

Jessica Finnis

Starlight



Teacher's Toolkit

- ★ Step-by-step lesson notes
- ★ 21st Century Learning
- ★ Optional activities

Teacher's Resource Materials

(Available as a secure download)

- ★ Worksheets
- ★ Unit Tests, Term Tests and End-of-Year Test

Story and Cross-Curricular DVD

- ★ Animated stories and CLIL content

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Teacher's Toolkit

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Teacher's Book

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Syllabus



	Vocabulary	Structures	Phonics
Starter: Monty and Lola	Core Numbers: <i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i> Classroom Objects: <i>window, board, trash can, desk, teacher, door, girl, boy, chair, book</i>	<i>Hello.</i> <i>What's your name? I'm (Monty).</i> <i>How old are you?</i> <i>I'm (six).</i> <i>How many (windows) are there?</i>	
Unit 1: Monty the Artist	Core Colors: <i>black, red, blue, yellow, orange, purple, green, white, brown, pink</i> School Objects: <i>pencil case, pencil, pen, eraser, school bag</i> CLIL Abstract Art: <i>squares, rectangles, circles, triangles, artist, painting</i>	<i>It's (red).</i> <i>It's my / your (pencil).</i> <i>This is (my picture).</i>	Phoneme: <i>/ɪ/</i> artist, big, handprint, pink, six, window
Unit 2: Lola the Doctor	Core Parts of the Face and Body: <i>teeth, mouth, eyes, ears, nose, cheeks, face, hair, feet, toes</i> Items to Keep us Clean: <i>soap, towel, toothbrush, comb, brush, shampoo</i> CLIL Teeth: <i>baby teeth, adult teeth, brush your teeth</i>	<i>I have (a nose / ears).</i> <i>This is his / her (soap).</i> <i>I brush my teeth (three) times a day.</i>	Phoneme: <i>/θ/</i> bathroom, mouth, teeth, three, thirteen, toothbrush
Game: The Paint Race	Review of colors, school objects, parts of the face and body, items to keep us clean, It's (red). It's my / your (pencil). I have (a nose/ears). This is his / her (soap).		
Culture: Japan	Review of classroom objects. Hello, I'm (Mia). I'm (six). This is (my teacher). I use <i>chopsticks</i> . I brush my teeth.		
Unit 3: Monty the Clown	Core Family: <i>grandpa, grandma, mom, dad, uncle, aunt, brother, sister, cousin</i> Physical Descriptions: <i>small, big, long, short, gray, blond</i> CLIL Twins: <i>We're similar, We're different, identical, twins</i>	<i>This is my (aunt). These are my (cousins).</i> <i>He / She / I have (blue eyes).</i>	Phoneme: <i>/ə/</i> brother, eraser, flower, sister, spider, teacher
Review Story	Review: numbers, colors, school objects, physical descriptions, <i>I / He / She has</i> Extra: <i>secret agent, top secret, secret message, Surprise! special, city, please, bring, OK, come on, find, now, in, Look! open, see, No! then, girl, it's, What's this? an idea, Let's</i>		
Unit 4: Lola the Pilot	Core Clothes: <i>hat, shirt, jacket, pants, dress, shoes, skirt, T-shirt, sweater, socks</i> Weather: <i>It's snowing, It's windy, It's cold, It's raining, It's sunny, It's hot</i> CLIL Climates: <i>the desert cactuses, the Arctic, the jungle</i>	<i>I'm wearing (a hat / socks).</i> <i>It's (snowing).</i> <i>It's (hot) in the (jungle).</i>	Phoneme: <i>/ʌ/</i> brush, fun, jump, jungle, sunny, uncle
Game: Four in a Row	Review of family, physical descriptions, clothes, weather, This is my (aunt). These are my (cousins), He / She has (blue eyes). I'm wearing (a dress). It's (snowing).		
Culture: India	Review of family, clothes, I'm <i>wearing</i> (a dress).		

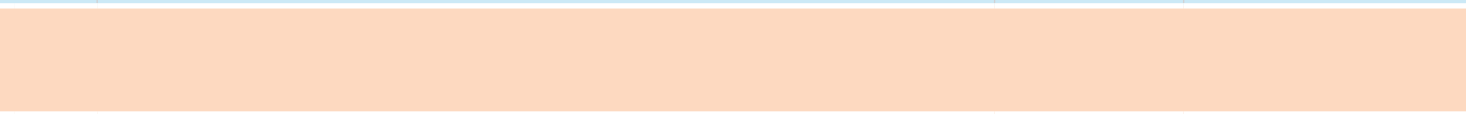


Skills	CLIL	Projects / Values
<p>Reading: reading and understanding a story about numbers</p> <p>Listening: listening for specific information (numbers and classroom objects)</p> <p>Speaking: asking and answering questions about personal information, e.g. name, age</p> <p>Writing: writing core language at word level</p>		
<p>Reading: reading and understanding a story about colors; reading texts for comprehension and specific information (colors, school objects, possessive adjectives)</p> <p>Listening: listening to dialogues and songs for specific information (colors, school objects and shapes, possessive adjectives, target phoneme)</p> <p>Speaking: describing school objects; asking and answering questions about school objects; describing a drawing of shapes and colors</p> <p>Writing: writing core language at word and sentence level</p>	<p>Art: Abstract Art</p>	<p>A Desk Organizer / Keeping the classroom organized</p>
<p>Reading: reading and understanding a story about a hospital; reading texts for comprehension and specific information (parts of the body, items to keep us clean, teeth)</p> <p>Listening: listening to dialogues and songs for specific information (parts of the body, bathroom objects, types of teeth, target phoneme)</p> <p>Speaking: describing parts of the body; talking about bathroom objects and guessing who owns them; describing a personalized teeth picture; describing a birthday party</p> <p>Writing: writing core language at word and sentence level</p>	<p>Science: Teeth</p>	<p>A Healthy Teeth Poster / Taking care of your teeth</p>
<p>Reading: reading and understanding a story about a family cat; reading texts for comprehension and specific information (members of the family, family days)</p> <p>Listening: listening to dialogues and songs for specific information (members of the family, characteristics, target phoneme)</p> <p>Speaking: talking about family members and guessing who they are; describing a family member and how they look; describing a picture of a family member and saying how you are different / similar</p> <p>Writing: describing members of the family; writing core language at word and sentence level</p>	<p>Science: Twins</p>	<p>A Family Tree / Spending time with your family</p>
<p>Reading: reading and understanding a story about a vacation; reading texts for comprehension and specific information (clothes, climate and weather)</p> <p>Listening: listening to dialogues and songs for specific information (clothes, climate and weather, target phoneme)</p> <p>Speaking: describing appearance; describing weather in different places; describing a drawing of a place</p> <p>Writing: writing instructions for a game about clothes; writing core language at word and sentence level</p>	<p>Geography: Climates</p>	<p>A Weather Station / Working together</p>

	Vocabulary	Structures	Phonics
Unit 5: Monty the Farmer	Core Farm Animals: <i>bull, goat, rabbit, horse, chicken, frog, duck, sheep, cow, bird</i> Baby Animals: <i>chick, calf, foal, lamb, kid</i> CLIL Peter and the Wolf: <i>oboe, French horn, clarinet, flute</i>	<i>It isn't a (swan). It's a (frog). Where's my (chick)? It's here! This is a (flute). It's the (bird).</i>	Phoneme: <i>/tʃ/</i> chair, cheeks, chick, chicken, chocolates, teacher
Unit 6: Lola the Pirate	Core Fruit: <i>lemon, lime, apple, pear, banana, orange, pineapple, mango, coconut, grape</i> Food Made from Fruit: <i>lemonade, smoothie, fruit salad, juice, Jell-O, yogurt</i> CLIL A Fruit Tree: <i>blossom, seed, ground, sunlight</i>	<i>I like (a banana / an orange / pineapples). I don't like (limes). Do you like (smoothies)? Yes, I do. / No, I don't. This is a (lemon) tree. It needs (water). It has (fruit).</i>	Phoneme: <i>/ɒ/</i> chocolate, doctor, frog, hot, oranges, socks
Game: The Island Game	Review of farm animals, baby animals, fruit, food made from fruit, <i>It isn't a (swan). It's a (frog). Where's the (chick)? It's here. I like / don't like (smoothies). Do you like (juice)? Yes, I do. / No, I don't.</i>		
Culture: Madagascar	Review of fruit, <i>It isn't a (monkey). It's a (lemur).</i>		
Review Story	Review: numbers, weather, climates, clothes, farm animals, fruit, <i>I'm wearing, This is, These are, I like / don't like, Do you like ...? It isn't a, It's a, He has, long</i> Extra: <i>project, Ancient Egypt, Egyptian, pyramid, River Nile, fig, classroom, school, now, write about, homework, My name's, see, farmer, hungry, very, Look! Here's, Hurray! Excellent, well done, thank you</i>		
Unit 7: Monty the Magician	Core Toys: <i>piano, plane, robot, kite, dinosaur, puppet, guitar, ball, computer, doll</i> Parts of the Body: <i>head, body, arm, hand, leg, tail</i> CLIL Symmetry: <i>It's / It isn't symmetrical, sides, line of symmetry</i>	<i>I want a (doll). It has (a body). It doesn't have (legs).</i>	Phoneme: <i>/d/</i> bird, hand, head, playground, red, sand
Unit 8: Monty the Clown	Core Actions: <i>jump, swing, fly, climb, skate, hop, skip, run, walk, swim</i> Outdoor Activities: <i>drive a car, ride a bike, kick a ball, hit a ball, play a game, rollerblade</i> CLIL Distances: <i>meter / meters, centimeter / centimeters</i>	<i>I can (skate). I can't (fly). Let's (drive a car)! I can (jump) (one) metre(s).</i>	Phoneme: <i>/ɑː/</i> car, dark, farm, garden, guitar, park
Game: Maze Run	Review of toys, parts of the body, actions, outdoor activities, <i>I want a (doll). It has / doesn't have (a head). I can / can't (skate). Let's (drive a car).</i>		
Culture: United States of America	Review of outdoor activities, <i>I can (skate). I want (a basketball hoop).</i>		
Unit 9: Monty the Diver	Core Seaside Objects: <i>sky, sea, beach, tree, turtle, rock, fish, shell, sand, sun</i> Sea Animals: <i>penguins, snails, dolphins, seals, seagulls, crabs</i> CLIL Water Music: <i>It's loud, It's quiet, It's fast, It's slow, sea, rain, stream</i>	<i>Is it a (turtle)? Yes, it is. / No, it isn't. a / the turtle. This is (rain). The music is (quiet).</i>	Phoneme: <i>/s/</i> sand, seagulls, seals, six, seven, sun
Review Story	Review: Parts of the body, adjectives, actions, <i>I can / can't, let's, has, This is, big, small, play, fast, I want</i> Extra: <i>goal, soccer stadium, World Cup, soccer players, referee, team, score, prize, winners, classroom, in, school, please, bring, OK!, come on, Wow! we're, whistle, fantastic, Oh no! Look at, player, very, Yes! Now, with, your</i>		



Skills	CLIL	Projects / Values
<p>Reading: reading and understanding a story about an ugly bird; reading texts for comprehension and specific information (farm animals and their babies, musical instruments)</p> <p>Listening: listening to dialogues and songs for specific information (farm animals and their babies, musical instruments, target phoneme)</p> <p>Speaking: describing animals and guessing; asking and answering about baby farm animals; describing a drawing of your favourite instrument</p> <p>Writing: writing instructions for a game about farm animals; writing core language at word and sentence level</p>	<p>Music: Peter and the Wolf</p>	<p>A Cardboard Kazoo / Listening to others</p>
<p>Reading: reading and understanding a story about pirates; reading texts for comprehension and specific information (fruits, likes and dislikes, foods made from fruit, fruit trees)</p> <p>Listening: listening to dialogues and songs for specific information (fruits, likes and dislikes, foods made from fruit, fruit trees, target phoneme)</p> <p>Speaking: describing likes and dislikes; asking and answering about likes and dislikes; describing a drawing of a fruit tree</p> <p>Writing: writing instructions for a game about fruits; writing core language at word and sentence level</p>	<p>Science: A Fruit Tree</p>	<p>A Cress-head Experiment / Eating fruit and vegetables every day</p>
<p>Reading: reading and understanding a story about a magic hat; reading texts for comprehension and specific information (toys and symmetry)</p> <p>Listening: Listening to dialogues and songs for specific information (toys and symmetry, target phoneme)</p> <p>Speaking: expressing wishes and desires; describing a toy, describing parts of a dinosaur, describing a drawing of a toy</p> <p>Writing: writing instructions for a game about toys; writing core language at word and sentence level</p>	<p>Math: Symmetry</p>	<p>A Kite / Sharing your toys</p>
<p>Reading: reading and understanding a story about the gingerbread man; reading texts for comprehension and specific information (actions, activities, distance)</p> <p>Listening: listening to dialogues and songs for specific information (actions, activities, distance, target phoneme)</p> <p>Speaking: talking about actions and activities and ability; making suggestions; describing a chart of abilities</p> <p>Writing: writing instructions for a game about actions; writing core language at word and sentence level</p>	<p>P.E.: Distances</p>	<p>Activities Challenge / Being a good team player</p>
<p>Reading: reading and understanding a story about a turtle; reading texts for comprehension and specific information (beach, sea animals, water music)</p> <p>Listening: listening to dialogues and songs for specific information (beach, sea animals, water music, target phoneme)</p> <p>Speaking: playing a guessing game; describing water music with a drawing</p> <p>Writing: writing instructions for a game about the seaside; writing core language at word and sentence level</p>	<p>Music: Water Music</p>	<p>My Beach Collage / Keeping the beach clean</p>



Introduction

About Starlight

Starlight is a six-level course for children learning English.

The course combines a rich grammar and vocabulary syllabus with fresh, modern visual appeal and all the rich, imaginative context of a true story-based course.

The context for the *Starlight* course is The Starlight School and the *Starlight* characters are all school students. In each cycle we experience the daily life and learning of a different age group of student characters. And just as they are given a chance to shine, students learning English with *Starlight* are also inspired to flourish.

Starlight 1

In *Starlight 1*, we follow the adventures of the characters Monty and Lola, who are both students at The Starlight School.

In the Starter Unit story, Monty and Lola discover that the library in their classroom is magic. They have only to enter *Our Library* and open a book to find themselves transported into a fascinating, fictional world. Each unit that follows begins with either Monty or Lola in a different fictional location. The location is determined by the book they open, and they are always dressed accordingly. For example, Monty becomes an artist in Unit 1 and Lola a doctor in Unit 2. This concept can be brought to life in the classroom with the use of the flashcard pocket. The flashcard of Monty or Lola in their everyday clothes is placed into the flashcard pocket on the library side, and a flashcard of Monty or Lola in costume, is pulled out of the magic library side.

The story book Monty and Lola open in the library is then presented as the illustrated story of the unit and sets the theme for the subsequent lessons, before one of them re-enters the library and a whole new unit of adventures begins. The unit stories represent the different story books Monty and Lola find and open in *Our Library*. The stories have a rich and varied range of contexts, characters and genres to appeal to the interests of every child in the class.

Engage - Practice - Communicate

The underlying approach to *Starlight* is about motivating students with interesting topics and relevant language, systematically developing their language abilities and skills, and providing lots of opportunities to communicate. Every lesson follows the **Engage - Practice - Communicate** approach with clear stages, highlighted in the teaching notes.

Engage

It is important to motivate students, to activate their existing knowledge and to create an environment in which they want to learn. This is done in *Starlight* through the visual vocabulary presentation, imaginative stories with story cards and activities that encourage creativity and critical thinking.

Practice

Students need plenty of opportunities to practice new language using a variety of contexts and activities. Familiar grammar structures are used to help students explore new vocabulary and familiar words to provide support for students practicing new structures.

Communicate

The main aim of learning a language is being able to communicate, and *Starlight* provides lots of opportunities (both guided and open) for students to communicate in a collaborative fashion, through role-plays, information gap activities and personalised speaking in groups and pairs.

Stories

As a story-based course, *Starlight* has storytelling at the very core of its methodology. The value of stories is widely recognized in Primary English Language Teaching. Children come to the primary classroom already equipped with an understanding of stories and the way they work. This familiarity with narrative conventions, as well as an expectation of the pleasure and enjoyment that stories bring, empowers them with confidence and motivation from the outset – an ideal starting point for students learning English at this level.

In addition, stories are the perfect vehicle for the presentation of new language structures, due to the meaningful, visually supportive and very immediate context they naturally provide.

The emphasis on stories is also invaluable in the development of children's literacy skills, as it furthers familiarity and understanding of the functions of text, as well as promoting a positive attitude to books and reading, which is key to academic success.

Stories are a way of immersing children in the target culture, which is a significant part of learning a foreign language and of considerable benefit to children preparing to sit external exams. They are also a useful framework for developing 21st Century Skills, particularly raising awareness with regard to the target culture, as well as inter-curricular themes and citizenship.

Vocabulary and grammar

Starlight incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Starlight 1* to *Starlight 6* has been designed in line with the syllabus of the Cambridge English: Young Learners and the Cambridge English: Key (KET for schools) examinations. At the same time, equal emphasis has been placed on the importance of teaching a practical, well-balanced, high frequency language syllabus, which is appropriate for all children learning English at this level.

Skills

Starlight has an integrated approach to language and skills development. Through a variety of enjoyable tasks with a very systematic approach, the children progress from listening practice to speaking practice, from speaking practice to reading practice and from reading practice to writing practice.

Over the *Starlight* series as a whole, care has also been taken to ensure that children preparing for Cambridge English examinations develop the required level of skills competency, as well as familiarity with examination task types.

Listening

Starlight 1 recognises the particular importance of listening in the early years of language learning. All new language is presented with clear models on the Audio CD for aural recognition. Listening to songs, chants, stories, and texts also helps the children internalize the language and expose them to native speaker pronunciation.

Speaking

In *Starlight 1* speaking practice builds carefully and effectively from simple word-level production to sentence-level production and above. Attention is also paid to the development of both accuracy and fluency. Spoken accuracy is developed through activities which encourage repetition following a model provided on the Audio CDs, as well as through songs and chants, the retelling of stories and controlled practice games. The controlled practice games afford children plenty of opportunity for repetition of core language within a clearly defined framework.

Reading and writing

In *Starlight 1* new language is always practiced aurally and orally before the children are asked to read and write. Students begin by reading at word level.

Only once they have practiced reading new words, do they progress to writing them. They then read these new words within sentences, and gradually progress from reading at sentence level to writing at sentence level. This process occurs throughout each unit, with new vocabulary and grammar presented and practiced. As the unit progresses, the amount of guidance and scaffolding for writing steadily decreases, for example from gap fill completion exercises to whole sentence writing. In this way the children grow in confidence and independence with regard to their writing.

External examinations for young learners

At this level of English language learning, many young learners in Primary 1 to Primary 6 are entered for external examinations: The *Starlight* series aims to prepare students to sit Starters by the end of *Starlight 2*, Movers by the end of *Starlight 4* and Key for schools examination (KET) by the end of *Starlight 6*.

Culture

The Culture lessons throughout the *Starlight* series raise the children's awareness of being part of a global community by helping them to develop an awareness of the people around them, as well as a stronger understanding of their own culture.

Phonics

Starlight has developed a system which employs aspects of phonics teaching which are of benefit to primary children learning English, making sure that they are fully adapted to the children's needs. Like the UK and USA phonics system for native speakers, the Phonics lessons in *Starlight* teach children skills to help them to read better in English.

Songs and chants

Songs are an invaluable way of practicing new language, as they naturally include plenty of repetition and greatly aid memory through their use of rhythm. These cover a wide variety of musical genres, specifically designed to encompass the diverse range of musical styles children enjoy in the real world.

Cross-curricular focus

The *Starlight* course embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum including art, music, science, geography, history and math. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes.

Values and citizenship

Learning about values is a key feature of the *Starlight* series as a whole. In *Starlight 1*, the values integrate socio-cultural aspects of learning and helps to promote self-esteem, as well as positive attitudes, tolerance and respect towards others. Students experience the benefit of the unit value through the development of the project.

Review

Systematic recycling of all core language takes place in every unit. In *Starlight 1*, all the core vocabulary and grammar of the unit is revised in the Review lesson. Monty and Lola present the review material in an entertaining way with a maze activity and fun activities, designed to elicit all the unit language from the children.

Component Overview



Student Book

The Student Book contains 9 units. Each unit presents a story with a focus on vocabulary, grammar and all four skills. Culture and Project pages encourage children to think creatively and critically and Review pages help children think about what they have learned.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class. There is one cut-out per unit for pairwork activities.



For the Student



Recommended Readers

Oxford Read and Imagine and *Oxford Read and Discover* Readers are designed to encourage children to read for pleasure. They match the language levels of *Starlight* and provide extra exposure to the language in a new context.



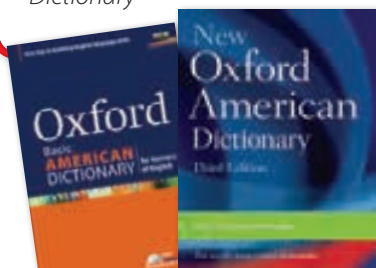
Online Play

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



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*
Levels 5–6 *Oxford American Dictionary*



Teacher's Toolkit

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the *Starlight* Story and Cross-Curricular DVD.



Teacher's Resource Materials

All the worksheets, tests and test audio can be easily accessed via the access code included on the inside cover of the Teacher's Toolkit.

Story and Cross-Curricular DVD

The DVD contains the animation of each story and one cross-curricular video clip per unit. This provides opportunities for students to revise the unit topic in a new context and to hear pronunciation and intonation of the language by a native speaker.



Classroom Presentation Tool

The *Starlight* Classroom Presentation Tool contains digital class resources. All the Classroom Presentation Tool resources can be used either on an Interactive Whiteboard or on a projector.



For the Teacher



Teacher's Resource Pack

The Teacher's Resource Pack contains large, full-color storycards depicting the nine stories from the course and a classroom language poster. It also includes the unit flashcards and a flashcard pocket to help present the vocabulary.



Teacher's Website

Extra flashcards and wordcards can be downloaded from the *Starlight* Teacher's website. These provide even more visual stimulus for students learning new vocabulary.



Audio CD


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



Tour of a Unit

Vocabulary

The Vocabulary Lesson teaches and practices the first key vocabulary set of ten words. It shows Monty or Lola, the course characters, in a story world setting. They enter this world through the magic library, where they pick up a story book related to the unit topic. Students learn about the magic library in the Starter Unit story.

-  = Engage
-  = Practice
-  = Communicate

Students answer questions to activate knowledge around the key vocabulary.

Student Book presentation of the key vocabulary.

Recognition of the key vocabulary.



Student Book 1



Practice of the key vocabulary through a song.

Practice of the key vocabulary through an activity.

Active production of the key vocabulary.

Flashcards and wordcards for presentation and practice.



Magic Library flashcard pocket and flashcards

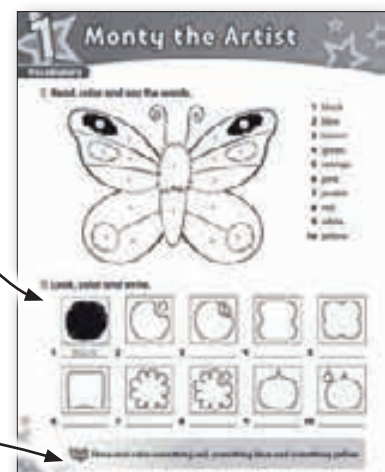


Starlight CPT level 1



Writing activity practicing the key vocabulary.

Activity suggestions for fast finishers.



Workbook 1



Flashcards

- Use the library flashcard pocket for the flashcard presentation.
- Alternatively, use the digital flashcards on the CPT for presentation via an interactive whiteboard.

Student Book

- Students listen to the recording, point to the corresponding item in the picture and then repeat the vocabulary in chorus.
- Students practice reading and recognizing the key vocabulary through a simple activity.

Workbook

- In the first activity, students practice recognizing the vocabulary by reading and writing the correct number next to each item.
- In the second activity, students practice actively recognizing and writing the vocabulary.
- An activity suggestion for fast finishers keeps all students engaged. This feature is present in all lessons.

Classroom Presentation Tool

- The Starlight CPT includes all the presentation and practice material you need to make the most of the new technology in the classroom. Use it on your interactive whiteboard or data projector to deliver key aspects of the language presentation and engage the attention of the whole class.

Reading

The Reading Lesson teaches and practices the vocabulary presented in the Vocabulary Lesson through a story, and introduces the grammar point presented in Language Focus 1. The story corresponds to the book that Monty or Lola have taken from the library. Students also practice the language by acting out the story.

Questions to introduce students to key aspects of the story

Key structure and vocabulary contextualized in Monty and Lola's story from the library.

Active production of the key vocabulary.

Student Book 1

E P C

Students review the story in the Book Club feature.

Workbook 1

P

Extra story worksheet for literacy development.

Story worksheet

P

Storycards for story presentation.

Storycards

E C

Animated story

Story and Cross-Curricular DVD

E C

Storycards

- Use the storycards and audio to present the story the first time.
- Alternatively, use the Story Video for presentation of the story.

Student Book

- Students listen to the story and read along.
- Students do a simple comprehension activity to focus on general understanding of the story or of key vocabulary used throughout the story.
- Students act out the story, either as a whole class or in small groups.

Workbook

- In the first activity, students consolidate their comprehension of the story.
- There are two Book Club review activities to develop literacy skills. In the first one, students choose and circle their favorite character. In the second activity, they indicate how much they enjoyed the story by coloring one, two or three of the stars.

Teacher's Resource Materials




- The optional Story worksheet offers reinforcement of the story to focus on developing literacy skills and awareness of narrative.

Story and Cross-Curricular DVD

- Students watch and listen to the animated story on the video.

Language Focus 1

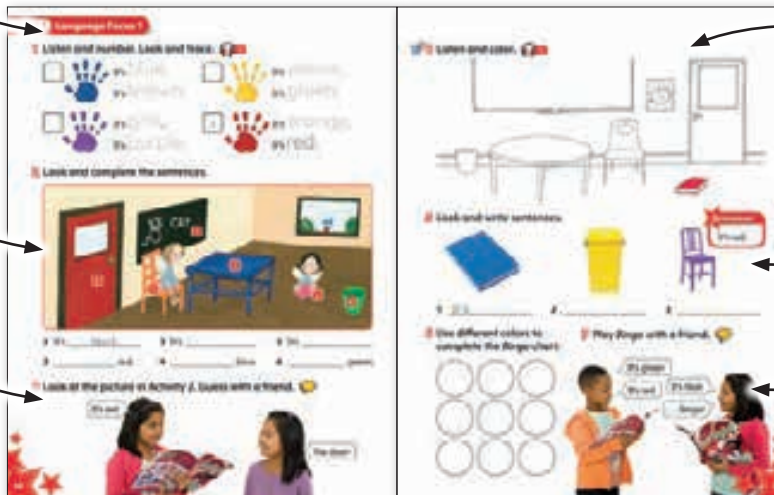
Language Focus 1 teaches and practices the grammar structure which was introduced in the story in The Reading Lesson. Students practice the structure in a One word game.

-  = Engage
-  = Practice
-  = Communicate

Listening activity to recognize the key vocabulary within the new structure.

Active practice of the key structure.

Communication activity to further practice the key structure.



Student Book 1

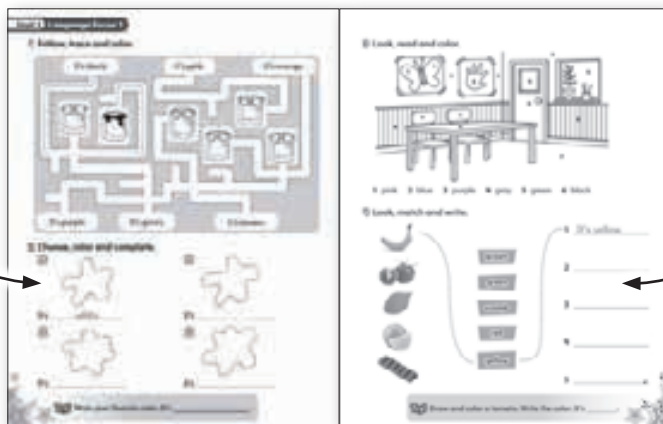


Another listening activity to check understanding of the key structure.

Production of the key structure.

Active production of the key structure in a communication pairwork game.

Word-level reading and writing practice of the key structure and vocabulary.

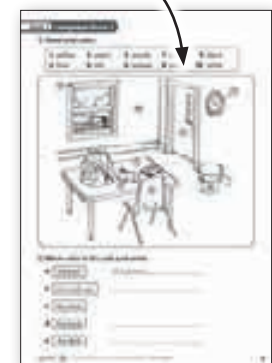


Workbook 1



Sentence-level reading and writing practice of the key structure and vocabulary.

Extra grammar practice worksheet.



Language Focus 1 worksheet



Student Book

- A listening activity teaches the new structure. Students listen to sentences containing the key vocabulary within the key structure and complete the activity.
- Students then practice producing the key structure by looking at the sentences, pointing at the picture and repeating them.
- Then they actively produce the key language by playing a communication game in pairs, using a picture prompt.

Workbook

- In the first activity, students practice reading and recognizing the new grammar structure through a marking, coloring or matching activity.
- In the following activities, they practice writing the new structure, moving from word to sentence-level production.

Teacher's Resource Materials

- Extra grammar practice can be found in the Language Focus 1 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

Language Focus 2

Language Focus 2 Lesson teaches and practices the second set of six new words. It also involves students in singing a song that includes the new words and a new grammar structure, which will be further practiced in The CLIL Lesson.

Introduction of secondary vocabulary.

Secondary vocabulary and grammar structure contextualized in a song.

Active production of the key vocabulary.

Activity to check understanding of new grammar structure.

Further practice of the key vocabulary and grammar structure.

Active production of the key vocabulary through a pairwork activity.

Student Book 1

E P C

Word-level reading and writing practice of the secondary vocabulary set.

Workbook 1

P

Key speaking practice via a communicative pair work game using the cut-out.

Extra grammar practice worksheet

Cognitive cut-out activity encourages good pairwork and sharing.

Communicative practice and cut-out

P C

Language Focus 2 worksheet

P

Flashcards

- Present the new vocabulary using the flashcards. These can be downloaded from the Starlight Teacher's Website
- Alternatively, use the digital flashcards on the CPT for presentation via an interactive whiteboard.

Student Book

- Students listen to the recording and point to the pictures on the page.
- Students complete recognition activities with the new vocabulary and grammar.

Workbook


- All activities provide extra practice of the key language, moving students from recognition to production.
- At the back of the Workbook a communicative cut-out activity provides support for students to produce the key language in an engaging way.

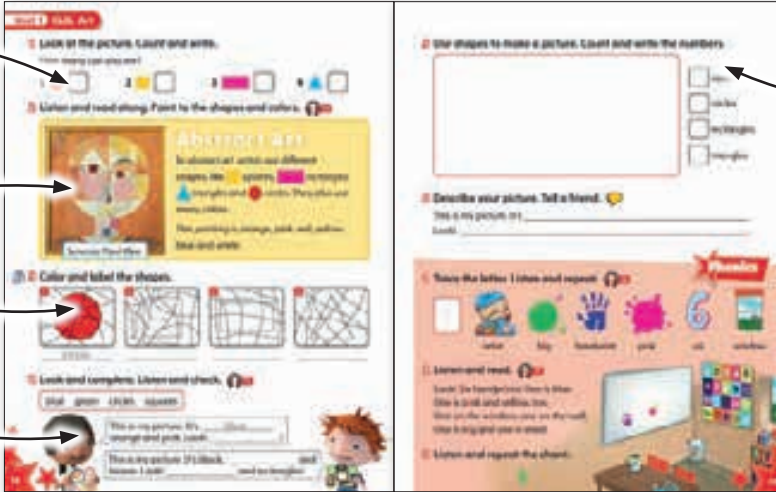
Teacher's Resource Materials

- Extra grammar practice can be found in the Language Focus 2 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.




CLIL

The CLIL Lesson presents cross-curricular content from key areas of the curriculum, and new vocabulary. The story world is now left behind and Monty and Lola are back in their classroom, in a science, art, music, P.E. or math class. The cross-curricular content and the new vocabulary are presented first in a passive listening/reading activity. Then students do some consolidation activities in the Student Book lesson.

-  = Engage
-  = Practice
-  = Communicate



Student Book 1

Introduction to key vocabulary.

Introduction to key concepts through a reading and listening text.

Practice of the key vocabulary.

Controlled listening and writing practice of the new vocabulary.


Practice of the key concepts through a personalization activity.




Starlight 1
Story and Cross-Curricular DVD

CLIL video

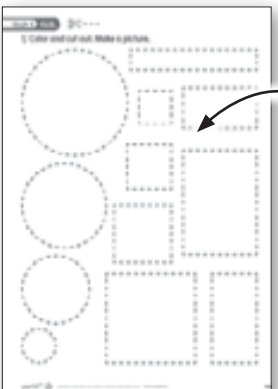


Workbook 1





Writing activities practicing the key concepts and vocabulary.


Personalization activity.





CLIL worksheet

Cognitive cut out activity that helps students understand the CLIL topic.



CLIL Video worksheet

Further practice of the CLIL topic relating to the video content on the DVD

Student Book

- First, students look at the pictures in the activity to guess what the recording will be about. The teacher elicits as many relevant words as possible.
- Students discuss the question in the first activity with monitoring and help from the teacher. Then students listen to the recording and point to the pictures in their books. The teacher asks some comprehension questions.
- Then they listen to the recording and repeat the vocabulary in chorus.
- Students also do a personalized activity to practice the concepts and vocabulary on the page and prepare to speak.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

Workbook

- In the first activity, students practice reading the new concepts and vocabulary they have learned.
- In the second activity, they practice writing the new vocabulary.

Teacher's Resource Materials

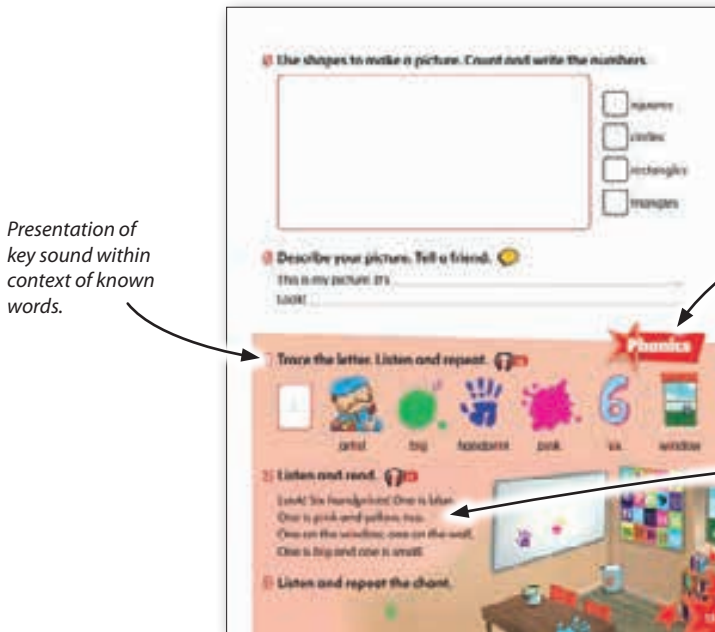
- The CLIL worksheet and video worksheet offer further exploitation of the content CLIL topic through tasks and comprehension activities.

Story and Cross-Curricular DVD

- Students watch a short video that explores the CLIL topic further.

Phonics

The Phonics Lesson presents and practices a particular sound and its letter. Students listen to and practice saying known words which contain this sound, and practice recognizing and making the connection between its phonetic and written form.

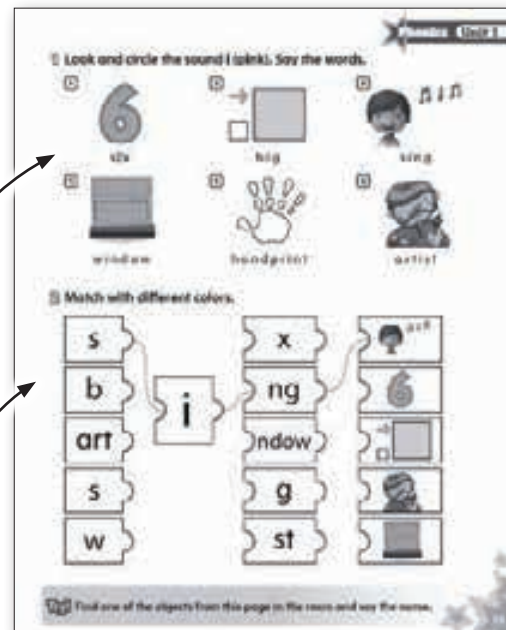


Presentation of key sound within context of known words.

Innovative phonics education system devised to combine synthetic phonics with the pronunciation needs of EFL young learners.

Practice recognizing the sound within a chant.

Student Book 1



Practice identifying the sound via a circling activity.

Active practice of blending sounds to make words.

Workbook 1



Student Book


- Students listen and repeat six known words containing the target sound / letter.
- The teacher explains that the highlighted letter in the words is making a particular sound.
- Students listen and repeat the words several times, before moving on to listen and read a chant with examples of the target sound / letter.
- Students listen and repeat the chant line by line, then listen and repeat the chant with the recording.

Workbook

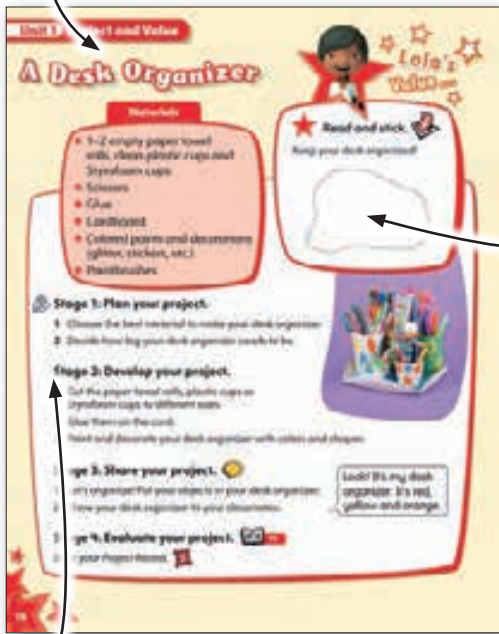
- In the first activity, students read words related to pictures and identify specific phonics sounds by circling them in the words.
- In the second activity, they match parts of words to make a full word, before matching to the pictures. This practices blending the target sound with others to make full words. They finish by actively producing the blended sounds.

Project and Value

The Project and Value Lesson is an active, hands-on, long-form task in which students develop an item or skills that will be useful in real life. The lesson also introduces a civic value that connects to the unit topics. The project has tie-ins to the civic value, the CLIL lesson, the unit grammar structures, and/or the unit vocabulary.

-  = Engage
-  = Practice
-  = Communicate

The page lists any extra materials required for the project.

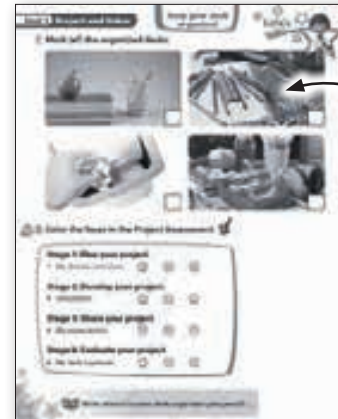


The project is broken down in stages which can be completed all at once or extended over multiple classes.

Student Book 1



Students learn a value that reinforces respect, teamwork, or good citizenship.



Evaluation and self-reflection on the project and skills.

Workbook 1



Fun stickers to help students focus on the appropriate value for the unit.

Value Stickers



Student Book

- Students are introduced to the civic value for the unit. This value ties in to the unit concepts and promotes respect and citizenship. Students place the matching sticker onto the page.
- The project is broken down into four stages both for modular lesson planning and to help students understand its development. The project development makes it easy to practice the 21st century skills of Critical Thinking, Collaboration, Communication, and Creativity in the classroom.
- Stage 1 is where students discuss ideas from the unit related to the project and test and plan their ideas and project goals.

- Stage 2 is where students carry out their plan and develop/create the project.
- Stage 3 is where students share and discuss their projects.
- Stage 4 is where students reflect on and evaluate their projects and progress.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

Workbook

- In the first activity, students recognize and choose pictures that correspond to the civic value of the unit.
- Students also reflect on and rate their feelings about their projects in a simple assessment form.

Review

The Review Lesson provides a comprehensive review of all the vocabulary and grammar structures from the unit. This lesson reviews all four skills of listening, speaking, reading and writing, and provides an opportunity for self-evaluation.

Listening maze reviews main vocabulary and grammar in spoken form.

Writing activity reviews main vocabulary and grammar.

Cognitive activity reviews production of main language.

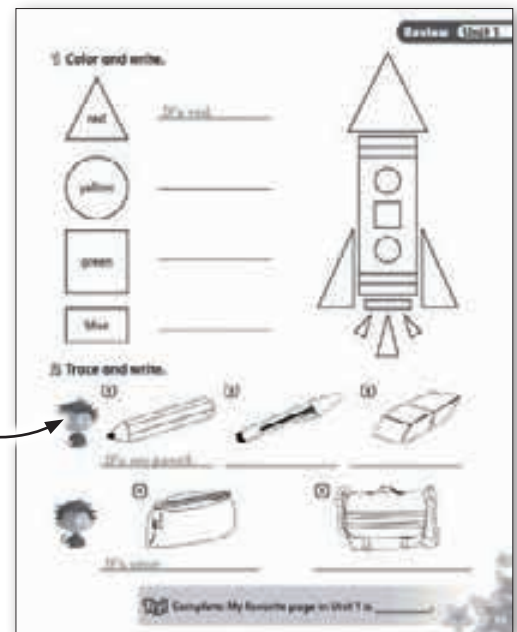


Student Book 1

Speaking activity reviews production of main language.

Monty or Lola go into the magic library to enter the story world of the next unit.

Review and written production of secondary vocabulary and grammar.



Workbook 1

Student Book

- Students look at the listening maze game and answer questions about the items to reactivate the main vocabulary and grammar.
- Students listen to the recording and follow the route with their finger until they reach the star at the bottom. They say the number of the star.
- In the second activity, students read the directions and follow the route in the maze until they reach the star at the bottom. They write the number of the star.

Workbook

- Activities on this page are designed to give students extra practice with the main vocabulary and grammar concepts of the unit. They can be used at school or at home.

Teacher's Resource Materials

- Give children an end-of-unit test which focuses on the grammar, vocabulary and skills studied throughout the unit.

Review Game

Every two units, there is a lesson that reviews both previous units in a fun board game format.

Full page, colorful, inviting game designs.

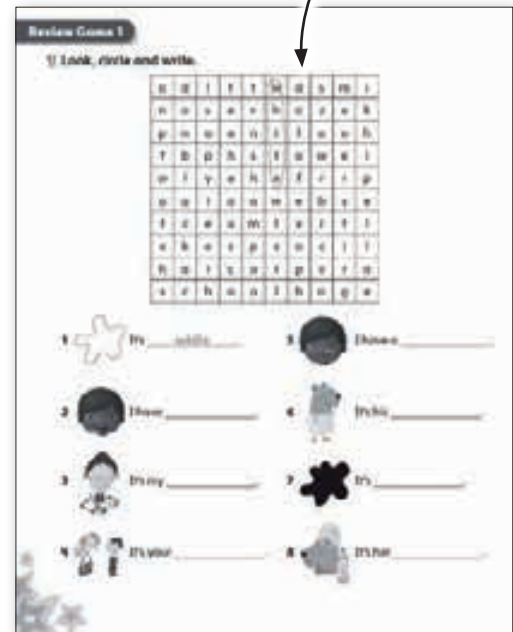


Hints that will help students reproduce grammar structures.

Student Book 1



Word puzzle games to challenge students.



Workbook 1



Students can stick the appropriate unit number next to their favorite activity in the unit.



Achievement Stickers



Student Book




- Students compete or cooperate to complete the game by recalling vocabulary and grammar structures from the units.
- The games are designed to be fun for students, layering vocabulary and grammar in for improved learning and recall.

Workbook

- Word puzzle games give students a fun challenge while helping their vocabulary recall.
- Vocabulary activities combine lists from two previous units, providing a new kind of mixed challenge.

Culture

Every two units, a Culture Lesson provides key cultural input, focusing on a particular cultural aspect of children living in a selected country. Students practice reading an extended text and learn new vocabulary items.

-  = Engage
-  = Practice
-  = Communicate

Pre-reading activity to familiarize children with the cultural topic and the reading task.

Carefully supported extended reading.

Answer with a friend. Where do you have lunch?

Read the text and number the pictures.

- Hello! I'm Akiko. I'm from Japan. I'm in Grade 4. I'm 11. This is my teacher, Mr. Smith. I help him clean up the classroom.
- At school I have lunch at school. I eat my lunch in my classroom. Today's home food: fish and milk. I use chopsticks!
- After lunch, I brush my teeth at school.

Name	Age	Teacher	Lunch	Brush Teeth
Mike	11		<input type="checkbox"/> at school	<input type="checkbox"/> at school
			<input type="checkbox"/> at home	<input type="checkbox"/> at home
			<input type="checkbox"/> at school	<input type="checkbox"/> at school
			<input type="checkbox"/> at home	<input type="checkbox"/> at home

Answer with a friend. Is your school the same or different?

Student Book 1



Real photos of different aspects of world culture to increase children's intercultural awareness.

Full cultural teaching support via notes in the Teacher's Book.

Teacher's Book 1



Practice of new vocabulary and consolidation of the cultural information.

Read and complete.

teacher tooth about lunch

- My _____ is Mike.
- My _____ is Mr. Smith.
- I have _____ at school.
- I brush my _____ at school.

Read and mark (✓/×).

	Mike	Mr
I have lunch at school.	✓	
I have lunch at home.		
I brush my teeth at school.		
I brush my teeth at home.		

Write about you.

My name is _____ I have lunch at _____

My teacher is called _____ I brush my teeth at _____

Look at the flag and write how many colors it has.
It has _____

Workbook 1



Student Book

- Students use known words to anticipate the meaning of the text and guess what it is likely to be about. They find the words in the pictures or text before reading it.
- Students listen to the text and follow it on the Student Book page.

Workbook

- This lesson gives students extra practice with the new vocabulary and cultural information from the Student Book lesson.



Using Graded Readers with *Starlight*

Using Graded Readers in the Primary Classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each child can choose a reader they are interested in and at a level that is appropriate for them. Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them.

A full correlation of graded readers to accompany *Starlight* is available online.

www.oup.com/elt/recommendedreaders

What are the benefits of using graded readers?

- When they use graded readers, students can see the grammar and vocabulary they have used in their English lessons in new and interesting contexts, which will help them to learn and remember the language.
- Using graded readers increases students' contact time with English, especially if students read regularly in class and at home. This will help to develop their reading and comprehension skills, allowing them to read more quickly and fluently.
- Audio is available with many graded readers, and this can help to improve listening and pronunciation skills.
- Graded readers can provide a starting point for many different activities and projects.
- Reading for pleasure, finishing a book, or choosing their own book to read can give students a great deal of satisfaction. Reading all the books in a series or, as their reading improves, moving to a higher level in the series can provide students with a great sense of progress and achievement.

Graded readers and extensive reading

Graded readers are most often used for extensive reading. Numerous studies have reported that extensive reading can help students improve not only reading skills but also vocabulary, spelling, grammar, listening, and writing. When students read extensively, they read over a period of time; they should know almost all the words on the page and should not need to use a dictionary. Extensive reading can be contrasted with intensive reading, which involves close reading of shorter texts, with specific language aims and tasks. In extensive reading, students read primarily in order to enjoy the experience of reading itself; they may not know all the vocabulary and grammar, but they can understand the text without too much effort, and enjoy what they are reading.

To get the most from extensive reading, it is important to establish a reading routine: best results come when students read frequently and regularly, even if only for short periods of time.

OXFORD LEARNER'S
BOOKSHELF 

Teach English with Oxford e-books

Oxford Graded readers are available as e-books on the Oxford Learner's Bookshelf.

- Students can use e-books in class or at home with parents.
- Students study online or on a tablet. Their work is safely saved in the Cloud.
- Video and audio plays straight from the page. Use for whole class teaching, as homework, and for students to watch and listen at their own pace.
- Students can type their answers, make notes and draw.

For more information visit:

www.oxfordlearnersbookshelf.com



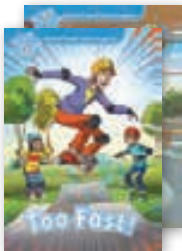


Oxford Read and Imagine

Oxford Read and Imagine graded readers offer great stories to read and enjoy at nine levels for students aged 4 and over.

Each Oxford Read and Imagine book contains:

- Activities which students can complete during or after reading. Some readers provide preparation activities for Cambridge Young Learner Exams.
- Picture dictionary and glossaries to help with unknown words.
- Audio Packs are available for every reader.
- At Levels 1 to 6, every storybook reader links to an Oxford Read and Discover non-fiction reader.



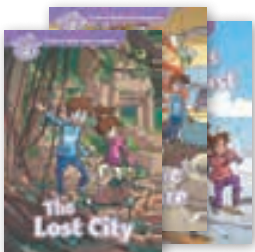
Level 1



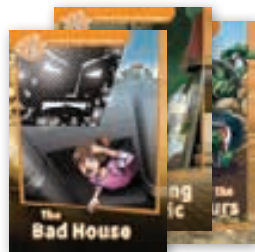
Level 2



Level 3



Level 4



Level 5



Oxford Read and Discover

Oxford Read and Discover provides support for CLIL lessons which can be thematically linked to the Student Book CLIL lessons or other cross-curricular subjects. Each book contains photos to spark children's interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps and charts which encourage critical thinking and support new CLIL vocabulary.

Through a partnership with the fiction series Oxford Read and Imagine, students can explore the same topic through fact and fiction. Read an adventure set in Africa's Serengeti, Can You see Lions? and then find out more about how animals use camouflage in Oxford Read and Discover Camouflage.

Each Oxford Read and Discover book contains:

- Full audio of the text
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

Arts and Social Studies



Science and Technology



The Natural World



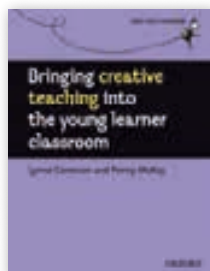
Professional Development

There is a range of professional development titles available to accompany *Starlight*.

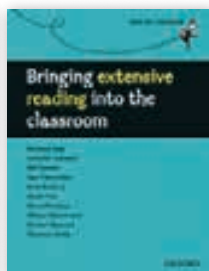
For other titles in the series go to www.oup.com/elt

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



Bringing creative teaching into the young learner classroom



Bringing extensive reading into the classroom



Bringing technology into the classroom



Bringing online video into the classroom



Bringing SEN into the classroom



Bringing Mixed Ability into the classroom

Oxford Handbooks for Language Teachers

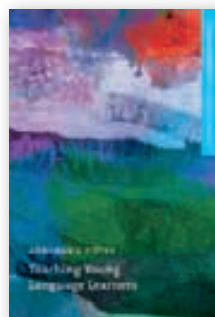
The highly regarded series that covers the topics language teachers want to know more about.



Putting CLIL into Practice



Technology Enhanced Language Learning



Teaching Young Language Learners

Oxford Teacher's Academy

The Oxford Teacher's Academy provides online professional development courses including:

- Teaching English to Young Learners
- Teaching with Technology
- Teaching Learners with Special Educational Needs



For a full list of courses visit:

www.oup.com/elt/oxfordteachersacademy



Teaching English to Young Learners

Online professional development

Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



www.oup.com/elt/oxfordteachersacademy

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Session topics and aims

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st century skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st century skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

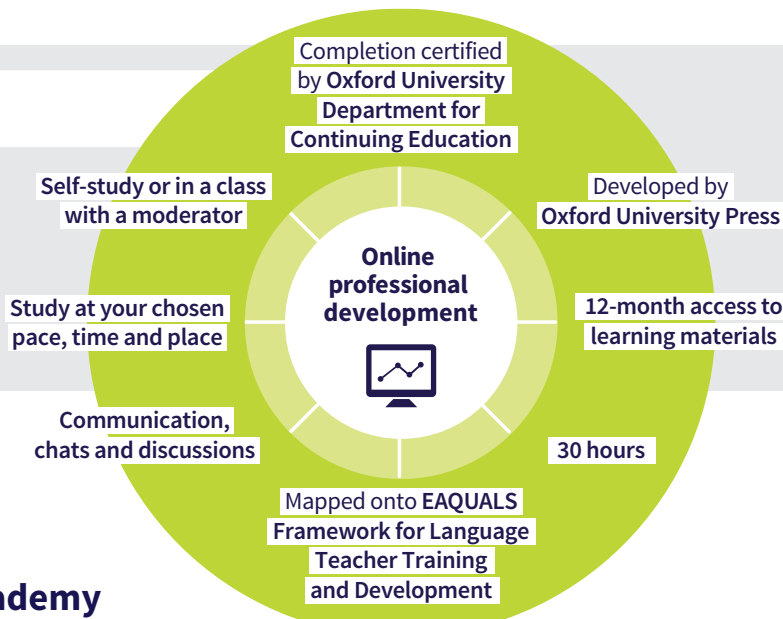
Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

Key facts



Inspiration online today.
Ideas for class tomorrow.

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The suggestions below provide useful ideas for starting and finishing lessons. They can be used at an appropriate point during the lesson to energize the class or re-focus their attention.

Flashcard and Wordcard games

These games may be played with either the flashcards or the wordcards.

Missing card

- Display the vocabulary cards on the board. Point to each one in turn for the children to say the words. Give the class a few seconds to look at them.
- Tell the children to put their heads down on the desk so they cannot see. Remove a card.
- Ask the children *What's missing?*
- The child who identifies the missing card correctly takes your place and the game continues.

Can you remember?

- Display the vocabulary cards on the board in a row.
- The children name each one in chorus.
- Turn the last card in the row face down on the board.
- The children name each card again, including the last one from memory.
- Repeat the procedure, so that finally the children are naming each card from memory.

Whispers

- Organise the class into teams. In each team the children form a line.
- In secret, show the first child in each team a vocabulary card.
- Say *Go!* The first child in each team whispers the word to the child in front of him / her.
- The children continue whispering the word to the child next to them until the word reaches the last child in the line.
- The last child says the word aloud, and the first child holds up the card so the team can check whether the word and the card are the same.

Pass the card

- Give the vocabulary cards to individual children in the class.
- Play one of the songs from the course. The children pass the cards around the class.
- Stop the music suddenly. The children who are holding the cards stand up.
- Each child names their card.
- Repeat the procedure.

Mime it!

- Put the vocabulary cards face down on your table.
- Invite a child to the front. In secret, he / she chooses a card.

- The child mimes the vocabulary item. The children guess what it is.
- The child who guesses correctly comes to the front and the game continues.

Stand up! Sit down!

- Divide the class into small groups and give each group a vocabulary card.
- Give a series of commands, e.g. *Stand up* (+ name of the vocabulary item)! The group with the corresponding card respond.
- Continue to tell the groups to stand up or sit down. They respond accordingly.

Where is it?

- Divide the class into two teams, A and B.
- Put the vocabulary cards on the board.
- Give the children five seconds to look at the cards and try to remember where each item is.
- Turn all the cards over so that they are face down on the board.
- Ask *Where's the* (+ name of the vocabulary item)? Choose a child from team A to come to the front and point to a card and name the item.
- If the child remembers and identifies the word correctly, they win a point for their team.
- Continue the game in this way.

Finger writing

- Organize the children into pairs, A and B. The As face the front of the class, the Bs face the back of the class.
- Put the vocabulary cards face down on your table.
- Choose a card and show it to the children who are As.
- The As turn around and write the word with their finger on the back of their partner.
- The Bs say what they think the word is. Tell the Bs to face the front and show them the card so they can check if they were right.
- Continue in this way with the Bs facing the front and the As facing the back of the class.

Jumbled letters

- Divide the class into two teams, A and B.
- Show the class a flashcard and elicit the word. Put the flashcard on the board.
- Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Tell the children to write the word correctly in their exercise books or on a piece of paper.
- Choose a child from team A to come to the board and write the word.
- Hold up the corresponding card for the children to check. If it is correct, team A get a point.
- Repeat with team B and continue the game in this way.

Bingo

- Put the vocabulary cards on the board.
- Show the children how to draw a grid of three by two squares on a piece of paper.
- Ask the children to choose six of the vocabulary items, and either draw or write the words in the six squares.
- Show the children how to make six counters out of small pieces of paper.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them.
- The children put a counter on their drawings or words as they hear them. The first child to complete a line of three shouts Bingo!
- The game can be played again if the children draw another grid and choose six different items.

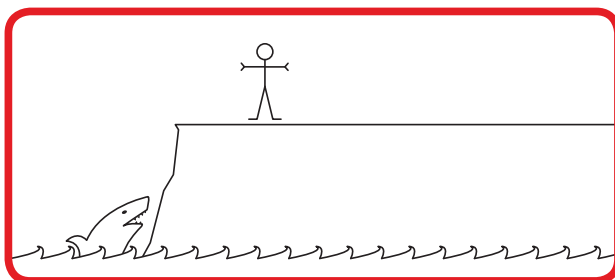
Other classroom games

Feely bag

- Bring a cloth bag to class.
- Collect some objects representing the vocabulary from the unit, e.g. real fruit, plastic toy animals, or classroom objects.
- Play a song from the unit. The children pass the bag around the class.
- Stop the music suddenly. The child holding the bag puts his / her hand into the bag and feels an object.
- He / she guesses what the object is, then takes it out of the bag and shows the class to check.
- Continue the game in this way.

The Shark Game

- Think of a word and draw the corresponding number of dashes on the board. Draw a cliff edge, with a shark in the water below. Draw a man approaching the cliff edge.
- Invite a volunteer to come to the board and write a letter above the dash. If their suggestion is correct, leave the letter written on the board. If their letter does not belong in the word, erase it, then rub out the man and move him a step nearer to the cliff edge.
- Hopefully, the class will be able to guess the word before the man reaches the cliff edge and falls into the sea.



Words words words!

- Divide the board into two halves and write the name of a vocabulary set in each half, e.g. Parts of the body and Fruit.

