



Young Achievers Starter

Teacher's Book

Young Achievers Starter

Achieving goals with Young Achievers!	page 2
For the Student	page 3
Take a tour of the Student's Book	page 4
For the Teacher	page 9
Go Digital!	page 11
Key Competences for Lifelong Learning	page 12
Activity Bank	page 13
Student's Book contents	page 18
Unit 0 – Welcome	page 20
Unit 1 – Hello!	page 24
Unit 2 – Friends and family	page 36
Language fun! Units 0-2	page 48
Unit 3 – My home	page 50
Unit 4 – Playing around	page 62
Language fun! Units 0-4	page 74
Unit 5 – My body	page 76
Unit 6 – At the zoo	page 88
Language fun! Units 0-6	page 100
Teacher's Audio Material	page 102



Achieving goals with Young Achievers!

At this key stage of a child's development and language learning, focus on the four skills is imperative. With the inclusion of models to follow, children are supported 100% with emphasis on **success** and **building confidence**.

With **Trinity GESE** and **Cambridge Language Assessment** in mind, children's ability to **communicate purposefully** is at the forefront of this course. Communicative activities appear throughout each unit and give children **ample opportunities** to use the vocabulary and grammar along with various **communicative strategies**: social interaction, problem solving, game playing and interpreting information.

Grammar is treated as a key part of the course and is highlighted from the start. The focus is on **production** and **fluency** in order to **promote communication**. Children are given the opportunity to **recycle** and **consolidate** their knowledge of grammar at various points during the course.

Vocabulary is introduced using a variety of age-appropriate and **high-interest themes** and **topics** that are developed throughout each unit. The key vocabulary is present not only in the exercises, tasks and activities where it is the main focus, but also integrated into grammar and skills practice.

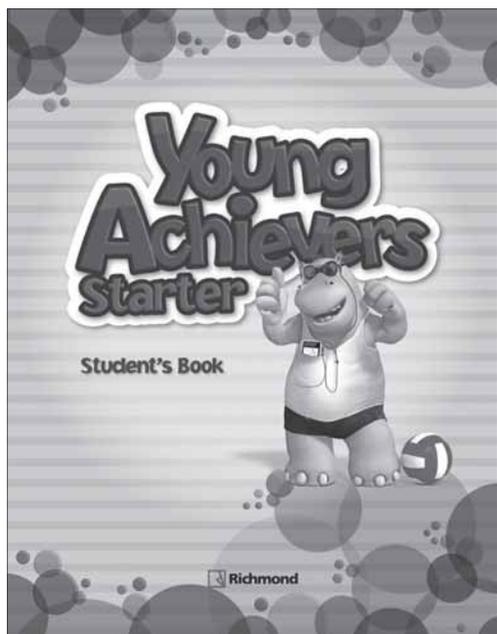
It is **fundamental** that English language learning is treated as an **integral part** of the curriculum. In order to give children a **broader learning experience** there is focus on **CLIL** and **cultural connections**.

Young Achievers combines a variety of English language teaching approaches in order to give students a rounded **learning experience**.

FOR THE STUDENT

STUDENT'S BOOK

The **Student's Book** is made up of a Welcome, six main and three review units. Each of the main units is divided into eight lessons plus a two-page unit review. Throughout each unit, **skills** and **language** practice is **fully integrated**. **Stickers** and **Cut-out** activities are included in every unit and provide fun reinforcement of the unit language.



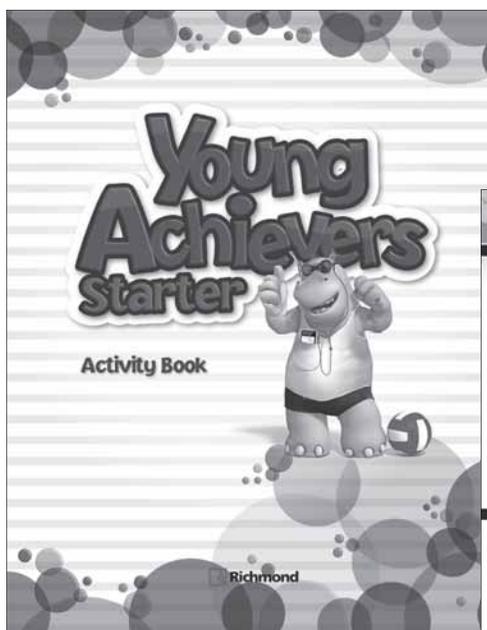
Stickers



Cut-outs

ACTIVITY BOOK

The **Activity Book** provides children with lesson-by-lesson further practice of the Student's Book content. The **Picture dictionary** at the back of the book gives children an illustrated reference of the main vocabulary from each unit. Extra listening practice is available to download from the website along with all the **songs**, **chants** and **stories** in the Student's Book.



Picture dictionary



Take a tour of the Student's Book

LESSON 1

Each unit opens with a **cartoon** featuring a group of school children which introduces the topics and themes of the unit.

Vocabulary is presented through visuals. At this level, children are encouraged to trace letters and words in order to gain confidence writing.

LESSON 2

Songs and chants feature in every unit. Fun lyrics and catchy tunes motivate children to participate and become more confident.

Once children have worked with a **model**, they are given the opportunity to personalise the material.

Grammar is integrated into every lesson through model texts. Children then move towards independent use of the language.

Activity Book

LESSON 3

Children are presented with a **variety of exercise types** which are carefully guided and practise a range of skills.

The use of **Stickers** provides children with fun, game-like activities. Sticker activities are included in every unit.

The children have opportunities to practise the language, to **gain confidence in speaking** and using English. Carefully **controlled practice of the language** is consolidated through dialogues, roleplays, songs and games.

UNIT-3 LESSON 3

1 READ AND TRACE.

 THE DOG IS **ON** THE HOUSE.
 THE DOG IS **IN** THE HOUSE.
 THE DOG IS **UNDER** THE HOUSE.

2 LISTEN AND STICK.

WHERE'S THE ?



GRAMMAR

IS THE BOOK ON THE DESK?
YES, IT IS. / NO, IT ISN'T.
ARE THE BOOKS UNDER THE CHAIR?
YES, THEY ARE. / NO, THEY AREN'T.

3 LOOK AND CIRCLE.

1. IS THE DOG ON THE DESK?
YES, IT IS. / NO, IT ISN'T.

2. IS THE CAT IN THE SCHOOL BAG?
YES, IT IS. / NO, IT ISN'T.

3. ARE THE BOOKS UNDER THE BED?
YES, THEY ARE. / NO, THEY AREN'T.

30

LESSON 4

Throughout the Student's Book, **vocabulary** is presented using **illustrations** and **photos** in order to provide children with a visual record.

The **Cut-outs** provide a hands-on learning experience and practise the language presented in the lesson.

UNIT-3 LESSON 4

1 LISTEN AND POINT.



GRAMMAR

IS MUM IN THE KITCHEN?
YES, SHE IS.
IS DAD IN THE KITCHEN?
NO, HE ISN'T.

2 CUT OUT AND PLACE THE FAMILY MEMBERS IN THE HOUSE. ASK AND ANSWER.



31

Activity Book

UNIT-3 LESSON 3

1 LOOK, READ AND COMPLETE.

1. THE CAT IS _____ THE BEDROOM IT'S _____ THE TABLE.
2. THE CAT IS _____ THE GARDEN IT'S _____ THE TREE HOUSE.

2 LOOK AND CIRCLE.

1. IS THE HELICOPTER ON THE LAMP?
YES, IT IS. / NO, IT ISN'T.
2. ARE THE PENCILS ON THE BED?
YES, THEY ARE. / NO, THEY AREN'T.
3. IS THE CAT ON THE BEDROOM?
YES, IT IS. / NO, IT ISN'T.
4. IS THE SMALL BALL UNDER THE BED?
YES, IT IS. / NO, IT ISN'T.

3 READ AND COLOUR.

1. THE CAR IS RED.
2. THE PENCILS ARE BLUE.
3. THE BOOK IS ORANGE.
4. THE LAMP IS PURPLE.
5. THE CAT IS WHITE.
6. THE BALLS ARE BLACK.

UNIT-3 LESSON 4

1 READ, COMPLETE AND MATCH.

1. ARE THEY IN THE BEDROOM?
YES, THEY _____.

2. ARE THEY IN THE KITCHEN?
NO, THEY _____ THEY'RE IN THE LIVING ROOM.

3. IS MY DAD IN THE BEDROOM?
NO, HE _____ HE'S IN THE BEDROOM.

4. ARE THEY IN THE GARDEN?
YES, THEY _____.

5. IS MY MOTHER IN THE BEDROOM?
YES, SHE _____.

LESSON 5

The children listen to a **story**. As the children move through the levels the amount of text increases until they have the whole story written. The story is an ideal method to **practise the unit language** and extend it in a natural, familiar context.

Each story aims to develop understanding of the **language** and **literacy skills** such as comprehension, sequencing and character development. The exercises become more challenging through the levels in accordance with children's abilities and age.

UNIT-3 LESSON 5 HIDE AND SEEK

1 LISTEN AND LOOK AT THE PICTURES.

2 ACT OUT THE STORY.

3 COMPLETE THE SENTENCES.

1. ARE YOU IN THE KITCHEN?
NO, I _____.

2. ARE YOU IN THE BEDROOM?
YES, I _____.

GRAMMAR

ARE YOU IN THE LIVING ROOM?
YES, I AM.
ARE YOU UNDER THE SOFA?
NO, I'M NOT.

32

LESSON 6 - PHONICS

Children develop their **pronunciation** through **Phonics** by focusing on specific sounds and letters. In the early levels the focus is on initial sounds, but as their skills develop children move on to work with silent letters, minimal pairs and consonant clusters.

UNIT-3 LESSON 6 PHONICS

1 LISTEN, TRACE AND POINT. REPEAT.

1. I i IGLOO INSECTS

2. J j JEANS JUICE

3. K k KITCHEN KEY

4. L l LIVING ROOM LAMP

2 STICK AND SAY.

INSECT JEANS KITCHEN LAMP

33

Activity Book

UNIT-3 LESSON 5

LOOK AND WRITE

1. ARE YOU IN THE KITCHEN?

2. ARE YOU IN THE BEDROOM?

3. ARE YOU IN THE LIVING ROOM?

4. ARE YOU IN THE BEDROOM?

ANSWER AND DRAW: ARE YOU IN THE LIVING ROOM?

UNIT-3 LESSON 6

PHONICS

1. CIRCLE AND COMPLETE

2. TRACE AND MATCH

IGLOO

JUICE

KITCHEN

LIVING ROOM

33

LESSON 7 - CLIL

Each unit includes a focus on **CLIL** and encourages children to see how their knowledge of different subject areas can cross-over in to English and vice versa.

Hands-on **project-type activities** appear throughout the book which encourage children to work together in pairs or small groups.

UNIT 3 LESSON 7 **ACHIEVE!** **CLIL**

1 READ AND NUMBER.
WELCOME! THIS IS MY HOUSE.

1. THE LIVING ROOM IS SMALL. LOOK! A SOFA!
2. THE KITCHEN IS RED. IT'S MY FAVOURITE COLOUR!
3. THIS IS THE BIG BEDROOM FOR MY MUM AND DAD.
4. AND THIS IS MY BEDROOM!



2 STICK PHOTOS AND DESCRIBE THE ROOMS IN YOUR HOUSE.

MY HOME!

34

LESSON 8 - CULTURE

A range of activities throughout the book give children a glimpse of various **cultural aspects of life in English speaking countries.**

UNIT 3 LESSON 8 **TYPES OF HOMES** **CULTURE**

1 LISTEN AND MATCH.

1.  THIS IS MY FLAT. IT'S BIG.
2.  THIS IS MY FARMHOUSE. IT'S BIG.
3.  THIS IS MY IGLOO. IT'S SMALL.
4.  THIS IS MY BUNGALOW. IT'S SMALL.

2 DRAW YOUR HOME AND COMPLETE. **3 ASK AND ANSWER.**



WHAT'S THIS?
IT'S MY FLAT.
IS IT SMALL?
NO, IT ISN'T. IT'S BIG.

THIS IS MY _____
IT'S _____

35

Activity Book

UNIT 3 LESSON 7 **ACHIEVE!**

1 LISTEN AND COMPLETE.

BEDROOM: BEDROOM. LIVING ROOM: LIVING ROOM.

1. THIS IS THE _____ ROOM. _____ WITH A BED AND A CHAIR.
2. THE _____ IS BIG.
3. THIS IS THE _____ WITH A SOFA AND A KITCHEN.
4. THIS IS THE _____ IT IS SMALL.
5. THIS IS MY _____ WITH A BED AND TOYS IN A BOX.

2 READ AND COLOUR.

1. THE HOUSE IS YELLOW.
2. THE SOFA IS GREEN AND THE TABLE IS BROWN.
3. THE SMALL BED IS RED AND THE BIG BED IS ORANGE.
4. THE BOY WITH THE TOYS IS PURPLE.

UNIT 3 LESSON 8 **TYPES OF HOMES**

1 READ AND MATCH.

1. THIS IS MY IGLOO.
2. THIS IS MY FARMHOUSE.
3. THIS IS MY BUNGALOW.
4. THIS IS MY FLAT.

2 LOOK, READ AND COMPLETE.

IS IT _____?

1. IS THE IGLOO BIG? YES/IT _____
2. IS THE BUNGALOW BIG? NO/IT _____
3. IS THE FARMHOUSE SMALL? YES/IT _____
4. IS THE FLAT SMALL? NO/IT _____

UNIT REVIEW

The unit review consolidates and revises grammar and vocabulary from the unit. Each exercise focuses on a different skill.

Reading activities provide further revision but also a model for children to use as a guide to their own writing.

The review writing task provides children with the opportunity to bring together all the elements of the unit and personalise them.

Speaking tasks encourage children to use the unit language in a communicative way.

Activity Book

LANGUAGE FUN!

The Language fun! pages are a way for children to review what they have learnt over the course of three units through puzzles and games. These activities encourage children to work alone, in pairs and small groups.

Activity Book

FOR THE TEACHER

TEACHER'S BOOK

A guide with **unit overviews** for quick lesson plans, **step-by-step guidance** to *Go Digital* at your own pace, **complete teaching notes** plus **extra suggestions** for exploiting the course, **transcripts** and **answer keys**, assessment guidance, cross references to **support material**, **Key competences** and **Activity bank** to make the most of all the course materials.

Language and Skills objectives are clearly listed.

The Key competences are listed for each unit.

Assessment guidance in every lesson.

The support material is referenced in every unit and lesson.

UNIT 3 MY HOME

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> Present Simple: affirmative, negative, interrogative Personal pronouns: I, you, she, it, they Questions: Where Prepositions of place: on, in, under 	<ul style="list-style-type: none"> Parts of the house: bathroom, kitchen, living room, bedroom, dining room, garden Furniture: table, chair, bed, sofa, cooker, fridge Adjectives: big, small 	<ul style="list-style-type: none"> Phonics: initial letters sounds: /j, /k, /f 	<ul style="list-style-type: none"> School objects Colours Family members

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> To use Present Simple with <i>be</i> To ask and answer questions using <i>Where</i> + <i>be</i> to locate people and objects To ask and answer <i>Yes / No</i> questions with <i>be</i> 	<ul style="list-style-type: none"> To identify parts of the house and furniture To describe the location of people and objects To identify and describe types of homes

Vocabulary	Pronunciation
<ul style="list-style-type: none"> To identify and name parts of the house To identify and name furniture 	<ul style="list-style-type: none"> To highlight and practise sounds at the beginning of words: /j, /k, /f/

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> To sing along to a song to reinforce target language To ask and answer about the location of people and objects To describe types of homes and parts of the house 	<ul style="list-style-type: none"> To understand the main idea of a song to join in To identify the target language of the unit and match to the corresponding image To identify the location of family members and objects in a house

Listening	Writing
<ul style="list-style-type: none"> To recognise the target language in the context of a story To identify parts of the house and furniture To identify the location of people and objects To recognise initial sound letters 	<ul style="list-style-type: none"> To trace and write target vocabulary: parts of the house and prepositions To describe rooms in a house To identify and write the correct form of <i>be</i> To build confidence in freer writing

OVERVIEW UNIT 3

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions and prepositions of place.
- Check children can understand and produce oral and written messages using the unit vocabulary: parts of the house, furniture and family members.
- Children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: identify and describe parts of the house and furniture and describe the location of people and objects.

MATERIALS

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 3
- Word Cards Unit 3
- Flashcards unit 2 (family members)
- Extra:
 - Magazines: Photos of rooms in the house
 - Slips of paper: Pictures of homes
 - Construction paper: Squares of paper (A4 size)
 - 16 per student

GO DIGITAL!

Complete the activities with the children on the DVD.

More practice: Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources, see the Activity Bank, pages 13-17.

KEY COMPETENCES

<p>Linguistic competence Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.</p> <p>Mathematical competence and basic competences in Science and Technology Children use numbers to order items and improve their spatial awareness.</p> <p>Digital competence Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.</p> <p>Social and civic competence Children look at different types of homes and responsibility of taking part in household chores.</p>	<p>Cultural awareness and expression Children join in a song and act out stories using the target language in context. Children practise drawing and develop their creativity.</p> <p>Competence in learning to learn Children practise writing by tracing words and freehand.</p> <p>Sense of initiative and entrepreneurship Children practise working alone, planning and executing a task as well as reviewing the unit content. They are made aware of the importance of revision as an aid to independent learning.</p>
--	--

Each lesson includes what to look out for and suggestions on how to deal with diversity in the classroom.

Clear, concise lesson instructions make lesson planning easy. Extra suggestions to enhance the Student's Book activities are included.

The Activity Book answers are available at the end of each unit together with transcripts for both Student's Book and Activity Book.

UNIT 3

LESSON 1 - SB PAGE 28

LANGUAGE OBJECTIVES

Vocabulary

- Parts of the house: bathroom, bedroom, dining room, kitchen, living room, garden
- Review: colours

SKILLS OBJECTIVES

Listening

- Understand and introduce parts of the house and furniture in a story

Writing

- Trace key vocabulary: parts of the house

MATERIALS

- Digital Book
- Audio CD 1
- Flashcards Unit 3
- Slips of paper
- Magazines

ATTENTION TO DIVERSITY

Use the pictures in the stories to revise previous lexical items. This will also facilitate comprehension and will help children build on vocabulary as they are exposed to new words related to the topic of the unit.

Warmer

Draw the outline of a house and stickmen representing female and male relatives on the board. Say: 'This is my house and this is my family. Point to the pictures and tell the family members chorally. Ask some children to mention their family members.'

Lead-in

Ask children to open their books to page 28. Encourage them to identify the characters: Peter and Len. Ask: 'What are they doing?' Ask the tree house for them? Elicit ideas and write the predictions on the board to check later with the audio CD.

1

Children listen to the story and look at the pictures.

Optional extra: Prepare slips of paper with sentences from the script. Play track 23 again and pause after each line for children to repeat. Then divide the class in small groups and hand out the slips of paper. Children read the sentences aloud and say the numbers of the corresponding pictures.

2

Children listen and trace the words.

Fast finishers: Write parts of the house with scrambled letters on the board. Ask children to identify the words and write them in their notebooks.

Wrap up

Divide the class into pairs. Hand out magazines and ask children to cut out pictures of the parts of the house. Then tell pairs to work together and ask and answer about their pictures, for example: 'What's that?' 'It's a kitchen.'

INITIAL EVALUATION

Play track 24 and show unit 3 flashcards with the parts of the house. If the pictures match the text, children clap once. If there is no connection, they shake their heads.

AT HOME

Activity Book - page 29.

Answer key

1 From left to right, top to bottom: 2, 5, 4, 4, 1, 3
2 garden - Child's own drawing.

AUDIO CD 1

LEN

Len: Is this your house, Peter?
Peter: Yes! This is the living room and this is the dining room.
Peter: Look! This is the kitchen.
Len: What colour is the fridge?
Peter: It's red.
Len: And is this the bedroom?
Peter: Yes, this is the bed. It's blue.
Len: The garden is big! What's this?
Peter: It's a tree house for George!

9

TEACHER'S RESOURCE MATERIAL

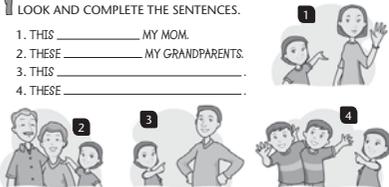
The **Teacher's Resource Material** provides a wealth of photocopiable resources which supplements the language and skills covered in the Student's Book and is available on the website. It includes **Extra Activities** for every unit and **Tests**. They are presented at **three levels** to suit different abilities within the class. There are also suggestions on when each worksheet could ideally be used. **Answer keys** are included.

UNIT 3
GRAMMAR AND VOCABULARY

NAME: _____

1 LOOK AND COMPLETE THE SENTENCES.

- THIS _____ MY MOM.
- THESE _____ MY GRANDPARENTS.
- THIS _____
- THESE _____



2 LOOK AND ANSWER THE QUESTIONS.

-  1. WHERE'S GRANDMA? _____
-  2. WHERE'S GRANDAD? _____

3 UNSCRAMBLE THE SENTENCES AND DRAW THE PICTURES.

IS / DOG / TABLE / UNDER / THE / THE CAT / THE / THE / ON / CHAIR / IS

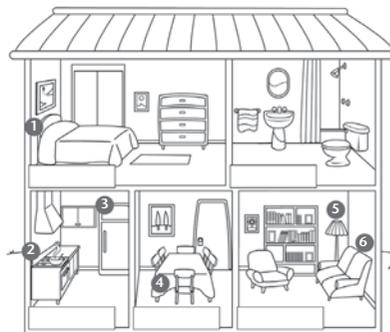
Photocopiable © Richmond Young Achievers Starter © 2016 Ediciones Santillana, S. A.

UNIT 3
TEST

NAME: _____

1 LABEL THE ROOMS IN THE HOUSE. (5 POINTS)

BEDROOM BATHROOM KITCHEN LIVING ROOM DINING ROOM



• LOOK AT THE PICTURE AND NUMBER THE WORDS. (4 POINTS)

<input type="checkbox"/> BED	<input type="checkbox"/> SOFA	<input type="checkbox"/> COOKER
<input type="checkbox"/> FRIDGE	<input type="checkbox"/> TABLE	<input type="checkbox"/> LAMP

Photocopiable © Richmond Young Achievers Starter © 2016 Ediciones Santillana, S. A.

TEACHER'S AUDIO MATERIAL

The pack includes:

- **Audio CD**
- The **Activity Book Audio** is available on the website.



FLASHCARDS AND WORD CARDS

Photo **flashcards**, each with an accompanying **word card** are available on the website for you to print. You can also make them yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also games suggestions in the **Activity Bank** on page 13 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.



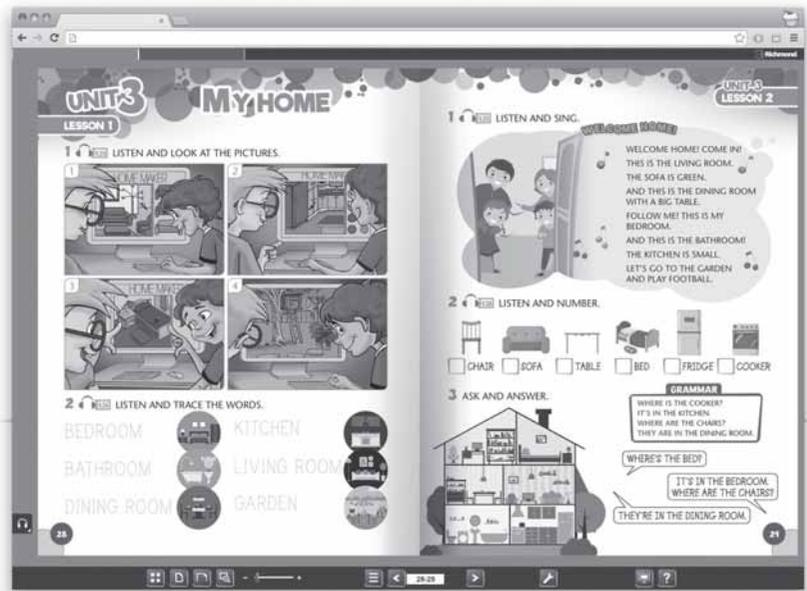
HAPPY

GO DIGITAL!

Tailor your digital teaching! Richmond teachers decide what digital materials they or the children will use in the classroom or at home. Digital resources are the perfect aid to enhance your teaching, motivate the children and make the most of all course materials.

DIGITAL BOOK

The **Digital Book** is an interactive version of the Student's Book, which includes the audio material for use with IWB or projector.



THE YOUNG ACHIEVERS GAME

Available on the website, this set of **Practice Activities** offers your students the opportunity to learn and have fun at the same time. The game is ideal for fast finishers, as wrap-up activities or homework.



Includes learning progress

Key Competences for Lifelong Learning

Key competences combine the knowledge, skills and attitudes necessary to develop and achieve success as well being active in all areas of social and civic life. Each of the competences is equally important and for that reason there are many shared goals which support and

underpin one another. The basic skills of language, literacy, numeracy and information and communication technologies provide the foundation blocks for critical thinking, creativity, taking initiative, problem-solving, decision-making and management of feelings.

Young Achievers works on the following **Key Competences** as set out by the **European Commission**:

LC



Linguistic competence

This competence develops the use of language as a tool for communication. It involves understanding oral messages, communicating verbally, reading and writing. The games and personalised activities in the series motivate children to speak right from the outset. The emphasis on understanding oral messages is developed by the stories, dialogues and songs where children learn to listen to extract relevant information. The ability to read and understand texts is systematically introduced and developed through the series.

MST



Mathematical competence and basic competences in Science and Technology

This competence develops the ability to use numbers and mathematical reasoning to solve a range of problems and to use science to explain the natural world. The course provides plenty of opportunities for children to apply their mathematical thinking in everyday contexts, for example, telling the time, using charts, completing surveys or sequencing events. Children are made aware of the world around them and the effect human activity has on it.

DC



Digital competence

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multi-media resources, the children develop familiarity and competence in this area. The children are encouraged to use the interactive material and, in higher levels, to research information on the internet.

SCC



Social and Civic competences

This competence equips children with the necessary skills to participate fully in social and civic life. Collaboration and tolerance is developed throughout the course by the inclusion of pair and group work. Children learn about healthy lifestyles, empathise with characters in the stories and learn social rules through games and role-plays.

CAE



Cultural awareness and expression

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. The cut-outs provide the opportunity to create and assemble games which are then used for language practice. There is also a strong emphasis on appreciation and enjoyment of culture by the inclusion of popular stories and works of art. The culture focus present in each unit shows aspects of life in English speaking countries.

LL



Learning to learn

This competence means children develop and become aware of effective ways to organise and manage their own learning. The incorporation of the unit reviews encourages the children to be responsible, aware learners who can reflect on their own progress. Throughout the course children are offered opportunities to build on prior learning, to apply their knowledge and to make use of guidance.

IE



Sense of initiative and entrepreneurship

This competence refers to the ability to turn ideas into actions. The skills to be able to work both proactively as a member of a team and individually are developed by activities where the children create a product. Throughout the course they are continually encouraged to use their imagination and to be creative.

ACTIVITY BANK

CLASSROOM DYNAMICS

Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It's a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those students with birthdays in the holidays or on non-school days.

Classroom display

Children really value their work when it is displayed in class and we encourage other students to notice and praise it. It also motivates children to produce good work and think about presentation.

Choice

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and also helps establish a culture of negotiation. For young learners, this can be as simple as choosing the song or story, but can be built on throughout the course to promote more autonomous learning.

Humour

Noticing the funny side of things and encouraging shared laughter (not at any one's expense) will help create a much happier classroom environment.

It costs nothing to be polite

Hello, goodbye, please and thank you are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among your students.

Names

We may find ourselves calling out some names more than others, or using certain tones of voice with certain names. This will send powerful messages to the class so we should try to use all our students' names in as positive a way as we can.

Roles and responsibilities

Most children value being given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it's important to make sure that all students get the chance to step up.

Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of students while the rest of the class are listening; ask about their family, likes and dislikes and so



on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.

Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the students attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals. Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.

ASSESSMENT

Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child.

Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about children's comprehension, use of language, participation or behaviour.

