

2<sup>nd</sup> Edition

# Family Fluency and Friends

# 2

**Teacher's Book Plus**

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Introduction by **Naomi Simmons**

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# Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
<b>Starter:</b> <b>Welcome back!</b>	p24	Revision: words to describe people, numbers 1–20, family, colours, toys, days of the week Extra: <i>welcome back, learning, end (v), bump, down, week, white, black</i>	<i>I've got brown hair. This is my cousin. He's got green eyes. Where's Billy? Is he under the bed? There is... There are...</i>
<b>1</b> <b>Our new things</b>	p28	<b>School things</b> Core: <i>classroom, table, computer, peg, pencil case, board, poster, picture, drawers, cupboard, CD player</i> Extra: <i>whiteboard, Wow!, this, that, these, those, what, have a look, work (n), game, touch, knee, feet, bright, wall, sit, with, swimming pool</i>	<i>This / That is... These / Those are...</i>
<b>2</b> <b>They're happy now!</b>	p34	<b>Feelings</b> Core: <i>hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave, nervous</i> Extra: <i>babies, twins, cry (v), go to sleep, snore, hug (v), yourself, stamp (v), feelings, feel, sometimes, always, behave, fear, gone, carry on, laugh (v), until, broken, poor, nearly, wake up</i>	<i>We're / They're happy. Are they hot? Yes, they are. / No, they aren't.</i>
<b>3</b> <b>I can ride a bike!</b>	p40	<b>Outdoor activities</b> Core: <i>ride a bike, ride a horse, skate, skateboard, play tennis, play football</i> <b>Prepositions of place</b> Core: <i>behind, in front of, next to, between</i> Extra: <i>teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel, children, grass, sand, take, young, skateboard (n), skates (n), outdoor (adj)</i>	<i>She can / can't ride a bike. Can he play tennis? Yes, he can. / No, he can't.</i>  <i>Prepositions of place</i>
<b>Fluency Time! 1</b>	p46	<b>Classroom language</b> <i>What's this in English? Speak more slowly, please. Can you spell it, please?</i>	
<b>Review 1</b>		<b>Revision of vocabulary and structures from Units 1–3</b>	
<b>4</b> <b>Have you got a milkshake!</b>	p48	<b>Food</b> Core: <i>salad, fries, pizza, milkshake, cheese sandwich, chicken</i> <b>Numbers 20–100</b> Core: <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i> Extra: <i>don't worry, naughty, start (v + n), easy, if, try, number, high, done, much, olive, sure, buy</i>	<i>Have you got a milkshake? Yes, I have. / No, I haven't. Has he got fries? Yes, he has. / No, he hasn't.</i>
<b>5</b> <b>We've got English?</b>	p54	<b>School subjects</b> Core: <i>art, maths, English, science, PE, music</i> <b>School rooms</b> Core: <i>playground, sports field, art room, computer room, gym</i> Extra: <i>our, their, time, wear, paint, headphones, speak, study, read, primary, lesson, break time, learn</i>	<i>What have we got on Monday? We've got science. When have we got PE?</i>  <i>our / their</i>
<b>6</b> <b>Let's play after school!</b>	p60	<b>After-school activities</b> Core: <i>help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email</i> Extra: <i>how about, well, after, a lot, on my own, cook (v), stories, CD, sport</i>	<i>I visit my grandma every Tuesday. I go swimming every Thursday. I don't watch TV.</i>
<b>Fluency Time! 2</b>	p66	<b>Shopping</b> <i>Can I help you? I'd like ... Anything else? How much is it?</i>	
<b>Review 2</b>		<b>Revision of vocabulary and structures from Units 1–6</b>	

	Phonics	Skills	Values
		<p><b>Listening:</b> identifying people from their descriptions (listening for specific information)</p> <p><b>Speaking:</b> <i>She's got curly hair. His name's James. How many...? What colour...?</i> (describing people's appearance; introducing yourself and other people; talking about objects)</p>	Understanding and respecting differences between people
	Review of the alphabet and initial sounds	<p><b>Reading:</b> a description (reading a text describing pictures; reading for specific words)</p> <p><b>Listening:</b> identifying people and objects from their description (numbering items in the correct order)</p> <p><b>Speaking:</b> <i>How many...? There are...</i> (asking and answering questions about a picture)</p> <p><b>Writing:</b> capitalization; Workbook – writing about my classroom (guided writing)</p>	<p><b>Keep your classroom tidy</b> (contributing to keeping the classroom tidy)</p> <p>Understanding that it is important to look after possessions and the classroom</p>
	Review of digraphs: <i>ch sh th</i> <i>ch: chair teacher</i> <i>sh: shoes fish</i> <i>th: thumb bath</i>	<p><b>Reading:</b> a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem)</p> <p><b>Listening:</b> identifying feelings (numbering pictures of feelings in the correct order)</p> <p><b>Speaking:</b> <i>Is he sad? No, he isn't. He's...</i> (asking and answering questions about how people feel)</p> <p><b>Writing:</b> long and short forms; Workbook – writing about my feelings (guided writing)</p>	<p><b>Let's help each other</b> (finding ways to help people when they need it)</p> <p>Caring for other people</p>
	Review of CVC words: <i>a e i o u</i> <i>a: cat van</i> <i>e: peg bed</i> <i>i: bin fig</i> <i>o: mop dog</i> <i>u: bus jug</i>	<p><b>Reading:</b> information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text)</p> <p><b>Listening:</b> identifying outdoor toys (numbering objects in the correct order)</p> <p><b>Speaking:</b> <i>Where's the skateboard? It's in front of the table.</i> (asking and answering questions about where things are)</p> <p><b>Writing:</b> using <i>a / an</i>; Workbook – writing about what I can and can't do (guided writing)</p>	<p><b>Sports and safety</b> (practising sports safely)</p> <p>Encouraging and helping people to be brave</p>

**Project: a school word wheel**

<p><b>Consonant blends:</b> <i>gr br fr</i> <i>gr: grass grapes</i> <i>br: brush bread</i> <i>fr: frog frisbee</i></p>	<p><b>Reading:</b> a caption story (reading and understanding a caption story; finding specific information in a text)</p> <p><b>Listening:</b> identifying which food items are available in a shop</p> <p><b>Speaking:</b> <i>Have you got apples? Yes, we have.</i> (asking and answering questions about what someone has got)</p> <p><b>Writing:</b> question marks and full stops; Workbook – writing about my lunch (guided writing)</p>	<p><b>Healthy food</b> (understanding that some foods are healthy and others are unhealthy)</p>
<p><b>Consonant blends:</b> <i>dr tr cr</i> <i>dr: drum dress</i> <i>tr: truck tree</i> <i>cr: crayon crab</i></p>	<p><b>Reading:</b> a description on a webpage (reading and understanding a webpage; finding specific details in a text)</p> <p><b>Listening:</b> identifying school rooms from their descriptions (numbering pictures in the correct order)</p> <p><b>Speaking:</b> <i>What have we got in the art room? We've got...</i> (asking and answering questions about different rooms in a school)</p> <p><b>Writing:</b> capital letters; Workbook – writing about my school subjects (guided writing)</p>	<p><b>Safety at school</b> (noticing safety hazards in the classroom)</p> <p>Sharing with people at school</p>
<p><b>Consonant blends:</b> <i>fl pl bl</i> <i>fl: flower flat</i> <i>pl: plum plate</i> <i>bl: blanket blue</i></p>	<p><b>Reading:</b> information texts (reading and understanding a class poster; matching children with their after-school activities)</p> <p><b>Listening:</b> identifying after-school activities (choosing which activities children take part in)</p> <p><b>Speaking:</b> <i>I read a book. I don't ride a bike.</i> (talking about which after-school activities you do)</p> <p><b>Writing:</b> verbs; Workbook – writing about what I do after school (guided writing)</p>	<p><b>Help your family</b> (respecting the needs of others)</p>

**Project: a market stall**

<b>7</b>	<b>Let's buy presents?</b>	p68	<b>Special days</b> Core: chocolate, sweets, balloon, present, cake, card, neighbour, pastries, nuts, tie, buy Extra: birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile (n), everything, give	What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.
<b>8</b>	<b>What's the time?</b>	p74	<b>Everyday activities</b> Core: get up, have breakfast, go to school, go home, have dinner, go to bed <b>Times of the day</b> Core: in the morning, in the afternoon, in the evening, at night Extra: brush my teeth, goodnight, time for, get dressed, cereal, go by bus, so, plane	What's the time? It's seven o'clock. He gets up at six o'clock.
<b>9</b>	<b>Where does she work?</b>	p80	<b>Places</b> Core: hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank, garage Extra: work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job	Where does she work? She works in a bank. Does she work in a shop? Yes, she does. / No, she doesn't.
<b>Fluency Time! 3</b>		p86	<b>Making plans</b> Are you free on ...? Sorry, I'm not free. How about on ...? Great. I'll ask my ...	
<b>Review 3</b>		Revision of vocabulary and structures from Units 1–9		
<b>10</b>	<b>It's hot today!</b>	p88	<b>Weather</b> Core: raining, windy, hot, cold, snowing, sunny <b>Weather activities</b> Core: fly a kite, make a snowman, wear coats, go outside Extra: weather, like (prep), sun hat, catch, quick, key, wet, high up, all together, news, warm, raincoat, sun, sunglasses, fly away, be careful, get wet, keep	What's the weather like? It's windy / raining / hot. Put on / don't put on your coat.
<b>11</b>	<b>What are you wearing</b>	p94	<b>Clothes</b> Core: skirt, scarf, gloves, jeans, boots, shirt <b>Time</b> Core: o'clock, quarter past, half past, quarter to Extra: people, platform, here comes..., slow, hurry up, coach, pass by, wave (v), get on, sit down, seaside, town	Present continuous: What are you wearing? / What's he wearing? I'm wearing a blue skirt. / He's wearing red trousers.
<b>12</b>	<b>You're sleeping!</b>	p100	<b>Celebrations</b> Core: wedding, guests, cake, bride, band, invitations <b>Getting ready</b> Core: make a cake, wash the car, brush my hair, take photos, choose a dress Extra: watch (v), video, dance (v), sleep, get ready, by my side, suit (n), excited, can't wait, month, summer, party, clean (v), letters, think, send, soon	Present continuous: What are you / they doing? I'm / We're / They're talking. What's he / she doing? He's / She's eating.
<b>Fluency Time! 4</b>		p106	<b>At a party</b> Everyone's in the ... This is for you. Thank you for having me. You're welcome.	
<b>Review 4</b>		Revision of vocabulary and structures from Units 1–12		
<b>13</b>	<b>Look at all the animals!</b>	p108	<b>Farm animals</b> Core: cow, goat, horse, sheep, donkey, goose <b>Adjectives</b> Core: loud, quiet, fast, slow Extra: than, mummy, daddy, other, hen, cheep, cluck, honk, clop, clip, trot, farm, piece, trip (n), leave, bring, rule, run away, finally, bite, scare, sink (n), friendly	Comparatives: This cow is bigger than that cow.
<b>14</b>	<b>Look at the photos!</b>	p114	<b>Memories</b> Core: kind, naughty, wet, dry, fridge, photo <b>Tidying up</b> Core: tidy, untidy, floor, rubbish, dirty Extra: duck, each, play (n), year, wolf, hood, costume, scary, proud, act (v), hard work, brilliant, ready, tidy up	Past simple: I / He / She was happy. I / He / She wasn't naughty. You were kind. They weren't dry.
<b>15</b>	<b>Well done!</b>	p120	<b>People</b> Core: man, men, woman, women, child, children <b>Ordinal numbers</b> Core: first, second, third, fourth, finish line Extra: prize-giving, prize, winner, some, any, race, heavy, lose, runner, fairground, round and round, field, move, real, hurrah!, fresh, miss (v), go back	Past simple: There were some teachers. There weren't any children.  Irregular plurals
<b>Fluency Time! 5</b>		p126	<b>Playing games</b> Whose turn is it? It's my turn. I'm the winner. Congratulations.	
<b>Review 5</b>		Revision of vocabulary and structures from Units 1–15		
<b>Culture</b>		p128	<b>Games</b> At breaktime, On Saturdays, In summer <b>Meals</b> A sandwich, Some toast	

<p><b>Consonant blends: cl gl sl</b> cl: cloud clock gl: gloves glue sl: slide slippers</p>	<p><b>Reading:</b> instructions on making a card (reading and following instructions; finding specific information in a text) <b>Listening:</b> identifying suitable presents (matching people with the correct present) <b>Speaking:</b> <i>What does he like? He likes tennis.</i> (asking questions about likes and dislikes) <b>Writing:</b> long and short forms; Workbook – writing about presents (guided writing)</p>	<p><b>Be good at the party!</b> (playing co-operatively and being aware of other people)</p>
<p><b>Consonant blends: sm sn st sk</b> sm: smile small sn: snow snake st: stairs star sk: sky skates</p>	<p><b>Reading:</b> information texts (reading and understanding a text about someone's daily routine; finding specific details in a text) <b>Listening:</b> listening for times and activities (drawing the times when people do certain activities) <b>Speaking:</b> <i>He has breakfast.</i> (talking about what someone does at different times of day) <b>Writing:</b> identifying <i>Wh-</i> questions; Workbook – writing about my day (guided writing)</p>	<p><b>Personal hygiene</b> (understanding and maintaining good personal hygiene) Respecting the needs of other people</p>
<p><b>Long vowels: a + magic e</b> lake face gate plane</p>	<p><b>Reading:</b> a magazine interview (reading and understanding an interview about someone's job) <b>Listening:</b> listening for details in an interview (choosing the correct information) <b>Speaking:</b> <i>What are Peter's favourite animals?</i> (asking and answering questions about a job) <b>Writing:</b> using commas with <i>and</i> in lists; Workbook – writing about where my family works (guided writing)</p>	<p><b>All jobs are important</b> (understanding that people in a community have different roles)</p>

**Project: a mini book**

<p><b>Long vowels: i + magic e</b> bike white kite line nine</p>	<p><b>Reading:</b> a weather report (reading and understanding a weather report; matching images with information in a text) <b>Listening:</b> identifying the weather at certain times from the weather report (choosing the correct option) <b>Speaking:</b> <i>It's Monday. What's the weather like?</i> (talking about weather on different days) <b>Writing:</b> verbs and adjectives; Workbook – writing about the weather (guided writing)</p>	<p><b>Let's look after our world</b> (understanding what improves and harms the environment) Dressing appropriately to stay healthy outdoors</p>
<p><b>Long vowels: o + magic e</b> nose bone rope home stone</p>	<p><b>Reading:</b> a poem: 'At the airport' (reading and understanding a poem; finding specific information in a text) <b>Listening:</b> identifying people by their clothing <b>Speaking:</b> <i>What's he wearing? He's wearing a red shirt. Who is it?</i> (describing what people are wearing) <b>Writing:</b> writing the time; Workbook – writing about my clothes (guided writing)</p>	<p><b>Let's take care of our things</b> (understanding the importance of looking after personal possessions)</p>
<p><b>Long vowels: u + magic e</b> June tube flute cube</p>	<p><b>Reading:</b> a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) <b>Listening:</b> listening for details to distinguish between photos (numbering pictures in the correct order) <b>Speaking:</b> <i>What's he doing? He's dancing.</i> (talking about what people are doing) <b>Writing:</b> present continuous verbs; Workbook – writing about a party (guided writing)</p>	<p><b>Let's work together!</b> (working co-operatively with other people)</p>

**Project: a present**

<p><b>Long vowels: ee</b> tree cheese green feet three</p>	<p><b>Reading:</b> an information text (reading and understanding a letter about a school visit to a farm; finding specific information in a text) <b>Listening:</b> listening for detail (matching pictures) <b>Speaking:</b> <i>Don't open the gate.</i> (giving positive and negative rules) <b>Writing:</b> using <i>and</i> to connect sentences; Workbook – writing about a farm visit (guided writing)</p>	<p><b>We're all different!</b> (respecting the similarities and differences between people) Respecting animals and the natural world</p>
<p><b>Short and long vowels</b> cub cube tap tape pip pipe</p>	<p><b>Reading:</b> a school article (reading and understanding a school article; reading for specific details) <b>Listening:</b> identifying people from their descriptions <b>Speaking:</b> <i>He was a policeman (in the school play).</i> (talking about what people were in a play that took place in the past) <b>Writing:</b> <i>and / or</i>; Workbook – writing about me and my friends (guided writing)</p>	<p><b>Let's be kind and good</b> (sharing, helping, and playing together) Understanding the ways people change and develop</p>
<p><b>ng / nk</b> ng: ring king swing nk: bank sink pink</p>	<p><b>Reading:</b> a fairytale (reading and understanding a fairytale; developing comprehension skills) <b>Listening:</b> identifying actions and emotions (ordering the events in a story) <b>Speaking:</b> <i>What's Suzy doing? She's... Is she sad? No, she isn't. She's...</i> (describing what someone / something is doing; asking and answering questions about feelings) <b>Writing:</b> irregular plurals; Workbook – writing about a school open day (guided writing)</p>	<p><b>Let's remember the values</b> (being aware of good and helpful behaviour) Congratulating people on their achievements</p>

**Project: a card game**

**At home** *This is our house, That is their computer, This is its seat.*

# Introduction

*Family and Friends 2<sup>nd</sup> Edition* is a complete seven-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. *Family and Friends 2<sup>nd</sup> Edition* 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 (kinaesthetic learners). *Family and Friends 2<sup>nd</sup> Edition* uses all of these approaches to help every child realize his or her potential.

*Family and Friends 2<sup>nd</sup> Edition* 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 *Family and Friends 2<sup>nd</sup> Edition* includes the following:

- Class Book with Student Website
- Workbook with Online Practice
- e-Books for the Class Book and Workbook
- Teacher's Book Plus containing:
  - Teacher's Resource Centre
  - Fluency DVD
  - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- 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 *Family and Friends 2<sup>nd</sup> 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 Class Book with support from the flashcards and recordings and are then practised 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 *Family and Friends 2<sup>nd</sup> 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.

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

Every unit of *Family and Friends 2<sup>nd</sup> Edition* contains a phonics lesson. In Level 2 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 Level 2, we see more of the amusing adventures of Rosy, her cheeky two-year-old brother Billy, and her cousin Tim, who were first introduced in Level 1.

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

Animated versions of these stories can be found on the Student Website, Fluency DVD and CPT. 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.

### Songs and chants

Every unit in *Family and Friends 2<sup>nd</sup> Edition* contains a song for children to practise 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 practise 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.

## Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions.

In *Family and Friends 2<sup>nd</sup> Edition* children are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

## Games and optional activities

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 *Family and Friends 2<sup>nd</sup> Edition* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes. They can be used according to the timing and pace of the lesson and their appropriacy to the children in the class.

Typically, optional activities in Lessons 1–4 are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used as optional activities are detailed on page 23.

## 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. A complete answer key can be found on page 131 of the Teacher's Book.

## Picture dictionary

A picture dictionary is provided on pages 124–131 of the Workbook for children to colour 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, after children have been exposed to all of the vocabulary from the unit.

## Handwriting

The handwriting section on pages 133–135 of the Workbook provides an opportunity to practise writing complete words. Children can practise writing the words after learning numbers 20–100 in Unit 4, or when they reach the end of the course. As with the Picture dictionary, these pages can be used in class or at home.

## Values

Values, which can also be called civic education, are a key strand in *Family and Friends 2<sup>nd</sup> Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behaviour, and how their behaviour 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 Centre – one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the two class plays in the Teacher's Resource Centre, in the Class Book stories and their characters, and in the Class 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.

## Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *Family and Friends 2<sup>nd</sup> Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE) and Trinity (GESE). The Course Tests section in the Teacher's Resource Centre offers:

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

The Cambridge English: YLE Practice section in the Teacher's Resource Centre 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.

The Trinity Practice section in the Teacher's Resource Centre offers:

- Notes and tips for all grades in the Trinity Tests.
- Sample Trinity Practice Tests for Grades 1 and 2.

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

## Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *Family and Friends 2<sup>nd</sup> 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.

### In the Class Book

The Fluency Time! spreads in *Family and Friends 2<sup>nd</sup> Edition Class Book* provide learners with useful language for a variety of everyday situations. This is referred to as Everyday English. Children listen to and read the phrases in short stories. Then to give them the chance to practise this language in realistic contexts, the spreads include a variety of classroom activities which focus on meaning and communication.

Each of the five Fluency Time! spreads in *Family and Friends 2<sup>nd</sup> Edition* consists of an Everyday English page followed by a Project 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 Project 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 personalise and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

### In the Fluency DVD

The Everyday English dialogues are also presented in the new **Fluency DVD**. The key Everyday English language is acted out by native speakers in various real-life locations. The DVD is an optional component, but one which very much enriches the Everyday English lessons. The DVD can be integrated into lessons in a variety of ways depending on what best suits the class. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

### In the Workbook

The **Workbook** provides further written practice of the Everyday English language, including activities based on the

Fluency DVD. There is also a Fluency Review board game, which provides a meaningful and motivating context in which to review the language through spoken practice. The Everyday English phrase bank also offers a useful reference section at the back of the Workbook.

## 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.

## Supplementary materials

### Readers

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace.

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (500), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework.

There is an Audio CD for each Reader containing story audio to support children's reading.

### Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends 2<sup>nd</sup> Edition* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends 2<sup>nd</sup> Edition*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There are additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

## 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 Class 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 practise 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 practise 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 Centre contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found at the end of the Teacher's Book.

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.

## 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 boy / girl*, *Good work*, *Well done!* *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 behaviour so that bad behaviour does not become a means of gaining attention.

## Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear 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.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays and the songs they have learnt, along with their actions.

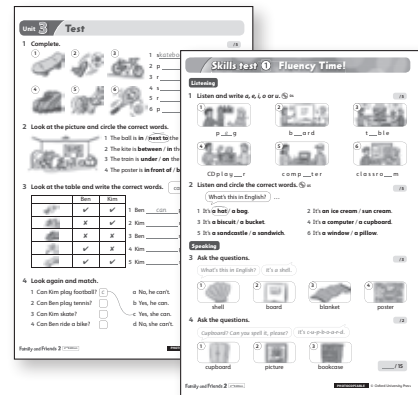
## Teacher's Resource Centre

The *Family and Friends 2<sup>nd</sup> Edition* Teacher's Resource Centre 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 are available in the Teacher's Resource Centre.

### Course Tests

The Course Tests section contains:

- Suggestions and practical tips for ongoing classroom assessment.
- Tests for each course unit and a progress test for use after every three units.
- Extensive testing for all four skill areas, including five Fluency Time! tests for use after every three units.
- Downloadable audio for all the tests above.



### Cambridge English: YLE Practice

The Cambridge English: YLE Practice section contains:

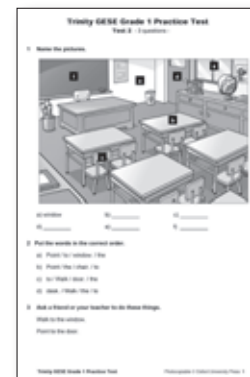
- Notes, tips and vocabulary lists for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.
- Downloadable audio for all the tests and worksheets above.



### Trinity Practice

The Trinity Practice section contains:

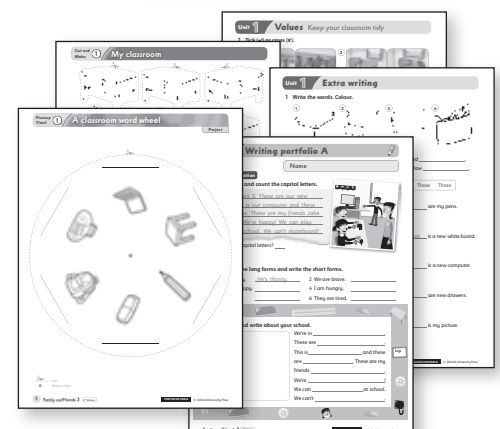
- Notes and tips for all grades in the Trinity Tests.
- Sample Trinity Practice Tests for Grades 1 and 2. (**Note:** There is no audio for these tests.)



### Course Resources

The Course Resources section contains:

- Fluency Time! project templates that link directly to instructions in the Class Book Project lessons.
  - Specially designed photocopyables for easy use in large classrooms.
- Cut and Make project templates for craft activities at the end of each semester.
- 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 regular learners, while Portfolio B is aimed at (motivating) fast finishers.
- 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.





## Fluency DVD

The *Family and Friends 2<sup>nd</sup> Edition* Fluency DVD offers a wide range of video for teachers to integrate into their lessons. Teachers can use the DVD to present, practise or consolidate language learned in the Class Book. They can also use sections such as the cross-curricular video to explore themes covered in the course.

### Fluency Time!

The Fluency Time! section of the DVD contains:

- Native speakers in real-life scenarios and locations using the Everyday English language taught in *Family and Friends 2<sup>nd</sup> Edition* Fluency Time!.
- Opportunities for students to combine core grammar structures with the Everyday English taught in Fluency Time! based on the models provided by native speakers.
- A *Talk to ...* section where children can respond to questions from native speakers on screen.

### Skills Time! – Speaking

- Model questions and answers for the Speaking sections in Lesson 6 of every unit.
- Written examples of the spoken models.

### CLIL – Let's learn about ...!

The CLIL section of the DVD contains:

- Optional video clips that offer teachers the chance to exploit cross-curricular themes in the course.
- Geography- and science-related video clips that expose students to English at a level appropriate for the course.

### Animated Stories

- Animated stories for each of the 16 unit stories.



## Online Practice

### For teachers

*Family and Friends 2<sup>nd</sup> Edition* Online Practice is available using the access card in Teacher's Book Plus. It allows teachers to:

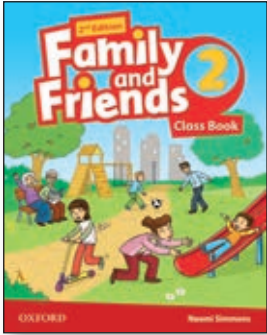
- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various 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.





## Classroom Presentation Tool

The Classroom Presentation Tool is software that allows teachers to present and manipulate course content in an engaging and interactive way.

It can be used either on an interactive whiteboard (IWB) or on a projector. The Class Book pages can be viewed on screen.

Interactive activities include:

- vocabulary presentation and practice
- grammar presentation and practice
- phonics presentation and practice
- video resources such as story animations and *Fluency Time!* videos.
- audio tracks for all songs and chants on page
- optional onscreen answers

## Student Website

The Student Website contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player.
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit
- Karaoke versions of the songs for children to sing along to.
- Animated stories for each of the 16 units in the Class Book.



## Class Audio CDs

The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- All target vocabulary and related chants
- Unit stories
- Main unit songs
- All target phonics, chants and phonics-related exercises
- All main reading texts in the unit Skills sections
- Stories and exercises that accompany the Fluency Time! sections
- Reading texts that support the Culture sections.

## e-Books

Both the Class Book and Workbook are available as e-books. E-books can be used for:

- Independent work – children complete the interactive exercises using a tablet / laptop and headphones
- Group/paired work – children share a device, or groups can compete against each other for points
- Whole class work – one student plays audio on their device with the volume turned up for everyone to listen to as you work through the lessons.



## Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity	Today we're going to...	do some listening / speaking / colouring / writing. listen and point. sing a song. play a game. listen carefully.
	Now we're going to...	
Showing children how to do something	We'll...	start like this. do it this way. point to the...
	We can...	
	I'm going to show you...	what I mean. what to do. how to do it.
	Let's do some together first so you'll see...	
Giving instructions for moving around and helping in class	Everybody,...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
	Now everyone,...	
Giving encouragement and praise	I want you to... (name / names), can you... (name / names), would you...	
	Well done, (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. fantastic!
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 behaviour	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 colouring pencils.
Ending an activity / a lesson	OK,...	we're going to stop now. just one more time before we finish.
	Now let's...	pick up all our things. put the flashcards here.

# Tour of a unit

## Lesson One Words and Story

Lesson 1 teaches and practises 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 listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children practise the words with a rhythmic chant.

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 Class 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 that reflect the meaning of the chant.

### 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 Class Books and find and point to the words from Exercises 1 and 2 that appear in the story.

Children use the Student Website at home to watch the animated story.

## Workbook

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



Online Practice allows children to practise the vocabulary further.

## Lesson Two Grammar

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise 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 9).



The children practise writing the grammar structure.

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

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

**Lesson Two Grammar**

1 Listen to the story again and repeat. Act.  
2 Look and say.

**Let's learn!**

Where **does** he work?  
He works in a police station.

Does your mum work in an airport?  
No, she **doesn't**.

Does she work in a shop?  
Yes, she **does**.

3 Write. Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.

1 Does he work in a hospital?  
No, he **doesn't**.

2 Does she work in a shop?

3 Does he work in an airport?

4 Does she work in a school?

5 Does he work in a fire station?

6 Does she work in a police station?

4 Point, ask and answer.

Where does he work? He works in a ...

Where does she work? She ...

Does he / she work in a ...? Unit 9 65

## 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

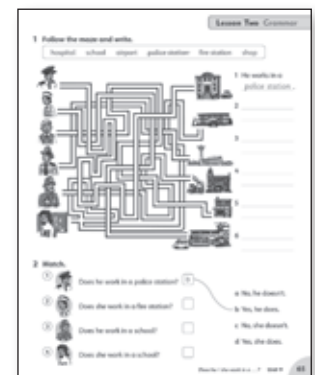
- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

- 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 practise the dialogue in open pairs.

Children use the Student Website at home to practise the new grammar structures.

## Workbook

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



Online Practice allows children to practise the grammar structures in different contexts.

## Lesson Three Words and Song

Lesson 3 teaches a further vocabulary set. The unit's core language is then practised 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 colour in and write the new words in the Picture dictionary in the Workbook.



**Lesson Three Song**

1 Listen, point and repeat. 🎧

station

zoo

supermarket

bank

garage

2 Listen and sing. 🎧

3 Sing and do.

**Let's sing!**

**Bank**

Places to go, things to see,  
Out and about, my mum and me.  
We go to the bank,  
We go to the park.  
We go to the zoo  
(until it is dark).

Places to go, things to see,  
Out and about, my mum and me.  
We go to the shops,  
Or a supermarket.  
We put our shopping  
In a basket.

Places to go, things to see,  
Out and about, my mum and me.  
We go to the airport,  
We see some planes.  
We go to the station  
And see some trains.

Places to go, things to see,  
Out and about, my mum and me.

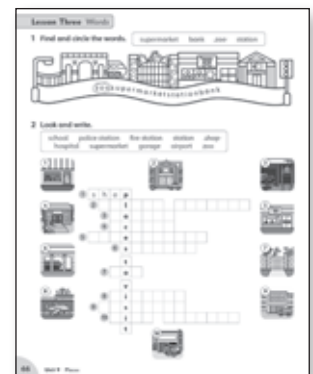
### Teaching songs

- 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.

Children use the Student Website at home to practise the two vocabulary sets and the song.

### Workbook

The children practise 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 practise the new vocabulary further and consolidate their understanding of the song.

### Teacher's Resource Centre

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

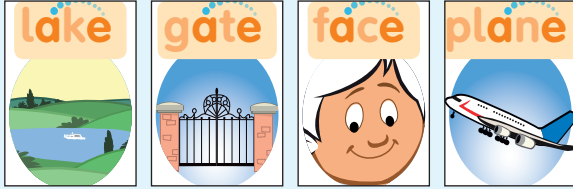




## Lesson Four Phonics

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.

**Lesson Four Phonics**

**1 Listen, point and repeat.**

*Magic e makes the vowel long!*

lake gate face plane

**2 Listen and chant.**

Open the gate,  
The gate, gate, gate.  
See the lake,  
The lake, lake, lake.  
A smile on your face,  
Your face, face, face.  
Here is a cake,  
A cake, cake, cake.

**3 Read the chant again. Circle the sound a \_ e.**

**4 Listen and complete the words.**

1

cake \_ \_ e

2

plane \_ \_ e

3

gate \_ \_ e

4

lake \_ \_ e

5

face \_ \_ e

Long vowels a e magic e Unit 9 67

### Teaching phonics

- Introduce the new sound and its letter or letters. Show the class the phonics card and say, for example, *Magic e makes the vowel long*. Model the sound a number of times for children to repeat.
- 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.

Children use the Student Website at home to practise phonics exercises.

### Workbook

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

Lesson Four Phonics

**1 Order the letters.**

C \_ \_ e  
a \_ e

P \_ \_ e  
a \_ e

G \_ \_ e  
a \_ e

L \_ \_ e  
a \_ e

**2 Write.** lake gate cake face

Open the gate. \_\_\_\_\_  
See the lake. \_\_\_\_\_  
A smile on your face. \_\_\_\_\_  
Here is a cake. \_\_\_\_\_

**3 Read. Circle the words with a, underline the words with e.**

There is a cat next to the motorcycle.

Open the gate. Here comes a car.

**4 How write the words in the correct line.**

cake  
\_\_\_\_\_

gate  
\_\_\_\_\_

Long vowels a e magic e Unit 9 67



Online Practice allows children to practise phonics in a different context.

## 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.

**Skills Time!**  
Lesson Five

**Reading**

- 1 Look at the picture. Where does she work? What animals can you see?
- 2 Listen and read.

**She works at a zoo!**

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals: elephants, giraffes, lions and tigers.

Molly says,  
"My favourite animals are the elephants. At the moment we've got six elephants at the zoo. Two of the elephants are babies. They're very cute."

Molly gets up every day at six o'clock. She starts work at seven o'clock. First she feeds the lions and tigers. They eat meat. Then she feeds the giraffes and the elephants. They eat vegetables. All the animals drink water. Molly says,  
"I go home at three o'clock. I'm always happy as I love my job!"

- 3 Read again. Circle the false word and write the correct word.

- 1 Molly works at a garage. ZOO
- 2 Her favourite animals are the tigers. \_\_\_\_\_
- 3 There are four elephants at the zoo. \_\_\_\_\_
- 4 Molly gets up at nine o'clock. \_\_\_\_\_
- 5 The lions eat salad. \_\_\_\_\_
- 6 The animals drink juice. \_\_\_\_\_

68 Unit 9 Reading an interview

## 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.

**Skills Time!**  
Lesson Five

**Reading**

1 Read.

The man. My dad works in an office. Every day he gets up at nine o'clock. He puts on a white shirt. He has brown hair and a tie. He has brown hair. Then he goes to work by car.

In his office, my dad's got a big table. He works at it on the table. He's also got a photo of my mum, my sister and me on his table. There is a box with pens and pencils.

He gets home at five o'clock and we all have dinner together at seven o'clock.

2 Read again. Circle three clothes words. Underline three family words.

3 Circle the incorrect word. Then write the sentence correctly.

1. Insect don't work in a table. (Insect's don't work in an office.)
2. He gets up at nine o'clock.
3. He puts on green trousers.
4. He goes to work by train.
5. There are pens and apples in the box.
6. He goes home at three o'clock.
7. They have lunch at seven o'clock.

68 Unit 9 Reading a letter



Online Practice allows children to complete further reading exercises.

## Lesson Six Skills Time! Listening, Speaking and Writing

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Class 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 practise 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.

**Lesson Six**

**Listening**

1 Listen and circle the correct word.

1 Peter looks after the **big / little** animals.  
 2 His favourite animals are the **lions / parrots / monkeys**.  
 3 There are **23 / 32 / 17** monkeys at the zoo.  
 4 There are **five / four / seven** parrots at the zoo.  
 5 Fred is **blue and green / black and white / yellow and pink**.  
 6 Fred can **write / read / talk**.

**Speaking**

2 Ask and answer.

What are Peter's favourite animals? They're monkeys.  
 How many monkeys are there? There are ...

**Writing preparation**

3 Circle the commas. Underline and.  
 She looks after elephants, giraffes, lions and tigers.  
 1 For breakfast I eat bread, cheese and yogurt.  
 2 In my room there is a bed, a cupboard, a rug and a chair.  
 3 I like lions, tigers, monkeys and zebras.  
 4 In my lunch box I've got a sandwich, a drink and a biscuit.

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 9 69

## 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.

Children use the *Listen at home* section of the Student Website to practise listening skills.

### 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.



Students can watch model questions and answers for the speaking activity in the Skills Time! Speaking section.

### 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.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the example sentence and elicit further examples from the class. 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.

**Lesson Six**

**Writing**

1 Write the sentences with commas (,) and and.

1 I like (apple) (orange) (banana).  
 2 There are (two) (hundred) (two) (hundred).  
 3 We can get (English) (French) (German) (Spanish).  
 4 He likes (chicken) (pasta) (salad).  
 5 I get up (seven) (thirty) (five) (ten) (fifteen) (twenty) (thirty) (forty) (fifty) (sixty) (seventy) (eighty) (ninety) (one hundred).

**About me!**

2 Circle the places where your family work.  
 Hospital school airport post-office fire-station office cinema supermarket bank office garage

3 Draw and write about where your family work.  
 My friend works in a bank.  
 My ... works in a ...



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

## 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 read 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 listen again, repeating the dialogues with the recording.

The children look at the pictures, to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

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

The children watch the corresponding Fluency Time! Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.

**Fluency Time! 3**  
**Everyday English**

**1 Listen, read and say.**

Are you free after school today?  
 Sorry, I'm not free today.  
 How about on Tuesday?  
 Yes, that's fine.

We can play with my dolls house.  
 Great. I'll ask my mum. Oops!  
 Oh! ... Thank you, Ellie.  
 Sorry, Mrs Smith.

**2 Listening Listen and number.**

**3 Speaking Ask and answer.**

Monday Tuesday Wednesday  
 mum dad grandma grandpa

Are you free after school on Tuesday?  
 Sorry, I'm not free on Tuesday.  
 How about Wednesday?  
 Yes, that's fine. I'll ask my dad.

70 Fluency Time! 3 Making plans Watch the DVD!

## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at school / in the playground*) and who they think the girls are talking to in each picture.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

### Listening

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each dialogue in the recording.
- The recording 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 recording for the children to listen and number the correct pictures.
- Ask children to point to the correct pictures and say what the boys are saying in each picture.

### Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then make plans with their partners using the words in the boxes.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Workbook

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

**Fluency Time! 3**  
**Everyday English**

**1 Look and write.**

Are you free after school today?  
 Sorry, I'm not free today.  
 How about on Tuesday?  
 Yes, that's fine.

**2 Order the words.**

Are you free after school?  
 I'll ask my mum.  
 I'll ask my dad.  
 I'll ask my grandma.



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

## Fluency Time! Project

The Project 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! Project in the Teacher's Resource Centre.

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

**Project**

- 1 Look at the story again. Act.
- 2 Make a mini book.
  - 1 Fold the paper in half. Then fold it again.
  - 2 Cut along the top of the book. Your book now has 8 pages.
  - 3 Colour and stick the pictures. Or draw your own activities.
  - 4 Write about your activities in the book.
- 3 **Speaking** Use the mini book and say.
 

Are you free on Friday?  
Sorry, I'm not free. I go swimming on Friday.  
How about Sunday?  
Yes, that's fine.  
We can listen to music.

## Teaching projects

### Acting out the Story

- Draw children's attention to the story in Activity 1 of the Everyday English lesson on the previous page of the Class Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story in the Class Book.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play Fluency DVD Fluency Time! 3, scene 2 again for children to watch and listen.

### Project

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a mini book*).
- Ask *What do you need to make the mini book?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child copies of the mini book templates (see Fluency Time! Project 3, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their mini book. Demonstrate with your own completed book 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 colour is this? How do you spell ...*

### Speaking

- Focus on the photo. Tell children they are going to use their book to make plans with a partner.
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to ask each other about their plans.
- Ask some pairs to act out their conversation in front of the class.



- You can now play Fluency Time! 3 scenes again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3, *Talk to Kate*, for children to answer the questions.

### 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 projects.



# Flashcards and games

## Flashcards

<b>1</b> classroom	School things	<b>56</b> sports field	School subjects	<b>107</b> sunny	Weather
<b>2</b> table	School things	<b>57</b> art room	School subjects	<b>108</b> fly a kite	Weather activities
<b>3</b> computer	School things	<b>58</b> computer room	School subjects	<b>109</b> make a snowman	Weather activities
<b>4</b> peg	School things	<b>59</b> gym	School subjects	<b>110</b> wear coats	Weather activities
<b>5</b> pencil case	School things	<b>60</b> help my mum	After-school activities	<b>111</b> go outside	Weather activities
<b>6</b> board	School things	<b>61</b> do my homework	After-school activities	<b>112</b> go ice skating	Weather activities
<b>7</b> poster	School things	<b>62</b> visit my grandma	After-school activities	<b>113</b> skirt	Clothes
<b>8</b> picture	School things	<b>63</b> go swimming	After-school activities	<b>114</b> scarf	Clothes
<b>9</b> drawers	School things	<b>64</b> have a music lesson	After-school activities	<b>115</b> gloves	Clothes
<b>10</b> cupboard	School things	<b>65</b> watch TV	After-school activities	<b>116</b> jeans	Clothes
<b>11</b> CD player	School things	<b>66</b> listen to music	After-school activities	<b>117</b> boots	Clothes
<b>12</b> hot	Feelings	<b>67</b> play with friends	After-school activities	<b>118</b> shirt	Clothes
<b>13</b> cold	Feelings	<b>68</b> read a book	After-school activities	<b>119</b> o'clock	Time
<b>14</b> hungry	Feelings	<b>69</b> write an email	After-school activities	<b>120</b> quarter past	Time
<b>15</b> thirsty	Feelings	<b>70</b> chocolate	Special days	<b>121</b> half past	Time
<b>16</b> happy	Feelings	<b>71</b> sweets	Special days	<b>122</b> quarter to	Time
<b>17</b> sad	Feelings	<b>72</b> balloon	Special days	<b>123</b> wedding	Celebrations
<b>18</b> tired	Feelings	<b>73</b> present	Special days	<b>124</b> guests	Celebrations
<b>19</b> angry	Feelings	<b>74</b> cake	Special days	<b>125</b> cake	Celebrations
<b>20</b> scared	Feelings	<b>75</b> card	Special days	<b>126</b> bride	Celebrations
<b>21</b> brave	Feelings	<b>76</b> neighbour	Special days	<b>127</b> band	Celebrations
<b>22</b> nervous	Feelings	<b>77</b> pastries	Special days	<b>128</b> invitations	Celebrations
<b>23</b> ride a bike	Outdoor activities	<b>78</b> nuts	Special days	<b>129</b> make a cake	Getting ready
<b>24</b> ride a horse	Outdoor activities	<b>79</b> tie	Special days	<b>130</b> wash the car	Getting ready
<b>25</b> skate	Outdoor activities	<b>80</b> buy	Special days	<b>131</b> brush my hair	Getting ready
<b>26</b> skateboard	Outdoor activities	<b>81</b> get up	Everyday activities	<b>132</b> take photos	Getting ready
<b>27</b> play tennis	Outdoor activities	<b>82</b> have breakfast	Everyday activities	<b>133</b> choose a dress	Getting ready
<b>28</b> play football	Outdoor activities	<b>83</b> go to school	Everyday activities	<b>134</b> cow	Farm animals
<b>29</b> behind	Prepositions of place	<b>84</b> go home	Everyday activities	<b>135</b> goat	Farm animals
<b>30</b> in front of	Prepositions of place	<b>85</b> have dinner	Everyday activities	<b>136</b> horse	Farm animals
<b>31</b> next to	Prepositions of place	<b>86</b> go to bed	Everyday activities	<b>137</b> sheep	Farm animals
<b>32</b> between	Prepositions of place	<b>87</b> in the morning	Times of the day	<b>138</b> donkey	Farm animals
<b>33</b> salad	Food	<b>88</b> in the afternoon	Times of the day	<b>139</b> goose	Farm animals
<b>34</b> fries	Food	<b>89</b> in the evening	Times of the day	<b>140</b> loud	Adjectives
<b>35</b> pizza	Food	<b>90</b> at night	Times of the day	<b>141</b> quiet	Adjectives
<b>36</b> milkshake	Food	<b>91</b> hospital	Places	<b>142</b> fast	Adjectives
<b>37</b> cheese sandwich	Food	<b>92</b> school	Places	<b>143</b> slow	Adjectives
<b>38</b> chicken	Food	<b>93</b> airport	Places	<b>144</b> kind	Adjectives
<b>39</b> ten	Numbers	<b>94</b> police station	Places	<b>145</b> naughty	Adjectives
<b>40</b> twenty	Numbers	<b>95</b> fire station	Places	<b>146</b> wet	Adjectives
<b>41</b> thirty	Numbers	<b>96</b> shop	Places	<b>147</b> dry	Adjectives
<b>42</b> forty	Numbers	<b>97</b> station	Places	<b>148</b> fridge	Memories
<b>43</b> fifty	Numbers	<b>98</b> zoo	Places	<b>149</b> photo	Memories
<b>44</b> sixty	Numbers	<b>99</b> supermarket	Places	<b>150</b> tidy	Tidying up
<b>45</b> seventy	Numbers	<b>100</b> bank	Places	<b>151</b> untidy	Tidying up
<b>46</b> eighty	Numbers	<b>101</b> garage	Places	<b>152</b> floor	Tidying up
<b>47</b> ninety	Numbers	<b>102</b> raining	Weather	<b>153</b> rubbish	Tidying up
<b>48</b> one hundred	Numbers	<b>103</b> windy	Weather	<b>154</b> dirty	Tidying up
<b>49</b> art	School subjects	<b>104</b> hot	Weather	<b>155</b> man	People
<b>50</b> maths	School subjects	<b>105</b> cold	Weather	<b>156</b> men	People
<b>51</b> English	School subjects	<b>106</b> snowing	Weather	<b>157</b> woman	People
<b>52</b> science	School subjects			<b>158</b> women	People
<b>53</b> PE	School subjects			<b>159</b> child	People
<b>54</b> music	School subjects			<b>160</b> children	People
<b>55</b> playground	School subjects			<b>161</b> finish line	Ordinal numbers
				<b>162</b> first	Ordinal numbers
				<b>163</b> second	Ordinal numbers
				<b>164</b> third	Ordinal numbers
				<b>165</b> fourth	Ordinal numbers

## Phonics cards

1	ch	chair	29	i_e	bike
2	sh	shoes	30	i_e	kite
3	th	thumb	31	i_e	nine
4	a	cat	32	i_e	white
5	e	peg	33	i_e	line
6	i	bin	34	o_e	nose
7	o	mop	35	o_e	rope
8	u	bus	36	o_e	stone
9	gr	grass	37	o_e	bone
10	br	brush	38	o_e	home
11	fr	frog	39	u_e	June
12	dr	drum	40	u_e	flute
13	tr	truck	41	u_e	tube
14	cr	crayon	42	u_e	cube
15	fl	flower	43	ee	tree
16	pl	plum	44	ee	green
17	bl	blanket	45	ee	three
18	cl	cloud	46	ee	cheese
19	gl	gloves	47	ee	feet
20	sl	slide	48	u	cub
21	sm	smile	49	a	tap
22	sn	snow	50	a_e	tape
23	st	stairs	51	i	pip
24	sk	sky	52	i_e	pipe
25	a_e	lake	53	ng	ring
26	a_e	gate	54	ng	king
27	a_e	face	55	nk	bank
28	a_e	plane	56	nk	sink

## Games and optional activities

### Flashcard games

#### Jump

- Ask the 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.

#### Snap!

- Write one of the items from the vocabulary set on the board, e.g. *happy*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the 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 picture for 'happy', they shout *Snap!*

#### Musical cards

- Play lively music, ideally the target unit's song.
- Hand the unit flashcards out to different children. They pass the cards to children next to them while the music plays.
- Stop the music suddenly. Ask the children who are holding flashcards, *What's this?* (or another appropriate question) to elicit the words.

#### 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.
- Turn all the flashcards over so that they are face down.
- Ask, e.g. *Where's 'snowing'?* The children try to remember the position of the 'snowing' flashcard.

### 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 flashcard.
- Display the flashcards again and ask *What's missing?*

### 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, bit by bit.
- 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.

## Phonics card games

### Phonics matching

- Display the phonics sound cards on the board or around the classroom. Place the phonics picture cards on your table. Call children to come to the front of the class to match the cards to the correct sounds on the board.

## More games

### Simon says...

- Ask the 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 has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says... point to your nose.*
- Intermittently insert an instruction which is not preceded by *Simon says...* to see which children are paying attention.

### Mime the word

- Ask the children to stand at their desks. Say a word or sentence, e.g. *I go swimming*. The children repeat and perform a simple action, i.e. children say *I go swimming* and mime swimming for a few seconds.

### 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.

### Bingo

- Ask the 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. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!*

See <https://elt.oup.com/teachers/familyandfriends> for more games

## Lesson One

CB page 4

### Learning outcomes

To recall the main characters from *Family and Friends 1*

To understand a short story

### Language

Recycled: vocabulary and structures from *Family and Friends 1*

Extra: *welcome back, learning, end (v)*

### Materials

CD 01–02; Starter story poster

### Warmer

- As children come into the class, say *Hello*. Encourage them to say *Hello* to you. Say *It's a new year. Welcome back!*
- Begin the lesson with some greetings. Ask and answer *How are you?* and *What's your name?* with individual children. Children then ask and answer the questions in pairs or small groups. (They will revise greetings further in Lesson 3.)
- If the class did *Family and Friends 1*, talk about the story. Ask *Who is in the story?* Write the names children remember on the board. Ask what they remember about the characters.

### Lead-in

- Tell children they are going to start with a song. If the class did *Family and Friends 1*, ask *Can you remember any of the songs from Family and Friends 1?*
- Encourage children to say or sing any lines they remember. If they remember a song well, sing it with the class. If they want to sing but can't remember any of the songs, write up the words to *Sing a rainbow* and sing it with the class:  
*Red and yellow,  
And pink and green,  
Purple and orange,  
And blue.  
I can sing a rainbow,  
Sing a rainbow,  
Sing a rainbow too.*

### 1 Listen and sing. 01

- Ask children to open their Class Books and look at the three children at the top of the page. Point to each one in turn for children to say their names. (If it is the first time the class have seen these characters, point in turn and say their names for children to repeat – *Rosy, Billy, and Tim*. Explain that they will see these characters throughout the course.)
- Explain that they are going to listen to the *Welcome* song and then sing it. Play the recording once for children to listen and follow the song in their books.
- Focus attention on the words. Read each line for children to repeat after you.
- Play the recording again for children to sing along.

**Starter Welcome back!**  
**Lesson One**

**1 Listen and sing. 01**      **2 Sing and do.**

**Let's sing!**

**Welcome song**

Welcome back to all our friends. Fun and learning Never end!

Welcome back, it's a happy day. A day for learning. A day for play!

**3 Listen and read. 02**

1 Hello. My name's Rosy. I've got brown hair.

2 This is my cousin, Tim. He's got green eyes.

3 I've got a little brother. His name's Billy. He's two. He's got curly hair.

4 This is Billy's bedroom.

5 Where's Billy? Is he under the bed?

6 Look! This isn't a teddy bear.

No, he isn't. It's me! Billy!

4 Starter Two / He's got ... Where's ...?

### 2 Sing and do.

- Ask children to think of actions for the song (see suggestions below).
- Play the song again for children to sing and do their actions.

### Song actions

*Welcome back to all our friends* – wave

*Fun and learning never end!* – punch the air

*Welcome back, it's a happy day* – wave and smile

*A day for learning* – mime opening a book

*A day for play!* – jump in the air

### 3 Listen and read. 02

- Use the Starter story poster to present the story. Point to the different characters for children to say the names. Ask them what words they know in the pictures.
- Ask *What's happening in the story?* Point to each frame in turn for the class to talk about them.
- Ask children to look at the poster as you play the recording. Point to the speech bubbles while they listen to the words.
- Ask comprehension questions: *What is Rosy's video about? What's on Billy's bed? Is Billy in his bedroom?*
- Play the recording again for children to listen and read the story in their Class Books.

### Further practice

Workbook page 4

Student Website • Starter Unit • Song 1

Online Practice • Starter Unit • Lesson One



# Lesson Two CB page 5

## Learning outcomes

- To revise family words
- To identify people from their descriptions
- To describe people's appearance
- To act out a story

## Language

- Recycled: family words, appearance words
- Extra: *black*

## Materials

CD 01–03; Starter story poster

## Warmer 01

- Sing the *Welcome* song from Class Book page 4 and do the actions.

## Lead-in

- Ask children if they can remember what happened in the story. Hold up the Starter story poster to encourage ideas.
- Ask questions about the characters, e.g. *Who has got green eyes? Who is two? Who is Rosy's cousin? Who is Billy's sister?*

## 1 Listen to the story again and repeat. Act. 02

- Ask children to look at the story on Class Book page 4.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Rosy, Tim, and Billy.
- Focus attention on the story pictures. As a class, decide on actions for the story (see suggestions below). Play the recording again for children to do the actions as they listen.
- Children practise acting out the story in their groups.
- Ask some groups to come to the front to act out the story.

## Story actions

- Picture 1: Rosy waves to her video camera.
- Picture 2: Rosy holds up the camera to film Tim. Tim waves.
- Picture 3: Rosy holds the video low to film Billy's photograph.
- Picture 4: Rosy and Tim walk into Billy's bedroom, filming.
- Picture 5: Tim bends down to look under the bed. Rosy looks around for Billy, while Billy 'hides' on the bed.
- Picture 6: Billy jumps up, smiling. Rosy and Tim are surprised.

## 2 Circle T (true) or F (false).

- Ask children to look at the sentences. Ask *Has Rosy got brown hair?* to establish that the first sentence is true. Explain that *T* means the sentence is true, and *F* means it is false. Point out the example circle.
- Read through the rest of the sentences to check understanding, but tell children not to say the answers yet.
- Children work in pairs to complete the activity.
- Check answers with the class.

## ANSWERS

1 T 2 F 3 F 4 T 5 F 6 F

Lesson Two


1 Listen to the story again and repeat. Act.

2 Circle T (true) or F (false).

1 Rosy's got brown hair. (T) F	2 Tim is Rosy's brother. T F
3 Tim's got brown eyes. T F	4 Billy's got curly hair. T F
5 Billy is four. T F	6 Billy is under the bed. T F

3 Listen and number. 03

mum dad brother sister grandma grandpa  
 aunt uncle cousin



4 Point and say. long short curly straight brown black white

This is Rosy's mum. She's got curly hair. This is Rosy's dad. He's got ...

He's / She's got ... Starter 5

## 3 Listen and number. 03

- Tell children they are going to hear someone describing the people in Rosy's family. Ask children to read out the words.
- Play the recording. Pause after the first item for children to find Rosy's mum. Point out the example 1.
- Play the recording through to the end, pausing after each item for children to write the numbers.

## Transcript

- This is Rosy's mum. She's got curly hair. It's brown.
- This is Rosy's dad. He's got short, black hair.
- This is Rosy's brother. His name's Billy. He's got short, curly hair and brown eyes.
- This is Rosy. She's Billy's sister. She's got brown hair. It's straight.
- This is Rosy's grandma. She's got white hair.
- This is Rosy's grandpa. He's got short, white hair.
- This is Rosy's aunt. She's got brown hair and green eyes.
- This is Rosy's uncle. He's got black hair and brown eyes.
- And this is Rosy and Billy's cousin. His name's Tim. He's got short, brown hair and green eyes.

## ANSWERS

(clockwise from left) 2, 1, 6, 5, 7, 8, 9, 3, 4

## 4 Point and say.

- Ask two children to read out the sentences in speech bubbles. The second child finishes the second sentence in his / her own words. Ask the class to repeat each sentence.
- Children work in pairs. They take turns to point to the people in Rosy's family and describe them.
- Ask individuals to tell you about the family members.

## Further practice

Workbook page 5

Picture dictionary, Workbook page 124

Online Practice • Starter Unit • Lesson Two

# Lesson Three CB page 6

## Learning outcomes

- To greet people and ask questions about them
- To introduce someone to a friend
- To say the days of the week

## Language

- Recycled: days of the week
- Extra: *bump, down, week*

## Materials

CD 04

### Warmer

- Play *Jump!* (see page 23) with the class to revise family words.

### Lead-in

- Ask children what they can remember about Rosy's family. Ask *Who is Billy / Tim? How old is Billy / Tim?*

### 1 Ask and answer.

- Ask one of the stronger children to come to the front. Read the speech bubbles together as the class listens.
- Say the dialogue again, pausing after each line for the class to repeat. Encourage children to make the words flow together, avoiding any unnecessary pauses.
- Ask children to work in pairs and say the dialogue with their partner. Monitor and help as necessary.
- Ask some of the pairs to say their dialogues for the class.

