

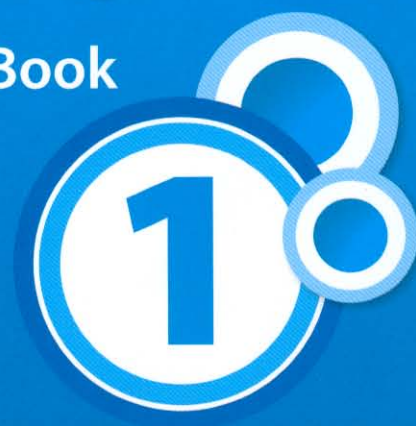
2nd EDITION

Mary Slattery
Emma Watkins

Sarah Phillips

INCREIBLE ENGLISH

★ Teacher's Book
★



OXFORD



2nd EDITION

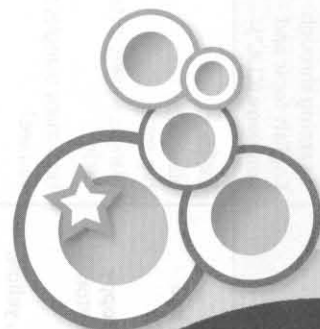
INCREIBLE ENGLISH

Teacher's Book

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Syllabus

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
1	<p><u>Greetings:</u> Hello, Goodbye, Bye</p> <p><u>Characters:</u> Fred, Flo, Titch, Poppy, Bing, Mr Fixit, Norton</p> <p><u>Colours:</u> red, blue, green, yellow, black, white, orange, purple, brown pink, grey</p> <p><u>Numbers:</u> 1–12 (figures only)</p> <p><u>Structures:</u> What's your name? I'm (name). My favourite colour's ...</p>	<p><u>Maths:</u> <u>Shapes:</u> big, small triangle, square, rectangle, circle How many triangles can you see?</p>	<p>Open the kit. What's in the kit today? It's me, Fred. Sorry! What colour's your bag? It's green. Look, Mr Fixit's here. What's this? It's my fixit kit. children Now I've finished. tap (v) clap stand up sit down line up Are you ready? now</p>	<p><u>Reading (optional):</u></p> <ul style="list-style-type: none"> Read a story Read the colour words Recognize initial letters of colour words <p><u>Listening:</u></p> <ul style="list-style-type: none"> Listen to a story Recognize characters, greetings, numbers, and colours Do a colour dictation Follow a sequence <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Say a chant Say a rhyme (from the story) Sing a song Talk about your favourite colour Act out a story Focus on initial sound /p/ 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> Learn some classroom instructions Act out a story Count and classify shapes Identify shapes within a picture Order a series of pictures <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> Following instructions <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> A picture made up of shapes A Story Book
2	<p><u>Family members:</u> Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousin</p> <p><u>Structures:</u> How old are you? I'm (age).</p>	<p><u>Art:</u> <u>People:</u> man, woman, boy, girl Who can you see in this picture? I can see a man. <u>Extension vocabulary (optional):</u> men, women, boys, girls</p>	<p>Who's this? This is ... Pleased to meet you. In row one. his / her family seat That's not polite! Oh dear! Watch this trick! Mr Fixit's got an idea. bird photo picture Well done! Good luck! All night long.</p>	<p><u>Reading (optional):</u></p> <ul style="list-style-type: none"> Read a story Read the words for family members Recognize initial letters of family member words <p><u>Writing (optional):</u></p> <ul style="list-style-type: none"> Write the family member and people words Write your name and age <p><u>Listening:</u></p> <ul style="list-style-type: none"> Listen to a story Recognize words for colours, family members, and people Do a colour dictation Follow a maze <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Sing two songs Say a rhyme (from the story) Ask and answer about names and ages Talk about family members Act out a story Focus on initial sounds /s/ and /b/ 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> Sing a song as a two-part round (optional) Act out a story Talk about paintings of people Colour a picture using a key Recreate part of a painting by colouring (optional) <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> Encouraging and supporting your friends <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> A picture of someone important to you, and a frame A Story Book

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
3	<u>Food and drink:</u> apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yoghurt, chocolate bar <u>Structure:</u> I've got ...	<u>Science:</u> <u>Sugar content:</u> How many spoons of sugar? Three spoons of sugar. <u>Food and drink:</u> sugar, cereal bar, carrot, milk, bread roll Good for you. / Bad for you.	Pass me a sandwich, please. Here you are. Thank you. / Thanks. My favourite! lunch park, picnic, naughty, swap What have you got? Can I have a banana, too? It's time for tea. Wash your hands. Show me your hands. What clean / dirty hands!	<u>Reading (optional):</u> <ul style="list-style-type: none"> Read a story Read the food and drink words Recognize initial letters of words Match words with their shapes <u>Writing (optional):</u> <ul style="list-style-type: none"> Write the food and drink words <u>Listening:</u> <ul style="list-style-type: none"> Listen to a story Recognize food and drink words <u>Speaking:</u> <ul style="list-style-type: none"> Say a chant Say a rhyme (from the story) Sing a song Talk about what you've got Agree to swap something with someone else Act out a story Focus on initial sounds /k/ and /j/ 	<u>Cognitive skills:</u> <ul style="list-style-type: none"> Talk about the sugar content of food and drink Act out a story Choose healthy foods for snacks Add small numbers together mentally <u>Learning for life:</u> <ul style="list-style-type: none"> Washing your hands before meals <u>Cut and make:</u> <ul style="list-style-type: none"> A paper spoon showing healthy and unhealthy food A Story Book
4	<u>Toys:</u> car, doll, ball, robot, teddy, train, bike, plane, computer, puppet <u>Structures:</u> Where's my ...? It's here. It isn't here. Plus regular plural forms	<u>Science:</u> <u>Materials:</u> plastic, wood, metal, fabric This is my doll. It's made of fabric.	What a mess! Put the robot away. What colour's the ball? Here's your car. Here's a ball. Can you see my teddy? I want my doll! Come and share a toy with me. Your turn / My turn. Sing a song. Read a book. Play a game.	<u>Reading:</u> <ul style="list-style-type: none"> Read a story Read the toy words <u>Writing:</u> <ul style="list-style-type: none"> Write the words for toys and materials <u>Listening:</u> <ul style="list-style-type: none"> Listen to a story Recognize words for toys and materials Match words that start with the same sound <u>Speaking:</u> <ul style="list-style-type: none"> Sing two songs Say a rhyme (from the story) Ask where things are, and answer Say what things are made of Act out a story Focus on initial sounds /r/ and /pl/ 	<u>Cognitive skills:</u> <ul style="list-style-type: none"> Add small numbers together mentally Act out a story Identify the materials of which some toys are made Play a game with a spinner <u>Learning for life:</u> <ul style="list-style-type: none"> Sharing things and playing together <u>Cut and make:</u> <ul style="list-style-type: none"> A spinner showing the four materials A Story Book

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
5	<p><u>Parts of the body:</u> head, body, arms, legs, hands, feet, fingers, toes</p> <p><u>Structure:</u> It's got ...</p>	<p><u>Maths:</u> <u>Block graphs:</u> Count the blocks. How many children have got blonde hair?</p> <p><u>Parts of the face:</u> face, hair, eyes, nose, mouth, ears What colour hair / eyes have you got? I've got red hair and green eyes.</p>	<p>Move the legs. That's easy! That's impossible! Wait a minute. Don't be silly! Look at my puppet! What colour is his body? What colour are his hands? Where's the puppet box? Here it is. Fred makes a fantastic puppet. Clap in (twos). Stretch up high. Touch the sky. red (hair) blonde (hair)</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the words for body and face parts • Match words with their shapes <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the words for body and face parts <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize words for body and face parts <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Say a rhyme (from the story) • Talk about body parts of puppets and toys • Say what colour eyes and hair you've got • Act out a story • Focus on initial sounds /h/ and /f/ 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Identify missing pieces from jigsaw puzzle • Act out a story • Draw pictures using information from a key • Play a clapping game (song-based) • Divide numbers by 2 and 4, and find the remainder • Read information from simple block graphs <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Cooperating and taking turns <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • Paper people showing differences between people • A Story Book
6	<p><u>Animals:</u> dog, cat, hen, duck, cow, sheep, goat, horse, donkey, rabbit</p> <p><u>Structures:</u> I like ... I don't like ...</p>	<p><u>Science:</u> <u>Baby animals:</u> foal, lamb, puppy, kitten, chick The mother's brown and red. She's got four babies. The babies are yellow. It's a hen and four chicks.</p>	<p><u>Animal noises:</u> woof, miaow, quack, cluck, moo, baa, neigh, ee-aw Where are the ducks? Over there. What's your favourite animal? Titch is scared of dogs. Help! Poor Titch! I love this spider! Come and feed the sheep. Let's feed / brush / walk / stroke the dog.</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the animal words • Recognize initial letters of words • Match halves of words <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the animal words • Complete a crossword <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize the animal words • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Say a rhyme (from the story) • Talk about what you like and don't like • Act out a story • Focus on initial sounds /d/ and /g/ 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Learn some 'English' animal sounds • Act out a story • Sing an alternative version of a song, with animal sounds (optional) • Play a Bingo game • Talk about the numbers of babies that different animals have <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Caring for animals <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • An animal book showing mother and baby animals • A Story Book

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
7	<u>Action verbs:</u> run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a frisbee <u>Structures:</u> I can ... I can't ...	<u>Science:</u> Growing up <u>Abilities:</u> swim, talk, draw, read, write, walk He / she can read and write. How old is he / she?	Come on! Let's ride our bikes! Look at me! Stop now, please. That was fun! Are you ready? I'm stuck! I can't climb down! Can you jump? Yes / No trampoline You can do it! Exercise is lots of fun. Jump up and down. Touch your toes. Turn around.	<u>Reading:</u> <ul style="list-style-type: none"> Read a story Read the action and ability words Recognize initial letters of words Match words with their shapes <u>Writing:</u> <ul style="list-style-type: none"> Write the action and ability words Complete simple sentences <u>Listening:</u> <ul style="list-style-type: none"> Listen to a story Recognize the action and ability words Follow a route through a park Follow a maze <u>Speaking:</u> <ul style="list-style-type: none"> Say a chant Say a rhyme (from the story) Sing a song Talk about what you can and can't do Act out a story Focus on initial sounds /r/ and /w/ 	<u>Cognitive skills:</u> <ul style="list-style-type: none"> Continue repeated sequences by identifying the next picture Act out a story Decode words by reading a simple key with symbols Talk about what children can do at different ages Identify appropriate abilities for children of different ages <u>Learning for life:</u> <ul style="list-style-type: none"> Exercising to keep fit <u>Cut and make:</u> <ul style="list-style-type: none"> A 'photo album' showing yourself at different ages A Story Book
8	<u>Clothes:</u> dress, T-shirt, shorts, trousers, jumper, skirt, shoes, socks, hat, jacket <u>Structure:</u> I'm wearing ...	<u>Art:</u> <u>Weather:</u> hot, cold, windy, raining, cloudy What's the weather like? It's hot.	What have you got? I've got a pink dress. a pair of (trousers / shorts / socks / shoes) It's Poppy's / my birthday. Flo has got new clothes. Titch has got old clothes. What can I wear? I hate them! He's got some special clothes. I'm a clown! Perfect for a party! Stamp your feet ... Clap your hands ... Slap your legs ... Tap your nose if you're wearing something blue.	<u>Reading:</u> <ul style="list-style-type: none"> Read a story Read the clothes and weather words <u>Writing:</u> <ul style="list-style-type: none"> Write the clothes and weather words Complete a crossword Complete simple sentences <u>Listening:</u> <ul style="list-style-type: none"> Listen to a story Recognize the clothes words Match words that start with the same sound <u>Speaking:</u> <ul style="list-style-type: none"> Sing two songs Sing a birthday song (from the story) Say what you're wearing Say what the weather is like Act out a story Focus on initial sounds /r/ and /w/ 	<u>Cognitive skills:</u> <ul style="list-style-type: none"> Sing a song as a two-part round (optional) Order pictures to show the correct sequence Play an action game (song-based) Talk about paintings of weather Draw and colour pictures showing different weather conditions Talk about appropriate clothes for different weather conditions <u>Learning for life:</u> <ul style="list-style-type: none"> Playing games and obeying rules <u>Cut and make:</u> <ul style="list-style-type: none"> A mobile showing four different kinds of weather A Story Book

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
9	Parts of a house: living room, kitchen, bathroom, bedroom, hall, garage, garden Structures: Where's ...? He's / She's in the ...	Geography: Coordinates: What's in square B3? Where is it in map 1? Places in a town: house, bus stop, shop, school, park, cinema	Knock, knock. Run and hide. Look inside. You're in there! What colour is the bathroom? Mr Fixit can't find Norton. Norton's missing! Is he here? Everyone looks for Norton. They look in the bathroom. That's not Norton! I can see Norton in the garden! Look at that! We're washing up / tidying up / cleaning up together. Everything is tidy. Can I help?	<u>Reading:</u> • Read a story • Read the words for parts of a house and places in a town • Distinguish between <i>he's</i> and <i>she's</i> <u>Writing:</u> • Write the words for parts of a house and places in a town • Complete a crossword • Complete simple sentences <u>Listening:</u> • Listen to a story • Recognize the words for parts of a house • Follow a route through a house • Match words that start with the same sound <u>Speaking:</u> • Say a chant • Say a rhyme (from the story) • Sing a song • Say what room someone is in • Say where things are on a simple map • Act out a story • Focus on initial sounds /g/ and /l/	<u>Cognitive skills:</u> • Play a finger game • Identify pictures using sound effects • Act out a story • Use simple coordinates (A3, B4) to describe position • Identify other words in a given vocabulary set • Play a strategy game <u>Learning for life:</u> • Helping at home <u>Cut and make:</u> • A paper house • A Story Book

Festivals	Language	Objectives	Me and my world	Language	Objectives
Peace Day	peace, indigo, violet	<ul style="list-style-type: none"> Find out about 'International Day of Peace' Learn the colours of the rainbow Learn about colour mixing Make a peace rainbow 	Me and my world (Units 1-3)	England, Brazil, South Africa, Turkey My name's ... I'm from ... I'm ... My favourite colour is ... family, big / little sister	<ul style="list-style-type: none"> Find out about the lives of children in four countries around the world Locate countries on a map / globe Talk about where you come from Work on a 'Personal album'
Christmas	card, robin, star, tree, angel, bell, candle	<ul style="list-style-type: none"> Find out about Christmas in English-speaking countries Learn a Christmas song Make a Christmas card 	Me and my world (Units 4-6)	Dubai, Scotland, China, Canada horse, cow, calf, Mandarin duck, dog nose, tail, horns, sweet, zoo, park	<ul style="list-style-type: none"> Find out about children and their pets in other countries Work on a 'Personal album'
Mother's Day	plant, picture, book	<ul style="list-style-type: none"> Find out about Mother's Day in English-speaking countries Make a Mother's Day card 	Me and my world (Units 7-9)	Thailand, Japan, Mexico, West Indies dress, trousers, jacket, belt, hat, shirt, skirt	<ul style="list-style-type: none"> Find out about the traditional costumes that children wear in other countries Work on a 'Personal album'

Introduction

Welcome to the course

This is the first level of a six-level course for pupils starting English at the age of six or seven. It can be used with children who are total beginners or who have done some English at pre-school. The course provides teachers with a very rich and flexible set of teaching materials, allowing them to expand the language syllabus into other areas of the curriculum. The context is fresh, light-hearted, and fun while the underlying methodology is sound and well-established.

Level 1 components

Class Book

This is a 96-page colour book containing all the presentation material you will need for your lessons, including stories, songs, games, and other activities.

The nine main units of the book are eight pages long and are based on topics familiar to children of this age-group. After every third unit, there is a page dedicated to reading practice, which focuses on different children around the world. There is also a revision game after every three units. After the main units are three festivals sections (on Peace Day, Christmas, and Mother's Day). You will also find the words for the songs here.

There is an eight-page section at the end of the book which contains material based on the Cambridge Young Learners English exam. This is presented in two stages – practice and test preparation. You will find more notes on how to use these pages in the introduction to the CYL section on page 124.

Activity Book

This is a 104-page black-and-white book full of challenging and entertaining puzzle-type tasks to practise the language. The activities include matching, sorting, labelling, crosswords, and mazes, and are designed to motivate and challenge the pupils.

The course structure integrates the Activity Book fully with the Class Book in the lessons, and in this level it is intended that the Activity Book should be used in class rather than for homework. However, some activities are appropriate for completion at home, e.g. completing the colouring for a listening activity.

Each unit in the Activity Book concludes with a two-page spread entitled 'Show what you know.' This section offers written revision of the vocabulary and structures from the unit. This includes a self-evaluation exercise at the end of each unit, designed to make pupils aware of their own learning (see the Lesson 10 section on page 18 for further details).

A further feature of the Activity Book is a nine-page Picture Dictionary with stickers, designed to help pupils organize and memorize key vocabulary.

Throughout the Activity Book there are extra activities for fast finishers, in addition to suggestions in the teaching notes.

Picture Dictionary

The Picture Dictionary pages are at the back of the Activity Book, and are to be used with stickers which cover the core vocabulary of each unit. There is one dictionary page for each of the nine units. Each page has two separate areas for the unit's two vocabulary sets (vocabulary input from Lesson 1 and Lesson 7). After each set, pupils stick in the vocabulary stickers, matching them with the words on the page.

Pupils can either leave the Picture Dictionary pages in the Activity Book or cut out the pages to make a separate Picture Dictionary (in which case they can put the pages in a folder, or make a cover). Such dictionaries can be displayed and could form part of any portfolio work to show pupils' achievements (see page 164).

Teacher's Book

The Teacher's Book serves as a clear and flexible guide for the teacher in all aspects of the course. It contains the following:

- The course syllabus;
- This introduction, which sets out the overall objectives and principles that underlie the course, as well as giving an outline of how the course works;
- A resource bank of games and activities (pages 20–22);
- A list of sample classroom language (page 23);
- Step-by-step teaching notes for every lesson in the book, also containing extra teaching ideas, and suggestions for classroom management;
- Transcripts for all the recordings apart from the songs and chants (which appear at the back of the Class Book);
- Answers for all activities (unless included in the transcripts);
- Teaching notes for the three festivals, including cultural information;
- Teaching notes for the 'Me and my world' sections in the Class Book, Activity Book and PMB;
- Teaching notes for the Revision game in the Class Book and Revision pages in the Activity Book;
- Photocopiable test pages (see below);
- Photocopiable portfolio pages (see below);
- A wordlist containing the core vocabulary and other key language.

Test / Portfolio section

This section in the Teacher's Book includes test material that reflects the objectives of the course. It contains:

- nine end-of-unit tests that assess what pupils have learnt in each unit;
- three Review tests that can be used after Units 3, 6, and 9, or at the end of each term;
- three Skills tests, which assess the pupils' abilities in listening, reading, writing and speaking.

These tests use similar exercise formats to the activities pupils have become familiar with in their Activity Books.

Photocopiable record cards are included to allow you to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievements in reaching linguistic objectives.

In addition to the test material there are six photocopiable pages which allow pupils to create the framework for their own Language Portfolio, to which they can add examples of their work, exam certificates, material from trips abroad, etc., in accordance with the recommendations of the Council of Europe. (For further information on portfolios, see page 164.)

CDs

For Level 1 of the course there are three CDs to support teaching in class. These contain recordings of all the songs, chants, stories, and listening activities for the units. They also contain listening material for the Cambridge Young Learners and course tests.

Songs and chants can be used to change the pace of the lesson and to help manage the transition from one stage to another. In Level 1 the songs also carry the 'Learning for life' message (see list of topics on page 13).

iTools

Incredible English iTools is a DVD-ROM which contains Digital Classroom Resources. All these resources can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. The in-built teaching tools allow you to zoom, highlight, cover or spotlight materials on each page, or to add notes and web links.

The *Incredible English* iTools for Level 1 includes:

- All pages from the Class Book and Activity Book on screen;
- Complete audio for the course;
- Interactive exercises throughout, including grammar presentation and competitive anagram games;
- Animated Class Book stories;
- Flashcards on screen;
- Extensive video clips containing extra 'Learning through English' material (see page 12);
- Additional practice for Cambridge Young Learners tests.

Teacher's Resource Pack

The Teacher's Resource Pack contains material for Levels 1 and 2 of the course. The Level 1 components are described below.

Flashcards

There are 147 picture cards for Level 1. These include the main unit vocabulary for Units 1–9 (10 words in most units, plus eleven colours) as well as numerals 1–12, the course characters, and the additional vocabulary input from the 'Learning through English' lessons (see page 13).

Flashcard list

The flashcards are double-sided, so each card (except the last one) has two images.

1	Fred / brother / 75 fabric	38	Grandpa / 112 kick a ball
2	Flo / sister / 76 hands	39	aunt / 113 climb a tree
3	Titch / sister / 77 feet	40	uncle / 114 throw a frisbee
4	Poppy / 78 fingers	41	cousin / 115 swim
5	Bing / 79 toes	42	cousin / 116 talk
6	Norton / 80 head	43	man / 117 draw
7	Mr Fixit / 81 body	44	woman / 118 read
8	red / 82 arms	45	boy / 119 write
9	blue / 83 legs	46	girl / 120 trousers
10	green / 84 face	47	orange / 121 T-shirt
11	yellow / 85 hair	48	apple / 122 skirt
12	black / 86 eyes	49	banana / 123 shoes
13	white / 87 nose	50	yoghurt / 124 jacket
14	brown / 88 mouth	51	biscuit / 125 dress
15	grey / 89 ears	52	juice / 126 shorts
16	pink / 90 dog	53	sandwich / 127 jumper
17	purple / 91 cat	54	cake / 128 hat
18	orange / 92 hen	55	fizzy drink / 129 socks
19	one / 93 duck	56	chocolate bar / 130 hot
20	two / 94 cow	57	cereal bar / 131 cloudy
21	three / 95 sheep	58	bread roll / 132 cold
22	four / 96 goat	59	carrot / 133 raining
23	five / 97 rabbit	60	milk / 134 windy
24	six / 98 horse	61	sugar / 135 living room
25	seven / 99 donkey	62	car / 136 bathroom
26	eight / 100 lamb	63	robot / 137 bedroom
27	nine / 101 foal	64	teddy / 138 kitchen
28	ten / 102 chick	65	train / 139 hall
29	eleven / 103 puppy	66	bike / 140 garden
30	twelve / 104 kitten	67	plane / 141 garage
31	circle / 105 run	68	computer / 142 house
32	triangle / 106 walk	69	puppet / 143 school
33	square / 107 hop	70	doll / 144 shop
34	rectangle / 108 fly	71	ball / 145 bus stop
35	Mum / 109 jump	72	metal / 146 park
36	Dad / 110 juggle	73	plastic / 147 cinema
37	Grandma / 111 ride a bike	74	wood

Text cards

There are 138 text cards for Level 1. These include the main unit vocabulary for Units 1–9, the 'Learning through English' vocabulary, and the character names. The text cards can be used in combination with the flashcards to increase language exposure and provide support for reading. The text cards are contained in a photocopiable booklet. Photocopying onto card or stiff paper is recommended. Teachers with large classes may like to enlarge the cards when photocopying, so that they can be seen more easily from the back of the classroom.

Photocopy Masters Book (PMB)

The PMB has 56 pages of material, described below:

- pupil word and picture cards for each unit;
- the course 'bookmark';
- character masks;
- a story frames booklet for each unit;
- a cut-out for each 'Learning through English' section;
- a cut-out for each of the three Festivals lessons;
- 'Me and my world' writing pages that pupils can use to personalize the Reading lesson from the Class Book.

Word and picture cards

The cards for the main vocabulary input are prepared by the pupils in Lessons 1 and 2 and used by them in activities and games throughout the unit. The cards for the 'Learning through English' section (additional vocabulary input) are prepared in Lesson 7 and used in activities in Lessons 7–10. Photocopying onto card rather than paper is recommended in order to make the cards last longer.

If timing is an issue when preparing the cards, pupils could take the picture cards home and colour them in preparation for the next lesson.

Once the cards are made they can be kept in the classroom in separate sets, e.g. in envelopes (with the pupils' names on) so pupils can use them many times for games and revision.

The bookmark

The bookmark on page 2 of the PMB is made in Unit 1, Lesson 2, and then used regularly in each unit. It has an opening to allow pupils to isolate what they are looking for on the page. This supports concentration by limiting the pupils' focus to individual pictures, words or letters.

Pupils can personalize their bookmark by colouring it and writing in their name and class.

Photocopying onto card or stiff paper will help the bookmark last longer. Pupils can make a pocket in the front of their Class Book or Activity Book in which to keep their bookmark (by sticking down three sides of a piece of cardboard 22cm x 10cm or by sticking in an envelope or plastic wallet).

When preparing the bookmark, it will help if you demonstrate the stages by making another bookmark at the front of the class, and showing how to use it, by moving it around until you can see what you're looking for through the 'window'.

Character masks

Pupils can cut out the character masks in Unit 1, Lesson 3, and then continue to use them throughout the course to help when acting out the stories. The PMB for Level 1 contains the masks for Mr Fixit, Norton, Titch, Flo, Bing, and Fred; Level 2 PMB contains the masks for Mitch and Poppy. If you need an extra mask for occasional or extra characters, you could make one using the given masks as a template.

Story frames booklets

The Story frames booklets are an integral part of every unit in the PMB. The frames from each story are reproduced in the new dimensions of the PMB. The pupils can cut out the frames, number them in sequence, and colour the pictures to make their own copy of the story. It also includes a title page where pupils can write their names to personalize their work. It is suggested that these are used in Lesson 3.

Lesson 8 cut-outs

A key feature of this course is 'Learning through English'. Each unit contains a specific section which aims to connect with other areas of the curriculum (including additional vocabulary input). This section covers two lessons in the Class Book and Activity Book, of which the second lesson (Lesson 8) always involves making a cut-out. All the Lesson 8 cut-outs are provided in the PMB.

Festivals cut-outs

There is one cut-out activity for each of the Festivals pages in the Class Book. These pages, once completed, can be added to the pupils' personal portfolios, or taken home and given to friends and family.

Me and my world

These pages (PMB pages 53–55) form the 'Personal album' part of the skills lessons. They allow pupils to describe their lives based on the special reading pages in the Class Book, highlighting similarities and differences between their own lives and those of the children they have read about.

Story Frames Book

This 144-page book reproduces the Class Book stories, giving each frame a whole page, for story-telling at the front of the class. This enables you to retell the nine unit stories in a different way, e.g. with pupils seated in a semi-circle away from their desks.

The Story Frames Book can either be used as a flop-over book, or alternatively teachers can cut out and laminate the pages to use as storycards.

The Story Frames Book can be used in Lesson 3 to present the story or at later points in the unit to revise the story as needed.

Puppet

There is a Norton glove puppet for the teacher. Norton the bird is one of the story characters in the book, and so acts as a link between the classroom and the imaginary world of the course. His main role in class is to assist the teacher in presenting vocabulary and revising it throughout the unit, but he also has a 'kit box' of lesson materials (see below) which is kept in the classroom. With this he helps to make the pupils aware of their learning objectives as he reveals the materials they will be working with at the beginning of each lesson.

To start your English lesson it is useful to have a routine that pupils are familiar with and look forward to. As Norton welcomes the pupils and presents the materials you will use, you can interact with him in English. This marks the change from lessons in their mother tongue to English lessons.

In flashcard presentations, by asking Norton to handle the flashcards you have the first opportunity to say what is on each card and to naturally repeat the word as Norton gives you the card. Norton can also be used to model activities, e.g. you can ask him to point to or find a flashcard. Allow Norton to make mistakes sometimes, so that pupils feel more comfortable with their own mistakes.

Norton can also act as your partner while you model dialogues or pair-work activities for the class, e.g.

Norton: *Where's my (ball)?*

Teacher: *It's here.* (Teacher gives Norton the card.) OR *It isn't here.* (Teacher shrugs.)

Norton: *Thank you.*

You may find it useful to practise turning and moving the puppet as ‘he’ speaks. When Norton is speaking he should look at the children, and should open and shut his beak in time to what he says.

Norton’s kit box

This is a box in your Teacher’s Resource Pack (you can make it up from a flat template into a box). It is where you can keep the A5 lesson materials which will be needed for any particular lesson (flashcards, text cards, CDs, completed cut-outs, PMB picture / word cards, etc.). In the lesson notes you will see that Norton’s kit box is used as the starting point for your lessons. Pupils say a kit rhyme, asking Norton to look in the kit and show them what is in it for today. As you and Norton take the materials out of the box you can mark the transition to English by interacting with the puppet, and telling the pupils what activities they will be doing. Similarly when you are finishing your lesson and putting away the materials you can use the box to review the lesson content. In addition to the course materials, use realia wherever possible to give a flavour of the coming lesson and to keep pupils curious about what might be in the box. For example, when introducing a new unit topic, try to find small items to put in the kit which could represent it – a biscuit for the food topic, a small plastic animal for the animals unit, etc.

DVD and DVD Activity Book
Learning other subjects through English

The course includes an optional multimedia component (interactive DVD and accompanying Activity Book) to support the ‘Learning through English’ strand of the syllabus.

Section	Content	Task	Topic area link
Art 1	Footage of Sydney	Completing a collage picture of Sydney	Level 1, Unit 1 (Colours and shapes) Level 1, Unit 8 (The weather)
Maths 1	Footage of family garden party, focusing on hair colour	Making a block graph	Level 1, Units 2 and 5 (Family, and Descriptions of people)
Science 1	A report on an organic farm	Finding out how cheese is made	Level 1, Unit 3 (Food) Level 2, Unit 6 (Food)
Geography	A report on a local town	Matching places with grid references	Level 1, Unit 9 (Places in a town / Using grid references)
Art 2	Footage of wild animals	Drawing and colouring animals and sticking them on a world map	Level 2, Unit 4 (Wild animals)
Maths 2	Footage of family garden party, focusing on children’s toys	Making Venn diagrams	Level 2, Unit 3 (Toys)
Science 2	A report on an organic farm (continued)	Finding out where the food from a packed lunch comes from	Level 2, Unit 6 (Food)
Music	A report on a music school	Matching sounds and instruments	Level 2, Unit 7 (Musical instruments)

There is one DVD per two levels. The DVD aims to support teachers who wish to extend the range of teaching materials, and give their pupils exposure to live action and dialogue, in an interactive format. The Activity Book contains creative and practical activities, linked with the content of the DVD, as well as full teaching notes.

DVD 1 & 2 is divided into eight sections: Art 1 and 2, Maths 1 and 2, Science 1 and 2, Geography, and Music. The table above shows how these sections connect with the topic areas of Levels 1 and 2 of the course, and gives a brief summary of contents.

Course metaphor

The metaphor for this course is a toolbox or ‘kit’ which represents the multiple nature of language learning and teaching. In the compartments of our metaphorical box teachers find what they need to teach and children discover what they need to learn and function in English. The kit concept is represented by Mr Fixit’s tool kit in the stories and in Norton’s kit box which is used to reveal teaching materials.

Course principles

The learning objectives

The learning objectives are based on fundamental educational aims. They recognize the importance of helping pupils to apply their learning and develop interpersonal and intrapersonal skills. Six threads run through the course:

- 1 Language
- 2 Strategies for learning
- 3 Learning for life
- 4 Understanding myself and others
- 5 Learning through English
- 6 Assessment

These strands are further explained below.

1 Language

Language in context

Children are likely to learn a second language more effectively if they hear and see the language used in meaningful contexts and if they are involved in enjoyable activities. In line with this, it is hoped that the teacher will:

- make connections with the pupils’ developing understanding of the world;
- use the pupils’ mother tongue as a bridge to their learning of English;
- take as many opportunities as possible to speak in English;
- be aware of the potential for absorbing English when organizing and preparing activities and talking to pupils about their immediate surroundings.

In Level 1, language (initially primarily oral language) is presented and practised in a clear context through the four skills and is not analysed into its component parts.

The vocabulary and structures listed in bold in the Syllabus on pages 4–8 of this Teacher’s Book are the ‘core’ language from Units 1–9. This is what pupils should be able to understand and use by the end of the book. In addition to this, pupils will absorb language from a range of sources such as:

- the skills and festivals sections;
- language for setting up and doing activities;
- the off-page narrator's lines in stories (on the CD);
- the interaction between Norton and the teacher;
- the many classroom situations that offer opportunities for meaningful use of English.

The language focus

In Level 1 the focus is on the acquisition of vocabulary and structures in the form of chunks of language, e.g. *car, It's red, Pass me ...* Pupils are encouraged to add vocabulary to the chunks they know in order to form phrases of their own, e.g. *Pass me a (food or drink), please.*

The skills-based syllabus

Language is practised through the four skills – moving from listening and showing understanding of single words (e.g. Teacher: *Show me yellow.*) to speaking and showing understanding by responding (e.g. Teacher: *Where is it?* Pupils: *It's in C4.*).

2 Strategies for learning

Pupils need to:

- become effective and independent learners;
- develop an awareness of their own learning strategies;
- do activities to suit their diverse learning styles;
- have opportunities to reflect on how they learn best.

This course upholds these objectives by providing material to support a range of different types of intelligence:

- Linguistic: stories, teacher talk
- Musical: songs and chants
- Kinaesthetic: action games, tracing and joining activities, 'make and do' activities
- Visual: artwork, diagrams, flashcards, 'cutting and sticking', observation such as 'look and find' activities
- Mathematical: activities that call on the pupils to sequence and order items
- Natural: activities based on the natural world, including observation, categorizing, cycles
- Interpersonal: circle games, pair and group work
- Intrapersonal: personal word collection (Picture Dictionary), reflecting on and talking about own styles and abilities, target and goal setting

The course also offers a rich visual and auditory context which encourages pupils to become visually and aurally literate through:

- predicting, listening to, and reading stories;
- meeting familiar characters in pre- and post-story activities;
- interacting with the puppet;
- using visual supports (Class Book / Activity Book pictures, flashcards, PMB picture cards, and all the visual material that individual pupils make in class).

3 Learning for life

A focus on personal, social, and health education is introduced in songs and through stories, chants, and follow-up activities.

Song topics

Unit 1 – Following instructions

Unit 2 – Supporting our friends

Unit 3 – Washing our hands before meals

Unit 4 – Sharing and playing together

Unit 5 – Cooperating and taking turns

Unit 6 – Caring for animals

Unit 7 – Exercising to keep fit

Unit 8 – Playing games and obeying rules

Unit 9 – Helping at home

Elsewhere in the course every opportunity is taken to encourage appropriate behaviour, community feeling, caring for others and developing good relationships.

4 Understanding myself and others

Cultural awareness and intercultural learning are part of language education.

It is important for children to:

- develop an awareness of the people around them;
- learn about people who live in other countries;
- understand and reflect on the differences and similarities between their own and other cultures.

The intercultural learning objectives are based on pupils' immediate experiences, and include:

learning about celebrations around the world and comparing them to their own

- Peace Day, Christmas, Mother's Day

becoming aware of children's lives in other countries

- 'Me and my world' Reading pages in the Class Book, with follow-up activities in the Activity Book and PMB

5 Learning through English

This key element of the course links directly to subjects such as Maths, Science, Art, and PSHE (Personal, Social, and Health Education).

All nine units contain a specific section which aims to connect with a subject topic and act as a starting point for teachers who wish to explore it further with their classes.

This section includes:

- new vocabulary;
- listening and reading activities to develop understanding of the subject and practise subject-specific skills;
- a practical activity which allows pupils to become personally involved in the topic (e.g. a cut-out);

In this section the focus is as much on the content as the language used to convey it.

Content topics

Unit 1 – Maths / Shapes

Unit 2 – Art / People

Unit 3 – Science / Food and drink (sugar content)

Unit 4 – Science and Technology / Materials

Unit 5 – Maths / Block graphs

Unit 6 – Science / Baby animals

Unit 7 – PSHE / Growing up

Unit 8 – Art / Weather

Unit 9 – Maths and Geography / Map co-ordinates

At this stage in children's learning, many of the class teacher's and the English teacher's objectives may coincide. The course will assist development in many of these areas and complement the work done in other subject areas, e.g. developing sound / letter recognition, which is developed through activities in Lesson 9 in each unit.

The optional DVD and accompanying Activity Book (see above) can be used to support these lessons and really bring the subject to life.

6 Assessment

The final lesson in the Activity Book in every unit contains an opportunity for pupils to assess their own progress in a two-page 'Show what you know' section. The learning objectives for each unit can be recapped at the beginning of each review lesson, so the pupils are reminded of what to assess themselves on. They can then evaluate their progress on each page by choosing one rainbow out of three to colour, to describe whether they felt their work was 'not bad', 'quite good' or 'very good'.

The aim of this is to:

- raise pupils' awareness of their own potential;
- help pupils understand the purpose and aim of the lessons and their own learning;
- increase their feelings of achievement.

To support teacher observation and to help teachers chart what pupils can do there are two photocopiable record cards (see pages 162 and 163) which can be used to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievements in reaching linguistic objectives, including their test results. The criteria listed on the record card for attitudes and behaviour are suggestions and there are some spaces for adding your own specific assessment criteria.

The Test section in this Teacher's Book includes test material that reflects the objectives of the course. It contains nine end-of-unit tests, three end-of-term review tests that can be used after Units 3, 6, and 9, and three skills tests that practise each of the four skills.

There is further test material in the CYL section at the end of the Class Book. The tests here replicate the Cambridge Young Learners exam, and so can be useful preparation if your pupils are doing this.

Teaching and learning a new language

Children learn a new language when they have sufficient exposure to it and they experience the new language in meaningful situations which engage their attention. They need to see English as a normal means of communication, like their language, and they will begin to use it when they can.

Exposure

The main task for a teacher of English is to provide learners with a lot of exposure to the language by talking about what pupils can see and understand. Whatever you say in English has to be understandable for the pupils by:

- building on routines they already know;
- giving instructions to them in simple English;
- using gesture and body language;
- modelling what they are going to do.

When pupils see that you enjoy speaking and reading in English and that you encourage and praise their efforts, they will develop confidence and be motivated to do the same. There are many opportunities in class to vary what we say and increase pupils' exposure. Some suggestions arising from basic classroom situations are given in the language grid on page 23 of this Teacher's Book.

Mother tongue

Mother tongue (L1) plays a very important role in the language learning process. Children need:

- to be understood;
- to be able to respond freely in their mother tongue.

It will be a long time before they can do this in English (L2). When they respond in their mother tongue they are showing their understanding and this should be acknowledged. The teacher can:

- respond in English and make the meaning clear to pupils;
- 'recast' what the child has said in English (see below).

