

unit 1

Good Morning, Class!

Objectives

Vocabulary

- To name classroom objects

Reading

- To identify important ideas in a story ('Classroom Colours')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (*be*)
- To ask questions with *What*
- To use contractions (*What's* and *It's*)

Content Connection

- Maths:** To count using numbers 1–10
- To ask questions and talk about classroom items

Project

- To make a 'My Pencil Case' poster

Values

- To learn the value of being polite

Phonics

- To identify and say the letters and sounds *a*, *t*, *p* and *n* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Classroom Objects	Everyday English	Content Words
backpack	Look!	classroom
book	Please sit down.	notebook
chair	Thank you.	object
crayon	Yes, good!	pencil case
desk	You're welcome.	pencil sharpener
marker pen		poster
pen		survey
pencil		tablet
rubber		
ruler		

Materials

Pupil's Book, Unit 1

- Main unit, pages 10–21
- Class Audio CD, Tracks 1:17–40

Activity Book, Unit 1

- Main unit, pages 6–15
- Extra grammar practice, page 102
- Class Audio CD, Tracks 1:23–37

Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

Additional Materials

- Flashcards 1–9
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

Family Connection

Have pupils work with a family member to take inventory of the school supplies they have at home. Tell pupils to count their school supplies according to colour: all the red items, blue items, green items and yellow items. Then ask pupils to report back to the class the number of items they have in each colour.

My Classroom Bulletin Board

Make two bulletin boards, one entitled *What is it?* and one entitled *How Many?* For the *What is it?* bulletin board, post labels with sentences about classroom objects, for example: *It's a table.* As pupils work through the unit, cover parts of the sentence so that not all the words can be seen. Have pupils say the name of the object and the complete sentence. Uncover the sentence to verify pupils' guesses.

For the *How Many?* bulletin board, post the numbers 1–10. Have pupils draw pictures to show different numbers of items such as one chair, two dogs, three cats and so on. Have pupils count the items in the pictures and point to and say the numbers.

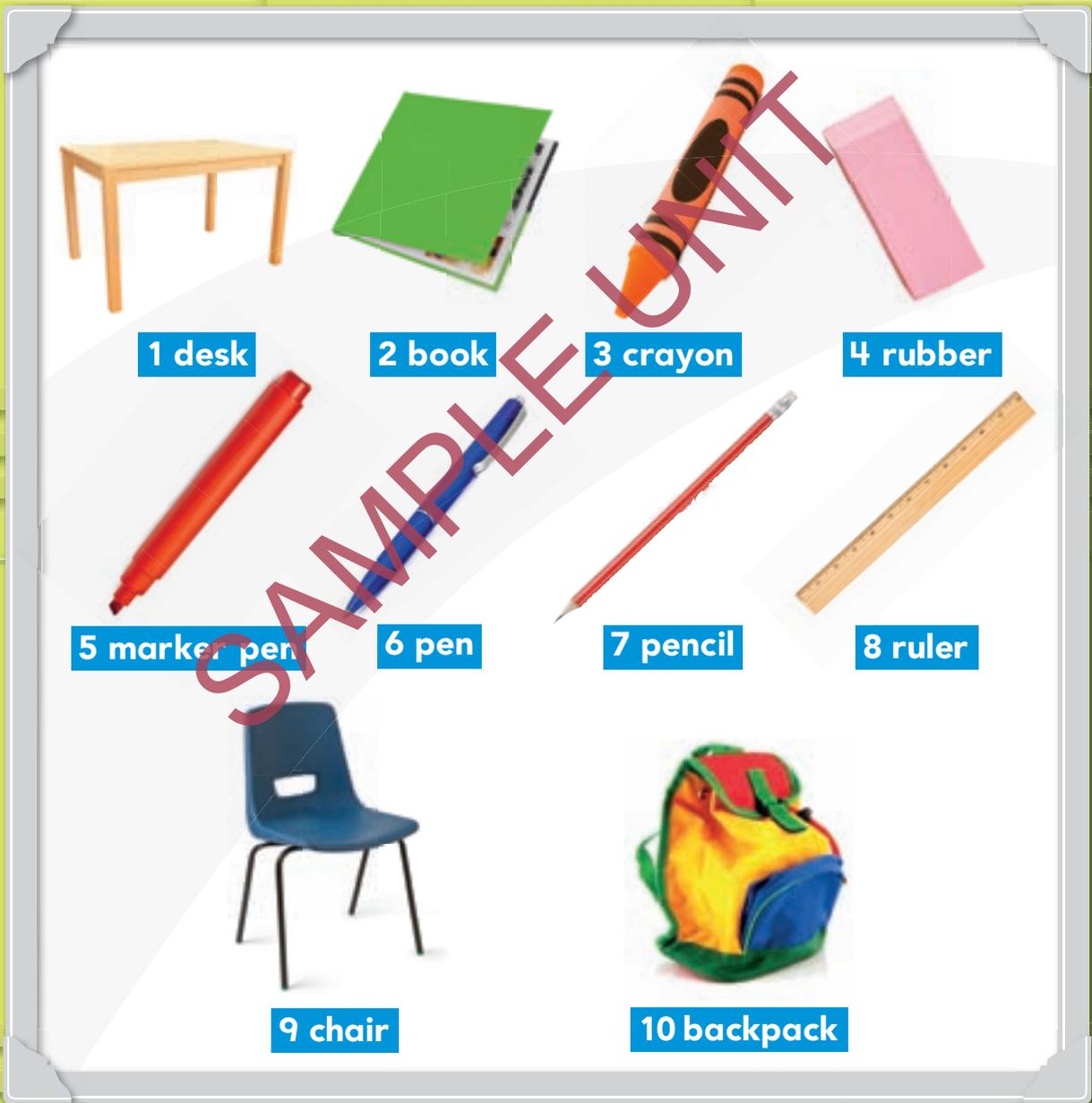


unit 1

Good Morning, Class!



1 Listen, look and say.



2 Listen, find and say.



3 Play a game.

Warm-Up

- **21st Social Skills** Remind pupils that it's polite to greet people in the morning by saying, *Good morning*. Model saying it to several pupils: *Good morning, Emma. Good morning, Luke*. Then ask each pupil to greet their partner aloud so the whole class can hear.

Using Page 10

1 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will learn and talk about classroom objects.

- Point to and identify the classroom objects *desk*, *book* and *marker pen* in the classroom. Have pupils repeat each word after you.
- Hold up and name each classroom object or use the flashcards. Have pupils repeat. Model: *I desk*. Practise this a few times with pupils.
- Read the directions aloud. Play audio track 1:17. Have pupils listen, point to each object and then say the word.
- Model identifying the objects in complete sentences and have pupils repeat.

MONITOR | Check pupils' understanding of the vocabulary by holding up classroom objects and asking to name them.

ASSIST | Use flashcards extensively for pupils to be able to identify and learn objects.



Vary Activity 1. Say the song lyrics, one line at a time, for the first verse. Have pupils repeat. Continue for verses two and three.

2 Listen, find and say.

- Point to the objects in Activity 1 and say the name of each item. Have pupils repeat after you. Randomly say an item and have pupils point to the item you have named.
- Read the directions aloud. Play audio track 1:18. Have pupils listen, point to each pair of items and say the words.

MONITOR | Check to make sure pupils are pointing to the correct items.

ASSIST | Use flashcards to help pupils associate the names with the objects.

3 **Play a game.**

- This is a teacher led game. What's missing? Put the flashcards on the board and remove one at a time to elicit the word. Remove the image of the desk and ask: *What's missing?* The pupils answer. Pupils can do also this in pairs on their desks with objects.

MONITOR | Check to make sure that pupils are referring to the correct missing item.

ASSIST | Refer to flashcards to ensure vocabulary objects have been learnt.

Application and Practice Activity

- Have pupils look at Activity 1. Look at Item 1 and ask: *Is it a book?* Elicit *No*. Then say: *Good, it's a desk*. Continue with all objects. Allow pupils to answer with fuller answers if they feel comfortable.
- Assign Activity Book page 6 and direct pupils to digital activities.

OBJECTIVES

To learn about classroom objects

To play a game

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

21st Century Skills

Social Skills

Materials

Flashcards 1–9

Classroom objects

Audio tracks 1:17–18

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 6

Answers on page T156

OBJECTIVES

To identify and name classroom objects

To review greetings

To sing a song

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

21st Century Skills

Critical Thinking

Materials

Flashcards 1–9

Classroom objects

Audio tracks 1:19–23

Audioscript, page T143

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 7

Answers on page T156

TEACHING TIP

Generalising Information

When presenting the names of objects, present a variety of examples for each one. For example, present a red rubber, the rubber on the end of a pencil, a blue rubber, etc. This will help pupils understand that the word *rubber* names objects in a wide variety of shapes and sizes.

Warm-Up

- Choose three classroom objects and present them to the class. Model them, e.g.: *a pencil, a rubber, a book*. Have pupils look at their own classroom objects and choose three. Ask them to come to the front of the classroom and tell the class what they have.

Using Page 11

4 Listen and sing. Then look at 1 and find.

INVOLVE

Explain the lesson objective – pupils talk about classroom objects and sing a song.

- Read the directions aloud. Play audio track 1:19. Have pupils listen and read along with the song quietly.
- Replay the audio. Have pupils sing along.
- Ask pupils to look at Activity 1 and find the items that are in the song.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:20). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR

Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (Answers: *rubber, ruler, pencil, crayon, pen, book*)

5 Listen and number.

- Point to and say the name of each item. Have the pupils point and repeat after you. Randomly say an item and ask pupils to point to it. Read the directions aloud. Play audio track 1:21. Have pupils number the objects. Say each item.

MONITOR

Check to make sure pupils are numbering the correct item. (Answers: *a 4, b 2, c 1, d 3*)

ASSIST

Replay the audio as needed and use flashcards to reinforce association.

6 Look at 5. Ask and answer.

- Holding a flashcard, ask the pupils: *What is it?* Elicit the answer *It's a ...*
- Pair up pupils. Tell the pupils they are going to ask their partner about the objects in Activity 5.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Model the difference in intonation between asking a question and making a statement. Have pupils repeat.

21st Critical Thinking

- Read the directions aloud. Model the activity by asking pupils to listen carefully. Take a book and close it loudly. Take a backpack and zip it up. Ask: *What's this?* Help pupils respond by naming the object.
- Play audio track 1:22. The pupils will hear sound effects of a slamming book, pencil and backpack being zipped up. Ask pupils for the answers. Have pupils ask each other: *What is it?*

MONITOR

As pupils answer, listen for correct vocabulary and pronunciation. Check answers as a class. (Answers: *book 2, backpack 3, pencil 1*)

- Assign Activity Book page 7 and direct pupils to digital activities.

Application and Practice Activity

- Play a sequence game. Place the flashcards in a pile. Show the first three flashcards and name them. Mix up the three cards. Invite a volunteer to place the flashcards in the initial order and name them. Continue the game until all pupils have participated.

Listen and sing. Then look at 1 and find.

The Classroom Song

Good morning, class.
Good morning to you!
How are you?
I'm fine, thank you.

Now pick up your pen
And open your book.
Say the words
And write with me.
Let's start now 1, 2, 3!

 What is it? It's a rubber.
What is it? It's a ruler.
What is it? It's a pencil.
What is it? It's a crayon.

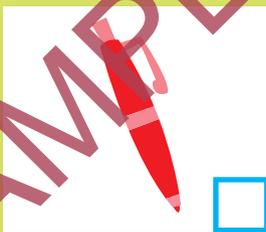
Chorus

Listen and number.

a



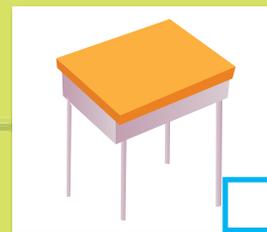
b



c



d



6 Look at 5. Ask and answer.



What is it?



It's a chair.

THINK
BIG



What is it? Listen, number and say.

book backpack pencil

Story

7 Listen and read. What colour is the marker pen?

Classroom Colours

1 Look, Tim. What is it? It's a pen.

2 Look! What are they? They're pencils.

3 And what is it? It's a marker pen. A red marker pen.

4 And what are they? They're rubbers.

5 Red? No, Tim. They're green rubbers.

6 Tim! No, look! They're red rubbers.

Yes, they're yellow pencils.

Yes! Good, Tim.

And what colour are they?

5 Red? No, Tim. They're green rubbers.

6 Tim! No, look! They're red rubbers.

8 Look at the story. Then circle.

1 a	b
2 a	b
3 a	b

THINK BIG What happens next?
Draw and say.

12 Unit 1

reading Unit 1 13

Warm-Up

- Bring in a comic book or comic strip and show pupils how the story is told frame by frame. Ask pupils if they like comics and which are their favourites. Tell pupils that they will be seeing a story that is told in comic strip style in this lesson.
- Next, have pupils name colours they know. Say a colour and invite a volunteer to point to something in the classroom that is that colour. Help the volunteer name the item. Then repeat the item name and have the entire class repeat it. Continue playing. Encourage all pupils to participate.

Using Page 12

7 1:24 Listen and read. What colour is the marker pen?

INVOLVE

Explain the lesson objective – pupils will talk about school objects, identify colours and listen to and answer questions about a story.

- Have pupils look at the pictures in the story frames. Help them point to and name school objects in the pictures. Then point to each school object and say its name. Have pupils point and repeat after you.
- Point to and read the story title aloud. Have pupils repeat after you. Explain that this story is about a boy named Tim. Tim is at school. He is talking to his teacher. Read the directions aloud. Play audio track 1:24. Model pointing to each story frame. Have pupils listen and read silently.
- Ask the question: *What colour is the marker pen?* Have pupils point to the colour in their books or tell you the answer (red).

MONITOR

Point to each frame as you ask questions to check for understanding. Point to the marker pen in Frame 1 and say: *What is it? What colour is it? What are they?* (It's a marker pen. It's red. They are pencils.) Continue in a similar way with Frames 2–6.

ASSIST

Replay the audio and retell the story using simple language as you point to the pictures.

CHALLENGE

Point to Frame 5 and ask: *Why does Tim say that his rubbers are red?* Challenge pupils to explain that Tim's rubber is green at first but he uses the red marker pen to colour it red. Allow pupils to answer using single words, simple phrases or gestures.



To help pupils understand the story better, read the text aloud and point to the characters, objects and colours as appropriate.

8 Look at the story. Then circle.

- Read the directions aloud. Point to Item 1, picture a. Say: *What is it?* Elicit: *Pen.* Point to picture b and elicit: *Two pens.* Have pupils repeat. Help pupils find the pen in Frame 1. Ask: *One pen or two pens?* (One pen.)
- Have pupils circle the single blue pen. Repeat for Items 2, 3 and 4. Then point to the objects and ask pupils to tell you what colours they are. Allow pupils to answer using just the colour name.

MONITOR | Review the answers as a class. (*Answers: 1 a, 2 b, 3 a*)

ASSIST | Have pupils look for the objects in the story pictures and circle them there first.

THINK BIG 21st Creative Thinking

- Ask pupils to look at Frame 6 of the story again. Ask them to talk in pairs about what might happen AFTER this if the story continued.
- Give them some time to think of a possible outcome and draw a picture in the box.
- Ask pupils to show their drawings to the class and to say what happens.

MONITOR | As pupils are presenting their ideas, gently correct mistakes and help them with vocabulary.

- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- Explain and model a drawing game. Give pupils a piece of drawing paper and red, green, blue and yellow crayons or marker pens. Show pupils how to fold the paper so that there are four spaces. Draw a grid on the board and put numbers 1–4 in the quadrants. Have pupils copy the numbers onto their papers. Then tell pupils to draw and colour classroom objects. Say: *Number 1. It's a marker pen. It's red.*
- Invite volunteers to share their pictures with the class. Help them point to each picture and say its name and colour.

MONITOR | Check to make sure that pupils are drawing the correct objects and colouring the objects correctly.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: backpack, book, chair, colour, marker pen, rubber

Adjectives: blue, green, red, yellow

21st Century Skills

Self-Direction

Creative Thinking

Materials

Comic book or comic strip

Marker pens or crayons

Drawing paper

Audio tracks 1:24–25

Digital activities: MyEnglishLab



Page 8

Audioscript on page T143

Answers on page T156

Summary

A teacher asks a boy named Tim to identify classroom objects and their colours. It seems as though the boy does not identify the right colour of a rubber. However, the boy has used a red marker pen to colour a green rubber red.

TEACHING TIP

Self-Direction

Encourage pupils to ask for help when they have difficulty. Offer suggestions. Say: *What does this mean?* and explain the question if they don't know a word. Explain that they can ask: *How do you say ... in English?* if they need a translation.

1:24
7

Listen and read. What colour is the marker pen?

Classroom Colours

Look, Tim. What is it?

It's a pen.

1

Look! What are they?

They're pencils.

2

Yes, they're yellow pencils.

And what is it?

It's a marker pen.
A red marker pen.

Yes! Good, Tim.

