

English **Print** 1

 includes CDs

Teacher's Guide



Rebecca Williams Salvador

 **Richmond**
PUBLISHING

RICHMOND PUBLISHING

26-28 Hammersmith Grove
London W6 7BA - United Kingdom

© Santillana Educación, S. L. / Richmond Publishing,
2007 Torrelaguna, 60 – 28043 Madrid

This edition:

© 2009 by Ediciones Santillana, S.A.
Leandro N. Alem 720
C1001AAP, Buenos Aires, Argentina

The Teacher's Guide includes audio CDs.

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ISBN 978-950-46-1987-1

The Argentina Publisher would like to thank Carina Sigal for her cooperation with the adaptation of this edition.

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Impreso en Argentina. Printed in Argentina.

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Este libro se terminó de imprimir en el mes de

Williams Salvador, Rebecca

English Print 1 : teacher's guide. - 1a ed. - Buenos Aires :
Santillana, 2008.

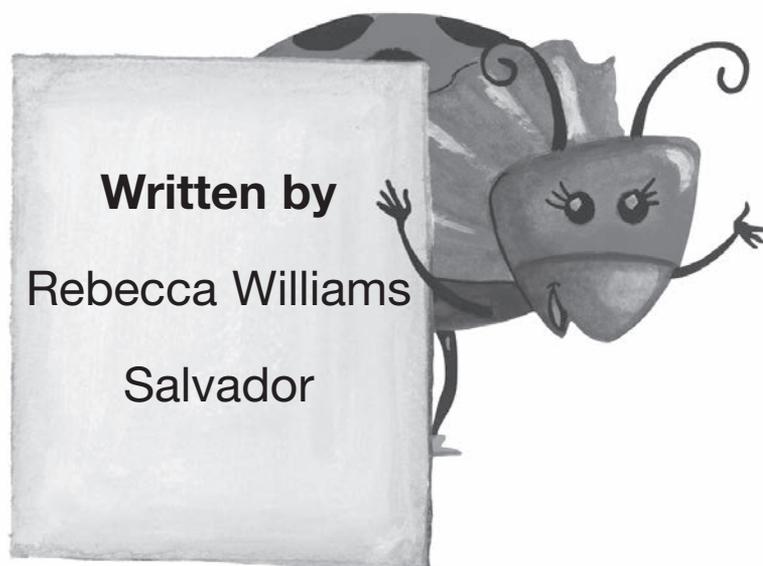
168 p. + Class CDs y Posters. ; 28x22 cm.

ISBN 978-950-46-1987-1

1. Enseñanza de Inglés. I. Título
CDD 420.7

English Print 1

Teacher's Guide



Philosophy

The philosophy behind **Print** is that learning a second language is not only a means of communication, but also a window through which to see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

Print offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.



Methodology

Print follows a well-structured grammar syllabus and incorporates the following methods and approaches:

The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

Task-based learning

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or movie. The key is that the lesson is taught using the target language rather

than students' native language. Students' motivation to understand the topic will naturally assist in language learning.

Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching a foreign language to children. Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in **Print** expose students to natural language that is meaningful and just above their level of production.

The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.

The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.

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Unit 1

Verb to be: *It's a pen. They're books.
I'm a boy.*
Wh questions + verb to be: *What is it?
What are they?*
Word order (adjective + noun): *three pens*
Functional language: *What's your name? My name's... How many...? Hi. Hello. Good-bye.
How are you? I'm fine. Thank you.*

School objects: *book, chair, notebook, pen, table*
Numbers: *one, two, three, four, five, six, seven, eight, nine, ten*
Toys: *ball, balloon, car, clown, doll, teddy bear, boat*
Other words: *boy, friend, girl, ladybird, teacher, toy*

Unit 2

Verb to be: *It's a pencil case.
They're markers.
What colour is your pencil?
It's purple.
My scissors are blue.*
A/an: *An apple, a table*
This/these: *This is my new pencil.
These are my new scissors.*
Imperatives: *Stand up! Sit down! Put your hands up/down!
Close/open your books!*
Functional language: *Well done! That's great! Very good!
Wonderful!*

School objects: *crayon, rubber, glue stick, marker, pen, pencil, pencil case, scissors, pencil sharpener*
Colours: *black, blue, brown, green, orange, purple, red, yellow*
Verbs: *close, dance, open, play, put down, put up, sing, sit down, stand up, talk*
Other words: *apple, car, clown, doll, elephant, igloo, octopus, robot, table, umbrella*

Unit 3

Verb to be: *I'm a clown. He's a clown. She's a clown.
They're clowns.
Are you a clown? Yes, I am./No, I'm not.
Is it a book? Yes, it is./No, it isn't.
Is this a book? Yes, it is./No, it isn't.*
Wh questions + verb to be + subject:
What is he? What is she? What are you? What are they?
Functional language: *How old are you? How old is he?
How old are they? (I'm/He's/She's/They're) eight years old.*

Costumes: *clown, ghost, pirate, princess*
Animals: *hippo, lion, monkey, tiger*
Toys: *bike, car, doll, teddy bear*
Other words: *birthday, boy, cake, girl*

Unit 4

Verb to be: *Where is mother? She's in the bedroom.
Is the cat in the kitchen? Yes, it is./No, it isn't.
Are you in the kitchen?*
Prepositions: *The cat is on the fridge. The cat is in the bath.
The cat is under the sofa.*
Imperatives: *Go to your bed! Go to sleep!*
Functional language: *Good dog! Bad dog!*

Rooms in a house: *bathroom, bedroom, dining room, kitchen, living room*
Family members: *brother, father, mother, sister*
Objects in a house: *bath, bed, drawer, wardrobe, fridge, sink, sofa, cooker, table*
Toys: *ball, car, clown, doll, teddy bear, boat*
Other words: *cat, head, table*

Unit 5

Present simple (have got): *I have got two eyes.
He/she has got black hair.*
Verb to be: *I'm not fat. The clown is small. The bears are big.*
Imperatives: *Touch your head. Touch your toes.*
Functional language: *Look at me! I'm just me!*

Parts of the body: *arm, ear, eye, finger, foot/feet, hair, hand, head, knee, leg, mouth, nose, shoulder, toes*
Adjectives: *big, blonde, fat, sad, short, small, tall, thin*
Colours: *black, blue, brown, grey, green, orange, red*
Circus words: *acrobat, clown, bear, elephant, horse*
Other words: *cut, glue, pull, show*

Grammar and language

Vocabulary

Verb to be: *What colour is the skirt? The skirt is blue. What colour are the trousers? The trousers are green. It's hot.*

Present continuous: *I'm wearing blue shorts and a white T-shirt. She's wearing a yellow dress.*

Wh questions + present continuous:

What are you wearing? What is she wearing?

Functional language: *That's better! Be careful! (Red boots), please. Here you are. Thank you.*

Articles of clothing: *boot, coat, dress, hat, gloves, trousers, sandal, scarf, shoe, shorts, skirt, sock, jumper, swimsuit, T-shirt*

Colours: *black, blue, brown, grey, green, orange, pink, purple, red, white, yellow*

Adjectives: *cold, hot, new*

Other words: *cherry pie, clothes, ice cream, hair*

Present continuous: *The fish is swimming. What's the dog doing?*

Present simple (have got): *I have got a brown hamster. I have got two white dogs. I haven't got a snake.*

Verb to be: *It's a horse. It's big. They're small. They're brown. My pet is red and black.*

Functional language: *How many: How many spiders?*

Pets: *bird, cat, dog, fish, frog, hamster, horse, rabbit, snake, spider, tortoise*

Verbs: *eat, fly, hop, jump, play, ride, rollerblade, run, sing, sleep, swim, walk*

Numbers: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Colours: *black, blue, brown, grey, green, orange, pink, purple, red, white, yellow*

Adjectives: *big, new, small*

Other words: *basketball, bike, house, pet*

There is/There are: *How many pears are there? There is one pear. There's one pear. There are two bananas.*

Present simple: *I like bananas. I don't like spaghetti.*

Prepositions: *The meatball is on the floor.*

Functional language: *Good evening. (Chicken), please. Here's your (chicken). Thank you.*

Food: *apple, banana, chicken, doughnut, fish, hamburger, hot dog, orange, pear, pineapple, pizza, sandwich, spaghetti, chips*

Days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Other words: *bush, cheese, door, floor, garden, meatball, mush, sneeze, table*

Present continuous: *I'm jumping. He's splashing in the bath. The monkeys are climbing a rope. What's mother doing? She's talking on the phone. What are they doing? They're eating.*

Functional language: *She has got brown hair and blue eyes.*

Family members: *aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle*

Verbs: *climb, eat, go, jump, make, play, read, rollerblade, run, splash, stand, talk, watch*

Objects: *bath, book, cards, chair, lunch, phone, TV*

Adverbs: *down, up*

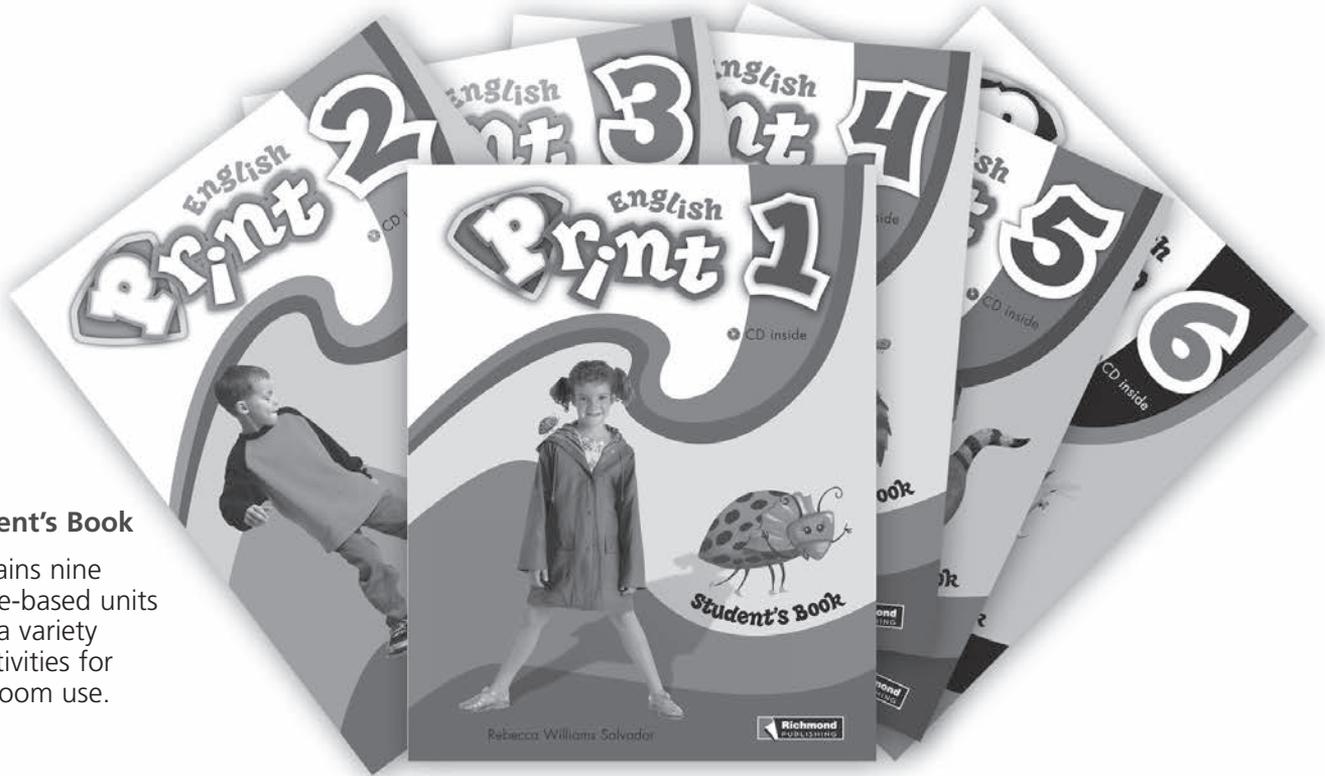
Animals: *bird, cat, dog, fish, frog, monkey, pig*

Other words: *bed, bus, biscuit, lake, monster, rope, sofa*

Components

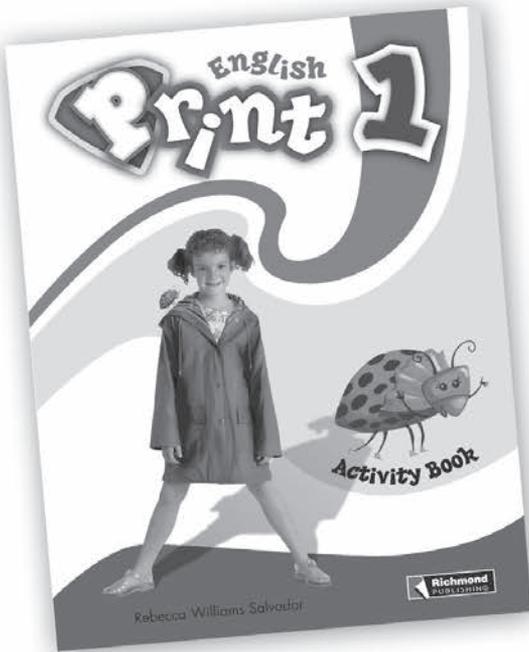
Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



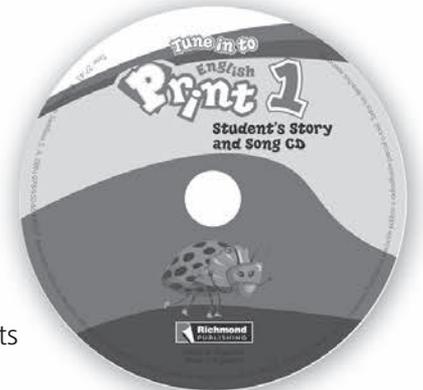
Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



Student's CD

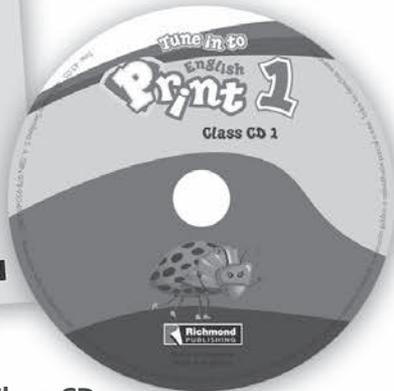
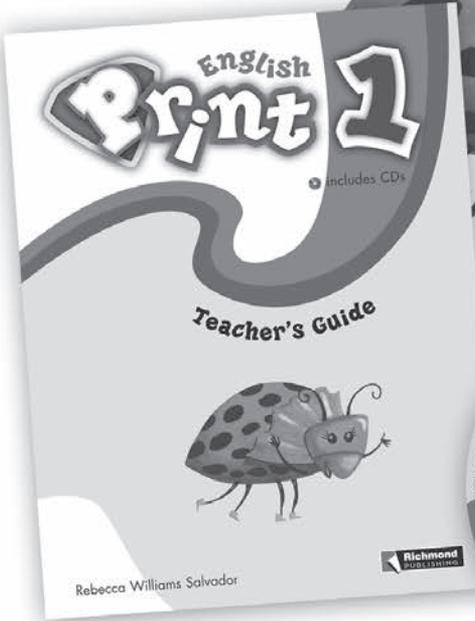
Contains recordings of the songs, chants and stories for students to listen to at home.



These resources will make your classes more dynamic and effective.

Teacher's Guide

Gives complete, easy-to-follow instructions for using the course.

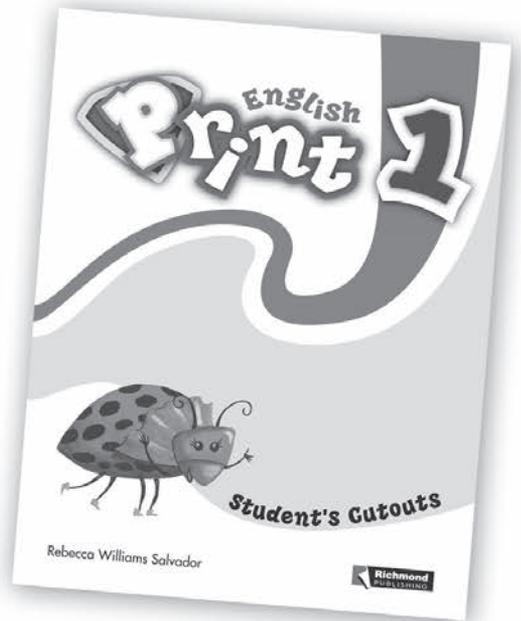


Class CDs

Contains recordings for all the listening activities.

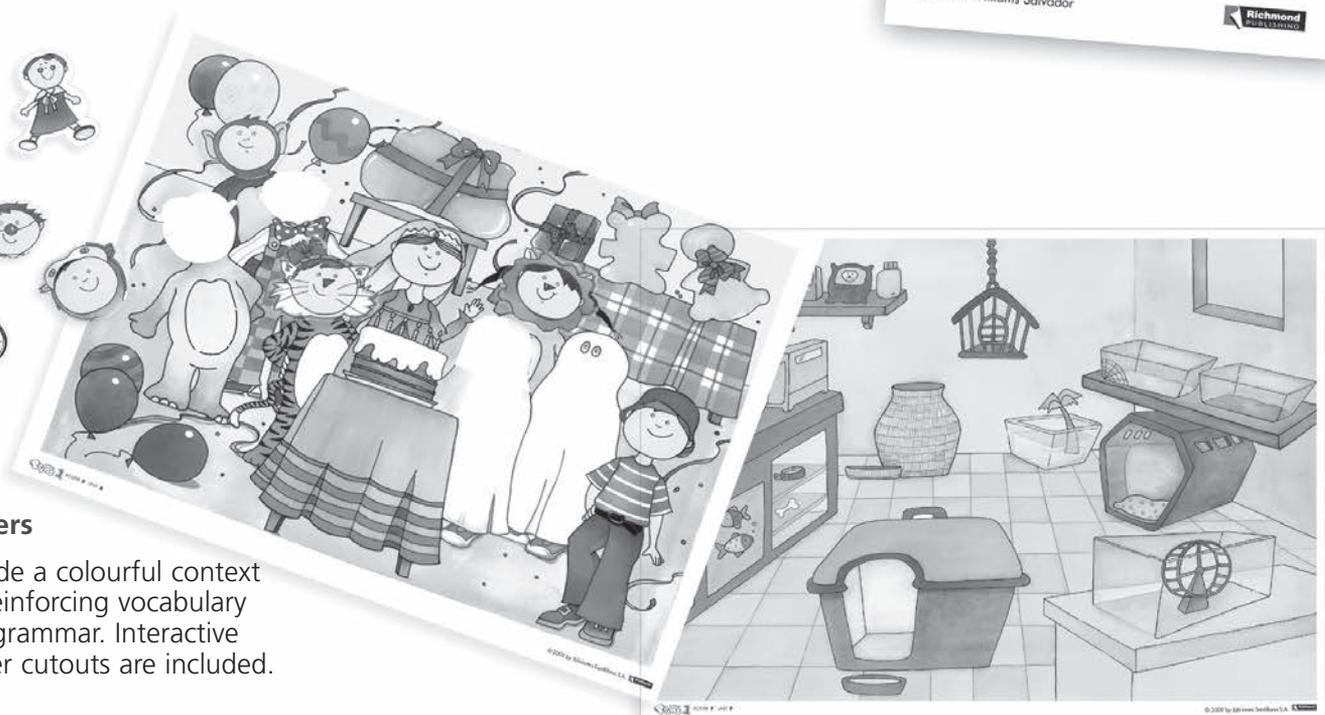
Cutouts

Provide fun and interactive material for students to use in class.



Posters

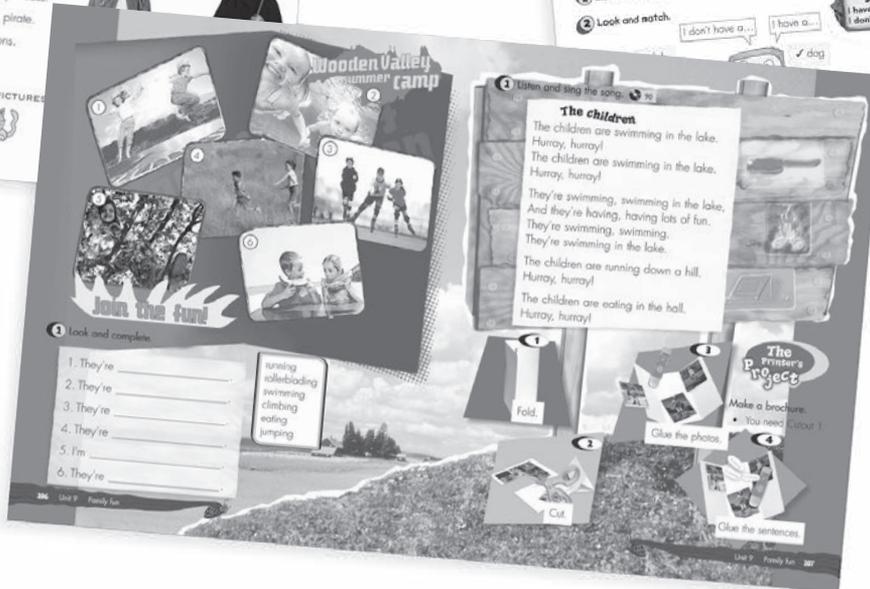
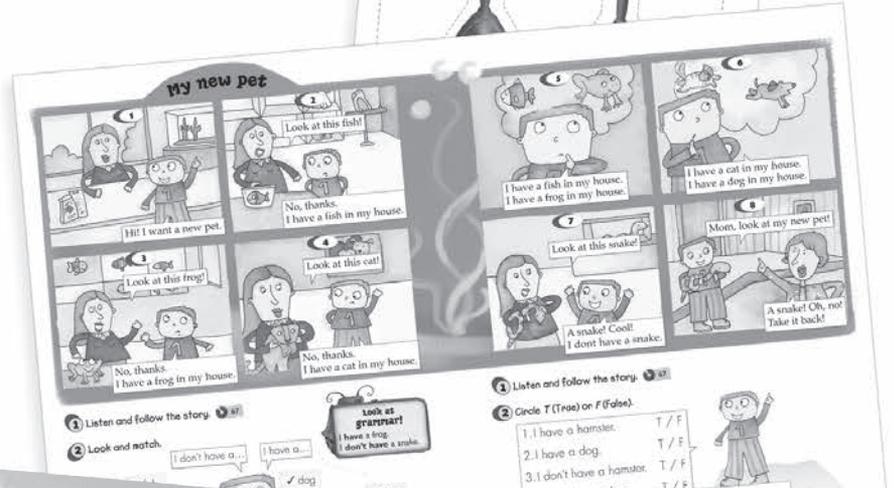
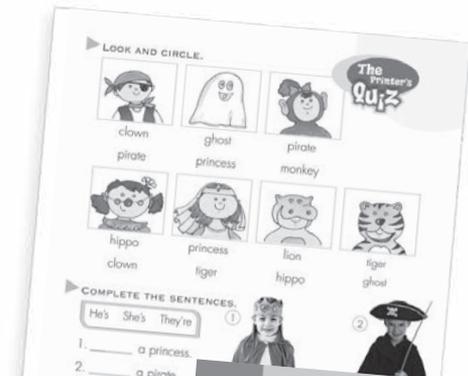
Provide a colourful context for reinforcing vocabulary and grammar. Interactive poster cutouts are included.

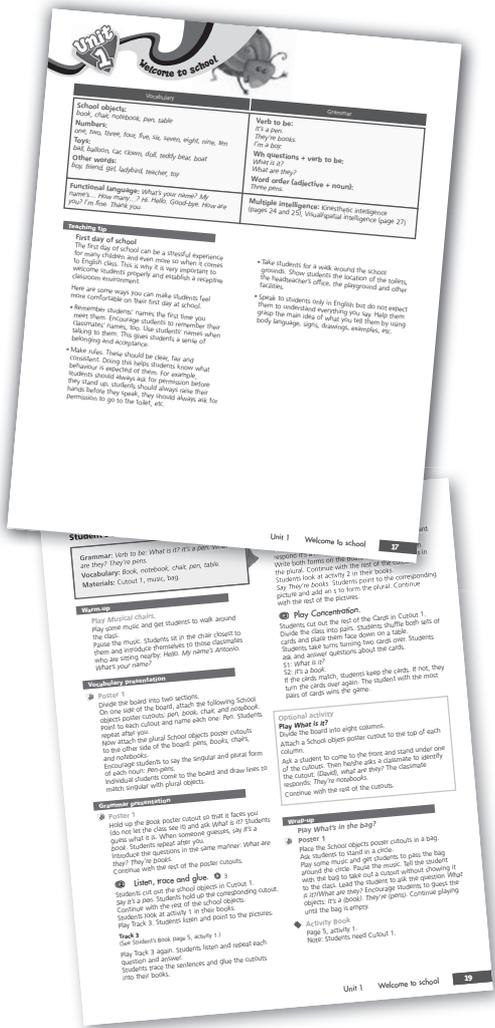


Course features

Student's Book

- Consists of nine units with a variety of activities for classroom use. Each unit is theme-based, providing a fun and interesting context for presenting language and vocabulary.
- Includes songs and hands-on projects.
- Offers original children's literature in each unit.
- Includes extra activities for traditional festivals.
- Offers a section with phonics, reading development and process writing.
- Provides a "real world" section with factual and authentic texts and additional activities.
- Provides interactive cutouts with games, info-gap activities and additional material to be used in each unit.
- Offers a review section at the end of each unit.



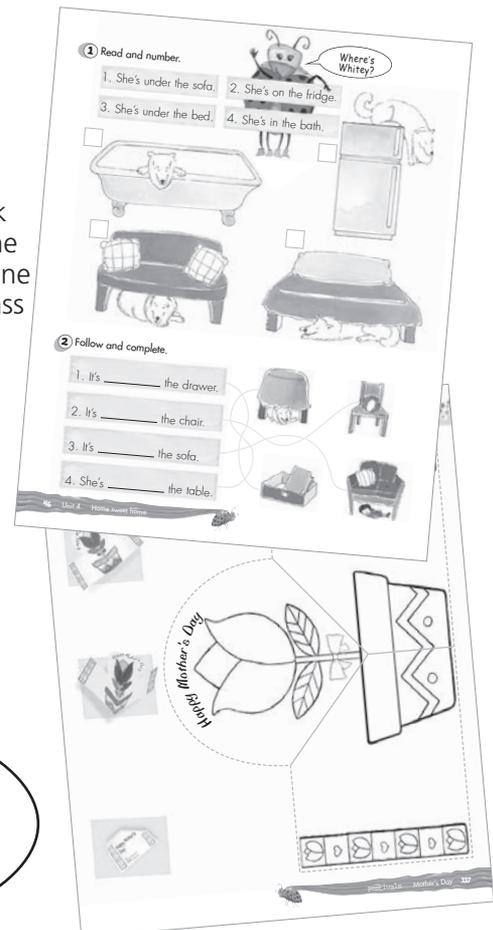


Teacher's Guide

- Provides complete, easy-to-follow instructions for using the course.
- Includes clear ideas for grammar/vocabulary presentation and practice.
- Includes unit overviews— each overview provides a list of the target grammar, vocabulary and functional language, as well as a teaching tip.
- Includes one optional activity per lesson.
- Offers a variety of ideas for the reinforcement of the universal values included in the course.
- Contains ideas for developing students' critical thinking skills.
- Offers ideas for relating the course material to students' own experiences.
- Includes cross-curricular activities and a project at the end of each unit to enrich the course content.
- Provides one photocopiable assessment per unit.
- Includes an answer key for the activity book.
- Offers ideas for extended activities related to traditional festivals.
- Contains ideas for making the most out of each unit poster.
- Offers clear grammar tables and a grammar reference section at the end of each unit.

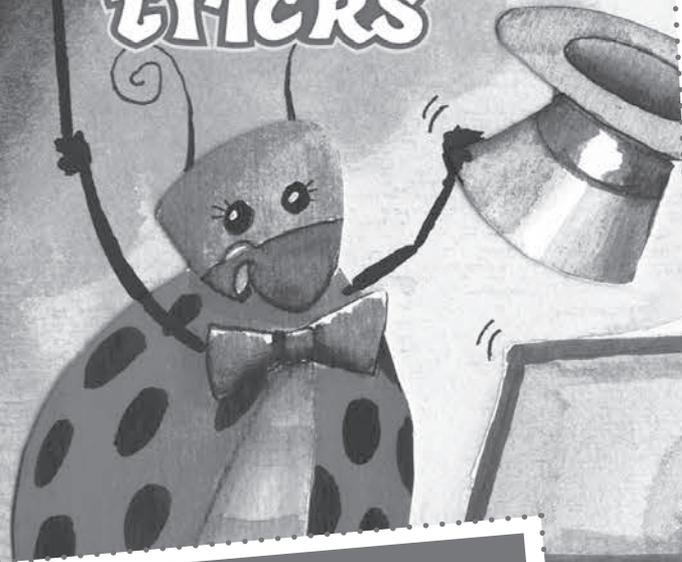
Activity Book

- Provides grammar and vocabulary reinforcement. Each page in the Activity Book corresponds to one page in the Student's Book and can be done either as extended work in class or as homework.
- Contains clear and interactive grammar tables.
- Includes extra activities for traditional festivals.



Find fun cooking activities in the cross-curricular pages at the end of each unit.

Tips and tricks



Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber and a notebook.

Student's cutouts

There are twenty pages of cutouts, included as a separate component to the course.

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking.

The cutouts are used in different activities throughout the unit and may be used more than once.

Craft activities

In every unit there is a hands-on activity, often based on the student cutouts. Before starting the activity, it is important to ensure that students have all the necessary material to hand. To help students carry out this type of activity, you should demonstrate each step in class, making sure they all know exactly what they have to do.

Administering the diagnostic test

Give students the diagnostic test the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level. The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

Answer key to the diagnostic test

1. Read the following text out loud: Number 1. Book. Number 2. Boy. Number 3. Trousers. Number 4. Fish. Number 5. Apple. Number 6. Mother.
2. Read the following text out loud: Colour number one red. Colour number three yellow. Colour number five green. Colour number eight blue. Colour number ten purple.
3. Read the following text out loud: Number 1. It's a dog. Number 2. It's a jumper. Number 3. It's a pear. Number 4. It's a pencil.
4. Read the following text out loud: Number 1. Draw a table. Number 2. Draw a doll. Number 3. Draw a banana.

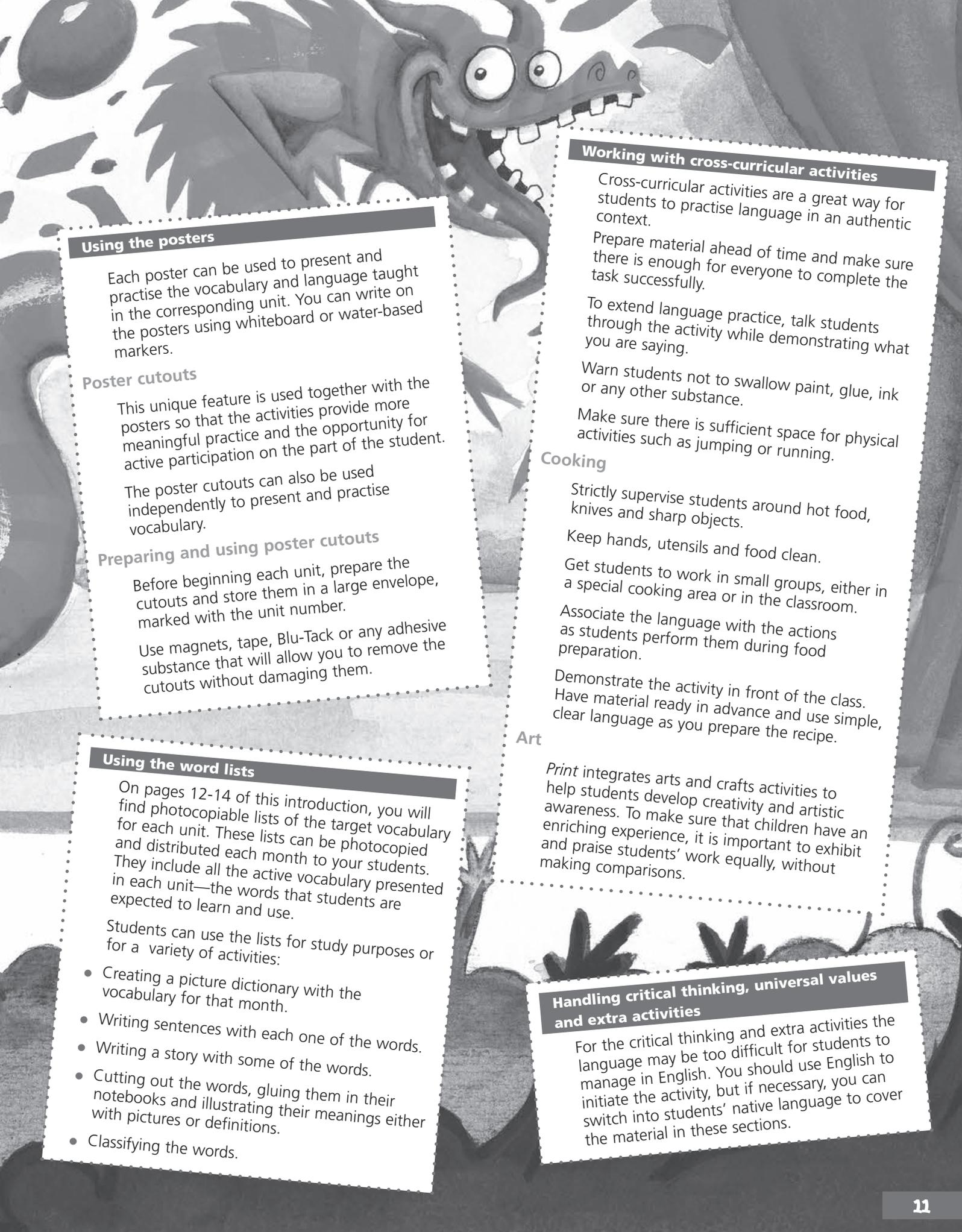
Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have the opportunity to deal with texts in ways that a native speaker would do.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

Note: The literature section takes up two lessons in every unit. The story should be read from beginning to end in each lesson. The first time, students focus on a general understanding of the story. In the second lesson, a more thorough comprehension should be encouraged. The Teacher's Guide includes activities that focus on developing reading comprehension strategies and on promoting a deeper understanding of the vocabulary in the story.



Using the posters

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based markers.

Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

Using the word lists

On pages 12-14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

- Creating a picture dictionary with the vocabulary for that month.
- Writing sentences with each one of the words.
- Writing a story with some of the words.
- Cutting out the words, gluing them in their notebooks and illustrating their meanings either with pictures or definitions.
- Classifying the words.

Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

Demonstrate the activity in front of the class. Have material ready in advance and use simple, clear language as you prepare the recipe.

Art

Print integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that children have an enriching experience, it is important to exhibit and praise students' work equally, without making comparisons.

Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.

WORLD - LADYBIRD - OCEAN CHILD - MATHS - HOUSE - GIRL - BOY - MATHS



Key words Unit 1

School objects

book
chair
notebook
pen
table

Numbers

one
two
three
four
five
six
seven
eight
nine
ten

Toys

ball
balloon
car
clown
doll
teddy bear
boat

Other words

boy
friend
girl
ladybird
teacher
toy

Key words Unit 2

School objects

crayon
rubber
glue stick
marker
pen
pencil
pencil case
scissors
pencil sharpener

Colours

black
blue
brown
green
orange
purple
red
yellow

Verbs

close
dance
open
play
put down
put up
sing
sit down
stand up
talk

Other words

apple
car
clown
doll
elephant
igloo
octopus
robot
table
umbrella

Key words Unit 3

Costumes

clown
ghost
pirate
princess

Animals

hippo
lion
monkey
tiger

Toys

bike
car
doll
teddy bear

Other words

birthday
boy
cake
girl

Key words Unit 4**Rooms in a house**

bathroom
 bedroom
 dining room
 kitchen
 living room

Family members

brother
 father
 mother
 sister

Objects in a house

bath
 bed
 drawer
 wardrobe
 fridge
 sink
 sofa
 cooker
 table

Toys

ball
 car
 clown
 doll
 teddy bear
 boat

Other words

cat
 head

Key words Unit 5**Parts of the body**

arm
 ear
 eye
 finger
 foot/feet
 hair
 hand
 head
 knee
 leg
 mouth
 nose
 shoulder
 toes

Adjectives

big
 blonde
 fat
 sad
 short
 small
 tall
 thin

Circus words

acrobat
 bear
 clown
 elephant
 horse

Colours

black
 blue
 brown
 grey
 green
 orange
 red

Other words

cut
 glue
 pull
 show

Key words Unit 6**Articles of clothing**

boot
 coat
 dress
 hat
 gloves
 trousers
 sandal
 scarf
 shoe
 shorts
 skirt
 sock

jumper
 swimsuit
 T-shirt

Colours

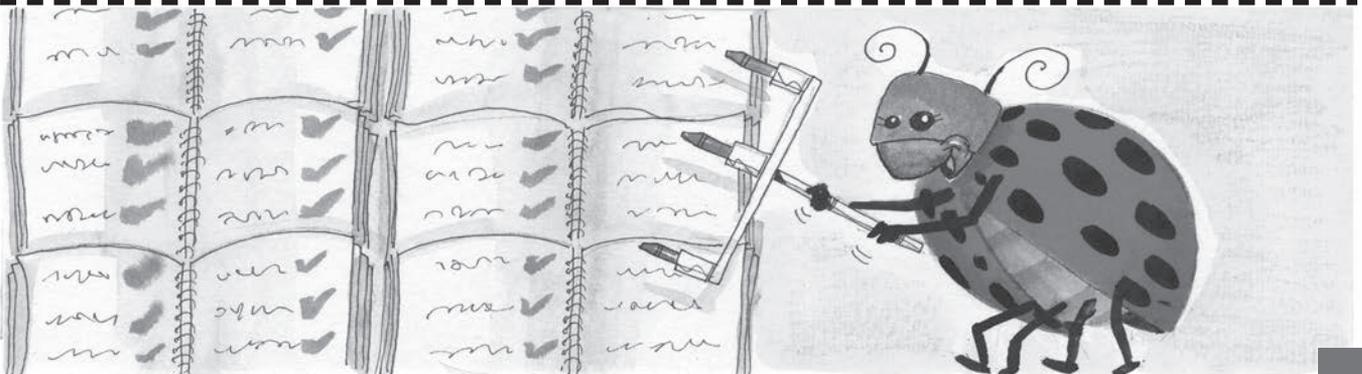
black
 blue
 brown
 grey
 green
 orange
 pink
 purple
 red
 white
 yellow

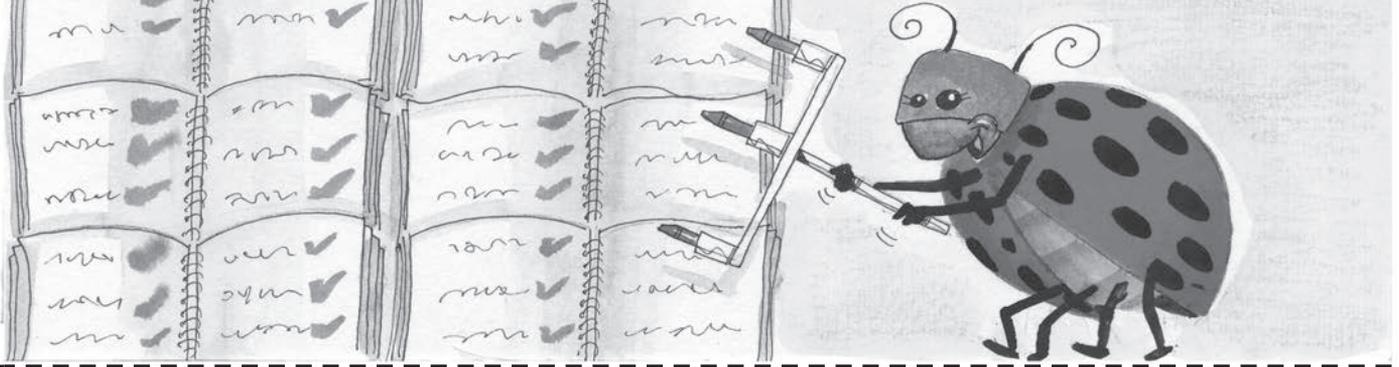
Adjectives

cold
 hot
 new

Other words

cherry pie
 clothes
 ice cream
 hair





Key words Unit 7

Pets

bird
car
dog
fish
frog
hamster
horse
rabbit
snake
spider
tortoise

Verbs

eat
fly
hop
jump
play
ride
rollerblade
run
sing
sleep
swim

Numbers

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Adjectives

big
new
small

Colours

black
blue
brown
grey
green
orange
pink
purple
red
white
yellow

Other words

basketball
bike
house
pet

Key words Unit 8

Food

apple
banana
chicken
chips
doughnut
fish
hamburger
hot dog
orange

pear
pineapple
pizza
sandwich
spaghetti

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Other words

bush
cheese
door
floor
garden
meatball
mush
sneeze
table

Key words Unit 9

Family members

aunt
brother
cousin
father
grandfather
grandmother
mother
sister
uncle

Verbs

climb
eat
go
jump
make
play
read
rollerblade
run
splash
stand
talk
watch

Objects

bath
book
cards
chair
lunch
phone
TV

Animals

bird
cat
dog
fish

frog
monkey
pig

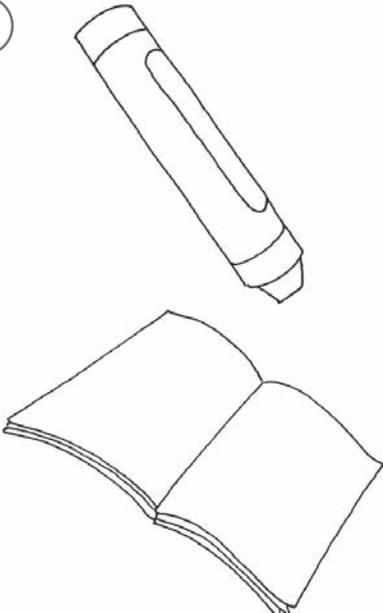
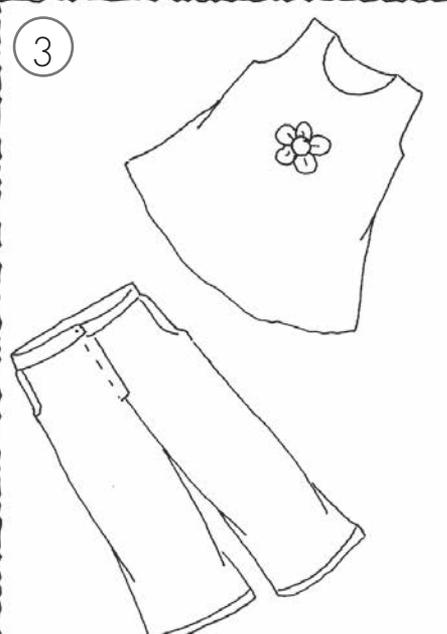
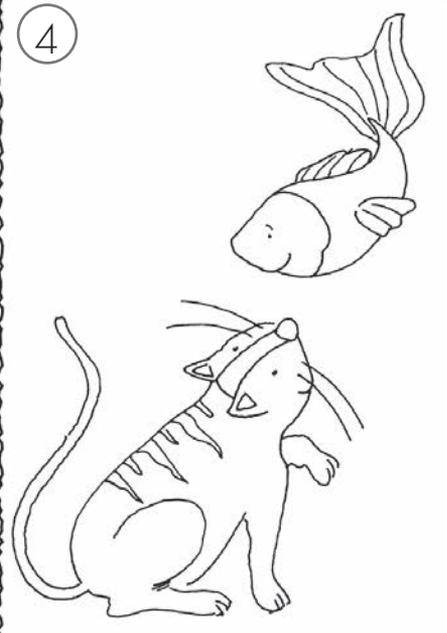
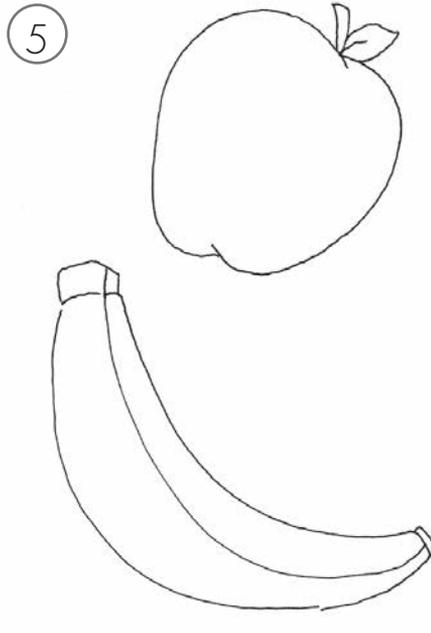
Other words

bed
bus
biscuit
lake
monster
rope
sofa

Adverbs

down
up

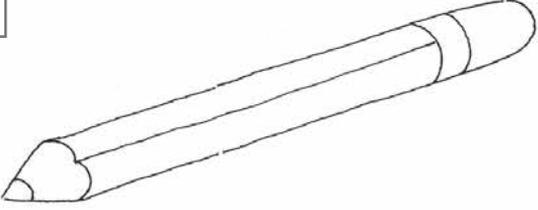
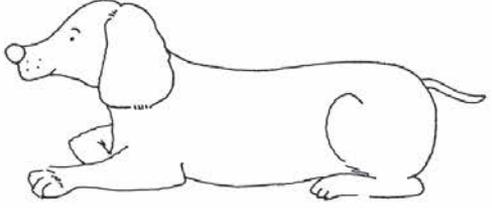
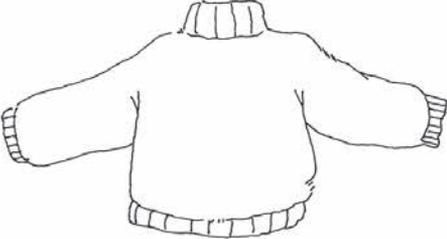
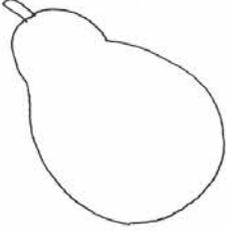
1 Listen and circle. (6 points)

<p>①</p> 	<p>②</p> 	<p>③</p> 
<p>④</p> 	<p>⑤</p> 	<p>⑥</p> 

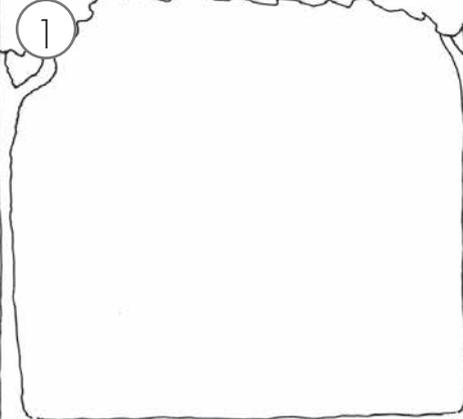
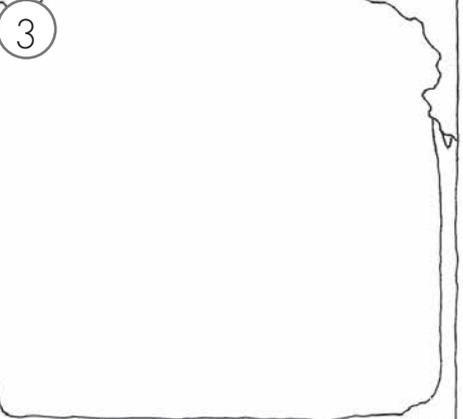
2 Listen and colour. (5 points)

1 3 5 8 10

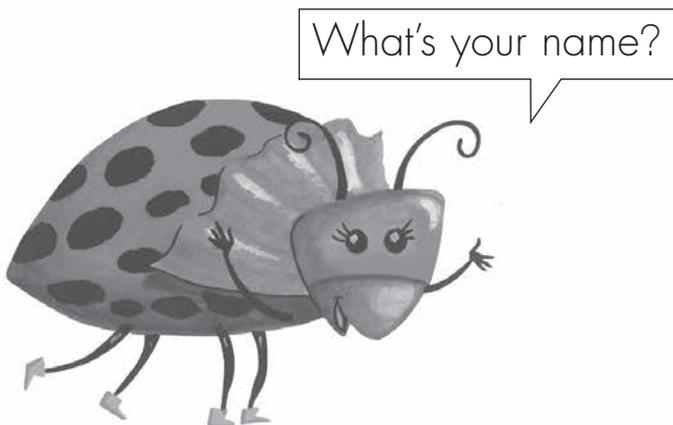
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<input type="checkbox"/> 	<input type="checkbox"/> 

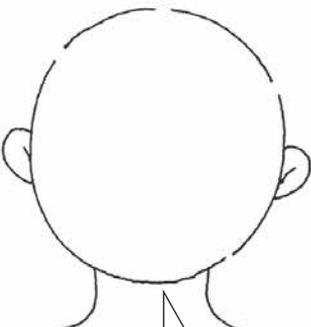
4 Listen and draw. (3 points)

		
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5 Draw and complete. (2 points)



What's your name?



My name's _____



Vocabulary	Grammar
<p>School objects: <i>book, chair, notebook, pen, table</i></p> <p>Numbers: <i>one, two, three, four, five, six, seven, eight, nine, ten</i></p> <p>Toys: <i>ball, balloon, car, clown, doll, teddy bear, boat</i></p> <p>Other words: <i>boy, friend, girl, ladybird, teacher, toy</i></p>	<p>Verb to be: <i>It's a pen. They're books. I'm a boy.</i></p> <p>Wh questions + verb to be: <i>What is it? What are they?</i></p> <p>Word order (adjective + noun): <i>Three pens.</i></p>
<p>Functional language: <i>What's your name? My name's... How many...? Hi. Hello. Good-bye. How are you? I'm fine. Thank you.</i></p>	<p>Multiple intelligence: Kinesthetic intelligence (pages 24 and 25), Visual/spatial intelligence (page 27)</p>

Teaching tip

First day of school

The first day of school can be a stressful experience for many children, and even more so when it comes to English class. This is why it is very important to welcome students properly and establish a receptive classroom environment.

Here are some ways you can make students feel more comfortable on their first day at school.

- Remember students' names the first time you meet them. Encourage students to remember their classmates' names. Use students' names when talking to them. This gives students a sense of belonging and acceptance.
- Make rules. These should be clear, fair and consistent. Doing this helps students know what behaviour is expected of them. For example, students should always ask for permission before they stand up, students should always raise their hands before they speak, they should always ask for permission to go to the toilet, etc.

- Take students for a walk around the school grounds. Show students the location of the toilets, the headteacher's office, the playground and other facilities.
- Speak to students only in English but do not expect them to understand everything you say. Help them grasp the main idea of what you tell them by using body language, signs, drawings and examples.

Student's Book Page 4



Functional language: *What's your name? My name's (Dora). Hi. Hello.*

Materials: Blindfold, music.

Warm-up

What's your name?

Say *Hello. My name's (Carla).*

Walk around the class shaking students' hands and asking *What's your name?* Encourage students to answer *My name's (Erika).*

Controlled practice

① Listen and follow. 🎧 1

Students look at the photo and explain what the two children are saying and doing.

Play Track 1. Students listen and follow the dialogue in their books.

Track 1

(See Student's Book page 4, activity 1.)

Read the dialogue out loud. Students repeat each line after you.

Divide the class into two groups.

Assign a speech bubble to each group.

The groups act out the dialogue.

- Act out the dialogue.

Ask a volunteer to come to the front of the class.

Say *Hi! What's your name?* Encourage the student to act out the dialogue with you: *My name's (Alex).*

Invite pairs of students to act out the dialogue in front of the class.

② Listen and chant. 🎧 2

Tell students that they are going to learn a new chant.

Play Track 2. Students follow along in their books.

Track 2

Hi, hello!

(See Student's Book page 4, activity 2.)

Read each sentence out loud. Students repeat after you. Play Track 2 again. Students chant along and mime the chant.

Optional activity

Play *The guessing game*.

Invite a student to come to the front of the class and put a blindfold over his/her eyes.

Ask five different students to walk around student a until he/she catches someone and tries to guess who it is.

Student a has two opportunities to identify student b.

If student a fails to guess the name of student b, student a has to ask the question *What's your name?*

Get different children to put on the blindfold and repeat.

Wrap-up

The good-bye song

Sing the following song to the tune of *Happy Birthday* while waving good-bye to students.

Good-bye to you,

Good-bye to you,

Good-bye, dear friends.

Hope to see you very soon!

Invite students to sing along and wave good-bye to you.

◆ Activity Book

Page 4, activities 1 and 2.

Student's Book Page 5



Grammar: Verb *to be*: *What is it? It's a pen. What are they? They're pens.*

Vocabulary: *Book, notebook, chair, pen, table.*

Materials: Cutout 1, music, bag.

Warm-up

Play *Musical chairs*.

Play some music and get students to walk around the class.

Pause the music. Students sit in the chair closest to them and introduce themselves to those classmates who are sitting nearby: *Hello. My name's Antonio. What's your name?*

Vocabulary presentation

Poster 1

Divide the board into two sections.

On one side of the board, attach the following school objects poster cutouts: *pen, book, chair, and notebook*. Point to each cutout: *Pen*. Students repeat after you. Now attach the plural *School objects* poster cutouts to the other side of the board: *pens, books, chairs, and notebooks*.

Encourage students to say the singular and plural form of each noun: *Pen-pens*.

Individual students come to the board and draw lines to match singular with plural objects.

Grammar presentation

Poster 1

Hold up the *Book* poster cutout so that it faces you (do not let the class see it) and ask *What is it?* Students guess what it is. When someone guesses, say *It's a book*. Students repeat after you.

Introduce the questions in the same manner: *What are they? They're books*.

Continue with the rest of the poster cutouts.

② Listen, trace and glue. ③

Students cut out the school objects in Cutout 1.

Say *It's a pen*. Students hold up the corresponding cutout. Continue with the rest of the school objects.

Students look at activity 1 in their books.

Play Track 3. Students listen and point to the pictures.

Track 3

(See Student's Book page 5, activity 1.)

Play Track 3 again. Students listen and repeat each question and answer.

Students trace the sentences and glue the cutouts into their books.

② Add an *s* to the words where needed.

Poster 1

Attach the *School objects* poster cutouts to the board. Point to one of them and ask *What is it?* Students respond *It's a notebook*. Repeat for the plural form. Write both forms on the board and highlight the *s* in the plural. Continue with the rest of the cutouts. Students look at activity 2 in their books.

Say *They're books*. Students point to the corresponding picture and add an *s* to form the plural. Continue with the rest of the pictures.

③ Play *Concentration*.

Students cut out the rest of the Cards in Cutout 1.

Divide the class into pairs. Students shuffle both sets of cards and place them face down on a table.

Students take turns turning two cards over. Students ask and answer questions about the cards.

S1: *What is it?*

S2: *It's a book.*

If the cards match, students keep the cards. If not, they turn the cards over again. The student with the most pairs of cards wins the game.

Optional activity

Play *What is it?*

Divide the board into eight columns.

Attach a *School objects* poster cutout to the top of each column.

Ask a student to come to the front and stand under one of the cutouts. Then he/she asks a classmate to identify the cutout: (*David*), *what are they?* The classmate responds: *They're notebooks*.

Continue with the rest of the cutouts.

Wrap-up

Play *What's in the bag?*

Poster 1

Place the *School objects* poster cutouts in a bag. Ask students to stand in a circle.

Play some music and get students to pass the bag around the circle. Pause the music. Tell the student with the bag to take out a cutout without showing it to the class. Lead the student to ask the question *What is it?/What are they?* Encourage students to guess the objects: *It's a (book). They're (pens)*. Continue playing until the bag is empty.

Activity Book

Page 5, activity 1.

Note: Students need Cutout 1.

Student's Book Page 6



Grammar: Verb *to be*: *What is it? It's a pen.*

Functional language: *Hello, good-bye.*

Vocabulary: *Book, chair, friend, girl, boy, teacher, notebook, pen, table, toy.*

Warm-up

Play *What's missing?*

Attach the following *School objects* poster cutouts to the board: *book, pen, chair* and *notebook*.

Point to each object and ask *What is it?* Students respond: *It's a pen.*

Students close their eyes. Remove one of the cutouts. Students open their eyes. Ask *What's missing? A book? A pen?* Students say which object is missing. Continue in the same manner, removing different cutouts from the board each time.

Developing reading

① Listen and follow the story. 🎧 4

Read the title of the story.

Students look at the pictures and use their first language to describe the pictures in the story.

Say *Point to the teacher*. Students point to the picture of the teacher in their books.

Continue with *friends, books, pens, tables, toys, girls* and *boys*.

Play Track 4. Students listen and point to the pictures.

Track 4

Hello!

(See Student's Book pages 6 and 7.)

Say *Hello, pens*. Students point to the corresponding scene in their books.

Continue in the same manner with the rest of the scenes from the story.

Connecting to students' experiences

Talk to students about how they felt the first day at school. Allow them to use their first language.

Controlled practice

② Listen and circle. 🎧 5

Say *Number one. Point to the friends. Point to the teacher*.

Students point to the pictures in their books.

Continue with the rest of the exercise.

Play Track 5. Students listen and circle the corresponding pictures in their books.

Track 5

Number 1. Hello, friends.

Number 2. Hello, pens.

Number 3. Hello, books.

Number 4. Good-bye, boys.

Say *Number one*. Students answer: *Hello, friends*.

Write the correct answer on the board. Students check their own work.

Optional activity

Hello, good-bye

Say *Hello* as you shake a student's hand. Get students to do the same with other classmates. Say *Good-bye* and wave good-bye to the students. Students wave good-bye to you.

Play Track 4. Students shake hands every time they hear *Hello*. Students wave good-bye every time they hear *Good-bye*.

Wrap-up

Picture dictation

Say *Pen*. Students draw a picture of a pen in their notebooks.

Continue with *teacher, friend, book, table, toy, girl* and *boy*.

◆ Activity Book

Page 6, activity 1.