Recasting is a very useful technique to develop and you can start by recasting single words and short phrases into English. In this way the mother tongue can be used as a bridge to learning English. Recasting shows pupils that they are understood and that all languages have the same communicative function. Throughout the lesson notes opportunities for recasting have been mentioned. When recasting, use gesture and mime to support your meaning, e.g. *Yes, it's big!* (open your arms wide).

The abbreviations L1 and L2 stand for 'first language' and 'second language' and are used in the teaching notes to refer to the pupils' mother tongue (L1) and English (L2).

Course structure

There are nine main units, each made up of ten lessons. The lessons are split between the Class Book and Activity Book, and some involve pages from the Photocopy Masters Book. Activities consist of presentation, practice, and practical activities to give pupils the variety of activity types they need to keep them engaged.

In addition to the main units, there is a Reading page after Units 3, 6, and 9 in the Class Book and Activity Book, with a corresponding writing page in the PMB; there is also a revision game after these units in the Class Book, and a Festivals section comprising three lessons at the end of the book.

Unit structure

Each unit in Level 1 follows the same sequence, which makes it easier for both the pupils and the teacher to use the book (see the grid on page 19 for an overview of the unit structure and the components used in each lesson).

Lesson 1 – Introducing vocabulary



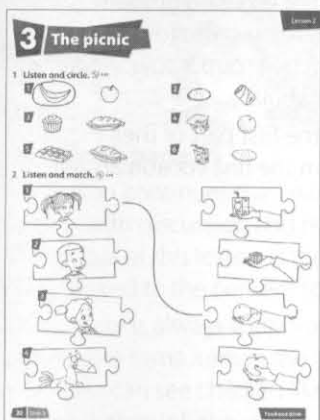
Class Book page 19

This lesson introduces the topic and the first set of new vocabulary.

At the start of this lesson the pupils preview what they are going to learn in the unit. Pupils look through the unit in their Class Books and the teacher quickly writes the topics and activities they will be doing on the board.

The new vocabulary is first presented by the teacher (with Norton's help) using the flashcards. The unit-opener page in the Class Book is then used to introduce the new vocabulary in context, via a listening activity. The unit-opener picture always links with the story, but is not part of it. There then follows a chant, rhyme, or song focusing on the new vocabulary.

Lesson 2 – Practising vocabulary



Activity Book page 20

This lesson provides:

- an opportunity to review the new vocabulary through active involvement;
- two listening activities to establish good pronunciation and recognition.

Pupils often need to develop useful classroom habits such as 'good listening', which will remain with them throughout their education. Through discussion you can decide what



Activity Book page 21

'good listening' means to your class, e.g. looking at the speaker, being quiet, thinking about what you hear.

You could also use an attention signal such as an instrument (e.g. a triangle or a bell) or a countdown chant. Teach the pupils some actions that they can do when they hear the instrument or say the chant. They could have a list of actions to follow, e.g. Count down from five – face the board – clap your hands twice – don't speak!

It's important to end with an action that has pupils ready to start the new activity. So for listening you could make a silent sign, e.g. putting your finger over your lips.

Lesson 3 – Story



Class Book page 20

This is the story lesson. The pupils will:

- look at the story pictures and predict the storyline;
- listen to the story and follow it in their Class Books;
- meet a new language structure;
- learn a short rhyme, chant, or refrain that they can join in with when retelling the story;
- act out the story in small groups, using the character masks.

Class Book page 21

This is one of the key opportunities for extending teacher talk in English. As the pupils talk about their interpretation of the story in their mother tongue (L1) you can provide the language learning support they need by 'recasting' (repeating the main point of) what they say in their mother tongue in English (L2).

You can use the Story Frames Book to present the story for the first time if you wish.

After listening to the story there is an activity which is based on reviewing parts of the story, and encourages visual literacy and role play.

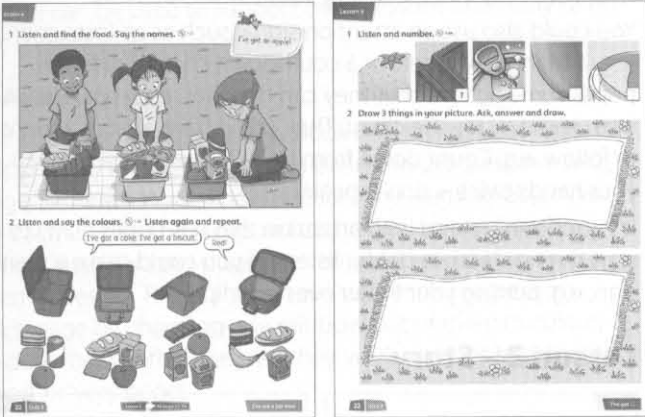
The final part of the lesson involves the pupils in acting out the story in groups. Give them plenty of support and encouragement as they do this to build their confidence in performing.

At the start of the school year they may not feel confident about speaking parts in English, but as the course progresses you can encourage them to do this more and more.

The character masks provide a fun and useful way for the pupils to role-play the story characters and become less self-conscious.

There is a follow-up activity in the PMB where the children can make their own booklet of the story frames.

Lesson 4 – Language focus



Class Book page 22

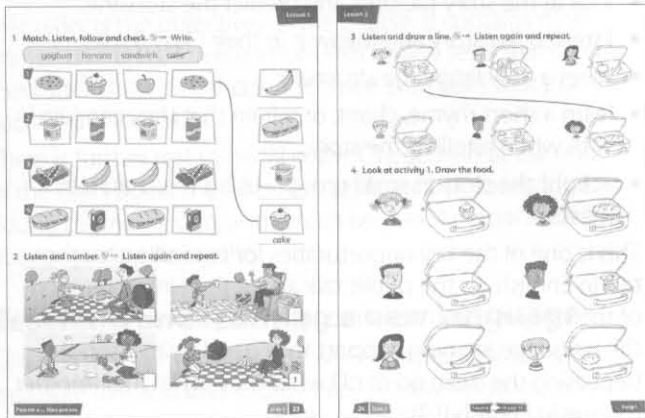
Activity Book page 22

This lesson gives the pupils the opportunity to thoroughly practise the language point that was introduced in the story. This is done through listening and reading activities and followed up with a simple writing task.

A grammar box at the top of this page highlights the key language being practised – this can be used more and more as the year progresses to give pupils the chance to look at the written form of the language.

Teachers can use the material on these pages for further speaking practice if desired. Ideas for how to do this are given in the teaching notes.

Lesson 5 – Language focus



Activity Book page 23

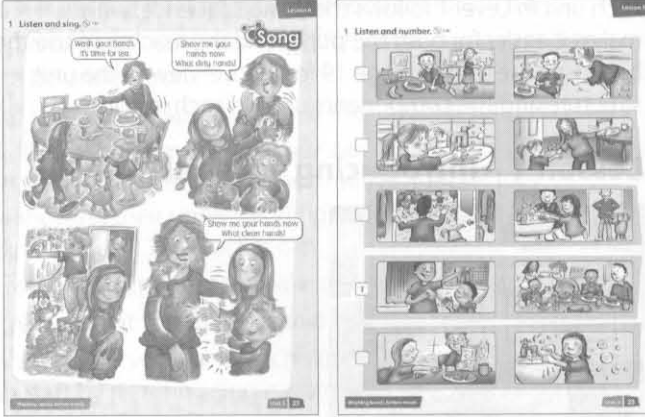
Activity Book page 24

The focus of this lesson is on providing further practice of the grammar and vocabulary covered up to this point in the unit.

The exercises use a range of activities covering listening, reading and writing skills to ensure the grammar is practised thoroughly, and personalized as much as possible.

The pupils are then asked to produce the new language in simple speaking activities, set in the context of the unit topic.

Lesson 6 – Learning for life (song)



Class Book page 23

Activity Book page 25

Lesson 6 is the mid-unit reassessment point and the 'Learning for life' lesson.

Throughout the nine units the 'Learning for life' section extends the main unit topics dealing with civic education and personal and social development (see the song topic list on page 13 for the areas this lesson covers).

Because of the topic extension this lesson often includes language that is not the main focus of the unit. This is another opportunity for the mother tongue to act as a bridge for pupils as they talk about the topics of these lessons. Pupils always learn an action song that sums up the message of the lesson. The final activity in this lesson (in the Activity Book) aims to be cognitively challenging and contains a puzzle element which develops their thinking skills.

At the end of this lesson in each unit pupils are given the opportunity to look back over what they have learnt, and look forward to what is to come.

This mid-unit review offers the opportunity for revision in different and meaningful ways, e.g. categorizing vocabulary pupils are now familiar with under different headings. Categorizing vocabulary into different sub-divisions, and illustrating these with flashcard or text card groupings on the board, taps into different learning styles (e.g. visual / mathematical learning) and can help pupils to use different strategies for remembering vocabulary.

The pupils can now complete the first part of their Picture Dictionary using the words from the first vocabulary set.

Lesson 7 – Learning through English

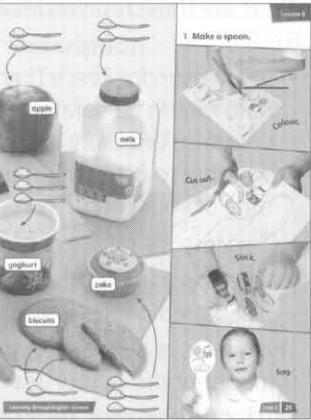


Class Book page 24

This lesson introduces the ‘Learning through English’ topic and the second related set of new vocabulary. The content introduced in this lesson relates to the unit topic. The new vocabulary is a smaller set of words and like the first set it can be introduced with flashcards.

Photos or paintings are used to connect with the previous material and vocabulary, and to introduce the new extended vocabulary in context.

This lesson offers opportunities for content discussion beyond the language level of the unit.



Class Book page 25

Lesson 9 – Pronunciation and speaking



Class Book page 26

This lesson opens with an activity to focus on letter / sound recognition. There is a focus on pronunciation of initial sounds, with activities that ask pupils to listen carefully to these sounds and repeat them in the form of a chant or rhyme.

The pronunciation of initial sounds is:

- a starting point for pupils’ awareness of the sound and spelling patterns in English;
- based on language pupils are familiar with from the work done in each unit.

The target letters are highlighted in the Class Book so that the visual association will help the pupils to recognise and recall the sounds.

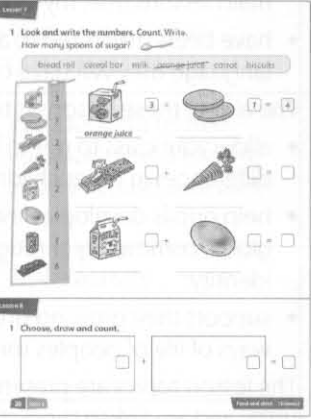
The second section of the page involves a speaking activity which encourages pupils to use the target language of the unit. Through prompts such as photos, tables and illustrations, pupils first listen to a model dialogue and then produce their own version to act out with a partner.

There is always a clear linguistic aim to these activities and the teaching notes give full instructions on how to set these up.

Lesson 8 – Learning through English



Class Book page 25



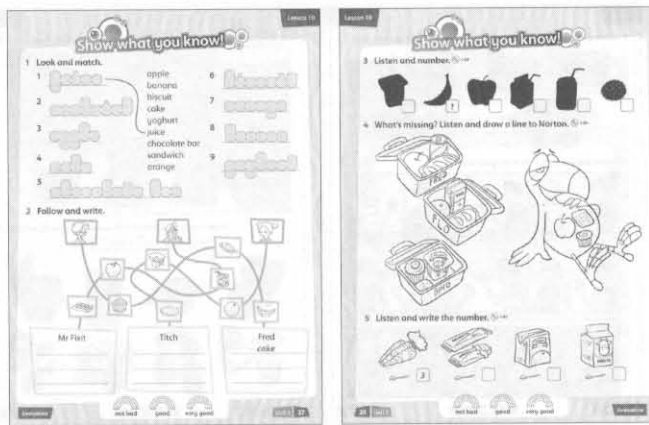
Activity Book page 26

This lesson continues the ‘Learning through English’ topic. It starts with discussion and recall of the last lesson, but the main focus of this lesson is the ‘make’ activity (PMB cut-out) that is linked to the content topic.

This activity is always supported by photos of children making the same item in the Class Book, so the pupils in your class can see children like them doing the same thing and work through the stages step by step.

The end product of this ‘make’ activity is very suitable material for pupils’ portfolios if portfolio assessment is part of your class plan.

Lesson 10 – Review and self-evaluation



Activity Book page 27

This is the self-evaluation lesson. In this lesson the pupils:

- complete Activity Book exercises to demonstrate how much they have learnt in the unit;
- recall together what was in the unit.

These pages contain a range of activities to revise what pupils have covered in the unit, with the emphasis being on allowing pupils to reflect on and reinforce what they have learnt. For Unit 1, for instance, you could ask the following questions:

- Activity 1: *Do you know the names of all the characters?*
- Activity 2: *Do you understand the colours in English? Can you say them?*
- Activity 3: *Do you know how to answer if someone says 'What's your name?'*
- Activity 4: *Do you understand numbers in English? Can you say them?*
- Activity 5: *Do you understand the shape words in English? Can you say them? Do you understand the words 'big' and 'small'? Can you say them?*

The lesson ends with a self-evaluation activity, which uses a consistent symbol throughout the course. The pupils choose and colour the rainbow on each page which best reflects how they feel about their performance in key areas. The teacher can use their self-evaluations to monitor pupils' sense of progress.

At this stage there is a strong emphasis on motivating pupils through acknowledging their participation and their efforts, no matter how small.

Pupils also complete their Picture Dictionary in this lesson (see page 9).

After every three units there is a Revision game in the Class Book. This is set up as a simple board game which pupils can play in pairs. As part of a Revision lesson, pupils move their counters around the board, using the pictures as prompts for recalling the vocabulary, grammar, story dialogues and songs / chants from the preceding three units. Setting this in the context of a fun game with a competitive angle motivates the pupils to recall what they have learnt, and to produce the language they have covered independently.

Festivals lessons

There are three festivals lessons (see Class Book pages 81–83):

- One lesson for Peace Day (the United Nations' designated date for this celebration is 21st September, although some countries celebrate it on a different day – you can choose whether to cover this material in September, or at the time of your country's Peace Day if this is different);
- Two lessons on the celebration of Christmas;
- One lesson for Mother's Day which is traditionally celebrated on the fourth Sunday of Lent.

The choice of festivals means that you can divide the lessons throughout the school year from autumn to spring.

The festivals lessons are integrated with the rest of the course since they feature the central story characters. The language demands of the activities are based on what pupils are already familiar with. In addition to recycling, these four lessons offer opportunities for extension, e.g. the Peace Day activities recycle language for colours and numbers but also extend pupils' learning about primary and secondary colours.

Me and my world lessons

There are three reading lessons (see Class Book pages 27, 53, and 79). These lessons:

- focus on the lives of children from around the world;
- deal with topics your class will already know from their main lessons (me, my family, animals and clothes);
- have been structured to allow pupils to recycle the language they will have covered in the main units.

The aim of these lessons is to:

- allow your class to get to know about the similarities and differences in other children's lives around the world;
- help pupils develop an awareness of being part of a global community through fostering a sense of their own identity;
- support their growing understanding and respect of the ways of life of peoples throughout the world.

The lesson topics are presented after each block of relevant units, and are linked thematically and linguistically to the preceding material. They all:

- demand natural recycling of the vocabulary and language that the pupils are already familiar with;
- are personalized, as pupils are asked to make a 'Me and my world' page (see PMB pages 53–55).

To make these pages pupils will personalize the topic through carrying out simple writing activities and drawing pictures.

Unit structure overview

Lesson	Focus	Description	CB	AB	Other materials
1	Introducing vocabulary	Presenting new core vocabulary for this unit's topic	Vocabulary presentation page		
2	Practising vocabulary	Practising the core vocabulary from Lesson 1		Three activities practising the core vocabulary, including reading (optional up to Unit 4)	Children's PMB picture / word cards (sometimes used in Lesson 1 rather than Lesson 2)
3	Story	Listening to and working with the story Acting out the story in groups	Story		Story Frames Book PMB Story Frames booklet
4	Language focus	Practising the structure introduced in the story	Practice of new structure	Practice of new structure	
5	Language focus	Consolidating the new language through practice activities		Grammar practice activities and writing tasks	
6	Learning for life	Personal, social and health education Starting the Picture Dictionary	Song (with the PSHE message)	Song activity	Picture Dictionary
7	Learning through English	Introducing a related vocabulary set, linked to another curriculum area	Presentation of new vocabulary	Practice of new vocabulary (first activity)	Children's PMB picture / word cards (new vocabulary set)
8	Learning through English	'Make' activity	Model of how to make the item	Practice of new vocabulary (second activity)	PMB Photocopiable sheet for the 'Make' activity
9	Pronunciation and speaking	Pronunciation focus Producing language from the unit or previous units	Pronunciation activity followed by role-play using target language of unit		PMB Extra Learning for life activities
10	Review and self-evaluation	Reviewing the unit Completing the Picture Dictionary		Self-evaluation activity	Picture Dictionary

Activities and games

The following activities and games are suggested in the lesson notes. As with all material it is up to you to choose what best suits your teaching situation. These games all have a linguistic focus but are also active and enjoyable. Some of the games mention Total Physical Response (TPR) which is deservedly popular. At its simplest TPR looks for a response from the child that shows an understanding of language and as such is of constant use in the classroom.

Some of the activities require the flashcards to be turned over so that the image is hidden. The flashcards in this course are double-sided, and so it is recommended that when you start to work with a new flashcard set, you temporarily cover the back of each card with paper (e.g. using a reusable adhesive such as Blu-Tack) to hide the other image on the reverse. Alternatively you can slot the flashcards into A5 plastic wallets with paper or cardboard at the back to hide the image you are not using.

Introducing new vocabulary

There can be up to 10 words in the first lesson of a unit. Many teachers have a routine when using flashcards to introduce new vocabulary. For example you could:

- show two or three flashcards and say what each one is;
- show them more new flashcards in groups of two or three;
- repeat earlier words as you continue to show them new words (this will help them remember all the words);
- give the flashcards to 10 pupils (use different pupils each time you do this);
- ask the pupils to help you put the flashcards on the board;
- call out different words and ask the whole class to point to the cards (every time you say and identify a new word the meaning becomes more established and the pupils absorb more pronunciation);
- ask pupils to point and repeat the words.

True or not true? (TPR)

This is a useful early activity when new vocabulary has just been introduced. It helps remind pupils of the vocabulary and focuses on listening, understanding and responding.

You can use a set of flashcards and text cards or realia that the pupils are familiar with.

Explain that you are going to:

- hold up each card / real item so that they can see;
- call out all the vocabulary they are working on.
- When they hear you say the word that matches what is on the flashcard they can respond by:
- doing an agreed action, e.g. standing up / putting up their hands / clapping once;
- saying an agreed word, e.g. Yes;
- repeating the name of the item on the card.

Norton says ... (TPR)

This is the same as the traditional game 'Simon says' but using Norton as the key word. The pupils can stand up or sit down. Explain that they:

- have to listen very carefully;
- have to do the movements;
- should only move when you say *Norton says ...*

If you don't say *Norton says ...*, they must keep still.

As young children often move, it's a good idea to let them stay in the group and continue to do the actions saying something like *Never mind ... Just try again*. The aim is not to exclude pupils from the activity. Norton is too kind-hearted to put anyone out of a game!

When you are calling out the instructions you could hold Norton close to your ear so that he seems to be telling you what to say.

Uncovering a card

Explain to the pupils that they are going to see parts of a picture and should guess what it is using all the visual clues as support.

- Hold a piece of plain card in front of the flashcard.
- Slowly drag the paper covering down / up so that the picture appears bit by bit.

OR

- Cut a hole / several holes in a piece of plain card.
- Put this perforated paper in front of the flashcard and move it around so that the pupils can see small parts of the picture underneath.

Reversing cards

- Code the backs of flashcards or text cards using coloured dots or numbers.
- Turn the cards around.
- Put them in a line where the pupils can see them.
- Check if the pupils can remember the identity of the card by the colour or the number.

Flashing a card

- Hold the flashcard or text card facing you so that the pupils cannot see it.
- Flash / turn the card quickly so that the pupils see it for a second.
- The first person to put up their hand tells you what they think was on the card.

Pronunciation circle

This is a repetition activity using single words or phrases.

- Ask the pupils to stand in a big circle or stay in their places.
- Hold up the first flashcard and say what it is: *a car*.
- Pass the flashcard to the first child in the circle or in the first line.
- He / she passes on the flashcard saying *a car* to the next child who has to say the same word as he / she passes the card to the next child.
- Everyone in the circle has to repeat the word / phrase when they get the flashcard.
- When a flashcard has gone around three or four learners give the first child another flashcard and so on until all the flashcards are moving around the circle or down the lines.
- When the first flashcard comes around the circle or reaches the end of the lines, hold it until the last card has been given out.
- Repeat the activity with all the flashcards again but change the order.
- Encourage the pupils to do this activity slowly until they feel confident.

A very long sentence

- Use flashcards the pupils are familiar with.
- Give each child a flashcard and ask them to stand in a line.
- Use a starting phrase that the pupils know, e.g. *I've got ...*
- Help the first child say *I've got ...* (whatever is on his / her card), e.g. *I've got a teddy*.
- The second child then says *I've got* (what is on the first pupil's card) and (what is on his / her card...), e.g. *I've got a teddy and a bike*.
- Continue in this way until everyone has added what he or she has got.

Memory

This simple game (known traditionally as 'Pairs') is one of the most enjoyable language games.

- Use one or two sets of flashcards and matching text cards.
- Pupils can work in pairs or small groups.
- Put the cards back to front on the board or face down on the floor, ensuring the flashcards and text cards are clearly separate.
- The pupils can stand around the board or in a circle with floor space in the middle.
- One child from each small group or pair takes a turn to turn over any two cards.
- If the flashcard and the text card match they keep the two matching cards.
- If they don't match they are turned over again and left in place.
- Continue until all the cards have been matched.
- The pupils can then display their pairs and say what they are.

Whispers

- Use some of the pupils' picture and word cards that they are already familiar with (or you can use flashcards and text cards).
- You need to have a matching picture card and a word card for each child in the class.
- Make lines with at least three pupils in each line.
- Put a set of picture cards in a pile on a table or on the floor in front of each line.
- Put the matching set of word cards on a table or on the floor behind the lines.
- The first person in each line picks up the first picture card in their set.
- Then he / she puts it back on the table or floor and whispers the word / phrase to the next person in the line.
- Each child whispers the description to the next person until the last person in the line hears it.
- The last person in each line has to look at the word cards laid out on the table or floor to find the word that matches what he / she heard.
- This last child then brings this word card to the front and puts it beside its matching picture card.
- This child stays at the front and takes the next picture card and the whole process begins again.

Variations: As there are several sets of the same picture and word cards in each unit you could play this by matching pictures to pictures or words to words.

Pass the ball

- Ask the pupils to make a big circle.
- Play some music.
- Pass around a ball.
- When the music stops the child with the ball has to choose a flashcard (e.g. from a fan held in your hand so that the pupils cannot see the pictures) and say what it is.
- If any pupils are worried about doing this, let the child who has the ball ask the rest of the class to say what is on the flashcard.

What's missing? / Who's missing?

- Use flashcards or text cards (or both) that pupils are familiar with.
- Ask the pupils to get into groups.
- Put a number of flashcards or text cards on the board.
- Tell the pupils to turn around and close their eyes!
- Remove one card.
- When the pupils turn around they can put up their hands if they know what is missing.
- Let them work in groups so that they can all take turns at answering.
- When they are very familiar with the activity let different pupils take turns to remove a card.
- This game can also be played in pairs using the pupils' PMB picture and word cards.

Three in a row!

This is a game for pupils to play with their PMB picture and word cards.

You can use a single vocabulary set providing you have nine cards or you can mix the sets from other units.

Play the game once on the board so that all the pupils see what they have to do.

Use either the picture cards or the word cards.

Ask the pupils to:

- put their cards in any order in a square 3 cards by 3 cards;
- listen to Norton calling out the cards;
- turn each card upside down as they hear it.

When they have a row of cards turned upside down they call out *Three in row!*

Continue calling out until all the cards are upside down.

When they are confident let different pupils call out different cards.

Active Bingo

You can play this game using the PMB picture / word cards or extra picture / word cards made by the pupils (to allow for vocabulary extension).

If you are using the pupils' own material then you will need to make a note of the words on the cards.

- Divide the class into two or three groups.
- Let the groups stand up in a line.
- Give each child a picture card or a word card.
- Call out the words you have in your list.
- When a child hears his / her word he / she can sit down.
- When the entire group is sitting they can shout *Bingo!*

Snap – whole class

This game is a variation on conventional *Snap* adapted to suit vocabulary work in the classroom.

Use the PMB picture or word cards and the matching class flashcards or text cards to play classroom *Snap*.

It is usually played with the teacher and the class but Norton can also stand in for the teacher.

- Ask the pupils to choose any five of their PMB picture cards or word cards from a particular vocabulary set, e.g. *Choose five clothes picture cards*.
- Tell the pupils to turn the five cards upside down on their desk.
- Let Norton use all the flashcards or text cards in the set. Norton should take a card out of the kit and call out what is on his card, e.g. a hat.
- The pupils should then turn over any card they like.
- If the card is the same they say *Snap!*, show the card and say the word, e.g. *a hat*. They can then leave this card turned up.
- If the card is not the same they have to turn it upside down again.
- As pupils finish and have their five cards turned up they can stand up.
- Norton should keep taking out cards from the kit until a certain number of pupils (e.g. five) have all the cards turned up.
- When this happens the pupils that are standing all shout *Snap Norton!*

This game is based on chance so it is not a question of skill. It is more enjoyable if the game is played quickly and more pupils have a chance to be ‘winners’.

Snap – pairs

When pupils are playing in pairs they should play conventional *Snap*.

Each child should:

- arrange a pile of their PMB picture or word cards upside down on their desk or table;
- turn over one card at a time from their own pile;
- say *Snap* and the word when two cards match: *Snap – a rabbit!*

The child who says this first can take all the cards which have been turned over so far.

The child who has all the cards at the end wins!

I hear with my little ear ...

This game is very similar to the game *I spy with my little eye ...* except that the pupils should say the sound at the beginning of the word rather than the letter.

- Use vocabulary the pupils are familiar with in their classroom or from the Class Book.
- Let pupils work together in pairs or small groups.
- The pair or group should choose something they can see in the classroom or on a page in their Class Book, their Picture Dictionaries, or on their PMB picture cards.
- They think of the name in English and say the sound at the beginning of the word.
- If you like you can teach pupils the rhyme *I hear with my little ear something beginning with* (sound).

- Encourage the pupils to check with you if they find it difficult to think of words.
- The rest of the class has to listen carefully and guess what the word is. They put up their hands to answer.
- The first child to guess the word correctly chooses the next word with their partner(s).

Classroom Language

Saying what you are going to do

In this unit / Today / Now we're going to ...	listen to a story. play a game. make a collage. talk about tidying up. learn some words for ...
Let's ...	sing a song. listen and point. make a story book. look at our books.

Showing pupils how to do something / Giving instructions for moving around and helping

We'll ... We can ...	start like this. do it like this.
I'll show you ...	how to do it. what I mean.
This is ... Here's ...	one I made. how you do it.
Watch carefully ...	then you can try. and do the same.
OK everybody, ... Now everyone, ...	stand up / sit down, please. come to the front / board, please. move a bit further apart. step back a bit, please ... that's good!
I want you to ...	stand in a line. stand next to your desks / tables. look at the board. close your eyes. tell me what's missing. go back to your places.
Can you ...	hold this flashcard? stick this on the board? point to the correct picture? open your books? take out your picture cards? give out the photocopies?
Let's ...	put away our cards. tidy the classroom. pick up all the papers.
We're going to ...	play this game in pairs / teams. make four groups.
You can play this game ... You can practise ...	now. together.

Asking for recall of words / phrases / activities

Now, who can ...	show me the pencil? tell me what this is?
Let's see. Can you remember ...	what colour / number this is? what Titch says?
What's ...	this? his / her name?
Can you ...	find the ruler? see Flo? point to the apple? say the names?

Encouraging good work / behaviour

Well done (name), ... That's very good (name), ... Excellent (name), ...	you're really good at this. that's / it's a lovely picture. you've done a really good job.
That's ...	very nice / wonderful / really good / excellent / lovely!
Quiet now, everyone! ...	Settle down. Calm down.
(name), could you ...	sit down, please? be quiet, please?
OK, ...	let's listen. hands up ... that's very good. everyone is sitting down ... good.
That was really good. Now ...	let's do it again. do the actions. sing it again and do the actions.

Ending an activity / lesson

OK, ...	we're going to stop now. that's all for now. just one more time.
Now let's ...	put our things away. pick up all our things.
We haven't got time ...	now. today, but we can do it tomorrow. for this.
That's all ...	for today. we can do now.
We'll do more ...	tomorrow. next time.

Lesson 1

CB page 3

Introducing vocabulary

Lesson objectives

- Look at what is to come in the unit
- Get to know the characters
- Become familiar with greetings
- Join in a chant

Language

Core: Hello; Goodbye / Bye; Characters' names: Norton, Flo, Fred, Bing, Poppy, Titch, Mr Fixit

Extra: Open ...; kit; today; Find ...; It's me; Sorry!; Stand up; OK!; Now let me hear you say ...; I'm ...

Materials

Norton; Norton's kit box; CD 1.1–1.2; Character flashcards (1–7)

Beginning the lesson

- Use the Norton puppet to greet the pupils: *Hello! I'm Norton! Hello, everybody!*
- Greet individual pupils: *Hello, (name)!*
- Encourage the pupils to reply: *Hello, Norton!*
- Ask the pupils to take out their Class Books and look through Unit 1. Ask them where they can see Norton. Ask them to tell you which pages they like best, and what activities they think they will be doing: *Yes, we're going to listen to a story, we're going to learn a song, and we're going to talk about colours, numbers, and shapes ...*
- Hold up the kit box. Explain that it is Norton's kit box and that you are going to look in the kit at the beginning of each lesson, to find what games and fun activities the class will be doing in that lesson. Ask the pupils if they can guess what might be in there today.
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Repeat this chant, and encourage the pupils to say it with you.
- Open the kit box and take out the character flashcards and the CD. Use Norton to help you.
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today, we're going to meet the characters, and we're going to say a chant.*
- Use Norton to help you introduce the characters using the flashcards (see page 11).
- Ask pupils to point and repeat the names.
- Play a flashcard game to practise the names, e.g. *Uncovering a card* (page 20): *Who's this? Is it (Flo)? No. Is it (Bing)? No, it's (Titch).*

1 Look and say. Listen and find. 1.1 CB page 3

- Talk about the picture of the school hall with the class: *Who can you see? Where are they?* Be prepared to 'recast' the pupils comments in English: *Yes, they're at school. Here's the teacher.*
- Explain that it is the first day of term and the characters are arriving at school with their parents.
- Ask the pupils to find each character in the picture and say their name.
- Tell the pupils to listen to the CD and find the characters who are speaking.
- Play the CD, pausing after each dialogue to summarize: *So, Flo says 'Hello' to her teacher.*
- Explain that *Bye* is a short way of saying *Goodbye*.

Transcript

Presenter Find Flo.

Teacher Hello Flo!

Flo Hello!

Presenter Find Poppy.

Poppy Bye, Mum.

Poppy's Mum Bye, Poppy.

Poppy Goodbye, Dad.

Poppy's Dad Goodbye.

Presenter Find Fred and Mr Fixit.

Fred Hello, Mr Fixit.

Mr Fixit Who's that?

Fred It's me, Fred.

Mr Fixit Oh, Fred! Hello, Fred!

Presenter Find Titch.

Flo's Dad Oh, Titch!

Titch Sorry, Dad!

Presenter Find Norton.

Norton Squawk!

Presenter Find Bing.

Bing's parents Goodbye, Bing.

Bing Bye, Mum. Bye, Dad.

2 Listen and say. 1.2 CB page 3

- Stick the character flashcards where the class can see them, and practise pointing to the characters.
- Play the CD. Encourage the pupils to point to the characters as they listen. See Class Book page 84 for the words.
- Call five pupils to the front and give them the character flashcards to hold.
- Play the chant again. Explain the meaning of *Stand up*, and encourage the five pupils to stand up and hold up their flashcard when they hear their character's name.
- Encourage the whole class to say *Hello!* at the end.
- Repeat with different groups of pupils.
- Encourage pupils to join in with the chant.

TEACHING TIP: In preparation for subsequent lessons, you may like to make your own bookmark (PMB 1 page 2) and character masks (PMBs 1 and 2).

Lesson 2 AB pages 2–3

Practising vocabulary

Lesson objectives

Review vocabulary

Become familiar with colour vocabulary

Listen and follow instructions

Language

Core: Colours: *red, blue, green, yellow, black, white*

It's red; It's yellow and blue.

Extra: *What colour's your bag?*

Review: Characters' names; *Hello; Goodbye*

Materials

Norton; Norton's kit box; CD 1.2–1.4; Colour flashcards (8–13); Bookmark (PMB p2) – one photocopy per pupil, and your own completed bookmark; Scissors; Glue; Colour text cards (optional); Colour picture cards (PMB p6) and Colour word cards (PMB p7) – one photocopied set per pupil (word cards optional)

Beginning the lesson 1·2

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant (see Lesson 1). Open the kit box and take out the CD, your completed PMB bookmark, the flashcards, text cards (optional), PMB picture cards, and PMB word cards (optional).
- Tell the pupils about the lesson: *We're going to do some listening, practise colour words and make this bookmark!*
- Say the *Stand up* chant again (CD 1.2) using individual pupils' names. Encourage the class to join in with *Hello!*
- Talk to the pupils about what 'good listening' means and introduce and practise your 'silence signal' (see page 00).

1 Listen and circle. 1·3 AB page 2

- Let Norton come out from under a table and say *Hello*, then go back, saying *Goodbye!* The pupils say *Hello* and *Goodbye*.
- Look at activity 1 and explain that for each character there are two pictures – one for 'hello' and one for 'goodbye'.
- Let the pupils identify all the characters. Play the first dialogue and ask: *Is Poppy saying 'Hello' or 'Goodbye'?* Show how the correct picture is circled as an example.
- Play the remaining dialogues and check answers.

Transcript

1 **Poppy** Goodbye, Mum.

Mum Goodbye, Poppy.

2 **Flo** Hello, I'm Flo.

Bing Hello, I'm Bing.

3 **Mr Fixit** Goodbye, Titch.

Titch Goodbye, Mr ... Mr ...

Mr Fixit Mr Fixit.

Titch Goodbye, Mr Fixit!

4 **Bing** Hello, Dad!

Dad Hello, Bing.

5 **Titch** Hello, Flo.

Flo Hello, Titch.

6 **Norton** Goodbye!

Teacher Oh, goodbye Norton!

ANSWERS

- 1 goodbye (right) 2 hello (left) 3 goodbye (right)
4 hello (left) 5 hello (left) 6 goodbye (right)

Revise colours

- Use the flashcards to teach or revise the six colours. Stick the flashcards on the board and ask the pupils to point and repeat as you say the colours.
- If you are using the text cards, hold up each one and read it. Then ask a pupil to stick the card next to the correct colour flashcard on the board.

2 Listen, follow and colour. 1·4 AB page 3

- Explain that the pupils should listen to the CD, follow the lines, and colour in each of the characters' bags according to what they say.
- Pause the CD after each answer to allow time for colouring.

Transcript

Adult What colour's your bag, Poppy?

Poppy It's blue.

Adult What colour's your bag, Flo?

Flo It's red.

Adult What colour's your bag, Fred?

Fred It's black and white.

Adult What colour's your bag, Bing?

Bing It's green.

Adult What colour's your bag, Titch?

Titch It's yellow and green and red and white!

ANSWERS

[from left to right] Titch's bag (yellow, green, red and white), Flo's bag (red), Bing's bag (green), Poppy's bag (blue), Fred's bag (black and white)

3 Draw your bag. AB page 3

- Ask the pupils to draw their own schoolbag. They could also write their name on their drawing (optional).

FAST FINISHERS: You may wish to ask pupils who finish all of the above activities to complete the task at the bottom of page 3.

Make the picture / word cards

- Give out the photocopies of the colour picture cards (pupils will need six blank colour 'splashes' at this stage).
- Let the pupils colour and cut out the cards. They should colour them red, blue, green, yellow, black, and white. Ask them to hold up a card when Norton says it: *Show me (red).*
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.

Make the bookmark

- Give the pupils the photocopies, scissors, and glue. Demonstrate how to make the bookmark:
 - 1 Cut along the external dashed lines.
 - 2 Fold along the centre vertical line.
 - 3 Stick the two halves together.
 - 4 Cut out the internal circle.
 - 5 Colour the bookmark.
 - 6 Write your name (optional).
- Look at Class Book page 3 again and let the pupils use the bookmark to find e.g. different coloured bags.

Lesson 3

CB pages 4–5, PMB pages 8–9

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *What's your name?; I'm (name).*

Extra: *children; Look ...; Mr Fixit's here; What's this?; Fix it; Now I've finished; clap*

Review: Characters' names

Materials

Norton; Norton's kit box; CD 1.2–1.5; Character flashcards (1–7); Story Frames book; Character masks (PMB pp3–5); PMB Story Frames (PMB pp8–9) – one set per pupil; Scissors, Stapler

Beginning the lesson 1-2

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant. Open the kit box and take out the CD and the character flashcards. Tell the pupils what they are going to be doing in this lesson: *We're going to listen to a story.*
- Say the *Stand up* chant again (CD 1.2) using individual pupils' names. Encourage the class to join in with *Hello!*
- Use the flashcards to review the characters' names by playing a game, e.g. *Uncovering a card* (page 19).

1 Listen and point. 1-5 CB pages 4–5

- You may like to use the Story Frames Book to present the story.
- Talk about the pictures with the pupils. Ask them to name the characters: *Who's this? What's his/her name?*
- Ask them to predict what the story is about. Acknowledge their contributions and recast their comments in English (L2): *Norton's stuck in the blind. Titch is shouting.*
- Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

Transcript

1 Narrator School starts today. Here are the children: Flo, Bing and Titch.

Flo Hello, I'm Flo. What's your name?

Bing I'm Bing.

Titch I'm Titch.

2 Narrator Here's Fred and here's Poppy.

Fred I'm Fred.

Poppy And I'm Poppy.

Titch I'm Titch! I'm Titch!

3 Narrator And here's Mr Fixit.

Teacher Hello children. Look, Mr Fixit's here.

Mr Fixit Hello!