### 2 Look and say. Introduce a friend.

- Ask children to look at the pictures. Ask *What can you see?* Elicit or explain that the children in the pictures are introducing a friend to someone else.
- Ask a child to stand up and read the first speech bubble to the class, pausing after each sentence so that the class can repeat what they hear.
- Divide the class into groups of three or four. Children take turns to 'introduce' their friends to each other.
- Monitor the activity and help with pronunciation.
- If you wish, ask some of the children to stand up and introduce a friend to the class.

### 3 Listen and sing. 04

- Ask children to look at the pictures. Ask *What can you see?* Elicit the actions the children are doing (*jumping, waving*).
- Play the recording once for children to listen.
- Read each line of the song aloud for children to repeat after you.
- Play the recording again for children to sing along.

### 4 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see the suggestions). Play the recording for children to listen, sing, and do their actions.

**Lesson Three**

**1 Ask and answer.**

Hello. How are you? I'm fine, thank you.  
What's your name? My name's ...  
How old are you? I'm ...

**2 Look and say. Introduce a friend.**

**3 Listen and sing. 04**      **4 Sing and do.**

**Let's sing!**

**Monday, Tuesday, Wednesday, Jump!**

Monday, Tuesday, Wednesday,  
jump!

Thursday, Friday,  
Down with a bump!

Saturday, Sunday,  
Let's say 'Hi!'

Days of the week,  
Let's say 'Goodbye!'

6 Starter Days of the week

### Song actions

*Monday, Tuesday, Wednesday, Jump!* – jump in the air

*Thursday, Friday, down with a bump!* – sit down on chairs

*Saturday, Sunday, let's say 'Hi!'* – wave hello

*Days of the week, let's say 'Goodbye!'* – turn around and wave

### Optional activity

- Tell children that they are going to make their own version of the song. Write the words to the song on the board with the actions missing.
- Invite different children to suggest new actions, e.g. *Monday, Tuesday, Wednesday, clap!* *Thursday, Friday, Touch your head...*
- Fill in the gaps on the board. Sing the new song and perform the new actions with the class.

### Culture note: Days of the week

In Britain, Monday to Friday are days of business, with a large proportion of the workforce working from around nine o'clock until five o'clock, with an hour's break for lunch. Shops stay open until around six o'clock in the evening, except in major cities. The biggest shopping day is Saturday.

On Saturdays, many children attend clubs or classes of different kinds, such as music or sports, and lots of adults also do outdoor activities. Traditionally, many people would attend church on Sundays. It is still a day for relaxation, when lots of people meet up with their extended family and have a special meal together.

### Further practice

Workbook page 6

Student Website • Starter Unit • Song 2

Online Practice • Starter Unit • Lesson Three

# Lesson Four CB page 7

## Learning outcomes

- To ask and answer questions about toys
- To ask and answer questions about colours
- To write numbers 10–20 in digit form

## Language

- Recycled: toys, colours, numbers 10–20
- Extra: *white*

## Materials

CD 04–05

## Warmer 04

- Sing *Monday, Tuesday, Wednesday, Jump!* from Class Book page 6 to revise the days of the week.

## Lead-in

- Write the numbers 1–20 on the board in a random order, with space between each number. Point to the numbers for children to say the words in chorus. Leave the numbers on the board for later in the lesson.
- Ask questions to practise using numbers, e.g. *How many tables are there in the room? How many pencils have you got on your desk? How many books have you got in your bag?*

## 1 Look. Ask and answer.

- Ask children to look at the picture and name the different toys they can see (without counting them). Ask *Which toys does the girl like? Which toys does the boy like?*
- Read the words for toys in the word pool, pausing after each one for children to point to each toy in the picture.
- Choose a child to read out the example dialogue with you. Pause for the class to repeat. Encourage children to flow the words together, avoiding unnecessary pauses.
- Practise more examples, e.g. *How many dolls are there?*
- Remind children that when they talk about more than one of something, they add *s* to the end of the word. Model *bike* and *bikes* for children to repeat before they start.
- Ask children to work in pairs. They take turns to ask and answer questions about how many of each toy there are.


## 2 Listen and point. Ask and answer. 05

- Ask children to look at the exercise and tell you what they can see (*cars*). Tell them they are going to listen to someone saying different numbers. They must listen and point to the cars that have the numbers they hear.
- Play the recording for children to listen and point. Repeat.
- Ask children to read the colour words in the word pool aloud. Read them again, pausing after each word for them to point to a car that is that colour and say the number.
- Ask children to look at the speech bubbles. Choose a child to read the dialogue with you. He / She finishes the answer by looking at the picture and saying the colour of car 18.
- Ask the class to repeat the question and answer in chorus.
- Ask children to work in pairs. They take turns to ask and answer questions about the colour of the cars.


Lesson Four

**1 Look. Ask and answer.**

ball car train doll teddy puzzle bike



**2 Listen and point. Ask and answer. 05**



**3 Write the numbers.**

ten	10	thirteen	_____	seventeen	_____
twenty	_____	fifteen	_____	fourteen	_____
eleven	_____	twelve	_____	sixteen	_____
eighteen	_____	nineteen	_____		

Toys, colours and numbers Starter 7

## Transcript

ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

## 3 Write the numbers.

- Ask children to look at the words for numbers in their books. Read through the list together.
- Focus attention on the example. Ask children to write the number 10 in the air with their fingers. Call out other numbers from the list for children to write in the air.
- Ask children to look at the rest of the numbers. Allow time for them to write the digit form next to each word.
- Go through the answers. Read out the numbers for children to write the digits in the air once more.

## ANSWERS

ten 10, thirteen 13, seventeen 17, twenty 20, fifteen 15, fourteen 14, eleven 11, twelve 12, sixteen 16, eighteen 18, nineteen 19

## Optional activity

- If you did the lead-in activity, ask children to look at the list of numbers on the board.
- Invite individual children to come to the front of the class and write the words next to each number.
- When the words are all on the board, rub out the digits and choose children to write them next to the words.

## Further practice

Workbook page 7

Picture dictionary, Workbook page 125

Starter test, Teacher's Resource Centre

Student Website • Starter Unit • Words, Grammar

Student Website • Starter Unit • Listen at home • Track 1

(Words and phrases), Track 2 (Song), Track 3 (Song)

Online Practice • Starter Unit • Lesson Four

## Lesson One CB page 8

### Words

#### Learning outcomes

- To identify common school things
- To understand a short story

#### Language

- Core: *classroom, table, computer, peg, pencil case, board*
- Extra: *whiteboard, wow*

#### Materials

- CD 01, 06–08; Story posters Starter and 1; School things flashcards 1–6

### Warmer 01

- Sing the *Welcome* song from Class Book page 4.
- Ask children what they remember about the story from the Starter Unit.
- Use the Starter story poster to retell the story with the class. Ask *Who's in Rosy's video? Where's Billy?*

### Lead-in

- Use flashcards 1–6 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children don't know. Ask children to point to real objects in the classroom if possible.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 06

- Ask children to look at the school things. Play the first part of the recording for children to point to the pictures.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and repeat.

classroom, table, computer, peg, pencil case, board  
computer, board, table, peg, classroom, pencil case  
Listen and repeat.  
classroom, table, computer, peg, pencil case, board

### 2 Listen and chant. 07

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat, more than once if necessary.
- Children say the chant as a class, without the recording.

## 1 Our new things

### Lesson One Words

**1 Listen, point and repeat. 06**

**2 Listen and chant. 07**

**3 Listen and read. 08**

**3 Listen and read. 08**

8 Unit 1 School things

### Transcript

classroom, classroom, classroom  
table, table, table  
computer, computer, computer  
peg, peg, peg  
pencil case, pencil case, pencil case  
board, board, board

### 3 Listen and read. 08

- Use Story poster 1 to present the story. Point to each frame in turn for the class to talk about them. Encourage different children to make predictions about the story.
- Ask children to look at the story in their Class Books. Play the recording for them to point to each speech bubble.
- Ask comprehension questions, e.g. *What's in the new classroom? Do the children like their new things? Has Rosy got a new teddy?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Optional activity

- Play a memory game. Ask children to close their Class Books and recall the things in Rosy and Tim's classroom.
- Write the words on the board as children name them.
- Ask children to look in their Class Books to check..

### Further practice

Workbook page 8

Student Website • Unit 1 • Words

Online Practice • Unit 1 • Words

**Grammar**

**Learning outcomes**

To say and write sentences with *This is, That is, These are,* and *Those are*

To act out a story

**Language**

Core: *This / That is the new computer. These / Those are new tables.*

**Materials**

CD 08; Story poster 1; School things flashcards 1–6

**Warmer**

- Play a game of *Where was it?* (see page 23) using flashcards 1–6.

**Lead-in**

- Ask children what happened in the story in the previous lesson. Show Story poster 1 to encourage recall.
- Cover the poster. Ask which school things were in the story.

**1 Listen to the story again and repeat. Act.** 08

- Ask children to turn to the story on Class Book page 8 and check how many of the school things they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions to go with each frame (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of three to play the parts of Rosy, Tim, and Miss Jones.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

Picture 1: Rosy and Tim walk into the classroom. Miss Jones points to the tables and chairs.

Picture 2: Miss Jones points to pegs. Tim hangs up his coat.

Picture 3: Miss Jones points to the new board and computer.

Picture 4: The children clap and put their hands in the air to show that they like the classroom.

Picture 5: Miss Jones picks up Rosy’s pencil case. Rosy shakes her head.

Picture 6: Rosy unzips her pencil case.

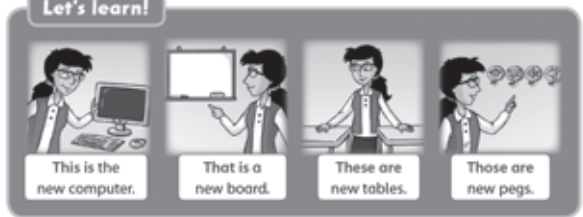
**2 Look and say.**

- Focus on the *Let’s learn!* box. Ask *What can you see?*
- Read the sentences, pausing children to point and repeat.
- Write the sentences on the board. Read the sentences again, pointing to items in your classroom to reinforce meaning. Use some tables that are close to you to show the meaning of *these*, and some further away to show *those*. Do the same with *this* and *that*. Children repeat again.


Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.


Let’s learn!




3 Write. This That These Those




\_\_\_\_\_ are bags.



\_\_\_\_\_ is a ruler.




\_\_\_\_\_ are pencils.



\_\_\_\_\_ is a computer.

4 Point and say. chairs pencil case board tables ruler pegs



These / Those are ... Unit 1 9

- Rub out the school words in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. *This is the new classroom. That is a new pencil case. These are new pegs. Those are new computers.* Children repeat the new sentences.
- Invite different children to come and change the school words to make new sentences.
- Ask children to look at the story on page 8 again and find examples of the structures from Exercise 2.

**3 Write.**

- Ask the class to identify the school things in each picture.
- Focus attention on the first sentence and ask which word is missing. Elicit the full sentence and write it on the board.
- Ask children to look at the rest of the sentences and write the missing words. Monitor and help as necessary.
- Ask children to say the sentences in chorus.

**ANSWERS**

- 1 Those are bags. 2 This is a ruler.  
3 These are pencils. 4 That is a computer.

**4 Point and say.**

- Ask a child to read the words in the word pool for the class. Then ask a different child to read the complete sentence in the speech bubble.
- Ask children to work in pairs. They take turns to make sentences using the structures in the speech bubbles and the words in the word pool. Tell them to point to those objects in the classroom as they say their sentences.

**Further practice**

Workbook page 9

Grammar reference, Class Book page 124

Student Website • Unit 1 • Grammar

Online Practice • Unit 1 • Grammar

# Lesson Three CB page 10

## Song

### Learning outcomes

- To identify more school things
- To use classroom words in the context of a song

### Language

- Core: *poster, picture, drawers, cupboard, CD player*
- Extra: *what, have a look, work (n)*
- Recycled: school things words

### Materials

- CD 09–10; School things flashcards 1–2, 4, 6–11; Cut and Make 1 (for materials see Teacher's Resource Centre) (optional)

## Warmer

- Play a game of *What's the picture?* (see page 23) to practise the vocabulary learnt so far in the unit.

## Lead-in

- Use flashcards 7–11 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat. Point to real items in the classroom if possible.
- Hold up the cards or point to the items in a different order for children to repeat again.

### 1 Listen, point and repeat. 09

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat. Then play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 7–11 one at a time for individual children to say the words.

## Transcript

### Listen and point.

poster, picture, drawers, cupboard, CD player

drawers, CD player, poster, cupboard, picture

### Listen and repeat.

poster, picture, drawers, cupboard, CD player

### 2 Listen and sing. 10


- Focus on the pictures. Point to the different things and ask *What's this?* Ask children to predict what the song is about.
- Play the song all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### Optional activity

- Give flashcards 1–2, 4, and 6–10 to different children.
- Play the recording. When a child hears their word mentioned, they hold their card in the air.

### Lesson Three Song


1 Listen, point and repeat. 09



poster picture drawers cupboard CD player

2 Listen and sing. 10      3 Sing and do.

#### Let's sing!



**What's in the classroom?**  
Let's have a look!  
Posters and pictures,  
And work in a book.

**What's in the classroom?**  
What can you see?  
Drawers and a cupboard  
For you and for me.

**What's in the classroom?**  
What's over there?  
A door and a window,  
A table and chair.

**What's in the classroom?**  
What can you see?  
A board and pegs  
For you and for me.

$5+5=10$   
 $6+6=12$

10 Unit 1 School things

### 3 Sing and do.

- Look at the pictures together and choose actions for the song (see suggestions below).
- Play the recording for children to listen and do their actions.

## Song actions

*What's in the classroom?* – raise hands as if asking a question

Verse 1 – point to posters and pictures on the wall and mime opening a book

Verse 2 – mime opening a drawer, then a cupboard

Verse 3 – point to door and a window, then a table and chair

Verse 4 – point to pegs and mime hanging up a coat

### Optional activity

- Do Cut and Make 1 (for materials and instructions see Teacher's Resource Centre and Teacher's Book page 138).

### Optional activity

- Play *Musical cards* (see page 23) to revise all the classroom objects children know. Play the *What's in the classroom?* song as children pass the cards round.

## Further practice

Workbook page 10

Picture dictionary, Workbook page 125

Extra writing worksheet 1, Teacher's Resource Centre

Cut and Make 1, Teacher's Resource Centre

Student Website • Unit 1 • Words, Song

Online Practice • Unit 1 • Song

**Phonics**

**Learning outcomes**

- To revise the letters of the alphabet
- To identify upper- and lower-case forms of letters
- To identify sounds the letters make at the start of words

**Language**

- Recycled: letters of the alphabet; words from phonics lessons in *Family and Friends 1*
- Extra: *game, touch, knee, feet*

**Materials**

CD 11–13; School things flashcards 1–11

**Warmer**

- Ask children if they can remember the alphabet. Recite it as a class. You can revise the whole alphabet with the alphabet song from *Family and Friends 1*.
- Write up the letters in capitals as children say them.
- Invite different children to come to the board and write the lower-case forms next to each letter. Point to each letter in turn and ask the class what sound it makes at the beginning of a word.

**Lead-in**

- Ask children to look at the pictures. Point to each one and ask children what the girl or boy is doing.
- Elicit or teach the words *knee, feet, and head*. Children point to their knees, feet, and heads as you say the words.
- Practise the actions with the class. Say *Touch your head / feet / knee. Close your eyes. Count to ten.*

**1 Listen and chant.** 11

- Play the recording for children to listen and follow the chant in their books.
- Read the chant line by line for children to repeat each line in turn.
- Play the recording for children to join in.
- Play the recording once more. This time children do the actions as they chant. Repeat.

**Optional activity**

- Play a game of *Simon says...* (see page 23) using the commands from the chant.

**2 Listen, point and repeat.** 12

- Ask children to look at the letters in their books. Tell them that they are going to hear a recording of the sounds that the letters make at the beginning of words.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the sounds.
- Play the recording all the way through for children to point and then repeat.

**Lesson Four Phonics**

**1 Listen and chant.** 11

A, B, C, D, E, F, G,  
Come and play this game with me.  
H, I, J, K, L, M, N,  
Close your eyes and count to ten.  
O, P, Q, R, S, T,  
Touch your nose and touch your knee.  
U, V, W, X, Y, Z,  
Touch your feet and touch your head.

**2 Listen, point and repeat.** 12

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	
Uu	Vv	Ww	Xx	Yy	Zz	

**3 Listen and circle the correct sound.** 13

1

a p f

2

l t d

3

e h d

4

g v m

5

c a i

6

e n s

Alphabet / Initial sounds Unit 1 11

**Transcript**

**Listen and point.**

/æ/ /b/ /k/ /d/ /e/ /f/ /g/ /h/ /i/ /dʒ/ /k/ /l/ /m/ /n/ /v/ /p/ /kw/ /r/ /s/ /t/ /ʌ/ /v/ /w/ /ks/ /y/ /z/

**Listen and repeat.**

/æ/ /b/ /k/ /d/ /e/ /f/ /g/ /h/ /i/ /dʒ/ /k/ /l/ /m/ /n/ /v/ /p/ /kw/ /r/ /s/ /t/ /ʌ/ /v/ /w/ /ks/ /y/ /z/

**3 Listen and circle the correct sound.** 13

- Ask children to look at pictures and tell you what they can see.
- Focus attention on the first picture. Ask *What is it?* (a pen). Then ask *What's the sound?* to elicit /p/. Show them the example circle around the letter p.
- Play the recording for children to listen to the words and circle the correct sounds.
- Play the recording a second time for children to complete or check their answers.

**Transcript**

1 /p/ pen 2 /l/ lion 3 /d/ dog 4 /g/ goat  
5 /æ/ apple 6 /s/ sofa

**ANSWERS**

1 p 2 l 3 d 4 g 5 a 6 s

**Optional activity**

- Put School things flashcards 1–11 on the board. Point to the flashcards one at a time for children to say the sound that the word begins with in chorus.
- Repeat, asking individual children to say the sounds.

**Further practice**

**Workbook page 11**  
**Student Website • Unit 1 • Phonics**  
**Online Practice • Unit 1 • Phonics**

# Lesson Five CB page 12

## Skills Time!

### Skills development

Reading: read a text describing pictures; read for specific words

### Language

Recycled: vocabulary and structures seen previously

Extra: *bright, wall, sit, with, swimming pool*

### Materials

CD  10, 14

### Warmer 10

- Sing *What's in the classroom?* from Class Book page 10.
- Ask different children to tell you something about their classroom, e.g. *There are posters. There's a computer.*

### Lead-in

- Point to the picture of the boy at the top of the text and explain that his name is Peter.
- Ask children to look at the pictures. Ask what they think the text is about (*Peter is describing his school*).
- Encourage children to make predictions about Peter's school, e.g. *There are pictures in the classroom.*

### 1 Point to things you can see in a school. Say the words.

- Ask children to look at the pictures again in pairs. They point to the different classroom objects and say the words.

### ANSWERS

classroom, tables, chairs, board, pictures, posters, drawers, windows, book, pupils

### 2 Listen and read. 14

- Explain that you are going to play a recording. They should listen and follow the words in their books. It doesn't matter if they don't understand all the words.
- Play the recording. Children listen and follow the text.
- Play the recording a second time. Check comprehension by asking simple questions, e.g. *What school does Peter go to? What's in the classroom? What else is in the school?*

### Optional activity

- Ask children to read the text again and find as many classroom words as they can (*classroom, pictures, posters, tables*). Write the words on the board.
- Ask them to close their books and tell you one thing about each object, e.g. *Peter's classroom is upstairs.*


### 3 Read again. Circle the correct word.


- Explain to children that they are going to do an exercise where they choose the right answer out of two options.
- Write the first question on the board with the two possible answers. Ask a child to read it aloud to the class. Ask *Is it upstairs or downstairs?*


## Skills Time!


Lesson Five


**Reading**


- Point to things you can see in a school. Say the words.
- Listen and read. 


1  My name's Peter. I go to Orange Park School. Look at these pictures of my school.

2  Our classroom is upstairs. It's very big and bright.

3  I'm in class 3C. There are 12 girls and 14 boys in my class. Our teacher is Mrs Cooper.

4  There are lots of pictures and posters on the wall.

5  We sit at tables. I sit with my friend Henry.

6  There is a swimming pool, too. I love my school.

- Read again. Circle the correct word.
 

1 Where is Peter's classroom?	<u>upstairs</u> / downstairs
2 What class is Peter in?	3C / Orange Park
3 How many boys are there in his class?	12 / 14
4 What is his teacher's name?	Henry / Mrs Cooper
5 What is on the walls of the classroom?	tables / pictures
6 Is there a swimming pool?	Yes, there is. / No, there isn't.

12 Unit 1 Reading: a description

- Ask children to find the part of the text that gives them the answer (*upstairs*). Draw a circle around *upstairs* on the board. Show children the example answer in their books.
- Read through the rest of the questions with the class and check understanding.
- Let children complete the activity then check answers.

### ANSWERS

1 upstairs 2 3C 3 14 4 Mrs Cooper  
5 pictures 6 Yes, there is.

### Optional activity

- Read out some true and false statements about the story. Children listen and write *T* or *F* in their notebooks for each statement:
  - Peter's classroom is small. (F)*
  - His teacher is a man. (F)*
  - There are lots of pictures and posters on the wall. (T)*
  - Peter sits next to the teacher. (F)*

### Culture note: British classrooms

Many classrooms in British schools have a whiteboard, which the teacher writes on with board markers. Most classrooms also have an interactive whiteboard, where exercises are created and manipulated using a computer. At primary school, children usually stay in the same classroom with the same teacher for all of their lessons. They each have a drawer for their work, and there are usually pegs in the classroom to hang bags and coats on. At secondary school, children go to a different classroom with a different teacher for each subject. They usually have a locker to put their books in at the start of the day. They take out the books they need before each lesson.

### Further practice

Workbook page 12

Online Practice • Unit 1 • Reading



**Skills Time!**

**Skills development**

Listening: identify people and objects from descriptions  
 Speaking: ask and answer questions about a picture  
 Writing: identify and write capital letters at the start of sentences and names; write about your classroom (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 10, 15; School things flashcards 1–11;  
 Fluency DVD Unit 1

**Warmer** 10

- Play *Musical cards* (see page 23). Use *What's in the classroom* from Class Book page 10 and flashcards 1–11

**Lead-in**

- Ask children what they remember about Peter's school from the previous lesson. Ask *Where's Peter's classroom? What's in Peter's school?* Encourage children to describe Peter's school in as much detail as they can.
- Look at the picture on page 13 and let children describe it.

**1 Listen and number.** 15

- Tell children they are going to hear a girl describing her classroom. They don't have to understand every word. Play the recording for children to point to the people and things.
- Play the recording again, pausing after item 1. Ask children which person is described (*the blond girl*).
- Continue the recording, pausing for children to number the people and things in the order they hear them.

**Transcript**

Hello. My name is Sally. I go to Parkside School.  
 1 Can you see me? I've got long hair. It's blond.  
 2 Our teacher is Mrs Smith. She's got curly hair.  
 3 My friend is Will. He's got short, black hair.  
 4 We've got a big whiteboard in our classroom.  
 5 There are two windows in the classroom.  
 6 There is one door. On the door is a poster. It says *Welcome to Primary 2*.

**ANSWERS**

(clockwise from left) 5, 4, 6, 2, 1, 3

**Optional activity**

- Children watch Fluency DVD Unit 1, speaking section.

**NOTE:** Children can prepare for Exercise 2 by watching the Fluency DVD, which has a speaking section for every unit.

**2 Point, ask and answer.**

- Focus on the picture again. Ask *How many children / chairs / whiteboards are there?*

**Lesson Six**

**Listening**

1 Listen and number.

**Speaking**

2 Point, ask and answer. boys girls teachers windows doors

How many girls are there? There are two girls.

What colour is his hair? It's ...

**Writing preparation**

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

We've got a new CD player.  
 Our teacher is Mrs Cooper.

1 My name's Peter. 2 This is my school.  
 3 Thank you, Miss Jones. 4 This is Rosy's pencil case.  
 5 Those are your pegs. 6 This is Tim.

Complete the writing task on page 13 of the Workbook.

page 13

Listening, speaking, writing Unit 1 13

- Ask different children to read the words in the word pool.
- Invite a child to the front. Read the questions and answers in the speech bubbles together for the class to repeat.
- Ask children to work in pairs. They practise asking and answering questions using the words in the word pool.

**3 Underline the capital letters at the start of the sentences. Circle the capital letters at the start of the names.**

- Ask children to close their books. Copy the example sentences from the Class Book onto the board.
- Call a child to the front of the class. Ask him / her to underline the capital letter at the start of both sentences.
- Call another child to come and circle the capital letter at the start of the name in the second sentence (check that both *M* and *C* are circled as there are two parts to the name).
- Let children complete the activity, then check answers.

**ANSWERS**

- 1 My name's Peter. 4 This is Rosy's pencil case.  
 2 This is my school. 5 Those are your pegs.  
 3 Thank you, Miss Jones. 6 This is Tim.

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

**Further practice**

Workbook page 13 (children write about their classroom)

Fluency DVD • Skills Time! Speaking • Unit 1

Values worksheet 1, Teacher's Resource Centre

Unit 1 test, Teacher's Resource Centre

Student Website • Unit 1 • Listen at home • Track 4 (Words and phrases), Track 5 (Song), Track 6 (Phonics)

Online Practice • Unit 1 • Listening, Speaking and Writing

## Lesson One CB page 14

### Words

#### Learning outcomes

To learn words for feelings and emotions  
To understand a short story

#### Language

Core: *hot, cold, hungry, thirsty, happy, sad*  
Extra: *babies, twins, cry (v)*

#### Materials

CD 10, 16–18; Story posters 1 and 2; Feelings flashcards 12–17

### Warmer 10

- Sing *What's in the classroom?* from Class Book page 10.
- Ask children what they remember about the Unit 1 story.
- Use Story poster 1 to retell the story with the class. Ask *What are the new things in the classroom? Do the children like the new things? What is Rosy's new thing?*

### Lead-in

- Hold flashcards 12–17 and ask children how the people feel. Model any words that children do not know. You could use mime to express the meaning of the new words.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 16

- Ask children to look at the pictures of the different feelings. 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 all the way through for children to point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

*hot, cold, hungry, thirsty, happy, sad*  
*hungry, sad, cold, thirsty, hot, happy*

#### Listen and repeat.

*hot, cold, hungry, thirsty, happy, sad*

#### Optional activity

- Ask children to look at the actions and facial expressions of the children in the pictures. Call out different emotions for children to copy the actions and expressions, e.g. for *sad* children rub their eyes and pretend to cry.

### 2 Listen and chant. 17

- Play the recording and teach the chant.

## 2 They're happy now!

### Lesson One Words

**1 Listen, point and repeat. 16**



**2 Listen and chant. 17**

**3 Listen and read. 18**



14 Unit 2 Feelings

- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

### Transcript

*hot, hot, hot*  
*cold, cold, cold*  
*hungry, hungry, hungry*  
*thirsty, thirsty, thirsty*  
*happy, happy, happy*  
*sad, sad, sad*

#### Optional activity

- Divide the class into six groups – one for each feeling.
- Play the chant. Children say the words. When they hear their feeling, they mime the actions.

### 3 Listen and read. 18

- Use Story poster 2 to present the story. Talk about each frame with the class and encourage predictions.
- Focus on the story in the Class Books. Play the recording for them to point to the different speech bubbles.
- Ask comprehension questions, e.g. *Are the babies hot / cold / hungry? Do the babies eat the apples?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice

Workbook page 14

Online Practice • Unit 2 • Words

Grammar

Learning outcomes

- To make sentences describing people's feelings
- To ask questions about people's feelings
- To use the contracted form of *are*
- To act out a story

Language

Core: *We're / they're happy. Are they hot? No, they aren't. / Yes, they are.*

Materials

CD 18; Story poster 2; Feelings flashcards 12–17

Warmer

- Play a game of *Slow reveal* using flashcards 12–17 (see page 23) to revise vocabulary from the previous lesson.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 2 to encourage recall.
- Cover the poster and ask which feelings were in the story.

1 Listen to the story again and repeat. Act. 18

- Ask children to turn to the story on Class Book page 14. They check how many of the feelings / emotions they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of six to play the parts of Rosy, Tim, Mum, the twins, and the twins' mother. Note that Mum doesn't have a speaking part.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Rosy and Tim wave at the twins. Their mother waves back.

Picture 2: The twins start crying. The mother takes off their hats and fans them.

Picture 3: The twins are still crying and kick off their blanket.

Picture 4: Rosy offers apples. The babies reach out for them.

Picture 5: The twins stop crying and eat the apples.

Picture 6: The twins smile. Rosy and Tim wave goodbye.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.

Let's learn!

3 Look and match. We're They're

4 Write. Yes, they are. No, they aren't. Yes, we are. No, we aren't.

We're ... / They're ... Are they ...? Unit 2 15

- Rub out the feeling words and replace with flashcards to elicit sentences with the same pattern, e.g. *We're thirsty. Are they cold?* Children repeat the new sentences.
- Invite different children to change the feelings words to make new sentences and questions.
- Focus on the grammar box that shows the contracted forms. Ask children to find the sentences with contractions.

3 Look and match.

- Ask children to look at the pictures and the words *We're* and *They're* in the boxes above.
- Ask children to look at the second picture and ask whether the children are talking about themselves or other people. Ask *We're or They're?* Establish that the correct answer is *We're*. Show children the linking line.
- Let children complete the activity, then point to each picture for children to say *We're* or *They're*.

ANSWERS

1 They're 2 We're 3 We're 4 They're

4 Write.

- Focus on the first picture and ask how the children are feeling (*hot*). Ask the first question for children to give the answer. Point out the example.
- Let children complete the activity, then check answers. Ask the questions for the class to reply in chorus.

ANSWERS

1 Yes, they are. 2 No, we aren't. 3 No, they aren't.  
4 Yes, we are.

Further practice

Workbook page 15

Grammar reference, Class Book page 124

Student Website • Unit 2 • Grammar

Online Practice • Unit 2 • Gramarr

# Lesson Three CB page 16

## Song

### Learning outcomes

- To learn more words for feelings and emotions
- To use words for feelings in the context of a song

### Language

- Core: *tired, angry, scared, brave, nervous*
- Extra: *go to sleep, snore, hug (v), yourself, stamp (v)*
- Recycled: feelings words

### Materials

- CD 19–20; Feelings flashcards 12–22

### Warmer

- Play a game of *Snap!* (see page 23) using flashcards 12–17 to revise the words children have learnt so far in the unit.

### Lead-in

- Use flashcards 18–22 to introduce the new vocabulary. Reinforce the meaning by miming the emotions.
- Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 19

- Ask children to look at the pictures. Play the first part of the recording for children to point and say 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 18–22 and ask *What's this?*

### Transcript

#### Listen and point.

*tired, angry, scared, brave, nervous*  
*scared, tired, brave, nervous, angry*

#### Listen and repeat.

*tired, angry, scared, brave, nervous*

### Optional activity

- Play an action game with the whole class to revise the words children learnt in Lesson 1 and practise the words from this lesson.
- Call out feelings and emotions at random for the class to mime. Start slowly, then say the instructions more and more quickly until children it is harder to keep up.

### 2 Listen and sing. 20

- Ask children to look at the pictures. Point to the different expressions and ask how the children are feeling.
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

**Lesson Three Song**

**1 Listen, point and repeat.**

**tired**

**angry**

**scared**

**brave**

**nervous**

**2 Listen and sing.**      **3 Sing and do.**

**Let's sing!**

**If you're tired and you know it ...**

*If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're tired and you know it,  
And you really want to show it,  
If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're scared and you know it,  
Hug yourself! [Hug, hug] ...  
If you're angry and you know it,  
Stamp your feet! [Stamp, stamp] ...*

16 Unit 2 Feelings

### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Play the recording for children to listen and do the actions.

### Song actions

- tired* – put head on hands and close eyes
- scared* – cross arms and hug yourself
- angry* – clench teeth and fists and stamp feet
- brave* – smile and hold hands in fist shape

### Optional activity

- Ask children to close their books. Tell them that they are going to sing the song again from memory.
- Hold up the *tired* flashcard to prompt the class to recall and sing *If you're tired and you know it...* Help children to recall the rest of the verse, using other clues if necessary.
- Repeat with the other verses.

### Culture note: *If you're happy and you know it...*

*If you're happy and you know it...* is a traditional children's action song. In the original version of the song, each verse begins with the line *If you're happy and you know it...* followed by a command such as *Clap your hands, Stamp your feet, Nod your head, and Shout 'We are!'* The version of the song in *Family and Friends* has been altered so that each verse deals with a different emotion.

### Further practice

- Workbook page 16
- Picture dictionary, Workbook page 126
- Extra writing worksheet 2, Teacher's Resource Centre
- Student Website • Unit 2 • Words, Song
- Online Practice • Unit 2 • Song

Phonics

Learning outcomes

To revise sounds made by the combinations *ch*, *sh*, and *th*  
 To differentiate between the sounds /tʃ/, /ʃ/, and /θ/

Language

Core: *chair, teacher, shoes, fish, thumb, bath*

Materials

CD 11, 21–23; Phonics cards 1–3 (chair, shoes, thumb)

Warmer 11

- Play the recording and say the chant from Class Book page 11 to revise the letters of the alphabet.

Lead-in

- Teach the sounds and letters for this lesson with the phonics cards. Hold up the first card and say, *Letters c and h make the sound /tʃ/*. Say the sound for children to repeat several times. Draw the letters *ch* on the board. The children draw them in the air.
- Repeat the procedure with the other two phonics cards.
- Hold up each card and model the words for children to repeat.

1 Listen, point and repeat. 21

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

Transcript

Listen and point.

/tʃ/ chair /tʃ/ teacher /ʃ/ shoes /ʃ/ fish /θ/ thumb /θ/ bath

Listen and repeat.

/tʃ/ chair /tʃ/ teacher /ʃ/ shoes /ʃ/ fish /θ/ thumb /θ/ bath

2 Listen and chant. 22

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording for children to listen to the chant. Say the chant line by line and ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow in their books.

Optional activity

- Divide the class into three groups, one for each sound /tʃ/, /ʃ/, and /θ/. Play the chant again. When children hear a word containing their sound, they clap their hands.

3 Read the chant again. Circle the sounds *ch*, *sh* and *th*.

- Write the first line of the chant on the board. Ask children to find an example of the letters *ch*, *sh*, or *th*. One child comes to the front to circle the *ch* in *teacher*.
- Allow time for children to read the chant in their books and circle the other examples.

Lesson Four Phonics

1 Listen, point and repeat. 21

2 Listen and chant. 22

Look at my teacher,  
 sitting on a chair.  
 Her shoes are blue,  
 She's got long, black hair.  
 A picture of a bath,  
 And a picture of a fish.  
 Look at my teacher.  
 Her name's Miss Wish.

3 Read the chant again. Circle the sounds *ch*, *sh* and *th*.

4 Listen to the sounds and join the letters. 23

What has the teacher got?

Digraphs ch sh th Unit 2 17

**NOTE:** If children notice the /tʃ/ sound in *picture*, praise them and explain that this is another way of spelling this sound.

ANSWERS

Look at my teacher,  
 Sitting on a chair.  
 Her shoes are blue,  
 She's got long, black hair.  
 A picture of a bath,  
 And a picture of a fish.  
 Look at my teacher.  
 Her name's Miss Wish.

4 Listen to the sounds and join the letters 23

- Elicit the four images in the activity (*teacher, shoes, chair, thumb*). Ask *What has the teacher got?* Explain that they are going to hear different sounds and words from the lesson. They have to follow the sounds and words in the maze and draw a line to connect the letters to find out what the teacher has got – shoes, a chair, or a thumb.
- Play the beginning of the recording and follow the blue line that links the teacher to the letters *th* to demonstrate.
- Play the recording for children to listen and link the letters.
- Ask *What has the teacher got?* Ask children to say the letters they heard for you to write on the board.

Transcript

/θ/ thumb /tʃ/ chair /ʃ/ shoes /tʃ/ chair /θ/ thumb /ʃ/ shoes /tʃ/ chair

ANSWER

The teacher has got a chair.

Further practice

Workbook page 17

Student Website • Unit 2 • Phonics

Online Practice • Unit 2 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand a poem; match actions to feelings

**Language**

Recycled: vocabulary and structures seen previously

Extra: *carry on, nerves, smile, laugh, cry*

**Materials**

CD 24; Feelings flashcards 12–22; a piece of plain paper for each child; coloured pencils (optional)

**Warmer**

- Play *What's missing?* (see page 23) to revise the feelings words.
- Talk about feelings and actions with children, using mime. Ask individual children *What do you do when you're (scared)?*

**Lead-in**

- Ask children to look at the pictures on Class Book page 18 and predict what the text is about. If possible, elicit that a girl has written a poem about her feelings.
- Ask the children if they have ever written a poem and what their poem was about.

**NOTE:** If children have used *Family and Friends 1*, they will have read and written poems before. Ask them what poems they can remember from Level 1.

**1 Look at the pictures. How does the girl feel?**

- Ask children to look at the pictures and say how the girl feels in each picture. Ask children how we know (e.g. her actions, her facial expressions).

**ANSWERS**

Picture 1: happy; Picture 2: sad; Picture 3: nervous

**2 Read and listen to the poem.** 24

- Tell children they are going to read and listen to the poem. Remind them that they don't have to understand all the words.
- Play the recording for children to listen and follow the poem. Play it again and answer any questions the children have.
- Ask *What does she do when she's (happy)?* Ask similar questions about the other feelings.
- Play the recording again, pausing for children to repeat. Listen for their rhythm and intonation and drill where necessary.
- Ask children to close their Class Books. Read the poem aloud, pausing at key feelings and action words. Encourage children to call out the 'missing' words.

**3 Read again. Match.**

- Ask the children to call out the feelings words from the poem. Write these words on one side of the board. Ask

**Skills Time!**




Lesson Five

**Reading**

- 1 Look at the pictures. How does the girl feel?
- 2 Read and listen to the poem. 24

**My Feelings**

Sometimes I am happy, Sometimes I am sad, Sometimes I am nervous, But I am never bad.	When I'm really nervous, I'm brave and carry on, I say, "I can do it!" Until my nerves are gone.
When I'm really happy, I smile and laugh and play, When I'm really happy, It's a very good day.	Sometimes I am happy, Sometimes I am sad, Sometimes I am nervous, But I am never bad.
When I'm really sad, I cry and tell my mum. We always talk together, Then happy times can come.	

- 3 Read again. Match.
 

1 play	a happy
2 cry	b nervous
3 laugh	c sad
4 be brave and carry on	
5 smile	

18 Unit 2 Reading a poem

the children to call out the action words from the poem. Write these words on the opposite side of the board.

- Ask children to use a word from each side of the board to make a sentence about the girl in the poem, e.g. *When she's happy, she laughs.*
- Ask the children to look at the words in their Class Books. Explain that they need to draw lines to match the actions to the feelings.
- Let children complete the activity, then compare answers with a partner. Invite individuals to use their answers to make sentences about the girl in the poem.

**ANSWERS**

1,3,5 a 2 c 4 b

**Optional activity**

- Tell the children to take out their coloured pencils. Give each child a plain piece of paper.
- The children draw pictures of themselves showing a feeling and an action, e.g. a picture of them laughing and looking happy / crying and looking sad / hiding and looking scared. They then write a sentence about themselves under their picture, e.g. *When I'm happy, I (smile).*
- You can display the pictures on the classroom wall, or make a 'feelings' board with the class. Write the heading 'Feelings' on a large sheet of card and stick all the pictures of positive feelings on one side of the card, and all the pictures of negative feelings on the other side.

**Further practice**

Workbook page 18

Online Practice • Unit 2 • Reading

# Lesson Six CB page 19

## Skills Time!

### Skills development

Listening: identify people from descriptions of how they feel

Speaking: ask and answer questions about how people feel

Writing: identify and write long and short forms; write about your feelings (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: broken, poor, nearly, wake up

### Materials

CD 25; Feelings 12–22; Fluency DVD Unit 2 (optional)

### Warmer

- Call out an emotion from the unit for children to mime.
- Repeat with several different emotions. Then ask different children to take it in turns to call out the emotions.

### Lead-in

- Ask children what they remember about the poem from the previous lesson. Ask *How does the girl feel? What does she do when she's happy / nervous / sad?*
- Encourage them to recite any parts of the poem they can remember and let them check on Class Book page 18.
- Ask children to look at the pictures in Exercise 1 and tell you how the children feel in each one. Ask them to predict what they might hear in the listening exercise.

### 1 Listen and number. 25

- Tell children that they are going to hear a recording of a girl talking about how her friends are feeling. They have to decide which person she is talking about each time.
- Play the recording for children to listen and point to the people as they hear them mentioned.
- Play the recording again, stopping after the first description for children to find the correct picture.
- Play the recording for children to number the pictures. Then check answers with the class.

### Transcript

My name's George.

- 1 I'm very happy today. I've got a big smile. These are my five best friends:
- 2 This is Kate. She's sad today. Her bag is broken. Poor Kate.
- 3 This is Tom. He's hungry. It's nearly lunchtime. That's good for Tom.
- 4 This is Angela. She hasn't got her coat today. She's cold. Poor Angela.
- 5 This boy is James. James is nervous. Go on, James! Be brave!
- 6 And this girl is Lucy. She's very tired today. Wake up, Lucy!

### ANSWERS

(top row) 5, 1, 4 (bottom row) 6, 2, 3

Lesson Six

**Listening**

1 Listen and number.

**Speaking**  Watch the DVD!

2 Point, ask and answer. happy sad tired cold nervous hungry

is he sad? No, he isn't. He's nervous. is she ...? No, ...

**Writing preparation**

3 Look and write the long form.

I'm = I am	He's = He is	We're = We are
You're = You are	She's = She is	They're = They are

1 She's cold.     She is cold.

2 They're happy.     happy.

3 I'm nervous.     nervous.

4 We're thirsty.     thirsty.

5 You're brave.     brave.

6 He's sad.     sad.

Complete the writing task on page 19 of the Workbook.

page 19

Listening, speaking, writing Unit 2 19

### Optional activity

- Children watch Fluency DVD Unit 2, speaking section.

### 2 Point, ask and answer.

- Ask children to look the pictures again. Ask questions, e.g. *Is he / she happy / hungry / nervous?*
- Ask a child to read the words in the word pool. Then ask a pair of children to read out the example exchange.
- The children work in pairs. They take turns to point to the children in the pictures and ask and answer questions using the words in the word pool.

### 3 Look and write the long forms.

- Copy the six examples of contractions onto the board.
- Write up the first example sentence and ask children to tell you the long form (*She is*). Write the complete sentence on the board, and point out the example.
- Write more sentences on the board, e.g. *We're sad. You're happy. I'm hot.* Invite individual children to underline the contracted words. Ask the class to tell you the long form and write the sentences on the board.
- Let children complete the activity, then check answers.

### ANSWERS

- 1 She is cold.
- 2 They are happy.
- 3 I am nervous.
- 4 We are thirsty.
- 5 You are brave.
- 6 He is sad.

### Further practice

Workbook page 19 (children write about their feelings)

Fluency DVD • Skills Time! Speaking • Unit 2

Values worksheet 2, Teacher's Resource Centre

Unit 2 test, Teacher's Resource Centre

Student Website • Unit 2 • Listen at home • Track 7 (Words and Phrases), Track 8 (Song), Track 9 (Phonics)

Online Practice • Unit 2 • Listening, Speaking and Writing

## Lesson One CB page 20

### Words

#### Learning outcomes

- To identify outdoor activities
- To understand a short story

#### Language

- Core: *ride a bike, ride a horse, skate (v), skateboard (v), play tennis, play football*
- Extra: *teach, behind, stop*

#### Materials

- CD 20, 26–28; Story posters 2 and 3; Outdoor activities flashcards 23–28

### Warmer 20

- Sing *If you're tired and you know it* from Class Book page 16.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 2 to retell the story with the class. Ask *Who do Rosy and Tim see in the park? How do the babies feel? What do Rosy and Tim give the babies?*

### Lead-in

- Use flashcards 23–28 to teach vocabulary. Hold up each card and ask *What's this?* If you wish, reinforce the meaning by miming the activities. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 26

- Ask children to look at the different outdoor activities. Play the first part of the recording for children to listen and point. Hold up the correct flashcard.
- 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 and phrases.
- Hold up the flashcards in a random order and ask the class to say the words and phrases.

### Transcript

#### Listen and point.

*ride a bike, ride a horse, skate, skateboard, play tennis, play football*  
*play tennis, ride a horse, skateboard, ride a bike, play football, skate*  
**Listen and repeat.**  
*ride a bike, ride a horse, skate, skateboard, play tennis, play football*

### 2 Listen and chant. 27

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words and phrases in the gaps in the chant.
- Children say the chant as a class, without the recording.

## 3 I can ride a bike!

**Lesson One Words**

**1 Listen, point and repeat. 26**

**2 Listen and chant. 27**

**3 Listen and read. 28**

20 Unit 3 Outdoor activities

### Transcript

*ride a bike, ride a bike, ride a bike*  
*ride a horse, ride a horse, ride a horse*  
*skate, skate, skate*  
*skateboard, skateboard, skateboard*  
*play tennis, play tennis, play tennis*  
*play football, play football, play football*

### Optional activity

- Ask children to think of actions for each outdoor activity
- Play the chant. Children do the actions and say the words.
- Play *Simon says...* (see page 23) using the actions. Children mime the outdoor activities as you say them.

### 3 Listen and read. 28

- Use Story poster 3 to present the story. Talk about each frame with the class. Ask children what they can see in the pictures and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Can Tim swim / skate / ride a bike? What does Grandpa teach Tim? Does Grandpa stay behind Tim?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice

**Workbook page 20**

**Student Website • Unit 3 • Words**

**Online Practice • Unit 3 • Words**



**Grammar**

**Learning outcomes**

- To write sentences with *can* and *can't*
- To ask and answer questions about what people can and can't do
- To act out a story

**Language**

Core: *I can skate. I can't skateboard. Can she play tennis? Yes, she can. / No, she can't.*

**Materials**

CD 28; Story poster 3; Outdoor activities flashcards 23–28

**Warmer**

- Play *Slow reveal* (see page 23) using flashcards 23–28.

**Lead-in**

- Ask children what happened in the story in the previous lesson. Show Story poster 3 to encourage recall.
- Cover the poster and ask children which outdoor activities were mentioned in the story.

**1 Listen to the story again and repeat. Act.** 28

- Ask children to turn to the story on Class Book page 20 and check how many of the outdoor activities they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into pairs to be Tim and Grandpa.
- Let children practise acting out the story, then ask a few pairs to act out the story at the front.

**Story actions**

- Picture 1: Tim points to the pictures on the wall, smiling.
- Picture 2: Tim points to his bike, frowning.
- Picture 3: Tim gets onto his bike. Grandpa is behind him.
- Picture 4: Tim pedals his bike, looking scared. Grandpa holds the back of the bike.
- Picture 5: Tim pedals away, still scared. Grandpa runs after him.
- Picture 6: Tim rides his bike by himself, smiling now. Grandpa smiles and waves.


**2 Look and say.**

- Focus on the pictures in the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.


Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.


Let's learn!




I can skate.



I can't skateboard.





Can she play tennis?  
Yes, she can.





Can he ride a bike?  
No, he can't.


3 Write. He She They can can't


1  He can ride a bike.

2  He can't ride a horse.

3  They can't play football.

4  She can skate.

5  They can play tennis.

6  He can't skateboard.

4 Point, ask and answer.

Can he ride a bike?

Yes, he can.

Can she ...?

Can they ...?

Can she ...? Yes, she can. / No, she can't. Unit 3 21

- Rub out the outdoor activities and replace with different flashcards to elicit sentences with the same pattern, e.g. *I can play football. I can't ride a horse.* Children repeat.
- Invite different children to change the activities words to make new sentences and questions.

**3 Write.**

- Ask children to look at the pictures. Point to each one for children to tell you what outdoor activity they can see.
- Ask children to look at the first picture. Ask *He, She, or They?* (*He*); then ask *can or can't?* (*can*). Point out the example.
- Let children look and complete the sentences.

**ANSWERS**

- 1 He can ride a bike. 2 He can't ride a horse.
- 3 They can't play football. 4 She can skate.
- 5 They can play tennis. 6 She can't skateboard.

**4 Point, ask and answer.**

- Ask children to look at the speech bubbles. Choose a child to read the question and answer with you.
- Ask children to work in pairs. They take turns to point to the people in Exercise 3 and ask questions about them.
- Ask some of the pairs to ask and answer questions aloud.

**Optional activity**

- Write *can* and *can't* on the board. Invite a child to come up and put one flashcard for an outdoor activity that he / she can do next to *can*, and a different one next to *can't*.
- Ask *Can (Halima) skate? (Yes, she can / No, she can't.)*

**Further practice**

Workbook page 21  
Grammar reference, Class Book page 124  
Student Website • Unit 3 • Grammar  
Online Practice • Unit 3 • Grammar

# Lesson Three CB page 22

## Song


### Learning outcomes

- To identify common prepositions
- To use prepositions in the context of a song

### Language

- Core: *behind, in front of, next to, between*
- Extra: *anywhere, hiding*

### Materials

- CD  29–30; Prepositions of place flashcards 29–32; a soft toy, e.g. a teddy bear (optional)

### Warmer

- Before the children come into the classroom, hide the teddy so that just a small part of him can be seen.
- Tell the children that you are sad because you can't find your teddy bear. Ask them to help. Without leaving their seats, children should look around the classroom for the teddy bear until one of them tells you where it is.

### Lead-in

- Use flashcards 29–32 to introduce the new vocabulary. Hold up the cards one at a time and say the words and phrases for children to repeat.
- Demonstrate the meaning of the words by putting the teddy bear behind, in front of, and next to an object (e.g. a bag), and then between two items (e.g. books).
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 29

- Ask children to look at the pictures. Play the first part of the recording for children to point to the pictures and say the words and phrases.
- Play the second part of the recording for children to repeat the words and phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 29–32 one at a time for individual children to say the words and phrases.

### Transcript

#### Listen and point.

*behind, in front of, next to, between*  
*next to, behind, between, in front of*


#### Listen and repeat.


*behind, in front of, next to, between*


### Optional activity


- Put the teddy bear on your desk and invite a child to come to the front of the class. Give an instruction containing a preposition, e.g. *Put the teddy bear behind the bag / next to the door / between the books.*
- Repeat several times with other children.


**Lesson Three Song**


**1 Listen, point and repeat.**  29

  
**behind**

  
**in front of**

  
**next to**

  
**between**

**2 Listen and sing.**  30      **3 Sing and do.**

**Let's sing!**

**Where is my teddy bear?**


Where is my teddy bear?  
Where is he?  
Where is my teddy bear?  
I can't find him anywhere!

Look behind the bedroom door.  
Is he hiding there?  
Look behind the bedroom door.  
I can't find him anywhere!

Look in front of the sofa.  
Is he hiding there?  
Look in front of the sofa.  
I can't find him anywhere!

Look between the bed and chair.  
Is he hiding there?  
Look between the bed and chair.  
I can't find him anywhere!

Look next to the big toy box.  
Is he hiding there?  
Look next to the big toy box.  
Yes, my teddy's hiding there!



### 2 Listen and sing. 30

- Ask children to look at the pictures and predict what the song is about (*It's about a girl who's looking for something*).
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to decide on the actions (see suggestions).
- Play the recording for children to listen and do their actions.

### Song actions

*Where is my teddy bear?* – look around for teddy bear

*I can't find him anywhere* – shake head

*Look behind the bedroom door* – open door

*Look in front of the sofa* – stand with hands on hips, looking

*Look between the bed and the chair* – bend down and look from side to side

*Look next to the big toy box* – kneel on the floor

*Yes, my teddy's hiding there* – give the teddy a hug

### Optional activity

- Invite five children to the front. Give four of them a preposition flashcard and the fifth child the teddy bear.
- Play the recording. Every time children hear the word on their flashcard, they hold the card up; every time the teddy is mentioned, the child holds it up. On the final line of the song, when the girl finds her teddy bear, the child throws the teddy up into the air and catches it.

### Further practice

**Workbook page 22**

**Picture dictionary, Workbook page 126**

**Extra writing worksheet 3, Teacher's Resource Centre**

**Student Website • Unit 3 • Words, Song**

**Online Practice • Unit 3 • Song**

Phonics

Learning outcomes

To revise sounds made by the letters *a, e, i, o, and u*  
 To differentiate between the sounds /æ/, /e/, /i/, /ɒ/ and /ʌ/

Language

Core: *cat, van, peg, bed, bin, fig, mop, dog, bus, jug*  
 Extra: *by*

Materials

CD 22, 31–33; Phonics cards 4–8 (cat, peg, bin, mop, bus)

Warmer 22

- Do the chant from Class Book page 17 to revise the sounds.

Lead-in

- Revise the sounds made by the letters *a, e, i, o, and u*. Then elicit the CVC (consonant-vowel-consonant) words for this lesson using the phonics cards.
- Hold up the first card. Ask *What are the sounds?* to elicit (*c-a-t*). Practise the sounds several times together. Then say *cat* for children to repeat. Repeat with the other cards.

1 Listen, point and repeat. 31

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

Transcript

Listen and point.

/k/ /æ/ /t/ – cat, /v/ /æ/ /n/ – van, /p/ /e/ /g/ – peg,  
 /b/ /e/ /d/ – bed, /b/ /i/ /n/ – bin, /f/ /i/ /g/ – fig,  
 /m/ /ɒ/ /p/ – mop, /d/ /ɒ/ /g/ – dog, /b/ /ʌ/ /s/ – bus,  
 /dʒ/ /ʌ/ /g/ – jug

Listen and repeat.

/k/ /æ/ /t/ – cat, /v/ /æ/ /n/ – van, /p/ /e/ /g/ – peg,  
 /b/ /e/ /d/ – bed, /b/ /i/ /n/ – bin, /f/ /i/ /g/ – fig,  
 /m/ /ɒ/ /p/ – mop, /d/ /ɒ/ /g/ – dog, /b/ /ʌ/ /s/ – bus,  
 /dʒ/ /ʌ/ /g/ – jug

2 Listen and chant. 32

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording for children to listen to the chant. Say the chant line by line and ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow in their books.

Optional activity

- Divide the class into five groups, one for each of the sounds /æ/, /e/, /i/, /ɒ/, and /ʌ/. Ask children to look at the chant and find the lines containing their sounds.
- Play the chant. Each group says the lines with their sound.
- Say the chant once more. This time they stamp their feet each time they say a word with their sound.

Lesson Four Phonics

1 Listen, point and repeat. 31

2 Listen and chant. 32

A cat, cat, cat  
 Is in a van, van, van.  
 A peg, peg, peg  
 Is by my bed, bed, bed.  
 A fig, fig, fig  
 Is in the bin, bin, bin.  
 A dog, dog, dog  
 Has got a mop, mop, mop.  
 A mum, mum, mum  
 Is on the bus, bus, bus.

3 Read the chant again. Circle the middle sounds *a, e, i, o* and *u*.

4 Listen and circle the middle sound. 33

CVC words a e i o Unit 3 23

3 Read the chant again. Circle the middle sounds *a, e, i, o* and *u*.

- Ask children to look at the chant again. Focus attention on the first line. Ask children what middle sound they can find (/æ/). Children circle the *a* in the word *cat* each time.
- Allow time for children to read the rest of the chant and circle the other examples of letters *a, e, i, o, and u*.

ANSWERS

A cat, cat, cat  
 Is in a van, van, van.  
 A peg, peg, peg  
 Is by my bed, bed, bed.  
 A fig, fig, fig  
 Is in the bin, bin, bin.  
 A dog, dog, dog  
 Has got a mop, mop, mop.  
 A mum, mum, mum  
 Is on the bus, bus, bus.

4 Listen and circle the middle sound. 33

- Ask children to look at the pictures and identify the objects. Ask *What's the middle sound of 'bed'?* to elicit /e/. Show children the example circle around the letter *e*.
- Allow time for children to look at the rest of the pictures and circle the letter that represents the middle sound.

