American

Family and Friends 1

2nd Edition

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Julie Penn

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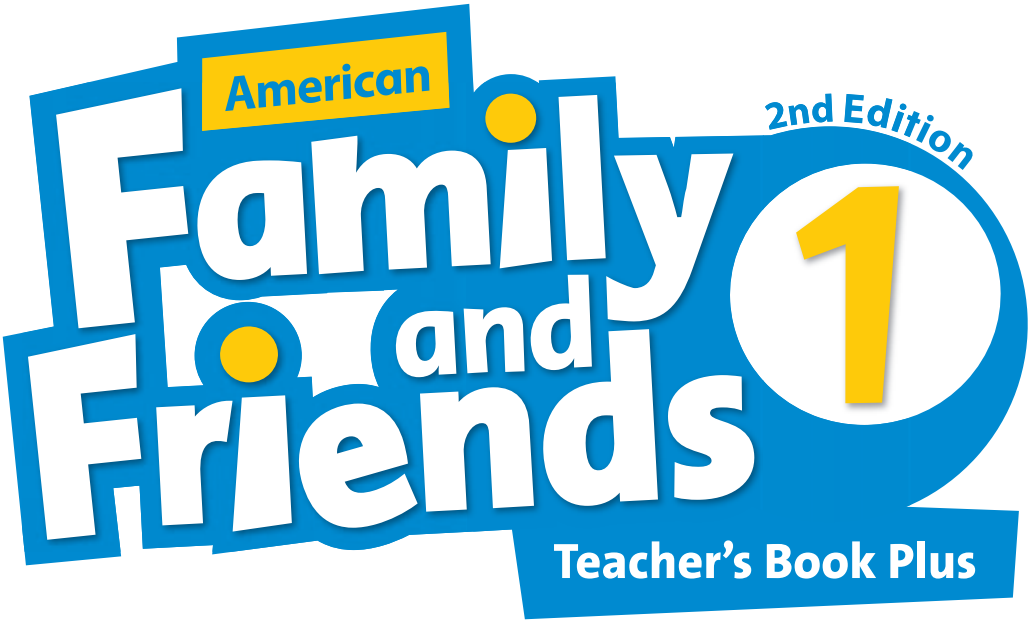
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Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Hello!	p28	Core: *Rosy, Tim, Billy, Miss Jones, one, two, three, four, five, six, seven, eight, nine, ten, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, red, yellow, pink, green, purple, orange, blue* Extra: *Hello, Goodbye, Hi, class, cousin, sorry, come on, sing, rainbow, everyone, come, fun, too*	*Hello. Goodbye. How are you?* *I'm fine, thank you.* *What's your name?* *My name's…* *How old are you?* *I'm…*
1 What's this?	p32	**School things** Core: *pen, eraser, pencil, ruler, book, bag, folder, door, window, bookcase* Extra: *look at, train, school things, open (v), close (v), pencil case, see, like (v), school bag, OK*	*What's this?* *It's a pen.*
Fluency Time! 1	p38	**Greetings** *How are you? I'm fine, thanks.*	
2 Playtime!	p40	**Toys** Core: *doll, ball, teddy bear, puzzle, car, kite, bike, train, game, scooter* Extra: *toy, big, love (v), favorite, furry, fat, lovely, animal, color (n)*	*my / your* *This is **my** bag.* *Is this **your** teddy bear?* ***Yes, it is. / No, it isn't.***
Math Time!	p46	**Addition**	
3 This is my nose!	p48	**My body** Core: *arms, nose, face, legs, ears, fingers, hands, eyes, eyebrows, shoulders* Extra: *Let's, put on, point to, now, that's right, all, Oops!, mess, make, color (v), then, body, cut (out), fold (v), paper, paw, glue (v), tail, long*	*arm / arms* *This is…* *These are…*
Review 1	p54	**Revision of vocabulary and structures from Units 1–3**	
4 He's a hero!	p56	**Jobs** Core: *teacher, student, cook, firefighter, pilot, doctor, police officer, farmer, mailman, zookeeper* Extra: *hero, Grandma, Grandpa, meat, kind, meet, lane, again, eat, write, brother, happy, family, uncle*	*She's / He's a teacher.* *Is she / he a teacher?* ***Yes, she is. / No, he isn't.***
Fluency Time! 2	p62	**Introductions** *This is my… Nice to meet you. Nice to meet you, too.*	
5 Where's the ball?	p64	**The park** Core: *seesaw, slide, goal, swing, tree, pool, armbands, ice cream, frisbee, jungle gym* Extra: *good try, under, on, in, goal, where, park, nice, cool, play (v), boy, girl, soccer, help (v)*	*Where's the ball?* *It's **in / on / under** the bag.*
Art Time!	p70	**Colors**	
6 Billy's teddy bear!	p72	**My family** Core: *mom, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin* Extra: *find, the others, know, family, lots of, love (n), look (out of), photo, throw, still, flying, into, at, they*	Possessive ***'s*** *This is **Mom's** book.*
Review 2	p78	**Revision of vocabulary and structures from Units 1–6**	

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	Phonics	Skills	Values
		Listening: identifying numbers (listening for specific information) **Speaking:** *What's your name?* (asking and answering questions about names); *How old are you?* (asking and answering questions about age)	Understanding that people belong to various groups and communities, such as family and school
	Initial sounds: *a b c d* Aa: *apple* Bb: *bird* Cc: *cat* Dd: *dog*	**Reading:** a description (reading and understanding descriptions of objects; recognizing specific words) **Listening:** identifying objects (listening for specific information) **Speaking:** *What's this? It's…* (asking and answering questions) **Writing:** identifying and counting words in a sentence; Workbook (WB) – writing about my school things (guided writing)	Helping in the classroom (contributing to the life of the class)
	Craft: a face mask		
	Initial sounds: *e f g h* Ee: *egg* Ff: *fish* Gg: *goat* Hh: *hat*	**Reading:** a poem: 'My favorite… ' (reading and understanding a poem) **Listening:** identifying favorite things (matching people to their favorite things) **Speaking:** *What's your favorite… ?* (asking and answering questions about favorite things) **Writing:** dividing sentences into words (identifying words within a sentence); WB – writing about my favorite toys (guided writing)	Be kind to people (sharing and playing cooperatively) Helping each other at home
	Project: a math board game		
	Initial sounds: *i j k l* Ii: *ink* Jj: *jelly* Kk: *kite* Ll: *lion*	**Reading:** instructions for making a paper toy (reading and following instructions; reading a text and putting pictures in the correct order) **Listening:** identifying different animals (listening and ordering pictures) **Speaking:** describing an animal's features **Writing:** identifying full sentences; WB – writing about my body (guided writing)	Take care in the sun (dress appropriately, put on sunscreen and drink water to stay safe)
	Initial sounds: *m n o p* Mm: *mom* Nn: *nurse* Oo: *orange* Pp: *pen*	**Reading:** an autobiography (reading and understanding a family description; developing inferring and comprehension skills) **Listening:** identifying people by their jobs (listening for specific information) **Speaking:** *Is he a doctor?* (asking and answering questions about jobs) **Writing:** identifying capital letters and periods; WB – writing about my family (guided writing)	People who help us (helping others in need) Looking out for health and safety hazards at home
	Craft: a finger puppet		
	Initial sounds: *q r s t u* Qq: *queen* Rr: *rabbit* Ss: *sofa* Tt: *tiger* Uu: *umbrella*	**Reading:** a puzzle text (reading and understanding a text about a picture) **Listening:** identifying objects by location (numbering things in a picture) **Speaking:** *Where's the kite?* (asking and answering questions about where things are) **Writing:** identifying capital letters at the start of names; WB – writing about the park (guided writing)	Take care in the park (understanding what improves and harms your local, natural, and built environments and about ways of looking after them)
	Project: a rainbow		
	Initial sounds: *v w x y z* Vv: *van* Ww: *window* Xx: *box* Yy: *yo-yo* Zz: *zebra*	**Reading:** a caption story (reading a text that describes pictures; finding specific information) **Listening:** distinguishing details (identifying pictures from their descriptions) **Speaking:** *Who's this?* (asking and answering questions about people) **Writing:** identifying question marks and sentences; WB – writing about my family's things (guided writing)	My family (family and friends should care for each other)

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7	Are these his pants?	p80	**My clothes** Core: *dress, socks, T-shirt, pants, shorts, shoes, coat, hat, sweater, tracksuit* Extra: *clothes, every, day, try on, team, his, her, what about*	*This is* **her / his** *T-shirt.* ***Are these** his socks?* ***Yes, they are. / No, they aren't.***
Fluency Time! 3		p86	**Playing outside** *Can I go on the slide, please? Be careful of the ball. I'm on the swing!*	
8	Where's Grandma?	p88	**My house** Core: *kitchen, living room, dining room, bedroom, bathroom, yard, upstairs, downstairs, house, apartment, front door* Extra: *certificate, good job, good, work, show (v), surprise, follow, go, through, table, chair, want, little, next door, balcony, TV*	***Is she** in the kitchen?* ***Yes, she is. / No, she isn't.*** ***Are they** in the yard?* ***Yes, they are. / No, they aren't.***
Social Studies Time!		p94	**Jobs**	
9	Lunchtime!	p96	**My lunch box** Core: *lunchbox, sandwich, drinks, apple, banana, cookie, tomato, pear, grapes, pineapple, cherries* Extra: *lunchtime, choose, share, cheese, water, get, lunch, chirp, say, today, inside*	***I have** two sandwiches.* *my lunchbox.* ***an** apple* *(**an** + a, e, i, o, u)*
Review 3		p102	**Revision of vocabulary and structures from Units 1–9**	
10	A new friend!	p104	**My friends** Core: *long, short, blond, brown, curly, straight* **Shapes** Core: *square, circle, triangle, rectangle, diamond* Extra: *hair, over there, new, friend, side, the same, smooth, round, just, count, dear, picture, great, best, tall, tell, from*	*He / She / It has…* *He / She / It doesn't have…*
Fluency Time! 4		p110	**Getting dressed** *Hurry up, please. Put on your… Take off your…*	
11	I like monkeys!	p112	**The zoo** Core: *elephant, giraffe, monkey, big, tall, little, tiger, snake, parrot, polar bear, seal* Extra: *zoo, funny, hip hooray, growl, hiss, squawk, hear, listen, true, top, leaves, tongue, guess, wrong, on top of, head, neck, at all, there, food, pretty, next, first*	*I **like** monkeys.* *I **don't like** elephants.* *They**'re** big.* *I**'m** little.*
Science Time!		p118	**Animals**	
12	Dinnertime!	p120	**Food** Core: *rice, meat, carrots, yogurt, fish, bread* **Drinks** Core: *milk, juice, water, hot chocolate, tea* Extra: *finished, dinnertime, drink (v), late, café, dessert, menu, because*	***Do you like** carrots?* ***Yes, I do. / No, I don't.*** ***What do you like?*** ***I like** yogurt.*
Review 4		p126	**Revision of vocabulary and structures from Units 1–12**	
13	Clean up!	p128	**My bedroom** Core: *rug, bed, cabinet, shelf, pillow, blanket* **Numbers 11–20** Core: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty* Extra: *clean up, clean (adj), room, get in, put, star (adj), letter, magazine*	*There's…* *There are…*
Fluency Time! 5		p134	**At the dinner table** *Would you like salad? Yes, please. No, thanks.*	
14	Action Boy can run!	p136	**Verbs** Core: *run, fly, walk, talk, swim, climb, write, draw, sing, dance, cook* Extra: *can (v), smart, silly, do anything, alphabet, song, smile (v), sitting, jump, very, fast, stripes, fruit, nuts, pet, live (v), beautiful*	*He **can / can't** fly.* ***Can** he talk?* ***Yes, he can. / No, he can't.***
Geography Time!		p142	**Volcanoes**	
15	Let's play ball!	p144	**The beach** Core: *sandcastle, beach, crab, the ocean, boat, shell, sunscreen, bat, ice pop, pail, shovel* Extra: *good idea, wait, together, another, wonderful, welcome, sandy, rock pool, clean, hotel, stall, alone, litter, enjoy, flavor, forget*	*Let's* + verb
Review 5		p150	**Revision of vocabulary and structures from Units 1–15**	

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The alphabet: the alphabet letter names and their sequence	**Reading:** a caption story (reading and understanding a story; reading for specific details) **Listening:** identifying clothes (identifying pictures from their descriptions) **Speaking:** *What color are these pants?* (asking and answering questions about colors) **Writing:** identifying *'s* in sentences; matching full and abbreviated forms with the contraction *'s*; WB – writing about my favorite clothes (guided writing)	Warm clothes and cool clothes (taking care to stay healthy in different seasons) Helping with jobs at home
Craft: a park poster		
Digraphs: *sh* *shoes* *sheep* *fish*	**Reading:** a description on a webpage (reading and understanding a description of an apartment; finding specific information in a text) **Listening:** listening to a description of an apartment (numbering items in the correct order) **Speaking:** *Where are the bedrooms?* (asking and answering questions with *Where's ...*) **Writing:** identifying vowels within words; WB – writing about my home (guided writing)	My house (noticing safety hazards around the home) Family and friends caring for each other
Project: a pop-up book		
Digraphs: *ch* *chair* *teacher* *chick*	**Reading:** information texts (reading and understanding descriptions of lunchboxes; matching lunchboxes with their descriptions) **Listening:** identifying key words (checking items that are heard) **Speaking:** *I have a banana…* (asking and answering questions about lunchboxes) **Writing:** completing sentences with *a* or *an*; WB – writing about my lunchbox (guided writing)	Healthy food (understanding the basics of healthy eating) Sharing with friends and family
Digraphs: *th* *three* *bath* *teeth*	**Reading:** a descriptive letter (reading and understanding a letter; matching children with their descriptions) **Listening:** identifying different friends (numbering items in the correct order) **Speaking:** *She has blond hair. Who is it?* (asking and answering questions about appearance) **Writing**: matching full and abbreviated forms with the contractions *'ve* and *'s*; WB – writing about my friend (guided writing)	Good friends (bullying and excluding people is wrong) Identifying and respecting the similarities and differences between people
Craft: a clothes cube		
CVC words: *a* *cat* *man* *fan*	**Reading:** a poem: "What am I?" (reading and understanding a poem; reading for specific information) **Listening:** identifying preferences (listening for specific details) **Speaking:** *It has four legs. It's black and orange.* (describing animals) **Writing:** identifying adjectives in sentences; WB – writing about animals I like (guided writing)	Be kind to animals (understanding that living creatures should be respected and treated with care)
Project: animal cards		
CVC words: *e* *bed* *pen* *red*	**Reading:** information texts (reading and understanding a menu; finding specific details in a text) **Listening:** identifying food preferences (listening for specific details) **Speaking:** *What do you like?* (asking and answering questions about food likes and dislikes) **Writing:** matching full and abbreviated forms of the negative contraction *n't*; WB – writing about food I like (guided writing)	Good for you! (taking care of what you eat to stay healthy)
CVC words: *i* *pig* *fig* *pin*	**Reading:** a descriptive letter (reading and understanding a letter to a magazine; reading for specific details) **Listening:** distinguishing details (identifying different rooms from their descriptions) **Speaking:** *Where are the shoes?* (asking and answering questions about where things are) **Writing:** question marks and periods (differentiating between sentences and questions); WB – writing about my bedroom (guided writing)	Neat and clean (understanding ways of looking after your home environment)
Craft: a plate of food		
CVC words: *o* *pot* *fox* *hop*	**Reading:** descriptions (reading and understanding a text about animals; reading for specific details) **Listening:** identifying animals (numbering items in the correct order) **Speaking:** *It can run. It's brown and big.* (asking and answering questions about animals) **Writing:** matching full and abbreviated forms of *can't*; WB – writing about what I can do (guided writing)	Keep fit (understanding that physical exercise is important to stay healthy)
Project: a volcano		
CVC words: *u* *rug* *bug* *sun*	**Reading:** a postcard (reading for specific details) **Listening:** distinguishing details (identifying pictures from their descriptions) **Speaking:** *Let's play ball!* (making and responding to suggestions) **Writing:** identifying verbs; WB – writing about the beach (guided writing)	Take care on the beach (taking care of the natural environment and respecting the needs of others) Working together as a team

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Introduction

American Family and Friends 2nd Edition is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinasthetic learners). *American Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

It also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *American Family and Friends 2nd Edition* includes the following:

- Student Book
- Workbook with Online Practice
- Student website with Online Play
- Teacher's Book Plus containing:
  - Teacher's Resource Center
  - Fluency DVD
  - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- Alphabet Book
- Readers
- Teacher's Resource Pack containing:
  - Flashcards
  - Phonics cards
  - Story posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *American Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Student Book with support from the flashcards and recordings, and are then practiced with chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

Skills

Each unit of *American Family and Friends 2nd Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

American Family and Friends 2nd Edition draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Every unit contains a phonics lesson. In the first half of Level 1, the alphabet letters are reviewed with their most common sound values (/æ/ for A, /b/ for B, etc.). Children see the relationship between the shapes of upper- and lower-case letters, the letter names, and the sounds they make.

From midway through Level 1, children learn that letters can be combined to form new sounds. They learn the consonant digraphs *sh*, *th*, and *ch*. They then progress to learn how to construct simple CVC (consonant-vowel-consonant) words: *a* (as in cat), *e* (bed), *i* (pin), *o* (fox), and *u* (rug).

From Level 2 onwards, children learn to pronounce and spell common consonant blends at the beginning and ending of words and then see how vowels are combined to form long vowel sounds. By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Levels 1 and 2 we meet a happy extended family and see the amusing adventures of Rosy, her cheeky two-year-old brother Billy, and their cousin Tim.

The stories also provide ideal scenarios for practicing and reviewing language structures and key words in a cyclical manner.

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Animated versions of these stories can be found on the Student Website, Fluency DVD, and Classroom Presentation Tool. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned.

Picture dictionary

A picture dictionary is provided on pages 128–135 of the Workbook for children to color in and then refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 3 of each unit, Children can practise writing numbers after Lesson 3 of the Starter Unit, then start writing letters after learning the letters of the alphabet in the first six phonics lessons, i.e. after Lesson 4 in Unit 1 children would practice writing the letters *a* to *d*. Alternatively, children could work on these pages after learning a wider set of letters, i.e. after completing Reviews 1 and 2.

Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well.*

Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

Songs and chants

Every unit in *American Family and Friends 2nd Edition* contains a song for children to practice the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing children are able to address fears and shyness and practice the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

Games

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required, all the games in *American Family and Friends 2nd Edition* can take place at the children's desks with a minimum of classroom disruption.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clearr communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Show parents the completed Values worksheets from the Teacher's Resource Center.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs they have learned, along with their actions.

oxfordparents
Help your child with English



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

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Games

Flashcard games

Jump

- Ask children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard they jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Snap!

- Write one of the items from the vocabulary set on the board, e.g. *doll*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the doll, they shout *Snap!*
- Repeat with the rest of the words in the set.

Musical cards

- Play lively music, ideally the target unit's song.
- Hand out the unit flashcards to different children around the class. They pass the card to the child next to them and so on, while the music is playing.
- Stop the music suddenly. Ask the children who are holding the cards, *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue the game.

Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask, *Where's the dress*? The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.
- Ask about a number of different vocabulary items.

What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask, *What's missing*?
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

Slow reveal

- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture.
- Ask, *What's this*? or another appropriate question such as, *What does he like*? The first child to guess correctly comes to the front to choose the next card.

More games

Simon says…

- Ask children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words, *Simon says…*, children must do as you ask. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and should sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says…point to your nose; Simon says…point to something red; Simon says…eat an apple.*
- Every now and then insert an instruction which is not preceded by *Simon says…* to see which children are paying attention.
- Continue the game until there is one winner.

Mime the word

- Ask children to stand at their desks.
- Say a word or sentence, e.g. *It's a lion.* The children repeat and perform a simple action. For example, children say *It's a lion* and mime being a lion for a few seconds.

NOTE: This activity is particularly suitable for animal words, job words, body words, (children point to the correct body part) and action words (e.g. *jump*, *swim* etc…) or any vocabulary set where mime is possible.

What's the picture?

- Invite a child to come to the front of the class and whisper the name of an object he/she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

Bingo

- Ask children to draw a grid, three by three (or three by two) squares. In each of the squares they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them so that you don't say the same word twice. Children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!* and is the winner.

Forwards and backwards

- Make sure children are in rows so that they can count around the class.
- Ask children to start counting, with each child saying the next number in order.
- Before they get to ten, say *Change!* The children then have to start counting backwards from whatever number they reached.
- Say *Change!* again and the children start counting forwards again.

See www.oup.com/elt/americanfamilyand friends for more games

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Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *American Family and Friends 2nd Edition* give learners the opportunity to personalise the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English: Starters syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

In the Student Book and Workbook

The Fluency Time! lessons in *American Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations.

Each of the five Fluency Time! lessons in *American Family and Friends 2nd Edition* consist of an Everyday English page followed by a craft page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The craft pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

The Workbook provides further written practice of the Everyday English language, including activities based on the Fluency Time! DVD.

In the Fluency DVD

The Everyday English dialogues are also presented in the new Fluency Time! DVD. The key Everyday English language is acted out by native speakers in various real-life locations. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

21st Century Learning

The Four Cs

As our world becomes increasingly interconnected , today's young students must develop strong skills in creativity, collaboration, communication, and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to solve problems, make changes, and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions. Using different techniques to approach problem solving also helps students to internalise meaning in a personal way. *American Family and Friends 2nd Edition* encourages creativity through the use of interesting texts which stimulate personal responses, craft activities which help students to understand the world around them, and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *American Family and Friends 2nd Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games or team discussions, students are sharing ideas, expressing personal opinions and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills but also digital communication skills.

Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to analyse the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems and deal with an ever changing world. *American Family and Friends 2nd Edition* encourages children to think about language, to focus on meaning and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

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Values

Values, which can also be called civic education, are a key strand in *American Family and Friends 2nd Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behavior, and how their behavior and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the 15 Values worksheets in the Teacher's Resource Center – one per unit.
- In the exemplification of good behavior throughout the course, in particular in the two class plays in the Teacher's Resource Center, in the Student Book stories and their characters, and in the Student Book Skills Time! pages.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

CLIL

CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. *American Family and Friends 2nd Edition* provides five CLIL spreads to enable students to learn cross-curricular content and English simultaneously.

In the Student Book and Workbook

All of the CLIL lessons in *American Family and Friends 2nd Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

The CLIL pages in the Workbook provide further practice of the new language through reading, writing, listening and speaking activities, ensuring that the students have plenty of practice of the new language and content in all four skills.

CLIL topic

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

CLIL project

The vocabulary and skills focus is followed by a project related to the topic. This allows students to create something which demonstrates their understanding of the concepts and language from the subject lesson. It is followed by a stage where students present their projects to the class, increasing spoken confidence and general presentation skills.

Differentiation

Most classes contain students with mixed abilities. *American Family and Friends 2nd Edition* provides support for students who may be above or below the average level of the class. The Teacher's Book contains suggestions on how to make activities easier for students who require more support, or more challenging for students who need more independence. This ensures that all students remain confident and motivated throughout your lessons.

Classroom tips for mixed ability classes

- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn it.
- Give simple, clear instructions so that students of all levels can understand you easily. Use hand gestures as well as words to explain the activities.
- Don't grade your language as much when talking to confident students. They will benefit from the extra natural language input and one-to-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the students to focus. The goals can be different for each student, depending on their abilities, but reaching the goals will give the same sense of achievement to all students.

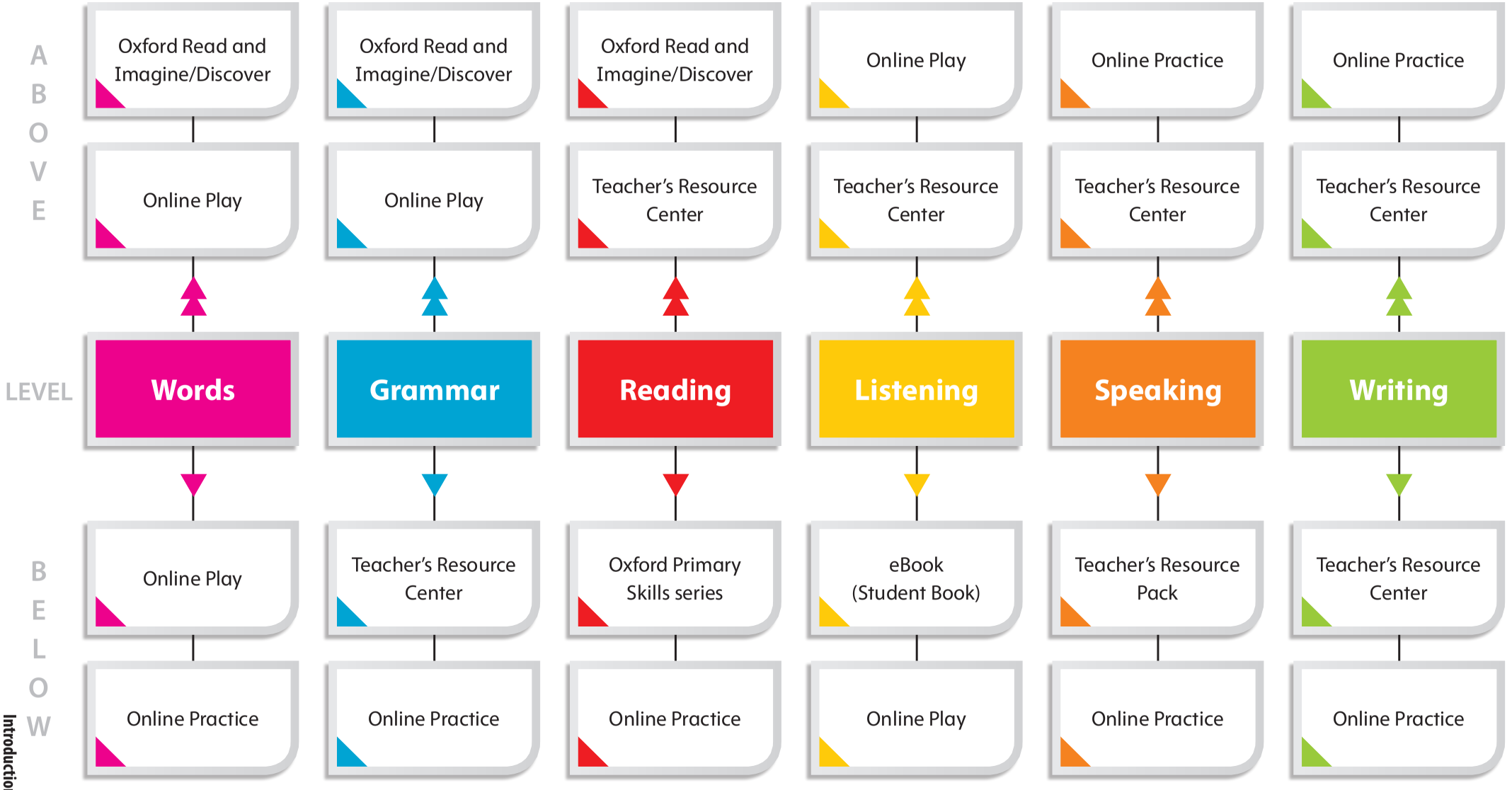
Support and extension material

There is a wealth of support and extension material available to *American Family and Friends 2nd Edition* students, offering additional practice in skills, vocabulary, and grammar. The Online Practice and eBooks, as well as the *Oxford Skills* series and *Grammar Friends*, provide plenty of reinforcement for less confident students and further practice for confident students.

American Family and Friends 2nd Edition includes a diagnostic test to be completed at the start of each year. This will enable you to assess your students' abilities and decide which material will be most useful. The progress tests after every three units will help you to check your students' progress and provide reinforcement where necessary.

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Differentiation Map



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Drama in the classroom

How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Student Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practice the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could "walk" their fingers to show that the character is walking).
- Play the recording to practice reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

Acting with a "lead group"

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

Class plays

The Teacher's Resource Center contains two plays for the whole class to act out, one at the end of each semester.

Preparing the plays will take several lessons: discussing the play and allocating parts, deciding on and organizing props and costumes, and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *American Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Center offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of children's progress
- suggestions for encouraging children to self-assess
- a diagnostic test
- 16 unit tests
- 5 progress tests (for use after every three units)
- 5 skills tests (for use after every three units)
- 5 Fluency Time! skills tests

The Cambridge English: YLE Practice section in the Teacher's Resource Center offers:

- Notes, tips, and vocabulary lists for the Starters tests
- Preparation and practice tasks to help children become accustomed to the YLE task types
- The Preparation stage provides controlled practice of task types found in the Starters tests, to help children gradually build up to the task. The Practice task then gives children a taster of a Cambridge style test before they attempt a complete YLE Practice Test
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Teacher's Resource Center.

Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

eBooks

American Family and Friends 2nd Edition can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

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- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work, and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An e-book based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the e-books. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the "check answers" button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

American Family and Friends 2nd Edition Online Practice is available using the access code in the Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the "Manage Classes" feature.
- Assign work directly linked to the Student Book. Set practice activities dedicated to the course vocabulary, grammar, and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook (with Online Practice). Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the "class" set up by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

Language games

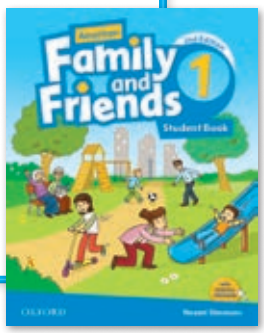
Children need to have fun with language. These games encourage children to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

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Integrated Component Overview

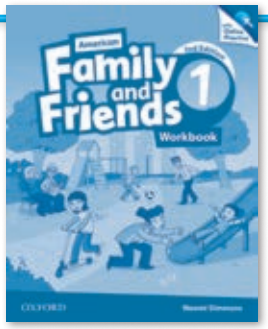
Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice, and subject pages (such as Science Time!) bring content and language learning together.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



eBook

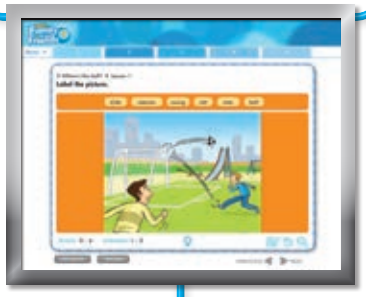
Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.





Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



Online Play

Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



Recommended Readers

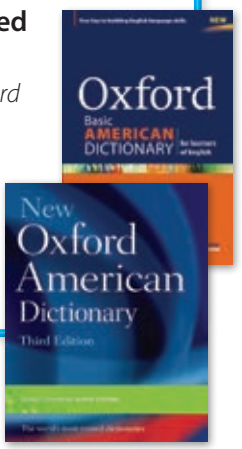
Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*

Levels 5–6 *Oxford American Dictionary*



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Teacher's Book Plus



The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, and access codes for the Teacher's Resource Center, Online Practice and the Classroom Presentation Tool.

Audio CD

The Class Audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



Classroom Presentation Tool

The *American Family and Friends 2nd Edition* Classroom Presentation Tool is software that allows teachers to present content in an interactive way. It can be used either on an Interactive Whiteboard or on a projector.





Teacher's Resource Pack

The Teacher's Resource Pack contains posters which depict the unit stories, flashcards, and phonics cards. All of these components act as visual learning aids, supporting language learning by providing extra practice outside the Student Book.



Online Practice

Teachers have complete access to students' online practice, with a grade book which enables instant marking. This allows teachers to see the scores in one place and to analyse their students' needs more effectively.



Fluency Time! DVD

This DVD contains native speakers in real-life scenarios and locations using the Everyday English taught in *American Family and Friends 2nd Edition* Fluency Time! This provides opportunities for students to combine core grammar structures with Everyday English and to model pronunciation and intonation on the examples provided by native speakers.



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Teacher's Resource Center

The *American Family and Friends 2nd Edition* Teacher's Resource Center contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course. All of the audio for these tests is available on the Teacher's Resource Centre.

Course Tests

- A diagnostic test so that students' level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.

Cambridge English: YLE Practice

- Notes and tips for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.

Course Resources

- Fluency Time! craft templates
- Writing Portfolio worksheets for freer and extended writing practice after every three units.
- Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with learners at or below level, while Portfolio B is aimed at providing activity extension for students above level.
- Extra Writing worksheets for further practice of each unit's writing objective
- Values worksheets for every course unit.
- Class play scripts for the end of each semester.

Differentiation Map

The Differentiation Map (see p.11 in this Teacher's Book) is an interactive navigation tool. It enables teachers to choose the appropriate content, within the Teacher's Resource Center, and other components to meet their students' individual needs.



Teacher's Website

The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

Parent Website

The Parent Website provides support and materials for parents of students studying with *American Family and Friends 2nd Edition*.

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Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity

Today we're going to… Now we're going to…	do some listening / speaking / coloring / writing. listen and point. sing a song. play a game. listen carefully.

Showing children how to do something

We'll… We can…	start like this. do it this way. point to the…
I'm going to show you… Let's do some together first so you'll see…	what I mean. what to do. how to do it.

Giving instructions for moving around and helping in class

Everybody,… Now everyone,… I want you to… (name / names), can you… (name / names), would you…	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?

Giving encouragement and praise

Good work, (name)… That's very good, (name)… Excellent, (name)…	you're really good at this! you know the first letters of ten words. your picture is really neat.
That's…	very nice. very neat work. really good. great!

Asking for recall of words, phrases, and activities

Now, who can…	show me the cat? tell me what this is?
Let's see. Can you remember…	what Billy says? who / what this is? what happens next? what happened last time?
What's…	this? his / her name?
Can you…	do the actions and sing the song? see Tim climbing the tree? count the oranges? tell me what Rosy says? help me tell the story? remember six things?

Encouraging good behavior

Quiet everyone,…	settle / calm down. that's good, (name / s). thank you, (name / s).

Setting up pairs and groups

Are you ready? You're going to do this… OK, everyone. You're going to work…	in pairs / in twos. in small groups. in groups of three / four.
We're going to…	play this together. make four groups. share the coloring pencils.

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Tour of a unit

Lesson One Words and Story

Lesson 1 teaches and practices the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children practice the words with a rhythmic chant.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and point to the pictures, using the Story poster. They find key words in the story.





Teaching the words and presenting the story

Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Student Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions as they chant, for example eating an apple or drinking.

Story

- Prepare the children for the story. Display the Story poster and talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through. Point to the corresponding speech bubbles on the poster as the children listen.
- Play the recording again. The children point to the pictures as they hear the text. Ask some comprehension questions about the story.
- Ask the children to look in their Student Books and find and point to the words from Exercises 1 and 2 that appear in the story.

Workbook

The children practice recognizing and writing the new words from the lesson.



Online practice allows children to practise the vocabulary further.

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Lesson Two Grammar

Lesson 2 teaches and practices the grammar points presented in the story. The children also practice the language by acting out the story.

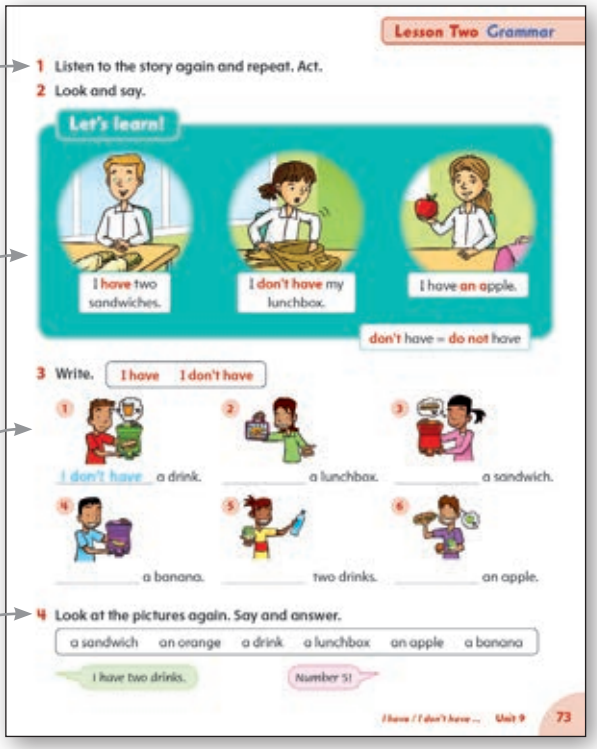
The children listen to the story again and now produce the language by repeating and then acting out the story (see TB page 12).



The children study the grammar structure that was presented in the story.

The children practice writing the grammar structure.

The children practice the unit's words along with the grammar structure in a speaking activity.



Acting out the stories and teaching the grammar

Story

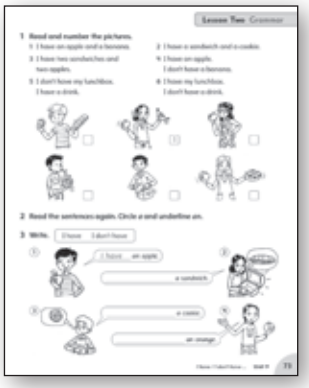
- Display the Story poster to see what children can remember about the story from the previous lesson.
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask the children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- Model the dialogue with one of the children, then let the class practice the dialogue in open pairs.

Workbook

The children practice recognizing and writing the new grammar points from the lesson.



Online Practice allows children to recognize the grammar structure in a different context and to consolidate their understanding of the story.

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Lesson Three Words and Song

Lesson 3 teaches a further vocabulary set. The unit's core language is then practiced with a song and Total Physical Response activities.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children learn and sing the song.

The children perform actions as they sing the song.

The children can color in the new words in the Picture dictionary in the Workbook.

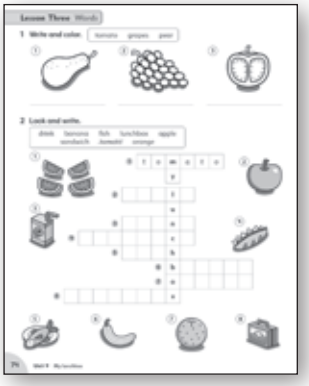


Teaching songs

- Teach children a further vocabulary set, often an extension of the set from Lesson 1. Play games using the flashcards to consolidate learning.
- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Workbook

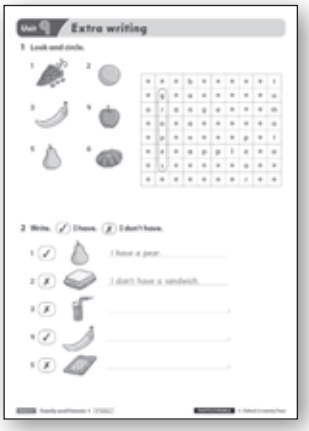
The children practice recognizing and writing all the new words from the unit, with a particular focus on the new words from this lesson.



Online Practice allows children to practice the new vocabulary further and consolidate their understanding of the song.

Teacher's Resource Center

There is extra written practice for the vocabulary and structures from the unit on the Teacher's Resource Center Extra writing worksheet.



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Lesson Four Phonics

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound and point to the letters that form it. They read and repeat words that contain the sound and letters with the help of phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children look at the chant again and identify the letters that create the phonics sounds.

The children choose the correct letters for certain words.

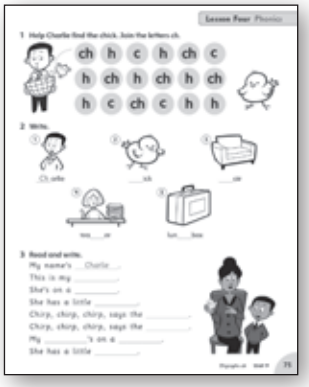


Teaching phonics

- Introduce the new sound and its letter or letters. Show the class the phonics card and say, for example, *Letters C and H make the sound* /ʧ/. Model the sound a number of times for children to repeat.
- For new alphabet letters, draw the letter on the board in both the upper- and lower-case form. Teach both the letter name and sound, e.g. *This is letter T. It says the sound* /t/.
- Introduce the new phonics words with the flashcards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.
- In the Review sections the children distinguish the new sounds from others they have learned previously.

Workbook

The children practice recognizing and writing the words containing the phonics sound and letters.



Online Practice allows children to practice the new sounds and letters in a different context.

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Lesson Five Skills Time! Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 concentrates on reading comprehension, looking at a variety of text types.

The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.

The children read and listen to the text for the first time.

The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

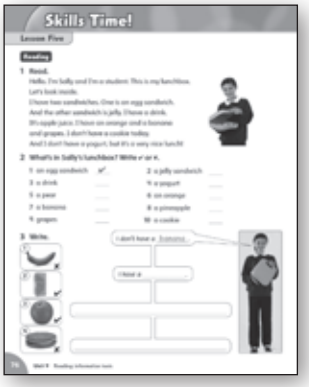


Teaching reading

- Approach a new text in three stages: pre-reading, reading for gist, and reading for detail. Explain that children do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- *Pre-reading (Exercise 1):* This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.
- *Reading for gist (Exercise 2):* Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.
- *Reading for detail (Exercise 3):* Go through the comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session.

Workbook

The children read a related text and complete comprehension activities.



Online Practice allows children to complete further reading exercises.

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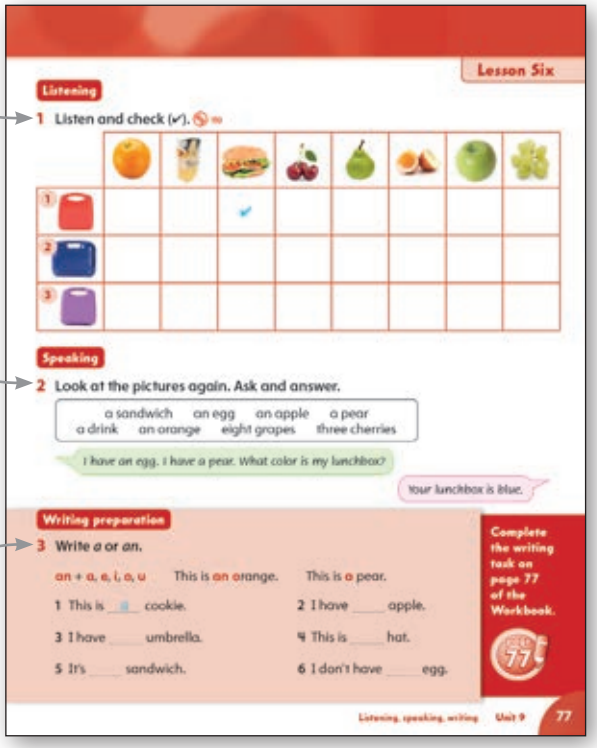
Lesson Six Skills Time! Listening, Speaking, and Writing

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Student Book. The writing section is developed further in the corresponding Workbook page.

The children listen to a recording and complete a listening comprehension activity.

The children practice speaking in pairs, using a context that is similar to the reading and listening activities.

The children do exercises to develop their writing skills. They will learn how to structure their writing into sentences with correct punctuation and word order. Their writing is then developed in the Workbook in personalized writing activities.



Teaching listening, speaking, and writing

Listening

- *Pre-listening:* Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- *Listening for gist:* Play the recording right through. The children listen and point to the pictures in their books. Play it again, pausing after each phrase to check comprehension with some simple questions.
- *Listening for detail:* Play the recording, pausing for children to complete the activity in their books.

Speaking

- The speaking task aims to develop speech that is clear and fluent.
- Call a volunteer to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary.

Writing

- Demonstrate the new writing skill by writing one or more example sentences on the board. Circle or underline the target punctuation or word.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.

Workbook

- The children now move from recognizing the new writing skill to producing it.
- Check that the children understand what type of sentences they need to produce in the writing task. Read the example sentence and elicit further examples. Write them on the board.
- When the children have finished, call volunteers to the front to read their texts to the class and show their drawings.



Online Practice allows children to complete Listening, Speaking, and Writing exercises.

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Fluency Time! Everyday English

The Fluency Time! lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children watch and listen to the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children watch and listen again, repeating the dialogues with the recording.

The children look at the pictures, to help them understand the context, before they watch the video and complete the comprehension activity.

The children practice speaking in pairs, using the Everyday English phrases, in a context that is similar to the listening and speaking activities above.



Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (at home / in a bedroom) and who they think the girl/boy is talking to in each picture. Ask children what clothes they can see in the pictures.
- Play the DVD for children to watch and follow the dialogue in their Student Books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD clip.
- Children practice the dialogue in pairs or groups.
- Ask groups of children to act out the conversation for the class.

Comprehension

- Show children the speech bubbles with blanks and the example. Explain that they need to listen to the dialogue and, complete the speech bubbles with the words in the box.
- The DVD contains examples of the Everyday English phrases, and some additional passive phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the DVD for the children to watch, listen, and write the correct words in the speech bubbles.
- Ask individual children to read out the completed speech bubbles.

Speaking

- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the clothes in the box and tell their partners to put them on / take them off.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Workbook

The children practice reading and writing the Everyday English phrases in a new context.



Children do exercises to practice the Everyday English phrases in the Online Practice Fluency section.

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Fluency Time! Craft

The Craft lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! topic.

The children listen to the story from the Everyday English lesson, or they watch the story on the Fluency DVD. They then produce the language by acting out the story.

The children look at the photos and follow the instructions to prepare their craft activity.

There are templates for each Fluency Time! Craft in the Teacher's Resource Center.

The children produce the language in a freer speaking activity. In pairs children use the completed craft project to practice Everyday English phrases in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.



Teaching projects

Acting out the Story

- Draw children's attention to the story in Exercise 1 of the Everyday English lesson on the previous page of the Student Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! again. If you don't have time for the DVD, read the story in the Student Book.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).

Craft

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a clothes cube*).
- Ask *What do you need to make the clothes cube*? to elicit *colored pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the clothes cube template (see Fluency Time! Craft 4, Teacher's Resource Center). Give each group colored pens / pencils / crayons, scissors, and glue.
- Use the pictures and instructions to talk children through the process of making their clothes cubes. Demonstrate with your own completed cube and make sure children understand what they have to do.
- Move around the class as children work, asking questions, *What's this? What color is this? How do you spell* …

Speaking

- Focus on the photo. Tell children they are going to use their clothes cubes to play a game.
- Demonstrate the game with a child, using one of the cubes. Ask the child to throw the cube, then encourage the child to say which side of the cube is up, what clothes item is on the top side of the cube and whether there is a check or an X next to the clothes item. Model the sentence for this side of the cube, e.g. *Put on / Take off your*…
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to throw their clothes cube and tell their partner to put on / take off the item of clothing shown.
- Ask some pairs to play the game in front of the class.

Workbook

The children watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases children can use Online Practice to write about their crafts.

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Science Time! Topic

The subject lessons come after every three units and focus on developing teaching content through English. The Topic lesson introduces new language related to the subject and provides reading and speaking practice.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.

The children read and listen to the text for the first time.

The children complete a comprehension task to check their understanding of the information in the text.

The children answer questions related to the topic. These questions invite them to personalize the information they have learned in the text.



Teaching Topic lessons

Vocabulary

- Use the flashcards to introduce the new words. Play a flashcard game to practice saying the new words.
- Ask the children to look at the pictures. Play the first part of the recording for the children to listen and point to the pictures.
- Play the second part of the recording for the children to repeat the words.
- Play the recording all the way through again for the children to listen and point and then repeat the words.
- Hold up the flashcards, one at a time, for individual children to say the words.

Listening and reading

- Play the recording for the children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions to check children's understanding of the text.
- Ask the children to point to items in the picture to check their understanding of the new vocabulary.

Comprehension

- Put the children into pairs. Explain the activity and complete the first item together. Check understanding, then allow the children to complete the activity in their pairs.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

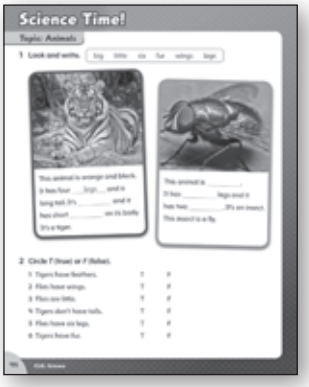
NOTE: The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Explain the aim of the questions (to find out about the topic beyond the information given in the text).
- Have children write down the answers to the questions.
- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

Workbook

The children practice reading and writing the new words from the Topic lesson.



Children do exercises to practice the vocabulary and explore the topic further in Online Practice.

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Science Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a project which is linked directly to the topic.

The children review the language from the Topic lesson through a listening activity.

The children look at the photos and follow the instructions to prepare their project.

The children produce the language in a freer speaking activity. In groups or to the class, children use their completed projects to practice the new language in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.



Teaching projects

Listening

- Explain that you are going to play a recording. Make sure the children understand what they need to do while they are listening (check boxes, number pictures in the correct order, etc).
- Play the recording once through. Play it again, pausing after each item so that the children have time to think about their answer.
- Check answers with the class.

Project

- Explain the project to the children and make sure they understand what they are going to make. Look at the pictures with the class and ask the children to say what things they need to make the project.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups and hand out materials for the project. For some projects, there are templates on the Teacher's Resource Center. A list of materials for each project is provided in the main teaching notes.
- Use the pictures and instructions to talk the children through the process of making the project. Demonstrate with a completed project and make sure the children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this?*

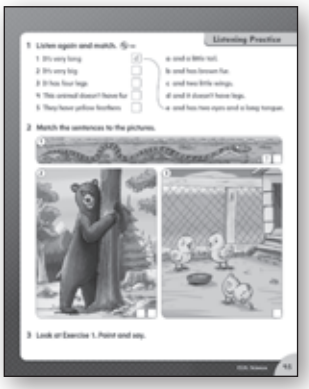
NOTE: The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Put the children into pairs or groups. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project or book and talk about the project, as in the example, pointing to items as you mention them.
- The children talk in groups. Encourage the children to include language from previous units as they talk about their projects.
- Invite two or three children to stand up and tell the class about their projects.

Workbook

The children complete a listening and speaking activity to practice the new words from the lesson.



Children write about their project in Online Practice.

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Starter Hello!



Lesson One SB page 4

Learning outcomes

To become familiar with the Student Book characters and common greetings

To understand a short story

Language

Core: *Rosy, Tim, Billy, Miss Jones*

Extra: *Hello, Hi, Goodbye, everyone, come, fun, class, cousin, who, this, sorry, come on*

Materials

01–03; Starter story poster; Hello flashcards 1–4

Warmer

- As children come in, say *Hello.* Encourage them to say *Hello.* Ask children to say *Hello* to children next to them.
- Say *Hello. My name's …* and encourage children to do the same in pairs.
- Play a game. Say *Stand up!* and indicate to the class to stand up. Say *Sit down!* and indicate them to sit. Say *Stand up!* and *Sit down!* several times. The last child to complete the action is 'out'.

Lead-in

- Put the Hello flashcards 1–4 in an envelope. Bring them out one at a time and say the names for children to repeat in chorus.
- Model *Hello, Rosy!* etc. and children repeat. As you bring out each flashcard, children respond with *Hello, Tim!* etc.
- Divide the class into two. When you reveal a flashcard, half of the class says *What's your name?* The other half responds with *My name's Billy,* etc.

1 Listen, point, and repeat. 01

- Ask children to look at the characters.
- Play the first part of the recording. Children listen and point to the pictures.

NOTE: The first time, the recording follows the order of the pictures on the page; the second time, it is out of order. This is done in the word presentation in every unit.

- Play the second part for children to repeat the names.
- Play the recording all the way through. Children point to the pictures and then repeat the names again.
- Take the Hello flashcards out of the envelope one at a time and ask different children to say the names.

2 Listen and sing. 02

- Play the recording. Repeat a few times for children to say the words.
- Children sing as a class, without the recording.
- Divide the class into groups of four. Give each child a character's name. Say the chant with the class. Every time a child hears their "name" they stand up and sit down again.

Differentiation

Below level:

- Put children into pairs. Have them wave and greet each other, using their classmates' names.

At level:

- Write the chant on the board, replacing the names of the children with gaps and the name of the teacher with your name. Read the chant. Each time you come to a blank, point to a child for the class to say the name.

Above level:

- Tell children that another way to say *Hello* is *Hi.* Have them practice both greetings in pairs or small groups.

3 Listen and read. 03

- Say *Now close your books* and model the action. Say *Let's read the story.* Use the Starter story poster to present the story. Point to the characters for children to say the names.
- Ask *What's happening?* for children to say what they think is happening in the story.
- Play the recording and point to each speech bubble as children listen and look.
- Ask children to look at the story in their Student Books. Play the recording again for them to point to the pictures.
- Ask comprehension questions, e.g. *Who is in the class? How old is Billy?*

Further practice

Workbook page 4

Online Practice • Starter Unit • Lesson One

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Lesson Two SB page 5

Learning outcomes

To greet people

To ask and answer the question *What's your name?*

To act out a story

Language

Core: *What's your name? My name's … How are you? I'm fine, thank you.*

Materials

02–04; Starter story poster; Hello flashcards 1–4

Warmer 02

- Say *Hello* and encourage children to reply *Hello* and then to greet each other in pairs.
- Do the chant from Student Book page 4.

Lead-in

- Hold up each of the Hello flashcards 1–4 for children to say the names of the characters. Model any names that children don't know.
- Ask children if they can remember what happened in the story in the previous lesson.
- Show the story poster to reveal if children remembered correctly and to encourage further ideas.

1 Listen to the story again and repeat. Act. 03

- Ask children to look at the story on Student Book page 4. Say *Let's read the story again.*
- Play the recording. Play again, pausing after each phrase for children to repeat.
- Divide the class into groups of five. One child is each character.
- Focus attention on the pictures from the story. As a class, decide on the actions for each part of the story (see suggestions below).
- Children can remain in their seats as they act out the story. Monitor the activity, checking for correct pronunciation.
- Ask some groups to come to the front to act out the story.

Story actions

Picture 1: Miss Jones holds out her hand as she talks to Rosy and Tim. Rosy and Tim wave as they introduce themselves.

Picture 2: Billy runs into the class. Miss Jones holds out her arms, looking surprised.

Picture 3: Miss Jones bends down to ask Billy how old he is.

Picture 4: Billy's mom beckons him with her arm. Billy waves as he leaves the classroom.

2 Ask and answer.

- Say *Look at the pictures*, indicating the pictures of the boys. Read the dialogue, pausing for children to repeat.
- Read the dialogue again, for children to repeat again.
- Ask children to work in pairs. Allow time to practice saying the dialogue with their partner.
- Ask some pairs to come to the front to act out the dialogue.
- Say to individual children *Hello. What's your name?*
- Children respond saying their own names.

3 Listen and sing your name. 04

- Ask children to look at the pictures. Ask what they can see, and elicit words they think they might hear in the song.
- Play the song. Children follow along.
- Play the song a second time. Children sing along, saying their own names.
- Ask children to look at the pictures. Ask them to copy what the girls are doing in each of the pictures (see below).
- Play the song for children to sing along and perform the actions they see in their Student Books.

Song actions

1: The girls greet each other by smiling and waving.
2: The girls talk to each other.
3: One girl points to herself.
4: The girls wave to each other to say goodbye.

Differentiation

Below level:

- Play the song again. Ask children to point to the right pictures as the song plays. Encourage them to sing along.

At level:

- Ask two children to come to the front. They do the actions while everyone else sings the song.
- Repeat the activity with other pairs of children.