Key

① 1. books; 2. toys; 3. boys; 4. tables

Student's Book Page 7



Functional language: *Hello, good-bye.*

Vocabulary: *Teacher, friend, girl, boy, book, pen, table, toy, notebook, chair.*

Materials: *Paper.*

Preparation: *Paper strips (approx. 40cm X 20cm):*
Write a sentence from the story on each strip: *Hello! Hello, teacher. Hello, friends. Hello, books. Hello, pens. Good-bye, tables. Good-bye, toys. Good-bye, girls. Good-bye, boys.*

Optional activity

Act out the story.

Divide the class into eight groups: *teacher, friends, books, pens, tables, toys, girls and boys.*
Distribute a piece of paper to every student.
Students draw the object assigned to their group on their paper.
Say *Hello, teacher.*
The members of that group stand up and show their pictures.
Continue with the rest of the characters and objects.

Warm-up

Memory game



Poster 1

Display Poster 1. Allow students to look at the poster for a minute and then put it away. Students name all the objects they can remember from the poster: *pen, book, chair, etc.*
Write the words on the board.
Point to a word on the board. Students read it out loud.
Repeat with the rest of the words.

Developing reading

① Listen and follow the story. 4

Give each student a sheet of paper. Students draw everything they remember about the story.
Allow ten minutes for this activity.
Students open their books to pages 6 and 7.
Play Track 4. Pause the CD after each sentence.
Students repeat.

Track 4

Hello!

(See Student's Book pages 6 and 7.)

Attach the *Paper strips* (see Preparation) to the board.
Point to each paper strip as you read it out loud.
Students repeat after you.
Point to the strips at random. Students read the sentences out loud.
Ask for volunteers to read the sentences out loud.

Controlled practice

② Look and circle the correct options.

Say *Number one. Point to the word toys. Point to the word teacher.*
Repeat with the rest of the words from the exercise.
Students look at the pictures, read the words and circle the correct options.
Say the numbers one at a time: *Number one.* Students say the corresponding answer: *Teacher.*

Wrap-up

Play Race to the board.

Attach the *Paper strips* (see Preparation) to the board.
Divide the class into two teams.
Ask a member of each team to stand against the wall opposite the board, one on the left and one on the right.
Call out a phrase and the two students run to the board and point to the corresponding strip.
The first student to do it correctly scores a point for his/her team.
Repeat with the remaining students.
The team with the most points wins.

Answer Key

① 1. teacher; 2. books; 3. girls; 4. tables



Activity Book

Page 7, activity 1.

Key

① 1. teacher; 2. books; 3. girls; 4. friends; 5. pens; 6. boys



Functional language: Counting from 1-10.

Vocabulary: *Balloon*; numbers 1–10.

Materials: Balloons, 10 sheets of paper.

Preparation: Write the following words on the sheets of paper: *one, two, three, four, five, six, seven, eight, nine, ten*.

Warm-up

Hello chain

Greet the class.

Say *Hello* to a student.

The student says *Hello* to the student sitting behind him/her.

Continue in a chain until all students have greeted and been greeted.

Play Track 2: *Hi, hello!* Lead the class in singing the song.

Vocabulary presentation

Write numbers 1 to 10 on the board.

Point to the numbers at random and say them out loud. Students repeat after you.

Point to the numbers again and students say them out loud.

Controlled practice

1 Listen and point. 6

Draw a balloon on the board and say *It's a balloon*.

Students repeat after you.

Students look at activity 1 in their books.

Say *Let's count. One. One balloon.*

Students repeat after you as they point to the corresponding picture.

Repeat with the rest of the numbers.

Play Track 6. Students listen and point to the balloons in their books.

Track 6

One balloon, two balloons, three balloons, four,

Five balloons, six balloons, seven balloons, more.

Eight balloons, nine balloons, ten balloons fly.

Ten balloons up high in the sky.

• Listen and say the rhyme.

Play Track 6 again. Invite students to say the rhyme.

2 Look and match.

Write *one, two, three, four, five, six, seven, eight, nine, ten* on one side of the board.

Then write numbers 1 to 10 in numerical order on the other side of the board.

Point to each word on the board and read it out loud.

Students repeat after you.

Then point to each number. Students say the number out loud.

Ask different students to come to the board and match the words with the corresponding numbers.

Students look at activity 2 in their books.

Students match the numbers with the words in their books.

Optional activity

Tap a balloon

Divide the class into small groups.

Each group stands in a circle.

Give each group an inflated balloon.

Students tap the balloon to each other as they count: 1, 2, 3... Each time a student touches the balloon, he/she calls out the next number.

Students start the count over again each time the balloon touches the ground.

Wrap-up

Point to number...

Attach the sheets of paper with numbers 1 to 10 written out (see Preparation) on the walls around the classroom.

Call out numbers 1 to 10 randomly. Students point to the corresponding sheet of paper.

Answer Key

1-one; 2-two; 3-three; 4-four; 5-five; 6-six; 7-seven; 8-eight; 9-nine; 10-ten

◆ Activity Book

Page 8, activities 1 and 2.

Student's Book Page 9



Grammar: Word order (adjective + noun): *Three pens.*

Functional Language: *How many pens? Three.*

Vocabulary: *Teacher, friend, girl, boy, pen, table, book, chair, balloon, toy, notebook, ladybird; numbers 1-10.*

Materials: Cutout 2, 10 index cards, beans (8 per student).

Preparation: *Number cards:* Write numbers 1–10 on the index cards.

Warm-up

Play *Write the number.*

Two students stand in front of the board. Give each one a piece of chalk or a board pen.

Say a number from 1 to 10.

The first student to write the number correctly on the board wins.

The student who wins then gets to say the next number for another pair of students.

Controlled practice

① Count and write the numbers.

Say *Let's count the pens. One, two, three, four, five, six. How many pens?*

Invite students to count along with you in their books and answer the question: *Six.*

Students count the characters and objects in each picture and write the number.

• Play *Bingo.*

Tell students to circle eight squares on the game board. Distribute the beans.

Call out a picture at random: *Chairs.*

Students put a bean on the corresponding square if they circled it. Continue to call out other pictures.

The first student to put beans on all of his/her circled squares shouts *Bingo!* and wins the game.

② Make a number dictionary.

Students cut out the number cards in Cutout 2.

Then students draw groups of objects that represent numbers 1 to 10 in their notebooks and glue the corresponding word cutouts next to them.

• Talk about your number dictionary.

Read the dialogue out loud. Students follow in their books and repeat after you.

Divide the class into pairs.

Pairs of students read the dialogue out loud.

Ask a pair of students to come to the front with their notebooks and demonstrate how the activity is done. Students take turns asking their partners about their number dictionaries.

Walk around the classroom monitoring and correcting the exchanges.

Optional activity

Play *Ten little children.*

Distribute the *Number cards* (see Preparation) to ten students.

Call out numbers 1 to 10 at random.

Students holding the corresponding cards come to the front of the class.

Then students order themselves from 1 to 10.

Ask the class to count the students chorally. Repeat with other students.

Wrap-up

How many...?



Poster 1

Display Poster 1.

Ask questions about the number of objects and characters in the poster: *How many boys?*

Encourage students to answer.

Answer Key

① 6, 1, 3, 2, 7, 9, 4, 5, 10, 5, 8, 1



Activity Book

Page 9, activities 1 and 2.

Key

② six pens, two notebooks, three books, eight tables, four balloons, five chairs



Grammar: Verb *to be*: *What is it? It's a doll.*

Vocabulary: *Ball, car, clown, doll, teddy bear, boat, toy.*

Materials: Two flyswatters. *Optional:* Toys (doll, car, teddy bear, ball, boat), tissue paper, tape, CDs with different types of music, paper (1 piece per student), card.

Preparation: *Optional:* Wrap the toys in several layers of tissue paper.

Warm-up

Play Flies.

Divide the board into two sections.

Write numbers 1-10 on each side of the board.

Invite two students to stand in front of the board and give each one a flyswatter.

Say a number from 1-10.

The first student to hit the number on the board with the flyswatter wins.

The student who wins then gets to say the next number for another pair of students.

Vocabulary presentation

Poster 1

Attach the *Toys* poster cutouts to the board.

Point to the car and say *What is it?*

Students respond *It's a car.*

Write the word *car* on the board.

Continue with the rest of the cutouts.

Display Poster 1.

Invite a student to come to the front of the class.

Show the *Doll* cutout and ask *What is it?* The student responds: *It's a doll.*

The student takes the corresponding poster cutout and attaches it to its place in the poster.

Repeat with other students and the rest of the cutouts.

Developing reading

1 Listen and follow. 7

Students look at the pictures in their books and discuss what they think the text is about. Allow students to use their first language.

Ask *What toys can you see?* Students name the toys they can see in the pictures.

Tell students to look at all the toys on the page and point to the toy that they do not know the name of in English: *Top*.

Say *Top*. Students repeat the word chorally and individually.

Play Track 7. Students listen and point to the corresponding pictures.

Track 7

(See Student's Book page 10, activity 1.)

Play Track 7 again. Students listen and follow in their books.

Play Track 7 a third time and stop after each phrase. Students repeat.

Ask different students to read the text out loud.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Students sit in a circle.

Play some music and pass one of the wrapped toys (see Preparation) around the circle.

Stop the music. The student holding the present unwraps the first layer.

Lead the class in asking *What is it?* If the student responds correctly, he/she gets to keep the toy for that class. If not, continue in the same manner until another student guesses what it is or all of the layers have been unwrapped.

Repeat with the rest of the wrapped toys.

Controlled practice

2 Look and match.

Write on the board: *clown, car, doll, ball, teddy bear, boat*. Point to the words one at a time. Students read them out loud.

Students match the pictures with the words in their books.

Connecting to students' experiences

Ask students questions to help them relate the theme to their own experiences: *Do you like dolls? Yes? No? Have you got a teddy bear? How many teddy bears have you got?*

Wrap-up

Our favourite toys poster

Distribute paper to students.

Students draw, colour and cut out their favourite toy. Divide the class into groups of ten.

Give each group a piece of card. Students glue their toys onto the card to make a poster. Ask the groups questions about how many toys there are on their poster: *How many dolls?*

Activity Book

Page 10, activities 1 and 2.

Key

1. car; 2. clown; 3. balls; 4. dolls



Functional language: *Hi! How are you? I'm fine. Thank you. Good-bye.*

Vocabulary: *Clown, hat, leg, paint, cut, glue, assemble.*

Materials: Cutout 3. Per student: two pencils, toilet paper tube, tape, white paper, glue, poster paint, paintbrushes.

Warm-up

Show me!

Students put their materials on their desks: tape, two pencils, paper, glue, poster paint, paintbrushes and toilet paper tube.

Name different materials and students hold them up: *Show me the tape. Show me the paintbrushes.*

Tell students that today they are going to make their own clown.

Craft activity

The Printer's Project

① Make a clown.

Students look at the photos in their books and explain what they have to do. Students can use their first language.

Students cut out the clown parts in Cutout 3.

Read the instructions. Students follow in their books.

First, students paint their toilet rolls and let them dry.

Then students roll white paper around the two pencils and tape them in place to make the clown's legs.

Next, students draw a semicircle on a piece of paper and colour it.

Students cut out the semicircle and tape it into a cone shape to make the clown's hat.

Finally, students put all the parts of the clown together.

- Role-play: *Hi, good-bye.*

Ask students to look at the two clowns in their books. Read the speech bubbles out loud. Students follow in their books.

Read each speech bubble again. Students repeat.

Ask a volunteer to come to the front of the class with his/her clown and act out the dialogue with you.

Continue acting out the dialogue with different students. Exchange roles with the students.

Divide the class into pairs.

Students practise their dialogues with their partners.

Walk around the class and monitor the activity.

Invite different pairs of students to act out the dialogue in front of the class.

♥ Moral and civic education

Explain the importance of being respectful and greeting teachers and classmates every day. Stress the value of greeting people politely.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Say *Cut* as you mime the action. Students mime the action with you.

Continue with the following actions: *colour, paint, glue.*

Play *Simon says*. This is played with the whole class.

Give instructions using the phrase *Simon says* before the instruction itself.

Tell students to ignore the instructions that are not preceded by the phrase *Simon says: Simon says, "Cut."* *Simon says, "Paint."* *Colour.*

Students who follow instructions that are not preceded by the phrase *Simon says*, sit down.

Continue until there is only one student left standing.

Wrap-up

Good-bye, friends!

Call students to the front of the class in pairs in the order their names appear on the class list.

Students greet each other and say good-bye, and then they leave the room.

Continue until all students have left the room.

◆ Activity Book

Page 11, activities 1 and 2.

Key

- ② Hi, Hi, Good-bye



Phonics focus: Initial phonic sounds.

Vocabulary: *Balloon, book, car, clown, pen, table, teddy bear, boat.*

Materials: *Optional:* Small non-transparent bag, cardboard.

Preparation: *Optional:* *Hard letter shapes:* Make letter shapes out of cardboard.

Warm-up

Play Clap the name.

Introduce your name. Clap each time you say the initial sound of your name: *My name is /k/, /k/, Carmen.* Each student says his/her name in this way, clapping the initial sound: *My name is /d/, /d/, David. My name is /a/, /a/, Ana.*

Phonics practice

① Listen and connect the dots. 🎧 8

Write the alphabet on the board.
Point to each letter and say it. Students repeat after you. Students look at activity 1 in their books.
Play Track 8. Students point to each letter with their finger in their books.

Track 8

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
Play Track 8 again. Students join the dots with their pencils.

② Listen and write the beginning sounds. 🎧 9

Write the alphabet on the board.
Point to each letter and say it. Students repeat after you. Students look at activity 2 in their books.
Point to photo number 1 and say *Look at photo one. What is it?* Students respond: *It's a book.*
Repeat with the rest of the photos.
Say */b/, book, /b/* and write the letter *b* on the board. Continue with *pen, boat, table, balloon, teddy, car* and *clown*.
Play Track 9. Students write the beginning sound of each word below the pictures.

Track 9

Number 1. */b/, book, /b/*
Number 2. */p/, pen, /p/*
Number 3. */b/, boat, /b/*
Number 4. */t/, table, /t/*
Number 5. */b/, balloon, /b/*
Number 6. */t/, teddy, /t/*
Number 7. */k/, car, /k/*
Number 8. */k/, clown, /k/*

Optional activity

Play Hidden letters.

Place the *Hard letter shapes* (see Preparation) in a bag. A volunteer comes up, puts his/her hand in the bag and feels a letter shape without taking it out. The student tries to identify the letter. Then the student takes the letter out and checks if he/she is correct by showing it to the other students. Next, the student tries to say a word that begins with the chosen letter. Then he/she repeats the word and its initial sound: *ball, /b/*. Continue in the same manner with other students.

Wrap-up

Circling the sound

Divide the board into two sections.
Write the following letters in both sections: *b, c, t, p*. Ask two students to come to the board. Say */b/, book, /b/*. The first student to circle the correct beginning sound gets to name the next two students to come to the board. Continue with the rest of the letters.

Answer Key

② b, p, b, t, b, t, c, c

◆ Activity Book

Page 12, activities 1 and 2.

Key

① b, c, e, g, h, j, m, n, p, r, u, w, z
② p, t, t, c, b, s, c, t, b, b, g, b



Grammar: Verb *to be*: *What is it? It's a pen. What are they? They're pens.*

Phonics focus: Initial phonic sounds.

Vocabulary: *Pen, table, notebook, book, chair, girl, boy, teacher, toy, balloon, car, teddy bear, boat, ball.*

Materials: Cutout 4, music, 26 index cards, paper, stapler, glue, coloured pencils or markers. *Optional:* Magazines, paper (1 piece per student).

Preparation: *Letter cards:* Write each letter of the alphabet on separate index cards. *Booklets:* For each student: Fold 7 sheets of paper in half and staple them together to make a booklet.

Warm-up

Play Musical alphabet.

Students stand in a circle.

Distribute the *Letter cards* (see Preparation) to the students.

Play some music. Students pass the cards around the circle.

Pause the music and ask each student to say the sound of the letter on the card that he/she is holding.

Craft activity

1 Make a picture dictionary.

Students look at the photos in their books and explain what they have to do. Students can use their first language.

Read the instructions out loud. Students follow in their books.

Give each student a *Booklet* (see Preparation).

Students decorate the cover of their picture dictionaries.

Students cut out the letter cards in Cutout 4.

Then, students glue the letter cutouts to the top of each page in alphabetical order.

Finally, students draw pictures of words for each beginning sound on the corresponding pages.

- Add these words to your picture dictionary.

Say /p/. Students look at the pictures in their books and say which words have that beginning sound.

Repeat with the following beginning sounds: /b/, /t/, /n/, /g/, /k/.

Students draw each object and write the word on the corresponding pages of their picture dictionaries.

Note: Students can add pictures of new words to their dictionaries throughout the school year.

- Talk about your picture dictionary.

Read the dialogue out loud. Students follow in their books.

Divide the class into two groups: boys and girls.

Assign one part to each group.

Read the dialogue out loud again.

Each group repeats its part.

Divide the class into pairs.

Students take turns asking about the pictures in each other's dictionaries.

Walk around the classroom and monitor the activity.

Get different pairs of students to come to the front and talk about their picture dictionaries.

Optional activity

Multiple intelligence:

Visual/spatial intelligence

Distribute magazines and paper to students.

Students cut out letters in a variety of colours and sizes from the magazines.

Students draw a classroom on their piece of paper.

Then they label different objects in their picture by gluing the letters in place to make words.

Encourage students to add details to their picture with coloured pencils.

Wrap-up

Play I spy...



Poster 1

Display Poster 1.

Describe an item from the poster: *I spy with my little eye something that has the beginning sound /t/. What is it?*

Individual students give their answers, e.g.: *Teacher.*

Allow the student who guesses correctly to choose the next item and repeat the chant. Help him/her to pronounce the beginning sound.



Activity Book

Page 13, activities 1 and 2.

Key

2 pen, book, table, girl, boat, four, seven, nine, clown, ten, six, boy



Grammar: Verb to be: *What is it? It's a pen. What are they? They're pens, I'm a girl.*
 Contractions: *I'm, it's, they're.*

Vocabulary: *Book, teddy, boy, girl, teacher.*

Materials: Cutout 5, paper (11 sheets). Optional: Index cards.

Preparation: *Word cards:* Write the following words on 11 separate pieces of paper: *What/is/it?/What/are/they?/It's/a/teddy bear./They're/books.*

Optional: Connecting cards: Prepare 2 sets of 10 cards, one with pictures of school objects and toys and the other with the names of the objects and toys.

Warm-up

My name chain

Call a student to the front of the class.
 Say *My name is (Gaby). I'm a teacher.* Lead the student in saying his/her name and gender: *My name's Jorge. I'm a boy.*
 Get this student to ask another classmate to come to the front of the class and say his/her name and gender. Continue until all the class has participated.

Grammar practice

Say *I am a teacher. I'm a teacher* and emphasise that they are the same.
 Continue with *He is* and *She is* in the same way.
 Write on the board:
 I am They're
 It is I'm
 They are It's
 Say *I am* and invite individual students to say the contraction out loud: *I'm*.
 Ask a student to come to the board and match *I am* with *I'm*.
 Continue in the same manner with the rest of the contractions.

Grammar practice

① **Look and match.**

Say *I plus am equals...* and invite students to look in their books and tell you the correct contraction: *I'm*. Students match the subject and verb with their corresponding contraction in their books.

② **Glue the word cards in the boxes.**

 **Poster 1**

Put the *Teddy bear* poster cutout on the board.
 Put the *Word cards* (see Preparation) on the board.
 Ask a student to come to the board and order the cards to make the correct question: *What is it?*

Ask individual students to put up the rest of the cards in order to form a sentence: *It's a teddy bear.*
 Continue in the same manner with the *Books* poster cutout.
 Students cut out the word cards in Cutout 5.
 Students order the word cards to form the correct questions and answers for the photos and glue them in their books.

Optional activity

Play Make the connection.

Divide the class into two teams. Divide the board in half.
 Put one set of *Connecting cards* (see Preparation) on each half of the board.
 Give one student from each team a piece of chalk or a board pen.
 The students come to the board, connect a picture with its corresponding word and then give the chalk or a board pen to one of their teammates.
 Continue until all the pictures and words have been correctly matched.
 The first team that correctly connects the pairs wins.
 To make the game more challenging, put the cards on the board face down and each team takes turns turning over two cards at a time, trying to find and connect the corresponding names and pictures.

Wrap-up

More counting practice

 **Poster 1**

Display Poster 1.
 Say *Two*.
 Individual students name the objects that appear twice in the poster: *Two boys. Two notebooks.* Continue in the same manner with other numbers.

Answer Key

① It+is=It's; They+are=They're; I+am=I'm

 **Activity Book**

Page 14, activities 1 and 2.

Key

- ① am, It, is, They, are
- ② ball, car, tables, balloons

Student's Book Page 15



Grammar: Review of the verb *to be*.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* Alphabet pasta, glue.

Warm-up

Air drawing

Divide the class into pairs.

Students stand facing each other.

Student A draws a school object in the air using his/her finger (for example, a book) and student B has three chances to guess the object.

If student B guesses correctly, he/she gets to draw the next object.

Walk around the class and monitor the activity.

Review

The Printer's Quiz

▶ **LISTEN AND NUMBER.**  10

Students look at the first activity.

Ask *How many pens?* Students count the pens and answer: *Three*.

Continue with the rest of the pictures.

Play Track 10. Students listen and number the pictures.

Track 10

Number 1. Toys.

Number 2. Pens.

Number 3. Girls.

Number 4. Chairs.

Number 5. Notebook.

Number 6. Teacher.

Number 7. Books.

Number 8. Balloon.

Number 9. Boys.

Students check their work in pairs.

▶ **TRACE THE SENTENCES.**

Read the questions in the book out loud.

Students read the answers out loud.

Then students trace the sentences.

▶ **WRITE THE BEGINNING SOUNDS.**

Say *Pen*. Students say the beginning sound of the word: */p/*.

Continue with the rest of the pictures.

Students write the beginning sound of each word.

Optional activity

Pasta words

Distribute alphabet pasta to students.

Say a word and write it on the board.

Students arrange the alphabet pasta to make the word on their desks.

The first student to make the word says the next word.

Students glue their alphabet pasta words into their notebooks.

Finally, students draw pictures for each word.

Wrap-up

The good-bye song

Encourage the class to sing *The good-bye song* (see page 18).

Then, randomly call out the name of each student and have him/her stand up, say good-bye and leave the room.

Activity Book

Page 15, activities 1 and 2.

Key

▶ two teddy bears; three balls; five cars

Grammar module: Verb to be

In this unit, the verb *to be* is used to talk about states of being.

We form the verb *to be*, present form, with *subject + verb to be + noun*:

I am a girl. It is a book.

Contractions are forms such as *I'm, he's, it's, they're*, in which we make two words into one:

It is a pen. It's a pen.

They are books. They're books.

Positive

Question form

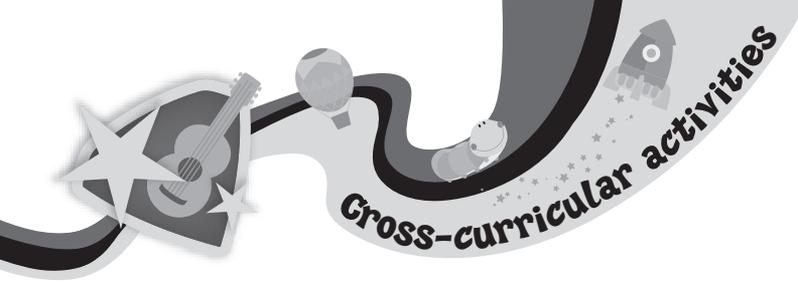
I am (I'm) a teacher.

What is it?

It is (It's) a book.

What are they?

They are (They're) books.



Art: Classroom banner

Materials: Index cards (1 per student, plus 2 additional cards), hole punch, string or wool.

Preparation: Write *Hello!* and *Good-bye!* on two separate index cards.

Directions:

Each student writes his/her name on an index card. Collect students' index cards. Punch holes at the top corners of the cards. Tie the name cards together with string or wool to make a long banner. Tie the *Hello!* card to the beginning of the banner and the *Good-bye!* card to the end. Make a sign with the name of your class and hang it above the banner in the classroom.



Art: Bookmarks

Materials: Lightweight cardboard, transparent contact paper.

Preparation: For each student: Cut a strip of cardboard (15cm x 8cm) and a strip of contact paper (18cm x 11cm).

Directions:

Distribute cardboard strips. Students draw a car, ball, teddy bear or doll on their strips. Then, students write the name of the object on the back of the strips. Distribute contact paper strips. Help students cover their bookmarks with the contact paper to protect them. Alternatively, you could laminate the bookmarks. Show students how to use their bookmarks to mark where they are in their books.

Project: Let's go fishing!

Materials: Coloured lightweight cardboard, paper clips, string, stick, magnet, large open container (like a plastic baby bath).

Directions:

Students draw the outline of a fish on piece of coloured cardboard and cut it out. Ask students to draw a picture of a vocabulary word from the unit on their fish. Then students attach a paper clip to their fish. Next, put all the fish together in a bath, with the drawings face down. Make a fishing pole by tying a piece of string to a stick and then attaching a magnet to the other end of the string. With the fishing pole, students take turns "going fishing". When a student catches a fish, he/she must name the object drawn on it.



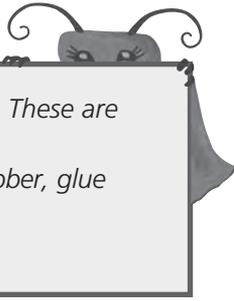
Vocabulary	Grammar
<p>School objects: crayon, rubber, glue stick, marker, pen, pencil, pencil case, scissors, pencil sharpener</p> <p>Colours: black, blue, brown, green, orange, purple, red, yellow</p> <p>Verbs: close, dance, open, play, put down, put up, sing, sit down, stand up, talk</p> <p>Other words: apple, car, clown, doll, elephant, igloo, octopus, robot, table, umbrella</p>	<p>Verb to be: It's a pencil case. They're markers. What colour is your pencil? It's purple. My scissors are blue.</p> <p>A/an: An apple A table</p> <p>This/these: This is my new pencil. These are my new scissors.</p> <p>Imperatives: Stand up! Sit down! Put your hands up/down! Close/ open your books!</p>
<p>Functional language: Well done! That's great! Very good! Wonderful!</p>	<p>Multiple intelligence: Kinesthetic intelligence (page 38)</p>

Teaching tip

Creative students

Encouraging students to be creative is an important aspect of teaching a language. If students feel they can experiment and create, they will explore the use of a foreign language with more confidence. You can do many things to foster and nurture creativity in your students. Here are some tips:

- Encourage students to appreciate and feel proud of their own creative efforts.
- Be respectful of all the questions students ask.
- Respect students' inventive solutions to problems. Children tend to make connections that adults do not see.
- Let students know that their ideas have value. Encourage students to test their ideas by using them and communicating them to others. Always give them credit for their ideas.
- Provide opportunities and give credit for self-initiated learning. Overly detailed supervision, too much reliance on prescribed curriculum, failure to praise learning that results from a child's own initiative and attempts to cover too much material with no opportunity for reflection all interfere seriously with such efforts.
- Offer chances for students to learn, think and discover without the pressure of immediate evaluation. Constant evaluation, especially during initial learning and practice, makes students afraid to use their creativity. Accept their errors as part of the learning process.
- Establish creative relationships with students, encouraging creativity in the classroom while providing adequate guidance.



Grammar: *This/these: This is my rubber. These are my rubbers.*

Vocabulary: *Pencil, pencil sharpener, rubber, glue stick, pencil case, scissors, crayon, marker.*

Materials: Cutout 1, music, bag.

Warm-up

Vocabulary presentation

Poster 2

Display *School objects* poster cutouts one at a time. Name each school object: *This is a crayon.* Students repeat chorally and then individually. Display several of the same kinds of school objects and name them in the plural: *These are rubbers.* Students repeat chorally and then individually.

Grammar presentation

1 Read and glue.

Students cut out the school objects in Cutout 1. Name different supplies and tell students to hold up the corresponding cutouts, for example: *Markers.* Students hold up the cutout of the markers. Students look at Student's Book page 16, activity 1. Read the words in activity 1 out loud. Students follow along, running their fingers under the words as you read them. Name different school objects. Students point to the corresponding pictures. Finally, students glue the cutouts in place. Read the following text out loud. Students point to the corresponding pictures in their books as they repeat after you: *Pencil. This is my pencil. Scissors. These are my scissors. Sharpener. This is my sharpener. Crayons. These are my crayons. Rubber. This is my rubber. Markers. These are my markers. Glue stick. This is my glue stick. Pencil case. This is my pencil case.*

Controlled practice

- Listen and sing the song. 11
- Students look at the song in their books. Play Track 11 and pause the song after the second verse (about the scissors). Students listen and follow along.

Track 11

Look and see!

This is my pencil.
Look and see!
A brand new pencil
Just for me!
These are my scissors.
Look and see!
Brand new scissors
Just for me!
This is my rubber.

Look and see!
A brand new rubber
Just for me!
These are my crayons.
Look and see!
Brand new crayons
Just for me!

Write the following phrases on the board. Attach a poster cutout next to each line, so you have the first line of the four song verses:

This is my (PENCIL POSTER CUTOUT)
These are my (SCISSORS POSTER CUTOUT)
This is my (RUBBER POSTER CUTOUT)
These are my (CRAYONS POSTER CUTOUTS)
Play Track 11.

Students listen and sing along by following the cues on the board and in their books. Repeat the activity several times.

Optional activity

Writing practice

Write on the board:

This is my _____.
These are my _____.

Students copy the sentences in their notebooks and complete them according to their own school objects.

Wrap-up

Play *What's in the bag?*

Poster 2

Put *School objects* poster cutouts in a bag (see Materials). Ask students to stand in a circle. Play some music and get students to pass the bag around the circle. Pause the music. The student with the bag takes out a cutout and looks at it without showing it to the class. Lead the class in asking *What is it?* The student answers and shows the cutout to the class. Continue playing until the bag is empty. *Optional:* Play the game with real objects.

Activity Book

Page 16, activities 1 and 2.

Key

- ② scissors, crayons, markers, pencil case, glue stick, rubber

Student's Book Page 17



Grammar: *This/these: What's this? What are these?*
Alan: It's a marker. It's a rubber.

Vocabulary: *Pencil, sharpener, rubber, glue stick, pencil case, scissors, crayon, marker.*

Materials: Different school objects (examples of the key vocabulary), large bag.

Warm-up

Vocabulary review

Put different school objects in a large bag. Take out one or more objects and ask *What's this?/What are these?* Students respond chorally and individually. Invite different students to come up and ask the questions.

Poster 2

Attach *School objects* poster cutouts to the board as you name them. Write the names of the objects around the cutouts. Students come to the board and match the names with the cutouts.

Grammar presentation

Poster 2

Write the question *What's this?* on the left-hand side of the board and attach a *crayon* poster cutout next to it. Write the question *What are these?* on the right-hand side of the board and attach three *rubber* poster cutouts next to it. Read the questions out loud to the class. Encourage students to answer them: *It's a crayon. They're rubbers.* Change the cutouts and repeat the activity.

Controlled practice

① Listen and follow. 🎧 12

Ask students to point to different items in the photograph in their books: *Point to the teacher. Point to the boy/girl. Point to the scissors.* Play Track 12. Students listen and follow the dialogues in their books.

Track 12

(See Student's Book page 17, activity 1.)

Play Track 12 again and pause the CD after each sentence. Students repeat after you.

- Act out the dialogue.

Divide the class into pairs.

Ask students to take out their school objects.

Students act out the dialogue in pairs.

Ask a pair to come to the front of the class and act out the dialogue from activity 1, but using their own school objects.

② Look and trace.

Say the following sentences: *It's a glue stick. They're crayons. They're markers. It's a pencil case.* Students point to the corresponding pictures. Students trace the words.

Optional activity

Play *What's missing?*

Display the following poster cutouts on the poster: one glue stick, two sharpeners, three crayons, scissors, one marker, one rubber.

Get students to name the cutouts.

Ask students to close their eyes.

Remove one of the cutouts. Students open their eyes.

Tell them that something is missing and ask *What is it/are they?*

The student who guesses correctly removes the next object and asks the question.

Wrap-up

Draw and guess.

Draw a pencil on the board, line by line. After each line ask *What's this?*

Students guess what you are drawing: *Is it a rubber?* Continue until someone identifies the object.

Repeat the activity with a different school object.

Finally, students play the game in pairs.

◆ Activity Book

Page 17, activity 1.

Key

🕒 From left to right: pencil, rubber, sharpener, pen, crayons, scissors



Grammar: *This/these:* This is my new pencil. These are my new scissors.

Vocabulary: School, pencil, scissors, glue stick, crayon, pencil sharpener, pencil case, rubber, marker, new.

Warm-up

Play Noughts and Crosses.

Poster 2

Draw a "Noughts and Crosses" grid on the board. Number the squares on the grid from 1 to 9. Attach one or more poster cutouts to each square. Divide the class into two teams: X and O. A student from team X comes up and chooses a number on the grid. He or she has to name the object or objects in the square: *It's a rubber. They're crayons.* If he/she does this correctly, put an X in the space. Repeat with team O. Continue, alternating teams. The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

Developing reading

1 Listen and follow the story. 13

Students look at the pictures in their books and name everything they can see: *pencil, girl, scissors, glue stick, crayons, pencil sharpener, pencil case, table, chair,* etc. Play Track 13. Students listen and point to the pictures in their books.

Track 13
My new things

(See Student's Book pages 18 and 19.)

- Ask questions about each picture in the story:
 Look at picture 1. *Who is she? Is she at school? Is she happy or sad?*
 Look at picture 2. *Is this her new rubber? Is it her new pencil?*
 Look at picture 3. *What are these?*
 Look at picture 4. *What's this?*
 Look at picture 5. *Are these her new crayons?*
 Look at picture 6. *What colour is her new sharpener?*
 Look at picture 7. *Is this her new pencil case?*
 Look at picture 8. *Is Pam happy?*

Connecting to students' experiences

Ask students questions to help them relate the story to their own experiences: *Do you like the first day of school? What new school objects do you buy? Do you buy new pencils? How do you feel about your new things?*

Controlled practice

2 Listen and circle. 14

Get students to point to the different school objects: *Point to the rubber. Point to the marker.* Play Track 14. Students listen and circle the corresponding pictures.

Track 14

- Number 1. This is my new glue stick.
- Number 2. These are my new scissors.
- Number 3. These are my new crayons.
- Number 4. This is my new pencil.

Optional activity

Dictation

Dictate the names of the school objects, one letter at a time: *m-a-r-k-e-r.* Students write the words in their notebooks. When the dictation has finished, write the words on the board and ask students to check their spelling.

Wrap-up

Scrambled sentences

Write the following scrambled sentences on the board:

1. *is / This / my / glue stick. / new*
2. *These / my / are / scissors. / new*
3. *are / new / my / These / crayons.*
4. *new / This / my / is / pencil.*

Students order the words to form correct sentences and write them in their notebooks.

Note: If students do not know how to write yet, the activity can be done orally.

Activity Book

Page 18, activities 1 and 2.

Key

- 2 1. This; 2. This; 3. These; 4. This



Grammar: *This/these:* This is my new pencil. These are my new scissors.

Vocabulary: School, pencil, scissors, glue stick, crayon, sharpener, pencil case, book, rubber, new.

Materials: Music, paper.

Preparation: *Paper strips:* Cut out nine pieces of cardboard paper (approx. 40cm X 25cm). Write a sentence from the scenes of the story on each paper strip: 1. Hi, I'm Pam. 2. This is my first day of school. 3. This is my new pencil. 4. These are my new scissors. 5. This is my new glue stick. 6. These are my new crayons. 7. This is my new sharpener. 8. This is my new pencil case. 9. Oh, no!

Grammar practice

Display *Paper strips*. On a desk, display a pencil, a pair of scissors, a glue stick, some crayons, a sharpener and a pencil case.

Attach one of the *Paper strips* to the board and read it with the class.

Ask a student to come up and either mime the sentence on the paper strip or find the corresponding object on the desk.

Continue with the other paper strips.

Note: Save *Paper strips* for the Wrap-up activity.

Warm-up

Pass it on!

Poster 2

Students stand in a circle. Distribute *School objects* poster cutouts. Play some music. As the music plays, students pass the cutouts around the circle. Pause the music. The students holding cutouts describe them to the class: *These are (my new) scissors./This is my/la crayon.*

Optional activity

Poster 2

Write on the board:

This is alan

These are

Randomly attach *School objects* poster cutouts around the phrases, making sure you have groups of plural objects and singular objects (for example, you can attach five markers together on one side of the board and a single marker on another side).

Students come up and match the phrases with the cutouts.

Developing reading

1 Listen and follow the story. 13

Play Track 13. Students listen and follow the story in their books.

Track 13
My new things

(See Student's Book pages 18 and 19.)

Play the track again, pausing the CD after each sentence. Students repeat the lines from the story. Attach *Paper strips* (see Preparation) to the board. Read each sentence out loud as you follow the words with your finger. Students read the strips with you, first chorally and then individually.

Encourage individual students to read the strips by themselves.

Note: Save *Paper strips* for the Grammar practice activity.

Consumer education

Ask students *Is buying new things for school expensive? Do we need to have new school objects? Can we use some things from home?*

Briefly discuss with students the idea that school objects should be recycled and that there are many things at home that we can use in school.

Encourage students to suggest ways in which we can take better care of our school objects.

Wrap-up

Reading

Display *Paper strips*. Read them out loud with the class. Cut off the first part of each sentence. Attach the segments to one side of the board. Attach the remaining parts of the sentences to the other side of the board.

Read the first parts of the sentences out loud with the class and get students to match them with their corresponding halves.

Finally, students choose a sentence and copy it in their notebooks.

Activity Book

Page 19, activity 1.

Key

From top to bottom, left to right: is, are, is, are, is

Controlled practice

2 Read and match.

Read the sentences in the book out loud. Students repeat after you.

Students work individually. They silently read the sentences and match them with the corresponding pictures.



Vocabulary: *Red, blue, yellow, green, orange, purple, brown, black*; school objects.

Materials: Coins, paper (1 piece per student), game counters.

Preparation: *Colour squares:* Cut out different coloured paper squares (approx. 10cm X 10cm) (red, blue, yellow, green, orange, purple, brown, black).

Warm-up

Vocabulary presentation

Display *Colour squares* (see Preparation) one at a time. Name each colour and get students to repeat after you, first chorally and then individually.

Attach *Colour squares* to a wall, as far apart as possible but within easy reach of the students.

Students stand against the opposite wall of the classroom.

Name a colour. Students run to the wall and touch the corresponding square.

Vocabulary practice

Attach *Colour squares* to one side of the board. Write the corresponding words on the other side of the board. As you write each word, read it out loud.

Read the words with the class one more time.

Ask individual students to come up and match the words with the corresponding colour squares.

Note: Save *Colour squares* for a later class.

Controlled practice

① Listen, point and repeat. 🎧 15

Play Track 15. Students listen and point to the corresponding words in their books.

Track 15

- Red.
- Blue.
- Yellow.
- Green.
- Orange.
- Purple.
- Brown.
- Black.

Play Track 15 again, pausing the CD after each word. Students repeat.

Dictation

Dictate the following words. Students write them in their notebooks: *red, blue, yellow, green, orange, purple, brown* and *black*. Students read the list back to you. Write the words on the board. Students check their spelling.

Then, students draw a small square of the corresponding colour next to each word in their notebooks.

② Play My school things.

Read the words in the box out loud. Students repeat. Name the pictures on the game board and have students point to them: *This is a red crayon*. Divide the class into pairs.

Students place their game counters on *Start*. Explain the rules of the game: Players take turns flipping a coin and moving their counters on the game board (*heads* = one space, *tails* = two spaces).

When a player lands on a picture, he or she identifies the object on that square: *It's a pencil*. If the student does it correctly, he/she puts a tick next to the corresponding word in the box.

The first player to tick all the words in his/her box wins the game.

Optional activity

Colour word bingo

Draw a 2 x 3 grid on the board.

Students copy the grid in their notebooks and then write the name of a colour in each square.

Demonstrate this by writing the words on the grid on the board.

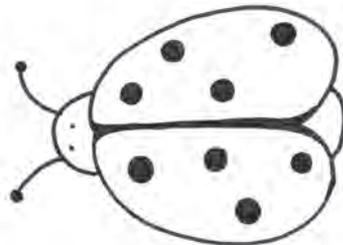
red	yellow
purple	blue
orange	green

Erase the words and the grid from the board.

Name different colours at random. If students have that colour on their grid, they mark it. The first student to mark all his/her squares wins the game by saying: *Bingo!*

Wrap-up

Show students how to draw a ladybird by drawing one on the board.



Students draw a ladybird on white paper. Then they colour their ladybird their favourite colour. Students write the name of the colour below. Display the ladybirds around the classroom.

◆ **Activity Book**

Page 20, activities 1 and 2.

Student's Book Page 21



Grammar: Verb *to be*: *My pen is green. My scissors are purple. What colour is your pencil? It's purple. I'm (Kim).*

Vocabulary: Colours, school objects.

Materials: Coloured pencils, paper bag; school objects: scissors, pen, book, pencil, crayon, marker, glue stick, pencil case, rubber.

Warm-up

Colours in a bag

Put coloured pencils in the following colours in a bag: red, blue, yellow, green, orange, purple, brown and black.

Take a coloured pencil and look at it without showing students what colour it is.

Students take turns trying to guess the colour: *Is it blue?*

The student who guesses correctly keeps the pencil.

Repeat until there are no more pencils in the bag.

Grammar presentation

Display school objects. Hold them up and describe their colour. Use both singular and plural sentences: *My pen is blue. My scissors are yellow.*

Write an example on the board.

I'm (Miss Jackson).

My pen is (blue).

My scissors are (yellow).

Get individual students to come up and describe three of their own school objects.

Finally, students copy and complete the following sentences in their notebooks:

I'm _____.

My pen is _____.

My scissors are _____.

Controlled practice

① Listen and colour. 🎧 16

Go over the pictures in the book with students: *Can you see a boy? Can you see a girl? What's the boy's name? Point to the book. Point to Julie.*

Play Track 16. Students listen and point to the corresponding objects and characters.

Track 16

I'm Ben.

My pen is blue.

My book is red.

My rubber is yellow.

My pencil is green.

I'm Julie.

My scissors are purple.

My markers are orange.

My crayons are black.

Play Track 16 again, pausing the CD after every

sentence that describes the colour of a school object. Students colour the pictures.

- Complete.

Students complete the sentences.

② Look and colour.

Students look at the pencil cases in their books. Tell them that the orange pencil case is theirs.

Students colour the school objects any colour they want.

Optional activity

Unscramble and draw!

Write these scrambled sentences on the board:

1. *blue. / scissors / My / are*

2. *orange. / rubber / is / My*

Divide the class into pairs. Students unscramble the words to make correct sentences. Students write the sentences in their notebooks and do a drawing for each sentence.

- Ask and colour.

Divide the class into pairs.

Focus students' attention on the green pencil case at the bottom of the page. Explain to students that they have to ask their partner questions to find out the colour of his/her school objects, and then colour them. Write the following on the board:

What colour is your pencil?

It's _____.

Get two students to come up and practise the dialogue with a real pencil.

Students do the activity in pairs. As they are working, walk around the classroom and offer assistance as needed.

Wrap-up

What colour is it?

On one side of the board, write a list of singular and plural school objects: *crayon, scissors, rubber, markers, pencils, pencil sharpener, pen, pencil case, glue stick.*

On the other side of the board, write a list of colours: *red, yellow, blue, green, orange, purple, brown, black.*

Students use the lists to write four sentences in their notebooks about their own school objects: *My crayon is red. My scissors are yellow.*

Finally, they draw pictures to illustrate their sentences.

◆ Activity Book

Page 21, activity 1.

Key

- ① 2. is red; 3. is purple; 4. is blue; 5. are green; 6. are orange; 7. are brown



Grammar: Present simple: *I dance. I talk. I sing. I play.*

Vocabulary: *Robot, dance, talk, sing, play, buy.*

Warm-up

Robot dance

Ask students to stand up. Tell them to imagine they are robots. Say *I dance*.

Students repeat after you as they dance like robots.

Encourage them to use stiff movements and voices as if they really were robots.

Repeat with *I sing*, *I talk* and *I play*.

Controlled practice

① Listen and number the pictures. 🎧 17

Students look at the illustrations. Explain that this is an advertisement for a toy.

Play Track 17. Students listen and point to the corresponding pictures.

Track 17

Number 1. *I dance.*

Number 2. *I talk.*

Number 3. *I play.*

Number 4. *I sing.*

Number 5. *I'm Robbie the Robot. Buy me today!*

Play Track 17 again. Students number the pictures.

Dictation

Dictate the following to students:

1. *I dance.*

2. *I talk.*

3. *I play.*

4. *I sing.*

Students write the sentences in their notebooks.

Check spelling on the board.

Students draw a picture of themselves performing the actions.

② Listen and sing the song. 🎧 18

Lead students in reading the lyrics to the song out loud.

Play Track 18. Students follow along in their books.

Track 18

Robbie the Robot

(See Student's Book page 22, activity 2.)

Play Track 18 again. Students listen and sing along.

Optional activity

Multiple intelligence:

Kinesthetic intelligence 🎧 18

Students stand up. Lead them through a series of stretching exercises: touching their toes, reaching up with their arms, moving their heads in circles, etc.

Ask students to close their eyes.

Play Track 18. Encourage students to dance freely, with their eyes closed, moving any way they want.

Repeat the activity several times.

Connecting to students' experiences

Tell students that robot toys actually exist. Tell them about AIBO, a pet robot dog that can do a lot of things. It can wake you up, it can dance and it can do tricks. You can speak to it and it understands your instructions. It can also recognise your face and voice.

Ask students if they would like to have a robot. Ask them what they would like their robot to look like and what they would like it to be able to do.

Wrap-up

Play *I'm Robbie!*

Divide the class into pairs.

One student pretends to be Robbie and acts out one of the actions on the page. The other student guesses the action, e.g.: *Play!*

Students change roles and repeat the activity.

◆ Activity Book

Page 22, activity 1.

Key

① sing, dance, play

Student's Book Page 23



Grammar: Imperatives: *Stand up! Sit down! Put your hands up! Put your hands down! Open your book! Close your book!*

Vocabulary: *Robot, dance, talk, sing, play, up, down.*

Materials: Cutout 2, paper, butterfly clips, card, paper strips.

Preparation: *Command strips:* Write the following commands on large paper strips: *Stand up! Sit down! Put your hands up! Put your hands down! Open your book! Close your book!*

his/her robot accordingly.
Students switch roles.

Optional activity

Play Simon says.

Ask students to stand up. Say *Simon says, "Dance!"* Students dance.

Tell students to follow your commands only when preceded by the phrase *Simon says*. Continue giving commands.

If students follow a command not preceded by *Simon says*, they sit down. The last student left standing wins.

The Printer's Project

Make a poster.

Distribute card.

Students design their own robot and draw it on the card. Encourage them to draw special features on their robots, such as a CD player, cameras, a TV, movable arms, etc.

Next to their pictures, students write sentences describing what their robots can do: *I sing. I play.*

Warm-up

Song: *Robbie the Robot* 18

Students look at Student's Book page 22, activity 2. Play Track 18. Students listen and follow along in their books.

Play the track again. Students sing along.

Grammar presentation

1 Listen and point. 19

Focus students' attention on the pictures in their books. Ask them what the name of the robot is: *Robbie*. Play Track 19. Students listen and point to the corresponding pictures in their books.

Track 19

Stand up!
Sit down!
Put your hands up!
Put your hands down!
Close your book!
Open your book!

Play Track 19 again, pausing the CD after each command. Students listen and repeat.

Commands

Say *Stand up! Sit down! Put your hands up!*
Then do the three actions.

Repeat with other actions: *Dance! Talk! Open your books!*

Ask students to stand up. Give them various series of three commands. Students perform the actions in the correct order. Choose from the following commands: *Stand up! Sit down! Put your hands up! Put your hands down! Open your books! Close your books! Dance! Talk! Sing! Play!*

Craft activity

2 Make a robot.

Students cut out and assemble the robot in Cutout 2 using butterfly clips.

Divide the class into pairs; A and B.

Student A gives commands to Student B, who moves

Wrap-up

Play Command challenge.

Display *Command strips* (see Preparation). Divide the class into two teams. Students from each team take turns coming up and taking a strip. They read the strip out loud and follow the command.

The students who do the task correctly win a point for their team. The team with the most points at the end wins the game.

Activity Book

Page 23, activity 1.

Key

1. Stand up! 2. Sit down! 3. Put your hands down!
4. Open your book!



Phonics focus: Short vowel sounds.

Grammar: *Alan: It's a book. It's an apple.*

Vocabulary: *Apple, elephant, igloo, octopus, umbrella, book, pencil, table, doll, car, clown.*

Materials: Paper. *Optional:* Music, bag.

Preparation: *Sound cards:* Magazine cutouts or pictures of the following objects: apple, book, pencil, elephant, table, igloo, octopus, doll, car, umbrella, clown.

Warm-up

Letter review

Write the alphabet on the board.

Say the letters out loud several times, encouraging students to say them along with you.

Phonics practice

① Listen, point and repeat. 🎧 20

Focus students' attention on the pictures at the top of the page. Model the vowels in order, pronouncing each vowel as it sounds at the beginning of a word (i.e. a short vowel sound). Students repeat after you. Play Track 20. Students listen and point to the pictures in their books.

Track 20

- /a/, apple
- /e/, elephant
- /i/, igloo
- /o/, octopus
- /u/, umbrella

Play Track 20 again. Students listen and repeat.

Elicit the vowel sounds and write the letters on the board. Draw a simple picture below each letter, based on activity 1 (*apple, elephant, igloo, octopus and umbrella*).

Point to the letter *a*. Students say /a/, *apple*. Repeat with the other vowels.

Grammar presentation

Display *Sound cards* (see Preparation) one at a time.

Name the pictures and students repeat after you.

Divide the board in half. On one side, write the heading *Vowels* and on the opposite side write the heading *Consonants*.

Hold up the *apple* picture and say /a/, *apple*. Ask students if the word begins with a consonant or with a vowel sound. Attach the picture to the corresponding side of the board and write the word under the picture. Repeat with the remaining pictures.

② Listen and circle the correct options. 🎧 21

Play Track 21. Students circle *a* or *an* next to the pictures in their books.

Track 21

- Number 1. Apple. It's an apple.
- Number 2. Book. It's a book.
- Number 3. Pencil. It's a pencil.
- Number 4. Elephant. It's an elephant.
- Number 5. Table. It's a table.
- Number 6. Igloo. It's an igloo.
- Number 7. Octopus. It's an octopus.
- Number 8. Doll. It's a doll.
- Number 9. Car. It's a car.
- Number 10. Umbrella. It's an umbrella.
- Number 11. Clown. It's a clown.

Say each word. Students make a sentence with the corresponding answer:

T: *Apple.*

Ss: *It's an apple.*

Optional activity

Play Pass the bag!

Put *Sound cards* (see Preparation) in a bag.

Students stand in a circle.

Play some music. Students pass the bag around the circle.

Pause the music.

Students take a picture from the bag and say what it is: *It's an apple.*

Wrap-up

Play Race to the board!

Divide the class into two teams.

Students from each team line up in front of the board. Display a *Sound card* (see Preparation). The first student from the front of the line of each team runs to the board and writes the corresponding indefinite article (*a* or *an*).

The first student to do it correctly wins a point for his/her team.

Repeat with different cards.

◆ **Activity Book**

Page 24, activities 1 and 2.

Key

- 🎧 a table, an elephant, a doll, a car, a notebook, a chair, an octopus

Student's Book Page 25



Grammar: Verb *to be* (with *this/these*): *This is my red rubber. These are my blue scissors. What's in your pencil case?*

Vocabulary: School objects.

Materials: Cutout 3, students' school objects, paint, shoeboxes (1 per student). *Optional:* Watercolours (red, blue, yellow).

Warm-up

Song: *Look and see!* 🎧 11

Students look at Student's Book page 16, activity 1. Play Track 11. Students sing along.

Craft activity

① Make a pencil case.

Go over the instructions with the class. Lead students in identifying the school objects in Cutout 3: *Point to the scissors. Point to the marker.* Distribute shoeboxes. Students decorate their shoeboxes with paint. Students colour and cut out the *school objects* cutouts. Show them how to glue the *My pencil case* label on the lid. Students put their cutouts in the box.

Controlled practice

Write on the board:
This is my green pencil.
These are my green rubbers.

Ask students what rule they can deduce from these two sentences (we use *this* when we refer to one thing, and *these* when we refer to more than one thing). Encourage students to say similar sentences about their own school supplies.

• Role-play: *My pencil case.*

Divide the class into pairs. Read the text in the speech bubbles out loud. Ask a student: *What's in your pencil case?* Lead the student in answering, following the model in the book. Students perform the role-play using their boxes and cutouts. Ask for volunteers to do the role-play in front of the class. Repeat the activity with real objects.

Optional activity

Making colours

Copy the following information on the board:

blue + red = purple

yellow + red = orange

blue + yellow = green

Students mix red, blue and yellow watercolours, following the directions on the board, to make the new colours.

Explain that the colours they used (blue, yellow and red) are called *primary colours* because they cannot be made by combining other colours.

Wrap-up

What colour are your things?

Write on the board:

This _____ my _____ pencil.

These _____ my _____ scissors.

Complete the model sentences with examples: *This is my blue pencil. These are my red scissors.*

Students follow the model sentences on the board to write four sentences about their cutouts.

Ask individual students to come up and read their sentences to the class as they show their cutouts.

◆ Activity Book

Page 25, activities 1 and 2.

Key

- ① 1. rubber; 2. pencil; 3. crayons; 4 scissors; 5. sharpener; 6. glue stick
- ② one pencil case, three rubbers, four glue sticks, five pencils, two sharpeners, six crayons



Grammar: Verb to be: *My book is black. My scissors are red. This is a robot. These are cars.*

Functional language: *Well done! That's great! Very good! Wonderful!*

Vocabulary: School objects; colours.

Materials: Cutout 4, card strips.

Preparation: *Card strips:* Cut twelve pieces of card (approx. 40cm X 25cm). Write a sentence on each strip: *My crayon is red. My rubber is white. My marker is orange. My scissors are yellow. My pencil is purple. My book is black. My book is brown. My pen is yellow. My pencil is blue. My marker is purple. My scissors are red. My rubber is red. My crayon is black.*

Warm-up

Play Find it!

Students stand up.

Say a colour: *blue*. Students have to find something of that colour and touch it.

Repeat with other colours.

Every time students carry out an instruction correctly, praise them: *Well done! That's great! Very good! Wonderful!* Teach students these expressions.

Controlled practice

2 Listen and tick (✓). 🎧 22

Students look at the pictures in their books. Tell them that these are Lucy's and Jack's school objects. Lead students in identifying the pictures: *Point to Lucy. Point to Lucy's pen. Point to Lucy's book. Point to Jack. Point to Jack's crayon.*

Play Track 22. Students listen and tick the pictures that are described.

Track 22

My name's Lucy.

My crayon is red.

My rubber is white.

My marker is orange.

My name's Jack.

My book is brown.

My pen is yellow.

My pencil is blue.

Play the track several times to give students an opportunity to check their answers.

Play Who am I?

Say *My crayon is red, who am I?*

Lead students in answering *You're Lucy!*

Repeat with other examples: *My book is brown, who am I? My rubber is white, who am I? My pen is yellow, who am I?*

Divide the class into two teams.

Students from each team take turns saying a sentence about the pictures in activity 1, following your examples.

The students from the other team have to identify the correct child.

Award students one point for every correct sentence.

The team with the most points wins.

Optional activity

Sorting sentence strips

Write *Lucy* on one side of the board and *Jack* on the other.

Display *Card strips* (see Preparation).

Students take turns coming up, taking a strip and reading it out loud: *My pencil is blue.*

The rest of the class tells the student where to attach the strip.

Student A: *My pencil is blue.*

Class: *Put it under Jack.*

2 Glue the word cards in the boxes.

Students cut out the sentences in Cutout 4 and glue them under the corresponding pictures in their books.

Wrap-up

My favourite school objects.

Students draw and colour three school objects in their notebooks (for example, a blue book, some red scissors and an orange rubber).

Divide the class into pairs.

Students exchange notebooks and write a phrase under each of their partner's pictures: *a blue book.*

Activity Book

Page 26, activity 1.

Key

1 2. These are my purple scissors. 3. This is my green rubber.

Student's Book Page 27



Grammar: Review of verb *to be* (with *this/these*).

Vocabulary: Key vocabulary from the unit.

Materials: *Colour squares* from page 36, *Picture dictionary* from unit 1.

Warm-up

Play Turn around!

Divide the board into two sections.

On one section draw a pencil, some scissors, a glue stick, some crayons, a pencil sharpener, a pencil case, a book and a rubber.

On the other section, attach *Colour squares*.

Say *pencil* as you point to the corresponding picture.

Students repeat. Continue with the other school objects and colour squares.

Divide the class into two teams.

Ask two students (one from each team) to come up and stand with their backs to the board.

Say *pen*. The two students turn around quickly and circle the corresponding picture on the board. The first student to do it correctly wins a point for his/her team. Continue with the remaining pictures and colours.

Review

Poster 2

Attach different poster cutouts to the board, making sure you have groups of plural objects and singular objects.

Write sentences on the board about each cutout, leaving out the words *this* and *these*:

_____ is a book.

_____ are crayons.

Students come up and complete the sentences.

The Printer's Quiz

▶ COMPLETE AND NUMBER.

Students complete the sentences in their books using *this* or *these*.

Ask individual students to read the completed sentences out loud.

Students number the pictures according to the sentences. Check their answers: *What number are the scissors?*

▶ LOOK AND CIRCLE THE CORRECT OPTIONS.

Say *This is a book*. Students point to the corresponding photo in their books. Continue with the rest of the photos.

Students look at the photos and circle the correct options in their books.

▶ LOOK AND COMPLETE.

Draw simple pictures on the board of an apple, a rubber, a pencil and a banana.

Students come to the board and label the pictures using *a/an*.