Transcript

1 bed /e/ 2 dog /ɒ/ 3 van /æ/ 4 bus /ʌ/ 5 fig /i/  
 6 peg /e/

ANSWERS

1 e 2 o 3 a 4 u 5 i 6 e

Further practice

Workbook page 23  
 Student Website • Unit 3 • Phonics  
 Online Practice • Unit 3 • Phonics

**Skills Time!**

**Skills development**

Reading: read information about outdoor toys; read and tick the correct information

**Language**

Recycled: vocabulary and structures seen previously

Extra: *grass, sand, available*

**Materials**

CD 30, 34; Outdoor activities flashcards 23–28; a piece of plain paper for each child; coloured pencils for each group of children (optional)

**Warmer** 30

- Sing *Where is my teddy bear* from Class Book page 22.

**Lead-in**

- Use the outdoor activities flashcards to revise the new activities words from this unit. Ask the children to say what each of the children on the flashcards can do.
- Ask the children to make a list of three things they can do and three things they can't do, then ask and answer questions with their partner, e.g. *Can you skate?*  
*No, I can't. Can you ride a bike?*

**1 Look at the pictures. What can you see?**

- Ask children to look at the pictures and name as many outdoor toys as they can. Help with any unknown words.
- Ask the children which of the outdoor toys they have got.

**ANSWERS**

a bike, a scooter, some skates, a swing

**2 Listen and read.** 34

- Play the recording for children to listen and follow the text in their books.
- Ask the children what kind of text they think this is (a webpage showing a set of adverts for toys).
- Play the recording a second time. Ask comprehension questions, e.g. *How many wheels has the bike got? What colour are the swings?*
- Look at the text again and read the adverts as a class. Ask individual children to read out different sentences.

**3 Read again. Tick (✓).**

- Ask individual children to read out the sentences in the table.
- Tell the children to look at the first sentence and find a sentence in the text which gives the same information. Ask the children to read out the sentence from the text and say which toy it describes. Show children the example tick in the table.
- Allow time for the children to find the rest of the information in the text and tick the correct boxes in the table.

**Skills Time!**

Lesson Five

**Reading**

**1 Look at the pictures. What can you see?      2 Listen and read.**

**Outdoor Toys**

This is a perfect bike for children aged 7 to 10. It has got big wheels. You can ride it on grass or sand, so take it to the beach or park.

Scooters are really good fun. This scooter is fast and easy to ride. It has two small wheels. It is available in pink, green or blue.

Are you or your friend learning to skate? These skates have four wheels on each skate, so they are easy and safe for new skaters. They look fantastic, too!

This swing is perfect for fun in your garden. Two children can play together as there are two swings. The seats are blue and yellow.

**3 Read again. Tick (✓).**

1	It's got four wheels.			✓	
2	It's got small wheels.				
3	There are two seats.				
4	It's got big wheels.				
5	It's for two children.				
6	You can ride it on the beach.				

24 Unit 3 Reading: information

- Check answers by reading out the sentences from the table and asking the children to call out the correct toy.

**ANSWERS**

1 skate 2 scooter, skates 3 swing  
4 bike 5 swing 6 bike

**Optional activity**

- Tell the children to take out their coloured pencils. Give each child a piece of plain paper.
- The children draw a picture of their favourite toy (this can be an outdoor toy or an indoor toy).
- Invite the children to show their finished pictures to the class and describe their favourite toy, e.g. *This is my bike. It's red and black. It's got two big wheels. You can ride it on grass or on the street.*

**Further practice**

Workbook page 24

Online Practice • Unit 3 • Reading

**Skills Time!**

**Skills development**

Listening: identify outdoor toys from their descriptions  
 Speaking: ask and answer questions about where things are  
 Writing: identify vowels at the start of words; write a or an before nouns and adjectives; write about what you can and can't do (Workbook)

**Language**

Recycled: vocabulary and structures seen previously  
 Extra: *skateboard (n)*, *skates (n)*, *outdoor (adj)*

**Materials**

CD 35; Fluency DVD Unit 3 (optional)

**Warmer**

- Ask a question about the location of something in the class, e.g. *Where's Aisha's bag?*
- Children answer the question using the prepositions they learnt in Lesson 3. The first child to answer correctly asks another question to the class.

**Lead-in**

- Ask children what they can remember about the webpage from the previous lesson. Ask *How many bikes are there? What colour are the bikes? Who are they for?*
- Ask children to look at the pictures in Exercise 1 and identify what they see. Ask them to predict what they might hear.

**1 Listen and number.** 35

- Tell children that they are going to hear a girl talking about toys. She will say two things about each of the objects.
- Play the recording for children to point to the objects.
- Play the recording again, pausing after the first item. Ask children which picture the girl is talking about (*the skateboard*) and show them the example.
- Play the recording again for children to number the objects. Play it once more for children to complete their answers, then check answers with the class.

**Transcript**

- 1 This is my new outdoor toy. It's got wheels. Now I can skateboard in the park.
- 2 This is my little sister's bike. It's got three wheels. It's a little bike for a little girl.
- 3 These are my brother's new skates. He can skate very fast with these.
- 4 I can't ride this bike. It's very big. It's my dad's bike.
- 5 This toy is green and orange.
- 6 They're red.
- 7 This one is pink and yellow.
- 8 This one is black.

**ANSWERS**

skates 3, 6; skateboard 1, 5; child's bike 2, 7; adult's bike 4, 8

**Lesson Six**

**Listening**

1 Listen and number.

**Speaking**

2 Point, ask and answer. in front of behind next to between

**Writing preparation**

3 Read. Circle the vowels at the start of the words. Write a or an.

This is an apple. It's a blue doll.

1 It is \_\_\_ orange bike.  
 2 This is \_\_\_ skateboard.  
 3 She has got \_\_\_ umbrella.  
 4 I've got \_\_\_ banana.

**Remember!**  
 a, e, i, o, u  
 We are vowels  
 And we help you.

Complete the writing task on page 25 of the Workbook.

page 25

Listening, speaking, writing Unit 3 25

**Optional activity**

- Children watch Fluency DVD Unit 3, speaking section.

**2 Point, ask and answer.**

- Ask children to look at the picture and name the items.
- Ask a child to read the words in the word pool. Then ask a pair of children to read out the example exchange.
- The children work in pairs. They take turns to ask and answer questions about where the things are.

**3 Read. Circle the vowels at the start of the words. Write a or an.**

- Copy the example sentences from the Class Book onto the board. Ask children which letters are vowels (*a, e, i, o, and u*). Ask which words in the sentences (apart from *a* and *an*) begin with a vowel. Circle the *a* of *apple*.
- Explain that the children should circle the vowels and decide whether to put *a* or *an*.
- Focus on the *Remember* box to revise the vowels.
- Let children complete the activity, then write the sentences on the board and invite individual children to come and circle the vowels and write *a* or *an*.

**ANSWERS**

1 an 2 a 3 an 4 a

**Further practice**

Workbook page 25 (children write about what they can and can't do)  
 Fluency DVD • Skills Time! Speaking • Unit 3  
 Values worksheet 3, Teacher's Resource Centre  
 Unit 3 test, Teacher's Resource Centre  
 Progress test 1, Teacher's Resource Centre  
 Skills test 1, Teacher's Resource Centre  
 Student Website • Unit 3 • Listen at home • Track 10 (Words and Phrases), Track 11 (Song), Track 12 (Phonics)  
 Online Practice • Unit 3 • Listening, Speaking and Writing

# Fluency Time! 1

## Everyday English CB page 26

### Learning outcomes

To learn how to ask for help with new words in English

### Language

*What's this in English?; Speak more slowly, please.; Can you spell it, please?*

### Materials

CD 36–37; Fluency DVD Fluency Time! 1; Flashcards / Pictures of known items (optional)

### Warmer

- Tell children they are going to learn how to ask for help with new words in English. Ask if they know any useful phrases for asking for help, e.g. *I don't understand. Sorry, can you say that again? How do you say ...?*

### 1 Listen, read and say. 36

- Focus on the pictures. Ask children to say where the people are (*in a living room*) and what they are doing (*reading and writing*).
- Play the recording for children to follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

### 2 Listen and number. 37

- Show the children the pictures and the example. Explain that they need to listen and match the dialogues they hear to the pictures. They should write the numbers of the dialogues in the correct boxes.
- Play the recording for children to listen and number the pictures.
- Ask children what each of the people is saying.

### Transcript

- 1 Kate** What's this in English?  
**Boy** It's a cupboard.  
**2 Kate** Can you spell it, please?  
**Boy** C-u-p-b-o-a-r-d.  
**Kate** Thanks. Cupboard, right?  
**Boy** That's right.  
**3 Boy** What's this in English?  
**Kate** Sorry, I don't remember.  
**4 Teacher** It's a lunchbox.  
**Boy** Can you speak more slowly, please?  
**Teacher** A lunchbox. Lunchbox.  
**Boy** Ah. A lunchbox. Thank you.

### ANSWERS

4, 1, 3, 2

**Fluency Time! 1**  
**Everyday English**

**1 Listen, read and say.**

**1** James: What's this in English?  
 Kate: It's a computer.  
 James: Sorry? Speak more slowly, please.  
 Kate: A computer.

**2** James: Can you spell it, please?  
 Kate: C-o-m-p-u-t-e-r.  
 James: Thank you.

**2 Listening Listen and number.**

**3 Speaking Ask and answer.**

board table chair peg picture

What's this in English? It's a table.  
 Can you spell it, please? T-a-b-l-e.

26 Fluency Time! 1 Classroom language Watch the DVD!

### 3 Ask and answer.

- Ask the children to work in pairs to act out some 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 in the box and ask and answer about them with their partner.

### Optional activity

- Divide the class into two teams, A and B. Hand a flashcard or picture of a known item to a child from Team A. The child should ask a child from Team B about the item on the flashcard / in the picture, e.g. A: *What's this in English?* B: *It's a bike.* A: *Can you spell it, please?* B: *B-I-K-E.*
- Repeat, giving flashcards / pictures to each team in turn.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 1 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 26  
 Everyday English phrase bank, Workbook page 123  
 Fluency DVD • Fluency Time! 1  
 Online Practice • Fluency Time! 1

# Project CB page 27

## Learning outcomes

- To make a word wheel
- To ask for the English words for things

## Language

*Let's spin the wheel!; What's this in English? It's a ...; Speak more slowly, please.*

## Materials

Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one template for each child); completed word wheel; coloured pencils and scissors for each group of children

### 1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 26. Ask the children what they can remember about the dialogue.
- 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 Class Book page 26.
- Ask pairs of children to act out the dialogue (or their own variations of the dialogue).
- Ask children to act out dialogues about items around the classroom in pairs, e.g. A: *What's this in English?* B: *It's a bookcase.* A: *How do you spell it?* B: *B-O-O-K-C-A-S-E.*

### 2 Make a word wheel.

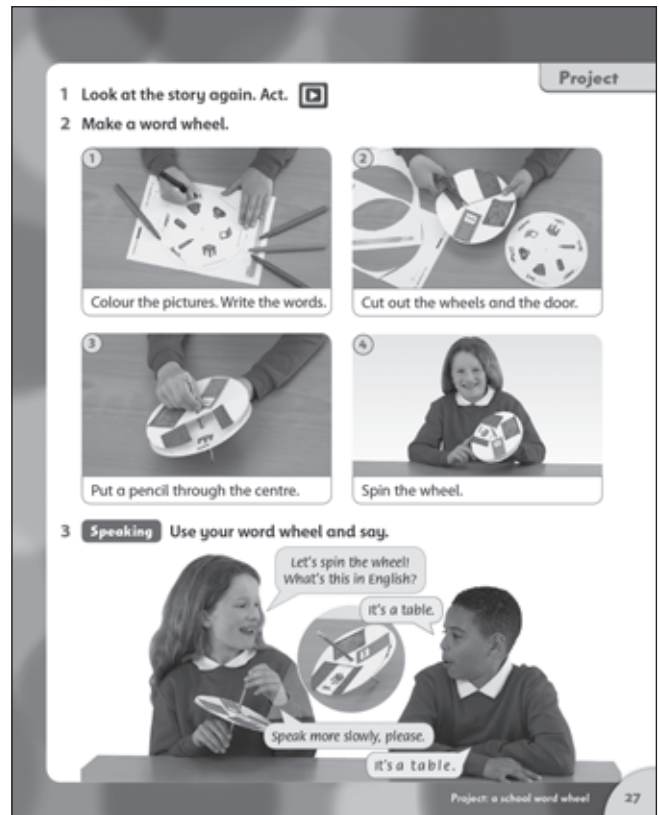
See TB page 140 for detailed instructions on how to make the word wheel


- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a word wheel*).
- Ask *What do you need to make the word wheel?* Try to elicit *paper, coloured pens, scissors*.
- Divide the class into groups. Give each child a word wheel template (see Fluency Project 1, Teacher's Resource Centre). Give each group coloured pencils, scissors and glue.
- Use the pictures and instructions in the Class Book to talk the children through the process of making their word wheels. Demonstrate with your own completed word wheel 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 colour is this? How do you spell (table)?*
- Invite children to tell the class about their finished word wheels, e.g. *The (table) is (blue). The (bag) is (red).*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw pictures of classroom items on a piece of paper. They can then flip counters (erasers, coins, or other small items) onto their sheets of paper and ask and answer about the pictures their counters land on.

### 3 Use your word wheel and say.

- Focus on the photo. Tell children they are going to use their word wheels to make dialogues.
- Ask a pair of children to read out the example dialogue.



**1 Look at the story again. Act. **

**2 Make a word wheel.**

**1** Colour the pictures. Write the words.

**2** Cut out the wheels and the door.

**3** Put a pencil through the centre.

**4** Spin the wheel.

**3 Speaking Use your word wheel and say.**

Let's spin the wheel!  
What's this in English?  
It's a table.  
Speak more slowly, please.  
It's a table.

Project: a school word wheel 27

- The children talk in pairs, taking turns to spin their word wheels and ask about the pictures revealed with each spin.
- Encourage children to add language to their dialogue, e.g. *What colour is it? How do you spell it?*
- Ask some children to act out dialogues for the class.
- Ask pairs of children to come to the front and use their word wheels to act out the dialogue from Exercise 3.

### Optional activity

- The children can use their word wheels to play a game in pairs.
- The first child spins their word wheel without showing the second child. The second child asks *How do you spell it?* The first child starts to spell the word shown on the word wheel. The second child tries to guess the word as quickly as possible, before it has been fully spelt out.
- The children then swap roles and play again.

### Watch the DVD!

- Play the Fluency DVD Fluency Time! 1 Everyday English again to review the language of the Fluency Time! 1 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 27). Play each DVD scene again for the children to complete the activities.

## Review 1 CB pages 28–29, WB pages 28–29

Review pages answer key, TB page 131

### Further practice

**Workbook page 27**

**Writing portfolio worksheet, Units 1–3, Teacher's Resource Centre**

**Fluency Time! 1 test, Teacher's Resource Centre**

**Progress test 1, Teacher's Resource Centre**

**Fluency DVD • Fluency Time! 1**

**Online Practice • Review 1**

## Lesson One CB page 30

### Words

#### Learning outcomes

- To identify types of food
- To understand a short story

#### Language

- Core: *salad, fries, pizza, milkshake, cheese sandwich, chicken*
- Extra: *don't worry, naughty*

#### Materials

- CD 30, 38–40; Story posters 3 and 4; Food flashcards 33–38

### Warmer 30

- Sing *Where is my teddy bear?* from Class Book page 22.
- Use Story poster 3 to retell the Unit 3 story. Ask *What can Tim do? Can he ride a bike? Does Grandpa help him?*

### Lead-in

- Use flashcards 33–38 to teach the food vocabulary. Hold up each one and ask *What's this?* Model any new words.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 38

- Ask children to look at the food 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 all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

salad, fries, pizza, milkshake, cheese sandwich, chicken

pizza, cheese sandwich, salad, chicken, fries, milkshake

Listen and repeat.

salad, fries, pizza, milkshake, cheese sandwich, chicken

### 2 Listen and chant. 39

- Play the recording and teach the chant.
- Play the chant again for children to repeat the words.
- Children say the chant as a class, without the recording.

### Transcript

salad, salad, salad

fries, fries, fries

pizza, pizza, pizza

milkshake, milkshake, milkshake

cheese sandwich, cheese sandwich, cheese sandwich

chicken, chicken, chicken

## 4 Have you got a milkshake?

### Lesson One Words

1 Listen, point and repeat. 38

2 Listen and chant. 39

3 Listen and read. 40

30 Unit 4 Food

### Optional activity

- Divide the class into six groups, one for each type of food. Tell children that they have that type of food in front of them and they are about to eat (or drink) it.
- Play the recording again. When their food is mentioned, the correct group mimes eating or drinking it.

### 3 Listen and read. 40

- Use Story poster 4 to present the story. Talk about each frame and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where are Mum, Rosy, and Billy? Does Rosy give Billy a sandwich?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Optional activity

- Play a version of *What's missing?* (see page 23) with the class, using flashcards 33–38.
- Tell the class that you are going to have a picnic, but there are some hungry birds in the trees. Put the cards on the board for children to say what is in your picnic.
- Take the cards down, remove one, and put them back on the board. Ask the class what the birds have taken.

### Further practice

Workbook page 30

Online Practice • Unit 4 • Words



Grammar

Learning outcomes

- To ask and answer questions about what people have got
- To write short answers to questions
- To act out a story

Language

Core: *Have you got a milkshake? Yes, I have. / No, I haven't.*  
*Has he got a sandwich? Yes, he has. / No, he hasn't.*

Materials

CD 40; Story poster 4; Food flashcards 33–38

Warmer

- Draw a picture of a table on the board. Invite individual children to come up and draw different foods on the table.
- Point to the different foods for children to say them aloud.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 4 to encourage ideas.
- Cover the poster and ask which food was in the story.

1 Listen to the story again and repeat. Act. 40

- Ask children to look at the story on Class Book page 30. Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of three to play the parts of Mum, Rosy, and Billy.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Mum puts down the bag of food and Rosy takes her milkshake.

Picture 2: Mum looks around for Billy. Rosy points to him. Billy is playing with a toy plane.

Picture 3: Mum holds up a sandwich. Rosy holds up a salad.

Picture 4: Rosy gives the food to Billy.

Picture 5: Billy bursts into tears. Mum and Rosy look worried.

Picture 6: Mum pats Billy on the back to reassure him. Rosy scares away the birds.


2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again for children to repeat.
- Rub out the food words in each sentence and replace them with flashcards to elicit sentences with the same


Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
 2 Look and say.


Let's learn!




Have you got a milkshake?  
Yes, I have.



Have you got fries?  
No, I haven't.




Has he got a cheese sandwich?  
Yes, he has.



Has she got a pizza?  
No, she hasn't.

3 Write. Yes, I have. No, I haven't.


1 Have you got a milkshake?



2 Have you got salad?

4 Look, ask and answer.

Yes, he has. No, he hasn't. Yes, she has. No, she hasn't.



1 Has he got a cheese sandwich? No, he hasn't.

2 Has he got salad? \_\_\_\_\_

3 Has she got a milkshake? \_\_\_\_\_

4 Has she got chicken? \_\_\_\_\_

5 Has he got fries? \_\_\_\_\_

Have you got ...? Yes, I have. Has he got ...? No, he hasn't. Unit 4 31

pattern, e.g. *Have you got a cheese sandwich? Has he got a salad?* Children repeat the new sentences.

- Invite different children to change the food words to make new sentences and questions.

**NOTE:** You can explain that some words (*milkshake, cheese sandwich, salad, pizza*) need the article *a*, and others (*fries, chicken*) don't. They will learn more about this in later levels.

3 Write.

- Ask children to look at the picture and tell you what foods the children have got (*milkshake* and *salad*).
- Children read the answers in the word pool. Read the first question in the speech bubble for children to answer
- Let children complete the activity, then ask the questions for the class to answer.

ANSWERS

1 Yes, I have. 2 No, I haven't.

4 Look, ask and answer.

- Ask the class to look and identify the food. Focus attention on the first question. Point to the boy and ask *Has he got a cheese sandwich?* (*No, he hasn't.*)
- Allow time for children to read the questions and choose the correct answer from the word pool. Explain that they will need to use one of the options more than once.
- Ask the questions for the class to reply in chorus.

ANSWERS

1 No, he hasn't. 2 Yes, he has. 3 Yes, she has. 4 No, she hasn't. 5 No, he hasn't.

Further practice

Workbook page 31

Grammar reference, Class Book page 124

Student Website • Unit 4 • Grammar

Online Practice • Unit 4 • Grammar

# Lesson Three CB page 32

## Song

### Learning outcomes

- To learn the numbers 10–100
- To use numbers in the context of a song

### Language

Core: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

Extra: *start (v + n), easy, if, try, number, high, done*

### Materials

CD 41–42; Numbers flashcards 39–48; Cut and Make 2 (for materials see Teacher's Resource Centre) (optional)

### Warmer

- Count around the class to revise numbers 1–20. Say *One*, then point to the child nearest you to say *Two*. The next child says *Three*, and so on. When you reach 20, start again.

### Lead-in

- Hold up flashcards 39–48 and say the words for children to repeat.
- Hold up the cards in a different order for children to say the numbers again.

### 1 Listen, point and repeat. 41

- Ask children to look at the numbers. Play the first part of the recording for children to point to the numbers and say 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.
- Hold up flashcards 39–48 one at a time for individual children to say the words.

### Transcript

#### Listen and point.

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

forty, ninety, ten, fifty, twenty, seventy, one hundred, thirty, eighty, sixty

#### Listen and repeat.

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

### Optional activity

- Invite ten children to the front. Give each one a different number flashcard and ask them to stand in order.
- Say the numbers in chorus. As each number is said, the child with that flashcard steps forward then back again.

### 2 Listen and sing. 42

- Ask children to look at the pictures. Point to the numbers for the class to say them aloud. Ask children to tell you what they think the song is about (*numbers*).
- Play the song once for children to listen. Then play it again as they follow the words in their books.

**Lesson Three Song**

**1 Listen, point and repeat. 41**

10	20	30	40	50
ten	twenty	thirty	forty	fifty
60	70	80	90	100
sixty	seventy	eighty	ninety	one hundred

**2 Listen and sing. 42**      **3 Sing and do.**

**Let's sing!**

**Let's count to one hundred!**

Let's count to one hundred.  
It's time to start.  
10, 20, 30 ...  
Yes, good start!

Let's count to one hundred.  
It's easy to do.  
40, 50, 60 ...  
Yes, clever you!

Let's count to one hundred.  
It's easy if you try.  
70, 80 ...  
The numbers are high.

Let's count to one hundred.  
Now we are done.  
90, 100.  
Counting is fun!

32 Unit 4 Numbers

- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Divide the class into ten groups and give each group one of the flashcards 10–100.
- Play the recording for children to sing and do the actions (see below).
- Swap the cards around and play the song again. Children do new actions for their new number.

### Song actions

When children hear their number, they follow the actions in the pictures, e.g. for flashcard number 10, hold up one hand as if waving the card; for flashcard number 20, hold the card up in front.

### Optional activity

- Divide the class into pairs. Do Cut and Make 2. (For materials and instructions see Teacher's Resource Centre and Teacher's Book page 138.)

**NOTE:** You may like the class to complete the handwriting pages on Workbook pages 133–135 after this lesson.

### Further practice

**Workbook page 32**

**Picture dictionary, Workbook page 127**

**Extra writing worksheet 4, Teacher's Resource Centre**

**Cut and Make 2, Teacher's Resource Centre**

**Student Website • Unit 4 • Words, Song**

**Online Practice • Unit 4 • Song**

**Phonics**

**Learning outcomes**

To pronounce sounds made by the letter combinations *gr*, *br*, and *fr*  
 To differentiate between the sounds /*gr*/, /*br*/, and /*fr*/

**Language**

Core: *grass, grapes, brush, bread, frog, frisbee*

**Materials**

CD 32, 43–45; Phonics cards 9–11 (*grass, brush, frog*); three plain pieces of paper (optional)

**Warmer** 32

- Ask children which sounds they looked at in the previous phonics lesson (/æ/, /e/, /ɪ/, /ɒ/, and /ʌ/).
- Play the chant from Class Book page 23 to revise the sounds that *a, e, i, o,* and *u* make in the middle of words.

**Lead-in**

- Teach the sounds and letters in this lesson with the phonics cards. Hold up the first card and say *Letters g and r make the sound /gr/*. Say the sound again for children to repeat.
- Repeat the procedure with the phonics cards for *br* and *fr*.
- Hold up each card and say the words for children to repeat.

**1 Listen, point and repeat.** 43

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.
- Hold up each of the phonics cards in turn, showing only the picture. Ask the class for the sound and the word.

**Transcript**

**Listen and point.**

/gr/ grass /gr/ grapes /br/ brush /br/ bread /fr/ frog /fr/ frisbee

**Listen and repeat.**

/gr/ grass /gr/ grapes /br/ brush /br/ bread /fr/ frog /fr/ frisbee

**2 Listen and chant.** 44

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording for children to listen to the chant. Say the chant line by line and ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow in their books.

**Optional activity**

- On three separate sheets on paper, write the letter combinations *gr, br,* and *fr* in large letters. Stick these around the classroom, so everyone can see them.
- Play the chant again. When children hear a word starting with one of the sounds, they point to the correct letters.

Lesson Four Phonics

**1 Listen, point and repeat.** 43

**gr**

**br**

**fr**

**2 Listen and chant.** 44

There are grapes and bread,  
 And juice in a glass.  
 Friends together,  
 in the green, green grass.  
 Play with a frisbee,  
 Play football.  
 The friends have fun  
 With a big, brown ball.

**3 Read the chant again. Circle the sounds gr, br and fr.**

**4 Listen and complete the words.** 45

**gr**

1 grapes

**br**

2 \_own

**fr**

3 \_een

**fr**

4 \_og

**fr**

5 \_isbee

**br**

6 \_ush

Consonant blends gr br fr Unit 4 33

**3 Read the chant again. Circle the sounds *gr, br* and *fr*.**

- Ask children to look at the chant again. Write the first line on the board. Ask children to find examples of the sounds from this lesson. Choose a child to come to the front and circle the *gr* in *grapes* and *br* in *bread*.
- Let children complete the activity, then check answers.

**ANSWERS**

There are grapes and bread,  
 And juice in a glass.  
 Friends together,  
 In the green, green grass.  
 Play with a frisbee,  
 Play football.  
 The friends have fun  
 With a big, brown ball.

**4 Listen and complete the words.** 45

- Children look at the first picture. Play the recording and ask *What's the word?* (*grapes*). Draw attention to the example letters *gr* which complete the word.
- Play the rest of the recording for children to write in the other missing sounds and complete the words.
- Ask children to say the missing sounds then the words.

**Transcript**

1 /gr/ grapes 2 /br/ brown 3 /gr/ green 4 /fr/ frog  
 5 /fr/ frisbee 6 /br/ brush

**ANSWERS**

1 grapes 2 brown 3 green 4 frog 5 frisbee 6 brush

**Further practice**

Workbook page 33  
 Student Website • Unit 4 • Phonics  
 Online Practice • Unit 4 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand a caption story; find specific information in a text

**Language**

Recycled: vocabulary and structures seen previously

Extra: *much, olive, sure*

**Materials**

CD 46; a large piece of paper and a set of coloured pencils for each group of six children (optional)

**Warmer**

- Play a game of *Bingo* (see page 23) to revise the numbers from the previous lesson.

**Lead-in**

- Talk about food with the class. Ask *Do you like pizza / fries / sandwiches? What is your favourite pizza / sandwich?* Encourage children to tell you about any unusual pizza toppings or sandwich fillings they like.
- Ask children to look at the pictures in the story and encourage them to make predictions about what they are going to read, e.g. *It's a story. A boy is in a pizza shop.*
- Explain that they are going to read and listen to a story and find out what happens when a boy goes into a pizza shop to buy some food and drink.

**1 Look at the pictures and say the food words.**

- Ask children to look at the pictures again and tell you all the different types of food they can see.

**ANSWERS**

pizza, bananas

**2 Listen and read.** 46

- Tell children that they are going to hear a recording of the text. They should listen and read carefully.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions, e.g. *Where is the boy? Has the man got a lot of food? Why not? What food does the boy buy? What drink does the boy buy? What's his favourite pizza?*

**Optional activity**

- Ask children to work in pairs. One child is the boy and the other is the man in the shop. Children practise reading the dialogue from the story together.

**3 Tick (✓) the food they have got. Cross (X) the food they haven't got.**

- Explain that children are going to read the text again and see what foods the man in the shop has got.

**Skills Time!**  
Lesson Five

**Reading**

1 Look at the pictures and say the food words. 2 Listen and read.

3 Tick (✓) the food they have got. Cross (X) the food they haven't got.  
chicken  bananas  tomatoes  pizza  milkshake

34 Unit 4 Reading: a caption story

- Read the list of words together. Draw attention to the first food. Ask *Have they got chicken?* (No). Point out the example cross, then ask them to do the same for the other foods.
- Let children complete the activity, then check answers.

**ANSWERS**

chicken X bananas ✓ tomatoes X pizza ✓ milkshake ✓

**Optional activity**

- Divide the class into groups of six. Tell children that they are going to design a new menu for a pizza or sandwich shop. Children discuss as a group what pizza toppings or sandwich fillings they would like to include.
- Give each group a large piece of paper and colouring pencils. Children write their menu and illustrate it, then show their work to the class.

**Culture note: Takeaway food**

Most towns in Britain have several takeaway food outlets where you can buy pizzas, burgers, fries, chicken, or sandwiches. The first kind of takeaway food in Britain was fish and chips – portions of fries, and fish fried in batter, which were wrapped up in paper for people to take home. For a long time, fish and chips was the most popular meal in Britain, but as the country has become more exposed to international cuisine, the most popular takeaway meal has now become chicken tikka massala (an Indian curry).

**Fries, chips and crisps**

In Britain, most people refer to fries as *chips*. In American English *chips* are thin slices of potato chips which are fried and sold in bags. The British word for these is *crisps*.

**Further practice**

Workbook page 34

Online Practice • Unit 4 • Reading

**Skills Time!**

**Skills development**

Listening: listen for specific information  
 Speaking: ask and answer questions about fruit  
 Writing: identify questions and statements; write question marks and full stops; write about what's in your lunchbox (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 47; Food flashcards 33–38; Fluency DVD Unit 4 (optional)

**Warmer**

- Play *Musical cards* (see page 23) with the food flashcards.

**Lead-in**

- Ask *What can you remember about the story from the last lesson? What food has the man got? What hasn't he got?*
- Ask children to look at the pictures on Class Book page 35. Ask what they can see, and whether they like each food.

**1 Listen and write Yes or No.** 47

- Tell children that they are going to hear a recording of a boy and girl buying fruit. They need to listen carefully and say which fruits the shop has got and which it hasn't got.
- Play the recording. Children point to the correct fruit.
- Play the recording again. Children write *Yes* for the food the shop has got and *No* for the food the shop hasn't got.

**Transcript**

**Boy** I like fruit.  
**Girl** So do I. Let's buy fruit.  
**1 Girl** Have you got apples?  
**Assistant** Yes, we have.  
**Girl** Two apples, please.  
**2 Boy** And have you got bananas?  
**Assistant** Sorry, we haven't got any bananas.  
**3 Girl** OK. What about grapes?  
**Assistant** No, we haven't got any grapes.  
**4 Assistant** But we have got pears.  
**Girl** OK. Two pears, please.  
**5 Assistant** And we've got figs. Do you like figs?  
**Boy** Yes, we do. Two, please.  
**6 Boy** Have you got oranges?  
**Assistant** Sorry, no, we haven't. Here's your fruit.  
**Boy and girl** Thank you!

**ANSWERS**

1 Yes 2 No 3 No 4 Yes 5 Yes 6 No

**Optional activity**

- Children watch Fluency DVD Unit 4, speaking section.

**Lesson Six**

**Listening**

1 Listen and write Yes or No.

apples 1 Yes bananas 2 \_\_\_\_\_  
 grapes 3 \_\_\_\_\_ pears 4 \_\_\_\_\_  
 figs 5 \_\_\_\_\_ oranges 6 \_\_\_\_\_

**Speaking**

2 Point, ask and answer. bananas pineapples pears apples oranges

Have you got apples?  
 Yes, we have.  
 Have you got ...?  
 No, we haven't.

**Writing preparation**

3 Write a question mark or a full stop.

Have you got a sandwich? Yes, we have .

1 Has he got an apple  2 She's got an orange   
 3 We like fruit  4 Do you like figs   
 5 Can you ride a bike  6 I can't ride a horse

Complete the writing task on page 35 of the Workbook.

Listening, speaking, writing Unit 4 35

**2 Point, ask and answer.**

- Ask children to look at the picture and tell you the different kinds of food they can see on the stall.
- Explain that they are going to practise asking for fruit in a fruit shop. Ask a pair of children to read out the example.
- The children work in pairs. They take turns to point to the different fruits in the pictures and ask and answer questions using the words in the box.

**3 Write a question mark or a full stop.**

- Ask children to close their Class Books. Copy the two example sentences onto the board.
- Invite two children to come to the front. Say *Where is the question mark?* One child points to the question mark. Then say *Where is the full stop?* The other child points to the full stop.
- Write more sentences and questions on the board, leaving out the question marks and full stops, e.g. *Can you skate / I like pizza / He hasn't got a bike / Have you got fries.* Invite individual children to come to the front of the class to add the question marks and full stops.

**ANSWERS**

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

**Further practice**

Workbook page 35 (children write about what's in their lunchbox)  
 Fluency DVD • Skills Time! Speaking • Unit 4  
 Values worksheet 4, Teacher's Resource Centre  
 Unit 4 test, Teacher's Resource Centre  
 Student Website • Unit 4 • Listen at home • Track 13 (Words and Phrases), Track 14 (Song), Track 17 (Phonics)  
 Online Practice • Unit 4 • Listening, Speaking and Writing

## Lesson One CB page 36

### Words

#### Learning outcomes

- To identify school subjects
- To understand a short story

#### Language

- Core: *art, maths, English, science, PE, music*
- Extra: *our, their, time, wear*

#### Materials

- CD 10, 48–50; Story posters 4 and 5; School subjects flashcards 49–54; items representing the different subjects, e.g. sports clothes for PE, a paintbrush for art, etc. (optional)

### Warmer 10

- Sing *What's in the classroom?* from Class Book page 10.
- Retell the Unit 4 story using Story poster 4. Ask *What is Rosy's drink? Where is Billy? What happens to Billy's sandwich?*

### Lead-in

- Use flashcards 49–54 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 48

- Ask children to look at the school subject 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 all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

art, maths, English, science, PE, music  
PE, maths, science, art, music, English

#### Listen and repeat.

art, maths, English, science, PE, music

### 2 Listen and chant. 49

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Children say the chant as a class, without the recording.

## 5 We've got English!

### Lesson One Words

**1 Listen, point and repeat. 48**

**2 Listen and chant. 49**

**3 Listen and read. 50**

36 Unit 5 School subjects

### Transcript

art, art, art  
maths, maths, maths  
English, English, English  
science, science, science  
PE, PE, PE  
music, music, music

### Optional activity

- Think of actions for each of the school subjects, e.g. for science children look through a magnifying glass; for music they mime playing a trumpet, etc.
- Give each child in the class a school subject, so that there are several children for each one. Ask the class to stand up. Play the chant for them to say. When they hear their subject, they do the action.

### 3 Listen and read. 50

- Use Story poster 5 to present the story. Talk about each frame with the class. Encourage predictions about the story.
- Ask children to look at the story in their Class Books. Play the recording for them to point to the speech bubbles.
- Ask comprehension questions, e.g. *Does Tim like PE? Do Rosy and Tim take their PE bags to school? Has Tim got his PE clothes?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice

Workbook page 36

Student Website • Unit 5 • Words

Online Practice • Unit 5 • Words

## Grammar

### Learning outcomes

- To write sentences with *our* and *their*
- To ask questions about what subjects you have got on different days of the week
- To act out a story

### Language

Core: *our / their; What have we got on Monday? We've got English. When have we got PE? We've got PE on Thursday.*

### Materials

CD 50; Story poster 5; School subjects flashcards 49–54

### Warmer

- Play *Where was it?* using the school subjects (see page 23).

### Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 5 to encourage ideas.
- Cover the poster and ask children which school subjects were mentioned in the story.

### 1 Listen to the story again and repeat. Act. 50

- Ask children to turn to the story on Class Book page 36. They check how many of the school subjects they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of six to play the parts of Rosy, Tim, Grandma, the PE teacher, and the two boys. (Note that the two boys don't have speaking parts.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

### Story actions

Picture 1: Rosy points to the timetable on the wall.

Picture 2: Tim punches the air with excitement.

Picture 3: Grandma gives Rosy and Tim their PE bags as they leave to catch the bus.

Picture 4: The PE teacher holds up a football. Tim looks for his kit in his bag.

Picture 5: Tim holds up the T-shirt he finds and frowns.

Picture 6: Two boys give Tim their shorts and T-shirts.

### 2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again for children to repeat.
- Reinforce the meaning of *our* and *their* by inviting three children to come to the front. Stand with one child a little distance from the other children and hold a bag between

Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.

**Let's learn!**

3 Write. our their

1

These are our bags.

2

Those are   bags.

3

These are   T-shirts.

4

Those are   T-shirts.

4 Point, ask and answer.

	Monday	Tuesday	Wednesday	Thursday
9:00	maths	science	art	music

What have we got on Tuesday? We've got ...

When have we got ...? We've got ... on ...

What / When have we got ...? our / their Unit 5 37

you. Say *This is our bag*. Give the other two children an item such as a pencil and say *That is their pencil*. Repeat, using different school items, until the meaning is clear.

- Rub out the last word in each sentence. Ask children to suggest other words that could go in the spaces, e.g. *What have we got on Tuesday? We've got science. We've got art on Thursday. These are our pencils. You can wear their hats*. Say the new sentences for children to repeat.
- Let children change the words to make new sentences.

### 3 Write.

- Ask children to look at the pictures and the word pool.
- Children look at the first picture. Ask *Our or their?* Establish that the correct answer is *our* and point out the example.
- Let children complete the activity, then ask children to read the complete sentences in chorus.

### ANSWERS

1 These are our bags. 2 Those are their bags. 3 These are our T-shirts. 4 Those are their T-shirts.

### 4 Point, ask and answer.

- Ask the class to look at the timetable and read the days of the week and the school subjects aloud.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the questions for him / her to answer.
- Ask children to work in pairs. They take turns to ask and answer questions about the other subjects in the timetable.

### Further practice

Workbook page 37

Grammar reference, Class Book page 125

Student Website • Unit 5 • Grammar

Online Practice • Unit 5 • Grammar

# Lesson Three CB page 38

## Song


### Learning outcomes

- To identify rooms and areas in a school
- To use these words in the context of a song

### Language

- Core: *playground, sports field, art room, computer room, gym*
- Extra: *paint, headphones*

### Materials

- CD  51–52; School subjects flashcards 49–54; School rooms flashcards 55–59

### Warmer

- Play *Jump* (see page 23) with the class using flashcards 49–54 to revise school subjects.
- Talk about school subjects with the class. Ask *What have you got today? When have you got art / science / PE?*

### Lead-in

- Use flashcards 55–59 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 51

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 55–59 one at a time for individual children to say the words.
- If you have all of these in your school, ask children *Where do you have PE / art / computers?*

### Transcript

#### Listen and point.


playground, sports field, art room, computer room, gym  
 art room, playground, gym, computer room, sports field  
 Listen and repeat.


playground, sports field, art room, computer room, gym


### 2 Listen and sing. 52

- Point to the different pictures for children to tell you what they can see. See if they can name the school subjects or say which places they can see.
- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song line by line for children to repeat after you.
- Play the recording for children to sing along.

**Lesson Three Song**

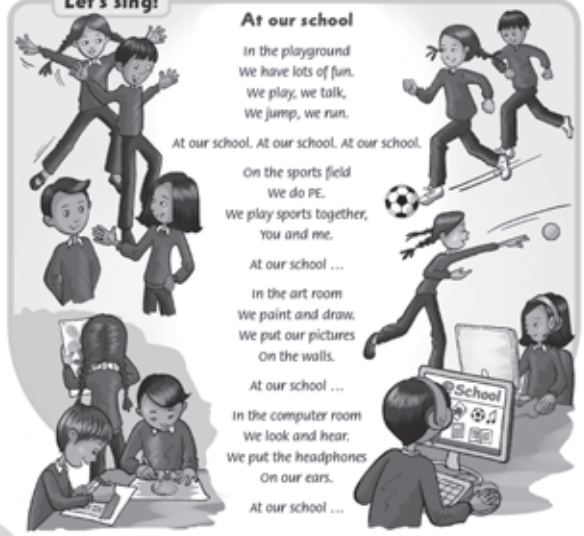
**1 Listen, point and repeat.** 



**2 Listen and sing.** 

**3 Sing and do.**

**Let's sing!**



**At our school**  
 in the playground  
 We have lots of fun.  
 We play, we talk,  
 We jump, we run.  
 At our school. At our school. At our school.

**On the sports field**  
 We do PE.  
 We play sports together,  
 You and me.  
 At our school ...

**In the art room**  
 We paint and draw.  
 We put our pictures  
 On the walls.  
 At our school ...

**In the computer room**  
 We look and hear.  
 We put the headphones  
 On our ears.  
 At our school ...

38 Unit 5 School rooms

### 3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do the actions.

### Song actions

**Verse 1: In the playground...** jump and run on the spot

**Verse 2: On the sports field...** kick a football

**Verse 3: In the art room...** draw in the air

**Verse 4: In the computer room...** put on headphones and move a mouse

### Optional activity

- Divide the class into four groups, one for each verse. Without playing the song, hold up the playground flashcard. The playground group sings or chants the words from their verse in the Class Book.
- Repeat with the sports field, art room, and computer room flashcards. The whole class can sing *At our school...* together each time.
- Tell children that they are going to sing the song from memory. With books closed, play the song again. At the start of each verse, hold up the appropriate flashcard to remind children which group is going to sing.

### Optional activity

- Play *Musical cards* (see page 23) using flashcards 55–59.

### Further practice

Workbook page 38

Picture dictionary, Workbook page 127

Extra writing worksheet 5, Teacher's Resource Centre

Student Website • Unit 5 • Words, Song

Online Practice • Unit 5 • Song



Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *dr*, *tr*, and *cr*  
 To differentiate between the sounds /**dr**/, /**tr**/, and /**kr**/

Language

Core: *drum*, *dress*, *truck*, *tree*, *crab*, *crayon*

Materials

CD 44, 53–55; Phonics cards 12–14 (drum, truck, crayon)

Warmer 44

- Ask children to tell you which sounds they looked at in the previous phonics lesson (/gr/, /br/, and /fr/).
- Play the chant from Class Book page 33 to revise the sounds.

Lead-in

- Teach the new sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters d and r make the sound /dr/*. Say the sound for children to repeat several times. Repeat the procedure with the other phonics cards.
- Hold up each card and say the words for children to repeat.

1 Listen, point and repeat. 53

- 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 point and then repeat.

Transcript

Listen and point.

/dr/ drum /dr/ dress /tr/ truck /tr/ tree /kr/ crayon /kr/ crab

Listen and repeat.

/dr/ drum /dr/ dress /tr/ truck /tr/ tree /kr/ crayon /kr/ crab

2 Listen and chant. 54

- Ask children to say what they can see in the pictures.
- Play the recording for children to listen to the chant. Say the chant line by line and ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow in their books.

3 Read the chant again. Circle the sounds *dr*, *tr* and *cr*.

- Focus on the chant again. Write the first line on the board. Ask children to find an example of the letters *dr*, *tr*, or *cr*. Ask a child to come up and circle the *tr* in *train* and *truck*.
- Allow time for children to read the rest of the chant and circle the other examples in their books.
- Monitor and help as necessary, then check answers.

Lesson Four Phonics

1 Listen, point and repeat. 53

**dr**

drum dress

**tr**

truck tree

**cr**

crayon crab

2 Listen and chant. 54

A train and a truck,  
 A crab and a drum.  
 I draw with my crayons,  
 And I have fun.  
 A girl in a dress,  
 A bird in a tree.  
 Get your crayons,  
 And draw with me.

3 Read the chant again. Circle the sounds *dr*, *tr* and *cr*.

4 Listen to the sounds and join the letters. 55

What has the boy got?

dr dr cr dr cr dr tr

tr cr dr tr tr cr dr

cr tr tr cr dr tr cr

Consonant blends dr tr cr Unit 5 39

ANSWERS

A **t**rain and a **t**ruck,  
 A **c**rab and a **d**rum.  
 I **d**raw with my **c**rayons,  
 And I have fun.  
 A girl in a **d**ress,  
 A bird in a **t**ree.  
 Get your **c**rayons,  
 And **d**raw with me.

4 Listen to the sounds and join the letters 55

- Elicit the four images in the activity (a boy, a truck, a drum, a crayon). Explain that they will hear different sounds and words from the lesson. They follow the sounds and words in the maze to find out what the boy has got.
- Play the recording for children to listen and link the letters.

Transcript

/tr/ truck /dr/ drum /kr/ crayon /tr/ truck /dr/ drum /kr/ crayon /tr/ truck

ANSWER

The boy has got a truck.

Optional activity

- Assign the words *drum*, *truck*, and *crayon* to different children around the room.
- Read out the following list of words beginning with the sounds /**dr**/, /**tr**/, and /**kr**/: *drink*, *crab*, *train*, *crayon*, *trousers*, *dress*. Pause between each one. When children hear the sounds represented by their words, they bang their drum, drive their truck, or draw with their crayon.

Further practice

Workbook page 39

Student Website • Unit 5 • Phonics

Online Practice • Unit 5 • Phonics

# Lesson Five CB page 40

## Skills Time!

### Skills development

Reading: read and understand a webpage; find specific details in a text

### Language

Recycled: vocabulary and structures seen previously

Extra: *speak, study, read, primary, lesson*

### Materials

CD 52, 56; a large piece of paper and colouring pencils for each group of six children (optional)

### Warmer 52

- Sing *At our school* from Class Book page 38.
- Talk about computers with the class. Ask *Do you like computers? Do you have computer lessons?*

### Lead-in

- Focus on the picture. Encourage children to make predictions about what they are going to read, e.g. *It's about computer lessons in school. The children like computers.* Explain that they are going to read a webpage that some children have written about the computer room in a school.

### 1 Look at the picture. What school subjects can you see?

- Ask children to look at the picture again and name the subjects that children are studying in the computer room.

#### ANSWERS

English, maths, music, art, science

### 2 Listen and read. 56

- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions that they have.
- Ask comprehension questions, e.g. *Where are the children? What can children do on the computers? How many children can go into the computer room?*

### 3 Read again. Circle the false word and write the correct word.

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children *Is the sentence correct? (No).* Ask *What word is wrong?* Invite a child to come up and circle the incorrect word in the sentence (*small*). Invite a second child to come and write the correct word (*big*) next to the sentence.
- Ask children to look at the exercise in their Class Books. Explain that they need to find the word that is wrong in each sentence and circle it. They should then put the correct word at the end of the line.

## Skills Time!

Lesson Five

**Reading**


- 1 Look at the picture. What school subjects can you see?
- 2 Listen and read. 56

### Our Computer Room

At our school, we've got a big computer room. We've got 12 computers in the room, one for every pupil. The computers have got headphones, so the pupils can listen and speak.

In the computer room, the pupils can study English, music, maths and science. They do art here too. They can draw and colour pictures with the computer. The computers also help the pupils to read and write.

In Primary 2, the children come to the computer room every Tuesday and Thursday. Everyone likes these lessons.



- 3 Read again. Circle the false word and write the correct word.
  - 1 We've got a small computer room. big
  - 2 We've got 18 computers. \_\_\_\_\_
  - 3 The pupils can listen and eat. \_\_\_\_\_
  - 4 The computers help the pupils to run and write. \_\_\_\_\_
  - 5 The children come every Tuesday and Wednesday. \_\_\_\_\_

40 Unit 5 Reading: a description

- Allow time for children to re-read the text, find the incorrect words and write the correct words for each sentence.
- Check answers by reading each sentence for children to tell you which word is wrong and tell you the correct word.

#### ANSWERS

- 1 We've got a small computer room. (big)
- 2 We've got 18 computers. (12)
- 3 The pupils can listen and eat. (speak)
- 4 The computers help the children to run and write. (read)
- 5 The children come every Tuesday and Wednesday. (Thursday)

#### Optional activity

- Divide children into groups of six. Give out a large piece of paper and colouring pencils to each group.
- Explain that they are going to write their own webpage about their favourite room at school. Encourage them to decide which room or place to write about.
- Children work in groups to write their webpage and draw pictures of the place they have chosen.
- Display the work in the classroom.

#### Culture note: Computers and education

Most schools in the UK have a separate computer room where children have ICT (Information and Communication Technology) lessons. In addition, in many schools children are encouraged to use computers actively during their classes in other subjects, or in preparing homework.

#### Further practice

Workbook page 40

Online Practice • Unit 5 • Reading

**Skills Time!**

**Skills development**

Listening: identify school rooms from their descriptions  
 Speaking: ask and answer questions about different rooms in a school  
 Writing: identify and write capital letters in days of the week; write about your school subjects (Workbook)

**Language**

Recycled: vocabulary and structures seen previously  
 Extra: *break time, learn*

**Materials**

CD 57

**Warmer**

- Play *Bingo* (see page 23) with the words children have learnt in this unit.

**Lead-in**

- Ask children what they can remember about the webpage from the previous lesson. Ask *What's the room in the picture? How many computers are in the room? What subjects do children study in the room?*
- Allow children to check the webpage on page 40 of their Class Books to see how much they remembered correctly.

**1 Listen and number.** 57

- Tell children that they are going to hear a girl talking about the rooms in her school.
- Play the recording the whole way through for children to listen and point to the rooms as they hear them described.
- Play the recording a second time, stopping after the first item. Show children the example answer 1 in the box.
- Continue the recording, stopping after each item.
- Play the recording again for children to complete or check their answers. Then go through the answers with the class.

**Transcript**

Hi. My name's Emily. This is my school.

- 1 This is our room. We come here every day. We've got a board and twenty tables and chairs.
- 2 We come here at breaktime. We can play here and talk to our friends.
- 3 We do PE here. We can play football and we can run here.
- 4 Look at this room. We've got paint and paper here and we can do art.
- 5 There are lots of computers here. We can learn with the computers. It's fun.

**ANSWERS**

(top row) 2, 3  
 (bottom row) 1, 4, 5

**Optional activity**

- Children Fluency DVD Unit 6, speaking section.

**Lesson Six**

**Listening**

1 Listen and number.

**Speaking**

2 Point, ask and answer about your school.

on the sports field in the classroom in the art room in the computer room

football nets whiteboard crayons computers

What have we got in the art room? We've got ...

**Writing preparation**

3 Circle the capital letters at the start of the days of the week.

We've got maths on Tuesday.

- 1 What have we got on Wednesday?
- 2 We go to the gym on Thursday.
- 3 We've got art on Monday.
- 4 Have we got PE on Tuesday?

Complete the writing task on page 41 of the Workbook.

Listening, speaking, writing Unit 5 41

**2 Point, ask and answer about your school.**

- Ask children to read the words and phrases aloud.
- Focus attention on the speech bubbles. Ask a child to stand up and model the question and answer with you. Children repeat the question and answer in chorus.
- Children work in pairs, taking turns to point, ask and answer questions about what is in the different rooms.
- Monitor the activity and model words where necessary.

**3 Circle the capital letters at the start of the days of the week.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come to the front of the class and circle the capital letter at the start of *Tuesday*.
- Write some of your own sentences on the board, e.g. *Today is Monday. Have you got science on Thursday? I've got music on Friday.* Invite individual children to come and circle the capital letters at the start of the days of the week.
- Ask children to look at the exercise in their Class Books.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

**ANSWERS**

- 1 What have we got on **W**ednesday?
- 2 We go to the gym on **T**hursday.
- 3 We've got art on **M**onday.
- 4 Have we got PE on **T**uesday?

**Further practice**

Workbook page 39 (children write about their school subjects)  
 Fluency DVD • Skills Time! Speaking • Unit 5  
 Values worksheet 5, Teacher's Resource Centre  
 Unit 5 test, Teacher's Resource Centre  
 Student Website • Unit 5 • Listen at home • Track 16 (Words and phrases), Track 17 (Song), Track 18 (Phonics)  
 Online Practice • Unit 5 • Listening, Speaking and Writing

## Lesson One CB page 42

### Words

#### Learning outcomes

- To identify after-school activities
- To understand a short story

#### Language

Core: *help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV*

Extra: *how about, well*

#### Materials

CD 52, 58–60; Story posters 5 and 6; After-school activities flashcards 57–62

### Warmer 52

- Sing *At our school* from Class Book page 38.
- Use Story poster 5 to retell the story with the class. Ask *What have Tim and Rosy got on Thursday? Which bag of clothes does Tim have? What does he wear for his PE lesson?*

### Lead-in

- Use flashcards 57–62 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any phrases that children do not know.
  - Hold the flashcards up in a different order and repeat.
- 1 Listen, point and repeat.** 58
- Ask children to look at the after-school activities pictures. Play the first part of the recording for children to point.
  - 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.
  - Hold up the flashcards in a random order and ask the class to say the phrases.

### Transcript

#### Listen and point.

*help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV*  
*have a music lesson, do my homework, watch TV, go swimming, visit my grandma, watch TV*

#### Listen and repeat.

*help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV*

### 2 Listen and chant.

 59

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the phrases in the gaps in the chant.
- Children say the chant as a class, without the recording.

## 6 Let's play after school!

**Lesson One Words**

**1 Listen, point and repeat.** 58

**2 Listen and chant.** 59

**3 Listen and read.** 60

42 Unit 6 After-school activities

### Transcript

*help my mum, help my mum, help my mum*  
*do my homework, do my homework, do my homework*  
*visit my grandma, visit my grandma, visit my grandma*  
*go swimming, go swimming, go swimming*  
*have a music lesson, have a music lesson, have a music lesson*  
*watch TV, watch TV, watch TV*

### 3 Listen and read.

 60

- Use Story poster 6 to present the story. Talk about each frame and encourage predictions from the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Do Rosy and Alice want to play after school? Can they find a day when they can play? What is Mum's idea?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Optional activity

- Ask children to close their books for a memory game. Invite a child to come up and choose the first activity that is mentioned in the story from flashcards 57–62. He / She puts the corresponding flashcard on the board.
- Repeat with three more children. They can correct any mistakes that they think the other children have made.
- Ask another child to remove any cards that are not in the story. Play the recording to check their answers.

### Further practice

Workbook page 42

Online Practice • Unit 6 • Words

Grammar

Learning outcomes

- To make positive and negative sentences about after-school activities
- To choose verbs for different after-school activities
- To say what you do on different days of the week
- To act out a story

Language

Core: *I visit my grandma every Tuesday. I go swimming every Thursday. I don't have a music lesson.*

Materials

CD 60; Story poster 6; After-school activities flashcards 60–65

Warmer

- Play *Mime the word* (see page 23). Children mime actions for the after-school activities.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 6 to encourage recall.
- Cover the poster and ask children which after-school activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 60

- Ask children to turn to the story on Class Book page 42. They check how many of the after-school activities they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of three to play the parts of Rosy, Alice, and Mum.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Rosy and Alice sit down on the bus and fasten their seat belts.

Picture 2: Alice shakes her head and mimes playing the piano.

Picture 3: Rosy shakes her head and mimes greeting her grandma.

Picture 4: Alice shakes her head and mimes laying the table.

Picture 5: Rosy and Alice get off the bus. Mum waves.

Picture 6: Rosy and Alice walk with Mum, smiling, and mime swimming.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?* Children identify the different after-school activities.
- Read the sentences, pausing for children to repeat.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.

Let's learn!

I visit my grandma every Tuesday. ✓
I don't have a music lesson. ✗
I go swimming every Thursday. ✓
I don't watch TV. ✗

3 Write. watch go visit do have help

1 I have a music lesson.

2 I do my homework.

3 I go swimming.

4 I watch TV.

5 I help my dad.

6 I visit my grandma.

4 Point and say.

Monday

Tuesday

Wednesday

Thursday

Monday. I visit my grandma. I don't go swimming.

1... / I don't... Unit 6 43

- Write the sentences on the board. Read them again, miming the actions to reinforce meaning. Children repeat.
- Rub out the activity phrases in each sentence and put flashcards in the spaces to elicit new sentences, e.g. *I help my mum every Tuesday. I don't go swimming.* Children repeat.
- Invite different children to make new sentences.

3 Write.

- Ask children to look at the pictures and identify the after-school activities. Ask a child to read out the words in the word pool. Explain that they are going to choose a verb from the word pool to complete the sentences.
- Ask children to look at the first picture. Establish that the missing verb is *have*.
- Allow time for children to complete the activity.
- Ask children to read the complete sentences in chorus.

