## Audio Track 3:65

- 1 A monkey lives in a tree.
- 2 A bat lives in a cave.
- 3 A fish lives in a river.
- 4 A rabbit lives in a hole.

## TEACHING TIP

Group work is important in language learning because it encourages pupils to talk with each other in a more natural way. While pupils might like to be in a group with their best friends, it's good to mix the groups up a bit once in a while.

## Warm up

- Ask pupils, in L1, what they enjoyed most about this unit, what they found most difficult and what they found easy.
- Find cartoon pictures of animals on the internet. Display the pictures on the board. Pupils describe them. They say *It's green. It's got four short legs. It can swim.* Pupils choose the correct picture.

## Using Page 119

### 22 3:64 Listen and match.

INFORM Explain the lesson objective – pupils will identify animals and their abilities and evaluate their learning performance in this unit.

- Play Audio Track 3:64. Pupils listen and match the animal to the action it can or can't do according to what they hear in the recording. They then say sentences based on the photos and icons. (*A hippo can run.*)  
(Answers: 1d, 2b, 3c, 4a)

### 23 3:65 Listen and number.

- Pupils identify each of the animals and their habitats in the pictures. Play Audio Track 3:65. Pupils listen to the recording and number the pictures accordingly. (Answers: 1c, 2b, 3a, 4d)
- CHALLENGE Say a number (*two*) and pupils say the animal and where it lives (*A bat lives in a cave.*).

## Can

- Pupils tick the boxes if they can name the words or structures represented by the pictures.
- Show the Animals flashcards. Pupils say sentences about the animal using *It can swim. It's orange. It's got a small body. It's a fish.* They tick the first box if they can name the animal and say what it can and can't do.
- Call out the animals from the Content Connection lesson. Pupils say where each one lives (*A fish lives in a river.*). They tick the second box if they can do this well.
- Pupils look at the zoo rules on page 116 of the Pupil's Book. Mime the incorrect behaviour and pupils say the rule (e.g. *Don't climb the fence.*). Pupils tick the third box if they are able to say them correctly.

## 21st Century Skill: Accountability

Spend a few minutes talking about animal rights, in L1, with your class. Talk about animal rights in your country and how it is everyone's responsibility to treat animals well whether they're pets or wild animals. Teach pupils the phrase *Don't hurt animals* and make a class poster to advocate animal rights.

## Activity Book Page 97

### 12 3:66 Listen and ✓.

- Play Audio Track 3:66. Pupils listen to the recording and tick the photo that fits the description they hear.

## Application and Practice Activity

- Pupils create their own cartoon animal and describe it to the class. They say *It's green. It's got a long body and short legs. It's a crocodile!*

## Do I Know It?

### 1 Look and circle. Practise.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and structures from Units 7–9 and say how well they can use what they learned.

- Direct pupils' attention to the face icons below the photos at the top of the page. Pupils will complete the Checkpoint activities for each unit, then assess their own abilities by circling the face icon that they feel applies to those activities.

### 1 Weather and Clothes (pages 84–95)

- Pupils draw a picture of themselves wearing clothes for a specific type of weather. They describe their drawings to a partner, e.g. *It's sunny. I'm wearing shorts, sandals and a T-shirt.*

### 2 Rooms of the House (pages 96–107)

- A pupil chooses a Family flashcard and shares it with the class. They then mime actions that are commonly performed in a room of the house (e.g. cooking in the kitchen, brushing your teeth in the bathroom, reading in the living room, etc.). Pupils say the family member and guess the room using *Grandma's in the kitchen.* Repeat with other pupils and flashcards.

### 3 Animals (pages 108–119)

- Describe one of the animals from Unit 9. Say *It's small. It's got a red body. It can fly. It lives in a tree.* Pupils find a picture of the animal you describe in their Pupil's Books and say *It's a parrot!* Pupils continue the game in pairs.

## I Can Do It!

### 2 3:67 Listen and number.

- Play Audio Track 3:67. Pupils listen and number the pictures accordingly. (Answers: 1f, 2d, 3b, 4e, 5a, 6c)

MONITOR

Check that pupils are numbering the correct pictures.

ASSIST

Review the answers as a class. Repeat the sentences or play the recording again pausing after each sentence to give pupils time to answer.

## OBJECTIVES

To review vocabulary and structures from Units 7–9

To evaluate the pupils' learning and say how well they can use what they learned

### Materials

Pupil's Book Page 120  
Audio Track 3:67  
Paper for each pupil to draw a self-portrait

### Activity Book

Pages 98–99  
Audio script on page 277  
Answers on page 283

### Audio Track 3:67

- 1 An elephant can't fly.
- 2 It's sunny. I'm wearing sandals, shorts and a T-shirt.
- 3 I'm in the kitchen.
- 4 It's rainy. I'm wearing a coat and boots.
- 5 A fish can swim.
- 6 Grandad is in the garden.

## TEACHING TIP

### 21 Century Skill:

#### Self-Direction

Remind pupils that when assessing themselves there are no right or wrong answers. Emphasise the fact that they should circle the face that shows how they feel about their own learning and where they need to improve. Encourage pupils to be honest about this as it will help them to become more effective learners.

## OBJECTIVES

To review vocabulary and structures from Units 7–9

To evaluate their own learning and say how well they can use what they learned

### Materials

Pupil's Book Page 121  
Audio Track 3:69

### Activity Book

Pages 98–99  
Audio script on page 277  
Answers on page 283

### Audio Track 3:69

1

Woman: What are you wearing?

Boy 1: It's cloudy. I'm wearing shoes, trousers and a jumper.

2

Girl: Where's Dad?

Boy 2: He's in the bathroom.

3

Woman: Ben can run. He can't climb.

4

Girl 1: Grandad, where are you?

Grandad: I'm in the living room.

5

Woman: What's she wearing?

Man: It's snowy. She's wearing a coat, boots and a hat.

6

Girl 2: I can jump. I can't fly.

## TEACHING TIP

When reviewing language in the Checkpoints, encourage pupils to feel relaxed and enjoy the process. They should not see the activities as a test in the traditional sense but as an opportunity to have fun and demonstrate how much they have learned. Even if they feel that they cannot do some of the activities well, they can see this as a chance to improve and do better next time.

### 3 Go to page 127. Cut.

- Pupils remove the page with cards (page 127) and cut out the cards carefully using safety scissors. They ask and answer questions about each card with a partner, e.g. *What's she wearing? She's wearing a coat, boots and a hat and Where's Grandad? He's in the living room.*
- Pupils put the cards face up on their desks.

ASSIST | Help pupils remove the page and cut out their cards safely.

### 4 3:69 Listen and place. Play.

- Play Audio Track 3:69. Pause after the first two sentences and give pupils time to look through their cards to find the one that best matches the description. They place the card in the correct box. Continue until pupils have found and placed all the cards in the boxes.

MONITOR | Check that pupils have placed their cards in the correct places.

ASSIST | Call out a number (*three*) and pupils describe the card they placed on that number: *He can run. He can't climb.*

- Pupils play a game in pairs using the cards from this activity. They combine two sets of cards and place them face down on a desk. Players take it in turns to turn over two cards. If they match, they say a sentence about the pictures on the cards (*Dad's in the bathroom.*) and take the cards. The player with the most cards at the end of the game wins.

CHALLENGE | Pupils stick the cards in their books when they finish playing the game saying a sentence about each card to a partner as they do so.

## Do I Know It Now?

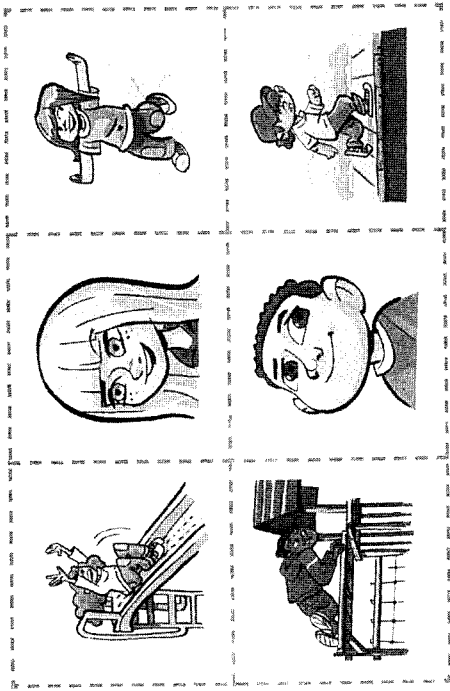
### 5 Draw and say.