Above level:

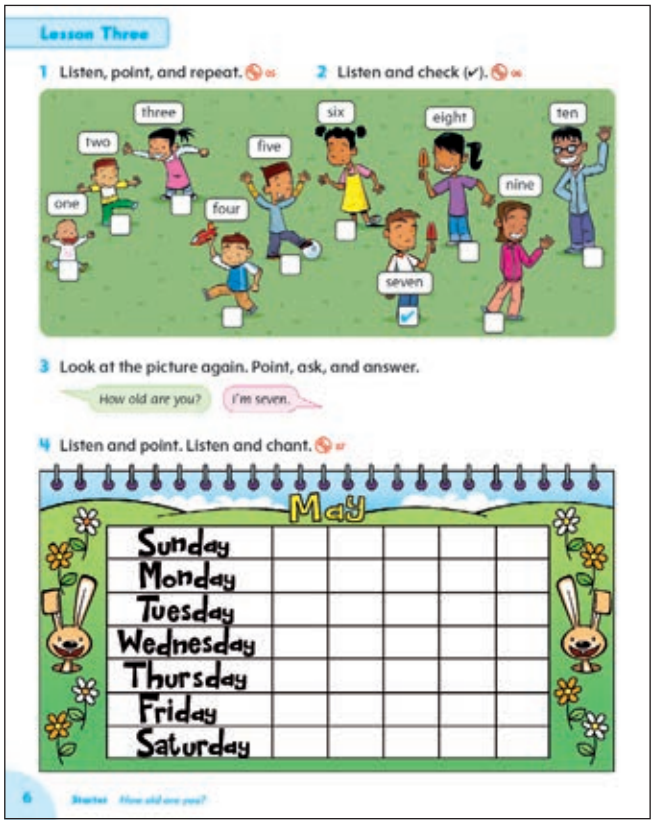
- Put children into small groups. Ask them to think of new actions for the song. They practice and then present their versions to the class.

Further practice

Workbook page 5

Online Practice • Starter Unit • Lesson Two

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Lesson Three SB page 6

Learning outcomes

To recognize and use numbers one to ten

To ask and answer the question *How old are you?*

To say the days of the week

Language

Core: *one, two, three, four, five, six, seven, eight, nine, ten; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Materials

04–07; Numbers flashcards 5–14 (one to ten)

Warmer 04

- Sing *Hello, hello!* from Student Book page 5.

Lead-in

- Put the number flashcards on the board, in order. Point to each one for children to say the number in chorus.
- Take down the flashcards, shuffle them, and hold them up for children to say the numbers.
- Give out the flashcards to different children. Ask the class to count together from one to ten. When the children hear their number, they hold up their flashcard.

1 Listen, point, and repeat. 05

- Ask children to look at the pictures. Explain that the children have their ages written above them.
- Play the first part of the recording. Children point to the pictures as they hear the ages.
- Play the second part for children to repeat.
- Play the recording all the way through for children to repeat.
- Point to people in the pictures and ask individual children to say the numbers.

Differentiation

Below level:

- Ask children to stand up and make pairs. They practice counting to ten on each other's fingers.

At level:

- Ask ten children to come to the front. Give each child a number flashcard and ask them to stand in order. The rest of the class points to each child and says the number.
- Children put themselves into a different order. The class calls out the numbers in the new order. Repeat with different children.

Above level:

- Ask children to stand up and make pairs. They quiz each other by holding up their fingers to show various numbers. Encourage them to go as fast as they can.

2 Listen and check (✓). 06

- Ask children to look at the pictures again. Point and say *Look, he's six. Look, she's eight*. Then point to the first boy again and ask *How old is he?* Tell the class they are going to hear some of the children talking about their age.
- Play the recording, pausing after the first dialogue. Show children the example answer.
- Play the rest of the recording, pausing for children to check off the children whose ages they hear. Repeat.
- Check answers.

ANSWERS

two ✓ five ✓ six ✓ seven ✓ eight ✓

3 Look at the picture again. Point, ask, and answer.

- Read the question and answer, pausing after each for children to repeat.
- Ask children to look at Exercise 1. Tell them they are going to practice being the children in the pictures. In pairs, children point to a person and ask *How old are you?* Their partner answers as though they were that child.

4 Listen and point. Listen and chant. 07

- Ask children to look at the calendar. Tell them that they are going to learn the days of the week in English.
- Play the chant once through for children to listen and point at the words in their Student Books.
- Play the chant again. Children join in.

Further practice

Workbook page 6

Online Practice • Starter Unit • Lesson Three

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Lesson Four SB page 7

Learning outcomes

To identify different colors

To use different colors in the context of a chant

Language

Core: *red, yellow, pink, green, purple, orange, blue*

Extra: *chant, rainbow, too*

Materials

08–09; Colors flashcards 15–21; colored pens / pencils / crayons (or strips of paper) in the colors red, yellow, pink, green, purple, orange and blue for each group of seven children

Warmer

- Play *Jump* (see Teacher's Book page 8) to review the numbers one to ten.

Lead-in

- Use flashcards 15–21 to elicit colors. Hold up one flashcard at a time for children to say the color. When children have named the color correctly, put the flashcard on the board and write the word. Repeat with all the flashcards.
- Take the flashcards off the board, leaving the words. Shuffle the cards and give them to seven children. Ask them to come to the front one at a time and put their flashcard in the correct place on the board.
- When the flashcards are all in place, point to each one in turn for children to say the word.

1 Listen, point, and repeat. 08

- Ask children to look at the colors. Play the first part of the recording. Children point to the pictures.
- Play the second part for children to repeat the colors.
- Play the recording all the way through. Children point to the colors and then repeat the words.
- Call out the names of colors. Children point to objects in the room that are the same color.
- Reverse the activity. Point to different objects for children to call out the name of the color.

2 Listen and chant. 09

- Ask children to look at the rainbow. Elicit the colors.
- Tell children they are going to do a chant about the rainbow. Elicit the colors they think they will hear.
- Play the chant while children follow the words. Repeat for children to chant along.

3 Chant and do.

- Divide the class into groups of seven. Give each child a pencil or strip of paper in the colors from the chant. If your class does not divide into groups of seven, two children can have the same color in some groups.
- Play the chant again while children join in. When they hear their color they hold up their pencil or paper. Repeat.

Differentiation

Below level:

- Write the color words on the board in a horizontal line. Scramble the flashcards and place them along the bottom of the board. Ask students to rearrange the flashcards to match the color words.
- Ask children to draw their own rainbows. Then they walk around the classroom, telling each other what colors they chose.

At level:

- Children close their Student Books. Call seven children to the front and give each child a color flashcard. The rest of the class helps put the children in the order the colors appear in the chant.
- Ask children to check the chant to see if they were correct.

Above level:

- Write scrambled color words on the board. Call children up to unscramble the words and write them on the board.Then have students turn to face the class and spell that word.

4 Match.

- Ask children to look at the paint jars and the words. Point to each of the words for children to read aloud.
- Ask children to match the paint jars to the color words.

ANSWERS

1. purple 2. green 3. red 4. blue 5. yellow 6. pink 7. orange

Further practice

Workbook page 7

Picture dictionary, Workbook page 128

Starter test, Teacher's Resource Center

Online Practice • Starter Unit • Lesson Four

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1 What's this?



Lesson One SB page 8

Words

Learning outcomes

To identify common school things

To understand a short story

Language

Core: *pen, eraser, pencil, ruler, book*

Extra: school things, *train, OK, look at*

Materials

09, 10–12; Story poster 1; School things flashcards 22–26; school things (book, pen, pencil, eraser, ruler)

Warmer 09

- Sing *Sing a rainbow!* from Student Book page 7.

Lead-in

- Hold up each school thing and say the words for children to repeat.
- Hold up flashcards 22–26 and ask the class *Is it a pen / book / eraser?* (*yes / no*).
- Play a memory game. Show two flashcards to the class and put them face down on your table. Point to each flashcard and ask *Is it a … ?* Repeat.

1 Listen, point, and repeat. 10

- Ask children to look at the school things. Play the first part of the recording for children to point to the pictures. Repeat.
- Play the recording all the way through for children to point and then repeat the words.
- Hold up flashcards 22–26 and ask individual children to say the words.

2 Listen and chant. 11

- Play the recording.
- Play the chant a second time for children to say the words.
- Ask children to put one of each school thing on their desks. This time they can point to, or pick up, the school things when they hear them. Repeat a few times.

Differentiation

Below level:

- Ask five children to come to the front. Give each child a different school thing. Repeat the chant. The child at the front jumps up when his / her word is said.

At level:

- Display the flashcards around the room. Say the chant. Children point to the correct flashcard as they say the word.

Above level:

- Divide the class into two or more teams. Ask one child from each team to come to the board. Say a word. Whoever can write it fastest gets a point. The team with the most points wins.

3 Listen and read. 12

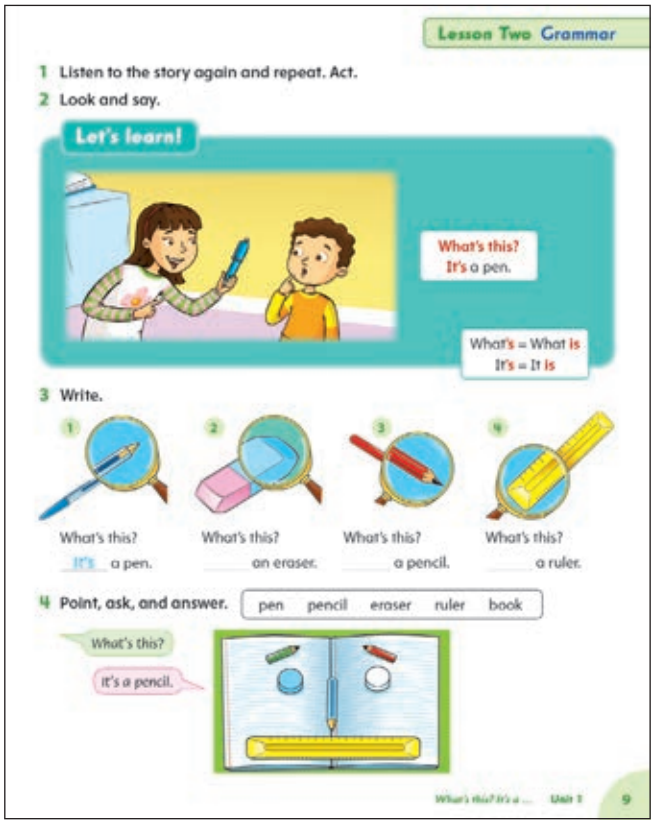
- Use Story poster 1 to present the story. Point to Rosy and ask *Who's this?* Do the same for Billy. Point to the school things. Ask *What's this? Is it a pencil?*, etc.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Play the recording again for children to listen and point to the pictures.
- Ask comprehension questions, e.g. *What's the train? (It's an eraser, a ruler, a pen, and a pencil.) Who made the train?*
- Ask children to open their Student Books. Tell them to follow the words in the story as you play the recording.
- Ask children to find and point to the words from Exercises 1 and 2 that appear in the story.
- Ask children to close their books and recall what is said in each frame. Ask children to read the story again.

Further practice

Workbook page 8

Online Practice • Unit 1 • Words

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Lesson Two SB page 9

Grammar

Learning outcomes
To ask and answer the question *What's this?*
To write answers to the question *What's this?*
To act out a story

Language
Core: *What's this? It's a…*

Materials
12; Story poster 1; School things flashcards 22–26; school things

Warmer

- Play *Snap* (see Teacher's Book page 8) with flashcards 22–26.

Lead-in

- Talk about the previous lesson. Point to Story poster 1 and ask *Who is in the story? What happened in the story? What school things were in the train?* Don't reveal the answers yet.

1 Listen to the story again and repeat. Act. 12

- Ask children to look at the story on page 8. Play the recording to check their answers to the questions.
- Play the story again, pausing for children to repeat.
- Divide the class into pairs. One child is Rosy and the other is Billy. Ask children to look at the pictures and decide on the actions for the story (see suggestions below).
- Children act out the story in pairs.
- Ask some pairs to come to the front to act out the story.

Story actions

Picture 1: Billy makes his train using different classroom objects. Rosy writes at the table.
Picture 2: Rosy holds up her pen. Billy puts his finger to his mouth to show that he is thinking.
Picture 3: Rosy holds up an eraser.
Picture 4: Billy gives the objects back to Rosy one by one.

2 Look and say.

- Ask children to look at the picture. Read the question and answer aloud, holding up a pen to reinforce meaning. The class repeats chorally.
- Read the question again. Point to a child to give the answer. Repeat with another child. Ask pairs of children to ask and answer the question.
- Draw attention to the grammar box. Show children how to make the contractions *What's* and *It's* by writing the long and short forms on the board.
- Use the flashcards to ask more questions. Hold up each one and ask *What's this?*

3 Write.

- Put flashcards 22–26 on the board. Below each one, write a fill-in-the-blank sentence, e.g. _____ *a pen:* _____ *a eraser.*
- Point to each of the flashcards in turn and ask the class *What's this?* to elicit *It's a pen*, etc.
- Ask children which word is missing (*It's*). Write *It's* in the blank.
- Ask different children to come to the front to do the same with the other sentences.
- Ask children to look at the sentences in their Student Books. Ask one child to read the example sentence for the class.
- Children complete the rest of the sentences individually.
- Check answers by asking children to say the sentences.

ANSWERS
1. It's a pen. 2. It's an eraser. 3. It's a pencil.
4. It's a ruler.

4 Point, ask, and answer.

- Ask children to look at the picture. Ask *What can you see?*
- Point to an object. Ask *What's this?* Model the question and answer with a child in the class.
- In pairs, children take turns to point to the pictures and ask questions for their partner to answer.
- When children have finished speaking, hold up the flashcards one at a time and ask the class *What's this?*

Differentiation

Below level:

- Bring a child to the front of the class to hold up a school object. Elicit *What's this?* The class answers chorally.

At level:

- Have children make their own face picture from school things. In pairs, children point and ask *What's this?*

Above level:

- Hold up flashcards 22–26 one at a time. Have children write sentences with *It's* for each object.

Further practice
Workbook page 9
Online Practice • Unit 1 • Grammar

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Lesson Three SB page 10

Song

Learning outcomes
To identify more school things
To understand the meaning of *open* and *close*
To use school words in the context of a song

Language
Core: *bag, folder, door, window, bookcase*
Extra: *close, open*
Recycled: school things words

Materials
13–14; School things flashcards 22–31; a piece of plain paper for each child and colored pens / pencils / crayons for each group of children (optional)

Warmer

- Play *Slow reveal* (see Teacher's Book page 8) with flashcards 22–26.

Lead–in

- Hold up flashcards 27–31 and say the words for children to repeat.
- Put the flashcards around the room. Call out the words for children to point to the flashcards.

1 Listen, point, and repeat. 13

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to point and then repeat.
- Hold up flashcards 27–31 and ask individual children *What's this?*

2 Listen and sing. 14

- Ask children to look at the pictures. Point to objects in the pictures and ask the class *What's this?* Elicit *It's a book / bag / door / window.*
- Teach the verbs *open* and *close*. Pick up your bag and open it to elicit *open*. Close it to elicit *close*. Do the same with the door and, if possible, the window.
- Ask what the children are doing (*1. The girl is reading a book. 2. The boy is opening a door. 3. The boy is opening his bag. 4. The girl is opening or closing a window.*).
- Play the song for children to point to the pictures. Play it again as they follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures and see what the actions for this song are. Practice the actions (see below.)
- Play the song for children to sing and do the actions.

Song actions

Verse 1: Open and close a book.
Verse 2: Open and close a door.
Verse 3: Open and close a bag.
Verse 4: Open and close a window.

Differentiation

Divide the class into groups. Give each child a piece of plain paper and colored pens / pencils / crayons.

Below level:

- Each child draws a different school thing.

At level:

- Each child draws a school thing and writes the corresponding word.

Above level:

- Each child draws a school thing and writes a sentence with *It's…*
- Have children come up in pairs and present their work. Children point to objects, asking *What's this?* and answering, *It's a* _____.

Further practice

Workbook page 10
Picture dictionary, Workbook page 128
Unit 1 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 1 • Song

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Lesson Four SB page 11

Phonics

Learning outcomes
To recognize the upper- and lowercase forms of the letters *a, b, c, d* and associate them with their corresponding sounds
To pronounce the sounds /æ/, /b/, /k/, /d/ on their own and at the beginning of words
To learn the names of the letters *a, b, c, d*

Language
Core: *apple, bird, cat, dog*
Extra: *here, like* (v)

Materials
15–17; Phonics cards 1–4 (Aa, Bb, Cc, Dd)

Warmer

- Draw dotted outlines of the letters *a, b, c, d* in upper- and lowercase on the board. Ask individual children to come to the front to join the dots.

Lead-in

- Point to each letter on the board and say the letter name and the sound for both upper- and lowercase letters for children to repeat.
- Children draw the upper- and lowercase letters in the air. Make sure children understand that there are two forms of each letter, which make the same sound.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for children to repeat.
- Write the words *apple, bird, cat, dog* next to the letters on the board. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.

1 Listen, point, and repeat. 15

- Ask children to look at the letters. Play the first part of the recording for children to point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words. Repeat.
- Play the recording all the way through for children to point to the words and repeat them.

2 Listen and chant 16

- Play the recording for children to listen to the chant.
- Put phonics cards 1–4 around the room. Play the chant for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.

3 Listen to the sounds and join the letters. 17

- Elicit the words for the images. Ask *What does the dog have?* Tell children they can find the answer by listening to different sounds and words. They have to follow the sounds in the maze and draw a line to join the letters.
- Play the beginning of the recording and follow the blue answer line with your pencil to demonstrate.
- Play the recording. Children listen and join the letters. Play it again for them to check their answers.

ANSWER

The dog has a cat.

4 Read and circle the sounds *a, b, c, d* at the start of the words.

- Ask children to look at the pictures. Ask *What does the cat / dog like?* Read the text aloud. Write the first line on the board. Show children the circled *c* at the beginning of *cat*. Draw a circle around the *c* on *cat* on the board.
- Ask children to find and circle other examples of *a, b, c, d* at the beginning of words for the rest of the chant.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs and have them look at each other's pictures and say the words and the correct sounds aloud.

ANSWERS

The (c)at likes (b)irds. The (d)og likes (a)pples. Here's the (c)at with the (b)ird. Here's the (d)og with the (a)pple.

Further practice

Workbook page 11

Online Practice • Unit 1 • Phonics

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Lesson Five SB page 12

Skills Time!

Skills development

Reading: read and understand descriptions of objects; recognize specific words

Language

Recycled: vocabulary and structures seen previously

Extra: *school bag, pencil case, see*

Materials

14, 18; school things; a bag

Warmer 14

- Sing *Open the book!* on page 10.

Lead-in

- Ask children to name all the school things they have learned in this unit. Use real school things as examples.
- Ask children to look at the pictures on page 12 and predict what the text is about (it's about a girl describing what is in her school bag). Tell the class that the girl's name is Emma.

1 Point to four school things. Say the words.

- Ask children to look at the pictures and find four school things.
- Check the activity by pointing to each thing and asking *What's this? What color is it?*

ANSWERS

(any from) pencil case, eraser, pencil, pen, bag

2 Listen and read. 18

- Explain that you are going to play a recording. They should listen and follow along. It doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text with their finger.
- Play the recording a second time. Check comprehension by asking simple questions, e.g. *What's the girl's name? Is there a ruler / eraser / ball in the bag? Is the pencil case black?*
- Describe some of the things for the class to guess, e.g. *It's green (the pencil case); It's red (the pencil).*
- Hold up some school things, e.g. a red pen, a blue eraser. Ask *Is there a pen? (yes). Is there a green pen? (no)*, etc. for children to answer.
- Children do the same activity in pairs.

3 Read again. Write ✓ or ✗.

- Ask children to look at the list of things. Explain that they are going to read the text again and check the things that appear in the text and cross out those that don't.
- Play the recording again as children follow along. Stop after *And this is my pencil.* Say *Pencil? Yes or no?* (*yes*). Show children the check next to the word pencil
- Explain that if Emma doesn't have that thing, they should write an x.
- Check answers with the class by writing the names of the things on the board and invite individual children to draw a check or an x next to them.
- Name other things for children to tell you whether they appear in the text or not, e.g. *Window* (*no*) / *Pencil case* (*yes*).

Differentiation

Below level:

- Put children into pairs. Have one child hide a school thing behind his / her back. The other child guesses what it is, using *Is it…?*
- Switch who asks and who answers.

At level:

- Put a bag with four school things on the table. Tell children to guess which things are inside.
- Children work in small groups to make a list of four things they think you have in your bag.
- Invite guesses from different children. Take out the things as they are guessed.
- Find out from the class whether any of the groups guessed all of the things correctly.

Above level:

- Do the "at level" activity but ask for colors too, for example, *a green pen*.

ANSWERS

1. pencil ✓ 2. pen ✓ 3. book ✗ 4. folder ✗
5. door ✗ 6. eraser ✓

Further practice

Workbook page 12

Online Practice • Unit 1 • Reading

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Lesson Six SB page 13

Skills Time!

Skills development

Listening: identify things; listen for specific information

Speaking: ask and answer *What's this?*

Writing: identify and count words in a sentence; write about school things (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

19; flashcards 22–31

Warmer

- Play *What's the picture?* (see Teacher's Book page 8) to review vocabulary from this unit.

Lead-in

- Ask children what they can remember from the reading in the previous lesson. Encourage them to name as many things from Emma's bag as they can.
- Focus attention on the pictures on page 13. Point and ask *Is it a pencil / door / eraser / bag / book?*

1 Listen and check (✓) the correct picture. 19

- Tell children they are going to hear a recording in which one of the things from each pair will be mentioned. They should check the object they hear.
- Play the recording, pausing after the first item, and tell children to look at the example. Continue the recording for children to point to the pictures as they hear the words.
- Play the recording a second time, pausing for children to check the things. Repeat.
- Check answers by asking *What's number 1 / 2 / 3 / 4?* for children to say the things.

Differentiation

Below level:

- Hold up the flashcards showing the two possible answers for each number. Play the recoding, pausing after each item. Ask children to point to the correct flashcard.
- Confirm the answer and ask children to check the correct box in their books.

At level:

- Children complete the activity as suggested.

Above level:

- Children complete the activity. Put children into pairs to check their answers.

ANSWERS

1. ruler 2. pencil 3. folder 4. eraser

2 Open your bag. Ask and answer.

- Ask children to look at the picture of the two girls. Point to the ruler and ask *What's this?* Ask *What are they talking about?*
- Call a child to the front. Hold up a ruler and ask *What's this?* (*It's a ruler*). Then hold up a book and repeat the dialogue. Ask children to repeat chorally.
- Ask children to put all the school things they can name on their desks. Children take turns to ask and answer questions about each other's things.
- Point to some of the things you can see and ask different children *What's this?*

3 Count the words in each sentence.

- Copy the sentences from Exercise 3 onto the board. Look at the first sentence with the class and count the number of words. Number the words as in the example.
- Ask children to do the rest of the exercise by themselves.
- Check answers by counting the words on the board.
- Ask children to choose three of the sentences from page 12 and count the words in each.

ANSWERS

1. 4 2. 3 3. 2 4. 3 5. 5 6. 3

NOTE: Go to Workbook page 13 for children to write about their school things. The Workbook provides a writing task after every Lesson 6.

Further practice

Workbook page 13 (children write about their school things)
Unit 1 values worksheet, Teacher's Resource Center
Unit 1 test, Teacher's Resource Center
Online Practice • Unit 1 • Listening, Speaking, and Writing

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Fluency Time! 1



Everyday English SB page 14

Learning outcomes

To learn how to greet people

Language

Hi, (Ellie). How are you? I'm fine, thanks.

Materials

20–21; Fluency DVD Fluency Time! 1; a soft ball or beanbag (optional)

Warmer

- Ask children if they already know how to greet people in English. Invite children around the class to greet each other (e.g. *Hello / Hi! How are you? Fine, thanks. And how are you?*).

1 Watch and listen. Read and say. 20

- Focus on the pictures. Ask children to say where the people are (*in a school yard*) and who they think the girls are (*two school friends*).
- Play the DVD for children to watch. Play the DVD again for children to listen and follow the dialogue in their books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in pairs, then act out the conversation for the class.

NOTE: If you do not have the DVD in class, you can find the recording on the Class CD.

2 Watch and listen. Number. 21

- Show children the pictures and the example. Explain that they need to watch the DVD, listen, and match the exchanges they hear to the pictures. They should write the numbers of the exchanges in the correct boxes.
- Play the DVD for children to watch, listen, and number the pictures.
- Point to the pictures and ask children what each person is saying.

ANSWERS

(Order on Student Book page)

3, 1, 2

3 Ask and answer.

- Tell children to work in pairs to greet each other.
- Ask two children to read out the example exchange. Children then practice acting out the dialogue in pairs.
- Move around the class and monitor children's performance.
- Invite some pairs of children to act out their dialogues in front of the class.

Differentiation

Below level:

- Model the dialogue with a child, prompting them with their response if necessary.
- Invite another child to take your place, prompting them again if necessary.
- Encourage children to say the dialogue without you.

At level:

- Children complete the activity as suggested.

Above level:

- Encourage children to add more language to their dialogue. They can use their own ideas, or add lines from the DVD (e.g. *Come on! Let's go to class.*).

Further practice

Workbook page 14
Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1

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Craft SB page 15

Learning outcomes

To make a face mask

To greet people

Language

Hi, (Jack). How are you? I'm fine, thanks.

Materials

Fluency DVD Fluency Time! 1 (optional); Fluency Craft 1 (see Teacher's Resource Center) (one template for each child); colored pens / pencils / crayons; scissors; string

1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Student Book page 14. Ask children what they can remember about the exchange.
- Play scene 1 of Fluency DVD Fluency Time! 1 Everyday English again. If you don't have time for the DVD, read the dialogue on Student Book page 14.
- Ask pairs of children to act out the dialogue (or their own variations).
- Play both scenes of the DVD again for children to watch and listen.

2 Make a face mask.

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (making a face mask).
- Ask *What do you need to make the face mask?* Elicit *paper, colored pens, scissors, string*.
- Divide the class into groups. Give each child a face mask template (see Fluency Craft 1 Teacher's Resource Center). Give each group colored pencils, scissors, and string.
- Use the pictures and instructions in the Student Book to talk children through the process of making their face masks. Demonstrate with your own completed face mask and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this?*
- Invite children to tell the class about their finished face masks, e.g. *The (hair) is (black). The (face) is (funny)*. Tell children that they can choose new names to go with their face masks. Invite children to introduce themselves to the class wearing their masks, e.g. *Hello. I'm Penelope.*

NOTE: If you do not have time to use the mask template in class, you can ask children to draw masks on pieces of paper or card and cut them out, making two holes for the eyes, a hole for the mouth, and two small holes in the sides of the mask to attach the string.

3 Use your mask and say.

- Focus on the photo. Tell children that they are going to use their face masks to greet each other.
- Ask two children to read out the example exchange.
- Children can then move around the class, talking in pairs and greeting each other while wearing their masks.
- Invite some pairs of children to act out their exchanges for the class.

Differentiation

Below level:

- Practice the exchange with children around the class.
- When children are confident enough, they can act out the exchange together.

At level:

- Ask one child to turn his/her back for a moment. Invite three other children to come to the front of the class, stand in a line, and put on their face masks.
- Ask the first child to greet the people at the front of the class. The child should greet each masked child with *Hello (child's name). How are you?* If they guess correctly, the masked child should respond with *I'm fine, thanks.* If not, the masked child should remain silent.
- Repeat the game with different students and masks.

Above level:

- Encourage children to add more language to their exchanges, e.g. *Hello! Nice to see you! Who's that? I don't know. Goodbye!*

Further practice

Workbook page 15
Skills test 1 Fluency Time! Teacher's Resource Center
Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1

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2 Playtime!



Lesson One SB page 16

Words

Learning outcomes

To identify common toys

To understand a short story

Language

Core: *doll, ball, teddy bear, puzzle, car*

Materials

14, 22–24; Story poster 2; Toys flashcards 32–36; a pencil case and a student's bag (optional)

Warmer 14

- Sing *Open the book!* from Student Book page 10.

Lead-in

- Hold up flashcards 32–36 and ask *What's this?* Model any words that children don't know.
- Give the flashcards to five children. Ask them to stand up, one at a time. They show their card for the class to shout out the word.

1 Listen, point, and repeat. 22

- Ask children to look at the different possessions. Play the first part of the recording. Children point to the pictures. Repeat.
- Play the second part for children to repeat.
- Play the recording all the way through. Children point and then repeat the words.
- Put flashcards 32–36 around the room. Say the words for children to point to the flashcards and repeat.

2 Listen and chant. 23

- Play the recording for children to listen to the chant.
- Play the chant a second time. Children say the words and point to the correct flashcard when they hear it. Repeat.

Differentiation

Below level:

- Play the chant again. Ask children to point to the toys in their books as they hear them. Encourage them to sing along.

At level:

- Tell children they are going to play *Musical cards* (see page 8 in the Teacher's Book). Play the recording again and play the game.

Above level:

- Play a guessing game. Tell children they are going to guess which flashcard you are holding, without seeing it.
- Hold up one flashcard so that children can only see the back. Ask different children *What's this?* until it has been guessed.

3 Listen and read. 24

- Use Story poster 2 to present the story. Point to Rosy and ask *Who's this?* Do the same for Tim. Ask children to name as many things in the picture as they can.
- Hold up a pencil case and ask *What's this?* Do the same with a student's bag. Ask children to point to the pencil case and the bag in the picture.
- Talk about each frame. Ask *What's happening?*
- Ask children to look at the poster while you play the
- recording. Point to each speech bubble.
- Play the recording again as children listen and point to the pictures. Ask comprehension questions, e.g. *What is lost? Where's the teddy bear?*
- Ask children to open their Student Books. Tell them to listen and follow the words in the story as you play the recording.
- Ask children to find and point to the words from Exercises 1 and 2 that appear in the story.
- Give flashcards 32–36 to five children. Play the recording again. Each time they hear their object, they hold up the flashcard. Repeat.

Further practice

Workbook page 16

Online Practice • Unit 2 • Words

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Lesson Two SB page 17

Grammar

Learning outcomes
To ask and answer questions with *my* and *your*
To write answers to the question *Is this your … ?*
To act out a story

Language
Core: *my / your; Is this your teddy bear? Yes, it is. / No, it isn't.*

Materials
22; Story poster 2; Toys flashcards 32–36; real classroom things, e.g. pencil case, bag, pen

Warmer

- Play *Snap!* (see Teacher's Book page 8) with flashcards 32–36.

Lead-in

- Point to Story poster 2. Ask what happened in the story.
- Cover the poster and ask which toys / possessions were in the story. Write children's answers on the board (*a doll, a ball, a pencil case, a bag, a teddy bear, a puzzle, and a car*).

1 Listen to the story again and repeat. Act. 24

- Ask children to look at the story on page 16.
- Play the recording. Play it again, pausing for children to repeat.
- Divide the class into pairs. One child is Rosy and the other is Tim. Ask children to look at the pictures and decide on the actions for the story (see suggestions below).
- Children act out the story.

Story actions

Picture 1: Tim picks up two things to give to Rosy.
Picture 2: Tim passes Rosy a pencil case. She unzips it.
Picture 3: Tim picks up Rosy's bag. Rosy looks around.
Picture 4: Rosy opens the bag.

2 Look and say.

- Look at the pictures and ask *What's happening?* Copy the sentences and questions onto the board, leaving spaces where the toy words are. Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is my doll. Is this your puzzle?* Children repeat.
- Ask children to look at the pictures. Say the sentences for children to repeat.
- Point to yourself and ask which word we use to show that something belongs to me (*my*). Point to somebody else and ask which word we use to show that it belongs to the person we are talking to (*your*).

Differentiation

Below level:

- Children say the sentences in the *Let's learn!* box with a partner. Try to change the toy words, e.g. *This is my ball,* for more variety.

At level:

- Children re-read the story on page 16 and find the sentences and questions from the *Let's learn!* box.

Above level:

- Students re-write the story with new toys and practice reading it aloud with a partner.

3 Write.

- Write some fill-in-the-blank sentences on the board, using classroom things, e.g. *This is _____ pencil case.*
- Hold your pencil case and indicate that it is yours. Elicit *This is my pencil case.* Hold up the pen and give it to a child. Elicit *This is your pen.* Repeat with other things.
- Ask children to look at the pictures in their Student Books. Ask one child to read the example.
- Children complete the rest individually.

ANSWERS

1. This is your ball. 2. This is my bag.
3. This is your car. 4. This is my puzzle.

4 Write.

- Ask children to look at the story on page 16. Point out the questions in pictures 2 and 3. Read them aloud for children to repeat.
- Ask children to look at the pictures on page 17. Ask a child to read the example aloud. Children write answers to the questions, using the phrases in the word box as a model.
- Ask the questions for the class to answer.

ANSWERS

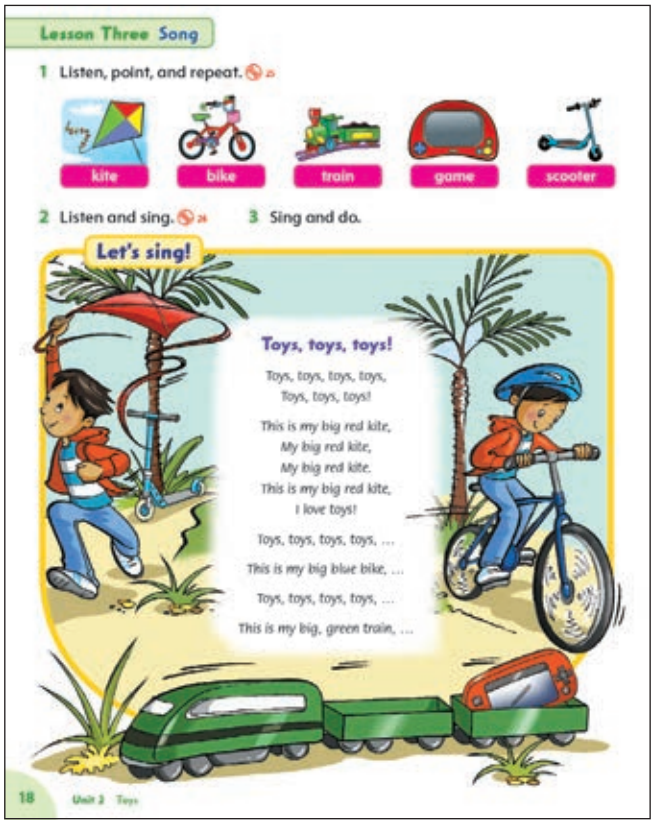
1. No, it isn't. 2. Yes, it is. 3. No, it isn't.

Further practice

Workbook page 17

Online Practice • Unit 2 • Grammar

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Lesson Three SB page 18

Song

Learning outcomes
To identify more words for toys
To use toy words in the context of a song

Language
Core: *kite, bike, train, game, scooter*
Extra: *big, love (v)*
Recycled: toy words

Materials
23, 25–26; Toys flashcards 37–41

Warmer 23

- Say the chant from page 16.

Lead-in

- Hold up flashcards 37–41 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

1 Listen, point, and repeat. 25

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to point and then repeat.
- Hold up flashcards 37–41 and ask *What's this?*

Differentiation

Below level:

- Bring five children to the front of the classroom and give each one a flashcard.
- Say *It's a* _____.
- The children at their desks point to the correct card. The child holding the correct card holds it up. Repeat for all the cards.

At level:

- Play a miming game. Ask *What's this?* and mime the action of riding a bike. Children say the word *bike*.
- Ask a child to stand up. He / She mimes a toy from the unit. Other children guess what the object is.
- Repeat the activity with other children.

Above level:

- Play the miming game as above, but students must write and say the word.

2 Listen and sing. 26

- Ask children to look at the pictures for the song and see whether they can guess what the song is about (*toys*). Point to the toys on the page one at a time and ask *What's this?*
- Play the song and point to the pictures. Listen again and ask them to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below). Practice the actions with the class.
- Play the song for children to sing and do the actions.
- Give each child a toy word from the song, so that there are kites, bikes, and trains in the class. Play the song again. Each time children hear their word, they jump up.
- Change the children's words. Say *Now bikes are trains, trains are kites, and kites are bikes.* Play the song again for children to jump up when they hear their new words.

Song actions

Kite: Put arms in the air, holding a string.

Bike: Move hands in a pedaling motion.

Train: Use an arm to show a train moving along a track.

Culture note: Toys in the U.S.A.

In the United States, about $22 billion per year is spent on toys. Some of the most popular toys recently are video games and electronic learning tablets. The popularity of computer games means that children spend less time outside playing than they did in the past, although parks and playgrounds are still very popular with young children. Despite the huge number of high-tech gadgets available, traditional toys like dolls, board games, and construction toys are still popular.

Further practice

Workbook page 18
Picture dictionary, Workbook page 129
Unit 2 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 2 • Song

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Lesson Four SB page 19

Phonics

Learning outcomes

To recognize the upper- and lowercase forms of the letters *e, f, g, h* and to associate them with their corresponding sounds

To pronounce the sounds /e/, /f/, /g/, /h/ on their own and at the beginning of words

To learn the names of letters *e, f, g, h*

Language

Core: *egg, fig, goat, hat*

Materials

16, 27–29; Phonics cards 5–8 (Ee, Ff, Gg, Hh)

Warmer 16

- Ask children which letters they have learned (*a, b, c, d*). Ask them to name words that begin with these sounds.
- Say the chant from page 11.

Lead-in

- Write *Ee, Ff, Gg, Hh* on the board. Point to each one and say the letter name and then the sound for both upper- and lowercase letters for children to repeat.
- Say the sounds again for children to draw the uppercase letters in the air. Repeat for the lowercase letters.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for children to repeat.
- Write the words *egg, fig, goat, hat* next to the letters on the board. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.

1 Listen, point, and repeat. 27

- Ask children to look at the letters in their Student Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words. Repeat.
- Play the recording all the way through for children to point to the words and then repeat.

2 Listen and chant. 28

- Play the recording for children to listen to the chant.
- Put the phonics cards around the room. Play the chant for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat. Repeat, as children follow the chant in their Student Books.

3 Listen to the sounds and join the letters. 29

- Elicit the three images (*goat, hat, fig*). Ask *What does the goat have?* Tell children they can find out by listening.
- Play the recording for children to listen and join the letters.
- Ask *What does the goat have?* (*a fig*). Check answers by asking children to look at their mazes and call out the letters they heard as you write them on the board.

ANSWERS

The goat has a fig.

4 Read and circle the sounds *e, f, g, h* at the start of the words.

- Ask children to look at the pictures. Ask *What does the egg have? (a hat). What does the goat have? (a fig).*
- Read the text for children to follow in their Student Books. Write the first line on the board.
- Show children the circled *e* at the beginning of *egg*. Draw a circle around the *e* on *egg* on the board.
- Ask children to find and circle other examples of *e, f, g, h* at the beginning of words in their books.
- Write the rest of the chant on the board. Check answers by asking children to come and circle letters on the board.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs. Have them look at each other's pictures and say the words and the sounds aloud.

ANSWERS

There's an (e)gg with a yellow (h)at.
Look, the (g)oat has a (f)ig.
The (g)oat likes (f)igs.

Further practice
Workbook page 19
Online Practice • Unit 2 • Phonics

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Lesson Five SB page 20

Skills Time!

Skills development

Reading: read and understand a poem

Writing: completing sentences about favorite things

Language

Recycled: vocabulary and structures seen previously

Extra: *favorite, guess, lovely, color (n), animal*

Materials

30; Toys flashcards 32–41

Warmer

- Talk about "favorites" with children, using flashcards to demonstrate. Ask individual children *What's your favorite toy / color / animal?*

Lead-in

- Ask children to look at the pictures on page 20 and predict what the text is about. If possible, elicit that a girl has written a poem about her favorite toy, color, and animal.
- Point to the name at the bottom of the poem and establish that the poem was written by Holly. Ask *How old is Holly?* (*seven*).

1 Point to an animal and a toy. Say the words.

- Ask children to look at the picture and find an animal and a toy. Ask children to name the ones they see. Check answers by asking *What's the animal?* (*a bird*) *What's the toy?* (*a ball / a scooter*).
- Ask children to point to other items in the picture. Ask *Where's the (rainbow, etc.)?*

ANSWERS

Animal: a bird Toys: a ball, a scooter

2 Read and listen to the poem. 30

- Tell children they are going to read and listen to the poem. Remind them it doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text, then play it a second time and answer any questions.
- Ask *What's Holly's favorite toy? Is it a train?* (*no*). *Is it a ball?* (*yes*). Ask similar questions about Holly's favorite color (*pink*) and her favorite animal (*a bird*).
- Play the recording again, pausing for children to repeat. Listen for their rhythm and intonation and drill where necessary.
- Ask children to close their Student Books. Read the poem aloud, pausing at the toy, color, and animal words. Encourage children to call out the "missing" words.

3 Read again and write.

- Write the following sentences on the board:
  My favorite toy is a _____.
  My favorite color is _____.
  My favorite animal is a _____.
- In the space at the end of the first sentence, draw a toy. At the end of the second sentence, draw a colored square. At the end of the third sentence draw a picture of an animal.
- Ask the class to complete the sentences. Write in the words as the children say them. Say the sentences aloud for children to repeat.
- Ask children to look at the sentences in their Student Books. Explain that the girl in the picture is Holly and the sentences are about her favorite things. Ask a child to read out the example sentence.
- Children complete the sentences in their Student Books. Then compare answers with a partner. Invite individuals to read out the sentences.

Differentiation

Below level:

- Children choose one sentence from Exercise 3 and copy it, finishing it with their own word.

At level:

- Children copy all the sentences from Exercise 3, finishing them with their own words.

Above level:

- Do the "at level" activity, but ask students to write additional sentences, e.g. *My favorite food is _____.* or *My favorite vacation is _____.*

ANSWERS

My favorite toy is a ball. My favorite color is pink.
My favorite animal is a bird.

Further practice

Workbook page 20

Online Practice • Unit 2 • Reading

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Lesson Six SB page 21

Skills Time!

Skills development
Listening: match people to their favorite things
Speaking: ask and answer questions about favorite things
Writing: identify words within a sentence; write about favorite toys (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
31; Toy flashcards 32–41; Color flashcards 15–21

Warmer

- Play *Bingo* (see Teacher's Book page 8) using toys words.

Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask *What's Holly's favorite toy / color / animal?* Allow children to look back at page 20 to check their answers.
- Ask children to look at the photos and matching lines on Student Book page 21. Ask them to guess what the listening is about.
- Point to the photos of different toys and colors for children to name them.

1 Listen and match. 31

- Explain that you are going to play a recording of four children talking about their favorite toys and colors.
- Play the recording, pausing after item 1 to point out the example and check understanding. Play the recording again for children to listen and point to the correct pictures.
- Children listen again and draw a line joining the child with his / her favorite toy and then his / her favorite color. Repeat.
- Check answers with the class.

ANSWERS

1. teddy bear, red 2. car, orange 3. puzzle, blue
4. scooter, purple

2 Ask and answer about you.

- Read the first question aloud for children to repeat. Begin to read the answer, but stop before you name the toy and hold up a flashcard. Let children finish the answer by saying the name of the toy on the flashcard. Read the second question and repeat with a color flashcard.
- Repeat using different flashcards.
- In pairs, children ask and answer, choosing favorite toys and colors to answer the questions.

Differentiation

Below level:

- Children write lists of the toys, colors, and animals they know. Then they share them with their classmates.

At level:

- Ask children to work in groups. They make three columns in their notebooks. In the first column they write the names of each person in their group. At the top of the other columns, they write *toy* and *color*.
- Children ask and answer questions about favorite toys and colors. They fill in the information in their charts.

Above level:

- Expand the "at level" activity to include animals as well.

3 Circle the words.

- Copy the sentences from Exercise 3 onto the board without spaces between the words. Look at the first sentence together. Circle the words as the children say them. Repeat with the second sentence.
- Ask children to say the words in each sentence in their Student Books and then circle them.
- Check answers by asking individual children to circle the words in each remaining sentence.

ANSWERS

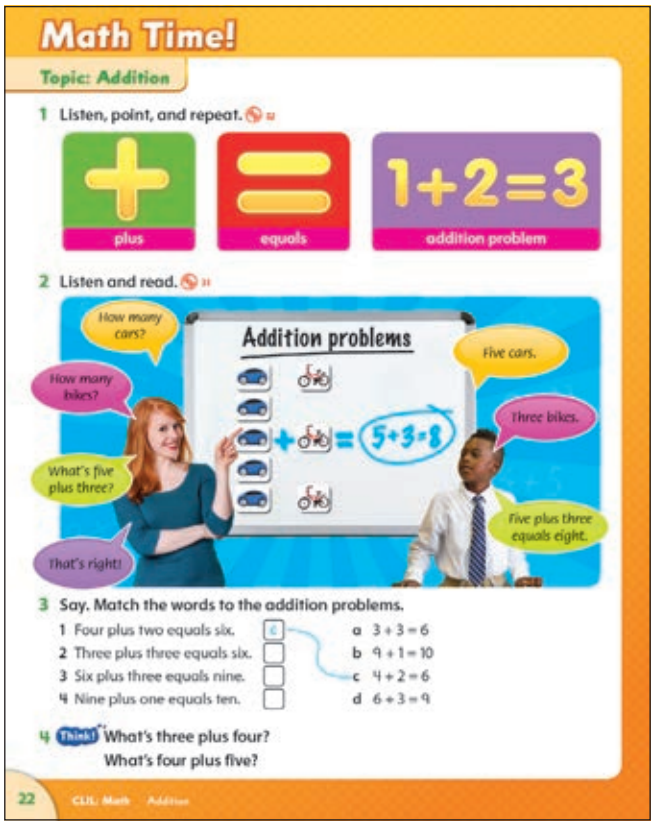
1. This is my teddy bear. 2. This is your scooter.
3. It's your red bike. 4. It's my yellow ball.
5. It's my game. 6. Close the door.

Further practice

Workbook page 21 (children write about their favorite toys)
Unit 2 values worksheets, Teacher's Resource Center
Unit 2 test, Teacher's Resource Center
Online Practice • Unit 2 • Listening, Speaking, and Writing

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Math Time!



Topic: Addition SB page 22

Learning outcomes

To learn some useful content and language about math

Language

Core: *plus, equals, addition problem*

Extra: *numbers 1–10*

Materials

32–33; Math Time! flashcards 42–44

Warmer

Critical Thinking

- Ask children to count as high as they can in English and write the numbers (in figures) on the board.
- Point to the numbers on the board in random order and ask children to say the words.

Lead-in

- Write some simple addition problems (e.g. *2 + 3 =*) on the board and ask children to say the answers. You can play this as a game in two teams if you like. Do not teach the words *plus* and *equals* yet.

1 Listen, point, and repeat. 32

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures. Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 42–44 for individual children to say the words.

2 Listen and read. 33

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *How many bikes are there? What color are the (cars)?*
- Ask children to point to the plus sign, the equals sign, and the addition problem in the picture.

3 Say. Match the words to the addition problems.

- Put children into pairs. Explain to children that they are going to work together to match the words to the addition problems.
- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

Differentiation

Below level:

- Write the addition problems (in words and numbers) on pieces of paper. Hand out the problems in words to one group and the problems in numbers to a second group.
- Have children with the addition problems in words come to the front of the class in turn and read out their problems. Children with the matching addition problems (in numbers) hold up their hands and read out their problems.
- Children then complete the activity in their books.

At level:

- Complete the activity as suggested.

Above level:

- Have children write another addition problem in words, then swap with a partner to write the addition problem in numbers and signs.

ANSWERS

1. c 2. a 3. d 4. b

4 Think! What's three plus four? What's four plus five?

Critical Thinking

- Explain that we want to find the answers to the addition problems. Have children write down the answers to the questions.

Collaboration

- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

Further practice

Workbook page 22

Online Practice • Math Time!

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Project

SB page 23

Learning outcomes

To listen and number the correct pictures

To make a math board game

Language

There are five pencils and three balls. Five plus three equals eight.

Materials

34; Math Time! flashcards 42–44; Math Time! project template, colored pencils, scissors, counters, dice

Warmer

- Ask three children to come to the front. Give each child a flashcard and ask him/her to hold it up. Say the words one at a time. The class points to the correct flashcard.

1 Listen and write the number. 34

- Explain that you are going to play a recording of a boy and a girl playing a game. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each number so that children have time to think about their answer.
- Check answers with the class.

ANSWERS

(in order on page) 2, 3, 1, 4

2 Project. Make a math board game.

Creativity

- Explain that children are going to make a math board game. Ask *What do you need to make this project?* Elicit *card* or *paper*, *colored pens* or *pencils*, *scissors*, *counters*, *dice*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of four. Hand out copies of the template to each group. Have children complete the template by taking turns to draw and write addition problems in the blank squares.
- Hand out counters and dice to each group. Explain that children should take turns to roll the dice, then move their counters the corresponding number of squares. Children answer the addition problem in the square they land on. The first child to reach the last square wins the game.

Differentiation

Below level:

- Draw some picture addition problems on the board, using simple drawings (balls, kites, pens, apples, boxes, etc.). Point to the items and ask children to name them. Then ask children around the class to solve the problems.
- Invite children to say simple addition problems. Write the problems on the board and elicit the answers from the class.
- Have children copy the picture and word problems into the squares on their project template in groups of four, then move around the class helping children to play the game.

At level:

- Complete the activity as suggested.

Above level:

- Have each child complete their own board game template.
- Children take turns to play their games in groups of four, so that each board game is used.

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed board game, or using the example in the Student Book. Hold up the board game and talk about one of the picture addition problems, as in the example. Point to the picture problem.
- Children talk in groups. Encourage children to include language from previous units as they talk about their projects (e.g. *Here is my game. It's fun!*). Invite two or three children to stand up and tell the class about their projects.

Further practice

Workbook page 23

Online Practice • Math Time!

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3 This is my nose!



Lesson One SB page 24

Words

Learning outcomes

To identify different parts of the body

To understand a short story

Language

Core: *arms, nose, face, legs, ears*

Extra: *Let's, put on, point to, now, that's right*

Materials

35–37; Story poster 3; My body flashcards 45–49

Warmer

- Model some instructions, e.g. *stand up, sit down, turn around,* and children respond.

Lead-in

- Point to your arms, ears, nose, face, and legs to elicit the vocabulary. Point to them one at a time and ask *What's this?* Follow up using flashcards 45–49.
- Ask a child to point to his / her own nose and say the word. Repeat with other children and other words.
- Say the word *ears*, then model the sentence *Point to your ears.* (Make sure children are pointing to both ears for the plural word.) Repeat with the rest of the new words.

1 Listen, point, and repeat. 35

- Ask children to look at the different parts of the body. Play the first part of the recording for children to listen and point to the pictures. Repeat.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put flashcards 45–49 around the room. Say the words for children to point to the correct flashcards and repeat.

Differentiation

Below level:

- Ask children to stand up. Say each body part and children point to them. Repeat the words a second time in a different order.

At level:

- Write the words *arms*, *nose*, *face*, *legs*, and *ears* on separate pieces of paper and stick them to the board.
- Give flashcards 45–49 to five children. Ask them to put the flashcards next to the correct words.
- Repeat with another five children.

Above level:

- Give students paper and crayons. Ask them to draw a person and label the body words they learned in this lesson plus any others they know.

2 Listen and chant. 36

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to point to the correct part of their own body when they hear it. Play the chant again for them to say the words. Repeat.

3 Listen and read. 37

- Use Story poster 3 to present the story. Ask some questions about the story, e.g. *Who can you see?*
- Focus attention on the first picture. Point to the parts of the body (Rosy's arms / legs / nose, Billy's face / legs / arms) and elicit the words. Talk about each frame. Ask *What's happening?* Encourage predictions.
- Ask children to look at the poster while you play the recording. Point to the speech bubbles as you hear them.
- Play the recording again as children point to the pictures.
- Ask comprehension questions, e.g. *Does Rosy put sunscreen on her arms? Where does Billy put sunscreen?*
- Ask children to open their Student Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 24

Online Practice • Unit 3 • Words

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Lesson Two SB page 25

Grammar

Learning outcomes
To say sentences with *this* and *these*
To complete sentences with *this* and *these*
To recognize the difference between singular and plural forms of nouns
To act out a story

Language
Core: *This is my nose. These are my arms.*

Materials
37; Story poster 3; My body flashcards 45–49

Warmer

- Play *Simon says* … (see Teacher's Book page 8) to revise vocabulary from the previous lesson and *stand up, sit down, turn around, point to your* … and the body words.

Lead-in

- Hold up Story poster 3. Ask what happened in the story. Ask questions, e.g. *What does Rosy put on her arms?* (*sunscreen*).

1 Listen to the story again and repeat. Act. 37

- Ask children to look at the story. Play the recording, pausing for children to repeat each line.
- Divide the class into pairs: one child is Rosy and the other is Billy. Decide on actions for the story (see idea below).
- Children act out the story as they listen to the recording again. Check for correct pronunciation.

Story actions

Picture 1: Rosy puts the sunscreen on her arms. Billy holds out his arms.

Picture 2: Rosy puts some sunscreen on her nose. Billy points to his nose.

Picture 3: Rosy passes the sunscreen to Billy without looking at him.

Picture 4: Billy covers himself in sunscreen. Rosy looks shocked.

2 Look and say.

- Look at the pictures and ask children what they can see.
- Copy the sentences onto the board. Read them aloud, pointing to your arms and nose to reinforce meaning.
- Erase the body words in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *This is my face. These are my legs.*

3 Write.

- Write *This is* and *These are* on either side of the board. Hold up flashcards 45–49 in turn and ask children to point to the correct phrase.
- Put the flashcard of the legs on the board. Write the fill-in-the blank sentence _____ *my legs*. Elicit *These are my legs.* Complete the sentence on the board.
- Ask children to look at the exercise in their Student Books. Ask one child to read the example sentence for the class. Children complete the rest of the sentences individually.

ANSWERS

1. These are my legs. 2. These are my arms.
3. (a) This is my face. (b) This is my nose. (c) These are my ears.

4 Circle.

- Write the words *book* and *books* on the board. Hold up two books and ask children to point to the correct word.
- Repeat with other classroom objects.
- Ask individual children to circle the plural *s* in the words on the board.
- Ask children to look at the exercise in their Student Books and circle the correct words. Check answers.

Differentiation

Below level:

- Ask children to count and say the number of legs or arms they see in each picture, e.g. *four legs in number 1.*

At level:

- Ask children to make the correct sentence using *This is* or *These are* for numbers 1–4.

Above level:

- Ask children to make sentences for 1–4 with both *This is* and *These are.*

ANSWERS

1. legs 2. arms 3. leg 4. arm

Further practice
Workbook page 25
Online Practice • Unit 3 • Grammar

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Lesson Three SB page 26

Song

Learning outcomes
To identify more body words
To use body words in the context of a song

Language
Core: *fingers, hands, eyes, eyebrows, shoulders*
Extra: *all*
Recycled: body words

Materials
36, 38–39; My body flashcards 50–54

Warmer 36

- Say the chant from page 24.

Lead-in

- Use flashcards 50–54 to introduce the new words. Hold up the flashcards one at a time and say the words for children to repeat.
- Ask five children to come to the front. Give each child a flashcard and ask him / her to hold it up. Say the body words one at a time. The class points to the correct flashcard.

