



# Young **1** Achievers

**Teacher's Book**



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# Young 1 Achievers

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## 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.

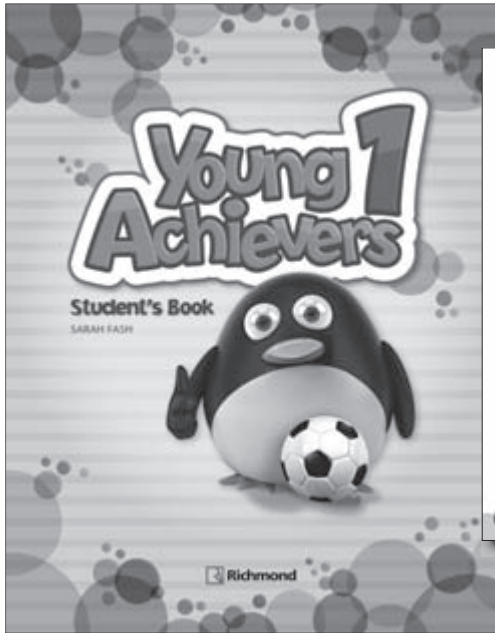
It is **fundamental** that English language learning is treated as an **integral part** of the curriculum. In order to give children a **broader learning experience** there is focus on **CLIL** and **cultural connections**.

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

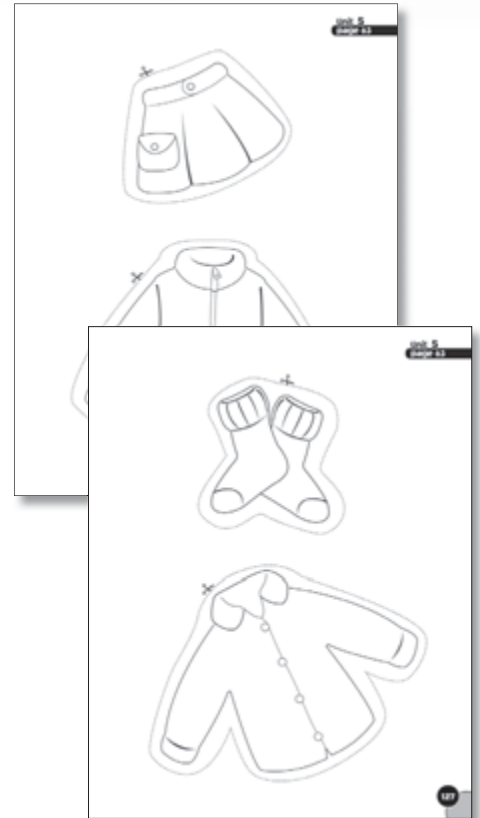
# For the Student

## Student's Book

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



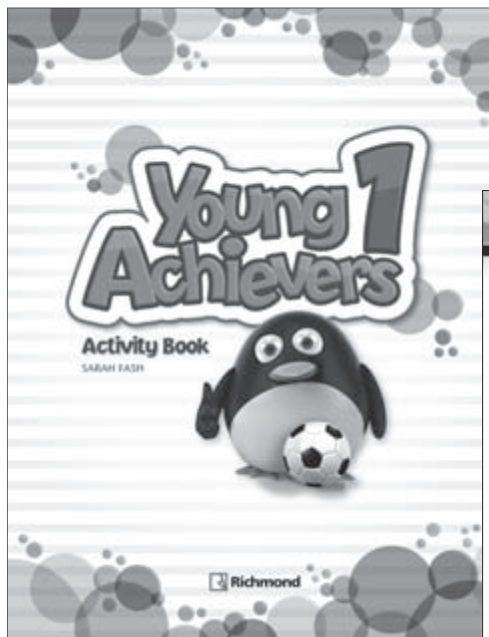
Stickers



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.



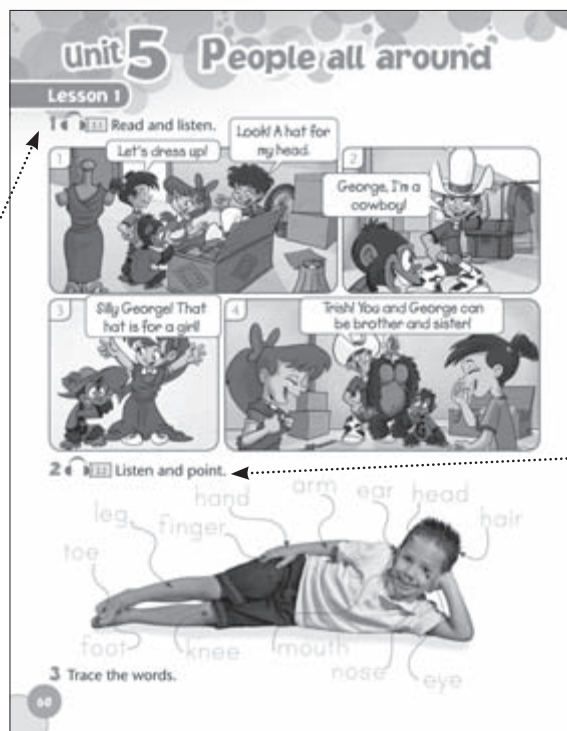
Picture dictionary



# Take a tour of the Student's Book

## Lesson 1

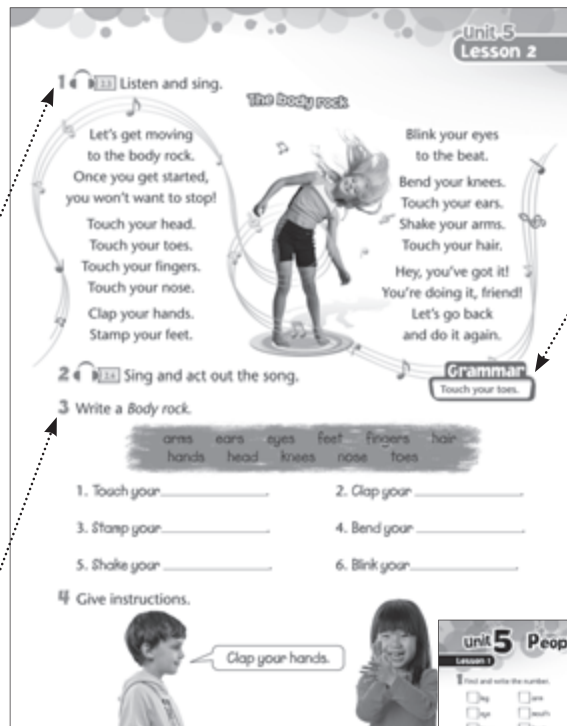
Each unit opens with a **cartoon** featuring a group of school children which introduces the topics and themes of the unit.



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

## Lesson 2

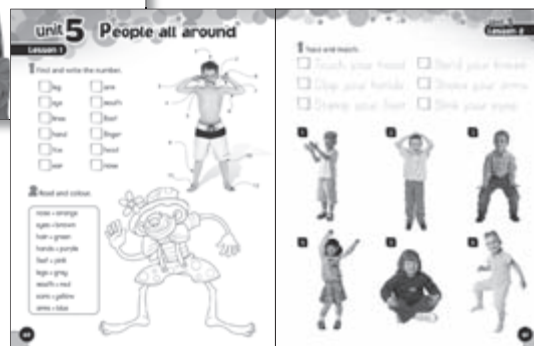
**Songs and chants** feature in every unit. Fun lyrics and catchy tunes motivate children to participate and become more confident.



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

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

## Activity Book



## Lesson 3

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

**Skills activities** contextualise the grammar and vocabulary presented in each unit.

**Unit 5 Lesson 3**

1 Trace the words.

blue green brown black red blond

2 Listen and complete.

I am special!

I look in the mirror. Who do I see? I am special, it's easy to see!

I've got \_\_\_\_\_ hair.  
I've got two \_\_\_\_\_ eyes.

I've got \_\_\_\_\_ hair.  
I've got two \_\_\_\_\_ eyes.

I've got a mouth, two ears and a nose.  
There will never be anyone else like me!

3 Read and match.

**Grammar**  
I've got = I have got.  
He's got = He has got.  
She's got = She has got.

1 I've got brown hair.  
I've got green eyes.

2 I've got black hair.  
I've got brown eyes.

3 I've got blond hair.  
I've got brown eyes.

4 I've got red hair.  
I've got blue eyes.

## 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 5 Lesson 4**

1 Trace the words.

shorts shirt socks dress skirt trousers

2 Listen and number.

3 Cut out and make a clothesline.

1. Make a clothesline. 2. Cut out and colour clothes. 3. Hang your clothes.

**Grammar**  
What's this? It's a jacket.  
What are these? They're socks.

4 Point, ask and answer the questions.

What's this? It's a red skirt.

What are these? They're blue socks.

## Activity Book

**Lesson 3**

1 Read and colour.

2 Complete and colour.

**Lesson 4**

1 Trace and number.

2 Complete and colour.

## Lessons 5 and 6

The children listen to and read 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.

**Unit 5 Lesson 5**

**Katie's pink dress**

1 The party is tomorrow!

2 Mum, look! It's a pink dress!

Let's buy it!

3 You need a new dress Katie. Let's go shopping!

4 Hi, Ann!

I like your dress!

Oh no! There's juice on my dress!

1 Read and listen.

2 Look and circle.

- There's juice on the shirt / trousers.
- There's juice on the skirt / trousers.
- There's juice on the socks / shoes.

**Unit 5 Lesson 6**

5 I'm so angry!

6 Look at my dress!

Poor Ann! She's sad!

Ann is your friend! She's more important than the dress.

7 Are you angry with me, Katie?

8 Are we still friends?

No, I'm sorry, Ann.

We're best friends forever!

1 Read and listen.

2 Complete the sentences.

- \_\_\_\_\_ is wearing a pink dress and white shoes.
- \_\_\_\_\_ is wearing a blue shirt and a grey skirt.
- \_\_\_\_\_ is wearing a purple skirt and a yellow shirt.

3 Act out the story.

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.

## Activity Book

**Unit 5 Lesson 5**

1 Circle, write and colour.

2 Look, complete and colour.

3 Colour the scene and complete.

**Unit 5 Lesson 6**

1 Look, write and colour.

2 Read, number and colour.

3 Colour the scene and complete.

## Lesson 7

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, role-plays, songs and games.

**Unit-5 Lesson 7**

1 Listen and stick.

2 Look, number and complete.

black brown grey white

**Grammar**  
What are you wearing?  
I'm wearing a grey dress and black shoes.

I'm wearing orange trousers, a green jacket and \_\_\_\_\_ shoes.

I'm wearing a \_\_\_\_\_ jumper, red shorts, grey shoes and red socks.

I'm wearing a purple T-shirt \_\_\_\_\_ trousers and blue shoes.

I'm wearing a yellow jumper, a \_\_\_\_\_ skirt and white shoes.

3 Ask and answer.

What are you wearing? I'm wearing...

66

## Lesson 8 - 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.

### Activity Book

**Lesson 7**

1 Look and colour.

**Phonics**

2 Look and complete.

3 Look and circle.

4 Look and write.

5 Look and write.

6 Look and write.

7 Look and write.

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99 Look and write.

100 Look and write.

**Unit-5 Lesson 8**

**Phonics**

1 Listen and read.

Bob the frog

Bob is a frog.

He lives at the pond.

Uh oh! A dog!

The dog chases Bob!

Hurry, Bob!

Bob lands on a log!

2 Look and colour.

frog = green pond = blue dog = black log = brown

3 Listen and draw.

Help Bob find his way to the log!

box clock sock

pot doll log

67

## Lesson 9 - 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 5 Lesson 9 Achieve!**

1. Listen and draw.

I've got \_\_\_\_\_ hair.  
I've got \_\_\_\_\_ eyes.

2. Complete the sentences.

3. Draw and label.

1. Trace. 2. Cut and colour. 3. Label.

head hair arms legs

## Lesson 10 - Culture

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

**Unit 5 Lesson 10 Different people**

1. Listen and number.

2. Read and tick (✓).

1. ☐ She's got short black hair. ☐ She's got long black hair.  
2. ☐ She's got long red hair. ☐ She's got short brown hair.  
3. ☐ He's got short blond hair. ☐ He's got short red hair.

3. Listen, stick and say the poem.

People are different everywhere!  
They've got different faces!  
They've got different hair!

She is old. He is young.  
She is short. He is tall.

It doesn't matter  
How different we are.  
All of us are shining stars!

**Unit 5 Lesson 9 Achieve!**

1. Draw the other half of the body.

2. Read, trace and colour.

1. Draw your body. 2. Draw your head. 3. Draw your arms. 4. Draw your legs. 5. Draw your feet.

3. Count and complete.

head body arms legs feet

**Unit 5 Lesson 10 Different people**

1. Colour by number.

1. Colour 1. 2. Colour 2. 3. Colour 3. 4. Colour 4. 5. Colour 5. 6. Colour 6. 7. Colour 7. 8. Colour 8. 9. Colour 9. 10. Colour 10.

2. Look and write.

1. She's got long black hair. 2. He's got short blond hair. 3. She's got long red hair. 4. He's got short brown hair.

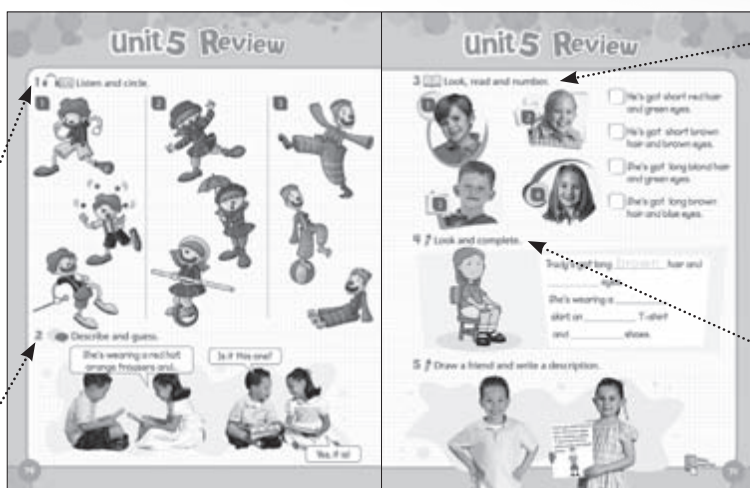
3. Read and match.

1. He is short. 2. She is tall. 3. He is young. 4. She is old.

## Unit Review

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

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



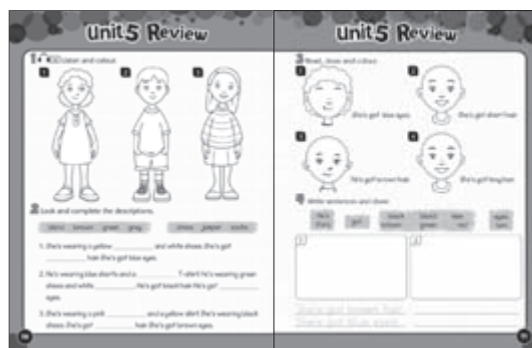
**Reading activities** provide further revision but also a model for children to use as a guide to their own writing.

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

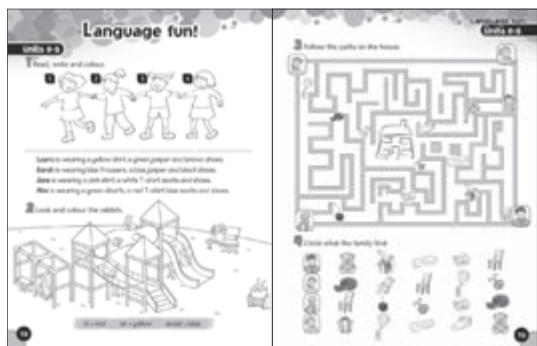
## Activity Book

## 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 5 People all around

| Grammar  | Vocabulary   | Pronunciation  | Recycled language  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Imperatives</li> <li>Have got</li> <li>Demonstratives (this, that)</li> <li>Present continuous: affirmative and negative</li> </ul> | <ul style="list-style-type: none"> <li>Parts of the body: arm, body, ear, eye, finger, foot, hair, hand, head, knee, leg, mouth, nose, ear</li> <li>Verbs: bend, blink, clap, dance, nod, shake, stamp, touch, turn</li> <li>Adjectives: big, long, short, small, tall</li> <li>Clothes: dress, hat, jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt</li> <li>Colours: black, blond, brown, grey, white</li> </ul> | <ul style="list-style-type: none"> <li>Phonics: /s/ sound</li> </ul> | <ul style="list-style-type: none"> <li>Colours</li> <li>Demonstratives: pronouns this/that</li> <li>Party objects</li> </ul> |

#### Language objectives

| Grammar   | Functions   |
|---|---|
| <ul style="list-style-type: none"> <li>To use imperatives to give commands</li> <li>To use have got to show possession</li> <li>To use demonstratives to identify singular and plural items</li> <li>To practice the Present simple tense</li> <li>To use the Present continuous to describe what someone is wearing</li> </ul> | <ul style="list-style-type: none"> <li>To identify parts of the body</li> <li>To identify colours</li> <li>To describe people</li> <li>To describe what someone is wearing</li> </ul> |

#### Skills objectives

| Speaking  | Reading  | Listening  | Writing  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To give instructions using imperatives</li> <li>To describe appearance using Present continuous and the situation have got</li> <li>To ask and answer questions in the Present continuous</li> <li>To sing along to a chant/song to reinforce target language</li> </ul> | <ul style="list-style-type: none"> <li>To recognise the target language (body parts, clothes)</li> <li>To use the Present simple, Present continuous, this/that in context</li> <li>To use reading strategies to improve comprehension</li> <li>To understand the lyrics of a song in order to act out the gestures</li> <li>To use reading skills to match text with pictures or select the correct item</li> </ul> | <ul style="list-style-type: none"> <li>To identify characters in a story</li> <li>To follow the narrative of a story</li> <li>To listen and sing along</li> <li>To listen to complete a gap fill</li> <li>To identify clothing items in a matching activity</li> </ul> | <ul style="list-style-type: none"> <li>To trace and write target vocabulary: body parts, clothing items, colours</li> <li>To write a full description about someone, using target language</li> <li>To build confidence in free writing</li> </ul> |

### Overview

#### Assessment criteria

- Check children can understand and produce oral imperatives, have got, demonstratives and Present continuous.
- Check children can understand and produce oral and written messages using the target language.
- Check children can recognise and produce a sound.
- Check children can understand and produce functional language: identify parts of the body and colours, describe people and what they are wearing.

#### Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
  - Language worksheets Unit 5, pages 102-103 Lesson 1
  - Reading worksheet Unit 5, page 60 Lesson 2
  - Spelling worksheet Unit 5, page 61 Lesson 3
  - Listening worksheet Unit 5, page 74 Lesson 3
  - Test Unit 5, pages 122-123 Unit 5 Review
- Extra
  - Plain card
  - Stamps of paper for (1) body-part sheet and (2) colour sheet
  - Butcher paper
  - Body-part sheet and (2) colour sheet
  - Activity Bank, pages 17-21
  - For teachers on how to exploit the course resources see Activity Bank, pages 17-21

#### Co-ordinate

Digital book

Complete the activities with the children on the task.

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.

#### Key competences

- Linguistic competence**  
Children develop skills using stories, songs, chants and model dialogues as tools for language acquisition.
- Mathematical competence and basic competences in Science and Technology**  
Children use numbers to order items and sequences.
- Digital competence**  
Children become more aware of the dynamics of the classroom and good working practice. Children focus on how people dress but are encouraged to see beyond the first impression.
- Cultural awareness and expression**  
Children work on their artistic and creative skills. Children work on rhyme and rhythm to write their own chant.
- Competence in learning to learn**  
Children work on strategies to make them more competent and confident learners.
- Sense of initiative and entrepreneurship**  
Children practice working alone, planning and executing a task as well as revising the unit content. Children are made aware of the importance of revision as an aid to independent learning.

Each lesson includes what to look out for and suggestions of 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 and the transcripts are available at the end of the book.

### Unit 5

#### Lesson 1 - SB Page 60

##### Language objectives

Vocabulary

- Parts of the body: arm, ear, eye, finger, foot, foot, hand, head, knee, leg, mouth, nose, ear
- Verbs: bend, blink, clap, dance, nod, shake, stamp, touch, turn
- Adjectives: big, long, short, small, tall
- Clothes: dress, hat, jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt
- Colours: black, blond, brown, grey, white

Functions

- Make suggestions: Let's...

##### Skills objectives

Speaking

- Follow the narrative of a story
- Identify key vocabulary: body parts

Reading

- Follow the narrative of a story

Listening

- Trace body words and colours

##### Materials

- Digital Book
- Audio CD 2

##### Attention to diversity

The stories have incidental vocabulary which may impede comprehension. As the theme of the story runs through the unit, it is important that children understand the key points of the story in order to grasp the overall concept of the unit.

Warmer

Touch the children the rhyme: head, shoulders, knees and toes pointing to each part of the body: Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, Eyes and ears and mouth and nose, Head, shoulders, knees and toes, knees and toes.

Lead-in

Ask children to look at page 60 to introduce the idea of the children playing. Review the colours by pointing to the children individually and eliciting the colours.

Children read and listen to the story.

Notes: Talk with students about how we are all different: eyes, hair and skin. We like to dress differently. Emphasize that it is important for us to respect each other, no matter how we look.

Optional extra: Check comprehension by asking questions about the story. Ensure children understand the idea that the children are dressing up.

#### Lesson 2 - SB Page 61

##### Language objectives

Grammar

- Imperatives

Vocabulary

- Verbs: bend, blink, clap, dance, nod, shake, stamp

Functions

- Review parts of the body

##### Skills objectives

Speaking

- Use imperatives to give instructions

Listening

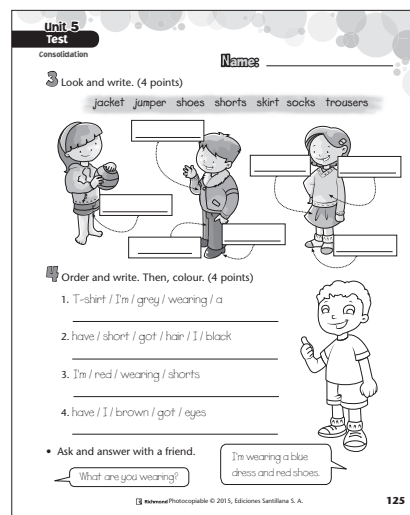
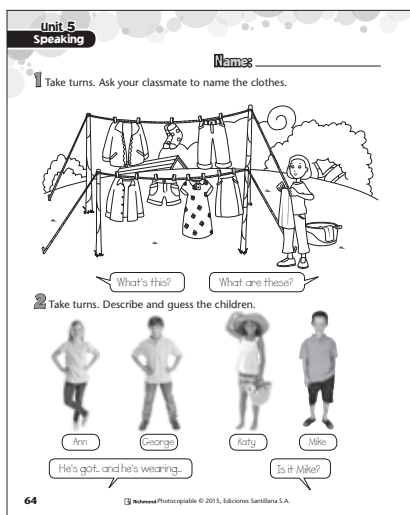
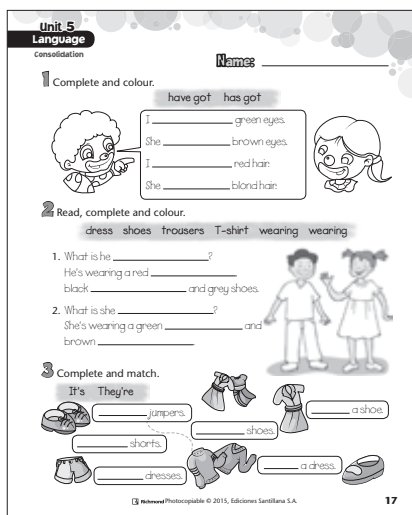
- Understand and use a model for letter production
- Use TPR in conjunction with the listening

Writing

- Write key vocabulary: body parts

# 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 **Language, Reading, Writing, Speaking** and **Listening worksheets** for every unit, three **Festival worksheets** and **Tests** (Diagnostic, Unit, End of term and End of year). Both the Language worksheets and Tests are presented at **three levels** to suit different abilities within the class. There are also suggestions on when each worksheet could ideally be used. Reproductions of each worksheet with the answer key in place are included.



# Teacher's Audio Material

The pack includes 2 audio CDs:

- **Audio CDs 1 and 2**
- The **Activity Book Audio** is available on the website and so is the **Teacher's Resource Material Audio**.



# Flashcards and Word Cards

82 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 15 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.

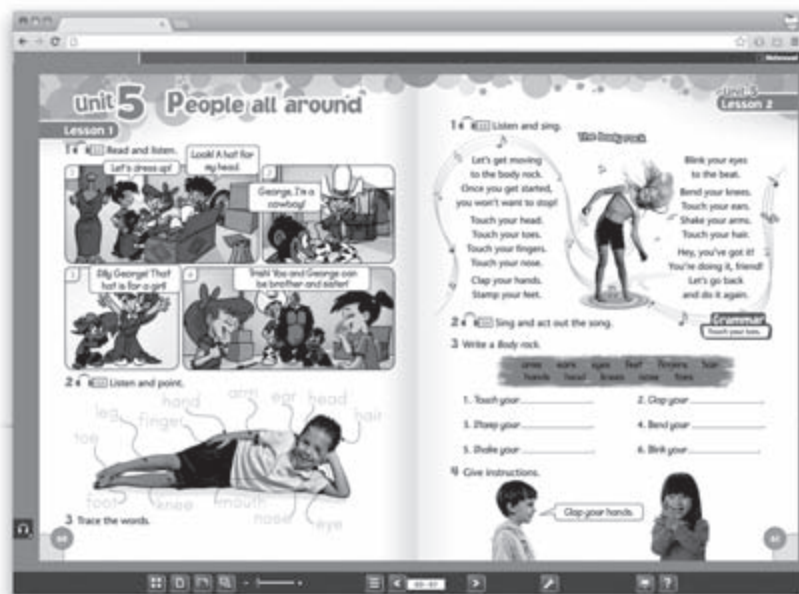


# Go Digital!

**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.



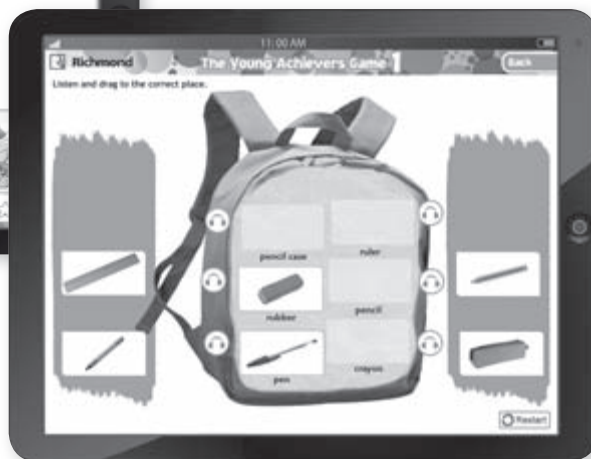
## The Young Achievers Game

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



Encourages children to get the best results to unlock the next unit



# 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   |
|---|---|---|
| <b>0</b><br>Welcome!<br>page 4              | <b>Colours:</b> blue, green, orange, pink, purple, red, yellow<br><b>Verbs:</b> close, open, put away, sit down, stand up, take out<br><b>Numbers:</b> 1-10<br><b>Days of the week:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  | <b>Present simple:</b> be<br><b>Personal pronouns:</b> I, you, it<br><b>Possessive adjectives:</b> my, your, his, her<br><b>Questions:</b> What<br><b>Imperatives:</b> Hands up   |
| <b>1</b><br>Time for school<br>page 10      | <b>Classroom objects:</b><br>book, chair, clock, crayon, glue stick, pen, pencil case, pencil, rubber, ruler, school bag, sharpener, shelf, table   | <b>Present simple:</b> be affirmative, negative and interrogative<br><b>Questions:</b> What, How many<br><b>Demonstratives:</b> this  |
| <b>2</b><br>Let's celebrate!<br>page 22     | <b>Party objects:</b> balloon, cake, candle, card, party hat, present<br><b>Toys:</b> ball, car, doll, teddy bear   | <b>Present simple:</b> be affirmative, negative and interrogative<br><b>Personal pronouns:</b> he, she, they<br><b>Questions:</b> What, How old   |
| <b>page 34</b>                              | <b>Language fun! Units 0-2</b>  |   |
| <b>3</b><br>Home, sweet home!<br>page 36    | <b>Family members:</b> aunt, brother, cousin, dad, grandad, grandma, mum, sister, uncle<br><b>Furniture:</b> armchair, bed, bookcase, sofa<br><b>Rooms in the house:</b> bathroom, bedroom, kitchen, living room  | <b>Present simple:</b> be affirmative, negative and interrogative<br><b>Demonstratives:</b> this, these<br><b>Questions:</b> Where<br><b>Prepositions of place:</b> in, on, under   |
| <b>4</b><br>In the garden<br>page 48        | <b>Fruits and vegetables:</b> apple, banana, carrot, cherry, cucumber, onion, orange, peach, pear, potato, tomato, watermelon<br><b>Insects:</b> ant, bee, butterfly, ladybird, spider  | <b>Present simple:</b> be affirmative, negative and interrogative<br><b>Questions:</b> What, How many<br><b>Demonstratives:</b> this, these, There is, There are<br><b>Definite articles:</b> a, an<br><b>Prepositions of place:</b> in, on, under, behind, in front of |
| <b>5</b><br>People all around<br>page 60    | <b>Parts of the body:</b> arm, ear, eye, finger, foot, hair, hand, head, knee, leg, mouth, nose, toe<br><b>Verbs:</b> bend, blink, clap, move, shake, stamp<br><b>Adjectives:</b> short, tall, old, young<br><b>Clothes:</b> jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt<br><b>Colours:</b> black, blonde, brown, grey, white | <b>Imperatives:</b> touch your toes, stamp your feet<br><b>have got:</b> affirmative<br><b>Questions:</b> What<br><b>Demonstratives:</b> this, these<br><b>Present continuous:</b> affirmative and interrogative  |
| <b>page 72</b>                              | <b>Language fun! Units 0-5</b>  |   |
| <b>6</b><br>Down on the farm<br>page 74     | <b>Farm animals:</b> cat, chick, cow, duck, goat, hen, horse, mouse, pig, sheep<br><b>Verbs:</b> drink, eat, feed, go, play, run, sleep, swim<br><b>Adjectives:</b> big, clean, dirty, fat, small, thin<br><b>Time:</b> o'clock, numbers 1-12   | <b>Demonstratives:</b> this, that, these, those<br><b>be and adjectives</b><br><b>Present continuous:</b> affirmative and interrogative   |
| <b>7</b><br>A picnic in the park<br>page 86 | <b>Verbs:</b> climb, fly, ride, swim, walk<br><b>Feelings:</b> happy, hungry, sad, thirsty, tired<br><b>Food:</b> biscuits, fish, ice cream, milk, pizza, sandwiches<br><b>Weather:</b> raining, snowing, sunny, windy  | <b>Present continuous:</b> affirmative and interrogative<br><b>Questions:</b> What<br><b>Present simple:</b> be affirmative, negative and interrogative<br><b>Likes and dislikes:</b> like, not like  |
| <b>8</b><br>All about me!<br>page 98        | <b>Sports:</b> basketball, cycling, football, running, swimming, tennis<br><b>Sports equipment:</b> basketball, football, helmet, skipping rope, tennis racket, water bottle<br><b>Verbs:</b> dance, jump, sing, ski, throw<br><b>Ordinal numbers:</b> 1 <sup>st</sup> -10 <sup>th</sup>  | <b>have got:</b> affirmative, negative and interrogative<br><b>Ability:</b> can, can't  |
| <b>page 110</b>                             | <b>Language fun! Units 0-8</b>  |   |

| Functions   | Phonics for pronunciation | Achieve!<br>Culture  |
|---|---------------------------|--|
| <b>Greetings and introductions:</b><br><i>Hi, how are you? Hello, I'm fine, thank you. Goodbye! See you later!</i><br><i>What's your/her/his name? My/Her/His name's...</i><br><b>Classroom language:</b> <i>Hands up, Listen, Say thank you, Share, Take turns</i> |                           |  |
| <b>Identify classroom objects and quantities:</b> <i>What's this? It's a... Is it a...? Yes, it is. / No, it isn't.</i><br><b>Express quantities:</b> <i>How many... are there? There is/are...</i>   | Initial letter sounds     | CLIL: Counting<br>Simon says: Play a game  |
| <b>Ask about names and ages:</b> <i>What's your name? My name's... How old are you? I'm...</i><br><b>Identify colours of objects:</b> <i>What colour are the party hats? They're red.</i>   | a sound                   | CLIL: Mixing colours<br>Birthday presents: singular and plural   |
| <b>Ask where people are:</b> <i>Where's grandma? She's in the living room.</i>  | e sound                   | CLIL: Pet care<br>My family: A family album  |
| <b>Identify fruits and vegetables:</b> <i>What is this? It's a cherry. Are these carrots? No, they aren't.</i><br><b>Count insects:</b> <i>How many bees are there? There are six bees.</i>   | i sound                   | CLIL: The life cycle of a watermelon<br>Green fingers: Grow a plant                                    |
| <b>Give instructions:</b> <i>Touch your head, Stamp your feet, Shake your arms, Clap your hands, Bend your knees, Blink your eyes</i><br><b>Ask what someone is wearing:</b> <i>What are you wearing? I'm wearing...</i>  | o sound                   | CLIL: Portraits<br>Different people: How we look   |
| <b>Describe animals:</b> <i>This duck is fat and dirty.</i><br><b>Ask what animals are doing:</b> <i>What's the duck doing? It's swimming.</i><br><b>Tell the time:</b> <i>It's six o'clock.</i>  | u sound                   | CLIL: Telling the time<br>Life on the farm: Activities   |
| <b>Ask what people are doing:</b> <i>What are they doing? They're swimming.</i><br><b>Ask how people feel:</b> <i>Are you hungry? Yes, I am.</i><br><b>Talk about likes and dislikes:</b> <i>I like ice cream, but I don't like cake.</i>                           | sh or ch sound            | CLIL: Numbers 11-20<br>Weather watch: Describing the weather   |
| <b>Ask about possession:</b> <i>Have you got a bike? Yes, I have.</i><br><b>Talk about favourite sports, colours, food:</b> <i>My favourite sport/ colour/food is...</i><br><b>Talk about abilities:</b> <i>I can climb a tree. I can't ski.</i>                    | t or th sound             | CLIL: Taking turns, ordinal numbers 1 <sup>st</sup> -10 <sup>th</sup><br>Move your body!: School sport |

# Unit 0

# Welcome!

| Grammar   | Vocabulary   | Pronunciation | Recycled language |
|---|--|---------------|-------------------|
| <ul style="list-style-type: none"> <li>• <b>Present simple</b> <i>be</i></li> <li>• <b>Personal pronouns:</b> <i>I, you, it</i></li> <li>• <b>Possessive adjectives:</b> <i>my, your, his, her</i></li> <li>• <b>Questions:</b> <i>What</i></li> <li>• <b>Imperatives:</b> <i>Hands up</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Colours:</b> <i>blue, green, orange, pink, purple, red, yellow</i></li> <li>• <b>Verbs:</b> <i>close, open, put away, sit down, stand up, take out</i></li> <li>• <b>Numbers 1-10</b></li> <li>• <b>Days of the week:</b> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i></li> </ul> |               |                   |

## Language objectives

| Grammar  | Functions  |
|--|--|
| <ul style="list-style-type: none"> <li>• To practise <i>be</i> in the 1<sup>st</sup> and 3<sup>rd</sup> person affirmative using contractions</li> <li>• To use possessive adjectives</li> <li>• To make questions using <i>What</i></li> <li>• To use imperatives to give commands</li> </ul> | <ul style="list-style-type: none"> <li>• To use greetings: <i>Hello, Hi, Goodbye, See you later, Good morning</i></li> <li>• To exchange simple information: <i>My name's... How are you?</i></li> <li>• To understand classroom language: <i>hands up, listen, say thank you, share, take turns</i></li> <li>• To state preferences: <i>My favourite day is...</i></li> <li>• To give commands using imperatives</li> </ul> |
| Vocabulary   | Pronunciation  |
| <ul style="list-style-type: none"> <li>• To identify and name colours and days of the week</li> <li>• To count from 1 to 10</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise long vowel sounds</li> <li>• To highlight and practise stressed syllables in days of the week</li> </ul>  |

## Skills objectives

| Speaking   | Reading   |
|--|---|
| <ul style="list-style-type: none"> <li>• To exchange simple greetings</li> <li>• To ask and answer questions about other classmates' names</li> <li>• To ask and answer questions to identify colours</li> <li>• To count from 1 to 10</li> <li>• To say the days of the week</li> </ul>           | <ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To understand the lyrics of a song and join in</li> </ul>            |
| Listening  | Writing   |
| <ul style="list-style-type: none"> <li>• To understand and use a model dialogue</li> <li>• To understand greetings using a song as a model</li> <li>• To identify numbers and colours</li> <li>• To identify days of the week and numbers 1-7</li> <li>• To identify classroom language</li> </ul> | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: colours, numbers 1-10, days of the week</li> <li>• To prepare a classroom language poster</li> </ul> |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, personal pronouns, possessive adjectives, questions and imperatives.
- Check children can understand and produce oral and written messages using the unit vocabulary: colours, numbers 1-10 and days of the week.
- Check children can understand and produce functional language: greetings, exchanging simple information, classroom language, stating preferences and commands.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Diagnostic test, pages 96-97: Lesson 6
- **Extra**

|                        |                           |
|------------------------|---------------------------|
| Paper - A4 and A3      | Paper with a number: 1-10 |
| Stickers for name tags | Strips of paper           |
| Ball                   | Scissors                  |
| Crayons                | Glue                      |
| Tape                   |                           |

### Go digital!

Digital book 

Complete the activities with the children on the IWB.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

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



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

Children develop numeracy and practise the written and numerical form of the numbers. Children identify colours in nature using a rainbow.



#### Digital competence

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



#### Social and civic competence

Children practise greetings and exchange simple information. Children practise turn-taking and working effectively in pairs.



#### Cultural awareness and expression

Using a song exposes children to rhyme, rhythm and melody as well as aiding language acquisition.



#### Competence in learning to learn

Children practise deduction and associating words with images to complete a matching activity.



#### Sense of initiative and entrepreneurship

Children practise working alone, planning and executing a task as well as revising the unit content.

## Lesson 1 - SB Page 4

### Language objectives

#### Grammar

- be 1<sup>st</sup> and 3<sup>rd</sup> person affirmative
- Greetings: *Hello. Hi. Goodbye. See you later.*
- Possessive adjectives: *my, your, his, her*

### Skills objectives

#### Reading

- Recognise the target language in the context of a story

#### Listening

- Understand and use a model dialogue

#### Speaking

- Exchange simple greetings

### Materials

- Digital Book
- Audio CD 1
- Paper (A4 size)

### Attention to diversity

As it's the first day, children may be nervous and shy. A mixture of levels will require careful pairing of children, for example, weaker and stronger children together.

Some children may find 'performing' to the rest of the group intimidating.

Some children may be reluctant to have their work on display.

### Warmer

Greet children as they enter the classroom: *Hello! Hi!*

Ask each child:

T: *What's your name?*

C: *I'm...*

T: *Hello...!*

### Lead-in

Point to the characters in the story and introduce them: *Trish, Lily, Leo, Toby, Peter and George.* Ask children where the characters are: *school.*

### 1 Children read and listen to the story.

**Values:** Briefly discuss with students what they do when they meet someone new. Ask students how they felt the first day of school. Elicit ideas about how they can make

someone who is new in their neighbourhood or in their class feel welcome.

**Optional extra:** Ask some comprehension questions to check children's understanding, e.g., *Point to Leo.* In pairs, children can repeat the procedure:

Child 1: *Point to Peter.*

Child 2: *Point to Lily.*

### 2 In pairs, children act out the dialogues.

**Optional extra:** Divide the class into two groups (boys and girls, sitting on the left and sitting on the right). Tell group 1 to say what the girl says, and group 2 to say what the boy says. Change the roles of the groups and repeat.

### Wrap up

Hold up the book and ask children to point to each of the characters from the story. Children say *Hi* and their names.

### Initial evaluation

Practise phrases as children leave the classroom: *Goodbye. See you later.* Insist children respond as they leave.



### At home

#### Activity Book - page 4

- **Optional extra:** Give children a piece of paper each. Write *Hi! My name's ...* on the board and tell them to copy. Tell students to draw a portrait of themselves and write their name. Display the pictures in the classroom in the next lesson.