Students complete the activity in their books individually.

Wrap-up

Picture dictionary

Students write the new vocabulary from this unit in their *Picture dictionaries*: *scissors, pencil, crayon, marker, glue stick, pencil case, rubber, pencil sharpener, red, blue, yellow, green, orange, purple, brown and black*.

Answer Key

Complete: 1. This; 2 These; 3. This; 4. These

Circle: is; are; is

Complete: an; a; a

Activity Book

Page 27, activities 1 and 2.

Key

① 1. This is a pencil. 2. This is a rubber. 3. This is a glue stick.

4. These are scissors. 5. These are markers.

② My purple sharpener. My red scissors.

Grammar module

Article: *A/an*

The article *a/an* is used for singular countable nouns. We use *a* for words that begin with a consonant sound and *an* for words that begin with a vowel sound:

an apple *a table*

Pronouns: *This/these*

The pronouns *this* and *these* are used to refer to things that are physically close to the speaker. *This* is used for singular nouns and *these* is used for plural nouns:

This is my new pencil.

These are my new scissors.

Imperatives

The imperative has the same form as the infinitive, without the word *to*. In this unit, it is used for giving instructions:

Stand up! Put your hands up!

Literature: Coloured names

Materials:

Bowl, measuring cup, spoon, 1 cup flour, 1 cup water, 1 cup salt, food colouring (4 colours).

Preparation:

Mix the flour and salt in the bowl. Add water and knead the dough. Separate the dough into four balls and add a different colour of food colouring to each ball.

Directions:

Give students different-coloured pieces of dough. Students make the letters of their names with the dough.

Art: Flying rainbow

Materials:

Crepe paper (red, orange, yellow, green, blue and purple), stapler, paper plates (1 per student).

Directions:

Distribute materials.

Help students cut the centre out of the paper plate.

Students cut one-metre long strips of red, orange, yellow, green, blue, and purple crepe paper.

Students staple the strips onto their paper plate, following the order of colours on the rainbow: purple, blue, green, yellow, orange and red.

Explain to students that the colours of the rainbow always appear in the same order.

Students hang their flying rainbows near a window so the wind blows the coloured paper strips.

Project: Colour collages

Materials:

Old magazines, 8 large pieces of card.

Directions:

Divide the class into eight groups.

Distribute materials.

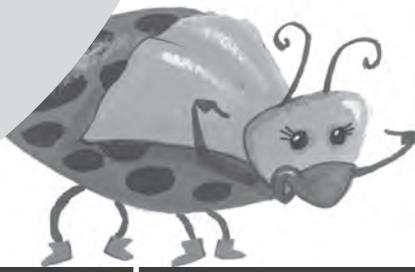
Assign a colour to each group: *orange, green, blue, black, purple, yellow, brown, red.*

Students cut out all the pictures they can find of their assigned colour from the magazines. The pictures can be different shades and include bits of other colours. Students arrange their pictures as collage on the construction paper and glue them into place. Students should cover all of the paper, if possible.

Finally, students write the name of their assigned colour at the top of their collage.

Display the collages around the classroom.





Vocabulary	Grammar
<p>Costumes: <i>clown, ghost, pirate, princess</i></p> <p>Animals: <i>hippo, lion, monkey, tiger</i></p> <p>Toys: <i>bike, car, doll, teddy bear</i></p> <p>Other words: <i>birthday, boy, cake, girl</i></p>	<p>Verb to be: <i>I'm a clown. He's a clown. She's a clown. They're clowns. Are you a clown? Yes, I am./No, I'm not. Is it a book? Yes, it is./No, it isn't. Is this a book? Yes, it is./No, it isn't.</i></p> <p>Wh questions + verb to be + subject: <i>What is he? What is she? What are you? What are they?</i></p>
<p>Functional language: <i>How old are you? How old is he? How old are they? (I'm/he's/she's/they're) eight years old.</i></p>	<p>Multiple intelligence: Mathematical intelligence (46), Kinesthetic intelligence (52), Interpersonal intelligence (53)</p>

Teaching tip

Speaking

Here are a few basic principles to consider when you are teaching a foreign language to children.

- Speak at normal speed (unless you normally speak very quickly). It will take students a little longer to start hearing separate words, but soon they will be able to understand English spoken at a normal rate.
- Do not break up your sentences thinking you are helping your students identify individual words: use normal stress and intonation. Remember that children at this stage learn by imitation.
- Use English as much as possible. All your instructions and questions (*Make two groups. Don't cheat. Wipe your nose. Where's Miguel? Is he ill?*) are just as important as the material you teach formally.
- Use complete sentences or phrases as much as possible. When you do this, children: 1) get a sense of the context; 2) assimilate the different syntaxes and structures which they will be able to use when they begin creating their own sentences; 3) become accustomed to hearing sentences or phrases instead of just single words.
- Try to insist that students answer with complete sentences whenever possible. For example, in answer to the question *What's this?* students should say *It's a ball*, not just *Ball*. If you are teaching colours, teach phrases such as *a yellow banana, a red apple*, etc.

Rates of learning

Children learn at different rates. Strangely, it is accepted that children are allowed a period of silence before they start using their first language, yet they are often expected to start speaking right away when they learn a foreign language. You will find, in fact, that some children begin using English right away while others need at least a term, if not a whole school year, before they start using the language. The difference in maturity among very young children of the same age can be enormous. Be patient. Even the quietest and most reluctant students will speak eventually! Usually girls, children with musical abilities and children who already speak more than one language learn a new language more quickly and more easily than others.



Grammar: Verb to be: *I'm (Kim). I'm a princess.*
Vocabulary: *Boy, girl, clown, princess, ghost, pirate.*
Materials: A soft ball. *Optional:* Card, markers.
Preparation: *Optional:* *Graph:* On a large piece of paper draw a 3 x 10 grid:

	1	2	3	4	5	6	7	8	9	10
girls										
boys										

Warm-up

Play Throw the ball.

Say *I'm (Silvia), I'm a (girl).* Then throw a ball to a student.
 The student who catches the ball says his/her name and if he/she is a boy or a girl.
 Then he/she throws the ball to another student.
 Continue like this until all students have participated.

Grammar review

① Listen and follow. 🎧 23

Play Track 23. Students listen and follow along in their books.

Track 23
 (See Student's Book page 28, activity 1.)

- Draw and write about yourself.

Divide the class into two groups: *boys* and *girls*.
 Each group reads its corresponding dialogue out loud.
 Students draw themselves and then complete the sentences in their books.
 Individual students come to the front of the class.
 Students show their pictures and read their sentences out loud.

Vocabulary presentation

Poster 3

Display Poster 3.
 Attach *Clown* and *Ghost* poster cutouts to the poster.
 Point to the clown on the poster and say: *Clown*.
 Students repeat after you. Write the word on the board. Repeat the procedure for *ghost, princess* and *pirate*.
 Point to the words on the board: *clown, ghost, princess, pirate*.
 Students read them out loud.

Controlled practice

② Match and complete.

Say *I'm a clown*. Students point to the corresponding sentence in their books. Repeat with the rest of the sentences.
 Students complete the words and then they match the sentences with the pictures in their books.

Optional activity

Multiple intelligence: Mathematical intelligence

Divide the class into groups of 20: 10 boys and 10 girls. Get them to stand in two separate lines facing each other.
 The students in each line join hands.
 The girls count the boys out loud.
 Ask *How many boys?*
 Then the boys count the girls.
 Ask *How many girls?*
 Write the answers on the board.
 Attach the graph (see Preparation) to the board.
 Individual students come to the board and fill in the chart, square by square.

Wrap-up

People patterns

Invite four students to line up at the front of the class in the following order: boy, girl, boy, girl.
 Point to each student and identify him or her: *boy, girl, boy, girl*. Ask the class *What comes next?* Students respond: *Boy*.
 Invite a boy to join the line. Continue the activity until there are ten students lined up.
 Point to each student and ask each student to identify him/herself: *I'm a boy. I'm a girl*.
 Ask the class to count the students at the front of the class: *How many boys? Five*.
 Repeat the activity, varying the order of students in the line: *girl, girl, boy*.

◆ **Activity Book**

Page 28, activities 1 and 2.

Key

- ① 1. boy; 2. girl; 3. clown; 4. ghost; 5. pirate; 6. princess
- ② ghost, clown, pirate, princess



Grammar: Verb *to be* (contractions): *I'm a pirate. He's a ghost. She's a princess. They're clowns.*

Vocabulary: *Clown, princess, ghost, pirate.*

Materials: *Optional:* Card, tape.

Preparation: *Optional:* Cut out 8cm x 5cm rectangles (1 per student).

He's a ghost.
He's a ghost.
He's a ghost.
Come and see.
Everybody see the ghost.
Everybody come and see!

She's a princess.
She's a princess.
She's a princess.
Come and see.
Everybody see the princess.
Everybody come and see!

They're clowns.
They're clowns.
They're clowns.
Come and see.
Everybody see the clowns.
Everybody come and see!

Read the first verse out loud. Students repeat.
Elicit the next verse of the song *He's a ghost*.
Continue in the same manner with the rest of the song.
Play Track 25 again. Students listen and sing along.

Warm-up

Play *Who am I?*

Say *Clown*. Students mime a clown.
Continue with *pirate, princess* and *ghost*.
Invite a student to come to the front of the class.
The student chooses a character and mimes it. Lead the student to ask *Who am I?*
Students take turns guessing the character.
The first student to guess the character mimes the next one.

Grammar presentation

Poster 3

Display Poster 3. Attach *Monkey, Clown, Lion* and *Ghost* poster cutouts to the poster.
Say *I'm a teacher*. Say *She's a princess* as you point to the character on the poster. Students repeat after you. Continue with *He's a pirate. He's a clown. They're ghosts*.
Then point to different characters in the poster.
Students say the correct sentence for each character.

Optional activity

Pencil puppets

Divide the class into groups of four.
Assign each student in the group a character from the song.
Distribute card rectangles (see Preparation) to students.
Students draw and cut out the assigned character. Then they use tape to attach the character to a pencil.
Each student takes turns talking about his character and the other characters in his/her group: *I'm a ghost. She's a princess. She's a pirate. He's a clown.*

Controlled practice

1 Listen and repeat. 24

Play Track 24. Pause the CD after each sentence. Students follow along in their books and repeat.

Track 24

(See Student's Book page 29, activity 1.)

2 Listen and sing the song. 25

Say *He's a pirate*. Students point to the corresponding picture in their books.
Continue with *ghost, princess* and *clowns*.
Play Track 25. Students listen and point to the corresponding characters in their books.

Track 25

I'm a pirate

I'm a pirate.
I'm a pirate.
I'm a pirate.
Come and see.
Everybody see the pirate.
Everybody come and see!

Wrap-up

Play *Yes or No*.

Poster 3

Display Poster 3. Attach *Clown* and *Ghost* poster cutouts to the poster.
Point to one of the characters on the poster.
Say a true or false sentence about the character: *He's a pirate*.
Students say *Yes* if the sentence is true and *No* if the sentence is false. Repeat with other characters.

Activity Book

Page 29, activities 1 and 2.
Note: Students need Cutout 1.

Key

1. princess; 2. clown; 3. pirates; 4. ghost



Grammar: Verb *to be*, (*I'm/he's/she's/it's/we're/they're*): *I'm Tim. I'm a pirate. He's a pirate. She's a princess. They're clowns. We're clowns. It's Rover.*

Functional language: *Look!*

Vocabulary: *Clown, princess, ghost, pirate.*

Materials: *Optional:* Paper (1 piece per student), stapler, construction paper.

Warm-up

Play *What are you?*

Students sit in a circle. Say *I'm a ghost* as you mime one. The student sitting next to you repeats what you said and then says what he/she is while miming that character.

T: *I'm a ghost.*

S1: *He/she's a ghost. I'm a pirate.*

S2: *He/she's a ghost. He/she's a pirate. I'm a princess.*

Continue with the activity until all students have participated.

Developing reading

1 Listen and follow the story. 🎧 26

Write the following list of words on the board: *pirate, clown, book, ghost, school, birthday, balloon.*

Students copy the words in their notebooks.

Play Track 26. Students listen and circle the words mentioned in the story.

Students look at the story in their books.

Play Track 26 again. Students listen and follow the story in their books.

Track 26

The birthday party

(See Student's Book pages 30 and 31.)

Connecting to students' experiences

Ask students questions to help them relate the story to their own experiences: *When is your birthday? Do you like birthday parties? Do you like fancy dress? Have you got a costume?*

What costume do you like best?

Controlled practice

2 Look and circle the correct options.

Write the following words and phrases on the board:

She's a ghost.

He's clowns.

They're a pirate.

He's a princess.

Name a character from the story: *Pam.*

Individual students make the corresponding sentence from the story: *She's a princess.*

Then ask a student to come to the board and match the words to make the sentence.

Continue in the same manner with the rest of the characters: *Tim, Jack and Jen, and Rover.*

Students look at the pictures in their books and circle the correct options.

Draw a princess on the board and write _____ a princess. Invite a volunteer to come and complete the sentence.

Repeat the procedure with *pirate*.

Students check their answers in their books.

Critical thinking

Ask students questions to help them develop critical thinking skills: *Who's wearing the ghost costume? Is it a person or an animal? What animal is it?*

Optional activity

Making books

Divide the class into groups of eight.

Assign each student a scene from the story. Distribute paper to students.

Each student draws the assigned scene from the story on his/her piece of paper.

Collect the drawings from each group and put them in order inside a cover made of construction paper.

Staple the books together.

Wrap-up

Play *Stand up, sit down.*

Students look at the story for two minutes and then they close their books.

Name an object or character: *Balloon.*

Students stand up if there is a balloon in the story.

Students remain seated if there isn't a balloon in the story.

Continue with different objects and characters.

Answer Key

🕒 Circle: She's; He's

◆ **Activity Book**

Page 30, activities 1 and 2.

Key

🕒 1. He's a pirate. 2. It's a clown. 3. She's a princess.

4. They're ghosts.

🕒 1. princess; 2. ghost; 3. pirates

Student's Book Page 31



Grammar: Verb *to be*, (I'm/he's/she's/it's/they're):
*I'm Tim. I'm a pirate. He's a pirate. She's a princess.
They're clowns. We're clowns. It's Rover.*

Vocabulary: *Clown, princess, ghost, pirate.*

Materials: *Optional:* Card (30cm x 30cm) (1 piece per student), scissors.

Preparation: *Story strips* (8 strips measuring 40cm X 20cm): Write the sentences from each scene in the story on a separate strip: *Hi. I'm Pam. I'm a princess.* etc.

Warm-up

Who's your favourite character?

Ask each student about his/her favourite character from the story.

T: *Who's your favourite character from the story?*

S1: *My favourite character is (Tim).*

Developing reading

① Listen and follow the story. 🎧 26

Say three words, two of which appear in the story and one that does not: *pirate, princess, book.*

Students say the word that does not appear in the story. Continue with more sets of words.

Play Track 26. Students listen and follow along in their books.

Track 26

The birthday party

(See Student's Book pages 30 and 31.)

Attach *Story strips* (see Preparation) to the board. Point to the strips and read them out loud. Students repeat after you.

Attach all the *Story strips* in different places around the classroom: on the board, on the wall, on the door, etc.

Say *She's a princess*. Students point to the corresponding strip from their seats.

Get a volunteer to stand under or next to a strip.

The class reads the strip out loud.

The student chooses the next student to stand under or next to a *Story strip*.

Continue in the same manner with different students and with the rest of the strips.

Controlled practice

② Read and match.

Say *One*. Students read the first sentence out loud. Continue with the rest of the sentences.

Then students match the sentences to the children.

Optional activity

Make a birthday puzzle.

Give each student a piece of card.

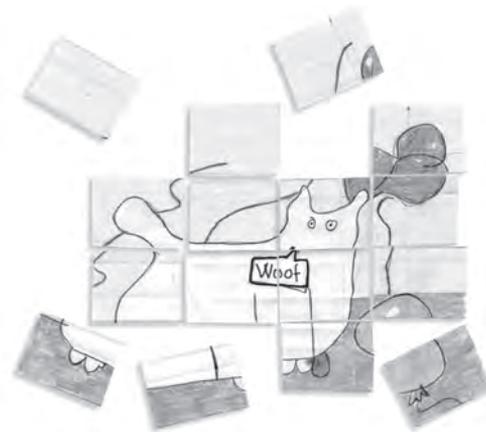
Students draw their favourite scene from the story and copy the text from the scene onto their drawings.

Help students draw a 4 x 4 grid on the back of their pictures.

Students cut up their pictures into 16 squares to make a puzzle.

Students exchange puzzles with a classmate and solve them.

Individual students read the text in their puzzles out loud.



Wrap-up

Who's speaking? 🎧 26

Divide the class into five groups: *Pam, Tim, Jack, Jen, Rover.*

Play Track 26. Students listen to the story and raise their hand every time they hear their character speak.

◆ Activity Book

Page 31, activities 1 and 2.

Key

① 2. She's a princess. 3. She's a ghost. 4. They're pirates.

② 1. No. 2. Yes. 3. No.

Student's Book Page 32



Functional language: *How old (are you/they) (is/he/she)? (I'm/He's/She's/They're) eight years old. Happy birthday.*

Vocabulary: *Balloon, birthday, cake, candle; numbers 1-10.*

Materials: *Cake, 10 candles, balloon, paper.*

Warm-up

Find a...

Display and name the following items: *cake, candles, a balloon*. Students repeat after you.

Students look at Student's Book page 32.

Display and name each item again. Students look for and point to each item in their book.

Controlled practice

① Listen and sing the song. 🎧 27

Display the cake.

Tell students that it is your birthday. Tell them that they are going to learn a birthday song.

Play Track 27. Students listen and follow along in their books.

Track 27

Happy birthday

(See Student's Book page 32, activity 1.)

Play Track 27 again. Pause the CD after each line.

Students repeat chorally.

Play Track 27 a third time. Students sing the song.

Presentation

② Listen and follow. 🎧 28

Display the cake and the candles.

Invite a student to come up and put candles on the cake to represent his/her age.

Ask *How old are you?* Students repeat. Lead the students to answer *I'm (seven)*.

Students look at activity 2 in their books.

Play Track 28. Students listen and follow the dialogue in their books.

Track 28

(See Student's Book page 32, activity 2.)

Divide the class into two groups: *girls* and *boys*.

Play Track 28 again. Pause after each sentence. Each group repeats its part.

Controlled practice

③ Count, read and match.

Ask four students to come up: a boy, a girl and two children who are the same age.

Give each student a piece of paper and a marker.

Each student writes his/her age on the paper. Point to the boy and ask the class about his age:

T: *How old is he?*

Ss: *He's (eight).*

Repeat the procedure for the girl: *How old is she?*

Now point to the two students who are the same age and ask *How old are they?*

Ss: *They're (seven).*

Students look at activity 3 in their books.

Ask *How old is he?* Students count the candles on the cake, follow the dotted line and read the answer out loud.

Students continue counting the candles on the cakes and matching the questions with the answers in their books.

Walk around the class monitoring the activity.

Students check their work in pairs.

Optional activity

Class chart

Divide a large piece of paper into three columns.

Label the columns: *What's your name? Are you a boy or a girl? How old are you?*

Ask all students their name, gender and age.

S1: *My name's (Maria). I'm a girl. I'm seven.*

Individual students come up and fill in the chart with their information.

What's your name?	Are you a boy or a girl?	How old are you?
Maria	girl	7

Count the number of boys and girls.

Find out which name is the most common.

Find out the average age of the students in the class.

Wrap-up

How old is he/she?

Divide the class into groups of four.

Students in each group take turns asking each other their ages. A student from each group comes to the front of the class and reports the ages of the students in his/her group: *I'm (six). Sara's (seven). Ricardo's (six).*

Answer Key

③ How old is she? -She's five. How old are they? -They're tree.

Activity Book

Page 32, activities 1, 2 and 3.

Key

① five, six, nine

② 1. 8; 2. 7; 3. 6

Student's Book Page 33



Grammar: Verb *to be*, questions: *Is this a ball? No, it isn't. Is it a bike? Yes, it is.*

Vocabulary: *Car, doll, teddy bear, bike, book.*

Materials: A shoebox (1 per student), gift-wrapping paper, a new rubber.

Preparation: *Present:* Wrap a new rubber in a box as a present.

Warm-up

What's the correct order?

Attach *Object* poster cutouts to the board in a row: *book, bike, doll, teddy bear.*

Point to the items and ask students to identify them: *What is it?* Students respond *It's a book.*

Students close their eyes. Remove all of the cutouts from the board.

Students open their eyes. Individual students name the objects in the correct order.

The student who names the objects in the correct order first attaches the cutouts to the board in a different order.

Continue the activity in the same manner with different students.

Grammar presentation

1 Listen and follow. 29

Poster 3

Divide the class into two teams.

Hide a poster cutout behind your back.

Each team takes turns guessing the cutout.

S1: *Is it a (bike)?*

T: *No, it isn't.*

S2: *Is it a (doll)?*

T: *Yes, it is.*

The team that guesses the object first wins a point. The team with the most points wins the game.

Students look at activity 1 in their books.

Explain that the boy is trying to guess what his present is. Play Track 29. Students follow the dialogue in their books.

Track 29

(See Student's Book page 33, activity 1.)

Play Track 29 again. Pause the CD after each sentence. Students repeat.

Controlled practice

2 Listen and mark. 30

Ask questions about the photos.

T: *Look at photo number one. Is it a book?*

Ss: *No, it isn't.*

T: *Is it a car?*

Ss: *Yes, it is.*

Continue in the same manner with the rest of the photos.

Play Track 30. Students listen to the questions and put a tick (✓) if the answer is *Yes, it is*, or a cross (X) if the answer is *No, it isn't* next to each picture in their books.

Track 30

Number 1. Is this a car?

Number 2. Is this a ball?

Number 3. Is this a doll?

Number 4. Is this a bike?

Note: Explain to students that they can use *Is this a ball?* only if the object is close to them. If not, then they must use *it: Is it a ball?*

3 Role-play: My birthday present

Explain that the boy and the girl are playing a guessing game.

Read the dialogue. Students follow along in their books.

Read the dialogue again. Students repeat after you.

Each student puts a school object inside their shoebox and then wraps the shoebox with gift-wrapping paper. Divide the class into pairs. Each pair makes new dialogues about the school objects they wrapped. Invite pairs to come to the front of the class and act out their dialogues. Each pair can then unwrap the presents.

Optional activity

Draw and guess

Draw a teddy bear on the board, line by line. After each line ask *What is it?*

Individual students guess what you are drawing: *Is it a (book)?*

Continue until someone identifies the object.

Repeat the activity with different items.

Then students play the game in pairs.

Wrap-up

Guess the present!

Wrap a new rubber in a box (see Preparation).

Encourage students to guess what the present is: *Is it a (book)?*

The student who first guesses what it is wins the present.

Answer Key

1. v; 2. x; 3. x; 4. v

Activity Book

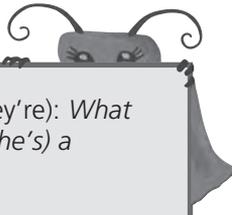
Page 33, activities 1 and 2.

Note: Students need Cutout 2.

Key

1. Yes; 2. Yes; 3. No, bike; 4. No, teddy bear

2. Yes, it is.



Grammar: Verb *to be* (I'm/he's/she's/they're): *What (are you/is he/is she/are they)? (I'm/he's/she's) a monkey. They're monkeys.*

Vocabulary: *Monkey, tiger, lion, hippo.*

Materials: Paper (1 piece per student).

Warm-up

Picture dictation

Give each student a piece of paper. Say *Draw a princess*. Students follow the instructions. Continue in the same manner with *pirate, ghost* and *clown*.

Vocabulary presentation

Poster 3

Display Poster 3. Attach *Clown* and *Ghost* poster cutouts to the poster. Point to the princess. Students make a sentence about the princess: *She's a princess*. Continue with *clown, pirate* and *ghosts*. Hold up the *Monkey* poster cutout and say *He's a monkey*. Students repeat after you. Invite a student to come up and repeat the sentence. Give the poster cutout to the student and tell him/her to attach it to the poster. Write the word *monkey* on the board. Repeat with *hippo, tiger* and *lion*.

Controlled practice

1 Read and complete.

Tell students to look at the pictures in their books. Ask questions about the pictures: *Where are they? Are they at school? Is it a party? Is it a fancy dress party?* Read the dialogue out loud. Students point to the corresponding pictures. Read the dialogue out loud again. Students repeat after you. Divide the class into groups. Each group chooses a scene to act out. Students look at activity 1 in their books. Say *Number one. What is it?* Students respond: *It's a monkey*. Write the word on the board. Students copy the word in their books. Continue in the same manner with the rest of the animals.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Mime an animal: *tiger, monkey, lion* or *hippo*. Ask *What am I?* Encourage students to answer. Say an animal. Students mime the animal until you say *Freeze!* Students don't move until you name another animal. Students who move before you say another animal must sit down. Continue until only one student remains standing.

Connecting to students' experiences

Ask students questions to help them relate the theme to their own experiences: *Do you like (monkeys/tigers/lions/hippos)? What's your favourite animal? Why?*

Wrap-up

My favourite animal

Give each student a piece of paper. Students draw their favourite animal on it. Write on the board *This is my favourite animal. It's a _____*. Students copy the sentences onto their paper. Then they complete the second sentence. Students take turns showing their drawings and reading their sentences to the rest of the class.

Answer Key

1. monkey; 2. tiger; 3. lion; 4. hippo

Activity Book

Page 34 , activities 1 and 2.

Key

1. tigers; 2. monkey; 3. hippo; 4. lion; 2, 4, 3, 1



Grammar: Verb *to be* (he's/she's/they're): *What is she? She's a monkey.*

Vocabulary: *Monkey, tiger, lion, hippo.*

Materials: Paper (2 pieces per student).

Warm-up

Unscramble the words

Scramble the word *lion* and write it on the board: *i-l-n-o*. Invite a student to come to the board and write the first letter of the word.

If he/she writes the first letter correctly, he/she names the next student to come to the board and write the next letter of the word. Continue until the word is completely unscrambled.

Repeat with *monkey, tiger* and *hippo*.

Controlled practice

1 Read, look and complete.

Poster 3

Attach Poster 3 and *Costumes* poster cutouts onto the board.

Show the *Monkey* poster cutout and ask *What is he?* The first student to respond *He's a monkey* attaches the corresponding *Costume* poster cutout to the poster.

Continue in the same manner with the rest of the poster cutouts.

Students look at activity 1 in their books.

Students answer the questions about the children in their books.

2 Play *The memory game*.

Say *He's a tiger. What number is he?* Students say the corresponding number: *Number one*. Continue with the rest of the photos.

Read the dialogue out loud. Students follow in their books.

Divide the class into pairs.

One student asks questions about the children in the book and the other student answers.

S1: *Number three. What is she?*

S2: *She's a princess.*

Students exchange roles.

Craft activity

The Printer's Project

Divide the class into pairs and distribute paper. Demonstrate how the activity is done.

Students fold their paper in half to make a card.

Then, they draw a birthday cake on the front.

Next, students ask their partner how old he/she is and draw the corresponding number of candles on the cake.

Students draw a present inside the card for their partner. Then they copy and complete the following sentence from the board: *It's a _____*. Finally, students exchange cards with their partner.

Consumer education

Talk with students about how it is not necessary to give expensive birthday presents to people. Ask them to think about presents they have received and liked that were inexpensive. Explain to students that there are many presents they can give to their family and friends that are not expensive and that they can make themselves. Elicit ideas from students about inexpensive or homemade birthday presents.

Optional activity

Multiple intelligence: Interpersonal intelligence

Distribute paper.

Divide the class into pairs.

Tell students to fold the paper in half to make a card. Write *Thank you!* on the board. Students copy the phrase onto the front of their card.

Then write the following text on the board:

*Dear _____,
Thank you for the _____.
Your friend,*

Students complete the text and write it inside the card.

Students exchange their cards.

Wrap-up

Play *Telephone*.

Students sit in a circle.

They think of an animal and whisper the animal's name to the student sitting on their right.

Students continue whispering the animal's name to the student sitting on their right until all the students have participated.

The last student to hear the animal's name says the word out loud. If the word is correct, the student gets to start the telephone chain again with a new animal.

Answer Key

1. lion; 2. tiger; 3. hippos

Activity Book

Page 35, activities 1 and 2.

Key

1. lion; 2. monkey; 3. tiger; 4. hippos



Phonics focus: Short /a/ vowel sound.

Vocabulary: *Bat, cat, pig, rat, pen, fan, lamp, man, one, six.*

Materials: *Optional:* Paper (1 piece per four students), markers.

Warm-up

Vocabulary presentation

On one side of the board draw a cat. Say *Cat*. Students repeat after you.

On the other side of the board write the word *cat*. Continue in the same manner with: *man, rat, fan, lamp, bat*.

Point to the picture of the cat and ask *What is it?* The first student to answer correctly comes up to the board and matches the picture with the word.

Repeat with the rest of the pictures.

Phonics practice

① Listen, point and repeat. 🎧 31

Ask questions about the pictures.

T: *Look at square number one. What can you see?*

Ss: *A cat and a number one.*

Continue in the same manner with the rest of the pictures.

Play Track 31. Students listen and point to the pictures in their books.

Track 31

- Number 1. Cat. One.
- Number 2. Pen. Man.
- Number 3. Bat. Six.
- Number 4. Rat. Pig.

Play Track 31 again. Pause the CD after each word. Students listen and repeat.

- Circle the pictures that have got the *a* sound.

Focus students' attention on the short /a/ sound in each word. The /a/ vowel sound should always be pronounced in its phonetic form.

Say /a/, *cat*, /a/. Students say *Yes* if the word has got the same /a/ sound or *No* if the word does not have the /a/ sound.

Continue in the same manner with the rest of the pictures.

Students circle the pictures in their books that have got the /a/ sound.

② Listen and circle. 🎧 32

Ask questions about the photos: *Is number one a man?* Students respond.

Continue in the same manner with the rest of the photos.

Play Track 32. Students listen and circle the correct options.

Track 32

- Number 1. Cat.
- Number 2. Lamp.
- Number 3. Man.
- Number 4. Fan.
- Number 5. Bat.
- Number 6. Rat.

Students check their work in pairs.

Optional activity

Make a mind map.

Divide the class into groups of four.

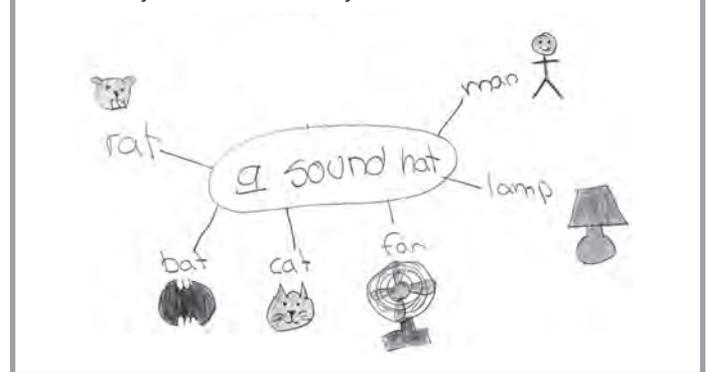
Give each group a large piece of paper and markers.

Write the following words on the board: *bat, cat, fan, lamp, man, pen, pig, rat, six, doll, car.*

Students draw a large circle in the middle of the paper. Write on the board: */a/ sound, hat*. Students copy the text in the circle on their paper.

Read each word out loud: *bat*. Ask students to say if it has the short /a/ sound or not. Students only write the words that have the /a/ sound on their mind maps. Students make a drawing for each word.

Continue with the rest of the words. Encourage students to add any more words they know.



Wrap-up

Dictation

Dictate the following words to students:

pen, man, fan, lamp, cat, bat, rat and *car*.

Students write the words in their notebooks.

Then students put the words in alphabetical order.

Answer Key

- ① 1. cat; 2. man; 3. bat; 4. rat

◆ **Activity Book**

Page 36, activities 1 and 2.

Key

- ① *From left to right:* cat, bat, lamp, hat, rat



Grammar: Verb *to be*: *Are you a (monkey)? No, I'm not. What are you? I'm a (tiger).*

Vocabulary: *Monkey, tiger, lion, hippo.*

Materials: Cutout 3, paper plates (1 per student), hole punch, paper, old magazines, markers, elastic bands.

Optional: Blindfold.

Optional activity

Mime and guess

Blindfold a volunteer and get him/her to sit at the front of the class.

One student puts on a mask and greets the blindfolded student imitating the sound of the animal.

The blindfolded student tries to guess the animal.

S1: *Hello, I'm Ricardo. What am I?* (Student purrs like a cat).

S2: *Are you a (tiger)?*

S1: *No, I'm not.*

Continue the game with other students.

Warm-up

Play *What's the word?*

Ask a volunteer to come to the front of the class and mouth a vocabulary word from the unit. Ask *What's the word?* The class tries to guess the word by reading their classmate's lips.

If they cannot guess, ask the student to draw a picture that illustrates the word.

The first student to guess the word correctly mouths the next word.

Craft activity

1 Make a mask.

Students look at the instructions for making a mask. Read each of the steps out loud. Students follow along in their books.

Students choose an animal from Cutout 3: *hippo, tiger or monkey*. Students colour and cut out the animal's ears and mouth.

Distribute paper plates. Help students make two holes for the eyes in the paper plate.

Then students paste the animal's ears and mouth onto the paper plate and decorate their masks.

Finally, students punch two holes (one on each side of the paper plate) and thread an elastic band through to hold the paper plate on their faces.

• **Role-play: *Are you a monkey?***

Read the speech bubbles out loud. Students follow along in their books.

Read the speech bubbles again. Students repeat.

Divide the class into two groups. Assign each group a role from the dialogue.

Each group takes turns reading their part of the dialogue out loud.

On the board write:

Student A: *Are you a _____?*

Student B: *No, I'm not.*

Student A: *What are you?*

Student B: *I'm a _____.*

Divide the class into pairs. Students copy the dialogue into their notebooks and complete the sentences to write their own new dialogue.

Students practise their dialogue in pairs.

Invite different pairs of students to come to the front of the class with their masks and perform their dialogue.

Wrap-up

Animal collage

Divide the class into four groups: *tigers, monkeys, lions and hippos*.

Give each group a large piece of paper and some old magazines.

Students write the name of the assigned animal at the top of their piece of construction paper: *tiger, monkey, lion and hippo*.

Each group looks for pictures of their assigned animal in the magazines, cuts them out and glues them onto the paper to make an animal collage.

Activity Book

Page 37, activity 1.

Key

1. Yes, I am. 2. No, I'm not. 3. Yes, I am. 4. No, I'm not.



Grammar: Verb to be: *What is he/she? What are they? Is it a pencil? Is this a bike?*

Functional language: *How old are (you/they)? How old is (he/she)?*

Vocabulary: *Princess, monkey, ball, bike, teddy bear, pencil, doll.*

Materials: Cutout 4, counters, a coin. *Optional:* paper (1 piece per student).

Preparation: *Paper strips:* Cut pieces of paper in half lengthways to create six strips of paper. Write one word on each paper strip: *What/are/you?/I'm/allion.*

Warm-up

Play Look and find.

Tell students to open their books and find a picture of a pencil.

The first student to find a picture of the object raises his/her hand and shows the picture to the rest of the class. Continue with other objects from the unit.

Controlled practice

① **Play Ten questions.**

Divide the class into pairs.

Distribute counters and one coin per pair.

Students place their counters on *Start*.

Explain how to play the game.

Students toss the coin. If it lands on heads, students advance one square. If it lands on tails, students advance two squares.

To remain on the square, students must answer the question on that square correctly. If students do not answer the question correctly, they must return to the square they started from.

The first player to reach *Finish* wins.

Walk around the class and monitor the activity.

② **Glue the word cards in the boxes.**

Attach *Paper strips* (see Preparation) to the board.

Ask a student to come to the board and put the strips in order to make a question that begins with *What*.

Another student orders the strips to make the corresponding answer.

Finally, a third student comes up and draws a picture for the sentence.

Students cut out the word cards in Cutout 4.

Students glue the word cards in their books in the correct order.

Optional activity

Make a question board.

Give each student a piece of paper.

Students fold the paper in half lengthways.

Then, students fold the paper into four sections to make a fan.

Next, students unfold the paper and cut along the lines of three of the sections to make four flaps.

Write the following questions on the board:

What is it?

How old is he?

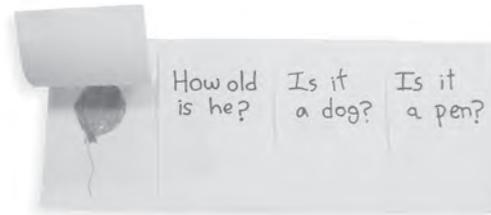
Is it a _____?

Is it a _____?

Students complete the questions and copy them onto each flap.

Students draw a picture under each flap that corresponds to the answer for the question on that flap.

Divide the class into pairs. Students take turns asking and answering the questions on their question boards.



Wrap-up

Copy and match

Copy the following sentences on the board:

1. *What is it?* *Yes, it is.*
2. *How old is she?* *They're clowns.*
3. *What are they?* *It's a car.*
4. *Is it a bike?* *She's eight.*

Students copy the sentences in their notebooks and match the questions with the answers.

◆ **Activity Book**

Page 38, activities 1 and 2.

Key

- ① 1. She's a clown. 2. He's a hippo. 3. I'm seven. 4. They're clowns. 5. No, it isn't.
- ② 1. I'm a monkey. 2. He's a clown. 3. They're hippos. 4. She's a princess.

Student's Book Page 39



Grammar: Review of verb *to be*.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* 3 plastic bottles.

Warm-up

Vocabulary review 25

Play Track 25. Invite students to sing the *I'm a pirate* song.

Review

The Printer's Quiz

▶ LOOK AND CIRCLE.

Students look at the pictures in their books for twenty seconds.

Students close their books. Ask for volunteers to name all the characters they can remember from the activity.

Students open their books and circle the correct words. Ask students to read their answers out loud.

▶ COMPLETE THE SENTENCES.

Make *true/false* statements about the pictures in the activity:

T: *Number one. She's a clown.*

Ss: *False.*

Ask for volunteers to read and complete the sentences out loud.

Then students complete the sentences in their books.

In pairs, students check each other's work.

▶ CIRCLE THE PICTURES THAT HAVE GOT THE A SOUND.

Say *Six*. Students point to the corresponding picture and repeat after you.

Continue with the rest of the pictures in the activity.

Ask students which of the words have the /a/ sound, and write them on the board.

Finally, students circle the pictures in their books with the /a/ sound.

Optional activity

Play *Bottle spin*.

Divide the class into three groups.

Each group sits in a circle on the floor.

A student from each group spins the bottle and says a word, for example: *Clown*.

When the bottle stops spinning, the student the bottle is pointing to makes a sentence with that word, for example: *I'm a clown*. Then he/she spins the bottle and says another word.

Students continue playing the game until most students have had a chance to participate.

Wrap-up

Play *Back writing*.

Divide the class into pairs.

Tell one student in each pair to close his/her eyes.

Write a word from the unit on the board, for example: *ghost*.

Make sure that all the students who do not have their eyes closed see the word. Rub out the word.

The students who have read the word on the board now use a finger to write *ghost* on their partners' backs.

The students with their eyes closed try to "read" the word that their partner is writing.

Students take turns writing on each other's backs and guessing the words.

Answer Key

Circle: From left to right: pirate, ghost, monkey, clown, princess, hippo, tiger

Complete: 1. She's; 2. He's; 3. They're

Circle: cat, fan, rat

◆ Activity Book

Page 39, activities 1, 2 and 3.

Key

Ⓐ *From left to right:* 1, 3, 2

Ⓑ 1. No, it isn't. 2. Yes, it is.

Grammar module: Verb to be

Wh question	Positive
<i>What am I?</i>	<i>I am (I'm) a clown.</i>
<i>What are you?</i>	<i>You are (You're) a clown.</i>
<i>What is he?</i>	<i>He is (He's) a clown.</i>
<i>What is she?</i>	<i>She is (She's) a clown.</i>
<i>What is it?</i>	<i>It is (It's) a clown.</i>
<i>What are you?</i>	<i>We are (We're) clowns.</i>
<i>What are they?</i>	<i>They are (They're) clowns.</i>
Question form	Short answers
<i>Are you a clown?</i>	<i>Yes, I am./No, I'm not.</i>
<i>Is he a clown?</i>	<i>Yes, he is./No, he isn't.</i>
<i>Is she a clown?</i>	<i>Yes, she is./No, she isn't.</i>
<i>Is it a clown?</i>	<i>Yes, it is./No, it isn't.</i>
<i>Are they clowns?</i>	<i>Yes, they are./No, they aren't.</i>

Art: What are you?

Materials: A large piece of chart paper (1 per student, approx. 1m x 1.5m), markers or paints.

Directions:

Divide the class into pairs.
 Each pair places their piece of chart paper on the floor.
 One student lies down on the paper and the other traces around him/her.
 Students take turns tracing.
 Next, students draw and colour in their hair and facial features. Then, they draw a costume on their figure.
 Finally, students cut out the figures and write *I'm a (pirate)* on them. Tape the tracings around the classroom.

Cooking: Birthday cupcakes

Materials: Mixing bowl, spoon, birthday candles, cupcakes (1 per student), frosting for cupcakes: 1/3 cup soft butter, 3 cups confectioner's sugar, 1 teaspoon vanilla, 2 tablespoons milk.

Directions:

First, make the frosting by blending the butter and sugar. Stir in the vanilla and milk. Beat until the frosting is smooth.
 Give each student a cupcake and a small amount of frosting. Students frost their cupcakes.
 Distribute candles.
 Tell students to put the same number of candles as their age on their cupcake.
 Then students bring their cupcakes to the front of the class one at a time.
 Lead the class in asking each student's age: *How old are you? I'm (seven).*
 Together the class says *Happy birthday!* Tell the students to make a wish and blow out the candles.

Project: Make a costume

Materials: paper (2 large pieces per student), hole punch, string, paints, paintbrush.

Directions: Punch two holes at the top of each piece of paper.
 Put both pieces of paper together and string a piece of string through the paper on each side.
 Students draw and paint their favourite costume on the side of each piece of paper that faces out.
 Students line up in front of the class wearing their costumes. Students show their costumes and say what they are: *Hello. I'm a tiger.*





Vocabulary	Grammar
<p>Rooms in a house: <i>bathroom, bedroom, dining room, kitchen, living room</i></p> <p>Family members: <i>brother, father, mother, sister</i></p> <p>Objects in a house: <i>bath, bed, drawer, wardrobe, fridge, sink, sofa, cooker, table</i></p> <p>Toys: <i>ball, car, clown, doll, teddy bear, boat</i></p> <p>Other words: <i>cat, head, table</i></p>	<p>Verb to be: <i>Where is mother? She's in the bedroom. Is the cat in the kitchen? Yes, it is./No, it isn't. Are you in the kitchen?</i></p> <p>Prepositions: <i>The cat is on the fridge. The cat is in the bath. The cat is under the sofa.</i></p> <p>Imperatives: <i>Go to your bed! Go to sleep!</i></p>
<p>Functional language: <i>Good dog! Bad dog!</i></p>	<p>Multiple intelligence: Visual/spatial intelligence (page 66), Mathematical intelligence (page 69)</p>

Teaching tip

Listening

When you teach a new structure or vocabulary term, let your pupils listen to you and watch you as you speak and mime or speak and point. Do this several times if necessary. Then get the children to copy your gestures while you repeat the structure or word. Finally, get them to join in with you. Have a gesture to indicate to your pupils when they should repeat after you, so you can control the rhythm of the exercise. For example, you could simply point at them in a deliberate way. Remember that it is always helpful if your students have already heard you use the language you are teaching. In other words, when you are speaking in class, do not avoid using new structures, tenses or vocabulary before you actually teach them. Finally, it is extremely important to remember that children need a considerable amount of time before a language they understand becomes a language they can use. It is easy to move on quickly to new material and forget that your students need to practise the language a lot more and hear it used in different contexts before they can assimilate it enough to use it.

Pronunciation

- Young children need to hear the different sounds in a foreign language, hence the importance of working with rhymes and songs and listening to recorded material as much as possible from the beginning. Good pronunciation comes gradually as the children learn to distinguish different sounds.
- Do not over-correct pronunciation. Instead, focus on a particular sound and ask the children to pronounce it one by one. This will help them really hear the sound.
- Make sure that your students can see your lips when you speak. Different facial muscles are used for speaking different languages.
- The ability to pronounce specific sounds in the student's first language can come as late as four or five years old. (If a child comes from a bilingual background, there may be interference and he/she may need a little more time to perfect this ability.) It is perfectly normal for young children not to be able to pronounce certain sounds in their first language and the same will occur in English. The majority of children will overcome this problem as they get older.



Grammar: Verb *to be*: *Where is mother? She's in the bedroom.*

Vocabulary: *Bedroom, bathroom, dining room, living room, kitchen, mother, father, sister, brother, cat.*

Materials: *Optional:* Tape.

Preparation: *Paper strips:* Cut pieces of paper in half lengthways to create five strips of paper. Write a word on each strip: *bedroom, bathroom, dining room, living room* and *kitchen*. *Optional:* Paper (1 piece per student).

Warm-up

Play I spy...

Write on the board *I spy with my little eye something that is _____.*

Choose an object in the classroom. Read the sentence out loud and complete it with the colour of the object.

Students then guess the object: *Is it a book?*

The student who guesses the object chooses the next object. He/she reads the sentence on the board out loud and completes it.

Vocabulary presentation

Poster 4

Display Poster 4. Point to any room in the house in Poster 4 and say its name, for example: *Bedroom*. Students repeat after you. Continue with the rest of the rooms.

Attach *Paper strips* (see Preparation) to the board. Point to each strip and encourage students to read the words out loud.

Name a room in the house, for example: *Kitchen*. A student comes to the board, takes the corresponding strip and attaches it to the corresponding room in Poster 4.

Continue in the same manner with the rest of the strips.

Controlled practice

1 Listen and number. 33

Poster 4

Play Track 33. Students listen and point to the corresponding rooms in the house.

Track 33

- Number 1. This is the dining room.
- Number 2. This is the bathroom.
- Number 3. This is the bedroom.
- Number 4. This is the kitchen.
- Number 5. This is the living room.

Play Track 33 again. Students listen and number the rooms in their books.

- Trace the words.

Students trace the words in their books.

2 Listen and sing the song. 34

Poster 4

Attach the *Family members* poster cutouts to the board. Point to *mother* poster cutout and say *She's mother*. Continue with *brother, sister and cat*. Play Track 34. Students listen and point to each member of the family in their books.

Track 34
Where's the family?

Where is mother?
Where is mother?
Where can she be?
Where can she be?
She's in the bedroom.
She's in the bedroom.
Go and see!
Go and see!

Following verses:

1. Where is my sister? She's in the bathroom.
2. Where is father? He's in the living room.
3. Where is my brother? He's in the dining room.
4. Where is the cat? It's in the kitchen.

Attach Poster 4 to the board. Ask *Where is my mother?* Students respond: *She's in the bedroom*.

Ask a volunteer to come to the board, take the *mother* poster cutout and attach it to the bedroom. Continue in the same manner with the rest of the poster cutouts. Play Track 34 again. Students listen to the song and sing along.

Optional activity

A family picture

Distribute paper.

Students draw a picture of a family on the paper: a mother, a father, a brother and a sister.

Students write a sentence under each person to introduce that family member, for example:

This is mother.

Wrap-up

Where's the family?

Poster 4

Attach the *Family members* poster cutouts to the poster. Write on the board the following questions:

1. Where is mother? 2. Where is father? 3. Where is sister? 4. Where is brother? 5. Where is the cat?
- Students copy the questions and answer them in their notebooks.

Activity Book

Page 40, activities 1 and 2.

Key

1. living room; 2. bedroom; 3. bathroom; 4. dining room; 5. kitchen

Student's Book Page 41



Grammar: Verb *to be*: *Is the cat in the kitchen? Yes, it is./No, it isn't. Where is it? It's in the dining room.*

Vocabulary: *Bedroom, bathroom, dining room, living room, kitchen, mother, father, sister, brother, cat.*

Material: Cutout 1. *Optional:* Strips of paper (8cm x 56cm) (1 per student).

Warm-up

Sing *Where's the family?* 🎧 34

Divide the class into six groups.
Each group sings a different part of the song.
Play Track 34. Each group sings its part:

Group 1: *Where's mother?*

Group 2: *She's in the bedroom.*

Group 1: *Where's sister?*

Group 3: *She's in the bathroom.*

Group 1: *Where's father?*

Group 4: *He's in the living room.*

Group 1: *Where's brother?*

Group 5: *He's in the dining room.*

Group 1: *Where's the cat?*

Group 6: *It's in the kitchen.*

Grammar presentation

1 Listen and place. 🎧 35

Students cut out the family in Cutout 1.
Say *Show me the mother*. Students hold up the corresponding cutout. Continue with the rest of the cutouts.

Say *Point to the bedroom*. Students point to the corresponding picture in their books. Continue with the rest of the rooms in the house.

Explain to students that they are going to listen to where each family member is and that they should put each cutout in the corresponding room in the house.

Track 35

Where is mother?

She's in the bathroom.

Where is father?

He's in the living room.

Where is brother?

He's in the bedroom.

Where is sister?

She's in the kitchen.

Where is the cat?

It's in the dining room.

Check students' work by asking them questions about where each member is, for example: *Where's mother?*
Students respond *She's in the bathroom*. Write the sentence on the board. Continue with the rest of the cutouts.

- Glue and ask.

Students read the sentences on the board and glue the family cutouts into their books.

Read the dialogue out loud. Students follow along in

their books. Students repeat after you.

Divide the class into pairs. Students practise the dialogue and make a new dialogue about another family member.

Walk around the class and monitor the activity.
Invite different pairs of students to present their dialogue in front of the class.

Controlled practice

- Read and match.

Divide the class into pairs.

Students match the phrases to make correct sentences in their books.

Ask individual students to read the answers out loud.
Students check their work.

♂ Equal opportunities

Talk to students about the importance of sharing house chores equally.

Students brainstorm all the jobs they do at home.

Emphasise that all family members should help around the house, doing different jobs.

Ask students if they help around the house. Ask them to explain what their chores are.

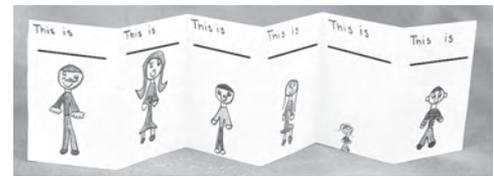
Optional activity

Make a family book.

Distribute the paper strips. Show students how to fold the strips into equal sections, accordion style, depending on how many family members they have. Students draw a family member in each section.

Write on the board *This is _____*.

Students copy the phrase above their pictures in each section and complete.



Wrap-up

📄 Poster 4

Attach the *Family members* poster cutouts to Poster 4.
Write on the board:

Yes, ___ is.

No, ___ isn't.

Ask questions about the family members in the poster:
Is (father) in the (kitchen)?

Students write the answers in their notebooks: Yes, (he) is./No, (he) isn't.

◆ Activity Book

Page 41, activity 1.

Key

🎧 1. Yes. 2. No. 3. Yes. 4. Yes. 5. No.

Student's Book Page 42



Grammar: Prepositions (in, on, under): *Where are the glasses? They're under the table.*

Vocabulary: *Glasses, fridge, table, bath, bed, head, chair, drawer.*

Materials: A pair of glasses.

Warm-up

Play *Draw and guess*.

Draw a fridge on the board, line by line. After each line ask: *What is it?* Students ask questions to identify the object: *Is it a book?*

Write the word on the board. Repeat with *table, drawer, bed* and *bath*.

Grammar presentation

Show a pair of glasses and say *These are glasses*. Students repeat after you.

Put the glasses on the table and say *They're on the table*. Students repeat after you.

Write the sentence on the board.

Continue in the same manner with *They're under the table*. *They're in the pencil case*.

Individual students come to the board and draw a picture next to each sentence.

Developing reading

1 Listen and follow the story. 🎧 36

Students look at the story for a couple of minutes and then close their books.

Students name all the objects and characters they can remember from the story: *mother, glasses*, etc.

Play Track 36. Students listen and follow along in their books.

Track 36

Where are my glasses?

(See Student's Book pages 42 and 43.)

Connecting to students' experiences

Ask students questions to help them relate the story to their own experiences: *Do you wear glasses? Does your mother or father wear glasses? Do you lose your glasses? Have you ever lost anything important? How did you feel? Did you find it/them? Where was it/were they?*

Controlled practice

2 Look and match.

Say *The glasses are on the table*. Students point to the corresponding picture in their books.

Continue in the same manner with the rest of the pictures.

Students match the prepositions with the corresponding pictures.

Students check their work in pairs.

Optional activity

Play *True or False?*

Put a pair of glasses on a table and say *The glasses are under the table*.

Students raise their hands if the statement is true and they keep their hands down if the statement is false.

Put the glasses in different places and make *true/ false* statements about them.

Wrap-up

Read and draw.

Write the following sentences on the board:

1. *The glasses are on the fridge.*
2. *The glasses are in the bath.*
3. *The glasses are under the bed.*

Students copy the sentences in their books and do a drawing for each one.

Answer Key

🕒 From left to right: *on, on, under, under, in, in*

◆ Activity Book

Page 42, activities 1 and 2.

Key

- 🕒 1. on; 2. on; 3. in; 4. under; 5. under; 6. on
🕒 on; under; in



Grammar: Prepositions (in, on, under): *Where's the cat? It's on the fridge.*

Vocabulary: *Glasses, fridge, table, bath, bed, head, chair, drawer.*

Materials: Paper. *Optional:* Cellophane, paper (1 piece per student).

Preparation: *Optional: Mother's glasses:* Copy and enlarge the template below to trace and cut out paper glasses (1 pair of glasses per student).



Warm-up

Play Simon says.

Say *Simon says*, "Put your pencil on the desk!" Students follow the instruction.

Tell students to follow your instructions only when preceded by the phrase *Simon says*. Continue giving commands: *Simon says*, "Put your pencil under the desk." *Simon says*, "Put your pencil in your school bag." If students follow an instruction not preceded by *Simon says*, they are out of the game. The last student remaining wins.

Developing reading

1 Listen and follow the story. 🎧 36

Ask students questions about the story: *Are the glasses on the fridge? Are the glasses under the table? Are the glasses in the bath? Are the glasses under the bed?* Students respond: *Yes, they are./No, they aren't.* Play Track 36. Students listen and follow along in their books.

Track 36

Where are my glasses?

(See Student's Book page 42 and 43.)

Play Track 36 again. Pause the CD after each sentence. Students repeat.

Say *Number one*. Students read the text in the first scene out loud.

Continue in the same manner with the rest of the scenes.

Assign different students roles from the story.

Students read their parts out loud.

Controlled practice

2 Look and circle.

Say *Look at picture number one. Is the book on the bed? No, it isn't. Where's the book?* Students respond *It's under the bed.* Students circle the correct option in their books.

Repeat with picture two.

Optional activity

Make Mother's glasses.

Distribute *Mother's glasses* (see Preparation). Students colour the glasses.

Students lay cellophane paper under the glasses and trace the inside circles on the cellophane paper. Students cut out the circles and glue them to the back of the glasses.

Give instructions to students to put the glasses in different places: *Put your glasses under the chair. Put your glasses on your head.* etc.



Wrap-up

Picture dictation

Distribute paper.

Say *Draw a table. Draw a ball on the table. Draw a chair under the table. Draw a teddy bear on the chair.* Students draw the pictures on their paper.

Answer Key

1. under; 2. on

Activity Book

Page 43, activity 1.

Key

1. on; 2. under; 3. on; 4. under

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



Grammar: Prepositions (in, on, under): *Where's the cat? It's on the fridge.*

Vocabulary: *Bed, sofa, sink, wardrobe, cooker, fridge, bath, drawer, cat; colours.*

Materials: Beans or small stones (8 per student).

Warm-up

Play Repeat the true sentence.

Students stand up. Put a book in different places around the classroom and make a *true/false* statement about the book and its location, for example: *It's under the table.*

Students only repeat the true statements.

Students who repeat false statements sit down.

The last student standing is the winner.

Vocabulary presentation

Poster 4

Display Poster 4.

Point to the fridge in Poster 4 and say *It's a fridge.* Students repeat after you. Write the word on the board.

Continue in the same manner with the following objects: *sink, bed, sofa, bath, drawer* and *cooker.* Point to the words on the board. Students read them out loud.

1 Listen, point and repeat. **37**

Say *What's number one?* Students look at the pictures in their books and respond: *It's a fridge.* Ask questions about the rest of the objects.

Play Track 37. Students listen, point and repeat each word.

Track 37

- Number 1. Fridge.
- Number 2. Cooker.
- Number 3. Sink.
- Number 4. Sofa.
- Number 5. Bed.
- Number 6. Wardrobe.
- Number 7. Bath.
- Number 8. Drawer.

- Read and colour.

Draw students' attention to the word list in their books. Say *Red.* Students read the corresponding word out loud *Bed.*

Repeat the procedure with the rest of the colours and objects.

Students colour the blobs according to the colour code in their books.

Vocabulary presentation

2 Play Bingo!

Make questions about the cat and its different locations.

T: *Look at the first picture. Where's the cat?*

Ss: *It's on the fridge.*

T: *Look at the second picture. Is the cat in the bath?*

Ss: *No, it isn't.*

T: *Where is it?*

Ss: *It's under the bath.*

Tell students to circle any eight squares on the game board.

Distribute the beans.

Call out pictures at random. Students put a bean on the corresponding square if they circled it. Demonstrate with the first picture. The first student to mark all of his/her circled squares shouts *Bingo!* and wins the game.

Optional activity

Make a mind map.

Draw five ovals on the board.

Write one room inside each oval: *bedroom, bathroom, kitchen, living room* and *dining room.*

Students copy them in their notebooks.

Write the following words on the board: *bed, sofa, sink, wardrobe, fridge, bath, cooker* and *drawer.*

Tell students to classify their words in their mind maps. Then they make drawings for each of the objects.



Wrap-up

Play a memory game.

Ask students to look at Student's Book page 44, activity 2 for one minute. Tell students to close their books.

