

# 1

# School things

## Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for classroom objects
- To write compound words correctly by copying
- To write a shopping list

## Language

*What's this? Is it a (bag)?*

*Is this a (rubber)?*

*Yes, it is. No, it isn't.*

*It's a (folder). This is a (glue stick).*

New vocabulary: *pencil case, notebook, glue stick, folder, paintbox*

Other vocabulary: *pencil, bag, rubber, pen, ruler, book*

More words: *pencil sharpener, crayon, sticker, diary*

## Presentation and pre-reading (page 4)

- With books closed, review known vocabulary for classroom objects. Hold up real objects (e.g. a pencil, a pen, a ruler) and ask *What's this?*
- Ask the children to open their books at page 4. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Ask *Have you got a pencil case?* etc, and encourage the children to hold up the objects if they have them. Model the words again for the children and drill pronunciation.
- Tell the children to look at the reading text and say what kind of text it is (a cartoon story). Ask them where they think the characters are (in a shop).

## Reading (page 4)

### 1 Read and listen. 🎧 01

- Play the recording while the children follow the text in their books. Ask them to point to the pictures as they listen. At the end of the story ask them in L1 what they think happens in the story. (Emily takes her dad to buy some school things for her, and they leave the shop with two big bags full.)
- Play the recording again. Ask the children to tell you the names of the things that Emily and her dad buy.
- If you like, you could ask the children to practise the dialogue in pairs.

## Comprehension (page 5)

### 2 Write the letters.

- Read the example sentence and ask the children to repeat it after you. Point out the example answer.
- Model and drill the other sentences and ask the children to point to the pictures.
- Children do the exercise individually. Let them check their answers in pairs before checking as a class.

- You could also ask the children to find the sentences in the story, and tell you the frame numbers.

### KEY

1 c 2 d 3 a 4 b

### 3 Write *Emily* or *Dad*.

- Read the sentences aloud and ask the children to repeat them after you.
- The children find the sentences in the text and identify who says each one. They write *Emily* or *Dad* after each sentence.
- Let the children check their answers in pairs before checking them as a class.

### KEY

1 Dad 2 Dad 3 Emily 4 Emily

### 4 Read and write *Yes, it is.* or *No, it isn't.*

- Hold up a classroom object of your own (e.g. a notebook) and ask *What's this? Is it a pencil?* The children answer *No, it isn't.* Say *Is it a notebook?* The children answer *Yes, it is.* Repeat with other objects.
- Ask some questions with *this*, e.g. *Is this a folder?* The children answer as before (*Yes, it is* or *No, it isn't*).
- Look at Exercise 4. Do the exercise orally then ask children to write their answers. Stronger pupils can add sentences beginning with *It's...* (see below).

### KEY

1 Yes, it is. 2 No, it isn't. (It's a folder.) 3 No, it isn't. (It's a glue stick.)

## Vocabulary (page 6)

### 5 Read and tick (✓) or cross (✗).

- Tell the children to look at the pictures. Say the numbers and elicit the names of the objects.
- Read the first sentence and point out the example cross. Children complete the exercise individually.
- All children to compare answers in pairs before checking answers as a class. Encourage the children to correct the incorrect sentences orally (e.g. for number 1: *It's a pen*).

### KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

### 6 Choose and write.

- Look at the picture and ask *What's number one?* The children answer *It's a folder*. Repeat with the other objects in the picture.
- The children write the words, then check their answers in pairs.

### KEY

1 folder 2 pencil 3 paintbox 4 glue stick 5 notebook  
6 pencil case 7 bag

## More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order and let the children point to the pictures.

## Read and circle.

- Children read the sentences and circle the correct response for each one.
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class. Ask the children to correct the false sentences (e.g. for number 1: *It's a crayon*).

### KEY

- 1 No, it isn't. 2 No, it isn't. 3 Yes, it is. 4 No, it isn't.  
5 Yes, it is. 6 No, it isn't.

## Writing (page 7)

- Look at the photo and ask the children to name all the classroom objects they can see.
- Look at the text and explain that this is Emily's shopping list. Read the list while the children follow in their books.
- Ask the children to look carefully at the word *pencil case* and tell you whether it is written as one word or two. Look at the other words that have two parts (*paintbox*, *notebook*, *glue stick*) and note how they are written.

## 7 Circle the school things. Write the list.

- Look at the example with the children. Explain that they have to circle the words, then copy them carefully, putting spaces between them, to make a list. Encourage them to use the model text to help them to decide whether to write the words as one word or two.
- The children do the exercise individually then read out the words they have written.

### KEY

- 1 pen pencil notebook  
2 folder bag rubber  
3 ruler pencil case paintbox  
4 glue stick pen folder  
5 bag notebook pencil

## 8 Write a shopping list for your school things.

- If the children have a school bag and pencil case with them, encourage them to put all their stationery objects on the desk in front of them.
- Say the words for the objects, one by one. The children hold up the appropriate object if they have one.
- See if any of the children have any other stationery objects that you haven't mentioned, e.g. scissors. Write the English words on the board.
- Ask the children to imagine they are going shopping and they are going to buy the things on their desk. Tell them to write a list like Emily's. Encourage them to pay attention to the spelling of the words. (Note: If your children are ready for more of a challenge, they can include articles and colours in their list, e.g. *a blue pen*, *a red ruler*.)

## Reading (optional extension activity)

- Write a 'shopping list' on the board, e.g. *a brown bag*, *a pink pencil case*, *a glue stick*, *a yellow notebook*, *a black pen*.
- Tell the children to read the list and draw and colour the items in their notebooks.

# 2

# Toys

## Lesson objectives

- To understand a simple museum information leaflet
- To review and extend vocabulary for toys
- To practise ordering words in simple sentences
- To write an email

## Language

*The (train) is (green).*

*It's (red).*

*This is a (boat).*

*These are (dolls).*

New vocabulary: *puppet, boat, plane, board game, doll's house*

Other vocabulary: *puppet theatre, car, train, boat, doll, puzzle*

More words: *scooter, tractor, bricks, doll's pram*

## Presentation and pre-reading (page 8)

- With books closed, talk about toys in L1. See how many toys the children can list. Encourage them to use English where possible. When they say words in L1, say the words in English.
- Ask the children to open their books at page 8. Point to the pictures in the vocabulary panel at the top of the page, and say the words. Ask *Have you got a puppet?* etc. If necessary, explain the meaning of *board game* (any game that is played on a board, usually with counters and often with dice). Ask the children in L1 to tell you examples of board games they have at home.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Tell the children to look at the photos within the reading text and tell you what they can see. Ask them where they think they could find these toys (in a museum). If necessary, prompt them by asking if they think the toys are new or old.

## Reading (page 8)

### 1 Read and listen. 02

- Play the recording while the children follow the text in their books.
- Play the recording again. This time, ask them to point to the pictures as they listen. Pause the CD as necessary to give them time to find the pictures. Teach or revise any vocabulary as necessary.
- In a random order, say sentences from the text beginning with *This is...* or *These are...*, and let the children point to the pictures.

## Comprehension (page 9)

### 2 Read and circle.

- Look at the example answer with the children. Say *This is a boat.*
- Ask the children to look at the pictures. Say *Number two. These are...* Let the children finish the sentence orally. In a weaker class, repeat with the remaining pictures.
- The children complete the exercise individually, then check their answers in pairs.
- Check answers as a class. Ask volunteers to read out the correct sentences.

#### KEY

- 1 boat 2 puppets 3 board game 4 doll's house  
5 planes

### 3 Read and tick (✓) or cross (✗).

- Ask the children to see how many colour words they can find in the text (four: *green, red, yellow, pink*). Ask volunteers to read out the sentences with colour words in them.
- Read the first sentence in Exercise 3 to the children and explain that it is talking about the train in the reading text. Let them find the photo of the train, or the appropriate sentence in the text, and ask *What colour is the train? Is it green?* Show them the example tick in the box.
- The children complete the activity, finding the appropriate photo or sentence for each object.
- Let them check their answers in pairs before checking as a class.