1 Listen, point, and repeat. 38

- Ask the children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat.
- Play the recording through again. Children listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 50–54. Say *These are …* for children to complete the sentences.

Differentiation

Below level:

- Bring one child to the front. Whisper one of the body words. The child holds up or points to that body part for the class to name. Repeat with all the words.

At level:

- Put flashcards 50–54 one below the other on the board, so there is room to write a sentence next to each one.
- Children practice saying the words, e.g. *ears*. Ask *This is or These are?* for children to answer. Elicit the complete sentence *These are (my) ears*, and write it on the board.
- Repeat with the rest of the flashcards. Then erase all but the last word and ask children to say the sentences again.

Above level:

- Give flashcards 50–54 to different children. Each child stands and makes a sentence with *This is* or *These are*. Repeat with other children.

2 Listen and sing. 39

- Ask children to look at the pictures. Point to the different pictures and ask what they think the children are doing.
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures to see what the actions are for this song. Practice the actions with the class.
- Play the song for children to sing and do the actions.

Song actions

Ten fingers: Stretch out fingers and hold out arms.
Two eyes: Point to eyes.
One nose: Point to nose.

Culture note: Body language in the U.S.A.

Gestures

People usually wave to acknowledge each other from a distance. They nod their heads to mean *yes* and shake them from side to side to mean *no*. A shrug of the shoulders means *I don't know*.

Greetings

People usually shake someone's hand when they meet them for the first time. When greeting someone they already know, men shake other men's hands, or kiss women once on the cheek. Women also hug or kiss other women on the cheek. Many people hug young children. It's less usual for men to hug each other.

Further practice

Workbook page 26
Picture dictionary, Workbook page 129
Unit 3 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 3 • Song

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Lesson Four SB page 27

Phonics

Learning outcomes

To recognize the upper- and lowercase forms of the letters *i, j, k, l*, and associate them with their corresponding sounds

To pronounce the sounds /ɪ/, /ʤ/, /k/, /l/ on their own and at the beginning of words

To learn the names of letters *i, j, k, l*

Language

Core: *ink, jelly, kite, lion*

Extra: *Oops!, mess*

Materials

28, 40–42; Phonics cards 5–8 (for revision) and 9–12 (Ii, Jj, Kk, Ll)

Warmer 28

- Start to write the letters of the alphabet on the board and ask children to continue (up to *h*). Ask them to say words from the previous phonics lessons that begin with the letters e to h *(egg, fig, goat, hat)*.
- Say the chant from Student Book page 19.

Lead-in

- Write *Ii, Jj, Kk, Ll* on the board. Point to each one and say the letter name and the sound for both upper- and lowercase letters for children to repeat and draw the letters in the air.
- Below the letters, write the corresponding words *ink, jelly, kite, lion*. Circle the first letter of each word.
- Point and say the initial sound. Children repeat.
- Hold up phonics cards 9–12 and say the words for children to repeat. Repeat in a different order.

1 Listen, point, and repeat. 40

- Ask children to look at the letters. Play the first part of the recording for children to listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words.
- Play the recording a final time for individual children to say the sounds and words for the class.

2 Listen and chant. 41

- Play the recording for children to listen to the chant.
- Put phonics cards 9–12 around the room. Play the chant again. Children to point to the cards as they hear the words.
- Play the chant once more, pausing for children to repeat.
- Repeat, and ask children to follow in their Student Books.

3 Listen to the sounds and join the letters. 42

- Elicit the three images (*lion, jelly, ink*). Ask *What does the lion have?* Tell children they can find out by listening.
- Play the recording for children to join the letters. Repeat.
- Ask *What does the lion have?* (*jelly*). Then elicit the sounds children heard, and write them on the board.

ANSWERS

The lion has the jelly.

4 Read and circle the sounds *i, j, k, l* at the start of the words.

- Ask children to look at the pictures and tell you what they can see. Read the text aloud for children to follow. Write the first line on the board.
- Ask children to look at the circled *l* at the beginning of *lion*. Draw a circle around the *l* on *lion* on the board. Ask them to find and circle other examples of *i, j, k, l* at the beginning of words in their Student Books.
- Children circle the starting letters for the chant. Write the rest of the chant on the board. Check answers.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children.
- Children then do the exercise themselves.

At level:

- Children complete the activity as suggested.

Above level:

- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs and have them look at each other's pictures and say the words and the correct sounds aloud.

ANSWERS

The (l)ion has some j(e)lly. The l(i)on has some (i)nk. Look! Here (i)s a k ite. Oops! The (l)ion (i)s a mess.

Further practice

Workbook page 27

Online Practice • Unit 3 • Phonics

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Lesson Five SB page 28

Skills Time!

Skills development

Reading: read and follow instructions; read a text and put pictures in the correct order

Language

Recycled: vocabulary and structures seen previously

Extra: *make, body, cut (v), fold (v), paper, paw, glue (v), color (v), then, tail*

Materials

39, 43; a piece of plain paper for each child; colored pencils / markers / crayons for each group of children (optional)

Warmer 39

- Sing *Ten fingers on my hands* from Student Book page 26.

Lead-in

- Draw a face on the board. Point to it and ask *What's this?* Point to the ears, eyes, and nose and ask *What's this? / What are these?*
- Draw a stick person. Point to the body and ask *What's this?* Elicit or teach the word *body*. Point to the arms, legs, hands, and fingers and ask *What's this? / What are these?*
- Next to the stick person, draw a lion with big paws and a long tail. Teach or elicit *paws* and *tail* in the same way as above. Say them for children to repeat. Write the words on the board.

1 Point to parts of the body. Say the words.

- Ask children to look at the pictures. Ask children to predict what the text is about.
- Point to different parts of the lion's body for children to say the words.

ANSWERS

face, body, legs, paws, tail, eyes, nose, ears

2 Listen and read. 43

- Play the recording for children to listen and follow the text.
- Play the recording a second time. Ask comprehension questions, e.g. *What's this? Where's the tail? What color is it? Is it a bird?*
- Ask individual children to read different captions.

3 Read again. Number the pictures in the correct order.

- Ask children to look at the pictures again. Play the recording again and ask children to point to the pictures in Exercise 3 as they hear them described.
- Ask a child to read the text next to picture 1 aloud. Ask children which is the correct picture (the second picture). Show children the example answer 1 in the box.
- Children look at the other pictures and number them in the correct order. Check answers with the class.

Differentiation

Below level:

- Ask children what they see in each picture (e.g. *face, tail, glue, cut*). Ask students to match each picture with the story. Then complete the activity.

At level:

- Give each child a piece of plain paper.
- Give the instruction *Fold your paper. Fold your paper again.* As you do this, demonstrate folding the paper into three equal sections.
- Unfold the paper. Point to the top section. Say *Draw a face.* After they have drawn the face, ask children to fold the paper backwards (so that the face is on the back and can't be seen) and pass it on to the child on their right.
- Repeat the process. Ask the children to draw a body and arms in the second section and some legs in the third section.
- When they have finished, children unfold their paper to see the complete pictures.

Above level:

- Children complete the activity and then retell the reading based on the pictures.

ANSWERS

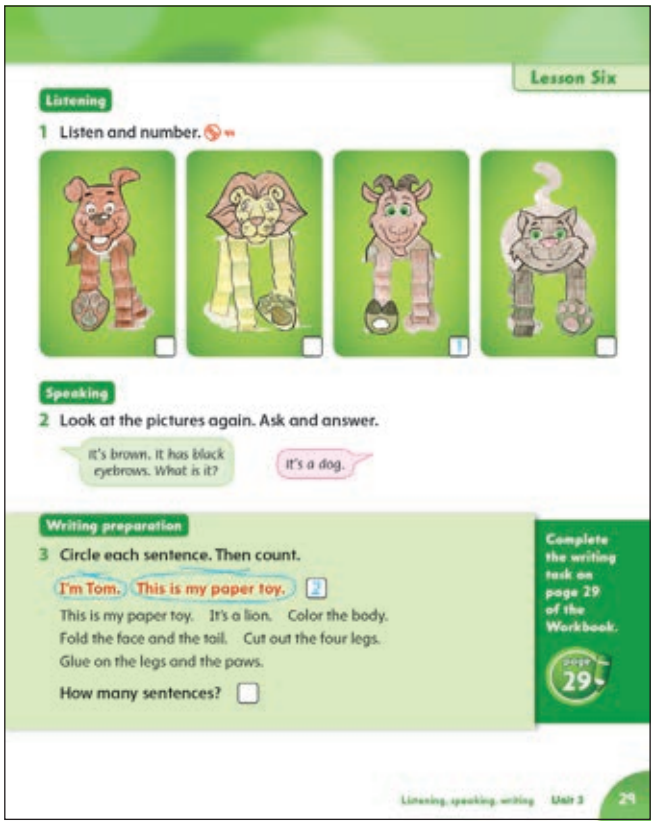
(in order on page) 3, 1, 4, 2

Further practice

Workbook page 28

Online Practice • Unit 3 • Reading

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Lesson Six SB page 29

Skills Time!

Skills development

Listening: listen and order pictures

Speaking: describe an animal's features

Writing: identify full sentences; count sentences; write about your body (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *long*

Materials

44; a piece of plain paper for each child; colored pencils / markers / crayons for each group of children (optional)

Warmer

- Ask the class to stand up. Give instructions, e.g. *Point to your eyes / nose / legs / hand.*
- Tell the class *You are lions.* Say *Point to your legs / tail.* Ask *Where are your paws?* Children show their "paws".

Lead-in

- Point to the picture of the lion on Student Book page 28 and ask *What is it? What color is the lion?*
- Ask children to look at the pictures on Student Book page 29. Point to the different animals and ask *What's this? What color is it?*

1 Listen and number. 44

- Explain that you are going to play a recording of people describing the different animals. The descriptions will be given in a different order from the pictures in the Student Books. Play the recording.
- Play the first part of the recording, then ask *Which picture is it?* Children point to the goat.
- Play the rest of the recording, pausing after each description for children to number the picture. Repeat.
- Check answers with the class.

ANSWERS

(in order on page) 2, 3, 1, 4

2 Look at the pictures again. Ask and answer.

- Read the first two speech bubbles aloud for children to repeat. Ask two children to read them for the class.
- Ask children to look at the picture of the dog. Elicit *It's brown. It has black eyebrows.*
- In pairs, children take turns to describe the animals for their partner to guess.
- Ask some children to describe animals for the class to guess.

3 Circle each sentence. Then count.

- Copy the first two sentences from Exercise 3 onto the board. Ask the class to read out the first sentence, then circle it. Do the same with the second sentence. Count the circled sentences on the board and write the number (2).
- Ask children to do the exercise in their Student Books.
- Check answers with the class.

Differentiation

Below level:

- Read each sentence aloud slowly. Ask children to trace each sentence with a finger as you read. Children then complete the activity.

At level:

- Children complete the activity.

Above level:

- Children complete the activity and then go back to page 28. They circle each sentence in the reading for more practice.

ANSWERS

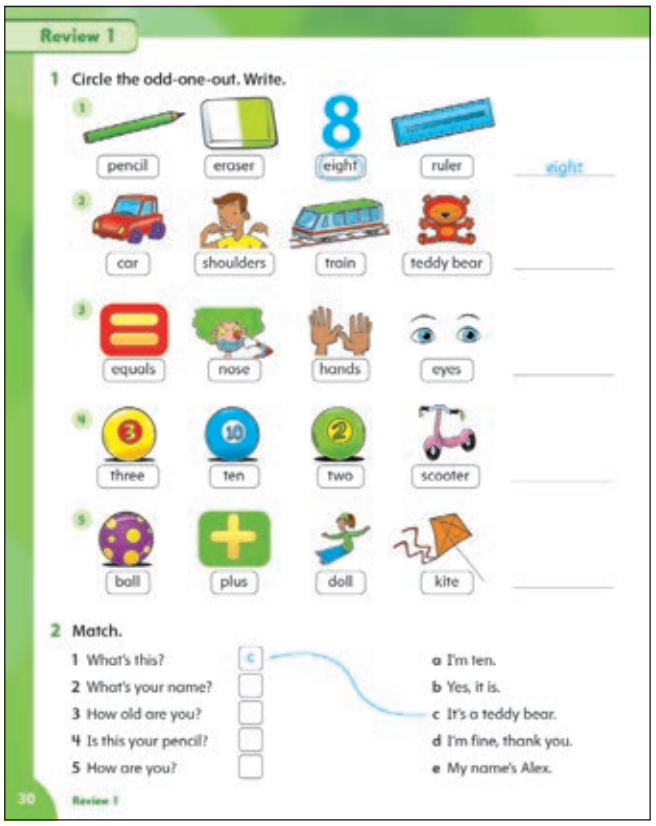
This is my paper toy. It's a lion. Color the body. Fold the face and the tail. Cut out the four legs. Stick the legs on the paws. There are six sentences.

Further practice

Workbook page 29 (children write about their body)
Unit 3 values worksheet, Teacher's Resource Center
Unit 3 test, Teacher's Resource Center
Online Practice • Unit 3 • Listening, Speaking, and Writing

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Review 1



Review Lesson SB page 30

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

14; flashcards 1–54

Warmer 14

- Sing *Open the Book* from Student Book page 10.

Lead-in

- Use a variety of flashcards 1–54 to recycle vocabulary from the previous three units.
- Hold up each flashcard and ask *What's this?* for children to say the word.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't a classroom object*). Say *Can you find and say other classroom objects around you?*
- Children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. eight 2. shoulders. 3. equals
4. scooter 5. plus

2 Match.

- Do number one with the class. Ask children why the example answer is correct. Ask children *What's this?* for other objects in the classroom. Ask children to practice asking each other *What's this?* and answering the question.
- Children work individually to complete the exercise.
- Ask children to compare their answers in pairs by taking turns to ask each other the question and then give the answer.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, write the questions and answers on the board. Elicit the answers from students in the class. Practice the dialogue by reading the questions and answers aloud, chorally as a class.

At level:

- With Exercise 2, children can change partners and practice the questions and answers two or three more times.

Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise, divide the class into two. Tell one half that they will ask the questions and one half that they will say the answers.
- Tell all the children to stand up. They are going to walk around the classroom and talk to each other.
- The children asking the questions can take their Student Book and read the questions in any order they like to different children from the other group. The children answering the questions do not have their book.
- Tell the children answering the questions to answer them personally, not using the answers from the book, but real answers.
- Then swap the halves around and do the activity again.

ANSWERS

1. c 2. e 3. a 4. b 5. d

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Review Lesson SB page 31

3 Write.

- Review the language *This is, These are, your, my*.
- Point to things in the classroom and ask questions using these words. Encourage different children to answer the questions.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.
- Ask two children to come to the front of the class to act out the dialogue.
- Repeat with two or more students.

ANSWERS

1. my, your, my 2. my, These are, This is

4 Read and circle.

- Point to number one. Ask *Is it a kite?* (*No*). Ask *What is it?* (*It's a teddy bear*).
- Ask children to complete the exercise individually.
- Point to each one and ask *Is it a…?* and the class answer. If it is not that thing, then ask *What is it?*

ANSWERS

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

5 Circle.

- Ask children to look at the pictures.
- Elicit the words for the pictures (*cat, lion, bird, kite, egg, dog*).
- Ask children what sound "cat" starts with.
- Children complete the exercise.
- Check answers with the class.

ANSWERS

1. c 2. l 3. b 4. k 5. e 6. d

6 Read and color.

- Ask children to color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Add extra practice to Exercise 4 by holding up a variety of flashcards from the previous three units and asking *Is it a…?* For numbers 1 and 4, write the first two letters of the word on the board to help elicit what they are.
- For Exercise 5, put the appropriate phonics cards on the board and point to them to help children understand the letter-word connection.

At level:

- Children complete the activities as suggested.

Above level:

- For Exercise 3, hand out the relevant flashcards for the vocabulary referred to in the exercise to different students. Ask children to close their books. Ask children to say the dialogue from memory, with each child holding the relevant flashcard saying their line.
- For Exercise 4, put children into groups. Give each group 6–8 flashcards from the previous three units.
- Children take turns in their groups, holding up a flashcard and saying *Is it a…?* If it is that object, the children say *yes*. If it isn't, then the children say *No it isn't*, and then say the object on the flashcard.
- For Exercise 5, hand out phonics cards from the previous three units. When checking answers, ask children to stand up if they are holding the phonics card that is correct.
- Put children into pairs. Ask each pair to choose three other pictures on page 30 or 31. They should copy the pictures into their notebooks and write three letters under the pictures, one which is the letter the word starts with, and two different letters.
- Ask pairs to swap notebooks and circle the correct starting letters for the words represented by the pictures.

Further practice

Workbook pages 30 & 31
Writing portfolio 1 worksheet, Teacher's Resource Center
Progress test 1, Teacher's Resource Center
Skills test 1, Teacher's Resource Center
Online Practice • Review 1

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4 He's a hero!



Lesson One SB page 32

Words

Learning outcomes

To identify different jobs

To understand a short story

Language

Core: *teacher, student, cook, firefighter, pilot*

Extra: *Grandma, Grandpa, meat, hero*

Materials

39, 45–47; Story poster 4; Job flashcards 55–59

Warmer 39

- Sing *Ten fingers on my hands* from Student Book page 26.

Lead-in

- Hold up flashcards 55–59 and say the words. Say the words again so that children can repeat after you.
- Hold up each flashcard again. Ask *Who's this?* for children to say the word.

1 Listen, point, and repeat. 45

- Ask children to look at the job pictures. Play the first part of the recording for children to point to the pictures.
- Play the second part for children to repeat.
- Play the recording again for children to listen and point and then repeat the words.
- Hold up flashcards 55–59 and ask individual children to say the words.

2 Listen and chant. 46

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. Repeat. This time they point to the correct flashcard as they hear it.
- Ask children to close their books. Encourage the class to say the chant from memory.
- Begin the chant again, faster than before. Continue until the chant is so fast that children can't keep up.

3 Listen and read. 47

- Use Story poster 4 to present the story. Point to different characters and ask *Who's this?* Ask students if they can find any job words in the story (*teacher, student, cook, firefighter*). Talk about each frame. Ask *What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Is Tim a pilot? Is Grandma a cook? Who's a hero?*
- Ask children to open their Student Books. Tell them to listen and follow the words as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Differentiation

Below level:

- Read the story again with the children. Ask them to point to the job words as they hear them. Encourage them to read along.

At level:

- Give each child a number from one to five. Explain that each of the number ones are cooks, twos are firefighters, threes are students, fours are teachers, and fives are pilots.
- Tell children that you are going to play the story again. They should listen without looking in their Student Books. Every time they hear their job word, they clap their hands.
- Play the story for children to listen for their words and clap at the right times.

Above level:

- Children answer simple comprehension questions, e.g. *Who is a teacher?* (*Billy*) *Is Grandpa a hero?* (*Yes.*)

Further practice

Workbook page 32

Online Practice • Unit 4 • Words

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Lesson Two SB page 33

Grammar

Learning outcomes

To say what people's jobs are

To choose between *he* and *she* for describing people

To act out a story

Language

Core: *He's / She's a teacher. Is he / she a teacher? Yes, he is. / No, she isn't.*

Materials

47; Story poster 4; Job flashcards 55–59; pictures of a boy and girl (optional)

Warmer

- Play a miming game. Pretend that you are putting out a fire with a hose. Ask the class to guess your job.
- Invite a child to come to the front. Give him / her one of the job flashcards. He / She mimes for the class to guess the job. Repeat with other children.

Lead-in

- Hold up Story poster 4 and ask *What happened in the story?* Can you remember the jobs?

1 Listen to the story again and repeat. Act. 47

- Ask children to look at the story on page 32.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five. Each child chooses a role: Billy, Tim, Rosy, Grandma, or Grandpa.
- Ask children to decide on the actions for each part of the story (see suggestions below). Children act out the story.

Story actions

Picture 1: Rosy points to Billy, who is writing on the board. Tim raises his hand.

Picture 2: Billy points to Grandma. Grandma adds salt to the pan.

Picture 3: Rosy and Billy point to the pan, horrified.

Picture 4: Grandpa puts out the fire with the extinguisher. Billy holds up his hands and cheers. Grandma looks shocked.

2 Look and say.

- Look at each picture and ask children what they can see.
- Copy the sentences and questions from the Student Book onto the board, leaving spaces for the job words.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *She's a pilot. Is she a cook?*
- Ask individual children to come to the front to substitute a flashcard to make a new sentence.
- Practice the sentences and questions with the class.
- Draw attention to the grammar box. Show children how we make the contractions *She's* and *He's* by writing the words in the long form (*He is*) and then in the short form (*He's*) on the board.

3 Write.

- Write the words *He* and *She* on the board. Point to each word and then to boys and girls in the class. Say either *He* or *She* to show the difference. If the class isn't mixed, show children pictures of a boy and girl.
- Show a picture of a female nurse and say *He* or *she?* Children reply with the correct pronoun. Then say *He's a nurse. Yes or no?* The class responds *No. She's a nurse.*
- Ask a child to read the example. Children write *He's* or *She's* at the beginning of the other sentences.
- Check answers by asking children to say the sentences.

ANSWERS

1. He's a teacher. 2. He's a pilot. 3. She's a student. 4. He's a firefighter.

4 Say and answer.

- Model the dialogue with a child. Put children in pairs. Ask one of the pairs to read the example for the class.
- Children take turns to point to the pictures and describe them for their partners to guess.

Differentiation

Below level:

- Children identify each job. Then they say whether each picture is *he* or *she*. Children complete the activity.

At level:

- Children complete the activity as suggested.

Above level:

- Children complete the activity. Then they practice the question form, e.g. *Is he a firefighter? (Yes, he is.)*

Further practice

Workbook page 33

Online Practice • Unit 4 • Grammar

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Lesson Three SB page 34

Song

Learning outcomes
To identify more job words
To use different job words in the context of a song

Language
Core: *doctor, police officer, farmer, mailman, zookeeper*
Extra: *kind, meet, lane, again*
Recycled: job words

Materials
48–49; Job flashcards 55–64

Warmer

- Play *Mime the word* (see Teacher's Book page 8) with flashcards 55–59 to review the job words.

Lead-in

- Hold up flashcards 60–64. Say the words for children to repeat.

1 Listen, point, and repeat. 48

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 60–64 and ask individual children *What's this?*

2 Listen and sing. 49

- Ask children to look at the pictures. Point to the people and ask who they are. Ask what they think the people are doing (they are meeting and greeting each other).
- Explain the unfamiliar words or phrases (*to meet in a lane*).
- Play the song. Children point to the pictures when they hear the five new words. Play it again as they follow the words in their books.
- Recite the words with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures of the people. Point to each one for children to tell you their jobs. Then look at the boy to see what he's doing.
- Explain that children have to move their fingers up and down as if they were the different people. Start with their thumbs, which are the doctors.
- Play the song for children to sing and do their actions.

Differentiation

Below level:

- Children point and say what each person's job is, e.g. *doctor, doctor, She's a doctor.*
- Play the song and demonstrate the actions for the first verse (doctors).
- Encourage children to join in for the remaining verses.

At level:

- Complete the actions together as a class.
- Put children in pairs.
- Ask one child from each pair to point and ask *Is he / she a _____?*
- The other child in the pair answers. Then have children switch roles.

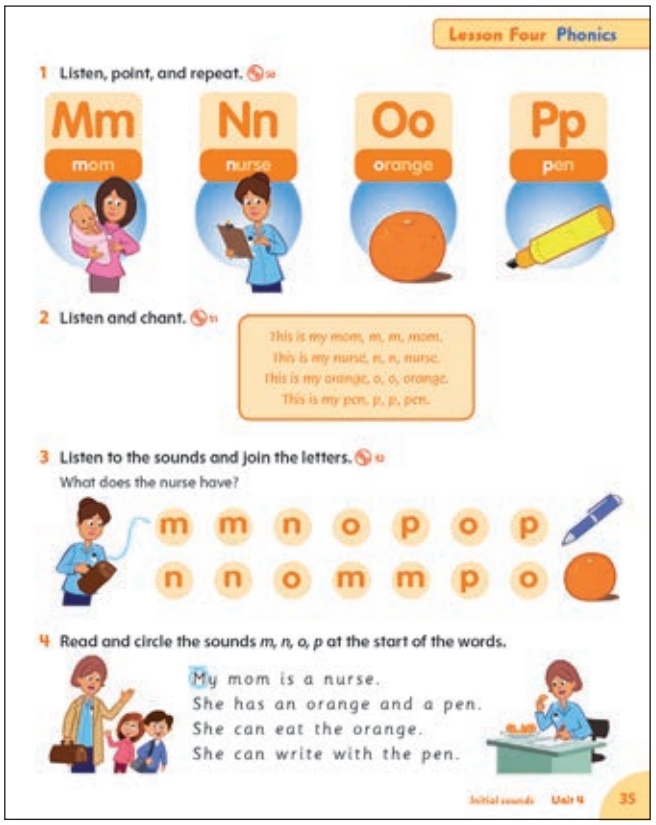
Above level:

- Write the song lyrics on the board with blanks for some of the words. Ask children to recall the song and write the correct words.
- Ask children to think of any other job words they could use, e.g. *pilot*.

Further practice

Workbook page 34
Picture dictionary, Workbook page 130
Unit 4 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 4 • Song

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Lesson Four SB page 35

Phonics

Learning outcomes
To recognize the upper- and lowercase forms of the letters *m, n, o, p* and associate them with their corresponding sounds
To pronounce the sounds /m/, /n/, /ɒ/, /p/ on their own and at the beginning of words
To learn the names of the letters *m, n, o, p*

Language
Core: *mom, nurse, orange (n), pen*
Extra: *eat, write*

Materials
41, 50–52; Phonics cards 9–12 (for revision) and 13–16 (Mm, Nn, Oo, Pp)

Warmer 41

- Put phonics cards 9–12 on the board. Ask if children can remember the words which go with them.
- Say the chant from Student Book page 27.

Lead-in

- Write *Mm, Nn, Oo, Pp* on the board. Point to each, saying the letter name and sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Below the letters, write the words *mom, nurse, orange, pen.* Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 13–16. Say the words for children to repeat. Hold up the cards and show the sounds. Say the sounds for children to repeat.

1 Listen, point, and repeat. 50

- Ask children to look at the letters. Play the first part of the recording. Children listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words.
- Play the recording a final time for individual children to say the sounds and words for the class.

2 Listen and chant. 51

- Play the recording for children to listen to the chant.
- Put phonics cards 13–16 around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again for children to repeat. Children follow along.

3 Listen to the sounds and join the letters. 52

- Elicit the three images (*nurse, pen, orange*). Ask *What does the nurse have?* Play the recording. Children listen and connect the letters. Repeat.
- Ask *What does the nurse have?* (*an orange*). Then elicit the sounds and write them on the board.

ANSWER
The nurse has an orange.

4 Read and circle the sounds *m, n, o, p* at the start of the words.

- Ask children to look at the pictures and say what they see. Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled *m* at the beginning of *mom*. Draw a circle around the *m* on *mom* on the board. Ask them to find and circle other examples of *m, n, o, p* at the beginning of words in their books.
- Write the rest of the text on the board. Check answers.

Differentiation

Below level:
- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children.
- Children then do the exercise themselves.

At level:
- Children complete the activity as suggested.

Above level:
- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs and have them look at each other's pictures and say the words and the correct sounds aloud.

ANSWERS
My (m)om is a (n)urse. She has an (o)range and a (p)en. She can eat the (o)range. She can write with the (p)en.

Further practice
Workbook page 35
Online Practice • Unit 4 • Phonics

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Lesson Five SB page 36

Skills Time!

Skills development

Reading: read and understand a description of a family; develop reading skills (inferring, comprehension)

Language

Recycled: vocabulary and structures seen previously

Extra: *brother, family, happy, uncle*

Materials

49, 53; Job flashcards 56, 58, 60; Phonics card 14; red, blue, green, and yellow pencils for each group of four children

Warmer 49

- Sing *Two kind doctors* from Student Book page 34.

Lead-in

- Ask children to look at the pictures. Explain that the first picture shows a girl named Milly. Ask who children think are in the other pictures.
- Encourage children to predict what the text is about (photos of Milly's family).

1 Point to the jobs. Say the words.

- Point to the picture of Milly's mom. Say *She's a nurse.*
- Ask children to work in pairs and look at the different jobs in the pictures. They take turns to point and say the job words.
- Go through each picture. Children say the job word for each.

ANSWERS

firefighter, nurse, doctor, student

2 Listen and read. 53

- Point to the first picture and say *This is Milly. She has some photos of her family. We are going to read and listen to her talking about her family.*
- Play the recording. Children listen and follow the text.
- Play the recording a second time. Check comprehension by asking, e.g. *Is Dad a police officer? Is Mom a cook?*

3 Read again. Write *Yes* or *No*.

- Ask children to look at the pictures again. Ask more questions about the family, e.g. *Is Milly eight? Is Dad a firefighter?* Children answer *yes* or *no*.
- Ask children to look at the exercise in their Student Books. Ask two children to read the example question for the class. Children re-read the text and answer the rest of the questions individually.
- Check answers with the class.
- Ask children to close their books to play a memory game.
- Write the words *Milly, Joe, Dad, Mom, Grandpa* on the board.
- Give out the student, firefighter, nurse, and doctor flashcards / phonics card to four children. The children put the cards next to the correct names on the board.
- Allow the rest of the class to say whether they agree or disagree. Then ask children to look at the story to check if they were right.

ANSWERS

1. No 2. Yes 3. Yes 4. No

Differentiation

Below level:

- Put children into pairs and assign one question to each pair. If you have a large class, there may be multiple pairs with the same question.
- Once children have completed the activity, bring the class back together to check answers.

At level:

- Children work in small groups to write down one or two more possible questions for the text, e.g. *Is Grandpa a firefighter?*
- Then give the questions to other groups to answer.

Above level:

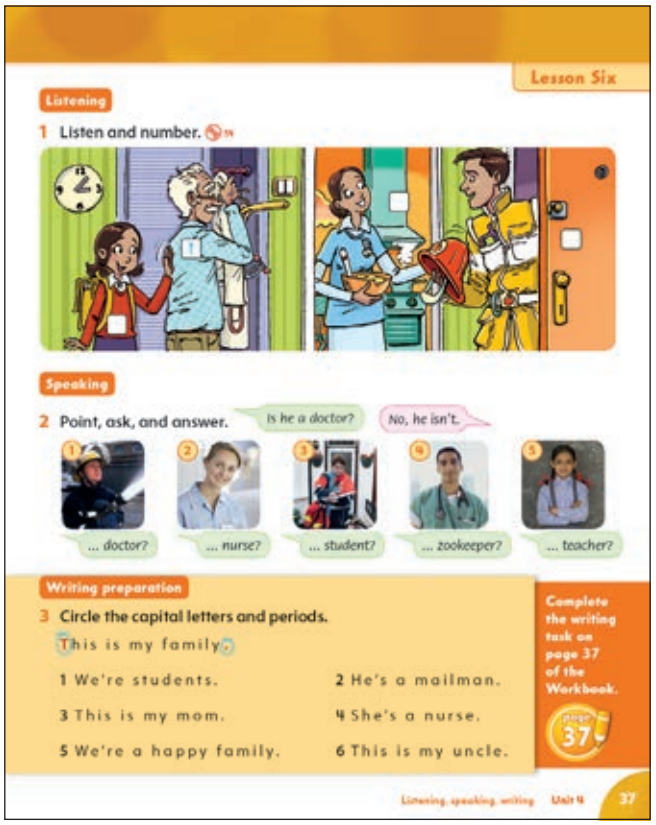
- Children talk about their own families. Use the reading as a model. They can give reports to the class.

Further practice

Workbook page 36

Online Practice • Unit 4 • Reading

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Lesson Six SB page 37

Skills Time!

Skills development

Listening: identify people by their jobs; listen for specific information

Speaking: ask and answer questions about jobs

Writing: identify and write capital letters and periods; write about your family (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

54; Job flashcards 55–64

Warmer

- Play *Musical cards* (see Teacher's Book page 8) with the job flashcards. When the music stops, children hold up the card and say, e.g. *She's a cook.*

Lead-in

- Ask children *What can you remember about Milly and her family from the last lesson?*
- Ask children to look at the pictures on Student Book page 37. Ask who they can see, and what their jobs are.

1 Listen and number. 54

- Tell children they are going to hear four sentences about the people. Explain that they have to listen and number the pictures in the order they hear them. Play the whole recording.
- Play the first part of the recording, then ask *Which picture is it?* Show them the example in their books.
- Play the rest of the recording, pausing after each description for children to number the picture.
- Play the recording again for children to complete their answers. Check answers.

ANSWERS

1. Grandpa 2. Milly 3. Dad 4. Mom

2 Point, ask, and answer.

- Draw attention to the questions in the Student Book. Read the first question aloud. Children repeat. Then read the answer for children to repeat.
- Say the question again, but hold up a different job flashcard for children to complete the new sentence. Repeat using different flashcards. Encourage the class to make questions themselves.
- In pairs, children ask and answer questions about the pictures.
- Ask one pair to read out the example for the class.
- Children take turns pointing to the pictures and asking their partner questions.

3 Circle the capital letters and periods.

- Copy the example sentence onto the board. Circle the capital letter and the period.
- Write another sentence on the board. Ask a child to come up to the board and circle the capital letter and period.
- Erase the capital letter and period. Ask a different child to come to the front and write them back in.
- Ask children to do the exercise in their Student Books. Check answers with the class.
- Ask children to choose two more sentences from the text on page 36. Children copy the sentences and circle the capital letters and the periods.

Differentiation

Below level:

- Explain that capital letters come at the beginning and periods come at the end. Children work in pairs to complete the activity.

At level:

- Children complete the activity.

Above level:

- Children complete the activity and go back to the text on page 36. They circle the capital letters and periods for all the sentences.

ANSWERS

1. We're students. 2. He's a mailman.
3. This is my mom. 4. She's a nurse.
5. We're a happy family. 6. This is my uncle.

Further practice

Workbook page 37 (children write about their family)
Unit 4 values worksheet, Teacher's Resource Center
Unit 4 test, Teacher's Resource Center
Online Practice • Unit 4 • Listening, Speaking, and Writing

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Fluency Time! 2



Everyday English SB page 38

Learning outcomes

To learn how to make introductions

Language

This is (Kate). Nice to meet you. Nice to meet you, too.

Materials

55–56; Fluency DVD Fluency Time! 2

Warmer

- Tell children they are going to learn how to make introductions. Ask if they know how to introduce themselves. Invite individual children to introduce themselves, e.g. *Hello / Hi! My name's / I'm* (name).

1 Watch and listen. Read and say. 55

- Focus on the pictures. Ask children to say where the people are (*outside a school*) and who they think the girl is talking to (*her dad and her teacher*).
- Play the DVD for children to watch. Play the DVD again for children to listen and follow the dialogue in their books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in groups of three.
- Invite groups of children to act out the conversation.

2 Watch and listen. Write. 56

- Show children the speech bubbles with blanks and the example. Explain that they need to listen to the dialogue and complete the speech bubbles with the words in the box.
- Play the DVD, pausing after the example to check understanding. Point to Dad and Kate in the picture and ask *Who's this?*
- Play the rest of the DVD, pausing after each item for the children to complete the speech bubbles.
- Ask individual children to read out the completed speech bubbles.

ANSWERS

1. Her, name 2. Nice, meet 3. too

3 Look at the people. Point and say.

- Ask children to work in pairs to make some introductions of their own.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the people in the box and introduce them to their partner.
- Ask some pairs to act out their dialogues.

Differentiation

Below level:

- Practice the people's names with the children. Then build to *This is* _____. Put children in pairs to practice the dialogue. Switch roles.

At level:

- Children complete the activity as suggested.

Above level:

- Children introduce themselves first, e.g. *My name is* _____. Then they make additional introductions.
- Encourage them to think of other people to introduce (friend, mom, brother, etc.).

Further practice

Workbook page 38
Fluency Time! 2, Fluency DVD
Online Practice • Fluency Time! 2

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Craft SB page 39

Learning outcomes

To make a puppet

To make introductions

Language

This is (Bobby). Nice to meet you. Nice to meet you, too.

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Craft 2 (see Teacher's Resource Center) (one template for each child); completed puppet; colored pencils / markers / crayons, scissors, and glue for each group of children

1 Watch the story again. Act.

- Ask children to look at the dialogue in Exercise 1 on Student Book page 38. Ask children what they can remember about the exchange.
- Play scene 1 of Fluency DVD Fluency Time! 2 Everyday English again. If you don't have time for the DVD, read the dialogue on Student Book page 38.
- Ask groups of children to act out the dialogue (or their own variations).
- In pairs or small groups, ask children to introduce each other. You can make this more fun by telling children they can choose new names for themselves. They can make up funny names, or pretend to be famous people / cartoon characters / kings and queens, etc.
- Play both scenes of the DVD again for children to watch and listen.

2 Make a finger puppet.

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a puppet*).
- Ask *What do you need to make the puppet?* to elicit *paper, colored pencils, scissors, glue.*
- Divide the class into groups. Give each child a puppet template (see Fluency Craft 2 Teacher's Resource Center). Give one template to each child, or cut the templates in half and give half to each child. Give each group colored pencils / markers / crayons, scissors, and glue.
- Use the pictures and instructions in the book to explain the process of making their puppets. Demonstrate with your own completed puppet and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? Is your puppet a (boy)?*
- Ask children to think of names for their puppets.

NOTE: If you do not have time to use the puppet template in class, ask children to draw simple faces on pieces of paper and stick them onto the ends of their pencils to make basic stick puppets.

3 Use your puppet and say.

- Focus on the photo. Tell children they are going to introduce their puppets in groups of three.
- Ask three children to read out the example dialogue.
- Children then talk in groups of three or in pairs to introduce their puppets to one another.
- Invite children to tell the class about their puppets, e.g. *This is Carla. She's from Spain. She's very nice!*

Differentiation

Below level:

- Work with children to choose names and information for their puppets. Practice making sentences. Then children practice with partners.

At level:

- Children complete the activity.

Above level:

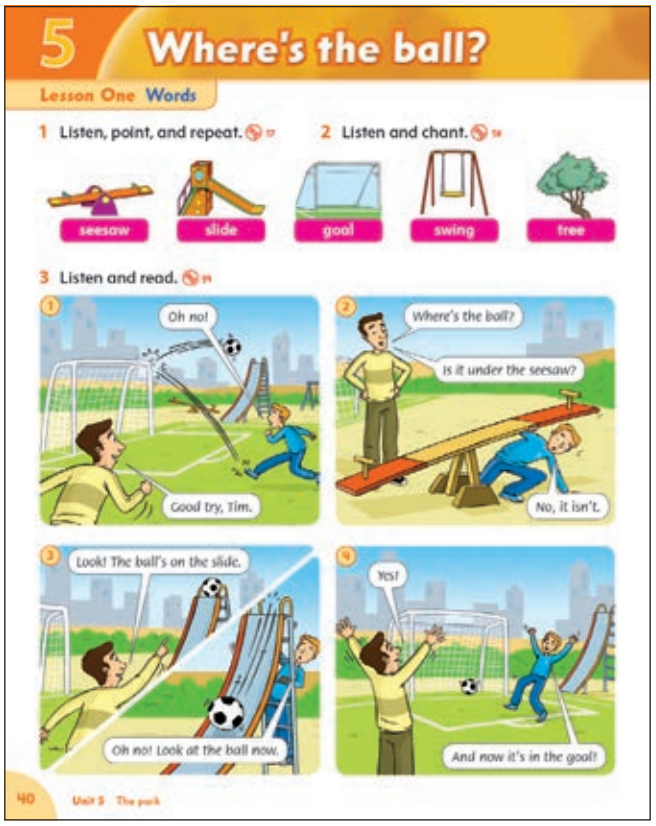
- Ask children to pretend they are at a party, meeting lots of new people. Children move around the class, talking in groups of three and introducing their puppets.
- Encourage children to give the puppets different voices.

Further practice

Workbook page 39
Skills test 2 Fluency Time! Teacher's Resource Center
Fluency Time! 2, Fluency DVD
Online Practice • Fluency Time! 2

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5 Where's the ball?



Lesson One SB page 40

Words

Learning outcomes
To identify things in the park
To understand a short story

Language
Core: *seesaw, slide, goal, swing, tree*
Extra: *good try, under, on, in, where*

Materials
49, 57–59; Story poster 5; The park flashcards 65–69

Warmer 49

- Sing *Two kind doctors* from Student Book page 34.

Lead-in

- Hold up flashcards 65–69 and ask *What's this?*

1 Listen, point, and repeat. 57

- Ask children to look at the things from the park. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again. Children listen, point, and then repeat the words.
- Hold up flashcards 65–69 for individual children to say the words.

2 Listen and chant. 58

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. Repeat.
- Put the flashcards around the room. Children point to the correct flashcard as they hear it.
- Ask children to choose different actions for each of the things in the chant. Children do the chant again with their actions.

Differentiation

Below level:

- Divide the class into groups. Give each group a word. Play the chant again. When children hear their word, they stand up. Encourage children to chant along.

At level:

- Practice the vocabulary from this unit and review the grammar structures from the last unit. Ask a child to stand up. Hold the flashcards face down and ask him / her to choose one without showing the class. Tell the class to ask questions to find out what the flashcard is, e.g. *Is it a swing?*
- When children have guessed the word, take the card, shuffle it with the others and place them face down for a different child to choose. Play again.

Above level:

- Do the "at level" activity, but when the word is guessed, the child with the flashcard talks about the picture, e.g. *Yes, it's a seesaw. It's red and purple. It's at the park.*

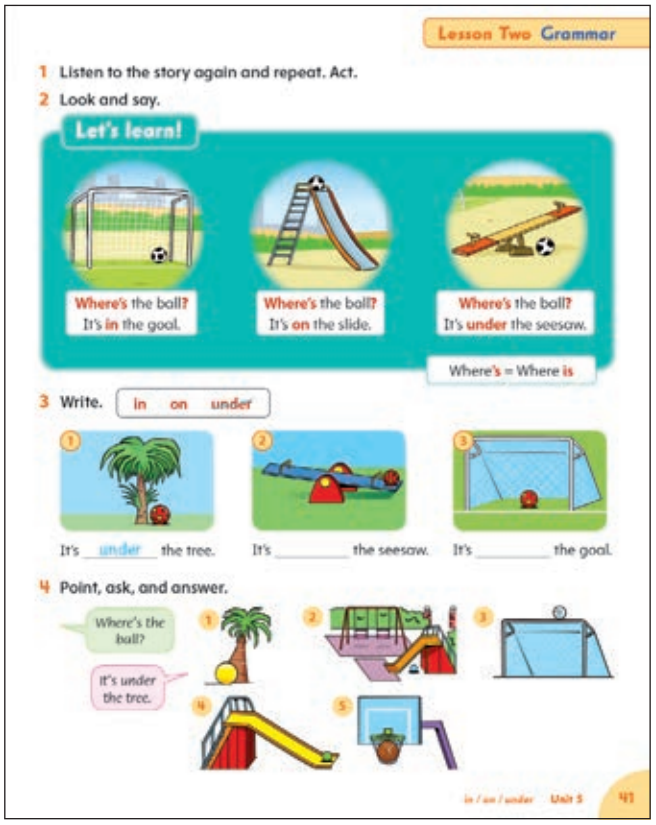
3 Listen and read. 59

- Use Story poster 5 to present the story. Ask children to name as many things in the pictures as they can.
- Talk about each frame. Ask children *What's happening?*
- Encourage predictions.
- Ask children to look at the poster. While you play the recording, children listen and point to the pictures. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What game are Tim and his dad playing? Where's the ball?*
- Ask children to open their Student Books and follow the words in the story. Play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 40
Online Practice • Unit 5 • Words

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Lesson Two SB page 41

Grammar

Learning outcomes

To ask questions with *Where's …*

To describe positions using *in, on, under*

To act out a story

Language

Core: *Where's the ball? It's in / on / under the bag.*

Materials

59; Story poster 5; The park flashcards 65, 66, 67; classroom objects – pencil, eraser, and ruler (optional)

Warmer

- Play *Snap!* (see Teacher's Book page 8) to revise vocabulary from the previous lesson.

Lead-in

- Point to Story poster 5 and ask children what happened in the story.
- Cover the poster and ask children which new words about the park appeared in the story (*slide, seesaw, goal*).

1 Listen to the story again and repeat. Act. 59

- Ask children to look at the story on page 40.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Tim and the other is Dad. Ask children to look at the actions in the story (see suggestions below). Children act out the story.

Story actions

Picture 1: Tim kicks the ball.
Picture 2: Dad looks for the ball. Tim looks under the seesaw.
Picture 3: Dad points to the slide. Tim and Dad watch the ball rolling down the slide, following it with their heads.
Picture 4: Dad and Tim throw their hands into the air.

2 Look and say.

- Put a pen on top of your bag. Ask *Where's the pen?* to elicit *It's on the bag.* Repeat, placing the pen inside the bag, then underneath it, to elicit *It's in the bag / under the bag.*
- On the board, write *Where's the ball?* followed by three answers with flashcards for the final words, i.e. *It's in the (goal). It's on the (seesaw). It's under the (slide).*
- Point to each sentence for children to read aloud.
- Ask children to look at the pictures in their Student Books and ask what they can see. Read the questions and answers aloud, pausing for children to repeat.
- Draw attention to the grammar box. Show children how we make the short form *Where's* by writing the words separately and then together on the board.

3 Write.

- Draw a tree on the board. Draw a ball on top of it, another one in its branches and a third one under it. Number the balls 1 to 3. Below the tree, write three identical sentences numbered 1 to 3: *The ball is _____ the tree.*
- Point to the first ball and ask *Where's the ball?* to elicit *It's on the tree.* Write the missing word in your first sentence. Repeat with the other balls to elicit the other sentences.

ANSWERS

1. It's under the tree. 2. It's on the seesaw.
3. It's in the goal.

4 Point, ask, and answer.

- Draw attention to the speech bubbles. Model the question and answer with a child.
- Ask children to work in pairs to ask and answer similar questions using the pictures in Exercise 4.

Differentiation

Below level:

- Say *in*. Have children hold pens in their hands and repeat *in*. Say *on*. Children put the pens on their hands and repeat *on*. Say *under*. Children hold them under their hands and say *under*.

At level:

- Children complete the activity.

Above level:

- Children switch partners and look around the classroom to find more examples of *in, on,* and *under*.

ANSWERS

1. Where's the ball? / It's under the tree.
2. Where's the ball? / It's under the slide.
3. Where's the ball? / It's on the goal.
4. Where's the ball? / It's on the slide.
5. Where's the ball? / It's in the basketball net.

Further practice

Workbook page 41

Online Practice • Unit 5 • Grammar

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Lesson Three SB page 42

Song

Learning outcomes
To identify more park words
To use park words in the context of a song

Language
Core: *pool, armbands, ice cream, frisbee, jungle gym*
Extra: *cool, nice, park (n), play (v)*
Recycled: park words

Materials
60–61; The park flashcards 65–74

Warmer

- Ask the class to tell you as many park words from the first vocabulary set as they can. As they say the words, put the appropriate flashcards on the board.
- Play *Where was it?* (see Teacher's Book page 8).

Lead-in

- Hold up the flashcards 70–74 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

1 Listen, point, and repeat. 60

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through for children to listen and repeat.
- Ask individual children to say the words for the class.

2 Listen and sing. 61

- Ask children to look at the pictures. Point to the things in the pictures and ask individual children *What's this?*
- Play the song. Children listen and point to the pictures when they hear the five new words. Then play it again as they follow the words in their Student Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions should be (see suggestions below). Practice the actions with the class.
- Play the song for children to sing and do the actions.

Song actions

Seesaw: Move forearm up and down from the elbow.
Pool: Do a swimming action.
Ice cream: Hold and eat an ice cream cone.
Frisbee: Throw a frisbee with one hand.
Ball: Catch a ball with two hands.
Slide: Use hand to mime going down a slide.

Differentiation

Below level:

- Give different park words from the song to the children so there are several *seesaws, pools, balls*, etc. around the room.
- Play the song again. When children hear their word, they wave their arms in the air.

At level:

- Give children different words as above, but instead of waving their arms, they say their words.

Above level:

- Write the song lyrics on the board with blanks for some of the words. Ask children to recall the song and write the correct words.

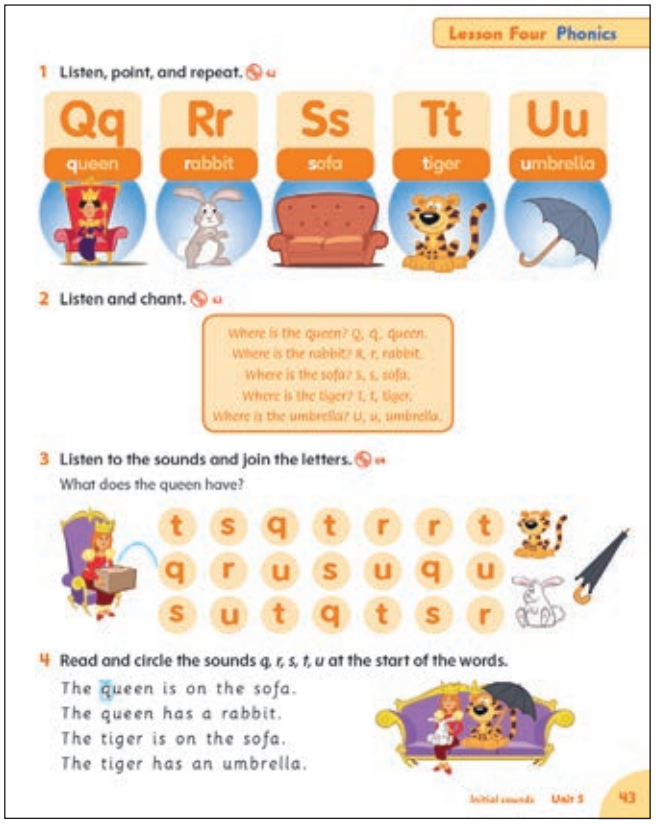
Culture note: Parks in the U.S.A.

Most suburban towns in the U.S.A. have at least one park. These are typically used for sports such as jogging, for picnics, and especially for children to play in. There is usually a children's play area with swings, slides, seesaws, and jungle gyms. There may also be a sandbox for younger children. You can often buy ice cream from a park café or kiosk, or there may be an ice cream truck that visits the park. Some large city parks have swimming pools for the public.

Further practice

Workbook page 42
Picture dictionary, Workbook page 130
Unit 5 extra writing worksheet, Teacher's Resource Center
Online practice • Unit 5 • Song

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Lesson Four SB page 43

Phonics

Learning outcomes

To recognize the upper- and lowercase forms of the letters *q, r, s, t, u* and associate them with their corresponding sounds

To pronounce the sounds /kw/, /r/, /s/, /t/, /ʌ/ on their own and at the beginning of words

To learn the names of letters *q, r, s, t, u*

Language

Core: *queen, rabbit, sofa, tiger, umbrella*

Materials

62–64; Phonics cards 13–16 (for revision) and 17–21 (Qq, Rr, Ss, Tt, Uu)

Warmer

- Start to write the letters of the alphabet on the board and ask children to continue (up to *p*). Ask them to say the words from previous phonics lessons that began with the letters *m* to *p* (*mom, nurse, orange, pen*).

Lead-in

- Write *Qq, Rr, Ss, Tt, Uu* on the board. Point to each. Say the letter name and the sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Under the letters, write the words *queen, rabbit, sofa, tiger, umbrella*. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 17–21 and say the words for children to repeat. Hold up the cards and show the sounds. Say the sounds for children to repeat.

1 Listen, point, and repeat. 62

- Ask children to look at the letters. Play the first part of the recording. Children listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words.
- Play the recording through for children to point to the words and then repeat them.

2 Listen and chant. 63

- Play the recording for children to listen to the chant.
- Put phonics cards 17–21 around the room. Play the chant
- again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat. Repeat again for them to follow along.

3 Listen to the sounds and join the letters. 64

- Elicit the four images (*queen, tiger, umbrella, rabbit*). Ask *What does the queen have*? Play the recording for children to listen and join the letters to find out what the queen has.
- Ask *What does the queen have?* (*a tiger*). Then elicit the sounds children heard, and write them on the board.

ANSWERS

The queen has a tiger.

4 Read and circle the sounds *q, r, s, t, u* at the start of the words.

- Ask children to look at the pictures. Point to the things and say *What's this?* Read the text for children to follow in their Student Books. Write the first line on the board.
- Ask children to look at the circled *q* at the beginning of *queen*. Draw a circle around the *q* on queen.
- Write the rest of the chant on the board. Check answers.

NOTE: If they highlight the /θ/ in *the*, explain that this is a different sound from /t/, which they will see later.

Differentiation

Below level:

- Drill each sound. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs. Have them look at each other's pictures and say the words and the sounds aloud.

ANSWERS

The (q)ueen is on the (s)ofa.
The (q)ueen has a (r)abbit.
The (t)iger is on the (s)ofa
The (t)iger has an (u)mbrella.

Further practice

Workbook page 43

Online Practice • Unit 5 • Phonics

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Lesson Five SB page 44

Skills Time!

Skills development

Reading: read and understand a text about a picture

Language

Recycled: vocabulary and structures seen previously

Extra: *boy, girl, soccer, help (v)*

Materials

26, 65; Toy flashcards 32–41; The park flashcards 65–74

Warmer 26

- Sing *Toys, toys, toys!* from Student Book page 18.

Lead-in

- Ask children to look at the picture and name as many objects as they can.
- Ask children to try to predict what the text is about (children in a park).

1 What can you see in the park? Point and say.

- Ask children to look at the picture again. Point to different things in the park for children to say the words.
- In pairs, children take turns pointing to different things in the park and saying the words.

ANSWERS

Park things: goal, swing, slide, trees
Toys: frisbee, doll, kite, car

2 Listen, read, and point. 65

- Ask how many children are in the park. Ask what they are doing. Tell the class they are going to read about children describing their toys.
- Play the recording for children to listen and follow along.
- Play the recording a second time. Ask questions to check comprehension, e.g. *Where are the children? Who's in the park?*

NOTE: Don't ask the children to tell you which toy belongs to which child yet. They will need to do this in the next exercise.

3 Read again. Match the children and toys.

- Ask children to look at the pictures and text from Exercise 2 again.
- Explain that they are going to read the text and decide which toy belongs to which person. They will then draw a line to link the picture of the child to the name of their toy.
- Read the first text about Toby again. Ask which is Toby's toy (*the car*). Ask them to point to the picture of Toby at the bottom of the page. Show them the example line between Toby and the word *car*.
- Give children time to complete the rest of the exercise individually.
- Check answers by asking children first *What's Toby's / Sara's / Pete's / Anna's toy?* and then *Where's Toby's / Sara's / Pete's / Anna's toy?*
- Play a memory game. Ask children to study the picture from Exercise 2 for a few moments. Then ask them to close their books.
- Ask questions about the picture, e.g. *What's on the slide? Where's the car? What's under the swing?*
- Ask children to open their books again and see how many answers they got right.

Differentiation

Below level:

- Tell students to draw three columns on a piece of paper. Children label them *in, on,* and *under* and then draw a picture for each one using the toys and park things they know.