Titch I'm Titch.

4 Narrator Mr Fixit fixes things.

Poppy What's this?

Mr Fixit It's my fixit kit.

5 Narrator Mr Fixit fixes lots of things.

All Fix it, fix it, tap, tap, tap.

6 Mr Fixit Now I've finished!

All Clap, clap, clap!

Titch I'm Titch.

7 Titch What's this? And this? And this?

8 Narrator Mr Fixit fixes everything!

Titch HELLO, I'M TITCH!

- Talk about the story and the pupils' predictions. Ask them what Titch finds in the kit: *a flag, a badge, a megaphone.*
- Teach the rhyme from the story: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!* Do actions to accompany the rhyme, e.g. *tap, tap, tap* – make two fists and tap one on top of the other; *clap, clap, clap* – clap your hands.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 5

- Talk to the pupils about the cut-out pictures: *Who's this? Where's this picture in the story? That's right, it's here – frame (2).*
- Explain that they have to look through the story, find each picture, and write the number of the frame it is in. Check their answers at this stage.
- Ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus. For the picture of the teacher (frames 5 and 6), remind pupils of the chant and encourage them to say this, although it is spoken by all of the characters.

ANSWERS

[from left to right] Fred (frame 2): 'I'm Fred.' Flo (frame 1): 'Hello, I'm Flo. What's your name?' Titch (frame 3): 'I'm Titch!' Teacher (frame 5) 'Fix it, fix it, tap, tap, tap.' Titch (frame 7): 'What's this? And this? And this?' Teacher (frame 6) 'Clap, clap, clap!'

3 Listen again and act. 1-5 CB page 5, PMB pages 3–5

- Explain to the pupils that they are going to listen to the story again, and mime it as they listen.
- Select seven pupils and assign them each a character. Ask them to come to the front of the class.
- Play the recording and encourage them to mime their part. Some pupils may feel confident enough to say the words along with the recording. You may like to use the character masks from PMBs 1 and 2.
- Repeat with different groups.

Make a story book PMB pages 8–9

- Tell the pupils that they are going to make their own book.
- Give out the photocopies and go through the stages:
 - 1 Colour in the story frames.
 - 2 Cut out the story frames.
 - 3 Put the pictures in a pile in the correct order, and write the number of each frame in the box.
 - 4 Write their names on the cover page, and fold this around the cut-out frames.
 - 5 Staple the pages of their books together.
- Recognize and praise the pupils' efforts as they work.

Lesson 4 CB page 6, AB page 4

Language focus

Lesson objectives

- Review colour vocabulary
- Become familiar with new colour vocabulary
- Personalize familiar language

Language

Core: Colours: *orange, purple, brown, grey, pink; I'm Fred; My favourite colour's ...*

Extra: *Start; Who am I? What's your name?*

Review: Characters' names; Colours: *red, green, blue, yellow, black, white*

Materials

Norton puppet; Norton's kit box; CD 1.6–1.8; Colour flashcards (8–18); PMB colour picture and word cards from Lesson 2; Colour text cards (optional); Colour picture cards (PMB p6) and Colour word cards for new colours (PMB p7) – one photocopied set per pupil (word cards optional)

Beginning the lesson

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant. Open the kit box and take out the colour flashcards and the PMB cards. Tell the pupils about the lesson: *We're going to learn some new colour words.*
- As a class, say the rhyme from the story and do the actions.
- Use Norton and the flashcards to revise the colours from Lesson 2. Teach *orange, purple, brown, grey, and pink*. If you are using the text cards, put them next to the flashcards. Put all eleven flashcards on the board and say each colour.
- Ask the pupils to find items in the classroom for each colour.

1 Listen and find. 1.6 CB page 6

- Look at the picture with the pupils. Explain that Mr Fixit is painting a mural. He wants the characters to help, but they are new in the school and he doesn't know their names.
- Ask the children to find the characters with their bookmarks: *Can you find (Fred)?* Play the CD.

Transcript

Mr Fixit Hello, children!

Children Hello, Mr Fixit.

Mr Fixit Can you help me?

Children Yes!

Mr Fixit Great. What's your name?

Fred I'm Fred.

Mr Fixit And what's your name?

Flo I'm Flo.

Mr Fixit What's your name?

Bing I'm Bing.

Mr Fixit And what's your name?

Poppy I'm Poppy.

Mr Fixit What's

Titch, I'm Titch!

Mr Fixit Oh yes. You're Titch. Hello Titch. Now, can you all help?

2 Listen and repeat. 1.7 CB page 6

- Play the questions and answers. Pause as necessary and encourage the children to repeat in chorus.

- Divide the class into two halves. Give one half the Mr Fixit flashcard. Give the other half a character flashcard. Encourage them to ask and answer in chorus: *What's your name? I'm Fred.* Refer to the first line in the language box at the top of the page if you want to look at the written form.
- Swap roles and repeat the activity.

Transcript

Mr Fixit What's your name?

Fred I'm Fred.

Mr Fixit And what's your name?

Flo I'm Flo.

Mr Fixit What's your name?

Bing I'm Bing.

Mr Fixit And what's your name?

Poppy I'm Poppy.

Titch I'm Titch!

Mr Fixit Oh yes. You're Titch. Hello, Titch.

3 Listen and follow. Say the names. 1.8 Listen again and repeat. CB page 6

- Explain that the pupils will find out the characters' favourite colours by listening and following the lines from the paint pots to one of the characters.
- Play the first mini-dialogue. Encourage the pupils to answer the question: *It's (Bing).* Repeat with all the dialogues.
- Play the sentences one at a time. The pupils listen and repeat. Refer to the second line in the language box at the top of the page if you want to look at the written form.
- Personalize the language by asking pupils to hold a crayon in their favourite colour and say: *My favourite colour's (red).*

Transcript

Mr Fixit What's your favourite colour?

Bing Purple. My favourite colour's purple.

Presenter Who is it?

Mr Fixit What's your favourite colour?

Fred Brown. My favourite colour's brown.

Presenter Who is it?

Mr Fixit What's your favourite colour?

Poppy Pink. My favourite colour's pink.

Presenter Who is it?

Mr Fixit What's your favourite colour?

Flo Grey. My favourite colour's grey.

Presenter Who is it?

Mr Fixit What's your favourite colour?

Titch Orange. My favourite colour's orange.

Presenter Who is it?

1 Listen and trace the pictures. 1.9 Say. AB page 4

- Ask the pupils to take out their crayons. They listen and trace over each face in that character's favourite colour.

Transcript

Titch Hello! I'm Titch. My favourite colour's orange.

Poppy Hello! I'm Poppy. My favourite colour's pink.

Fred Hello! I'm Fred. My favourite colour's brown.

Flo Hello! I'm Flo. My favourite colour's grey.

Bing Hello! I'm Bing. My favourite colour's purple.

Make the picture / word cards. PMB pages 6–7

- Give out the picture cards for the five new colours.
- Make and use the picture / word cards (see Lesson 2).

Lesson 5

AB pages 5–6

Language focus

Lesson objectives

Review colour vocabulary

Become familiar with numbers 1–12

Participate in a simple information gap activity

Language

Core: Numbers 1–12

Review: Colours

Materials

Norton; Norton's kit box; CD 1.10–1.13; Colour flashcards (8–18); Number flashcards (19–30)

Beginning the lesson

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant. Open the kit box and take out the colour and number flashcards. Tell the pupils they are going to be practising the colour words today and learning and practising the numbers in English.
- Use the flashcards to check the children remember the colours. Play *What's missing?* (see page 21).

1 Listen and say the next colour. 1•10 Listen again and colour. AB page 5

- Look at the first sequence with the pupils. Ask them to say the first four colours: *black, grey, white, black*. Stop them and ask what the next colour is: *grey*. Then ask what the next colour would be: *white*.
- Stick all the colour flashcards on the board. Play the next sequence, and encourage the pupils to point to the correct flashcards. Order them on the board and ask the pupils to say the next colour.
- Repeat with the remaining two sequences.
- Tell the pupils to find their crayons. Play the recording again and encourage them to put a dot of colour in each 'splodge'.
- Finally say each sequence in chorus.

Transcript

- 1 black – grey – white – black – grey
- 2 green – red – green – red – green
- 3 purple – yellow – yellow – purple – yellow
- 4 orange – brown – pink – orange – brown

2 Colour your line. Say, listen and colour. AB page 5

- Put the pupils in pairs, A and B. Explain that pupil A should colour the top row of their splodges, and pupil B should colour the top row of their splodges. Then each pupil tells their friend about their row of colours. Their friend listens and colours his / her second row.
- You may like to demonstrate the activity with one pair of pupils before the whole class starts work.
- Once the pupils are working in pairs, go around the class encouraging and helping.

3 Listen, point and say. 1•11 AB page 6

- Look at the activity with the pupils. Ask them to find their bookmarks. Say the numbers in order and ask the pupils to find each number with the bookmark.
- Play the recording. Encourage the pupils to find the numbers with their bookmarks.

Transcript

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve
five, ten, two, eight, twelve, three, seven, six, one, nine, eleven, four

4 Listen and trace the number. 1•12 AB page 6

- Explain that the pupils are going to listen to the recording and trace the numbers in the correct colour. Check the pupils have their crayons.
- Play the recording, pausing to allow time to trace.

Transcript

Number one is black.	Number seven is red.
Number two is green.	Number eight is grey.
Number three is brown.	Number nine is black.
Number four is yellow.	Number ten is blue.
Number five is orange.	Number eleven is pink.
Number six is purple.	Number twelve is white.

5 Listen and circle the numbers in the correct colour. 1•13 AB page 6

- Look at the picture with the pupils. Say a number and ask the pupils to find it.
- Explain that they are going to listen to the recording and circle the numbers in different colours.
- Check the pupils have their crayons. Play the first instruction, pausing the recording so the pupils can find and circle the number. Continue with the remaining numbers.

Transcript

Find number 7. Circle it in grey.
Find number 10. Circle it in blue.
Find number 6. Circle it in red.
Find number 1. Circle it in yellow.
Find number 4. Circle it in orange.
Find number 12. Circle it in green.
Find number 2. Circle it in brown.
Find number 5. Circle it in black.
Find number 8. Circle it in pink.
Find number 11. Circle it in white.
Find number 3. Circle it in purple.
Find number 9. Circle it in grey.

Play a game

- Put three sequential number flashcards up on the board. Ask pupils to call out the numbers and then to tell you which number comes next.

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary page for Unit 1 (See Activity Book page 92).

Lesson 6 CB page 7, AB page 7

Learning for life

Lesson objectives

Review vocabulary and language of the unit

Learn classroom instructions

Join in with a song

Language

Core: Classroom instructions: *Listen, stand up, sit down, line up, say goodbye, Are you ready?*

Extra: *now*

Review: Numbers 1–12; Colours; Characters

Materials

Norton; Norton's kit box; CD 1.14; Character flashcards (1–7); Colour flashcards (8–18); Number flashcards (19–30); your own completed Picture Dictionary page for Unit 1; Colour text cards (optional)

Beginning the lesson

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant.
- Open the kit box and take out all the materials.
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *We're going to sing a song and we're going to review all the vocabulary we've covered so far.*

1 Listen and sing. 1.14 CB page 7

- Talk about all the activities the pupils do in their English lessons.
- Discuss how order in the classroom helps them enjoy the lessons and learn.
- Explain that they are going to learn a song containing some of the instructions they hear in their English lessons.
- Before playing the song, teach some gestures and actions to go with the language, e.g. *stand up* – stand up, *sit down* – sit down, *line up* – tap a finger along the desk in a line, *say goodbye* – wave.
- Give instructions to Norton: *OK, Norton, stand up. Very good. Now sit down, Norton.*
- Play the song and encourage pupils to do the actions. (See Class Book page 84 for the song words.)
- You can make up other verses to suit your class, e.g. *look at me, quiet please, and make a circle.*

1 Write the numbers. Order the pictures. AB page 7

- Ask the pupils what kind of things they do to help in the classroom, e.g. cleaning the board, tidying up books, etc.
- Look at the pictures of the books. Explain that the boy is picking up the books one by one.
- Ask the pupils to count the number of books in each pile, write the number in the square, and draw a line from pile to pile to show how the piles of books grow.
- As they do the activity praise individual pupils for their efforts: *Yes, so this pile has seven books and this one has nine books, good. So this one has more books.*

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit.
- If possible, arrange the pupils around the board. Use the flashcards (and text cards if you are using them) to do a categorizing activity.
- Talk about different ways of organizing and categorizing words. Explain that organizing words in different ways can help us to remember them.
- Try organizing the flashcards in the following ways:
 - Numbers – all jumbled up / in sequence / placed in a shape like a clock.
 - Colours – all together / in colour 'families' such as red, pink, and orange, or blue, purple, and pink.
 - Characters – boys and girls / hair colour.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Play *What's missing?* (page 21) with one of the word organizations above.
- Encourage the pupils to remember the 'picture' of the word sets in their minds (this will help them to understand how their visual memory works).

Picture Dictionary AB page 92

- Show the pupils your completed Picture Dictionary page for Unit 1.
- Explain that they are going to make a book of the English words they are learning.
- Ask them to find page 92 in their Activity Book and the colour stickers for Unit 1. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on the page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Sing the song 1.14

- Sing the song again and do the actions.
- If you have time, use the instructions from the song in a TPR game, e.g. *Norton says ...* (page 19).

Lesson 7

CB pages 8–9, AB page 8

Learning through English

Lesson objectives

- Review colour and number vocabulary
- Become familiar with shape and size vocabulary
- Listen and identify different shapes and sizes
- Identify similar shapes and sizes

Language

Core: Shapes: *square, circle, triangle, rectangle; big; small*

Extra: *How many (triangles) can you see?*

Review: Colour vocabulary; Numbers 1–12

Materials

Norton; Norton's kit box; CD 1.15; Colour flashcards (8–18); Shape flashcards (31–34); Shape text cards x6 including *big* and *small* (optional); Shape picture cards (PMB p6) and Shape word cards (PMB p7) – one photocopied set per pupil (word cards optional)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *Today we're going to learn some new words – we're going to talk about shapes.*
- Use the colour flashcards to play a game, e.g. *Pronunciation circle* (page 20).
- Use the shape flashcards to introduce the new vocabulary.
- Put each of the four flashcards around the room where the pupils can see them.
- Ask the pupils to stand up and point to the different shapes as you call them out.
- If you are using the text cards, put them next to the flashcards. Pupils point and repeat.
- Use gestures to teach *big* and *small*.
- Draw some pictures of big and small shapes on the board: *So this is a circle. Is it big or small? Yes, that's right, a small circle. Good.*
- Pupils could also use arm gestures to show big and small.
- You can use the text cards to make phrases on the board, e.g. '*big square*' and ask a pupil to come and draw that shape next to it.

1 Look and say. CB page 8

- Ask the pupils to look at the shapes on the left side of the page. Ask some questions about them: *What's this? What colour is it? Is it big or small? Let's find a circle. Can you see a circle? Is it big or small?*
- Ask the pupils to find all the shapes and to say the words (they should just say the shape words at this point, and not worry about the size adjectives).
- Repeat the activity, asking the pupils to find and say all the different sizes of shapes: *Can you find a (big square)? Yes? Let's say together ... A big square.*
- Ask the pupils to choose a shape. Encourage different pupils to tell the class which shape they are looking at and get the rest of the class to point to the shape being described:

- Teacher: *What can you see?*
Pupil: *A (small square).*
Teacher: *What colour is it?*
Pupil: *It's (red).*

2 Listen and find. Count and say. 1.15 CB pages 8–9

- Look at the picture of the shape boy and the shape girl and ask the pupils to say all the different shapes and what colour they are: *How many ...? What colour ...?*
- Use Norton to point to the shapes and tell the pupils what he sees:
Teacher: *What can you see, Norton?*
Norton: *Two big circles.*
(Norton can ask the pupils to say what he sees by continuing what he begins to say.)
Norton: *I can see four small ...*
Pupils: *... triangles.*
Norton: *Yes, that's right. Four small triangles.*
- Tell the pupils to listen carefully and find the shapes that are mentioned on the CD.
- Play the CD and pause after each instruction to let the pupils find the shapes and count them. Check the answers with the class.

Transcript

Find a small triangle. How many small triangles can you see?
Find a big circle. How many big circles can you see?
Find a small rectangle. How many small rectangles can you see?
Find a big triangle. How many big triangles can you see?
Find a small circle. How many small circles can you see?
Find a small square. How many small squares can you see?

ANSWERS

4 small triangles, 2 big circles, 8 small rectangles, 2 big triangles, 8 small circles, 6 small squares

1 Count and write the numbers. AB page 8

- Talk about the picture and the four shapes the pupils are going to look for: *Can you see a triangle? Yes, the roof, very good. Yes, and the car windows.*
- Tell the pupils to look at the picture very carefully, count the number of each shape they can see, and write the numbers in the boxes under the picture.
- Pupils can colour the picture in class or at home.

ANSWERS

6 squares, 6 rectangles, 9 circles, 7 triangles

Make the picture / word cards

- Give out the photocopies of the shape picture cards.
- Make and use the picture / word cards as described in Lesson 2.

TEACHING TIP: In preparation for Lesson 8 you may wish to complete your own shape picture (PMB page 10).

Lesson 8

AB page 8, CB page 9, PMB page 10

Learning through English

Lesson objectives

Review shape vocabulary

Make a shape picture

Become familiar with ordering and sequencing work

Language

Extra: paper; scissors; glue

Review: Shape vocabulary

Materials

Norton; Norton's kit box; Shape flashcards (31–34); 'Make a shape picture' (PMB p10) – one photocopy per pupil, and your own completed picture (optional); Scissors; Glue; Paper (one piece per pupil)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson. Show the class your completed shape picture if you have made one: *Today we're going to practise the new words, order some pictures and we're going to make a shape picture.*
- Use the flashcards to review shapes by playing a game, e.g. *True or not true?* (page 19).

1 Order the pictures. AB page 8

- Talk to the pupils about the shape person, i.e. what shapes make up his body, and how many shapes are in each of the pictures: *Show me a head. Yes. How many shapes? Just one circle. And this person has a body. How many triangles can you see in his body?*
- Use gestures, e.g. pointing to your head, when you talk about different parts of the body.
- Explain to the pupils how to put the different stages in order and number each stage: *The circle, a head, that's number one. Yes, the circle and two triangles, that's number two.*

ANSWERS

[top row] 4, 3, 1 [bottom row] 5, 2, 6

1 Make a shape picture. CB page 9, PMB page 10

- Tell the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a picture of a person using shapes. Show them your completed example if you have made one.
- Give each pupil a PMB photocopy, a piece of paper, scissors, and glue: *Here are the shapes. This is the paper, the scissors, and the glue.*
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They colour the shapes and cut them out: *So you colour the shapes, and then you cut out the shapes with the scissors.*
 - 2 They stick their shapes on a piece of paper to make their picture: *Put the glue on the (circle). Stick it on the paper.*

- 3 They write the name of their shape person underneath the picture or in a speech bubble: *I'm (name).*
- Talk about the pupils' pictures: *How many (triangles) in your picture? How many (red) shapes?*
 - Fast finishers could colour the pictures on Activity Book p8 or play a game with their PMB picture cards, e.g. *Memory* (page 20).
 - You may choose to use the class DVD at this point.

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary page for Unit 1 in preparation for the next lesson.

Further practice

Multimedia extension: Art 1 section of the optional DVD

Lesson 9 CB page 10

Pronunciation and speaking

Lesson objectives

Focus on the initial sound /p/

Participate in a sequencing activity in pairs

Join in a tidying up song

Language

Extra: *tidy up; next*

Review: Characters' names; Numbers 1–12; Colours; Shapes

Materials

Norton; Norton's kit box; CD 1.14, 1.16–1.17

- Give them a little time to work out what the next item in each sequence will be. They can work in pairs and help each other.
- Play the recording, pausing after the penultimate item in each sequence. Encourage the pupils to call out the next one. Then play the final item so they can confirm their guesses.
- Tell the pupils they are going to play the same game in pairs. Make sure they have their crayons and some paper. Ask them to invent two sequences, one with colours and the second with big and small shapes.
- When they have finished tell them to show their sequences to a friend, who should say the items and finish the sequence.

TEACHING TIP: You may like to elaborate a sequence or two with a volunteer in front of the whole class before moving into pairwork.

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for this lesson: *We're going to say a phonics chant, play a speaking game, and finish our Picture Dictionaries.*
- Write a simple sequence of numbers on the board. Ask the pupils to say the numbers and tell you the next one.
- Repeat with several different pupils.

1 Listen and point. 1.16 Listen again and repeat. CB page 10

- Look at the picture with the pupils. Tell them the girl's name: *Poppy*. Ask them what colours they can see: *purple and pink*. Ask: *Have they got purple and pink crayons?* Establish that they have purple and pink paint.
- Play the recording. Encourage the pupils to point to the items as they hear them.
- Play the recording again, pausing after each line, and encourage the pupils to repeat in chorus.
- Draw a girl on the board and say: *It's Poppy*. Add actions to the chant, pointing at Poppy in lines 1 and 3 and at yourself in lines 2 and 4. Encourage the pupils to say the chant and do the actions.
- Then focus on the initial /p/ sound, and ask the pupils to find the first letters of the words in the Class Book. Tell them that the /p/ sound is written with the letter 'p'. Invite the pupils to tell you any other words they know that start with this sound, either in English or in their L1, for example: *Poppy, pencil, paper*.

Transcript

Pink paint for Polly,
Purple paint for me!
Pink paint for Polly,
Purple paint for me!

2 Listen, point and say. 1.17 Now it's your turn. CB page 10

- Look at the activity with the pupils. Remind the pupils of the number sequence game they played at the beginning of the lesson. Explain that they are going to do the same with colours, shapes, character names, and numbers.

Transcript

- 1 pink – black – brown – pink – black – brown
- 2 a big rectangle – a small circle – a big triangle – a small circle – a big rectangle – a small circle
- 3 Mr Fixit – Bing – Titch – Mr Fixit – Bing
- 4 eight – five – three – eight – five – three

Picture Dictionary AB page 92

- Tell the pupils to complete their picture dictionary with the words from Lessons 7 and 8.

Sing a song 1.14

- Remind the pupils of the English words they know for all the things you use in the classroom, e.g. *pencils, crayons, glue, and scissors*. Tell them any new words they want to know.
- Take out a selection of Norton's possessions: crayons, books, some coloured paper, and other small things that a bird could have!
- Let Norton do some tidying: *Put all the crayons in the box. Pick up the paper. Collect the paper.*
- Talk to the pupils about being tidy and where you keep things in the classroom.
- Depending on your teaching situation, this might be a good time to give pupils some tidying up responsibility, e.g. collecting the pencils and putting away the crayons: *(Name), can you tidy (the scissors and glue), please? Put them in the cupboard. (Name) can you count these shape flashcards, please? Put them in the kit.*
- Use this opportunity to give instructions in English using the realia around you in the classroom.
- Remind pupils of the 'Listen children, stand up now' song (Class Book page 7, CD 1.14).
- Teach them a new verse about tidying up: *Listen children, tidy up now...*
- Sing the song and encourage pupils to tidy up the classroom as they sing.

Lesson 10 AB pages 9–10

Review and self-evaluation

Lesson objective

Review of Unit 1

Language

Review: Characters' names; Numbers 1–12; Colours; Shapes; language used in this unit

Materials

Norton; Norton's kit box; CD 1.16, 1.18–1.20; All materials used in Unit 1

Beginning the lesson 1•16

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 1, they will be thinking about what they have done throughout in the unit: *We're going to talk about our work in Unit 1. We're going to practise writing some words and we're going to do some work in our Activity Books.*
- Ask the pupils if they remember the words beginning with /p/ in the phonics chant. Play the chant and encourage the pupils to join in.

1 Who's missing? Write. AB page 9

- Use the text cards to practise reading the characters' names. Hold up each card and ask the class to say the name in chorus, then individually. Use the flashcards to help as necessary.
- Look at the character pictures together. Explain that one character is missing from each line. The pupils have to find out who is missing.
- Do the activity orally. Remind the pupils to look at the word bank to help them work out who's missing.
- The pupils then write the missing character's name.

ANSWERS

1 Poppy 2 Fred 3 Flo 4 Titch 5 Bing

2 Match and write. Colour. AB page 9

- Put the colour text cards on the board, grouped according to their initial (first) sounds where possible: *blue, black; pink, purple; green, grey; red; orange; brown; yellow; white.*
- Let Norton pick up the colour flashcards one at a time, without showing them to the pupils. Norton says the initial sound and asks the pupils to guess the colour: *What's this colour? It's bl /bl/... Yes, you're right, blue!*
- As the pupils guess each colour, put the flashcard on the board next to the text cards.
- Ask the pupils to look at activity 2. They should match the words to the crayons, write the initial letters, and colour.

3 Listen and number. 1•18 Complete the pictures. AB page 10

- Look at the activity with the pupils. Ask: *Who can you see?*
- Play the recording. Tell the pupils to write the numbers next to the correct pictures, then complete the pictures.

Transcript

- 1 **Woman** What's your name?
Fred I'm Fred.
- 2 **Woman** What's your name?
Flo I'm Flo.
- 3 **Woman** What's your name?
Poppy I'm Poppy.
- 4 **Woman** What's your name?
Bing I'm Bing.

4 Listen and complete the picture. 1•19 AB page 10

- Look at the activity with the pupils. Explain that they are going to draw a line from number to number and complete the picture.
- Play the CD. Encourage the pupils to find the numbers and draw lines between them. Ask what the picture shows.

Transcript

three, nine, twelve, one, seven, two, six, eleven, four, ten, five, eight

5 Listen and colour. 1•20 AB page 10

- Draw the shapes from Lessons 7 and 8 on the board and revise the vocabulary.
- Look at the activity and ask the pupils to find a big circle, a small rectangle, etc. Then explain that they are going to listen to the CD and colour the picture.
- Play the CD, pausing after each instruction so they can put a spot of colour in the right place.
- When the CD has finished, give them a little time to finish colouring the picture.

Transcript

Colour the big circles brown.
Colour the small circles grey.
Colour the big rectangles red.
Colour the small rectangles blue.
Colour the big squares orange.
Colour the small squares black.
Colour the big triangles green.
Colour the small triangles yellow.

End-of-unit review

- Ask the pupils what they remember doing in previous lessons. Help them to recall activities and language by showing them flashcards / things they have made / pictures in their books; playing songs, and saying rhymes and chants.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation AB pages 9–10

- Help the pupils to complete the self-evaluation activity as described on page 13.
- The pupils colour the appropriate rainbow according to how well they think they have done on each page.

Ending the lesson

- Recall the games, songs and chants from the unit. Ask the pupils which ones they would like to play now.

Further practice

Unit 1 Test (pages 128–129)

2

The school show

Lesson 1

CB page 11

Introducing vocabulary

Lesson objectives

- Become familiar with family words
- Find out more about the characters
- Listen and identify characters and their families
- Join in a song

Language

Core: Family: *Mum, Dad, Grandma, Grandpa, brother, sister, uncle, aunt, cousin*

Extra: *Who's this?; This is ...; Pleased to meet you; Good evening; Welcome to the show; row*

Review: Characters

Materials

Norton; Norton's kit box; CD 1.21–1.22; Family flashcards (cards 1–3 and 35–42); Bookmark; Family picture cards (PMB p11) – one photocopied set per pupil; Family text cards (*optional*); Family word cards (PMB p12) – one photocopied set per pupil (*optional*)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to look through Unit 2 in their Class Books and to tell you which pages they like best, and what activities they think they will be doing.
- Talk to them about families. Remind them of Titch's brother and sister, Fred and Flo. Ask them if they know any words in English for family members.
- Use the family flashcards to introduce Titch's family. You could do this in role as Titch: *I'm Titch. This is my (Mum).*
- Stick the flashcards on the board and ask the pupils to point to them as you say the words: *Show me Titch's (Dad).*
- If you are using the text cards, hold up each one and read it. Then ask a pupil to put it next to the correct flashcard on the board.
- Give the flashcards to some pupils to hold at the front of the class. Let Norton call out the family members and ask the pupils to hold up their card when they hear it.

TEACHING TIP: PRONUNCIATION Check the pupils are pronouncing *Grandma* and *Grandpa* correctly, with a silent 'd': 'Granmar' /'grænma:/; 'Granpar' /'grænpa:/.

1 Look and say. Listen and find. 1.21 CB page 11

- Ask the pupils if they have ever been to a school show or have ever been in one. Discuss the kinds of things do children do in school shows.

- Explain that there is a show in the school that Fred, Flo, and Titch go to, and that all their family and friends are there.
- Ask the pupils to look at the picture in their Class Book and talk about the different people they can see: *Show me Poppy. Yes, that's Poppy and who's this?* Pupils may suggest in L1 and you can recast: *Yes, this is Poppy's sister. That's right, this is Poppy's Grandma.*
- Explain that they now have to listen and use their bookmarks to find the people being introduced.

Transcript

Flo's Mum Hello, Poppy. Who's this?

Poppy This is my Grandma and this is my Grandpa.

Flo's Mum Pleased to meet you.

Poppy And this is my sister.

Flo's Dad Hello!

Mr Fixit Hello, Flo. Who's this?

Flo This is my aunt and uncle.

Mr Fixit Hello, welcome to the show.

Flo And these are my cousins. This is Dan, and this is Rosa.

Mr Fixit Hello there.

Cousins Hello!

Titch Hello, Norton. This is my brother, Fred!

Norton Squawk! Hello, Fred!

Fred Hello, Norton.

Bing Hello, Mrs Evans.

Teacher Oh, hello, Bing.

Bing Mrs Evans, this is my Mum and this is my Dad.

Teacher Good evening, welcome to the show.

2 Listen and sing. 1.22 CB page 11

- Tell the pupils that they're going to listen to a song about members of a family.
- Line up the flashcards in a row using the same order as in the song (use Fred for brother and Flo for sister). The song words are on Class Book page 84. Explain that these people are all sitting in the front row (row one) at the show.
- Play the song and tell the pupils to listen and point to each flashcard as they hear it.
- Give out the family flashcards to some pupils. Ask them to stand in a row and hold their card up high and take it down again quickly when they hear their word in the song. Play the song again.
- When pupils are very familiar with the song, they could sing it as a round (CD 1.63).

Make the picture / word cards

- Give out the photocopies of the family picture cards. (Save the four 'people' cards for Lesson 7.)
- Make and use the picture / word cards as described in Unit 1 Lesson 2.
- Explain that there is not an exact correspondence between the word cards and the picture cards. The 'cousin' word card can be matched to the boy cousin (Dan) or the girl cousin (Rosa), and the 'sister' word card could be matched to Flo, Titch, or Rosa, as they are all somebody's sister.

Lesson 2

AB pages 11–12

Practising vocabulary

Lesson objectives

Review family vocabulary

Listen and identify different characters

Participate in a role-play

Language

Core: *Who's this?; This is my (Grandma).*

Extra: *his; her; family; over there; seat*

Review: Family; Language used so far

Materials

Norton; Norton's kit box; CD 1.22–1.25; Family flashcards (1–3 and 35–42); PMB family picture cards

Beginning the lesson

1.22

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to do some listening, and we're going to do some work in our Activity Books.*
- Tell the pupils that they are going to sing the family song from Lesson 1 again, and that you need their help to put the family flashcards in the correct order.
- Give out the flashcards (*Dad, Mum, aunt, uncle, brother, sister, cousin*) to seven pupils and ask them to come to the front of the class.
- Sing the song (CD 1.22) and let the pupils with the flashcards rearrange themselves in the order the characters are heard in the song.

1 Listen and colour.

1.23

AB page 11

- Tell the pupils that they have to listen, find Flo's family members, and colour their T-shirts the correct colour.
- Play the CD, pausing to allow pupils to colour. You could suggest that they put a dot of colour on each T-shirt, then allow extra time to complete the colouring at the end.
- After listening, check understanding by asking questions: *What colour is Flo's (Dad's) T-shirt? Who's got a (blue) T-shirt?*

Transcript

Flo I'm Flo. Look at the picture.

Find my aunt. Her T-shirt is blue.

Find my brother. His T-shirt is green.

Find my cousin. Her T-shirt is orange.

Find my Dad. His T-shirt is red.

Find my sister. Her T-shirt is pink.

Find my uncle. His T-shirt is yellow.

2 Listen and circle.

1.24

AB page 11

- Before listening, talk about the pictures and ask the pupils to name or guess the characters.
- Explain that they have to listen and circle the picture of the person who's being introduced (i.e. circle one in each pair).
- Play the CD. Pause after each introduction to let the pupils circle the correct person.

Transcript

1 Adult Hello, Bing. Who's this?

Bing This is my Mum.

2 Adult Hello, Titch. Who's this?

Titch This is my brother.

3 Adult Hello, Fred. Who's this?

Fred This is my cousin. Her name's Rosa.

4 Adult Hello, Flo. Who's this?

Flo This is my uncle.

5 Adult Hello, Poppy. Who's this?

Poppy This is my Grandma.

6 Adult Hello, Flo. Who's this?

Flo This is my Grandpa.

Speaking practice

- Put up flashcards of Flo, Fred, and Titch. Divide the class into pairs. One pupil in each pair should choose one of the characters and pretend to be him / her.
- Get out the PMB family picture cards. Let the pupils choose cards and ask and answer about the family members:
Pupil A: *Who's this?*
Pupil B: *This is my (Grandma).*
- Pupils swap roles and repeat.

3 Listen and match.

1.25

AB page 12

- Explain that the silhouettes show Titch's family sitting in their seats at the show. Ask pupils if they can guess who any of the silhouettes are.
- Explain that someone at the show is asking Titch where all the members of her family are. The pupils have to listen and draw lines from the characters to the seats they are sitting in. (They could use different colours for the lines.)

Transcript

Adult Hello, Titch. Where's your family?

Titch Over there. Look!

My uncle's in seat number one.

My Grandma's in seat number two.

My sister's in seat number three.

My Grandpa's in seat number four.

My brother's in seat number five.

My cousin Dan's in seat number six.

My Dad's in seat number seven.

My cousin Rosa's in seat number eight.

My aunt's in seat number nine.

My Mum's in seat number ten.

Adult Titch, where's your seat?

Titch Er ... oh no!

4 Look at activity 3. Read and write the numbers.

- Tell the pupils to look at activity 3. Make sure they can identify who is in each of the pictures.
- Explain that they should find the family member from activity 4 and follow the lines in activity 3 to identify the seat number. They can write this in the box.

ANSWERS

Mum, 10 Dad, 7 brother, 5 sister, 3 Grandma, 2 Grandpa, 4 aunt, 9 uncle, 1 cousin Dan, 6 cousin Rosa, 8

FAST FINISHERS: If the pupils have finished, they can draw a family from the TV or a book. They may be able to add labels to each of the people they have drawn to show how they are all related.

Lesson 3

CB pages 12–13, PMB pages 13–14

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *I'm Mrs (surname); How old are you?; I'm (four).*

Extra: *That's not polite; Oh dear!; Abracadabra!; Quick! Watch this trick!; bird; Well done!*

Review: Family; Language used so far

Materials

Norton; Norton's kit box; CD 1.26; Story Frames Book; PMB family picture cards; Family flashcards (1–3 and 35–42); Character masks; PMB Story Frames (PMB pp13–14) – one set per pupil; Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and we're going to listen to a story!*
- Take out the family flashcards and play a game, e.g. *Flashing a card* (page 19).

1 Listen and point. 1.26 CB page 12

- You may like to use the Story Frames Book to present the story.
- Let the pupils look at the pictures. Ask them to name all the characters they know: *Who's this? Yes, it's (Bing).*
- Ask them to predict what the story is about, and summarize their suggestions: *Yes, Bing needs help. The magic trick doesn't work.*
- Play the CD and ask the pupils to listen and point to each frame. Practise 'good listening' and use your 'silence signal'.

Transcript

1 Narrator It's the school show today.

Flo Hello. I'm Flo.

Mrs Baxter Hello. I'm Mrs Baxter. I'm Bing's Grandma.

2 Flo This is my sister, Titch.

3 Mrs Baxter Hello, Titch. How old are you?

Titch I'm four. How old are you?

Mum TITCH! That's not polite!

4 Mrs Baxter Look! There's Bing.

Narrator The show starts! Bing tries a trick.

Bing Abracadabra!

Quick, quick, quick!

Abracadabra!

Watch this trick!

5 Bing Oh dear!

6 Narrator Bing tries again.

Bing Abracadabra!

Quick, quick, quick!

Abracadabra!

Watch this trick!

Bing Oh no!

Narrator Mr Fixit's got an idea.

Mr Fixit Here. Open the kit!

7 Narrator Bing tries again!

Bing Abracadabra!

Quick, quick, quick!

Abracadabra!

Watch this trick!

8 Mrs Baxter Look! A bird!

Titch Well done, Bing!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Abracadabra! Quick, quick, quick! Abracadabra! Watch this trick!* Teach some actions, e.g. *Quick, quick, quick!* – wave your hand in the air as if you have a magic wand; *Watch this trick!* – make a circle in the air.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 13

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (4).*
- Explain that they have to look through the story, find each picture, and write the number of the frame it is in.
- Give the pupils a few minutes to find the pictures and write the numbers. They can check with a partner.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Bing (frame 4): 'Abracadabra!' Bing's Grandma (frame 8): 'Look! A bird!' Titch (frame 3): 'I'm four. How old are you?' Bing's Grandma (frame 4): 'Look! There's Bing.' Mr Fixit (frame 6): 'Here. Open the kit!' Bing (frame 5): 'Oh dear!' Flo (frame 2): 'This is my sister, Titch.'

3 Listen again and act. 1.26 CB page 13

- Explain to the pupils that they are going to listen to the story again, and mime it as they listen.
- Select seven pupils and assign them each a character (Flo, Titch, Flo's mum, Bing, Bing's Grandma, Mr Fixit). Ask them to come to the front of the class. Position them appropriately.
- You may wish to use the character masks where available to enable them to get into character more easily.
- Play the recording and encourage them to mime their part. Some pupils may feel confident enough to say the words along with the recording.
- Repeat with different groups.

Make a story book PMB pages 13–14

- Tell the pupils that they are going to make their own story book. Refer back to the instructions in Unit 1 Lesson 3.