Students write as many statements in their notebooks as possible about the cat's different locations, for example: *The cat is on the fridge. The cat is under the bath.*

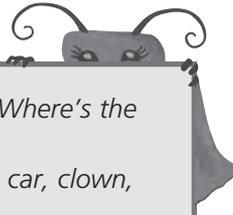
Activity Book

Page 44, activities 1 and 2.

Key

- 1 fridge, cooker, sink, sofa, bed, wardrobe, bath, drawer
- 2 1. on, bed; 2. under, bed; 3. in, bath; 4. on, fridge; 5. in, fridge

Student's Book Page 45



Grammar: Prepositions (in, on, under): *Where's the ball? The ball is in the drawer.*

Vocabulary: *Top, ball, doll, teddy bear, car, clown, bed, drawer, wardrobe, table, floor.*

Materials: Cutout 2, paper (5 pieces per student).
Optional: Cardboard (30cm x 25cm) (1 piece per student).

Warm-up

Play *Where's the teddy bear?*

Write on the board: *bedroom, living room, bathroom, kitchen and dining room.*

Distribute the paper to the students.

Students copy a word onto each piece of paper.

Students place their papers face up on their desks.

Explain that you are holding an imaginary teddy bear.

Say *It isn't in the bedroom.* Students turn the bedroom paper face down. Continue with the remaining rooms until there is one paper facing up.

Ask *Where's the teddy bear?* The class answers: *It's in the kitchen.*

Repeat the activity several times.

Controlled practice

1 Listen and say the chant. 🎧 38

Play Track 38. Students listen and follow along in their books.

Track 38

Toys, toys

(See Student's Book page 45, activity 1.)

Read the chant out loud. Students repeat after you.

Play Track 38 again. Encourage students to say the chant.

2 Role-play: *Where are the toys?*

Poster 4

Attach *Toy* poster cutouts and Poster 4 to the board.

Point to each *Toy* poster cutout and ask *What is it?*

The first student to answer correctly takes the *Toy* poster cutout and attaches it anywhere on Poster 4:

in the drawer, under the chair, on the table, etc.

Encourage the student to ask *Where is the (doll)?*

Individual students answer.

Continue with the rest of the *Toy* poster cutouts.

Display Student's Book, activity 2.

Divide the class into pairs. Students take turns asking and answering questions about the location of the toys.

S1: *Where's the (clown)?*

S2: *It's under the table.*

Walk around the classroom monitoring and correcting the exchanges.

- Glue and ask.

Students cut out the toys in Cutout 2.

Divide the class into pairs.

Students glue their cutouts into their books.

Students take turns asking and answering about the location of the toys.

S1: *Where's the ball?*

S2: *It's on the bed.*

Optional activity

Chant drawings

Students look at the chant in Student's Book page 45, activity 1.

Distribute the cardboard.

Students copy the chant onto the cardboard and illustrate each line of the chant.

Display students' work.

Wrap-up

Picture dictation

Say *The teddy bear is under the bed.*

Students draw the corresponding picture in their notebooks.

Continue with different sentences.

Students check their work in pairs.

Activity Book

Page 45, activity 1.

Key

1 2. under; 3. on; 4. in



Grammar: Prepositions (in, on, under): *Where's Whitey? She's under the chair.*

Vocabulary: *Dog, chair, bed, sofa, bath.*

Materials: *Optional:* (1 of each of the following per student): Paper square (20cm x 20cm), a small box with a lid.

Warm-up

Chant competitions 38

Play Track 38.
Students say the chant.
Divide the class into two teams.
Each team takes turns saying the chant.
The team who says the chant the most clearly wins.

Controlled practice

1 Listen and circle Yes or No. 39

Ask questions about the dog: *This is Whitey. Whitey is a dog. What colour is Whitey? Look at picture one. Where is Whitey?* Students respond.
Continue with the rest of the photos.
Play Track 39. Students listen and circle the correct answer for each question in their book.

Track 39

- Number 1. Is Whitey on the chair?
- Number 2. Is Whitey on the bed?
- Number 3. Is Whitey under the sofa?
- Number 4. Is Whitey in the bath?

2 Look and circle the correct options.

Students look at the pictures.
Say *Number one. Whitey is on the chair.*
Encourage students to say *True* if the statement is true and *False* if the statement is false.
Continue making *true/false* statements about the rest of the photos.
Say *Number one. Where's Whitey?* Students answer chorally and circle the correct options in their books.
Continue in the same manner with the rest of the activity.

Optional activity

Multiple intelligence: Visual/spatial intelligence

Distribute paper.
Students fold over the corner of a piece of paper.
Then they fold over two triangles (to make the dog's ears).
Students draw a face on the dog and write the dog's name under an ear.



Divide the class into pairs.
Students hide the box behind an open book.
Each student puts the paper dog in, on or under the box without the other student seeing.
Students take turns guessing where the dog is.
S1: *Is (Niko) under the box?*
S2: *No, he isn't.*
S1: *Is (Niko) in the box?*
S2: *Yes, he is. Your turn!*

Connecting to students' experiences

Talk to the students about dogs: *Do you like dogs? Have you got a dog? What's your dog's name? What colour is your dog? Does your dog come inside the house? Where does your dog sleep? Do you play with your dog? Is he/she a good dog? Is he/she a bad dog?*

Wrap-up

Where's Whitey?

In their notebooks, students draw Whitey the dog in, on or under any piece of furniture they choose.
On the board write *Where's Whitey? She's ____ the ____.* Students copy it into their notebooks.
Divide the class into pairs.
Students exchange their notebooks and complete the answers.
Note: Ask students to bring a stuffed toy dog from home for the next class. If students do not have a stuffed dog, they can bring a magazine cutout of a dog.

Answer Key

- 1. No; 2. Yes; 3. No; 4. Yes
- 2. 1. under, chair; 2. on, bed; 3. on, sofa; 4. in, bath

Activity Book

Page 46, activities 1 and 2.

Key

- 1. From left to right: 4, 2, 1, 3
- 2. 1. in; 2. on; 3. under; 4. under



Grammar: Prepositions (in, on, under): *Where's Whitey? She's on her cushion. Whitey is on the chair.*

Imperatives: *Go to your bed! Go to sleep!*

Functional language: *Good dog! Bad dog!*

Vocabulary: *Chair, bath, table, cushion.*

Materials: Cutout 3, paper (2 pieces per student), stuffed toy dog. *Optional:* Blindfold.

Warm-up

Tell me about your dog.

Take the register. Students stand up when they hear their name and show their stuffed dog (or a magazine cutout of a dog) to the rest of the class.

Students say their dog's name and colour: *His name's (Niko). He's white.*

Continue until the whole class has participated.

Developing reading

1 Read and match.

Students look at the photos in their books.

Students name all the objects they can see: *dog, chair, table, bath, cushion.*

Write on the board *Good dog!* and draw a happy face next to it. Then write on the board *Bad dog!* and draw a sad face next to it.

Say *Whitey is on the chair. Good dog or bad dog?*

Continue with the rest of the photos.

Read each of the texts out loud.

Students follow in their books and repeat after you.

Students match the texts with the corresponding pictures in their books.

Craft activity

The Printer's Project

Students cut out the furniture and the dogs in Cutout 3. Distribute paper.

Students fold their pieces of paper in half and make a booklet.

Then they glue the cutouts of the furniture into the booklet.

Next, students glue the *Dog* cutouts onto the objects. Finally, students write sentences describing where the dog is in each picture.

Divide the class into pairs. Students exchange booklets and silently read their partner's booklet.

♥ Health education

Talk to students about the importance of taking care of dogs and house-training them.

Talk about the importance of washing your hands after playing with a dog.

Encourage students to suggest ways to take care of their dogs.

Optional activity

Play *Hide the dog*.

Blindfold a volunteer and have him/her sit in front of the class.

Put a stuffed dog somewhere in the classroom: in a drawer, on a table, under a chair, etc.

The student with the blindfold asks questions to discover where the stuffed dog is: *Is the dog under the desk?*

The rest of the class answers *Yes, it is. /No, it isn't.*

The student has five chances to guess where the stuffed dog is.

Continue playing the game with different students.

Wrap-up

Play *Where's your dog?*

Divide the class into pairs.

Students take turns giving instructions to their partners to put the stuffed dogs in different places.

S1: *Put (Niko) on the table. Good! Your turn!*

◆ Activity Book

Page 47, activities 1 and 2.

Key

1. on; 2. in; 3. on; 4. on



Phonics focus: Short /e/ and /a/ vowel sounds.

Vocabulary: Bed, bell, fan, hat, net, pen, pig, red, ten, web, rat, book.

Materials: Construction paper, markers.

Preparation: *Word cards:* Make two sets of cards. Write a word on each index card: *bed, bell, fan, hat, book, net, pen, pig, red, ten, web, bat.*

Warm-up

Dictation

Dictate the following words: *bat, cat, fan, lamp, man, rat.*

Students write the words in their notebooks.

Write the words on the board.

Students check their own work.

Phonics practice

① Listen, point and repeat. 🎧 40

Play Track 40. Students listen and point to the corresponding pictures in their books.

Pause the CD after each word. Students repeat.

Track 40

- Number 1. /e/, net.
- Number 2. /e/, pen.
- Number 3. /e/, bed.
- Number 4. /e/, bell.
- Number 5. /e/, red.
- Number 6. /e/, ten.
- Number 7. /e/, web.

Say *Number one*. Students respond *Net*.

Write the word *net* on the board.

Ask individual students to come to the board, read the word out loud and draw a picture for the word.

② Listen and mark (✓) or (X). 🎧 41

Say *Point to the bed*. Say *bed*. Students point to the corresponding photo and repeat the word.

Continue with the rest of the photos.

Play Track 41.

Focus students' attention on the first part of the activity.

Students listen and tick the boxes of the photos that have got the short /a/ vowel sound and cross the boxes of the photos with a different vowel sound.

Continue with the second part of the exercise, but this time students tick the words with the short /e/ sound.

Track 41

- /a/ as in cat
- /a/, hat
- /oo/, book
- /e/, bed
- /a/, fan
- /a/, rat

- /e/ as in bed
- /e/, ten
- /i/, pig
- /e/, red
- /e/, pen
- /u/, duck

Optional activity

Play *What's the sound?*

Divide the board into three sections.

In the middle section, attach all the *Word cards* to the board (see Preparation).

Divide the left and right sections in two and write in each section: a as in *cat* and e as in *bed*.



Divide the class into two teams.

Read a word card out loud: *bat*. Then name a student from each team.

Both students stand up as fast as they can, run to the board, take the corresponding card and attach it under the correct heading: a as in *cat*.

The first student to do this wins a point for his/her team. The team with the most points wins the game.

Wrap-up

Air writing

Turn your back to the class and write a word with your index finger in the air: *bed*.

Students read the word and say it out loud.

Continue the activity with the following words: *bell, net, pen, red, ten, web*.

Divide the class into pairs.

Students take turns writing and reading words in the air.

◆ **Activity Book**

Page 48, activities 1 and 2.

Key

① From left to right: 1, 3, 5, 6



Grammar: Verb *to be*, questions: *Are you in the kitchen? Yes./No.*

Vocabulary: *Bathroom, bedroom, dining room, living room, kitchen, bed, drawer, wardrobe, bathroom, table, chair, sofa, cooker, fridge, sink.*

Materials: Cutout 4, paper (1 piece per student), paper squares (5cm x 3cm) (2 squares per student).

Warm-up

Play *What's this?*

Poster 4

Divide the class into teams of ten.
Assign each student a number from 1 to 10.
Point to an object in Poster 4 and ask *What's this?* Say a number from 1 to 10.
The students assigned the corresponding number stand up, walk to the board as fast as possible and write the name of the object on the board.
The first student to write the word correctly wins a point for his/her team.
Continue with other objects.

Craft activity

1 Make a house.

Distribute paper.
Students fold the paper in half and draw the front of a house on the paper.
Students cut out the objects in Cutout 4.
Students unfold their papers and draw the rooms inside a house.
Students glue the object cutouts onto the different rooms of the house.
Then, they label the rooms.
Next, students draw a picture of themselves on a small piece of paper.
Students put the house on their desk.
Finally, they place the pictures of themselves on a room in the house.

• Role-play: *Hide and seek.*

Explain to students that they are going to play *Hide and seek*. Ask students if they have ever played it.
Divide the class into pairs.
Explain that they have to put their picture in a room in the house without their partner seeing it.
Students try to guess where their partner is hiding in the house.
S1: *Are you in the kitchen?*
S2: *No.*
S1: *Are you in the living room?*
S2: *Yes. Your turn!*
Each student has three chances to guess where his/her partner is.

Optional activity

Multiple intelligence: Mathematical intelligence

Note: Students need the house from activity 1.
Copy the following graph onto the board.

8					
7					
6					
5					
4					
3					
2					
1					
	bedroom	bathroom	kitchen	living room	dining room

Distribute paper.
Students copy the graph onto a piece of paper.
Students glue the pictures of themselves onto a room in the house.
Students go around the class asking each other where they are in the house.
S1: *Where are you?*
S2: *I'm in the kitchen.*
For each answer, students colour a box in the graph.
Students show their graphs to the rest of the class and talk about their results:
Eight students are in the kitchen.
Six students are in the dining room.

Wrap-up

Where's your friend?

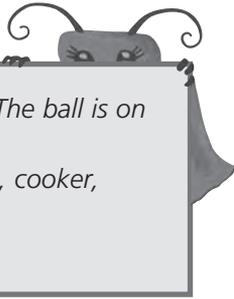
Note: Students need the house from activity 1.
Distribute paper squares.
Students draw a dog on one paper square and a friend on the other.
Students glue the pictures onto their houses.
Write the following questions on the board.
Where's your friend?
Where's the dog?
Students write and answer the questions in their notebooks.

◆ Activity Book

Page 49, activity 1.

Key

1. kitchen; 2. living room; 3. dining room; 4. bathroom; 5. bedroom



Grammar: Prepositions (in, on, under): *The ball is on the dresser.*

Vocabulary: *Ball, doll, wardrobe, fridge, cooker, boat.*

Materials: Cutout 5.

Warm-up

Play Mime and say.

Divide the class into two teams.
Mime the following sentence: *The ball is under the table.*
Each team takes turns guessing the sentence. The first team to guess the sentence wins a point.
Continue the game with the following sentences:
The ball is on the chair. The ball is in the drawer. The pen is in the pencil case. The book is on the table. The doll is in the school bag.

Controlled practice

1 Match and make sentences.

Poster 4

Attach *Toys* poster cutouts to Poster 4.
Students look at the poster for a minute.
Take the poster away.
Students write as many sentences as they can about where the toys are: *The ball is under the table.*
Students look at activity 1 in their books.
Students match the words and pictures to make sentences in their books.
Call on individual students to read their sentences out loud.

- Draw three sentences.

Students draw pictures for the sentences they just made in activity 1.

2 Glue the word cards in the boxes.

Students cut out the word cards in Cutout 5.
Students glue the word cards in the correct order to make sentences.
Students draw the answer to the question in their books.

Optional activity

Play Noughts and Crosses.

Draw a Noughts and Crosses grid on the board.
Draw a different piece of furniture in each square on the grid.
Divide the class into two teams: X and O.
Ask a student from team X to come up, point to a piece of furniture and name it: *It's a (sofa).* If the student is correct, rub out the picture and put an X in the space. If not, the picture remains.
Repeat with the other team.
The first team to get three Xs or three Os in a row — horizontally, vertically or diagonally — wins.
Students continue to play in small groups.

Wrap-up

Play Thumbs up.

Poster 4

Attach the *Toys* poster cutouts to Poster 4.
Make *true/false* statements about the location of a toy on Poster 4: *The (ball) is (in the drawer).*
Students put their thumbs up if the statement is true and down if the statement is false. Continue in the same manner with the rest of the *Toys* poster cutouts.

Activity Book

Page 50, activities 1 and 2.

Key

- 1. She's, bedroom; 2. He's, kitchen; 3. It's, bed; 4. They're, table
- 1. under; 2. on



Grammar: Review of prepositions.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* Sweets.

Warm-up

Guess the toy!

Poster 4

Attach *Toys* poster cutouts to the board. Choose one of the pictures without telling students which one.

Students guess which picture you chose.

S1: *Is it the ball?*

T: *No, it isn't.*

Students continue to ask questions until someone guesses correctly. Then, that student chooses a new picture and repeats the activity.

Review

The Printer's Quiz

▶ **READ AND COLOUR.**

Students look at the first activity in their books. Say *Red*. Students read the sentence corresponding to that colour. Then students look for the corresponding picture and colour the frame red.

Continue in the same manner with the rest of the exercise.

▶ **READ AND NUMBER.**

Students look at the second activity in their books. Ask questions about the colour of the furniture *What colour is the sofa?* Students respond *It's green*.

Continue with the rest of the furniture.

Students number the photos in their books.

▶ **LOOK AND WRITE.**

Ask questions about the location of the toys and the cat in the pictures: *Where is the teddy bear?* Students respond *It's on the fridge*.

Students write the prepositions under the corresponding pictures.

Optional activity

Where are the sweets?

Display a table, chair, book, school bag and pencil case. Invite a volunteer to come to the front of the class. He/she turns around so you can hide a sweet under the chair, in the school bag, on the book, etc.

The student asks questions to find out where the sweet is. The rest of the class responds.

S1: *Is it under the table?*

Class: *No, it isn't.*

Each student has three chances to guess where the sweet is. If the student guesses where the sweet is, he/she gets to keep the sweet.

Repeat with other students.

Wrap-up

Poster 4

Attach *Family members* and *Toys* poster cutouts to Poster 4.

Write the following questions on the board:

1. *Where's mother?*
2. *Where's sister?*
3. *Is father in the bedroom?*
4. *Where's the teddy bear?*
5. *Where's the ball?*
6. *Is the doll in the drawer?*
7. *Where's the cat?*
8. *What colour is the table?*
9. *What colour is the fridge?*
10. *Is the sofa green?*

Students answer the questions in their notebooks.

Answer Key

Number: From left to right: 2, 1, 7, 6, 4, 5, 3

Write: on, in, under

Activity Book

Page 51, activities 1 and 2.

Key

Ⓐ 1. Yes, she is. 2. No, he isn't. 3. Yes, they are. 4. No, it isn't.

Ⓑ 1. in, drawer; 2. under, bed; 3. on, bed

Grammar module: Prepositions

We use prepositions to say where people and objects are located.

To form sentences to indicate location, we use the subject + verb *to be* + preposition + noun:

Mother is in the living room.

The doll is under the chair.

To form a question, we switch the position of the subject and the verb *to be*:

Is the doll in the drawer?

To answer a question, we use *Yes* or *No*, followed by the subject and the verb *to be*:

Is the ball under the table? Yes, it is./No, it isn't.

Positive	Negative
<i>I am (I'm) in the kitchen.</i>	<i>I am not (I'm not) in the kitchen.</i>
<i>He is (He's) in the kitchen.</i>	<i>He is not (isn't) in the kitchen.</i>
<i>She is (She's) in the kitchen.</i>	<i>She is not (isn't) in the kitchen.</i>
<i>It is (It's) in the kitchen.</i>	<i>It is not (isn't) in the kitchen.</i>

Question form	Short answers
<i>Am I in the kitchen?</i>	<i>Yes, I am./No, I'm not.</i>
<i>Is he in the kitchen?</i>	<i>Yes, he is./No, he isn't.</i>
<i>Is she in the kitchen?</i>	<i>Yes, she is./No, she isn't.</i>
<i>Is it in the kitchen?</i>	<i>Yes, it is./No, it isn't.</i>

Art: Box rooms

Materials: 5 shoeboxes or cardboard boxes, wrapping paper scraps, glue, home decorating magazines, tape.
Optional: Scraps of carpet.

Directions:

Divide the class into five groups and assign a room to each group: *bedroom, living room, bathroom, kitchen or dining room.*

Distribute materials. Each group glues scraps of wrapping paper on the inside of its box to represent wallpaper and carpet.

Students cut out magazine pictures of furniture that corresponds to the assigned room.

Students glue the pictures to the inside "walls" of their box rooms.

Then they tape all the boxes together to make a "class house".

Optional: Students can glue carpet to the bottom of their boxes.

Art: Make a family mobile

Materials: Card, string or wool, hole punch, coat hanger (1 per student).

Directions:

Distribute materials.

Ask students to draw and colour pictures of *mother, father, sister, and brother* on separate squares of card and cut them out. Punch a hole at the top of each picture. Then tie the pictures to the coat hanger with wool.



Language links: Students display their mobiles in front of the class. Students come up one at a time and say who each family member is: *This is mother.*

Project: Bulletin board: *Where are you?*

Materials: Old magazines, markers, card.

Directions:

Make a bulletin board out of card.

Divide the bulletin board into five sections.

Each section represents one room of the house.

Label the rooms in the house.

Students look for pieces of furniture in old magazines and cut them out.

Students glue the furniture into each of the rooms.

Students bring small photographs of themselves and place them in different rooms in the house.

Each day, ask different students where they are in the house:

T: *Kim, where are you?*

S1: *I'm in the kitchen.*

Throughout the month, move the photographs around and repeat the question.



Vocabulary	Grammar
<p>Parts of the body: arm, ear, eye, finger, foot/feet, hair, hand, head, knee, leg, mouth, nose, shoulder, toe</p> <p>Adjectives: big, blonde, fat, sad, short, small, tall, thin</p> <p>Colours: black, blue, brown, grey, green, orange, red</p> <p>Circus words: acrobat, bear, clown, elephant, horse</p> <p>Other words: cut, glue, pull, show</p>	<p>Present simple (have got): I have got two eyes. He/She has got black hair.</p> <p>Verb to be: I'm not fat. The clown is small. The bears are big.</p> <p>Imperatives: Touch your head. Touch your toes.</p>
<p>Functional language: Look at me! I'm just me!</p>	<p>Multiple intelligence: Visual/spatial intelligence (page 79), Intrapersonal intelligence (page 81)</p>

Teaching tip

Controlling discipline problems

Routines and activities

Establish routines. For example, form a circle at the beginning of class, play a game where students touch their heads when you take the register or get students to sing a song they know. By incorporating routines into your classes, everyone will start the lesson feeling confident and attentive.

Surprise activities can help to settle a class if the children become overly excited. Try a series of movements in sequence. For example, tell students to touch their head three times, then their shoulders, then their knees. Vary the count and see if they can follow. When changing activities, try using a rattle (for example, rice in a box) or a simple musical instrument such as a harmonica to attract attention rather than raising your voice to. This becomes a signal that students recognise. Start the activity, even if not all children are attentive. They will eventually join in with the others.

Identifying the causes of bad discipline

Teachers do not work in a vacuum. Students come to class from a variety of situations at home, including dysfunctional families. They may also have just taken a difficult exam or be dreading a hated P.E. class. In other words, they come to class in a certain state of mind, in a good or bad mood. These moods can be a source of bad discipline.

One of the most widespread reasons for bad discipline, however, is a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts and disruptive behaviour, while the

rest of the class may remain passive.

Identifying the class leader(s)

Watch your class carefully when a disruption occurs to see if you are dealing with the same student(s) each time. To better handle class leaders, start your lesson as usual, following your general plan. At the same time, have an extra task or two ready for your class leader(s). Involving them in simple classroom tasks (cleaning the board, handing out materials, etc.) will motivate and help control troublesome students.

Varying the traditional tasks

Your students' disruptive behaviour may stem from their inability to cope with any one of the traditional skills. For example, one student may be quite good at speaking, but have trouble writing; or he/she may like writing, but have weak listening skills. Try to identify the real source of trouble and introduce some variety into your classes. For example, for weak writing skills, you can organise a trip to the computer lab, where students can use the spell check and various Web dictionaries while writing. For weak listening skills, repeating songs or adding clear task-based listening activities linked with the class CD can help students improve their ear for English.



Grammar: Present simple (*have got*) (I): *I have got two eyes. I have got a nose.*

Vocabulary: *Eye, nose, hand, foot/feet, toe, leg, head, ear, arm, finger, mouth.*

Warm-up

Vocabulary presentation

Students stand up.
 Say *Eyes* as you touch your eyes. Students touch their eyes and repeat the word.
 Follow the same procedure with *nose, head, mouth, hands, foot/feet, toes, legs, ear, arms* and *fingers*.
 Instruct students to touch different parts of the body: *Touch your nose.*
 Say the instructions faster each time.

Controlled practice

1 Listen, point and repeat. 42

Students look at the photograph in activity 1. Ask *Is this a boy or a girl? Is she happy or sad?*
 Play Track 42. Students listen and point to the parts of the body in their books.

Track 42

- Finger
- Leg
- Toe
- Feet
- Foot
- Eye
- Ear
- Head
- Nose
- Mouth
- Arm
- Hand

Play Track 42 again. Pause the CD after each word. Students repeat.

- Trace the words.

Say *Head*. Students point to the corresponding word and then trace it in their book. Repeat with the rest of the words.

2 Listen and say the chant. 43

Play Track 43. Students listen and follow along in their books.

Track 43

I've got one nose

(See Student's Book page 52, activity 2.)

Play Track 43 again. Students listen and say the chant.

Optional activity

Song mime

Students stand up.
 Play Track 43 and act out the song:
Verse 1: Hold up two fingers and point to your eyes.
Verse 2: Hold up one finger and point to your nose.
Verse 3: Hold up ten fingers and wiggle them.
Verse 4: Hold up ten fingers and point to your toes.
 Encourage students to do the actions with you.
 Students sing and mime the song several times.

- Write the numbers and make a new chant.

Ask students *How many arms have we got? One or two?* Repeat with other parts of the body.
 Read the parts of the body out loud.
 Students write the corresponding number next to each word.

Check the answers with the whole class.

Write the following on the board:

I have got _____ .
I have got _____ .
I have got _____ .
I have got _____ .

Students copy the sentences into their notebooks.

Divide the class into pairs.

Students complete the sentences with a body part plus the corresponding number of each body part to make a new chant.

Walk around the class and monitor the activity.

Invite pairs of students to say their new chant in front of the class.

Wrap-up

Play Don't follow the leader!

Students stand up.

Say *Head* and touch your nose. Students must listen to the word and touch the correct part of the body: *head*. If students touch the incorrect body part, they sit down. Continue playing with students until only one student remains standing. He/she is the winner.

Answer Key

1, 2, 2, 2, 1

Activity Book

Page 52, activities 1 and 2.

Note: Students need Cutout 1.

Student's Book Page 53



Grammar: Present simple (*have got*) (I/he/she): *I have got black hair. He has got blonde hair. She has got blue eyes.*

Vocabulary: *Brown, blonde, blue, black, green, hair, eyes.*

Materials: Paper, old magazines. *Optional:* Paper (1 piece per student).

Warm-up

Parts of the body

Students stand up.

Say *Show me your hands* as you show students your hands. Students imitate your action and repeat the body part: *Hands*.

Repeat with *hair, eyes, nose, mouth, ears, foot/feet, toes, legs, head, arms, and fingers*.

Go through the motions faster and faster and then slower and slower.

Grammar presentation

① Listen and follow. 🎧 44

Copy the following table on the board:

<i>green</i>	<i>eyes</i>	<i>blue</i>
<i>brown</i>		<i>black</i>
<i>red</i>	<i>hair</i>	<i>blonde</i>

Students come to the board and match a colour to the word *eyes* or *hair*.

Students use those words to say a true sentence about themselves or about a classmate: *I have got black hair. She has got blonde hair.*

Repeat the activity several times so that every student has a chance to participate.

Students look at the picture in their books.

Ask *What colour is Mrs Potato's mouth? What colour is her hair? What colour are her eyes?*

Play Track 44. Students listen and follow along in their books.

Track 44

(See Student's Book page 53, activity 1.)

Tell students to imagine that they are Mrs Potato.

Play Track 44 again. Pause the CD after each sentence. Students repeat.

② Read and number.

Read the sentences out loud. Students follow along in their books.

Students silently read the texts again and number the pictures.

Point to the pictures and check the answers orally:

T: (pointing to the girl in the first picture)

Ss: *She's got blonde hair and brown eyes.*

Look at grammar!

Students read the sentences in the grammar box. Point out the words *have* and *has*.

Encourage students to explain when we use *have* and when we use *has*.

Optional activity

Listen and draw.

Draw the silhouette of a head on the board.

Distribute paper.

Students copy the silhouette.

Explain that you are going to describe a potato person.

He has got two noses.

He has got red hair.

He has got green eyes.

He has got four ears.

He has got a purple mouth.

Students draw and colour the picture.

Display the pictures around the classroom.

Peace education

Divide the class into groups of five.

Distribute large pieces of paper.

Students look for faces in the magazines and cut them out. Faces should represent as many races and nationalities as possible.

Students make a collage. Display the collages around the class.

Talk to the students about the importance of respecting people from different races and nationalities. Talk about the value of all people.

Note: Students should keep some magazine cutouts for the *Wrap-up* activity.

Wrap-up

Pass the picture.

Students take out the magazine cutouts of faces from the *Peace education* activity.

Students stand in a circle.

Play some music. Students pass the cutouts around the circle.

Pause the music.

One by one the students describe the face on the cutout they are holding.

Answer Key

② 3, 1, 2

◆ Activity Book

Page 53, activities 1 and 2.



Grammar: Verb *to be* (I): *I'm short. I'm not fat.*
Functional language: *Look at me! I'm just me!*
Vocabulary: *Tall, short, fat, thin, small.*
Materials: Mirror. *Optional:* Paper (1 piece per student).

Warm-up

Vocabulary review

Draw a stick figure on the board.
 Around the figure write the parts of the body with one or two letters missing: *_ o u t _ _ o s e, f _ n g e _ s.*
 Students say the letters to help you complete the parts of the body.
 Ask individuals to come to the board and match the words to the parts of the stick figure's body.

Developing reading

① Listen and follow the story. 45

Students look at the pictures on pages 54 and 55 and say what they think the story is about.
 Ask them questions to prompt them: *Is there a boy in the story? Is there a girl in the story? Are they at school?*
 Show students a real mirror.
 Pass the mirror around. Students say something about the image in the mirror: *I have got brown hair.*
 Play Track 45. Students listen and follow the story in their books.

Track 45
The house of mirrors
 (See Student's Book pages 54 and 55.)

Ask comprehension questions about each picture in the story:
Look at picture 1. Is he tall in the mirror?
Look at picture 2. Is he tall in the mirror?
Look at picture 3. Is he fat in the mirror?
Look at picture 4. Is he fat in the mirror?
Look at picture 5. Is the girl in the house of mirrors? Is she fat?
Look at picture 6. Is she tall?
Look at picture 7. Is she thin?

Connecting to students' experiences

Talk with students about the house of mirrors. Ask them if they have ever been to one. Ask them if they have seen how they look in different types of mirrors. Ask students if they liked it or not.

Controlled practice

② Look and match.

Describe the pictures in random order: *He's short. He's fat.*
 Students point to corresponding pictures in their books.
 Students read the words and match them with the corresponding pictures.

Optional activity

Listen and draw.

Distribute paper.
 Read the following instructions out loud:
Draw a monster on your paper.
This monster is big and fat.
He is purple.
He has got orange eyes.
He has got red hair.
He has got a very big nose.
 Students show their monsters to the rest of the class.

Critical thinking

Ask students if the distorted images in the mirrors of the story are real. Discuss with them how it is not important how we look on the outside, it is what is on the inside that counts. Discuss how people can be different inside. People can be kind, funny, serious, etc.

Wrap-up

Myself in a mirror

Tell students to imagine they are in a house of mirrors. Students draw a distorted picture of themselves as if they were looking at themselves in a distorted mirror. Students make themselves too fat, too thin, too tall or too short.
 Students draw a speech bubble and write the corresponding sentences for their drawing: *Look at me! I'm short and fat.*
 Display students' work around the classroom.

Answer Key

② short, thin, fat, tall

◆ **Activity Book**

Page 54, activities 1 and 2.

Key

① 1. short; 2. tall; 3. thin; 4. fat
 ② 1. thin; 2. tall; 3. fat; 4. short



Grammar: Verb *to be* (I): *I'm short. I'm not fat.*

Vocabulary: *Tall, short, fat, thin, small.*

Materials: *Optional:* magazines, paper (1 piece per student).

Warm-up

Tall, short, fat, thin

Students stand up.

Say *You're tall!* Students stand on their toes and reach up as high as they can.

Say *You're short!* Students crouch down.

Say *You're thin!* Students pull their cheeks and their stomachs in.

Say *You're fat!* Students puff out their cheeks and push out their stomachs.

Repeat several times in different orders.

Developing reading

① Listen and follow the story. 45

Ask students if they remember the story "The house of mirrors".

Write the following words on the board: *chair, girl, mirror, pirate, tall, fat, clown, house, monkey, small.*

Read the words out loud.

Ask individual students to come up and circle the words that refer to the story.

Play Track 45. Students follow the story in their books.

Check the words on the board with the class.

Track 45

The house of mirrors

(See Student's Book page 54 and 55.)

② Listen and circle. 46

Students look at the pictures in their books.

Say *I can see a short boy and a tall boy.*

Students say the number of the corresponding picture.

Repeat with other pictures.

Play Track 46. Students circle the corresponding children.

Track 46

Number 1.

Look at me! I'm tall.

Number 2.

Look at me! I'm fat.

Number 3.

Look at me! I'm thin.

Number 4.

Look at me! I'm short.

Grammar practice

Stand in front of the class and make true statements about yourself using *I'm not: I'm not (short/fat/small).*

Ask volunteers to come to the front of the class and encourage students to say true statements about themselves using *I'm not...*

Students draw a picture of themselves and write two true statements about themselves using *I'm not* in their notebooks.

Controlled practice

Act out the story

Divide the class into boy/girl pairs.

Assign students the role of the girl or the boy in the story.

Play Track 45. Pause the CD after each line.

Students repeat.

Play Track 45 again. Students act out the story.

Students practise their parts and act out the story in pairs.

Invite student pairs to act out the story in front of the class.

Optional activity

All kinds of people

Distribute paper.

Write the following sentences on the board:

1. *I'm tall. I'm not fat.*

2. *I'm small. I'm not thin.*

3. *I have got black hair.*

Distribute magazines.

Students find pictures of people who correspond to the descriptions and cut them out.

They glue them onto the paper and copy the descriptions underneath.

Display students' work around the classroom.

Wrap-up

Play Eight figures!

Draw eight figures on the board. Make them obviously male or female and obviously fat, thin, tall or short.

Number the figures 1–8.

Divide the class into two teams.

A student from Team A says a number.

A student from Team B describes the figure.

S1 (Team A): *Number 1.*

S2 (Team B): *He's tall.*

Students win a point for their team for every correct answer.

Activity Book

Page 55, activities 1 and 2.

Key

② a, a, i, a



Grammar presentation: is/are

Grammar: Verb *to be*: *The horse is big. The bears are fat.*

Vocabulary: *Acrobat, clown, bear, elephant, horse, grey, white, fat, thin, big, small.*

Materials: Five index cards, paper.

Preparation: *Paper strips:* Cut out five pieces of paper (approx. 40cm X 25cm). Write the following words on separate index cards: *is/is/are/are.*

Poster 5

Display Poster 5.
 Display index cards (see Preparation) around the poster.
 Say a sentence about the poster, for example:
The bears are big.
 Students repeat after you.
 Ask a student to attach the corresponding index card (*are*) next to the picture of the bears on the poster.
 Repeat the procedure with all the pictures on the poster: *The elephant is big. The horses are white. The clown is fat. The acrobat is tall.*
 Individual students say similar sentences about the poster.
 Make sure they use *is* and *are* properly.

2 Read and number.

Read the sentences out loud. Students follow along in their books.
 Students work individually, numbering the sentences according to the picture.
 Check answers around the class.

Warm-up

Vocabulary presentation

Poster 5

Display Poster 5. Point to the bears and say *bears*. Students repeat after you. Follow the same procedure with *elephant, horses, acrobat* and *clown*.
 Display a blank *Paper strip* (see Preparation) and write the word *bears* on it. Read it out loud.
 Attach the strip to the board.
 Repeat the procedure with *elephant, horses, acrobat* and *clown*.
 Students come up and use the paper strips to label the pictures on the poster.
 Display *Circus* poster cutouts, one at a time. Students name the circus characters: *an acrobat, horses, bears, an elephant, a clown*.
 Attach poster cutouts to the board.
 Tell students to close their eyes.
 Remove one of the poster cutouts.
 Students open their eyes.
 Ask *What's missing?* Students respond. Repeat with other cutouts.

1 Listen, point and repeat. 47

Play Track 47. Students listen and point to the pictures in their books.

Track 47

- Acrobat.
- Clown.
- Bear.
- Grey.
- Elephant.
- Horse.
- White.

• Trace the words.

Play Track 47 again. Pause the CD after each word. Students repeat.
 Students trace one word at a time.

Optional activity

True or false?

Say *true/false* phrases or statements about the elements in the picture in activity 2.
 Students stand up if the phrase or statement refers to the picture and sit down if it does not, for example:
Three horses. Two clowns. The bears are happy. The horses are white. The elephant is big.

Wrap-up

Play Stop, go!

Students stand up and walk around the room when you say *Go*.
 When you say *Stop*, they must stand still.
 Whoever moves is out. Repeat several times.

Answer Key

5, 3, 4, 2, 1

Activity Book

Page 56, activities 1 and 2.

Key

1 *Top to bottom:* bear, white, clown, horse, grey
 2 1. The acrobat is fat. 2. The elephant is big. 3. The clowns are thin. 4. The horses are white.



Grammar: Verb *to be*: *The elephant is big. The horses are small.*

Vocabulary: *Acrobat, clown, bear, elephant, horse, tall, short, fat, thin, big, small.*

Materials: Coins (1 per pair of students), game counters. *Optional:* Paper (1 piece per student)

Warm-up

Play *Save the clown!*

Draw a clown on a piece of paper and cut it out. Draw a shark on the board with its mouth open. Write the numbers 1 to 12 moving away from the shark's mouth and place the clown under number 12. Think of a circus word and draw lines to represent the numbers of letters. For example, seven lines for a seven-letter word like *acrobat*: _ _ _ _ _ _ _ . Students guess letters to discover what the word is. If the letter is in the word, write it on the corresponding line. If not, move the clown along one number towards the shark's mouth. The students' goal is to guess the word(s) before the poor clown is eaten.

Controlled practice

① Listen and circle. 48

Students look at activity 1. They name the person or animal in each square. Play Track 48. Students listen and circle the pictures that are described.

Track 48

- The elephant is big.
- The acrobats are short.
- The bears are fat.
- The clown is thin.
- The horse is big.
- The acrobat is tall.

Write the following sentences on the board:

- The elephants* ____ *small.*
- The clown* ____ *tall.*
- The horse* ____ *big.*
- The bears* ____ *fat.*
- The acrobats* ____ *short.*

Students copy and complete the sentences in their notebooks. Ask individual students to come to the board and complete the sentences. Students check their answers.

• Play *The circus game.*

Divide the class into pairs. Distribute coins and counters. Students place their counters on *Entrance*. Explain the rules of the game.

Players take turns flipping a coin and moving their counters on the game board in their books (*heads* = one space; *tails* = two spaces). When a player lands on a picture, he/she describes it: *The acrobat is tall.* The first player to reach *Exit* wins.

Optional activity

Scrambled sentences

On the board write:
big. / The / is / elephant
are / bears / The / fat.
are / clowns / tall. / The
The / big. / is / horse

Students order the words and write the sentences correctly in their notebooks.

Multiple intelligence:

Visual/spatial intelligence

Tell students to choose their favourite picture from the game board. Students copy the picture onto a piece of paper. Tell them to imitate the picture, but make sure they understand that their picture should not look exactly the same as the one in the book. Then students draw the picture, using any colours they like and adapting the shape and size of the picture in any way they like. Display the students' pictures together around the classroom.

Wrap-up

Play *Eight!*

Students open their books to page 57, activity 1. Divide the class into two teams. Write a number on the board, for example: 8. The first student to raise his/her hand gets a chance to describe the picture corresponding to that number, for example: *The clown is short.* If he/she is correct, award a point to his/her team. Repeat with other numbers. The team with the most points wins the game.

Answer Key

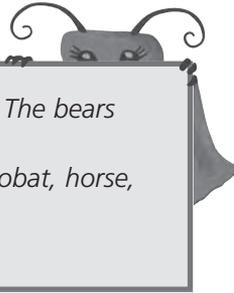
① Circle: 1, 3, 4, 5, 10, 12

◆ **Activity Book**

Page 57, activity 1.

Key

① 2. tall; 3. short; 4. big; 5. small; 6. thin



Grammar: Verb *to be*: *The clown is fat. The bears are small.*

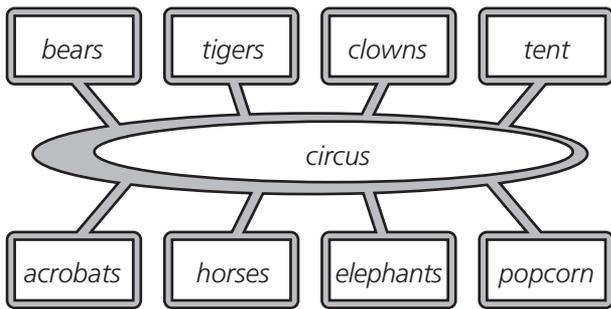
Vocabulary: *Clown, elephant, bear, acrobat, horse, circus*; adjectives.

Materials: Cutout 2.

Warm-up

Circus mind map

Write the word *circus* on the board.
 Draw a circle around the word to make a mind map.
 Elicit from students all the words they remember about the circus and write them on the mind map.
 Help students with unknown vocabulary and include it in the mind map as well.



Controlled practice

① Listen and number. 49

Ask students to name everything they can see in the pictures.
 Write the words on the board: *horses, clown, circus, tree, shoes, acrobats, etc.*
 Ask students to say all the colours in the pictures.
 Write the words on the board: *red, yellow, blue, green, etc.* Play Track 49. Students number the pictures in their books.

Track 49

1. This is the circus.
2. The acrobats are thin.
3. The horses are white.
4. The clown is fat.

Write the following incomplete sentences on the board:

1. The _____ are _____.
2. The _____ are _____.
3. The _____ is _____.

Students copy the sentences into their notebooks.
 Students work in pairs and complete the sentences.
 Complete the sentences on the board with the class.
 Students check their spelling.

Optional activity

True or false?

Poster 5

Display Poster 5.
 Attach poster cutouts to Poster 5.
 Divide the class into two teams: A and B.
 A member from team A comes up and makes a *true/false* statement about the poster: *The horses are brown.*
 A student from team B says if the statement is true or false and corrects the false statements.
 Teams win one point for each correct answer and a bonus point for correcting false statements.

② Read and glue.

Students cut out the pictures in Cutout 2.
 Invite individual students to read the sentences in their books.
 Students glue the cutouts into place.

Connecting to students' experiences

Talk about the circus: *Have you ever been to the circus? Did you see a clown? Did you see any elephants? What animals did you see? What did you like most about the circus? What did you like the least about the circus? Raise your hand if you saw acrobats at the circus. Raise your hand if you saw horses at the circus.*
 Students draw a picture of a circus in their notebooks.

Wrap-up

Pictionary

Students play pictionary with words from this unit.
 In pairs or small groups, one student begins to draw and the others guess what he/she is drawing.
 The student who guesses correctly is the next to draw.

Answer Key

- ① 3, 2, 4, 1

◆ **Activity Book**

Page 58, activities 1 and 2.

Key

- ① 1. circus; 2. clowns; 3. elephants; 4. horse
 ② 1. The elephant is small. 2. The clown is tall. 3. The acrobats are fat.



Grammar: Imperatives: *Touch your nose.*

Vocabulary: *Eye, nose, ear, mouth, head, shoulder, knee, toe.*

Materials: Face paints, hand mirrors and eye make-up (blue, brown, green). *Optional:* Paper (1 piece per student), wigs, red plastic noses.

Warm-up

Unscramble the word

Write the following letters on the board:

l-o-n-w-c.

Students individually unscramble the word in their notebooks.

The first student to unscramble the word raises his/her hand and says it out loud.

Students draw a clown in their notebook.

Students write a description of their clown, for example: *My clown is tall and fat.*

Controlled practice

① Listen and sing the song. 🎧 50

Ask students questions about a typical clown: *What colour is a clown's hair? What colour is his nose? His mouth? Are his feet big or small?*

Students look at activity 1 in their books.

They describe the clown in the photograph: *His hair is red. His nose is big. His face is white.*

Play Track 50. Students listen and follow along in their books.

Track 50

Head and shoulders

(see Student's Book page 59, activity 1.)

Play Track 50 again. Students listen and sing along. Students stand up.

Play Track 50 again.

Students sing along and touch their body parts as they are mentioned in the song.

Repeat several times.

② Listen and number. 🎧 51

Play Track 51. Students number the pictures in their books.

Track 51

Number 1. Touch your knees.

Number 2. Touch your ears.

Number 3. Touch your eyes.

Number 4. Touch your feet.

Number 5. Touch your nose.

Number 6. Touch your head.

Call out a number from 1–6.

Choose a student to give the corresponding command.

Repeat with other numbers.

Optional activity

Partners in command

Divide the class into pairs.

Students take turns giving each other commands for touching different body parts: *Touch your nose.*

Call on different pairs to act out their commands in front of the class.

Multiple intelligence:

Intrapersonal intelligence

Talk with the students about feelings. Discuss how clowns usually look happy but how they can be feeling other things inside. Ask students if they ever act happy when they are not.

Wrap-up

The Printer's Project

Read the speech bubble out loud.

Distribute face paints.

Explain how to paint your face like a clown: *Paint your face white and your nose red. Draw black crosses over your eyes and paint on a thick red mouth.*

Allow students to paint their face as they like.

Tell students to stand in a line in front of the class.

The first "clown" takes a step forward and gives a command: *Touch your nose!*

All the "clowns" follow the command.

Follow the same procedure with all the students down the line.

◆ Activity Book

Page 59, activities 1 and 2.

Key

② From left to right, top to bottom: No, Yes, Yes, No



Phonics focus: Short /i/ vowel sound.

Vocabulary: *Dog, fish, pig, milk, six, pin, pig, thin, leg, lamp, ship, bed, cat.*

Materials: White paper.

Warm-up

Matching uppercase and lowercase vowels

Write the vowels in lowercase on one side of the board: *a, e, i, o, u.*

Write the vowels in uppercase on the other side of the board: *A, E, I, O, U.*

Say the first vowel in its short form and give an example of a word with that sound: *a - cat.*

Get a student to come up and match the two *a*'s. Repeat with *e - bed, i - pig, o - hot, u - put.*

Phonics practice

① Listen, point and repeat. 52

Students look at the pictures in activity 1. Point to each picture and ask *What's this?* Play Track 52, pausing after each word. Students point to the pictures and repeat.

Track 52

1. Dog.
2. Fish.
3. Milk.
4. Six.
5. Pin.
6. Pig.
7. Thin.
8. Leg.

Say the numbers. Individual students identify the pictures.

Write the vowels on one side of the board. Write the words from activity 1 on the other side of the board, leaving a blank for each vowel. A student comes up and chooses a word. He/she points to the word and then to the corresponding missing vowel. He/she writes the vowel on the line.

- Circle the pictures with the *i* sound. Students circle the pictures that have the /i/ sound in their books. Individual students say the words: *fish, milk, six, pin, pig, thin.* The rest of the class checks their answers.

Critical thinking

To help students develop their critical thinking skills, do the following activity: Draw a dog and a fish on the board. Draw two boxes and label them *Same* and *Different*. Elicit how a dog and a fish are the same. Write students' ideas in the first square. Elicit how a dog and a fish are different. Write students' ideas in the second square: *Fish swim. Dogs walk. Dogs have legs.*

Controlled practice

② Listen and circle the vowel sounds. 53

Play Track 53. Pause the CD after each word. Students circle the corresponding vowels.

Track 53

1. Fish.
2. Lamp.
3. Bed.
4. Six.
5. Cat.
6. Ship.
7. Thin.
8. Pig.

Say *Number one*. Students name the picture: *Fish*. Write the corresponding vowel on the board: *"i"*. Students check their answers.

Optional activity

Draw *i* sound words.

Write the letter /i/ on the board. On the board, write words with this vowel sound that students have learned: *thin, milk, fish, pig, six, pin, ship*. Students draw pictures for the words on the board. Underneath each picture they write the corresponding word, with the letter *"i"* in red. Students stick their pictures next to the corresponding words.

Wrap-up

Play Lose five points.

Divide the class into teams. Think of a word from the page and write it on a piece of paper. Award each team five points. Teams take turns picking a word from this page and saying it out loud. The first team to guess the word that you have written on the piece of paper loses a point. The first team to lose all its points wins the game.

Answer Key

- ① Circle: 2, 3, 4, 5, 6, 7
- ② Circle: 1. i; 2. a; 3. e; 4. i; 5. a; 6. i; 7. i; 8. i

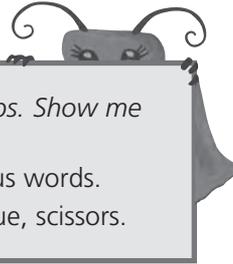
◆ **Activity Book**

Page 60, activities 1 and 2.

Key

- ① Coloured pictures: fish, six, pig
- ② 1. i; 2. e; 3. i; 4. a; 5. i; 6. a; 7. e; 8. i

Student's Book Page 61



Grammar: Imperatives: *Cut out the strips. Show me a fat clown.*

Vocabulary: *Cut, glue, pull, show;* circus words.

Materials: Cutouts 4A and 4B, wool, glue, scissors.

Warm-up

All different kinds

Write the following words in a column on one side of the board: *fat, thin, tall, short, big, small.*

On the other side of the board, write another column with the following words: *elephant, clown, bear, horse, acrobat.*

Get a student to come up and join two words from the columns with a line.

The rest of the class draws the corresponding picture: *a fat bear.*

Students write the phrase in their notebooks. Make sure they use the correct word order: article + adjective + noun.

Repeat this procedure several times.

When students have finished, write the phrases on the board and ask students to correct their work.

Craft activity

① Make a circus parade.

Read the instructions out loud.

Students follow in their books.

Student cut out the circus tent in Cutout 4A and glue wool to the top of the tent.

Then, they cut out the strips in Cutout 4B.

Make sure they don't cut out the individual pictures.

They should cut out the two strips and glue them together to make one long strip.

Help students cut the two slits in the circus tent. Then students thread their strips through the slits so that only one picture is showing through the window.

- Play *Show me!*

Students stand up with their *circus parades* from activity 1.

Say *Show me a tall acrobat.*

Students slide the strip through the circus tent until the tall acrobat is showing.

Repeat with *small horse, fat bear, thin clown* and *small elephant.*

Divide the class into pairs.

Students give each other instructions for displaying different circus characters.

Optional activity

A circus game

Assign a circus character to each student: *acrobat, bear, clown, horse, elephant.*

Students stand up and walk around the classroom, miming their character.

Call out a character: *Clowns!* All the students sit down except for the clowns.

Repeat with other circus characters.

Wrap-up

Head and shoulders 🎧 50

Play Track 50. Students sing along and touch their body parts as they are mentioned in the song.

Sing the song slowly without the CD.

Students sing along with you as they do the corresponding movements.

Repeat several times, each time singing the song faster so that students move faster as well.

Finally, sing the song very slowly so that the students carry out the movements slowly.

◆ Activity Book

Page 61, activities 1 and 2.

Key

② From left to right: 6, 5, 3, 4, 1, 2



Grammar: Verb *to be*: *The clown is tall. I'm short.*
Present simple (*have*): *The girl has got brown hair.*
I have got blonde hair.

Vocabulary: *Clown, girl*; parts of the body, adjectives.

Materials: Cutout 3. *Optional:* Paper.

Warm-up

Play Red light, green light!

Say *Green light!* Students stand up and walk around the room.

Say *Red light!* Students stand still.

The students who move have to say a vocabulary word from the unit.

Grammar practice

Draw a boy's face at the top of the board and write the words *is* and *has got* under the face.

All around the board write the following words: *blue eyes, thin, tall, two ears, happy, brown hair.*

Students make a sentence about the boy, for example: *He has got blue eyes.*

Repeat the sentence and draw a line from the words *has got* to the phrase *blue eyes*.

Elicit other sentences and continue drawing lines from *is* or *has got* to the corresponding words or phrases.

Elicit all the sentences again and write them on the board.

Optional activity

Read and draw.

Students draw a picture of the boy on the board, according to the sentences.

Display students' pictures around the classroom.

① **Look and write Yes or No.**

Individual students read the sentences out loud. After each sentence, the class says *Yes* if the sentence is true and *No* if it is false. Finally, students read the sentences silently and write *Yes* or *No* next to each one.

② **Listen and glue.** 🎧 54

Students cut out the faces and bodies in Cutout 3. They place their cutouts face up on their desks. Say *I'm tall and fat.* Students hold up the corresponding cutout. Repeat with the remaining cutouts: *I'm short and thin. I have got blonde hair. I have got blue eyes.* Play Track 54. Students choose Tom's and Jack's bodies and heads and glue them into their books.

Track 54

Hi!
I'm Tom.
I'm short.
I'm fat.
I have got blonde hair and blue eyes.
Hello!
I'm Jack.
I'm tall.
I'm thin.
I have got black hair and green eyes.

Optional activity

Self portrait

Distribute paper.

Students draw and colour a picture of themselves in their notebooks.

Divide the class into small groups.

Students show their pictures to their group and describe themselves: *I'm short. I'm thin. I have got black hair. I have got brown eyes.*

Extension: Students write four sentences about themselves underneath their pictures.

Wrap-up

Vocabulary review game

Divide the class into two teams.

Write a vocabulary word from this unit, letter by letter.

The first team to guess the word wins a point.

Repeat several times.

The team with the most points wins.

Answer Key

③ 1. No; 2. No; 3. Yes; 4. Yes; 5. Yes; 6. No; 7. No; 8. No

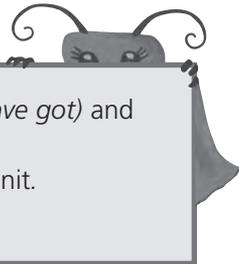
◆ **Activity Book**

Page 62, activities 1 and 2.

Note: Students need Cutout 3.

Key

③ 1. I have got two legs. 2. The clown is fat. 3. My hair is black.



Grammar: Review of present simple (*have got*) and the verb *to be*.

Vocabulary: Key vocabulary from the unit.

Materials: Magazines, paper.

Warm-up

Play Simon says.

Tell students to stand up. Say *Simon says, "Touch your nose!"* Students touch their nose.

Tell students to follow your instructions only when preceded by the words *Simon says*. Continue giving instructions.

If students follow an instruction not preceded by *Simon says*, they sit down. The last student to remain standing wins.

Review

The Printer's Quiz

▶ **LABEL THE PHOTOS.**

Read the list of words out loud. Student repeat after you. Name the photos and students point to them. Students label the photos in their books.

▶ **CIRCLE THE CORRECT OPTIONS.**

Students look at the pictures and circle the correct options to complete the sentences. Write the correct sentences on the board.

▶ **CIRCLE THE CORRECT VOWEL SOUNDS.**

Name the pictures and get students to point to them in their books: *six, cat, fish, leg*. Students circle the correct vowel sounds.

Phonics practice

Write the letters *i, a* and *e* on the board.

Elicit words with these vowel sounds and write them underneath the corresponding vowels:

/i/: *fish, thin, big, pig, sink, milk*

/e/: *red, leg, ten, bed, net*

/a/: *fat, tall, black, arm, bat, hat*

Divide the class into pairs.

Students look through magazines and try to find pictures of as many words from the board as they can. Students write the vowels on separate pieces of paper and glue their pictures onto the corresponding piece of paper.

Wrap-up

Draw a star.

Students look at Unit 5 in their books.

Remind students of the work they have done over the unit.

Students draw a star in their notebooks according to how much they liked the unit and how well they think they worked. They draw a big star if they really enjoyed the unit and think they worked very well; a medium-sized star if they liked the unit and think they worked well, and a small star if they thought the unit and their work was OK.

Answer Key

Label: from top to bottom: nose, head, fingers, mouth, toes, eyes, ear, leg, knees, arm

Circle: i, a, i, e

◆ **Activity Book**

Page 63, activities 1 and 2.

Key

① *Left to right:* mouth, head, ears, arm, foot, eyes, nose, fingers

② 1. The clown is fat. 2. The acrobat is thin. 3. The horses are white. 4. The elephants are big.

Grammar module: Present simple

In this unit, the present simple is used for expressing permanent states: *have got/has got*.

The verb *have got* is an irregular verb and its third person form is *has got*.

I have got green eyes. He has got red hair.

Positive

I have got brown eyes.

It has got brown eyes.

You have got brown eyes.

We have got brown eyes.

He has got brown eyes.

You have got brown eyes.

She has got brown eyes.

They have got brown eyes.



Cooking: Clown cones

Materials: Ice cream, paper plates, ice cream scoop.

Decorating materials: Raisins, nuts, strawberries, cherries, shredded coconut, ice cream cones.

Directions:

Serve one scoop of ice cream to each student.

Place decorating materials on a table.

Students create clown eyes and a mouth using nuts and raisins. They use a strawberry to make a clown nose.

Then, they sprinkle the scoop with coconut for hair.

Finally, they top their ice cream scoop with an ice cream cone and a cherry for a hat.

Game: Pin the nose on the clown

Materials: Large piece of paper, tape, blindfold, index cards.

Preparation: On a large piece of paper, draw a clown face with the nose missing. Tape the poster onto the wall.

Directions:

Students take turns playing.

Blindfold each student when it's his/her turn.

Use index cards to make a red nose for each student and write his/her name on the card.

Place a piece of double-sided tape on the back. Turn each student around 2-3 times and point him/her in the right direction.

Students try to stick the nose in the right place on the clown's face.

Play Acrobat letters!

Tell students they are acrobats working at the circus.

Divide the class into pairs.

Students make letters with their bodies. For example, two students can make the capital letter "A". They lie on the floor with their heads touching and their legs slanting outward. Then, they stretch their arms together to form the "A".

Ask students to come to the front and demonstrate their letters to the rest of the class.

Project: Clown costumes

Materials: Card, markers, crayons, stickers, elastic cord, egg cups (from egg cartons), stapler, large paper plates.