- Pupils draw themselves doing an action they enjoy. They describe their drawing to a partner or in a small group using *I can (swim).*

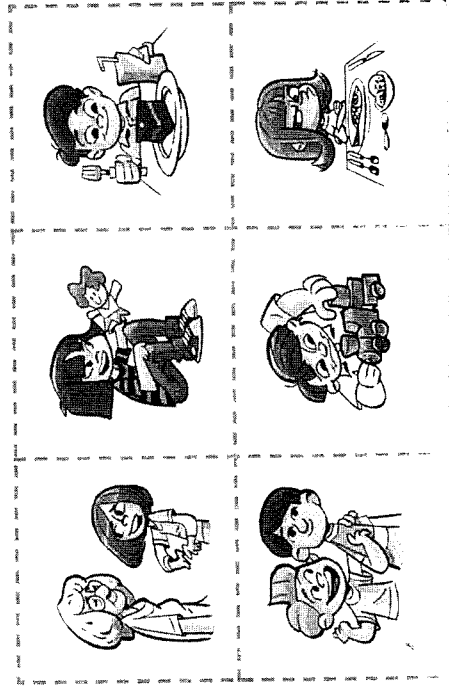
### 6 Think and draw.

- Pupils look back through Units 7–9 again and think about how well they can use what they learned. They complete the face icon by drawing a smile or a frown.

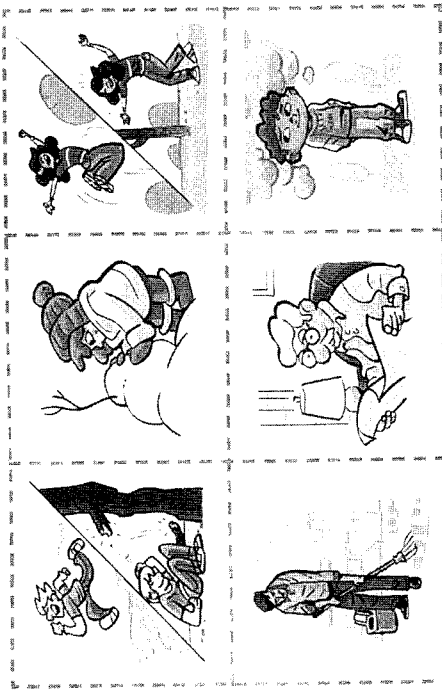
Cutouts for Page 83, Checkpoint Units 4-6



Cutouts for Page 45, Checkpoint Units 1-3



Cutouts for Page 121, Checkpoint Units 7-9



Stickers

Unit 1, page 100

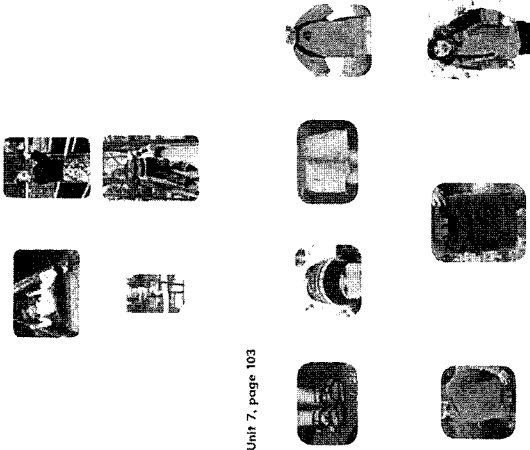


Unit 2, page 100

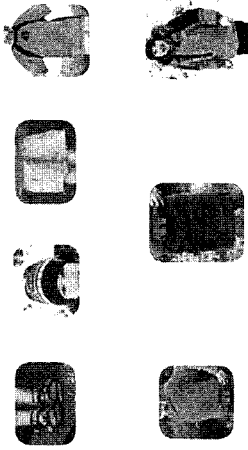


Stickers

Unit 6, page 102

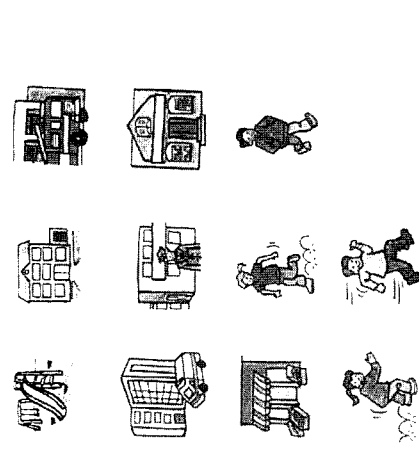


Unit 7, page 103



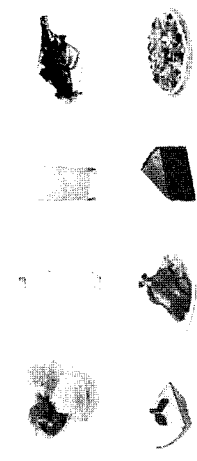
Stickers

Unit 5, page 102

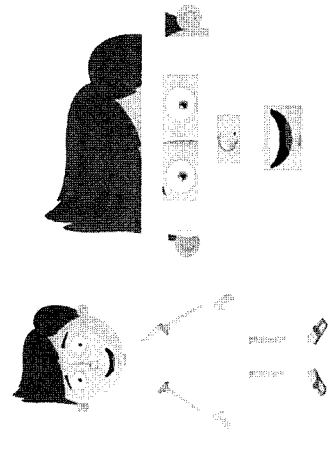


Stickers

Unit 3, page 101

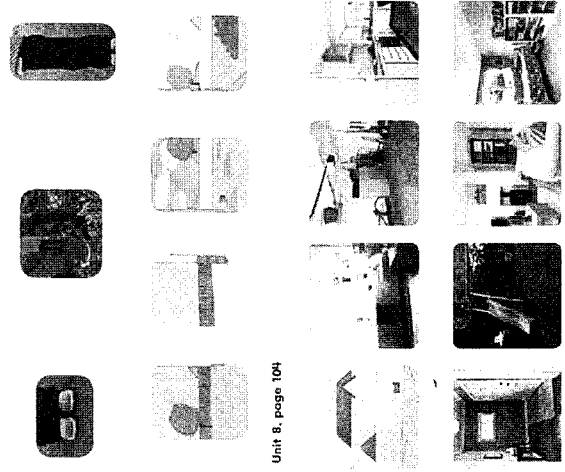


Unit 4, page 101



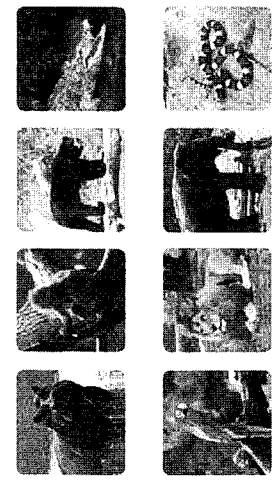
Stickers

Unit 8, page 104



Stickers

Unit 9, page 104



## Welcome Unit Welcome to class!

### Page 2. Activity 1. Listen and match.

- 1 **Liam:** Hello. My name's Liam.
- 2 **Miss Grey:** Hello. My name's Miss Grey.
- 3 **Joy:** Hello. My name's Joy.
- 4 **Lidya:** Hello. My name's Lidya.

### Page 3. Activity 4. Listen and colour.

- 1 **Woman:** What's your favourite colour?  
**Girl 1:** My favourite colour is red!
- 2 **Woman:** What's your favourite colour?  
**Boy 1:** My favourite colour is brown.
- 3 **Woman:** What's your favourite colour?  
**Girl 2:** My favourite colour is yellow!
- 4 **Woman:** What's your favourite colour?  
**Boy 2:** My favourite colour is green.

### Page 3. Activity 5. Listen and ✓ or X.

- 1 **Boy:** What's this?  
**Girl:** It's a book. It's a yellow book.
- 2 **Boy:** What's this?  
**Girl:** It's a rubber. It's a black rubber.
- 3 **Boy:** What's this?  
**Girl:** It's a pencil sharpener. It's an orange pencil sharpener.
- 4 **Boy:** What's this?  
**Girl:** It's a crayon. It's a white crayon.