#### KEY

- 1 ✓ 2 ✗ 3 ✓ 4 ✓

### 4 Write the answers.

- Look again at the photos in the reading text. Read the question *What colour is the car?* and ask a volunteer to read out the example answer.
- Let the children work in pairs to ask and answer the questions orally.
- The children complete the activity individually. Check the answers in pairs, then as a class.

#### KEY

- 1 It's red. 2 It's pink. 3 It's yellow. 4 It's green.

## Vocabulary (page 10)

### 5 Write the letters.

- Read the example sentence and point out the example answer. Read the rest of the sentences and let the children point to the appropriate pictures.
- The children work individually to read the sentences, identify the corresponding pictures and write the appropriate letter in each box. Check the answers as a class.

#### KEY

- 1 b 2 a 3 c 4 d

## 6 Complete the sentences.

- Look at the picture and ask *What's number one?* The children answer *It's a board game*. Repeat with the other objects in the picture. Revise the word *puzzle* if necessary.
- The children write the words in the gaps to complete the sentences.
- Ask volunteers to read out their sentences.

### KEY

1 board game 2 car 3 puzzle 4 boat 5 plane  
6 puppet

## 7 Write about you.

- Ask a confident child *What's your favourite toy?* Encourage him/her to answer you in English: *It's a...* Repeat with a few more children.
- The children complete the answer in Exercise 7. Write any new vocabulary they need on the board.
- Let the children ask and answer in pairs: *What's your favourite toy? It's a...*

## More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order and let the children point to the pictures.
- Mime playing with one of the toys and let the children guess which one. Repeat.

## Write and match.

- Look at the first sentence. Read the words *This is a...* Hold up your book and point to the first anagram. Ask *What word is this?* Encourage the children to look carefully at the letters and identify which of the four words it is (*scooter*). Tell them to write the word *scooter* to complete the sentence, and draw a joining line between it and the picture of the scooter.
- Let the children work individually or in pairs to write the words and write the numbers next to the pictures.

### KEY

1 scooter 2 bricks 3 doll's pram 4 tractor

## Writing (page 11)

- Look at the picture and ask *What's this? (It's a doll's house.)*
- Look at the text and explain that it is an email. Ask the children (L1) to tell you who the email is to (Emma) and who it is from (Katie). Read the text while the children follow in their books.
- If necessary, explain the meaning of *penfriend*. Ask some questions to check understanding, e.g. *How old is Katie? What is Katie's favourite toy? What colour is it?*

## 8 Write the words in order.

- Look at the example with the children. Explain that they have to write the words in the correct order. Ask them what clues they can use to help them decide on the correct order (there should be a capital letter at the beginning of the sentence, and a full stop at the end).
- Let the children do the exercise orally in pairs, with pencils down. Tell them to make sure they agree on the order of each sentence.
- The children then write the sentences individually, and check their answers again in pairs before checking with the class.

### KEY

- 1 My name's Katie.
- 2 This is my car.
- 3 My boat is blue.
- 4 These are my trains.

## 9 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

- Look at the writing framework with the children. Complete it orally for yourself, imagining you are a child. Encourage the class to help you by saying what you could write in each gap.
- The children work individually to complete their emails. Monitor and help them as necessary.
- Tell the children to draw a picture of their favourite toy in the box. Alternatively, they could print out a picture from a toy website, if appropriate, and stick it into their book.

## Writing (optional extension activity)

- The children draw several toys that they have at home, then write sentences beginning with *This is my...* or *These are my...* If necessary, remind them that we use *This is* with singular objects and *These are* with plural objects.
- Monitor and help as necessary, giving them any vocabulary they may need.

# 3

# Famous people

## Lesson objectives

- To understand simple factfiles about famous people
- To review and extend vocabulary for jobs
- To practise using capital letters and full stops correctly
- To write simple website factfiles

## Language

*He's a (dancer).*

*Is she a (singer)?*

*Yes, he/she is. No, he/she isn't.*

New vocabulary: *singer, actor, footballer, writer, dancer*

Other vocabulary: *policeman, pilot, doctor*

More words: *tennis player, drummer, swimmer, painter*

## Presentation and pre-reading (page 12)

- Tell the children to open their books at page 12. Explain the meaning of the unit title *Famous people*.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Ask the children (L1) if they can tell you the names of any famous people, e.g. footballers or writers or singers. When they mention a name, say (for example) *That's right. He's famous. He's a writer.*
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos within the reading text and tell you what they think these famous people's jobs are. Encourage them to look for clues in the pictures. They can also scan through the text to see if they can find any of the new vocabulary words.
- Explain that these short paragraphs give information about the people in the pictures. We can call them factfiles. You often find factfiles like these on websites.

## Reading (page 12)

### 1 Read and listen. 🎧 03

- Play the recording while the children follow the text in their books.
- Play the recording again and tell the children to listen out for the jobs words. Stop the CD after each word and let the children repeat the word. Say *Yes, (he's) a (dancer).*
- Ask some questions to check understanding, e.g. *How old is (Connie Talbot)? Where is (Josh Fedrick) from?*

## Comprehension (page 13)

### 2 Write the letters.

- Ask the children to look again at the reading text. Say *She's a singer* and ask the children to point to the appropriate picture. Repeat with other sentences in a random order, e.g. *He's a footballer. He's an actor. She's a writer. She's a singer.*

- Say *He's fifteen* and ask children to point again to the correct picture. Repeat with the other ages: *She's eleven. He's fourteen. She's eight.*
- Read the example sentence in Exercise 2 and point out the example answer.
- The children complete the exercise individually, then check their answers in pairs.
- Check answers as a class. Ask a volunteer to read out each sentence and tell you the letter.

### KEY

1 c 2 d 3 b 4 a 5 e

### 3 Choose and write the names.

- Read the example answer with the children. Ask them to tell you where you can find the information in the text.
- Let the children work in pairs to complete the remaining sentences. Tell them to use the text to help them if they don't know the answers.
- Check answers by asking volunteers to read out the sentences.

### KEY

1 Adora 2 James 3 Josh 4 Connie

### 4 Read and write *Yes, he/she is. or No, he/she isn't.*

- Ask the children to look again at the reading text. Hold up your book and point to the photo of Connie. Ask *Is Connie a writer?* Model and drill the answer *No, she isn't.* Ask *Is James a footballer?* and model the answer *Yes, he is.*
- Tell the children to look at Exercise 4, and ask and answer in pairs, with pencils down. They can then complete the exercise individually.
- Check the answers as a class. Ask volunteers to ask the questions for the class to answer.

### KEY

1 Yes, he is. 2 No, she isn't. 3 Yes, he is. 4 No, he isn't.  
5 Yes, she is.

## Vocabulary (page 14)

### 5 Read and circle.

- Read the example sentence and point out the example answer.
- Let the children work in pairs to read out the questions and identify the correct answers. Check the answers as a class.

### KEY

1 Yes, she is. 2 No, he isn't. 3 No, she isn't. 4 Yes, he is.  
5 No, he isn't.

## 6 Choose and write.

- Look at the picture and ask *What's number one?* The children answer *A singer*. Repeat with numbers 2 to 6. Revise the words *doctor*, *pilot* and *policeman* if necessary.
- The children write the words.
- Check the answers as a class.

### KEY

1 singer 2 footballer 3 policeman 4 doctor 5 dancer  
6 pilot

## More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order and let the children point to the pictures.
- Do a simple mime for one of the jobs and let the children guess which one. Repeat.
- You could let one or more volunteers try to mime one of the jobs for the rest of the class to guess. Let them choose any job from page 14 or page 45.

## Read and circle.

- Say *Number one. He's a...* and let the children finish the sentence for you.
- Let the children work individually to circle the correct words.
- Check the answers as a class. Ask volunteers to read out the sentences.