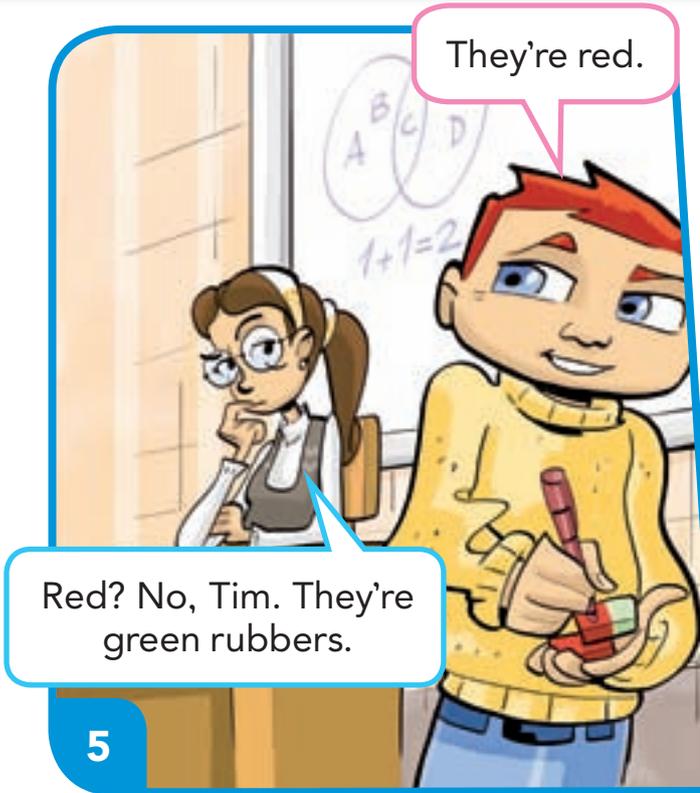
3

And what are they?

They're rubbers.

And what colour are they?

4



8 Look at the story. Then circle.



**THINK
BIG**

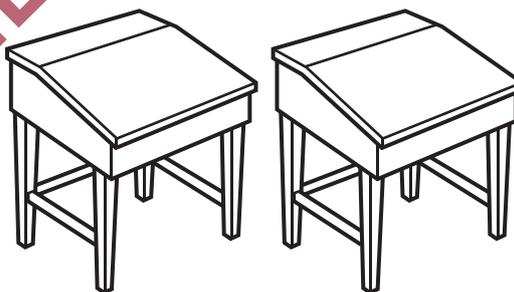
What happens next?
Draw and say.



Listen. Help Tim and Jane make sentences.

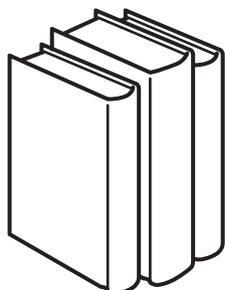
a backpack **a pencil**
chairs **marker pens**
What is **it** **?** **It's** **a pen** **.**
What are **they** **?** **They're** **pens** **.**

10 Circle and colour. Then circle and draw.



1 What is it? / What are they?
 They're rulers. / It's a ruler.
 It's blue. / They're blue.

2 What are they? / What is it?
 It's a desk. / They're desks.
 It's red. / They're red.



3 What is it? / What are they?
 They're books. / It's a book.
 It's yellow. / They're yellow.

4 What is it? / What are they?
 They're rubbers. / It's a rubber.
 It's brown. / They're brown.

Warm-Up

- Place samples of classroom objects (crayon, rubber, marker pen, pen, pencil and ruler) in a paper bag. Demonstrate taking an item out of the bag and feeling it with your eyes closed. With your eyes still closed, say: *What's this? It's a (crayon)*. Open your eyes to see if you are correct.
- Pass the paper bag around the room and invite pupils to play the game. Each pupil takes an item out of the bag and feels it without looking at it. He or she says: *What's this?* and then guesses, e.g. *It's a (ruler)*. Continue in this way until all pupils have had a chance to participate.

Using Page 14

9 1:26 Listen. Help Tim and Jane make sentences.

INVOLVE

Explain the lesson objective – pupils will talk about classroom objects and identify colours.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:26. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the board.

MONITOR

Check for understanding. Hold up a pen and ask: *What is it?* Invite volunteers to answer.

ASSIST

Pupils can extend the dialogue by asking and answering the question: *What colour is it?*



Vary Activity 9 by using hand puppets to say the dialogue. Have pupils repeat after you.

10 Circle and colour. Then circle and draw.

- Show the class blue, red, yellow and brown marker pens. Ask what colour each marker pen is.
- Show the class a ruler, a book, a rubber and point to a desk. As you show each item, ask the pupils: *What's this?* Then use the plural form: *What are they?* and show pupils two of each item.
- Read the directions aloud. Ask pupils to do Item 1 and check if it is correct. Pupils continue with Items 2 and 3.
- Explain that in Item 4 they should circle whatever they like and then draw it in the box.

MONITOR

Walk around the room. Check to see that the pupils have chosen the correct objects. (Answers: 1 *What is it?/It's a ruler./It's blue.*, 2 *What are they?/They're desks./They're red.*, 3 *What are they?/They're books./They're yellow.*, 4 *Pupil's own answers*)

ASSIST

As you notice errors, help pupils correct them. Point to colours and objects if necessary.

- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Place various coloured classroom objects on display. Say *Green* or *It's green*. Have the pupils guess which item it is: (*ruler*) or *It's a (ruler)*. The pupil who guesses correctly gets to choose the next item and tell the class what colour it is. Practise the plural forms as well.

OBJECTIVES

To talk about classroom objects and their colours

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

Materials

Paper bag

Classroom objects of different colours

Set of blue, red, green and yellow marker pens

Audio tracks 1:26–27

Digital activities:
MyEnglishLab

AB

Page 9

Audioscript on page T143

Answers on page T156

TEACHING TIP

Colour Labels

When teaching colours, point out that crayons have the colour names printed on them. Explain that pupils can use the words printed on the crayons to help them learn to read colour names in English.

OBJECTIVES

To ask and answer *Wh*-questions: *What is it? What colour is it? What are they?*

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: backpack, book, chair, colour, crayon, desk, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

Materials

Flashcards 1–9

Classroom objects

Unit 1 stickers

Audio track 1:28

Audioscript, page T144

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 10

Answers on page T156

TEACHING TIP

Letter Sounds

When teaching plural nouns, practise the two different sounds of the final *-s*. Practise the words separately: /s/: *backpacks, books, desks*; /z/: *chairs, crayons, pens, rubbers, rulers*.

Warm-Up

- Display flashcards or various classroom objects. Say the name of each object, including its colour: *blue backpack, yellow pencil*, etc. Then have pupils name the objects with you. Display three or four flashcards or sample objects.
- Have pupils close their eyes. Have a volunteer take one flashcard or object and hide it. Then have pupils open their eyes and try to name the missing item, including the colour. Repeat with other sets of flashcards or sample objects.

Using Page 15

11 Listen and stick. Then say.

INVOLVE Explain the lesson objective — pupils will stick stickers and ask and answer questions about classroom objects.

- Help pupils find the Unit 1 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers on the pictures based on what they hear.
- Read the directions aloud. Play audio track 1:28, Model Item 1, showing pupils how to place the correct sticker on the picture. Continue playing the audio repeating it as necessary.

MONITOR As pupils work, make sure that they place the stickers on the correct objects. (*Answers: 1 ruler, 2 crayons, 3 chair, 4 pencils*)

ASSIST If necessary, pause audio and help pupils complete each item.

12 Look at 11. Ask and answer.

- Hold up a pencil and ask: *What is it?* Then hold up two pens and ask: *What are they?* Do the same for two more objects, e.g. ruler and rubber.
- Place pupils in pairs. Read directions aloud and direct pupils' attention to Activity 11. Ask them to ask and answer about each completed picture in Activity 11, using the speech bubbles as a guide.

MONITOR As pupils complete the exercise, check for proper pronunciation and intonation.

13 Draw and say.

- Using flashcards, revise the objects. On the board, draw an item and ask pupils: *What is it?* Use words that have been covered in other units such as shapes.
- Then point to Activity 13 and ask them to draw objects in each box. One should be of a single item and the other should be of two of a different item. In pairs, pupils tell their partners what they have drawn.

MONITOR As pupils work, listen for proper intonation and that they are referring to correct objects.

- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

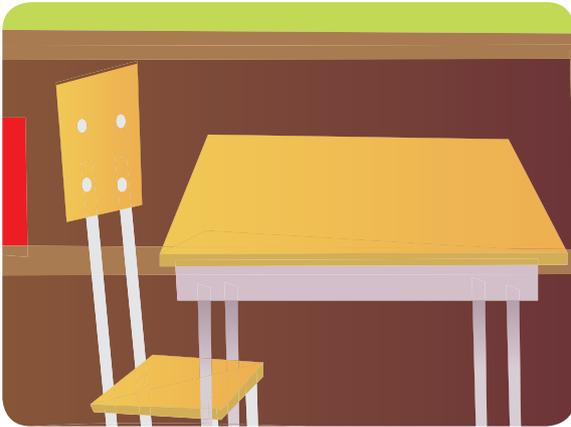
- Hold up a flashcard and say: *What is it?* Point to the name of the object on the flashcard and have pupils respond: *It's a pen*. Then say: *What colour is it?* Elicit the response: *It's blue* and have the class repeat. Continue in this way until you feel confident that pupils understand the language structure and are using it correctly for both single and plural objects.
- Invite volunteers to hold up the flashcards and ask the questions. Have their classmates respond in complete sentences.

MONITOR As pupils work, listen to make sure they are working with correct objects, naming them correctly and have understood the colours.



Listen and stick. Then say.

1



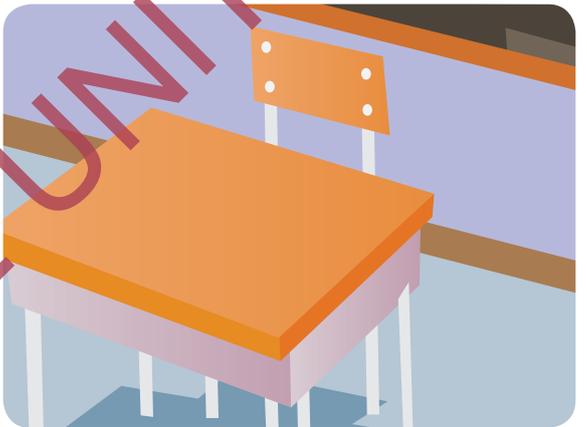
2



3



4



12

Look at 11. Ask and answer.



What is it?

It's...

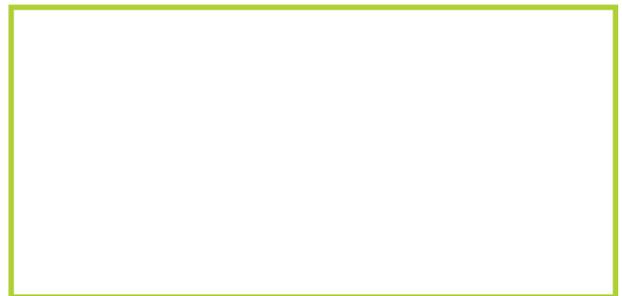
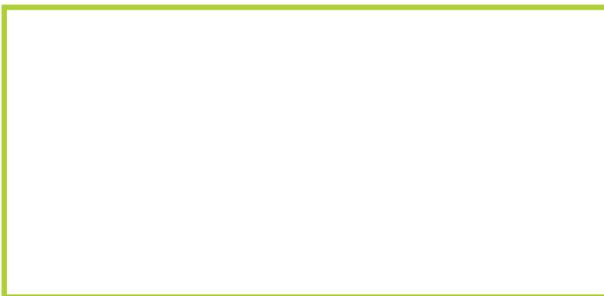
What are they?

They're...



13

Draw and say.



14 ^{1:29} Look, listen and repeat.



1 pencil case 2 tablet 3 pencil sharpener 4 notebook

15 ^{1:30} Count and write. Then listen and check.



THINK BIG How many crayons? Say.

16 ^{1:37} Listen and match.



17 Do a class survey.

	Me		
pencils			
notebooks			

How many pencils have you got?

I've got seven pencils.

PROJECT

18 Make a My Pencil Case poster. Then present it to the class.



I've got a blue pencil case. I've got...

Warm-Up

- In one hand, hold up a pencil and say: *One pencil*. Then put your hand behind your back. In your other hand hold up two pencils and say: *Two pencils*. Hold up the single pencil and the pair of pencils in random order, naming each and emphasising the final /s/ on the plural word. Throughout this process have pupils repeat after you.

Using Page 16

14 ^{1:29} Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will practise counting and using plural forms, talk about their classmates' objects and make a poster about their pencil case.

- Read the directions aloud. Play audio track 1:29 and have pupils listen, point and repeat the objects. Play the audio again and have pupils repeat activity.

ASSIST

To check that vocabulary has been learnt, point to the pictures in Activity 14 in a mixed order and ask pupils to tell you what they are.

15 ^{1:30} Count and write. Then listen and check.

- Draw ten circles on the board and model counting them. Have pupils repeat after you.
- Read the directions aloud. Ask pupils to count the objects in the picture carefully and write the number of each item in the correct box.
- Play audio track 1:30 and have pupils listen to check their answers.

MONITOR

As pupils are working, check to make sure that they are counting correctly. (Answers: 2 pencil cases, 9 marker pens, 6 pencils, 4 notebooks, 3 pencil sharpeners, 1 tablet)

THINK BIG 21st Problem Solving

- Ask the pupils to look closely at the picture. Ask what the girl is holding, what is on the desk and in her bag (crayons). Tell pupils to count carefully and say how many she has. Encourage them to answer using a full sentence. (Answer: *There are ten crayons.*)

Using Page 17

16 Listen and match.

- Tell pupils that they will hear three children talk about their classroom objects. Read the directions aloud. Explain that pupils are going to draw a line matching each child to his or her classroom objects.
- Play audio track 1:31. Complete the first item with pupils. Then have pupils complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1 c, 2 a, 3 b)

ASSIST |

Replay the audio, stopping after each item. Ask pupils to explain in simple terms what they have understood.

- **21st Global Awareness** Discuss how pupils from different countries and places can have similar classrooms and similar classroom objects. For example: The pupils in the activity have all got pencils, notebooks and sharpeners. Ask pupils to tell you what objects their classmates have got.

17 Do a class survey.

- On the board draw a similar table to the one in the Pupil's Book. Show the pupils your marker pen and say: *I've got a marker pen* and write it under the heading *Me*.
- Then ask one pupil: *What have you got?* Write the pupil's name in a column and write his object in the table. Continue with another pupil.
- Read the directions aloud and have pupils complete the activity independently.

MONITOR | Check to see that pupils are asking and completing their tables correctly.

18 Make a *My Pencil Case* poster. Then present it to the class.

- Direct pupils to Activity 16 and talk about Luke's pencil case. Then pick up your pencil case and tell pupils what is in it.
- Read directions aloud and have pupils work independently, in pairs or in small groups to make their posters.
- Invite pupils to present their posters to the class by describing what is in their pencil case.

MONITOR | As pupils work, go round and ask them to tell you what they are drawing. When they are presenting their project, check for intonation and pronunciation.

- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Display the flashcards. Have volunteers come to the front of the room, choose a flashcard and match it to one of the classroom objects on Luis's, Ahmed's or Masako's desks. Ask the pupil to say the sentence *It's a ...*, filling in the blank with the name of the classroom object.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To practise counting 1–10

To use plural nouns to name classroom objects

To compare classroom objects with those of their classmates

Content Words

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Nouns: classroom, object

Verb: have got

Materials

Flashcards 1–9

Pencils

Sets of like-coloured classroom objects

A3 paper, crayons, marker pens and pencils

Audio tracks 1:29–31

Audioscript, page T144

Interactive activities (eText)

Video (eText)

Digital activities: MyEnglishLab

AB

Page 11

Answers on page T156

TEACHING TIP

Correcting with Sensitivity

When correcting pupils' communication, allow them to finish speaking and acknowledge that they are doing well. Then repeat what they have said, using correct language, pronunciation and intonation. Ask the class to repeat after you. This will reduce pupils' fear of being corrected in front of their peers and will encourage confidence and oral fluency.

1:29
14

Look, listen and repeat.



1 pencil case



2 tablet



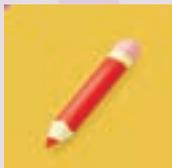
3 pencil sharpener



4 notebook

1:30
15

Count and write. Then listen and check.



THINK BIG

How many crayons?
Say.



1:37
16

Listen and match.



Luke



Emma



Ahmed



17 Do a class survey.

	Me		
pencils			
notebooks			

How many pencils have you got?

I've got seven pencils.

PROJECT

18 Make a My Pencil Case poster. Then present it to the class.



I've got a blue pencil case. I've got...



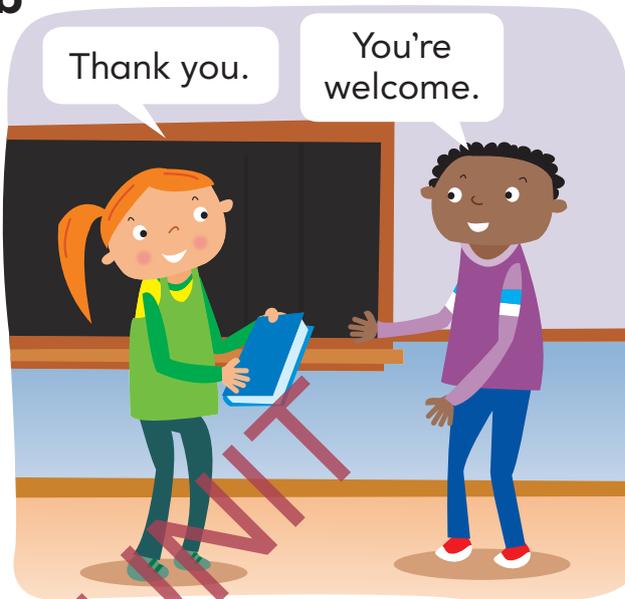
1:32
19

Listen and find the picture. Then listen and repeat.

a



b



20 Look and number. Then say.



Thank you.

Please sit down, Anna.

Thank you, Susie.

You're welcome.

THINK BIG

How can you be polite in class?

Warm-Up

- **21st Social Skills** Write: *please* on the board and read it aloud. Say: *Sit down*. Then say: *Please sit down*. Explain to pupils that adding *please* makes a command sound nicer and more polite.
- Call out familiar classroom commands. Add gestures to help pupils understand what to do. Say: *Please stand*. *Please raise your hand*. *Please write your name*. *Please say your name*. Have pupils perform each action.