It is hard to observe all the children on a regular basis, so try focussing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. With young children, it can include art and craft work, labelled diagrams and short pieces of writing. It is useful as an assessment tool as we can observe a child's progress in their written work

through the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

Making the most of the register

Rather than just reading out the names to elicit a *yes* from the children, ask them all to answer a question when their name is called. For example, *Sally, tell me your favourite colour*. Some children may just say *green* while others may say *My favourite colour is green*.

Password

At the end of the lesson, ask each child to think of a new word they have learnt in today's class. This new word is their password. Ask each child to tell you their password for the day. After saying their password, they can line up or leave the room. This helps make children aware of their own learning and lets you know which new words children have noticed and found memorable.

ATTENTION TO DIVERSITY

Thinking time

To include everyone when answering questions, tell the children to stay quiet and put up their hands when they have an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all children have a turn.



Praise

Praise all children, not just for the standard of their work, but for making an effort, showing improvements or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it*.

Working in pairs and groups

Organise groups in a variety of ways depending on the activity. Mixed ability groups work well, for example, while playing a game. Remember, weaker children can often learn more from a fellow student. For other activities, it can be more productive to put the stronger students together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker students are always together.

Accessible learning

Make instructions and tasks accessible to all students. Some children benefit if you accompany instructions with gestures or pictures or if you show them a finished example. Demonstrate tasks as much as possible and provide visual references, for example, put up flashcards.

Fast finishers

To avoid boredom or frustration, have activities ready for faster workers to go on to, for example, simple word searches, a picture to label, a picture book to read. Alternatively, ask fast finishers to help other students with their work.

FLASHCARDS GAMES

You can print the **Flashcards** provided on the website or make your own with the help of your students out of magazine cut-outs. It will provide lots of fun and an opportunity to engage in some arts and crafts activities. If you wish, you can also prepare them at home and bring them ready to class.

Funny voices

Show picture cards and say the words in a funny voice for the children to repeat. For example, a monster's voice, a squeaky voice, a whisper, a deep opera singer's voice, etc.

Look and point

Put word cards around the classroom. Hold up a picture card, ask the children to look for the matching word card and point to it as quickly as they can. Try holding up two cards.

Mime games

Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. The children mime the word for the volunteer to guess.

Alternatively, show the card just to the volunteer who then mimes it for the rest of the class.

Pelmanism on the board

Put picture cards face down on one side of the board and word cards on the other. Divide the class into two teams. A member from Team A turns over a picture card and a word card and says the words. If the cards match, they keep them and the team gets a point. If the cards do not match, the child puts them back as before.

Quick flash

Show the children a picture card very quickly and then turn it back straight away. The class say what they think it is.

Read my lips!

Put the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word mouths the next word.

Repeating game

Put picture cards on the board, point to a card and say a word. If the word is correct, the children repeat it. If not, they keep silent. This can be extended to sentences: *These are pencils. It's a green snake.*

Slow show

Hold a picture card or word card behind a book and show it little by little. The class guess what the picture is before they see the whole.

What's missing?

Hold up word cards one by one, and say each word for the children to repeat. Remove a card, then stick the remaining ones to the board. Ask *What's missing?*

VOCABULARY GAMES

Air writing

When children are familiar with the alphabet, use your finger to write a word in the air. The children call out each letter and then say which word the letters spell.

Can you remember?

Say *I like apples* and ask a child to repeat the sentence and add another word, *I like apples and cherries*. Then the next child repeats the sentence and adds another word and so on.

Change places

Sit the children in a circle of chairs. Say *Change places if you're wearing (blue)*. Alternatively you can say: *Change places if you've got a (cat); Change places if you like (ice cream)*.



Find the cards

Before class, draw simple pictures on cards and hide them around the classroom or playground. Divide the class into teams. Give them two minutes to find the cards. Award a point for each card found and a second point if they can say the word.

Noughts and crosses

Draw a three by three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first team to draw three noughts or crosses in a row.

Stand on it

Write colour words on pieces of paper and place them on the floor in an open space. Divide the class into teams and invite a volunteer from each team out. Ask a question: *What colour is a frog?* The volunteers run and stand on the answer, the first one wins a point. You can also play with numbers: *How many legs has a chicken got?*

Word tennis

Divide the class into two teams. Choose a category (transport) and ask Team A to say a transport word. Team B then have five seconds to say a different word, then Team A have five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point.

GRAMMAR GAMES

Four corners

Take four cards and write *like, love, don't like, hate*. Stick each card in one of the corners of the room. Ask: *Do you like (spiders)?* The children go to the corresponding corner. Each corner then chants:

*We (hate) spiders
Yes we do!
We (hate) spiders
How about you?*

Have you got it?

Put some picture cards on the board and ask the class to remember the words. Then ask a volunteer to stand outside the classroom while a second volunteer takes a card and puts it in their bag. The child comes back in and says which picture is missing. They then have three chances to guess who has the object, by asking *Have you got the (pencil)?*

Throw the ball

The class stands in a circle. Throw a ball to a child and ask: *Can you ride a bike?* The child answers *Yes, I can/No, I can't* and then takes a turn to throw the ball and ask another question. This game can be played with *Do you like ...?* or *Have you got ...?* questions.

Where's the ...?

Ask a volunteer to stand outside the classroom for a moment. Hide an object or picture card in the classroom. Invite the volunteer back to look for it. Encourage the class to chant *Where's the (sharpener)?* quietly when the volunteer is far away from the sharpener and loudly when close.

SONGS AND CHANTS

Actions

Combining language production with movement is a powerful way to fix the language. It also makes the experience more enjoyable and gives students who are not confident with singing a chance to join in the activity. For songs that don't have obvious accompanying actions, get the children to invent them.

Answer back

Divide the class in half. Get each half of the class to sing alternate lines. This can also work with more than two groups, if your students are confident singers.

Clap the rhythm

Read out a line from the song. Then read it again but this time clap with each syllable. Encourage students to join in. Then clap the rhythm without saying the words. Children can clap lines without singing and have others guess the line. Alternatively, divide the class into two groups where one group sings as the others clap the rhythm.

Correct the mistakes

Write the song words on the board but include some mistakes, substituting, adding or removing certain words. Play the track, students call out *Stop!* if they see a mistake and say what the correct word is.

Dance routines

Songs that don't immediately lend themselves to actions may still be good to dance to. Divide the class into groups and get them to invent a dance routine to accompany a song.

Draw the song

Once the children have been through the song, get them to draw it.

Echoes

Read out or sing lines of the song and get students to repeat back to you. This activity can be made quite sophisticated by insisting that students mimic accent and intonation.

Extra verses

A great number of songs can be extended by adding new verses. This can be done in many cases by substituting key vocabulary items in the song.



Funny voices

Read or sing lines using funny voices and get the children to mimic you. You can also sing lines as if you were a story character or a famous person.

Humbug

Once students are familiar with a song, try humming lines from the song to the class and choose volunteers to say or sing the words that go with that line. This activity could still work with chants as even spoken words have melodic intonation; you just have to exaggerate it!

Make a recording

This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice.

Musical statues

This is a good activity for students to get to know songs at a passive level. The children walk around or dance on the spot while you play the song. Stop the track at random points and the children freeze like statues. If anyone moves, they are out of the game.

Transitions

Use song tracks to time events in the class, for example, when students are tidying up at the end of class. They should have finished the activity or be in place by the time the track ends.

What comes next?

Once children are familiar with a song, play the track, stop at key points and ask them to tell you the word or line that comes next.

NARRATIVES

Act Out!

Once the children are familiar with the story, divide the class into groups making sure everyone has a part. You can also increase the fun-factor by giving some students the role of providing sound effects. Get the groups to practise the 'miniplay' and then perform for the rest of the class.

Help me remember

Retell the story but pretend that you can't remember particular events or lines from the story and get them to help you.

Making mistakes

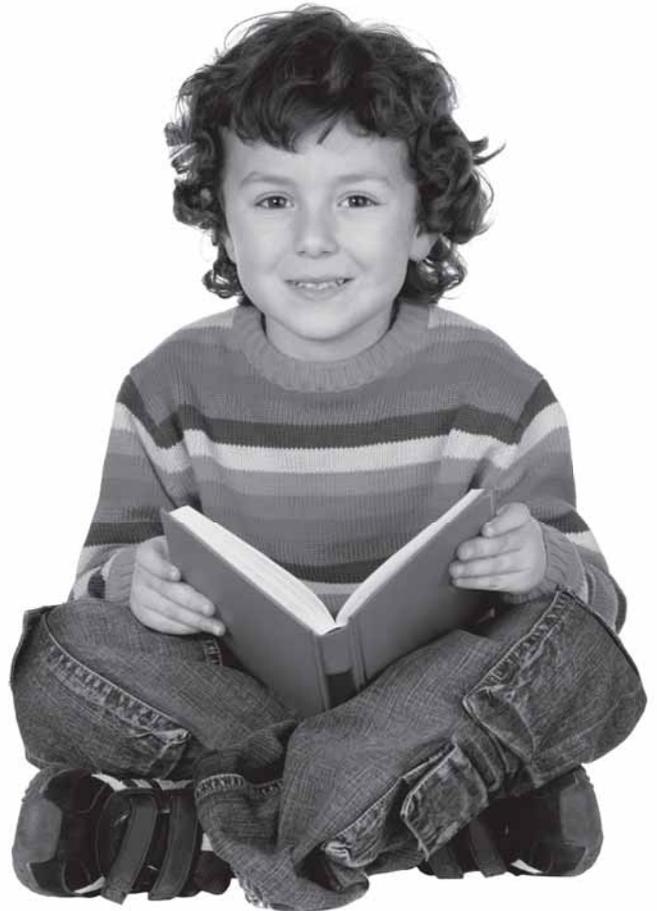
Check your students' memory of the story by reading it out with deliberate mistakes. You can get them to call out when they hear a mistake or try and count the number of mistakes they hear in the story.

Story quiz

Write a series of questions based on the story, then divide the class into teams. Players take turns to answer questions about the story, winning points for their team with correct answers.

Who said that?

Write the names of the characters on the board. Divide the class into two teams. Read out a line from a speech bubble or caption. Students race to the board and the first player to touch the correct character name wins the point.



UNIT	VOCABULARY	GRAMMAR
 WELCOME! page 4		Present Simple: <i>be</i> Personal pronoun: <i>I</i>
 HELLO! page 6	Classroom objects: <i>pencil, ruler, rubber, sharpener, pen, book</i> Colours: <i>blue, red, green, yellow, orange, black</i> Numbers: 1-6	Present simple: <i>be</i> Personal pronouns: <i>I, you, it</i> Question words: <i>What, How many</i>
 FRIENDS AND FAMILY page 16	Family members: <i>mum, dad, brother, sister, grandad, grandma</i> Feelings: <i>happy, sad, hungry, thirsty, hot, cold</i> Numbers: 1-10	Present simple: <i>be</i> Personal pronouns: <i>I, you, he, she</i>
page 26	Language fun! Units 0-2	
 MY HOME! page 28	Parts of the house: <i>bedroom, kitchen, living room, bathroom, dining room, garden</i> Furniture: <i>table, chair, bed, sofa, cooker, fridge</i> Adjectives: <i>big, small</i>	Present simple: <i>be</i> affirmative, negative, interrogative Prepositions of place: <i>on, in, under</i> Questions: <i>Where</i> Personal pronouns: <i>I, you, he, she, it, they</i>
 PLAYING AROUND page 38	Toys: <i>car, robot, doll, teddy bear, ball, plane</i> Pets: <i>cat, dog, fish, monkey, parrot, hamster</i> Birthday words: <i>cake, present, balloon</i> Numbers: 11-20	Present simple: <i>be</i> affirmative, negative, interrogative Prepositions of place: <i>on, in, under</i> Questions: <i>Where, What, How old</i> Personal pronouns: <i>I, you, he, she, it, they</i> Demonstratives: <i>this, that</i>
page 48	Language fun! Units 0-4	
 MY BODY page 50	Parts of the body: <i>head, hair, face, arms, legs, hands, feet</i> Parts of the face: <i>nose, mouth, eyes, ears</i> Imperatives: <i>open, close, touch, stamp, shake</i> Adjectives: <i>small, big, tall, short, blonde</i>	Present simple: <i>be</i> affirmative, negative, interrogative Present simple: <i>have / has got:</i> affirmative, negative, interrogative Prepositions: <i>on, in, under</i> Questions: <i>What colour, How many</i> Personal pronouns: <i>I, you, he, she, it, they</i> Possessive adjectives: <i>my, your, his, her</i>
 AT THE ZOO page 60	Animals: <i>tiger, monkey, lion, elephant, hippo, crocodile, giraffe, zebra</i> Parts of the animal's body: <i>eyes, ears, tail, beak, neck, wings</i> Adjectives: <i>small, big, tall, short, long</i>	Present simple: <i>be</i> affirmative, negative, interrogative Present simple: <i>have / has got:</i> affirmative, negative, interrogative Demonstratives: <i>this, that, these, those</i> Questions: <i>What colour</i> Personal pronouns: <i>it, they</i>
page 70	Language fun! Units 0-6	

FUNCTIONS	PHONICS FOR PRONUNCIATION	ACHIEVE!
		CULTURE
Greetings and introductions: <i>Hi! I'm ...</i>		
<p>Greetings: <i>Hi! How are you? Hello! Fine, thanks. And you? Fine, thanks. Good morning / afternoon! Good-bye!</i></p> <p>Identify classroom objects and quantities: <i>What's this? It's a pencil. How many pencils? Three.</i></p> <p>Identify colours of objects: <i>What colour is it? It's green.</i></p>	<p>Initial letter sounds: <i>a, b, c, d</i></p>	<p>CLIL: A pencil holder</p> <p>Greetings</p>
<p>Greetings: <i>Good morning / afternoon / evening! / Good-bye! Good night!</i></p> <p>Introduce family members and friends: <i>This is my mum. This is my baby brother. This is my friend Leo.</i></p> <p>Talk about ages: <i>He is one. You are six.</i></p> <p>Talk about feelings: <i>She is happy. He is thirsty. I'm hungry.</i></p>	<p>Initial letter sounds: <i>e, f, g, h</i></p>	<p>CLIL: My family: Finger puppets</p> <p>Different families</p>
<p>Ask where people are: <i>Where is Mum? She's in the kitchen.</i></p> <p>Ask about the location of objects: <i>Where are the pencils? They're on the table. Is the chair in the kitchen? Yes, it is. / No, it isn't. It's in the dining room.</i></p>	<p>Initial letter sounds: <i>i, j, k, l</i></p>	<p>CLIL: My home!</p> <p>Different types of homes</p>
<p>Identify toys and pets: <i>Is this a plane? No, it isn't. It's a car.</i></p> <p>Ask about the location of toys and pets: <i>Where is the robot? It's in the dining room. Are the toys in the garden? Yes, they are. Is the dog on the bed? No, it isn't. It's under the chair.</i></p> <p>Ask about ages: <i>How old are you? Is Trish eight? No, she isn't. She's seven.</i></p>	<p>Initial letter sounds: <i>m, n, o, p</i></p>	<p>CLIL: Make a robot</p> <p>Famous toys</p>
<p>Identify parts of the body and describe: <i>She's got blonde hair and a small nose.</i></p> <p>Ask about the parts of the body: <i>What colour is your hair? It's black. How many eyes has the monster got? It's got five eyes.</i></p> <p>Give instructions: <i>Open your eyes! Stamp your feet!</i></p>	<p>Initial letter sounds: <i>r, s, t, u</i></p>	<p>CLIL: Take care of your body</p> <p>Famous monsters</p>
<p>Identify animals: <i>What's this? It's a hippo. What's that? It's a bird. What are these? They're lions. What are those? They're tigers.</i></p> <p>Describe animals: <i>The giraffe has got a long neck and four legs. It's big, yellow and brown.</i></p>	<p>Initial / final letter sounds: <i>v, w, x, y, z</i></p>	<p>CLIL: Animal cards</p> <p>Animals in films</p>

UNIT 0

WELCOME!

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none">• Present simple <i>be</i>• Personal pronoun: <i>I</i>			

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none">• To practise <i>be</i> in the 1st person affirmative using contractions	<ul style="list-style-type: none">• To use greetings: <i>Hi, Hello</i>• To introduce oneself
Vocabulary	Pronunciation
<ul style="list-style-type: none">• To recognise classroom language	<ul style="list-style-type: none">• To pronounce simple words

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none">• To exchange simple greetings• To introduce oneself	<ul style="list-style-type: none">• To recognise the target language in simple sentences
Listening	Writing
<ul style="list-style-type: none">• To identify characters in a story• To understand greeting and introductions using a story as a model	<ul style="list-style-type: none">• To trace and write key words: characters from a story, greetings, names

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple *be* in the 1st person affirmative.
- Check children can understand and produce functional language: greeting and introducing themselves.

MATERIALS

- Digital Book
- Audio CD
- AB Audio
- Teacher's Resource Material
- Extra
Ball
Paper (A4 size)

GO DIGITAL!

Digital book 

Complete the activities with the children on the IWB.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES

**Linguistic competence**

Children understand oral messages through a story and communicate verbally.

**Social and civic competence**

Children practise greetings and learn to introduce themselves to their partners.

**Mathematical competence and basic competences in Science and Technology**

Children solve a maze.

**Cultural awareness and expression**

Children practise drawing and good presentation.

**Digital competence**

Children use technology as a tool to reinforce language acquisition by using the interactive whiteboard material.

**Competence in learning to learn**

Children practise writing by tracing words.

**Sense of initiative and entrepreneurship**

Children practise working alone and revising the unit content.

LESSON 1 - SB PAGE 4

LANGUAGE OBJECTIVES

Grammar

- be 1st person affirmative

Functions

- Greetings: *Hello. Hi.*
- Introductions: *I'm ...*

SKILLS OBJECTIVES

Listening

- Recognise the target language in the context of a story

Speaking

- Exchange simple greetings and introduce oneself

Writing

- Trace the names of characters from the story to practise letter formation

MATERIALS

- Digital Book
- Audio CD
- A ball

ATTENTION TO DIVERSITY

Make sure children feel comfortable and encourage them to participate.

Read the instructions slowly and mime the verbs (*look, listen, draw, trace, etc.*) to ensure understanding. Also demonstrate the activities with confident students. In this way, children will get involved and you will not have to interrupt or explain the activities again.

Warmer

Greet children and introduce yourself: *Hi! I'm ...* Ask children to write their names on a piece of paper. Toss a ball to a student, read out the name and greet him / her. Invite the class to join you: *Hi (Pedro)!*

Lead-in

Introduce the characters by pointing to the pictures in the story: *Leo, Toby, Lily, Peter, Trish* and, the gorilla, *George*. Elicit the place where they are: *the park*.

1 1.1 Children look at the pictures and listen to the story.

Values: Ask children if they know each other or if they are new to the group. Encourage the class to say how they can welcome someone new and make that person feel comfortable.

Optional extra: Write the names of the characters on the board and divide the class into groups of six. Assign a character to each student and give them time to practise the story. Walk around the room and monitor. Then invite the groups to perform for the rest of the class

Wrap up

Ask children to choose one of the characters from the story. Have them walk around the room to greet each other and introduce themselves: *Hi! I'm Trish.*

INITIAL EVALUATION

Ask children to sit in a circle to practise introductions. Play some music or clap your hands and have children toss the ball. Pause the music or stop clapping and encourage the child with the ball to introduce himself / herself to the class: *Hi! I'm (Juana).*



AT HOME

Activity Book - page 4

Answer key

- 1 Children trace the names of the characters and match.

AUDIO CD



Leo: Hi! I'm Leo.

Toby: Hi! I'm Toby.

Lily: Hi! I'm Lily.

Peter: Hi! I'm Peter.

Trish: Hi! I'm Trish.

All the children: Hi, George!

All the children: Welcome to Young Achievers!

LESSON 2 - SB PAGE 5

LANGUAGE OBJECTIVES

Grammar

- Present simple: *be*, 1st person affirmative
- Personal pronoun: *I*

Functions

- Review: greetings and introductions

SKILLS OBJECTIVES

Reading

- Understand target language and identify the names of the characters

Writing

- Trace key vocabulary to practise letter formation

Speaking

- Introduce oneself

MATERIALS

- Digital Book
- Teacher's Resource Material
- Paper (A4 size)
- Piece of construction paper

ATTENTION TO DIVERSITY

Confident students tend to participate more and answer quickly. Establish rules with the class and ask children to raise their hands when they want to make contributions and to listen attentively when their partners are talking. Nominate different students so that they are all active in class.

Warmer

Greet children as they enter the classroom and have them introduce themselves before they sit down.

Lead-in

Revise the names of the characters in the story. Hold up the book and point to the pictures at random. Have children greet you and introduce themselves by saying the name of the character: T: *Hello!* C: *Hi! I'm ...*

1 Children find the way and trace the words.

Answer key



Optional extra: Ask children to draw themselves on a separate sheet of paper. Collect all the pictures and redistribute them. Tell students to identify and find the child in the room and greet him / her and introduce themselves: *Hi! I'm (Student's name)*. *Hi, (Student's name)!* Finally, stick all the pictures to make a poster of the class.

2 Children draw themselves and write their names.

Answer key Child's own drawing and name.

Optional extra: Give each child a piece of paper. Ask children to draw a picture of themselves greeting their partner and introducing themselves. Write the dialogue on the board and tell children to copy and complete it with their names: *Hi (Facundo)! I'm (Lucía)*.

Wrap up

Write a letter on the board and ask children whose names start with that letter to stand up. Children take turns to introduce themselves to the class. Continue until all the children have participated.

FINAL EVALUATION

Teacher's Resource Material: Diagnostic Test

AT HOME

Activity Book - page 5

Answer key

1 Child's own writing.

UNIT 1

HELLO!

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> • Personal pronouns: <i>I, you, it</i> • Question words: <i>What, How many</i> 	<ul style="list-style-type: none"> • Classroom objects: <i>pencil, ruler, rubber, sharpener, pen, book</i> • Colours: <i>blue, red, green, yellow, orange, black</i> • Numbers: <i>1 - 6</i> 	<ul style="list-style-type: none"> • Phonics: Initial letter sounds: <i>a, b, c, d</i> 	<ul style="list-style-type: none"> • Greetings: <i>Hi! Hello!</i>

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use <i>be</i> in the 1st, 2nd and 3rd person in affirmative and interrogative statements • To practise questions using <i>What</i> and <i>How many</i> 	<ul style="list-style-type: none"> • To use greetings: <i>Hello, Hi, Good morning, Goodbye, Bye</i> • To identify classroom objects • To ask about quantity • To identify colours of objects
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name classroom objects and colours • To count from 1 to 6 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning of words: <i>a, b, c</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To exchange simple greetings • To ask and answer questions to identify classroom objects and colours • To ask and answer questions to identify quantity 	<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To recognise and match the numerical and written form of target language
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To understand greetings using a song as a model • To identify classroom objects, colours and numbers 1 - 6 • To recognise initial sound letters 	<ul style="list-style-type: none"> • To trace and write target vocabulary: classroom objects, colours and numbers 1 - 6 • To write a simple dialogue

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple and questions
- Check children can understand and produce oral and written messages using the unit vocabulary: classroom objects, colours and numbers
- Check children can recognise and differentiate between different initial letter sounds.
- Check children can understand and produce functional language: greeting, exchanging simple information, asking about colours and quantity

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Flashcards Unit 1**
- **Extra**

Realia: pencils, rulers, pens, sharpeners, rubbers, books	Paintbrushes
A large cloth bag	Paper roll tube (1 per child)
A music CD	Cardboard card (1 per child)
Red, yellow and blue paints	White construction paper (1 sheet per group)
Paper plates	

GO DIGITAL!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES

LC



Linguistic competence

Children develop skills using stories, songs, chants and model dialogues as tools for helping language acquisition.

MST



Mathematical competence and basic competences in Science and Technology

Children develop numeracy and practise counting using both the written and numerical form. Children create and identify secondary colours by mixing primary colours.

DC



Digital competence

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.

SCC



Social and civic competence

Children practise turn-taking and learn to cooperate while playing games and working in groups.

CAE



Cultural awareness and expression

Using a chant exposes children to rhyme, rhythm and melody as well as aiding language acquisition. Children participate in acting out a story which provides them with controlled practice.

LL



Competence in learning to learn

Children practise writing by tracing words. Children match words with pictures or sounds.

IE



Sense of initiative and entrepreneurship

Children practise working alone and revising the unit content. They are made aware of cooperating in group work.

UNIT 1

LESSON 1 - SB PAGE 6

LANGUAGE OBJECTIVES

Vocabulary

- **Classroom objects:** *pencil, ruler, rubber, sharpener, pen, book*

Functions

- **Review:** greetings

SKILLS OBJECTIVES

Listening

- Understand and introduce classroom objects and review greetings in a story

Speaking

- Use target language to identify objects

Writing

- Trace key vocabulary: school objects

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** Unit 1

ATTENTION TO DIVERSITY

Some children may find following narratives difficult. Exploit pictures in the story to help understanding. Play the audio CD many times to expose children to the target language and point to the specific pictures as they are mentioned. Check comprehension by asking children to point to specific objects or answer *Yes* or *No*.

Warmer

Tell students to open their books to page 4. Say the name of a character and ask children to point to the picture.

Lead-in

Ask children to say the names of the characters on page 6. Elicit the place where they are and encourage students to say what the problem is.

- 1  1.2 Children look at the pictures and listen to the story.

Values: Encourage children to mention ways in which they can take care of their belongings. Ask them to explain why it is important to have their objects in order.

Optional extra: Read the parts of the story in different order and ask children to identify the scene in their books.

- 2  1.3 Children listen and repeat the words.

3 Children trace the words.

Optional extra: Name school objects at random and ask children to hold them up. Tell some children to name school objects for the rest of the class to show them.

Wrap up

Stick the school objects word cards on the board. Show a picture card and ask children to say the corresponding word.

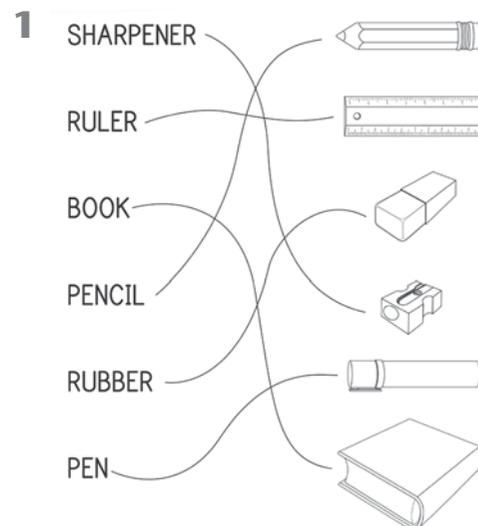
INITIAL EVALUATION

Tell children to choose three school objects, draw the pictures and label them.

AT HOME

Activity Book - page 6

Answer key



AUDIO CD



Lily: Hello! How are you?
Trish: Fine, thanks! And you?
Lily: Fine, thanks!
Lily: Look! One, two, three rubbers.
Trish: And one, two, three, four, five pens!
Lily: What's this?
Trish: It's a pencil. It's red.
Lily: Six rulers!
Trish: Oh no, George!

LESSON 2 - SB PAGE 7

LANGUAGE OBJECTIVES

Grammar

- Questions with *What* and *be*

Vocabulary

- Classroom objects: *pencil, ruler, rubber, sharpener, pen, book*

Colours: *blue, orange, black, green, red, yellow*

Functions

- Ask and answer questions: *What's this? It's a... What colour is it? It's...*

SKILLS OBJECTIVES

Speaking

- Participate in a chant to practise key grammar and vocabulary

Listening

- Identify classroom objects
- Understand and use a model dialogue

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** Unit 1
- **Realia**
School objects (pencils, rulers, pens, sharpeners and rubbers), a large cloth bag, a music CD

ATTENTION TO DIVERSITY

Children learn and remember vocabulary in different ways. Carry out varied activities to reach each child by activating their multiple intelligences.

Warmer

Put school objects in a bag. Ask students to stand in a circle and play some music. Students pass the bag around the circle. Pause the music and ask the child with the bag to close his / her eyes and take out an object. Encourage him / her to identify the object by feeling it. Have the rest of the class confirm whether he / she is correct or incorrect by saying *Yes* or *No*.