## Unit 1 My Family

### Page 4. Activity 1. Listen and circle.

- 1 me
- 2 Grandma
- 3 Grandad
- 4 friend

### Page 5. Activity 3. Look and number. Sing.

Who's this? Who's this?

This is my grandma and this is my grandad.

Who's this? Who's this?

This is my mum and this is my dad.

Who's this? Who's this?

This is my sister and this is my brother.

Who's this? Who's this?

This is me and this is my family.

### Page 7. Activity 5. Listen and colour.

**Blue.**

**Sally:** Who's this?

**Lidya:** This is my friend, Sam.

**Red.**

**Sally:** Who's this?

**Lidya:** This is my mum.

**Green.**

**Sally:** Who's this?

**Lidya:** This is my sister, Joy.

**Orange.**

**Sally:** Who's this?

**Lidya:** This is my grandad.

**Yellow.**

**Sally:** Who's this?

**Lidya:** This is my brother, Liam.

**Pink.**

**Sally:** Who's this?

**Lidya:** This is my grandma.

### Page 8. Activity 6. Listen and number.

- 1 Who's this?  
This is my grandad.
- 2 Who's this?  
This is my sister.
- 3 Who's this?  
This is my dad.
- 4 Who's this?  
This is my mum.

### Page 9. Activity 8. Listen and ✓ or X.

- 1 My family is big.
- 2 My family is small.
- 3 My family is small.
- 4 My family is big.



**Page 13. Activity 12. Listen and ✓.**

- 1 Who's this?  
This is my grandma.
- 2 Who's this?  
This is my mum.
- 3 Who's this?  
This is me!
- 4 Who's this?  
This is my sister.

**Unit 2 Happy Birthday!**

**Page 14. Activity 1. Listen, find and colour.**

- Puzzle. Blue.  
Train. Red.  
Car. Orange.  
Puppet. Green.

**Page 15. Activity 3. Listen and number in order. Sing.**

- It's my birthday. It's my birthday!  
A present, a present for you!  
It's a plane! A big plane!  
Thank you! Thank you!  
It's my birthday. It's my birthday!  
A present, a present for you!  
It's a car. A small car!  
Thank you! Thank you!  
It's my birthday. It's my birthday!  
A present, a present for you!  
It's a ball. A red ball!  
Thank you! Thank you!  
It's my birthday. It's my birthday.  
A present, a present for you!  
It's a train. A green train!  
Thank you! Thank you!

**Page 17. Activity 5. Listen and ✓.**

- 1 Is it a ball?  
No, it isn't. It's a doll.
- 2 Is it a car?

Yes, it is. It's a big car.

- 3 Is it a puppet?  
No, it isn't. It's a green puzzle.
- 4 Is it a present?  
Yes, it is. It's a small present.

**Page 18. Activity 7. Listen and ✓.**

- 1 What's your favourite toy?  
My favourite toy is a puzzle.
- 2 What's your favourite toy?  
My favourite toy is a train.
- 3 What's your favourite toy?  
My favourite toy is a car.
- 4 What's your favourite toy?  
My favourite toy is a puppet.

**Page 19. Activity 9. Listen and number.**

- 1 Where's your party?  
My party's at the park.
- 2 Where's your party?  
My party's at the cinema.
- 3 Where's your party?  
My party's at the pool.
- 4 Where's your party?  
My party's at the beach.

**Page 20. Activity 10. Listen and match. Say.**

- 1 **Boy:** Thank you.  
**Girl:** You're welcome.
- 2 **Boy:** Sorry.  
**Woman:** It's OK.

**Page 23. Activity 15. Listen and ✓.**

- 1 Is it a car?  
No, it isn't. It's a train.
- 2 What's your favourite toy?  
My favourite toy is a doll!
- 3 Where's your party?  
My party's at the beach.
- 4 Is it a puzzle?  
Yes, it is. It's a big puzzle.

**Unit 3 I Like Cake!**

**Page 24. Activity 1. Listen and number.**

- 1 yogurt
- 2 chicken
- 3 water
- 4 juice

**Page 25. Activity 3. Listen and circle. Sing.**

I like chicken, yes, I do.

I like cake and juice, too!

I like pizza, yes, I do.

I like juice and fish, too!

I like ice cream, yes, I do.

I like ice cream. How about you?

**Page 27. Activity 5. Listen and match.**

- 1 I don't like fish.
- 2 I like cake.
- 3 I don't like yogurt.
- 4 I like ice cream.
- 5 I like juice.
- 6 I don't like chicken.

**Page 28. Activity 6. Listen and draw.**

1 **Boy:** I don't like pizza.  
I like yogurt.  
I like water.  
I don't like ice cream.

2 **Girl:** I like pizza.  
I don't like yogurt.  
I like water.  
I like ice cream.

**Page 30. Activity 9. Listen and number.**

- 1 **Girl:** Simon, use a napkin!  
**Simon:** Sorry!
- 2 **Girl:** Simon, close your mouth.  
**Simon:** Sorry!
- 3 **Girl:** Simon, say 'Please'.  
**Simon:** Sorry!

**Page 33. Activity 13. Listen and ✓ or ✗.**

- 1 I like pizza and chicken. I don't like juice. I like fruit. It's good for me.
- 2 I like water and I like cake and fruit. I don't like pizza.
- 3 I like fish and juice. I don't like ice cream and fruit.
- 4 I like yogurt. I don't like salad and I don't like cola. It's bad for me.

**Checkpoint Units 1-3**

**Page 34. Activity 1. Listen and number.**

- 1 me
- 2 pizza
- 3 cake
- 4 Dad
- 5 puzzle
- 6 sister
- 7 car
- 8 Grandma
- 9 water
- 10 puppet

**Page 35. Activity 3. Listen and colour.**

- 1 It's a plane. It's a brown plane.
- 2 It's a train. It's a yellow train.
- 3 It's a ball. It's a red ball.
- 4 It's a doll. It's a green doll.

**Unit 4 My Body**

**Page 36. Activity 1. Listen and number.**

- 1 face
- 2 ears
- 3 mouth
- 4 eyes
- 5 hair
- 6 nose

**Page 37. Activity 3. Listen and draw. Sing.**

I've got eyes and a nose.

I've got a face and funny clothes.

I've got four arms, short, short arms.

I've got two legs, short, short legs.

[Chorus]

I've got four arms, long, long arms.

I've got three legs, short, short legs.

[Chorus]

I've got two arms, long, long arms.

I've got three legs, long, long legs.

**Page 38. Activity 4. Listen and number.**

- 1 I've got green.
- 2 I've got yellow.
- 3 I've got blue.
- 4 I've got red.

**Page 39. Activity 6. Listen and circle.**

- 1 Have you got long hair?  
Yes, I have.
- 2 Have you got brown eyes?  
No, I haven't. I've got green eyes.
- 3 Have you got short hair?  
Yes, I have.
- 4 Have you got blue eyes?  
Yes, I have.

**Page 40. Activity 7. Listen and ✓.**

- 1 Have you got pink hair?  
Yes, I have.
- 2 Have you got yellow eyes?  
No, I haven't. I've got orange eyes.
- 3 Have you got long arms?  
Yes, I have.
- 4 Have you got short legs?  
No, I haven't. I've got long legs.

**Page 41. Activity 9. Listen and ✓ or ✗.**

- 1 I've got clean hands.
- 2 Wash your hands.
- 3 Dry your hands.
- 4 I've got dirty hands.

**Page 45. Activity 15. Listen and match.**

- 1 Have you got long hair?  
Yes, I have.
- 2 Wash your hands.
- 3 Have you got green eyes?  
No, I haven't. I've got brown eyes.
- 4 Dry your hands.
- 5 Have you got short hair?  
Yes, I have.  
Have you got blue eyes?  
No, I haven't. I've got green eyes.
- 6 Have you got long hair?  
No, I haven't. I've got short hair.  
Have you got brown eyes?  
Yes, I have.