Using Page 18

19 Listen and find the picture. Then listen and repeat.

- INVOLVE** | Explain the lesson objective – pupils will learn about what to say in order to be polite.
- Read the directions aloud. Play audio track 1:32. Have pupils listen and point to the pictures and words that go with the language they hear.
- MONITOR** | Make sure that pupils point to the correct pictures as they listen. (Answers: 1 picture a, 2 picture b)
- ASSIST** | Replay the audio. Pause it after the first two statements and show pupils the printed words that match what they are hearing.

20 Look and number. Then say.

- Read the phrases underneath the pictures and have pupils repeat after you.
 - Read the directions aloud. Ask pupils to look at the picture and number the phrases in the correct conversational order.
- MONITOR** | Check the answers and ask pupils to read the small dialogues in class aloud. (Answers: Thank you. 4, Please sit down, Anna. 3, Thank you, Susie. 1, You're welcome. 2)
- ASSIST** | Listen to make sure that pupils number the phrases correctly.



Model the activity. Invite pairs to role play the dialogue of their choice for the class.

THINK BIG 21st Social Skills

- Read the question out loud and model the terms *Thank you*, *You're welcome* and *Please*. Continue by asking them how to be polite in class, giving examples such as asking a pupil to: *Please open the door* and then some more polite commands and answers. (Possible answer: Always say 'please' when you ask for something and always say 'Thank you' when you get something.)
- Assign Activity Book page 12 and direct pupils to digital activities.

Application and Practice Activity

- Gather some classroom objects on your desk. Have a volunteer select one of the objects and give it to someone in the class. Have the person who receives the object say: *Thank you* and the giver respond: *You're welcome*. Continue with the remaining objects.

OBJECTIVES

To learn the importance of being polite

To learn to say *please*, *thank you* and *you're welcome* in conversations

21st Century Skills

Social Skills

Materials

A3 paper, crayons, marker pens and pencils

Classroom objects

Audio track 1:32

Digital activities:
MyEnglishLab



Page 12

Answers on page T156

TEACHING TIP

Role Playing

Role playing conversations is engaging and fun for pupils of any age. It also helps English learners understand the social context for using the particular language and the situational cues that signal its usage.

OBJECTIVES

To learn the letters and sounds for *a*, *t*, *p* and *n*

Materials

Index cards

A4 paper

Audio tracks 1:33–37

Game (eText)

Digital activities:
MyEnglishLab



Page 13

Answers on page T156

Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*tap*, *ant*, *pan*, *nap*) and a few other words with the same sounds that pupils know (pen, pencil, tablet, no, nine, etc).
- Write the letters *a*, *t*, *p* and *n* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

Using Page 19

21 1:33 Listen, look and repeat.

INVOLVE Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *a*, *t*, *p* and *n* individually and as part of words.

- Read the directions aloud. Play audio track 1:33 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 1:34 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:34 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

23 1:35 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:35 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

24 1:36 Underline *a*, *t*, *p* and *n*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while pupils follow in their books. Find the first word with *a* together (*Pat*) and have pupils underline it. Have pupils continue finding and underlining the other words with *a* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *t*, *p* and *n*.

- Play audio track 1:36 and have pupils listen. Replay several times and encourage them to join in.

MONITOR As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (Answers: *a* – *Pat*, *ant*, *has*, *a*, *tan*, *takes*, *nap*; *t* – *Pat*, *ant*, *got*, *tan*, *takes*; *p* – *Pat*, *nap*; *n* – *ant*, *tan*, *nap*)

- Assign Activity Book page 13 and direct pupils to digital activities.

Application and Practice Activity

- Write a list of at least twelve *a*, *t*, *p* and *n* words on the board. Then have pupils fold a piece of A4 paper in half (landscape) and half again, then open it out. Have them draw a large circle in each quarter and write the headings *a*, *t*, *p* and *n* at the top of each circle.
- Have pupils copy the words from the board into the correct circles. They can also illustrate the words with simple drawings if they wish.
- Have pupils play Unit 1, Game 1 on the eText.

CHALLENGE | Ask pupils to think of and add more words to each circle.



Listen, look and repeat.

1 a

2 t

3 p

4 n



Listen and find. Then say.



pan



ant



nap



tap



Listen and blend the sounds.

1 a-n

an

2 p-a-t

pat

3 p-a-n-t

pant

4 t-a-n

tan

5 a-t

at



Underline **a**, **t**, **p** and **n**. Then listen and chant.

Pat the ant
Has got a tan.
Pat the ant
Takes a nap.



1:38
25

Look and find the differences. Then listen and check.



Picture A



Picture B

1:39
26

Listen and play a game.

Warm-Up

- Show pupils two pens of a different colour and brand. Ask them why they are different. Do the same with two rubbers and marker pens.
- On a desk, form two groups of rubbers, one with two rubbers, the other with three. Ask pupils what the difference is (one group has two rubbers, the other has three). Repeat with marker pens or pencils.

Using Page 20

25  **1:38** Look and find the differences. Then listen and check.

INVOLVE | Explain the lesson objective – pupils review classroom objects and colours.

- Read the directions aloud and explain that pupils will look closely at the pictures and find the differences. Point to the tablets in each picture and ask a volunteer to explain what is different.
- Have pupils complete the activity on their own.
- Play audio track 1:38 and check the first item with pupils. Then begin the audio again and have pupils check independently.

MONITOR

Replay audio and check work with the pupils. (Answers: 1 Picture A: They're pencils./Picture B: It's a pencil., 2 Picture A: It's a marker pen./Picture B: They're marker pens., 3 Picture A: It's a green pen./Picture B: They're green pens., 4 Picture A: They're tablets./Picture B: It's a tablet., 5 Picture A: It's a brown book./Picture B: They're brown books., 6 Picture A: It's a blue chair./Picture B: It's a red chair., 7 Picture A: They're white pencil cases./Picture B: They're grey pencil cases.)

26  **1:39** Listen and play a game.

- Have pupils sit in a circle and explain that they will play two games with classroom objects.
- Play audio track 1:39 and have pupils listen to Game 1. To make it easier for them, hold up a white marker pen and a black pencil as they are referred to. Explain that this game will help them make full sentences. Play the audio for Game 1 again, pausing after each line and having pupils repeat.
- Put pupils in pairs and have each pair put four classroom items on the desk in front of them. Pupils play the game independently, taking turns to speak, until they are saying full sentences about all of the items, e.g. *It's a white marker pen. It's a black pencil. It's a blue pencil case. It's a green notebook.*
- Play the audio for Game 2 and have pupils listen carefully. Explain that in this game, they need to add another classroom item to the list each time. Start yourself by saying *They're pencils.* Point to a pupil who adds another item, e.g. *They're pencils and pens.* Go round the class with pupils adding items to the list until all the classroom items are mentioned. Pupils who can't remember the items in the correct order are out.

MONITOR

Help pupils progress from the simple sentence: *It's a pen* to: *It's a white pen.* Make sure they know where to put *and* in a list of items.



When pupils reply by pointing to an object or using one word, model the complete response and then have the entire class repeat.

- Assign Activity Book page 14 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils to form two groups and collect one each of as many different classroom objects together as they can. Have one volunteer from each group come to the front and describe what their group has.

OUTCOMES

Pupils can name classroom objects

Pupils can identify colours

Materials

Classroom objects
White marker pen, black pencil

Audio tracks 1:38–39

Audioscript, page T144

Digital activities:
MyEnglishLab

AB

Page 14

Answers on page T156

OUTCOMES

Pupils can name classroom objects

Pupils can identify colours

21st Century Skills

Self-Direction

Materials

Flashcards 1–9

Audio track 1:40

Audioscript, page T144

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 15

Answers on page T156

TEACHING TIP

Reading English

To introduce your pupils to reading English, label parts of your classroom objects and classroom objects, such as the *door, window, computer, clock, desk, table, chair, shelf*, etc. Point to each object and read the label aloud. Have pupils repeat after you.

Warm-Up

- Ensure that pupils understand the tasks they will be doing in this lesson. Write: *It's a book.* on the board and display three flashcards (chair, desk and backpack) under the sentence. Read the sentence aloud and then say: *Match.* Draw a line from the sentence to the flashcard of the book.
- Repeat the activity with other sentences and flashcards. Invite volunteers to draw lines matching sentences to the corresponding flashcards.

Using Page 21

27 1:40 Listen and circle.

INVOLVE

Explain the lesson objective – pupils review classroom objects and colours and the questions: *How many ... have you got? What is it/are they?*

- Read the directions aloud and explain that pupils will circle the picture of the object whose name they hear.
- Play audio track 1:40 and complete the first item with pupils. Then begin the audio again and have pupils complete the activity independently.

MONITOR

Review and correct the answers as a class. (*Answers: 1 two rulers, 2 one backpack, 3 three rubbers*)



Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Encourage them to use complete sentences as they identify the item and the colour.

28 Read and match.

- Read the directions aloud and explain that pupils will match what they read with what they see, just as they did in the Warm-up.
- Read the first item and complete it with the pupils. Then give the pupils time to complete the activity independently.

MONITOR

Read each item aloud and have pupils check their work. (*Answers: 1 c, 2 d, 3 b, 4 a*)

Check for correct pronunciation and intonation.

I Can

- **21 Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements points out what you have learnt in this unit.*
- Assign Activity Book page 15 and direct pupils to digital activities.

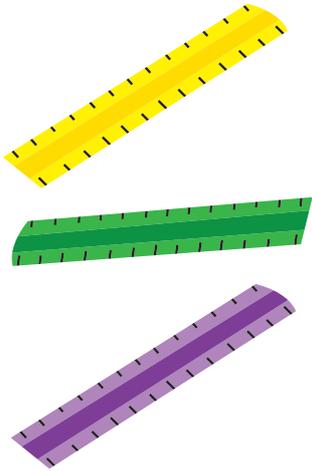
Application and Practice Activity

- Place the flashcards face down on a table. Look at the first picture but do not show pupils. Then mime using the classroom object. Invite volunteers to guess the object by saying the word or by using it in a complete sentence: *It's a ...*
- Once a pupil has guessed the correct word, show the flashcard to the class. The pupil who guesses correctly tells the class what colour the item is and then gets to mime using the object on the next flashcard. Continue playing until all pupils have had a turn.
- Have pupils play Unit 1, Game 2 on the eText.

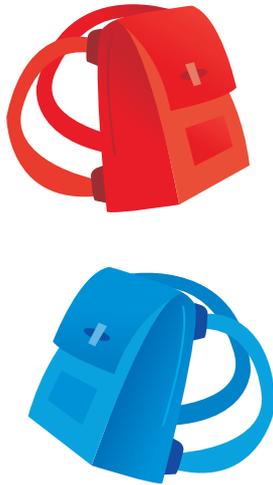
1:40
27

Listen and circle.

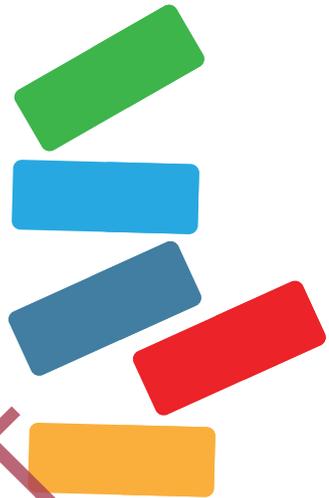
1



2



3



28

Read and match.

1 What is it?
It's a desk.

2 What are they?
They're pencil sharpeners.

3 What is it?
It's a marker pen.

4 What are they?
They're crayons.

a



b



c



d



I Can



name classroom objects.



talk about the things I've got.



be polite.

unit 3

My Body

Objectives

Vocabulary

- To name parts of the body

Reading

- To identify important ideas in a story ('Lost Teddy')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (*have got/has got*)
- To ask questions with *Have you/they got* and *Has he/she got*

Content Connection

- Science:** To learn the sensory words *see, smell, taste* and *hear*.
- To talk about how we use our senses

Project

- To make a 'My Senses' poster

Values

- To learn the value of keeping clean

Phonics

- To identify and say the letters and sounds *e, c, g* and *m* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Parts of the Body	Sizes	Everyday English	Content Words
arm	big	Aha!	cake
head	long	All day long!	hair
ear	short	Dry your hands.	clean
leg(s)	small	I don't know.	dinosaur
eye(s)		It's easy, you see.	photo
mouth		Keep your hands clean.	dry
finger(s)		Let's see.	soap
neck		Rinse with water.	flower
nose		Wash with soap.	guitar
foot/feet			star
hand(s)			teddy bear
toe(s)			

Materials

Pupil's Book, Unit 3

- Main unit, pages 34–45
- Checkpoint Units 1–3, pages 46–49
- Cutouts for Checkpoint, page 139
- Class Audio CD, Tracks 1:62–87

Activity Book, Unit 3

- Main unit, pages 26–35
- Checkpoint Units 1–3, pages 36–37
- Extra grammar practice, page 104
- Class Audio CD, Tracks 1:67–82

Assessment

- Unit 3 Practice test
- Unit 3 Unit test
- Unit 3 Oral assessment
- Units 1–3 Review test

Additional Materials

- Flashcards 13–14
- Video (eText), Unit 3
- Interactive activities (eText), Unit 3
- Digital activities (MyEnglishLab), Unit 3

Unit Opener Activities

Family Connection

Have pupils cut out pictures of body parts from magazines or draw body parts on pieces of paper. Then have them make a montage of a face or a whole person out of the pictures or drawings. Have pupils use the words they have learnt to talk about body parts with a member of their family. Invite pupils to bring in and present their montages to the class.

My Body Bulletin Board

Cut out pictures of parts of the body from magazines and arrange them in the centre of a bulletin board to make one large body. Make labels for the body part names and post them around the body in the appropriate places. Then draw lines or use string to connect the labels to their pictures. Point to each label, read it aloud and have pupils repeat after you. Keep this bulletin board displayed throughout the unit for pupils to use as a handy reference.

Checkpoint Activities | Units 1–3

Pupil's Book, pages 46–49, 139

Guide pupils in discussions (spontaneous class, group or pair discussions) that enable them to apply the vocabulary and language skills they have learnt in the unit. Encourage pupils to assess themselves on how well they have learnt the material. As they do, pay attention to their performance and target areas that need more practice before moving on to the next part of the lesson.

Activity Book, pages 36–37

THINK BIG Working independently, pupils explore a scene in which Tom and his family shop for school supplies. Pupils use critical thinking and creativity to identify and organise information in the scene. Exercises guide pupils towards combining the language and information acquired in the preceding units. Pupils develop communication and collaboration skills by sharing their work in groups or pairs in the classroom. The richness of the scene also allows teachers to be innovative in recycling and expanding language input for their pupils.

unit
3

My Body



Listen, look and say.



Listen, find and say.



Play a game.

Warm-Up

- Ask pupils to point to three or four different parts of their body as you name them, such as *hand*, *ear*, *nose* and *mouth*. Check to make sure that pupils understand these words.
- Explain, model and play *Simon Says* using the three or four different body parts. (See *Game Bank*, page T141, for details.) For example, say: *Simon says touch your nose*; pupils touch their noses. Say: *Touch your ears*. Pupils do not move since you didn't say: *Simon says*.

Using Page 34

1 1:62 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will talk about and name body parts.

- Read the directions aloud. Play audio track 1:62. Have pupils listen, point to each body part and then say the word.

MONITOR | As pupils work, listen for correct pronunciation of words that are not spelled phonetically, such as *eye*, *toe* and *foot*.

CHALLENGE | Point to Item 1 (eye) and ask: *How many?* Pupils respond: Two. Point to your eyes and say: *I've got two eyes*. Have pupils point to their eyes and repeat after you. Point to Item 2 and ask: *How many ears have you got?* Repeat for all body parts.

2 1:63 Listen, find and say.

- Say: *Eyes* and have pupils point to their eyes. Continue with *ears*, *nose* and *arm*. Call out the same four words, in random order, getting quicker and quicker. Pupils point to each body part, trying to keep up.
- Read the directions aloud. Play audio track 1:63. Have pupils listen, point to the body part and say.

MONITOR | As pupils work, check to see that they are pointing to the correct body part.

ASSIST | Play the audio track a second time to ensure pupils have learnt the body parts.

3 Play a game.

- Place the class in two teams. Have the teams choose one pupil to stand in front as 'the body'. The rest of the team queues up opposite 'the body', facing you.
- Say a part of the body at random. The team member at the front goes up to 'the body' member and points to the specific part of the body (ask them not to touch the person).
- If they are correct, say *Yes* and the team member goes to the back of the queue. If they get it wrong, give that team member another body part to find. You may need to repeat body parts if there are more than twelve pupils per team. The team who gets through all its members quickest is the winner.
- Assign Activity Book page 26 and direct pupils to digital activities.

Application and Practice Activity

- Point to your eyes and say: *My eyes are (brown)*. Then look at a pupil and say: *Your eyes are (blue)*. Have pupils talk in pairs about the colour of each other's eyes.

CHALLENGE | Teach the word *hair* by pointing at it. Extend the activity by having pupils talk about hair colour as well, e.g.: *I have (blue) eyes and (brown) hair*. Explain that we don't say: *yellow hair*, we say: *blonde hair*.