## Lesson 2 - SB Page 5

### Language objectives

#### Grammar

- be contractions: *I'm, he's, she's*
- Possessive adjectives: *my, your, his, her*

#### Functions

- Greetings: *Good morning. See you later.*
- Exchange simple information: *I'm / My name's... How are you?*

**Skills objectives****Writing**

- Understand greetings using a song as a model

**Listening**

- Understand the lyrics of a song in order to join in

**Speaking**

- Ask and answer questions about other classmates' names

**Materials**

- Digital Book
- Audio CD 1
- Stickers for name tags

**Attention to diversity**

Some children may struggle to keep up with the chant. If you notice this, drill each line separately.

**Warmer**

Greet children as they enter the classroom: *Good morning! Hello! Hi!* Tell children to turn to the person on their right and say *Good morning! Hello! Hi!* Then repeat with the person on their left and behind them.

**Lead-in**

Draw a sun and a moon on the board. Elicit that it's the morning and not the night. Write *morning* under the sun and *night* under the moon. Drill *morning*, then drill *Good morning!* Drill individually and chorally.

**1  Children listen and sing.**

**Optional extra:** Boys sing the odd lines, starting with the first line. Girls sing the even lines, starting with the second line. Switch groups so that children have a chance to sing the other lines.

**2 Children make a name tag using a sticker.**

**Optional extra:** Drill *His/Her name's...* Drill the question *What's his/her name?* Depending on the pronoun used, children drill back chorally *His/Her name's...*

**3 Children ask and answer.**

**Optional extra:** Children tell the teacher about the child sitting next to them, for example, *His name's Pedro*. Go round the class until everyone has participated. Prompt them with the question *What's his/her name?*

**Wrap up**

Teacher asks a child, *What's his/her name?* whilst pointing to another child in the class. Help children construct the

correct sentence: *His name's / Her name's...* Repeat with different children.

**Continuous assessment**

At random, select a child and ask the whole class: *What's his/her name?*, the class answer. The same child points to another child and asks: *What's his/her name?* In response, children chant: *Her name's Eva*. Repeat with different children.

**At home****Activity Book - page 5**

Answer key:

- 1 Child's own drawing.
- 2 Child's own writing.

**Lesson 3 - SB Page 6****Language objectives****Grammar**

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

**Vocabulary**

- Colours: *blue, green, orange, pink, purple, red, yellow*

**Functions**

- Review: Greetings

**Skills objectives****Writing**

- Trace and write key vocabulary: colours

**Speaking**

- Ask and answer questions identifying colours

**Materials**

- Digital Book
- Ball

**Attention to diversity**

Some children will need extra assistance when tracing and writing.

If a child is struggling to ask and answer questions, refer back to the model in the book.

# Unit 0

## Warmer

Greet children as they enter the classroom: *Good morning! Hello! Hi!* Review *His/Her name's* with a ball by throwing a ball to a child and say *His/Her name's...* (the child's name). Tell the same child to throw the ball to someone else and use the same structure to say the child's name.

## Lead-in

Tell children your favourite colour by indicating to something you are wearing, for example, *My favourite colour is green*, whilst pointing to your green T-shirt. Ask children to tell you their favourite colour.

## 1 Children colour and trace.

**Optional extra:** Hold up the book and point to the colours individually for the children to say the corresponding word. Drill the individual sounds in *blue, green, orange, pink, purple, red, yellow*. Pay particular attention to the vowel sounds in *blue, green* and *purple*.

## 2 Children look and write.

**Answer key:** 1. purple, 2. green, 3. blue, 4. yellow

**Optional extra:** Write a colour on the board letter by letter. Children have to put their hand up as soon as they know the colour before the complete word is written.

## 3 Children point, ask and answer.

**Optional extra:** Teacher asks children to find things in the classroom that are the colours in activity 1, for example, *Point to something blue*.

## Fast finishers

Children can write the colours out in order of preference.

## Wrap up

Children play *Colour Bingo*. Draw a 2 x 3 grid on the board. Children copy the grid in their notebooks and then write the name of a colour in each square. Say different colours at random. If children have that colour on their grid, they circle it. The first child to mark all his/her squares wins the game by saying *Bingo!*

## Continuous assessment

Dictate the colours. Children write them in their notebooks. Children read the list back to you. Write the words on the board. Children compare their spelling with a classmate. Tell children to draw a small square of the corresponding colour next to each word in their notebooks.



## At home

**Activity Book** - page 6

**Answer key:**

**2** Child's own writing.

- **Optional extra:** Write on the board *My favourite colour is...* Children copy the sentence and complete for homework. Tell children to draw things that are their favourite colour.

# Lesson 4 - SB Page 7

## Language objectives

### Vocabulary

- Numbers 1-10
- Review: colours

## Skills objectives

### Writing

- Trace key vocabulary: numbers 1-10

### Speaking

- Count from 1 to 10

### Listening

- Identify numbers and colours

## Materials

- Digital Book
- Audio CD 1
- Crayons

## Attention to diversity

Some children will need extra assistance when tracing and may need encouragement. Use more confident children to model activities and target language.

Some children might work better with certain individuals. Change the pairs often to ensure children are working with as many different individuals as possible.

## Warmer

Children point to different objects in the classroom and ask their partner what colour they are.

**Lead-in**

Write numbers (in figures) 1 to 10 on the board, saying each number out loud. Children practise counting as you point to each number. Point to numbers out of order and children name them.

**1 Children trace and match.**

**Optional extra:** Drill the numbers, one by one, paying special attention to the long sounds in the numbers *two*, *three* and *four*. Exaggerate the length of the vowel sound so children can see what they must do to produce the sound.

**2 In pairs, children point and say the numbers.**

**Optional extra:** On the board, write the figure of a number very slowly. Children shout out the number when they recognise it. In pairs, children do the same, taking turns in writing and guessing.

**3  1.3 Children listen, number and stick.**

**Answer key:** red - 1, orange - 7, yellow - 2, green - 3, pink - 6, purple - 4, blue - 5

**Optional extra:** In pairs, they take turns pointing to different balloons and asking *What colour is it?*

**Fast finishers**

Children can write the numbers in order in their notebooks.

**Wrap up**

Write a number on the board and children clap that number of times. Ask a child to do the same:

T: *What number is this, (Ana)?*

C: *Five.* (Child claps five times.)

Repeat with other children and numbers.

**Continuous assessment**

Tell children to think of a number between 1 and 10. Tell them to whisper that number to the person sitting next to them. Explain to children that they are going to leave the classroom according to their chosen number: *Number two, please stand up.* Repeat the procedure until you have said all the numbers.

**At home****Activity Book** - page 7

**Answer key:**

**1** Child's own colouring.

- **Optional extra:** Children draw a number of balloons (between 1-10). Under the balloons they write a description, for example, *six red balloons*. Demonstrate on the board to ensure children understand what they must do.

**Audio CD 1**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 What colour is it?<br>It's red.    | 5 What colour is it?<br>It's blue.   |
| 2 What colour is it?<br>It's yellow. | 6 What colour is it?<br>It's pink.   |
| 3 What colour is it?<br>It's green.  | 7 What colour is it?<br>It's orange. |
| 4 What colour is it?<br>It's purple. |                                      |

**Lesson 5 - SB Page 8****Language objectives****Vocabulary**

- Days of the week
- Review: numbers

**Functions**

- Stating preferences: *My favourite day is...*

**Skills objectives****Writing**

- Trace and write key vocabulary: days of the week

**Speaking**

- Say the days of the week

**Listening**

- Identify days of the week and numbers 1-7

# Unit 0

## Materials

- Digital Book
- Audio CD 1
- Piece of paper per child
- Tape
- Papers with a number: 1-10

## Attention to diversity

Some children will need extra assistance when tracing and may need encouragement.

Some children may need help deciding on their favourite day of the week.

## Warmer

Stick the numbered papers around the room. Say a number and children point to the corresponding paper.

## Lead-in

Write numbers 1-7 on the board. Ask children what day it is today. Ask children what day number it is (Monday is one).

## 1 Children trace the words.

**Optional extra:** Spell the days of the week slowly. As soon as children know the word, they say the complete word.

## 2 Children listen and number.

**Answer key:** Monday - 1, Friday - 5, Wednesday - 3, Sunday - 7, Thursday - 4, Saturday - 6, Tuesday - 2

**Optional extra:** Say a day or a number and children say the corresponding day or number.

## 3 Children say the days.

**Optional extra:** Drill the days of the week with the children. Clap the syllables: *Tues* (clap) *day* (clap).

## 4 Children complete the sentences.

**Answer key:** Child's own writing.

**Optional extra:** In pairs, children turn to their partner and repeat the exchange orally: *Hello! My favourite day is...* Say the days of the week randomly and signal for children to put their hands up if it's their favourite day.

## Fast finishers

Children copy in their notebook the following sentence: *Tomorrow is \_\_\_\_\_* (day of the week).

## Wrap up

Chant the days of the week. Repeat but give a day at random for children to give you the following day.

## Continuous assessment

Say a number 1-7. Ask a child to say which day it refers to. Repeat asking different children.



## At home

### Activity Book - page 8

**Answer key:**

**1** 1. Monday, 2. Tuesday, 3. Wednesday, 4. Thursday, 5. Friday, 6. Saturday, 7. Sunday

**2** 1. pink, 2. yellow, 3. green, 4. orange, 5. blue, 6. purple, 7. red

- **Optional extra:** Give each child a piece of paper. On the board, write: *My favourite day is \_\_\_\_\_*. Children copy and complete the sentence. At home, children draw a picture of their favourite day.

## Audio CD 1



|             |            |          |
|-------------|------------|----------|
| 1 Monday    | 4 Thursday | 7 Sunday |
| 2 Tuesday   | 5 Friday   |          |
| 3 Wednesday | 6 Saturday |          |

## Lesson 6 - SB Page 9

### Language objectives

#### Grammar

- Imperatives

#### Functions

- Give commands using imperatives

#### Vocabulary

- Classroom language: *hands up, listen, say thank you, share, take turns*
- Review: days of week

### Skills objectives

#### Listening

- Identify classroom language

#### Writing

- Prepare a classroom language poster

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Piece of paper for class rules
- Strips of paper
- Poster-size paper for class poster
- Scissors
- Glue

## Attention to diversity

Some children will need extra assistance when writing their commands for their posters.

Children will write at different paces. Don't rush them in the project work. If necessary, set for homework.

Some children have more difficulty working in pairs or small groups. One child may be more dominant.

## Warmer

Play *Hangman* with the days of the week.

## Lead-in

Do the actions for the following commands: *Say thank you* (hands together as in prayer), *hands up* (put your hand up), *take turns* (point to yourself and then to another child), *share* (open your arms out wide), *listen* (cup your ear) and introduce the words as you do the actions.

1  1.5 Children listen and point.

**Optional extra:** Drill each command focusing on intonation. Have some fun with the children by exaggerating the intonation and using gesture.

2  1.6 Children listen and number.

Answer key:



**Optional extra:** Teacher says a number and children point to the picture. In pairs, children take turns saying a number and pointing to the corresponding picture.

## 3 In pairs or small groups, children make a class rules poster.

**Optional extra:** Nominate a child from each group to hold up their poster for the class to see. Each child in the group can read a rule out loud.

## Fast finishers

Children write the class rules in order of importance.

## Wrap up

Act out the gestures from the lead-in and children say the phrases. Nominate confident children to do the same.

## Final evaluation

Teacher's Resource Material: Diagnostic test



## At home

## Activity Book - page 9

Answer key:

1 1. Take turns! 2. Say thank you! 3. Hands up! 4. Share! 5. Listen!

• **Optional extra:** Children copy their rules from page 9 into their notebooks and draw their own picture for each command.

## Audio CD 1



|                |             |         |
|----------------|-------------|---------|
| Say thank you. | Take turns. | Listen. |
| Hands up.      | Share.      |         |



|                  |               |           |
|------------------|---------------|-----------|
| 1 Say thank you. | 3 Take turns. | 5 Listen. |
| 2 Hands up.      | 4 Share.      |           |

# Unit 1

# Time for school

## Grammar

- **Present simple:** *be* affirmative, negative and interrogative
- **Questions:** *What, How many*
- **Demonstratives:** *this*

## Vocabulary

- **Classroom objects:** *book, chair, clock, crayon, glue stick, pen, pencil case, pencil, rubber, ruler, school bag, sharpener, shelf, table*
- **Other:** *school, cat, kitten, gorilla*

## Pronunciation

- **Phonics:** Initial letter sounds

## Recycled language

- **Days of the week**
- **Colours**
- **Numbers 1-10**
- **Imperatives:** *take out your book, point to..., sit down, put away your pen, stand up, open your book, touch your head, show me...*

## Language objectives

| Grammar   | Functions  |
|---|--|
| <ul style="list-style-type: none"> <li>• To use <i>be</i> for affirmative, negative and interrogative statements for 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>• To practise questions using <i>What</i> and <i>How many</i></li> <li>• To use demonstratives to indicate which objects are being referred to</li> <li>• To understand and use imperatives for commands and instructions</li> </ul> | <ul style="list-style-type: none"> <li>• To make suggestions</li> <li>• To understand and give commands and instructions</li> <li>• To use the phrases to make guesses</li> <li>• To ask about quantity</li> </ul> |
| Vocabulary  | Pronunciation  |
| <ul style="list-style-type: none"> <li>• To identify and name classroom objects</li> <li>• To understand common verbs related to the classroom and school</li> </ul>  | <ul style="list-style-type: none"> <li>• To highlight and practise consonant sounds at the beginning of words</li> </ul>   |

## Skills objectives

| Speaking   | Reading   |
|--|---|
| <ul style="list-style-type: none"> <li>• To exchange information to identify objects</li> <li>• To ask and answer questions using the 3<sup>rd</sup> person</li> <li>• To sing along to a chant/song to reinforce target language</li> <li>• To use commands to play a game: <i>Simon says</i></li> </ul>  | <ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To interpret and respond to questions using the target language</li> <li>• To use reading strategies to improve comprehension</li> <li>• To understand the lyrics of a song in order to join in</li> </ul> |
| Listening  | Writing   |
| <ul style="list-style-type: none"> <li>• To understand and use a model dialogue</li> <li>• To understand classroom objects in the context of a story</li> <li>• To identify classroom objects</li> <li>• To identify characters in a story</li> <li>• To follow a narrative of a story</li> <li>• To recognise consonants at the beginning of words</li> <li>• To identify commands</li> </ul> | <ul style="list-style-type: none"> <li>• To trace and write key vocabulary: classroom objects, characters from a story, numbers and commands</li> <li>• To write individual consonants</li> <li>• To prepare a counting book</li> </ul>   |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions, demonstratives and imperatives.
- Check children can understand and produce oral and written messages using the unit vocabulary: classroom objects.
- Children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: making suggestions, commands, guessing and asking about quantity.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Language worksheets Unit 1, pages 4-6: Lesson 7  
Reading worksheet Unit 1, page 36: Lesson 6  
Writing worksheet Unit 1, page 48: Lesson 4  
Speaking worksheet Unit 1, page 60: Lesson 8  
Listening worksheet Unit 1, page 70: Lesson 3  
Test Unit 1, pages 98-103: Unit 1 Review
- **Flashcards Unit 1**
- **Extra**  

|                         |                   |
|-------------------------|-------------------|
| Realia: pencil, rubber, | (10 per child)    |
| pen, book, school bag,  | Paper - A4 and A5 |
| glue stick, pencil case | Pencils           |
| Paper to wrap up items  | Hole-punch        |
| Stickers                | String            |
| Small paper square      |                   |

### 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 our **Activity Bank**, pages 14-17

## 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.

DC



### Digital competence

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

SCC



### Social and civic competence

Children practise turn-taking and learn to cooperate while playing games. Children focus on expectations of teachers and fellow students and norms of the classroom.

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. Children produce their own pictorial reference of the classroom vocabulary.

LL



### Competence in learning to learn

Children practise tracing as an aid to writing autonomously. Children match words with pictures or sounds.

IE



### Sense of initiative and entrepreneurship

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

## Lesson 1 - SB Page 10

### Language objectives

#### Vocabulary

- *book, clock, crayon, pen, pencil, pencil case, rubber, ruler, school bag, table*
- Review: numbers 1-10

### Skills objectives

#### Listening

- Understand and introduce classroom objects and review numbers in a story
- Recognise the key vocabulary in order to identify the image

#### Reading

- Recognise the key vocabulary in the context of a story

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 1
- Realia: book, rubber, glue stick, pen, pencil case, pencil, school bag

### Warmer

Slow spell the days of the week on the board for children to say the complete word. Drill *It's Monday. Hooray!*

### Lead-in

Show the class the school objects you brought or the flashcards. Point to different objects and say the colour: *It's blue.* Children repeat. Then point to an object and ask the children to tell you what colour it is.

### 1 1.7 Children read and listen to the story.

**Values:** Remind children that Trish is new at school. Ask children what they can do in order to get to know people. Point out that Leo is asking Trish questions because he's curious about her and wants to be her friend.

**Optional extra:** Hold up the following school objects: *school bag, pencil case, book, pencils, rubbers, crayons* and ask children to tell you how many Trish has.

### 2 1.8 Children listen and circle the objects.

Answer key:



**Optional extra:** Children play *Bingo*. Children draw three of the objects from activity 2 in their notebooks. Read out the objects and children cross out the pictures as they listen. The winner is the first child to cross out all their pictures and put their hands up to say *Bingo!*

### Wrap up

Put the unit 1 **Flashcards** on the board. Tell the children to close their eyes and count to ten. Remove a flashcard. When the children open their eyes, they must tell you which of the flashcards is missing.

### Initial evaluation

Dictate the items: *book, clock, crayon, pen, pencil case, pencil, rubber, ruler, school bag, table* one at a time for the children to draw in their notebooks.



### At home

**Activity Book** - page 10

Answer key:

**1** From left to right, clockwise: 3, 5, 1, 8, 2, 6, 4, 7, 9

## Lesson 2 - SB Page 11

### Language objectives

#### Grammar

- Present simple: *be* affirmative

#### Vocabulary

- Classroom objects: *book, crayon, glue stick, pen, pencil case, pencil, rubber, ruler, school bag, sharpener*

#### Functions

- Identify objects: *It's a pencil.*

### Skills objectives

#### Writing

- Trace key vocabulary: school objects

#### Speaking

- Use target language in short sentences to identify objects

#### Listening

- Identify classroom objects and match to written word

**Materials**

- **Digital Book**
- **Audio CD 1**
- Realia: pencil, rubber, pen, book, school bag, glue stick, pencil case
- Paper to wrap up some realia

**Attention to diversity**

Some children might find it difficult to keep up with the drills. If necessary, break the class into groups when drilling. Children will write at different paces.

**Warmer**

Hold up the school objects you brought for children to say the word. In pairs, children take things out of their pencil case and do the same. Children count how many pens/pencils/crayons they have.

**Lead-in**

Name a classroom object and children have to find it in their pencil case, hold it up and say its name. In pairs, children take turns saying a classroom object for their partners to find in their pencil cases.

**1  Children listen and stick.**

**Optional extra:** Say the words in random order. Children call out the number of those objects that they have in their pencil case. Repeat in pairs.

**2 Children trace the words.**

**Optional extra:** Slow spell the words from activity 2 on the board. Children call out the word when they know it. Repeat in pairs.

**3 Children point and say.**

**Optional extra:** Hold up a flascard or an object and drill *It's a ... pen/pencil/ruler*. Drill as a whole class, then boys and girls and pairs of children.

**Wrap up**

Wrap up a book, crayon, glue stick, pen, pencil case, pencil, rubber, ruler and sharpener in scrap paper or newspaper. Pass the objects around the class. Children have to guess what the object is. When a child thinks they know what it is, they can unwrap the parcel.

**Continuous assessment**

Write some words as anagrams on the board. In pairs, children race to order the letters and put their hands up when finished.

**At home****Activity Book** - page 11

**Answer key:**

- 1** 2. Child's own drawing, 3. It's a pen, 4. Child's own drawing, 5. Child's own drawing, 6. It's a book.

- **Optional extra:** Children draw a picture of the contents of their pencil case and label.

**Audio CD 1**

- |               |              |              |           |
|---------------|--------------|--------------|-----------|
| 1 pen         | 4 school bag | 7 glue stick | 10 pencil |
| 2 sharpener   | 5 crayon     | 8 book       |           |
| 3 pencil case | 6 rubber     | 9 ruler      |           |

**Lesson 3 - SB Page 12****Language objectives****Grammar**

- Questions with *What* and *be*
- Demonstrative: *this*

**Vocabulary**

- Classroom objects: *book, chair, clock, ruler, school bag, shelf, table*

**Functions**

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

**Skills objectives****Writing**

- Trace and write key vocabulary: classroom objects and furniture

**Speaking**

- Participate in a chant to practise key grammar and vocabulary

**Listening**

- Understand and use a model dialogue

# Unit 1

## Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 1
- Audio CD 1
- Realia: pencil, rubber, pen, book, school bag, glue stick, pencil case

## Warmer

Hold one of the school objects you brought facing towards you and hiding it with your hands. Quickly show it a little bit so children see it for one second. Children must guess what the object is. Continue to show it until they guess correctly. Repeat with other objects.

## Lead-in

Play *Simon says* with the instruction (*Simon says*), point to your book, the chair, the table, the clock, the shelf.

## 1 Children listen and chant.

**Optional extra:** Split the class into boys and girls. Drill the exchange (boys) *What's this?* (girls) *It's a...* Repeat and hold up different objects. Change roles for asking and answering. Repeat softly/loudly or quickly/slowly.

## 2 Children trace the words. Then say the chant with the objects.

**Optional extra:** In pairs, children take turns pointing to various objects on their desk / in their pencil case and repeat the chant. Ask volunteers to demonstrate their exchanges.

## 3 Children trace and draw.

**Answer key:** Child's own drawing.

**Optional extra:** Slowly draw more school items on the board and children put their hands up and say the word. In pairs, children draw more objects for their partner to guess.

## Fast finishers

Children draw and label other objects from their pencil case in their notebooks.

## Wrap up

Divide the class into two teams. Hold up one of the unit 1 **Flashcards** and ask *What's this?* The first child to raise his/her hand and answer correctly wins a point for his/her team. The first team to score ten points is the winner.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 1

**Optional extra:** Write the following letters on the board: *b, s, c, p, and t*. Children open their notebooks and write the names of items that start with those letters: *book, school bag, chair (or clock or crayon), pencil (or pen or pencil case), table*. Walk around offering assistance with spelling as necessary.



## At home

**Activity Book** - page 12

**Answer key:**

1. clock, 2. book
2. Image on the right, 3. Image on the right, 4. Image on the right.

# Lesson 4 - SB Page 13

## Language objectives

### Grammar

- Yes/No questions with *be*

### Vocabulary

- Classroom objects: *book, clock, pen, ruler, table*

### Functions

- Guess: *Is it a...? Yes, it is. / No, it isn't.*

## Skills objectives

### Speaking

- Ask and answer questions using target language:  
*Is it a book? No, it isn't. / Yes, it is.*

### Reading

- Interpret and respond to questions using the target language

## Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 1
- Realia: pencil, pen, book, school bag, pencil case
- Blank stickers

**Attention to diversity**

Stretch the stronger children and use them to model activities and target language whilst simplify tasks for the weaker ones.

Change pairs of children frequently so children work with different individuals.

**Warmer**

Point to various objects and ask children *What's this?*

Remind children to reply using the structure *It's a...*

Children repeat the procedure in pairs.

**Lead-in**

Display objects or the unit 1 **Flashcards** on a table. Ask a child to take an object or flashcard and tell you what it is. The child holds up the object or flashcard and says *It's (a pencil)*.

**1 Children look, read and circle.**

**Answer key:** 1. Yes, it is, 2. No, it isn't, 3. Yes, it is, 4. No, it isn't, 5. No, it isn't.

**2 Children cut out and play a guessing game using unit 1 Cut-outs.**

**Optional extra:** Divide the class into two teams. Choose a cut-out and ask the teams to guess what you have. The winning team gets a point.

**Wrap up**

Distribute blank stickers and children make labels for objects in their classroom: chair, table, clock, school bag, crayon, etc. Encourage children to write clearly and decorate their labels.

Children attach their stickers to the corresponding object.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet Unit 1

**Optional extra:** Point to an object on the child's desk and ask *Is it a ...?* If the child answers correctly they can tidy their books away.

**At home**

**Activity Book** - page 13

**Answer key:**

**2** 2. No, it isn't, 3. No, it isn't, 4. Yes, it is.

• **Optional extra:** Children draw a different object from lesson 4 and write next to it, *Is it a...?* and *Yes, it is. / No, it isn't.*

**Lesson 5 - SB Page 14****Language objectives****Grammar**

- Imperatives
- Present simple

**Vocabulary**

- Classroom objects: *book, cat, shelf*

**Skills objectives****Reading**

- Follow a narrative

**Listening**

- Identify characters in a story

**Writing**

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

**Materials**

- Digital Book
- Audio CD 1

**Attention to diversity**

Children may have difficulty in following the narrative of the story so ensure you keep checking and testing comprehension so they don't get lost.

Some children read at different paces. Don't rush the slower children but give the quick finishers additional exercises.

**Warmer**

Put a book behind your back. Children must put their hands up to guess what object you're hiding. Remind them of the structure, *Is it a...?*

**Lead-in**

Children open their books and look at the pictures in the story on pages 14 and 15. Ask children to say what objects they can see in each picture.

**1  Children read and listen to the story (1-8).**

**Optional extra:** Ask students to point to Mandy, Mum, Kitty and Miss Jones in the story.

**2 Children match and trace.**

**Answer key:** 1. Mandy, 2. Mum, 3. Miss Jones, 4. Kitty

# Unit 1

**Optional extra:** Write the names of the characters slowly on the board, letter by letter but in a random order. Children guess the name of the person you are writing.

## Fast finishers

Children can read the story to themselves quietly.

## Wrap up

Play *Hangman* with the names of the characters.

## Continuous assessment

Read lines from the story. Children call out the person who says the line.



## At home

**Activity Book** - page 14

**Answer key:**

- 1** 1. Mandy - Miss Jones, 2. cat
- 2** Child's own writing and drawing.

# Lesson 6 - SB Page 15

## Language objectives

### Grammar

- Imperatives
- Present simple

### Vocabulary

- Classroom objects: *book, cat, pencil, school bag, shelf*

## Skills objectives

### Reading

- Follow a narrative
- Build confidence in reading skills

### Listening

- Use a model for production

### Speaking

- Use the text to act out the story

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Realia: a mix of school and non-school objects

## Attention to diversity

Some children may have more difficulty in reproducing the script orally. Be attentive in your monitoring to assist with pronunciation.

## Warmer

Children tell you the characters they remember from *Mandy's first day at school*. On the board draw simple pictures of the key elements of the story as children mention them. Elicit the girl's name. Write *Mandy* on the board.

## Lead-in

Draw a happy and an angry face on the board. Mime and teach the words *happy* and *angry*. Children look at picture 2 on page 14. Ask them if the teacher is happy. Then ask them if the teacher is happy in picture 6 on page 15.

## 1 Children read and listen to the story (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points, children say the next word in the story.

## 2 Children circle the school objects.

**Answer key:** Pictures 1, 3, 4

**Optional extra:** Tell children to write the names of each of the objects.

## 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 a line from the story. Children call out who said the line.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 1

**Optional extra:** Show students a mix of school and non-school objects. Ask children to point to the objects that are for school.



## At home

**Activity Book** - page 15

**Answer key:**

- 1** From top to bottom, left to right: 2, 4, 1, 3
- 2** From top to bottom, left to right: 4, 2, 3, 1

## Lesson 7 - SB Page 16

### Language objectives

#### Grammar

- Questions with *How many* and *be*

#### Vocabulary

- Review: numbers 1-10, classroom objects

#### Functions

- Ask about quantity: *How many?*

### Skills objectives

#### Writing

- Trace and write key vocabulary: numbers

#### Reading

- Answer questions with the target language

#### Speaking

- Ask and answer questions with target language: *How many...?*

### Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 1
- Realia: several pencils/pens; school objects

### Attention to diversity

Some children might be more confident at counting than others and work at a different pace. Children retain vocabulary differently. Reassure the children who are struggling to remember the classroom items.

### Warmer

Review days of the week by asking children to finish the sentence, *Hooray, today is...* Children repeat together with enthusiastic stress on *hooray*.

### Lead-in

Review the classroom objects. In pairs, children take turns closing their eyes and their partner puts something from their pencil case in their hand. They must guess what the object is.

### 1 Children trace the words.

**Optional extra:** Slow trace the numbers on the board and children shout out the number before you finish.

### 2 Children answer the questions.

**Answer key:** 2. Nine, 3. Seven, 4. Five

**Optional extra:** Choral and individual drill, *How many pencils are there?* Hold up the unit 1 **Flashcards** and children substitute the word *pencils* accordingly and repeat the question. Repeat with more objects using the flashcards.

### 3 Children play a guessing game.

#### Fast finishers

Children draw a number of objects from their pencil case and write the name of the object and the number next to the drawing.

#### Wrap up

Ask children a *How many...?* question about the classroom. Children race to count.

### Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 1



### At home

#### Activity Book - page 16

**Answer key:**

**1** 2. six, 3. four

**2** Child's own drawings.

- **Optional extra:** Children draw a number of objects of their choice. Underneath, they write, for example, *How many pencils are there?* as well as the number of objects they have drawn.

## Lesson 8 - SB Page 17

### Language objectives

#### Vocabulary

- Review: Classroom objects, numbers

#### Pronunciation

- Phonics: initial consonant sounds - *b, c, f, g, n, p, r, s, t*

### Skills objectives

#### Speaking

- Produce initial consonant sounds

#### Listening

- Recognise consonant sounds

#### Writing

- Practise letter formation

# Unit 1

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Realia: Several identical school objects

## Attention to diversity

Some children may find it difficult to differentiate between the *b* and *p* sound. Allow plenty of drilling opportunities, draw attention to the position of your mouth and exaggerate so that children can see clearly and are able to copy.

## Warmer

Display three rules on a table. Say: *Three*. Individual children count the objects and say: *Three rulers*. Continue with other numbers and school objects.

## Lead-in

Display *a pencil, rubber, book, school bag, glue stick and crayon* on a table. Tell the children they have thirty seconds to remember where the objects are. Children close their eyes. Take out an object and ask *What's missing?* Children tell you which object is missing.

1  Children listen and write the first letter.

Answer key: 2. t, 3. r, 4. c, 5. b, 6. s, 7. g, 8. c

2 Children circle the first letter.

Answer key: 2. n, 3. f, 4. g, 5. t, 6. p

Optional extra: Hold up a school object and tell children to write the first letter in their notebooks.

## Fast finishers

Children practise saying the first letters of other objects in the classroom and write them down in their notebooks.

## Wrap up

Play *I spy*. Describe an item studied in this unit *I spy with my little eye something that has the beginning sound t. What is it?* Children give their answers. Allow the child who guesses correctly to choose the next item and repeat. Help him/her with the first letters of each word.

## Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 1

Optional extra: Dictate the sounds *p, t, r, c, b, s* and children write the letters down in their notebook.



## At home

Activity Book - page 17

Answer key:

- 1 1. pencil, 2. school bag, 3. pen, 4. book, 5. table, 6. clock, 7. rubber, 8. sharpener
- 2 Clockwise: 1, 3, 2, 6, 7, 4, 8, 5

• Optional extra: Children draw objects that start with each of the letters they have written down at the assessment stage.

## Audio CD 1



- |             |                 |                 |
|-------------|-----------------|-----------------|
| 1 p, pencil | 4 c, clock      | 7 g, glue stick |
| 2 t, table  | 5 b, book       | 8 c, crayon     |
| 3 r, rubber | 6 s, school bag |                 |

## Lesson 1 - SB Page 18

### Language objectives

#### Vocabulary

- Review: numbers 1-10, classroom objects

#### Functions

- Count school objects

### Skills objectives

#### Writing

- Identify and write key vocabulary freehand

#### Reading

- Understand and use child's own counting book

#### Speaking

- Exchange information using counting book

## Materials

- Digital Book
- Flashcards Unit 1
- 10 A5 pieces of paper per group
- Hole-punch
- String
- Realia: school objects

**Attention to diversity**

Ensure that all children are comfortable collaborating and are involved.

In group/project work, more confident children may dominate. Monitor to ensure all children are contributing.

**Warmer**

Tell children to write down any number between 1 and 10. Say a number and if the child has written that number they put their hands up. Repeat with different single numbers and groups of numbers.

**Lead-in**

Hold up a school object or a unit 1 **Flashcard**, e.g. *pencil* and ask *How many...?* Children look in their pencil cases and count their own pencils. Children compare with their partner. Repeat with another object or flashcard.

**1 Children count and write.**

**Answer key:** four pens, six glue sticks, one pencil case, nine crayons, three rulers

**Optional extra:** Children count how many of each item they have in their pencil case.

**2 Children make a class counting book.**

Divide the class into groups and distribute a sheet of paper to each child. Go over the instructions in the Student's Book. Groups work together to make their books. Each page should include a number, the word and a drawing of the number of school objects. Distribute an extra sheet of paper to each group and assign one child in each group to design the cover. Punch holes in the left-hand margin of the pages once they are finished and help children assemble their books with string.

**3 Children read the book with their classmates.**

**Optional extra:** Ask a group to read out their counting book to the rest of the class, each child reads one of the pages.

**Wrap up**

Hold up one of the class counting books and call on volunteers to read different pages out loud.

**Continuous assessment**

Hold up a school object, for example, a rubber. Children turn to the corresponding page in their counting book and tell you how many of that item there are. Continue with more objects.

**At home****Activity Book - page 18**

**Answer key:**

**1** From top to bottom: 6, 8, 1, 5, 10, 7, 4, 9, 3, 2

• **Optional extra:** Children make their own counting book.

**Lesson 10 - SB Page 14****Language objectives****Vocabulary**

- *open, put away, show me, sit down, stand up, take out, touch your head*
- Review: numbers 1-10, classroom objects, colours

**Functions**

- Use imperatives for commands

**Skills objectives****Reading**

- Identify commands

**Speaking**

- Use imperatives to play a game

**Listening**

- Identify commands

**Materials**

- Digital Book
- Audio CD 1

**Warmer**

Children stand up. Tell them that they are robots. Practise walking around the class with them as robots. Then say *Stop!* and children remain perfectly still. Give children the following commands, encouraging them to do the actions like robots: *Sit down. Take out your book. Open your book. Show me your pencil. Put away your book. Touch your head.*

**Lead-in**

Say: *Point to the clock.* Children point to the clock. Then say: *Open your...* and use an appropriate gesture for 'book'. Children finish your sentence. Repeat the command: *Show me your pencil.* Repeat using the verbs *show* and *point* with other classroom objects.

# Unit 1

## 1 1.15 Children listen and tick (✓).

**Answer key:** 1. Point to, 2. Sit down, 3. Open your book, 4. Touch your head.

**Optional extra:** In pairs, children take turns finishing the sentence *Point to...* / *Show me...* with various objects.

## 2 Children play *Simon says*.

**Optional extra:** In groups of four, children play *Simon says*. Allow one minute for each child to be 'Simon'. Say *change* to indicate another child to take on the role of 'Simon'.

## Wrap up

Play *Charades*. Ask a child to come to the front of the class. Whisper one of the commands from activity 1 for them to act out. Children put their hands up and say the corresponding command. The child who guesses correctly, goes up and acts out another command provided by the teacher.

## Continuous assessment

Write all the commands jumbled up on the board. Children rearrange the words and write the list of commands in their notebooks.



## At home

**Activity Book** - page 19

**Answer key:**

**1** 1. ✓ 2. ✓ 4. ✓ 5. ✓

## Audio CD 1



1 Point to...

2 Sit down.

3 Open your book.

4 Touch your head.

# Review - SB Pages 20 & 21

## Language objectives

### Grammar

- Present simple: *be* affirmative, negative and interrogative
- Questions: *What, How many*
- Demonstratives: *this*

### Vocabulary

- Classroom objects

### Functions

- Ask and answer questions to identify objects

## Skills objectives

### Listening

- Review the target vocabulary and grammar in a song

### Speaking

- Ask and answer questions using the target vocabulary and grammar

### Reading

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

### Writing

- Write target vocabulary: classroom objects

## Materials

- Digital Book
- Audio CD 1
- A4 paper

## Attention to diversity

Some children might find it difficult to keep up with the chants when you review them so ensure you keep them all together.

## Warmer

Think of a school object and slowly draw the object on the board, children must guess what you are drawing. The child who guesses correctly comes to the front of the class and repeats the game.

## Lead-in

In pairs, children face each other and draw a school object in the air for their partner to guess. Explain that they have three guesses. They must use the structure: *Is it a ruler? Yes it is. / No, it isn't.*

# 1 1.16 Children listen and tick (✓). Then listen and sing.

**Answer key:** Ruler, pencil, rubber, sharpener

**Optional extra:** Divide the class into two groups. Play the song. One group sings the questions; the other group sings the answers. Play the song again and swap.

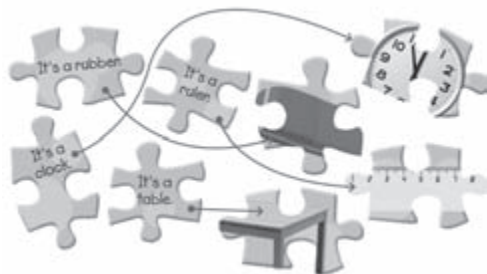
## 2 Children point and say. Then colour.

**Answer key:** Child's own colouring.

**Optional extra:** In pairs, children take turns to point to objects in the classroom and ask and answer their partner, *What's this? It's a...* Go round the class and children ask and answer as many questions as they can in a minute. Count how many each pair gets through. The winning pair is the pair with the most questions asked and answered.

## 3 Children read and match.

**Answer key:**



**Optional extra:** Using the unit 1 **Flashcards**, play *Pelmanism* as a class, inviting one child up at a time.

## 4 Children write and colour.

**Answer key:** 2. a rubber - is, 3. it a glue stick - it is, 4. Is it a pen? Yes, it is.

**Optional extra:** In pairs, children play a guessing game. Children take turns putting an object from their pencil case in their partner's hands. The child, who is guessing, must shut his/her eyes and only use touch to guess what the object is. They must use the structure, *Is it a...? Yes, it is. / No, it isn't.*

### Fast finishers

Children write more questions with the structure, *Is it a...?*

### Wrap up

Give each child some A4 paper. Tell children to copy the song from activity 1 and to complete the verse with a classroom object and draw a picture.

## Final evaluation

**Teacher's Resource Material:** Test Unit 1



## At home

**Activity Book** - pages 20-21

**Answer key:**

**1** 1. Yes, it is, 2. No, it isn't, 3. No, it isn't, 4. Yes, it is.

**2** 1. Good, 2. Hello!

**3**



**4** 1. two rubbers, 2. three rulers, 3. four crayons, 4. five pens

**5** 1. Sit down, 2. Put away your book.

**Activity Book** - page 112

The picture dictionary on page 112 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.