- Divide the class into two teams. They stand in a line facing the board in front of one of the vocabulary sets..
- Give the first child in each team a marker pen / piece of chalk.
- Say *Go!* The first child in each team runs to the board and writes a word in their vocabulary set. Then they run back and give the pen / chalk to the next child. He / she runs to the board and writes another word.
- After a while, say *Stop!* The team with the most words spelt correctly is the winner.

Numbers chain

- Make sure the children are in rows so that they can count around the class. Show the children the order that they are going to count, e.g. along the front row, then along the second row until they reach the last person in the back row.
- Ask the first child in the front row to start counting from one to 20, with each child saying the next number.
- Before they get to 20, say *Change!* The next child has to start counting backwards from that number.
- Say *Change!* again. The next child has to continue to count forwards from that number.
- Continue the game in this way.

Circle game

- Organise the children into a circle.
- Give one child an object from the core vocabulary of the unit, e.g. a classroom object, a plastic toy animal, a piece of fruit, an item of clothing.
- The child must say a sentence, e.g. *It's a pencil*, and pass the object on.
- As the children are passing around the pencil, introduce another object.
- Keep on introducing objects until several items are being passed around at the same time.
- Encourage the children to pass the objects and say the sentences faster and faster.

Drawing dictation

- Tell the children to draw and colour the instructions you will give.
- Speak slowly and clearly, repeating if necessary. Say, e.g. *Draw five green apples! Draw six yellow and blue balls.*
- Keep a record of your instructions. Walk around the class and check how the children are doing.

Using the *Starlight Classroom Language* poster

- Display the poster in your classroom. If you prefer you can cut up the poster and distribute individual sections across the room.
- Point to the poster to reinforce instructions and mime these so the children become used to them.
- Praise children when they use classroom language.

Starter Unit Monty and Lola

Vocabulary pages 2–3

Lesson objectives

Ask and answer personal questions:
What's your name? I'm ... How old are you? I'm ...

Introduce the course characters.

Count from one to twenty.

Language

Numbers: *one to twenty*

Classroom objects: *desk, board, window, door, trash can, book, teacher, chair, girl, boy*

Materials

Tracks 01–05; Monty and Lola Flashcards; Workbook pages 2–3

Warm up

Before the class, prepare a name badge with a picture of yourself and your name. Show the students your name card and say *This is me. My name is ...* Ask them to make one for themselves. On the board write *This is me. My name is ...* Ask a few volunteers to share their name card with the class and present it using the sentences on the board.

1 Listen, point and say. 01

Introduce yourself to the class, saying *Hello, I'm ...* and pointing to yourself. Ask a volunteer *What's your name?* and encourage them to say *I'm ...* Repeat with a few other volunteers.

Hold up the flashcard of Monty and say *This is Monty!* Stick the flashcard on the board and say *Hi Monty.* Encourage the class to say *Hi.* Repeat with the flashcard of Lola. Draw a speech bubble from Monty and inside write *Hello, ... Monty. ... your ...?* Draw a speech bubble from Lola and inside write *Hello, ... Lola.* Ask the students to help you complete the sentences in the speech bubbles and fill the gaps: *Hello, I'm Monty. What's your name? Hello, I'm Lola.*

Ask students to open their Student Books to page 2 and look at the picture. Point to Monty and Lola and ask *Who is this? Where are they? (In the classroom / At school.)* Point to the *teacher* and ask *Who is this?* Point to the speech bubbles and tell the students to listen and follow in their books. Play the recording, holding up your book and following the dialogue with your finger. Play the recording again, pausing for the students to repeat. Repeat the activity, paying attention to the pronunciation of the contraction *What's* and *I'm*.

Vocabulary

1 Listen, point and say. 01

2 Listen and point to the numbers. 02

3 Listen again and repeat.

4 Listen, follow and repeat. 03

5 Ask and answer with a friend. 04

One, two, three.
Four, five, six!
How old are you?
How old are you?
Seven, eight, nine,
Ten, eleven, twelve!
How old are you?
How old are you?

Thirteen, fourteen,
Fifteen, sixteen,
Seventeen, eighteen,
Nineteen, twenty!
Hello! Hello!
How old are you?
I'm six! I'm seven! And you?

How old are you?
I'm six.

Optional activity

Start a question chain. Ask the student at the end of the first row *How old are you?* He / She answers and asks the student next to him / her the same question. The question chain continues around the class until it reaches the last student in the last row.

2 Listen and point to the numbers. 02

On the board write the numbers, in numerical form, 1 to 20. Point to each number and try to elicit the word. If the students don't know, then circle the number and say the word. Ask two volunteers to come to the board. Play the recording and ask them to point to the numbers as they hear them. Play the recording again for the students to listen and point to the numbers in their books.

3 Listen again and repeat.

Play the recording again, pausing after each word for the students to repeat the

words in chorus and individually. Pay particular attention to the stress on the second syllable *teen*. Help the students form the sounds by example. Point to the numbers on the board and ask the class to say the number. Repeat a few times and then ask small groups to say the numbers before asking individuals.

4 Listen, follow and repeat. 03

Hold up the flashcards of Monty and Lola. Show Monty as you say *Hello, I'm Monty. What's your name?* Show Lola as you say *Hello, I'm Lola. I'm seven. How old are you?* Show Monty again as you say *I'm six.* Repeat the activity and write *How old are you? I'm seven.* on the board. Ask two volunteers to come to the board to model the dialogue, asking and answering each other.

Ask the students to look at the numbers in Activity 1 and tell them to listen to the recording and point to the numbers they hear in the song. Play the recording, pausing before *How old are you?* for

3 Listen, point and repeat.

7 Listen and follow. Listen again and say the chant.

One, two, three, four,
Desk, board, window, door.
Trash can, book, teacher, chair,
One girl here, one boy there.



8 Look and trace the missing letters.

- | | | |
|-----------|---------|-------------|
| 1 board | 5 girl | 8 trash can |
| 2 window | 6 boy | 9 desk |
| 3 door | 7 chair | 10 book |
| 4 teacher | | |

9 Play *Number the Objects* with a friend.



students to repeat. Play the recording again for the students to sing along to.

5 Ask and answer with a friend.

Divide the class into pairs. Ask a volunteer pair to read out the dialogue. Model the dialogue for students to repeat chorally and individually. Have the students ask and answer with their partner. On the board, write the dialogue *Hello. What's your name? I'm ... How old are you? I'm ...* Ask the class to stand up and ask and answer the questions with each other.

6 Listen, point and repeat. 04

Use the classroom to present the vocabulary by pointing to the following objects: *desk, board, window, door, trash can, book, teacher, chair, girl, boy*. Try to elicit the vocabulary but give the word if the students don't know it. Write the numbers 1 to 10 on separate pieces of paper and stick them on the ten objects. Say *What's number ...?* and encourage the students to tell you what the object is. Ask volunteers to say a number for the class to

answer. Have students look at the picture in their book.

Give ten volunteers a number and have them tell the class the object that corresponds to their number. Play the recording for students to listen to and point to the pictures. Repeat again, pausing after each word for the students to repeat chorally and individually.

7 Listen and follow. Listen again and say the chant. 05.

Tell the students to close their books. Play the recording and ask the students to point to the objects in the classroom as they hear them. Ask the students *What numbers do you hear in the chant? What objects do you hear in the chant?*

Play the chant again, pausing after each line for the students to repeat. Tell the students to open their books to listen and point to the pictures in their books. Play the recording a final time for students to chant.

8 Look and trace the missing letters.

On the board write the word *seven* in dots. Ask a volunteer to come to the board and trace the letters. Do the first letter yourself as an example. Have the students work individually to trace the letters in their books. Monitor and help with letter formation, showing by example where to start and finish the letters the students have difficulty with.

9 Play *Number the Objects* with a friend.

Have the students work in pairs and assign them A and B. Tell them to look at the picture in Activity 6 for two minutes to remember the objects and which number they are. Demonstrate the game with a volunteer. Tell them to close their book. Say a number, such as *nine*, and ask the volunteer to name the object that is that number. (*Desk.*)

Tell all the A students to close their books. The B students say a number for the A students to say the object. After a couple of minutes tell the students to change roles.

WORKBOOK ANSWERS

- 1 First column: 2, 3, 5, 6, 7, 8, 10
second column: 11, 12, 14, 15, 16, 18, 19
- 2 Match first bubble to Mr. Sonic
second bubble to Lola
- Try! Answers will vary.
- 3 board, door, trash can
4 Top row: chair, door
bottom row: book, girl, boy
- Try! Answers will vary.

Further practice / Homework

Workbook pages 1 and 2

Starter Unit Our Library

Reading page 4

Lesson objectives

Understand and act out a story.

Review numbers and classroom objects.

Introduce *How many ... are there?*

Language

Simple present *be* + noun: *It's a (door).*

How many are there?

Space, aliens, run

Materials

Track 06; Workbook page 4

Warm up

Write the numbers 1 to 20 on the board. Point to one of the numbers, such as 12, and ask the students to count with you to 12. Point to the 12 again and this time have the students clap with you up to 12. Point to another number and ask the students to count and clap up to the number. Continue to point to numbers in random order for the students to count and clap.

1 Listen and read along. 06

Tell the students they are going to read and listen to a story called *Our Library*. Write the title on the board and draw a closet. Ask *Do you like books? What are your favorite kinds of stories? What kinds of animals / people / places do you see in stories?* (For example, *monsters, princesses and castles.*)

Tell the students to look at the story pictures. Point to frame 1 and ask *Where are they?* (*In the classroom.*) Point to frame 2 and ask *Where are they?* (*In the library.*) Point to frame 4 and ask *Where are they?* (*In space.*) *Why is the door special?* (*Because it takes Lola and Monty to a different place.*) Point to the aliens in frame 4 and ask *What are they?* (*Aliens.*) Say *Count the aliens.* Encourage the students to count out loud together.

Play the recording and have students read along. Ask the students to read the story again silently on their own. Ask *Why does Lola say Run! in frame 5?* (*Because the alien is very big and she is afraid.*)

2 Act out the story.

Divide the class into four groups and assign a role from the story to each group: Lola, Monty, Mr. Sonic and the aliens. Tell the groups to look at the story and make up some actions for their character.

Tell the story frame by frame and ask the groups to do the actions: *Monty, Lola and Mr. Sonic are in the classroom. Monty and Lola look at all the books. They see a door.*

1 Listen and read along.

1 Monty and Lola, please bring twenty books!

2 Wow! Lots of books!

3 What's that?

4 Oh! We're in space! Look! Aliens!

5 ... five! Oh! Goodbye!

6 Here are the books, Mr. Sonic.

Oh! Thank you!

2 Act out the story.

They are in space and see the aliens. A big alien scares Monty and Lola. They give the books to Mr. Sonic.

Divide the class into groups of three. Tell the students to read the story aloud in their groups, taking turns to be different characters. Monitor and help with pronunciation and encourage the students to be expressive.

Assign each student in a group a role: Lola, Monty and Mr. Sonic. Tell them to close their books and act out the story, using the actions from the first activity and the dialogue. Choose a couple of groups to act out in front of the class. Ask a couple of students to be the aliens.

Personalize the story by pointing to a door in the classroom and say *Imagine this is a magic door. Where do you go? What do you see?* Give the students a couple of minutes to think and imagine where they would go. Ask a few volunteers to share their ideas with the class.

WORKBOOK ANSWERS

1 Checked: door, books, aliens
2 Top row: 4, 1 bottom row: 3, 2
Try! Answers will vary.

Further practice / Homework

Workbook page 4; Starter Unit Story Worksheet

1 Count and write the numbers.



1 How many books are there? 6



2 How many chairs are there? 3



3 How many desks are there? 1



4 How many boys are there? 2

2 Look and count. Complete the questions.

boards doors girls teachers



1 How many doors are there? Four.

2 How many teachers are there? Two.

3 How many boards are there? One.

4 How many girls are there? Five.



3 Look around your classroom. Ask and answer with a friend.



2 Look and count. Complete the questions.

Hold up your book and point to the word pool and the pictures. Ask volunteers *What can you see in the pictures?* (Boards, girls, teachers and doors.)

Ask a volunteer to look at the picture of the girls and ask the question *How many girls are there?* (Five.) Ask another volunteer for the answer. Repeat the activity with the other three pictures with different volunteers.

Have the students work individually to complete the questions. Ask the students to compare their answers with their partner. Ask a volunteer pair to ask and answer the completed questions to check the answers as a class.

Optional activity

Ask the students to work with a partner to write four *How many ...?* questions about their classroom. Tell them to use the questions in Activity 2 as a model for their questions. Have the pairs swap their questions with another pair to answer. Ask the students to check the questions are correct, before they answer them and make any necessary corrections.

3 Look around your classroom. Ask and answer with a friend.

Ask a volunteer pair to read the dialogue in the book aloud. Encourage the class to count the number of windows in the classroom together.

Divide the class into pairs and tell them to take turns to ask and answer questions about objects in the classroom.

Monitor but don't interrupt. Listen for any pronunciation or grammar errors to go through at the end of the class.

Optional activity

Have the students play a memory game with their partner. Tell the students to take turns to close their eyes while their partner asks them questions about how many objects there are in the classroom.

WORKBOOK ANSWERS

3 1 two 2 three 3 eight 4 seven

4 2 books, Three 2 chairs, Five 3 doors, Four 4 desks, Two

Try! Answers will vary.

Further practice / Homework

Workbook page 5; Starter Unit Language Focus Worksheet

Starter Unit Language Focus page 5

Lesson objectives

Ask and answer about the number of classroom objects.

Review classroom vocabulary.

Language

Simple present *How many ... are there?*

Materials

Workbook page 5

Warm up

Tell the students you are going to dictate some numbers and they have to listen and write the numbers. Do the first one as an example. Say *five* and ask a volunteer to write the number on the board. Choose ten numbers from 1 to 20 to dictate to the students.

To check as a class, repeat the numbers and ask volunteers to come to the board and write them.

1 Count and write the numbers.

Put a pile of books on your desk and ask *How many books are there?* Pick them up one by one and encourage the students to count them with you. Point to a row of chairs and ask *How many chairs are there?* Count with the students. Repeat with the desks and doors.

On the board write *How many books are there?* (6.) Circle *How many* and the number. Model the question for the students to repeat chorally and individually.

Read the instructions aloud. Have two volunteers read the first question and answer. Have the students work with a partner to count the objects and write the number. Ask volunteer pairs to ask and answer questions 2 to 4 as a check for the class.

Unit 1 Vocabulary

pages 6–7

Lesson objectives

Identify colors.

Practice the use of colors in spoken, written and aural forms.

Language

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

Materials

Tracks 07–08; Monty the Artist Flashcard; Flashcard Pocket; Unit 1 Flashcards Set 1 (colors); Workbook page 6

Warm up

Have the students stand in two or three rows, depending how many you have in your class. Ask the students to start counting, with each student in the row saying the next number. Before they get to 20, say *Change!* The students then have to start counting backwards from whatever number they reached. Repeat a few times.

1 Answer with a friend. 🗣️

Prepare the library flashcard pocket by placing the flashcard of Monty the Artist inside it. Hold up the flashcard of Monty in his normal clothes. Ask the students *Who's this? (Monty.)* Say *Hello Monty* and encourage the students to say *Hello* to Monty. Hold up the flashcard pocket. Say *Here's the library.* Put the Monty flashcard in the pocket and say *Now Monty's in the library.* Turn the pocket around to show the magic door. Take the flashcard of Monty as an artist out and ask *Look! Who is this? Monty is a ...?* Try to elicit *artist*, if the students don't know the word, say *artist*. Show students the color flashcards one by one and elicit or give the name of the color.

Divide the class into pairs. Ask students to open their Student Books to page 6 and look at the picture. Point to Monty and ask *Who is this? What is he? (An artist.)* *Where is he? (In the art room.)* Point to the picture and ask *What is it? (A picture.)* Read question 1 aloud. Give the pairs a few seconds to count the colors before checking as a class. Read question 2 aloud and point to a couple of colors in the classroom. Then give the pairs a couple of minutes to answer the question. Point to some colors and ask *What color is it?*

2 Listen and point. 🎧 07

Focus students' attention on the picture and point to the number 1 and ask *What color is this? (Purple.)* Give individual students a number for them to say the corresponding color. Play the recording

1 **Monty the Artist**

Vocabulary

1 Answer with a friend. 🗣️

1 How many colors are there?
2 What colors can you see in your classroom? Point and say.

2 Listen and point. 🎧 07

3 Listen again and repeat.

4 Read and color.

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

and encourage students to point to the colors as they hear them. Play the recording again, stopping after each word for the students to point to the appropriate color.

3 Listen again and repeat.

Play the recording again for the students to repeat the words in chorus. Model pronunciation for the students to repeat chorally and individually. Pay particular attention to the sound *ple* in *purple*, and the consonant clusters *gr*, *bl* and *br*. Help the students to form the sounds by example. Make sure the students are pronouncing the final letters for all the words. Play the recording a final time for individual students to say the words for the class.

4 Read and color.

Hold up a purple crayon and ask *What color is this? (It's purple.)* Repeat with a black crayon. Tell students to color in the black splat using their black crayon. Have students work individually to color in the

rest of the paint splats. Monitor and help if necessary. Check answers as a class. Encourage volunteers to read the colors aloud and show the appropriate crayon for each splat.

Optional activity

Divide the class into pairs. Tell students to take turns saying a number between one and ten for their partner to point to and say the corresponding color.

Additional resources

Unit 1 Wordcards

5 Read and circle the colors. Listen and play *Colorful Stand Up*. 🎧 08

Direct students' attention to the song lyrics and point out the circled example color *red*. Help students find another color together and circle it. Have students find and circle the rest of the colors on their own. Check answers as a class.

5 Read and circle the colors. Listen and play Colorful Stand Up. 

I'm an artist. It's white, black, brown. Oh, my favorite color
 My painting's big. And purple, too. Is blue, blue, blue!
 It's red, green, orange. But my favorite color My favorite color
 And yellow and pink. Is blue, blue, blue. Is blue!



6 Listen again and sing along.

7 Look and complete the colors.



8 Tell your friend. 

My favorite color is orange!



My favorite color is green!



particular are giving them trouble. If so, the student may be color-blind to particular colors. Consider administering a simple Ishihara color test.

WORKBOOK ANSWERS

- 1 The butterfly should be colored according to the key.
- 2 Answers will vary.
Try! Students should draw one of each colored object: red, yellow, and blue.

Further practice / Homework

Workbook page 6

Divide the class into ten groups and assign each group a color. Give each group a color flashcard for their color. Have students look through the lyrics in their groups and circle their group color word every time it appears in the song. Play the recording for students to listen to the song once through and point to the circled colors when they hear them. Check comprehension. *What's Monty's favorite color? (Blue.)* Play the song again. This time have students stand up and hold up their color flashcard when they hear it in the song.

6 Listen again and sing along.

Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing. Repeat as necessary.

7 Look and complete the colors.

Write *b__e* on the board. Point to something blue in the classroom or hold up a blue crayon. Ask volunteers to help you spell the missing letters to complete

the word. Ask students to look at the example answer in their Student Books and tell them to complete the rest of the color words in the activity. Monitor and help if necessary. Check by having some volunteers write the answers on the board. Encourage the rest of the class to check spelling.

8 Tell your friend. 

Point out the speech bubbles and read them aloud for students to follow along. Show students something that is your favorite color. Tell them *My favorite color is (red)*. Divide the class into pairs and encourage students to use the models to say their favorite colors, prompting if necessary until they can say the whole phrase. If they have anything in those colors, they can show them to their partners.

NOTE ON COLOR BLINDNESS

If a student is having particular trouble with this lesson, pay careful attention to see whether one or two colors in

Unit 1 Reading pages 8–9

Lesson objectives

Understand and act out a story.

Review colors.

Describe the color of objects using the simple present.

Language

Simple present *be* + adjective: *It's (red).*

Materials

🎧 Track 09; Unit 1 Flashcards Set 1 (colors); Unit 1 Storycards; DVD Unit 1 Story; Workbook page 7

Warm up

Before class starts, find ten (preferably large) objects around the room that match each of the ten vocabulary colors. Match the Unit 1 flashcards up to them incorrectly and place the flashcards on the objects.

Point out a color flashcard and ask students to name it. *What color is it?* Then ask them if it matches the object where it is placed. *Is this (green)?* Find the matching object and ask again. *Is this (green)?* When students say *Yes*, place the flashcard on the object, take the old flashcard off it, and repeat. Continue until all the colors have been matched correctly.

1 Look at the pictures and answer with a friend. 🗣️

Use a blue marker to outline your hand on the board. Write *The Blue Handprint* on the board. Read the title aloud and point to the handprint. Check understanding.

Hold up the first storycard. Ask the students questions about the picture. *Where are they? (At school.) What's this? (A painting.) What color is it? (Red, yellow and blue.) Who's this? (The teacher.)* Tell students you will read a story about a blue handprint.

Show the storycards, one by one, very quickly. Ask the students to tell you what they think the story is about and what they see in the pictures. Take all their ideas but don't give the story away.

Tell the students to look at the pictures on page 8 in their Student Book. Say *Point to Mr. Gnome.*

Divide the class into pairs and read the first question aloud. Have students work together to count the students in the story. *(There are six students.)*

Read the second question aloud for students to point to the handprint in the story. Check answers as a class. *(The blue handprint is in frames 2, 6 and 8.)*

Unit 1 Reading The Blue Handprint

1 Look at the pictures and answer with a friend. 🗣️

1 How many boys and girls are there? 2 Where's the blue handprint?

2 Listen and read. Mark (✓) the color words in the story. 🎧 09

blue green orange pink red yellow

1 Today is art class. The teacher is Mr. Gnome.

Look at my painting. It's a butterfly.

It's very good.

2 Mr. Gnome sees a handprint on the wall.

Oh no! Look! A handprint!

It's blue.

3 This is Sammy.

This is my paint. It's red.

4 This is Daisy.

This is my paint. It's yellow.

Optional activity 🎧 09

The storycard questions can be integrated here, or at any point further in the lesson to check comprehension. Play the recording, holding up the storycards one at a time. Point to key items in the pictures as they are mentioned in the recording. Hold up the storycards one at a time and ask the questions on the back of each card to check comprehension. You may want to develop students' insight with further questions. Ask students *Is Billy happy in frame 5? (No, he thinks he is in trouble.) What does he do in frame 6? (Shows his hand is small so the handprint is not his.) Why does Mr. Gnome apologize to the class at the end of the story? (Because it is his handprint.) What does the class do? (They laugh and say it's OK.)*

2 Listen and read. Mark (✓) the color words in the story. 🎧 09

Play the recording and have students read along. If necessary, you can suggest students use their index finger to follow the text as they listen.

Read the instructions aloud. Have six volunteers read the color words aloud. Point out the check mark in the box next to *blue* and then ask students to find *blue* in the story. *Where is blue? (Frames 2, 5 and 7.)*

Give students time to read through the story on their own to find other colors mentioned and mark them in their books. To check their work, play the recording again while students follow. Pause after each color is mentioned to make sure students have it marked.

WORKBOOK ANSWERS

- 1 1 red 3 blue 4 blue (handprint)
 2 Answers will vary.
 3 Answers will vary.
 Try! blue

Further practice / Homework

Workbook page 7; Unit 1 Reading Worksheet;
 Unit 1 Story Worksheet

**3 Act out the story.****Optional activity**

Divide the class into eight groups and give each group a storycard. Play the whole video and when the groups see their storycard frame they stand up. Play the video again. Pause the video before Sammy, Daisy and Billy say *This is my paint. It's red / yellow / blue* and elicit the sentences.

3 Act out the story.

Divide the class into six groups and assign a role from the story to each group: Mr. Gnome, Sammy, Daisy and Billy. As a class, ask the students to think of some actions for each of the characters in the story and to find a prop to use for the paints. Play the part of the narrator yourself and then encourage the groups to act out their parts, saying the words from the story and doing appropriate actions of their choice. Then divide the class into smaller groups of six students to act out the story by themselves. Monitor the groups and

help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language *This is my paint. It's ...* correctly. For groups that finish quickly and do the activity easily, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What's your favorite color?*

Optional activity

Ask the students to complete the story activities on page 7 of the Workbook for homework. The students color the stars depending on how much they enjoyed the story.

Unit 1 Language

Focus 1 pages 10–11

Lesson objectives

Describe the color of objects using the simple present.

Review color words and classroom vocabulary.

Language

Simple present *be* + adjective: *It's (red).*

Materials

Tracks 10–11; colored pencils or crayons; colored tokens; Workbook pages 8–9

Warm up

Trace your hand on the board. Encourage a volunteer to name a color and color your handprint accordingly. Invite a volunteer to the board to trace his or her handprint and another volunteer to choose the color. You can do this again with different volunteers, or even do a few students at a time going down the line to have them select different colors for each one.

1 Listen and number. Look and trace. 10

Ask students to open their Student Books to page 10. Point to the handprints and elicit their name *What are these? (Handprints.)* Tell students they will listen to the recording to number the handprints according to the colors they hear. Play the recording and pause after the example. Check that students understand what they have to do. Play the rest of the recording and monitor students' work. Check answers with the class.

Have students look at the handprints and trace the corresponding color. Monitor students' work and help if necessary. Check as a class.

2 Look and complete the sentences.

Hold up your book and point to the picture of the classroom. Tell students to find the picture in their books and look at it. Have students point to 1. Ask *What is it? (It's a board.) What color is it? (It's black.)* Direct students' attention to the example. Tell them they have to look at the numbered objects and complete the sentences. If time allows, copy the sentences on to the board. Monitor students' work and help if necessary. Check answers as a class, either orally or in written form.

Unit 1 Language Focus 1

1 Listen and number. Look and trace. 10



2 Look and complete the sentences.



1 It's black. 3 It's orange. 5 It's pink.
2 It's red. 4 It's blue. 6 It's green.

3 Look at the picture in Activity 2. Guess with a friend. 10



Optional activity

Review classroom objects when checking answers by saying *It's black. What is it? (It's a (black) board.)*

Project connection

You can choose to do Stage 1 of the project on page 16 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Look at the picture in Activity 2. Guess with a friend. 10

Divide the class into pairs. Have them take turns guessing. Monitor students' work, making sure the students say complete sentences: *It's (blue).* Help if necessary. Check answers by inviting some volunteers to show their work to the rest of the class.

4 Listen and color. 11

Ask students to close their books. Cover the page in your Student Book and then hold it up for students to see. Reveal part of the image and ask: *Where is this? Reveal a little more of the image and ask again until students guess correctly. (A classroom or A school.)*

Have students open their Student Books and look over the image. Ask them to take out their crayons or pencils, but not to color anything until the instructions tell them to. Play the recording and pause after the example. Have students point to the object. Ask *What color is it? (Purple.)* Continue playing the recording and tell students to color in the objects in the corresponding colors.

Check answers as a class. Use the language from the recording and encourage a volunteer to point to the object and complete your sentence *Look! It's a trash can. It's purple.* Repeat the procedure with the remaining objects.

4 Listen and color.



5 Look and write sentences.



1 It's blue.



2 It's yellow.



3 It's purple.



6 Use different colors to complete the Bingo chart.



7 Play Bingo with a friend.



5 Look and write sentences.

Read the instructions aloud and focus students on the first picture. *What is it? (It's a book.) What color is it? (It's blue.)* Have students complete the example. Then tell them to work individually to write sentences to describe the other two pictures. Monitor and help if necessary. Have a volunteer choose one of the three photos and read out the sentence *It's blue*. Encourage the rest of the class to respond chorally with the name of the object. *A book!* Repeat the procedure for the other two sentences.

6 Use different colors to complete the Bingo chart.

Ask students to take out their crayons or colored pencils. Point to the circles and ask students to color each in a different color. Meanwhile, copy out the chart on the board and color the circles, making sure you include green, blue and red.

Optional activity

Have fast finishers color the circles on the board.

7 Play Bingo with a friend.

Tell students they will play *Bingo*. Invite a volunteer to the board and say *It's green*. Tell the student to cross out the corresponding circle. Encourage volunteers to name other colors, using complete sentences. When the volunteer has crossed out three circles in a row, encourage the class to shout *Bingo!* Use the grid on the board to explain that we shout *Bingo* when we connect three circles horizontally, vertically or diagonally. Divide the class into pairs and have them play using the grid in Activity 6. Ask students to use tokens instead of crossing out the circles to play the game several times. Monitor students' work and help if necessary. Have students switch partners and play again.

Optional activity

Say the color of an object in your classroom that students know the name of in English. Say *It's (blue)*. Encourage students to look around the classroom and name blue objects they can see. (*The door! The desk!*) Keep going until a student guesses the correct object. The student who guesses correctly can then say the color of another object for the rest of the class to guess.

WORKBOOK ANSWERS

- 1 See maze in Workbook.
- 2 Answers will vary.
- Try! Answers will vary.
- 3 The following should be colored:
 - 1 a pink butterfly
 - 2 blue floor
 - 3 purple walls
 - 4 grey desk and window
 - 5 green chairs
 - 6 black handprint and walls
- 4 1 banana: It's yellow. 2 tomato: It's red. 3 leaf: It's green. 4 orange: It's orange. 5 chocolate: It's brown.

Try! red

Further practice / Homework

Workbook pages 8–9; Unit 1 Language Focus 1 Worksheet

Unit 1 Language Focus 2

pages 12–13

Lesson objectives

Identify school objects

Describe possession using *my* and *your*.

Practice school objects and possessive adjectives through a song and follow-up activities.

Language

School objects: eraser, pen, pencil case, pencil, schoolbag

Possessive adjectives: *It's my (book). It's your (pencil case).*

Materials

Tracks 12–13; classroom objects corresponding to the vocabulary; Workbook pages 10–11, 127

Warm up

Show a pencil to the class and ask *What color is it?* Elicit the answer. (*It's (yellow).*) You can continue with other school objects you will teach later, making sure you do not name them yet.

1 Listen, point and repeat. Trace.

12

Use real school objects to introduce the vocabulary. Hold up the objects: *pencil case, pencil, pen, eraser, schoolbag*. Each time ask *What's this?*

Play the recording for students to listen and point at the objects. Play the recording again for students to repeat chorally and individually.

Use the real objects to prompt volunteers to name the school objects at random. Repeat as necessary.

Stand with your back to the class and trace the letters *p-e-n* in the air. Ask the students to identify each letter and the word. Write *pen* in dots on the board for a volunteer to trace. Point out the dotted words and have students work individually to trace them.

Optional activity

Name a color and a vocabulary item for students to trace the word in the corresponding color. Monitor students' work and help if necessary. Check as a class. If time allows, invite some volunteers to write the words on the board and encourage the rest of the class to check spelling.

Unit 1 Language Focus 2

1 Listen, point and repeat. Trace.

pencil case

pencil

eraser

pen

schoolbag

2 Listen and follow. Listen again and sing along.

<i>Let's clean up!</i>	It's my pencil.	It's your eraser.
<i>Let's clean up!</i>	It's my pen.	It's your pen.
<i>Let's clean up again!</i>	It's my pencil case.	It's your schoolbag.
<i>Let's clean up!</i>	Let's clean up again!	Let's clean up again!
<i>Let's clean up!</i>	<i>Let's clean up!</i>	<i>Let's clean up!</i>
<i>Whose is this pen?</i>	<i>Let's clean up! ...</i>	<i>Let's clean up! ...</i>

3 Look at the picture and label the objects.

1 _____ schoolbag _____

2 _____ eraser _____

3 _____ pencil _____

4 _____ pen _____

5 _____ pencil case _____

Additional resources

The Unit 1 Flashcards Set 2 and Unit 1 Wordcards can be integrated at any point from here on.

2 Listen and follow. Listen again and sing along.

13

Focus students on the picture and ask *Where are they?* (*At school.*) Show your index finger and encourage students to do the same. Tell students they will listen to a song and follow the lyrics in the book using their index finger. Demonstrate if necessary. Play the track and make sure students follow along.

Check comprehension by asking *What does Sammy have?* (*A pencil. A pen. A pencil case.*) *What does Daisy have?* (*A pencil. A pen. A schoolbag.*) Play the recording a second time for the students to sing along to. Repeat as necessary.

Optional activity

Give students the opportunity to develop their creativity by acting out the song. Ask them to place their school items where they can see them, and to pick up or point to their own items during the first verse and another student's items during the second verse.

3 Look at the picture and label the objects.

Focus students' attention on the picture and ask them to point to number 1. Ask *What is it?* (*A schoolbag.*) Make sure they see where the example answer is written. Repeat for the remaining objects, giving students enough time to write the names. Monitor their work and help if necessary. Write numbers 2 to 5 on the board and invite volunteers to write the corresponding words. Check spelling as a class.

4 Read and circle.

1 It's my / your schoolbag.

3 It's my / your eraser.

2 It's my / your pencil case.

4 It's my / your pen.

Grammar
It's my book.
It's your pencil case.

5 Look and write my or your.

It's my pencil.

It's your eraser.

It's your schoolbag.

It's my pen.

6 Make the game. Play with a friend.

It's your pencil.
It's blue!

It's my eraser.
It's red!

4 Read and circle.

Call a volunteer to the front of the room. Hold up a classroom object and then bring it in toward yourself possessively. Say *It's my (eraser)*. Hold it up again and pass it to the student, saying *It's your (eraser)*. Repeat with other objects. After a few rounds you can have students help you complete the sentences. Read the instructions aloud and focus students on the picture. Ask *How many students can you see? (Two)*. Continue with schoolbags and other objects in the picture. Point to the boy and read the text in the first speech bubble, stressing the word *my*. Explain to students that they have to look at the picture to circle the correct word *my* or *your*. Tell students to work individually. Monitor and help if necessary. Check answers as a class.

Optional activity

Hold up a classroom object as you say *It's my (schoolbag)*. Hold out another and say *It's your (pen)*. Have two volunteers stand up and give objects to each other. Encourage them to say a sentence using *my* and *your*. Repeat the procedure if time allows.

5 Look and write my or your.

Elicit the names of the objects in the picture. Direct students' attention to the example and have a volunteer read the text. Tell students to work individually to complete the sentences. Monitor their work. If students need help, you can refer them to the example, the previous activity or the Grammar box. Have students compare their answers with their partner before you check answers as a class.

6 Make the game. Play with a friend. Workbook page 127

Divide the class into pairs. Ask students to open their Workbooks to page 127. Hold up your book and point to each object to elicit the name. Have students color the objects however they wish and then cut them out of the book along the dashed lines. Have two students place their colored cards on the desk in front of them. Tell one student to choose and hold up one of their partner's cards and say what it is. (*It's your pencil*.) The other responds by describing its color. (*It's blue!*) Then they switch roles.

Have the rest of the class do the same with their partners. Monitor and help if necessary. When they are finished, you can have volunteers demonstrate some examples for the class.

Optional activity

Ask five students to give you a different school object. Say *A pencil, please. An eraser, please.* and so on. Place the objects on your table and ask four volunteers to gather round your table and memorize the objects. Ask the volunteers to look away while you remove one of the objects. The first student to say the missing object wins. Once the rest of the class has the idea, divide them into small groups. One student plays the teacher's role, removing the objects while the rest try to remember what is missing. Students can take turns playing the teacher.

WORKBOOK ANSWERS

1 3 eraser 4 pen 5 pencil
2 pencil case 1 schoolbag

2 eraser, pen, pencil, pencil case, schoolbag

1 eraser 2 pencil case 3 pen
4 pencil 5 schoolbag

Try! Answers will vary.

3 1 It's my pencil. 2 It's your pencil case. 3 It's my pen. 4 It's my eraser. 5 It's your schoolbag.

4 1 your 2 my 3 your 4 my
5 your

Try! Answers will vary.

Further practice / Homework

Workbook pages 10–11; Unit 1 Language Focus 2 Worksheet

Lesson objectives

- Describe colors and shapes.
- Explore shapes in abstract art.
- Provide links with other areas of the curriculum and an opportunity for creative project work.

Language

Modern art: abstract art, artists, circles, painting, rectangles, squares, triangles

Materials

- Tracks 14–15; cut-outs from magazines of recognizable objects such as balls, television screens and so on, in basic shapes (two each of circles, squares, rectangles and triangles); Workbook page 12

Warm up

Draw a circle at one end of the board and model the word for the students to repeat chorally and individually. Draw a square at the other end of the board and repeat the procedure. Invite students to stand. Hold up one of your cut-out shapes (a circle or a square) and ask *What is it, a circle or a square?* Have students look at the board and move toward the side of the room that matches your shape. Show the remaining circle and square objects for students to move accordingly. Repeat the procedure for the rectangle and triangle objects.

1 Look at the picture. Count and write.

Ask students to open their Student Books to page 14 and direct their attention to the painting in Activity 2. Give them a moment to look it over. Explain to students that this is a painting. Use body language to convey that an artist painted it using paints. Point to the painting and explain that the artist's name is *Paul Klee* and the painting is called *Senecio*. Point again to the painting and ask *What is it? (It's a person.) How many circles are there?* Have students work individually to count the remaining shapes. Monitor their work and help if necessary.

2 Listen and read along. Point to the shapes and colors.

Either use large cut-out shapes or draw different shapes together on the board and have the class tell you what they could be. For example, *A triangle and square for a house, a triangle and circle for an ice-cream cone.*

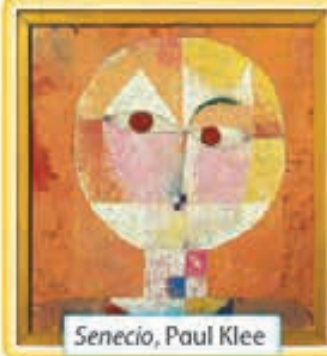
Play the recording while students listen and follow along with their finger on the text. Play the recording again for students to point to the shapes and colors in the

Unit 1 CLIL Art

1 Look at the picture. Count and write.
How many can you see?

1 ● 2 2 ■ 0 3 ■ 1 4 ▲ 0

2 Listen and read along. Point to the shapes and colors.



Abstract Art

In abstract art, artists use different shapes, like squares, rectangles, triangles and circles. They also use many colors.

This painting is orange, pink, red, yellow, blue and white.

3 Color and label the shapes.

1 ●
circle


2 ■
square

3 ■
rectangle


4 ▲
triangle

4 Look and complete. Listen and check.

blue green circles squares

14 

This is my picture. It's blue and orange and pink. Look! Circles!



This is my picture. It's black, green and brown. Look! Squares and rectangles!

picture as they hear them. Then check comprehension: *What colors are in this painting? Say a shape.*

3 Color and label the shapes.

Hold up your book and point to the example. Ask *What shape is it? (A circle.)* Show students the word written as an example. Focus students' attention on picture 2 and repeat the question. Have students color the shape individually and write its name. Monitor students' work and help if necessary. Repeat the procedure with the rest of the shapes. Check answers as a class. Ask some volunteers to write the names of the shapes on the board for the rest of the class to check spelling.

4 Look and complete. Listen and check.

Ask different volunteers to read the words in the word pool aloud. Then, point to Lola and elicit her name. Focus students on her painting and ask *What colors can you see? (Blue, orange and pink.)* Ask *What shapes can you see? (Circles.)* Then point to Monty

and ask *What's his name?* Elicit the colors and shapes in his painting as well. Have students follow along as you read the first speech bubble aloud. Stop when you get to the first space and ask *What color is her painting?* Stop again at the second blank and ask *What shape is it? (Circles.)* Make sure students look at the word bank to find the word, write it in the space, and cross it off in the bank.

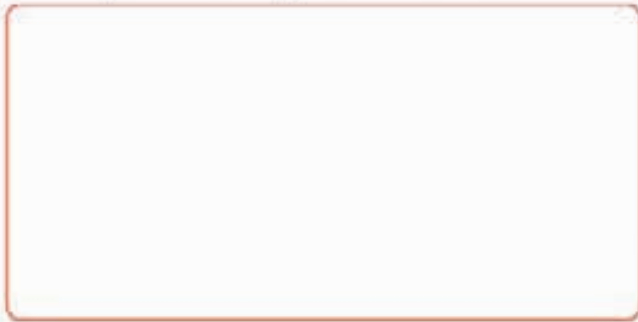
Students can work on their own to finish Monty's speech bubble. Monitor and help if necessary. Check answers as a class.

5 Use shapes to make a picture. Count and write the numbers.

Tell students they are going to make their own picture using different shapes. It's important that students have the freedom to draw and organize the shapes however they wish, as recognizable or as abstract as they please. If a student is having trouble starting, prompt with questions. *What do you like? What can this (shape) be?*

Once students have finished drawing, read the list of shapes on the right side aloud

5 Use shapes to make a picture. Count and write the numbers.



- squares
- circles
- rectangles
- triangles

6 Describe your picture. Tell a friend.

This is my picture. It's _____.

Look! _____.

1 Trace the letter. Listen and repeat.



artist



big



handprint



pink



six



window

Phonics

2 Listen and read.

Look! Six handprints! One is blue.
One is pink and yellow, too.
One on the window, one on the wall,
One is big and one is small.

3 Listen and repeat the chant.



and ask students to count the shapes in their pictures and write the numbers in the boxes. Have students exchange books and check their answers. Ask them to name the colors they identify. Monitor students' work and help if necessary.

6 Describe your picture. Tell a friend.

Direct students' attention to Monty and Lola's speech bubbles in Activity 4 and use them as a framework to describe the poster. *This is my picture. It's (red and yellow). Look! Squares and triangles!*

Have students work on their own to write sentences to describe the picture they drew in Activity 5. They should use color words for the first blank and shapes for the second. Monitor and help if necessary. Have students work in pairs and take turns presenting their pictures to their partners, reading from their sentences in Activity 6.

WORKBOOK ANSWERS

- 1 nine squares; eight rectangles; eleven circles; one triangle
 - 2 circles; squares; triangles; rectangle
 - 3 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 12; Unit 1 CLIL Worksheet; Unit 1 CLIL Video Worksheet

Phonics

Lesson objectives

Practice pronunciation of the sound /i/.

Practice listening to, reading and saying words with the sound /i/.

Materials

Tracks 16–17; Workbook page 13

Warm up

Ask students to open their Student Books to page 15. Look at the picture of the classroom. Ask *How many handprints can you see? (Six.)* Look at the handprint in Activity 1. Ask *What color is this handprint? (Blue.) Is this handprint big or small? (It's big.)* Look at the last picture. Ask *What's this? (A window.)*

1 Trace the letter. Listen and repeat.

Draw an *i* on the board. Point to it and ask students to find the same letter in the phonics box. Hold up a pencil and tell them to trace the letter with a pencil, as you trace the one on the board with your finger. Tell students the name of the letter is *i* but it can be pronounced differently in words, such as *big*.

Play the recording for the students to listen and point to the small pictures as they hear the words. Tell the students all these words have a particular sound. Say the sound /i/ and ask the students to repeat it. Explain that the highlighted letter *i* in the words is making this sound. Play the recording again, encouraging the students to listen and repeat. Repeat as necessary.

2 Listen and read.

Tell the students they are going to listen to a chant. Tell them to follow it in their books with their finger. Play the recording all the way through.

3 Listen and repeat the chant.

Play the recording again, pausing after each line (or section of text) and encouraging the students to repeat. Play the recording one more time, this time encouraging the students to join in, saying the chant with the recording.

Optional activity

Divide the class into four groups, so each group can practice a line from the chant. Encourage the class to say the chant together without the recording, with each group saying their line in turn.

WORKBOOK ANSWERS

- 1 s(i)x b(i)g s(i)ng w(i)ndow handpr(i)nt art(i)st
 - 2 Down the right column: sing, big, artist, six, window
- Try! Answers will vary.

Further practice / Homework

Workbook page 13

Unit 1 Project and Value

page 16

Lesson objectives

Understand the concept of being organized and tidy.

Assess size and materials to make a desk organizer.

Value

Keep your desk organized.

Materials

Empty paper towel rolls; clean plastic cups; styrofoam cups; scissors; glue; cardboard; colored paints and decorations; paintbrushes; Unit 1 Stickers; Workbook page 14

Warm up

Ask volunteers to bring you classroom objects from Starter Unit vocabulary or Unit 1 Vocabulary Set 2, such as *A pencil please*. Place it somewhere in the room or on your desk in a disorganized place. Repeat with other objects. Leave the objects for the next activity.

Value: Read and stick

Ask students to open their Student Books to page 16 and find *Lola's Value* at the top. Read the value aloud while students follow along. Look around in exasperation at the objects from the Warm up activity and say *This is a mess. Help me, please*. Ask a volunteer to help you tidy and organize the objects. On the board, write *organized*. Have students open their Student Books on the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

A Desk Organizer

Stage 1: Plan your project.

Divide the class into pairs. Show students the picture of the desk organizer. Point to the cup and ask *What's this?* Read the first step aloud and have students discuss it with their partners.

Students need to decide which materials will be best for their organizer. Direct their attention to the picture of the organizer and ask *What's in the cup? What's in the paper towel roll?*

Have students get the objects they need for their organizer. Encourage them to try out the materials in groups or with partners by putting their objects in them to recognize size and bending or twisting them to recognize material differences. Ask *What material is best for pencils / rulers / erasers?* Students may have different answers. Ask them to look at the materials they have for their desk organizer and

Unit 1 Project and Value

A Desk Organizer

Materials

- ★ 1–2 empty paper towel rolls, clean plastic cups and Styrofoam cups
- ★ Scissors
- ★ Glue
- ★ Cardboard
- ★ Colored paints and decorations (glitter, stickers, etc.)
- ★ Paintbrushes

★ **Read and stick.**

Keep your desk organized!

Stage 1: Plan your project.

- 1 Choose the best material to make your desk organizer.
- 2 Decide how big your desk organizer needs to be.

Stage 2: Develop your project.

- 1 Cut the paper towel rolls, plastic cups or Styrofoam cups to different sizes.
- 2 Glue them on the card.
- 3 Paint and decorate your desk organizer with colors and shapes.

Stage 3: Share your project.

- 1 Let's organize! Put your objects in your desk organizer.
- 2 Show your desk organizer to your classmates.

Stage 4: Evaluate your project.

Save your Project Record.

Look! It's my desk organizer. It's red, yellow and orange.

decide how many compartments and sections they need.

Stage 2: Develop your project.

Show the students how to place the paper towel rolls, plastic cups or Styrofoam cups on their cardboard and use a pencil to mark how big each needs to be. Then they cut out the cardboard and glue the pieces onto it. Distribute paints and decorating materials for students to decorate their organizers.

Stage 3: Share your project.

Have students put their school supplies in the different sections of their desk organizers. Divide the class into small groups. Focus students on the speech bubble. Tell the students to present and describe their desk organizer to the rest of their group. Demonstrate with your own organizer *This is my organizer. It's blue and white. Here are pencils. Here are pens.* Monitor and help with language if necessary.

After the group presentations, students stand up and walk around the room looking at all the organizers.

Stage 4: Evaluate your project.

This can be done after each stage is completed. Ask students to open their Workbooks to page 14 and direct them to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

- 1 First picture ticked.
- 2 Answers will vary.

Unit 2 Vocabulary

pages 18–19

Lesson objectives

Identify parts of the body.

Practice the use of parts of the body in spoken, written and aural forms.

Language

Body parts: cheeks, ears, eyes, face, feet, hair, mouth, nose, teeth, toes

Materials

Tracks 19–20; Lola the Doctor Flashcard; Unit 1 Flashcards Set 1 (color); Unit 2 Flashcards Set 2 (body parts); Workbook page 16

Warm up

Show the flashcards one by one and ask *What color is it?* Ask the students to stand at their desks. Hold up one of the color flashcards and say a color. If the color word you say is the same as the flashcard, the students jump. If the word you say and the picture are not the same they keep still. Play the game, getting faster and faster.

1 Answer with a friend. 🗣️

Hold up the flashcard of Lola as a doctor. Ask the students *Who's this? (Lola.)* Say *Lola is a doctor* and point to her uniform and stethoscope. Ask *When do you go to the doctor? (When you are sick.)*

Point to the following parts of your body: *cheeks, ears, eyes, face, feet, hair, mouth, nose, teeth, toes.* Elicit or give the name of the body part.

Divide the class into pairs. Ask students to open their Student Books on page 18 and look at the picture. Point to Lola and ask *Who is this?* Read question 1 aloud: *Who is the doctor? (Lola.)* Say the parts of the body for students to point at them on Lola's body. Read question 2 aloud. Point to something blue in the picture and ask *What color is this? (Blue.)* Point to Lola's face and ask *What's this?*

In their pairs, the students tell each other what they can see in the picture. If they need additional help, point to the numbered labels on the body parts in turn and say the words for the students. Let them continue on their own. Monitor their work, helping with the vocabulary and pronunciation where necessary.

Point to each numbered body part in the picture, in turn, and ask volunteers to tell you what it is.

2 Listen and point. 🎧 19

Focus students' attention on the picture. Play the recording for students to point to the parts of the body as they hear them.



1 Answer with a friend. 🗣️

- 1 Who is the doctor?
- 2 What colors and objects can you see?

2 Listen and point. 🎧 19

3 Listen again and repeat.

4 Read and trace.

- | | | |
|---------|----------|---------|
| 1 face | 5 cheeks | |
| 2 hair | 6 mouth | |
| 3 teeth | 7 eyes | 9 toes |
| 4 nose | 8 ears | 10 feet |

Play the recording again, stopping after each word to give the students time to point to the appropriate body parts in the picture.

3 Listen again and repeat.

Play the recording again for the students to repeat the words in chorus and individually. Pay particular attention to the sound *ch* in *cheek* and *th* in *teeth*, helping the students to form the sounds. Make sure the students are pronouncing the final letters for all the words.

4 Read and trace.

Stand with your back to the class and with your finger trace the letters *f, a, c, e* in the air asking the students to tell you what letters you are writing. On the board write the word *face* in dotted lines as in Activity 4. Ask a volunteer to come to the board and trace the word *face*.

Have students work individually to trace the rest of the body part words. Monitor and, if needed, help with the formation of the letters, showing students where to

start and finish by putting little arrows on the letters if necessary. Check answers as a class.

Optional activity

Divide the class into pairs. Point to a part of your body and say the word. Let students take turns to point to a part of their body and say the word. Choose a volunteer to demonstrate the activity with you.

5 Circle ten body words. Write the words.

Copy this word snake on the board *redgreenorangeyellowpink*. Ask a volunteer to come to the board and circle the word *red*. Repeat with the other four colors.

Ask students to look at Activity 5 on page 19 and direct their attention to the word *cheeks* circled in the word snake. Help students find another body part and circle it. Have students find and circle the rest of the body parts on their own. Check answers as a class.

B Circle ten body words. Write the words.



6 Circle the body parts. Listen and point to your body.

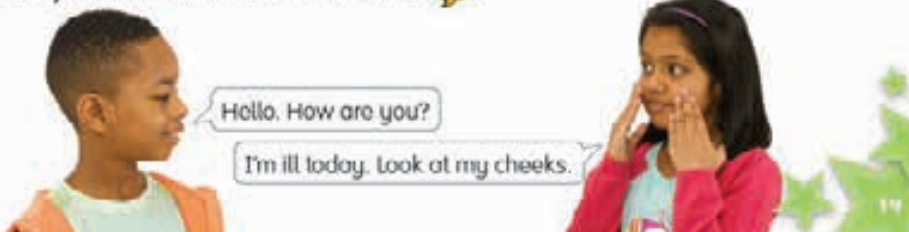
Doctor! Doctor!
I'm ill today!
Doctor! Doctor!
I'm ill.

Look at my face,
My mouth and my teeth.
Look at my ears,
Look at my feet.
Doctor! Doctor! ...

Look at my eyes,
My cheeks and my nose.
Look at my hair,
Look at my toes.
Doctor! Doctor! ...

7 Listen again and sing along.

8 Play Tell the Doctor with a friend.



On the board write the first letters of three body parts c... e... and t... Ask the students to look at their word snake and tell you what each word is. Fill the letters in for each word as they tell you. Students continue the activity in their books for all ten body parts. Monitor and check their spelling and letter formation.

6 Circle the body parts. Listen and point to your body.

Direct the students' attention to the song. Say *face* and ask them to point at the word in the song. Show the word *face* circled in the song. Tell the students to find the words from Activity 5 and circle them in the song.

Ask the students to close their books and stand behind their desks. Play the recording and ask the students to point to the body part on their body when they hear the word in the song.

Divide the class into ten groups and assign each group a body part. Play the song again. The students shout out their body part word when they hear it in the song.

Tell the students to open their books and play the recording again for students to follow in their books. Check understanding by saying *I'm ill today* and looking sad. Ask students *Do I feel good or bad? Can a doctor help me?*

7 Listen again and sing along.

Go through some actions for the song with the students. For example, throw up their arms for *Doctor! Doctor!*, look sad for *I'm ill today!* and point to the body parts on their own body for *Look at my face / mouth / teeth / ears / feet / eyes / cheeks / nose / hair / toes.*

Ask the students to stand up. Play the song for the students to sing along to and do the actions. Repeat the activity as necessary and if the students are enjoying singing.

8 Play Tell the Doctor with a friend.

Point out the speech bubbles and read them aloud for students to follow along. Model the dialogue, with expression and

appropriate intonation, for the students to repeat chorally and individually. Tell the students you are the doctor and they are the girl. Say *Hello. How are you?* Encourage the students to respond as a class with *I'm ill today. Look at my cheeks.* Repeat the activity, but before the students respond show them a body part flashcard for them to substitute for the word *cheeks*. Repeat a couple more times with different flashcards.

Ask volunteers to come to the front of the class. Tell them they are the girl in the picture and you are the doctor. Say *Hello. How are you?* Encourage the student to say *I'm ill today. Look at my ...*

Divide the class into pairs and assign them the letter A or B. Tell the A students that they are the doctor and the B students that they are the sick person. The students act out the dialogue with the student as the sick person responding with different body parts. After a few minutes, ask the students to change roles and repeat the activity. Monitor and encourage the students to be expressive by modeling the dialogue with different pairs for them to repeat. Ask pairs to volunteer to act out the dialogue.

WORKBOOK ANSWERS

- 1 cheeks 6 ears 2 eyes 4 face 3 feet 9 hair 1 mouth 8 nose 5 teeth 7 toes 10
- 2 1 cheeks 2 nose 3 mouth 4 hair 5 ears 6 teeth 7 face 8 eyes 9 toes 10 feet

Try! Answers will vary.

Further practice / Homework
Workbook page 16

Unit 2 Reading

pages 20–21

Lesson objectives

Understand and act out a story.
Sequence phrases from a story.
Review body parts.

Language

Simple present / *have* + body part.

Materials

Track 21; Unit 2 Flashcards Set 2 (body parts); Unit 2 Storycards; DVD Unit 2 Story; Workbook page 17

Warm up

Play the game *Slap the Board* with the body parts flashcards. Show the flashcards one by one, asking *What is it?* After the students answer correctly, stick each of the ten flashcards on the board. Ask two volunteers to come to the front and have them stand facing the board. Say one of the body part words and ask the student to slap the corresponding picture on the board. Repeat the activity with different students and words.

1 Look at the pictures and answer with a friend.

Write the title of the story on the board: *Poor Mr. Bear!* Put on a sad face and say *Mr. Bear is sick.* Ask *Where do you think he is in the story?* (At the doctors, in the hospital, in bed.) Tell the students to open the story on page 20 in their Student Books and look at frame 1. Ask *Are you correct? Where is he?* (In the hospital.) Read aloud the caption and speech bubble in frame 1. Say *Point to Mr. Bear* and say *Poor Mr. Bear* for the students to repeat chorally.

Read the first question aloud. Have the students look at the whole story and count the bears. (There are three.) Read question 2 aloud: *Where is Mr. Bear?* Give the students time to read the story to answer the question. (He's in bed.) Check understanding by pointing to each bear in frame 1 and say *Is this Mr. Bear?* (No.) Point to the animal that Mrs. Bear and baby Bear are looking at and ask *Is this Mr. Bear?* (No.) Point to Mr. Bear and ask *Is this Mr. Bear?* (Yes.)

Encourage students to empathize with the characters by asking *How does Mr. Bear feel?* in frames 2 and 8. Ask *How do Mrs. Bear, baby Bear and the doctor feel?* in frames 7 and 8.

Optional activity

If you have one, you could bring a teddy bear to the class to introduce the story line that Mr. Bear is sick. Put a bandage on the teddy bear.

Unit 2 Reading Poor Mr. Bear!

1 Look at the pictures and answer with a friend.

1 How many bears are there? 2 Where is Mr. Bear?

2 Listen and read along. Number the speech bubbles in order.

Look! I have a mouth. 2 There's Mr. Bear! 4

Here's the doctor. 1 Look! I have ears. 3

Optional activity 21

Stick the eight storycards on the board in the wrong order. Have the students work in pairs to discuss the order of the story. Ask a volunteer pair to come to the board and stick the storycards in the correct order. Encourage volunteers to tell the story as the cards are put in the correct order. If the students get the order wrong, don't correct them, point to the wrong storycard and ask the class *Is this correct? Can you correct it?*

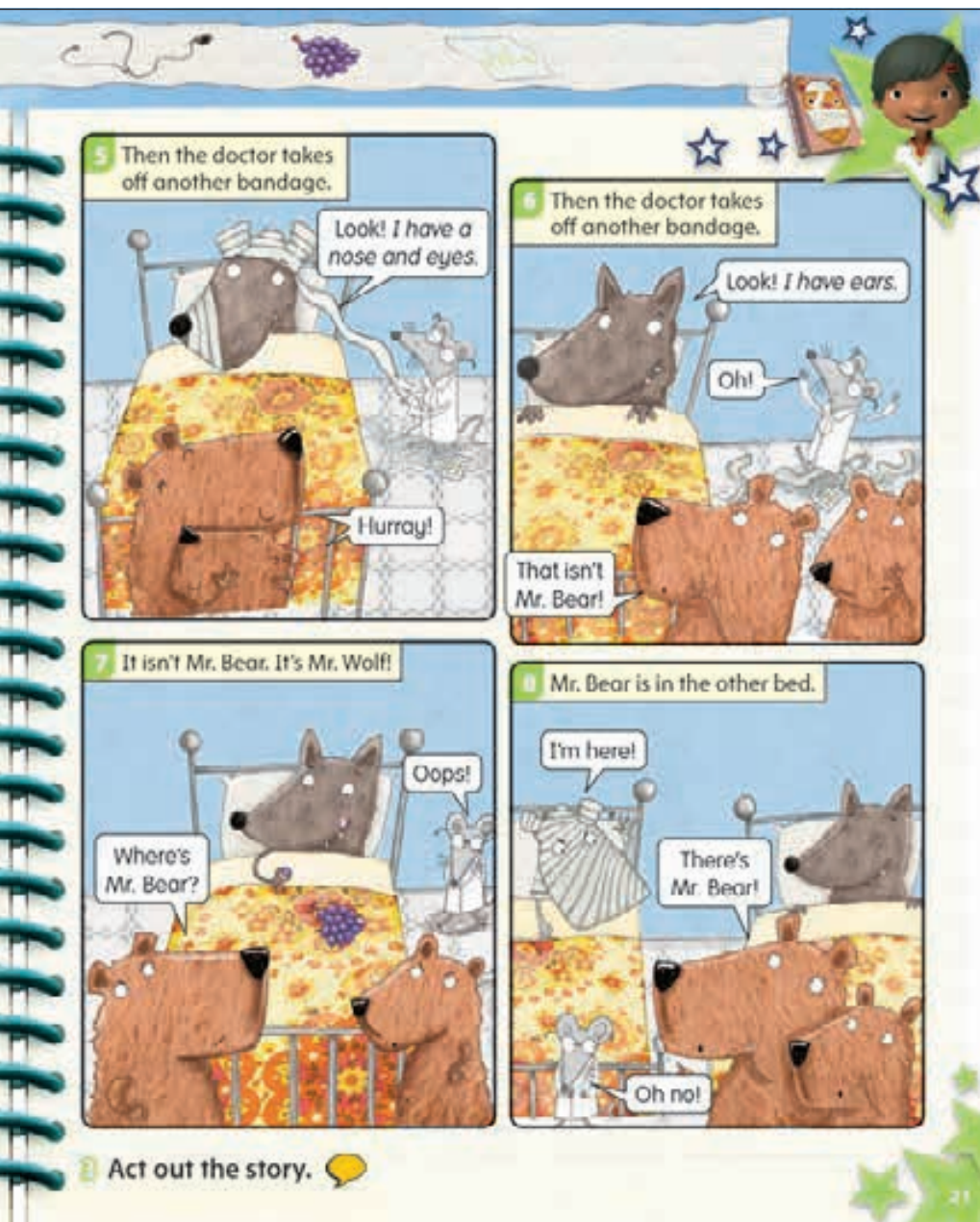
Point to storycard 3, point to the doctor and ask *Is this the doctor?* (Yes.)