Lesson 4

CB page 14, AB page 13

Language focus

Lesson objectives

Review name questions

Become familiar with age questions and answers

Personalize language through dramatic play

Language

Core: *How old are you?; I'm (age).*

Review: Characters; Language used so far

Materials

Norton; Norton's kit box; CD 1.27–1.29; Character flashcards (1–7); Bookmark

Beginning the lesson

- Say the kit chant and present today's lesson: *We're going to do some listening, and we're going to find out how old the characters are.*
- Hold up the Titch flashcard and ask if the pupils remember how old she is (*four*). Let Norton ask you: *What's your name? How old are you?* Answer as Titch: *I'm (Titch). I'm (four).*
- You can continue until the ages of all the characters have been given. (*Flo – 6, Fred – 7, Poppy – 6, Bing – 6, Titch – 4*)

1 Listen, find and say the numbers. 1-27 Listen again and repeat. CB page 14

- Look at the pictures. Explain that a reporter is at the show, and she wants to put some photos in the paper.
- Tell the pupils to listen, find the child being interviewed with their bookmarks, and say the number of the photo.

Transcript

Reporter Hello, what's your name?

Clara I'm Clara.

Reporter How old are you, Clara?

Clara I'm six. [1]

Reporter Hello, what's your name?

Emily I'm Emily.

Reporter How old are you, Emily?

Emily I'm seven. [6]

Reporter Hello, what's your name?

Tom I'm Tom.

Reporter How old are you, Tom?

Tom I'm six. [5]

Anna Oops!

Reporter Hello, what's your name?

Anna I'm Anna.

Reporter How old are you, Anna?

Anna I'm six. [2]

Reporter Hello, what's your name?

Katy I'm Katy.

Reporter How old are you, Katy?

Katy I'm seven. [4]

Reporter Hello, what's your name?

Sam I'm Sam.

Reporter How old are you?

Sam I'm eight. [3]

- Practise the reporter's questions.

- Put the class in two teams: the reporter and a child from the page. Point to the child on the page and say the name before the pupils ask and answer. Repeat, swapping roles.

2 Listen and follow. Say the colour. 1-28 CB page 14

- Tell the pupils they are going to hear another person interviewing the children.
- First identify each character from activity 1 in the maze (*top row: Sam, Katy, Tom; second row: Emily, third row Anna.*) Tell the pupils to listen to the names and ages and follow the lines. They move when they hear a name or an age. The aim is to find out which microphone they reach.

Transcript

Presenter What's your name?

Sam I'm Sam.

Presenter How old are you, Sam?

Sam I'm eight.

Presenter What's your name?

Emily I'm Emily.

Presenter And how old are you?

Emily I'm seven.

Presenter And what's your name?

Tom I'm Tom.

Presenter How old are you, Tom?

Tom I'm six.

ANSWER

red

1 Listen and write the numbers. 1-29 Say. AB page 13

- Point out that each child is wearing a badge. Explain that the pupils should listen and write the age on each badge.
- Ask the pupils to repeat the dialogues in pairs.

Transcript

Adult What's your name?

Bing I'm Bing.

Adult Hello, Bing! How old are you?

Bing I'm six.

Adult What's your name?

Titch I'm Titch.

Adult Hello, Titch! How old are you?

Titch I'm four!

Adult Hello, what's your name?

Flo I'm Flo.

Adult How old are you, Flo?

Flo I'm six.

Adult What's your name?

Dan I'm Dan.

Adult How old are you, Dan?

Dan I'm five.

Adult Hello, what's your name?

Rosa I'm Rosa.

Adult How old are you, Rosa?

Rosa I'm eight.

ANSWERS

Rosa 8 Flo 6 Dan 5 Bing 6 Titch 4

2 Draw yourself. Write your name and age. AB page 13

- Ask the pupils to draw themselves in the frame, then complete the sentences with their name and age.

Lesson 5

AB pages 14–15

Language focus

Lesson objectives

Review name and age vocabulary

Recognize and write family vocabulary using visual clues

Language

Extra: *photo*

Review: Family; language used so far

Materials

Norton; Norton's kit box; CD 1.30; Character flashcards (1–7); Bookmarks; PMB family picture cards; PMB family word cards; Pupils' own family photos

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to practise saying names and ages and we're going to introduce members of our family.*
- Take out the character flashcards and give them to individual pupils. Let the class ask *What's your name?*
- Encourage each pupil to answer as the character: *I'm (Bing).*
- Give the cards to some other pupils. Let the class ask: *How old are you?*
- Encourage the pupils to answer as the character: *I'm (six).* (Let them look at Activity Book page 13 if they need to remind themselves of the ages.)
- Give as many pupils as possible the opportunity to do this.

1 Match, count and write. Listen and check.

🎧 1-30 AB page 14

- Look at the activity with the pupils. Explain that they are going to follow the paths to match the children up to the correct birthday cake.
- They must then count the candles and write the correct numbers in the boxes.
- Once they have completed this, play the recording for the pupils to check their answers.

Transcript

Adult What's your name?

Simon I'm Simon.

Adult How old are you?

Simon I'm five.

Adult What's your name?

Lucy I'm Lucy.

Adult How old are you?

Lucy I'm six.

Adult What's your name?

Jack I'm Jack.

Adult How old are you?

Jack I'm seven.

Adult What's your name?

Maisy I'm Maisy.

Adult How old are you?

Maisy I'm eight.

- You may wish to get the pupils to repeat the dialogues in pairs by taking turns to choose a character and asking and answering the questions.

2 Look and complete the pictures. AB page 14

- Look at the activity with the pupils and explain that in each case half of the birthday cake and the some of the candles are missing.
- Tell the pupils that they should read the speech bubbles, complete the cakes and add the candles so that they are correct for that person.

ANSWERS

1 add 3 candles 2 add 4 candles 3 add 2 candles

3 Match, circle and say. Write. AB page 15

- Look at the picture with the pupils and ask what is happening: *The characters are all at a party. It is Flo's birthday. All of her family members are at the party.*
- Point out that the pictures across the top and bottom are Flo's family members and that each of them can be found somewhere in the large picture.
- Ask the pupils to use their bookmarks to find the people and to draw a circle around them once they have found them.
- Encourage them to take on the role of Flo and to introduce each member as they find them. *This is my (Mum).*
- Pupils can then write the names of the family members on the lines below the smaller pictures, using the words in the word bank to help them.

ANSWERS

[from left to right] Mum, Grandpa, sister, uncle, aunt, brother, Dad, cousin

- You may now wish to ask the pupils to get out the family photos they have brought in. Ask individuals to come to the front of the class and hold up a photo.
- Using the vocabulary structures covered, ask pupils to explain who is in their photo: *This is my (mum).*
- If all the children have photos you could encourage them to walk around the classroom introducing members of their family to other pupils. For example:
Pupil A: *Hello. What's your name?*
Pupil B: *I'm (Clare). This is my (mum). What's your name?*
Pupil A: *I'm (Tom). This is my (Grandpa).*
- It may be necessary to demonstrate this with a confident pupil before the whole class gets started.

Play a game

- Use the pupils' PMB family picture cards and word cards to play a game, e.g. *Whispers* (page 21). (You will need to remove Titch and either Rosa or Dan from the set, so that there is only one picture card per vocabulary item.)

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary page for Unit 2 (see Activity Book page 93).

Lesson 6 CB page 15, AB page 16

Learning for life

Lesson objectives

- Review vocabulary and language of the unit
- Learn about supporting our friends
- Join in a song
- Listen and identify using visual clues

Language

Extra: *Good luck!; Well done!; Very good!; kids; curtains; show; All night long*

Review: Numbers 1–12; Characters; Family; language used so far

Materials

Norton; Norton's kit box; CD 1.31–1.32; Family flashcards (1–3 and 35–42); your own completed Picture Dictionary page for Unit 2; Family text cards (*optional*)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and we're going to sing a song.*

1 Listen and sing. 1.31 CB page 15

- Talk about the picture with the pupils. Encourage the pupils to say what they think, and be ready to recast words and phrases.
- Ask which family members they can see in the picture: *Can you see some mums and dads? Point to a grandma.*
- Ask what the families are doing: *Yes, they're watching the show. They're saying 'good luck', 'well done', and clapping.*
- Ask how they think the families are feeling: *Yes, they're smiling. They're very happy.*
- Talk about how we need our families and friends to give us support and encouragement, and how we can support them in turn.
- Play the song and ask the pupils to point to the family members as they listen. You will find the song words on page 84 of the Class Book.
- Teach some actions for the song: *swish* – swinging both arms to the right and left; *clap their hands* – clapping; *good luck* – crossing your fingers; *well done* – arms in the air with fists clenched as if cheering; *very good* – thumbs up.
- Sing the song again with the pupils and encourage them to do the actions.

1 Listen and number. 1.32 AB page 16

- Talk to the pupils about what is happening in the pictures: *Look, he's doing a trick. It's magic. He's smiling.*
- Talk about the performers and the people supporting them: *The children are juggling. They're clapping.*
- Explain to the pupils that they have to listen carefully and number each pair of pictures.

Transcript

- 1 Teacher** And here's our next act!
(sound of tap dancing)
(clapping)
- 2 Teacher** And here's our next act!
(recorder being played)
(clapping)
- Teacher** Well done, kids!
- 3 Teacher** And here's our next act!
Woman Good luck!
(sounds of juggling)
- 4 Teacher** And here's our next act!
Boy Abracadabra!
(clapping)
- Man** Well done! Well done!
- 5 Teacher** And here's our next act!
(singing)
- Woman** Very good!

- Practise saying *good luck, well done, and very good.*

ANSWERS

[from top to bottom] 4, 3, 1, 5, 2

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the flashcards (and text cards if you are using them) to do a categorizing activity.
- Ask the pupils to help you organize the family flashcards in different ways: *adults and children; male and female; lives with or doesn't live with Titch; long words or short words; easy to remember or not so easy to remember.*
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

Picture Dictionary AB page 93

- Show the pupils your completed Picture Dictionary page for Unit 2.
- Ask them to find page 93 in their Activity Book and the family stickers for Unit 2. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Mini-performances

- Let pairs of pupils do some mini-performances, e.g. singing, dancing, saying a rhyme.
- The other pupils can say *Good luck!* and encourage the performers by saying *Very good!* or *Well done!*

TEACHING TIP: In preparation for Lesson 7 you may wish to collect some pictures of people from a magazine or some photos of friends and relatives.

Lesson 7

CB page 16–17, AB page 17

Learning through English

Lesson objectives

- Become familiar with people vocabulary
- Identify people in familiar settings
- Get to know some famous paintings through English
- Listen and identify people in paintings

Language

Core: People: *man, woman, girl, boy*

Extra: *picture; train; cat; baby*

Review: Family; Language used so far

Materials

Norton; Norton's kit box; CD 1.33–1.34; People flashcards (43–46); Photos of your family and friends (or photos from a magazine); People picture cards (PMB p11) – one photocopied set per pupil; People text cards (*optional*); People word cards (PMB p12) – one photocopied set per pupil (*optional*)

Beginning the lesson

1.31

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to learn some new words and we're going to look at some pictures.*
- Play and sing the song *The curtains at the show go swish* from Lesson 6 (CD 1.31). Encourage the pupils to do the actions and join in.
- Take out the people flashcards and teach the new vocabulary: *man, woman, boy, girl.*
- Show the pupils photos of your family and friends, or photos from a magazine or a newspaper. See if the pupils can identify the people in the photos using the new vocabulary.
- Ask the pupils if they have photos of their families and friends and who takes the photos. (You may wish to refer back to the photos the pupils brought in for Lesson 5.)
- Explain that cameras are a fairly recent invention and that in the past all images of people would have been paintings or drawings rather than photographs.

1 Look and say.

CB page 16

- Look at the painting 'More haste less speed' and talk to the pupils about it.
- Be prepared to recast words or phrases from their contributions. Pupils may comment on:
 - what is happening in the picture: *The oranges are falling on the ground! The man is picking up a bell.*
 - what the woman and the children are doing: *She's carrying a lot of things. They're trying to catch the oranges. The dog is sitting down.*
- Ask them to use their bookmarks to find a woman, a man, a girl, and a boy. As they find each picture, they should say the word quietly to themselves.

2 Listen and find.

1.33

CB pages 16–17

- Look at the next three paintings. Talk to the pupils about them and be ready to recast some words or phrases from their contributions: *They're swinging on the railings. They're playing with a train set. The boy's holding a cat. The baby is holding a book.*
- Ask them to tell you who they can see in each picture. Point to the girls. *How many are there? Who's this? Yes, a baby.*
- Tell them to listen to the CD and use their bookmarks to find the people that are mentioned.

Transcript

Adult Who can you see in this picture?

Child I can see a woman and two boys ... and a train and a cat!

Adult Who can you see in this picture?

Child I can see five children. One, two, three, four, five.

Adult Five girls?

Child No. Two girls and three boys.

Adult Who can you see in this picture?

Child I can see a woman and a man ...

Adult Yes?

child and a baby boy!

1 Listen and number.

1.34

Write.

AB page 17

- Tell the pupils that these pictures are taken from the four paintings you have just looked at.
- Ask them to look in the Class Book and find the paintings that each picture comes from.
- Explain that they have to listen carefully and number the pictures in the order that the child talks about them.
- Play the CD. Check the answers with the class.

Transcript

1 I can see a boy.

2 I can see a woman.

3 I can see a girl.

4 I can see a man.

- After listening, the pupils can write the word under each picture, using the words in the word bank to help if necessary.

ANSWERS

boy 1 girl 3 woman 2 man 4

Make the picture / word cards

- Give out the photocopies of the people picture cards.
- Let the pupils cut them out.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.
- Let Norton call out the vocabulary. Ask the pupils to hold up the matching picture card or word card.

TEACHING TIP: In preparation for the next lesson you may wish to complete your own shape picture (PMB page 15).

Lesson 8

AB page 17, CB page 17, PMB page 15

Learning through English

Lesson objectives

Review colour and people vocabulary

Make a picture and a frame

Practise ordering and sequencing work

Language

Review: Colours; Family; People; Language used so far

Materials

Norton; Norton's kit box; 'Make a picture and a frame' (PMB page 15) – one photocopy per pupil, and a completed example (optional); Family flashcards (1–3 and 35–42); People flashcards (43–46); PMB family picture cards; PMB people picture cards; Scissors

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson. Show the class your completed picture and frame if you have made one: *We're going to play some games, and we're going to make a picture!*
- Talk to the pupils about the paintings from the previous lesson.
- Ask them what they can remember about the paintings and if they can remember what colours were used.
- Then let them look at Class Book pages 16–17 again to see if they missed anything.

1 Listen and colour. 1:35 Colour the picture.

- AB page 17
- Look at the black and white copy of the painting 'More haste less speed'.
 - Explain the colour key to the pupils. Tell them that first they have to listen carefully and colour the key at the top. When they have completed the key, they will colour the picture according to the key.
 - Play the CD. Go through the key to check the pupils have all the right colours before they start colouring the main picture.

Transcript

- Number one is black.
Number two is blue.
Number three is orange.
Number four is yellow.
Number five is red.
Number six is grey.
Number seven is purple.
Number eight is brown.
Number nine is pink.
- When they have finished, ask them to look at their Class Book to compare their picture with the original.

1 Make a picture and a frame. CB page 17, PMB page 15

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child is making, and what the different stages are.

- Explain that they are going to make a picture and a frame. Show them your completed example if you have made one.
- Give each pupil a PMB photocopy and scissors.
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They colour the frame and cut it out.
 - 2 They draw and colour a picture of someone important to them in the middle.
- While the pupils are making their pictures you can talk about their individual work. Recognize and praise their efforts: *Who's this? Is it your Mum? What colours have you got? Very nice.*
- When they finish, encourage them to hold up their pictures and say who it is: *This is my (Mum).*
- Display the pictures in the class and encourage the pupils to talk about them.

TEACHING TIP: This activity can be made more elaborate. Pupils could decorate the frame by sticking things onto it, e.g. sequins or stickers. Pupils could stick a photo in the frame instead of drawing a picture.

Play a game

- Play a game of *Snap* (see page 22) using Norton and the family and people flashcards, and the pupils' PMB family and people picture cards.

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary for Unit 2 in preparation for the next lesson.

Further practice

Multimedia extension: you may now like to use the Maths 1 section of the optional DVD – or alternatively you may choose to use this section after Unit 5 (by which point pupils will have covered more of the relevant language).

Lesson 9 CB page 18

Pronunciation and speaking

Lesson objectives

Practise pronunciation of initial sounds
Revise the language of the unit

Language

Core: six; seven; sisters; /s/; big; boy; book; /b/

Review: Colours; Family; People; Numbers 1–12

Materials

Norton; Norton's kit box; CD 1.36–1.37; Family flashcards (1–3 and 35–42); People flashcards (43–46); PMB family and people picture cards; PMB family and people word cards (optional)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and think about sounds.*
- Use the family and people flashcards to review the vocabulary of the unit, e.g. play *What's missing?* (page 20).
- Play a matching game with the PMB family and people picture cards and word cards, e.g. *Memory* (page 20).
- Check that the pupils remember all the words in the vocabulary sets they have used so far: Characters, Colours, Family, People, and Numbers.
- Remind the pupils how some of the words start with the same sound: *Let's see, purple, what other word starts with p /p/? Pink, very good.*
- Group some of the flashcards according to their initial sounds.

1 Listen and point. 1.36 Listen again and repeat. CB page 18

- Hold up the Fred and Flo character flashcards (cards 1 and 2). Ask what relation these two people are to each other: *Yes, that's right, they're brother and sister.*
- Identify the initial sounds of these words as a class (/b/ and /s/.)
- Explain that these two sounds are the focus of this lesson.
- Look at the pictures with the pupils and ask them what they can see.
- Play the recording. Encourage the pupils to point to the correct picture as they hear the words.
- Play the recording line by line, encouraging the pupils to repeat in chorus.
- Focus on the initial sounds and invite pupils to tell you any other words they know that start with these sounds.
- You may wish to start a list of words beginning with this sound that you can keep for future games.

Transcript

six sisters

seven sisters

boy, big book

big boy, book

Play a game

- Play the game *I hear with my little ear* (page 22). Focus on the first sound of each character's name: *I hear with my little ear a name beginning with b /b/. Bing, that's right, very good.*
- Focus on the first sound of the numbers: *I hear with my little ear a number beginning with s /s/. Yes, seven, very good, and six, that's right.*

2 Listen and say the number. 1.37 Now it's your turn. CB page 18

- Look at the activity with the pupils. Identify the different children and their ages.
- Explain that they are going to listen to a recording and that they have to identify the person each time by calling out the number. Play the CD, pausing to allow the pupils to say the number before listening to check.

Transcript

Girl What's your name?

Boy Emir.

Girl How old are you?

Boy Seven.

Girl Number 3!

Boy What's your name?

Girl Sarah.

Boy How old are you?

Girl Seven.

Boy Number 1!

- Pupils can then take turns to ask and answer questions and identify the rest of the children. Model the activity with a more confident pupil. Ask him / her to choose a character from the page and then ask them the two questions modelled. Identify who they have chosen.
- You could then ask a pair of pupils to perform the dialogue in front of the class, before the pupils work in pairs.

Picture Dictionary AB page 93

- Tell the pupils to complete their Picture Dictionary with the people stickers.
- Remind the pupils how to stick the stickers on the page, next to the relevant words.
- Invite some pupils to hold up their finished pages to show the class.

Sing a song

- Let the pupils choose a song from this unit that they would like to sing.

Lesson 10 AB pages 18–19

Review and self-evaluation

Lesson objectives

Review of Unit 2

Language

Review: Family; People; Language used in this unit

Materials

Norton; Norton's kit box; CD 1.38–1.40; All materials used in Unit 2

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain that as this is the last lesson in Unit 2, they will be thinking about what they have done throughout the unit.
- Focus on initial sounds by holding up a flashcard to elicit a word. You could write the word on the board, minus the initial letter and ask the pupils to say the missing letter.

1 Match. AB page 18

- Use the family wordcards to reinforce the idea of initial sounds. Hold up each card and cover up all but the first letter. Encourage the class to make the sound then guess the word. Reveal the word when they guess correctly.
- Look at the activity and point out about the seven divided family words. Say that the first letters have been torn off. Explain that the pupils should say the sounds of the initial letters (on the left) and draw a line to the matching part of the word (on the right).
- Encourage the pupils to say the whole word quietly to themselves while they draw their connecting line.
- These words are also in the word bank below so that pupils can check their answers.

ANSWERS

M–um br–other c–ousin s–ister Gr–andpa D–ad
Gr–andma

2 Write. AB page 18

- Explain that Titch has collected photos of all her family, and wants to have their names written under the photos.
- Ask the pupils to look at the photos and find the names in the word bank. Point and ask: *Who's this? And this is ...?*
- The pupils write the correct name for each photo.

ANSWERS

[top row] My Dad, my aunt, my sister

[middle row] my Grandpa, my cousin, my Mum

[bottom row] my uncle, my Grandma, my brother

3 Listen and number. 1.38 AB page 19

- Explain that the pupils will hear a recording of different members of Titch's family introducing themselves.
- The pupils should write down the correct number for each picture as they listen to the recording.

Transcript

1 **Grandpa** Hello, I'm Grandpa.

2 **Fred** Hello, I'm Titch's brother.

3 **Mum** Hello, I'm Mum.

4 **Uncle** Hello, I'm Titch's uncle.

5 **Flo** Hello, I'm Titch's sister.

6 **Rosa** Hello, I'm cousin Rosa.

7 **Grandma** Hello, I'm Grandma.

8 **Aunt** Hello, I'm Titch's aunt.

ANSWERS

[from left to right] 3, 2, 6, 4, 5, 8, 1, 7

4 Listen and complete. 1.39 AB page 19

- Ask the pupils to listen to the CD and fill in the missing ages.
- They could check their answers by choosing a character and reading out the facts for another pupil to check.

Transcript

1 **Adult** Hello, what's your name?

Boy I'm Sam.

Adult How old are you?

Boy I'm eight.

2 **Adult** Hello, what's your name?

Girl I'm Flora.

Adult How old are you?

Girl I'm seven.

3 **Adult** Hello, what's your name?

Girl I'm Lily.

Adult How old are you?

Girl I'm six.

4 **Adult** Hello, what's your name?

Boy I'm Carl.

Adult How old are you?

Boy I'm seven.

5 Listen and follow. 1.40 AB page 19

- Tell the pupils that they are going to revise the people vocabulary from Lesson 7. Explain that they need to draw a line to get all the way across the maze.
- Look at the key for the symbols on the left and ask the pupils to identify the pictures for man, woman, boy and girl.
- Play the CD and ask the pupils to follow the sequence.

Transcript

a boy, a girl, a man, a boy, a girl, a woman, a boy, a girl

End-of-unit review

- Ask the pupils what they remember doing in previous lessons. Help them to recall activities and language by showing them flashcards / things they have made / pictures in their books; playing songs, and saying rhymes and chants.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation AB pages 18–19

- Help the pupils to complete the self-evaluation activity as described on page 13.
- The pupils colour the appropriate rainbow according to how well they think they have done on each page.

Ending the lesson

- Recall the games, songs and chants from the unit. Ask the pupils which ones they would like to play now.

Further practice

Unit 2 Test (pages 130–131)

3

The picnic

Lesson 1

CB page 19

Introducing vocabulary

Lesson objectives

Become familiar with food and drink vocabulary

Join in a chant

Listen and identify food and drink

Language

Core: Food and drink: *apple, banana, orange, fizzy drink, biscuit, cake, chocolate bar, yoghurt, sandwich, juice*

Extra: *Here you are.*

Review: *Please; Thank you / Thanks; Pass me ...*

Materials

Norton; Norton's kit box; CD 1.41–1.42; Food and drink flashcards (47–56); Bookmark; Food and drink picture cards (PMB p16) – one photocopied set per pupil; Food and drink word cards (PMB p17) – one photocopied set per pupil (*optional*)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Talk to the pupils about food and drink. Ask them if they know any words in English for food or drink. Ask them what words they would like to learn.
- Use the food and drink flashcards to teach the new vocabulary.
- Use the food and drink flashcards to play a game, e.g. *True or not true?* (page 19).

1 Look and say. Listen and find. 1.41 CB page 19

- Talk to the pupils about what they can see in the picture. Who are the people? What do they think is happening? Summarize their comments in English: *Yes, we can see Fred, Flo, and Titch's Mum and Dad. There is lots of food.*
- Talk about all the food and drink they can see here: *Point to the (bananas). How many (oranges) can you see?*
- Ask the pupils to find and say all the new food and drink words in the picture.
- Explain that Fred, Flo, and Titch are going on a picnic with their Mum and Dad, and that Mum and Dad are packing the picnic boxes. Ask the pupils to find each picnic box: *Point to (Flo's) picnic box.*
- Tell the pupils to use their bookmarks to find each food and drink item as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the food and drink items.

Transcript

Flo's Mum Pass me a sandwich, please.

Flo's Dad OK. Here you are.

Flo's Mum Thank you.

Flo's Dad Pass me an apple, please.

Flo's Mum OK.

Flo's Dad And a banana, please.

Flo's Mum An apple ... and a banana. Here you are.

Flo's Dad Thank you.

Flo's Mum Pass me a chocolate bar, please.

Flo's Dad OK!

Flo's Mum And a cake, please.

Flo's Dad A chocolate bar ... and a cake. Here you are.

Flo's Mum Thanks.

Flo's Dad Pass me a juice, please. And a fizzy drink.

Flo's Mum Here you are. A juice ... and a fizzy drink.

Flo's Dad Thank you.

Flo's Mum Pass me a biscuit, please.

Flo's Dad A biscuit ... Here you are.

Flo's Mum Thank you.

Flo's Dad Pass me an orange, please.

Flo's Mum Here you are.

Flo's Dad Thanks. And pass me a yoghurt, please.

Flo's Mum Here you are.

Flo's Dad Thank you.

TEACHING TIP: The picture shows a filled bread roll. Explain that a sandwich can be made of any type of bread (sliced bread, baguette, etc) as long as there is a filling between two pieces of bread.

2 Listen and say. 1.42 CB page 19

- Put the flashcards in a row in the same order as the chant (see Class Book page 84 for the words).
- Tell the pupils that they're going to listen to a chant about food and drink, and that they should point to each flashcard as they hear it mentioned. Play the CD.
- Give the flashcards to eight different pupils. Ask them to stand in a row and hold their card up high and take it down again quickly when they hear their word in the chant.
- Play the CD again. When two items come together, e.g. juice and yoghurt, let the pupils hold both flashcards up.
- Say the chant with the class a few times. Say it in different ways: *Now say it very quietly ... and now loudly.*

Make the picture / word cards

- Give out photocopies of the food and drink picture cards.
- Let the pupils colour them and cut them out.
- Use Norton to teach the phrase *Pass me ...* and to demonstrate the activity:
Norton: *Pass me a (juice), please.*
Teacher: *Here you are.*
Norton: *Thanks! / Thank you!*
- Let the pupils practise in pairs.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.

Lesson 2 AB pages 20–21

Practising vocabulary

Lesson objectives

- Review food and drink vocabulary
- Listen and identify food and drink
- Listen and identify extended lists using visual clues

Language

Core: Food and drink vocabulary

Extra: *My favourite!*; *lunch*

Review: Language used so far

Materials

Norton; Norton's kit box; CD 1.43–1.45; Food and drink flashcards (47–56); Food and drink text cards (optional); PMB food and drink picture cards (optional); PMB food and drink word cards (optional)

Beginning the lesson 1.42

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the food and drink flashcards to help the pupils recall the vocabulary.
- Play a game, e.g. *Uncovering a card* (page 20).
- Put the flashcards on the board. If you are using the text cards, let Norton hold them up and read them. Then put the text cards beside the flashcards on the board, focusing on the initial sounds while saying the words.
- Say the food chant again (CD 1.42), pointing to the flashcards as you hear them.

1 Listen and circle. 1.43 AB page 20

- Ask the pupils to identify all the food and drink items before they listen.
- Explain to the pupils that they have to listen carefully and circle the picture of the food or drink they hear.
- Play the CD. Make sure the pupils understand the meaning of *My favourite!*

Transcript

- A banana! My favourite!
 - A fizzy drink! My favourite!
 - A sandwich! My favourite!
 - A yoghurt! My favourite!
 - A chocolate bar! My favourite!
 - A biscuit! My favourite!
- Check the answers with the class, and talk about whether the foods are healthy or unhealthy: *What does number one have? A banana. Yes, a banana and it's good for you.*

2 Listen and match. 1.44 AB page 20

- Talk to the pupils about the characters and the food and drink. Ask the pupils to guess what the characters will choose: *What does Norton want? An apple?*
- Tell them they have to listen carefully and draw a line from the character to the food or drink they ask for.

Transcript

- Poppy** Pass me an orange, please.
Adult Here you are.
Poppy Thank you!
 - Bing** Pass me a juice, please.
Adult Here you are.
Bing Thank you!
 - Titch** Pass me an apple, please.
Adult Here you are.
Titch Thank you!
 - Norton** Pass me a cake, please.
Adult Here you are.
Norton Thank you!
- Check the answers with the class, then organize the pupils in small groups. Let them practise the mini dialogues by asking you for the flashcards, e.g. group 1 is Poppy and says in chorus *Pass me an orange, please.*

3 Listen and match. 1.45 AB page 21

- Explain to the pupils that the characters are talking about their picnics. The pupils have to listen carefully and match each character to the correct picnic box. Explain the meaning of *lunch*.

Transcript

- Presenter** Find Flo's lunch.
Flo Look! An apple, a juice and a biscuit!
Presenter Find Fred's lunch.
Fred Look! A biscuit, a banana and a yoghurt!
Presenter Find Poppy's lunch.
Poppy Look! A fizzy drink, a cake and a sandwich!

ANSWERS

Flo, box 3 Fred, box 2 Poppy, box 1

4 Look at activity 3. Read and tick ✓ or cross X.

AB page 21

- When the pupils have finished they can look at the written lists below the picture, tick the items on each list that they can see in the picnic boxes, and put a cross for the item that they can't see.

ANSWERS

Flo, banana [X] Fred, chocolate bar [X]
Poppy, orange [X] All other items should be ticked.

FAST FINISHERS:

Pupils who finish all of the above tasks could complete the activity at the bottom of page 21.
Give them a piece of paper to draw their favourite fruits. At the end, you can ask them to hold up their pictures and say: *My favourite fruit is (a banana).*

Play a game

- Use the flashcards to play a game with the whole class, e.g. *What's missing?* (page 21).

Lesson 3

CB pages 20–21, PMB pages 18–19

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *I've got (a banana).*

Extra: *park; picnic; Can I have ...?; too; What have you got?; naughty*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 1.46; Food and drink flashcards (47–56); Story Frames Book; Character masks (PMB pp3–5); PMB Story Frames (PMB pp18–19) – one set per pupil; Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Put the food and drink flashcards on the board and let the pupils ask you for them. Use Norton to remind pupils of the dialogue from Lesson 1:
Norton: *Pass me a (banana), please.*
Teacher: *Here you are.*
Norton: *Thank you. / Thanks.*

1 Listen and point. 1•46 CB pages 20–21

- You may like to use the Story Frames Book to present the story.
- Let the pupils look at the pictures. Ask them to name all the food and drink they know: *What's in (Fred's) box? What's Mr Fixit got?*
- Ask them to predict what the story is about, and summarize their suggestions: *Yes, the banana falls on the ground. Titch is shaking the fizzy drink.*
- Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

Transcript

1 Narrator The children are in the park.

All A picnic! Yum!

2 Narrator Poppy and Bing open their picnic boxes.

Bing I've got a banana!

Titch Can I have a banana too?

3 Narrator Titch has got a banana.

Titch Oh!

Flo Yuck!

4 Fred I've got a fizzy drink. Yum!

Titch Look! I've got a fizzy drink too.

5 Titch Oh!

Fred What have you got, Mr Fixit?

6 Narrator Mr Fixit's hungry.

Mr Fixit I've got biscuits ...

and a juice ...

and an orange ...

and a big chocolate cake!

7 Narrator Mr Fixit opens the kit.

Mr Fixit Oh no!

Norton! Naughty bird!

Naughty, naughty Norton!

Children Norton! Naughty bird!

Naughty, naughty Norton!

Narrator Oh dear. Poor Mr Fixit!

8 Norton I'm sorry. Here you are!

Children & Mr Fixit YUCK!

Titch Thank you!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Norton! Naughty bird! Naughty, naughty Norton!*
- Teach some actions, e.g. *Naughty bird!* – shake a finger.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 21

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (2).*
- Let the pupils look back through the story, find the same pictures, and write the number of the frame they are in.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Bing (frame 2): 'I've got a banana.'

Norton (frame 8): 'I'm sorry. Here you are!' Flo (frame 3):

'Yuck!' Mr Fixit (frame 7): 'Oh no!' Fred (frame 4): 'I've

got a fizzy drink. Yum!' Titch (frame 1): 'A picnic! Yum!'

Titch (frame 4): 'Look! I've got a fizzy drink too.'

3 Listen again and act. 1•46 CB page 21

- Explain that the pupils are going to listen to the story again, and mime it as they listen.
- Select seven pupils and assign them a character (Flo, Bing, Titch, Fred, Poppy, Mr Fixit, Norton). Ask them to come to the front of the class. Position them appropriately.
- You may wish to use the character masks to enable them to get into character more easily.
- Play the CD and ask them to mime their part. If they feel confident, they can say the words along with the recording.
- Repeat with different groups.

Make a story book PMB pages 18–19

- Tell the pupils that they are going to make their own story book. Refer back to the instructions in Unit 1 Lesson 3.

Lesson 4

CB page 22, AB page 22

Language focus

Lesson objectives

Review the language structure *I've got ...*

Personalize familiar language

Practise asking questions with *What have you got?*

Language

Core: *I've got ...; What have you got?*

Extra: *lunchbox; Lucky you!*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 1.47–1.49; Food and drink flashcards (47–56); PMB food and drink picture cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use Norton to pick up the food and drink flashcards one by one and ask the pupils to guess what is on each card: *What's this? Can you guess?* He could show each flashcard and say *I've got a (yoghurt)*.
- Give out the PMB food and drink picture cards to play *Snap*. Ask the pupils to put their picture cards face down in a pile. Norton puts the flashcards face down in a pile. He turns over the first flashcard, saying *I've got a (banana)*. The pupils turn over their first card at the same time. If they turn over the same card as Norton, they stand up and say what they have: *Snap! I've got a (banana)*.

1 Listen and find the food. Say the names.

1.47 CB page 22

- Look at the picture with the pupils. Explain that they are going to listen to each of the characters describing what is in their lunchbox. They should point to each item of food as they hear it, and identify who is speaking each time.
- Play the CD, pausing after each dialogue to check answers.

Transcript

- 1 **Bing** What have you got in your lunchbox?
Fred I've got an orange ... and I've got a yoghurt.
Bing Nice!
Fred I've got a juice.
Bing Yum!
Fred And I've got a cake!
Bing Lucky you!
Presenter Who is it?

- 2 **Poppy** What have you got in your lunchbox?
Bing I've got a banana ... and I've got a sandwich.
Poppy Nice!
Bing I've got a juice.
Poppy Yum!
Bing And I've got a chocolate bar!
Poppy Lucky you!
Presenter Who is it?

- 3 **Fred** What have you got in your lunchbox?
Poppy I've got an apple and a yoghurt.
Fred Yum!

Poppy I've got a sandwich.

Fred Nice.

Poppy And I've got a fizzy drink.

Fred Lucky you!

Presenter Who is it?

ANSWERS

1 Fred 2 Bing 3 Poppy

2 Listen and say the colours. 1.48 Listen again and repeat. CB page 22

- Look at the pictures with the class. Point out the four lunchboxes and the food that is in each one. Revise colour words by pointing to each box and eliciting the colour.
- Explain to the pupils that they are going to listen to four conversations, and that they should say the correct colour of each lunchbox.
- Play the CD, pausing after the first line for the class to answer, then continuing to confirm the answers.

Transcript

- 1 **A** I've got a cake. I've got a biscuit.
B Red!
 2 **A** I've got a sandwich. I've got a banana.
B Blue!
 3 **A** I've got an orange and a juice.
B Orange.
 4 **A** I've got a juice and an apple.
B Green!
 • Play the CD again for the class to repeat each line.
 • Use the pictures as a prompt for pairwork. Model a dialogue with a stronger pupil: *I've got a sandwich. I've got a biscuit*. Encourage the pupil to answer: *Green!* Refer to the language box at the top of the page if you want to study the written form.
 • Ask the pupils to continue the activity in pairs.

1 Listen and number. 1.49 AB page 22

- Look at the pictures and explain that they each show part of an item of food or drink. The pupils listen and number.

Transcript

- 1 I've got a chocolate bar.
 2 I've got an apple.
 3 I've got an orange.
 4 I've got a fizzy drink.
 5 I've got a yoghurt.

ANSWERS

3, 1, 4, 2, 5

2 Draw 3 things in your picture. Ask, answer and draw. AB page 22

- Remind the pupils of the question: *What have you got?* Use Norton to model an exchange. Give Norton some food and drink flashcards. Ask: *What have you got?* Norton answers: *I've got (a cake)*.
- Look at the activity. Explain that on the first rug the pupils draw three picnic items from the words they have learnt.
- In pairs, the pupils take turns to ask *What have you got?* They draw the items their partner describes on the second rug. They compare pictures to check answers.

Lesson 5

AB pages 23–24

Language focus

Lesson objectives

Review and become familiar with food and drink vocabulary

Review and become familiar with the structure *Pass me a ...* and *Here you are*.

Language

Extra: *swap*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 1.50–1.52; PMB food and drink picture cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play *What's missing?* (see page 21).

1 Match. Listen, follow and check. 1.50

AB page 23

- Look at the first sequence with the pupils. Ask them to say the first four food words: *biscuit, cake, apple, biscuit*. Stop them and ask what the next food word should be: *cake*. Then ask them to look at the pictures on the right and find the correct picture.
- The pupils draw a line and repeat with the remaining sequences.
- Play the CD and encourage the pupils to listen, follow the sequences and check their answers.

Transcript

- 1 biscuit – cake – apple – biscuit – cake
- 2 yoghurt – fizzy drink – yoghurt – fizzy drink – yoghurt
- 3 chocolate bar – banana – banana – chocolate bar – banana
- 4 sandwich – juice – sandwich – juice – sandwich

Write.

- To complete the exercise, pupils write the correct words under the pictures. Remind them to use the word bank for support.

ANSWERS

1 cake 2 yoghurt 3 banana 4 sandwich

2 Listen and number. 1.51 Listen again and repeat. AB page 23

- Look at the pictures with the pupils. Ask them to point to and name items of food and drink that they recognize.
- Explain that they are going to hear four conversations. They should listen carefully and number each picture.

Transcript

- 1 **Girl** Pass me a banana, please, Mum.
Woman Here you are.
Girl Thanks.
- 2 **Boy** Dad, pass me a fizzy drink, please.