**Unit 5 Around Town**

**Page 46. Activity 1. Listen and ✓.**

- 1 police station
- 2 fire station
- 3 library
- 4 playground

**Page 47. Activity 3. Listen and number in order. Sing.**

I'm walking to the school  
I'm walking to the school  
I'm walking, walking, walking to the school.  
I'm jumping to the school  
I'm jumping to the school  
I'm jumping, jumping, jumping to the school.  
I'm hopping to the school  
I'm hopping to the school  
I'm hopping, hopping, hopping to the school.  
I'm running to the school  
I'm running to the school  
I'm running, running, running to the school.

**Page 49. Activity 5. Listen and draw.**

- 1 What are you doing?  
I'm hopping to the playground.
- 2 What are you doing?  
I'm running to the school.
- 3 What are you doing?  
I'm jumping to the shop.
- 4 What are you doing?  
I'm walking to the police station.

**Page 50. Activity 6. Listen and number.**

- 1 What are you doing?  
I'm hopping to the cinema.
- 2 What are you doing?  
I'm walking to the fire station.
- 3 What are you doing?  
I'm running to the library.
- 4 What are you doing?  
I'm jumping to the pool.

**Page 55. Activity 12. Listen and circle.**

- 1 What are you doing?  
I'm walking to the fire station.
- 2 Where's the bus?  
It's at the school.
- 3 What are you doing?  
I'm jumping to the pool.
- 4 Where's the van?  
It's at the shop.

**Unit 6 She's Swinging on the Swings!**

**Page 56. Activity 1. Listen and colour.**

- 1 Roundabout. Yellow.
- 2 Climbing frame. Pink.
- 3 Slide. Brown
- 4 Swings. Green.

**Page 57. Activity 3. Look and match. Listen. number and sing.**

- What's she doing?  
She's climbing, climbing, climbing.  
What's she doing?  
She's climbing on the climbing frame.  
What's he doing?  
He's sliding, sliding, sliding.  
What's he doing?  
He's sliding on the slide.  
What's she doing?  
She's swinging, swinging, swinging.  
What's she doing?  
She's swinging on the swings.  
What's he doing?  
He's riding, riding, riding.  
What's he doing?  
He's riding on the roundabout.

**Page 59. Activity 5. Listen and number.**

- 1 What's he doing?  
He's riding on the roundabout.
- 2 What's she doing?  
She's swinging on the swings.
- 3 What's she doing?  
She's sliding on the slide.
- 4 What's he doing?  
He's climbing on the climbing frame.

**Page 60. Activity 7. Listen and ✓ or X.**

- 1 What's he doing?  
He's swinging on the swings.
- 2 What's she doing?  
She's sliding on the slide.
- 3 What's she doing?  
She's riding on the roundabout.
- 4 What's he doing?  
He's climbing on the climbing frame.
- 5 What's she doing?  
She's swinging on the swings.

- 6 What's he doing?  
He's sliding on the slide.

**Page 65. Activity 13. Listen and circle.**

- 1 What's she doing?  
She's sliding on the slide.
- 2 What's he doing?  
He's riding on the roundabout.
- 3 What's he doing?  
He's climbing on the climbing frame.
- 4 What's she doing?  
She's swinging on the swings.
- 5 It's spring.
- 6 There are yellow and brown leaves on the tree.

**Checkpoint Units 4-6**

**Page 66. Activity 1. Listen and number.**

- 1 eyes  
2 swings  
3 hospital  
4 arms  
5 slide  
6 legs  
7 library  
8 fire station  
9 roundabout  
10 hair

**Page 67. Activity 3. Listen and match.**

- 1 He's swinging on the swings.  
2 She's riding on the roundabout.  
3 He's climbing on the climbing frame.  
4 She's sliding on the slide.

**Unit 7 It's Sunny!**

**Page 68. Activity 1. Listen and match.**

- 1 coat  
2 T-shirt  
3 hat  
4 jumper  
5 skirt

- 6 sandals  
7 boots  
8 trousers  
9 shoes  
10 shorts

**Page 69. Activity 2. Listen and draw. Sing.**

It's sunny, sunny today.  
What to wear, to go and play?  
T-shirt, shorts and sandals, too.  
Let's go out, me and you.  
It's rainy, rainy today.  
What to wear, to go and play?  
Coat, boots and trousers, too.  
Let's go out, me and you.  
It's snowy, snowy today.  
What to wear, to go and play?  
Hat, coat and jumper, too.  
Let's go out, me and you.  
It's cloudy, cloudy today.  
What to wear, to go and play?  
Jumper, skirt and shoes, too.  
Let's go out, me and you.

**Page 71. Activity 4. Listen and ✓ or X.**

- 1 What are you wearing?  
I'm wearing a jumper and trousers.
- 2 What's she wearing?  
She's wearing trousers and boots.
- 3 What's he wearing?  
He's wearing shorts and shoes.
- 4 What's she wearing?  
She's wearing a jumper and boots.
- 5 What's he wearing?  
He's wearing a coat and trousers.
- 6 What are you wearing?  
I'm wearing shorts and a T-shirt.

**Page 72. Activity 5. Listen and number. Say.**

- 1 I'm wearing a skirt and a jumper. She's wearing boots and trousers.

- 2 I'm wearing a coat and boots. He's wearing boots and a hat.
- 3 I'm wearing a jumper and trousers. She's wearing a skirt and a coat.
- 4 I'm wearing a T-shirt and sandals. He's wearing shorts and shoes.

**Page 74. Activity 8. Listen and number.**

- 1 Recycle old clothes.
- 2 Give away old clothes.
- 3 Reuse old clothes.

**Page 77. Activity 12. Listen and match.**

- 1 What's he wearing?  
He's wearing shorts and sandals.
- 2 The firefighter is wearing a uniform. He's got a brown coat and a yellow hat.
- 3 What's she wearing?  
She's wearing a blue skirt and a pink T-shirt.
- 4 What's he wearing?  
He's wearing a coat and trousers.
- 5 The police officer is wearing a uniform. She's got a yellow coat and a black hat.
- 6 What's she wearing?  
She's wearing a jumper and shoes.

**Unit 8 My House**

**Page 78. Activity 1. Listen and number.**

- 1 bedroom
- 2 garage
- 3 bathroom
- 4 living room
- 5 house
- 6 kitchen
- 7 garden
- 8 hall

**Page 79. Activity 2. Look, listen and draw. Sing.**

Mum's in the living room, the living room, the living room.

Mum's in the living room. Where are you?

Grandma's in the kitchen, the kitchen, the kitchen.  
Grandma's in the kitchen. Where are you?  
Dad's in the bathroom, the bathroom, the bathroom.  
Dad's in the bathroom. Where are you?  
I'm in the bedroom, the bedroom, the bedroom.  
I'm in the bedroom. Where are you?

**Page 81. Activity 4. Listen and ✓ or ✗.**

- 1 Where's Dad?  
He's in the living room.
- 2 Where's Grandma?  
She's in the bathroom.
- 3 Where's Tim?  
He's in the garage.
- 4 Where's Mum?  
She's in the kitchen.
- 5 Where's Grandad?  
He's in the bedroom.
- 6 Where's Emma?  
She's in the bathroom.

**Page 82. Activity 5. Listen and ✓.**

- 1 Where's Dad?  
He's in the garage.
- 2 Where's Mum?  
She's in the living room.
- 3 Where's Grandad?  
He's in the bedroom.
- 4 Where's Grandma?  
She's in the garden.

**Page 87. Activity 11. Listen and circle.**

- 1 Where are you?  
I'm in the hall.
- 2 Where's Grandma?  
She's in the garage.
- 3 It's glass.
- 4 Where are you?  
I'm in the bedroom.
- 5 It's wood.

## Unit 9 A Fish can Swim!

### Page 88. Activity 1. Listen and follow.

- 1 crocodile
- 2 bear
- 3 elephant
- 4 hippo
- 5 lion

### Page 89. Activity 3. Listen and number in order. Sing.

A monkey can climb.  
How about you?  
A monkey can climb.  
I can climb, too!  
A crocodile can swim.  
How about you?  
A crocodile can swim.  
I can swim, too!  
A lion can run.  
How about you?  
A lion can run.  
I can run, too!  
A parrot can fly.  
How about you?  
A parrot can fly.  
I can't fly!