Lead-in

Show children a unit 1 **Flashcard** very quickly and put it away. Children have to identify the school object and say the word.

1 **Children listen and circle the school objects.**

Answer key 1. sharpener, 2. rubber.

2 **Children read, listen and colour the pencils.**

Optional extra: Say colours at random and ask children to show a school object with that colour.

3 **Children listen and chant.**

4 **Children say the chants with the objects.**

Wrap up

Ask children to work in groups of six. Have each student draw and colour a school object in a separate sheet of paper. Ask them to label and cut out their pictures. Point to each picture and ask: *What's this? What colour is it?* Children answer and stick the pictures on a piece of construction paper to make a collage.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

UNIT 1

AT HOME

Activity Book - page 7

Answer key

1. ruler, 2. pen, 3. It's a rubber, 4. It's a pencil.
2. Children colour the pen blue, the ruler orange, the sharpener green, the book yellow, the rubber red and the pencil black.
3. 1. blue, 2. yellow, 3. orange, 4. green

AUDIO CD



1. What's this? It's a sharpener.
2. What's this? It's a rubber.



What colour is it? It's green.
What colour is it? It's blue.
What colour is it? It's orange.
What colour is it? It's black.

LESSON 3 - SB PAGE 8

LANGUAGE OBJECTIVES

Grammar

- Questions with *What* and *be*

Vocabulary

- **Classroom objects:** *book, ruler, rubber, pen, pencil, sharpener*
- **Colours:** *orange, green, red, yellow, blue, black*

Functions

- Identify objects and colours

SKILLS OBJECTIVES

Speaking

- Use target language in questions to identify objects

Reading

- Understand and use a model dialogue

MATERIALS

- Digital Book
- AB Audio
- Teacher's Resource Material

ATTENTION TO DIVERSITY

Children learn and remember vocabulary in different ways. Carry out varied activities to reach each child by activating their multiple intelligences.

Warmer

Divide the class into two teams. Show the unit 1 **Flashcards** and ask *What's this?* The first child to raise her / his hand and answer correctly gets a point for her / his team.

Lead-in

Ask children to work in pairs and take turns to name the objects they have on their desks.

1 Children point, say and stick.

Answer key



2 Children point, ask and answer.

Optional extra: Show different school objects and ask: *What's this? What colour is it?*

Wrap up

Put school objects in different colours on the desk for the class to see and memorise. Then cover the desk with a blanket and remove one of the objects. Ask: *What's missing? What colour is it?*

CONTINUOUS ASSESSMENT

Stick flashcards on the board and ask children to come to the front and label them. Tell the class to check spelling.

AT HOME

Activity Book - page 8

Answer key

- 1 1. pencil, 2. ruler, 3. book, 4. pen.
- 2 1. Children colour the pencil green and the pen blue, 2. Children colour the ruler yellow and the rubber red, 3. Children colour the book red and the pencil case green, 4. Children colour the pen orange and the pencil black.

AB AUDIO

 1.1 - AB - page 8

- 1
What's this?
It's a pencil.
- 2
What's this?
It's a ruler.
- 3
What's this?
It's a book.
4.
What's this?
It's a pen.

LESSON 4 - SB PAGE 9

LANGUAGE OBJECTIVES

Grammar

- Questions with *How many*

Vocabulary

- Numbers 1 - 6
- Review: school objects

Functions

- Ask about quantity: *How many?*

SKILLS OBJECTIVES

Speaking

- Count from 1 - 6
- Ask and answer questions with target language: *How many...?*

Reading

- Match pictures with the vocabulary in structures using the target grammar of the unit

Writing

- Trace key vocabulary: numbers 1 - 6

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material

ATTENTION TO DIVERSITY

Allow enough time for students to complete writing activities as they need to practise letter formation. Have activities ready for fast finishers or ask them to help other partners.

Warmer

Revise colours by asking children to point to different objects in the room, e.g.: *Point to something blue.*

Lead-in

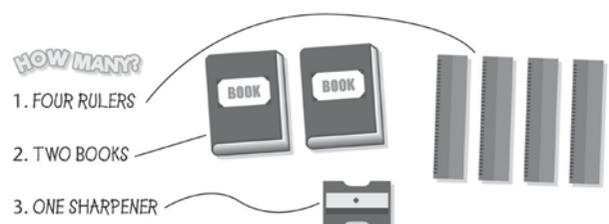
Before the class, hide the unit 1 **Flashcards** around the room. Divide the class into two teams and ask them to find the cards. Groups get a point for finding a card and another for saying the corresponding word.

1 Children listen, repeat and trace.

Optional extra: Play the audio CD and pause before a number for children to say it. Repeat the procedure with other numbers.

2 Children read and match.

Answer key



UNIT 1

3 Children cut out, ask and answer using the unit 1 Cut-outs.

Fast finishers: Tell children to ask and answer about the colours of the objects in the Cut-outs.

Wrap up

Divide the class into two teams and ask students to stand in line. Whisper a number and a school object into the ear of the first child, e.g.: *five rubbers*. Tell the children to whisper the message to the next child and so on. The last child says the phrase out loud to check.

CONTINUOUS ASSESSMENT

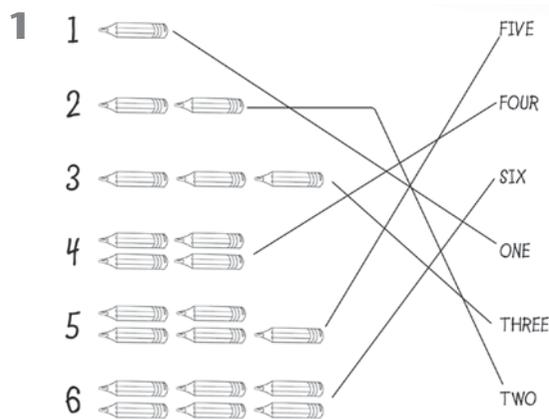
Teacher's Resource Material



AT HOME

Activity Book - page 9

Answer key



2 1. Six, 2. Four, 3. One, 4. Three

LESSON 5 - SB PAGE 10

LANGUAGE OBJECTIVES

Grammar

- Questions with *How many*
- Questions with *What* and *be*

Vocabulary

- **Classroom objects:** *pen, pencil*
- **Colours:** *red, blue, green, black*

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**

ATTENTION TO DIVERSITY

Some children are shy and reluctant to perform in front of others. Invite confident children to come to the front of the room and act out.

Warmer

Stick the school objects flashcards on the board and write a number 1 - 6 next to each picture. Point to a school object and ask: *What's this? How many?*

Lead-in

Children open their books and look at the pictures in the story on page 10. Ask children to identify the place and name the objects they can see.

1 1.8 Children listen and look at the pictures.

2 Children match.

Answer key 1. I'm fine, thanks. 2. It's a pen. 3. Four.

3 In small groups, children act out the story.

Optional extra: Ask children to come to the front of the class and act out the story.

Wrap up

Read parts of the dialogue in the story and ask children to say the number of the corresponding scene.

CONTINUOUS ASSESSMENT

Tell children to look at the story and remember the school objects that appear in it. Say a phrase describing the colour or quantity of an object and ask children to say *Yes* if it is correct or *No* if it is wrong.



AT HOME

Activity Book - page 10

Answer key

1 3, 1, 4, 2

2 Child's own drawing.

AUDIO CD



Annie at school

Annie: Hello, Miss Waters!

Miss Waters: Good morning, Annie!

Annie: Hi! I'm Annie. How are you?

Daisy: I'm fine, thanks. I'm Daisy.

Annie: Look! Six pencils! What's this?

Daisy: It's a pen.

Annie: Wow, four colours! It's red, blue, green and black.

Daisy: Let's share!

AB AUDIO



1.2 - AB - page 10

See Track 8 of the Student's Book for the transcript.

LESSON 6 - SB PAGE 11

LANGUAGE OBJECTIVES

Grammar

- cat, dog, apple

Pronunciation

- Phonics: initial letter sounds: *a, b, c, d*

SKILLS OBJECTIVES

Speaking

- Produce initial letter sounds

Listening

- Recognise initial sounds

Writing

- Practise letter formation

MATERIALS

- Digital Book
- Teacher's Resource Material
- Audio CD

ATTENTION TO DIVERSITY

Help children with pronunciation and drill the sounds. Repeat the audio more than once to expose children to the sounds and words.

Warmer

Revise school objects with the class. Mouth a word and ask children to identify the object. Invite confident children to mouth a word for the class to recognise it.

Lead-in

Divide the class into two teams. Ask a child to come to the front and whisper a school object for him / her to draw. The first team to identify and say the object wins a point. Continue playing with the other school objects.

1 **1.9** Children listen, trace and point. Then they repeat.

2 Children look and circle.

Answer key 1. D, 2. B, 3. A, 4. C

Wrap up

Write the examples of the initial letter sounds at random on the board. Point to a word and ask children to say it and find the corresponding pair with the same initial letter sound. For example: *cat, colours*.

UNIT 1

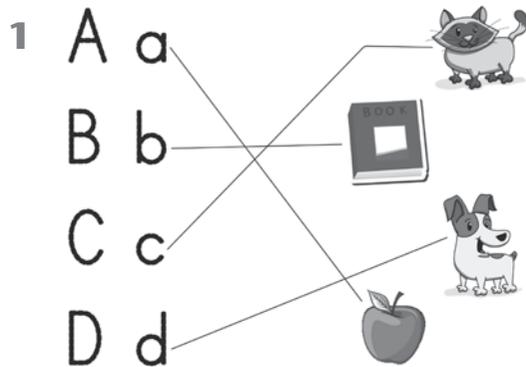
CONTINUOUS ASSESSMENT

Write example words with the initial letter sounds from this unit on one side of the board and the letters on the other. Say the words and have children identify the initial sounds and match, e.g.: *car, desk, act, bye!*

AT HOME

Activity Book - page 11

Answer key



2 1. b, B, 2. A, a, 3. c, C, 4. d, D

MATERIALS

- **Digital Book**
- **Teacher's Resource Material**
- **Extra**
 - Red, yellow and blue paint
 - Paper plates
 - Paintbrushes
 - Paper roll tube (1 per child)
 - Cardboard card (1 per child)
 - White construction paper (1 sheet per group)
 - Crayons
 - Magazines

ATTENTION TO DIVERSITY

Make sure that children have the materials ready before doing practical activities so that they can all work in class. Give instructions clearly and walk around the room helping children.

Warmer

Revise colours by writing scrambled words on the board. Include the first letter of the word as a clue and ask children to order the other letters and say the colour. Write the answers on the board to check spelling.

Lead-in

Show red and yellow paints and encourage children to predict what colour might result by mixing them. On a paper plate, mix the two colours and ask children to name the colour that is created. Model pronunciation and drill. Repeat on a separate plate with yellow and blue, and on another plate, with blue and red. Ask students to open their books to page 12. Point to the different colours on the page and ask them to say the words.

1 Children look and trace.

2 Children make a pencil holder.

Go over the pictures in the Student's Book to give the instructions. Ask children to put the paper roll on the cardboard card and trace the circle. Then tell students to cut out the small circle. Children mix the colours and paint the paper roll and the small circle. Finally, they glue the circle to the base of the paper roll. Finally, children ask and answer about the colours of their pencil holders.

LESSON 7 - SB PAGE 12

LANGUAGE OBJECTIVES

Grammar

- Questions with *What* and *be*: *What colour is it?*
- Affirmative sentences with *be*: *It's blue.*

Pronunciation

- Review: colours

Functions

- Describe the colours of objects

SKILLS OBJECTIVES

Speaking

- Ask and answer questions identifying colours

Writing

- Trace key vocabulary: colours

Wrap up

Divide the class into small groups and hand out pieces of construction paper. Help each group divide its sheet of construction paper into six sections. Have students write one colour word with a crayon of the same colour in each section (for example, *red* with a red crayon). Ask children to look through magazines and cut out pictures with different colours. Then have them glue the pictures in the appropriate sections. Display posters around the room.



AT HOME

Activity Book - page 12

Answer key

- 1 Child's own colouring.
- 2 Children circle the second pencil holder and colour it blue, orange and green.

LESSON 8 - SB PAGE 13

LANGUAGE OBJECTIVES

Grammar

- Present simple: *be* affirmative and interrogative
- Personal pronoun: *I, You*

Vocabulary

- Review: greetings
- Exchange simple information: *How are you?*

SKILLS OBJECTIVES

Speaking

- Act out a simple dialogue

Listening

- Understand the lyrics of a song in order to join in
- Understand greetings using a song as a model

Reading

- Match pictures with the target vocabulary of the unit

MATERIALS

- Digital Book
- Teacher's Resource Material
- Audio CD
- Extra Magazines

ATTENTION TO DIVERSITY

To help children with the chant, drill small chunks so that they become more confident.

Warmer

Greet children as they enter the classroom and ask them: *How are you?* Encourage some children to greet and ask the question to other partners.

Lead-in

Point to the girl and the teacher in the picture on page 13 and elicit their names and the place where they are.

1 1.10 Children listen and chant.

Optional extra: Encourage children to chant in different ways: whispering, in a loud voice, as robots, etc.

2 1.11 Children listen, read and match.

Answer key 1. Good morning! 2. Hello!, Hi!
3. Goodbye!, Bye!

Optional extra: Give each child a magazine. Ask children to cut out pictures of people illustrating greetings; for example, waving or shaking hands. Ask them to stick the pictures and include one of the phrases in the speech bubbles.

3 Children act out the dialogue.

Wrap up

Practise the following phrases as children leave the class: *Goodbye!, Bye!, See you!*

CONTINUOUS ASSESSMENT

Divide the class into pairs. Ask children to sing the chant in this lesson with their names.

UNIT 1

AT HOME

Activity Book - page 13

Answer key

- 1 Children trace the greetings.
- 2 Hello!, Bye!

REVIEW - SB PAGES 14 & 15

LANGUAGE OBJECTIVES

Grammar

- Questions: *What* and *be* and *How many*

Vocabulary

- Classroom objects
- Colours
- Numbers: 1 - 6

Functions

- Ask and answer questions to identify objects and quantities

SKILLS OBJECTIVES

Speaking

- Count from 1 to 6
- Ask and answer questions with target language: *How many...?*

Reading

- Match pictures with the vocabulary in structures using the target grammar of the unit

Writing

- Write target vocabulary: colours

Listening

- Review key grammar and vocabulary in a song

MATERIALS

- Digital Book
- Audio CD
- AB Audio
- Teacher's Resource Material

Warmer

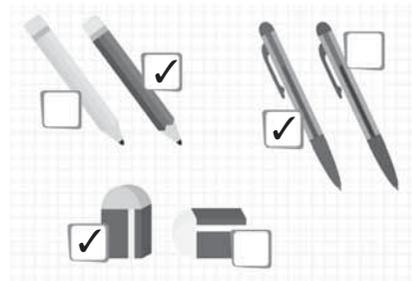
Play *I Spy* with the class to revise classroom objects and colours. Put school objects on the desk or attach pictures to the board. Describe the colour of a school object for the children to identify it: *I spy something red.*

Lead-in

Write a letter on the board and ask the class to mention words that start with that letter; e.g.: p: *pen, pencil, purple*, etc.

1 Children listen and tick (✓). Then they listen and sing.

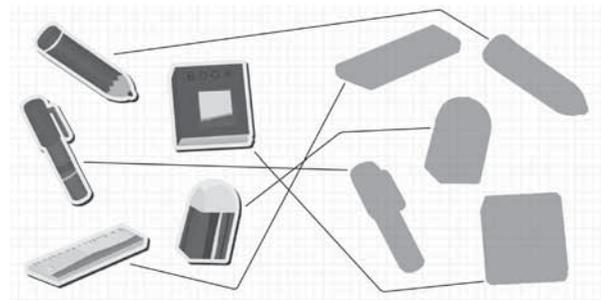
Answer key



Optional extra: In pairs, children take turns to sing the questions in the song and their partners answer about one of his / her school objects.

2 Children match.

Answer key



3 Children point, ask and answer.

4 Children read and colour.

Answer key Child's own colouring.

Optional extra: Ask children to choose three school objects and draw different quantities of each. Tell them to exchange the pictures with their partners for them to write the number and school object; e.g.: *Four books.*

5 Children look and complete.

Answer key 1. blue and red, 2. yellow, 3. blue, 4. green

6 Children draw their school objects and colour them.

Answer key Child's own drawing and colouring.

Optional extra: In pairs, children ask and answer about the school objects they drew: *What's this? What colour is it?*

Wrap up

Play *Bingo* to revise vocabulary with the class. Ask students to draw a grid with six spaces. Stick unit 1 **Flashcards** on the board and ask children to choose six pictures and draw one in each space. Then shuffle the flashcards and show them one by one. Students should name the pictures and cross them out on their bingo cards. The first student to cross out all the pictures shouts *Bingo!*

FINAL EVALUATION

Teacher's Resource Material: Test Unit 1



AT HOME

Activity Book - pages 14 & 15

Answer key

- 1** 1. It's a rubber, 2. It's a ruler, 3. It's a book, 4. It's a pen, 5. It's a sharpener, 6. It's a pencil.
- 2** Children colour the schoolbag blue, the ruler green, the pencil orange, the book yellow and the apple red.
- 3** Child's own drawing.

Activity Book - page 72

The **Picture Dictionary** on page 72 gives children an illustrated reference of the main vocabulary in Unit 1 with extra listening practice.



MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

AUDIO CD

**The School Objects Chant**

What's this?
Let me see! It's a pencil.
What colour is it? It's green.
Let's share it!

What's this?
Let me see! It's a pen.
What colour is it? It's red.
Let's share it!

What's this?
Let me see! It's a rubber.
What colour is it? It's blue.
Let's share it!

UNIT 2

FRIENDS AND FAMILY

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> • Personal pronouns: <i>I, you, he, she</i> 	<ul style="list-style-type: none"> • Family members: <i>mum, dad, brother, sister, grandad, grandma</i> • Feelings: <i>happy, sad, hungry, thirsty, hot, cold</i> • Numbers: <i>1 - 10</i> 	<ul style="list-style-type: none"> • Phonics: Initial letter sounds: <i>e, f, g, h</i> 	<ul style="list-style-type: none"> • Greetings • Colours • Numbers: <i>1 - 6</i>

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use Present Simple with <i>be</i> for affirmative statements • To use contracted form of <i>be</i> in 1st person singular affirmative sentences • To use demonstrative pronoun <i>this</i> to introduce people 	<ul style="list-style-type: none"> • To use greetings: <i>Good morning / afternoon / evening!, Good-bye, Good night!</i> • To introduce family members and friends • To talk about age • To talk about feelings
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name family members • To count from 1 to 10 • To identify feelings 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning of words: <i>e, f, g, h</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To practise target language in a song to facilitate recognition and production • To talk about family members and describe their feelings to play a guessing game 	<ul style="list-style-type: none"> • To recognise the target language in the context of a description • To understand the lyrics of a song to join in • To identify family members • To match pictures with words in structures using target grammar of the unit
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To identify family members • To recognise initial letter sounds 	<ul style="list-style-type: none"> • To trace and write target vocabulary: family members, feelings and numbers 1 - 10 • To describe a family • To build confidence in freer writing

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple and singular personal pronouns.
- Check children can understand and produce oral and written messages using the unit vocabulary: family members, feelings and numbers.
- Check children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: identify family members and feelings, talk about friends and family members and their ages.

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Flashcards Unit 2**
- **Word Cards Unit 2**
- **Extra**

Realia: Family photos, children's family pictures	Magazines Construction paper Paper (A4 size) Dice
Paper squares (6 per student)	

GO DIGITAL!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES

LC

**Linguistic competence**

Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.

MST

**Mathematical competence and basic competences in Science and Technology**

Children develop numeracy and practise counting using both the written and numerical form.

DC

**Digital competence**

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.

SCC

**Social and civic competence**

Children look at family relationships and types of families to value diversity.

CAE

**Cultural awareness and expression**

Using a song exposes children to rhyme, rhythm and melody as well as aiding language acquisition. Children work on their artistic and creative skills.

LL

**Competence in learning to learn**

Children practise writing by tracing words and freehand. Children match words with pictures.

IE

**Sense of initiative and entrepreneurship**

Children practise working alone and revising the unit content. They are made aware of the importance of revision as an aid to independent learning.

UNIT 2

LESSON 1 - SB PAGE 16

LANGUAGE OBJECTIVES

Vocabulary

- **Family members:** *mum, dad, sister, (baby) brother, grandad, grandma*

Functions

- **Review:** greetings

SKILLS OBJECTIVES

Listening

- Understand and introduce family members and feelings in a story
- Identify family members

Speaking

- Use target language to identify family members

Writing

- Trace key vocabulary: family members

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** Unit 2

ATTENTION TO DIVERSITY

At this age and level, children need visual support and other aids to understand the language. Use these resources to avoid translating words and speak English to expose children to the language. Repeat instructions clearly and drill so that children become familiar with the words and sounds.

Warmer

Show the unit 2 **Flashcards** to introduce the vocabulary related to family members and drill.

Lead-in

Ask children to open their books to page 16 and identify whose family this is. Once students have recognised the character (*Trish*), encourage students to mention where the people are. Hold up the book and point to different objects in the scene and ask about their colours to revise vocabulary: *What colour is it?*

1 1.13 Children listen to the story and look at the pictures.

Optional extra: Play track 13 again and pause after each line and ask children to point at the characters that say them.

2 1.14 Children listen and repeat the words.

3 Children trace the words.

Optional extra: Hold up the book and point to the family members in the different scenes. Encourage children to say the words.

Wrap up

Attach the unit 2 **Flashcards** with family members to the board. Point to one of the flashcards and say the word. If the word matches the picture, children repeat it. If not, they remain silent.

INITIAL EVALUATION

Write target vocabulary with missing letters on the board. Ask children to write the missing letter to complete the word. Suggestions: _ R O T H _ R, M _ M, G R _ N D _ A, G _ A _ D A _ , S _ S _ E R, _ A _



AT HOME

Activity Book - page 16

Answer key

1. brother; 2. mum; 3. dad; 4. grandad; 5. sister; 6. Grandma

AUDIO CD



Trish and her sister: Hi, mum! Hi, dad!

Parents: Hello, girls!

Trish: George, you are thirsty! Here you are.

Grandparents: Surprise!!!

Trish: Grandma! Grandad! I'm happy you're here!

Trish: Oh, no! He's sad.

Mum: No, he's hungry. Let's eat!

LESSON 2 - SB PAGE 17

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Affirmative sentences with *be* in 3rd person singular

Vocabulary

- **Family members**
- **Feelings:** *happy, sad, hungry, thirsty, hot, cold*

Functions

- Introduce family members
- Describe feelings

SKILLS OBJECTIVES

Listening

- Identify family members and feelings

Writing

- Write key vocabulary

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- Family photos

ATTENTION TO DIVERSITY

Songs and chants are significant for different learning styles, such as auditory and kinaesthetic. Music helps auditory learners to remember vocabulary and grammatical structures. Encourage children to sing in different ways and to invent their own melodies. Also invent choreographies and mime target vocabulary with children as they sing.

Warmer

Tell students to sit in a circle. Whisper a word related to family members to the first student. Ask that student to whisper the same word to the student on his / her right. Encourage children to continue until the last student in the circle has heard the word. That child says the word out loud and writes it on the board. Repeat with other words. *Optional:* After the first round, the game can be played in smaller groups to make it more dynamic.

Lead-in

Bring some photographs of your family and introduce the family members to the class. Show one photo and describe it: *This is my family. This is my mum and this is ...* Then show another photograph. Mention the family members and if there is a person that you have previously introduced, elicit the word from students.

1 1.15 Children listen and complete.

Answer key sister, dad, baby brother, mum, grandma, grandad

Optional extra: Play the audio CD and pause after each line for students to repeat. Then play the audio CD again but pause before a word referring to a family member and ask students to say it.

2 1.16 Children listen and point.

Optional extra: Copy the question *How are you?* on the board and elicit the answer. Then encourage a child to ask you the question and answer by using one of the adjectives in activity 2: *I'm happy.* As you say the phrase, make a facial expression or mime. Ask some children the question and encourage them to use new vocabulary.

Wrap up

Ask children to open the books to page 16 and look at the picture of Trish's family. Play *The Family Rap* and ask students to point to the family members as they are mentioned and to mime the feelings when they hear them.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 17

Answer key

- 1
- | | | |
|--|--------------------------------------|--------------------------------|
| 1. THIS IS MY BABY BROTHER. HE IS SAD. | 2. THIS IS MY BROTHER. HE IS HUNGRY. | 3. THIS IS MY DAD. HE IS COLD. |
|--|--------------------------------------|--------------------------------|



2 Child's own drawings.

UNIT 2

LESSON 3 - SB PAGE 18

LANGUAGE OBJECTIVES

Grammar

- Singular affirmative sentences with *be*

Vocabulary

- **Numbers:** 1 - 10

Functions

- Identify numbers

SKILLS OBJECTIVES

Reading

- Read and complete a text with the target language

Listening

- Identify numbers and stick them in the correct sequence

Writing

- Write key vocabulary: numbers

MATERIALS

- Digital Book
- Audio CD
- Paper squares (6 per student)

Warmer

Revise numbers one to six with the class. Hand out six squares of paper to each child and ask them to write a number on each square. Call out a number: *Five!* so that children hold up the corresponding square.

Lead-in

Write numbers (in figures) 1-10 on the board. Say the numbers and ask children to repeat after you. Then show different quantities of school objects and ask: *How many (pencils)?* Children count one by one the number of objects and then say the total quantity: *One, two, three, four... Four pencils.*

1 1.17 Children listen, repeat and stick.

Answer key



Optional extra: Divide the class into groups of ten. Say a number from one to ten and ask children to get together in that number quantities. Repeat several times calling out other numbers.

2 1.18 Children read, listen and write.

Answer key six, five, seven, eight

Optional extra: Read the text again and tell children to remember the ages. Ask children to close the books and play the audio CD. Pause before the girl mentions the numbers for students to say the corresponding ages.

3 Children write about them and their friend and draw.

Answer key Child's own drawing and writing.

Optional extra: Tell children to work in pairs and take it in turns to show their pictures and talk about themselves and their friends.

Wrap up

Game: Circle the Number!

Divide the board in half vertically. Write the numbers 1-10 three times randomly on both sides of the board. Divide the class into two teams and ask each team to form a line in front of the board. Explain that when you call out a number, the first student in each line has to run to the board and circle the corresponding number. The student to do so first wins a point for his / her team. Repeat until all the students have participated.

CONTINUOUS ASSESSMENT

Count and Jump

Write a number on the board and encourage students to jump that number of times. T: *What number is this?* C: *(Five)*. T: *Jump (five) times.* Repeat the procedure with other numbers.

AT HOME

Activity Book - page 18

Answer key

- 1 one, 2 two, 3 three, 4 four, 5 five, 6 six, 7 seven, 8 eight, 9 nine, 10 ten.
1. five, 2. one, 3. ten, 4. seven, 5. six, 6. Child's own writing.

LESSON 4 - SB PAGE 19

LANGUAGE OBJECTIVES

Grammar

- *be*: 2nd and 3rd person singular

Vocabulary

- Review: family members, feelings

Functions

- Describe feelings

SKILLS OBJECTIVES

Speaking

- Use the target vocabulary to describe feelings

Reading

- Identify key vocabulary: family members and feelings

MATERIALS

- Digital Book
- Teacher's Resource Material
- Magazines
- Construction paper (1 per group)

ATTENTION TO DIVERSITY

Try to pair up children according to the type of activity. For less controlled practice, stronger children can help their partners and make them feel more comfortable to participate.

Warmer

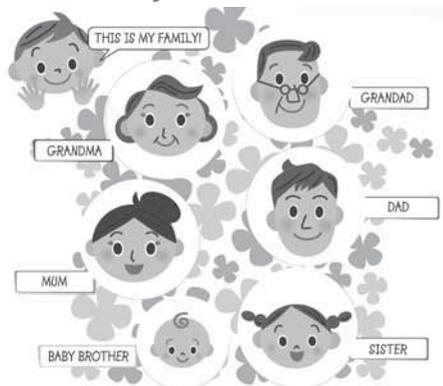
Show the flashcards with family members very fast and put them down. Encourage children to identify them and invite volunteers to write the words on the board and check spelling.