### KEY

1 drummer 2 swimmer 3 painter 4 tennis player

## Writing (page 15)

- First, ask children to look back at the reading text on page 12. Hold up your book and point to the photo of Josh. Ask *What's his name? How old is he? Where is he from?* Make sure all the children understand the meaning of these questions. Encourage them to answer with complete sentences: *His name's Josh. He's fourteen. He's from the UK.*
- Repeat with the other three photos.
- Now ask a child in the class these questions: *What's your name? How old are you? Where are you from?* Help him/her with the answers if necessary: *My name's... I'm... I'm from...*
- If you like, you could write these three questions on the board and let the children ask and answer in pairs.
- Ask the children to look at the model text on page 15. Read the text while the children follow in their books.
- Explain the meaning of *my hero* if necessary (in this context, it is someone famous who you admire).
- Ask a few questions to check understanding, e.g. *How old is Tom? Where is he from? Who is Fernando Torres? Where is he from?*

## 7 Write the sentences with capital letters and full stops.

- Look at the example answer with the children. Read the sentence and ask the children (L1) how many capital letters there are in the sentence. Ask them to explain why they are there (capital *M* because it's the beginning of a sentence, and capital *H* because *Helen* is a name). Remind the children that names of countries must also have a capital letter, and that sentences must end with a full stop. (Note: Explain if necessary that where a country name consists of initials, e.g. the UK or the USA, both or all letters must be capitals.)
- Tell the children to work individually to write the sentences with capital letters and full stops.
- Let them check their answers in pairs before checking as a class. Check by asking individual children to tell you which words in each sentence begin with a capital letter.

### KEY

- 1 My name's Helen.
- 2 I'm from Italy.
- 3 My hero is Orlando Bloom.
- 4 I'm from the UK.
- 5 She's from Brazil.

## 8 Draw or stick a picture of you and a picture of your hero. Write about you and your hero.

- Look at the writing framework with the children. Invite one or more of the children to complete the first section orally.
- Ask *Who's your hero?* Tell the children to think of someone famous who they admire. Prompt them by suggesting that they think of footballers, writers, singers, dancers and actors who they know.
- Choose a 'hero' for yourself, and complete the second section orally, using the same format as in the model text.
- The children work individually to complete their writing. Encourage them to use the model text to help them, and to pay particular attention to capital letters and full stops. Monitor and help as necessary.
- Tell the children to draw pictures of themselves and their heroes in the boxes provided. Alternatively, they could bring in photos of themselves and find photos of their chosen heroes on the internet.

## Writing (optional extension activity)

- Ask a volunteer to come to the front of the class with their completed pieces of writing and pictures. Ask him/her to hold up the picture so the class can see it. Conduct a simple interview with the volunteer, e.g.  
*Who's this? It's (name). She's a tennis player.*  
*Where's she from? She's from...*  
*How old is she? She's...*
- Elicit from the children the three questions that you asked, and write them on the board. Let the children interview each other about their chosen heroes, using *He* or *She* in their questions as appropriate. Finally, ask the children to write both the questions and the answers for one of the heroes they have talked about.

# 4

# In the garden

## Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for things in a garden
- To practise ordering words in simple sentences
- To write a description of a picture

## Language

*Where's Dad?*

*He's under the (tree) / in the (pond) / on the (slide).*

*Where's the bee?*

*It's on Dad's (hat).*

New vocabulary: *garden, grass, flower, bee, pond*

Other vocabulary: *hat, nose, tree, slide, swing, ball, frisbee*

More words: *skipping rope, sandpit, climbing frame, trampoline*

## Presentation and pre-reading (page 16)

- With books closed, tell the children to see how many things they can think of that you might find in a garden. Encourage them to use English where possible.
- Tell the children to open their books at page 16. If necessary, explain the meaning of the unit title *In the garden*.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a cartoon story). Tell them to look at the pictures (without reading any of the text) and tell you what they think happens in the story.

## Reading (page 16)

### 1 Read and listen. 🎧 04

- Play the recording and let the children follow the story in their books.
- Play the recording again, then ask some simple questions in English, e.g. *Where's Dad in picture one/four/five? Where's the bee in picture two/three/five?* Ask them in L1 why Dad is in the flowers in picture 4 and in the pond in picture 5 (because he is trying to escape from the bee).
- If you like, you could ask the children to practise the dialogue in pairs.

## Comprehension (page 17)

### 2 Write the letters.

- Start with some oral practice of sentences with prepositions. Write the three prepositions on the board: *in, on, under*. Revise the meaning of these words if necessary.

- Ask the children to look again at the reading text on page 16. Explain that you want the children to correct the sentences that you say. Say *Look at picture one. Dad's in the pond*. Then say *No, that isn't right!* Encourage the children to correct you: *Dad's under the tree*.
- Repeat with the other pictures, saying an incorrect sentence for each one.
- Tell the children to look at Exercise 2. Read the sentences and let the children point to the corresponding small pictures.
- The children work individually to read each sentence, identify the correct small picture, and write the letter in the box.
- Check the answers as a class.

### KEY

1 c 2 d 3 a 4 b

### 3 Put the sentences in the correct order.

- Explain that this time they have to look back at the story and put these sentences in the same order as in the story. Do the exercise orally as a class if necessary, then let the children work individually. (Tell them to ignore the picture numbers from the story – they should use the numbers 1 to 4 to indicate the order.)
- Let the children check their answers in pairs, then check as a class.

### KEY

a 3 b 1 c 4 d 2

### 4 Read and write the answers.

- Read the example answer with the children.
- The children work individually to complete the sentences.
- Check the answers in pairs then as a class.

### KEY

- He's under the tree.
- It's on Dad's nose.
- He's in the flowers.
- It's on Dad's hat.
- He's in the pond.

## Vocabulary (page 18)

### 5 Read and circle.

- Read the example sentence and point out the example answer.
- Let the children work in pairs to read out the sentences and circle the correct words. Check the answers as a class.

### KEY

1 garden 2 flower 3 swing 4 grass 5 bee

## 6 Complete the sentences.

- Ask the children to look at the picture in Exercise 6. Revise the words *frisbee* and *slide* if necessary.
- The children work individually to complete the sentences.
- Check the answers in pairs then as a class.

### KEY

1 tree 2 grass 3 slide 4 flower 5 tree

## 7 Look at Exercise 6. Ask and answer.

- Hold up your book and point to the picture in Exercise 6. Ask *Where's Dad?* Encourage the children to answer with a full sentence: *He's under the tree.* Model and drill this answer.
- Let the children ask and answer about the other things/people in the picture. They can use their completed sentences to help them.

## More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Play a TPR game. First, invent a simple mime for each of the four vocabulary items. Say the words and do the mimes, encouraging the children to mime with you. Then do the mimes without saying anything and let the children say the words.
- Now play the game. Tell the children you will say a word and do a mime. Sometimes it will be correct, but sometimes it will be wrong. Say the words but do the wrong mime. The children must do the correct mime. Anyone who does the wrong mime is out!

## Follow and write.

- The children follow the lines and write the correct word at the end of each one.

### KEY

The words are written in this order: sandpit, climbing frame, skipping rope, trampoline.

## Writing (page 19)

- Read the model text while the children follow it in their books. Then read it again, stopping after each sentence. The children point to the things and people in the picture.

## 8 Write the words in order.

- Explain to the children that they have to write the words in the sentences in the correct order. Remind them to use the capital letters and full stops to help them. Revise the words *swing* and *pool* if necessary.
- Tell the children to check their sentences in pairs, then check them as a class, asking volunteers to read out the sentences.

### KEY

- 1 The bee is on the flower.
- 2 Dad is in the garden.
- 3 The frisbee is in the tree.
- 4 She is on the swing.
- 5 Mum is in the pool.
- 6 He is under the tree.

## 9 Draw the items in the picture. Write about the garden.

- Tell the children to draw a bee, a ball and a frisbee somewhere in the picture.
- The children work individually to complete the sentences, using *in*, *on* and *under*. Monitor and help as necessary.

## Writing (optional extension activity)

- Tell the children to draw a picture of a real or imaginary garden. Ask them to include several objects (e.g. a tree, a swing, a slide, a ball, a frisbee) and a few members of their family.
- The children write a short description of their picture. Remind them to use the prepositions *in*, *on* and *under*.