OBJECTIVES

To name and talk about parts of the body

To play a game

Key Vocabulary

Nouns: arm, ear, eye, finger, foot, hand, head, leg, mouth, neck, nose, toe

Materials

Audio tracks 1:62–63

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 26

Answers on page T157

OBJECTIVES

To name and count parts of the body

To sing a song

Key Vocabulary

Nouns: arm, ear, eye, finger, foot, hand, head, leg, mouth, neck, nose, toe

Adjectives: big, long, short, small

21st Century Skills

Global Awareness

Materials

Pictures of children from different nationalities/cultures around the world (tall/short, fat/thin, long/short hair, big/small noses/ears/eyes, big/small feet, etc)

Audio tracks 1:64–67

Audioscript, page T146

Interactive Activities (eText)

Digital activities: MyEnglishLab

AB

Page 27

Audioscript on page T146

Answers on page T157

Warm-Up

- Count with the pupils from 1–10. Then look at your fingers and ask: *How many fingers?* Elicit *Ten*. On the board, draw a monster with three eyes, four ears, two noses, six feet, a mouth and seven arms. Ask the pupils how many of each body part the monster has got.

Using Page 35

4 Listen and sing. Then look at 1 and find.

INVOLVE | Explain the lesson objective – pupils will count body parts and sing a song.

- Go through the new words in the song (*small, big, long, short, hair, feet*) with the class, by pointing to your hair and feet and demonstrating the size and shape adjectives with your hands. Have pupils repeat after you.
- Read the directions aloud. Play audio track 1:64. Have pupils listen and read the song lyrics silently.
- Replay the audio. Have pupils sing along.
- Ask pupils to look at Activity 1 and find the three body parts that are not in the song.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:65). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR | Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (*Answers: The words not mentioned in the song are arm, head, neck*)

5 Listen and ✓.

- Have pupils point to each picture and then say the word.
- Read the directions aloud. Play audio track 1:66 and have pupils tick the correct picture.

MONITOR | As pupils work, check that they are choosing the correct answer. (*Answers: 1 b, 2 a, 3 a*)

ASSIST | Refer back to Activity 1 for pupils to use while completing the task.

6 Look at 5. Ask and answer.

- Read the speech bubbles aloud and have pupils repeat both parts after you.
- Ask a pupil: *How many eyes have you got?* and elicit: *I've got two eyes.* Have the class repeat. Continue with two more body parts.
- Read the directions aloud. Then have pupils ask and answer about the different body parts in Activity 5 with a partner.

THINK BIG 21st Global Awareness

- Read the rubric aloud and have pupils tell you whether they have got short or long hair. You can continue by talking about who has big or small feet and so forth.

CHALLENGE | Show pupils pictures of children from different cultures and nationalities around the world who are tall/short, fat/thin and who have long/short hair, big/small feet, big/small noses and different coloured eyes. In pairs or small groups, have them choose and talk about a few of the pictures.

- Assign Activity Book page 27 and direct pupils to digital activities.

Application and Practice Activity

- Play a game with pupils. Say two of the sentences from the second verse of the song and in the same order, point to the body parts on yourself. After modeling, invite pupils to play. As pupils become more proficient in their responses, add more sentences or say the sentences and point to the wrong body part(s) and have pupils correct you.

Listen and sing. Then look at 1 and find.

My Body Song

Have you got two ears?
Have you got one mouth?
Have you got two eyes?
Yes, I have. Yes, I have.



I've got ten fingers.
I've got ten toes.
I've got two feet
And one big nose!

And have you got long legs?
And have you got short hair?
And have you got small hands?
I sing my body song, my body song,
I sing my body song again!



1:66
5

Listen and ✓.

1 a



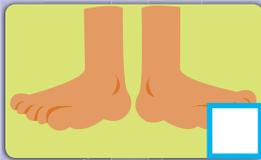
b



2 a



b



3 a



b



6

Look at 5. Ask and answer.

How many ears have you got?

I've got two ears.

THINK BIG

Have you got short or long hair? Who do you know who's got short or long hair?

Story

7 Listen and read. What's the teddy bear's name?



8 Look at the story. Circle Bobo.



36 Unit 3

reading Unit 3 37

Warm-Up

- Ask pupils if they have or had a favourite stuffed animal. Encourage them to share details about the animal such as its name, what animal it is, its colour and size.
- **21st Critical Thinking** Have pupils compare their stuffed animals with real animals by looking at pictures of real animals. You may want to make a simple two-column chart with the headings *Real* and *Toy* that shows the similarities and differences.

Using Page 36

7 1:68 Listen and read. What's the teddy bear's name?

INVOLVE | Explain the lesson objective – pupils will listen to and answer questions about a story.

- Tell pupils that they will listen to a story about a boy (Patrick) who has lost his teddy bear at a fair and his brother Tim (from the Unit 2 story) is trying to find it. A man is asking Patrick questions about it and the boy tells him what it looks like.
- Point to and read the title aloud. Play audio track 1:68. Have pupils listen and read silently.
- Play the audio again. Have all the girls read along with the man and all the boys with Patrick. Then have them role play the story as a group without the audio.
- Ask the question: *What's the teddy bear's name?* Have pupils find and point to Frame 5 in their books and tell you the answer (Bobo).

MONITOR

Say sentences from the story in the order in which they happen. Have pupils point to the correct story frame. Pointing to Frame 2, say: *Is this your teddy bear? No, my teddy bear has got small ears.* Repeat for Frames 3–6. Then randomly say sentences from the story. Give pupils time to listen, look for and point to the correct pictures.

ASSIST

Help pupils understand the descriptions by making comparisons. For example, point to the big ears in Frame 3 and then the small ears on the bear in Frame 6 as you say: *big ears, small ears.*



As you check pupils' comprehension of the story, point to a specific story frame and ask questions about that frame. For example, for Frame 2, ask: *Has his teddy bear got big ears?* (no) For Frame 3, ask: *Has his teddy bear got long legs?* (no) For Frame 5, ask: *Has his teddy bear got one eye?* (yes)

Using Page 37

8 Look at the story. Circle Bobo.

- Read the directions aloud. Have pupils look at the first pair of pictures. Ask: *Has Bobo got big ears?* and elicit *no*. Pupils circle Item 1 as a class.
- Pupils complete the activity independently.

MONITOR

Check to make sure that pupils have circled the correct pictures. (Answers: 1 b, 2 a, 3 b)

THINK BIG Creative Thinking

- Going around the class, ask each pupil: *What's your favourite toy?* Ask other questions about the toy such as: *What colour is it? Has it got big (eyes?) Why do you like your (teddy bear)?*
- Have pupils draw their favourite toy and present it to the class, e.g.: *My favourite toy is a train. It's blue and green.*

ASSIST

Help pupils with the vocabulary for pupils to describe their toy.

- Assign Activity Book page 28 and direct pupils to digital activities.

Application and Practice Activity

- **21st Social Skills** Have pupils write their names on the backs of their drawings and collect them. Model polite language as you distribute the drawings and have pupils practise it with you. Say: *Is this your toy? Yes, thank you.* or *No, I'm sorry. It's not.* as you show a picture of your toy or one that another pupil drew.
- Then hand out the pictures to pupils in the class randomly. To find their picture, pupils must circulate and ask and answer the question that they practised with you. Explain that pupils should not look at the name on the back of the picture.

CHALLENGE

After all the pupils have found their pictures, encourage them describe their pictures to a partner, e.g.: *My toy dog has short legs.* Provide sentence starters if needed.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: ears, eye, legs, teddy bear, toy

Adjectives: big, brown, long, short

21st Century Skills

Critical Thinking
Creative Thinking
Social Skills

Materials

Pictures of animals (bear, giraffe, lion, dolphin, lamb, etc)

Drawing paper

Pencils, crayons, marker pens

Audio track 1:68

Digital activities:
MyEnglishLab

AB

Page 28

Answers on page T157

Summary

Patrick (Tim's little brother) has lost his teddy bear. He goes to the Lost and Found booth with Tim to ask for help. A man tries to help Patrick find his bear. The boy finally tells the man that his teddy bear has got one eye. The man gives the boy his teddy bear.

TEACHING TIP

Prediction

Have pupils preview the story by looking at the pictures. Have them pay particular attention to the expression on the boy's face. Ask if he looks happy or sad. Draw two faces on the board to explain happy and sad, if necessary. Draw attention to the difference between the first five frames and the final frame to help pupils predict what is happening in the story.

1:68
7

Listen and read. What's the teddy bear's name?

Lost Teddy

Have you got a teddy bear?

I don't know.
Let's see.

Bobo...

1



Is this your teddy bear?

No. My teddy bear has got small ears.

2



Is this your teddy bear?

No. My teddy bear has got short legs.

3

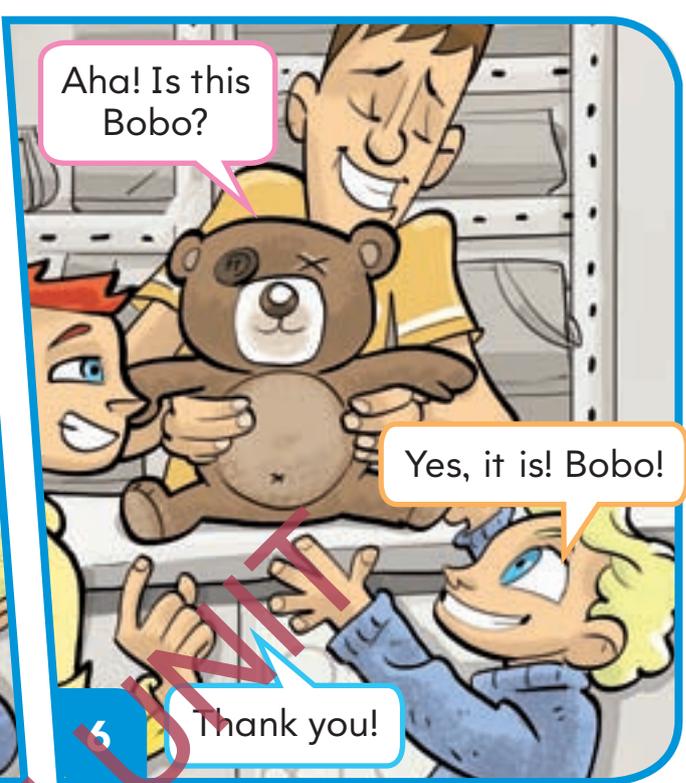


Is this your teddy bear?

No, my teddy bear is brown.

4



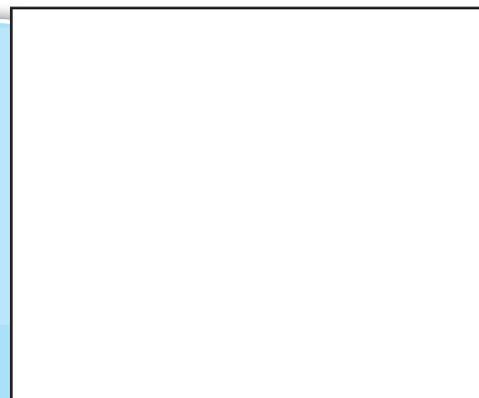


8 Look at the story. Circle Bobo.



THINK BIG

What's your favourite toy? What does it look like? Draw and say.





Listen. Help Tim and Jane make sentences.

brown hair **short arms**

small ears **a big nose**

Have you got **big eyes** ? **Yes, I have** .

Has she got **long hair** ? **No, she hasn't** .

10 Read and circle. Draw and say.



1 Has she got short hair?
Yes, she has. / No, she hasn't.



2 Has he got long legs?
Yes, he has. / No, he hasn't.



3 Has it got small ears?
Yes, it has. / No, it hasn't.



4 Has your grandad got white hair?
Yes, he has. / No, he hasn't.

Warm-Up

- On the board, draw a stick figure of a girl with long hair. Say: *Has she got long hair?* Point to the girl's hair and say: *Yes, she has.* Then draw a stick figure of a boy with short hair. Ask: *Has he got long hair?* Point to his hair and say: *No, he hasn't.*
- Then draw a dog with big ears, a long nose and short legs. Ask questions about the dog's different features, pointing to each feature as you do so. Elicit answers from the pupils, correcting them as necessary.

Using Page 38

9 1:69 Listen. Help Tim and Jane make sentences.

INVOLVE

Explain the lesson objective – pupils will make questions and answers about body parts and their sizes.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:69. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the board.

MONITOR

Check for understanding. Ask the question: *Have you got big eyes?* Invite volunteers to answer.

ASSIST

Have pupils change the dialogue by using colours to describe their eyes or hair.

10 Read and circle. Draw and say.

- Have pupils look at Items 1–3 and describe the pictures.
- Read the directions aloud. Have pupils complete the first three items, then check answers as a class.
- Direct pupils to Item 4 and have them answer for themselves, then draw a picture of their grandad in the drawing box. Go around the class, asking pupils: *Has your grandad got white hair?* Pupils answer *Yes, he has.* or *No, he hasn't.* If the answer is no, encourage pupils to give more information, e.g.: *No, he hasn't. He's got brown hair.*

MONITOR

Check that pupils have completed the task correctly. (Answers: 1 No, she hasn't., 2 Yes, he has., 3 No, it hasn't., 4 Pupil's own answer.)

- Assign Activity Book page 29 and direct pupils to digital activities.

Application and Practice Activity

- Continue Activity 10. Have pupils draw stick figures of other members of their families and use the pictures to ask and answer additional questions in pairs. Have pupils point to specific parts of the body such as *hair* and *legs* as they ask and answer questions. Encourage pupils to give as much information as they can.

OBJECTIVES

To ask questions about body parts and their sizes/colours

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: arms, ears, hair, head, legs, nose

Adjectives: big, brown, long, short, small, white

Materials

Pencils, crayons, marker pens

Audio tracks 1:69–70

Digital activities:
MyEnglishLab

AB

Page 29

Audioscript on page T146

Answers on T157

OBJECTIVES

To talk about body parts and their sizes/colours

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: arms, head, legs, neck; dinosaur

Materials

Pictures of animals (birds, dogs, cats, etc)

Unit 3 stickers

Audio track 1:71

Audioscript, page T146

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 30

Answers on page T157

TEACHING TIP

Multiple Meanings

Remind pupils that some words have more than one meaning. Say: *We often use the word cool to mean 'interesting' or 'really good'. But cool can also mean 'a bit cold'.* Pick up a drawing of a dinosaur and say: *What a cool dinosaur.* Have them do the same with their classmates' drawings.

Warm-Up

- Ask pupils if they have ever seen pictures of dinosaurs. Ask them what they know about dinosaurs. Ask questions such as: *Do they live now or did they live a long time ago?*
- Show the class pictures of dinosaurs from books or the internet and invite pupils to pick their favourites.

Using Page 39

11 Listen and stick. Then say.

INVOLVE

Explain the lesson objective – pupils will stick stickers and ask and answer questions about body parts and their size and colour.

- Help pupils find the Unit 3 stickers at the back of the Pupil's Book. Tell pupils they will listen to the audio and place stickers in the numbered spaces, based on what they hear.
- Read the directions aloud. Play audio track 1:71. Model Item 1, showing pupils how to place the sticker in the correct place.
- Play the audio again and have pupils listen and place the remaining stickers.

MONITOR

Check to see that pupils have placed the stickers correctly by asking pupils to describe each dinosaur. (*Answers: 1 yellow dinosaur, 2 dark green dinosaur, 3 green dinosaur, 4 blue-grey dinosaur*)

12 Look at 11. Ask and answer.

- Read and explain the directions for pupils. Assign half the class the blue speech bubbles and the other half the pink. Model the dialogue and have groups repeat. When you read the second pink speech bubble, pause and ask pupils to look at Activity 11 and find the dinosaur that has a long neck and short arms (3). Say: *You're number 1.* Pupils repeat.
- Put pupils in pairs and have them ask and answer as many questions as they can about the dinosaurs in Activity 11. Then have partners switch roles and repeat.

MONITOR

As pupils talk, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Write adjectives and body parts on the board for pupils to use to make their statements/questions.

13 Draw and say.

- On the board, write lists of adjectives and body parts. Show pupils pictures of animals such as birds, dogs and cats and describe them using unit vocabulary.
- Read the directions aloud. Tell them that they can draw either a dinosaur, their pet or any animal they like. Have pupils complete the task, then have them share their drawings with their partners and describe the animals they have drawn.

ASSIST

Encourage pupils to use numbers and colours as well as *small, big, long* and *short*.

- Assign Activity Book page 30 and direct pupils to digital activities.

Application and Practice Activity

- Invite two volunteers to the front of the class. Give instructions for drawing a dinosaur and have the pupils draw on the board according to your description. The pupils should be standing far enough apart that they can't see each other's drawings. Tell them not to look. Say, for example: *It has a small head. It has a long neck. It has long legs. It has short arms.* When the drawings are complete, pupils can stand back and view each other's drawings.
- Invite two other pupils to the front to draw. Have a volunteer describe the new dinosaur.



11 Listen and stick. Then say.

1

2

3

4

12 Look at 11. Ask and answer.



I've got a long neck.

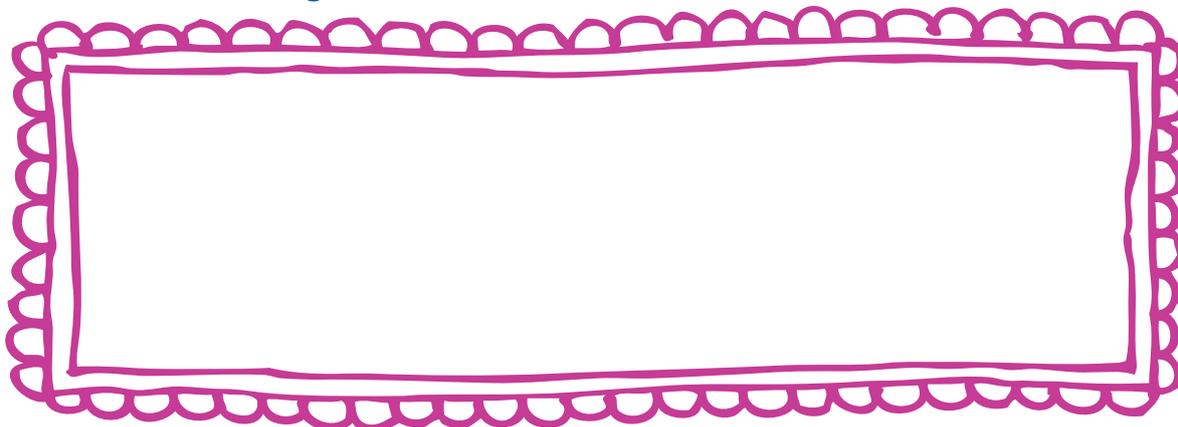
No, I haven't.