Man Here you are.

Boy Thank you.

- 3 **Girl** Pass me a sandwich, please, Dad.

Man Here you are.

Girl Thank you.

- 4 **Boy** Mum, pass me a biscuit, please.

Woman Here you are.

Boy Thanks.

ANSWERS

[from left to right] 3, 2, 4, 1

3 Listen and draw a line. 1.52 Listen again and repeat. AB page 24

- Introduce the word *swap* using Norton and real things in the classroom.
- Demonstrate the meaning with a confident pupil. Ask the pupil to pick up a pen or rubber, and hold up a classroom object yourself. Model the following dialogue:
You: *I've got a (pencil).*
Pupil: *I've got a (pen).*
You: *Swap?*
Pupil: *OK!*
You: *Thank you!*
Then swap items with the pupil.
- Ask the pupils to look at the activity and listen. Explain that they should find the foods mentioned on the page, and draw a line to match two of the speakers.

Transcript

- 1 **Girl A** I've got a yoghurt.
Girl B I've got an orange.
Girl A Swap?
Girl B OK.
Girl A Thank you!
- 2 **Boy A** I've got a juice.
Boy B I've got a fizzy drink.
Boy A Swap?
Boy B OK.
Boy A Thank you!
- 3 **Girl C** I've got an apple.
Boy C I've got a chocolate bar.
Girl C Swap?
Boy C OK.
Girl C Thank you!

- Play the CD again for the class to repeat each line.

4 Look at activity 1. Draw the food. AB page 24

- Look at the pictures with the pupils. Point out that they are arranged in the correct pairs from activity 3. Explain that in each case the children have swapped the missing food item with their friend
- Explain that they should draw the item of food which has been swapped in the box of the child who now has it.

ANSWERS

[from left to right] orange, yoghurt, fizzy drink, juice, chocolate bar, apple

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary for Unit 3 (see Activity Book page 94).

Lesson 6 CB page 23, AB page 25

Learning for life

Lesson objectives

Review vocabulary and language of the unit
Learn about washing our hands before meals
Join in a song

Language

Extra: *It's time for tea; Wash your hands; Show me your hands; clean; dirty; chocolate mousse*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 1.53–1.54; Food and drink flashcards (47–56); your own completed Picture Dictionary page for Unit 3; Food and drink text cards (optional)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

1 Listen and sing. 1.53 CB page 23

- Talk about the picture of the children's tea. Ask the pupils what they can see on the table, and ask them what they have themselves for tea or a light meal in the evening.
- Use the pictures to teach: *show me your hands, wash your hands, clean and dirty*.
- Teach the pupils actions and play an action game:
Show me your hands – pupils hold out their hands.
What dirty hands! – pupils wiggle their fingers and make a face.
Wash your hands – pupils rub their hands together.
What clean hands! – pupils wave their hands in the air.
- Talk about the importance of washing your hands even when your hands don't look dirty.
- Play the song and encourage the pupils to point to the food and the correct pictures for each verse. Explain the meaning of *chocolate mousse*. The song words are on page 85 of the Class Book.
- Remind the pupils of the actions for the song.
- Sing the song again with the pupils and encourage them to do the actions.

1 Listen and number. 1.54 AB page 25

- Talk to the pupils about the pictures: *What can you see on the table? Are his / her hands clean or dirty? She's got nice clean hands. He's saying 'Wash your hands!'*
- Tell the pupils to listen carefully and match the correct dialogue to each pair of pictures by writing the correct number in each box.
- Play the CD, pausing after each dialogue to check the answers with the class.

Transcript

- Boy A** Wash your hands.
Boy B OK.
Boy B I've got juice and a cake. Yum!
- Dad** It's time for tea! Wash your hands.
Children OK, Dad.
- Boy** I've got a sandwich and a banana. And a yoghurt. My favourite!
Mum Show me your hands. What dirty hands! Wash your hands, please!
- Dad** What dirty hands! Wash your hands, please.
Girl OK, Dad.
- Mum** Show me your hands. What clean hands! It's time for tea.

ANSWERS

[from top to bottom] 3, 5, 2, 1, 4

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the food and drink flashcards (and text cards if you are using them) to do a categorizing activity.
- Ask the pupils to categorize the flashcards in different ways: *food and drink; fruit and non-fruit; class favourites and non-favourites*.
- Organize the flashcards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Talk about foods that are good for you and foods that you shouldn't eat too often. Reorder the flashcards into these two groups. Be ready to recast words or phrases from the pupils' L1 contributions: *An apple is a fruit. It's good for you. A biscuit isn't fruit.*

Picture Dictionary AB page 94

- Show the pupils your completed Picture Dictionary page for Unit 3.
- Ask them to find page 94 in their Activity Book and the food and drink stickers for Unit 3. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Lesson 7

CB pages 24–25, AB page 26

Learning through English

Lesson objectives

- Become familiar with more food vocabulary
- Get to know about how much sugar there is in different foods and drinks
- Listen, identify, and count spoons of sugar

Language

Core: *cereal bar; carrot; bread roll; milk; good; bad*

Extra: *(Three) spoons of sugar.*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 1.53, 1.55; Bookmark; Food and drink flashcards (47–61); Food and drink picture cards for the new items (PMB p16) – one photocopied set per pupil; Food and drink text cards (*optional*); Empty packages of food and drink (*optional*); Food and drink word cards for the new items (PMB p17) – one photocopied set per pupil (*optional*)

Beginning the lesson 1.53

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the *Time for tea* song from Lesson 6. Encourage the pupils to do the actions and join in.
- Use the flashcards to teach the new vocabulary. Put the new flashcards with the other food and drink flashcards and play a game, e.g. *Pronunciation circle* (page 19).
- Ask the pupils which foods they think have sugar in them. Ask how sugar can affect your teeth and weight.
- Ask them if sugar is good or bad for you. Talk about the following:
 - how some foods have sugar naturally and some have it added (ask them to suggest examples);
 - how foods with natural sugar are healthier, e.g. *orange, apple, and banana*;
 - how some foods with added sugar are unhealthy if eaten too often, e.g. *biscuits and cake*.
- Use the flashcards to visually categorize these groups of food and drink on the board.
- Explain that we need some sugar but we should get it from foods that have it naturally, e.g. *juice, apples, carrots*. These foods have other healthy things in them as well.

1 Look and say. CB pages 24–25

- Ask the pupils to tell you the foods and drinks they can see in the picture.
- Ask the pupils to count how many spoons of sugar there are for each one. Practise the phrase: *(Three) spoons of sugar*.
- If you have brought in any other packages of food and drink, ask the pupils to guess how much sugar is in a normal portion.

TEACHING TIP: For the measurements in this activity, a slightly rounded teaspoon of sugar weighs around 5 g. To work out the number of spoons of sugar in any item or portion check the amount of sugar on the can or package and divide by five. Note that the amount of sugar in fizzy drinks, biscuits, and cereal bars varies hugely – you may get different results from those in the Class Book.

2 Listen and find. Count and say. 1.55 CB pages 24–25

- Tell the pupils that they are going to hear children choosing food and drink items. They can use their bookmarks to find the items mentioned.
- When they find the food and drink items they should add up the spoons of sugar in the two items.
- They can tell you if the choices are good or not by saying *good* or *bad* and by putting their thumbs up for good and down for bad.
- Play the CD, pausing after each speaker to check the answers with the class.

Transcript

- Boy** I've got a chocolate bar and a cake. How many spoons of sugar?
- Girl** I've got a cereal bar and a banana. How many spoons of sugar?
- Boy** I've got an orange juice and a cake. How many spoons of sugar?
- Boy** I've got a bread roll and milk. How many spoons of sugar?
- Girl** I've got two biscuits and a carrot. How many spoons of sugar?
- Boy** I've got an apple and milk. How many spoons of sugar?

ANSWERS

1 nine spoons 2 four spoons 3 six spoons 4 two spoons 5 two spoons 6 four spoons

1 Look and write the numbers. Count. Write.

AB page 26

- Ask the pupils to name the food and drink items on the left side of the page.
- Explain that the number next to each item shows the number of spoons of sugar it contains.
- Ask the pupils to look at the picture sums on the right side of the page. Explain that they have to write the number of spoons of sugar for each food and drink item, add them up, and then write the total.

ANSWERS

1 $3+1=4$ 2 $2+1=3$ 3 $2+0=2$

- Optional writing activity: Pupils can write the food and drink words under the pictures.

Make the picture / word cards

- Give out the new food and drink picture cards.
- Make and use the picture / word cards as described in Unit 1 Lesson 2.

TEACHING TIP: In preparation for Lesson 8 you may like to make your own spoon (PMB page 14).

Lesson 8

AB page 26, CB page 25, PMB page 20

Learning through English

Lesson objectives

Review food and drink vocabulary

Make a paper spoon

Practise ordering and sequencing work

Language

Extra: *Good for you; Bad for you*

Review: Food and drink; Language used so far

Materials

Norton; Norton's kit box; Food and drink flashcards (47–61); Food and drink text cards (optional); 'Make a spoon' (PMB p20); – one photocopy per pupil and a completed spoon (optional); Scissors; Glue

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Recall vocabulary by playing a game with all the food and drink flashcards e.g. *What's missing?* (page 21).

1 Choose, draw and count. AB page 26

- Talk to the pupils about what they usually eat and drink as a snack.
- Ask them to draw their snacks in the boxes and write the number of spoons of sugar each snack contains. They then add them up and write the total. (Pupils can refer to the key in Activity Book, Lesson 7 activity 1).
- Go through the results with the class to see who has the highest and lowest total. Suggest that those with a high total could try some healthier snacks (ask for suggestions). You may choose to use the Class DVD at this point.

1 Make a spoon. CB page 25, PMB page 20

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the girl in the photos is making, and what the different stages are: *Yes, she's colouring in the healthy foods, she's cutting out the spoon ...*
- Explain that they are going to make a spoon with healthy foods and drinks on one side (*Good for you*) and unhealthy, sugary foods and drinks on the other (*Bad for you*). Show them your completed spoon.
- Give out the PMB photocopies and go through the stages with the pupils:
 - 1 They colour in the healthy foods, but not the sugary foods: *Colour this side. The other side is black and white.*
 - 2 They cut out the spoon shapes: *Cut it out very carefully.*
 - 3 They stick the two sides together: *Stick them together like this.*
- While the pupils are making their spoons you can talk about their individual work. Recognize and praise their efforts.
- Fast finishers could colour the healthy foods in Activity Book page 24, Activity 9.

TEACHING TIP: You may wish to point out that although the types of biscuit and cereal bar shown in the Class Book are low in sugar, other types have more sugar and are less healthy.

Play a game

- Use the spoons to play a response game.
- Tell the pupils you are going to say a food or drink word. They have to listen carefully, and show you the correct side of the spoon: *A (banana). Yes, that's right, the coloured side. A banana's good for you, isn't it?*
- Encourage the pupils to say *Good for you!* and *Bad for you!* as they hold up their spoons.

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary for Unit 3 in preparation for the next lesson.

Further practice

Multimedia extension: you may now like to use the Science 1 section of the optional DVD. (Alternatively, you can save this until Level 2, Unit 6, when pupils will know more food vocabulary.)

Lesson 9 CB page 26

Pronunciation and speaking

Lesson objectives

Focus on the initial sounds /k/ and /j/

Participate in a role-play activity in pairs

Language

Review: Food and drink; Language used in this unit

Materials

Norton; Norton's kit box; CD 1.53, 1.56–1.57; Food and drink flashcards (47–61); PMB food and drink picture cards; Food and drink text cards (*optional*); PMB food and drink word cards (*optional*)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards to revise the food and drink vocabulary of the unit, e.g. play *Pass the ball* (page 21).
- If you are using the text cards play a matching game e.g. *Memory* (page 21).

1 Listen and point. 1-56 Listen again and repeat. CB page 26

- Look at the pictures with the pupils. Ask them what they can see: *cakes, carrots, two boys, a girl, a yoghurt*.
- Explain that the boys are *cousins*. Write this on the board, along with *cake* and *carrot*. Remind the pupils of the word *cousin* from Unit 2, and ask them who Titch's, Flo's and Fred's cousins are (*Rosa and Dan*). If necessary, draw a family tree using the characters' names to clarify this.
- Play the CD. Encourage the pupils to point to the items as they hear them.

Transcript

Two cakes for two cousins,

Two carrots for two cousins,

Two cakes for two cousins,

Two carrots for two cousins!

Yellow yoghurt, yellow yoghurt, yellow yoghurt, yum!

- Play the CD again, stopping after each line. Encourage the pupils to repeat in chorus.
- Focus on the initial /k/ and /j/ sounds and ask the pupils to find the first letters of the words in the Class Book. Tell them that the /k/ sound is written with the letter 'c' and the /j/ sound is written with the letter 'y'. Invite children to tell you any other words they know that start with either of these sounds, in English or their L1.

TEACHING TIP: The /k/ sound can also be written with the letter 'k': *kite, kick*. The letter 'c' can also make different sounds depending on the letter that follows it, for example /s/ in *circle* and /tʃ/ in *chocolate*. Try to give only examples which fit the pronunciation covered on this page, in order to avoid confusion. The letter combination 'c + vowel' may be different in the pupils' own language, so model the examples as much as possible and provide others if necessary.

Play a tracing game

- Turn Norton around so that the pupils can see his back.
- Trace the letter 'c' on his back and ask him to say the sound of the letter /k/.
- Show the pupils how they can do this in pairs. When they have guessed the letter they should say the letter sound (c /k/) and then think of a word that starts with that sound (*cake*).
- If pupils need support to do this, let them look at their PMB food and drink word cards.

2 Listen and point. 1-57 Now it's your turn. CB page 26

- Look at the activity with the children. Remind pupils of the word *swap* and demonstrate its meaning by using Norton and real things in the classroom.
- Explain that the pupils are going to listen to three dialogues. They should listen and follow in their Class Book, and point to each picture as they hear it.

Transcript

1 **A** I've got an apple. Yuk!

B I've got a banana. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

2 **A** I've got a cake. Yuk!

B I've got a yoghurt. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

3 **A** I've got a chocolate bar. Yuk!

B I've got a cereal bar. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

- Tell the pupils they are going to play the same game in pairs. Make sure they have their crayons and paper. Ask them to think of food and drink items, and to draw these. They could cut these out or draw them on separate pieces of paper, so they can swap them with their partner. Alternatively you could ask them to use their PMB food and drink picture cards for this activity.
- When they have finished, ask a confident pair of pupils to model the activity for the class.
- Encourage the pupils to practise the dialogue in pairs, swapping an item of food each time.

Picture Dictionary AB page 94

- Tell the pupils to complete their Picture Dictionary with the remaining food and drink stickers.

Sing a song 1-53

- Ask the pupils what they should do before they eat.
- Remind them of the *Time for tea* song from Lesson 6, and do the actions.
- Play the song and encourage the pupils to join in.

Lesson 10 AB pages 27–28

Review and self-evaluation

Lesson objectives

Review of Unit 3

Language

Review: Food and drink; Language used in this unit

Materials

Norton; Norton's kit box; CD 1.56, 1.58–1.60; All materials used in Unit 3

Beginning the lesson 1.56

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain that as this is the last lesson in Unit 3, they will be thinking about what they have done throughout the unit.
- Ask the pupils if they can remember the words beginning with the sounds /k/ and /j/ in the phonics chant.
- Play the CD and encourage the pupils to join in the words.
- Draw outlines of some food and drink items on the board, and ask the pupils to tell you what each shape is.

1 Look and match. AB page 27

- Look at the activity with the class. Explain that words can be visualized as shapes, and that looking at a word's shape can help us remember it when we're writing.
- Tell the pupils to match the shapes with the words.
- Check their answers. Talk about the parts of the shapes:
How many small letters are there in that word? How many big letters are there? Yes, there are (two) letters below the line.

ANSWERS

1 juice 2 sandwich 3 apple 4 cake 5 chocolate bar 6 biscuit 7 orange 8 banana 9 yoghurt

2 Follow and write. AB page 27

- Ask the pupils if they remember what Titch, Fred, and Mr Fixit each had for their picnic in the story.
- Explain that the characters are going on another picnic. Tell the pupils to follow the line from each character to the correct picnic box, 'collecting' food and drink on the way.
- The pupils write the collected food and drink in each box.

ANSWERS

Mr Fixit: juice, apple, chocolate bar

Titch: orange, yoghurt, biscuit

Fred: cake, sandwich, banana

- Let the pupils pretend to be a character and say what they've got: *I've got a (cake), a (sandwich), and a (banana).*
- Remind the pupils that we say *an apple / orange*.

3 Listen and number. 1.58 AB page 28

- Look at the pictures and explain that they are shadows of food and drink. The pupils listen and write the number.

Transcript

- 1 I've got a banana.
- 2 I've got a biscuit.
- 3 I've got a yoghurt.

- 4 I've got a juice.
- 5 I've got a fizzy drink.
- 6 I've got an apple.

ANSWERS

3, 1, 6, 4, 5, 2

4 What's missing? Listen and draw a line to Norton. 1.59 AB page 28

- Discuss the picture with the pupils. Ask them to guess what has happened: *Norton has eaten food from the lunchboxes.*
- The pupils listen and draw a line from each lunchbox to the missing item of food in Norton's stomach.

Transcript

- 1 **Mr Fixit** What have you got Fred?

Fred I've got a sandwich ... and a fizzy drink ... and an apple ... and ... a biscuit!

Mr Fixit Fantastic.

Fred Oh, no! My biscuit! Look!

Mr Fixit Norton! You naughty bird.

- 2 **Mr Fixit** What have you got Flo?

Flo I've got a sandwich, a juice, an orange ... and a cake!

Mr Fixit Yum.

Flo Oh, no! My cake! Oh, no!

Mr Fixit Norton! You naughty bird.

- 3 **Mr Fixit** What have you got Bing?

Bing I've got a yoghurt ... and a biscuit ... and a cake ... and an apple!

Mr Fixit Lovely.

Bing Oh no! My apple! Look!

Mr Fixit Norton! You naughty bird!

ANSWERS

Fred – biscuit Flo – cake Bing – apple

5 Listen and write the number. 1.60 AB page 28

- Remind the pupils of the Lesson 7 topic – sugar in food and drink. Explain that they should listen and write the total amount of sugar for each of the pictures.

Transcript

- 1 **A** I've got three carrots. How many spoons of sugar?

B Three.

- 2 **A** I've got two cereal bars. How many spoons of sugar?

B Four.

- 3 **A** I've got an orange juice. How many spoons of sugar?

B Three.

- 4 **A** I've got some milk. How many spoons of sugar?

B Two.

End-of-unit review

- Review the activities and language from the unit. (Refer to Unit 1 Lesson 10 for instructions.)

Self-evaluation activity

- Help the pupils to complete the self-evaluation activities as described on page 13.

Further practice

Unit 3 Test (pages 132–133)

Review Test 1 (pages 134–135)

Skills Test 1 (pages 136–137)

Units 1–3 Reading, Skills and Revision lessons (CB pages 27–28;

AB pages 29–31)

Me and my world

Lesson 1

CB page 27, AB page 29

Reading

Objectives

Revise language from Units 1–3 through an extended reading text

Identify authors by relating written facts to photos

Complete a fact card

Check understanding of a text

Language

Core: *My name's...*

Extra: *London; England; Istanbul; Turkey; Cape Town; South Africa; Rio; Brazil*

Review: Language from Units 1–3: *Hello; I'm...; My favourite colour is...*

Materials

Norton; Norton's kit box; CD 1.61; Character flashcards (1–7); PMB page 53; A soft ball

Beginning the lesson

- Use Norton to revise the core language from Units 1 and 2: *Hello. I'm Norton. My favourite colour is (blue).*
- You could model this further by holding up character flashcard and speaking as if you are that character: *Hello. I'm (Titch). I'm (four). I've got (a brother and a sister). This is my (brother)* – (hold up Fred's flashcard).
- Explain that an alternative way of introducing yourself is to use the phrase: *My name's (Norton).*
- Practise using this phrase by adapting the *Pass the ball* game (page 21). Throw the ball to a pupil who says: *My name's (Peter).* They then pass the ball to someone else who repeats the phrase with their own name. This continues until all the pupils have had a go.
- Look at a world map with the pupils and locate the countries: England, Turkey, South Africa and Brazil.
- Ask if the pupils know anyone from these countries – personally or famous people.
- Ask: *What do you know about these countries? What is the weather like? What is the food like? Do you know any buildings?* You may be able to look up some images using the IWB.

1 Read and number. CB page 27

- Explain that the pupils will hear four children introducing themselves and talking about where they live and their families.
- Look at the photos with the pupils and see if any of them recognize any of the famous landmarks: *London – the London Eye; Istanbul – the Bosphorus; Cape Town – Table Top Mountain; Rio de Janeiro – Rio beach*
- Encourage the pupils to guess as much information as possible from the pictures: *boy / girl; age; country; family, etc.*

- Explain that it is important to look carefully at the pictures when they read in English as it will help them understand.
- Acknowledge the pupils' comments and be prepared to 'recast' them in English.
- Ask the pupils to read the texts and try to match them with the photos by writing a number in each box. Tell them that at this point they do not need to understand every word.
- Discuss their answers and ask them to give reasons for their choices, but do not say yet whether they are correct.

2 Read again, listen and check. 1.61 CB page 27

- Play the CD and ask the pupils to follow the texts. Explain any new language and discuss any difficulties.
- Discuss the numbering of the texts and confirm answers.
- Point to photo 1. Ask the pupils to identify which child wrote the text and ask them to give their reasons. (*The girl, because the person who wrote the text is called Rebecca. She is wearing a purple T-shirt and the text says her favourite colour is purple.*)
- Repeat with the other photos, recasting if necessary.

ANSWERS

[from left to right] 3, 4, 1, 2

1 Listen and complete. 1.62 AB page 29

- Explain that the pupils are going to hear further recordings from two of the children. Check that they understand the headings in the boxes.
- Tell them to listen and to complete the information cards with the correct words from the word bank.
- Play the CD, pausing to allow time to write.
- The transcript for this section can be found on page 127.

2 Write H (Haluk) or R (Rebecca). AB page 29

- Pupils read the sentences and decide which child from activity 1 each sentence relates to.
- Tell them to write the appropriate letter in each box (*H* if the sentence is about Haluk, and *R* if it is about Rebecca.)

ANSWERS

R, H, H, H, H, R, R, R

Me and my world PMB page 53

- Give each pupil a copy of the 'Me and my world' page from the PMB. Explain that they can now write about themselves in the same way.
- Go through the sections of the worksheet and ensure the pupils understand what to include in each one.
- You could prepare a selection of photos of your country for the pupils to use, or ask pupils to find some.
- Monitor the pupils as they work and praise their efforts.
- You may like to display the finished pieces in the classroom, or give the pupils the option of including them in their Language Portfolio.

Lesson 2

CB page 28, AB pages 30–31

Revision

Objectives

Revise all vocabulary from Units 1–3

Language

Review: Colours; Food and drink; Shapes; People; All language from Units 1–3

Materials

Norton; Norton's kit box; Colour flashcards (8–18); Food and drink flashcards (cards 47–61); Shape flashcards (31–34); People flashcards (43–46); Family flashcards (1–3 and 35–42); Counters and coins for the board game

Beginning the lesson

- Use Norton to welcome the pupils and say the kit chant.
- Open the kit box and take out all the different sets of flashcards. Ask the pupils if they can remember any of the flashcards from each set. As they remember them, stick the cards randomly on the board.
- You may need to give phonetic clues to remind the pupils of the cards they are struggling to remember.
- Once all the cards are on the board, call out a group, e.g. *Colours*, and ask the pupils to say the cards you need to take off the board to put back into the colours group.

Play the game. CB page 28

- Explain that the game revises the language from the previous three units and that the pupils will play in pairs. The aim is to be the first player to get to the finish.
- The pupils use a coin to decide whether they move one square or two, e.g. *heads* = 1, *tails* = 2.
- Each square requires the pupils to either say something (indicated by a speech bubble) or sing something (indicated by musical notes).
- The pupils have to look at the picture prompts to work out exactly what they have to do.
- There are two squares (indicated by the Norton character) which allow them to move on one more place.
- The tasks for each square are listed below:
 - 1 Say the colours: *purple, yellow, green*.
 - 2 Say the words from the story (Class Book page 5): *Hello, I'm Titch!*
 - 3 Sing the song (Class Book page 7): *Listen children, stand up now.*
 - 4 Say the shapes: *big circle, small circle, small square*.
 - 5 Norton: *Move on one square.*
 - 6 Say the family members: *unt* and *uncle*.
 - 7 Say the words from the story (Class Book page 12): *I'm four. How old are you?*
 - 8 Say the words: *How old are you? I'm six.*
 - 9 Sing the song (Class Book page 15): *The curtains at the show ...*
 - 10 Say the words: *woman* and *boy*.
 - 11 Norton: *Move on one square.*

12 Say the words: *cake* and *juice*.

13 Say the words from the story (Class Book page 20): *I've got a banana!*

14 Sing the song (Class Book page 23): *Time for tea.*

15 Say the words: *bread roll* and *chocolate bar*.

- Say the word: *sugar*
- The pupils may not remember all of the song words but encourage them to sing the words together with their partner and praise them for their efforts.

1 Circle and write. AB page 30

- Point out that all the words in the word bank are from different flashcard groups and that the pupils have to circle each word in the correct colour: *colours* = *red, food* = *grey*, etc. Check that the pupils have the correct colours.
- Once they have circled the words, ask them to write them in the correct box underneath.
- Check the answers by calling out a group, e.g. *food*, and asking for all the food words in that group.

ANSWERS

Food: apple, sandwich, banana, carrot, fizzy drink

Colours: black, yellow, grey, white **Shapes:** circle, square, rectangle, triangle **People:** man, woman, boy, girl

2 Look, write and colour. AB page 30

- Look at the pictures with the pupils. Explain that they have to read the questions and complete the answers by looking at the birthday cards and counting the candles.
- They then need to read the rest of the speech bubbles to work out each person's favourite colour and colour the T-shirts appropriately.

3 Circle the correct word. AB page 31

- Quickly revise family members by holding up the flashcards and asking the pupils to call out the answers.
- Tell them that in each picture there are labels for the people and that they need to choose the correct word and circle it.
- Point out that the labels apply to the closest person.

ANSWERS

1 Mum, Dad, sister, brother 2 Grandma, Grandpa

3 aunt, uncle, cousin, cousin

4 Read and number. AB page 31

- Explain that the girl in the centre of each picture is talking about her family.
- Look at the pictures with the pupils and see if they can identify the family members.
- Ask them to read the sentences, work out which picture they relate to, and write the correct number in each box.

ANSWERS

2, 1, 3

5 Write about your family. AB page 31

- Remind the children of all the family language they have covered so far.
- Tell them to write two sentences about their family members.
- Ask individuals to read their sentences out to the class and praise them for their efforts.

4

The toy cupboard

Lesson 1

CB page 29

Introducing vocabulary

Lesson objectives

Become familiar with toy vocabulary

Find out more about the characters

Join in a song

Language

Core: Toys (*car, doll, ball, robot, teddy, train, bike, plane, computer, puppet*)

Extra: *What a mess!; put away; Shut the door; That's better; Wait a minute.*

Materials

Norton; Norton kit box; CD 2.1–2.2; Toy flashcards (62–71); Bookmark; Toy picture cards (PMB p21) and Toy word cards (PMB p22) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to look through Unit 4 in their Class Books. Ask them to tell you which pages they like best and what activities they think they will be doing.
- Talk to them about toys. Ask them if they know any words in English for toys. Ask them what words they would like to learn.
- Use the toy flashcards to teach the new vocabulary.
- Give the flashcards to some pupils to hold.
- Let Norton call out the different toys. Encourage the pupils to hold up their card when they hear it called out.
- Use the flashcards to play a game, e.g. *Reversing cards* (page 19).

TEACHING TIP: From Unit 4 onwards, reading and writing are no longer optional, but are integral to the activities.

1 Look and say. Listen and find. 2.1 CB page 29

- Talk about the picture of the bedroom with the class. What can they see? What is happening? Focus their attention on:
 - The toys: *Point to the (train). Where's the (computer)?*
 - Colours and sizes: *What colour's the (ball)? Is it big or small?*
 - The state of the room: *The room's very messy, not very tidy.*
 - What is happening: *Mum wants the children to tidy up, to put the toys away.*
- Pupils may suggest in L1 and you can recast, e.g. *This is Titch's bedroom. They're playing. Mum looks cross.*
- Ask the pupils to find and say all the new toy words in the picture.

- Explain that they now have to listen carefully to the CD and use their bookmarks to find the toys that are mentioned.

Transcript

Flo's Mum What a mess! Tidy up right now!

Children OK Mum.

Flo's Mum OK. Fred, put the ball away.

Fred OK, Mum.

Flo's Mum Flo, put the car away.

Flo Yes, Mum.

Flo's Mum Titch, put the teddy away!

Titch Yes, Mum.

Flo's Mum Fred, put the train away.

Fred OK.

Flo's Mum Titch, put the robot away!

Titch OK, Mum.

Flo's Mum Flo, put the doll away!

Flo Yes, Mum.

Flo's Mum Fred, put the bike away!

Fred OK.

Flo's Mum Titch, put the puppet away!

Titch OK.

Flo's Mum And shut the door!

Flo's Mum Fred, put the computer away!

Fred Yes, Mum.

Flo's Mum That's better. Oh ... wait a minute. Titch, put the plane away!

Titch Yes, Mum. (sound of door opening and all the toys falling out)

Everyone Oh no!

2 Listen and sing. 2.2 CB page 29

- Before you play the song stick the flashcards for the eight toys on the board.
- Play the song and ask the pupils to help you put the flashcards in the right order.
- Play the song again and encourage the pupils to join in.
- The words for the song can be found on page 85 of the Class Book
- Ask eight pupils to come to the front of the class.
- Give each one a flashcard.
- Play the song again and encourage the pupils to hold up their card when they hear their word.

Make the picture / word cards

- Give out the photocopies of the toy picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (page 22) with Norton. Norton can use the flashcards and say the words as he takes them out of the kit.
- Let the pupils cut out the word cards and match them to the picture cards.

Lesson 2 AB pages 32–33

Practising vocabulary

Lesson objectives

Review toy vocabulary
Listen and identify different toys
Personalize familiar language

Language

Review: Toys; Language used so far

Extra: *What colour's (the ball)?*

Materials

Norton; Norton kit box; CD 2.2–2.4; Toy flashcards (62–71); Toy text cards; Number flashcards 1–6 (19–24); PMB toy picture cards; PMB toy word cards

Beginning the lesson 2.2

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils what toys they can remember from the song in the last lesson. Take out any flashcards they remember. If they don't remember all the flashcards, give them some support by flashing a card or uncovering a card slowly.
- Give the flashcards to eight pupils. Ask them to come to the front and bend their knees when they hear their word.
- Sing the toys song from Lesson 1 (CD 2.2).
- If you have time, you can give the flashcards to another eight pupils and sing the song again.
- Play a game with the flashcards, e.g. *What's missing?* (page 21).
- When you finish the game, talk to the pupils about which toys they have and any differences or similarities between their toys: *You've got a red and yellow ball. You've got a blue train.*
- Talk about the number of pupils who have the same toys: *Who's got a puppet? One, two, three. Three children have got a puppet.*
- Put the flashcards on the board. Let Norton take out the text cards and read them. Norton can ask the pupils to put the text cards next to the flashcards on the board.

1 Listen and colour. 2.3 AB page 32

- Talk to the pupils about the toys in the picture.
- Ask the pupils to listen carefully and mark the toys with a dot (or dots) of colour according to what they hear. They can complete the colouring when they have finished listening.

Transcript

Adult What colour's the train?

Child It's red.

Adult What colour's the ball?

Child It's blue and yellow.

Adult What colour's the doll?

Child It's orange and white.

Adult What colour's the car?

Child It's pink.

Adult What colour's the computer?

Child It's white.

Adult What colour's the bike?

Child It's purple and black.

Adult What colour's the robot?

Child It's grey.

Adult What colour's the plane?

Child It's blue.

2 Listen and circle. 2.4 AB page 32

- Talk about the pictures of the wrapped presents: *What's in number one? Yes, a plane and a bike.*
- Talk about the shape of the presents: *Yes, they're circles. It could be a bike.*
- Tell the pupils to listen carefully and circle the present that each child gets.

Transcript

1 I've got a bike.

2 I've got a computer.

3 I've got a puppet.

4 I've got a doll.

5 I've got a robot.

6 I've got a plane.

Speaking practice

- Ask the pupils to look again at the presents in activity 2. Hand out number flashcards 1–6 to six different pupils. Ask them to pretend they have received the presents and to tell you which one they have:
Teacher: *Number one, what have you got?*
Pupil: *I've got a bike.*
- Repeat with other pupils.
- Use the PMB toy picture cards to play a game. Ask the pupils to work in pairs and to turn their toy picture cards upside down. They take turns to pick up a card, and practise asking and telling each other what they've got.

3 Say, read and match. AB page 32

- Talk about the pictures in the boxes. Ask the pupils to identify the section of the toy, match it to the whole toy, and then match it to the correct word:
Teacher: *What's number one?*
Pupil: *It's a train.*

ANSWERS

1 train 2 bike 3 teddy 4 puppet 5 computer
6 doll 7 car 8 ball

FAST FINISHERS: Pupils who finish all the activities could complete the activity at the bottom of the page. They could then present their work to the rest of the class: *It's a (train). It's (blue).*

Play a game

- Play a whole-class matching game using the text cards and flashcards, e.g. *Memory* (page 21).
- The pupils could use their PMB picture and word cards to play the same game in pairs.

Lesson 3

CB pages 30–31, PMB pages 23–24

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *Where's my teddy?; It's here; It isn't here.*

Extra: *Here's (your car); We need ...; cupboard; cross; see*

Review: Toys; Language used so far

Materials

Norton; Norton's kit box; CD 2.2, 2.5; Toy flashcards (62–71); Story Frames Book; Character masks; PMB story frames (pp23–24); PMB toy picture cards; Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the toy flashcards to play a game, e.g. *True or not true?* (page 20).

1 Listen and point. 2.5 CB pages 30–31

- You may like to use the Story Frames Book to present the story.
- Let the pupils look at the pictures. Ask them to name all the characters and toys they know: *Who's this? What toys can you see?*
- Ask them to predict what the story is about: *The room isn't tidy. What's missing? What's Flo giving to Titch?*
- Summarize their predictions: *Yes, Titch is crying. Flo's got a phone. Mr Fixit is helping.*
- Play the CD. Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Practise 'good listening' and use your 'silence signal'.

Transcript

- Narrator** Titch is cross. She wants her teddy.
Titch Where's my teddy? It isn't here!
- Narrator** Fred and Flo want to help ...
Fred Shh. Here's your car ...
Flo ... and here's your robot. Shhh!
- Narrator** ... but Titch is VERY cross.
Titch WHERE'S MY TEDDY? I WANT MY TEDDY!
- Fred** Oh dear!
Flo We need Mr Fixit.
Narrator Flo calls Mr Fixit.
- Narrator** Mr Fixit fixes the cupboard.
Fred and Flo Fix it, fix it, tap, tap, tap.
Mr Fixit Now I've finished!
Fred and Flo Clap, clap, clap!
- Narrator** Fred and Flo tidy up ...
Fred Here's a ball, and a train ...
Flo And a plane, and a puppet.
Titch Can you see my teddy?

7 Narrator ... and Titch finds her teddy!

Titch Yes! My teddy! It's here!

8 Narrator But now ...

Titch Where's my doll? I WANT MY DOLL!

- Talk about the story and the pupils' predictions.
- Practise the Fixit rhyme: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*
- Remind pupils of the actions (see Unit 1, Lesson 3).
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 31

- Talk to the pupils about the silhouettes: *Who's this? Yes, it's (Flo). Where's this picture in the story? That's right, it's here – frame (6).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Flo (frame 6): 'And a plane, and a puppet'

Fred (frame 2): 'Shh. Here's your car ...'

Titch (frame 7): 'Yes! My teddy! It's here!'

Flo (frame 5): 'Fix it, fix it, tap, tap, tap'

Titch (frame 8): 'Where's my doll? I WANT MY DOLL!'

Flo (frame 4): 'We need Mr Fixit'

Titch (frame 1): 'Where's my teddy? It isn't here!'

3 Listen again and act. 2.5 CB page 31

- Explain that they are going to listen to the story again, and mime it as they listen.
- Select seven pupils and assign them each a character (Flo, Bing, Titch, Fred, Poppy, teacher, Mr Fixit). Ask them to come to the front of the class. Position them appropriately.
- You may wish to give them the appropriate masks to wear.
- Play the recording and encourage them to mime their part. Some pupils may feel confident enough to say the words along with the recording. Encourage them to do this more and more as the school year progresses.
- Repeat with different groups.

Make a story book PMB pages 23–24

- Tell the pupils that they are going to make their own story book.
- Refer to the teaching notes in Unit 1, Lesson 3.

Sing a song 2.2

- Sing the toys song from Lesson 1 (CD 2.2) again.
- Give out the PMB toy picture cards. Ask the pupils to put their picture cards in the order they come in the song.
- Sing the song again. Ask the pupils to point to the different toys as they sing (and to rearrange any cards as necessary).
- Ask the pupils to tell you the correct order so you can arrange the eight toy flashcards on the board.

Lesson 4 CB page 32, AB page 34

Language focus

Lesson objectives

- Review 'look and find' questions and answers
- Personalize familiar language through dramatic play

Language

Core: *Where's my ...? It's here. / It isn't here.*

Review: Toys; Language used so far

Materials

Norton; Norton's kit box; CD 2.6–2.8; Toy flashcards (62–71)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the toy flashcards to play a game, e.g. *Flashing a card* (page 20).

1 Listen and find. Say the names. 2-6 CB page 32

- Ask the pupils to look at the picture. Talk about what they think is happening: *Which toys can you see?*
- Be ready to recast any phrases or chunks of language the pupils contribute in L1: *under the bed, in the cupboard.*
- Explain that Titch has lost some toys and Poppy, Flo, and Fred are trying to find them. Tell them to listen carefully and say what Titch is looking for and who finds it.
- Play the first dialogue and check the answer. Then play the other dialogues.

Transcript

Titch Where's my robot?

Poppy It's here!

Titch Where's my plane?

Fred It's here!

Titch Where's my car?

Flo It's here!

Titch Where's my teddy?

Fred It's here!

Titch Where's my computer?

Poppy It's here!

Titch Where's my ball?

Flo It's here!

Titch Where's my train?