### Page 91. Activity 5. Look and ✓ or ✗. Listen and check.

- 1 A crocodile can swim.
- 2 A hippo can't climb.
- 3 A snake can't jump.
- 4 A parrot can fly.
- 5 A lion can run.
- 6 A fish can't fly.

### Page 92. Activity 6. Listen and circle.

- 1 It's got short legs. It can swim.  
Is it a bear?  
No, it isn't.  
Is it a crocodile?

Yes, it is.

- 2 It's small. It's red and blue. It can fly.

- 3 It can't run. It can't climb.

Is it a snake?

No, it isn't. It can swim.

Is it a fish?

Yes, it is.

- 4 It can run and it can climb. It can't fly but it can swim. It's yellow.

### Page 97. Activity 12. Listen and ✓.

- 1 A bear can run.
- 2 A monkey can't fly.
- 3 A rabbit lives in a hole.
- 4 A hippo can swim.
- 5 A fish can't walk.
- 6 A bat lives in a cave.

## Checkpoint Units 7-9

### Page 98. Activity 1. Listen and number.

- 1 bedroom
- 2 skirt
- 3 elephant
- 4 sandals
- 5 kitchen
- 6 bathroom
- 7 parrot
- 8 trousers
- 9 monkey
- 10 living room

### Page 99. Activity 3. Listen and ✓.

- 1 Where's Dad?  
He's in the garage.
- 2 Where's Grandma?  
She's in the hall.
- 3 Where's Tim?  
He's in the garden.
- 4 Where are you?  
I'm in the bedroom.

## Welcome Unit Welcome to class!

### Page 2

- 1 Liam, 2 Miss Grey, 3 Joy, 4 Lidya
- 2 3 red pencils, 7 yellow pencils, 2 pink pencils, 5 brown pencils
- 3 Pupils' own answers

### Page 3

- 4 1 red, 2 brown, 3 yellow, 4 green
- 5 1 X, 2 ✓, 3 ✓, 4 X
- 6 1 Stand up, 2 Open your book, 3 Sit down.

## Unit 1 My Family

### Page 4

- 1 1 left, 2 left, 3 right, 4 right
- 2 Pupils' own answers

### Page 5

- 3 1 c, 2 a, 3 d, 4 b

### Think Big

Row 1 - grandma, Row 2 - dad

### Page 6

- 4 1 d, 2 b, 3 a, 4 c

### Page 7

- 5 1 blue, 6 red, 5 green, 2 orange, 3 yellow, 4 pink

### Page 8

- 6 1 picture d, 2 picture a, 3 picture c, 4 picture b
- 7 Pupils' own answers

### Page 9

- 8 1 ✓, 2 X, 3 ✓, 4 X

### Think Big

The picture on the left matches with the picture in the middle at the top.

### Page 10

- 9 Pupils' own answers

### Page 11

- 10 apple, ant, actor, elk, elf, egg

### Page 12

- 11 1 picture 2 (sister), 2 picture 1 (grandad), 3 picture 3 (mum), 4 picture 2 (brother)

### Page 13

- 12 1 b, 2 a, 3 b, 4 b

## Unit 2 Happy Birthday!

### Page 14

- 1 1 an orange car, 2 a blue puzzle, 3 a red train, 4 a green puppet
- 2 1 ball, 2 present, 3 plane, 4 doll

### Page 15

- 3 1 c, 2 b, 3 d, 4 a

### Think Big

Hidden in the picture are a car, a plane, a present, a puppet, a puzzle and a train.

### Page 16

- 4 1 c - a car, 2 d - a ball, 3 b - a puppet, 4 a - a train

### Page 17

- 5 1 right, 2 right, 3 left, 4 left
- 6 1 train, 2 plane

### Page 18

- 7 1 puzzle, 2 train, 3 car, 4 puppet
- 8 1 b - ball, 2 c - doll, 3 a - plane

### Page 19

- 9 1 b, 2 d, 3 c, 4 a

### Think Big

beach - bucket and spade, sandcastle;  
cinema - popcorn, tickets

### Page 20

- 10 1 b, 2 a
- 11 Pupils' own answers

### Page 21

- 12 green - leaf, look, lake  
red - taxi, toy, ten  
blue - igloo, insect, in



**Page 22**

- 13 1 car, 2 small ball, 3 green puppet
- 14 a present

**Page 23**

- 15 1 b, 2 a, 3 b, 4 b

**Unit 3 I Like Cake!**

**Page 24**

- 1 1 d, 2 a, 3 b, 4 c
- 2 1 c – ice cream, 2 b cake, 3 d – fish, 4 a – pizza

**Page 25**

- 3 Girl – chicken, cake, juice, ice cream; Boy – pizza, juice, fish, ice cream

**Think Big**

Row 1 – chicken; Row 2 – pizza

**Page 26**

- 4 1 b, 2 a, 3 d, 4 c

**Page 27**

- 5 1 sad face, 2 happy face, 3 sad face, 4 happy face, 5 happy face, 6 sad face

**Page 28**

- 6 Boy – sad, happy, happy, sad; Girl – happy, sad, happy, happy
- 7 Pupils' own answers

**Page 29**

- 8 Red – cola, sugar; Green – fruit, salad

**Think Big**

water, chicken, apple

**Page 30**

- 9 1 b, 2 c, 3 a
- 10 Pupils' own answers

**Page 31**

- 11 nut, nine, nurse; rabbit, read, rug; olive, on, ox

**Page 32**

- 12 1 ice cream, 2 chicken, 3 cake, 4 water

**Page 33**

- 13 1 pizza ✓, chicken ✓, juice ✗, fruit ✓  
2 water ✓, cake ✓, fruit ✓ pizza ✗  
3 fish ✓, juice ✓, ice cream ✗, fruit ✗  
4 yogurt ✓, salad ✗, cola ✗

**Checkpoint Units 1-3**

**Page 34**

- 1 1 me, 2 pizza, 3 cake, 4 Dad, 5 puzzle, 6 sister, 7 car, 8 Grandma, 9 water, 10 puppet
- 2 Mum is missing.

**Page 35**

- 3 1 b – brown, 2 a – yellow, 3 a – red, 4 b – green
- 4 Pupils' own answers

**Unit 4 My Body**

**Page 36**

- 1 1 face, 2 ears, 3 mouth, 4 eyes, 5 hair, 6 nose
- 2 Pupils complete drawing

**Page 37**

- 3 1 two more short arms, 2 one more long arm and one more short leg, 3 two more long legs

**Think Big**

4 eyes, 3 noses, 2 mouths, 7 legs, 5 hands

**Page 38**

- 4 1 b, 2 d, 3 c, 4 a
- 5 green nose and ears, yellow hair, blue mouth, red eyes

In the story Lidya draws herself with a red mouth and blue eyes.

**Page 39**

- 6 1 a, 2 a, 3 b, 4 b

**Page 40**

- 7 1 a, 2 a, 3 b, 4 a
- 8 Pupils' own answers

**Page 41**

- 9 1 ✗, 2 ✓, 3 ✓, 4 ✗

**Think Big**

1 sad face, 2 happy face

**Page 42**

10 1 Wash your hands, 2 Brush your hair,  
3 Brush your teeth.

11 Pupils' own answers

**Page 43**

12 mouse, map, moon; uncle, under, umbrella;  
king, key, kite

**Page 44**

13 1 clean hands (picture 1), 2 short arms (picture  
2), 3 brown eyes (picture 3)

14 Pupils' own answers

**Page 45**

15 1 e, 2 c, 3 b, 4 f, 5 d, 6 a

**Unit 5 Around Town**

**Page 46**

1 1 b, 2 b, 3 a, 4 b

2 1 c - school, 2 a - shop, 3 b - hospital

**Page 47**

3 1 d, 2 c, 3 b, 4 a

**Think Big**

1 jumping, 2 walking

**Page 48**

4 1 b, 2 c, 3 a, 4 d

**Page 49**

5 1 hopping, 2 school, 3 jumping, 4 police station

**Page 50**

6 1 I'm hopping to the cinema.  
2 I'm walking to the fire station.  
3 I'm running to the library.  
4 I'm jumping to the pool.