Lead-in

Draw a family tree on the board and explain to the class how it is designed. Then show the flashcard with the picture of the granddad and stick it at the top. Elicit the word and label the picture. Ask children about the picture that goes next to *granddad*. If children find this difficult, show the picture of *grandma* and encourage them to say the word. Continue in this way until you have completed the family tree with all the members and have labelled them.

1 Children cut out, read and place the family members using the unit 2 Cut-Outs.

Answer key



Optional extra: Ask children to work in pairs and introduce the family members. Tell them to point to a picture and say: *This is my...*

2 Children play a guessing game.

Fast finishers: Copy three sentences about family members and their feelings and ask children to draw the pictures. Suggestions: *My baby sister is happy. My brother is thirsty. My mum is cold.*

Wrap up

Divide the class into groups and hand out old magazines and a piece of construction paper to each group. Ask children to cut out pictures of people and identify the feelings they express. Tell them to stick the pictures on the piece of construction paper and describe them: *My father is happy.* Display the posters on the classroom walls.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 19

Answer key

1. grandma, 2. granddad, 3. dad, 4. mum, 5. sister, 6. me, 7. brother
1. thirsty, 2. sad, 3. hot, 4. hungry

LANGUAGE OBJECTIVES

Grammar

- Present simple: *be*
- Demonstrative *this*

Vocabulary

- **Family members:** *mum, dad, grandad, grandma*
- **Feelings:** *cold, hungry, thirsty, happy*
- **Review:** *Greetings: Hello! Hi! Good morning! How are you?*

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

Reading

- Identify and circle key vocabulary in the context of a story

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Flashcards** Unit 2

ATTENTION TO DIVERSITY

Use stories to promote children's imaginations and activate previous knowledge. Ask them to make predictions, draw situations and act out, so that they are engaged in varied activities that facilitate comprehension.

Warmer

Revise vocabulary related to feelings and family members with the class. Put the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word mouths the next word.

Lead-in

Ask children to look at the pictures in the story on page 20 and identify the family members and feelings. Explain that Inuits live in the Arctic and it's very cold. Pre-teach *snow, ice-hockey* and *fish*. Ask children what the relationship between the boy and girl is: *brother and sister or friends*.

1 1.19 Children listen and look at the pictures.

Optional extra: Describe the scenes with wrong information and ask children to correct you.
Suggestions: Scene 1: The boy is hot. The girl is happy. Scene 2: (Point to the picture of mum) This is grandma. The dog is black. Scene 3: Grandad is sad. Scene 4: Dad is thirsty.

2 Children read and circle.

Answer key 1. cold, 2. hungry, 3. thirsty

3 In small groups, children act out the story.

Optional extra: Ask children to come to the front of the class and act out the story.

Wrap up

Read lines from the story and ask children to identify the family member who says each phrase.

ATTENTION TO DIVERSITY

Invite children to think how the story continues: *Do they eat fish all together? Do the boy and girl go out and play ice-hockey again? Do they play with the other members of the family at home?* Discuss ideas with the children and ask them to draw the next scene in the story. Display the pictures on the classroom walls.

AT HOME

Activity Book - page 20

Answer key

1. cold, hungry, 2. thirsty, 3. fine, 4. happy
2. 1. mum, 2. grandma, 3. grandad, 4. dad

AUDIO CD



The Inuit family

Boy: I'm cold!

Girl: And I'm hungry! Let's go!

Mum: Hello!

Girl: Hi, mum! The dog is thirsty!

Girl: Polly, this is my grandma and this is my grandad.

Grandparents: Hello Polly! How are you?

Boy: Good morning! I'm fine, thanks.

Dad: Hello!

Boy: Look, fish!

Girl: Yummy! Now I'm happy!

AB AUDIO



- AB - page 20

See Track 19 of the Student's Book for the transcript.

LESSON 6 - SB PAGE 21

LANGUAGE OBJECTIVES

Vocabulary

- *elephant, egg, fish*

Pronunciation

- Phonics: initial letter sounds: *e, f, g, h*

SKILLS OBJECTIVES

Speaking

- Produce initial letter sounds

Listening

- Recognise initial sounds

Reading

- Identify and match sounds with pictures

Writing

- Practise letter formation

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** grandma, grandad, hungry, hot, happy (unit 2), fish (unit 4), elephant (unit 6)

ATTENTION TO DIVERSITY

Highlight and model the pronunciation of the *h* sound as it may result difficult for students to produce.

Warmer

Hold up the flashcard showing new vocabulary: *eggs, elephants* and *fish*. Model pronunciation of the words and ask children to repeat.

Lead-in

Divide the class into two teams. Start drawing a picture of one of the words from this lesson for students to guess. The first group that identifies and says the correct word wins a point.

1 **Children listen, trace and point. Then they repeat.**

2 **Children match the letter sounds to the pictures.**

Answer key 1. Ff, 2. Hh, 3. Gg, 4. Ee

Wrap up

Write the four initial letter sounds on the board and number them. Hold the flashcards and have the children say the number that corresponds to the sound and the word. Stick the card under the correct letter sound and drill.

ATTENTION TO DIVERSITY

Say other words that children already know to practise the initial letter sounds: *eight, five, four, fine, girl, hello, hi, how, happy*.

AT HOME

Activity Book - page 21

Answer key

1

2 1. H, F, 2. E, 3. G

MATERIALS

- Digital Book
- Teacher's Resource Material
- AB Audio
- Extra
Paper (A4 size)
Family photos

ATTENTION TO DIVERSITY

Help children when doing crafts. Give them enough time to work and to complete each step of the process.

Warmer

Ask children to open their books to page 17. Play the audio CD and ask children to sing *The Family Rap*. Then encourage children to sing without listening to the track.

Lead-in

Show pictures of famous families (*actors, cartoons, musicians, etc.*) and elicit the quantity of family members and ask children to name them.

1 Children read, listen and complete.

2 Children make finger puppets.

Go over the pictures in the Student's Book to give the instructions. Distribute paper and ask children to draw their family members and cut out the pictures. On a separate sheet of paper, children draw and cut out one rectangle for each of the members. Tell them to roll the rectangles to make cylinders and stick each picture on the tubes. Help students with the tubes and bring models of each part of the process to help children make the puppets. Finally, children put each puppet on a finger.

3 Children describe their families.

Wrap up

Assign a family member to each student. Tell children to stand up and walk around the classroom. Say: *Mother* and all the students sit down except for the 'mothers'. The 'mothers' walk around acting as if they were mothers. Repeat with other family words.

LESSON 7 - SB PAGE 22

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Affirmative sentences with *be*

Vocabulary

- Review: family members and age

Functions

- Introduce family members with finger puppets

SKILLS OBJECTIVES

Speaking

- To talk about family members using finger puppets

Listening

- Identify family members and age

Reading

- To see grammar and vocabulary in context

Writing

- Write key vocabulary: family members and numbers

CONTINUOUS ASSESSMENT

Teacher's Resource Material

 AT HOME

Activity Book - page 22

Answer key

- 1 1. me, 2. dad, 3. mum, 4. grandad, 5. grandma, 6. sister.
- 2 She is five. He is seven.

AB AUDIO



1.4 - AB - page 22

Hello! I'm Leo. This is my family. This is my dad and this is my mum. This is my grandad. This is my grandma. And this is my sister.

LESSON 8 - SB PAGE 23

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Affirmative sentences with *be*

Vocabulary

- Review: family members and age

Functions

- Introduce family members

SKILLS OBJECTIVES

Reading

- See grammar and vocabulary in context
- Match pictures with the vocabulary in structures with target language of the unit

Writing

- Write a description of a family using target language

MATERIALS

- **Digital Book**
- **Teacher's Resource Material**
- Magazines
- Construction paper (one for each group)

ATTENTION TO DIVERSITY

Display students' works on the classroom walls. Children enjoy seeing their work and it builds their confidence by showing that their contributions are important and useful for the class. Make use of their productions to revise language.

Warmer

Play *Noughts and crosses* to revise numbers and family members. Draw a grid of nine squares and divide the class into two teams. Assign noughts to one team and crosses to the other. Make cards of numbers and pictures of the different family members and mix them. Ask a student from one team to take a card and say the corresponding word. If they answer correctly, they draw a nought in a square. Then the other team has a turn. The winner is the first team to draw three noughts or crosses in a row.

Lead-in

Read the title *Families are different*. Point to the photos of the families and ask children to name the members. Ask about the number of members in each family: *How many members?*

1 Children read and match.

Answer key 2, 1, 3

Values: Discuss why families are important and invite them to mention good moments they share together. Explain that families are different and it's important to respect them.

Optional extra: Read the descriptions of the families with wrong information and ask children to read the texts on their books to correct you. Suggestions: 1. I'm Matt. I'm seven. 2. I'm Lucy. This is my grandad my mum and my dad. 3. I'm Zack. This is my family: my mum, my dad and my brother. My brother is seven.

2 Children stick a photo of their families and describe them.

Optional extra: Ask children to work in pairs and show each other their photos and describe them.

Wrap up

Divide the class into groups and distribute a piece of construction paper and magazines. Ask children to cut out different types of families and label the members. Ask the groups to include the title *Families are different*. Display the posters on the classroom walls.

UNIT 2

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 23

Answer key

1 1. baby brother, 2. grandma, 3. grandad

REVIEW - SB PAGES 24 & 25

LANGUAGE OBJECTIVES

Grammar

- *This is my...*
- Present simple *be*

Vocabulary

- Family members
- Feelings
- Numbers: 1-10

SKILLS OBJECTIVES

Listening

- Identify feelings and circle the correct picture

Reading

- Identify the key vocabulary in the unit

Writing

- Write target vocabulary: family members, numbers and feelings

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Word Cards Unit 2
- Dice

Warmer

Dictate four words including one that does not belong to the same category. Ask children to identify the different words in each group. Check spelling on the

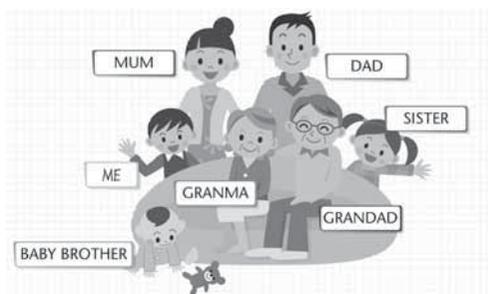
board. Suggestion: mum, sister, hungry, dad / seven, one, brother, nine / happy, baby, thirsty, hot

Lead-in

Divide the class into groups. Prepare cards with the names of the categories and hand out a dice to a group. Ask a student to take a card and throw the dice. Tell the group they have to mention the number of words shown on the dice related to the category on the card.

1 Children look and write the family members.

Answer key



2 Children complete with the numbers.

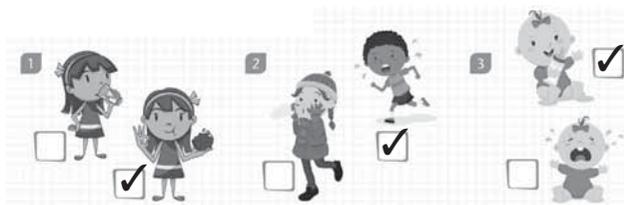
Answer key



Optional extra: Divide the class into pairs. Give instructions to count in different ways and ask children to take it in turns to say the numbers. Suggestions: Count from 10 to 1. / Count from 1 to 10, omitting the multiples of 2. / Count to 5 clapping the number of times represented by the number.

3 1.22 Children listen and tick (✓).

Answer key



Optional extra: Play *Can you remember?* with vocabulary related to feelings. Say *I'm happy* and ask a child to repeat the sentence and add another word, *I'm happy and hungry*. Then the next child repeats the sentence and adds another word and so on.

4 Children read, look and complete.

Answer key six, happy, dad, mum, brother, sisters

5 Children read and draw.

Answer key Child's own drawing

Fast finishers: Children draw two more members of the family expressing feelings. Tell them to exchange the pictures with other partners to identify the vocabulary.

Wrap up

Hold up unit 2 Word cards one by one and say each word for the children to repeat. Remove a card, and then stick the remaining ones to the board. Ask: *what's missing?* Repeat several times.

FINAL EVALUATION

Teacher's Resource Material: Test Unit 2

AT HOME

Activity Book - pages 24 & 25

Answer key

1 1. sister, 2. grandma, 3. grandad, 4. me, 5. dad, 6. mum, 7. baby brother

2

1. 	8 EIGHT
2. 	2 TWO
3. 	6 SIX
4. 	10 TEN
5. 	3 THREE

3 1. He is thirsty. 2. She is hungry. 3. He is hot. 4. She is sad.

4 *Child's own drawing.*

Activity Book - page 72

The **Picture Dictionary** on pages 72 and 73 gives children an illustrated reference of the main vocabulary in Unit 2 with extra listening practice.

MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

AUDIO CD



1. She's hungry.
2. He's hot.
3. She's happy.

SB PAGES 26-27

LANGUAGE OBJECTIVES

Vocabulary

- Classroom objects
- Numbers 1-10
- Colours
- Family members
- Feelings

Grammar

- Present simple *be*: affirmative and interrogative
- Questions using *What* and *How many*
- Personal pronouns: *I, he, she, it*

Functions

- Introduce family members
- Express quantities

SKILLS OBJECTIVES

Listening

- Identify target language and draw the corresponding picture

Speaking

- Ask and answer questions using target language
- Describe classroom objects using target language

Reading

- Identify family members

Writing

- Trace target words from the units

MATERIALS

- Digital Book
- Teacher's Resource Material
- Flashcards Units 1 and 2
- Index cards (10 per student)
- Crayons

Warmer

Divide the class into two teams. Choose a category (Family members) and ask one team to name a family member. The other team has five seconds to say a different word, then the first team has five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then

the other team wins the point. Repeat the procedure with other categories: Numbers, Feelings, Colours, School objects.

Lead-in

Put picture cards from units 1 and 2 face down on one side of the board and word cards on the other. Divide the class into two teams. Ask a child from one team to turn over a picture card and a word card and say the words. If the cards match, the team gets a point. If the cards do not match, the student turns them face down again and the other team plays.

1 Children play with a friend.

Optional extra: Remind students of the following chant in unit 1 and use it along with the pictures appearing on the board game to review vocabulary:

T: *What's this? What's this? Tell me, please.*

C: *It's a (book). It's a (book). It's (blue). Yippee!*

2 Children say and draw a phrase.

Answer key Child's own answers.

Optional extra: Ask children to look at the objects on their desks and write phrases about the number of objects they can see, i.e.: *six pencils, two books, two rulers, etc.*

3 Children trace the words and circle the pictures.

Answer key

1. THIS IS MY MUM.    

2. THIS IS MY DAD.   

3. THIS IS MY BABY BROTHER.   

4. THIS IS MY GRANDAD.   

5. THIS IS MY SISTER.   

Fast finishers: Children read the sentences again and identify the family member that is not introduced: *grandma*. They make a picture and write the sentence below: *This is my grandma.*

Wrap up

Hand out index cards (10 per student) and have students choose five vocabulary words from Units 1 and 2 and write them on five index cards. Then have them draw a picture for each vocabulary word on another five cards. Divide the class into pairs and have

children play *Concentration*. Students put their picture cards together and place them face down on one desk. Then they put their word cards together and place them face down on another desk. Students alternate turning over one picture card and one word card. If the word matches the picture, the student keeps the pair of cards. If they do not match, the student turns the cards back over. The student with the most cards at the end of the game is the winner.

CONTINUOUS ASSESSMENT

Teacher's Resource Material: End of Term 1 Test

AT HOME

Activity Book - pages 26-27

Answer key

1 Children find and colour two rubbers green, four balloons red, one pen blue, one ruler orange, three pencils black.

2

1. SHE IS FIVE.

2. SHE IS EIGHT.

3. HE IS SIX.

4. I AM FOUR.

3 1. thirsty, 2. happy, 3. sad, 4. hungry

4 (from top to bottom) 5 dad, 4 sister, 3 grandad, 1 me, 6 grandma, 2 mum

5 Child's own drawing and writing.

UNIT 3

MY HOME

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> affirmative, negative, interrogative • Personal pronouns: <i>I, you, he, she, it, they</i> • Questions: <i>Where</i> • Prepositions of place: <i>on, in, under</i> 	<ul style="list-style-type: none"> • Parts of the house: <i>bedroom, kitchen, living room, bathroom, dining room, garden</i> • Furniture: <i>table, chair, bed, sofa, cooker, fridge</i> • Adjectives: <i>big, small</i> 	<ul style="list-style-type: none"> • Phonics: Initial letter sounds: <i>i, j, k, l</i> 	<ul style="list-style-type: none"> • School objects • Colours • Family members

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use Present Simple with <i>be</i> • To ask and answer questions using <i>Where</i> + <i>be</i> to locate people and objects • To ask and answer <i>Yes / No</i> questions with <i>be</i> 	<ul style="list-style-type: none"> • To identify parts of the house and furniture • To describe the location of people and objects • To identify and describe types of homes
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name parts of the house • To identify and name furniture 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning of words: <i>i, j, k, l</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To sing along to a song to reinforce target language • To ask and answer about the location of people and objects • To describe types of homes and parts of the house 	<ul style="list-style-type: none"> • To understand the lyrics of a song to join in • To recognise the target language of the unit and match to the corresponding image • To identify the location of family members and objects in a house
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To identify parts of the house and furniture • To identify the location of people and objects • To recognise initial letter sounds 	<ul style="list-style-type: none"> • To trace and write target vocabulary: parts of the house and prepositions • To describe rooms in a house • To identify and write the correct form of <i>be</i> • To build confidence in freer writing

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions and prepositions of place.
- Check children can understand and produce oral and written messages using the unit vocabulary: parts of the house, furniture and family members.
- Check children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: identify and describe parts of the house and furniture and describe the location of people and objects.

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher’s Resource Material**
- **Flashcards Unit 3**
- **Word Cards Unit 3**
- **Flashcards unit 2 (family members)**
- **Extra**

Magazines	Photos of rooms in the house
Paper	Pictures of homes
Slips of paper (12 per group)	Construction paper
Paper squares (16 per student)	Paper (A4 size)

GO DIGITAL!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES



Linguistic competence

Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.



Mathematical competence and basic competences in Science and Technology

Children use numbers to order items and improve their spatial awareness.



Digital competence

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.



Social and civic competence

Children look at different types of homes and responsibility of taking part in household chores.



Cultural awareness and expression

Children join in a song and act out stories using the target language in context. Children practise drawing and develop their creativity.



Competence in learning to learn

Children practise writing by tracing words and freehand.



Sense of initiative and entrepreneurship

Children practise working alone, planning and executing a task as well as revising the unit content. They are made aware of the importance of revision as an aid to independent learning.

LESSON 1 - SB PAGE 28

LANGUAGE OBJECTIVES

Vocabulary

- **Parts of the house:** *bedroom, bathroom, dining room, kitchen, living room, garden*
- **Review:** colours

SKILLS OBJECTIVES

Listening

- Understand and introduce parts of the house and furniture in a story

Writing

- Trace key words: parts of the house

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** Unit 3
- Slips of paper
- Magazines

ATTENTION TO DIVERSITY

Use pictures in the stories to revise previous lexical items. This will also facilitate comprehension and will help children build on vocabulary as they are exposed to new words related to the topic of the unit.

Warmer

Draw the outline of a house and stickmen representing female and male relatives on the board. Say: *This is my house and this is my family.* Point to the pictures and drill the family members chorally. Ask some children to mention their family members.

Lead-in

Ask children to open their books to page 28. Encourage them to identify the characters: *Peter and Leo.* Ask: *What are they doing? Is the tree house for them?* Elicit ideas and write the predictions on the board to check later with the audio CD.

1 1.23 Children listen to the story and look at the pictures.

Optional extra: Prepare slips of paper with sentences from the script. Play track 23 again and pause after each line for children to repeat. Then divide the class in small groups and hand out the slips of paper. Children read the sentences aloud and say the numbers of the corresponding pictures.

2 1.24 Children listen and trace the words.

Fast finishers: Write parts of the house with scrambled letters on the board. Ask children to identify the words and write them in their notebooks.

Wrap up

Divide the class into pairs. Hand out magazines and ask children to cut out pictures of the parts of the house. Then tell pairs to work together and ask and answer about their pictures, for example: *What's this? It's a kitchen.*

INITIAL EVALUATION

Play track 24 and show unit 3 **Flashcards** with the parts of the house. If the pictures match the words, children clap once. If there is no coincidence, they shake their heads.

AT HOME

Activity Book - page 28

Answer key

- 1 From left to right, top to bottom: 2, 5, 4, 4, 1, 3
- 2 garden - Child's own drawing.

AUDIO CD



Leo: Is this your house, Peter?

Peter: Yes! This is the living room and this is the dining room.

Peter: Look! This is the kitchen.

Leo: What colour is the fridge?

Peter: It's red.

Leo: And is this the bedroom?

Peter: Yes, this is the bed. It's blue.

Leo: The garden is big! What's this?

Peter: It's a tree house for George!

LESSON 2 - SB PAGE 29

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Questions with *Where* and *be*

Vocabulary

- **Parts of the house**
- **Furniture:** *chair, sofa, table, bed, fridge, cooker*

Functions

- Ask and answer about the location of furniture

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using the target language

Listening

- Follow a song and recognise target language
- Identify furniture and match to written words

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- **Flashcards** Unit 3
- Magazines
- Paper

ATTENTION TO DIVERSITY

Assist pairs when they do speaking activities and check all children participate. Demonstrate the activity with some volunteers to ensure understanding.

Warmer

Ask children to look at the house on page 29 and name the parts. Point to the room with the desk and computer and teach *study room*. Write the words on the board.

Lead-in

Show Unit 3 **flashcards** with pictures of pieces of furniture. Say each word and drill. Ask children to

match the flashcards with the parts of the house. Stick the flashcard next to the corresponding word on the board. Accept more than one place for a piece of furniture.

1  1.25 Children listen and sing.

Optional extra: Divide the class in small groups and assign different parts of the song. Play the audio CD and ask children to sing their lines. Then encourage children to draw a picture of the place, according to the description in the song. Ensure that they understand the meanings of *big* and *small*.

2  1.26 Children listen and number.

Answer key 3, 6, 4, 1, 2, 5

3 Children ask and answer.

Answer key Child's own answers

Optional extra: Tell children to remember where the pieces of furniture and objects are in the house and close their books. Say the location of the things and have students identify if they are right or wrong. Tell them to raise their hand if the sentence is correct and to cross their arms if it is incorrect. Encourage volunteers to correct the wrong information.

Fast finishers: Ask children to draw a piece of furniture in the corresponding room of the house. Write the following question and answer on the board for students to copy and complete in their notebooks:
Where is the _____? The _____ is in the _____.

Wrap up

Divide the class into small groups and distribute magazines. Write a list of pieces of furniture and / or other objects on the board. Have students hunt through magazines and find the objects. The first team to find all of the objects, cut or tear them out and glue them onto a piece of paper is the winner.

CONTINUOUS ASSESSMENT

Ask children to draw an outline of a house using the picture in activity 3 as a model. Tell them to label the rooms and to include pieces of furniture and objects in each room.

AT HOME

Activity Book - page 29

Answer key

- 1 1. sofa, 2. bed, 3. cooker, 4. table, 5. chair
- 2 1. It's in the kitchen, 2. They are in the dining room, 3. It's in the bedroom, 4. It's in the dining room.

LESSON 3 - SB PAGE 30

LANGUAGE OBJECTIVES

Grammar

- **Prepositions:** *in, on, under*
- Present simple question with *be*
- Short answers with *be*

Vocabulary

- Furniture
- **Review:** School objects

Functions

- Describe the location of objects

SKILLS OBJECTIVES

Listening

- Identify the location of objects

Reading

- Interpret and respond to questions using the target language

Writing

- Trace key words: prepositions

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material

Warmer

Play *Noughts and crosses* to revise school objects. Draw the grid on the board and divide the class into two teams. Show a school object and ask the first team a question related to the object. If they answer correctly,

they draw a nought or a cross in a square and then the other team plays. The team that first draws three noughts or crosses in a row wins. Suggested questions: *What is this? What colour is it? How many?*

Lead-in

Draw a bed on the board, line by line. After each line, ask: *What's this?* The first student to identify the object is the winner. Repeat with drawings of a desk and a chair. Finally, draw a lamp on the board and teach the word.

1 Children read and trace.

Optional extra: Ask children to take a pen. Say sentences describing different locations and have students place the pen accordingly. Suggestions: *The pen is under the chair / the desk. The pen is on the desk / the book. The pen is in the school bag / the pencil case.* Encourage children to work in pairs and describe more positions with other school objects.

2 1.27 Children listen and stick.

Answer key



3 Children look and circle.

Answer key 1. No, it isn't, 2. Yes, it is, 3. No, they aren't.

Optional extra: Write the affirmative and negative short answers on the board. Divide the class into small groups and invite a volunteer from each team out. Ask a question about the objects in the picture: *Are the lamps under the chair?* The volunteers run and touch the correct answer. The first one wins a point. Repeat several times and invite different volunteers out to answer.

Wrap up

Divide the class in pairs. Invite children to ask about the location of different objects in the picture using *Where's the ...?*

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 30

Answer key

- 1** 1. in, under, 2. in, on
- 2** 1. Yes, it is, 2. No, they aren't, 3. Yes, it is, 4. Yes, it is.
- 3** Child's own colouring.

AUDIO CD



Boy: Welcome home! This is my bedroom. The books are on the desk. Where are my pencils? They are under the chair. My dog is on the bed. And the ball is under the bed. And look! The cat is in my school bag!

LESSON 4 - SB PAGE 31

LANGUAGE OBJECTIVES

Grammar

- Present simple question with *be*
- Short answers with *be*

Vocabulary

- **Parts of the house**
- **Review:** Family members

Functions

- Ask and answer about the location of people

SKILLS OBJECTIVES

Listening

- Identify family members and parts of the house

Speaking

- Ask and answer questions using target language

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- **Flashcards** unit 2 (family members) and unit 3

ATTENTION TO DIVERSITY

Some children may find Activity 1 difficult as there is no written support. Play the audio CD several times and drill the questions and answers chorally and individually.

Warmer

Draw two columns on the board and write *She* and *He* at the top. Show unit 2 **Flashcards** of family members one by one. Have students say the word and invite a volunteer to stick the picture under the correct column.

Lead-in

Ask children to look at the picture in activity 1. Name a family member and have children say where they are, for example: T: *Baby brother*. C: *Bedroom*.

1 Children listen and point.

Optional extra: Play track 28 again and pause after the question. Encourage students to provide the answers. Play the audio CD again to check.

2 Children cut out and place the family members in the house using the unit 3 Cut-Outs. Then they ask and answer.

Fast finishers: Ask children to write about the location of pieces of furniture and objects in the picture. Write example sentences on the board to help them: *The TV is on the table. The TV is in the living room.*

Wrap up

Attach the flashcards of the parts of the house on the left side of the board and the flashcards of family members on the right. Match the family members with the places and ask: *Is Mum in the living room?* Children look at the connections and respond chorally: *Yes, she is. / No, she isn't.* Match more than one member with a place to practise the plural form: *Are my dad and sister in the garden?*

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 31

Answer key

1

1. ARE THEY IN THE DINING ROOM?
YES, THEY ARE.



2. ARE THEY IN THE KITCHEN?
NO, THEY AREN'T. THEY'RE
IN THE LIVING ROOM.



3. IS MY DAD IN THE BEDROOM?
NO, HE ISN'T. HE'S IN THE
BATHROOM.



4. ARE THEY IN THE GARDEN?
YES, THEY IS.



5. IS MY SISTER IN THE BEDROOM?
YES, SHE IS.



AUDIO CD



1. Is Dad in the living room?
No, he isn't. He's in the bathroom.
2. Are Grandma and my baby brother in the bedroom?
Yes, they are.
3. Is my sister in the bathroom?
No, she isn't. She's in the bedroom.
4. Is Mum on the sofa?
No, she isn't. She's in the kitchen.
5. Is my brother in the kitchen?
Yes, he is.

LESSON 5 - SB PAGE 32

LANGUAGE OBJECTIVES

Grammar

- *be* 2nd person interrogative
- **Review:** Prepositions

Vocabulary

- **Parts of the house:** *kitchen, bedroom, living room*
- **Furniture:** *sofa, bed*

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

Writing

- Write answers using target language

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- Slips of paper (12 per group)

ATTENTION TO DIVERSITY

Help children follow the narrative by pausing the audio CD and asking questions to check comprehension.