# Unit 2

# Let's celebrate!

| Grammar   | Vocabulary   | Pronunciation  | Recycled language   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>Present simple:</b><br/><i>be</i> affirmative, negative, interrogative</li> <li>• <b>Personal pronouns:</b><br/><i>he, she, they</i></li> <li>• <b>Questions:</b> <i>What, How old</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Party objects:</b> <i>balloon, birthday party, cake, candle, card, party hat, present</i></li> <li>• <b>Toys:</b> <i>ball, bat, car, doll, teddy bear</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>a</i> sound</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Classroom objects</b></li> <li>• <b>Colours</b></li> <li>• <b>Numbers 1-10</b></li> </ul> |

## Language objectives

| Grammar   | Functions  |
|---|--|
| <ul style="list-style-type: none"> <li>• To use Present simple with <i>be</i> for affirmative, negative and interrogative statements</li> <li>• To practise questions using <i>What</i> and <i>How old</i></li> <li>• To use contracted forms of <i>be</i> in affirmative sentences</li> <li>• To practise singular and plural forms</li> </ul> | <ul style="list-style-type: none"> <li>• To identify party objects and quantities</li> <li>• To describe party objects</li> <li>• To ask about age</li> <li>• To say one's age</li> <li>• To count up to 10</li> <li>• To spell target vocabulary</li> </ul> |
| Vocabulary  | Pronunciation  |
| <ul style="list-style-type: none"> <li>• To identify and name party objects and toys</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise the short <i>a</i> sound</li> </ul>   |

## Skills objectives

| Speaking   | Reading  |
|--|--|
| <ul style="list-style-type: none"> <li>• To identify objects using target language in short sentences</li> <li>• To ask and answer questions identifying age, colours and quantity</li> <li>• To copy words from a story to reinforce target language</li> <li>• To practise target language in a chant to facilitate recognition and production</li> <li>• To use contractions: <i>It's a / They're</i> in connected speech</li> <li>• To reproduce a model dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To interpret and respond to questions using the target language and <i>Wh</i> questions</li> <li>• To understand and follow a model dialogue</li> </ul>   |
| Listening  | Writing  |
| <ul style="list-style-type: none"> <li>• To identify party objects and numbers</li> <li>• To engage with a narrative and follow the development of a story</li> <li>• To identify features of connected speech in a song/chant</li> <li>• To recognise target language through chants and songs</li> <li>• To recognise short <i>a</i> sound in target language</li> <li>• To use prediction strategies to improve listening skills</li> </ul>                                   | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: party objects, characters, numbers</li> <li>• To write questions using <i>What</i> and <i>be</i> to identify colour</li> <li>• To write affirmative answers using contractions</li> <li>• To write target language without the help of tracing to build confidence and develop writing skills</li> <li>• To write singular and plural contraction forms of <i>be</i></li> <li>• To focus on word order and rewrite sentences correctly</li> </ul> |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions and personal pronouns.
- Check children can understand and produce oral and written messages using the unit vocabulary: party objects and toys.
- Children can recognise and produce *a* sounds.
- Check children can understand and produce functional language: identifying objects and quantities, describing objects, asking and answering questions about age.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Language worksheets Unit 2, pages 7-9: Lesson 7
  - Reading worksheet Unit 2, page 37: Lesson 6
  - Writing worksheet Unit 2, page 49: Lesson 4
  - Speaking worksheet Unit 2, page 61: Lesson 8
  - Listening worksheet Unit 2, page 71: Lesson 3
  - Test Unit 2, pages 104-109: Unit 2 Review
- **Extra**

|                          |                 |
|--------------------------|-----------------|
| Paper to wrap up items   | String          |
| Stickers                 | Tape            |
| Paint: red, yellow, blue | Paper plates    |
| Paintbrushes             | Paper bag       |
| Bowls of water           | Small soft ball |

### 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 our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

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



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

Children practise ordering items. Children ask and answer questions about age.



#### Digital competence

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



#### Social and civic competence

Children practise turn-taking and cooperation while working with a partner. Children look at the social conventions and traditions of celebrating birthdays.



#### Cultural awareness and expression

Using a chant and a song exposes children to rhyme, rhythm and melody as well as aiding language acquisition. Children look at the link between celebrations and music. Children participate in acting out a story which provides them with controlled practice.



#### Competence in learning to learn

Children practise tracing as an aid to writing autonomously. Children match words with pictures or sounds.



#### Sense of initiative and entrepreneurship

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

## Unit 2

### Lesson 1 - SB Page 22

#### Language objectives

##### Vocabulary

- Party objects: *balloon, birthday party, cake, candle, card, party hat, present*

#### Skills objectives

##### Listening

- Identify party objects and review numbers

##### Reading

- Recognise the key vocabulary in the context of a story

##### Writing

- Write and trace key vocabulary

#### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 2

#### Attention to diversity

Weaker learners may find the new vocabulary difficult to assimilate. Help children to grasp meaning by using flashcards, repetition, examples and drawing.

Some children may have better developed writing skills than others and as such, finish tasks quicker. Use the exercise provided for fast finishers.

#### Warmer

Play *Hangman* with *Happy birthday!* Elicit the letters from children and drill.

#### Lead-in

Ask children to look at page 22 and drill *balloon, card, cake, party hat, candle* and *present*.

### 1 1.17 Children read and listen to the story.

**Values:** Explain to children that birthday presents, like George's bananas, do not need to be expensive and that often inexpensive, homemade presents can be very meaningful.

**Optional extra:** Hold up the book and point to the individual party items. Ask comprehension questions to check children's understanding: *What is it?* Encourage children to use complete sentences: *It's a (candle)*. In pairs, children take turns pointing and asking questions.

### 2 Children trace the words.

**Optional extra:** Use the unit 2 **Flashcards** you prepared to drill each word individually and chorally.

### 3 1.18 Children listen and number.

**Answer key:** From left to right, top to bottom: 6, 2, 1, 3, 5, 4

**Optional extra:** Children count how many party objects they can see in the story.

#### Wrap up

Do a picture dictation. Dictate the words *balloon, card, cake, party hat, candle, present, birthday party* and children draw them in their notebook.

#### Initial evaluation

Hold up the unit 2 **balloon Flashcard** completely covered by a plain piece of card the same size. Slowly reveal the picture and encourage the children to guess what it is. Children say the name when they recognise the object. Repeat with other flashcards.



#### At home

#### Activity Book - page 22

**Answer key:**

**1** 1. party hat, 2. cake, 3. balloons, 4. presents.  
Child's own colouring.

**2** 1. card, 2. cake, 3. candles, 4. balloons, 5. presents

- **Optional extra:** Children make a birthday card for George.

#### Audio CD 1



- |                   |                     |                   |
|-------------------|---------------------|-------------------|
| 1 It's a cake.    | 3 It's a party hat. | 5 It's a present. |
| 2 It's a balloon. | 4 It's a candle.    | 6 It's a card.    |

### Lesson 2 - SB Page 23

#### Language objectives

##### Grammar

- *be* 3<sup>rd</sup> person singular and plural
- Singular and plural nouns

##### Vocabulary

- Party objects: *balloon, cake, candle, card, present, party hat*

##### Functions

- Identify objects

**Skills objectives****Speaking**

- Repeat target language in a chant

**Listening**

- Recognise target language using a chant as a model

**Reading**

- Understand the lyrics of a song in order to join in

**Materials**

- Digital Book
- Audio CD 1
- Flashcards Unit 2

**Attention to diversity**

Some children may find the 3<sup>rd</sup> person plural *they're* difficult to pronounce.

Some children may be shy when it comes to group activities. Encourage participation and ensure that all children get an equal chance to participate.

**Warmer**

Stick the unit 2 **Flashcards** in a line on the board and drill. Remove one of the flashcards. Repeat the drill, but children must say the missing object. Continue until all flashcards have been removed.

**Lead-in**

Lead the children in a chant to focus attention on singular and plural nouns. Clap once and say *one present*. Children repeat model. Clap twice and say *two presents*. Repeat the chant with other party objects: *balloon/balloons, card/cards*.

**1  1.19 Children listen and number.**

**Answer key:** 1. balloons, 5. presents, 3. candles, 4. party hat, 2. cake

**2 Children point and say.****3  1.20 Children listen and chant.**

**Optional extra:** Divide the class into two groups. Groups chant alternate lines. Change roles.

**Wrap up**

Divide the children into groups of three. Give each group a unit 2 **Flashcard** in secret. Give the children a minute to think of a way to mime their flashcard. Each group takes turns to mime their flashcard and the class try to guess.

**Continuous assessment**

Draw a *Noughts and Crosses* grid on the board. Number the squares on the grid 1 to 6. Divide the children into two teams: X and O. Team X chooses a square. Hold up a unit 2 **Flashcard**. A child from team O names the object. If the child does this correctly, put an O in the square. If not, team X has a turn.

**At home****Activity Book** - page 23

**Answer key:**

- 1** 1. They're balloons, 2. It's a cake, 3. They're crayons.  
**2** 1. cake, 2. presents, 3. game, 4. candles

**Audio CD 1**

- |                     |                     |
|---------------------|---------------------|
| 1 They're balloons. | 4 It's a party hat. |
| 2 It's a cake.      | 5 They're presents. |
| 3 They're candles.  |                     |

**Lesson 3 - SB Page 24****Language objectives****Grammar**

- Questions: *What colour* and *be*
- Singular and plural affirmative sentences with *be*

**Vocabulary**

- Party objects: *balloon, cake, candle, party hat, present*
- Review: colours

**Functions**

- Identify colours of objects

**Skills objectives****Speaking**

- Ask and answer questions to identify colours

**Listening**

- Identify colours and party objects

## Unit 2

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 2
- Paper

### Attention to diversity

Some children may find *Wh* questions difficult to produce. Drill structure as required and model with stronger learners.

### Warmer

Write the word *present* in the wrong order on the board. Invite a child to come to the board and write the first letter of the word. If the first letter is written correctly, the child then asks a classmate to come to the board and write the next letter of the word. Repeat with *cake*, *balloon*, *candle* and *party hat*.

### Lead-in

Do the following chant with children:

Teacher: Say b. Children: *b*

Teacher: Say l. Children: *l*

Teacher: Say u. Children: *u*

Teacher: Say e. Children: *e*

Teacher: *What's the word?* Children: *Blue!*

Repeat with *orange*, *green*, *red*, *pink*, *purple* and *yellow*.

### 1 1.21 Children listen, read and circle.

**Answer key:** 1. purple, 2. yellow, 3. blue, 4. green

**Optional extra:** Using the unit 2 **Flashcards** ask children: *What colour are the (party hats)? They're purple. What colour is the (cake)? It's yellow.* Drill answers chorally and individually.

### 2 Children ask and answer.

### 3 Children read and match.

**Answer key:** 1. They're blue, 2. They're yellow, 3. They're orange, 4. They're green.

**Optional extra:** Stick the unit 2 **Flashcards** to the board. Point to one of the flashcards and say a word. If correct, children repeat the word; if not, children stay silent. Repeat the procedure but this time using complete sentences: *It's a (red balloon).*

### Wrap up

Point to different objects in the classroom, singular and plural. Children say what colour things are. In pairs, children take turns to point at objects in the classroom and their partner must say what colour the objects are.

### Continuous assessment

Teacher's Resource Material: Listening worksheet Unit 2



### At home

Activity Book - page 24

Answer key:

**3** 3. They're blue, 4. It's red.

## Lesson 4 - SB Page 25

### Language objectives

#### Grammar

- Question: *How old are you?*
- *be* affirmative: *I'm (six).*

#### Vocabulary

- Review: numbers 1-10

#### Functions

- Ask about age

### Skills objectives

#### Speaking

- Ask and answer questions about age

#### Writing

- Practise writing the word form of numbers

### Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 2
- Blank stickers
- Music

### Attention to diversity

The Wrap up activity may prove difficult for some children, as it relies on both receptive and productive skills, listening and writing. Repeat exponents as many times as needed and provide assistance when necessary.

Ensure that all children get a chance to participate in group activities. Praise participation and encourage learner autonomy in group games and less reliance on the teacher.

**Warmer**

Display the unit 2 **Flashcards**. Divide the class into two teams. Children take turns asking about the colour of the party objects on the poster. In order to earn a point, the question formation must be correct. Insist on complete answers.

**Lead-in**

Write a number between 1-10 in secret on a piece of paper. Ask a child to guess the number and say *up* or *down* to guide the children to the correct number. Continue until children guess the number. In pairs, children repeat the procedure.

**1 Children read and stick.**

**Optional extra:** Distribute blank stickers and children make a label with their name and age: *I'm Ana. I'm six.* Encourage children to write clearly.

**2 Children write and draw.**

**Answer key:** Child's own writing and drawing.

**Optional extra:** Ask individual children *How old are you?* Insist on complete answers: *I'm...* Drill the question as a whole class, then boys and girls and finally pairs of children.

**3 Children ask and answer.**

**Optional extra:** Play music. Children get up and walk around the room. When the music stops, children sit in the chair closest to them and introduce themselves to their new partner: *I'm Sara. I'm six. How old are you?*

**Wrap up**

Ask children to look at page 23. Put children into teams of four. Ask *How many balloons are there?* (Nine) The first team to give the correct answer gets a point. Repeat the procedure with party objects *candle, cake, party hat, present* and *card*.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet  
Unit 2

**At home****Activity Book** - page 25

**Answer key:**

**2** 1. five, 2. three, 3. seven

- Optional extra:** Children draw a picture of themselves with a birthday cake and candles. Underneath children write *I'm (name). I'm (age).*

**Lesson 5 - SB Page 26****Language objectives****Grammar**

- be*: singular and plural

**Vocabulary**

- Review: party objects

**Functions**

- Identify and describe the colour of objects

**Skills objectives****Reading**

- Use prediction to aid comprehension and engagement and to develop reading strategies

**Listening**

- Engage with narrative and follow development of the story

**Writing**

- Trace and write key vocabulary in order to practise letter formation

**Materials**

- Digital Book**
- Audio CD 1**
- Piece of paper (one for each child)

**Attention to diversity**

Children may have difficulty in following the narrative of the story. Ask questions at regular intervals to check comprehension and repeat the listening if necessary.

**Warmer**

Draw a picture of you on the board and write underneath *This is me!* Draw a picture of your mother and father and say: *This is my Mum. This is my Dad.* Write the words *Mum* and *Dad* on the board and drill.

**Lead-in**

Write *Happy Birthday* on the board. Elicit words associated with a birthday party: *balloon, party hat, card, cake*. Children open their book and look at the pictures in the story on page 26. Encourage children to engage with the story by asking questions: *How many balloons can you see? What colour are the balloons?*

**1  Children read and listen to the story (1-8).**

**Optional extra:** Divide the class into two groups. Listen again and tell the first group to read out the girl's dialogue and the second group to read out the boy's. Change the roles of the groups and repeat again.

## Unit 2

### 2 Children trace and complete.

**Answer key:** 1. It's pink, 2. They're blue, 3. They're green.

#### Wrap up

Give children a piece of paper entitled *My Perfect Present for Dad/Mum*. Children draw and colour a picture of a present they would like to give to their mum or dad. Display children's work around the classroom.

#### Continuous assessment

Write on the board:

- 1 *It's pink.*
- 2 *They're orange.*
- 3 *They're red.*

In pairs, children write appropriate questions:

- 1 *What colour is the balloon?*
- 2 *What colour are the candles?*
- 3 *What colour are the presents?*



#### At home

**Activity Book** - page 26

**Answer key:**

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

## Lesson 6 - SB Page 27

#### Language objectives

##### Grammar

- *be*: singular and plural

##### Vocabulary

- Review: party objects, classroom objects

#### Skills objectives

##### Reading

- Follow a narrative and develop comprehension skills

##### Listening

- Engage with narrative and follow development of the story

##### Speaking

- Act out the story using the text as a model

##### Writing

- Trace and write target vocabulary

#### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- **Flashcards Unit 2**
- Piece of paper (one for each child)

#### Attention to diversity

Some children may be shy when it comes to acting out the story. Be aware of this and encourage more reticent children to participate. Praise their contributions.

#### Warmer

Ask children to look at page 27. Describe an item from the poster: *I spy with my little eye something yellow*. Children try to guess the object. The child who guesses correctly repeats the game. Take turns with other children.

#### Lead-in

Stick unit 1 and unit 2 **Flashcards**, mixed up, on the board. Tell children to remember the story and call out the words that are not in it.

### 1 Children read and listen to the story (1-8).

**Optional extra:** Ask children comprehension questions to check understanding: *Is Dad happy? Is there a cake? Is there a present?* Play the recording again. This time children follow the story and read aloud with the recording.

### 2 Children look and complete.

**Answer key:** 1. balloon, 2. cake, 3. present, 4. cards

**Optional extra:** Drill the words chorally. Mouth the word *balloon* silently to the class. Children lip-read and guess the word. In pairs, children take turns to lip-read other party objects from activity 2 and the story.

### 3 Children act out the story.

**Optional extra:** Choose pairs of children to act out the story for the rest of the class.

#### Wrap up

Give each child a piece of paper. Children copy the title of the story: *A surprise for Dad*. Underneath the title children draw their favourite part of the story and label the characters: *Mum, Dad, brother, sister*.

#### Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 2

**At home****Activity Book** - page 27

Answer key:

**2** 1. It's yellow, 2. It's purple, 3. It's red, 4. They're blue.

- **Optional extra:** Children draw a picture of a birthday party and label the objects.

**Lesson 7 - SB Page 28****Language objectives****Grammar**

- Questions with *be*: *How old is he?*

**Vocabulary**

- Review: numbers 1-10

**Functions**

- Ask about name and age
- Count 1-10

**Skills objectives****Reading**

- Read and answer questions with the target language

**Listening**

- Recognise and circle key vocabulary (numbers) using a song as a model
- Identify numbers and link the spoken word with the written form

**Speaking**

- Ask and answer questions with target language: *How old...?*

**Writing**

- Write key vocabulary: numbers

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Stickers

**Attention to diversity**

Some children may have difficulties with the first listening activity, as it involves both listening and writing.

Help group dynamics and switch pairs during the lesson. Pair stronger with weaker children and allow them to benefit from working with children they might not usually work with.

**Warmer**

Write *x-i-s* on the board. In pairs, children race to order the letters and put their hand up when finished. Check by asking one pair to spell out the word and another to write it on the board. Repeat with numbers 1-10.

**Lead-in**

Ask several children *How old are you?* Ask them to look at page 28. Point to the boy and ask, *How old is he today?* and lead children in responding: *He's five.* Point to a girl and repeat the procedure: *How old is she today?* *She's six.* Drill as a whole class, then boys and girls and finally pairs.

**1**  **Children listen, count and write.**

Answer key: five, six

**Optional extra:** Play the recording again. This time children click their fingers to the rhythm. Pause the recording before the answer *five*. Children say the answer and clap five times. Repeat with *six*.

**2**  **Children listen and sing.**

**Optional extra:** Invite a boy and a girl to the front of the class and ask them *How old are you today?* The child holds up the corresponding number of fingers. Lead the children in singing the song again, this time substituting the information in the book for the age of the volunteer. Repeat with other children from the group.

**3**  **Children read, listen and circle.**

Answer key: 1. five, 2. three, 3. nine, 4. ten

**Wrap up**

Hand out stickers. Children write their age and sit in a circle. A child points to somebody in the circle and asks: *What's (her) name?* Lead the rest of the class in answering: *(Her) name's (Sara).* *How old is she?* *She's (six).* Continue until every child has had a turn asking and answering.

**Continuous assessment**

Teacher's Resource Material: Writing worksheet Unit 2

**At home****Activity Book** - page 28

Answer key:

**1** Child's own drawing and colouring.**2** 2. five, 3. seven

## Lesson 8 - SB Page 29

## Language objectives

## Vocabulary

- *bat, cat, hat, rat*

## Pronunciation

- Phonics: short *a* sound

## Skills objectives

## Listening

- Recognise short *a* sound in language
- Identify and match vocabulary with pictures

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Slips of paper (one for each child)

## Attention to diversity

Children may have difficulty distinguishing between long and short vowel sounds. Drill and exaggerate the sounds.

Maintain children's interest in the repetition of the chant by changing children's roles and repeating chant softly/loudly, quickly/slowly.

## Warmer

Draw a party hat line by line on the board. As you draw, children try to guess what it is. Repeat with other party objects.

## Lead-in

Draw a picture of boy and a girl on the board and label them *Andy* and *Ann*. Drill the short *a* sound with children before drilling *Ann* and *Andy*. Repeat the procedure with *rat, bat, cat* and *hat*.

1  1.27 Children listen and match.

**Answer key:** From left to right, top to bottom: 3, 4, 1, 2

**Optional extra:** Do a substitution drill with children. Point to *Ann* and children say her name. Repeat with *Andy, bat, cat, rat* and *hat*. In pairs, children take turns pointing and answering.

2  1.28 Children say the chant.

**Optional extra:** Divide the children into boys and girls. Girls chant verses about *Ann* and clap when they hear a word with a short *a* sound. Boys chant verses about

*Andy* and click their fingers when they hear a word with a short *a* sound. Swap roles and repeat chant softly/loudly, quickly/slowly.

3  1.29 Children listen, tick (✓) and stick.

**Answer key:** 1. apple, 2. ant, 3. rat, 4. man

**Optional extra:** Distribute slips of paper with an *a*. Say several words. If the word has a short *a* sound, children hold up their paper. If it doesn't, children remain still. Use the words *pencil, pink, green, red, hat, bat, cake, cat, apple, ant, crayon, dad, that, table, book*.

## Wrap up

Children write *a* in their notebooks. Dictate *cat*. Children make a mind map, write the word and draw a picture beside it. Repeat procedure with the words *bat, rat, hat*.

## Fast finishers

Children add more words with the short *a* sound to the mind map.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 2

**Optional extra:** Turn your back to the children and spell *bat* in the air with your finger. Children read the word and say it aloud. Repeat the procedure with *hat, cat, rat* and *party*. In pairs, children take turns at writing and reading the words in the air.



## At home

## Activity Book - page 29

**Answer key:**

1 hat, hat, cat, cat, bat, bat, rat, rat

2



3

1. bat, 2. cat, 3. hat

## Audio CD 1



1 apple

2 ant

3 rat

4 man

## Lesson 9 - SB Page 30

### Language objectives

#### Vocabulary

- Review: colours

#### Functions

- Describe the colour of objects

### Skills objectives

#### Writing

- Consolidate spelling skills: colours

### Materials

- **Digital Book**
- Red, yellow, blue paint
- Paper plate
- Paintbrushes
- Small bowl of water
- String and tape
- Slips of paper (five for each child)
- Crayons

### Attention to diversity

Activity logistics will require careful monitoring to ensure children stay on task.

Some children may not be as visual or kinaesthetic as others and therefore may find it difficult to conceive ideas for their balloon. Encourage them to share and work in pairs and groups.

### Warmer

Children place a red, blue, yellow, orange and green crayon on the desk in front of them. Give each child five slips of paper. Dictate *red*. Children select a red crayon, write *red* on a slip of paper and hold it in the air when finished. Repeat the procedure with the rest of the colours.

### Lead-in

On a paper plate mix the colours red and yellow. Ensure children can see. Ask children to predict what colour will be created: *Look, red and yellow! What colour will I make?* Ask a volunteer to come to the front of the class and mix the colours. Lead the children in responding chorally: *It's orange!*

### 1 Children look and complete the words.

**Answer key:** 1. orange, 2. green, 3. purple

**Optional extra:** Divide children into pairs. One child sits with their back to their partner. Their partner chooses a colour and spells it with their finger on their back while the seated child tries to guess what it is. Children then change roles.

### 2 Children cut out and make a birthday balloon.

**Optional extra:** Display children's balloons around the classroom. In pairs, children point and ask each other questions: *What colour is the balloon? It's (blue, yellow and purple)!*

### Fast finishers

Children write their name and age on the back of the balloon.

### Wrap up

Children draw and colour two party objects and two school objects in their notebooks. Children exchange notebooks with their partner and write sentences underneath: *It's a (yellow cake). It's a (green pen).*



### At home

**Activity Book** - page 30

**Answer key:**

**2** 2. red, 3. pink

## Lesson 10 - SB Page 31

### Language objectives

#### Vocabulary

- Toys: *ball, car, doll, teddy bear*

#### Grammar

- Singular and plural forms

#### Functions

- Ask about quantity

### Skills objectives

#### Writing

- Develop writing skills: order affirmative sentences with *be*
- Write target language without the help of tracing in order to build confidence

#### Speaking

- Play a spelling game to reinforce the correct form of target language

### Materials

- **Digital Book**
- **Flashcards** Unit 2

## Unit 2

### Attention to diversity

Children do not develop at the same rate and they do not assimilate new vocabulary in the same way. Aid recognition and later recall by contextualising new language and recycling it at different stages in the lesson.

### Warmer

Use the unit 2 **Flashcards** to teach *ball*, *car*, *doll* and *teddy bear*. Drill the new words individually and chorally. Display the flashcards on the board. Children close their eyes. Quickly remove one card from the board. Children open their eyes and say which flashcard is missing.

### Lead-in

Draw a teddy bear on the board and write the words underneath. Ask children: *How many teddy bears are there?* (One.) Draw two teddy bears on the board. Ask children: *Now how many teddy bears are there?* (Two.) Focus children's attention on the plural 's' and explain that it means more than one.

### 1 Children look and complete.

**Answer key:** 1. s, 2. s, 3. a car - cars, 4. a doll - dolls

**Optional extra:** Dictate the words from the activity letter by letter. Make some words singular and others plural:  
*p-r-e-s-e-n-t*      *p-r-e-s-e-n-t-s*

Children copy the words in their notebooks. Check by eliciting spelling for each one and writing them on the board.

### 2 Children look and write.

**Answer key:** 2. car, 3. They're dolls.

**Optional extra:** Write the following jumbled sentences on the board for children to order in their notebooks:

*presents / They're*  
*teddy bear / a / It's*  
*red / doll / It's / a*  
*ball / blue / a / It's*

### Fast finishers

Children draw a picture for each sentence.

### Wrap up

Children divide a page of their notebooks in half. They draw and label three of their favourite objects from the lesson in both singular and plural form: *doll/dolls*.

### Continuous assessment

Do the following chant with children:

T: *Give me a d.* C: *d*  
T: *Give me an o.* C: *o*  
T: *Give me an l.* C: *l*

T: *Give me an l.* C: *l*

T: *What does that spell?* C: *Doll!*

Repeat with *ball*, *car*, *present* and *teddy bear*. This time choose a stronger child to be the caller and the class responds.



### At home

#### Activity Book - page 31

**Answer key:**

**1** 1. candles, 2. balloons, 3. a cake, 4. a present

**2** 1, 4, 5, 6, 8

- **Optional extra:** Children write a complete sentence underneath their pictures from the Wrap up activity:  
*It's a doll. / They're dolls.*

## Review - SB Pages 32 & 33

### Language objectives

#### Grammar

- Singular and plural forms
- Questions and affirmative statements with *be*

#### Vocabulary

- Party objects
- Toys
- Colours
- Numbers 1-10

#### Functions

- Ask and answer about name and age

#### Pronunciation

- Short *a* sound

### Skills objectives

#### Writing

- Write the 1<sup>st</sup> and 3<sup>rd</sup> person contraction forms of *be*
- Order sentences correctly
- Write target vocabulary from the unit without the aid of tracing

#### Reading

- Match pictures with correct answers using the target grammar of the unit

#### Listening

- Review the target vocabulary through songs and chants
- Identify numbers and order sentences

#### Speaking

- Ask and answer questions about name and age using the target vocabulary and grammar

## Materials

- Digital Book
- Audio CD 1
- Flashcards Units 1 and 2
- Stickers

## Attention to diversity

Monitor speaking activities closely to ensure all children collaborate equally. Ensure that all participants are praised equally for their efforts.

Some children might find it difficult to keep up with the chants when you review them. If you notice this, start again and drill each line individually.

## Warmer

Children line up in two lines facing the board. Using units 1 and 2 **Flashcards** secretly show the last child in each line a card. This child then whispers the word to the next child in line and this continues up this line. The child at the top runs to the board and writes the word on the board. Repeat procedure until every child has had an opportunity to write on the board.

## Lead-in

Sing the chants/songs from the unit (tracks 1.20, 1.24 and 1.27). Children clap every time they hear the target language from the unit.

1  Children listen and match.

**Answer key:** 2. He's six, 3. They're seven, 4. I'm eight.

**Optional extra:** Children write their age on a sticker and attach it. Point to a child and ask the group: *How old is he? How old are they?* Elicit full sentences. In pairs, children take turns to point at different children in the class, asking and answering.

## 2 In groups of four, children ask and write.

**Answer key:** Child's own answers.

**Optional extra:** Ask a volunteer from each group to come to the front of the class and report the information they have learnt about the members of their group.

## Audio CD 1



- |               |                  |
|---------------|------------------|
| 1 She's five. | 3 They're seven. |
| 2 He's six.   | 4 I'm eight.     |

## 3 Children match and complete.

**Answer key:** 2. It's, 3. They're, 4. It's 5. They're, 6. They're

## Fast finishers

Children secretly choose a unit 2 word **Flashcard** and hide it from their partner, who tries to guess the object by asking questions: *What colour is it? Is it (a cake)?*

## 4 Children look and say the colour.

## 5 Children look, read and answer.

**Answer key:** 1. Yes, it is, 2. No, they aren't, 3. Yes, they are.

**Optional extra:** Stick eight random units 1 and 2

**Flashcards** on the board and secretly choose one.

Encourage children to ask you questions in order to guess: *Is it red? No, it isn't. Is it yellow? Yes, it is.* In pairs, children take turns asking and guessing.

## Wrap up

Write the letters *p, b, c* on the board. In pairs, children have five minutes to write as many words as possible as they can remember from units 1 and 2 beginning with the letters: *present, pencil, pen, purple, pink, party, party hat, birthday, blue, ball, balloon, book, bat, cake, card, candle, crayon, car, cat*. Children count how many words they have. The pair with the most come to the front of the class and write them on the board.

## Final evaluation

**Teacher's Resource Material:** Test Unit 2



## At home

## Activity Book - pages 32-33

**Answer key:**

- 3, 1, 2
- From top to bottom: 1, 4, 3, 2
1. I'm, 2. She's, 3. They're
1. cake, 2. balloon, 3. party hat, 4. present, 5. card, 6. candle

## Activity Book - page 113

The **Picture Dictionary** on page 113 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.

## SB Pages 34 & 35

### Language objectives

#### Vocabulary

- Numbers
- Colours
- Days of the week
- Classroom objects
- Party objects
- Toys

#### Grammar

- Present simple: affirmative, negative, interrogative
- Questions using *What* and *How many*
- Imperatives
- Personal pronouns: *he, she, they*

#### Functions

- Give instructions
- Express quantities

### Skills objectives

#### Speaking

- Ask and answer questions using target language

#### Listening

- Identify target language and draw the corresponding picture
- Identify and follow commands

#### Reading

- Identify target language and match to the corresponding picture

#### Writing

- Spell target language from the units

### Materials

- Digital Book
- Teacher's Resource Material
- Paper bag

### Warmer

Divide children into groups of three. Assign one unit (0, 1 or 2) to each child. Hand out two slips of paper to each child. Children look through their unit, choose two words and write an anagram for each one. Children exchange slips of paper and spell the word correctly on the slip of paper. Children may use their books to help if necessary.

### Lead-in

Divide children into two groups. Assign each group a unit. Team members take turns coming to the board writing a word learnt in Unit 1 or 2 according to the group they are in.

### 1 Children play *The question game*.

**Optional extra:** Draw four columns on the board and label them as *classroom objects*, *party objects*, *colours* and *days of the week*. Children copy the table in their notebooks. Dictate the following words:

|                 |                    |
|-----------------|--------------------|
| <i>blue</i>     | <i>Sunday</i>      |
| <i>Thursday</i> | <i>purple</i>      |
| <i>rubber</i>   | <i>cake</i>        |
| <i>green</i>    | <i>pencil case</i> |
| <i>candles</i>  | <i>present</i>     |

Children listen and write the word in the correct column. Check answers as a group on the board.

### Fast finishers

Children draw and label their favourite item on the page.

### 2 Children say and draw a phrase.

**Optional extra:** Ask children to look at page 34.

Divide children into pairs. Ask children questions about how many of each object they can see on page 34. Children write the correct answer in their notebook.

The winning pair is the one with the most correct answers.

### 3 Children play *Charades*.

**Optional extra:** Play *Simon Says* with the children using the following imperatives:

*Close your books.*  
*Open your notebooks.*  
*Put away your pens.*  
*Sit down.*  
*Stand up.*  
*Take out your crayons.*

Invite volunteers to the front of the class to take the role of giving instructions.

### Wrap up

Turn your back to the class and spell one of the words from units 1 and 2 in the air with your finger. Children call out the correct answer. In pairs, children take turns spelling the target language with their finger on their partner's back while their partner tries to guess the word.

**Continuous assessment**

Teacher's Resource Material: End of Term 1 Test

**At home****Activity Book** - pages 34-35

Answer key:

- 1** Child's own answers.
  - 2** 1. Child's own writing, 2. There are five party hats, 3. His name is Josh, 4. He is six, 5. Yes, it is.
  - 3** Child's own drawing.
- **Optional extra:** Children draw and label five of their favourite items from the unit.

# Unit 3 Home, sweet home!

| Grammar  | Vocabulary   | Pronunciation  | Recycled language   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>Present simple:</b><br/><i>be</i> affirmative, negative and interrogative</li> <li>• <b>Demonstrative:</b> <i>this, these</i></li> <li>• <b>Questions:</b> <i>Where</i></li> <li>• <b>Prepositions of place:</b><br/><i>in, on, under</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Family members:</b><br/><i>aunt, brother, cousins, dad, grandad, grandma, grandparents, mum, sister, uncle</i></li> <li>• <b>Furniture:</b> <i>armchair, bed, bookcase, chair, lamp, sofa, table</i></li> <li>• <b>Rooms in a house:</b><br/><i>bathroom, bedroom, kitchen, living room</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>e</i> sound</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Numbers</b></li> <li>• <b>Prepositions</b></li> <li>• <b>Colours</b></li> </ul> |

## Language objectives

| Grammar   | Functions  |
|---|--|
| <ul style="list-style-type: none"> <li>• To use demonstrative pronouns to introduce singular and plural people and animals</li> <li>• To ask and answer questions using <i>be + this</i></li> <li>• To ask and answer questions using <i>Where + be</i> to locate people and objects</li> <li>• To practise the Present simple tense</li> </ul> | <ul style="list-style-type: none"> <li>• To identify family members</li> <li>• To identify rooms in a house and furniture</li> <li>• To describe the location of people and objects</li> <li>• To identify pets and their needs</li> </ul> |
| Vocabulary  | Pronunciation  |
| <ul style="list-style-type: none"> <li>• To identify and name family members</li> <li>• To identify and name rooms and furniture</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise the <i>e</i> sound</li> </ul>   |

## Skills objectives

| Speaking   | Reading  |
|--|--|
| <ul style="list-style-type: none"> <li>• To ask and answer questions with target language</li> <li>• To talk about family members</li> <li>• To sing along to a chant/song to reinforce target language</li> <li>• To use prepositional phrases in <i>Simon Says</i></li> </ul>                                  | <ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To use reading strategies to improve comprehension</li> <li>• To understand the lyrics of a song in order to join in</li> </ul> |
| Listening  | Writing  |
| <ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow a narrative of a story</li> <li>• To identify family members, rooms in a house and furniture</li> <li>• To use a model for short exchanges</li> <li>• To identify the location of objects and persons</li> </ul> | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary</li> <li>• To prepare a family album</li> <li>• To write sentences with <i>this/these</i></li> <li>• To build confidence in freer writing</li> </ul>             |

### 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: family members, rooms in a house and furniture.
- Children can recognise and produce *e* sounds.
- Check children can understand and produce functional language: identify family members, identify and describe rooms in a house and furniture, describe the location of people and objects, talk about pets and their needs.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Language worksheets Unit 3, pages 10-12: Lesson 7  
Reading worksheet Unit 3, page 38: Lesson 6  
Writing worksheet Unit 3, page 50: Lesson 4  
Speaking worksheet Unit 3, page 62: Lesson 8  
Listening worksheet Unit 3, page 72: Lesson 3  
Test Unit 3, pages 110-115: Unit 3 Review
- **Flashcards** Unit 3
- **Extra**  
Classroom objects: children's family  
book, crayons, pen, pictures,  
pencil, rubber a photo album  
Realia: a family photo, paper, glue, string

### 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 our **Activity Bank**, pages 14-17

## 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 practise counting and ordering and improve their spatial awareness. Children look at the needs of domestic animals.

DC



### Digital competence

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

SCC



### Social and civic competence

Children look at family relationships, life at home, good table manners and responsibility of taking part in household chores.

CAE



### Cultural awareness and expression

Children practise drawing and good presentation.

LL



### Competence in learning to learn

Children become more confident writing - both tracing and freehand. Children develop awareness to sounds and spelling.

IE



### Sense of initiative and entrepreneurship

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

## Lesson 1 - SB Page 36

## Language objectives

## Vocabulary

- Family members: *brother, dad, grandad, grandma, mum, sister*
- Review: imperatives

## Functions

- Make suggestions: *Let's...*
- Introduce family members

## Skills objectives

## Reading

- Recognise the target language in the context of a story

## Listening

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

## Writing

- Trace key vocabulary: family members

## Materials

- Digital Book
- Flashcards Unit 3
- Audio CD 1

## Attention to diversity

Family can be a sensitive topic for some children for various reasons, so make sure you know about the children's family background so you can make the appropriate adjustments.

## Warmer

Show the unit **Flashcards** one by one to introduce the vocabulary for family members.

## Lead-in

Review *Let's*. Give children instructions to follow, for example: *Let's open our books, Let's stand up, Let's sit down*, etc. Children carry out the actions.

1  1.31 Children read and listen to the story.

**Values:** Discuss why it is important to have good table manners. Elicit some simple table manners. Mime the following rules for being polite at the table and write them on the board: *Do not eat with your hands. Chew with your mouth closed. Do not talk with food in your mouth. Help clean up.*

**Optional extra:** Read the story aloud and ask children to follow the words with their finger. Then children read the text aloud with you and try to start and finish at the same time as you, reading the text at normal speed.

2  1.32 Children listen and point.

## 3 Children trace the words.

**Optional extra:** Individually, children make anagrams of the words from activity 3 in their notebooks. In pairs, children read each others' anagrams and unscramble the letters.

## Wrap up

Point to the various family members in the story for children to say the word. Children do the same in pairs.

## Initial evaluation

Children write the family members in alphabetical order in their notebooks.



## At home

## Activity Book - page 36

Answer key:

1. grandad, 2. sisters, 3. dad, 4. brother
- 2 Child's own drawing and writing.

## Audio CD 1



This is my grandad.

This is my mum.

This is my brother.

This is my grandma.

This is my dad.

This is my sister.

## Lesson 2 - SB Page 37

## Language objectives

## Grammar

- Demonstrative: *this/these* with *be*

## Vocabulary

- Family members: *aunt, cousins, grandparents, uncle*

## Functions

- Introduce family members

## Pronunciation

- Short *i* in *this* and long *i* in *these*

**Skills objectives****Listening**

- Identify family members

**Writing**

- Trace key vocabulary: family members

**Materials**

- Digital Book
- Audio CD 1
- Photo of your family
- Classroom objects: crayons, pens, pencils, rubbers

**Attention to diversity**

Some children may find it difficult to differentiate between the long *i* and short *i* sounds in production. Draw attention to the position of your mouth and exaggerate what you are doing with your lips in order to produce the different sounds so that children can see clearly and are able to copy.

**Warmer**

Draw two stickmen on the board, each one representing male/female relatives. Write *dad* under the male stickman and elicit *mum* under the female stickman. Continue with *brother/sister* and *grandad/grandma*. Drill the family members individually and chorally.

**Lead-in**

Bring in a photo of your family. Introduce your family using the target language: *This is my...* As you introduce each member, pause after *This is my...* Children put their hand up to tell you who they think it is.

Write *This is my sister* on the board next to one stickman. Draw two stickmen, cross out *This is* and write *These are my sisters*. Highlight the plural 's'.

Drill the short *i* in *this* and the long *i* in *these* and point out the position of your lips to help children pronounce the sounds.

**1**  **Children listen and number.**

**Answer key:** From left to right: 3, 5, 2, 4, 1

**Optional extra:** Say a number and children say the respective family word. Then, say a family word and children give you the number.

**2 Children read and trace.**

**Optional extra:** Draw a quick family tree with stickmen on the board and elicit the family words from activity 2. Write them under the stickmen. Point to the stickmen and children drill the words.

**Wrap up**

Hold up various classroom objects. If you hold up one pen, for example, children say *this*. If you hold up two rubbers, the children say *these*.

**At home****Activity Book** - page 37

**Answer key:**

**1** 1. 2 - This is my mum, 2. 1 - This is my grandma.

**2** 1. These, 2. This, 3. This, 4. These

- **Optional extra:** Children draw a family portrait and write sentences under each person to introduce that family member: *This is my mum*. The portrait can be of their own family.

**Audio CD 1**

This is my family.

1 These are my brothers.

2 This is my mum.

3 This is my sister.

4 This is my dad.

5 This is my baby sister.

**Lesson 3 - SB Page 38****Language objectives****Grammar**

- Questions with *Where* and *be*
- Affirmative sentences with *be* in 3<sup>rd</sup> person

**Vocabulary**

- Rooms: *bathroom, bedroom, kitchen, living room*
- Review: family members

**Functions**

- Ask and answer questions about someone's location
- Use prepositions to describe locations

**Skills objectives****Writing**

- Trace and write key vocabulary: rooms in the house

**Speaking**

- Ask and answer questions using target language

**Listening**

- Identify family members and rooms of the house

## Unit 3

### Materials

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

### Attention to diversity

Some children will need extra assistance when writing the words in activity 2.

### Warmer

Ask children to look at page 38 and say the individual family members. Children say the corresponding room. As you haven't taught the rooms yet, see how much children know and allow them to say the word in L1 if necessary.

### Lead-in

Ask children to look at page 38, point to the various rooms in the house and say the words for children to repeat. Drill the rooms individually and chorally.