Point to Mrs. Bear and ask *Is this Mr. Bear?* (No.) Point to the animal in the bed and ask *Is this Mr. Bear?* (No.) Point to storycard 8 and ask *Where is Mr. Bear?* (In bed.)

Tell the students to look at the storycards while they listen and enjoy the story.

2 Listen and read along. Number the speech bubbles in order.

Focus students' attention on the story. Say *How are you today?* and ask the students to point to the frame where they see the question. (Frame 1.) Say *Look! I have a nose and eyes.* and ask the students to point to the frame where they see the question. (Frame 5.) Read the instructions aloud. Ask them to point at the phrase *Here's the doctor.* in the story and show the number 1 in the box under the instructions. Read out the other phrases in the speech bubbles and have students number them in the order they appear in the story.



WORKBOOK ANSWERS

- 1 3 2 1
- 2 Students to circle Mr. Bear in pictures.
- 3 Answers will vary.
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 17; Unit 2 Reading Worksheet;
Unit 2 Story Worksheet

Act out the story.

Optional activity

Play the video. Pause the video as the doctor takes off the bandages each time. Ask *What can you see?* (*Mouth, nose and eyes and ears.*) Play the video again and stop each time before Mr. Wolf says *Look! I have ...* and elicit the sentence from the students.

3 Act out the story.

Divide the class into eight groups and give each group one of the storycards.

Ask the groups to look at their storycards and think of some actions for each of the characters and to find some props to use if necessary. Give the groups time to prepare their scene from the story, practicing the actions and dialogue.

Play the part of the narrator yourself and then encourage the groups to act out their storycard, in turn. Make sure you tell the groups who is next in the order of the story. For any groups that are having a problem with the dialogue, say the dialogue for them to repeat. Tell more confident groups to turn over their storycard and act out their scene from memory.

Personalize the story by asking if any of the students had to wear a bandage or have been in the hospital.

Optional activity

Ask the students to complete the story activities on page 17 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 1.

Unit 2 Language Focus 1

pages 22–23

Lesson objectives

Talk about possession with *I have ...*
Review body parts.

Language

Simple present *I have* + body part.

Materials

Track 22; Unit 2 Flashcards Set 2 (body parts); Workbook pages 18–19

Warm up

Play a game based on *Simon Says* to review the body parts vocabulary. Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction finishes with *please* the students must do as you ask, if not, they stand still and wait for the next instruction. Any student that gets it wrong sits down. Give instructions starting with *Touch your* and add a body part word from the vocabulary lesson. For example, *Touch your nose (please)*. Continue the game until you either have one winner or a group of winners.

1 Listen and number. Match the pictures with the sentences. 22

Ask the students to open their books on page 22. Have the students work in pairs and take turns to point to the pictures of Mr. Bear and name the parts of the body. Play the recording and pause after the example, showing the students the number 1 in the box next to the second picture. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work. Tell the students to check their answers with their partner. Ask *Are your answers the same or different?* Play the recording one more time for students to check. Check answers with the class by asking volunteers *Which sentence is number two, three and four?*


Have the students look at the sentences and draw a line from the sentences to the correct picture. Show the example. Monitor their work and help if necessary. Check as a class by saying the sentences one by one and asking the students to point to the correct picture.

2 Read and circle.


On the board draw a face and write the sentence *I have a face / faces*. Ask a student to come to the board and circle the correct ending. (*A face*.) Circle the article *a* in a different color. Draw two eyes and write the sentence *I have two eyes / an eye*. Ask a student to come to the board and

Unit 2 Language Focus 1


1 Listen and number. Match the pictures with the sentences.




2



1



4



3


I have a nose.

I have eyes.


I have ears.

I have a mouth.


2 Read and circle.




1 I have nose / a nose.




2 I have toes / a toes.




3 I have a teeth / teeth.



4 I have a cheeks / cheeks.



5 I have mouth / a mouth.



6 I have feet / a feet.

circle the correct ending. (*Two eyes*.) Circle the plural *s* and the number *two* in a different color.

Hold up your book and point to the photographs one by one asking *What body parts can you see in the picture?* (*A nose, toes, teeth, cheeks, a mouth, feet*.) Make sure the students say the plural *s* where necessary. Tell the students to look at picture 1 and show the nose circled as in the example.

The students work individually, circling the correct plural or singular ending. Ask the students to compare their answers with another student before checking as a class.

Optional activity

As a class, make up actions to go with the sentences, such as point to their nose, wiggle their toes, smile and show their teeth, blow out their cheeks, open their mouth and tap their feet. Tell the students to work with their partner, taking turns to say a sentence and do the action. Demonstrate the activity with a student at the front of the class.

Project connection

You can choose to do Stage 1 of the project on page 28 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Unscramble the sentences. Look and number the children.

1 have /I/ face / a / .
I have a face.

2 nose / have / . / I / a
I have a nose.

3 hair / . / I / have
I have hair.

4 ears / I / . / have
I have ears.

4 Describe the pictures.

1 I have teeth.
2 I have a mouth.

3 I have cheeks.
4 I have eyes.

5 Play Body Parts Memory with your friends.

3 Unscramble the sentences. Look and number the children.

On the board write this scrambled sentence: *have / I / a / . / mouth*. Ask the students if the sentence is correct and if not to correct it. (*I have a mouth*.) Make sure they notice the position of the period.

Tell students to look at the sentences in the book and go through the first one with them as an example. Focus students' attention on the Grammar box, pointing to the article *a* with *face* and the plural *s* in *eyes*. Do a quick concept check by asking the students *How many faces?* (*One*.) *How many eyes?* (*Two*.) Ask students to complete the activity in their Student Books. Monitor and check the order, spelling and punctuation of the sentences. Check together as a class by asking a volunteer to write the sentences on the board.

Focus the students' attention on the four pictures of students. Read out the first sentence and point to the 1 in the box as an example. Students continue matching the sentences and pictures. Check together as a class.

4 Describe the pictures.

Give out the body parts flashcards to nine students, keeping one for yourself. Show the class your flashcard and say *I have ...* Ask one of the students with a flashcard to hold up the card and say a sentence. Continue with all nine students and flashcards.

Look at picture and sentence number 1 as a class. Have students look at the first picture and elicit a sentence to describe it, such as *I have teeth*. Focus students' attention on this sentence and ask them to describe the other pictures. Monitor and help where necessary. Check as a class by asking different students to write the sentences on the board.

5 Play Body Parts Memory with your friends.

Stick the body parts flashcards on the board with the starter sentence *I have ...* and ask volunteers to make sentences with the body parts. Leave the flashcards on the board for the memory game as a support for the students. Point out the speech bubbles and read them aloud for students to follow along. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. Demonstrate the *Body Parts Memory* game with a group of students. Start with *I have eyes*. and tell the next student to repeat what you said and continue, adding a body part. Repeat with four or five of the group, adding body parts to the sentence. If a student forgets a word, start the game again.

Divide the class into groups of four and tell them to play the game. Monitor and help where necessary, making sure they are repeating the words and adding their own word as they go around. Listen for pronunciation errors to work on after the activity.

WORKBOOK ANSWERS

- 1 Left to right: 1 I have a face. / I have toes. 2 I have teeth. / I have cheeks. 3 I have hair. / I have feet.
2 2 I have feet. 3 I have hair.
Try! Answers will vary.
3 1 I have teeth. 2 I have toes. 3 I have eyes.
4 Students to draw, label and write.
I have eyes. I have a mouth. I have ears. I have hair. I have a nose.
Try! Answers will vary.

Further practice / Homework

Workbook pages 18–19; Unit 2 Language Focus 1 Worksheet

Unit 2 Language Focus 2

pages 24–25

Lesson objectives

Identify household objects

Describe possession using *his* and *her*.

Practice school objects and possessive adjectives through a song and follow-up activities.

Language

Household objects: *brush, comb, shampoo, soap, toothbrush, towel*

Possessive adjectives: *This is his / her brush*

Materials

🎧 Tracks 23–25; Unit 1 Flashcards Set 1 (colors); household objects corresponding to the vocabulary; Workbook pages 20–21, 125–126

Warm up

Give out the Unit 1 flashcards Set 1 (colors) to some students. Say *Stand up blue!* The student with that flashcard stands up and shows the class. Repeat for all flashcards.

1 Listen, point and repeat. Number the words. 🎧 23

To set the scene, mime a couple of actions for students to guess the household object. For example, brushing your hair, washing your hair, drying yourself. Tell students to open their Student Books to page 24 and look at the pictures. Play the recording for the students to listen, point to the pictures and repeat the words. If necessary, play the recording again. Repeat as necessary.

Optional activity

Bring in real household objects to the class to introduce the vocabulary.

Additional resources


The Unit 2 Flashcards Set 2 and Unit 2 Wordcards can be integrated at any point from here on.

Optional activity

Put the six household objects flashcards on the whiteboard. Ask for a volunteer and give them one of the household objects Wordcards to match to a picture. Repeat with different students and words.


2 Number the words. 🎧 23

Point out the example, *brush*, number five. Ask the students to match the pictures and the words and write the number of the picture next to the word. Play the recording for the students to check.



Unit 2 Language Focus 2

1 Listen, point and repeat. Number the words. 🎧 23




5 brush	4 comb	6 shampoo
1 soap	3 toothbrush	2 towel

2 Look and complete. Listen and check. 🎧 24

This is his soap.
 This is his (1) t o w e l .
 This is his toothbrush, too.
 This is his (2) c o m b .
 This is his brush.
 This is his bear (3) s h a m p o o .
Wash! Wash! Wash!
He's a clean bear.
A clean, clean bear.
Oh, yeah!

This is her (4) s o a p . This is her towel.
 This is her (5) t o o t h b r u s h , too.
 This is her comb. This is her (6) b r u s h .
 This is her bear shampoo.
Wash! Wash! Wash!
She's a clean bear ...



3 Listen again and sing along.

3 Look and complete. Listen and check. 🎧 24

Have students look at the picture and ask *Who are they? (Mr. and Mrs. Bear.) What can you see in the picture?* Point to Mr. Bear and then picture 1. Ask *Is this his towel?* (Yes.) Point to number 2 and ask *Is this his comb?* (Yes.) Point to Mrs. Bear in picture 4. Ask *Is this her soap?* (Yes.) Look at the gapped text as a class and do number 1 as an example, *This is his towel*. Have the students work with a partner to complete the song. Play the recording for the students to check their answers, pausing as needed.

4 Listen again and sing along.

Play the song again for the students to sing along to. As a class make up some actions to go with the song, such as miming washing faces, cleaning teeth, brushing hair and washing hair. Play the recording again for the students to do the actions as they sing along.

Optional activity 🎧 24

Divide the class into two groups, one group is Mr. Bear and one group is Mrs. Bear. The groups practice their part of the song with the actions. Play the recording softly as the groups sing their part of the song.

5 Listen and match. 🎧 25

Call one boy and one girl to the front of the room and give them a household object each. Point to the boy and say *This is his (brush)*. Point to the girl and say *This is her (shampoo)*. Repeat with other objects. Have the students complete a sentence for the boy and girl and write them on the board. Circle the *his* and *her* in the sentences with a different color. Read the instructions aloud and focus students on the picture. Ask *How many students can you see? (Two.) What can you see in the picture?* Explain to the students that they have to draw a line from the objects around the picture to one of the

Listen and match.

Grammar
This is his shampoo.
This is her brush.



Look and complete with his or her and the objects.



1 This is his towel.



3 This is his shampoo.



2 This is her soap.



4 This is her comb.



Make the game. Play with a friend.

This is his soap and his shampoo.



This is her comb and her brush.

students. Play the first example on the recording and show the line in the book from the towel to the boy. Play the rest of the recording for students to complete the activity. Ask the students to check their answers with their partner to see if they are the same or different. Play the recording again for the students to check. Check the answers with the whole class by asking them to say *This is his / her ...* Do the example *This is his towel.* yourself, while pointing at the towel and the boy in the book. Focus students' attention on the Grammar box and read the examples aloud to them.

6 Look and complete with his or her and the objects.

Elicit the names of the objects in the picture. Direct students' attention to the example and have a volunteer read the text. Tell the students to work individually to complete the sentences. Monitor their work. If students need help, you can refer them to the example, the previous activity or the Grammar box. Check answers as a

class by asking individual students to read out their sentences.

7 Make the game. Play with a friend.

Divide the class into pairs. Ask students to open their Workbooks to page 125. Hold up your book and ask *Who is this?* (*Mr. and Mrs. Bear.*) Point to each object to elicit the name and ask *His or her?* Have students color the objects however they wish and then cut them out of the book along the dashed lines. Read the instructions out loud. Choose volunteers to say the dialogue. Demonstrate the game with your own set of cards and a set belonging to one student. Fold all your cards and place them on the table. The other student places his / her cards unfolded on the table. Choose three of your folded cards. Open them in secret and describe the picture. For example, *This is his soap.* *This is her soap.* *This is his towel.* The student finds the correct cards among his / her cards and folds them over. Compare your

three cards with the student's three cards to check if they are the same. Point to the cards belonging to the student and encourage him / her to say *My turn!* Have the rest of the class do the same with their partners. Monitor and help if necessary.

Optional activity

Divide the class into teams. Place the household and school objects flashcards on the board. Ask one student from each team to come to the board. They look at the flashcards for a few seconds and then turn to face the class. Remove one of the flashcards. The two students turn around and tell you which object is missing. The first student to spot the missing one wins a point for their team. Repeat with different volunteers until all the flashcards have been used. The team with the most points wins the game.

WORKBOOK ANSWERS

- 1 1 soap 2 toothbrush 3 shampoo
4 towel 5 brush 6 comb
- 2 1 shampoo 2 comb 3 brush
4 soap 5 toothbrush 6 towel
(school)

Try! Answers will vary.

3 Students to draw objects.

- 4 1 This is his shampoo. 2 This is her soap. 3 This is his toothbrush.
4 This is his comb. 5 This is her brush. 6 This is her towel.

Try! Answers will vary.

Further practice / Homework

Workbook pages 20–21; Unit 2 Language
Focus 2 Worksheet

Unit 2 CLIL

pages 26–27

Lesson objectives

Explore the topic of the stages of and health of teeth.

Counting and representing mathematical information on a diagram to develop spatial, logical and mathematical awareness and cognitive abilities.

Language

Baby teeth, adult teeth, brush (v)

Materials

Tracks 26–27; Workbook page 22

Warm up

Write the numbers 1 to 20 in random order on the board. Point to a number, such as 12. The students clap and chant the numbers 1 to 12. Repeat with some more numbers.

1 Answer with a friend. How many teeth do you have? 🗣️

Tell the students how many teeth you have. Tell the students to count their own teeth and tell their partner how many they have. Ask a few students how many they have to see who has the most teeth in the class. Ask the students what they do when a tooth comes out.

2 Listen and read along. Circle the ages. 🎧 26

Hold up your book and point to the photographs, one by one, asking *How old do you think these children are? Show me the child with baby / adult teeth.* Play the recording for the students to follow in their books. Ask *What age are you when you get adult teeth? (Six.) How many times does the reading say to brush your teeth a day? (Three.)* On the board write the numbers *three, six, fourteen, twenty, twenty-eight.* Ask the students to tell you what these numbers refer to in the text. Tell the students to work individually to circle the ages in the text. Make sure they know to circle only the ages not the number of teeth. Check the answers together as a class.

3 Read again and count the teeth. Write the ages.

Tell the students to look at the diagrams in the book and count the teeth. Look at the example and ask *Why is the age three? (Because they are all baby teeth.)* Students count the teeth and read the text again to complete the activity. Check together as a class by asking a few students for their answers.

Unit 2 CLIL Science

1 Answer with a friend. How many teeth do you have?

2 Listen and read along. Circle the ages. 🎧

Teeth

You get teeth when you are a baby. They are called *baby teeth*.

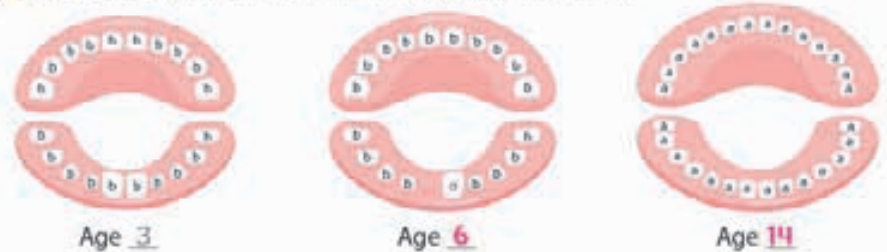
When you are three, you have twenty baby teeth.

When you are six, you get *adult teeth*.

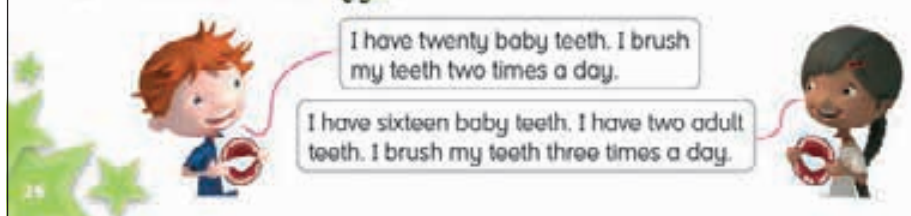
When you are fourteen, you have twenty-eight adult teeth.

Take care of your teeth! Use your toothbrush. *Brush your teeth three times a day!*

3 Read again and count the teeth. Write the ages. 🎧



4 Listen and match. 🎧



4 Listen and match. 🎧 27

Point to the pictures of Monty and Lola and ask *Who is this?* Choose one boy and one girl and ask them to read the speech bubbles aloud. Play the recording for the students to match the speech bubbles to Lola and Monty. Choose a different boy and girl to be Monty and Lola. Have them read the appropriate speech bubble for the class to check.

5 Count and draw your teeth. Write and circle.

Copy the diagram of the mouth from page 27 onto the board. Draw your teeth and write *a* in all the teeth. Write the gapped sentences ... *baby tooth / teeth*, ... *adult tooth / teeth*. Fill in the numbers: zero for baby teeth and circle the word *teeth*. Draw the students' attention to *teeth* and *tooth*. Say *one* and ask them *teeth or tooth?* Say *five* and ask *teeth or tooth?* Tell the students to draw their own teeth in the diagram in their books and write and circle.

6 Describe your picture. Tell a friend. 🗣️

Under the diagram of your mouth write *I have (28) teeth. I brush my teeth three times a day.* Present your diagram, pointing to the teeth and then miming brushing your teeth. The students complete the sentences individually. Have the students work in pairs to present their diagrams and say their sentences to their student. Ask a couple of volunteers to come to the board to present their diagrams. Ask *Are your pictures the same? Do you have the same number of teeth?*

WORKBOOK ANSWERS

- 1 1 baby 2 20 3 baby 4 28
5 teeth
2 Column 2: b, b, a, b, a
Column 3: 20, 28

Further practice / Homework

Workbook page 22; Unit 2 CLIL Worksheet;
Unit 2 CLIL Video Worksheet

5 Count and draw your teeth. Write and circle.



_____ baby tooth / teeth
 _____ adult tooth / teeth

6 Describe your picture. Tell a friend.

I have _____
 I brush _____

7 Listen and circle the th sound.

Listen again and repeat.



8 Listen and read.

Bears in the bathroom, one, two, three.
 Mr. Bear, Mrs. Bear, a bear family.
 This is baby's toothbrush. Look at his teeth!
 Look at his mouth! Look at his feet!



9 Listen again and repeat the chant.

Phonics

3 Listen again and repeat the chant.

Ask students to close their books, play the recording again, pausing after each line for the students to repeat without following in their books. Play the recording one more time, encouraging the students to join in, saying the chant with the recording.

Optional activity

Divide the class into four groups. Give the groups time to practice the chant. Have each group say the chant and have a class vote on the group who chants the clearest and best pronunciation of the *th* words.

WORKBOOK ANSWERS

- 1 1 mouth 2 tooth 3 thirteen
 4 three 5 bathroom 6 toothbrush
- 1 toothbrush (second picture)
 2 mouth (fifth picture)
 3 teeth (first picture)
 4 toothbrush (third picture)
 5 bathroom (fourth picture)

Try! Tooth, teeth, mouth.

Further practice / Homework

Workbook page 23

Phonics

Learning objectives

- Practice pronunciation of the sound /th/.
- Practice listening to, reading and saying words with the sound /th/.

Materials

- Tracks 28–29; Unit 2 Flashcards (toothbrush, mouth, teeth); Workbook page 23

Warm up

Write /th/ on the board. Ask *What is the sound?* Elicit any words they know with the sound. Stick the toothbrush, mouth and teeth flashcards on three different walls. Write *three* and *13* on the board. Point to the flashcards and numbers in random order. The students say the words. Then say the words in random order and the students point.

1 Listen and circle the th sound.

Listen again and repeat.

The students look at the pictures. Say *Point to the mouth / teeth / three*. Use the recording to model the words for the students to repeat chorally and individually. To help with the pronunciation show students how your tongue sticks out when you say the sound. Tell them to put their finger on their mouth so they can feel their tongue when they say the words. Play the recording for the students to listen to and point to the small pictures as they hear the words. Play the recording for the students to listen and circle the *th* sound in the words. Monitor and check their answers.

2 Listen and read.

Tell the students to close their books. Tell the students to listen to the chant. *Which words do you hear with the th sound?* Play the recording for the students to identify the words. Elicit which words they heard. Play the recording all the way through for students to follow.

Unit 2 Project and Value

page 28

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Take care of your teeth.

Materials

Poster paper; pens; magazines; scissors; glue stick; Unit 2 Stickers; Workbook page 24

Warm up

Write this poem on the board: *This is the way we brush our teeth, Brush our teeth, brush our teeth. This is the way we brush our teeth, On a warm and sunny morning.* Say the poem for the students and get them to do actions as you say it. Have the students say the poem and do the actions.

Value: Read and stick

Ask students to open their Student Books to page 28 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *How do you take care of your teeth?* (*Brush them, visit the dentist, don't eat candy.*)

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

A Healthy Teeth Poster

Stage 1: Plan your project.

If you asked the students to do the project connection Stage 1 during the Language Focus 1 Lesson, ask them what the adults told them and what is good and bad for your teeth. If you didn't, divide the class into groups of four and have them discuss question 1. Ask the groups to give you some ideas and write them on the board: *Good* on one side and *Bad* on the other. Divide the class into pairs and give them poster paper and pens and have them divide the paper into two sections and write *Good* and *Bad*, as you have on the board.

Stage 2: Develop your project.

Give the students scissors and magazines to find pictures for their poster. Hold up a magazine and point to pictures and ask *Good or bad?* Give the students glue to stick their pictures on the appropriate side of the poster. Ask the students for some suggestions for good titles and write them on the board, such as *Healthy Teeth, Take*

Unit 2 Project and Value

A Healthy Teeth Poster

Materials

- Poster paper
- Pens
- Magazines
- Scissors
- Glue stick

Read and stick.
Take care of your teeth!

Stage 1: Plan your project.

- 1 Ask an adult. What is good for your teeth? What is bad for your teeth?
- 2 Divide your poster into two sections. Draw a tooth on each side. Label the teeth *Good* and *Bad*.

Stage 2: Develop your project.

- 1 Find pictures in magazines to show what is good and bad for your teeth.
- 2 Stick your pictures on your poster.
- 3 Write a title.

Stage 3: Share your project.
Present your poster to your classmates.

Look! This is soda. It's bad for my teeth.

Stage 4: Evaluate your project.
Save your Poster.

Care of Your Teeth. Tell the pairs to choose a title and write it on their poster.

Stage 3: Share your project.

Put the pairs into groups of six. Ask each pair to take turns to present their poster to the group. Focus students' attention on the speech bubble *Look! This is soda. It's bad for my teeth.* Monitor the groups, but don't interrupt, just note down any errors to go over later. Choose volunteers to present their poster to the class. Ask *Why is it important to take care of your teeth? How can you teach other children to take care of their teeth?*

Optional activity

If it's possible to arrange this in advance, have a few volunteers present their posters to other classes, in order to teach other students how to take care of their teeth.

Stage 4: Evaluate your project.

This stage can be done as each stage is completed. Ask students to open their Workbooks to page 24 and direct their attention to Activity 3. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

- 1 Left to right / top down: bad, good, good, bad
- 2 Answers will vary.
- 3 Answers will vary.
Try! Answers will vary.

1 Listen, follow and say the number.



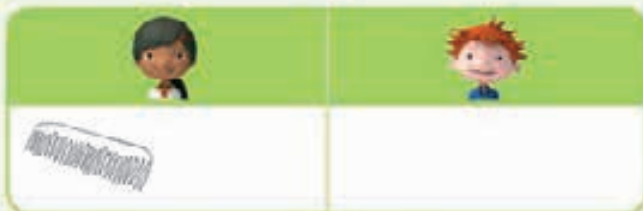
2 Look at Activity 1 and write sentences.

1 I have eyes. _____
 I have a nose. _____
 I have toes. _____

2 I have ears. _____
 I have a mouth. _____
 I have a nose. _____

3 Choose and draw. Write sentences.

brush comb soap towel



This is her comb. _____



the pathway that the class tells them, using full sentences starting *I have ...*. Point to star number 1 and the example sentence. Have the students work together to write the pathways to stars 1 and 7. Have the students swap their Student Books with their partner to check their sentences. Tell the students to check spelling and punctuation. They use a different-colored pen to put a dot next to any mistakes. The students return the student books and they correct their own work. Finally, check the activity as a class by asking a volunteer to write them on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 7.

Optional activity
 Divide the class into two teams, A and B. Choose a student from each team to come to the front. Ask the Team A student to give directions to a star without saying its number. The Team B student listens and follows the directions through the picture, and gives the number of the star at the end of the path. Repeat with other volunteers from the teams.

3 Choose and draw. Write sentences.

Ask volunteers to come and stand on different sides of the board. Behind each student, on the board, draw one of the household objects. Ask the class to make a sentence about the boy and girl. Start them off by saying *This is her / his ...*. Change the objects and elicit two more sentences. This time ask a volunteer to write the sentences on the board on the girl or boy's side. Repeat one more time. The students look at the table and choose one of the household objects for Lola and two for Monty and draw pictures in the correct box. The students write three sentences.

Optional activity
 Give students a few moments to look through Unit 2 in their Student Book. Ask them to choose their favorite page and draw a little smiling face at the top.

Additional resources
 The Unit 2 Test can be given now.

WORKBOOK ANSWERS
 1 nose (I have a nose) eyes (I have eyes) feet (I have feet) face (I have a face)
 2 Left to right / top down: towel, toothbrush, comb, brush, shampoo, soap

Further practice / Homework
 Workbook page 25

Further practice / Homework
 Workbook page 24

Unit 2 Review page 29

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Body part words, household objects
 Simple present *I have + noun (a nose)*
 Possessive adjectives: *This is her / his comb.*

Materials

Track 30; Unit 2 Flashcards Set 1 (body parts); household objects

Warm up

Write *cheeks* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see *cheeks*, they shout

Snap! Repeat with the different words until they have all been done.

1 Listen, follow and say the number. 30

Ask the students to open their Student Books and look at the maze. Say *I have ears* and have the students point to the picture of Lola's ears. Repeat with *mouth* and *toes*. Ask *What number is under toes? (6.)* Tell the students to listen to the recording and follow the path as they just did in the example with you. Play the first section / pathway of the recording, following the maze with your finger and encouraging students to do the same. Ask *What number is it? (6.)* Play the next three pathways for the students to listen, follow and identify the number. Play all four sections, pausing after each section, for the students to shout out the number.

2 Look at Activity 1 and write sentences.

Elicit the pathway to star number 6. Ask a volunteer to come to the board and write

Unit 2 Review Game

page 30

Lesson objectives

Review the vocabulary and language learned in Units 1 and 2.

Language

Color words, classroom objects, simple present *be* + adjective: *It's (red)*. Possessive adjectives: *It's my (book)*. *It's your (pencil case)*.

Body part words, household objects, simple present *I have* + noun (*a nose*). Possessive adjectives: *This is her / his comb*

Materials

Track 20; one die per team and one counter per student; Workbook page 26

Warm up 20

Sing the song from the Unit 2 vocabulary lesson. Divide the class into three groups and give each group a different part of the song. Give group 1 the chorus *Doctor! Doctor!* Give group 2 the verse *Look at my face*. Give group 3 the verse *Look at my eyes*. Have the students stand up and play the recording. Each group sings their part of the song with actions.

1 Play The Paint Race.

Divide the class into teams of four and tell them they are going to make sentences in their teams. They get one point for a correct sentence. The winning team is the team with the most points. Tell the groups to open their books to page 30 and look at the game board. Give one of the groups a square, such as number 1. The group looks at the picture and prompt and makes a sentence. (*It's purple*.) Repeat with three squares for each team. Keep score of the team points.

Have the students remain in their groups and explain that they are now going to play the board game. Explain the rules: the first student to the finish square wins the game; when they land on a square they have to look at the picture and sentence starter and make a sentence.

Give out the counters and dice. On the game board point out *Go forward 2 spaces* / *Go back 2 spaces* and show the students what this means on the game board.



On the board write *It's my / your turn!*

That's correct / not correct. Model the

sentences for the students to repeat. Show the meaning of *my turn*, *your turn* by demonstrating with a group, passing the dice to a student and saying *It's your turn* and taking the dice for yourself and saying *It's my turn*. Monitor the groups while they are playing and encourage the students to use the game language and count the squares in English as they move their counters.

When they finish, they play again.

On the board write a few of the mistakes that the students were making and ask the class to help you correct them.

Optional activity

If there is time, tell the students to choose one of the squares from the game board and draw their own version.

WORKBOOK ANSWERS

1 1 white 2 teeth 3 pencil
4 schoolbag 5 nose 6 towel
7 black 8 shampoo

Further practice / Homework

Workbook page 26



Japan

Culture



1 Answer with a friend. Where do you have lunch?

2 Read the text and number the pictures.

- 1 Hello! I'm Miho. I'm from Japan. I'm in grade 1. I'm six. This is my teacher, Mr. Sato. I help him clean up the classroom!
- 2 Look! I have lunch at school. I eat my lunch in my classroom. Today I have rice, fish and milk. I use chopsticks!
- 3 After lunch, I brush my teeth at school.



3 Read again and complete the chart. Then complete for you.

Name	Age	Teacher	Lunch	Brush Teeth
Miho	6	Mr. Sato	<input checked="" type="checkbox"/> at school <input type="checkbox"/> at home	<input checked="" type="checkbox"/> at school <input type="checkbox"/> at home
			<input type="checkbox"/> at school <input type="checkbox"/> at home	<input type="checkbox"/> at school <input type="checkbox"/> at home

4 Answer with a friend. Is your school the same or different?

2 Read the text and number the pictures.

Hold up your book and point to the photographs and ask *Where is lunch at this school? (In the classroom.) Who is the man in the picture? (The teacher.) What are the girls doing? (Brushing their teeth.)*

Have the students read the text individually and number the pictures. Read out the paragraph as the students follow in their books. Say *Point to the picture.* Students continue on their own.

To check as a class, read the text aloud, pausing after each paragraph, and tell the students to point to the correct pictures.

3 Read again and complete the chart. Then complete for you.

Ask the students *What's the girl's name? (Miho.) How old is she? (Six.)* Draw the students' attention to the table and point to the name and age. Ask *What is the teacher's name? (Mr. Sato.)* Point to the gap in the table and tell them to write the name here. Divide the students into pairs and have them complete the rest of the table. Check answers as a class by asking volunteers *Where does Miho have lunch? (At school.) Where does she brush her teeth? (At school.)* Tell the students to complete the table. Show your Student Book and talk about yourself, pointing to each box in the table as you do.

4 Answer with a friend. Is your school the same or different?

Divide the students into pairs and tell them to look at the text, photos and table and compare their school with Miho's to find two differences. Give them an example *I eat lunch at home. Miho eats lunch at school.* Ask volunteers to share their differences with the class. Ask *What do you remember about Japan?*

Culture page 31

Lesson objectives

Begin to see similarities and differences between schools.

Present and practice meal-related vocabulary.

Understand the main points of a short text and demonstrate how information can be found to complete a table.

Language

Chopsticks, classroom, fish, home, Japan, lunch, rice, milk

Additional vocabulary related to the reading text.

Materials

Chopsticks (picture or real items); world map / map of Japan; Workbook page 27

Warm up

Write *Japan* on the board and if you have a world map or a map of Japan stick this on the board. Divide the students into groups of four and ask them to share anything they know about Japan. Give your own example: *It's in Asia* and point to it on the map. Ask groups to share their ideas with the class.

1 Answer with a friend. Where do you have lunch?

Show the students the picture of the chopsticks and ask *Do you know what they are?* Draw or show pictures of rice, fish and milk and elicit the words. Write *lunch* on the board and talk about your lunchtime. For example, *I have lunch at home with my family. I eat ... and talk to my friends.*

Tell the students to open their Student Books at page 31. Read out the instructions. Divide the class into pairs. Tell the students to talk to their partner and answer the question. Ask a few students to share where they have lunch.

Optional activity

Tell the students to write a letter about their school to Miho. They draw three pictures of themselves at school. Under each picture they write a sentence. Give an example, draw a picture on the board of yourself having lunch at home and write the sentence *I have lunch at home.*

WORKBOOK ANSWERS

1 1 name 2 teacher 3 lunch 4 teeth

2 The following should be marked in Miho's column: I have lunch at school. I brush my teeth at school. The Me column will vary.

3 Answers will vary.

Try! circle

Further practice / Homework

Workbook page 27

Unit 3 Vocabulary

pages 32–33

Lesson objectives

Identify family members.

Practice family members through a song and follow-up activities.

Language

Family members: *aunt, brother, cousin (male and female), dad, grandpa, grandma, mom, sister, uncle*

Materials

🎧 Track 31–32; Monty the Clown Flashcard; Unit 3 Flashcards Set 1 (family); Workbook page 28

Warm up

Choose three letters from the alphabet, such as *a, d, g* and write them on the board. Have the students work in teams of four and give them five minutes to think of as many words as they can beginning with the letters. Tell them not open their books. Say *Stop!* after five minutes and ask the groups to swap their lists with another group to check each other's words. Ask each group to tell you how many words they have. The team with the most correct words wins.

1 Answer with a friend. 🗣️

Show the Monty the Clown flashcard and ask *What do you think Monty is today?* Take all suggestions. On the board draw a clown face bit by bit. Draw the red nose and big clown shoes last. As you are drawing ask a few times *What is Monty?* to try to elicit *clown*. If the students don't know the word by the time you have finished the picture, say *clown*.

Put the flashcard of the young boy in the cap on the board at the bottom. Elicit a name for him. Put the flashcard of the girl in pigtails next to him and ask *Who is she?* (*Sister*.) Put the pictures of *mom* (red hair) and *dad* (glasses) above the students and draw lines to them. Ask *Who are they?* (*Mom and dad*.) Continue building the family tree, adding *grandpa, grandma, aunt, uncle* and *cousins*, drawing lines and eliciting the family members. Write the words (*aunt, brother, cousin (male and female), dad, grandpa, grandma, mom, sister, uncle*) under the correct family member. Leave the family tree on the board for reference.

Divide the class into pairs. Ask students to open their Student Books to page 32 and look at the picture. Point to Monty and ask *Who is this?* (*Monty*.) *What is he?* (*A clown*.) *Where do you see clowns?* (*At the circus*.) *Who are the people?* (*Monty's family*.) Ask a volunteer to hold up their book and count the people for the class to check.

3 Monty the Clown

Vocabulary

1 Answer with a friend. 🗣️

1 How many people are there at the circus?

2 Do you go to the circus with your family?

2 Listen and point. 🎧

3 Listen again and repeat.

4 Look and find the hats. Read and number.

mom 4 uncle 5 brother 7

grandpa 1 aunt 6 dad 3

cousin 9 grandma 2 cousin 10

sister 8

Tell the class about when you go to the circus, who you go to the circus with, and what you like at the circus. Ask students to answer the second question with their partner. Ask a few pairs to share their experiences of the circus. Point to some of the people in the crowd, such as the older people, and ask *Who is he /she?* (*Grandpa and grandma*.) Repeat with a couple of other people.

2 Listen and point. 🎧 31

Focus students' attention on the picture and point to a *hat*. Ask *What's this?* Point to person 8 and say *It's a green hat*. Give individual students a number and they describe the hat the person is wearing. Play the recording and encourage students to point to the people as they hear the hats described. Play the recording again, stopping after each word for the students to point to the appropriate family member.

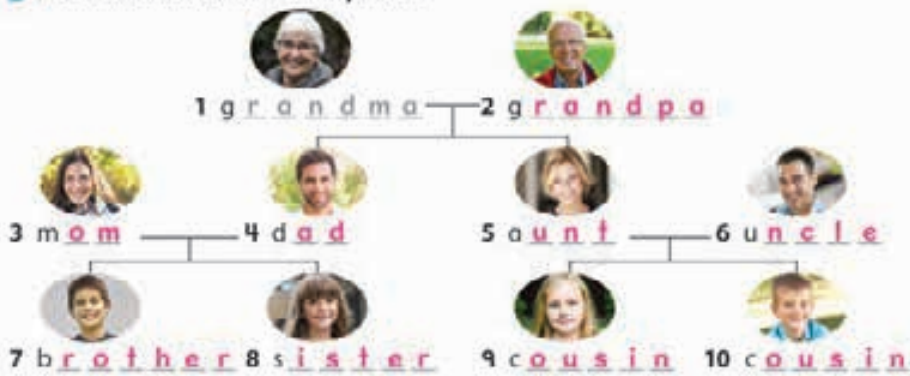
3 Listen again and repeat.

Hold up the flashcards one by one modeling the words for the students to repeat chorally and individually. Pay particular attention to the sound *th* in *brother*, and the consonant clusters *gr, cl* and *br* and the *z* sound in *cousin*. Help the students form the sounds by example. Make sure the students are pronouncing the final letters for all the vocabulary. Have the students work in pairs. Play the recording for the students to repeat the words with their partner.

4 Look and find the hats. Read and number.

Show the students grandpa's hat and ask them to point to grandpa. Have the students work in pairs to match the family members to the hats and number the hats. On the board write the sentence starters *This is ... This is his /her ... hat*. Check answers as a class, asking individual students to use the sentence starters *This is grandpa. This is his brown hat*.

5 Look and label the family tree.



6 Circle the family pictures in each verse. Listen and sing along.

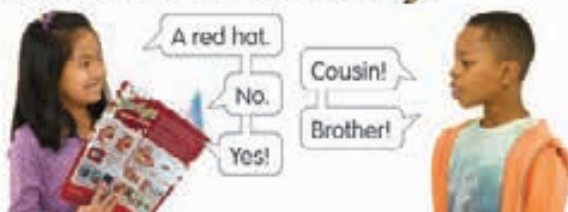
Come, come, come to the circus,
You and you and you!
Mom and Dad, Brother, Sister,
Come to the circus, too!

Come, come, come to the circus,
You and you and you!
Aunt and Uncle and my cousins,
Come to the circus, too!

Come, come, come to the circus,
You and you and you!
Grandpa, Grandma, yes, you too,
Come to the circus, too!



7 Play Remember the Hats with a friend.



Optional activity

Divide the class into pairs. Tell them to take turns pointing to a family member and using the sentence starters to describe the person.

5 Look and label the family tree.

Refer students to the flashcard family tree on the board from the Activity 1 and tell them it's a family tree. Students complete the exercise using the family tree on the board to help them. Monitor and check their spelling and letter formation.

6 Circle the family pictures in each verse. Listen and sing along.

On the board write the words *aunt, brother, cousin (male and female), dad, grandpa, grandma, mom, sister, uncle*. Ask a volunteer to come to the board. Play the song and have the volunteer circle the family member word when they hear it in the song. The class help by shouting out the words they hear.

Tell the students to look at the pictures in the box next to verse 1 in the song. Play the recording of verse 1 and ask the students to point to the pictures in the box. Do the same with verse 2 and 3. Ask the students to circle the pictures in each verse. Point out *mom* circled as the example.

Divide the class into three groups and assign each group a verse. Have each group make up some actions for their verse. Monitor and help with some ideas. Use the hands to mime a 'come here' gesture for *Come to the circus* and pointing to different students for *You and you and you!* Play the song verse by verse for each group to sing along and do their actions for the class

7 Play Remember the Hats with a friend.

On the board write out the speech bubbles and ask two volunteers to say the dialogue. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and

individually. Tell the students to look at the family members in the picture on page 32, Activity 1, for one minute and memorize the people, hats and colors. Tell the students to close their books. Say *A green hat* and have the students tell you which family member has a green hat. (*Sister.*) Divide the class into pairs. The students take turns to describe a hat to their partner and their partner guesses the family member. Monitor and help with the pronunciation where necessary.

WORKBOOK ANSWERS

- 1 brother 9 cousin 5/10 dad 7 grandma 6 aunt 8
- 2 1 uncle 2 aunt 3 sister
- 4 brother 5 cousin 6 cousin
- 7 grandpa 8 grandma 9 dad
- 10 mom

Try! Answers will vary.

Further practice / Homework

Workbook page 28

Unit 3 Reading pages 34–35

Lesson objectives

- Understand and act out a story.
- Sequence phrases from a story.
- Review family members in the context of a story.

Language

Demonstrative adjectives *this* and *these*

Materials

- Track 33; Unit 3 Flashcards Set 1 (family members); Unit 3 Storycards; DVD Unit 3 Story; Workbook page 29

Warm up

Divide the class into nine groups. Say one of the family member words, such as *brother*, and ask one of the groups to spell it for you. If they spell it incorrectly, ask another group to try and spell it correctly. Repeat for all groups and words.

1 Look at the pictures and answer with a friend. 🗣️

Hold up the first storycard and say *This is a story called Jump! Jump! Jump!* Tell the students that the girl's name is *Ruby*. Ask the students *What can you see in the picture?* (A circus. A cat. A tree. A trampoline.) *What is the cat's problem?* (It is stuck in the tree.) *How do you think Ruby can get the cat?* Take all suggestions but don't say which one is correct.

Tell the students to look at the pictures on page 34 in their book. Say *Point to Ruby and the cat.*

Divide the class into pairs and ask a volunteer to read the questions aloud. Have the students read the whole story and work together to answer the questions.

Check the pairs' answers by pointing to the cat and asking *Who is this?* (*Bam Bam.*) Ask *How many people are there in Ruby's family?* (*Six including Ruby.*) Ask *Why can't the family get Bam Bam in frames 2 to 6?* (*Because Bam Bam is very high in the tree.*)

Optional activity 🎧 33

Divide the class into eight groups and give each group a storycard. Play the recording, stopping after each card and ask the group with the relevant story card to hold it up. Ask a volunteer in the group to ask the questions on the back of their card for the class to answer. Repeat for all eight storycards.

2 Listen and read. Circle the family members in the story. 🎧 33

Focus students' attention on the story. Say *This is my grandma. This is my dad. These are my cousins. This is my grandma.* one by

Unit 3 Reading Jump! Jump! Jump!

1 Look at the pictures and answer with a friend. 🗣️

1 How many people are there in the family? 2 Who is Bam Bam?

2 Listen and read. Circle the family members in the story. 🎧

brother cousins dad grandma grandpa mom

1 This is Ruby. This is Bam Bam. Bam Bam is in the tree. The tree is very big. Bam Bam is very high up.

2 This is Grandpa. Grandpa jumps, but Bam Bam is very high up.

3 This is Dad. Dad jumps. He jumps onto Grandpa, but Bam Bam is very high up.

4 These are Ruby's cousins. The cousins jump. They jump onto Dad, but Bam Bam is very high up.

one and point to the family members as you say the sentences. Tell the students to read the story and underline the family member words in each frame. Write *grandpa* on the board and underline it as an example.

Read the instruction aloud and point to the list of family member words. Show *grandpa* circled in the example. The students work individually to circle the family members that appear in the story.

Check the answer as a class asking volunteers to tell you a family member who is in the story.

Optional activity

Play the video with no sound, pausing after each frame for the students to tell you what is happening and add any dialogue they can remember, especially *This is ...*

Play the video again. Pause the video as each family member is introduced and before the narrator says *This is ...* and ask each time *Who's this?* (*Grandpa, dad, cousins, grandma.*) Pause again after each family member jumps and tries to reach Bam Bam and ask *Can he / she / they help Bam Bam?*



WORKBOOK ANSWERS

- 1 The following words should be colored: dad, cousins, grandpa, grandma
 - 2 Answers will vary.
 - 3 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 29; Unit 3 Reading Worksheet; Unit 3 Story Worksheet

3 Act out the story.

Divide the class into groups of seven and assign each student a role from the story: the narrator, Ruby, Grandpa, Dad, two cousins, Grandma.

Ask the groups to think of some actions for each of the characters in the story and to find a prop to use for Bam Bam. Make sure the students don't try and jump on top of each other but just mime it by jumping on the floor.

In preparation for acting out the story, have the groups use the story in the book to practice the script by reading their roles in the groups. Once they have had time to practice the dialogue, tell them to think about their actions again and what each character will do before they act it out.

The students then act out the story with actions and dialogue. Monitor the groups and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language *This is my + (a family member)* correctly. For groups that finish

quickly and do the activity easily, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Ask students *How does Ruby feel in frame 1 and frame 8? How does the cat feel in frame 1? What does the story teach us about families? (They help and take care of us.)*

Personalize the story by asking *Who do you ask for help in your family if you have a problem? Give an example from your family to encourage them to think about their own answers.*

Optional activity

Ask the students to complete the story activities on page 29 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 2.

Unit 3 Language Focus 1

pages 36–37

Lesson objectives

Talk about family members using *This is my ... / These are my ...*
Review family members.

Language

Demonstrative adjectives *this* and *these*

Materials

Track 34; Unit 3 Storycards; Unit 3 Flashcards Set 1 (family members); Workbook pages 30–31

Warm up

Divide the class into teams of four. Write the anagram *lifamy* (*family*) on the board and ask if anyone can tell you the word. Write these anagrams on the board *cuoins* (*cousins*), *add* (*dad*), *omm* (*mom*), *ganrdap* (*grandpa*), *amragnad* (*grandma*), *unat* (*aunt*), *clune* (*uncle*), *thoberr* (*brother*), *tisres* (*sister*). Tell the teams to find the nine words and write them.

The first team to finish shouts *STOP!* All teams stop writing.

Ask a volunteer to write the words on the board correctly for the class to check. Each team gets a point for each correctly spelled word. The winning team has the most points.

1 Read and number. Listen, point and say the number.

34

Ask the students to recap the story of *Jump! Jump! Jump!* using the storycards to prompt them. Stop before each family member is introduced and get the students to say *This is ...*

Do the first one as an example: *This is Ruby.*


Ask the students to open their books at page 36. Point to the four pictures one by one and ask *Who is this?*

On the board stick the flashcards of grandpa, grandma, dad and cousins. Read the first speech bubble and write the number 1 next to the flashcard of dad. Tell the class to read the other sentences and number the pictures in their books as in the demonstration.

Check their answers by asking a volunteer to come to the board and write the correct number next to the family member flashcards on the board. Play the recording for students to listen, point to the correct picture and say the number.

Unit 3 Language Focus 1

1 Read and number. Listen, point and say the number.




1 This is my dad.

2 This is my grandpa.


3 These are my cousins.

4 This is my grandma.



2


4




1

3

2 Look, read and circle.




1 This is / These are my grandma.




This is my family.

2 This is / These are my sisters.



3 This is / These are my mom.



4 This is / These are my uncles.

2 Look, read and circle.

On the board put the flashcard of mom and the two flashcards of the cousins. Under mom write *These are / This is my mom*. Ask a volunteer to come to the board and circle the correct demonstrative adjective. (*This is.*) Circle *is* in a different color. Under the cousins write *This is / These are my cousins*. Repeat with another volunteer and circle *are* and the plural *s* in a different color.

Have the students work with a partner to look at the pictures and read out the sentences to each other. Read out number 1 as an example: *This is / These are my grandma*. The students then discuss which sentence starter is correct before circling the correct one in their books.

Ask volunteers to read out their answers to check as a class.

Project connection

You can choose to do Stage 1 of the project on page 42 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Look and write *This is* or *These are*.

Tell students to look at the sentences and go through number 1 with them as an example.

Focus students' attention on the Grammar box, pointing to the *This* with *aunt* and *these* with the plural *s* in *cousins*. Do a quick concept check by saying to the students *Point to mom. Point to uncle*.

Students complete the exercise. Monitor and check the spelling and grammar of the sentences. Check together as a class by asking a volunteer to write the correct sentences on the board.

3 Look and write *This is* or *These are*.



Grammar

This is my aunt.
These are my cousins.

- 1 This is _____ my mom.
- 2 **This is** _____ my grandpa.
- 3 **This is** _____ my uncle.
- 4 **These are** _____ my sisters.
- 5 **These are** _____ my brothers.

4 Draw your family. Play *The Family Game* with a friend.



4 Draw your family. Play *The Family Game* with a friend.

On the board, draw a picture of a couple of members of your family. Number the pictures and say *This is / These are my ...*. Ask the students to guess which picture you are talking about and tell you the number. Repeat a few times.

Model the dialogue for students to repeat chorally and individually. Point to the people outlines and tell the students to draw four family members. Divide the students into pairs. The students take turns to show their picture to their partner for them to guess who the family members are. Demonstrate the activity with a volunteer. The pairs continue the activity together. Monitor and help where necessary.

Ask volunteers to come to the front of the class and present their partner's family by saying *This is (Juan). This is / These are her / his (mom / brothers)*.

Optional activity

Instead of drawing pictures of members of your family, you could bring in some family photos and stick them on the board. Talk the students through the photos, telling them who everyone is and how they relate on your family tree. You could ask students to bring in photos of their families to show the class too.

WORKBOOK ANSWERS

- 1 Top down: 3, 4, 1, 2
- 2 1 These are my uncles. 2 This is my grandma. 3 This is my cousin. 4 These are my aunts.
- Try! Answers will vary.
- 3 1 This is 2 These are 3 This is 4 This is 5 This is
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 30–31; Unit 3 Language Focus 1 Worksheet

Unit 3 Language Focus 2

pages 38–39

Lesson objectives

Describe eyes and hair using descriptive adjectives.

Describe family members using *He/She has*.

Practice describing family members through a song and follow-up activities.

Language

Descriptive adjectives: *big, blond, blue, gray, green, long, short, small*

Present simple for description: *She has small eyes.*

Materials

Tracks 35–36; Workbook pages 32–33, 123

Warm up


Divide the board in half. Write *This is at* at the top on the left side and *These are at* at the top on the right side. Ask the students to copy the columns. Tell the students to copy the columns. Tell the students you are going to dictate some words and they have to write them in the correct column. As an example say *a pen* and ask the students which column to write it in. (*This is.*) Have the students work in pairs. Say the following words: *cheeks, a face, bears, eyes, a brush, teeth, a hat, brothers*. Give the pairs time to discuss and write the words in the correct column. Ask volunteers to come to the board and write the words for the class to check.

1 Listen, point and repeat.

Match. 35

On the board draw two basic faces, one with long hair and big eyes, one with short hair and small eyes. Point to the eyes and the hair and ask *What's this? (Eyes and hair.)* Point to the face with the long hair and say *This is long hair. These are big eyes.* Repeat with *short hair and small eyes.* Tell students to look at the pictures. Point to the first picture and ask *Big or small eyes? (Small.)* Repeat with picture 2. Point to pictures 3 and 4 and ask the students to describe the hair. (*Long hair, short hair.*) Point to picture 5 and say *gray hair.* Point to picture 6 and say *blond hair.*

Play the recording for the students to listen and point to the pictures. Pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Point out the example *long hair* and draw students' attention to the line to the third picture. The students match the phrases to the pictures. Play the recording for the students to check.




1 Listen, point and repeat. Match.

long hair

blond hair

small eyes



gray hair

big eyes

short hair

2 Circle the descriptions. Listen and sing along.


It's Grandpa! Grandpa!
Look over there!
He has blue eyes. He has gray hair.
It's Grandpa! Grandpa!
Look over there!
He has small eyes. He has short hair.
Jump, jump, Grandpa!
Jump, Grandpa, jump!
Jump, jump, Grandpa!
Jump, Grandpa, jump!

It's Grandma! Grandma!
Look over there!
She has green eyes. She has blond hair.
It's Grandma! Grandma!
Look over there!
She has big eyes. She has long hair.
Jump, jump, Grandma!
Jump, Grandma, jump!
Jump, jump, Grandma!
Jump, Grandma, jump!

3 Look and complete.

big eyes blond hair blue eyes green eyes
gray hair long hair short hair small eyes

Grandpa has ...	Grandma has ...
blue eyes	green eyes
gray hair	blond hair
small eyes	big eyes
short hair	long hair



Optional activity

Have the students work in groups of four. Bring in some pictures of people from magazines and give each student a picture. Have the students take turns describing the person in their picture.

Additional resources

The Unit 3 Flashcards Set 2 and Unit 3 Wordcards can be integrated at any point from here on.

2 Circle the descriptions. Listen and sing along. 36

Say *grandpa* and ask the students to point to the word in the song. Repeat with *grandma, blond, green, short, big, short, long*. Point to the example *blue eyes* circled in the text. Have the students work in pairs to circle the descriptive words. Monitor and help by pointing to some of the descriptive words.

Play the recording for the students to listen to the song and follow in their books. As a class make up some actions.

For example, for *long* and *short* the students show with their hands, for *Look over there*, students point. Divide the class into two groups, A and B. Play the song for the students to do the actions. Play again and group A sings about grandpa and group B sings about grandma. The whole class sings the chorus together. Play a final time for the class to sing and do the actions.

3 Look and complete.

Focus the students' attention on the picture and ask *Who are they? (Grandpa, Grandma, Ruby and Bam Bam.)* On the board write *big eyes* and *gray hair*. Ask *Who has big eyes? (Grandma.) Who has gray hair? (Grandpa.)*

Look at the table together and ask the students to make a sentence *Grandpa has ...* Tell the students to write the description in column one of the box. The students continue individually to complete the descriptions for Grandma and Grandpa.

4 Look and read. Write yes or no.



- | | |
|---------------------------|------------|
| 1 The girl has long hair. | <u>no</u> |
| 2 Grandma has blond hair. | <u>no</u> |
| 3 Dad has small eyes. | <u>yes</u> |
| 4 Mom has big eyes. | <u>yes</u> |
| 5 The boy has blue eyes. | <u>no</u> |
| 6 Grandpa has gray hair. | <u>yes</u> |

Grammar

She has blond hair.
He has green eyes.

5 Complete the sentences about the people in Activity 4.

- Grandpa has big eyes. He has gray hair.
- Dad has small eyes. He has short hair.
- Mom has long hair. She has blond hair. She has big eyes. She has blue eyes.

6 Write the names of two people in your family. Write descriptions.

Mom _____

7 Make the game. Play with a friend.



Have the students swap their books with a partner. On the board draw two columns: *Grandpa has ...* and *Grandma has ...* Ask volunteers to come to the board to fill in the table for Grandpa and Grandma. Tell students to check each other's sentences and make any corrections.

4 Look and read. Write yes or no.

Point to two students in the class and say the sentence *The girl has short hair. Yes or no? The boy has short hair. Yes or no?* Write the sentences on the board. Write *yes* or *no* next to them. Circle the *has* in both sentences. Read the instructions aloud and focus students' on the picture. Ask *Who can you see in the picture? A girl and boy, mom and dad, grandpa and grandma.* Direct the students' attention to the example sentence and say *Point to the girl.* Explain to the students that they have to look at the sentences and the picture and write *yes* or *no*.

Monitor and help students by pointing to the picture and saying the sentences. Divide the class into two groups A and B.

Check the answers with the whole class by asking group A to say the sentences and group B to answer.

5 Complete the sentences about the people in Activity 4.

On the board write one of the students' names and elicit a description. For example, *... has short hair. He / She has green eyes.* Ask a volunteer to write the sentence on the board. Read out the instructions and point out the example sentence.

Tell the students to work individually to complete the sentences. Focus students' attention on the Grammar box and read the examples aloud to them. If students need help, refer them to the example, the previous activity or the Grammar box. Check answers by asking volunteers to write their sentences on the board.