ANSWERS

- 1 I have a music lesson. 2 I do my homework.  
3 I go swimming. 4 I watch TV. 5 I help my dad.  
6 I visit my grandma.

4 Point and say.

- Ask the children to look at the pictures and identify the different after-school activities.
- Draw attention to the speech bubbles. Ask a child to stand up. Read the dialogue together for the class to repeat.
- Children work in pairs. They take turns to say the days and tell each other what they do and don't do on those days.

Further practice

Workbook page 43

Grammar reference, Class Book page 125

Student Website • Unit 6 • Grammar

Online Practice • Unit 6 • Grammar

# Lesson Three CB page 44

## Song

### Learning outcomes

To identify more after-school activities

To use phrases for after-school activities in the context of a song

### Language

Core: *listen to music, play with friends, read a book, write an email*

Extra: *after, a lot, on my own, cook (v)*

Recycled: after-school activities words

### Materials

CD 61–62; After-school activities flashcards 66–69

### Warmer

- Play a game to revise the after-school activities children have learned in this unit.
- Choose a child and say *On Monday I visit my grandma*. The child has to repeat the sentence and then add his / her own sentence about Tuesday, e.g. *On Monday I visit my grandma and on Tuesday I go swimming*.
- Continue until you have used all the activities, or until someone forgets the chain.

### Lead-in

- Use flashcards 66–69 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for more after-school activities for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 61

- Ask children to look at the after-school activities pictures. Play the first part of the recording for children to point and say the phrases.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 66–69 one at a time for individual children to say the phrases.

### Transcript

#### Listen and point.

*listen to music, play with friends, read a book, write an email*  
*read a book, listen to music, write an email, play with friends*

#### Listen and repeat.

*listen to music, play with friends, read a book, write an email*

### Optional activity


- Play *Mime the word* (see page 23) to practise the phrases from Lesson 1 and the new vocabulary from this lesson.

### 2 Listen and sing. 62

- Ask children to look at the pictures. Point to the different pictures for children to name the after-school activities.

**Lesson Three Song**

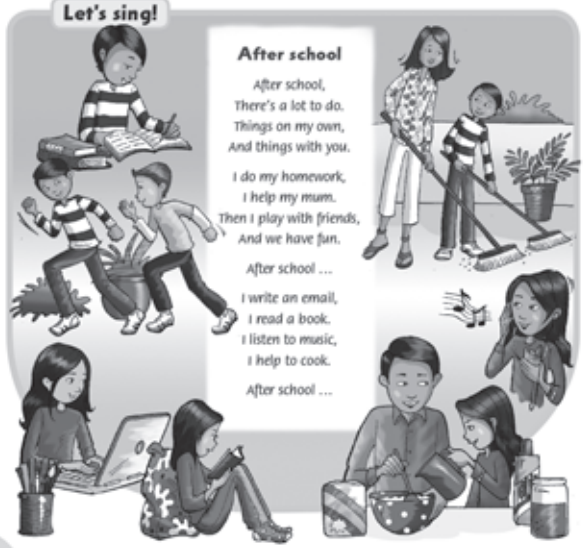
**1 Listen, point and repeat.** 61



**2 Listen and sing.** 62

**3 Sing and do.**

**Let's sing!**



**After school**

After school,  
 There's a lot to do.  
 Things on my own,  
 And things with you.

I do my homework,  
 I help my mum.  
 Then I play with friends,  
 And we have fun.

After school ...

I write an email,  
 I read a book,  
 I listen to music,  
 I help to cook.

After school ...

44 Unit 6 After-school activities

Ask children to predict what the song is about (*what children do after school*).

- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures. Decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

### Song actions

*Things on my own* – point to self

*Things with you* – point to friend

*I do my homework* – mime writing

*I help my mum* – mime sweeping

*I write an email* – mime typing

*I read a book* – mime turning a page

*I listen to music* – touch ears

*I help to cook* – mime stirring a pot

### Optional activity

- Talk about after-school activities with the class. Ask different children *What do you do after school? Is it fun?*

### Further practice

**Workbook page 44**

**Picture dictionary, Workbook page 128**

**Extra writing worksheet 6, Teacher's Resource Centre**

**Student Website • Unit 6 • Words, Song**

**Online Practice • Unit 6 • Song**

**Phonics**

**Learning outcomes**

To pronounce sounds made by the letter combinations *fl*, *pl*, and *bl*  
 To differentiate between the sounds /f/, /p/, and /b/

**Language**

Core: *blanket, blue, flat, flower, plate, plum*

**Materials**

CD 54, 63–65; Phonics cards 15–17 (flower, plum, blanket)

**Warmer** 54

- Ask children which sounds they looked at in their previous phonics lesson (/dʀ/, /tr/, and /kr/). Play the CD and say the chant from Class Book page 39 to revise the sound.

**Lead-in**

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters f and l make the sound /fl/*. Say the sound for children to repeat several times. Repeat the procedure with the other phonics cards.
- Hold up each card in turn and say the words for children to repeat.

**1 Listen, point and repeat.** 63

- 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 point and then repeat.

**Transcript**

**Listen and point.**

/f/ flower /f/ flat /p/ plum /p/ plate /b/ blanket /b/ blue

**Listen and repeat.**

/f/ flower /f/ flat /p/ plum /p/ plate /b/ blanket /b/ blue

**Optional activity**

- Play *Snap!* (see page 23) with the class.

**2 Listen and chant.** 64

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, and encourage children to follow the chant in their books.

**3 Read the chant again. Circle the sounds fl, pl and bl.**

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters *fl*, *pl*, or *bl*. He / She circles the *pl* in *plums* and *plate*.
- Allow time for children to complete the activity.
- Monitor and help, then check answers with the class.

Lesson Four Phonics

**1 Listen, point and repeat.** 63

**fl**

**pl**

**bl**

**2 Listen and chant.** 64

Plums on a plate,  
Plums on a plate.  
Blue plums, black plums,  
Plums on a plate.  
A blanket on a bed,  
A blanket on a bed.  
There's a pretty flower  
On the blanket on the bed.

**3 Read the chant again. Circle the sounds fl, pl and bl.**

**4 Listen and complete the words.** 65

**fl**

**pl**

**pl**

**bl**

**bl**

**bl**

Consonant blends fl pl bl Unit 6 45

**ANSWERS**

Plums on a plate,  
 Plums on a plate.  
 Blue plums, black plums,  
 Plums on a plate.  
 A blanket on a bed,  
 A blanket on a bed.  
 There's a pretty flower  
 On the blanket on the bed.

**4 Listen and complete the words.** 65

- Focus on the pictures. Explain that children will hear the different sounds and words from the lesson. They listen and complete the words with the letters they start with.
- Look at the example and play the beginning of the recording to show that the word has been completed with the missing letters *pl*.
- Play the rest of the recording for children to complete the remaining words. Play it again to check answers.

**Transcript**

1 /p/ plate 2 /b/ blue 3 /f/ flat 4 /f/ flower  
 5 /b/ blanket 6 /p/ plum

**Optional activity**

- Write the following phrases on the board:  
*Flowers in a flat.*  
*A blue and black blanket.*  
*Plums, please! Plums, please!*
- Chant the phrases with the class. Then point to the phrases in a different order for the class to chant.

**Further practice**

Workbook page 45  
 Student Website • Unit 6 • Phonics  
 Online Practice • Unit 6 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand a class poster; match children with their after-school activities

**Language**

Recycled: vocabulary and structures seen previously

Extra: *stories, CD, sport*

**Materials**

CD 62, 66; a plain piece of paper for each child; a set of coloured pencils for each group of six children (optional)

**Warmer** 62

- Sing *After school* from Class Book page 44.

**Lead-in**

- Talk about after-school activities with the class. Ask *What do you do after school on Monday / Tuesday / Wednesday? Do you listen to music / go swimming / help your mum?*
- Ask children to look at the pictures. Encourage children to make predictions about what they think the text is about.

**1 Look at the pictures. Say what the children do.**

- Ask children to look at the pictures again. Ask them which after-school activities they can see in the pictures.
- If you wish, ask children to work in pairs, taking turns to point to the pictures and name the after-school activities.

**ANSWERS**

play football, listen to music, draw, skate

**2 Listen and read.** 66

- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have, then ask comprehension questions, e.g. *Does Max go to the park? Does Julia play tennis?*

**3 Read again. Who does each activity?**

- Look at the example with the class. Ask children to look back at the text to find where one of the children mentions going to the park. Ask *Who is it? (Max)*. Show children the letter *M* on the line and explain that *M* stands for *Max*. Draw their attention to the list of abbreviations for names.
- Ask the class *Who paints pictures / sings songs / watches TV?* Children scan the text to find the information and call out the answers.
- Ask children to look at the exercise in their books. Allow time for them to re-read the poster and write the correct child's initial next to each activity.

**ANSWERS**

1 M 2 J 3 S 4 J 5 L 6 L 7 M 8 S


**Skills Time!**

Lesson Five


**Reading**

1 Look at the pictures. Say what the children do.  
2 Listen and read. 66


**What do they do after school?**




My name's Max. After school, I do my homework. Then I go to the park. I play football with my friends. Then I watch TV.



I'm Julia. I love art. After school, I draw and paint pictures. Then I write stories. I put the stories and pictures on my bedroom wall.



I'm Luke. After school, I help my mum and dad. Then I listen to my CDs. I sing the songs. I really like music.



My name's Sara. I like sport. I go swimming every Monday. I play tennis with my brother every Tuesday. And every Thursday I skate in the park with my sister.

3 Read again. Who does each activity?  
M = Max, J = Julia, L = Luke, S = Sara.

1 go to the park <u>  M  </u>	2 write stories <u>      </u>
3 go swimming <u>      </u>	4 draw <u>      </u>
5 listen to CDs <u>      </u>	6 help mum and dad <u>      </u>
7 play football <u>      </u>	8 skate in the park <u>      </u>

46 Unit 6 Reading: information texts

**Optional activity**

- Ask children to close their books for a memory game.
- Ask questions about which child does which activity, e.g. *Who plays football / plays tennis / does his homework after school?* Keep a record of the questions you ask and write the children's answers on the board.
- When you have finished, go through the answers with the class to see how many they remembered correctly.

**Optional activity**

- Divide the class into groups of six. Give each child a plain piece of paper and each group a set of coloured pencils.
- Children draw a picture of their favourite after-school activity, then take turns to tell each other about the activity, e.g. *On Tuesday I go swimming after school. My friend Alexandra comes too.*

**Culture note: After-school activities**

The school day in British primary schools finishes at around three o'clock and many children take part in recreational activities after this. Some schools provide activities such as football or music practice, or art clubs. Many children also go to a sports centre at least once a week, where they might have swimming, judo, ice skating, gymnastics, or dance classes, or play sports such as tennis or dodgeball. If grandparents live nearby, some children will go to their house after school (especially if both their parents are working) or to a friend's house to play. Computers are very popular, and most children use them for playing games, writing emails, or 'chatting' to friends.

**Further practice**

Workbook page 46

Online Practice • Unit 6 • Reading



# Lesson Six CB page 47

## Skills Time!

### Skills development

Listening: identify which activities children take part in

Speaking: talk about which after-school activities you do

Writing: identify verbs; write about what you do after school (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 67; After-school activities flashcards 60–69;

Fluency DVD Unit 6 (optional)

### Warmer

- Give flashcards 60–69 to ten children around the class.
- Ask other children *What do you do after school?*
- The children with the flashcards listen carefully. When they hear their activity mentioned, they hold their flashcard up.

### Lead-in

- Ask children what they can remember about the poster from the previous lesson. Ask *Which activities did the children do after school?* Let children check page 46 see how much they remembered.
- Ask children to look at the pictures in Exercise 1 and identify the after-school activities in each one.

### 1 Listen and tick (✓) or cross (X). 67

- Tell children that they are going to hear a recording of different children talking about what they do after school.
- Play the recording the whole way through for them to listen and point to the activities as they are mentioned.
- Play the recording a second time, pausing after the first item. Ask children to look at the first two pictures and point to the picture that is correct (*the book*).
- Continue playing the recording line by line for children to tick the activities the children do after school.
- Play the recording again for children to complete their answers, then go through the answers with the class.

### Transcript

Tell me what you do after school.

- 1 I like books. After school, I read. I don't ride a bike. I can't ride a bike!
- 2 After school, I don't play football. I don't like football. I go swimming. I can swim well.
- 3 After school, I don't have a music lesson. I always do my homework. I've got English homework today.
- 4 I don't write emails. I haven't got a computer. I listen to music. I love music.

### ANSWERS

- 1 story book
- 2 swimming pool
- 3 school books
- 4 CD player

### Optional activity

- Children watch Fluency DVD Unit 6, speaking section.

Lesson Six

Listening

**1 Listen and tick (✓) or cross (X).**

1

2

3

4

5

6

7

8

Speaking

**2 Look and say.**

go swimming  
listen to music

read a book  
do homework

have a music lesson  
play football

ride a bike  
write an email

Number 1. I read a book. I don't ride a bike.

Number 2. I ...

Writing preparation

**3 Circle the verbs.**

1 I ride my bike. I play football.

1 I play tennis.

3 I ride a horse.

5 I listen to music.

2 I skate in the park.

4 I visit my cousin.

6 I do my homework.

Remember!  
Verbs are doing words.

Complete the writing task on page 47 of the Workbook.

 47

Listening, speaking, writing Unit 6 47

### 2 Look and say.

- Ask children to read the phrases in the word pool.
- Ask a child to stand up. Read the dialogue in the speech bubbles with him / her for the class to repeat in chorus, indicating each picture in Exercise 1 as you speak.
- Ask children to work in pairs. Explain that they must talk as though they are the children from the recording. Children take turns to call out numbers as they say what they do / don't do after school.

### 3 Circle the verbs.

- Ask children to close their books. Copy the two example sentences onto the board.
- Invite a child to come up and circle the verb in the first sentence. Invite another child to come and circle the verb in the second sentence.
- Write some of your own sentences on the board, e.g. *I write an email. I help my dad.* Invite individual children to come and circle the verbs.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the verb in each sentence.

### ANSWERS

- 1 I play tennis.
- 2 I skate in the park.
- 3 I ride a horse.
- 4 I visit my cousin.
- 5 I listen to music.
- 6 I do my homework.

### Further practice

Workbook page 47 (children write about what they do at school)

Fluency DVD • Skills Time! Speaking • Unit 6

Values worksheet 6, Teacher's Resource Centre

Unit 6 test, Teacher's Resource Centre

Skills test 2, Teacher's Resource Centre

Student Website • Unit 6 • Listen at home • Track 19 (Words and phrases), Track 20 (Song), Track 21 (Phonics)

Online Practice • Unit 6 • Listening, Speaking and Writing

# Fluency Time! ②

## Everyday English CB page 48

### Learning outcomes

To learn some useful language for shopping

### Language

*Can I help you? I'd like ... Anything else? How much is it?*

### Materials

CD 68–69; Fluency DVD Fluency Time! 2 (optional); coloured pencils (optional); one sheet of paper per child (optional)

### Warmer

- Tell the class they are going to learn some useful language for shopping. Ask children what words they know for talking about shopping, e.g. *supermarket, market, money*. Ask the children what fruit they like to eat and which fruits they buy when they go shopping.
- Play *Slow reveal* (see page 23) using the fruit vocabulary from Unit 4.

### 1 Listen, read and say. 68

- Focus on the pictures. Ask children to say where the people are (*at a market*) and what they can see in the pictures.
- Play the recording for children to follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

### 2 Listen and tick (✓) the correct picture. 69

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each dialogue in the recording.
- Play the recording. Children tick the correct pictures.
- Invite children to point to the correct pictures and say what the people are saying in each picture.

### Transcript

- 1 **Man** Can I help you?  
**Kate** Yes, I'd like figs please.
- 2 **Man** How many do you want?  
**Kate** Four please.  
**Man** OK, four figs.
- 3 **Man** Anything else?  
**Kate** Yes, I'd like four apples, please.  
**Man** Red or green?  
**Kate** Green apples, please.
- 4 **Kate** How much is it?  
**Man** Four figs and four apples. That's four pounds, please.  
**Kate** Here you are.  
**Man** Thank you.

### ANSWERS

1 figs 2 4 figs 3 green apples 4 £4

## Fluency Time! ②

Everyday English

**1 Listen, read and say.**

**Fruits**

Woman: Can I help you?  
 James: Yes, I'd like three apples, please.  
 Woman: OK, 1-2-3. Anything else?  
 James: No, thanks.

**Fruits**

James: How much is it?  
 Woman: Two pounds, please.  
 James: Here you are.

**2 Listening Listen and tick (✓) the correct picture.**

**3 Speaking Ask and answer.**

Can I help you?

I'd like three oranges, please.

Anything else?

No, thanks. How much is it?

Two pounds, please.

48 Fluency Time! 2 Shopping Watch the DVD!

### 3 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 in the box 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.

### Optional activity

- Tell the children to take out their coloured pencils. Hand out a sheet of paper to each child.
- Ask the children to make a menu for a snack shop, with different snacks and prices.
- The children can then work in pairs and ask and answer about the items on each other's menus, using the dialogues on the Class Book page as models.

### Watch the DVD!

- Ask children to close their Class Books.
- Play the Fluency DVD Fluency Time! 2 Everyday English for the children to watch and listen.

### Further practice

Workbook page 48

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

# Project CB page 49

## Learning outcomes

To make a market stall

To act out dialogues about shopping

## Language

*Can I help you? I'd like ... Anything else?*

## Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Project 2 (see Teacher's Resource Centre) (one template for each child); completed market stall; coloured pencils, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 48. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 2 Everyday English scene. If you don't have time for the DVD, read the dialogue on Class Book page 48.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

### 2 Make a market stall.

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a market stall*).
- Ask *What do you need to make the market stall?* Elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the market stall template (see Fluency Project 2, Teacher's Resource Centre). Give each group coloured pencils, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their market stalls. Demonstrate with your own completed market stall 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 colour is this? Is there a (car) on your market stall?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw a market stall on a piece of paper with their own choices of toys on their stalls.

### 3 Use the market stall and say.

- Focus on the photo. Tell children they are going to use their market stalls to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- Children can then talk in pairs, acting out dialogues about buying the items on each other's market stalls.
- Encourage the children to add language to their dialogues, e.g. *How much is it? (Blue) is my favourite colour*.
- Invite some pairs to act out their dialogues for the class.

**Project**

1 Look at the story again. Act.

2 Make a market stall.

Decorate the market stall.

Write the name of your stall.

Colour and cut out the toys.

Stick the toys on the stall.

3 **Speaking** Use the market stall and say.

Can I help you?

Yes, I'd like the red car please.

Anything else?

Yes, I'd like the blue ball.

Project: a market stall 49

### Optional activity

- The children can play a memory game with their market stalls, in small groups.
- One child shows their market stall to the rest of their group for one minute, then turns the market stall so that the other children can't see it.
- The rest of the group tries to remember all the items and their colours, e.g. *There's a (blue bag) on your market stall*. The first child keeps a tally of all the items remembered. When all the items have been guessed (or when no more items can be remembered), the children can swap roles and repeat the game with another market stall. This game can also be played in pairs if you prefer.

### Watch the DVD!

- Play the Fluency DVD Fluency Time! 2 Everyday English again to review the language of the Fluency Time! 2 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 49). Play each DVD scene again for the children to complete the activities.

## Review 2 CB pages 50–51, WB pages 50–51

Review pages answer key, TB page 131

### Further practice

Workbook page 49

Writing portfolio worksheet, Units 4–6, Teacher's Resource Centre

Fluency Time! 2 test, Teacher's Resource Centre

Progress test 2, Teacher's Resource Centre

Online Practice • Review 2

Lesson One CB page 52

## Words

## Learning outcomes

- To identify different party objects
- To understand a short story

## Language

- Core: *chocolate, sweets, balloon, present, cake, card*  
 Extra: *birthday, tomorrow, scared of, asleep, someone*

## Materials

CD 42, 70–72; Story posters Starter to Unit 7; Special days flashcards 67–72; real objects from the vocabulary list (optional)

## Warmer 42

- Sing *Let's count to one hundred* from Class Book page 32.
- Use Story poster 6 to retell the story with the class. Ask *What does Rosy / Alice do after school? Can Rosy play with Alice after school today?*

## Lead-in

- Use flashcards 67–72 to elicit the vocabulary for this lesson. Hold them up one at a time for children to say the words. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

## 1 Listen, point and repeat. 70

- Ask children to look at the party objects pictures. Play the first part of the recording for children to listen and point to the appropriate picture or object.
- 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.
- Hold up the flashcards in a random order and ask the class to say the words.

## Transcript

## Listen and point.

*chocolate, sweets, balloon, present, cake, card*  
*balloon, chocolate, card, sweets, present, cake*

## Listen and repeat.

*chocolate, sweets, balloon, present, cake, card*


## 2 Listen and chant. 71

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 7 Let's buy presents!

**Lesson One Words**


1 Listen, point and repeat. 70



chocolate sweets balloon present cake card

2 Listen and chant. 71

3 Listen and read. 72



52 Unit 7 Special days

## Transcript

*chocolate, chocolate, chocolate*  
*sweets, sweets, sweets*  
*balloon, balloon, balloon*  
*present, present, present*  
*cake, cake, cake*  
*card, card, card*

## 3 Listen and read. 72

- Use Story poster 7 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. *Whose birthday is it? What does Billy like? Who is in the living room?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

## Optional activity

- Put all the Story posters the class have seen so far on the board in the correct order. Talk about the stories with the class. Point to each poster in turn for children to tell you what happened.
- Have a class vote to see which is the favourite story so far in the course.

## Further practice

Workbook page 52

Online Practice • Unit 7 • Words

**Grammar**

**Learning outcomes**

- To express likes and dislikes
- To ask and answer questions about what people like
- To act out a story

**Language**

Core: *What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.*

**Materials**

CD 72; Story poster 7; Special days flashcards 70–75

**Warmer**

- Play *What's missing?* (see page 23) using flashcards 70–75.

**Lead-in**

- Ask children what happened in the story in the previous lesson. Show Story poster 7 to encourage recall.
- Cover the poster. Ask which party objects were in the story.

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

- Ask children to turn to the story on Class Book page 52 and check. Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Mum, and Dad.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

- Picture 1: Mum and Tim look around the toy shop. Rosy points to the toys on the shelf.
- Picture 2: Tim picks up a bag of balloons. Mum waves her finger to say no. (Billy mimes crying when a balloon bursts.)
- Picture 3: Tim points to the chocolate. Mum and Rosy nod.
- Picture 4: Rosy and Mum put the presents on the table.
- Picture 5: Rosy shakes Mum and Dad to wake them up.
- Picture 6: Billy unwraps his presents. The family look shocked.


**2 Look and say.**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions and expressions in the pictures to reinforce meaning. Children repeat again.
- Rub out the last word in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. *I like chocolate. I don't like balloons.* The children repeat.
- Invite children to change the words to make new sentences.

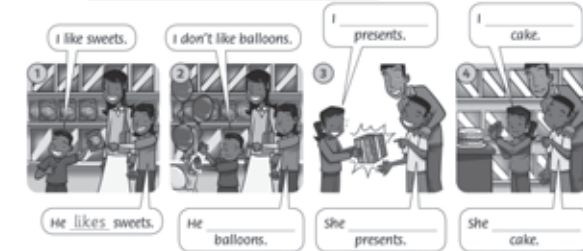
Lesson Two Grammar

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**

**Let's learn!**



**3 Write.** likes doesn't like like don't like



**4 Point, ask and answer.**

What does he like? He likes sweets.  
 What does she like? She likes ...

What does he like? He likes / doesn't like ... Unit 7 53

**Optional activity**

- Ask a child to stand up. Hold up a flashcard and ask, e.g. *Do you like balloons?* to elicit *Yes, I like balloons* or *No, I don't like balloons.*
- Ask the class *Does he / she like balloons?* They chorus *Yes, he / she likes balloons* or *No, he / she doesn't like balloons.*

**3 Write.**

- Ask individual children to read the words in the word pool.
- Focus on the first picture. Ask *Does he like sweets?* to elicit *Yes, he does.* Show that the missing word is *likes.*
- Let children complete the activity, then ask them to read the complete sentences in chorus.

**ANSWERS**

- 1 He likes sweets. 2 He doesn't like balloons.
- 3 I like presents. She likes presents.
- 4 I don't like cake. She doesn't like cake.

**4 Point, ask and answer.**

- Ask the class to look at the speech bubbles. Ask a child to stand up. Point to the pictures and ask the questions for him / her to answer while the class listens.
- Children work in pairs to ask and answer.

**Optional activity**

- Children work in pairs. They take turns to ask and answer the question *What do / don't you like?*
- They record their partner's answers, then tell the class about their partner's likes and dislikes.

**Further practice**

Workbook page 53  
 Grammar reference, Class Book page 125  
 Student Website • Unit 7 • Grammar  
 Online Practice • Unit 7 • Grammar

# Lesson Three CB page 54

## Song

### Learning outcomes

- To identify more words for gifts
- To use these words in the context of a song

### Language

Core: *neighbour, pastries, nuts, tie, buy*

Extra: *or*

Recycled: special days words

### Materials

CD 73–74; Special days flashcards 70–80

### Warmer

- Play a game of *Where was it?* using flashcards 70–75.
- Use flashcard 76 to introduce the word *neighbour*. Say the word for children to repeat. Establish that a neighbour is anyone who lives near you, not just the person next door.
- Ask *Who are your neighbours? Do your neighbours ever come to your house? Do you buy presents for your neighbours?*

### Lead-in

- Hold up flashcards 76–80 to introduce the rest of the vocabulary. Say the words for children to repeat.
- Hold up flashcards 76–80 in a different order for children to repeat again.

### 1 Listen, point and repeat. 73

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 76–80 for individuals to say the words.

### Transcript

#### Listen and point.

*neighbour, pastries, nuts, tie, buy*  
*nuts, neighbour, tie, buy, pastries*

#### Listen and repeat.

*neighbour, pastries, nuts, tie, buy*

### 2 Listen and sing. 74


- Ask children to look at the picture. Ask *What can you see?* Ask them to predict what the song is about (*a family visiting their neighbours*).
- Play the recording all the way through. Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along. Repeat.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

**Lesson Three Song**

**1 Listen, point and repeat.** 73



**2 Listen and sing.** 74

**3 Sing and do.**

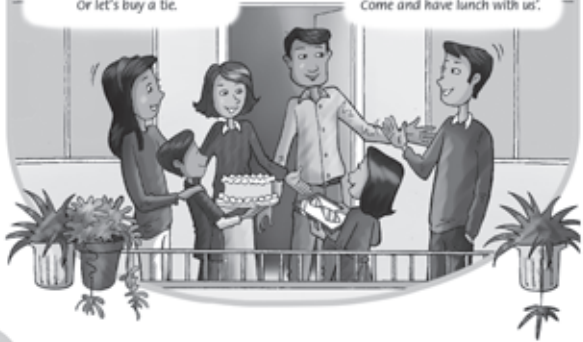
**Let's sing!**

**Our neighbours**

Our neighbours are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.  
Let's buy a present for Mr Guss.  
What can we buy?  
He likes pastries. He likes nuts.  
Or let's buy a tie.

**Our neighbours**

Let's buy a present for Mrs Guss.  
What can we take?  
She likes chocolate. She likes fruit.  
Or let's take a cake.  
Our neighbours are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.



54 Unit 7 Special days

### Song actions

*Our neighbours are very kind* – stretch out arms to show 'neighbours' on either side

*Come and have lunch with us* – beckon with arm

*He / She likes (pastries)* – mime eating the foods

*Or let's buy a tie* – mime tying a tie

### Optional activity

- Tell children they are going to make a different version of the song – and it's going to be about their teachers!
- Children substitute the word *teachers* for *neighbours* in Verse 1 and as a class choose two teachers for the song. Children then decide on three things that their teachers like for Verse 2 and 3. Sing the new song together.

### Culture note: Special days in Britain

Children's birthdays are big celebrations in Britain. They often have a party in their homes, inviting their friends from school. There are games and music, followed by a birthday tea, with sandwiches, crisps, and other snacks. After this, the birthday child blows out the candles on his / her birthday cake. Each child is given a slice of the cake to take home when the party is over.

Other special days in Britain include Christmas Day and Easter Sunday, Mother's Day and Father's Day, Hallowe'en, and Bonfire Night. Name days are rarely celebrated in Britain.

### Further practice

**Workbook page 54**

**Picture dictionary, Workbook page 128**

**Extra writing worksheet 7, Teacher's Resource Centre**

**Student Website • Unit 7 • Words, Song**

**Online Practice • Unit 7 • Song**

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *cl*, *gl*, and *sl*  
 To differentiate between the sounds /kɪ/, /gɪ/, and /sɪ/

Language

Core: *cloud, clock, gloves, glue, slide, slippers*  
 Extra: *take off, outside, sky*

Materials

CD 64, 75–77; Phonics cards 18–20 (cloud, gloves, slide); Phonics cards 9–17 (optional)

Warmer 64

- Ask children which sounds they looked at in the previous phonics lesson (/fɪ/, /pɪ/, and /bɪ/). Play the CD and say the chant from Class Book page 45 to revise the sounds.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters c and l make the sound /kɪ/*. Say the sound again for children to repeat several times. Repeat the procedure with the other phonics cards.
- Hold up each card and say the words for children to repeat.

1 Listen, point and repeat. 75

- 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 point and then repeat.

Transcript

Listen and point.

/kɪ/ cloud /kɪ/ clock /gɪ/ gloves /gɪ/ glue /sɪ/ slide /sɪ/ slippers

Listen and repeat.

/kɪ/ cloud /kɪ/ clock /gɪ/ gloves /gɪ/ glue /sɪ/ slide /sɪ/ slippers

2 Listen and chant. 76

- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Repeat, with children following the chant in their books.

3 Read the chant again. Circle the sounds *cl*, *gl* and *sl*.

- Write the first line of the chant on the board. Ask a child to come to the front of the class to find an example of the letters *cl*, *gl*, or *sl*. He / She circles the *sl* in *slippers*.
- Allow time for children to complete the activity.
- Monitor and help as necessary, then check answers.

ANSWERS


I take off my slippers,  
 I go outside.

Lesson Four Phonics

1 Listen, point and repeat. 75


**cl**

cloud clock



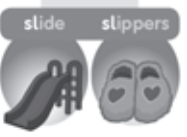
**gl**

gloves glue




**sl**

slide slippers



2 Listen and chant. 76


I take off my slippers,  
 I go outside.  
 I put on my gloves,  
 And I play on the slide.  
 I look at the clock,  
 I see clouds in the sky.  
 Time to take off my gloves,  
 Time to say, 'Goodbye'.



3 Read the chant again. Circle the sounds *cl*, *gl* and *sl*.

4 Listen to the sounds and join the letters. 77




What has the girl got?



sl cl cl gl gl cl gl

gl gl sl cl sl sl sl

cl sl gl sl cl gl cl

Consonant blends cl gl sl Unit 7 55

I put on my gloves,  
 And I play on the slide.  
 I look at the clock,  
 I see clouds in the sky.  
 Time to take off my gloves,  
 Time to say, 'Goodbye'.

Optional activity

- Assign each child one of the sounds /kɪ/, /gɪ/, and /sɪ/ so that there are several children for each sound.
- Play the recording again. Children chant the words. When they hear their sound, they clap their hands.

4 Listen to the sounds and join the letters. 77

- Elicit the four images in the activity (*girl, gloves, slippers, clock*). Explain that they will hear different sounds and words from the lesson. They follow the sounds and words in the maze to find out what the girl has got.
- Play the beginning of the recording and show the example.
- Play the recording for children to listen and link the letters.
- Ask *What has the girl got?* Check answers by asking children to call out the letters they heard in turn.

Transcript

/sɪ/ slippers /gɪ/ gloves /kɪ/ clock /gɪ/ gloves /sɪ/ slippers /kɪ/ clock /sɪ/ slippers

ANSWER

The girl has got slippers.

Further practice

Workbook page 55

Student Website • Unit 7 • Phonics

Online Practice • Unit 7 • Phonics

**Skills Time!**

**Skills development**

Reading: read and follow instructions on making a card; find specific information in a text

**Language**

Recycled: vocabulary and structures seen previously

Extra: *in half, think about, front, smile (n), everything, give*

**Materials**

CD 74, 78; a rectangle of card for yourself (optional); a rectangle of card for each child; a set of coloured pencils for each group of six children (optional)

**Warmer** 74

- Sing *Our neighbours* from Class Book page 54 to warm up the class and introduce the theme of gifts.

**Lead-in**

- Talk about cards with the class. Ask *Who do you send cards to? When do you send cards? Do you make cards or do you buy them?*
- Ask children to look at the pictures. Ask *What is the boy making?* Point to the pictures for children to tell you what the boy does at each stage, e.g. *He folds the card. He draws a picture.*

**1 Look at the pictures. Who is the card for?**

- Ask children to look at the pictures again. Ask *Who is the card for? (the boy's mum).*

**2 Listen and read.** 78

- Tell children that they are going to hear a recording of the text. They will hear instructions on how to make the card.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions, e.g. *What does the boy draw in the card? What does he write? Does his mum like the card?*

**Optional activity**

- Tell children that you are going to play a memory game. Ask them to close their books.
- Hold up your rectangle of card to the class. Ask *What do I do first?* Choose a child to give the first instruction (*fold the card*). Fold the card to demonstrate.
- Continue in the same way with the other stages. Mime all of the instructions as they are given.

**Skills Time!**

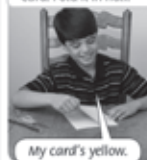
Lesson Five

**Reading**

1 Look at the pictures. Who is the card for?    2 Listen and read. 78


**Make a card for your mum!**

1 Cut a rectangle of card. Fold it in half.




*My card's yellow.*

2 Think about your mum. What does she like? Does she like animals? Does she like sport? Or does she like flowers?




*My mum likes flowers.*

3 Draw and colour a picture on the front of the card.




*Purple and orange flowers.*

4 Now open the card. Draw a picture of you with a big smile.




*This is me.*

5 Write in the card, Dear Mum, Thank you for everything you do for me. Then write your name.



*Dear Mum, Thank you for everything. From Ryan*

6 Give the card to your mum.



*Thank you, Ryan!*

**3 Read again. Circle the correct word.**

- 1 Draw a picture on the front of the cake / card.
- 2 Now close / open the card.
- 3 Draw a picture of Grandpa / you.
- 4 Now write / talk on the card.
- 5 Give the card to your mum / dad.

56 Unit 7 Reading instructions

**3 Read again. Circle the correct word.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask a child to read the sentence aloud. Ask *Which word is correct?* Invite a child to come to the front of the class to circle the correct word from the two options (*card*).
- Write some of your own sentences on the board, similar to the example, and ask children to choose the correct words, e.g. *Cut a rectangle / circle of card. Draw and colour a picture / word. Write your name / age.*
- Ask children to look at the exercise in their Class Books and complete the sentences. Allow time for children to re-read the text and circle the correct word in each sentence.
- Go through the answers with the class. Children chorus the sentences, saying the correct word from the two options each time.

**ANSWERS**

1 card 2 open 3 you 4 write 5 mum

**Optional activity**

- Divide the class into groups of six. Give each child a rectangle of card and each group a set of coloured pencils.
- Ask children to make a card for their mum or another person they are close to, following the instructions in the text.
- Children make their cards, sharing coloured pencils with the rest of the group.

**Further practice**

Workbook page 56

Online Practice • Unit 7 • Reading



# Lesson Six CB page 57

## Skills Time!

### Skills development

Listening: match children with the presents they would like

Speaking: ask and answer about likes and dislikes

Writing: write long and short forms; write about presents for your mum (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 79; Special days flashcards 70–80; Fluency DVD Unit 7 (optional)

### Warmer

- Put flashcards 70–80 on the board. Tell children that it's their birthday / name day next week. They choose the present they would most like and write the word down.
- Ask a child to stand up. Choose a present for them from the board. Say, e.g. *Your present from me is a tie.* If the present is the one the child wanted, put a tick on the board.
- Repeat the activity with children choosing presents for their friends. Count the ticks at the end of the activity.

### Lead-in

- Ask children what they can remember about the reading text from the previous lesson. Ask *What does the boy make? How does he make it?* Let children check page 56 of their Class Books to see how much they remembered.
- Focus on the pictures in Exercise 1 and identify the objects. Ask children to predict what they are going to hear.

### 1 Listen and match. 79

- Tell children that they are going to hear a girl and boy deciding what they can give their friends as presents. They listen and match the people with the presents.
- Play the recording all the way through for children to point to the presents as they hear them mentioned.
- Play the recording a second time, stopping after the first item for children to match the person (*Harry*) to his present (*the tennis racquet*). Show them the example, then continue the recording for children to complete their answers.

### Transcript

- Let's buy a present for Harry. What does he like? / He doesn't like chocolate. He likes sport. He really likes tennis.
- What about Anna? What does she like? Does she like yo-yos? / No, she doesn't like yo-yos. She likes animals.
- Peter. What present can we buy for Peter? / Peter doesn't like sport. He likes art.
- What about Kim. What does she like? Does she like chocolate? / Yes, she does. She likes sweets and chocolate.

### ANSWERS

1 b 2 c 3 a 4 d

Lesson Six

**Listening**

1 Listen and match.  $\rightarrow$

Harry  b

Anna

Peter

Kim

a

b

c

d

**Speaking**  Watch the DVD!

2 Point, ask and answer.    tennis   art   chocolate   animals

What does he like?

He likes tennis.

What does she like?

She likes ...

**Writing preparation**

3 Look and write the long form.

don't = do not	doesn't = does not
1 He doesn't like sweets.	He <u>  does not  </u> like sweets.
2 She doesn't like balloons.	She <u>          </u> like balloons.
3 I don't like bananas.	I <u>          </u> like bananas.
4 He doesn't like oranges.	He <u>          </u> like oranges.
5 I don't like snakes.	I <u>          </u> like snakes.
6 She doesn't like fish.	She <u>          </u> like fish.

Complete the writing task on page 57 of the Workbook.

**57**

Listening, speaking, writing    Unit 7    57

### Optional activity

- Children watch Fluency DVD Unit 7, speaking section.

### 2 Point, ask and answer.

- Ask children to read the words in the word pool.
- Focus attention on the speech bubbles. Ask a child to stand up. Point to the children in Exercise 1 and ask questions for the child to answer. The class repeats in chorus.
- Ask children to work in pairs. They take turns to point to the children in Exercise 1 and ask and answer questions about what they like.

### 3 Look and write the long form.

- Ask children to close their books. Write the two example sentences on the board. Remind children of the abbreviation *n't* and ask what it is short for (*not*).
- Copy the first sentence from the Class Book onto the board. Ask children which word has been shortened (*doesn't*). Rub out *doesn't* and ask a child to come to the front of the class and write the long form (*does not*) in the gap.
- Ask children to look at the exercise in their Class Books and fill the gaps with the long forms.

### ANSWERS

- He does not like sweets.
- She does not like balloons.
- I do not like bananas.
- He does not like oranges.
- I do not like snakes.
- She does not like fish.

### Further practice

Workbook page 57 (children write about presents)

Fluency DVD • Skills Time! Speaking • Unit 7

Values worksheet 7, Teacher's Resource Centre

Unit 7 test, Teacher's Resource Centre

Student Website • Unit 7 • Listen at home • Track 22 (Words and phrases), Track 23 (Song), Track 24 (Phonics)

Online Practice • Unit 7 • Listening, Speaking and Writing

Unit 7 73

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## Lesson One CB page 58

### Words

#### Learning outcomes

- To identify everyday activities
- To understand a short story

#### Language

Core: *get up, have breakfast, go to school, go home, have dinner, go to bed*

Extra: *at night*

#### Materials

CD 62, 80–82; Story posters 7 and 8; Everyday activities flashcards 81–86

### Warmer 62

- Sing *After school* from Class Book page 44.
- Retell the Unit 7 story using Story poster 7. Ask *Why are Mum, Rosy and Tim shopping? Where do Mum and Rosy put Billy's present? What does Billy do?*

### Lead-in

- Use flashcards 81–86 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 80

- Ask children to look at the everyday activities.
- Play the first part of the recording. Children listen and point.
- 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 phrases.
- Hold up the flashcards in a random order and ask the class to say the phrases.

### Transcript

#### Listen and point.

*get up, have breakfast, go to school, go home, have dinner, go to bed*  
*go to school, have dinner, get up, go home, go to bed, have breakfast*

#### Listen and repeat.

*get up, have breakfast, go to school, go home, have dinner, go to bed*

#### Optional activity

- Ask children to close their books. Give flashcards 81–86 to different children. Ask them to come and put the flashcards on the board in the order that the activities happen in a day.
- When they have finished, point to each card in turn for the class to chorus the phrases.

## 8 What's the time?

**Lesson One Words**

**1 Listen, point and repeat. 80**

**2 Listen and chant. 81**

**3 Listen and read. 82**

58 Unit 8 Everyday activities

### 2 Listen and chant. 81

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the phrases in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

### Transcript

*get up, get up, get up*  
*have breakfast, have breakfast, have breakfast*  
*go to school, go to school, go to school*  
*go home, go home, go home*  
*have dinner, have dinner, have dinner*  
*go to bed, go to bed, go to bed*

#### Optional activity

- As a class, decide on actions for each of the activities. Play the recording for children to do the actions as they chant.

### 3 Listen and read. 82

- Use Story poster 8 to present the story. Talk about each frame in turn with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to point to the speech bubbles.
- Ask comprehension questions, e.g. *What does Alice want to do? Who gets up at seven o'clock? Can the girls listen to music?*
- Ask children to find Exercise 1 phrases in the story.

### Further practice

Workbook page 58

Student Website • Unit 8 • Words

Online Practice • Unit 8 • Words

Grammar

Learning outcomes

- To say what people do at different times of the day
- To ask and answer the question *What's the time?*
- To act out a story

Language

Core: *What's the time? It's seven o'clock. He gets up at six o'clock.*

Materials

CD 82; Story poster 8; Everyday activities flashcards 81–86; a toy clock (optional)

Warmer

- Play *Jump* using flashcards 81–86 (see page 23).

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 8 to encourage ideas.
- Cover the poster and ask children which everyday activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 82

- Ask children to turn to the story on Class Book page 58. They check how many of the everyday activities they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of five to play the parts of Rosy, Alice, Dad, Mum, and Billy. (Note that Billy only appears in the background.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Alice points to the CD player. Rosy shakes her head.

Picture 2: Rosy points upstairs and mimes sleeping.

Picture 3: Rosy points to a clock or her watch.

Picture 4: Dad yawns / stretches / rubs his eyes.

Picture 5: Alice points to the CD player. Rosy shakes her head. Billy opens his mouth for Mum to feed him.

Picture 6: Mum gives headphones to the girls. Alice dances.


2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one for children to point to the picture and repeat.
- Write the first question and then the sentences on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the activity phrases in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. *He has breakfast at six o'clock.*


Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.


Let's learn!




What's the time?  
It's seven o'clock.



He gets up  
at six o'clock.




She goes to bed  
at nine o'clock.




He has dinner  
at seven o'clock.

3 Write. Draw the time on the clocks.


has breakfast gets up goes to bed goes to school




He        gets up  
at six o'clock.



He         
at seven o'clock.




He         
at eight o'clock.




He         
at nine o'clock.


4 Point, ask and answer.




1



2



3



4

What's the time? It's ... o'clock.

What's the time? It's ... o'clock. He ... at ... o'clock. Unit 8 59

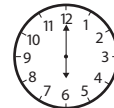
- Invite different children to change the words (and times if necessary) to make new sentences.

3 Write. Draw the time on the clocks.

- Ask children to look and identify the different activities.
- Ask a child to read out the example. Show them the time on the clock next to the picture.
- Allow time for children to complete the activity.

ANSWERS

1 He gets up at six o'clock.



3 He goes to school at eight o'clock.



2 He has breakfast at seven o'clock.



4 He goes to bed at nine o'clock.



4 Point, ask and answer.

- Ask the class to look at the clocks in the pictures. Ask a child to stand up. Point to the first clock and ask *What's the time?* to elicit *It's five o'clock*. The class repeat in chorus.
- Using your toy clock, show other times (or draw clocks on the board). Ask *What's the time?* for the class to answer.
- Ask children to work in pairs. They take turns to ask and answer questions about the times shown on the clocks.

Further practice

Workbook page 59

Grammar reference, Class Book page 125

Student Website • Unit 8 • Grammar

Online Practice • Unit 8 • Grammar

# Lesson Three CB page 60

## Song

### Learning outcomes

- To identify different times of the day
- To use these phrases in the context of a song

### Language

- Core: *in the morning / afternoon / evening, at night*
- Extra: *brush my teeth, goodnight*

### Materials

- CD 83–84; Everyday activities flashcards 81–86;
- Times of the day flashcards 87–90; Cut and Make 3 (for materials see Teacher's Resource Centre)

### Warmer

- Play *Slow reveal* (see page 23) using flashcards 81–86.

### Lead-in

- Use flashcards 87–90 to introduce the new vocabulary. Hold up the cards and say the phrases for times of the day for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 83

- Play the first part of the recording for children to point to the pictures in their Class Books and say the phrases.
- Play the second part for children to repeat the phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 87–90 for individual children to say the phrases.

### Transcript

#### Listen and point.

*in the morning, in the afternoon, in the evening, at night  
in the evening, in the morning, at night, in the afternoon*

#### Listen and repeat.

*in the morning, in the afternoon, in the evening, at night*

### 2 Listen and sing. 84

- Point to the different pictures for children to name the activities. Ask them to predict what the song is about (*what the boy does at different times of day*).
- Play the recording all the way through for children to listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

**Lesson Three Song**

**1 Listen, point and repeat.**

in the morning

in the afternoon

in the evening

at night

**2 Listen and sing.**      **3 Sing and do.**

**Let's sing!**

**What do you do in the morning?**

What do you do? What do you do?  
What do you do in the morning?  
I get up.  
I have my breakfast.  
I go to school.  
That's what I do. That's what I do.  
That's what I do in the morning.

What do you do? What do you do?  
What do you do in the afternoon?  
I have my lunch.  
I learn at school.  
I go home.  
That's what I do ...  
... in the afternoon.

What do you do? What do you do?  
What do you do in the evening?  
I do my homework.  
I have my dinner.  
I play with my toys.  
That's what I do ...  
... in the evening.

What do you do? What do you do?  
What do you do at night?  
I say goodnight.  
I brush my teeth.  
I go to bed.  
That's what I do ...  
... at night.

60 Unit 8 Times of the day

### Song actions

Divide the class into five groups to do actions as follows:

Group 1: *What do you do in the morning / afternoon / evening / at night?* – mime a ticking clock with hands

Group 2: *I get up* – stretch  
*I have my breakfast* – eat with a spoon  
*I go to school* – walk

Group 3: *I have my lunch* – eat a sandwich  
*I learn at school* – open a book  
*I go home* – walk

Group 4: *I do my homework* – write  
*I have my dinner* – eat with a knife and fork  
*I play with my toys* – push a train

Group 5: *I say goodnight* – wave  
*I brush my teeth* – brush teeth  
*I go to bed* – pull covers down

### Optional activity

- Divide the class into groups. Do Cut and Make 3. (For materials and instructions see Teacher's Resource Centre and Teacher's Book page 139.)

**NOTE:** Collect the clocks in at the end of the lesson to use again in later lessons.

### Further practice

**Workbook page 60**

**Picture dictionary, Workbook page 129**

**Extra writing worksheet 8, Teacher's Resource Centre**

**Cut and Make 3, Teacher's Resource Centre**

**Student Website • Unit 8 • Words, Song**

**Online Practice • Unit 8 • Song**

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *sm, sn, st*, and *sk*  
 To differentiate between the sounds /*sm*/, /*sn*/, /*st*/, and /*sk*/

Language

Core: *smile, small, snow, snake, stairs, star, sky, skates*,  
 Extra: *time for*

Materials

CD 76, 85–87; Phonics cards 21–24 (smile, snow, stairs, sky)

Warmer 76

- Ask children which sounds they looked at in their last phonics lesson (/k/, /g/, and /s/). Do the chant from Class Book page 55 to revise the sounds from the previous unit.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters s and m make the sound /sm/*. Say the sound for children to repeat several times. Repeat the procedure with the other phonics cards.
- Hold up each card and say the words for children to repeat.

1 Listen, point and repeat. 85

- 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 point and then repeat.

Transcript

Listen and point.

/sm/ smile /sm/ small /sn/ snow /sn/ snake /st/ stairs /st/ star /sk/ sky /sk/ skates

Listen and repeat.

/sm/ smile /sm/ small /sn/ snow /sn/ snake /st/ stairs /st/ star /sk/ sky /sk/ skates

Optional activity

- Play *What's missing?* (see page 23).

2 Listen and chant. 86

- Play the recording for children to listen to the chant all the way through.
- Play the chant once more, pausing for children to repeat.
- Repeat, as children follow the chant in their books.

3 Read the chant again. Circle the sounds *sm, sn, st* and *sk*.

- Ask children to look at the chant again. Write the first line on the board. Ask children to find an example of the letters *sm, sn, st*, or *sk*. One child comes to the front to circle the *sm* and *sn* in *small* and *snake*.

Lesson Four Phonics

1 Listen, point and repeat. 85

2 Listen and chant. 86

Look at the small snake in the snow.  
 A snake with a smile.  
 Watch it go.  
 Look at the stars in the night sky.  
 It's time for bed, snake.  
 Say, 'Goodbye'.

3 Read the chant again. Circle the sounds *sm, sn, st* and *sk*.

4 Listen and circle the correct sound. 87

Consonant blends sm sn st sk Unit 8 61

- Allow time for children to read and circle.
- Monitor and help as necessary, then check answers.

ANSWERS

Look at the **sm**all **sn**ake  
 In the **sn**ow.  
 A **sn**ake with a **sm**ile.  
 Watch it go.  
 Look at the **st**ars  
 In the night **sk**y.  
 It's time for bed, **sn**ake.  
 Say, 'Goodbye'.

4 Listen and circle the correct sound. 87

- Ask children to look at the pictures and say what they see in each one. Explain that you are going to play a recording of the different words. Children must listen and circle the sounds at the beginning of each word.
- Play the beginning of the recording and ask the class *What's the sound?*
- Play the rest of recording for children to circle the remaining sounds.
- Play the recording again for children to check their answers.

Transcript

1 /st/ stairs 2 /sk/ skates 3 /sm/ smile 4 /sn/ snow  
 5 /st/ star

ANSWERS

1 st 2 sk 3 sm 4 sn 5 st

Further practice

Workbook page 61

Student Website • Unit 8 • Phonics

Online Practice • Unit 8 • Phonics

Skills Time!

Skills development

Reading: read and understand information about someone's daily routine; find specific details in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *get dressed, cereal, go by bus, so*

Materials

CD 84, 88; Cut and Make 3 clocks from Lesson 3 (optional)

Warmer 84

- Sing *What do you do in the morning?* from Class Book page 60.
- Discuss daily routines. Ask *What do you do every day? What time do you get up / have breakfast? What does your mum / dad do every day?* Children can use the clocks they made in Lesson 3 to talk about their daily routines.

Lead-in

- Focus on the photo at the top of the reading text. Explain that this is a picture of Ruby. She is writing about herself.
- Ask children to look at the pictures. Ask them to identify the different activities and make predictions about what they are going to read, e.g. *It's about a girl and her mum. The girl gets up and goes to school. Her mum goes to work.*

1 Look at the pictures. Say what the girl and her mum do.

- Ask children to look at the pictures again. Ask *What does Ruby do every day? What does Ruby's mum do every day?*
- Ask children to work in pairs, taking turns to point to pictures and say what Ruby / her mum does in each one.

ANSWERS

Ruby: gets up, has breakfast, takes the bus to school  
 Ruby's mum: works as a doctor, cooks dinner

2 Listen and read. 88

- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording again and answer any questions they have. Then ask comprehension questions, e.g. *What does Ruby do in the morning? How does she travel to school? What does Ruby's mum do in the morning / evening?*

Optional activity

- Ask questions for children to scan the text and answer:  
*What time does Ruby get up? (seven o'clock)*  
*What does she have for breakfast? (cereal, bread and milk)*  
*What does she take to school? (her coat, school bag and lunch box)*  
*Does Ruby see her mum in the morning? (No)*  
*What does Ruby's mum do after work? (She cooks dinner.)*

**Skills Time!**  
 Lesson Five

**Reading**

1 Look at the pictures. Say what the girl and her mum do.  
 2 Listen and read. 88

My name's Ruby. This is my day. And this is my mum's day.

**My day.**

In the morning, I get up at seven o'clock.

I get dressed. I have breakfast - cereal, bread and milk. Then I go to school at eight o'clock.

I go to school by bus. I take my coat, my school bag and my lunch box. Our school bus is blue.

**My mum's day.**

My mum's a doctor. She starts work at six o'clock, so I don't see her in the morning.

She goes home at two o'clock and she cooks dinner. I see my mum in the afternoon and the evening.

3 Read again. Circle the false word and write the correct word.

- 1 Ruby gets up at eight o'clock.      seven
- 2 She goes to school in the evening.      \_\_\_\_\_
- 3 Her school bus is yellow.      \_\_\_\_\_
- 4 Ruby's mum is a teacher.      \_\_\_\_\_
- 5 Ruby's mum goes home at five o'clock.      \_\_\_\_\_

62 Unit 8 Reading: information

3 Read again. Circle the false word and write the correct word.

- Ask children to close their books. Copy the example sentence from the Class Book onto the board. Ask *Is the sentence correct? (No)*. Invite a child to come up and circle the incorrect word in the sentence (*eight*). Invite a second child to write the correct word (*seven*) next to the sentence.
- Write up some of your own sentences, each containing one incorrect word, and repeat, e.g. *She has breakfast - cereal, bread and eggs. Her mum starts work at two o'clock.*
- Let children complete the Class Book activity, then read each sentence for children to say which word is wrong and tell you the correct word.

ANSWERS

- 1 Ruby gets up at eight o'clock. (seven)
- 2 She goes to school in the evening. (morning)
- 3 Her school bus is yellow. (blue)
- 4 Ruby's mum is a teacher. (doctor)
- 5 Ruby's mum goes home at five o'clock. (two)

Culture note: The school day

In Britain, children go to school from Monday to Friday. The school day for most children starts at around nine o'clock, and finishes at around three o'clock. Children usually eat their breakfast at home but some schools have a breakfast club which pupils can go to before the school day begins if their parents have to go to work early. Children have an hour for lunch, and they can play in the playground. They usually have the choice of a hot meal from the school canteen, or a packed lunch from home. Some schools offer after-school activities for children.

Further practice

Workbook page 62

Online Practice • Unit 8 • Reading

**Skills Time!**

**Skills development**

Listening: listen for times when people do activities  
 Speaking: talk about what someone does at different times of the day  
 Writing: identify and write the question words *What*, *When*, and *Where*; write about your day (Workbook)

**Language**

Recycled: vocabulary and structures seen previously  
 Extra: *plane*

**Materials**

CD 89; Everyday activities flashcards 81–86 (optional);  
 Fluency DVD Unit 8 (optional)

**Warmer**

- Ask children to stand up. Say *It's twelve o'clock*. Children show the time by putting both of their hands in the air.
- Call out different times for children to show with their hands. Increase the pace until they can no longer keep up.

**Lead-in**

- Ask children what they can remember about Ruby and her mum's day from the previous lesson. Ask *What does Ruby do in the morning / afternoon? What does her mum do?* They can look at Class Book page 62 to see if they were correct.

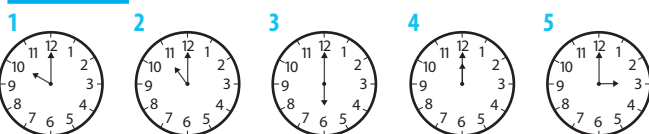
**1 Listen and draw the time.** 89

- Tell children that they are going to hear Ruby's dad describing what he does every day. Play the recording for children to point to the pictures as they hear the activities
- Play the recording a second time, pausing for children to draw the times on the clocks.
- Play the recording again for children to complete their answers. Go through the answers with the class.