At level:

- Draw a tree on the board.
- Give out Toy flashcards 32–41 to ten children. Ask the children to come one at a time to the front and put their flashcards in, on, or under the tree.
- Ask *Where's the … ?* to elicit a sentence, e.g. *It's under the tree.* Repeat with the rest of the flashcards.

Above level:

- In pairs, one child says a sentence, e.g. *The car is on the slide.* and the other draws it. Have children take turns drawing and making sentences.

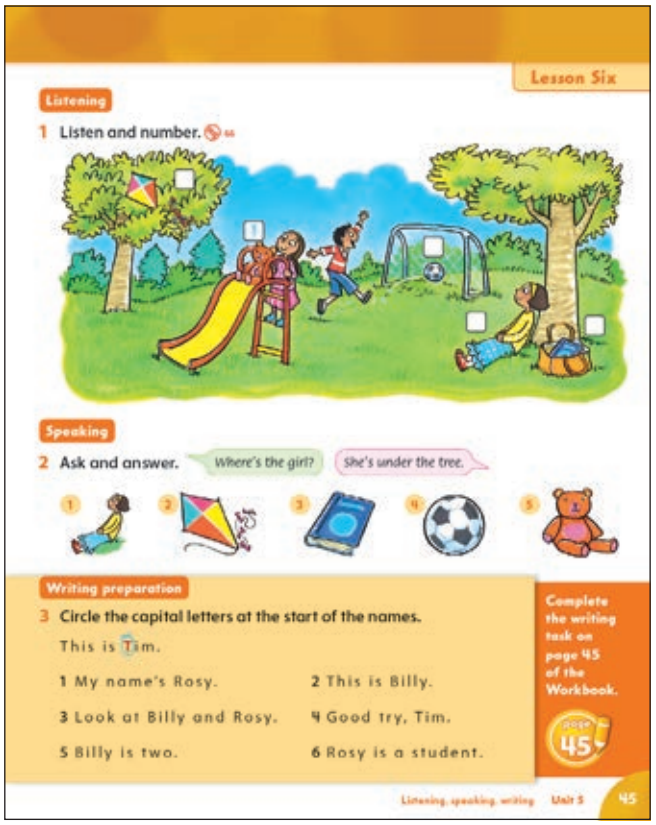
ANSWERS

1. car 2. kite 3. frisbee 4. doll

Further practice

Online Practice • Unit 5 • Reading

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Lesson Six SB page 45

Skills Time!

Skills development

Listening: number the things in a picture

Speaking: ask and answer questions about where things are

Writing: identify and write capital letters at the start of names; write about the park (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

66; Toy flashcards 32–41; The park flashcards 65–74; Story poster 5; two pieces of paper for each child; scissors, glue, a large piece of paper and colored pencils / markers / crayons for each group (optional)

Warmer

- Play *Jump* (see Teacher's Book page 8) using the Toy and The park flashcards.

Lead-in

- Use Story poster 5 to review *Where's the … ? It's in / on / under …*

1 Listen and number. 66

- Explain that you are going to play a recording of people describing where objects and people are.
- Play the recording and children point to each word as they hear it.
- Play the recording again, pausing after item 1 to show the example in the Student Books. Continue, pausing after each sentence for children to write the numbers.
- Play the recording a third time for children to check their answers. Check answers with the class.

ANSWERS

1. teddy bear 2. girl 3. kite 4. book 5. ball

2 Ask and answer.

- Draw attention to the two speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model and drill correct intonation for the class.
- In pairs, children ask and answer questions about where these people and things are in the picture from Exercise 1.
- Check the activity. Ask a different pair to ask and answer each question for the class.

ANSWERS

1. Where's the girl? / She's under the tree.
2. Where's the kite? / It's in the tree.
3. Where's the book? / It's in the bag.
4. Where's the ball? / It's in the goal.
5. Where's the teddy bear? / It's on the slide.

3 Circle the capital letters at the start of the names.

- Copy the example from Exercise 3 onto the board. Ask one child to come to the board to point to the capital letters.
- Ask children which of these letters is the start of someone's name. The child draws a circle around that letter. Repeat with the next sentence and a different child.
- Ask children to look at the activity. Explain that they are only going to draw circles around the capital letters that are for someone's name. Check answers with the class.

Differentiation

Below level:

- Students write five names of people they know. Monitor to make sure they use capital letters. Then have children circle the capital letters in the names.

At level:

- Children complete the activity.

Above level:

- Children write more sentences with names on a sheet of paper. Have them switch sheets. They circle the capital letters in the names in their partner's sentences.

ANSWERS

1. My name's Rosy. 2. This is Billy.
3. Look at Billy and Rosy. 4. Good try, Tim.
5. Billy is two. 6. Rosy is a student.

Further practice

Workbook page 45 (children write about the park)
Unit 5 values worksheet, Teacher's Resource Center
Unit 5 test, Teacher's Resource Center
Online Practice • Unit 5 • Listening, speaking, and Writing

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Art Time!



Topic: Colors SB page 46

Learning outcomes

To learn some useful content and language about art

Language

Core: *paint, light blue, dark blue, black, white*

Extra: *mix, yellow, green, red, orange*

Materials

67–68; Art Time! flashcards 75–79; small pots of finger paints and plain paper (optional)

Warmer

Critical Thinking

- Ask children to name all the colors they know. Write the words on the board. Ask individual children to find things in the classroom which are one of the colors on the board.

Lead-in

- Hold up flashcards 75–79 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 67

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 75–79 for individual children to say the words.

2 Listen and read. 68

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What colors make green? What colors make light blue?*
- Ask children to point to the green, yellow, blue, red, and orange paint in the picture.

3 Read again and complete.

- Put children into pairs. Explain to children that they are going to work together to complete the problems with information from the text.
- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

Differentiation

Below level:

- Divide the class into groups of four or five.
- Have children in each group work together to complete the problems. For extra support, hand out small pots of finger paints and paper for children to use.
- Have each group report back to the class. Other groups can listen and complete the rest of the activity.

At level:

- Complete the activity as suggested.

Above level:

- Have children ask and answer questions in pairs (e.g. *A: What color does blue and yellow make? B: Green. How do you make orange? A: With red and yellow.*).

ANSWERS

1. yellow 2. white 3. yellow 4. black

4 Think! What are two things that are green? What are two things that are orange?

Critical Thinking

- Explain that we want to find two green things and two orange things. Have children write down the answers to the questions.

Collaboration

- Put children into pairs to check their answers.
- Have pairs say their answers to the class.

Further practice

Workbook page 46

Online Practice • Art Time!

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Project

SB page 47

Learning outcomes

To listen and number pictures in the correct order

To mix colors and make a rainbow

Language

This is my rainbow. It has lots of colors. Can you see the dark blue and light blue?

Materials

69; Art Time! flashcards 75–79; card or paper; paints; paintbrushes; newspaper

Warmer

- Ask four children to come to the front. Give each child a flashcard and ask him/her to hold it up. Say the words one at a time. The class points to the correct flashcard.

1 Listen and write the number. 69

- Explain that you are going to play a recording of a teacher and a boy talking about colors. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each number so that children have time to think about their answer.
- Check answers with the class.

ANSWERS

(in order on page) 1, 3, 4, 2

2 Project. Mix colors and make a rainbow.

Creativity

- Explain that children are going to mix colors and make a rainbow. Ask *What do you need to make this project?* Elicit *card* or *paper*, *paints*, *paintbrushes*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Cover the tables with newspaper and hand out card or paper and paints (red, blue, yellow, white, black) to children. Show children how to mix the paints to make all the colors of the rainbow (including green, orange, pink, and purple).
- Ask children to think about the different colors they need to use to make their rainbows. Tell children to write the color words on the card, next to each color in their rainbow.

Differentiation

Below level:

- Draw a line drawing of a rainbow on the board. Ask children to say what colors you can see in a rainbow. Write their answers in the blank stripes of the rainbow (in the correct order, if you like).
- Have children use their paints to copy the rainbow shape, then copy the words from the board next to the correct colors in their rainbow.

At level:

- Complete the activity as suggested.

Above level:

- Ask children to paint their rainbows and write the color words next to each color in the rainbow. Then ask children to write how they made each extra color in their rainbow at the bottom of their card (e.g. *red + yellow = orange*).

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project and talk about the rainbow, as in the example. Point to the colors you mention.
- Encourage children to include language from previous units as they talk about their projects (e.g. *Red is my favorite color. I like rainbows.*).
- Invite two or three children to stand up and tell the class about their projects.

Further practice

Workbook page 47

Online Practice • Art Time!

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6 Billy's teddy bear!



Lesson One SB page 48

Words

Learning outcomes

To identify different members of the family

To understand a short story

Language

Core: *mom, dad, sister, brother, grandma, grandpa*

Extra: *find, the others, know, they*

Materials

61, 70–72; Story poster 6; My family flashcards 80–83; Hello flashcards 1, 3

Warmer 61

- Sing *At the park!* from Student Book page 42.
- Ask children to name all the people in the story so far. Write the names in a list on the board (*Rosy, Billy, Tim, Miss Jones, Grandma, Grandpa, Dad*). Establish that with the exception of Miss Jones, all the characters are from the same family.

Lead-in

- Hold up flashcards 80–85, 1, and 3 and say the words for children to repeat. Model words that children don't know.
- Hold up each flashcard for children to say the words.

1 Listen, point, and repeat. 70

- Ask children to look at the family members. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again for children to listen and point and then repeat the words.
- Put the flashcards on the board. Point to the family members for individual children to say the words.

2 Listen and chant. 71

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. This time they can point to the correct flashcards as they hear the words.

Differentiation

Below level:

- Ask six children to come to the front to be different family members. Give each of them a *My family* flashcard.
- Play the chant. When a child's family member is mentioned, they hold up the flashcard and wave.

At level:

- Play *musical cards* (see Teacher's Book page 8).

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words.

3 Listen and read. 72

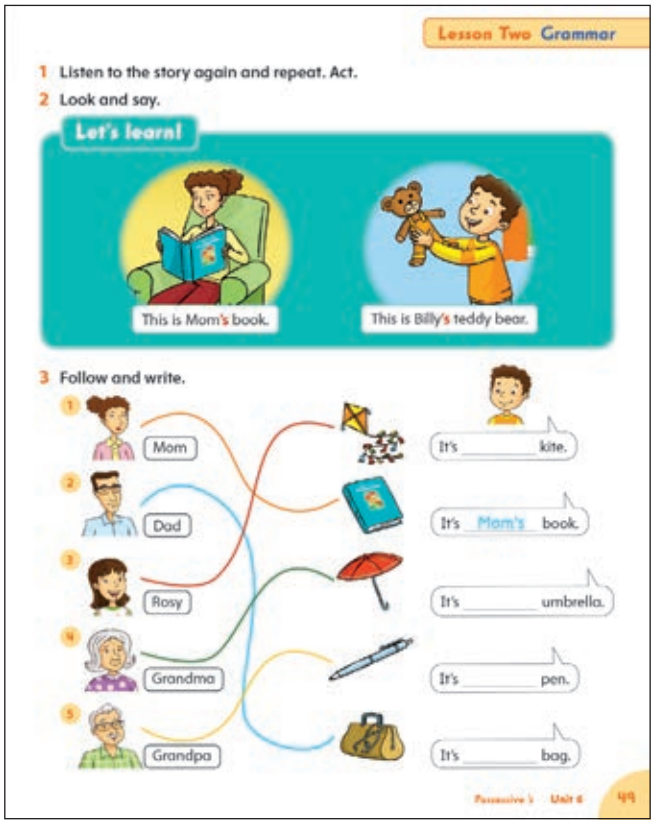
- Use Story poster 6 to present the story. Point to the different people and ask *Who's this?* Ask children to name as many things in the picture as they can.
- Talk about each frame. Ask *What's happening in the story?*
- Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble when you hear the text.
- Ask comprehension questions, e.g. *Where are Tim and Rosy? What do they find?*
- Ask children to open their books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 48

Online Practice • Unit 6 • Words

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Lesson Two SB page 49

Grammar

Learning outcomes

To write sentences with *'s* to show possession

To act out a story

Language

Core: *This is Mom's pen. It's my brother's book.*

Materials

72; Story poster 6; School things flashcards 22–28; Toys flashcards 32–41; Hello flashcards 1, 3; My family flashcards 80–83

Warmer

- Play *Snap!* (see Teacher's Book page 8) using flashcards 1, 3, and 80–83.

Lead-in

- Point to Story poster 6 and ask children to tell you what happened in the story. Cover the poster and ask which family members appeared in the story.

1 Listen to the story again and repeat. Act. 72

- Ask children to turn to the story on page 48. Check how many family members they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Tim, Rosy, Mom, Grandma, and Billy. (If the class does not divide into groups of five, you could have some smaller groups, as Grandma and Billy do not speak.)
- Ask children to decide on actions to use when acting out the story (see suggestions below). Children act out the story.
- Ask some groups to come to the front to act out the story.

Story actions

Picture 1: Tim kicks a ball. Rosy wipes her forehead to show that it's hot.

Picture 2: Rosy picks up the book and the teddy bear. Tim opens the umbrella.

Picture 3: Rosy looks in one direction; Tim looks in the other.

Picture 4: Rosy and Tim smile towards Mom, Billy, and Grandma. Billy licks his ice cream. Mom holds the other ice cream cones.

2 Look and say.

- Look at each picture and ask comprehension questions. Copy the sentences from the Student Book onto the board, leaving spaces where the words *book* and *teddy bear* are.
- Put flashcards 22–28 and 32–41 in the spaces to elicit sentences with the same pattern, e.g. *This is Mom's pen.*
- Ask children to look at the pictures in their books. Draw children's attention to the *'s* in each sentence and the way it is connected to a person's name. Point to one of the school items on a child's desk and say, e.g. *This is (name)'s pencil.* Repeat with several other children.
- Ask individual children to come to the front and circle *'s* in the sentences on the board.

3 Follow and write.

- Write three fill-in-the-blank sentences on the board, using classroom objects or toys, e.g. *This is _____ bike.* Ask a child to stand up. Tell the class that the first object belongs to him / her. Ask children what should go in the blank. Elicit, e.g. *This is Julia's bike.* Repeat with the other sentences.
- Ask children to look at the pictures in their books. Explain that they have to follow the lines to find out which object belongs to which person and then write the name plus *'s* in the blank. Ask a child to read the example sentence aloud. Children follow the lines and complete the sentences.
- Check answers by asking children to chorus the sentences. Check they pronounce the *'s* at the end of names.

Differentiation

Below level:

- Have children circle the *'s* in Exercise 3. Then have children read the sentences aloud.

At level:

- Put more fill-in-the-blank sentences on the board, replacing the names with blanks. Put flashcards 80–83 in the blanks to elicit sentences with *'s*.

Above level:

- Children write sentences with *'s*, using people and objects they know.

ANSWERS

1. It's Mom's book. 2. It's Dad's bag. 3. It's Rosy's kite.
4. It's Grandma's umbrella. 5. It's Grandpa's pen.

Further practice

Workbook page 49

Online Practice • Unit 6 • Grammar

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Lesson Three SB page 50

Song

Learning outcomes
To identify more family words
To use family words in the context of a song

Language
Core: *aunt, uncle, cousin*
Extra: *love (n), lots of*
Recycled: family words

Materials
73–74; Hello flashcards 1–3; My family flashcards 80–85

Warmer

- Play *Jump* (see Teacher's Book page 8) using the family words learned so far.

Lead-in

- Hold up flashcards 84, 85, and 2 and say the words for children to repeat.
- Put the flashcards around the room. Say the words. Children point to the correct flashcard and repeat.
- Use flashcards of mom, dad, grandma, and grandpa to describe what *aunt, uncle,* and *cousin* mean. Stick them on the board and draw lines to show the relationships (husband and wife, parent and child, brother and sister).

1 Listen, point, and repeat. 73

- Ask children to look at the pictures. Draw attention to the picture of Rosy. Ask a child to read the speech bubble.
- Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words. Ask children how the people in the pictures are related to Rosy.
- Play the recording again for children to listen and point and then repeat.
- Hold up flashcards 84, 85, and 2 and say *This is Rosy's …* for children to complete the sentences.

2 Listen and sing. 74

- Ask children to look at the pictures and to name as many family members as they can. Play the song for children to listen and point to the pictures when they hear the three new words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

3 Sing and do.

- Decide with the class what the actions of the song are (see suggestions below). Practice them. Play the song for children to sing and do their actions.

Song actions

Mom and dad: Raise thumbs.
Sister and brother: Raise index fingers.
Grandma and grandpa: Raise middle fingers.
Aunt and uncle: Raise ring fingers.
Cousins: Raise little fingers.

Differentiation

Below level:

- Children underline the family words they see in the song lyrics.

At level:

- Write the song lyrics on the board with blanks for the family members. Play the song again and have children recall the family members.

Above level:

- In pairs, children talk about their families, e.g. *There are three aunts in my family; I have four cousins*; etc.

Culture note: Families in the U.S.A.

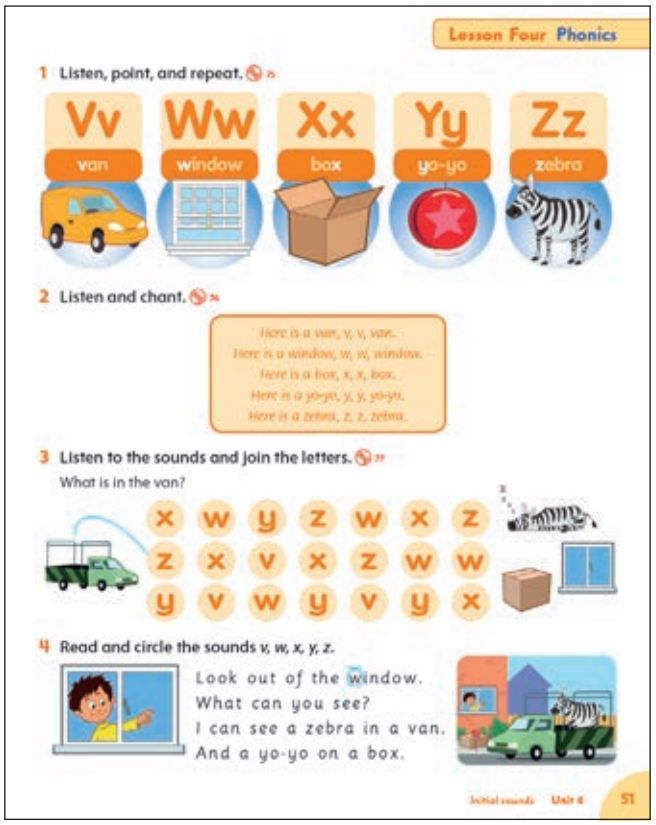
Families in the U.S.A. have an average of two children. Large families (four children or more) are unusual, and sometimes couples choose to have only one child.

People in the U.S.A. usually live with their immediate family only. It is unusual for grandparents to live with the rest of the family. Traditionally, American parents tend to encourage their children to leave the family home and become independent when they finish their schooling (at around 18).

Further practice

Workbook page 50
Picture dictionary, Workbook page 131
Unit 6 extra writing worksheet, Teacher's Resource Center
Online practice • Unit 6 • Song

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Lesson Four SB page 51

Phonics

Learning outcomes

To recognize the upper- and lowercase forms of the letters *v, w, x, y, z* and associate them with their corresponding sounds

To pronounce the sounds /v/, /w/, /j/, /z/ on their own and at the beginning of words; to pronounce /ks/ on its own and at the end of words

To learn the names of letters *v, w, x, y, z*

Language

Core: *van, window, box, yo-yo, zebra*

Extra: *look (out of)*

Materials

75–77; Phonics cards 1–21 (for revision) and 22–26 (Vv, Ww, Xx, Yy, Zz)

Warmer

- Tell children you are nearly at the end of the alphabet. Ask which letters you have learned. Put phonics cards 1–21 on the board, in the correct order, as children say the letters.

Lead-in

- Write *Vv, Ww, Xx, Yy, Zz* on the board. Point to each one and say the letter name and the sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Below the letters, write the words *van, window, box, yo-yo, zebra.* Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat (or the end sound in the case of *box*).
- Hold up phonics cards 22–26 and say the words for children to repeat. Repeat in a different order.

1 Listen, point, and repeat. 75

- Ask children to look at the letters. Play the first part of the recording for children to listen and point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words.
- Play the recording through for children to point to the words and then repeat them.

2 Listen and chant. 76

- Play the recording for children to listen to the chant.
- Put phonics cards 22–26 around the room. Play the recording again for children to point to the cards as they hear the words. Repeat.
- Play the chant once more for children to repeat each line. Play again for them to follow in their books.

3 Listen to the sounds and join the letters. 77

- Elicit the three images (*van, zebra, window*). Ask *What is in the van?* Play the recording for children to listen and join the letters to find out what is in the van. Repeat.
- Ask *What is in the van?* (*a zebra*). Then elicit the sounds children heard and write them on the board.

ANSWER

A zebra is in the van.

4 Read and circle the sounds *v, w, x, y, z.*

- Ask children to look at the pictures and tell you what they can see. Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled *w* at the beginning of window. Draw a circle around the *w* on the board.
- Children find and circle more examples *of v, w, x, y, z* at the beginning of words in their books. Write the rest of the text on the board. Check answers with the class.

NOTE: If children notice the *w* at the end of *window*, explain that it is silent and doesn't need to be circled.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of the letters practiced.
- Put children into pairs. Have them look at each other's pictures and say the words and the sounds aloud.

ANSWERS

Look out of the window. What can you see?
I can see a zebra in a van, And a yo-yo on a box.

Further practice

Workbook page 51

Online Practice • Unit 6 • Phonics

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Lesson Five SB page 52

Skills Time!

Skills development

Reading: read a text that describes pictures; find specific information

Language

Recycled: vocabulary and structures seen previously

Extra: *throw, still*

Materials

74, 78; a piece of plain paper for each child; colored pencils / markers / crayons (optional)

Warmer 74

- Sing *In my family* from Student Book page 50.
- Ask children how many family words they can remember from the song. Write the words on the board as children say them.
- Allow children to look back at Student Book page 50 to see if they have remembered all of the words.

Lead-in

- Ask children to look at Student Book page 52 and point out the girl at the top of the page. Explain that this is Beth.
- Ask children to look at the pictures and tell you what they can see (pictures of Beth's family at the park) and what they think happened to Beth and her family at the park (Grandpa's hat got stuck in the tree and they tried to get it out).

1 Point and say the family words.

- Ask children to look at the pictures again. This time ask them to guess who the family members are in relation to Beth.
- Point to the pictures of the family members and ask *Who's this?* to elicit the words. If children are not sure, point to the relevant words in the text.
- Ask children to work in pairs, taking turns to point to the people and say the family words.
- Point to the pictures again for individual children to say the family words.

ANSWERS

grandpa, brother, mom, dad

2 Listen and read. 78

- Focus attention on the picture of Beth. Tell children they are going to read about something that happened to Beth's family.
- Play the recording for children to listen and follow in their Student Books. Then play it a second time and answer any questions children have.
- Ask comprehension questions, e.g. *Where's the family? What's in the tree? Who throws a ball / hat?*

3 Read again. Write *T* (true) or *F* (false).

- Ask children to look at the sentences in their Student Books. Explain that they are going to read some sentences and say whether they are true or not.
- Complete the first two items together and check understanding.
- Monitor the activity, helping children with the meanings of sentences where necessary.
- Check answers with the class.

Differentiation

Below level:

- Children go back to the story to find the answers.
- Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- In pairs, children make the false sentences true. Students share their answers with the class.

Above level:

- In pairs, students close their books and retell the story as best they can.

ANSWERS

1. T 2. F 3. F 4. T

Further practice

Workbook page 52

Online Practice • Unit 6 • Reading

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Lesson Six SB page 53

Skills Time!

Skills development

Listening: number pictures in the correct order

Speaking: ask and answer the question *Who's this?*

Writing: identify question marks and sentences; write capital letters and question marks in sentences; write about your family's things (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

79; Hello flashcards 1–3; My family flashcards 80–85; a piece of plain paper for each child; colored pencils / markers / crayons (optional)

Warmer

- Play *What's missing?* (see Teacher's Book page 8) to revise family words.

Lead-in

- Ask children what they remember from the reading text in Lesson 5. Ask *Who's in the park? Who has a hat? Where's the hat? Who gets the hat?* Children can check on page 52.
- Ask children to look at the pictures on Student Book page 53. They name as many things as possible.

1 Listen and number the correct picture. 79

- Show children the pictures. Explain that they need to listen and match the sentences they hear to the pictures.
- Play the recording for children to listen and number the pictures.
- Ask children what is happening in each picture.

ANSWERS

1. d 2. a 3. c 4. b

2 Point, ask, and answer.

- Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask two children to read the question and answer in the speech bubbles. Ask the other children to tell you which picture they are talking about.
- In pairs, children take turns to point to the pictures and ask each other *Who's this?*

ANSWERS

1. Who's this? It's Beth's grandma.
2. Who's this? It's Beth's mom.
3. Who's this? It's Beth's brother.
4. Who's this? It's Beth's dad.

3 Circle the question marks and underline the sentences.

- Copy the example question and answer from Exercise 3 onto the board. Ask *Where's the question mark? Where's the sentence?* Circle the question mark and underline the sentence that follows it.
- Children do the exercise. Check answers by asking individual children to come to the front to circle question marks and underline sentences.

Differentiation

Below level:

- Remind children that a question mark (?) indicates a question and a period (.) indicates a sentence. Have students run their finger along the example and stop when they reach end punctuation. Ask children to do number 1 together. Then complete the activity individually.

At level:

- Children complete the activity.

Above level:

- Children go back to Exercise 2. They write the question and answer for number 1, circling the question mark and underlining the sentence. Continue with 2–4 if time permits.

ANSWERS

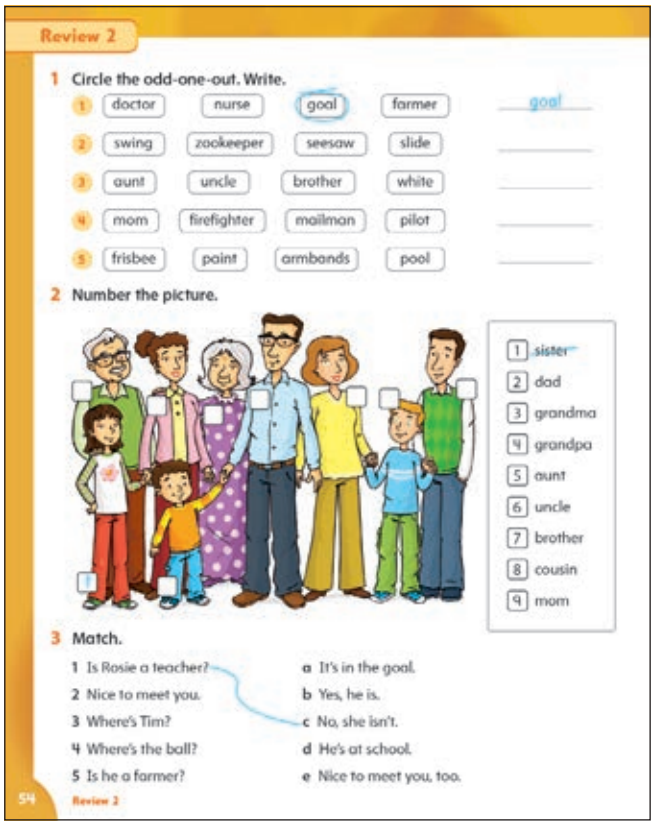
1. How old are you? I'm seven.
2. Who's this? It's Beth's aunt.
3. How are you? I'm fine.
4. What's this? It's a bird.
5. Where's the kite? It's in the tree.
6. Where's Beth? She's at the park.

Further practice

Workbook page 53 (children write about their family's things)
Unit 6 values worksheet, Teacher's Resource Center
Unit 6 test, Teacher's Resource Center
Online Practice • Unit 6 • Listening, Speaking, and Writing

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Review 2



Review Lesson SB page 54

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

61; flashcards 55–85

Warmer 61

- Sing *At the Park!* from Student Book page 42.

Lead-in

- Use a variety of flashcards 55–85 to recycle vocabulary from the previous three units.
- Play *Jump* (see Teacher's Book page 8) to review the different words children have learned.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't a job*). Say *Can you remember any other jobs?*
- Have children work individually to complete the exercise.
- Put children into pairs and ask them to compare their answers.
- Check the answers with the whole class.

ANSWERS

1. goal 2. zookeeper 3. white
4. mom 5. paint

2 Number the picture.

- Ask children to point to *sister* in the picture.
- Ask children to point to *dad*. Have them write number 2 in the box next to the correct picture.
- Ask children to complete the exercise individually.
- Check answers with the class. At the same time, children point to the correct member of the family in their course book.

ANSWERS

(Back row from left to right) 4, 9, 3, 2, 5, 8, 6
(Front row from left to right) 1, 7

3 Match.

- Do number one with the class. Ask why the example answer is correct. Ask *Is Rosie a teacher?* Ask *What does Rosie do? (She's a student).*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, put the relevant flashcards of the family members on the board and make a family tree to help students understand the meaning of the family words.

At level:

- With Exercise 3, children can change partners and practice the questions and answers two or three more times.

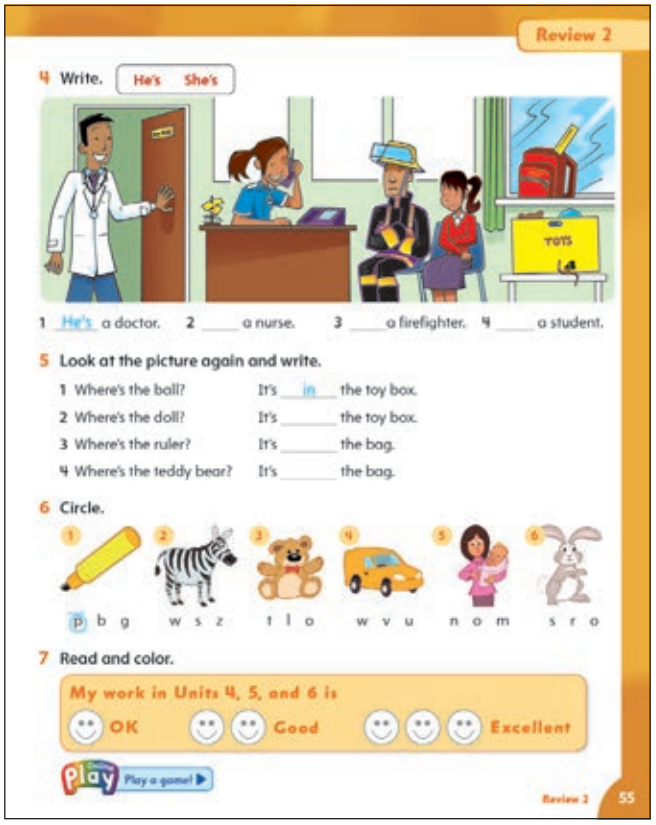
Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise, ask children to draw their own family.
- Have each child swap their picture with another student. The children label each other's pictures with the correct family members.
- Children then check their answers with each other.

ANSWERS

1. c 2. e 3. d 4. a 5. b

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Review Lesson SB page 55

4 Write.

- Review the language *He's, She's*. Point to different characters in the stories in the book. Point to grandpa and ask *Is he a firefighter?*
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. He's 2. She's
3. He's 4. She's

5 Look at the picture again and write.

- Point to the ball in the picture in Exercise 4 and ask *Where's the ball?*
- Ask children to complete the exercise individually.
- Check answers with the class.

ANSWERS

1. in 2. under
3. in 4. under

6 Circle.

- Ask children to look at the pictures.
- Elicit the words for the pictures (*pen, zebra, teddy bear, van, mom, rabbit*).
- Ask children what sound *pen* starts with.
- Have children complete the exercise.
- Check answers with the class.

ANSWERS

1. p 2. z 3. t
4. v 5. m 6. r

7 Read and color.

- Ask children to color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Add extra practice to Exercise 4 by holding up a variety of jobs flashcards and eliciting the words.
- For Exercise 5, take various classroom objects and place them in or under other things in the classroom. Ask the class to shout *in* or *under* as you point to them

At level:

- Children complete the activities.

Above level:

- For Exercise 4, draw or stick pictures of different men or women doing different jobs (that are in the vocabulary set) on the board.
- Children can take turns to come up and say and write *He's a…* or *She's a…*
- For Exercise 5, take various classroom objects and place them in or under other things in the classroom.
- Put children into pairs. Have them take turns pointing to an object and asking *Where's the…?* for their partner to answer.
- For Exercise 5, hand out phonics cards from the previous six units. When checking answers, ask children to stand up if they are holding the phonics card that is correct.
- Put children into pairs.
- Have them choose three other pictures on pages 54 or 55. They should copy the pictures into their notebooks and write three letters under the pictures, one of which is the letter the word starts with, and two different letters.
- Have pairs swap notebooks and circle the correct starting letters for the words represented by the pictures.

Further practice

Workbook pages 54 & 55
Writing portfolio 2 worksheet, Teacher's Resource Center
Progress test 2, Teacher's Resource Center
Skills test 2, Teacher's Resource Center
Online Practice • Review 2

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7 Are these his pants?



Lesson One SB page 56

Words

Learning outcomes

To identify different clothes

To understand a short story

Language

Core: *dress, socks, T-shirt, pants, shorts*

Extra: *basket, clothes, his, her*

Materials

74, 80–82; Story poster 7; My clothes flashcards 86–90

Warmer 74

- Sing *In my family* from Student Book page 50.
- Ask children what they can remember about the previous story. Ask if they can name all the family members in the story *(Rosy, Billy, Tim (Rosy's cousin), Mom, Grandma)*.

Lead-in

- Hold up flashcards 86–90 and ask *What's this?*
- Say the word *pants*. Ask children who are wearing pants to point to them. Repeat with the other. words

1 Listen, point, and repeat. 80

- Ask children to look at the clothes. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again. Children listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the flashcards and repeat.

2 Listen and chant. 81

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. This time they can point to any clothes they are wearing when they hear the word. Repeat.

Differentiation

Below level:

- Assign one vocabulary word to each child.
- Play the chant again. When children hear their word, they stand up.

At level:

- Write the clothing words on the board.
- Give flashcards 86–90 to different children. Ask children to match the pictures to the words.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word.
- Call students to the board to write in the letters. Erase and repeat.

3 Listen and read. 82

- Use Story poster 7 to present the story. Point to Mom and then Dad and ask *Who's this?* Ask children to name as many things in the picture as they can.
- Talk about each frame. Ask *What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Which clothes are Rosy's / Billy's / Dad's? Where does Mom put Rosy's / Billy's clothes?*
- Ask children to open their Student Books. Tell them to follow the words in the story as you play the recording.
- Ask children to point to the words from Exercise 1 that appear in the story.
- Give flashcards 86–90 to five children. Play the recording again. Each time a child hears his / her item of clothing, he / she holds up the flashcard. Repeat with more children.

Further practice

Workbook page 56

Online Practice • Unit 7 • Words

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Lesson Two SB page 57

Grammar

Objectives

To make sentences with *his* and *her*

To ask and answer questions with *his* and *her*

To act out a story

Language

Core: *This is his / her T-shirt. These are his / her pants. Are these his / her socks? Yes, they are. / No, they aren't.*

Materials

82; Story posters Starter to 7 (optional); My clothes flashcards 86–90

Warmer

- Draw three stick people on the board. Ask a child to come to the front to "dress" the first stick person. Say *Draw a T-shirt. Draw some pants.* Repeat with the second and third stick people so all items of clothing learned in the previous lesson appear at least once.

Lead-in

- Point to Story poster 7 and ask children what happened in the story. Cover the poster and ask children to name the items of clothing that appeared in the story (*Rosy's dress, Rosy's socks, Billy's T-shirt, Dad's shorts*).

1 Listen to the story again and repeat. Act. 82

- Ask children to look at the story on page 56.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Mom and the other is Dad. Ask the class to decide on the actions for the story (see suggestions below). Children act out the story.

Story actions

Picture 1: Mom pulls Rosy's dress down from the line. Dad holds up a sock in each hand.

Picture 2: Dad passes a T-shirt to Mom. Mom is holding a basket.

Picture 3: Mom holds up Dad's shorts.

Picture 4: Dad takes the shorts, smiling.

2 Look and say.

- Look at each picture with the class. Copy the sentences and questions onto the board. Read them aloud, pointing to the clothes if children are wearing them.
- Erase the clothing words in the sentences. Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is her T-shirt. Are these his shorts?* Say the sentences in each picture for children to repeat.

3 Write.

- Write some fill-in-the-blank sentences on the board, e.g. *These are ____ socks.*
- Give the T-shirt flashcard to a boy. Elicit the sentence *This is his T-shirt.* Write the missing word. Give the dress flashcard to a girl to elicit *This is her dress.* Write the missing word. Repeat with the other sentences.
- Ask children to look at the pictures in their Student Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write the missing words. Check answers with the class.

Differentiation

Below level:

- Give flashcards 86–90 to different students. Elicit *his / her* ____ from each child, depending on gender. Then have children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they write additional sentences and draw pictures to illustrate their meaning.

ANSWERS

1. These are her socks. 2. This is his T-shirt.
3. This is her dress.

4 Point, ask, and answer.

- Ask children to look at the pictures in their books. Model the question and answer with a child in the class.
- In pairs, children take turns to ask and answer similar questions about the other pictures.

ANSWERS

1. Are these her pants? / No, they aren't.
2. Are these his shorts? / Yes, they are.
3. Are these his pants? / Yes, they are.
4. Are these her socks? / No, they aren't.

Further practice

Workbook page 57

Online Practice • Unit 7 • Grammar

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Lesson Three SB page 58

Song

Learning outcomes
To identify more words for clothes
To use clothes words in the context of a song

Language
Core: *shoes, coat, hat, sweater, tracksuit*
Extra: *every, day*
Recycled: clothes words

Materials
81, 83–84; My clothes flashcards 86–95

Warmer 81

- Say the chant from Student Book page 56.

Lead-in

- Hold up flashcards 86–95 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

1 Listen, point, and repeat. 83

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and point and then repeat.
- Put flashcards 86–95 on the board. Point to the different cards and ask individual children *What's this?*
- *Give the flashcards to individual children and ask them to tell the class what they have.*

2 Listen and sing. 84

- Ask children to look at the pictures. Point to the items of clothing and ask individual children *What's this?*
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words in their Student Books.
- Recite the words of the song with the class, without the recording. Say each line for children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures to see what the actions are for this song (see below). Practice the actions with the class.
- Play the song for children to sing and do their actions.

Song actions

In each verse, children mime putting on the items of clothing. At the end of the song, they wave goodbye.

Differentiation

Below level:

- Children underline the clothing words they see in the song lyrics. Then they sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for clothing words.
- Play the song again and have children recall the words from memory.

Above level:

- In pairs, children talk or sing about what they put on every day, e.g. *Every day, I put on my sweater / pants / etc.*

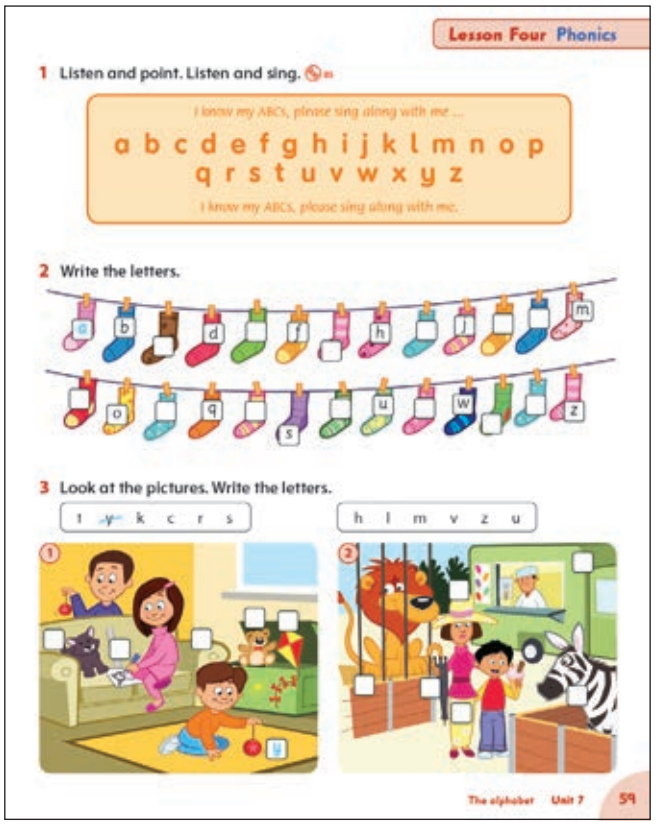
Culture note: School uniforms in the U.S.A.

Most public schools do not have a uniform in the U.S.A. Students are allowed to wear casual clothes from home, like jeans, T-shirts, and sweaters. In warm weather, they can even wear shorts. However, most schools have a dress code. Clothes must be clean and neat.

Further practice

Workbook page 58
Picture dictionary, Workbook page 131
Unit 7 extra writing worksheet, Teacher's Resource Center
Online practice • Unit 7 • Song

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Lesson Four SB page 59

Phonics

Learning outcomes

To recognize all the letters of the alphabet in their lowercase forms

To say and write the alphabet

Language

Recycled: letters of the alphabet; all phonics words

Materials

76, 85; Phonics cards 1–26

Warmer 76

- Say the chant from Student Book page 51.

Lead-in

- Remind children that in the previous phonics lesson they finished the alphabet. Use the complete set of phonics cards for children to practice saying the letters of the alphabet.
- Hold up the cards in a random order, showing only the pictures. Say the name of the animal, person, or object on the front of the card. Children call out the name of the letter it begins with, e.g. *Nurse? (n)*

1 Listen and point. Listen and sing. 85

- Tell children to look at the alphabet in their books. Explain that they are going to sing a song using the letters of the alphabet.
- Write the alphabet on the board in large lowercase letters. Play the song for children to listen and sing along. They point to the letters as they sing.
- Play the recording a second time and repeat.
- Call out letters from the alphabet in random order for children to write the lowercase forms in the air.
- Play the song once more for children to sing and follow along.

2 Write the letters.

- Use the alphabet on the board to reproduce the activity in the Student Book. Draw socks around letters *a, b, d, f, h, j, m, o, q, s, u, w, z*. Erase the rest of the letters (you do not have to draw the blank socks).
- Point to the first missing letter on the board and ask what should go there, to elicit *c*. Draw a sock there and write the letter *c* in it. Repeat with the other missing letters.
- Ask children to look at the exercise in their books. Allow time for children to write the rest of the missing letters.
- Check the activity by asking individual children to come to the front one at a time to draw a sock and write the missing letter in it.
- Say the alphabet around the class. Point to a child – the child says *a*. Point to another to say *b*, and so on.

ANSWERS

c, e, g, i, k, l, n, p, r, t, v, x, y

3 Look at the pictures. Write the letters.

- Ask children to look at the pictures in their Student Books. Point to different people and things and ask *What's this?*
- Ask children to look at the example. Explain that they have to write the first letter only of the person or thing in the picture.
- Allow time for children to look at the pictures and write the letters. Check answers with the class.
- Finish by singing the alphabet song again.

Differentiation

Below level:

- Ask children to look at the first picture together. Elicit one of the target words, such as *cat*. Ask *Does that start with a c or a k?* Write the letters on the board if needed. Children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they look at the letters in the boxes. In groups, they think of other words that start with those letters and make a list. Share the lists if time allows.

ANSWERS

1. c – cat, r – ruler, s – sofa, t – teddy bear, k – kite , y – yo-yo
2. h – hat, v – van, l – lion, u – umbrella, m – Mom, z – zebra

Further practice

Workbook page 59

Online Practice • Unit 7 • Phonics

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Lesson Five SB page 60

Skills Time!

Skills development

Reading: read and understand a story; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *try on, team*

Materials

09, 86; colored pencils / markers / crayons, glue, and a large piece of paper for each group of children; pictures of clothes from magazines (optional)

Warmer 09

- Sing *Sing a rainbow!* from Student Book page 7.
- Check what colors children remember by asking, e.g. *What color is Marion's T-shirt?*
- Ask individual children *What's your favorite color?*
- Check children's memory by asking, e.g. *What's Hamid's favorite color?*

Lead-in

- Ask children to look at the pictures. Point to the picture of the boy and explain that his name is Max. Point to the lady
- and ask who they think she is (*Max's mom*).
- Children try to predict what the text is about (*Max is looking for new clothes in a shop with his mom*).
- Ask children to tell you what colors they can see in the pictures.

1 Point to the clothes. Say the words.

- Ask children to look at the pictures again. Point to different items of clothing for children to say the words.
- In pairs, children take turns to point to different clothes and say the words.
- Point to the different items of clothing and ask *Are these pants orange? Is this T-shirt green?*

ANSWERS

pants, coat, socks, T-shirt

2 Listen and read. 86

- Ask children to look at the pictures. Tell them that they are going to hear a conversation between Max and his mom in a store.
- Play the recording for children to listen and follow along silently.
- Play the recording a second time. Ask questions to check comprehension, e.g. *Which clothes does Max like? Why does Max like orange?*

3 Read again. Circle the wrong word and write the correct word.

- Ask children to close their Student Books. Copy the sentences from Exercise 3 onto the board. Explain that in each sentence there is one word that is wrong. Ask the class to tell you which word it is.
- Look at the first sentence together. Ask children which word in the sentence is wrong (*girl*). Ask what the word should be (*boy*). Draw a circle around the word *girl* on the board. Write boy at the end of the sentence. Point out the example in their Student Books.
- Ask children to do the activity in their books. Allow time for children to circle the wrong words and write the correct words at the end of the sentences.
- Check answers by asking individual children to come to the front to circle the wrong word and write the correct word.

Differentiation

Make posters with pictures of children's favorite clothes. Have students draw or cut out pictures of clothing from magazines. Give children colored pencils / markers / crayons, glue, and paper.

Below level:

- Children label each item with the correct clothing word.

At level:

- Children label each item of clothing, e.g. green T-shirt / white shorts / red socks.

Above level:

- Children write sentences about the clothing, e.g. *I like green socks; I have blue pants; My soccer team's color is red.*

NOTE: You may wish to use these posters again in the next lesson.

ANSWERS

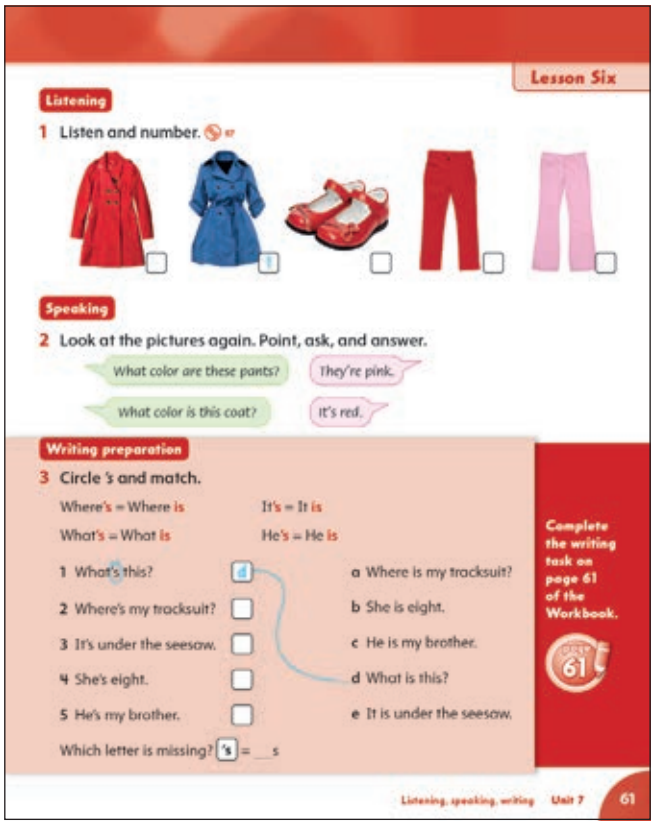
1. Max is a girl. (boy)
2. All Max's sweaters are orange. (pants)
3. Max's favorite color is green. (orange)

Further practice

Workbook page 60

Online Practice • Unit 7 • Reading

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Lesson Six SB page 61

Skills Time!

Skills development

Listening: identify pictures from their descriptions

Speaking: ask and answer questions about colors

Writing: identify and write *'s* in a sentence; match full and abbreviated forms with the contraction *'s*; write about favorite clothes (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *what about*

Materials

87; color pictures of different clothes from magazines (at least two for each child) (optional)

Warmer

- Point to clothes you or the children are wearing. Ask *What's this? What color is it? / What are these? What color are they?*

Lead-in

- Ask children how many clothes they can remember from the story, and what colors they were. Write their answers on the board.
- Ask children to look at the pictures on Student Book page 58. Point to each item of clothing for children to name it.

1 Listen and number. 87

- Explain that you are going to play a recording of a girl and her mom talking about the clothes. Children have to listen and number the items in the order they hear them.
- Play the recording through. Children point to each picture as they hear the word.
- Play the recording again, pausing after item 1 to show the example. Continue, pausing after each person has spoken for children to number the pictures. Repeat.

ANSWERS

(in order on page) 2, 1, 5, 4, 3

2 Look at the pictures again. Point, ask, and answer.

- Draw attention to the questions and answers. Read the first two speech bubbles aloud for children to repeat.
- Ask children to take turns pointing to the different pictures in Exercise 1 and ask and answer the questions in pairs.
- Ask pairs to ask and answer questions for the class.
- Children work in pairs again. They take turns to point to their own clothes and ask and answer the questions.

3 Circle *'s* and match.

- Copy the first question from Exercise 3 onto the board.
- Ask a child to point to the *'s*, then circle it. Ask children to tell you the long form for *What's*. Write *What is* beside it.
- Repeat with the second sentence. Ask children to tell you what *Where's* is short for.
- Ask children to look at the activity and find and circle the *'s* in each sentence. Check answers by asking individual children to come to the front to circle the *'s* in the remaining sentences, and then say the long form.
- Write *'s* on the board. Ask *What letter is missing?* Elicit *i*. Children complete the answer in their Student Books.

Differentiation

Below level:

- Write the long forms on the board. Ask children to come up and erase the letter that is deleted to make the contraction. Then ask children to draw in the apostrophes. Children complete the activity.

At level:

- Children complete the activity.

Above level:

- Students complete the activity and then write more sentences with *'s* on their own or in pairs.

ANSWERS

1. What's this? d 2. Where's my tracksuit? a
3. It's under the seesaw. e 4. She's eight. b
5 He's my brother. c 's = is

Further practice

Workbook page 61 (children write about their favorite clothes)
Unit 7 values worksheet, Teacher's Resource Center
Unit 7 test, Teacher's Resource Center
Online Practice • Unit 7 • Listening, Speaking, and Writing

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Fluency Time! 3



Everyday English SB page 62

Learning outcomes

To learn some useful language for playing outside

Language

Can I go on the (swing), please? Be careful of the (ball). I'm on the (slide).

Materials

88–89; Fluency DVD Fluency Time! 3

Warmer

- Tell the class they are going to learn some useful language for playing in the park. Ask children what words they know for talking about the park (*seesaw, slide, net, swing, tree, pool, frisbee, ball, jungle gym*).
- Play *Musical cards* (see Teacher's Book page 8) using the park vocabulary.

1 Watch and listen. Read and say. 88

- Ask children to say where the people are (*in a park*) and what they can see in the pictures.
- Play the DVD for children to watch and follow the dialogue in their Student Books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practice the conversation in pairs.
- Ask pairs of children to act out the conversation for the class.

2 Watch and listen. Number. 89

- Show children the pictures and the example. Explain that they need to watch the DVD, listen, and match the exchanges they hear to the pictures. They should write the numbers of the dialogues in the correct boxes.
- Play the DVD for children to watch, listen, and number the pictures.
- Ask children what each of the people is saying.

ANSWERS
(order on Student Book page)
4, 1, 3, 2

3 Look at the park objects. Ask and answer.

- Ask children to work in pairs to act out dialogues of their own.
- Ask two children to read out the example dialogue. In pairs, children read the example dialogue, then point to the pictures of the things in the park and ask and answer, as in the example.
- Monitor children's performance. Invite some pairs to act out their dialogues in front of the class.

Differentiation

Below level:

- Review the four park objects. Put the first question on the board with a blank for the park object, i.e. *Can I go on the _____, please?* Ask students to fill in the blank. Repeat for each word. Children complete the activity.

At level:

- Children complete the activity as suggested.

Above level:

- Ask children to think of other things they might ask permission to do (*go to a friend's house / a party / the pool / a soccer game*). Write their suggestions on the board.
- Children work in pairs to make a new dialogue about one of the ideas on the board, using the Student Book page as a model.

Further practice

Workbook page 62
Fluency Time! 3, Fluency DVD
Online Practice • Fluency Time! 3

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Craft SB page 63

Learning outcomes

To make a park poster

To talk about your poster

Language

This is my park. Look! I'm on the (swing). Can I go on the (slide), please? Be careful of the (ball).

Materials

Fluency DVD Fluency Time! 3 (optional); Fluency Craft 3 (see Teacher's Resource Center) (one template for each child); completed poster; colored pens / pencils / crayons, scissors, and glue for each group of children

1 Watch the story again. Act.

- Ask children to look at the dialogue in Exercise 1 on Student Book page 62. Ask children what they can remember about the exchange.
- Play scene 1 of Fluency DVD Fluency Time! 3 Everyday English again. If you don't have time for the DVD, read the dialogue on Student Book page 62.
- Invite groups of children to act out the dialogue (or their own variations).
- Play both scenes of the DVD again for children to watch and listen.

2 Make a park poster.

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a park poster*).
- Ask *What do you need to make the poster?* to elicit *colored pens, scissors, glue.*
- Divide the class into groups. Give each child a copy of the poster template (see Fluency Craft 3 Teacher's Resource Center). Give each group colored pens / pencils / crayons, scissors, and glue.
- Use the pictures and instructions to talk children through the process of making their posters. Demonstrate with your own completed poster and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? Are you on the (slide)?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw a picture of a park and draw themselves on one of the pieces of park equipment.

3 Talk about your poster. Ask and answer.

- Focus on the photo. Tell children they are going to talk about their poster in pairs.
- Ask two children to read out the example dialogue.
- Children can then talk in pairs, telling each other about their posters and asking for permission to go on the park equipment in each other's posters.
- Ask some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Elicit the park objects from the students. Encourage them to name all the things they know in the picture.
- Then children complete the activity.

At level:

- Children complete the activity as suggested.

Above level:

- Encourage children to talk about what they can do at a park and what they enjoy the most.

Further practice

Workbook page 63
Skills test 3 Fluency Time!, Teacher's Resource Center
Fluency Time! 3, Fluency DVD
Online Practice • Fluency Time! 3

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8 Where's Grandma?



Lesson One SB page 64

Words

Learning outcomes

To identify different places in a home

To understand a short story

Language

Core: *kitchen, living room, dining room, bedroom, bathroom, yard*

Extra: *certificate, show (v), surprise, good, work, well done*

Materials

84, 90–92; Story poster 8; My house flashcards 96–101

Warmer 84

- Sing *Every day!* from Student Book page 58.
- Draw a picture of a home on the board. Talk about children's homes. Ask *Where do you live? Who lives with you?*

Lead-in

- Hold up flashcards 96–101 and ask *What's this room?* Then hold up flashcard 101 (*yard*) and say *What's this?*
- Put the flashcards on the board and point to each one for children to say the words again.