# 5

# Ready for work

## Lesson objectives

- To understand simple factfiles
- To review and extend vocabulary for clothes
- To practise using short forms correctly
- To write a description of a parent or other adult

## Language

*This is his/her (coat). It's (white).*

*These are his/her (shoes). They're (black).*

*His/Her (T-shirt) is (blue).*

New vocabulary: *jumper, boots, suit, shirt, gloves*

Other vocabulary: *trousers, shorts, T-shirt, socks, shoes, dress, coat, hat, skirt*

More words: *jacket, apron, tie, handbag*

## Presentation and pre-reading (page 20)

- With books closed, review known vocabulary for clothes. See how many words the children can think of. Ask a few individual children *What are you wearing?* and help them to list the clothes that they are wearing.
- Ask the children to open their books at page 20. Explain the meaning of the unit title *Ready for work*.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and name the clothes items they can see.

## Reading (page 20)

### 1 Read and listen. 05

- Play the recording and let the children follow the texts in their books. Revise *trousers* and *shorts* if necessary.
- Play the recording again, pausing after each clothes item is mentioned, and ask the children to point to the clothes in the pictures. Ask some simple questions in English, e.g. *Who is wearing a suit/shorts/brown trousers/gloves/a white shirt?*

## Comprehension (page 21)

### 2 Write the numbers.

- Read the sentences aloud, and let the children point to the items in the pictures. Then let them work individually to write the numbers in the correct boxes.
- Check the answers as a class.

#### KEY

(picture 1) 3,1; (picture 2) 2; (picture 3) 4

### 3 Read the factfiles. Correct the sentences.

- Ask the children to look back at the reading text. Ask *What colour are John's trousers? What colour are Andy's shoes/socks? What colour are John's boots?* etc. As each colour word is mentioned, write it on the board. Make sure you include the words *black* and *green*.
- Read the first sentence in Exercise 3: *Andy's gloves are red.* Ask *Is this right?* and encourage the children to look at the photo in the reading text. Say *No, Andy's gloves are white* and point out the example answer.
- The children work individually to write the correct sentences. They can copy the colour words from the board if necessary.
- Let the children check their answers in pairs, then check as a class.

#### KEY

- Andy's gloves are white
- Sarah's suit is black.
- John's boots are green.
- Sarah's shirt is white.

### 4 Read and write the answers.

- Start with some oral practice of short answers. Ask two volunteers to come to the front of the class. Point to an item of clothing that one of the children is wearing. Ask, for example, *Is this (name)'s shirt?* The children answer *Yes, it is.* Ask *Are these (name)'s shoes?* The children answer *Yes, they are.* Model and drill the answers if necessary.
- Now point to items of clothing belonging to the other child, but say the same name. The children answer *No, it isn't* and *No, they aren't*.
- Continue asking questions at random until you are confident that the children can use the four short answers correctly. Write them on the board.
- Ask the children to look at Exercise 4. Read the example answer with the children.
- The children work in pairs to complete the sentences, copying the correct short answers from the board. Tell them to look back at the text if they can't remember who the items of clothing belong to.
- Check the answers as a class. Encourage volunteers to tell you who the clothes belong to (see answers in brackets below).

#### KEY

- No, they aren't. (They're John's boots.)
- No, it isn't. (It's Sarah's shirt.)
- Yes, they are.
- Yes, it is.
- No, they aren't. (They're John's trousers.)

## Vocabulary (page 22)

### 5 Read and circle.

- Revise *dress* and *coat* if necessary.
- The children look at the pictures and individually circle the correct word in each sentence.
- Let the children then check their answers in pairs. Check the answers as a class by asking volunteers to read out the sentences.

#### KEY

1 dress 2 boots 3 hat 4 suit 5 shorts 6 gloves

### 6 Choose and write.

- The children look at the pictures and complete the sentences. Revise any vocabulary as necessary.
- Check the answers as a class by asking volunteers to read out the sentences.
- Practise the use of *This is...*, *These are...*, *his* and *her* in preparation for the writing activity to follow. Ask the children to cover the text in Exercise 6 with a book, so that only the pictures are visible. Say *Number one. Is it 'This is...'* or *'These are...'*? Is it *'his'* or *'her'*? Ask a volunteer to tell you the sentence, then ask the class to repeat after you.
- Do the same with some or all of the other pictures.

#### KEY

1 trousers 2 jumper 3 socks 4 gloves 5 suit  
6 shorts 7 shirt 8 skirt

## More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Mime putting on one of the items of clothing from page 20 or page 46 (or picking up the handbag). The children guess what it is. Repeat.

### Correct the sentences.

- The children correct the sentences.

#### KEY

- 1 It's a blue tie.
- 2 It's a black handbag.
- 3 It's a black and white apron.
- 4 It's a brown jacket.

## Writing (page 23)

- Read the model text while the children follow it in their books. Then read it again, stopping after each sentence. The children point to the things in the picture.

### 7 Write the sentences using short forms.

- Ask the children to look back at the model text again and find a contracted word (short form), e.g. *He's*. See if the children can tell you what this short form stands for (*He is*), and write this on the board. Explain or remind them that the apostrophe shows where letters are missing. Demonstrate how to turn *He is* into *He's* by rubbing out the *i* and adding an apostrophe.

- Repeat for the other short forms in the text: *it's* (*it is*) and *they're* (*they are*). Do the same with *she's* (*she is*) and *I'm* (*I am*). Leave all the short forms on the board.
- Do Exercise 7 orally with the children, with pencils down. Read the sentences and ask the children to tell you the short forms, helping them with the pronunciation if necessary. Point out the correct short forms on the board. Model and drill the complete sentences.
- Let the children complete the exercise individually, and check their answers in pairs. Then write the complete sentences on the board and tell the children to check their answers are correct.

#### KEY

- 1 He's ready for work.
- 2 It's white.
- 3 She's a teacher.
- 4 They're her boots.
- 5 I'm a farmer.

### 8 Draw or stick a picture of your mum or dad ready for work. Write.

- Tell the children to choose an adult (their mum or dad or perhaps another relative) to write about.
- They should draw a picture of their mum or dad dressed in work clothes. You might like to suggest that they do this for homework. (Alternatively, if they have a suitable photo, they could bring this in.)
- Complete the text orally yourself, about a real or imaginary other adult (you could say *This is my friend...*).
- The children work individually to complete the text, using short forms where appropriate. Monitor and help as necessary. In particular, help them with the vocabulary they need to describe their parents' jobs.

### Writing (optional extension activity)

- Tell the children to draw a picture of themselves wearing a favourite outfit. They should draw it in the middle of a piece of paper, leaving space for writing around the outside. While they are working, draw a simple picture of yourself on the board.
- Demonstrate how to label your picture with arrows and sentences describing your clothes, e.g.  
*This is my jumper. It's red and purple.*  
*These are my trousers. They're grey.*
- Tell the children to label their picture in the same way. Help them with any vocabulary as necessary.

# 6

# Holiday homes

## Lesson objectives

- To understand a simple interview
- To review and extend vocabulary for places to stay/sleep
- To use the question forms *Where is...?* and *Where are...?* correctly
- To write questions for an interview

## Language

- Where are the (bedrooms)? They're (upstairs).*
- Where is the (kitchen)? It's (in the lounge).*
- New vocabulary: *windmill, caravan, houseboat, bed, sofa*
- Other vocabulary: *room, bedroom, bathroom, lounge, kitchen, upstairs, downstairs, house, dining room, hall*
- More words: *cottage, shower, tent, hotel*

## Presentation and pre-reading (page 24)

- Review known vocabulary for rooms in a house. Ask the children to tell you what rooms are in their homes. Encourage them to use English where possible. When they say words in L1, say the words in English. Write the words on the board.
- Explain that you are going to talk about some unusual homes. Ask the children to open their books at page 24. Explain the meaning of the unit title *Holiday homes* (places where families go to spend holiday time, perhaps for a few weeks, not where they normally live).
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and say what kinds of homes they can see.