**Transcript**

**Ruby** My dad works at night!  
**Dad** Hello. I'm Ruby's dad. I'm a pilot. I fly big planes. I work at night.  
 1 I get up at ten o'clock at night.  
 2 I go to work at eleven o'clock at night.  
 3 I go home at six o'clock in the morning and have breakfast with Ruby.  
 4 I have lunch with Ruby's grandma at twelve o'clock.  
 5 I go to bed at three o'clock in the afternoon.

**ANSWERS**



**Optional activity**

- Children watch Fluency DVD Unit 8, speaking section.

**Lesson Six**

**Listening**

1 Listen and draw the time.

**Speaking**

2 Look and say.

goes to bed has breakfast has lunch gets up goes to work

It's ten o'clock at night. He ...

**Writing preparation**

3 Circle *What* and underline *When*. Draw a square around *Where*.

What do you do in the morning? I have my breakfast.  
 When do you get up? I get up at seven o'clock.  
 Where do you go? I go to school.

1 Where's my school bag?	It's under the chair.
2 What do you do at night?	I go to bed.
3 What's her name?	Her name's Rosy.
4 When have we got maths?	We've got maths on Tuesday.
5 When do you have dinner?	I have dinner at six o'clock.
6 Where's your brother?	He's in his bedroom.

Complete the writing task on page 63 of the Workbook.

Listening, speaking, writing Unit 8 63

**2 Look and say.**

- Ask children to read the phrases in the word pool.
- Focus attention on the speech bubbles. Ask a child to stand up. Read the first speech bubble for him / her to respond. Children repeat the dialogue in chorus.
- Ask children to work in pairs. They take turns to say the times or say what Ruby's dad does.

**3 Circle *What* and underline *When*. Draw a square around *Where*.**

- Ask children to close their Class Books. Copy the three example questions and answers onto the board.
- Ask three children to come to the front of the class. Ask one to circle *What*, another to underline *When*, and the third one to draw a square around *Where*.
- Write up some of your own questions and answers, e.g. *Where's Ana? She's in the garden. / When do you go to bed? I go to bed at six o'clock*. Invite individual children to come and identify *What*, *Where*, and *When* in the questions.
- Let children complete the activity, then check answers.

**ANSWERS**

- 1 Where's my school bag? / It's under the chair.  
 2 What do you do at night? / I go to bed.  
 3 What's her name? / Her name's Rosy.  
 4 When have we got maths? / We've got maths on Tuesday.  
 5 When do you have dinner? / I have dinner at six o'clock.  
 6 Where's your brother? / He's in his bedroom.

**Further practice**

Workbook page 63 (children write about their day)  
 Fluency DVD • Skills Time! Speaking • Unit 8  
 Values worksheet 8, Teacher's Resource Centre  
 Unit 8 test, Teacher's Resource Centre  
 Student Website • Unit 8 • Listen at home • Track 25 (Words and phrases), Track 26 (Song), Track 27 (Phonics)  
 Online Practice • Unit 8 • Listening, Speaking and Writing

## Lesson One CB page 64

### Words

#### Lesson objectives

- To identify different places
- To understand a short story

#### Language

Core: *hospital, school, airport, police station, fire station, shop*

Extra: *work (v), fantastic*

#### Materials

CD 84, 90–92; Story posters 8 and 9; Places flashcards 91–96

### Warmer 84

- Sing *What do you do in the morning?* from Class Book page 60.
- Use Story poster 8 to retell the Unit 8 story with the class. Ask *Where are Rosy and Alice? Why is Dad in bed? How do the girls listen to music?*

### Lead-in

- Use flashcards 91–96 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the places. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 90

- Ask children to look at the pictures of the different places in their books.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- 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.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

hospital, school, airport, police station, fire station, shop  
 police station, school, hospital, fire station, shop, airport

Listen and repeat.  
 hospital, school, airport, police station, fire station, shop

### 2 Listen and chant. 91

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 9 Where does she work?

### Lesson One Words

**1 Listen, point and repeat. 90**









**2 Listen and chant. 91**

**3 Listen and read. 92**


1



My dad's a policeman.

2

Where does he work?



He works in a police station.

3

Does your grandma work?



No, she doesn't.

4


Does your mum work?



Yes, she does. She works in a shop.

5

There are lots of cakes here, Tim.



Yes, I know. My mum works in a cake shop!

6

Have a cake, boys.



Oh, thank you. Fantastic!

64 Unit 9 Places

### Transcript

hospital, hospital, hospital  
 school, school, school  
 airport, airport, airport  
 police station, police station, police station  
 fire station, fire station, fire station  
 shop, shop, shop

### Optional activity

- Children play a miming game in pairs. Give flashcards 91–96 to six different pairs. Allow a few moments for children to think about their mimes.
- Invite pairs to come to the front of the class. They pretend to be in the place shown on their card for the class to guess, e.g. if they have the *shop* card, one might be serving the other at the cash desk.

### 3 Listen and read. 92

- Use Story poster 9 to present the story. Talk about each frame and encourage predictions about the story.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where are the boys? Does Tim's mum work? Where does she work?*
- Ask children to find words from Exercise 1 in the story.

### Further practice

Workbook page 64

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words



**Grammar**

**Lesson objectives**

- To and answer questions about where people work
- To write short answers
- To act out a story

**Language**

Core: *Where does she work? She works in a bank. Does she work in a shop? Yes, she does. / No, she doesn't.*

**Materials**

CD 92; Story poster 9; Places flashcards 91–96

**Warmer**

- Play *What's missing?* using flashcards 91–96 (see page 23) to revise the vocabulary from the previous lesson.

**Lead-in**

- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 9 to encourage recall.
- Cover the poster and ask children which places were mentioned in the story.

**1 Listen to the story again and repeat. Act.** 92

- Ask children to turn to the story on page 64 of their Class Books to check how well they remembered the story.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of five to play the parts of Tim, Tim's friend, his dad, Grandma, and Tim's mum. (Note that Grandma and Tim's friend's dad don't have speaking parts.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

Picture 1: Tim and his friend are talking. Tim's friend stands up tall and straight like a policeman.

Picture 2: Tim's friend points into the distance (in the direction of the police station).

Picture 3: Tim's friend points at Grandma. Tim shakes his head.

Picture 4: Tim's mum mimes pressing buttons on a shop till.

Picture 5: Tim's mum puts a cake on a plate.

Picture 6: Tim's mum offers cakes to the boys.


**2 Look and say.**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the places in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g.


**Lesson Two Grammar**

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**


**Let's learn!**



Where does he work?  
He works in a police station.




Does your mum work in an airport?  
No, she doesn't.




Does she work in a shop?  
Yes, she does.


**3 Write.** Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.




Does he work in a hospital?  
No, he doesn't.




Does she work in a shop?




Does he work in an airport?



Does she work in a school?



Does he work in a fire station?



Does she work in a police station?

**4 Point, ask and answer.**

Where does he work?

He works in a ...

Where does she work?

She ...

Does he / she work in a ...? Unit 9 65

*He works in a school. Does your mum work in a fire station / hospital? Say the new sentences for children to repeat.*

- Ask children to change the words to make new sentences.

**3 Write.**

- Point to the first picture in Exercise 2 again. Ask *What can you see? (a policeman). Does he work in a police station?* Elicit *Yes, he does.* Point to the second picture. Ask *Does she work in a school.* Elicit *No, she doesn't.*
- Ask children to look at Exercise 3. Individual children read the phrases in the word pool aloud.
- Look at the first picture together. Elicit what job the man does (*he's a policeman*). Ask *Does he work in a police station? (Yes) / Does he work in a hospital? (No).* Show children the example answer in their books.
- Allow time for children to complete the activity.
- Ask the questions for children to answer in chorus.

**ANSWERS**

- 1 No, he doesn't. 2 No, she doesn't. 3 No, he doesn't.  
 4 Yes, she does. 5 Yes, he does. 6 No, she doesn't.

**4 Point, ask and answer.**

- Ask the class to look at the speech bubbles. Ask a child to stand up. Point to people in Exercise 3 and ask the questions for him / her to answer while the class listens. Children repeat in chorus.
- Ask children to work in pairs. They take turns to ask and answer questions about the people in Exercise 3.

**Further practice**

Workbook page 65

Grammar reference, Class Book page 126

Student Website • Unit 9 • Grammar

Online Practice • Unit 9 • Grammar

# Lesson Three CB page 66

## Song

### Lesson objectives

- To identify more words for places
- To use place words in the context of a song

### Language

- Core: *station, zoo, supermarket, bank, garage*
- Extra: *place, thing, out and about, dark, shopping (n)*
- Recycled: places words

### Materials

CD 93–94; Places flashcards 91–101

### Warmer

- Play *Jump* (see page 23) to revise the vocabulary from Lesson 1.

### Lead-in

- Use flashcards 97–101 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 93

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 97–101 one at a time for individual children to say the words.

### Transcript

#### Listen and point.

station, zoo, supermarket, bank, garage

supermarket, garage, station, bank, zoo

#### Listen and repeat.

station, zoo, supermarket, bank, garage

### 2 Listen and sing. 94


- Ask children to look at the pictures. Point to the different pictures for children to name the places. Ask children to predict what the song is about (*places a boy goes to*).
- Play the recording the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

**Lesson Three Song**


**1 Listen, point and repeat.** 93



**2 Listen and sing.** 94

**3 Sing and do.**

**Let's sing!**



**Bank**

**Places to go**

Places to go, things to see,  
Out and about, my mum and me.

We go to the bank,  
We go to the park.  
We go to the zoo  
until it is dark.





Places to go, things to see,  
Out and about, my mum and me.

We go to the shops,  
Or a supermarket.  
We put our shopping  
in a basket.

Places to go, things to see,  
Out and about, my mum and me.

We go to the airport,  
We see some planes.  
We go to the station  
And see some trains.

Places to go, things to see,  
Out and about, my mum and me.

66 Unit 9 Places

### Song actions

Two children can come up to be the boy and his mum and do the following actions for each chorus:

*Places to go* – walk

*Things to see* – shade eyes as if looking

*Out and about, my mum and me* – hold out arms towards each other

The rest of the children do the following actions:

*We go to the bank* – count money

*We go to the park* – mime sitting on a swing

*We go to the zoo* – wave arm in front of face, like a trunk

*We go to the shops / Or a supermarket* – take objects off a shelf

*We put our shopping / In a basket* – put objects in a basket

*We go to the airport / We see some planes* – hold out arms like wings

*We go to the station / And see some trains* – move arms in a circular motion at sides to imitate train's wheels

### Culture note: Places in town

Most small towns in Britain have a school, a supermarket, and a high street with shops, banks, cafés, a post office and library. Larger towns have police stations and fire stations, and bigger shopping centres.

Cities have train stations which connect them to the rest of the country, but not all towns have rail links. Britain has several airports, around London and other major cities, e.g. Edinburgh, Glasgow, Cardiff, Manchester, and Birmingham.

### Further practice

Workbook page 66

Picture dictionary, Workbook page 129

Extra writing worksheet 9, Teacher's Resource Centre

Student Website • Unit 9 • Words, Song

Online Practice • Unit 9 • Song

Phonics

Lesson objectives

To pronounce the sound /eɪ/ in the middle of words  
 To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *face, gate, lake, plane*

Materials

CD 86, 95–97; Phonics cards 4 (cat), 25–28 (lake, gate, face, plane)

Warmer 86

- Ask children which sounds they looked at in their last phonics lesson (/sm/, /sn/, /st/, and /sk/). Do the chant from Class Book page 61 to revise the sounds.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up phonics card 4 and elicit the word *cat*. Say *What's the sound?* (/æ/). Then hold up card 25 and say the word *lake* and the sound /eɪ/ for children to repeat in chorus.
- Say *cat* and *lake* several times so that children can hear the two different vowel sounds. Say *Magic e makes the vowel long*. Point to the *magic e* and move your finger back to the *a* as you do so. Repeat with the rest of the cards.
- Hold up each card in turn and say the words for children to repeat. Then say *Magic e makes the vowel long*. Children repeat in chorus.

1 Listen, point and repeat. 95

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat.
- Play the recording all the way through for children to point and then repeat.

Transcript

Listen and point.

*Magic e makes the vowel long!*

/eɪ/ lake /eɪ/ gate /eɪ/ face /eɪ/ plane

Listen and repeat.

/eɪ/ lake /eɪ/ gate /eɪ/ face /eɪ/ plane

2 Listen and chant. 96

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

Optional activity

- Play the chant again. Every time children hear a word with the /eɪ/ sound made by a *magic e*, they clap.

Lesson Four Phonics

1 Listen, point and repeat. 95

Magic e makes the vowel long!

lake gate face plane

2 Listen and chant. 96

Open the gate,  
 The gate, gate, gate.  
 See the lake,  
 The lake, lake, lake.  
 A smile on your face,  
 Your face, face, face.  
 Here is a cake,  
 A cake, cake, cake.

3 Read the chant again. Circle the sound a\_e.

4 Listen and complete the words. 97

1 cake 2 plane 3 gate 4 lake 5 face

Long vowels a + magic e Unit 9 67

3 Read the chant again. Circle the sound a\_e.

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters a\_e. He / she circles the letters *ate* in *gate*.
- Allow time for children to complete the activity.
- Monitor and help, then check answers with the class.

ANSWERS

Open the gate,  
 The gate, gate, gate.  
 See the lake,  
 The lake, lake, lake.  
 A smile on your face,  
 Your face, face, face.  
 Here is a cake,  
 A cake, cake, cake.

4 Listen and complete the words. 97

- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *c* and *k*.
- Play the rest of recording, pausing for children to complete the letters.
- Play the recording through again for children to check their answers, then go through the answers with the class.

Transcript

1 cake 2 plane 3 gate 4 lake 5 face

Further practice

Workbook page 67

Student Website • Unit 9 • Phonics

Online Practice • Unit 9 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand an interview about someone's job; read for specific details

**Language**

Recycled: vocabulary and structures seen previously

Extra: *at the moment, cute, feed, vegetable, job*

**Materials**

CD 94, 98; a plain piece of paper for each child; coloured pencils for each group of children (optional)

**Warmer** 94

- Sing *Places to go* from Class Book page 66.
- Talk about jobs with the class. Ask *Does anyone in your family work in a shop / police station / hospital? What does he / she do?*

**Lead-in**

- Ask children to look at the pictures on Class Book page 68. Encourage children to make predictions about what they are going to read, e.g. *It's an interview. She's at the zoo. She feeds the animals.*

**1 Look at the picture. Where does she work? What animals can you see?**

- Focus on the pictures again. Ask *Where does she work?*
- Ask children to name the animals they can see.

**ANSWERS**

*She works at the zoo. Elephants, lions, giraffes.*

**2 Listen and read.** 98

- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have. Then ask comprehension questions, e.g. *What does Molly do at the zoo? Which animals does she look after? Does she like her job?*

**3 Read again. Circle the false word and write the correct word.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children *Is the sentence correct?* Invite a child to come to the front of the class to circle the incorrect word in the sentence (*station*). Invite a second child to come and write the correct word (*zoo*) next to the sentence.
- Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. *Molly looks after the little (big) animals. Molly starts work at eleven (seven) o'clock. Molly is always sad (happy).*
- Let children do the activity, then read each sentence for them to say which word is wrong and give the correct word.

**Skills Time!**

Lesson Five

**Reading**

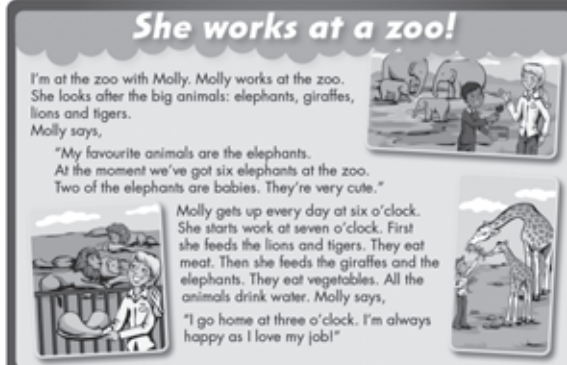
- 1 Look at the picture. Where does she work? What animals can you see?
- 2 Listen and read.

**She works at a zoo!**

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals: elephants, giraffes, lions and tigers.

Molly says,  
"My favourite animals are the elephants. At the moment we've got six elephants at the zoo. Two of the elephants are babies. They're very cute."

Molly gets up every day at six o'clock. She starts work at seven o'clock. First she feeds the lions and tigers. They eat meat. Then she feeds the giraffes and the elephants. They eat vegetables. All the animals drink water. Molly says,  
"I go home at three o'clock. I'm always happy as I love my job!"



- 3 Read again. Circle the false word and write the correct word.

1 Molly works at a <u>garage</u> .	_____ ZOO _____
2 Her favourite animals are the tigers.	_____
3 There are four elephants at the zoo.	_____
4 Molly gets up at nine o'clock.	_____
5 The lions eat salad.	_____
6 The animals drink juice.	_____

68 Unit 9 Reading: an interview

**ANSWERS**

- 1 Molly works at a garage. (zoo)
- 2 Her favourite animals are the tigers. (elephants)
- 3 There are four elephants at the zoo. (six)
- 4 Molly gets up at nine o'clock. (six)
- 5 The lions eat salad. (meat)
- 6 The animals drink juice. (water)

**Optional activity**

- Tell children to close their books for a memory game. Ask the following questions:  
*How many baby elephants are there? (two)*  
*What time does Molly start work? (seven o'clock)*  
*Do the elephants eat vegetables? (Yes)*  
*What time does Molly go home? (three o'clock)*  
*Does she like her job? (Yes)*  
Write children's answers on the board.
- Ask children to check their answers in the text.

**Optional activity**

- Put children in groups of six. Give each child a piece of plain paper and each group a set of coloured pencils. Children draw themselves doing their ideal job.
- Children work with a partner from their group. They take turns to tell each other about their (imaginary) day at work, e.g. *I work in a chocolate shop. I go to work at nine o'clock. When I finish work, I eat the chocolate!*
- Ask some children to present their work to the class.

**Further practice**

Workbook page 68

Online Practice • Unit 9 • Reading

**Skills Time!**

**Skills development**

Listening: listen for specific information in an interview  
 Speaking: ask and answer about someone's job  
 Writing: identify and write commas and *and* in lists; write about where your family works (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 99; Fluency DVD Unit 9 (optional)

**Warmer**

- Clean the board and tell children *This is your zoo*. Invite different children to come up and draw animals in the zoo.
- When the zoo is finished, ask different children to tell you something about it, e.g. *The monkeys are little*.

**Lead-in**

- Discuss the text from Class Book page 68. Ask *What does Molly do every day? What do the animals eat?*
- Identify the animals in Exercise 1 of Class Book page 69.

**1 Listen and circle the correct word.** 99

- Point to the man in the picture. Say *This is Peter. He works with Molly at the zoo*. Tell children that they are going to hear a recording of Peter talking to the boy about his job.
- Play the recording for children to point to the animals.
- Play the recording again. Children circle the correct word.

**Transcript**

**Boy** This is Peter. He works at the zoo with Molly.

- 1 Boy** He looks after the little animals.
- 2 Peter** My favourite animals are the monkeys. They are very funny.
- 3 Peter** We've got 23 monkeys at the zoo at the moment.
- 4 Boy** He also looks after parrots.
- Peter** We've got four parrots at the zoo.
- 5 Peter** My favourite parrot is called Fred. He is blue and green.
- 6 Peter** Fred can talk. He can say, 'Hello. I'm a pretty parrot!'  
Everyone loves Fred.

**ANSWERS**

- 1 little 2 monkeys 3 23 4 four 5 blue and green 6 talk

**Optional activity**

- Children watch Fluency DVD Unit 9, speaking section.

**2 Ask and answer.**

- Focus attention on the speech bubbles. Ask a child to stand up. Read the questions for him / her to answer. Children repeat the questions and answers in chorus.
- In pairs, children take turns to ask and answer about Peter and his job, using the sentences from Exercise 1.

**Lesson Six**

**Listening**

1 Listen and circle the correct word.

1 Peter looks after the big / little animals.  
 2 His favourite animals are the lions / parrots / monkeys.  
 3 There are 23 / 32 / 17 monkeys at the zoo.  
 4 There are five / four / seven parrots at the zoo.  
 5 Fred is blue and green / black and white / yellow and pink.  
 6 Fred can write / read / talk.

**Speaking** Watch the DVD!

2 Ask and answer.

What are Peter's favourite animals? They're monkeys.  
 How many monkeys are there? There are ...

**Writing preparation**

3 Circle the commas. Underline *and*.  
 She looks after elephants, giraffes, lions and tigers.

1 For breakfast I eat bread, cheese and yogurt.  
 2 In my room there is a bed, a cupboard, a rug and a chair.  
 3 I like lions, tigers, monkeys and zebras.  
 4 In my lunch box I've got a sandwich, a drink and a biscuit.

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 9 69

**3 Circle the commas. Underline *and*.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come and circle the commas. Invite a second child to come and underline the word *and*.
- Write some of your own sentences on the board, e.g. *I like cheese, chicken and bread. My friends are Renata, Eva and Nina*. Invite individual children to come and circle the commas and underline the word *and* in each one.
- Ask children to complete the exercise in their books.

**ANSWERS**

- 1 For breakfast I eat bread, cheese and yogurt.
- 2 In my room there is a bed, a cupboard, a rug and a chair.
- 3 I like lions, tigers, monkeys and zebras.
- 4 In my lunch box I've got a sandwich, a drink, an apple and a biscuit.

**Optional activity**

- Write four categories on the board: *food, school things, school subjects, and places*. Ask children for three or four words for each one. Write the words on the board.
- Use the words to make sentences. Write the sentences on the board, e.g. *I've got an apple, an orange and a drink*.
- Ask children to copy the sentences. They circle the commas and underline the *and* in each one.

**Further practice**

- Workbook page 69 (children write about where their family works)
- Fluency DVD • Skills Time! Speaking • Unit 9
- Values worksheet 9, Teacher's Resource Centre
- Unit 9 test, Teacher's Resource Centre
- Skills test 3, Teacher's Resource Centre
- Student Website • Unit 9 • Listen at home • Track 28 (Words and phrases), Track 29 (Song), Track 30 (Phonics)
- Online Practice • Unit 9 • Listening, Speaking and Writing

# Fluency Time! 3

## Everyday English CB page 70

### Learning outcomes

To learn some useful language for making plans with friends

### Language

*Are you free ...? I'm not free ... How about ...? I'll ask ...*

### Materials

CD 100–101; Fluency DVD Fluency Time! 3

### Warmer

- Tell children they are going to learn some useful language for making plans with friends. Ask the children when they usually see their friends and what activities they usually do when they see their friends.
- Play *Simon Says* (see page 23) using the activities vocabulary from Unit 6.

### 1 Listen, read and say. 100

- Focus on the pictures. Ask children to say where the people are (*in the school playground*) and who they think the woman in the pictures is (*a teacher*). Ask children what they think is happening in the pictures.
- Play the recording for children to follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in groups of three.
- Invite groups of children to act out the dialogue for the class.

### 2 Listen and number. 101

- Focus on the pictures and the example. Explain that they should listen and match the dialogues to the pictures, and write the numbers of the dialogues in the correct boxes.
- Play the recording for children to number the pictures.
- Ask children what each of the people is saying.

### Transcript

- 1 James** Are you free after school on Monday?  
**Boy** On Monday? No, I'm not free. I go swimming on Mondays.
- 2 James** How about Thursday?  
**Boy** Yes, Thursday is fine. I'm free on Thursday.
- 3 James** That's great.  
**Boy** I'll ask my grandma.  
**James** OK.
- 4 James** We can play football.  
**Boy** That's great. I love football.  
**James** So that's after school on Thursday for football!  
**Boy** Brilliant!

### ANSWERS

4, 2, 1, 3

### 3 Ask and answer.

- Ask children to make their own dialogues in pairs. Ask two children to read out the example dialogue.

## Fluency Time! 3

Everyday English

**1 Listen, read and say. 100**

**1**

Kate: Are you free after school today?  
 Ellie: Sorry, I'm not free today.  
 Kate: How about on Tuesday?  
 Ellie: Yes, that's fine.

**2**

Kate: We can play with my dolls house.  
 Ellie: Great. I'll ask my mum. Oops!  
 Mrs Smith: Oh! ... Thank you, Ellie.  
 Ellie: Sorry, Mrs Smith.

**2 Listening Listen and number. 101**

**3 Speaking Ask and answer.**

Monday  
Wednesday

Tuesday  
Wednesday

mum  
grandma

dad  
grandpa

70 Fluency Time! 3 Making plans  Watch the DVD!

- In pairs, children read the example dialogue, then choose one word from each box to make new dialogues.
- Ask some pairs to act out their dialogues for the class.

### Optional activity

- Ask the children to write the days of the week in their notebooks. They should then talk in pairs to make an arrangement for one of the days. They write the name of the friend they are going to meet next to the correct day.
- The children swap pairs and act out more dialogues until they have a friend's name written next to each day of the week. The dialogues will become longer as the activity goes on, as the children will have fewer free days left.
- Ask children to tell you who they are meeting on each day. Model the phrase *I've got plans with (Tom) on (Monday)*.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 3 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 70

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 3

Online Practice • Fluency Time! 3

# Project CB page 71

## Learning outcomes

To make a mini book

To use your mini book to act out dialogues

## Language

*Are you free ...? I'm not free ... How about ...?*

## Materials

Fluency DVD Fluency Time! 3 (optional); Outdoor activities flashcards 23–28; Fluency Project 3 (see Teacher's Resource Centre) (one template for each child); completed mini book; coloured pencils, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 of the Everyday English lesson on Class Book page 70. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 3 Everyday English scene. If you don't have time for the DVD, read the dialogue on Class Book page 70.
- Invite groups of children to act out the dialogue. Encourage them to use different days and activities to make their own variations of the dialogue.

### 2 Make a mini book.

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a mini book*).
- Ask *What do you need to make the mini book?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the mini book template (see Fluency Project 3, Teacher's Resource Centre). Give each group out coloured pencils, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their mini books. Demonstrate with your own completed mini book 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's happening in this picture? What do you do on (Wednesdays)?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw eight activities on a piece of paper, then write a sentence under each. The children can refer to their pictures instead of mini books in Activity 2.

### 3 Use the mini book and say.

- Focus on the photo. Tell children they are going to use their mini books to make dialogues.
- Ask two children to read out the example dialogue.
- Children can then talk in pairs, acting out dialogues to make plans with their friends, deciding what to do together and telling each other what they are doing on the days when they are not free.

**Project**

1 Look at the story again. Act.

2 Make a mini book.

3 Speaking Use the mini book and say.

Are you free on Friday?  
Sorry, I'm not free. I go swimming on Friday.  
How about Sunday?  
Yes, that's fine.  
We can listen to music.

Project: a mini book 71

- Encourage the children to add language to their dialogues, e.g. *I don't like (listening to music). Can we (play football)?*
- Invite some pairs to act out their dialogues for the class.

### Optional activity

- Write a day of the week on the board. Ask a child to come to the front of the class and mime an activity which they do on that day.
- The rest of the class asks questions to guess the activity (e.g. *Do you (ride your bike) on (Saturday)?*). The child miming the activity answers *Yes, I do. / No, I don't.*
- The first child to guess the correct activity can come to the front of the class and mime an activity for another day of the week.

### Watch the DVD!

- Play the Fluency DVD Fluency Time! 3 scenes again to review the language of the Fluency Time! 3 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 71). Play each DVD scene again for the children to complete the activities.

### Review 3 CB pages 72–73, WB pages 72–73

Review pages answer key, TB page 131

### Further practice

Workbook page 71

Writing portfolio worksheet, Units 7–9, Teacher's Resource Centre

Fluency Time! 3 test, Teacher's Resource Centre

Progress test 3, Teacher's Resource Centre

Fluency DVD • Fluency Time! 3

Online Practice • Review 3

## Lesson One CB page 74

### Words

#### Learning outcomes

- To identify different types of weather
- To understand a short story

#### Language

- Core: *raining, windy, hot, cold, snowing, sunny*
- Extra: *weather, like (prep), sun hat, catch, quick, key, wet*

#### Materials

- CD 94, 102–104; Story posters 9 and 10; Weather flashcards 102–107

### Warmer 94

- Sing *Places to go* from Class Book page 66.
- Use Story poster 9 to retell the Unit 9 story from the previous unit with the class. Ask *Where does Tim's friend's dad work? What's in Tim's kitchen? Where does Tim's mum work?*

### Lead-in

- Use flashcards 102–107 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's the weather like?* Model any words that children do not know.
- You could mime the weather types, e.g. wipe your forehead for *hot*, stand under an imaginary umbrella for *raining*.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 102

- Ask children to look at the weather pictures. Play the first part of the recording for children to point.
- 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.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

*raining, windy, hot, cold, snowing, sunny*  
*hot, snowing, raining, cold, sunny, windy*

#### Listen and repeat.

*raining, windy, hot, cold, snowing, sunny*

#### Optional activity

- Play *Snap!* (see page 23) using the new vocabulary.

### 2 Listen and chant. 103

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 10 It's hot today!

### Lesson One Words

**1 Listen, point and repeat.** 102



**2 Listen and chant.** 103

**3 Listen and read.** 104

74 Unit 10 Weather

### Transcript

*raining, raining, raining*  
*windy, windy, windy*  
*hot, hot, hot*  
*cold, cold, cold*  
*snowing, snowing, snowing*  
*sunny, sunny, sunny*

### Optional activity

- As a class, think of mimes for the different types of weather. Play *Mime the word* (see page 23) for children to do their mimes.
- Repeat with the other types of weather.

### 3 Listen and read. 104

- Use Story poster 10 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What's the weather like at the beginning / middle / end of the story? Has Grandpa got the key? Who opens the door?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice

Workbook page 74

Student Website • Unit 10 • Words

Online Practice • Unit 10 • Words



**Grammar**

**Learning outcomes**

- To ask and answer the question *What's the weather like?*
- To give positive and negative commands
- To act out a story

**Language**

Core: *What's the weather like? It's windy / raining / hot. Put on your hat. Don't put on your coat.*

**Materials**

CD 104; Story poster 10; Weather flashcards 102–107

**Warmer**

- Play *Where was it?* (see page 23) using flashcards 102–107 to revise the vocabulary from the previous lesson.

**Lead-in**

- Ask children what happened in the story in the previous lesson. Show Story poster 10 to encourage recall.
- Cover the poster and ask children which different types of weather were mentioned in the story.

**1 Listen to the story again and repeat. Act.** 104

- Ask children to turn to the story on page 74 of their Class Books. They check which of the different kinds of weather they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of six to play the parts of Rosy, Tim, Billy, Grandma, Grandpa, and Mum. (Note that Billy doesn't have a speaking part).
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

Picture 1: Rosy reaches for her coat. Tim opens the door.

Picture 2: Billy puts on his coat. Grandpa hands out hats to the children.

Picture 3: Rosy holds onto her hat. Tim tries to catch his hat.

Picture 4: Rosy holds out her hand to feel the rain. Billy and Tim put their coats on.

Picture 5: Grandpa searches for the key in his pocket.

Picture 6: Mum opens the door. Everyone runs in quickly.


**2 Look and say.**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the weather or clothes word in each sentence and ask children to suggest other words that could go in the


**Lesson Two Grammar**

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**


**Let's learn!**




What's the weather like?  
It's windy.



It's raining.




Put on your sun hat.




Don't put on your coat.


**3 Write.** Put on Don't put on .Open Don't open




Open  
the window.



Don't put on  
your coat.




Don't open  
the window.

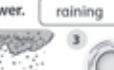


Put on  
your hat.


**4 Point, ask and answer.** raining windy hot cold snowing sunny




1




2




3



4



5



6

What's the weather like? It's ...

What's the weather like? It's ... Put on ... / Don't put on ... Unit 10 75

spaces, e.g. *It's sunny. It's snowing. Put on your socks. Don't put on your shoes.* Say the new sentences for children to repeat.

**3 Write.**

- Ask children to look at the pictures. Ask *What can you see?*
- Focus on the first picture. Ask *Does the teacher want the boy to open the window? (Yes).* Point out the example *Open*.
- Look at the other pictures and discuss what each one shows. Allow time for children to choose the missing words.
- Ask children to read the complete sentences in chorus.

**ANSWERS**

- 1** Open the window. **2** Don't put on your coat.  
**3** Don't open the window. **4** Put on your hat.

**4 Point, ask and answer.**

- Ask a child or group of children to read out the word pool. Ask the class to look at the weather shown in the pictures.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the question and point to the first weather picture for him / her to answer. Children repeat in chorus.
- Ask children to work in pairs. They take turns to ask and answer questions about the other types of weather.

**Optional activity**

- Give flashcards 102–107 to six children. Each child stands up in turn. Ask *What's the weather like?* The child shows the picture to the class and answers..

**Further practice**

Workbook page 75

Grammar reference, Class Book page 126

Student Website • Unit 10 • Grammar

Online Practice • Unit 10 • Grammar

# Lesson Three CB page 76

## Song

### Learning outcomes

- To identify different weather activities
- To use weather words in the context of a song

### Language

- Core: *fly a kite, make a snowman, wear coats, go outside, go ice skating*
- Extra: *high up*
- Recycled: weather words

### Materials

- CD 105–106; Weather flashcards 102–107; Weather activities flashcards 108–112

### Warmer

- Play *Slow reveal* (see page 23) using flashcards 102–107 to revise the vocabulary children have learned so far in this unit.

### Lead-in

- Use flashcards 108–112 to introduce the new vocabulary for weather activities. Hold up the cards one at a time and say the phrases for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 105

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 108–112 one at a time for individual children to say the phrases.

### Transcript

#### Listen and point.

*fly a kite, make a snowman, wear coats, go outside, go ice skating*  
*make a snowman, go ice skating, go outside, wear coats, fly a kite*

**Listen and repeat.**  
*fly a kite, make a snowman, wear coats, go outside, ice skating*

#### Optional activity

- Put the weather flashcards 102–107 in a column on the left side of the board and the weather activities flashcards 108–112 in a column on the right side of the board.
- Point to the first weather flashcard. Ask a child *What do you do when it's sunny?* The child replies, using one of the weather activities on the right, e.g. *I go outside.*

### 2 Listen and sing. 106

- Ask children to look at the pictures. Point to the different pictures for children to say what the weather is like and name the activities. Ask children to predict what the song is about (*what you can do in different kinds of weather*).

**Lesson Three Song**

**1 Listen, point and repeat.** 105



**2 Listen and sing.** 106

**3 Sing and do.**

**Let's sing!**



**What's the weather like today?**

What's the weather, what's the weather,  
 What's the weather like today?  
 Is it cold or is it sunny?  
 Can we go outside to play?

When it's windy, when it's windy,  
 We go outside, we fly our kite.  
 The kite goes high up in the sky  
 And we play until it's night.

When it's snowing, when it's snowing,  
 We make a snowman in the snow.  
 We wear our coats and play together,  
 until it's time to go.

When it's sunny, when it's sunny,  
 We wear our hats and go outside.  
 We play together at the park,  
 And have a fun time on the slide.

What's the weather, what's the weather ...

76 Unit 10 Weather activities

- Play the recording all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see suggestions below).
- Play the recording for children to listen and do their actions.

### Song actions

*What's the weather...* sway from side to side

*When it's windy...* fill cheeks with air and blow

*When it's snowing...* imitate snow falling with fingers

*When it's sunny...* point to sun in sky

*We fly our kite* – hold ropes and look up at kite

*We make a snowman* – build a snowman

*We play together in the park* – throw a frisbee

### Further practice

**Workbook page 76**

**Picture dictionary, Workbook page 130**

**Extra writing worksheet 10, Teacher's Resource Centre**

**Student Website • Unit 10 • Words, Song**

**Online Practice • Unit 10 • Song**

**Phonics**

**Learning outcomes**

- To pronounce the sound /aɪ/ in the middle of words
- To understand how *magic e* at the end of words changes the vowel sound

**Language**

Core: *bike, kite, nine, white, line*

Extra: *all together*

**Materials**

CD 96, 107–109; Phonics cards 6 (bin), 29–33 (bike, kite, nine, white, line); Phonics cards 25–28 (for revision), plus eight other cards taken at random (optional)

**Warmer** 96

- Ask children which sound they looked at in their previous phonics lesson (/eɪ/). Do the chant from Class Book page 67 to revise the sound /eɪ/.
- Write the words from the lesson (*lake, gate, face, and plane*) on the board. Point to the *e* at the end of each word. Ask *What does magic e do?*

**Lead-in**

- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 6 and elicit the word *bin*. Say *What's the sound? (/ɪ/)*. Then hold up card 29 and say the word *bike* and the sound /aɪ/. Children repeat in chorus.
- Say *bin* and *bike* several times so that children can hear the two different vowel sounds. Remind children, *Magic e makes the vowel long*. Point to *magic e* and move your finger back to the *i* as you do so. Say the vowel sound for children to repeat. Repeat with the rest of the cards.

**1 Listen, point and repeat.** 107

- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat.
- Play the recording all the way through for children to point and then repeat.

**Transcript**

**Listen and point.**

/aɪ/ bike /aɪ/ kite /aɪ/ nine /aɪ/ white /aɪ/ line

**Listen and repeat.**

/aɪ/ bike /aɪ/ kite /aɪ/ nine /aɪ/ white /aɪ/ line

**2 Listen and chant.** 108

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.


**3 Read the chant again. Circle the sound i\_e.**

- Write the first line of the chant on the board. Ask a child to come and find an example of the sound *i\_e*. He / She finds and circles *ide* in *ride*, *ike* in *bike*, and *ite* in *kite*.
- Allow time for children to read and circle the sound.


**Lesson Four Phonics**

**1 Listen, point and repeat.** 107


bike




kite




nine




white




line



**2 Listen and chant.** 108




Ride your bike. Fly your kite.  
The bike is red. The kite is white.  
White kite, white kite.  
Count the children in the line.  
All together there are nine.  
Nine in the line. Nine in the line.



**3 Read the chant again. Circle the sound i\_e.**


**4 Listen and complete the words.** 109

1




line    \_ i \_ e

2




      \_ i \_ e

3




      \_ i \_ e

4



      \_ i \_ e

5



      \_ i \_ e

Long vowels i + magic e    Unit 10    77

**ANSWERS**

Ride your bike. Fly your kite.  
The bike is red. The kite is white.  
White kite, white kite.  
Count the children in the line.  
All together there are nine.  
Nine in the line. Nine in the line.

**4 Listen and complete the words.** 109

- Ask children to look at the pictures and identify the things they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *l* and *n*.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for children to complete their answers, then check.

**Transcript**

1 line 2 bike 3 nine 4 white 5 kite

**Optional activity**

- Display phonics cards from this and the previous lesson mixed with other phonics cards taken at random. Ask children to point to the cards that contain *magic e*.

**Further practice**

Workbook page 77

Student Website • Unit 10 • Phonics

Online Practice • Unit 10 • Phonics

# Lesson Five CB page 78

## Skills Time!

### Skills development

Reading: read and understand a weather report; match images with information from the text

### Language

Recycled: vocabulary and structures seen previously

Extra: *news, warm, raincoat, sun, sunglasses, fly away*

### Materials

CD 106, 110; Cut and Make 4 (for materials see Teacher's Resource Centre) (optional)

### Warmer 106

- Sing *What's the weather like today?* from Class Book page 76.

### Lead-in

- Talk about the weather with the class. Ask *What's the weather like today?* Ask children to predict the weather for this evening / tomorrow. Write the weather types on the board as children suggest them.
- Ask children to look at the pictures. Encourage them to make guesses about what they are going to read, e.g. *It's about the weather. The man is on TV.*

### 1 Look at the pictures. What is the weather like?

- Ask children to look at the pictures again. Ask them to name the different types of weather they can see.
- Ask children to work in pairs. They take turns to point to the different pictures and say what the weather is like.

#### ANSWERS

cold, raining, sunny, windy

### 2 Listen and read. 110

- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions, e.g. *What's the weather like in the morning / afternoon? What clothes do you need in the morning / afternoon? What can you do in the evening?*

#### Optional activity

- Play *Simon says...* (see page 23) with weather words and advice from the text, e.g. *Simon says it's cold. Put on your coat. / It's windy. Fly your kite.*


### 3 Read again. Match.

- Ask children to close their books. Write *six o'clock* on the board. Ask children to scan the weather report and tell you what the weather is like at six o'clock.
- Ask children to look at the exercise in their Class Books. Follow the blue line with your finger to show how six o'clock is linked to the cold weather symbol.
- Point to the other symbols for children to tell you what weather they show.


## Skills Time!


Lesson Five


**Reading**

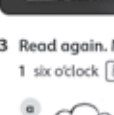
- Look at the pictures. What is the weather like?
- Listen and read. 


Here is the weather ...



 It's six o'clock in the morning. Here is the weather news. It's very cold outside. Wear warm coats and hats. Have a nice morning.

 Here is the weather at nine o'clock. It's raining now. Don't forget your umbrellas and your raincoats. Don't get wet!

 It's two o'clock in the afternoon. The weather now is sunny and hot. Don't forget your sun hats and sunglasses. Have a nice afternoon in the sun.




 It's seven o'clock and here is the weather. It's very windy outside now. It's a good time to fly a kite. But don't let your hats fly away!



**3 Read again. Match.**

1 six o'clock  2 nine o'clock  3 two o'clock  4 seven o'clock

a  b  c  d 

78 Unit 10 Reading: a weather report

- Allow time for children to complete the activity, then go through the answers with the class.

#### ANSWERS

1 b 2 c 3 d 4 a

#### Optional activity

- Do Cut and Make 4. (For materials and instructions see Teacher's Resource Centre and Teacher's Book page 138.)

#### Culture note: The British weather

Britain has a temperate climate with warm summers and cool winters. The influence of the Gulf Stream means that Britain's weather is milder than other countries of the same latitude.

There are variations in climate across the British Isles, with the south of England having higher summer and winter temperatures than Scotland and the north of England. Southern England experiences relatively little snow, even in the middle of winter. Deep snow is much more likely in the hills further north and in Scotland, where schools are closed for some days most years due to heavy snowfall.

The British weather often seems amusing for those from other countries as it reputedly rains more in Britain than anywhere else! This depends on the region: the mountainous regions of England, Scotland and Wales are the wettest in Europe; however, the average annual rainfall in London is less than that of Rome, Sydney, or New York.

#### Further practice

Workbook page 78

Cut and Make 4, Teacher's Resource Centre

Online Practice • Unit 10 • Reading

**Skills Time!**

**Skills development**

Listening: identify different types of weather from a report  
Speaking: talk about the weather on different days of the week

Writing: identify verbs and adjectives; write about the weather (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

Extra: *be careful, get wet, keep*

**Materials**

CD 106, 111; Weather / Weather activities flashcards 102–112; Fluency DVD Unit 10 (optional)

**Warmer** 106

- Play *Musical cards* (see page 23) with *What's the weather like today?* from Class Book page 76 and flashcards 102–112.

**Lead-in**

- Ask children what they remember about the weather report. Ask *What different kinds of weather does the man talk about? What's the weather like at six o'clock in the morning?*
- Focus on the pictures in Exercise 1 and identify the types of weather. Ask them to predict what they might hear.

**1 Listen and tick (✓) the correct picture.** 111

- Tell children that they are going to hear a weather report for different days of the week. They need to choose whether the presenter is describing weather *a* or weather *b*, and tick the correct picture.
- Play the recording for children to listen and point to the different types of weather as they hear them described.
- Play the recording a second time, stopping after the first item. Show children the example tick next to picture *b*.
- Continue the recording, pausing for children to tick.
- Play the recording again for children to check their answers, then go through the answers with the class.

**Transcript**

Hello, and here is the weather.

- 1 It's Monday. It's six o'clock in the morning. It's a sunny morning.
- 2 It's Wednesday at six o'clock. The weather is very windy. Be careful!
- 3 It's Friday at six o'clock. It's raining. Don't forget your umbrellas. Don't get wet.
- 4 Sunday morning at six. Here is the weather. It's cold outside. Keep warm!

**ANSWERS**

1 b 2 b 3 b 4 a









**Optional activity**

- Children watch Fluency DVD Unit 10, speaking section.

**Lesson Six**







**Listening**

1 Listen and tick (✓) the correct picture. 111

1 Monday	2 Wednesday	3 Friday	4 Sunday
			
			

**Speaking**

2 Point, ask and answer. sunny   raining   windy   cold   hot   snowing

					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

It's Monday. What's the weather like?   It's ...

**Writing preparation**   **Remember!** Adjectives are describing words.

3 Circle the verbs. Underline the adjectives.  
He wears his big coat.

1 She opens her yellow umbrella.	2 He eats a hot pizza.
3 I drink a cold milkshake.	4 We've got small hats.

Complete the writing task on page 79 of the Workbook.

Listening, speaking, writing   Unit 10   79

**2 Point, ask and answer.**

- Ask a child or to read out the words in the word pool. Ask children to look at the pictures and say what the weather is like in each one.
- Focus attention on the speech bubbles. Ask a child to stand up. Read the question for the child to say the answer. The class repeat the question and answer in chorus.
- Ask children to work in pairs. They take turns to ask and answer about the weather on different days of the week.

**3 Circle the verbs. Underline the adjectives.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children to tell you what a verb is (*an action or 'doing' word*). Invite a child to come up to identify and circle the verb (*wears*). Explain that *wears* is the thing he is doing.
- Read the *Remember!* box with children to remind them what an adjective is. Invite a second child to come and underline the adjective in the sentence (*big*). Explain that *big* describes the coat.
- Write some of your own sentences on the board and repeat the exercise, e.g. *She goes to school on a blue bus.*
- Ask children to complete the exercise in their Class Books.

**ANSWERS**

- 1 She opens her yellow umbrella.
- 2 He eats a hot pizza.
- 3 I drink a cold milkshake.
- 4 We've got small hats.

**Further practice**

Workbook page 79 (children write about the weather)

Fluency DVD • Skills Time! Speaking • Unit 10

Values worksheet 10, Teacher's Resource Centre

Unit 10 test, Teacher's Resource Centre

Student Website • Unit 10 • Listen at home • Track 31 (Words and phrases), Track 32 (Song), Track 33 (Phonics)

Online Practice • Unit 10 • Listening, Speaking and Writing

Lesson One CB page 80

## Words

## Learning outcomes

- To identify different types of clothing
- To understand a short story

## Language

- Core: *skirt, scarf, gloves, jeans, boots, shirt*
- Extra: *people*

## Materials

- CD 106, 112–114; Story posters 10 and 11; Clothes flashcards 113–118

Warmer 106

- Sing *What's the weather like today?* from Class Book page 76.
- Use Story poster 10 to retell the Unit 10 story with the class. Ask *Where do the family go? What do they wear? Why is everyone wet?*

## Lead-in

- Use flashcards 113–118 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.
- Say the words again. Children repeat and point to any of the clothing items that they are wearing.

1 Listen, point and repeat. 112

- Ask children to look at the pictures of the different clothes.
- Play the first part of the recording for children to listen and point. Hold up the appropriate flashcard as each word is said.
- 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.
- Hold up the flashcards in a random order and ask the class to say the words.

## Transcript

## Listen and point.

*skirt, scarf, gloves, jeans, boots, shirt*  
*jeans, scarf, shirt, gloves, skirt, boots*

## Listen and repeat.

*skirt, scarf, gloves, jeans, boots, shirt*

2 Listen and chant. 113

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 11 What are you wearing?

**Lesson One Words**

1 Listen, point and repeat. 112

skirt scarf gloves jeans boots shirt

2 Listen and chant. 113

3 Listen and read. 114

**80 Unit 11 Clothes**

## Transcript

*skirt, skirt, skirt*  
*scarf, scarf, scarf*  
*gloves, gloves, gloves*  
*jeans, jeans, jeans*  
*boots, boots, boots*  
*shirt, shirt, shirt*

## Optional activity

- Do the chant again. Children mime putting on the different types of clothes as they are mentioned.

3 Listen and read. 114

- Use Story poster 11 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Why are Rosy, Tim and Grandma at the station? Can they find Tim's aunt and cousins? What does Grandma do?* Establish that the aunt and cousins that Rosy and Tim are waiting for are new characters that the class haven't seen before.
- Ask children to look at the story again. They find and point to words from Exercise 1.

## Further practice

Workbook page 80

Student Website • Unit 11 • Words

Online Practice • Unit 11 • Words

Grammar

Learning outcomes

- To ask and answer about what people are wearing
- To act out a story

Language

Core: *What are you wearing? I'm wearing a blue skirt. What's she wearing? She's wearing red trousers.*

Materials

CD 114; Story poster 11; Clothes flashcards 113–118

Warmer

- Play *What's the picture!* (see page 23) with the new clothes vocabulary.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 11 to encourage recall.
- Cover the poster and ask which types of clothing were in the story.

1 Listen to the story again and repeat. Act. 114

- Ask children to turn to the story on page 74 of their Class Books to check how well they remembered the story.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of six to play the parts of Rosy, Tim, Grandma, the aunt, and cousins Milly and Joe. (Note that Milly and Joe don't speak.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Tim points to the train.

Picture 2: Tim looks around in confusion.

Picture 3: Grandma and the aunt put a hand to their ear like a phone.

Picture 4: Grandma and the aunt are still talking on the phone. The aunt points to Joe.

Picture 5: Grandma and the aunt step backwards into each other.

Picture 6: Everyone holds up their hands to greet each other.


2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write the questions and answers on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the clothes words in and replace them with flashcards to elicit sentences with the same pattern, e.g. *I'm*


Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.


Let's learn!



What are you wearing?  
I'm wearing a blue skirt.








What's he wearing?  
He's wearing a yellow shirt.



What's she wearing?  
She's wearing red trousers.

3 Match and write. skirt gloves jeans boots shirt

1 What are you wearing?	<input checked="" type="checkbox"/>	a He's wearing blue _____ b I'm wearing a block _____ c He's wearing a red _____ d She's wearing green _____ e She's wearing brown _____	    
2 What's Joe wearing?	<input type="checkbox"/>		
3 What's Milly wearing?	<input type="checkbox"/>		
4 What's Tim wearing?	<input type="checkbox"/>		
5 What's Rosy wearing?	<input type="checkbox"/>		

4 Ask and answer.

What's Joe wearing?

He's wearing ...

Tim / She's / He's wearing ... Unit 11 81

wearing a blue scarf. He's wearing yellow gloves. She's wearing a red scarf. Say the new sentences for children to repeat.

- Ask children to change the words to make new sentences.

**NOTE:** Children may notice that some of these words take an article and others don't. Drill the articles with the words so they get used to saying *a skirt / a shirt / a scarf* and *trousers / jeans / boots* with no article. If necessary, explain that *trousers* and *jeans* are treated as plural nouns in English. You can explain that they will learn more about words like these later.

3 Match and write.

- Look at the first sentences together. Read the question and show how the blue line links to the correct answer. Read the answer, pausing at the end for children to call out the missing word.
- Let children complete the activity, then check answers.

ANSWERS

1 b, skirt 2 a, jeans 3 e, boots 4 c, shirt 5 d, gloves

4 Ask and answer.

- Focus on the speech bubbles. Ask a child to stand up. Ask the question for him / her to answer while the class listen.
- Children work in pairs. They take turns to ask and answer questions about what the people are wearing in Exercise 3.
- If you wish, you can extend this activity by telling children to ask and answer questions about the clothes which other children in the room are wearing.

Further practice

Workbook page 81

Grammar reference, Class Book page 126

Student Website • Unit 11 • Grammar

Online Practice • Unit 11 • Grammar

# Lesson Three CB page 82

## Song

### Learning outcomes

- To say what time it is
- To use time words in the context of a song

### Language

- Core: *o'clock, quarter past, half past, quarter to*
- Extra: *platform, here comes..., slow*

### Materials

- CD 115–116; Time flashcards 119–122; a toy clock or a Cut and Make 3 clock from Unit 8 (optional)

### Warmer

- Play *Mime the word* (see page 23) with words from Lesson 1. Children mime putting on the different clothes.

### Lead-in

- Use flashcards 119–122 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 115

- Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 119–122 one at a time for individual children to say the phrases.
- Hold up one of the clocks the class made in Unit 8. Move the big hand and ask children to tell you whether it's *o'clock, quarter past, half past, or quarter to*.

### Transcript

#### Listen and point.

*o'clock, quarter past, half past, quarter to, quarter to, quarter past, o'clock, half past*

#### Listen and repeat.

*o'clock, quarter past, half past, quarter to*

### Optional activity





- Put flashcards 119–122 in different places on the board. Call out different times, e.g. *quarter to four / half past three / one o'clock*. Children point to the correct card.

### 2 Listen and sing. 116

- Ask children to look at the pictures. Point to the clocks for children to say the times. Ask children to predict what the song is about (*trains arriving at a station*).
- Play the song all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording again for children to sing along.

**Lesson Three Song**

**1 Listen, point and repeat.** 115


 *o'clock*
 *quarter past*
 *half past*
 *quarter to*

**2 Listen and sing.** 116      **3 Sing and do.**


**Let's sing!**

**Here comes the train!**


**On Platform A**  
Here comes the train.  
It's long and red.  
Here comes the train.  
What's the time? What's the time?  
It's three o'clock.




**On Platform B**  
Here comes the train.  
It's short and grey.  
Here comes the train.  
What's the time? What's the time?  
It's quarter past three.



**On Platform C**  
Here comes the train.  
It's very fast.  
It doesn't stop.  
What's the time? What's the time?  
It's half past three.



**On Platform D**  
Here comes the train.  
It's very slow.  
And it stops.  
What's the time? What's the time?  
It's quarter to four.



82 Unit 11 Time

### Optional activity

- Ask children to look at the clocks again. Point to each one and say the times. Children put out their arms in the correct positions to show the times on the clocks.

### 3 Sing and do.

- Ask children to look at the pictures. Decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

### Song actions

*On platform ... / Here comes the train* – move arms in a circular motion by sides, imitating the action of a train.

*What's the time?* – look (or mime looking) at watch

*It's three o'clock / quarter past three, etc.* – put arms in the correct positions to show the time on the clock.

### Culture note: Travel by train and coach

In Britain most cities and larger towns are connected by rail. Train stations usually have several different platforms, and passengers look at screens to find out which platform their train leaves from (or arrives at if they are meeting someone). For long journeys, most passengers book a seat on the train before they arrive at the station, as seats sell out quickly.

Coach travel is a popular alternative to rail travel in Britain, as it is cheaper. The coach station is often situated near to the main train station in a town. The disadvantage of travelling by coach is that it is usually much slower than the train.

### Further practice

**Workbook page 82**

**Picture dictionary, Workbook page 130**

**Extra writing worksheet 11, Teacher's Resource Centre**

**Student Website • Unit 11 • Words, Song**

**Online Practice • Unit 11 • Song**



Phonics

Learning outcomes

To pronounce the sound /əʊ/ in the middle of words  
 To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *nose, rope, stone, bone, home*

Extra: *hurry up*

Materials

CD 108, 117–119; Phonics cards 7 (mop), 34–38 (nose, rope, stone, bone, home); Phonics card 29 (bike) (optional)

Warmer 108

- Ask children which sound they looked at in their last phonics lesson (/aɪ/). Do the chant from Class Book page 77 to revise the sound /aɪ/.
- Write the Unit 10 words on the board (*bike, kite, nine, white, line*). Say the words in chorus, and ask *What does magic e do?*

Lead-in

- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 7 and elicit the word *mop*. Say *What's the sound? (/ɒ/)*. Then hold up card 34 and say the word *nose* and the sound /əʊ/ for children to repeat in chorus.
- Say *mop* and *nose* several times so that children can hear the two different vowel sounds. Remind children, *Magic e makes the vowel long*. Point to *magic e* and move your finger back to the *o* as you do so. Say the vowel sound for children to repeat. Repeat with the rest of the cards.

1 Listen, point and repeat. 117

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat.
- Play the recording all the way through for children to point and then repeat.

Transcript

Listen and point.

/əʊ/ nose /əʊ/ rope /əʊ/ stone /əʊ/ bone /əʊ/ home

Listen and repeat.

/əʊ/ nose /əʊ/ rope /əʊ/ stone /əʊ/ bone /əʊ/ home

2 Listen and chant. 118

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, and encourage children to follow the chant in their books.

3 Read the chant again. Circle the sound o\_e.

- Ask children to look at the chant again. Write the first line on the board.
- Ask a child to come to the front and find an example of the sound o\_e. The child circles the *ope* in *rope*.

Lesson Four Phonics

**1 Listen, point and repeat.** 117

nose rope stone bone home

**2 Listen and chant.** 118

The dog has got my rope.  
 The dog is on a stone.  
 Hurry up, dog.  
 I want to go home.  
 My nose is cold.  
 Here is a bone.  
 Hurry up, dog.  
 I want to go home.