Directions:

Guide students in making clown costumes for themselves:

Clown hat

Students decorate a large piece of card any way they want to with markers, crayons, stickers, etc.

They roll the paper up into a cone shape and staple it together.

Help students staple an elastic cord on opposite sides of their hat so that they can put it on their head. The elastic cord goes under their chin and holds the hat on.

Clown nose

Students paint an egg cup red and let it dry.

Then they staple an elastic cord on opposite sides so that they can put it over their head and wear the nose.

Clown collar

Students make a clown collar by cutting the middle out of a large paper plate and cutting through the ring on one side. Then they decorate the collar and slip it around their neck.

When students have finished their costumes, have a class parade.



Vocabulary	Grammar
<p>Articles of clothing: boot, coat, dress, hat, gloves, trousers, sandal, scarf, shoe, shorts, skirt, sock, jumper, swimsuit, T-shirt</p> <p>Colours: black, blue, brown, grey, green, orange, pink, purple, red, white, yellow</p> <p>Adjectives: cold, hot, new</p> <p>Other words: cherry pie, clothes, hair, ice cream</p>	<p>Verb to be: What colour is the skirt? The skirt is blue. What colour are the trousers? The trousers are green. It's hot.</p> <p>Present continuous: I'm wearing blue shorts and a white T-shirt. She's wearing a yellow dress.</p> <p>Wh questions + present continuous: What are you wearing? What is she wearing?</p>
<p>Functional language: <i>That's better! Be careful! (Red boots), please. Here you are. Thank you.</i></p>	<p>Multiple intelligence: Visual/spatial intelligence (page 94), Kinesthetic intelligence (page 95)</p>

Teaching tip

Keeping your students' attention

Children have very short attention spans. In addition, they are energetic and frequently need to move. Here are some teaching tips to help you maintain students' interest and keep their attention.

- Make your activities short and change them often.
- Change the pace of your activities by following games that involve lots of physical movement with quieter, less vigorous types of activities.
- Maintain good eye contact with the entire class.
- Vary the way you speak as much as possible (speak loudly, whisper, use a high or low voice, etc.).
- Use lots of physical movements and mime. Exaggerate facial expressions.
- Get your pupils to participate actively by interrupting yourself and asking questions. For example, if you are reading a story out loud, ask questions in the middle to check understanding and involve students personally:
T: "...and the wolf ate the cake..." Show me how he ate the cake. Ready? (Children mime eating a cake.)
And what do you think he is going to do next?
- Children are tactile so let them touch, feel, throw and make things. Take real objects (realia) and pictures into your class for them to touch.

- Use puppets, not only to keep your children's attention but also to get them to speak. Shy students who are reluctant to speak will often speak to a puppet. These same timid students will often be willing to make a puppet speak if they have one on their hand.
- Relax and enjoy your class. If pupils feel that you are enjoying yourself, they will participate more actively and be more attentive.

Mime and gestures

Young children use their bodies spontaneously and interact physically with the world around them. Make the most of this by using lots of mime and physical movements.

Use mime and gestures to help:

- ... communicate what you are saying.
- ... maintain the children's attention.
- ... reinforce words and structures.
- ... correct your pupils and/or prompt them.

You will find that your pupils will initially use these movements while speaking. When they finally gain enough confidence in their speaking abilities, they will unconsciously stop using them.



Grammar: Present continuous: *What are you wearing? I'm wearing a red T-shirt.*

Vocabulary: *Dress, hat, trousers, shoe, skirt, sock, jumper, T-shirt, pink; colours.*

Materials: Cutout 1, paper (1/2 piece per student).

Warm-up

Play Unscramble the colours.

Write the following scrambled words on the board:

- | | |
|----------------|----------------|
| 1. r d e | 5. n g e o r a |
| 2. l l o y e w | 6. p p l e u r |
| 3. e b l u | 7. b r n o w |
| 4. e n g r e | 8. c k b l a |

Divide the class into pairs. Say *Number one*. Students unscramble the first word to make a colour and then they write the word in their notebooks.

The first pair to finish raises their hands and writes the word on the board. Repeat with the remaining words.

Vocabulary presentation

Poster 6

Attach *Clothes* poster cutouts to the board: *hat, trousers, shoes, skirt, socks, jumper* and *T-shirt*. Point to each one and identify the articles of clothing: *This is a skirt. These are socks*. Students repeat after you. Draw a line on the board to represent a clothesline. Distribute *Clothes* poster cutouts. Ask the students holding cutouts to identify them and attach the cutouts to the clothesline: *What is it? What are they?* Repeat with different students.

1 Read and glue.

Students cut out the clothes in Cutout 1. Say *Show me the dress*. Students hold up the corresponding cutout. Continue with the rest of the articles of clothing. Students look at activity 1 in their books. Students glue their cutouts onto the corresponding outlines in their books. Say *The dress is pink*. Students repeat. Ask questions about the colour of the clothes: *What colour are (the trousers)? What colour is (the hat)?* Students respond *They're (orange)*.

- Listen, point and repeat.

Play Track 55. Students listen and point to the corresponding articles of clothing in their books. Pause the CD after each word. Students repeat.

Track 55

- Pink.
- Dress.
- Trousers.
- Jumper.
- T-shirt.
- Skirt.
- Hat.
- Shoes.
- Socks.

2 Listen and sing the song. 56

Say *I'm wearing (a blue jumper)*. Ask students *What are you wearing?* Invite individual students to describe what they are wearing: *I'm wearing (black shoes)*. Students look at activity 2 in their books. Play Track 56. Students listen and follow the song in their books.

Track 56

What are you wearing?

(See Student's Book page 64, activity 2.)

Read each sentence out loud. Students repeat after you. Play Track 56 again. Students sing the song.

Optional activity

My song

Copy the song onto the board:

What are you wearing, wearing, wearing?

What are you wearing, today?

I'm wearing my _____, _____

I'm wearing my _____.

Yeah, hurry!

Students copy the song into their notebooks. Students choose an article of clothing they are wearing and a colour (for example, *blue jumper*) and complete the song. Individual students take turns singing their song.

Wrap-up

Class book: Who is it? (Part 1)

Distribute paper. On the board, write: *My name's _____*. Students copy the sentence across the bottom of their piece of paper and complete it. Students draw and colour a picture of themselves in the clothes they like wearing the most. *Note: Save students' pictures for the next lesson.*

Activity Book

Page 64, activities 1 and 2.

Key

- 1 T-shirt, hat, dress, skirt, socks, shoes, trousers

Student's Book Page 65



Grammar: Present continuous: *What's he/she wearing? He/she's wearing red trousers.*

Vocabulary: *Dress, hat, trousers, shoes, skirt, socks, jumper, T-shirt; colours.*

Materials: Paper (1 piece), student's pictures from *Wrap-up* activity on page 88. *Optional:* Large bag, large box, clothes (different items, some repeated), music.

Preparation: *Dressing-up box:* Write *Dressing-up box* on the outside of the box. Put the clothes in the box: trousers, shoes, socks, etc.

Warm-up

Play Noughts and Crosses.

Draw a "Noughts and Crosses" grid on the board. Put one *Clothes* poster cutout in each square: *dress, hat, trousers, shoes, skirt, sock* (one sock in each square), *jumper* and *T-shirt*.

Divide the class into two teams: X and O.

A student from team X comes up, points to a cutout and asks *What is it?* A student from team O responds: *It's a (blue dress)*. If the student correctly identifies the article of clothing, remove the cutout and draw an O in the space. If the student answers incorrectly, the cutout remains. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally wins.

Grammar presentation

Poster 6

Attach Poster 6 to the board. Attach the *Clothes* poster cutouts to the poster: *trousers, T-shirt* and *shoes*. Say *She's wearing green trousers, a yellow and red T-shirt and grey shoes*. Students repeat after you. Ask *What's she wearing?* Individual students respond. Change *Clothes* cutouts so that the girl is wearing different clothing and ask again *What's she wearing?* Students respond accordingly.

1 Listen and number. 57

Say *Point to the white shirt*. Students point to the corresponding article of clothing in their books. Play Track 57. Students listen and number the pictures in their books.

Track 57

Number 1. She's wearing a pink dress, a yellow hat and red shoes.

Number 2. He's wearing a purple jumper, blue trousers and white shoes.

Number 3. He's wearing a yellow T-shirt, orange trousers and brown shoes.

Number 4. She's wearing a blue skirt, a white T-shirt, white socks and black shoes.

Number 5. She's wearing a green hat, a green jumper, a red skirt and white shoes.

Number 6. He's wearing a green T-shirt, blue trousers and black shoes.

• Play *Who is it?*

Say *What's number one wearing?* Students respond chorally and individually.

Read the dialogue out loud. Students follow along in their books.

Ask pairs of students to read the dialogue out loud. Divide the class into pairs.

Students take turns describing what a character is wearing and guessing who the character is.

Walk around the classroom monitoring the activity.

Optional activity

Play *What's in the bag?*

Take a few articles of clothing from the *Dressing-up box* and put them in a bag (see Preparation).

Students sit in a circle. Play the music. Students start to pass the bag around.

Pause the music. The student with the bag takes out an article of clothing and puts it on.

The rest of the class asks *What are you wearing?* The student responds *I'm wearing a blue shirt*. Repeat the activity with the remaining items until there are no more articles of clothing in the bag.

Note: Keep the *Dressing-up box* for later classes.

Wrap-up

Class book: *Who is it? (Part 2)*

Fold a piece of paper in half to make a book cover. Place students' pictures inside the cover and staple them together.

Hold up the book in front of the class and open the book to the first page.

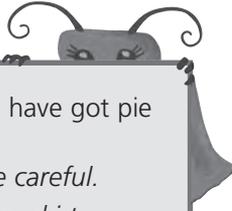
The student who drew the picture comes up, points to each article of clothing and describes what he/she is wearing: *I'm wearing a red hat, a green shirt, purple trousers and black shoes*.

Continue the activity until all students have participated.



◆ Activity Book

Page 65, activities 1 and 2.



Grammar: Present simple (*to have*): You have got pie on your dress.

Functional language: *That's better! Be careful.*

Vocabulary: *Dress, sock, T-shirt, trousers, skirt, ice cream, cherry pie, hair, new.*

Materials: *Dressing-up box* from page 89, paper (1 piece per student). *Optional:* Paper (1 piece per student), tape.

Warm-up

Who is it?

Five students dress up using the clothes from the *Dressing-up box*.

Describe what one of the students is wearing, for example: *She's wearing a blue dress, a red hat and red shoes. Who is it?* Individual students identify the student. Repeat with the remaining students.

Note: Keep the *Dressing-up box* for later classes.

Developing reading

1 Listen and follow the story. 58

Say *Look at picture number one*. Allow students to look at the picture for 30 seconds.

Individual students name everything they can see in the picture: *girl, dress, hand, finger, eyes, etc.* Continue in the same manner with the rest of the pictures in the story.

To make this activity more challenging, students can write the vocabulary in their notebooks.

Play Track 58. Students listen and follow the story in their books.

Track 58

Sloppy Sally

(See Student's Book pages 66 and 67.)

Ask questions about the story:

Look at picture number one. What's Sally wearing?

Look at picture number two. What are father and brother wearing?

Look at picture number three. What's on the table?

Look at picture number four. What's mother wearing?

Look at picture number five. What's Sally wearing now?

Look at picture number six. What's on the table?

Look at picture number seven. Has mother got ice cream on her shirt?

Look at picture number eight. Has mother got ice cream everywhere?

Controlled practice

2 Read and number.

Say *Number one*. Students read the first sentence out loud. Continue in the same manner with the rest of the sentences.

Students silently read the sentences and number the pictures. Students check their work in pairs.

Optional activity

You have got ice cream on your...

Distribute paper.

Draw a blob of ice cream on the board.

Each student draws and colours a blob of ice cream on his/her paper.

Students cut out their blob and attach tape to the back of it.

Say *You have got ice cream on your shoe*.

Students attach the blob to the corresponding article of clothing. Check around the class and make sure that all students have followed your instructions correctly.

Repeat the activity several times.

Wrap-up

Unscramble the story 58

Divide the class into teams of eight.

Assign a scene from the story to one student in each group.

Distribute paper.

Each student draws the assigned scene to form a group storyboard.

Play Track 58. Each group puts its pictures in order.

Then invite a group to stand at the front with their pictures out of order. The rest of the class sequences the pictures in the correct order.

Note: Save the storyboard pictures for the next class.

Answer Key

2 4, 1, 2, 3

Activity Book

Page 66, activity 1.

Key

1 1. She's wearing an orange T-shirt and a yellow skirt.
2. He's wearing blue trousers and a grey jumper. 3. He's wearing a black T-shirt and green trousers. 4. She's wearing a pink dress and a red hat.



Grammar: Present simple (*to have*): *You have got ice cream on your dress.*

Functional language: *That's better! Be careful.*

Vocabulary: *Dress, sock, T-shirt, trousers, skirt, ice cream, cherry pie, hair, new.*

Materials: Paper (1 piece per student), storyboard pictures from the *Wrap-up* activity on page 90.

Optional: Paper rectangles (approx. 8cm X 5cm), tape.

Preparation: *Story strips:* Copy the speech bubbles from the story onto separate strips of paper.

skirt. You've got ice cream in your hair.

Everybody: You _____ ice cream everywhere!

Ask individual students to come to the board, read a sentence out loud and complete the dialogue.

Controlled practice

② **Look and complete.**

Say *Look at picture number one. Has (she) got ice cream on her (T-shirt)?* Students respond *Yes./No.* Ask the same question about the other characters. Students look at the pictures and complete the sentences in their books. Invite individual students to read each sentence out loud. Write the answers on the board. Students check their work.

Warm-up

Can you remember the story?

Tell students to put their books away. Ask *What is Sloppy Sally wearing? What is her mother wearing?* Continue asking questions about the clothes the characters in the story are wearing. Assign each student a character from the story. Students draw their characters in their notebooks. Each student writes a description of their character's clothes. Students compare their drawings to the ones in their books. Individual students show their drawings to the class and read their descriptions out loud.

Optional activity

Pencil puppets

Divide the class into groups of four. Assign each group a character from the story. Distribute paper rectangles to students. Students draw their character on the paper. Then, they use tape to attach the character to a pencil. Allow students some time to practise the dialogue with their group. Invite different groups to the front of the class to act out the dialogue using their pencil puppets.

Developing reading

① **Listen and follow the story.**

Play Track 58. Students listen and follow the story in their books.

Track 58

Sloppy Sally

(See Student's Book pages 66 and 67.)

Play Track 58 again. Pause the CD after each sentence. Students repeat.

The class reads the story out loud.

Assign characters from the story to different students.

Students read the story out loud, using the voice of their respective character.

Now, tell students to read the story out loud very slowly. Take dictation from students and write the story on the board, leaving some blank spaces:

Sally: Look, Mum! I'm _____ my new pink dress.

Mother: Come and eat your _____ pie. But be careful!

Brother: You've got pie on your _____. You've got pie in your _____.

Mother: You've got pie everywhere. Go and change your _____.

Mother: That's better! Come and eat your _____.

And be careful!

Sally: OK, Mum! I'll be _____.

Brother: Oh, no Mum! You've got _____ on your

Wrap-up

Story strips

Divide the class into the same groups as in the *Wrap-up* activity on page 90. Give each group their storyboard pictures.

Display mixed up *Story strips* on the board (see Preparation).

The class reads each strip out loud. Students put the strips in order.

Invite a group of students to come to the front with their storyboard pictures. Students read the *Story strips* and attach the pictures below the corresponding strips.

Repeat the activity with the remaining groups.

Distribute paper.

Students copy the sentences from the *Story strips*.

Then, help them to cut out their sentences in the form of speech bubbles and glue them onto their storyboards.

Answer Key

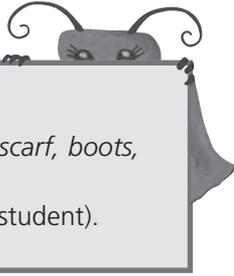
② 1. skirt; 2. dress; 3. T-shirt; 4. jumper

◆ **Activity Book**

Page 67, activity 1.

Key

① *From left to right: 1, 3, 2, 4*



Grammar: Verb *to be*: *It's hot. It's cold.*

Vocabulary: *Gloves, sandals, swimsuit, scarf, boots, shorts, coat, hot, cold.*

Materials: *Optional: Paper (1 piece per student).*

Warm-up

Play Odd one out.

Say four words, three that belong to the same category and one that does not: *socks, skirt, red, trousers.*

Students identify the word that doesn't belong. Continue with different sets of words.

Vocabulary presentation

Draw the following articles of clothing on the board: *gloves, sandals, swimsuit, scarf, boots, shorts, coat.* Point to each article of clothing and say its name: *It's a scarf. They're gloves.* Students repeat. Write the words on the board. Ask individual students to come to the front of the class, point to a word and read it out loud. Then they match the word to the corresponding drawing.

Controlled practice

1 Listen, point and repeat. 59

Play Track 59. Pause the CD after each word. Students point to the pictures and repeat.

Track 59

- It's hot.
- Number 1. Swimsuit.
- Number 2. Sandals.
- Number 3. Shorts.
- It's cold.
- Number 4. Boots.
- Number 5. Coat.
- Number 6. Scarf.
- Number 7. Gloves.

Say *What colour is the swimsuit?* Students respond *It's pink.* Continue asking about the colours of the different clothing items.

- Trace and number.

Students look at the pictures. They trace the words and number them in their books. Say *What number is the scarf?* Students answer *Six.* Continue checking the exercise in the same manner.

2 Listen and colour. 60

Say *Point to the boots.* Students point to the corresponding picture in their books. Continue in the same manner with the rest of the

clothing items. Play Track 60. Pause the CD after each sentence. Students listen and colour the articles of clothing.

Track 60

- Point to the sandals. Colour the sandals red.
- Point to the shorts. Colour the shorts yellow.
- Point to the T-shirt. Colour the T-shirt purple.
- Point to the swimsuit. Colour the swimsuit blue.
- Point to the boots. Colour the boots green.
- Point to the coat. Colour the coat brown.
- Point to the scarf. Colour the scarf grey.

Students listen to the track again and check their answers.

Say *Boots.* Students decide whether we use this article of clothing in cold weather or hot weather. Students draw a sun if the article of clothing is used in hot weather and a snowman if the article of clothing is used in cold weather.

Optional activity

What's in your suitcase?

Distribute paper. Tell students to imagine they are going on holiday. Students decide if they want to go to a hot place or a cold place. Students draw a suitcase on the paper. On the outside of the suitcase, students draw a snowman if they decide to go to a cold place or a sun if they decide to go to a hot place. Around the suitcase, students draw the clothes they are going to take on their holiday. Individual students come up and display their drawings in front of the class. The rest of the students ask *What's in your suitcase?* The student describes the contents of his/her suitcase.

Wrap-up

Is it hot or cold?

Poster 6

Draw the sun and a snowflake on the board. Point to the sun, fan yourself and say *It's hot.* Point to the snowflake, shiver and say *It's cold.* Then hold up the *Shorts* poster cutout and say *I'm wearing my blue shorts. Is it hot or cold?* Students respond *It's hot.* Repeat with *sandals, swimsuit, coat, gloves* and *boots.*

Activity Book

Page 68, activity 1.

Key

- 1. a yellow hat; 2. a blue T-shirt, green shorts;
- 3. a red scarf, a purple coat



Grammar: Verb to be: *The boots are brown. The skirt is yellow.*

Vocabulary: Clothing; colours.

Materials: Counters (1 per student), dice (1 per four students). *Optional:* Paper rectangles (approx. 15cm X 20cm) (1 per student).

Preparation: *Paper strips:* Cut out paper strips (approx. 25cm X 5cm) (2 per student).

Warm-up

Play Chain holiday!

Say *I'm going on holiday. I've got a blue swimsuit.* A student repeats what you said and adds another article of clothing: *I'm going on holiday. I've got a blue swimsuit and red shorts.*

Another student repeats the sentence and adds another article, and so on. Continue the game until someone makes a mistake. Then, that student starts a new chain.

Controlled practice

1 Play The clothes game!

Say *Point to the brown scarf.* Students point to the corresponding article of clothing in their books. Continue with the rest of the articles on the game board. Explain to students how to play the game. Students colour the picture of the girl and boy in the centre of the game board. Explain that they must use exactly the same colours as the articles of clothing on the game board (there may be more than one colour option that they can choose from). Divide the class into groups of four. Students place their counters on *Start*. Students take turns throwing the die and circling around the board, in the direction of their choice, according to the number thrown. If they land on an article of clothing, they check to see if it matches one of the garments the girl or boy in the centre of the game board is wearing. If it does, they put a tick next to the garment. The first student to tick all the boy's or girl's clothes wins the game.

Optional activity

The wardrobe

Distribute the paper rectangles. Students colour and decorate the paper rectangles to look like a wardrobe. Help students cut two slits on one of the drawers. Distribute paper strips to students (see Preparation). Students glue the paper strips together to make one long paper strip. Students divide the paper strips into eight sections. Students draw and colour an article of clothing in each section.

Students thread the paper strip through the slits in the paper wardrobe.

Divide the class into pairs.

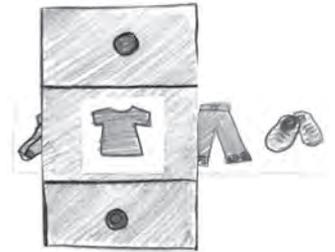
Students take turns pulling the strip, and asking and answering questions about the articles of clothing.

S1: *What is it?*

S2: *It's a hat.*

S1: *What colour is the hat?*

S2: *It's blue.*



Wrap-up

What's missing?

Poster 6

Display Poster 6. Attach all the *Clothes* poster cutouts to the poster. Students close their eyes. Remove one of the *Clothes* poster cutouts. Students open their eyes. Ask *What's missing?* The student who identifies the missing cutout removes the next one, and the game continues until there are no articles of clothing left.

Activity Book

Page 69, activity 1.
Note: Students need Cutout 2.

Key

① *Girl:* yellow, orange, white, black; *Boy:* green, red, blue, purple

Student's Book Page 70



Grammar: Present continuous: *What's he/she wearing? He/she's wearing red shorts.*

Vocabulary: Clothing; colours.

Materials: Pictures of clothing items.

Warm-up

Play *I spy with my little eye...*



Poster 6

Attach *Clothes* poster cutouts to the board.
Say *I spy with my little eye something that is green.*
Students take turns guessing the article of clothing you chose, for example: *Trousers.*
The student who guesses the article of clothing first continues the game by choosing another garment.

Vocabulary practice

Divide the board into three sections.
Write a heading for each section: *Hot*, *Cold* and *Hot or Cold*.
Students copy the headings into their notebooks.
Dictate the following words: *gloves*, *swimsuit*, *scarf*, *boots*, *shorts*, *dress*, *hat*, *jumper*, *trousers*, *shoes*, *sandals*, *skirt*, *socks*, *T-shirt*. Students write the articles of clothing under the appropriate heading according to the type of weather in which they are used.
Say *Gloves*. Students say in which weather we use the garment: *Cold*. Write the word *gloves* under the corresponding heading. Students check their spelling.
Repeat the procedure with the rest of the words.

① Match the words with the pictures.

Divide the class into pairs. Students look at the photos for two minutes.
Students close their books and write as many articles of clothing and their colours as they can remember in their notebooks: *a pink swimsuit*, *a yellow T-shirt*, etc.
Students read their answers out loud.
Write the answers on the board.
Students look at activity 1.
Students match the words with the clothing.
Students check their work in pairs.

Grammar practice

② Read and number.

Read the sentences out loud. Students follow along in their books.
Students read the sentences again and then number them.
Say *Number one*. Students read the corresponding answer out loud.
Repeat with the rest of the sentences.

Optional activity

Multiple intelligence: Visual/spatial skills

Two students come to the front of the class.
The rest of the class looks at what the students are wearing for a few seconds.
Students close their eyes.
The two students change an article of clothing, such as their shoes or a jumper.
Students open their eyes and say what is different: *The shoes are different.*

Connecting to students' experiences

Talk to students about their favourite clothes, the clothes they like to wear when it is hot and when it is cold and the clothes their family wears.

Wrap-up

Match the halves!

Students cut pictures of clothing out of old magazines and give them to you.
Cut each magazine cutout in half. Put sets of four cutouts together and mix up the halves.
Hand out sets of four cutouts to small groups of students. Students match the halves and then describe the clothes: *It's a shirt. It's red.*

Answer Key

② 2, 1, 4, 3



Activity Book

Page 70, activity 1.



Grammar: Verb *to be*: *What colour is the hat? It's yellow. What colour are the socks? They're blue.*

Vocabulary: Clothing; colours.

Materials: Cutout 3, paper (1 piece per student), *Dressing-up box* from page 89, a variety of articles of adult-sized clothing, 2 boxes.

Preparation: Put adult-sized clothing into 2 boxes so that there is exactly 1 article of each kind of clothing in each box.

Warm-up

Play *Who am I?*

Distribute paper.
Students draw themselves wearing their favourite clothes. Students do not write their names on their drawings.
Pick up all the drawings and stick them to the board.
A volunteer describes his/her picture: *I'm wearing a black skirt, a white T-shirt and blue shoes. Who am I?*
Students identify the corresponding picture.

Controlled practice

1 Look and glue.

Students cut out the puzzle pieces in Cutout 3. Students paste the missing pieces in the puzzle. Ask questions about the colour of the articles of clothing.

T: *Is the coat green?*

S1: *No, it isn't.*

T: *Is the coat orange?*

S2: *Yes, it is.*

- Write *Yes* or *No*.

Say *Number one*. Students read the sentence out loud and say *Yes* if the sentence is true and *No* if the sentence is false.

Students write the answer in their books.

Repeat with the rest of the sentences.

- Play *The memory game!*

Divide the class into pairs.

Students look at the puzzle in their books for two minutes and then they close their books.

Students take turns asking and answering about the colour of the clothes in the puzzle.

S1: *What colour is the hat?*

S2: *It's yellow.*

The student who answers the most questions correctly wins the game.

Craft activity

The Printer's Project

Display the *Dressing-up box* at the front of the class. Make sure all students have different articles of clothing to wear.

Give students time to get dressed and prepare their commentaries for a fashion show.

Get the "models" to walk up and down modeling their clothes as they describe what they are wearing: *Hi! I'm Susan. I'm wearing a white T-shirt, blue trousers and black shoes.*

Note: Students can bring their own clothes from home. Keep the *Dressing-up box* for later classes.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Divide the class into two teams.

Ask a member from each team to come to the front and stand next to one of the boxes (see Preparation).

Say *Put on the shirt*. Students find the shirt in their box, put it on and button it up completely. Lead the teams in cheering their team member on: *Put on the shirt!* The first student to finish wins a point for his/her team.

Then give students commands for taking off the clothes: *Take off the shirt*.

The first student to finish taking off the shirt wins a point for his/her team. Now, call a different student to the front from each team.

The first team to reach ten points wins.

Wrap-up

What colour...?

Ask questions about the colour of the articles of clothing students are wearing: *What colour is (Juan's) (shirt)?*

Call on individual students to answer the questions.

Answer Key

- 1. Yes; 2. No; 3. No; 4. Yes; 5. No; 6. Yes

Activity Book

Page 71, activity 1.

Key

- 1. red; 2. blue; 3. green. 4. pink; 5. They're orange; 6. They're grey.



Phonics focus: Short /o/ vowel sound.

Vocabulary: *Rocket, trousers, fox, dog, cat, frog, rock, bed, dress, boat, doll.*

Materials: Card, tape.

Preparation: *Optional: Vowel Sound cards:* Cut 30cm squares out of card (1 per student).

Warm-up

Play *The matching game.*

Write the following words on one side of the board: *cat, lamp, bed, red, pig, six, bat, man, dress, ten, thin, fish.* On the other side of the board, write the letters "a", "e", "i".

Divide the class into two teams. Students read each word out loud.

Say *Red, (Marco and Carla).*

Both students stand up and walk as fast as they can to the board. They draw a line to match the word with the corresponding vowel.

The first student to match the word with the correct sound wins a point for his/her team. Continue in the same manner with different students.

Phonics practice

① Listen, point and repeat. 61

Play Track 61. Students listen and point to the corresponding drawing in their books.

Track 61

- Number 1. Rocket.
- Number 2. Trousers.
- Number 3. Fox.
- Number 4. Dog.
- Number 5. Cat.
- Number 6. Frog.
- Number 7. Rock.
- Number 8. Bed.

Play Track 61 again. Pause the CD after each word. Students repeat the words chorally.

Write the words on the board: *rocket, trousers, fox, dog, cat, frog, rock, bed.*

Invite a volunteer to come to the board and circle a word from the list that has the /o/ sound.

Repeat until all the words with the /o/ sound have been circled.

- Colour the pictures with the o sound.

Say *Rocket.* Does *rocket* have the /o/ sound? Students respond *Yes* or *No*. If the word has the /o/ sound, students colour the picture. If it doesn't, students do not colour the picture.

Continue in the same manner with the rest of the pictures.

② Listen and circle the vowel sounds. 62

Ask questions about the photos.

T: *What's number one?*

S1: *It's a dress.*

Play Track 62. Students listen and point to the corresponding photos.

Track 62

- Number 1. Dress.
- Number 2. Leg.
- Number 3. Boat.
- Number 4. Doll.
- Number 5. Frog.
- Number 6. Rock.
- Number 7. Rocket.
- Number 8. Table.

Play Track 62 again. Pause the CD after each word. Ask *What's the vowel sound?* Students respond and circle the corresponding vowel sounds.

Optional activity

Play *Vowel Sound lines.*

Distribute *Vowel Sound cards* (see Preparation) to students.

Assign a vowel sound to each student: /a/, /e/, /i/, /o/. Students draw a picture of a word that represents that sound.

Collect the *Vowel Sound cards* and tape them to the floor in two lines. Divide the class into two teams.

A student from each team gives instructions to his/her team member for hopping down the line: *Hop on the dress.* The student hops to the picture of the dress and says the vowel sound for that picture out loud: /e/.

The first team to reach the finish line without falling, hopping on the wrong picture or saying the vowel sound incorrectly wins a point.

Repeat the activity several times. The team with the most points at the end of the game wins.

Wrap-up

What's the vowel sound?

Write the following words on the board:

r _ cket c _ t f _ x b _ d
t _ ble fr _ g r _ ck d _ g

Invite a volunteer to come to the board, complete a word and read it out loud.

Repeat with the rest of the words.

Answer Key

① *Colour:* 1, 3, 4, 6, 7

② *Circle:* 1. e; 2. e; 3. o; 4. o; 5. o; 6. o; 7. o; 8. a

Activity Book

Page 72, activities 1 and 2.

Key

② *From left to right:* hat, leg, boat, doll, frog, hand, rocket, table, cat, socks, rock, dress



Functional language: *(Red boots), please. Here you are. Thank you.*

Vocabulary: Clothing.

Materials: Cutout 4, *dressing-up box* from page 89, large bag, shoeboxes, paint, paintbrushes, clothes hangers, paper clips, tape, hole punch.

Warm-up

Play *What's in the bag?*

Take a few articles of clothing from the *Dressing-up box* and put them in a large bag (see Preparation). Students sit in a circle. Play *What are you wearing?* Track 56. Students pass the bag around. Pause the music. The student with the bag feels one of the articles of clothing inside the bag. The rest of the class asks *What is it?* The student identifies the article by touch: *It's a hat.* He/she takes the article of clothing out of the bag. If he/she is correct, he/she keeps the garment. If not, he/she puts the garment back in the bag. Repeat the activity with the remaining items. Next, place two of the same article in the bag and repeat the activity: *What are they? They're skirts.*

Craft activity

① Make a clothes shop.

Students cut out the clothes and the sign in Cutout 4. Students look at activity 1 in their books. Students take out their materials and put them on their desk: *shoe box, paint, paintbrush, clothes hanger, tape, paper clips, coloured pencils, scissors and glue stick.* Say *Show me the box.* Students hold the box up. Continue with the rest of the materials. Students paint their box. Then, they cut out the clothes and the sign. Students glue the sign to the box. Help students make holes in the box, cut the hanger and put the hanger wire through the holes. Use tape to attach the hanger wire to the box. Next, students colour the clothes. Finally, they punch a hole at the top of each item and bend a paper clip through the hole to use as a hanger. Students hang up their paper clothes in the clothes shop.

- Role-play: *At the clothes shop.*

Read the dialogue out loud. Students follow along in their books. Read the dialogue again and pause after each exchange. Students repeat after you. Invite two volunteers to read the dialogue out loud. Continue with different pairs of students. Divide the class into pairs. Students make new dialogues using different articles of

clothing from the clothes shop. Walk around the class monitoring the exchanges. Allow 5–10 minutes for this activity. Invite different pairs of students to act out their dialogues in front of the class.

📺 Consumer education

Ask students the following questions: *Who buys your clothes? How often do you buy clothes? How do you take care of your clothes? What do you do with your clothes when they do not fit anymore?*

Talk about the importance of taking care of clothes.

Talk about the importance of giving away clothes that are in good condition and that they do not need anymore to people who need them or to special organizations. Ask students if they have ever done this and if so, how this made them feel.

Optional activity

📄 Poster 6

Stick *Clothes* poster cutouts on the board. Divide the class into two teams. Ask two students to stand a few metres from the board. Say *Pink socks, please.* Students walk to the board as fast as they can. The first student to take the correct item of clothing, give it to you and correctly say the corresponding part of the dialogue in the Student's Book gets a point for their team. S1: *Here you are.* T: *Thank you.* The team with the most points at the end of the game wins.

Wrap-up

Answer the questions.

Write the following scrambled questions on the board:

1. *the / What / coat? / colour / is*
2. *What / are / the / socks? / colour*
3. *is / What / colour / swimsuit? / the*
4. *What / dress? / colour / the / is*
5. *colour / the / trousers? / are / What*

Students unscramble the questions in their notebooks. Then they answer the questions using the clothes in their clothes shops.

◆ Activity Book

Page 73, activities 1 and 2.

Key

- ① *From left to right:* A blue jumper; Here you are. Thank you.



Grammar: Verb *to be*: *The shorts are blue.*

Present continuous: *What's she wearing? He's wearing shorts.*

Vocabulary: Clothing.

Materials: Cutout 5, *Optional*: Paper (1 piece per student), family photos.

Warm-up

Play True or false?



Poster 6

Attach *Clothes* poster cutouts to Poster 6. Make *true/false* statements about the clothes. *She's wearing black boots. The jumper is green.* Students raise their right hand if the answer is true and their left hand if the answer is false.

Grammar practice

1 Listen and colour. 🎧 63

Say *Point to the T-shirt*. Students point to the T-shirt in their books. Continue with the rest of the clothes. Play Track 63. Pause the CD. Students colour the clothes.

Track 63

Point to the boy. He's wearing a blue T-shirt, green shorts and brown sandals. Point to the girl. She's wearing a pink scarf, a purple coat, a yellow skirt, grey boots and black gloves.

Ask questions about the colour of the clothes: *What colour is the T-shirt?* Students answer *It's blue*. Students check their own work.

- Look and match.

Students look at the pictures, read and match the columns to make correct sentences in their books. Say *Number one*. Ask a student to read the first sentence out loud. Students check their answers. Repeat with the remaining sentences.

2 Glue the word cards in the boxes.

Students cut out the word cards in Cutout 5. Students order the word cards to answer the questions and glue them into their books. Write the questions on the board. Individual students come to the front and write the answers on the board. Then, students read the questions and answers and draw corresponding pictures in their books.

Optional activity

What's your family wearing?

Distribute paper. Students bring a photograph of their mother, father, brother or sister and glue it to a piece of paper. If they do not have a photo, then they draw a picture of their family, or a family member. Students write a description of what each family member is wearing: *My mother is wearing a pink dress and black shoes.* Divide the class into pairs. Students describe their photo or drawing to their partner. Walk around the class monitoring the activity and helping students with vocabulary.

Wrap-up



Poster 6

Stick the *Clothes* poster cutouts and poster to the board. Divide the class into teams A and B. A student from team A goes to the board and attaches two articles of clothing to the poster. Then he/she chooses a member from team B and asks *What's she wearing?* If the answer is correct, team B wins a point. If the answer is incorrect, team A gets the point. Repeat the procedure several times, alternating teams. The team with the most points at the end of the game wins.

Answer Key

- 1. green; 2. blue; 3. brown; 4. purple; 5. pink; 6. grey

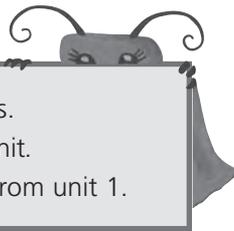


Activity Book

Page 74, activities 1 and 2.

Key

- 1. He's; They're; 2. She's; It's



Grammar: Review of present continuous.
Vocabulary: Key vocabulary from the unit.
Materials: Student picture dictionaries from unit 1.

Warm-up

Play Words and more words.

Write the following letters on the board:
g-l-o-e-v-s-a-n-d-j-u-m-c-r-f-b-p-h-k
 Divide the class into pairs.
 Students use the letters on the board to form words (articles of clothing) in their notebooks.
 Students have 10 minutes to write as many words as possible.
 Letters can be repeated as many times as necessary.

Review

The Printer's Quiz

▶ **LOOK AND CIRCLE.**

Students look at the first activity.
 Students look at the photos and circle the correct options.
 Students look at the photos for one minute and then close their books.
 Say *What colour are the boots?* Students write the answer in their notebooks: *They're brown.*
 Continue asking questions. Students write the answers in their notebooks.

Picture dictionary

Ask students to write the new words from unit 6 and draw pictures for each word in their picture dictionary.

▶ **READ AND MATCH.**

Read the texts out loud. Students follow along in their books.
 Students read the texts again and match them with the corresponding pictures.

▶ **CIRCLE THE CORRECT VOWEL SOUNDS.**

Say *Dress. What's the vowel sound?* Students respond /e/ and circle the vowel in their books.
 Continue in the same manner with the rest of the pictures.

Optional activity

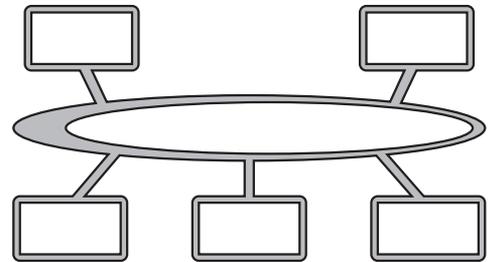
Find someone who...

Say *She's wearing a white T-shirt, blue trousers and black shoes.*
 Students look through the unit in their Student's Book and find the picture of a girl wearing a white T-shirt, blue trousers and black shoes.
 The first student to raise his/her hand and show the corresponding picture goes to the front of the class. He/ she chooses another photo or drawing in the Student's Book and says the next description out loud for students to look and find.
 Repeat the game several times.

Wrap-up

Word bubbles

Draw the following mind map on the board. Students copy it into their notebooks:



Write the category *Colours* inside the oval. Students write one colour in each rectangle. The first student to finish goes to the board and writes his/her answers.
 Continue the activity with the following categories: *clothes, numbers, /o/ vowel sound, it's hot, it's cold.*

Answer Key

Circle: from left to right: boots, swimsuit, jumper, dress, coat, trousers, shoes
Match: from left to right: picture (left)- text (middle); picture (middle)- text (right); picture (right)- text (left)
Circle: e, o, o, o

◆ **Activity Book**

Page 75, activities 1, 2 and 3.

Key

- ① socks, skirt, swimsuit, hat, dress, trousers, gloves, scarf
- ② a-hat; i-six; o-dog; e-dress

Grammar Module: Present continuous

In this unit, the present continuous is used to describe what someone is wearing at the moment of speaking. We form the present continuous with the verb *to be* + verb + *-ing*.

She's wearing a white T-shirt.

We form the interrogative with the *Wh* question word + verb *to be* + person + *wearing?*

What are you wearing?

Positive	Question form
<i>I am (I'm) wearing blue trousers.</i>	<i>What are you wearing?</i>
<i>He is (He's) wearing blue trousers.</i>	<i>What's he wearing?</i>
<i>She is (She's) wearing blue trousers.</i>	<i>What's she wearing?</i>

Social studies: Clothes around the world

Materials: Magazines with pictures of people dressed in clothes from around the world, paper.

Preparation: *Scrapbook:* For each student: Fold 3 pieces of paper in half and staple them together to make a booklet.

Directions:

Distribute *Scrapbooks* and magazines.

Students look for pictures of people dressed in clothes from around the world and cut them out.

Students glue the pictures into their scrapbooks and write under the pictures what each person is wearing.

Provide vocabulary as necessary.

Language links: Divide the class into groups. Students present their scrapbooks to the members of their group and describe the clothes.

Science: Weather

Materials: Large piece of paper (1 per group), magazines, glue.

Directions:

Divide the class into small groups.

Give each group a piece of paper. Students draw a vertical line down the middle of the paper.

Ask them to draw the sun on one side to represent hot weather and a snowman on the other side to represent cold weather.

Give students the magazines. They cut out any pictures of clothes and glue them onto the corresponding side of the poster.

Language links: Invite students to come up one at a time and describe the clothing they glued onto the poster: *It's hot. She's wearing a pink swimsuit and purple sandals.*

Project: Making tie-dye T-shirts

Materials: White T-shirts (1 per student), fabric dye (4 different colours), buckets (4 in total), rubber bands.

Preparation: Wash T-shirts before dyeing.

Directions:

Students tie their T-shirts with rubber bands to make a design.

Place a different coloured dye in each bucket and mix with water.

Students dip their T-shirts in the dye. They can leave their T-shirts in one bucket or dip parts of them in different buckets. Let the T-shirts soak in each bucket for a few minutes. (The longer the T-shirts are in the dye, the more intense the colour will be.)

Students remove their T-shirts from the dye and rinse them with cold water until the water runs clear.

Students let their T-shirts dry.

Language links: Students put on their T-shirts and describe them to the rest of the class. *I'm wearing a white and pink T-shirt.*





Vocabulary	Grammar
<p>Pets: <i>bird, car, dog, fish, frog, hamster, horse, rabbit, snake, spider, tortoise</i></p> <p>Verbs: <i>eat, fly, hop, jump, play, ride, rollerblade, run, sing, sleep, swim</i></p> <p>Numbers: <i>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i></p> <p>Colours: <i>black, blue, brown, grey, green, orange, pink, purple, red, white, yellow</i></p> <p>Adjectives: <i>big, new, small</i></p> <p>Other words: <i>basketball, bike, house, pet</i></p>	<p>Present continuous: <i>The fish is swimming.</i> <i>What's the dog doing?</i></p> <p>Present simple (have got): <i>I have got a brown hamster.</i> <i>I have got two white dogs.</i> <i>I haven't got a snake.</i></p> <p>Verb to be: <i>It's a horse.</i> <i>It's big.</i> <i>They're small.</i> <i>They're brown.</i> <i>My pet is red and black.</i></p>
<p>Functional language: <i>How many: How many spiders?</i></p>	<p>Multiple intelligence: Kinesthetic intelligence (page 106)</p>

Teaching tip

Correcting spoken errors (Part 1)

Correcting children is a fundamental skill that improves with time and practice. A child who is corrected inappropriately can lose confidence, fluency and the ability to correct him/herself. He/she may simply wait for your corrections every time he speaks. Remember that at this age, we are trying to get pupils to feel positive about the language and to use it as intuitively and fluently as possible. Here are some guidelines for correcting students:

- Avoid correcting your students in the middle of a sentence. You will hamper their fluency. Sometimes, however, if a grammar error is constantly repeated, impedes comprehension or is clearly inconsistent with a student's level, you may interrupt a student and repeat the sentence up to the mistake. Then let the student continue while correcting him/herself. For example, if the student says *She have...*, you interrupt saying *She...* The student should correct him/herself and finish the sentence: *She has got a cat*. This is an acceptable strategy for stronger pupils (it enables weaker students to see that even the best pupils make mistakes) but should not be overused and generally should be avoided with weaker students.

- Do not correct constantly. Students will be afraid to speak.
- Only correct the most serious mistakes. Errors that merit correction include problems with the target language and structures or errors in which communication is impeded as a direct result of the error.
- Always correct in a positive way. Correction through repetition can be effective and does not hamper communication. For example, if a student says *She have a cat*, you can respond *Oh, really? She has got a cat? That's nice*. You are correcting him/her subtly, modeling the correct verb form and also showing an interest in what he/she is saying.



Grammar: Verb *to be*: *It's a bird.*

Vocabulary: *Fish, frog, bird, tortoise, hamster, rabbit, cat, dog.*

Materials: Cutout 1. *Optional:* Index cards.

Preparation: *Optional: Pet cards:* Write the following words on separate index cards: *fish/frog/bird/tortoise/hamster/cat/dog.*

Optional activity

Pet vocabulary game

Divide the class into two teams.

Attach the *Pet cards* (see Preparation) to the board. Select a poster cutout, hold it behind a book and gradually pull it out to reveal the picture.

The first student to name the animal wins a point for his/her team and wins a second point if he/she can match the cutout with the correct word on the index card. The team with the most points at the end of the game wins.

Warm-up

Play *What's this?*

 **Poster 7**

Display Poster 7.

Hold up the *Dog* poster cutout. Ask *What's this?* Say *It's a dog.* Students repeat after you.

Individual students come to the board, name the animal (*It's a dog.*) and attach the cutout in the corresponding place on the poster.

Repeat with the remaining poster cutouts: *tortoise, cat, fish, bird, hamster* and *frog.*

Controlled practice

① **Glue and trace.**

Students cut out the pets in Cutout 1.

Name three pets. Students place the corresponding cutouts in order on their desks: *cat, tortoise* and *frog*, for example.

Repeat with another series: *rabbit, hamster, bird; fish, cat, dog.*

Students look at the picture in activity 1. Explain that it is a pet shop.

Students glue their cutouts into their books.

Then students trace the words.

- Listen and number. 🎧 64

Play Track 64. Students listen and number the pictures.

Track 64

Number 1. *It's a dog.*

Number 2. *It's a tortoise.*

Number 3. *It's a bird.*

Number 4. *It's a fish.*

Number 5. *It's a hamster.*

Number 6. *It's a frog.*

Number 7. *It's a cat.*

Number 8. *It's a rabbit.*

Play Track 64 again. Pause the CD after each sentence.

Students repeat.

Dictate the pets. Students draw the pets in their notebooks.

Students then write the name of the pet under each drawing.

Wrap-up

Play Mime and guess.

Mime one of the pets. Ask *What's this pet?*

Students guess which animal you are miming.

Students work in small groups to play the mime game.

The first student to guess correctly does the next mime.

◆ **Activity Book**

Page 76, activity 1.

Key

- 🔑 1. rabbit; 2. frog; 3. fish; 4. hamster; 5. cat; 6. dog; 7. tortoise; 8. bird

Student's Book Page 77



Grammar: Present continuous: *The fish is swimming.*

Vocabulary: *Swim, hop, run, jump, fly, eat, walk, sleep, fish, rabbit, tortoise, hamster, frog, bird, dog, cat.*

Warm-up

Play Which pet?

Poster 7

Display Poster 7.

Put the following poster cutouts around the poster: *fish, frog, bird, tortoise, hamster, dog and cat.*

Tell a student to come to the front of the class.

Say *Show me the cat.* The student chooses the corresponding pet and attaches it to the poster.

Ask the rest of the students if they agree.

Repeat with different students and the remaining poster cutouts.

Point to the bird in the poster.

Say *It's a bird.* Ask *What colour is it?* Encourage students to say *It's blue.*

Repeat with the remaining animals.

Point to the bird again and say *It's blue. Point to something blue.*

Students look round the classroom and point to something blue.

Repeat with the other colours.

Grammar presentation

1 Listen, point and repeat. 65

Ask questions about the colours of the animals in the picture: *What colour is the bird?*

Play Track 65. Students listen and point to the animals in the picture.

Track 65

Number 1. The hamster is running.

Number 2. The frog is jumping.

Number 3. The tortoise is walking.

Number 4. The cat is sleeping.

Number 5. The fish is swimming.

Number 6. The dog is eating.

Number 7. The rabbit is hopping.

Number 8. The bird is flying.

Play Track 65 again. Pause the CD after each sentence. Students repeat.

- Look and number.

Say *The fish is swimming.* Students look and say the number of the corresponding picture: *Number five.*

Students write the number next to the corresponding sentence in their books.

Repeat with the remaining sentences.

Optional activity

I'm an animal!

Divide the class into pairs.

Students pretend to be one of the animals in the picture in activity 1. They act like that animal. Their partners try to identify which animal they are: *You're the tortoise!*

Controlled practice

2 Listen and sing the song. 66

Ask questions about the picture: *What's the boy doing? What's the hamster doing?* Students answer.

Play Track 66. Students listen and follow along in their books.

Track 66

What do you see?

(See Student's Book page 77, activity 2.)

Play Track 66 again. Students listen and sing the song.

- Sing about the other animals.

Ask the students to name all the animals they can see in the picture in activity 1.

Write the words on the board.

Ask students to say what the animals are doing: *What's the frog doing?* Students respond *The frog is jumping.*

Write the verbs next to the corresponding animals on the board:

hamster — running

fish — swimming

frog — jumping

dog — eating

tortoise — walking

rabbit — hopping

cat — sleeping

bird — flying

Play Track 66. Students sing about the hamster.

Lead students in singing about the other animals.

Wrap-up

Play Mime the action!

Students take turns coming up and miming an action from this lesson.

Other students raise their hands and say what they think the student is doing: *He's flying. She's hopping.*

The student who guesses correctly comes up and mimes the next action.

Activity Book

Page 77, activity 1.

Key

 1. bird; 2. cat; 3. dog; 4. fish; 5. frog; 6. hamster; 7. rabbit; 8. tortoise

Student's Book Page 78



Grammar: Present simple (*have got*): *I have got a fish. I haven't got a snake.*

Vocabulary: *Pet, fish, frog, cat, dog, snake, house, new.*

Materials: Ball, small prizes (i.e. sweets). *Optional:* Paper (1 piece per student).

Warm-up

Play Ball catch!

Students stand in a circle.

Throw a ball to a student. The student who catches the ball calls out a pet.

Then he/she throws the ball to another student who, in turn, calls out another pet.

Students continue until somebody drops the ball or cannot name a pet.

Repeat several times.

Developing reading

1 Listen and follow the story. 67

Tell students that they are going to hear a story about some pets.

Write the following words on the board in random order: *fish, dog, frog, snake, cat.*

Students copy the words in their notebooks.

Play Track 67. Students number the words in the order they hear them.

Check answers on the board.

Students look at the pictures on pages 78 and 79 and name all the pets they can see.

Track 67

My new pet

(See Student's Book pages 78 and 79.)

Play Track 67 again. Students listen and follow the story in their books.

Ask students the following comprehension questions about the story: *Is the story about a girl or a boy? Is he at school? Is he at the pet shop? Has he got a fish? Has he got a cat? Has he got a snake? Does he buy a snake? Does his mum like the snake?*

Connecting to students' experiences

Ask students if they have a pet or if they have ever had one. Encourage them to talk about their pets: *Where did they buy their pet? Who bought it? Was it a baby when they got it? How did it behave the first days?*

Controlled practice

2 Look and match.

Read the words in the boxes and the text in the speech bubbles out loud. Students repeat.

Then call on individual students to read the words and speech bubbles out loud.

Make sure students understand that the ticks show the pets that the boy has got and the crosses show which pets he hasn't got.

Students match the words in the boxes with the corresponding text in the speech bubbles.

Optional activity

Pet portraits

Distribute paper.

Ask students to draw a picture of a pet.

They can draw their own pet or invent one.

Write the following on the board:

I've got a _____.

Its name is _____.

Display the portraits around the class.

Critical thinking

Talk with students about how all animals have different characteristics. Ask them how the pets in the story are different: *They are different colours. Some animals have four legs and others have two legs. Some animals can jump. Some animals can swim.* Ask them how the pets are the same: *They are all animals. They all have two eyes. They can all move. They all have babies.*

Wrap-up

Your three favourite animals

Write the following list on the board: *dog, cat, fish, snake, tortoise, frog, rabbit.*

Students choose three animals from the list and draw them in their notebooks.

Students stand up. They walk around the classroom saying what they have got: *I've got a dog, a cat and a tortoise.*

If students find a classmate with the same three animals, they sit down together.

Give a small prize to all the pairs sitting down.

Answer Key

② *I've got a:* fish, cat, dog, frog; *I haven't got a:* tortoise, snake, rabbit

Activity Book

Page 78, activities 1 and 2.

Key

③ *From left to right:* 3. (brown); 4. (black); 1. (green); 2. (orange)

Student's Book Page 79



Grammar: Present simple (*have got*): *I have got a fish. I haven't got a snake.*

Vocabulary: *Pet, fish, frog, cat, dog, snake, house, new.*

Materials: Paper squares (10cm x 10cm) (1 square per student), paper (2 pieces per student).

Warm-up

How many pets have we got?

Distribute paper squares.

Write the following words on the board: *fish, frog, bird, tortoise, rabbit, hamster, dog, cat, snake.*

Each student chooses an animal and draws a picture on his/her paper square.

Students stand up.

Tell them they cannot show their pictures to their classmates.

They walk around the room, saying what they have got and trying to find all the students who have got the same pet.

S1: *I've got a dog.*

S2: *I haven't got a dog. I've got a cat.*

Students who have the same pets make groups and show each other their pictures.

Lead students in counting the number of different pets:
How many cats have we got?

Developing reading

① Listen and follow the story. 67

Ask students if they remember the story "My new pet".

Draw a fish, a snake, a tortoise and a cat on the board.

Ask individual students to come up and circle the pictures of the pets that appear in the story.

Play Track 67. Students follow the story in their books.

Track 67

My new pet

(See Student's Book pages 78 and 79.)

② Circle T (True) or F (False).

Ask a volunteer to read the first sentence.

Ask *Is that true or false?*

Continue in the same manner with the rest of the sentences.

Students complete the activity individually.

Check answers with the class: *Is number one true or false?*

Grammar practice

Distribute paper.

Students draw a picture of themselves with a pet (real or imaginary).

On a separate piece of paper, they draw a large speech bubble.

Write the following on the board:

I have got _____.

I haven't got _____.

Students copy and complete the sentences inside the speech bubble.

Then they cut out the speech bubble and glue it onto their picture.

Display the pictures around the classroom.

Optional activity

Act out the story

Divide the class into boy/girl pairs. The boys play the role of the boy and the girls play the roles of the shop assistant/mother in the story.

Play Track 67, pausing the CD after each line. Students mime their parts.

Play Track 67 again. Students speak along with the recording as they act out the story.

Students practise acting out the story with their partner. Invite pairs to act out the story in front of the class.

Wrap-up

Animal chant

Write the following chant on the board:

Look out! Look out!

There are dogs all about.

There are big dogs, small dogs,

And happy dogs, too!

Read each of the sentences. Students repeat after you.

Invite individual students to read the chant.

Students join in with the chant and invent mimes to represent *big, small* and *happy*.

Repeat the activity several times, substituting the word *dogs* for other pets.

Answer Key

② 1. F; 2. T; 3. T; 4. F

◆ Activity Book

Page 79, activities 1 and 2.

Key

① 've got; haven't got; 've got; haven't got

Student's Book Page 80



Grammar: Present continuous: *The spider is singing.*

Vocabulary: *Horse, spider, snake, frog, rollerblade, sing, play, ride, basketball, bike; colours.*

Materials: Cutout 2, paper (1 piece per student).

Warm-up

Song: What do you see? 🎧 66

Play Track 66. Students sing the song on page 77. Students stand up and sing the song several times, substituting the verb *run* for the following verbs: *swim, hop, walk, jump, fly, eat* and *sleep*. As students sing the different versions, they invent mimes that correspond to the verbs.

Vocabulary presentation

① **Listen and colour.** 🎧 68

Say *Point to number one. It's a horse.* Students repeat. Continue in the same manner with *frog, snake* and *spider*.

Play Track 68. Students listen and point to the pictures in their books.

Track 68

Number 1. The horse is brown.

Number 2. The frog is green.

Number 3. The snake is yellow and black.

Number 4. The spider is black.

Students listen to Track 68 again and colour the animals.

- Read and number.

Ask *What's number one?* Student respond *It's a horse.* Ask *What's it doing?* *It's rollerblading.* Students repeat the answer.

Repeat with the remaining animals.

Read the first sentences out loud: *The horse is rollerblading.*

Students say the number of the corresponding picture: *Number one.*

Students write the number in their books.

Continue with the rest of the sentences.

Optional activity

What are you doing?

Distribute paper.

Students choose one of the actions from activity 1 and draw a picture of themselves doing that activity.

Students draw a speech bubble. Then they write a sentence in the speech bubble saying what they are doing, for example: *I'm riding a bike.*

Students walk around the classroom and ask other students *What are you doing?* until they find someone who is doing the same action. Then they sit down with that person.

Controlled practice

② **Listen and glue.** 🎧 69

Students look at the photos of the children. Tell them the girl is named Mary and the boy is named Mike.

Students cut out the animals in Cutout 2.

Students place the cutouts face up on their desk.

Name the animals one by one.

Students hold up the corresponding cutouts.

Play Track 69. Students listen and place the cutouts in the corresponding boxes.

Track 69

Hello. I'm Mary.

I've got two spiders, a horse and a frog.

Hi there! I'm Mike.

I've got three cats, a dog, a snake and four frogs.

Ask questions about the pets: *Has Mary got two spiders?* Students answer *Yes* or *No*.

Students check their answers.

Students glue the cutouts into place.

Ask students which cutout remains: *Three fish.*

Multiple intelligence: Kinesthetic intelligence

Students stand up.

Say *Animals move their legs. I move my legs. Move your legs.*

Students repeat the sentences and move their legs.

Repeat with *head, body* and *eyes*.

Then students do the same actions, but moving more quickly or more slowly.

Wrap-up

Play Telephone.

Line students up in a row.

Whisper to the first student *The spider is singing.* Tell him/her to whisper the message to the next student and so on.

The last student in line says the sentence out loud.

Activity Book

Page 80, activities 1 and 2.

Key

① 1. snake; 2. spider; 3. horse; 4. frog

② 1. riding; 2. playing; 3. rollerblading; 4. singing

Student's Book Page 81



Functional language: *How many: How many spiders?*

Vocabulary: *Spider, frog, snake, frog; numbers 11–20.*

Materials: Paper, music CD, balloon. *Optional:* Paper (1 piece per student).