1 Listen, point, and repeat. 90

- Ask children to look at the pictures of the home words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again for children to listen and point and then repeat the words.
- Draw the outline of a house on the board and put the flashcards inside (and the yard flashcard outside). Say the words for children to point to the correct cards and repeat.

2 Listen and chant. 91

- Play the recording for children to listen to the chant.
- Play the chant for children to say the words. This time they can point to the correct flashcard as they hear the word. Repeat.

Differentiation

Below level:

- Assign one vocabulary word to each child. Play the chant again. When children hear their word, they stand up.

At level:

- Write the rooms of the house on the board. Give flashcards 96–101 to different children. Ask children to match the pictures to the words.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word. Call students to the board to write in the letters. Erase and repeat.

3 Listen and read. 92

- Use Story poster 8 to present the story. Point to the family members and ask *Who's this?*
- Talk about each frame. Ask *What's happening? What room are they in?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What does Rosy have? Is Grandma in the kitchen?*
- Ask children to open their books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 64

Online Practice • Unit 8 • Words

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Lesson Two SB page 65

Grammar

Learning outcomes

To ask and answer questions about where people are

To write *Is* and *Are* at the beginning of questions

To act out a story

Language

Core: *Where's Grandma? She's in the bedroom. Where are Dad and Billy? They're in the kitchen. Is she in the yard? Yes, she is. Are they in the living room? No, they aren't.*

Materials

92; Story poster 8; Hello flashcards 1–3; My family flashcards 80–85

Warmer

- Draw the outline of a house on the board and ask children to come and draw the rooms and yard.
- Ask the class to name the different rooms and the yard.

Lead-in

- Point to Story poster 8 and ask children what happened in the story.
- Cover the poster and ask children which rooms appeared in the story (*kitchen, living room, dining room*).

1 Listen to the story again and repeat. Act. 92

- Ask children to turn to the story on page 64. They check whether they remembered the rooms correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of six to play Rosy, Mom, Dad, Grandma, Grandpa, and Billy. Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children what they see. Copy the sentences and questions onto the board, leaving spaces where the room words are.
- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Where's Grandma? She's in the yard. Is she in the bathroom?* Children repeat the new sentences and questions chorally.
- Children look at the pictures in their Student Books. Ask pairs of children to read the questions and answers.
- Focus attention on the red letters. Elicit what *'s* and *'re* are short for (*is* and *are*). Show how we make the short forms *She's* and *They're* by writing the words separately and then together on the board.
- Put the grandma flashcard on one side of the board and flashcards of at least two other family members on the other side. Write *She's* next to the picture of grandma, and *They're* next to the pictures of the family. Exchange the picture of grandma for grandpa, and write the word *He's*.
- Write *Is* next to the singular and *Are* next to the plural. Elicit that we use *Is* at the beginning of a question when asking about one person and *Are* when asking about two or more people.

3 Write.

- Write the first sentence on the board.
- Ask children whether *Is* or *Are* should go in the blank. Write *Is* in the blank.
- Children do the activity in their Student Books.

Differentiation

Below level:

- Remind children to use *is* for one person and *are* for two or more. Elicit the correct verbs using their names, e.g. *John is, Sally and Tara are.* Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they work in pairs to rewrite the activity by changing the names. Remind them to change the answers too.

ANSWERS

1. Is Billy in the bedroom? Yes, he is. 2. Are Mom and Dad in the yard? No, they aren't. 3. Are Rosy's aunt and uncle in the dining room? Yes, they are. 4. Is Rosy in the bathroom? No, she isn't.

4 Look at the pictures again. Point, ask, and answer.

- Model the question and answer with a child.
- In pairs, children take turns to ask and answer questions about the other pictures in Exercise 3.

Further practice

Workbook page 65

Online Practice • Unit 8 • Grammar

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Lesson Three SB page 66

Song

Learning outcomes

To identify more words for homes

To use house words in the context of a song

Language

Core: *upstairs, downstairs, house, apartment, front door*

Extra: *follow, table, chair, go, through*

Recycled: house words

Materials

93–94; My house flashcards 96–106; Toy flashcards 32–41

Warmer

- Play *Snap!* (see Teacher's Book page 8) to review the house words from Lesson 1.

Lead-in

- Hold up flashcards 96–106 and say the words for children to repeat.
- Give the cards to four children and ask them to come to the front. Say the words again. When a child hears his / her word, they hold up their flashcard.

1 Listen, point, and repeat. 93

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through again. Children listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 96–106 for individual children to say the words.

Differentiation

Give children colored pencils / markers / crayons and paper. Children draw their own houses or apartments.

Below level:

- Children label the rooms of the house and any other details they know.

At level:

- Children write short sentences about their picture using *is / are*, e.g. *This is the kitchen. There are two bedrooms.*

Above level:

- Children write sentences as above. Then in pairs, children ask and answer about their pictures, e.g. *Is this the dining room? No, it isn't. It's the kitchen.*

2 Listen and sing. 94

- Ask children to look at the picture of the house. Point to the rooms for children to name them. Ask children what they can see in the rooms.
- Play the song. Children point to the pictures when they hear the five new words. Then play it again as they follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Children look at the pictures and decide what the actions are (see suggestions below). Practice the actions.
- Play the song for children to sing and do the actions.

Song actions

Come into my house: Arms open to welcome.

What can you see?: Look from left to right.

Upstairs and downstairs: Point up and down.

Come, follow me: Beckon with hand.

Go through the door: Open a door.

Go upstairs / downstairs: Point up / down.

What's in my bedroom / the dining room?: Open a door.

Four teddy bears: Cuddle a teddy bear.

Table and chairs: Sit down.

Further practice

Workbook page 66

Picture dictionary, Workbook page 132

Unit 8 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 8 • Song

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Lesson Four SB page 67

Phonics

Learning outcomes
To pronounce the sound /ʃ/ on its own and in words
To differentiate between the sounds /ʃ/, /s/, /h/

Language
Core: *shoes, sheep, fish*
Extra: *want*

Materials
85, 95–96; Phonics cards 27–29 (*sh*)

Warmer 85

- Sing the alphabet song from Student Book page 59.

Lead-in

- Tell children that although they have learned all the letters of the alphabet, they haven't learned all the sounds of English. Some sounds are represented by more than one letter (see note below).
- Tell children they will be looking at the letters *sh* that represent the sound /ʃ/.
- Hold up phonics cards 27–29, saying the words for the class to repeat. Repeat in a different order.

Language note: digraphs

Distinct sounds that are represented by a combination of letters, such as *sh, ch, th* are called "digraphs". Digraphs should be treated as if they were letters of the alphabet in their own right.

1 Listen, point, and repeat. 95

- Ask children to look at the words that contain the letters *sh*. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording through. Children point to the words and then repeat them.

2 Listen and chant. 96

- Ask children to look at the picture. Tell them that this girl is named Shirley. Ask what she has (*a fish and a sheep*). Ask what clothes are red (*her shoes*).
- Play the recording for children to listen to the chant.
- Put the phonics cards around the room. Play the chant again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat. Play the chant again, pausing for them to repeat.
- Play the chant once more for children to repeat and follow.

3 Read the chant again. Circle the *sh* sounds.

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *sh* at the beginning of *Shirley*.
- Ask them to find and circle other examples of *sh* at the beginning or ending of words.

ANSWERS

Shirley's shoes are red, Her T-shirt is blue. She has a toy sheep, And a toy fish too. The sheep is white, The fish is blue. Shirley wants to play, With me and you.

4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *a sheep*. Ask *What's the sound?* to elicit /ʃ/. Show children how the /ʃ/ sound is circled.
- Children look at the rest of the pictures and circle the letters that the words begin with.
- Check answers by writing the words from Exercise 4 on the board. Ask individual children to come to the front to circle the letters that represent the sounds they begin with.

Differentiation

Below level:

- Drill the sounds *sh, h,* and *s*. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *sh* at the beginning or the end.

ANSWERS

1. sh 2. s 3. h 4. sh

Further practice

Workbook page 67

Online Practice • Unit 8 • Phonics

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Lesson Five SB page 68

Skills Time!

Skills development

Reading: read and understand a description of an apartment; find specific information in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *balcony, little, next door*

Materials

97; My house flashcards 96–106; a plain piece of paper for each child; colored pencils / markers /crayons for each group of children (optional)

Warmer

- Play *Order the letters* to review house vocabulary. Show the class a flashcard and elicit the word. Hide the card. Write the scrambled letters of that word on the board, followed by the correct number of lines for the number of letters. Call children to the board to write one letter at a time to complete the word.

Lead-in

- Ask children to look at the pictures and ask what kind of text it is. Elicit that this is Andy's webpage. Point to the photo of the family and show them Andy at the bottom middle of the photo.
- Without children reading the article, ask *Where does Andy live – in a house or in an apartment?*

1 Point to the rooms. Say the words.

- Look at the pictures together. Point to the different rooms for the class to chorus the words.
- Model the word *balcony* as you point to the picture of the balcony.
- Ask children to work in pairs. They take turns to point to the rooms and say the words with their partners.

ANSWERS

living room, dining room, bedroom

2 Listen and read. 97

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *Is the dining room big? Is the big bedroom for Andy? What can you see from the balcony?*
- Ask children to look at the question at the end of the webpage. Ask children to point to the photo with Andy's sister in it (Photo 1) and then to find Andy's sister (she's kneeling down next to Andy).

3 Read again and write.

- Explain to children that they are going to look at some sentences and complete them.
- Write the example answer on the board, with a blank for the final word and the list of four options from the word pool. Ask children to choose the best word to complete the sentence (*apartment*).
- Ask a child to read the complete sentence aloud for the class. Point out the example answer in their Student Books.
- Play the recording once more as children listen. Ask them to read the article again and complete the rest of the sentences.
- Check answers by asking individual children to read the sentences aloud.

Differentiation

Below level:

- Ask children to read the words in the box. Then children look back at the reading and underline those words. Encourage children to re-read to help them find the answers.

At level:

- Children complete the activity.

Above level:

- Write the text on the board with blanks for children to personalize. After children complete the activity, they copy the text and fill in the blanks about themselves.

ANSWERS

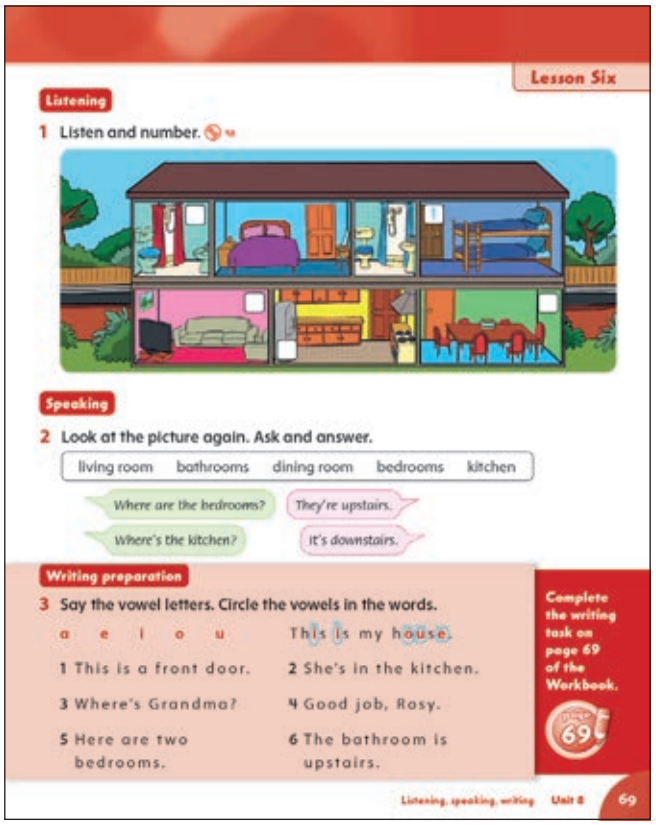
1. There are photos of Andy's apartment.
2. The sofa is in the living room.
3. The dining room is little.
4. One bedroom is big.

Further practice

Workbook page 68

Online Practice • Unit 8 • Reading

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Lesson Six SB page 69

Skills Time!

Skills development
Listening: number items in the correct order
Speaking: ask and answer questions beginning with *Where's …*
Writing: identify vowels within words; write about your home (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *TV*

Materials
94, 98; My house flashcards 102, 103; Phonics cards 1, 5, 9, 15, 21

Warmer 94

- Sing *Come into my house* from Student Book page 66.

Lead-in

- Ask children what they can remember from the reading text from the previous lesson. Ask them to name the rooms in Andy's apartment.
- Ask children to look at the picture on Student Book page 69. Point to the different rooms for children to say the words. Ask them to name as many things in the rooms as they can.

1 Listen and number. 98

- Explain that you are going to play a recording of a girl talking about the rooms in her house.
- Play the recording through. Children point to the rooms they hear.
- Play the recording again, pausing for children to number the rooms.
- Play the recording a third time for children to complete their answers. Check answers with the class.

ANSWERS

1. bedroom 2. bathroom 3. kitchen 4. living room 5. dining room

2 Look at the picture again. Ask and answer.

- Ask children to look at the questions and answers in the speech bubbles. Read them aloud for children to repeat. Hold up the upstairs and downstairs flashcards. Say the name of each room in the picture and ask *Upstairs or downstairs?* Children look at the picture and say whether each room is upstairs or downstairs.
- In pairs, children take turns to ask and answer questions about the rooms in Exercise 1.

3 Say the vowel letters. Circle the vowels in the words.

- Copy the vowels and the example sentence from the Student Book onto the board. Point to each vowel for children to say the letter names.
- Look at the example. Ask children to call out the vowels. Circle the letters as children say them.
- Ask children to do the exercise in their books. Write the remaining sentences on the board.
- Check answers by asking individual children to come to the front to circle the vowels in each remaining sentence.

Differentiation

Below level:

- Write the alphabet on the board. Ask children to come up and circle the vowels. Write a few words on the board, e.g. *house* and *downstairs.* Ask children to circle the vowels. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to look at the reading on page 68 again. Tell children to circle all the vowels they can find. Monitor their work.

ANSWERS

1. This is a front door. 2. She's in the kitchen.
3. Where's Grandma? 4. Well done, Rosy.
5. Here are two bedrooms. 6. The bathroom is upstairs.

Further practice

Workbook page 69 (children write about their home)
Unit 8 values worksheet, Teacher's Resource Center
Unit 8 test, Teacher's Resource Center
Online Practice • Unit 8 • Listening, Speaking, and Writing

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Social Studies Time!



Topic: Jobs SB page 70

Learning outcomes

To learn some useful content and language about jobs

Language

Core: *fire truck, ladder, helmet, uniform, pole*

Extra: *firefighter, fire station, big, fast, fight, fire, safe*

Materials

99–100; Social Studies Time! flashcards 107–111

Warmer

Critical Thinking

- Ask children to name all the jobs they know. Write the words on the board. Say one sentence about each of the jobs on the board, e.g. *He works in a school. / She wears a white coat.* and ask children to say the correct job.

Lead-in

- Hold up flashcards 107–111 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 99

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 107–111 for individual children to say the words.

2 Listen and read. 100

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What color is Jack's helmet? Where does Jack work? What color is the fire truck?*
- Ask children to point to the fire truck, the pole, the helmet, the ladder, and the uniform in the pictures.

3 Read again and complete.

- Put children into pairs. Explain to children that they are going to work together to complete the sentences with information from the text.
- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

Differentiation

Below level:

- Divide the class into groups of four or five. Have children in each group work together to complete the sentences.
- Have each group report back to the class. Other groups can listen and complete the rest of the activity.

At level:

- Complete the activity as suggested.

Above level:

- Children work individually to complete the sentences.
- Children ask and answer questions in pairs, e.g. *A: What color is Jack's helmet? B: Yellow and red. Where is the fire truck? A: Downstairs.*
- Check answers with the class.

ANSWERS

1. yellow 2. helmet 3. downstairs 4. ladder

4 Think! What color are your clothes?

Critical Thinking

- Explain that we want to find the answer to the question. Have children write down answers which are true for them.

Collaboration

- Put children in pairs to check their answers.
- Have children say their answers to the class.

Further practice

Workbook page 70

Online Practice • Social Studies Time!

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Project

SB page 71

Learning outcomes

To listen and number the correct pictures

To make a pop-up book

Language

This is a nurse's uniform. Her top is blue. Her pants are blue.

Materials

101; Social Studies Time! flashcards 107–111; card or paper; colored pencils; scissors; glue

Warmer

- Ask five children to come to the front. Give each child a flashcard and ask him/her to hold it up. Say the words one at a time. The class points to the correct flashcard.

1 Listen and write the number. 101

- Explain that you are going to play a recording of a girl talking about a fire station. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each number so that children have time to think about their answer.
- Check answers with the class.

ANSWERS

(order on page)

2, 1, 4, 3

2 Project. Make a pop-up book.

Creativity

- Explain that children are going to make a pop-up book. Ask *What do you need to make this project?* Elicit *card* or *paper*, *colored pens* or *pencils*, *scissors*, *glue*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of four. Hand out card, scissors, glue, and colored pencils to each group. Have children draw pictures of people to illustrate different jobs and write about each picture.
- Help children to glue their pictures onto their cards so that the people stand up when the book is opened. Encourage children to add at least three pages to their books.

Differentiation

Below level:

- Bring some pictures to illustrate jobs to class (from magazines, or printed from the Internet). Hold up each picture and ask questions about it, e.g. *What's his /her job? What color is (her top / his coat / her uniform / his hat)?*
- Write the answers on the board.
- Hand out the pictures to children and help them to glue the pictures onto their cards to make a pop-up page. Tell children to write one or two sentences about each picture. They can copy sentences from the board.

At level:

- Complete the activity as suggested.

Above level:

- Encourage children to add more information to their books, to make them more like a story, e.g. *This is Emma. She's a nurse. She works in a hospital. Her top is blue. Her pants are blue. She likes her job.*

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed pop-up book, or using the example in the Student Book. Hold up the book and talk about one of the pictures, as in the example. Point to the picture.
- Children talk in groups. Encourage children to include language from previous units as they talk about their projects, e.g. *Look at this! Can you see her top?* Invite two or three children to stand up and tell the class about their projects.

Further practice

Workbook page 71

Online Practice • Social Studies Time!

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9 Lunchtime!



Lesson One SB page 72

Words

Learning outcomes

To identify different foods in a lunchbox

To understand a short story

Language

Core: *lunchbox, sandwich, drinks, apple, banana, cookie*

Extra: *lunch, lunchtime, choose, share, get*

Materials

94, 102–104; Story poster 9; My lunchbox flashcards 112–117; real food items from the vocabulary list (optional)

Warmer 94

- Sing *Come into my house* from page 66.
- Ask children to tell you what they can remember about the previous story. Tell children that this lesson's story is about sharing. Talk about the importance of sharing.

Lead-in

- Use flashcards 112–117 (or real food items) to elicit the vocabulary for this lesson. Hold up the flashcards / foods and ask *What's this?* Repeat in a different order.

1 Listen, point, and repeat. 102

- Ask children to look at the pictures of different food items. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.

Differentiation

Below level:

- Put children in pairs.
- Tell children to cover the words in their books with another book.
- One child points to the picture and the other says the word. Switch roles.

At level:

- Put children into teams. Each team selects an artist.
- Whisper a word to the artists. They start to draw, and their teammates guess. The team who guesses first gets a point.
- Choose another artist and start again.

Above level:

- Play the "at level" game, but when the word is guessed, the team must make a sentence using the word, e.g. *I like apples.*

2 Listen and chant. 103

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words.
- Put the flashcards around the room. Children point to the correct flashcards as they hear the words. Repeat.

3 Listen and read. 104

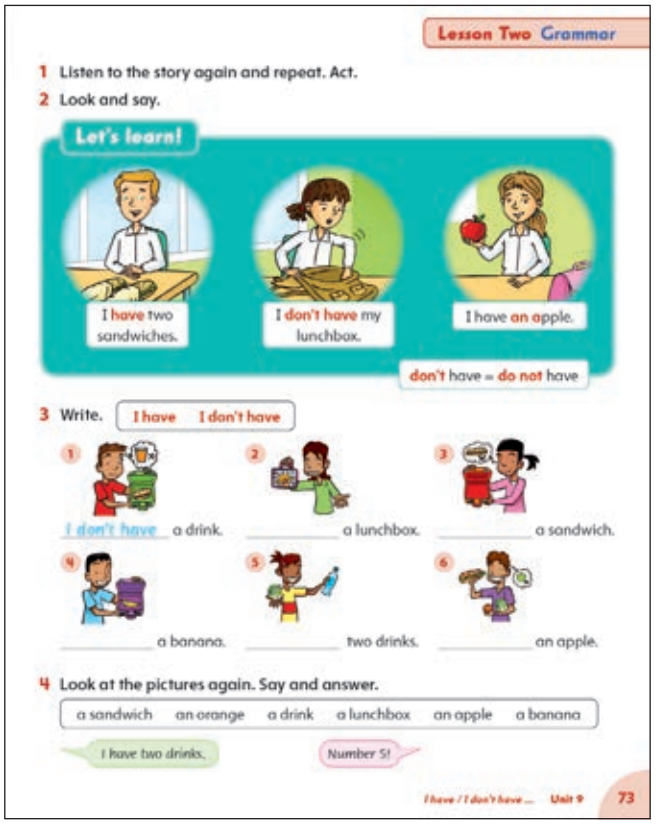
- Use Story poster 9 to present the story. Ask children to name as many things in the picture as they can. Talk about each frame. Ask *What's happening in the story?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Where are Rosy and Tim? What time is it? Does Rosy have her lunchbox? Who helps Rosy?*
- Ask children to open their Student Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 72

Online Practice • Unit 9 • Words

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Lesson Two SB page 73

Grammar

Learning outcomes

To make sentences with *I have / don't have*

To act out a story

Language

Core: *I have an apple / two sandwiches. I don't have my lunchbox.*

Materials

104; Story poster 9; My lunchbox flashcards 112–117; a piece of plain paper for each child (optional); an apple

Warmer

- Play *Snap!* (see Teacher's Book page 8) to review the vocabulary from the previous lesson.

Lead-in

- Point to Story poster 9 and ask children what happened in the story.
- Cover the poster and ask which foods appeared in the story.

1 Listen to the story again and repeat. Act. 104

- Ask children to look at the story on Student Book page 72.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Miss Jones, Rosy, Tim, and the girl from Rosy's class. Ask children to decide on actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences onto the board, leaving spaces where the food words are.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *I have two apples. I don't have my sandwich. I have a cookie.*
- Hold up an apple and say *I have an apple.* Hide it, shake your head, and show your empty hands and say *I don't have an apple.* Do the same with some classroom objects.
- Look again at the three sentences. Tell children you are going to check the sentences where the child has something, and cross out sentences where the child doesn't. Ask them to tell you which ones to check (1 and 3) and which to cross out (2).
- Ask children to look at the pictures in their books. Ask different children to say each sentence.
- Point out the box and show children how we make the short form *don't have* by writing both forms on the board.
- Focus attention on the third sentence. Ask why we say *an apple* (because *apple* begins with a vowel).

NOTE: There will be more practice of *a* and *an* in Lesson 6.

3 Write.

- Write some fill-in-the-blank sentences on the board, using food words, e.g. _____ *a banana / drink.*
- Hold up the banana flashcard and nod your head. Ask children what should go in the gap. Elicit *I have a banana.* Hold up the drinks flashcard and shake your head. Elicit *I don't have a drink.* Repeat with the other flashcards.
- Ask children to look at the pictures in their books. Ask one child to read the example for the class.
- Children look at the rest of the sentences individually and write down the missing words. Check answers with the class.

Differentiation

Below level:

- In pairs, have children practice making sentences with *have* and *don't have* using classroom objects. Then students complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they rewrite the positive sentences to be negative and vice versa.

ANSWERS

1. I don't have a drink. 2. I have a lunchbox.
3. I don't have a sandwich. 4. I have a banana.
5. I have two drinks. 6. I don't have an apple.

4 Look at the pictures again. Say and answer.

- Ask children to look at the pictures again. Point to the different pictures and ask *What does he / she have?*
- Model the dialogue with a child.
- In pairs, children take turns to point and say what one of the people in the pictures has or doesn't have.

Further practice

Workbook page 73

Online Practice • Unit 9 • Grammar

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Lesson Three SB page 74

Song

Learning outcomes

To identify more types of food

To use food words in the context of a song

Language

Core: *tomato, pear, grapes, pineapple, cherries*

Recycled: lunchbox words

Materials

105–106; My lunchbox flashcards 118–122; real food items from the vocabulary list (optional)

Warmer

- Play *Do it!* to review vocabulary from the unit. Assign each child a word. Give instructions, e.g. *Lunchbox, jumps! Sandwich, stamp your feet!* Children who have that word assigned to them do the action.

Lead-in

- Use flashcards 118–122 or real food items to introduce the five new words. Hold up the cards or foods one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

1 Listen, point, and repeat. 105

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording again for children to listen and point and then repeat.
- Put the flashcards around the room. Play the recording again. Ask children to point to the different types of food as they hear them.
- Give the flashcards to individual children and ask them to tell the class what they have.

2 Listen and sing. 106

- Ask children to look at the pictures and say who is in the picture. Ask what they think the song will be about. Point to the different types of food in the pictures one at a time and ask children *What's this? / What are these?*
- Play the song for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

Differentiation

Below level:

- Ask children to circle the food words in the song lyrics and draw them in their notebooks. Then sing again.

At level:

- Give the flashcards to five children. Ask them to come to the front. Sing the song again. When the five children hear their words, they hand their flashcards to a different child in the class.
- The five children who now have the flashcards come to the front. Repeat.

Above level:

- Ask children to draw what's in their lunchbox and sing a new version of the song using the food in their pictures.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practice the actions with the class.
- Play the song for children to sing and do the actions.

Song actions

Open my lunchbox: Mime opening a box or bag.

What can you see?: Point to eye.

I have: Mime holding up the different types of food.

You can share with me / I'm happy to share: Mime offering food to classmates.

Further practice

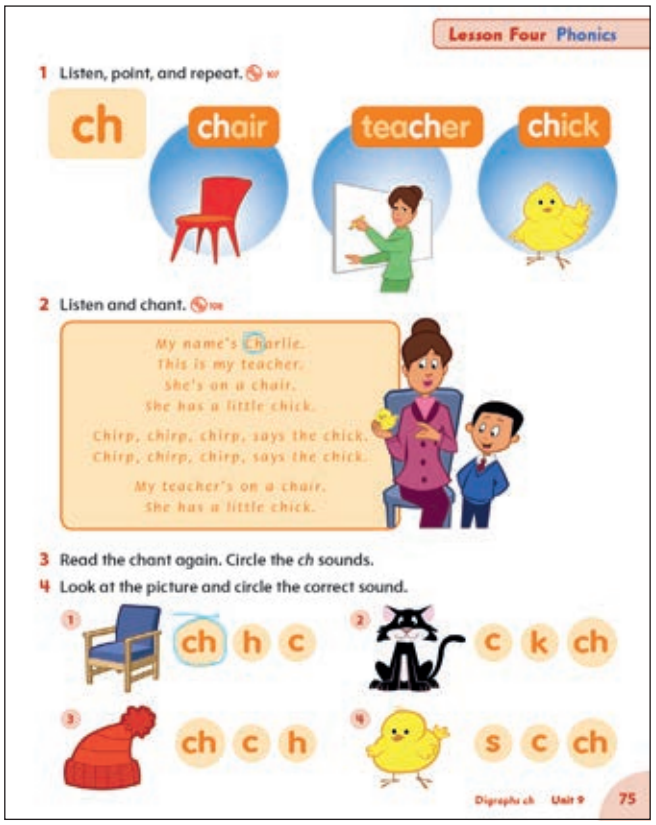
Workbook page 74

Picture dictionary, Workbook page 132

Unit 9 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 9 • Song

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Lesson Four SB page 75

Phonics

Learning outcomes

To pronounce the sound /ʧ/ on its own and in words

To differentiate between the sounds /ʧ/, /k/, /h/

Language

Core: *chair, teacher, chick*

Extra: *chirp, say*

Materials

96, 107–108, Phonics cards 30–32 (*ch*)

Warmer 96

- Ask children which pair of letters they looked at in the previous phonics lesson (*sh*) and which sound these letters represent (/ʃ/). Ask children if they can remember the words that contained the sound (*shoes, sheep, fish*).
- Say the chant from page 67.

Lead-in

- Tell children that they will be looking at the letters *ch* that represent the sound /ʧ/.
- Hold up phonics cards 30–32, saying the words for the class to repeat. Repeat in a different order.

1 Listen, point, and repeat. 107

- Ask children to look at the words that contain the letters *ch*. Play the first part of the recording. Children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording for children to point to the words and then repeat them.

2 Listen and chant. 108

- Ask children to look at the picture. Ask *Who's this?* to elicit *a teacher*, and *What does she have?* to elicit *a chick*. Ask *Where is she?* (mime sitting) to elicit *on a chair*.
- Play the recording for children to listen to the chant.
- Put the three cards around the room. Play the chant again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat. Then play the chant again and pause for them to repeat.
- Tell children they are chicks. Every time they hear a /ʧ/ sound, they must flap their wings. Play the chant again.

3 Read the chant again. Circle the *ch* sounds.

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *ch* at the beginning of *Charlie*.
- Ask them to find and circle other examples of *ch* at the beginning or in the middle of words.
- Check the activity by reading the text together, emphasizing each of the /ʧ/ sounds in the words.

ANSWERS

My name's Charlie. This is my teacher. She's on a chair. She has a little chick. Chirp, chirp, chirp, says the chick. Chirp, chirp, chirp, says the chick. My teacher's on a chair. She has a little chick.

4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *a chair*. Ask *What's the sound?* to elicit /ʧ/. Show children how the /ʧ/ sound is circled.
- Ask children to look at the rest of pictures and circle the sounds that the words begin with.
- Check answers with the class. Write the words from Exercise 4 on the board. Invite individual children to come to the front to circle the letters that represent the sounds they begin with.

Differentiation

Below level:

- Drill the sounds *ch*, *h*, and *c*. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *ch* at the beginning or in the middle.

ANSWERS

1. ch 2. c 3. h 4. ch

Further practice

Workbook page 75

Online Practice • Unit 9 • Phonics

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Lesson Five SB page 76

Skills Time!

Skills development

Reading: read and understand descriptions of lunchboxes; match lunchboxes with their descriptions

Language

Recycled: vocabulary and structures seen previously

Extra: *cheese, water, today*

Materials

109; My lunchbox flashcards 112–122

Warmer

- Play *Jump* (see Teacher's Book page 8) to review vocabulary from the unit.

Lead-in

- Talk about lunchboxes. Ask *Do you have a lunchbox?*
- Count how many children say *yes*. Ask *What color is your lunchbox? What do you have in it today?*
- Ask children to look at the pictures and try to predict what the text is about (three children are describing what they have in their lunchboxes).

1 Point to the food. Say the words.

- Ask children to look at the pictures again. Point to the different types of food for children to say the words.
- In pairs, children take turns to point to different types of food and say the words.

ANSWERS

drink, sandwich, apple, orange, banana, pear, cookie

2 Listen and read. 109

- Explain that the three children are going to describe what they have in their lunchboxes today. They are going to describe lunchbox A, B, or C.
- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording a second time, stopping after each person. Ask comprehension questions, e.g. *Does he have an orange? Does she have a banana?*
- Talk about the lunchboxes. Ask *Do you like lunchbox A / B / C? What is your favorite food in lunchbox A / B / C?*

3 Read again. Write *A*, *B*, or *C*.

- Look at the picture of the girl and read the sentence *Her lunchbox is A*. Look at the picture of lunchbox A and ask children to tell you what they see. Then read the girl's description of her lunchbox.
- Children read about the boy and the other girl and choose their lunchboxes by looking at the pictures and reading the text carefully again. They write the letters of the correct lunchboxes in the gaps. Check answers with the class.

Differentiation

Below level:

- Ask children to name the foods they see in each lunchbox.
- Then ask them to match the foods to the words in the reading.
- Children complete the activity independently.

At level:

- After children complete the activity, put them into pairs. One student says what is in his / her lunchbox, using the reading as a guide, and the other draws it.

Above level:

- Draw the outlines of three lunchboxes on the board and label them A, B, and C. Fill in the lunchboxes with "food" using flashcards 112–122.
- Describe one of the lunchboxes for the class to guess which one it is.
- In pairs, the children take turns to describe the lunchboxes for their partner to guess.

ANSWERS

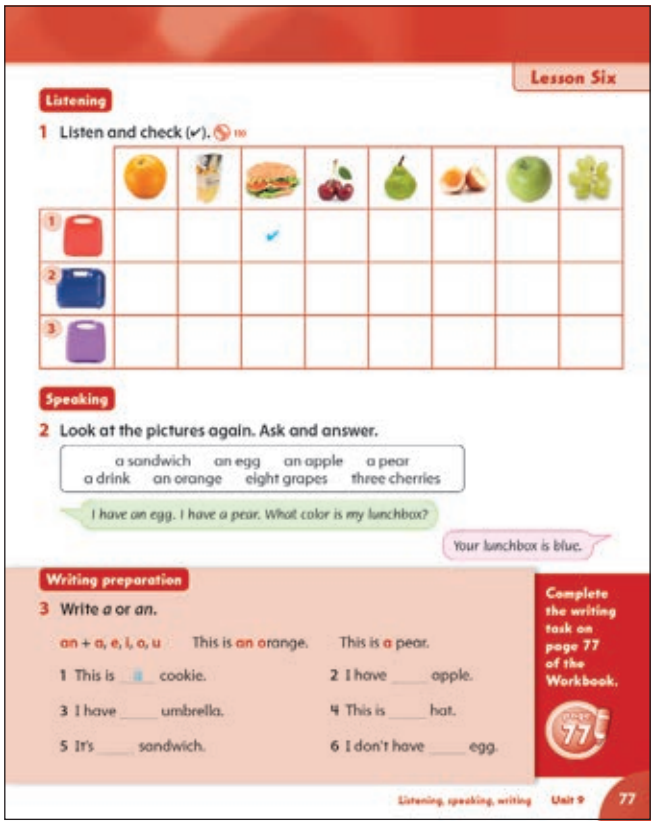
1. A 2. C 3. B

Further practice

Workbook page 76

Online Practice • Unit 9 • Reading

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Lesson Six SB page 77

Skills Time!

Skills development
Listening: identify items as they are heard
Speaking: ask and answer questions about lunchboxes
Writing: complete sentences with *a* or *an*; write about lunchboxes (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *inside*

Materials
110; a piece of paper for each child (optional)

Warmer

- Play *What's missing?* (see Teacher's Book page 8) to review food.

Lead-in

- Ask children to look at the photos of food. Point to the different types of food for children to name them.

1 Listen and check (✓). 110

- Explain that you are going to play the recording and children have to decide if the speaker has the item in their lunchbox. Play the recording.
- Ask children to point to each food word as they hear it.
- Play the recording again, pausing after the first item. Show children the example check. Ask what other items the speaker has (*cherries and a drink of pineapple juice*). Tell children to check the boxes for cherries and a drink of pineapple juice in the first row.
- Play the rest of the recording for children to check the words in the second and third rows. Play the recording again.
- Check answers with the class.

ANSWERS
Row 2: pear ✓, egg ✓
Row 3: orange ✓, apple ✓ grapes ✓

2 Look at the pictures again. Ask and answer.

- Ask children to read the words in the word pool aloud. Model correct intonation for the class.
- Children work in pairs. They take turns to ask and answer similar questions, using the words in the box.

3 Write *a* or *an*

- Write the five vowels on the left-hand side of the board. Write some singular nouns beginning with vowels that children know below them. Write some nouns beginning with consonants on the right-hand side.
- Write *an* before the nouns beginning with vowels, and *a* before the nouns beginning with consonants. Read them out with their articles as children repeat. Erase the articles, then say words and ask children to say *a* or *an*.
- Write the example sentences on the board with gaps for the articles. Ask children to tell you which word should go in the blanks. Write *an* and then *a* in the blanks.
- Ask children to do the exercise. Then ask individual children to come to the front to write the correct words.

Differentiation

Below level:

- Ask students to look at the pictures in Exercise 1. Ask *What's this?* and then ask *a* or *an*? Say the article and word together, e.g. *an orange* and have children repeat.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, have them make more sentences with *This is*, *I have*, or *It's* using the pictures in Exercise 1 or other food words they know.

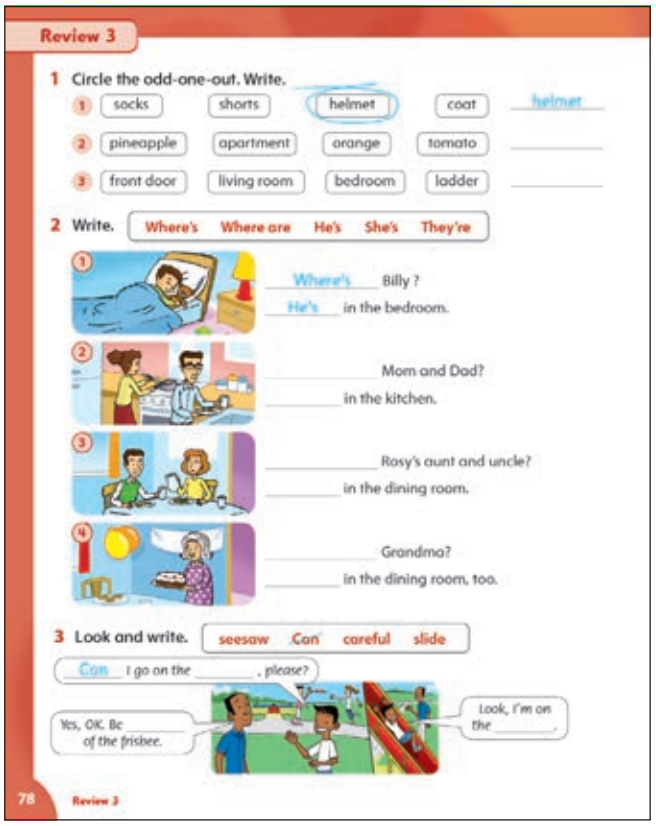
ANSWERS
1. a 2. an 3. an 4. a 5. a 6. an

Further practice

Workbook page 77 (children write about their lunchbox)
Unit 9 values worksheet, Teacher's Resource Center
Unit 9 test, Teacher's Resource Center
Online Practice • Unit 9 • Listening, Speaking, and Writing

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Review 3



Review Lesson SB page 78

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

106; flashcards 86–122

Warmer 106

- Sing *Open my lunchbox!* from Student Book page 74.

Lead-in

- Use a variety of flashcards 86–122 to recycle vocabulary from the previous three units.
- Play *Where was it?* (see Teacher's Book page 8) to review the different words children have learned.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't clothing that we wear every day*). Say *Can you think of any other clothes that we wear every day?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. helmet 2. apartment 3. ladder

2 Write.

- Review the language *Where's, Where are, He's, She's, They're.* Point to different characters in the stories in the book. Ask *Where's Billy? Where are Grandpa and Grandma?*
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. Where's, He's 2. Where are, They're
3. Where are, They're 4. Where's, She's

3 Look and write.

- Ask children *Where is the boy and his dad? (At the park). What can you see? (seesaw, slide, frisbee)*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, review the words that appear in the picture before children complete the exercise.

At level:

- With Exercise 3, children can practice the dialogue together in pairs.

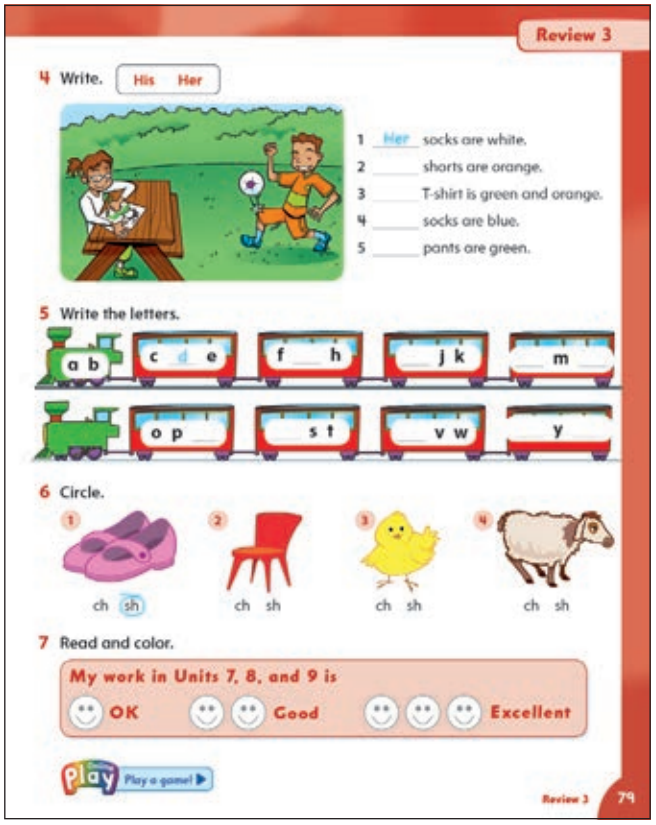
Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the third exercise, have children work in the same pairs and practice the dialogue, changing the park equipment and toys for other things such as *kite, ball, jungle gym.*

ANSWERS

Can, seesaw, careful, slide

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Review Lesson SB page 79

4 Write.

- Review the language *His, Her.* Make sure children remember when we use each word and which one is associated with a boy or a girl.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. Her 2. His 3. His
4. His 5. Her

5 Write the letters.

- Revise the alphabet with the class by singing the alphabet song from page 59.
- Write the alphabet train on the board with the missing letters.
- Have children work individually to complete the exercise.
- Children compare their answers with a partner.
- Check answers with the class.

ANSWERS

d, g, i, l, n, q, r, u, x, z

6 Circle.

- Ask children to look at the pictures. Elicit the words for the pictures (*shoes, chair, chick, sheep*).
- Ask children what sound the word *shoes* starts with. Drill the sound with the class.
- Have children complete the exercise.
- Check answers with the class.

ANSWERS

1. sh 2. ch 3. ch 4. sh

7 Read and color.

- Ask children to color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Before children complete Exercise 4, revise words about clothes and colors. Point to different clothes in the picture and ask *What's this? What color is it?*
- For Exercise 5, play the alphabet song in the background as children complete the exercise, to guide them with the missing letters.
- Have children work in small groups to make the alphabet train to put on the classroom wall. Each group can be responsible for a different carriage of the train.
- Children copy the answers from their Student Books to create the wall poster. This can be referred to in future lessons.

At level:

- With Exercise 5, have different children come up to the board to write in the missing letters.

Above level:

- After Exercise 4, have children work in pairs. Each child writes three sentences about what their partner is wearing, using the correct pronoun. For example, *His shirt is white.*
- Ask individual children to stand up and report back to the class about their partner.
- After children have completed Exercise 5, tell them to close their books. Randomly erase other letters from the alphabet train on the board and ask different children to come up and write the missing letters.
- After Exercise 6, children can try to find one more word starting with the *sh* sound and one more word starting with the *ch* sound. They can look in their books to help them.
- Elicit the answers from the class and write the words on the board.

Further practice

Workbook pages 78 & 79
Writing portfolio 3 worksheet, Teacher's Resource Center
Progress test 3, Teacher's Resource Center
Skills test 3, Teacher's Resource Center
Online Practice • Review 3

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10 A new friend!



Lesson One SB page 80

Words

Learning outcomes

To identify adjectives for describing hair

To understand a short story

Language

Core: *long, short, blond, brown, curly, straight*

Extra: *over there, hair, new, friend*

Materials

106, 111–113; Story poster 10; My friends flashcards 123–128

Warmer 106

- Sing *Open my lunchbox!* from Student Book page 74.
- Ask children to tell you what they can remember about the previous story.
- Tell children that this lesson's story is about friends. Ask several children to tell you the name of one of their friends.

Lead-in

- Put your hands on your own hair. Say the word *hair* and write it on the board.
- Hold up flashcards 123–128 and ask *Long or short hair? Blond or brown hair? Curly or straight hair?* Repeat in a different order.

1 Listen, point, and repeat. 111

- Ask children to look at the different kinds of hair. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through for children to listen and point and then repeat the words.
- Hold up flashcards 123–128 for individual children to say the words.
- Play the recording again. Each time a child hears a word that describes their own hair, they stand up.

2 Listen and chant. 112

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. They point to someone who has this kind of hair when they hear the word. Repeat.

Differentiation

Below level:

- Ask six children to come to the front. Give each child a flashcard from Exercise 1. Call out the words in order and then out of order. When children hear their word, they hold up the card. Then play the chant again.

At level:

- Assign a word to each student or group of students.
- Play the chant again. Children stomp their feet when their hair type is mentioned.
- Repeat with different children and actions.

Above level:

- Write the model sentence, *I have _____ hair* on the board. Ask children to come to the front of the class and describe their hair.

3 Listen and read. 113

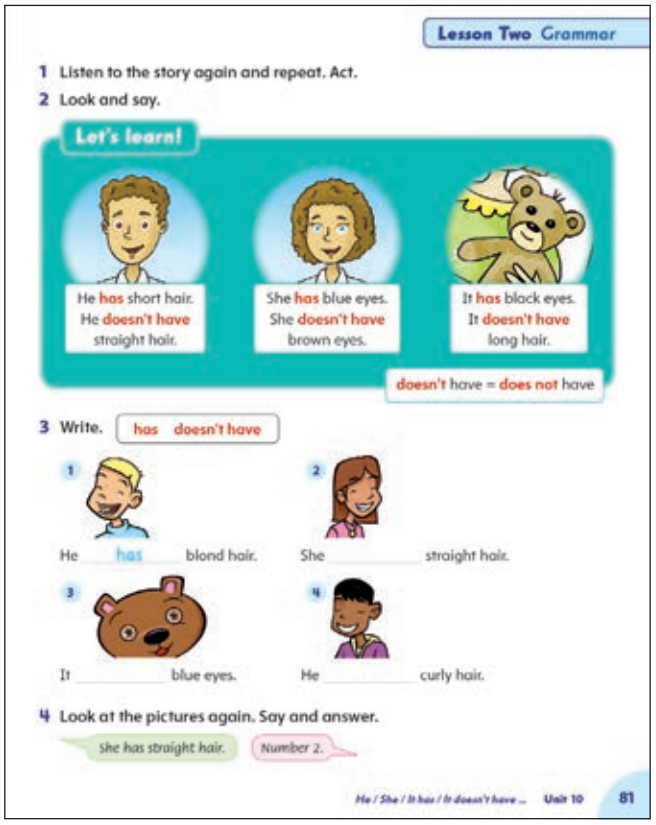
- Use Story poster 10 to present the story. Ask children to name as many things in the picture as they can. Look at each character and ask them to describe that person's hair. Talk about each frame. Ask *What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Who's Rosy's new friend? What does Alice have?*
- Ask children to open their Student Books and follow the words in the story as you play the recording again.

Further practice

Workbook page 80

Online Practice • Unit 10 • Words

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Lesson Two SB page 81

Grammar

Learning outcomes

To make sentences with *has / doesn't have* to describe appearance

To act out a story

Language

Core: *He / She / It has blue eyes. He / She / It doesn't have black eyes.*

Materials

112, 113; Story poster 10; My friends flashcards 123–128

Warmer 112

- Put flashcards 123–128 around the room. Say the words for children to point to the flashcards.
- Say the chant from Lesson 1 again. Each time children hear a word describing their own hair they stand up.

Lead-in

- Hold up Story poster 10 and ask children what happened in the story.
- Cover the poster and ask children questions about the story, e.g. *Does Adam have curly or straight hair?*

1 Listen to the story again and repeat. Act 113

- Ask children to look at the story on Student Book page 80.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Alice, and Adam. Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children to describe what they can see.
- Copy the sentences from the Student Book onto the board. Read them aloud, pointing to your own eyes and hair, or indicate children in the class to reinforce meaning.
- Erase the adjectives in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *He has long hair. She doesn't have green eyes.*
- Ask children to look at the pictures in their books. Ask different children to read each box aloud for the class.
- Ask children which sentences say what the person looks like / doesn't look like. Point out the box showing the full and abbreviated form of the negative.
- Ask a boy to come to the front. Say, e.g. *He has short hair. He doesn't have long hair.* Repeat with a girl.
- Show children how we make the short form *doesn't have* by writing the words separately and then together on the board.

3 Write.

- Put three of the flashcards on the board and write a fill-in-the-blank sentence next to each one, e.g. *She _____ long hair. He _____ brown hair. She _____straight hair.*
- Point to each sentence for children to tell you what goes in the blanks: *has* or *doesn't have.*
- Ask children to look at the pictures in their books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words. Check answers with the class.

Differentiation

Below level:

- Use the flashcards to elicit what kind of hair the boy has (*blond*). Model the correct answer. Children complete the activity.

At level:

- Children complete the activity.

Above level:

- Children complete the activity and then write one additional sentence for each item.

ANSWERS

1. He has blond hair. 2. She has straight hair.
3. It doesn't have blue eyes. 4. He doesn't have curly hair.

4 Look at the pictures again. Say and answer.

- Ask children to look at the pictures from Exercise 3 again.
- Say *curly hair, blond hair, straight hair, short hair, brown eyes.*
- Children point to the appropriate pictures.
- Model the dialogue with a child in the class.
- In pairs, children take turns to say what each person has / doesn't have. Their partner guesses the number.

Further practice

Workbook page 81

Online Practice • Unit 10 • Grammar

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Lesson Three SB page 82

Song

Learning outcomes

To identify shapes

To use shapes in the context of a song

Language

Core: *square, circle, triangle, rectangle, diamond*

Extra: *side, the same, smooth, round, just*

Materials

114–115; Shapes flashcards 129–133; one piece of paper for each pupil; a selection of colored shapes and glue for each group of children (optional)

Warmer

- Play *Simon says…* (see Teacher's Book page 8) using instructions children have already learned.

Lead-in

- Hold up flashcards 129–133 and say the words for children to repeat.
- Draw part of one shape on the board. Ask a child to draw the missing part. The class calls out the name of the shape. Repeat with the remaining shapes

1 Listen, point, and repeat. 114

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through for children to listen and then repeat.
- Hold up the flashcards, for individual children to say the words.
- Play the recording again. Children draw the shapes in the air as they hear them.

2 Listen and sing. 115

- Ask children to look at the pictures. Point to the shapes in the pictures one at a time and ask children *What's this?*
- Play the recording for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions should be (see suggestions below). Practice the actions with the class.
- Play the song for children to sing along and do the actions.

Song actions

It has three / four sides: Hold up correct number of fingers.

It doesn't have sides: Shake heads.

It's a square / circle / rectangle / triangle!: Draw shapes in the air.

Differentiation

Tell children they are going to make pictures out of shapes. Divide the class into groups. Give each child paper and each group some colored shapes and glue. Children make pictures by gluing the shapes onto the paper, as in these examples:

Below level:

- Children label the shapes they used.

At level:

- Children label the shapes and then come to the front to say the shapes they used.

Above level:

- Children write about the shapes they have used, e.g. *This is a house. It's a square and a triangle. The windows are squares and the door is a rectangle. My cat has two (pink) circles, four (blue) triangles, and an (orange) rectangle.*

Further practice

Workbook page 82

Picture dictionary, Workbook page 133

Unit 10 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 10 • Song

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Lesson Four SB page 83

Phonics

Learning outcomes
To pronounce the sound /θ/ on its own and in words
To differentiate between the sounds /θ/, /t/, /h/

Language
Core: *three, bath, teeth*
Extra: *count*

Materials
108, 116–117; Phonics cards 33–35 (*th*)

Warmer 108

- Ask children which pair of letters they looked at in the previous phonics lesson (*ch*) and which sound these letters represent (/ʧ/).
- Ask children if they can remember the words from the lesson that contained the sound (*chair, teacher, chick*).
- For each word, ask children where the /ʧ/ sound comes – at the beginning, in the middle, or at the end of the word. Write the words on the board. Individual children come to the front to circle the *ch*.
- Say the chant from Student Book page 75.

Lead-in

- Tell children they will be looking at the letters *th* that represent the sound /θ/. Write *th* on the board in large letters. Model the sound for children to repeat.
- Hold up phonics cards 33–35 saying the words for the class to repeat. Repeat in a different order.

1 Listen, point, and repeat. 116

- Ask children to look at the words containing the letters *th*. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording through for children to point to the words and then repeat them.

2 Listen and chant. 117

- Ask children to look at the picture of the baby. Explain that the baby's name is Theo. Ask where Theo is (*in the bath*).
- Play the recording for children to listen to the chant.
- Put the three phonics cards around the room.
- Play the chant again for children to point to the cards as they hear the words. Play the chant again. Every time children hear a /θ/ sound, they punch the air with their fists.
- Repeat the chant line by line and ask children to repeat.
- Then play the chant again, pausing for them to repeat.
- Play the chant again for children to follow.

3 Read the chant again. Circle the *th* sounds.

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *th* at the beginning of Theo.
- Ask children to find and circle other examples of *th* at the beginning or ending of words.
- Check the activity by reading the text together, emphasizing each of the /θ/ sounds in the words.

ANSWERS

Baby (Th)eo's in (th)e bath, One, two, (th)ree.
Baby (Th)eo counts his tee(th), One, two, (th)ree.

4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *Theo.* Ask *What's the sound?* to elicit /θ/.
- Ask children to look at the pictures and circle the sounds that the words begin with.

Differentiation

Below level:

- Drill the sounds *h*, *th*, and *t*. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one.
- Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *th* at the beginning or the end.
- Put children into pairs and have them look at each other's pictures and say the words aloud.

ANSWERS

1. th 2. t 3. th 4. s

Further practice
Workbook page 83
Online Practice • Unit 10 • Phonics

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Skills Time!
Lesson Five
Reading
1 How many friends can you see? Point and say.
2 Listen and read.
Dear Beth,
This is a photo of me with my four friends. We are on a roundabout at the park. All my friends are great.
Emily is my best friend. She has brown hair. It's long and curly. Charlie is Emily's little brother. He's five. He's very short and he has short, black hair.
Isabel is a good friend, too. She's tall and she has long, blond hair. Her eyes are blue.
Danny is my cousin. He's in the photo, too. He's tall and he has brown hair and brown eyes. Can you see him? He has a blue shirt.
I'm in the photo, too. I have very long, straight hair and brown eyes. Can you see me?
Do you have a photo of you and your friends? Please write soon.
From,
Katie
3 Read again. Write the names.
1 Isabel
2
3
4
5
84 Unit 10 Reading: a descriptive letter

Lesson Five SB page 84

Skills Time!