## Reading (page 24)

### 1 Read and listen. 06



- Play the recording with books closed. Ask the children to listen out for words for rooms. When the recording is finished, ask them which words they heard (*bedroom, bathroom, lounge, kitchen*). Then ask them what kind of text they think it is (an interview).
- Play the recording again and let the children follow the texts in their books. Ask some questions to check understanding, e.g. *Does the girl live in a windmill? How many rooms has the windmill/houseboat got?* Explain that these children are talking about their real homes, not holiday homes.

## Comprehension (page 25)

### 2 Read and tick (✓).

- Tell the children to look at the table. Say *Two rooms. Which home has got two rooms? The windmill or the houseboat?* Point out the example tick. Say *Look, it's the houseboat.* Ask the children to tell you where you can find this information in the text.
- Let the children work in pairs to find the information in the text and put ticks in the table.
- Check the answers as a class. Ask *Which home has got three bedrooms / is big / is little / has got six rooms?*

### KEY

		
two rooms		✓
three bedrooms	✓	
big	✓	
little		✓
six rooms	✓	

### 3 Write *windmill* or *houseboat*.

- The children use the reading text to help them complete the sentences.
- The children work individually then check their answers in pairs.
- Check the answers as a class.

### KEY

- 1 houseboat 2 windmill 3 windmill 4 houseboat  
5 houseboat 6 houseboat

### 4 Read and write *Yes, they are.* or *No, they aren't.*

- Do this exercise orally, with pencils down. Read the first question and point out the example answer. Make sure the children understand the question, and how to find the information in the text.
- Read the remaining questions one by one, and give the children some time to find the answer.
- The children work individually to write the answers. Then tell them to check their answers in pairs.

### KEY

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

## Vocabulary (page 26)

### 5 Read and circle.

- The children look at the pictures and circle the correct word in each sentence.
- Let the children complete the exercise individually then check their answers in pairs. Check the answers as a class by asking volunteers to read out the sentences.

#### KEY

1 bedroom 2 windmill 3 bathroom 4 houseboat  
5 caravan

### 6 Complete the sentences.

- Revise *dining room*, *hall* and *stairs* if necessary.
- Tell the children to look at the picture. Ask *What's number one? (the bedroom)*. Repeat with the other numbers in the picture.
- The children write the words in the gaps to complete the sentences.
- Let the children check their answers in pairs, then check them as a class. Ask individual children to read out the sentences.

#### KEY

1 bedroom 2 bathroom 3 dining room 4 lounge  
5 hall 6 kitchen

### 7 Look at Exercise 6. Ask and answer.

- Tell the children to look at the picture in Exercise 6. Ask *Where is the bed? (In the bedroom.)*
- Ask the children to help you to make more questions about the things in Exercise 6, i.e. *Where's the bathroom/boy/sofa/kitchen?* and *Where are the stairs?* Choose a child to answer each question.
- The children ask and answer in pairs.
- If you like, you could tell them to ask and answer in pairs about the location of some other things in the picture, e.g. *bath, flowers, books, wardrobe.*

## More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words. Explain that a cottage is a small house, usually in the country.
- Say the words in a different order, while the children point at the pictures.

### Circle four words and write.

- Explain that the children have to find four words in each line and circle them, then write the words with spaces between them. Note that words from pages 24 to 26 are included. (Note: The children should be careful with compound words like *windmill*, *bedroom* and *upstairs* – each of these words is written as a single word.)

#### KEY

1 cottage hotel windmill caravan  
2 tent caravan hotel shower  
3 windmill cottage bedroom upstairs  
4 shower tent hotel caravan

## Writing (page 27)

- Hold up your book and point to the photo of a caravan. Ask *What's this?* Point out the caption and say *Look, it's Billy's caravan.*
- Tell the children to look at the model text and explain that it is another interview. Ask *How many questions has it got? (four).*
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *How many rooms has the caravan got? Has it got a dining room? How many beds has it got?*

### 8 Write *Where is* or *Where are*.

- Look again at the third question in the model text: *Where are the beds?* Explain if necessary that we say *Where is* when we are talking about one thing, and *Where are* when we are talking about more than one thing.
- The children work individually to complete the questions, then check their answers in pairs.

#### KEY

1 Where are 2 Where is 3 Where are 4 Where is  
5 Where are 6 Where is

### 9 Write questions for an interview about Lisa's holiday home.

- Ask the children to practise reading the model text in pairs, with one child asking the questions and the other saying the answers. Then swap roles.
- Tell the children to cover the model text with a book. They then read the answers in the writing frame in Exercise 9 and write the appropriate questions.
- When they have finished, tell them that the questions should be the same as in the model text, and let them check their own work.

#### KEY

What is your holiday home?  
Is it big?  
How many rooms have you got?  
Where are the beds?

## Writing (optional extension activity)

- Before the class, write the questions from the model text and writing activity on a piece of paper. If you like, add some more questions, e.g. *How many bedrooms have you got? Has your holiday home got a garden?* Photocopy the list of questions so that there is one for each child.
- Ask the children to help you think of as many different types of holiday home as possible. Write a list on the board. Include ideas from this unit, and some more unusual ones, e.g. *windmill, caravan, houseboat, tent, cottage, castle, treehouse*. When the children make suggestions in L1, say and write the words in English.
- Tell the children to imagine that they own a holiday home, and to decide what type of holiday home it is. Choose a confident volunteer to come to the front of the class. Ask him/her the four questions from the photocopied sheet. Help him/her to answer the questions. The answers can be much more simple than the ones in the book, e.g. *What is your holiday home?*  
*A castle.*

*Is it big?*

*Yes.*

*How many rooms have you got?*

*Twenty!*

*Where are the beds?*

*In the bedrooms.*

*How many bedrooms have you got?*

*Ten.*

*Has your holiday home got a garden?*

*Yes. It's got a big garden.*

- Repeat with another volunteer if necessary. Then let the children ask and answer in pairs.
- Finally, hand out the photocopies and let the children write the answers to the questions. Then ask them to draw a picture of their imaginary holiday home.

# 7

# Funny birds

## Lesson objectives

- To understand simple factfiles
- To review and extend vocabulary for parts of a bird's body
- To identify nouns and adjectives
- To write a description of a picture

## Language

*It's got (long) (legs) and a (long) (neck).*

*Has (the peacock) got (a blue beak)?*

*Yes, it has. No, it hasn't.*

New vocabulary: *wings, feathers, beak, neck, tail*

Other vocabulary: *body, head, legs, big, little, long, short, tall*

More words: *fast, slow, funny, scary*

## Presentation and pre-reading (page 28)

- With books closed, see if the children can tell you any of the parts of a bird's body in English. Write the words on the board. You might want to draw a simple picture of a bird and label it.
- Ask the children to open their books at page 28. Explain the meaning of *funny* in the unit title (it can mean amusing or unusual; in this context it means unusual).
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation.
- Do a simple mime for each of the words and practise the mimes with the children. Then say the words at random and let the children do the mimes. Finally, do the mimes without speaking and let the children say the words.
- Ask the children to look at the photos in the reading text and say what birds they can see (let the children name them in L1 if they know what they are called).

## Reading (page 28)

### 1 Read and listen. 🎧 07

- Play the recording while the children point to the pictures. Model and drill pronunciation of the three bird names.
- Play the recording again while the children follow the texts in their books. To check understanding of the key language, make some statements and let the children tell you which bird you are talking about. Encourage the children to use the photos to help them answer.

Example statements:

*It hasn't got a tail. (The kiwi)*

*It's got black feathers. (The ostrich)*

*It's got a long tail. (The peacock)*

*It's got a long beak. (The kiwi)*

*It's got a blue neck. (The peacock)*

*It's got pink legs. (The ostrich)*

*It's got brown feathers. (The kiwi).*

## Comprehension (page 29)

### 2 Label the pictures.

- The children label the three pictures. Encourage them to look back at the reading text and to make sure they spell the bird names correctly.