**3 Read the chant again. Circle the sound o\_e.**

**4 Listen and complete the words.** 119

1 rope 2 nose 3 stone 4 home 5 bone

rope    \_ o \_ e    \_ \_ o \_ e    \_ \_ o \_ e    \_ \_ o \_ e

Long vowels o = magic e    Unit 11    83

- Let children read the chant and circle, then check answers.

ANSWERS

The dog has got my rope.  
 The dog is on a stone.  
 Hurry up, dog.  
 I want to go home.

My nose is cold.  
 Here is a bone.  
 Hurry up, dog.  
 I want to go home.

4 Listen and complete the words. 119

- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *r* and *p*.
- Play the rest of recording for children to complete the remaining words.
- Play the recording again for children to complete their answers, then go through the answers with the class.

Transcript

1 rope 2 nose 3 stone 4 home 5 bone

Optional activity

- Put the *bone* and *bike* phonics cards at different ends of the board.
- Say these words: *rope, nine, kite, home, line, stone, white*. Children point to the bone when they hear /əʊ/, and to the bike when they hear /aɪ/.

Further practice

Workbook page 83

Student Website • Unit 11 • Phonics

Online Practice • Unit 11 • Phonics

# Lesson Five CB page 84

## Skills Time!

### Skills development

Reading: read and understand a poem; find specific information in a text

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 116, 120; a copy of the poem, cut into verses, for each group of five children (optional)

### Warmer 116

- Sing *Here comes the train!* from Class Book page 82 with the class to prepare for the theme of the lesson.

### Lead-in

- Ask *Do you travel by plane? Where do you go by plane? Do you like going to the airport? What can you see / do at the airport?*
- Ask children to look at the pictures and make predictions about what they are going to read, e.g. *It's about the airport. The boy and his mum are meeting people.*
- Ask them to look at the layout of the text on the page and elicit that it looks like a poem because it is divided into verses.

### 1 Look at the pictures. What can you see?

- Ask children to look at the picture and name the items they can see. Point to items and ask *What's this? What colour is it?*
- If you wish, ask further questions about the picture, e.g. *How many people can you see? What have they got? What's he / she wearing?*

### 2 Listen and read. 120

- Tell children that they are going to hear a recording of the poem.
- Play the recording for children to listen and follow the poem in their books.
- Play the recording a second time. Answer any questions the children have.
- Ask comprehension questions, e.g. *Where are the boy and his mum? What does the boy look at? Who does he meet?*


### 3 Read again. Circle the correct word.


- Read out the first sentence. Ask children to look at the poem and find the information which gives them the answer (*At the airport ...*). Show children how *airport* has been circled as an example.
- Move around the class as children complete the activity, helping if necessary.

## Skills Time!

Lesson Five

Reading

1 Look at the picture. What can you see?
2 Listen and read. 



At the airport,  
Planes come and planes go.  
Where are they going?  
I don't always know.  
There are lots of people,  
Some are short, some are tall,  
Adults and children,  
I can't count them all.  
They've got red coats, green coats,  
Yellow coats, blue.  
They've got long hair, short hair,  
And curly hair too.

I look through the window,  
Planes go up, planes go down.  
Some are not moving.  
Some are turning around.  
The plane is here now.  
It's half past two.  
And here come my cousins,  
My aunt and my uncle too.

3 Read again. Circle the correct word.

1 They are at the <u>airport</u> / station.	2 It's half past eleven / two.
3 Some people are happy / tall.	4 The boy can see planes / trains.
5 The boy's cousins / friends are here.	

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Unit 11 Reading: a poem

- Invite children to read out the sentences with the correct words.

### ANSWERS

1 airport 2 two 3 tall 4 planes 5 cousins

### Optional activity

- Ask children to work in groups of five. They close their books.
- Give each group a copy of the poem which has been cut into five verses. Children work together to put the verses in the correct order.

### Optional activity

- Write the following headings on the board: *people*, *coats*, and *hair*.
- Ask children to work in groups of four. They scan the poem and find two or more adjectives that describe each thing (*coats – red, green, yellow, blue; people – short, tall; hair – long, curly, short*).

### Further practice

Workbook page 84

Online Practice • Unit 11 • Reading

**Skills Time!**

**Skills development**

Listening: identify people from descriptions of their clothing  
 Speaking: describe what people are wearing  
 Writing: differentiate between *to* and *past*; write about your clothes (Workbook)

**Language**

**Recycled:** vocabulary and structures seen previously

**Materials**

CD 121; a toy clock or a Cut and Make clock from Unit 8 (optional); Fluency DVD Unit 11 (optional)

**Warmer**

- Ask children to call out any clothes words they know from this unit, previous levels, or their own knowledge. Write the words on the board.
- Play *Bingo* (see page 23) using the words on the board.

**Lead-in**

- Ask children what they can remember about the poem from the previous lesson. Ask *Where are the people? What does the boy see at the airport? Who is the boy meeting?*
- Ask children to look at the picture on Class Book page 85, Exercise 1 and tell you what they can see. Ask them to predict what they are going to hear.

**1 Listen and number.** 121

- Tell children that they are going to hear a conversation between a girl and her mother who are looking for their relatives at the airport.
- Play the recording for children to listen and point to the people as they hear them described.
- Play the recording a second time, stopping after item 1 for children to locate the correct person. Show them the example answer in their books. Continue, pausing after each item for children to number the people in order.
- Play the recording again for them to check their answers, then go through the answers with the class.

**Transcript**

**Girl** I can't see my family. Where are they?  
**1 Mum** I can see your cousin. She's wearing a pink dress and long white socks.  
**Girl** Oh, yes! I see her!  
**2 Mum** And I can see your aunt. She's wearing a green scarf and brown boots.  
**3 Girl** Oh, yes! Now I can see my uncle. He's wearing a brown hat and he's got blue gloves.  
**4 Mum** There's your cousin, Zack. He's wearing jeans and a red shirt.  
**5 Girl** And there's my friend Molly. She's wearing an orange skirt and a blue T-shirt.


**ANSWERS**

3, 2, 1, 4, 5

**Lesson Six**

**Listening**

**1 Listen and number.** 121





**Speaking** Watch the DVD!



**2 Point, ask and answer.**



What's he wearing? He's wearing...  
 She's wearing white socks. Who is it? It's number...



**Writing preparation**



**3 Circle to and past. Tick (✓) the correct clock.**

It's quarter to three.   

1 It's quarter past nine.   

2 It's quarter to seven.   

3 It's quarter to four.   

4 It's quarter past eight.   

Complete the writing task on page 85 of the Workbook.

85

Listening, speaking, writing Unit 11 85

**Optional activity**

- Children watch Fluency DVD Unit 11, speaking section.

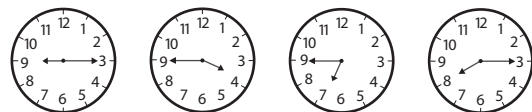
**2 Point, ask and answer.**

- Focus attention on the speech bubbles. Ask a child to stand up. Read the questions for the child to say the answers, referring to the picture in Exercise 1.
- Ask children to work in pairs. They take turns to ask and answer questions about the people in the picture.

**3 Circle to and past. Tick (✓) the correct clock.**

- Children close their books. Copy the example sentence and the clocks from the Class Book onto the board.
- Invite a child to come and circle the word *to*. Invite a second child to tick the correct clock. Ask what they would say for the second clock. (*It's quarter past three.*)
- Write more time sentences on the board, and repeat.
- Ask children to look at the Class Book exercise. Allow time for them to circle to or past, then tick the correct clock.

**ANSWERS**



**1** It's quarter **2** It's quarter **3** It's quarter past nine. to four. **4** It's quarter to seven. past eight.

**Further practice**

Workbook page 85 (children write about their clothes)

Fluency DVD • Skills Time! Speaking • Unit 11

Values worksheet 11, Teacher's Resource Centre

Unit 11 test, Teacher's Resource Centre

Student Website • Listen at home • Track 34 (Words and

Phrases), Track 35 (Song), Track 36 (Phonics)

Online Practice • Unit 11 • Listening, Speaking and Writing

## Lesson One CB page 86

### Words

#### Learning outcomes

- To identify words related to weddings
- To understand a short story

#### Language

- Core: *wedding, guests, cake, bride, band, invitation*
- Extra: *watch (v), video (n), dance (v), sleep*

#### Materials

- CD 116, 122–124; Story posters 11 and 12; Celebrations flashcards 123–128; a wedding magazine or photos of a wedding (optional)

### Warmer 116

- Sing *Here comes the train!* from Class Book page 82.
- Use Story poster 11 to retell the Unit 11 story with the class. Ask *Where are Rosy, Tim and Grandma? Can Tim see his aunt and cousins? How does Grandma find them?*

### Lead-in

- Use flashcards 123–128 to elicit the celebrations vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 122

- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the flashcard as each word is said.
- 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.

### Transcript

#### Listen and point.

wedding, guests, cake, bride, band, invitation  
bride, wedding, cake, invitation, guests, band

#### Listen and repeat.

wedding, guests, cake, bride, band, invitation

#### Optional activity

- If you have a wedding magazine or photos of a wedding you have been to, you could show children some of the pictures and ask what they can see.

### 2 Listen and chant. 123

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 12 You're sleeping!

**Lesson One Words**

**1 Listen, point and repeat.**



**2 Listen and chant.**



**3 Listen and read.**



86 Unit 12 Celebrations

### Transcript

wedding, wedding, wedding  
guests, guests, guests  
cake, cake, cake  
bride, bride, bride  
band, band, band  
invitation, invitation, invitation

### 3 Listen and read. 124

- Use Story poster 12 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What are Mum and Dad watching? Who is at the wedding? What is Milly doing?*
- Ask children to find Exercise 1 words in the story.

#### Optional activity

- Assign different celebrations words from the vocabulary set to each child. Read the following story, pausing between each sentence:  
*Today there's a wedding in our town. I've got an invitation. The bride is my sister. There are lots of guests. There's a big cake. There's a great band. We all dance.*
- Children stand up when they hear their words.

#### Further practice

Workbook page 86

Student Website • Unit 12 • Words

Online Practice • Unit 12 • Words

Grammar

Learning outcomes

To ask and answer questions about what people are doing  
 To act out a story

Language

Core: *What are you / they doing? I'm / We're / They're talking. What's he / she doing? He / She's eating.*

Materials

CD 124; Story poster 12; Celebrations flashcards 123–128

Warmer

- Play *Jump* (see page 23) using flashcards 123–128.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 12 to encourage ideas.
- Cover the poster and ask children which celebrations words were mentioned in the story.

1 Listen to the story again and repeat. Act. 124

- Ask children to turn to the story on page 86 of their Class Books to check how well they remembered the story.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of seven to play the parts of Mum, Dad, Rosy, Tim, Milly, Grandma, and Aunt Jane. (Note that Grandma and Aunt Jane don't have speaking parts.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Story actions

Picture 1: Rosy points to the TV screen.

Picture 2: (on TV) Mum does a dance.

Picture 3: (on TV) Grandma eats a piece of cake.

Picture 4: (on TV) Mum and Aunt Jane talk.

Picture 5: (on TV) Milly closes her eyes and rests her hands on her chest like a sleeping baby.

Picture 6: Rosy and Milly point to the TV screen and laugh.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write only the answers on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the final word in each sentence and ask children to suggest words to replace them, e.g. *I'm dancing with Rosy. We're watching a film. He's eating pizza. They're singing.* Say the new sentences for children to repeat.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
 2 Look and say.

Let's learn!

What are you doing? I'm dancing with friends.	What are you doing? We're watching a video.	What's she doing? She's eating the cake.	What are they doing? They're talking.
--	--	---	--

3 Look and circle.

- 1 The girl has got a cake / an invitation.  
She's reading / singing it.
- 2 Listen to the band / wedding.  
They're eating / playing music.
- 3 Look at the guests / bride.  
She's wearing / eating a white dress.
- 4 Look at the invitations / guests.  
They're sleeping / talking.
- 5 This is the wedding cake / band.  
We're reading / eating it.

What are you / they doing? What is he / she doing? Unit 12 87

- Ask children to change the words to make new sentences.

Optional activity

- Ask children to read the story on page 86 again and find examples of sentences similar to those from Exercise 2.

3 Look and circle.

- Point to each picture for children to say the wedding words.
- Look at the first picture again. Ask *What has she got?* Establish that the girl has got an invitation. Read the two options aloud and ask children which is correct (*The girl has got an invitation*). Point out the example circle.
- Ask *Is she reading or singing?* Children circle *reading*.
- Allow time for children to read the rest of the sentences and circle the correct words.
- Monitor and help, then go through the answers.

ANSWERS

1 an invitation, reading 2 band, playing music 3 bride, wearing 4 guests, talking 5 wedding cake, eating

Optional activity

- Play a miming game. Ask a child to stand up. Whisper an action to him / her, e.g. *Do your homework / brush your teeth / eat your lunch.*
- Ask the class *What's he / she doing?* Encourage them to respond using the structure *He's / She's ...ing.*
- The first child to answer correctly does the next mime.

Further practice

Workbook page 87

Grammar reference, Class Book page 127

Student Website • Unit 12 • Grammar

Online Practice • Unit 12 • Grammar

# Lesson Three CB page 88

## Song

### Learning outcomes

To identify things people do to get ready for a celebration  
To use these words and phrases in the context of a song

### Language

Core: *make a cake, wash the car, brush my hair, take photos, choose a dress*

Extra: *get ready, suit (n), by my side, excited, can't wait*

### Materials

CD 125–126; Celebrations flashcards 123–128;  
Getting ready flashcards 129–133

### Warmer

- Play *What's missing?* (see page 23) using flashcards 123–128 to revise the vocabulary from Lesson 1.

### Lead-in

- Use flashcards 129–133 to teach the new vocabulary. Hold up the cards one at a time and say the phrases for children to repeat. You can use mime to reinforce the meaning.
- Hold up the cards in a different order for children to repeat.

### 1 Listen, point and repeat. 125

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part for children to repeat the phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 129–133 one at a time for individual children to say the phrases.

### Transcript

#### Listen and point.

*make a cake, wash the car, brush my hair, take photos, choose a dress*  
*brush my hair, choose a dress, make a cake, take photos, wash the car*

#### Listen and repeat.

*make a cake, wash the car, brush my hair, take photos, choose a dress*

### 2 Listen and sing. 126

- Ask children what the people are doing in each picture.
- Play the song all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and tell you which action to do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

### Song actions


*I'm wearing a suit / tie* – button up jacket and straighten tie


*I've got my family by my side* – put hands out either side


*Mum's making cakes* – ice a cake


**Lesson Three Song**


**1 Listen, point and repeat.** 125

  
make a cake

  
wash the car

  
brush my hair

  
take photos

  
choose a dress







**2 Listen and sing.** 126      **3 Sing and do.**

**Let's sing!**

**We're getting ready for the wedding!**

We're getting ready for the wedding.  
My cousin is the lovely bride.  
I'm wearing a suit,  
I'm wearing a tie.  
I've got my family by my side!  
Mum's making cakes for the wedding.  
Dad is washing the car.  
My sister is wearing  
A big pink dress.  
How excited we all are!

We're getting ready for the wedding.  
Now I'm brushing my hair,  
My sister is taking lots of photos.  
We can't wait to be there!

88    Unit 12    Getting ready

*Dad is washing the car* – clean the car with a cloth

*My sister is wearing a big, pink dress* – girls show off their dress; boys extend hand as if to show sister

*I'm brushing my hair* – brush hair

*My sister is taking lots of photos* – hold up a camera and press the button

### Culture note: Weddings in Britain

Couples getting married in Britain can choose between a wide variety of venues and ceremonies. They can have a religious wedding in a church, or hold a civil (i.e. non-religious) ceremony, e.g. in the town hall or a hotel.

If it is a traditional wedding, it will probably take place in the bride's home town. The guests, the bridegroom, and his 'best man' (a close friend or relative of the groom) arrive at the ceremony before the bride. When the bride arrives, music is played and she enters with her father, followed by her bridesmaids. The bride usually wears a white or cream coloured dress. She may also wear a veil over her face, which the husband lifts after the couple have said their vows. After the wedding service, guests throw flower petals or confetti (small bits of coloured paper) over them.

The wedding reception usually consists of a meal, followed by speeches by the bride's father, the groom, and the best man. After the speeches, the bride and groom cut the cake and all of the guests are given a piece. In the evening, there is music and dancing.

### Further practice

**Workbook page 88**

**Picture dictionary, Workbook page 131**

**Extra writing worksheet 12, Teacher's Resource Centre**

**Student Website • Unit 12 • Words, Song**

**Online Practice • Unit 12 • Song**

Phonics

Learning outcomes

- To pronounce the sound /u:/ in the middle of words
- To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *June, flute, tube, cube*

Extra: *month*

Materials

CD 118, 127–129; Phonics cards 8 (bus), 39–42 (June, flute, tube, cube); Phonics cards 25–38 (optional)

Warmer 118

- Ask children which sound they looked at in the previous phonics lesson (/əʊ/). Play the CD and say the chant from Class Book page 83 to revise the sound /əʊ/.
- Write up the words from the lesson (*nose, rope, stone, bone, and home*). Say the words, and ask *What does magic e do?*

Lead-in

- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 8 and elicit the word *bus*. Say *What's the sound?* (/ʌ/). Then hold up card 39 and say the word *June* and the sound /u:/ for children to repeat in chorus.
- Say *bus* and *June* several times so that children can hear the two different vowel sounds. Remind children, *Magic e makes the vowel long*. Point to *magic e* and move your finger back to the *u* as you do so. Say the vowel sound for children to repeat. Repeat with the rest of the cards.

1 Listen, point and repeat. 127

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part for children to repeat.
- Play the recording all the way through for children to point and then repeat.

Transcript

Listen and point.

/u:/ June /u:/ flute /u:/ tube /u:/ cube

Listen and repeat.

/u:/ June /u:/ flute /u:/ tube /u:/ cube

2 Listen and chant. 128

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, encouraging children to follow in their books.

3 Read the chant again. Circle the sound u\_e.

- Write the first line of the chant on the board. Ask a child to come to the front and find and circle an example of the sound *u\_e*. He / She circles *une* in *June*.
- Allow time for children to read the chant and circle.

Lesson Four Phonics

1 Listen, point and repeat. 127

2 Listen and chant. 128

This month is June  
And it's my birthday!  
I've got a puzzle cube,  
I can play all day.  
I've got a new flute  
For my birthday,  
And a poster in a tube.  
What a happy day!

3 Read the chant again. Circle the sound u\_e.

4 Listen and complete the words. 129

Long vowels u + magic e Unit 12 89

ANSWERS

This month is June  
And it's my birthday!  
I've got a puzzle cube,  
I can play all day.  
I've got a new flute  
For my birthday,  
And a poster in a tube.  
What a happy day!

4 Listen and complete the words. 129

- Ask children to identify what they can see in the pictures. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *t* and *b*.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for to check answers.

Transcript

1 tube 2 June 3 flute 4 cube

Optional activity

- Put all of the *magic e* phonics cards from Units 9–12 on the board so that there is a separate row for each sound.
- Point to each word in turn for children to say the sounds.
- Remove a card from each row. Point to the cards again for children to say the words. When they get to a blank space, they say the word that used to be there.

Further practice

Workbook page 89

Student Website • Unit 12 • Phonics

Online Practice • Unit 12 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand a descriptive email; complete questions with information from the text

**Language**

Recycled: vocabulary and structures seen previously

Extra: *summer, party, clean (v), letters, think, send, soon*

**Materials**

CD 126, 130; a hand-drawn picture of people doing different things at a party; a plain piece of paper for each child (optional)

**Warmer** 126

- Sing *We're getting ready for the wedding!* from Class Book page 88.

**Lead-in**

- Discuss parties with the class. Ask the class *Do you like parties? When do you have parties? What do you do to get ready for a party?*
- Ask children to look at the text and tell you what kind of text it is (*an email*). Children look at the first and last lines. Ask who it is to (*Hannah*) and who it is from (*Bella*).
- Ask children to look at the pictures and tell you what they think the text is about (*it's about getting ready for a party*).

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

- Children look at the pictures again. Point to each one and ask *What are they doing?* Encourage them to respond using the construction *They're ...ing.*
- If you wish, ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what the people are doing.

**ANSWERS**

*cleaning the flat, choosing a dress, looking at cakes*

**2 Listen and read.** 130

- Tell children that they are going to hear a recording of Bella reading her email aloud.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions e.g. *What are Bella's family and friends doing to get ready for the party? What's Bella doing with her aunt? What are Bella and her brother choosing?*

**Optional activity**

- Read the following sentences. Children scan the text and say whether they are true or false:  
*It's Bella's birthday. (F)*  
*Bella's brother is helping with the cooking and cleaning. (T)*  
*Bella is choosing party dresses with her sister. (F)*  
*The invitations are pretty. (T)*

**Skills Time!**


Lesson Five

**Reading**


**1 Look at the pictures. What are they doing?    2 Listen and read.**

reply   forward   delete   save

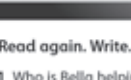
Dear Hannah,  
 How are you? We're very well. We're getting ready for our summer party. All our family and friends are coming. My brother and I are helping Mum and Dad. We're cooking and cleaning the flat together.



Look at this photo. I am with my mum and aunt, Lola. We're choosing party dresses. I like the green and white dress.



Look at this. We all like the yellow invitations with purple letters. They're pretty and fun. What do you think?



And here, we're choosing party cakes. My brother likes the little cakes. I like the big chocolate cake. I will send photos of the party soon.  
 Love from Bella

**3 Read again. Write.**

- 1 Who is Bella helping? She's helping her        mum        and        dad       .
- 2 What is her aunt's name? Her name's                                 .
- 3 What colour is Bella's party dress? It's        and       .
- 4 What colour are the invitations? They're        and       .
- 5 What cakes does Bella's brother like? He likes the                                  cakes.
- 6 What cake does Bella like? She likes the big                                  cake.

90    Unit 12    Reading: a descriptive email

**3 Read again. Write.**

- Ask children to close their books. Copy the example question and gapped answer from the Class Book onto the board.
- Ask children to scan the text and find the missing words. Write the missing words in the gaps.
- Write some of your own sentences and gapped answers on the board, and repeat the process, e.g. *What is Bella getting ready for? She's getting ready for the \_\_\_\_\_.* *What is Bella's family cleaning? They're cleaning the \_\_\_\_\_.*
- Ask children to complete the exercise in their Class Books.
- Ask the questions for individual children to answer.

**ANSWERS**

- 1 Who is Bella helping? She's helping her mum and dad.
- 2 What is her aunt's name? Her name's Lola.
- 3 What colour is Bella's party dress? It's green and white.
- 4 What colour are the invitations? They're yellow and purple.
- 5 What cakes does Bella's brother like? He likes the little cakes.
- 6 What cake does Bella like? She likes the big chocolate cake.

**Optional activity**

- Draw a picture of a party, and give each child a plain piece of paper. Tell children that you have drawn a picture of a party and you are going to describe it to them. Children listen to your description and draw what they hear.
- Describe the picture to the class, e.g. *There are two girls dancing. They are wearing party hats. Behind the girls, there is a table with a big cake on it. A boy is eating some cake...*
- When you have finished your description, let children complete their drawings. Then hold up your picture. Children compare it with their own versions.

**Further practice**

Workbook page 90

Online Practice • Unit 12 • Reading



**Skills Time!**

**Skills development**

Listening: identify people from their descriptions  
 Speaking: talk about what people are doing  
 Writing: identify and write *ing* at the end of present continuous verbs; write about a party (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 131; Getting ready flashcards 129–133;  
 Fluency DVD Unit 12 (optional)

**Warmer**

- Play a game called *Freeze* with the class. Hold up one of the flashcards 129–133 (or call out the name of the action). Children have to mime the action. When you say *Freeze*, they stop miming and ‘freeze’ in that position.
- Discuss the email from the previous lesson. Ask *What’s the email about? What does Bella do to get ready for the party?* Let children check page 90 of their Class Books to see how much they remembered.

**Lead-in**

- Ask children to look at the pictures in Exercise 1. Tell them *These are the photos from Bella’s party.* Ask *Who’s this? What’s he / she doing?* Ask children to predict what they are going to hear.

**1 Listen and number.** 131

- Tell children that they are going to listen to Bella’s next email to Hannah. Bella talks about the party photos.
- Play the recording for children to listen and point to the people as they hear them described.
- Play it a second time for children to number the people.
- Play the recording again for children to complete their answers, then go through the answers with the class.

**Transcript**

Dear Hannah,  
 Now I’ve got the photos of our summer party.  
 1 In this picture, my aunt Lola is eating the chocolate cake. She likes chocolate.  
 2 Here are my mum and dad. They are singing. They are very happy.  
 3 This is me. I’m wearing my new green and white dress.  
 4 Here is my brother. He’s eating one of the little cakes.  
 5 Look at this picture. All the guests are talking and laughing.

**ANSWERS**

(left to right) 3, 1, 2, 4, 5

**Optional activity**

- Children watch Fluency DVD Unit 12, speaking section.

**Lesson Six**

**Listening**

1 Listen and number. 131

**Speaking**

2 Point, ask and answer.

eating dancing taking photos drinking talking

1 2 3 4 5

What's he doing? He's dancing. What's she ...?

**Writing preparation**

3 Read and circle *ing*.

I'm eating my breakfast.

1 We're singing songs. 2 He's talking to his friend.  
 3 They're listening to music. 4 She's watching the band.  
 5 She's choosing a dress. 6 I'm taking photos.

Complete the writing task on page 91 of the Workbook.

91

Listening, speaking, writing Unit 12 91

**2 Point, ask and answer.**

- Ask children to read the words in the word pool.
- Focus on the speech bubbles. Ask a child to stand up. Point to the first picture and read the question for the child to answer. Children repeat the question and answer in chorus.
- Ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what the people are doing.

**3 Read and circle *ing*.**

- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come to the front of the class to circle the *ing* in the sentence.
- Write some of your own sentences on the board and repeat the process, e.g. *He’s eating a cake. They’re sleeping.*
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the *ing* in each sentence.
- Monitor and help as necessary, then check answers.

**ANSWERS**

- 1 We’re singing songs together.
- 2 He’s talking to his friend.
- 3 They’re listening to the music.
- 4 She’s watching the band.
- 5 She’s writing the invitations.

**Further practice**

Workbook page 91 (children write about their family at a party)  
 Fluency DVD • Skills Time! Speaking • Unit 12  
 Values worksheet 12, Teacher’s Resource Centre  
 Unit 12 test, Teacher’s Resource Centre  
 Skills test 4, Teacher’s Resource Centre  
 Student Website • Unit 12 • Listen at home • Track 37 (Words and phrases), Track 38 (Song), Track 39 (Phonics)  
 Online Practice • Unit 12 • Listening, Speaking and Writing

# Fluency Time! 4

## Everyday English CB page 92

### Learning outcomes

To learn some useful language for at a party

### Language

Everyone's in the ... This is for you. Thank you for having me. You're welcome.

### Materials

CD 132–133; Fluency DVD Fluency Time! 4 (optional); Rooms flashcards 88–93 from Level 1 (optional)

### Warmer

- Tell the class they are going to learn some useful language for at a party. Ask children when they have parties, what they usually do before a party and what they usually do at a party. Ask the children to suggest party activities. Write their ideas on the board.
- Play *Bingo* (see page 23) using the words and phrases on the board.

### 1 Listen, read and say. 132

- Focus on the pictures. Ask children to say where the people are (*at a party / at Ellie's house*) and what items they can see in the pictures.
- Play the recording. Children listen and follow in their books.
- Play it again, pausing for children to say the dialogue.
- Children practise the dialogue in groups of three.

### 2 Listen and number. 133

- Show children the pictures and the example. Explain that they need to listen and match the dialogues they hear to the pictures. They should write the numbers of the dialogues in the correct boxes.
- Play the recording for children to number the pictures.
- Ask children what the people are saying in each picture.

### Transcript

**1 Grandma** Hi James. Welcome to the party. Come in. Your cousins are in the kitchen.

**James** Thanks, Grandma. This is for you.

**Grandma** Ah, thank you.

**2 Grandma** What is it, James?

**James** Open it.

**Grandma** Wow, chocolates. We love chocolates. Thank you.

**James** You're welcome.

**3 Grandma** Would you like some juice?

**James** Yes, please. I'm thirsty.

**Grandma** Here you are.

**4 James** Thank you for having me.

**Grandma** You're welcome, James.

**James** See you soon.

### ANSWERS

4, 1, 3, 2

## Fluency Time! 4

### Everyday English

**1 Listen, read and say.**

**Mum:** Welcome to the party. Come in.  
**Ellie:** Everyone's in the living room.  
**Kate:** This is for you.  
**Ellie:** Thank you.

**Kate:** Thank you for having me.  
**Mum:** You're welcome.  
**Kate:** See you soon, Ellie.  
**Ellie:** Bye!

**2 Listening Listen and number.**

**3 Speaking Point and say.**

kitchen   dining room   living room   upstairs   downstairs

Welcome to the party. Everyone's in the living room.

Thank you.

Thank you for having me.

You're welcome.

This is for you.

92 Fluency Time! 4 At a party  Watch the DVD!

### 3 Point and say.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose a room word from the box and make their own dialogue.
- Encourage the children to mime pointing to the room where everyone is and handing the host a present as they say the corresponding lines of their dialogue.

### Optional activity

- Hand out the rooms flashcards from Level 1. Play a song from the Class CD. The children pass the flashcards around the class while the music is playing.
- Stop the music at random intervals. The children with the flashcards choose a partner and act out a dialogue, using the room on their flashcard and the Exercise 3 dialogue.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 4 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 92

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 4

Online Practice • Fluency Time! 4

## Project CB page 93

### Learning outcomes

To make and wrap a present

To use your present to act out a dialogue

### Language

*This is for you. What is it? Open it. Thank you very much.*

### Materials

Fluency DVD Fluency Time! 4 (optional); Fluency Project 4 (Teacher's Resource Centre) (one template for each child); completed present; coloured pencils, scissors and glue for each group of children; glitter (optional); re-usable adhesive (optional)

### 1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 92. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 4 Everyday English scene. If you don't have time for the DVD, read the dialogue on Class Book page 92.
- Invite groups of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

### 2 Wrap a present.

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*wrapping a picture as a present*).
- Ask *What do you need to make and wrap the present?* to elicit *coloured pens, scissors, glue, (glitter)*.
- Divide the class into groups. Give each child a copy of the present template (see Fluency Project 4, Teacher's Resource Centre). Give each group coloured pencils, scissors and glue.
- Use the pictures and instructions to talk children through the process of making and wrapping their present. Demonstrate with your own completed present and make sure children understand what they have to do.
- If you like, you can tell the children to use re-usable adhesive to stick their wrapping paper closed, so that they can give and open presents more than once.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? What's on your wrapping paper?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw a present on a piece of paper and fold it in another piece of paper.

### 3 Use the present and say.

- Focus on the photo. Tell children they are going to use their presents to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- Children can then act out dialogues in pairs, taking turns to give each other their presents.
- Children can swap pairs to act out dialogues with new presents, or colour and cut out other presents from the template to make new dialogues.
- Invite some pairs to act out their dialogues for the class.

**Project**

- 1 Look at the story again. Act.**
- 2 Wrap a present.**
  - Choose and decorate a present.  
Cut it out.
  - Cut out the wrapping paper.  
Fold the dotted lines.
  - Put the present inside.  
Stick the wrapping paper.
  - Decorate the present.
- 3 Speaking Use the present and say.**

Welcome to the party. Come in.  
This is for you.  
A present. What is it?  
Open it.  
Wow! It's a jigsaw.  
Thank you very much.

Project: a present 93

### Optional activity

- Play a guessing game in pairs. Ask a child to choose and wrap a present from the template.
- The children take turns to guess what is in their partner's present. They can make this part of a dialogue (eg: *A: This is for you. B: What is it? A: It's a present. Guess! B: Is it a (jigsaw)? A: No! B: Is it a (doll)? A: Yes, it is! Open it! B: Wow! Thanks very much!*)
- You can ask some pairs to play the game in front of the class.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 4 Everyday English again to review the language of the Fluency Time! 4 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 93). Play each DVD scene again for the children to complete the activities.

## Review 4 CB pages 94–95, WB pages 94–95

Review pages answer key, TB page 131

### Further practice

Workbook page 93

Writing portfolio worksheet, Units 10–12, Teacher's Resource Centre

Fluency Time! 4 test, Teacher's Resource Centre

Progress test 4, Teacher's Resource Centre

Fluency DVD • Fluency Time! 4

Online Practice • Review 4

## Lesson One CB page 96

### Words

#### Learning outcomes

- To identify different animals
- To understand a short story

#### Language

- Core: *cow, goat, horse, sheep, donkey, goose*
- Extra: *than, mummy, daddy, other*

#### Materials

- CD 126, 134–136; Story posters 12 and 13; Farm animals flashcards 134–139

### Warmer 126

- Sing *We're getting ready for the wedding!* from Class Book page 88.
- Use Story poster 12 to retell the Unit 12 story with the class. Ask *What are Mum and Dad doing? What happens in the video?*

### Lead-in

- Use flashcards 134–139 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 134

- Ask children to look at the different farm animal 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 for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

cow, goat, horse, sheep, donkey, goose  
horse, goose, cow, sheep, goat, donkey

#### Listen and repeat.

cow, goat, horse, sheep, donkey, goose

#### Optional activity

- Play *What's missing?* (see page 23) using flashcards 134–139 to practise the farm animal words.


### 2 Listen and chant. 135

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 13 Look at all the animals!

### Lesson One Words

**1 Listen, point and repeat.** 134




cow goat horse sheep donkey goose


**2 Listen and chant.** 135

**3 Listen and read.** 136

**1** Wow! Look at all the animals, Billy.



**2** Look. This cow is bigger than that cow.




Yes, it's the mummy cow.

**3** And this sheep is smaller than that sheep.



That's right. It's a baby sheep.

**4** Look. A baby donkey and a mummy donkey.



That's right, Billy.

**5** Look at that goat. It's bigger than the other goats.



Is it a daddy goat?

**6** No, it's a naughty baby goat!



96 Unit 13 Farm animals

### Transcript

cow, cow, cow  
goat, goat, goat  
horse, horse, horse  
sheep, sheep, sheep  
donkey, donkey, donkey  
goose, goose, goose

### Optional activity

- Play *What's the picture?* (see page 23) with the class. One child comes to the front and draws an animal from the vocabulary set. The other children try to be the first to guess what the animal is.

### 3 Listen and read. 136

- Use Story poster 13 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where is the family? What animals do they see? Do they see big animals and small animals?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice

Workbook page 96

Student Website • Unit 13 • Words

Online Practice • Unit 13 • Words

**Grammar**

**Learning outcomes**

- To compare the size of animals and the height of people
- To write comparative sentences
- To act out a story

**Language**

Core: *This cow is bigger than that cow. The girl is taller than the boy.*  
 Extra: *hen*

**Materials**

CD 136; Story poster 13; Farm animals flashcards 134–139

**Warmer**

- Play *Where was it?* (see page 23) with the new vocabulary.

**Lead-in**

- Ask children if they can remember what happened in the story. Show Story poster 13 to encourage ideas.
- Cover the poster and ask which animals were in the story.

**1 Listen to the story again and repeat. Act.** 136

- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy, and Grandpa. If you would like some of the children to pretend to be animals, add parts for two cows, two sheep, two donkeys and three goats.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

Picture 1: Grandpa points to the animals.

Picture 2: Billy leans over the fence and points to the cow. (One cow stands proudly taller than the other cow.)

Picture 3: Billy points to the sheep. (The two sheep can pretend to be munching on grass.)

Picture 4: Billy points to the donkey. (The two donkeys move their heads.)

Picture 5: Rosy points to the goat. (Two goats eat grass; another goat stands up tall and eats from the top of a bush.)

Picture 6: The children and Grandpa laugh at the baby goat.


**2 Look and say.**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the comparative sentences, pausing after each one for children to point to the picture and repeat.
- Write the sentences on the board. Read them again, using gestures to show that something is big or small to reinforce meaning. Children repeat again.


**Lesson Two Grammar**

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**

**Let's learn!**




This cow is bigger than that cow.



This sheep is smaller than that sheep.


**3 Write.**    bigger than    smaller than    taller than    shorter than

1




The horse is            the goat.

2




The girl is            the boy.

3




The boy is            the girl.

4



The sheep is            the cow.

**4 Point and say.**



The boy is shorter than the girl.

The girl is ...

The goose is ...

The hen is ...

bigger / smaller / taller / shorter than    Unit 13    97

- Rub out the animal words in each sentence and replace with different farm animals flashcards to elicit sentences with the same pattern, e.g. *This horse is bigger than that horse.* Say the new sentences for children to repeat.
- Ask children to change the words to make new sentences.

**3 Write.**

- Focus on the words in the word pool and read them together. Demonstrate the relative sizes with gestures. Ask a tall and a short child to come to the front and say, e.g. *Julia is taller than Miranda. Miranda is shorter than Julia.* Ensure children understand that we use *tall* and *short* for people.
- Put the flashcards of the horse and the goat on the board. Read the first sentence with the class, pointing first to the horse and then to the goat. Show with your arms that the horse is big and that the goat is small.
- Allow time for children to complete the activity.
- Monitor and help as necessary, then check answers.

**ANSWERS**

- The horse is bigger than the goat.
- The girl is taller than the boy.
- The boy is shorter than the girl.
- The sheep is smaller than the cow.

**4 Point and say.**

- Focus on the pictures and elicit the word *hen*. Ask a child to read out the first sentence in the speech bubbles.
- Ask children to work in pairs. They take turns to compare the girl and the boy, and the goose and the hen.

**Further practice**

Workbook page 97

Grammar reference, Class Book page 127

Student Website • Unit 13 • Grammar

Online Practice • Unit 13 • Grammar

# Lesson Three CB page 98

## Song

### Learning outcomes

- To identify adjectives for describing animals
- To use these adjectives in the context of a song

### Language

- Core: *loud, quiet, fast, slow*
- Extra: *farm, cheep, cluck, honk, clop, clip, trot*
- Recycled: farm animals words

### Materials

CD 137–138; Adjectives flashcards 140–143; Farm animals flashcards 134–139 (optional)

### Warmer

- Play a sentence chain game with the class, using the farm animals and any other animals they know in English. Begin by saying *On the farm there's a goat*. The first child continues *On the farm there's a goat and a goose...* etc.

### Lead-in

- Use flashcards 140–143 to introduce the new vocabulary. Use mime to reinforce the meaning of the words.
- Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat.

### 1 Listen, point and repeat. 137

- Play the first part of the recording for children to point to the pictures in their Class Books and say the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 140–143 for individual children to say.

### Transcript

**Listen and point.**  
*loud, quiet, fast, slow*  
*quiet, loud, slow, fast*  
**Listen and repeat.**  
*loud, quiet, fast, slow*

### Optional activity


- Put flashcards 140–143 on the board. Point to each one in turn for children to say the word in the way they describe, e.g. they say *loud* very loudly.

### 2 Listen and sing. 138

- Ask children to look at the pictures. Point to the animals for children to name them. Ask them to predict what the song is about (*animals on a farm*).
- Play the song all the way through while children listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

**Lesson Three Song**

**1 Listen, point and repeat.** 137



**2 Listen and sing.** 138

**3 Sing and do.**

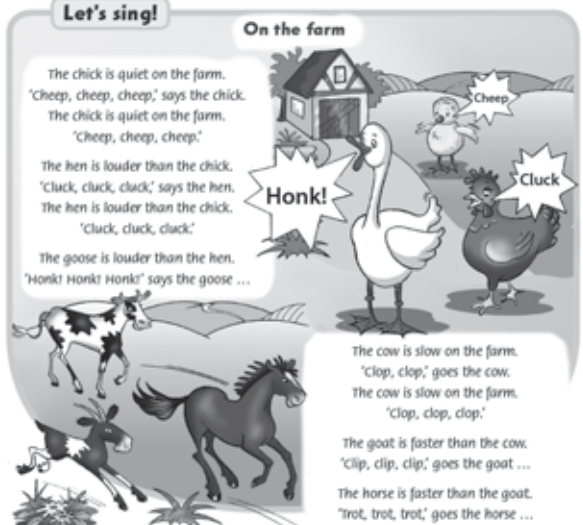
**Let's sing!**

**On the farm**

The chick is quiet on the farm.  
 'Cheep, cheep, cheep,' says the chick.  
 The chick is quiet on the farm.  
 'Cheep, cheep, cheep.'

The hen is louder than the chick.  
 'Cluck, cluck, cluck,' says the hen.  
 The hen is louder than the chick.  
 'Cluck, cluck, cluck.'

The goose is louder than the hen.  
 'Honk! Honk! Honk!' says the goose ...



The cow is slow on the farm.  
 'Clop, clop,' goes the cow.  
 The cow is slow on the farm.  
 'Clop, clop, clop.'

The goat is faster than the cow.  
 'Clip, clip, clip,' goes the goat ...

The horse is faster than the goat.  
 'Trot, trot, trot,' goes the horse ...

98 Unit 13 Adjectives

### 3 Sing and do.

- Ask children to look at the pictures and think of an action they could do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

### Song actions

Divide the class into groups of six, one for each animal. The children do the actions for their animal as shown below:

- Verse 1 – chicks flap their wings
- Verse 2 – hens move their necks backwards and forwards
- Verse 3 – geese open and shut their hands like beaks
- Verse 4 – cows slowly move their feet up and down
- Verse 5 – goats spring from foot to foot
- Verse 6 – horses trot along quickly

### Culture note: Farms in Britain

Every year 900 million farm animals are reared in Britain. The most commonly farmed animals are sheep, cows, chickens, goats, pigs, ducks, and geese. Turkey and rabbit farms can also be found. Different regions of the UK are suited to different animals: for example, in Scotland, Wales, and north-west England, sheep farming is common as sheep can survive the cold winters; south-west England, with its rich grass, is more suitable to dairy farming.

Farming is usually associated with the countryside, but Britain also has over 60 city farms. The idea behind these is to give children from the city the chance to see what farms are like. Most city farms have a small selection of each of the animals mentioned above for visitors to look at.

### Further practice

- Workbook page 98
- Picture dictionary, Workbook page 131
- Extra writing worksheet 13, Teacher's Resource Centre
- Student Website • Unit 13 • Words, Song
- Online Practice • Unit 13 • Song

Phonics

Learning outcomes

To pronounce the sound /i:/ at the end and in the middle of words

Language

Core: *cheese, feet, green, three, tree*

Extra: *piece*

Materials

CD 128, 139–141; Phonics cards 43–47 (tree, green, three, cheese, feet)

Warmer 128

- Ask children which sound they looked at in their last phonics lesson (/u:/). Do the chant from Class Book page 89 to revise the sound /u:/.

Lead-in

- Teach the sound and letters for this lesson using the phonics cards.
- Hold up phonics card 44 (*green*). Ask *What are the sounds?* to elicit *gr-ee-n*. Practise the sounds several times together. Then say *green* for children to repeat. Do the same with the other cards.

1 Listen, point and repeat. 139

- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- 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 point and then repeat.

Transcript

Listen and point.

/i:/ tree /i:/ green /i:/ three /i:/ cheese /i:/ feet

Listen and repeat.

/i:/ tree /i:/ green /i:/ three /i:/ cheese /i:/ feet

2 Listen and chant. 140


- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.


3 Read the chant again. Circle the sound ee.


- Write the first line of the chant on the board. Ask two children to come up and each find an example of the *ee* sound. Children find and circle the *ee* in *green* and *tree*.
- Allow time for children to read the rest of the chant and circle the other examples in their books.
- Monitor and help as necessary, then check answers.


Lesson Four Phonics


**1 Listen, point and repeat.** 139

tree  



green  


three  



cheese  


feet  


**2 Listen and chant.** 140




Look up at the green tree.  
What can you see?  
Two feet and a tail.  
Count them: one, two, three!





What's in the green tree?  
What's hiding there?  
A monkey with a piece of cheese.  
That's what's hiding there!


**3 Read the chant again. Circle the sound ee.**


**4 Listen and complete the words.** 141

1   
green

2   
\_ee\_

3   
\_ee\_

4   
\_ee\_

5   
\_ee\_

Long vowels ee Unit 13 99

ANSWERS

Look up at the **gr**een tree.  
What can you **see**?  
Two **fe**et and a tail.  
Count them: one, two, **thr**ee!  
What's in the **gr**een tree?  
What's hiding there?  
A monkey with a piece of **che**ese,  
That's what's hiding there!

**NOTE:** If children notice the /i:/ sound in *monkey* and *piece*, congratulate them and explain that these are other ways of spelling the same sound. They will see other spellings for this sound in later levels.

4 Listen and complete the words. 141

- Ask children to look at the pictures and identify what they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *gr* and *n*.
- Play the recording for children to complete the words.
- Play the recording again and check answers.

Transcript

1 green 2 tree 3 feet 4 cheese 5 three

Optional activity

- Practise this 'tongue twister' with the class:  
*Three green trees, three green trees.  
I see three green trees.*

Further practice

Workbook page 99

Student Website • Unit 13 • Phonics

Online Practice • Unit 13 • Phonics

# Lesson Five CB page 100

## Skills Time!

### Skills development

Reading: read and understand a letter; read for specific details

### Language

Recycled: vocabulary and structures seen previously

Extra: *trip, bring*

### Materials

CD 142; Farm animal flashcards 134–139; a piece of plain paper for each child (optional); a set of coloured pencils for each group of six children; Cut and Make 5, Teacher's Resource Centre

### Warmer

- Play *Bingo* (see page 23) to revise the farm animal words.

### Lead-in

- Talk about farms with the class. Ask *What animals live on a farm? Are there any farms near here? Do you ever visit farms?*
- Ask children to look at the pictures and guess what kind of text it is (*a letter about a school trip to a farm*).

### 1 Look at the pictures. What animals can you see?

- Ask children to look at the pictures. Ask *Where are the children? What animals can you see?* Encourage children to tell you about anything else they can see.

### ANSWERS

horses, hens

### 2 Listen and read. 142

- Tell children that they are going to hear a recording of the text in the letter.
- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions children have.
- Ask comprehension questions, e.g. *What animals can the children see? What trees can they see? What must the children wear? What must they bring?*

### 3 Read again. Circle the correct word.

- Ask children to close their books. Copy the example sentence from the Class Book onto the board. Invite a child to come to the front of the class to circle the correct word.
- Write more sentences on the board, each with two options for children to choose from, e.g. *There are elephants / cows at the farm. The children are going to a farm / market.*
- Allow time for the children to complete the activity in their books.
- Invite children to read out the sentences with the correct words.

### ANSWERS

1 Wednesday 2 bus 3 tractor 4 hens 5 sunny

## Skills Time!

Lesson Five

Reading

1 Look at the pictures. What animals can you see? 2 Listen and read. 142

Dear Parents,

We are happy to say that there is a trip to Apple Farm for all the children in Class 2S. The trip is on Wednesday. On this trip, the children learn about farm life and have fun in the open air.

There are lots of animals on the farm. In the morning, the children can feed the hens and the ducks. They can also see the cows, horses and goats.


The farmer, Mr James, is very friendly. He teaches the children about life on the farm and about where food comes from. The children can also ride in his big tractor. This is always very popular.

We are travelling by school bus. The coach goes at 9 o'clock, so please don't be late.

Please bring lunch boxes and drinks. Also bring boots, as the farm can be muddy! It is also sunny at the farm, so bring a sun hat too.

Here are some photos of last year's trip.

Best wishes,  
Mrs Evans, Class Teacher (Class 2S)



3 Read again. Circle the correct word.

1 The school trip is on Monday / Wednesday.

2 They are travelling by bus / train.

3 The children can ride on a horse / tractor.

4 They can feed the hens / goats.

5 It is sunny / raining at the farm.

100 Unit 13 Reading: a parents' letter

### Optional activity

- Do Cut and Make 5. (For materials and instructions see Teacher's Resource Centre and Teacher's Book page 139.)

### Optional activity

- Give a piece of plain paper to each child and a set of coloured pencils to each group of six. Ask children to draw their favourite thing at the farm, e.g. the sheep in the field, the fig trees, the picnic area, etc.
- Children take turns to tell each other about their pictures, e.g. *These are the horses. This horse is black and this horse is white. They are big and fast.*

### Further practice

Workbook page 100

Cut and Make 5, Teacher's Resource Centre

Online Practice • Unit 13 • Reading



**Skills Time!**

**Skills development**

Listening: listen to rules and match them to pictures  
 Speaking: talk about how animals feel  
 Writing: connect sentences using *and*; write about a farm visit (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 143; Farm animal flashcards 134–139; Fluency DVD Unit 13 (optional)

**Warmer**

- Play *What's missing?* (see page 23) to revise the farm animal words.

**Lead-in**

- Ask children what they can remember about the farm in the text from the previous lesson. Ask *What can you see at the farm? What can the children do there?*
- Ask the children which farm animals they like best and why.

**1 Listen and number.** 143

- Point to the pictures and ask the children to say which animals they can see. Ask them whether each animal looks friendly or not. Ask the children to suggest an adjective for each animal.
- Play the first part of the recording and ask the children to point to the correct picture. Focus attention on the example
- Play the rest of the recording for the children to listen and number the pictures.
- Ask *What animal is (nervous)?* Encourage children around the class to answer and say the number for that picture.

**Transcript**

**Man** I'm Mr James. I'm the farmer here at Apple farm.  
**1** You can feed these ducks. They're hungry now. This is their food.  
**2** This horse is very nervous. Don't go near it. It's scared of children.  
**3** These cows are very thirsty. Please give them some water.  
**4** You can touch this goat. It's very friendly. Its name is George. It likes children.  
**5** The sheep are very hot now. You can watch me cut the wool.  
**6** Are you scared of the dog? Don't worry, this dog is very friendly.

**ANSWERS**

4, 2, 1, 6, 3, 5

**Optional activity**

- In this section children can practise talking about rules on a farm. Before playing the DVD, review the imperative forms the children learned in Level 1, e.g. Walk, Don't walk, etc. Children watch Fluency DVD Unit 13, speaking section.

**Lesson Six**

**Listening**

**1 Listen and number.** 143

Hello! I'm Mr James.

**Speaking** Watch the DVD!

**2 Look and say.** nervous hungry friendly thirsty hot scared

It's nervous. What is it? It's the horse. It's number 2.

**Writing preparation**

**3 Write *and* to connect the sentences.**

This is a cow. This is a goat. This is a cow and this is a goat.

1 I am seven. My sister is nine.  
I am seven \_\_\_\_\_ my sister is nine.

2 There is a sheep. There are chicks.  
There is a sheep \_\_\_\_\_ there are chicks.

3 We play football. They go swimming.  
We play football \_\_\_\_\_ they go swimming.

Complete the writing task on page 101 of the Workbook.

page 101

Listening, speaking and writing Unit 13 101

**2 Look and say.**

- Point to the pictures in Exercise 1 and ask the children to name the animals and suggest how each animal feels. Ask a child to read out the words in the box.
- Ask a pair of children to read out the example dialogue.
- Children work in pairs. They take turns to choose an adjective from the box to describe an animal for their partner to guess.

**3 Write *and* to connect the sentences.**

- Ask children to close their books. Copy the first two example sentences from the Class Book onto the board, leaving a small space between them.
- Invite a child to come to the front of the class to rub out the full stop and write *and* in its place to connect the two sentences. Ask the child to change the upper-case *T* on *This* in the middle of the sentence to a lower-case *t*, explaining that it is no longer the beginning of a sentence.
- Write more sentences on the board and repeat the process, e.g. *This is Amy. This is Toby; I like eggs. My brother likes apples; Wash your hands. Eat your lunch.*
- Let children complete the activity, then check answers.

**ANSWERS**

- 1** I am seven and my sister is nine.  
**2** There is a sheep and there are chicks.  
**3** We play football and they go swimming.

**Further practice**

**Workbook page 101 (children write about a farm visit)**  
 Fluency DVD • Skills Time! Speaking • Unit 13  
 Values worksheet 13, Teacher's Resource Centre  
 Unit 13 test, Teacher's Resource Centre  
 Student Website • Unit 13 • Listen at home • Track 40 (Words and Phrases), Track 41 (Song), Track 42 (Phonics)  
 Online Practice • Unit 13 • Listening, Speaking and Writing

Lesson One CB page 102

## Words

## Learning outcomes

- To identify adjectives for describing people
- To understand a short story

## Language

Core: *kind, naughty, wet, dry, fridge, photo*

Extra: *just, duck*

## Materials

CD 138, 144–146; Story posters 13 and 14; Memories flashcards 144–149; four pieces of plain paper (optional)

## Warmer 138

- Sing *On the farm* from Class Book page 98.
- Use Story poster 13 to retell the Unit 13 story with the class. Ask *Where do the children go? What different animals do they see? Do they see a daddy goat?*

## Lead-in

- Use flashcards 144–149 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
  - Hold the flashcards up in a different order and repeat.
  - Say the words again. Children repeat.
- 1 Listen, point and repeat.** 144
- 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.
  - Hold up the flashcards in a random order and ask the class to say the words.
  - Ask children if they can remember what nouns are (*things*) and what adjectives are (*describing words*). Ask which four words are adjectives (*kind, naughty, wet, dry*) and which two words are nouns (*fridge, photo*).

## Transcript

## Listen and point.

*kind, naughty, wet, dry, fridge, photo*

*wet, kind, dry, naughty, photo, fridge*

## Listen and repeat.

*kind, naughty, wet, dry, fridge, photo*

**2 Listen and chant.** 145

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 14 Look at the photos!


Lesson One Words

**1 Listen, point and repeat.** 144



**2 Listen and chant.** 145

**3 Listen and read.** 146



102
Unit 14 Memories

## Transcript

*kind, kind, kind*

*naughty, naughty, naughty*

*wet, wet, wet*

*dry, dry, dry*

*fridge, fridge, fridge*

*photo, photo, photo*

## Optional activity

- Put flashcards 144–149 in different places around the room, making sure that everyone can see them. Play the recording. Children point to the adjectives as they hear them, or say where the flashcard is, e.g. *It's next to the door.*

**3 Listen and read.** 146

- Use Story poster 14 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Why are the children looking at the fridge? Is Billy naughty now?*
- Ask children to find words from Exercise 1 in the story.

## Optional activity

- Ask children to look at the story again and find four more adjectives (*sad, hungry, big, good* – pictures 2 and 6).

## Further practice

Workbook page 102

Student Website • Unit 14 • Words

Online Practice • Unit 14 • Words

**Grammar**

**Learning outcomes**

- To talk about people in the past
- To use adjectives to describe people
- To act out a story

**Language**

Core: *I was happy. She wasn't wet. You were kind. They weren't sad.*

**Materials**

CD 146; Story poster 14; Memories flashcards 144–149

**Warmer**

- Play *Slow reveal* (see page 23) with flashcards 144–149 to revise the vocabulary from the previous lesson.

**Lead-in**

- Ask children what happened in the story in the previous lesson. Show Story poster 14 to encourage recall.
- Cover the poster and ask children which adjectives were in the story (*kind, sad, hungry, wet, dry, naughty, big, good*).

**1 Listen to the story again and repeat. Act.** 146

- Ask children to look at the story on Class Book page 102 to see how many of the adjectives they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of three to play the parts of Rosy, Tim, and Billy.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**Story actions**

In pictures 2–5, children act out the scenes in the photos.

Picture 1: Rosy points to photos on the fridge.

Picture 2: (in the photo) Tim offers some apples to the babies.

Picture 3: (in the photo) Tim and Rosy shelter from the rain.

Picture 4: (in the photo) Billy opens his presents.

Picture 5: (in the photo) Billy cries, pointing to his sandwiches.

Picture 6: Billy measures his height against the wall.

**2 Look and say.**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one for children to point to the picture and repeat.
- Write the sentences on the board. Read them again, nodding or shaking your head each time to reinforce meaning. Children repeat again.
- Rub out the adjectives in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. *I was naughty. She wasn't dry. You were wet. They weren't kind.* Say the new sentences for children to repeat.

Lesson Two Grammar

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**

Let's learn!






I was happy.

She wasn't wet.

You were kind.

They weren't sad.

**3 Look and circle.**

1



She was / were kind.

2



They wasn't / weren't wet.

3



He was / were naughty.

4



You wasn't / weren't dry.

5



I was / were tired.

6



She wasn't / weren't cold.

**4 Point and say.**

She was kind.