Have you got long arms?

Are you number...?

13 Draw and say.



14 Look, listen and repeat.



1 see 2 smell 3 taste 4 hear

15 Listen, circle and read.

- 1 I see with my ears / eyes. I see a
- 2 I taste with my mouth / nose. I taste
- 3 I hear with my neck / ears. I hear a
- 4 I smell with my nose / head. I smell a



THINK BIG Can you see, hear, taste or smell these things?

16 Circle T for true and F for false.

- | | | |
|--------------------------|---|---|
| 1 I smell with my mouth. | T | F |
| 2 I see with my eyes. | T | F |
| 3 I taste with my nose. | T | F |
| 4 I hear with my ears. | T | F |
| 5 I smell with my nose. | T | F |

17 Draw and say.

1 I see

2 I smell

3 I taste

4 I hear

I see with my eyes. I see a star.

PROJECT

18 Make a My Senses poster. Then present it to the class.



Warm-Up

- On the board, write the words *see*, *smell*, *taste* and *hear*. Point to your own eyes and ask: *What do we use our eyes for?* Then point to the word *see* and say: *We use our eyes to see.* Repeat for the other three senses. Perform gestures to convey each word's meaning.

Using Page 40

14 1:72 Look, listen and repeat.

INVOLVE Explain the lesson objective – pupils will learn about the senses of sight, smell, taste and hearing, talk about how they use their senses and make a poster.

- Read the directions aloud. Play audio track 1:72 once through without pausing and have pupils point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that pupils can repeat it.

MONITOR Check that pupils are pronouncing the words correctly and pointing to the correct pictures.

ASSIST Help with understanding by calling out the four sense words and having pupils point to their own corresponding body part.

15 1:73 Listen, circle and read.

- Have pupils look at each picture and tell you what they see.
- Tell pupils that they will hear a statement about one of the four senses and that they should circle the correct word in their books.
- Read directions aloud and play audio track 1:73. Pupils circle the correct answers independently.

MONITOR Review answers as a class. (Answers: 1 eyes, 2 mouth, 3 ears, 4 nose)

THINK BIG 21st Critical Thinking

- Go through each sense and ask pupils what they can do with them (*I can see you., I can hear a car., etc.*).
- Have pupils look at the pictures in pairs and ask them to decide whether they can see, smell, taste or hear each item and say the verb. (Possible answers: *ice cream – taste, TV – hear/see, mp3 player – hear, perfume – smell*)

ASSIST Encourage pupils to use two senses where possible, e.g.: *You can hear and see a TV.*

Warm-Up

- On the board, write the words *see*, *smell*, *taste* and *hear*. Tell the pupils you will say a word and they are to tell you which senses are associated with it. Say: *TV* and elicit *hear* and *see*. Continue with other words such as *flower*, *cake*, *book*, *chocolate*, *teddy bear*, *rain* and so forth.

Using Page 41

16 Circle T for true and F for false.

- Chant: *I smell with my nose*, pointing to your nose, three times. Have pupils repeat after you. Continue with all five senses.
- Read directions aloud. Make sure pupils understand what *true* and *false* mean. Have pupils complete the task independently.

MONITOR | As pupils are working, check that they are answering correctly. (Answers: 1 F, 2 T, 3 F, 4 T, 5 T)

ASSIST | Reinforce the difference between true and false in case pupils have misunderstood it.

17 Draw and say.

- Direct pupils to the word box and draw the items for each word on the board. For *song* use a music note.
- Direct pupils to the speech bubble and read it aloud. Then go through each of the drawings on the board, asking which sense we associate each object with.
- Read directions aloud and have pupils draw the items from the word box into the drawing boxes. Explain that some items could go in more than one box but they can just decide where it fits best. When pupils have completed the activity, invite volunteers to tell you what they have drawn in each box.

MONITOR | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language. (Answers: *I see with my eyes. I see a photo/star/teddy bear/TV/cake/flower/guitar/ice cream.*, *I smell with my nose. I smell a flower.*, *I taste with my mouth. I taste cake/ice cream.*, *I hear with my ears. I hear a song/guitar/TV.*)

ASSIST | Point to drawings on board to help pupils complete the activity.

18 Make a My Senses poster. Then present it to the class.

- Write on the board *I hear* and say it aloud. Elicit as many responses as possible. Continue with the other three senses.
- Read directions aloud and have pupils work independently, in pairs or in small groups to make their posters, using pictures from the old magazines they brought from home. Tell pupils to include all four senses.
- Invite pupils to present their posters to the class by describing what they hear, see, taste and smell, using the speech bubble as a guide.

MONITOR | As pupils work, go around and encourage pupils to explore their creativity and find unusual items to put on their posters.

ASSIST | Help pupils with vocabulary and spelling of any new and unusual items they included on their posters.

- Assign Activity Book page 31 and direct pupils to digital activities.

Application and Practice Activity

- Continue Activity 18 by having pupils talk in groups about the posters they drew in Activity 18. For each picture, have the pupil start with the statement about the corresponding sense: *I see with my eyes. I smell with my nose. I taste with my mouth.* or *I hear with my ears.*
- Have pupils view the Unit 3 video segment. Use the Video Guide.

OBJECTIVES

To learn about the senses and corresponding parts of the body

21st Century Skills

Critical Thinking

Content Words

Verbs: hear, see, smell, taste

Materials

Old magazines from home
A3 paper, crayons, marker pens and pencils
Audio tracks 1:72–73
Interactive activities (eText)
Video (eText)
Digital activities: MyEnglishLab

AB

Page 31

Answers on page T157

1:72
14

Look, listen and repeat.



1 see



2 smell



3 taste



4 hear

1:73
15

Listen, circle and read.

1 I see with my **ears** / **eyes**. I see a



photo

2 I taste with my **mouth** / **nose**. I taste



cake

3 I hear with my **neck** / **ears**. I hear a



guitar

4 I smell with my **nose** / **head**. I smell a



flower

THINK
BIG

Can you see, hear, taste or smell these things?

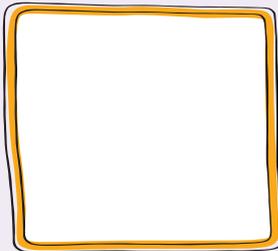


16 Circle **T** for true and **F** for false.

- | | | |
|--------------------------|---|---|
| 1 I smell with my mouth. | T | F |
| 2 I see with my eyes. | T | F |
| 3 I taste with my nose. | T | F |
| 4 I hear with my ears. | T | F |
| 5 I smell with my nose. | T | F |

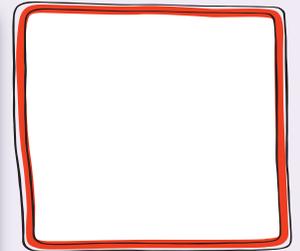
17 Draw and say.

1 I see

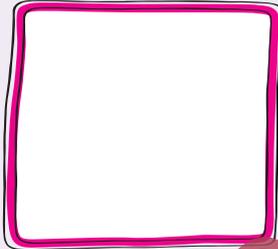


cake flower guitar
ice cream photo song
star teddy bear TV

2 I smell



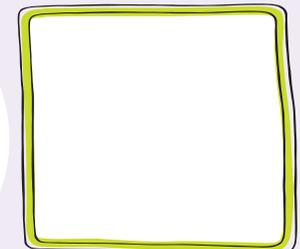
3 I taste



I see with my eyes. I see a star.

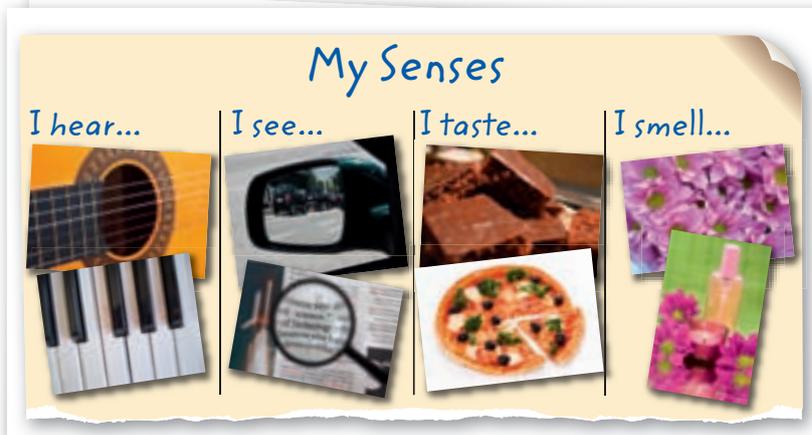


4 I hear



PROJECT

18 Make a **My Senses** poster. Then present it to the class.



I taste pizza.



1:74
19

Listen and number. Then listen and repeat.



Rinse with water.



Dry your hands.



Wash with soap.

1:75 1:76
20

Listen and circle. Then match and sing.

Keep Clean

- 1 Every day
Before I eat
And after I play
I **dry** / **wash** my hands.
- 2 With a lot of soap
It's easy, you see.
Rinse / **Dry** with water
Just like me.
- 3 **Dry** / **Wash** them well and
Sing this song.
Keep your hands clean
All day long!

a



b



c



THINK
BIG

Do you wash your hands before you eat? Why?

Warm-Up

- Point to a random body part on yourself and say its first letter. Have a volunteer pupil tell you what part you have shown them. Then ask him to continue with another classmate. Continue the activity until all pupils have had a turn.

Using Page 42

19 Listen and number. Then listen and repeat.

INVOLVE

Explain the lesson objective – pupils will discuss the importance of washing their hands and sing a song.

- Tell pupils they will learn words related to washing their hands. Mime the words *wash*, *rinse* and *dry* as you say them aloud. Have pupils copy you.
- Read the directions aloud. Play audio track 1:74. Have pupils listen, point to the pictures and read the text.
- Replay the audio and number Item 1 with pupils (c). Have pupils complete the activity independently.

MONITOR

Check that pupils are completing the activity correctly by walking around the class. (Answers: *Rinse with water 2, Dry your hands 3, Wash with soap 1*)

20 Listen and circle. Then match and sing.

- Play audio track 1:75 all the way through. Have pupils listen to the song and read the song lyrics in their books.
- Replay the audio, pausing after each verse so pupils can circle the correct answer.
- As a class, match each verse to the correct picture, then divide the class into three groups. Play the audio. Ask Group 1 to sing the first verse, Group 2 to sing the second verse and Group 3 to sing the third verse.
- Once pupils are comfortable with the song, have them practise it using the karaoke version (audio track 1:76).

MONITOR

Ask questions to check pupils' understanding of the song lyrics: When should you wash your hands? What do you wash your hands with? (Answers: *1 wash/b, 2 Rinse/c, 3 Dry/a*)

ASSIST | Mime any new vocabulary words for pupils to learn their meaning.

Health Literacy

- Place one or two pictures of children with stomachache on the board. Ask the pupils why they think these children might be ill. Try to elicit the word *germs*.
- Read the Think Big question aloud and ask volunteers to answer. (Possible answers: *Yes. Because they need to be clean before we touch our food./Because germs can make us ill.*) Write the main reasons on the board and try to start a short class discussion about which is the most important reason, encouraging everyone to have an opinion.
- Assign Activity Book page 32 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils perform the 'Keep Clean' song as a chant. Demonstrate how to provide a rhythm for the chant by slapping the table and clapping at the end of each line.

OBJECTIVES

To learn about the importance of keeping clean

To sing a song about washing your hands

To use language associated with washing your hands

21st Century Skills

Health Literacy

Materials

One or two pictures of children with stomachache

Audio tracks 1:74–77

Digital activities: MyEnglishLab



Page 32

Answers on page T157

OBJECTIVES

To learn the letters and sounds for *e*, *c*, *g* and *m*

Materials

Index cards
Audio tracks 1:78–82
Game (eText)
Digital activities:
MyEnglishLab



Page 33
Answers on page T157

Warm-Up

- Review the sounds for the letters *b* and *p*.
- Explain, model and play *Two Too Many*. (See *Game Bank*, page T142, for details.) Call out a word, for example: *Pen*. Then spell it. Write five letters on the board – two more than the actual word (b-e-a-p-n). Invite a pupil to come up and write the word. Have pupils name the two extra letters. Repeat, choosing from *pencil*, *parent*, *pin*, *ball*, *box*, *book* and *baby*.

Using Page 43

21 1:78 Listen, look and repeat.

INVOLVE Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *e*, *c*, *g* and *m* individually and as part of words.

- Read the directions aloud. Play audio track 1:78 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 1:79 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:79 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

23 1:80 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:80 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

24 1:81 Underline *e*, *c*, *g* and *m*. Then listen and chant.

- Read the directions aloud. Read aloud the chant while pupils follow in their books. Find the first word with *e* in together (*goes*) and have pupils underline it. Have pupils continue finding and underlining other words with *e* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *c*, *g* and *m*.

- Play audio track 1:81 and have pupils listen. Replay several times and encourage them to join in.

MONITOR As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (Answers: *e* – *The, goes, pen, bed*; *c* – *cap, cat*; *g* – *goes*; *m* – *map*)

- Assign Activity Book page 33 and direct pupils to digital activities.

Application and Practice Activity

- Use index cards to make ten word cards for the sound words in the lesson (*pen, cap, gas, map, pet, cat, get, mat, wig, bed*) and place them face down on a table. Have a volunteer pick up a card, show it and say the word. Then have the pupil select another classmate to pick the next card.
- Have pupils play Unit 3, Game 1 on the eText.

CHALLENGE Ask pupils to tell you as many words as they can that start with the target letters.

1:78
21

Listen, look and repeat.

1 e

2 c

3 g

4 m

1:79
22

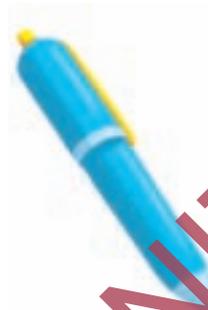
Listen and find. Then say.



cap



map



pen



gas

1:80
23

Listen and blend the sounds.

1 p-e-t pet

2 c-a-t cat

3 g-e-t get

4 m-a-t mat

5 w-i-g wig

1:81
24

Underline e, c, g and m. Then listen and chant.

The cap is on the cat.
The cat goes on the map.
The pen goes on the bed.





Complete the monster. Listen, draw and colour.



26

Draw your own monster. Ask and answer with a partner.



How many heads has it got?

It's got three heads!



Warm-Up

- Create a monster with pupils. Draw the monster on the board, adding the details that pupils suggest. Have volunteers take turns making statements about the monster's unique body, such as: *It's got five eyes.*

Using Page 44

25 1:83 Complete the monster. Listen, draw and colour.

INVOLVE | Explain the lesson objective – pupils will review body parts, draw a monster's missing body parts, draw their own monster and ask and answer questions about it.

- Have pupils look at the picture of the monster and tell you what they see (*It's got one eye/three arms/one leg,* etc).
- Read the directions aloud. Play audio track 1:83 as you model pointing to the monster. Have pupils follow along and point with you.
- Ask: *How many eyes has the monster got?* Help pupils respond: *It's got three eyes.* Repeat for the other body parts.
- Have pupils complete the activity independently.

MONITOR | Make sure that pupils have drawn all of the monster's missing parts. (Answers: *Pupils have to add one leg, one arm, two eyes, the other half of the mouth, a big nose.*)

ASSIST | Replay the audio, pausing between sentences if necessary.



Read the audioscript aloud slowly as you point to the monster's various body parts. Have pupils point to the monster's body parts with you to show that they understand.

26 Draw your own monster. Ask and answer with a partner.

- Read the directions aloud. Give pupils a few minutes to draw their own monsters in the drawing box. Encourage them to use different numbers of body parts.
- Point to the girl and the boy. Divide the class into two groups. Ask Group 1 to be the girl and Group 2 the boy and have them model the dialogue. Have groups switch parts and repeat. Explain that pupils will ask and answer questions about the monster they drew with a partner, using the dialogue as a guide.

MONITOR | Check to make sure that pupils are able to use the key vocabulary words to talk about their drawings.

- Assign Activity Book page 34 and direct pupils to digital activities.

Application and Practice Activity

- Use the eText flashcards for body parts to have pupils make statements either about their own bodies or the body of the person pictured on each flashcard. Examples include the following: *I have got two eyes. He has got two feet. I have got ten toes. He has got one mouth.*
- Have pupils take turns making statements one by one. Correct any errors aloud so that all pupils can benefit.

OUTCOMES

Pupils can talk about parts of the body

Pupils can ask and answer the questions: *Have you got ...?* and *How many ... has it got?*

21st Century Skills

Social Skills

Materials

Crayons, marker pens and pencils

eText flashcards

Audio track 1:83

Audioscript, page T146

Digital activities: MyEnglishLab



Page 34

Answers on T157

TEACHING TIP

21st Social Skills

Model polite interaction during conversations. Use puppets or role play to show pupils how to wait for their partner to finish speaking before they begin their part of a conversation.

OUTCOMES

Pupils can talk about parts of the body

Pupils can ask and answer the questions: *Have you got ...?*

21st Century Skills

Self-Direction

Materials

Drawing paper

Audio track 1:84

Audioscript, page T146

Game (eText)

Digital activities:
MyEnglishLab



Page 35

Answers on page T157

Warm-Up

- Give pupils a sheet of drawing paper and show them how to fold it into four sections. Have pupils draw one of these body parts in each section: *mouth, nose, ear, eye*. Then have them draw an example of how they use this body part in the corresponding section – for example, a picture of an ice cream cone in the section with the mouth. Have pupils share their pictures with a partner.