7 Pupils' own answers

**Page 51**

8 1 The police car is at the police station.  
2 The bus is at the school.  
3 The ambulance is at the hospital.  
4 The van is at the shop.

**Think Big**

1 X, 2 X, 3 ✓

**Page 52**

9 1 X, 2 ✓, 3 ✓, 4 X

**Page 53**

10 yogurt, yo-yo, yak; sock, sofa, seal; dad,  
desk, dish

**Page 54**

11 1 c - jumping to the library, 2 b - running to  
school, 3 d - hopping to the shop,  
4 a - walking to the playground

**Page 55**

12 1 walking (right), fire station (right); 2 bus (left),  
school (right); 3 jumping (right), pool (right);  
4 van (right), shop (left)

**Unit 6 She's swinging on the swings!**

**Page 56**

1 1 b - yellow roundabout, 2 c - pink climbing  
frame, 3 a - brown slide, 4 d - green swings

2 1 riding, 2 swinging, 3 sliding, 4 climbing

**Page 57**

3 a 3 - picture 4, b 4 - picture 2, c 1 - picture 1,  
d 2 - picture 3

**Think Big**

1 b, 2 c, 3 a

**Page 58**

4 1 c - sad face, 2 d - happy face, 3 b - happy face,  
4 e - sad face, 5 a - sad face

**Page 59**

5 1 roundabout, 2 swings, 3 slide,  
4 climbing frame

6 Pupils' own answers

**Page 60**

7 1 X, 2 X, 3 ✓, 4 ✓, 5 ✓, 6 X

### Page 61

- 8 1 b – spring, 2 d – summer, 3 a – autumn,  
4 c – winter

### Think Big

1 summer, 2 winter

### Page 62

- 9 1 Don't pick the flowers. 2 Don't feed the birds.  
3 Don't throw rubbish. 4 Don't walk on the grass.

### Page 63

- 10 green – boy, bed, ball; red – girl, guitar, gate;  
blue – zebra, zip, zoo

### Page 64

- 11 1 swings, 2 slide, 3 climbing frame  
12 ✓ She's sliding on the slide.  
✓ She's climbing on the climbing frame.  
✗ He's climbing on the swings.  
✗ He's jumping off the roundabout.

### Page 65

- 13 1 b, 2 a, 3 b, 4 a, 5 a, 6 b

### Checkpoint Units 4-6

### Page 66

- 1 1 eyes, 2 swings, 3 hospital, 4 arms, 5 slide,  
6 legs, 7 library, 8 fire station, 9 roundabout,  
10 hair  
2 1 Pupils draw and say eyes, ears, nose and  
mouth.  
2 Pupils draw and say face, hands and feet.

### Page 67

- 3 1 c, 2 d, 3 a, 4 b  
4 Pupils' own answers

### Unit 7 It's Sunny!

### Page 68

- 1 picture 1 – 1, 3, 7, 8, picture 2 – 2, 6, 10,  
picture 3 – 4, 5, 7, picture 4 – 3, 4, 8, 9

### Page 69

- 2 Pupils complete the pictures with appropriate  
weather.  
1 sunny, 2 rainy, 3 snowy, 4 cloudy

### Think Big

1 It's snowy. 2 It's rainy.

### Page 70

- 3 1 c, 2 b, 3 a, 4 d

### Page 71

- 4 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✓, 6 ✗

### Page 72

- 5 1 d, 2 a, 3 b, 4 c  
snowy 2, rainy 3, sunny 4, cloudy 1  
6 Pupils' own answers

### Page 73

- 7 picture on the left: The postman is wearing a  
blue hat, black coat, blue trousers and brown  
shoes.  
picture on the right: The firefighter is wearing  
an orange hat, blue coat, yellow trousers and  
black boots

### Think Big

1 d, 2 c, 3 b, 4 a

### Page 74

- 8 1 c, 2 a, 3 b  
9 Pupils' own answers

### Page 75

- 10 corn, car, cat; park, path, pond; hat, head, horse

### Page 76

- 11 1 T-shirt, 2 trousers, 3 jumper, 4 skirt

### Page 77

- 12 1 e, 2 f, 3 b, 4 c, 5 a, 6 d

### Unit 8 My House

### Page 78

- 1 1 b, 2 f, 3 d, 4 e, 5 g, 6 c, 7 h, 8 a

### Page 79

- 2 Pupils draw Grandma in the kitchen, the girl in  
the bedroom, Dad in the bathroom and Mum in  
the living room.

### Think Big

bathroom

## Page 80

- 3 1 b, 2 c, 3 d, 4 a

## Page 81

- 4 1 ✓, 2 X, 3 X, 4 ✓, 5 X, 6 ✓

## Page 82

- 5 1 garage, 2 living room, 3 bedroom, 4 garden

- 6 Pupils' own answers

## Page 83

- 7 1 c, 2 a, 3 d, 4 b

## Think Big

Pupils circle the drinking glass.

## Page 84

- 8 1 sad face, 2 happy face, 3 sad face, 4 sad face, 5 sad face, 6 sad face

## Page 85

- 9 vase, van, vest; fox, face, fur; jar, jam, jump

## Page 86

- 10 Grandma is in the kitchen.

Dad is in the bathroom.

Mum is in the living room.

## Page 87

- 11 1 a, 2 a, 3 b, 4 a, 5 a

## Unit 9 A Fish can Swim!

## Page 88

- 1 crocodile–bear–elephant–hippo–lion

- 2 1 monkey, 2 parrot

## Page 89

- 3 1 monkey, 2 crocodile, 3 lion, 4 parrot

## Think Big

Pupils' own answers

## Page 90

- 4 1 c – Liam can jump. Monkeys can jump.  
2 d – Liam can swim. Crocodiles can swim.  
3 a – Liam can climb. Hippos can't climb.  
4 b – Liam can't fly. Parrots can fly.

## Page 91

- 5 1 ✓, 2 X, 3 X, 4 ✓, 5 ✓, 6 X

## Page 92

- 6 1 a, 2 b, 3 b, 4 a

- 7 Pupils' own answers

## Page 93

- 8 1 A rabbit lives in a hole.  
2 A bat lives in a cave.  
3 A fish lives in a river.  
4 A monkey lives in a tree.

## Think Big

A monkey lives in a tree.

A parrot lives in a tree.

## Page 94

- 9 1 Don't feed the animals.  
2 Don't climb the fence.  
3 Don't throw rubbish.  
4 Don't touch the animals.

## Page 95

- 10 queen, quilt, quick; wig, worm, water; ox, fix, box

## Page 96

- 11 1 monkey, 2 hippo, 3 lion, 4 Pupils draw an animal that can walk and climb but can't climb.

## Page 97

- 12 1 a, 2 b, 3 b, 4 a, 5 b, 6 a

## Checkpoint Units 7-9

## Page 98

- 1 1 bedroom, 2 skirt, 3 elephant, 4 sandals, 5 kitchen, 6 bathroom, 7 parrot, 8 trousers, 9 monkey, 10 living room

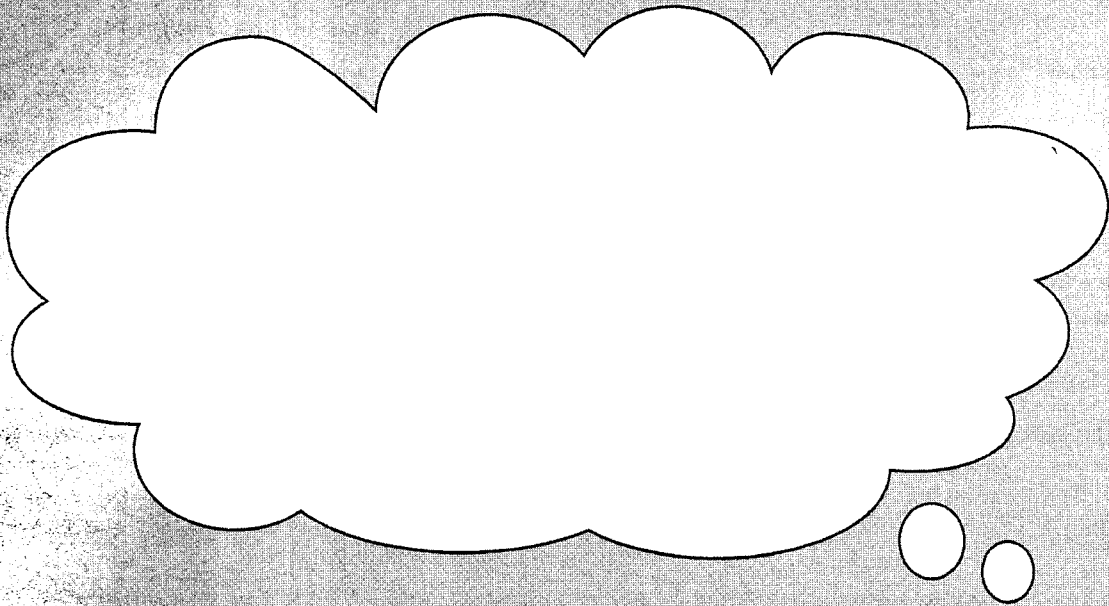
- 2 Pupils' own answers

## Page 99

- 3 1 garage, 2 hall, 3 garden, 4 bedroom  
4 can't fly – hippo, fish, bear  
can fly – bat, parrot  
final frame – pupils' own answers