Skills development
Reading: read and understand a descriptive letter; match children to their descriptions

Language
Recycled: vocabulary and structures seen previously

Extra: *dear, best, tall, picture, great, tell, from*

Materials
118; My friends flashcards 123–128; a piece of plain paper for each child; colored pens / pencils / crayons for each group of children

Warmer
- Play *Slow reveal* (see Teacher's Book page 8) using flashcards 123–128.
- Talk about writing letters. Ask *Do you write letters? Who do you write to? What do you write about? Do you prefer letters or emails?*

Lead-in
- Ask children to look at Student Book page 84 and tell you what they can see (*a letter and a photo*). Ask them to look at the bottom of the letter to see who wrote it (*Katie*).
- Ask children to look at the photo and tell you what they can see. Ask *Where are the children?* Encourage children to name the park things in the background.
- Ask children to predict what they think the letter is about (*Katie is describing her friends*).

1 How many friends can you see? Point and say.
- Ask children to look at the picture again and count the friends in the foreground of the picture.

ANSWER

There are five friends.

2 Listen and read. 118
- Explain that children are going to listen to Katie reading her letter. Play the recording for children to listen and follow.
- Ask comprehension questions, e.g. *Who is the letter to / from? Who is Katie's best friend? Is Charlie short?*

3 Read again. Write the names.
- Ask children to look at the picture from Exercise 2. Point to the girl on the left. Ask the class to describe her (*She has blond hair and blue eyes*). Ask *Who is she?* (*Isabel*)
- Ask children to look at the photos in Exercise 3. They read the letter again and write down the names of the other children. Check answers with the class.
- Ask individual children to describe each of the friends in Exercise 3, e.g. *This is Isabel. She has long blond hair. Her eyes are blue.*

Differentiation

Below level:
- Ask children to circle the names in the letter. Then ask children to re-read the sentences for Emily. Children point to Emily in the photo and write her name in Exercise 3. Continue with the other names.

At level:
- Do a picture dictation with the class. Give out blank paper to each child.
- Read a description of a boy slowly, e.g. *He's small. He has blue eyes. He has short, curly hair. It's brown.*
- Children listen to the description and draw and color what they hear.
- Repeat with a description of a girl.
- Children compare their pictures and describe them to the class.

Above level:
- After children complete the activity, ask students to write a few sentences about their best friend. Use the letter as a model.

ANSWERS

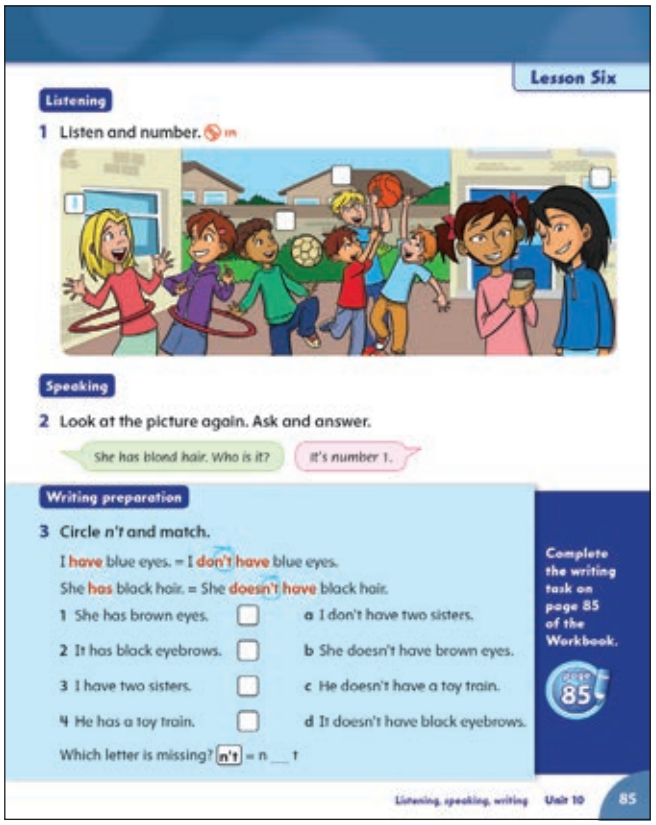
1. Isabel 2. Charlie 3. Katie 4. Danny 5. Emily

Further practice

Workbook page 84

Online Practice • Unit 10 • Reading

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Lesson Six SB page 85

Skills Time!

Skills development

Listening: number items in the correct order

Speaking: ask and answer questions about appearance

Writing: match full and abbreviated forms with the contractions *'ve* and *'s*; write sentences with *'ve* and *'s*; write about friends (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

119; Shapes flashcards 129–133

Warmer

- Ask a child to come to the front. Ask the class to describe him / her, e.g. *He / She has blond hair. He / She has blue eyes. He / She's tall.*
- Repeat with other children.

Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask children the names of Katie's friends and what they look like. Allow children to look back at page 84 to check. Write their answers, or draw the friends, on the board.
- Ask children to look at the photo on Student Book page 84. Point to the different children for the class to describe them.

1 Listen and number. 119

- Tell children they are going to hear a recording describing the children in the picture. They must number the children in the order they hear them described.
- Play the recording through.
- Play the recording again, pausing after the first description to show the example. Continue playing, pausing after each description for children to find and number the child.
- Play the recording again for children to complete their answers. Check answers with the class.

ANSWERS
(in order on page) 1, 2, 3, 4

2 Look at the picture again. Ask and answer.

- Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue aloud for the class.
- In pairs, children take turns to ask and answer similar questions about the children in Exercise 1.
- Monitor the activity and help where necessary, checking especially for intonation.
- Ask some pairs to ask and answer questions for the class.

3 Circle *n't* and match.

- Copy the example sentences *I have blue eyes* and *She has black hair* onto the board. Circle *have* and *has*. Ask children how to make the negative. Then ask what the short forms are and write them next to each sentence.
- Ask children to do the exercise in their books.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children what word *'n't* is short for (*not*). They fill in the answers.

Differentiation

Below level:

- Write another example on the board. Ask a child to circle *has* or *have*. Then write the negative next to it. Ask a different child to circle the *n't*. Children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they sit in pairs and read the sentences aloud to check their work and practice pronunciation.

ANSWERS
1. b 2. d 3. a 4. c n't = not

Further practice

Workbook page 85 (children write about their friend)
Unit 10 values worksheets, Teacher's Resource Center
Unit 10 test, Teacher's Resource Center
Online Practice • Unit 10 • Listening, Speaking, and Writing

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Fluency Time! 4



Everyday English SB page 86

Learning outcomes
To learn some useful language for getting dressed

Language
Hurry up! Put on your (hat), please. Take off your (hat), please.

Materials
120–121; Fluency DVD Fluency Time! 4

Warmer
- Tell children they are going to learn some useful language for getting dressed. Ask what words they know for clothes (*dress, socks, T-shirt, pants, shorts, shoes, coat, hat, sweater, tracksuit*). Write their suggestions on the board.
- Play *Bingo* (see Teacher's Book page 8) using the words on the board.

1 Watch and listen. Read and say. 120
- Focus on the pictures. Ask children to say where the people are (*at home / in a bedroom*) and who they think the girl is talking to in each picture (*her mom in picture 1 and her teacher in picture 2*). Ask children what clothes they can see in the pictures.
- Play the DVD for children to watch and follow the dialogue in their Student Books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practice the dialogue in groups of three.
- Ask groups of children to act out the conversation for the class.

2 Watch and listen. Write. 121
- Show children the speech bubbles with blanks and the example. Explain that they need to listen to the dialogue and complete the speech bubbles with the words in the box.
- Play the DVD for the children to watch, listen and write the correct words in the speech bubbles.
- Ask individual children to read out the completed speech bubbles.

ANSWERS
1. hat, on 2. take off, please 3. Sorry

3 Look at the clothes. Ask and answer.
- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the clothes in the box and tell their partners *to put them on / take them off.*
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Differentiation

Below level:
- Review clothing words using flashcards 86–95. Ask a child to mime putting on or taking off one of the items. Elicit the sentence from the children, e.g. *Put on your sweater.*

At level:
- Say a sentence, e.g. *I'm hot* (fanning yourself) / *It's cold* (shivering).
- Encourage individual children to tell you what to do, e.g. *Put on your shorts / coat.*
- If you like, divide the class into two teams to play this game. Say a sentence to each team and award one point for each suggestion.

Above level:
- Write weather words or sentences on slips of paper, e.g. *It's snowing.* Call two students to the front. One reads the sentence and the other mimes what to put on. Children guess and say the sentence, e.g. *Put on your hat.*

Further practice
Workbook page 86
Fluency Time! 4, Fluency DVD
Online Practice • Fluency Time! 4

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Craft SB page 87

Learning outcomes

To make a clothes cube

To play a game with your clothes cube

Language

Hurry up! Put on your (sweater). Take off your (coat).

Materials

Fluency DVD Fluency Time! 4 (optional); Fluency Craft 4 (see Teacher's Resource Center) (one template for each child); completed clothes cube; colored pencils / markers / crayons, scissors, and glue for each group of children

1 Watch the story again. Act.

- Ask children to look at the dialogue in Exercise 1 on Student Book page 86. Ask children what they can remember about the exchange.
- Play scene 1 of Fluency DVD Fluency Time! 4 Everyday English again. If you don't have time for the DVD, read the dialogue on page 86.
- Ask groups of children to act out the dialogue (or their own variations).
- Play both scenes of the DVD again for children to watch and listen.

2 Make a clothes cube.

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a clothes cube*).
- Ask *What do you need to make the clothes cube?* to elicit *markers, scissors, glue.*
- Divide the class into groups. Give each child a copy of the clothes cube template (see Fluency Craft 4 Teacher's Resource Center). Give each group colored pencils / markers / crayons, scissors, and glue.
- Use the pictures and instructions to talk children through the process of making their clothes cubes. Demonstrate with your own completed cube and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? How do you spell (sweater)?*

NOTE: For a quicker activity, you can ask children to draw, color, and label six items of clothing on a piece of paper, then put ✓ or ✗ next to each. Instead of throwing a cube in Exercise 3, children can throw a coin or other small object onto the paper and talk about the item it lands on.

3 Throw the clothes cube and say. ✓ = *Put on.* ✗ = *Take off.*

- Focus on the photo. Tell children they are going to use their clothes cubes to play a game.
- Show children that each side of their cube has a check (✓) or an x (✗). Explain that the check means that they should tell their partner to put on the item of clothing shown on the cube and the ✗ means that they should tell their partner to take off the item of clothing shown on the cube.
- Demonstrate the game with a child, using one of the cubes. Ask the child to throw the cube, then encourage the child to say which side of the cube is up, what clothes item is on the top side of the cube, and whether there is a check or an x next to the clothes item. Model the sentence for this side of the cube, e.g. *Put on / Take off your …*
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to throw their clothes cube and tell their partner to put on / take off the item of clothing shown.
- Ask some pairs to play the game in front of the class.

Differentiation

Below level:

- Switch the pairs and children continue practicing the clothing words first and then build up to sentences.
- Monitor and elicit to help children gain confidence.

At level:

- Play *Simon says…* (see Teacher's Book page 8) using the instructions *Put on / Take off* for miming putting on and taking off items of clothing.

Above level:

- Do the "at level" activity, but ask children to take turns giving instructions to the rest of the class.

Further practice

Workbook page 87
Skills test 4 Fluency Time!, Teacher's Resource Center
Fluency Time! 4, Fluency DVD
Online Practice • Fluency Time! 4

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11 I like monkeys!



Lesson One SB page 88

Words

Learning outcomes
To identify zoo animals
To understand a short story

Language
Core: *elephant, giraffe, monkey, big, tall, little*
Extra: *zoo, funny*

Materials
115, 122–124; Story poster 11; The zoo flashcards 134–139

Warmer 115

- Sing *It's a square!* from Student Book page 82.
- Talk about zoos. Ask *Do you like zoos? What animals can you see at the zoo?*

Lead-in

- Hold up flashcards 134–136 (zoo animals) and ask *What's this?*
- Hold up flashcards 137–139 (adjectives) for children to say the words.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 122

- Ask children to look at the pictures of the different animals and the adjectives. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the correct flashcards and repeat.

2 Listen and chant. 123

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. They can point to the correct flashcards when they hear the words. Repeat.
- As a class, decide on actions for the chant (e.g. ways of miming animals or using hands to show sizes).
- Play the chant again. Children do the actions as they listen.

Differentiation

Below level:

- Put children into pairs. Tell children to cover the words in their books with another book. One child points to the picture and the other says the word. Switch roles.

At level:

- Put children into teams. Each team selects an artist. Whisper a word to the artists. They start to draw, and their teammates guess. The team who guesses first gets a point. Choose another artist and start again.

Above level:

- Play the "at level" game, but when the word is guessed, the team must make a sentence using the word, e.g. *I'm little.*

3 Listen and read. 124

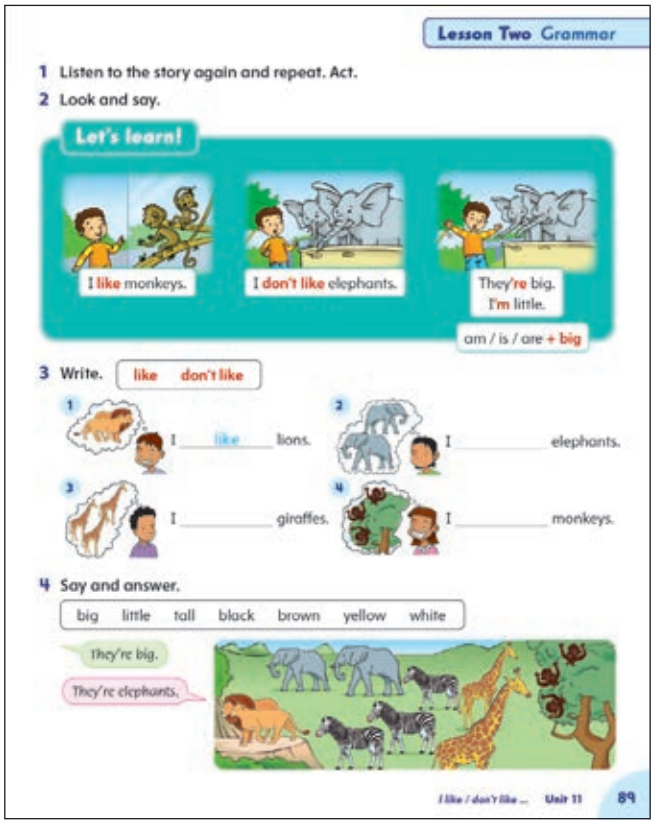
- Use Story poster 11 to present the story. Ask questions
- about the story, e.g. *Who can you see? Where are they?* Talk about each frame. Ask children to name the animals in frames 1, 2, and 4. Ask *What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Where are Rosy and her family? Does Billy like elephants? Why? / Why not?*
- Ask children to open their Student Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 88

Online Practice • Unit 11 • Words

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Lesson Two SB page 89

Grammar

Learning outcomes

To make sentences with *like* and *don't like*

To act out a story

Language

Core: *I like lions. I don't like elephants. They're big. I'm little.*

Materials

124; Story poster 11; The zoo flashcards 134–139

Warmer

- Play *What's missing?* (see Teacher's Book page 8) with flashcards to review vocabulary from the previous lesson.

Lead-in

- Point to Story poster 11 and ask children what happened in the story.
- Cover the poster and ask children which animals appeared in the story.

1 Listen to the story again and repeat. Act. 124

- Ask children to look at the story on Student Book page 88 and check that they remembered it correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Billy, Mom, Dad, an elephant, a giraffe, and a monkey.
- If the class doesn't divide into seven, have some larger groups with more than one of each type of animal.
- Ask children to decide on the actions for the story.
- Children act out the story.

2 Look and say.

- Ask children to look at the pictures. Ask comprehension questions.
- Copy the sentences and questions onto the board, leaving spaces where the animal words are. Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *I like giraffes. I don't like monkeys. They're little. I'm tall.* Read them aloud. The class repeats chorally.
- Ask individual children to come to the front to replace the animal words with different flashcards. Chorus the new sentences. Repeat with the adjectives.
- Ask children to open their Student Books. Read the sentences for children to repeat.
- Write *I* on the board, *he / she / it* on a new line, and *they* on a third line. Point to yourself and say *I am* (*tall*). Point to the class and say *You're little*. Ask children which form of *be* we use after each of the words on the board (*am, is, are*) and write them next to the words on the board.
- Show children how we make the short forms *You're* and *They're* by writing the words *You / They* and *are* separately and then together on the board.

3 Write.

- Write some fill-in-the-blank sentences on the board, using animal words, e.g. *I_____ chicks / zebras / dogs.*
- Next to each sentence, draw a smiley or a sad face. Point to each sentence and ask children what should go in the gaps. Complete the sentences with *like* or *don't like*.
- Ask children to look at the pictures in their books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words. Check answers with the class.

Differentiation

Below level:

- In pairs, have children practice making sentences with *like* and *don't like* using the animals on the page. Then students complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they rewrite the positive sentences to be negative and vice versa. If time permits, children can write more sentences independently.

ANSWERS

1. I like lions. 2. I don't like elephants.
3. I don't like giraffes. 4. I like monkeys.

4 Say and answer.

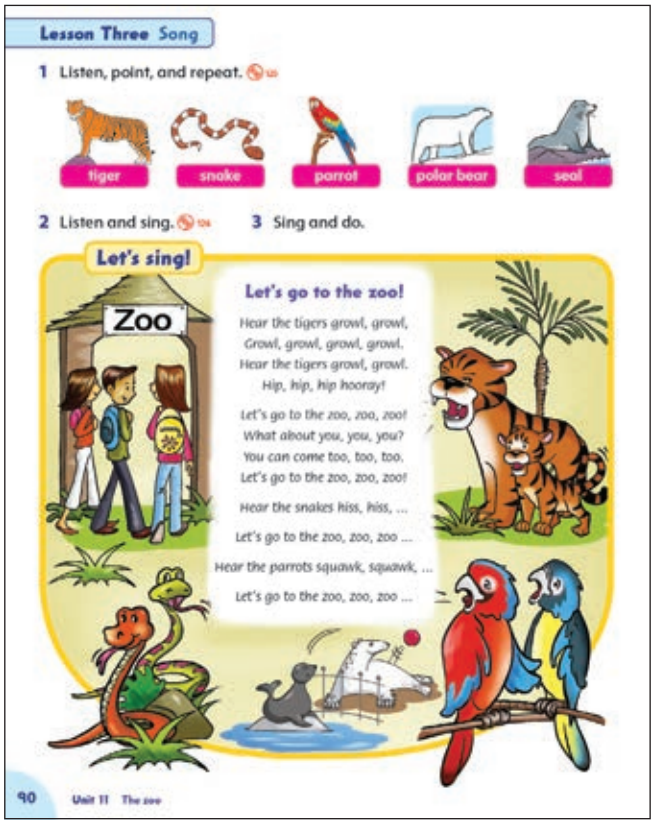
- Ask children to look at the pictures. Point to the different animals for children to name them. Model the dialogue with a child in the class.
- In pairs, children take turns to describe the animals for their partner to guess.

Further practice

Workbook page 89

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Lesson Three SB page 90

Song

Learning outcomes
To identify more zoo animals
To use zoo animals in the context of a song

Language
Core: *tiger, snake, parrot, polar bear, seal*
Extra: *Hip, hooray! growl, hiss, squawk, hear*
Recycled: zoo words

Materials
125–126; The zoo flashcards 140–144

Warmer

- Review the vocabulary from the previous lesson. Describe animals for the class to guess, e.g. *It's big. It's gray. What is it?* (*It's an elephant.*)
- Start drawing an animal on the board, quite slowly. Children shout out when they think they know what animal it is. The first child to guess correctly gets a point.

Lead-in

- Hold up flashcards 140–144 and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

1 Listen, point, and repeat. 125

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording through. Children listen and point and then repeat.
- Point to the flashcards on the board for individual children to repeat.

2 Listen and sing. 126

- Ask children to look at the pictures. Point to the animals one at a time and ask *What are these?*
- Play the recording for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their Student Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practice the actions with the class.
- Play the song for children to sing and do the actions.

Song actions

Tiger: Hold fingers up like claws.

Snake: Wiggle one arm like a snake.

Parrot: Flap arms like wings.

Differentiation

Below level:

- Revise the animals vocabulary with a miming activity. Hold your arm in front of your nose and wave it around.
- Ask the class *What am I?* to elicit *an elephant.*
- Ask individual children to do a mime for the rest of the class to guess.

At level:

- Assign different animal words from the song to the children so there are several tigers, snakes, etc. around the room.
- Play the song again. When children hear their word, they say their words.

Above level:

- Write the song lyrics on the board with blanks for some of the words. Ask children to recall the song and write the correct words.
- Ask children to think of any other animal they could use, e.g. *monkey.*

Further practice

Workbook page 90
Picture dictionary, Workbook page 133
Unit 11 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 11 • Song

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Lesson Four SB page 91

Phonics

Learning outcomes

To pronounce the sound /æ/ on its own and in words
To identify the letter *a* in the middle of words and associate it with the sound /æ/

To blend the vowel *a* with consonants to form simple CVC words

Language

Core: *cat, man, fan*

Materials

117, 127–128, Phonics cards 36–38 (*cat, fan, man*) and 1, 3, 6, 13, 14, 20

Warmer 117

- Say the chant from Student Book page 83.

Lead-in

- Hold up phonics cards 36–38 (*cat, fan, man*) for the class to repeat. Ask children what today's letter is (*a*) and what sound it makes (/æ/).
- Ask three children to come to the front. Give them the phonics cards for *c, a, t*. Point to the letters for the class to name them.
- Ask the children with the cards to move closer together. Encourage the class to say the sounds again and run them together to pronounce the word *cat*.
- Use the same process with different children and new cards. Ask *What's the vowel?* to elicit *a*.

Language note: CVC words

"Blending" is saying individual sounds and then running them together in order to "sound out" a word.

"CVC" words are three-letter words which follow the pattern consonant-vowel-consonant. The last five phonics lessons will teach children how to blend consonants and vowels to form simple three-letter words.

1 Listen, point, and repeat. 127

- Ask children to look at the words that contain the vowel *a*.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

2 Listen and chant. 128

- Ask questions about the picture to establish what children can see. Play the recording.
- Play the recording again for children to say the chant. Children point to the pictures in their Student Books as they hear the words. Repeat.
- Play the chant once more for children to follow.

3 Read the chant again. Circle the *a* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *a* in the middle of *cat*. Ask children to find and circle other examples of *a* in the middle of words.

ANSWERS

The cat has a hat. The cat has a hat. a, a, a, a, a.
The man has a fan. The man has a fan. a, a, a, a, a.

4 Write.

- Ask children to look at the pictures. Point to each one for children to say the word.
- Write *t h a* on the board. Ask a child to come to the front to write the correct word (*hat*).
- Children complete the questions individually.

Differentiation

Below level:

- Ask children to look at Exercise 1 again. Ask *Where is the letter a?* Children point to it in each word. Read the words aloud and ask children to repeat. Children then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, call children to the front to spell a word aloud. Split students into teams and give one point for each word spelled correctly.

ANSWERS

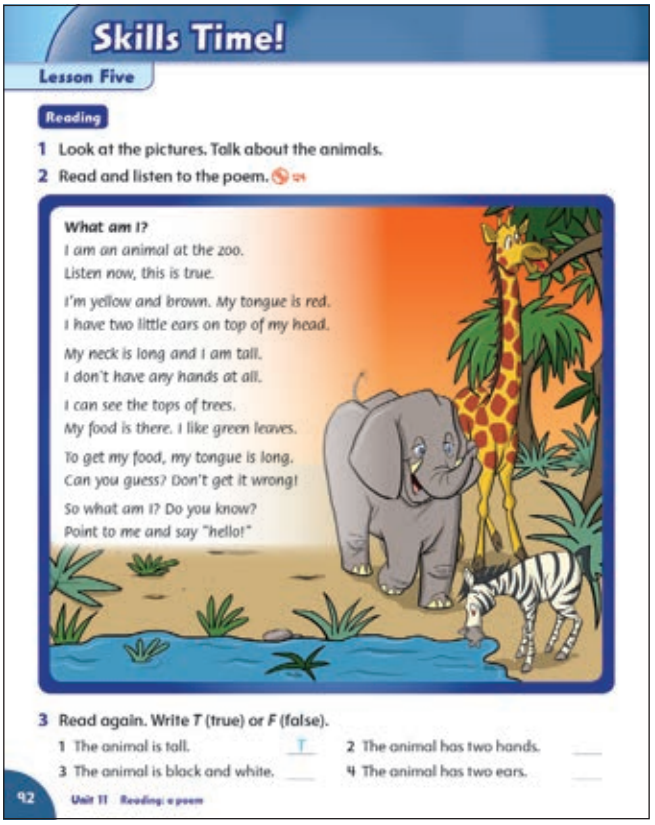
1. hat 2. man 3. fan 4. cat

Further practice

Workbook page 91

Online Practice • Unit 11 • Phonics

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Skills Time!
Lesson Five
Reading
1 Look at the pictures. Talk about the animals.
2 Read and listen to the poem.
What am I?
I am an animal at the zoo.
Listen now, this is true.
I'm yellow and brown. My tongue is red.
I have two little ears on top of my head.
My neck is long and I am tall.
I don't have any hands at all.
I can see the tops of trees.
My food is there. I like green leaves.
To get my food, my tongue is long.
Can you guess? Don't get it wrong!
So what am I? Do you know?
Point to me and say "hello!"
3 Read again. Write T (true) or F (false).
1 The animal is tall. T
2 The animal has two hands. ___
3 The animal is black and white. ___
4 The animal has two ears. ___
92
Unit 11 Reading: a poem

Lesson Five SB page 92

Skills Time!

Skills development
Reading: read and understand a poem; read for specific information

Language
Recycled: vocabulary and structures seen previously

Extra: *leaves, guess, top, tongue, wrong, there, food, head, neck, at all, listen, true, on top of*

Materials
129

Warmer
- Play *Mime the word* (see Teacher's Book page 8) with animal words.
- Say words for any of the animals children have learned. Children mime being that animal, e.g. for *elephant* they put one arm in front of their faces like a trunk; for *lion* they show their teeth and "claws", etc.

Lead-in
- Ask children to look at the picture and tell you what they can see. Ask *What color is the (zebra)? What's the (giraffe) doing?*
- Ask individual children to describe the animals in the picture for the rest of the class to guess.
- Continue the activity with other animals.

1 Look at the picture. Talk about the animals.
- Ask children to look at the picture again. Ask them to tell you everything they can about the animals in English, e.g. *It's tall. It's brown and yellow. It has four legs.*

2 Read and listen to the poem. 129
- Play the recording for children to listen to the poem.
- Play the recording a second time while children read the poem in their Student Books.
- Ask comprehension questions about the poem, e.g. *What animal is it? Where is the giraffe? What does the giraffe look like? What can it see? What does it eat? How does it get its food?*

3 Read again. Write *T* (true) or *F* (false).
- Write the example sentence on the board. Say *The giraffe is tall – yes or no?* (*yes*). Say *True or false?* to establish that the sentence is true. Write *T* on the board next to the sentence. Point out the example sentence in the Student Book.
- Children read the other sentences and then read the poem again to see whether the sentences are true or false. They mark them accordingly. Play the recording again as they mark their answers.
- Check answers with the class.

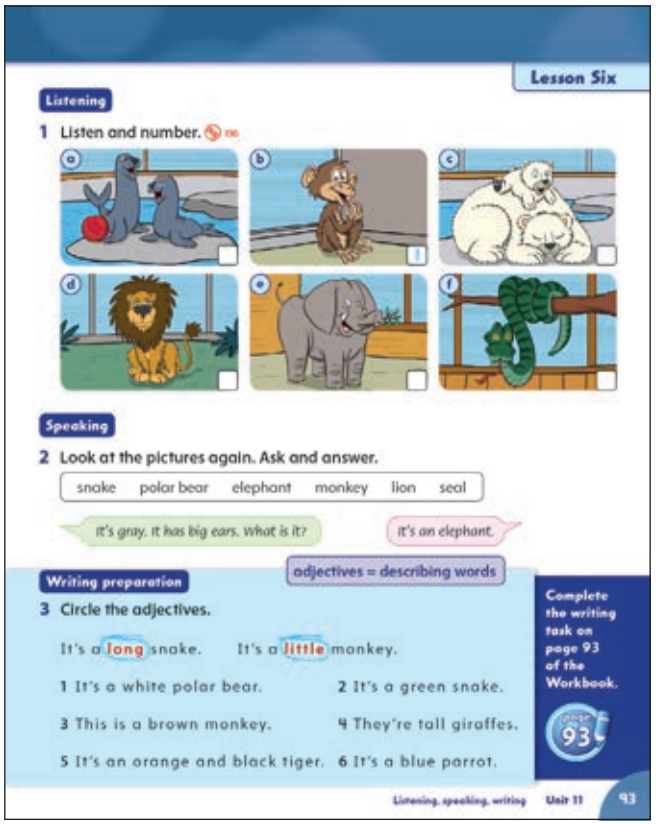
Differentiation

Below level:
- Children go back to the poem to find the answers. Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.
- **At level:**
- In pairs, children make the false sentences true.
- Ask children if they can think of any other true or false sentences for the poem.
- Put children into pairs to share their sentences with each other.
- **Above level:**
- In pairs, students close their books and retell the poem as best they can.
- Ask children to work together to create a new poem using one of the animals from earlier in the unit.
- Choose some pairs to share their new poem with the rest of the class. The class can guess what animal the poem is about.

ANSWERS
1. T 2. F 3. F 4. T

Further practice
Workbook page 92
Online Practice • Unit 11 • Reading

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Lesson Six SB page 93

Skills Time!

Skills development
Listening: listen for specific details
Speaking: describe animals
Writing: identify and write adjectives in sentences; write about animals you like (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *pretty, next, first*

Materials
130; The zoo flashcards 134–144

Warmer

- Play *What's the picture?* (see Teacher's Book page 8) using the animal words from the unit.

Lead-in

- Put flashcards 134–144 on the board, with the animals on one side and the adjectives on the other side.
- Point to an animal. Ask different children *What's this? Do you like lions / tigers / snakes?* Encourage children to give reasons why they do or don't like the animal. They should use the adjectives on the board to help them.

1 Listen and number. 130

- Show children the pictures and the example. Ask children to name the animals.
- Explain that they need to listen and match the descriptions they hear to the pictures. They should write the numbers of the descriptions in the correct boxes.
- Play the recording for the children to listen and number the pictures, then play it again for children to check their answers. Go through the answers with the class.

ANSWERS
1. monkey 2. elephants 3. polar bears
4. snake 5. seals 6. lion

2 Look at the pictures again. Ask and answer.

- Ask individual children to read each word in the word pool in turn, and then all the children repeat.
- Ask children to look at the question and answer in the speech bubbles. Read the speech bubbles aloud for children to repeat.
- In pairs, children take turns to describe the animals in the box for their partner to guess.
- Ask individual children to describe an animal for the class to guess.

3 Circle the adjectives.

- Copy the two example sentences onto the board.
- Explain that each sentence contains one describing word, and that this word is called an *adjective*.
- Point to each sentence and ask *Where's the adjective?* Circle the adjectives in the two sentences.
- Ask children to look at the exercise in their books. Allow time for them to circle the adjective in each of the sentences. Write the remaining sentences on the board.
- Check answers with the class. Ask individual children to come to the front to circle the adjectives in the sentences.

Differentiation

Below level:

- Give different children flashcards 134–144. Say *big elephant*, and the children holding those two cards become a pair. Do the same for the remaining words.
- Ask the children holding animal cards to put the cards behind their backs. Then ask the children holding adjectives to wave them. Point out that the adjectives come before the animal words. Children then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, have them listen to Exercise 1 (track 130) again. Ask children to listen carefully and write the adjectives they hear. Monitor and check their answers.

ANSWERS
1. It's a white polar bear. 2. It's a green snake.
3. This is a brown monkey. 4. They're tall giraffes.
5. It's an orange and black tiger. 6. It's a blue parrot.

Further practice

Workbook page 93 (children write about animals they like)
Unit 11 values worksheets, Teacher's Resource Center
Unit 11 test, Teacher's Resource Center
Online Practice • Unit 11 • Listening, Speaking, and Writing

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Science Time!



Topic: Animals SB page 94

Learning outcomes

To learn some useful content and language about animals

Language

Core: *insect, mane, feather, fur, wing*

Extra: *bee, legs, body, honey bee, brown, eyes, bird, wonderful, animals*

Materials

131–132; Science Time! flashcards 145–149

Warmer

Critical Thinking

- Ask children to name all the animals they know and write the words on the board. Ask children what their favorite animals are.

Lead-in

- Hold up flashcards 145–149 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 131

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 145–149 for individual children to say the words.

2 Listen and read. 132

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *Is the bee big? What color is the lion? Is the bird small?*
- Ask children to point to the bee, the lion, and the bird. Ask them to point to the insect, a mane, feathers, fur, and wings.

3 Read again and complete.

- Put children into pairs. Explain to children that they are going to work together to fill in the tables with information from the texts.
- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

Differentiation

Below level:

- Divide the class into three groups. Call one group the "bees," one the "lions," and one the "birds."
- Have children in each group work together to complete the table for their animal.
- Have each group report back to the class. Other groups can listen and complete the rest of the activity.

At level:

- Complete the activity as suggested.

Above level:

- Have children work individually to fill in the table.
- Have children add two more features about the animals – size and color – in their notebooks.
- Check answers with the class.

ANSWERS

Bee : legs – 6, eyes – 2, wings – 2
Lion: legs – 4, eyes – 2, wings – 0
Bird: legs – 2, eyes – 2, wings – 2

4 Think! What are two animals that have fur? What are three animals that have wings?

Critical Thinking

- Explain that we want to find different animals, not the ones mentioned in the text. Have children write down the answers to the questions.

Collaboration

- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

Further practice

Workbook page 94
Online Practice • Science Time!

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Project

SB page 95

Learning outcomes

To listen and check the things you hear

To make animal cards

Language

This is a bear. It has brown fur. It has four legs and two eyes. I like bears.

Materials

133; CLIL Time! 4 flashcards 145–149; card or paper; colored pens or pencils; scissors; glue; magazines or pictures of animals

Warmer

- Ask five children to come to the front. Give each child a flashcard and ask him/her to hold it up. Say the words one at a time. The class points to the correct flashcard.

1 Listen and check (✓) the things you hear. 133

- Explain that you are going to play a recording of people describing different animals. Children need to check the pictures if they hear the words in the recording.
- Play the recording once through. Play again, pausing after each number so that children have time to think about their answer.
- Check answers with the class.

ANSWERS

Lion (not checked) Chick ✓ Feather ✓ Bear ✓

2 Project. Make animal cards.

Creativity

- Explain that children are going to make animal cards. Ask *What do you need to make this project?* Elicit *card* or *paper*, *colored pens* or *pencils*, *scissors*, *glue*, *pictures of animals*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out magazines or pictures of animals and ask children to choose five animals that they like. Have children cut out the animals and glue them onto their cards.
- Ask children to think about different ways to describe each animal. For example, *it has six legs, it has two wings.* Tell children to write a description on the card, next to the picture, and to write a title at the top of each card.

Differentiation

Below level:

- Write a gap-fill text on the board: *This is a _____. It has _____. It has _____ and _____.*
- Elicit the answers for five animals (including a bee, a lion, and a bird, or including children's favorite animals if you have pictures of them).
- Have children copy the text onto their cards and write in the appropriate words for each animal picture.

At level:

- Complete the activity as suggested.

Above level:

- Encourage children to choose different types of animals, e.g. a mammal, a bird, a fish, an insect.
- Have children write extra information about their animals, such as the type, size, and color of the animals.

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed animal card, or using the example in the Student Book. Hold up the card and read out the text. Point to the animal.
- Encourage children to include language from previous units as they talk about their projects, e.g. *I like lions. They're beautiful.*

Further practice

Workbook page 95

Online Practice • Science Time!

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12 Dinnertime!



Lesson One SB page 96

Words

Learning outcomes

To identify more types of food

To understand a short story

Language

Core: *rice, meat, carrots, yogurt, fish, bread*

Extra: *dinnertime, finished*

Materials

106, 134–136; Story poster 12; Food flashcards 150–155

Warmer 106

- Sing *Open my lunchbox!* from page 74.
- Ask *What other food words do you know?* Make a list on the board.

Lead-in

- Hold up flashcards 150–155 and say the words. Say the words again so that the children can repeat after you.
- Hold up each flashcard again. Ask *What's this?* for the children to say the word.

1 Listen, point, and repeat. 134

- Ask children to look at the different food items. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording again. Children listen and point and then repeat the words.
- Put the flashcards around the room. Say the words. Children point to the correct flashcards and repeat.

2 Listen and chant. 135

- Play the recording. Children listen to the chant and can clap the rhythm.
- Play the chant for children to say the words. They can point to the correct flashcard as they hear the word.
- Repeat.

Differentiation

Below level:

- Give different children flashcards 150–155. Play the chant again. When children hear their word, they hold up the card. Switch cards and repeat.

At level:

- Play the chant again. When children hear the name of a food they like, they rub their stomachs. When they hear the name of a food they don't like, they shake their heads.

Above level:

- Ask children to draw a chart in their notebooks. Label the columns *like* and *don't like.* Children draw or write foods to fill in the chart.

3 Listen and read. 136

- Use Story poster 12 to present the story. Ask children what foods they can see in the pictures.
- Talk about each frame. Ask *Where is the family? What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Does Billy like yogurt? Does Billy eat his carrots?*
- Ask children to open their books. Tell them to listen and follow along as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 96

Online Practice • Unit 12 • Words

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Lesson Two SB page 97

Grammar

Learning outcomes

To ask and answer the question *Do you like … ?*

To act out a story

Language

Core: *Do you like yogurt? Yes, I do. / No, I don't. What do you like? I like fish.*

Materials

136; Story poster 12; Food flashcards 150–155

Warmer

- Draw foods from the previous lesson on the board. As you are drawing, children guess what the food is.
- Ask individual children to come to the front. They choose a food and draw a smiley or a sad face next to it to show whether or not they like the food. Then they tell the class *I like / don't like carrots*, etc.

Lead-in

- Point to Story poster 12 and ask children what happened in the story. Cover the poster and ask children which types of food appeared in the story.

1 Listen to the story again and repeat. Act. 136

- Ask children to look at the story on Student Book page 96.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Billy, Mom, and Dad (Rosy and Dad don't speak). Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions from the book onto the board, leaving spaces where the food words are.
- Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Do you like meat?* The class repeats. Ask individual children *Do you like meat?* to elicit *Yes, I do*, or *No, I don't*. Repeat with different foods.
- Ask children to open their books and look at the pictures. Ask different children to say each sentence.
- Ask children to look at the short answers to the questions. Write on the board *do + not = don't*. Check comprehension by asking what *don't* is short for (*do not*).

3 Write.

- Write two fill-in-the-blank sentences on the board using food words, e.g. *Do you like bread / rice?*
- Read the first question with the class and nod to elicit the answer *Yes, I do*. Write it on the board. Read the second question and shake your head to elicit the answer *No, I don't*. Write the answer on the board.
- Children look at the rest of the questions in their books and write the answers. Check answers with the class.

ANSWERS

1. Yes, I do. 2. No, I don't. 3. No, I don't. 4. Yes, I do.

4 Point, ask, and answer.

- Ask children to look at the pictures. Point to the different types of food for children to name them. Model the question and answer with a child.
- In pairs, children take turns to point to the pictures and ask their partner *Do you like … ?* Their partner looks at the smiley or sad face and replies *Yes, I do* or *No, I don't*.
- Check answers by asking different pairs to ask and answer each question for the class.
- In pairs, children take turns to ask the questions again, but this time they give answers that are true for themselves.

Differentiation

Below level:

- Review the foods in the activity by asking *What's this?* Then children practice saying the answers *Yes, I do* and *No, I don't* by pointing to each face in the book. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- Children pretend to be journalists and interview a few of their classmates by asking *Do you like _____?*

ANSWERS

1. Do you like meat? / Yes, I do. 2. Do you like rice? / Yes, I do. 3. Do you like ice cream? / Yes, I do. 4. Do you like yogurt? / No, I don't. 5. Do you like bread? / Yes, I do. 6. Do you like tomatoes? / No, I don't.

Further practice

Workbook page 97

Online Practice • Unit 12 • Grammar

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Lesson Three SB page 98

Song

Learning outcomes

To identify drinks

To use drink words in the context of a song

Language

Core: *milk, juice, water, hot chocolate, tea*

Extra: *drink (v), late, school*

Recycled: *lunchbox* and food words

Materials

137–138, Food flashcards 150–155; Drinks flashcards 156–160; My lunchbox flashcards 112–122

Warmer

- Play *Bingo* (see Teacher's Book page 8) with the food words.

Lead-in

- Hold up flashcards 156–160 and say the words for children to repeat.
- Play *Slow reveal* (see Teacher's Book page 8). Children shout out the name of the drink they see.

1 Listen, point, and repeat. 137

- Ask children to look at the pictures. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording again for children to listen and point and then repeat.
- Teach the children the words *Yum!* (for a food or drink they like) and *Yuck!* (for a food or drink they don't like). They can make appropriate facial expressions as they practice saying the words.
- Hold up flashcards from Lessons 1 and 3. Children respond by saying *Yum!* and *Yuck!* to describe the foods and drinks they like and don't like.

2 Listen and sing. 138

- Ask children to look at the pictures. Point to the different types of food and drink in the pictures one at a time and ask children *What's this? / What are these?*
- Play the song for children to point to the pictures when they hear the food and drink words. Then play it again as they follow the words in their Student Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

Differentiation

Below level:

- Ask children to circle the food and drink words in the song lyrics and draw them in their notebooks. Then sing again.

At level:

- Ask children to look at the picture for the song. Children label the foods and drinks they see. Then sing again.

Above level:

- Put the song lyrics on the board with blanks for the foods and drinks. In pairs or groups, children write a new version of the song. If time allows, they can sing it for the class.

3 Sing and do.

- Ask children to look at the pictures and decide on what the actions are (see suggestions below). Practice the actions with the class.
- Play the recording for children to sing and do the actions.

Song actions

Eat your eggs / bread: Eat the different types of food.

Drink your milk / juice: Drink from a glass.

Don't be late for school: Point to a watch.

Here's your water, here's your bag: Give the objects out.

Further practice

Workbook page 98
Picture dictionary, Workbook page 134
Unit 12 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 12 • Song

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Lesson Four SB page 99

Phonics

Learning outcomes
To pronounce the sound /e/ on its own and in words
To identify the letter *e* in the middle of words and associate it with the sound /e/
To blend the vowel *e* with consonants to form simple CVC words
To match rhyming words
To differentiate between the sounds /æ/ and /e/

Language
Core: *bed, pen, red*

Materials
127, 139–140; Phonics cards 39–41 (*bed, pen, red*) and 2, 4, 5, 14, 16, 18

Warmer 127

- Ask children which vowel they looked at in the previous lesson (*a*) and which sound this letter represents (/æ/). Ask children if they can remember the words with that sound (*cat, man, fan*).
- Say the chant from page 91.

Lead-in

- Hold up the *bed, pen*, and *red* phonics cards, saying the words for the class to repeat. Ask if the sound comes at the beginning, middle, or end of these words (*the middle*). Ask children what they think this lesson's letter is (*e*) and what sound it makes (/e/).
- Call three children to the front. Give them the phonics cards for *b, e, d*. Point to the letters for the class to name them. Encourage the class to say the sounds again and run them together to pronounce the word *bed*.
- Repeat with different children holding new flashcards. Children say *p-e-n* and *r-e-d*. Ask children *What's the vowel?* to elicit *e*.

1 Listen, point, and repeat. 139

- Ask children to look at the words and pictures. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.

2 Listen and chant. 140

- Talk about the picture with children to establish what they can see. Play the recording and listen to the chant.
- Play the recording again for children to say the chant. They point to the pictures in their books as they hear the words. Repeat.
- Play the chant once more for children to follow.

3 Read the chant again. Circle the *e* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *e* in the middle of *Ken*.
- Children find and circle other examples of *e* in the middle of words. Check answers with the class.

ANSWERS

Ken has a pen, Pen, pen, pen. Ken's pen is red, Red, red, red. Where's Ken's pen? Pen, pen, pen. It's on Ken's bed, Bed, bed, bed.

4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for them to say the word. Make sure they are correctly producing and differentiating the /e/ and the /æ/ sounds.
- Look at the example with the class. Tell children that there are four pairs of rhyming words. Model the words *Ken* and *pen* to show how they rhyme.
- Children draw lines to match the other rhyming words.

Differentiation

Below level:

- Ask children to find the vowels and point to them in each word. Then ask children to underline the letters at the end of each word. Read the words aloud again and ask children to repeat. Children then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, call children to the front to spell a word aloud. Split students into teams and give one point for each word spelled correctly.

ANSWERS

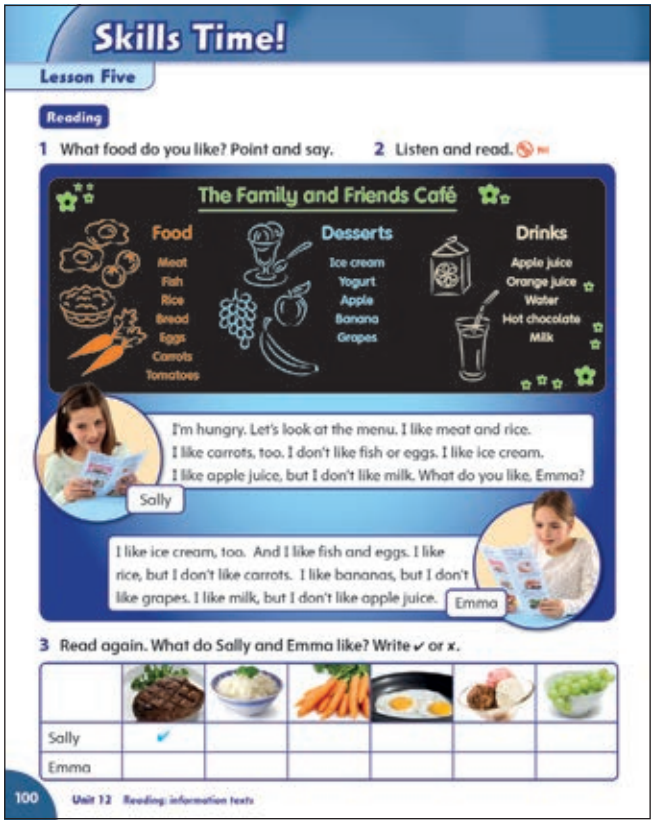
1. pen 2. bed 3. hat 4. fan

Further practice

Workbook page 99

Online Practice • Unit 12 • Phonics

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Lesson Five SB page 100

Skills Time!

Skills development

Reading: read and understand a menu; find specific details in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *menu, hungry, dessert, café*

Materials

141; Food flashcards 150–155; Drinks flashcards 156–160; Lunch box flashcards 112–122; paper and pencils for each child (optional)

Warmer

- Talk about cafés. Ask *Do you go to cafés? What kind of food can you eat in a café?* Tell children to imagine they are in a café. Ask what kind of food they would order.

Lead-in

- Use the Food, Drink, and Lunchbox flashcards to review the different types of food. Hold up the flashcards for the class to name them. Then ask individual children *Do you like apples / tomatoes / bread?*
- Ask them to look at the text on the black background and tell you what they think it is. Teach the word *menu* in English.

1 What food do you like? Point and say.

- Ask children to look at the menu. Check that children understand the different categories: *food, desserts*, and *drinks.* Ask whether they can think of anything else to add to each category.
- Ask children to work in pairs. They take turns to point to the types of food they like on the menu and say the words.
- Ask some children to tell the class which food they like.

2 Listen and read 141

- Ask children to look at the photos of the two girls. Tell the class that their names are Sally and Emma. Ask what they are looking at (*menus*). Elicit that they are talking about the food they like on the menu.
- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording a second time. Ask the class questions about the text to check comprehension, e.g. *Does Emma like ice cream / fish? Does Sally like apple juice? Who likes bananas – Emma or Sally?*

3 Read again. What do Emma and Sally like? Write ✓ or ✗.

- Ask children to look at the different types of food in the table. Point to each one for the class to say the words.
- Read the first line of Sally's text to the class. Ask *Does Sally like meat?* (*yes*). Show them the check in the chart.
- Ask a child to read the following line aloud. Ask *Does Sally like eggs?* (*no*). Children put an x under the eggs.
- Ask children to read the rest of the text and check the food that the children like and put an x under the food they don't like.
- Check answers by drawing the chart on the board and mark the checks and *x's* onto the chart as they say them.

Differentiation

Below level:

- Children go back to the story to find the answers. Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- Children complete the activity. If time allows, children make a chart in their notebooks and fill it in for themselves.

Above level:

- After children complete the activity, put them in pairs or groups. They make a chart on a piece of paper. They ask each other *What do you like?* and check off their answers. If time permits, they can share their charts with the class.

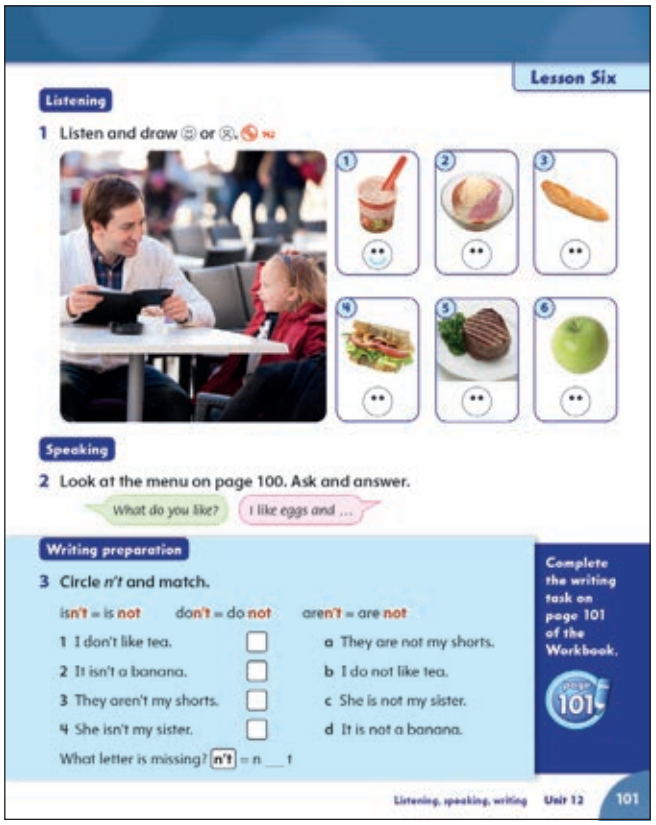
ANSWERS

Sally: meat ✓, rice ✓, carrots ✓, eggs ✗, ice cream ✓
Emma: rice ✓, carrots ✗, eggs ✓, ice cream ✓, grapes ✓

Further practice

Workbook page 100
Online Practice • Unit 12 • Reading

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Lesson Six SB page 101

Skills Time!

Skills development

Listening: listen for specific details

Speaking: ask and answer questions about food likes and dislikes

Writing: match full and abbreviated forms of the negative contraction *n't*; write sentences with *n't*; write about food you like (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *because*

Materials

142; Food flashcards 150–155; Drink flashcards 156–160; My lunchbox flashcards 112–122 (optional)

Warmer

- Ask children to name as many types of food from the menu in the previous lesson as they can. Put the relevant flashcards on the board.

Lead-in

- Ask children to look at the photo of the father and daughter in Exercise 1. Ask children what they think they are doing (*they are looking at a menu*).

1 Listen and draw ☺ or ☹. 142

- Tell children that the girl is going to tell her dad what food she likes and doesn't like. Go through the food photos at the top right of the page, asking them to name each one.
- Play the recording. Children point to the foods as they hear them.
- Explain that children must listen and draw a smiley face if the girl likes the food and a sad face if she doesn't. Play the recording again, pausing to show the example.
- Play the recording again for children to complete their answers. Repeat. Check answers with the class.

ANSWERS

1. ☺ 2. ☹ 3. ☺ 4. ☺ 5. ☹ 6 ☺.

2 Look at the menu on page 100. Ask and answer.

- Ask children to look at the question and answer in the speech bubbles. Read the speech bubbles aloud for children to repeat.
- Ask a pair of children to read the dialogue for the class.
- Ask children to turn to the menu on Student Book page 100. In pairs, they take turns to ask and answer the question *What do you like?* using the food and drinks on the menu.
- Encourage children to say which kinds of food they don't like as well as the ones they do.

3 Circle *n't* and match.

- Copy the three examples onto the board. Point to each one for children to read. Ask a child to circle the *n't* in each word. Then ask what all the contractions are short for (*not*).
- Ask children to do the exercise in their books. Explain that they have to match the sentences with contractions to the ones with full forms.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children to look at the question at the bottom of the page. Ask *What letter is missing?* (*o*).

Differentiation

Below level:

- Look at number 1 with children. Ask them to point to the *n't*. Then ask children to match the contraction with the example (*don't*). Ask children to say the short and long forms. Then ask them to find the long form on the right side. Children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to write three more sentences, using the contractions on the page.

ANSWERS

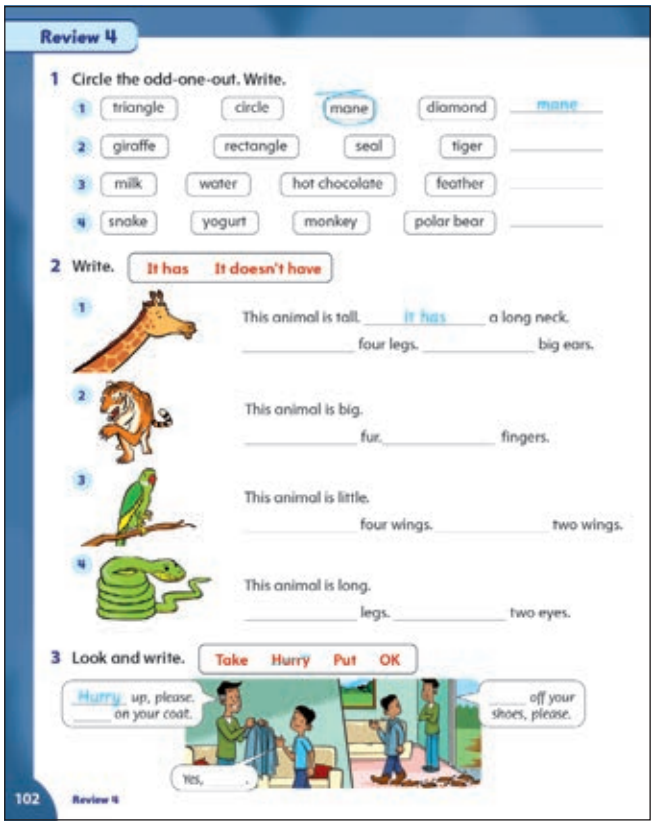
1. b 2. d 3. a 4. c **n't = not**

Further practice

Workbook page 101 (children write about food they like)
Unit 12 values worksheet, Teacher's Resource Center
Unit 12 test, Teacher's Resource Center
Online Practice • Unit 12 • Listening, Speaking, and Writing

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Review 4



Review Lesson SB page 102

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

138; flashcards 123–160

Warmer 138

- Sing *Drink your milk!* from Student Book page 98.