Warmer

Write the parts of the house in slips of paper and cut the words in half. Divide the class into small groups and hand out the slips of paper. Ask children to put the slips of paper together to form the words. Then invite volunteers from different groups to say the words to check.

Lead-in

Invite children to look at the pictures on page 32. Read the title aloud and tell the class that this is the name of a game. Encourage them to identify the game from the pictures. Mime the actions *hide* and *seek* to ensure understanding. Have children point to the boy who is

seeking and the boy who is hiding. Ask: *Do you play Hide and seek? Do you like it?*

1 1.29 Children listen and look at the pictures.

Optional extra: Play the audio CD and have children repeat after each line. Then write the events in the story on the board in a different order and children say the correct order. Play the audio CD again to check.

2 In pairs, children act out the story.

3 Children complete the sentences.

Answer key 1. 'm not, 2. am

Optional extra: Have children draw themselves in a part of the house. Then tell them to take turns and ask and answer about their location in the house.

Wrap up

Read lines from the story with mistakes and ask children to correct them, for example: *Are you ready? No, I'm not!, Are you on the sofa?, etc.*

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 32

Answer key

- 1 1. No, I'm not, 2. No, I'm not, 3. No, I'm not, 4. Yes, I am.
- 2 *Child's own answer.*

AUDIO CD



Boy 1: 8, 9, 10! Are you ready?

Boy 2: Yes, I am!

Boy 1: You aren't in the kitchen! Are you in the living room?

Boy 1: You aren't under the sofa. Are you in the bedroom?

Boy 1: Aha! You are under the bed!

Boy 2: No, I'm not! Let's play again!

LESSON 6 - SB PAGE 33

LANGUAGE OBJECTIVES

Vocabulary

- *Igloo, insect, jeans, juice, kitchen, key, living room, lamp*

Pronunciation

- **Phonics:** initial letter sounds: *i, j, k, l*

SKILLS OBJECTIVES

Speaking

- Produce initial letter sounds

Listening

- Recognise initial sounds

Reading

- Identify and match words with initial letter sounds with pictures

Writing

- Practise letter formation

MATERIALS

- **Digital Book**
- **Audio CD**
- Paper squares (16 per student)

ATTENTION TO DIVERSITY

Drill the sounds chorally and individually and use chants to help children imitate and become familiar with the pronunciation of the words.

Warmer

Draw pictures of new vocabulary on the board: *insects, jeans, juice* and *key*. Model pronunciation of the words and ask children to repeat. Write the words next to the pictures and highlight the initial letters with a different colour.

Lead-in

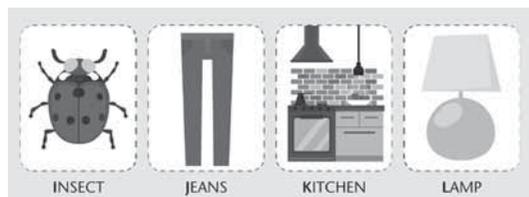
Play air writing to revise the initial letters of the words present in this lesson: *I, J, K* and *L*. Use your finger to write a letter in the air, for example *I*, and ask children to identify it and say a word that contains that letter: *insects*.

UNIT 3

1  **1.30** Children listen, trace and point. Then they repeat.

2 Children stick and say.

Answer key



Wrap up

Write several words that contain the initial letters *I, J, K* and *L* on the board. Ask children to group them according to the letters. Then say a letter and have children say all the words that start with it. Suggestions: *I: igloo, insect, in, iguana, India; J: jeans, juice, jug; K: key, kitchen, koala; L: living room, lamp, look, listen*

CONTINUOUS ASSESSMENT

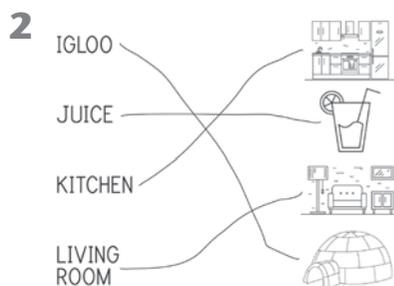
Hand out paper squares. Ask children to draw the pictures from activity 1 in each of the cards and write the initial capital letters and small letters in the rest of the cards. Tell them to put their cards facing down in a pile. Ask them to work in pairs and turn over a card at the same time. If their cards show the same pictures or letters or picture and letter, they have to say the word. The first child to say the word correctly, gets the cards.

AT HOME

Activity Book - page 33

Answer key

1 1. L, 2. I, 3. K, 4. J



LESSON 7 - SB PAGE 34

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Affirmative sentences with *be*

Vocabulary

- **Review:** parts of the house

Functions

- Describe a house

SKILLS OBJECTIVES

Reading

- Identify the target language in a description in order to match them up with pictures

Writing

- Write target language in a description

MATERIALS

- **Digital Book**
- **AB Audio**
- **Teacher's Resource Material**
- Photos of rooms in the house

ATTENTION TO DIVERSITY

Revise vocabulary children will need for doing less controlled practice so that they feel more confident when using the target language. Monitor and help children to ensure they complete the task.

Warmer

Play the song *Welcome home!* and invite children to sing along. Then write the first three lines on the board and have some volunteers complete them with their ideas. Give an example as a guide: *Welcome home! Come in! This is the (kitchen). The (fridge) is (big).*

Lead-in

Tell children to look at the photos on page 34. Ask about the location of the pieces of furniture, for example: *Where is the sofa? Where is the cooker?, etc.*

1 Children read and number.

Answer key Clockwise: 2, 4, 1, 3

Optional extra: Write scrambled sentences on the board to describe each of the rooms. Ask children to work in pairs and write the sentences in the correct order and identify the rooms they describe: *table The small. is (Living room.) The is cooker white. (Kitchen.) purple lamp is The. (Big bedroom.) is small bed The. (Bedroom.)*

2 Children stick photos and describe the rooms in their houses.

Answer key Child's own answers.

Wrap up

Invite children to the front to show their photos to the class and read their descriptions aloud.

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 34

Answer key

- 1** 1. study room, 2. bathroom, 3. living room, 4. kitchen, 5. bedroom
- 2** Child's own colouring.

AB AUDIO



5 - AB - page 34

This is my house.

1. This is the study room with a desk and a chair.
2. The bathroom is big.
3. This is the living room with a sofa, and armchair and two tables.
4. This is the kitchen. It is small.
5. This is my bedroom with a bed and toys in a box.

LESSON 8 - SB PAGE 35

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Present simple questions with *be*

Vocabulary

- **Types of homes:** *flats, farmhouse, igloo, bungalow*
- *big, small*

Functions

- Ask and answer about homes

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language

Listening

- Identify types of homes

MATERIALS

- **Digital Book**
- **Audio CD**
- Pictures of homes
- Construction paper
- Paper (A4 size)

Warmer

Revise the parts of the house and furniture. Invite a volunteer to the front and whisper a word into her / his ear. Ask the child to draw the picture for the class to identify the place or object. The student who guesses the word goes to the front to draw another picture.

Lead-in

Show pictures of different types of homes. Say the words and drill chorally. Stick the piece of construction paper on the board and divide it into two columns with the words *Big* and *Small* as headings. Ask children to classify the homes according to size and stick the pictures under the correct heading.

1 1.31 **Children listen and match.**

Answer key 1. This is my igloo. It's small. 2. This is my flat. It's big. 3. This is my bungalow. It's small. 4. This is my farmhouse. It's big.

UNIT 3

Values: Ask children if they think their homes are nice and encourage them to mention ways in which they can help to keep them clean and tidy and why this is important.

2 Children draw their homes and complete.

Answer key Child's own drawing.

3 Children ask and answer.

Wrap up

Hand out sheets of paper. Describe a type of home to the class and ask children to draw a picture based on your description. Say each sentence slowly and give children time to draw. Suggestion: *My home is a bungalow. It's big. The walls are yellow. The garden is small. And this is my tree house. Look! The cat is in the tree house.*

CONTINUOUS ASSESSMENT

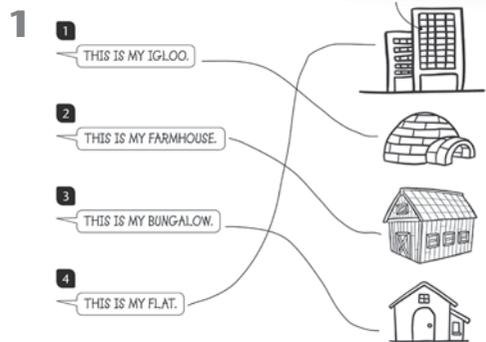
Teacher's Resource Material



AT HOME

Activity Book - page 35

Answer key



2 1. is, 2. isn't, 3. is, 4. isn't

REVIEW - SB PAGES 36 & 37

LANGUAGE OBJECTIVES

Grammar

- Questions with *Where* and *be*
- Present simple question with *be*
- Short answers with *be*
- **Prepositions:** *in, on, under*

Vocabulary

- Parts of the house
- Furniture
- Family members and colours

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target vocabulary and grammar

Listening

- Identify furniture and circle the correct picture

Reading

- Identify the key grammar in the unit

Writing

- Use the target language to complete gapped sentences

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Word Cards Unit 3**
- **Flashcards unit 3**

Warmer

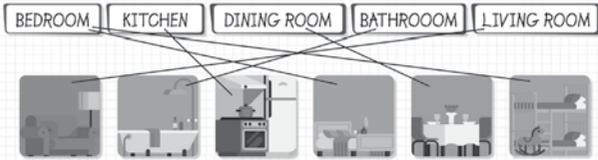
Have students stand up. Put a book in different places around the classroom and make true / false statements about its location: *It's under the (desk). It's in the (box). It's on the (chair).* Have students repeat only the true statements. Students who repeat the false statements must sit down. The last student to remain standing is the winner.

Lead-in

Place unit 3 **Flashcards** behind a book and start showing it slowly. The first student who recognises the picture, takes on your role.

1 Children read and match.

Answer key



2 Children look and complete.

Answer key 1. Is, bathroom, 2. Are, kitchen, 3. Is, 4. Is, living room

Optional extra: Ask children to remember the location of the pieces of furniture. Divide the class into small groups and ask about different objects, for example: *Where is (the TV)? Is the lamp in the bedroom?*, etc. If a group answers correctly, it gets a point. If the answer is incorrect, the other group can answer the question to get a point.

3 1.32 Children listen and circle.

Answer key



4 Children look and circle.

Answer key 1. on, 2. in, 3. on

5 Children colour the picture and answer.

Answer key: Child's own answer.

Fast finishers: Ask children to colour the bed, the chair and the pencil holder. Have them write the questions about the colour of the objects and answer them.

6 Children draw themselves in their favourite room.

Answer key Child's own drawing.

7 Children ask and answer about the pictures.

Wrap up

Place unit 3 **Word cards** in different parts of the classroom. Hold up a unit 3 **Flashcard** and ask children to find the corresponding word card and point to it quickly. Repeat with other flashcards and encourage children to say the words.

FINAL EVALUATION

Teacher's Resource Material: Test Unit 3

AT HOME

Activity Book - pages 36 & 37

Answer key

- 1 1. bathroom, 2. kitchen, 3. living room, 4. bedroom
- 2 1. Are, 2. Is, 3. Are, 4. Is
- 3 Child's own drawing.
- 4 1. Yes, she is. 2. No, he isn't. 3. Yes, they are.

Activity Book - pages 74 - 75

The **Picture Dictionary** on pages 74 and 75 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.

MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

UNIT 4 PLAYING AROUND

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> affirmative, negative, interrogative • Personal pronouns: <i>I, you, he, she, it, they</i> • Demonstrative: <i>this, that</i> • Questions: <i>Where, What, How old</i> • Prepositions of place: <i>on, in, under</i> 	<ul style="list-style-type: none"> • Toys: <i>car, robot, balloon, doll, teddy bear, ball, plane</i> • Pets: <i>cat, dog, fish, monkey, parrot, hamster</i> • Numbers: <i>11 - 20</i> 	<ul style="list-style-type: none"> • Phonics: Initial letter sounds: <i>m, n, o, p</i> 	<ul style="list-style-type: none"> • Colours • Rooms in the house • Furniture • Numbers 1 - 10

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use Present Simple with <i>be</i> for affirmative, negative and interrogative statements • To use demonstrative pronouns (<i>this / that</i>) to identify toys and pets • To practise questions using <i>What</i> and <i>How old</i> • To ask and answer questions using <i>Where + be</i> to locate toys and pets • To ask and answer <i>Yes / No</i> questions with <i>be</i> 	<ul style="list-style-type: none"> • To identify toys and pets • To ask about the location of toys and pets • To ask about age • To say one's age • To count up to 20
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name toys and pets 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning of words: <i>m, n, o, p</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To sing along to a song to reinforce target language • To ask and answer questions identifying toys, pets, age, colour and quantity • To ask and answer about the location of toys and pets • To act out a story 	<ul style="list-style-type: none"> • To understand the lyrics of a song to join in • To recognise the target language of the unit and match to the corresponding image • To interpret and respond to questions using the target language and <i>Wh</i> questions
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To identify toys and pets • To identify the location of toys and pets • To recognise initial letter sounds 	<ul style="list-style-type: none"> • To trace and write target vocabulary: toys, pets and numbers • To write sentences with <i>this / that</i> • To complete gapped sentences with target language • To build confidence in freer writing

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, demonstratives, questions and prepositions of place.
- Check children can understand and produce oral and written messages using the unit vocabulary: toys and pets.
- Check children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: identifying toys and quantities, describing toys and pets, asking and answering about the location of toys and pets and about age.

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Flashcards Unit 4**
- **Word Cards Unit 2**
- **Extra**

Magazines	Paper squares (16 per student)
Construction paper	Empty matchboxes and small boxes
Ball	Crayons
Photo of a pet or picture of an animal	Paint
Slips of paper	Paintbrushes
Bag	Glue
Paper (A4 size)	Pictures of toys

GO DIGITAL!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES



Linguistic competence

Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.



Mathematical competence and basic competences in Science and Technology

Children practise the written and numerical form of the numbers. Children ask and answer questions about age and express quantities.



Digital competence

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.



Social and civic competence

Children look at traditions of celebrating birthdays. Children practise turn-taking and cooperation while working in pairs and groups.



Cultural awareness and expression

Children join in a song and participate in acting out a story using the target language in context. Children take part in craft activities which develop motor skills and creativity.



Competence in learning to learn

Children become more confident writing by tracing words and freehand.



Sense of initiative and entrepreneurship

Children practise working alone, planning and executing a task as well as revising the unit content. They are made aware of the importance of revision as an aid to independent learning.

LESSON 1 - SB PAGE 38

LANGUAGE OBJECTIVES

Vocabulary

- **Toys:** robot, teddy bear, ball, doll, car, plane
- **Review:** colours, prepositions of place

SKILLS OBJECTIVES

Listening

- Understand and introduce toys in a story

Writing

- Trace key words: toys

MATERIALS

- Digital Book
- Audio CD
- Flashcards Unit 4

ATTENTION TO DIVERSITY

Play the audio CD more than once as children may find it difficult to follow the story. To check students understand, you may pause after each picture and ask comprehension questions. Moreover, have children repeat the exchanges so that they become familiar with the words and sounds.

Warmer

Point to a child and say her / his name and age: *She's Sol. She's 7.* If the information is correct, students remain in their seats. If not, they stand up and the child you previously pointed to gives the correct information: *I'm Sol. I'm not 7. I'm 6.* Repeat with other students. Find out which students have recently celebrated their birthday or will celebrate their birthday in the upcoming weeks. Teach students the traditional birthday song: *Happy birthday to you.*

Lead-in

Have children open their books to page 38. Point to the characters and ask: *Who's this? Is this Trish? Where are they?* Show unit 4 **Flashcards** and drill the words related to toys. Explain that the children want to buy a birthday present and encourage students to guess whose birthday it is.

1 1.33 Children listen to the story and look at the pictures.

Values: Talk with children about birthday presents and tell them that presents do not have to be expensive and that they can make their own special present for their friends. Ask them to suggest ideas for a simple and inexpensive present they could make.

Optional extra: Write gapped sentences about the story on the board. Ask children to work in pairs and complete them with one word. Then play the audio CD to check. You may also write the words they need to use on the board to help them. Suggestions: *Today is _____'s birthday. He's _____. Lily and Toby are in the _____ shop. The _____ is a good present for Toby.* Words in a box: toy, Leo, robot, seven

2 Children trace the words.

Fast finishers: Write the words with the missing vowels on the board. Have children copy and complete the words in their notebooks.

3 1.34 Children listen, number and repeat.

Optional extra: Children identify the toys present in the story.

Wrap up

Divide the class into two teams. Give children time to remember the illustrations of the story and ask them to close their books. Write the short answers on the board: *Yes, it is. / No, it isn't. Yes, they are. / No they aren't.* Tell students you will ask questions about the pictures and they have to answer using the correct form. The teams get a point for each correct answer. Suggestions: *Are the toys on a table? Is the plane blue and green? Is the plane big? Is the yellow car on the teddy bears? Are the teddy bears black? Is the robot in a box? Is the robot red and yellow? Are Toby and Lily sad?*

INITIAL EVALUATION

Drawing dictation

Give students instructions for drawing and colouring pictures: *1. It's a plane. It's blue. 2. It's a ball. It's orange and yellow. 3. They are two cars. They are red.* Have students hold up their papers and check their drawings.

AT HOME

Activity Book - page 38

Answer key

1

1. TEDDY BEAR

2. DOLL

3. ROBOT

4. BALL

5. CAR

6. PLANE

2 Child's own answers.

AUDIO CD



Lily: Today is Leo's birthday! He's seven.

Toby: Let's buy a present!

Lily: This plane is nice.

Toby: Mmm, it's small.

Toby: Is that a car?

Lily: Yes, it is. It's for babies!

Toby: Look at this robot in the box!

Lily: This is a good present for Toby!

LESSON 2 - SB PAGE 39

LANGUAGE OBJECTIVES

Grammar

- Demonstratives *this* and *that* with *be*
- Questions with *What* and *be*
- *Yes / No* questions with *be*

Vocabulary

- **Toys**
- **Review:** colours

Functions

- Ask and answer questions to identify toys

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Follow a song and join in.
- Identify pictures related to the vocabulary in structures using the target grammar

Reading

- Interpret and respond to questions using the target language

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Flashcards** Unit 4
- Magazines
- Construction paper
- Ball

ATTENTION TO DIVERSITY

Ask stronger students to demonstrate activities and use the target language to facilitate understanding for weaker children.

Warmer

Divide the class into two teams. Have each team make a single line. The leaders of each line should be facing each other. Hold up a Unit 4 **Flashcard** showing a toy. The first child in each line tries to be the first to name the toy. Explain that the first to name the toy correctly goes to the back of their line. Repeat the procedure until one of the teams has their original line leader return to the front of the line.

Lead-in

Have children look at the toys on page 39. Name a toy and ask children to point to the corresponding picture.

1 Children listen and circle.

Answer key doll, ball, plane

Optional extra: Divide the class in three groups and assign them different parts of the song. Then ask children to sing in different ways; for example, one group whispers, another group sings loudly and the other group raps.

2 Children look, read and answer.

Answer key 1. it is, 2. it isn't, 3. it is, 4. it isn't.

Optional extra: Tell the class to stand in a circle to play *Throw the ball*. Stick the Unit 4 **Flashcards** on the classroom walls and board. Throw a ball to a child and point to a picture far from you: *Is that a ball?* The child answers *Yes, it is.* / *No, it isn't.* and then takes a turn to throw the ball and ask another question using the corresponding demonstrative *this / that*.

3 Children draw and answer.

Answer key Child's own drawing and answer.

Optional extra: Hand out magazines and ask children to cut out a picture of their favourite toy. Then place a piece of construction paper on the board and tell students they are going to make a poster of their favourite toys. Write the title *Favourite toys* at the top and invite children to stick their pictures and label them. Finally, attach the poster to a classroom wall.

Wrap up

Play the song *Favourite toys* and pause the audio CD after the first question. Ask a volunteer to sing the answer about her / his favourite toy and describe its colour. Play the first part again and have other children sing their answers. Ask children to work in pairs and ask and answer about their favourite toys singing the song.

CONTINUOUS ASSESSMENT

Ask children to look at the toys in the pictures of the story on page 38. Have them work in pairs and take turns to ask and answer *Yes / No* questions to identify the toys: *Is this a car? Is that a doll? Yes, it is. / No, it isn't.*



AT HOME

Activity Book - page 39

Answer key

1. 1. doll – plane, 2. robot – teddy bears
2. 1. this – Yes, it is. 2. that – No, it isn't.
3. this – No, it isn't. 4. that – Yes, it is.

LESSON 3 - SB PAGE 40

LANGUAGE OBJECTIVES

Grammar

- Questions with *Where* and *be*
- *Yes / No* questions with *be*

Vocabulary

- **Pets:** *monkey, hamster, cat, dog, parrot, fish*
- **Review:** Rooms of the house

Functions

- Ask and answer about the location of pets

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language

Listening

- Identify pets and match to written word

Writing

- Trace key words: *pets*

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Flashcards Unit 4
- Photo of a pet or picture of an animal
- Paper slips
- Bag

Warmer

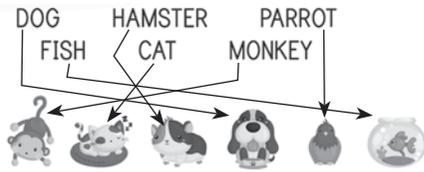
Bring a photo of your pet or cut out a picture of an animal and tell the class it is your pet: *This is my pet, Simon.* Ask questions about the animal for students to identify it and describe it: T: *What's this?* C: *It's a (dog).* T: *Is it brown? What colour is it?* C: *It's (black and white).* T: *Is it big?* C: *No, it isn't. It's small.* Write the title *Pets* on the board, stick the picture and label it.

Lead-in

Show Unit 4 **Flashcards** with pets. Say the words and drill chorally and individually. Stick the flashcards on the board and point to them for children to say the corresponding word.

1 1.36 Children listen, trace and match.

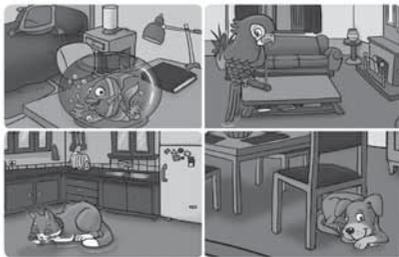
Answer key



Optional extra: Describe a pet and have children identify it; for example: *It's red, green and yellow. (It's a parrot.)* Ask children to work in pairs and take turns to describe and identify the animals in the pictures.

2 Children stick, ask and answer.

Answer key



Fast finishers: Ask children to draw an animal in one of the rooms and write a sentence describing its location.

Wrap up

Write the following words on separate slips of paper: *dog, cat, hamster, fish, monkey, parrot*. Make one slip for each student. Put paper slips in a bag. Have each student pick a paper slip and read it without showing it to anyone. Name one of the pets. The students with the corresponding slips stand up and mime the animal. For example, when you say *Dog!*, students who have *dog* slips mime dog-like actions, such as barking or panting. Repeat with all the pets several times.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 40

Answer key

- 1** 1. parrot, 2. cat, 3. hamster, 4. fish, 5. dog.
- 2** 1. living room, 2. kitchen, 3. bathroom, 4. bedroom.
- 3** 1. No, it isn't. 2. Yes, it is. 3. No, it isn't. 4. Yes, it is.

AUDIO CD



1. My pet is a dog. It's brown and white.
2. This is my pet. It's a hamster.
3. My pet is a parrot. It's green and red.
4. My fish is orange.
5. This is my cat. It's black and white.
6. My pet is a monkey.

LESSON 4 - SB PAGE 41

LANGUAGE OBJECTIVES

Grammar

- Yes / No questions with *be*
- Short answers with *be*
- Prepositions: *in, on, under*

Vocabulary

- **Toys**
- **Numbers:** 11-20
- **Review:** furniture

Functions

- Ask and answer about the location of toys

SKILLS OBJECTIVES

Listening

- Identify numbers

Speaking

- Ask and answer questions using target language

Writing

- Trace key vocabulary: numbers 11-20

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- **Flashcards** unit 4

UNIT 4

ATTENTION TO DIVERSITY

Check that stronger students let their partners participate when speaking. Walk and monitor to ensure that all students have the opportunity to speak and encourage weaker children to do so.

Warmer

Ask children to walk around the classroom asking and answering about their favourite toys. When children find their classmates with the same preferences, they sit down. Finally, ask some volunteers to mention their favourite toys.

Lead-in

Stick the Unit 4 **Flashcards** with the pictures of pets on different parts of the classroom where all the children can see them. Then ask about the location of the animals to revise prepositions of place (*in, on, under*); for example: *Where's the hamster? It's on the chair.*

1 Children cut out and place the pets in the room using the unit 4 Cut-Outs. Then they ask and answer.

Optional extra: Describe the position of the toys in the room and have children place them: T: *The teddy bear is on the bed. The robot is in the box. The car is under the bed. The doll is on the desk. The ball is under the desk.*

2 1.37 Children trace, listen and repeat.

Optional extra: Write a number 1-20 on the board and stick a Unit 4 **Flashcard** with a toy or a pet next to the number. Elicit the words from the class and have a volunteer come to the front and write them: *seven dolls*. If the child has doubts, encourage the class to help her / him. Repeat the procedure with other numbers and flashcards.

Wrap up

Tell children they are going to test their memory. Say *The fish is on the desk*. Ask a child to repeat the sentence and add another sentence describing the location of a different pet, *The fish is on the desk and the dog is in the garden*. Then the next child repeats the sentences and adds another one. When a child forgets the sentences or makes a mistake, she or he starts again with a new description.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 41

Answer key

1. No, it isn't. 2. Yes, they are. 3. No, it isn't. 4. No, it isn't.
- 2 Child's own drawing.
- 3 1. 16 sixteen, 2. 15 fifteen

LESSON 5 - SB PAGE 42

LANGUAGE OBJECTIVES

Grammar

- Yes / No questions with *be*
- Questions: *What colour* and *be*
- Question: *How old are you?*
- *be* affirmative: *I'm (seven)*.
- **Review:** Prepositions

Vocabulary

- **Party objects:** *balloon, present, cake*
- **Review:** colours, numbers

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

Writing

- Write answers using target language

MATERIALS

- **Digital Book**
- **Audio CD**
- **Teacher's Resource Material**
- Paper (A4 size)

ATTENTION TO DIVERSITY

Help children follow the story and understand it by exploiting pictures and clearing up doubts with new vocabulary.

Warmer

Show the Unit 4 **Flashcards** to present vocabulary related to birthday parties: *balloon, present, cake*. Have students look at the items and think about what they are used for. Elicit the idea that these objects can all be found at a party. Point to and name each object. Have students repeat after you. Finally, have students write the words in their notebooks and draw a small picture next to each word, illustrating its meaning.

Lead-in

Have children look at the pictures on page 42 and identify the balloons and presents. Ask: *What colour are they? Where are the presents? Are all the presents on the table? Can you find another present? Where is it? What is it?*

1 1.38 Children listen and look at the pictures.

Optional extra: Start retelling the story but stop at some point and explain that you cannot remember what happens next. Encourage children to reconstruct the story to help you. Then play the audio CD to check.

2 In small groups, children act out the story.

3 Children read and circle.

Answer key 1. blue, 2. under, 3. plane

Optional extra: Describe the positions of other objects in the story in a wrong way: *The blue present is under the sofa. The plane is on the box. The presents are under the table. The balloons are in the kitchen.* Ask children to say the correct location.

4 Children read and answer.

Answer key 1. he is, 2. Child's own answer, 3. Child's own answer

Wrap up

Hand out a sheet of paper to each student and have them draw a picture of themselves at their birthday party. Remind them to include as many of the following items as possible: *balloons, presents, cake with candles*, etc. As they finish, have them label the party objects in their pictures and write at the bottom: *I'm _____ years old.* Display students' work around the classroom.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 42

Answer key

- 1 Children colour the candles red, the balloons yellow, the presents green, blue and orange and the cake red and white.
- 2 1. Yes, she is. 2. No, he isn't, 3. Yes, I am.