Poppy It's here!

- Ask the pupils what Titch asks when she can't find something: *Where's my ...?* Ask them what Poppy, Flo, and Fred say when they find it: *It's here.*

2 Listen and tick ✓ or cross X. 2-7 Listen again and repeat. CB page 32

- Talk about what Bing and his younger brother are doing: *Bing is looking for his brother's toys in the toy box.*
- Ask the pupils to listen carefully. They tick the toys that Bing can find in the toy box, and put a cross next to the ones he can't find.

Transcript

Bing's brother Where's my robot?

Bing It isn't here.

Bing's brother Where's my plane?

Bing It's here!

Bing's brother Where's my ball?

Bing It's here!

Bing's brother Where's my puppet?

Bing It isn't here.

Bing's brother Where's my car?

Bing It isn't here.

Bing's brother Where's my teddy?

Bing It's here!

- Check the answers with the class, then play the recording again for the pupils to repeat.
- Ask pupils to practise the dialogues in pairs, asking and answering about the toys on the page.

ANSWERS

robot X, plane ✓, ball ✓ puppet X, car X teddy ✓

1 Listen and tick ✓ the correct picture. 2-8

AB page 34

- Look at the pairs of pictures with the pupils and explain that in each case a question has been asked about a missing toy. *Where's my (puppet)?*
- Explain that one picture shows the toy has been found (*It's here*) and the other shows it hasn't been found (*It isn't here*).
- Play the first dialogue and ask the pupils to repeat the question and the answer.
- Ask the pupils which of the pictures matches the answer given on the recording. They tick the correct box.

Transcript

1 Boy Where's my puppet?

Mum Look! It's here!

2 Girl Where's my doll?

Dad It isn't here. Sorry.

3 Girl Where's my bike?

Boy It isn't here.

4 Boy 1 Where's my car?

Boy 2 Look! It's here.

ANSWERS

1 Right 2 Left 3 Left 4 Right

- After listening, the pupils could practise the dialogues in pairs.

2 Read and match. AB page 34

- Explain that in each case a child has lost a toy. Ask pupils to match the questions with the pictures by drawing a line.

ANSWERS

1 Where's my train? 2 Where's my plane? 3 Where's my computer? 4 Where's my robot?

Lesson 5 AB pages 35–36

Language focus

Lesson objectives

- Review toy vocabulary
- Identify and write toy vocabulary
- Ask and answer questions about toys

Language

Review: Toys; language used so far

Materials

Norton; Norton's kit box; CD 2.9; Toy flashcards (62–71); PMB toy word cards

Beginning the lesson

- Before the lesson hide all the toy flashcards in four different areas of the room.
- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use Norton to ask: *Where's my (teddy)?*
- Divide the class into four groups and let the pupils look for the flashcards in their area.
- Let Norton ask for all the toys.
- The pupils can answer *It isn't here* or *It's here* and give the toy to Norton.
- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*

1 Listen and colour. 2.9 AB page 35

- Ensure that the pupils have their crayons ready.
- Explain that they are going to listen to a recording and they need to identify the colour of each toy box.
- Listen to the first dialogue.
- Ask the pupils to point to the ball and ask: *What colour toy box did the child find it in? (Green.)*
- Point out that there is only one ball and that the toy box must therefore be green.
- Encourage the pupils just to put a spot of colour on the toy box as they can colour it properly later.
- Listen to the remaining dialogues.

Transcript

- 1 Child** Dad! Where's my ball?
Man Look in the red box.
Child OK. No. It isn't here.
Man Oh! Look in the green box.
Child Yes! It's here. Thanks, Dad.
- 2 Child** Mum! Where's my puppet?
Woman Look in the blue box.
Child OK. Yes! It's here. Thanks, Mum.
- 3 Child** Where's my car, Dad?
Man I don't know. Look in the yellow box.
Child No, it isn't here.
Man Look in the red box.
Child Yes! It's here. Thanks, Dad.

- 4 Child** Where's my computer, Mum?
Woman Look in the blue box.
Child No, it isn't here.
Woman Oh ... then look in the orange box.
Child Yes! It's here. Thanks, Mum.

ANSWERS

1 green 2 blue 3 red 4 orange

2 Write. AB page 35

- Look at the first picture with the pupils.
- Explain that in each case the person is looking for a toy and that they need to look at the person's expression to decide if they have found the toy they were looking for.
- The pupils then write the correct answer on the lines.

ANSWERS

1 It's here. 2 It isn't here. 3 It's here. 4 It isn't here.

3 Ask and answer. Tick ✓ or cross X. AB page 36

- Tell the pupils that they are going to work in pairs to ask and answer questions.
- Explain that one pupil is pupil A and that they are looking for the toys in box A. The other is pupil B and will be looking for the toys in box B.
- The pupils need to look for the toys in the larger picture (the cupboard) to determine if they are there or not.
- Demonstrate the activity with a confident pupil:
 Teacher / Pupil A: *Where's my (robot)?*
 Pupil B: *It's here.*
- They then swap roles:
 Pupil B: *Where's my teddy?*
 Teacher / Pupil A: *It's here.*
- Explain that they should put a tick in the relevant box if the toy is in the cupboard (*It's here*) and a cross if it isn't (*It isn't here*).

4 Write. AB page 36

- Look at the activity with the pupils and explain that in each case there is a child asking a question and another one answering it.
- Pupils need to look at the pictures and fill in the missing words to complete the questions and answers.

ANSWERS

1 Where's my teddy? It's here. 2 Where's my plane? It isn't here.

Play a game

- Let the pupils use their PMB toy word cards to play a game, e.g. *Active Bingo* (page 20).

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary for Unit 4 (see Activity Book page 95).

Lesson 6 CB page 33, AB page 37

Learning for life

Lesson objectives

Review vocabulary and language of the unit

Join in a song

Learn about sharing and playing together

Listen and draw a dot pattern

Language

Core: *Your turn; My turn.*

Extra: *share; toy; song; book; game; sing; read; play*

Review: Toys; Language used so far

Materials

Norton; Norton's kit box; CD 2.10–2.11; Toy flashcards (62–71); Toy text cards; Dice and board games; your own completed Picture Dictionary page for Unit 4

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

1 Listen and sing. 2•10 CB page 33

- Use Norton to establish the meaning of the word *share*, e.g. *Norton has crayons and you have pencils and you share with one another!*
- Talk about sharing with others. Discuss how it can sometimes be difficult to share. Point out that you can have more fun when you share, e.g. you have double the number of toys and can play together with a brother, sister, or friend.
- Ask the pupils what other things we can share, e.g. songs, stories, games, meals, walks.
- Tell the pupils they are going to learn a song about sharing and doing things together. Look at the Class Book and talk about what things the children are sharing in the pictures.
- Teach or revise the words: *toy, song, game, book*, and the verbs *sing, play*, and *read*.
- Be ready to support and recast pupils' comments: *They're playing together – sharing a toy, reading a book, playing a game, singing a song.*
- Talk about taking turns and teach the phrases: *My turn / Your turn.*
- Play the song and ask the pupils to point to the pictures as they listen. The song words can be found on page 85 of the Class Book.
- Teach the pupils suitable actions when they say *Your turn, my turn*, e.g. pointing away from themselves, and then towards themselves.
- Play the song again and encourage the pupils to join in and do the actions.

1 Listen and draw the dots. 2•11 **Write the totals.**

AB page 37

- Before you do this activity, use Norton and some real dice to look at the numbers and patterns of dots.

- Ask the pupils to add up the numbers on opposite sides so they can discover that the number is always the same (*seven*). Teach the pupils the language for adding up: *Three and four is seven. Five and two is seven.*
- Look at the picture in the Activity Book and ask the pupils what they can see (*the characters throwing some dice*).
- Explain that the characters are playing a game together and that they have to take turns to throw the dice.
- Ask the pupils to listen carefully and draw in the missing dots on the dice for each character. Pause after each dialogue so the pupils have time to draw the dots.

Transcript

Bing Fred, it's your turn!

Fred OK. I've got a five and a three.

Fred Poppy, it's your turn!

Poppy OK. I've got a six and a two.

Poppy Flo, it's your turn!

Flo OK. I've got a four and a one.

Flo Titch, it's your turn!

Titch OK. I've got a one and a six.

Titch Bing, it's your turn!

Bing OK. I've got a two and a three.

- After listening, ask the pupils to add the numbers on the pairs of dice and write the total for each character.

ANSWERS

5+3=8 6+2=8 4+1=5 1+6=7 2+3=5

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the flashcards and text cards in different ways, e.g. *toys with / without wheels, toys with / without a face, toys we like / don't like.*
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

Picture Dictionary AB page 95

- Show the pupils your completed Picture Dictionary page for Unit 4.
- Ask them to find page 95 in their Activity Book and the toy stickers for Unit 4. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on the page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Play a game

- Use the dice to practise counting. Let the pupils play a game where they take turns, e.g. *Snakes and ladders*. Encourage them to count in English and to say *My turn / Your turn*.

Lesson 7

CB pages 34–35, AB page 38

Learning through English

Lesson objectives

- Become familiar with materials vocabulary
- Review toy and colour vocabulary
- Get to know about materials through English
- Listen and identify categories of toys based on materials

Language

Core: Materials: *wood, plastic, fabric, metal*

Extra: *It's made of ...*

Review: Toys; Language used so far

Materials

Norton; Norton's kit box; CD 2.10, 2.12–2.13; Materials flashcards (cards 72–75); Materials text cards; Materials picture cards (PMB p21) – one photocopied set per pupil; Materials word cards (PMB p22) – one photocopied set per pupil

Beginning the lesson 2.13

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the sharing song from Lesson 6 (CD 2.10). Encourage the pupils to join in and do the actions.
- Use the flashcards to introduce the new vocabulary for toy materials. Ask the pupils to find things in the classroom made from these materials.
- Ask some pupils to put the flashcards next to items made from the same material.
- Let Norton take out the text cards and put them next to the flashcards.
- Teach the phrase: *It's made of (wood)*, e.g. hold up a pencil and say *It's made of wood*.
- Hold up other classroom objects, e.g. a plastic ruler, a metal pencil sharpener, a fabric pencil case and ask: *What's this made of?*

1 Look and say. CB pages 34–35

- Talk about the toys in the Class Book. Make sure the pupils understand that each ring is for toys made from the same material.
- Ask: *What toys can you see? Yes, a (red car). What toys are in each ring? A plane, yes. Is it made of plastic or wood?*
- Encourage the pupils to find and point to the objects outside the rings: *Find the blue train*.
- Ask where they would put these objects: *Point to the red ball. Where can we put it? Yes, in the plastic ring*.
- Play a memory game. Tell the pupils to look at pages 34–35 for one minute. They should try to remember all the toys.
- Ask them to shut their books and say what they can remember.
- Encourage them by doing the activity with them: *Let's see if we can do this together. OK, things made of plastic ...*
- Help them with gestures and sound clues to remember all the items on the page.

2 Listen and find. 2.12 CB pages 34–35

- Explain to the pupils that they have to find the toys described on the CD and say the number (see answers in brackets below).

Transcript

This is my doll. It's made of fabric. [12]
This is my train. It's made of wood. [9]
This is my car. It's made of metal. [10]
This is my plane. It's made of plastic. [5]
This is my puppet. It's made of wood and fabric. [7]
This is my doll. It's made of plastic. [4]
This is my plane. It's made of metal. [1]

- When they finish, let different pupils practise describing the toys for the rest of the class to find (they can listen and point). If the pupils have learnt numbers up to 20 in previous courses they can say the number instead.

1 Listen and circle. 2.13 Write. AB page 38

- Look at the pictures and talk about the toys and what they are made of.
- Explain to the pupils that they have to listen carefully and circle the correct toy.

Transcript

1 This is my train. It's made of wood.
2 This is my doll. It's made of fabric.
3 This is my plane. It's made of metal.
4 This is my ball. It's made of plastic.

- Then they write the material the toy is made of on the line, using the word bank if necessary.

Make the picture / word cards PMB pages 21–22

- Give out the photocopies of the materials picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They should cut out the word cards and match them to the pictures.
- Let them use the cards as labels for things in their pencil cases.

Class labelling

- Put the materials text cards in four different areas on the floor.
- Ask the pupils to put their things together under each label.
- Take a photo of the display.

TEACHING TIP: In preparation for Lesson 8 you may like to make your own spinner (PMB page 25).

Lesson 8 AB page 38, CB page 35, PMB page 25

Learning through English

Lesson objectives

- Review materials vocabulary
- Make a spinner
- Practise ordering and sequencing work

Language

Review: Toys; Materials; Language used so far

Materials

Norton; Norton's kit box; CD 2.10, 2.14; Materials flashcards (72–75); 'Make a spinner' (PMB p25) – one photocopy per pupil, and a completed spinner (optional); Scissors

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game with the materials flashcards, e.g. *Flashing a card* (page 20).

1 Listen, find and colour.  2•14 AB page 38

- Look at the pictures and talk to the pupils about the toys and what they are made of.
- Ask the pupils to listen carefully and mark the toys with a dot of colour. They can complete the colouring when they finish listening.

Transcript

- Adult What's this?
Child It's a car.
Adult What's it made of?
Child Metal.
Adult What colour is it?
Child Yellow.
Adult What's this?
Child It's a doll.
Adult What's it made of?
Child Plastic.
Adult What colour is it?
Child Pink.
Adult What's this?
Child It's a puppet.
Adult What's it made of?
Child Fabric.
Adult What colour is it?
Child Blue.
Adult What's this?
Child It's a doll.
Adult What's it made of?
Child Wood.
Adult What colour is it?
Child Brown.

1 Make a spinner. CB page 35, PMB page 25

- Ask the pupils to look at the photos in the Class Book. Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a spinner. Show them your completed example if you have made one. Ask them to tell you what materials are on the spinner: *Look, here you can see metal and here's fabric.* Ask them to tell you what objects are on your spinner: *There's a (doll) made of (plastic) and a (train) made of (metal).*
- Give each pupil a PMB photocopy and a pair of scissors.
- Go through the stages with the pupils, demonstrating as you do so:
 - They draw and colour objects on the different sections: *What can you draw for 'metal'?*
 - They cut out the spinner: *Cut it out very carefully.*
 - They make a hole in the middle and push a pencil through it: *Make a hole here, carefully, and put a pencil in it.*
- Show them how the spinner works: *When you turn the pencil quickly, it spins around and the spinner stops at one of the materials – look, plastic.*
- When they have completed their spinners, they can use them to play a game. They have to spin the spinner, say the material, and find something made out of that material: *Can you see something made of (wood)?*
- Play the first game with the whole class and then let the pupils play in pairs.

Sing a song  2•10

- Sing the sharing song from Lesson 6 (CD 2.10).

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary for Unit 4 in preparation for the next lesson.

Lesson 9 CB page 36

Pronunciation and speaking

Lesson objectives

Revise the language of the unit
Identify the odd one out
Practise pronunciation of initial sounds

Language

Core: /r/: red, robot; /pl/: plastic, plane

Review: Toys; Materials; Language used in this unit;
Previous vocabulary sets

Materials

Norton; Norton's kit box; CD 2.2, 2.15–2.16; Toy flashcards (62–71); Toy text cards; Materials flashcards (72–75); Materials text cards; Flashcards from previous units; real toys and a box (*optional*)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the toy and materials flashcards and text cards to play a game to revise all the vocabulary of the unit, e.g. *Memory* (page 21).
- Mix together different sets of flashcards, making sure there is one odd one out e.g. three cards are toys and one is a material. Ask the pupils if they can identify the odd one out and repeat with different sets.
- Try mixing cards where they all start with the same sound except for one, and see if the pupils can identify the odd one out e.g. two, train, toes, wood.
- Use the flashcards and text cards to focus on the initial sounds of the words from this unit.
- Encourage pupils to suggest other words they know with the same initial sound as the word that is being discussed.

1 Listen and point. 2.15 Listen again and repeat. CB page 36

- Look at the pictures with the pupils and discuss what they can see.
- Point out that in Unit 1 we looked at the initial sound /p/ and that now we are looking at /pl/.
- See if the pupils can come up with a list of words that would fit in each of the new categories.
- Play the recording. Encourage the pupils to point to the items as they hear them.

Transcript

A red robot, a red robot
I've got a red robot.

A red robot, a red robot,
I've got a red robot.

A plastic plane, a plastic plane,
I've got a plastic plane.

A plastic plane, a plastic plane,
I've got a plastic plane.

- Play the recording again and encourage the pupils to join in.

2 Listen and follow. 2.16 Now it's your turn. CB page 36

- Look at the activity with the pupils and explain that they are going to listen to a recording where children have lost their toys.
- Show them how to follow the lines to one of the toy boxes to find out if the child finds their toy or not. Encourage them to say *It's here.* / *It isn't here.*
- Play the CD.

Transcript

Boy Where's my puppet?

Man It's here!

Girl Where's my car?

Man It isn't here.

Girl Where's my ball?

Man It isn't here.

Boy Where's my train?

Man It's here!

- Tell the pupils they are now going to ask the same questions in pairs but that they can choose the items in any order.
- You may wish to make this more realistic by having a box of real toys for the pupils to ask and answer questions about, or you could simply put some flashcards into a box (*It's here*) and leave the others to one side (*It isn't here*). The pupils could then ask and answer questions using the language from the unit.

Play a game

- Use the flashcards from different units to play a game, e.g. *I hear with my little ear ...* (page 21).

Picture Dictionary AB page 95

- Tell the pupils to complete the Picture Dictionary page with the material words from Lessons 7 and 8.

Sing a song 2.2

- Remind the pupils of the song *Doll, robot, car and train* from Lesson 1 (CD 2.2) and sing it again.

Lesson 10 AB pages 39–40

Review and self-evaluation

Lesson objectives

Review of Unit 4

Language

Review: Toys; Materials; Language used in this unit

Materials

Norton; Norton's kit box; CD 2.15, 2.17; All materials used in Unit 4

Beginning the lesson 2.15

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 4, they will be thinking about what they have done throughout the unit.
- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the toy and materials sets.
- Talk to the pupils about how they could organize the flashcards on the board, e.g. *wooden toys*, *toys with faces*, *toys with wheels*, etc.
- Remind the pupils how categorizing words can help them to remember them.
- Revise some of the initial sounds by holding up flashcards and asking pupils to call out the initial sound.
- Revise the phonics covered in this unit and play the chant from Lesson 9 (CD 2.15).

1 Match and complete. AB page 39

- Explain to the pupils that they have to match the toy pictures with their initial sounds, then complete each word by copying the rest of it from the column on the right.
- Encourage the pupils to practise saying the sounds as they write the words.
- When they have finished let Norton ask the pupils to tell him the words.

ANSWERS

[from top to bottom] doll, bike, plane, teddy, computer; puppet, train, car, ball, robot

2 Read and circle. AB page 40

- Explain that the pupils should look at the pictures and circle the correct word to go with each one.

ANSWERS

1 car 2 robot 3 bike 4 computer

3 Listen and tick ✓ or cross X. 2.17 AB page 40

- Explain that the children in the picture are looking for their toys and that the pupils have to listen to the recording to see if they find them or not.
- Tell them to put a tick in the box if the children find the toy and a cross if they don't.

Transcript

Boy A Where's my puppet?

Boy B It's here. Look!

Boy A Where's my doll?

Boy B It isn't here.

Boy A Where's my plane?

Boy B It's here. Look!

Boy A Where's my train?

Boy B It's isn't here.

4 Count and write the number. AB page 40

- Revise the materials vocabulary.
- Tell the pupils that they need to look at the different toys and count how many are made of each of the different materials.

ANSWERS

wood 3 metal 2 fabric 1 plastic 2

TEACHING TIP: You could suggest that the pupils use different colours to circle the different materials.

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by showing them flashcards, things they have made and pictures in their books. You could also play the songs and say the rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Self-evaluation

- Ask the pupils to complete the self-evaluation activity as described on page 13.

Ending the lesson

- With the pupils, recall the games, songs and chants that you have played in the unit. Ask them which ones they would like to play now.

Further practice

Unit 4 Test (pages 138–139)

5

Puppets

Lesson 1 CB page 37

Introducing vocabulary

Lesson objectives

- Become familiar with body vocabulary
- Find out more about the characters
- Join in a song

Language

Core: Body: head, body, arms, hands, fingers, legs, feet, toes

Extra: Move the (legs)!; Wait a minute!; That's easy; That's impossible; Don't be silly; keep moving

Materials

Norton; Norton's kit box; CD 2.18–2.19; Body flashcards (76–83); Bookmark; Body picture cards (PMB p26) – one photocopied set per pupil; Body word cards (PMB p27) – one photocopied set per pupil; Examples of different types of puppet, e.g. stick / finger puppets (optional)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at the new unit and learn some new words.*
- Ask the pupils to look through Unit 5 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board.
- Talk to them about the human body. Ask them if they know any words in English for parts of the body (e.g. can they remember any words from Unit 1, Lesson 8, or any songs from pre-school?). Ask them what words they would like to learn.
- Use the body flashcards to teach the new vocabulary.
- Play a game, asking the pupils to move and touch the parts of the body, e.g. *Norton says ...* (page 20).

1 Look and say. Listen and find. 2.18 CB page 37

- Talk to the pupils about what they can see in the picture. Summarize their comments in English: *Yes, Flo and Fred are playing with puppets. Titch is watching. The puppets are on the stage.*
- Talk about the different parts of the puppets: *Point to the puppet's (head).*
- Talk about different kinds of puppets and how they move, e.g. finger puppets, stick puppets, glove puppets. Show the pupils any examples you have brought in (including Norton). Ask them to tell you how Fred and Flo's puppets move. Pupils may suggest in L1 and you can recast: *The puppets have got strings. The puppet can move its hands and feet and head. Flo is pulling the string.*
- Tell the pupils to listen carefully and to use their bookmarks to find the parts of the puppet that move.

- Play the CD, pausing after each dialogue to check they have found the correct body part.

Transcript

Titch Flo, move the legs!

Flo Look ... look!

Titch Fred, move the head.

Fred Wait a minute. Look!

Titch Flo, move the hands.

Flo OK, look!

Titch Move the fingers.

Flo That's impossible!

Titch Flo, move the body.

Flo OK, look.

Titch Fred, move the arms.

Fred That's easy. Look!

Titch Fred, move the feet.

Fred Look, look!

Titch Move the toes.

Fred Don't be silly, Titch!

2 Listen and sing. 2.19 CB page 37

- Before you play the song ask the pupils to move like string puppets.
- Play the song. Ask the pupils to move the parts that are mentioned in the song, and join in the song as they move.
- The words for the song can be found on page 85 of the Class Book.
- You can add other verses to the song for arms and legs with extra movements, e.g. bend arms and move them in and out, move legs by walking on the spot.

Make the picture / word cards

- Give out the photocopies of the body picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (page 22) with Norton. (Norton can use the flashcards and say the words as he takes them out of the kit.)
- Let the pupils cut out the word cards and match them with the picture cards.

Lesson 2

AB pages 41–42

Practising vocabulary

Lesson objectives

- Review body vocabulary
- Listen and follow instructions
- Compare two pictures and identify what's missing
- Identify parts of a picture

Language

Core: Body vocabulary

Review: Colours; Language used so far

Extra: *What colour is his (body)?; What colour are his (arms)?*

Materials

Norton; Norton's kit box; CD 2.19–2.20; Body flashcards (76–83); Body text cards; Colour flashcards (8–16); PMB Body picture cards; PMB Body word cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Let Norton take out the flashcards one by one and say what is on each one. Ask the pupils to listen to what Norton says and move the part of the body he names. Put the body flashcards on the board.
- Sing the body song from Lesson 1 (CD 2.19) and do the actions.
- Let Norton hold up the body text cards one by one and read them, focusing on the initial sounds. Ask the pupils to put the text cards next to the flashcards on the board.

1 Listen and colour. 2:20 AB page 41

- Use the colour flashcards to quickly revise the colours.
- Ask the pupils to listen carefully and colour the parts of the puppet's body with a dot of colour (they can complete the colouring when they finish listening, or at home).
- After listening, ask: *What colour are his (toes)?*

Transcript

Child Look at my puppet!

Adult What colour is his head?

Child Orange.

Adult What colour is his body?

Child Green.

Adult What colour are his hands and fingers?

Child Pink.

Adult What colour are his arms?

Child Blue.

Adult What colour are his feet and toes?

Child Brown.

Adult What colour are his legs?

Child Yellow.

2 What's missing? Draw and say. AB page 41

- Look at the small puppet drawings with the pupils. Tell them to compare each small puppet with the big puppet in activity 1: *How many (legs) has he got? Where are his (toes)?*
- Ask the pupils to tell you what's missing on each puppet and to draw in the missing parts: *What's missing? Yes, he hasn't got any fingers. And what else is missing?*

ANSWERS

- 1 arm, hand, and fingers 2 fingers and toes 3 leg
4 feet and toes

3 Match. AB page 42

- Talk about the jigsaw. Ask the pupils some questions: *What is it? How many pieces are missing from the puzzle?*
- Ask the pupils to draw linking lines to show where the pieces fit into the jigsaw.

4 Look at activity 3. Read and write the numbers. AB page 42

- Look at the words with the pupils and read them aloud, pointing to each one.
- Point to the leg in the jigsaw and the number five in the example. Ask the pupils to write the numbers of the missing puzzle pieces next to the correct words.

ANSWERS

leg 5 body 6 arm 2 head 1 hand and fingers 4
foot and toes 3

FAST FINISHERS: You may wish to get the pupils who finish all of the above activities to complete the task at the bottom of page 42.

Give them a piece of paper to draw on. When they have finished, you could ask them to show their work to the class and point out the different parts of the body.

Play a game

- Let the pupils use their picture and word cards to play a game in pairs, e.g. *Memory* (page 21).

Lesson 3

CB pages 38–39, PMB pages 28–29

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *It's got (two arms).*

Review: Body; Colours; language used so far

Extra: *Where's ...?; Here it is; box; lots of ...; dog; Wow!*

Materials

Norton; Norton's kit box; CD 2.19, 2.21; Body text cards (x8); Story Frames Book; Character masks; PMB Story Frames (PMB pp28–29); Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a silent TPR game. Let Norton hold up the text cards one by one. Ask the pupils to read the text cards and touch the relevant part of their body.

1 Listen and point. 2:21 CB pages 38–39

- You may like to use the Story Frames Book to present the story.
- Let the pupils look at the pictures. Ask them to name all the characters and puppet body parts they know: *Who's this? What puppet parts can you see?*
- Ask them to predict what the story is about: *What can you see in the cupboard? What's in the puppet box? What's (Flo) got? What's Poppy saying?*
- Summarize their suggestions: *They're behind the puppet theatre. They're all mending the puppets. Fred's puppet is like a spider.*
- Play the CD. Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Practise 'good listening' and use your 'silence signal'.

Transcript

- 1 Narrator** The children have got a puppet theatre.
Fred Where's the puppet box?
Flo Here it is.
- 2 Narrator** They open the box.
Poppy Puppets! Puppets! Lots of puppets.
- 3 Narrator** Oh dear!
Poppy We need Mr Fixit!
- 4 Narrator** Mr Fixit looks at the puppets.
Mr Fixit Now let's see ...
Fred It's got two arms and ... one red leg! We need one red leg!
Flo Here it is!
- 5 Poppy** Look. It's a dog! It's got four legs and a body ...
Bing Here's the head.

- 6 Narrator** Everyone fixes the puppets.

All Here's a puppet.

Here are the legs.

Here's the body.

And here's the head!

- 7 Narrator** Fred's got an idea.

Fred Eight legs ... one head. Lots of hair ...

- 8 Narrator** Fred makes a fantastic puppet!

Bing Wow!

Poppy Well done, Fred!

- Talk about the story and the pupils' predictions.
- Practise the rhyme and teach some actions, e.g. pupils point to themselves and their bodies as they say it: *Here's a puppet. Here are the legs. Here's the body and here's the head!*
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.
- Talk about Fred's puppet: *Fred's puppet is fantastic. How many legs has it got? Let's count them. It looks like a spider!*

2 Find and number. Say. CB page 39

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Yes, it's (Poppy). Where's this picture in the story? That's right, it's here – frame (3).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Poppy (frame 3): 'We need Mr Fixit!' Poppy (frame 5): 'Look. It's a dog. It's got four legs and a body ...' Bing (frame 8): 'Wow!' Flo (frame 4): 'Here it is!' Mr Fixit (frame 6): 'Here's a puppet, Here are the legs, Here's the body, And here's the head!' Poppy (frame 2) Puppets! Puppets! Lots of puppets. Fred (frame 1) Where's the puppet box?

3 Listen again and act. 2:21 CB page 39

- Explain to the pupils that they are going to listen to the story again, and mime it as they listen.
- Select five pupils and assign them each a character (Flo, Bing, Fred, Poppy, Mr Fixit). Ask them to come to the front of the class. Position them appropriately.
- Play the recording and encourage them to act out their part. Encourage them to say the words along with the recording. You may like to use to character masks in the PMB to enable the pupils to get into character.
- Repeat with different groups.

Make a story book PMB pages 28–29

- Tell the pupils that they are going to make their own story book.
- Refer to the instructions in Unit 1, Lesson 3.

Sing a song 2:19

- Sing the song from Lesson 1 (CD 2.19) again.

Lesson 4 CB page 40, AB page 43

Language focus

Lesson objectives

- Review language of description
- Listen and identify objects from a description
- Draw and describe puppets

Language

Core: *It's got a big head; It's got four hands.*

Review: Numbers; Body; Size; Language used so far

Extra: *Tell me about ...; I know; It's this one!*

Materials

Norton; Norton's kit box; CD 2.22–2.24; Number flashcards (19–30); Body text cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards to revise numbers up to twelve.
- Let Norton hold up the body text cards one by one for the class to read aloud.
- Start to draw a puppet on the board. Ask the pupils to tell you what's missing and what you should draw next.
- Draw some parts big and some small. Ask questions before you draw: *Is the (head) big or small? How many (toes) has it got?*
- Encourage the pupils to use gestures when replying, e.g. drawing in the air to show a big head, a small body, or the number of fingers and toes.
- When you've drawn the puppet, ask the pupils to label the parts of the puppet with the text cards. Leave the drawing and the labels on the board.

1 Listen and say True or False. 2.22 CB page 40

- Look at the pictures of Bing and Flo with their puppets. Ask simple questions about the puppets to encourage the pupils to look at them closely: *How many arms has Bing's puppet got? How many feet has Flo's puppet got?*
- Explain that pupils will hear Bing and Flo talking about their puppets, but that some of the sentences will be false. Ask them to listen and say *true* or *false* for each statement.

Transcript

1 Woman Hi Bing! Tell me about your puppet.

Bing It's got a big head. It's got three arms. It's got twelve fingers. It's got four legs. It's got five toes.

2 Woman Hello Flo! What a fantastic puppet! Tell me about it.

Flo It's got two heads. It's got two arms. It's got three legs. It's got six fingers. It's got two feet.

ANSWERS

1 1 True 2 False 3 True 4 False 5 False

2 1 True 2 False 3 True 4 True 5 False

- Refer the pupils to the language box at the top of the page. Ask them to read the sentences and identify which puppet they relate to. Say: *It's got a big head. Which puppet? (Bing's) It's got three arms. Which puppet? (Flo's)*

- Look at the written form of the grammar structure with the class in the box. Read the sentences aloud with the class.

2 Listen and say the number. 2.23 CB page 40

- Let the pupils look at the pictures. Explain that the characters have made some puppets. Ask: *How many (arms) has this puppet got? Can you see a puppet with (two heads)?*
- Explain that they have to listen, find the puppet being described, and say which number it is.

Transcript

Adult Hi! Where's your puppet?

Child It's here! It's got three arms and one leg. It's got three hands and twelve fingers.

Adult Twelve fingers! It's great!

Adult Hello. Where's your puppet?

Child It's here. It's got one arm and four legs. It's got ten fingers and eight toes!

Adult Great!

Adult Hello! Where's your puppet?

Child It's here! It's got a small head and a big body. It's got four hands and two feet.

Adult It's fantastic!

ANSWERS

2, 3, 1

- You could use the pictures as prompts to practise the structure. Point to different parts of the puppets and encourage the children to say: *It's got (three arms).*

1 Listen and write the numbers. 2.24 Draw.

AB page 43

- Check that the pupils can see your drawing from the beginning of the lesson and the text card labels, in case they need to refer to them.
- Look at the incomplete drawing of the puppet on the page.
- Tell the pupils that first they have to listen without drawing. Play the first description. Stop the CD and ask the pupils what they can remember.
- Play the recording again. The pupils write the numbers.

Transcript

It's got a big body and a big head.

It's got two legs.

It's got two feet and eight toes.

It's got four arms and four hands.

- Finally, ask the class to complete the puppet according to the description and colour it.

2 Read and write A or B. AB page 43

- Write *big* and *small* on the board. Use gestures to indicate the meaning.
- Look at the pictures with the pupils. Say: *Look at A. It's got a small head. Look at B. It's got a big head.*
- Explain that they must read each sentence and decide which picture each one refers to. They write A or B in the boxes next to the sentences.

ANSWERS

1 B 2 A 3 B 4 A 5 A 6 B 7 B 8 A

Lesson 5

AB pages 44–45

Language focus

Lesson objectives

Review body vocabulary

Review and become familiar with the structure *It's got ...*

Language

Core: Body

Review: Language used so far

Materials

Norton; Norton's kit box; CD 2.19, 2.25; Body text cards

Beginning the lesson

2.19

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils if they can remember any words or actions from the song in Lesson 1.
- Sing the body song again (Listening 2.19) and do the actions.
- Start drawing a puppet on the board and ask the pupils to tell you what to draw: *What do we need?*
- Encourage them to produce all the body vocabulary used so far: *We need (a leg), etc.*
- Be ready to recast pupils' words and phrases: *another leg, a right arm.*
- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Here's a puppet. Here are the legs. Here's the body and here's the head!*

1 Draw and write.

AB page 44

- Look at the first sequence with the pupils. Ask them to say the first four body parts: *head, body, hand, head*. Stop them and ask what the next body part is: *body*. Then ask what the next part would be: *hand*.
- Encourage them to draw a hand and write the word underneath in the space provided. Remind them to use the word bank for support.
- Repeat with the remaining two sequences.

ANSWERS

1 hand 2 toes 3 head 4 feet

2 Read, look and write.

AB page 44

- Ask the pupils to look at the puppet.
- Read the example sentence and encourage the class to respond with the answer *body* in chorus.
- Encourage the pupils to complete the sentences.
- Check their answers by reading out the sentences and eliciting the answers.

ANSWERS

1 body 2 head 3 hands 4 fingers 5 leg 6 feet

3 Listen and say *doll* or *robot*.

2.25

Write. Use

It's got.

AB page 45

- Look at the picture with the pupils. Point out the incomplete doll and robot, and explain, in L1 if necessary, that these are broken and are being repaired.

- Explain that they are going to hear sentences about the pictures. They should listen carefully and identify whether the sentence describes the doll or the robot.

Transcript

- 1 It's got one foot.
- 2 It's got a head.
- 3 It's got two arms.
- 4 It's got five fingers.
- 5 It's got two hands.
- 6 It's got one hand.

ANSWERS

1 robot 2 doll 3 robot 4 doll 5 robot 6 doll

- Check answers with the class, then write an example on the board: *(Doll) It's got a head.*
- Display the text cards on the board for support, then ask the pupils to write sentences, using their answers from the listening activity.

ANSWERS

Doll: It's got a head. It's got five fingers. It's got one hand.

Robot: It's got one foot. It's got two arms. It's got two hands.

4 Draw a robot. Listen and draw your friend's robot.

AB page 45

- Look at the two blank frames with the pupils. Explain that in the one on the left, they can design and draw their own robot. Encourage them to think about how many legs, arms, etc to give it. Ensure that they only use numbers they can say in English.
- Give them time to work, and use the time to monitor and ask questions about their work. You can also prepare a simple robot yourself to use as an example in the next step.
- Once pupils have completed their drawings, demonstrate the next step with a confident pupil. Give him / her a blank piece of paper, and say a sentence about your robot. Ask the pupil to draw what you say: *It's got two arms. It's got a big head.*
- Ask the pupils to continue the activity in pairs. At the end, they can compare their pictures and see if they drew their friend's robot correctly.

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary for Unit 5 (see Activity Book page 96).

Lesson 6 CB page 41, AB page 46

Learning for life

Lesson objectives

- Review body vocabulary and language of this unit
- Learn about cooperating and taking turns
- Join in a clapping song
- Do simple division (with remainders)

Language

Review: Body; language used so far

Extra: *Clap in (twos); Stretch up high; Touch the sky*

Materials

Norton; Norton's kit box; CD 2.26; Body flashcards (76–63); Body text cards; A selection of flashcards and text cards from other units (to match initial sounds with body vocabulary)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Draw around your hand on the board.
- Talk to the pupils about the different things we can do with our hands.
- Remind them of the song they learnt in Unit 2, Class Book page 11: *The Mums at the show all clap their hands*.
- Talk about why we clap our hands: *To encourage other people, and to keep time to music*.
- Ask them if they know any clapping rhymes.

1 Listen and sing. 2-26 CB page 41

- Let the pupils look at the pictures. Tell them that they are going to learn a clapping song.
- Practise the different kinds of clapping before they listen to the song (clapping low and then high, and clapping in groups of two and four).
- Play the song and encourage the pupils to do the actions. (See page 86 of the Class Book for the song words.)

TEACHING TIP: To clap in groups of two or four, pupils do the following:

- (On the word *clap*) They clap down with their left hand and up with their right hand simultaneously against their partner's / partners' hands (see the illustrations in the Class Book).
- (On the word *in*) They hold up their palms vertically (hands facing to the front if clapping in pairs and to the side if clapping in fours) and again clap both hands against their partner's / partners' simultaneously.
- (On the words *twos* or *fours*) They clap their own hands together in front of them.
- Repeat from the beginning.

- If there's an odd number in the class, you could remind the pupils of taking turns, and change the pairs or groups each time you sing the song.

Talking about cooperation

- Talk to the pupils about cooperation.
- Point out how they have to work together for this song, and how they may have to take turns to be left out of the twos and fours when there's an odd number.
- Ask them if it is easier or more difficult in twos or in fours.
- Ask them what other games or things they do that need cooperation.
- Remind them of how they talked about sharing games in Unit 4 and the phrase *Your turn, my turn* in the *Come and share a toy with me song* on Class Book page 33 (CD 2.10).