Lead-in

- Use a variety of flashcards 123–160 to recycle vocabulary from the previous three units.
- Hold up each flashcard and ask *What's this?* for children to say the word.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't a shape*). Say *Can you name any other shapes?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. mane 2. rectangle 3. feather 4. yogurt

2 Write.

- Review the language *It has, It doesn't have.* Point to different animals in the Student Book. Say *It has* (*feathers, a mane, two legs,* etc.). Say *It doesn't have…* and name other body parts.
- Put children in pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. It has, It has, It doesn't have 2. It has, It doesn't have
3. It doesn't have, It has 4. It doesn't have, It has

3 Look and write.

- Ask children, *Where are the boy and his dad? (In the house). What can you see? (A coat, a T-shirt, shoes).*
- Children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, review the language of body parts before children complete the exercise.

At level:

- With Exercise 3, children can practice the dialogue together in pairs.

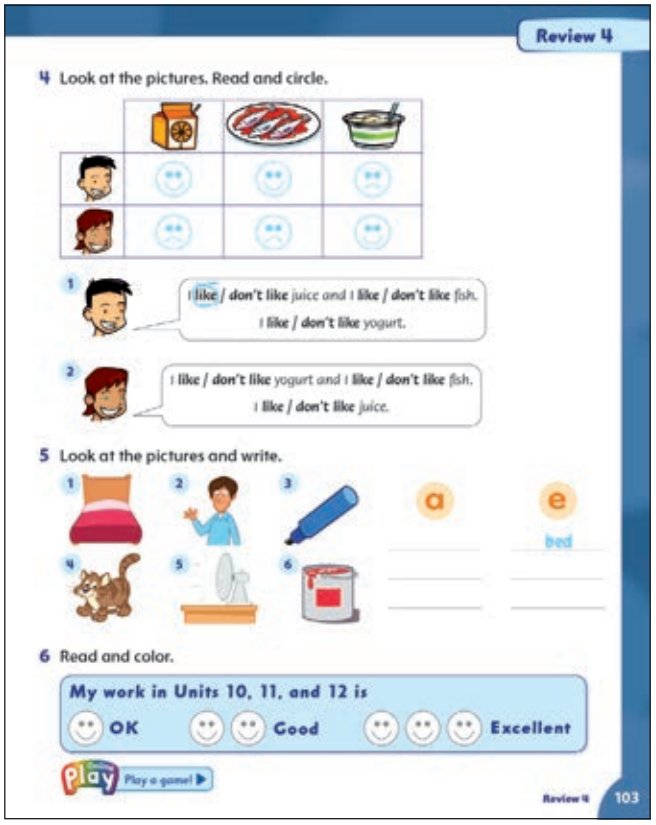
Above level:

- Ask children to complete the first exercise. Then put children into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise, put children into pairs. Have them look through the Student Book and tell each other about different animals and what they have and don't have.
- After the third exercise, have children work in the same pairs and practice the dialogue, changing the clothes for other things such as *hat* and *scarf.*

ANSWERS

Hurry, Put, OK, Take

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Review Lesson SB page 103

4 Look at the pictures. Read and circle.

- Review the language *I like, I don't like.* Point to different students in the class and say *Do you like carrots? Do you like yogurt?* Children answer *I like… I don't like…*
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. like, like, don't like
2. like, don't like, don't like

5 Look at the pictures and write.

- Review and drill the sounds with the class.
- Have children complete the exercise individually.
- Ask individual children to say the words for the pictures.
- Check answers with the class.

ANSWERS

a – man, cat, fan
e – bed, pen, red

6 Read and color.

- Ask children to color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Review food and drink words before completing Exercise 4.
- Hold up food and drink flashcards and elicit the words.
- For Exercise 5, elicit the words for the pictures before children do the exercise.

At level:

- After Exercise 4, ask children to make a poster about themselves and the food and drink they like and don't like.
- Give children a big piece of paper. Tell them to draw four or five different food and drink items and to put a smiley or a sad face next to each one, depending on if they like or don't like it.
- Put children into small groups.
- Have children take turns holding up their poster. The other children in the group look at the food picture and the smiley or sad face and say *You like… You don't like…*
- Continue until every child has taken their turn.

Above level:

- After Exercise 4, have children draw the same poster as outlined above.
- After they have done the group activity, have them work individually to write out sentences about the food they do and don't like on the poster under the pictures.
- Put the posters on the wall.
- For Exercise 5, put children into pairs.
- Ask them to think of three more words with "a" and three more words with "e." They draw pictures to represent the words but do not write them down.
- Have pairs swap notebooks and decide which sound each picture belongs to.
- The pairs then compare their answers.
- Elicit the extra words from the students and write them on the board.
- Check the words are in the correct column as you do so.

Further practice

Workbook pages 102 & 103
Writing portfolio 4 worksheet, Teacher's Resource Center
Progress test 4, Teacher's Resource Center
Skills test 4, Teacher's Resource Center
Online Practice • Review 4

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13 Clean up!



Lesson One SB page 104

Words

Learning outcomes
To identify bedroom objects
To understand a short story

Language
Core: *rug, bed, cabinet, shelf, pillow, blanket*
Extra: *clean up, clean (adj), room*

Materials
94, 143–145; Story poster 13; My bedroom flashcards 161–166

Warmer 94

- Sing *Come into my house* from page 66.
- Tell children that this lesson's story is about keeping your bedroom clean. Ask *What's in your bedroom? Is it clean or messy?*

Lead-in

- Hold up flashcards 161–166 and ask *What's this?*
- Shuffle all the flashcards and hold them up in a different order for the children to chorus the words.

1 Listen, point, and repeat. 143

- Ask children to look at the different bedroom objects. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording again. Children listen and point and then repeat the words.
- Put the flashcards on the board. Point to the bedroom objects for individual children to say the words aloud.

2 Listen and chant. 144

- Play the recording for children to listen to the chant.
- Play the chant a second time. Children say the words. Repeat. They can point to the correct flashcard or item in the classroom when they hear it.

Differentiation

Below level:

- Give different bedroom words from the chant to the children so there are several *rugs, beds*, etc. around the room.
- Play the chant again. When children hear their word, they wave their arms in the air.

At level:

- Give children different words as above, but instead of waving their arms, they say their words.

Above level:

- Write the chant on the board with blanks for some of the words. Ask children to recall the chant and help write the correct words.

3 Listen and read. 145

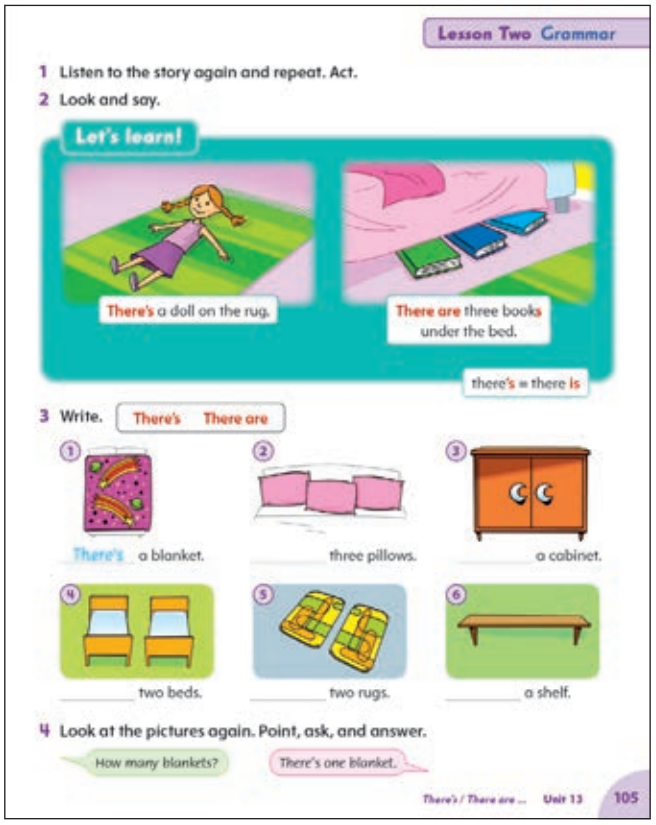
- Use Story poster 13 to present the story. Ask some questions about the story, e.g. *Where are Rosy and Grandma? What rooms can you see?*
- Focus attention on the first picture. Ask children to name as many toys, clothes, and bedroom objects as they can.
- Talk about each frame. *Ask What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Is Rosy's room clean? Why is the kitchen messy?*
- Ask children to open their books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 104

Online Practice • Unit 13 • Words

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Lesson Two SB page 105

Grammar

Learning outcomes

To make sentences with *There's* and *There are*

To ask and answer questions with *How many . . . ?*

To act out a story

Language

Core: *There's a blanket on the bed. There are three T-shirts in the cabinet.*

Materials

145; Story poster 13; My bedroom flashcards 161–166

Warmer

- Play *Snap!* (see Teacher's Book page 8) using flashcards 161–166.

Lead-in

- Point to Story poster 13 and ask children what happened in the story.
- Cover the poster and ask children which bedroom objects appeared in the story.

1 Listen to the story again and repeat. Act. 145

- Ask children to turn to the story on Student Book page 104. They check how many of the bedroom objects they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of
- Rosy, Grandma, and Billy. Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences onto the board, leaving spaces where the bedroom objects are. Put flashcards in the spaces to elicit sentences with the same pattern, e.g. *There's a doll on the bed.*
- Ask individual children to replace the flashcards with other bedroom objects and read the new sentences.
- Ask children to open their books and look at the pictures. Ask individual children to say each sentence.
- Write *There's* and *There are* on the board. Say different sentences using plural and singular objects, e.g. *There's a book on the desk. There are some pens on the book*, while children point to the correct phrase.
- Draw attention to the grammar box. Ask children what '*There's*' is short for.

3 Write.

- Write some fill-in-the-blank sentences on the board using bedroom objects, e.g. _____ *two pillows.* _____ *a bed.* Point to each sentence and ask *There's or There are?*
- Complete the sentences on the board with the class.
- Ask children to look at the pictures in their books. Children look at the rest of the sentences and write down the missing words. Check answers with the class.

NOTE: Tell the class that the plural of *shelf* is *shelves*. Explain that this is unusual and they should learn it.

Differentiation

Below level:

- In pairs, children point to the bedroom objects in the story and name them. Encourage children to say any other words they know.

At level:

- In pairs, children talk about what they can see on page 104, e.g. *There's a shelf. There are six books.*

Above level:

- Write the story on the board with blanks for key words. In pairs, children write a new story and then read it aloud together.

ANSWERS

1. There's a blanket. 2. There are three pillows.
3. There's a cabinet. 4. There are two beds
5. There are two rugs. 6. There's a shelf.

4 Look at the pictures again. Point, ask, and answer.

- Hold up three pencils. Ask *How many pencils?* Hold up two books, a ruler, and two bags, and ask again.
- Ask children to look at the pictures from Exercise 3. Ask two children to read the question and answer in the speech bubbles for the class.
- In pairs, children take turns to point to the pictures and ask and answer questions with *How many . . . ?*

Further practice

Workbook page 105

Online Practice • Unit 13 • Grammar

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Lesson Three SB page 106

Song

Learning outcomes
To identify numbers eleven to twenty
To use numbers in the context of a song

Language
Core: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*
Extra: *more, get in*
Recycled: numbers one to ten

Materials
146–147; Numbers flashcards 5–14 (one to ten); Numbers flashcards 167–176 (eleven to twenty)

Warmer

- Review numbers one to ten. Ask ten children to come to the front. Give each a number flashcard and ask them to arrange themselves so they are standing in order from one to ten.
- Chorus the numbers with the class. As each number is said, the person holding that flashcard takes a step forward and back.

Lead-in

- Use flashcards 167–176 to introduce the numbers. Hold up the flashcards and model the words for children to repeat.
- Ask ten different children to come to the front. As before, give each one a flashcard and ask them to stand in the correct order.
- Say the numbers with the class. As each number is said, the child holding the flashcard jumps in the air.

1 Listen, point, and repeat. 146

- Ask children to look at the numbers in their books. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording again. Children listen and point and then repeat.
- Count around the class. Start the game yourself. Say *one* and then point to the child nearest you to say *two*. The child nearest him / her says *three*, and so on.

Differentiation

Below level:

- Review the numbers using flashcards 167–176. Give each flashcard to a child, and then have them line up in the correct order.

At level:

- Write number words on the board in a random order, e.g. *eighteen, thirteen, five, twenty, seven*.
- Ask individual children to come to the front to write the correct digits underneath the numbers.

Above level:

- Scramble the letters for each number word on the board. Ask students to unscramble them in their notebooks. Make it a game by telling children they have (two) minutes to write as many words as they can. Whoever has the words most wins.

2 Listen and sing. 147

- Ask children to look at the pictures. Ask *How many bears?* Children count the bears (*twelve*).
- Play the recording. Children listen and follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- See suggestions for song actions below. Practice the actions with the class.
- Play the song for children to sing and do the actions.

Song actions

Ask a child to come to the front to be "the little one". Give flashcards showing the numbers ten to twenty to children in the rest of the class.

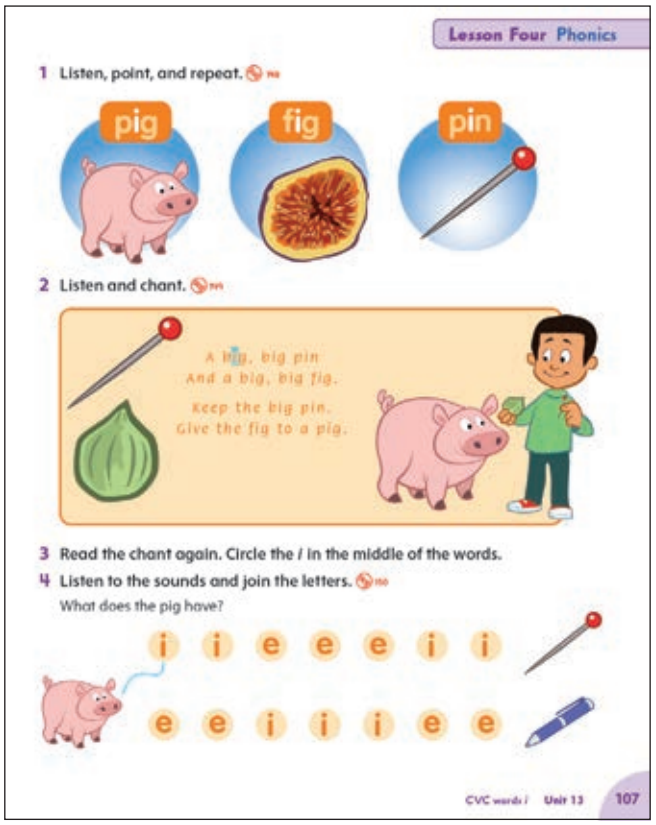
When the children with the flashcards hear their numbers, they hold up their flashcards. When the child at the front hears his / her name, he / she steps forward and holds up two fingers to invite two more into the bed.

Repeat with eleven different children.

Further practice

Workbook page 106
Picture dictionary, Workbook page 134
Unit 13 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 13 • Song

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Lesson Four SB page 107

Phonics

Learning outcomes
To pronounce the sound /ɪ/ on its own and in words
To identify the letter *i* in the middle of words and associate it with the sound /ɪ/
To blend the vowel *i* with consonants to form simple CVC words
To differentiate between the sounds /e/ and /ɪ/

Language
Core: *pig, fig, pin*
Extra: *keep, give*

Materials
140, 148–150; Phonics cards 42–44 (*pig, fig, pin*); Phonics cards 2, 6, 7, 9, 14, 20; Phonics card 40 (optional)

Warmer 140

- Ask children which vowel they looked at in the previous lesson (*e*) and which sound this letter represents (/e/). Ask children if they can remember the words from the lesson that contained the sound (*bed, pen, red*).
- Say the chant from page 99.

Lead-in

- Hold up the *pig*, *fig*, and *pin* phonics cards, saying the words for the class to repeat. Ask children what they think this lesson's letter is (*i*) and what sound it makes.
- Call three children to the front. Give them the phonics cards for *p, i, g*. Point to the letters for the class to name.
- Encourage the class to say the sounds again and run them together to pronounce the word *pig*.
- Repeat for children to sound out *f-i-g* and *p-i-n*. Ask children *What's the vowel?* to elicit *i*.

1 Listen, point, and repeat. 148

- Ask children to look at the words and pictures. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording again. Children point to the words and then repeat them.

2 Listen and chant. 149

- Talk about the picture to establish what children can see. Then play the recording for them to listen to the chant.
- Play the recording again for children to say the chant. The children point to the pictures in their books as they hear the words. Repeat.
- Play the chant once more for children to follow along.
- Do the chant again. Every time children hear the /ɪ/ sound in the middle of a word, they tap the table.

3 Read the chant again. Circle the *i* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the *i* in the middle of *big*. Ask children to find and circle other examples of *i* in the middle of words.

ANSWERS

A b**i**g, b**i**g p**i**n And a b**i**g, b**i**g f**i**g Keep the b**i**g p**i**n. G**i**ve the f**i**g to a p**i**g.

4 Listen to the sounds and join the letters 150

- Elicit the images in the activity (*pig, pin, pen*). Ask *What does the pig have?*
- Play the recording. Children listen and join the letters to find out what the pig has.
- Ask *What does the pig have?* (*the pin*). Elicit the sounds children heard. Make sure they are correctly producing and differentiating the /e/ and the /ɪ/ sounds each time. Write them on the board to check.

Differentiation

Below level:

- Ask children to listen to the words again. Say each word slowly and have children repeat. Children then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, call children to the front to spell a word aloud. Split students into teams. Give one point for each word spelled correctly.

ANSWER

The pig has the pin.

Further practice

Workbook page 107

Online Practice • Unit 13 • Phonics

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Skills Time!
Lesson Five
Reading
1 What's in the bedroom? Point and say.
2 Listen and read.
STAR LETTER
Dear Junior Magazine,
This is a picture of my bedroom.
There is a bed in my bedroom.
There are lots of soccer balls on my blanket and pillow. There is a book shelf.
I have twelve books on my shelf.
Four books are about soccer.
My clothes are in my cabinet.
My favorite clothes are my red shorts and red T-shirt for soccer.
I have lots of toys and a big toy box.
There is a blue rug next to my bed.
There are soccer balls on my rug, too!
I like my bedroom and
I like soccer!
Bye!
From Jamie (age 7)
TOYS
Write to JUNIOR MAGAZINE, New York, New York U.S.A.
3 Read again. Write T (true) or F (false).
1 There are photos on his blanket. F
2 Jamie has twenty books.
3 He has lots of toys.
4 Jamie has two cabinets.
5 There are soccer balls on the rug.
6 He likes his bedroom.
108 Unit 13 Reading: a descriptive letter

Lesson Five SB page 108

Skills Time!

Skills development

Reading: read and understand a letter to a magazine; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *star (adj), letter, magazine*

Materials

151; My bedroom flashcards 161–166; a hand- drawn picture of a bedroom; one blank piece of paper for each child

Warmer

- Play *What's missing?* (see Teacher's Book page 8) with flashcards161–166.
- Talk about soccer. Ask individual children *Do you like soccer?*

Lead-in

- Ask children to look at the picture of the bedroom and the photo of the boy. Explain that the boy's name is Jamie.
- Ask children to predict what the text is about (*Jamie is describing his bedroom*). Ask *What does Jamie like?* (*soccer*).

1 What's in the bedroom? Point and say.

- Ask children to look at the pictures again. Point to the different bedroom objects for children to say the words.
- Ask children to work in pairs, taking turns to point to different bedroom objects and say the words.
- Ask *How many soccer balls are there on the rug / blanket / pillow / in the box?*

ANSWERS

shelf, books, cabinet, bed, pillow, blanket, rug, toy box, toys

2 Listen and read. 151

- Point to the words "Star letter" at the top of the page. Explain that Jamie is writing a letter describing his bedroom.
- Ask children to read the first line to find out who Jamie is writing to (*Junior Magazine*).
- Play the recording. Children listen and follow silently in their books.
- Play the recording again. Ask simple questions to check comprehension, e.g. *What's the room in the picture? How many books are on Jamie's shelf? What's in the toy box? How old is Jamie?*

3 Read again. Write *T* (true) or *F* (false).

- Write the first sentence on the board. Say *There are photos on his blanket – Yes or no? (no).* Ask *Is the sentence true or false?* to establish that it's false. Write *F* next to the sentence. Point out the example in the book.
- Ask children to read the other sentences and then read the letter again to see whether they are true or false. They mark them accordingly. Check answers with the class.
- Play a memory game. Ask children to close their Student Books. Make statements about Jamie's room (keep a record of the statements you are making). Children listen to each statement and write *T* (*true*) or *F* (*false*) in their notebooks.
- Check answers by asking children to add up how many they got right.

Differentiation

Below level:

- Children go back to the letter to find the answers. Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- In pairs, children make the false sentences true. Students share their answers with the class.

Above level:

- In pairs, students close their books and recite the letter as best they can.

ANSWERS

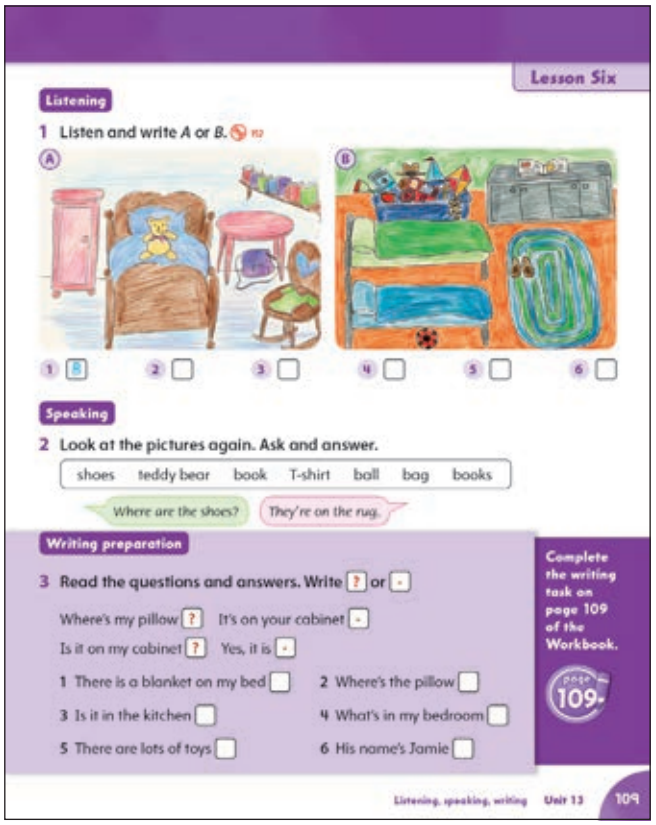
1. F 2. F 3. T 4. F 5. T 6. T

Further practice

Workbook page 108

Online Practice • Unit 13 • Reading

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Lesson Six SB page 109

Skills Time!

Skills development

Listening: identify different rooms from their descriptions

Speaking: ask and answer questions about where things are

Writing: differentiate between sentences and questions; write periods and question marks; write about your bedroom (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

152; My house flashcards 96–106; My bedroom flashcards 161–166

Warmer

- Play *Musical cards* (see Teacher's Book page 8) with flashcards 96–106.

Lead-in

- Ask children what they can remember about Jamie's letter from the previous lesson. Ask *What's Jamie's favorite sport? What's in his room?* Encourage children to describe Jamie's room in as much detail as they can.
- Allow children to check the picture on page 108 to see how accurate their descriptions were.
- Point out the two pictures, A and B, in Exercise 1. Ask children to name as many things in each one as they can.

1 Listen and write *A* or *B*. 152

- Tell children that they are going to hear a recording of someone describing the things in the two pictures. After each description they write A or B in the box depending on which picture is being described.
- Play the recording through, as children point to the things they hear.
- Play the recording again, pausing after item 1 to show the example. Ask questions to check comprehension.
- Continue playing, pausing after each description for children to write A or B. Repeat.

ANSWERS

1. B 2. B 3. A 4. B 5. A 6. B

2 Look at the pictures again. Ask and answer.

- Ask children to look at Picture A. Review prepositions with the class. Ask questions, e.g. *Where's the teddy bear?* to elicit *It's on the bed.* Children then look at Picture B. Ask *Where are the toys?* to elicit *They're in the toy box.*
- Ask children to look at Exercise 2. First, ask individual children to read out the words in the word box. The class repeats chorally.
- Draw attention to the questions and answers in the speech bubbles. Read the question aloud for children to repeat, then the answer. Model correct intonation.
- Ask a pair of children to read the question and answer.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the things in the box.

3 Read the questions and answers. Write ? or .

- Copy the two example questions and sentences onto the board, without the question marks or periods.
- Ask children to tell you which ones are questions and which are sentences. Ask different children to come to the front to write the question marks and periods at the ends.
- Children do the exercise in their books. Write the remaining questions on the board.
- Check answers with the class, by calling children to write the answers on the board.

Differentiation

Below level:

- Ask children to read the examples aloud. Ask them to point to the *?* or . at the end. Ask children to read the items aloud then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to write more questions and answers, using correct end punctuation.

ANSWERS

1. There is a blanket on my bed . 2. Where's the pillow ?
3. Is it in the kitchen ? 4. What's in my bedroom ?
5. There are lots of toys . 6. His name's Jamie .

Further practice

Workbook page 109 (children write about their bedrooms)
Unit 13 values worksheet, Teacher's Resource Center
Unit 13 test, Teacher's Resource Center
Online Practice • Unit 13 • Listening, Speaking, and Writing

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Fluency Time! 5



Everyday English SB page 110

Learning outcomes

To learn some useful language for the dinner table

Language

Would you like (salad)? Yes, please. No, thanks.

Materials

153–154; Fluency DVD Fluency Time! 5 (optional)

Warmer

- Tell the class they are going to learn some useful language for the dinner table. Ask children what they usually have for dinner. Ask them what other food words they know.
- Play *Snap!* (see Teacher's Book page 8) using the food words.

1 Watch and listen. Read and say. 153

- Focus on the pictures. Ask children to say where the people are (*at home / at the dinner table*) and what food items they can see.
- Play the DVD for children to watch, listen, and follow the dialogue in their books.
- Play the DVD again. Children say the dialogue along with the DVD. Pause if necessary.
- Children practice the dialogue in pairs.
- Ask pairs to act out the dialogue for the class.

2 Watch and listen. Number. 154

- Show children the pictures and the example. Explain that they need to listen and match the dialogues to the pictures. They should write the numbers in the correct boxes.
- Play the DVD. Children watch, listen and number the pictures.
- Ask children what each of the people is saying.

ANSWERS
(in order on Student Book page)
1, 2, 4, 3

3 Look at the food words. Ask and answer.

- Ask children to work in pairs to make some dialogues of their own.
- Ask two children to read the example aloud.
- In pairs, children read the example, then choose food words from the box and ask and answer.
- Extend this activity by asking children to think of their own food words to ask and answer about.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Differentiation

Below level:

- Review food words using flashcards 150–160. Then give each child a flashcard. In pairs, one child pretends to offer something to another, asking *Would you like _____?* The child responds with *Yes, please* or *No, thanks.*

At level:

- Ask children to suggest some food words. Write about ten suggestions on the board.
- Ask children to write down three of the words on the board on a piece of paper or in their notebooks. Tell them not to show anyone their words.
- Children then ask and answer in pairs to find their partner's words. They ask *Would you like (eggs)?* Their partner answers *Yes, please* if that word is on their list and *No, thanks* if that word is not on their list.

Above level:

- Do the "at level" activity, but have students add another sentence, e.g. *Yes, please. Carrots are my favorite.* or *No, thanks. I don't like eggs.*
- Have students switch roles.

Further practice
Workbook page 110
Fluency Time! 5, Fluency DVD
Online Practice • Fluency Time! 5

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Craft SB page 111

Learning outcomes

To make a plate of food

To ask and answer about food

Language

Would you like (tomatoes)? Yes, please. / No, thanks.

Materials

Fluency DVD Fluency Time! 5 (optional); Fluency Craft 5 Teacher's Resource Center (one template for each child); completed food plate; colored pencils / markers / crayons, scissors, and glue for each group of children; reusable adhesive (optional)

1 Watch the story again. Act.

- Ask children to look at the dialogue in Exercise 1 on Student Book page 110. Ask children what they can remember about the exchange.
- Play scene 1 of Fluency DVD Fluency Time! 5 Everyday English again. If you don't have time for the DVD, read the dialogue on page 110.
- Ask groups of children to act out the dialogue (or their own variations).
- Play both scenes of the DVD again for children to watch and listen.

2 Make a plate of food.

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a plate of food*).
- Ask *What do you need to make the plate of food?* to elicit *colored pencils, scissors, glue.*
- Divide the class into groups. Give each child a copy of the food plate template (see Fluency Craft 5 Teacher's Resource Center). Give each group colored pencils / markers / crayons, scissors, and glue.
- Use the pictures and instructions to help children make their plate. Demonstrate with your own completed food plate. Make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? Do you like (pizza)?*

NOTE: For a quicker activity, ask children to draw a circle on a piece of paper and draw two food items on it in Exercise 2. Children can draw more on their plates in Exercise 3.

3 Fill your food plate. Ask and answer.

- Focus on the photo. Tell children they are going to talk about their plates of food and offer each other more food in pairs.
- Ask two children to read out the example dialogue.
- Children can then ask and answer in pairs, offering each other food, refusing or accepting offers, and gluing the food items they accept on their plate. In order to repeat the game, children can just place the food items on their plates, or stick them with reusable adhesive.
- Ask some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Play a memory game. Ask a child to come to the front to show the class his/her full food plate.
- Tell the class to look at the plate for one minute and try to remember all of the items.
- Tell the child to turn their plate away from the class, so that the rest of the children can't see what's on it.
- Children say the food items they remember.

At level:

- Children make sentences with items they remember, e.g. *You like tomatoes.*

Above level:

- Children take turns asking questions and try to remember all of the items on the plate. They ask *Would you like (meat)*? The child at the front looks at his/her plate and answers *Yes, please* if the item is on his/her plate and *No, thanks* if the item is not.
- When children have remembered all of the items, repeat the game with another child's plate.

Further practice

Workbook page 111
Skills test 5 Fluency Time! Teacher's Resource Center
Fluency Time! 5, Fluency DVD

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14 Action Boy can run!



Lesson One SB page 112

Words

Learning outcomes

To identify action verbs

To understand a short story

Language

Core: *run, fly, walk, talk, swim, climb*

Extra: *smart, silly, can* (v)

Materials

126, 155–157; Story poster 14; Verbs flashcards 177–182

Warmer 126

- Sing *Let's go to the zoo!* from Student Book page 90.
- Ask children what they can remember about the previous story.
- Tell children that this lesson's story is about things people can or can't do. Talk about abilities. Ask *Can you swim / climb / run quickly?*
- Tell children that there's an action figure in the story. Ask if anyone has an action figure and if so, what it can do.

Lead-in

- Hold up flashcards 177–182 and say the words for children to repeat.
- Repeat in a different order and for each word model an action for children to imitate at their desks.

1 Listen, point, and repeat. 155

- Ask children to look at the pictures of the actions. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again for children to listen and point and then repeat the words.
- Hold up flashcards 177–182 for individual children to say the words.

2 Listen and chant. 156

- Play the recording for children to listen to the chant.
- Play it a second time for children to say the words. Repeat.
- Play *Simon says…* (see Teacher's Book page 8). Give the instructions (*Simon says*) *talk / swim / climb* for children to mime the actions.

Differentiation

Below level:

- Put children in pairs. Tell children to cover the words in their books with another book. One child points to the picture and the other says the word. Switch roles.

At level:

- Put children into teams. Play *Mime the word* (see Teacher's Book page 8). The team who guesses the word first gets a point. Repeat with the other words.

Above level:

- Play the "at level" game, but when the word is guessed, the team must make a sentence using the word, e.g. *I can run.*

3 Listen and read. 157

- Use Story poster 14 to present the story. Ask questions, e.g. *What does Billy have?* Focus attention on each frame. Ask children to name as many things as they can. Ask *Who's in the living room? Where's Tim / Rosy? What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Can Action Boy run / fly / talk?*
- Ask children to open their Student Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 112

Online Practice • Unit 14 • Words

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Lesson Two SB page 113

Grammar

Learning outcomes

To make sentences with *can* and *can't*

To ask and answer questions about what people can do

To act out a story

Language

Core: *He can / can't fly. Can she play soccer? Yes, she can. / No, she can't.*

Materials

157; Story poster 14; Verbs flashcards 177–182

Warmer

- Play *Slow reveal* (see Teacher's Book page 8) with the Verbs flashcards.

Lead-in

- Hold up Story poster 14 and ask children what happened in the story.
- Put down the poster and ask children which actions Billy talked about in the story.

1 Listen to the story again and repeat. Act. 157

- Ask children to look at the story on page 112. They check how many of the actions they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Billy, Uncle, Tim, and Rosy. Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions from the book onto the board, leaving spaces where the action words are.
- Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *He can swim. He can't fly. Can he climb?* Children repeat the sentences chorally.
- Ask children to look at the pictures in their books. Ask different children to say each sentence.
- Draw attention to the grammar box. Ask children what *can't* is short for. Ask a child to write the words *can* and *not* on the board.

3 Write.

- Draw a doll on the board and tell the class it's "Action Girl."
- Write some fill-in-the-blank sentences on the board, using actions, e.g. *She* _____ *walk / talk / swim.*
- Point to each sentence. Nod to indicate that Action Girl can do something and shake your head to show that she can't. Write words in the blanks as children say them.
- Ask children to look at the pictures in their books. Ask one child to read the example for the class.
- Children look at the rest of the sentences and write the missing words.
- Check answers with the class.

Differentiation

Below level:

- In pairs, have children practice making sentences with *can* and *can't* using the actions on page 112. Then students complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, they rewrite the positive sentences to be negative and vice versa. If time permits, children can write more sentences independently.

ANSWERS

1. She can't talk. 2. She can run. 3. She can't climb.
4. She can walk. 5. She can swim. 6. She can't fly.

4 Look at the pictures again. Point, ask, and answer.

- Ask children to look at the pictures from Exercise 3. Model the question and answer with a child in the class.
- In pairs, children take turns to point to the pictures and ask and answer questions about what Action Girl can do.
- Ask children to look at the pictures in Exercise 2 and ask and answer questions about what Action Boy can do.

Further practice

Workbook page 113

Online Practice • Unit 14 • Grammar

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Lesson Three SB page 114

Song

Learning outcomes
To identify more verbs
To use verbs in the context of a song

Language
Core: *write, draw, sing, dance, cook*
Extra: *do, anything, song, smile* (*v*), *alphabet*
Recycled: verbs

Materials
158–159; Verbs flashcards 183–187

Warmer

- Play *Snap!* (see Teacher's Book page 8) using the verbs children have learned.

Lead-in

- Hold up flashcards 183–187 and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again. They can mime the actions as they say the words.

1 Listen, point, and repeat. 158

- Ask children to look at the actions. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through again. Children listen and point and then repeat.
- Ask a child to come to the front.
- He / She mimes one of the new words and the other children guess what the word is. Repeat with several different children.

2 Listen and sing. 159

- Ask children to look at the pictures. Point to the different actions for them to name them.
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practice the actions with the class.
- Play the song for children to sing and do the actions.
- Write these lines from the song on the board:
  I can write … *I can draw …* *I can sing …*
- Ask children to think of different endings for these lines.
- Play the song again. Children sing their new version of the song.

Song actions

I can write: Write the letter "a" in the air.

I can draw an elephant: Draw an elephant's trunk.

I can sing this song: Point to mouth.

I can do anything: Outstretch arms.

Differentiation

Below level:

- Assign different action words from the song to the children so there are several children writing, drawing, etc.
- Play the song again. When children hear their word, they do their action.

At level:

- Give children different words as above, but they do the action and they say their words.

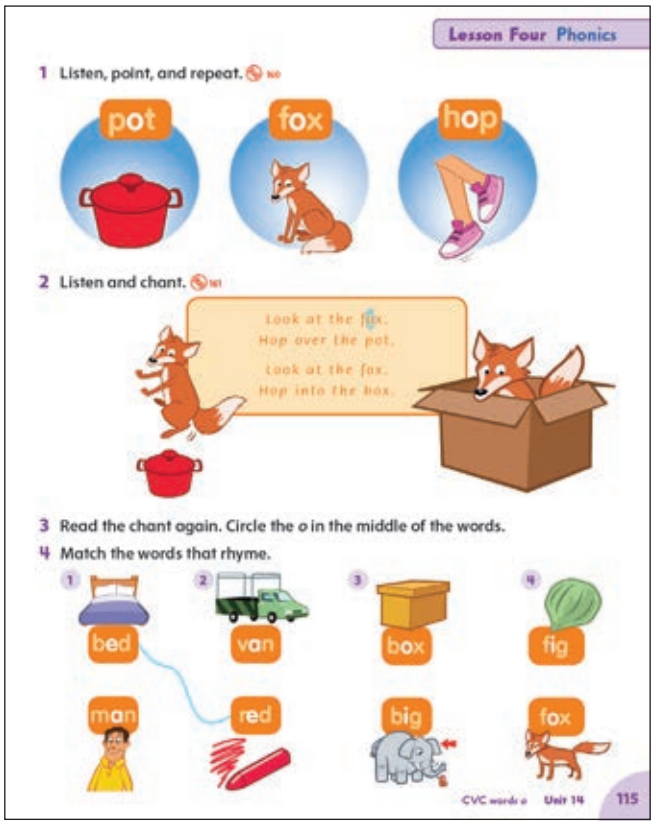
Above level:

- Write the song lyrics on the board with blanks for some of the words. Ask children to recall the song and write the correct words.

Further practice

Workbook page 114
Picture dictionary, Workbook page 135
Unit 14 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 14 • Song

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Lesson Four SB page 115

Phonics

Learning outcomes
To pronounce the sound /ɒ/ on its own and in words
To identify the letter *o* in the middle of words and associate it with the sound /ɒ/
To blend the vowel o with consonants to form simple CVC words
To match rhyming words
To differentiate between the sounds /ɪ/ and /ɒ/

Language
Core: *pot, fox, hop*
Extra: *look*

Materials
149, 160–161; Phonics cards 45–47 (*pot, fox, hop*) and 6, 8, 15, 16, 20, 24

Warmer 149

- Ask children which vowel they looked at in the previous lesson (*i*) and which sound this letter represents (/ɪ/).
- Ask children if they can remember the words from the lesson that contained the sound (*pig, fig, pin*).
- Say the chant from Student Book page 107.

Lead-in

- Hold up the *pot, fox*, and *hop* phonics cards, saying the words for the class to repeat. Ask children what they think today's letter is (*o*) and what sound it makes.
- Call three children to come to the front. Give them the phonics cards for *p, o*, and *t*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *pot*.
- Repeat with different children holding new cards. Children say *f-o-x* and *h-o-p*. Ask children *What's the vowel?* to elicit *o*.

1 Listen, point, and repeat. 160

- Ask children to look at the words and pictures. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording through for children to point to the words and then repeat them.

2 Listen and chant. 161

- Ask questions about the pictures to establish what children can see. Play the recording.
- Play the recording again for children to say the chant. Children point to the pictures in their books as they hear the words. Repeat.
- Play the chant once more for children to follow along.
- Ask children to think of actions for the chant. Play the chant again. Children do the actions as they say the words.

3 Read the chant again. Circle the *o* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *o* in the middle of *fox*. Ask them to find and circle other examples of *o* in the middle of words.

ANSWERS

Look at the fox. Hop over the pot. Look at the fox. Hop into the box.

4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for children to say the word. Make sure they are correctly producing and differentiating the /ɒ/ and the /ɪ/ sounds.
- Tell children that there are four pairs of rhyming words.
- Ask children to draw lines to match the rhyming words.

Differentiation

Below level:

- Tell children that they will stand up when they hear a rhyme and sit down if they don't. Read word pairs from Exercise 4. Children stand or sit accordingly. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to think of more rhyming pairs. If time allows, have them write and illustrate the words.

ANSWERS

1. red 2. man 3. fox 4. big

Further practice

Workbook page 115

Online Practice • Unit 14 • Phonics

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Skills Time!

Lesson Five

Reading

1 What animals can you see? What color are they?

2 Listen and read. 162

Beautiful Animals

This is a very big cat.
It has orange and black stripes.
It can swim.
It can jump.
And it can run very fast.
This animal likes meat.
You can see it at the zoo.
What is it?

It is a tiger.

This is a bird.
It is blue, green, red, and yellow.
It can fly and it can sing.
It can't read or write.
But it can talk!
This animal likes fruit and nuts.
It can be a pet in a house.
What is it?

It is a parrot.

3 Read again and check (✓).

	tiger	parrot
1 It can fly.		✓
2 It can swim.		
3 It's a big cat.		
4 It can talk.		
5 It's a bird.		
6 It can sing.		

116 Unit 14 Reading: descriptions

Lesson Five SB page 116

Skills Time!

Skills development

Reading: read and understand a text about animals; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *stripes, fruit, nuts, pet, jump, fast, very, beautiful*

Materials

162; The zoo flashcards 134–136, 140–144; a piece of plain paper for each child; colored pens / pencils / crayons for each group of children (optional)

Warmer

- Play *Jump* (see Teacher's Book page 8) to review the words for zoo animals.

Lead-in

- Ask children to look at the pictures of the animals and predict what the text is about (there are two descriptions of animals).
- Ask *Do you like tigers / parrots?* Encourage children to give reasons for their answers.
- In pairs, children ask each other questions about animals they like and don't like.

1 What animals can you see? What color are they?

- Ask children to look at the pictures again. Ask *What color is the tiger / parrot?* Elicit or teach the word *stripes.* Ask *Which animal has stripes? (the tiger).*
- Ask children to name any other animals they can think of that have (or can have) stripes, e.g. zebras, cats, birds, and snakes.

ANSWERS

tiger – orange, black, white parrot – blue, green, red, yellow

2 Listen and read. 162

- Play the recording. Children listen and follow silently in their Student Books.
- Play the recording again. Ask questions to check comprehension, e.g. *Does the tiger have stripes? Can the parrot sing / write?*

3 Read again and check (✓).

- Explain that you are going to do an activity to see what the animals can do. Ask *Can the parrot fly?* (*yes*). Children look at the chart in their books. Explain that they will put checks when an animal can do something. Show them the check in the box for the parrot. Ask *Can the tiger fly?* (*no*). Show how there is no check next to the tiger on the chart.
- Ask children to read the other statements and then read the text again. They check the box if the statement is true for that animal.
- Check answers by asking a different child to read each sentence. The rest of the class say *yes* or *no.*
- Write the sentences *It's a tiger* and *It's a parrot* on the board and drill them with the class. Make statements about the different animals (see below). Children chorus *It's a tiger* or *It's a parrot.*
  It has stripes. (tiger) It can talk. (parrot)
  It's blue, green, red, and yellow. (parrot) It can run. (tiger)
  It eats meat. (tiger)
  It can be a pet. (parrot)

Differentiation

Below level:

- Children go back to the text to find the answers. Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in pairs or groups. Children make a chart in their notebooks using two different animals and check off their answers. If time permits, they can share their charts with the class.

ANSWERS

		tiger	parrot
1	It can fly.		✓
2	It can swim.	✓	
3	It's a big cat.	✓	
4	It can talk.		✓
5	It's a bird.		✓
6	It can sing.		✓

Further practice

Workbook page 116

Online Practice • Unit 14 • Reading

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Lesson Six SB page 117

Skills Time!

Skills development
Listening: number items in the correct order
Speaking: ask and answer questions about different animals
Writing: match and write full and contracted forms of *can't*; write about what you can do (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *live* (*v*)

Materials
163; The zoo flashcards 134–136, 140–144

Warmer

- Ask children to name as many animals as they can. If necessary, help them by saying *I'm thinking of an animal. It lives in a zoo. It's brown / white / little / big,* etc.
- Write the names of the animals on the board.

Lead-in

- Ask children which animals they read about in the previous lesson.
- Allow children to check the pictures and text on Student Book page 116 to see how much they remembered.
- Ask children to look at the pictures on Student Book page 117. Point to the animals for children to name them.
- Focus attention on the list of animals on the board. Check with the class whether they managed to name all of the animals that appear in the pictures.

1 Listen and number. 163

- Tell children that they are going to hear a recording of people talking about the animals in the pictures.
- Play the recording through. Children point to the pictures as they hear the words.
- Play the recording again, pausing after the first conversation. Ask children which animal they are talking about (*a giraffe*) and point out the example answer 1 in the box next to the giraffe.
- Play the rest of the conversations for children to number the pictures. Repeat. Check answers with the class.

ANSWERS

1. giraffe 2. lion 3. snake 4. chick 5. monkey

2 Look at the pictures again. Say and answer.

- Ask children to look at the dialogue in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue for the class.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the animals in Exercise 1.
- Ask some pairs to ask and answer questions for the class.

3 Circle *n't* and match.

- Copy the example onto the board. Ask a child to come to the front and circle the *n't*.
- Ask children to look at the activity in their Student Books. Ask them which sentence on the right means the same as *It can't read (It cannot read)*. Explain that they have to circle the contracted form *n't* in the sentences on the left and match them wiht the full forms on the right.
- Children read and match the sentences.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children what letter is missing in *n't* (*o*) and fill in the answer at the bottom of the page.

Differentiation

Below level:

- Look at number 1 with children. Ask them to point to the *n't*. Then ask children to look at the red letters in the example. Ask children to say the short and long forms. Then ask them to find the long form on the right side. Children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to write three more sentences, using *can't*.

ANSWERS

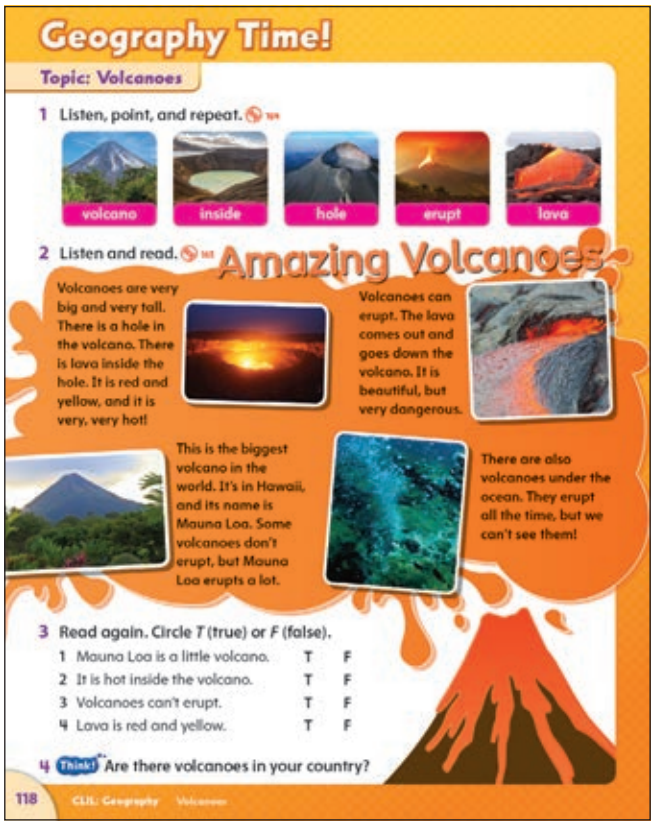
1. It can't read. b 2. A seal can't fly. d 3. Action Boy can't speak. a 4. I can't swim. c *n't* = not

Further practice

Workbook page 117 (children write about what they can do)
Unit 14 values worksheet, Teacher's Resource Center
Unit 14 test, Teacher's Resource Center
Online Practice • Unit 14 • Listening, Speaking, and Writing

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Geography Time!



Topic: Volcanoes SB page 118

Learning outcomes

To learn some useful content and language about volcanoes

Language

Core: *volcano, inside, hole, erupt, lava*

Extra: *amazing, dangerous, tall, hot, ocean*

Materials

164–165; Geography Time! flashcards 188–192

Warmer

Critical Thinking

- Slowly draw a simple picture of a volcano (erupting) on the board. Ask children to guess what you are drawing before you finish the picture. Encourage them to call out guesses (*mountain, hill*, etc.). Teach the word *volcano*.

Lead-in

- Hold up flashcards 188–192 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 164

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 188–192 for individual children to say the words.

2 Listen and read. 165

- Play the recording for children to listen and follow the text.
- Play the recording again. Ask comprehension questions, e.g. *What is inside the hole in a volcano? What color is lava? Where is Mauna Loa?*
- Ask children to point to the volcano, the lava, and the ocean in the pictures.

3 Read again. Circle *T* (true) or *F* (false).

- Put children into pairs. Explain to children that they are going to work together to decide whether each sentence is true or false.
- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

Differentiation

Below level:

- Read out the first sentence. Ask children to find and read out the sentence in the text with the information which confirms or contradicts the sentence in the activity.
- Ask the class to say whether the sentence in the activity is true or false. Children circle the correct letter in their books. Repeat for the remaining items.

At level:

- Complete the activity as suggested.

Above level:

- Have children write two or more new true or false sentences in their notebooks, based on information in the text. Children can then swap notebooks and mark each other's sentences *T* or *F*.

ANSWERS

1. F 2. T 3. F 4. T

4 Think! Are there volcanoes in your country?

Critical Thinking

- Explain that we want to learn about our own country now. Have children write down the answer to the question, giving the name(s) of any volcano(es) in their country.

Collaboration

- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

Further practice

Workbook page 118

Online Practice • Geography Time!

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Project SB page 119

Learning outcomes

To listen and number pictures in the correct order

To make a volcano

Language

This is my volcano. The volcano can erupt. The lava is red.

Materials

166; Geography Time! flashcards 188–192; pails; sand or mud; drinking glasses; baking soda; dishwashing liquid; food color; vinegar; plastic sheeting (if making volcano indoors)

Warmer

- Ask five children to come to the front. Give each child a flashcard and ask him/her to hold it up. Say the words one at a time. The class points to the correct flashcard.

1 Listen and write the number. 166

- Explain that you are going to play a recording of a person talking about volcanoes. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each number so that children have time to think about their answer.
- Check answers with the class.

ANSWERS
(in order on page) 3, 2, 1, 4

2 Project. Make a volcano.

Creativity

- Explain that children are going to make a volcano. Ask *What do you need to make this project?* Elicit / Teach the words *pail, glass, sand, baking soda, dishwashing liquid, food color, vinegar*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- For this exercise, the class can either be split into groups of 3 or 4, or you may prefer to do it at the front of the class with children coming up to help.
- If you are making the volcano indoors, spread some plastic sheeting over the floor before carrying out the project.

NOTE: To make the volcano:

1) Place a small glass upside down in a pail. Fill the pail with sand.
2) Pack the sand down tightly to hold the glass in place.
3) Turn the pail over so the glass is at the top of the volcano.
4) Add 1 teaspoon of baking soda.
5) Add 1 teaspoon of dishwashing liquid and a few drops of food color.
6) Add 1/2 cup of vinegar.

- Show children how to pack the sand down to hold the glass in place and make a firm sandcastle.
- Help children to add the ingredients to the glass carefully to make the volcano erupt.
- Ask questions as children carry out the project, e.g. *Is the lava hot? What color is the lava?*.
- Have children write a few sentences about their volcano.

Differentiation

Below level:

- When children have completed the project, have them draw a picture of their volcano and label it (*volcano, hole, lava*), or write short sentences about each part of the picture (*This is my volcano. This is the hole. This is the lava. It's red.*).

At level:

- Complete the activity as suggested.

Above level:

- Have children give their volcano a name and decide where it is. Children can then write a more detailed description of their volcano, e.g. *This is Mount Marco. It's in Mexico. It's a very tall volcano and it can erupt. There's a hole in the top of the volcano. Lava comes out of the hole.*

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either pointing to a completed volcano, or using the example in the Student Book. Describe the volcano or read out the text.
- Invite two or three children to stand up and tell the class about their projects.

Further practice

Workbook page 119
Online Practice • Geography Time!

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15 Let's play ball!



Lesson One SB page 120

Words

Learning outcomes

To identify things from the beach

To understand a short story

Language

Core: *sandcastle, beach, crab, the ocean, boat, shell*

Extra: *good idea, together, wait, another*

Materials

159, 167–169; Story poster 15; The beach flashcards 193–198

Warmer 159

- Sing *I can do anything!* from page 114.
- Ask children what they can remember about the previous story.
- Tell children that this lesson's story is about the beach. Talk about beaches. Ask *Do you ever go to the beach with your family? What do you do there? What can you see?*

Lead-in

- Hold up flashcards 193–198 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

1 Listen, point, and repeat. 167

- Ask children to look at the different things from the beach. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording through again. Children listen and point and then repeat the words.
- Put the flashcards around the room. Play the recording again. Children point to the flashcards as they hear them.

2 Listen and chant. 168

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. They point to the correct flashcard when they hear it.

Differentiation

Below level:

- Give flashcards 193–198 to different children. Tell them to raise their card when they hear their word. Play the chant again.

At level:

- Play *Musical cards* (see Teacher's Book page 8) with flashcards 193–198 until all the words have been practiced.

Above level:

- Ask children if they know any other beach words. Write these words on the board. Add a new verse to the chant and say it together.

3 Listen and read. 169

- Use Story poster 15 to present the story. Ask children questions, e.g. *Where is the family? Who can you see?*
- Ask children what they can see in each frame. Ask *What is Billy playing with? What does the family make together?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What does Tim want to do? What happens to the sandcastle?*
- Ask children to open their books and follow along as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

Further practice

Workbook page 120

Online Practice • Unit 15 • Words

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Lesson Two SB page 121

Grammar

Learning outcomes

To make suggestions with *Let's* …

To respond positively to suggestions

To act out a story

Language

Core: *Let's make a sandcastle. That's a good idea. / Great. / OK!*

Materials

169; Story poster 15; The beach flashcards 193–198

Warmer

- Play *What's the picture?* (see Teacher's Book page 8) to review the vocabulary from the previous lesson.
- Point to the different things on the board for children to say the words.

Lead-in

- Point to Story poster 15 and ask children what happened in the story.
- Cover the poster and ask children which beach objects appeared in the story.

1 Listen to the story again and repeat. Act. 169

- Ask children to look at the story on page 119.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Tim, Billy, Mom, Dad, Grandma, and Grandpa. If the class does not divide into seven, there can be some smaller groups, as Mom and Grandpa don't have speaking parts.
- Ask children to decide on the actions for the story. Children act out the story.

2 Look and say.

- Ask children to look at the pictures in their books. Ask different children to say each sentence.
- Copy the sentences and questions onto the board.
- Ask children which word we use to make suggestions (*Let's*). Ask what we say to accept the suggestion (*That's a good idea* and *Great. OK!*)

3 Circle and write.

- Ask children to close their books. Write the first sentence on the board. Put the flashcards at the top of the board.
- Point to the first sentence and ask which flashcard should go in the blank.
- Put the sandcastle flashcard into the blank and write sandcastle next to it. Children read the sentence aloud.
- Ask children to look at the activity in their books. They choose the correct word from the box, circle it, and then write it at the end of the sentence.
- Write the other sentences on the board. Check answers by inviting different children to come to the front to put the correct flashcard in the blank. Write the word next to the flashcard.