#### KEY

1 peacock 2 kiwi 3 ostrich

### 3 Write *ostrich, peacock* or *kiwi*.

- The children use the reading text or the photos to help them complete the sentences.
- The children work individually then check their answers in pairs.
- Check the answers as a class.

#### KEY

1 ostrich 2 peacock 3 kiwi 4 peacock 5 kiwi

### 4 Read and write *Yes, it has.* or *No, it hasn't.*

- First, practise the short answers orally. Ask *Has the kiwi got blue feathers?* Model and drill the answer *No, it hasn't.* Then ask *Has the peacock got a long tail?* and model the answer *Yes, it has.*
- The children do Exercise 4 orally in pairs, with pencils down. They take turns to ask and answer the questions.
- Let the children work individually to answer the questions, then check the answers as a class.

#### KEY

1 No, it hasn't. 2 No, it hasn't. 3 Yes, it has. 4 Yes, it has.  
5 No, it hasn't. 6 No, it hasn't.

## Vocabulary (page 30)

### 5 Write the letters.

- If necessary, revise the words *body, head* and *legs*.
- Say *Number one. Wing. What letter is that?* Hold up your book and point to the ostrich's wing, and point out the example answer (f).
- Let the children complete the exercise individually then check their answers in pairs. Then check the answers as a class.

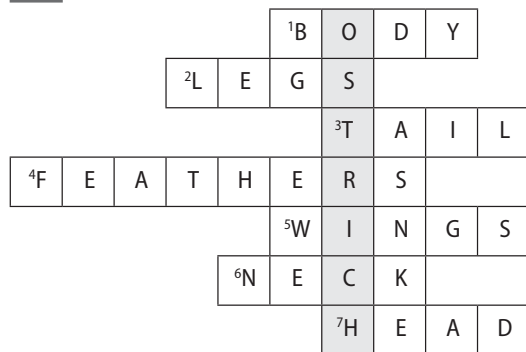
#### KEY

1 f 2 d 3 h 4 a 5 e 6 c 7 b 8 g

### 6 Complete the puzzle and find the mystery word.

- The children write the words in the puzzle, copying the spelling from Exercise 5 above.
- When they have finished, ask *What's the mystery word? (ostrich)*.

**KEY**



### More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the four new adjectives.
- If you have space, ask the children to stand up and mime each adjective when you say the words (e.g., for *scary*, they can make a scary-looking face, for *fast*, they can move their arms as if they are running).

### Write and match.

- The children unscramble the words and write them on the lines. Then they draw a joining line between each sentence and the corresponding picture.

**KEY**

1 fast 2 funny 3 slow 4 scary

### Writing (page 31)

- Ask the children to look at the drawing of a bird and to cover up the text with a book. See if they can say some sentences about the bird using *It's got...*
- Read the text while the children follow it in their books.
- Now draw attention to the nouns and adjectives in the text, in preparation for Exercise 7. Remind or explain to the children that nouns are usually things, and adjectives are words we use to describe things. Say *Listen and say the nouns*. Read the text, leaving out the nouns and letting the children say them:

*A Funny \_\_\_ by Katie Turner*

*This is the Zongo \_\_\_\_. It's very funny. It's got little \_\_\_ and it's got a long \_\_\_\_. It's got short \_\_\_\_. It's got red, blue and yellow \_\_\_.*

- Now say *Listen again and say the adjectives*. Read the text without the adjectives:

*A \_\_\_ Bird by Katie Turner*

*This is the Zongo bird. It's very \_\_\_\_. It's got \_\_\_ wings and it's got a \_\_\_ beak. It's got \_\_\_ legs. It's got \_\_\_\_, \_\_\_ and \_\_\_ feathers.*

### 7 Put the words in the correct boxes.

- Ask the children to look at the table, and read the words *Nouns* and *Adjectives*. Read all the words in the box with the children and decide together whether each one is a noun or an adjective, before the children write anything.
- The children work individually to write all the words in the correct columns. Let them check their answers in pairs, then check them as a class.

**KEY**

Nouns	Adjectives
head	short
feather	tall
neck	little
beak	long
tail	big
wing	funny

### 8 Draw a picture of a funny bird. Write about your bird.

- Tell the children to draw a picture of a funny bird. Explain that they should invent a bird of their own and invent a funny name for it. Tell them they can make it look as strange as they like.
- While the children are finishing their pictures, ask the children who have already finished *What has your bird got?* Encourage them to answer *It's got...*
- Now tell the children to write a text like the model text above, describing their bird. Explain that they should use several different nouns (i.e. bird body parts) and several different adjectives. If you feel it is necessary, draw a bird on the board and complete the text for it orally to demonstrate the activity.
- Ask a few children to read out their descriptions. You might want to display the completed pictures and descriptions in the classroom.

### Further reading practice (optional)

- Before the class, write one or two texts similar to the model text. Make sure that the descriptions are quite different, e.g.

*This is the Ra-ra bird. It's very scary. It's got long legs and big wings. It's got a small head and a long beak. It's got purple and green feathers. It hasn't got a tail.*

*This is the Rainbow bird. It's very small. It's got an orange head and a blue beak. It's got short yellow legs, red wings and a long green tail.*

- Write the texts on the board, or photocopy and distribute them so that children sitting next to each other have different texts.
- Tell the children to read the texts and draw the birds they describe. Then let them compare their drawings.

# 8

# At the café

## Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for food
- To practise using short forms correctly
- To write an email about likes and dislikes

## Language

- I like (salad).*
- I don't like (burgers).*
- Do you like (chips)?*
- Yes, I do. No, I don't.*
- New vocabulary: *burger, pizza, chips, ice cream, salad*
- Other vocabulary: *healthy, hungry, carrots, rice, apples, biscuits, fish, bananas*
- More words: *crisps, sandwich, pasta, chocolate*

## Presentation and pre-reading (page 32)

- With books closed, quickly review known food vocabulary. Go around the class asking the children to tell you the names of foods in English.
- Ask the children to open their books at page 32. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a cartoon story).

## Reading (page 32)

### 1 Read and listen. 🎧 08

- Play the recording and ask the children to point to the food words in the vocabulary panel as they hear them.
- Play the recording again while the children follow the text in their books. Ask some questions to check understanding, e.g. *Does Jim's mum like burgers? Does she like chips/pizza? Why not? (because they aren't healthy) What does Jim eat?*
- Ask the children to practise the dialogue in pairs.

## Comprehension (page 33)

### 2 Write the letters.

- Read the sentences and let the children repeat them after you. Then read them again while the children point to the corresponding small pictures.
- The children write the correct letter next to each sentence. Check their answers as a class.

#### KEY

1 b 2 d 3 e 4 a 5 c

### 3 Write Mum or Jim.

- Read the first sentence *I like salad* and the example answer *Mum*. Ask the children to tell you which frame of the story tells us that Mum likes salad (frame 4). Point out that she doesn't actually say the words *I like salad*, but that the question and answer give us the same information.
- Tell the children to work individually or in pairs to find out from the story who says (or would say) the sentences. If you like, you could ask them to write the relevant frame number next to each answer, to show where they found the information.
- Check their answers as a class.

#### KEY

- 1 Mum (frame 4)
- 2 Jim (frame 5)
- 3 Mum (frame 3)
- 4 Mum (frame 3)
- 5 Jim (frame 5)
- 6 Jim (frame 1)

### 4 Read and complete the answers.

- Do this activity orally with pencils down. Choose volunteers to read out the questions, and practise the short answers as a class.
- If necessary, remind the children how to write *isn't* and *aren't* correctly.
- The children work individually to complete the exercise, then check their answers in pairs.

#### KEY

- 1 Yes, they are. 2 Yes, they are. 3 No, they aren't.
- 4 Yes, it is. 5 No, they aren't. 6 Yes, he is.

## Vocabulary (page 34)

### 5 Read and tick (✓) or cross (✗).

- Point to each of the pictures and ask *What is it?* or *What are they?* Revise the words *biscuit, carrot, apple* and *rice* if necessary.
- The children read each statement and put a tick if it is true or a cross if it is false.

#### KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

### 6 Complete the sentences.

- Read the first two sentences with the children. Show them how to find Tom's example answer in the table. Then say *I don't like...* and let the children tell you what word is missing (*pizza*).
- The children work individually to complete the exercise. Let them check their answers in pairs, then check them as a class. Ask volunteers to read out the sentences.

#### KEY

1 burgers 2 pizza 3 salad 4 apples 5 chips  
6 biscuits



## 7 Write about you.

- The children choose two food items and write two true sentences about themselves. They can use words from pages 32 to 34, or any other food words that they know.

## More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the four new food words. Then say the words in a different order and ask children to point at the right picture.
- Ask individual children to say true sentences about the new words using *I like...* or *I don't like...*

## Read and circle.

- The children circle the correct word in each sentence. Check the answers by asking children to read out the sentences.

### KEY

1 carrots 2 crisps 3 sandwich 4 ice cream 5 pasta

## Writing (page 35)

- Ask the children to look at the photo. Ask *What is she eating? Say This is Anna.* Point to the text and say *This is an email.*
- Read the text while the children follow it in their books.
- Ask some questions to check understanding, e.g. *Does Anna like salad/carrots/bananas/fish?*

## 8 Write the sentences using short forms.

- Ask the children to look back at the model text again and find the contracted word (short form), *don't*. See if the children can tell you what this short form stands for (*do not*), and write this on the board. Explain or remind them that the apostrophe shows where letters are missing. Demonstrate how to turn *do not* into *don't* by rubbing out the second *o* and adding an apostrophe.
- Do the same with *isn't* (*is not*) and *aren't* (*are not*). Point out that all three of these short forms contain *n't* (*not*). Leave all the short forms on the board.
- Do Exercise 8 orally with the children, with pencils down. Read the sentences and ask the children to tell you the short forms, helping them with the pronunciation if necessary. Point out the correct short forms on the board. Model and drill the complete sentences.
- Let the children complete the exercise individually, and check their answers in pairs. Then write the complete sentences on the board and tell the children to check their answers are correct.

### KEY

- 1 I don't like apples.
- 2 Burgers aren't healthy.
- 3 Ice cream isn't my favourite food.
- 4 You don't like chips.
- 5 Bananas aren't red.
- 6 Pizza isn't healthy.

## 9 Write an email to your penfriend. Write about what you like/don't like.

- Read the writing framework with the children and make sure they understand what they have to write. After *Do you like*, they can either write *healthy food* or the name of a food.
- If you have access to computers, you might like to let the children write real emails to each other about their likes and dislikes, and answer them.

## Reading (optional extension activity)

- Before the class, write some simple texts like the ones in Exercise 6, but without any gaps, e.g.

*Hi, I'm Jenny. I like chips. I don't like pizza.*

*My name's Max. I don't like burgers. I like salad.*

*Hello, I'm Sam. I like ice cream. I don't like apples.*

- Draw a simple table like this on the board, and ask the children to copy it.

	Sam	Jenny	Max
😊			
☹️			

- The children read the texts and draw the food pictures, or write the food words, in the table. Note that the example texts given above require the children to read carefully because they use a different order from the table.

# 9

# A cool room

## Lesson objectives

- To understand a simple descriptive text as found on a website
- To review and extend vocabulary for furniture
- To use *There's* and *There are* correctly
- To write descriptive sentences about a room

## Language

*There's a (toybox).*

*There are (two beds).*

New vocabulary: *painting, wardrobe, bunk beds, table, DVD player*

Other vocabulary: *toys, boats, TV, walls, chairs, pillow, cupboard, lamp, window, beds, toybox*

More words: *balcony, bean bag, phone, computer*

## Presentation and pre-reading (page 36)

- With books closed, quickly review known vocabulary for furniture and other large items. Point to things in the classroom and ask *What's this?* or *What are these?* (e.g. *chair, table, cupboard, shelves/bookcase, CD player, window, door*).
- Ask the children to open their books at page 36. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and tell you what they can see (two different rooms). Ask them what kind of text they think it is. It is a description; explain that you might find this kind of text in a hotel information brochure or on a hotel website.

## Reading (page 36)

### 1 Read and listen. 09

- Play the recording while the children follow the texts in their books.
- Play the recording again, pausing after each item is mentioned. Ask them to see if they can find each item in the corresponding photo. Explain that not all of the items are shown in the photos and see if the children can tell you which ones. Teach or revise any words as necessary.
- Hold up your book and point to the pictures in turn. Say *This is room one and this is room two*. Ask some questions to check understanding, e.g. *Which room has got bunk beds/a toybox/a DVD player?* The children say *Room one* or *Room two*.

## Comprehension (page 37)

### 2 Read and write the letters.

- Read the sentences and let the children repeat them after you. Then tell them to find each thing in the photo.
- The children look at the picture and write the correct letter next to each sentence. Check their answers as a class.

#### KEY

1 c 2 d 3 a 4 b

### 3 Read and tick (✓) or cross (✗).

- Hold up your book and point to the photo in Exercise 2. Explain that the sentences in this exercise are also about this room. Tell the children to read each sentence and put a tick if it is true and a cross if it is false. (Note that the exercise refers to things that aren't mentioned in the reading text, so children will have to look carefully at the photo.)
- Let the children work individually, then check their answers in pairs. Then check the answers as a class.

#### KEY

1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✓ 6 ✗

### 4 Read and complete the sentences.

- Read the first sentence and show how the word *boats* has been crossed out from the box. Say *Which room is this?* (This sentence applies to both rooms).
- If necessary, complete the exercise orally as a class before the children write anything down. Then let them work individually to complete the sentences.
- Check the answers as a class. Ask the children to tell you which room each sentence applies to.

#### KEY

1 boats (rooms 1 and 2) 2 beds (room 1)  
3 bunk beds (room 2) 4 TV (room 2) 5 toybox (room 1)

## Vocabulary (page 38)

### 5 Read and circle.

- Point to each of the pictures and ask *What's this?* If necessary, revise the words *pillow, lamp* and *cupboard*.
- The children circle the correct word in each sentence.

#### KEY

1 table 2 pillow 3 wardrobe 4 toybox 5 bunk beds  
6 painting 7 DVD player

## 6 Choose and write.

- Say *What's number one?* Encourage the children to answer with a full sentence: *It's a painting.* Repeat for the other things in the picture. (For number 4, ask *What are these?*)
- The children label the things in the picture.

### KEY

1 painting 2 wardrobe 3 DVD player 4 bunk beds  
5 window 6 table 7 toybox

## 7 Write about your room.

- The children complete the sentences to make them true about their own bedrooms. Ask for some suggestions orally first. Make sure they understand that they have to choose a singular item and a plural item.

## More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the four words. Then say the words in a different order and ask children to point at the right picture.

## Follow and write.

- The children follow the lines and write the correct word at the end of each one.

### KEY

The words are written in this order: computer, balcony, bean bag, phone.

## Writing (page 39)

- Ask the children to look at the photo. Ask *What can you see?*
- Read the text while the children follow it in their books. Ask them to tell you what things are in the text that they can't see in the photo (the TV and DVD player).

## 8 Write 's or are.

- Remind the children that we use *There's* (or *There is*) for singular items and *There are* for plural items.
- The children choose the correct form of the verb *be* to complete the sentences.

### KEY

1 's 2 are 3 's 4 are 5 's 6 are

## 9 Write about the hotel room. Write about what there is/are.

- Look at the blue box with the children. Hold up your book and ask *What's this?* for each thing. Point out the key next to the model text. Explain that hotel brochures and websites often use symbols like these to show what things they have in the rooms.
- The children complete the sentences about the things shown by the symbols.

### KEY

There are two beds. There's a TV.  
There's a DVD player. There's a lamp.