### 1 1.34 Children listen and stick.

**Optional extra:** This time, children say who's in the room according to activity 1: *Dad's in the kitchen.*

### 2 1.35 Children complete the sentences.

**Answer key:** 2. Mum, 3. Grandad, 4. Grandma

**Optional extra:** Write the sentences from activity 2 on the board with the words in the incorrect order, for example, *the kitchen in Dad is.* Children write the correct order of the words in their notebooks.

### 3 Children ask and answer.

### Fast finishers

Children write sentences in their notebooks about the location of the members of the family in activity 1.

### Wrap up

Show each unit 3 **Flashcard** very quickly. Children say the room of the house.

### Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 3



### At home

**Activity Book** - page 38

**Answer key:**

- 1** 1. bedroom, 2. bathroom, 3. living room, 4. kitchen  
**2** 1. She's in the living room, 2. He's in the bedroom, 3. She's in the kitchen, 4. He's in the bathroom.

### Audio CD 1



- 1 Where's Dad? He's in the kitchen. 3 Where's Grandad? He's in the bedroom.  
2 Where's Mum? She's in the living room. 4 Where's Grandma? She's in the bathroom.



- 1 Dad is in the kitchen. 3 Grandad is in the bedroom.  
2 Mum is in the living room. 4 Grandma is in the bathroom.

## Lesson 4 - SB Page 39

### Language objectives

#### Grammar

- Prepositions: *in, on, under*
- Review: questions with *be* in 3<sup>rd</sup> person

#### Vocabulary

- Review: family members, rooms in the house, classroom objects

#### Functions

- Describe positions using prepositions

### Skills objectives

#### Reading

- Interpret and respond to questions using the target language

#### Writing

- Trace target language: prepositions
- Use the correct prepositions in sentences

### Materials

- Digital Book
- Teacher's Resource Material

**Attention to diversity**

Activity 1 might be overwhelming as it requires grammar knowledge as well as reading skills. Do the first one as a class so children feel more confident doing the task.

**Warmer**

To review family words, draw your family tree with names of your relatives. Elicit the family members from the children.

**Lead-in**

Tell children to look at page 39 and ask *Where's...?* whilst pointing to the brother and sister in the pictures. Children use full sentences: *My sister is in the living room.*

**1 Children look, trace and circle.**

**Answer key:** 1. No, he isn't. - Yes, he is, 2. Yes, she is. - No, she isn't.

**Optional extra:** Lead a chant using the script in activity 1. In the first section, boys chant with the questions and girls respond. Swap roles for the next section.

**2 Children look and match.**

**Answer key:** 1. under, 2. in, 3. on

**Optional extra:** Write three new sentences on the board:

1. *The crayon is in the pencil case.*
2. *The crayon is on the pencil case.*
3. *The crayon is under the pencil case.*

Children draw pictures to represent the statements in their notebook.

**3 Children look and complete.**

**Answer key:** 1. on, 2. in, 3. under

**Optional extra:** In pairs, children take turns to move their pencil in/on/under other objects from their pencil case. Their partner must say the correct preposition: *in/on/under*.

**Fast finishers**

Children make new sentences with other objects from their pencil case and write similar sentences.

**Wrap up**

Use the chant from activity 1. Ask the question *Where's my brother? Is he in the kitchen?* Children respond chorally with *Yes, he is. / No, he isn't.* Then ask the second question in the chant: *Is he in the bedroom?* Children respond *Yes, he is. / No, he isn't.*

**Continuous assessment**

**Teacher's Resource Material:** Listening worksheet Unit 3

**At home**

**Activity Book** - page 39

**Answer key:**

- 1** Child's own drawing.
  - 2** 1. She's - Child's own writing, 2. He's - Child's own writing.
  - 3** Child's own writing.
- **Optional extra:** Children draw a different object from lesson 4 and write a sentence about where the object is, for example, *The rubber is on the pen.*

**Lesson 5 - SB Page 40****Language objectives****Grammar**

- *This is...*
- Review: *Is it a...?*; prepositions

**Vocabulary**

- *love, miss, move house, puppy, sad, surprise*

**Skills objectives****Reading**

- Understand the narrative of a story
- Respond to a text
- Use predictive strategies to help comprehension

**Listening**

- Identify characters in a story

**Writing**

- Write names of characters from the story

**Materials**

- **Digital Book**
- **Audio CD 1**
- Family portrait

**Attention to diversity**

Children may have difficulty in following the narrative of the story, so ensure you keep checking and testing comprehension so they don't get lost.

Some children read at different paces. Don't rush the slower children but give the quick finishers additional activities.

## Unit 3

### Warmer

Play *Simon Says* with instructions using prepositions, for example, *Simon says, 'Put your pencil on your book.'*

### Lead-in

Draw a house line by line on the board. Children guess what you're drawing. Say: *It's a house. It's a new house.* Ensure children understand the concept of *new* and explain, with pictures, that Timmy is moving to a new house. Draw a smiley face and an unhappy face on the board. Pre-teach *happy* and *sad*, and ask the children if Timmy will be happy or unhappy about moving house.

### 1 1.36 Children read and listen to the story (1-8).

**Optional extra:** Dictate four true or false statements. Children stand up if the statements are false and sit down if true. Statements to dictate: 1. *Timmy is happy.* 2. *Timmy has a new kitten.* 3. *Timmy misses his friends.* 4. *The puppy's name is Willy.*

### 2 Children look and complete.

**Answer key:** 1. Timmy, 2. Mum, 3. Willy, 4. Dad

**Optional extra:** Children take out their family portraits, take turns to point to various members and say *This is...* Confident children can come to the front of the class, address the class and repeat the procedure.

### Wrap up

Children predict what will happen in the next part of the story. Encourage them to think about what will happen to Timmy and Willy.

### Continuous assessment

Write the instalments of the story on the board in a different order. Children tell you the correct order.



### At home

**Activity Book** - page 40

**Answer key:**

**1** Child's own drawing. 1. Timmy, 2. Willy

**2** 1. in, 2. on, 3. under

- **Optional extra:** Children draw a picture of Willy and underneath write *This is Willy. He's... (age). He's... (colour).*

## Lesson 6 - SB Page 41

### Language objectives

#### Vocabulary

- Review: prepositions

### Skills objectives

#### Listening

- Understand and use a model for later production

#### Reading

- Follow a narrative
- Use comprehension strategies
- Build on confidence in reading skills

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcard *cat* (Unit 6)

### Attention to diversity

Some children may have difficulty following the story. Pause after each part and ask children to tell what has happened, in L1 if necessary.

### Warmer

Children tell you the characters they remember from the story in lesson 5. Elicit the names of the boy and puppy. Ask the children why Timmy is happy (Because he's got a new puppy).

### Lead-in

Write the word *puppy* on the board and elicit what a pet needs. Draw a dog food dish and pre-teach *food*. Continue with *water* and *exercise*. Write the words under the pictures and drill *A dog needs food, water and exercise.*

### 1 1.37 Children read and listen to the story (1-8).

**Optional extra:** On the board, write some key sentences from the story. Elicit the missing word in each sentence. Give the first letter if you see children struggling, or use actions to elicit:

1. *Willy needs food and...*
2. *Willy also needs...*
3. *Timmy and Willy are in the...*
4. *They love...*

## 2 Children complete the sentences.

**Answer key:** 1. on, 2. under, 3. in

**Optional extra:** Use the cat (unit 6) **Flashcard** and place it in various places in the classroom. Dictate a mixture of true and false sentences about the cat's location and children say *Yes, it is* / *No, it isn't* accordingly. For example, *The cat is on the chair. The cat is under the table. The cat is in the bin.*

### Wrap up

Review what puppies need. Give the first letter if children are struggling.

### Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 3



### At home

**Activity Book** - page 41

**Answer key:**

- 1** 1. love - picture 2, 2. exercise - picture 3, 3. food - picture 1, 4. water - picture 4

- 2** Child's own drawing.

- **Optional extra:** Children draw their favourite scene from the story.

## Lesson 7 - SB Page 42

### Language objectives

#### Grammar

- Present simple question: *Is this a sofa?*
- Short answers with *be*

#### Vocabulary

- Furniture: *armchair, bed, bookcase, chair, sofa, table*

### Skills objectives

#### Writing

- Trace and write key vocabulary: furniture

#### Reading

- Identify the key vocabulary: furniture
- Use the target language modelled in the listening

#### Speaking

- Ask and answer questions with target language

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- **Flashcards Unit 3**

### Attention to diversity

Some children might be more confident at counting than others and work at a different pace.

Children retain vocabulary differently. Reassure the children who are struggling to remember the classroom items.

### Warmer

Draw an outline of a house on the board and divide it into the individual rooms. Elicit the different rooms, giving the first letter as necessary.

### Lead-in

Hold up the unit 3 **Flashcards**. Drill the words individually and chorally. Children indicate which part of the house the flashcards should go in. Stick each flashcard in the rooms of the house on the board.

### 1 1.38 Children listen, trace and stick.

**Optional extra:** Draw the pieces of furniture on the board. For each one, ask *Is this a dog? Is this a balloon? Is this a cake? Is this a present? Is this a card? Is this a candle?* Elicit and model the response: *No, it isn't. It's a...*

## 2 Children point, ask and answer the questions.

**Optional extra:** Stick the unit 3 **Flashcards** on the board. Point to one of the flashcards and say *It's a ...* If you have said the correct word, children repeat it. If not, they stay silent. Go back to the ones which you identified incorrectly and children say the correct item.

### Fast finishers

Children draw another object of their choice in their notebooks and next to it, write *Is this a...?*

### Wrap up

Ask children to look at page 42. Point to the various pieces of furniture and ask children *Is this a...?* Children come up to the poster individually and ask similar questions.

### Continuous assessment

**Teacher's Resource Material:** Language worksheets Unit 3

**Optional extra:** Children copy the outline of a house in their notebooks and write the pieces of furniture in the respective rooms.

# Unit 3

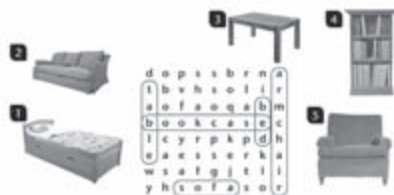


## At home

### Activity Book - page 42

Answer key:

1



3 Is this living room? No, it isn't. It's a bedroom.

- **Optional extra:** Children draw their bedroom plan and label the pieces of furniture.

## Lesson 8 - SB Page 43

### Language objectives

#### Vocabulary

- *bed, best, egg, hen, jet, leg, pen, pet, red, ten*

#### Pronunciation

- Identify the phonic sound *e* in a set of words containing the sound

### Skills objectives

#### Listening

- Recognise the phonic *e* in a song

#### Writing

- Trace words with the phonic *e*

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 1 and 2
- Flashcard *hen* (Unit 6)

### Warmer

Hold up the hen (unit 6) Flashcard and say *hen* for children to repeat. Then drill *It's a hen*. Focus on the *e* phonic and drill individually and chorally.

### Lead-in

Write on the board *My favourite pet is a...* and go round the class asking children to complete the sentence. Provide the English word if children only know it in L1.



### 1 Children listen and sing.

**Optional extra:** Split the class into boys and girls. Play the song again. The boys sing along to the odd lines and the girls sing along to the even lines. Swap lines so now the boys are singing the even lines.



### 2 Children trace, listen and number.

**Answer key:** red - 4, ten 5, egg - 3, jet - 1, hen - 2, leg - 6, bed - 8, pen - 7

**Optional extra:** Mouth one of the words from activity 2 silently to the class. Children lip-read what you are saying and respond by saying the word aloud.

### Fast finishers

Children practise singing the song to themselves.

### Wrap up

Children stand up. Say different words from the list: *Jen, day, cat, jet, dad, hen, Ben, pen, pink, six, red, blue, dog, lamp, bed, hat, desk*. If the word has the short *e* sound, children flap their arms to imitate a hen flapping its wings. If the word does not have the short *e* sound, they remain still.

Write the same list of words randomly on the board and invite a volunteer to the front of the class. Have him/her read the words out loud in any order. Children flap their 'wings' whenever they hear a word with the short *e* sound.

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 3

**Optional extra:** Hold the units 1 and 2 Flashcards and drill the words. Children put their hands up when they think the word contains the target phonic.



## At home

### Activity Book - page 43

Answer key:

1

Child's own drawing.

2

1. bat, 2. dog, 3. bed, 4. pen, 5. egg, 6. cat, 7. jet, 8. lamp, 9. leg

3

bed, pen, egg, jet, leg

- **Optional extra:** Children copy the following from the board: *My pet is a... (type of animal). It is... (colour). It is... (size: big or small).*

## Audio CD 1



|       |       |       |       |
|-------|-------|-------|-------|
| 1 jet | 3 egg | 5 ten | 7 pen |
| 2 hen | 4 red | 6 leg | 8 bed |

## Lesson 1 - SB Page 44

## Language objectives

## Vocabulary

- Review: *exercise, food, love, water*

## Functions

- Express needs: *A pet needs...*

## Skills objectives

## Listening

- Identify target language: pets' needs

## Writing

- Trace target language
- Prepare a pet care chart

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Paper
- Crayons or coloured pencils

## Attention to diversity

Some children might need more assistance with crafts in the classroom. Ensure you monitor and be on hand to help.

## Warmer

Children hold out the picture of their chosen animal from homework and introduce their pet: *My pet is a... (type of animal). It is... (colour). It is... (size: big or small).*

## Lead-in

Play *Pictionary* with the words *puppy, food, water, exercise, love*. Teacher draws the first one and then asks four volunteers to draw the remaining words.

# 1 Children listen and number the pictures.

**Answer key:** From left to right, top to bottom: 2, 4, 1, 3

**Optional extra:** Say a number and children chorally drill the sentence.

## 2 Children trace the words.

Turn your back to the class and write a word with your index finger in the air: *food*. Children read the word and say it out loud. Divide the class into pairs. Children take turns to write and read the words in the air. Then they make a full sentence using the word, for example: *A pet needs food*.

## 3 Children make a pet care chart.

Distribute paper. Ask children to fold their sheet of paper in four and then unfold the sheet. They write the title *Pet care* at the top and label the four sections: *Food, Water, Exercise, Love*. Children then draw pictures to illustrate the words. Invite children to the front of the class one at a time to share their charts and describe each section.

## Fast finishers

Children help their classmates if they have finished their own pet care chart.

## Wrap up

Children come to the front of the class, hold up their pet care chart and read the different sections out. Encourage the other children to clap after the child has presented their chart.



## At home

## Activity Book - page 44

Answer key:

1



2 1. water, 2. food, 3. love, 4. exercise

- Optional extra:** Children add their favourite pet to their family portrait and write his name underneath.
- Prepare for the next class:** Ask children to bring in some photographs of several family members.

## Audio CD 1



- |                         |                      |
|-------------------------|----------------------|
| 1 A pet needs exercise. | 3 A pet needs love.  |
| 2 A pet needs food.     | 4 A pet needs water. |

## Lesson 10 - SB Page 45

## Language objectives

## Vocabulary

- Family members

## Functions

- Introduce family members in an album
- Ask about others' family: *What's her/his name?*

## Skills objectives

## Speaking

- Talk about family members using a photo album

## Writing

- Write about family members

## Materials

- Digital Book
- Teacher's Resource Material
- Realia: a photo album, photos of family members
- Paper, glue, string

## Warmer

Ask children to look at page 38. Point to the photos and ask: *Where is the family?* (Outside the house, in the garden) *Where is the sister?* (In the bedroom).

## Lead-in

Show your photo album to the class and teach the word *album*. Flick through the pages and elicit who the members are. If children guess correctly, say *That's right, this is my mum*.

## 1 Children cut out and make a family album.

**Optional extra:** In pairs, children point to each other's photos and say true/false sentences, for example, *This is your dad...* Their partner replies *Yes, it is.* / *No, it isn't. It's my...* accordingly.

## 2 Children show their albums.

**Optional extra:** In feedback, children hold up their partner's album, point to various photos and say *This is Pablo's brother. His name is...* Go round the class and ensure everyone has a turn.

## Fast finishers

Children draw a picture of a real or imaginary pet that they would like.

## Wrap up

Play a spelling game.

Teacher: *Give me an m.*

T: *Give me a u.*

T: *Give me an m.*

T: *What does that spell?*

Children: *m*

C: *u*

C: *m*

C: *Mum!*

Repeat with *dad*. This time, choose a stronger child to be the caller and the class responds.



## At home

## Activity Book - page 45

Answer key:

1 Child's own drawing.

- **Optional extra:** Encourage children to show their albums to their family.

## Review - SB Pages 46 &amp; 47

## Language objectives

## Grammar

- *This is my...*
- Prepositions

## Vocabulary

- Family members

## Skills objectives

## Writing

- Write key vocabulary: introducing family members

## Reading

- Identify the key grammar of the unit

## Listening

- Review the key vocabulary and grammar in a matching exercise
- Identify location of persons

## Speaking

- Ask and answer questions using the key vocabulary and grammar

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 3
- Flashcard cat (Unit 6)

**Attention to diversity**

There may be more than one possible answer in activity 2, so be flexible when correcting the children.

**Warmer**

Draw a *Noughts and Crosses* grid on the board. Draw a different piece of furniture in each square on the grid. Divide the class into two teams: X and O. Ask a child from team X to come up, point to a piece of furniture and name it: *It's a (sofa)*. If the child is correct, rub out the picture and put an X in the space. If not, the picture remains. Repeat with the other team. The first team to get three X's or three O's in a row – horizontally, vertically or diagonally – wins. Children continue to play in small groups.

**Lead-in**

Ask children to look at page 38. Go round the class and ask individual children about the location of the members of the family in the pictures, for example, *Where's Mum?*

**1**  **Children listen and match.**

**Answer key:** 1. Grandma, 2. Mum, 3. brother - Dad, 4. sister - Grandad

**2 Children look and write.**

**Answer key:** 1. Grandma, 2. is my Grandad, 3. This is my sister, 4. This is my Mum, 5. This is my baby brother, 6. This is my Dad.

**Optional extra:** Children choose three family members and draw a picture of each one. Underneath, children write *This is my...* as in activity 2.

**Audio CD 1**

- 1 Where's Grandma? Grandma is in the bathroom.
- 2 Where's Mum? Mum is in the bedroom.
- 3 Where's my brother and Dad? They are in the kitchen.
- 4 Where's my sister and Grandad? They are in the living room.

**3 Children read and circle.**

**Answer key:** 1. under, 2. on

**Optional extra:** Display the unit 3 **Flashcards** on the board and place the **Flashcard** of the cat in various locations. Children put their hands up and tell you the location of the cat, for example, *The cat is on the sofa*. Children get up one at a time, put the flashcard in another location and repeat the procedure.

**4 Children point, ask and answer.****5 Children read and draw.**

**Answer key:** Child's own drawing.

**Optional extra:** In pairs, children write new sentences with prepositions about their favourite character from the unit and their partner draws the corresponding picture.

**Wrap up**

Write the following words on the board: *bedroom, cat, bathroom, hamster, sister, puppy, brother, dad, kitchen, mum, dog, living room*. Divide the class into pairs. Children classify the words into three lists: *Family members, Pets* and *Rooms*. The first pair to finish wins the game. Check answers on the board.

**Final evaluation**

**Teacher's Resource Material:** Test Unit 3

**At home**

**Activity Book** - pages 46-47

**Answer key:**

- 1** 1. grandad – kitchen, 2. sister – living room, 3. grandma – bathroom
- 2** 1. kitchen, 2. bedroom, 3. bathroom, 4. living room
- 3** 1. grandad, 2. mum, 3. dad, 4. sister, 5. grandma, 6. brother
- 4** 1. on, 2. in, 3. under, 4. on
- 5** From left to right: 2, 4, 1, 3
- 6** Child's own drawing and writing.

• **Optional extra:** Children write their favourite five vocabulary items/characters from unit 3 in their notebooks and draw a picture.

**Activity Book** - pages 113 & 114

The **Picture Dictionary** on pages 113 and 114 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.

# unit 4

# In the garden

| Grammar  | Vocabulary  | Pronunciation   | Recycled language  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• <b>Present simple <i>be</i>:</b> affirmative, negative and interrogative</li> <li>• <b>Questions:</b> <i>What, How many</i></li> <li>• <b>Demonstrative:</b> <i>this, that</i></li> <li>• <b><i>there is / there are</i></b></li> <li>• <b>Indefinite articles:</b> <i>a, an</i></li> <li>• <b>Prepositions of place:</b> <i>behind, in, in front of, next to, on, under</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Fruit and vegetables:</b> <i>apple, banana, carrot, cherry, cucumber, onion, orange, peach, pear, potato, tomato, watermelon</i></li> <li>• <b>Insects:</b> <i>ant, bee, butterfly, ladybird, spider</i></li> <li>• <b>Other:</b> <i>flower, garden, grass, plant, seed, sun, tree, water, fish, hit, kick, pig, swim, swing</i></li> </ul> | <ul style="list-style-type: none"> <li>• Phonics: <i>i</i> sound</li> </ul> | <ul style="list-style-type: none"> <li>• Family members</li> <li>• Numbers</li> <li>• Prepositions of place</li> </ul> |

## Language objectives

| Grammar   | Functions   |
|---|---|
| <ul style="list-style-type: none"> <li>• To use demonstrative pronouns (<i>this/these</i>) to identify singular and plural items</li> <li>• To use <i>there is / there are</i> to express the existence and amount of objects</li> <li>• To identify indefinite articles</li> <li>• To ask questions using <i>Where + be</i> to locate objects</li> <li>• To ask questions using <i>How many + be</i> to identify quantity</li> <li>• To locate objects using prepositions of place (<i>behind, in front of, on, next to, under</i>)</li> <li>• To practise the Present simple tense</li> </ul> | <ul style="list-style-type: none"> <li>• To identify fruits and vegetables</li> <li>• To identify insects and objects in nature</li> <li>• To describe the position of objects</li> <li>• To describe the life cycle of a plant</li> <li>• To describe a picture</li> <li>• To count insects</li> </ul> |
| Vocabulary  | Pronunciation   |
| <ul style="list-style-type: none"> <li>• To identify and name fruits and vegetables</li> <li>• To identify and name insects and other elements in nature</li> <li>• To recognise the life cycle of a plant</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise short and long <i>i</i> sounds</li> </ul>  |

## Skills objectives

| Speaking  | Reading  |
|---|--|
| <ul style="list-style-type: none"> <li>• To ask and answer questions to identify objects with target language</li> <li>• To ask and answer questions about quantity and location of objects</li> <li>• To sing along a chant/song to reinforce target language</li> <li>• To use a model for role-play</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise the target language of the unit and match to the corresponding image</li> <li>• To recognise the target language in the context of a narrative</li> <li>• To follow the narrative of a story and respond to a text</li> <li>• To use reading strategies such as prediction to improve comprehension</li> <li>• To understand the lyrics of a chant in order to join in</li> </ul>                          |
| Listening   | Writing  |
| <ul style="list-style-type: none"> <li>• To identify fruits, vegetables and insects</li> <li>• To follow the narrative of a story</li> <li>• To identify the location of objects</li> </ul>   | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: fruits, vegetables, insects, nature, prepositions</li> <li>• To write questions and affirmative sentences using <i>this/these</i></li> <li>• To trace and write prepositions of place</li> <li>• To write sentences with <i>there is / there are</i></li> <li>• To identify and write the correct form of the indefinite article</li> <li>• To trace and write numbers</li> </ul> |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions, demonstratives, *there is / there are*, indefinite articles and prepositions of place.
- Check children can understand and produce oral and written messages using the unit vocabulary: fruit and vegetables and insects.
- Children can recognise and produce *i* sounds.
- Check children can understand and produce functional language: identify fruit, vegetables and insects, describe the position of objects.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Language worksheets Unit 4, pages 13-15: Lesson 7  
Reading worksheet Unit 4, page 39: Lesson 6  
Writing worksheet Unit 4, page 51: Lesson 4  
Speaking worksheet Unit 4, page 63: Lesson 8  
Listening worksheet Unit 4, page 73: Lesson 3  
Test Unit 4, pages 116-121: Unit 4 Review
- **Flashcards** Units 1-4
- **Extra**  
3 pieces of paper folded in half and stapled together (one for each child)  
Realia: an apple, paper cups, soil, seeds, water  
Slips of paper  
Paper bag  
Classroom objects: pencil, pen, book, rubber, crayons  
Paper  
Glue  
Markers  
Crayons

### 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 our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

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



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

Children develop an understanding of the food we grow and eat and the life cycle of plants. Children learn about common garden insects.



#### Digital competence

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



#### Social and civic competence

Children practise working in pairs and small groups. Children learn to identify fruit and vegetables, how they grow and where they are sold.



#### Cultural awareness and expression

Children become more comfortable with joining in songs and chants and acting out stories. Children take part in craft activities which develop motor skills and creativity.



#### Competence in learning to learn

Children become more autonomous writing, spelling and making decisions.



#### Sense of initiative and entrepreneurship

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

# Unit 4

## Lesson 1 - SB Page 48

### Language objectives

#### Vocabulary

- Fruit: *apple, banana, cherry, fruit salad, orange, peach, pear, watermelon*
- Review: family members

#### Functions

- Make suggestions: *Let's...*

### Skills objectives

#### Listening

- Recognise key vocabulary language: fruit

#### Reading

- Recognise the key vocabulary in the context of a story

#### Writing

- Trace key vocabulary: fruit

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4
- Paper bag

### Attention to diversity

Some children may be unfamiliar with some fruit included in the lesson. Use realia if needed and stress the importance of fruit and vegetables. Explain that they are full of vitamins and are important for growing up healthy and strong.

### Warmer

Choose a lexical set that children have studied in a previous unit, e.g., family members. Say a word, for example, *mother*, and clap. The children say another word from the same set and so on until they can't think of any more words. In pairs, children repeat the procedure.

### Lead-in

Slow spell the words *garden* and *fruit* on the board. Children call out the word if they recognise it. Ask them to look at page 48. Point to target language from the lesson and elicit the name of the fruits from the children.

### 1 1.43 Children read and listen to the story.

**Values:** Discuss healthy eating habits with the class. Explain that fruits and vegetables give us lots of vitamins and are important for growing up healthy and strong.

**Optional extra:** Divide the class into two groups. Tell group one to take the girls' role in the story and group two to take the boys'. Change roles and repeat.

### 2 Children trace the words.

**Optional extra:** Draw a picture of a lunch box on the board. Elicit what the object is and draw three items of fruit. Children copy, draw and label three items of fruit they may have in their lunch box.

### 3 1.44 Children listen and number.

**Answer key:** Pear - 5, cherry - 1, banana - 6, peach - 3, apple - 2, watermelon - 7, orange - 4

**Optional extra:** Display the unit 4 **Flashcards** on the walls of the classroom. Give instructions: *Point to the watermelon. Point to the pear.*

### Wrap up

Put the unit 4 **Flashcards** in a paper bag. Invite a child to pick one. If the child identifies the object correctly, they keep the card. Continue until all the children have had a turn.

### Initial evaluation

Point to target language on page 48 and say: *This is an orange. It's green.* Children stand up if the sentence is true and touch their nose if the sentence is false.



### At home

#### Activity Book - page 48

Answer key:

- 1** 1. apple, 2. watermelon, 3. banana, 4. pear, 5. cherry, 6. orange, 7. peach

**2**

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| w | t | b | a | p | p | l | e | c | f |
| a | i | w | e | u | s | o | k | b | i |
| t | g | r | l | v | f | c | x | a | e |
| e | h | p | e | a | r | j | w | n | g |
| r | d | f | f | v | o | t | s | a | q |
| m | o | t | x | g | a | b | u | n | b |
| e | c | c | h | e | r | r | y | a | c |
| l | n | q | j | w | b | m | h | k | t |
| o | r | a | n | g | e | d | f | k | g |
| n | g | b | t | s | p | e | a | c | h |

## Audio CD 1



- |                   |                      |
|-------------------|----------------------|
| 1 It's a cherry.  | 5 It's a pear.       |
| 2 It's an apple.  | 6 It's a banana.     |
| 3 It's a peach.   | 7 It's a watermelon. |
| 4 It's an orange. |                      |

## Lesson 2 - SB Page 49

## Language objectives

## Grammar

- Questions with *What + be + demonstratives*
- Affirmative sentences with *be* in the 3<sup>rd</sup> person

## Vocabulary

- Review: fruits

## Functions

- Identify fruits

## Skills objectives

## Speaking

- Ask and answer questions using the target language

## Listening

- Follow a chant

## Writing

- Write affirmative sentences using *be*

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4
- Slips of paper

## Attention to diversity

Some children may be reluctant to speak. Provide lots of opportunities through repetition and choral chants, and ensure that children understand the task by modelling each activity.

## Warmer

Play *Hangman* on the board with the words *garden*, *fruit* and *salad* from lesson 1.

## Lead-in

Hold up the unit 4 **Flashcards** and children say the name of the fruit.

## 1 Children listen and chant.

**Optional extra:** Listen again. This time children whisper the chant and click their fingers. Repeat the procedure, gradually getting louder each time and then reverse the process.

## 2 Children point, ask and answer.

**Optional extra:** Hand out a slip of paper to each child. Children draw a fruit basket. Dictate six items of the target language and children draw the corresponding items.

## 3 Children read, match and complete.

**Answer key:** 1. It's, 2. They're, 3. They're, 4. It's watermelon.

**Optional extra:** Children point to each others' fruit basket drawings and ask and answer: *What's that? It's a pear. What are these? They're apples.* Model the activity individually and chorally with the group first.

## Fast finishers

Children write another question and affirmative sentence in their notebooks.

## Wrap up

Choose an item from the page and mouth it silently to the class. Children lip-read and call out the word. In pairs, children repeat the procedure with different items from the page.

## Continuous assessment

Draw fruit on the board. Children put their hands up when they know what it is. Insist children give complete answers: *It's a...* / *They're...*



## At home

## Activity Book - page 49

Answer key:

- 1 Child's own drawing. 1. peaches, 2. an apple
- 2 1. It's a pear, 2. They're cherries, 3. It's a watermelon, 4. They're bananas.
- 3 1. an, 2. a, 3. a, 4. an

• **Optional extra:** Children label the items in their fruit basket: *It's a cherry. They're pears.* Display children's work on the classroom walls in the following class.

## Lesson 3 - SB Page 50

### Language objectives

#### Grammar

- Questions using demonstratives
- Yes/No answers
- The plural s

#### Vocabulary

- Vegetables: *carrots, cucumbers, onions, potatoes, tomatoes*

#### Functions

- Identify vegetables
- Ask and answer about vegetables

### Skills objectives

#### Speaking

- Ask and answer questions using target language
- Identify vegetables
- Use a model for short exchanges

#### Listening

- Identify the correct vegetable

#### Writing

- Trace and write target vocabulary: vegetables

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4
- Slip of paper for each child

### Attention to diversity

Model speaking activities with stronger students and provide plenty of praise and encouragement to help children feel comfortable.

### Warmer

Invite seven children to the front of the class. Distribute unit 4 **Flashcards**. Play the chant from the previous lesson again and encourage children to chant along. Volunteers hold up their flashcards when they hear their word.

### Lead-in

Spell *vegetable* on the board and elicit some examples. Ask children to look at page 50, point to the various vegetables and say the words for children to repeat.

**1**  1.46 Children listen and point.

**2** Children trace and number.

Answer key:



**Optional extra:** Write *r-r-o-a-c-t* on the board. Children race to order *carrot* and put up their hand when finished. Children make their own anagram in their notebooks and swap their notebook with their partner and order the letters.

### 3 Children point, ask and answer.

**Optional extra:** Ask a child to stand with their back to the board. On the board draw a pair of vegetables, e.g., two onions and write *They're onions*. The child then tries to guess the object by asking the group questions: *Are these potatoes?* The group responds: *No, they aren't. / Yes, they are!* Repeat with several volunteers.

### Wrap up

Display unit 4 **Flashcards** on the board. Children draw a grid with six squares and write the name of a flashcard in each square. Call out the objects at random. Children cross out the word if it is in their grid. The first child to write a cross on all six words in their grid calls out *Bingo!*

### Continuous assessment

Teacher's Resource Material : Listening worksheet Unit 4



### At home

**Activity Book** - page 50

Answer key:

- 1** 1. Are these potatoes? No, they aren't.  
2. Are these tomatoes? Yes, they are.

- 2** 1. potatoes, 2. cucumbers, 3. onions

- **Optional extra:** Children draw and label a picture of their garden, including the various fruits and vegetables seen in the unit so far.

### Audio CD 1



- 1 Are these potatoes? No, they aren't. They're carrots.  
2 Are these onions? Yes, they are.  
3 Are these cucumbers? No, they aren't. They're potatoes.

## Lesson 4 - SB Page 51

### Language objectives

#### Grammar

- Questions with *How many + be*
- *there is / there are*

#### Vocabulary

- Insects: *ant, bee, butterfly, flower, grass, insect, ladybird, spider, trees*
- Review: numbers

#### Functions

- Count

### Skills objectives

#### Writing

- Trace and write the key vocabulary

#### Reading

- Ask and answer questions about quantity using target language

#### Listening

- Identify the number of key vocabulary: insects

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Slip of paper for each child
- Crayons

### Attention to diversity

Children may need assistance in activity 3 to write numbers, as they don't have the added support of tracing.

### Warmer

Play *Hangman* with the word *insect* on the board. Elicit meaning and drill chorally.

### Lead-in

Ask children to look at page 51. Point to the insects one by one and elicit the names. Drill chorally and individually.

### 1 1.47 Children listen and count.

### 2 Children ask and answer questions.

**Optional extra:** Point to classroom objects around the room and say: *How many chairs are there? Let's count!* Children put up their hand when they know the answer: *There are (ten) chairs.*

### 3 Children trace, count and complete.

**Answer key:** 2. eight, 3. one, 4. nine

### Fast finishers

Children make new sentences with other animals from page 51 and write them down.

### Wrap up

Give each child a slip of paper. On the board draw a garden with grass, flowers and trees. Label and drill the new language. Children copy the image in their notebooks, choose four insects and draw from 1-10 of these in the garden. Invite volunteers to the front of the class and display their pictures. Lead the class in asking and answering questions about the pictures, for example: *What are these? They're ants. How many ants are there? There are five ants.*

### Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 4

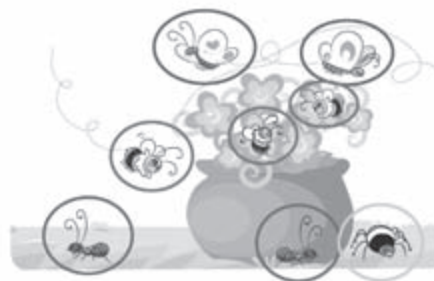


### At home

#### Activity Book - page 51

**Answer key:**

- 1** 1. bee, 2. ant, 3. butterfly, 4. ladybird, 5. spider  
**2**



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

- **Optional extra:** Children draw and label a picture of their favourite insect.

# Unit 4

## Audio CD 1



How many ladybirds are there?  
Let's count! There are nine.  
How many butterflies are there?  
Let's count! There are four.  
How many ants are there?  
Let's count! There are eight.  
How many bees are there?  
Let's count! There is one.  
How many spiders are there?  
Let's count! There is one.

## Lesson 5 - SB Page 52

### Language objectives

#### Grammar

- Indefinite articles
- Review: questions with *How many + be, there is /there are*

#### Vocabulary

- *market*
- Review: fruit, vegetables

### Skills objectives

#### Writing

- Write the correct form of the indefinite article
- Spell target language

#### Reading

- Follow the narrative of a story
- Respond to a text

#### Listening

- Identify target language in a story

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4

### Attention to diversity

Some children may struggle with activity 2, as it requires grammatical knowledge as well as productive writing skills. Monitor closely and individually help weaker learners.

### Warmer

Ask children to look at page 52. Point and say: *There are five red bananas*. Children stand up and say *Correct* if the statement is true and stay silent and put their finger on their nose if not. Repeat the procedure several times.

### Lead-in

Ask children questions to provide a context and to generate interest in the story. Hold up the book and point: *Where is Mum? She is in the kitchen. How many carrots are there? There is one carrot. Where is Mum now? She is at the market.*

### 1 Children read and listen to the story (1-8).

**Optional extra:** Children listen again, this time reading the text aloud. Boys and girls repeat alternate lines.

### 2 Children look and write.

**Answer key:** 1. an, 2. a, 3. an, 4. a, 5. an, 6. a

**Optional extra:** Draw a bee line by line on the board. Children put up their hands and call out the name when they guess what the image is: *It's a bee!* Do the same with an apple. Drill both sentences paying particular attention to *a* and *an*.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Make two piles of unit 4 word **Flashcards** with four cards in each. Choose three of the same category and one of another, e.g., fruit and vegetables. Divide the class into two teams. As each team turns over a card, they say what it is and what category it belongs to. The aim is to identify the 'odd one out' and say why it is different.

### Continuous assessment

Draw a 10 x 10 grid on the board and fill it in with the following letters: AAA, B, C, EE, H, I, L, M, NN, OO, PP, RR, S, TT, U, V, W. Explain to children that they can make many words from the unit with these letters, but they must not use other letters. In pairs, children form their words before checking answers with the whole class.



## At home

## Activity Book - page 52

Answer key:

1

|   |   |   |   |   |
|---|---|---|---|---|
| b | d | f | i | o |
| a | i | p | k | r |
| n | j | e | j | a |
| a | h | a | y | n |
| n | c | r | m | g |
| a | p | p | l | e |

- **Optional extra:** Write on the board:  
*In my kitchen there is \_\_\_\_\_.*  
*In my kitchen there are \_\_\_\_\_.*  
 Children find singular and plural fruit and vegetable items at home and finish the sentences.

## Lesson 6 - SB Page 53

## Language objectives

## Grammar

- Affirmative sentences of *be*
- Indefinite articles
- Singular and plural noun forms
- Questions with *How many + be*

## Vocabulary

- Review: fruit, vegetables, numbers

## Skills objectives

## Speaking

- Reproduce model text
- Ask and answer about the quantity of items

## Reading

- Follow a narrative

## Listening

- Understand and use a model for later production
- Build on confidence in listening skills

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4
- Slip of paper for each child
- Crayons

## Attention to diversity

Some children may have difficulties following the narrative. Ask concept-check questions to check comprehension and play the listening a number of times if necessary.

Some children may be reluctant to act out the story in front of their peers. Encourage reticent children with praise. However, do not force them to perform.

## Warmer

Hand out a slip of paper to each child. Children draw and label a picture of their favourite vegetable. Collect the pictures and attach them to the wall. Ask the children: *How many (cucumbers) are there? There are five cucumbers!*

## Lead-in

Ask children questions to elicit what they remember from the story: *Where are they? They are (in the kitchen).*

1  Children read and listen to the story (1-8).

**Optional extra:** Children listen to the whole story again and stamp their feet when they hear fruit vocabulary.

## 2 Children read and complete.

**Answer key:** 2. They're, 3. It's a, 4. They're, 5. It's an

**Optional extra:** Display the unit 4 **Flashcards** at different points around the classroom. Point to one and ask: *What is it?* Children reply chorally: *It's an orange.* Insist on correct production of *a/an*.

## 3 Children act out the story.

**Optional extra:** Divide the children into groups of three. Children practise the story in groups. Encourage confident children to change some of the questions. Invite groups to role play their story to the class.

## Wrap up

Children draw their favourite part of the story and label the target language accordingly.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 4

# Unit 4



## At home

**Activity Book** - page 53

Answer key:

**1** 1. From left to right: 4, 3, 2, 1

**2** From top to bottom: 1, 3, 4, 2

## Lesson 7 - SB Page 54

### Language objectives

#### Grammar

- Prepositions of place: *behind, in front of, under, on*

#### Vocabulary

- Review: *flower, grass*

#### Functions

- Describe positions using prepositions

### Skills objectives

#### Speaking

- Use the target language modelled in the song
- Identify the location of objects using target language
- Ask and answer questions to identify objects

#### Listening

- Identify the position of the key vocabulary
- Follow a song

#### Writing

- Trace key vocabulary: prepositions of place
- Write key vocabulary: insects

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4
- Realia: apple
- Classroom objects

### Attention to diversity

Some children may dominate pair and group work. Monitor carefully and encourage participation from weaker children.

### Warmer

Write *Vegetables, Fruit* and *Insects* on the board in three separate columns. Say *banana, carrot, spider* and *potato*, one by one. Children say the corresponding column.

### Lead-in

Bring an apple to class. Ask children: *Where is the apple?* Lead the children in answering: *The apple is (on the table).* Repeat the procedure several times: *The apple is (under the chair).* *The apple is (in the bag).*

### 1 Children listen, write and sing.

Answer key: 1. ladybirds, 2. bees, 3. ants, 4. butterflies

**Optional extra:** Invite four children to the front of the class and give each a unit 4 **Flashcard**: *banana, cherry, pear* and *apple*. Children sing the song again, this time replacing insects with fruit, e.g., *The bananas are in front of the pears*. Ask children questions to check comprehension: *Where are the bananas?* *The bananas are in front of the pears.*

### 2 Children read, stick and trace.

**Optional extra:** Invite children to the front of the class and arrange them around the room. Ask the class to describe where their classmates are.