Differentiation

Below level:

- Review the example again. Ask students to make three sentences, one with each word in the box. Ask *Can you make a sandcastle / ice cream / a crab?* so they understand why *sandcastle* is the correct answer. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to make more sentences with *Let's* and the other words in the boxes, e.g. *Let's eat ice cream.*

ANSWERS

1. Let's make a sandcastle. 2. Let's swim in the ocean.
3. Let's find shells. 4. Let's play ball.

4 Look at the pictures again. Point and say.

- Ask children to look at the sentences in their books. Model the question and answer with a child in the class.
- Ask children how else they could respond to this suggestion (*Great. OK!*). Point out that both responses are positive and mean roughly the same.
- Ask children to work in pairs. They take turns to read the sentences from Exercise 3 and respond with *That's a good idea* or *Great. OK!*

Further practice

Workbook page 121

Online Practice • Unit 15 • Grammar

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Lesson Three SB page 122

Song

Learning outcomes
To recognize more beach words
To use beach words in the context of a song

Language
Core: *sunscreen, bat, ice pop, pail, shovel*
Extra: *wonderful, forget*
Recycled: beach words

Materials
170–171; The beach flashcards 199–203

Warmer

- Play *Where was it?* (see Teacher's Book page 8) to review beach words.

Lead-in

- Hold up flashcards 199–203 and say the words for children to repeat.
- Hold up the flashcards in a different order for children to repeat again.

1 Listen, point, and repeat. 170

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the words.
- Play the second part for children to repeat the words.
- Play the recording through again for children to listen and point and then repeat.

2 Listen and sing. 171

- Ask children to look at the pictures and name as many things as they can.
- Play the song for children to point to the pictures when they hear the new words. Then play it again as they follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

3 Sing and do.

- Ask children to look at the pictures and decide what the actions are (see suggestions below).
- Ask four or five children to come to the front to demonstrate the actions to the rest of the class.
- Play the song for children to listen and do the actions.

Song actions

Hey, hey!: Wave hands.

Don't forget your sunscreen: Put on sunscreen.

Don't forget your hat: Put on a hat.

Don't forget your frisbee: Throw a frisbee.

Or your ball and bat: Hit a ball with a bat.

Have an ice cream / a drink / an ice pop: Eat or drink.

Differentiation

Below level:

- Ask children to circle the beach words in the song lyrics and draw them in their notebooks.
- Then sing again.

At level:

- Ask children to look at the picture for the song. Children label the beach things they see.
- Then sing again.

Above level:

- Make an alternative version of the song with the class by replacing some of the words, e.g. *Don't forget your book / sandwiches. Have an apple / cookie.*
- Ask children to sing the new version of the song.

Further practice

Workbook page 122
Picture dictionary, Workbook page 135
Unit 15 extra writing worksheet, Teacher's Resource Center
Online Practice • Unit 15 • Song

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Lesson Four SB page 123

Phonics

Learning outcomes
To pronounce the sound /ʌ/ on its own and in words
To identify the letter *u* in the middle of words and associate it with the sound /ʌ/
To blend the vowel *u* with consonants to form simple CVC words
To differentiate between the sounds /ɪ/, /ɒ/, /ʌ/

Language
Core: *rug, bug, sun*

Materials
161, 172–174; Phonics cards 48–50 (*rug, bug, sun*) and 2, 7, 14, 18, 19, 21; Phonics cards 42, 24 (optional)

Warmer 161

- Ask children which vowel they looked at in the previous lesson (*o*) and which sound this letter represents (/ɒ/).
- Ask children if they remember the words from the lesson that contained the sound (*pot, fox, hop*).
- Say the chant from page 115.

Lead-in

- Hold up the *rug, bug*, and *sun* phonics cards, saying the words for the class to repeat. Ask children what they think this lesson's letter is (*u*) and what sound it makes.
- Call three children to the front. Give them the phonics cards for *r, u, g*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *rug*.
- Repeat for children to say *b-u-g* and *s-u-n*. Ask children *What's the vowel?* to elicit *u*.

1 Listen, point, and repeat. 172

- Ask children to look at the words and pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

2 Listen and chant. 173

- Play the recording for children to listen to the chant. Talk about the picture to ensure the meaning is clear.
- Play the recording again for children to say the chant. They point to the pictures in their books as they hear the words. Repeat.
- Play the chant once more for children to follow in their books.

3 Read the chant again. Circle the *u* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *u* in the middle of *rug*. Ask them to find and circle other examples of *u* in the middle of words they have learned in this lesson.

ANSWERS

I'm on the rug, Rug, rug, rug. Look at the bug, Bug, bug, bug.
Here is the sun, sun, sun, sun.
Let's go and have fun. Fun, fun, fun.

4 Listen to the sounds and join the letters. 174

- Elicit the four images in the activity (*fox, pin, pot, rug*). Ask *What does the fox have?* Play the recording for children to listen and join the letters to find out. Repeat.
- Ask *What does the fox have? (a rug)*. Elicit the sounds children heard. Make sure they are correctly producing and differentiating the /ʌ/, /ɪ/, and /ɒ/ sounds. Write them on the board to check their maze.

Differentiation

Below level:

- Ask children to listen to the words again. Say each word slowly and have children repeat. Children then complete the activity independently.

At level:

- Children complete the activity.

Above level:

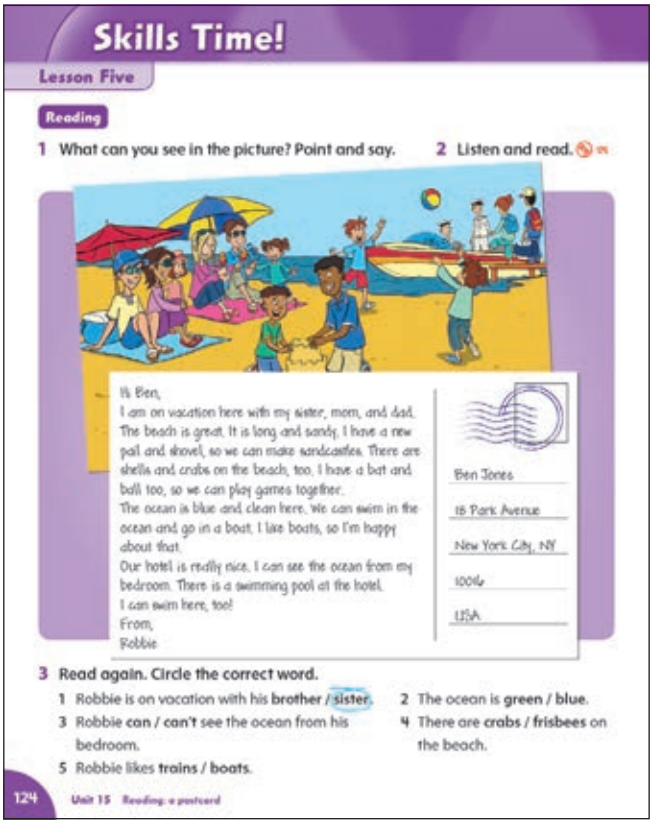
- After children complete the activity, call children to the front to spell a word aloud. Make this a game by splitting students into teams. Give one point for each word spelled correctly.

ANSWER

The fox has a rug.

Further practice
Workbook page 123
Online Practice • Unit 15 • Phonics

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Lesson Five SB page 124

Skills Time!

Skills development

Reading: read and understand a poster; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *shell, crab, pail, shovel, hotel, balcony, clean, swimming pool*

Materials

175

Warmer

- Ask children to imagine that they are going to the beach. Ask them to name as many things as possible that they would take with them. If necessary, prompt with questions, e.g. *What will you play with / eat / drink / do / wear?*

Lead-in

- Ask children to look at the page and tell you what they think the text is (*a postcard*). Ask them to look at the bottom of the postcard to see who wrote it (*Robbie*).
- Ask them to look at the picture and predict what the postcard is about (*a vacation at the beach*).

1 What can you see in the picture? Point and say.

- Ask children to look at the picture again. Ask them to say the words they know from the picture.
- Ask children to work in pairs. They take turns to point to the things in the pictures and say the words.

ANSWERS

beach, umbrella, the ocean, ball, sandcastle, hat, drink, ice pop, boat

2 Listen and read. 175

- Ask children *What can you do at the beach?* Write their ideas up on the board.
- Tell children they are going to listen to Robbie reading his postcard. Play the recording for them to listen and follow along.
- Play the recording a second time. Answer any questions children have.
- Look again at the list of ideas about what you can do at the beach on the board. Check with the class if any of their ideas were in the text.
- Ask questions to check comprehension, e.g. *What does Robbie have? What can he do at the beach?*

3 Read again. Circle the correct word.

- Explain that you are going to look at some sentences and find the correct words.
- Write the first sentence on the board. Ask *Is Robbie on vacation with his brother or his sister?* (*his sister*). Draw a circle around the word *sister* on the board. Show the example answer in the Student Book.
- Children read the postcard again and circle the correct options.
- Check answers with the class. Read the each sentence pausing for children to call out the correct word.

Differentiation

Below level:

- Children go back to the text to find the answers.
- Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in pairs or groups.
- Children write their own postcards, using the one in their books as a model. If time permits, they can share their postcards with the class.

ANSWERS

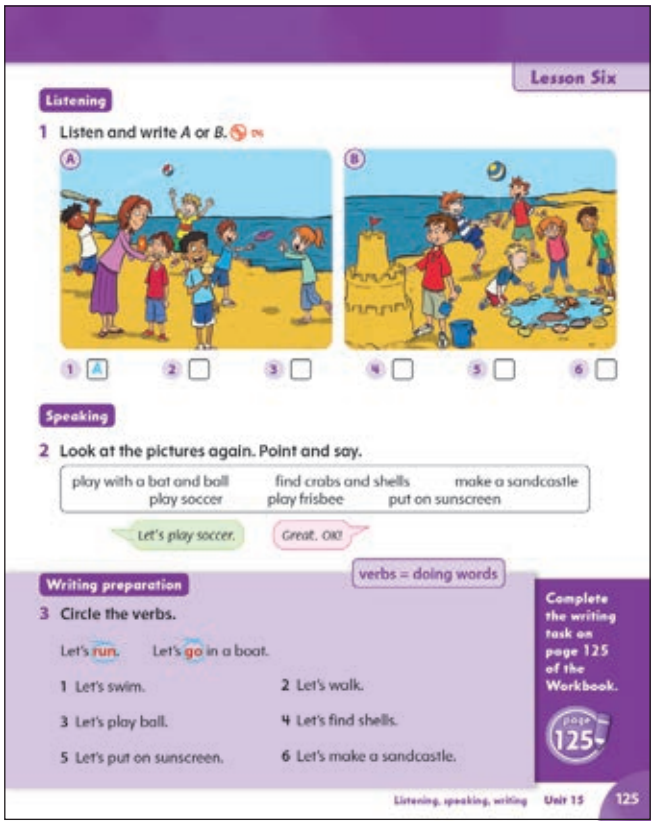
1. sister 2. blue 3. can 4. crabs 5. boats

Further practice

Workbook page 124

Online Practice • Unit 15 • Reading

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Lesson Six SB page 125

Skills Time!

Skills development
Listening: identify pictures from their descriptions
Speaking: make and respond to suggestions
Writing: identify and write verbs in sentences; write about the beach (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *flavor*

Materials
176; Verbs flashcards 177–187

Warmer

- Play *Simon says…* (see Teacher's Book page 8) using verbs children know. When you say the verb, children mime it.

Lead-in

- Ask children what they can remember about the beach from the postcard in the previous lesson. Encourage children to describe the beach in detail. Ask *What can you do at the beach?*
- Allow children to check page 124 of their Student Books to see how well they remembered the postcard.
- Ask children to name the things they know in each picture on page 125.

1 Listen and write *A* or *B*. 176

- Tell children they are going to hear a recording of different people from the pictures talking. They must listen, decide which picture is being described, and then write *A* or *B* to show which picture it is.
- Play the recording through for children to point to the pictures as they hear the words.
- Play the recording again, pausing after each sentence or short dialogue for children to write *A* or *B*.
- Play the recording a third time for children to check their answers. Check answers with the class.

ANSWERS
1. A 2. B 3. B 4. A 5. A 6. B

2 Look at the pictures again. Point and say.

- Read the speech bubbles aloud for children to repeat. Model correct intonation for the class.
- Ask a pair of children to read the speech bubbles for the class. Ask children to identify the people in the picture who are having that conversation.
- Ask if children can remember the other positive responses to suggestions they learned in Lesson 2 (*That's a good idea.*).
- Children work in pairs, taking turns to point to different people in the picture and make suggestions for their partner to answer.

3 Circle the verbs.

- Copy the two example sentences onto the board.
- Look at the sentences together. Point to each one and ask *Where's the verb?* Ask a child to come to the front to circle the verb in each sentence.
- Children do the exercise in their books. Write the remaining sentences on the board.
- Check answers with the class by asking individual children to come to the front to circle the verbs.

Differentiation

Below level:

- Look at the examples again. Ask children which word is something they can do (*run, go*). Ask them to look at the word box in Exercise 2 and say the verbs they see. Children then complete the activity independently.

At level:

- Children complete the activity.

Above level:

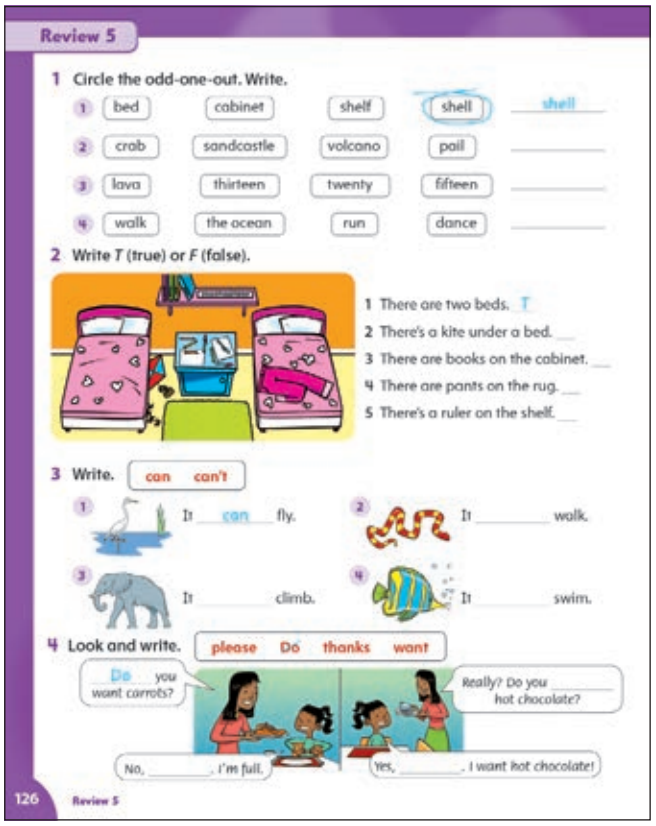
- After children complete the activity, ask them to write a few more sentences on a piece of paper. Switch with a partner. Then circle the verbs. Monitor and check answers.

ANSWERS
1. Let's swim. 2. Let's walk. 3. Let's play ball.
4. Let's find shells. 5. Let's put on sunscreen.
6. Let's make a sandcastle.

Further practice
- Workbook page 125 (children write about the beach)
- Unit 15 values worksheet, Teacher's Resource Center
- Unit 15 test, Teacher's Resource Center
- Online Practice • Unit 15 • Listening, Speaking, and Writing

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Review 5



Review Lesson SB page 126

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

171; flashcards 161–203

Warmer 171

- Sing *It's a wonderful day!* from Student Book page 122.

Lead-in

- Use a variety of flashcards 161–203 to recycle vocabulary from the previous three units.
- Play *Slow reveal* (see Teacher's Book page 8).

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't something you find in a bedroom.*) Ask *Can you name any other things in your bedroom?*
- Have children work individually to complete the exercise.
- Put children into pairs and to compare their answers.
- Check the answers with the whole class.

ANSWERS

1. shell 2. volcano 3. lava 4. the ocean

2 Write *T* (true) or *F* (false).

- Review the language *There's a …*, *There are…* and *on* and *under*. Draw a picture on the board of a desk with some classroom objects on it such as a ruler, eraser, and two notebooks. Point to each item and ask the class to say *There's a ruler on the desk, There's an eraser on the desk, There are two notebooks on the desk.*
- Put children in pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. T 2. T 3. F 4. F 5. T

3 Write.

- Ask children to name the animals in the pictures (*bird, snake, elephant, fish*).
- Have children work individually to complete the exercise.
- Check answers with the class.

ANSWERS

1. can 2. can't 3. can't 4. can

4 Look and write.

- Ask children *Where is the girl and her mom? (At the dinner table.) What can you see? (carrots, hot chocolate)*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, review the words that appear in the picture before children complete the exercise.

At level:

- With Exercise 4, children can practice the dialogue together in pairs.

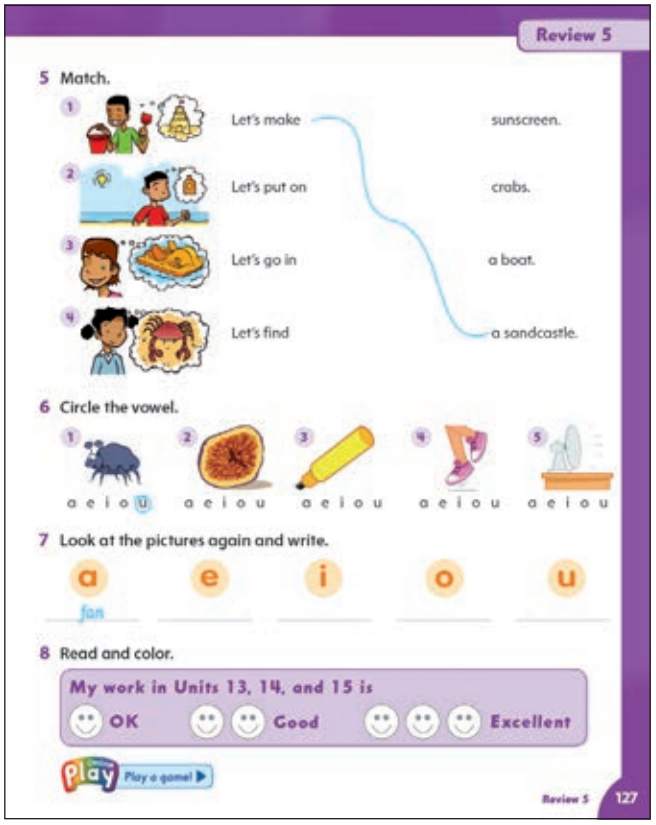
Above level:

- Ask children to complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Ask each pair or small group to swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After Exercise 4, have children work in the same pairs and practice the dialogue, changing the food for other things such as *sandwich, chicken, juice, water.*

ANSWERS

Do, thanks, want, please

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Review Lesson SB page 127

5 Match.

- Do number one with the class. Ask why the example answer is correct.
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs by taking turns to say the first part of the sentence and the ending.
- Check the answers with the whole class.

ANSWERS

1. Let's make a sandcastle. 2. Let's put on sunscreen.
3. Let's go in a boat. 4. Let's find crabs.

6 Circle the vowel.

- Ask children to look at the pictures. Elicit the words for the pictures (*bug, fig, pen, hop, fan*).
- Ask children what vowel sound is in *bug*.
- Have children complete the exercise.
- Check answers with the class.

ANSWERS

1. u 2. i 3. e 4. o 5. a

7 Look at the pictures again and write.

- Have children complete the exercise individually.
- Put children into pairs to check their answers.
- Ask individual children to come to the front of the class and write the words on the board. The rest of the class can check their spelling and say if it is correct.

ANSWERS

a – fan e – pen i – fig o – hop u – bug

8 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- For Exercise 5, write the first and second parts of the sentences on the board and draw lines matching them as students give you the answers. Focus on pronunciation by reading the sentences aloud, chorally as a class.
- For Exercise 6, put the appropriate phonics cards on the board and point to them to help children understand the letter-word connection.

At level:

- With Exercise 5, children can change partners and practice the sentences two or three more times. They can also substitute different words they have learned in the previous three units for the words provided in the Student Book.

Above level:

- After Exercise 5, divide the class into two. Tell one half that they will say the first half of the sentences and one half that they will say the second part of the sentences.
- Tell all the children to stand up. They are going to walk around the classroom and talk to each other.
- The students saying the first part can take their Student Book and read the sentence starters, in any order they like, to different students from the other group. The students saying the second part of the sentence do not have their book.
- Tell the students saying the second half of the sentences to finish them in a different way, as long as it makes sense.
- Then swap the halves around and do the activity again.
- For Exercise 6, hand out phonics cards from the previous three units. When checking answers, have children stand up if they are holding the phonics card that is correct.
- Put children into pairs. Have them choose three other pictures from the Phonics pages in Unit 13–15. They should copy the pictures into their notebooks and write three letters under the pictures, one which is the correct middle vowel, and two different letters.
- Ask pairs to swap notebooks and circle the correct middle vowels for the words represented by the pictures.

Further practice

Workbook pages 126 & 127
Writing portfolio 5 worksheet, Teacher's Resource Center
Progress test 5, Teacher's Resource Center
Skills test 5, Teacher's Resource Center
Online Practice • Review 5

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Workbook answer key

Starter Unit Page 4

1 1 Tim 2 Billy 3 Miss Jones 4 Rosy
2 Children's own answers

Page 5

1 1 Hello
2 How are you? I'm fine.
3 What's your name? My name's Tim.
4 Bye
2 1 b 2 c 3 d 4 a

Page 6

1 two, four, five, seven, eight
2 (from left to right) 5, 9, 3, 1, 8, 10, 7, 6, 4, 2
3 1 nine 2 six 3 I'm ten

Page 7

1 Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
2 Children color the picture following the instructions.

Unit 1 Page 8

1 1 pencil 2 book 3 ruler 4 eraser 5 pen
2 1 ruler 2 pen 3 book 4 eraser 5 pencil

Page 9

1 1 It's a pen. b 2 It's a ruler. d 3 It's a pencil. a 4 It's a book. e 5 It's an eraser. c
2 1 What's this? It's a pencil.
2 What's this? It's an eraser.
3 What's this? It's a ruler.

Page 10

1 1 bag 2 door 3 window
2 1 pencil 2 bookcase 3 door 4 folder 5 window 6 pen 7 bag

Page 11

1 1 c 2 d 3 a 4 b
2 1 apple 2 bird 3 cat 4 dog
3 The cat likes birds.
The dog likes apples.
Here's the cat with the bird.
Here's the dog with the apple.
4 A a B b C c D d

Page 12

1 1 Emma 2 bag 3 eraser 4 folder 5 pen
2 Children color the picture following the instructions.

Page 13

1 1 three 2 two 3 three 4 three 5 five 6 four
2 Children's own answers
3 Children's own answers

Fluency Time! 1 Page 14

1 1 Hi, Natalie. How are you?
2 I'm fine, thanks.
3 How are you?
4 I'm fine, thanks.
2 1 Hi, Sam. How are you?
2 I'm fine, thanks. How are you?
3 I'm fine, thanks.

Page 15

1 1 Kate
2 Ellie
3 James
2 1 b 2 c 3 d 4 a
3 Children's own answers.

Unit 2 Page 16

1 (from left to right) 1, 5, 3, 2, 4
2 Children's own answers
3 1 ball 2 puzzle 3 doll 4 car 5 teddy bear

Page 17

1 1 This is my puzzle.
2 This is your ball.
3 This is your doll.
4 This is my teddy bear.
2 1 Yes, it is. 2 No, it isn't.
3 Yes, it is. 4 No, it isn't.

Page 18

1 1 bike 2 train 3 kite

s	g	a	m	e	p
c	★	c	a	r	u
o	b	i	k	e	z
o	★	★	★	★	z
t	k	i	t	e	l
e	d	o	l	l	e
r	t	r	a	i	n

2 1 puzzle 2 bike 3 game 4 scooter 5 doll 6 kite 7 train 8 car

Page 19

1 Children color the following:
e – egg, f – fig, g – goat, h – hat
2 1 egg 2 fig 3 goat 4 hat
3 There's an egg with a blue hat.
Look, the goat has a fig.
The goat likes figs.
4 E e F f G g H h

Page 20

1 1 F 2 T 3 F 4 T 5 T 6 F 7 F 8 T
2 **Toys:** scooter, ball, car
Colors: yellow, white, pink
Animals: bird, zebra, cat

Page 21

1 1 This is my bike. b
2 Open the door. c
3 This is my red ball. d
4 Close the window. a
2 Children's own answers
3 Children's own answers

Math Time! Page 22

1 1 6 2 4
2 1 Four kites plus two dolls equals six.
2 Three balls plus one teddy bear equals four.

Page 23

1 How many kites?
Four kites.
How many balls?
Three balls.
Four kites and three balls.
What's four plus three?
Four plus three equals seven.
2 Children point and read the dialogue.
Unit 3

Page 24

1 (clockwise from top) 2, 4, 5, 1, 3
2 1 arms 2 face 3 legs 4 ears

Page 25

1 1 two arms 2 two legs 3 one nose 4 two ears
2 1 These are my eyes.
2 This is my nose.
3 These are my ears.
4 This is my face.

Page 26

1 Children trace the pictures.
2 Children color the picture following the instructions.
3 1 eyes 2 ears 3 nose 4 shoulders 5 legs 6 face

Page 27

1 I-i-ink, J-j-jelly, K-k-kite, L-l-lion
2 The lion has some jelly.
The lion has some ink.
Look! Here's a kite.
Oops! The lion is a mess.
3 1 jelly 2 bird 3 kite 4 fig 5 lion 6 ink 7 apple 8 cat

Page 28

1 (top row) 3, 6, 1
(bottom row) 2, 4, 5
2 1 cat 2 face 3 four 4 legs

Page 29

1 1 Cut out the four legs. Fold the legs. 2
2 This is my nose. 1
3 This is my pen. This is my pencil. And this is my ruler. 3
4 It's a folder. It's my red folder. 2

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5 It's orange. The nose is pink. The eyes are green. It's a tiger! 4

2 This is my nose / face.
These are my eyes / ears / legs / arms / hands / fingers / eyebrows / shoulders.

3 Children's own answers

Review 1 Pages 30–31

1 Children color the picture following the instructions.

2 1 ✓2 boys 2 ✗3 girls
3 ✗8 windows 4 ✓1 door

3 toys: train, ball, game, puzzle
school: pen, ruler, book, addition problem
body: eyes, eyebrows, hands, face

4 1 What's this?
2 How old are you?
3 It's a scooter.
4 What's your name?

5 1 This is my nose.
2 This is my face.
3 These are my shoulders.
4 These are my arms.
5 These are my fingers.
6 These are my legs.

6 1 apple 2 goat 3 fig 4 bird
5 jelly 6 cat 7 ink 8 egg

Unit 4 Page 32

1 firefighter, teacher, pilot, cook, student

2 1 c, cook 2 b, teacher
3 e, firefighter 4 a, pilot
5 d, student

Page 33

1 1 He's a pilot.
2 She's a teacher.
3 She's a student.
4 He's a firefighter.

2 1 Is she a firefighter?
2 Yes, she is.
3 Is he a firefighter?
4 No, he isn't.
5 Is she a teacher?
6 Yes, she is.

Page 34

1 1 She's a doctor.
2 He's a police officer.
3 He's a farmer.

p	s	t	u	d	e	n	t	★	f
i	m	a	i	l	m	a	n	★	a
l	★	★	★	★	★	★	★	★	r
o	t	e	a	c	h	e	r	★	m
t	d	o	c	t	o	r	★	★	e
z	o	o	k	e	e	p	e	r	r

2 1 student 2 farmer 3 zookeeper
4 mailman 5 doctor 6 teacher
7 pilot

Page 35

1 1 m 2 p 3 n 4 o

2 1 pen 2 mom 3 orange
4 nurse

3 My mom is a nurse.
She has an orange and a pen.
She can eat the orange.
She can write with the pen.

4 a, b, C, d, E, f, g, h, i, J, K, l, m, N, O, p

Page 36

1 Children read the sentences.

2 1 cook 2 teacher 3 student
4 pilot

3 family: mom, grandma
jobs: pilot, cook
numbers: eight, six
names: Harry, Ella

Page 37

1 1 This is my grandpa.
2 He's a mailman.
3 This is my brother.
4 These are my hands.
5 I'm a student.

2 Children's own answers

3 Children's own answers

Fluency Time! 2 Page 38

1 1 This is Mrs. White.
2 Nice to meet you, too.
3 This is James.
4 Nice to meet you.
Nice to meet you, too.

2 1 This is Emily.
2 Nice to meet you.
3 Nice to meet you, too.

Page 39

1 1 Dad
2 Kate
3 Mrs. Smith

2 1 c 2 a 3 d 4 b

3 Children's own answers

Unit 5 Page 40

1 (clockwise from top left) 1, 4, 5, 3, 2

2 1 It's a tree. 2 It's a swing.
3 It's a slide. 4 It's a goal.
5 It's a seesaw.

Page 41

1 1 Rosy's under the tree.
2 Billy's in the goal.
3 Tim's on the slide.

2 1 He's on the slide.
2 She's under the tree.
3 He's in the goal.

Page 42

1 1 pool 2 frisbee 3 ice cream

2 1 seesaw 2 tree 3 slide
4 pool 5 ice cream 6 frisbee

Page 43

1 Q-q-queen, R-r-rabbit, S-s-sofa, T-t-tiger, U-u-umbrella

2 The queen is on the sofa.
The queen has a rabbit.
The tiger is on the sofa.
The tiger has an umbrella.

3 1 kite 2 nurse 3 queen
4 rabbit 5 tiger 6 orange
7 sofa 8 umbrella

Page 44

1 1 bike 2 teddy bear 3 ball
4 kite 5 doll

2 1 F 2 F 3 T 4 T 5 T

Page 45

1 1 My name's tim. My name's Tim.
2 This is rosy. This is Rosy.
3 rosy and billy are here. Rosy and Billy are here.
4 tim is a student. Tim is a student.

2 swing, slide, seesaw, pool, tree, ball, frisbee, jungle gym

3 Children's own answers

Art Time! Page 46

1 1 This is green paint. Add black paint. It's dark green.
2 This is blue paint. Add white paint. It's light blue.
3 This is red paint. Add black paint. It's dark red.
4 This is purple paint. Add white paint. It's light purple.

2 Children color the picture following the instructions.

Page 47

1 What color is this? It's red.
And what color is this? It's white.
Now add the white paint. OK
What color is it now? Wow! It's pink.

Unit 6 Page 48

1 (clockwise from top left) 6, 5, 2, 1, 4, 3

2 1 This is my brother.
2 This is my mom.
3 This is my dad.
4 This is my grandpa.
5 This is my grandma.

Page 49

1 (left to right) 4, 1, 2, 3

2 Children color the picture following the instructions.

3 1 Grandpa's 2 Billy's 3 Dad's
4 Tim's

Page 50

1 **red words:** dad, brother, grandpa
yellow words: mom, sister, grandma

g	r	a	n	d	m	a	★
r	★	c	o	u	s	i	n
a	s	i	s	t	e	r	★
n	★	m	★	★	★	d	l
d	★	o	★	★	★	a	★
p	★	m	★	★	★	d	★
a	b	r	o	t	h	e	r

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2 1 dad 2 mom 3 brother
4 sister 5 cousin 6 grandpa
7 grandma

Page 51

1 van, window, box, yo-yo, zebra
2 1 van 2 window 3 box
4 yo-yo 5 zebra
3 Look out of the window.
What can you see?
I can see a zebra in a van
And a yo-yo on a box.
4 q, R, s, t, U, v, W, X, y, Z

Page 52

1 (top row) 6, 3, 4
(bottom row) 2, 1, 5
2 1 tree 2 ball 3 uncle
4 bird 5 kite

Page 53

1 Children trace and write.
2 1 Who's this?
2 Is this your teddy bear?
3 Where's your bike?
4 Is it a game?
5 What's your name?
3 Children's own answers
4 Children's own answers

Review 2 Pages 54–55

1 1 This is Bob's frisbee.
2 This is Lisa's teddy bear.
3 This is Bob's ball.
4 This is Lisa's pen.
2 1 No, he isn't. 2 Yes, she is.
3 Yes, he is. 4 No, she isn't.
3 **Jobs:** doctor, firefighter, mailman, nurse
Family: aunt, grandma, uncle, cousin
Park: swing, slide, jungle gym, seesaw
4 1 She's a student.
2 It's my brother's ice cream.
3 She isn't a teacher.
4 It's dark blue.
5 1 Where's the frisbee?
2 Where's the ball?
3 Where's the bird?
4 Where's the book?
6 1 orange 2 mom 3 umbrella
4 yo-yo 5 box 6 window
7 rabbit 8 sofa

Unit 7 Page 56

1 1 T-shirt 2 pants 3 shorts
4 dress
2 Children color the picture following the instructions.
3 1 pants 2 T-shirt 3 dress
4 socks 5 shorts

Page 57

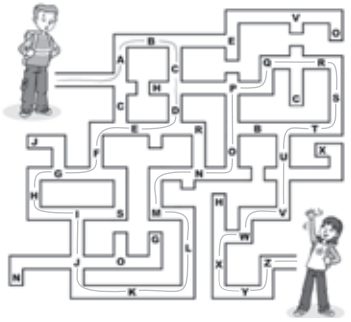
1 1 This is her dress.
2 These are his pants.
3 This is her T-shirt.
4 These are his shorts.
2 1 Yes, they are. 2 No, they aren't.
3 Yes, they are. 4 No, they aren't.

Page 58

1 1 hat 2 coat 3 shoes
2 1 socks 2 shorts 3 tracksuit
4 coat 5 sweater 6 T-shirt
7 shoes 8 pants

Page 59

1



2 c, d, f, h, i, j, l, n, o, r, s, v, w, y, z

Page 60

1 1 coat 2 pants 3 socks
4 orange 5 T-shirt 6 soccer

Page 61

1 Children trace and write.
2 1 Where's my dress?
2 He's seven.
3 It's a bird.
4 What's your name?
5 She's my sister.
3 Children's own answers
4 Children's own answers

Fluency Time! 3 Page 62

1 1 Can I go on the swing, please?
2 Can I go on the slide, please?
3 Can I go on the seesaw, please?
4 Can I go on the jungle gym, please?
2 1 Can I go on the jungle gym, please? Yes, OK.
2 Look. I'm on the jungle gym! Come down now, please.
3 Be careful of the car! I'm fine.

Page 63

1 1 Yes
2 No
3 No
2 1 d 2 a 3 b 4 c
3 Children's own answers

Unit 8 Page 64

1 (clockwise) 4, 5, 6, 2, 1, 3
2 1 This is in the dining room.
2 This is in the bedroom.
3 This is in the kitchen.
4 This is in the living room.
5 This is in the bathroom.

Page 65

1 1 Where's Rosy? She's in the living room.
2 Where are Mom and Dad? They're in the dining room.
3 Where are Grandma and Grandpa? They're in the kitchen.
4 Where's Billy? He's in the bedroom.
2 1 No, he isn't. 2 Yes, they are.
3 No, they aren't. 4 Yes, she is.

Page 66

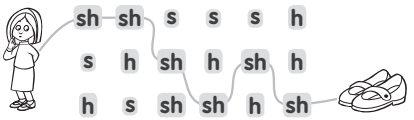
1 (clockwise from top left) 4, 1, 2, 3, 5
2

f	d	u	a	★	y	d
r	o	p	p	★	a	i
o	w	s	a	k	r	n
n	n	t	r	i	d	i
t	s	a	t	t	h	n
d	t	i	m	c	o	g
o	a	r	e	h	u	r
o	i	s	n	e	s	o
r	r	★	t	n	e	o
★	s	★	s	★	★	m

1 dining room 2 downstairs
3 upstairs 4 front door 5 house
6 kitchen 7 apartment 8 yard

Page 67

1



2 1 shoes 2 T-shirt 3 sheep
4 fish
3 shoes, T-shirt, sheep, fish, sheep, fish

Page 68

1 Children read and point.
2 1 apartment 2 brother
3 three 4 bedroom

Page 69

1 b(a)g, (u)p, p(e)n, h(a)t, (o)n, f(i)g, (e)gg, b(o)x, (i)nk
2 a: bag, hat
e: pen, egg
i: fig, ink
o: on, box
u: up
3 Children's own answers
4 Children's own answers

Social Studies Time!

Page 70

1 firefighter, helmet, fire truck, pole, uniform, ladder, fire station
2 1 firefighter 2 fire truck 3 ladder
4 uniform 5 helmet
6 fire station 7 pole

Page 71

1 My name's Rosa. Today I'm at the fire station with my school class.
This is Mr. Lewis. He's a firefighter. His uniform is red and yellow.
Look at me. I'm in the fire truck! The fire truck is yellow.

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And this is a real firefighter's helmet. Look. It's on my head. The fire station is great.

2 Children point and read the dialogue.

Unit 9 Page 72

1 1 lunchbox 2 drink 3 cookie 4 banana 5 sandwich 6 orange

2 Children's own answers

Page 73

1 (top row) 2, 1, 4
(bottom row) 5, 6, 3

2 1 I have an apple and a banana.
2 I have a sandwich and a cookie.
3 I have two sandwiches and two apples.
4 I have an apple. I don't have a banana.
5 I don't have my lunchbox. I have a drink.
6 I don't have my lunchbox. I don't have a drink.

3 1 I have an apple.
2 I don't have a sandwich.
3 I don't have a cookie.
4 I have an orange.

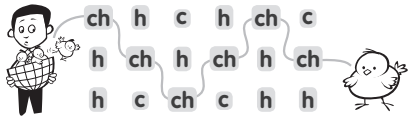
Page 74

1 1 pear 2 grapes 3 tomato

2 1 tomato 2 apple 3 drink 4 sandwich 5 fish 6 banana 7 orange 8 lunchbox

Page 75

1



2 1 Charlie 2 chick 3 chair 4 teacher 5 lunchbox

3 Charlie, teacher, chair, chick, chick, chick, teacher, chair, chick

Page 76

1 Children read the text.

2 1 ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✗ 6 ✓ 7 ✓ 8 ✗ 9 ✓ 10 ✗

3 1 I don't have a banana.
2 I have a drink.
3 I have an orange.
4 I don't have a cookie.

Page 77

1 1 a 2 an 3 an 4 an 5 a 6 a

2 1 Is this a ball? No, it isn't. It's an apple.
2 Is this an orange? No, it isn't. It's a ball.
3 Children's own answers
4 Children's own answers

Review 3 Pages 78–79

1 1 a 2 an 3 a 4 an 5 a 6 an 7 a 8 a

2 her: sandwich, apple, orange
his: egg, banana, cookie

3 1 I have a sandwich.
2 I don't have a banana.
3 I have an orange.
4 I don't have an apple.
5 I have an egg.
6 I have a cookie.

4 rooms: bedroom, living room, bathroom, kitchen
clothes: helmet, socks, dress, pants
food: cherries, pear, pineapple, grapes

5 1 Is Grandpa in the yard?
2 Is this his sweater?
3 She's in the dining room.
4 I have a drink.
5 He wears a uniform.
6 Is Grandma upstairs?

6 1 cat 2 chick 3 hat 4 shoes 5 sofa

Unit 10 Page 80

1 Children draw their picture.

2 Children's own answers

3 Children's own answers

Page 81

1 1 Children color the pictures following the instructions.

2 1 Sarah doesn't have brown eyes. She has blue eyes.
2 She has long hair. She doesn't have short hair.
3 She doesn't have curly hair. She has straight hair.
4 She has blond hair. She doesn't have black hair.
5 Rick doesn't have brown eyes. He has green eyes.
6 He has short hair. He doesn't have long hair.
7 He has curly hair. He doesn't have straight hair.
8 He doesn't have blond hair. He has brown hair.

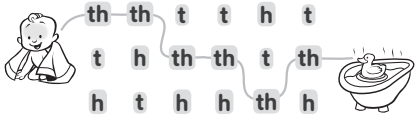
Page 82

1 4 squares, 5 triangles, 2 rectangles, 3 circles, 3 diamonds

2 1 triangle 2 rectangle 3 circle 4 square

Page 83

1



2 1 Theo 2 three 3 bath 4 teeth

3 Theo, bath, three, Theo, teeth, three

Page 84

1 Children read the text.

2

Hair	black	blond	brown	short	long	curly	straight
Simon	✓			✓		✓	
Ed			✓	✓			✓
Amy		✓			✓	✓	
Eyes	**green**	**brown**	**blue**				
Simon		✓					
Ed	✓						
Amy			✓				

3 1 Simon 2 Ed 3 Amy

Page 85

1 1 I don't have short hair.
2 I don't have long hair.
3 She doesn't have blue eyes.
4 He doesn't have curly hair.

2 Children's own answers

3 Children's own answers

Fluency Time! 4 Page 86

1 1 Put on your shoes.
2 Take off your hat.
3 Put on your socks.
4 Take off your sweater.

2 1 Get dressed now. Hurry up!
2 Put on your blue dress.
3 Put on your coat, please. OK, Grandma.
4 Take off your shoes, please.

Page 87

1 1 Kate
2 Mrs. Smith
3 Mom

2 a Take off your hat.
b Hurry up.
c Put on your hat, please.
d Take off your shoes, please.

3 Children' s own answers.

Unit 11 Page 88

1 1 monkey – little 2 giraffe – tall 3 elephant – big

2 1 What are these?
They're giraffes.
They're tall.
2 What are these?
They're monkeys.
They're little.
3 What are these?
They're elephants.
They're big.

Page 89

1 1 ☺ 2 ☹ 3 ☹ 4 ☺ 5 ☺ 6 ☹

2 1 I don't like giraffes.
2 I like monkeys.
3 I like zebras.
4 I don't like elephants.

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Page 90

★	m	l	p	i	a	★
t	★	★	o	★	★	e
i	l	★	l	★	★	l
g	i	r	a	f	f	e
e	o	★	r	★	★	p
r	n	★	b	★	★	h
z	e	s	e	a	l	a
m	s	n	a	k	e	n
p	a	r	r	o	t	t

1 1 snake 2 elephant 3 giraffe 4 polar bear 5 lion 6 seal 7 tiger 8 parrot

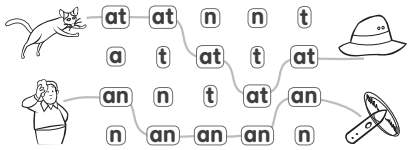
2 1 The elephant's ears are big. The elephant's nose is long.
2 The parrot's legs are short. The parrot's eyes are little.

Page 91

1 cat, hat, man, fan

2 1 The cat has a hat.
2 The man has a fan.

3



Page 92

1 Children read the poem.

2 1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✓

3 1 T 2 F 3 T 4 T 5 F 6 T

Page 93

1 1 This is a tall boy.
2 This is a big dog.
3 This is a long snake.
4 He has short hair.
5 It has little ears.
6 It's a brown seal.

2 Children's own answers

3 Children's own answers

Science Time! Page 94

1 This animal is orange and black. It has four legs and a long tail. It's big and it has short fur on its body. It's a tiger. This animal is little. It has six legs and it has two wings. It's an Insect. The insect is a fly.

2 1 F 2 T 3 T 4 F 5 T 6 T

Page 95

1 1 e 2 b 3 a 4 d 5 c

2 1 1, 4 2 2, 3 3 5

3 Children point and read the dialogue.

Unit 12 Page 96

	meat	yogurt	fish	carrots	rice	bread
	✓	✗	✗	✓	✓	✗
	✗	✓	✓	✓	✗	✓

2 1 I like meat and rice. I don't like yogurt.
2 I like fish and carrots. I don't like meat.

Page 97

1 1 Do you like bananas?
2 Yes, I do.
3 Do you like carrots?
4 No, I don't.
5 Do you like bread?
6 Yes, I do.

2 1 Do you like carrots? Yes, I do.
2 Do you like meat and rice? Yes, I do.
3 Do you like carrots? No, I don't.
4 I like yogurt.

Page 98

1 1 hot chocolate 2 water 3 milk 4 tea 5 juice

2 1 milk 2 water 3 juice

Page 99

1 bed, red, pen, Ken

2 pen, red, Ken's, bed

3 1 hat 2 pen 3 fan 4 bed

Page 100

1 Children read the text.

2 1 b, Alice 2 a, Alice 3 e, Steve 4 f, Alice 5 d, Steve 6 c, Alice 7 h, Alice 8 g, Steve

Page 101

1 1 I don't like carrots.
2 This isn't a yogurt.
3 It isn't ice cream.
4 No, it isn't.
5 No, they aren't.
6 I don't like juice.

2 1 I don't like apples.
2 Her hair isn't straight.
3 They aren't circles.
4 This isn't tea.
5 It isn't his house.

3 Children's own answers

4 Children's own answers

Review 4 Pages 102–103

1 1 Toby has black hair.
2 Tanya doesn't have curly hair.
3 He doesn't have long hair.
4 She has blond hair.
5 He doesn't have brown eyes.
6 She has blue eyes.

2 1 This is a little monkey.
2 This is a tall giraffe.
3 This is a big elephant.
4 This is a green snake.

3 shapes: square, triangle, diamond
food: yogurt, rice, carrots
animals: insect, seal, parrot
drinks: tea, juice, water

4 1 I like giraffes.
2 I don't like parrots.
3 Do you like snakes?
4 No, I don't.
5 Do you like tigers?
6 Yes, I do.

5 1 I like elephants. d
2 I don't like giraffes. b
3 I don't like monkeys. a
4 I like zebras. c

6 1 chair 2 three 3 fish 4 sheep 5 teacher

Unit 13 Page 104

1 Children draw the bedroom items.

2 1 Where's the pillow? It's on the bed.
2 Where's the book? It's on the shelf.
3 Where the blanket? It's on the bed.
4 Where the pen? It's on the shelf.
5 Where's the T-shirt? It's in the cabinet.
6 Where's the teddy bear? It's on the rug.

Page 105

1 1 There's 2 There are 3 There are 4 There's

2 1 There's a cabinet.
2 There are four books.
3 There are two pillows.
4 There are two beds.
5 There's a shelf.
6 There's a rug.

Page 106

1 It's a bed.

f	o	u	r	t	e	e	n	★
★	e	i	g	h	t	e	e	n
★	★	t	w	e	n	t	y	i
s	e	v	e	n	t	e	e	n
s	i	x	t	e	e	n	l	e
★	★	★	★	★	★	★	e	t
f	i	f	t	e	e	n	v	e
★	★	t	w	e	l	v	e	e
t	h	i	r	t	e	e	n	n

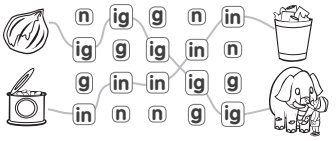
2 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Page 107

1 pin, fig, pig

2 pin, fig, pin, pig

3



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Page 108
1 Children read and color.
2 1 d 2 g 3 a 4 b 5 f 6 h 7 c 8 e

Page 109
1 1 Where's your bed? It's in my bedroom.
2 What's on your shelf? My books are on my shelf.
3 Do you like your bedroom? Yes, I do.
2 1 What's her name?
2 Her name's Lola.
3 What's on her shelf?
4 Are the shoes blue?
3 Children's own answers
4 Children's own answers

Fluency Time! 5 Page 110
1 1 Would you like rice?
2 Would you like cherries?
3 Would you like a sandwich?
4 Would you like an apple?
2 1 Would you like rice? Yes, please.
2 This is yummy.
3 Would you like a tomato? No, thanks. I'm full.
4 You're welcome.

Page 111
1 1 d 2 a 3 b 4 c
2 1 salad, Mom
2 yummy, James
3 like, Mom
4 full, James
5 full, Kate
6 Ice cream, James
3 Children's own answers

Unit 14 Page 112
1 talk, fly, run, walk, swim, climb
2 1 fly 2 climb 3 walk 4 run 5 talk 6 swim

Page 113
1 1 can 2 can't 3 can 4 can't 5 can 6 can't
2 1 No, he can't.
2 Yes, he can.
3 Yes, she can.
4 No, she can't.
5 Yes, it can.
6 No, it can't.

Page 114
1 1 sing 2 draw 3 write
2 1 swim 2 walk 3 write 4 climb 5 dance 6 sing 7 fly 8 run 9 draw 10 cook

Page 115
1 pot, box, fox
2 fox, pot, fox, box
3 1 box 2 pin 3 pot 4 pig

Page 116
1 Children read and color following the instructions.
2 1 bird 2 pink 3 eyes 4 long 5 leg 6 white

Page 117
1 1 A giraffe can't climb trees.
2 I can't swim.
3 This snake can't walk.
4 A seal can't fly.
2 1 A giraffe cannot swim.
2 A monkey cannot fly.
3 A snake cannot run.
4 A seal cannot talk.
3 Children's own answers
4 Children's own answers

Geography Time! Page 118
1 inside, hot, hole, volcano, erupt, lava
2 1 volcano 2 hole 3 inside 4 hot 5 erupt 6 under

Page 119
1 1 This is a very big volcano.
2 Volcanoes can erupt.
3 The lava is very, very hot!
4 There is a big hole in the volcano.
2 (top row) 1, 4
(bottom row) 2, 3
3 Children point and read the dialogue.

Unit 15 Page 120
1 (clockwise from top) 2, 3, 1, 4, 5, 6
2 1 beach 2 sandcastle 3 crabs 4 ocean 5 boat 6 shells

Page 121
1 1 find 2 make 3 swim 4 go 5 find 6 play
2 1 Let's go in a boat.
2 Let's play ball.
3 Let's make a sandcastle.
4 Let's find crabs.
5 Let's swim in the ocean.
6 Let's find shells.

Page 122
1 1 He has sunscreen.
2 She has ice cream.
3 He has a bat.



2 1 crab 2 pail 3 sandcastle 4 bat 5 shell 6 ocean 7 ice pop 8 sunscreen 9 shovel 10 beach

Page 123
1 bug, rug, sun
2 rug, bug, sun, fun
3 1 sun 2 fox 3 bug 4 pot

Page 124
1 Children read the text.
2 1 fish, birds 2 yes 3 ten 4 two 5 eight 6 yes

Page 125
1 1 Let's climb.
2 Let's sing a song.
3 Let's run.
4 Let's play ball.
2 1 sing 2 climb 3 play 4 run
3 Children circle sandcastle, shells, pail, crabs, ball, bat, kite, sunscreen, frisbee, boat, shovel.
4 Children's own answers

Review 5 Pages 126–127
1 1 There is 1 bat.
2 There is 1 ice pop.
3 There are 3 crabs.
4 There is 1 boat.
5 There are 2 sandcastles.
6 There are 4 shells.
2 sixteen, twelve, nineteen, thirteen
3 bedroom: bed, blanket, shelf
beach: sunscreen, boat, pail
numbers: fourteen, fifteen, seventeen
verbs: dance, draw, erupt
4 1 Let's go to the beach!
2 That's a good idea.
3 Can you swim?
4 Yes, I can.
5 Let's swim in the ocean!
5 1 pen 2 sun 3 fox 4 cat 5 man 6 pin 7 hop 8 box
6 Children's own answers

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Wordlist

Words in bold are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter Unit

Billy
blue
class
come
come on
eight
everyone
five
four
Friday
fun
Goodbye
green
Hello
Hi
Miss Jones
Monday
nine
one
orange (adj)
pink
purple
rainbow
red
Rosy
Saturday
seven
sing
six
sorry
Sunday
ten
this
three
Thursday
Tim
too
Tuesday
two
Wednesday
who
yellow

Unit 1

apple
bag
bird
book
bookcase
cat
close (v)
dog
door
eraser
face mask
folder
here
like (v)
look at
OK
open (v)
pen
pencil
pencil case
ruler
school bag
school things
see
train
window

Unit 2

addition problem
animal
ball
big
bike
car
color (n)
doll
egg
equals
fat
favorite
fig
game
goat
hat
kite
love (v)
lovely
plus
puzzle
scooter
teddy bear
toy
train
zebra

Unit 3

all
arms
body
color (v)
cut (out)
ears
eyebrows
eyes
face
fingers
fold (v)
glue (v)
hands
ink
jelly
kite
legs
Let's
lion
long
make
mess
nose
now
Oops!
paper
paw
point to
put on
shoulders
sunscreen
tail
that's right
then

Unit 4

again
brother
cook (n)
doctor
eat
family
farmer
finger puppet
firefighter
Grandma
Grandpa
happy
hero
kind
lane
mailman
meat
meet
mom
nurse
orange (n)
pen
pilot
police officer
student
teacher
uncle
write
zookeeper

Unit 5

armbands
black
boy
cool
dark blue
frisbee
girl
goal
good try
help (v)
ice cream
in
jungle gym

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light blue
net
nice
on
paint
park (n)
play (v)
pool
queen
rabbit
seesaw
slide
soccer
sofa
swing
tiger
tree
umbrella
under
where
white

Unit 6

at
aunt
box
brother
cousin
dad
find
flying
grandma
grandpa
into
know
look (out of)
lots of
love (n)
mom
photo
sister
still
the others
they
throw
uncle
van
window
yo-yo
zebra

Unit 7

basket
clothes
coat
day
dress
every
hat
her
his
pants
shoes
shorts
socks
sweater
team
tracksuit
try on
T-shirt

Unit 8

apartment
balcony
bathroom
bedroom
certificate
chair
dining room
downstairs
fire truck
fish
follow
front door
go
good
good job
helmet
house
kitchen
ladder
little
living room
next door
pole
sheep
shoes
show (v)
surprise
table
through
TV
uniform
upstairs
want
work
yard

Unit 9

apple
banana
chair
cheese
cherries
chick
chirp
choose
cookie
drinks
grapes
inside
lunch
lunchbox
lunchtime
pear
pineapple
sandwich
say
share
teacher
today
tomato
water

Unit 10

baby
bath
best
blond
brown
circle
count
curly
dear
diamond
friend
from
great
hair
just
long
new
over there
photo
picture
rectangle
round
short
side
smooth
square
straight
tall
teeth
tell
the same
three
triangle

Unit 11

at all
big
cat
elephant
fan
feather
first
food
funny
fur
giraffe
growl
guess
head
hear
hip, hooray
hiss
insect
leaves
listen
little
man
mane
monkey
neck
next
on top of
parrot
polar bear
pretty
seal
snake
squawk
tall
there
tiger

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tongue
top
true
wing
wrong
zoo

Unit 12

because
bed
bread
café
carrots
dessert
dinnertime
drink (v)
finished
fish
hot chocolate
hungry
juice
late
meat
menu
milk
pen
pig
red
rice
school
tea
water
yogurt

Unit 13

bed
bin
blanket
cabinet
clean (adj)
clean up
eighteen
eleven
fifteen
fig
fourteen
get in
letter
magazine
more
nineteen
pillow
pin
put
room
rug
seventeen
shelf
sixteen
star (adj)
thirteen
twelve
twenty

Unit 14

alphabet
anything
beautiful
can (v)
climb
cook (v)
dance
dangerous
do
dog
draw
erupt
fast
fly
fox
fruit
hole
hop
inside
jump
lava
live (v)
log
nuts
pet
pot
play soccer
run
sing
sitting
smart
smile (v)
song
stripes
swim
talk
very
volcano
walk
write

Unit 15

alone
another
bat
beach
boat
bug
catch
crab
enjoy
flavor
forget
good idea
hotel
ice pop
jug
litter
pail
rock pool
rug
sandcastle
sandy
shell
shovel
sun
sunscreen
the ocean
together
wait
welcome
wonderful

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