Using Page 45

27 Listen and ✓.

INVOLVE

Explain the lesson objective – pupils will review target vocabulary through listening to a dialogue and choosing the corresponding pictures, then labeling pictures.

- Read the directions aloud. Tell pupils they will hear children talking about animals or family members. Explain that pupils should tick the box next to the picture that shows what the children describe.
- Play audio track 1:84 and do the first item together as a class. Ask a volunteer to say which box should be ticked. Then have pupils complete the activity independently.

MONITOR | Review the answers with the class. (*Answers: 1 b, 2 b, 3 a, 4 b*)

ASSIST | Replay the audio as needed.

28 Look and write.

- Read the directions aloud. Tell pupils to write the name of the body part in each picture on the line provided.

MONITOR | Review the answers as a class. (*Answers: 1 hand, 2 toes, 3 fingers, 4 foot*)



Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Have pupils spell each word.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 35 and direct pupils to digital activities.

Application and Practice Activity

- Make correct and incorrect statements about the pictures of people and animals on pages 44 and 45. Have pupils make a happy face for correct statements and a sad face for incorrect statements. Point to the man in Activity 27, Item 2 and say: *He's got five ears.* (sad face) Point to the girl in Activity 27, Item 3 and say: *She's got long hair.* (happy face) Continue in this way until you have reviewed all the target language.
- Have pupils play Unit 3, Game 2 on the eText.

1:84
27

Listen and ✓.

1 a



b



2 a



b



3 a



b



4 a



b



28 Look and write.

fingers foot hand toes



1 _____



2 _____



3 _____



4 _____

I Can



name parts of the body.



talk about my senses.

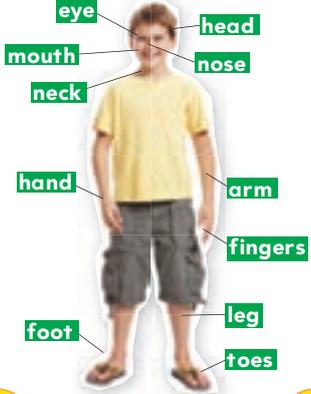


say how I keep clean.

Do I Know It?

1 Look and circle. Practise.

😊 I know this. 😞 I don't know this.

<p>1</p>  <p>p. 10</p> <p>😊 😞</p>	<p>2</p>  <p>p. 14</p> <p>😊 😞</p>
<p>3</p>  <p>p. 22</p> <p>😊 😞</p>	<p>4</p>  <p>p. 26</p> <p>😊 😞</p>
<p>5</p>  <p>p. 34</p> <p>😊 😞</p>	<p>6</p>  <p>p. 38</p> <p>😊 😞</p>

Warm-Up

- Have teams play *Charades* (see *Game Bank*, page T141, for details) to review key vocabulary from Units 1–3. Invite pupils to write words on slips of paper and place them in a box. Then have teams take turns choosing a word from the box. Players mime as many words as their team can guess in one minute. The team scores one point for each word guessed. Model playing the game with volunteers to teach the class the rules.

Using Page 46

1 Look and circle. Practise.

INVOLVE Explain the lesson objective – pupils will say how well they can use what they learnt in Units 1–3.

- Read the directions aloud. Have pupils point to the face icons at the top of the page as you read the descriptions. Then have pupils repeat after you, using intonation and facial expressions to demonstrate the meanings.
- Have pupils use a coloured pencil or marker pen to complete the exercise. (They will then choose a different colour when they review this list at the end of the Checkpoint.)

MONITOR Follow the suggestions below to review the key language in the unit. Check to see how well pupils are able to use the language. Remind pupils they will be asked to assess their own abilities. You may wish to review all the language in the 'Look and circle' exercise first and then have pupils circle or have pupils circle as each language point is reviewed.

ASSIST Encourage pupils to turn to the page references when they need additional support or to refresh their memories.

Classroom objects (page 10)

Replay audio track 1:62. Have pupils point to each object in your classroom. Then have pupils work in pairs to review the words on page 10. One partner reads a word, the other points to the object.

What is it? What are they? (page 14)

Hold up a marker pen and ask: *What is it?* Elicit: *It's a marker pen.* Hold up two pencils and ask: *What are they?* Elicit: *They're pencils.* Have pupils ask and answer about classroom objects in pairs.

Family members (page 22)

Write these words on the board: *dad, mum, brother, sister, grandad* and *grandma*. Have pupils draw pictures of families and use these words to name the people in each family.

Who's he? Who are they? (page 26)

Using the family photo on page 22, ask questions about the family members using *Who's he/she?* and *Who are they?* Pupils ask and answer questions about their family photos in pairs.

Body parts (page 34)

Play *Simon Says* (see *Game Bank*, page T141, for details) using the body parts on page 34. Model: *Simon says touch your ear. Simon says touch your mouth. Touch your leg.*

Has it got ...? (page 38)

Write these words on the board: *long, short, small* and *big*. Have volunteers draw pictures of monsters on the board. Ask pupils questions about one of the monsters using *Has it got ...?* Then have pupils ask and answer questions about the remaining monsters.

OBJECTIVES

To self-assess comfort with key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Paper slips

Box

Crayons, marker pens, pencils

Classroom objects (book, crayon, etc.)

Family photos from home

Audio track 1:62

For more information about using Checkpoints see page x

TEACHING TIP

21st Self-Direction

Remind pupils that there are no right or wrong answers on this page. Emphasise the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

OBJECTIVES

To match dialogues and descriptions with pictures

To ask and answer questions about people

21st Century Skills

Social Skills

Materials

Classroom objects

Audio tracks 1:85–86

Audioscript, page T146

TEACHING TIP

21st Social Skills

Tell pupils it is nice to remember people's names. Point to and read the names *Mark* and *Kate* on the page. Then have pupils name the four pupils in Part A. Write the new names on the board. Pupils can also write these names in their books and use the names to identify these pupils during activities.

Warm-Up

- Invite four pupils to come to the front of the class. Then have others take turns standing up and giving clues to identify one of the pupils without using his or her name. Model: *The pupil has got long hair.*
- Invite four different pupils to the front of the class and give each one an object pupils can name (*book, crayon, rubber, ruler* and so on.) Have pupils repeat the activity. Model naming the objects in clues: *The pupil has got a book. The pupil has got a green crayon.*

Using Page 47

2 Get ready.

INVOLVE Explain the lesson objective – pupils will put together what they learnt in Units 1–3. They will listen and match what they hear with pictures.

- **Part A:** Read the directions aloud. Have pupils preview the pictures. Ask: *What words can you use to talk about these pupils?* (To include: *long hair, backpack; short hair, black hair, pencil; short hair, brown hair, book; short hair, red hair, ruler*)
- Play audio track 1:85. Pause after the first description. Ask: *Who is number 1?* (*The boy with short black hair holding a pencil.*) Have pupils point to the answer in their books as you walk around to check. Continue playing the track.

MONITOR Play the audio twice. First, have pupils focus on listening comprehension. Then have them check to see if they numbered the pictures in the correct order. (*Answers: 2, 1, 4, 3*)

- **Part B:** Read the directions aloud. Ask volunteers to read the speech bubbles. Then have partners ask and answer questions about the pictures in Part A. Model asking and answering questions about hair: *Has he got long hair? No, he's got short hair. Has she got brown hair? Yes, she's got brown hair.*
- **Part C:** Read the directions aloud and the names *Mark* and *Kate*. To preview the answer choices, ask: *Which shapes show sisters? Which shapes show brothers?*
- Play audio track 1:86. Pause after the first dialogue. Ask: *How many sisters has Mark got?* (one) *How many brothers has Mark got?* (one) Continue playing the track.

MONITOR Review the answers as a class. (*Answers: Mark – one brother and one sister, Kate – two sisters and one brother*)

- **Part D:** Read the directions aloud. Have pupils role play with a partner.

MONITOR Listen for correct vocabulary, pronunciation and grammar as pupils talk.

CHALLENGE Have volunteers take turns choosing one of the pupils shown in Part A or Part C and giving clues about the pupil. Have pupils point to or name the pupil. Remind pupils they can use the names they gave pupils in Part A.



Have pupils make up characters and tell how many brothers and sisters they have. Partners can draw the new families and name the people. Model: *Max has got three brothers and one sister. This is Max.*



Get ready.

A Listen and number.



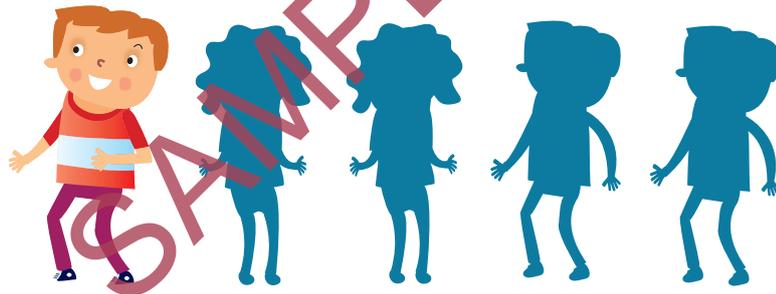
B Look at A and point. Ask and answer.

What is it?

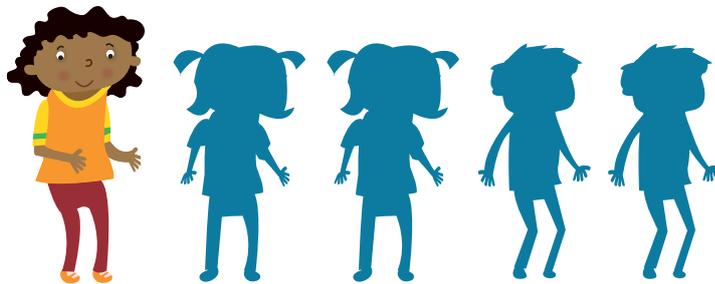
It's a backpack.

C Listen and circle.

1 Mark



2 Kate



D Look at C and point. Role play with a partner.

Who's she?

She's my sister.

1

2

3

4

5

6

7

8

9

3 Get set.



Cut out the cards on page 139.
Now you're ready to **Go!**

1:87

4 Go!

A Listen. Put the cards on the numbers.

1	2	3
4	5	6

SAMPLE UNIT

B Point to a card. Ask and answer.

Card 2. Has she got long hair?

Yes, she has.

Warm-Up

- Have pupils preview the cutout cards on page 139. Say: *You will hear about these pupils.* Have volunteers name the objects, colours and family members shown on the cards. Suggest that pupils give the people on the cards names. They can then use these names when they talk about the pictures.



Ask questions about the positions of the cards on the page. Model:
Which cards are next to card number five? (cards two, four and six)
Which card is below card one? (card four) *Which card number is above card six?* (card three)

Using Page 48

3 Get set.

INVOLVE

Explain the lesson objective – pupils will match descriptions with pictures. Then they will ask and answer questions about pupils.

- Read the directions aloud and have pupils cut out the cards on Pupil's Book page 139.

4 1:87 Go!

- **Part A:** Read the directions aloud. Ask pupils to read the cards' numbers.
- Play audio track 1:87. Pause after the first description and allow pupils to look through their cards to find the card that matches the description and place it in the correct place. Repeat for the remaining descriptions.

MONITOR

Review the answers as a class. (*Answers: 1 girl with red pencil, 2 girl with long hair, 3 boy with blue backpack, 4 girl with a sister and a brother, 5 boy with grandma and grandad, 6 boy with three crayons*)

- **Part B:** Read the directions aloud. Ask volunteers to read the speech bubbles to the class. In pairs, pupils ask and answer about the people in the cards.

ASSIST

Replay the audio, pausing after each description. Point to the people or objects named in each picture and have pupils repeat the description.



Have pupils remove the cards from the page and ask and answer questions about one card at a time. Place the other cards face down to avoid confusion.

- Pupils can combine two sets of cards and play a matching memory game. Place all cards face down. Players take turns flipping two cards. If they match, they say a sentence about the person shown and take the cards. The player with the most cards at the end of the game wins.

CHALLENGE

Invite pupils to make up information about one of the people shown on the cards and discuss it with their partner.

OBJECTIVES

To match descriptions and pictures

21st Century Skills

Creativity

Materials

Cutouts on Pupil's Book page 139

Scissors

Audio track 1:87

Audioscript, page T147

TEACHING TIP

21st Creativity

Challenge pupils to create their own games using the cutouts on page 139. Pupils can use words and gestures to explain the rules for their new games. After pupils play their games, discuss how they might change the rules to make the game more fun or more challenging.

OBJECTIVES

To write and draw a journal entry

To reassess comfort with target skills and key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Crayons, marker pens, pencils

Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 36–37

Answers on page T157

TEACHING TIP

Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (*easy/hard, fun/not fun*) can give you insight into pupils' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether pupils require additional assistance, deeper challenges or more inspiring activities.

Warm-Up

- Ask questions about pupils and family members. Have pupils stand up when they can answer *yes* and sit down when they can answer *no*. Model: *Have you got long hair? Have you got one sister? Have you got two brothers?*
- Allow pupils to take turns leading the activity, asking their classmates similar *yes/no* questions.

Using Page 49

5 Write and draw.

INVOLVE Explain the lesson objectives – pupils will write and draw about themselves. Then they will look back at Units 1–3 again and think about how well they can use what they learnt.

- Read the directions, journal title and labels aloud. Then have pupils write their names and draw to complete *All About Me*.
- Invite pupils to share their journal entries with the class.

MONITOR Check pupils' work for correct use of language.

CHALLENGE Encourage pupils to write complete sentences, to begin sentences with capital letters and to end them with full stops.

6 Think about it.

- **Part A:** Read the directions aloud.

- **21st Self-Direction** Have pupils turn to the 'Look and circle' exercise on page 46 and think about each of the categories again. Remind pupils to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.

- Make sure pupils use a different coloured marker pen or pencil when they revisit the 'Look and circle' exercise on page 46. This will help them see both sets of circles.

- Pupils may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside of the first, so that both colours are visible, rather than covering up the first circle with the second one.

- **Part B:** Read the directions and sentences aloud. Say: *You will tick one box.* Pupils can use the 'Look and circle' exercise on page 46 to help them choose a response. If they circled five or six smiling faces, they can start the next unit. If they circled fewer than five smiling faces, they should tick one of the other choices.

Rate this Checkpoint. Colour the stars.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it with no problems. It is hard if you have trouble doing it.* Model easy and hard activities. For example: *It is easy to raise your hand. It is hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you like doing it.* Ask pupils to mime things that are fun to do.
- Read the directions aloud. Tell pupils that they will colour two stars. Say: *First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.*
- Have pupils play the Checkpoint Game on the eText
- Assign Activity Book pages 36 and 37 and direct pupils to digital activities for additional review and consolidation, as needed.

5 Write and draw.

All About Me

My name is: _____

This is me.

This is my family.

Do I Know It Now?

6 Think about it.

A Go to page 46. Look and circle again.

B Tick (✓).

- I can start the next unit.
- I can ask my teacher for help and then start the next unit.
- I can practise and then start the next unit.

7 Rate this Checkpoint. Colour the stars.


easy


hard


fun


not fun

1

2

3

4

5

6

7

8

9

unit
5

Busy at Home



2:21

Listen, look and say.



1 brushing my teeth



2 drinking



3 combing my hair



4 reading



5 having a bath



6 making lunch



7 washing



8 getting dressed



9 sleeping



10 playing



11 talking on
the phone



12 eating



2:22

Listen, find and say.



Play a game.

Warm-Up

- Have pupils work in pairs. Tell them to look at page 62 and talk about the pictures. Then expose them to the unit target language by miming things you do in the morning before you come to work: *brushing your teeth, combing your hair, eating, washing, getting dressed* and during the day: *making lunch, reading, sleeping, talking on the phone, drinking*. Say each expression as you perform the action. Have pupils copy your actions.

Using Page 62

1 2:21 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will name and identify action words.

- Have pupils look at the pictures. Say: *I'm brushing my teeth*. Check to see that they understand all the actions by inviting pupils to mime each one.
- Read the directions aloud. Play audio track 2:21. Have pupils listen, point to each item and say the word.
- Choosing different pupils say: *Number one. I'm ...* and have the pupil complete the sentence. Do this for all actions and until all pupils to have had a chance to speak.

MONITOR | Check to see that pupils are pointing to the correct pictures.

ASSIST | Replay the audio as needed, while pupils mime the actions, until you are sure they have learnt them.

2 2:22 Listen, find and say.

- Have pupils look at Activity 1. Pick a random picture and say it aloud e.g. *drinking*. Have pupils tell you what number it is (2). Continue with a few more pictures, then place pupils in pairs and have them continue the activity with their partners.
- Read the directions aloud. Play audio track 2:22. Have pupils listen, point to the actions and say.

MONITOR | Check to make sure pupils are pointing to the correct pictures.

ASSIST | Help pupils by referring to the action flashcards during the activity.

CHALLENGE | Invite pupils to come up and put the action flashcards in the order in which they do the actions themselves every day and to read them aloud. Then invite other pupils to come up, rearrange the flashcards for themselves and read them aloud.

3 Play a game.

- Divide pupils into two teams. Stand in front of the first team and hand them the action flashcards. Mime one of the actions, for example, brushing your teeth. The team have to find the correct flashcard, hold it up and call out the action.
- Repeat with the second team and alternate until all the actions have been called out twice.
- Pupils can also take turns miming an action for the teams to guess.
- Assign Activity Book page 48 and direct pupils to digital activities.

Application and Practice Activity

- Give pupils a piece of paper. Show them how to fold the paper into four sections. In each section, have them draw two actions they do before school and two they do after school. In pairs, invite pupils to name the actions as they share the pictures they drew.

MONITOR | Check that pupils are naming the actions correctly as they show their drawings.