6 Write the names of two people in your family. Write descriptions.

On the board write a description of one of your family members. For example, *My sister has long hair. She has blue eyes.* Tell the students to choose two people from their family and write descriptions of them. Monitor and check their spelling and word order, pointing out any errors to see if the student can correct it.

6 Make the game. Play with a friend.

Workbook page 123
Divide the class into pairs. Ask students to open their Workbooks to page 123. Hold up your book and ask *What is this? (A face.)* Point to the *hair and eyes* and ask *What's this?* Ask *What color is the hair? (Gray and blond.)*

Have students color the hair as instructed. Then cut them out of the book along the dashed lines.

Read the instructions out loud. Divide the children into pairs to play the game with their two sets of cards. Monitor, encouraging the children to use the language *He / She has big / small eyes. He / She has long / short hair. He / She has gray / blond hair.*

Optional activity

Ask the children to look again at the song in the Language Focus 2 Lesson. In their pairs, ask them to make the face of Grandpa and Grandma with their cards. Play the recording, encouraging the children to sing and point to the correct cut-out cards as they sing.

WORKBOOK ANSWERS

- 1 small eyes 2 gray hair
3 long hair 4 short hair
- Grandma: long hair, big eyes
Grandpa: color will vary, short hair, small eyes

Try! Answers will vary.

- 1 no 2 yes 3 no 4 no 5 yes
- 1 blond, hair: She has blond hair.
2 small, eyes: He has small eyes.
3 short, hair: He has short hair.
4 big, eyes: She has big eyes.

Try! Answers will vary.

Further practice / Homework

Workbook pages 32–33; Unit 3 Language Focus 2 Worksheet

Unit 3 CLIL

pages 40–41

Lesson objectives

Describe family members.

Become familiar with the concept of twins and create a drawing of one's own similarities and differences with a family member.

Language

Similar, different, identical, twins

Materials

Tracks 37–38; Workbook page 34

Warm up

On the board draw a three-by-three grid, and ask the students to copy it. Write the following words on the board in a list (not in the grid): *grandpa, grandma, dad, mom, sister, brother, aunt, uncle, cousins, long, short, big, small, hair, eyes, blond, gray*. Ask the children to choose nine words from the list and write one word in each box in their grid. Call out words from the list and tell the students to cross off the words in their grid as they hear them. The first student to complete a line of three shouts *Bingo!* to win.

1 Describe someone in your family to a friend.

Ask the students to open their books to page 40 and read out the instructions. Describe someone in your family to the class as an example.

Tell the students to describe someone in their family to their partner.

Ask a few volunteers to tell the class about a family member. Ask the students *Which family member are you similar to?* Explain *similar* is like *same* and tell them which member you are similar to and why. For example *I am similar to my sister. She has long hair like mine. She has big eyes like I do. Which family member are you similar to?*

Optional activity

Bring some photos of your family to show the class. You could also ask the students in the previous lesson to bring some photos of their family.

2 Listen and read along. Label the picture.

Ask the students to look at the photo of the family. Hold up your book and point to the two youngest girls and ask *How old do you think they are? Are they different? (No.) Do they have blond hair and blue eyes? (Yes.) Are they the same? (Yes. They are identical.)* Play the recording for the students to follow in their books. Ask *Are her mom and*

Unit 3 CLIL Science

1 Describe someone in your family to a friend.

2 Listen and read along. Label the picture.

Alice Dad Lily and Anna Mom

Twins

I'm Alice. This is my family.
My mom has brown eyes. My dad has blue eyes. They're *different*.
I have brown hair and brown eyes. I look like my mom. We're *similar*!
I have two sisters. Lily has blond hair. Can you see Lily?
Anna has blond hair, too!
They're *identical*! They're *twins*!

3 Look and circle the best words.

Similar / different

similar / identical

similar / identical

similar / different

4 Listen and write M (Monty) or L (Lola).

M This is my cousin. He has blue eyes. I have brown eyes. We're different.

L This is my sister. She has brown hair. I have brown hair. We're similar.

dad different? (Yes.) Is Alice similar to her mom? (Yes.) Are Lily and Anna twins? (Yes.)
Draw the students' attention to the names in the word pool and ask them to point to *mom*. Tell the students to work individually to write the names of the family members on the lines. Show *mom* as the example.
Check the answers together as a class. Ask *Why is mom similar to Alice? (Because she has brown eyes and brown hair.) Why is dad different from mom? (Because dad has blue eyes.) Why is Lily the same as Anna? (Because she has blond hair. They are twins and are identical.)*

3 Look and circle the best words.

Tell the students to look at the four pictures in the book. Look at the first picture together and ask *Are the girls different? (No.) Identical? (No.) Similar? (Yes.)* Tell students to circle *similar*.
Divide the class into pairs to discuss the other pictures and circle the correct word. Monitor and check understanding with the students by using things in the

classroom such as *pens, books and erasers* and asking if they are *identical, similar or different*. Check together as a class by asking a few volunteers for their answers.

4 Listen and write M (Monty) or L (Lola).

Point to the pictures of Monty and Lola and ask *Who is this? What can you see in their pictures? (People in their family.)* Choose two volunteers to read the speech bubbles aloud.
Play the recording for students to match the speech bubbles to Lola and Monty. Choose two different volunteers to read the speech bubbles and say if it's *Lola or Monty* for the class to check.

Optional activity

Divide the class into groups. Tell the children to look at all the photos in Activity 2 and 3. The students take turns to describe one of the people and their partner has to guess who they are describing. Give an example yourself.

5 Draw and color yourself and a family member.



6 Describe your picture. Tell a friend.

This is me and my _____ . My _____ .

I have _____ .

1 Listen and write the missing sound. Listen again and repeat.



brother



eraser



flower



sister



spider



teacher

2 Listen and read.

This is my brother, my sister and me.
 This is my teacher and her family.
 The clown has a flower. It's yellow and blue.
 He has a balloon and a spider, too!



3 Listen again and repeat the chant.

5 Draw and color yourself and a family member.

Draw a picture of yourself and a family member. Point to the picture and describe them to the class. For example, *This is my sister. She has long hair. I have long hair. We are similar.*

Tell students to draw a picture of someone in their family and themselves in the box.

6 Describe your picture. Tell a friend.

Under the picture of you write *This is my sister. My sister has long hair. I have long hair. We are similar.*

The students complete the sentences individually. They work in pairs to present their pictures and say their sentences.

Ask a couple of volunteers to come to the board to present their pictures. Ask *Does anyone have a twin brother or sister? Are you similar or identical? Do you know any identical twins? How do you know who is who?*

WORKBOOK ANSWERS

1 First picture: twins, identical
 second picture: similar
 third picture: different

2 Second row: different
 third row: similar

Try! Answers will vary.

Further practice / Homework

Workbook page 34; Unit 3 CLIL Worksheet;
 Unit 3 CLIL Video Worksheet

Phonics

Learning objectives

Practice pronunciation of the /əɪ/ sound.

Practice listening to, reading and saying words with the /əɪ/ sound.

Materials

Tracks 39–40; Workbook page 35

Warm up

Write *er* on the board. Ask *What is the sound?* Elicit any words they know with the sound, such as *brother, sister, eraser.*

Read out the following words and ask students to stand up when they hear the /əɪ/ sound: *teacher, flower, uncle, spider, pencil, towel.*

1 Listen and write the missing sound. Listen again and repeat.

39

Play the recording for the students to listen and repeat without looking in their books.

Have the students look at all the words and ask *Which letters are blue? (e and r.) Why? (It's the sound er.) Which word has the missing sound? (Teacher.)* Have the students write in the missing letters. Play the recording for the students to listen and write the missing *er* sound in *teacher*. Play the recording again as a model for the students to repeat chorally and individually.

2 Listen and read.

Point to the picture and ask the students what people, objects and colors they can see. Have the students work in pairs, taking turns to read a line of the chant. Play the chant for the students to listen and follow.

3 Listen again and repeat the chant.

Divide the class into four groups. Play the recording again pointing to different groups at random to say each line. Don't let them know, until just before each line, which group will be repeating. Repeat the activity, this time without the recording.

Optional activity

Divide the class into two groups. Tell one group to say the chant while the other group claps the rhythm. Change the groups and repeat the activity.

WORKBOOK ANSWERS

1 1 sister 2 teacher 3 eraser
 4 flower 5 spider 6 brother

2 Right column, top down: eraser,
 flower, spider, sister, brother

Try! Possibilities: brother, sister, father,
 mother, grandfather, grandmother

Further practice / Homework

Workbook page 35

Unit 3 Project and Value

page 42

Lesson objectives

- Describe family members.
- Explore the concept of a family tree.

Value

- Spend time with your family.

Materials

- Track 32; poster paper; brown paint; green and yellow colored paper; scissors; glue stick; Unit 3 Stickers; Workbook page 36

Warm up 32

Play the song from Unit 3 Vocabulary lesson Activity 6 for the students to sing along to and do the actions.

Value: Read and stick

Ask students to open their Student Books to page 42 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *How do you spend time with your family?* (*We eat together, we play in the park, we watch TV, we go shopping, we go on vacation.*)

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it under *Lola's Value*.

A Family Tree

Stage 1: Plan your project.

On the board write the names of the people in your family including an aunt and uncle, grandparents and cousins. Point to each name and tell the students who they are. *This is my ...*

Ask the students to write the names of the people in their family. Direct students' attention back to the names on the board and count the names with you.

Tell the students to count how many names they wrote.

Stage 2: Develop your project.

Ask the children to look at the picture of the tree and tell you about the family. For example, *This is mom. This is her sister.*

Give out the poster paper for the students to draw a tree and paint it brown. Make sure they draw a big tree.

Draw and cut out enough leaves for your own family members. Ask a couple of volunteers *How many people in your family?* Say to the children *Draw a leaf, big enough to draw a picture on, on a separate piece of paper, for each person in your family.* Give the students scissors and tell them to cut out the leaves. Tell them to draw and label

Unit 3 Project and Value

A Family Tree

Materials

- Poster paper
- Brown paint
- Green and yellow colored paper
- Scissors
- Glue stick

Read and stick.
Spend time with your family.

Stage 1: Plan your project.

- Write the names of the people in your family.
- Count the words. How many people are in your family?

Stage 2: Develop your project.

- Draw a tree on poster paper. Paint it brown.
- Cut out a leaf for each person in your family.
- Draw and label a family member on each leaf.
- Group the pictures. Which people are from your mom's family? Which people are from your dad's family?
- Stick your leaves onto your tree. Think about how you can show the family links.

Stage 3: Share your project.
Present your Family Tree to a friend.

Stage 4: Evaluate your project.
Save your Family Tree.

Look! This is my family tree. This is my grandma. This is my dad.

a family member on each leaf, giving an example with the leaves you cut out.

Go through your family members on the board and put them in two groups: *Mom's family* and *Dad's family*. Draw two leaves on your tree and show the students the link between your family members. Give the students glue to stick their leaves on their tree to show the family links. Tell the students to write their family name as the title. Help students to group their family members before they stick the leaves on.

Stage 3: Share your project.

Divide the class into groups of six. Ask each student to take turns to present their poster to the group. Focus the students' attention on the speech bubble *Look! This is my family tree. This is my grandma. This is my dad.*

Monitor the groups, listening to the presentations but don't interrupt, just note down any errors to go over later.

Ask the students *Why is family important?* (*They take care of you, they help you, they love you, they understand you.*)

Optional activity

Stick the students' family trees on the walls. Tell the students to look at the trees and stand next to the tree that is similar to their family.

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 36 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and color the face that describes how they feel. Repeat for the other stages.

WORKBOOK ANSWERS

1 top row: ✓, X; bottom row: ✓, X

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 36

1 Listen, follow and say the number.



2 Look at Activity 1 and write sentences.

1 **3** This is my uncle. _____
 This is my grandma. _____
 This is my brother. _____

2 **8** This is my aunt. _____
 This is my dad. _____
 This is my grandma. _____

3 Draw and describe someone in your class.



This is my friend.



Play the recording, pausing after each section and eliciting the correct number in the star. Repeat as necessary.

2 Look at Activity 1 and write sentences.

Point to star 3. Elicit the path to get there: *This is my uncle. This is my grandma. This is my brother.* Have students write these answers. The students do number 2 on their own. Divide the students into pairs and assign them A and B. Tell the students who are A to read out their pathway for star 3 for their partner to follow in their books. Then B reads out their pathway for A to follow. Ask *Is the pathway correct? Do you get to the correct number star?* Finally, check the activity as a class by asking a volunteer to write the sentences on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 7.

Optional activity

Divide the class into pairs and assign them A and B. Tell student A to give directions to a star without saying its number for student B to listen and follow. Student B says the number and asks *Is it correct?*

3 Draw and describe someone in your class.

On the board draw a picture of a friend of yours and tell the class. *This is my friend ... He has short hair. He has brown hair and brown eyes.* Write the sentences on the board. Tell the students to draw someone in the class. They don't write their name, but write two sentences to describe them. Erase your sentences on the board except *He/She has ...* Divide the students into groups of four to present their descriptions. They take turns to show their pictures and say their sentences. The group listens and guesses the person.

Optional activity

Give students a few moments to look through Unit 3 in their Student Book. Ask them to find something they found difficult in the unit, such as the story, the grammar point, phonics or vocabulary, and write a question mark at the top of the page.

Additional resources

The Unit 3 Test can be given now.

WORKBOOK ANSWERS

- 1 Top left: This is my mom.
 Top right: These are my cousins.
 Bottom left: This is my dad.
 Bottom right: These are my aunts.
- 2 Answers will vary.
 Try! Answers will vary.

Further practice / Homework

Workbook page 37

Unit 3 Review page 43

Lesson objectives

Review the vocabulary and language.

Language

Family members, descriptive adjectives, *has + adjective + noun*: *My sister has blond hair.*

Materials

Track 41; Unit 3 Flashcards Set 1 (family members); Workbook page 37

Warm up

On the board draw two columns: one headed /er/ and one headed /i/. Write the numbers 1 to 12 down one side of the board. Have the children copy the table. Have the children copy the table. Say *Number 1—artist* and tell the students to put a checkmark in the *er* or the *i* column next to number 1. Complete it on your table on the board as an example. Repeat with the following words for the

students to mark the correct column: *teacher, flower, big, handprint, spider, brother, pink, eraser, six, sister, window.* Have a volunteer come to the board and repeat the list of words for the volunteer to mark the correct column.

1 Listen, follow and say the number. 41

On the board stick the family member flashcards in the same order as in the maze. Ask a volunteer to come to the board and say a pathway, such as *This is my aunt, this is my sister, these are my cousins.* and have the volunteer follow the path pointing to the flashcards in turn. Repeat with another pathway and volunteer.

Ask the students to open their Student Books and look at the maze.

Play the recording, pause after the first sentence, and elicit the family member. (*Uncle.*) Play the rest of the first section of the recording for students to follow and ask *What number is it? (Two.)*

Review Story pages 44–45

Lesson objectives

Review the vocabulary and language learned in Units 1–3.

Reading to find specific information in a text.

Language

Color words, classroom objects, parts of the body, descriptive adjectives

Simple present, *I have + noun: a bag, He + adjective + noun: He has blue eyes.*

Materials

🎧 Track 42; Unit 3 Flashcards Set 1 (family members); Workbook page 38

Warm up

Tell the students you are going to tell them a secret and they have to whisper it. Demonstrate whisper by whispering the sentence *Monty is in the library*. Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group, such as *Monty has a secret*. Tell that student to whisper the sentence to the student to the right, who then whispers it to the person to their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished ask the final students to write the sentence they heard on the board. Compare the sentences and then write the actual sentence you said.

1 Look at the pictures and answer with a friend. 🗣️

Hold up a family member flashcard and ask volunteers to describe the person for you. For example, *She / He has black hair. He / She has long hair*. Repeat with a different family member flashcard. Then tell the students to draw their own picture of a girl or a boy. Tell them not to show their partner—*It's a secret*. Divide the students into pairs and assign them A and B. Ask the students to sit back to back. Tell student A to describe their boy / girl for student B to draw. Student B listens to the description and draws what they hear. The pairs change roles and repeat the activity. Have the pairs compare their pictures and ask *Does the picture match the description?* Write the title *Secret Agent 10* on the board. Ask *What is a secret agent?* If the students don't know, explain it is like James Bond / 007 or another famous secret agent from a film or cartoon.

Secret Agent 10

- Look at the pictures and answer with a friend. 🗣️
 - Where are Monty and Lola? 2 Who are the secret agents?
- Listen and read along. Circle the words. Which ones does Secret Agent 10 have? 🎧 42

blond hair brown eyes blue eyes a black hat big feet a white hat

Optional activity

Photocopy and cut up the story into the eight frames. Make enough copies for one set per group of four students. Divide the class into groups of four and tell them to close their books. Give each group a set of the cut-up story. Tell them to work together to put the story in the correct order. Once they have ordered the story, tell them to look in their books and check the order with the story on pages 44–45.

Tell the students to look at the picture story on pages 44–45 and look at the pictures. Ask them to call out things they see in the pictures. Write the words up on the board. Read the instruction and ask the students to work with their partner to answer the questions. Ask volunteers for the answers and where they found the answers in the story. For example, *They are in the classroom.* (Frame 1.)

2 Listen and read along. Circle the words. Which ones does Secret Agent 10 have? 🎧 42

Ask the students *Who is Secret Agent 8?* (Monty.) *Who is Secret Agent 9?* (Lola.) Play the recording for the students to listen and follow in their books. Ask *Who is Secret Agent 10?* (Mr. Sonic.) Play the recording again, pausing before frame 3. Focus the students' attention on the description of Secret Agent 10. Point to the man in frame 4 and ask *Is this Secret Agent 10?* (No.) Point to the girl in frame 5 and ask *Is this Secret Agent 10?* (No.) Play the rest of the recording.

Have the students work individually to look at the descriptive words and circle the ones Secret Agent 10 has. Show the example *brown eyes* circled. Tell students to check their answers with their partner. Ask *Are your answers identical?*



3 Act out the story.

3 Act out the story.

Divide the students into groups of five and assign each student in the group a role: the teacher, Lola, Monty, Mr. Sonic. The fifth role is the narrator who can also play the girl and the man, as they don't have a speaking part. Give the students time to practice their lines by reading their parts in the story in their groups. Monitor and help with pronunciation and expression. Have the groups make up actions and collect any props they need before they practice acting out the story.

Optional activity

Ask the students *Is there a Secret Agent 11? (No.) What do you think he / she would look like?* Take all suggestions but make sure the students give full sentences, such as *She / He has brown hair.* Have the students work in pairs to draw and write a description of Secret Agent 11. They can use the frame 3 as a model for their writing. Choose a couple of volunteers to present their picture and description of Secret Agent 11 to the class.

Additional resources

The skills tests for Units 1–3 can be given now.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓ 4 X

2 Top row: 3, 4 bottom row: 2, 1

Try! The taxi is yellow. The door is brown. The pen is purple.

3 School: teacher, book, classroom, schoolbag, pen

colors: black, blue, brown, white

body and face: hair, feet, eyes

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 38–39

Unit 4 Vocabulary

pages 46–47

Lesson objectives

Identify items of clothing.

Practice items of clothing through a song and follow-up activities.

Language

Clothes: dress, hat, jacket, shoes, shirt, skirt, socks, sweater, pants, T-shirt

Materials

Tracks 43–44; Unit 2 Flashcards Set 1 (parts of the body); Unit 3 Flashcards Set 1 (family members); Flashcards of Monty the Artist, Lola the Doctor, Monty the Clown, Lola the Pilot; Unit 4 Flashcards Set 1 (clothes); Workbook page 40

Warm up

Stick the body parts and family members flashcards on the wall around the classroom. Point to each of the flashcards and elicit the word. Ask a volunteer to bring you a flashcard. For example, *Bring me a picture of grandpa*. The volunteer takes the flashcard off the wall and gives it to you. Tell the class to watch but not say if it's correct. If the student is correct they keep the flashcard. Repeat the activity with different flashcards and students.

1 Answer with a friend. 🗣️

Stick the flashcards of Monty the artist, Lola the doctor and Monty the clown on the board. Point to each flashcard and ask *What is Monty / Lola?* Ask *What do you think Lola is today?* Take all suggestions. Draw a picture of a plane on the board and say *Today Lola is on a plane. What is she?* (A pilot.)

Show the students the flashcard of Lola as a pilot and say *Look! Lola is a pilot*. Show students the clothes flashcards one by one and elicit or give the name of the clothes.

Divide the class into pairs. Ask students to open their Student Books to page 46 and look at the picture. Point to Lola and ask *Who is this?* Read question 1 aloud. Point to Lola's hat and ask *What color is this?* (Blue.) Tell the students to work together, taking turns to point at the clothes and say the color.

Read question 2 aloud and tell the students about your vacation. For example, *I go on vacation with my mom, dad and brother*. Ask a volunteer *Who do you go on vacation with?* Then ask the volunteer to choose someone else in the class and ask the question. Repeat the activity a few more times with different volunteers asking and answering.

4 Lola the Pilot

Vocabulary

1 Answer with a friend. 🗣️

- 1 What color are the clothes?
- 2 Who do you go on vacation with?

2 Listen, point and repeat. 🎧 43

3 Read and match.

1 hat	2 sweater	3 T-shirt	4 jacket	5 shirt
6 dress	7 skirt	8 pants	9 socks	10 shoes

2 Listen, point and repeat. 🎧 43

Ask the students to stand up. Play the recording and ask the students to point to the item of clothing if they are wearing it. Play the first two as an example; *hat* and *sweater*. If you are wearing either of these point to them.

Focus students' attention on the picture and the numbered clothes and ask them to point to the clothes as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the sound *er* in *sweater*. Make sure the students are pronouncing the final letters for all the vocabulary. Play the recording a final time for individual students to say the words for the class.

3 Read and match.

Hold up the clothes flashcards one by one and elicit the words. Read the instruction. Point to the example *hat* and the line from the word *hat*.

Have students work individually to draw a line from the words to the pictures. Monitor and, if needed, help by showing the flashcards and asking students to point to the word in the activity and then the picture. Check answers as a class.

Optional activity

Divide the class into pairs. Point to a piece of clothing you are wearing and say the word, such as *T-shirt*. Ask a volunteer to do the same. The pairs take turns to point to a piece of their clothing for their partner to say the word.

4 Solve the crossword puzzle.

Focus students' attention on the pictures of the clothes. Say a number and elicit the corresponding piece of clothing, such as *Number 2—shirt*. Repeat for all the clothes. Hold up your book and point to the crossword. Show the number 1 with the arrow and point to picture number 1 (the socks) and then the word *socks* in the crossword. Point to number 2 on the

4 Solve the crossword puzzle.

Across → Down ↓

5 Circle your clothes. Listen and play *Fashion Stand Up!*

Let's fly! Let's fly! Let's fly away!
Let's fly! Let's fly away today!

Pack your shoes. Let's fly!
Pack your socks. Let's fly!
Pack your pants. Let's fly tonight!
Pack your hat. Let's fly!
Pack your shirt. Let's fly!
Pack your jacket. Let's fly!
That's right!

Let's fly! Let's fly! Let's fly away! ...

Pack your shoes. Let's fly!
Pack your socks. Let's fly!
Pack your sweater. Let's fly tonight!
Pack your dress. Let's fly!
Pack your skirt. Let's fly!
Pack your T-shirt. Let's fly!
That's right!

Let's fly! Let's fly! Let's fly away! ...

6 Listen again and sing along.

7 Play *Clothes Memory* with your friends.



crossword and ask students *What is the word?* (Shirt.) Tell the students to write *shirt* in the crossword.

Have the students work in pairs to complete the crossword. Monitor and direct students' attention to the arrows and help with spelling and letter formation. Check answers by asking *What is number ...?* Ask volunteers to ask the question for the class to answer.

5 Circle your clothes. Listen and play *Fashion Stand Up!*

Mime the action for putting on shoes and ask *What's the word?* (Shoes.) Ask the students to think of actions for putting on the other clothes. Play the song and ask the students to mime putting on the clothes when they hear the clothes' word. Point to *shoes* circled in the song and ask the students to find the other words from Activity 4 and circle them in the song. Explain *pack* by drawing a suitcase on the board and pretending to put the clothes flashcards into it.

Ask the students to close their books and stand behind their desks. Play the recording and ask the students to stand up/sit down when they hear the clothes mentioned in the song. They can make airplane wings with their arms for the chorus, pretending to fly.

6 Listen again and sing along.

Go through the actions from Activity 5 again. The students stand up. Play the song for the students to sing along and do the actions. Repeat the activity as necessary and if the students are enjoying singing.

7 Play *Clothes Memory* with your friends.

Demonstrate the *Clothes Memory* game with a group of students. Start with *Pack your socks* and tell the next student to repeat what you said and add their own word. To prompt them, show them one of the clothes flashcards. Repeat with four or five of the group adding words to the

sentence. If a student forgets a word, start the game again.

Divide the class into groups of four and tell them to play the game. Monitor and help where necessary, making sure they are repeating the words and adding their own word as they go around. Listen for pronunciation errors to focus on after the activity.

WORKBOOK ANSWERS

- 1 dress 6 hat 1 jacket 2 pants 5 shirt 4 shoes 10 skirt 8 socks 9 sweater 3 T-shirt 7
2 1 skirt 2 hat 3 dress 4 shoes 5 sweater 6 shirt 7 T-shirt 8 pants 9 socks 10 jacket
Try! Answers will vary.

Further practice / Homework

Workbook page 40

Unit 4 Reading pages 48–49

Lesson objectives

- Understand and act out a story.
- Find specific information in a text.
- Review clothes in the context of a story.

Language

Simple present / *have + clothes*

Materials

- Track 45; Unit 4 Flashcards Set 1 (clothes); Unit 4 Storycards; DVD Unit 4 Story; Workbook page 41

Warm up

Hold all the clothes flashcards in a pile with the pictures facing towards you. Turn over one of the cards and very quickly show it to students. The student who guesses the card wins a point. Play the game with all the flashcards. The student with the most points wins the game.

1 Look at the pictures and answer with a friend.

Ask the students *Where do you go on vacation? What do you pack?* Ask the students to look at page 48 and to cover frames 3 and 4 of the story with their notebook.

Point to Pippa and say *This is Pippa*. Ask *What animal is Pippa?* (A polar bear.) *Where do you think she goes on vacation?* Take all suggestions. Point to Mickey say *This is Mickey*. *What animal is Mickey?* (A monkey.) *Where do you think he goes on vacation?* *What do you think happens in the story?* Have the students close their books and turn to their partner and talk about what they think happens in the story. Ask a few volunteers to share their ideas with the class.

LEARNING TO LEARN

Learning to predict what will happen in stories is an important aspect of learning to learn. These are cognitive skills that children develop through the world of literature. It is important to regularly ask children what they think is going to happen next and focus on small visual details of each picture in order to help children make meaning.

Tell the students to uncover and look at the story again on page 48 in their book. Divide the class into pairs and read the first question aloud. Have the students work together to look at the whole story and find the clothes Pippa and Mickey pack in the story. (*A sweater, socks, jacket, T-shirt, hat and shoes.*) Read question 2 aloud: *Are the vacations similar or different?* (*Different.*) *Why?* (*One vacation is cold. One is hot.*) Give

Unit 4 Reading On Vacation

1 Look at the pictures and answer with a friend.

1 What clothes do they pack? 2 Are the vacations similar or different?

2 Listen and read along. Circle Pippa's clothes red. Circle Mickey's clothes blue.

hat jacket shoes socks sweater T-shirt

1 This is Pippa the polar bear. She has her suitcase.
I have my sweater and my socks.
I have my jacket.

2 This is Mickey the monkey. He has his suitcase, too.
I have my T-shirt and my hat. I have my shoes.

3 Pippa is at the airport, Mickey is at the airport, too.
Hello, Mickey! How are you?
I'm fine, thank you.
It's time to go.
Bye-bye, Pippa!
Bye-bye, Mickey!

4 Now Pippa is on vacation. She's in the Arctic. It's very cold.
Oh no! A T-shirt, a hat and shoes!

the students time to read the story and answer the question.

Check understanding by pointing to frame 4 and asking *Is this Pippa's suitcase?* (No.) Point to storycard 5 and ask *Is this Mickey's suitcase?* (No.) Point to frame 6 and ask *Why is Pippa cold?* (*Because she is wearing shorts and T-shirt.*) Point to frame 7 and ask *Why is Mickey hot?* (*Because he is wearing a sweater and pants.*)

Optional activity

If you have one, bring a suitcase with some clothes in it. Tell the students to look at your clothes and guess where you are going on vacation. Alternatively, draw a picture of a suitcase and clothes on the board and ask students to guess your destination.

Optional activity 45

Play the story pausing after each storycard and ask *What clothes can you see? What happens next?* Ask eight students to come to the front of the class. Give each one a storycard and tell them to hold the storycard up facing the class. The class helps them to stand in the correct order of the story. Play the recording for the class to check the order and pause if necessary to give the eight students time to reorder themselves.

2 Listen and read along. Circle Pippa's clothes red. Circle Mickey's clothes blue.

Ask the children to hold up a red and a blue pencil and say *Pippa is red and Mickey is blue*. Play the recording for the students to follow in their books and hold up the red pencil when Pippa is talking and blue pencil when Mickey is talking. On the board write *my hat and my socks*. Ask a volunteer to circle Pippa's clothes on the



I have ... correctly. For more confident groups, tell them to close their books and act out the story from memory. Personalize the story by asking *What do you pack for a vacation to a hot / cold place?*

Optional activity

Ask the children to decide where they are going on vacation. They draw a suitcase and then think about what clothes they need to take and draw their suitcase. On the board write *I go to ... on my vacation. In my suitcase I pack ...* Have the students work in groups of four to present their suitcase and their clothes.

Optional activity

Ask the students to complete the story activities on page 41 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 3.

WORKBOOK ANSWERS

- 1 Mickey's suitcase should have: T-shirt, hat and shoes; Pippa's suitcase should have: sweater, socks and jacket
 - 2 Answers will vary.
 - 3 Answers will vary.
- Try! a T-shirt, hat and shoes

Further practice / Homework

Workbook page 41; Unit 4 Reading Worksheet; Unit 4 Story Worksheet

board. Have them choose a red or blue marker / chalk. Repeat with a different volunteer for Mickey. Read the instructions aloud and show the word *sweater* circled red in the example. Ask *What color do you circle Pippa's clothes? (Red.) What color do you circle Mickey's clothes? (Blue.)*

Have the students work in pairs to find the words in the story and circle them the appropriate color.

Optional activity

Divide the students into pairs and assign them A and B. Have student A sit facing the video and student B sit behind them facing away from the video. Tell student A they are going to watch the video and tell student what's happening and what they can see. Play the first four frames of the video, pausing after Pippa says *Oh no! A T-shirt, a hat and shoes!* The pairs swap roles and repeat the activity for the last the four frames.

3 Act out the story. 🎭

Divide the class into pairs. Tell the pairs they are going to make up a freeze frame for one part of the story.

The pairs choose one of the frames from the story and make up actions to represent that frame. Explain that they have to freeze as they do the action and not move. Give an example yourself by doing an action for packing a suitcase and freeze. Ask the class to tell you which frame you are acting. The pairs take turns to show their freeze frame to the class. The other groups watch each freeze frame and guess the scene.

Now divide the students into groups of three and assign a role from the story to each group: Narrator, Pippa and Mickey. Tell the students to practice reading the story in their groups, playing their different roles. Encourage the groups to act out their parts. Monitor the groups and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language

Unit 4 Language Focus 1

pages 50–51

Lesson objectives

Talk about items of clothing using *I'm wearing*.
Review clothes.

Language

Present continuous *I'm wearing* ...

Materials

④ Tracks 46–47; Unit 4 Flashcards Set 1 (clothes); Workbook pages 42–43

Warm up

Divide the class into two teams. Ask a volunteer from each team to come to the front of the class. Give each student a clothes flashcard. Have the two students stand back to back in the middle of the classroom and hold their flashcard in front of them with the picture side facing away. Both students then take three steps away from each other before quickly turning around. The two students then race to shout out what's on the other student's flashcard. The first student to shout out the correct word wins a point for their team. Repeat with different volunteers and flashcards. The winning team is the team with the most points.

1 Listen and circle Yes or No. ④ 46

Tell the students to put up their left hand and then their right hand. Repeat a couple of times. Ask the students to open their books to pages 48–49. Tell them you are going to say a sentence about the story. If the sentence is true they put up their left hand, if it's false they put up their right hand. Say the following sentences. *Pippa has socks. (True.) Mickey has a sweater. (False.) Pippa and Mickey go to the airport. (True.) Pippa goes to a hot place. (False.)* Tell the students to open their books to page 50. Point to the pictures of Pippa and Mickey and ask *Who is this?* Point to the clothes they are wearing, ask *What's this?* Tell the class they will hear Pippa and Mickey describing their clothes. They have to circle *Yes* if the sentence is true and *No* if it's not true. Play the recording and pause after the example and say *Mickey says I'm wearing a hat. Is it true? (Yes.)* Show *Yes* circled. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work. Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording one more time for students to check. Check answers with the class. Play the recording, stopping after each sentence, asking volunteers to say *Yes* or *No*.

Unit 4 Language Focus 1

1 Listen and circle Yes or No. ④



1 Yes/No



2 Yes/No



3 Yes/No



4 Yes/No

2 Read and write the names.



Kim



Sam



Anna



Lucy



Tom



Grace

- 1 I'm wearing a skirt and a T-shirt. I'm wearing a sweater. Grace
- 2 I'm wearing a sweater and pants. I'm wearing a hat. Sam
- 3 I'm wearing socks and a skirt. I'm wearing a jacket. Kim
- 4 I'm wearing pants and a shirt. I'm wearing shoes. Tom

3 Look at the pictures in Activity 2 and complete the sentences.

- Anna: I'm wearing a skirt and a hat.
I'm wearing a sweater
- Lucy: I'm wearing a dress and a hat.
I'm wearing shoes

Optional activity

Divide the students into pairs, assign them roles: Pippa and Mickey. The students take turns to say sentences for their partner to say if it is *true* or *false*. Do an example with a volunteer, pretending you are Pippa. Say *I have a sweater. I have a hat*. The volunteer tells you if your sentences are true or false.

2 Read and write the names.

Tell the students what you are wearing. Point to each piece of clothing and say *I'm wearing a ... and a ... I'm wearing a ...*. Hold up your book and point to the photographs one by one. Ask *What clothes can you see in the pictures?* Point to each child in the picture and ask *What's her/his name?* Tell the students to look at the first sentence and show the name *Grace* written on the line. They point to *Grace*. The students work individually, writing the correct name next to each sentence. Students compare their answers with their partner before checking as a class.

Optional activity

Ask the students to close their books. Describe one of the children in Activity 2. For example, *I'm wearing a hat and a dress. I'm wearing shoes.* and ask *Who is it? (Lucy)* Have the class work in pairs. The pairs take turns closing their books while their partner describes one of the children for them to guess. Demonstrate the activity with a student at their desk.

Project connection

You can choose to do Stage 1 of the project on page 56 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

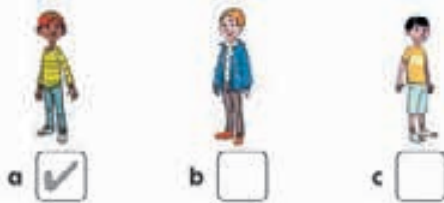
3 Look at the pictures in Activity 2 and write sentences.

On the board write *I'm wearing ... and ... I'm ...*. Point to your clothes and elicit what you are wearing and complete the

4 Listen and mark (✓).

Grammar
I'm wearing a hat.

1 Who is Nick?



a b c

2 What is Lucy wearing?



a b c

3 Which is Anna?



a b c

4 What is Tom wearing?



a b c

5 Play Mime and Guess with a friend.



sentences. Make sure you write *a / an* where necessary.

Tell students to look at the sentences in the book. Say *Point to Anna* and focus their attention on the first sentence as an example. Students complete the activity in their book. Monitor and check the spelling and the use of articles. Check together as a class by asking a volunteer to write the sentences on the board. Encourage the class to help the volunteer if you spot a spelling mistake or an omitted article.

4 Listen and mark. 47

On the board write a sentence about what you are wearing. For example, *I am wearing pants*. Show the students the contraction by erasing *am* and writing apostrophe *m*. Circle the *ing* in *wearing*. Do a quick concept check by asking the students *Are my pants in the suitcase?* (No.) *Are they on my legs?* (Yes.) *So I'm wearing the pants now?* (Yes.) Focus students' attention on the Grammar box, pointing to the *I'm* and *ing*. Give out the clothes flashcards to ten students, keeping one for yourself. Show

the class your flashcard and say *I'm wearing ...*. Ask one of the students with a flashcard to hold up the card and say a sentence. Continue with all ten students and flashcards.

Look at the example question and pictures as a class. Have students look at each picture and elicit a sentence to describe them: *I am wearing pants and a sweater. I'm wearing pants and a jacket. I'm wearing shorts and a T-shirt*. Play the recording, stopping after the first dialogue and ask *Who is Nick?* Go through all the pictures in 1 to 3, asking the children *What clothes can you see?* Play the recording, stopping after each dialogue for students to mark the correct pictures.

Play the recording all the way through for the class to check. Ask a volunteer to ask the questions 1 to 3 and choose another volunteer to answer.

5 Play Mime and Guess with a friend.

Mime putting on socks and say *I'm wearing ...* and have the students guess

the item of clothes you are wearing. Pair yourself up with a student and repeat the activity to demonstrate. Model *I'm wearing a T-shirt* for students to repeat chorally and individually. Have the students work in pairs to play the game. They take turns to mime and say *I'm wearing* for their partner to guess the clothes. Monitor and listen to the students but don't interrupt the activity. Make a note of any errors in grammar or pronunciation to go over after the activity.

WORKBOOK ANSWERS

1 1 sweater 2 dress 3 T-shirt
4 hat

2 1 B 2 A 3 C 4 C

Try! Answers will vary.

3 Top row: I'm wearing a jacket. I'm wearing a dress. Bottom row: I'm wearing a T-shirt and pants. I'm wearing a jacket and pants.

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 42–43; Unit 4 Language
Focus 1 Worksheet

Unit 4 Language Focus 2

pages 52–53

Lesson objectives

Describe the weather.

Practice describing the weather through a song and follow-up activities.

Language

Weather: cold, hot, raining, snowing, sunny, windy

Present simple to ask and answer about the weather: *What's the weather like? It's + adjective*

Materials

Tracks 48–49; Unit 4 Flashcards Set 2 (clothes); Workbook pages 44–45, 121–122

Warm up

Write the Unit 4 clothes words (*dress, hat, jacket, shoes, shirt, skirt, socks, sweater, pants, T-shirt*) on the board. Place the Unit 4 clothes flashcards facedown on your desk. Ask a volunteer to take a flashcard and stick it next to the correct word on the board. Repeat for the other flashcards.

1 Listen, point and repeat. Number the phrases. 48

Write the word *weather* on the board in a big circle. Draw lines from the circle and write *hot* at the end of one line. Ask the students *Do you know any weather words?* Point out the window and say *Look, how is the weather?* Write any the words they give you up on the board.

Tell students to open their Student Books to page 52 and look at the weather pictures. Point to each picture, one by one, and elicit or give the word. Play the recording for the students to listen and point to the corresponding pictures. Play the recording again, pausing after each phrase for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the initial *h* in *hot*. Point to picture 1 and say *It's snowing*. Ask students to point to the correct sentence under the picture. Tell them to write a *1* in the box next to it. The students continue individually to complete the activity.

Have the students check with their partner to see if their answers are the same or different. To check as a class, say the sentences and ask volunteers to tell you the picture number.

Optional activity

Have the students work in pairs, taking turns to point to the pictures and say the sentences.

Unit 4 Language Focus 2

1 Listen, point and repeat. Number the phrases.

1 It's snowing. 2 It's windy. 3 It's cold. 4 It's raining. 5 It's sunny. 6 It's hot.

2 Circle the weather words. Listen and sing along.

It's snowing, It's snowing.
It's windy and it's cold
In the Arctic! In the Arctic!
It's snowing, It's snowing.
It's windy and it's cold
On my Arctic holiday!
It's raining, It's raining.
It's sunny and it's hot
In the jungle! In the jungle!
It's raining, It's raining.
It's sunny and it's hot
On my jungle holiday!
It's snowing, It's snowing, ...
It's raining, It's raining, ...

3 Look and tell a friend. What's the weather like?

What's the weather like?
It's sunny.

Additional resources

The Unit 4 Flashcards Set 2 and Unit 4 Wordcards can be integrated at any point from here on.

2 Circle the weather words. Listen and sing along. 49

Have students look at the picture and ask *Who are they? (Pippa and Mickey.)* Point to Pippa, ask *How is the weather? (It's snowing. It's cold.)* Point to Mickey and ask *How is the weather? (It's sunny. It's hot.)*

Play the song all the way through and ask the students to point to the pictures in Activity 1 when they hear the words. Tell the children to look at the song and focus their attention on the circled *It's snowing*. Have the students work in pairs to circle all the weather words. Monitor and check their work.

Play the song again for the students to sing along. Give the students some actions to go with the weather words, for example, miming wiping sweat from forehead for *hot*, rubbing hands together for *cold*, putting hand over eyes for *sunny*,

miming trying to walk in a strong wind for *windy*, miming putting up an umbrella for *raining*, building a snowman for *snowing*. Play the recording for the students to mime and sing along to.

Optional activity

Divide the class into six groups and give each group two lines of the song. For example, group 1 gets lines 1 and 2. Give the groups a couple of minutes to practice their lines. Play the recording for the groups to sing their two lines. Tell the class to close their books. Play the recording quietly and have the groups sing their lines loudly. Repeat a couple of times.

3 Look and tell a friend. What's the weather like? 50

Draw a big sun on the board. Ask the students *What's the weather like? (It's sunny.)* Model the question for students to repeat chorally and individually.

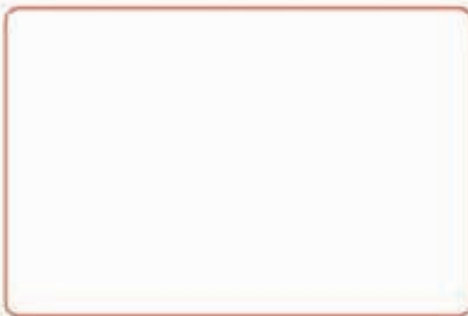
Read the instructions and demonstrate the activity with a volunteer at their desk.

4 Look and complete the weather report. Act it out with a friend.



- 1 Today in the Arctic
it's snowing _____
and it's cold _____.
- 2 Today in the US
it's sunny _____
and it's windy _____.
- 3 Today in Mexico
it's rainy _____
and it's hot _____.

5 Draw the weather today. Write sentences.



Today in _____



6 Make the game. Play with a friend.



Take turns with the student to point to the pictures and ask and answer *What's the weather like?* Have the students work in pairs taking turns to ask and answer.

Optional activity

Bring in some pictures of different types of weather. Show the students one asking *What's the weather like?* Have two volunteers ask and answer with the picture you show. Repeat with a few pairs of volunteers.

4 Look and complete the weather report. Act it out with a friend.

Tell the students to look at the map and point to Mexico, the Arctic and the jungle. Ask *What's the weather like today?* Direct students' attention to the example sentence in number 1 and have a volunteer read the text and suggest how to finish the sentence. (... *it's cold.*) Tell the students to work in pairs to complete the weather report. Check answers as a class by asking volunteers to read out their sentences.

Ask a student to hold up your book for you to point to the map and act out being a weather reporter reading out the sentences and pointing to the correct country on the map. Have the students work in pairs taking turns to be the weather reporter.

Optional activity

Bring in a map of your country and stick it on the board. Have the students work in groups to write weather reports for two different cities.

5 Draw the weather today. Write sentences.

Point out the window and ask *What's the weather like here today?* Read the instructions to the students and have them draw the weather in the box. Then they write sentences to describe the weather. On the board, write the starter sentences to help them: *Today in (city name) it's ... and ... It's ...*

6 Make the game. Play with a friend.

Workbook page 121
Ask students to open their Workbooks on page 121. Hold up your book and ask *Who is this? (Pippa and Monty.) Where are they?* Point to each weather picture to elicit the word. Ask the children to cut out and color the pictures of the jungle and Arctic on the card and the different weather pictures on the strip.

Demonstrate the game with a student at the front of the class. Choose either the jungle or the Arctic and slide the strip along to show a weather condition in the window of the card. It is important to do this without showing the student. Describe your weather picture, for example, *It's snowing in the Arctic.* The student makes the same scene with his / her cut-out. Then he / she turns the card over to see the weather picture on the other side and says, for example, *It's sunny in the jungle.* Point to the cut-out belonging to the student and encourage him / her to say *My turn!*

Divide the students into pairs to play the game with their cut-outs. Monitor, encouraging the students to describe their weather pictures.

WORKBOOK ANSWERS

- 1 First picture: cold, windy, snowing
second picture: hot, raining, sunny
- 2 1 raining 2 sunny 3 windy
4 snowing 5 hot 6 cold
- Try! Answers will vary.
- 3 1 It's windy. 2 It's sunny. 3 It's snowy. 4 It's raining.
- 4 1 it's raining and it's windy 2 it's cold and it's snowy. 3 it's hot and it's sunny.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 44–45; Unit 4 Language
Focus 2 Worksheet

Unit 4 CLIL pages 54–55

Lesson objectives

Describe different climates.

Become familiar with the concept of different climate areas and create a drawing of oneself in the desert /

Arctic / jungle.

Language

Climate, cactus, desert, jungle, lizard, monkey, plants, polar bear, trees

Materials

🎧 Tracks 50–51; Workbook page 46

Warm up

On the board write *hot* on one side and *cold* on the other side. Divide the students into groups of four. Tell them to think of as many words as they can which they associate with cold and hot. Give them examples to start them off, for example, *sweater—cold, jungle—hot*. The words do not only have to be from the unit. Give them a few minutes before asking groups to share their words.

1 Answer with a friend. 🗣️

On the board write *The Arctic* and *The Jungle*. Ask the students to open their books to page 54 and read out the instructions. Tell the students to turn to their partner and answer the questions. Ask a couple of volunteers to share their answers. Tell the students what weather you like and why, for example, *I like it when it is sunny. I like the beach*. Ask a few volunteers. *What weather do you like? Why?*

2 Listen and read along. Number the pictures. 🎧 50

Write *climate* on the board and say *It is the normal weather in a country*. Ask *What is the climate in our country like?* Hold up your book and point to the photographs one by one asking *Where is this? (The Arctic. The jungle. The desert.) What is the climate like? (It's cold. It's hot and rainy. It's hot and sunny.) What animals can you see in the photos? (A polar bear. A lizard. A monkey.)*

On the board write the question *Where does the polar bear / monkey / lizard live? (In the Arctic / the jungle / the desert.)*

Tell the students to read the text and find the answer. Ask volunteers to share their answers with the class.

Play the recording for students to read and follow. Tell the students to match the paragraphs and the pictures. Play the recording, stopping after the first paragraph and ask *Which picture?* Tell the students to write number 1 in the box in the jungle picture.

Have the students continue individually and write the numbers next to the correct

Unit 4 CLIL Geography

1 Answer with a friend. 🗣️


- 1 What's the weather like in the Arctic? 2 What's the weather like in the jungle?

2 Listen and read along. Number the pictures. 🎧 50


Climates

Climate is the normal weather in a place. Different places around the world have different climates. Different animals and plants live in different climates.


1 The jungle is hot and rainy. The jungle has big trees. Monkeys live in the jungle.



2 The desert is hot and sunny. The desert has cactuses. Lizards live in the desert.




3 The Arctic is cold and it's windy. The Arctic has snow. Polar bears live in the Arctic.




3 Read and circle the odd one out. Write the climate. 🗣️

- 1 snowy polar bear cactus cold the Arctic
 2 hot big trees cactus lizard the desert
 3 hot rainy monkey snowy the jungle

4 Listen and circle. 🎧 51



I'm in the desert / jungle. It's hot / cold.



I'm in the jungle / Arctic. It's hot / cold.

photographs. Check the answers together as a class.

3 Read again and circle the odd one out. Write the climate.

On the board write *snowing, raining, sunny, jungle*. Ask the students *Which word is the odd one out? (Jungle.)* Ask *Why? (Because the other words are weather words.)* Explain *Odd one out means different from the other words*. Read the instruction aloud to the class. Look at the example and ask *Why is the cactus the odd one out? (Because it lives in the desert. The other words are about the Arctic.)* Point to *Arctic* on the first line.

Students read the text again and work in pairs to complete the activity. Check together as a class by asking a few volunteers for their answers.

4 Listen and circle. 🎧 51

Choose two volunteers and ask them to read the speech bubbles aloud. Play the recording for the students to circle the

correct words. Choose different volunteers to be Monty and Lola. Have them read the speech bubbles with the correct words for the class to check.

5 Choose a climate. Draw yourself in the climate.

On the board draw your favorite climate and a picture of you. You can add some different animals and plants if your drawing is good! Tell the class about your picture. For example, *I'm in the jungle. It's hot and sunny. Parrots live here.*

Tell the students to draw a climate and a picture of themselves, adding animals and plants if they wish.

6 Describe your picture. Tell a friend. 🗣️

Under your climate picture write the sentences describing your climate as a model for the students' own writing. For example, *I'm in the jungle. It's hot and sunny. Parrots live here.* The students write their own sentences about their climate.

5 Choose a climate. Draw yourself in the climate.



6 Describe your picture. Tell a friend.

I'm _____

It's _____

1 Trace the letter and complete the words. Listen and repeat.



brush

fun

jump

jungle

sunny

uncle

2 Listen and read.

In the **jungle**, I **jump** and **swing**.
It's **sunny** and it's **hot**.
I'm in the **jungle** with Mom and **Uncle**.
It's **sunny** and it's **fun**.



3 Listen again and repeat the chant.

Phonics

Present your climate picture, saying your sentences and pointing to the picture and the animals in it. Have the students work in pairs to present their pictures and say their sentences to their partner. Ask a couple of volunteers to come to the board to present their pictures. Ask the class *Are your pictures the same? What is different?*

WORKBOOK ANSWERS

- 1 jungle c desert a Arctic b
- 2 jungle: hot and rainy, big trees
desert: hot and sunny, small plants
Arctic: polar bears
- 3 The jungle is **hot** and rainy. The jungle has **big** trees and green plants. **Monkeys** live in the jungle. The desert is **hot** and sunny. The desert has cactuses and **small** plants. **Lizards** live in the desert. The Arctic is **cold** and windy. **Polar bears** live in the Arctic.

Try! Answers will vary.

Further practice / Homework

Workbook page 46; Unit 4 CLIL Worksheet; Unit 4 CLIL Video Worksheet

Phonics

Lesson objectives

Practice pronunciation of the sound /ʌ/.

Practice listening to, reading and saying words with the sound /ʌ/.

Materials

Tracks 52–53; Workbook page 47

Warm up

Ask a volunteer to come to the board. Stand them in front of you with their back to you and side on to the class. Trace a letter on their back and ask the student to guess the letter. Repeat with a couple more letters. Have the students work in pairs and take turns to trace letters on each other's backs.

1 Trace the letter and complete the words. Listen and repeat.

On the board write a big *u*. Draw a dot where you start and finish writing the *u* and draw arrows on it to show the direction of forming the letter. Say *The name of the letter is u but in many words it is pronounced /ʌh/ for example sun.* Point to the dotted *u* and tell the students to trace it looking at your example on the board to help them.

Have the students look at the pictures. Say *Point to the brush / fun / jump.* Ask the children to look at the gapped words and ask *Which letter is missing? (U.)* Point to the example *brush* and tell the students to complete the other words. Use the recording to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and read.

Play the chant line by line for the students to repeat chorally. Repeat this twice to ensure the students have the rhythm of the chant. Let the students read the chant once through with the recording.

3 Listen again and repeat the chant.

Ask the students to stand up and march in place, making sure they are all in time. Play the recording for them to sing and march along to.

Optional activity

Play the chant and ask the students to shout out the words that have the /ʌ/ sound in them. (*Jungle, jump, sunny, uncle, fun.*)

WORKBOOK ANSWERS

- 1 j(u)ngle 2 th(u)mb 3 j(u)mp
4 f(u)n 5 br(u)sh 6 s(u)nny
 - 2 Right column, top down: brush, jump, sun, fun, jungle
- Try! Answers will vary.

Further practice / Homework

Workbook page 47

Unit 4 Project and Value

page 56

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Work together

Materials

Plastic bottle with the top cut off; small stones; water; marker pen; ruler; glue; Unit 4 Stickers; Workbook page 48

Warm up

Write the word *weather* on the board. Have the students work in teams of four. Ask one student from each team to copy the word at the top of their page. The teams have to make a word (about weather) beginning with each letter of the word *weather*. Write *windy* in a line down from the *w* as an example. The first team to finish wins ten points and then each team wins one point for each word they have.

Value: Read and stick

Ask students to open their Student Books to page 56 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *How do you work together in the class?*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

A Weather Station

Stage 1: Plan your project.

If you asked the students to do the project connection Stage 1 during the Language Focus 1 Lesson, ask them what the adults told them what they learned about the weather machine and to show you their charts in their notebooks. If you didn't, divide the class into groups of four to look at the picture of the weather station and discuss question 1. Give the students time to work it out in their groups using the pictures as clues. Ask for some ideas and write them on the board.

Focus the students' attention on creating the chart. Draw an example on the board. Draw a grid of three across and five down. Down the left side write *Day 1 to Day 5*. At the top put *Today's weather* and *Rain Level (cm)*. Tell students to copy the chart.

Stage 2: Develop your project.

Divide the class into groups of four. Give each group the project materials. Read

Unit 4 Project and Value


A Weather Station


Materials

- ★ A plastic bottle with the top cut off
- ★ Small stones
- ★ Water
- ★ A marker pen
- ★ A ruler
- ★ Glue

★ **Read and stick.**

Work together.





Stage 1: Plan your project.

- 1 What can you measure with the Weather Station?
- 2 Draw a chart in your notebook. Draw two spaces for each day.

Stage 2: Develop your project.

- 1 Put the stones in your plastic bottle. Add water.
- 2 Mark a line on the bottle where the water level is.
- 3 From the water level, mark each centimeter (cm).
- 4 Glue the top of the plastic bottle on.
- 5 Take turns visiting your weather station every day. Draw the day's weather on your chart. Write the rain level.

Stage 3: Share your project.

Compare your results with another group.

Stage 4: Evaluate your project.

Save your *Weather Station* chart.

Day 1. It's raining.
The rain level is 1 cm.

the steps from 1 to 4 for the students to complete each part, making sure they understand what to do. They will look at their weather station every day (at the same time if possible) and draw the type of weather in their chart next to recording the number of centimeters of water collected.

Once they have finished step 4, ask the groups *Where can you put your bottle to collect the rain?* Ask the students to discuss the question in their groups. Students need to choose somewhere outside under the sky where it won't get knocked over.

Stage 3: Share your project.

Tell the students that they will share the results of their weather station in five days. Ask the students *Do you enjoy working together? Why / Why not? When do you work together with people outside school, for example at home?*

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

Stage 4: Evaluate your project.

This stage can be at any point. Ask students to open their Workbooks to page 48 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

WORKBOOK ANSWERS

- 1 Top row: X, ✓
bottom row: ✓, answers will vary
- 2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 48

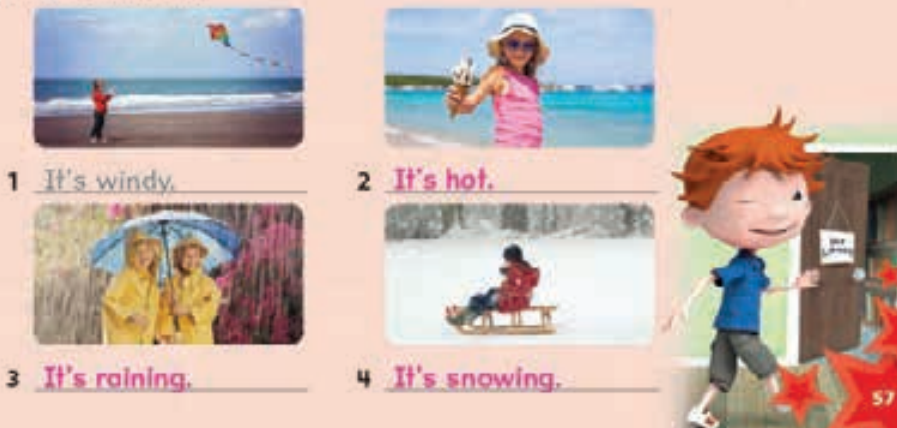
1 Listen, follow and color the number.



2 Look at Activity 1 and write sentences.

- 1 I'm wearing socks. I'm wearing shoes.
 I'm wearing a sweater. I'm wearing a skirt.
 I'm wearing a jacket. I'm wearing pants.

3 Write sentences.



They do number 2 on their own. Monitor and help if necessary.

Ask three volunteers to write a pathway sentence each on the board. Have the students swap their Student Books with their partner to check their sentences. Tell the students to check and correct any spelling and punctuation with a different-colored pencil.

3 Write sentences.

Ask the students to look at the photographs. Point to each one and ask *What's the weather like?* Show the students the example sentence and tell them to write three more sentences under the other three photographs. Ask a volunteer to write the sentences on the board for the students to check.

Optional activity

Divide the class into groups of four. The students take turns to mime a weather scene and what they are wearing and say a sentence. Give an example yourself, mime being cold and putting on a sweater and say *It's cold. I'm wearing a sweater.*

Optional activity

Give students a few moments to look through Unit 4 in their Student Book. Ask them to choose ten words from the unit that they like and write them in their notebooks. They can draw pictures to help them remember the meaning.

Additional resources

The Unit 4 Test can be given now.

WORKBOOK ANSWERS

- 1 Police officer: I'm wearing a hat, a shirt, pants and a jacket.
 Clown: I'm wearing a hat, a shirt, pants and shoes.
 Girl: I'm wearing a shirt, a skirt, socks and shoes.
 2 First column: It's cold. It's sunny. It's raining.
 Second column: It's hot. It's snowing. It's windy.
 Try! Answers will vary.

Further practice / Homework

Workbook page 49

Unit 4 Review page 57

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Clothes, present continuous: *I'm wearing ...*

Materials

Track 54; Unit 4 Flashcards Set 1 (clothes); Workbook page 49

Warm up

Write *hat* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see the hat, they shout *Snap!* Repeat with all the flashcards.