### 3 Children point and say.

### Wrap up

Place several classroom objects around the classroom. Give children clues about the objects, for example: *It's blue. It's on the desk.* Children guess the object: *Is it a pen?*

### Continuous assessment

**Teacher's Resource Material** : Listening worksheet Unit 4



## At home

**Activity Book** - page 54

Answer key:

**1** 1. under, 2. behind, 3. on, 4. in front of  
From left to right: 1, 4, 2, 3

**2** Child's own drawing.

## Lesson 8 - SB Page 55

### Language objectives

#### Vocabulary

- *fish, fit, pig, twins, hit, kick, swim, swing*

#### Pronunciation

- Phonics: *i* sound

### Skills objectives

#### Listening

- Recognise the phonic *i* in a chant
- Use model for target sound reproduction

#### Writing

- Circle words with the phonic *i*

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 1-4

### Attention to diversity

Children may find it difficult to hear the difference between the short *i* sound and the long *i*. Drill words as necessary and ensure children can see the position of your mouth when pronouncing the words.

Repetition and choral drilling through the use of chants can help children develop familiarity with sound patterns and imitate features of English in a natural way.

### Warmer

Draw a picture of a pig on the board and say *pig*. Children repeat. Say *It's a pig* and drill the sentence. Draw a picture of a fish and say *fish* for children to repeat. Then drill *It's a fish*. Focus on the *i* phonic and drill individually and chorally, taking care that children pronounce the short *i* sound and not the long *i*.

### Lead-in

Draw a boy and a girl on the board and tell children: *This is Jim. This is Kim*. Drill the sentences. Tell the children that they are twins.

### 1 Children listen and repeat.

**Optional extra:** Children stand up. Say *kick* and mime the action. Children do the same. Repeat with *hit, swim, swing, fish* and *fit*. Play the chant again. This time, children join in and do the actions. Repeat several times.

### 2 Children circle the words with the same sound as *Jim* and *Kim*.

**Answer key:** twins, kick, hit, swim, swing, fish, fit

**Optional extra:** Children repeat the chant with boys and girls saying alternate lines.

### 3 Children listen and circle.

**Answer key:**



**Optional extra:** Mime the actions and children say the verb: *Kick! Swim! Swing!*

### Fast finishers

Children practise singing the chant to themselves.

### Wrap up

Hold up units 1-4 word **Flashcards**, one with a word containing a short *a* sound, one with a short *e* sound and one with a short *i* sound, e.g., *hat, bed* and *fish*. Drill each word chorally and individually. Divide the children into three groups and give each group a flashcard. Children think of as many words as they can for the sound in two minutes. Say *Stop!* Redistribute the flashcards and children repeat the process. Continue until each team had completed the activity for each sound. The winner is the group who got the most correct words for each sound.

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 4 Hold the units 3 and 4 **Flashcards** and drill the words. Children put their hands on their head when they think the word contains the target phonic.



### At home

#### Activity Book - page 55

**Answer key:**

1 From left to right: 3, 4, 5, 2, 1, 6

## Lesson 1 - SB Page 56

### Language objectives

#### Grammar

- Review: affirmative sentences with *be*

#### Vocabulary

- plant, seed, sprout, watermelon*

#### Functions

- Describe the life cycle of a watermelon

### Skills objectives

#### Speaking

- Describe the life cycle of a watermelon through the preproduction of a model text using the target language

#### Listening

- Identify target language and number accordingly

#### Writing

- Trace target language
- Prepare a life cycle wheel

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4
- Paper
- Glue
- Crayons or coloured pencils

### Attention to diversity

Some tasks may prove difficult for less creative children and they may become frustrated. Monitor carefully and provide individual assistance to help children finish the task.

### Warmer

Play *Pictionary* on the board with the word *watermelon*. Elicit from children the names of other fruit and vegetables they have learnt in the unit and write them on the board. In pairs, children play the game again.

### Lead-in

Hold up the watermelon **Flashcard**. Children put their hands in the air if they like watermelon. Tell children that they are going to learn about how a watermelon grows.

### 1 1.53 Children listen, number and trace.

**Answer key:** From left to right: 2, 1, 3, 4

**Optional extra:** Divide the children into groups 1-4. Say: *Group number 1!* Children reply: *It's a seed!* *Group number 2!* *It's a sprout!* and so on.

### 2 Children cut out and make a life cycle wheel.

**Optional extra:** In pairs, children trace one item of the target vocabulary on their partner's back while their partner tries to guess what it is: *It's a seed!*

This activity may need to be modelled beforehand with a stronger child.

### Fast finishers

Children help their partner if they have finished their life cycle wheel.

### 3 Children name each stage of the life cycle.

**Optional extra:** Say *It's a seed!* Children turn their life cycle wheel to the corresponding scene. Invite volunteers to the front of the class one at a time to share their wheels and describe each section. Children listen and find the correct scene.

### Wrap up

Spell *sprout* on the board letter by letter. Children shout the word when they know what it is.

### Continuous assessment

In pairs, children take turns spelling words from the unit in the air with their finger while their partner tries to guess the correct answer.



### At home

#### Activity Book - page 56

#### Answer key:

**1** 1. sprout, 2. watermelon, 3. seed, 4. plant

**2** Child's own drawing.

- Optional extra:** Children draw a picture of their favourite scene from the life cycle of a watermelon and write the corresponding sentence underneath.

### Audio CD 1



The life cycle of a watermelon

1 It's a seed.

3 It's a plant.

2 It's a sprout.

4 It's a watermelon.

## Lesson 10 - SB Page 57

### Language objectives

#### Grammar

- Questions with *Where + be*
- Preposition of place: *next to*
- Review: prepositions of place; questions with *be*; short answers

#### Vocabulary

- *plant, soil, sun, water*
- Review: *seed, need*; vegetables and fruit

#### Functions

- Describe the position of objects

### Skills objectives

#### Speaking

- Ask and answer questions to describe the position of objects

#### Writing

- Identify location of objects

### Materials

- **Digital Book**
- **Audio CD 1**
- Realia: paper cups, soil, seeds, water, markers
- 3 pieces of paper folded in half and stapled together (one for each child)

### Attention to diversity

Some children might need more assistance with crafts in the classroom. Ensure you monitor and be on hand to help. Additionally, activity 3 may produce a mess and need extra time to clear up at the end of the activity.

### Warmer

Tell children to imagine there is a spider hiding in your kitchen. Encourage them to ask you questions: *Is it under the sofa? Is it on the chair? Is it in the garden?* Go on asking questions until one of them guesses where it is.

### Lead-in

Invite two volunteers to the front of the room. Tell one of the children: *Simon says, 'Stand in front of (Jane).'* Children model. Ask the class: *Where is (Mike)? Mike is in front of (Jane).* Drill the question individually and chorally, paying particular attention to intonation. Repeat the procedure with *behind* and *next to*.

### 1 Children listen and stick.

**Optional extra:** Boys ask the questions and girls reply. Switch roles and play the track again.

### 2 Children ask and answer.

**Optional extra:** Select a child and ask the class: *Where is (Sarah)? Sarah is next to (Peter).* Repeat the procedure several times. Invite children to ask the class questions.

### Fast finishers

Children count how many items of fruit and vegetables they can see on the page.

### 3 Children grow a plant.

**Optional extra:** Play *Hangman* on the board with the words *soil, water* and *sun*. Elicit from children what a plant needs: *What does a plant need? A plant needs soil, water and sun!*

### Wrap up

Distribute the 'journals' – one for each child. Children write *My Plant* on the cover. On the first page children draw a picture of their cup of soil. Children draw a new picture each week as the plant grows.

### Continuous assessment

Play *I spy* with objects in the classroom using the prepositions: *I spy with my little eye something next to the computer.*



### At home

#### Activity Book - page 57

**Answer key:**

**1** 1. in front of, 2. in front of, 3. behind

**2** From top to bottom: 1, 4, 2, 3

- **Optional extra:** Children colour and decorate their journals. Encourage children to show their plants to their family when they go home.

### Audio CD 1



Where are the potatoes? They're in front of the oranges.

Where are the tomatoes? They're behind the carrots.

Where are the apples? They're in front of the cucumbers.

## Review - SB Pages 58 &amp; 59

## Language objectives

## Grammar

- Questions with *How many + be*
- Prepositions of place
- Questions using demonstrative pronouns
- Short Yes/No answers
- *there is / there are*

## Vocabulary

- Fruit and vegetables
- Insects
- Numbers

## Skills objectives

## Speaking

- Ask and answer questions using the key vocabulary and grammar
- Ask questions to identify the location of an object
- Ask questions about quantity
- Describe a picture

## Listening

- Identify location of target language items
- Identify location of persons

## Reading

- Identify the target language of the unit and match it to the correct image

## Writing

- Write questions and affirmative sentences using target language

## Materials

- Digital Book
- Audio CD 1
- Flashcards Units 1-4

## Attention to diversity

Some children may struggle to remember structures and vocabulary studied earlier in the unit. Pair stronger children with weaker learners to allow for peer teaching and use repetition, gestures and visual images.

## Warmer

Divide the class into two teams. Draw a line down the centre of the board and write the letters of the alphabet across the top of the board. One child from each team

comes to the board and writes a word beginning with the letter A from unit 4, e.g., *apple* (children may also use words from previous units). The team with the most correctly spelt words is the winner.

## Lead-in

Hold up a units 1-4 **Flashcard**. Children name the object in it. If the flashcard matches a word learnt in Unit 4, the group remains silent. If it doesn't, they name the object out loud. Repeat the procedure with different cards.

1  1.55 Children listen and draw.

**Answer key:** Child's own drawing.

**Optional extra:** Tell children to close their eyes. Hide a *teddy bear* (unit 2) **Flashcard** somewhere in the classroom. Encourage children to ask you questions: *Is it under the table?* The child who guesses correctly may then hide the teddy and repeat the procedure.

## 2 Children look and complete the sentences.

**Answer key:** 1. these - Yes, they are, 2. this - Yes, it is, 3. this - No, it isn't, 4. these - No, they aren't.

**Optional extra:** Place units 1-4 **Flashcards** in a pile. Choose a card and hold it so that children can't see the image. Ask children: *What's this?* Children ask questions to guess: *What colour is it? Is it a vegetable?* In pairs, children take turns choosing an item from the page and asking and answering questions about it.

## Audio CD 1



- 1 How many ants are there? There are three ants. Where are the ants? The ants are behind the butterfly. There are three ants behind the butterfly.
- 2 How many bees are there? There are two bees. Where are the bees? The bees are in front of the ladybird. There are two bees in front of the ladybird.
- 3 How many butterflies are there? There is one butterfly. Where is the butterfly? The butterfly is on the flower. There is a butterfly on the flower.
- 4 How many watermelons are there? There is one watermelon. Where is the watermelon? The watermelon is in the box. There is a watermelon in the box.

## 3 Children read and match.

**Answer key:**

1. There are two bees.  
There are three ladybirds.  
There is one butterfly.  
There are eight flowers.

2. There are four ladybirds.  
There are six bees.  
There are two flowers.  
There is one butterfly.
3. There is one tree.  
There are ten bees.  
There are three flowers.
4. There are eight flowers.  
There are two butterflies.  
There is one spider.

#### 4 Children draw a picture.

**Answer key:** Child's own drawing.

**Optional extra:** Write on the board:

*There is \_\_\_\_\_ in my picture.*

*There are \_\_\_\_\_ in my picture.*

Children copy and write five sentences about their picture using the model provided.

#### 5 Children describe their picture.

**Optional extra:** Children exchange pictures with their partner and ask questions: *How many (ants) are there?*  
*There are five ants.*

#### Wrap up

Divide the class into three teams: *Fruits*, *Vegetables* and *Insects*. Choose a unit 4 **Flashcard** and flash it very quickly in front of the class. The 'Fruits' go first and guess the item. If the answer is incorrect, the 'Vegetables' can have a turn and so on. One mark is awarded for each correct answer.

### Final evaluation

**Teacher's Resource Material:** Test Unit 4



#### At home

**Activity Book** - pages 58-59

**Answer key:**

- 1** LADYBIRD
  - 2** Child's own drawing.
  - 3** 1. There are eleven cherries, 2. There are seven apples, 3. There is one peach.
  - 5** 1. There is one spider, 2. There are five butterflies, 3. There are six ladybirds, 4. There is one flower, 5. There are eight ants, 6. There are ten bees.
- **Optional extra:** Children write their favourite five vocabulary items/characters from unit 4 in their notebooks and draw a picture.

**Activity Book** - pages 115 & 116

The **Picture Dictionary** on pages 115 and 116 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.

# unit 5

# People all around

| Grammar  | Vocabulary  | Pronunciation  | Recycled language  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• <i>have got</i>: affirmative</li> <li>• Demonstratives: <i>this, these</i></li> <li>• Present continuous: affirmative and interrogative</li> </ul> | <ul style="list-style-type: none"> <li>• Parts of the body: <i>arm, body, ear, eye, finger, foot, hair, hand, head, knee, leg, mouth, nose, toe</i></li> <li>• Verbs: <i>bend, blink, clap, have, need, shake, stamp, touch, wear</i></li> <li>• Adjectives: <i>big, long, short, small, tall</i></li> <li>• Clothes: <i>dress, hat, jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt</i></li> <li>• Colours: <i>black, blond, brown, grey, white</i></li> </ul> | <ul style="list-style-type: none"> <li>• Phonics: o sound</li> </ul> | <ul style="list-style-type: none"> <li>• Colours</li> <li>• Demonstrative pronouns <i>this/these</i></li> <li>• Party objects</li> </ul> |

## Language objectives

| Grammar  | Functions   |
|--|---|
| <ul style="list-style-type: none"> <li>• To use imperatives to give commands</li> <li>• To use <i>have got</i> to show possession</li> <li>• To use demonstratives to identify singular and plural items</li> <li>• To practise the Present simple tense</li> <li>• To use the Present continuous to describe what someone is wearing</li> </ul> | <ul style="list-style-type: none"> <li>• To identify parts of the body</li> <li>• To identify colours</li> <li>• To describe people</li> <li>• To describe what someone is wearing</li> </ul> |
| Vocabulary   | Pronunciation   |
| <ul style="list-style-type: none"> <li>• To identify and name parts of the body and clothing items</li> <li>• To identify and name colours and adjectives</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise the short o sound</li> </ul>   |

## Skills objectives

| Speaking   | Reading  |
|--|--|
| <ul style="list-style-type: none"> <li>• To give instructions using imperatives</li> <li>• To describe appearance using Present continuous and the structure <i>have got</i></li> <li>• To ask and answer questions in the Present continuous</li> <li>• To sing along to a chant/song to reinforce target language</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise the target language (<i>have got</i>, body parts, clothes)</li> <li>• To see the grammar (<i>have got</i>, Present continuous, <i>this/these</i>) in context</li> <li>• To use reading strategies to improve comprehension</li> <li>• To understand the lyrics of a song in order to act out the gestures</li> <li>• To use reading skills to match text with pictures or select the correct item</li> </ul> |
| Listening  | Writing  |
| <ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow the narrative of a story</li> <li>• To listen and sing along</li> <li>• To listen to complete a gap fill</li> <li>• To identify clothing items in a matching activity</li> </ul>   | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: body parts, clothing items, colours</li> <li>• To write a full description about someone, using target language</li> <li>• To build confidence in freer writing</li> </ul>  |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: imperatives, *have got*, demonstratives and Present continuous.
- Check children can understand and produce oral and written messages using the unit vocabulary: parts of the body, verbs, adjectives, colours and clothing.
- Children can recognise and produce o sounds.
- Check children can understand and produce functional language: identify parts of the body and colours, describe people and what they are wearing.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**  
Language worksheets Unit 5, pages 16-18: Lesson 7  
Reading worksheet Unit 5, page 40: Lesson 6  
Writing worksheet Unit 5, page 52: Lesson 4  
Speaking worksheet Unit 5, page 64: Lesson 8  
Listening worksheet Unit 5, page 74: Lesson 3  
Test Unit 5, pages 122-127: Unit 5 Review
- **Flashcards** Units 1-5
- **Extra**  
Plain card  
Strips of paper for  
*Pictionary*  
Realia: magazine  
Self-portraits by famous  
artists  
Butcher paper  
(1 body-sized sheet  
per child)  
Coloured markers,  
scissors, glue stick

### 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 our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

Children develop skills using stories, songs, chants 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 sequences.



#### Digital competence

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



#### Social and civic competence

Children become more aware of the dynamics of the classroom and good working practice. Children focus on how people dress but are encouraged to see beyond the first impression.



#### Cultural awareness and expression

Children work on their artistic and creative skills. Children work on rhyme and rhythm to write their own chant.



#### Competence in learning to learn

Children work on strategies to make them more competent and confident learners.



#### Sense of initiative and entrepreneurship

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

## Lesson 1 - SB Page 60

### Language objectives

#### Vocabulary

- Parts of the body: *arm, ear, eye, finger, foot/feet, hair, hand, head, knee, leg, mouth, nose, toe*
- Review: *brother, sister; colours*

#### Functions

- Make suggestions: *Let's...*

### Skills objectives

#### Listening

- Follow the narrative of a story
- Identify key vocabulary: body parts

#### Reading

- Follow the narrative of a story

#### Writing

- Trace body words and colours

### Materials

- Digital Book
- Audio CD 2

### Attention to diversity

The stories have incidental vocabulary which may impede comprehension. As the theme of the story runs through the unit, it is important that children understand the key points of the story in order to grasp the overall concept of the unit.

### Warmer

Teach the children the rhyme *Head, shoulders, knees and toes* pointing to each part of the body:

*Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.*

### Lead-in

Ask children to look at page 60 to introduce the idea of the children playing. Revise the colours by pointing to the children individually and eliciting the colours.

### 1 2.1 Children read and listen to the story.

**Values:** Talk with students about how we are all different: eyes, hair and skin. We like to dress differently. Emphasise that it is important for us to respect each other, no matter how we look.

**Optional extra:** Check comprehension by asking questions about the story. Ensure children understand the idea that the children are dressing up.

### 2 2.2 Children listen and point.

**Optional extra:** Ask children to point to various parts of their body and say the word.

### 3 Children trace the words.

**Optional extra:** Write the following letters on the board: *e-a-h-d, t-e-o, n-e-f-i-g-r, s-n-o-e, d-h-n-a, f-o-t-o, e-t-f-e, y-e-e, k-e-n-e, r-m-a, i-h-a-r, l-g-e, a-e-r*. Children order the letters and write them in their notebooks.

### Wrap up

Ask children in pairs, to write and perform a new version of the warmer song using different body parts.

### Initial evaluation

Children write the body parts in alphabetical order in their notebooks.



### At home

**Activity Book** - page 60

**Answer key:**

- 1** 1. head, 2. mouth, 3. ear, 4. eye, 5. nose, 6. arm, 7. hand, 8. finger, 9. leg, 10. knee, 11. foot, 12. toe

## Lesson 2 - SB Page 61

### Language objectives

#### Grammar

- Imperatives

#### Vocabulary

- Verbs: *bend, blink, clap, move, rock, shake, stamp*
- Review: parts of the body

#### Functions

- Give instructions

### Skills objectives

#### Speaking

- Use imperatives to give instructions

#### Listening

- Understand and use a model for later production
- Use TPR in conjunction with the listening

#### Writing

- Write key vocabulary: body parts

## Materials

- Digital Book
- Audio CD 2

## Attention to diversity

The song contains a lot of new vocabulary. Convey the meaning through gestures and reinforce the new items through repetition.

There is a lot of moving and acting out gestures in this lesson. This will prove challenging, so provide plenty of praise and encouragement to help children to feel comfortable.

## Warmer

Children stand up. Say *eyes* as you touch your eyes. Children touch their eyes and repeat the word. Follow the same procedure with *nose, head, mouth, hands, foot/feet, toes, legs, ears, arms* and *fingers*. Instruct children to touch different parts of the body: *Touch your nose*. Give the instructions faster each time.

## Lead-in

Do TPR (*Total Physical Response*) to introduce movement verbs from the song. Do the actions for the following commands: *move, clap, stamp, blink, bend* and *shake*. Introduce the words as you do the actions.

1  2.3 Children listen and sing.

**Optional extra:** Give each group of three or four children a body part. Play the song again and when they hear their body part, they stand up and act out their verse of the song.

2  2.4 Children sing and act out the song.

**Optional extra:** Tell children that they are robots. Practise walking around the classroom with them as robots. Then say *Stop!* Children remain perfectly still. Play the song again. This time children act out the commands as if they were robots. Every now and then say *Stop!* Children freeze in their positions.

3 Children write a *Body rock*.

**Answer key:** Child's own writing. 1. nose/ears/head, 2. hands, 3. feet, 4. knees, 5. head/arms, 6. eyes

**Optional extra:** Children learn and practise each other's body rocks in pairs. Confident children can come to the front of the class and lead the group in a body rock they have learnt from their partner.

## 4 Children give instructions.

**Optional extra:** Children stand up. Say *head* and touch your nose. Children must listen to the word and touch the correct part of the body: *head*. If children touch the

incorrect body part, they sit down. Continue playing with children until only one child remains standing. He/She is the winner.

## Wrap up

Play *Simon says* with the expressions from the song in activity 1.

## Continuous assessment

Play *Simon says* with the class. Say different body parts each time and ask children to give the instructions.



## At home

Activity Book - page 61

Answer key:

- 1 1. Clap your hands, 2. Touch your head, 3. Bend your knees, 4. Shake your arms, 5. Blink your eyes, 6. Stamp your feet.

## Lesson 3 - SB Page 62

## Language objectives

## Grammar

- Affirmative of *have got* in the 1<sup>st</sup> and 3<sup>rd</sup> person singular

## Vocabulary

- Colours: *black, blond, blue, brown, green, red*
- Review: *eyes, hair*; party objects

## Functions

- Describe appearances

## Skills objectives

## Listening

- Identify the correct hair and eye colour to place in gapped sentences

## Reading

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

## Writing

- Trace and write key vocabulary: hair and eye colour

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

# Unit 5

## Attention to diversity

Activity 3 requires both confidence with the receptive skill of reading and knowledge of grammar. Monitor carefully and provide assistance when necessary.

### Warmer

Play a variation of *I spy* to review colours. Choose an object in the classroom and say *I spy with my little eye something red*. The child who gives you the correct word repeats the rhyme with a new item for his/her classmates to guess.

### Lead-in

Go round the classroom and ask each pair of children to tell you what colour their partner's hair/eye colour is.

### 1 Children trace the words.

**Optional extra:** Children draw an eye and some hair as in activity 1 in their notebooks. They write the colour of their eyes and hair below the pictures.

### 2 Children listen and complete.

**Answer key:** 1. red - green, 2. black - brown

**Optional extra:** Play the CD again; girls recite the girl's verse and the boys recite the boy's verse.

### 3 Children read and match.

**Answer key:** 1. I've got black hair. I've got brown eyes, 2. I've got red hair. I've got blue eyes, 3. I've got blond hair. I've got brown eyes, 4. I've got brown hair. I've got green eyes.

**Optional extra:** Write out the skeleton sentences using *have got* in the third person: *He's/She's got...* Drill chorally and individually. Point to one child at a time and repeat the structure but pause at the hair/eye colour for children to complete.

### Fast finishers

Children write out a verse of the poem, using their own hair and eye colour.

### Wrap up

Give the following instructions: *If you've got brown hair and brown eyes, stand up. If you've got black hair and brown eyes, stand up, etc.*

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 5

**Optional extra:** Ask children to draw the outline of two faces in their notebooks. Do a picture dictation for each: *In the first face, draw blue eyes and black hair. In the second face, draw red hair and brown eyes.*



## At home

**Activity Book** - page 62

**Answer key:**

- 1** 1. brown hair - brown eyes, 2. blond hair - green eyes, 3. red hair - blue eyes, 4. black hair - brown eyes
- 2** 1. brown hair - green eyes, 2 and 3. Child's own colouring and writing.

## Lesson 4 - SB Page 63

### Language objectives

#### Grammar

- Questions with *What + be + this/these*
- Demonstrative *this/these*

#### Vocabulary

- Clothes: *dress, jacket, shoes, shorts, skirt, socks, trousers*
- Review: body parts, numbers

#### Functions

- Identify clothes

### Skills objectives

#### Speaking

- Ask and answer questions to identify clothing

#### Listening

- Identify the key vocabulary: clothes

#### Writing

- Trace and write: clothes

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 5
- Piece of card
- 2 straws, plasticine, string and 4 paperclips per child

## Attention to diversity

Children may need varying degrees of assistance in creating their own clothesline. Be on hand to help and encourage fast finishers to help their partners.

**Warmer**

Play *Bingo* with body parts. Children draw three parts of the body in their notebooks. Dictate the body parts and children cross out the pictures as they hear them. The first child to cross out all their words shouts *Bingo*!

**Lead-in**

Use the unit 5 **Flashcards** and have ready a plain piece of card the same size. Hold up each flashcard covered completely by the card. Pull down the card to slowly reveal the picture and encourage children to guess what it is.

**1 Children trace the words.**

**Optional extra:** Slow-spell the words one at a time from activity 1 and children call out the word before you finish spelling it.

**2  Children listen and number.**

**Answer key:** 1. jacket, 2. shoes, 3. trousers, 4. skirt, 5. shorts, 6. dress, 7. socks, 8. shirt

**Optional extra:** Hold up the unit 5 **Flashcards** one at a time and children say the corresponding number. On the board write *this* and *these* in two columns. Children say *this* or *these* accordingly before you stick the flashcards on the board in their respective column.

**3 Children cut out and make a clothesline.**

**Optional extra:** Drill *It's a...* and *They're...* Divide the class into small groups. Children show their clothesline to their classmates and describe the clothing: *It's a (yellow shirt). They're (blue trousers).*

**4 Children point, ask and answer the questions.**

**Optional extra:** Display the clotheslines around the room. In pairs, children go round the classroom and repeat the questions from activity 4.

**Wrap up**

Stick the unit 5 **Flashcards** of clothing on the board. Choose one flashcard and mouth the word to the class. Children respond by saying the word out loud.

**Continuous assessment**

**Teacher's Resource Material:** Listening worksheet Unit 5

**At home**

**Activity Book** - page 63

**Answer key:**

- 1** 1. jacket, 2. socks, 3. trousers, 4. shirt, 5. shorts, 6. dress, 7. skirt  
**2** 1. It's a, 2. They're, 3. They're, 4. It's a

**Audio CD 2**

- 1 It's a jacket!  
 2 They're shoes!  
 3 They're trousers!  
 4 It's a skirt!  
 5 They're shorts!  
 6 It's a dress!  
 7 They're socks!  
 8 It's a shirt!

**Lesson 5 - SB Page 64****Language objectives****Vocabulary**

- buy, go shopping, juice, party, tomorrow
- Review: dress, like, pink

**Skills objectives****Listening**

- Identify target language in a story

**Reading**

- Follow the narrative of a story
- Respond to a text

**Materials**

- Digital Book
- Audio CD 2
- Flashcards Unit 5
- Tissue paper to stick on the flashcards
- Small strips of paper with clothing items
- Picture of a pink dress

## Unit 5

### Attention to diversity

Some children may have more developed receptive skills than others. Ask questions to provide a context, encourage engagement and promote interest in the story in order to aid comprehension.

Some children may struggle with activity 2, as it requires grammatical knowledge as well as reading skills. Monitor closely and individually help weaker learners.

### Warmer

Write the names of clothes on small strips of paper and place them in a bag. Have a volunteer take a strip of paper and read it without showing anyone else. Have him/her draw the item of clothing on the board while the class guesses what it is. The first child to guess correctly is the next to take a strip of paper from the bag and draw.

### Lead-in

Show the picture of a pink dress. Stick it on the board and above it, write *Katie's pink dress*. Generate interest and elicit from children why Katie has a new pink dress. (for a party)

### 1 2.7 Children read and listen to the story (1-8).

**Optional extra:** Divide the children into three groups: A, B and C. A's read the part of Katie, B's read the part of Ann and C's read the part of Mum. Give children time to find their speech bubbles and practise saying the lines to themselves quietly. Children listen again, this time reading their parts of text aloud.

### 2 Children look and circle.

**Answer key:** 1. shirt, 2. skirt, 3. shoes

**Optional extra:** Stick the tissue paper on random unit 5 **Flashcards**. Hold the flashcards up one at a time. Children put their hands up and say the sentences from activity 2: *There's juice on the shirt.*

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Build the story up again with pictures on the board and children give you the key words from the story as you tell it.

### Continuous assessment

Write the following sentences on the board:

The party is *tomorrow/yesterday*.

The dress is *yellow/pink*.

There's *tomato/juice* on *Katie's/Ann's* dress.

Children copy the sentences down in their notebook, but omit the incorrect words.



### At home

**Activity Book** - page 64

**Answer key:**

**1** 2. She's wearing a purple skirt and a yellow T-shirt.

**2** 1. T-shirt, 2. skirt, 3. jumper

- **Optional extra:** Children recall a time when they got dressed up and went to a special party. Have them draw a picture of that day. Display pictures around the classroom.

## Lesson 6 - SB Page 65

### Language objectives

#### Grammar

- Present continuous to describe what someone is wearing

#### Vocabulary

- *angry, best friends, forever, sad, sorry*
- Review: clothes, colours

### Skills objectives

#### Speaking

- Reproduce model text

#### Listening

- Understand and use a model for later production
- Build on confidence in listening skills

#### Reading

- Follow a narrative
- Use comprehension strategies such as prediction

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

**Attention to diversity**

Some children may have difficulty following the narrative of the story. Ask concept-check questions and play the listening a number of times if necessary.

Some children may be reluctant to act out the story in front of their peers. Encourage reticent children with praise, but do not force children to perform.

**Warmer**

On the board, draw three female stickpeople, a shop, a dress, juice and some balloons. Elicit the names of the characters and the key words from the story. Write them under the pictures, drill and invite children to tell you what happened in the story.

**Lead-in**

Draw a happy and unhappy face on the board, and ask the children if Katie was happy or sad and why.

**1  2.8 Children read and listen to the story (1-8).**

**Optional extra:** Dictate three true or false statements. Children touch their nose if the statement is false and touch their mouth if the statement is true. Statements to dictate: 1. *Ann is happy.* 2. *Katie says sorry.* 3. *Ann and Katie are friends.*

**2 Children complete the sentences.**

**Answer key:** 1. Katie, 2. Mum, 3. Ann

**Optional extra:** Dictate a new sentence about Katie and children draw the picture: *Katie is wearing a yellow skirt and a blue jacket with red socks.*

**3 Children act out the story.**

**Optional extra:** Divide the children into groups of three. Children practise the story in groups. Invite groups to role play their story to the class. Ensure that children understand the moral of the story as a conclusion.

**Fast finishers**

Children draw a picture of Ann and colour in the clothes. They then write the description below starting with *Ann is wearing...*

**Wrap up**

Invite volunteers to mime the following feelings from the story: *angry, sad, sorry.* The other children guess the mimed words.

**Continuous assessment**

**Teacher's Resource Material:** Reading worksheet Unit 5

**At home**

**Activity Book** - page 65

**Answer key:**

- 1** From left to right: 3, 1, 2
- 2** From left to right: 4, 2, 1, 3
- 3** Child's own writing.

- **Optional extra:** Children draw their favourite item of clothing and label it, for example, *a blue shirt.*

**Lesson 7 - SB Page 66****Language objectives****Grammar**

- Present continuous

**Vocabulary**

- Review: clothes, colours

**Functions**

- Describe appearance

**Skills objectives****Speaking**

- Use the target language in short exchanges

**Listening**

- Identify the key vocabulary of clothes in a matching task

**Reading**

- Identify the key vocabulary of clothes and complete sentences

**Materials**

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Flashcards Unit 5**
- **Realia:** magazine to explain homework

**Attention to diversity**

Activity 1 requires children to stick as they listen, which may be challenging for some learners. Give children time so they don't feel rushed.

# Unit 5

## Warmer

Draw a *Noughts and Crosses* grid on the board with ample space in each square for a unit 5 **Flashcard**.

Divide the class into two teams: X and O. A child from team X comes up, points to a flashcard and asks *What is it?* A child from team O responds: *It's a (blue jacket)*. If the child correctly identifies the article of clothing, remove the flashcard and draw an O in the space. If the child answers incorrectly, the flashcard remains. The first team to get three X's or three O's in a row wins the game.

## Lead-in

Dictate some true/false sentences about what you're wearing. Invite children to give you the correct description.

### 1 2.9 Children listen and stick.

**Optional extra:** Say a description from activity 1 and children draw and colour the corresponding items of clothing in their notebooks.

### 2 Children look, number and complete.

**Answer key:** From top to bottom, left to right:  
3 - black, 2 - white, 4 - brown, 1 - grey

**Optional extra:** Write the following words on the board:

*orange wearing I'm trousers*

*I'm a purple wearing T-shirt*

*wearing a I'm jumper white*

In teams, children race to order the sentences.

### 3 Children ask and answer.

## Wrap up

Dictate sentences about the children in the unit 5 **Poster**, for example, *He's wearing a white T-shirt and blue shorts*. Students put their hands up when they have identified the child. Invite a child to come to the poster and point to the corresponding picture.

## Continuous assessment

**Teacher's Resource Material** : Listening worksheet  
Unit 5



## At home

### Activity Book - page 66

1. pink skirt - red shirt - pink socks - black shoes,
2. orange jumper - blue trousers - brown shoes,
3. green shorts - yellow T-shirt - white socks - grey shoes,
4. yellow and purple dress - white shoes - brown and white dog.

## Audio CD 2



- 1 What are you wearing? I'm wearing a yellow jumper, a grey skirt and white shoes.
- 2 What are you wearing? I'm wearing a white jumper, red shorts, grey shoes and red socks.
- 3 What are you wearing? I'm wearing orange trousers, a green jacket and black shoes.
- 4 What are you wearing? I'm wearing a purple T-shirt, brown trousers and blue shoes.

## Lesson 8 - SB Page 67

### Language objectives

#### Vocabulary

- *box, clock, dog, doll, frog, log, pond, pot, sock*
- Review: colours

#### Pronunciation

- Phonics: short o sound

### Skills objectives

#### Listening

- Recognise the phonic o in a story

#### Reading

- Identify the phonic o in a story

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Flashcards** Units 1-5

### Attention to diversity

Insistence on correct pronunciation may cause weaker children to feel uncomfortable when joining in the activity. Repetition and choral drilling can help children develop familiarity with sounds.

## Warmer

Draw a picture of a frog on the board slowly and children try to tell you what the word is before you finish. Say *It's a frog* and drill the sentence. Focus on the o phonic and drill individually and chorally.

**Lead-in**

Ask children where a frog lives. Say *Frogs live in a pond*, and draw a pond around the frog. Drill the two words, *frog* and *pond*, emphasising the similarity in the phonic.

**1**  **Children listen and read.**

**Optional extra:** Write the chant on the board. Invite children to tell you where the o sound is. Repeat the chant and children click their fingers on the phonic.

**2 Children look and colour.**

**Optional extra:** Lead the children in a chant with: *The frog is green, the pond is blue, the dog is black, and he's looking at you!* Repeat the chant, but this time whispering.

**3**  **Children listen and draw.**

**Answer key:** pot - doll - box - clock - sock - log

**Optional extra:** In pairs, children repeat Bob's itinerary. Start them off with *To the pot*. Children don't have to use full sentences.

**Wrap up**

Say different words, some with the short o sound and some with the short i sound. If the word has the short o sound, children make an O with their fingers. If it has a short i sound, have them hold up one finger to represent the I. Words to dictate: *box, pond, fish, pink, frog, pig, clock, Kim, doll, swim, pot, Bob, hit, dog, log, Jim*.

**Continuous assessment**

**Teacher's Resource Material:** Speaking worksheet Unit 4.

Hold the units 1-5 **Flashcards** and children put their hands on their head when they think the word contains the target phonic.

**At home**

**Activity Book** - page 67

**Answer key:**

**1** 1. pot, 2. pond, 3. log, 4. frog, 5. dog

**2** 1. log, 2. pond, 3. box

**3** 1. pot, 2. clock, 3. box, 4. sock

**Audio CD 2**

Bob jumps to the pot. Draw a line from Bob to the pot.  
Bob jumps to the doll. Draw a line from the pot to the doll.  
Bob jumps to the box. Draw a line from the doll to the box.  
Bob jumps to the clock. Draw a line from the box to the clock.  
Bob jumps to the sock. Draw a line from the clock to the sock.  
Bob jumps to the log! Draw a line from the sock to the log.

**Lesson 1 - SB Page 68****Language objectives****Grammar**

- Review: *I've got...*, *this/these*

**Vocabulary**

- Review: parts of the body, commands

**Functions**

- Describe oneself and others

**Skills objectives****Listening**

- Identify target language in order to draw a picture

**Writing**

- Complete sentences about one's appearance

**Materials**

- Digital Book**
- Audio CD 2**
- Pictures of self-portraits by famous artists (e.g., Van Gogh, Rembrandt, Picasso)
- Butcher paper (1 body-sized sheet per child)
- Coloured markers
- Scissors
- Glue stick

**Attention to diversity**

Some children may be reluctant to lie down and have their partner trace them. Monitor carefully and provide individual assistance to reassure the hesitant children.

# Unit 5

## Warmer

Play *Simon says* with the following commands: *touch your nose, clap your hands, stamp your feet, blink your eyes, bend your knees, shake your arms.*

## Lead-in

Write the word *self-portrait* on the board and show children self-portraits by famous artists (see Materials). Talk with children about the portraits: *How is (he) feeling? Is (he) happy or sad? What colours can you see?*

## 1 2.12 Children listen and draw.

**Answer key:** Child's own drawing.

**Optional extra:** Children compare their self-portraits in pairs.

## 2 Children complete the sentences.

**Answer key:** Child's own writing.

**Optional extra:** Invite children to come to the front of the class with their self-portrait. As they hold their picture up they say the sentences they have completed in activity 1.

## 3 Children draw and label.

**Optional extra:** Children use the cut-out of their partner and holding it erect, introduce their partner. Give the prompts on the board for children to copy.  
*This is... These are his/her...*

## Wrap up

Draw the silhouette of a head on the board. Distribute paper. Children copy the silhouette. Describe the face and children draw:

*He has got two noses.*

*He has got red hair.*

*He has got green eyes.*

*He has got four ears.*

*He has got a purple mouth.*

Children draw and colour the picture.

Display the pictures around the classroom.

## Continuous assessment

Children write a description of the face they drew in the wrap up activity.



## At home

**Activity Book** - page 68

**Answer key:**

**1** Child's own drawing.

**3** From left to right: ten, ten, two, two

- **Optional extra:** Children choose a famous person, draw a self-portrait and write a description underneath as seen in activity 1.

## Audio CD 2



- Draw your head.
- Draw your eyes.
- Draw your nose.
- Draw your ears.
- Draw your mouth.
- Draw your hair.

## Lesson 10 - SB Page 64

### Language objectives

#### Vocabulary

- Adjectives: *long, old, short, tall, young*
- Review: hair colour, parts of the body

#### Functions

- Describe and recognise people

### Skills objectives

#### Speaking

- Recite a poem

#### Listening

- Identify appearance

#### Reading

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

### Materials

- Digital Book
- Audio CD 2

### Attention to diversity

Activity 3 requires children to stick as they listen, which may be logistically challenging for some learners. Give children time so they don't feel rushed.

## Warmer

Call out two body parts and ask children to touch them together:

T: *Hands and feet.*

Repeat with other combinations.

**Lead-in**

Pre-teach the adjectives *long/short* hair. Go round the class and children describe their partner's hair using the target language, for example, *He's/She's got short hair*.

**1**  **Children listen and number.**

**Answer key:** 3, 1, 2

**Optional extra:** Hold up the book and point to the pictures. Make some incorrect statements about their appearance for children to correct.

**2** **Children read and tick (✓).**

**Answer key:** 1. She's got long black hair, 2. She's got long red hair, 3. He's got short blond hair.

**Optional extra:** Write the three correct descriptions from activity 2 with the vowels missing. Children give you the missing vowels to complete the sentences:

Sh\_ 's g\_t l\_ng bl\_ck h\_\_r.

Sh\_ 's g\_t l\_ng r\_d h\_\_r.

H\_ 's g\_t sh\_rt bl\_nd h\_\_r.