AUDIO CD



Birthday party!

Girl: Hi Tim!

Mum: Hello! How old are you today?

Boy: I'm seven.

Girl: Oh no! Where's my present?

Boy: Is it yellow?

Girl: No, it isn't.

Boy: What colour is it?

Girl: It's blue. And it's under the balloons!

Girl: Happy birthday!

Boy: This is my favourite toy! Thanks!

LESSON 6 - SB PAGE 43

LANGUAGE OBJECTIVES

Vocabulary

- *Monkey, man, nineteen, numbers, orange, octopus, plane, parrot*

Pronunciation

- Phonics: initial letter sounds: *m, n, o, p*

SKILLS OBJECTIVES

Speaking

- Produce initial letter sounds

Listening

- Recognise initial sounds

Reading

- Identify and match words with initial letter sounds with pictures

Writing

- Practise letter formation

UNIT 4

MATERIALS

- Digital Book
- Audio CD
- Paper squares (16 per student)

ATTENTION TO DIVERSITY

Make the sounds clearly and drill chorally and individually. Exaggerate the position of your lips when you model the pronunciation of a sound so that children can imitate you.

Warmer

Show pictures of the vocabulary presented in this lesson. Encourage children to say the words as they already know them. Then show a picture of an octopus and model pronunciation of the word and drill.

Lead-in

Say the initial letters of the words presented in this lesson, one at a time: *M, N, O, P* and ask children to identify the word that begins with that letter: *man*.

1  **Children listen, trace and point. Then they repeat.**

2 **Children match the letter sound to the picture.**

Answer key 1. O o, 2. P p, 3. N n, 4. M m

Wrap up

Write words on the board without the initial letter and have children identify the missing letter.

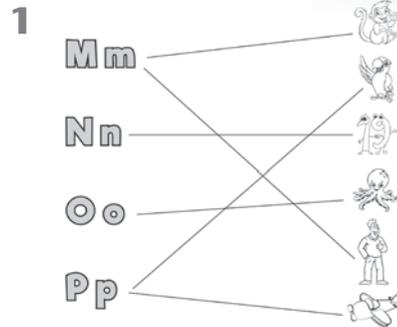
CONTINUOUS ASSESSMENT

Say a word with one of the initial sounds and have children say another word with that letter. You may add examples of words that children already know but are not in this lesson: *nine, notebook, mum, picture, pencil, on*, etc.

AT HOME

Activity Book - page 43

Answer key



2 1. P, 2. N, 3. M, 4. O

LESSON 7 - SB PAGE 44

LANGUAGE OBJECTIVES

Grammar

- Demonstrative *this* with *be*
- Affirmative sentences with *be*
- Questions: What *colour* and *be*

Vocabulary

- Review: colours

Functions

- Describe a robot

SKILLS OBJECTIVES

Reading

- Identify the target language in a description in order to match them up with pictures

Speaking

- Ask and answer questions using target language

MATERIALS

- | | |
|------------------------------------|----------------------------------|
| • Digital Book | • Crayons |
| • Audio CD | • Paint |
| • Teacher's Resource Material | • Paintbrushes |
| • Empty matchboxes and small boxes | • Glue |
| | • Slips of paper (1 per student) |

ATTENTION TO DIVERSITY

Monitor and help children while doing crafts. Give instructions clearly and ensure children can follow the steps at the same time so that they all complete the task.

Warmer

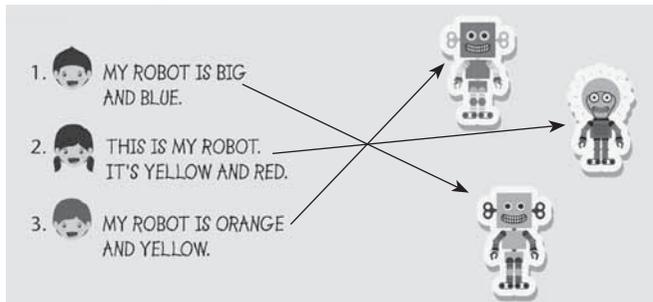
Play *Pictionary* and draw a toy for children to say the word. Invite the first child who identifies the picture to draw another toy and ask the class to guess it. Play until you have revised all the toys.

Lead-in

Hold up the book to show the class the picture on page 39. Play the song *Favorite toys* and pause before the colours of the toys are mentioned. Have children sing the corresponding colours by looking at the picture. Play the audio CD to check and pause before children listen to the other colours.

1 1.40 Children read, listen and match.

Answer key



1. MY ROBOT IS BIG AND BLUE.

2. THIS IS MY ROBOT. IT'S YELLOW AND RED.

3. MY ROBOT IS ORANGE AND YELLOW.

2 Children make their robots.

Go over the pictures in the Student's Book to give the instructions. Ask children to take the empty matchboxes and other little boxes they brought. Then explain that they have to stick the boxes to make their robots. Help them glue the parts together if necessary. When children have made their robots, tell them to colour them with paints or crayons and decorate them. Finally, children ask and answer about the colours of their robots.

Wrap up

Hand out a slip of paper to each student. Ask children to write about the colour of their robots. They may also include information about the size. Copy the following on the board as a guide: *My robot is _____ (colour). It is _____ (size: big / small).* Have

children place all the robots at the front of the classroom. Collect all the papers with the descriptions and redistribute them. Finally, ask students to read the sentences and identify the correct robot.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 44

Answer key

1. 1. Child's own colouring - green, orange and black, 2. Child's own colouring - yellow, green and red, 3. Child's own colouring - blue, red and yellow.
2. Child's own answer.

LESSON 8 - SB PAGE 45

LANGUAGE OBJECTIVES

Grammar

- Demonstratives *this / that* with *be*
- Present simple questions with *be*
- Present simple *be* in affirmative sentences

Vocabulary

- **Toys:** *Mr Head Potato, Woody, Minion, Pinocchio, toy blocks*
- **Review:** colours

Functions

- Identify toys

SKILLS OBJECTIVES

Listening

- Identify and match vocabulary with pictures

Reading

- Understand the target language in order to match up with pictures

Writing

- Write target language without the help of tracing in order to build confidence

UNIT 4

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Pictures of toys
- Construction paper (1 per group)
- Magazine

Warmer

Divide the class in small groups. Write the words related to toys with scrambled letters. Give children one minute to put the letters in order and write the words. Then check the words on the board to find out which team is the winner.

Lead-in

Bring pictures of famous toys and show them to the class. Have children recognise them and describe their colours. Then ask: *What's your favourite famous toy?*

1 1.41 Children read, listen and number.

Answer key 1. Woody, 2. Mr Head Potato, 3. Pinocchio, 4. Minion, 5. Toy blocks.

2 Children draw a famous toy and answer.

Answer key Child's own drawing and answer.

Optional extra: Tell children to work in pairs and show and describe their pictures to their partners.

Wrap up

Divide the class in groups and hand out magazines. Have children cut out pictures of famous toys to make a collage. Tell them to write *Famous toys* at the top of the construction paper and stick the pictures. Display the collages on the classroom walls.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 45

Answer key

1

1 THIS IS A MINION.

2 THAT IS WOODY.

3 THEY ARE TOY BLOCKS.

4 THIS IS MR HEAD POTATO.

5 THAT IS PINOCCHIO.



2 1. toy blocks, 2. Mr Head Potato, 3. a Minion, 4. Pinocchio.

REVIEW - SB PAGES 46 & 47

LANGUAGE OBJECTIVES

Grammar

- Demonstratives *This / That*
- Present simple question with *be*
- Short answers with *be*
- Questions with *How many*
- **Prepositions:** *in, on, under*

Vocabulary

- Toys
- Pets
- Numbers 1-20
- Colours

Function

- Ask and answer about quantity and colours

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target vocabulary and grammar

Reading

- Identify the key grammar in the unit

Writing

- Use the target language to complete gapped sentences

MATERIALS

- Digital Book
- AB Audio
- Teacher's Resource Material
- Flashcards unit 4

Warmer

Put unit 4 **Flashcards** on the board, point to a card and say a sentence: *That is a red plane.* If the sentence is correct, students repeat it. If it is wrong, they remain silent.

Lead-in

Write four words related to a category and include one that does not belong to the group. Have children identify the odd word and cross it out.

1 Children look and complete.

Answer key 1. This, 2. That, 3. This, 4. That.

2 Children find, circle and say.

Answer key 16 balls, 14 cars, 4 teddy bears, 6 planes, 7 robots, 10 balloons

Optional extra: Have students take turns and point to a toy and identify it: *This is a car. That is a ball.*

3 Children point, ask and answer.

Optional extra: Ask children to work in pairs. Tell them to choose one of the toys and describe it to their partners so that she / he identifies it: *It is red, blue and yellow. It's on the bed. (It's a car.)*

4 Children read and match.

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

5 Children read, look and complete.

Answer key parrot, blue, yellow

6 Children draw their pets and write.

Answer key Child's own drawing and answer.

Optional extra: In pairs, children ask and answer about the pictures.

Wrap up

Write the following letters on the board: *p, b, c.* Have students copy the letters in their notebooks. Give students five minutes to look at the pictures from this unit and write as many words as they can that begin with those letters. After five minutes, have students stop writing and count the number of words they were able to write. The student with the most words is the winner. Have students read their words out loud and write them on the board: *p: plane, party, present, pink, purple, pet, parrot b: balloon, blue, blocks, ball, birthday, bedroom, bed, box c: candles, car, cake, cat, colours, chair*

FINAL EVALUATION

Teacher's Resource Material: Test Unit 4

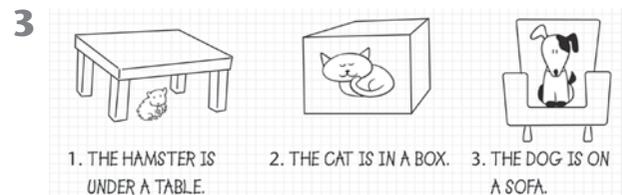
AT HOME

Activity Book - pages 46 & 47

Answer key

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

2 1. Children colour the parrot red and green. 2. Children colour the dog brown. 3. Children colour the cat black. 4. Children colour the fish orange, purple, red, blue and yellow.



4 1. isn't, 2. is, 3. is, 4. isn't.

5 Child's own answers.

Activity Book - page 75-76

The **Picture Dictionary** on pages 75 and 76 gives children an illustrated reference of the main vocabulary in Unit 4 with extra listening practice.

MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

LANGUAGE OBJECTIVES

Vocabulary

- Parts of the house
- Furniture
- Family members
- Numbers 1-20
- Colours
- Toys
- Pets
- Party objects

Grammar

- Present simple *be*: affirmative, negative, interrogative
- Questions using *What, Where, How many, How old*
- Personal pronouns: *I, he, she, it, you, they*
- Prepositions: *in, on, under*

Functions

- Ask and answer questions to identify objects, colours, locations
- Ask about age
- Express quantities

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language
- Describe the location of people and objects using target language

Reading

- Identify target vocabulary and grammar and draw the corresponding pictures

MATERIALS

- Digital Book
- Teacher's Resource Material
- Flashcards Units 1-4
- Word Cards Units 1-4

ATTENTION TO DIVERSITY

Make sure children play fairly when they play the game. Tell them to respect their turns and give their partners time to answer. Monitor and check that all children participate.

Warmer

Divide the class into two teams. Play *I spy...* with objects in the classroom to revise colours. Say, for example: *I spy something red.* Each team can ask questions in turns: *Is it on the desk? Is it a school bag?* Repeat the procedure with other objects and invite some volunteers to choose an object to describe for the rest of the class to guess.

Lead-in

Bring Units 1-4 **Flashcards** and write columns with the names of the categories on the board: *family members, furniture, parts of the house, feelings, school objects, toys and pets.* Show the class one card very quickly and turn it back again. Have children identify the picture and say what it is. Invite a volunteer to stick the card under the corresponding category.

1 Children play *The question game* with a friend.

Optional extra: Divide the class into two teams. Have a team choose a number from 1-16, for example: 9. Make a different question from that in the square to ask the team: *Are the teddy bears under the box? What colour are the teddy bears?* If the team answers correctly, they win a point. If not, the other team can answer the question to get a point.

2 Children match. Then they ask and answer.

Answer key Child's own answers.

Fast finishers: Have children write a list of their toys and include the number they have of each object; for example: two balls, five cars, one robot. Ask them to draw the pictures next to the items.

3 Children read and draw.

Answer key Child's own drawings.

Optional extra: Children write about the location of a family member, a toy and a pet in the house, using the description in this exercise as a guide. Then divide the class into pairs and tell them to take turns to read

their sentences and identify where their partners have located the person, animal and toy.

Wrap up

Hand out Units 1 - 4 **Flashcards** and **Word cards**. Tell children they have to find partners with words or pictures of the same category and get together. Write the categories on the board to help them and encourage them to match the words with the pictures. Once all the groups are formed, check the combinations with the class.

CONTINUOUS ASSESSMENT

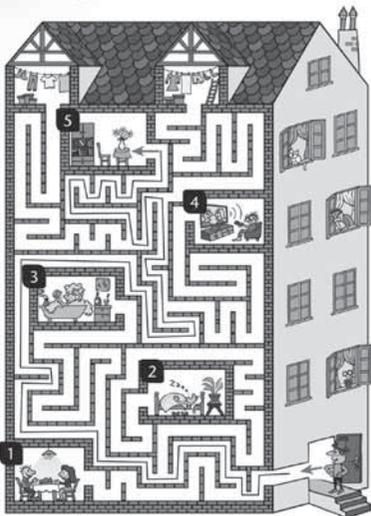
Teacher's Resource Material: End of Term 2 Test

AT HOME

Activity Book - pages 48-49

Answer key

1



- 2** 1. Room 1, 2. the window, 3. Room 2, 4. Room 4, 5. Room 1.
- 3** 1. dining room, 2. bedroom, 3. bathroom, 4. living room.
- 4** Children colour the cat red, the dog yellow, the bird green and the fish blue.
- 5** 1. No, it isn't. 2. Yes, it is. 3. No, it isn't. 4. Yes, it is.
- 6** 1. The teddy bear is in the bedroom, 2. The pencils are under the bed, 3. The boy is on the bed, 4. The car is under the bed.

UNIT 5

MY BODY

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> affirmative, negative, interrogative • Present simple: <i>have / has got:</i> affirmative, negative, interrogative • Prepositions: <i>on, in, under</i> • Questions: <i>What colour, How many</i> • Personal pronouns: <i>I, you, he, she, it, they</i> • Possessive adjectives: <i>my, your, his, her</i> • Demonstratives: <i>this, these</i> 	<ul style="list-style-type: none"> • Parts of the body: <i>head, hair, face, arms, legs, hands, feet</i> • Parts of the face: <i>nose, mouth, eyes, ears</i> • Adjectives: <i>small, big, tall, short, blonde</i> 	<ul style="list-style-type: none"> • Phonics: Initial letter sounds: <i>r, s, t, u</i> 	<ul style="list-style-type: none"> • Colours • Numbers

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use <i>have got</i> to show possession • To practise the Present Simple tense • To use demonstratives (<i>this / these</i>) to identify singular and plural parts of the body • To practise questions using <i>What colour</i> and <i>How many</i> 	<ul style="list-style-type: none"> • To identify parts of the body • To describe people
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name parts of the body • To identify and name colours and adjectives 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning of words: <i>r, s, t, u</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To sing along to a song to reinforce target language • To describe appearance using the structure <i>have got</i> • To give instructions using imperatives • To act out a story 	<ul style="list-style-type: none"> • To understand the lyrics of a song to act out the gestures • To recognise the target language of the unit and match to the corresponding image • To interpret and respond to questions using the target language
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To identify parts of the body • To listen to select the correct item • To recognise initial letter sounds 	<ul style="list-style-type: none"> • To trace and write target vocabulary: parts of the body and parts of the face • To complete descriptions using the target language • To build confidence in freer writing

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: imperatives, *have got*, present simple and demonstratives.
- Check children can understand and produce oral and written messages using the unit vocabulary: parts of the body, parts of the face, colours, adjectives and verbs.
- Check children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: identify parts of the body, the face and colours, describe people and ask and answer questions about physical characteristics.

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Flashcards Unit 5**
- **Word Cards Unit 5**
- **Extra**

Paper (A4 size)	Construction paper
Die	Crayons
Picture of a clown	Magazines
Robots (from unit 4)	

GO DIGITAL!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES



Linguistic competence

Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.



Mathematical competence and basic competences in Science and Technology

Children learn about actions to take care of our bodies. Children use numbers to order items.



Digital competence

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.



Social and civic competence

Children focus on fair play and practise cooperation while working in pairs and groups.



Cultural awareness and expression

Children join in a song and participate in acting out a story using the target language in context. Children create their own designs and develop creativity.



Competence in learning to learn

Children become more autonomous writing and making decisions.



Sense of initiative and entrepreneurship

Children practise working alone, planning and executing a task as well as revising the unit content. They are made aware of the importance of revision as an aid to independent learning.

UNIT 5

LESSON 1 - SB PAGE 50

LANGUAGE OBJECTIVES

Vocabulary

- **Parts of the body:** *hair, head, arm, face, hand, leg, feet*
- **Review:** colours

SKILLS OBJECTIVES

Listening

- Understand and introduce parts of the body in a story

Writing

- Trace parts of the body

MATERIALS

- Digital Book
- Word cards Unit 5
- Audio CD
- Paper (A4 size)

ATTENTION TO DIVERSITY

The story introduces students to new verbs. Help children with new vocabulary by miming and pointing to the pictures that illustrate the actions.

Warmer

Dictate the following colours to revise vocabulary: *red, yellow, green, pink, purple, orange* and *blue*. Have children write the words in their notebooks. Invite some volunteers to the front to write the words and check spelling. Finally, have students draw a small balloon of the matching colour next to each word.

Lead-in

Ask children to look at the pictures on page 50. Invite students to recognise the characters and identify the game they are playing (*Twister*). Ask the class if they know how to play and encourage them to explain the rules.

1 1.42 Children listen to the story and look at the pictures.

Values: Talk with children about fair play. Invite them to mention ways to play fair: *respecting turns, following the rules, not cheating, respecting the other players*, etc.

Optional extra: Divide the class in groups and assign them a character. Write the dialogue on the board. Play the audio CD and have students repeat their part and mime. Then erase parts of the lines and ask them to repeat. Continue with the procedure until you have erased the complete dialogue from the board.

2 1.43 Children listen and repeat.

3 Children trace the words.

Optional extra: Divide the class into two teams and place Unit 5 **Word Cards** of parts of the body on a desk. Draw the silhouette of a person on the board. Have students from each team alternate coming up, choosing a word card and attaching it near the correct body part. The student should then point to the corresponding body part and name it out loud. Award one point for each correctly labelled body part and another point for correct pronunciation. The team with the most points at the end of the game is the winner.

Wrap up

Play *Strange Combinations* with the class. Call out two body parts and ask students to touch them together: *T: Hands and feet. SS: (Students touch their feet with their hands.)* Repeat with other combinations: *hair and face, arms and legs, hand and head*, etc.

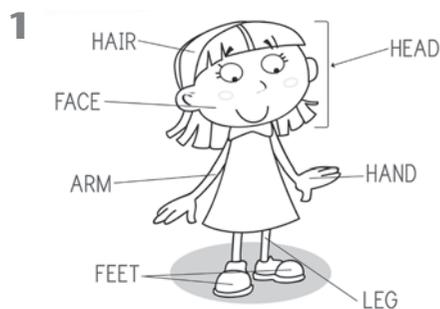
INITIAL EVALUATION

Hand out a sheet of paper to each student. Ask the children to draw themselves and label the parts of their bodies. Collect all the pictures and display them on the board.

AT HOME

Activity Book - page 50

Answer key



2 one, two, two, two

AUDIO CD



Peter: Hello! How are you?
Trish: I'm very happy. I have got a new game!
Leo: Open the box. Let's play!
Trish: Touch a circle with your feet or hands.
Leo: Yellow, right hand.
Peter: Ok. Touch a yellow circle with my hand.
Leo: My turn.
Trish: Red. Left foot.
Peter: Come on! Put your foot on a red circle.
Leo: It's your turn Trish!
Trish: Thank you, George!

MATERIALS

- Digital Book
- Audio CD
- Flashcards Unit 5
- Die

ATTENTION TO DIVERSITY

Check children recognise the parts of the body in activity 2 as they cannot rely on written text to help comprehension. Play the audio CD more than once so that weaker children can complete the activity and stronger ones can revise their answers before checking with the class.

LESSON 2 - SB PAGE 51

LANGUAGE OBJECTIVES

Grammar

- Imperatives
- Demonstratives *this* and *these*
- Yes / No questions with *be*
- Possessive adjective *your*

Vocabulary

- **Verbs:** *open, close, touch, stamp, shake*
- **Parts of the body**

Functions

- Give and follow instructions
- Ask and answer questions to identify parts of the body

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Follow a song and join in
- Use TPR with listening activities
- Identify target language and match it to the correct image

Reading

- Interpret and respond to questions using the target language

Warmer

Bring a die and draw two ovals side by side on the board and label them A and B. Tell students that they represent two bodies. Write the following key on the board: 1 = head, 2 = face, 3 = hand, 4 = arm, 5 = feet 6 = leg. Divide the class into two teams, A and B, and have them take turns rolling a die. The number they roll represents the body part they can add to their drawing. If they roll a number that represents a body part that is no longer needed for the body, they miss a turn (each body needs two legs but only one head, for example). The team that completes their body first is the winner.

Lead-in

Introduce the verbs one by one and mime the actions. Write the words on the board and have students repeat. Then add another phrase and ask children to repeat from the first one: *Close your eyes. Open your arms. Shake your hands. Stamp your feet. Touch your head.* etc. Encourage students to remember and repeat the phrases in order.

1 Children listen and number.

Answer key (from the top, clockwise) 2, 1, 3, 5, 4

Optional extra: Play the song again and invite students to sing along and mime the actions.

2 Children listen, read and circle.

Answer key

MY FRIEND, THE HAPPY MONSTER

1. IS THIS YOUR FACE?

2. ARE THESE YOUR LEGS?

3. ARE THESE YOUR ARMS?

4. IS THIS YOUR HEAD?

UNIT 5

Optional extra: Hold up Unit 5 Flashcards and ask Yes / No questions with *this / these*: *Is this a head? Are these hands?*, etc.

3 Children point, ask and answer.

Wrap up

Invite a volunteer to the front and whisper an action into her / his ear. The child mimes the action for the class to guess. The student who says the correct phrase, goes to the front to mime another action. Continue with the procedure with other verbs. Then have children work in pairs to mime and guess the words.

CONTINUOUS ASSESSMENT

Ask children to draw a monster. Tell them to include as many parts of the body as they want. Then ask them to work in pairs and take turns to ask and answer Yes / No questions to identify the different parts: *Are these the eyes? Is this the hand?*



AT HOME

Activity Book - page 51

Answer key

1. feet, 2. hand, 3. arms
2. 1. Yes, they are. 2. No, it isn't. 3. Yes, it is. 4. No, they aren't.

AUDIO CD



My friend, the happy monster.

1. **Boy:** Is this your face?
Monster: No, it isn't. It's my hair.
2. **Boy:** Are these your legs?
Monster: No, they aren't. They are my feet.
3. **Boy:** Are these your arms?
Monster: No, they aren't. They're my hands.
4. **Boy:** Is this your head?
Monster: No, it isn't. My head is small.

LESSON 3 - SB PAGE 52

LANGUAGE OBJECTIVES

Grammar

- Affirmative and negative of *have got* in the 1st person singular
- Yes / No questions with *have got* in the 2nd person singular
- Possessive adjective *my*

Vocabulary

- **Parts of the face:** *eyes, nose, mouth, ears*
- **Colours:** *blonde, black, green, blue, brown*
- **Review:** *big, small*

Functions

- Describe appearances
- Ask and answer about physical appearance

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language

Listening

- Identify the key vocabulary: parts of the face

Writing

- Trace key words: parts of the face

MATERIALS

- Digital Book
- Audio CD
- AB Audio
- Teacher's Resource Material
- Flashcards Unit 5

Warmer

Play the song *Move your body* and ask students to mime the actions. Pause the audio CD after an action and tell children to freeze like statues. If a child moves, she / he is out of the game.

Lead-in

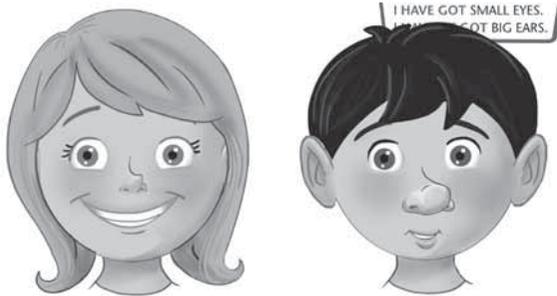
Draw a circle to illustrate a head on the board and show Unit 5 Flashcards with parts of the face. Introduce the vocabulary by saying each word and have students repeat. Stick the flashcards on the board to complete the drawing and point to them at random so that children say the corresponding word. Encourage them to mention the colours of the eyes and hair. Introduce the word *blonde* and point to a child with that hair colour.

1 1.46 Children listen, read and trace.

Optional extra: Give instructions and have children follow them: *Touch your nose. Close your eyes. Open your mouth. Touch your hair.* etc.

2 1.47 Children listen and stick.

Answer key



Fast finishers: Ask children to choose one of the faces and write sentences using *have got / haven't got* with 1st person singular.

3 Children draw their faces. Then they ask and answer.

Optional extra: Invite children to write a description of their faces on a separate piece of paper. Collect all the descriptions and redistribute them. Ask children to read the descriptions and identify their partners.

Wrap up

Write the names of famous cartoon characters on the board. Choose one but do not tell the name to the class. Encourage children to ask you *Yes / No* questions using *have got* to identify who you are. Invite the child who guesses to choose another character and tell the class to ask her / him questions.

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 52

Answer key

1 (from left to right) 2, 4, 1, 3, 5

2 **Boy:** blonde, blue, small, big - *Child's own colouring.*

Girl: brown, black, big, small - *Child's own colouring.*

AUDIO CD



Hi! I'm Rose. I have got blonde hair and green eyes. I have got a small nose and a big mouth. I haven't got big ears. They are small.

Hello! I'm Dan. I have got black hair and my eyes are blue. I haven't got a small nose. It's big. And I have got a small mouth.

AB AUDIO



7 - AB - page 52

Boy: I have got blonde hair and blue eyes. My nose is small and my mouth is big.

Girl: I have got brown hair. My eyes are black. I have got a big nose and a small mouth.

LESSON 4 - SB PAGE 53

LANGUAGE OBJECTIVES

Grammar

- Affirmative, negative and interrogative of *have got* in the 3rd person singular
- Short answers with *have got*
- Possessive adjectives: *her, his*

Vocabulary

- **Review:** parts of the face and colours

Functions

- Ask and answer about physical appearance

SKILLS OBJECTIVES

Listening

- Identify target language items and match them to the correct images

Speaking

- Describe appearances
- Ask and answer questions using key vocabulary and grammar

UNIT 5

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Flashcards unit 5
- Picture of a clown

ATTENTION TO DIVERSITY

Help children develop their listening skills and encourage them to focus on key vocabulary they already know to help comprehension.

Warmer

Stick the Unit 5 **Flashcards** with the pictures of parts of the body and face on the board. Divide the class into teams and give them three minutes to write down all the words they can think of in their notebooks. Explain that spelling counts, so team members should work together to recall the proper spelling of the words. When the time is up, have a member of each team write the team's list on the board. Check answers as a class. The team with the most correctly spelled words is the winner.

Lead-in

Bring a picture of a famous clown or draw a picture on the board with colours. Describe the clown incorrectly and tell students to stand up when they hear a mistake in your description. Invite some volunteers to say the correct word, for example: *The eyes aren't small. They're big.*

1 Children listen and circle.

Answer key Children circle the first and last clowns.

Optional extra: Write sentences describing other clowns so that children identify the correct pictures. Ensure that they understand the use and difference between *her* and *his*.

2 Children cut out, complete the faces using unit 5 Cut-Outs and describe. Then they ask and answer.

Answer key Child's own answers.