1 Listen, follow and color the number.

Ask the students to open their Student Books and look at the maze in Activity 1. Have the students work in pairs. Point to the 3 and tell the students to work together to find the pathway from Lola to star 3. At this stage don't give them any help as they have done this kind of activity a few times now. Play the example on the recording for students to check if their pathway is the same.

Play the other three recordings, without pausing for the students to follow and color the star. Repeat to check as a class, asking after each section *What number do you color?*

2 Look at Activity 1 and write sentences.

Point to star 6. Elicit the path students need to take to get there. Encourage them to tell you *I'm wearing socks. I'm wearing a sweater. I'm wearing a jacket.* Have students write these answers in their Student Books.

Unit 4 Review Game

page 58

Lesson objectives

Review the vocabulary and language learned in Units 3 and 4.

Language

Family members, descriptive adjectives, weather, clothes

Demonstrative adjectives: *This is, These are*

Simple present *It is + weather adjective*

Present continuous: *I'm wearing ...*

Materials

Four counters per student; Workbook page 50

Warm up

Play *Tic-tac-toe* with the class. The winning team is the first team to get three in a row. On the board draw the three-by-three grid and number the squares 1 to 9. In each square write one of the vocabulary words from Units 3 and 4, such as *grandpa, skirt, hot*. Divide the class into two teams. Tell one team they are Os and the other is Xs. Tell the O team to choose a square. Ask a volunteer to make a sentence with the word. If the sentence is correct they get an O in the square. Encourage the X team to listen to the sentence and help you decide if it is correct. Then it's the X team's turn. Continue until one team gets three in a row. The game introduces them to the concept of three in a row and making the sentences, setting them up to play the review game in groups.

1 Play Four in a Row.

Divide the class into groups of four and give out the counters. If you don't have enough counters, students can cut out pieces of paper and color them to use instead. Hold up the game on page 58 and explain that students are going to play the game. Students take turns to place a counter on the grid, wherever they like. The aim is for the students to connect four squares in a row, vertically, horizontally or diagonally. If students see that their partner is going to complete four in a row, they can choose to block their partners from getting the four.



Game

1 Play Four in a Row.

  			
 This is ...	 She has ...	 I'm wearing ...	 It's ...
 He has ...	 I'm wearing ...	 It's ...	 These are ...
 I'm wearing ...	 It's ...	 This is ...	 She has ...
 It's ...	 This is ...	 He has ...	 I'm wearing ...

When a student has chosen a square, they look at the picture and sentence starter and make a sentence with the relevant language. If they get it right, their counter can stay in place. If they get it wrong, it's their partner's turn and they have to remove their counter. The groups are responsible for listening to each other's sentences and making the decision if it's correct or not.

Demonstrate the game by sitting with a group at a table and taking a turn.

On the board write *It's my / your turn! That's correct / not correct*. Say the sentences for the students to repeat and to use the language when they play the game.

Monitor the groups while they are playing and help out if students are not sure if the sentences are correct or not. When they finish, they play again.

Optional activity

If there is time, tell the students to choose three of the squares from the game board and write three sentences.

WORKBOOK ANSWERS

1 Across: 1 big 3 dress 6 windy
8 grandpa
down: 2 grandma 4 snowing
5 long 7 hat

Further practice / Homework

Workbook page 50



India

Culture



1 Answer with a friend. Do you have special clothes for festivals?

2 Read the text and label the clothes.

dress sari sherwani



Hello! I'm Pia, I'm from India. This is my family. Today is a special day. It's Diwali. Diwali is an Indian festival. We wear special clothes. I'm wearing a new dress.



Look at my aunt and my grandma! This Indian dress is called a sari. My aunt has a red sari. My uncles and my cousin have long jackets called sherwanis.

sari



sherwani

3 Draw and label the clothes. What do people wear for special days?

Special Clothes in India	Special Clothes in My Country
Special Day: Diwali	Special Day(s):

2 Read the text and label the clothes.

Hold up your book and point to the photographs and ask students what they can see. Ask *Who are the people in the photos? (An Indian family.) What are the girls / boys wearing? (Dresses and shirts.)* Focus the students' attention on the words in the box. Do the first paragraph as an example. Read out the paragraph as the students follow in their books. Say *Point to the photo.* Show the example *dress* written in the box.

Students continue on their own to label the pictures. To check as a class, read the text aloud, point to each picture and ask what the clothes are.

3 Draw and label the clothes. What do people wear for special days?

Ask the students *What the girl's name? (Pia.) Where is she from? (India.) What's she wearing? (A dress.)* Draw the students' attention to the table and point to the *Special Clothes in India* column. Ask *What is the name of the piece of clothing? (Sari.)* Tell the students to look at the photographs and the text again and draw and label the Indian special clothes and write the name of the festival. Then the students choose their favorite festival and draw and label the clothes they wear.

Divide the students into pairs and tell them to look at the text, photos and table and compare their special clothes with Pia's to find one similarity and one difference. Give them an example *I wear a dress and so does Pia. I go to the festival with my friends. Pia goes with her family.* Ask volunteers to share their differences.

Tell students to close their books. Ask *What do you remember about festivals in India?*

Culture page 59

Lesson objectives

Identify similarities and differences between Indian festivals and festivals in the students' country.

Present and practice festival clothes vocabulary.

Understand the main points of a short text and demonstrate how information can be found to complete a table.

Language

Festivals, India, sari, sherwani, special day
Additional vocabulary related to the reading text

Materials

World map / map of India; Workbook page 51

Warm up

Write *India* on the board and if you have a world map or a map of India stick this on

the board. Divide the students into groups of four and ask them to share anything they know about India. Give your own example *It's in Asia* and point to it on the map. Ask groups to share the ideas with the class.

1 Answer with a friend. Do you have special clothes for festivals?

Write *Festivals in this country* on the board and give an example of a festival in your country. Ask the students to tell you any more festivals or special days they know, include *Mother's / Father's / Children's day*. Tell the students about your favorite festival and what special clothes you wear. Tell the students to open their Student Books on page 59 and read out the instructions. Divide the class into pairs. Tell the students to talk to their partner and tell them about their favorite festival and what clothes they wear.

Optional activity

Tell the students to write a letter to Pia about their favorite festival and special clothes. The students draw three pictures of themselves at a festival, like Pia's pictures. Under each picture they write a sentence. Give an example by drawing a picture, on the board, of yourself in your special clothes and write a sentence, *I wear a green and blue dress.*

WORKBOOK ANSWERS

- 1 First picture: Diwali
second picture: dress
third picture: sari
fourth picture: sherwani
- 2 Special day: Diwali My clothes: dress
My aunt's clothes: sari My uncle's clothes: sherwani
- 3 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 51

Unit 5 Vocabulary

pages 60–61

Lesson objectives

Identify farm animals.

Practice naming farm animals through a song and follow-up activities.

Language

Farm animals: *bird, bull, chicken, cow, duck, frog, goat, horse, rabbit, sheep*

Materials

🎧 Tracks 55–57; Monty the Farmer Flashcard; Unit 5 Flashcards Set 1 (farm animals); Workbook page 52

Warm up

Play *Smiley Face* with some of the vocabulary from Unit 4. Write a gapped word on the board, such as _____. (*Skirt*.) If you want to make it easier tell the students *The word group is clothes*. Tell the student that you are thinking of a word from Unit 4 that has five letters and point to the gapped word. Tell the students to give you a letter. If the letter appears in the word write it on the correct line. If the word doesn't appear draw a big circle. Continue with more letters from the students until they have guessed the word or you have drawn a full smiley face: two eyes, a nose, a mouth, two ears and hair. This means they get eight guesses. The student who guesses the word chooses the next word and conducts the game with your help.

1 Answer with a friend. 🗣️

Stick all the farm animals flashcards on the board. Ask the students to look at the animals and ask *Where do you see these animals? (On a farm.)* Stick the flashcard of Monty the Farmer on the board with the animals and ask *Who is this? Monty is a ...?* Try to elicit *farmer*. If the students don't know the word, say *farmer*.

Divide the students into pairs and ask *How many animals can you name?* Give them a couple of minutes to talk together. Elicit words from the class. Point to each of the farm animal flashcards one by one and elicit or give the name of the animal.

Divide the class into pairs. Ask students to open their Student Books to page 60 and look at the picture. Read question 1 aloud. Give the pairs a few seconds to count the animals before checking as a class. Read the second question aloud and tell the class about your favorite animal. Then give the pairs a couple of minutes to answer the question. Ask a few volunteers to talk about their favorite animal and point to it, if it is in the picture.

5 Monty the Farmer

Vocabulary

1 Answer with a friend. 🗣️

1 How many animals are there?
2 What's your favorite animal?

2 Listen, point and repeat. 🎧

3 Read and trace.

1 bird	6 rabbit
2 bull	7 chicken
3 horse	8 sheep
4 cow	9 frog
5 goat	10 duck

4 Listen and say the animal. 🎧

2 Listen, point and repeat. 🎧 55

Play the recording and point to the farm animal flashcards on the board as they are said. Focus students' attention on the picture and the numbered animals. Play the recording again for students to point to the animals as they hear them. Play the recording again for the students to repeat the words chorally and individually. Pay particular attention to the sound *u* in *duck*, and the difference between *ch* in *chicken* and *sh* in *sheep*. Make sure the students are pronouncing the final letters for all the vocabulary.

Optional activity

Have a volunteer come to the board and point to a flashcard for the class to say the animal. Repeat with other volunteers and flashcards.

3 Read and trace.

Stand with your back to the class and with your finger trace the letters *b, i, r, d* in the air, asking the students to tell you what letters you are writing. On the board

write the word *bird* in dotted lines as in Activity 3. Ask a volunteer to come to the board trace the word *bird*.

Have students work individually to trace the rest of the animal words. Monitor and, if needed, help with the formation of the letters showing students where to start and finish by putting little arrows on the letters if necessary. Check answers as a class.

4 Listen and say the animal. 🎧 56

Ask the students *What noises do a cat and a dog make?* Point to animals in the picture one by one and ask what noises they make, take all suggestions and ideas at this point.

Play the recording, stopping after each animal noise to ask the students to point at the animal in the picture and say the name. Focus and correct the students' pronunciation when necessary. Have the students work in pairs. They take turns to point to an animal for their partner to make the noise. Demonstrate the activity with a volunteer.

5 Look and label the animals.



1 chick e n 2 sh e e p 3 ho r s e 4 bu l l 5 go a o l
 6 b i r d 7 rab b i t 8 d u c k 9 f r o g 10 c o w

6 Circle the animals. Listen and say the animal sounds.

Here's a <u>horse</u> .	<u>Chicken</u> , <u>duck</u>
Here's a <u>sheep</u> .	<u>Rabbit</u> , <u>cow</u>
Here's a <u>bird</u> .	Here they are
Tweet, tweet, tweet!	Down on the farm.
Here's a <u>bull</u> .	<u>Chicken</u> , <u>duck</u>
Here's a <u>goat</u> .	<u>Rabbit</u> , <u>cow</u>
Here's a <u>frog</u> .	They're all on the farm.
Croak, croak, croak!	Here's a <u>horse</u> ...

7 Listen again and sing along.

8 Play Farmyard Noises with a friend.



Optional activity

Have the students work in pairs. They take turns to point to an animal for their partner to make the noise. Demonstrate the activity with a volunteer.

5 Look and label the animals.

Point to the pictures of the animals and elicit the word. On the board write *chick__ (en)* and ask a volunteer to come to the board and complete the word. Show the example *chicken* in the book. Have students work in pairs to complete the animal words. Monitor and check their spelling and letter formation.

6 Circle the animals. Listen and say the animal sounds.

Ask a volunteer to come to the board. Say *horse* and ask them to circle the flashcard on the board. Play the first three lines of the song and tell the volunteer to circle the animal flashcards they hear. Tell the students to look at the pictures in Activity 5. Play the recording and ask the

students to point to the pictures when they hear the word in the song.

Ask the students to circle the animal words in the song.

Play the recording for students to say the animal sounds when they hear each animal. Pause after the first line *Here's a horse* and encourage the students to *neigh*. Play the rest of the song encouraging students to say the sound of the animals.

Divide the class into two groups. One group sings the song and the other group makes the relevant animal noise. Change the groups' roles and repeat the activity.

7 Listen again and sing along.

Tell the students that you want them to be different farm animals. Say *Be a sheep*. The students individually act out being a sheep. Repeat for all ten farm animals. Tell students to stand up. Play the song for the students to sing along and do their actions. Repeat the activity as necessary and if the students are enjoying singing.

8 Play Farmyard Noises with a friend.

Make an animal sound for the students to guess the animal.

Divide the class into pairs and have them take turns to make an animal sound for their partner to guess the animal.

CULTURAL NOTE

Explain to the students that animal sounds are different in different languages. For example, *Roosters say 'cock-a-doodle-doo' in English, but 'kikerikee' in several other languages. English dogs say 'woof' in English, but 'gaa' in Spanish. Ask Are there any differences between the sounds on the recording and the sounds the animals make in this country?*

WORKBOOK ANSWERS

1 bird 1 bull 5 chicken 8
 cow 3 duck 2 frog 9 goat 6
 horse 4 rabbit 10 sheep 7
 2 1 bird 2 frog 3 chicken 4 cow
 5 sheep 6 duck 7 goat 8 horse
 9 rabbit 10 bull

Try! Answers will vary.

Further practice / Homework

Workbook page 52

Lesson objectives

- Understand and act out a story.
- Sequence phrases from a story.
- Talk about farm animals in the context of a story.

Language

Present simple to be positive and negative: *It is a ... / It isn't a ...*

Materials

- Track 58; Unit 5 Storycards; Unit 5 Flashcards Set 1 (farm animals); DVD Unit 5 Story; Workbook page 53

Warm up

Divide the class into two teams. Choose a farm animal and mime it for the teams to guess the word. Ask for a volunteer from a team. Whisper a farm animal for them to mime to the other team. If the team guesses within a minute, they win a point. Repeat with a volunteer from the other team. The team with the most points wins.

1 Look at the pictures and answer with a friend.

Hold up your book, covering the title of the story. Read out the captions only for each frame. For example, in frame 1 *An ugly bird is on a farm. The ugly bird sees a chicken.* Read it slowly, emphasizing *ugly bird*. Ask the students to listen to the story as you tell it and think about a title for the story. Read it a couple of times and then have the students tell their partner what they think is a good title. Ask volunteers for some suggestions.

Hold up the first storycard and say *This is a story called Ugly Bird.* Demonstrate *ugly* by making an ugly face and then smiling. Show the ugly face again and write *ugly* on the board. Ask the students questions about the picture. *What are the animals? (Chickens.) Where is it? (On the farm.) Do you think the two birds are family? Which one is the ugly bird? (Chick.)*

Tell the students to look at the story on pages 62–63 in their book. Say *Point to the ugly bird.*

Stick the farm animal flashcards on the board. Divide the class into pairs and read the questions aloud. Have the students read the whole story and work together to answer the questions. Ask a volunteer to come to the board and say, *Point to the animals you can see in the story.* Ask *What color is the ugly bird? (Gray.)*

Write the following questions on the board. *Who is ugly bird looking for? (His mom.) What color are the other chickens? (Brown and red.) Is the ugly bird a chicken? (No.) Why do all the animals laugh? (Because they think the baby bird is ugly*

Unit 5 Reading Ugly Bird

1 Look at the pictures and answer with a friend. 2 What animals can you see? 2 What color is the ugly bird?

2 Listen and read along. Number the speech bubbles in order.

It isn't a frog! 3 It isn't a chicken! 1 It's a swan! 4 It isn't a cow! 2

1 An ugly bird is on a farm. The ugly bird sees a chicken. Where's my mom? Are you my mom? No! I'm not your mom.

2 The chickens laugh. It isn't a chicken! It isn't brown and red! It's gray and ugly!

3 Then the ugly bird sees a cow. Are you my mom? No! I'm not your mom.

4 The cows laugh. It isn't a cow! It's gray and ugly! It isn't black and white!

because he's different.) Ask the students to read the story and discuss the answers with their partner.

Optional activity 58

Play the recording, holding up storycards 1 and 2 for the students to listen and look. Ask the students *What happens next?* Have the students talk to their partners about what happens next in the story. Choose a couple of volunteers to tell you the next part of the story. Play the rest of the recording for students to check if they were correct.

2 Listen and read along. Number the speech bubbles in order. 58

Say the phrase *It isn't a frog.* Ask *Who said it? (The frogs.)* Repeat the question with the rest of the phrases. Tell students to look at the story. On the board write *Where's my mom?* Ask the students to point to the frame where they see the question. (Frame 1.) Write *It isn't black and white!* and ask the students to point to the

frame where they see the sentence. (Frame 4.) Ask *Which phrase do you see first in the story? (Where's my mom?)* Write number 1 next to the question on the board.

Ask a volunteer to read the instructions aloud. Ask them to point at the phrase *It isn't a chicken!* in the story and show the number 1 in the box under the instructions. Have the students work in pairs. Read out the other phrases in the speech bubbles and explain the students have to number them in the order they hear appear in the story. Ask a volunteer pair to say the phrases in order from one to four for the class to check.



5 Act out the story.

appearance, accepting people who look different.)

Personalize the story by asking *Imagine you are ugly bird. How do you feel? Why do people laugh at people who are different? Which animal in the story do you like?*

Optional activity

Ask the students to complete the story activities on page 53 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 4.

WORKBOOK ANSWERS

- 1 Circled: 4, 5, 6, 8
- 2 Line should match from 4 to 6
- 3 Answers will vary.
- 4 Answers will vary.
Try! Hens are orange, brown, and yellow, the cows are black and white and the frogs are green.

Further practice / Homework

Workbook page 53; Unit 5 Reading Worksheet;
Unit 5 Story Worksheet

Optional activity

Divide the students into groups of four. Assign each student in the groups an animal: chicken, cow, frog, swan. Tell them that you're going to play the story and the students must remember what each of their roles said. For example, the students assigned the chickens focus on the chickens and remember what they say in the video. Play the video as many times as necessary. If they can't remember the exact words tell them to say what they remember. To check as a class, ask all the chickens to tell you what the chickens said and repeat for all the animals.

3 Act out the story. 🗣️

Divide the class into groups of six. Elicit the four animals that are in the story. (*Chickens, cows, frogs, swans.*) Tell the students they are going to change the animals and the ugly bird to another animal in the story. Refer them back to Activity 1 on page 60 and tell them to choose four different

animals and an ugly animal for their story. The students then look at the story again and change the animal words to their new set. Give them an example by saying *I choose sheep instead of the chickens.* On the board write *It isn't a chicken. It isn't brown and red.* Cross it out and write *It isn't a sheep. It isn't white.* The students write their new script. Monitor and help.

Once the students have written the new script, tell them to practice reading the story in their groups, taking different roles. Encourage the groups to act out their parts, saying their dialogues and doing appropriate actions.

Have each group act out their story. The rest of the groups watch and identify the different animals.

To encourage students to think about the message of the story, ask *How does the ugly bird feel in frames 2, 4, 5? (Sad.) What about in frame 8? (Happy.) Why do all the animals laugh at him? (Because they think he is ugly and not the same as them.) What does the story teach us? (Not judging people by their*

Unit 5 Language Focus 1

pages 64–65

Lesson objectives

Talk about farm animals using *It isn't a / It's a ...*

Review the farm animals.

Language

Present simple *to be* positive and negative: *It is a ... / It isn't a ...*

Materials

Track 59; Unit 5 Flashcards Set 1 (farm animals); Workbook pages 54–55

Warm up

Divide the class into two teams, A and B. Give out five of the farm animal flashcards to five volunteers on team A. Ask one of the volunteers to show their flashcard to team B. Team B looks at the flashcard and spells the word. If they spell it correctly the team wins one point. Repeat with all five flashcards. Give out the other five farm animal flashcards to Team B and repeat the activity. The winning team is the team with the most points.

1 Look and read. Mark (✓) or (X).

On the board stick the flashcards of the horse and goat. Next to the horse, write *It's a horse*. Point to the horse and ask *Is that correct, it's a horse?* (Yes.) Put a checkmark next to the sentence. Next to the goat, write *It's a sheep*. Point to the goat and ask *It's a sheep. Is that correct?* (No.) Put a cross next to the sentence.

Ask the students to open their books to page 64. Point to the four pictures one by one and ask *What is this?* Point to the chicken and read the sentence. *Is that correct?* (No.) Show the example cross in the box. Tell the students to work individually to read the sentences, look at the picture and mark with a checkmark or a cross.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?*

Check answers with the class by asking volunteers to say which sentences are correct and incorrect.





2 Listen and circle the animal.

59









On the board put the flashcard of the frog and the chicken. Say the sentences. *It isn't a frog. It's a goat*. Make sure you pronounce the *isn't* clearly for the students. Ask a volunteer to circle the correct animal. (Goat.) Repeat the sentences again for the class to check.

Unit 5 Language Focus 1

Look and read. Mark (✓) or (X).

<p>1  It's a horse. X</p>	<p>2  It's a frog. ✓</p>
<p>3  It's a bull. X</p>	<p>4  It's a swan. ✓</p>

Listen and circle the animal.

<p>1  </p>	<p>2  </p>
<p>3  </p>	<p>4  </p>

Look at the pictures in Activity 2 and number the sentences.

It isn't a duck. It's a rabbit. 2	It isn't a bull. It's a goat. 1
It isn't a horse. It's a bird. 3	It isn't a cow. It's a sheep. 4

Hold up your book and point to the photographs of the animals one by one asking *What's this?* Play number 1 of the recording only and ask *Which animal is it?* (*It's a goat*.) If you receive different answers play it again for students to check. Tell the students to circle the goat in their books. Play the rest of the recording for students to listen and circle the correct animal. Play the recording, pausing after each animal is said and ask *What animal is it?*

Project connection

You can choose to do Stage 1 of the project on page 70 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Look at the pictures in Activity 2 and number the sentences.

Tell students to look at the pictures in Activity 2 and read the first sentence as an example, *It isn't a duck. It's a rabbit*. Ask students *Which picture is it?* (2.) Show students the number 2 in the box. Students complete the exercise in their book. Check together as a class by asking a volunteer to read the sentences and another volunteer to say the corresponding picture number.

4 Find and color the animals. Write sentences.

Divide the students into pairs. Ask them to look at the picture and tell their partner what animals they can see. Tell the students then work individually to color the animals.

4 Find and color the animals. Write sentences.



- 1 (rabbit) It isn't a rabbit. It's a frog.
- 2 (bull) It isn't a bull. It's a horse.
- 3 (duck) It isn't a duck. It's a bird.
- 4 (frog) It isn't a frog. It's a rabbit.
- 5 (goat) It isn't a goat. It's a chicken.

Grammar
It isn't a swan.
It's a frog.

5 Choose three animals. Play *Guess the Animal* with a friend.



On the board stick the flashcard of the frog and write *(rabbit)*. Write *It ... It ...* and ask the students to make two sentences, such as *It isn't a rabbit. It's a frog.* Ask a volunteer to come to the board and write the sentences. Ask the class if they are correct. If they aren't, ask for a volunteer to help correct the sentences. Leave the sentences on the board as a model for the students. Students work individually to write sentences. Ask four volunteers to come to the board, one by one, and write one of their sentences for the class to check. Focus the students' attention on the Grammar box. Circle *It's* and *It isn't* on the sentences on the board and show that *It's* is *It is* and *It isn't* is *It is not*.

5 Choose three animals. Play *Guess the Animal* with a friend.

Choose a farm animal and say a sentence, such as *It's black and white. (A cow.)* Ask the students to guess which animal you are talking about. Repeat a few times with different animals. Ask two volunteers to read out the dialogue from the book. Divide the students into pairs. The students take turns to describe three animals for their partner to guess the animal. Demonstrate the activity with a volunteer. The pairs continue the activity together. Monitor and help where necessary.

Optional activity

Ask the students to draw a picture of their favorite farm animal and write three sentences about it. Write your own sentences on the board as a model. *My favorite animal is the horse. It is brown. It isn't blue!*

WORKBOOK ANSWERS

- 1 1 ✓ 2 X 3 X 4 ✓
- 2 See activity in Workbook.
- Try! Answers will vary.
- 3 1 It isn't a cow. It's a bull.
2 It isn't a horse. It's a chicken.
3 It isn't a bird. It's a frog.
4 It isn't a duck. It's a rabbit.
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 54–55; Unit 5 Language
Focus 1 Worksheet

Unit 5 Language Focus 2

pages 66–67

Lesson objectives

Identify baby farm animals.

Practice the names of baby farm animals through a song and follow-up activities.

Language

Baby farm animals: *calf, chick, foal, kid, lamb*

Present simple *Wh* question and answer: *Where's my ...? It's here.*

Materials

🎧 Tracks 60–61; Unit 5 Flashcards Set 1 (farm animals); Workbook pages 56–57, 119

Warm up

Hold up the sheep flashcard and say something true about it, such as *It's black and white*. Ask the students to respond appropriately. (*Yes, it is.*) Hold up the cow flashcard and say *It's blue*. The students should say *No, it isn't*. Continue the activity with different flashcards and different true and false sentences about each flashcard.

1 Listen, point and repeat. Trace.

🎧 60

On the board stick the flashcards of the cow, chicken, horse, goat and sheep and elicit the words. Ask the students if they know the words for the babies of these animals. Give an example. Ask *What is a baby dog?* (*A puppy.*) If the students know any of the words, write them up next to the parent animal.

Tell students to look at the pictures and play the recording for the students to listen and point to the pictures. Pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *ch* in *chick*, the silent *l* in *calf* and the silent *b* in *lamb*.

Tell students to look at the words. Hold up your book and point to the first picture and show the word *calf*. Trace the word with a pencil to demonstrate what the students have to do. The students work individually to trace the words. Monitor and help with letter formation, showing them where to start and stop and the direction to go. Point to each of the animal flashcards on the board and elicit the name of the baby: *cow—calf, chicken—chick, horse—foal, goat—kid, sheep—lamb*.






Additional resources

The Unit 5 Flashcards Set 2 and Unit 5

Wordcards can be integrated at any point from here on.


Unit 5 Language Focus 2

1 Listen, point and repeat. Trace. 🎧

calf chick foal kid lamb

2 Listen and point to the animals. Listen again and sing along. 🎧



*Oh dear! Where's my chick?
Where's my chick? Quick, quick, quick!
Oh dear! Where's my chick?
Where's my chick? Quick, quick!*

Here's a calf and here's a kid.
The calf and kid are here.
Here's a calf and here's a kid.
But where's my chick? Oh dear!

Oh dear! Where's my chick? ...

Here's a lamb and here's a foal.
The lamb and foal are here.
Here's a lamb and here's a foal.
But where's my chick? Oh dear!

*It's here! Here's my chick!
Here's my chick! Chick, chick, chick!
It's here! Here's my chick!
Here's my chick! It's here!*

3 Look at the picture in Activity 2 and number the animals.

Where's the chick? It's here.	5	Where's the lamb? It's here.	3
Where's the foal? It's here.	4	Where's the calf? It's here.	1
Where's the kid? It's here.	2		

2 Listen and point to the animals. Listen again and sing along. 🎧 61

Write these sentences from the song on the board. *Oh dear! Where's my chick? Here's a calf and here's a kid. The calf and kid are here.* Play the song and ask the children to put their hands up every time they hear one of the phrases.

Do some actions and have the students tell you the line from the song they refer to. For example, touch your head and look worried for *Oh dear!* Look around with your hands up by your eyes, searching for *Where's my chick?* Point with one hand for *Here's a ...* Play the recording for the students to listen to and do the actions. Play one more time for the students to sing along to.

Optional activity

On the board write *loud, quiet, fast* and *slow*. Have the students sing the song as a class without the recording. Tell them when you point to a word on the board they have to sing the song in that way. Start by saying *Sing loudly*. After the first verse point to *quiet*. As they are singing, point to different adjectives and say *Sing ...*

3 Look at the picture in Activity 2 and number the animals.

Focus the students' attention on the picture and ask *What animal is number 1, 2, 3, 4 and 5?* Look at the example sentence together and ask the students to point to the chick. Tell the students to work together to read the sentences and write the number of the animal in the box. Check the answers as a class by asking volunteers to say a sentence and then the number.

4 Solve and find. Answer the questions.

1 Where's my calf? 2 Where's my kid? 3 Where's my foal? 4 Where's my lamb?

It's here. It's here. It's here. It's here.

5 Complete the questions and match.

Grammar
Where's my foal? It's here.

1 Where's the foal ? It's here.

2 Where's the calf ? It's here.

3 Where's the lamb ? It's here.

4 Where's the chick? It's here.

6 Make the game. Play with a friend.



4 Solve and find. Answer the questions.

Point to the pictures 1 to 4 of the farm animals and ask a volunteer to ask the questions *Where's my calf / kid / foal / lamb?* for another volunteer to answer.

Read the instructions aloud and focus students on the maze. Hold your book up and start at the cow and follow the maze with a pencil to the calf and the example sentence *It's here*. Explain to the students that they have to follow the maze and find the mother's baby and then write *It's here*. Monitor and help students by directing them through the maze if they are having problems.

Have the students check their answers with a partner. Focus students' attention on the Grammar box and read the examples aloud to them.

5 Complete the questions and match.

Read out the instructions and direct students' attention to the example with

the line from the question to the answer. Tell the students to work in pairs to match the questions with the correct baby farm animal. Monitor their work. Check answers as a class by asking volunteers to read the questions and point to the answers.

6 Make the game. Play with a friend. Workbook page 119

Have the students look at the photograph of the children playing the game and read out the dialogue. Read the dialogue again for the students to repeat chorally and individually.

Ask students to open their Workbooks to page 119. Have students color the pictures and then cut and fold as instructed. Demonstrate the game with a student at the front of the class. Hide all the cut-out farm animals behind the pictures of the gate, grass and so on, and show the game to the student. Ask the student *Where's the calf?* The student chooses one square to unfold, takes out the cut-out picture of the farm animal, holds it up and say *It's here*. If they are correct, they keep the picture. The

student shows you their game and asks you *Where's the foal?* You choose a square to unfold, hold up the picture and say *It's here*. If you are not correct you put it back. Divide the students into pairs to play the game. The students continue until one of them has no animal cards left in the game. The winner is the one with the most cards. Monitor, encouraging the students to use the question and answer correctly.

Optional activity

Ask two volunteers to come to the front of the class and close their eyes. Hide a farm animal flashcard somewhere. Ask them *Where's the ...?* The volunteers have one minute to find the card and say *It's here*. Repeat with different volunteers. You could ask the first volunteers to hide the card for the next students.

WORKBOOK ANSWERS

- 1 Circled: 1 left 2 right; 3 left
4 right 5 left 6 right
2 1 foal 2 calf 3 chick 4 lamb
5 kid

Try! Possibilities: cow and calf, goat and kid, chicken and chick, horse and foal
3 Here's the calf. Here's the chick.
Here's the kid.

4 Where's the lamb? Where's the foal?
Try! Answers will vary.

Further practice / Homework

Workbook pages 56–57; Unit 5 Language
Focus 2 Worksheet

Unit 5 CLIL pages 68–69

Lesson objectives

Identify different musical instruments.
Become familiar with the musical composition of *Peter and the Wolf*.

Language

Clarinet, flute, French horn, oboe, wolf

Materials

Tracks 62–65; Workbook page 58

Warm up

On the board draw a farm animal for the children to guess. Divide the class into two teams. Ask a volunteer from each team to come to the board and whisper a farm animal to them. Tell them to draw it on the board for their team to guess. The first team to guess wins a point. Repeat with different volunteers. The winning team is the team with the most points.

1 Answer with a friend. What's your favorite music?

Ask the students to open their books to page 68 and read out the instructions. Tell them about your favorite music. Tell the students to turn to their partner and tell them what their favorite music is. Ask a few volunteers to tell the class.

Ask students *What musical instruments do you know?* Mime playing the guitar and the flute.

2 Listen and read along. Point to the animals and instruments.

Ask the students to look at the text and read the title, *Peter and the Wolf*. Tell the students to point to the picture of the wolf. Play the recording for the students to follow in their books. Ask *Is it a story with pictures?* (No, it's a story with music.) *Is the duck in the story?* (Yes.) *What instrument do you think makes the noise of the duck?*

Draw the students' attention to the words in the boxes and ask them to point to flute and other instruments. Play the recording again for the students to listen to and point to the pictures.

3 Listen and imagine the animals. Listen again and match.

Tell the students to look at the four instruments and four farm animal pictures in the book. Tell students they are going to listen to each instrument and they have to imagine which animal the instrument is. Play the first one and take students' ideas. Show the example and say *If you think it's the duck, draw a line to the duck.* Play each instrument, pausing after each one to give the students time to imagine and draw the line to the animal.

Unit 5 CLIL Music


1 Answer with a friend. What's your favorite music?


2 Listen and read along. Point to the animals and instruments.


Peter and the Wolf


Peter and the Wolf is a famous story about a boy and four animals. It isn't a story with words and pictures. It's a story with words and music.


There's a bird, a duck, a cat and a wolf. Each animal is a different instrument. There's a clarinet, a flute, a French horn and an oboe. The music helps us imagine the animals. What do you think the animals do?



bird



clarinet



oboe


wolf


French horn


cat


flute


duck

3 Listen and imagine the animals. Listen again and match.

1 French horn

2 oboe

3 flute

4 clarinet

bird


wolf

cat


duck

4 Listen and check your ideas.

5 Look and complete. Listen and check.



This is a f l u t e. It's the b i r d.



This is a c l a r i n e t. It's the c a t.

Divide the class into pairs for them to compare their ideas.

4 Listen and check your ideas.

64

Tell the students they are going to hear the instruments again and the animal they represent. Play the first instrument, the French horn and tell the student to point to the animal the narrator says. (Wolf.) Play the rest for the students to check if their ideas are the same.

Play the recording again, stopping after each to ask *How does the music make you feel? Tell your partner.*

Optional activity

You can tell the story of *Peter and the Wolf* for the children to listen to and enjoy. As each animal appears in the story, play the recording of the instrument that represents the animal. After you tell the story, play the music again and get the students to imagine the actions of the animals.

Peter lives with his grandfather. One day Peter goes into the garden and sees a duck and a bird arguing. He sees a cat and tells the bird who flies into a tree. A wolf appears, the cat climbs the tree to escape but the wolf eats the duck. Peter gets a rope, climbs a tree and while the bird distracts the wolf Peter catches the wolf. Hunters arrive and want to shoot the wolf but Peter tells them to take the wolf to the zoo.

5 Look and complete. Listen and check.

65.

Point to Lola and Monty and ask *Who is it?* Point to their pictures and ask *What*

6 Draw an animal and its instrument.



7 Describe your drawing. Tell a friend.

This is _____ . It's _____ .

1 Listen and circle the sound. Listen and repeat.



chair



cheeks



chick



chicken



chocolates



teacher

2 Listen and read.

Here's a **chick** and a **chicken**, too.
Here are **chocolates** for me and you.
Here's a **teacher**. She's on a **chair**.
She has pink **cheeks** and long, black hair.



3 Listen again and repeat the chant.

instrument is it? (A flute. A clarinet.) Have the students work in pairs to complete the dialogue before they hear the recording. Play the recording for them to check and correct. Play a final time to check. Ask two volunteers to read the speech bubbles to check as a class.

6 Draw an animal and its instrument.

Draw a picture of one of the animals and the instrument that represents it on the board. Tell the students to draw their own picture in the box provided.

7 Describe your drawing. Tell a friend.

Under your picture write two sentences about it as a model for the students' own writing. *This is a ... It's the ...* The students write their own sentences. Monitor and check spelling and grammar. Read out your sentences about your picture. Divide the class into pairs and tell them to show their partner their pictures and read out the sentences.

WORKBOOK ANSWERS

- Musical instruments: clarinet, flute, French horn, oboe
Animals: bird, cat, duck, wolf
- bird, duck, cat, wolf, clarinet, flute, French horn, oboe
- 1 bird 2 wolf 3 cat 4 duck
Try! Answers will vary.

Further practice / Homework

Workbook page 58; Unit 5 CLIL Worksheet;
Unit 5 CLIL Video Worksheet

Phonics

Learning objectives

Practice pronunciation of the /tʃ/ sound.

Practice listening to, reading and saying words with the /tʃ/ sound.

Materials

Tracks 66–67; Workbook page 59

Warm up

Write two columns on the board with the sounds /i/, /u/ written at the top. Tell the students to copy the table. Tell the students you are going to read out some words. They should listen, repeat the words to their partner and then write them in the correct column. Do the first one as an example. Say *jump* and ask a volunteer to write it in the correct column. Read out the following words: *artist, sunny, brush, window, handprints, jungle, big, pink, uncle*. To check as a class, repeat the words and have different volunteers come to the board and write them in the correct column.

1 Listen and circle the sound.

Listen and repeat.

Write *ch* on the board. Say the sound for students to repeat. Show the shape of your mouth and how the air is pushed through almost closed teeth. Have the students practice saying the sound with their partner.

The students look at the pictures and practice pronouncing the words with their partner. Play the first word on the recording and pause. Write *chair* on the board and circle the sound *ch*. Play the recording all the way through and tell students to circle the *ch* sound in all the words. Play the recording again as a model for the students to repeat chorally and individually.

2 Listen and read.

Play the chant for the students to read and follow. Show the highlighted *ch* sound and ask the students to shout out the sound as they read and listen. Play the recording again, this time the students say the *ch* words as they read and listen.

3 Listen again and repeat the chant.

Clap your hands and say each of the *ch* words twice. Repeat again for the students to join in with you. Play the recording and encourage the students to join in. Play the recording one more time, this time encouraging the students to clap the rhythm and join in saying the chant with the recording.

WORKBOOK ANSWERS

- 1 (ch)icken 2 (ch)air 3 (ch)eeeks
4 (ch)ocolate 5 (ch)ick 6 Fren(ch) horn
- 2 Right column, top down: chocolates, cheeks, chick, chicken, chair
Try! Answers will vary.

Further practice / Homework

Workbook page 59

Unit 5 Project and Value

page 70

Lesson objectives

Explore and compare different sounds from a musical instrument.

Value

Listen to your friends.

Materials

Different-sized cardboard tubes; paint and decorations; wax paper; rubber bands; Unit 5 Stickers; Workbook page 60

Warm up

On the board write the song:

*Old MacDonald had a farm,
E-I-E-I-O. And on his farm he had some
chicks,
E-I-E-I-O. With a chick, chick here,
And a chick, chick there,
Here a chick, there a chick,
Everywhere a chick, chick.
Old MacDonald had a farm,
E-I-E-I-O.*

Sing the song with the class and substitute chicks with *duck—quack* and *cow—moo, moo*.

Value: Read and stick

Ask students to open their Student Books to page 70 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *Why is it important to listen to friends? (It's polite, to learn, to help, because we like our friends to listen to us.)*

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

Cardboard Kazoo

Stage 1: Plan your project.

Point to the picture and tell the children it is an instrument called a *kazoo* and they are going to make one. Ask the students *Are the two kazoos identical? (No.) Why? (One is big and one is small.) Do you think they make the same sound? (No.)* Tell the students to decide how big they want to make their kazoo and have them choose a cardboard tube.

Stage 2: Develop your project.

Go through the stage, from step 1 to 2 with the students, helping where necessary. They may have difficulty making the small holes. Tell the students to blow their kazoo and see if it makes a noise. Demonstrate with your kazoo how to play it. Put the kazoo to your mouth

Unit 5 Project and Value

Cardboard Kazoo

Materials

- Different sized cardboard tubes
- Paint and decorations
- A square of wax paper
- A rubber band

Read and stick.
Listen to your friends.

Stage 1: Plan your project.

- 1 Look at the picture. Do you think the kazoos make the same sound?
- 2 Decide how big to make your kazoo. Choose your cardboard tube.

Stage 2: Develop your project.

- 1 Paint and decorate your cardboard tube.
- 2 Make a hole in the top of your kazoo.
- 3 Play your instrument. Does it make a sound?
- 4 Attach a square of wax paper to one end of your kazoo. Use a rubber band.
- 5 Play your instrument again. Does it make a different sound?

Stage 3: Share your project.

- 1 Work in small groups. Practice playing your instruments together.
- 2 Play your instruments for the rest of the class.

Stage 4: Evaluate your project.
Save your Project Record.

This is my kazoo! Listen. It's a duck!

and hum / talk into it. It's important the vocal chords are engaged—you can't just blow. Go through step 4, helping them attach the wax paper. Tell them to play their kazoo again and check if the sound is different now.

Stage 3: Share your project.

Play your kazoo and say *This is my kazoo. Listen it's a bird.* Divide the class into groups of six. Ask each student to take turns to play their kazoo for the groups to listen. After they play they present their kazoo and name the animal they think it is as in your demonstration. They compare the sounds and share associations—maybe one sounds like a duck, another may sound like a sheep, a goat or a cow! Ask the students *Why do the kazoos sound different? (The size, the holes, the way you play it.)*

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 60 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and color the face that describes how they feel. Repeat for the other stages.

WORKBOOK ANSWERS

- 1 Top row: ✓, X
bottom row: X, ✓
- 2 Answers will vary.
Try! Answers will vary.

1 Listen, follow and color the number.



2 Look at Activity 1 and write sentences.

- 1 *It isn't a goat.* *It's a duck.*
It isn't a rabbit. *It's a chicken.*
It isn't a sheep. *It's a cow.*

3 Write questions. Ask and answer with a friend.



- 1 *Where's the kid?*
 2 *Where's the chick?*
 3 *Where's the calf?*

Where's the kid?
It's here!



star. Give the students time to color the number. Repeat as necessary.

2 Look at Activity 1 and write sentences.

Say the sentences *It isn't a goat. It's a duck. It isn't a rabbit. It's a chicken. It isn't a sheep. It's a cow.* Ask *What star is it?* (3.) On the board write *star 5, star 7.* Have the students work with a partner to say the pathway to get to these two stars. Tell them not to write anything at this stage. Ask a couple of volunteer pairs to tell you the pathways to star 5 and 7 and follow in your book so the students can see. Tell the students to write the sentences now for the star 5 and 7 pathways. Monitor and help if necessary. Write the pathways on the board for the students to correct their own work. Ask them to correct their sentences in a different-colored pencil so you can see where their errors are.

Optional activity

Tell the students to draw their own maze with different farm animals and their babies. The students swap mazes with their partner and ask them to say a pathway to two different-numbered stars as in Activity 1 and 2.

3 Write questions. Ask and answer with a friend.

Around the room, stick three of the farm animal flashcards. On the board write *Where's the ...?* Tell the students to look at the picture and write two questions with *Where is the ...?* Ask a volunteer about one of the farm animal flashcards on the wall, *Where's the ...?* The volunteer points to the flashcard and says *It's here.* Repeat a couple of times with other volunteers.

Have the students work in pairs. The students take turns to ask and answer their questions. Monitor and help the students with pronunciation.

Optional activity

Give students a few moments to look through Unit 5 in their Student Book. Ask them to choose the activity they enjoyed doing the most and put a smiley face next to the activity.

Additional resources

The Unit 5 Test can be given now.

WORKBOOK ANSWERS

- 1 1 *It isn't a chicken. It's a swan.*
 2 *It isn't a frog. It's a rabbit.*
 3 *It isn't a duck. It's a cow.*
 2 First column: *Where's the chick? Where's the calf? Where's the foal?*
 Second column: *Where's the lamb? Where's the kid?*
 Try! Answers will vary.

Further practice / Homework
 Workbook page 61

Further practice / Homework
 Workbook page 60

Unit 5 Review page 71

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Farm animals, simple present *Wh* question: *Where's the ...? It's here.*

Materials

Track 68; Unit 5 Flashcards Set 1 (farm animals); Workbook page 61

Warm up

Hold up the flashcards of the goat, cow, horse, chicken and sheep one at a time, saying each time *Where's my baby?* The students answer *The (kid). It's here.*

1 Listen, follow and color the number.

Ask the students to look at the maze. Ask *Who's this? (Monty.) Ask Where's the horse / cow / goat?* Have the students point at the picture and say *It's here.* Ask students to identify the two animals in the top row. (*Duck and goat.*)

Play the recording and pause after the speaker says *It isn't a goat* and elicit the animal. (*Goat.*) Continue the recording pausing after *It's a duck.* Elicit the animal. (*Duck.*) Have students identify the next two animals in the maze under duck. (*Rabbit and chicken.*) Resume the recording, pausing after the next sentence, and elicit the animal. (*Rabbit.*) Repeat for the last sentence for students to identify the path from *duck to rabbit to bull.*

Demonstrate by playing the first section and following the path with your finger to the star at the bottom. Ask *What number is it? (1.) What color is the number?* Play the recording, pausing after each section and eliciting the correct number in the

Unit 6 Vocabulary

pages 72–73

Lesson objectives

Identify different fruits.

Practice naming fruits through a song and follow-up activities.

Language

Fruit: *apple, banana, coconut, grape, lemon, lime, mango, orange, pear, pineapple*

Materials

① Tracks 69–70; Lola the pirate Flashcard; Flashcard Pocket; Unit 4 Flashcards Set 1 (clothes); Unit 5 Flashcards Set 1 (farm animals); Unit 6 Flashcards Set 1 (fruit); Workbook page 62

Warm up

Divide the class into two teams. Invite a volunteer from each team to sit in a chair, facing their team with the board behind them. Write a word on the board from one of the previous units, such as *leg*. Choose words that are easy for the students to explain or mime. The team members explain / describe the word for their volunteer to guess. Give them a couple of minutes and tell them they cannot say, spell or draw the word. The volunteer who guesses the word first gets a point for their team. Repeat the activity with different words and volunteers. The team with the most points at the end of the game wins.

1 Answer with a friend. 🗣️

Put the Lola the pirate flashcard in the library flashcard pocket. Hold up the flashcard of Lola in her normal clothes. Ask the students *Who's this? (Lola.) Say Hello Lola* and encourage the students to say *Hello* to Lola. Hold up the flashcard pocket. Say *Here's the library*. Put the Lola flashcard in the pocket and say *Now Lola's in the library*. Turn the pocket around to show the magic door. Remove the flashcard of Lola as a pirate and ask *Look! Who is this? Lola is a ...?* Try to elicit *pirate* if the students don't know the word, say *pirate*. Show students the fruit flashcards one by one and elicit or give the name of each fruit.

Divide the class into pairs. Ask students to open their Student Books to page 72 and look at the picture. Point to Lola and ask *Who is this?*

Read question 1 aloud. Point to Lola's hat and ask *What color is this? (Red.)* Tell the students to work together, taking turns to point at items in the picture and say the color.

6 Lola the Pirate

Vocabulary

🗣️ **Answer with a friend.**

- 1 What colors can you see?
- 2 What's your favorite fruit?

👂 **Listen, point and repeat.**

🔗 **Read and match.**

apple banana coconut grape lemon
lime mango orange pear pineapple

Read the second question aloud and tell the students about your favorite fruit. For example, *My favorite fruit is a banana*. Ask the children to turn to their partner and tell them what their favorite fruit is.

Optional activity

Bring in an example of all the fruits, either real or plastic ones to use instead of the flashcards.

2 Listen, point and repeat. 🎧 69

Focus students' attention on the picture and the numbered fruit. Play the recording for students to point to the fruits as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the silent *e* in *lime*. Play the recording a final time for individual students to say the words for the class.

3 Read and match.

Hold the fruit flashcards up one by one and elicit the words. Read the instruction.

Point to the example *apple* and the line from the word *apple*. Have students work individually to draw a line from the words to the pictures. Monitor and, if needed, help by showing the flashcards and asking students to point to the word in the activity and then the picture. Check answers as a class.

Optional activity

Divide the class into pairs. Point to a fruit and say the word, such as *coconut*. Ask a volunteer to do the same. The pairs take turns to point to a fruit and say the word.

4 Unscramble the letters to write the words.

Focus the students' attention on the pictures of fruit. Say a number and elicit the corresponding fruit. (*Number 2—coconut*.) Repeat for all the fruit.

On the board write the anagram *neppliae*. Ask the students *What's the fruit?*

WORKBOOK ANSWERS











- 1 apple 5 banana 3 coconut 4 grapes 2 lemon 10 lime 9 mango 8 orange 7 pear 6 pineapple 1
 2 1 lemon 2 apple 3 pear 4 banana 5 coconut 6 lime 7 grapes 8 pineapple 9 orange 10 mango

Try! Answers will vary.


Further practice / Homework

Workbook page 62

4 Unscramble the letters to write the words.

1  n e p p l p i a e p l pineapple	5  r a o g n e orange	9  i e l m lime
2  u o n t c c o t coconut	6  l m e o n e o lemon	10  p l a e p apple
3  n a b a n a banana	7  g p r a e grape	
4  a m o n g mango	8  a e p r pear	

5 Listen and point to the pictures. Listen again and sing along.



A mango! A mango!
 An orange, a pear and a coconut, too.
 A grape, a banana and a lemon, too.
 An apple, a lime and a pineapple, too.

*I'm a pirate on a pirate ship.
 I'm a pirate on a pirate ship.
 I'm a pirate on a pirate ship.
 I'm a pirate on a pirate ship.
 A mango! A mango!...*

6 Play Shopping Basket with a friend.



I have pears.
 I have pears and apples.
 I have pears, apples and grapes.

(Pineapple.) Show the example written in the book.

Have the students work in pairs to complete the activity. Monitor and help with spelling, referring them to Activity 3 to check. Put the flashcards on the board in the same order as in Activity 4. Ask volunteers to come to the board and write the words next to them for the class to check.

5 Listen and point to the pictures. Listen again and sing along.

Direct the students' attention to the song. Say *mango* and ask them to point to the picture. Ask the students to close their books and stand behind their desks. Play the recording and ask the students to stand up / sit down when they hear a fruit in the song.

Tell the students to open their books and play the recording again for students to follow in their books and point to the fruit when they hear it in the song. Ask the students to stand up, then play the song for them to sing along to. Repeat the

activity as necessary and if the students are enjoying singing.

6 Play Shopping Basket with a friend.

Point out the speech bubbles and read them aloud for students to follow along. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. Demonstrate the game with a volunteer, start with *I have bananas* and tell the volunteer to repeat what you said and continue and add another fruit. You then say *I have bananas, (the volunteer's fruit) and (another fruit)*.

Divide the class into pairs and tell them to play the game. Tell the students if they forget a word, they start the game again. Monitor and help where necessary, making sure they are repeating the words and adding their own word. Listen for pronunciation errors to work on after the activity.

Unit 6 Reading pages 74–75

Lesson objectives

- Understand and act out a story.
- Find specific information in a text.
- Review fruit in the context of a story.

Language

Simple present *I like / I don't like + fruit*

Materials


- Track 71; Unit 6 Flashcards Set 1 (fruit); Unit 6 Storycards; DVD Unit 6 Story; Workbook page 63

Warm up

Have the students stand in a big circle. Go around to each student telling them they are a fruit or an animal. Tell them when you say a fruit, those students who are fruit have to change places as quickly as possible. If you say an animal, those students who are animals change places. Play the first round as an example. Say *mango*, then say *horse*. The students who are the slowest to change places or change when it's not their turn sit down. The winners are the last few students left standing.

1 Look at the pictures and answer with a friend. 🗣️

Hold up the first storycard and ask *What can you see? (Pirates, monkeys, mangoes, a bird, a ship.) Why are the pirates pointing to the monkeys and mangoes?* Listen to students' suggestions but don't say whether they are correct at this stage. Hold up the second storycard with the first and ask *What do you think happens in the story?* Have the students turn to their partner and talk about what they think happens in the story. Ask a few volunteers to share their ideas with the class. Tell the students to look at the pictures on pages 74–75 in their book. Divide the class into pairs and read the first question aloud. Have the students work together to read the whole story and answer the question. Read question 2 aloud. Give the students time to read the story and answer the question. Check understanding by showing storycard 1. Ask *Who are the people?* (*Pirates.*) Show storycard 4 and ask *What's the weather like?* (*It's hot. It's sunny.*) Show storycard 1, 3 and 5, one by one, and ask *Why don't the pirate's friends help?* (*Because they don't like monkeys / frogs / big trees.*) Show storycard 7 and ask *Do his friends want to help now?* (*Yes.*)



Unit 6 Reading Fruit Salad

1 Look at the pictures and answer with a friend. 🗣️

1 Who are the people in the story? 2 What's the weather like?

2 Listen and read along. Mark (✓) the fruit in the story. 🎧

apples bananas coconuts mangoes pineapples

1 Here's a pirate ship. Here are the pirates. Pirate Pete sees mangoes.




Let's pick the mangoes! Who can help?

Not me!

Not me!

Not me! I don't like monkeys.

2 So Pirate Pete picks the mangoes.



Phew! It's hot!

But I like mangoes.

3 Then Pirate Pete sees pineapples.



Let's pick the pineapples! Who can help?

Not me!

Not me!

Not me! I don't like frogs.

4 So Pirate Pete picks the pineapples.



Phew! It's hot!

But I like pineapples.

Optional activity 🎧 71

Play the story pausing the story after each storycard and ask *What fruit can you see? What happens next?* Tell the students to look at the storycards and listen and enjoy the story. Play the recording, holding up the storycards one at a time. Ask the storycard questions as you hold up each one and point to key items in the pictures as they are mentioned in the recording.

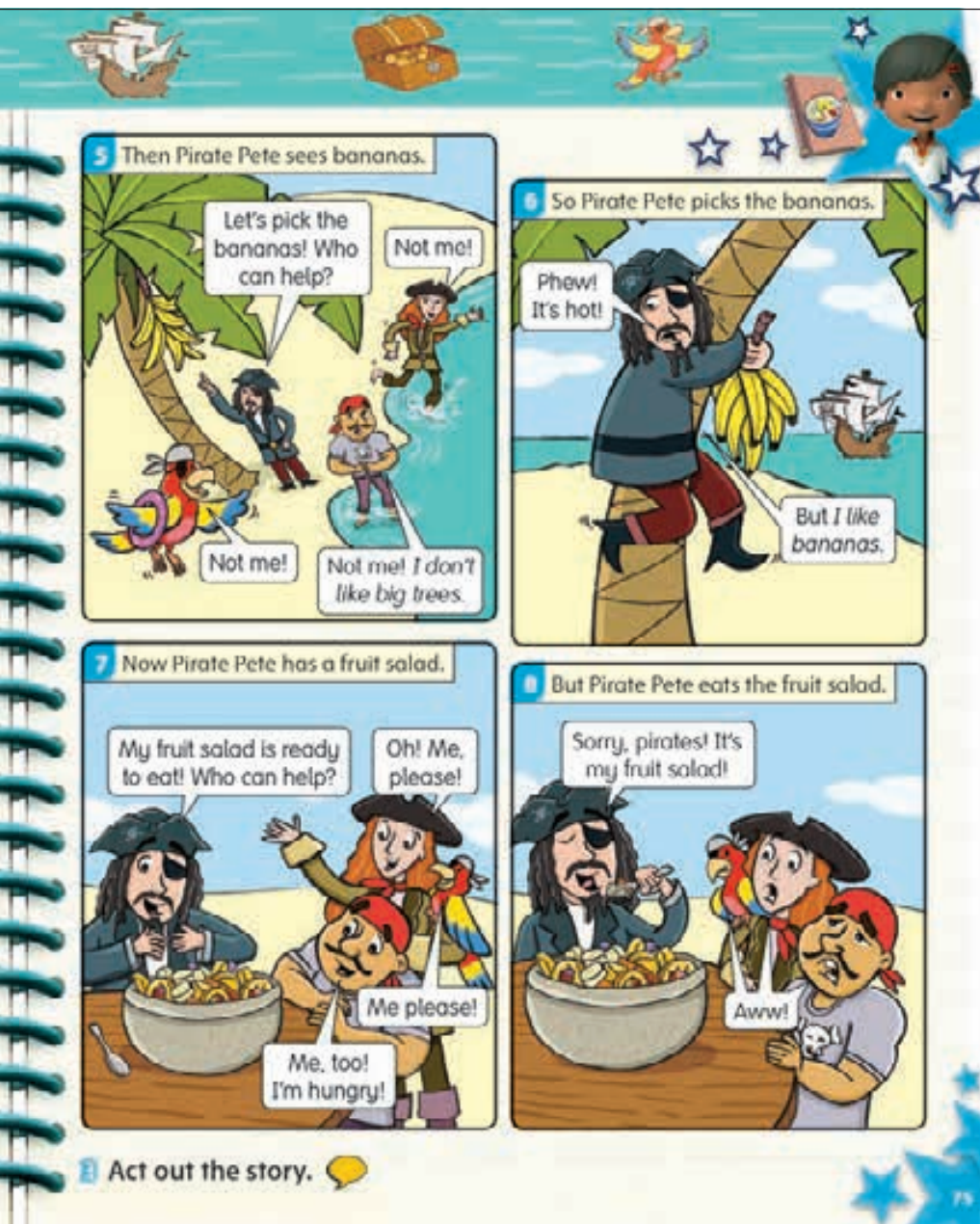
2 Listen and read along. Mark (✓) the fruit in the story. 🎧 71

Play the recording for the students to follow in their books, ask them to point at the fruit and animals in the story when they hear them. Read the second instruction with the children and show them the checkmark in the box next to *mangoes*. Have the students work in pairs to find the words in the story and mark the boxes next to the fruit they find in the story.

Ask a volunteer to read out the fruits they marked while the class points to them in the story.

Optional activity

Play the video the whole way through and ask students to shout out the name of the fruit when they see it. Pause the video each time before Pirate Pete says *But I like ...* Ask *What does he say? But I like ...* On the board write the phrases *I don't like monkeys. I don't like frogs. I don't like big trees.* Play the video again, pausing before each of the phrases and have the students shout out the phrases with *the*. If you have time, play the video one more time for the students to look at the actions of the characters and pay attention to the intonation and expression in preparation for acting out the story.



WORKBOOK ANSWERS

- 1 1 first picture 2 second picture
 3 second picture 4 first picture
 2 Answers will vary.
 3 Answers will vary.
 Try! 7 mangoes, 2 pineapples, 9 bananas

Further practice / Homework

Workbook page 63; Unit 6 Reading Worksheet;
 Unit 6 Story Worksheet

3 Act out the story.

Divide the class into groups of four and assign a role from the story to each group: Narrator, Pirate Pete, Pirate 1, Pirate 2.

Ask the students to think of some actions for the characters in the story and to find some props to use for the fruit and animals.