They ...

was / wasn't   were / weren't   Unit 14   103

- Ask children to change the words to make new sentences.

**Optional activity**

- Read the sentences from the *Let's learn!* box in a different order for children to point to the correct pictures.

**3 Look and circle.**

- Look at the first picture together. Ask the class what adjective they think is being described (*kind*). Ask *She was or She were? (was)*. Show children how *was* has been circled.
- Allow time for children to look at the rest of the sentences and circle the correct words.
- Monitor and help as necessary, then check answers.

**ANSWERS**

1 She was kind. 2 They weren't wet. 3 He was naughty.  
 4 You weren't dry. 5 I was tired. 6 She wasn't cold.

**4 Point and say.**

- Focus on the speech bubbles. Ask a child to stand up. He / She points to the first picture and reads the sentence.
- Ask children to work in pairs. They take turns to point to the pictures and the sentences.

**Optional activity**

- Hold up Story poster 14. Point to the pictures and say *Tell me about Tim, the babies, Billy, etc.* Elicit sentences such as *He was kind. They were hungry.* Write the sentences on the board and practise saying them together.

**Further practice**

Workbook page 103  
 Grammar reference, Class Book page 127  
 Student Website • Unit 14 • Grammar  
 Online Practice • Unit 14 • Grammar

**Song**

**Learning outcomes**

To identify words for describing rooms  
To use these words in the context of a song

**Language**

Core: *tidy, untidy, floor, rubbish, dirty*

Extra: *each, tidy up*

Recycled: special days words

**Materials**

CD 147–148; Tidying up flashcards 150–154; Special days flashcards 70–75 (optional)

**Warmer**

- Tell the class *Today you're having a party. What do you need?* Write children's suggestions on the board as they say them. If necessary, use Special days flashcards 70–75 from Unit 7 to help generate ideas.

**Lead-in**

- Use flashcards 150–154 to introduce the new vocabulary. Hold up the cards and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

**1 Listen, point and repeat.** 147

- Play the first part of the recording for children to point to the pictures in their Class Books and say the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 150–154 one at a time for individual children to say the words.

**Transcript**

**Listen and point.**

*tidy, untidy, floor, rubbish, dirty*  
*untidy, dirty, tidy, rubbish, floor*

**Listen and repeat.**

*tidy, untidy, floor, rubbish, dirty*

**2 Listen and sing.** 148

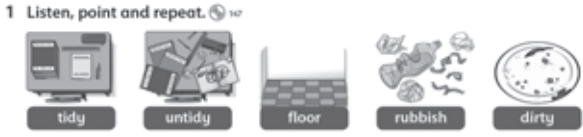
- Ask children to look at the pictures. Point to the different things for children to say the words they know. Ask children to predict what the song is about (*tidying up after a party*).
- Play the song the whole way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

**Optional activity**

- Play *Musical cards* (see page 23) with Tidying up flashcards 150–154.

**Lesson Three Song**

**1 Listen, point and repeat.** 147




**2 Listen and sing.** 148      **3 Sing and do.**


**Let's sing!**

**The house was so untidy!**


Hello, Mum,  
The party was fun.  
Everyone was happy,  
Each and every one.



But after the party,  
Balloons were on the door.  
Food was on the table,  
And cards were on the floor.



The house was so untidy,  
So here is your surprise ...  
Open the door,  
And open your eyes!



The food is in the fridge,  
The rubbish in the bin.  
Now the house is tidy,  
So come on in!

Thank you!

104 Unit 14 Tidying up

**3 Sing and do.**

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

**Song actions**

Divide the class into four groups. Each group will act out a different verse.

Verse 1 – talk, eat, and dance as if at a party

Verse 2 – point to imaginary balloons, cards and food

Verse 3 – tidy things away, and open a door

Verse 4 – cover eyes then open them, looking happy and surprised

**Optional activity**

- Draw a simple picture of the classroom on the board. Include the board, your desk, and some of the children's chairs and tables.
- Tell children that there was a party in the classroom last night. They have to help you complete the picture to show what the room looked like after the party.
- Give Special days flashcards 70–75 to six different children. Say, e.g. *The cake was on the floor*. The child with the cake flashcard puts it in an appropriate place on the board. Repeat with the rest of the flashcards.
- Point to the different things on the board for the class to tell you about them, e.g. *The cards were on the table*. *The sweets were on the chair*.

**Further practice**

Workbook page 104

Picture dictionary, Workbook page 132

Extra writing worksheet 14, Teacher's Resource Centre

Student Website • Unit 14 • Words, Song

Online Practice • Unit 14 • Song

# Lesson Four CB page 105

## Phonics

### Learning outcomes

- To understand how *magic e* at the end of words changes the vowel sound
- To recognize the sounds of long and short vowels

### Language

Core: *cube, cube, tap, tape, pip, pipe*

### Materials

CD 140, 149–151; Phonics cards 42, 48–52 (cube, cub, tap, tape, pip, pipe)

### Warmer 140

- Do the chant from Class Book page 99 with the class to revise the /i:/ sound from the previous lesson.
- Tell children that today's lesson is about long vowels with *magic e* and short vowels without *magic e*. Ask children to name as many *magic e* words from previous lessons as they can. Write the words on the board.
- Say the words with the class. Move your finger back from the *magic e* to the middle vowel as you say each one. Ask the class *What does magic e do?*

### Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up the *cube* card and say the word for children to repeat. Say *Is this a magic e word?* (No).
- Next hold up the *cube* card and say the word. Say *Is this a magic e word?* (Yes). Say the sound and the word, moving your finger back from the *magic e* to the middle vowel as you do so. Repeat with the other phonics cards.

### 1 Listen, point and repeat. 149

- 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 point and then repeat.

### Transcript

#### Listen and point.

/ʌ/ cub /u:/ cube /æ/ tap /eɪ/ tape /ɪ/ pip /aɪ/ pipe

#### Listen and repeat.

/ʌ/ cub /u:/ cube /æ/ tap /eɪ/ tape /ɪ/ pip /aɪ/ pipe

### 2 Listen and chant. 150

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

### 3 Circle the short vowels. Underline the long vowels.

- Ask which five letters are vowels (*a, e, i, o, and u*).
- Explain that words with a *magic e* are long vowels and words without a *magic e* are short vowels.

**Lesson Four Phonics**

**1 Listen, point and repeat.** 149

**2 Listen and chant.** 150

A lion cub is playing with a cube.  
Cub, cub, cub.  
Cube, cube, cube.

An orange pip is in a pipe.  
Pip, pip, pip.  
Pipe, pipe, pipe.

There's tape on the tap on the sink.  
Tap, tap, tap.  
Tape, tape, tape.

**3 Circle the short vowels. Underline the long vowels.**

1 Tim 2 cube 3 tap 4 pip 5 tape 6 time 7 cub 8 pipe

**4 Listen and circle the correct word.** 151

1   
cub / cube

2   
pip / pipe

3   
tap / tape

4   
cub / cube

5   
pip / pipe

Short and long vowels Unit 14 105

- Focus on the list of words. Point to the first word (*Tim*) for children to say aloud. Ask *Long vowel or short vowel?* (*short vowel*). Repeat with the second word (*cube* – *long vowel*).
- Show children how the short vowel in *Tim* is circled and the long vowel in *cube* is underlined.
- Let children to complete the activity, then check answers.

### ANSWERS

1 Tim 2 cube 3 tap 4 pip 5 tape 6 time 7 cub  
8 pipe

### 4 Listen and circle the correct word. 151

- Ask children to look at the pictures and identify what they can see. Tell them they are going to hear a recording of each word. They must listen and circle the correct word.
- Play the beginning of the recording and pause after the first word. Show how the word *cube* is circled as an example.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for children to check their answers, then go through the answers with the class.

### Transcript

1 cube 2 pip 3 tap 4 cub 5 pipe

### Optional activity

- Tell children that you are going to read a list of words, some containing the *magic e* sounds from Units 9–12. When they hear a word containing a *magic e*, they must raise their hands. Read the following list: *cake, bike, cat, flute, fig, cut, white, stone, stop, tube, lake, big, man, home*.

### Further practice

Workbook page 105

Student Website • Unit 14 • Phonics

Online Practice • Unit 14 • Phonics

# Lesson Five

CB page 106

## Skills Time!

### Skills development

Reading: read and understand a review of a school play; read for specific details

### Language

Recycled: vocabulary and structures seen previously

Extra: *ill, fluffy, proud, brilliant*

### Materials

CD 152; Flashcards 144–154

### Warmer

- Play *Jump* (see page 23) to revise the new words from this unit.

### Lead-in

- Ask children to look at the text and guess what kind of text it is and where they think this text is (*a review of a school play, on a school website*). Ask the children what they think the play is about.
- Ask the children if they have been in a school play, what their school play was about and what they wore in their school play.

### 1 Look at the pictures. What are the children wearing?

- Ask the children to look at the pictures in the text and say what each of the children is wearing (*a white coat / vet's costume, a rabbit costume, a cat costume*). Ask the children what character they think each child is playing.

### 2 Listen and read. 152

- Play the recording for children to listen and follow silently in their Class Books.
- Play the recording again. Ask comprehension questions, e.g. *Where was the play? Who was the rabbit? What was Ruby's costume?*

### 3 Read again. Circle the false word and write the correct word.

- Explain that one word in each sentence is false. The children need to read the text again and find the information to circle the false word and write the correct word.
- Ask a child to read out the first sentence. Encourage the children to find the information in their text and say which word is false and what the correct word is. Show the children the example.
- Allow the children time to complete the activity in their books. Move around the class and help if necessary.
- Check answers by asking children to read out the sentences with the correct words.

### ANSWERS

2 afternoon morning 3 playground classroom  
4 blue white 5 little big 6 art English

## Skills Time!

Lesson Five


**Reading**

- 1 Look at the pictures. What are the children wearing?
- 2 Listen and read.

News Teachers Students Events


### Class 2L play was a great success!

by Lucy Grant (2L)



In the story, the rabbit was scared of the vet, but in the end he was very brave. The cat was very old and tired, but in the end it was happy and well. The play was lots of fun. Our families were very happy and proud of us.

Thank you to our English teacher, Miss Green, for her work. And thank you to our mums and dads for the costumes. Primary 2 was brilliant. We are really looking forward to Primary 3!



This year, Class 2L's play was Vet Story. The play was in our classroom on Tuesday morning. I was the vet in the play. Jack and Ruby were ill animals. Jack was a rabbit and Ruby was a cat. My costume was a vet's white coat. Jack's was a fluffy tail and big rabbit ears. Ruby's costume was a big cat's head.

- 3 Read again. Circle the false word and write the correct word.

- 1 The play was on Thursday. Tuesday
- 2 The play was in the afternoon. \_\_\_\_\_
- 3 The play was in the playground. \_\_\_\_\_
- 4 The vet's coat was blue. \_\_\_\_\_
- 5 The rabbit's ears were little. \_\_\_\_\_
- 6 Miss Green is the art teacher. \_\_\_\_\_

106 Unit 14 Reading: a school article

### Optional activity

- Play a guessing game. Invite a child to come to the front of the class. Tell the child to think of a character that they could be in a play (this could be a job word or an animal word) and think about their costume.
- Tell the child to describe their costume to the class, e.g. *I've got a grey costume. It's very big. I've got a long nose and I've got a small tail.* The first child to guess the correct word, e.g. *You're an elephant!* can take a turn to describe another costume for the class.

### Further practice

Workbook page 106

Online Practice • Unit 14 • Reading

**Skills Time!**

**Skills development**

- Listening: listen for specific detail
- Speaking: talk about people's costumes
- Writing: identify and write and or in positive and negative sentences; write about yourself and your friends (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 153; Fluency DVD Unit 14 (optional)

**Warmer**

- Play *Snap!* (see page 23) using the words from this unit.

**Lead-in**

- Ask children what they can remember about the text from the previous lesson. Ask *What was the play? Who was in it?*
- Allow children to check the article on page 106 of their Class Books to see how much they remembered correctly.
- Ask children to look at the pictures of the children in their costumes on Class Book page 107, Exercise 1 and say what they can see. Ask them to predict what they might hear.

**1 Listen and write T (true) of F (false).** 153

- Tell children that they are going to hear a recording of a boy talking about his school play. Play the recording for children to listen and point to the pictures.
- Play the recording a second time for children to decide whether the pictures contain the correct information. Stop the recording after the first sentence. Show children the first picture and ask *Is this true? (No)*. Point out the letter *F* in the box.
- Play the recording again for children to listen and write *T* or *F* in the boxes. Then check answers with the class.

**Transcript**

- Our school play was about animals. The costumes were animal costumes.
- The play was on Wednesday.
- I was a builder in the play. My costume was a builder's hat and coat.
- Jane and Simon were doctors. Their costumes were white coats.
- Our families were very happy and proud.

**ANSWERS**

1 F 2 T 3 F 4 F 5 T

**Optional activity**

- Children watch Fluency DVD Unit 14, speaking section.

**2 Look and say.**

- Children look at the pictures and name the jobs.
- Read the words in the word pool aloud with the class.

**Listening**

1 Listen and write T (true) or F (false).

**Speaking**

2 Look and say. fireman builder nurse policeman

He was a ...  
She was a ...  
They were...

**Writing preparation**

3 Read. Circle *and*. Underline *or*.

I like donkeys and horses. I don't like dogs or cats.

- I don't like tennis or football.
- I like cakes and bananas.
- I can't swim or ride a bike.
- The living room was dirty and untidy.
- Today we've got English and maths.
- We haven't got science or PE.

Complete the writing task on page 107 of the Workbook.

Listening, speaking and writing Unit 14 107

- Focus on the three speech bubbles. Point to the first picture and ask a child to begin the sentence using the appropriate speech bubble, and finish it with the correct job.
- Children work in pairs. They take turns to point to the pictures and make sentences about what the children were in the play.

**3 Read. Circle and. Underline or.**

- Ask children to close their Class Books. Copy the two example sentences onto the board.
- Invite a child to come up and circle the word *and* in the first sentence. Invite a second child to come and underline the word *or* in the second sentence.
- Ask children which sentence is positive (a 'yes' sentence) and which is negative (a 'no' sentence). Explain that the word *and* goes with positive sentences, and *or* goes with negative sentences.
- Write some of your own sentences on the board, and repeat the process, e.g. *I've got a sandwich and a cake. I can't draw or sing. I like music and art. I don't like maths or PE.*
- Let children complete the activity, then check answers.

**ANSWERS**

- I don't like tennis or football.
- I like cakes and bananas.
- I can't swim or ride a bike.
- I can skate and ride a horse.
- Today we've got English and maths.
- We haven't got science or PE.

**Further practice**

Workbook page 107 (children write about themselves and their friends)

Fluency DVD • Skills Time! Speaking • Unit 14

Values worksheet 14, Teacher's Resource Centre

Unit 14 test, Teacher's Resource Centre

Student Website • Unit 14 • Listen at home • Track 43 (Words and Phrases), Track 44 (Song), Track 45 (Phonics)

Online Practice • Unit 14 • Listening, Speaking and Writing

## Lesson One CB page 108

### Words

#### Learning outcomes

To use singular and plural forms of *man*, *woman*, and *child*  
To understand a short story

#### Language

Core: *man*, *men*, *woman*, *women*, *child*, *children*  
Extra: *prize-giving*, *prize*, *winner*, *some*, *any*

#### Materials

CD 148, 154–156; Story posters 8–15; People flashcards 155–160

### Warmer 148

- Sing *The house was so untidy!* from Class Book page 104.
- Use Story poster 14 to retell the Unit 14 story with the class. Ask *What are the children looking at? Who are the people in the photos? What are they doing?*

### Lead-in

- Use flashcards 155–160 to elicit the vocabulary for this lesson. Hold them up for children to say the words for people. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

**NOTE:** Make sure that children understand that the words *man*, *woman*, and *child* have irregular plurals. They need to learn these carefully as they will use them often in English.

### 1 Listen, point and repeat. 154

- Play the first part of the recording for children to listen and point to the pictures in their Class Books.
- Play the second part, pausing for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

*man, men, woman, women, child, children*  
*woman, man, child, men, children, women*

#### Listen and repeat.

*man, men, woman, women, child, children*

### 2 Listen and chant. 155

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

# 15 Well done!

## Lesson One Words

**1 Listen, point and repeat.** 154



man   men   woman   women   child   children

**2 Listen and chant.** 155

**3 Listen and read.** 156

1 Tell me about school today. Was it good?




Oh yes, it was great!

2 It was the school prize-giving. We were late.




Hurry up!

3 There weren't any children in the classroom. But there were some teachers.




Where's the prize-giving?

4 The prize-giving was in the playground.



Look! Lots of men, women and children.

5 There was a prize for English.



The prize goes to ...

6 ... Rosy and Tim! Well done!



We were the winners! It was a great day!

108 Unit 15 People

### Transcript

*man, man, man*  
*men, men, men*  
*woman, woman, woman*  
*women, women, women*  
*child, child, child*  
*children, children, children*

### Optional activity

- Play the CD and say the chant. Children hold up their hands. They wiggle one finger when they hear a singular word and all ten fingers when they hear a plural word.

### 3 Listen and read. 156

- Use Story poster 15 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording. Children listen and point to the speech bubbles.
- Ask comprehension questions, e.g. *Where were Rosy and Tim and their families? Where was the prize-giving?*
- Ask children to find words from Exercise 1 in the story.

### Optional activity

- Display the Story posters in the correct order to show the stories from Units 8 to 15. Point to each poster in turn for children to tell you what happened.

### Further practice

**Workbook page 108**  
**Student Website • Unit 15 • Words**  
**Online Practice • Unit 15 • Words**



Grammar

Learning outcomes

- To talk about situations in the past
- To use *some* and *any* in positive and negative sentences
- To ask and answer questions with *How many...*
- To act out a story

Language

Core: *There were some teachers. There weren't any children. How many men were there?*

Materials

CD 156; Story poster 15; People flashcards 155–160

Warmer

- Play *Snap!* (see page 23) using flashcards 155–160.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 15 to encourage recall.
- Ask which flashcard words were in the story.

1 Listen to the story again and repeat. Act. 156

- Ask children to check the story on Class Book page 108 to see how many of the flashcard words they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions (see suggestions below).
- Play the recording again for children to mime the actions.
- Divide the class into groups of nine to play the parts of Grandma, Rosy, Tim, Billy, Rosy's mum and dad, Tim's mum and dad, and the man giving the prizes. (Note that Tim, Rosy's mum, and Tim's dad don't have speaking parts.)
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

**NOTE:** If you wish, the whole class could act out the story together, with nine children playing the character parts and all the remaining children being the audience.

Story actions

Picture 1: Grandma asks Rosy a question. Rosy punches the air with happiness.

Picture 2: Rosy's dad beckons with his hand. Everyone hurries after him.

Picture 3: Tim's mum holds out her hands to show confusion.

Picture 4: Billy points to the audience at the prize-giving.

Picture 5: The man speaks into a microphone.

Picture 6: Rosy and Tim hold up their prize, looking excited.



2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one for children to point to the pictures and repeat.
- Write the sentences on the board. Read them again for children to repeat.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.  
2 Look and say.


Let's learn!


There weren't any children.

There were some teachers.

3 Write. some any




There weren't any men.  
There weren't \_\_\_\_\_ children.  
There were \_\_\_\_\_ women.




There were \_\_\_\_\_ children.  
There weren't \_\_\_\_\_ men.  
There weren't \_\_\_\_\_ women.

4 Point, ask and answer.

man men woman women child children



1



2

Picture 1. How many men were there?  
There were two men.  
How many ...?

weren't any / were some Unit 15 109

- Rub out the last word in each sentence and replace with flashcards (of plural groups) to elicit sentences with the same pattern, for children to repeat, e.g. *There weren't any men. There were some women.*

3 Write.

- Ask children to read the words in the word pool. Look at the first sentence together. Ask *weren't some* or *weren't any?* to elicit *any*. Read the complete sentence.
- Allow time for children to read the rest of the sentences and complete each of them with *some* or *any*.
- Monitor and help as necessary, then check answers.

ANSWERS

- |                             |                             |
|-----------------------------|-----------------------------|
| 1 There weren't any men.    | 2 There were some children. |
| There weren't any children. | There weren't any men.      |
| There were some women.      | There weren't any women.    |

4 Point, ask and answer.

- Ask children to look at the pictures and tell you what they can see.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the question for him / her to answer while the class listens.
- Children work in pairs, taking turns to ask and answer questions about how many men / women / children were in the each of the pictures.

Further practice

Workbook page 109

Grammar reference, Class Book page 127

Student Website • Unit 15 • Grammar

Online Practice • Unit 15 • Grammar

# Lesson Three CB page 110

## Song

### Learning outcomes

- To identify ordinal numbers
- To use ordinal numbers in the context of a song

### Language

- Core: *finish line, first, second, third, fourth*
- Extra: *race, heavy, lose, runner*

### Materials

CD 157–158; Ordinal numbers flashcards 161–165

### Warmer

- Revise numbers by playing *Bingo* (see page 23).
- Draw a circle on the board and write the comparative adjective *faster* inside it. Around the circle, write the words *bus, car, train, bike, and horse*.
- Point to the words *bus* and *bike* and say *A bus is faster than a bike*. Then point to other combinations of words to elicit more comparative sentences from the class.
- Rub out the word in the circle and change it to other comparative adjectives they know, e.g. *louder, bigger*.

### Lead-in

- Use flashcards 161–165 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 157

- Play the first part of the recording for children to point to the pictures in their Class Books and say the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 161–165 one at a time for individual children to say the words.

### Transcript

#### Listen and point.

*finish line, first, second, third, fourth*  
*third, first, fourth, finish line, second*

#### Listen and repeat.

*finish line, first, second, third, fourth*

### Optional activity

- Give flashcards 161–164 to four children. Ask them to come and stand in the correct order, holding their flashcards up so that the class can see them.
- Ask *Who's the first / second / third / fourth child?* Ask the questions again, with the numbers in a different order.

### 2 Listen and sing. 158

- Ask children to look at the pictures. Teach the word *race*, using the pictures on the page.

### Lesson Three Song

**1 Listen, point and repeat.** 157

**2 Listen and sing.** 158      **3 Sing and do.**

**Let's sing!**

**The race**

There was a race.  
Go, go, go!  
Some children were fast,  
And some were slow.  
Joe was fourth.  
He wasn't very fast.  
His bag was very heavy,  
So he was last.  
Emily was third.  
She was faster than Joe.  
But she lost her shoe,  
So she was a little slow.  
Oscar was second.  
Just behind Kim.  
He was very fast,  
But she was faster than him.  
Kim was first.  
Run, run, run!  
What a fast runner,  
She was number one!

110 Unit 15 Ordinal numbers

- Ask them to predict what the song is about (*children are running in a race*).
- Play the recording the whole way through for children to listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

### Song actions

Children jog on the spot in the manner of the child described in each verse: Joe jogs very slowly, as if carrying a heavy bag; Emily hops along without one of her shoes; Oscar jogs quite fast; Kim jogs very fast.

### Culture note: Sports days and school awards

Most schools in Britain hold a sports day every year, usually just before the summer break. Children take part in a number of team events. The emphasis is on working as a team, rather than individual competition.

Many schools give awards to children for good progress. There is a strong tendency for children to win awards for effort rather than academic achievement. This usually happens in school assembly, and can take place throughout the year, or in a special event at the end of the year.

### Further practice

Workbook page 110

Picture dictionary, Workbook page 132

Extra writing worksheet 15, Teacher's Resource Centre

Student Website • Unit 15 • Words, Song

Online Practice • Unit 15 • Song

# Lesson Four CB page 111

## Phonics

### Learning outcomes

- To pronounce the sounds /ŋ/ and /ŋk/ at the end of words
- To differentiate between the sounds /ŋ/ and /ŋk/

### Language

Core: *king, ring, swing, bank, pink, sink*

### Materials

CD 150, 159–161; Phonics cards 53–56 (ring, king, bank, sink)

### Warmer 150

- Ask children which words they looked at in the previous phonics lesson (*cub, cube, tap, tape, pip, and pipe*). Write the words on the board. Point to each word for children to say the word and then tell you the vowel sound.
- Do the chant from Class Book page 105.

### Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up the first card and say, *Letters n and g make the sound /ŋ/*. Say the sound again for children to repeat several times. Repeat with the second phonics card.
- Hold up the third card and say, *Letters n and k make the sound /ŋk/*. Say the sound again for children to repeat several times. Repeat with the final phonics card.
- Hold up the cards again and say the words for children to repeat.

### 1 Listen, point and repeat. 159

- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- 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 point and then repeat.

### Transcript

#### Listen and point.

/ŋ/ ring /ŋ/ king /ŋ/ swing  
/ŋk/ bank /ŋk/ sink /ŋk/ pink

#### Listen and repeat.

/ŋ/ ring /ŋ/ king /ŋ/ swing  
/ŋk/ bank /ŋk/ sink /ŋk/ pink

### 2 Listen and chant. 160

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

### 3 Read the chant again. Circle the sounds *ng* and *nk*.

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the sound *ng* or *nk*. He / she circles the *ng* in *swing* and *song*.

**Lesson Four Phonics**

**1 Listen, point and repeat.** 159

**ng**

ring king swing

**nk**

bank sink pink

**2 Listen and chant.** 160

Sing a song while you swing, swing, swing.  
Look at the king with his ring, ring, ring.  
Wash your hands at the sink, sink, sink.  
Now you're thirsty, have a drink, drink, drink.

**3 Read the chant again. Circle the sounds *ng* and *nk*.**

**4 Listen and complete the words.** 161

1 ring

2 ba\_\_\_

3 swi\_\_\_

4 ki\_\_\_

5 pi\_\_\_

ng / nk Unit 15 111

- Allow time for children to read the rest of the chant and circle the other examples of *ng* and *nk*.
- Monitor and help where necessary, then check answers.

### ANSWERS

Sing a song while you swing, swing, swing.  
Look at the king with his ring, ring, ring.  
Wash your hands at the sink, sink, sink.  
Now you're thirsty, have a drink, drink, drink.

### 4 Listen and complete the words. 161

- Ask children to look at the pictures and identify what they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show how the word has been completed with *ng*.
- Play the rest of the recording for children to complete the words.
- Play the recording again for children to complete their answers, then go through the answers with the class.

### Transcript

1 ring 2 bank 3 swing 4 king 5 pink

### Further practice

Workbook page 111

Student Website • Unit 15 • Phonics

Online Practice • Unit 15 • Phonics

**Skills Time!**

**Skills development**

Reading: read and understand a fairytale; develop reading comprehension skills

**Language**

Recycled: vocabulary and structures seen previously

Extra: *fairground, round and round, field, move, hurrah!, real, fresh, miss (v), go back*

**Materials**

CD 158, 162; pictures of fairgrounds taken from the Internet (optional)

**Warmer** 158

- Sing *The race* from Class Book page 110.

**Lead-in**

- Teach the word *fairground* to the class, using pictures of fairgrounds to help. Talk about fairgrounds together. Ask *Do you ever go to fairgrounds? Who do you go with? What can you do at a fairground?*
- Teach the word *carousel* and point to the pictures on the Class Book page to demonstrate. Ask *What is on the carousel? (horses). What happens? (You hear music). What do the horses do? (They go round and round).*
- Ask children to look at the pictures in their books and make predictions about what they are going to read, e.g. *It's a story about a fairground. The horse is from a carousel. There is a red, a yellow, and a blue horse.*

**1 Look at the pictures. What is the horse doing?**

- Ask children to look at the pictures again. Explain that the horse is called Suzy. Point to each picture and ask *What is Suzy doing?*
- If you wish, ask children to work in pairs. They take turns to point to the pictures and say what the horse is doing in each one.
- Extend the activity by asking *How does Suzy feel in picture 2? (sad); In pictures 3 and 4? (happy); In picture 5? (sad, lonely); In picture 6? (happy).*

**ANSWERS**

Picture 2 – she is thinking

Picture 3 – she is smiling

Picture 4 – she is running

**2 Listen and read.** 154

- Tell children that they are going to hear a recording of the story about Suzy. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions, e.g. *What does Suzy do every day? Where does she go? Is she happy in the field?*

**Skills Time!**


Lesson Five

**Reading**


**1 Look at the pictures. What is the horse doing?      2 Listen and read.**

---


**S**uzy is a fairground horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.




But Suzy isn't happy. "I want to run in the fields," she says. "I want to eat the green grass. I want to be a real horse!"




The next day Suzy moves her head. She moves her tail. "Hurrah!" says Suzy. "I'm a real horse now!"




Suzy runs to the field. She eats the green grass. She drinks the fresh water. She is very, very happy.



But that night, Suzy isn't happy. She's cold. She's wet. And she's scared. "I miss my friends," she says. "I miss the red horse and the blue horse."



In the morning, Suzy says goodbye to the green grass. She says goodbye to the fresh water. Suzy goes back to the fairground. "I'm a happy horse," she says. "I can go round and round every day with my friends, the red horse and the blue horse."



112      Unit 15      Reading: a fairytale

**Optional activity**

- Read the following sentences about the story to the class. Children listen and decide whether they are true or false. They write the answers in their notebooks. When they have finished, go through the answers.
  - Sally is a fairground horse. (F)*
  - She goes up and down every day. (F)*
  - She wants to be a real horse. (T)*
  - Suzy runs to the field. (T)*
  - She eats sandwiches. (F)*
  - At night she is happy. (F)*
  - She misses the children. (F)*
  - She goes back to the fairground. (T)*

**Culture note: Fairgrounds**

Many seaside resorts in Britain have fairgrounds that operate all year round. Some other towns have fairs that visit for a few days each year, sometimes as part of a local festival. There are usually stands where children can win prizes by successfully completing a task such as throwing a hoop around the prize, and stalls where people can buy food such as hot dogs and candyfloss.

The rides usually include *whirlers* (where children sit in compartments that spin rapidly), *dodgems* (little cars with big rubber bumpers that children drive, bumping into other cars), and a big wheel.

In the story, Suzy is a horse from a carousel, also known as a *merry-go-round*. Children sit on model horses on top of a platform which rotates as music is played.

**Further practice**

Workbook page 112

Online Practice • Unit 15 • Reading

**Skills Time!**

**Skills development**

Listening: put events into chronological order  
 Speaking: describe what something is doing; ask and answer questions about feelings  
 Writing: differentiate between plural forms *s* and *ies*; write about a school open day (Workbook)

**Language**

Recycled: vocabulary and structures seen previously

**Materials**

CD 163; Fluency DVD Unit 15 (optional)

**Warmer**

- Play *Mime the word* with action words from the course (see page 23).

**Lead-in**

- Ask children what they can remember about the story from the previous lesson. Ask *Where does Suzy live? What does she do? What happens to Suzy?*
- Ask children to look at the pictures in Exercise 1 on Class Book page 113 and tell you what they can see in each one. Ask them to predict what they are going to hear (*the story about Suzy*).

**1 Listen and number.** 163

- Tell children that they are going to hear a short version of the story about Suzy. They have to number the pictures in the order they hear them.
- Play the recording for children to listen and point to the pictures as they hear them described. They can compare the pictures with the story on Class Bookpage 112 to help them.
- Play the recording again, pausing after the first item for children to find the correct picture. Play the rest of the recording, pausing for children to number.

**Transcript**

- 1 Suzy is behind a red horse and in front of a blue horse.
- 2 Suzy isn't happy. She wants to run in the fields.
- 3 She can move her head and her tail. Now she is a real horse.
- 4 Suzy runs to the field. She eats and drinks.
- 5 Suzy is scared. She's cold and she's wet.
- 6 Now Suzy is happy. She is with her friends.

**ANSWERS**

(left to right) 4, 1, 6, 2, 5, 3

**Optional activity**

- Children watch Fluency DVD Unit 15, speaking section.

**2 Point, ask and answer.**

- Ask children to look at the pictures and words in the boxes.
- Ask a child to stand up. Point to picture 1 and ask the question in the first speech bubble for the child to answer.
- Children repeat the question and answer in chorus.

- Ask children to work in pairs. They take turns to point to the top row of pictures (1–3) and ask and answer questions using the words in the first word pool.
- Point to the first picture in the second row and ask a different child the question in the next speech bubble. Then children ask and answer about the second row of pictures, using the words in the second word pool.

**3 Circle the *ies* endings. Underline the *s* endings.**

- Ask children to close their books. Explain that they are going to look at words ending in *y* and that there are two different spellings for these words when you are talking about more than one of them.
- Copy the two example sentences from the Class Book onto the board. Invite a child to come to the front to circle the *ies* ending. Invite a second child to come and underline the *s* ending.
- Write further examples on the board and repeat, e.g. *There are seven days in a week. Where are the lollies?*
- Ask children to complete the exercise in their Class Books.

**ANSWERS**

- 1 There are lots of toys in my bedroom.
- 2 She likes lollies.
- 3 Look at the funny monkeys.

**Further practice**

Workbook page 113 (children write about a school open day)  
 Fluency DVD • Skills Time! Speaking • Unit 15  
 Values worksheet 15, Teacher's Resource Centre  
 Unit 15 test, Teacher's Resource Centre  
 Skills test 5, Teacher's Resource Centre  
 Student Website • Unit 15 • Listen at home • Track 46 (Words and phrases), Track 47 (Song), Track 48 (Phonics)  
 Online Practice • Unit 15 • Listening, Speaking and Writing

# Fluency Time! 5

## Everyday English CB page 114

### Learning outcomes

Learn some useful language for playing games

### Language

*Whose turn is it? It's my turn. I'm the winner!  
Congratulations!*

### Materials

CD 164–165; Fluency DVD Fluency Time! 5 (optional)

### Warmer

- Tell the class they are going to learn some useful language for playing games. Ask the children if they play games at school / at home / in the park. Ask what games they play and what things they use when they play these games. Ask the children what phrases we can use when we play games (e.g. Your turn! Well done! Miss a turn! You win!). Write their suggestions on the board and check understanding.
- Write *1st, 2nd, 3rd, 4th* on the board. Ask four children to stand in a row at the front of the class, one under each number. Ask children around the class *Who's (first)?* Repeat with other children at the front of the class.

### 1 Listen, read and say. 164

- Focus on the pictures. Ask children to say where the people are (*at home*) and what they are doing (*playing a game*).
- Play the recording for children to follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Invite pairs to act out the dialogue for the class.

### 2 Listen and tick (✓) the correct picture. 165

- Show children the pictures and ask them to identify what they can see in each picture. Explain that they need to listen and decide which picture matches each exchange on the recording.
- Play the recording for children to tick the correct pictures.
- Invite children to point to the correct pictures and say what the girls are saying in each picture.

### Transcript

- 1 Kate** Do you want to play a game?  
**Girl** OK.  
**Kate** Let's play animal Snap.  
**Girl** OK. Good idea. I like Snap.
- 2 Girl** Whose turn is it?  
**Kate** It's your turn.

## Fluency Time! 5

Everyday English

**1 Listen, read and say.** 164

**James:** Let's play Snap!  
**Kate:** OK. That's a great idea.  
**Kate:** Whose turn is it?  
**James:** It's my turn. Snap!

**Kate:** How many cards have you got?  
**James:** Ten. I'm the winner! I've got more cards than you.  
**Kate:** Congratulations.

**2 Listening** Listen and tick (✓) the correct picture. 165

**3 Speaking** Ask and answer.

my   your   his   her

Whose turn is it?

It's your turn.

How many cards have you got?

I've got eight cards, I'm the winner.

Congratulations.

Congratulations.

114 Fluency Time! 5 Playing games Watch the DVD!

### 3 Girl It's a tiger.

**Kate** It's a tiger. Snap!

**Girl** Ahh.

### 4 Girl Who's the winner? How many cards have you got?

**Kate** I've got eight cards and you've got four. I'm the winner.

**Girl** Congratulations.

**Kate** Thank you for the game.

### ANSWERS

**1** top picture   **2** bottom picture

**3** bottom picture   **4** bottom picture

### 3 Ask and answer.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose a word and a number and act out more dialogues, as in the example.
- Invite some pairs to act out their dialogues for the class.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 5 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 114

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 5

Online Practice • Fluency Time! 5

## Project CB page 115

### Learning outcomes

To make *Snap* cards

To play a game of *Snap* and use the useful language for playing games

### Language

*Let's play Snap! I'm the winner. Congratulations.*

### Materials

Fluency DVD Fluency Time! 5 (optional); Fluency Project 5 Teacher's Resource Centre (one template for each child); completed Snap cards; coloured pencils and scissors for each group of children

#### 1 Look at the story again. Act.

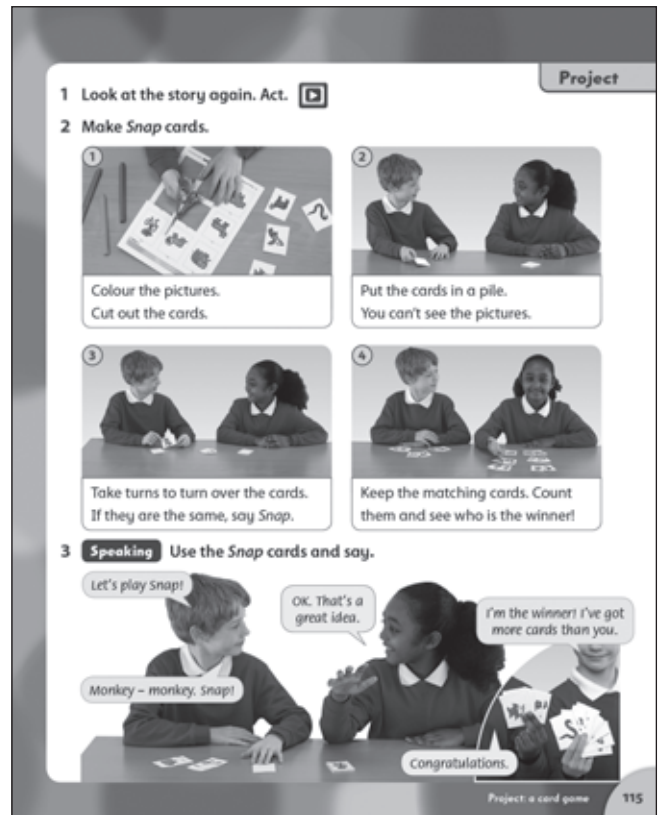
- Draw children's attention to the dialogue in Exercise 1 on Class Book page 114. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 5 Everyday English scene. If you don't have time for the DVD, read the dialogue on Class Book page 114.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own dialogue.


#### 2 Make *Snap* cards.

- Focus on the pictures. Ask children to say what they think the children in the pictures are doing (*making Snap cards and playing Snap*).
- Ask *What do you need to make the Snap cards?* to elicit *coloured pencils, scissors*.
- Divide the class into groups. Give each child a copy of the *Snap* cards template (see Fluency Project 5, Teacher's Resource Centre). Give each group coloured pencils and scissors. (If possible, the copies of the template should be copied or glued onto a sheet of thin card, so the cards are firm).
- Use the pictures and instructions to talk children through the process of making their *Snap* cards. Demonstrate with your own completed *Snap* cards 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 colour is this?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to use their number cards from the previous lesson, or make their own Snap cards in pairs by drawing two sets of the same pictures on a piece of paper and cutting out the cards.

- Children can play *Snap* in pairs at their desks. They shuffle their two sets of cards together, then deal the cards so that they each have half of the cards. They take turns to place a card face down on the desk between them, saying the word for each card as they place it on the desk. When two identical cards are placed down one after the other, the first child to call out *Snap!* picks up all the cards on the desk. The first child to collect all the cards wins the game.
- Move around the class as children play the game, asking questions, e.g. *What's this? How many cards have you got?*



**1 Look at the story again. Act.** 

**2 Make Snap cards.**

**1** Colour the pictures. Cut out the cards.

**2** Put the cards in a pile. You can't see the pictures.

**3** Take turns to turn over the cards. If they are the same, say *Snap*.

**4** Keep the matching cards. Count them and see who is the winner!

**3 Speaking Use the Snap cards and say.**

Let's play Snap!

Monkey - monkey. Snap!

OK. That's a great idea.

I'm the winner! I've got more cards than you.

Congratulations.

Project a card game 115

#### 3 Use the *Snap* cards and say.

- Focus on the photo. Tell children they are going use their *Snap* cards to make a dialogue in pairs.
- Ask two children to read out the example dialogue.
- Children can play *Snap* at their desks again. They act out their dialogues as they play.
- You can invite pairs of children to demonstrate the game at their desks while the rest of the class turns to watch.

#### Optional activity

- If you have time, you can complete the animal writing project using the template on the Teacher's Resource Centre (see Course resource notes on page 140).
- Alternatively, pairs of children can play *What's missing* with their cards. One of the children closes his/her eyes. The other child removes one of the cards. The other child opens his/her eyes and says which card is missing.
- Encourage children to use the language from this lesson.

#### Watch the DVD!

- Play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the Fluency Time! 5 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 115). Play each DVD scene again for the children to complete the activities.

#### Review 5 CB pages 116–117, WB pages 116–117

Review pages answer key, TB page 131

#### Further practice

Workbook page 115

Writing portfolio worksheet, Units 13–15, Teacher's Resource Centre

Fluency Time! 5 test, Teacher's Resource Centre

Progress test 5, Teacher's Resource Centre

Fluency DVD • Fluency Time! 5

Online Practice • Review 5

## Culture

CB pages 118–119

### Learning outcomes

To learn about games in the UK

To write about your games

### Language

**Vocabulary:** *chase, catch, run away, rope*

**Grammar:** prepositions of time (at, in, on)

### Materials

CD  166

### Warmer

- Tell children they are going to learn about games.
- Ask children what games they play in the playground or in the park. Ask them what they have to do in each game. Ask the children what action words they know. Write their answers on the board.
- Play *Simon Says* (see page 23) with the action words.

### Culture note: games in the UK

School children in the UK usually have three break times every day. They usually have a short break in the morning, a long break at lunchtime and a short break in the afternoon. Most schools in the UK have a playground, so the children go outside for their break. They play lots of games in the playground. Most of the games involve running and jumping!

### 1 Listen and read. 166

- Focus on the pictures. Ask children to say where the children are (*in the school playground / in the park*) and what they think the children are doing (*playing games / running / skipping*).
- Use the pictures to revise or teach the words: *chase, catch, run away, rope*.
- Play the recording for children to listen and follow the text in their Class Books.
- Invite children to read out sentences from the text.

### 2 Read again. Circle the correct word.

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the information which gives them the answer.
- Monitor and help as necessary.
- Ask children to read out the correct sentences.

### ANSWERS

1 can 2 like 3 playground 4 eleven 5 July

### 3 Look, ask and answer.

- Ask questions about the text, e.g. *When do the children play 'it'? When is break time? When is there no school? When do children go to the park?* Encourage the children to answer using the information in the text.
- Ask children to look at the grammar box. Write the example sentences on the board. Explain that we use *in, on* and *at* to say when things happen. We use *at* for times, *on* for days and *in* for months and seasons.
- Ask children questions about their routines and habits, e.g. *When do you get up? When do you have English lessons? When do you go to the park? When do you go on holiday?* Encourage them to answer using *in / on / at*.
- Write *I play football \_\_\_ Fridays* on the board. Ask children to say which word completes the sentence (*on*). Change the sentence ending to *\_\_\_ three o'clock / in summer / Mondays / half past four / in June* and repeat.
- Write the phrases *get up / go to the park / go on holiday / wear warm clothes* on the board. Ask the children to write a true sentence about themselves with each phrase. The children write their sentences in their notebooks using *on / in / at*. The children then ask and answer questions in pairs, using the phrases on the board. Alternatively, you can divide the class into two teams and invite children from each team in turn to ask a question to the other team. You can award one point for each grammatically correct answer.
- Tell children to look at the pictures. Explain that need to make a sentence about each picture.
- Invite a pair of children to read out the example sentences.
- Children make sentences about the pictures. Move around the class and monitor performance, then invite some pairs to say sentences for the class.

### ANSWERS

He plays football at break time.

Lunch time is at one o'clock.

I go to school on Tuesday.

It's hot in August.

It's cold in December.

### 4 Write about your games.

- Read out the example text. Ask *What games do you play? When do you play them? How do you play them? Who do you play them with?*
- Children draw a picture of a game and write a short text about the games they play.
- Invite children to read out their texts to the class. You can also display their work around the classroom.

### Further practice

Workbook page 120

Online Practice • Culture • Games



# Meals

## Culture CB pages 120–121

### Learning outcomes

To learn about meals in the UK

To write about your favourite meal

### Language

**Vocabulary:** *toast, jam, potato*

**Grammar:** *a / some*

### Materials

CD  167

### Warmer

- Tell children they are going to learn about meals in the UK.
- Ask children what words they know for food and drink. Write their answers on the board.
- Play *Bingo* (see page 23) with the words on the board.

### Culture note: meals in the UK

People in the UK usually eat three meals a day. They have a light breakfast of cereal with milk or toast with butter and jam. Children usually eat lunch at school. Some children take a packed lunch to school, with a sandwich, crisps, fruit or biscuits. Other children have school lunches. These are hot meals which you buy from a school canteen. Dinner is usually the biggest meal of the day in the UK. People often have meat or fish with vegetables and potatoes or pasta for dinner.

### 1 Listen and read. Circle the food and drink words. 167

- Focus on the pictures. Ask children to say where the children are (*in a kitchen*) and what foods and drinks they can see in the pictures.
- Use the pictures to pre-teach the words: *toast, jam, potato*.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again, pausing if necessary, for children to circle the food and drink words in the text.
- Ask the children to say which words they have circled. Write their answers on the board.
- Ask the children which words for meals are in the text (breakfast, lunch, dinner). Ask the children which of the foods and drinks on the board we have for breakfast / lunch / dinner and what other foods / drinks we can have for each meal.
- Leave the words on the board for use in Exercise 3.

### ANSWERS

*toast, jam, milk, sandwich, banana, juice, potato, cheese, apple, ice cream*

### 2 Read again. Write T (true) or F (false).

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the

answer (*I'm eating my breakfast. I've got some toast ...*). Show children how T has been written as an example.

- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the sentences and say whether each one is true or false.

### ANSWERS

1 T 2 F 3 F 4 F 5 T

### 3 Look and say. Act.

- Point to the pictures and ask the children to say the words. Recast their answers with *a* or *some*, accordingly, e.g. *Yes, this is some toast / a potato.*
- Point to items in the photos surrounding the text and say more sentences with *a / some*, e.g. *This is some milk. This is a banana.*
- Ask children to look at the grammar box. Write the example sentences on the board. Explain that we use *a* for countable items (things we can count) and *some* for uncountable items (things we can't count). Ask children to read out the sentences and point to the corresponding foods in the pictures.
- Point to the words on the board from Exercise 1 and ask children to say which words are countable and which are uncountable. Ask the children to say whether we use *a* or *some* with each word. Encourage children to make sentences with the words, e.g. *This is some jam. I've got a banana.*
- Ask children to draw a picture of their lunchbox, then tell the class what they've got. Encourage them to make sentences with *a / some*.
- Ask children to talk about the pictures in Exercise 3 using *a / some* and mime eating or drinking the different items. Remind children when we use *a / some*, then allow children time to talk and act in pairs.

### ANSWERS

*I'm eating a potato.*

*I'm eating some toast.*

*I'm eating a sandwich.*

*I'm drinking some juice.*

*I'm eating some cheese.*

### 4 Write about your favourite meal.

- Read out the example text. Ask *What's your favourite meal? What foods do you like for dinner? What do you drink with your dinner?*
- Children draw a picture of their favourite meal and write a short text about it.
- Display children's work around the classroom.

### Further practice

Workbook page 121

Online Practice • Culture • Meals

## Culture CB pages 122–123

### Learning outcomes

To learn about homes in the UK

To write about a room in your house

### Language

Vocabulary: *towel*

Grammar: possessive pronouns: *our, their, its*

### Materials

CD  168

### Warmer

- Tell children they are going to learn about homes in the UK.
- Ask children what words they already know for talking about homes (rooms, furniture, etc). Write their answers on the board. Ask children what rooms are in their house and what things are in each room.

### Culture note: Homes in the UK

There are lots of different kinds of homes in the UK. Many homes in cities are terraced houses or semi-detached houses. Some houses in the city are divided into flats. In the countryside, there are lots of detached houses. Most homes in the UK have gardens. Gardens in the city are often small, but gardens in the countryside can be very big.

### 1 Listen and read. Then number. 168

- Focus on the pictures. Ask children to say where the girl is (*outside a house*) and what rooms they can see in the pictures (*living room, bathroom, bedroom*).
- Pre-teach the word *towel*.
- Play the recording for children to listen and follow the text in their Class Books.

### 2 Read again. Write T (true) or F (false).

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the answer (*I live with my mum, dad, brother and sister*). Show children how T has been written as an example.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the sentences and say whether each one is true or false. Ask children to say which sentences in the text gave them their answers.

### 3 Point and say.

- Say sentences about the items / people in the photos and ask the children to name the correct items or people, e.g. *Its seat is orange. Her towel is pink. His towel is orange. Their computer is new.*
- Ask children to look at the grammar box. Write the example sentences on the board and ask children to say

which words show who things belong to. Explain that we use possessive pronouns to show who things belong to.

- Write subject pronouns on the board (*I, you, he, she, we, they*). Ask children to say the possessive pronoun for each subject pronoun.
- Write sentences on the board, e.g. *We've got a computer. I've got a towel. He's got a boat. She's got a pen. They've got a dog. It's got a ball.* Ask children to make sentences using possessive pronouns, e.g. *It's our computer. It's my towel. It's his boat. It's her pen. It's their dog. It's its ball.*
- Tell children to look at the pictures and say which people in the main text each item belongs to.
- Children point to the pictures and say sentences using possessive pronouns.
- Move around the class and monitor children's performance. Invite some children to say sentences about the pictures for the class.

### ANSWERS

*This is their computer.*

*This is its seat.*

*This is her towel.*

*This is our book.*

*This is his book.*

### 4 Write about a room in your house.

- Read out the example text. Ask *What's your favourite room in your house? What's in the room? What do you do in the room?*
- Children draw a picture of a room in their house and write a short text about it. Move around the class as children work and help if necessary.
- Invite children to read out their texts to the class. You can also display their work around the classroom.

### Further practice

Workbook page 122








Online Practice • Culture • At home

# Review pages answer key

## Review 1

### Class Book pages 28–29

- Circle the odd-one-out. Write.**  
1 skateboard 2 computer 3 thirsty 4 nervous  
5 CD player
- Look and match. Ask and answer.**  
1 e 2 d 3 a 4 b 5 c
- Tick (✓) the picture that contains the sound.**  
1 b 2 a 3 b 4 a 5 b
- Look and number.**  
1 What's this in English? / It's a board.  
2 Can you spell it, please? / B-o-a-r-d.  
3 Thank you. / You're welcome.
- Write.**  
1 ride 2 play 3 ride 4 fly 5 play 6 ride
- Tick (✓) or cross (X).**

					
 Alex	✓	✓	X		
 Ruby	X			✓	✓

- Ask and answer.**  
Children ask and answer questions.

## Review 2

### Class Book pages 50–51

- Circle the odd-one-out. Write.**  
1 maths 2 salad 3 English 4 gym
- Look and match.**  
1 c 2 f 3 a 4 e 5 b 6 d
- Look and write.**  
Can I help you?  
I'd like a lollipop, please.  
Anything else?  
No, thanks. How much is it?
- Tick (✓) the two pictures that start with the same sound. Write the letters.**  
1 grapes, grass (gr) 2 plum, plate (pl)  
3 dress, drum (dr) 4 flat, flower (fl)
- Look and circle.**  
1 Thursday 2 Tuesday 3 Saturday 4 Friday  
5 Tuesday 6 Wednesday

## Review 3

### Class Book pages 72–73

- Circle the odd-one-out. Write.**  
1 night 2 garage 3 sweets 4 buy

### 2 Read and circle.

- 1 like 2 don't like 3 doesn't like 4 likes  
5 likes 6 doesn't like

### 3 Look and number.

- 1 Are you free on Friday? / No, sorry. I'm not free.  
2 How about on Saturday? / Yes, that's fine.  
3 We can play football. / Great! I'll ask my grandma.

### 4 Look and match.

- 1 c 2 b 3 d 4 a

### 5 Say and point.

Children talk about the pictures.

### 6 Look and circle the beginning sound.

- 1 gl 2 st 3 sl 4 sk 5 cl 6 sn

## Review 4

### Class Book pages 94–95

#### 1 Circle the odd-one-out. Write.

- 1 jeans 2 sunny 3 band 4 scarf

#### 2 Write.

- 1 It's quarter to eight. It's cold.  
2 It's nine o'clock. It's raining.  
3 It's quarter to nine. It's snowing.  
4 It's half past eleven. It's windy.  
5 It's quarter to four. It's sunny.  
6 It's quarter past five. It's hot.

#### 3 Look and write.

Everyone's, is, having, You're

#### 4 Say the word and circle the correct sound.

- 1 bike, i\_e 2 flute, u\_e 3 rope, o\_e  
4 gate, a\_e 5 kite, i\_e

#### 5 Look and match.

- 1 c 2 a 3 f 4 b 5 e 6 d

## Review 5

### Class Book pages 116–117

#### 1 Circle the odd-one-out. Write.

- 1 man 2 donkey 3 photo 4 first

#### 2 Look and circle the correct word.

- 1 taller 2 bigger 3 slower 4 faster

#### 3 Look and write.

OK, whose turn is it?  
It's your turn.  
I'm the winner.  
Congratulations.

#### 4 Tick (✓) the picture that contains the sound.

- 1 flute 2 bike 3 bus 4 stone 5 bin 6 dog

#### 5 Read and circle the correct word.

- 1 was 2 weren't 3 were 4 were 5 wasn't  
6 was 7 were

# Workbook answer key

## Starter Unit Page 4

- 1 Rosy, long, brown  
2 Tim, short, green  
3 Billy, curly
- brother, cousin, grandma, mum, grandpa, dad

## Page 5

- Children's own answers
- 1 This is Rosy's mum. c  
2 This is Rosy's dad. b  
3 Tim is Rosy's cousin. a

## Page 6

- 1 b 2 d 3 e 4 a 5 c
- This is my sister. Her name's Jasmin. She's seven.  
This is my friend. His name's Sam. He's nine.

3

T	S	a	t	u	r	d	a	y	S
h	★	★	★	★	★	★	★	★	u
u	★	T	u	e	s	d	a	y	n
r	★	F	r	i	d	a	y	★	d
s	★	★	★	★	★	★	★	★	a
d	W	e	d	n	e	s	d	a	y
a	★	★	★	★	★	★	★	★	★
y	★	★	★	M	o	n	d	a	y

## Page 7

- 1 There are two cars.  
2 There is a train.  
3 There are three balls.  
4 There is a puzzle.  
5 There is a teddy.  
6 There are two kites.
- 1 11 2 twelve 3 13  
4 fourteen 5 15  
6 sixteen 7 17  
8 eighteen 9 19 10 twenty

## Unit 1 Page 8

- 1 classroom 2 table  
3 pegs 4 computers  
5 pencil cases 6 board
- 1 classroom 2 table  
3 pegs 4 computers  
5 pencil cases 6 board

## Page 9

- 1 d 2 c 3 b 4 a
- That is, This is, These are, Those are
- 1 These are tables and chairs.  
2 Those are pegs.  
3 This is a computer.  
4 That is a board.

## Page 10

- cupboard, picture, poster, drawers
- 1 picture 2 pencil case  
3 computer 4 chair 5 CD player  
6 drawers 7 pegs 8 books  
9 board 10 cupboard 11 poster

## Page 11

- b, c, f, g, h, j, m, n, o, q, r, u, v, x, z
- 1 h 2 k 3 g 4 a 5 p  
6 u 7 t 8 y 9 s 10 o
- Bb Ee Gg Hh Rr Tt

## Page 12

- Children read the text.
- Children circle the following: table, whiteboard, computer, poster, picture
- 1 The girl's name is Tina. (Layla)  
2 She's in class 4B. (2A)  
3 The tables are short. (long)  
4 There's a blackboard. (whiteboard)  
5 There are four computers. (two)  
6 Layla's picture is of her friends. (family)  
7 The teacher's name is Miss White. (Green)

## Page 13

- 1 This is Layla.  
2 Layla's teacher is Miss Green.  
3 His name's Tim.  
4 Rosy is Tim's cousin.  
5 Billy is her little brother.  
6 They're a happy family.
- Children's own answers
- Children's own answers

## Unit 2 Page 14

- 1 b 2 a 3 f 4 c 5 e 6 d
- 1 He's happy.  
2 She's hungry.  
3 He's sad.  
4 He's cold.  
5 She's hot.  
6 She's thirsty.