1 Make groups. How many left? AB page 46

- Look at the pictures with the pupils. Explain that they have to divide the children in each group into smaller groups of two or four as if they are doing the clapping song. They then have to say how many children (if any) are left over.
- Look at the first group together as an example: *How many twos are there in group one? Yes, four – that's right. How many are left over? Yes, one child.*
- Let the pupils divide up the remaining groups, working by themselves or in pairs.

ANSWERS

- 1 one child left 2 one child left 3–5 no children left
6 two children left

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the body flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize and order the flashcards and text cards in different ways, e.g. *top half of the body and bottom half of the body, from head to feet, from big to small, from easy to difficult*.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Focus on the initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *t / t/, toes – What other words start with this sound?*
- Have some flashcards and text cards from other units ready to help the pupils remember, e.g. *teddy, Titch*.

Picture Dictionary AB page 96

- Show the pupils your completed Picture Dictionary page for Unit 5.
- Ask them to find page 96 in their Activity Book and the body stickers for Unit 5. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on the page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Lesson 7 CB page 42, AB page 47

Learning through English

Lesson objectives

- Become familiar with face vocabulary
- Listen and follow instructions
- Get to know about block graphs through English
- Personalize language pupils are now familiar with

Language

Core: Face: *face, hair, eyes, ears, nose, mouth*; *I've got (green) eyes; I've got (brown) hair.*

Review: Body; Language used so far

Extra: *red (hair); blonde (hair); What colour (hair) have you got?*

Materials

Norton; Norton's kit box; CD 2.27; Face flashcards (84–89); Face text cards; Bookmark; Face picture cards (PMB p26) – one photocopied set per pupil; Face word cards (PMB p27) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards to teach the new vocabulary. Let Norton give instructions to the pupils to touch different parts of their faces: *Touch your (ears).*
- Draw a face on the board. Take out the text cards and let the pupils label the different parts.
- Do a picture dictation, e.g. *Draw a circle. Draw two green eyes. Draw red hair.*
- Explain that red hair is auburn or ginger hair, and blonde hair is yellow or fair hair. Tell the pupils that they could use their orange crayons when colouring red hair.
- When they finish the picture dictation, ask them to hold up their pictures so they can all see each others' drawings.
- Talk about how each picture is similar but different. Use this as a starting point for a discussion about how some people may look similar but we all have our differences, i.e. we are all unique!

1 Look and say. CB pages 42–43

- Look at the Class Book with the pupils. Ask if anyone can guess what it shows.
- Explain that the class in this picture have done a survey of hair and eye colour, then put the information into two block graphs.
- Explain how to find the information in the block graphs: *Look at the graph for hair colour. Look at the column for blonde hair. Count the blocks. One, two, three, four – so, four children have got blonde hair.*
- Ask them questions about this other class: *How many children have got (green eyes)?*
- Point out that they can get the information from the pictures or from the graphs, but help them to see that it's easier and quicker to get the information from the graphs.

This is the point of putting information in a graph in this way.

2 Listen and find. CD 2.27 CB pages 42–43

- Talk with the class about the children in the pictures: *What colour hair has this (boy) got? Yes, (blonde). What colour eyes has (he) got? (Green), that's right.*
- Tell the pupils to listen to the children describing themselves, find each one with their bookmark, and say the number.

Transcript

I've got black hair and blue eyes. [1]
I've got brown hair and blue eyes. [11]
I've got red hair and green eyes. [7]
I've got black hair and brown eyes. [12]
I've got brown hair and green eyes. [3]
I've got blonde hair and brown eyes. [5]
I've got red hair and brown eyes. [2]
I've got blonde hair and green eyes. [10]

Speaking practice and survey

- Ask the pupils about themselves: *What colour (hair) have you got?*
- Ask them to get into groups according to different criteria: blue eyes, brown eyes, brown hair, etc.
- Talk about how they have to change groups because they share different features with different pupils.
- Practise chorus sentences in the different groups: *I've got (blue eyes).*
- Ask each pupil about himself / herself.

1 Read and colour. AB page 47

- Ask the pupils to look at the four pictures and read the descriptions together.
- Let the pupils colour the hair and eyes according to the descriptions.

Make the picture / word cards PMB pages 26–27

- Give out the photocopies of the face picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

Play a game

- Use all the vocabulary for parts of the body and the face in a game, e.g. *Norton says ...* (page 20).

TEACHING TIP: In preparation for Lesson 8, you may like to make your own paper people (PMB page 30).

Lesson 8

AB page 47, CB page 43, PMB page 30

Learning through English

Lesson objectives

- Review body and face vocabulary
- Make some paper people
- Practise ordering and sequencing work

Language

Review: Body; Face; Language used so far

Materials

Norton; Norton's kit box; Body and face flashcards (76–89); Body and face text cards; 'Make paper people' (PMB p30) – one photocopy per pupil, and your own completed paper people (optional); Scissors

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Revise all the parts of the body and the face by letting Norton give some TPR instructions: *Touch your (ears). Touch your (eyes).*
- Play *True or not true?* (page 20) using descriptions of eye and hair colour. Ask the pupils to respond appropriately if what you say is true: *Stand up if you've got (blue eyes).*
- Play a game with all the body and face flashcards and text cards, e.g. *Memory* (page 21).
- Encourage the pupils to focus on the initial sounds when they read the text cards.

1 Draw and colour. Write. AB page 47

- Look at the picture of the face with the pupils. Tell them to draw and colour the hair to match their own hair style and colour, and then colour the eyes to match their own eye colour.
- When they have completed the colouring they should label the parts of the face, using the words in the word bank.
- Ask the pupils to talk about their pictures: *I've got (brown) hair and (blue) eyes.*

ANSWERS

1 hair 2 ear 3 mouth 4 eye 5 nose

1 Make paper people. CB page 43, PMB page 30

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a chain of paper people. Show them your completed example if you have made one. (Make your paper people as different as possible to encourage the pupils to do the same). Ask them if they are all the same. Ask them to point to different ones: *Point to a (boy) with (black hair).*
- Give out the PMB photocopies and scissors.
- Go through the stages with the pupils, demonstrating as you do so:

- They cut out the central part of the page and fold along the lines: *Fold it in a zig-zag like this.*
- They cut around the dashed lines: *Cut around the person. Do it slowly because the paper is thick.*
- They draw and colour each person's features: *Colour the eyes and the hair. You can make all the people different if you like.*

- Ask the pupils to hold up their finished chain of people: *Hold up your paper people like this.*
- Let them point to each person and speak for them: *I'm (name) and I'm (age). I've got (brown) hair and (blue) eyes.*

Sing a song

- Ask the pupils which song from the unit they would like to sing.

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary page for Unit 5 in preparation for the next lesson.

Further practice

Multimedia extension: you may now like to use the Maths 1 section of the optional DVD, if you haven't already used it after Unit 2. (Even if you have already watched it once with your class, you may like to look at the section and some of the accompanying activities again at this point.)

Lesson 9 CB page 44

Pronunciation and speaking

Lesson objectives

- Revise the language of the unit
- Identify and give reasons for differences
- Practise pronunciation of initial sounds

Language

Core: /h/: hands, head, hair, hello; /f/ five, fingers, four, feet

Review: Body; Face; Language used in this unit; Previous vocabulary sets

Materials

Norton; Norton's kit box; CD 2.19, 2.28–2.29; PMB body and face picture cards and word cards; Flashcards and text cards from other units (to match initial sounds with body and face vocabulary)

Beginning the lesson 2.19

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the body song from Lesson 1 (CD 2.19) and do the actions.
- Play a game with the PMB body and face picture cards and word cards to revise all the vocabulary of the unit, e.g. *Whispers* (page 21).
- Stick the body and face flashcards on the board. Focus on the initial sounds of the words.
- Ask the pupils to say any words that have the same initial sound, and to group these together on the board, e.g. *f* – face / fingers / feet; *h* – head / hair / hands.
- Ask the pupils if they can remember any other words with the same initial sound, e.g. *f* – five, four, fabric.
- Use flashcards and text cards from previous units to help pupils remember words with the same initial sounds.

1 Listen and point. 2.28 Listen again and repeat. CB page 44

- Look at the pictures with the pupils.
- Play the recording. Encourage the pupils to point to the items as they hear them.
- Play the recording line by line, encouraging the pupils to repeat in chorus.
- Then focus on the initial /h/ and /f/ sounds, and ask the pupils to find the first letters of the words in the Class Book. Tell them that the /h/ sound is written with the letter 'h', and the /f/ sound is written with the letter 'f'. Invite the pupils to tell you any other words they know that start with these sounds, either in English or in their L1.
- You could practise the pronunciation of the /h/ sound, as this sometimes causes problems. Give each pupil a small slip of paper. Tell them to hold this up in front of their mouth and say /h/. The paper should move when they pronounce it correctly.

Transcript

hands
hands and head
hands and head and hair
Hello!
five fingers, four feet
five fingers, four feet
five fingers, four feet
Fantastic!

2 Listen and say the number. 2.29 Now it's your turn. CB page 44

- Look at the activity with the pupils. Point out the different robots and the different coloured body and face parts.
Say: *Point to (red legs)!* Check they are all pointing correctly.
- Explain that they are going to listen to two children talking about the pictures, and they should identify which picture is being described in each case.
- Play the recording. Pupils listen and answer, then check their answers with the recording.

Transcript

Child A It's got black hair and blue eyes.

It's got red arms and blue legs.

What number is it?

Child B Number 1!

Child B It's got brown eyes and orange hair.

It's got a red mouth and black legs.

What number is it?

Child A Number 3!

- After listening to the recording, pupils can continue the activity in pairs, using the dialogue on the CD as a model. If you have time, you could ask the pupils to draw or make their own robot figures and describe these.
- Monitor the pupils as they are talking and praise their efforts.

Picture Dictionary AB page 96

- Tell the children to complete the Picture Dictionary page with the words from Lessons 7 and 8.

Play a game

- Use flashcards from this unit and previous units to play a game, e.g. *I hear with my little ear ...* (page 22).

Lesson 10 AB pages 48–49

Review and self-evaluation

Lesson objectives

Review of Unit 5

Language

Review: Body; Face; *It's got*; Language used in this unit

Materials

Norton; Norton's kit box; CD 2.30; All materials used in Unit 5

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 5, they will be thinking about what they have done throughout the unit.

1 Look and match. AB page 48

- Ask the pupils to look at the activity. Remind them that looking at a word's shape can help us remember the word when we're writing.
- Tell the pupils they have to match the shapes with the words in the list.
- Check the answers with the class. Talk about which parts of the shapes helped them most.

ANSWERS

1 toes 2 arms 3 hands 4 head 5 legs 6 feet
7 body 8 fingers

2 Read, write and colour. AB page 48

- Remind the pupils of the box of puppet parts in the story (Class Book page 38). Look at the picture in the story again and talk about it.
- Look at the puppet box for this activity and ask the pupils how many puppet parts they can see. Ask them to read the numbers and colours written on the box.
- Explain that they have to match the numbers on the box to the parts they can see in the box: *There are ten (toes), two (arms), one (head)*, etc.
- The pupils colour the parts according to the numbers on the box. They can choose which parts to colour, as long as they have the correct number, e.g. they can either colour ten green fingers or ten green toes. They then write the body parts next to the colours, according to what they have chosen.
- The pupils should all end up with slightly different puppets. Encourage them to talk about their puppets: *What colour toes has your puppet got? Ten (blue) toes.*

3 Write. AB page 49

- Look at the picture with the pupils, and point out the words in the word bank.
- Encourage the pupils to label the picture with the correct body parts.

ANSWERS

1 head 2 body 3 legs 4 feet 5 arms 6 hands
7 fingers 8 toes

4 Listen and draw. 2.30 Write. AB page 49

- Look at the picture with the pupils and explain that this is the body of a puppet. Tell them that they are going to listen to a boy describing his puppet.
- Play the first section of the conversation and pause the CD. Say *How many heads has it got? Two, that's right. Draw two heads.*
- Give the pupils time to draw two heads, then continue with the recording. Pause the recording after each body part to give the pupils time to draw.

Transcript

Woman Tell me about your puppet.

Boy It's got two heads.

Woman Two heads!

Boy Yes. And it's got three arms and three hands.

Woman Three! What about fingers?

Boy It's got six fingers.

Woman Six fingers. And legs?

Boy It's got one leg.

Woman Only one?

Boy Yes. And it's got two feet.

Woman OK. And toes?

Boy Oh yes. It's got four toes.

- Look at the gapped sentences with the pupils and ask them to complete each one, using their picture to help them.

ANSWERS

1 two heads 2 three arms and three hands 3 six fingers
4 one leg 5 two feet 6 four toes

5 Read and colour. AB pages 48–49

- Look at the picture with the class and read out the first sentence. Ask: *What colour hair has it got? Black – that's right. Colour the hair black.*
- The pupils continue the activity, colouring the puppet's face in the correct colours.

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by showing them flashcards, things they have made and pictures in their books. You could also play the songs, and say the rhymes and chants.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation

- Ask the pupils to complete the self-evaluation activity as described on page 13.

Ending the lesson

- With the pupils, recall the games, songs and chants that you have played in the unit. Ask them which ones they would like to play now.

Further practice

Unit 5 Test (pages 140–141)

Lesson 1 CB page 45

Introducing vocabulary

Lesson objectives

- Become familiar with animal vocabulary
- Get to know more about the characters
- Join in a song

Language

Core: Animals: *dog, cat, hen, duck, rabbit, cow, sheep, goat, horse, donkey*

Extra: Animal noises: *woof, miaow, quack, cluck, moo, baa, neigh, ee-aw; Let's go and see (the ducks); on my farm*

Materials

Norton; Norton's kit box; CD 2.31–2.32; Animal flashcards (90–99); Bookmark; Animal picture cards (PMB p31) – one photocopied set per pupil; Animal word cards (PMB p32) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at the new unit and learn some new words.*
- Talk to the pupils about the topic of animals. Ask if they have a dog, a cat, or any other pets at home. Ask them where they can see animals, e.g. *farm, zoo, countryside.*
- Ask the pupils to look through Unit 6 in their Class Books and to tell you which pages they like best, and what activities they think they will be doing.
- Ask them if they know any words in English for animals. Ask them what words they would like to learn.
- Use the animal flashcards to teach the new vocabulary.
- Give the flashcards to some pupils to hold at the front of the class and let Norton call out the different animals. Encourage the pupils to hold up their card when they hear it called out.
- Teach some actions to represent the animals:
Dog: stick tongue out, make a panting noise;
Cat: move head from side to side with small neat movements and stroke whiskers;
Cow: sway head from side to side;
Sheep: chew exaggeratedly, with mouth;
Duck: bend elbows like wings, bend forward and move whole body from side to side (as if waddling);
Hen: bend elbows like wings and bob head up and down as if pecking at corn;
Donkey: stand still and raise head up and down (as if saying ee-aw);
Horse: gallop in place with lots of head movement;
Rabbit: hold both hands close together in front of mouth and move nose as much as possible;
Goat: use index fingers as horns and run in place.

- Put the flashcards where the pupils can all see them. Call out the animals and practise the actions with the pupils: *What does a (dog) do?*

1 Look and say. Listen and find.  2.31 CB page 45

- Ask the pupils to look at the picture. Ask them who they can see and what they are doing.
- Pupils may suggest in L1 and you can recast: *Yes, the children are at a farm. They're looking at the animals.*
- Explain that the characters are at a special children's farm, where they can touch the animals and feed them. Ask the pupils if they have ever visited a farm like this.
- Ask the pupils to find and say all the new animal words in the picture.
- Tell the pupils to use their bookmarks to find each animal as they listen to the CD.

Transcript

Flo Let's go and see the ducks.

Fred OK.

Fred Let's go and see the horse.

Titch Oh, OK.

Titch Let's go and see the cats.

Flo OK.

Fred Let's go and see the hens.

Flo OK, let's go.

Flo Let's go and see the donkey.

Titch Yes!

Titch Let's go and see the rabbit.

Fred OK.

Flo Let's go and see the dogs.

Fred Yes!

Fred Let's go and see the sheep.

Titch OK!

Titch Let's go and see the goat.

Flo OK.

Flo Let's go and see the cow.

Titch Ooh, a cow! OK!

2 Listen and sing.  2.32 CB page 45

- Before you play the song, stick the relevant seven flashcards on the board.
- Let the pupils listen to the song. Ask them to help you put the flashcards in the correct order.
- Play the song again and encourage the pupils to join in.
- The words for the song can be found on page 86 of the Class Book.
- Revise the actions from the beginning of the lesson.
- Play the song again and encourage the pupils to do the actions as they listen.

Make the picture / word cards

- Make the picture / word cards as described in Unit 1 Lesson 2.

Lesson 2 AB pages 50–51

Practising vocabulary

Lesson objectives

Review animal and number vocabulary

Participate in asking questions and giving answers about animals

Language

Core: Animals

Extra: *Where are the (ducks)?; Over there; What's your favourite animal?*

Review: Numbers; Language used so far

Materials

Norton; Norton's kit box; CD 2.32–2.34; Animal flashcards (90–99); Animal text cards; Paper for drawing; Paper or notebooks

Beginning the lesson 2.32

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Put the animal flashcards on the board. Ask the pupils if they can remember the animal actions they learnt in Lesson 1. Remind them of all the animal names and actions. Leave the flashcards on the board.
- Ask the pupils if they remember the song from Lesson 1. Play the animal song again (CD 2.32) and encourage the pupils to do the actions.
- Let Norton ask you the question *What's your favourite animal?* Practise this question in chorus, then let the class work in pairs, asking and answering the question.
- Let Norton hold up the animal text cards one by one and read them, focusing on the initial sounds. Ask the pupils to put the text cards next to the flashcards on the board.
- Draw circles around the flashcards and text cards to show that all the animals live in different enclosures.

1 Listen and number. 2.33 AB page 50

- Ask the pupils to look at the signs and say the names of all the animals.
- Tell them to listen carefully and number all the animal signs.
- When they finish listening, ask them to tell you where the animals are: *Where are the (cows)? In number (eight).*

Transcript

Girl Where are the ducks?

Boy Over there. Number five – look!

Girl Where are the cows?

Boy Over there. Look – number eight.

Girl Where are the dogs?

Boy Over there. Look – number six.

Girl Where are the goats?

Boy Over there. Number three.

Girl Where are the horses?

Boy Over there. Number nine.

Girl Where are the rabbits?

Boy Er ... over there. Number seven.

Girl Where are the sheep?

Boy Over there. Number one.

Girl Where are the cats?

Boy Er ... over there. Number ten.

Girl Where are the donkeys?

Boy Over there. Number two – look!

Girl Where are the hens?

Boy Over there. Number four – look!

ANSWERS

1 sheep 2 donkey 3 goat 4 hen 5 duck 6 dog

7 rabbit 8 cow 9 horse 10 cat

2 Listen and match. 2.34 AB page 51

- Before doing this activity, talk about the animals in the pictures. Explain that the characters are going to say which animal is their favourite.
- Let the pupils guess what animal each character will choose. Write their predictions on the board.
- Tell the pupils to listen carefully and match each character to their favourite animal.
- Check the answers and predictions.

Transcript

1 **Adult** What's your favourite animal, Flo?

Flo A cat.

2 **Adult** What's your favourite animal, Fred?

Fred A donkey.

3 **Adult** What's your favourite animal, Poppy?

Poppy A dog.

4 **Adult** What's your favourite animal, Titch?

Titch A rabbit!

5 **Adult** What's your favourite animal, Bing?

Bing A horse.

3 Read and circle. AB page 51

- Talk about the parts of the animals in the pictures. Ask the pupils to identify the animals: *What's number one? That's right, it's a cat.*
- Encourage them to read the two names under each picture and circle the correct one.

ANSWERS

1 cat 2 rabbit 3 duck 4 goat 5 sheep 6 hen

7 donkey 8 cow

FAST FINISHERS: If the pupils have finished, they can draw the ears of three different animals to swap and guess with a partner.

Speaking

- Draw a plan of a farm and number the enclosures on the board. Put the animal flashcards in the enclosures.
- Practise questions and answers, first with the whole class, and then with individuals: *Where's the hen? It's here, in number one. What's in number two? A horse.*
- Let the pupils match the animal text cards with the animals in the enclosures.

Lesson 3

CB pages 46–47, PMB pages 33–34

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *I like (dogs); I don't like (cats).*

Extra: *Help!; love; Poor (Titch)!; this; that; scared of (dogs)*

Review: Animals; Animal sounds; Language used so far

Materials

Norton; Norton's kit box; CD 2.35, 2.64; Story Frames Book; Character masks; PMB Story Frames (PMB pages 33–34) – one set per pupil; Scissors; Stapler

Beginning the lesson 2.64

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play an alternative version of the animals song from Lesson 1, with animal sounds instead of names. If you have practised some animal sounds, the pupils can join in. The song words are on page 86 of the Class Book.

1 Listen and point. 2.35 CB page 46

- You may like to use the Story Frames Book to present the story.
- Talk about the pictures with the pupils. Ask them to name and describe all the animals they can see: *How many (dogs) can you see? Are they big dogs or small dogs? Ask them to make the animal sounds: What's the (dog) saying?*
- Ask them to predict what the story is about: *What's the horse saying to Norton? What's the cat doing?*
- Acknowledge their contributions and recast their comments in English (L2): *Flo is holding Titch's hand. Titch and Norton are afraid of the dogs. The cat's scratching Titch.*
- The pupils listen and follow the story in the Class Book, pointing to each frame as they hear it.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

Transcript

- Narrator** Fred, Flo and Titch are at a children's farm.
Fred Wow! Big dogs! I like dogs!
- Narrator** Titch is scared of dogs.
Titch Help! I don't like dogs!
- Narrator** There's a beautiful brown horse.
Flo I like horses. I LOVE this horse!
- Narrator** Titch is scared of horses.
Titch Help! I don't like horses!
- Narrator** And there's a cat and three kittens. But Titch is scared of cats too.
Titch I don't like cats!
Fred Poor Titch!

- Titch** I don't like this.
I don't like that.
I don't like the dog and I don't like the cat!
- Narrator** Titch looks in the kit.
Flo What's in the kit, Titch?
- Titch** I like this spider!
I LOVE this spider.

Narrator Fred and Flo are scared of spiders!

- Talk about the story and the pupils' predictions. Talk about what happens in each frame and why Titch doesn't like each animal: *The big cat is the mother. She's scratching Titch's leg. Titch doesn't like it.*
- Teach the rhyme: *I don't like this. I don't like that. I don't like the dog and I don't like the cat!*
- Do actions to accompany the rhyme, e.g. pointing to either side for 'I don't like this' and 'I don't like that' and shaking a finger for 'I don't like the dog and I don't like the cat!'
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 47

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story?*
- Explain that they have to look through the story, find each picture and write the number of the frame it is in.
- Give the pupils a few minutes to find the pictures and write the numbers. They can check with a partner.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Flo (frame 3): 'I like horses. I LOVE this horse!' Titch (frame 2): 'Help! I don't like dogs!' Fred (frame 1): 'Wow! Big dogs! I like big dogs!' Flo (frame 7): 'What's in the kit, Titch?' Titch (frame 8): 'I like this spider! I LOVE this spider.' Titch (frame 4): 'Help! I don't like horses!' Fred (frame 5): 'Poor Titch!' Titch (frame 6): 'I don't like this. I don't like that. I don't like the dog and I don't like the cat!'

3 Listen again and act. 2.35 CB page 47

- Explain that they are going to listen to the story again, and mime it as they listen.
- Select four pupils and assign them each a character (Flo, Titch, Fred, Mr Fixit). Ask them to come to the front of the class. Position them appropriately.
- Play the recording and encourage them to act their part. Encourage them to say the phrases from activity 2.
- Repeat with different groups.

Make a story book PMB pages 33–34

- Tell the pupils that they are going to make their own story book. See the instructions in Unit 1, Lesson 3.

Lesson 4

CB page 48, AB page 52

Language focus

Lesson objectives

Review expressions of like and dislike

Personalize familiar language

Language

Core: *I like ...; I don't like ...*

Extra: *Come and feed the (ducks).*

Review: Animals; Toys; Food and drink; Language used so far

Materials

Norton; Norton's kit box; CD 2.36–2.38; Animal flashcards (90–99)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game with the flashcards, e.g. *Flashing a card* (page 20).
- Stick the animal flashcards on the board. Remind the pupils of the story and what Fred says about dogs: *I like dogs!*
- Ask them to pretend to be Fred, and to practise in chorus saying *I like ...* as you point to each of the animals on the board.
- Ask individual pupils what animal they like: *Tell me an animal you like, (name).*
- Remind the pupils of what Titch says: *I don't like dogs!*
- Ask them to pretend to be Titch, and to practise in chorus saying *I don't like ...* as you point to each of the animals on the board.
- Then ask individual pupils what animal they don't like: *Tell me an animal you don't like.*

1 Listen, find and say the names. 2.36 Listen again and repeat. CB page 48

- Look at the pictures with the class. Explain to the pupils that they have to listen to the CD, look at the characters and their expressions, find the picture of the character who's speaking and say their name.
- Play the CD, pausing after each sentence to check the answers.
- Play the CD again for the pupils to repeat each line.
- Look at the language box at the top of the page. Ask the pupils to identify which pictures the sentences refer to.
- Look at the written form of the grammar structure with the pupils. Read the sentences aloud.

Transcript

Fred I don't like ducks.

Poppy I like sheep.

Fred I like donkeys.

Flo I don't like sheep.

Titch I like ducks.

Titch I don't like donkeys!

2 Listen and follow. Say who. 2.37 CB page 48

- Look at the maze with the pupils and point out the happy and sad faces. Elicit that these represent *I like* and *I don't like*.
- Tell the pupils to listen and follow the path through the maze. They say the name of the character they reach.
- You could say different sentences for the pupils to follow further paths through the maze.

Transcript

Bing I don't like rabbits.

I like hens.

I like donkeys.

I don't like sheep.

I like goats.

Presenter Who am I?

Poppy I like cows.

I don't like rabbits.

I don't like dogs.

I like ducks.

I like sheep.

Presenter Who am I?

1 Listen and draw or . 2.38 AB page 52

- Remind the pupils that children are allowed to feed the animals on the children's farm. Explain that they are going to listen to some children talking about feeding the animals – they want to feed the animals they like, and they don't want to feed the animals they don't like!
- Tell the pupils that they have to listen carefully and draw a happy face when the child speaking likes the animal, and a sad face when the child speaking doesn't like the animal.

Transcript

Adult Come and feed the hens.

Child OK. I like hens.

Adult Come and feed the donkeys.

Child No. I don't like donkeys!

Adult Come and feed the sheep.

Child OK. I like sheep.

Adult Come and feed the goats.

Child No. I don't like goats.

Adult Come and feed the ducks.

Child No. I don't like ducks.

Adult Come and feed the cows.

Child OK. I like cows.

- When they finish, practise the dialogue in chorus and then let the pupils practise in pairs.

2 Look at activity 1. Read and cross out the false sentences. AB page 52

- Look at the pictures and the speech bubbles. Explain that the pupils should use their answers from activity 1 and decide which of the sentences is true and which is false. They cross out the false sentence to leave the correct sentence for each picture.

ANSWERS

Pupils cross out: I don't like cows. I don't like sheep. I like goats. I like ducks. I like donkeys.

Lesson 5 AB pages 53–54

Language focus

Lesson objectives

Review animal vocabulary

Practise writing core vocabulary

Language

Review: Animals; Language used so far

Extra: or

Materials

Norton; Norton's kit box; CD 2.39; Animal flashcards (90–99); Animal text cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Let Norton hold up flashcards and text cards, and encourage the pupils to do the animal actions and sounds.
- Let Norton ask different pupils *Do you like (horses)?*
- Encourage the pupils to answer *I like / I don't like (horses).*
- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it using different animals in the third sentence: *I don't like this. I don't like that. I don't like the (cow) and I don't like the cat!*

1 Listen and draw ☺ or ☹.  2:39 AB page 53

- Look at the activity with the pupils and point out the children Lucy and Jack. Explain that they are going to listen to each child being interviewed about what they like and dislike.
- The pupils listen and complete the table.

Transcript

Woman What's your favourite toy, Lucy?
Lucy My computer. I like computers. I love computers!
Woman What about cars?
Lucy I don't like cars.
Woman What about animals? Do you like horses?
Lucy Oh no. I don't like horses.
Woman Cats?
Lucy Oh, yes, I like cats. I love cats!
Woman And what's your favourite food?
Lucy Bananas! I like bananas.
Woman Oranges?
Lucy I don't like oranges.
Woman What's your favourite toy, Jack? Computers too?
Jack No! I don't like computers. I like cars. Cars are my favourite toy.
Woman Oh. And what's your favourite animal?
Jack Horses. I love horses.
Woman And cats?
Jack Oh, I don't like cats.
Woman And your favourite food? Oranges?
Jack No, I like bananas. I don't like oranges – yuk!

ANSWERS

Lucy: ☺ ☹ ☹ ☹ ☹ ☹
Jack: ☹ ☺ ☹ ☹ ☹ ☹

2 Look at activity 1. Write. AB page 53

- Look at the speech bubbles and example sentence. Refer back to the smiley face completed as an example in the table in activity 1. Point to it and say: *I like computers.*
- Ask the pupils to complete the speech bubbles, using the information from the table.

ANSWERS

Lucy: I like computers, cats and bananas. I don't like cars, horses or oranges.
Jack: I like cars, horses and bananas. I don't like computers, cats or oranges.

TEACHING TIP: Pupils may ask about *and* and *or*. Briefly explain that *and* is used in affirmative lists and *or* in negative lists. This will be covered later in the course.

3 Complete about you. Ask your friend and complete. AB page 54

- Ask the pupils to think about whether they like each of the things in the table, and complete the faces in row A.
- Explain that they have to ask their partner questions to complete row B.
- Model the activity with a stronger pupil:
Teacher: *Do you like computers?*
Pupil: *Yes. I like computers.*
Teacher: *Do you like cars?*
Pupil: *No! I don't like cars.*
- Let the pupils ask and answer in pairs to complete the table according to the answers from their partner.

4 Draw and write. AB page 54

- Look at the empty frames with the class. Explain that in the frame on the left the pupils should draw things they like, and on the right they should draw the things they don't like.
- Give them time to work, then ask them to write a sentence under each picture, using activity 2 as a model.
- Ask one or two pupils to read out their sentences.

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant section of the Picture Dictionary for Unit 6 (see Activity Book page 97).

Lesson 6

CB page 49, AB page 55

Learning for life

Lesson objectives

Review animal vocabulary and language of the unit

Join in a song

Learn about caring for animals

Language

Extra: *Let's feed / brush / walk / stroke the (dog).*

Review: Animals; Language used so far

Materials

Norton; Norton's kit box; CD 2.40–2.41; Animal flashcards (90–99); Animal text cards; A selection of flashcards and text cards from other units (to match initial sounds with animal vocabulary); Paper (five small pieces per pupil)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

1 Listen and sing. 2.40 CB page 49

- Talk with the pupils about looking after animals. Discuss the following:
 - what we give animals to eat and drink;
 - how we have to keep animals clean;
 - the space and exercise animals need;
 - how animals need our daily care and affection.
- Look at the pictures and talk about what is happening in each one: *The child is saying 'I've got a dog' and they're playing with the dog.*
- Play the song and point to the pictures for each verse. The words for the song are on page 86 of the Class Book.
- Decide on suitable actions for each verse of the song, e.g. *I've got a dog* – point to yourself, or pat yourself on the chest; *Let's feed the dog* – mime spooning food into a bowl; *Let's brush the dog* – mime brushing a dog; *Let's walk the dog* – mime holding on to a lead; *Let's stroke the dog* – mime stroking a dog. For the line *Come here, good boy* point with one finger to the space next to you and pretend to pat a dog.
- Play the song again. Encourage the pupils to mime feeding, brushing, walking, and stroking their dog.

1 Say. Listen and play the game. 2.41 AB page 55

- Look at the pictures in the grid and talk about what each picture represents: *Yes, that's 'feed the dog' and this one is 'stroke the rabbit'.*
- Explain to the pupils that they are going to listen to these actions and play a game called *First five*.
- They need a pencil and five small pieces of paper.
- Tell the pupils to circle any five actions in pencil, and listen to the CD. As they listen, they cover their circled actions with a piece of paper when they hear them mentioned.
- When a pupil has five actions covered he / she should put up a hand and wave five fingers. This means *First five!*

- Tell the pupils that they must remain quiet when they finish because other pupils are still listening to the CD.
- At the end of the listening everyone should have five fingers waving *First five!*

Transcript

Let's walk the dog.

Let's stroke the horse.

Let's stroke the cat.

Let's brush the horse.

Let's brush the cat.

Let's feed the dog.

Let's feed the rabbit.

Let's feed the horse.

Let's stroke the rabbit.

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the flashcards and text cards in different ways, e.g. *animals I like* and *animals I don't like*, *animals I've got* and *animals I haven't got*, *animals we have in our homes* and *animals on farms*.
- Organize the cards on the board in these categories, following the pupils' suggestions. See if the pupils have any other ideas, and organize the cards according to what they say. Remind the pupils how categorizing words can help them to remember them.
- Focus on the initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *c / k /*, *cat* – *What other words start with this sound?*
- Have some flashcards and text cards from other units ready to help pupils remember, e.g. *cake*, *car*, *computer*, *cousin*.

Picture Dictionary AB page 97

- Show the pupils your completed Picture Dictionary page for Unit 6.
- Ask them to find page 97 in their Activity Book and the animals stickers for Unit 6. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Lesson 7 CB pages 50–51, AB page 56

Learning through English

Lesson objectives

- Become familiar with vocabulary for baby animals
- Listen and identify the baby animals
- Get to know about baby animals through English

Language

Core: Baby animals: *puppy, kitten, lamb, foal, chick*

Extra:

Review: Animals; Language used so far

Materials

Norton; Norton's kit box; CD 2.42; Baby animal flashcards (100–104); Baby animal text cards; Bookmark; Baby animal picture cards (PMB p31) – one photocopied set per pupil; Baby animal word cards (PMB p32) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards to teach the baby animal vocabulary.
- Put the new flashcards with the other animal flashcards and play a game, e.g. *Pronunciation circle* (page 19).
- Put the baby animal flashcards on the board and take out the text cards.
- Let Norton read the names and ask the pupils to match them to the flashcards.
- Turn over the cards and play *Memory* (page 21).

1 Look and say. CB pages 50–51

- Look at the animals in the pictures with the pupils.
- Ask them to use their bookmarks to find the baby animals: *Find the lamb. Yes, it's here.* As they look through the bookmark they should say the word.
- Ask about the colours of the animals: *What colour is the puppy? What colour is the chick?*

2 Listen and find. CD 2.42 CB pages 50–51

- Explain that the pupils need to listen and find the correct mother and her babies.
- Play the CD. Stop after each description and ask which pair is being described: *Can you see the mother? How many babies has she got? What colour is the mother / the baby?*

Transcript

Adult Can you find these animals? The mother's brown and red. She's got four babies. The babies are yellow.

Adult The mother's brown. She's got one baby. The baby's brown, too.

Adult The mother's grey and white. She's got three babies. The babies are black and white.

Adult The mother's white ... and brown ... and pink. She's got three babies. The babies are white and brown and pink, too.

Adult The mother's white. She's got one baby. The baby's white, too.

Count and order.

- Tell the pupils to count how many babies each mother has: *How many babies has the horse got?*
- Talk about the number of baby animals that the different animals have: *The hen has got four chicks.*
- Write a list of the animals on the board and order them according to the number of babies they would usually have.
- Talk about any baby animals the pupils have seen and how many babies there were. Be ready to recast some of the pupils' comments: *Rabbits can have lots of baby rabbits. Horses usually only have one foal.*

TEACHING TIP: Cats usually have between three and five kittens, but it can be fewer, or even up to nine. Dogs usually have between three and six puppies. Sheep usually have one (or sometimes two) lambs. Horses usually have one foal. The number of chicks a hen has can vary greatly, but a typical number in a rural flock would be four to six.

Make the picture / word cards.

- Give out the photocopies of the baby animal picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Ask them to cut out the word cards and match them with the picture cards.

Match the words.

- Use Norton to take the baby animal flashcards out of the kit and say each word as he takes them out.
- Ask the pupils to put their picture cards in the same order as Norton calls them out.
- When Norton has called out the five baby animals, put the flashcards on the board.
- Ask the pupils to hold up different baby animals: *Show me the (kitten).*
- Then let Norton take out the baby animal text cards and read them out, focusing on the initial sound.
- Ask the pupils to put their word cards next to the matching picture card.
- Let Norton put the text cards next to the matching flashcards on the board.

1 Match and write. AB page 56

- Look at the pictures of the mother animals on the left side of the page and the babies on the right.
- Explain to the pupils that they have to draw a line from the mother animals to the correct baby animal, then write the words for the baby animals.

ANSWERS

1 foal 2 lamb 3 kitten 4 chick 5 puppy

Play a game

- If you have time, play a game with the baby animal text cards and flashcards on the board, e.g. *Reversing cards* (page 21) or *Memory* (page 21).

TEACHING TIP: In preparation for Lesson 8 you may like to make your own animal book (PMB page 35).

Lesson 8

AB page 56, CB page 51, PMB page 35

Learning through English

Lesson objectives

- Review animal vocabulary
- Make a book
- Practise ordering and sequencing work

Language

Review: Animals; Baby animals; Language used so far

Materials

Norton; Norton's kit box; Baby animal flashcards (100–104); Baby animal text cards; 'Make an animal book' (PMB p35) – one photocopy per pupil, and a completed example (optional); Scissors

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a flashcard game with the new vocabulary, e.g. *Snap* (page 22) with matching flashcards and text cards.

1 Listen and number. 2-43 AB page 56

- Look at the pictures with the class.
- Tell the pupils they should listen carefully and number the animal pictures in the order they hear them. Tell them to see if they can identify the pictures from the animal sounds, before they hear the animal words.

Transcript

- 1 Adult What's this?
Child It's a dog and two puppies.
- 2 Adult What's this?
Child It's a horse and a foal.
- 3 Adult What's this?
Child It's a cat and three kittens.
- 4 Adult What's this?
Child It's a hen and six chicks.
- 5 Adult What's this?
Child It's a sheep and a lamb.