Wrap up

Describe a child from the class and have the rest of the students identify her / him. Encourage them to ask you *Yes / No* questions with *have got* to get more information. Repeat the procedure with several students.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 53

Answer key

- 1 Child's own colouring.
- 2 1. No, he hasn't. 2. Yes, she has. 3. No, he hasn't. 4. No, she hasn't. 5. No, he hasn't. 6. Yes, she has.
- 3 Child's own answers.

AUDIO CD



Girl: Look! These are clowns.

He has got pink hair and green eyes. His eyes are small. He has got a red nose and his mouth is orange.

She has got blonde hair. Her eyes are brown. She hasn't got small eyes. They're big. She has got a red nose and her mouth is pink.

LESSON 5 - SB PAGE 54

LANGUAGE OBJECTIVES

Grammar

- *Yes / No* questions with *have got*
- **Review:** *How many*, imperatives

Vocabulary

- Adjectives: *tall*, *short*
- **Review:** body parts, numbers

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

Writing

- Write answers using target language

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Robots (from unit 4)

ATTENTION TO DIVERSITY

Generate interest in the story by asking questions and having children make predictions. Stimulate their imagination and prepare them for the content of the story. This will also help weaker students to follow the narrative.

Warmer

Tell students to act like robots and perform the actions that you say. Give instructions and have children follow them: *Touch your nose. Shake your hands. Stamp your feet. Open your arms. Close your eyes. Touch your ears. Move your legs.*

Lead-in

Ask children to look at the pictures on page 54 and explain that the scientist is presenting his new robot. Encourage students to describe the scientist using *have got*. Ask questions to guide them: *Has he got black hair? Has he got a small nose? Is he short?*, etc. Then have children mention the parts of the robot. Ask: *What colour is it? Is it big?*

1 1.49 Children listen and look at the pictures.

Optional extra: Write three options for each picture on the board: Picture 1: *The robot is: Sam 2, Sam 12, Sam 20.* Picture 2: *The cameras are in the: body, eyes, arms.* Picture 3: *The robot is: tall, short, big.* Picture four: *It has got 4: arms, legs, feet.* Play the story again and pause after each picture for students to say the correct answer.

2 In small groups, children act out the story.

Optional extra: Invite groups to invent different actions for the robot and perform them for the rest of the class.

3 Children complete the answers.

Answer key 1. Yes, it has. 2. Yes, it has. 3. No, it hasn't. 4. Yes, it has.

Optional extra: Write more questions about the robot on the board: *Has it got a mouth? Has it got two eyes? Has it got a nose? Has it got hair? Has it got feet?* Ask children to answer them in their notebooks. Invite some volunteers to read their answers aloud to check.

Wrap up

The previous class ask children to bring the robots they made for unit 4. Have them work in pairs and ask and answer about their robots. Then tell children to give their robots four instructions and demonstrate them to their partners; for example: *Open your arms.*

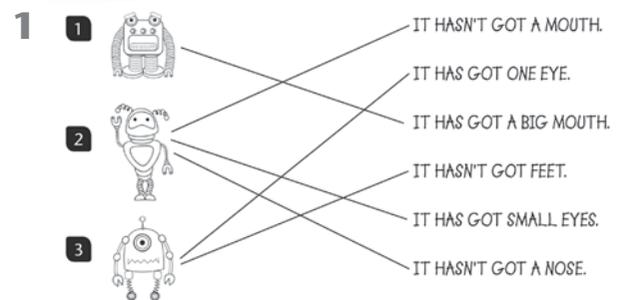
CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 54

Answer key



1  IT HASN'T GOT A MOUTH.
IT HAS GOT ONE EYE.

2  IT HAS GOT A BIG MOUTH.
IT HASN'T GOT FEET.

3  IT HAS GOT SMALL EYES.
IT HASN'T GOT A NOSE.

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

AUDIO CD



Super robot

Scientist: Welcome! This is Sam 20, my new robot.

Reporter: Has it got cameras?

Scientist: Yes, it has. They are in the eyes.

Reporter: Has it got short legs?

Scientist: No, it hasn't. Look! Now he's tall.

Reporter: How many arms has it got?

Scientist: Four. Robot, open the door. Close the window. Touch your head and shake hands.

Reporter: This is fantastic!

UNIT 5

LESSON 6 - SB PAGE 55

LANGUAGE OBJECTIVES

Vocabulary

- robot, red, sofa, six, tiger, turtle, under, umbrella

Pronunciation

- Phonics: initial letter sounds: r, s, t, u

SKILLS OBJECTIVES

Speaking

- Produce initial letter sounds

Listening

- Recognise initial sounds

Reading

- Identify and match words with initial letter sounds to pictures

Writing

- Practise letter formation

MATERIALS

- Digital Book
- Audio CD

ATTENTION TO DIVERSITY

Drill the sounds in different ways. Ask children to repeat in a loud voice, a whisper, quickly, like a robot, etc.

Warmer

Draw pictures illustrating words with the initial letters from this lesson and elicit the names, for example: ruler, sad, table, under. Encourage children to say the words as they already know them and invite volunteers to write them on the board. Drill the words and stress the pronunciation of the initial sounds.

Lead-in

Have children open the books on page 55. Say a word and ask children to point to the corresponding picture.

- 1  Children listen, trace and point. Then they repeat.

2 Children stick and say.

Answer key 1. R, 2. S, 3. T, 4. U

Wrap up

Write four columns with the initial letters. Divide the class into groups and have them take turns to say a word with one of the initial sounds. Write them on the board and award a point for each correct word. The group with more points is the winner.

CONTINUOUS ASSESSMENT

Write sentences with the initial sounds to make tongue twisters. Drill the sentences by chunks and finally encourage children to read the complete sentences as fast as they can. Suggestions: *The red robot has got a ruler and a rubber. Six sisters are on a small sofa. Ten tigers and ten turtles touch a tall tree. My uncle is under the umbrella.* Teach the word *uncle* as it is new for the class.

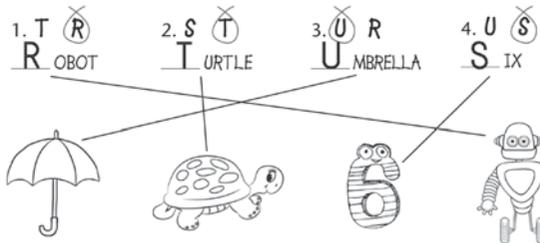
AT HOME

Activity Book - page 55

Answer key

1 tiger, robot, under, sofa

2



LESSON 7 - SB PAGE 56

LANGUAGE OBJECTIVES

Grammar

- Imperatives

Vocabulary

- Verbs: eat, brush, exercise, drink, protect, sleep

Functions

- Give instructions for taking care of the body

SKILLS OBJECTIVES

Reading

- Identify the target language in order to match them up with pictures

Speaking

- Describe healthy actions

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Construction paper (1 sheet per student)
- Crayons

ATTENTION TO DIVERSITY

Some children may need help when folding the papers. First demonstrate how to do it and assist students who have difficulty. Make sure all the children have their papers ready before you continue with the instructions.

Warmer

Divide the class in lines. Whisper a verb to the first children of each line and ask them to pass on the word. The last child has to mime the action. If it is correct, the team gets a point.

Lead-in

Ask children to mention what they can do to be healthy. Elicit ideas and write them on the board. Suggest ideas that appear in this lesson and pre teach the verbs. Mime the actions and have children imitate you.

1 Children read and number.

Answer key (from left to right, top to bottom) 6, 5, 1, 4, 2, 3

2 Children make a poster.

Distribute paper and have students fold their sheet into six sections as the picture in the Student's Book shows. Tell children to draw a picture of an action illustrating a way to take care of their bodies in each section.

Wrap up

Have individual students come to the front and show their posters. Encourage them to mention the actions they included.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 56

Answer key



2 Child's own drawing.

LESSON 8 - SB PAGE 57

LANGUAGE OBJECTIVES

Grammar

- Review: Questions with *How many*
- Yes / No questions with *be* and *have got*
- Affirmative and negative sentences with *have got* in the 1st person singular

Vocabulary

- **Review:** parts of the body and face, colours and adjectives

Functions

- Describe and identify monsters

SKILLS OBJECTIVES

Reading

- Interpret and respond to questions using the target language

Writing

- Complete a description using target language

UNIT 5

MATERIALS

- Digital Book
- AB Audio
- Teacher's Resource Material
- Construction paper (1 per group)
- Magazines

Warmer

Read sentences aloud to describe a happy monster. Explain to children that they have to listen and draw the monster according to your description. Then invite children to compare their pictures in pairs by asking *Yes / No* questions with *have got* and *be*. Write some examples on the board as a guide.

Lead-in

Have children open their books to page 57. Read the title and ask the class why these monsters are famous. Encourage children to describe the pictures.

1 Children read, look and answer.

Answer key Mike: 1. Yes, he is. 2. He has got one eye. 3. No, he hasn't. 4. Yes, he has.

Sulley: 1. No, he hasn't. 2. He has got two eyes. 3. No, he hasn't. 4. Yes, he has.

Optional extra: Say sentences to describe the characters and have children identify who you are referring to and tell you the name. Suggestions: *He has got two eyes. (Sulley)* *He has got a small body. (Mike)* *He's blue and purple. (Sulley)* *He has got a nose. (Sulley)* *He hasn't got hair. (Mike)*

2 Children look and complete.

Answer key eyes, big, nose, hands, feet

Optional extra: Tell children to work in pairs and ask and answer questions about the monster.

Wrap up

Divide the class in groups and hand out magazines. Have children cut out pictures of different parts of the body and make a monster. Write the following on the board for students to copy and complete under the picture: It is _____ (small / big) It's _____ (colour). It has got _____ and _____. It hasn't got _____. Finally, display their works on the classroom walls.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 57

Answer key

- 1 small, brown, one, nose, short, four
- 2 1. Yes, it is. 2. Yes, it has. 3. No, it hasn't. 4. No, they aren't. 5. No, it isn't.
- 3 Child's own drawing.

REVIEW - SB PAGES 58 & 59

LANGUAGE OBJECTIVES

Grammar

- Imperatives
- Affirmative, negative and interrogative sentences with *have got*
- Short answers with *have got*
- Questions with *What colour*
- Possessive pronouns

Vocabulary

- Parts of the body and face
- Colours
- Verbs
- Adjectives: *big, small, tall, short*

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using the key vocabulary and grammar

Reading

- Identify target language items and match them to the correct images

Writing

- Use the target language to answer questions

MATERIALS

- Digital Book
- AB Audio
- Teacher's Resource Material

Warmer

Describe a physical characteristic: *I have got (brown hair)*. Have all the students for whom that characteristic is true stand up. Give a second characteristic: *I have got (black eyes)*. Only the students for whom that characteristic is true remain standing. Continue with other characteristics until only one student is standing: *I'm (tall)*. *I have got (short hair)*. Repeat the procedure several times, describing a different student each time.

Lead-in

Divide the class into pairs and have partners sit back to back. Have students take turns describing a person for their partner to draw. Demonstrate the activity with a volunteer first: T: *She's a girl. She has got (blue) eyes. She has got (black) hair.*

1 Children look and complete.

Answer key 1. head, 2. eye, 3. mouth, 4. arm, 5. feet, 6. hair, 7. hand, 8. ear, 9. nose, 10. leg

2 Children match.

Answer key

2 MATCH.

1. TOUCH YOUR FACE.
2. STAMP YOUR FEET.
3. OPEN YOUR ARMS.
4. CLOSE YOUR EYES.



Optional extra: Play *Simon says* with the actions. Tell students to follow the instructions only if they are introduced by the phrase *Simon says*. If you just say the verb and children do the action, they lose.

3 Children read and circle.

Answer key two, small, black, ears, hasn't got

4 Children look and answer.

Answer key 1. Yes, it has. 2. Yes, it has. 3. No, it hasn't. 4. No, it hasn't.

5 Children draw themselves and their friends.

Answer key Child's own drawings.

6 Children ask and answer.

Answer key Child's own answers.

Optional extra: Invite children to describe their partners' friends to the class. Write the following structures on the board as a guide: *Her / His friend is _____.* *She / He has got _____.*

Wrap up

Play *Change Places* to revise vocabulary and structures from this lesson. Sit the children in a circle of chairs. Say *Change places if you've got (black hair)*. Alternatively you can say: *Change places if you are (tall)*. Continue the game by saying other characteristics and make sure all students change places.

FINAL EVALUATION

Teacher's Resource Material: Test Unit 5

AT HOME

Activity Book - pages 58 & 59

Answer key

- 1 1. isn't, 2. is, 3. are, 4. is, 5. aren't
- 2 Children colour the girl's hair blonde and her eyes brown.
- 3 (sentences with ✓) 1, 4, 5
- 4 1. hasn't got, 2. has got, 3. has got, 4. hasn't got, 5. hasn't got
- 5 Children colour the girl's hair black and her eyes blue. They colour the boy's hair brown and his eyes green.
- 6 1. No, she hasn't. 2. Yes, she has. 3. Yes, he has. 4. No, he hasn't.

Activity Book - page 77

The **Picture Dictionary** on page 77 gives children an illustrated reference of the main vocabulary in Unit 5 with extra listening practice.

MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

UNIT 6

AT THE ZOO

GRAMMAR	VOCABULARY	PRONUNCIATION	RECYCLED LANGUAGE
<ul style="list-style-type: none"> • Present Simple: <i>be</i> affirmative, negative, interrogative • Present simple: <i>have / has got:</i> affirmative, negative, interrogative • Demonstratives: <i>this, that, these, those</i> • Questions: <i>What colour</i> • Personal pronouns: <i>it, they</i> 	<ul style="list-style-type: none"> • Animals: <i>tiger, monkey, lion, elephant, hippo, crocodile, giraffe, zebra</i> • Parts of the animal's body: <i>eyes, ears, tail, beak, neck wings</i> • Adjectives: <i>small, big, tall, short, long</i> 	<ul style="list-style-type: none"> • Phonics: Initial / final letter sounds: <i>v, w, x, y, z</i> 	<ul style="list-style-type: none"> • Colours • Numbers

LANGUAGE OBJECTIVES

Grammar	Functions
<ul style="list-style-type: none"> • To use <i>have got</i> to show possession • To practise the Present Simple tense • To use demonstrative pronouns (<i>this / that / these / those</i>) to identify singular and plural items • To practise questions using <i>What colour</i> 	<ul style="list-style-type: none"> • To identify animals and parts of their bodies • To describe animals
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify and name animals and parts of their bodies • To identify and name adjectives 	<ul style="list-style-type: none"> • To highlight and practise sounds at the beginning and end of words: <i>v, w x, y, z</i>

SKILLS OBJECTIVES

Speaking	Reading
<ul style="list-style-type: none"> • To sing along to a song to reinforce target language • To describe an animal using the structure <i>have got</i> • To act out a story 	<ul style="list-style-type: none"> • To identify the target language in context • To understand the lyrics of a song to act out the gestures • To recognise the target language of the unit and match to the corresponding picture • To see the grammar (<i>have got / demonstratives</i>) presented in context
Listening	Writing
<ul style="list-style-type: none"> • To recognise the target language in the context of a story • To identify animals and parts of their bodies • To use listening skills in order to number the pictures or select the correct item • To recognise initial and final letter sounds 	<ul style="list-style-type: none"> • To trace and write target words: animals and parts of the animals' body • To write a short description using target language • To build confidence in freer writing

OVERVIEW

ASSESSMENT CRITERIA

- Check children can understand and produce oral and written messages using the unit grammar: *have got*, present simple and demonstratives.
- Check children can understand and produce oral and written messages using the unit vocabulary: animals, parts of animal's body, colours and adjectives.
- Check children can recognise and differentiate between initial and final letter sounds.
- Check children can understand and produce functional language: identify animals and parts of their bodies, describe animals and ask and answer questions about physical characteristics.

MATERIALS

- **Digital Book**
- **Audio CD**
- **AB Audio**
- **Teacher's Resource Material**
- **Flashcards Unit 6**
- **Flashcards Unit 4**
- **Extra**

Paper (A4 size)	Coloured markers
Ball	Tape
Construction paper	Pictures of animals
Crayons	Index cards
Magazines	

GO DIGITAL!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 13 - 17.

KEY COMPETENCES

LC

**Linguistic competence**

Children develop skills using stories, songs and model dialogues as tools for helping language acquisition.

MST

**Mathematical competence and basic competences in Science and Technology**

Children learn about animals and discuss ways to protect them.

DC

**Digital competence**

Children use technology as a tool to reinforce language acquisition by using audiovisual and the interactive whiteboard material.

SCC

**Social and civic competence**

Children practise cooperation while working in pairs and small groups.

CAE

**Cultural awareness and expression**

Children act out a story using the target language in context. Children participate in a craft activity to personalise the target language.

LL

**Competence in learning to learn**

Children become more autonomous writing. They practise strategies such as observation and prediction and apply them to various activities.

IE

**Sense of initiative and entrepreneurship**

Children practise working alone, planning and executing a task as well as revising the unit content. They are made aware of the importance of revision as an aid to independent learning.

UNIT 6

LESSON 1 - SB PAGE 60

LANGUAGE OBJECTIVES

Vocabulary

- **Animals:** monkey, hippo, elephant, crocodile, zebra, lion, tiger, giraffe
- **Review:** pets

SKILLS OBJECTIVES

Listening

- Understand and introduce animals and parts of the body in a story
- Identify key vocabulary: animals

MATERIALS

- **Digital Book**
- **Audio CD**
- **Flashcards** Unit 4
- **Flashcards** Unit 6
- White and coloured construction paper
- Crayons or coloured markers
- Tape

ATTENTION TO DIVERSITY

Make sure children can decide together on the parts of the animals they are going to draw when working in groups. Some children may want to impose their ideas on the rest. Take a moment of the class to talk about the importance of negotiating and making decisions together.

Warmer

Write the title *Animals* on the board and draw a line below to make two columns with the titles *Pets at home* and *Animals at the zoo*. Revise the animal words that children already know. Bring unit 4 **Flashcards** and display a picture of a cat and elicit the word. T: *What's this?* C: *It's a cat*. Repeat the procedure with the other animals and stick the cards under the *Pets* column. Then show Unit 6 **Flashcards** to introduce more animal words. Say each word and drill chorally. Finally, stick the cards under the other column.

Lead-in

Have children look at the pictures on page 60. Elicit the names of the characters and the animals. Ask: *Where are they? What colour is the (hippo / giraffe)? What colour are the zebras? Are the children happy? Do you like zoos?*

1 1.51 Children listen to the story and look at the pictures.

Values: Talk with children about animals and elicit ways in which we can protect them.

Optional extra: Read parts of the dialogue aloud and ask children to identify the scene; for example: T: *Those are giraffes. They have got long necks!* C: 4.

2 1.52 Children listen, repeat and number.

Optional extra: Play *What's missing?* Hold up word cards one by one, and say each word for the children to repeat. Remove a card, then stick the remaining ones to the board. Ask: *What's missing?*

Wrap up

Divide the class into groups of three or four students. Distribute white construction paper and assign each group a different animal. Explain to students that as a group they are going to work together to make a giant version of their assigned animal. Each group member then draws and colours one part of the animal's body. Students must work together to decide who will draw which body part and ensure that all the body parts will fit. Students cut out the individual body parts and glue them all together on a sheet of coloured construction paper. Ask them to write the name of the animal. Walk around and offer help if necessary. Display giant animal pictures around the classroom.

INITIAL EVALUATION

Represent an animal using mime and / or the sound it makes. Have students try to identify the animal and invite a volunteer to write the word on the board. Repeat with other animals. Then call on volunteers to mime or mimic the sound of other animals for the class to identify.

AT HOME

Activity Book - page 60

Answer key

1



AUDIO CD



Leo: Look! That is an elephant.
Toby: It has got big ears.
Lily: And these are zebras.
Peter: They are black and white.
Trish: What's this?
Lily: It's a hippo. It has got small ears.
Peter: Those are giraffes.
Toby: They have got long necks!

ATTENTION TO DIVERSITY

Carry out activities that involve physical movement to revise and introduce new vocabulary. Use mime and gestures to help children grasp meaning and keep them active in class.

Warmer

Invite children to look at the story on page 60. Point to the animals and ask *Yes / No* questions with demonstratives: *Is this an elephant? Is that a hippo? Are these zebras?*

Lead-in

Call two pairs of volunteers to the front of the class. Have one pair stand next to you and another pair on the opposite side of the room. Point to the first pair and say *These are cats*. Encourage the students to meow like cats. Have the rest of the class repeat chorally. Point to the second pair of students and say *Those are monkeys*. Encourage the students to act like monkeys. Have the rest of the class repeat chorally. Write the words *these* and *those* on the board. Encourage students to explain the difference between the two (the first is used to talk about two or more things that are near you and the second about two or more things that are far away).

LESSON 2 - SB PAGE 61

LANGUAGE OBJECTIVES

Grammar

- Demonstratives *this, that, these, those*
- Questions with *be* and *demonstratives*

Vocabulary

- **Animals:** *giraffe, elephant, lion, zebra, tiger, crocodile*

Functions

- Ask and answer questions to identify animals

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Follow a song and join in
- Identify target language: animals

Writing

- Circle the correct animal word

MATERIALS

- Digital Book
- Audio CD
- Flashcards Unit 6
- Paper (A4 size)

1 Children listen and point.

Optional extra: Play the song again and have children act like the animals when they hear the corresponding words.

2 Children read and circle.

Answer key 1. an elephant, 2. lions, 3. crocodile, 4. tiger, 5. monkeys, 6. birds.

Optional extra: Ask children to choose two sentences and represent them with the options that were not correct; for example: 4. *That is a zebra*. Children draw an arrow to the picture of a zebra.

3 Children point, ask and answer.

Answer key Child's own answers.

Optional extra: Show a Unit 6 **Flashcard** of an animal and ask: *What's this?* When children identify the animal, ask them to count how many of that animal they can see on page 61.

UNIT 6

Wrap up

Divide the class into five teams and have a member of each team come to the board. Say a sentence using one of the demonstrative pronouns (*this, that, these* or *those*) and have students illustrate it on the board, for example: *These are giraffes*. The first student to draw a correct picture wins a point for her / his team. The team with the most points at the end of the game is the winner.

CONTINUOUS ASSESSMENT

Distribute two sheets of paper to each student. On one sheet have students draw a picture of an animal from the unit. On the other sheet, have students draw more than one of the same animal. Collect the drawings. Randomly attach half the pictures to the board and distribute the rest (one per student). Divide the class into two teams. Have members of each team take turns making sentences using *this / that* or *these / those*. For example, a student could hold up her / his picture and say: *This is a crocodile*. Another student could point to a picture on the board and say: *Those are crocodiles*. Award one point for every correct sentence.



AT HOME

Activity Book - page 61

Answer key

1. That is a lion. 2. Those are elephants.
3. This is a crocodile. 4. These are giraffes.
5. That is a hippo.

LESSON 3 - SB PAGE 62

LANGUAGE OBJECTIVES

Grammar

- Affirmative and negative of *have got* in the 3rd person singular and plural
- Questions with *What colour* and *be*

Vocabulary

- **Parts of the animal's body:** *eyes, head, mouth, ears, beak, tail, wing, legs, neck*
- **Adjectives:** *big, small, long, short*

Functions

- Describe animals
- Ask and answer about the colour of animals

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language

Listening

- Identify the key vocabulary: parts of the animal's body

Writing

- Trace and write key vocabulary: animals and parts of the animal's body

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Flashcards Unit 6
- Ball
- Construction paper
- Pictures of animals

Warmer

Play *Throw the ball* to revise demonstrative pronouns. Have the class stand in a circle and throw a ball to a child. Hold up the book on page 61 and point to the animals. Ask: *Is this / that a crocodile?* The child answers *Yes, it is. / No, it isn't.* and then takes a turn to throw the ball. He / she points to another animal and asks another question.

Lead-in

Bring pictures of small and big animals. Stick a piece of construction paper on the board with two circles and the titles *Big* and *Small*. Divide the class in two teams. Show a picture to a team for children to say the corresponding word and decide if the animal is big or small. Invite a volunteer from the team to stick the picture in the correct circle. Repeat the procedure with the other team. Award a point for each correct answer. Finally, display the poster on the classroom wall.

1 1.54 Children listen, read and trace.

Optional extra: Have children draw a picture of an animal and label the parts of the body in their notebooks.

2 Children read, complete and stick.

Answer key 1. monkey, 2. hippo, 3. crocodile.

Fast finishers: Tell children to write more sentences to describe the animals using *has got*: *The hippo has got a big nose.*

3 Children point, ask and answer.

Wrap up

Stick the Unit 6 **Flashcards** on the board. Say one sentence using the structure *has got* to describe an animal. If children cannot identify the animal, add one more sentence. The child who recognises the animal, takes on your role and describes another animal for the class.

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 62

Answer key

- 1 Child's own colouring.
- 2 1. x, 2. x, 3. ✓, 4. ✓.

LESSON 4 - SB PAGE 63

LANGUAGE OBJECTIVES

Grammar

- Yes / No questions with *have got* in the 3rd person singular
- Short answers with *have got*

Vocabulary

- **Review:** animals and parts of their bodies

Functions

- Ask and answer about animal's body parts

SKILLS OBJECTIVES

Listening

- Identify target language in order to circle the correct items

Speaking

- Ask and answer questions using key vocabulary and grammar

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Flashcards unit 6

ATTENTION TO DIVERSITY

In Activity 2, monitor carefully and assist children with their masks. Check that all students interact during the speaking parts, pair stronger children with weaker learners and allow peer correction.

Warmer

Tell the class they are going to play *Noughts and crosses*. Draw a three by three grid on the board and stick a Unit 6 **Flashcard** with the animal's body parts in each square. Divide the class into two teams: X and O. Ask a child from team X to come to the front, point to a card and say the word. If the answer is correct, remove the picture and put an X in the space. If not, the card remains. Then Team O has a turn. The winner is the first team to draw three Xs or Os in a row.

Lead-in

Hold a Unit 6 **Flashcard** with the picture of an animal and cover it with a book or piece of cloth. Show it little by little and encourage children to identify the animal before they see the complete picture.

1 1.55 Children listen, read and circle.

Answer key 1. an elephant - Yes, it has. 2. a monkey - No, it hasn't. 3. a giraffe - No, it hasn't. 4. a hippo - Yes, it has.

2 Children make an animal mask using unit 6 Cut-Outs. Then they ask and answer.

Answer key Child's own answers

Wrap up

Invite a volunteer to the front and whisper an animal word into her / his ear. Tell the class to ask their partner Yes / No questions to identify the animal. The child who says the correct answer, goes to the front to answer questions about another animal.

UNIT 6

CONTINUOUS ASSESSMENT

Teacher's Resource Material



AT HOME

Activity Book - page 63

Answer key

1. monkey - Yes, it has. 2. tiger - Yes, it has.
3. giraffe - No, it hasn't. 4. elephant - No, it hasn't.
- 2 Child's own answers.

LESSON 5 - SB PAGE 64

LANGUAGE OBJECTIVES

Grammar

- Present Simple of *be* and *have got*
- *Yes / No* questions with *be* and *have got*

Vocabulary

- *frog*
- Body parts
- Adjectives: *big, small, long*

SKILLS OBJECTIVES

Speaking

- Act out a story

Listening

- Engage with narrative and recognise target structures and vocabulary

MATERIALS

- Digital Book
- Audio CD
- Teacher's Resource Material
- Flashcards Unit 6

ATTENTION TO DIVERSITY

To help children follow the narrative, ask comprehension questions to check understanding. Play the audio CD more than once to expose children to the language and help them develop listening skills while they rely on the pictures.

Warmer

Before the class, hide unit 6 **Flashcards** around the classroom. Write the word *detective* on the board and check understanding. Tell the class they are going to be detectives and have to find animal cards in two minutes. Divide them into two teams. Teams get a point for each card and an extra point if they say the correct word.

Lead-in

Hold up the book and show the first two pictures of the story on page 64. Exploit the pictures and then ask children if they can identify the animal. Write on the board: *The mysterious animal is a / an _____*. Tell them to open their books and see all the pictures to check their predictions and complete the sentence on the board.

1 Children listen and look at the pictures.

Optional extra: Write *boy* and *girl* on the board. Read out a line from the story for students to say the correct character name. T: *They are green legs*. C: *Boy!*

2 In pairs, children act out the story.

3 Children look, read and match.

Answer key 1. The frog is small. 2. The legs are long. 3. The eyes are big.