Preparation: *Number cards:* Write the numbers 11–20 on separate index cards.

Warm-up

Vocabulary presentation

Write the numbers 11 to 20 on the board.

Point to each number and say it out loud. Students repeat after you.

Point to the numbers at random.

Students call them out.

Dictate the following numbers and tell students to write them in their notebooks: *fifteen, nineteen, eleven, sixteen, thirteen, twenty, seventeen, eighteen, fourteen, twelve.*

Controlled practice

Pass the picture

Students stand in a circle.

Distribute the *Number cards* (see Preparation).

Play some music.

Students pass the cards around.

Pause the music. The students holding the cards have to say which number they are holding.

① Match the numbers.

Say the numbers 11 to 20 in random order. Students point to the corresponding words in their books. Then students match the words with the numerals.

- Listen, point and repeat. 🎧 70

Play Track 70. Students listen and point to the numbers.

Track 70

Eleven.

Twelve.

Thirteen.

Fourteen.

Fifteen.

Sixteen.

Seventeen.

Eighteen.

Nineteen.

Twenty.

Play Track 70 again. Pause the CD after each number. Students repeat.

② Count and write.

Students look at the picture in their books.

Ask them how many different types of animals they can identify: *spiders, frogs, snakes and tortoises.*

Read the words out loud.

Ask *How many spiders?*

Students count the number of spiders as fast as they can. The first student to finish counting the spiders raises his/her hand and says the answer.

The rest correct the answer if necessary.

Students write the number in their books.

Continue in the same manner with the rest of the animals.

Optional activity

How many spots?

Distribute paper.

Each student draws a ladybird with any number of spots.

Say a number between 11 and 20.

Students get into groups with other students so that the number of spots they have all together equals the number you have said.

🌱 Environmental education

Draw a pond, a tree and a house on the board.

Ask students to work in pairs and think of as many animals as they can that live in each place.

Ask different pairs to share their ideas with the class.

Wrap-up

Play *Twenty times.*

Blow up a balloon. Invite a student to come to the front.

The student puts one hand behind his/her back. With his/her other hand, he/she bounces the balloon up in the air twenty times without it hitting the ground.

The rest of the students count out loud the number of times he/she hits the balloon.

Allow several volunteers to try.

Answer Key

① 11-eleven; 12-twelve; 13-thirteen; 14-fourteen; 15-fifteen; 16-sixteen; 17-seventeen; 18-eighteen; 19-nineteen

② *spiders:* 16; *frogs:* 17; *snakes:* 19; *tortoises:* 14

◆ Activity Book

Page 81, activity 1.

Key

① 1. thirteen; 2. nineteen; 3. eleven; 4. fifteen

② *Left to right:* twelve, eighteen, twenty

Student's Book Page 82



Grammar: Verb *to be*: *My pet is red and black. It's big.* Present continuous: *It's sleeping.*

Vocabulary: *Hamster, horse, snake, spider, sleep, run, walk, eat, big, small; colours.*

Materials: Magazines with pictures of animals.

Connecting to students' experiences

Ask students *Can you run?* Students run in place and then answer: *Yes, I can. I can run!*

Continue asking questions about students' abilities: *Can you walk? Can you eat? Can you sleep? Can you ride a bike? Can you play basketball?*

Each time, students mime the action and answer the question.

Warm-up

Play *Bingo!*

Draw a 3 x 3 Bingo grid on the board.

Students copy the grid into their notebooks.

Tell them to write any number from 1 to 20 in the squares (one number per square).

Say numbers from 1 to 20 at random.

Every time a student hears a number that appears on his/her Bingo board, he/she crosses it out.

The first student to cross out all of his/her numbers shouts *Bingo!* and wins the game.

Developing reading

1 Read and number.

Ask students questions about the animals in the photos.

T: *What is the animal in the (yellow) section?*

Ss: *It's (a hamster).*

Tell students that these animals are the pets of the children on the page.

Say *Point to child number 1.*

Ask a student to read the text in the speech bubble out loud. Help him/her with the difficult words.

Continue in the same manner with the rest of the children on the page.

Students individually read the text in the speech bubbles and number the pets accordingly.

Check answers around the class.

Optional activity

Play *How many?*

Write the following questions on the board:

How many chairs?

How many doors?

How many girls?

How many boys?

How many windows?

How many tables?

Students copy the questions into their notebooks.

Divide the class into pairs.

Students count the number of these objects in the classroom and write the numbers next to the corresponding questions.

The first pair to answer all the questions correctly wins the game.

Wrap-up

My amazing pet

Distribute magazines.

Students choose a picture of an animal they would like to have as a pet and cut out its picture.

Write the following on the board:

1. *My pet is _____.*

2. *It's _____.*

3. *It's _____.*

4. *It's _____.*

Students copy the sentences into their notebooks.

Explain to students how to complete the sentences:

Number 1: Students write the name of the pet.

Number 2: Students write the colour of their pet.

Number 3: Students write the size of their pet: *big* or *small*.

Number 4: Students write what their pet is doing.

Students then complete the activity individually.

Answer Key

1. 4; 2. 2; 3. 1; 4. 3

Activity Book

Page 82, activities 1 and 2.

Key

1. bird/cat, cat/bird, fat, small

Student's Book Page 83



Grammar: Verb *to be*: *My pet is orange. It's a fish. It's small.* Present continuous: *It's sleeping.*

Vocabulary: *Rollerblade, sing, fly, ride, play, basketball, bike, big, small; pets; colours.*

Materials: *Colour squares* (10cm x 10cm squares of coloured paper): red, blue, yellow, green, purple, pink, orange, brown, black and grey squares; used materials (see Preparation), paint, paintbrush. *Optional:* Paper (1 piece per student).

Preparation: Students bring in a selection of used materials (cardboard, bottle caps, coloured wool or string, small boxes, scraps of fabric, etc.).

Warm-up

Play

Display the *Colour squares* on the left-hand side of the board and write the colour words on the right.

Divide the class into two teams.

A student from each team draws a line to match a colour square with the corresponding word.

Give each team a point for every correct answer.

Controlled practice

1 Listen and number. 71

Students stand up. Mime singing.

Prompt students to ask *What are you doing?*

Say *I'm singing.*

Students imitate your actions and repeat: *I'm singing.*

Repeat with the following activities: *flying, riding a bike, playing basketball, rollerblading.*

Ask students to look at the animals in the picture.

Elicit the word *birds* and write it on the board.

Play Track 71. Students listen and number the birds in the picture. Play the track several times to give students time to check their answers.

Track 71

Number 1. This bird is singing.

Number 2. This bird is flying.

Number 3. This bird is riding a bike.

Number 4. This bird is playing basketball.

Number 5. This bird is rollerblading.

Say *Number one.* Students say the corresponding sentence for picture number one.

Students check their answers.

Continue in the same manner with the rest of the pictures.

Optional activity

My bird show

Students draw a bird show in their notebooks.

Divide the class into pairs.

Students exchange notebooks and write sentences for the bird show in their partner's notebook.

Individual students read their sentences out loud for the rest of the class.

Craft activity

The Printer's Project

Ask students to take out their used materials (see Preparation).

Ask students to identify some of the materials: cardboard, wool, bottle caps, etc. Write the words on the board.

Tell students that they are going to make a pet using all of their used materials.

Tell students to use their imagination to put the material together to make a pet.

Walk around the class monitoring the activity and helping students glue their pets together.

Students use paint to decorate their pets.

Students write a brief description of their pets in their notebooks.

Individual students come to the front of the class and read their description about their pet.

Display the pets around the class.

Wrap-up

Pet contest

Display all the students' pets in front of the class.

Students raise their hand to vote for the funniest pet.

Display the winning pet on your desk for the rest of the week.

Activity Book

Page 83, activity 1.

Key

1. eating; 2. flying; 3. The brown bird is singing. 4. The blue bird is swimming. 5. The orange bird is rollerblading.



Phonics focus: Short /u/ vowel sound.

Vocabulary: *Bird, cat, rug, bus, lorry, cup, fish, bed, sun, bath, dog, drum.*

Materials: Paper, small index cards or paper rectangles (1 per student).

Preparation: *Vowel posters:* Write the vowels on separate pieces of paper. Make them large enough so that they can be seen from the back of the classroom.

Warm-up

Sun and fish

Write the letter *u* on the board.
 Draw a sun and a fish on the board.
 Name the pictures.
 Ask students which word has the /u/ sound.
 Say the word *sun* several times. Students repeat after you.
 Write the word *sun* on the board.

Phonics presentation

① Listen, point and repeat. 72

Students look at the pictures in activity one. Students say all the words they already know.
 Play Track 72. Students listen and point to the corresponding pictures.

Track 72

- Number 1. Duck.
- Number 2. Cat.
- Number 3. Rug.
- Number 4. Bus.
- Number 5. Lorry.
- Number 6. Cup.
- Number 7. Fish.
- Number 8. Bed.
- Number 9. Sun.
- Number 10. Bath.
- Number 11. Dog.
- Number 12. Drum.

Play Track 72 again. Pause the CD after each word. Students repeat.

- Circle the pictures with the *u* sound.

Lead students through the activity:

T: *What's picture number one?*

Ss: *It's a duck.*

T: *Does duck have the /u/ sound?*

Ss: *Yes.*

T: *Circle the picture.*

Continue with the rest of the activity.

Controlled practice

② Listen and circle the vowel sounds. 73

Play Track 73. Pause the CD after each word. Students circle the corresponding vowels.

Track 73

- Number 1. Frog.
- Number 2. Bed.
- Number 3. Duck.
- Number 4. Fish.
- Number 5. Sun.
- Number 6. Bus.
- Number 7. Dog.
- Number 8. Lorry.

Optional activity

Classify the words.

Write the following chart on the board:

/a/ sound	/e/ sound	/i/ sound	/o/ sound	/u/ sound

Students copy the chart in their notebooks.
 Dictate the following words: *red, fish, frog, cat, drum, dog, bus, dress, six, fat.*

Students write the words under the corresponding heading.

Say /a/ sound words.

Students read the words out loud.

Write them on the board.

Students check their spelling.

Wrap-up

Vowel posters

Display the *Vowel posters* (see Preparation) in different parts of the classroom.

Distribute the index cards or paper rectangles.

Write the following words in random order on the board: *cat, fat, rat, lamp, bat, bed, leg, ten, dress, egg, pig, pink, thin, sit, pin, dog, fox, frog, sock, log, rug, bus, cup, and drum.*

Students choose a word and copy it on their index cards. Name a vowel sound.

All the students with words with that vowel sound run to the corresponding vowel poster.

Each student reads the word on their card.

Repeat with the remaining vowel sounds.

Answer Key

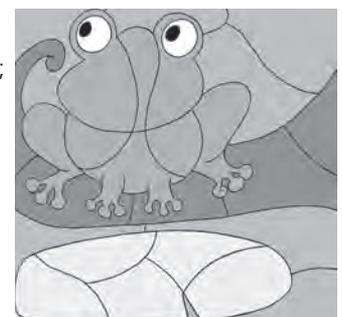
- ① Circle: 1, 3, 4, 6, 9, 12
- ② Circle: 1. o; 2. e; 3. u; 4. i; 5. u; 6. u; 7. o; 8. o

◆ **Activity Book**

Page 84, activity 1.

Key

- ① The frog is on a log.



Student's Book Page 85



Functional language: Verb to be: *My pet is small. It's orange. It's a cat.*

Vocabulary: Pets, colours.

Materials: Cutout 3, glue, paper.

Warm-up

Pet chain

Students sit in a circle.

Start the game by saying *I've got a cat.*

The student next to you repeats what you said and adds a pet that he/she has got: *Miss Todd has got a cat and I've got a tortoise.*

Continue around the circle until a student makes a mistake. Then he/she starts the chain again.

Craft activity

① Make a pet shop.

Read the instructions out loud.

Students follow along in their books.

Student cut out the pets, the cages and the pet shop sign in Cutout 3.

Students fold a piece of paper in half.

On the front, they glue the pet shop sign and draw a door. Then they colour their picture.

Students glue the pets and cages on the inside of the folded paper.

- Play *Guess my pet!*

Ask two volunteers to read the text in the speech bubbles out loud.

Display a student's pet shop.

Describe one of the pets in the shop.

Students guess which pet it is.

Divide the class into pairs.

Students take turns describing one of the pets in their shop for their partner to guess.

Optional activity

What am I?

Call a volunteer to the front of the class.

Whisper in his/her ear the name of one of the pets from this unit.

The student makes the noise of that animal and the class guesses what it is.

Note: If the pet is silent (for example, a tortoise), then the student mimes corresponding actions.

Environmental education

Help students realize that when we get a pet, we acquire the responsibility of taking good care of it. Discuss what pets need to be happy. Elicit the following ideas:

They need food.

They need water.

They need a bed.

They need to go outside for walks.

They need love.

They need to play.

They need room to move.

Write sentences on the board.

Divide the class into small groups and distribute paper.

Students draw pictures to make a poster about pet care.

Tell them to make one picture for each sentence. Display posters around the classroom.

Wrap-up

Play *Find your partner!*

Secretly assign each student one animal: *dog, cat, frog, bird, rabbit or horse.*

Explain that the object of the game is for students to stand up, walk around the classroom and find all the other students with the same animal by making the sound that animal makes. The first group of animals to find all its members wins.

Ask each group *What animal are you?*

Students answer with the name of the animal they were assigned.

◆ Activity Book

Page 85, activities 1 and 2.

Key

① *From left to right:* The fish is swimming. The hamster is running. The bird is flying.

② horse, black, snake



Grammar: Verb *to be*: *It's orange. It's small.* Present Simple (*have got*): *I have got two spiders.*

Functional Language: *My name is Laura.*

Vocabulary: Pets, colours, actions.

Materials: Cutout 4, newspaper, scissors.

Warm-up

What's this pet?



Poster 7

Attach Poster 7 to the board.

Display the *Pet* poster cutouts on the walls around the classroom.

Write a pet word slowly letter by letter on the board.

Ask *What's this pet?*

The student who first guesses the word correctly finds the corresponding cutout and attaches it to the poster.

Vocabulary review

Pets, colours, actions

Write the word *pets* on the board.

Ask students to name all the pets they can and write the words on the board.

Repeat with *colours*.

Ask students to stand up.

Say *You're sleeping!*

Students mime the action.

Repeat with *running, eating, rollerblading, riding a bike, playing basketball, flying* and *singing*.

Controlled practice

① Classify the words.

Read the headings out loud. Then read the words in the boxes.

Students complete the activity individually.

Write the headings *pets, colours* and *actions* on the board.

Check answers by asking individual students to read the words in the corresponding categories out loud.

② Look and circle the correct options.

Draw a big cat on the board.

Next to the picture write *It's big/small*.

Ask a student to come up and circle the correct option. Students look at the pictures in their books and circle the correct options.

Ask individual students to read their answers out loud.

Students check their answers.

③ Glue the word cards in the boxes.

Students cut out the words in Cutout 4.

Say the words out loud in random order.

Students hold up the corresponding cutouts.

Students put the words in order to form a question and an answer.

Finally, they glue the cutouts into their books.

- Read and circle.

Ask *What is the cat doing?*

The first student to raise his/her hand answers the question: *It's sleeping.*

Ask about the hamster and the bird.

Students circle the picture that is true according to the question and statement they formed.

Optional activity

Memory game

Give students one minute to look at the pets on the page. Then tell them to close their books.

Divide the class into two teams.

Ask questions about the pets: *What colour is the (cat)? What is the (hamster) doing? How many (dogs) are there?*

Students from each team take turns answering the questions.

Award one point for each correct answer.

The team with the most points wins.

Wrap-up

Play Puff the pet.

Distribute newspapers.

Each student draws the outline of a pet on the newspaper, colours it and cuts it out.

Divide the class into teams.

Ask for a newspaper pet from each team and place them both on the floor at one end of the classroom.

Point to an object in the classroom and ask a question to the first team about it: *What colour is it? What is it?* If students give a correct answer then one student from the team gets on the floor by the pet and tries to blow it towards the other end of the classroom with one big puff.

Continue in this way, asking questions and letting students with correct answers blow their team's pet across the classroom. The winning team is the first one to blow their pet to the other end of the room.

Answer Key

① *Pets*: frog, dog, rabbit; *Colours*: green, white, brown; *Actions*: eating, sleeping, running

② *Laura*: cat, small, brown; *Tom*: dogs, big, grey

◆ Activity Book

Page 86, activities 1 and 2.

Key

① 1. dog, running: dog, running; 2. cat, eating: The cat is eating.

② It's big. It's green. I've got three hamsters. They're small. They're brown.

Student's Book Page 87



Grammar: Review of present continuous.
Vocabulary: Key vocabulary from the unit.

Warm-up

What is it?

Draw a picture of a pet on the board, line by line.
 Say *This is my pet*.
 Students try to guess what you are drawing.
 After each line, they ask *Is it a (tortoise)?*
 Continue drawing until a student guesses what your pet is.
 That student takes your place and draws another pet line by line.
 Repeat several times.

Review

The Printer's Quiz

▶ LISTEN AND NUMBER. 🎧 74

Students look at the pictures in their books.
 Describe one of the pets and students identify it.
 T: *It's green. It's small. It's happy.*
 Ss: *It's a frog!*
 Repeat with other pictures.
 Play Track 74. Students listen and number the pictures in their books.

Track 74

Number 1. The rabbit is hopping.
 Number 2. The hamster is eating.
 Number 3. The fish is swimming.
 Number 4. The bird is flying.
 Number 5. The frog is jumping.
 Number 6. The cat is sleeping.
 Number 7. The dog is running.

▶ LOOK AND MATCH.

Read the first incomplete sentence.
 Students complete it orally.
 T: *The rabbit is...*
 Ss: *Hopping.*
 Repeat with the other sentences.
 Students complete the activity individually.

▶ CIRCLE THE CORRECT VOWEL SOUNDS.

Name the photos in random order and get students to point to them in their books.
 Students circle the correct vowel sounds.
 Check answers around the class.

Optional activity

Starting sounds

Write the following on the board: *Harry the hamster*, *Dusty the dog*.
 Underline the *H*'s and the *D*'s. Point out to students that these animals have the same letter at the beginning of their name and the name of the type of animal.
 Tell students to think of a name beginning with the same letter for *cat*, *fish* and *bird*.

Wrap-up

Hand pets

Divide the class into pairs.
 Explain to students that you are going to make animals with your hands.
 Make the shape with your hands that represents an animal.
 Ask *What is it?* Students respond *It's a rabbit*.
 Students take turns making shapes with their hands and talking about them.

Answer Key

7, 2, 3, 4, 5, 1, 6
 1. hopping; 2. swimming; 3. eating; 4. running; 5. flying
 Circle: i, o, u, o, i

◆ Activity Book

Page 87, activities 1 and 2.

Key

① frog, dog, cat, bird, tortoise, fish, hamster
 ② F, T, F, F, T

Grammar module: Present simple

In this unit, the present simple is used to talk about possession.

I have got a snake. I haven't got a hamster.

Present simple

Positive

*I have got a dog.
 You have got a dog.
 He has got a dog.
 She has got a dog.*

Negative

*I haven't got a dog.
 You haven't got a dog.
 He hasn't got a dog.
 She hasn't got a dog.*

Present continuous

In this unit, the present continuous is used to talk about actions we are doing right now.

He is eating. She is eating. It is eating.

The following is the contracted form:

He's eating. She's eating. It's eating.

The question is formed by changing the position of the verb *to be*:

Is he running? What is she doing?

Art: Pet rocks

Materials: Smooth stones, paint. *Optional:* Pipe cleaners, cloth scraps, plastic googly eyes, white glue.

Directions:

Give each student a smooth stone. Tell them to examine it carefully and decide what kind of animal or animal head it looks like. Students paint a face or features on the rock according to the animal they imagine.

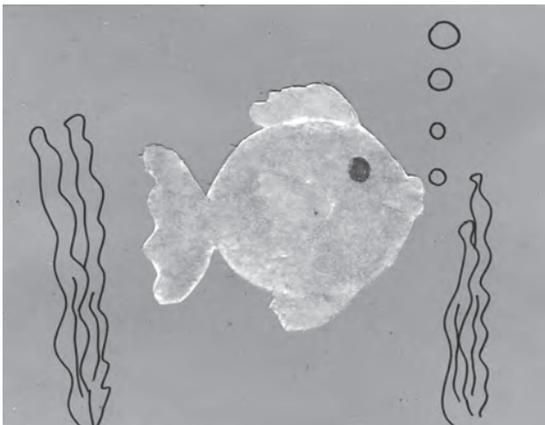
Make sure that each coat of paint dries completely before students paint another one so that the different colours do not run.

Optional: Once students have painted a face or features on their pet rock, they can make it even better by adding googly eyes, cloth ears and pipe cleaner legs.

Art: I'm a little fish

Materials: Blue card, salt, glitter (green and purple), aluminum foil, glue.

Preparation: Draw a simple fish template and cut out a fish shape for each student. Pour 1/4 cup of salt into several separate bowls. Mix about 1/2 teaspoons of glitter in with each bowl of salt (different colours in each bowl).



Directions:

Distribute the fish templates. Students glue their templates onto the blue card. Ask students where fish live. Tell them that this fish lives in the sea.

Students spread glue onto the fins and mouth of the fish template. Then they spoon the green salt onto the fins and mouth. Lift the paper and gently tap the excess salt back into the bowl.

Repeat the procedure with the fish's body using the purple salt.

Tear foil into small squares (approx 2cm x 2cm).

Students scrunch the tinfoil into tiny balls. Then they spread a line of glue beside the fish.

Students place the balls along the line of glue to make bubbles.

Lead students in the following chant:

I'm a little fish

I'm a little fish, I like to swim.

You can't catch me 'cause I have fins.

When I swim past my friends, I hear them say

Stop your swimming now and come and play!

Project: Silly animal poster

Materials: Card.

Directions:

Students make posters of the animals in the unit story performing silly actions. Encourage students to invent actions.

Get individual students to come up and display their posters. Lead the class in asking the students about their posters:

Ss: What's the snake doing?

S1: She's sleeping.

Display the students' work around the classroom.



Vocabulary	Grammar
<p>Food: apple, banana, chicken, doughnut, fish, hamburger, hot dog, orange, pear, pineapple, pizza, sandwich, spaghetti, chips</p> <p>Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Other words: bush, cheese, door, floor, garden, meatball, mush, sneeze, table</p>	<p>There is/There are: How many pears are there? There is one pear. (There's one pear.) There are two bananas.</p> <p>Present simple: I like bananas. I don't like spaghetti.</p> <p>Prepositions: The meatball is on the floor.</p>
<p>Functional language: Good evening. (Chicken), please. Here's your (chicken). Thank you.</p>	<p>Multiple intelligence: Mathematical intelligence (117,122), Linguistic intelligence (page 123), Kinesthetic intelligence (page 124)</p>

Teaching tip

Correcting (Part 2)

Here are some more tips for correcting students:

- Use gestures and mime. If you use a specific gesture to illustrate and reinforce a word or structure, you can also use it to correct speaking errors. For example, if you point vigorously in front of you every time you say *go* and a student asks *Can I have a bathroom, please?*, say *Can I ...?* as you point vigorously in front of you. Your pupil will automatically correct him/herself.
- An interesting correction technique that can be used on occasions after your students have finished speaking is to offer two structures for comparison and ask students which one "sounds right". For example, if a student says *He has got hair brown*, ask him or her *What sounds better: He has got hair brown or He has got brown hair?* In most cases, the child will intuitively know which option is correct as he or she will have assimilated the structure at a deeper level. This technique encourages children who have been learning English for a certain period of time to rely on their intuition as well as their intellect. This technique is especially useful for older children who invariably start translating when they begin to read and write.
- One final tip for effectively correcting mistakes: If your students love you — and young children will give you their hearts — they will be open to your corrections and will learn no matter what.

Checklist of correction techniques:

- Only correct mistakes that are important.
- Give the correct form as a natural part of your next sentence but without drawing undue attention to a student's mistake.
- Repeat the sentence up to the part where the student has made the mistake and then let him/her make the correction. (This technique should only be used only if you are sure that your student knows what is wrong.)
- Use gestures and mime to prompt correct answers.
- Offer students two options and let them decide which option is correct.

Student's Book Page 88



Grammar: There is/There are: *There is one pear. There's one pear. There are six bananas.*

Vocabulary: *Pineapple, banana, apple, orange, pear, hot dog, hamburger, sandwich, doughnut.*

Materials: Card, markers, newspaper, paint, stapler.
Optional: Blindfold, real fruit and food from the unit vocabulary (4 different types), 4 paper plates.

Preparation: *Optional:* Slice fruit and place each fruit or food type on a separate plate.

Warm-up

Let's make groups!

Students stand up.

Say *Get into groups of ten.*

Students quickly form groups of ten students.

The students left without a group take their seats and help you count the students in the groups.

Continue asking students to form groups of two to ten students.

Vocabulary presentation

Poster 8

Display Poster 8.

Attach the following *Food* poster cutouts to the poster: *pineapple, apple, banana, orange* and *pear*.

Point to the *Pineapple* poster cutout and say *It's a pineapple*. Students repeat.

Continue with the following words: *apple, banana, orange, pear, hot dog, hamburger, sandwich* and *doughnut*.

Point to the food items on Poster 8 at random. Students name each food.

Write the words on the board.

Point to the words on the board one at a time.

Students read the words out loud.

Controlled practice

① Trace and complete.

Say *Point to the pineapple*. Students point to the corresponding picture in their books.

Say *How many pineapples are there?* Students count the pineapples in the picture and respond *One*.

Repeat the procedure with the rest of the food items. Finally, students trace the words and complete the phrases by writing the number of each food item in the picture.

- Listen, point and repeat. 🎧 75

Play Track 75. Students listen and point to the corresponding food items in their books.

Track 75

Pineapple. There is one pineapple.

Bananas. There are two bananas.

Apples. There are three apples.

Oranges. There are four oranges.

Pears. There are five pears.

Hot dogs. There are six hot dogs.

Hamburgers. There are seven hamburgers.

Sandwiches. There are eight sandwiches.

Doughnuts. There are nine doughnuts.

Play Track 75 again. Pause the CD after each sentence. Students repeat the sentences.

- Circle *Yes* or *No*.

Read sentence number one out loud.

Students look at the picture and say *Yes* if the sentence is true and *No* if the sentence is false.

Students circle the answers in their books.

Optional activity

Smell and tell

Display plates of sliced fruit or food (see Preparation).

Blindfold a student and have him/her sit at the front of the class.

The student smells one of the plates of fruit or food and tries to identify it.

Encourage him/her to ask questions: *Is it an (apple)?* The class responds *Yes, it is./No, it isn't*.

After two incorrect guesses, allow the student to eat a piece. Repeat with other students.

Wrap-up

A fun bulletin board (Part 1)

Distribute card and newspaper.

Each student draws a food item on a piece of card.

Outline students' pictures with a thick marker.

Then students place another sheet of card behind their pictures.

Show them how to cut out both pieces of card at the same time.

Next, staple around the edges of the food item, leaving a small section open.

Students crumple small pieces of newspaper and stuff them inside their food shapes.

Finally, staple the opening shut and get students to paint their food.

◆ Activity Book

Page 88, activities 1 and 2.

Key

① *From top to bottom:* hotdog, pear, hamburger, orange, pineapple, sandwich, banana, doughnut, apple

Student's Book Page 89



Grammar: There is/There are: *How many pears are there? There's one pear. There are three pears.*

Vocabulary: *Pineapple, banana, apple, orange, pear, hot dog, hamburger, sandwich, doughnut.*

Materials: Students' stuffed food items from the *Wrap-up* activity on page 116, blindfold, real or plastic fruit: pineapple, banana, pear, apple and orange, paper (1 piece per student). *Optional:* Index cards (1 per student).

Warm-up

What is it?

Invite a student to come to the front of the class. Blindfold the student and place a piece of fruit in his/her hand.

The student asks questions to guess the type of the fruit: *Is this (a banana)?* The rest of the students respond *Yes, it is./No, it isn't.*

Continue in the same manner with different students and the rest of the fruit.

Grammar presentation

Poster 8

Draw a table on the board and stick the following *Food* poster cutouts onto the picture of the table: *pineapple, pears, bananas, apple and orange.*

Ask *How many bananas are there?*

Encourage students to count along with you.

Say *There are five bananas.* Students repeat after you. Repeat with the remaining cutouts.

Controlled practice

① Look and draw.

Students identify the items illustrated in each square. Say *B3. What is it?* Students respond *It's a sandwich.* Then name an item. Students say the corresponding coordinate.

Students draw a different amount of each item in the squares on the grid.

- Ask, count and answer.

Ask individual students what they drew in the squares, for example: *A2. How many oranges are there?*

S1: There are (two oranges).

Divide the class into pairs.

Ask different pairs to read the dialogue out loud for the rest of the class.

Students take turns naming coordinates and asking questions about and answering the number of items in the squares.

Optional activity

Multiple intelligences: Mathematical intelligence

Draw five columns and write the following headings on the board:

pear	orange	banana	doughnut	hamburger

Distribute index cards.

Each student chooses a food item from the board and draws it on his/her index card.

Each student comes to the front with his/her index card. Ask *What is it?* The student responds *It's a (banana)* and attaches the index card under the correct heading.

When all students have attached their food items on the board, ask *How many pears?* Students count the number of pears out loud and answer.

Continue in the same manner with the rest of the food items.

On the board write the following:

There _____ pears.

There _____ oranges.

_____ *bananas.*

_____ *doughnuts.*

_____ *hamburgers.*

Students copy and complete the sentences in their notebooks.

Warm-up

A fun bulletin board (Part 2)

Distribute students' stuffed food items from the previous lesson.

Students form groups according to the food item they made.

Ask questions about the food items:

T: *What is it?*

Ss: *It's an apple.*

T: *How many apples are there?*

Ss: *There are five apples.*

Display the students' work on the bulletin board.

◆ Activity Book

Page 89, activity 1.

Key

- ① 1. bananas, are; 2. apples, are, apples; 3. pears, are, pears; 4. oranges, are, oranges; 5. pineapples, is, pineapple.

Student's Book Page 90



Grammar: Prepositions (in, on, under): *The meatball is on the floor.*

Vocabulary: *Spaghetti, cheese, meatball, table, floor, door, garden, bush, mush, sneeze.*

Materials: Brown crepe paper.

Warm-up

Vocabulary presentation

On one side of the board draw a picture of a plate of spaghetti. Say *It's spaghetti*. Students repeat after you. Write the word on the other side of the board. Continue in the same manner with the following words: *meatball, cheese, door, table, floor* and *garden*. Ask a student to come to the front of the class. Point to a picture on the board and ask *What is it?* The student respond and match the picture with the corresponding word. Continue in the same manner with the rest of the pictures.

Developing reading

1 Listen and follow the story. 76

Tell students that they going to listen to a story about a meatball.

Tell students to raise their hands every time they hear the word *meatball* in the story. Students close their books. Play Track 76.

Track 76

On top of spaghetti

(See Student's Book pages 90 and 91.)

Play Track 76 again. Students listen and follow the story in their books.

Ask students to tell you what the story is about, why the meatball fell off the plate, where the meatball went and what happened to the meatball.

Critical thinking

Explain to students that this story is a traditional children's song in the USA. Ask students if they like the song or not and why. Ask students if they know any traditional children's songs in their first language. If they do, encourage students to sing the songs for the rest of the class.

Developing reading

2 Read and match.

Read each sentence out loud in random order. Students say the number of the sentence.

Then they read the sentences silently and match them with the corresponding pictures in their books.

Optional activity

Decode the word

On the board write the following code:

1=a 2=b 3=c 4=d 5=e 6=f
7=g 8=h 9=i 10=j 11=k 12=l
13=m 14=n 15=o 16=p 17=q 18=r
19=s 20=t

Dictate the following series of numbers. Students write the numbers in their notebooks.

19-16-1-7-8-5-20-20-9

13-5-1-20-2-1-12-12

6-12-15-15-18

4-15-15-18

7-1-18-4-5-14

3-8-5-5-19-5

Individual students go to the board and write the series of numbers.

Then students decode the words and draw a picture for each word in their notebooks.

Answers: *spaghetti, meatball, floor, door, garden, cheese.*

Wrap-up

Crepe paper meatballs

Distribute crepe paper.

Each student makes a crepe paper ball.

Say *Put the meatball under your chair*. Students follow the instructions.

Continue giving instructions to put the meatball in different places. Students follow the instructions.

Ask a volunteer to come to the front of the class and to place his/her meatball somewhere in the classroom.

The student asks *Where's the meatball?* The class responds *It's under the chair*.

Repeat with other students.

Answer Key

1. Match: 1. picture (middle), 2. picture (bottom), 3. picture (top)

Activity Book

Page 90, activity 1.

Key

1. 1. under the chair. 2. There's a meatball on the table. 3. There are three meatballs in the cup.

Student's Book Page 91



Grammar: Prepositions (in, on, under): *The meatball is in the garden.*

Vocabulary: *Spaghetti, cheese, meatball, table, floor, door, garden, bush, mush, sneeze.*

Materials: Yellow and brown plasticine, paper plates (1 per student). *Optional:* Index cards (12).

Preparation: *Optional: Rhyming concentration cards:* On each index card write a word: *meatball/cheese/door/floor/tall/sneeze.* On each index card draw a picture of one of the following: *a meatball/cheese/a door/a floor/a tall person/somebody sneezing.*

Warm-up

Play True or false?

Make *true/false* statements about the story:
The story is about a boy. The story is about a meatball. In the story, the meatball rolls out of the window. In the story, the meatball rolls out of the door. In the story, the meatball rolls into the bedroom.
Students stand up if the statement is true and remain seated if the statement is false.

Developing reading

① Listen and follow the story. 🎧 76

Play Track 76. Students listen and follow the story in their books.

Track 76

On top of spaghetti

(See Student's Book pages 90 and 91.)

Play Track 76 again. Pause the CD after each sentence. Students repeat.

The class reads the story out loud.

Play Track 76 a third time. Students read out loud with the track.

Connecting to students' experiences

Ask students the following questions:

Do you like spaghetti? Do you like meatballs? Do you usually eat spaghetti? Does your mum cook spaghetti for you? What's your favourite kind of spaghetti?

Controlled practice

② Match the rhyming words.

Write the following words on the board.

Students read the words out loud as you write them:
bush, cheese, door, floor, mush, sneeze.

Say *Bush, mush.* Do these words rhyme?

Students respond *Yes* or *No*.

Continue in the same manner with different pairs of words.

Students match the rhyming words in their books.

Optional activity

Rhyming concentration

Stick the *Rhyming concentration cards* on the board (see Preparation). The side with the word should face the board.

Divide the class into two teams.

Explain to students that the object of the game is to make pairs of either two rhyming words or two pictures of rhyming words. For example, *cheese* and *sneeze* form a pair.

Each team takes turns going to the board and turning two cards over. If the cards match, then the team keeps the pair.

The team that matches the most pairs of cards wins the game.

Wrap-up

Spaghetti with meatballs

Distribute plasticine and paper plates.

Students roll the yellow plasticine into long strings like spaghetti.

Students put the strings onto the paper plate.

Then students roll the brown plasticine into balls to form meatballs.

They place the meatballs on top of the spaghetti.

Display the plates of spaghetti and meatballs around the class.

Encourage students to chant *On top of spaghetti.*

Answer Key

② bush-mush; cheese-sneeze; door-floor

◆ Activity Book

Page 91, activities 1 and 2.

Key

① *From left to right:* There is; There are; There are; There is

② *From top to bottom:* 1, 3, 2, 4

Student's Book Page 92



Vocabulary: *Spaghetti, chicken, pizza, fish, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

Materials: Cutouts 1 and 2, index cards. *Optional:* Paper (1 piece per student).

Preparation: *Number cards:* Write a number from 1-8 on each index card.

Warm-up

Vocabulary presentation

Poster 8

Display Poster 8.

Name and point to the food items on the poster: *chicken, pizza* and *fish*. Students repeat after you. Point to the other food items on the poster and ask students to name them.

Attach the *Number cards* (see Preparation) next to the poster.

Invite a volunteer to come to the board.

Say *Pizza is number one*. The student takes the first Number card and puts it on top of the corresponding picture, making sure he or she has completely covered the picture of the food. Continue in the same manner with the rest of the food.

Say *Number one*. Students name the food item under the first Number card. Continue in the same manner with the rest of the cards.

Controlled practice

① Read and glue.

Students cut out the food in Cutout 1.

Say *Show me the spaghetti*. Students hold up the corresponding cutout and then glue it onto the outline in their books.

Repeat with the rest of the cutouts.

• Trace the words.

Say *Point to the word spaghetti*. Students point to the corresponding word in their books and repeat after you.

Students trace the word in their book.

Continue in the same manner with the rest of the words.

Vocabulary presentation

Ask students *What day is today? Today is (Monday)*.

Write the day of the week on the board. Students repeat after you.

Repeat with the rest of the days of the week.

② Listen, point and repeat. 77

Play Track 77. Pause the CD after each word. Students point to the corresponding day of the week and repeat.

Track 77

Monday.
Tuesday.
Wednesday.
Thursday.
Friday.
Saturday.
Sunday.

• Listen and glue.  78

Students cut out the food in Cutout 2.

Play Track 78. Students listen and place the food cutouts on the corresponding days of the week.

Track 78

On Monday, I eat chicken.

On Tuesday, I eat chips.

On Wednesday, I eat hot dogs.

On Thursday, I eat pizza.

On Friday, I eat fish.

On Saturday, I eat hamburgers.

On Sunday, I eat spaghetti.

Play Track 78 again. Students listen and glue their cutouts into the correct box.

Optional activity

My favourite day of the week

Distribute paper.

On the board, write: *My favourite day of the week is*

_____.

Students copy and complete the sentence.

Students draw a picture that shows why this day is their favourite day of the week.

Display the pictures around the classroom.

Wrap-up

Dictation

Dictate the days of the week in random order.

Students write them in their notebooks.

Then they number the days of the week in order.

Get different students to come to the board and write the days of the week in order.

Students check their spelling.

◆ Activity Book

Page 92, activities 1 and 2.

Key

① *From left to right:* pizza, spaghetti, fish, chicken

② *From top to bottom:* F, T, M, S, S, W, T; 2. Tuesday;

3. Wednesday; 4. Thursday; 5. Friday; 6. Saturday; 7. Sunday

Student's Book Page 93



Grammar: Present simple (*I like/I don't like*): *I like pizza. I don't like fish.*

Vocabulary: *Spaghetti, pizza, pear, fish.*

Materials: *Optional:* Paper, tape, clothes pegs (1 per student).

Preparation: *Optional: Paper circles:*
Make 10cm paper circles (1 circle per student).

Warm-up

Play *The days of the week!*

Divide the board in half and write the days of the week in order on both sides. The class reads them out loud. Then erase all but the first letter of each word.

Divide the class into two teams.

Students from each team come to the board and complete the words.

The first group to finish wins.

Grammar presentation

Draw a pizza on the board. Ask *What is it?* Students respond *It's a pizza.*

Say *I like pizza* while you smile and rub your stomach. Students who like pizza raise their hand and repeat the sentence.

Draw a fish on the board. Ask *What is it?* Students respond *It's a fish.*

Now say *I don't like fish* as you shake your head and make a sad face. Students who do not like fish raise their hand and repeat the sentence.

On the board, write the following words: *pizza, spaghetti, fish, hamburgers, hot dogs, sandwiches, chips, chicken.*

Continue in the same manner with the rest of the words.

① Listen and say the chant. 🎧 79

Play Track 79. Students listen to the chant. Tell them to make a drawing in their notebooks of the food item the song is about.

Track 79

I like spaghetti

(See Student's Book page 93, activity 1.)

Play Track 79 again. Students listen and follow the chant in their books.

Play Track 79 a third time. Students listen and repeat the chant.

Optional activity

I like spaghetti badges

Divide the class into two groups: The *I like spaghetti* group and the *I don't like spaghetti* group.

Distribute the *Paper circles* (see Preparation) and materials.

Each student makes a badge (*I like spaghetti/I don't like spaghetti*) according to his/her group.

Students attach a clothes peg to the back of their paper circle.

Help students put on their badges.

Play Track 79. Each group stands up and says its corresponding part of the chant.

Controlled practice

② Colour and talk about yourself.

Explain to students that they have to colour the happy face if they like the food item and the unhappy face if they do not like the food item.

Say *Hamburgers*. Invite different students to say whether they like hamburgers or not.

Continue in the same manner with the rest of the food items.

Write the following sentences on the board:

I like _____.

I don't like _____.

Students copy and complete the sentences in their notebooks.

Individual students read their sentences out loud.

Wrap-up

Listen and mime.

Say *I like spaghetti*.

Students make a happy face and mime the actions for eating spaghetti.

Continue saying sentences with *I like* and *I don't like* with different food items for students to mime.

◆ Activity Book

Page 93, activities 1 and 2.

Student's Book Page 94



Grammar: Present simple (*I like/I don't like*): *I like hot dogs. I don't like pizza.*

Vocabulary: *Pizza, spaghetti, fish, hamburger, hot dog, sandwich, chips, chicken.*

Materials: Paper (3 per student). *Optional:* Paper.

Warm-up

Play *Show me a happy or sad face!*

Distribute paper.

On one piece of paper students draw a happy face and on the other, they draw a sad face.

Say *Pizza*. If students like pizza, they hold up the happy face and if they do not, they hold up the sad face.

Invite students to hold up either a happy or sad face and make an appropriate statement, for example: *I like (ice cream). I don't like (hot dogs).*

Controlled practice

① Read and match.

Read an item on the menu out loud, for example: *Hamburger*. Students point to the word and then to the corresponding picture.

Repeat with the other words on the menu.

Students silently match the words with the pictures in their books.

- Circle the food you like.

Students circle the picture of the food they like most.

Invite volunteers to talk about the food they like:
I like (chips).

Optional activity

Multiple intelligence:

Mathematical intelligence

Divide a large piece of paper into four columns.

Write the following headings at the top of each column:

Spaghetti, Chicken, Pizza, Fish.

Display the graph.

Each student chooses the food he/she likes best and says a sentence: *I like pizza*. Then he/she goes to the board and writes his/her name under the correct heading.

Finally, count the names in each column of the graph:

Spaghetti: one, two, three...etc.

② Listen and mark. 🎧 80

Explain to the students that they are going to listen to a boy and his mum talk about the foods they like and the foods they don't like.

Play Track 80. Students listen and mark (✓) if the person likes the food and (X) if the person does not like the food.

Track 80

Hi, I'm Lisa.

Mmm...I like hot dogs.

Ugh! I don't like pizza.

I like sandwiches, and I like spaghetti.

I don't like chips, but I like fish.

I don't like chicken.

Mmmm! I like hamburgers.

Hi, I'm Seb.

I don't like hot dogs, but I like pizza.

Ugh! I don't like sandwiches.

I like spaghetti, and I like chips.

I don't like fish.

Mmm! I like chicken, and I like hamburgers.

Say *I like hot dogs. Who am I?* Students respond: *Mother (or Lisa).*

Continue checking the exercise in the same manner.

Wrap-up

Play *Find someone who...*

Distribute paper.

Students draw a happy face on one side of the paper and a sad face on the other side.

Ask them to draw a food item they like below the happy face and a food item they don't like below the sad face.

Students walk around the classroom telling each other about the food they like and the food they do not like until they find someone who likes and dislikes the same food as they do.

S1: *I like chicken.*

S2: *I like chicken too.*

S1: *I don't like pizza.*

S2: *I don't like pizza either.*

Write the following sentences on the board:

I'm (Name) and I like _____.

I'm (Name) and I don't like _____.

Students write the sentences on the corresponding sides of the paper and complete them.

Individual students read their sentences out loud.

◆ Activity Book

Page 94, activities 1 and 2.

Key

① *From top to bottom:* hamburger, hotdog, sandwich, chips, fish, spaghetti, chicken

② *From top to bottom:* I like spaghetti. I like fish. I don't like hot dogs. I don't like sandwiches.

Student's Book Page 95



Grammar: Present simple (*I like/I don't like*): *I like pizza. I don't like fish.*

Vocabulary: Food; days of the week.

Materials: Cutout 3, wool (brown and yellow), paper (1/2 piece per student), old magazines.

Warm-up

What do you like?

Divide the board into two sections.

Draw a happy face on one side of the board and a sad face on the other side.

Ask five students to come to the board.

Say *Fish*. The students who like fish stand next to the happy face and the students who do not like fish stand next to the sad face.

Invite students to say sentences about their likes and dislikes.

S1: *I like fish.*

S2: *I don't like fish.*

Continue in the same manner with different food items and different groups of students.

Craft activity

1 Make a pizza.

Tell students that they are going to make a pizza.

Demonstrate how the activity is done.

Students colour the pizza and the other food items in Cutout 3.

Students glue mushrooms, tomatoes, salami and onions onto the pizza crust.

Students cut a long piece of brown wool and glue it around the pizza.

Then they cut out smaller pieces of yellow wool and glue them on top of the pizza for cheese.

Display the pizzas around the classroom.

Invite individual students to say whether they like pizza or not.

- Listen and say the chant. 🎧 81

Play Track 81. Students listen and follow the chant in their books.

Track 81

Pizza is great!

(See Student's Book page 95, activity 1.)

Play Track 81 again. Pause the CD after each sentence. Students repeat.

The whole group reads the chant chorally.

Optional activity

Multiple intelligence: Linguistic intelligence

Help students write a new chant about their favourite food. Write the following on the board:

_____ is delicious,

_____ is great!

We have _____ on _____.

I just can't wait!

Students copy and complete the chant in their notebooks.

Individual students read their chant out loud to the rest of the class.

Craft activity

The Printer's Project

Distribute paper and old magazines.

Demonstrate how the activity is done.

Divide the paper into two sections. On one side draw a happy face and on the other side, draw a sad face.

Students look for food they like and food they do not like in the old magazines and cut them out.

Students make a food collage by gluing the pictures of the foods they like on the happy face side and the pictures of the foods they do not like on the sad face side.

Students come to the front of the class and talk about the foods they like and the foods they do not like.

Display the collages around the classroom.

Wrap-up

Play Guess who I am?

Tell students to look at all the collages on the wall.

Read one of the collages out loud: *I like (pizza). I like (chicken). I don't like (apples). I don't like (spaghetti).*

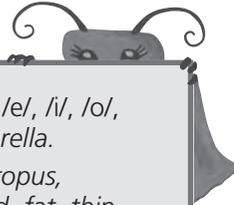
Who am I?

Students guess who the student is by looking at the collages.

Continue describing different students' likes and dislikes.

◆ Activity Book

Page 95, activity 1.



Phonics focus: Short vowel sounds /a/, /e/, /i/, /o/, /u/: *apple, elephant, igloo, octopus, umbrella.*

Vocabulary: *Apple, elephant, igloo, octopus, umbrella, cat, sun, bed, dress, sock, hand, fat, thin, fish, ten, sink, dog, leg, man, duck, box.*

Materials: Chalk or markers. *Optional:* Chalk or masking tape, counters.

Number 15. Duck.
Number 16. Box.

Play Track 82 again. Pause the CD after each word. Ask *What's the vowel sound?* Students respond and circle the corresponding vowel sound.

Warm-up

Circle the correct vowel

Divide the board into two sections.
On each side of the board write the vowels.
Divide the class into two teams.
Ask a student from each team to come to the board and stand with his/her back to the board. Give each student a piece of chalk or a marker.
Say a word with a short vowel sound: *Cat*.
The students turn around and circle the corresponding vowel sound: /a/.
Give a point to the first student to circle the correct vowel sound.
The team with the most points at the end of the game wins.

Phonics practice

① **Complete the words.**

Say *Apple*. Students point to the corresponding picture in their book.
Continue in the same manner with the rest of the pictures. Students complete the words in their books. Then they check their work in pairs.

② **Listen and circle the vowel sounds.** 🎧 82

Ask questions about the pictures.
T: *What's number two?*
Ss: *It's a sun.*
T: *What colour it is?*
Ss: *It's yellow.*
Play Track 62. Students listen and point to the corresponding pictures.

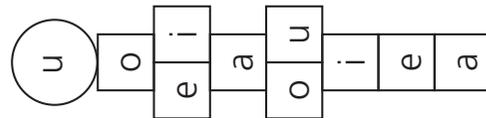
Track 82

- Number 1. Cat.
- Number 2. Sun.
- Number 3. Bed.
- Number 4. Dress.
- Number 5. Sock.
- Number 6. Hand.
- Number 7. Fat.
- Number 8. Thin.
- Number 9. Fish.
- Number 10. Ten.
- Number 11. Sink.
- Number 12. Dog.
- Number 13. Leg.
- Number 14. Man.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Note: This is an outdoor activity.
Divide the class into groups of four.
Each group uses chalk to draw a hopscotch pattern on the ground. (Masking tape can be used instead of chalk on a floor.)
Make a hopscotch pattern with 10 sections and write a vowel in each section.



Each player has a counter such as a stone, beanbag or bottle cap.
Show students how to play the game.
The first student stands behind the starting line. He/she tosses his/her marker in the first square (a) and says a word with the short /a/ vowel sound. If he/she says the word correctly, he/she hops over the first square and continues hopping to the last square, turns around, and hops back again. (All hopping is done on one foot.) If the student says an incorrect word or falls down, he/she loses his/her turn.
The next student must throw his/her marker on the second square (e) and hop over that square.

Wrap-up

Word dictation

Dictate the following words: *cat, sun, bed, dress, sock, hand, fat, thin, fish, ten, sink, dog, leg, man, duck, box.*
Students write the words in their notebooks.
Then students classify the words into five groups: /a/ vowel sound words, /e/ vowel sound words, /i/ vowel sound words, /o/ vowel sound words, /u/ vowel sound words.
Finally, students add two more words to each group in their notebooks.

Answer Key

- ① *Complete:* a, e, i, o, u
- ② *Circle:* 1. a; 2. u; 3. e; 4. e; 5. o; 6. a; 7. a; 8. i; 9. i; 10. e; 11. i; 12. o; 13. e; 14. a; 15. u; 16. o

◆ **Activity Book**

Page 96, activity 1.

Key

① /a/ sound: hat, cat, hand, man; /e/ sound: bed, pen, dress; /i/ sound: six, fish, ship; /o/ sound: sock, dog, frog; /u/ sound: sun, bus

Student's Book Page 97



Functional language: *Good evening. Chicken, please. Here's your chicken. Thank you.*

Vocabulary: Food.

Materials: Cutouts 4A and 4B, paper (1 piece per student), paper plates (1 per student).

Preparation: *Optional: Food domino cards:* Index cards (12 cards per pair of students).

Warm-up

Food circle

Draw a circle on the board and write the word *food* in it. Students name different kinds of food and draw them around the circle on the board.

Name one of the foods on the board and invite students to come up and draw a line from the circle to the corresponding food.

Craft activity

① Make a menu.

Students cut out the food items in Cutout 4A. Distribute paper.

Students fold the paper in half to make a menu. Then they glue the food items and write the name inside the menu below each cutout.

Finally, students draw a cover for their menu.

- *Make food.*

Students colour and cut out the food in Cutout 4B. Distribute plates.

Students put the food items on the plates.

- *Role-play: At the restaurant.*

Read the dialogue out loud. Students follow along in their books.

Read the dialogue again and pause after each exchange. Student repeat after you.

Invite two volunteers to read the dialogue out loud. Continue with different pairs of students.

Divide the class into waiter/customer pairs.

Students make new dialogues using different food items.

Walk around the class monitoring the exchanges.

Allow five to ten minutes for this activity.

Invite different pairs of students to act out their dialogue in front of the class, using their menus and plates of food.

Connecting to students' experiences

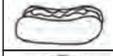
Talk to students about going out to eat: *How often do you go to a restaurant? Who do you go with? What's your favourite restaurant? What's your favourite kind of food?*

Optional activity

Play Food dominoes.

Divide the class into pairs.

Each pair makes their own domino cards.

	chips		hamburger
	fish		hot dog
	pizza		chicken
	spaghetti		sandwich
	pineapple		banana
	orange		pear

Demonstrate how to play dominos.

Each student takes six cards without showing them to his/her partner. One student puts one card on the table:

	chips
--	-------

The other student must place either the word *pear* next to the picture of the pear or the picture of the chips next to the word *chips*. If he/she does not have either of these two cards, the other student puts down one of the corresponding cards.

The first student to get rid of all his/her cards wins the game.

Wrap-up

What am I eating?

A student comes to the front of the class.

Whisper the name of a food item in his/her ear.

The student mimes eating that food and the rest of the class guesses what he/she is eating.

The first student to guess correctly goes to the front of the class and mimes the next word.

◆ Activity Book

Page 97, activities 1 and 2.

Key

① *From left to right:* I like chicken. I don't like hamburgers. I don't like pears.

② Good evening; two hamburgers; Thank you

Student's Book Page 98



Grammar: There is (a/an)/There are: *There's a pear. There's an orange. There are three bananas.*

Vocabulary: Food; numbers 1-10.

Materials: Cutout 5, fruit (apples, oranges, bananas, pears; each student brings in 1 piece), knives, paper plates and plastic spoons (1 per student), a large serving bowl. *Optional:* Large pieces of paper (1/2 piece per student), magazines.

Optional activity

Healthy food and junk food

Distribute large pieces of paper.

Students divide the paper in half.

Students write *Healthy food* on one side and *Unhealthy food* on the other side.

Talk to students about healthy food and unhealthy food.

Students look for pictures of healthy food and unhealthy food in magazines and glue them in the corresponding section.

Display the posters around the class.

Connecting to students' experiences

Talk to students about healthy snacks and the importance of choosing healthy foods. Talk about the consequences of eating too much unhealthy food.

Students name their favourite unhealthy food and their favourite healthy food.

Warm-up

How many...?

Each student takes out his/her piece of fruit and places it on top of his/her desk.

Say *Show me an apple*. Students with an apple hold it up.

Say *Let's count the apples*. Students count them out loud.

Ask *How many apples are there?* Students respond.

Continue in the same manner with the rest of the fruit.

Grammar practice

① Match and say.

Ask *How many apples are there?* Students respond *There is one apple*.

Continue in the same manner with the rest of the pictures.

Students match the phrases with the corresponding pictures in their books.

Say *Apple*. Students say the correct sentence with apple: *There's an apple*.

Repeat with the other food items.

- Make sentences.

Students complete the sentences in their books.

When they have finished, ask different students to read their answers out loud.

② Glue the word cards in the boxes.

Students cut out the word cards in Cutout 5.

Students order the word cards to make sentences and glue them into their books.

Individual students come to the front of the class and write the sentences on the board.

- Draw the fruit.

Then students read the sentences out loud and draw a picture for each one in their book.

Wrap-up

Fruit salad

Tell students to wash their hands and their fruit.

Help students slice the fruit and put it in the serving bowl.

Then students mix the fruit salad together, serve it on paper plates and eat it.

Answer Key

Match: There's a: hamburger, pear; There's an: orange, apple; There are: two pineapples, three bananas

◆ Activity Book

Page 98, activity 1.

Key

① 1. pineapple; 2. six; 3. There are (five oranges). 4. There are (three apples). 5. There are (two hot dogs). There is (one hamburger).



Grammar: Review of *There is/There are* and present simple (*I like/I don't like*).

Vocabulary: Key vocabulary from the unit.

Materials: Paper (1 piece per student). *Optional:* Oranges (1 per student), knives.

Warm-up

Draw a fruit bowl.

Distribute paper.
Students draw a fruit bowl with fruit in it.
Divide the class into pairs.
Students exchange drawings.
On the back of each drawing, students write sentences about the fruit in the bowl, for example: *There's (one orange.) There are three (apples).*

Review

The Printer's Quiz

▶ **LISTEN AND NUMBER.** 🎧 83

Play Track 83. Students listen and number the pictures.

Track 83

- Number 1. Chicken.
- Number 2. Fish.
- Number 3. Hot dogs.
- Number 4. Sandwiches.
- Number 5. Spaghetti.
- Number 6. Pizza.
- Number 7. Hamburger.
- Number 8. Doughnuts.

▶ **COMPLETE THE SENTENCES.**

Ask students questions about the pictures:

T: *Look at picture number one. What is it?*

Ss: *It's a banana.*

T: *How many bananas are there?*

Ss: *There is one banana.*

Continue asking questions about the food.

Students complete the sentences.

Individual students go to the board and write the sentences. Students check their work.

▶ **CIRCLE THE CORRECT OPTIONS.**

Students read the sentences silently and look at the faces of the children. Students circle the correct options.

Individual students say whether they like or do not like sandwiches and chicken.

▶ **CIRCLE THE VOWEL SOUNDS.**

Point to the photos and elicit the words. Students work individually and circle the vowels. Ask individual students for their answers.

Optional activity

How many seeds?

Distribute paper and get each student to draw a picture of his/her orange.

Students copy the following sentence below their picture:

There are _____ pips in my orange.

Ask students to guess how many pips their orange has.

Students cut their oranges in halves, count the pips and complete their sentence with the correct number.

Students eat their oranges.

Wrap-up

Picture dictation

Tell students to draw the following pictures in their notebooks:

There is one hamburger on a table.

There are two apples under a chair.

There are three bananas in a box.

There are three meatballs on spaghetti.

Ask different students to draw the pictures on the board. Students check their work.

Answer Key

1. There is, banana; 2. There are, pears; 3. There are, apples

Circle: left: like; right: don't like

Circle: o, u, a, i

◆ **Activity Book**

Page 99, activities 1, 2 and 3.

Key

① 1. There's a pear in the cup. 2. There's an apple on the table. 3. There are two bananas under the table.

② 1 Monday; 2 Tuesday; 3 Wednesday; 4 Thursday; 5 Friday; 6 Saturday; 7 Sundays

Grammar Module: Present simple: I like/I don't like

We use *I like/I don't like* with plural nouns or uncountable nouns.

Positive

I like apples.
I like spaghetti.

Negative

I don't like apples.
I don't like spaghetti.

There is/There are

We use *There is (There's)* with singular nouns.

We use *There are* with plural nouns.

Positive

There is (There's) one apple.
There are two bananas.



🎵 **Music: Days of the week**

Materials: Index cards, tape.