Tell the students to practice reading the story in their groups. Then have the students to do the actions to go with the story. Encourage the groups to act out their parts, saying the words from the story and doing appropriate actions. Monitor the groups and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language *I like ... I don't like ...* correctly. Tell more confident groups to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What animals do you / don't you like? What's your favorite part of the story?*

Optional activity

Ask the students to complete the story activities on page 63 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 5.

Unit 6 Language Focus 1

pages 76–77

Lesson objectives

To understand and use *I like / don't like*.
To review fruit.

Language

Present simple: *I like / don't like ...*

Materials

Track 72; Unit 6 Flashcards Set 1 (fruit); pages 64–65

Warm up

Choose one of the fruit flashcards. Don't show the flashcard, just mouth the word with no sound. Tell the students to look at your mouth and say the word. Ask a volunteer to the front and tell them to be completely silent during the activity. Show them a flashcard and tell them to silently say it to the rest of the class for the class to guess what the word is. Repeat with other volunteers and flashcards.

1 Listen and mark (✓) or (X). 72

Stick the fruit flashcards on the board. Ask a volunteer to come to the board and ask *What fruit do you like?* Tell the volunteer to point to the fruit they like and say *I like ...* Ask them *What fruit don't you like?* Have the volunteer point to the fruit they don't like and say *I don't like ...* Ask *Do you like ...?* If they say *Yes* put a checkmark next to the flashcard, if they say *No* put a cross. Repeat until you have at least one checkmark and one cross.

Ask the students to open their books to page 76. Point to each picture and ask *What is this?*

Tell the class they will hear a pirate talking about what he / she likes and doesn't like. Say *You have to write a checkmark if you hear I like ... and a cross if you hear I don't like ...* Play the recording and pause after the example and ask *I like or I don't like pineapples? (I like pineapples.)* Show the checkmark in the box. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work.

Ask the students to check their answers with their partner and tell you if they have any different answers. If some of the pairs have different answers, ask them which number and play the number on the recording for students to check. Check answers with the class by playing the recording again, stopping after each sentence and asking volunteers to say *I like ... or I don't like ...*

Unit 6 Language Focus 1

1 Listen and mark (✓) or (X).

1

2

3

4

5

6

7

2 Look and circle like or don't like.

1 I like / don't like bananas.

2 I like / don't like monkeys.

3 I like / don't like frogs.

4 I like / don't like fruit salad.

5 I like / don't like pineapples.

Optional activity

Have the students look at the pictures with their partner and point at the items and take turns to say what they do and don't like.

2 Look and circle like or don't like.

Hold up your book and point to the pictures one by one asking *Like or don't like?* Tell the students to look at sentence 1 as an example of the activity and show *like* circled. Point to the checkmark next to the bananas.

The students work individually circling *like* or *don't like* for each picture. Ask the students to compare their answers with their partner before checking as a class.

Project connection












You can choose to do Stage 1 of the project on page 82 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Look at the chart and complete the sentences.

Tell students to look at the table in the book. Say *Point to Lucy / Alex.* Point to the fruit and elicit the names: *bananas, grapes, coconuts.* Show the smiley face and ask *Does Alex like or not like bananas? (Like.)* Focus the students' attention on the example sentence under the table.

Students work individually to complete the activity in their book. Monitor and check the spelling and the use of articles. Check together as a class by asking volunteers to write the sentences on the board. Encourage the class to help

1 Look at the chart and complete the sentences.

			
 Alex			
 Lucy			

Grammar
I like pears.
I don't like limes.

Alex: I like bananas. I don't like grapes. I like coconuts.

Lucy: I don't like bananas. I like grapes. I like coconuts.

2 Mark (✓) or (X) the fruit you like and don't like. Write sentences.

	<input checked="" type="checkbox"/>	<u>I like oranges.</u>		<input type="checkbox"/>	_____
	<input type="checkbox"/>	_____		<input type="checkbox"/>	_____
	<input type="checkbox"/>	_____		<input type="checkbox"/>	_____

3 Compare answers with a friend.



the volunteer if you spot a spelling or grammar mistake.
On the board write *I like pears*. Draw a smiley face. *I don't like limes*. Draw an unhappy face. Circle *like* and *don't like* and the plural *s*. Under the sentence show students *I do not like = I don't like*. Focus students' attention on the Grammar box as a reference.

4 Mark (✓) or (X) the fruit you like and don't like. Write sentences.

On the board stick the orange flashcard and write a cross next to it and say *I don't like oranges*. Tell the students to look at the fruit in the activity and write a checkmark for the fruit they like and a cross for the fruit they don't like.

Under the orange flashcard write *I don't like oranges* as a model sentence for the students. The students work individually to write a sentence for each fruit. Ask the students to swap books and check each other's words. Tell them to use a different-colored pencil to put a dot next to any mistakes. Students return the books and

correct their mistakes. Monitor and help with spotting any mistakes but don't correct them—focus on spelling, capital letters, periods and the plural *s*.

5 Compare answers with a friend.

Tell the students to look at the photos of the boy and girl and read out the dialogue for the students to repeat chorally and individually. Pair yourself up with a student and repeat the activity to demonstrate.

Have the students work in pairs to compare what fruit they like and don't like. They take turns to say what they like and their partner replies. Monitor and listen to the students but don't interrupt the activity. Make a note of any errors in grammar or pronunciation to go over after the activity.

Optional activity

If you have the space, have the children stand up and compare their likes and dislikes as they did in Activity 5. Tell them to speak to as many students as possible in five minutes. If they find a student who likes or dislikes the same fruit they write their name next to the fruit in their books.

WORKBOOK ANSWERS

1 bananas ✓ lemons X pears X oranges ✓

2 I don't like grapes. I like apples. I don't like limes.

Try! Answers will vary.

3 1 I like oranges. 2 I like mangoes.

3 I don't like coconuts. 4 I don't like pineapples.

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 64–65; Unit 6 Language Focus 1 Worksheet

Unit 6 Language Focus 2

pages 78–79

Lesson objectives

Identify the names of some food and drinks made with fruit.

Practice *like* and *don't like* with different foods through a song and follow-up activities.

Language

Food and drinks: *fruit salad, Jell-O, juice, lemonade, smoothie, yogurt*

Present simple to ask and answer about likes and dislikes: *Do you like? Yes I do / No I don't*

Materials

Tracks 73–74; Unit 6 Flashcards Set 1 (fruit); Workbook pages 66–67, 117

Warm up

Go around the class and ask for one random letter from each student. Write each letter on the board. Make sure there are enough vowels and consonants in the selection. Divide the class into teams of four. Give them five minutes to try to write as many words from these letters as possible. Tell them they can use a letter only once unless there is more than one of them on the board. The team with the most words wins the game.

1 Listen, point and repeat. Match.

73

Write *fruit drinks* on the board in a big circle. Draw lines from the circle and write *juice* at the end of one line. Ask the students *Do you know any fruit drinks?*

Explain *juice* by miming squeezing an orange into a glass and drinking it. Write any fruit drink words they give you on the board.

Tell students to open their Student Books to page 78 and look at the pictures. Point to each picture and elicit or give the word. Play the recording for the students to listen and point to the pictures. Play the recording again, pausing after each phrase for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the initial *j* in *juice* and the *y* sound in *yogurt*.

Point to picture 1 and ask *What is it? (Lemonade.)* Hold up your book and draw a line from the picture to the word *lemonade*. The students continue individually to complete the activity.

Have the students check with their partner to see if their answers are the same or different. To check as a class, point to the pictures and ask volunteers to tell you the picture number.



1 Listen, point and repeat. Match. 



2 Listen and point to the food. Listen again and sing along. 



Do you like smoothies?
Do you like smoothies?
Yes, I do!
I like smoothies.
I do! I do!
I do! I do!
I do! I do!
I do! I do!

*Fruit salad, Jell-O!
Fruit salad, Jell-O!
I like juice. I like Jell-O,
Lemonade, too.
I do! I do!
I do! I do!*

Do you like yogurt?
Do you like yogurt?
No, I don't!
I don't like yogurt.
I don't! I don't!
I don't! I don't!

Fruit salad, Jell-O! ...

3 Look and complete the questions.

Do you like (1) <u>smoothies</u> ?	Do you like (4) <u>fruit salad</u> ?
Do you like (2) <u>juice</u> ?	Do you like (5) <u>Jell-O</u> ?
Do you like (3) <u>yogurt</u> ?	Do you like (6) <u>lemonade</u> ?

Optional activity

Have the students work in pairs, taking turns to say which foods they like and don't like.

Additional resources

The Unit 6 Flashcards Set 2 and Unit 6 Wordcards can be integrated at any point from here on.

2 Listen and point to the food. Listen again and sing along.

Have students look at the picture and ask *Who are they? (Pirate Pete and his friends.)* Look at the food and drink. What is it? Play the song and ask the students to point to the pictures when they hear the food and drink words.

Play the song again for the students to sing along. As a class make up some actions to go with the song. For example, miming drinking and eating, nodding their head for *I do* and shaking their head for *I don't*, miming a wobbly Jell-O. Play the

recording again for the students to do the actions as they sing along.

Optional activity

Divide the class into two groups. One group asks the questions: *Do you like ...?* and the other group sings the rest. Play the recording softly as the groups sing their parts. Change the parts for the groups and repeat the activity.

3 Look and complete the questions.

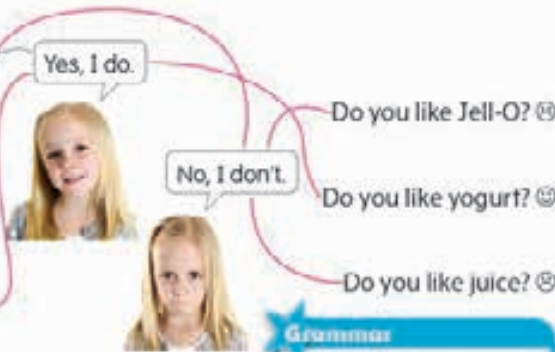
Ask the students to look at the picture in Activity 2 and ask *What's number 1, 2 ...?* Direct the students' attention to the first example question and tell them to point to the smoothie. Ask *What number is it?* The students complete the questions individually. Tell them to look at Activity 1 to help them to spell the words. Have the students compare their answers with their partner before you go through each question asking volunteers to read the questions for the class to check.

4 Read and match.

Do you like smoothies? ☹️

Do you like lemonade? 😊

Do you like fruit salad? 😊



Grammar
Do you like juice?
Yes, I do. No, I don't.

5 Write questions and answer for you. Ask a friend and mark (✓) or (X).

	Me	My friend
Do you like juice?	Yes, I do. / No, I don't.	<input type="checkbox"/>
Do you like yogurt?	Yes, I do. / No, I don't.	<input type="checkbox"/>
Do you like fruit salad?	Yes, I do. / No, I don't.	<input type="checkbox"/>
Do you like lemonade?	Yes, I do. / No, I don't.	<input type="checkbox"/>

6 Make the game. Play with a friend.



4 Read and match.

On the board draw Jell-O and a juice. Point to the juice and show a sad face. Ask *Do I like Jell-O?* (No.) Point to the juice and smile. Ask *Do I like juice?* (Yes.)

Tell the students to look at the picture of the two girls and ask them to point at the happy and sad faces. Explain that in this example *Yes I do = I like, No, I don't = I don't like*. Direct students' attention to the example question and point to the smiley face and the line to *Yes I do*. Tell the students to work in pairs to match the questions and short answers. Monitor their work. Check answers as a class by asking two volunteers to read the question and the correct answer.

Model the question and answer for the students to repeat chorally and individually. Ask volunteers to ask and answer across the classroom. Pay attention to the rising intonation of the question.

5 Write questions and answer for you. Ask a friend and mark (✓) or (X).

Hold up your book and point to the table and the juice. Read out the example sentence and say *Yes, I do* and pretend to write *Yes, I do* in the Me column.

Have students work individually writing the short answers *Yes, I do* or *No, I don't* in the Me column.

Divide the students into pairs and tell them they are going to ask and answer with their partner. Demonstrate with a volunteer. Ask the volunteer *Do you like juice?* Encourage the volunteer to give the short answer. Put a checkmark or cross in the My friend column.

In pairs the students take turns to ask and answer and mark the table. Monitor, paying attention to intonation and making sure the students respond with the short answers.

6 Make the game. Play with a friend. Workbook page 117

Ask students to open their Workbooks to page 117. Hold up your book and point to a couple of numbers, colors and food and ask *What's this?* Ask the children to color the pictures before they cut and fold the game as instructed. Demonstrate with your own worksheet.

Fold the worksheet diagonally both ways, so you have an X pattern on the paper. Fold each corner into the center. Turn it over, fold each corner into the center again. Fold it in half one way. Now fold it in half the other way.

Point to the photograph of the two children in the Student Book and have two volunteers say the dialogue. Demonstrate the game with a volunteer. Begin with your thumb and index fingers of each hand in the four pockets. Have a volunteer pick one of the numbers on the top. If they pick five, count to five while alternating a pinching and pulling motion with the game. After counting out five, one of the colors will be showing. The volunteer picks a color. If the color is yellow, spell out yellow, alternating pinch and pull. Once you have spelled out yellow, one of the fruits will be showing. The volunteer points to a fruit and you ask *Do you like ...?* Encourage the volunteer to answer *Yes, I do / No, I don't*. Divide the students into pairs to play the game. Monitor, encouraging the students to ask the question at the end *Do you like ...?*

WORKBOOK ANSWERS

- 1 Top row: 6, 2, 3 bottom row: 1, 5, 4
2 1 yogurt 2 juice 3 lemonade
4 smoothie

Try! Answers will vary.

- 3 1 Yes, I do. 2 Yes, I do.
3 No, I don't. 4 No, I don't.
4 Do you like jell-O? No, I don't.
Do you like fruit salad? Yes, I do.
Do you like lemonade? No, I don't.

Try! Answers will vary. Should follow grammar format *Do you like ...?*

Further practice / Homework

Workbook pages 66–67; Unit 6 Language

Focus 2 Worksheet

Lesson objectives

Describe the life cycle of fruit trees.
Become familiar with the concept of tree life cycles and create a drawing of different aspects of that life cycle.

Language

Blossom, ground, grow, plant, seed

Materials

Tracks 75–76; Unit 6 Flashcards Set 1 (fruit); Workbook page 68

Warm up

Draw a tree on the board with lots of big leaves. Ask a volunteer to come to the board and write a word they associate with tree on one of the leaves. Provide an example if they find this difficult. Write *green* in one of the leaves. Repeat with different volunteers so you get a variety of words on the tree.

1 Answer with a friend. Where does fruit come from?

Ask the students to open their books to page 80 and read out the instructions. Tell the students to turn to their partner and answer the question. Give them time to think about it and discuss their ideas.

Ask a couple of volunteers to share their answers. On the board write *A fruit tree*. Ask *What fruit trees do you know?* (*Lemon, apple, orange, mango.*) *What fruit trees do we grow in this country?*

2 Listen and read along. Label the pictures.

Ask the students *How does a tree grow?* Take all their answers and write any key vocabulary they may come up with on the board, such as *seed, water, grow*.

Hold up your book and point to the photographs one by one asking *What is this?* If they don't know, tell them not to worry, they are going to read the text and find out.

Play the recording for the students to follow in their books. Ask *Where does fruit come from?* (*Plants or trees.*) *What does a tree need to grow?* (*Water and sun.*) *What is inside an orange?* (*Seeds.*) Tell the students to read the text again and label the photographs. Play the recording, stopping after *ground / grow / blossom / oranges*. Say *Point to the seed / plant / blossom / fruit*. Tell the students to write the words from the word pool under the correct photograph. Point to the example of *seed*. Have the students continue individually. Check the answers together as a class.

1 Answer with a friend. Where does fruit come from?

2 Listen and read along. Label the pictures.

blossom fruit plant seed

A Fruit Tree

Fruit is from plants or trees.

This is a seed. It's in the ground.

This is a plant. It needs sunlight and water to grow.

The plant is big now. It's a tree. Look! It has blossoms.

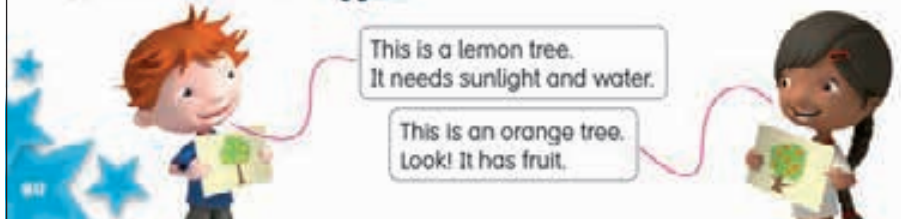
Now the tree has fruit. Look! Lots of oranges.

The oranges have seeds inside them. The seeds can grow again.

3 Look and number.



4 Listen and match.



3 Look and number.

Tell the students to look at the text and the picture of the life cycle of a tree again. Ask *Which photo is number 1, 2, 3, 4 in the stage of a tree?* Point to the pictures in order.

Read the instruction aloud to the class. Look at the example and ask *What is this?* (*A seed.*) *Does a tree start with a seed?* (*Yes.*)

Students read the text again and work in pairs to complete the activity. Check together as a class by asking a few volunteers for their answers.

4 Listen and match.

Point to the pictures of Monty and Lola and ask *Who is this?* Choose two volunteers and ask them to read the speech bubbles aloud. Play the recording for the students to match the speech bubbles to Lola or Monty. Choose different volunteers to be Monty and Lola. Have them read the correct speech bubbles for them, for the class to check.

5 Draw a tree and its fruit. Draw the weather.

On the board draw a picture of a fruit tree in the sun or rain. Make sure you can clearly see fruit on the tree. Tell the students to draw their own picture in the box.

6 Describe your drawings. Tell a friend.

Tell the class about your picture *This is a ... tree. It needs water and sunlight. Look! It has fruit.* Write the sentences on the board as a model for the own writing students writing.

Divide the class into pairs for the students to show their pictures and tell their partner about their picture. Ask *Are your pictures the same? Do your trees need the same things?*

5 Draw a tree and its fruit. Draw the weather.



3 Describe your drawings. Tell a friend.

This is a _____. It needs _____
Look! _____

1 Trace the letter and complete the words.
Listen and repeat.



2 Listen and read.

Mom is a doctor. Look at her socks!
She likes hot cocoa and chocolates in a box.
Her friend is a frog. See his green legs?
He likes oranges, apples and eggs.



3 Listen again and repeat the chant.

WORKBOOK ANSWERS

- Top row: first picture matched to seed, second picture matched to tree, third picture matched to fruit
bottom row: first picture matched to plant, second picture matched to blossom
- Top down: 3, 5, 1, 4, 2
Try! Answers will vary.

Further practice / Homework

Workbook page 68; Unit 6 CLIL Worksheet;
Unit 6 CLIL Video Worksheet

Phonics

Learning objectives

Practice pronunciation of the sound /ɒ/.

Practice listening to, reading and saying words with the sound /ɒ/.

Materials

Tracks 77–78; Workbook page 69

Warm up

On the board write the sound /u/ and elicit a word with the sound in, such as *fun*. Divide the class into teams and give them five minutes to write as many words as they can remember with the /u/ sound. Tell them they can look through their books to help them.

After five minutes stop them and get each team to read out their words. The team with the most words wins the game.

1 Trace the letter and complete the words. Listen and repeat.

On the board write a big o. Draw a dot where you start and finish writing the o and draw arrows on it to show the direction of forming the letter. Explain *The name of the letter is o but in many words it is pronounced /ɒ/, for example socks.*

Point to the dotted o and tell the students to trace it looking at your example on the board to help them.

Have the students look at the pictures. Say *Point to the chocolate / frog / oranges.* Ask the children to look at the gapped words and ask *Which letter is missing? (O.)* Point to the example, *chocolate*, and tell the students to complete the other words.

Use the recording to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and read.

Tell the students they are going to listen to a chant. Tell them to follow it in their books with their finger. Play the recording all the way through.

3 Listen again and repeat the chant.

Play the recording again, pausing after each line and encourage the students to repeat. Play the recording one more time, encouraging the students to join in saying the chant with the recording.

Optional activity

Divide the class into four groups, so each group can practice a line from the chant. Encourage the class to say the chant together without the recording, with each group saying their line in turn.

WORKBOOK ANSWERS

- 1 (o)ranges 2 ch(o)colate 3 h(o)t
4 fr(o)g 5 s(o)cks 6 d(o)ctor
- 2 Right column, top down: doctor, chocolate, socks, frog, hot
Try! Answers will vary.

Further practice / Homework

Workbook page 69

Unit 6 Project and Value

page 82

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Eat fruit and vegetables every day.

Materials

Track 70; Project: materials list; Unit 6 Stickers; Workbook page 70

Warm up 70

Ask students to stand up. Play the fruit song from the Unit 6 Vocabulary Lesson for the students to sing along to and do the actions.

Value: Read and stick

Ask students to open their Student Books to page 82 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *What fruit do you eat every day? Why is it good to eat fruit and vegetables every day? (Because it's healthy. It's good for your teeth. It has lots of vitamins.)*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

A Cress-head Experiment

Stage 1: Plan your project.

If you asked the students to do the project connection Stage 1 during the Language Focus 1 Lesson, ask them to share what they discussed. If you didn't, divide the class into groups of four to discuss question 1. Ask a couple of groups to share their ideas.

Point to the picture of the cress head and tell the class they are going to grow cress as their project. Don't give them any help at this stage but give them time to think about what they learned in the CLIL Science Lesson and where they would grow a cress head in the school. Ask the groups to give you some ideas and write them on the board. Make sure you take all ideas and treat them seriously. As a class come up with the best place for the cress to grow. Encourage students to think about a place where they would receive a lot of natural sunlight and have access to water and air.

Stage 2: Develop your project.

Divide the class into pairs. Give each pair the project materials. Read the first two

Unit 6 Project and Value

A Cress-head Experiment

Materials

- Two yogurt containers
- Cotton balls
- Water
- Cress seeds
- Pens

Read and stick.
Eat fruit and vegetables every day.

Stage 1: Plan your project.

- 1 Answer with a friend. What do plants need to grow?
- 2 Find a place in the sunlight and a place in the dark to grow your cress heads.

Stage 2: Develop your project.

- 1 Make two cress heads. Use clean yogurt containers.
- 2 Draw a happy face and a sad face on the containers.
- 3 Put cotton balls in the containers. Add water. Plant your seeds.
- 4 Put your happy cress head in the sun. Put the sad cress head in the dark.
- 5 Check your cress heads every day. Remember plants need water.

Stage 3: Share your project.

Present your cress heads to your classmates.

Stage 4: Evaluate your project.

Save your Project Record.

This plant is green.

This plant is yellow. Plants need sun.

instructions and have the students draw the faces on the containers. Once they have finished step 2, read out step 3 for the students to complete. Read out step 4 and ask *Where is a good place to put the sad cress head?* Try to agree on the best place as a whole class. Encourage students to think of a place that is dark, without much air and no access to water.

Let each group go one at a time to put their cress heads in the places they have chosen. Remind the students that they have to water the cress heads every day and check them.

Stage 3: Share your project.

Tell the students that they will be sharing their project and the results of their cress heads in a few days. They will have a chance to compare their charts and project with other groups. Ask the students *Which cress do you think will grow? (The happy cress head.) Why? (Because plants need sun.)*

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 70 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

- 1 Top row: ✓, ✓
bottom row: X, answers will vary.
- 2 Answers will vary.
Try! Answers will vary.

1 Listen, follow and color the number.



2 Look at Activity 1 and write sentences.

- 1 I like pears. _____
 I like oranges. _____
 I don't like mangoes. _____
- 2 I like apples. _____
 I like grapes. _____
 I don't like lemons. _____

3 Unscramble the questions and answer.

- like / Do / smoothies / ? / you
 Do you like smoothies? Yes, I do. / No, I don't.
- you / fruit / Do / like / salad?
 Do you like fruit salad? Yes, I do. / No, I don't.
- like / you / Do / Jell-O / ?
 Do you like Jell-O? Yes, I do. / No, I don't.



in the star and give the students time to color the star. Repeat as necessary.

2 Look at Activity 1 and write sentences.

Point to star 6. Elicit the path students need to take to get here. Encourage them to tell you *I like pears. I like oranges. I don't like mangoes.*

Have students write these answers in their Student Books and do number 2 on their own. Monitor and help if necessary.

Have the students compare their sentences with their partner. If there are any differences, ask the students to pair up with another pair to compare again. If they still cannot work out why their sentences are different and which sentences are correct, tell them to call you. Finally, check the activity as a class by asking a volunteer to write them on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 7.

3 Unscramble the questions and answer.

On the board write *like / Do / smoothies / ? / you*. Ask a volunteer to write the question correctly: *Do you like smoothies?* Show the students the example question and tell them to write two more questions. When they have finished the questions, they answer the questions for themselves. (*Yes, I do. No, I don't.*) Ask a volunteer to write the questions on the board for the students to check.

Optional activity

On the board write *fruit, colors, clothes, weather*. Have the students work in groups of four to ask and answer the questions about the food in Activity 3. Encourage groups to think of other things to ask their group about. Point to the topics on the board to extend the activity.

Optional activity

Give students a few moments to look through Unit 6 in their Student Book. Ask them to choose their favorite page and draw a little smiley face at the top.

Additional resources

The Unit 6 Test can be given now.

WORKBOOK ANSWERS

- 1 Answers will vary.
 2 First column: Do you like smoothies? Do you like yogurt? Do you like Jell-O?
 Second column: Do you like fruit salad? Do you like juice? Do you like lemonade?

Try! Answers will vary.

Further practice / Homework

Workbook page 71

Further practice / Homework

Workbook page 70

Unit 6 Review page 83

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Fruit and drinks.

Present simple *yes / no* question: *Do you like ...? Yes. I do / No. I don't;* and affirmative: *I like ...*

Materials

Track 79; Unit 6 Flashcards Set 1 (fruit)

Warm up

Write *mango* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time.

When students see the mango they shout *Snap!* Repeat with all flashcards.

1 Listen, follow and color the number.

Ask the students to open their Student Books and look at the maze in Activity 1. Ask *Who's this? (Lola.) Which fruit can you see? Which numbers can you see?* Ask students to identify the fruit on the top row. (*Apples and pears.*)

Play the recording, pause after the first sentence and elicit the fruit. (*Apples.*) Have students identify the next fruit in the maze under apples. (*Grapes.*) Ask *What does the checkmark / cross mean? (Don't like and like.)* Resume the recording, pause after the next sentence and elicit *I like grapes.* Repeat for the last sentence *I like pineapples.* Demonstrate this by playing the first section of the recording and following the maze with your finger until you reach the star at the bottom. Ask *What number is it? (1.)*

Play the recording, pausing after each section and eliciting the correct number

Culture

Madagascar

1 Look at the pictures. Can you name the plants and animals?

2 Read and label the pictures.

baobab tree fossa lemur

Hello! I'm Jenny. I'm seven. I'm from Madagascar. Madagascar is an island near Africa. Look! What's this? It isn't a monkey. It's a *lemur*. What's this? It isn't a cat or a wolf. It's a *fossa*! This is a tree. It's a *baobab tree*. In Madagascar, you can find bananas, pineapples and mangoes!

3 Circle what you can find in your country.

baobab tree bananas fossa lemur mangoes pineapples

4 Draw an animal from your country.

Show the example of *lemur* written under the photo.

Students continue on their own to label the pictures. To check as a class, read the text aloud, point to each picture and ask what the pictures are.

3 Circle what you can find in your country.

Tell the students to look at the list of fruits and animals. Say *bananas* and ask *Do we grow them in this country?*

Divide the students into pairs and tell them to circle all the things you can find in your country. Ask volunteers to share their ideas with the class. Ask *What are the differences and similarities between Madagascar and this country?* (*Madagascar has different fruits and animals. Both countries are hot. Both countries have bananas, mangoes and pineapples.*)

4 Draw an animal from your country.

Elicit from the students some animals from their country, such as *jaguars*, *iguanas*, and write them on the board. Tell the students to choose one and draw a picture of it in the box provided. The students compare their pictures with their partner.

Optional activity

Tell the students to write a letter about fruit and animals in their country to Jenny. The students draw two pictures to represent their country. Under each picture they write a sentence. Give an example by drawing a picture on the board of, for example, a fruit from your country and the weather. Under the picture write *Hello! I'm ... I'm from ... In my country it is hot and sunny. In my country you can find bananas and pineapples. You can find jaguars.* Leave the sentences on the board as a model for the students.

WORKBOOK ANSWERS

- 1 Top row: first picture matched to 2, second picture matched to 4
bottom row: first picture matched to 1, second picture matched to 3
 - 2 Jenny: Seven, Madagascar, Malagasy and French, lemur and fossa, baobab tree. Me: Answers will vary.
 - 3 Answers will vary.
- Try! Answers will vary.

Further practice / Homework
Workbook page 73

Culture page 85

Lesson objectives

Can identify similarities and differences between their country and Madagascan animals and fruit.

Present and practice animal and fruit vocabulary.

Understand the main points of a short text and demonstrate how information can be found to label pictures.

Language

Baobab tree, fossa, island, lemur

Additional vocabulary related to the reading text.

Materials

World map / map of Madagascar;
Workbook page 73

Warm up

Write *Madagascar* on the board and if you have a world map or a map of Madagascar

stick this on the board. Divide the students into groups of four and ask them to share anything they know about Madagascar. They may have an idea of animals from the cartoon called *Madagascar*. Give your own example, *It's in Africa*, and point to it on the map. Ask groups to share the ideas with the class.

1 Look at the pictures. Can you name the plants and animals?

Tell the students to open their Student Books to page 85. Point to Jenny and say her name. Tell the students *Jenny is wearing face paint to protect her skin from the sun and mosquitos.*

Read out the instructions. Divide the class into pairs. Tell the students to work with their partner and look at the photos and see if they can name any of the plants or animals.

2 Read and label the pictures.

Focus the students' attention on the words in the box. Ask the children to find the word *lemur* in the text and point to it.

Review Story pages 86–87

Lesson objectives

Review the vocabulary and language learned in Units 4–6.

Reading to find specific information in a text.

Language

Weather, clothes, animals, fruit

Simple present *It's + adjective, It's + noun: I like / don't like ...*

Materials

🎧 Track 80; Workbook pages 74–75

Warm up

Divide the class into four teams. In turn, give each team a word (*desert, dress, number, bird, farm, duck, grapes, long*) and tell them to make a sentence with the word. If the sentence is correct you will give them one point. The winning team is the team with the most points. Tell the other teams to listen carefully because if another team says an incorrect sentence they have the chance to correct it and earn an extra point.

1 Look at the pictures and answer with a friend. 🗣️

On the board write the words *desert, hot and sunny, pyramid, cats, figs, River Nile*. Check the students understand *pyramid, cats, figs* by asking them to explain or draw the words for you. Tell them the words are about a country they are going to read about.

Have the students work in groups of four to discuss the words and decide what country the words relate to. Ask each group for their suggestion and write it on the board.

Tell the students to look at the story on pages 86–87. Tell them to quickly scan the story and find out if any of the countries on the board are in the text. Ask *Where are Monty and Lola? (Egypt.) Egypt now or a long time ago? (A long time ago.) Why do you think it's a long time ago? (Because of their clothes.)* Ask a few volunteers *What animals can you see?*

2 Listen and read along. Number the places Monty and Lola visit. 🎧

80

Tell the class to close their books. Ask the students *What places do Lola and Monty visit in Egypt? (A farm, the desert, the River Nile, a pyramid.)* Write their ideas on the board.

Play the recording for the students to listen and check if their answers on the board are correct. Ask the question again *What places do Lola and Monty visit in Egypt?* Mark all the places on the

The History Project

1 Look at the pictures and answer with a friend. 🗣️

1 Where are Monty and Lola? 2 What animals can you see?

2 Listen and read along. Number the places Monty and Lola visit. 🎧

3 farm 1 desert 4 river 2 pyramid

1 Monty and Lola are in the classroom at school. This is the history teacher.

Now write about Egypt for homework.

Please put the books in the library.

OK! Come on, Monty!

2 Now Monty and Lola are in Ancient Egypt.

It's hot and sunny.

Hello! My name's Ra. This is the desert.

I'm wearing a dress!

3 Monty, Lola and Ra are in a pyramid.

These are Egyptian numbers.

One, two, three, four, five ...

... six, seven, eight, nine, ten.

4 Monty, Lola and Ra see animals.

Look! Birds and a cat! Egyptians like cats.

I like cats, too.

I don't like cats.

board if they are correct and add any places they missed.

Tell the class to open their books again. Ask *In frame 2 where are Monty and Lola? (In the desert.)* Show the number 1 in the box next to the word *desert*.

Tell the students to read the story in their books and ask *Where do they go next? (A pyramid.)* Ask *What do you write in the box next to the word pyramid? (2.)* Tell the students to work individually to number the places. Ask a volunteer to say the order of the places. Start them off by saying *1 is the desert*. The class listens to check their answers.

Ask a few volunteers *Do you like the desert / pyramids / farm / river? Why? / Why not? Which is your favorite place for a vacation?*

Optional activity

Ask the students to read the story again and work with a partner to underline all the topic-related vocabulary from the last six units. Give each of these instructions, one by one, allowing the students time to underline: *Underline the clothes in blue / the weather words in yellow / the numbers in green / the animals in brown / the fruits in red / descriptive adjectives in black.*

3 Act out the story. 🗣️

Divide the students into eight groups and assign each group a letter from A to H. Then assign each group a place from the story: A and B the desert, C and D the pyramid, E and F the farm and G and H the river. Tell the groups to choose roles for each student in the group for their place. If there are too many students they can add in friends of Lola and Monty. Give the students time to practice their lines by reading their parts in the story in their groups. Monitor and help with

5 Then Monty, Lola and Ra see a farm.



6 Monty, Lola and Ra are hungry.



7 Now Monty, Lola and Ra are in a small boat.



8 One week later ...



Act out the story.

Additional resources

The skills tests for Units 4–6 can be given now.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 X 4 ✓

2 Top row: 2, 4 bottom row: 3, 1

Try! cow, goats, ducks

3 Numbers: eight, six, three
animals: bull, cow, duck, cat, goat
weather: hot, sunny
fruit: figs, grapes

4 I'm in the desert. It's hot and sunny.
I'm wearing a dress. I like grapes. I don't like figs.

Try! desert

Further practice / Homework

Workbook page 74–75

pronunciation and expression. Have the groups make up actions and collect any props they need to act out their section. Have the groups act out their part of the story in order. For example, groups A, C, E and G act out first so you have the whole story in order. Then B, D, F and H act theirs out in turn.

Make a note of any errors in vocabulary or grammar presented in the last few units, especially if a few students are making the same mistakes. When the students have finished, write these errors on the board and ask them to correct them in pairs or as a class.

Optional activity

Divide the class into groups of four. Tell the students they are going to write their own story. On the board draw a two-by-two grid and number the boxes 1 to 4. Ask the students to copy the grid. Tell them to imagine Monty and Lola are in their country and they visit two places. Tell the students to draw the storyboard and write the captions as in their books. Tell the students to look at any of the frames in the story to help them with the dialogues. Monitor and help the groups with ideas. Correct their written work.

When the groups have finished, have the groups pair up with another group. The groups take turns to show their storyboard and tell their story.

If you have students who enjoy drama and acting, ask them to act out their story for the class.

Unit 7 Vocabulary

pages 88–89

Lesson objectives

Identify different toys.

Practice naming toys through a song and follow-up activities.

Language

Toys: ball, computer, dinosaur, doll, guitar, kite, piano, plane, puppet, robot

Materials

🎧 Tracks 81–82; Monty the Magician Flashcard; Flashcard Pocket; Unit 6 Flashcards Set 1 (fruit); Unit 7 Flashcards Set 1 (toys); Workbook page 76

Warm up

Show the flashcards one by one and ask *What fruit is it?* Ask the students to stand at their desks. Hold up one of the fruit flashcards and say a fruit. If the fruit word you say is the same as the flashcard, the students jump. If the word you say and the flashcard are not the same they keep still. Play the game, getting faster and faster.

1 Answer with a friend. 🗣️

Prepare the library flashcard pocket by placing the Monty the magician flashcard, inside it. Hold up the flashcard of Monty in his normal clothes. Ask the students *Who's this? (Monty.)* Say *Hello Monty* and encourage the students to say *Hello Monty*. Hold up the flashcard pocket. Say *Here's the library*. Put the Monty flashcard in the pocket and say *Now Monty's in the library*. Turn the pocket around to show the magic door. Take the flashcard of Monty as a magician out and say *Look! Who is this? Monty is a ...?* Try to elicit *magician*. If the students don't know the word, say *magician*.

Show students the toys flashcards one by one and elicit or give the name of the toy. Divide the class into pairs. Ask students to open their Student Books to page 88 and look at the picture. Point to Monty and ask *Who is this? What is he? (A magician.)* *Where do you see magicians? (At the theater, at birthday parties, at the circus.)*

Read the questions aloud. Tell the students which toys you like and which is your favorite. Then give the pairs a couple of minutes to talk together and answer the question. Ask a few volunteers to talk about their favorite toy and point to it, if it's in the picture.

7 Monty the Magician

Vocabulary

1 Answer with a friend. 🗣️

1 Which toys do you like?
2 What's your favorite toy?

2 Listen, point and repeat. 🎧 81

3 Read, look and number.

	ball	9		guitar	8
	doll	7		kite	4
	computer	10		piano	1
	dinosaur	5		plane	2
				puppet	6
				robot	3

2 Listen, point and repeat. 🎧 81

Focus students' attention on the picture and the numbered toys. Play the recording for students to point to the toys as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the sound *o* in *doll*, *er* in *computer*, *u* in *puppet*. Make sure the students are pronouncing the final letters in all the words. Play the recording a final time for individual students to say the words.

3 Read, look and number.

Point to the picture and ask the students to point to the piano in the picture in Activity 1. Ask *What number is it? (1.)* Show the example 1 in the box next to the piano.

Have students work individually to number the pictures and words. Monitor, and, if needed, point to the picture in Activity 1. Check answers as a class saying the number for the students to tell you the toy.

4 Solve the crossword puzzle.

Focus the students' attention on the pictures of toys. Say a number and elicit the corresponding toy, such as *Number 1. (Robot.)* Repeat for all the toys. Hold up your book and point to the crossword. Show the number 1 with the arrow and point to the picture of the robot and then the word *robot* in the crossword. Point to the second number and ask students *What is this? (Doll.)* Tell the students to write *doll* in the crossword.

Have the students work in pairs to complete the crossword. Monitor and direct students attention to the arrows and help with spelling and letter formation. Check answers by asking *What is number ...?*

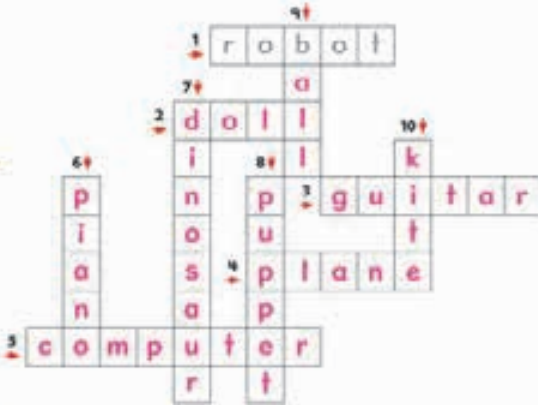
Optional activity

Have the students work in pairs. They take turns to point to a toy for their partner to say the word. Demonstrate the activity with a volunteer.

4 Solve the crossword puzzle.

Across →

Down ↓



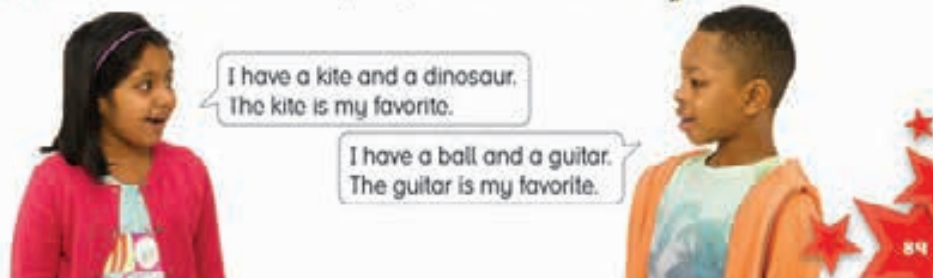
5 Circle the toys. Listen and act out.

I'm a magician. This is my hat.
Abracadabra! Look at that!
Abracadabra! One, two, three, four!
Here's a plane and a dinosaur!

Here's a robot, a puppet,
A guitar and a doll.
Here's a kite, a piano,
A computer and a ball.
I'm a magician. This is my hat...

6 Listen again and sing along.

7 Tell your friend. What toys do you have at home?



5 Circle the toys. Listen and act out.

Direct the students' attention to the song. Say *plane* and ask them to point to the word in the song. Tell the students to look at the pictures in Activity 4. Play the recording and ask the students to point to the pictures when they hear the word in the song.

Ask the students to circle the toys in the song. Point out *plane* circled as the example. Play the song for the students to listen and follow in their book. As a class make up some actions to go with the song. For example, mime pulling off their hats and waving a wand, putting out their arms to be a plane, putting out their arms in front of them to be a dinosaur, making jerky movements to be a robot, and pretending their arms are being pulled by strings to be a puppet. Play the song again for the students to do the actions.

Optional activity

Hand out the toy flashcards. Play the song again. This time have students stand up and hold up their flashcard when they hear it in the song.

6 Listen again and sing along.

Play the song a final time for the students to sing along and do the actions.

7 Tell your friend. What toys do you have at home?

On the board write the sentences *I have a ... and a ... The ... is my favorite*. In a line under the sentences stick the ten toy flashcards. Have a volunteer come to the board and model the dialogue with you. Say the first sentence and ask the volunteer to respond. Make sure you model the dialogue with expression and appropriate intonation for the students to repeat chorally and individually. Repeat a couple more times with different flashcards.

Ask two volunteers to come to the front of the class. Tell them they are the girl and the boy and ask them to repeat the dialogue using different toys.

Divide the class into pairs and have them take turns to tell their partner about their toys. If you have time, have the pairs change partners and repeat the activity.

WORKBOOK ANSWERS

- 1 ball 4 computer 8 dinosaur 5 doll 3 guitar 10 kite 1 piano 9 plane 6 puppet 2 robot 7
2 1 guitar 2 ball 3 robot 4 piano 5 computer 6 kite 7 plane 8 doll 9 dinosaur 10 puppet

Try! Answers will vary.

Further practice / Homework

Workbook page 76

Unit 7 Reading pages 90–91

Lesson objectives

- Understand and act out a story.
- Identify toys in a text.
- Talk about toys in the context of a story.

Language

Present simple question and answer:
What do you want? I want a ...

Materials

🎧 Track 83; Unit 7 Flashcards Set 1 (toys); Unit 7 Storycards; DVD Unit 7 Story; Workbook page 77

Warm up

Play the game *Slap the Board* with the toy flashcards. Show the flashcards, one by one, asking *What is it?* After the students answer correctly stick each of the ten flashcards on the board. Ask two volunteers to come to the board and have them stand facing the board. Say one of the toy words and ask the students to race to slap the corresponding picture on the board. The one who slaps the correct flashcard first wins the point. Repeat the activity with different students and words.

1 Look at the pictures and answer with a friend. 🗣️

Hold up the first storycard and say *This is a story called The Magic Hat*. Ask the students questions about the picture. *Who is the girl? (A magician.) What is the boy thinking about? (A ball.)*

Tell the students to look at the pictures on page 90 in their book. Say *Point to the magic hat*.

Show the storycards one by one, very quickly and ask the students to tell you what they think the story is about and what they saw in the pictures. Take all their ideas but don't say which idea is correct. Divide the class into pairs and read the questions aloud. Have the students read the whole story and work together to answer the questions.

Check the answer to number 1 by asking *How many boys / girls are there? Point to them.* Ask *What's in the magic hat?* Check understanding of the story by asking *What's the magician's name? (Magic Mo.) What do the twins ask for? (A plane and a doll.) Is the green frog and the black bat in the hat? (No, it's the magic chant.) Why does Lou ask for glue? (To fix his dinosaur.) To encourage the students to think about the characters ask students *How do the children feel? (Happy.) Why is Lou sad in frame 6? (Because his dinosaur is broken.)**

Unit 7 Reading

The Magic Hat

1 Look at the pictures and answer with a friend. 🗣️

1 How many boys and girls are there? 2 What's in the magic hat?

2 Listen and read along. Circle the toys the boys and girls want. 🎧

👦 piano / ball 👧 doll / kite 👧 puppet / plane 👦 robot / glue

1 This is Magic Mo. She's a magician. She has a magic hat. Here's Paul.

What do you want, Paul?

I want a ball, please.

2 Magic Mo makes magic.

Green frog! Black bat! I have a ball in my hat!

Oh! Thank you very much!

3 Here are the twins, Sol and Jane.

What do you want, Sol and Jane?

I want a plane, please.

I want a doll, please.

4 Magic Mo makes magic.

Green frog! Black bat! I have a doll and a plane in my hat!

Oh! Thank you very much!

Optional activity 🎧 83

Play the recording, holding up the storycards one at a time. Point to key items in the pictures as they are mentioned in the recording. Hold up the storycards again and ask the questions on the back of each card to check comprehension. Ask eight students to come to the front of the class. Give each one a storycard, and tell them to hold the storycard up facing the class. The class helps them to stand in the correct order of the story.

2 Listen and read along. Circle the toys the boys and girls want. 🎧 83

Point to the little pictures of the children and ask *What's her / his name? (Paul, Sol, Jane and Lou.)* Say *ball* and ask the students to point to the frame where they see the word. (Frame 1.) Ask *Who wants the ball? (Paul.)*

Read the instructions aloud and show the word *ball* circled in the example. Play the recording for the students to follow in their books. Have the students in pairs find the words in the story and circle the correct toy for each child.

Optional activity

Divide the class into eight groups and give each group a storycard. Play the whole video and when the groups see their storycard frame they stand up. Play the video again. Pause the video before the children say *I want a ...* and ask *What toy do they want?* Play again and pause before Magic Mo says *Green frog! Black bat! I have a ... in my hat*. Ask *What is Magic Mo's chant? (Green frog! Black bat! I have a ... in my hat!)*



WORKBOOK ANSWERS

- 1 Left to right: ball, computer, dinosaur, doll, guitar, kite, piano, plane, puppet, robot
 - 2 Answers will vary.
 - 3 Answers will vary.
- Try! black and white, green, pink, gray

Further practice / Homework

Workbook page 77; Unit 7 Reading Worksheet;
Unit 7 Story Worksheet

3 Act out the story.

3 Act out the story.

Divide the class into groups of six and assign a role from the story to each student: Narrator, Magic Mo, Paul, Sol, Jane, Lou. As a class, ask the students to think of some actions for each of the characters in the story and find some props they can use for the hat and toys.

Tell the students to practice reading the story in their groups. Then have the students do the actions to go with the story. Encourage the groups to act out their parts, saying the words from the story and doing appropriate actions. Monitor the groups and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language *I want ...* correctly. For more confident groups, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What toy would you ask Magic Mo for? Do you like magic shows? Imagine you have a magic hat—what do have in it?*

Optional activity

Ask the students to complete the story activities on page 77 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 6.

Unit 7 Language Focus 1

pages 92–93

Lesson objectives

Talk about toys using *I want ...*
Review the farm animals.

Language

Present simple positive: *I want ...*

Materials

🎧 Tracks 84–85; Unit 7 Flashcards Set 1 (toys); Workbook pages 78–79

Warm up

Stick all the toy flashcards on the board. Divide the class into teams of four. Tell the students you are going to remove one flashcard and they have to tell you which one. Do an example by asking students to turn around or if you have a moveable board, turn it around. Remove a flashcard, such as the plane. Tell the students to look at the board and choose a team to tell you which card is missing. Repeat the activity choosing different teams. If they guess correctly they score a point. The team with the most points wins the game.

1 Listen and match. 🎧 84

Ask the students to open their books to page 92. Point to the four pictures of the children one by one and ask *What is his / her name?* (Sol, Jane, Lou, Paul.) Point to the toys and ask *What's this?*

Tell the students they will hear each child say which toy they want and they have to match the child and the toy. Play number 1 of the recording and ask *What does she want?* (A doll.) Show the line from Sol to the doll. Play the rest of the recording for students to listen to and match.

Check answers with the class by asking volunteers to say the child's name and *I want a ...* For example, Sol—I want a doll.

2 Look at the pictures in Activity 1 and complete the sentences.

Tell students to look at the sentences in the book and go through number 1 with them as an example. Have the students work in pairs to write what each child wants. Monitor and help with spelling, directing students to Activity 1 to check.

Project connection

You can choose to do Stage 1 of the project on page 98 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

Unit 7 Language Focus 1

1 Listen and match. 🎧 84

2 Look at the pictures in Activity 1 and complete the sentences.

1 I want a doll . 3 I want a dinosaur .

2 I want a plane . 4 I want a ball .

3 Choose a card. Listen and play Toy-box Bingo! 🎧 85

3 Choose a card. Listen and play Toy-box Bingo! 🎧 85

Explain to the students that they are going to play *Bingo!* The students choose one of the three cards to play and write their name above their choice.

Tell the students to listen and when they hear a toy that is on their card, they cross it out. If they don't have the toy they hear, they don't do anything. They listen and cross out as many toys as they can on their card. If they fill the whole card, they shout *Bingo!* The first student to shout *Bingo!* wins the game.

Demonstrate by sticking the toy flashcards on the board in the same order as the first card. Play number 1 on the recording: *I want a doll.* Put a cross over the doll flashcard. Play number 2 and repeat the activity.

If students find this activity difficult, have them work in pairs so they can help each other confirm the words that they hear.

4 Write and match.

Ask the students to look at the pictures and tell you what toys they can see. Show number 1 as an example, pointing out the line to the picture of the piano and the sentence. Ask a volunteer to say the sentence for number 2: *I want a kite.* Tell the students to work individually to match and write the sentences.

Ask a volunteer to come to the board and write the sentences. As a class check if they are correct or not and if not how to correct them. Pay attention to the word order, punctuation and spelling.

5 Draw three toys in the magic hat. Write sentences.

Ask a few volunteers to tell you three of their favorite toys from the ones in the unit. Tell the class to work individually and draw three toys in the hat provided.

On the board draw a big hat and put three of the toy flashcards in it. Write three sentences, *I want a ...* Circle the article *a*.

4 Write and match.

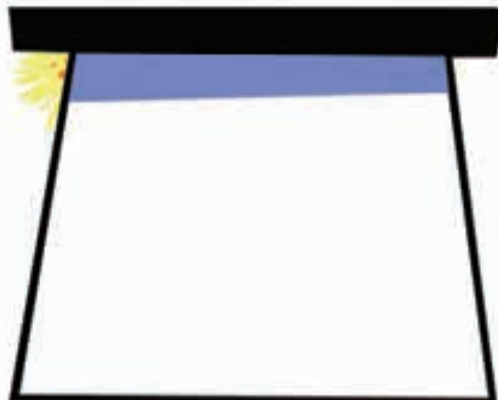
1 (piano) I want a piano.

2 (kite) I want a kite.

3 (ball) I want a ball.

4 (computer) I want a computer.

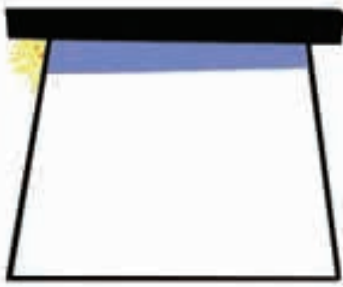
5 Draw three toys in the magic hat. Write sentences.



Grammar
I want a doll.

I want a _____

6 Tell a friend. Draw their toys.



Tell the students to write three sentences about their toys.
Have the children swap books and check each other's sentences, pointing out errors and helping each other correct them. Focus the students' attention on the Grammar box.

6. Tell a friend. Draw their toys.

Ask a volunteer to tell you about their toys by reading you their sentences. As you are listening, draw their toys in the hat.
Have the pairs hold their books up so their partner cannot see their drawings. They take turns to read their sentences for their partner to draw. When they have finished they compare and check the pictures match what their partner said.

Optional activity
Put the toys, fruit and clothes flashcards on your desk facing up. Ask two volunteers to stand up. Say *I want a mango*. The first student to grab the correct flashcard and say *Here you are* and give it to you gets to say the next sentence for the next two volunteers. Continue with a few different volunteers.

WORKBOOK ANSWERS

- Top down, left to right: Sol, Paul, Lou, Jane
- 1 computer 2 puppet 3 robot 4 piano
- Try! Answers will vary.
3 1 I want a piano. 2 I want a computer. 3 I want a robot. 4 I want a ball.
- Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 78–79; Unit 7 Language Focus 1 Worksheet

Unit 7 Language Focus 2

pages 94–95

Lesson objectives

Identify parts of an animal's body.
Practice the names of the parts of the body for animals through a song and follow-up activities.

Language

Parts of the body: *arm, body, hand, head, leg, tail*
Present simple *have* for possession
third person negative and positive: *It has / doesn't have a ...*

Materials

Track 86–87; Unit 7 Flashcards Set 1 (toys); Workbook pages 80–81, 115

Warm up

Hide a toy flashcard behind your back. Tell the students to guess which toy you have behind your back. They have to say *I want a ...* If they are correct, give the flashcard to them saying *Here you are*. Repeat with all the flashcards. Make sure you hide the dinosaur flashcard last of all.

1 Listen, point and repeat. Number the words.

86

Hold up the dinosaur flashcard. Point to different parts of the body and ask *What's this? (Arms, legs, head, tail, hands, body)*. If the students know any of the words, write them on the board.

Tell students to look at the pictures and play the recording for the students to listen and point to the pictures. Play the recording again and pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *o* in *body* and the initial *h* in *head* and *hands*.

Tell students to look at the words. Hold up your book and point to the word *hands* and then point to picture 1. Show the number 1 written in the box next to *hands*. The students work together to number the words. Monitor and help students by pointing to the parts of the body and saying the word.


Additional resources

The Unit 7 Flashcards Set 2 and Unit 7 Wordcards can be integrated at any point from here on.


2 Look and complete. Listen and sing along.


87

Have students look at the picture and ask *Who are they? (Mo and Lou.) What toy can you see in the picture? (A dinosaur.)* Point to the numbered parts of the dinosaur's body in order and ask *What's this?*





Unit 7 Language Focus 2

1 Listen, point and repeat. Number the words.  86



arms 3 legs 4 head 2 tail 6 hands 1 body 5

2 Look and complete. Listen and sing along.  87



It has a body.
It has a (1) head.
It has one (2) arm.
It has one (3) leg.
It doesn't have hands.
It doesn't have feet.
It doesn't have a tail
And it doesn't have teeth.
Roar, roar, dinosaur!
Dinosaur, roar!
Roar, roar, dinosaur! Roar!

It has a (4) body.
It has a head.
It has two arms.
It has two legs.
It has two (5) hands.
It has two feet.
Now it has a (6) tail.
And very big teeth!
Roar, roar, dinosaur! ...

3 Look and circle.

1 It has / doesn't have a head.

2 It has / doesn't have hands.

3 It has / doesn't have a body.

4 It has / doesn't have a tail.

Look at the gapped text as a class and do number 1 as an example: *It has a head*. Have the students work in pairs to complete the song. Play the recording for the students to check their answers, pausing as needed. Play the song again for the students to sing along.

As a class make up some actions to go with the song. For example, students can point to their own body parts when they hear the words. Play the recording again for the students to do the actions as they sing along.

Optional activity

Divide the class into two groups and assign each group a verse. The groups sing their verse and then the whole class joins in for the chorus.

3 Look and circle.

Focus the students' attention on the picture and ask *Why is Lou sad? (Because his dinosaur is broken.)* Look at the first sentence together and ask the students

to point to the *head*. Show *has* circled in the first sentence. Tell the students to work together in pairs to read the sentences and circle the correct words. Check the answers as a class by asking volunteers to read out the correct sentences.

4 Look and write *has* or *doesn't have*.

On the board draw a picture of a fish, point to the tail and ask *What is it?* Write the sentence *It has a tail*. Circle the *has*. Write the sentence *It has legs*. Ask *Is that true? (No.) Can you correct it? (It doesn't have legs.)* Circle the *doesn't have* and write *doesn't = does not*.

Point to the three pictures of animals in the Student Book and ask *What's this? (A fish, a snake, a frog.)* Read the instructions aloud and focus students on the fish. Read the first sentence and ask *Is sentence 2 has or doesn't have? (Doesn't have.)* Have the students work individually to complete the sentences. Monitor and help students by showing them the Grammar box and your

Grammar

It has legs.

It doesn't have arms.

4 Look and write *has* or *doesn't have*.



1 It has a tail. It doesn't have hands.



2 It doesn't have legs. It has a head.



3 It doesn't have a tail. It has a body.

5 Complete the text with words from the box.



Look at this animal. It doesn't have (1) arms.
It has four (2) legs with big feet and toes.
It doesn't have (3) hands or fingers. It has a small
(4) head with a small mouth. It has a long, spiky
(5) tail. What is it? It's a (6) dinosaur.

6 Make Dinosaur Cards. Play with a friend.



It has a big head and it has teeth.



This dinosaur!

sentences on the board. Have the students check their answers with a partner.

5 Complete the text with words from the box.

Read out the instructions and direct students' attention to the text and the word pool. Read the first two sentences to the class and point out the example *arms* and show the word in the word pool.

Tell the students to work in pairs to write the words in the gaps in the text. Tell them they don't need to use all the words in the box. Monitor their work. Check answers as a class by asking volunteers to read the questions and point to the answers.

6 Make Dinosaur Cards. Play with a friend.

Workbook page 115

Have the students look at the photograph of the children playing the game and read out the dialogue. Read the dialogue again for the students to repeat chorally and individually.

Ask students to open their Workbooks to page 115. Have students color the dinosaurs and then cut them out.

Demonstrate the game with the class. Show two of your dinosaur cards and describe one. For example *It has a small head. It doesn't have hands. It has a long neck.* The students point to the dinosaur you are describing. Divide the students into pairs to play the game. Monitor, checking the students are using *has* and *doesn't have* correctly.

Optional activity

The students choose one of their dinosaurs and write two sentences about it. *It has ... It doesn't have ...*

WORKBOOK ANSWERS

- 1 See activity in Workbook.
- 2 1 tail 2 body 3 hands 4 legs 5 arms 6 head

Try! Answers will vary.