Optional extra: Write two columns on the board: *The frog has got _____*. / *The frog hasn't got _____*. Add a list of parts of the body: *mouth, ears, tail, wings*, etc. and tell children to use the structures of the sentences to describe the frog.

Wrap up

Ask children to think of an animal and draw a scene where only one part of the animal is visible. Then invite them to show the pictures to their partners and take turns to ask and answer questions to identify the mysterious animal.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 64

Answer key

- 1 frog
- 2 1. giraffe, 2. zebra, 3. elephant, 4. tiger.

AUDIO CD



A mysterious animal

Girl: Look! What's that?

Boy: It's a monster! It has got big eyes!

Girl: What are those?

Boy: They are green legs.

Girl: Are the legs long?

Boy: Yes, they are!

Girl: It's a frog! Ha ha!

Boy: And it's small! My new pet!

LESSON 6 - SB PAGE 65

LANGUAGE OBJECTIVES

Vocabulary

- volleyball, van, woman, window, fox, box, yellow, yoghurt, zebra, zoo

Pronunciation

- **Phonics:** initial letter sounds: v, w, y, z
- **Phonics:** final letter sound: x

SKILLS OBJECTIVES

Speaking

- Produce initial and final letter sounds

Listening

- Recognise initial and final sounds

Reading

- Identify and match words with pictures

Writing

- Practise letter formation

MATERIALS

- Digital Book
- Audio CD

ATTENTION TO DIVERSITY

Some children may feel uncomfortable when repeating sounds individually. Prepare children for the activities by drilling sounds chorally and help learners develop familiarity with sounds.

Warmer

Play *Pictionary* to introduce the sounds from this lesson. Invite a volunteer to the front and whisper a word into her / his ear. Use the words children already know: *volleyball, woman, box, yellow* and *zebra*. The child draws a picture and have the class guess the word. When a student says the word, ask her / him to write the word below the picture on the board. Drill the word and specific sound chorally.

Lead-in

Ask children to open their books to page 65. Have them identify the pictures of the words they drew on the board. Say: *Point to a box*.

- 1 Children listen, trace and point. Then they repeat.

2 Children circle the letters.

Answer key

1. V v / W w THIS IS MY WHITE AND BLUE VAN.

2. X x THE HAPPY FOX IS IN THE BOX.

3. Y y THIS IS BANANA YOUGHURT. IT'S YELLOW.

4. Z z THE ZEBRA IS SAD. IT'S IN THE ZO.

Wrap up

Write the words with the missing initial and final letters on the board. Ask children to identify and say the words. Invite volunteers to complete the words with the missing letters on the board: *__ebra, bo__, __indo__, __an*, etc.

UNIT 6

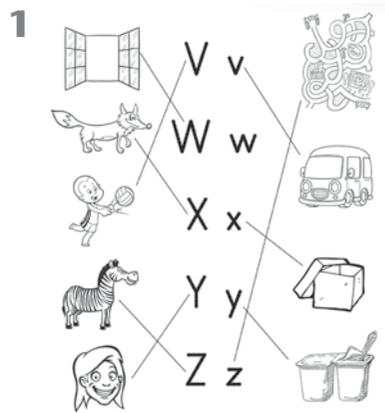
CONTINUOUS ASSESSMENT

Dictate words with the target sounds. Ask children to write the words down and draw small pictures to represent them.

AT HOME

Activity Book - page 65

Answer key



LESSON 7 - SB PAGE 66

LANGUAGE OBJECTIVES

Grammar

- Present simple of *be* and *have got*

Vocabulary

- **Review:** animals, parts of the body, colours and adjectives

Functions

- Describe an animal

SKILLS OBJECTIVES

Reading

- Identify the target language in order to select the correct picture

Speaking

- Describe an animal

MATERIALS

- Digital Book
- Audio CD
- AB Audio
- Teacher's Resource Material
- Construction paper (1 sheet per student)
- Crayons
- Magazines

ATTENTION TO DIVERSITY

Some children may need more assistance with their descriptions. Monitor and offer help as necessary. You may also ask fast finishers to be class helpers.

Warmer

Show a picture of an animal and describe it to the class. Make some mistakes and have children correct them, for example: T: *This is a giraffe. It is tall. It's orange and brown. It has got a short neck.* C: *It hasn't got a short neck. It has got a long neck.*

Lead-in

Write colour words on the board. Divide the class into teams and invite a volunteer from each team out. Ask a question: *What colour is a lion?* The volunteers run and touch the answer, the first one wins a point.

1 Children read and tick (✓).

Answer key picture on the top left

2 Children make an animal card.

Distribute paper and have students fold it in half and cut. Hand out magazines and ask children to cut out a picture of an animal and stick it on their paper. Tell students to use the structures in 3 as a guide to write a description of the animal on the other piece of paper. Have them stick it on the other side of the picture. Finally, divide the class in pairs and have children take turns to ask and answer about their animals.

Wrap up

Ask children to walk around the classroom. Tell them to take turns to describe and identify the animals in the cards without showing the pictures.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 66

Answer key

- 1** hippo, gray, big, small, short
- 2** crocodiles, green, short, big, small, long
- 3** Child's own answers.

LESSON 8 - SB PAGE 67

LANGUAGE OBJECTIVES

Grammar

- Present simple of *be* and *have got*
- *Yes / No* questions with *be* and *have got*

Vocabulary

- **Review:** animals, parts of the body and adjectives

Functions

- Identify animals

SKILLS OBJECTIVES

Listening

- Identify key vocabulary

Reading

- Interpret and respond to questions using the target language

Writing

- Use target language to answer questions

MATERIALS

- **Digital Book**
- **Teacher's Resource Material**
- Construction paper (1 per group)
- Magazines

Warmer

Write *Animals in films* on the board. Ask children to mention animals that appear in films and help them with vocabulary. Encourage them to describe the animals.

Lead-in

Have children open their books to page 67. Elicit the name of the film in which the animals appear. Ask some ideas about the plot of the film and encourage children to mention other animals that are also present.

1 Children look and complete.

Answer key 1. lion, 2. hippo, 3. giraffe, 4. penguins, 5. monkeys.

2 Children listen, read and circle.

Answer key 1. head, 2. big, 3. long, 4. short, 5. small

Optional extra: Ask children to write sentences about the colours of the animals.

3 Children look and answer.

Answer key 1. It's a zebra. 2. It's black and white. 3. No, it hasn't. 4. No, it isn't.

Wrap up

Write on the board: *My favourite character is _____.* Have children choose one of the animals from the film and draw a picture. Ask them to include a description: *It's _____ (colour). It's _____ (big / small). It has got _____.* Finally collect all the pictures and display them on the classroom walls.

CONTINUOUS ASSESSMENT

Teacher's Resource Material

AT HOME

Activity Book - page 67

Answer key

- 1** (From left to right, top to bottom) 5, 3, 2, 4, 1
1. beaks - feet, 2. ears / eyes, 3. neck, 4. hands, 5. head
- 2** 1. No, it isn't. 2. No, they aren't. 3. Yes, it is. 4. Yes, they are.
- 3** It's a zebra.

REVIEW - SB PAGES 68 & 69

LANGUAGE OBJECTIVES

Grammar

- Affirmative, negative and interrogative sentences with *be* and *have got*
- Short answers with *be* and *have got*
- Demonstratives

Vocabulary

- Animals and body parts
- Colours
- Adjectives: *big, small, tall, short, long*

SKILLS OBJECTIVES

Speaking

- Describe animals

Reading

- Identify target language items and match questions to the correct answers

Writing

- Use the target language to answer questions

MATERIALS

- Digital Book
- Teacher's Resource Material
- AB Audio
- Index cards (4 per student)

Warmer

Divide the class into two teams to revise vocabulary from this unit. Ask Team A to say an animal word. Team B then have five seconds to say a different word and then it is Team A's turn again to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point. Play with different categories: *colours, parts of the animal's body* and *adjectives*.

Lead-in

Divide the class into small groups. Demonstrate the game by saying a sentence to describe an animal and ask a child to repeat it and add another characteristic, for example: T: *It has got four legs*. C: *It has got four legs and big ears*. Then another child adds another characteristic and so on.

1 Children look and write.

Answer key 1. lion, 2. elephant, 3. giraffe, 4. hippo, 5. turtle, 6. crocodile, 7. monkey, 8. zebra.

2 Children look and match.

Answer key 1. No, it isn't. 2. It's green. 3. Yes, it has. 4. No, it hasn't.

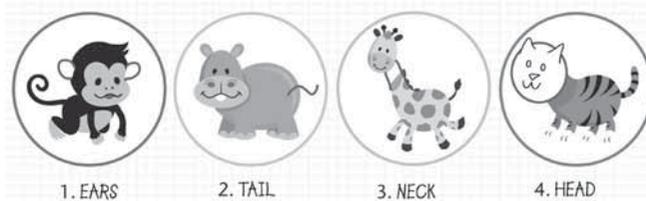
Optional extra: Divide the class into two teams and ask more questions about the animals in the picture. Award a point for each correct answer.

3 Children read and number.

Answer key (left) 2, 4 (right) 3, 1

4 Children read and draw the body parts.

Answer key



5 Children say and guess the animal.

Answer key Child's own answers.

Wrap up

Divide the class into groups of four and distribute four index cards to each student. Assign two of the following animals to each group member: *monkey, hippo, elephant, giraffe, crocodile, lion, tiger* and *zebra*. Have each student draw the animal on one index card and write the word on the other. Once students have completed their drawings, ask them to put their cards together and mix them up. Then they spread out their cards upside-down on the table. Explain that they should take turns turning over two cards and if the cards match (picture of the animal and the corresponding word), the student keeps the cards. If not, she / he turns the cards back over and another student takes a turn. The player with the most cards at the end of the game is the winner.

FINAL EVALUATION

Teacher's Resource Material: Test Unit 6



AT HOME

Activity Book - pages 68 & 69

Answer key

- 1 Child's own colouring.
- 2 1. Yes, it has. 2. No, it hasn't. 3. No, it hasn't.
4. Yes, it has.
- 3 1. That, 2. These, 3. This, 4. Those (From left to right, top to bottom) 2, 4, 1, 3
- 4 Child's own drawing. - It's a bird.

Activity Book - pages 78-79

The **Picture Dictionary** on pages 78 & 79 gives children an illustrated reference of the main vocabulary in Unit 6 with extra listening practice.



MORE PRACTICE

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

SB PAGES 70-71

LANGUAGE OBJECTIVES

Vocabulary

- Animals
- Body parts
- Colours
- Numbers 1 - 20
- Adjectives

Grammar

- Present simple *be* and *have got*: affirmative, negative, interrogative
- Questions using *What colour*, *How many*
- Personal pronouns: *I*, *he*, *she*, *it*, *you*, *they*
- Imperatives

Functions

- Give instructions
- Describe people and animals

SKILLS OBJECTIVES

Speaking

- Ask and answer questions using target language
- Give instructions

Reading

- Identify target vocabulary and grammar and draw the corresponding pictures

MATERIALS

- Digital Book
- Teacher's Resource Material
- Word Cards Units 1 - 6
- Slips of paper

ATTENTION TO DIVERSITY

Make sure all children participate and collaborate in the activities. Pay attention to the difficulties students may still have in relation to the target language and clear up doubts.

Warmer

Select vocabulary from all the units that can be acted out or mimed easily and write the words on slips of

paper. Place the words in a box on a table in front of the class. Divide the class into two teams. Students from each team alternate selecting a slip of paper from the box and silently acting it out. The first student to guess the word wins a point for her / his team. Make sure that every student has at least one chance to mime a word. The team with the most points at the end of the game is the winner.

Lead-in

Tell children to imagine they are going to the zoo. Write *Zoo* on the board and elicit the animals they can see there. Then invite different volunteers to secretly choose an animal and describe it to the class.

1 Children look and answer.

Answer key 1. Fifteen, 2. No, it isn't. 3. No, it hasn't. 4. They are orange. 5. No, they aren't. 6. No, they aren't. 7. Yes, it is. 8. No, they haven't. 9. It's brown and orange. 10. Ten.

Optional extra: Play *I Spy* with the scene. Silently select an object, animal or person and say: *I spy* and then describe what you see: *something gray and big*, and so on. Students can ask you *Yes / No* questions to guess: *Is it a / an...? Has it got...?* Let the child who guesses correctly pick the next object.

2 Children read, draw and colour.

Answer key Child's own drawing and colouring.

Fast finishers: Ask children to choose the girl or boy and write a different description. Have them copy the outlined face and complete it with the corresponding pictures.

3 Children play *Simon says*.

Optional extra: Play a song from the audio CD and say one of the instructions for children to follow. Then pause the audio CD and ask children not to move. The child who cannot remain as a statue loses and sits down. Invite students who are sitting to give the instructions to their partners.

Wrap up

Bring **Word cards** from Units 1 - 6. Divide the class into four teams and invite a volunteer from one team to the board. Show the volunteer a Word card in secret and ask her / him to draw the item on the board for his or her team to guess. If the team guesses correctly, they win a point. If not, the first other team to guess correctly wins a point.

CONTINUOUS ASSESSMENT

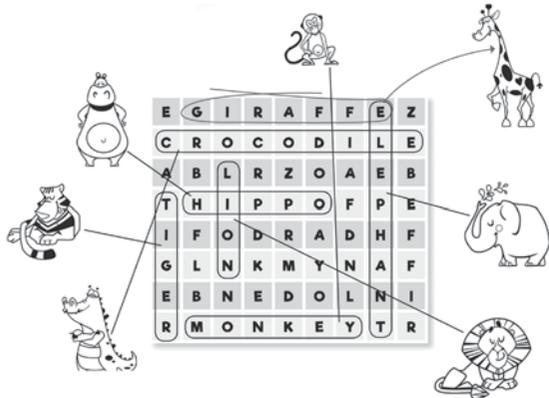
Teacher's Resource Material: End of Term 3 Test and End of Year Test

 AT HOME

Activity Book - pages 70-71

Answer key

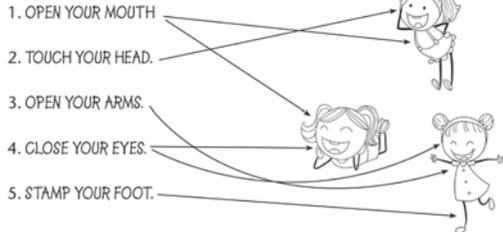
1



- 2 1. Yes, it is. 2. Yes, it is. 3. No, it hasn't. 4. Yes, it is. 5. No, it hasn't. 6. Yes, it has. 7. No, it hasn't. 8. No, it isn't.

3 **Top:** Ann, Jack, **Bottom:** Carol, Simon - Child's own colouring.

4



TRACK LIST AUDIO CD

TRACK	UNIT	PAGE
1.1	Unit 0	4
1.2	Unit 1 lesson 1	6
1.3	Unit 1 Lesson 1	6
1.4	Unit 1 Lesson 2	7
1.5	Unit 1 Lesson 2	7
1.6	Unit 1 Lesson 2	7
1.7	Unit 1 Lesson 4	9
1.8	Unit 1 Lesson 5	10
1.9	Unit 1 Lesson 6	11
1.10	Unit 1 Lesson 8	13
1.11	Unit 1 Lesson 8	13
1.12	Unit 1 Review	14
1.13	Unit 2 Lesson 1	16
1.14	Unit 2 Lesson 1	16
1.15	Unit 2 Lesson 2	17
1.16	Unit 2 Lesson 2	17
1.17	Unit 2 Lesson 3	18
1.18	Unit 2 Lesson 3	18
1.19	Unit 2 Lesson 5	20
1.20	Unit 2 Lesson 6	21
1.21	Unit 2 Lesson 7	22
1.22	Unit 2 Review	25
1.23	Unit 3 Lesson 1	28
1.24	Unit 3 Lesson 1	28
1.25	Unit 3 Lesson 2	29
1.26	Unit 3 Lesson 2	29
1.27	Unit 3 Lesson 3	30
1.28	Unit 3 Lesson 4	31
1.29	Unit 3 Lesson 5	32
1.30	Unit 3 Lesson 6	33
1.31	Unit 3 Lesson 8	35
1.32	Unit 3 Review	36
1.33	Unit 4 Lesson 1	38
1.34	Unit 4 Lesson 1	38
1.35	Unit 4 Lesson 2	39

TRACK	UNIT	PAGE
1.36	Unit 4 Lesson 3	40
1.37	Unit 4 Lesson 4	41
1.38	Unit 4 Lesson 5	42
1.39	Unit 4 Lesson 6	43
1.40	Unit 4 Lesson 7	44
1.41	Unit 4 Lesson 8	45
1.42	Unit 5 Lesson 1	50
1.43	Unit 5 Lesson 1	50
1.44	Unit 5 Lesson 2	51
1.45	Unit 5 Lesson 2	51
1.46	Unit 5 Lesson 3	52
1.47	Unit 5 Lesson 3	52
1.48	Unit 5 Lesson 4	53
1.49	Unit 5 Lesson 5	54
1.50	Unit 5 Lesson 6	55
1.51	Unit 6 Lesson 1	60
1.52	Unit 6 Lesson 1	60
1.53	Unit 6 Lesson 2	61
1.54	Unit 6 Lesson 3	62
1.55	Unit 6 Lesson 4	63
1.56	Unit 6 Lesson 5	64
1.57	Unit 6 Lesson 6	65
1.58	Unit 6 Lesson 8	67

TRACK LIST ACTIVITY BOOK AUDIO

TRACK	UNIT	PAGE
1.1	Unit 1 Lesson 3	8
1.2	Unit 1 Lesson 5	10
1.3	Unit 2 Lesson 5	20
1.4	Unit 2 Lesson 7	22
1.5	Unit 3 Lesson 7	34
1.6	Unit 4 Lesson 2	39
1.7	Unit 5 Lesson 3	52
1.8	Unit 5 Lesson 8	57
1.9	Unit 6 Lesson 7	66
1.10	Unit 6 Review	69
1.11	Picture Dictionary Unit 1	72
1.12	Picture Dictionary Unit 2	72-73
1.13	Picture Dictionary Unit 3	74-75
1.14	Picture Dictionary Unit 4	75-76
1.15	Picture Dictionary Unit 5	77
1.16	Picture Dictionary Unit 6	78-79



58 St Aldates
Oxford OX1 1ST
United Kingdom

© 2016 Ediciones Santillana, S. A.
Leandro N. Alem 720
C1001AAP Buenos Aires, Argentina

Young Achievers Starter is based on the *Young Achievers* series.

ISBN: 978-950-46-5075-1

Publisher: Mabel Manzano

Contents: Adriana Méndez

Cover Design: María Florencia Visconti

Design and Layout: Colart Design S.C., M. Florencia Visconti

Art Coordination: Ana Lucía Garibotti

Illustrators: Marissa Arroyo, Mariana Inés Díaz, Maya Selene García, A Corazón Abierto (Marcela Gómez), Marina Gómez Mut, Gilberto Guzmán, Alejandro Herrerías, Diego Llansó, Claudia Navarro, Jesús Ismael Vázquez, Conrado Giusti

Recordings: Javier Lupiáñez

Photo Researcher: Paula Fulía

Photos: p5 © Sushko Anastasia/Shutterstock.com, Pretty Vectors/Shutterstock.com; p6 © notkoo/Shutterstock.com; p8 © InesBazdar/Shutterstock.com; p9 © Kekyalayaynen/Shutterstock.com, totallypic/Shutterstock.com, gst/Shutterstock.com, Sudowoodo/Shutterstock.com; p14 © notkoo/Shutterstock.com, Katt_Parrot/Shutterstock.com; p15 © Sarawut Padungkwan/Shutterstock.com; p18 © gst/Shutterstock.com, yoshi-5/Shutterstock.com; p19 © Joana Lopes/Shutterstock.com, yoshi-5/Shutterstock.com, Andrea Slatter/Shutterstock.com; p24 © ankomando/Shutterstock.com, Milena Moiola/Shutterstock.com; p25 © graphic-line/Shutterstock.com, GraphicsRF/Shutterstock.com, Lyubov Usova/Shutterstock.com, Victor Brave/Shutterstock.com, PILart/Shutterstock.com; p28 © MSSA/Shutterstock.com; p29 © pichayasri/Shutterstock.com, Lorelyn Medina/Shutterstock.com, petite lili/Shutterstock.com, Macrovector/Shutterstock.com; p30 © MSSA/Shutterstock.com, palasha/Shutterstock.com; p31 © Katerina Davidenko/Shutterstock.com; p33 © benchart/Shutterstock.com, Ksenia Loginovskikh/Shutterstock.com, Iconic Bestiary/Shutterstock.com; p34 © davorana/Shutterstock.com; p35 © owatta/Shutterstock.com, chotwit piyapramonte/Shutterstock.com; p36 © notkoo/Shutterstock.com; p37 © Elías Salas, Bannykh Alexey Vladimirovich/Shutterstock.com; p38 © Aratehortua/Shutterstock.com; p40 © Comodo777/Shutterstock.com; p43 © Zerbor/Shutterstock.com, GraphicsRF/Shutterstock.com, Comodo777/Shutterstock.com, Yayayoyo/Shutterstock.com, GraphicsRF/Shutterstock.com, Teguh Mujiono/Shutterstock.com, vgart/Shutterstock.com, Nataly Bannykh/Shutterstock.com; p44 © Daniel Gale/Shutterstock.com, cem bazarbasi/Shutterstock.com, Rogkov Oleg/Shutterstock.com, Lim Yong Hian/Shutterstock.com, Sunny studio/Shutterstock.com, grmarc/Shutterstock.com; p45 © Nicescene/Shutterstock.com, KEN226/Shutterstock.com, luckyraccoon/Shutterstock.com; p51 © GraphicsRF/Shutterstock.com, BlueRingMedia/Shutterstock.com, Dashikka/Shutterstock.com; p52 © readthesign/Shutterstock.com; p53 © GraphicsRF/Shutterstock.com; p58 © BlueRingMedia/Shutterstock.com; p59 © Hibrida/Shutterstock.com, Cubics/Shutterstock.com; p65 © GraphicsRF/Shutterstock.com, Happy_Inside/Shutterstock.com, Spreadthesign/Shutterstock.com, studioworkstock/Shutterstock.com; p68 © MiniDoodle/Shutterstock.com; p69 © CartoonGalleria/Shutterstock.com, martynmarin/Shutterstock.com; p71 © MSSA/Shutterstock.com, Victor Brave/Shutterstock.com; p77 © Katt_Parrot/Shutterstock.com, totallypic/Shutterstock.com; p11 © Maciej Es/Shutterstock.com, Tribalium/Shutterstock.com, notkoo/Shutterstock.com, Chris Brock Design/Shutterstock.com; p15 © HitToon/Shutterstock.com, Yayayoyo/Shutterstock.com; p17 © Ken Benner/Shutterstock.com, Yayayoyo/Shutterstock.com; p19 © Aleksandr Chuguev/Shutterstock.com; p21 © Birdzio/Shutterstock.com, CDT Designs/Shutterstock.com, Mikhaylova Anna/Shutterstock.com, Ken Benner/Shutterstock.com, Ksenya Savva/Shutterstock.com, hunkmax/Shutterstock.com, Katerina Davidenko/Shutterstock.com, AtthameeNi/Shutterstock.com, hunkmax/Shutterstock.com, Iryna_Afonina/Shutterstock.com; p24 © Virinaflora/Shutterstock.com; p26 © lineartestpilot/Shutterstock.com, Virinaflora/Shutterstock.com, lineartestpilot/Shutterstock.com, Bannykh

Méndez, Adriana

Young Achievers Starter Teacher's Book / Adriana Méndez. - 1a ed. - Ciudad Autónoma de Buenos Aires : Santillana, 2016.

80 p. + CD-DVD ; 28 x 22 cm.

ISBN 978-950-46-5075-1

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Título. CDD 420

Alexey Vladimirovich/Shutterstock.com; p27 © Katerina Davidenko/Shutterstock.com, IvanNikulin/Shutterstock.com; p28 © Ilya Bolotov/Shutterstock.com; p29 © Gurza/Shutterstock.com; p30 © carla castagno/Shutterstock.com, Bannykh Alexey Vladimirovich/Shutterstock.com; p31 © Katerina Davidenko/Shutterstock.com; p33 © Sciska76/Shutterstock.com, ameer_stockphoto/Shutterstock.com, igor malovic/Shutterstock.com, bmnarak/Shutterstock.com, vectorchef/Shutterstock.com, Elena Runova/Shutterstock.com, Anna_Zubkova/Shutterstock.com; p34 © davorana/Shutterstock.com; p35 © owatta/Shutterstock.com, chotwit piyapramonte/Shutterstock.com; p38 © ARNICA/Shutterstock.com, GraphicsRF/Shutterstock.com; ; p36 © Elvetica/Shutterstock.com; p37 © wenchianwang/Shutterstock.com, Bannykh Alexey Vladimirovich/Shutterstock.com, lineartestpilot/Shutterstock.com; p43 © Teguh Mujiono/Shutterstock.com, ColinCramm/Shutterstock.com, Kazakova Maryia/Shutterstock.com, Lulu330/Shutterstock.com, Yayayoyo/Shutterstock.com, gst/Shutterstock.com; p46 © John T Takai/Shutterstock.com, ARNICA/Shutterstock.com, Klara Viskova/Shutterstock.com, maljuk/Shutterstock.com, HitToon/Shutterstock.com, Godsend/Shutterstock.com; p48 © David Slezak/Shutterstock.com; p49 © Bannykh Alexey Vlarimirovich/Shutterstock.com; p54 © Kozachenko Maksym/Shutterstock.com, SketchMaster/Shutterstock.com; p55 © ARNICA/Shutterstock.com, ya_mayka/Shutterstock.com, Valentin Chemyakin/Shutterstock.com, TrishaMcmillan/Shutterstock.com, Victor Metelskiy/Shutterstock.com, owatta/Shutterstock.com; p56 © Katerina Davidenko/Shutterstock.com; p60 © ARNICA/Shutterstock.com, vectortatu/Shutterstock.com; p65 © Igor Zakowski/Shutterstock.com, ColinCramm/Shutterstock.com, yavi/Shutterstock.com, Sarawut Padungkwan/Shutterstock.com, Bestujeva_Sofya/Shutterstock.com, lineartestpilot/Shutterstock.com, Visual Generation/Shutterstock.com, vitdes/Shutterstock.com, Sarawut Padungkwan/Shutterstock.com; p73 © Chris from Paris/Shutterstock.com, gopixa/Shutterstock.com, Alan Sheldon/Shutterstock.com; A. Toril; C. Contreras; I. Codina; J. Jaime; CENTRAL STOCK; GETTY IMAGES SALES SPAIN/Photos.com Plus, Thinkstock; HIGHRES PRESS STOCK /AbleStock.com; I. PREYSLER; ISTOCKPHOTO/Getty Images Sales Spain; PHOTODISC; STOCKBYTE; Helen Chelton López de Haro/Jorge Cueto; MATTON-BILD; SERIDEC PHOTOIMAGENES CD; ARCHIVO SANTILLANA; ARCHIVO SANTILLANA México

Queda hecho el depósito legal que marca la ley 11.723.

Impreso en Argentina. Printed in Argentina.

First Edition Published 2016

The publishers would like to thank all those who have contributed to the development of this course.

Websites given in this publication are all in the public domain and quoted for information purposes only. Richmond has no control over the content of these sites and urges care when using them.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Este libro se terminó de imprimir en el mes de octubre de 2016, en Artes Gráficas Rioplatense, Corrales 1393, Ciudad Autónoma de Buenos Aires, República Argentina.

Young Achievers Starter

Young Achievers will challenge and motivate. A blend of **skills**, a **fast-paced grammar** syllabus and **phonics** provides children with a strong foundation. This, combined with a **cross-curricular** and **cultural focus** gives primary children all the confidence they need.

Throughout the course, children are presented with integrated external exam practice for both **Trinity GESE** and **Cambridge Language Assessment** to give them the tools they need for success.

Young Achievers aims to provide children with the support they need to achieve all their language goals.

For the student

- Student's Book
- Activity Book + Audio Material
- Interactive Practice: *The Young Achievers Games*

For the teacher

- Teacher's Book + Audio CD
- Teacher's Resource Material
- Printable Flashcards and Word Cards
- Digital Book