OBJECTIVES

To talk about daily activities

To recognise action words

To play a game

Key Vocabulary

Verbs: brushing my teeth, combing my hair, drinking, eating, getting dressed, having a bath, making lunch, playing, reading, sleeping, taking a bath, talking on the phone, washing

Materials

Flashcards 28–39
A4 paper, crayons,
marker pens and pencils
Audio tracks 2:21–22

Interactive activities
(eText)

Digital activities:
MyEnglishLab

AB

Page 48

Answers on page T158

OBJECTIVES

To talk about daily activities

To recognise action words

To sing a song

Key Vocabulary

Verbs: brushing my teeth, combing my hair, drinking, eating my breakfast, getting dressed, having a bath, making my lunch, playing, reading, sleeping, taking a bath, talking on the phone, washing my face

Materials

Flashcards 28–39

Audio tracks 2:23–26

Audioscript, page T148

Interactive Activities (eText)

Digital activities: MyEnglishLab

AB

Page 49

Audioscript on page T148

Answers on page T158

Warm-Up

- Bring a volunteer to the front of the class. Whisper in his/her ear an action and have him/her mime it in front of the class. The first pupil who calls out the correct action comes to the front and the volunteer whispers an action in his/her ear. Continue until all pupils have had a turn whispering and miming.

Using Page 63

4 Listen and sing. Then look at 1 and find.

INVOLVE

Explain the lesson objective – pupils will talk about daily activities and sing a song.

- Teach the word *busy* and revise the actions by miming each action. Say: *I'm busy. I'm brushing my teeth.*
- Read the directions aloud. Play audio track 2:23. Have pupils listen and read the song lyrics silently.
- Replay the audio. Mime the actions as you hear them in the song: *brushing my teeth, combing my hair*, etc. Encourage pupils to mime and sing along.
- Ask pupils to look at Activity 1 and find the actions that are not in the song.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 2:24). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR

Listen for correct pronunciation and intonation. Review answers as a class. (Answers: *The words not mentioned in the chant are: drinking, reading, having a bath, getting dressed, sleeping, playing*)

5 Listen and say yes or no.

- Look at the pictures and have pupils name the three actions (*eating, having a bath, reading*).
- Read the directions aloud. Play audio track 2:25. Pause after each action and have pupils repeat.
- Play the audio again, pausing after each action to invite pupils to call out *yes* if the action mentioned is the same as the one in the picture and *no* if it isn't.

MONITOR

Check answers with pupils. (Answers: *1 no, 2 yes, 3 no*)

Look at 5. Ask and answer.

Read aloud the dialogue and have pupils repeat after you.

- In pairs, pupils ask and answer about the pictures in Activity 5, using the dialogue as a guide.

MONITOR

As pupils talk, listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE

Repeat the activity using the pictures in Activity 1. Encourage pupils to substitute specific actions by writing actions on the board or miming them.

THINK BIG 21st Health Literacy

- Read the directions aloud. Discuss the questions with the class. Help them to put together simple answers in English (*To keep our teeth clean. To be ready for the day.*)
- Assign Activity Book page 49 and direct pupils to digital activities.

Application and Practice Activity

- Play a game with pupils. Say two of the actions from Activity 1 and mime them. After modeling, invite pupils to play. As pupils become more proficient, say the actions and mime the wrong action and have pupils correct you.

Listen and sing. Then look at 1 and find.

What Are You Doing?

I'm brushing my teeth.
I'm combing my hair.
I'm busy. I'm busy.
What are you doing?

I'm talking on the phone.
I'm making my lunch.
I'm busy. I'm busy.
What are you doing?

I'm eating my breakfast.
I'm washing my face.
I'm busy. I'm busy.
What are you doing?

Chorus



Listen and say **yes** or **no**.



6 Look at 5. Ask and answer.

What are you doing?

I'm eating.

You're Number 1!

**THINK
BIG**

Why do we brush our teeth?
Why do we get dressed?

Story

2:27 Listen and read. What's Patrick drawing?



8 Look at the story. Circle.

1 Who is playing?



2 Who is making lunch?



3 Who is drawing?



THINK BIG Draw a picture for your mum. Say.



64 Unit 5

reading Unit 5 65

Warm-Up

- Explain the *Sequence Game* (see *Game Bank*, page T141, for details). Place three (or more) flashcards on a table or in front of pupils. For larger classes, display the cards at the front of the room. Name each card. Then mix up the cards and display them again. Invite a volunteer to place the flashcards in the order in which you said them and to name each one. Allow the volunteer to repeat the game with another pupil.

Using Page 64

2:27 Listen and read. What's Patrick drawing?

INVOLVE | Explain the lesson objective – pupils will listen to and answer questions about a story.

- Have pupils look at the pictures in the story frames and identify actions that they know (*playing, talking on the phone, reading, making lunch*).
- Point to and read the title aloud. Explain that *home* is another word for *house* and that we use it when we are talking about where we live. Have pupils predict what they think the story will be about. Explain that this story is about Mum, Patrick and Patrick's brother and what each of them is doing at home.
- Play audio track 2:27 and have pupils listen and read silently.
- Ask the question: *What's Patrick drawing?* Have pupils find and point to Frame 6 in their books and tell you the answer (*A picture of his mum.*)
- Replay the audio. Point to each story frame as pupils follow along.
- Ask pupils if they *play, make lunch* and *read*. Help them to relate the story to their own lives.

MONITOR

Ask questions to check for understanding. Frame 1: *What's Patrick doing?* (He's playing.)
Frame 2: *What's Mum doing?* (She's in the living room.)

ASSIST

Retell the story using simple language as you point to the story frames.



Say different actions and check that pupils are pointing to the correct frames. Say: *Talking on the phone* (Frame 2). *Making lunch* (Frame 4). *Playing* (Frame 1). Encourage pupils to practise in pairs.

Using Page 65

8 Look at the story. Circle.

- Read the directions aloud. Complete Item 1 with pupils. Point to Frame 1 in Activity 5. Ask: *Who is playing?* Have pupils identify the characters. Check to see that pupils have circled the two boys.
- Read and clarify the question aloud for each item. Have pupils repeat the question and then work in pairs to complete the activity.

MONITOR | Review the answers as a class. (Answers: 1 Patrick and Tim, 2 Mum, 3 Patrick and Tim)

ASSIST | Discuss and correct errors as a class. Say the actions and encourage pupils to name the character(s).

THINK BIG 21st Creative Thinking

- Ask pupils what they do show their mum how much they love her and appreciate her. You can talk about giving her flowers, drawing her a picture or helping her tidy the house.
- Have them draw a picture for her in the drawing box and then invite pupils to tell you as much as they can about their picture.

MONITOR | Check to make sure pupils understand the task.

ASSIST | Assist by reviewing language as necessary. Provide sentence starters for weaker pupils as necessary.

- Assign Activity Book page 50 and direct pupils to digital activities.

Application and Practice Activity

- **21st Communication** Ask pupils to tell you who their favourite story character is and why they like them. Give a few examples and have pupils repeat: *Mum is my favourite. Mum makes lunch. I like lunch. Patrick is my favourite. I like drawing, too!*

MONITOR | Check to make sure that pupils talk about the characters and not about the story events.

ASSIST | Assist and review story language as necessary. Provide sentence starters for struggling pupils.

CHALLENGE | Ask pupils to describe to a partner what he or she is doing in the story. Then have pupils guess which character is his or her partner's favourite based on the clues they have heard – for example: *My favourite character is making lunch.* (Mum)

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Verbs: drawing, making lunch, playing, reading, talking on the phone

21st Century Skills

Communication
Creative Thinking

Materials

Drawing paper, crayons, marker pens and pencils

Audio track 2:27

Digital activities:
MyEnglishLab

AB

Page 50

Answers on page T158

Summary

Mum, Patrick and his brother are at home doing different things. Mum is surprised when she sees Patrick's drawing for her.

2:27

7

Listen and read. What's Patrick drawing?

Fun at Home





8 Look at the story. Circle.

1 Who is playing?



2 Who is making lunch?



3 Who is drawing?



THINK BIG Draw a picture for your mum. Say.





Listen. Help Tim and Jane make sentences.



getting dressed

sleeping

having a bath

drinking

What are you doing ?

I'm talking on the phone .

What's she doing ?

She's washing .



Listen and ✓. Then say.

1 What's she doing?

a

b



2 What's he doing?

a

b



3 What's he doing?

a

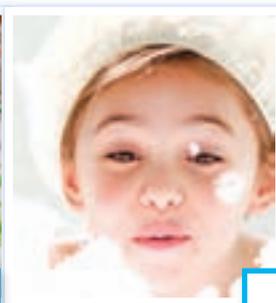
b



4 What's she doing?

a

b



Warm-Up

- Tell pupils that you are going to play a game where they complete your sentences. Say: *I'm getting ...* and elicit *dressed*. Continue with *I'm talking ... (on the phone)*. Then have pupils take turns in saying a sentence for their classmates to complete.

Using Page 66

9 2:28 Listen. Help Tim and Jane make sentences.

INVOLVE

Explain the lesson objective – pupils will make questions and answers about what people are doing, using action words.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 2:28. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the board.

MONITOR

Check for understanding. Ask the question: *What are you doing?* Invite volunteers to answer.

ASSIST

Have pupils change the dialogue by using different actions from the unit to make sentences.

10 2:29 Listen and ✓. Then say.

- Have pupils look at each picture and describe what each child is doing.
- Read the directions aloud. Play audio track 2:29 and have pupils complete the activity independently.

MONITOR

Check to make sure pupils are answering correctly. (*Answers: 1 a, 2 b, 3 b, 4 b*)

ASSIST

Help pupils with understanding if necessary by using mime and the action flashcards.

CHALLENGE

Point to random pictures in Activity 10 and ask: *What's he/she doing?* Elicit the correct answers. You could also place pupils in pairs and have them ask each other about the pictures.

- Assign Activity Book page 51 and direct pupils to digital activities.

Application and Practice Activity

- Explain, model and play *Simon Says*. (See *Game Bank*, page T141, for details.) Explain the game. Say: *Simon says (I'm reading)*. If you do not say *Simon says*, pupils do nothing. Use the key vocabulary action words (*reading, making lunch, eating*). If pupils are confident, extend to use more actions (*brushing teeth, combing hair, doing homework, sleeping*). Allow pupils to continue playing even if they make a mistake.

MONITOR

Check to see that pupils' gestures match the directions that are given.

ASSIST

Remind pupils to listen for the words *Simon says*.

CHALLENGE

Choose a pupil to be Simon and lead the game.

OBJECTIVES

To ask questions about what people are doing

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Verbs: brushing my teeth, drinking, getting dressed, having a bath, making lunch, playing, reading, sleeping, taking a bath, talking on the phone, washing

Materials

Flashcards 28–39

Audio tracks 2:28–30

Audioscript, page T148

Digital activities:
MyEnglishLab

AB

Page 51

Audioscript on page T148

Answers on page T158

OBJECTIVES

To talk about what people are doing

To use the contractions *He's*, *She's* and *I'm*

To use language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Verbs: sleeping, brushing teeth, eating, making lunch, talking on the phone.

Materials

Flashcards 28–39

Unit 5 stickers

Tape

Crayons, marker pens, pencils

Audio track 2:31

Audioscript, page T158

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 52

Answers on page T158

TEACHING TIP

Chants

Chants can generate pupils' positive feelings and strengthen their motivation. As they hear the words in a chant, they can also feel the rhythm. Chants help pupils feel more relaxed as they acquire new language skills. You can often change drills into chants and encourage pupils to say language to a beat. This can help pupils with intonation and pronunciation.

Warm-Up

- Place the action flashcards on the board. Point to one of the rooms in the house in Activity 11, and invite a pupil to come up and mime what he/she normally does in that room. Then select another pupil to guess which action the pupil is miming and come and collect the flashcard. If the pupil is right, he or she can mime an action for the next room. If not, then select another pupil to guess until someone guesses right. Continue until all the flashcards have been collected.

Using Page 67

11 Listen and stick. Then say.

INVOLVE Explain the lesson objective – pupils will stick stickers, talk about what people are doing and draw.

- Have pupils find the Unit 5 stickers at the back of their Pupil's Book. Point to each sticker and invite pupils to name the actions. Tell pupils they will listen to the audio and place stickers in the correct places, based on what they hear.
- Read the directions aloud. Play audio track 2:31 and have pupils listen and place the stickers in the correct place

MONITOR Check to make sure that pupils are placing the stickers in the correct rooms. (*Answers: 1 girl sleeping, 2 boy brushing his teeth, 3 woman making lunch, 4 Grandma eating, 5 Dad talking on the phone*)

CHALLENGE Play the audio again and write the names on the board (Lucy, Tom, Mum, Grandma, Dad). Describe the finished picture aloud and have pupils repeat after you, e.g.: *Lucy is sleeping*

12 Look at 11. Ask and answer.

- Read the directions aloud. Invite two volunteers to model the dialogue.
- Check to make sure that pupils know when to use the pronouns *he* and *she*.
- Have partners point, ask and answer about the characters and pictures in Activity 11, using the dialogue as a guide.

MONITOR Walk around the room and listen for proper pronunciation, appropriate intonation and correct use of language.

13 Draw yourself and say.

- Draw a picture of yourself sleeping on the board. Point to it and say: *I'm sleeping*. Then draw yourself reading and say: *I'm reading*.
- Read the directions aloud. Have pupils draw themselves doing an activity. Invite pupils to present their drawings to the class, describing their picture.

ASSIST Explain that pupils can choose to draw whatever activity they like.

CHALLENGE Have pupils ask each other about what they are doing in the picture. Ask: *What are you doing?* Elicit the correct answer.

- Assign Activity Book page 52 and direct pupils to digital activities.

Application and Practice Activity

- Model a chant using the pictures in Activity 11 with the pupils' names:

What's Sara doing? What's Sara doing?

Brushing her teeth. Brushing her teeth.

She's brushing her teeth. She's brushing her teeth.

What's (name of a pupil in the class) doing?

I don't know!

- Substitute names and actions to make new verses.

MONITOR Check to see that even when chanting, pupils are using correct intonation for the question. At the end of the *where* question, the voice should drop, not rise.

CHALLENGE Have a volunteer stand and say the first and fourth lines in the chant (the questions) alone and have the rest of the class respond.

2:37
11

Listen and stick. Then say.



12 Look at 11. Ask and answer.

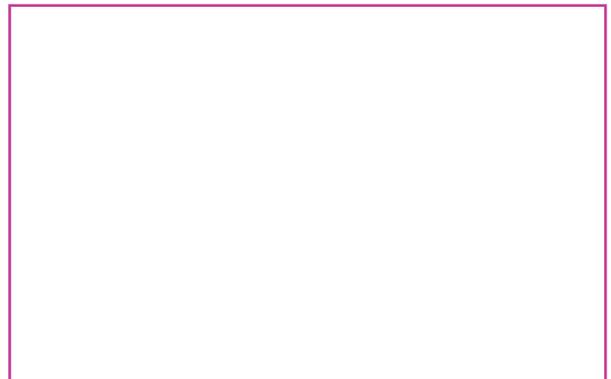


What's she doing?

She's sleeping.



13 Draw yourself and say.



14 Look, listen and repeat.



1 flat 2 yurt 3 houseboat 4 lighthouse

15 Listen and read. What shape is a yurt?

1 This is my home. It's a yurt. It's a circle. 

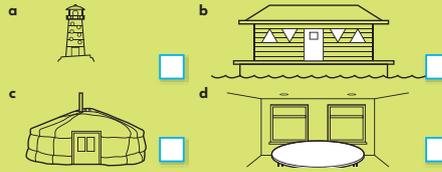
2 This is my home. It's a houseboat. It's got small windows. They're circles. 

3 This is my home. It's a lighthouse. It's got a big door. 

4 This is my home. It's a flat. It's got big windows. They're rectangles. 

THINK BIG Find a picture of one of these homes. What shapes can you see?
a igloo b hut c teepee

16 Listen and number.

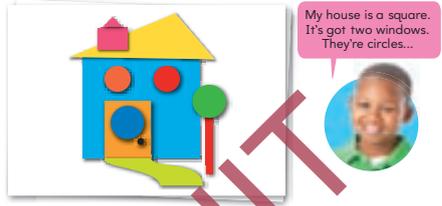


17 Look at 16. Play a game.

 It's got four windows. They're triangles.
 It's Number 3. It's a houseboat.
 Yes.

PROJECT

18 Make a House Shapes poster. Then present it to the class.



Warm-Up

- Obtain from the internet or another source pictures of homes in different parts of the world and pictures of houseboats and lighthouses. Ask: *Which home is in (Mexico/Japan)? Say: Homes in different parts of the world sometimes look different from each other.* Explain that people sometimes live in houseboats and lighthouses because they also work in them.

Using Page 68

14 2:32 Look, listen and repeat.

INVOLVE Explain the lesson objective – pupils will learn about different kinds of homes from around the world, talk about the shapes these homes have and make a poster.

- Read the directions aloud. Play audio track 2:32 once through without pausing and have pupils point to each picture as they hear the word. Explain that these are different homes from around the world. Remind pupils the difference between *house* and *home*.
- Play the audio again but this time pause after each word so that pupils can repeat it.

MONITOR Check that pupils are pronouncing the words correctly and pointing to the correct pictures.

15 2:33 Listen and read. What shape is a yurt?

- On the board draw a circle, square, triangle and rectangle. Teach the shapes to the pupils by pointing at different objects in the classroom (e.g. the clock) and asking what shape they are.
- Read the directions aloud and play audio track 2:33. Have pupils listen and follow along in their books.
- Play the audio again, drawing each shape in the air with your hands as it is mentioned. Have pupils do the same. Ask the question: *What shape is a yurt?* Pupils look at Picture 1 and find the answer. (It's a circle.)