**3**  **Children listen, stick and say the poem.**

**Optional extra:** Children stand up. Play the poem again and children act out the adjectives when they hear the actions. Children recite the poem again and tap out the rhythm.

**Wrap up**

Tell children to imagine they are in a house of mirrors. Children draw a distorted picture of themselves as if they were looking at themselves in a distorted mirror. Children make themselves too tall or too short.

**Continuous assessment**

Dictate the following words for children to write down: *short, long, old, young, tall*.

**At home****Activity Book** - page 69

**Answer key:**

**2** 1. brown, 2. long, 3. black, 4. short

**3** 1. picture 3, 2. picture 1, 3. picture 4, 4. picture 2

- **Optional extra:** On their distorted picture, children draw a speech bubble and write the corresponding sentences for their drawing: *Look at me! I'm short.*

**Audio CD 2**

- 1 This is Sal. She's got long black hair.
- 2 This is Jane. She's got long red hair.
- 3 This is Alex. He's got short blond hair.

**Review - SB Pages 70 & 71****Language objectives****Grammar**

- Present continuous to describe appearance
- *have got* in the 3<sup>rd</sup> person
- Short answers with *be*

**Vocabulary**

- Clothes
- Colours
- Parts of the body
- Adjectives for describing appearance

**Skills objectives****Speaking**

- Ask and answer questions using the key vocabulary and grammar

**Listening**

- Identify target language items and match them to the correct images

**Reading**

- Identify the target language of the unit and match it to the correct image

**Writing**

- Write a description of a friend using target language

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 5

**Attention to diversity**

Some children may struggle to remember structures and vocabulary studied earlier in the unit. Pair stronger children with weaker learners to allow for peer teaching.

# Unit 5

## Warmer

Play *Hangman* with key vocabulary items from the unit, for example, *dress, pink, trousers, head, arm, brown, long, blond, short*.

## Lead-in

Hold up a unit 5 **Flashcard**. Children volunteer to come to the board and write the corresponding word. Repeat the procedure with different cards.

## 1 2:15 Children listen and circle.

**Answer key:**



**Optional extra:** Stick the **Flashcards** on the board for children to tell you which of the items were listed in activity 1. Encourage them to say the colour if they remember.

## 2 Children describe and guess.

**Optional extra:** Children repeat the activity as seen in activity 2, but describing class members.

## Audio CD 2



- 1 What's he wearing? He's wearing a black shirt, pink shorts and yellow shoes.
- 2 What's she wearing? She's wearing a red hat, a purple dress and orange shoes.
- 3 What's he wearing? He's wearing a grey shirt, purple trousers and green socks.

## 3 Children look, read and number.

**Answer key:** 1. He's got short brown hair and brown eyes, 2. She's got long blond hair and green eyes, 3. He's got short red hair and green eyes, 4. She's got long brown hair and blue eyes.

**Optional extra:** Children copy a table from the board, with *Hair, Eyes* and *Both* as headings. Children arrange the words from activity 3 in the table.

| Hair  | Eyes  | Both  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• short</li> <li>• long</li> <li>• red</li> <li>• blond</li> </ul> | <ul style="list-style-type: none"> <li>• green</li> <li>• blue</li> </ul> | <ul style="list-style-type: none"> <li>• brown</li> </ul> |

## 4 Children look and complete.

**Answer key:** blue, yellow, orange, black

## 5 Children draw a friend and write a description.

**Optional extra:** Children come to the front of the class to read their description for their peers to guess who they are describing.

## Wrap up

Play *Bingo* with items from unit 5. Write on the board a list of colours, a list of body parts and a list of items of clothing. Ensure that children include two items from each category on their *Bingo* grids. Dictate the following words: *body, head, arm, leg, eye, hair, hand, foot/feet, ear, nose, mouth, finger, toe, knee, brown, black, blond, white, grey, shirt, trousers, skirt, dress, socks, hat, shoes, jumper*. The first child to cross out all their words shouts *Bingo!*

## Final evaluation

**Teacher's Resource Material:** Test Unit 5



## At home

### Activity Book - pages 70-71

**Answer key:**

- 1 1. brown hair - blue eyes - yellow dress - white shoes, 2. black hair - green eyes - grey T-shirt - blue shorts - white socks - green shoes, 3. blond hair - brown eyes - pink jumper - yellow skirt - black shoes
  - 2 1. dress - brown, 2. grey - socks - green, 3. jumper - blond
  - 4 2. Child's own drawing and writing.
- **Optional extra:** Children write their favourite five vocabulary items/characters from unit 5 in their notebooks and draw a picture.

**Activity Book** - pages 116 & 117

The **Picture Dictionary** on pages 116 & 117 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.

## SB Pages 72 & 73

## Grammar

- Present simple: affirmative, negative, interrogative
- Present continuous: affirmative, negative, interrogative
- *have got*: affirmative

- Adjectives
- Clothes
- Colours
- Family members
- Fruits and vegetables
- Insects
- Parts of the body

- Talk about possession
- Ask what someone is wearing
- Identify colours of objects

## Speaking

- Ask and answer questions using target language

- Identify colours of objects

- Identify target language in order to circle pictures correctly

- Write complete sentences containing the structure *have got* and target language from units 0-5
- Spelling

- **Digital Book**
- **Audio CD 2**
- **Flashcards Units 1-5**
- Slips of paper for each child
- Realia: photos

Activities 2, 3 and 4 combine the receptive and productive skills, which may prove challenging for some children. Monitor carefully and provide assistance where necessary.

Divide the class into three teams. Place a selection of units 1-5 **Flashcards** face down at the front of the room. Taking turns, each team turns over a card. In order to win a point, the child must name the object correctly. To win an extra point, children name the category it belongs to.

Divide the children into two teams. Give them instructions: *Find something in the classroom beginning with b, find something blue...* Children take turns to answer and score points for their team.

**Answer key:**



**Optional extra:** Hand out a slip of paper to each child on which they write the symbol *a*. Elicit words that contain the short *a* sound: *bat*, *rat*, etc. Call out the words from activity 1 again. Children repeat the word and hold the symbol in the air if the word contains the target phonics: *apple*, *banana*, *hand*, etc.

Children point at items in the picture quietly to themselves using demonstrative pronouns *this, these*: *This is a chair.*

**Optional extra:** Divide children into different groups. Repeat the procedure with furniture, rooms of the house, vegetables, fruit and clothes.

**Optional extra:** Write on the board a random set of colours, numbers, parts of the body and adjectives seen thus far in the book. Underneath the language write *My little monster has got...*

Hand out a slip of paper to each child. At the top of the page children write *My little monster*. Children write six sentences about their little monster using the language provided on the board and draw the corresponding picture.

**4 Children play Describe and guess.**

**Optional extra:** Stick six pictures of cartoon characters/famous people to the board. Ask children questions about the pictures: *What is he wearing? Is he young or old? Is it a boy or a girl?*

Take the pictures down. Invite a volunteer to the front of the class and secretly hand him/her a photo. Children ask questions in order to guess who it is.

**Wrap up**

Hand out a slip of paper to each child on which children draw a grid (10 x 10 squares). In pairs, children choose five words from units 0-5 and write them vertically, horizontally or diagonally on the grid. Children fill in blank squares with letters in order to hide words. Pairs exchange grids with other pairs and complete the word search.

**Audio CD 2**

1 She's wearing a green hat, a red jumper, blue trousers and grey shoes.

2 He's wearing a green T-shirt, grey shorts, yellow socks and orange shoes.

**Continuous assessment**

**Teacher's Resource Material:** End of Term 2 Test

**At home****Activity Book** - pages 72-73

Answer key:

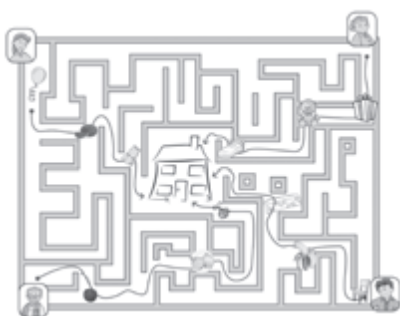
**1**

1. Jane, 2. Sarah, 3. Mimi, 4. Laura

**2**



**3**



**4**

Dad: banana - ruler - chair,  
Mum: watermelon - dress - balloon,  
Grandad: cherry - ladybird - onions,  
Grandma: present - bed - teddy bear

- **Optional extra:** Children choose five of their favourite items from units 3-5 and draw the corresponding picture.

# Unit 6

# Down on the farm

| Grammar  | Vocabulary   | Pronunciation  | Recycled language   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>Demonstratives:</b> <i>this, that, these, those</i></li> <li>• <b>be and adjectives</b></li> <li>• <b>Present continuous:</b> affirmative and interrogative</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Farm animals:</b> <i>cat, chick, cow, duck, goat, hen, horse, mouse, pig, pup, sheep</i></li> <li>• <b>Verbs:</b> <i>drink, eat, feed, go, play, run, sleep, swim, visit</i></li> <li>• <b>Adjectives:</b> <i>big, clean, dirty, fat, small, thin</i></li> <li>• <b>Time:</b> <i>o'clock, numbers 1-12</i></li> <li>• <b>Other:</b> <i>fun, hug, rug, sun</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>u</i> sound</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Numbers</b></li> <li>• <b>Classroom objects</b></li> <li>• <b>be</b> in 3<sup>rd</sup> person singular and plural</li> <li>• <b>Plural 's'</b></li> </ul> |

## Language objectives

| Grammar  | Functions  |
|--|--|
| <ul style="list-style-type: none"> <li>• To use imperatives to give commands</li> <li>• To use <i>have got</i> to show possession</li> <li>• To use demonstrative pronouns and adjectives (<i>this/these/that/those</i>) to identify singular and plural items</li> <li>• To practise the Present simple tense</li> <li>• To use the Present continuous to describe current actions</li> </ul> | <ul style="list-style-type: none"> <li>• To identify farm animals</li> <li>• To describe animals</li> <li>• To describe activities of animals</li> <li>• To tell the time and describe routines</li> </ul> |
| Vocabulary   | Pronunciation  |
| <ul style="list-style-type: none"> <li>• To identify and name farm animals and actions</li> <li>• To identify and name adjectives</li> </ul>   | <ul style="list-style-type: none"> <li>• To highlight and practise the short <i>u</i> sound</li> </ul>   |

## Skills objectives

| Speaking  | Reading   |
|---|---|
| <ul style="list-style-type: none"> <li>• To give instructions using imperatives</li> <li>• To describe animals using demonstrative adjectives</li> <li>• To ask and answer questions in the Present continuous to identify animal actions</li> <li>• To sing and mime along to a chant/song to reinforce target language</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise the target language (demonstrative pronouns, adjectives, Present continuous, farm animals)</li> <li>• To understand the lyrics of a song in order to act out the gestures</li> <li>• To use reading skills to match text with pictures or select the correct item</li> <li>• To use reading skills to correctly answer true or false statements about the text</li> </ul> |
| Listening   | Writing   |
| <ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow the narrative of a story</li> <li>• To listen and sing along</li> <li>• To use listening skills to match the correct exponent with a picture</li> <li>• To identify target language in a matching activity</li> </ul>               | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: numbers, farm animals, adjectives, demonstrative pronouns, verbs in gerund</li> <li>• To complete gapped sentences with target language</li> </ul>   |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: demonstratives, *be* and adjectives and Present continuous.
- Check children can understand and produce oral and written messages using the unit vocabulary: farm animals, verbs and adjectives.
- Children can recognise and produce *u* sounds.
- Check children can understand and produce functional language: identify and describe farm animals and their activities and tell the time.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**  
Language worksheets Unit 6, pages 19-21: Lesson 7  
Reading worksheet Unit 6, page 41: Lesson 6  
Writing worksheet Unit 6, page 53: Lesson 4  
Speaking worksheet Unit 6, page 65: Lesson 8  
Listening worksheet Unit 6, page 75: Lesson 3  
Test Unit 6, pages 128-133: Unit 6 Review
- **Flashcards** Units 1-6
- **Extra**  

|                    |                 |
|--------------------|-----------------|
| Slips of paper     | Glue            |
| Classroom objects  | Pens            |
| Cotton wool        | Paper fasteners |
| Mural paper        | Crayons         |
| Construction paper |                 |
| Sharpened pencil   |                 |

### 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 our **Activity Bank**, pages 14-17

### 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 learn about life in the countryside and animals that live on farms. Children practise telling time and daily routines.

DC



#### Digital competence

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

SCC



#### Social and civic competence

Children look at the differences between life in the city and life in the countryside.

CAE



#### Cultural awareness and expression

Children become more comfortable with joining in song and chants and acting out stories. Children work on rhyme and rhythm through songs and chants.

LL



#### Competence in learning to learn

Children practise various strategies such as observation and deduction 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. Children are made aware of the importance of revision as an aid to independent learning.

## Lesson 1 - SB Page 74

### Language objectives

#### Grammar

- Review: *have got*, Present continuous, prepositions of place

#### Vocabulary

- Farm animals: *cat, chick, cow, duck, farm, goat, hen, horse, mouse, pig, sheep*
- Review: target language from units 1-5

#### Functions

- Review: make suggestions: *Let's...*

### Skills objectives

#### Listening

- Follow the narrative of a story
- Identify key vocabulary: animals

#### Reading

- Follow the narrative of a story

#### Writing

- Trace animal words

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 6

### Attention to diversity

Ensure children grasp the theme of the narrative through concept-check questions and repetition. Use mime and physical response to aid communication and consolidate new language and structures.

### Warmer

Display some units 1-5 **Flashcards** on the classroom walls. Say: *I can see a spider. I can see an apple. I can see a party hat.* Children listen and point to the correct flashcard.

### Lead-in

Play *Hangman* with the word *farm* on the board. Display the unit 6 **Flashcards**. Point to the key vocabulary and elicit any words that children may already know. Then use the unit 6 Flashcards to drill key vocabulary individually and chorally.

### 1 2.17 Children read and listen to the story.

**Values:** Talk with children about why farms are important and how we should respect farmers because they work hard to provide us with food.

**Optional extra:** Check comprehension by asking some questions about the story. Ensure children understand the idea that the children are on a farm.

### 2 2.18 Children listen and point.

**Optional extra:** Elicit or teach the sound each farm animal makes. Imitate one of the farm animals. Children try to identify the animal.

### 3 Children trace the words.

**Optional extra:** Dictate the farm animals. Children listen and draw the corresponding picture.

### Fast finishers

Children read the story again quietly to themselves.

### Wrap up

Think of an animal and whisper it to the child on your right. Children continue whispering the animal's name to their partner on the right. The last child to hear the animal's name says the word out loud: *It's a goat!* If correct, the child chooses a new animal and starts the chain again.

### Initial evaluation

Display the unit 6 **Flashcards**. Choose a character or animal and describe it to children. Choose a child to come to the board and point to the character. Repeat the procedure several times.



### At home

**Activity Book** - page 74

**Answer key:**

- 1** 1. horse, 2. mouse, 3. hen, 4. duck, 5. cow, 6. pig, 7. cat, 8. sheep, 9. chick, 10. goat

## Lesson 2 - SB Page 75

### Language objectives

#### Grammar

- Demonstratives *this/that*

#### Vocabulary

- Review: farm animals

#### Functions

- Identify farm animals

**Skills objectives****Speaking**

- Identify farm animals

**Listening**

- Use TPR with the listening to further promote comprehension
- Identify target language: farm animals

**Writing**

- Circle the correct demonstrative

**Materials**

- Digital Book
- Audio CD 2
- Flashcards Unit 6
- Slip of paper for each child

**Attention to diversity**

Young learners naturally use mime and gesture to physically interact with the world around them and this can be used in the classroom to aid communication, consolidate new words and structures, and to keep children's attention.

**Warmer**

Write the farm animals in random order on the board. In pairs, children race to write the words in alphabetical order in their notebooks.

**Lead-in**

Invite two volunteers to the front of the class. Position a child next to you and the other at the opposite side of the room. Point to the first child and say: *This is a sheep*. Children make the animal sound. Drill the sentence individually and chorally. Point to the second child and say: *That is a cat* and drill again.

**1**  **Children listen, point and chant.**

**Optional extra:** Divide the class into four groups: *horses*, *cows*, *cats* and *sheep*. Play the chant again. Children stand up and chant their verse. Swap roles and repeat the procedure.

**2 Children look and circle.**

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

**Optional extra:** Give each child a slip of paper. Children draw and label a picture of a farm animal from the unit. Attach unit 6 **Flashcards** to the board. Divide the class into two teams. Team members take turns holding up their pictures one by one and forming sentences, e.g., *This is a mouse*. In order to win a point, the child must

then point to a flashcard on the board or IWB and say: *That is a (horse)*.

**Wrap up**

Hold up the unit 6 **Flashcards** and elicit the sound each farm animal makes.

**Continuous assessment**

Turn your back to the class and spell the name of a farm animal in the air with your finger. Children guess. Insist on complete sentences: *It's a horse!* In pairs, children stand up and take turns writing the name of a farm animal on their partner's back.

**At home**

**Activity Book** - page 75

**Answer key:**

**1** Child's own colouring. 1. This, 2. That

**Lesson 3 - SB Page 76****Language objectives****Grammar**

- Demonstratives: *these/those*

**Vocabulary**

- Review: farm animals

**Functions**

- Review: counting

**Skills objectives****Listening**

- Identify target language and correct demonstratives in order to number pictures correctly

**Reading**

- Identify the target language of farm animals and demonstratives in order to match them up with pictures

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 6
- Slips of paper

# Unit 6

## Attention to diversity

Activity 1 requires both confidence in listening and knowledge of grammar. Monitor carefully and provide assistance when necessary. Play the audio again if the children find it difficult.

### Warmer

Divide the class into two teams and position children in two lines facing each other. The first child from team A points to the child standing next to him/her and says: *This is (Jane)*. They then point to a child from the other team and say: *That is (Mike)*. Give points for every correct sentence.

### Lead-in

Elicit from children what they can see in the pictures in activity 1 by asking questions: *Is it a pig? No! They're pigs! Are they near or far away?* In pairs, children count how many of each animal they can see in the picture.

### 1 Children listen and number.

**Answer key:** From left to right, top to bottom: 4, 3, 1, 2

**Optional extra:** Hold up the book and point at the pictures. Drill the sentences with children both chorally and individually.

### 2 Children read, look and number.

**Answer key:** 2. These are goats, 1. Those are pigs, 4. These are chicks, 3. Those are ducks.

**Optional extra:** In pairs, children take turns pointing at the pictures from activity 1 while their partner says the corresponding sentence.

### 3 Children look and match.

**Answer key:** 1. Those are horses, 2. These are horses, 3. These are cows, 4. Those are cows.

**Optional extra:** Divide children into pairs. Assign each pair a farm animal. One child draws a single animal and the other draws more than one. Both children write the corresponding sentence under their picture: *This is a sheep. These are sheep.*

### Wrap up

Display the unit 6 **Flashcards** on the board. Give each child a slip of paper. Children work individually, choosing an animal and writing its anagram on the slip of paper. Collect the papers and redistribute one to each child. Children solve the anagrams and stick the word next to the correct flashcard.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 6



## At home

**Activity Book** - page 76

**Answer key:**

**1** 1. goats, 2. chicks, 3. ducks

**2** 1. That, 2. This, 3. These, 4. Those

- **Optional extra:** Children copy and colour the pictures from activity 3 substituting the animals for their favourite farm animals and writing the corresponding sentence underneath.

## Audio CD 2



1 Those are pigs.  
2 These are goats.

3 Those are ducks.  
4 These are chicks.

## Lesson 4 - SB Page 77

### Language objectives

#### Grammar

- Demonstratives: *this/that, these/those*
- Review: *be*, 3<sup>rd</sup> person singular and plural, plural 's'

#### Vocabulary

- Adjectives: *big, brown, clean, dirty, fat, small, thin, white*
- Review: classroom objects

#### Functions

- Describe animals

### Skills objectives

#### Speaking

- Ask and answer questions to identify objects

#### Listening

- Identify the key vocabulary though the context of a song

#### Writing

- Trace and write target language: demonstratives, farm animals, adjectives

**Attention to diversity**

It is important to be aware of the varying level of productive skills within the group of children. Provide plenty of support for weaker children and have tasks on hand for fast finishers.

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Units 2 and 6

**Warmer**

Display the unit 2 **Flashcards** around the classroom. Point to flashcards: *What are those? Those are books.* In pairs, children take turns asking questions about objects in their pencil case and the flashcards.

**Lead-in**

Draw a picture of a fat cat and a thin cat on the board. Write underneath *fat cat / thin cat*. Repeat the procedure for *fat, clean, dirty, big, small, brown, white* to reinforce meaning.

**1  Children listen, number and sing.**

**Answer key:** From left to right, top to bottom: 2, 1, 3, 4

**Optional extra:** Children sing the song again, with boys and girls singing alternate lines. Encourage children to use gestures and mime when they hear the key vocabulary.

**2 Children read and write.**

**Answer key:** 3. These ducks are thin and white.

**Optional extra:** Display unit 6 **Flashcards** on the board. Point to a flashcard and say a sentence to describe the image: *It's a thin and brown horse.* If the sentence is correct, children repeat it. If not, they fold their arms and remain silent.

**3 Children draw and write.**

**Answer key:** Child's own writing and drawing.

**Optional extra:** Divide the class into small groups. Children show their drawings to their classmates and describe the images.

**Fast finishers**

Children write the farm animals in their notebooks in order of preference.

**Wrap up**

Secretly think of a farm animal. Children ask questions in order to guess: *Is it pink? Is it big and fat? Is it next to the dog? It's a pig!* The child who guesses correctly chooses the next animal and repeats the procedure with the group.

**Continuous assessment**

**Teacher's Resource Material:** Listening worksheet Unit 6

**At home**

**Activity Book** - page 77

**Answer key:**

1. dirty, 2. thin, 3. fat, 4. clean
1. That horse is thin and grey, 2. Those pigs are fat and pink, 3. This hen is big and dirty.

**Lesson 5 - SB Page 78****Language objectives****Vocabulary**

- *chicken, city, country, farm, friend*
- Verbs: *feed, visit*
- Review: farm animals

**Skills objectives****Listening**

- Identify target language in a story
- Follow a narrative

**Reading**

- Follow the narrative of a story
- Respond to a text

**Materials**

- Digital Book
- Audio CD 2

**Attention to diversity**

Children learn at different rates and as such, may assimilate new vocabulary from the lesson faster than others. Ensure that new vocabulary is recycled as much as possible throughout the lesson in different ways to avoid boredom and aid retention.

# Unit 6

## Warmer

Slow spell the words *country* and *city* on the board. Elicit meaning from children. Children name things they associate with the country and draw a mind map on the board with their suggestions, e.g., *horse, plant, tree*.

## Lead-in

Focus children's attention on the pictures in the story. Generate interest and elicit from the children where Matt lives. Pre-teach the verbs *visit* and *feed*. In pairs, children write a list of all the farm animals they can see in the pictures.

## 1 2.22 Children read and listen to the story (1-8).

**Optional extra:** Tell children you are going to retell them the story. Tell them you need their help to remember it. Ask children to correct you every time you make a mistake.

T: *Matt lives in the city.*

C: *No! Matt lives in the country.*

T: *Matt is coming to visit.*

C: *No! Mike is coming to visit.*

T: *Mike is dirty.*

C: *No! Mike is clean.*

As comprehension is more important than accuracy here, allow for short answers if necessary: *Mike is happy. No!*

## 2 Children look, read and match.

**Answer key:** 1. This is my friend, 2. That is a horse, 3. These are cats, 4. Those are pigs.

**Optional extra:** Dictate key words from the story: *country, city, chickens, farm, friend*. Children write the words in their notebooks and draw a picture next to each word.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Divide the children into groups of four. Assign each child a scene in the story and give children time to practise saying the lines to themselves quietly. Children listen again, this time shadow-reading their parts of text aloud. Repeat the procedure, this time children reading aloud in their groups without the assistance of the audio.

## Continuous assessment

On the board write the following anagrams of the adjectives from the unit: *m-a-s-l-l, y-i-r-t-d, n-i-t-h, p-y-a-p-h* (*small, dirty, thin, happy*). In pairs, children race to order the words. Invite the first pair to finish to the board to write the words correctly. In the same pairs, children race to write the opposite words: *big, clean, fat, sad*.



## At home

### Activity Book - page 78

**Answer key:**

**1** 1. Matt - country, 2. Mike - city

**2** Child's own drawing.

**3** Child's own answer.

- **Optional extra:** Children draw a picture of a special visit they made recently.

## Lesson 6 - SB Page 79

### Language objectives

#### Vocabulary

- Action verbs: *fall, feed, go horse-riding, have a picnic, run*
- Review: *big, brown, clean, dirty, fat, happy, sad, small, thin, white*

### Skills objectives

#### Speaking

- Reproduce model text

#### Listening

- Understand and use a model for later production

#### Reading

- Follow a narrative
- Develop reading comprehension strategies such as prediction

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

### Attention to diversity

Some children may have better developed receptive skills than others. Ask questions to generate interest, provide a context and encourage engagement.

## Warmer

On the board write *A visit to the farm*. Elicit key words from the story and write them on the board. In their notebooks, children draw a picture of something they

remember from the story and write a sentence about it, for example, *Matt lives in the country*. In groups of four, children compare their pictures.

### Lead-in

Ensure that children remember why Mike isn't happy.

### 1 2.23 Children read and listen to the story (1-8).

**Optional extra:** Read aloud key chunks from the story. Children mime in response: *go horse-riding, fall in a puddle, have an idea, have a picnic, run very fast, feed the chickens*. Repeat the procedure, this time children only repeating the action if the sentence begins with *Simon says*.

### 2 Children read and circle Yes or No.

**Answer key:** 1. Yes, 2. No, 3. Yes, 4. No

**Optional extra:** Dictate the following true or false statements. Children put their hands in the air if the statements are true or touch their head if they are false.

- 1 *The boys are having a picnic.*
- 2 *Matt's horse is brown.*
- 3 *Mike lives in the country.*
- 4 *Matt falls in a puddle.*
- 5 *Matt is wearing trousers.*

### Fast finishers

Children draw their favourite scene from the story and include themselves and their favourite farmyard animals.

### Wrap up

Divide the class into groups of three. Assign one child the role of the narrator and the other two children act out the story as it's told. Swap roles until every child has had a turn.

### Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 6



### At home

#### Activity Book - page 79

**Answer key:**

- 1 1. No, 2. Yes, 3. No, 4. Yes
- 2 2, 3, 1

- **Optional extra:** Children complete the activity for fast finishers at home and label their pictures.

## Lesson 7 - SB Page 80

### Language objectives

#### Grammar

- Present continuous: affirmative and interrogative

#### Vocabulary

- *drinking, eating, playing, running, sleeping, swimming*
- Review: farm animals

#### Functions

- Ask what animals are doing

### Skills objectives

#### Speaking

- Use the target language to identify animal actions

#### Listening

- Identify the target language in a matching task

#### Reading

- Identify the target language and complete sentences

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

### Attention to diversity

This lesson relies on both the productive skills and receptive skills. Ensure that you monitor children's progress carefully.

### Warmer

Write the following on the board:

- 1 *country, farm, T-shirt, city*
- 2 *black, white, brown, horse*
- 3 *clean, dirty, pencil case, fat*
- 4 *pig, potato, cow, duck*
- 5 *farm, run, have, visit*

In pairs, children choose the word that is different in each list and write it in their notebooks.

### Lead-in

Lead the children in miming the following actions: *I'm sleeping. I'm playing. I'm eating. I'm running. I'm drinking. I'm swimming.*

### 1 2.24 Children listen and match.

**Answer key:** 1. It's drinking, 2. It's playing, 3. It's swimming, 4. He's sleeping, 5. It's eating, 6. It's running.

# Unit 6

**Optional extra:** Ask the children: *What's the pig doing?* Elicit: *It's playing*. Drill the question and sentences chorally and individually.

## 2 Children point, ask and answer.

Tell the class to look at page 80 and ask: *What's the dog doing? He's drinking*. Insist on complete sentences. Repeat the procedure with the other animals.

## 3 Children look and complete.

**Answer key:** 2. running, 3. eating, 4. sleeping

**Optional extra:** Write on the board:

*drinking-is-cat-the*                      *is-eating-goat-the*  
*dog-is-running-the*                    *is-the-sleeping-mouse*

Children copy the sentences in the correct order in their notebooks.

## 4 Children draw, ask and answer.

**Optional extra:** Play *Simon says* with the class. Children mime the action and make the farm animal sound if the utterance starts with *Simon says*. If not, they remain silent.

## Wrap up

Children draw a picture of an animal doing an action from the lesson and write the corresponding sentence underneath.

## Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 6



## At home

### Activity Book - page 80

- 1** 1. It's running, 2. It's sleeping, 3. It's eating,  
4. He's swimming, 5. It's playing, 6. She's drinking.
- 2** 1. sleeping, 2. running, 3. eating

## Audio CD 2



- |  |  |
|--|--|
| 1 What's the dog doing?<br>It's drinking.  | 4 What's the farmer<br>doing? He's sleeping. |
| 2 What's the pig doing?<br>It's playing.   | 5 What's the cow doing?<br>It's eating.      |
| 3 What's the duck doing?<br>It's swimming. | 6 What's the horse doing?<br>It's running.   |

# Lesson 8 - SB Page 81

## Language objectives

### Vocabulary

- *bug, fun, hug, mud, mum, pup, rug, scrub, sun, tub*
- Review: *duck, run*

### Pronunciation

- Phonics: *u* sound

## Skills objectives

### Listening

- Recognise the short *u* sound in a story

### Reading

- Identify the short *u* sound in a story

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Units 1-6
- Two slips of paper for each child

## Attention to diversity

When drilling new language/sounds, vary procedure and get children to repeat words after you in different ways, for example, slowly, quickly, in a deep voice, a squeaky voice, a whisper, a shout, etc.

## Warmer

Play *Hangman* with the word *duck* on the board. Drill *duck* chorally, taking care that students are pronouncing the short *u* sound correctly.

## Lead-in

Draw a picture of a stickman and a dog on the board and write: *This is Gus. This is Mutt. Mutt is a pup*. Elicit the meaning of *pup*. Focus on the short *u* phonic and drill sentences individually and chorally.

## 1 Children listen and read.

**Optional extra:** Children say the words in the story that contain the target phonic.

## 2 Children underline the words with an *u* sound.

**Optional extra:** Point to the pictures that have an *u* sound. Children say the word. Repeat the procedure, this time children starting off whispering and gradually getting louder.

### 3 2.26 Children listen, circle and draw.

**Answer key:** 1. duck, 2. butterfly, 3. pup  
Child's own drawing.

**Optional extra:** Draw the target phonic on the board. Elicit from children a word from the lesson that contains the phonic on the board to make a mind map. Children copy in their notebooks.

### Fast finishers

Children practise reading the story to themselves.

### Wrap up

Divide the board into three sections with the words *cat*, *insect* and *pup* at the top. Divide the class into three groups: the ducks, the cows and the sheep. Assign each group a sound: the short *i*, *u* or *e*. Each group focuses on their sound for two minutes and brainstorms as many words as possible. Say *Stop!* and assign each group a new sound. Continue until all three groups have brainstormed each sound. Elicit the words from each group and write the correct words on the board.

### Continuous assessment

Teacher's Resource Material : Speaking worksheet Unit 6

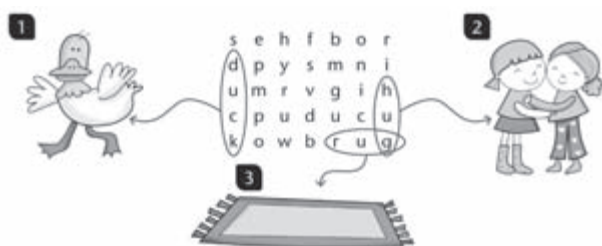


### At home

#### Activity Book - page 81

1 1. pup, 2. rug, 3. sun, 4. hug, 5. tub, 6. run

2



### Audio CD 2



- 1 There's a duck in the mud.
- 2 There's a butterfly on the rug.
- 3 There's a pup in the tub.

## Lesson 4 - SB Page 82

### Language objectives

#### Grammar

- Questions using *What + be*
- Review: Present continuous

#### Vocabulary

- Numbers: *eleven, twelve*
- Review: numbers 1-10

#### Functions

- Tell the time

### Skills objectives

#### Listening

- Identify target language in order to match it to the correct picture

### Materials

- Digital Book
- Audio CD 2
- Construction paper
- Sharpened pencil
- Glue
- Paper fasteners

### Attention to diversity

Some children may need help assembling their clocks. Ensure you give instructions clearly and demonstrate, so that the children are informed from the beginning of the activity.

### Warmer

Write the numbers 1-12 on the board and drill the numbers chorally. Point randomly at individual numbers and children say the corresponding number.

### Lead-in

Draw a clock on the board. Write underneath: *It's (three) o'clock*. Focus children's attention on the short hand and drill *It's (three) o'clock*. Repeat with other numbers.

### 1 Children look and number.

**Answer key:** 1. It's four o'clock, 2. It's one o'clock, 3. It's ten o'clock, 4. It's six o'clock.

**Optional extra:** Drill the following sentences both chorally and individually: *I'm sleeping. I'm eating. I'm drinking. I'm working*. Encourage children to mime to represent the action.

# Unit 6

## 2 2.27 Children listen and stick.

**Answer key:** 1. It's seven o'clock, 2. It's two o'clock, 3. It's five o'clock, 4. It's eleven o'clock.

**Optional extra:** Write on the board *What time is it?* Drill individually and chorally. In pairs, children take turns pointing at the clocks in activity 1 and asking *What time is it?* while their partner says the time.

## 3 Children cut out and make a clock.

**Optional extra:** Invite children to come to the front of the class with their clock. As they hold their clock up they ask the class: *What time is it?* Children respond: *It's (one) o'clock!*

## Wrap up

Children draw a grid with six boxes in their notebooks and draw six clocks with different times. Dictate times at random: *It's six o'clock. It's two o'clock.*, etc. and children draw an X on the corresponding clock if they have it. The first child to mark off all boxes is the winner.

## Continuous assessment

Tell the children you are thinking of a time. Children call out times. Say *later* or *earlier* to guide children to the correct time.



## At home

### Activity Book - page 82

**Answer key:**

**1** 1. ✓, 2. ✗, 3. ✓, 4. ✗

**2** 1. five, 2. two

## Audio CD 2



1 It's seven o'clock. I'm drinking.

2 It's two o'clock. I'm eating.

3 It's five o'clock. I'm sleeping.

4 It's eleven o'clock. I'm working.

# Lesson 10 - SB Page 83

## Language objectives

### Grammar

- Present continuous

### Vocabulary

- *eating breakfast, feeding the cows*
- Review: farm animals, adjectives: *thin, fat, big, small, clean, dirty*

### Functions

- Describe actions

## Skills objectives

### Speaking

- Describe farm animals and their actions using target language

### Listening

- Identify target language (time and actions) and match it to the correct picture
- Use TPR in conjunction with listening
- Notice and understand target language in order to draw a picture

### Writing

- Use the target language to complete gapped sentences
- Spell target language

## Materials

- Digital Book
- Audio CD 2

## Warmer

Divide the class into two teams. Invite a member from each team to come to the board. Dictate *horse*. The first student to write the word correctly on the board wins a point for his/her team. Repeat the procedure with other farm animals.

## Lead-in

Tell the class: *I'm sleeping*. Children mime the action. Repeat with: *I'm playing. I'm eating. I'm running. I'm drinking. I'm swimming*. Pre-teach the actions *I'm feeding the cows* and *I'm eating breakfast*.

## 1 2.28 Children listen and match.

**Answer key:** 1. I'm eating breakfast. - picture 2, 2. I'm feeding the cows. - picture 1, 3. I'm swimming. - picture 3, 4. I'm sleeping. - picture 4

**Optional extra:** Hold up the book and point to the clocks. Ask children to tell you what they do at those times.

## 2 Children look and complete.

**Answer key:** 1. one - horse, 2. nine o'clock - eating

**Optional extra:** Write the following sentences on the board:

*It's nine o'clock. I'm \_\_\_\_\_.*

*It's two o'clock. I'm \_\_\_\_\_.*

*It's five o'clock. I'm \_\_\_\_\_.*

*It's nine o'clock. I'm \_\_\_\_\_.*

Individually, children complete the sentences and draw the corresponding picture.

## Wrap up

Divide the class into pairs. Tell the children to listen carefully to your description of an animal or person from unit 6 and then find it in the book. The first child to find the corresponding animal or person raises his/her hand and calls out the page number. If correct, the pair wins a point.

## Continuous assessment

Dictate the following words in L1 and children write down the English word: *thin, fat, big, small, clean, dirty*.



## At home

### Activity Book - page 83

**Answer key:**

- 1** 1. seven o'clock - picture 3, 2. nine o'clock - picture 5, 3. four o'clock - picture 1, 4. six o'clock - picture 2, 5. eight o'clock - picture 4

- **Optional extra:** Children draw a clock and an action scene of their favourite farm animal and write the corresponding sentence: *It's two o'clock. The (pigs are running).*

## Audio CD 2



- 1 It's eight o'clock. I'm eating breakfast.
- 2 It's twelve o'clock. I'm feeding the cows.
- 3 It's three o'clock. I'm swimming.
- 4 It's ten o'clock. I'm sleeping.

# Review - SB Pages 84 & 85

## Language objectives

### Grammar

- Present continuous to ask and describe current actions
- Demonstratives: *this/that, these/those*
- Questions with the verb *be*

### Vocabulary

- Adjectives
- Farm animals
- Demonstrative adjectives

### Functions

- Tell the time
- Identify animals and objects

## Skills objectives

### Speaking

- Ask and answer questions using the key vocabulary and grammar
- Identify objects

### Listening

- Identify target language and match it to the correct image

### Reading

- Identify the target grammar of the unit and match it to the correct image

### Writing

- Complete sentences using target language

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Units 1-6
- Mural paper
- Pens
- Crayons

## Attention to diversity

Some children may struggle to remember structures and vocabulary. Pair stronger children with weaker learners to allow for peer teaching.

# Unit 6

## Warmer

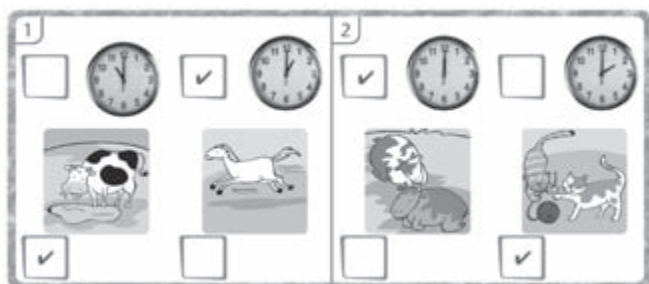
Play *Charades* with times and actions. Hold up fingers to show the time and mime an action. The child who guesses correctly repeats the game.

## Lead-in

Ask children to look at page 84. Point to the different animals and ask *What animal is it?* and let children answer *It's a (cow).*

## 1 2.29 Children listen and tick (✓).

Answer key:



**Optional extra:** Play the track again. This time children mime the action. Repeat the procedure with different actions, animals and times: *It's ten o'clock. The ducks are swimming.* Children mime the action while making the corresponding farm animal sound.

## 2 Children look and circle.

**Answer key:** This is a chick. Those are horses.

**Optional extra:** Divide the class into two teams. Divide unit 6 **Flashcards** equally between the teams. Have a member from team A say a true sentence to team B using *this*: *This is a duck.* A member of team B has to say the same sentence but in plural form: *These are ducks.* Award a point for each correct sentence. Repeat the procedure with *that/those*. Extend the activity by using units 1-5 **Flashcards**.

## 3 Children look, circle and complete.

**Answer key:** 1. It's swimming, 2. They're sleeping, 3. They're eating, 4. It's drinking.

## Audio CD 2



- 1 It's one o'clock. The cow is drinking.
- 2 It's twelve o'clock. The cats are playing.

## 4 Children read, look and tick (✓).

**Answer key:** 1. No, that cat is thin and grey. My cat is fat and black, 2. No, that pig is small and dirty. My pig is big and clean.

**Optional extra:** Invite a volunteer to the front of the class. Whisper to the child: *My pig is big and dirty.* The child listens and draws the corresponding image on the board. The rest of the class must guess the description. Repeat with other children.

## 5 Children play *Lost and found*.

**Optional extra:** In their notebooks, children write a list of clothes that one of their classmates is wearing. Invite volunteers to the front of the class to read their descriptions aloud while the group tries to guess: *She is wearing a pink shirt and a blue skirt. It's Gema!* If children wear uniforms, this activity can be done using picture cut-outs from a magazine, attaching the pictures to the wall and assigning a name to each model.