# BIG

## ENGLISH CERTIFICATE



*Well Done!*

Pupil's Name

Teacher's Signature and Date



Learning a language can help students become successful in their academic, social, and civic lives. To this end, *Big English* promotes the development of the following core competencies: Lifelong Learning, Information Management, Handling Situations, Coexistence, and Life in Society. The study of English is important for developing the skills, attitudes, and behaviours that encompass the competencies. In turn, the competencies provide a foundation for success within and outside the

classroom, and directly contribute to learners' success as members of society. In the *Big English* program, the competencies are cultivated in both the communicative and cognitive arenas. Features of the *Big English* program lend themselves naturally to the teaching and learning of the core competencies. Below is a list of the features found in *Big English* where the competency is highlighted, as well as an illustrative example.

## Lifelong Learning

Skills	Big English Features	Example
Use English to interact	Language in Action, 'Think Big' activities, Reviews, Values	U2, p. 25, Language in Action – Pupils apply the unit vocabulary and structure to ask and answer questions to complete a chart.
Self-assess	Checkpoints, 'I Can' checklist	Checkpoint U1–3, pp. 44–45 – Checkpoints are 2-page series of activities where pupils assess their progress in the three prior units through a rating of what they have learned, a series of activities using the language and then re-rating to assess their progress.
Think critically and creatively	'Think Big' activities, Projects	U5, p. 64, 'Think Big' activity – Pupils use critical thinking to provide reasons for an opinion.
Deal with performance anxiety and build self-esteem	Reviews, Checkpoints, 'Think Big' activities	Checkpoint U7–9, p. 121 – Pupils complete a personalisation activity with their own drawings, then share it in a small group, allowing them to share their own work in a smaller, less-intimidating setting and simultaneously build self-esteem by creating and sharing.
Set goals	Checkpoints, 'I can' checklist	Checkpoint U1–3, pp. 44–45 – Pupils monitor and assess their progress in the three prior units. Based on their initial rating, they go back to those areas they determined needed remediation and then re-rate their level of understanding.
Develop digital skills	MyEnglishLab, eText	MEL and eText for students – two digital components tightly linked to the Pupil's Book, used for further practice, help students to improve their digital skills and to master content.

## Coexistence

Skills	Big English Features	Example
Communicate	Unit Songs, Language in Action activities, Values, Reviews, 'Think Big' activities, Projects, Checkpoints	U3, p. 40, Values – Pupils listen to and learn useful phrases which they then use to role-play a dialogue with a partner.
Use teamwork	Projects	U4, p. 53, Connections Project – Pupils work together in groups to make a poster about hand washing.
Learn about other cultures	21st Century Skills, Cross-cultural activities	Teacher's Book note for U3. p37 21st Century Skill: Global Awareness – pupils talk about food from other cultures and make a class collage with popular foods from other countries
Use listening skills	Unit Stories, Phonics, Language in Action activities, Reviews	U6, p.71, Activity 4 – The Song activities have pupils listen to an authentic song and complete an activity based on what they hear.
Use communication skills	Language in Action activities, 'Think Big' activities, Reviews, Projects, Checkpoints	U4, p. 51, Language in Action – Pupils draw a picture, then ask a partner questions and draw a picture of his/her picture based on their description.

(\*) indicates resource found in the Teacher's Resource Files on the ActiveTeach

**Information Management**

Skills	Big English Features	Example
Sequence Information	Unit Stories, Language in Action activities, Connections	U4, p. 52, Connections Project – Pupils order the process of hand washing.
Categorise Information	Connections, checkpoints, Projects	U3, p. 39, Project – Pupils make a project in which they categorise healthy and unhealthy foods.
Ask questions	Language in Action activities, 'Think Big' activities, Reviews, Checkpoints	U6, p. 80, Review – Pupils ask and answer questions, in pairs, about where people can be found in an illustration.
Make and use charts	Connections, Reviews Projects, charts	U8, p. 101, Language in Action – Pupils collect information which they then use to complete a chart.
Build digital skills	MyEnglishLab, eText	MEL and eText for students – two digital components tightly linked to the Pupil's Book, used for further practice, help students to improve their digital skills and to master content.
Develop study skills	Checkpoints, Reviews	Checkpoint U4 – 6, pp. 82–83 – Students self assess where they are in relation to goals they had set, review target material, use target material in new contexts.
Develop organisational skills	Connections, Projects, charts	U6, p. 77, Connections Project – Pupils follow sequential steps to do a leaf rubbing project.
Analyse Information	'Think Big' activities	U9, p. 109, 'Think Big' activity – Pupils draw conclusions based on the information presented in the form of photos.
Self-assess	Checkpoints, 'I Can' checklists	U2, p. 31, 'I Can' Checklist – Pupils self-assess their level of understanding of presented material to determine if remedial help is needed.

**Handling Situations**

Skills	Big English Features	Example
Discuss differences of opinion	'Think Big' activities, Checkpoints	U3, p. 43, Review – Pupils share opinions about food they like and don't like.
Use learning strategies	Checkpoints, Projects, Reading Comprehension activities, Reviews	U2, p. 28, Values – Pupils work in groups to reproduce and act out phrases learned in the Values lesson. Pupils use repetition and memory strategies as they repeat the phrases from the lesson.
Use problem-solving strategies	'Think Big' activities, Projects, Connections, Checkpoints	U2, p. 21, Activity 5 – Pupils work in pairs to find differences between two pictures.
Use oral skills	Language in Action activities, 'Think Big' activities, Reviews, Values	U5, p. 58, Activity 3 – Pairs of pupils work together to play a speaking game.
Innovate	Values	U6, p.78, Values – Pupils work together to design their own sign that represents a park rule.

**Life in Society**

Skills	Big English Features	Example
Appreciate similarities & differences	Values, Content Connection	U7, pp. 86/87, Story, Cross-cultural activity – Pupils focus on weather conditions in their own country and in England. They create a chart to compare the similarities/ differences.
Incorporate values	Values	U1, p. 16 – Values – This Values lesson demonstrates the importance of sharing.
Cooperate & collaborate with others	Values, Projects	U3, p. 37, Language in Action – Pupils work together in pairs to play a board game.

Games are a great way for children to practise, correct, confirm, and reinforce their vocabulary, usage and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as *Nice try!* and *You're getting much quicker!*

### Picture Card Games

#### Find It!

Have pupils use Flashcards or two sets of Picture Cards (from the Teacher's Resources) and sit with a partner. Pairs put both sets of cards together, mix them up, and place them face down on a table or in front of them. Pupils take turns turning over two cards and naming them. If the cards match, they keep the pair. The pupil with the most cards at the end of the game wins.

#### I Have Something

First show pupils Flashcards or all of the Picture Cards (from the Teacher's Resources). Together name each one and say what colour it is. Encourage pupils to use complete sentences: *It's a (an) \_\_\_\_\_.* *It's (blue).* Place all of the Picture Cards in a pile, face down. Take the top card, look at it without showing pupils, and then place it behind your back. Say: *I have something (red).* Invite volunteers to guess what the picture is: *Is it a (pencil)?* Have pupils continue guessing until someone guesses correctly. The pupil who guesses correctly gets to hold the next card and ask the class to guess what it is.