MONITOR To check understanding, pause after each paragraph to ask comprehension questions, e.g. *What's this? What shape are the windows?*

THINK BIG 21st Creative Thinking

- Have pupils choose one of the three kinds of home (igloo, hut, teepee), find as many pictures of it as they can in magazines, books or on the internet at home and bring their pictures to class. Have them share their pictures with a partner and describe the shapes they see. (Possible answers: igloo: rectangles, hut: triangles, rectangles, teepee: triangles.)

Using Page 69

16 Listen and number.

- Have pupils look at each picture and identify the kinds of homes and shapes they recognise.
- Read the directions aloud and play audio track 2:34. Have pupils point to each picture as it is described.
- Play the audio again, pausing after each item for pupils to number the pictures in the order they hear them.

MONITOR

Check that pupils are numbering the pictures correctly. (Answers: a 4, b 3, c 2, d 1)

ASSIST

Help pupils by revising shapes and kinds of homes orally and with pictures.

17 Look at 16. Play a game.

- Divide the class into two groups and allocate one group the role of the boy and the other one the role of the girl. Read the dialogue aloud and have the groups repeat after you.
- In pairs, pupils play the game, using the dialogue as a guide. One pupil describes a home and the other guesses which one. Then they switch roles.

MONITOR

Check to see that pupils are following the model dialogue and that they switch roles.

ASSIST

Help pupils who are having difficulty describing the homes. Provide new vocabulary and have pupils repeat.

18 Make a *House Shapes* poster. Then present it to the class.

- Have pupils look at the poster of the house in their books and identify the shapes as a class. Invite a volunteer to read aloud the speech bubble and have the class repeat.
- Read the directions aloud and have pupils work independently, in pairs or in small groups to make their posters, making their own home out of shapes. Tell pupils they can either draw one or make a collage out of different shapes cut from coloured paper.
- Invite pupils to present their posters to the class by describing the shapes in their house.

ASSIST

Encourage pupils to create very simple drawings, not overly detailed ones.

CHALLENGE

Have pupils write a few simple sentences about their home on their poster, using vocabulary taught in this and previous units, e.g. *My home is big/small. It's got a big window. It's a square. It's red.*

- Assign Activity Book page 53 and direct pupils to digital activities.

Application and Practice Activity

- Give each pupil, or pair of pupils, four index cards. Have pupils draw the four shapes on index cards. As you name the four shapes, pupils/pairs must place their cards in the same order in which you say them. Say the names again and have them check to see if they did the activity correctly.
- Have pupils view the Unit 5 video segment. Use the Video Guide.



Have pupils write the name of each shape on the back of the card. Challenge pupils by having them look at only the written word, not the pictures.

OBJECTIVES

To talk about different kinds of homes from around the world

To talk about the shapes homes have got

Content Words

flat, houseboat, hut, igloo, lighthouse, teepee, yurt

Shapes: circle, rectangle, square, triangle

21st Century Skills

Global Awareness
Creative Thinking

Materials

Pictures of different kinds of homes from around the world, including houseboats and lighthouses

A3 paper, coloured paper, crayons, marker pens and pencils

Index cards

Audio tracks 2:32–34

Audioscript, page T149

Interactive activities (eText)

Video (eText)

Digital activities: MyEnglishLab

AB

Page 53

Answers on T158

TEACHING TIP

21st Global Awareness

Pupils may not have a lot of prior knowledge about the kinds of homes that are pictured in this lesson. Show them pictures of other kinds of houses from around the world. Have them talk about the ones they like best. As time allows, give examples using simple language and displaying images to explain how each one is similar and/or different from the kinds of homes in which they live, to make them feel more comfortable.

2:32
14

Look, listen and repeat.



1 flat



2 yurt



3 houseboat



4 lighthouse

2:33
15

Listen and read. What shape is a yurt?



1 This is my home. It's a yurt.
It's a circle.



2 This is my home. It's a houseboat. It's got small windows. They're circles.



3 This is my home. It's a lighthouse. It's got a big door.



4 This is my home. It's a flat. It's got big windows. They're rectangles.



THINK BIG

Find a picture of one of these homes. What shapes can you see?

a igloo b hut c teepee

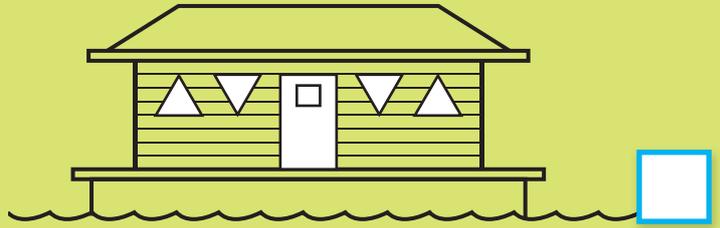
2:34

16 Listen and number.

a



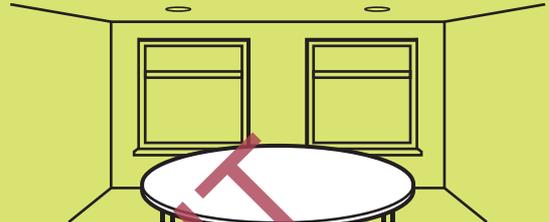
b



c



d



17 Look at 16. Play a game.



It's got four windows.
They're triangles.

Yes.



It's Number 3.
It's a houseboat.

PROJECT

18 Make a House Shapes poster. Then present it to the class.



My house is a square.
It's got two windows.
They're circles...



2:35
19

Listen and match. Then listen and repeat.

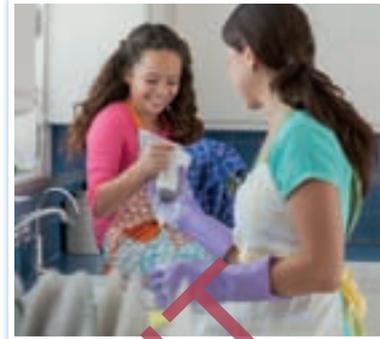
She's helping her parents.
She's drying the dishes.

She's cleaning her room.
He's washing the dishes.

1



2



3



4



20 How do you help at home? Act it out. Your partner guesses.



THINK BIG Does it feel good to help at home? Why?

Warm-Up

- Make an 'Ideas Web'. Draw a large circle on the board. Write *I Help at home* in the centre of the circle. Ask pupils why they think it is important for them to help at home. Have them role play different tasks to show what they do to help at home. Assist with language and then write responses on a line extending from the outside of the circle. Use some of the flashcards for reference if necessary (*making lunch, having a bath/washing by myself, etc.*). Other answers could be *cleaning my room, walking the dog, washing the clothes, etc.*

Using Page 70

19 2:35 Listen and match. Then listen and repeat.

INVOLVE | Explain the lesson objective – pupils will talk about the importance of helping at home.

- Have pupils look at the pictures and have volunteers describe what they can see.
- Read the directions aloud. Play audio track 2:35 and have pupils find the correct sentence at the top to go with each picture.
- Play the audio again, pausing after each picture for pupils to repeat.

MONITOR | Check that pupils have correctly matched the pictures with the sentences. (*Answers: 1 She's cleaning her room., 2 She's drying the dishes., 3 He's washing the dishes., 4 She's helping her parents.*)

ASSIST | Help pupils with the question and answer structure by pointing to each picture in turn and asking: *What's she/he doing?*

20 How do you help at home? Act it out. Your partner guesses.

- Read the directions aloud and have a volunteer read aloud the speech bubble while you mime washing the dishes. Ask: *What am I doing?* and elicit *You're washing the dishes.*
- Explain that one pupil will mime a way to help at home from Activity 19 and the other pupil will guess what they are doing: *He/She's (drying the dishes).*

MONITOR | Check to make sure that pupils are using unit vocabulary to correctly describe their partner's actions.

ASSIST | If pupils ask, help with language for any activities that pupils do not know how to say in English.

THINK BIG 21st Critical Thinking

- Refer back to the 'Ideas Web' on the board (from the Warm-Up).
- Discuss with pupils whether it feels good to help at home and why. Make sure they understand the meaning of *feel*.

MONITOR | They may answer *yes* or *no* for the first question but encourage them to express their reasons in simple sentences, e.g.: *Because I help my parents./Because I learn how to do things.*

ASSIST | Help pupils with vocabulary and expression.

- Assign Activity Book page 54 and direct pupils to digital activities.

Application and Practice Activity

- Extend Activity 20. Draw two columns on the board with the headings *Yes* and *No*. Elicit the items from Activity 19 and write them on the left of the columns as rows. Then elicit other ways pupils help at home, such as *dry the dishes, clean the kitchen, etc* and list them on the left. Help pupils with language as needed.
- When you have six or more items, ask pupils about each one, having them raise their hands if they help in this way at home. Put a tick in the *Yes* or *No* column, depending on whether the majority of pupils respond *yes* or *no*.
- Quiz pupils on the resulting chart. Say: *Most pupils clean the kitchen.* Pupils reply *yes* if the statement is true, *no* if it is false.

OBJECTIVES

To learn about the importance of helping at home

To talk about what we do to help at home

21st Century Skills

Critical Thinking

Materials

Flashcards 28–39

Audio tracks 2:35–36

Audioscript, page T149

Digital activities:
MyEnglishLab

AB

Page 54

Audioscript on page T149

Answers on page T158

TEACHING TIP

Peer and Teacher Support

Point out that pupils can get help finding out how to say something by asking their teachers and classmates questions. Encourage pupils to ask: *How do you say ... in English?* When possible, allow another pupil to respond before saying the answer.

OBJECTIVES

To learn the letters and sounds for *u*, *f* and *ff*

Materials

Tape
Audio tracks 2:37–41
Game (eText)

Digital activities:
MyEnglishLab



Page 55
Answers on page T158

Warm-Up

- Review *o*, *k* and *ck* from the previous unit. Play a clapping game with pupils. Say and clap the word *clap* at the same time. Emphasise the /k/ sound in the word *clap*. Call out different words that either have or do not have the /k/ sound. Have pupils clap when they hear the sound. Use other words from Unit 4 (*kid*, *pot*, *dog*, *kick*, *pick*, *on* and *your*). Repeat with /o/, using the same list of words.

Using Page 71

21 2:37 Listen, look and repeat.

INVOLVE Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *u*, *f* and *ff* individually and as part of words.

- Read the directions aloud. Play audio track 2:37 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 2:38 Listen and find. Then say.

- Read the directions aloud. Play audio track 2:38 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

23 2:39 Listen and blend the sounds

- Read the directions aloud. Play audio track 2:39 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

24 2:40 Underline *u*, *f* and *ff*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while pupils follow in their books. Find the first word with *u* in together (*fun*) and have pupils underline it. Have pupils continue finding and underlining other words with *u* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *f* and *ff*.

- Play audio track 2:40 and have pupils listen. Replay several times and encourage them to join in.

MONITOR As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (Answers: *u* – *fun*, *Running*, *sun*, *Up*, *Puff*; *f* – *fun*, *Puff*; *ff* – *Puff*)

- Assign Activity Book page 55 and direct pupils to digital activities.

Application and Practice Activity

- Using words taught in this lesson make a few nonsense tongue twisters. Say, e.g.: *run in the sun for fun*.
- Chant each tongue twister slowly a few times and then build up speed as you repeat it over a few more times.
- Have pupils make more nonsense tongue twisters with the target sounds, using vocabulary from the unit or from previous units.
- Have pupils play Unit 5, Game 1 on the eText.

2:37
21 Listen, look and repeat.

1 u 2 f 3 ff

2:38
22 Listen and find. Then say.



fan



up



puff

2:39
23 Listen and blend the sounds.

1 r-u-n run 2 f-u-n fun 3 o-ff off
4 s-u-n sun 5 f-o-g fog

2:40
24 Underline u, f and ff. Then listen and chant.

We're having fun,
Running in the sun.
Up, up, up!
Puff, puff, puff!



25 Work in groups. Play the **Memory game**.

Pupil 1: Act and say.

Pupil 2: Talk about Pupil 1. Then act and say.



Pupil 3: Talk about Pupils 1 and 2. Then act and say.

Play with the whole class. How much can you remember?

Warm-Up

- Write the following words and phrases on the board: *cleaning, brushing your teeth, combing your hair, washing your face, reading, making lunch, sleeping, eating, playing* and *drawing*.
- Invite five volunteers to come to the front of the room. Have each volunteer say one of the actions out loud and then mime it. After the first volunteer says and mimes his/her action, the second volunteer says that action, mimes it and then adds his/her own and so on. The last of the five volunteers must repeat and mime the actions of the previous four pupils in the correct order.
- Invite different groups of pupils to come up and play.

Using Page 72

25 Work in groups. Play the Memory game.

- INVOLVE** | Explain the lesson objective – pupils will talk about daily activities and play a memory game.
- Read the directions aloud and explain what Pupils 1, 2 and 3 will do.
 - Explain that this game is similar to the game in the Warm-Up but pupils must remember what the previous pupils were doing and say sentences instead of single words or phrases. Only one person will mime the action and the next person must repeat all the previous actions.
 - Have pupils look at the pictures and tell you what they see. Invite pupils to say what each pupil is doing: *She's eating*.
 - Read each character's part on the page. Have the class repeat after you. Then have three volunteers role play the parts. Practise with other volunteers until the class is comfortable with the language and the game.
 - Read the directions aloud and explain the question at the bottom of the page (**Play with the whole class. How much can you remember?**). Have pupils repeat after you. Play the game as a whole class. Challenge pupils to say as many actions, in the correct order, as they can.
- MONITOR** | Walk around the room, playing along with pupils and helping those who are having difficulty producing language. Listen for correct vocabulary, pronunciation and intonation.
- ASSIST** | Have the action flashcards available for pupils to use as a reference when role playing their activities.
- Assign Activity Book page 56 and direct pupils to digital activities.

Application and Practice Activity

- Divide the class into groups with equal numbers of pupils and have them line up. Using the actions from the Warm-Up on the board, whisper one action word to the first three pupils at the beginning of each line. Tell them to wait until you say: *Go!*
 - These pupils go as quickly as they can to the actions on the board, touch the appropriate action, mime it and then say what they are doing, e.g. *I'm eating*. The pupil who does this correctly first wins a token or a 'gold coin' (cut from yellow paper) for his/her group. Continue playing. The group with the most tokens wins.
- MONITOR** | Make sure pupils are able to mime, say and match actions correctly.

OUTCOMES

Pupils can talk about daily activities

Pupils can use the contractions *He's*, *She's* and *I'm*

Materials

Flashcards 28–39
Tokens cut from yellow paper

Digital activities:
MyEnglishLab

AB

Page 56
Answers on T158

OUTCOMES

Pupils can talk about daily activities

Materials

Flashcards 28–39

Audio track 2:42

Audioscript, page T149

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 57

Answers on page T158

Warm-Up

- Have two volunteers come to the front of the class and stand on either side of you. Place an object, like a bell or a stuffed toy, on a table or desk in front of you. Mime one of the actions from the unit, such as eating. The pupils race to touch the object. The first one who touches it describes what you are doing: *She's/He's eating*. If the pupil is correct, he/she remains up front and another challenger replaces the losing pupil.

Using Page 73

26 Listen and number.

INVOLVE

Explain the lesson objective – pupils will review target language by doing activities that involve listening and identifying.

- Read the directions aloud and explain that pupils will number the pictures in the order that they hear them.
- Play audio track 2:42 and complete Item 1 as a class. Then begin the audio again and have pupils complete the activity independently.

MONITOR | Review answers as a class. (Answers: a 5, b 4, c 1, d 3, e 2)

27 Look and circle.

- Read the directions aloud. Invite pupils to look at the pictures and tell you which activity is their favourite.
- Have pupils identify the actions in each picture and circle the correct words.

MONITOR | Review answers as a class. (Answers: 1 making lunch, 2 having a bath, 3 getting dressed, 4 drinking)



For Activities 26 and 27, invite volunteers to point to the pictures, say the words and then spell the words for the class. Have the rest of the class follow along.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 47 and direct pupils to digital activities.

Application and Practice Activity

- Divide the class into two teams. Place the action flashcards face down in different parts of the classroom. Ask a volunteer from Team 1 to go to one of the flashcards, look at it without showing it to the class and mime it. Team 2 has to guess the action, for example: *He's eating*. If Team 2 guesses correctly, then the pupil from Team 1 joins their team and a pupil from Team 2 goes to the next flashcard and mime the next action. If Team 2 guesses incorrectly, the pupil returns to Team 1 and a second pupil from Team 1 has a turn.
- Have pupils play Unit 5, Game 2 on the eText.

2:42

26

Listen and number.

a



b



c



d



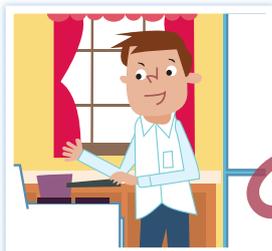
e



27

Look and circle.

1



2



3



4



1 He's making lunch / eating.

2 She's combing her hair / having a bath.

3 She's getting dressed / sleeping.

4 She's drinking / reading.

I Can



talk about home activities.



find and say shapes in homes.



talk about helping at home.

unit 6

On the Farm

Objectives

Vocabulary

- To name animals

Reading

- To identify important ideas in a story ('It's Eating Your Skirt!')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present continuous (*doing*)
- To ask questions with *What*

Content Connection

- **Social Science:** To identify baby farm animals
- To match baby animals with their mothers

Project

- To make a 'Baby Animals' poster

Values

- To learn the value of being kind to animals

Phonics

- To identify and say the letters and sounds *r*, *h* and *j* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Animals	Actions	Everyday English	Content Words
cat chicken cow dog duck frog goat horse sheep turtle	drinking eating flying jumping running sleeping	Be kind to animals. Is that your ...? Look over here! Look over there! Oh, no!	calf chick kitten puppy