## Wrap up

Write *Clothes*, *Food* and *Farm animals* on the board. Children copy the categories and individually write three words in each category. Children compare their lists in groups of three and add any words to their lists that they hadn't included. Invite a volunteer from each group to read their words aloud.

## Final evaluation

**Teacher's Resource Material:** Test Unit 6



## At home

### Activity Book - pages 84-85

**Answer key:**

- 1 1. My pig is small and thin - Picture on the right, 2. My dog is big and dirty. Picture on the left.
- 2 1. That - sheep, 2. Those - goats
- 3 1. playing, 2. eating, 3. swimming, 4. sleeping
- 4 Animals: cat, chick, dog, lamb  
Adjectives: big, thin, fat, small  
Verbs: running, swimming, drinking, sleeping

- **Optional extra:** Children write their favourite five vocabulary items/characters from unit 6 in their notebooks and draw a picture.

### Activity Book - pages 117 & 118

The **Picture Dictionary** on pages 117 & 118 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.

# Unit 7 A picnic in the park

| Grammar   | Vocabulary  | Pronunciation   | Recycled language   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Present continuous:</b> affirmative and interrogative</li> <li>• <b>Questions:</b> <i>What</i></li> <li>• <b>Present simple:</b> <i>be</i> affirmative, negative and interrogative</li> <li>• <b>Likes and dislikes:</b> <i>like, not like</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Food:</b> <i>biscuit, fish, ice cream, milk, pizza, sandwich</i></li> <li>• <b>Verbs:</b> <i>climb, fly, ride, swim, walk</i></li> <li>• <b>Feelings:</b> <i>happy, hungry, sad, thirsty, tired</i></li> <li>• <b>Numbers 1-20</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>sh</i> and <i>ch</i></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Numbers</b></li> <li>• <b>Colours</b></li> <li>• <b>Animals</b></li> <li>• <b>Present continuous</b></li> </ul> |

## Language objectives

| Grammar   | Functions   |
|---|---|
| <ul style="list-style-type: none"> <li>• To use the Present continuous to describe current actions</li> <li>• To practise the verb <i>be</i> in the Present simple tense</li> <li>• To practise the Present simple with the verb <i>like</i></li> </ul> | <ul style="list-style-type: none"> <li>• To count up to 20</li> <li>• To describe feelings</li> <li>• To express likes/dislikes</li> <li>• To describe the weather</li> </ul> |
| Vocabulary  | Pronunciation   |
| <ul style="list-style-type: none"> <li>• To identify and name food and drinks</li> <li>• To identify and name action verbs using collocations</li> <li>• To identify and name adjectives to describe feelings</li> </ul>                                | <ul style="list-style-type: none"> <li>• To highlight and practise the sounds <i>sh</i> and <i>ch</i></li> <li>• To review the short <i>i</i> sound</li> </ul>                |

## Skills objectives

| Speaking  | Reading  |
|---|--|
| <ul style="list-style-type: none"> <li>• To sing and mime along to a chant/song to reinforce target language</li> <li>• To ask and answer questions about feelings using target language</li> <li>• To use the target language to express likes and dislikes</li> <li>• To describe weather conditions</li> </ul>   | <ul style="list-style-type: none"> <li>• To follow the narrative in a story</li> <li>• To recognise the target language</li> <li>• To understand the lyrics of a song in order to act out the gestures</li> <li>• To use reading skills in order to match text with pictures or select the correct item</li> <li>• To use reading skills to correctly answer true or false statements about the text</li> <li>• To identify contractions of the verb <i>be</i></li> </ul>          |
| Listening   | Writing  |
| <ul style="list-style-type: none"> <li>• To follow the narrative of a story</li> <li>• To listen and sing along</li> <li>• To identify the target language in a matching task</li> <li>• To identify target language in order to complete a poem</li> <li>• To recognise phonics</li> <li>• To identify target language of weather and match it to the correct picture</li> </ul> | <ul style="list-style-type: none"> <li>• To trace and write target vocabulary: activities, character names, numbers, adjectives for feelings, food</li> <li>• To complete gapped sentences with target language</li> <li>• To write sentences about likes and dislikes</li> <li>• To make a fruit mobile and write numerals</li> <li>• To complete sentences using target language: Present continuous</li> <li>• To practise writing contractions and using adjectives</li> </ul> |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present continuous, questions, Present simple and likes and dislikes.
- Check children can understand and produce oral and written messages using the unit vocabulary: verbs, feelings, food and weather.
- Children can recognise and differentiate between *sh* and *ch* sounds.
- Check children can understand and produce functional language: counting to 20, describe feelings, express likes and dislikes and describe the weather.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**  
Language worksheets Unit 7, pages 22-24: Lesson 7  
Reading worksheet Unit 7, page 42: Lesson 6  
Writing worksheet Unit 7, page 54: Lesson 4  
Speaking worksheet Unit 7, page 66: Lesson 8  
Listening worksheet Unit 7, page 76: Lesson 3  
Test Unit 7, pages 134-139: Unit 7 Review
- **Flashcards** Units 1-8
- **Extra**  
Slips of paper  
Realia: an apple and a scarf  
Construction paper  
Coat hangers (1 per child)  
Index cards (10 per children)

### 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 our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

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



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

Children focus on healthy living, eating well and exercise. Children practise numbers 11-20.



#### Digital competence

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



#### Social and civic competence

Children focus on the importance of working and playing together both in the classroom and outside school.



#### Cultural awareness and expression

Children use stories to see the target language in context. Children participate in a craft activity in order to personalise the target language.



#### Competence in learning to learn

Children work on integrating skills in order to become competent language users.



#### Sense of initiative and entrepreneurship

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

## Lesson 1 - SB Page 86

## Language objectives

## Vocabulary

- *cheese sandwiches, climbing, flying, riding, share, swimming, walking*
- Review: animals

## Functions

- Review: Present continuous

## Skills objectives

## Listening

- Follow the narrative of a story
- Identify target language: activities in the Present continuous

## Reading

- Follow the narrative of a story

## Writing

- Trace leisure activities

## Materials

- Digital Book
- Audio CD 2

## Attention to diversity

As children advance in the book, the reading texts become progressively denser with vocabulary and grammar. Ensure children grasp the theme of the narrative through concept-check questions and repetition.

## Warmer

Review animals from the last unit by writing out the following letters:

c      d      g      h      m      p      s

In pairs, children race to write an animal next to each letter.

## Lead-in

Ask children to write as many words as they remember from previous lessons. These could include colours.

1  2:30 Children read and listen to the story.

**Values:** Discuss with students the importance of sharing, not only with their siblings and friends, but with children who are in need.

**Optional extra:** Check comprehension by asking some questions about the story.

2  2:31 Children listen and point.

## 3 Children trace and match.

**Answer key:** 1. riding, 2. flying, 3. climbing, 4. walking, 5. swimming

**Optional extra:** Children write the words from activity 2 in their notebooks and in order of preference. In pairs, children compare by saying the number and the activity.

## Fast finishers

Children read the story again quietly to themselves.

## Wrap up

Play *Charades*. Ask a child to come up to the front of the class and whisper one of the following words: *climbing, swimming, flying, riding* and *walking*. Children mime the action for the rest of the group to guess what the action is.

## Initial evaluation

Dictate the following sentences and children write *true* or *false* in their notebooks:

- 1 *The children are going to school.* (false, to the park)
- 2 *They are having a picnic.* (true)
- 3 *They are eating ham sandwiches.* (false, cheese)
- 4 *They have four sandwiches.* (false, three)



## At home

## Activity Book - page 86

**Answer key:**

1. riding, 2. climbing, 3. walking, 4. riding, 5. climbing, 6. flying, 7. swimming, 8. walking, 9. swimming, 10. flying

## Audio CD 2



- |          |            |            |
|----------|------------|------------|
| 1 riding | 3 climbing | 5 swimming |
| 2 flying | 4 walking  |            |

## Lesson 2 - SB Page 87

## Language objectives

## Grammar

- Present continuous

## Vocabulary

- Review: *climbing, drinking, flying, playing, riding, running, swimming, walking*; colours

**Skills objectives****Listening**

- Identify target language in order to complete leisure collocations

**Writing**

- Complete collocations with verbs in the Present continuous

**Materials**

- Digital Book
- Audio CD 2

**Attention to diversity**

Present continuous can be difficult to assimilate because of the use of the question and auxiliary words. Focus on meaning rather than form at this stage.

**Warmer**

Ask the class to look at page 87 and identify the action words. Describe a child on page 87 and children give you the activity they see.

**Lead-in**

Ask children what their favourite park activity is. Children then mime the activity for their partner to guess their favourite activity.

**1  2.32 Children listen and complete.**

**Answer key:** 2. playing, 3. climbing, 4. riding

**Optional extra:** Draw two columns on the board. In one column write the verbs: *climb, fly, ride, play* and in the other column draw a kite, a tree, a bike and a football in random order. Children copy the columns and match the verb with the picture to complete the collocation. Drill the phrases focusing on the link between the verb and the indefinite article.

**2 Children look and stick.**

**Answer key:** 1. I'm walking the dog, 2. We're swimming, 3. I'm drinking lemonade, 4. I'm running.

**Optional extra:** Children draw themselves doing one of the actions on the page and write a sentence underneath to describe what they are doing.

**Wrap up**

Dictate the following phrases for the children to draw and colour in their notebooks:

a blue and red kite

a black and white football

a green tree

a yellow bike

**Continuous assessment**

Play *Pictionary* with the following sentences:

*I'm flying a tree.*

*I'm climbing a kite.*

*I'm playing a bike.*

*I'm riding a football.*

**At home****Activity Book - page 87**

**Answer key:**

- 1** 1. I'm, 2. We're, 3. We're, 4. I'm
- 2** 1. I'm climbing a tree, 2. I'm drinking water, 3. We're eating sandwiches.
- 3** From left to right: 2, 3, 1

**Audio CD 2**

- 1 1 What are you doing? I'm flying a kite.
- 2 What are you doing? We're playing football.
- 3 What are you doing? I'm climbing a tree.
- 4 What are you doing? I'm riding a bike.

**Lesson 3 - SB Page 88****Language objectives****Grammar**

- Present continuous: interrogative and affirmative

**Vocabulary**

- walk the dog*
- Review: *horse*; activities

**Skills objectives****Reading**

- Identify the activities in the target language in order to match them with pictures

**Writing**

- Identify target language and characters in order to number pictures correctly

# Unit 7

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Slips of paper

## Attention to diversity

Activity 1 requires both confidence with the receptive skill of listening and the productive skill of writing. Don't rush the children as they do the activity and pause the audio if you see children struggling to write the names in time.

## Warmer

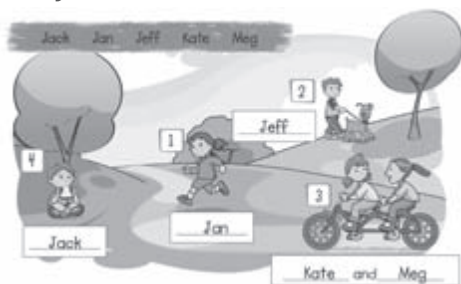
Ask children to draw a happy and a sad face in their notebooks. Dictate the following items and children draw a picture under the corresponding face according to how they feel about the items: *kite, bike, cheese, trees, football* and *horse*.

## Lead-in

Ask children to look at page 88 and elicit where the children are: *at the park*. Ask children to tell you activities that they do in the park.

## 1 2.33 Children listen, find and write.

Answer key:



**Optional extra:** Read out the names of the characters and children mime what that person is doing. Repeat and children say the key word, for example, *bike*.

## 2 Children read and number the pictures.

**Optional extra:** Highlight and drill the contracted form of *he's*, *she's* and *they're*. In pairs, children take turns pointing to the characters from activity 1 and their partner says the activity.

## 3 Children look, number and circle.

**Answer key:** From top to bottom: 3. He's climbing, 4. They're playing football, 1. She's swimming, 2. They're running.

## Fast finishers

Children write down their three favourite activities from lesson 3.

## Wrap up

Invite a volunteer to come to the front of the class. Point to a child on page 88 and the volunteer acts out the activity. Class members hold up their hand and say a full sentence with the activity using the Present continuous, for example: *He's riding a bike*. Repeat with more children.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 7



## At home

### Activity Book - page 88

Answer key:

1. She's climbing a tree, 2. He's drinking water, 3. They're walking the dog, 4. She's eating a pear, 5. He's riding a bike.

- 2 Child's own drawing and writing.

- **Optional extra:** Children write down the activities from lesson 3 in alphabetical order.

## Audio CD 2



What's Jan doing? Jan is running.

What are Kate and Meg doing? Kate and Meg are riding a bike.

What's Jeff doing? Jeff is walking the dog.

What's Jack doing? Jack is eating a sandwich.

# Lesson 4 - SB Page 89

## Language objectives

### Grammar

- Present simple: interrogative and affirmative
- Short answers with *be*

### Vocabulary

- *clap my hands, eat a snack, have a drink, stamp my feet, take a nap, wipe my eyes*
- Feelings: *angry, happy, hungry, sad, thirsty, tired*

### Functions

- Describe feelings

## Skills objectives

## Speaking

- Ask and answer questions about feelings using target language

## Listening

- Identify the target vocabulary through the context of a song
- Understand and recognise feelings in order to match them to the corresponding characters

## Writing

- Use target language to write about feelings

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

## Attention to diversity

The lesson contains a lot of new vocabulary. Convey the meaning through visuals, gesture and mime, and reinforce the new items through plenty of repetition. For the adjectives to describe feelings, allow for plenty of personalisation.

## Warmer

Draw a happy and a sad face on the board. Elicit *happy* and *sad*. Ask children what makes them happy.

## Lead-in

Tell children that when you're happy, you like to dance. Introduce more emotions with actions: *clap your hands*, *wipe your eyes*, *rub your tummy*. Drill the words and actions.

1  2.34 Children listen, stick and sing.

Answer key:



**Optional extra:** On the board, draw two columns and write: A: *happy, sad, angry, hungry, thirsty, tired*; B: *take a nap, eat a snack, have a drink, wipe my eyes, clap my hands, stamp my feet*. In pairs, children match the columns.

2  2.35 Children listen and tick (✓) or cross (X).

Answer key:

| Are you... | Lisa | Greg and Josh | You                 | Your friend         |
|------------|------|---------------|---------------------|---------------------|
| tired?     | ✓    | X             | Child's own writing | Child's own writing |
| hungry?    | X    | X             | Child's own writing | Child's own writing |
| thirsty?   | X    | ✓             | Child's own writing | Child's own writing |

**Optional extra:** Check children's answers in the table by making true/false sentences about the information. If children agree, they nod their heads. If they disagree, they shake their head.

## 3 Children write their answers and ask a friend.

**Answer key:** Child's own writing.

**Optional extra:** Children perform their exchanges to the class in pairs. Encourage children to act out the gestures as they say their lines, for example, *Are you hungry?* (whilst rubbing their tummy).

## Fast finishers

Children draw a picture of a face showing how they feel today and write the adjective underneath.

## Wrap up

Write on the board: *When I'm \_\_\_\_\_, I \_\_\_\_\_.*

Children copy the sentence in their notebooks. They complete the sentence with an emotion and an action that they do when they feel that way.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 7



## At home

**Activity Book** - page 89

Answer key:

1. happy, 2. sad, 3. angry, 4. tired
1. Yes, we are, 2. Yes, I am, 3. No, I'm not, 4. No, we're not.

## Audio CD 2



Lisa, are you tired? Yes, I am.  
Are you hungry? No, I'm not.  
Are you thirsty? No, I'm not.  
Greg and Josh, are you tired? No, we're not.  
Are you hungry? No, we're not.  
Are you thirsty? Yes, we are!

## Unit 7

### Lesson 5 - SB Page 90

#### Language objectives

##### Vocabulary

- Food: *fish, tomatoes*
- Verbs: *drink, eat, run*
- Review: *angry, dad, hungry, kitchen, mum, thirsty*

#### Skills objectives

##### Listening

- Identify target language in a story
- Follow a narrative

##### Reading

- Follow the narrative of a story
- Respond to a text

#### Materials

- Digital Book
- Audio CD 2
- Flashcards Units 4 and 6

#### Attention to diversity

Stories contain a lot of extra vocabulary which may impede comprehension. Ensure that new vocabulary is recycled as much as possible throughout the lesson in different ways to avoid boredom and aid retention.

#### Warmer

Hold up the units 4 and 6 **Flashcards** one at a time. Children pull a happy or sad face according to how they feel about the items.

#### Lead-in

Use gestures to convey the idea of hunger and thirst to children and elicit the structure *Are you hungry/thirsty?* Write the items on the board and elicit the verbs *eat* and *drink* as responses to these feelings. Go round the class asking individual children, *Are you hungry/thirsty?*

#### 1 2.36 Children read and listen to the story (1-8).

**Optional extra:** Read the true or false statements below. Children rub their tummy if the sentence is true and clap their hands if false:

*Dad's running.* (false, he's eating)

*Dad's eating chocolate.* (false, he's eating fish and tomatoes)

*Tim likes tomatoes.* (false)

*It's sunny.* (false, it's raining)  
*Mum's in the garden.* (true)

#### 2 Children look and match.

#### Fast finishers

Children choose their favourite action in unit 7 and draw the activity.

#### Wrap up

Divide the children into groups of four. Assign each child a scene in the story and give them time to practise saying the lines to themselves quietly. Children listen again, this time shadow-reading their parts of text aloud.

#### Continuous assessment

Ask children to draw members of their family eating, drinking and running. Children write a sentence for each picture.



#### At home

**Activity Book** - page 90

Answer key:

**1** From left to right, top to bottom: 2, 4, 3, 1

**2** 1. F, 2. F, 3. T, 4. F, 5. T

- **Optional extra:** Children choose five items from the story and draw a picture with the word.

### Lesson 6 - SB Page 91

#### Language objectives

##### Vocabulary

- *bored, garden, great*
- Review: feelings

#### Skills objectives

##### Speaking

- Reproduce model text

##### Listening

- Understand and use a model for later production

##### Reading

- Follow a narrative
- Develop reading comprehension strategies such as prediction

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Units 3, 4, 7 and 8

## Attention to diversity

Some children may have better developed receptive skills than others. Ask questions to generate interest, provide a context and encourage engagement. Allow for peer teaching with comprehension questions.

## Warmer

Write several contractions on the board and circle the apostrophe in each word. Children are 'word detectives' who look for and call out as many words in their **Student's Book** as they can find that contain an apostrophe.

## Lead-in

Review the story by drawing a few pictures on the board: *fish, tomatoes, mum, dad, raining, garden*. Ask children what they can remember from the story.

### 1 2.37 Children read and listen to the story (1-8).

**Optional extra:** Divide the board into two columns. Write out the following sentence halves from the story for children to match:

|                             |                              |
|-----------------------------|------------------------------|
| <i>What are you doing?</i>  | <i>Great!</i>                |
| <i>Where are you?</i>       | <i>She's in the kitchen.</i> |
| <i>Hi Pat!</i>              | <i>I'm in the garden.</i>    |
| <i>Let's have a picnic!</i> | <i>Hi Tim!</i>               |
| <i>Where's Mum?</i>         | <i>I'm running.</i>          |

Drill the sentences with exaggerated intonation.

### 2 Children look and write.

**Answer key:** 1. angry, 2. tired, 3. thirsty

**Optional extra:** Children draw three illustrations for the adjectives which are not pictured (happy, hungry, sad).

### 3 Children act out the story.

**Optional extra:** Children practise their roles in groups of three. They come to the front of the class and perform their improvisation. Encourage children to applaud each other.

## Fast finishers

Children identify and circle the feeling that best describes their mood today.

## Wrap up

Tell children that you don't remember the story very well. Children retell the story. Use the units 3, 4, 7 and

8 **Flashcards** as prompts: *fish, tomatoes, raining, kitchen, running, sunny*.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 7

**Optional extra:** Dictate the feelings: *angry, happy, hungry, thirsty, tired, sad and bored*. Children write the word in L1 in their notebooks.



## At home

### Activity Book - page 91

**Answer key:**

**1** 1. hungry, thirsty, angry and bored, 2. tired, 3. happy



- **Optional extra:** Children draw a picture of what makes them happy.

## Lesson 7 - SB Page 42

## Language objectives

## Grammar

- Present simple: affirmative and negative

## Vocabulary

- Food: *apple, biscuits, cake, fish, ice cream, milk, pizza, sandwich, tomatoes*

## Functions

- Express likes and dislikes in the context of food

## Skills objectives

## Speaking

- Use the target language to express likes and dislikes

## Listening

- Identify the target language in a matching task

## Writing

- Write the target language to express likes and dislikes in the context of food

# Unit 7

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 7
- An apple
- A scarf as a blindfold

## Attention to diversity

This lesson relies on both productive and receptive skills. Ensure that you monitor children's progress carefully and provide individual support to weaker learners.

### Warmer

Invite a confident child to the front of the class and blindfold him/her. Place an apple in their hands and the child guesses the fruit.

### Lead-in

Hold up the unit 7 **Flashcards** one at a time and children pull a face to express whether they like or dislike the item.

### 1 2.38 Children listen and complete.

Answer key:

| Key:         |                     | biscuits            | milk                | fish                | tomatoes            |
|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| I like       | Chris               |                     |                     |                     |                     |
| I don't like | Ann                 |                     |                     |                     |                     |
|              | Child's own drawing | Child's own drawing | Child's own drawing | Child's own drawing | Child's own drawing |

**Optional extra:** Draw two stickmen on the board: one male and the other female. Hold up the unit 7 **Flashcards** and point to one of the stickmen. Children formulate a sentence based on their answers in the table.

### 2 Children write their answers.

**Answer key:** Child's own drawing.

**Optional extra:** Children write four sentences with the four items from the table based on their tastes.

### 3 2.39 Children listen and tick (✓) or cross (✗).

**Answer key:** 1. ✓ 2. ✗ 3. ✓ 4. ✓ 5. ✗

**Optional extra:** Elicit the spelling for the words *ice cream*, *pizza*, *cake*, *apple* and *sandwich*. Children copy the words in their notebooks in order of preference.

### 4 Children point and say.

**Optional extra:** Use the gesture of rubbing your tummy and at the same time say *I like ice cream*. Shake your head and at the same time say *I don't like apples*. Children copy what you do and say. Repeat with other unit 7 **Flashcards**.

## Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 7

**Optional extra:** Pass the unit 7 **Flashcards** round the classroom for a chain drill using *I like* and *I don't like*.



## At home

**Activity Book** - page 92

**Answer key:**

**1** 1. sandwiches, 2. biscuits, 3. tomatoes, 4. fish, 5. cake, 6. milk

**2** Child's own colouring.

**3** Child's own writing.

• **Optional extra:** Children draw their favourite food item from the lesson and write a sentence underneath beginning with *I like...*

## Audio CD 2



Hi! I'm Chris! I like biscuits. I like milk. I don't like fish. I like tomatoes.

Hi! I'm Ann! I don't like biscuits. I like milk. I like fish. I don't like tomatoes.



1 I like ice cream.

2 I don't like cake.

3 I like pizza.

4 I like apples.

5 I don't like sandwiches.

## Lesson 8 - SB Page 43

### Language objectives

#### Vocabulary

- *cheese, cherries, chicken, chips, chocolate, church, shark*
- Review: *chair, sheep, shoes, shorts*

#### Pronunciation

- Phonics: *sh* and *ch* sounds

### Skills objectives

#### Listening

- Recognise the *sh* and *ch* sounds in sentences
- Identify the phonics in sets of words

#### Writing

- Practise writing *sh* or *ch*

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 7

### Attention to diversity

These sounds can be challenging to produce and distinguish receptively. Plenty of drilling is required.

#### Warmer

Hold up the unit 7 **Flashcards** and children say *I like...* or *I don't like...* according to their tastes.

#### Lead-in

Draw a bar of chocolate slowly and elicit the word. Rub your tummy and say *I like chocolate*. Highlight the short *ch* phonic and drill the word *chocolate* individually and chorally. Then say *sheep* and elicit the *sh* sound.

#### 1 2.40 Children listen and complete with *sh* or *ch*.

**Answer key:** 2. *Sh - ch*, 3. *Sh - ch*, 4. *Sh - ch*, 5. *Ch - ch*

**Optional extra:** Children practise saying tongue twisters as quickly as possible in pairs.

#### 2 2.41 Children listen and circle the beginning sound.

**Answer key:** 1. *ch*, 2. *sh*, 3. *ch*, 4. *sh*, 5. *sh*, 6. *sh*

**Optional extra:** In their notebooks, children divide the page in two columns. At the top of one column, they copy

down the phonic *sh* and in the other they write *ch*. Call out the words in activity 2 and children say the word and copy it down into the respective column in their table.

#### Fast finishers

Children add more words from previous lessons containing the phonics to their table.

#### Wrap up

Teach children the following poem:

|  |                                |
|--|--------------------------------|
| <i>Chicken, chicken, chicken,</i>        | <i>Shoes, shoes, shoes,</i>    |
| <i>In the kitchen, kitchen, kitchen,</i> | <i>Shorts, shorts, shorts,</i> |
| <i>Cheese, cheese, cheese,</i>           | <i>Shirts, shirts, shirts,</i> |
| <i>Let's eat some now please!</i>        | <i>Let's play some sports!</i> |

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 7

**Optional extra:** Dictate the following words with the target phonics:

|                  |                   |
|------------------|-------------------|
| 1 <i>short</i>   | 5 <i>children</i> |
| 2 <i>shirt</i>   | 6 <i>cheese</i>   |
| 3 <i>kitchen</i> | 7 <i>T-shirt</i>  |
| 4 <i>share</i>   | 8 <i>chick</i>    |

Children write down *ch* or *sh* next to each number in their notebooks.



### At home

**Activity Book - page 93**

**Answer key:**

- 1** 1. Cheese, 2. chocolate, 3. chips, 4. shirt
- 2** 1. cherries, 2. sheep, 3. shorts, 4. chicken, 5. shoe, 6. chair
- 3** Red: Cherries, chicken, chair  
Blue: sheep, shorts, shoe

- **Optional extra:** Children write a word of their choice with one of the phonics and draw an accompanying picture.

## Audio CD 2



Chuck likes chips. Yes, it's true.  
 Chuck likes chips. How about you?  
 Sherry likes cherries. Yes, it's true.  
 Sherry likes cherries. How about you?  
 Shawn likes chocolate. Yes, it's true.  
 Shawn likes chocolate. How about you?  
 Sheila likes cheese. Yes, it's true.  
 Sheila likes cheese. How about you?  
 Chester likes chicken. Yes, it's true.  
 Chester likes chicken. How about you?



|         |          |          |
|---------|----------|----------|
| 1 chair | 3 church | 5 shark  |
| 2 shoe  | 4 sheep  | 6 shorts |

## Materials

- Digital Book
- Audio CD 2
- Flashcards Units 4 and 7
- Coat hangers (1 per child)
- Index cards (10 per child)

## Attention to diversity

Activity 3 may prove challenging for some children who might require more help when assembling their mobiles. Ensure you go round the classroom so that the children are on task throughout the project.

## Warmer

Describe an apple and children guess the name of the fruit by asking: *Is it a...?* Describe another fruit for children to guess.

## Lead-in

Use the following units 4 and 7 **Flashcards**: *ice cream, cherry, orange, peach, pear, banana*. Stick them on the board. Say the names, then remove the flashcards one by one. Point to where they were and children say what's missing.

## Lesson 1 - SB Page 44

### Language objectives

#### Vocabulary

- Numbers 11-20
- Fruit: *apples, cherries, oranges, peaches, pears*
- Adjectives: *juicy, shiny, sweet*
- Review: numbers 1-10

#### Functions

- Count to 20

### Skills objectives

#### Speaking

- Recite a poem

#### Listening

- Identify target language in order to complete a poem
- Understand numbers in a poem

#### Reading

- Read numbers

#### Writing

- Practise writing using target language: numbers and fruit
- Make a fruit mobile and write numerals

## 1 Children read and write.

**Answer key:** 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

**Optional extra:** Children write down three numbers from 11-20 in full. Call the numbers out randomly and children cross their numbers off as they hear them. They shout *Bingo!* when they have crossed them all off.

## 2 Children listen and complete the poem.

**Answer key:** From top to bottom: Fifteen, Sixteen, Seventeen, Nineteen, Twenty

**Optional extra:** Children close their books so they cannot see the poem. Stick the unit 4 **Flashcards** on the board and children tell you which ones don't feature in the poem.

## 3 Children cut out and make a fruit mobile.

**Optional extra:** Distribute coat hangers and ask children to look at the photograph in their books. Help them see that they have to illustrate one line of the poem on each square.

## 4 Children use their mobile to say the poem.

**Optional extra:** Invite children to come to the front of the class individually and recite their poem.

**Wrap up**

In pairs, children make their own *Memory* cards. One child writes a number on each card and the other writes out the word. Children mix all the cards and place them face down on their desk. Then they play *Memory*.

**Continuous assessment**

Ask children to rewrite and illustrate the poem using their favourite food.

**At home****Activity Book** - page 94

Answer key:

- 1** 1. sixteen, 2. nineteen, 3. fifteen
- 2** Child's own drawing.

**Audio CD 2**

Fifteen apples, juicy and sweet.

Sixteen pears for me to eat.

Seventeen peaches,

Nineteen oranges on my plate!

Twenty shiny cherries in my bowl.

No more fruit, please!  
I'm too full!

**Lesson 10 - SB Page 95****Language objectives****Vocabulary**

- Weather: *raining, windy, sunny, snowing*
- Review: *eating, drinking, happy, tired*

**Functions**

- Describe the weather

**Skills objectives****Speaking**

- Describe the weather

**Listening**

- Identify target language of weather and match it to the correct picture

**Reading**

- Use the target language to match it with the pictures

**Materials**

- Digital Book
- Audio CD 2
- Flashcards Unit 7

**Warmer**

Point to page 95 and ask questions with the structure *How many...?*

**Lead-in**

Point to the blue sky in picture 1, page 95 and say *In the park, it's sunny*. Hold up the unit 7 **Flashcard** for *sunny*. Point to the window and hold up the weather flashcards one at a time. Children must shout *Stop!* when they identify the flashcard which best reflects today's weather. Drill the weather flashcards one at a time.

**1** **Children listen, point and say.**

**Optional extra:** Teach children the gestures for the following weather conditions:

*sunny* (make a sun shape with your hands and smile)

*rain* (use your fingers to indicate rain)

*windy* (sway side to side)

*snow* (hug yourself as if you were cold)

Hold up the unit 7 (weather) **Flashcards** and children do the action and say the weather condition at the same time, e.g., *It's sunny*.

**2 Children look and match.**

**Answer key:** 1. It's raining, 2. It's snowing, 3. It's sunny, 4. It's windy.

**Optional extra:** Write the following sentence on the board:

*Today it's \_\_\_\_\_.*

Individually, children complete the sentence with a weather word and draw the corresponding picture in their notebooks.

**3 Children point and say.**

**Optional extra:** Draw a quick map of the country you are teaching in. Invite volunteers to come up to the board and place the unit 7 (weather) **Flashcards** on various spots of the map. After all the flashcards are placed, point to the map and children say *It's sunny/raining/windy/snowing* accordingly.

**Wrap up**

Children draw a picture of today's weather and underneath write a sentence to describe the weather.

# Unit 7

## Continuous assessment

Hold up the unit 7 (weather) **Flashcards** one by one and children write down the word in their notebooks.



## At home

1. 1. Child's own drawing, 2. Child's own drawing, 3. Child's own drawing, 4. Child's own drawing.

2. 1. It's raining, 2. It's sunny, 3. It's snowing, 4. It's windy.

## Audio CD 2



- 1 It's sunny.
- 2 It's raining.
- 3 It's windy.
- 4 It's snowing.

## Review - SB Pages 96 & 97

### Language objectives

#### Grammar

- Present continuous to ask and describe actions in progress
- Negative form of Present simple with *be*

#### Vocabulary

- Activities in the park: *climbing a tree, eating a cake, flying a kite, playing football*
- Adjectives: *fat, happy, hungry, sad, short, tall, thin, thirsty*

#### Functions

- Talk about likes and dislikes

### Skills objectives

#### Speaking

- Ask and answer questions using the target vocabulary and grammar

#### Listening

- Identify target language items to build sentences

#### Reading

- Identify the target grammar of the unit: contractions in the verb *be*

## Writing

- Complete sentences using target language: Present continuous
- Practise writing contractions and using adjectives

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Units 1-7

## Attention to diversity

Children can get overexcited in races, so ensure that it is managed in a controlled fashion.

As there is a lot of team work in this lesson, make sure all children are participating equally and fairly.

## Warmer

Display the unit 7 picture **Flashcards**. Distribute the units 1-7 word **Flashcards** to each group of four. They discard the cards with the words that do not match the picture flashcards. Children then come up to the picture flashcards one group at a time and stick the flashcards in the appropriate places.

## Lead-in

Display the unit 7 **Flashcards** on the board. Hold up a unit 7 word **Flashcard**. Children volunteer to come to the board and stick the word on the corresponding spot on the board. Repeat the procedure with different word cards.

### 1 Children listen and write.

**Answer key:** 1. He's flying, 2. We're eating, 3. They're playing, 4. She's climbing

### 2 Children draw, ask and mark (✓ or ✗) on the chart.

**Answer key:** Child's own drawing and writing.

**Optional extra:** Children get up, mingle and exchange information about what they like. When you clap your hands, they move onto another child.

## Audio CD 2



- 1 What's he doing? He's flying a kite.
- 2 What are you doing? We're eating cake.
- 3 What are they doing? They're playing football.
- 4 What's she doing? She's climbing a tree.

## 3 Children read and match.

**Answer key:** I'm - I am, You're - You are, He's - he is, She's - She is, It's - It is, We're - We are, They're - They are, I'm not - I am not, You aren't - You are not, She isn't - She is not, He isn't - He is not, It isn't - It is not, We aren't - We are not, They aren't - They are not

**Optional extra:** Draw a *Noughts and Crosses* grid on the board with nine squares (numbered 1-9). In each square, write a structure in full:

- |                    |                     |
|--------------------|---------------------|
| 1 <i>It is not</i> | 6 <i>We are</i>     |
| 2 <i>They are</i>  | 7 <i>She is not</i> |
| 3 <i>He is</i>     | 8 <i>It is</i>      |
| 4 <i>I am</i>      | 9 <i>You are</i>    |
| 5 <i>She is</i>    |                     |

Divide the class into two teams: X and O. A child from team X chooses a number. The team write the contracted form and a child from the group comes to the board and writes the contraction. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally wins.

## 4 Children look and correct the sentences.

**Answer key:** 2. He isn't short, 3. It isn't thin, 4. They aren't sad.

**Optional extra:** Elicit the antonyms for the four adjectives in activity 4, for example, for the sentence *They aren't sad*, elicit the sentence *They're happy*. Children then write four sentences about themselves using one of the adjectives.

## Wrap up

Stick the unit 7 word **Flashcards** on the board/wall. Line two groups of children up facing the board/wall (depending on classroom space). Whisper one of the words to the last child in the line who then whispers it to the child in front. Children continue until the child closest to the **Flashcards** gets the word. He/She then takes the word card from the board/wall. Words to dictate: *school bag, jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt, ice cream, milk, pizza, sandwich, sunny, windy, running.*

## Final evaluation

Teacher's Resource Material: Test Unit 7



## At home

**Activity Book** - pages 96-97

**Answer key:**

- 1 1. eating, 2. riding
- 2 PICNIC
- 3 1. pizza, 2. biscuits, 3. milk, 4. grapes
- 4 Girl: like, like, doesn't like, like  
Boy: doesn't like, like, like, doesn't like

5 1. cake, 2. fish

6 Child's own answers.

- **Optional extra:** Children write their favourite five vocabulary items/characters from unit 7 in their notebooks and draw a picture.

**Activity Book** - pages 118 & 119

The **Picture Dictionary** on pages 118 & 119 gives children an illustrated reference of the main vocabulary in Unit 7 with extra listening practice.



## More practice

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

# Unit 8

# All about me!

| Grammar   | Vocabulary  | Pronunciation   | Recycled language  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li><b>have got:</b> affirmative, negative and interrogative</li> <li><b>Ability:</b> <i>can, can't</i></li> </ul> | <ul style="list-style-type: none"> <li><b>Sports:</b> <i>basketball, cycling, football, running, swimming, tennis</i></li> <li><b>Sports equipment:</b> <i>basketball, football, helmet, skipping rope, tennis racket, water bottle</i></li> <li><b>Verbs:</b> <i>dance, jump, sing, ski, throw</i></li> <li><b>Ordinal numbers:</b> <i>1<sup>st</sup> – 10<sup>th</sup></i></li> </ul> | <ul style="list-style-type: none"> <li><b>Phonics:</b> <i>t</i> and <i>th</i> sounds</li> </ul> | <ul style="list-style-type: none"> <li>Classroom objects</li> <li>Farm animals</li> <li>Colours</li> <li>Numbers</li> <li>Present continuous</li> <li><i>I like / I don't like</i></li> <li>Food</li> <li>Fruit</li> <li>Toys</li> <li>Days of the week</li> </ul> |

## Language objectives

| Grammar   | Functions  |
|---|--|
| <ul style="list-style-type: none"> <li>To use the structure <i>have got</i> (interrogative, affirmative and negative)</li> <li>To express ability with <i>can</i> and <i>can't</i></li> </ul> | <ul style="list-style-type: none"> <li>To count</li> <li>To ask about possession</li> <li>To talk about favourite sports, colours and food</li> <li>To talk about abilities</li> </ul> |
| Vocabulary  | Pronunciation  |
| <ul style="list-style-type: none"> <li>To identify and name sports and equipment</li> <li>To identify and name action verbs</li> <li>To identify and name ordinal numbers</li> </ul>          | <ul style="list-style-type: none"> <li>To highlight and practise the sounds <i>t</i> and <i>th</i></li> <li>To review the phonics <i>t</i>, <i>th</i> and <i>i</i></li> </ul>          |

## Skills objectives

| Speaking  | Reading  |
|---|--|
| <ul style="list-style-type: none"> <li>To sing and mime along to a chant or song to reinforce target language</li> <li>To ask and answer questions about possession using target language</li> <li>To use the target language to express favourite sports, colours and food</li> <li>To express abilities</li> </ul>                          | <ul style="list-style-type: none"> <li>To follow the narrative in a story</li> <li>To understand the lyrics of a song in order to act out the gestures</li> <li>To use reading skills to match text with written forms</li> <li>To use reading skills to correctly answer true or false statements about the text</li> <li>To use a narrative as a model for later reproduction</li> </ul>   |
| Listening   | Writing  |
| <ul style="list-style-type: none"> <li>To identify target language</li> <li>To follow the narrative of a story</li> <li>To listen and sing along</li> <li>To identify the target language in matching tasks</li> <li>To identify target language in order to complete a chant</li> <li>To recognise and distinguish target phonics</li> </ul> | <ul style="list-style-type: none"> <li>To trace and write target vocabulary/structures: activities, sports, sports equipment, <i>have got, can/can't</i>, ordinal numbers</li> <li>To complete gapped sentences with target language</li> <li>To write sentences about possession and abilities</li> <li>To spell ordinal numbers</li> <li>To complete sentences using target language</li> <li>To write a message to a pen pal</li> </ul> |

### Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: *have got* and *can*.
- Check children can understand and produce oral and written messages using the unit vocabulary: sports, sports equipment, verbs and ordinal numbers 1<sup>st</sup> to 10<sup>th</sup>.
- Children can recognise and differentiate between *t* and *th* sounds.
- Check children can understand and produce functional language: ask about possessions, talk about favourite sports, colours and food, talk about abilities.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**  
Language worksheets Unit 8, pages 25-27: Lesson 7  
Reading worksheet Unit 8, page 42: Lesson 6  
Writing worksheet Unit 8, page 55: Lesson 4  
Speaking worksheet Unit 8, page 67: Lesson 8  
Listening worksheet Unit 8, page 77: Lesson 3  
Test Unit 8, pages 140-145: Unit 8 Review
- **Flashcards** Units 1-8
- **Extra**  
Slips of paper                      Glitter  
Realia: photo of you          Paper bag  
Crayons                              Soft ball  
Construction paper              Magazines  
Glue

### 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 our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

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



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

Children work on representing information in the form of a table. Children practise using ordinal numbers in context.



#### Digital competence

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



#### Social and civic competence

Children look at the importance of helping others and empathise with people around them. Children look at the importance of turn-taking.



#### Cultural awareness and expression

Children look at the importance of sport in children's everyday lives and what can be learnt from participating in team sports.



#### Competence in learning to learn

Children work on strategies in order to expand and remember vocabulary and structures.