## Page 15

- 1 I'm cold.  
2 She's happy.  
3 He's thirsty.  
4 They're sad.  
5 We're hungry.
- 1 Are, aren't 2 they 3 they're  
4 They're, we're

## Page 16

- 1 This boy is tired. d  
2 These girls are hungry. c  
3 Are they angry? e  
4 These boys aren't cold. a  
5 We aren't tired. b

2

h	u	n	g	r	y	★	s
a	b	r	a	v	e	t	c
p	t	★	★	★	★	h	a
p	i	c	o	l	d	i	r
y	r	★	h	o	t	r	e
n	e	r	v	o	u	s	d
★	d	★	★	★	★	t	★
★	★	a	n	g	r	y	★

- hungry 2 happy 3 angry  
4 scared 5 brave 6 cold  
7 thirsty 8 hot 9 tired  
10 nervous

## Page 17

- 1 shoes 2 teacher 3 thumb  
4 fish
- 1 shoes 2 thumb 3 chair  
4 teacher 5 bath 6 fish
- 1 teacher 2 chair 3 shoes  
4 bath 5 fish 6 teacher

## Page 18

- Children read the poem.
- Picture 1: sad, angry, bad  
Picture 2: happy, brave, good
- 1 F 2 T 3 T 4 F 5 T 6 F

## Page 19

- 1 I'm happy.  
2 She's tired.  
3 They are sad.  
4 We're scared.  
5 You are hungry.  
6 I'm thirsty.  
7 He is cold.  
8 They're nervous.
- Children's own answers
- Children's own answers

## Unit 3 Page 20

- 1 ride a horse 2 skate  
3 play tennis 4 ride a bike  
5 play football 6 skateboard
- 1 ride a bike, skateboard, skate  
2 play tennis, play football

## Page 21

- 1 Yes, he can.  
2 No, she can't.  
3 Yes, they can.  
4 No, they can't.  
5 Yes, she can.  
6 No, he can't.
- 1 He can ride a bike.  
2 She can't skate.  
3 They can play tennis.  
4 They can't skateboard.  
5 She can swim.  
6 He can't ride a horse.

### Page 22

- 1 1 a 2 d 3 e 4 c 5 f 6 b  
 2 1 The book is next to the teddy.  
 2 The teddy is on the bed.  
 3 The ball is under the chair.  
 4 The kite is behind the chair.  
 5 The skateboard is in front of the bed.  
 6 The toy box is between the bed and the chair.  
 (clockwise from left) 2, 1, 6, 4, 3, 5

### Page 23

- 1 1 cat 2 bed 3 fig 4 dog  
 5 bus  
 2 1 jug 2 cat 3 dog 4 fig  
 5 van 6 bin 7 bus 8 peg  
 3 1 jug 2 van 3 peg 4 fig  
 5 bin 6 dog

### Page 24

- 1 Children read the text.  
 2 1 It's got two wheels.  
 2 It's got one seat.  
 3 1 Bike A: It's got **one** wheels. / It's got two wheels.  
 2 Bike B: It's got a **little** wheel. / It's got a big wheel.  
 3 Bike A: **Four** people can ride this bike. / Two people can ride this bike.  
 4 Bike B: It's got **two** seat. / It's got one seat.  
 5 Bike A: You can sit **between**. / You can sit behind.  
 6 Bike B: The man **can't** ride this bike. / The man can ride this bike.

### Page 25

- 1 1 This is an orange.  
 2 I've got a bike.  
 3 He's got a skateboard.  
 4 This is an umbrella.  
 5 It's an apple.  
 6 She's got an egg.  
 7 I've got a teddy.  
 8 My sister's got an ice cream.  
 2 Children's own answers  
 3 Children's own answers

### Fluency Time! 1 Page 26

- 1 1 What's, in 2 board, slowly  
 3 spell  
 2 1 What's this in English?  
 2 I don't remember.  
 3 Speak more slowly, please.  
 4 Can you spell it, please?

### DVD practice Page 27

- 1 Children tick a, b, c, f  
 2 1 What's this in English? d  
 2 It's a computer. c  
 3 Sorry? Speak more slowly, please. a  
 4 Can you spell it? b  
 3 Children's own answers

### Review 1 Pages 28–29

- 1 1 This is my bedroom. This is my bed.  
 2 That is my cupboard.  
 3 Those are my pictures.  
 4 And these are my toys.  
 2 school: computer, board, pegs, posters  
 feelings: hungry, scared, tired, nervous  
 toys: bike, skateboard, skates, football  
 3 1 sh 2 ch 3 th 4 sh  
 4 1 No, he isn't.  
 2 Yes, she is.  
 3 Yes, he is.  
 4 No, she isn't.  
 5 Yes, they are.  
 6 No, they aren't.

### Unit 4 Page 30

- 1 (clockwise from left) 5, 1, 6, 4, 3, 2  
 2 1 salad 2 sandwich 3 chicken  
 4 milkshake 5 pizza 6 fries

### Page 31

- 1 1 Yes, he has. 2 Yes, she has.  
 3 No, he hasn't. 4 No, she hasn't.  
 2 1 Have you got a pizza? d  
 2 They like the sandwiches. c  
 3 He hasn't got his fries. b  
 4 I'm not hungry. a

### Page 32

- 1 30, 50, 100, 70, 20, 40, 90, 80, 60  
 2 ten, twenty, thirty, forty, fifty, sixty,  
 seventy, eighty, ninety, one hundred  
 3 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

### Page 33

- 1 1 grapes 2 brush 3 frog  
 4 grass  
 2 1 gr 2 br 3 fr 4 fr  
 3 1 grapes 2 bread 3 juice  
 4 grass 5 frisbee 6 friends

### Page 34

- 1 Children read the text.  
 2

	Simon	Kate
1 biscuit	✓	✗
2 egg sandwich	✓	✗
3 salad	✓	✗
4 chicken	✗	✗
5 cheese and tomato sandwich	✗	✓
6 yogurt	✗	✓

- 3 1 F 2 T 3 F 4 F 5 T 6 T

### Page 35

- 1 1 Can you skateboard?  
 2 I've got an apple.  
 3 Have you got a sandwich?  
 4 No, I haven't.  
 5 Do you like yogurt?  
 6 Has he got a pizza?  
 2 Children's own answers  
 3 Children's own answers

### Unit 5 Page 36

- 1 art, maths, English, science, PE, music  
 2 1 art 2 music 3 PE  
 4 English 5 maths 6 science  
 3 I've got music and science. / I've got PE, English and maths.

### Page 37

- 1 1 These are our PE bags.  
 2 Those are their PE bags.  
 3 Those are their lunch boxes.  
 4 These are our lunch boxes.  
 2 1 b 2 d 3 a 4 c  
 3 1 We've got English on Tuesday.  
 2 We've got art on Monday.  
 3 We've got science on Thursday.  
 4 We've got maths on Wednesday.

### Page 38

- 1 1 art room 2 sports field  
 3 playground 4 computer room  
 5 gym  
 2 1 b 2 d 3 c 4 a 5 e  
 3 1 We've got a bin in the playground.  
 2 We've got computers in the computer room.  
 3 We've got a ball in the gym.  
 4 We've got pictures in the art room.  
 5 We've got books in the classroom.

### Page 39

- 1 1 tree, truck  
 2 dress, drum  
 3 crab, crayon  
 2 1 tree 2 crab 3 drum  
 4 dress 5 crayon 6 truck  
 3 1 train 2 truck 3 crab  
 4 drum 5 crayons 6 dress  
 7 tree 8 crayons

### Page 40

- 1 Children read the text.  
 2 Children circle: climbing frame, bin, squares, ball  
 3 1 playgrounds 2 big 3 bin  
 4 squares 5 ball 6 friends

### Page 41

- 1 1 We've got science on Tuesday.  
 2 What have we got on Thursday?  
 3 Have we got maths on Monday?  
 4 We haven't got school on Saturday.  
 5 What have got on Wednesday?  
 6 We've got art on Wednesday.  
 2 Children's own answers  
 3 Children's own answers

### Unit 6 Page 42

- 1 1 b 2 d 3 f 4 a 5 e 6 c  
 2 1 go swimming 2 watch TV  
 3 help my mum 4 do my homework 5 visit my grandma  
 6 have a music lesson

### Page 43

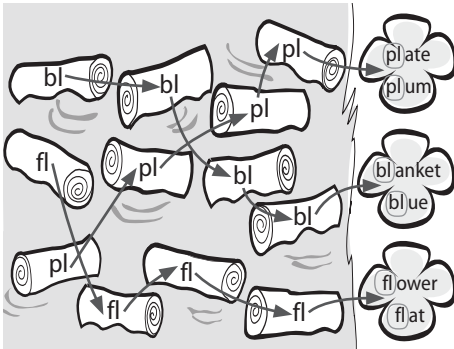
- 1 I help my mum. c  
2 I visit my grandma. a  
3 I do my homework. b  
4 I don't watch TV. d
- 1 I do my homework. I don't watch TV.  
2 I go swimming. I don't visit my grandma.  
3 I help my mum. I don't go swimming.  
4 I have a music lesson. I don't watch TV.

### Page 44

- 1 After school, I listen to music.  
2 I read a book.  
3 I play with my friends.  
4 I write an email.
- 1 I listen to music.  
2 I read a book.  
3 I watch TV.  
4 I write an email.  
5 I play with my friend.  
6 I help my mum.  
(clockwise from left) 4, 1, 6, 5, 3, 2

### Page 45

1



- 2 1 bl 2 fl 3 pl 4 pl 5 fl
- 3 1 Plums 2 Plums 3 plate  
4 blanket 5 flower

### Page 46

- 1 Children read the text.
- 1 I'm Tony. (Alex)  
2 After school, I help my sister. (mum)  
3 Every Tuesday, I play basketball. (football)  
4 Every Wednesday, I visit my cousins. (Thursday)  
5 Zac and Abby are my friends. (cousins)  
6 I've got four cousins. (two)  
7 Zac is six. (ten)  
8 Abby is a boy. (girl)

### Page 47

- 1 I visit my cousins. a  
2 I play football. d  
3 I help my mum. f  
4 I have a music lesson. e  
5 We play with our toys. b  
6 We watch TV. c

- 2 Children's own answers
- 3 Children's own answers

### Fluency Time! 2 Page 48

- 1 I'd like three carrots, please.  
2 I'd like two apples, please.  
3 I'd like four bananas, please.  
4 I'd like one fig, please.
- 1 Can, like 2 else, I'd  
3 Anything 4 much

### DVD Practice Page 49

- 1 a watch TV (4) b 1-2-3 (2)  
c Here you are (3) d three apples (1)
- like, Anything, pounds, Here, welcome
- Children's own answers

### Review 2 Pages 50-51

- 1 1 our 2 their 3 my 4 your
- numbers: twenty, forty, thirty, eighty  
food: chicken, salad, fries, pizza  
subjects: maths, English, science, music
- (from left) 81, 24, 55, 37, 79, 46
- 1 What 2 When 3 When  
4 What 5 What 6 When
- 1 fr 2 dr 3 fl 4 br 5 tr  
6 cr

### Unit 7 Page 52

- 1 cake, balloon, present, chocolate, sweets, card
- 1 b, sweets 2 d, balloon  
3 a, chocolate 4 e, cake  
5 c, card 6 f, present

### Page 53

- 1 I like chocolate.  
2 I don't like sweets.  
3 She likes balloons.  
4 She doesn't like chocolate.
- 1 Billy likes trains and cars.  
2 And he likes chocolate.  
3 I like these balloons.  
4 Billy doesn't like balloons.

### Page 54

- 1 1 pastries 2 buy 3 tie  
4 neighbour
- 1 card 2 tie 3 neighbour  
4 sweets 5 nuts 6 chocolate  
7 pastries 8 cake 9 balloon

### Page 55

- 1 1 clock 2 cloud 3 glue  
4 slide 5 glue
- 1 gl 2 cl 3 sl 4 cl 5 sl  
6 gl
- 1 slippers 2 gloves 3 slide  
4 clock 5 clouds

### Page 56

- 1 Children read the text.
- a 6 b 2 c 5 d 1  
e 7 f 3 g 4

### Page 57

- 1 I don't like sweets.  
2 He does not like balloons.  
3 She doesn't like eggs.  
4 I do not like tigers.  
5 I don't like snakes.  
6 My mum does not like cats.  
7 My grandpa doesn't like cake.
- Children's own answers
- Children's own answers

### Unit 8 Page 58

- 1 1 have dinner 2 have breakfast 3 go to school 4 get up 5 go to bed 6 go home
- 1 I go to school. 3  
2 I go home. 6  
3 I get up. 4  
4 I have dinner. 1  
5 I go to bed. 5  
6 I have breakfast. 2

### Page 59

- 1 1 It's seven o'clock.  
2 It's three o'clock.  
3 It's ten o'clock.  
4 It's six o'clock.  
5 It's one o'clock.  
6 It's twelve o'clock.
- 1 c 2 a 3 d 4 b
- 1 He gets up at six o'clock.  
2 He has breakfast at seven o'clock.  
3 He goes to school at eight o'clock.  
4 He has dinner at six o'clock.

### Page 60

- 1 1 b 2 d 3 a 4 c
- 1 I have breakfast in the morning.  
2 I go to bed at night.  
3 I have dinner in the evening.  
4 I have lunch in the afternoon.  
5 I get up in the morning.  
6 I play with my toys in the afternoon.
- Children say the sentences.

### Page 61

- 1 1 sky 2 snow 3 star  
4 small 5 skates
- 1 stairs 2 smile 3 snake  
4 star 5 sky 6 snow  
7 skates 8 small
- 1 snake 2 snow 3 smile  
4 stars 5 sky

### Page 62

- 1 Children read the text.
- 1 D, H 2 H, D 3 D, H  
4 D, H 5 D, H

### Page 63

- 1 1 What's 2 Where's 3 Where  
4 When 5 What 6 When
- Children's own answers
- Children's own answers

## Unit 9 Page 64

- 1 1 school 2 police station  
3 hospital 4 shop  
5 airport 6 fire station  
2 1 hospital 2 police station  
3 airport 4 fire station  
5 shop 6 school

### Page 65

- 1 1 He works in a police station.  
2 She works in a school.  
3 He works in an airport.  
4 He works in a fire station.  
5 He works in a shop.  
6 She works in a hospital.  
2 1 b 2 c 3 a 4 d

### Page 66

- 1 zoo, supermarket, station, bank  
2 1 shop 2 police station  
3 garage 4 school  
5 supermarket 6 station  
7 zoo 8 airport 9 hospital  
10 fire station

### Page 67

- 1 1 face 2 lake 3 plane  
4 gate  
2 1 gate 2 lake 3 face 4 cake  
3 1 There is a cat next to the lake.  
2 Open the gate. Here comes a van.  
4 a\_e: lake, gate  
a: cat, van

### Page 68

- 1 Children read the text.  
2 Children circle: shirt, trousers, tie  
Children underline: dad, mum, sister  
3 1 Jason's dad works in a school.  
(an office)  
2 He gets up at nine o'clock. (six)  
3 He puts on green trousers. (black)  
4 He goes to work by train. (car)  
5 There are pens and apples in the  
box. (pencils)  
6 He goes home at three o'clock.  
(five)  
7 They have lunch at seven  
o'clock. (dinner)

### Page 69

- 1 1 I like apples, grapes and bananas.  
2 There are birds, monkeys, lions and  
tigers.  
3 We've got English, maths, science  
and music.  
4 He likes chicken, pizza and salad.  
5 I get up, have breakfast and go to  
school.  
2 Children's own answers  
3 Children's own answers

## Fluency Time! 3 Page 70

- 1 1 Are, after, free 2 about, fine  
3 ask 4 listen  
2 1 Are you free after school?

- 2 Sorry, I'm not free.  
3 How about on Wednesday?  
4 I'll ask my mum.

## DVD practice Page 71

- 1 1 c 2 b 3 a  
2 1 free, not 2 about  
3 can, ask 4 Sorry  
3 Children's own answers

## Review 3 Pages 72–73

- 1 1 Does, Yes  
2 work, doesn't  
3 she, does  
4 nurse, No  
2 places: school, garage, supermarket,  
fire station  
times: morning, night, afternoon,  
evening  
presents: balloons, nuts, sweets  
pastries  
3 1 cat 2 lake 3 gate 4 hat  
4 1 No, he doesn't.  
2 Yes, he does.  
3 No, he doesn't.  
4 Yes, he does.

## Unit 10 Page 74

- 1 1 c 2 a 3 f 4 d 5 e 6 b  
2 1 It's windy.  
2 It's cold.  
3 It's snowing.  
4 It's hot.  
5 It's sunny.  
6 It's raining.

### Page 75

- 1 1 What's the weather like?  
2 Put on your sun hats.  
3 Don't put on your coat.  
4 We haven't got our umbrellas.  
5 Don't close the window.  
6 Open the door.  
2 1 Put on 2 Don't put on  
3 Put on 4 Put on  
5 Don't put on 6 Don't put on

### Page 76

s	n	o	w	i	n	g	★
u	r	a	i	n	i	n	g
n	h	w	i	n	d	y	★
n	o	★	c	o	l	d	★
y	t	★	★	★	★	★	★

- 1 1 windy 2 sunny 3 raining  
4 cold 5 snowing 6 hot  
2 1 When it's windy, we fly a kite.  
2 When it's snowing, we make a  
snowman and we go ice skating.  
3 When it's sunny, we play outside.

### Page 77

- 1 1 bike 2 line 3 white  
4 kite 5 nine

- 2 1 bike 2 kite 3 white  
4 line 5 nine  
3 1 Here are nine figs in a line.  
2 Don't put my kite in the bin.  
4 i\_e: nine, line, kite  
i: figs, bin

### Page 78

- 1 Children read the text.  
2 1 It's (very) hot and sunny.  
2 It's hot.  
3 It's raining and windy.

	Break time	PE time	Home time
1 Don't put on your coats.	✓		
2 Don't wear your hats.			✓
3 Put on your raincoats.			✓
4 Wear your sun hats.	✓		
5 Don't put on your tracksuits.		✓	
6 Put on your shorts and T-shirts.		✓	
7 Take your umbrellas.			✓

### Page 79

- 1 verbs: wear, go, ride, eat, drink  
adjectives: cold, tired, hungry, thirsty,  
sunny  
2 Children's own answers  
3 Children's own answers

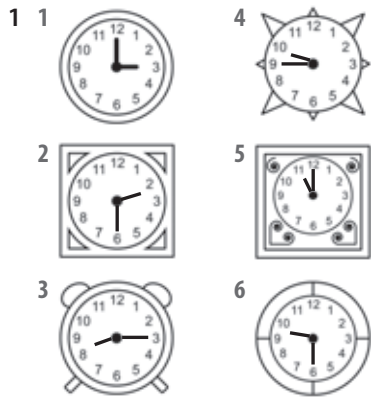
## Unit 11 Page 80

- 1 (clockwise from left) 6, 3, 2, 1, 5, 4  
2 1 These are gloves.  
2 This is a shirt.  
3 These are jeans.  
4 This is a scarf.  
5 This is a skirt.  
6 These are boots.

### Page 81

- 1 1 He's wearing jeans.  
2 She's wearing gloves.  
3 She's wearing boots.  
4 He's wearing a shirt.  
5 He's wearing a scarf.  
6 She's wearing a skirt.  
2 1 What are you wearing?  
2 I'm wearing a dress.  
3 And Jim? What is he wearing?  
4 He's wearing a T-shirt.

### Page 82



- 1 It's quarter past four.  
2 It's seven o'clock.  
3 It's half past five.  
4 It's quarter past eleven.  
5 It's quarter to six.  
6 It's half past three.

### Page 83

- 1 home 2 nose 3 rope  
4 bone 5 stone
- 1 rope 2 stone 3 home  
4 nose 5 bone
- 1 A dog has got a bone.  
2 There is a mop in my home.
- o\_e: bone, home  
o: dog, got, mop

### Page 84

- 1 Children read the poem.
- 2 clothes words: skirt, jeans, shirt  
toy: cow
- 3 1 station 2 friend 3 Lucy  
4 train 5 cow 6 happy

### Page 85

- 1 1 It's quarter to seven.  
2 It's quarter past three.  
3 It's quarter past nine.  
4 It's quarter to eleven.  
5 It's quarter to four.  
6 It's quarter past two.
- 2 Children's own answers
- 3 Children's own answers

### Unit 12 Page 86

- 1 wedding, cake, bride, band, invitation, guests
- 2 1 cake 2 invitation 3 eat  
4 guests 5 wedding  
6 dance 7 dress 8 bride  
9 band 10 sing

### Page 87

- 1 1 Are they dancing? / Yes, they are.  
2 Is she singing? / No, she isn't.  
3 Is he eating? / No, he isn't.  
4 Is she sleeping? / Yes, she is.  
5 Are they drinking? / No, they aren't.
- 2 Children point to the pictures and say the sentences.

### Page 88

- 1 1 b 2 d 3 a 4 c
- 1 Mum is making cakes.  
2 Dad is washing the car. 3 My cousin is taking lots of photos.  
4 My sister is choosing a dress.  
5 I'm brushing my hair.

### Page 89

- 1 1 June 2 cube 3 flute 4 tube
- 2 1 June 2 cube 3 flute 4 tube
- 3 1 This mule can run.  
2 I've got a flute and I'm sitting on a rug.
- 4 u\_e: mule, flute  
u: run, rug

### Page 90

- 1 Children read the letter.
- 2 1 Hannah likes Bella's jeans. (dress)  
2 Hannah's aunt has got a new car. (baby)  
3 The baby is very big. (small)  
4 The baby is a girl. (boy)  
5 His name is Max. (James)  
6 He's got brown eyes. (blue)  
7 He's wearing a scarf. (hat)  
8 His boots are red. (white)

### Page 91

- 1 1 He's wearing white boots.  
2 We're watching TV.  
3 My sister is doing her homework.  
4 She's eating her dinner.  
5 We're listening to music.  
6 We're looking at cakes.
- 2 eating, drinking, dancing, listening to music, talking, singing
- 3 Children's own answers

### Fluency Time! 4 Page 92

- 1 1 party, in, Everyone's, room  
2 for, Thank 3 having, welcome
- 2 1 Welcome to my house.  
2 This is for Grandpa.  
3 Everyone's in the kitchen.  
4 Your aunt is in the kitchen.

### DVD Practice 4 Page 93

- 1 Children tick a, c, e, f
- 2 1 Welcome to the party. d  
2 This is for you, Ellie. b  
3 Thank you for having me. a  
4 See you soon, Ellie. c
- 3 Children's own answers

### Review 4 Pages 94–95

- 1 1 I'm wearing jeans and a shirt.  
2 I'm wearing boots and a hat.  
3 I'm wearing gloves and a scarf.
- 2 weather: windy, raining, sunny, hot  
wedding: cake, invitation, present, bride  
clothes: jeans, skirt, boots, scarf

- 3 1 tube, cube  
2 stone, bone  
3 line, nine
- 4 (clockwise from left) 3, 2, 1, 5, 6, 4  
1 He's drinking. 2 She's eating.  
3 They're talking. 4 She's singing.  
5 They're dancing. 6 He's playing.

### Unit 13 Page 96

- 1 (clockwise from left) 1, 5, 6, 4, 2, 3
- 2 1 There's a cow behind the gate.  
2 There's a goat next to the gate.  
3 There's a horse in front of the house.  
4 There's a sheep between the horse and the van.  
5 There's a donkey behind the tree.  
6 There's a goose on the van.

### Page 97

- 1 1 bigger than 2 smaller than  
3 shorter than 4 taller than
- 2 bigger – smaller; taller – shorter  
1 A horse is bigger than a goose. / A goose is smaller than a horse.  
2 Rosy is taller than Billy. / Billy is shorter than Rosy.  
3 A pizza is bigger than a sandwich. / A sandwich is smaller than a pizza.

### Page 98

- 1 fast, loud, quiet, slow
- 2 1 louder 2 faster 3 slower  
4 quieter
- 3 1 The goose is louder than the hen.  
2 The sheep is faster than the cow.  
3 The cow is slower than the sheep.  
4 The hen is quieter than the goose.

### Page 99

- 1 1 feet 2 tree 3 three  
4 cheese
- 2 1 tree 2 feet 3 three  
4 cheese
- 3 1 This pen is green.  
2 There are three monkeys in the tree.  
3 There is a peg by my bed.
- 4 ee: green, three, tree  
e: pen, peg, bed

### Page 100

- 1 Children read the text.
- 2 1 carrots, potatoes 2 figs, plums  
3 cows, goats 4 two 5 four

### Page 101

- 1 1 Harry is seven and Katie is nine. / Harry is seven. Katie is nine.  
2 This is a donkey and these are hens. / This is a donkey. These are hens.  
3 I like bananas and he likes apples. / I like bananas. He likes apples.  
4 There is a slide and there are swings. / There is a slide. There are swings.
- 2 cow, sheep, donkey, horse, hen, chick, goat, goose
- 3 Children's own answers



## Unit 14 Page 102

- 1 1 kind 2 wet 3 dry  
4 photo 5 naughty 6 fridge
- 2 1 There are some photos on the fridge.  
2 This boy is kind.  
3 This duck is very naughty.  
4 Her hands are wet.  
5 His hands are dry.

### Page 103

- 1 1 The ducks were naughty.  
2 This boy was kind.  
3 The babies weren't sad.  
4 Mum was dry.  
5 She wasn't wet.
- 2 1 Rosy and Tim were in the park.  
2 Tim was very kind. The babies weren't cold. They were hungry.  
3 It was raining. Rosy and Tim were very wet. Mum wasn't wet. She was dry.  
4 The ducks were very naughty. The goat was naughty too.  
5 Bill was a naughty boy. But he's a good boy now.

### Page 104

- 1 floor, untidy, rubbish, tidy
- 2 1 hungry 2 happy 3 photo  
4 party 5 dirty 6 wet  
7 floor 8 dry 9 tidy  
10 rubbish

### Page 105

- 1 1 tape 2 cube 3 pipe
- 2 1 cube 2 cub 3 cube 4 pip  
5 pipe 6 tape 7 tap

### Page 106

- 1 Children read the text.
- 2 1 b 2 a 3 c
- 3 1 Robin is in class 2L.  
2 Robin and his friends were farm animals.  
3 Charles was the sheep.  
4 Nicola's costume was a hen's head and body.  
5 Everyone was very happy.  
6 The teacher was proud.

### Page 107

- 1 1 and  
2 or  
3 and  
4 or  
5 or  
6 or  
7 and  
8 and
- 2 Children's own answers  
3 Children's own answers

## Unit 15 Page 108

- 1 1 child 2 man 3 women  
4 woman 5 children 6 men

- 2 1 There are two men.  
2 There are three children.  
3 There are two boys.  
4 There is one woman.

### Page 109

- 1 1 some  
2 any  
3 any  
4 some
- 2 1 were  
2 any  
3 wasn't; playground  
4 was

### Page 110

- 1 1 c 2 d 3 a 4 b
- 2 finish line, first, second, third, fourth
- 3 The hen was fourth.  
The rabbit was third.  
The cow was second.  
The horse was first.

### Page 111

- 1 1 swing 2 ring 3 sink  
4 pink 5 sink
- 2 1 sink 2 king 3 ring 4 bank
- 3 1 sing 2 swing 3 king  
4 ring 5 sink 6 drink

### Page 112

- 1 a 4 b 1 c 6 d 2 e 5 f 3
- 2 1 b 2 d 3 f 4 a 5 e 6 c
- 3 1 Suzy is a cow. (horse)  
2 She's behind a green horse. (red)  
3 She's in front of a blue goat. (horse)  
4 She drinks milk in the field. (water)  
5 She eats ice cream in the field. (grass)  
6 At night she's hot. (cold)

### Page 113

- 1 1 families 2 boys 3 teddies  
4 turkeys 5 lollies 6 monkeys
- 2 Tick: men, women, children, teachers  
Cross: rabbits, lions, frogs
- 3 Children's own answers

## Fluency Time! 5 Page 114

- 1 1 play, idea 2 Whose, turn  
3 have, got  
4 winner, Congratulations
- 2 1 Let's play Pairs!  
2 Whose turn is it?  
3 It's your turn.  
4 I've got more cards than you.  
5 You're the winner.

## DVD Practice 5 Page 115

- 1 1 James 2 Kate 3 James  
4 Kate
- 2 1 Let's, OK 2 whose, turn 3 Snap  
4 eight, winner, Congratulations
- 3 Children's own answers

## Review 5 Pages 116–117

- 1 1 The boy is shorter than the girl.  
2 His coat is smaller than the girl's coat.  
3 But he is faster than the girl.  
4 And he is louder than the girl.  
5 The girl is quieter than the boy.
- 2 adjectives: naughty, dry, dirty, wet  
animals: cow, goat, horse, sheep  
numbers: fourth, first, third, second
- 3 women 2  
dolls 0  
men 0  
children 3  
teddies 2  
toy cars 0
- 4 1 There are some women.  
2 There aren't any dolls.  
3 There aren't any men.  
4 There are some children.  
5 There are some teddies.  
6 There aren't any toy cars.
- 5 Children's own answers

## Culture page 120

- 1 At, at, skipping, fast, on, outside,  
friends, like
- 2 1 on 2 at 3 in 4 at  
5 In 6 on
- 3 at, at, on, in, in

## Culture page 121

- 1 1 egg, juice 2 cheese, some  
3 a 4 got, salad
- 2 1 an 2 some 3 a  
4 an 5 some 6 some

## Culture page 122

- 1 1 live, our 2 their  
3 garden, net 4 painting, Its, are
- 2 1 your, our 2 Their, Our 3 its

# Course Resource notes

The Course Resources section of the Teacher's Resource Centre contains Extra Writing and Values worksheets for each unit, Writing Portfolio worksheets, two playscripts of traditional children's stories, five Fluency Time! project templates and five Cut and Make activities.

The Extra Writing worksheets can be used after Lesson 3 in each unit, the Values worksheets after Lesson 6 and the Writing Portfolio worksheets after every three units. Information on the values element of this course can be found in the Introduction to this Teacher's Book. These pages give information on how to use the two playscripts, the Cut and Make activities and the Fluency Time! project templates.

## Play Script 1 Goldilocks and the Three Bears

### Synopsis

Goldilocks is a young girl with golden hair. One day she wanders into a forest and finds the three bears' house, but no-one is at home. She goes inside and tries the porridge, eating all of the porridge in the baby bear's bowl. She then tries the three different chairs and breaks the little one. Finally, she tries all the beds, before falling asleep on the smallest bed. The bears come home and find her lying asleep.

### Cast

Goldilocks, Goldilocks' mum, Goldilocks' dad, Daddy Bear, Mummy Bear, Baby Bear, the Chorus

### Setting

The play takes place in two settings: the forest and the bears' house.

### Props

- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A table with a tablecloth
- A pan, three bowls, and three spoons
- Three different size chairs
- Three different size beds (made of rugs or blankets)

## Play Script 2 Little Red Riding Hood

### Synopsis

Little Red Riding Hood is a young girl who sets off through the forest to visit her grandma, but strays from the path to pick flowers and meets a wolf. He runs quickly and arrives at Grandmother's house before her. Grandmother faints when she sees him, and he disguises himself by wearing her glasses, bonnet, and shawl. When Little Red Riding Hood arrives, she mistakes the wolf for her grandmother, but just as he is about to eat her, she is saved by a kind woodcutter.

### Cast

Little Red Riding Hood, Mummy, Grandma, the wolf, the woodcutter, the Chorus

### Setting

The play takes place in two settings: the forest and a house.

### Props

- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A red cloak which Little Red Riding Hood wears
- A grandma's bonnet, glasses, and shawl (or similar)
- A wolf's mask or outfit
- A basket and some (paper) flowers
- A bed (made of rugs or blankets)

### Preparing for the performances

Read the through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group take part in the chorus, singing or chanting the narration.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask comprehension questions to check that children understand what is happening throughout. Encourage children to take home copies of the playscript to practise their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus joining the characters at the front to add their lines. Do this as many times as is necessary before the performance for the parents.

You may wish to hand out copies of the playscript to parents at the performance.

## Cut and Make 1 (Unit 1) My classroom

### Materials

One photocopy of the worksheet, a large piece of paper or card, coloured pens or pencils, scissors, and glue for each group of four to six children

### Method

- Children colour the classroom items on the sheet, then cut them out.
- Go around the class asking questions, e.g. *What colour are the chairs / tables in your classroom?*
- Children stick their furniture items onto the large piece of paper or card to make their own classroom scene.

### Activities

- Ask some of the children to show their pictures to the class and describe their classrooms, e.g. *This is my classroom. There are four tables. This table is red, etc.*
- Ask children to label the items in the picture and display them in the classroom.
- Children can sing the unit song from Class Book page 10 while pointing to the corresponding items on their pictures.

## Cut and Make 2 (Unit 4)

### Numbers board game

#### Materials

One photocopy of the worksheet, scissors, glue, and a piece of card for each pair of children

#### Method

- Explain to children that they are going to make a board game about numbers. Tell them that they do not need to add up the sums on the worksheet for now.
- Show children the speech bubbles and explain that they must choose and write any number from one to 50 in each space. The numbers should not be the answers to the sums. They can then cut out the board game.
- Next, children cut out the two circled numbers. They stick one number to a piece of card, cut around it, and stick the other number to the back. This will be the coin they flip to find out how many spaces they can move.
- Each child cuts another shape out of the card, e.g. a square or a triangle. This is their counter.

#### Activities

- Children take turns to flip the 'coin' and move around the board. When they land on a speech bubble, they say the number inside it. When they land on a rectangle, they work out the sum and say the answer.
- If they make a mistake, they move back to their original position. The winner is the first to reach the 'Finish' square.
- When everyone has finished, hold up the game and ask individual pupils to say the answers to the sums. Go around the class and give everyone a chance to say a number.

#### ANSWERS TO SUMS

4, 16, 9, 80, 14, 20, 8, 11, 60, 13, 70, 100

## Cut and Make 3 (Unit 8)

### Make a clock

#### Materials

One photocopy of the worksheet and a paper fastener per child; scissors for each group of six children

#### Method

- Children cut out the clock face and the two clock hands and fix them together with the paper fastener.

#### Activities

- Ask children to work with a partner. Child A asks Child B questions about his / her daily routine, e.g. *What time do you get up / have breakfast / go to school?*
- Child B shows the answer by moving the hands of the clock. Child A must say the time on the clock.
- When children have finished speaking, ask questions to children from different pairs, e.g. *What time does Joaquin have dinner? What times does Adora go to bed?*
- Alternatively, ask some pairs to come to the front and use their clocks to talk about their partner's daily routine.

## Cut and Make 4 (Unit 10)

### A weather card

#### Materials

One photocopy of the worksheet, a piece of card, and a paper fastener per child; coloured pencils, scissors, and glue for each group of six children

#### Method

- Children colour in the weather symbols and colour the thermometer from blue at the bottom to red at the top. They cut out the weather symbols and the arrows, then cut out the thermometer along the dotted lines.
- Children mount the weather circle on a piece of card. They fix the longer arrow at the centre with a paper fastener.
- Children cut along the line below the thermometer to make a slit. They put the shorter arrow through the slit, folding it at the end to secure it. Show the children one you have prepared earlier as a model.

#### Activities

- Name different kinds of weather for children to show on their weather charts and thermometers, e.g. *It's windy and cold.*
- Ask children to use their weather cards and thermometers to present short weather reports to their groups. They position the arrows and make sentences about the weather, e.g. *It's sunny and hot. / It's cold and it's snowing.*
- Use the weather charts with the unit song from Class Book page 76. As pupils sing each verse, they move the arrows to indicate appropriate weather.

## Cut and Make 5 (Unit 13)

### An animal mask

#### Materials

One photocopy of the worksheet and a piece of elastic or string per child; coloured pencils, scissors, and glue for each group of six children; card (optional)

#### Method

- Read the instructions on the worksheet together. Explain that they are going to choose an animal and make eyes, ears, a nose, and hair for it.
- Children make their masks, following the instructions. Use card if you have it to make the mask a little stronger.
- Help children to make small holes on the side of the mask and show them how to thread elastic or string through and knot it at the ends.

#### Activities

- Sing the unit song from Class Book page 98 and get children to put on their masks at the appropriate verse.

## Fluency Time! 1

### A school word wheel CB page 27

#### Materials

One copy of the word wheel template per child, coloured pencils and scissors for each group

#### Method

- Give out the word wheel templates. Each child should have two pieces, to make the top and bottom of the wheel.
- Put the children in groups to share coloured pencils and scissors. Ask children to colour in the items on both wheels.
- Then ask them to cut carefully around the dotted lines to cut out the circles and the cupboard door.
- Show each group how to put the two sections together, with the objects on the bottom piece of paper. The children will be able to spin the top circle, to reveal a different object through the cupboard door each time.
- Show students how to hold both pieces of paper together and push a pencil through the middle of the circle.

#### Activities

- Children can use their wheel to carry out simple dialogues, identifying and describing the objects they can see.
- If you have time, stick the circle showing the objects on a piece of card, to make the wheel stronger. Stick this bottom wheel to the pencil to make spinning easier.

## Fluency Time! 2

### A market stall CB page 49

#### Materials

One copy of the market stall template per child, coloured pencils, scissors and glue for each group of children

#### Method

- Give each child one market stall template and one sheet of toys. Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour their market stall, then think of a name and write it in the space on the template.
- Then children colour and cut out the separate items. They can choose where to stick them on the market stall.

#### Activities

- Children work in pairs to act out shopping role plays, using the objects on each other's stalls.

## Fluency Time! 3

### A mini book CB page 71

#### Materials

One copy of the mini book template per child, one piece of plain paper per child, coloured pencils, scissors and glue for each group

#### Method

- Put the children in groups to share coloured pencils, scissors and glue. Give each child one clothes cube piece of plain paper first. Show them how to fold it half along

lengthways, to make a long, narrow rectangle, and run their thumb along the crease so it leaves a mark on the paper.

- Children open out the paper, and fold it again widthways. Again, they should mark the crease so the fold is clear.
- When children open the paper out again, they cut along the long crease they made first. They should cut almost to the centre point, but leave the paper uncut in the middle.
- Show the children how to fold the paper in half again along the long crease to make a book with eight separate pages.
- Children can colour and cut out the activities on the template, or draw and colour their own activities.
- Children write sentences about their activities, to describe the activity and when they do it.

#### Activities

- Children use the mini book to ask and answer about free time activities, and to find a time when they are both free.

## Fluency Time! 4

### A present CB page 93

#### Materials

One copy of the present template and the wrapping paper template per child, coloured pencils, scissors and glue for each group

#### Method

- Give each child one sheet of presents and one wrapping paper template. Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to choose a present to colour and cut out, then cut out the wrapping paper. Show each group how to fold the wrapping paper around the present and stick it down.
- When the presents are wrapped, children decorate them.

#### Activities

- Children work in pairs to act out party role plays. Go through the dialogue at the bottom of the page, and let children practise giving and opening presents in pairs.

## Fluency Time! 5

### A card game CB page 115

#### Materials

One copy of the animal cards template per child and one copy of the animal writing project template per child (optional), coloured pencils and scissors for each group

#### Method

- Give each child one animal cards template. Put the children in groups to share coloured pencils and glue.
- Ask children to colour the animals, then cut carefully around the dotted lines to make separate cards.

#### Activities

- Children play with their snap cards in pairs. They combine the two sets and shuffle them, then take turns to place cards face up on the table. When there is a matching pair, the first person to say *Snap!* wins the set.
- If you have time, give each child a copy of the writing template. Ask children to choose two cards to stick on the sheet, and use the space below to describe each one.



# Wordlist

Words in bold are 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

black /blæk/  
bump /bʌmp/  
down /daʊn/  
end /end/  
learning /'lɜ:nɪŋ/  
week /wi:k/  
welcome back /'welkəm  
bæk/  
white /waɪt/

## Unit 1

board /bɔ:d/  
bright /braɪt/  
CD player /,si:'di:  
'pleɪə(r)/  
classroom /'klɑ:sru:m/  
computer /kəm'pjʊ:tə/  
cupboard /'kʌbəd/  
drawers /drɔ:z/  
feet /fi:t/  
game /geɪm/  
have a look /hæv ə 'lʌk/  
knee /ni:  
peg /peg/  
pencil case /'pensl keɪs/  
picture /'pɪktʃə(r)/  
poster /'pəʊstə(r)/  
sit /sɪt/  
swimming pool /'swɪmɪŋ  
pu:l/  
table /'teɪbl/  
that /ðæt/  
these /ði:z/  
this /ðɪs/  
those /ðəʊz/  
touch /tʌtʃ/  
wall /wɔ:l/  
what /wɒt/  
whiteboard /'waɪtbɔ:d/  
with /wɪð/  
work (n) /wɜ:k/  
Wow! /waʊ/

## Unit 2

always /'ɔ:lweɪz/  
angry /æŋɡrɪ/  
baby (babies) /ba:bi (ɪz)/  
bath /bɑ:θ/  
behave /br'heɪv/  
brave /breɪv/  
broken /'brəʊkən/

carry on /'kæri ɔ:n/  
chair /tʃeə/  
cold /kɒld/  
cry /kraɪ/  
fear /fiə(r)/  
feel /fi:l/  
feelings /fi:lɪŋz/  
fish /fɪʃ/  
go to sleep /gəʊ tə sli:p/  
gone /gɔ:n/  
happy /'hæpi/  
hot /hɒt/  
hug /hʌɡ/  
hungry /'hʌŋɡrɪ/  
laugh (v) /lɑ:f/  
nearly /'niəli/  
nervous /'nɜ:vəs/  
poor /pɔ:(r)/  
sad /sæd/  
scared /skeəd/  
shoes /ʃu:z/  
snore /snɔ:(r)/  
sometimes /'sʌmtaɪmz/  
stamp (v) /stæmp/  
teacher /'ti:tʃə(r)/  
thirsty /'θɜ:sti/  
thumb /θʌm/  
tired /'taɪəd/  
together /tə'geðə(r)/  
twins /twɪnz/  
until /ən'tɪl/  
wake up /'weɪk ʌp/  
yourself /jɔ:'self/

## Unit 3

activity /æk'tɪvətɪ/  
aged /eɪdʒd/  
anywhere /'eniweə(r)/  
bed /bed/  
behind /br'haɪnd/  
between /br'twi:n/  
bin /bɪn/  
bus /bʌs/  
by /baɪ/  
cat /kæt/  
children /tʃɪldrən/  
dog /dɒɡ/  
fig /fɪɡ/  
grass /grɑ:s/  
hiding /'haɪdɪŋ/  
in front of /ɪn 'frʌnt əv/

jug /dʒʌɡ/  
mop /mɒp/  
next to /'nekst tu:  
outdoor (adj) /'aʊtdɔ:(r)/  
peg /peg/  
perfect /'pɜ:fɪkt/  
play football /'pleɪ  
fʊtbɔ:l/  
play tennis /'pleɪ tenɪs/  
ride a bike /raɪd ə baɪk/  
ride a horse /raɪd ə hɔ:s/  
sand /sænd  
seat /si:t/  
skate (v) /sket/  
skateboard (n) /'sket bɔ:d/  
skateboard (v) /'sket  
bɔ:d/  
skates (n) /skeɪts/  
stop /stɒp/  
take /teɪk/  
teach /ti:tʃ/  
van /væn/  
wheel /wi:l/  
young /jʌŋɡ/

## Unit 4

bread /bred/  
brush /brʌʃ/  
buy /baɪ/  
cheese sandwich /tʃi:z  
'sænwɪtʃ/  
chicken /'tʃɪkɪn/  
don't worry /dəʊnt 'wʌri/  
done /dʌn/  
easy /'i:zi/  
eighty /'eɪti/  
fifty /'fɪfti/  
forty /'fɔ:ti/  
fries /fraɪz/  
frisbee /'frɪzbi/  
frog /frɒɡ/  
grapes /greɪps/  
grass /grɑ:s/  
high /haɪ/  
if /ɪf/  
late /leɪt/  
milkshake /'mɪlkʃeɪk/  
much /mʌtʃ/  
naughty /'nɔ:ti/  
ninety /'naɪnti/  
number /'nʌmbə(r)/

olive /'ɒlɪv/  
one hundred /wʌn  
'hʌndrəd/  
pizza /'pi:ttsə/  
salad /'sæləd/  
seventy /'sevnti/  
sixty /'sɪksti/  
start (v + n) /stɑ:t/  
sure /ʃʊə/  
ten /ten/  
thirty /'θɜ:ti/  
try /traɪ/  
twenty /'twenti/

## Unit 5

art /ɑ:t/  
art room /'ɑ:t ru:m/  
break time /'breɪk taɪm/  
computer room /  
kəm'pjʊ:tə ru:m/  
crab /kræb/  
crayon /'kreɪən/  
dress /dres/  
drum /drʌm/  
English /'ɪŋɡlɪʃ/  
gym /dʒɪm/  
headphones /'hedfəʊnz/  
learn /lɜ:n/  
lesson /'lesn/  
maths /mæθs/  
music /'mju:zɪk/  
our /'aʊə(r)/  
paint /peɪnt/  
PE /pi: ɪ/  
playground /'pleɪ graʊnd/  
primary /'praɪməri/  
read /ri:d/  
science /saɪəns/  
speak /spi:k/  
sports field /'spɔ:ts fi:ld/  
study /'stʌdi/  
subject /'sʌbdʒɪkt/  
their /ðeə(r)/  
time /taɪm/  
tree /tri:/  
truck /trʌk/  
wear /weə(r)/

## Unit 6

a lot /ə 'ləʊt/  
after /'ɑ:ftə(r)/  
blanket /'blæŋkɪt/

blue /bluː/  
 CD /,sɪː'diː/  
 cook (v) /kʊk/  
 do my homework /duː  
 maɪ 'həʊmwɜːk/  
 flat /flæt/  
 flower /'flaʊə(r)/  
 go swimming /geʊ  
 'swɪmɪŋ/  
 have a music lesson /hæv  
 ə 'mjuːzɪk lesn/  
 help my mum /help maɪ  
 'mʌm/  
 how about /'haʊ əbaʊt/  
 listen to music /lɪsn tə  
 'mjuːzɪk/  
 on my own /ɔːn maɪ 'əʊn/  
 plate /pleɪt/  
 play with friends /pleɪ  
 wɪð 'frendz/  
 plum /plʌm/  
 read a book /riːd ə bʊk/  
 sport /'spɔːt/  
 stories /'stɔːrɪz/  
 visit my grandma /vɪzɪt  
 maɪ 'grænmaː/  
 watch TV /wɒtʃ tɪː'viː/  
 well /wel/  
 write an email /raɪt ən  
 'iːmeɪl/

### Unit 7

asleep /ə'sliːp/  
 balloon /bə'luːn/  
 birthday /'bɜːθdeɪ/  
 buy /baɪ/  
 cake /keɪk/  
 card /kɑːd/  
 chocolate /'tʃɒklət/  
 clock /klɒk/  
 cloud /klaʊd/  
 everything /'evrɪθɪŋ/  
 front /frʌnt/  
 give /gɪv/  
 gloves /glʌvz/  
 glue /gluː/  
 in half /ɪn 'hɑːf/  
 neighbour /'neɪbə(r)/  
 nuts /nʌts/  
 or /ɔː(r)/  
 outside /aʊt'saɪd/  
 pastries /'peɪstrɪs/  
 present /'prezənt/  
 scared of /skeəd əv/  
 sky /skaɪ/  
 slide /slaɪd/  
 slippers /'slɪpə(r)z/  
 smile (n) /smaɪl/

someone /'sʌmwʌn/  
 sweets /swiːts/  
 take off /'teɪk ɒf/  
 think about /'θɪŋk əbaʊt/  
 tie /taɪ/  
 tomorrow /tə'mɒrəʊ/

### Unit 8

at night /ət 'naɪt/  
 brush my teeth /brʌʃ maɪ  
 'tiːθ/  
 cereal /'sɪəriəl/  
 get dressed /get 'drest/  
 get up /get 'ʌp/  
 go by bus /gəʊ baɪ 'bʌs/  
 go home /gəʊ 'həʊm/  
 go to bed /gəʊ tə 'bed/  
 go to school /gəʊ tə  
 'skuːl/  
 goodnight /gʊd'naɪt/  
 have breakfast /hæv  
 'brekfəst/  
 have dinner /hæv 'dɪnə/  
 in the afternoon /ɪn ðə  
 ɑːftə'nuːn/  
 in the evening /ɪn ðə  
 'iːvɪŋ/  
 in the morning /ɪn  
 ðə 'mɔːnɪŋ/  
 plane /pleɪn/  
 skates /skeɪts/  
 sky /skaɪ/  
 small /'smɔːl/  
 smile /smaɪl/  
 snake /sneɪk/  
 snow /snoʊ/  
 so /səʊ/  
 stairs /steəz/  
 star /stɑː(r)/  
 time for /'taɪm fɔː/

### Unit 9

airport /'eəpɔːt/  
 at the moment /æt ðə  
 'məʊmənt/  
 bank /bæŋk/  
 basket /'bɑːskɪt/  
 cute /kjuːt/  
 dark /dɑːk/  
 face /feɪs/  
 fantastic /fæn'tæstɪk/  
 feed /fiːd/  
 fire station /'faɪə stəɪʃn/  
 garage /'gærɪdʒ/  
 gate /geɪt/  
 hospital /'hɒspɪtl/  
 job /dʒɒb/  
 lake /leɪk/  
 out and about /'aʊt ən

əbaʊt/  
 place /pleɪs/  
 plane /pleɪn/  
 police station /'pəliːs  
 stəɪʃn/  
 school /skuːl/  
 shop /ʃɒp/  
 shopping (n) /'ʃɒpɪŋ/  
 station /'stəɪʃn/  
 supermarket /  
 'suːpəməːkɪt/  
 thing /θɪŋ/  
 vegetable /'vedʒtəbl/  
 work (v) /wɜːk/  
 zoo /zuː/

### Unit 10

all together /ɒl tə'geðə(r)/  
 be careful /biː 'keəfl/  
 bike /baɪk/  
 catch /kætʃ/  
 cold /kəʊld/  
 fly a kite /flaɪ ə 'kaɪt/  
 fly away /flaɪ əweɪ/  
 get wet /get 'wet/  
 go ice skating /gəʊ aɪs  
 'skeɪtɪŋ/  
 go outside /gəʊ aʊt'saɪd/  
 high up /haɪ ʌp/  
 hot /hɒt/  
 keep /kiːp/  
 key /kiː/  
 kite /kaɪt/  
 like (prep) /laɪk/  
 line /laɪn/  
 make a snowman /meɪk ə  
 'sneʊmæn/  
 news /njuːz/  
 nine /naɪn/  
 quick /kwɪk/  
 raincoat /'reɪnkəʊt/  
 raining /'reɪnɪŋ/  
 snowing /'snəʊɪŋ/  
 sun /sʌn/  
 sun hat /'sʌn hæʔ/  
 sunglasses /'sʌŋglɑːsɪz/  
 sunny /'sʌni/  
 warm /wɜːm/  
 wear coats /weə(r) kəʊts/  
 weather /'weðə(r)/  
 wet /wet/  
 white /waɪt/  
 windy /'wɪndi/

### Unit 11

bone /bəʊn/  
 boots /buːts/  
 coach /kəʊtʃ/

get on /get ɒn/  
 gloves /glʌvz/  
 half past /'hɑːf pɑːst/  
 here comes... /hɪə 'kʌmz/  
 home /həʊm/  
 hurry up /hʌrɪ 'ʌp/  
 jeans /dʒiːnz/  
 nose /nəʊz/  
 o'clock /ə'klɒk/  
 pass by /'pæs baɪ/  
 people /'piːpl/  
 platform /'plætfɔːm/  
 quarter past /'kwɔːtə  
 pɑːst/  
 quarter to /'kwɔːtə tə/  
 rope /rəʊp/  
 scarf /skɑːf/  
 seaside /'siːsaɪd/  
 shirt /ʃɜːt/  
 sit down /'sɪt daʊn/  
 skirt /skɜːt/  
 slow /sləʊ/  
 stone /stəʊn/  
 town /taʊn/  
 wave /weɪv/

### Unit 12

band /bænd/  
 bride /braɪd/  
 brush my hair /brʌʃ maɪ  
 'heə/  
 by my side /baɪ maɪ 'saɪd/  
 cake /keɪk/  
 can't wait /kɑːnt 'weɪt/  
 celebration /selɪ'breɪʃn/  
 choose a dress /tʃəʊz ə  
 dres/  
 clean (v) /kliːn/  
 cube /kjuːb/  
 dance (v) /dɑːns/  
 excited /ɪk'saɪtɪd/  
 flute /fluːt/  
 get ready /get 'redi/  
 guests /gests/  
 invitation /ɪnvɪ'teɪʃn/  
 June /dʒuːn/  
 letters /'letə(r)s/  
 make a cake /meɪk ə  
 'keɪk/  
 month /mʌnθ/  
 party /pɑːtɪ/  
 send /send/  
 sleep /sliːp/  
 soon /suːn/  
 suit (n) /suːt/  
 summer /'sʌmə(r)/  
 take photos /teɪk  
 'fəʊtəʊs/

think /θɪŋk/  
tube /tjuːb/  
video (n) /'vɪdiəʊ/  
wash the car /wɒʃ ðə 'kɑː/  
watch (v) /wɒtʃ/  
wedding /'wedɪŋ/

### Unit 13

bite (v) /baɪt/  
bring /brɪŋ/  
cheep /tʃiːp/  
cheese /tʃiːz/  
clip /klɪp/  
clap /klɒp/  
cluck /klʌk/  
cow /kaʊ/  
daddy /'dædi/  
donkey /'dɒŋki/  
farm /fɑːm/  
fast /fɑːst/  
feet /fi:t/  
finally /'faɪnəli/  
friendly /'frendli/  
goat /gəʊt/  
goose /guːs/  
green /grɪn/  
hen /hen/  
honk /hɒŋk/  
horse /hɔːs/  
leave /li:v/

loud /laʊd/  
mummy /mʌmi/  
other /'ʌðə(r)/  
piece /piːs/  
quiet /'kwaɪət/  
rule /ruːl/  
run away /rʌn ə'weɪ/  
scare /skeə/  
sheep /ʃi:p/  
sink (n) /sɪŋk/  
slow /sləʊ/  
than /ðen/  
three /θriː/  
tree /triː/  
trip (n) /trɪp/  
trot /trɒt/

### Unit 14

act (v) /ækt/  
brilliant /'brɪljənt/  
costume /'kɒstju:m/  
cub /kʌb/  
cube /kjuːb/  
dirty /'dɜːti/  
dry /draɪ/  
duck /dʌk/  
each /i:tʃ/  
floor /flɔː(r)/  
fridge /frɪdʒ/  
hard work /hɑːd 'wɜːk/

hood /hʊd/  
kind /kaɪnd/  
memory /'meməri/  
naughty /'naʊti/  
photo /'fəʊtəʊ/  
pip /pɪp/  
pipe /paɪp/  
play (n) /pleɪ/  
proud /praʊd/  
ready /'redi/  
rubbish /'rʌbɪʃ/  
scary /'seəri/  
tap /tæp/  
tape /teɪp/  
tidy /'taɪdi/  
tidy up /'taɪdi ʌp/  
untidy /ʌn'taɪdi/  
wet /wet/  
wolf /wʊlf/  
year /jɪə(r)/

### Unit 15

any /'eni/  
bank /bæŋk/  
child /tʃaɪld/  
children /'tʃɪldrən/  
fairground /'feəgraʊnd/  
field /fi:ld/  
finish line /'fɪnɪʃ laɪn/  
first /fɜːst/

fourth /fɔːθ/  
fresh /frefʃ/  
go back /gəʊ 'bæk/  
heavy /'hevi/  
hurrah! /hə'raː/  
king /kɪŋ/  
lose /luːz/  
man /mæn/  
men /men/  
miss (v) /mɪs/  
move /muːv/  
pink /pɪŋk/  
prize /praɪz/  
prize-giving /'praɪz ɡɪvɪŋ/  
race /reɪs/  
real /riːəl/  
ring /rɪŋ/  
round and round /'raʊnd ən raʊnd/  
runner /'rʌnə/  
second /'sekənd/  
sink /sɪŋk/  
some /sʌm/  
swing /swɪŋ/  
third /θɜːd/  
winner /'wɪnə/  
woman /'wʊmən/  
women /'wɪmɪn/

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