Preparation: *Days of the week cards:* Write the days of the week on index cards (several sets).

Directions:

Hold up the *Days of the week cards*.

Students read them out loud.

Mix up the cards and distribute them.

Say the following chant as you clap your hands:

Days of the week

Every week has seven days.

See how many you can say!

Monday, Tuesday,

Wednesday, Thursday,

Friday, Saturday,

Sunday.

Write the chant on the board, leaving a blank space for each day of the week.

Say the chant out loud. Students holding the corresponding *Days of the week cards* stand up when they hear their day of the week. The first student to stand up for each day sticks his or her card to the board in the corresponding blank space.

When all the blank spaces have been filled, read the full text of the chant out loud with students.

Say the chant again and encourage the class to say the chant with you.

Students clap their hands to follow the rhythm.

🎨 **Art: Fruit and vegetable prints**

Materials: Fruit or vegetables, paper, paint, knives.

Directions:

Help students cut the fruit/vegetables in half. They dip the halves in paint and press them firmly onto the paper. Encourage them to make a design using a variety of fruit and vegetables.

Walk around the class. Point to the prints and ask *What's this? What are these?*

🍴 **Cooking: Fun sandwiches**

Materials: Bread, cheese, mayonnaise, mustard, biscuit cutters of varied designs, knives.

Directions:

Help students make sandwiches.

Students spread mayonnaise and/or mustard onto the slices of bread. Then they put a slice or two of cheese in between.

Help students cut the sandwiches with the biscuit cutters. Students have a picnic and eat the sandwiches.

Walk around and ask students if they like the sandwiches or not.

Project: Food diary

Materials: Paper, coloured pencils.

Preparation: For each student: Cut a strip of paper (8cm x 56cm).

Directions:

Distribute the strips.

Students fold them into seven equal sections.

Students write the days of the week, in order, at the bottom of each section.

Students take their strips home and draw pictures of the food they eat each day in the corresponding section.

At the end of the week, students bring their food diaries to school and compare them with their classmates' diaries. Talk about how students can make their diets healthier.



Vocabulary	Grammar
<p>Family members: aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle</p> <p>Verbs: climb, eat, go, jump, make, play, read, rollerblade, run, splash, stand, talk, watch</p> <p>Objects: bath, book, cards, chair, lunch, phone, TV</p> <p>Adverbs: down, up</p> <p>Animals: bird, cat, dog, fish, frog, monkey, pig</p> <p>Other words: bed, bus, biscuit, lake, monster, rope, sofa</p>	<p>Present continuous: I'm jumping. He's splashing in the bath. The monkeys are climbing a rope. What's mother doing? She's talking on the phone. What are they doing? They're eating.</p>
<p>Functional language: She has got brown hair and blue eyes.</p>	<p>Multiple intelligence: Kinesthetic intelligence (page 130)</p>

Teaching tip

Vocabulary

How do I select which vocabulary to teach?

Before teaching children new vocabulary, it is essential to carefully select the words within a particular word group that you want to teach. Here are some things to remember when choosing vocabulary:

- Remember that there is both active and passive vocabulary. Active vocabulary is what the students both understand and use. Passive vocabulary is what they understand but are not able or expected to use. Obviously, most of the words you use in class will only be passive vocabulary for students.
- Choose vocabulary that is relevant to your students' age group, lives and interests.
- Keep your expectations realistic. Have a basic group of words that you want to teach the whole class. You can teach some extra words to the quicker students and the slower ones may absorb them passively, but do not expect the slower students to use them actively.
- When playing a game with the whole class, take care to choose the right level of vocabulary for each student. Challenge a quicker student with a difficult word and encourage a slower student with an easy one.
- You can expect your students to find some word groups harder to learn than others for a number of reasons, such as the following:

1. Words that are long or difficult to pronounce can be problematic.
2. Word groups that include numerous cognates tend to be easier.
3. Word groups such as *clothing*, in which lots of words sound similar, may present problems for students.

How to teach difficult words

Before teaching a number of new words, check to see which ones will present the most difficulties. Here are some ideas to help you teach these words more effectively:

- Get students to clap on the stressed syllable(s) of a word as they say it out loud. For example: *bi* (clap)-*cy-cle*.
- Put the target word in a rhythmic or rhyming sentence. For example: *I eat meat. Rice is nice.*
- Teach words that rhyme together. For example: *nose, toes, cat, bat.*
- Ask students to visualize a picture from rhyming words. For example: *a spoon on the moon.*
- Get children to repeat words after you in different ways. For example, you can talk slowly, quickly, in a deep voice, a squeaky voice, a whisper, a shout, etc.



Functional language: Describing physical appearance: *She has got brown hair and blue eyes.*

Vocabulary: *Aunt, uncle, cousin, mother, father, grandmother, grandfather, sister, brother.*

Materials: Index cards.

Preparation: *Family cards:* On eight separate index cards, write the following words: *cousin/cousin/father/mother/grandmother/grandfather/sister/brother.*

Warm-up

Vocabulary presentation

Draw stick figures of your family on the board and introduce each person: *She's my sister. Her name's...* Talk about your family.

Controlled practice

 **Poster 9**

Display Poster 9 with the poster cutouts already attached. Display the *Family cards* (see Preparation). Attach the *Family cards* to the board one by one. Read each word out loud and students repeat. Ask a student to select a *Family card* and attach it next to the corresponding picture on the poster. Repeat with the remaining *Family cards*. (Students can decide which children represent the brother, sister and the cousins.)

 **1 Listen and number.**  84

Students look at the picture in activity 1. Tell them to point to the picture of the boy with the number 1. Say *His name is Harry and this is his family.* Ask questions about the picture: *What colour is Harry's hair? What colour are his eyes? Is he happy?* Play Track 84. Students listen and point to the corresponding pictures in their books.

Track 84

1. Hi. My name is Harry. This is my family.
2. This is my aunt. She has got blonde hair and blue eyes.
3. This is my cousin. She has got blue eyes and brown hair.
4. This is my mum. She has got brown hair and green eyes.
5. This is my dad. He has got black hair and brown eyes.
6. This is my grandmother. She has got grey hair and green eyes.
7. This is my cousin. He has got blonde hair and green eyes.
8. This is my uncle. He has got brown hair and green eyes.
9. This is my grandfather. He has got grey hair and blue eyes.
10. This is my sister. She has got brown hair and green eyes.

Play the track again. Students number the pictures. Say *Number six.* Students name the corresponding family member: *Grandmother.* Continue with other numbers.

Who's missing?

Display the *Family cards* (see Preparation) one at a time. Students read the words out loud. Attach all the *Family cards* to the board. Ask students to close their eyes. Remove one of the *Family cards*. Students open their eyes and say who is missing. Repeat several times. *Note:* Save the *Family cards* for the next lesson.

Optional activity

Who is it?

Divide the class into pairs. Students take turns describing a family member for their partner to identify.
 Student A: *She has got brown hair and green eyes.*
 Student B: *Is she the mother?*
 Student A: *No, she isn't.*
 Student B: *Is she the sister?*
 Student A: *Yes, she is!*

 **2 Listen and sing the song.**  85

Play Track 85. Students listen and follow along in their books.

Track 85
One big family

(See Student's Book page 100, activity 2.)

Play Track 85 again. Students sing along.

Students circle all the words in the song that refer to family members: *aunt, uncle, cousins, grandmother, grandfather, mother, father, sister.* Students draw a line from each word to the corresponding person in the picture.

Wrap-up

Multiple intelligence: Kinesthetic intelligence

Assign a family member to each student. Tell students to stand up and walk around. Say *Mother.* All the students sit down except for the "mothers". The "mothers" walk around acting as if they were mothers. Repeat with other family words.

Answer Key

-  10, 1, 3, 7, 5, 4, 8, 2, 6, 9

 **Activity Book**

Page 100, activities 1 and 2.

Key

-  *From left to right:* sister, brother, cousins, father, mother, uncle, aunt, grandmother, grandfather

Student's Book Page 101



Grammar: Present continuous: *He's reading a book.*

Vocabulary: *Read, talk, watch, make, play, book, phone, TV, lunch, cards.*

Materials: *Family cards* from the previous lesson.

Warm-up

Song: One big family 🎧 85

Play Track 85. Students listen and follow the song on Student's Book page 100.

Play the track again. Students sing along.

Encourage students to sing as loudly as they can. Play the recording several times. Gradually lower the volume on the CD until students are singing without the music.

Grammar practice

What are they doing?

Poster 9

Hold up the *Family* poster cutouts one by one and review the names of the family members. For this activity, it is important to clarify from the beginning that the children rollerblading are *cousins*, and that the child climbing on the ropes is *baby brother*.

Display Poster 9 and attach the poster cutouts. Ask *What's grandmother doing?*

Give the answer: *She's making lunch.*

Students repeat after you, first chorally and then individually.

Repeat with the remaining family members: *cousins-rollerblading, sister-riding a bike, brother-splashing in the bath, mother-reading a book, father-talking on the phone, grandfather-watching TV, baby brother-climbing on the ropes.*

① Read and match.

Students look at the picture in their books.

Ask them to point to the different family members in the picture: *Point to the grandmother.*

Ask a student to read the first sentence out loud. The rest of the class points to the corresponding picture.

Repeat with the remaining sentences.

Students read the sentences silently and match them with the corresponding pictures.

Optional activity

Mime

Students stand up. Say *You're splashing in the bath.*

Students mime the action. Say *Stop!* Students freeze in place.

Repeat with other actions.

② Look and match.

Draw simple pictures of the following on the board: *a book, a TV, cards, a phone, a sandwich and some lemonade.*

Say *Read*. Students repeat the verb and add the corresponding object from the pictures on the board: *Read a book!*

Repeat with *play, watch, talk* and *make*.

Students look at activity 2 in their books. They name the objects.

Students trace over the example. Then, they complete the activity individually.

Check answers orally.

Wrap-up

He/she dictation

Dictate the following words to students: *sister, brother, father, mother, uncle, aunt, grandmother, grandfather*. Students write the words in their notebooks.

Write the word *sister* on the board. Ask students *Is sister he or she?* Write the word *she* next to the word *sister*.

Repeat with *brother*.

Students write *he* or *she* next to the other words in their notebooks.

Answer Key

② Playing-cards; watching-TV; reading-a book; making-lunch; talking-on the phone

◆ Activity Book

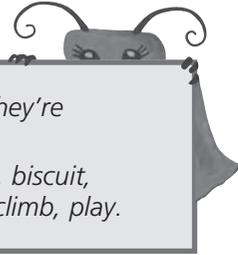
Page 101, activities 1 and 2.

Key

① From left to right: 4, 1, 3, 5, 2

② he: my father, my uncle, my grandfather; she: my sister, my mother, my aunt, my grandmother

Student's Book Page 102



Grammar: Present continuous (*they*): *They're standing on the chair.*

Vocabulary: *Monster, bath, chair, sofa, biscuit, phone, home, jump, splash, stand, eat, climb, play.*

Warm-up

Hangman

On the board, draw a line for each letter of the word *monster* and draw the following:



Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the hanged man's body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

Write the word *monster* on the board. Ask students what they know about monsters and write their ideas in note form around the words, for example: *big, hairy, different colours, scary.*

Developing reading

1 Listen and follow the story. 86

Students look at the pictures on pages 102 and 103. Make *true/false* statements about the pictures. Students put their thumbs up if the sentences are true and put their thumbs down if they are false:

There are two monsters in the story.

The monsters are at school.

They are in the house.

The monsters are happy.

One monster is purple.

There is a girl in the story.

Play Track 86. Students listen and follow the story.

Track 86

Monsters, monsters!

(See Student's Book pages 102 and 103.)

Reading comprehension

Ask students comprehension questions about the story:

How many monsters are there in the story?

Look at picture 1. Are the monsters jumping up and

down? Look at picture 2. Are they jumping on the bed?

Look at picture 3. Are they splashing in the bath? Look

at picture 4. Are they eating? Look at picture 5.

Are they in the bathroom? Look at picture 6.

Are they climbing on the sofa? Look at picture 7. Are they talking on the phone?

2 Listen and number. 87

Students look at the pictures at the bottom of the page. Play Track 87. Students listen and point to the pictures.

Track 87

1. The monsters are standing on the chair.

2. The monsters are splashing in the bath.

3. The monsters are climbing on the sofa.

4. The monsters are eating all the biscuits.

Play Track 87 again. Students number the pictures.

Say the numbers in random order. Students describe the corresponding actions.

T: *Number 3.*

Ss: *The monsters are climbing on the sofa.*

Optional activity

Your own monster

Write the following on the board: *Colour/Name/How many legs?/How many eyes?*

Tell students they are going to invent their own monster. They choose the monster's name, colour and the number of legs and eyes it will have.

Students draw their monster and write the monster's name next to their drawing.

Display students' work around the classroom.

Connecting to students' experiences

Ask students if monsters really exist or if they are imaginary creatures.

Write the following words on the board: *monster, tiger, witch, dragon, spider, ghost, snake.*

Read the words out loud and explain or clarify their meanings with the class.

Students say which of the creatures are real and which ones are imaginary.

Wrap-up

Writing practice

Students look at the pictures in activity 2 and write sentences in their notebooks describing what the monsters are doing in each picture.

Activity Book

Page 102, activity 1.

Key

1. jumping; 2. playing; 3. eating; 4. standing; 5. climbing; 6. splashing

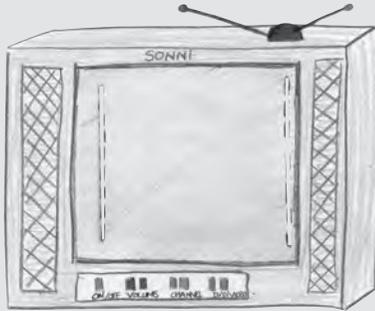


Grammar: Present continuous (*they*): *They're playing on the phone.*

Vocabulary: *Monster, bath, chair, sofa, biscuit, phone, home, jump, splash, stand, eat, climb, play.*

Materials: Card.

Preparation: For each student: *TV screen:* Cut out a square of card (18cm x 18cm) to make a "TV screen". Draw a smaller square (15cm x 15cm) on the screen and cut two vertical lines. *Cartoon strip:* Cut out a card strip (96cm x 15cm).



Warm-up

Play *How good is your memory?*

Poster 9

Display Poster 9 with the poster cutouts. Give students three minutes to memorise what the different characters are doing. Remove the poster. Divide the class into two teams. Team A asks a question about one of the characters: *What's (mother) doing?* If Team B answers the question correctly, it wins a point. Teams then switch roles. Repeat the procedure several times. The team with the most points at the end of the game wins.

Developing reading

1 Listen and follow the story. 86

Ask students if they remember the story *Monsters, monsters!* Write the following words on the board: *monster, tortoise, bath, chair, school, biscuits, sofa, phone.* Read the words out loud. Ask students if they remember which of these words appear in the story. Individual students go to the board and circle the words that appear in the story. Play Track 86. Students follow the story in their books.

Track 86

Monsters, monsters!

(See Student's Book pages 102 and 103.)

Controlled practice

2 Look and circle.

Students stand up. Say the following verbs: *playing, eating, jumping, splashing.* Students mime the actions. Read the words in activity 2 out loud. Students follow along in their books. Point to the first picture and ask *Are the monsters playing cards? Are they eating?* Students circle the correct option. Follow the same procedure with the second picture.

Students stand up. Tell students they are the monsters in the story. Play Track 86, pausing the CD after each line. Students mime their parts. Play Track 86 again. Students speak along with the recording as they act out the story.

Optional activity

Literacy development

Divide the class into pairs. Students practise reading the story to each other. Invite individual students to read sections of the text out loud.

Wrap-up

Monster cartoon

Distribute the *Cartoon strips* (see Preparation). Students divide their strips into eight sections. On each section they draw the monsters doing an activity, according to the scenes in the story. Underneath their pictures, they write what the monsters are doing: *They are (jumping up and down).* Distribute the *TV screens* (see Preparation). Show students how to thread the *Cartoon strip* through the screen. Then demonstrate how to pull the strip through and read the sentences out loud to tell the story.

Answer Key

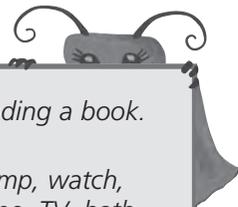
Circle: eating, splashing

Activity Book

Page 103, activity 1.

Key

1 From left to right: 3, 1, 2, 5, 4, 6



Grammar: Present continuous: *He's reading a book. They're watching TV.*

Vocabulary: *Read, sleep, eat, stand, jump, watch, make, talk, splash, play, book, bed, phone, TV, bath, chair, lunch, game.*

Materials: Paper, stapler.

Preparation: *Optional: Blank sentences:* Write the following on a piece of paper. Make one copy for each student:

1. *She's _____ a _____.*
2. *He's _____.*
3. *She's _____.*
4. *He's _____ a _____.*
5. *She's _____ on a _____.*

Grammar practice

Write the following sentences on the board:

He is eating. They are eating.

Encourage students to explain how the two sentences are different. Make sure students understand that we use *are* with plural sentences and *is* with *he, she* and *it*. Write on the board:

He is = _____ She is = _____

It is = _____ They are = _____

Ask various students to go to the board and write the correct contractions.

Students copy the words in their notebooks.

- Read and write.

Ask a student to read the first sentence out loud:

She's reading a book. The rest of the class says the corresponding letter-number combination from the activity, e.g. *A1*.

Students complete the activity individually.

Check answers with the whole class.

Optional activity

Developing listening and writing

Distribute the *Blank sentences* (see Preparation).

Play the first five sentences on Track 88. Students listen and fill in the blanks.

Play the track as many times as necessary for most students to complete the sentences.

Invite individual students to write the complete sentences on the board.

- Play *Busy family*.

Ask two students to read the text in the speech bubbles out loud. Divide the class into pairs. One student calls a letter-number combination while the other student describes the activity in the corresponding square. Students alternate roles and repeat the procedure several times.

Wrap-up

Class book

Distribute paper. Students draw one of the characters from activity 1 performing an action.

Each student writes a sentence below his/her picture:

Father is reading a book.

Staple students' pictures together to make a class book.

Read the book out loud with the class.

Answer Key

1. A1; 2. C2; 3. B4; 4. B2; 5. C3

◆ **Activity Book**

Page 104, activity 1.

Key

- ① 1. is; 2. are; 3. are; 4. is; 5. is; 6. are; 7. is; 8. are
 From top to bottom: 4, 2, 7, 1, 8, 3, 5, 6

Warm-up

Walking, walking

Teach students the following chant:

Walking, walking, walking, walking.

Hop, hop, hop.

Running, running, running, running.

Now we stop!

Students stand in a circle.

Lead them in performing the actions walking, hopping and running around the circle.

Controlled practice

① Listen, point and repeat. 88

Ask students to point to different characters in the illustration: *Point to the mother. Point to the cat.*

Point out the numbers at the top of the chart and the letters on the left-hand side.

Say *B3* and run your finger across and down the chart to locate the picture of the dog.

Say *C4*. Students point to the corresponding picture.

Repeat with different combinations.

Play Track 88. Students listen and point to the pictures in their books.

Track 88

A1. *She's reading a book.*

A2. *He's sleeping.*

A3. *She's eating.*

A4. *He's reading a book.*

B1. *She's standing on a chair.*

B2. *He's jumping on the bed.*

B3. *It's sleeping.*

B4. *They're watching TV.*

C1. *She's making lunch.*

C2. *He's talking on the phone.*

C3. *It's splashing in the bath.*

C4. *They're playing a game.*

Play Track 88 again, pausing after each sentence.

Students repeat.

Student's Book Page 105



Grammar: Present continuous (*they*): *The dogs are running.*

Vocabulary: *Dog, monkey, cat, bird, fish, sleep, run, swim, fly, climb.*

Warm-up

Play Family activities.



Poster 9

Display Poster 9.

Place poster cutouts face down on a table.

Divide the class into two teams.

A student from one team comes up and picks a poster cutout. He/she names the family member on the cutout and attaches it to the poster: *brother*.

The members of his/her team say what that person is doing, for example: *The brother is splashing in the bath*. If the sentence is correct, they win a point for their team.

Repeat with all the poster cutouts.

The team with the most points at the end of the game wins.

Optional activity

Vocabulary review

Write the word *animals* on the board.

Set a two-minute time limit. Students make a list of all the animals they can think of.

After two minutes say *Stop!*

The student with the longest list wins the game.

Elicit all the animals and make one long list on the board.

Controlled practice

① Listen and colour. 🎧 89

Students name the animals in the photos. Write the words on the board: *dogs, fish, birds, monkeys, cats*. Play Track 89. Students listen and point to the corresponding photographs in their books.

Track 89

The birds are flying. Colour the frame red.

The cats are sleeping. Colour the frame yellow.

The dogs are running. Colour the frame purple.

The monkeys are climbing a rope. Colour the frame green.

The fish are swimming. Colour the frame orange.

Students take out their coloured pencils. Make sure they have the following colours on their desks: *red, yellow, purple, green, orange*. Name a colour and students hold up the corresponding pencil.

Repeat with all the colours.

Play Track 89 again, pausing the CD after each instruction to give students time to colour.

Students colour the frames.

Note: If some students do not have coloured pencils, they can share pencils with a partner.

- Look and complete.

Read the verbs in the box out loud.

Students work individually, completing the sentences according to the photos in activity 1.

Check answers orally with the whole class.

Note: Point out that the plural of *fish* is *fish*.



Environmental education

Discuss the idea that animals need space to move. Talk with students about how pets need a proper area to live in. Discuss how fish need a big tank, dogs need a place to run, etc.

Ask them how they would feel if they had to live in a very small room all the time, and how they think animals living in cages at the zoo feel.

Wrap-up

I'm doing something!

Students draw a picture of an animal performing an action. Then they draw a speech bubble and cut it out.

Students write what the animal is saying: *I'm running*.

They glue the speech bubbles onto their pictures.

Display their pictures around the classroom.



Activity Book

Page 105, activity 1.

Key

① 1. A; 2. B; 3. B; 4. A; 5. A; 6. B; 7. A; 8. B



Grammar: Present continuous: *They're running.*
Vocabulary: *Run, rollerblade, swim, climb, eat, jump, summer camp.*
Materials: Ball, blindfold.

Warm-up

Summer camp activities

Ask students if they have ever been to summer camp or if they have heard of these camps. Explain that some children go to these camps in the summer and that they do lots of outdoor activities there. Ask students what kind of activities we can do outdoors. Write a list on the board: *swimming, running, walking, climbing trees, eating, jumping.*

Controlled practice

① **Look and complete.**

Students look at the photographs in their books. Describe the actions: *They're running.* Students repeat after you as they point to the corresponding photos. Ask a student to read the words in the box. Students use the words to complete the sentences. Individual students write the completed sentences on the board. Focus students' attention on the spelling of *swimming* and *running*. Point out that these two verbs have a double consonant before the *-ing*.

Tell a student to choose one of the photos on page 106 but not to reveal which one it is. Then he/she writes down the number corresponding to the photo (one to six) on a piece of paper and goes to the front of the class.

The student faces the class and shows his/her classmates the number. Stand with your back to the student, facing the board. Try to guess the number on the paper by asking questions about the photos in activity 1.

T: *Are they swimming?*
 Ss: *Yes, they are.*
 T: *It's photo number two!*

Optional activity

Listen and draw.

Say the following sentences out loud. Students draw the corresponding pictures in their notebooks.

1. *Two girls are eating.*
2. *Two boys are rollerblading.*
3. *A boy is swimming.*
4. *A girl is jumping.*

Mime and guess

Invite seven students to come to the front of the class. Blindfold one of them or ask a student to turn and face the wall.

Whisper a different action from activity 1 to each of the other six students.

Students start miming their actions.

Say one of the actions to the blindfolded student: *climbing a tree.*

The student has three chances to guess who is doing that action by asking: *What are you doing, (Juan)?* The students miming the actions answer.

Repeat the activity with different students.

Critical thinking

Write the following words on the board: *jumping, climbing a tree, swimming, running, rollerblading, eating.*

Divide the class into pairs.

Ask students *Which is the most dangerous activity?*

Students work together to number the activities from most dangerous (1) to least dangerous (6).

Go over the answers with the class, encouraging students to give reasons for their answers.

Repeat the activity with most fun (1) to least fun (6).

Wrap-up

Ball toss

Students stand in a circle.

Toss a ball to a student and say *Family members.*

The student names a family member: *Brother.* Then he/she tosses the ball to another student, who in turn, continues the chain by naming another family member: *Mother.*

The chain continues until a student drops the ball, repeats a word or cannot name another family member.

Play the game several times with different categories: *activities, animals, numbers, colours.*

Answer Key

1. jumping; 2. swimming; 3. rollerblading; 4. running; 5. climbing; 6. eating

◆ **Activity Book**

Page 106, activities 1 and 2.

Key

- ① 2. eating; 3. rollerblading; 4. running; 5. climbing; 6. jumping



Grammar: Present continuous: *The children are swimming in the lake.*

Vocabulary: *Swim, run, eat, lake, hill, children.*

Materials: Cutout 1, paper (1 piece per student).

Preparation: *Lyric strips:* Write the lyrics for the first verse of *The children* (see Track 90 below) on a piece of paper and photocopy it (1 per child). Cut the verse so that it is divided into 6 separate strips of paper with one line per strip. Each child should have a complete set of lines to build the verse.

Warm-up

Distribute the *Lyric strips* (see Preparation).
Play Track 90. Students put the verses in order.

① Listen and sing the song. 🎧 90

Play Track 90 again. Students listen and follow along in their books.

Track 90
The children

The children are swimming in the lake.
Hurray, hurray!
The children are swimming in the lake.
Hurray, hurray!
They're swimming, swimming in the lake,
And they're having, having lots of fun.
They're swimming, swimming,
They're swimming in the lake.

The children are running down a hill.
Hurray, hurray!
The children are running down a hill.
Hurray, hurray!
They're running, running down a hill,
And they're having, having lots of fun.
They're running, running,
They're running down a hill.

The children are eating in the hall.
Hurray, hurray!
The children are eating in the hall.
Hurray, hurray!
They're eating, eating in the hall,
And they're having, having lots of fun.
They're eating, eating,
They're eating in the hall.

Optional activity

Play Concentration.

Students cut out the photographs in Cutout 1. Describe an action: *He's running.* Students hold up the corresponding cutout. Repeat with the remaining cutouts.

Divide the class into pairs. Each pair shuffles all their cutouts together and places them face down on their desks.

Students take turns turning over two cutouts and identifying the actions in the photos: *She's rollerblading.* If the photos are the same, students keep them. If not, they turn them over and their partner takes a turn.

The student with the most matching cards at the end of the game wins.

Note: Students keep the cutouts for The Printer's Project.

Craft activity

The Printer's Project

Distribute paper. Tell students they are going to make a summer camp brochure.

Show them how to fold their sheets of paper into three equal sections.

Students use the photos and speech bubbles from Cutout 1.

Students glue the photos into the three sections. Then they cut out the speech bubbles and glue them into place. Finally, students make a cover for their brochures. They draw a picture, invent a name for their summer camp and write a title: *We're at summer camp!*

Wrap-up

Summer cheer

Teach students the following summer cheer:

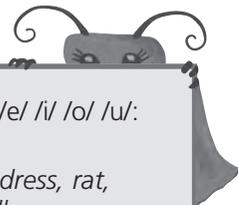
- T: Give me an "s". Ss: "S!"
- T: Give me a "u". Ss: "U!"
- T: Give me an "m". Ss: "M!"
- T: Give me an "m". Ss: "M!"
- T: Give me an "e". Ss: "E!"
- T: Give me an "r". Ss: "R!"
- T: What does that spell? Ss: "Summer!"
- T: What does that spell? Ss: "Summer!"
- T: Say it three times! Ss: "Summer, summer, summer!"

◆ **Activity Book**

Page 107, activities 1 and 2.

Key

- ① From left to right: He's climbing; She's riding; They're swimming; She's running
- ② 1. She's rollerblading. 2. They're jumping. 3. He's eating.



Phonics focus: Short vowel sounds /a/ /e/ /i/ /o/ /u/:
Cat, bed, six, dog, bus.

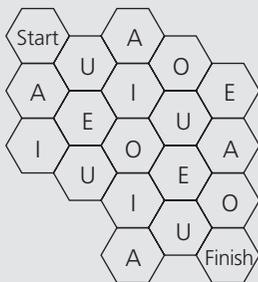
Vocabulary: *Sun, ten, fish, man, sock, dress, rat, rocket, sink, bed, pen, hat, pig, frog, milk.*

Materials: Paper.

Preparation: *Vowel posters:*

Write the vowels on 5 separate pieces of paper.

Optional: Honeycomb game board: On a large piece of paper, copy the following design:



4. M-a-n, man.
5. S-o-c-k, sock.
6. D-r-e-s-s, dress.
7. R-o-c-k-e-t, rocket.
8. R-a-t, rat.
9. S-i-n-k, sink.
10. B-e-d, bed.
11. P-e-n, pen.
12. H-a-t, hat.
13. P-i-g, pig.
14. F-r-o-g, frog.
15. M-i-l-k, milk.

Play Track 92 again, pausing after each pair of words. Students repeat. Encourage them to try to imitate the pronunciation on the CD as closely as they can.

Divide the class into pairs.

One student calls out a number from one to fifteen. The other student says the corresponding word, for example:

S1: *Fourteen.*

S2: *Frog.*

Students change roles and repeat the procedure several times.

Optional activity

The honeycomb game

Attach the *Honeycomb game board* (see Preparation) to the board.

Divide the class into small teams and distribute paper.

Tell each team to draw a bee and cut it out.

All teams put their bees on *Start*. Teams take turns moving their bees across the honeycomb to *Finish*.

When a team moves its bee, its members have 10 seconds to think of a word that contains the short vowel sound indicated on the hexagon. If the team cannot think of a word or if it gives an incorrect word, it misses the next turn.

The first team to get to the end of the honeycomb wins the game.

Warm-up

Vowel game

Write the vowels *a, e, i, o* and *u* on the board and elicit the short vowel sounds.

Divide the class into two teams and display the *Vowel posters* (see Preparation) in different parts of the classroom.

Tell a student from each team to stand in the middle of the classroom.

Choose one of the words from the following list and say it out loud: *hat, leg, pig, box, sun.*

Students identify the vowel sound and race to the corresponding poster. The first student to touch the vowel poster wins a point for his/her team.

Follow the same procedure with the remaining words.

Phonics practice

1 Listen, say and write. 91

Point to each picture and ask *What's this?*

Play Track 91, pausing after each word. Students point to the pictures and repeat.

Track 91

- C-a-t, cat.
- B-u-s, bus.
- D-o-g, dog.
- B-e-d, bed.
- S-i-x, six.

2 Listen and complete. 92

Play Track 92, pausing the CD after each pair of words. Students write in the missing vowels.

Track 92

1. S-u-n, sun.
2. T-e-n, ten.
3. F-i-s-h, fish.

Wrap-up

Dictation

Say the following phrases:

a fat cat with a hat

ten red beds

a thin pig in the sink

a hot frog wearing a sock

Students repeat after you.

Dictate the phrases to students.

Students write the phrases in their notebooks.

Then they draw a picture for each phrase.

Activity Book

Page 108, activities 1 and 2.

Key

1 /a/ (red) = bat, cat; /e/ (blue) = bed; /i/ (yellow) = six, fish, sink; /o/ (green) = rock, sock; /u/ (purple) = sun, duck

Student's Book Page 109



Grammar: Present continuous: *What's mother doing? She's running.*

Vocabulary: Family members; actions.

Materials: Cutout 2, shoeboxes (1 per student), paint, magazines, ball, paper (3 pieces per student).

Warm-up

Play Toss and answer.

Poster 9

Display Poster 9 with the poster cutouts attached. Toss a ball to a student and ask *What's (mother) doing?* The student looks at the poster and responds: *(Mother) is (reading a book).* That student then tosses the ball to another student and asks a question about another family member: *What's (grandfather) doing?* Continue until all the students have participated.

Craft activity

① Make a diorama.

Read the instructions out loud. Students follow along in their books. Distribute materials. Students cut along the folds of one side of the box as in the photograph. Then they paint their box any colour they like. Students cut out the family members in Cutout 2. Students cut out pictures from magazines of faces that fit onto the cutouts. Then they glue a face onto each body. Show students how to fold back the flaps on the cutouts so that they stand up. Students glue the figures into their shoeboxes.

- Ask and answer.

Ask two volunteers to read the text in the speech bubbles out loud. Display one of the students' dioramas from activity 1. Point to one of the family members in the scene. Students ask you what that family member is doing. Ss: *What's your mother doing?* T: *She's running.*

Divide the class into pairs. Students take turns asking each other questions about the activities of the family members in their dioramas.

Optional activity

Writing practice

Students make labels for their dioramas, describing what each person is doing: *Grandfather is eating some biscuits.* They glue the labels next to the figures.

Connecting to students' experiences

Ask students if all families are the same. Elicit different family types and write them on the board, for example:
Mother and one child
Mother, father and three children
Father and two children
Mother, grandmother and four children
Help students see that there are no perfect family types and that all families are valuable if they are loving.

Wrap-up

A mini-book

Distribute paper (3 pieces per student). Students fold the sheets in half to make a six-page mini-book. On the cover, they write the title: *My favourite activities.* Then they draw and label an activity on each page. Read some of the books out loud with the class.

◆ Activity Book

Page 109, activity 1.

Key

1. making; 2. running; 3. eating; 4. She's reading.
5. He's playing. 6. They're sleeping.

Student's Book Page 110



Grammar: Present continuous: *What's she doing? She's riding a bike.*

Vocabulary: Family members; pets; actions; numbers.

Materials: Cutout 3, coins, game counters.

Warm-up

Play *Guess the mime!*

Write the following words and phrases on the board: *running, playing ball, playing cards, reading, eating, riding a bike, sleeping.*

Students stand up.

Read each word or phrase out loud. Students mime the actions.

Invite a student to go to the front of the class and act out one of the actions. Ask *What's (he) doing?*

The student who guesses correctly acts out another action.

Grammar review

① Play *Fifteen questions.*

Describe the pictures on the game board: *Eight pears. Grandfather. They're sleeping.*

Students point to the pictures.

Divide the class into pairs.

Students place their counters on *Start*.

Explain the rules of the game: Players take turns spinning a coin (*heads* = one space; *tails* = two spaces) and moving their counters on the game board.

Players answer the questions on the squares they land on. If a player answers a question incorrectly, he/she loses a turn.

The first player to reach *Finish* wins.

Optional activity

Family members

Write the following letters on the board:

a-d-e-f-g-h-i-l-m-n-o-r-s-t-u

Set a five-minute time limit.

Tell students they have to use the letters to make as many family member words as they can. Explain that they can use the letters as many times as they need.

After five minutes, ask students how many words they made. Ask the student with the longest list to read his/her words out loud. Write the words on the board.

② Glue the word cards in the boxes.

Students cut out the words in Cutout 3.

Say the words out loud in random order.

Students hold up the corresponding cutouts.

Students look at the pictures in the Student's Book and put the words in order to form three sentences that correspond to the pictures. Then they glue the cutouts into place.

Wrap-up

Print!

Divide the class into two teams. Draw a vertical line on the board to make two sections.

Invite a student from each team to go to the front of the class. Then, whisper a word from this unit to both of the students.

The students draw a picture on the board representing that word.

The first team to guess the word from the picture wins a point.

Repeat several times.

The team with the most points at the end of the game wins.

◆ Activity Book

Page 110, activity 1.

Key

① 1. My grandmother is reading. 2. My uncle is making lunch. 3. My cousins are swimming. 4. My aunt is talking on the phone. 5. The dog is eating. 6. My grandfather is watching TV.

From left to right: reading, making lunch, swimming, talking, watching TV, eating

Student's Book Page 111



Grammar: Review of present continuous.
Vocabulary: Key vocabulary from the unit.
Materials: Music CD, hat, paper.

Warm-up

Mime it!

Play music.
 Give a hat to a student. The student places it on the head of the student sitting next to or in front of him/her. Then that student places the hat on another student's head, and so on.
 Stop the music.
 Say *You're flying*.
 The student wearing the hat must mime the action.
 Repeat the procedure several times.

Review

The Printer's Quiz

▶ LISTEN AND NUMBER. 🎧 93

Students look at the pictures in their books. Say what one of the people is doing and get students to identify the corresponding family member.

T: *She's taking on the phone.*

Ss: *Mother!*

Repeat with other family members.

Play Track 93. Students listen and number the pictures in their books.

Track 93

1. It's sleeping.
2. She's talking on the phone.
3. He's reading a book.
4. She's watching TV.
5. He's cooking.
6. They're playing.
7. He's eating.
8. She's splashing in the bath.

▶ LOOK AND COMPLETE.

Read the first incomplete sentence. Students look at the corresponding picture and complete the sentence orally.

T: *...sleeping.*

Ss: *It's sleeping.*

Repeat with the other sentences.

Students write the answers individually.

▶ LABEL THE PHOTOS.

Name the photos in random order and students point to them in their books.

Students label the photos.

Write the words in random order on the board and tell students to check their spelling.

Optional activity

Find it!

Write the following words on the board: *sister, father, book, TV, window, biscuit, dog, frog, bike, tortoise*. Students write them in their notebooks. Students look through all the units in the book trying to find pictures of these words. When they find a picture, they circle it. The first student to find pictures for all the words wins the game.

Wrap-up

Vowel posters

Divide the class into small teams.
 Distribute paper.
 Each team chooses a vowel.
 On their paper, students draw pictures of words that have that vowel. Then they write the corresponding words below the pictures.
 At the top they write a title for their poster: *Words with (a)*.
 Display their vowel posters around the classroom.

Answer Key

Number: From left to right: 4, 6, 2, 7, 5, 3, 1, 8

Complete: 1. It's; 2. She's; 3. He's; 4. She's; 5. He's; 6. She's; 7. He's; 8. They're

Label: bed, six, bat, bath, dog

◆ Activity Book

Page 111, activity 1.

Grammar module: Present continuous

In this unit, the present simple is used to talk about actions that are happening at the moment of speaking.

Present continuous

Positive

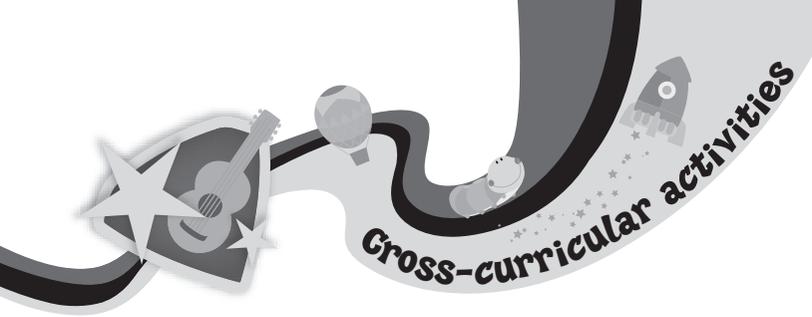
You are reading.
He is reading.
She is reading.
It is reading.
We are reading.
They are reading.

Question form

Am I reading?
Are you reading?
Is he reading?
Is she reading?
Is it reading?
Are we reading?
Are they reading?

Questions with Wh

What am I doing?
What are you doing?
What is he doing?
What is she doing?
What is it doing?
What are we doing?
What are they doing?



Cross-curricular activities

Art: Family vase

Materials: Coloured card, glue, paper, plasticine, tape, straws (3 to 8 per student), cans (1 per student).

Directions:

Distribute the materials.
 Students draw the faces of their family members on a sheet of paper and cut them out.
 Then they draw one flower for each member of their family on card.
 Students cut out the flowers and glue a picture of a family member in the centre of each flower.
 Help them tape a straw to the back of each flower.
 Students decorate their cans with scraps of coloured card.
 Finally, show them how to fill their cans with plasticine and place the family flowers in them.

Cooking: Monster bread

Materials: Toasted white bread (1 slice per student), cream cheese, food colouring, sugar, chocolate pieces, plastic knives, paper plates.

Preparation: Mix the cream cheese with the sugar. Add food colouring to make six different-coloured mixtures.

Directions:

Display the cream cheese mixtures. Distribute the toast, paper plates and plastic knives.
 Students cover their toast with any colour cream cheese they like. Then they add small chocolate pieces for the eyes and nose and make ears, hair and mouths out of different coloured cream cheese.
 Students describe their "monsters": *My monster has got a red face, purple hair, yellow eyes and a green nose.*

Game: Family!

Directions:

Students sit in a circle on the floor. Assign the same family member to several students so that there are at least two students with the same family member: two cousins, three fathers, etc.
 One student stands in the centre of the circle.
 Say *Cousin*. All the students who have been assigned *cousin* quickly exchange places. The student standing in the centre tries to take one of the places left free.
 The student left without a place to sit stands in the middle of the circle.
 Repeat the activity several times calling out other family members.
 Say *Family*. All the students stand up and exchange places.

Project: Family tree

Materials: Card (light blue and green), white paper, markers, glue stick.

Preparation: For each student: Draw a large tree with many branches. Cut out leaves from the green card. (Each leaf should be big enough for students to write a person's name and attach a small drawing to it).

Directions:

Distribute trees and leaves. Tell students that each leaf represents a person in their family.
 Students write the names of their family members on the leaves. Tell them they can include aunts, uncles, grandparents and pets.
 Students draw small pictures of each family member and glue them to the leaves.
 Help them glue the leaves to their tree. Guide them in putting their generation at the top of the tree, the parents on the second level, and the grandparents on the bottom level.





Vocabulary: *Christmas, candy cane, ornament, stocking, star, snowman, bell, angel, tree; numbers, colours.*

1 Count and write.

Draw simple pictures of the following Christmas symbols on the board: *Christmas tree, candy cane, ornament, stocking, star, snowman, bell, angel.* Name each symbol and get students to repeat after you. Students look at the pictures in activity 1. They point to different items on the tree: *Point to a (candy cane).* Students count the number of items on the tree and write the corresponding numbers in the boxes. Check answers with the whole class: *How many candy canes are there?*

2 Listen and sing the song.  94

Play Track 94. Students listen and clap along to the rhythm.

Track 94

It's Christmas time

(See Student's Book page 112, activity 2.)

Play Track 94 again. Students join in with the song. Encourage them to follow along in their books if necessary.

Christmas colours

Materials: Paper, magazines.

Directions:

Ask students what the typical Christmas colours are. Elicit *red, white* and *green* and write the words on the board. Ask students if they can name some things that are those colours. Help them with any words they do not know in English. Write a list on the board, for example:

Green: grass, leaves, spinach

Red: apples, blood, flowers

White: snow, milk, paper

Distribute magazines and paper.

Students look through the magazines for red, white and green things and glue the pictures onto the paper to make a Christmas colours collage.

Glittery glue star ornaments

Materials: Glitter in assorted colours, white glue, wool or ribbon, plastic CD cover or any hard plastic surface (1 per student) and paper clips (1 per student).

Directions:

Students make a star shape with white glue on a plastic CD cover or other hard plastic surface. Be sure that they spread the glue thickly.

Next, students sprinkle glitter on the glue. Make sure the star is completely covered.

Let the stars dry for 48 hours.

Students gently peel their star off the plastic surface.

Help students make a hole with a paper clip on one arm of the star. Then they attach a loop of wool or ribbon through the paper chip. The ornaments can be used to decorate the classroom.

Christmas celebration

Materials: Paper plates, napkins, cups, forks and spoons, food brought in from home, CDs of traditional Christmas music in English.

Directions:

Have a party to celebrate Christmas and the new year. Bring in food: sandwiches, crisps, biscuits and soft drinks.

Play Christmas music in English. Ask children if they recognise the music. Write the lyrics to a simple Christmas carol or song on the board and encourage students to sing along.

As students are passing out the plates or serving the food, encourage them to use English: *A (sandwich), please. Here's a (biscuit). Thank you.*

Activity Book

Page 112, activity 1.

Student's Book Page 113

Vocabulary: *Stocking, star, angel, tree, bell, candle, Santa Claus, elf, present.*

Materials: Wool, glue.

1 Make an ornament.

Distribute materials.

Students cut out the shape.

Show them how to fold along the solid lines. Then help them glue the ornament together.

Glue a piece of wool to each ornament so that students can hang them on their Christmas tree or in their room at home.

Christmas bingo

Materials: Paper.

Preparation: *Bingo boards:* Make a 3 x 3 grid on a piece of paper. On the middle square write *Free*. Make one copy for each student.

Directions:

Write the following words on the board: *stocking, star, angel, Christmas tree, bell, candle, Santa Claus, elf, present, snowman, snow, candy cane, ornament, reindeer, sleigh.*

Make sure students understand the meaning of all the words.

Distribute *Bingo boards*. Students choose eight words from the board. They draw a picture on each square of their boards.

Say the words in random order. Students cross out the pictures as you name them.

The first student to cross out all his/her pictures shouts *Bingo!* and wins the game.

My own reindeer

Materials: Card (dark brown, light brown, red, pink), pencil, scissors, glue, googly eyes (optional).

Directions:

Invite a student to the front of the class and demonstrate the craft activity with him/her:

1. Trace around the student's shoe using dark brown card. This will be the reindeer's head.
2. Trace around the student's hands using light brown card. These two pieces will be the reindeer's antlers.
3. Glue the "antlers" to the top of the reindeer's head. Add a bright red paper nose, a pink paper mouth and googly eyes (or paper eyes).



Distribute the materials. Students follow the steps to make their own reindeer.

Christmas toss

Materials: Large ball.

Directions:

Students stand in a circle. Toss the ball to a student and say a Christmas word: *a reindeer*.

The student repeats what you said and adds another object: *a reindeer and a snowman*.

Then the student tosses the ball to a classmate and continues the chain.

Play until somebody makes a mistake.

◆ Activity Book

Page 113, activities 1 and 2.

Key

1 stocking, star, angel, tree, bell, candle, Santa Claus, elf, present



Vocabulary: *Pumpkin, big, round, fat, hat, eyes, nose, mouth, teeth, door, jack-o'-lantern.*

Materials: Paper plates (1 per student), string, crayons or paint.

① Listen and sing the song. 🎧 95

Draw a pumpkin on the board. Introduce the word *pumpkin*. Ask *What colour are pumpkins? Are they big or small? Can you eat them?*

Ask students what we do with pumpkins on Halloween. Explain how jack-o'-lanterns are made. Play Track 95. Students follow along in their books.

Track 95

I can make a jack-o'-lantern

(See Student's Book page 115, activity 1.)

Play Track 95 again. Encourage students to sing along.

② Make a jack-o'-lantern mobile.

Students look at the pictures in their books. Ask *What colour is the mouth? What colour are they eyes? What colour is the nose?*

Distribute materials.

Students colour the centre of their paper plate light orange and the border a darker orange. Then, they cut out the mouth, nose and eyes.

Students glue the eyes, nose and mouth onto the paper plate.

Show them how to tape a piece of string to the back to hang the mobile.

Halloween words

Materials: Paper slips (1 per student).

Preparation: Write the following words on the slips of paper (make sure there are two of each word): *witch, pumpkin, spider, ghost, sweets, skeleton, cat.*

Directions:

Distribute the slips of paper.

Tell students to draw the object on the other side. If they are not sure what the word means, they can ask you.

Students stand up and try to find their partners.

S1: *What have you got?*

S2: *I've got (a pumpkin).*

When students find their partner, they sit down.

Ask the students what all these objects have in common. (They are all things associated with Halloween.)

Play I'm a mummy!

Materials: Toilet paper.

Directions:

Divide the class into small groups.

One student in each group is the mummy and the others wrap him/her with toilet paper.

Note: Make sure students leave a space for the mouth so that the mummy can breathe.

Have a mummies parade in front of the class and vote for the best mummy.

Creepy eyeballs

Materials: For 24 eyeballs: 12 medium eggs (hard-boiled, cooled and peeled), 400g softened cream cheese, 24 green olives stuffed with pimentos, red food colouring or ketchup, paper plates, toothpicks, knife.

Directions:

Cut the eggs in half lengthways. Remove the yolks.

Give each student an egg half. Students fill the hole with cream cheese, making the surface as smooth as possible.

Distribute the olives. Students press an olive into the cream cheese eyeball, pimento up, for an eerie green iris and red pupil.

Show students how to dip a toothpick into ketchup and draw broken blood vessels in the cream cheese.

Students eat their eyeballs.

◆ **Activity Book**

Page 114, activity 1.

Key

① 1. It's a pumpkin. 2. It's a witch. 3. It's a cat. 4. It's a skeleton.



Vocabulary: *Easter, bunny, egg, basket, jelly beans; colours.*

Materials: Hard-boiled eggs (2 per student), glue, coloured pencils.

1 Listen and say the chant. 🎧 96

Students look at the picture and name the things they can see. Provide any words they do not know how to say in English: *Easter eggs, baskets, girls, boy.*
Play Track 96. Students follow along in their books.

Track 96

Come downstairs

(See Student's Book page 117, activity 1.)

Play Track 96 again. Students clap to the rhythm. Read the text out loud, following the rhythm of the song. Ask for volunteers to do the same.
Play Track 96 a third time. Students join in with the song.

2 Look and circle six differences.

Tell students there are six differences in the pictures. Students observe the pictures carefully and circle the things that are different in the second picture. Ask individual students to describe what they have circled: *a cloud, a red Easter egg, a yellow Easter egg, a blue Easter egg, the bunny's tail, a flower.*

Easter eggs

Materials: Hard-boiled eggs (1 per student), tissue paper, glue, watered-down glue, paintbrushes.

Preparation: Cut the tissue paper into small squares.

Directions:

Distribute materials.
Students glue overlapping tissue paper squares onto their eggs.
Using a paintbrush, students brush their eggs with watered-down glue and write their initials on them.
Language links: Ask five students to give you their eggs and leave the room. Hide their eggs *in, on, under, behind* and *next to* objects in the room.
The students come back and look for their eggs. When they find their egg, students say where it is: *My egg is (next to) the (book).*

Easter card

Materials: Yellow and pastel-coloured card, paint (yellow, black, orange), sponges, paintbrushes, glue, scissors, paper.

Preparation: Per student: Cut a rectangle (50cm x 30cm) from yellow card. Cut another rectangle (24cm x 15cm) from pastel-coloured card.

Directions:

Distribute materials.
Students sponge-paint a picture of a chick on their pastel-coloured rectangle. Then they paint the eyes, beak and legs.
Students fold their yellow rectangle in half to make a card. They glue their chick to the front.
Students write *Happy Easter* on a separate piece of paper.
Help students draw a speech bubble around the greeting, cut it out and glue it above the chick. Students write an Easter message inside their card.

◆ **Activity Book**

Page 115, activity 1.

Instructions for hands-on activity

Distribute materials.
Students cut out and colour the bunny pictures. Show students how to wrap the pictures around their eggs and glue them into place.

Student's Book Page 118



Vocabulary: *Mummy, special, day, flower, hug, kiss.*

Materials: Coloured pencils.

① Listen and say the chant. 🎧 97

Students look at the chant on page 118. Read the title out loud.

Play Track 97. Students follow along in their books.

Track 97

Mummy, mummy

(See Student's Book page 118, activity 1.)

Read the chant out loud. Make up mimes for the verses to clarify meaning:

Verse 1: *Hold your arms out wide.*

Verse 2: *Hug yourself and blow kisses into the air.*

Play Track 97 again. Students join in with the words and mime.

Encourage students to memorise the poem and recite it to their mothers.

② Look and write.

Students use the code to decipher the secret message.

Write the message on the board for students to check their work.

Silhouettes

Materials: Pencil, torch, scissors, glue; per student: 2 pieces of paper, piece of black paper.

Directions:

Tape the piece of paper to the wall.

Get a student to stand sideways in front of the paper.

Ask another student to hold the torch in front of the child so that there is a clear shadow projected onto the piece of paper.

Trace around the shadow of the student's profile.

Repeat the procedure with every student in the class.

Distribute profiles. Students cut out their silhouettes and trace them onto black paper.

Students cut out their black silhouettes.

Help students glue the silhouettes on a full sheet of white paper.

Students give their silhouettes to their mothers as a Mother's Day gift.

Answer Key

Message: have a nice day

Activity Book

Page 117, activity 1.

Instructions for hands-on activity

Distribute materials.

Students colour and cut out the card.

Show students how to fold along the solid grey lines to make the flower pop up.

Students fill in the blanks on the front of the card.

They can also write a message on the flower: *I love you, Mum!*



Vocabulary: *Dad, present, card, tie, frame, pie.*

Materials: Stapler, white paper, glue.

1 Listen and sing the song. 🎧 98

Ask students what some typical presents are for Father's Day. Elicit the following: *card, tie, picture frame, belt, wallet*. Make a small drawing of each present on the board.

Students look at the picture in activity 1. Ask students to identify the presents in the picture: *What presents can you see?*

Read the title of the song out loud.

Play Track 98. Students follow along in their books.

Track 98

Father's Day

(See Student's Book page 119, activity 1.)

Play Track 98 again. Students sing along.

2 Look and complete.

Tell students to look at the picture in their books and find the three presents.

Students circle the pictures of the presents.

Ask where the presents are: *Where is the (wallet)?*

Students complete the activity individually.

Write the complete answers on the board for students to check their answers.

The letters in father

Write the word *FATHER* vertically on the board.

Students think of words that begin with the letter *F*: *fat, fish, fly, finger*.

Write the words next to the letter *F*.

Repeat with the remaining letters.

Students choose their favourite word for each letter and copy them in a vertical list in their notebooks. Then, they trace over the first letters in different colours, for example:

Fly

Art

Tiger

Happy

Elephant

Red

Father's Day tie card

Materials: Glue, white paper, coloured paper, markers or crayons, ruler.

Preparation: Per student: Cut a letter-sized rectangle and two squares (5cm X 5cm) from the paper.

Directions:

Give each student a paper rectangle and two paper squares.

Show students how to fold the squares in half to make triangles.

Students glue one half of each square to the back of the coloured paper so that two triangles appear at the top of the coloured paper.

Students cut out a small rectangle from coloured paper. This will go under the collar to make the "knot" of the tie. Then they cut out a tie shape from coloured paper. Help students place the tie at the top of the card and glue the top part of the tie in place, leaving the bottom part of the tie unglued. Then they glue the rectangle on top of the tie to form the knot.

Next, students fold the triangles over to form the collar and glue the collar in place over the tie.

Finally, students use their markers to decorate the shirt. They write a message on the bottom section of the tie:

Who is the best dad in the whole world?

Then students lift the bottom of the tie and write the answer to their question: *You are!* Make sure this sentence is fully covered by the tie.

Students write their name and a message on their card: *I love you, Dad!*



Answer Key

1. in; 2. on; 3. under

◆ **Activity Book**

Page 119, activity 1.

Instructions for hands-on activity

Distribute materials.

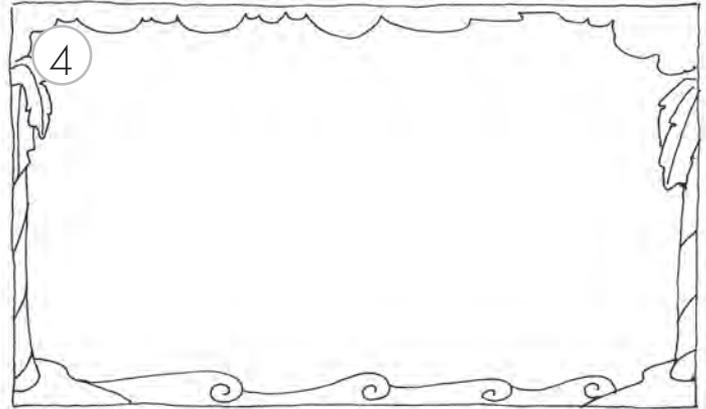
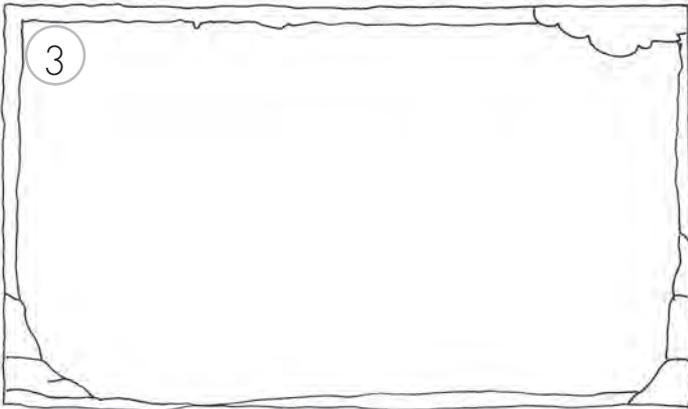
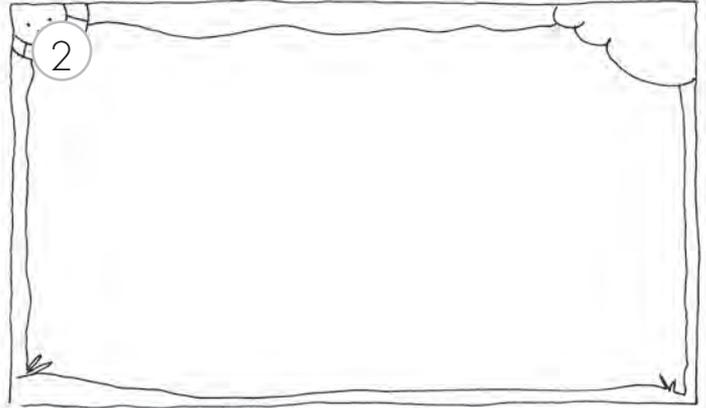
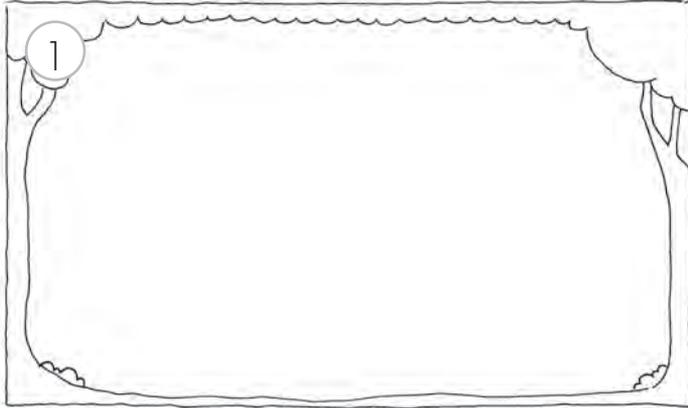
Students colour and cut out the hand.