#### Sense of initiative and entrepreneurship

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

## Lesson 1 - SB Page 48

## Language objectives

## Grammar

- Review: Present continuous, *I like / I don't like*

## Vocabulary

- Sports: *basketball, cycling, football, running, swimming, tennis*
- Review: activities

## Skills objectives

## Listening

- Follow the narrative of a story
- Identify target language and number

## Reading

- Follow the narrative of a story

## Writing

- Write and trace sports activities

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 8
- A hat

## Attention to diversity

At this stage in the syllabus, the children have been presented with a lot of new vocabulary. Use mime, repetition and physical response to consolidate new language and structures.

## Warmer

Review actions and Present continuous by playing *Musical Mimes*. Play music. Place a hat on a child's head. The children pass the hat from head to head until the music stops. Stop the music. Say: *You're playing football*. The child wearing the hat mimes the action. Repeat with more actions.

## Lead-in

Encourage children to name all the sports they know. Point to page 98 and drill the target language: *basketball, cycling, football, running, swimming, tennis*.

1  2.45 Children read and listen to the story.

**Values:** Talk with students about how when we see that a friend feels insecure or is facing a major challenge, we can offer our help and make our friend feel more capable of doing things.

**Optional extra:** Check comprehension by asking questions about the story.

2  2.46 Children listen and number.

**Answer key:** 3. swimming, 5. running, 2. tennis, 6. basketball, 4. football, 1. cycling

**Optional extra:** Dictate the target language from activity 2. Children listen and draw a corresponding picture of themselves doing the activity.

## 3 Children trace the words.

**Optional extra:** Children write the words from activity 2 in their notebooks in order of most fun to the least fun.

## Fast finishers

Children read the story again quietly to themselves.

## Wrap up

Turn your back to the class and spell one of the words from activity 2 in the air with your finger. Children call out the correct answer, for example, *swimming!* Repeat with other words.

## Initial evaluation

Children stand in a circle. Using unit 8 **Flashcards**, pass a flashcard to the child on your left and ask: *Do you like (running)?* The child answers and then passes the flashcard to the next child in the circle and asks the question. Repeat with other flashcards.



## At home

## Activity Book - page 98

**Answer key:**

1. basketball, 2. tennis, 3. football, 4. cycling, 5. running, 6. swimming
- 2 Child's own writing and drawing.

## Audio CD 2



1 cycling

3 swimming

5 running

2 tennis

4 football

6 basketball

## Lesson 2 - SB Page 99

### Language objectives

#### Grammar

- *have got*: affirmative, negative

#### Vocabulary

- Sports equipment: *basketball, football, helmet, skipping rope, tennis racket*
- Review: target language units 1-7

#### Functions

- Talk about possession

### Skills objectives

#### Listening

- Identify target language and match it to the corresponding picture

#### Writing

- Circle the correct form of the target structure: *have got / haven't got*
- Write affirmative and negative sentences using *have got / haven't got*
- Spell target vocabulary (sports equipment)

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 1-8
- Slips of paper for each child

### Attention to diversity

With younger children, initial grammar instruction is implicit and should take a holistic approach, focusing on meaning rather than form and teaching chunks of language in a meaningful context for the child rather than individual units.

### Warmer

Divide the class into three teams. Place a selection of units 1-8 **Flashcards** face down at the front of the room. Taking turns, each team turns over a card. In order to win a point, the child must name the object correctly. To win an extra point, children name the category it belongs to.

### Lead-in

Present unit 8 **Flashcards** one by one to the children by showing them the image for a second and then quickly turning it around. Children call out the name of the object.

### 1 2.47 Children listen and stick.

**Answer key:** 1. I've got a bike and a helmet, 2. I've got a basketball, 3. I've got a football, 4. I've got a tennis racket.

**Optional extra:** Draw a stickman with a basketball on the board. Write underneath the image: *I've got a basketball*. Draw another stickman image without a basketball and write underneath: *I haven't got a basketball*. Drill individually and chorally. Repeat the procedure using other sports equipment.

### 2 2.48 Children listen and circle.

**Answer key:** 1. 've got - haven't got, 2. haven't got - 've got, 3. 've got - haven't got

**Optional extra:** Children think of something they have got and haven't got in their pencil case. Children write a sentence: *I've got a pencil. I haven't got a ruler*.

### Wrap up

Children count how many of each item they can find on the page.

### Continuous assessment

Play *Hangman* with the sports equipment vocabulary. Children also name the sport.



### At home

#### Activity Book - page 99

**Answer key:**

- From top to bottom: 1. picture 4, 2. picture 1, 3. picture 3, 4. picture 1
1. I've got, 2. I've got, 3. I haven't got, 4. I haven't got

### Audio CD 2



1 I've got a bike and a helmet.

3 I've got a football.

2 I've got a basketball.

4 I've got a tennis racket.



1 I've got a skipping rope. I haven't got a tennis ball.

3 I've got a helmet. I haven't got a tennis racket.

2 I haven't got a basketball. I've got a football.

## Lesson 3 - SB Page 100

## Language objectives

## Grammar

- *have got*: questions, short answers

## Vocabulary

- Review: classroom objects, farm animals, colours

## Skills objectives

## Speaking

- Ask and answer questions about possession and identity using target language

## Listening

- Identify target language and characters in order to match the numbers and pictures correctly

## Writing

- Write affirmative and negative sentences using *have got* / *haven't got*

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Slips of paper for each child
- Paper bag

## Attention to diversity

Activities which combine receptive skills and target language may be challenging.

## Warmer

Write *tennis racket* vertically on the board.

Divide the class into pairs. In pairs, children copy and think of one word that begins with each of the letters.

## Lead-in

Draw different sports equipment on the board. Elicit the names of the objects and drill.

1  2.49 Children listen and match.

**Answer key:** Jill - 2, Lucy - 1, Tania - 4, Ben - 3

**Optional extra:** Highlight and drill the question form and short answers. In pairs, children take turns pointing to each other's pencil cases and asking questions.

2 Children play *Guess who?*

**Optional extra:** Children write their names on slips of paper. Collect the names in a paper bag. Invite a volunteer

to take a name from the bag and keep it secret. Children ask up to five questions to find out who it is.

## 3 Children look and tick about themselves (✓).

**Answer key:** Child's own answers

**Optional extra:** Children copy the sentences which are true for them into their notebooks and draw a picture.

## 4 Children ask and answer.

**Optional extra:** Children draw a picture of a school bag in their notebooks and write underneath *My Magic School Bag*. In their magic school bag, children draw up to five items from the categories *fruit*, *clothes* and *sports equipment*. In pairs, children compare school bags.

## Fast finishers

Children count how many of each sports equipment item they can see on the page.

## Wrap up

Divide the class into four teams. Invite a volunteer from each team to the front of the class. Name a piece of sports equipment. The first child to draw the object correctly wins a point for his/her team.

## Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 8



## At home

## Activity Book - page 100

**Answer key:**

1. Yes, I have, 2. No, I haven't.
- 2 Child's own answers and drawing.
- 3 Child's own answers.

## Audio CD 2



Hi Jill! Have you got a helmet?  
Yes, I have. I've got a helmet and a skipping rope.

Hello Lucy! Have you got a tennis ball?  
No, I haven't.  
Have you got a football?  
Yes, I have. I've got a football and a water bottle.

Hi Tania! Have you got a tennis ball?  
Yes, I have. I've got a tennis ball and a tennis racket.

Hi Ben! Have you got a basketball?  
Yes, I have. I've got a basketball and a football.

## Lesson 4 - SB Page 101

### Language objectives

#### Vocabulary

- Review: sports equipment, food, colours, farm animals, fruit, toys, days of the week

#### Functions

- Talk about favourite sports, colours, food

### Skills objectives

#### Speaking

- Ask and answer questions in order to find out information about favourite sports, colours, food

#### Listening

- Identify the key vocabulary through the context of a chant

#### Writing

- Use target language to write about favourite sports, colours and food

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8 (sports equipment)
- Slips of paper

### Attention to diversity

Monitor and provide language assistance where necessary. Allow for plenty of personalisation to aid recall and retention.

### Warmer

Display unit 8 (sports equipment) **Flashcards** one by one. Children write the corresponding word in their notebooks.

### Lead-in

Mime different sports. Children call out the correct word. In pairs, children take turns miming and guessing.

### 1 2.50 Children listen, tick (✓) and complete.

**Answer key:** basketball

**Optional extra:** Write on the board: *What's your favourite sport?* Drill the question individually and chorally. Ask a child: *What's your favourite sport?* Repeat until all children have participated.

### 2 2.51 Children listen and chant.

**Optional extra:** Play the audio again. Children listen and act out the chant.

### 3 Children look and complete.

**Answer key:** 1. basketball, 2. tennis, 3. cycling, 4. football

**Optional extra:** Hand out a slip of paper to each child. Children write their name. Children draw a picture of themselves doing their favourite sport and write the corresponding sentence underneath.

### 4 Children complete the chart about themselves.

**Answer key:** Child's own writing.

**Optional extra:** Children copy and complete the sentences.

*My favourite farm animal is...*

*My favourite fruit is...*

*My favourite toy is...*

*My favourite day of the week is...*

### Wrap up

Divide the board into six columns, e.g., *basketball/football/tennis/ swimming/cycling/running*. Give each child a slip of paper and children write their name in big letters. Ask children to come to the front of the class, say their favourite sport and stick their name to the appropriate place on the board. Focus children's attention on results by asking questions: *How many girls/boys like football? Who likes tennis? What's the class's favourite sport?*

### Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 8



### At home

#### Activity Book - page 101

**Answer key:**

**1** 1. cycling, 2. basketball, 3. swimming, 4. football

**2**



## Lesson 5 - SB Page 102

## Language objectives

## Grammar

- Review: interrogative, affirmative and negative forms of *have got*

## Vocabulary

- Review: sports, sports equipment, colours, numbers, food

## Skills objectives

## Speaking

- Ask and answer questions about possession
- Spell target vocabulary

## Listening

- Identify target language in a story
- Follow a narrative

## Reading

- Follow the narrative of a story
- Recognise target language in the context of a story
- Recognise and understand the target structure *have got* and draw the corresponding picture

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 8
- Slips of paper

## Attention to diversity

Stories contain a lot of extra vocabulary which may impede comprehension. Ensure children grasp the theme of the narrative through concept-check questions and gestures.

## Warmer

Stick unit 8 **Flashcards** to the board. Children say the words. Then they close their eyes. Remove three of the flashcards. Children open their eyes and name the missing flashcards.

## Lead-in

Show children your pocket. Tell children: *In my magic pocket, I've got a football, a tennis racket, a helmet, a bike, a skipping rope and a water bottle.* Pause. Ask children: *What have I got in my magic pocket?* Elicit the correct order.

1  2.52 Children read and listen to the story (1-8).

**Optional extra:** Write on the board the following true or false statements. Children copy the correct version in their notebooks.

*Sue is eight.* (False. She's seven.)

*Sue's favourite colour is red.* (False. It's purple.)

*Sue's favourite sport is tennis.* (False. It's football.)

*Sue's favourite food is cheese.* (False. It's cake.)

*Sue likes cycling.* (True)

## 2 Children read and draw.

**Answer key:** Child's own drawing.

**Optional extra:** Write the following words on the board:

*football tennis racket water bottle helmet*  
*skipping rope tennis ball basketball*

Hand out one slip of paper to each child. In secret, children draw and label one of the items on individual pieces of paper. Children walk around the class asking each other questions in order to find a match: *Have you got a football? Yes, I have.*

## Fast finishers

Children read the story again quietly to themselves.

## Wrap up

Spell the words from the lesson and children write them in their notebooks. Spell each word once. Make groups of four and children compare answers. Elicit one answer from each group. Children must spell the word back to you.

## Continuous assessment

Give each child a slip of paper. Children draw the first scene of the story. This time they include themselves as the main character and fill in the speech bubble with information about them:

*My name is \_\_\_\_\_. I'm \_\_\_\_\_. My favourite colour is \_\_\_\_\_ and my favourite food is \_\_\_\_\_.*



## At home

## Activity Book - page 102

**Answer key:**

1 1. football, 2. bike, 3. running, 4. racket, 5. cycling, 6. tennis ball, 7. water bottle

2 1. X, 2. ✓, 3. X, 4. ✓, 5. ✓, 6. X

- Optional extra:** Children add more information about themselves to the speech bubble from the assessment activity using the structures *I've got* and *I like / I don't like*.

## Lesson 6 - SB Page 103

### Language objectives

#### Grammar

- Ability: *can/can't*
- Review: *I like*

#### Vocabulary

- Activities: *dance, ride a bike, ski*
- Review: sports

#### Functions

- Talk about abilities

### Skills objectives

#### Speaking

- Reproduce model text

#### Listening

- Understand and use a model for later production

#### Reading

- Follow a narrative

#### Writing

- Fill the gaps with target language *can/can't* to form complete sentences
- Reorder sentences containing target language to form correct sentences

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Photo of you
- Slips of paper

### Attention to diversity

Some children may have better receptive skills than others. Ask questions to generate interest, provide a context and facilitate recall of the previous instalment. Encourage shy learners during group activities and ensure participation is equal.

### Warmer

Children draw a 2 x 2 grid in their notebooks, write four activities they like doing and draw one symbol to represent the activity in each square. Call out the activities at random using the structure *I like: I like running. I like swimming.* Continue until a child has crossed out all four and shouts *Bingo!*

### Lead-in

Ask the class to raise their hand if they can ride a bike. Stick to the board a photo of you riding a bike or doing any of the activities from the lesson. Write underneath *I can ride a bike* and nod your head. Drill individually and chorally, paying particular attention to the weak forms of *can*. Then write on the board, *I can't ride a bike* and shake your head. Drill chorally and individually.

### 1 Children read and listen to the story (1-8).

**Optional extra:** Tell the children: *I can run!* Children who can do the activity repeat the utterance and do the accompanying mime. Those who can't, remain silent.

### 2 Children look and write.

**Answer key:** 1. can, 2. can't, 3. can

**Optional extra:** Children read their sentences aloud to their partner.

### 3 Children act out the story.

**Optional extra:** Children practise their roles in groups of three. Then they come to the front of the class and perform their improvisation. Encourage children to say their lines with feeling and to mime the actions.

### Fast finishers

Children write the activities from the lesson in alphabetical order in their notebooks.

### Wrap up

Write on the board:

*I - ski - can*  
*dance - I - can't*  
*play - I - can - basketball*  
*can't - I - play - football*  
*ride - can - a - bike - I*

Children order the words and copy the correct sentences in their notebooks.

### Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 8



### At home

**Activity Book - page 103**

**Answer key:**

**1** 4, 2, 1, 3

**2** 1. can, 2. can't, 3. can, 4. can, 5. can

**3** 1. I can play tennis, 2. I can dance, 3. I can play football, 4. I can play basketball, 5. I can ride a bike.

## Lesson 7 - SB Page 104

## Language objectives

## Grammar

- Review: *can/can't*

## Vocabulary

- Activities: *dance, play the piano, sing*
- Review: *climb a tree, ride a bike; sports, sports equipment*

## Functions

- Talk about abilities

## Skills objectives

## Speaking

- Use the target language to express and ask about abilities
- Use target language in a chant

## Listening

- Identify the target language in a matching task

## Writing

- Write the target language to express abilities

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8
- Slips of paper

## Attention to diversity

Children may struggle to assimilate new vocabulary and recognise it in conjunction with the new structure *can/can't*. Allow for plenty of recycling of new and old vocabulary at various stages in the lesson.

## Warmer

Display the unit 8 **Flashcards** on the board. Lead the children in the following chant:

*Everybody, listen to me!*

*I can see something beginning with ('b')!*

The child who guesses the object correctly then comes to the front of the room and repeats the procedure.

## Lead-in

Hand out slips of paper to each child. Children make their own word cards with the following target language:

*basketball*

*cycling*

*football*

*running*

*swimming*

*tennis*

In pairs, children place both sets of cards face down on the table. Children turn over their cards at the same time. When a child turns over a matching pair they call out *Snap!* and take the pair of cards out of the game.

# 1 2.54 Children listen and write ✓ (can) or ✗ (can't).

**Answer key:** 1. ✗, 2. ✓, 3. ✓, 4. ✗

**Optional extra:** Write the following on the board:

*I \_\_\_\_\_ sing.*

*I \_\_\_\_\_ ski.*

*I \_\_\_\_\_ play the piano.*

*I \_\_\_\_\_ dance.*

Children copy the sentences and complete them with *can* or *can't*.

# 2 2.55 Children listen and tick (✓) or cross (✗).

**Answer key:**

|       | climb a tree       | ride a bike        | swim               | ski                |
|-------|--------------------|--------------------|--------------------|--------------------|
| Ted   | ✓                  | ✗                  | ✓                  | ✗                  |
| Diana | ✗                  | ✓                  | ✓                  | ✓                  |
| Me    | Child's own answer | Child's own answer | Child's own answer | Child's own answer |

**Optional extra:** Ask questions to check comprehension.

# 3 Children complete the chart for themselves.

**Answer key:** Child's own answers

**Optional extra:** Write *Can you (climb a tree)?* on the board. Drill the question form both chorally and individually with exaggerated intonation. Invite children to ask you questions.

# 4 Children tell a partner.

**Optional extra:** Invite pairs to the front of the class to share what they have learnt about their partner.

## Wrap up

Distribute five slips of paper to each child. Children write *I can!* on the first slip and decorate. They draw a picture and write a sentence about things they can do on the following three pages. Staple pages together using the *I can!* page as a cover. Invite volunteers to the front of the room to read out their sentences.

## Continuous assessment

**Teacher's Resource Material :** Listening worksheet Unit 8



## At home

**Activity Book** - page 104

**Answer key:**

**1** From top to bottom, clockwise: 3, 2, 4, 1, 5

**2** Child's own drawing.

**3** Child's own writing.

## Audio CD 2



- 1 I can't sing.                      3 I can play the piano.  
2 I can ski.                        4 I can't dance.



Hi! I'm Ted. I can climb a tree. I can't ride a bike. I can swim. I can't ski.

Hi! I'm Diana. I can't climb a tree. I can ride a bike. I can swim. I can ski.

## Lesson 8 - SB Page 105

## Language objectives

## Vocabulary

- table, Theo, thin, third, thirsty, three, throw, thumb, Tim, toe, toilet, tree

## Pronunciation

- Phonics *t* and *th*

## Skills objectives

## Listening

- Identify the phonics *t* and *th* in sets of words

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Construction paper
- Magazines
- Scissors
- Glue
- Slips of paper

## Attention to diversity

Children may have problems distinguishing between the two sounds. Make sure they can see the position of your mouth and tongue when drilling.

## Warmer

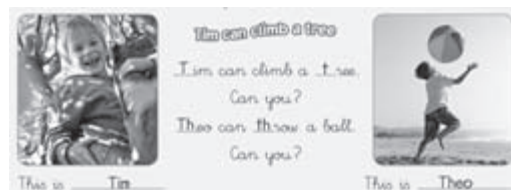
Draw two stickmen on the board and label them *Theo* and *Tim*. Highlight the short *t* phonic and drill the word *Tim* individually and chorally. Then say *Theo* and elicit the *th* sound.

## Lead-in

Children look for something in the first picture in activity 1 that has a *t* sound: *tree*. Then elicit the action in the second picture that begins with a *th* sound: *throw*.

1 Children listen, label and complete with *t* or *th*.

## Answer key:



**Optional extra:** Teach the children the following tongue twister:

*Three thin thirsty children put their thumbs and their toes on the table.*

Children practise saying this tongue twister as quickly as possible in pairs.

## 2 Children listen and tick (✓) the beginning sound.

**Answer key:** 1. *t*, 2. *th*, 3. *t*, 4. *t*, 5. *th*, 6. *th*, 7. *th*, 8. *t*, 9. *th*

**Optional extra:** Hand out two slips of paper to each child. At the top of one, they copy the phonic *t* and on the other they write *th*. Call out the words in activity 2 and children say the word and hold up the correct phonic symbol.

## Fast finishers

Children copy one word of their choice in their notebooks and draw the corresponding symbol.

## Wrap up

Prepare a poster to hang on the classroom walls by drawing four columns and labelling them *ch*, *sh*, *t* and *th*. Divide the class into four groups. Assign each group a sound and distribute magazines among the children. Children look for pictures of words beginning with the target phonics and cut them out. In pairs, children show their cuttings to the class and stick their pictures to the poster.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 8

**Optional extra:** Dictate the following words with the target phonics:

- |         |           |          |
|---------|-----------|----------|
| 1 table | 4 thirsty | 7 tree   |
| 2 toe   | 5 thin    | 8 toilet |
| 3 thumb | 6 three   |          |

Children write the words in their notebooks and the corresponding phonic next to each number.

## At home

**Activity Book** - page 105

Answer key:

**1** 1. th, 2. t, 3. th, 4. t, 5. th, 6. th

**2**



**Optional extra:** Children write three words of their choice with one of the phonics and draw an accompanying picture.

## Audio CD 2



|         |          |           |
|---------|----------|-----------|
| 1 tree  | 4 toilet | 7 thirsty |
| 2 three | 5 thumb  | 8 toe     |
| 3 table | 6 third  | 9 thin    |

## Lesson 4 - SB Page 106

### Language objectives

#### Vocabulary

- Ordinal numbers 1<sup>st</sup>-10<sup>th</sup>
- Review: numbers, sports equipment, farm animals

#### Functions

- Count to 10<sup>th</sup>

#### Pronunciation

- th sound in ordinal numbers

### Skills objectives

#### Speaking

- Use the correct rhythm in songs

#### Listening

- Identify target language in order to fill in gaps
- Understand and reproduce ordinal numbers in a song

### Reading

- Read numbers
- Recognise and match the numerical and written form of target language

### Writing

- Write target language: ordinal numbers 1<sup>st</sup>-10<sup>th</sup>

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 6
- Construction paper (A4 size)
- Soft ball

### Warmer

Divide the class into pairs. Tell children that they are going to play a game of word tennis and the category is *sports equipment*. The child who starts claps and says a word corresponding to the lexical set. Their partner then claps and says another word and so on until the children can't think of any more words.

### Lead-in

Invite ten students to come to the front of the class and line up in a straight line. Point to the first child and say *first*. Drill chorally and individually, paying particular attention to the *th* sound in *fourth, fifth, sixth, seventh, eighth, ninth, tenth*. Repeat procedure until you reach the tenth child. Start again, this time eliciting the words from the children: *He is (first), she is (second)*.

### 1 Children read and match.

**Answer key:** 1st - first, 2nd - second, 3rd - third, 4th - fourth, 5th - fifth, 6th - sixth, 7th - seventh, 8th - eighth, 9th - ninth, 10th - tenth

**Optional extra:** Children write down three ordinal numbers from first to tenth in full. Call the numbers out randomly and children cross their numbers off as they hear them. They shout *Bingo!* when they have crossed them all off.

### 2 Children listen and sing.

**Optional extra:** Children sing the song again, with boys and girls singing alternate lines.

### 3 Children listen and write.

**Answer key:** From top to bottom: eighth, sixth, fourth, second

**Optional extra:** Lead the children in the following chant:  
*Now it's time to throw the ball.  
Let's take turns. It's fun for all!*

Throw a soft ball to the child on your right and elicit *first!* The child then passes the ball to their neighbour who calls out *second!* and so on until the ball reaches the tenth child. Repeat procedure until every child has had a turn.

### Wrap up

Display unit 6 **Flashcards** one by one to children and elicit names. Distribute a sheet of construction paper to each child. Children draw a ten-storey building and draw a farm animal on each floor. Children write the corresponding sentence next to each picture: *The hen is on the fifth floor.*

### Continuous assessment

Ask children to draw ten friends in a line and write the correct ordinal numbers.



### At home

#### Activity Book - page 106

Answer key:

**1** 1st - first, 3rd - third, 9th - ninth, 6th - sixth, 10th - tenth, 4th - fourth, 5th - fifth

**2**



**Optional extra:** Children rank their favourite animals in order of preference using ordinal numbers.

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 8
- Construction paper (A4 size)
- Crayons
- Soft ball
- Glitter
- Scissors
- Glue

### Attention to diversity

As children tend to be sensitive to the idea of losing, promote participation and foster group cooperation during the sports activities. Ensure that all children get a trophy, regardless of performance.

Some children enjoy making arts and crafts more than others. Encourage effort and participation, and be on hand to provide assistance when necessary.

### Warmer


Display unit 8 **Flashcards** on the board. Choose one flashcard and mouth the word silently. Children read your lips and say the word.

### Lead-in

Dictate the following to the children:

*I can run. I can dance. I can play basketball. I can play tennis. I can't ski. I can't swim. I can't ride a bike. I can't play football.*

Children repeat and mime the action if the sentence is positive. They remain silent and shake their head if negative.

**1**  **Children listen and write ✓ (can) or ✗ (can't).**

Answer key:



**Optional extra:** Divide the class into two teams. Draw a vertical line on the board. Invite children from each team to come to the front of the class. Using unit 8 word **Flashcards** show a word from this unit to both of the students.

## Lesson 10 - SB Page 107

### Language objectives

#### Grammar

- Review: *can/can't*

#### Vocabulary

- Review: sports, sports equipment, ordinal numbers

#### Functions

- Talk about abilities

### Skills objectives

#### Listening

- Identify target language and match to the correct picture

## Unit 8

Children draw a picture on the board (or IWB) representing the word. The first team to guess the word wins a point. Repeat several times.

### 2 Children organise a class sports day.

**Optional extra:** Ask volunteers to present their ideas for a sports day to the rest of the class.

### 3 Children cut out and make trophies. They have an award ceremony.

**Optional extra:** Invite children to the front of the class to display their trophy and tell the group where they came in the competition: *I'm Lucy. I'm first!*

### Wrap up

Distribute construction paper to each child. Children draw and colour a picture of the sports day, including themselves and their classmates, labelling the activities and sports equipment.

### Continuous assessment

Children stand in a circle. Toss a ball to a child and say *Sports*. The child then names a sport: *swimming*. Then he/she tosses the ball to another child, who in turn, continues the chain by naming another sport.



### At home

**Activity Book** - page 107

Answer key:

- 1** 1. Jen, 2. Tom, 3. Steve, 4. Meg
- 2** Child's own drawing.

### Audio CD 2



Today is our class sports day! It's my favourite day. I like sport. I can run. I can dance. I can play basketball. I can play tennis. I can't ski. I can't swim. I can't ride a bike. I can't play football.

## Review - SB Pages 108 & 109

### Language objectives

#### Grammar

- *have got*: affirmative and negative
- *can/can't*
- *How many...?*

### Vocabulary

- Activities: *dance, ride a bike, sing*
- Sports: *cycling, playing basketball, playing football, playing tennis, running, swimming*
- Sports equipment: *basketball, football, tennis ball, tennis racket*
- Food
- Colours

### Functions

- Express ability
- Talk about possession
- Talk about favourite sports, colours, food

### Skills objectives

#### Speaking

- Ask and answer questions using the target vocabulary and grammar

#### Listening

- Identify target language items and match to the correct image

#### Writing

- Complete sentences using target language: *have got*
- Complete a message to a pen pal using language from units 1-8
- Write a message to a pen pal

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Slips of paper

### Attention to diversity

As children tend to display varying degrees of motor development at this age, they may need extra assistance when writing a message to their pen pal.

### Warmer

Ask children to look at page 107. Divide the children into pairs and ask questions with the structure *How many...?* For example, *How many children are swimming?*

Pairs put up their hands and call out *Buzz!* when they know the correct answer. Award one point for each correct answer.

### Lead-in

Say *Go!* Students stand up and mime an activity from the unit. When you say *Stop!*, students must freeze in whatever position they are and stand perfectly still.

Elicit from the children what they are doing. Repeat the procedure several times.

## 1 2.61 Children listen and tick (✓).

Answer key:



**Optional extra:** Hand out two slips of paper to each child. Children draw a picture of something that they *can* and *can't* do and swap their drawing with their partner. Children write the corresponding sentence underneath their partner's picture, for example: *I can ride a bike. I can't sing.*

## 2 Children complete the sentences.

**Answer key:** 1. haven't got, 've got, 2. 've got - haven't got

**Optional extra:** Say the following sentences to the children:

*The girl has got a tennis racket. (false)*

*The girl hasn't got a tennis ball. (false)*

*The boy hasn't got a basketball. (false)*

*The boy hasn't got a football. (true)*

Children listen and stamp their foot if the utterance is true. If false, children put their finger on their nose and call out: *Wrong!* and say the correct sentence.

## 3 Children complete the sentences for themselves.

**Optional extra:** Children get up, mingle and exchange information about their favourite sport, colour and food. When you clap your hands, they move onto another child.

### Audio CD 2



1 I can't sing.

2 I can ride a bike.

## 4 Children read and complete.

**Answer key:** From top to bottom: bike, cats, blue, six, tennis, play the piano, dog

**Optional extra:** Write the phrase *pen pal* on the board and elicit the meaning. Distribute a slip of paper to each child.

Write the following text on the board:

(Name) is \_\_\_\_\_ years old.

He/She lives in \_\_\_\_\_.

He/She has got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

His/Her favourite colour is \_\_\_\_\_.

He/She likes \_\_\_\_\_.

He/She doesn't like \_\_\_\_\_.

His/Her favourite food is \_\_\_\_\_.

His/Her favourite sport is \_\_\_\_\_.

His/Her favourite colour is \_\_\_\_\_.

Children copy the text in their notebooks and complete the sentences about an imaginary pen pal.

## 5 Children write a message to a pen pal.

**Optional extra:** Children draw a picture of their imaginary pen pal next to the message. Invite volunteers to the front of the class to present their drawings to the class and read their message to their pen pal aloud.

## Wrap up

Children look back through the unit and make a list in their notebooks of six new words they have learnt. Divide the class into small groups of four. One child in each group draws a picture to illustrate one of the words. The other children in the group try to guess what he/she is drawing. The first child to correctly guess the word draws the next picture. Groups continue until each child in the group has had the opportunity to draw once or twice.

## Final evaluation

**Teacher's Resource Material:** Test Unit 8



## At home

**Activity Book** - pages 108-109

**Answer key:**

**1** 1. play, 2. catch, 3. sing, 4. ride  
Child's own answers

**2** Child's own drawing.

**3** Child's own writing.

• **Optional extra:** Children write their favourite five vocabulary items/characters from unit 8 in their notebooks and draw a picture.

**Activity Book** - page 119

The **Picture Dictionary** on page 119 gives children an illustrated reference of the main vocabulary in Unit 8 with extra listening practice.



## More practice

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

## SB Pages 110 &amp; 111

## Language objectives

## Grammar

- Present simple with *be*: affirmative, negative, interrogative
- Present continuous: affirmative, negative, interrogative
- *have got*: affirmative, negative, interrogative

## Vocabulary

- Question words: *Where, How, What, How many*
- Adjectives
- Food
- Sports and activities
- Colours

## Functions

- Talk about likes
- Talk about possessions
- Talk about favourite things
- Talk about ability

## Skills objectives

## Speaking

- Ask and answer questions using target language

## Writing

- Make a poster using the language seen above

## Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Units 1-8
- Slips of paper
- Post-its for children to use when they make their posters

## Attention to diversity

As there is an element of competition in this lesson, make sure more competitive children are playing appropriately and respectfully. Less confident children may not be as willing to contribute. Encourage these children sensitively so everyone is participating.

## Warmer

Write on the board the beginning of questions as follows:

|                        |                                  |
|------------------------|----------------------------------|
| <i>Where's...?</i>     | <i>What's your favourite...?</i> |
| <i>What colour...?</i> | <i>Have you got a...?</i>        |
| <i>How old...?</i>     | <i>Do you like...?</i>           |
| <i>Are you...?</i>     |                                  |

Elicit possible ways of completing the questions. For example, *Are you tired?* Children copy the questions down choosing words of their choice to complete them. In pairs, children take turns to ask and answer their questions.

## Lead-in

Display the units 1-8 **Flashcards** in unit sets around the classroom. Label the flashcards 1-8. Divide the children into five teams. Distribute 10 slips of blank paper to each team. Each team nominates a secretary who will be in charge of writing the numbers down. Dictate words from the flashcards and the first team to write the number on the slips from the corresponding set of flashcards wins a point for their team.

1 Children play *Lots of questions*.

**Optional extra:** Draw a 4 x 5 grid on the board. Copying the format of the board game on **Student's Book** page 110, write the numbers 1-4 at the top of the grid and the letters A-E down the left-hand side.

Divide the class into two teams: A and B.

A child from team A calls out a number-letter combination, for example: 2-C. A child from team B reads the corresponding question: *Is she angry?*

Another child from the same team answers the question: *No, she isn't. She's sad.* If the child answers the question correctly, team B wins a point and you write a B in square 2-C on the board. If not, team B calls a different number-letter combination for team A to answer. The game continues until all of the squares on the grid on the board have been filled. The team with the most squares at the end of the game is the winner.

1 Children play *Charades*.

**Optional extra:** Children write all the actions/words they remember from the game of charades in their notebooks.

## 2 Children make a poster about themselves.

**Optional extra:** Once their posters are complete, children use Post-its to cover up their written words, so they are hidden from their partner and only the pictures can be seen. In pairs, children take turns to make sentences about their partner's poster, for example, *You like milk. Your favourite sport is football.*

### 3 Children share their poster with their classmates.

**Optional extra:** Each child displays his/her poster in a spot in the classroom. Ask the class questions based on the information in the posters, for example:

*Who likes chocolate?*

*Who's got a dog?*

*Whose favourite sport is football?*

*Who can swim?*

Children answer them in pairs, taking turns to ask and answer their own questions of a similar kind.

### Wrap up

In pairs, students choose their favourite chant or song from the **Student's Book** and rehearse it together. In pairs, they perform their song to the rest of the group.

### Continuous assessment

**Teacher's Resource Material:** End of Term 3 Test and End of Year Test

**Optional extra:** Play *Noughts and Crosses* with some grammar and vocabulary items from units 1-8.

Divide the class into two teams: X and O.

A child from team X chooses a number. The team answer a question from the list below. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally wins.

1. Show the unit 2 balloon **Flashcard**. Children must spell the word *balloon* to earn a nought or cross in the square.
2. Write *Can...?* and stick the unit 8 swimming **Flashcard** in the square. Children must formulate the question: *Can you swim?*
3. Make an animal sound for children to say the animal.
4. Point to a room in the house in the poster and children spell the word(s).
5. Give an anagram, for example, *burber* (rubber) to solve and spell.
6. Write in the square the word *like* followed by a question mark and a **Flashcard** of a food of your choice. Children must formulate the question: *Do you like (cake)?*
7. Do an action and children must use the Present continuous to describe the gesture, for example, *You're climbing a tree.*
8. Tell children to give you five animals.
9. Tell children to give you five parts of the body.



### At home

#### Activity Book - pages 110-111

Answer key:

- 1** 1. cake, 2. spider, 3. horse, 4. clock, 5. dress, 6. fish, 7. bike, 8. shoes, 9. milk, 10. football

**2**

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s | p | i | d | e | r | t | g | f | c | a | k | e |
| a | m | b | z | e | d | t | u | o | l | h | k | y |
| x | m | i | l | k | c | u | u | o | o | u | t | f |
| v | j | k | l | a | v | b | z | t | c | u | l | e |
| d | f | e | o | b | u | n | y | b | k | x | t | h |
| r | t | n | o | i | m | w | f | a | v | b | q | o |
| e | z | s | h | o | e | s | i | l | f | g | p | r |
| s | m | o | d | b | k | r | s | l | d | c | o | s |
| s | w | x | i | t | o | u | h | s | x | m | n | e |

- 3** Picture 1: He's drinking. - Yes, he can. - He's wearing a jumper and trousers. - Jamie,  
Picture 2: He's playing football. - No, he can't. - He's wearing a T-shirt and shorts. - David,  
Picture 3: He's riding a bike. - Yes, he can. - He's wearing a T-shirt and trousers. - Mike

- **Optional extra:** Children make a dictionary in their notebooks. On each clean page instruct children to write a letter from the alphabet. Children then go through their **Student's Book** and write all the words in the corresponding pages.

### 1 **AB Page 8**

My favourite day is Wednesday.  
My favourite colour is green.  
My favourite day is Sunday.  
My favourite colour is red.  
My favourite day is Friday.  
My favourite colour is blue.  
My favourite day is Monday.  
My favourite colour is pink.  
My favourite day is Thursday.  
My favourite colour is orange.  
My favourite day is Saturday.  
My favourite colour is purple.  
My favourite day is Tuesday.  
My favourite colour is yellow.



### **AB Pages 14 & 15**

See pages 14-15 of the **Student's Book** for the transcript.

### 5 **AB Page 20**

1  
**Teacher:** Is it a book?  
**Boy:** Yes, it is.  
2  
**Teacher:** Is it a pen?  
**Boy:** No, it isn't.  
3  
**Teacher:** Is it a rubber?  
**Boy:** No, it isn't.  
4  
**Teacher:** Is it a clock?  
**Boy:** Yes, it is.

### 6 **AB Page 26**

See page 26 of the **Student's Book** for the transcript.

### 7 **AB Page 32**

1  
Let's open the presents.  
2  
Let's eat cake.  
3  
Let's play a game!

### 8 **AB Page 46**

1  
**Boy:** Where's my grandad?  
**Girl:** He's in the kitchen.  
2  
**Boy:** Where's my sister?  
**Girl:** She's in the living room.  
3  
**Boy:** Where's my grandma?  
**Girl:** She's in the bathroom.

### 9 10 **AB Page 53**

See pages 52-53 of the **Student's Book** for the transcript.

### 11 **AB Page 65**

See pages 64-65 of the **Student's Book** for the transcript.

### 12 **AB Page 70**

1  
She's wearing a yellow dress and white shoes.  
She's got brown hair.  
She's got blue eyes.  
2  
He's wearing blue shorts and a grey T-shirt.  
He's wearing green shoes and white socks.  
He's got black hair.  
He's got green eyes.  
3  
She's wearing a pink jumper and a yellow skirt.  
She's wearing black shoes.  
She's got blond hair.  
She's got brown eyes.

### 13 **AB Page 78**

See pages 78-79 of the **Student's Book** for the transcript.

### 14 **AB Page 79**

See pages 78-79 of the **Student's Book** for the transcript.

### 15 **AB Page 84**

1  
**Man:** Is this your pig?  
**Child:** No, it isn't. My pig is small and thin.  
2  
**Woman:** Is that your dog?  
**Child:** No, it isn't. My dog is big and dirty.

### 16 17 **AB Page 90**

See pages 90-91 of the **Student's Book** for the transcript.

### 18 **AB Page 91**

See pages 90-91 of the **Student's Book** for the transcript.

### 19 **AB Page 97**

**Girl:** I like pizza. I like biscuits. I don't like milk. I like grapes.  
**Boy:** I don't like pizza. I like biscuits. I like milk. I don't like grapes.

### 20 **AB Page 102**

See pages 102-103 of the **Student's Book** for the transcript.

### 21 22 **AB Page 103**

See pages 102-103 of the **Student's Book** for the transcript.

 23 **AB Page 112**

book  
crayon  
glue stick  
pen  
pencil case  
rubber  
ruler  
school bag  
sharpener  
chair  
clock  
shelf  
table

 24 **AB Page 113**

balloon  
cake  
candle  
card  
party hat  
present  
ball  
car  
doll  
teddy bear

 25 **AB Pages 113 & 114**

armchair  
bed  
bookcase  
sofa  
bathroom  
bedroom  
kitchen  
living room  
mum  
dad  
grandma  
grandad  
sister  
brother  
aunt  
uncle  
cousins

 26 **AB Pages 115 & 116**

apple  
banana  
carrot  
cherry  
cucumber  
onion  
orange  
peach  
pear  
potato  
tomato  
watermelon  
ant  
bee  
butterfly  
ladybird  
spider

 27 **AB Pages 116 & 117**

arm  
ear  
eye  
finger  
foot  
hair  
hand  
head  
knee  
legs  
mouth  
nose  
toe  
jacket  
jumper  
shirt  
shoes  
shorts  
skirt  
socks  
trousers  
T-shirt

 28 **AB Pages 117 & 118**

cat  
chick  
cow  
duck  
goat  
hen  
horse  
mouse  
pig  
sheep

 29 **AB Pages 118 & 119**

biscuits  
chocolate  
fish  
ice cream  
milk  
pizza  
sandwich  
raining  
snowing  
sunny  
windy

 30 **AB Page 119**

basketball  
cycling  
football  
running  
swimming  
tennis  
basketball  
football  
helmet  
skipping rope  
tennis racket  
water bottle

# Teacher's Audio Material

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# Young 1 Achievers

**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 CDs
- Teacher's Resource Material
- Printable Flashcards and Word Cards
- Digital Book