- 3 1 legs 2 arms 3 body 4 tail 5 sheep

- 4 dinosaur, a big head, It has two legs and two small arms. It has a big tail. It doesn't have ears or hair. (Answers may vary.)

Try! Answers will vary.

Further practice / Homework

Workbook pages 80–81; Unit 7 Language Focus 2 Worksheet

Lesson objectives

Describe toys that are symmetrical.
Become familiar with the concept of symmetry and create a drawing of a symmetrical toy.

Language

Line, symmetrical, symmetry

Materials

Tracks 88–89; Workbook page 82

Warm up

Write the toy words and body parts on the board. Point to a word, such as *kite*. The students clap and chant the letters to spell out the word *kite*. Repeat the activity with all the vocabulary.

1 Describe your favorite toy to a friend

Ask the students to open their books to page 96 and read out the instruction. Tell them about your favorite toy. Describe it. For example, *My kite is blue. It has a long string. It has a picture of a star on it. It doesn't have a tail.* Tell the students to turn to their partner and tell them what their favorite toy is. Ask a few volunteers to tell the class. Ask the students *When do you play with your toys? Who do you share your toys with?*

2 Listen and read along. Can you find the lines of symmetry?

Ask the students to look at the text and read the title: *Symmetry*. Read the first paragraph to them. On a piece of paper draw a robot and show it to the class. Fold it in half vertically and open it up. Point to both halves of the robot and ask *Are they identical? (Yes.) Say The picture is symmetrical.* Point to the fold down the middle and say *It has a line of symmetry.* Pass the picture around so students can see the symmetry and fold it in and out to get the concept.

Play the recording for the students to follow in their books. Ask *Which toys have symmetry? (The robot, the plane, and the ball.)* Tell the students to trace the lines on all the pictures. Ask *Is the doll symmetrical? (No.) Why not? (The sides are different.)* Point to the heart on the doll's right side. *How many lines of symmetry does the ball have? (Two.)*

Fold your paper robot in half horizontally and ask *Is it symmetrical now? (No.)*

3 Mark (✓) the symmetrical toys. Draw the lines of symmetry.

Tell the students to look at the four toys in the book and read the instructions. Point to the plane and tell them to draw the line of symmetry and show the checkmark in

1 Describe your favorite toy to a friend.

2 Listen and read along. Can you find the lines of symmetry?

Symmetry

Look at the robot. The two sides are the same. It is symmetrical. It has a line of symmetry.

Look at the plane. It is symmetrical. Look at the line of symmetry.

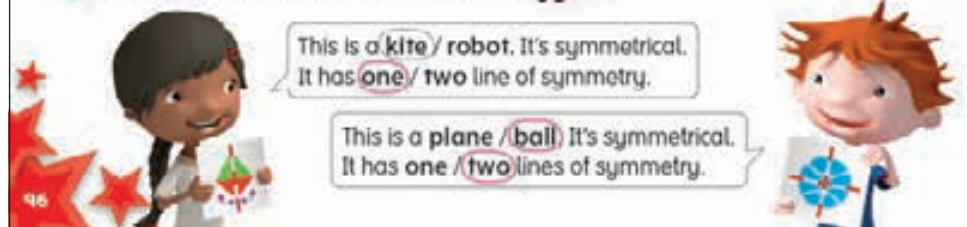
Look at the doll. The two sides are different. It is not symmetrical. It does not have a line of symmetry.

Look at this ball. It has two lines of symmetry!

3 Mark (✓) the symmetrical toys. Draw the lines of symmetry.



4 Look and circle. Listen and check.



the box. Have students work in pairs to work out if the toys are symmetrical or not and draw the lines. Monitor but give them time to work it out for themselves and practice and experiment with the lines.

Optional activity

Give the students pieces of paper to draw toys and shapes on. They fold them vertically and horizontally to check and experiment with the lines of symmetry.

4 Look and circle. Listen and check

Point to Lola and Monty and ask *Who is it?* Point to their pictures and ask *What toy is it? (A kite. A ball.)* Have the students work in pairs to circle the correct words in the dialogue before they hear the recording. Play the recording for them to check and correct. Play a final time to check. Ask two volunteers to read the speech bubbles out loud.

5 Draw a symmetrical toy. Draw the lines of symmetry.

Draw a picture of one of the toys, such as a kite, on the board. Draw the lines of symmetry. Tell the students to draw their own picture in the box provided and draw the line(s) of symmetry.

6 Describe your drawing. Tell a friend.

Under your picture write two sentences about it as a model for the students' own writing. *This is a kite. It's blue. It has one line of symmetry.* The students write their own sentences. Monitor and check spelling and the grammar. Divide the class into pairs and tell them to show their partner their pictures and read out the sentences.

WORKBOOK ANSWERS

1 1 A 2 B 3 A 4 B 5 B 6 A

2 Row 1: Yes, 1 Row 2: No, 0

Row 3: Yes, 6

Try! Answers will vary.

5 Draw a symmetrical toy. Draw the lines of symmetry.



6 Describe your drawing. Tell a friend.

This is a _____ . It's _____
It has _____

Phonics

1 Listen and write the missing sound. Listen again and repeat.



2 Listen and read.

I'm a dinosaur. This is my head.
My body is green. My legs are red.
This is my tail. This is my hand.
I'm in the playground in the sand.



3 Listen again and repeat the chant.

3 Listen again and repeat the chant.

Play the recording again, pausing after each line (or section of text) and encouraging the students to repeat. Pay attention to the students pronouncing the final *d* sound. Play the recording one more time, this time encouraging the students to clap the rhythm and join in saying the chant with the recording.

Optional activity

Divide the class into four groups, so each group can practice a line from the chant. Encourage the class to say the chant together without the recording, with each group saying their line in turn. Tell the students they can clap the rhythm to help them. Change the lines for the groups.

WORKBOOK ANSWERS

- 1 1 han(d) 2 hea(d) 3 bir(d)
4 boar(d) 5 car(d) 6 (d)inosaur
2 Right column: head, card, hard, board, bird
Try! Answers will vary.

Further practice / Homework
Workbook page 83

Further practice / Homework
Workbook page 82; Unit 7 CLIL Worksheet;
Unit 7 CLIL Video Worksheet

Phonics

Learning objectives
Practice pronunciation of the final /d/ sound.
Practice listening to, reading and saying words with the final sound /d/.

Materials
Tracks 90–91; Workbook page 83

Warm up

Write *d* on the board. Ask *What is the sound?* Elicit any words they know that finish with the sound, such as *children, and, need, seed*. Read out the following words and ask students to stand up when they hear the /d/ sound: *fruit, salad, band, hat, wind* and *desert*. Tell the students *The name*

of the letter is d but at the end of a word the pronunciation is /d/.

1 Listen and write the missing sound. Listen again and repeat.

90
The students look at the pictures. Say *Point to the hand / bird / head*. Play the recording for the students to listen and point to the small pictures as they hear the words. Play the recording again and write the missing *d* sound. Play the recording once more as a model for the students to repeat chorally and individually.

2 Listen and read.

91
Point to the picture and ask the students what people, objects and colors they can see. Tell the students they are going to listen to a chant. Tell them to follow it in their books with their finger. Play the recording all the way through.

Unit 7 Project and Value

page 98

Lesson objectives

Explore symmetry and flight through making and flying a kite.

Talk about the value of sharing.

Value

Share your toys.

Materials

Track 87; long and short wooden sticks; tape; plastic bags; scissors; yarn; Unit 7 Stickers; Workbook page 84

Warm up 87

Ask the students to stand up. Play the song from the Unit 7 Language Focus 2 Lesson for the students to sing along to and do the actions.

Value: Read and stick

Ask students to open their Student Books to page 98 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *Why is it important to share your toys with friends? (It's friendly; your friends may not have as many toys as you; to make our friends happy; because we like our friends to share with us.) How do you feel if your friends don't share their toys?*

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

A Kite

Point to the picture of the kite and ask the students *Is it symmetrical? (Yes.) Show me the symmetry line. (It's the vertical line.)*

Stage 1: Plan your project.

Have the students work in pairs to do steps 1 and 2. Give them a few minutes and then ask the class *What shapes are kites? (Diamonds.)*

Stage 2: Develop your project.

Go through steps 1 to 5, one by one, with the students, helping with each step if necessary. Make sure they tape the sticks together in the center where they cross. Students draw their kite design they drew in Stage 1 onto the plastic bag and cut it out. They attach the plastic design to the sticks using tape. Students can make the tail for the kite from the leftover plastic. They need to tie the yarn where the sticks cross. It's important that this piece of yarn is long as it will be the students "flying" yarn. Ask *What weather is good for flying a kite? (Windy.) What's the weather like today?*

Unit 7 Project and Value


A Kite

Materials

- ★ A long and short wooden stick
- ★ Tape
- ★ Plastic bags
- ★ Scissors
- ★ Yarn

Read and stick.

Share your toys.




Stage 1: Plan your project.

- 1 Answer with a friend. What shapes are kites? Why?
- 2 Draw a design for a kite in your notebook.

Stage 2: Develop your project.

- 1 Make a cross with two sticks. Tape them together.
- 2 Use your kite design. Draw the shape on a plastic bag. Cut it out.
- 3 Attach the plastic to the sticks.
- 4 Make a tail for your kite. Use tape to attach it.
- 5 Tie the yarn onto your kite.



This is our kite!
It's symmetrical.

Stage 3: Share your project.

- 1 Go outside. Fly your kite together!
- 2 Exchange kites with a friend. Share and learn!

Stage 4: Evaluate your project.

Save your Project Record.

Stage 3: Share your project.

If there is enough wind take the students outside to fly their kites. Tell them to exchange and share their kites and fly each other's. *Which kites fly the best in the class?*

After they have flown their kites, ask *Is a heavy or light thing more likely to fly? (Light.) Why? How about a plane? (It has an engine.) Do you think different shapes fly better than others? What shapes do you think are good for flying? (Symmetrical, shapes with points, not shapes with even sides like squares.)*

Tell the class to choose someone (not a classmate), to fly their kite. It can be a family member or a friend outside school or in another class.

Optional activity

Ask the students to write a description of their kite. For example: *It's a diamond shape. It's symmetrical. It's blue. It has a picture of a star on it.*

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 84 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

WORKBOOK ANSWERS

1 Top row: X, ✓
bottom row: ✓, answers will vary.

2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 84

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 I want a puppet. _____
 I want a plane. _____
 I want a computer. _____
- 2 I want a piano. _____
 I want a dinosaur. _____
 I want a robot. _____

3 Look and describe the picture.



- (arms) It doesn't have arms.
 (head) It has a head.
 (legs) It doesn't have legs.
 (tail) It has a tail.



the students time to color the number. Repeat as necessary.

Divide the class into two teams, A and B. Ask a volunteer from each team to come to the front. Ask the student from team A to give directions to a star without saying its number. The student from team B listens and follows the directions through the maze, and gives the number of the star at the end of the path. Divide the class into pairs to do the activity as in the demonstration.

2 Look at Activity 1 and write sentences.

Point to star 7. Elicit the path to get there. Encourage students to say *I want a puppet / plane / computer*. Have students write these answers. The students do number 2 on their own.

Have the students swap their Student Books with their partner to check each other's spelling and punctuation. They use a different-colored pen to put a dot next to any mistakes. The students return the Student Books and correct their own work. Finally, check the activity as a class by asking a volunteer write the sentences on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 3.

3 Look and describe the picture.

Write *arms, head, legs, tail* on the board. Hold up the frog flashcard and ask a volunteer to make a sentence with the words about the frog. For example *It has four legs. It doesn't have arms. It has a head. It doesn't have a tail.*

Tell the students to look at the picture and ask *What is it?* (*A dolphin.*) Point to the example sentence and tell the students to write three more sentences. Monitor and check their word order and spelling. If any students are having a problem refer them to the Grammar box. Tell the students to exchange books and compare sentences. Ask *Are they the same or different?*

Optional activity

Give students a few moments to look through Unit 7 in their Student Book. Ask them to choose their favorite page and draw a little smiling face at the top.

Additional resources

The Unit 7 Test can be given now.

WORKBOOK ANSWERS

- 1 1 I want a computer. 2 I want a ball.
 3 I want a piano. 4 I want a guitar.
 2 It has a body. It doesn't have a tail.
 It doesn't have feet. It doesn't have hands.
 Try! Answers will vary.

Further practice / Homework

Workbook page 85

Unit 7 Review page 99

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Toys, parts of the body, simple present: *I want ... It has / It doesn't have...*

Materials

Track 92; Unit 5 Flashcards Set 1 (farm animals: frog); Workbook page 85

Warm up

Tell the students they are going to draw a dinosaur. They have to listen and draw what you tell them to. Read out the description, pausing after each sentence to give the students time to draw. *It has a green head and a green body. It has four short legs. It has two small eyes and one big mouth and nose. It has four big teeth. It has a*

long, red tail. Tell the students to compare their pictures.

1 Listen, follow and color the number. Say a path for your friend. 92

Ask the students to look at the maze. Ask *Who's this?* (*Lola.*) Ask *Where's the plane / computer / guitar?* Have the students point at the picture and say *It's here.* Ask students to identify the toys in the top row.

Play the recording, pausing after Monty says the first sentence to elicit the toy. (*Piano.*) Have students identify the next two toys under the piano. (*Plane and dinosaur.*) Resume the recording. Pause after the next sentence to elicit *plane*. Repeat for the last sentence for students to identify the path from the *piano* to the *plane* to the *guitar*. Demonstrate by playing the first section of the recording and following the maze with your finger to the star. Ask *What number is it?* (2.)

Play the recording, pausing after each section to elicit the correct the star. Give

Unit 8 Vocabulary

pages 100–101

Lesson objectives

Identify different actions.

Practice describing actions through a song and follow-up activities.

Language

Fruit: *climb, fly, hop, jump, run, skate, skip, swim, swing, walk*

Materials

🎧 Tracks 93–94; Lola the Athlete Flashcard; Unit 6 Flashcards set 1 (fruit); Unit 7 Flashcards set 1 (toys); Unit 8 Flashcards Set 1 (actions); Workbook page 86

Warm up

Choose three letters from the alphabet, such as *r, s, t*, and write them on the board. Have the students work in teams of four and give them five minutes to think of as many words as they can, beginning with those letters. Tell them not open their books. Say *Stop!* after five minutes and ask the groups to swap their lists with another group to check each other's words. Ask each group to tell you how many words they have. The team with the most words wins.

1 Answer with a friend. 🗣️

Show the picture of Lola the athlete and ask *What is Lola?* Ask *Who do you think Lola is today?* On the board draw a racetrack with a start and finish line and mime sprinting to the finish. Try to elicit the word *athlete*. If the students don't know the word by the time you have finished the picture say *athlete*.

Show students the action flashcards one by one and elicit or give the name of the action.

Divide the class into pairs. Ask students to open their Student Books on page 100 and look at the picture. Point to Lola and ask *Who is this? Where is she?* (*On the playground / at the fitness center.*) Describe her. (*She has long hair and big eyes. She is wearing blue pants and a jacket.*) Read the first question aloud to the class.

Tell the students to work together, to count the children. Ask *How many boys are there?* (*Four.*) *How many girls are there?* (*Five.*) *How many children are there?* (*Nine.*) Read the second question aloud and tell the students about your friends. For example *My best friend is ... We swim together.* Ask the children to turn to their partner and tell them who they play with.

8 Lola the Athlete

Vocabulary

1 Answer with a friend. 🗣️

1 How many boys and girls are there? Describe them.

2 Who do you play with?

2 Listen, point and repeat. 🎧

3 Read and trace.

1 fly	5 walk
2 climb	6 hop
3 swing	7 skate
4 swim	8 run
	9 jump
	10 skip

2 Listen, point and repeat. 🎧 93

Focus students' attention on the picture and the numbered actions. Play the recording for students to point to the actions as they hear them. Play the recording again for students to repeat the words in chorus. Pay particular attention to the *h* in *hop*, *u* in *jump* and the consonant clusters *cl*, *sw*, *sk* and the *lk* in *walk*. Play the recording a final time for individual students to say the words for the class.

3 Read and trace.

Stand with your back to the class and with your finger trace the letters *f, l, y* in the air. Ask students what letters you are writing. On the board write the word *fly* in dotted lines as in Activity 3. Ask a volunteer to come to the board to trace the word *fly*.

Have students work individually to trace the rest of the action words. Monitor and, if needed, help with the formation of the letters showing students where to start and finish by putting little arrows on the letters if necessary. Check answers as a class.

Optional activity

Divide the class into pairs. Say a word, such as *climb*. Ask a volunteer to trace the word *climb* in the air. The pairs take turns to say to an action for their partner to trace in the air.

4 Find ten action words.

Focus the students' attention on the photos of the actions. Say a number and elicit the corresponding action, such as *Number 2—swim*. Repeat for all the ten actions. Show the word search in the book and the action *jump* circled. Have the students work in pairs to find all the actions in the word search. Monitor and, if they have difficulties, refer them to the words in Activity 3 to check.

5 Circle the action words. Listen and do the actions. 🎧 94

On the board write the words *climb, fly, hop, jump, run, skate, skip, swim, swing, walk*. Ask a volunteer to come to the board. Play the song and have the volunteer circle the

Find ten action words.

1		q	a	z	s	w	i	n	g	6	
2		w	f	l	y	a	s	x	e	7	
3		d	c	r	v	l	h	o	p	8	
4		t	j	g	s	k	a	t	e	9	
5		r	u	n	b	s	w	i	m	10	
		y	m	h	n	k	u	j	m		
		i	p	c	l	i	m	b	k		
		o	l	p	m	p	n	b	v		

Circle the action words. Listen and do the actions.

Now hop to the right! →	Keep fit! Keep fit!	Keep fit! Keep fit! ...
Walk one, two, three!	Shake it, shake it,	
← Skate to the left	Shake it with me!	Now fly to the right! →
And jump with me!	Now swim to the right! →	Walk one, two, three!
Keep fit! Keep fit!	Walk one, two, three!	← Swing to the left
Shake it, shake it,	← Skip to the left	And climb with me!
Shake it with me!	And run with me!	Keep fit! Keep fit! ...

Listen again and sing along.

Play Simon Says.



action words when they hear them in the song. The class helps by shouting out the words they hear.

Direct the students' attention to the song. Say *hop* and ask them to point to the word in the song. Tell the students to look at the pictures in Activity 5. Play the recording and ask the students to point to the pictures when they hear the word in the song.

Ask the students to circle the actions in the song. Point out *hop* circled as the example. Play the song for the students to listen to and follow in their book.

Tell the class to do the actions in the song. Say the song line by line to ensure they know their left and right. Play the song again for the students to do the actions.

Optional activity

Ask the students to stand up. Stick the action flashcards on the board. Point to each one and have the students do the action from the song as they say the action. For example, you point to *hop*, the students hop to the right and sing *hop to the right*.

6 Listen again and sing along.

Tell students to close their books. Hold up the flashcards in the order they appear in the song as prompts to elicit the song, line by line. Give other prompts, such as pointing to the right and left, shaking your head and counting with your fingers to help them. Play the song a final time, pointing to the actions, for the students to sing along with.

7 Play Simon Says.

Play the game *Simon Says* as a class. Ask students to stand at their desks. Explain that you are going to give instructions. If you say *Simon says* the students do as you

ask, if not, they stand still and wait for the next instruction. Any student that gets it wrong sits down. Give instructions using the action words: *Simon says walk. Jump.* Play a couple of times.

Divide the class into groups of four. Read out the dialogue for the students to repeat chorally and individually. Assign one student in each group to be the teacher and give the instructions for the rest of the group to follow. Change the teachers after a couple of minutes so all the students have a chance to take that role.

WORKBOOK ANSWERS

- 1 climb 2 fly 1 hop 8 jump 5
run 9 skate 4 skip 10 swim 6
swing 3 walk 7
2 1 swing 2 skip 3 skate 4 jump
5 run 6 climb 7 swim 8 hop
9 walk 10 fly

Try! Answers will vary.

Further practice / Homework

Workbook page 86

Unit 8 Reading pages 102–103

Lesson objectives

- Understand and act out a story.
- Identify the actions in the story.
- Talk about actions using I can ...

Language

Can for ability: *I can* + action

Materials

- Track 95; Unit 8 Flashcards Set 1 (actions); Unit 8 Storycards; DVD Unit 8 Story; Workbook page 87

Warm up

Divide the class into ten groups. Say one of the action words, such as *skip*, and ask one of the groups to spell it for you. If they spell it incorrectly, ask another group to try and spell it correctly. Repeat for all groups and words.

1 Look at the pictures and answer with a friend. 🗣️

Hold up the first storycard and say *This is a story called The Gingerbread Man*. Point to the gingerbread man. Ask the students *What can you see in the picture?* (*Grandma, Grandpa, the Gingerbread Man*.) Tell the students to look at the story on pages 102–103. Say *Point to the Gingerbread Man*.

Divide the class into pairs and ask a volunteer to read the questions aloud. Have the students read the whole story and work together to answer the questions.

Check the pairs' answers by pointing to the Gingerbread Man in frames 1, 4 and 5 and ask *Where is he?* (*In the kitchen. Outside. In the tree.*) Ask the students to call out his body parts.

Ask more questions about the story: *What's the weather like?* (*It's cold. It's snowy.*) Point to frames 2, 3, 4 and 5, one by one, and ask *Why is the Gingerbread Man happy?* (*Because he can jump, run, skate and climb.*) Point to frame 7 and ask *Why does he want help?* (*Because the bird wants to eat him!*)

Optional activity 🎧 95

Divide the class into eight groups and give each group a storycard. Play the recording, stopping after each card and ask the group with the relevant story card to hold it up.

Ask a volunteer in the group to ask the questions on the back of their card for the class to answer. Repeat for all eight storycards.

Unit 8 Reading The Gingerbread Man

1 Look at the pictures and answer with a friend. 🗣️

1 Where is the *Gingerbread Man*? 2 What body parts does he have?

2 Listen and read along. Mark (✓) the actions in the story. 🎧

climb fly hop jump run skate walk

1 One day, an old man and an old woman make gingerbread.

Now the gingerbread is ready!

Look at the Gingerbread Man!

2 But suddenly, the Gingerbread Man jumps off the table.

Hey!

I can jump! Yes, I can! You can't catch me! I'm the Gingerbread Man!

Oh no!

3 The Gingerbread Man, the old man and the old woman run to the river.

Stop, Gingerbread Man! Stop!

I can run! Yes, I can! You can't catch me! I'm the Gingerbread Man!

4 Then the Gingerbread Man, the old man and the old woman skate to the tree.

Stop, Gingerbread Man! Stop!

I can skate! Yes, I can! You can't catch me! I'm the Gingerbread Man!

CULTURAL NOTE

Gingerbread is a traditional kind of sweet cookie, flavored with ginger, which is popular all over Europe. It is often sold in the shape of men and women.

2 Listen and read along. Mark (✓) the actions in the story. 🎧 95

Play the recording for the students to follow in their books. Ask them underline the action words in each frame. Write *jump* on the board and underline it as an example. Read the second instruction aloud and show the students the checkmark in the box next to *jump*.

Have the students work in pairs to find the words in the story and mark the boxes next to the action words they find in the story.

Ask a volunteer to read out the actions they marked for the class. Point to them in the story.

Optional activity

Play the video with no sound, pausing after each frame for the students to tell you what is happening and add any dialogue they can remember, especially *I can ... Stop, Gingerbread Man! Stop!*

On the board write the phrase *You can't catch me! I'm the Gingerbread Man!* Play the video again, pausing before each of the phrases and have the students shout out the phrase with the video. If you have time, play the video one more time for the students to look at the actions of the characters and pay attention to the intonation and expression in preparation for acting out the story.

WORKBOOK ANSWERS

- 1 See activity in Workbook.
 - 2 Answers will vary.
 - 3 Answers will vary.
 - 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 87; Unit 8 Reading Worksheet;
Unit 8 Story Worksheet

**Act out the story.****3 Act out the story.**

Divide the class into groups of five and assign a role from the story to each group: narrator, Gingerbread Man, Grandma, Grandpa, the bird.

Ask the students to think of some actions for the characters in the story and to find some props to use if necessary.

In preparation for acting out the story, have the groups use the story in the book to practice the script by reading their roles in the groups. Once they have had time to practice the dialogue, tell them to think about their actions again and what each character will do before they act it out.

The students then act out the story with actions and dialogue. Monitor the groups and help where necessary. For any groups that are having a problem with the

dialogue, make sure they are using the key language *I can* + an action and *Stop, Gingerbread Man! Stop!* correctly. For groups that finish quickly and do the activity easily, tell them to close their books and act out the story from memory. Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What actions can you do? What's your favorite part of the story?*

Optional activity

Ask the students to complete the story activities on page 87 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 7.

Unit 8 Language

Focus 1 pages 104–105

Lesson objectives

To understand and use *can* for ability.
Review actions.

Language

Present simple *I can / can't ...*

Materials

🎧 Tracks 96–97; Unit 8 Flashcards Set 1 (actions); Workbook pages 88–89

Warm up

Divide the class into ten groups. Give each group an action flashcard. Say an action, such as *jump*. The group with that flashcard does the action and shows the flashcard. Repeat for all flashcards. The groups change flashcards and repeat the activity.

1 Listen and number. Look and circle. 🎧 96

Ask the students to remember and say the story of *The Gingerbread Man* using the storycards to prompt them. Stop before each action he does and get the students to say *I can ...*

Stick the skate and climb flashcards on the board. Say *I can skate* and write a 1 next to the skate flashcard. Say *I can't climb* and write a 1 next to the climb flashcard. Ask the students to open their books to page 104. Point to each picture and ask *What is the action?*

Tell the class they will hear the Gingerbread Man talking about what he can and can't do. They have to number the pictures as they hear them as in your example. Play the recording and pause after the example and show the 1 in the picture of the Gingerbread Man skating. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording one more time for students to check.

Check answers with the class by playing the recording again. Check as a class by asking volunteers to tell you the order of the pictures.

Optional activity

Have the students look at the pictures with their partner and point at the them, taking turns to say if they can or can't do the action.

Unit 8 Language Focus 1

1 Listen and number. Look and circle. 🎧



I can / can't jump. I can / can't run. I can / can't skate. I can / can't fly.

2 Listen and answer the questions. 🎧



- | | |
|------------------------------|-------|
| 1 What's the boy's name? | Tom |
| 2 How old is he? | seven |
| 3 What is his sister's name? | May |
| 4 How old is she? | two |
| 5 How many kites are there? | three |

2 Listen and answer the questions. 🎧 97

Hold up your book, point to the picture and ask *What can you see?* Point to the example question and say *Point to the boy. What can he do? (Swing.) Who is he talking to? How old do you think he is? Who is the girl with the doll? How old do you think she is?*


Read the questions to the students. Tell them they will hear a boy and girl talking and they have to answer the questions. Play the recording and stop it at the first pause. Show the example answer: *Tom*. Play the recording for the students to listen and answer the questions. Ask the students to compare their answers with their partner before playing the recording a second time. Ask one volunteer to read the questions and another to answer to check the activity as a class.

Project connection

You can choose to do Stage 1 of the project on page 110 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

3 Listen and mark (✓) or (X) for Tom and his sister. 🎧 98


On the board write the words *jump* and *fly*. Jump up and down and ask *Can I jump?* (Yes.) Write a checkmark next to the word *jump* and say *I can jump*. Flap your arms like you are trying to fly and ask *Can I fly?* (No.) Write a cross next to *fly* and say *I can't fly*. Tell the students to look at the pictures and ask *Who is he / she? (Tom and his sister.)* Tell the students they will hear Tom talking to his friend about what they can and can't do. Play the first dialogue and ask *What's the action? (Swing.) Can Tom swing? (Yes.)* Tell them to put a checkmark in the box for the correct picture. Play the rest of the recording for the students to listen and

1 Listen and mark (✓) or (X) for Tom and his sister. 

	<input checked="" type="checkbox"/> 	<input type="checkbox"/> 
	<input type="checkbox"/> 	<input checked="" type="checkbox"/> 


Grammar
I can skate.
I can't fly.

2 Look and complete the sentences.



I can swing _____, I can't fly _____.

I can't swing _____, I can walk _____.



3 Write what you can and can't do.

			
---	---	---	---

- | | |
|----------------------------|------------------------------|
| 1 I can skip. _____ | 3 I can / can't climb. _____ |
| 2 I can / can't hop. _____ | 4 I can / can't skate. _____ |

6 Compare your answers with a friend. 



I can skip.
I can't climb.



I can climb.
I can't skate.

mark. Have the students compare their answers with a partner before you play the recording again.

Check the answers as a class by asking volunteers to tell you what Tom and his sister can and can't do.


4 Look and complete the sentences.

Stick the swing and fly flashcards on the board and write *I can swing. I can't fly.* Circle the *can* and *can't*. Say the sentences for the students to repeat chorally and individually. Write *can't = cannot*. Focus the students' attention on the Grammar box. Point to the example sentence and tell students to work individually to complete the activity in their book.

Ask students to exchange books and check the sentences. Tell them to use a different-colored pencil to put a dot next to any mistakes. Students return the books and correct their mistakes. Monitor and help with any mistakes—focus on spelling, capital letters, periods and the apostrophe.

5 Write what you can and can't do.

Tell the students to look at the photos and tell you the actions. Focus the students' attention on your example sentences on the board in Activity 2 and the Grammar box. The students work individually to write sentences about what they can and can't do. Monitor and help and help them correct their sentences if necessary.

6 Compare your sentences with a friend. 

Have the students work in pairs to compare what they can and can't do. Read out the dialogue for the students to repeat chorally and individually. They take turns to say a sentence and their partner replies. Monitor and listen to the students but don't interrupt the activity. Make a note of any errors in grammar or pronunciation to go over after the activity.

Optional activity

Tell the students to write two true sentences and one false sentence about what they can and can't do. Do an example for yourself, such as *I can swim. I can't swing. I can run.* The students have to guess the false sentence. Have the students work in groups of four. They take turns reading out their sentences as the other students in the group guess if they are true or false.

WORKBOOK ANSWERS

- 1 1 second picture 2 second picture
3 first picture 4 first picture
- 2 Top row: can, can, can't
bottom row: can't climb, can jump,
can hop
- Try! Answers will vary.
- 3 1 I can skip. 2 I can hop.
3 I can climb. 4 I can skate.
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 88–89; Unit 8 Language
Focus 1 Worksheet

Unit 8 Language

Focus 2 pages 106–107

Lesson objectives

Identify verb and action collocations.
Practice *Let's ...* for suggestion through a song and follow-up activities.

Language

Actions: *drive a car, hit a ball, kick a ball, play a game, ride a bike, rollerblade*
Making suggestions: *Let's ...*

Materials

🎧 Tracks 99–100; Unit 8 Flashcards Set 1 (actions); Workbook pages 90–91, 113

Warm up

Divide the class into teams of four. Write the anagram *ncatois* on the board and ask if anyone can tell you the word. (*Actions*) Write these anagrams on the board *bmilc* (*climb*), *yfl* (*fly*), *oph* (*hop*), *pumj* (*jump*), *nur* (*run*), *kates* (*skate*), *pisk* (*skip*), *wims* (*swim*), *ginsw* (*swing*), *lkwa* (*walk*). Tell the teams to find the ten words and write them.

The first team to finish shouts *Stop!* All teams stop writing.

Ask a volunteer to write the words on the board for the class to check. Each team gets a point for each correctly spelled word. The winning team has the most points.

1 Listen, point and repeat.

Match. 🎧 99

Mime the actions for drive a car, hit a ball, kick a ball, play a game, ride a bike, rollerblade and elicit or give the vocabulary. Give the students some thinking time before you say the words as it's a good opportunity to activate prior knowledge. Tell students to open their Student Books to page 106 and look at the pictures. Point to each picture, one by one, and elicit or give the word. Play the recording for the students to listen to and point to the corresponding pictures. Play the recording again, pausing after each phrase for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the initial *h* in *hit* and the *ll* in *rollerblade*.

Point to picture 1 and ask *What's the action?* (*Drive a car*.) Hold up your book and draw a line from the picture to the phrase *drive a car*. The students continue individually to complete the activity. Have the students check with their partner to see if their answers are the same or different. Play the recording for the students to check.

Unit 8 Language Focus 2

1 Listen, point and repeat. Match. 🎧

kick a ball


drive a car


play a game


hit a ball


ride a bike


rollerblade


Monty's Tune



2 Circle the activities. Listen and play Activities Stand Up! 🎧



3 Listen again and sing along.

4 Look and complete the sentences.

1 Let's ride <u>a bike</u> .	3 Let's <u>rollerblade</u> .	5 Let's hit <u>a ball</u> .
2 Let's drive <u>a car</u> .	4 Let's play <u>a game</u> .	6 Let's kick <u>a ball</u> .

Let's drive a car!
Let's ride a bike!
Come on, everyone! Let's play!
Let's drive a car!
Let's ride a bike!
Are you ready? It's a sunny day.
Let's hit a ball!
Let's kick a ball!
Come on, everyone! Let's play!
Let's hit a ball!
Let's kick a ball!
Are you ready? It's a sunny day.
Let's play a game!
Let's rollerblade!
Come on, everyone! Let's play!
Let's play a game!
Let's rollerblade!
Are you ready? It's a sunny day.
Are you ready? It's a sunny day.

Optional activity

Have the students work in pairs. They take turns to close their books and see if they can remember the six actions. Their partner helps them by doing a mime if they can't remember the words.

Additional resources

The Unit 8 Flashcards Set 2 and Unit 8 Wordcards can be integrated at any point from here on.

2 Circle the activities. Listen and play Activities Stand Up! 🎧 100

Direct the students' attention to the song. Say *drive a car* and ask them to point to the words in the song. Tell the students to look at the pictures. Play the recording and ask the students to point to the pictures when they hear the word in the song. Ask the students to circle the actions in the song. Play the song for the students to listen and follow in their book. Play the song again for the students to stand up and do the actions.

Optional activity

Divide the class into five groups and give each group a verse to sing. All the groups sing the final *Come on, everyone! Let's play!* and *Are you ready? It's a sunny day*. Play the recording softly as the groups sing their parts. Change the parts for the groups and repeat the activity.

3 Listen again and sing along.

Play the song again for the students to sing along while they do the actions.

4 Look and complete the sentences.

Direct the students' attention to the first example sentence and tell them to point to the words *ride a bike* in Activity 1. The students complete the sentences individually. Tell them to look at Activity 1 to help them to spell the words. Have the students compare their answers with their partner before you go through each

5 Unscramble the sentences. Number the pictures.



1 ride / Let's / bike / a / !

Let's ride a bike!

2 a / Let's / ! / drive / car

Let's drive a car!

3 kick / ball / a / Let's!

Let's kick a ball!

4 play / a / game / Let's / !

Let's play a game!

5 hit / Let's / ball / ! / a

Let's hit a ball!

Grammar

Let's play a game!

6 Look and write sentences. What can you do with these objects?



1 Let's rollerblade.



2 Let's hit a ball.



3 Let's kick a ball.



4 Let's ride a bike.

7 Make the game. Play with a friend.



Let's play a game.



Let's rollerblade.

sentence asking volunteers to read the sentences for the class to check.

5 Unscramble the sentences. Number the pictures.

On the board write this scrambled sentence *ride / Let's / bike / a / !* Ask the students if the sentence is correct and if not to correct it. (*Let's ride a bike!*) Make sure they notice the position of the exclamation mark.

Focus students' attention on the Grammar box, pointing to the apostrophe *s* and the article *a*. Do a quick concept check by asking the students *Do the children in the photographs want to do the activities? (Yes.) Do they want a friend to do the activity with them? (Yes.)* Students complete the activity in their book. Monitor and check the order, spelling and punctuation of the sentences. Check together as a class by asking a volunteer to write the sentences on the board.

Focus the students' attention on the five photographs of the children. Read out sentence 1 and point to the 1 in the box as

an example. Students continue matching the sentences and pictures. Check together as a class.

6 Look and write sentences. What can you do with these objects?

Elicit the names of the objects in the picture: *rollerblades, bat and ball, soccer shoes (cleats), helmet*. Direct students' attention to the example and have a volunteer read the text. Tell the students to work individually to complete the sentences. Monitor their work. If students need help, you can refer them to the example, the previous activity or the Grammar box.

Check answers as a class by asking individual students to read out their sentences.

Point to each picture and ask the students, *What can you do with this? (Rollerblade, hit a ball, play football and ride a bike.)*

7 Make the game. Play with a friend.

Workbook page 113

Ask students to open their Workbooks to page 113. Hold up your book and point to each of the activities the Gingerbread Man is doing and elicit the activity. Ask the children to color the pictures before they cut and glue the game as instructed.

Point to the photograph of the two children playing the game and read the dialogue for the students to repeat chorally and individually. Demonstrate the game with a volunteer. Put one of the Gingerbread Man actions on your pencil and say *Let's ...* Have the volunteer do the same with a different action.

Divide the students into pairs to play the game. Monitor, encouraging the students to say *Let's ...* with expression.

WORKBOOK ANSWERS

1 Top row: rollerblade play a game
kick a ball hit a ball

bottom row: drive a car ride a bike
2 drive, hit, kick, play, ride, rollerblade
1 drive 2 skate 3 hit 4 play
5 ride 6 kick

Try! Answers will vary.

3 Top down, left to right: 6, 5, 2, 1, 3, 4

4 Top row, left to right: Let's hit a ball!
Let's rollerblade. Middle row, left to right: Let's drive a car. Let's ride a bike.
Bottom row, left to right: Let's kick a ball. Let's play a game.

Try! Answers will vary.

Further practice / Homework

Workbook pages 90–91 ; Unit 8 Language
Focus 2 Worksheet

Lesson objectives

Describe distances.
Become familiar with the concept of measuring distance in meters and of guessing and writing distances of sports activities.

Language

Centimeters, distance, guess, measure, meters / meters, results, throw a ball

Materials

Tracks 101–102; a measuring tape per pair; a tennis ball and soccer ball per pair; Workbook page 92

Warm up

Play one of the unit songs and tell students to walk slowly around the classroom as the music is played. Stop the music suddenly and call out a number (up to the number of students in your class). The students must quickly get together in a group of that number. Any student who didn't make it into a group sits out until the next round.

1 Answer with a friend. What activities do you do in P.E.?

Ask the students to open their books to page 108 and read question 1. Tell the students to turn to their partner and answer the question. Ask a couple of volunteers to share their answers.

Ask *How far can you throw a ball? How far can you jump?* When answering the second questions, students may not have the vocabulary to express meters. Allow them to show it by actions. You can then say *You can throw a ball / jump three meters.*

2 Listen and read along. Write the numbers.

Write *Distances: 5 meters, 10 meters and 5 centimeters* on the board. Point to the numbers and say *These are distances.* Ask students *What's the distance from my desk to the board?*

Hold up your book and point to the photographs, one by one, asking *What do the children do in P.E.?* (*Swim, play soccer, jump.*) Play the recording for the students to follow in their books. Ask *How can we measure distance?* (*Meters and centimeters.*) *How far can Dan kick a ball?* (*6 meters.*) Tell the students to read the text again and write the numbers from the box in the correct sentence. Play the recording, stopping after Dan speaks and point to the 6 in the sentence. Have the students continue individually. Check the answers together as a class.

Unit 8 CLIL RE.

1 Answer with a friend. What activities do you do in P.E.?

2 Listen and read along. Write the numbers.

6 10 15

Distances

We measure distances in Physical Education (P.E.) to show what we can do. We can measure distances in *meters (m)* and *centimeters (cm)*.

Look! Dan can kick a ball 6 meters.

Sam can swim 10 meters.

Ben can jump one meter and 15 centimeters.

1 2 3 4

What's your personal best?

3 Guess and write how far you can hop. Draw a blue line. 1 square = 1 meter

My guess: _____ m
My distance: _____ m

4 Do the activity with a friend. Measure and write the distance. Draw a red line.

5 Listen and circle.

I can jump / throw a ball two / three meters.

I can kick / hit a ball seven / nine meters.

3 Guess and write how far you can hop. Draw a blue line.

Tell the students to look at the table and the picture of the girl hopping. Tell the class *I think I can hop 3 meters.* Ask a few volunteers *How far do you think you can hop?* Hold up the table in the book and show the students the box. Point to the blue dot and say *One square equals 1 meter.* Draw a 3 centimeter blue line, saying *I think I can hop 3 meters.* On the board write *My guess: 3 meters.* The students guess how far they can hop and draw the blue line and write their guess.

4 Do the activity with a friend. Measure and write the distance. Draw a red line.

Have the students work in pairs and give each pair a measuring tape. Tell them to take turns to hop and measure the distance and make a note. Hold up the table again and show the red dot and draw a red line to show the distance you hopped. Write the number next to *My distance* in the Student Book. The students

draw a red line for their actual distance and fill in *My distance*. Point to your results and say *Is my guess correct? What about your guesses? Is it difficult to guess distance? Why?*

5 Listen and circle.

Point to the pictures of Monty and Lola and ask *Who is this?* Ask two volunteers to read the speech bubbles aloud. Play the recording for the students to circle the correct activity in the dialogue. Choose different volunteers to be Monty and Lola. Have them read the correct speech bubbles for the class to check.

6 Guess and write the distances. Do the sports. Write the distances.

Tell the students they are going to guess distances and hold up the table. Show the column *My Guess*, make a guess for yourself and write it on the board, saying *I think I can jump / throw a ball / kick a ball ... meters.* Tell the students to do the same and write their guesses in the table.

⑥ **Guess and write the distances. Do the sports. Write the distances.**

Activity	My Guess	My Distance
 jump		
 throw a ball		
 kick a ball		

⑦ **Describe your results. Tell a friend.**

I can _____.

⑧ **Trace the letters and complete the words. Listen and repeat.**

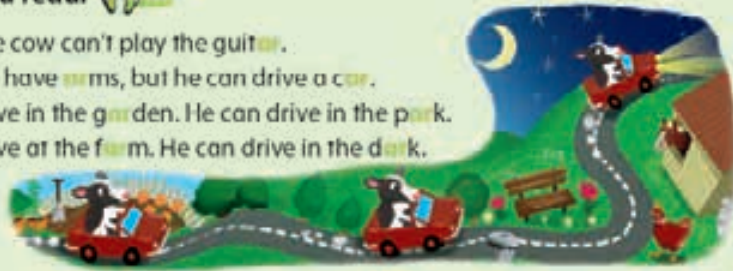
Phonics



c a r d a r k f a r m g a r den guit a r p a r k

⑨ **Listen and read.**

Charlie the cow can't play the guitar.
He doesn't have arms, but he can drive a car.
He can drive in the garden. He can drive in the park.
He can drive at the farm. He can drive in the dark.



⑩ **Listen again and repeat the chant.**

For the next part of the activity you will need to take the students into the playground. Have the students work in pairs and make sure each pair has a measuring tape, a soccer ball and a tennis ball. If you don't have enough balls, the students can do the activity in groups. Tell them to take turns to do the activities with their partner and measure the distance and make a note of the distance. Back in the classroom tell the students to write their results in the *My Distance* column. Ask *Are your guesses better this time? Why?*

7 Describe your results. Tell a friend.

Tell the class about your results *I can hop... meters. I can jump... meters. I can kick a ball... meters.* Tell the students to write their own sentences. Divide the class into pairs for the students to share their results with their partner. Ask *Are your results the same? Which sports are you good at?*

WORKBOOK ANSWERS

1 1 eight 2 ten 3 six
2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 92; Unit 8 CLIL Worksheet;
Unit 8 CLIL Video Worksheet

Phonics

Learning objectives

Practice pronunciation of the sound /ɑː/.
Practice listening to, reading and saying words with the sound /ɑː/.

Materials

④ Tracks 103–104; Workbook page 93

Warm up

Divide the class into teams and give them five minutes to write as many words as they can remember with the /d/ sound.

Tell them they can look through their books to help them.

After five minutes stop them and get each team to read out their words. The team with the most words wins the game.

1 Trace the letter and complete the words. Listen and repeat. ④ 103

On the board write the sound /ɑː/ and elicit a word with the sound in For example *artist, start, Arctic, mark, arm* and the words on page 109.

On the board write *ar*. Draw a dot where you start and finish writing the *a* and the *r* and draw arrows on the letters to show the direction of forming the letter. Explain *The name of the letters is a and r but together they are pronounced /ɑː/, for example car.* Point to the dotted *ar* and tell the students to trace it looking at your example on the board to help them.

Have the students look at the pictures. Say *Point to the dark / garden / park.* Ask the children to look at the gapped words and ask *Which letters are missing? (Ar.)* Point to the example *car* and tell the students to complete the other words. Use the recording to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and read. ④ 104

Point to the picture and ask the students what people, objects and colors they can see. Have the students work in pairs, taking turns to read a line of the chant. Play the chant for the students to listen and follow.

3 Listen again and repeat the chant.

Divide the class into four groups. Play the recording again pointing to different groups at random to say each line. Don't let them know until just before each line, which group will be repeating. Repeat the activity, this time without the recording.

WORKBOOK ANSWERS

1 1 f(a)rm 2 y(a)rd 3 p(a)rk
4 guit(a)r 5 c(a)lf 6 c(a)r
2 Right column: car, calf, farm, park, yard
Try! Answers will vary.

Further practice / Homework

Workbook page 93

Unit 8 Project and Value

page 110

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Be a good team player.

Materials

Track 100; sports equipment (soccer ball, tennis ball, jump rope, bat, cones); watch; meter stick; paper; pens; Unit 8 Stickers; Workbook page 94

Warm up 100

Ask students to stand up. Play the *Activities Song* from the Unit 8 Language Focus 2 Lesson for the students to sing along to and play *Activities Stand Up!*

Value: Read and stick

Ask students to open their Student Books to page 110 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *What team games do you play? What makes a good team player? (Working together, telling each other you play well, sharing and including everyone, not comparing abilities.)*

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

Activities Challenge

Stage 1: Plan your project.

If you asked the students to do the project connection Stage 1 during the Language Focus 1 Lesson, ask the students to share what they prepared. If you didn't, divide the class into pairs to discuss question 1 and make a list. Point to the picture of the chart and tell the class they are going to plan an *Activities Challenge*. Have the students work in pairs to think of and design four sports challenges. Remind students of the challenges they did in the CLIL Lesson. Monitor and ask them questions about the activities: *What action do you have to do? What equipment do you need?* Make sure the activities are achievable. Tell them this time they can be distance or a time challenges. For example, *How long can you jump for?* Have the students create a chart in their notebooks, with the titles and a short description of the challenges.

Unit 8 Project and Value

Activities Challenge

Materials

- Sports equipment (soccer ball, tennis ball, jump rope, bat, cones)
- A watch
- A meter stick
- Paper
- Pen

Read and stick.
Be a good team player!

Stage 1: Plan your project.

- 1 Make a list of different activities you practice in your P.E. class.
- 2 Design a challenge to measure the distance or time for four activities.
- 3 Draw a chart in your notebook.

Stage 2: Develop your project.

- 1 Take your equipment to the playground.
- 2 Take turns trying each activity challenge. Time your friends. Measure the distances.
- 3 Write down your friends' results in your chart.

Stage 3: Share your project.
Present your results to your classmates.

Tom can kick a ball eight meters.

Stage 4: Evaluate your project.
Save your *Activities Challenge Chart*.

Activities Challenge	My Friend's Result
Kick a ball 10 meters	Tom: 8 meters Liam: 10 meters
Jump 1 meter	Tom: 1 meter 20 centimeters Liam: 1 meter 10 centimeters
Run 100 meters 30 seconds	Tom: 30 seconds Liam: 30 seconds
Throw a ball 5 meters	Tom: 4 meters Liam: 5 meters

Stage 2: Develop your project.

Take the class into the playground with all the sports equipment. Have students take turns to do each other's challenges and write the results in their chart.

Stage 3: Share your project.

Have the pairs join with two other pairs so there are six in a group. Ask the students to take turns to present their partner's results. Ask a few volunteers *Which activity did you enjoy the most? Which activity is the most challenging?*

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 94 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

Optional activity

Distribute one Project Record sheet to each student. Go through each sentence and allow students to fill out their information. Save their sheet in the corresponding folder.

WORKBOOK ANSWERS

- 1 Top row: ✓, X
bottom row: ✓, answers will vary.
- 2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 94

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

1 I can swing. _____
 I can't skip. _____
 I can't run. _____

2 I can swing. _____
 I can't jump. _____
 I can't climb. _____

3 Circle three activities. Play Let's Go with a friend.



2 Look at Activity 1 and write sentences.

Point to star 1. Elicit the path students need to take to get here. (*I can swing. I can't skip. I can't run.*) Have students write these answers in their Student Books and do number 2 on their own. Monitor and help if necessary.

Divide the students into pairs and assign them A and B. Tell the students who are A to read out their pathways for star 1 for their partner to follow in their books. Then B reads out their pathway for A to follow. Ask *Is the pathway correct? Do you get to the correct star?*

Finally, check the activity as a class by asking a volunteer to write the sentences on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 7.

3 Circle three activities. Play Let's Go with a friend.

Point to the activities in the photographs and ask *What can the children do?* (*Ride a bike, play football, play a game, skate, drive a car.*) Tell the students to circle three activities but they shouldn't show their partner. Tell them it's a secret. Have two volunteer students read out the dialogue. Demonstrate the activity with a volunteer. Choose an activity and say *Let's ...?* The student says *No thanks* and suggests another activity. Have the pairs play the game.

Optional activity

Give students a few moments to look through Unit 8 in their Student Book. Ask them to find something they found difficult in the unit. For example, the story, the grammar point, phonics or vocabulary and write a question mark at the top of the page.

Additional resources

The Unit 8 Test can be given now.

WORKBOOK ANSWERS

- 1 Answers will vary.
- 2 1 Let's kick a ball. 2 Let's ride a bike.
- 3 Let's play a game. 4 Let's hit a ball.
- 5 Let's rollerblade.
- 6 Let's drive a car.

Try! Answers will vary.

Further practice / Homework

Workbook page 95

Unit 8 Review page 111

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Actions and activities.
 Can for ability: *I can / I can't*

Materials

Track 105; Unit 8 Flashcards Set 1 (actions)

Warm up

Hold up the jump flashcard and ask the students to say and do the action. Repeat with all the flashcards. Repeat again, getting faster and faster.

1 Listen, follow and color the number. Say a path for your friend. 105

On the board stick the action flashcards in the same order as in the maze. Ask a volunteer to come to the board and say a pathway. For example, *I can skate. I can't fly. I can walk.* and have the volunteer follow the path pointing to the flashcards in turn. Repeat with another pathway and volunteer.

Ask the students to open their Student Books and look at the maze.

Play the recording, pause after the first sentence and elicit the action. (*Swing.*) Play the rest of the first section of the recording for students to follow and ask *What number is it? (2.)*

Play the recording, pausing after each section and eliciting the correct number in the star. Repeat as necessary. Have the students work in pairs to take turns to say pathways for each other to follow.

Unit 8 Review Game

page 112

Lesson objectives

Review the vocabulary and language presented in Units 7 and 8.

Language

Toys, parts of the body, actions and activities

Simple present *It has / doesn't have, I want ... I can / can't, Let's + verb* for suggestion

Materials

Unit 7 Flashcards Set 1 (toys); Unit 8 Flashcards Set 1 (actions); one counter per student; Workbook page 96

Warm up

Give out the flashcards to 20 students and have them work with a partner. The pairs hold up their flashcard so you can see it and keep it held up. If they hear their word they stand up, if they hear it again they sit down. Do a few rounds and then say the words faster and faster.

1 Play Maze Run!

On the board write these sentence starters: *I want ... It has ... I can ... Let's ... I can't ... It doesn't have ...* Ask volunteers to complete the sentences with their flashcard word. For example, if they have the dinosaur, they say *I want a dinosaur*.

Show the students the board game and say *It's a maze* and point out the pathways. Say *The first student to the Magic Hat wins the game*. Have the students play in pairs and choose an entry to the maze and put their counter on it. Students take turns moving from one square to the next. Students can only move one space at a time. Each time they come to a square, they have to make sentences based on the artwork and prompts.

Hold up your book and point to the relevant squares as you give the instructions. In some squares, students make a positive sentence with *want*: *I want a ball*. In some squares students make a suggestion using *let's*: *Let's ride a bike*. When students see a dinosaur with an arrow pointing to its body part, they say a sentence with *has*: *It has a head*. In

Game
1 Play Maze Run!

The game board features a central 'Magic Hat' surrounded by a maze of squares. Each square contains a prompt and an illustration. The prompts include: 'I want ...', 'It has ...', 'I can ...', 'I can't ...', 'Let's ...', and 'It doesn't have ...'. The illustrations include a kite, a dinosaur with an arrow on its head, a child on a swing, a child on a bicycle, a child holding a ball, a dinosaur with an arrow on its tail, a dinosaur with a blue 'X' on its head, a child on a roller coaster, a child on a skateboard, a laptop, a dinosaur with a blue 'X' on its body, a child climbing stairs, a child jumping rope, a ball, a dinosaur with a blue 'X' on its body, a child on a scooter, a child playing soccer, a dinosaur with an arrow on its tail, a child on a red car, a child running, a dinosaur with a blue 'X' on its body, and a guitar.

112

other instances, the dinosaur appears with a missing body part. In this case, students make a negative sentence with *has*: *It doesn't have a tail*. In the other squares with actions in them, students look and say if they can or can't do the actions: *I can run. I can't swim*.

The two pathways have an element of choice so that students can sometimes choose to go towards an answer that they feel more confident about. Both pathways have the same number of squares and the same number of dead ends. Play a few rounds with volunteers to demonstrate the game.

Optional activity

The students play the game again but this time they start at either entrance and try to make it to the other entrance, instead of just to the center.

WORKBOOK ANSWERS

- 1 legs
- 2 skate
- 3 drive a car
- 4 ride a bike
- 5 robot
- 6 computer
- 7 tail
- 8 fly

Further practice / Homework

Workbook page 96



United States of America

Culture



1 Look at the pictures and answer with a friend.

- 1 Can you name the sports?
- 2 Which sports can you do?

2 Read and complete.

jump skate hit a ball

In the USA, boys and girls play lots of sports.

My favorite sport is *hockey*. I can skate. I can hit a *puck*! Look at me! I'm ready! Let's play!

My favorite sport is *baseball*. I can run. I can hit a ball. My uniform is red and white.

My favorite sport is *basketball*. I can pass the ball to my friends. I can jump. I want a basketball *hoop* in my backyard.

3 Draw and label the sports in the USA. Draw and label popular sports in your country.

Popular Sports



Culture page 113

Lesson objectives

Can identify similarities and differences between their country and American sports and activities.

Present and practice actions and sports.

Understand the main points of a short text and use a Venn diagram to present information.

Language

Backyard, baseball, basketball, hockey, hoop, pass, puck, uniform

Materials

World map / map of the USA; Workbook page 97

Warm up

Say to the students you are going to tell them a secret and they have to whisper it. Demonstrate *whisper* by whispering it.

the sentence *I can jump 2 meters*. Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group, such as *I can jump 2 meters*. The student whispers the sentence to the student to the right, who then whispers it to the person to their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished ask the final students to write the sentence they heard on the board. Compare the sentences and then write the actual sentence you said.

1 Look at the pictures and answer with a friend.

Write *United States of America* on the board or stick a map of the USA on the board. Divide the students into groups of four and ask them to share anything they know about the USA. Give your own example, *Hollywood is here*, and point to it on the

map. Ask groups to share the ideas with the class.

Tell the students to open their Student Books on page 113. Point to the photographs and tell the students *The children are American and these are the sports they play*. Read out the instructions. Divide the class into pairs. Read out the questions and tell the students to look at the photos and answer the questions with their partner. Ask volunteers to share their answers.

2 Read and complete.

Focus the students' attention on the words in the box. Ask the children to find the word *skate* in the box and point to it. Show the example of *skate* written in the text. Students then read the text individually. To check as a class, ask volunteers to read a sentence each aloud. Ask some comprehension questions: *Do you use a ball in ice hockey? (No, a puck.) In basketball, how do you pass the ball? (You throw and bounce it.)*

3 Draw and label the sports in the USA. Draw and label popular sports in your country.

On the board draw the Venn diagram. Ask students to tell you one sport played in the USA and one sport they play in their country. Point to the middle and ask for a sport played in the USA *and* in their country. Tell the students to draw pictures of different sports and to label them: *sports played in the USA, sports played in our country and sports that both countries play*. The students compare their pictures with their partner.

Optional activity

Tell the students to write an article about their favorite sports. Give an example by writing: *My favorite sport is running. I can run 100 meters in 20 seconds. My uniform is a blue T-shirt and green pants*. Leave the sentences on the board as a model for the students.

WORKBOOK ANSWERS

- 1 A basketball, hoop B hockey, puck; C baseball, uniform
- 2 1 B 2 C 3 A 4 B
- 3 Girl: hockey, skate, puck
Me: Answers will vary.
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 97

Unit 9 Vocabulary

pages 114–115

Lesson objectives

Identify seaside objects.

Practice seaside objects through a song and follow-up activities.

Language

Seaside objects: beach, fish, rock, sand, sea, shell, sky, sun, tree, turtle

Materials

Track 106–107; Monty the Farmer, Monty the Magician, Lola the Athlete, Monty the Diver Flashcards; Unit 9 Flashcards Set 1 (seaside objects); Workbook page 98

Warm up

Stick the action and toy flashcards on the wall around the classroom. Point to each of the flashcards and elicit the word. Ask a volunteer to bring you a flashcard: *Bring me a picture of jump.* The volunteer takes the flashcard off the wall and gives it to you. Tell the class to watch but not say if it's correct. If the student is correct they keep the flashcard. Repeat the activity with different flashcards and students.

1 Answer with a friend. 🗣️

Stick the flashcards of Monty the farmer, Monty the magician and Lola the athlete on the board. Point to each flashcard and ask *What is Monty / Lola?* Ask *What do you think Monty is today?* Take all suggestions. Draw a picture of a scene under the water (with fish and shells and the face of a diver with a mask on and bubbles) on the board and say *Today Monty is under the water. What is he? (A diver.)*

Show the students the flashcard of Monty as a diver and say *Look! Monty is a diver.*

Show students the seaside objects flashcards one by one and elicit or give the name of the objects.

Divide the class into pairs. Ask students to open their Student Books to page 114 and look at the picture. Point to Monty and ask *Who is this? What is he? Where is he? (Under the sea.) Where is his book? (On the beach, under the tree.)*

Read the questions aloud and ask the students to turn to their partner to answer the questions. Give the pairs a couple of minutes to talk together. Ask a few volunteers to share their answers.