#### Yes or No

With the whole class, review a related set of Flashcards. Encourage everyone to say the words aloud with you. Next mix up the cards (without looking) so they are in a different order. Pick a card without looking at it and hold it over your head with the picture facing the class. You try to guess which card you are holding by saying words from the lexical set. If you guess right, children shout *Yes!* If you guess wrong, they shout *No!* and you keep guessing words from the same set.

#### Pick a card!

Use Flashcards representing the key vocabulary and structures from any unit. Each card should have a point value written on the back of it.

Put all the cards in a bag. Divide the class into two teams. Pupils take it in turns to choose a card and say the word or sentence. They win the number of points written on each card. The team with the most points wins the game.

#### Whispers

Divide the class into several teams. Each team stands in a line. Say a word or a sentence from one of the picture cards to the first person in each line. They whisper the word down the line until it arrives at the last pupil. This pupil then says the word/sentence. Teams who say the correct word/sentence win a point.

### Vocabulary and Word Games

#### I Spy or I See, I See

Look around the room and say: *I spy with my little eye (or I see, I see...) something beginning with the sound /b/ (or whatever letter you choose).* Pupils guess the object you are thinking of. You can also play the game using colours.

#### Simon Says

In this game, pupils do as you command, provided you begin the instruction with *Simon Says*. For example, if you say: *Simon Says touch your nose*, pupils touch their nose. If you say: *Touch your ears*, pupils do not move since you didn't precede the command with *Simon Says*. If desired, have pupils sit down if they mistakenly do a task when you didn't say *Simon Says*. The last pupil standing wins.

#### Pictionary and Charades

Divide the class into two teams. Use flashcards or whisper vocabulary words or important phrases to a child from Team A, who then draws a picture of the word/phrase on the board (Pictionary) or acts out the word/phrase (Charades) for his/her team mates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit), they win a point. Then Team B takes a turn.



### Throw and Catch

Pupils stand in a circle. Use a soft ball (or bean bag). Toss the ball to a pupil. The pupil who catches the ball must respond to your question. For example, ask: *Look at this picture card. Is she singing?* After the pupil answers, he or she tosses the ball back to you, and the game continues.

### Snap

Pupils use small copies of the Picture cards or Flashcards. In pairs, pupils each show one card at a time. They continue doing this, putting the cards on top of each other in a pile until they each put down the same flashcard. When this occurs, the first pupil to shout *Snap* takes both piles of flashcards and they continue the game.

### Draw and Spin

Divide the class into two teams. Say one of the key vocabulary words from any unit. One pupil from each team comes to the board and draws a picture of a word that you say. If he/she draws the correct picture, he/she spins a spinner and is awarded that number of points. The team with the most points wins.

## Colour, Number, and Shape Games

### Bird and Worms

Take eleven index cards. On ten of the cards, draw a single wiggly worm. On the eleventh card, draw a bird with its beak wide open. Put all the cards into a bag or basket. One by one, pupils take a card from the bag. If the card has a worm on it, the pupil says: *One worm*. He or she can then choose another card. As long as the pupil continues collecting getting worms, he or she continues to count them (e.g. two worms, three worms, etc.).

When the pupil picks the card with the bird on it, his or her turn is up. Write each pupil's score on the board (the number of worms they counted before picking the bird). The pupil with the highest number of worms wins. For added challenge, colour the worms (e.g. two purple worms, three purple worms, etc.)

### Stop!

Divide the class into two teams. Write the numbers 1–10 on small squares of paper. You may wish to make several sets. Also draw three cards with a large stop sign on them. Put all the cards in a bag. Pupils from the two teams take it in turns to choose a number card. They

say the number, show the correct number of fingers, or jump/clap the correct number of times. They win a point for their team if they do this correctly. If pupils choose a stop sign, they lose all their points, or miss a turn.

### Colourful Actions

Pupils draw a circle on a small square of paper and colour it any colour they wish. Say *Go* and pupils with the same colour form groups. Now call out a colour, then an action. (*Red, jump!*) Pupils with a red circle jump. Continue with other combinations of colours and actions.

## Games and Activities for Finger Puppets\*

### Storytelling

Use the finger puppets for speaking practice after reading the story from any unit. Pupils practise the story dialogue or create their own dialogues to go with the story. They may wish to create an alternative ending to the story. They use the finger puppets to do the talking.

### Personal descriptions

Pupils use finger puppets. Pupil A describes one of the puppets (*She's got long hair. She's got blue eyes, etc.*) and Pupil B says which puppet it is (*It's mum.*).

### Where is he?

Pupils draw a cross section of a house and place the finger puppets in different rooms. In pairs, they take it in turns asking and answering where each puppet is. *Where's (dad)? He's in the (bathroom).*

### Let's go shopping

Pupils use their finger puppets to make dialogues about shopping. Teach the phrases *I'd like some (yogurt), please. Here you are! Thank you!* Pupils could also use the finger puppets for ordering in a pretend restaurant. Pupils can draw the background of the restaurant inside a shoe box and use it as a mini-theatre.

\*see Photocopiable Worksheet 2 in eText for teachers

# Word List

Numbers indicate pages in the Student Book where an item is first presented.

<b>A</b>		doll	20	<b>I</b>		pool	26	<b>T</b>	
ambulance	64	dry	52	ice cream	32	postman	90	ten	5
arms	46	<b>E</b>		<b>J</b>		present	20	three	5
autumn	76	ears	46	juice	32	puppet	20	toy	21
<b>B</b>		eight	5	jump	110	puzzle	20	train	27
bag	6	elephant	108	jumper	84	<b>R</b>		tree	75
ball	20	eyes	46	jumping	59	rabbit	114	trousers	84
bat	114	<b>F</b>		<b>K</b>		rainy	85	T-shirt	84
bathroom	96	face	46	kitchen	96	red	6	two	5
beach	26	family	8	<b>L</b>		riding	70	<b>U</b>	
bear	108	feet	46	legs	46	river	114	uniform	90
bedroom	96	fire engine	64	library	58	roundabout	70	<b>V</b>	
big	14	fire station	58	lion	108	rubber	6	van	64
black	6	fire fighter	90	living room	96	run	110	<b>W</b>	
blue	6	fish	32	<b>M</b>		running	59	walk	110
book	6	five	5	me	8	<b>S</b>		walking	59
boots	84	flower	76	monkey	108	salad	38	wash	52
brother	8	fly	110	mouth	46	sandals	84	water	32
brown	6	four	5	mum	8	school	58	white	6
bus	64	friend	8	<b>N</b>		seven	5	winter	76
<b>C</b>		fruit	38	nine	5	shoes	84	wood	102
cake	32	<b>G</b>		nose	46	shop	58	<b>Y</b>	
car	20	garage	96	<b>O</b>		shorts	84	yellow	6
cave	114	garden	96	one	5	sister	8	yogurt	32
chef	90	glass	102	orange	6	six	5		
chicken	32	grandad	8	<b>P</b>		skirt	84		
cinema	26	grandma	8	park	26	slide	70		
clean	52	green	6	parrot	108	sliding	70		
climb	110	<b>H</b>		pencil	6	small	14		
climbing	70	hair	46	pencil sharpener,	6	snake	108		
climbing frame	70	hall	96	pink	6	snowy	85		
cloth	102	hands	46	pizza	33	soap	52		
cloudy	85	hat	84	plane	20	spring	76		
coat	84	hippo	108	plastic	102	stone	102		
cola	38	hole	114	playground	58	sugar	38		
crayon	6	hopping	59	police car	64	summer	76		
crocodile	108	hospital	58	police officer	90	sunny	85		
<b>D</b>		house	96	police station	58	swim	110		
dad	8					swing	110		
dirty	52					swinging	70		
						swings	70		

**Big English** prepares pupils for the challenges they will find in today's world:

- **CLIL:** because pupils are learning English and so much more
- **21st Century Skills:** because pupils want to get ahead and need to be prepared for the world around them
- **Assessment for Learning:** because confidence leads to success

Think **BIG** Dream **BIG**



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