## Writing (optional extension activity)

- Ask the children to draw a picture or a plan of a fantastic hotel room that is designed specially for children. Encourage them to think about what they would like to find in a hotel room. Ask the children to tell you about any special features they have in their hotel room. Help them to formulate sentences beginning with *There's...* and *There are...*, and give them any new vocabulary they need.
- Finally, the children write sentences about their hotel room, using *There's...* and *There are...*

# 10

# Amazing animals

## Lesson objectives

- To understand simple factfiles
- To review and extend action verbs vocabulary
- To identify verbs and adjectives
- To write sentences describing what an animal can and can't do

## Language

- A (bat) can (see at night).
- A (dolphin) can (hear with its mouth).
- Can a (dolphin) (fly)?
- Yes, it can. No, it can't.
- New vocabulary: see, hear, jump, sleep, play
- Other vocabulary: fly, swim, run, climb, walk, talk
- More words: crawl, dive, throw, catch

## Presentation and pre-reading (page 40)

- With books closed, quickly review the verbs *fly, swim, run, climb, walk* and *talk*. Do a simple mime as you say each word. Then say the words and let the children do the mimes. Finally, do the mimes without speaking, and let the children say the words.
- Ask individual children *Can you fly? Can you swim?* etc. Encourage them to answer *Yes, I can* or *No, I can't*.
- Ask the children to open their books at page 40. Point to the pictures in the vocabulary panel and say the words. Model the words and drill pronunciation.
- Do a simple mime for each of the words, and repeat the process as before.
- Ask the children to look at the photos in the reading text and tell you what animals they can see. Ask them what kind of text they think it is (factfiles about animals).

## Reading (page 40)

### 1 Read and listen. 🎧 10

- Play the recording while the children follow the text in their books. Model and drill pronunciation of the animal names. Discuss some of the more interesting facts in L1 if you like (see note below).
- Play the recording again, pausing after each factfile. Ask questions about each animal to check understanding, e.g. *Can it fly? Can it see at night?* Encourage the children to answer *Yes, it can* or *No, it can't*.

**NOTE** Children may be surprised to find out that elephants can hear with their noses! Their noses (trunks) contain special vibration sensors. If an elephant lays its trunk on the ground, it can feel the vibrations made by other elephants' feet from far away. Elephants' feet contain similar vibration sensors.

Equally surprising is the fact that dolphins can hear with their mouths. The ear openings on the outside of a

dolphin's body don't seem to be important in conducting sound, because they aren't connected to the middle ears. Instead, sound is conducted through soft tissue and bone, particularly in the dolphin's lower jaw.

## Comprehension (page 41)

### 2 Read and tick (✓) or cross (✗).

- Read the first sentence and ask *Is this right?* Point out the example tick. Do the next sentence with the children, explaining that *It* refers to the bat in the previous sentence.
- The children read each of the remaining sentences, putting ticks or crosses as appropriate.
- Let them work individually then check their answers in pairs, then check their answers as a class.

#### KEY

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓

### 3 Write *bat, dolphin* or *elephant*.

- The children use the text to help them complete the sentences. You might want to let them work in pairs.
- Check the answers as a class, asking volunteers to read out the sentences.

#### KEY

1 elephant 2 dolphin 3 bat 4 elephant 5 bat  
6 dolphin

### 4 Read and write *Yes, it can.* or *No, it can't.*

- Ask the questions from Exercise 4 in a random order. Let the children agree their answers (*Yes, it can* or *No, it can't*) with a partner before putting their hands up. Help them to look back at the text to find the answers if necessary.
- The children work individually to write the answers. Then check the answers as a class.

#### KEY

1 Yes, it can. 2 No, it can't. 3 No, it can't. 4 Yes, it can.  
5 Yes, it can. 6 No, it can't.

## Vocabulary (page 42)

### 5 Read and write the letters.

- Explain that you are going to practise verbs. If necessary, remind the children in simple terms what a verb is. Tell the children to close their books, then see how many action verbs they can remember from their work in this unit so far (*see, hear, jump, sleep, play, fly, swim, run*).
- Revise the following verbs using mime: *climb, walk, talk*.
- Ask the children to open their books at page 42 and look at Exercise 5. Read the first sentence and point out the example answer. Then read the rest of the sentences and tell the children to find and point to the appropriate pictures. Note that the sentences are not general facts about what these animals can and can't do, but sentences describing these pictures.

- The children read the sentences again to themselves and write the appropriate letter next to each sentence.

**KEY**

1 b 2 a 3 e 4 f 5 d 6 c

**6 Choose and complete the sentences.**

- Explain that the children must complete the sentences to make them true, using the given verbs. Revise the animal words if necessary (*fish, snake, monkey, zebra, giraffe*).
- Read the example sentence and ask a child to tell you what the second sentence should be (*It can't walk*).
- The children work individually or in pairs to complete the sentences. Monitor and help as necessary, making sure they pay attention to whether each sentence says *can* or *can't*.
- Check the answers as a class.

**KEY**

- 1 A fish can swim. It can't walk.
- 2 A snake can't run. It can see.
- 3 A monkey can climb. It can't talk.
- 4 A zebra can walk. It can't fly.
- 5 A giraffe can hear. It can't swim.
- 6 An elephant can run. It can't talk.

**7 Write about you.**

- The children complete the sentences to make them true about themselves. They may want to use other action verbs or phrases that haven't been used in this unit, e.g. *ride a bike*. Help them with any vocabulary as necessary.

**More words (page 48)**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the four verbs. Then say the words in a different order and ask children to point at the right picture.
- Quickly practise mimes for all the verbs that children have encountered in this unit so far. Then play a TPR game. Say an action verb but do the wrong mime. The children must do the correct mime. Anyone who does the wrong mime is out!

**Read and circle.**

- The children circle the correct word in each sentence.

**KEY**

1 swim 2 throw 3 crawl 4 fly 5 dive

**Writing (page 43)**

- Ask the children to look at the photo. Say *Look, it's a turtle*.
- Point out the verb phrases and ticks and crosses. Ask *Can a turtle swim? Can it walk?* etc. The children use the ticks and crosses to help them answer *Yes, it can* or *No, it can't*.
- Read the text while the children follow it in their books.
- Draw attention to the action verbs and adjectives in the text, in preparation for Exercise 8. Remind or explain to the children that verbs are usually actions, and adjectives are words we use to describe things. Say *Listen and say the*

*action verbs*. Read the text, leaving out the action verbs and letting the children say them:

*The turtle is an amazing animal. It can \_\_\_ and it can \_\_\_. It can't \_\_\_. It's got small eyes, but it can \_\_\_ very well. It can \_\_\_ at night and it can \_\_\_ underwater.*

- Now say *Listen and say the adjectives*. Read the text again, this time missing out the adjectives:

*The turtle is an \_\_\_ animal. It can swim and it can walk. It can't jump. It's got \_\_\_ eyes, but it can see very well. It can see at night and it can see underwater.*

**8 Underline the adjectives and circle the action verbs.**

- Ask the children to look through the sentences and find the adjectives, and underline them.
- Then ask them to read the sentences again and circle the action verbs.
- Let the children check their answers in pairs, then check them as a class.

**KEY**

- 1 The turtle is an amazing animal. It can see underwater.
- 2 A snake is very long. It can't walk and it can't run.
- 3 An elephant is a very big animal. It can run very fast.
- 4 A dolphin is a clever animal. It can swim and it can jump.
- 5 A bat is a small animal. It can fly.

**9 Write about a gorilla.**

- Look at the photo and ask *What's this? Say It's a gorilla*.
- Point out the list of action verbs and the ticks and crosses. Choose volunteers to ask the class some questions: *Can it walk? Can it run?* etc. The class answers *Yes, it can* or *No, it can't*.
- Look at the writing frame with the children. Explain that they should use the ticks and crosses to help them to complete the text.
- Let the children work individually, then ask one or two children to read out their texts.

**KEY**

**Example text:**

A gorilla is a very clever animal.  
It can run. It can climb and it can jump.  
It can't swim and it can't talk.

**Writing (optional extension activity)**

- Tell the children to draw a picture of an animal that they are interested in. Alternatively, they could find and print out a photo from the internet.
- Ask the children to write a short text about their chosen animal, using *It can* and *It can't*. More able children could also include sentences beginning with *It's got*.
- You might like to display the texts and pictures in the classroom.