2 Listen, point and repeat. 🎧 106

Focus students' attention on the picture and the numbered objects. Ask different volunteers to say a number for the class to name the seaside object.

9 Monty the Diver

Vocabulary

Answer with a friend. 🗣️

- 1 What's the weather like?
- 2 What can you do at the beach?

Listen, point and repeat. 🎧

Read and match.

1 sun 2 sky 3 tree 4 beach 5 sand
6 sea 7 turtle 8 fish 9 shell 10 rock

Play the recording for the students to repeat the words in chorus. Pay particular attention to the sound *u* in *sun*, *d* in *sand*, *o* in *rock*, *ch* in *beach* and the *tle* in *turtle*. Make sure the students are pronouncing the final letters for all the vocabulary. Play the recording a final time for individual students to say the words.

3 Read and match.

Hold up the seaside objects flashcards one by one and elicit the words. Show the example line from the picture to the word. Have students work individually to match the pictures and words. Monitor and, if needed, point to the picture in Activity 1. Check answers as a class, saying the number for the students to point to in the picture.

4 Circle ten words. Label the pictures.

Copy this word snake on the board *runjumpskipskateswing*. Ask a volunteer to come to the board and circle the word *run*. Repeat with the other four words.

Tell students to look at Activity 4 and direct their attention to the word *beach* circled in the word snake. Help students find another seaside object and circle it. Have students find and circle the rest of the objects on their own. Check answers as a class.

Have students look at the pictures. Point to each one and elicit the word. Ask the students to look at their word snake and label the pictures. Point to the example in number 5: *beach*. Students work in pairs to complete the activity. Monitor and check their spelling and letter formation.

Optional activity

The students write their own word snake with the seaside object words. The students swap word snakes for their partner's to circle the words.

1 Circle ten words. Label the pictures.



2 Circle what you can see at the beach. Listen and sing along.

I can see the sky. I can see the sun. I can see a shell. I can see a fish.
 I can see a big tree, too. I can see a turtle, too.
 I can see the beach. I can see the sand. I can see a rock. I can see a ship.
 I can see the sea. It's blue. I can see the sea. It's blue.
 Splish! Splash! Under the sea. Splish! Splash! Under the sea.
 Swim, swim! Swim with me. Swim, swim! Swim with me.
 Splish! Splash! Under the sea. Splish! Splash! Under the sea.
 Swim, swim! Swim with me. Swim, swim! Swim with me.

3 Play I Can See ... with a friend.



5 Circle what you can see at the beach. Listen and sing along.

107

Stick the seaside objects flashcards on the walls around the classroom. Play the recording and ask the students to point to the flashcards when they hear the word in the song. Direct the students' attention to the song. Say *sky* and ask them to point to the word in the song. Ask the students to circle the seaside objects in the song. Point out *sky* circled as the example.

Ask the students to close their books and stand behind their desks. Play the recording and ask the students to stand up / sit down when they hear the seaside objects mentioned in the song.

Optional activity

Ask the class to make up some actions to go with the song. For example, looking for *sky*, arms spread for *tree*, hand to forehead for *I can see*, and miming splashing and swimming in the sea for the chorus. Play the song again for the students to do the actions.

Hand out the seaside objects flashcards. Play the song again. This time, have students stand up and hold up their flashcard when they hear it in the song.

6 Play I Can See ... with a friend.

The game is a version of *I spy*, a traditional children's game, often played on long car journeys. The players take turns to choose an object that they can see and say *I can see something that starts with ...* and gives the initial letter of the item they have chosen. The other player then has to look around and guess items that begin with that letter until the object has been identified.

Demonstrate with the class by saying *I can see something that starts with s*. Have students guess until they get the right answer. (*Sky*.)

Divide the class into pairs and have them take turns to play the game. They use the words from the unit but can also use classroom words if they want to continue playing.

WORKBOOK ANSWERS

- 1 7 beach 9 fish 8 rock 4 sand
 10 sea 6 shell 2 sky 1 sun
 3 tree 5 turtle
 2 1 fish 2 rock 3 shell 4 tree
 5 sun 6 sky 7 turtle 8 sea
 9 sand 10 beach
 Try! Answers will vary.

Further practice / Homework

Workbook page 98

Unit 9 Reading pages 116–117

Lesson objectives

- Understand and act out a story.
- Identify seaside objects in a text.
- Sequence phrases from a text.

Language

Present simple yes / no question and answer: *Is it a ...? Yes it is / No it isn't*

Materials

- Track 108; Unit 9 Flashcards Set 1 (seaside objects); Unit 9 Storycards; DVD Unit 9 Story; Workbook page 99

Warm up

Hold all the seaside objects flashcards in a pile with the pictures facing towards you. Turn over one of the cards and very quickly show it to students. The student who guesses the card scores a point. Play the game with all the flashcards. The student with the most points wins the game.

1 Look at the pictures and answer with a friend. 🗣️

Ask the students *Do you know any stories / cartoons about life under the sea? What animals appear in these stories? (Fish, shells, crabs for example.)*

Ask the students to look at page 116 and to cover frames 3 and 4 of the story with their notebook.

Point to the mermaid and ask *Who is she?* Point to the crab and ask *What's this? (A crab.)* Say *This is a story called Where's the Turtle?* Ask the students questions about frames 1 and 2: *Where are they? (In the sea.)* *What do you think happens in the story?*

Have the students close their books and turn to their partner and talk about what they think happens in the story. Ask a few volunteers to share their ideas with the class.

Tell the students to uncover the story. Have the students read the whole story and work together to answer the questions. Check their answers to the questions as a class.

Check understanding of the story by asking *Who is the crab looking for? (The turtle.)* *What does the mermaid think the turtle is? (A shell, a rock and a fish.)* *Where is the turtle? (In the chest.)* *Why does the turtle say thank you? (Because the mermaid opens the chest.)*

Where's the Turtle?

1 Look at the pictures and answer with a friend. 🗣️

1 Where is the mermaid? 2 How many fish can you find?

2 Listen and read along. Number the speech bubbles in order. 🎧

Hurray! 5 It's a rock. 3 Let's look! 1 It's a shell! 2 It's my friend! 4

1 One day a mermaid sees a crab. The crab is sad.



I can't find my friend. He's a turtle.

Don't worry! Let's look!

2 The mermaid and the crab swim in the sea. Then the crab sees something.



Is it a turtle?

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

3 So the mermaid and the crab swim in the sea. Then the crab sees something.



Is it a turtle?

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

4 So the mermaid and the crab swim in the sea. Then the crab sees something.



Is it a turtle?

No, it isn't. It's a big fish. Eek!

Optional activity 🎧 108

Play the story, pausing after each storycard and ask *What seaside objects can you see? What happens next?* Ask eight students to come to the front of the class, give each one a storycard and tell them to hold the storycard up facing the class. The class helps them to stand in the correct order of the story. Play the recording for the class to check the order and pause if necessary to give the eight students time to reorder themselves.

2 Listen and read along. Number the speech bubbles in order. 🎧 108

Play the recording for the students to follow in their books.

Focus students' attention on the story. Say *Let's look!* and ask the students to point to the frame where they see the phrase. (*Frame 1.*) Say *It's a shell.* and ask the students to point to the frame where they see the sentence. (*Frame 2.*) Read the instructions aloud. Ask students to point at the phrase *Let's look!* in the story and show the number 1 in the box under the instructions. Read out the other phrases in the speech bubbles and explain the students have to number them in the order they hear them in the story. Ask volunteers to say the sentences in the order they appear in the story to check.



Optional activity

Ask the students to complete the story activities on page 99 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 8.

WORKBOOK ANSWERS

- 1 beach fish, rock, shell, sky, sun, tree, turtle
- 2 In order: X, X, X, ✓
- 3 Answers will vary.
- 4 Answers will vary.

Try! The crab is red and the turtle is green.

Further practice / Homework

Workbook page 99; Unit 9 Reading Worksheet;
Unit 9 Story Worksheet

Optional activity

Divide the students into pairs and assign them A and B. Have student A sit facing the video and student B sit behind them facing away from the video. Tell student A they are going to watch the video and tell their partner what's happening and what they can see. Play the first four frames of the video, pausing after the mermaid says *No, it isn't. It's a big fish. Eek!* The pairs swap roles and repeat the activity for the other four frames.

3 Act out the story. 🗨️

Divide the class into pairs. Tell the pairs they are going to make up a freeze frame for one part of the story.

The pairs choose one of the frames from the story and make up actions to represent that frame. Explain that they have to freeze as they do the action and not move. Give an example yourself by doing an action of looking under a rock

and being surprised to see a big fish. Ask the class to tell you which frame you are acting. The pairs take turns to show their freeze frame to the class. The other groups watch each freeze frame and guess the scene.

Now divide the students into groups of three and assign a role from the story to each group: narrator, mermaid and the crab. Tell the students to practice reading the story in their groups, playing their different roles. Encourage the groups to act out their parts. Monitor the groups and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language *Is it ...? No, it isn't.* correctly. For more confident groups, tell them to close their books and act out the story from memory.

Personalize the story by asking *Would you like to go under the sea? What do you want to do under the sea?*

Unit 9 Language Focus 1

pages 118–119

Lesson objectives

Talk about seaside objects using *Is it a ...? Yes, it is / No it isn't*.
Review the seaside objects.

Language

Present simple *yes / no* question and short answers: *Is it a ...? Yes, it is / No, it isn't*.

Materials

Track 109; Unit 9 Flashcards Set 1 (seaside objects); Workbook pages 100–101

Warm up

Divide the class into two teams. Ask a volunteer from each team to come to the front of the class. Give each student a seaside object flashcard. Have the two students stand back-to-back in the middle of the classroom and hold their flashcard in front of them with the picture side facing away. Both students then take three steps away from each other before quickly turning around. The two students then race to shout out what's on the other student's flashcard. The first student to shout out the correct word scores a point for their team. Repeat with different volunteers and flashcards. The winning team is the team with the most points.

1 Listen and number. Look and trace. 109


Ask the students to open their books to page 118. Point to the pictures of the mermaid and ask *Who is this? (The mermaid.)* Point to the first picture and ask *Which picture comes next?* Continue for the other two pictures. Tell the class to listen to the recording, check their answers and number the pictures according to the sentences they hear.


Play the recording and pause after the example. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work. Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Check answers with the class by asking volunteers which sentence is number 2, 3 and 4.


Focus the students' attention on number 1 and ask *Is it a turtle? (No, it isn't.) What is it? (A shell.)* Tell the students to point to the correct answer and trace it. They do the same for the other three. Play the recording for the students to check they traced the correct answer.


Unit 9 Language Focus 1

1 Listen and number. Look and trace.

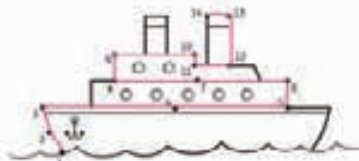
4  Is it a turtle?
Yes, it is.
No, it isn't.


1  Is it a turtle?
Yes, it is.
No, it isn't.


3  Is it a turtle?
Yes, it is.
No, it isn't.


2  Is it a turtle?
Yes, it is.
No, it isn't.

2 Connect the dots. Write the short answers.


1 Is it a rock? No, it isn't.


2 Is it sand? No, it isn't.


3 Is it a fish? Yes, it is.


4 Is it a shell? Yes, it is.

2 Connect the dots. Write the short answers.

Tell students to look at the pictures and point to the red dots on the picture of the boat. Hold up your book and show how you connect the dots to outline the picture. The students work individually to connect the dots for each picture. Monitor and check they are following the dots in the correct order. Point to picture 1 and ask *Is it a rock? (No, it isn't.)* Show the written example. Have the students work in pairs to write the short answers for each picture. Monitor and help with punctuation, directing students to Activity 1 to check.

Project connection

You can choose to do Stage 1 of the project on page 124 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

3 Unscramble the questions. Answer with a friend.

Write each word from the question *Is it the sun?* (including the question mark) on a different piece of letter paper. Ask five volunteers to come to the front of the class and give each one a word. Tell them to stand in a line facing the class with their words facing the class—make sure they are not in the correct order. Tell the class to put the students in the correct order to form the question.

Point to the student who has the *the* and ask *Why is it the and not a?* *How many suns are there? (One.)* Explain *We use the when there is only one of something.* Point to the volunteer who has the question mark and point out that it is always at the end of the question.

Ask the question *Is it the sun? (Yes, it is.)* Model the question and answer for students to repeat chorally and individually. Ask *Is it the sea? (No, it isn't.)* Model the question and answer again for students to repeat chorally and

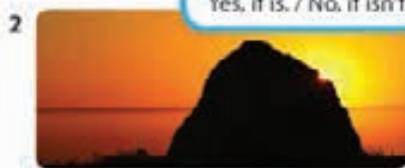
3 Unscramble the questions. Answer with a friend. 

- 1  the / Is / it / ? / sun Is it the sun?
- 2  It / a / ? / tree / Is Is it a tree?
- 3  ? / sea / the / Is / it Is it the sea?
- 4  it / ? / beach / a / Is Is it a beach?

4 Look and answer the questions.



Is it a turtle? Yes, it is.



Is it a rock? Yes, it is.



Is it the sky? No, it isn't.



Is it a shell? No, it isn't.

Grammar

Is it a turtle?
Yes, it is. / No, it isn't.

5 Play Draw and Guess with a friend. 



individually. Focus students' attention on the Grammar box, pointing to the article with *turtle*.

Tell students to look at the questions and unscramble them as in the example. Monitor and check the order, spelling and punctuation of the sentences. Check together as a class by asking a volunteer to write the questions on the board. Have the students work in pairs to ask and answer the questions. Monitor and make sure they are using the full short answer, not just *yes* and *no*.


4 Look and answer the questions.

Ask the students to look at the pictures and tell you what seaside objects they can see. Show number 1 as an example, pointing out the short answer. Ask a volunteer to ask question number 2: *Is it a rock?* (*Yes, it is.*) Tell the students to work individually to write the short answers.

Ask two volunteers to ask and answer the questions for the class to check.

Optional activity

Divide the students into pairs, and tell them to look at the pictures in Activity 4. The students take turns to ask and answer *Is it a ...?* *Yes. It is / No, it isn't.*

5 Play Draw and Guess with a friend. 

Draw part of a picture of one of the seaside objects, such as a turtle shell, and say *What is it?* Only listen to students' guesses if they say *Is it a ...?* Draw a bit more of the turtle for students to keep guessing.

Have the students work in pairs to play the game, taking turns to draw and guess as in the demonstration. Monitor to check they are using the full *yes / no* questions and short answers.

Optional activity

Tell the students to open their books to page 114 and look at the picture in Activity 1. Tell them to take turns pointing to a seaside object while their partner guesses which object they are pointing at by asking *Is it a / the ...?*

WORKBOOK ANSWERS

- 1 1 No, it isn't. 2 Yes, it is.
3 No, it isn't. 4 Yes, it is.
- 2 1 Yes, it is. 2 Yes, it is. 3 No, it isn't.
4 Yes, it is. 5 Yes, it is. 6 No, it isn't.

Try! Answers will vary. Should follow grammar structure *It's a ...*

- 3 1 Is it the sky? Yes, it is. 2 No, it isn't.
3 Is it a beach? Yes, it is.
4 Is it a fish? No, it isn't.

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 100–101; Unit 9 Language
Focus 1 Worksheet

Unit 9 Language Focus 2

pages 120–121

Lesson objectives

Identify the names of seaside creatures.

Practice the names of the seaside creatures through a song and follow-up activities.

Language

Seaside creatures: *crabs, dolphins, penguins, seagulls, seals, snails*

Present simple *What are they? They're* + plural nouns

Materials

🎧 Tracks 110–111; Unit 9 Flashcards Set 1 (seaside objects); Workbook pages 102–103, 111

Warm up

Write the Unit 9 seaside object words (*beach, fish, rock, sand, sea, shell, sky, sun, tree, turtle*) on the board. Place the seaside objects flashcards facedown on your desk. Ask a volunteer to come to the front, take a flashcard and stick it next to the correct word on the board. Repeat for the other flashcards.

1 Listen, point and repeat. Trace.

🎧 110

On the board draw a big circle and in it write *Animals that live by the sea*. Ask *Do you know any animals that live by the sea?* Write their suggestions around the circle.

Tell students to look at the words on the board and listen to the recording. Ask *Do you hear any of the words?* Play the recording for the students to listen and then tell you what words were the same. Play the recording again and pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *ph* (*f*) in *dolphin*, *o* in *dolphin*, and that the *guin* in *penguin* sounds like *gwin*. Stand with your back to the class and with your finger trace the letters *c, r, a, b, s* in the air asking the students to tell you what letters you are writing. On the board write the word *crabs* in dotted lines as in Activity 1. Ask a volunteer to come to the board and trace the word *crabs*.

Have students work individually to trace the rest of the seaside creatures. Monitor and if additional support is needed, help with the formation of the letters, showing students where to start and finish by putting little arrows on the letters if necessary. Check answers as a class.



Unit 9 Language Focus 2

1 Listen, point and repeat. Trace. 🎧

 dolphins

 crabs

 penguins

 seals

 seagulls

 snails

2 Listen and point to the animals. Listen again and sing along. 🎧

They're dolphins. They're dolphins.
They're dolphins in the sea.
They're penguins. They're penguins.
One, two and three.
Oh, yeah!

They're seals. They're seals.
They're seals on the shore.
They're crabs. They're crabs.
One, two, three and four.
Oh, yeah!

They're seagulls. They're seagulls.
They're seagulls in the sky.
They're snails. They're snails.
One, two, three, four and five.
Oh, yeah!



3 Look and complete the sentences.

1 They're seagulls.

2 They're dolphins.

3 They're penguins.

4 They're seals.

5 They're crabs.

6 They're snails.

Additional resources

The Unit 9 Flashcards Set 2 and Unit 9 Wordcards can be integrated at any point from here on.

2 Listen and point to the animals. Listen and sing along. 🎧 111

Have students look at the picture and ask *Where is it? (The beach.) What animals can you see in the picture?* Play the recording for the students to listen to and point to the animals in the picture as they hear them. Play the song again for the students to sing along to. As a class, make up some actions to go with the song. For example, miming diving in the waves for *dolphins*, walking like a *penguin*, clapping like *seals*, walking sideways like *crabs*, miming flying for *seagulls*, hiding behind their hands for *snails*. Play the recording again for the students to do the actions as they sing along.

Optional activity

Divide the class into six groups and give each group two lines of the song. For example, group 1 gets lines 1 and 2. Give the groups a couple of minutes to practice their lines. Play the recording for the groups to sing their two lines. Tell the class to close their books. Play the recording quietly and have the groups sing their lines loudly. Repeat.

3 Look and complete the sentences.

Ask the students to look at the picture in Activity 2 and ask *What's number 1/2/3?* Direct the students' attention to the first example sentence and tell them to point to the seagulls. Ask *What number is it? (1.)* The students complete the sentences individually. Tell them to look at Activity 1 to help them to spell the words correctly. Have the students compare their answers with their partner before you go through each sentence. Ask volunteers to write sentences on the board to check as a class.

4 Look and answer the questions.



Grammar
They're snails.

- 1 How many animals are in the picture? Fourteen
- 2 They can fly. What are they? They're seagulls
- 3 Which animals are on the rock? The seals
- 4 How many crabs are in the picture? Five
- 5 They're in the sea. What are they? They're dolphins

5 Read the clues and write sentences.

Sea Animals Quiz!

- They have eight legs. They're red. They have small eyes. They're crabs.
- They don't have legs. They have shells. They can't swim. They're snails.
- They're black and white. They can swim. They're penguins.
- They're big and gray. They can swim. They're dolphins.



6 Make the game. Play with a friend.

They're dolphins.



They're dolphins. SNAP!



Ask students to open their Workbooks on page 111. Have students color the animals and then cut them out. Demonstrate the game with the class. The game is based on *Snap!* Hold the cards in a pile facing down. Take turns to turn over a card and put it on the desk. If two cards match, such as two seagulls, the first person to shout *Snap!* wins the pair. The winner is the student with the most pairs at the end of the game. Divide the students into pairs to play the game. Monitor, checking the students are using *they're* correctly.

Optional activity

Have the students choose an animal (a sea creature or a farm animal) and write a clue similar to the ones in Activity 5. They swap clues with their partner to guess the animal.

WORKBOOK ANSWERS

- 1 Check that the colors match the key.
- 2 two dolphins, three seagulls, four penguins, five seals, six crabs, seven snails
- Try! Answers will vary.
- 3 1 three 2 black and white 3 five 4 seagulls 5 rock 6 beach
- 4 Left to right: 2, 1, 4, 3
1 They're penguins 2 They're snails.
3 They're seals. 4 They're seagulls.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 102–103; Unit 9 Language Focus 2 Worksheet

4 Look and answer the questions.

Ask the students to look at the picture and count the animals with you. Read out the example question. Show the answer *fourteen* written. Have the students work in pairs to answer the questions. Monitor and help students by pointing to the picture for the answers and showing any errors in their answers. Check the answers as a class by asking one volunteer to read aloud the questions and another to answer.

Optional activity

Have the students work in pairs and look at the picture in Activity 1 on page 114. Tell them to write three questions about the picture similar to the questions in Activity 4 above. The pairs pass their questions to another pair to answer. When they have answered the questions, the pairs pass the questions back to be checked.

5 Read the clues and write sentences.

On the board write the clue *They are gray and white. They can fly. They have two legs.* Ask *What are they?* (*They're seagulls.*) Circle *They* and the plural *s*. Ask *Is there more than one seagull?* (*Yes.*) Write *They're = They are.*

Read out the instructions and ask a volunteer to read the first clue and another to read the answer. Tell the students to work individually to write the sentences. Show them the Grammar box to help them. Monitor their work. Have the students check their sentences with a partner. Check answers as a class by asking volunteers to write the sentences on the board.

6 Make the game. Play with a friend. ○ Workbook page 111

Have the students look at the photograph of the children playing the game and read out the dialogue. Read the dialogue again for the students to repeat chorally and individually.

Lesson objectives

Describe music.
Become familiar with the concept of describing music and relating it to experiences.

Language

Fast, loud, quiet, river, slow

Materials

Tracks 112–113; Workbook page 104

Warm up

Write the following words on the board: *sea, river, a seagull, wind, a car, a robot, a fish.* Ask the students to tell you the sounds these things make. For example, *sea—splash, a river—a bubbling noise, wind—whoosh.* Take all their suggestions. Divide the class into seven groups and assign each group a sound. Count them down, *three, two, one*, and tell them all to make their assigned sound, repeating it over and over. Say *It's our class music!*

1 Answer with a friend. What can instruments sound like?

Remind students about *Peter and the Wolf* from Unit 3 and the way music was used to represent the characters. Ask *Can you remember who the flute / clarinet was? (The bird / the cat.)*

Ask the students to open their books to page 122 and read out the instruction. Ask *Can you name any more instruments? (Guitar, drum, piano, trumpet.)* Tell the students what you think one of the instruments sounds like. For example, *The drums sound like heavy rain.* Tell the students to turn to their partner and answer the question. Ask a few volunteers to share their ideas with the class. Ask the students *What's your favorite instrument? What instrument can you play?*

2 Listen and read along. Point to the pictures.

Ask the students to look at the text and read the title, *Water music*. Ask *What instrument do you think water sounds like?* Read the first paragraph to them. Tell the students to say *water, music, fast, slow, loud, quiet*. Play the recording for the students to follow in their books. Ask *What is the music about the sea / rain / stream like? (Fast and loud / quiet and slow / fast and quiet.)* Play the recording for students to point to the pictures. Ask *When you listen to the music can you see pictures in your head? What can you see?*

Unit 9 CLIL Music

1 Answer with a friend. What can instruments sound like?

2 Listen and read along. Point to the pictures.

Water Music


Music can be *fast*. Music can be *slow*. Music can be *quiet*. Music can be *loud*. Listen to the water music.

This is music about the *sea*. It's fast and loud.


This is music about *rain*. It's quiet and slow.

This is music about a *stream*. It's fast and quiet.


Can music make pictures in your head? Listen again and draw a picture.




3 Look and imagine the music. Circle the best words.



quiet fast
loud slow




quiet fast
loud slow




quiet fast
loud slow

4 Look and complete the words. Listen and check.



This is r a i n. The music is quiet fast. It's slow.



This is the sea. The music is loud. It's fast.

Play the recording again. Students draw a picture to represent the music. Draw your own picture. Show the students. Say *This is my picture. I see birds and the sea and the beach. It's sunny.* The students share their picture with their partner.

Optional activity

Bring a selection of classical and instrumental music to the class. Tell the children to close their eyes while they listen to it. Ask *What does the music make you think of?* Tell your partner.

3 Look and imagine the music. Circle the best words.

Tell the students to look at the three pictures and read the instructions. Point to the sunset and ask *What do you think the music for a sunset sounds like? (Quiet and slow.)* Have students work in pairs and look at the photographs and circle the best words to represent the music. Monitor but give them time to think and talk to their partner without interrupting.

4 Look and complete the words. Listen and check.

Point to Lola and Monty and ask *Who is it?* Point to their pictures and ask *What can you see in their pictures? (Rain and sea.)* Have the students work in pairs to see if they can complete the dialogue before they hear the recording. Play the recording for them to check and correct. Ask two volunteers to read the speech bubbles to check as a class.

5 Draw a picture with water. Imagine the music.

Ask the students *Do you ever go on vacation near water? Where do you go? What activities do you do? How does the music sound, quiet, loud, fast, slow? Which instrument helps you imagine the vacation?* On the board draw a picture of the school when it rains with thunder and lightning. Tell the students to draw their own picture with water and imagine the music to go with it.

5 Draw a picture with water. Imagine the music.



6 Describe your drawing. Describe the music. Tell a friend.

This is _____

The music is _____

7 Trace the letter and complete the words. Listen and repeat.



8 Listen and read.

- Seven snails in the sun.
- Six seals in the sea.
- Seven sisters on the sand.
- Six seagulls in the tree.



9 Listen again and repeat the chant.

6 Describe your drawing. Describe the music. Tell a friend.

Under your picture write two sentences about it as a model for the students' own writing. *This is the school when it rains. The music is loud and fast. I can hear a drum and a piano.* The students write their own sentences. Monitor and check spelling and the grammar. Divide the class into pairs and tell them to show their partner their pictures and read out the sentences.

WORKBOOK ANSWERS

- 1 Top row: first picture matched to 3, second picture matched to 1
bottom row: first picture matched to 4, second picture matched to 2
- 2 1 fast and loud 2 fast and quiet
3 quiet and slow

Try! Answers will vary.

Further practice / Homework

Workbook page 104; Unit 9 CLIL Worksheet; Unit 9 CLIL Video Worksheet

Phonics

Lesson objectives

Practice pronunciation of the initial /s/ sound.

Practice listening to, reading and saying words with the initial sound /s/.

Materials

Tracks 114–115; Workbook page 105

Warm up

Ask a volunteer to come to the board. Stand them in front of you with their back to you and side on to the class. Trace a letter on their back and ask the student to guess the letter. Repeat with a couple more letters. Have the students work in pairs and take turns to trace letters on each other's backs.

1 Trace the letter and complete the words. Listen again and repeat.

Draw a big s on the board, drawing a dot to show where to start and finish the letter. The students look at the pictures. Say *Point to the sand / seals / seven.* Tell the students to trace their s in the book using your example to help them. Play the recording for the students to listen and point to the small pictures as they hear the words. Play the recording for the students to listen and write the missing s for all the words. Play the recording again as a model for the students to repeat chorally and individually.

2 Listen and read.

Play the chant line by line for the students to repeat chorally. Repeat this a couple of times to ensure the students have the rhythm of the chant. Let the students read the chant once through with the recording.

3 Listen again and repeat the chant.

Ask the students to stand up and march on the spot. Make sure they are all in time. Play the recording for them to sing and march along to.

Optional activity

Play the chant and ask the students to shout out the words that have the /s/ sound in them: *seven, snails, sun, seals, six, sisters, sea, sand, seagulls.*

WORKBOOK ANSWERS

- 1 1 (s)un 2 (s)eagull 3 lob(s)ter
4 (s)eal 5 (s)ea 6 (s)ix
 - 2 Right column: sea, seal, six, seagull, sun
- Try! Answers will vary.

Further practice / Homework

Workbook page 105

Unit 9 Project and Value

page 124

Lesson objectives

Explore the concept of how trash harms the environment.

Talk about the value of keeping the beach clean.

Value

Keep the beach clean.

Materials

Paper; paints; recycled paper and plastic bags; recycled candy wrappers; recycled bottle caps; glue stick; Unit 9 Stickers; Workbook page 106

Warm up

Write the word *beach* on the board. Have the students work in teams of four. Ask one student from each team to copy the word at the top of their page. The teams have to make a word beginning with each letter of the word *beach*. Give them an example by writing a word in a line from the *b* of *beach*. (For example, *big*.) The first team to finish gets ten points and then each team wins one point for each word they have.

Value: Read and stick

Ask students to open their Student Books to page 124 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *Why is it important to keep the beach clean?* (So everyone can enjoy it, to protect the animals and birds, keep it beautiful and natural.) *What can happen if a turtle eats a plastic bag?* (It can die.)

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

My Beach Collage

Stage 1: Plan your project.

Point to the picture of the poster and ask *What animals can you see?* (Fish, turtle, squid.) *Does the beach in the picture look clean?* (Yes.) *Where is a good place to put the poster?* (At a shop on the beach, at school, in travel agents.) Have the students work individually to do step 1. Have the students work in pairs to make a list of the animals you can see on the beach or in the sea. Give them a few minutes to answer the question with their partner in step 3. (Pick up trash, teach other people to keep the beach clean, recycle paper and plastic, join beach clean-up groups.) Ask a few volunteers to share their ideas.

Unit 9 Project and Value

My Beach Collage

Materials

- Paper
- Paints
- Recycled paper and plastic bags
- Recycled candy wrappers
- Recycled bottle caps
- Glue stick

Read and stick.
Keep the beach clean!

Stage 1: Plan your project.

- 1 Draw a picture of the beach, the sea and the sky. Paint your picture.
- 2 Write a list of animals to include in your collage.
- 3 Answer with a friend. How can you keep the beach clean?

Stage 2: Develop your project.

- 1 Write a title on your picture.
- 2 Use recycled trash to illustrate the animals in your collage. For example, is it gray? Can it be a dolphin?
- 3 Label the animals in your collage.

Stage 3: Share your project.
Present your collage to your classmates.

Stage 4: Evaluate your project.
Save your Beach Collage.

This is my collage! They're fish. Please keep the beach clean!

Stage 2: Develop your project.

Read step 1 aloud and take some suggestions of titles from the class and write them on the board, such as *Let's keep the animals safe. Let's take our trash home.* Read out step 2. Tell the students to look at their list of animals from Stage 1 and think about what recycled material is good for the animals. Once students have their animals they label them on the poster. Monitor, helping if necessary.

Stage 3: Share your project.

Read the text in the speech bubble aloud. Have the students work in groups of four to present their poster to the other students. Hold up the picture of the poster in the book and say *This is my collage.* Point to the fish and turtles *They're turtles. Help! Let's keep the beach clean.*

Ask the students *What's the message of the poster?* (To teach people not to litter. To see how much trash is littering our beaches.) Ask *What do you think happens to trash on our beaches?* (It floats into the ocean and can hurt animals and wildlife.)

Optional activity

Ask the students to make a note of the trash they see at the school, on the street, in the park over the next day.

Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 106 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and color the face that describes how they feel. Repeat for the other stages.

WORKBOOK ANSWERS

- 1 Top row: ✓, X
bottom row: ✓, answers will vary.
- 2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 106

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write the questions and answers.

- 1 **Is it the sun?** No, it isn't.
Is it the shell? / Is it the rock? No, it isn't. / Yes, it is.
Is it the sun? / Is it the sand? Yes, it is. / No, it isn't.

3 Look and write sentences. What are they?



They're dolphins.



They're penguins.



They're seals.



They're crabs.



2 Look at Activity 1 and write the questions and answers.

Point to star 8 and elicit the path to take. Encourage them to say *Is it the sun? No, it isn't.* Have students do the rest of the pathway on their own.

Ask three volunteers to write a pathway sentence each on the board. Have the students swap their Student Books with their partner to check their sentences. Tell the students to check and correct any spelling and punctuation with a different-colored pencil.

3 Look and write sentences. What are they?

Point to picture number 1 and ask *What are they? (They're dolphins.)* Point to the example sentence. Tell the students to look at the other three pictures and write sentences about the animals. Monitor and check their word order, punctuation and spelling. If any students are having a problem, refer them to the Grammar box on page 121. Tell the students to exchange books and compare sentences. Ask *Are they the same or different?*

Optional activity

Give students a few moments to look through Unit 4 in their Student Book. Ask them to choose ten words from the unit that they like and write them in their notebooks. They can draw pictures to help them remember the meaning.

Additional resources

The Unit 9 Test can be given now.

WORKBOOK ANSWERS

- 1 1 Yes, it is. (matched to the sun)
 2 No, it isn't. (matched to the tree or the fish) 3 Yes, it is. (matched to the turtle) 4 No, it isn't. (matched to the tree or the fish)
 2 1 They're penguins. 2 They're snails.
 3 They're seagulls. 4 They're crabs.
 5 They're seals. 6 They're dolphins.
Try! Answers will vary.

Further practice / Homework

Workbook page 107

Unit 9 Review page 125

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Seaside objects, sea creatures

Simple present *yes / no* questions: *Is it a / the ...?* Short answers *Yes, it is / No, it isn't. They're ...*

Materials

Track 116; Unit 9 Flashcards Set 1 (seaside objects); Workbook page 107

Warm up

Write *shell* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see the *shell*, they shout *Snap!* Repeat with all the flashcards.

1 Listen, follow and color the number. Say a path for your friend. 116

Ask the students to open their Student Books and look at the maze in Activity 1. Have the students work in pairs. Point to star 7 and tell the students to work together to find the pathway from Monty to star 7. At this stage don't give them any help as they have done this kind of activity a few times now. Play the example on the recording for students to check if their pathway is the same.

Play the other three recordings without pausing, for the students to follow and color the star. Repeat to check as a class, asking after each section *What number do you color?*

Divide the class into pairs and have them take turns to say a pathway for their partner to follow.

Review Story pages 126–127

Lesson objectives

Review the vocabulary and language learned in Units 7–9.

Reading to find specific information in a text.

Language

Activities, actions

Simple present: *He has ... , I can / can't ... Let's ...*

Materials

🎧 Track 117; Workbook page 108–109

Warm up

Play *Tic-tac-toe* with the class. The winning team is the first team to get three in a row. On the board draw the three-by-three grid and number the squares 1 to 9. In each square write one of the vocabulary words from Units 8 and 9, such as *robot*, *dolphin*, *sand*. Divide the class into two teams. Tell one team they are Os and the other are Xs. Tell the O team to choose a square. Ask a volunteer to make a sentence with the word. If the sentence is correct they get an O in the square. Encourage the X team to listen to the sentence and help you decide if it is correct. Then it's the X team's turn. Continue until one team gets three in a row.

1 Look at the pictures and answer with a friend. 🗣️

Write *sports* on the board and elicit as many sports as you can. Write them all on the board. Write the sentence starters, *I like ... I can / can't ...* Divide the class into groups of four and ask them to talk about the sports using the sentence starters on the board. Give an example yourself. *I like basketball. I can play soccer. I can't ride a bike.* Tell the students to look at the picture story on pages 126–127. Tell them to look at the pictures in the story and call out things they see in the pictures, such as *Monty and Lola, a teacher, a ball, a uniform, children*. Write the words up on the board. Read the instruction and ask the students to work with their partner to answer the questions.

Ask volunteers for the answers and where they found the answers in the story. For example, *They play soccer. Frame 3. The uniforms are red. Frame 2.*

Goal!

1 Look at the pictures and answer with a friend. 🗣️

1 What sport do Monty and Lola play? 2 What colors are their uniforms?

2 Listen and read along. Mark (✓) or (X) what Monty and Lola can do. 🎧 117

👦 ✓ run ✓ kick the ball 👧 X kick the ball ✓ jump

1 Monty and Lola are in the classroom at school. This is the PE teacher.
Our Library. Please bring the books, Monty and Lola.
OK! Come on, Lola!

2 Now Monty and Lola are in a big soccer stadium.
Wow! It's the World Cup! We're soccer players! He's the referee. He has a whistle.
Fantastic! I can play soccer.

3 Monty and Lola are on the red team.
Oh no! Look at the score!
Come on, Lola! Let's play!

4 Monty has the ball, but this player is very big. He has long legs.
I'm small ...
... but I'm fast!

Optional activity

This is an activity to do before the students read the story in the book. Photocopy the story. Cut up the cards and keep them in their story sets.

Divide the class into groups of eight. Give each group a cut-up frame from the story. Tell the groups to read their frame and memorize the caption and dialogue and what's happening in the picture. Give them a few minutes to do this.

Then assign each student in each group a letter from A to H. Regroup the students by asking all the A, B, C, D, E, F, G, H students to sit together. In their new groups the students take turns to describe their frame from the story. The students listen to each other and order themselves in the correct story order.

Finally, the students look in their books to check their order. Ask *Were you correct?*

2 Listen and read along. Mark (✓) or (X) what Monty and Lola can do. 🎧 117

Ask the students *In frame 2, where are Monty and Lola? (On the soccer field.) Who is the man wearing a black T-shirt? (The referee.) What does he have? (A whistle.) What noise does a whistle make?*

Play the recording for the students to listen and follow in their books. Ask *What team are Monty and Lola on? (The red team.) Which team wins the game? (The red team.)*

Read the instruction and show the students the checkmark in the box next to the word *run* and say *Monty can run*. Ask the students to work with a partner to read the story and write a checkmark or a cross for the actions for Monty and Lola.

Ask volunteers to tell you about Lola and Monty by saying *Lola / Monty can / can't ...* The class listens to check their answers.

Put the flashcards of Lola and Monty on the board with a speech bubble coming from each one. Ask the students what Lola is thinking at the beginning of the



3 Act out the story.

soccer game, for example, *I can't play. I am not good at soccer. We can win!* Divide the class into pairs. Ask some of the pairs to draw a picture of Monty with a speech bubble and write what they think Monty is thinking at the end of the match and the other pairs to draw a picture of a child from the blue team with a speech bubble and write what they think he is thinking at the end of the match. Monitor and prompt for ideas.

Ask a couple of pairs to show their pictures and share their ideas.

Personalize the story by asking *Do you like soccer? What is your favorite team? How do you feel when you win / lose?*

3 Act out the story.

Divide the students into groups of six and assign each student in the group a role: narrator, the teacher, Lola, Monty, the referee, the big player.

Give the students time to practice their lines by reading their parts in the story in their groups. Monitor and help with pronunciation and expression.

Tell the students to close their books and retell the story, saying their parts. When you think they have learned the story and are saying the lines expressively, have the groups make up actions and collect any props they need before they practice acting out the story.

Have the groups join with another group and act out the story to the other group.

Optional activity

Have the children draw a picture of themselves playing their favorite sport and write two sentences to describe it. Draw a picture of yourself playing a sport, such as swimming. Write two sentences. *I can swim a long distance. I can't swim fast. I have a blue costume.*

Additional resources

The skills tests for Units 7-9 can be given now.

The End of Year Test can be given now or in a separate lesson.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 X 4 ✓

2 Top row: 3, 1 bottom row: 4, 2

Try! Their team is red.

3 Adjectives: big, fast, small
actions: run, jump, kick
body: legs, head
soccer: ball, referee, whistle

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 108-109

Audio script

Track 04

Narrator 1: 1
Narrator 2: board
Narrator 1: 2
Narrator 2: window
Narrator 1: 3
Narrator 2: door
Narrator 1: 4
Narrator 2: teacher
Narrator 1: 5
Narrator 2: girl
Narrator 1: 6
Narrator 2: boy
Narrator 1: 7
Narrator 2: chair
Narrator 1: 8
Narrator 2: trash can
Narrator 1: 9
Narrator 2: desk
Narrator 1: 10
Narrator 2: book

Track 07

Narrator 1: 1
Narrator 2: purple
Narrator 1: 2
Narrator 2: black
Narrator 1: 3
Narrator 2: green
Narrator 1: 4
Narrator 2: red
Narrator 1: 5
Narrator 2: white
Narrator 1: 6
Narrator 2: blue
Narrator 1: 7
Narrator 2: brown
Narrator 1: 8
Narrator 2: pink
Narrator 1: 9
Narrator 2: yellow
Narrator 1: 10
Narrator 2: orange

Track 10

Narrator 1: 1
Sammy: It's red!
Narrator 1: 2
Daisy: It's yellow!
Narrator 1: 3
Sammy: It's purple!
Narrator 1: 4
Billy: It's blue!

Track 11

Narrator 1: 1
Narrator 2: Look! It's a book. It's red.
Girl: Red?
Narrator 2: Yes. Color the book red.
Narrator 1: 2
Narrator 2: Look! It's a desk. It's blue. Color it blue.
Girl: OK... A blue desk.
Narrator 1: 3
Narrator 2: Look! It's a chair. It's yellow.
Girl: A yellow chair?
Narrator 2: Yes. Color the chair yellow.

Narrator 1: 4
Narrator 2: Look! It's a trash can. It's purple.
Girl: Purple?
Narrator 2: Yes. Color the trash can purple.
Narrator 1: 5
Narrator 2: Look! It's a door. It's green. Color it green.
Girl: OK. A green door.
Narrator 2: That's right.

Track 15

Lola: This is my picture. It's blue, orange and pink. Look! Circles!
Monty: This is my picture. It's black, green and brown. Look! Squares and rectangles!

Track 18

Monty: It's red.
It's yellow.
It's orange.
Say the number!
Monty: It's blue.
It's green.
It's white.
Say the number!
Monty: It's red.
It's purple.
It's red.
Say the number!
Monty: It's blue.
It's green.
It's orange.
Say the number!

Track 19

Narrator 1: 1
Narrator 2: face
Narrator 1: 2
Narrator 2: hair
Narrator 1: 3
Narrator 2: teeth
Narrator 1: 4
Narrator 2: nose
Narrator 1: 5
Narrator 2: cheeks
Narrator 1: 6
Narrator 2: mouth
Narrator 1: 7
Narrator 2: eyes
Narrator 1: 8
Narrator 2: ears
Narrator 1: 9
Narrator 2: toes
Narrator 1: 10
Narrator 2: feet

Track 22

Narrator 1: 1
Mr. Bear: I have a nose.
Narrator 1: 2
Mr. Bear: I have a mouth.
Narrator 1: 3
Mr. Bear: I have ears.
Narrator 1: 4
Mr. Bear: I have eyes.

Track 23

Narrator 1: 1
Narrator 2: soap

Narrator 1: 2
Narrator 2: towel
Narrator 1: 3
Narrator 2: toothbrush
Narrator 1: 4
Narrator 2: comb
Narrator 1: 5
Narrator 2: brush
Narrator 1: 6
Narrator 2: shampoo

Track 24

This is his soap. This is his towel.
This is his toothbrush, too.
This is his comb. This is his brush.
This is his bear shampoo.

Wash! Wash! Wash!
He's a clean bear.
A clean, clean bear.
Oh, yeah!

This is her soap. This is her towel.
This is her toothbrush, too.
This is her comb. This is her brush.
This is her bear shampoo.

Wash! Wash! Wash!
She's a clean bear.
A clean, clean bear.
Oh, yeah!

Track 25

Narrator 1: 1
Boy: Look. It's a towel. This is her towel.
Girl: Whose towel?
Boy: This is her towel.
Narrator 1: 2
Boy: Look. It's a toothbrush. This is his toothbrush.
Girl: Whose toothbrush?
Boy: This is his toothbrush.
Narrator 1: 3
Boy: Look. It's shampoo. This is his shampoo.
Girl: Whose shampoo?
Boy: This is his shampoo.
Narrator 1: 4
Boy: Look. It's soap. This is her soap.
Girl: Whose soap?
Boy: This is her soap.
Narrator 1: 5
Boy: Look. It's a hairbrush. This is her hairbrush.
Girl: Whose hairbrush?
Boy: This is her hairbrush.
Narrator 1: 6
Boy: Look. It's a comb. This is his comb.
Girl: Whose comb?
Boy: This is his comb.

Track 30

Lola: I have ears.
I have cheeks.
I have toes.
Say the number!
Lola: I have eyes.
I have a mouth.

I have a nose.
Say the number!
Lola: I have ears.
I have teeth.
I have feet.
Say the number!
Lola: I have eyes.
I have a nose.
I have a face.
Say the number!

Track 31

Narrator 1: 1
Narrator 2: grandpa
Narrator 1: 2
Narrator 2: grandma
Narrator 1: 3
Narrator 2: dad
Narrator 1: 4
Narrator 2: mom
Narrator 1: 5
Narrator 2: uncle
Narrator 1: 6
Narrator 2: aunt
Narrator 1: 7
Narrator 2: brother
Narrator 1: 8
Narrator 2: sister
Narrator 1: 9
Narrator 2: cousin
Narrator 1: 10
Narrator 2: cousin

Track 35

Narrator 2: small eyes
big eyes
long hair
short hair
gray hair
blond hair

Track 41

Monty: This is my uncle.
This is my grandpa.
This is my grandma.
Say the number!
Monty: This is my aunt.
This is my dad.
This is my uncle.
Say the number!
Monty: This is my uncle.
This is my grandma.
This is my sister.
Say the number!
Monty: This is my aunt.
This is my mom.
These are my cousins.
Say the number!

Track 43

Narrator 1: 1
Narrator 2: hat
Narrator 1: 2
Narrator 2: sweater
Narrator 1: 3
Narrator 2: T-shirt
Narrator 1: 4
Narrator 2: jacket
Narrator 1: 5

Narrator 2: shirt
Narrator 1: 6
Narrator 2: dress
Narrator 1: 7
Narrator 2: skirt
Narrator 1: 8
Narrator 2: pants
Narrator 1: 9
Narrator 2: socks
Narrator 1: 10
Narrator 2: shoes

Track 46

Narrator 1: 1
Mickey: I'm wearing a hat.
Narrator 1: 2
Mickey: I'm wearing socks.
Narrator 1: 3
Pippa: I'm wearing a jacket.
Narrator 1: 4
Pippa: I'm wearing shoes.

Track 47

Narrator 1: 1
Girl: There are three pictures. Which is you, Nick?
Boy: I'm wearing pants and a sweater.
Girl: OK. Is this you?
Boy: Yes, that's me. I'm wearing pants, a sweater and a hat.
Narrator 1: 2
Boy: Lucy. It's time to pack. Do you have a dress in your suitcase?
Girl: No. I'm wearing a dress. I have a skirt in my suitcase.
Boy: OK.
Narrator 1: 3
Boy: There are three pictures. Which is you, Anna?
Girl: I'm wearing a dress.
Boy: OK. Are you wearing a hat?
Girl: Yes, I'm wearing a hat and I'm wearing pink shoes.
Narrator 1: 4
Girl: Tom. It's vacation time. Do you have a hat in your suitcase?
Boy: Yes, I do. I have a hat and my green shoes in my suitcase.
Girl: OK. What are you wearing?
Boy: I'm wearing a red T-shirt.
Girl: Great. Let's go!

Track 48

Narrator 1: 1
Narrator 2: It's snowing.
Narrator 1: 2
Narrator 2: It's windy.
Narrator 1: 3
Narrator 2: It's cold.
Narrator 1: 4
Narrator 2: It's raining.
Narrator 1: 5
Narrator 2: It's sunny.
Narrator 1: 6
Narrator 2: It's hot.

Track 51

Monty: I'm in the jungle. It's hot.
Lola: I'm in the Arctic. It's cold.

Track 54

Lola: I'm wearing shoes.
I'm wearing a dress.
I'm wearing a T-shirt.
Color the number!
Lola: I'm wearing socks.
I'm wearing a sweater.
I'm wearing a T-shirt.
Color the number!
Lola: I'm wearing shoes.
I'm wearing a skirt.
I'm wearing a hat.
Color the number!
Lola: I'm wearing socks.
I'm wearing a shirt.
I'm wearing pants.
Color the number!

Track 55

Narrator 1: 1
Narrator 2: bird
Narrator 1: 2
Narrator 2: bull
Narrator 1: 3
Narrator 2: horse
Narrator 1: 4
Narrator 2: cow
Narrator 1: 5
Narrator 2: goat
Narrator 1: 6
Narrator 2: rabbit
Narrator 1: 7
Narrator 2: chicken
Narrator 1: 8
Narrator 2: sheep
Narrator 1: 9
Narrator 2: frog
Narrator 1: 10
Narrator 2: duck

Track 59

Narrator 1: 1
Ugly Bird: It isn't a bull. It's a goat.
Narrator 1: 2
Ugly Bird: It isn't a duck. It's a rabbit.
Narrator 1: 3
Ugly Bird: It isn't a horse. It's a bird.
Narrator 1: 4
Ugly Bird: It isn't a cow. It's a sheep.

Track 63

Narrator 1: 1
[Musical extract for the wolf played by the French horn in Prokofiev's Peter and the wolf.]
Narrator 1: 2
[Musical extract for the duck played by the oboe in Prokofiev's Peter and the wolf.]
Narrator 1: 3
[Musical extract for the bird played by the flute in Prokofiev's Peter and the wolf.]
Narrator 1: 4
[Musical extract for the cat played by the clarinet in Prokofiev's Peter and the wolf.]

Track 65

Lola: This is a flute. It's the bird.
Monty: This is a clarinet. It's the cat.

Track 68

Monty: It isn't a goat. It's a duck.
It isn't a chicken. It's a rabbit.
It isn't a horse. It's a bull.
Color the number!

Monty: It isn't a duck. It's a goat.
It isn't a frog. It's a bird.
It isn't a goat. It's a cow.
Color the number!

Monty: It isn't a goat. It's a duck.
It isn't a rabbit. It's a chicken.
It isn't a cow. It's a sheep.
Color the number!

Monty: It isn't a duck. It's a goat.
It isn't a bird. It's a frog.
It isn't a goat. It's a bull.
Color the number!

Track 69

Narrator 1: 1
Narrator 2: coconut
Narrator 1: 2
Narrator 2: mango
Narrator 1: 3
Narrator 2: orange
Narrator 1: 4
Narrator 2: lemon
Narrator 1: 5
Narrator 2: pineapple
Narrator 1: 6
Narrator 2: banana
Narrator 1: 7
Narrator 2: grape
Narrator 1: 8
Narrator 2: pear
Narrator 1: 9
Narrator 2: lime
Narrator 1: 10
Narrator 2: apple

Track 72

Narrator 1: 1
Pirate 3: I like pineapples.
Narrator 1: 2
Pirate 3: I don't like frogs.
Narrator 1: 3
Pirate 3: I like fruit salad.
Narrator 1: 4
Pirate 3: I like bananas.
Narrator 1: 5
Pirate 3: I don't like big trees.
Narrator 1: 6
Pirate 3: I don't like monkeys.
Narrator 1: 7
Pirate 3: I like mangoes.

Track 79

Lola: I like apples.
I like grapes.
I like pineapples.
Color the number!
Lola: I like pears.
I don't like oranges.
I like coconuts.
Color the number!
Lola: I like pears.
I don't like oranges.
I like limes.
Color the number!

Lola: I like apples.
I don't like grapes.
I don't like bananas.
Color the number!

Track 81

Narrator 1: 1
Narrator 2: piano
Narrator 1: 2
Narrator 2: plane
Narrator 1: 3
Narrator 2: robot
Narrator 1: 4
Narrator 2: kite
Narrator 1: 5
Narrator 2: dinosaur
Narrator 1: 6
Narrator 2: puppet
Narrator 1: 7
Narrator 2: doll
Narrator 1: 8
Narrator 2: guitar
Narrator 1: 9
Narrator 2: ball
Narrator 1: 10
Narrator 2: computer

Track 84

Narrator 1: 1
Sol: I want a doll.
Narrator 1: 2
Jane: I want a plane.
Narrator 1: 3
Lou: I want a dinosaur.
Narrator 1: 4
Paul: I want a ball.

Track 85

Sol: I want a doll.
Lou: I want a dinosaur.
Paul: I want a kite.
Jane: I want a puppet.
Lou: I want a piano.
Jane: I want a guitar.
Paul: I want a computer.
Sol: I want a robot.

Track 86

Narrator 2: hands
head
arms
legs
body
tail

Track 87

It has a body.
It has a head.
It has one arm.
It has one leg.
It doesn't have hands.
It doesn't have feet.
It doesn't have a tail
And it doesn't have teeth.

Roar, roar, dinosaur!
Dinosaur, roar!
Roar, roar dinosaur! Roar!

It has a body.
It has a head.
It has two arms.
It has two legs.
It has two hands.
It has two feet.
Now it has a tail
And very big teeth!

Roar, roar, dinosaur!
Dinosaur, roar!
Roar, roar dinosaur! Roar!

Roar, roar, dinosaur!
Dinosaur, roar!
Roar, roar dinosaur! Roar!

Track 89

Lola: This is a kite. It's symmetrical. It has one line of symmetry.
Monty: This is a ball. It's symmetrical. It has two lines of symmetry.

Track 92

Monty: I want a piano.
I want a plane.
I want a guitar.
Color the number!
Monty: I want a puppet.
I want a plane.
I want a ball.
Color the number!
Monty: I want a piano.
I want a dinosaur.
I want a ball.
Color the number!
Monty: I want a puppet.
I want a computer.
I want a doll.
Color the number!

Track 93

Narrator 1: 1
Narrator 2: fly
Narrator 1: 2
Narrator 2: climb
Narrator 1: 3
Narrator 2: swing
Narrator 1: 4
Narrator 2: swim
Narrator 1: 5
Narrator 2: walk
Narrator 1: 6
Narrator 2: hop
Narrator 1: 7
Narrator 2: skate
Narrator 1: 8
Narrator 2: run
Narrator 1: 9
Narrator 2: jump
Narrator 1: 10
Narrator 2: skip

Track 96

Narrator 1: 1
Gingerbread Man: I can skate.
Narrator 1: 2
Gingerbread Man: I can't fly.
Narrator 1: 3

Gingerbread Man: I can jump.

Narrator 1: 4

Gingerbread Man: I can run.

Track 97

Narrator 1: 1

Girl: Hello. What's your name?

Tom: I'm Tom.

Girl: Tom. Is that T-O-M?

Tom: Yes, it is. T-O-M. Tom.

Narrator 1: 2

Girl: That's fun!

Tom: Yes. I can swing really high. Look!

Girl: That's great. How old are you?

Tom: I'm seven.

Narrator 1: 3

Girl: And who's that?

Tom: This is my sister. Her name's May.

Girl: May. Is that M-A-Y?

Tom: Yes, it is. M-A-Y. May.

Narrator 1: 4

Girl: Can May swing?

Tom: No. May can't swing. She's a baby.

Girl: How old is May?

Tom: She's two.

Girl: Two. Yes. She's a baby.

Tom: But she can walk now!

Narrator 1: 5

Girl: I like your back yard.

Tom: Yes. It's cool. Look. I have three kites.

Girl: Three kites. Cool.

Tom: Yes. I can't fly, but I can fly a kite!

Track 98

Narrator 1: 1

Girl: Hello. What's your name?

Tom: I'm Tom. I can swing really high. Look!

Narrator 1: 2

Girl: I like your back yard.

Tom: Yes. It's cool. Look. I have three kites.

Girl: Three kites. Cool.

Tom: Yes. I can't fly, but I can fly a kite!

Narrator 1: 3

Girl: Who's that?

Tom: This is my sister. Her name's May.

Girl: Can May swing?

Tom: No. May can't swing. She's a baby.

Narrator 1: 4

Girl: How old is May?

Tom: She's two.

Girl: Two?

Tom: Yes. She can walk now!

Track 101

Narrator 2: We can measure distances in Physical Education (P.E.) to show what we can do. We can measure distances in meters (m) and centimeters (cm). Look! Dan can kick a ball six meters. Sam can swim ten meters. Ben can jump one meter and fifteen centimeters. What's your personal best?

Track 102

Monty: I can jump two meters!

Lola: I can kick a ball seven meters!

Track 105

Lola: I can swing.

I can't skip.

I can swim.

Color the number!

Lola: I can skate.

I can swim.

I can hop.

Color the number!

Lola: I can skate.

I can't fly.

I can swing.

Color the number!

Lola: I can swing.

I can't jump.

I can hop.

Color the number!

Track 106

Narrator 1: 1

Narrator 2: sun

Narrator 1: 2

Narrator 2: sky

Narrator 1: 3

Narrator 2: tree

Narrator 1: 4

Narrator 2: beach

Narrator 1: 5

Narrator 2: sand

Narrator 1: 6

Narrator 2: sea

Narrator 1: 7

Narrator 2: turtle

Narrator 1: 8

Narrator 2: fish

Narrator 1: 9

Narrator 2: shell

Narrator 1: 10

Narrator 2: rock

Track 109

Narrator 1: 1

Crab: Is it a turtle?

Mermaid: No, it isn't. It's a rock.

Narrator 1: 2

Crab: Is it a turtle?

Mermaid: Yes, it is!

Narrator 1: 3

Crab: Is it a turtle?

Mermaid: No, it isn't. It's a big fish!

Narrator 1: 4

Crab: Is it a turtle?

Mermaid: No, it isn't. It's a shell.

Track 113

Lola: This is rain. The music is quiet. It's slow.

[Chopin extract]

Monty: This is the sea. The music is loud. It's fast.

[Britten extract]

Track 116

Narrator 2: Is it the sun?

Monty: No, it isn't. It's the tree.

Narrator 2: Is it the rock?

Monty: Yes, it is.

Narrator 2: Is it the sand?

Monty: Yes, it is.

Color the number!

Narrator 2: Is it the tree?

Monty: Yes, it is.

Narrator 2: Is it the rock?

Monty: No, it isn't. It's the shell.

Narrator 2: Is it the fish?

Monty: Yes, it is.

Color the number!

Narrator 2: Is it the sun?

Monty: Yes, it is.

Narrator 2: Is it the turtle?

Monty: Yes, it is.

Narrator 2: Is it the sky?

Monty: No, it isn't. It's the sand.

Color the number!

Narrator 2: Is it the tree?

Monty: No, it isn't. It's the sun.

Narrator 2: Is it the fish?

Monty: Yes, it is.

Narrator 2: Is it the sea?

Monty: Yes, it is.

Color the number!

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