Help them each cut out 25 pieces of paper (the size of the box on the arm).

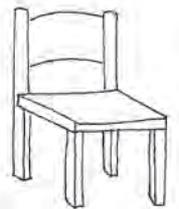
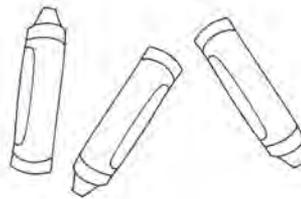
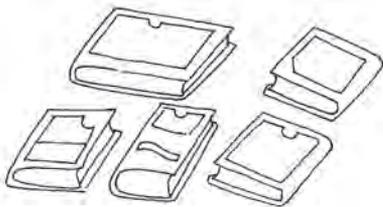
Staple students' pieces of paper together and glue the last piece onto the arm.

Students give the notepad to their fathers as a present.

1 Listen and draw. (4 points)



2 Count and match. (5 points)



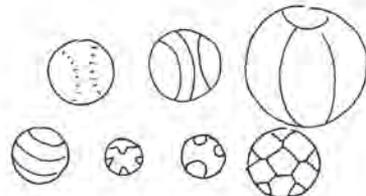
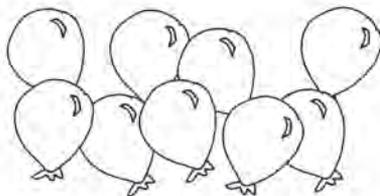
seven balls

three crayons

one chair

five books

nine balloons



3 Write. (4 points)

one = _____

ten = _____

five = _____

three = _____

six = _____

eight = _____

seven = _____

two = _____

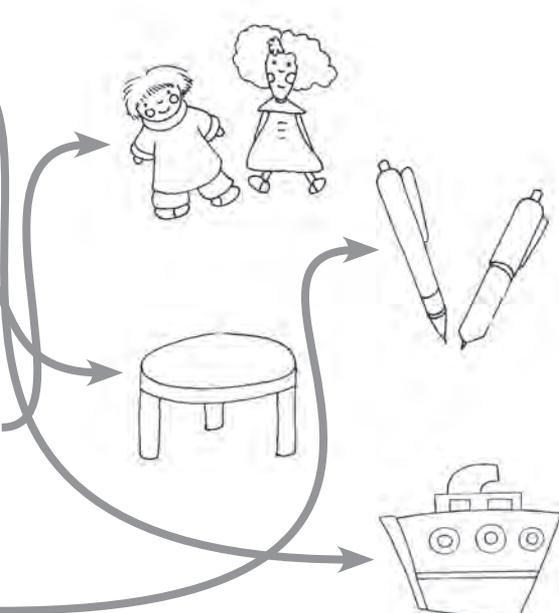
4 Follow and match. (4 points)

1. What is it?

2. What is it?

3. What are they?

4. What are they?



It's a table.

They're dolls.

It's a boat.

They're pens.

5 Read and draw. (3 points)

<p>1</p> <p>It's a teddy bear.</p>	<p>2</p> <p>It's a notebook.</p>	<p>3</p> <p>They're dolls.</p>
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1 Trace and match. (6 points)

pencil

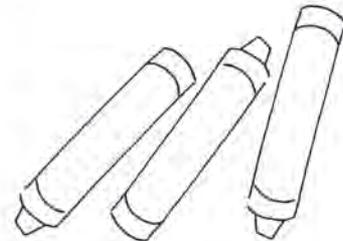
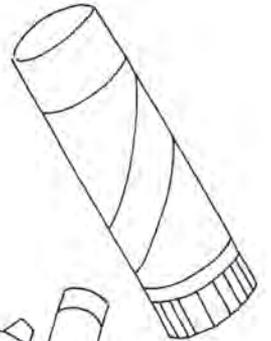
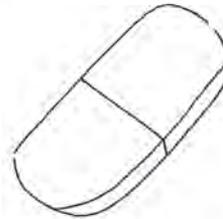
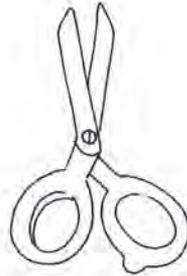
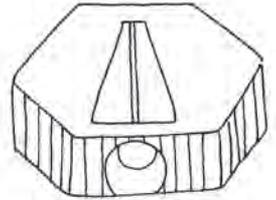
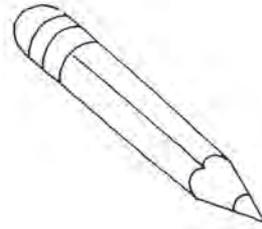
rubber

glue stick

scissors

crayons

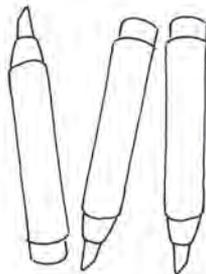
sharpener



2 Read and circle. (4 points)

1

It's a _____ markers.



They're _____

2

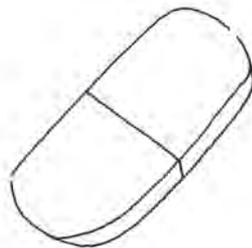
It's a _____ pencil case.



They're _____

3

It's a _____ rubber.



It's an _____

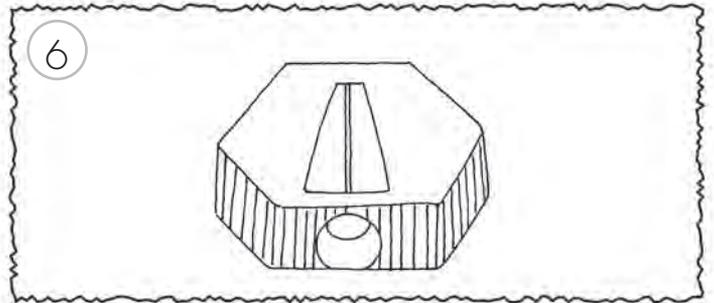
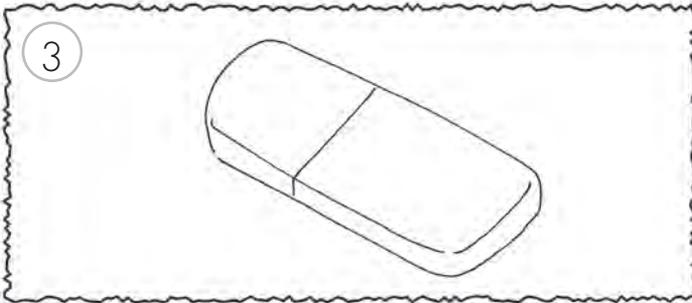
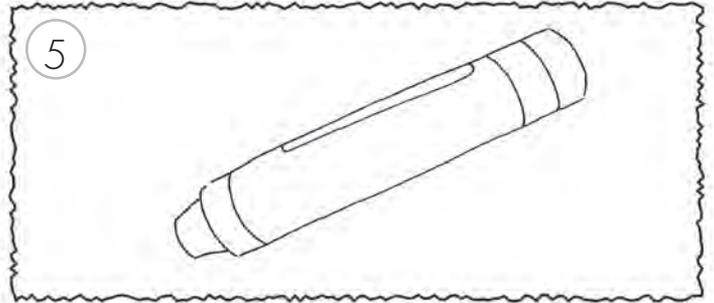
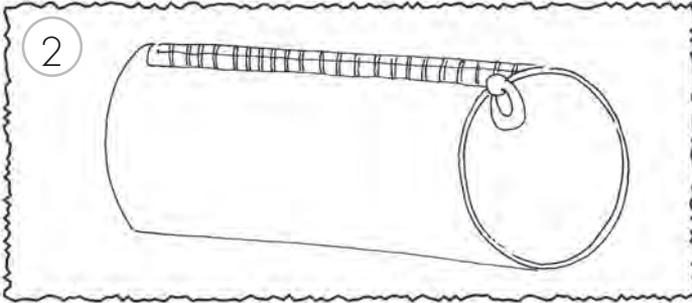
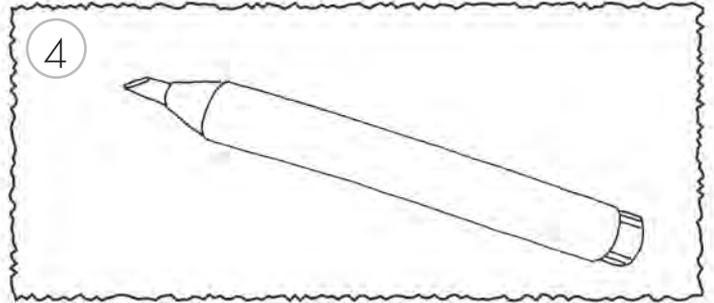
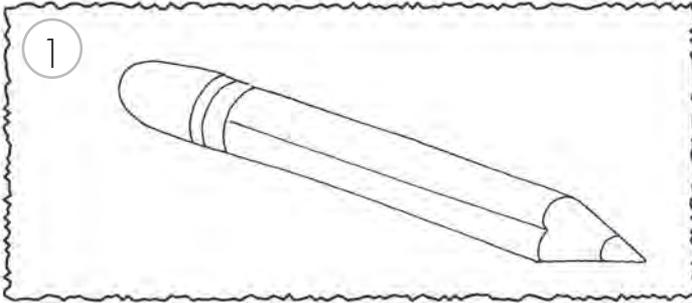
4

It's a _____ scissors.



They're _____

3 Listen and colour. (6 points)



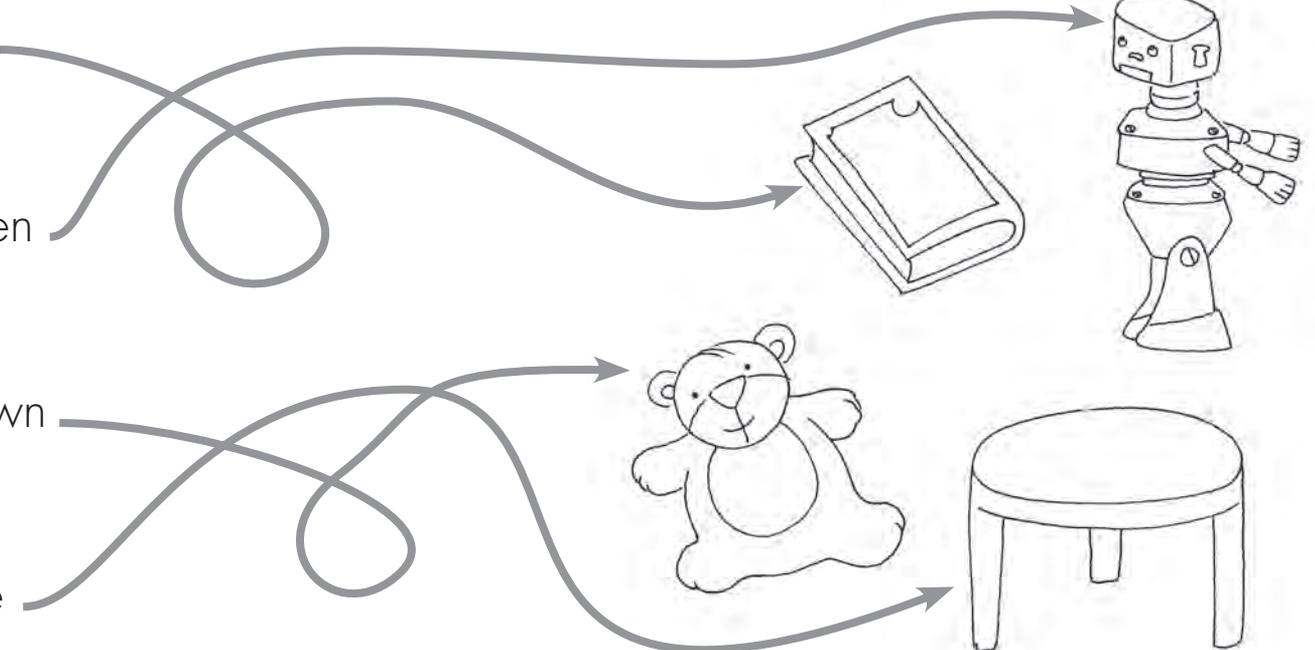
4 Follow and colour. (4 points)

red

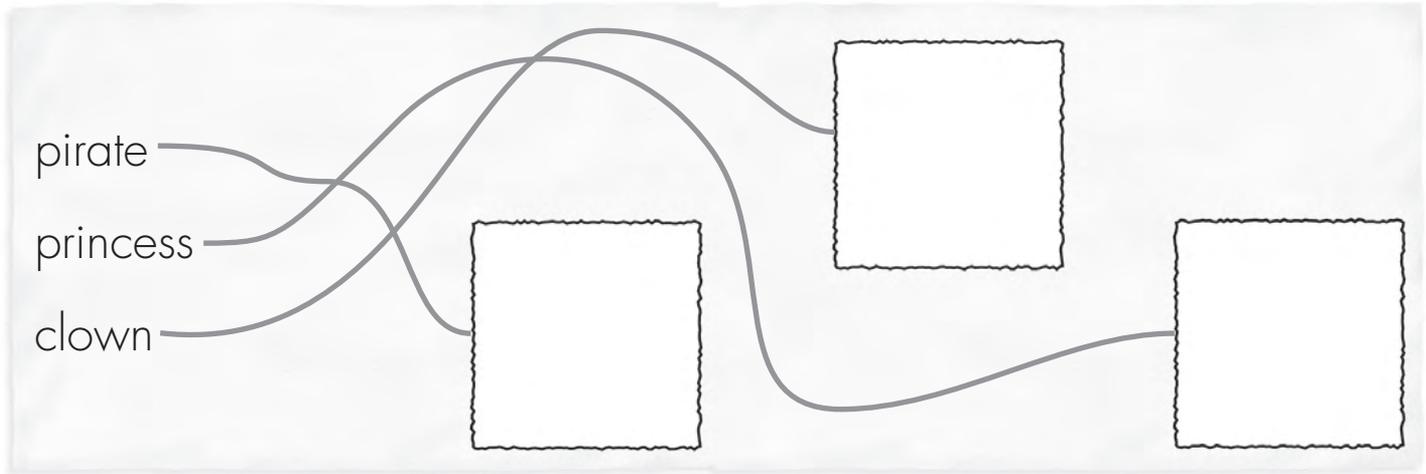
green

brown

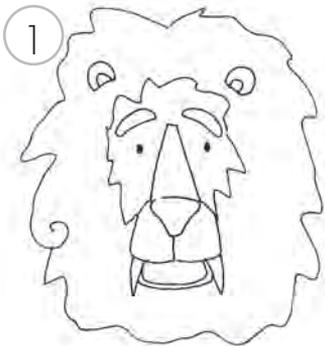
blue



1 Follow and draw. (3 points)



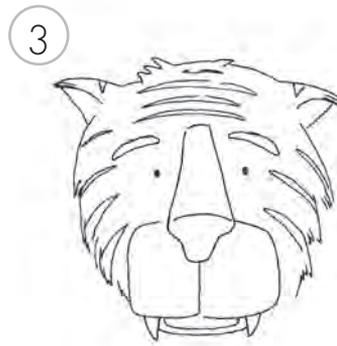
2 Draw and circle. (4 points)



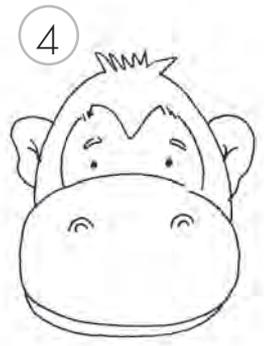
hippo
lion



lion
hippo



tiger
lion

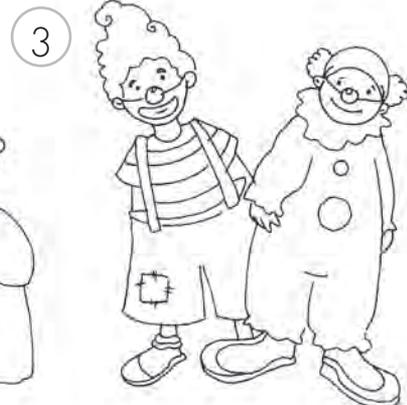


monkey
hippo

3 Look and complete. (3 points)

They're He's She's

1. _____ a ghost.
2. _____ a princess.
3. _____ clowns.



4 Read and match. (6 points)

1. What is she?



They're hippos.

2. What is he?



He's a pirate.

3. What are they?

She's a monkey.

5 Read and draw the candles. (4 points)

1



How old is she?
She's seven.

2



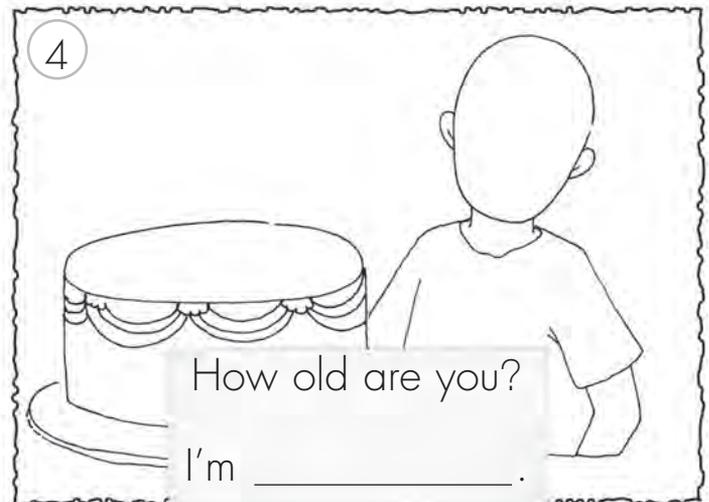
How old is he?
He's ten.

3



How old are they?
They're eight.

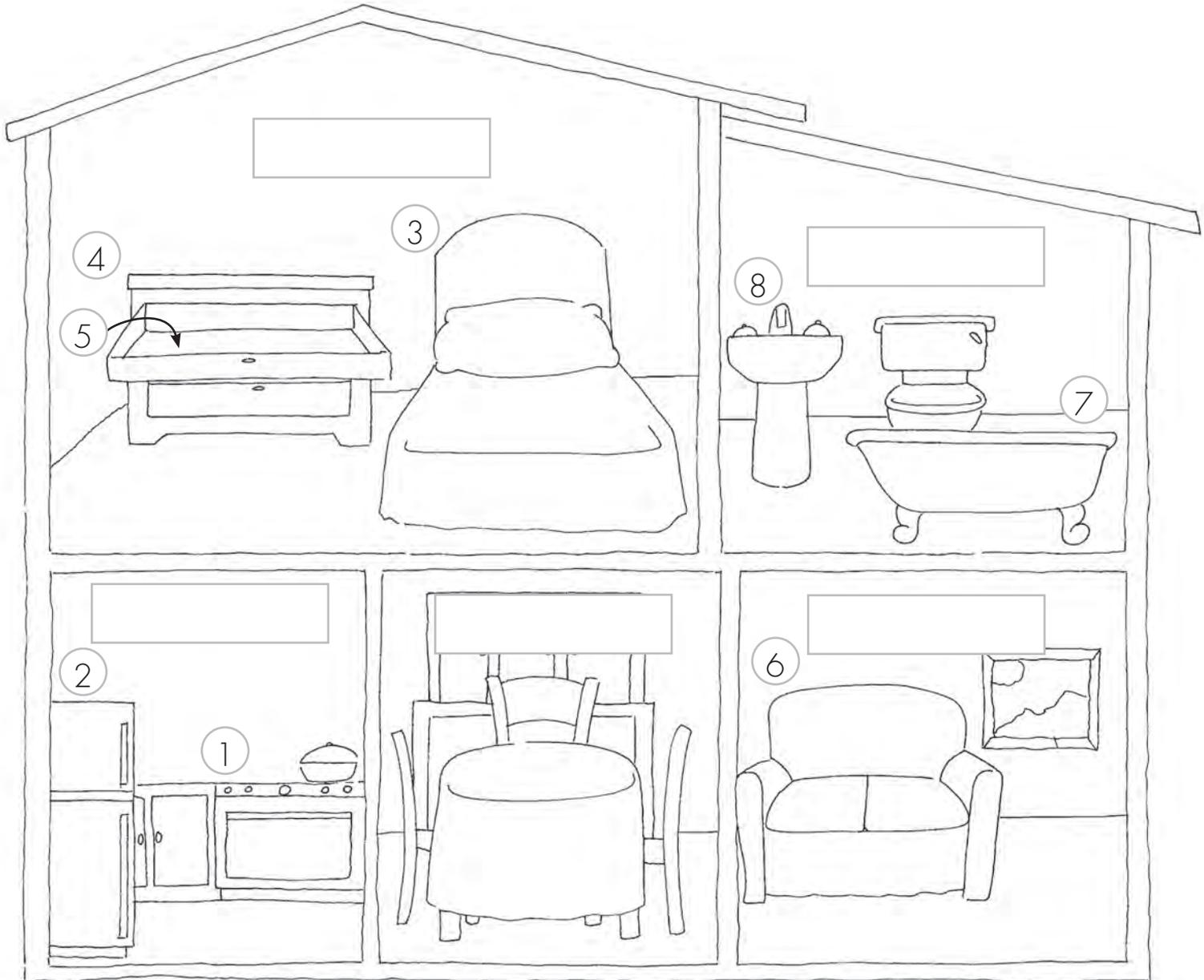
4



How old are you?
I'm _____.

1 Label the rooms in the house. (5 points)

bedroom dining room kitchen living room bathroom



• Read and number. (4 points)

- | | | | |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> bed | <input type="checkbox"/> sink | <input type="checkbox"/> bath | <input type="checkbox"/> drawer |
| <input type="checkbox"/> sofa | <input type="checkbox"/> cooker | <input type="checkbox"/> wardrobe | <input type="checkbox"/> fridge |

2 Unscramble and draw. (6 points)

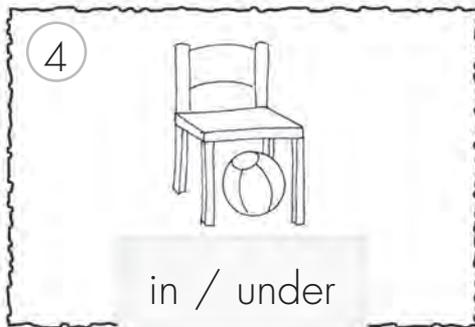
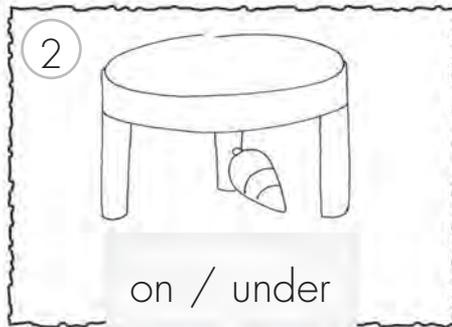
1. table ◦ on ◦ The ◦ ball ◦ is ◦ the

2. car ◦ The ◦ in ◦ the ◦ drawer ◦ is

3. The ◦ chair ◦ doll ◦ under ◦ the ◦ is



3 Circle and write. (5 points)



1. The doll is _____.

2. The top is _____.

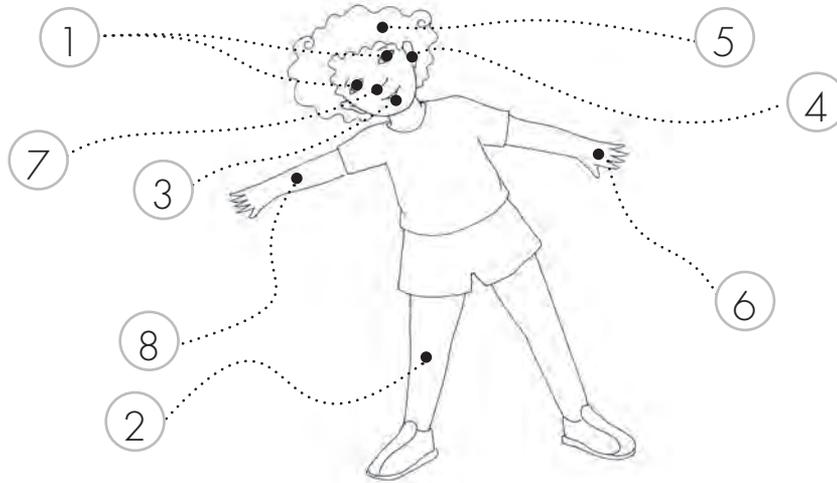
3. The car is _____.

4. The ball is _____.

5. The teddy bear is _____.

1 Look and number the words. (4 points)

- eyes
- nose
- mouth
- head



- arm
- leg
- ear
- hand

2 Read and draw. (4 points)

1

He's tall.
He has got brown hair.

3

He's thin.
He has got blonde hair.

2

She's fat.
She has got blue eyes.

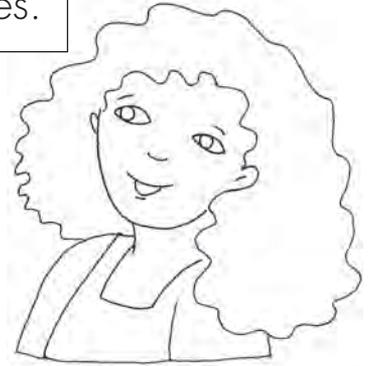
4

She's short.
She has got green eyes.

3 Read and colour. (2 points)



I have got blonde hair and green eyes.
She has got red hair and brown eyes.

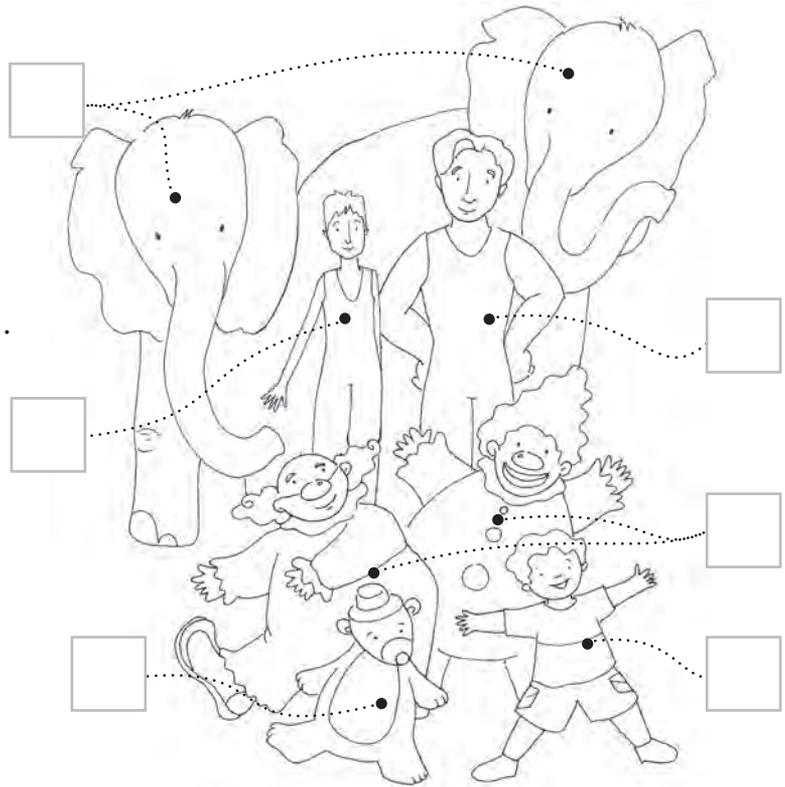


4 Look and complete. (3 points)

is are

1. The acrobat _____ tall.
2. The elephants _____ big.
3. The bear _____ small.
4. The clowns _____ fat.
5. The acrobat _____ thin.
6. The boy _____ happy.

• Number the pictures. (3 points)



5 Unscramble the sentences. (4 points)

1. have ◦ I ◦ fingers ◦ ten ◦ got _____
2. The ◦ big ◦ is ◦ horse _____
3. green ◦ got ◦ has ◦ She ◦ eyes _____
4. clowns ◦ are ◦ The ◦ short _____

1 Read and match. (3 points)

skirt

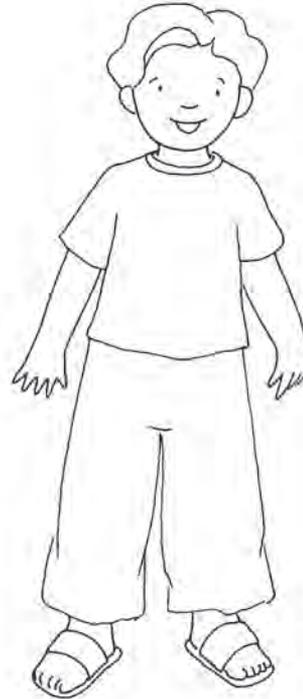
trousers

hat

socks

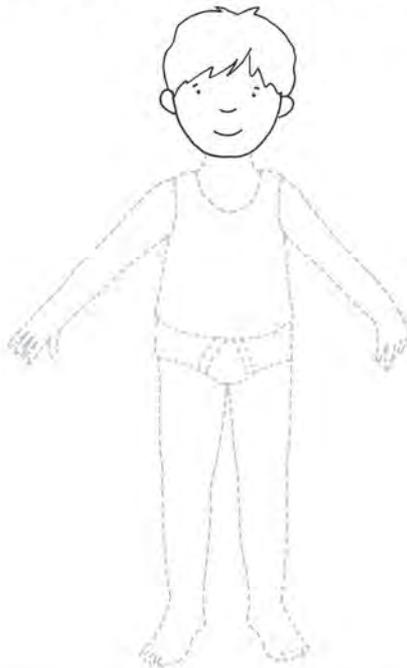
sandals

jumper



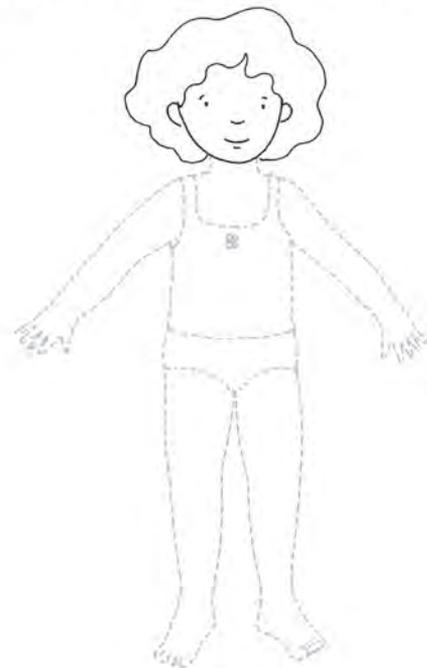
2 Draw and colour. (4 points)

1



He's wearing blue trousers, a white T-shirt and black shoes.

2

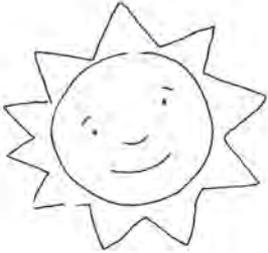


She's wearing a pink swimsuit and yellow sandals.

3 Classify the words. (3 points)

gloves sandals swimsuit boots shorts coat

It's hot.



1. _____
2. _____
3. _____

It's cold.

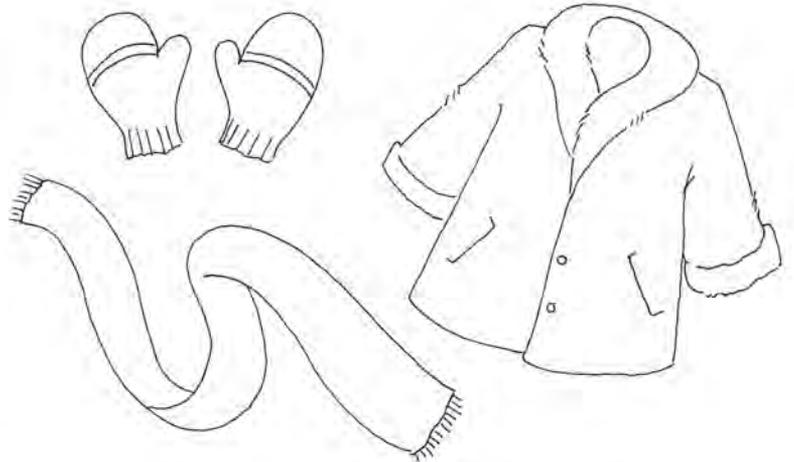


1. _____
2. _____
3. _____

4 Read and complete. (3 points)

is are

1. The coat _____ brown.
2. The gloves _____ blue.
3. The scarf _____ green.

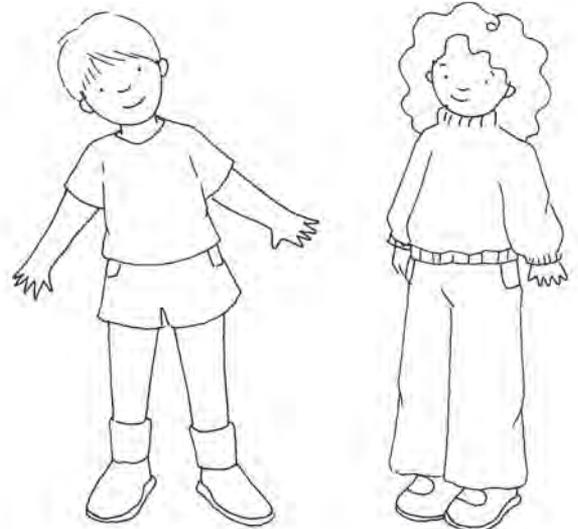


- Read and colour. (3 points)

5 Colour and answer the questions. (4 points)

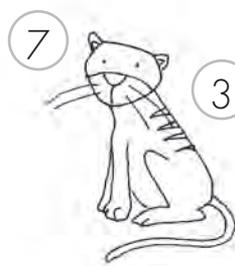
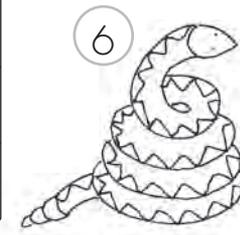
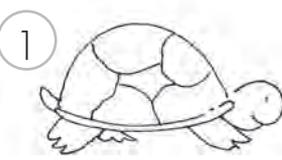
1. What's he wearing?

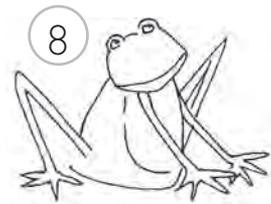
2. What's she wearing?



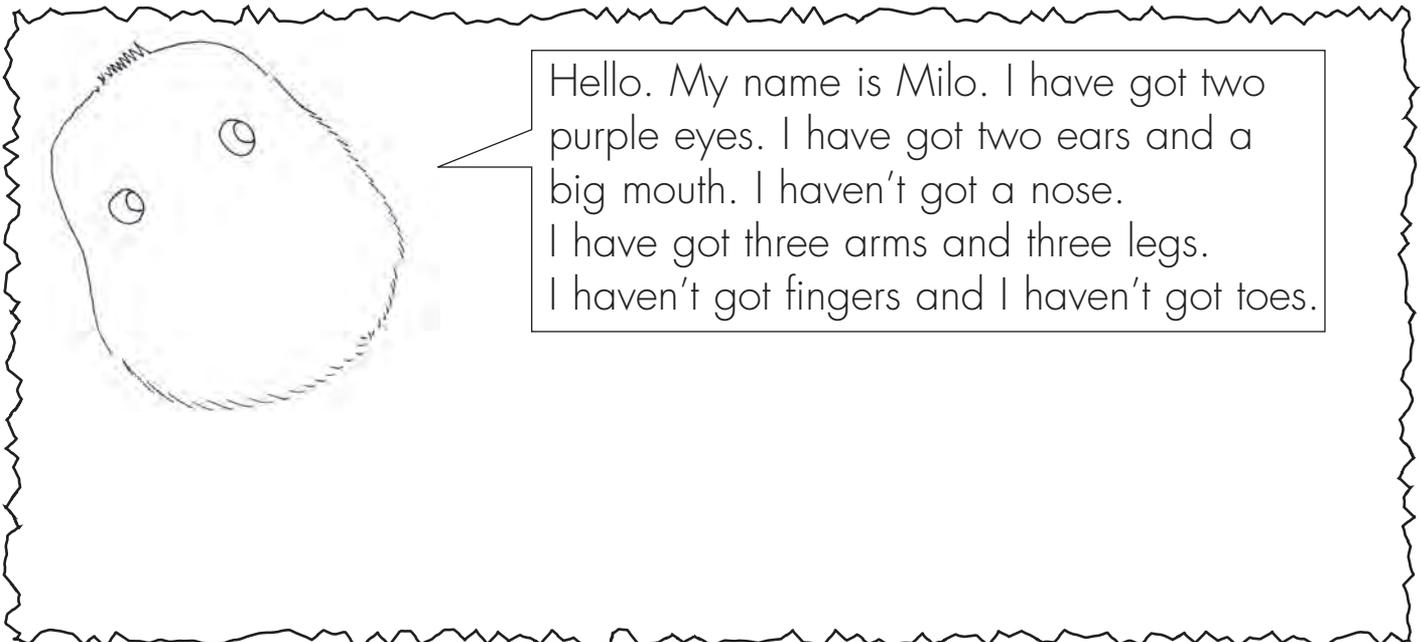
1 Solve the puzzle. (5 points)

3  1  4  5

2  3  6  1

7  8  2

2 Read, colour and draw. (2 points)



Hello. My name is Milo. I have got two purple eyes. I have got two ears and a big mouth. I haven't got a nose. I have got three arms and three legs. I haven't got fingers and I haven't got toes.

3 Look and match. (6 points)

fish

tortoise

horse

sleeping

dog

running

cat

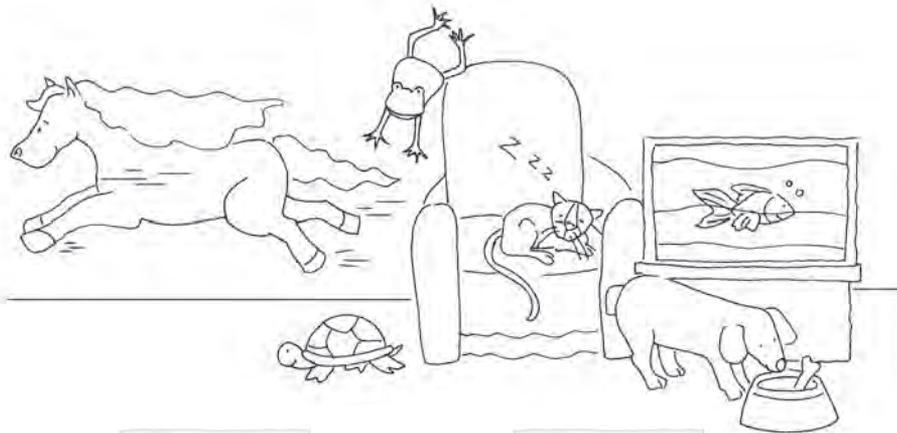
eating

frog

walking

jumping

swimming



• Complete the sentences. (2 points)

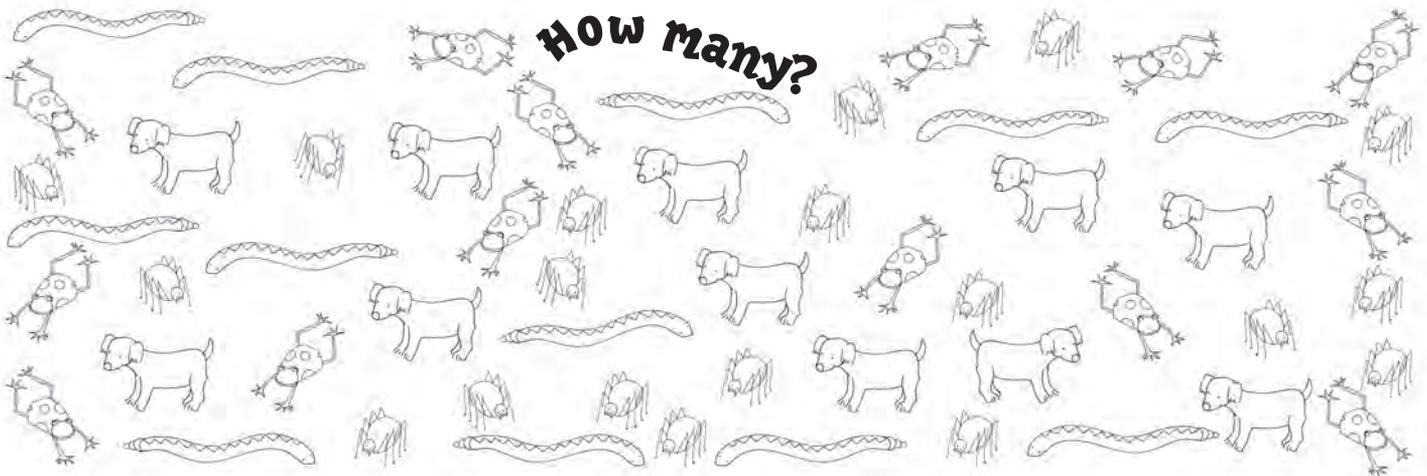
1. The dog is _____.

2. The cat is _____.

3. The frog is _____.

4. The tortoise is _____.

4 Count and write. (5 points)



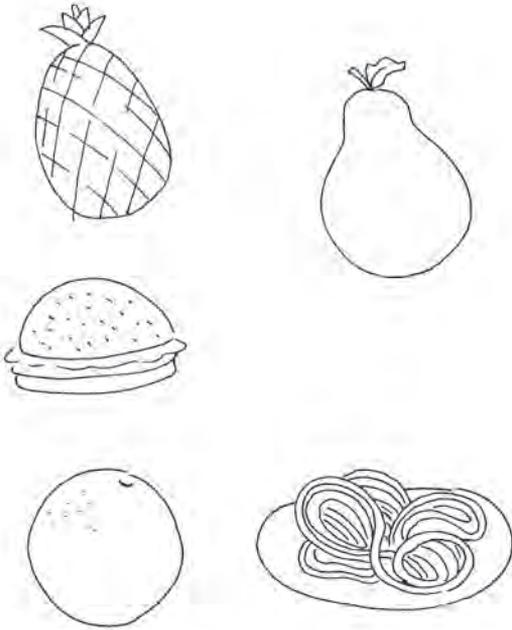
_____ spiders

_____ dogs

_____ snakes

_____ frogs

1 Circle the words and match. (5 points)



P I N E A P P L E
 O T I F O T R W Q
 C E S T A V P E U
 O O R A N G E R E
 A L A O O O A C Y
 L B B M A G R R R
 H A M B U R G E R
 S P A G H E T T I

2 Count and answer. (5 points)

1. How many apples are there?

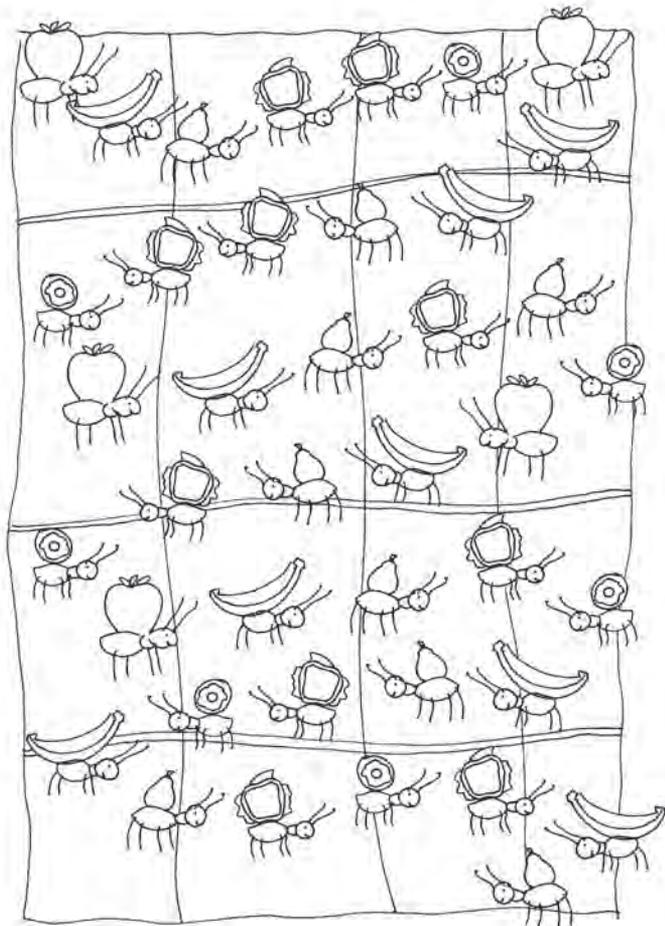
There are _____.

2. How many bananas are there?

3. How many sandwiches are there?

4. How many doughnuts are there?

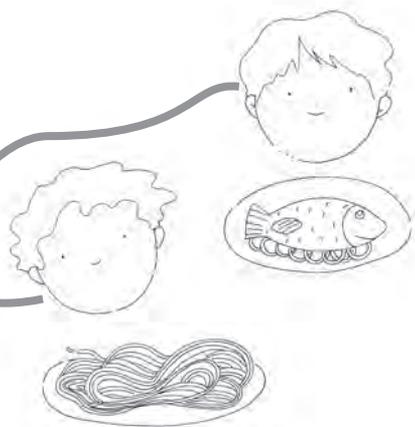
5. How many pears are there?



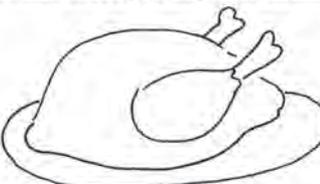
3 Match and draw. (2 points)

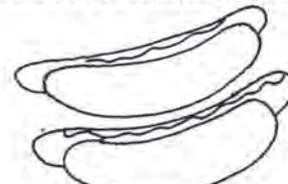
I like fish.

I don't like spaghetti.



4 Look and complete. (4 points)

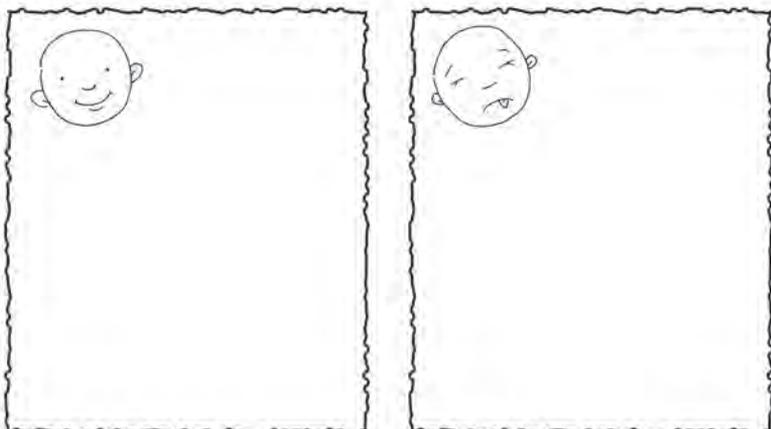
1  
 I _____ chicken.

2  
 I _____.

3  
 I _____.

4  
 I _____.

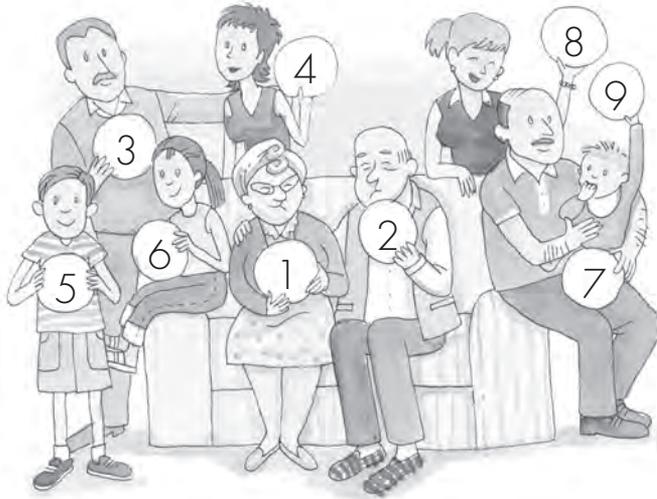
5 Draw and write about yourself. (4 points)



1. I like _____.
2. _____.
3. I don't like _____.
4. _____.

1 Look and number. (4 points)

- 4 mother
- father
- brother
- grandmother
- grandfather



- sister
- cousin
- aunt
- uncle

2 Look and write. (6 points)



1. The birds _____: flying jumping
2. The girls _____.
3. The snakes _____: rollerblading
4. The dog _____: eating sleeping
5. The boy _____.
6. The monkeys _____ the rope. climbing

3 Look and match. (5 points)

1. She's splashing

2. He's cooking

3. She's reading

4. He's jumping

5. She's watching

TV.

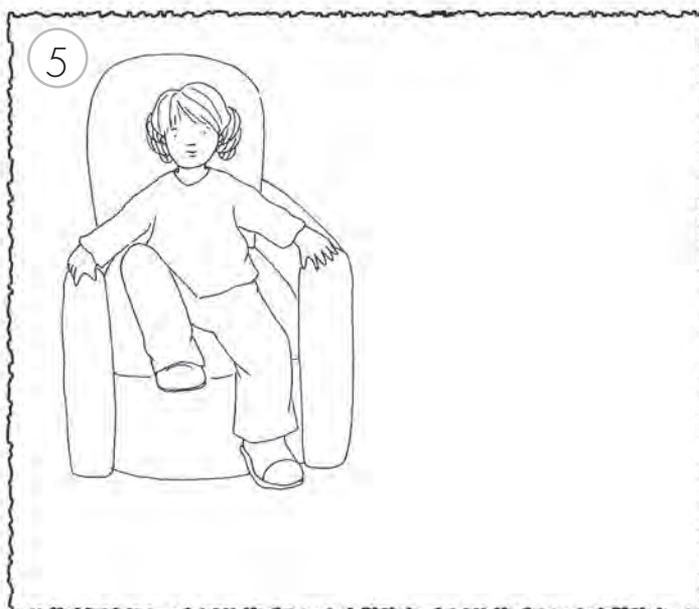
on the bed.

lunch.

a book.

in the bath.

• Complete the pictures. (5 points)



Answer key to the assessments

Assessment 1

- ❶ Read the following text out loud: Number 1. It's a table. Number 2. It's a car. Number 3. They're chairs. Number 4. They're dolls.
- ❷ From top to bottom: 1, 5, 6, 7, 10, 3, 8, 2
- ❸ 1. It's a boat. 2. It's a table. 3. They're dolls. 4. They're pens.

Assessment 2

- ❶ 1. They're; 2. It's a; 3. It's a; 4. They're
- ❷ Read the following text out loud: Number 1. The pencil is red. Number 2. The pencil case is yellow. Number 3. The rubber is blue. Number 4. The marker is green. Number 5. The crayon is purple. Number 6. The sharpener is brown.

Assessment 3

- ❶ 1. lion; 2. hippo; 3. tiger; 4. monkey
- ❷ 1. He's; 2. She's; 3. They're
- ❸ 1. She's a monkey. 2. He's a pirate. 3. They're hippos.

Assessment 4

- ❶ From left to right: 3, 8, 7, 5, 6, 1, 4, 2
- ❷ 1. The ball is on the table. 2. The car is in the drawer. 3. The doll is under the chair.
- ❸ 1. in the bath; 2. under the table; 3. on the bed; 4. under the chair; 5. in the fridge

Assessment 5

- ❶ From top to bottom: 1, 7, 3, 5, 8, 2, 4, 6
- ❷ 1. is; 2. are; 3. is; 4. are; 5. is; 6. is
- ❸ 1. I have got ten fingers. 2. The horse is big. 3. She has got green eyes. 4. The clowns are short.

Assessment 6

- ③ It's hot: 1. sandals; 2. swimsuit; 3. shorts; It's cold: 1. gloves; 2. boots; 3. coat
- ④ 1. is; 2. are; 3. is

Assessment 7

- ① 1. tortoise; 2. rabbit; 3. dog; 4. fish; 5. hamster; 6. snake; 7. cat; 8. frog
- ② 1. eating; 2. sleeping; 3. jumping; 4. walking
- ④ *From top to bottom:* nineteen, twelve, eleven, fourteen

Assessment 8

- ① pineapple, orange, hamburger, spaghetti, pear
- ② 1. five apples; 2. There are nine bananas. 3. There are ten sandwiches. 4. There are seven doughnuts. 5. There are eight pears.
- ④ 1. don't like; 2. like hot dogs; 3. like bananas; 4. don't like pears.

Assessment 9

- ① *From top to bottom:* 3, 5, 1, 2, 6, 9, 8, 7
- ② 1. are flying; 2. are jumping; 3. are sleeping; 4. is eating; 5. is rollerblading; 6. are climbing
- ③ 1. in the bath; 2. lunch; 3. a book; 4. on the bed; 5. TV.

English Print 1

Class CD 1 - Time: 46:09



Content

- 01 Track 1 Listen and follow.
- 02 Track 2 Listen and chant: Hi, hello!
- 03 Track 3 Listen, trace and glue.
- 04 Track 4 Listen and follow the story: Hello!
- 05 Track 5 Listen and circle.
- 06 Track 6 Listen and point.
- 07 Track 7 Listen and follow.
- 08 Track 8 Listen and connect the dots.
- 09 Track 9 Listen and write the beginning sounds.
- 10 Track 10 The Printer's Quiz: Listen and number.
- 11 Track 11 Listen and sing the song: Look and see!
- 12 Track 12 Listen and follow.
- 13 Track 13 Listen and follow the story: My new things
- 14 Track 14 Listen and circle.
- 15 Track 15 Listen, point and repeat.
- 16 Track 16 Listen and colour.
- 17 Track 17 Listen and number the pictures.
- 18 Track 18 Listen and sing the song: Robbie the Robot
- 19 Track 19 Listen and point.
- 20 Track 20 Listen, point and repeat.
- 21 Track 21 Listen and circle the correct options.
- 22 Track 22 Listen and tick.
- 23 Track 23 Listen and follow.
- 24 Track 24 Listen and repeat.
- 25 Track 25 Listen and sing the song: I'm a pirate
- 26 Track 26 Listen and follow the story: The birthday party
- 27 Track 27 Listen and sing the song: Happy birthday



Content

- 28 Track 28 Listen and follow.
- 29 Track 29 Listen and follow.
- 30 Track 30 Listen and mark.
- 31 Track 31 Listen, point and repeat.
- 32 Track 32 Listen and circle.
- 33 Track 33 Listen and number.
- 34 Track 34 Listen and sing the song: Where's the family?
- 35 Track 35 Listen and place.
- 36 Track 36 Listen and follow the story: Where are my glasses?
- 37 Track 37 Listen, point and repeat.
- 38 Track 38 Listen and say the chant: Toys, toys
- 39 Track 39 Listen and circle Yes or No.
- 40 Track 40 Listen, point and repeat.
- 41 Track 41 Listen and mark.
- 42 Track 42 Listen, point and repeat.
- 43 Track 43 Listen and say the chant: I've got one nose
- 44 Track 44 Listen and follow.
- 45 Track 45 Listen and follow the story: The house of mirrors
- 46 Track 46 Listen and circle.
- 47 Track 47 Listen, point and repeat.
- 48 Track 48 Listen and circle.
- 49 Track 49 Listen and number.
- 50 Track 50 Listen and sing the song: Head and shoulders
- 51 Track 51 Listen and number.
- 52 Track 52 Listen, point and repeat.
- 53 Track 53 Listen and circle the vowel sounds.
- 54 Track 54 Listen and glue.

Class CD 2 - Time: 49:05



Content

- 01 Track 55 Listen, point and repeat.
- 02 Track 56 Listen and sing the song: What are you wearing?
- 03 Track 57 Listen and number.
- 04 Track 58 Listen and follow the story: Sloppy Sally
- 05 Track 59 Listen, point and repeat.
- 06 Track 60 Listen and colour.
- 07 Track 61 Listen, point and repeat.
- 08 Track 62 Listen and circle the vowel sounds.
- 09 Track 63 Listen and colour.
- 10 Track 64 Listen and number.
- 11 Track 65 Listen, point and repeat.
- 12 Track 66 Listen and sing the song: What do you see?
- 13 Track 67 Listen and follow the story: My new pet
- 14 Track 68 Listen and colour.
- 15 Track 69 Listen and glue.
- 16 Track 70 Listen, point and repeat.
- 17 Track 71 Listen and number.
- 18 Track 72 Listen, point and repeat.
- 19 Track 73 Listen and circle the vowel sounds.
- 20 Track 74 The Printer's Quiz: Listen and number.
- 21 Track 75 Listen, point and repeat.
- 22 Track 76 Listen and follow the story: On top of spaghetti



Content

- 23 Track 77 Listen, point and repeat.
- 24 Track 78 Listen and glue.
- 25 Track 79 Listen and say the chant: I like spaghetti
- 26 Track 80 Listen and mark.
- 27 Track 81 Listen and say the chant: Pizza is great!
- 28 Track 82 Listen and circle the vowel sounds.
- 29 Track 83 The Printer's Quiz: Listen and number.
- 30 Track 84 Listen and number.
- 31 Track 85 Listen and sing the song: One big family
- 32 Track 86 Listen and follow the story: Monsters, monsters!
- 33 Track 87 Listen and number.
- 34 Track 88 Listen, point and repeat.
- 35 Track 89 Listen and colour.
- 36 Track 90 Listen and sing the song: The children
- 37 Track 91 Listen, say and write.
- 38 Track 92 Listen and complete.
- 39 Track 93 The Printer's quiz: Listen and number.
- 40 Track 94 Listen and sing the song: It's Christmas time
- 41 Track 95 Listen and sing the song: I can make a jack-o'-lantern
- 42 Track 96 Listen and say the chant: Come downstairs
- 43 Track 97 Listen and say the chant: Mummy, mummy
- 44 Track 98 Listen and sing the song: Father's Day



1

Print is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

Special features:

- * Integrates the communicative approach with a clearly structured grammar syllabus.
- * Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- * Offers original children's literature as a springboard for natural and meaningful language.
- * Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- * Offers well-balanced and varied classroom activities which ensure students' motivation.

Components:

Student's Book + CD
Student's Cutouts
Activity Book
Teacher's Guide
Class CDs
Posters and Poster Cutouts