ANSWERS

[from left to right] 2, 3, 5, 1, 4

1 Make an animal book. CB page 51, PMB page 35

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make an animal zig-zag book. Show them your completed example if you have made one. Explain that one side shows the adult animals, and one side shows the baby animals.
- Give each pupil a PMB photocopy and scissors.
- Go through the stages with the pupils, demonstrating as you do so:
 - 1 They cut out the central part from the page: *Cut this part out.*
 - 2 They colour in the animals and write the animal words on the lines (let them look at the PMB word cards, or put

text cards on the board, for support if they need it): *Colour the animals and write their names on the lines.*

3 They fold the paper in half to make a double-sided strip: *Fold the paper in half like this.*

4 They fold the strip to make a zig-zag book: *Fold next to each animal, like this.*

- Talk about the pupils' pictures: *What colour is the cat? What colour is the kitten? Show me your favourite animal.*
- Pupils can take it in turns to present some or all of their animal pairs: *This is a (dog). Its baby is a (puppy).*
- Fast finishers could play a game with their PMB picture cards, e.g. *Memory* (page 21).

Sing a song

- Let the pupils choose a song from the unit that they would like to sing.

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary page for Unit 6 in preparation for the next lesson.

Lesson 9 CB page 52

Pronunciation and speaking

Lesson objectives

Revise the language of the unit
Identify missing animals from a set
Practise pronunciation of initial sounds

Language

Core: *duck, Dad, donkey, chick, chocolate, chair*

Review: Animals; Baby animals; language used so far

Materials

Norton; Norton's kit box; CD 2.32, 2.44–2.45 Animal flashcards (90–99); Animal text cards; Baby animal flashcards (100–104); Baby animal text cards; PMB animal picture cards and word cards; A selection of flashcards from previous units (to match initial sounds with animal vocabulary)

Beginning the lesson 2.32

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards and text cards to play a game, revising all the animal and baby animal vocabulary of the unit, e.g. *Whispers* (page 21).
- Sing the animals song again (CD 2.32) and do the actions.

1 Listen and point. 2.44 Listen again and repeat. CB page 52

- Look at the pictures with the pupils and ask them what they can see.
- Play the CD. Encourage the pupils to point to the correct picture as they hear the words.
- Play the CD line by line, encouraging the pupils to repeat in chorus.
- Focus on the initial sounds and invite pupils to tell you any other words they know that start with these sounds.
- You may wish to start a list of words that you can keep for future games.

Transcript

Boy Look Dad, a duck!

Girl Look Dad, a donkey!

Boy Look Dad, a donkey!

Girl Look Dad, a duck!

Adult A chocolate chick on a chocolate chair.

A chocolate chick on a chocolate chair.

A chocolate chick on a chocolate chair.

TEACHING TIP: The /tʃ/ sound may cause problems with some L1 use. The letters usually make the /tʃ/ sound in English but occasionally they make /k/, e.g. *chemist*.

2 Listen and say who. 2.45 Now it's your turn.

CB page 52

- Look at the table with the class and remind the pupils of the children from Unit 2 Lesson 9. Read the names again for the class.
- Explain that they should look at the information in the table, and use it to identify who is speaking.

Transcript

A I don't like puppies. I like goats. I like chicks. I don't like cows.

B I know! You're Maria.

B I like puppies. I don't like goats. I don't like chicks. I like cows.

A I know! You're Jacob!

- After the pupils have listened to the example, they can carry out the dialogue in pairs.

Picture Dictionary AB page 97

- Tell the pupils to complete their Picture Dictionary with the baby animal stickers. Remind the pupils how to stick the stickers on the page, next to the relevant words.
- Invite some pupils to hold up their finished pages to show the class.

Play a game

- Let Norton use the flashcards or text cards, and let the pupils use their picture cards or word cards to play a game of whole-class *Snap* (page 22).

Lesson 10 AB pages 57–58

Review and self-evaluation

Lesson objectives

Review of Unit 6

Language

Review: Animals; Baby animals; Language used in this unit

Materials

Norton; Norton's kit box; CD 2.46; All materials used in Unit 6

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 6, they will be thinking about what they have done throughout the unit.
- Use the text cards to play a game with the pupils. Hold each card up with only the first letter showing. Encourage the pupils to say the sound and try to guess the word from the initial sound.

1 Colour and say. AB page 57

- First show the pupils how words can be hidden among other letters, e.g. write Norton's name on the board surrounded by extra letters.
- Then look at the word line on the page with the pupils. Explain that there are five animal names hidden in the line.
- They have to find the names, colour them different colours and say them.
- If any pupils find this difficult, let them use their PMB word cards for support.

ANSWERS

cat, goat, cow, hen, dog

2 Match and write. AB page 57

- Talk to the pupils about the picture.
- Explain that they have to help Mr Fixit put the names back on the signpost to direct people to the animals' enclosures.
- To do this, they have to match the beginning and end of each word in the broken signs at the bottom of the page.
- They can colour the beginning and end the same colour when they find them: *Here's 'c' /k/ and here's 'at'. Put them together – cat.* Colour the two pieces the same colour.
- When they have found the two pieces of each word and coloured them, they can write the name in the correct place on the signpost.
- Encourage the pupils to say the sounds of the words while they are doing this activity.

ANSWERS

sh–eep, d–uck, r–abbit, d–onkey, h–orse, h–en, c–at, d–og, g–oat, c–ow

3 Write. Find the mystery word. AB page 58

- Look at the crossword with the children and go through the example.
- Ask the pupils to complete the crossword, using the pictures clues. Remind them to take into account whether there is more than one of the animal in the picture.
- Explain that when the words are completed correctly, they will spell out an extra word in the grey tinted panel.

ANSWERS

1 sheep 2 goat 3 rabbit 4 cows 5 donkey
6 ducks

Mystery word: horses

4 Listen and number. 2.46 Write. Use I like and I don't like. AB page 58

- Look at the pictures with the pupils. Tell them that they will hear a speaker from each picture.
- Explain that the pupils should listen carefully and identify the number of the picture in each case.

Transcript

- 1 **Adult** Look! A cat.
Boy Oh! I don't like cats.
- 2 **Adult** Hello! What a lovely horse!
Girl Yes! I like horses.
- 3 **Adult** Look! A horse.
Girl Oh! I don't like horses.
- 4 **Adult** Is that your cat?
Boy Yes, I like cats.

ANSWERS

1, 4, 3, 2

5 Read and number. AB page 58

- Read through the sentences with the pupils and ask them to match each one to the correct picture. Remind them to look at the symbols in the corner of each picture.

ANSWERS

2, 4, 1, 3

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by showing them flashcards, things they have made, and pictures in their books. You could also play the songs, and say the rhymes and chants.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation

- Help the pupils to complete the self-evaluation activity as described on page 13.

Further practice

Unit 6 Test (pages 142–143)

Review Test 2 (pages 144–145)

Skills Test 2 (pages 146–147)

Units 4–6 Reading, Skills and Revision lessons (CB pages 53–54 and AB pages 59–61)

Me and my world

Lesson 1

CB page 53, AB page 59

Reading

Lesson objectives

Revise language from Units 4–6 through an extended reading text

Identify authors by relating written facts to photos

Complete information about animals

Language

Extra: *Dubai; tail; Scotland; cow; calf; horns; He's sweet!; Mandarin duck; beak; China; zoo; Canada*

Review: Language from Units 4–6: *I've got...; It's got...; I like...*

Materials

Norton; Norton's kit box; CD 2.47–2.48; Animal flashcards (90–98); Body text cards and flashcards (76–83); Face text cards and flashcards (85–89); PMB page 54

Beginning the lesson

- Use Norton to introduce the lesson and to revise the core language from Units 4–6.
- Play a game with the animal flashcards e.g. *Flashing a card* (page 19) to revise the names.
- Revise parts of the body and face by placing the body and face text cards on the board.
- Point to a part of your body / face and ask the pupils to identify the matching text card.

1 Read and number. CB page 53

- Look at the photos with the pupils and see if any of them can tell you what the photos show.
- Explain that each of the four texts below the photos have been written by one of the children shown, and that the pupils have to identify which photos go with each piece of writing.
- Encourage the pupils to give you as much information as possible about the photos, since this will make the reading task easier.
- Tell the pupils to read the texts and try to match them with the photos by writing a number in each box.
- Tell them that at this point they do not need to understand every word and that you will read through the texts and discuss any difficulties afterwards.
- Discuss the pupils' answers and ask them to give reasons for their choices. Do not say at this point whether their answers are right or wrong.

2 Read again, listen and check. CD 2.47 CB page 53

- Play the recording and ask the pupils to follow the text with their fingers.

- Explain any new language and discuss any difficulties. Be prepared to recast in their own language to help with their understanding.
- Discuss the numbering of the texts again and establish the correct answers.

ANSWERS

[from left to right] 3, 4, 1, 2

- You may wish to make up some *True / False* statements based on the text for the pupils to respond to.

1 Listen and colour. CD 2.48 AB page 59

- Explain that the pupils are going to listen to a child giving more details about the mandarin duck.
- Introduce the words *tail* and *beak* and ask the pupils where on the duck they would find these parts of the body.
- Hold up the animal flashcards and identify any tails or beaks.
- Tell them to listen carefully and to complete the picture with the correct colours.
- Play the recording, pausing to allow time for the pupils to put dots of colour in the correct places.
- Discuss their answers and allow further time to complete the colouring.
- The transcript for this section can be found on page 127.

2 Look and complete. AB page 59

- Explain that two of the children from the Class Book have produced a picture and some facts about their animals.
- Ask the pupils to read the sentences and complete them using the information from the Class Book.
- Encourage them to use the words in the word bank to help them.
- Once the pupils have finished, read out the beginning of each sentence and encourage them to complete it for you.

ANSWERS

This is my horse. It's got a white nose. It's brown. It's got a long tail.

This is my favourite animal. It's a dog. It's got blue eyes. It's black and white.

Me and my world PMB page 54

- Give each pupil a copy of the 'Me and my world' page from the PMB. Explain that they can now write about their favourite animal in the same way.
- Go through the prompts with them and check they know what to write in each space.
- You could brainstorm different animals before they start to encourage ideas.
- Monitor the pupils as they work and praise their efforts.
- You may like to display the finished pieces in the classroom, or give the pupils the option of including them in their Language Portfolio.

Lesson 2 CB page 54, AB page 60–61

Revision AB page 60

Lesson objectives

Revise all vocabulary from Units 4–6

Language

Review: Toys; Materials; Animals; Body; All language from Units 4–6

Materials

Norton; Norton's kit box; CD 2.49; Toy flashcards (62–71); Material flashcards (72–75); Animal flashcards (90–104); Counters and coins for the board game

Beginning the lesson

- Use Norton to welcome the pupils and say the kit chant. Open the kit box and take out the sets of flashcards.
- Ask the pupils if they can remember any of the flashcards from each set. As they remember them, stick the cards randomly on the board.
- You may need to give phonetic clues to remind the pupils of the cards they are struggling to remember.
- Once all the cards are on the board, call out a group, e.g. *Toys*, and ask the pupils to tell you all the cards you need to take off the board to put back into the colours group.

Play the game. CB page 54

- Explain that the game revises the language from the previous three units and that the pupils will play in pairs. The aim is to be the first player to get to the finish.
- The pupils use a coin to decide whether they move one square or two, e.g. *heads* = 1, *tails* = 2.
- Each square requires the pupils to either say something (indicated by a speech bubble) or sing something (indicated by musical notes).
- The pupils have to look at the picture prompts to work out exactly what they have to do.
- There are two squares (indicated by the Norton character) which allow them to move on one more place.
- The tasks for each square are listed below:
 - 1 Say the toys: *doll, plane*.
 - 2 Say the words from the story (Class Book page 30): *Where's my teddy? It isn't here!*
 - 3 Sing the song (Class Book page 33): *Come and share ...*
 - 4 Say the materials: *wood, metal, fabric*.
 - 5 Norton: *Move on one square*.
 - 6 Say the toy: *puppet*.
 - 7 Say the words from the story (Class Book page 38): *Look. It's a dog! It's got four legs and a body ...*
 - 8 Say the words: *Clap your hands*.
 - 9 Norton: *Move on one square*.
 - 10 Say the words: *red hair, green eyes*.
 - 11 Norton: *Move on one square*.
 - 12 Say the words: *horse, sheep*.
 - 13 Say the words from the story (Class Book page 46): *Help! I don't like dogs!*

- 14 Sing the song (Class Book page 49): *I've got a dog*.
- 15 Say the words: *chick, kitten*.
- 16 Say the words from the story (Class Book page 46): *I like horses. I LOVE this horse!*

- The pupils may not remember all of the song words but encourage them to sing the words together with their partner and praise them for their efforts.

1 Circle and write. AB page 60

- Point out that all the words in the word bank are from different flashcard groups and that the pupils have to circle each word in the correct colour: *toys* = red, *materials* = grey, etc. Check that the pupils have the correct colours.
- Once they have circled the words, ask them to write them in the correct box underneath.
- Check the answers by calling out a group, e.g. *toys*, and asking for all the toy words in that group.

ANSWERS

Toys: puppet, computer, doll, train **Materials:** plastic, fabric, wood, metal **Animals:** hen, donkey, goat, cow **Body parts:** feet, fingers, toes, hands

2 Write the questions and answers. AB page 60

- Look at the pictures and explain that some of the small animals on the left are in the big picture.
- Read the first question and answer with the pupils. Establish that the cow is in the big picture and therefore the answer is: *It's here*. Ask what the answer would be if the cow wasn't in the big picture: *It isn't here*.
- The pupils complete the questions and answers.

ANSWERS

Where's the hen? It isn't here Where's the goat? It isn't here Where's the donkey? It's here.

3 Listen and say A or B. CD 2.49 AB page 61

- Look at the pictures of the toys and see if the pupils can identify them all. Point out that there are two speakers, A and B, and they like and dislike certain toys.
- Explain that the pupils will hear the children speaking. They listen and identify who is speaking, and point to the correct toy.
- Pause after each line to identify the speaker and the toy.
- The transcript for this section can be found on page 129.

ANSWERS

A, B, A, B, A, A, B, B

4 Read and draw ☺ or ☹. Complete for you and write. AB page 61

- Check the pupils can read the grid. Read the first sentence from Steve and demonstrate finding the correct square in the grid. Point out that because Steve doesn't like dolls, he has drawn a sad face.
- Demonstrate how to fill in the next box, then ask the pupils to continue filling in the grid for Steve and Eva.
- Then explain that the pupils should complete the grid according to which toys they like / don't like.
- They write sentences to match what they drew in the grid.

ANSWERS

Steve – ☹, ☺, ☺, ☹; Eva – ☺, ☹, ☹, ☺

Lesson 1

CB page 55

Introducing vocabulary

Lesson objectives

Become familiar with action vocabulary

Find out more about the characters

Join in a song

Language

Core: Actions: *run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, throw a frisbee, juggle***Extra:** *Come on!; Let's ...; Look at me!; Stop now please; That was fun!***Review:** Language used so far

Materials

Norton; Norton's kit box; CD 2.50–2.51; Action flashcards (105–114); Bookmark; Action picture cards (PMB p36) – one photocopied set per pupil; Action word cards (PMB p37) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to look through Unit 7 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board.
- Talk to them about what they like to do in the park. Ask them if they know any words in English for actions and abilities. Ask them what words they would like to learn.
- Use the action flashcards to teach the new vocabulary. Leave the flashcards on the board for when you play a game (see below).
- Use Norton to practise the new vocabulary by asking the pupils to do the actions on the spot – Norton: *Run, very good. Now juggle.* Use the flashcards as prompts if they need them.
- When the pupils are confident doing the actions, play the TPR game *Norton says ...* (page 20).

1 Look and say. Listen and find. 2-50 CB page 55

- Talk about the picture of the park with the class. Ask who they can see and what they are doing: *Who's this? Look, he can juggle.*
- Talk about the advantages of being outside in the park: *It's a big park. There's lots of space.*
- Ask the pupils who they would like to be if they were in the picture: *Do you like jumping? Is this you?*
- Talk about all the people in the picture. Pupils may suggest in L1 and you can recast: *They're riding their bikes. The baby is learning to walk.*
- Ask the pupils to find and say all the new action words in the picture.

- Tell the pupils to use their bookmarks to find each action as they listen to the CD.
- Play the CD, pausing after each line to check they have found the actions.

Transcript

Titch Run!**Adult** Come on. Walk! Walk!**Boy** Hop! Hop! Hop!**Norton** Come on! Let's fly.**Poppy** Let's ride our bikes!**Flo** Come on! Kick the ball!**Boy** Let's climb the tree!**Fred** One – two – three – jump!**Bing** Let's juggle!**Boy** Come on! Throw the frisbee!

TEACHING TIP: You can explain to the pupils that although they have learnt the vocabulary as *ride a bike, kick a ball, climb a tree*, and *throw a frisbee*, the children say *ride our bikes, kick the ball, climb the tree*, and *throw the frisbee* because they are talking about specific objects.

2 Listen and say. 2-51 CB page 55

- Play the chant and encourage the pupils to mime the actions. The words for the chant are on page 86 of the Class Book.
- Play the chant again verse by verse and encourage the pupils to join in with the echo line and the final line.
- You could divide the class into two groups and let them say and do alternate lines.

Make the picture / word cards PMB pages 36–37

- Give out the photocopies of the action picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.
- Use the flashcards to teach or remind the pupils how to play *Three in a row!* (page 21).
- Then let them play the game using their picture cards. Use Norton to call out the cards.

Lesson 2

AB pages 62–63

Practising vocabulary

Lesson objectives

- Review action vocabulary
- Listen and identify actions
- Listen and follow instructions
- Read and identify actions

Language

Core: Actions

Extra: *Are you ready?; gate*

Review: Colours, Language used so far

Materials

Norton; Norton's kit box; CD 2.52–2.53; Action flashcards (105–114); Action text cards; Colour flashcards (8–18)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Let Norton hold up the action flashcards and say what is on each one.
- Ask the pupils to stand up, listen to what Norton says, and to do the actions without leaving their place.
- Put the flashcards on the board.
- Let Norton hold up the action text cards one by one and read them, focusing on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

1 Listen and number. 2.52 AB page 62

- Look at the pictures and ask the pupils to say the actions.
- Explain that they have to listen and number the pictures in the correct order.

Transcript

- Are you ready? Jump!
 - Are you ready? Hop!
 - Are you ready? Fly!
 - Are you ready? Climb a tree!
 - Are you ready? Kick a ball!
 - Are you ready? Juggle!
 - Are you ready? Throw a frisbee!
 - Are you ready? Walk!
- Let Norton check the answers by asking the pupils to say the action when he calls out a number.

ANSWERS

[from left to right] 1, 5, 2, 3, 8, 4, 6, 7

2 Listen and follow. Colour the gates. 2.53

AB page 62

- Before doing this activity, use the colour flashcards to quickly revise the colours.
- Look at the picture with the pupils. Talk about what the children are doing in the park: *Show me the child who's (juggling).*

- Ask the pupils to point to the four different gates: *Point to gate number (three).*
- Explain that they have to listen to the CD and follow a route through the park. They start at one gate, follow the path with the actions they hear, and finish at another gate. Pupils can trace their route with a pencil or with a finger.
- They should put a dot of colour on the gate they finish at, according to the instructions on the CD.
- Play the first recording and check that the pupils understand, before playing the next three recordings.
- When the pupils finish listening they can colour the gates completely.
- Optional extension: Pupils can dictate paths through the park for the rest of the class, or a partner, to follow.

Transcript

Start at gate number one.
Run, climb, hop, kick a ball, jump.
Go to the gate.
Colour the gate green.
Start at gate number two.
Juggle, walk, hop, fly, run.
Go to the gate.
Colour the gate purple.
Start at gate number three.
Ride a bike, kick a ball, hop, walk, juggle.
Go to the gate.
Colour the gate orange.
Start at gate number four.
Jump, walk, hop, fly, ride a bike.
Go to the gate.
Colour the gate yellow.

ANSWERS

Gate 1: purple Gate 2: orange Gate 3: yellow Gate 4: green

Play a game

- Play a game with the action flashcards and text cards, e.g. *Memory* (page 20).
- When you finish the game, leave the flashcards and text cards in pairs on the board.

3 Read and match. AB page 63

- Let Norton read out some actions from the board.
- Ask the pupils to stand up and do the actions.
- Look at the pictures in the activity. Ask the pupils to tell you what the instruction would be for each person.
- Tell them to match each speech bubble with the appropriate picture (they can link them with different coloured lines).

ANSWERS

1 Run! 2 Climb a tree! 3 Juggle! 4 Jump! 5 Kick a ball! 6 Ride a bike! 7 Throw a frisbee! 8 Walk!

FAST FINISHERS: If the pupils have finished all the activities above, they can do the activity at the bottom of the page. Ask them to make a word snake individually using the action words. Then they swap puzzles with another fast finisher and look for the words.

Lesson 3

CB page 56, PMB pages 38–39

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *I can (run); Can you (jump)?; Yes. / No.*

Extra: *I'm stuck!; climb up / down; Just the thing!; trampoline; You can do it!*

Review: Actions, Language used so far

Materials

Norton; Norton's kit box; CD 2.54; Story Frames Book; Action flashcards (105–114); Character masks; PMB Story Frames (PMB pp38–39) – one set per pupil; Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use Norton and model *Can you ...?* questions using the action flashcards as prompts. Let him answer using *Yes* (he does the action) or *No*:
Teacher: *Can you fly, Norton?*
Norton: *Yes.* (Norton does the action!)
- Let Norton ask the pupils to do some actions and then let the pupils ask Norton.
- When they are confident asking the questions and doing the actions, encourage them to ask one another in pairs.

1 Listen and point. 2.54 CB page 56

- You may like to use the Story Frames Book to present the story.
- Talk about the pictures with the pupils. Ask them to name all the characters and actions they know: *Who's this? Bing can jump.*
- Ask them to predict what the story is about: *Where's Flo? What's in Mr Fixit's kit?*
- Acknowledge their contributions and recast their comments in English (L2): *Flo can't climb down. She's stuck. They're calling Mr Fixit.*
- Play the CD and ask the pupils to listen and point to each frame. Practise 'good listening' and use your 'silence signal'.

Transcript

1 **Narrator** The children are in the park.

Bing I can jump!

Poppy I can juggle!

Titch I can hop, hop, hop!

2 **Flo** I can climb the tree!

Flo I'm stuck!

3 **Flo** Help! I can't climb down!

Bing Can you jump?

Norton Can you fly?

4 **Narrator** The children need Mr Fixit.

Flo Help, Mr Fixit!

Help, I'm stuck!

I can't climb down and I can't climb up!

5 **Narrator** Mr Fixit looks in his kit.

Mr Fixit What's in my kit today? Let me see ...

6 **Mr Fixit** Just the thing! A trampoline!

7 **Bing** Jump!

Poppy Jump, jump!

Mr Fixit You can do it!

Narrator Flo jumps.

Titch Well done!

8 **Flo** Oh! Oooh! HELP!

Narrator Oh no! Now Flo's stuck on the wall!

- Talk about the story and the pupils' predictions.
- Talk about what the characters are doing: *Poppy can juggle. Titch can hop.*
- Teach the rhyme: *Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!*
- Teach some actions, e.g. hands held up, fingers open for the first part, pointing down and up for the second part.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

2 Find and number. Say. CB page 57

- Talk to the pupils about the silhouettes from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (1).*
- Explain that they have to look through the story, find each picture and write the number of the frame it is in.
- Give the pupils a few minutes to find the pictures and write the numbers. They can check with a partner.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Titch (frame 1): 'I can hop, hop, hop! Mr Fixit (frame 6): 'Just the thing! A trampoline!' Norton (frame 4): 'Can you fly?' Flo (frame 3): 'Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!' Flo (frame 2): 'I can climb a tree!' Flo (frame 2): 'I'm stuck!'

3 Listen again and act. 2.54 CB page 57

- Explain to the pupils that they are going to listen to the story again, and mime it as they listen.
- Select six pupils and assign them each a character (Flo, Bing, Titch, Fred, Poppy, Mr Fixit). Ask them to come to the front of the class. Position them appropriately.
- Play the CD and encourage them to act their part. Encourage the pupils to say the words along with the recording.
- Repeat with different groups.

Make a story book PMB pages 38–39

- Tell the pupils that they are going to make their own story book. See the instructions in Unit 1, Lesson 3

Lesson 4 CB page 58, AB page 64

Language focus

Lesson objectives

- Become familiar with using *I can't* ...
- Review expressions using *can*.
- Personalize familiar language
- Listen and identify characters' abilities

Language

Core: *I can't (fly).*

Review: Actions; Language used so far

Materials

Norton; Norton's kit box; CD 2.55–2.58; Character flashcards (1–7); Actions flashcards (105–114)

Beginning the lesson 2.51

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Say the *Hop, hop, hop* chant from Lesson 1 again (CD 2.51).
- Remind the pupils of the story by putting the character flashcards on the board and asking what each person said in the story: *Who says 'I can (jump)'?* Put the action flashcards next to the characters as appropriate.
- Use the flashcards to ask the pupils to talk about themselves: *What can you do?*
- Use Norton to reinforce the meaning of *I can* and *I can't*:
Teacher: *Can you fly, Norton?*
Norton: *Yes, I can fly.*
Teacher: *Can you ride a bike, Norton?*
Norton: *No, I can't ride a bike.*
- Encourage the pupils to ask Norton questions: *Can you (jump)?* Norton can answer *Yes, I can / No, I can't*.

1 Listen, find and say the names. 2.55 Listen again and repeat. CB page 58

- Talk with the pupils about who is in each picture and what each character can and can't do.
- Explain that they have to listen carefully, find the picture with the character who can or can't do the action, and say who is speaking.

Transcript

Bing I can throw a frisbee! Look!

Mr Fixit I can't juggle.

Fred I can ride a bike! Goodbye!

Titch I can't ride a bike. Oo-er ... Ow!

Flo I can climb this tree. Look!

- Play the CD again, pausing after each line for the class to repeat in chorus.

2 Listen and follow. Say Yes or No. 2.56 CB page 58

- Ask the pupils to look at the pictures across the top row and identify each one. Look at the two pictures of Poppy underneath. Elicit the fact that she is happy in one, and sad in the other. Ask the class what they think this means. (*She is happy if she can do the action, and sad if she can't.*)

- Explain that pupils should listen carefully and follow the lines, then say whether Poppy can do each action.

Transcript

Woman Hello, Poppy. Can you fly?

Poppy No!

Woman Can you ride a bike?

Poppy Yes!

Woman Can you kick a ball?

Poppy Yes. Look. I like football!

Woman Can you jump?

Poppy Yes! Look.

Woman Can you throw a frisbee?

Poppy Mmmm. I don't know. No!

- Look at the language box at the top of the page. Ask the pupils to identify which pictures from activities 1 and 2 the sentences refer to.

1 Write. Listen and tick ✓ or cross X. 2.57

AB page 64

- Ask the pupils to look at the pictures in the left-hand column of the table. Identify each action and ask the pupils to complete the questions. If necessary, point out that in the second picture the boy is hopping across the logs.
- Explain that they will hear two conversations, one with Flo and one with Fred. They will hear whether each character can do each action, and tick or cross accordingly.
- Play the CD. The pupils listen and complete the table.

Transcript

Adult Hi, Flo. Can I ask you some questions?

Flo Yes.

Adult Can you throw a frisbee?

Flo Yes.

Adult Can you hop?

Flo No!

Adult Can you jump?

Flo Yes!

Adult And can you juggle?

Flo No. It's very difficult.

Adult Never mind.

Adult Hi, Fred! Now it's your turn.

Fred Hello.

Adult OK. Can you throw a frisbee?

Fred No.

Adult Can you hop?

Fred Yes! Look.

Adult And can you jump?

Fred Yes!

Adult Can you juggle?

Fred Yes – look!

Adult Fantastic!

2 Read and match. AB page 64

- Read the first sentence with the class and follow the example line to Flo. Say: *I can jump.*
- The pupils match each sentence to the speaker, using their answers from activity 1.

ANSWERS

- 1 Flo 2 Flo 3 Flo 4 Fred 5 Fred 6 Fred 7 Flo
8 Fred

Lesson 5

AB pages 65–66

Language focus

Lesson objectives

Review actions vocabulary

Language

Review: Actions; Language used so far

Materials

Norton; Norton's kit box; CD 2.58

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Review the action words and play a game, e.g. *say a sentence with I can (ride a bike) or I can't (fly)* and pupils stand up if it is true for them.
- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!*

1 Listen and follow. Say who. 2•58 AB page 65

- Look at the pictures in the maze and identify the actions as a class.
- Explain that the ticks represent *can* and the crosses represent *can't*.
- Explain that pupils should listen carefully to what the speaker can and can't do, and follow the path through the maze. They should then name the character they come to at the end.

Transcript

Maisy I can jump.

I can climb a tree.

I can't hop.

I can ride a bike.

I can't juggle.

I can't throw a frisbee.

Jack I can juggle.

I can kick a ball.

I can't ride a bike.

I can throw a frisbee.

I can climb a tree.

I can't hop.

I can run.

ANSWERS

Maisy Jack

2 Write the sentences. Match. AB page 65

- Look at the code with the pupils and demonstrate how each symbol represents a letter. Go through the example to spell out the sentence: *I can't run*. Point out that the apostrophe also has a symbol in the grid, instead of the letter z. You could write some simple words on the board using the code for the pupils to decode as a class.

- Ask the pupils to complete the activity. Check their answers by saying a number and asking the pupils to read out the sentence.
- They can then match each sentence to the correct picture.

ANSWERS

1 I can't run. (second picture) 2 I can't ride a bike. (third picture) 3 I can throw a frisbee. (first picture) 4 I can't juggle. (fourth picture)

3 Write the questions. Ask your friend and tick ✓ or cross X. AB page 66

- Look at the example with the class and demonstrate how pupils can use the pictures to write a question.
- Check they have written these correctly before putting them in pairs to ask and answer the questions.
- Explain that they should tick or cross depending on whether their friend can or can't do the action.

ANSWERS

[from left to right] Can you ride a bike? Can you throw a frisbee? Can you juggle? Can you kick a ball? Can you climb a tree? Can you jump?

4 Draw yourself and write. Use *I can* and *I can't*.

AB page 66

- Look at the two empty frames with the class. Explain that in the frame on the left, they should draw an action they can do, and in the frame on the right they should draw an action they can't do.
- They could either draw symbols to represent each action, or draw themselves doing each one.
- Allow them time to work, then encourage them to write a sentence describing each picture.

TEACHING TIP: In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary for Unit 7 (see Activity Book page 98).

Lesson 6

CB page 59, AB page 67

Learning for life

Lesson objectives

Review vocabulary and language of the unit

Learn about exercising to keep fit

Join in a song

Language

Extra: *exercise; lots of fun; jump up / down; touch your toes; turn around*

Review: Actions; Language used so far

Materials

Norton; Norton's kit box; CD 2.59; Action flashcards (105–114); Action text cards; A selection of flashcards and text cards from other units (to match initial sounds with action vocabulary); your own completed Picture Dictionary page for Unit 7

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

1 Listen and sing. 2.59 CB page 59

- Look at the pictures with the pupils. Use them to teach the phrases *jump up and down, touch your toes, turn around*.
- Say the phrases and encourage the pupils to do the actions.
- Talk about the importance of exercise. Ask the pupils how they feel when they've been sitting down for a long time or running around playing.
- Explain that when we're doing exercise we need more oxygen to make our muscles work harder. This means our hearts and lungs need to work harder than usual, which is why we feel out of breath and our hearts beat faster. So, we're exercising our heart and lungs as well as our bodies, but it's good for us and helps us to stay healthy and live longer.
- Play the song and encourage the pupils to do some actions. The words of the song are on page 87 of the Class Book.
- Talk to the pupils about all the actions they heard in the song.
- Agree with the pupils how to mime the actions they heard in the song.
- Play the song again and encourage the pupils to join in and do the actions.

1 What's next? Say and match. AB page 67

- Give a series of instructions: *Jump! Hop! Walk! Jump! Hop!*
- Ask the pupils what comes next: *Walk!*
- Ask them to 'read' the pictures in the Activity Book, tell you what the instructions are, tell you what comes next in each case, and draw a line to the next activity.
- Check the answers with the class. Pupils can 'read out' the completed series of instructions.

ANSWERS

- 1 c (run) 2 a (kick a ball) 3 e (climb) 4 b (walk)
5 f (hop) 6 d (turn around)

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the actions flashcards and text cards in different ways, e.g. *things a child can / can't do, things a (dog) can / can't do*.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *r / r / run – What other words start with this sound?*
- Have some flashcards and text cards from this and other units ready to help pupils remember, e.g. *red, robot, rabbit, ride a bike*.

Picture Dictionary AB page 98

- Show the pupils your completed Picture Dictionary page for Unit 7.
- Ask them to find page 98 in their Activity Book and the actions stickers for Unit 7. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on the page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Children choose

- Let the pupils work in small groups to invent a series of instructions to give to their classmates, who should then do the actions.
- If they like, they can create a predictable sequence like the patterns in the Activity Book, and ask their classmates to predict how the sequence of instructions should continue.

Lesson 7

CB pages 60–61, AB page 68

Learning through English

Lesson objectives

Become familiar with abilities vocabulary

Learn about things we can do at different ages

Write the words for abilities based on visual clues

Language

Core: Abilities: *walk, read, write, talk, draw, swim*

Extra: *He / she can ...; How old is he / she?*

Review: Actions; Language used so far

Materials

Norton; Norton's kit box; CD 2.59–2.60; Ability flashcards (115–119); Ability text cards; Bookmark; Ability picture cards (PMB p36) – one photocopied set per pupil; Ability word cards (PMB p37) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play and sing the song from Lesson 6 (CD 2.59).
- Encourage the pupils to join in and do the actions.
- Teach the new ability vocabulary using Norton and the flashcards.
- Ask the pupils some *Can you ...?* questions.
- Talk about how we learn to do new things as we grow older. Ask about Titch: *Can she ...?*
- Put the flashcards on the board.
- Let Norton take the text cards out of the kit and read them. As he reads each one, ask the pupils to put the word next to the matching flashcard.

1 Look and say. CB page 60

- Ask the pupils to look at the words and pictures down the left side of the page.
- Ask them to find the picture for each ability with their bookmarks, and say the word.

2 Listen, find and say. CD 2.60 CB pages 60–61

- Ask the pupils to look at the photos. Explain that the photos are of four children of different ages. Ask them to find a baby, a child of five, etc.
- Ask them what the symbols next to each photo mean. Make sure the pupils understand that the symbols represent what the children can and can't do at each age.
- Tell the pupils to listen to the CD, find the correct photo, and say the age.

Transcript

Look at the pictures.

She can read and write. How old is she?

She can walk. She can't talk. How old is she?

He can draw. He can't swim. He can't write. How old is he?

He can swim. He can't write. How old is he?

ANSWERS

7, 1, 4, 5

1 Match and write. AB page 68

- Look at the pictures of the children and the information in the speech bubbles.
- Ask the pupils to look at the speech bubbles and 'read' them.
- They should then write the words from the word bank that match the pictures in the speech bubbles.
- When they have finished, encourage them to read the completed speech bubbles.

ANSWERS

1 I'm 2. I can walk and I can talk. 2 I'm 6. I can draw and I can swim. 3 I'm 7. I can read and I can write.

Make the picture / word cards PMB pages 36–37

- Give out the photocopies of the ability picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

TEACHING TIP: In preparation for Lesson 8, you may like to complete your own photo album (PMB page 40).

Lesson 8

AB page 68, CB page 61, PMB page 40

Learning through English

Lesson objectives

Review action and ability vocabulary

Make a photo album

Practise ordering and sequencing work

Language

Extra: *Happy birthday!*

Review: Actions; Abilities; Language used so far

Materials

Norton; Norton's kit box; CD 2.61; Action flashcards (105–114); Action text cards; Ability flashcards (115–119); Ability text cards; PMB ability picture cards; PMB ability word cards; 'Make a photo album' (PMB p40) – one photocopy per pupil and a completed example (optional); Scissors

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game of class *Snap* (page 22) using either the ability flashcards or the text cards.
- Let the pupils use their PMB ability picture cards or word cards.

1 Match. 2-61 Listen and check. AB page 68

- Look at the pictures with the pupils. Talk about the birthday cakes and the number of candles.
- Ask the pupils about the ages of the children in the pictures: *How old is ...?*
- Ask them to think about which presents are for which child, and draw a line from each child to the correct present.
- Play the recording and tell them to listen and check their answers.

Transcript

Girl I'm five. I've got a bike.

Adult Happy birthday!

Boy I'm two. I've got a teddy.

Adult Happy birthday!

Boy I'm seven. I've got a computer.

Adult Happy birthday!

Girl I'm three. I've got a car.

Adult Happy birthday!

1 Make a photo album. CB page 61, PMB page 40

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a 'photo album' showing what they could do at different ages.
- Show them your completed example if you have made one. Explain the pictures: *In this picture I'm two. I can walk.*
- Give each pupil a PMB photocopy, and scissors.

- Go through the stages with the pupils, demonstrating as you do so:
 - 1 They draw and colour the pictures: *Can you see the boy's drawings? You can draw four pictures like this and colour them.*
 - 2 They complete the sentences under the pictures: *Can you see what the boy's writing?*
 - 3 They cut out the page and fold it to make the album: *Cut out the page and fold it very neatly.*
 - 4 They point to the pictures and say what they could do at the different ages: *Hold it up and point to one of the pictures. Say what you can do in the picture.*
- The pupils could also make a cover for their album by writing *My Photo Album* and their name on the front of their folded piece of paper. They could colour and decorate the cover.

Play a game

- Use the two sets of flashcards and text cards for this unit and play *What's missing?* (page 21).

TEACHING TIP: If you haven't already done so, you may wish to complete the second part of the Picture Dictionary for Unit 7 in preparation for the next lesson.

Lesson 9 CB page 62

Pronunciation and speaking

Lesson objectives

Practise pronunciation of initial sounds

Revise the language of the unit

Language

Review: Actions; Abilities; Language used in this unit; Previous vocabulary sets

Materials

Norton; Norton's kit box; CD 2.59, 2.62; Action flashcards (105–114); Action text cards; Ability flashcards (115–119); Ability text cards; Sets of PMB picture cards from this and previous units

Beginning the lesson 2.62

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and think about sounds.*
- Sing the song from Lesson 6 (CD 2.59).
- Use the flashcards to play a game to revise all the vocabulary of the unit, e.g. *True or not true?* (page 20).
- Put the flashcards on one side of the board and the text cards on the other side. Let the pupils match them.
- Focus on the relationship between the sound and the written form of the first letter(s) in the word.

1 Listen and point. 2.62 Listen again and repeat. CB page 62

- Hold up the *run* and *walk* flashcards (cards 105 and 106). Ask the pupils to say the words and then identify the initial sounds as a class (/r/ and /w/).
- Explain that these two sounds are the focus of the lesson.
- Look at the pictures in the Class Books with the pupils and ask them what they can see.
- Play the CD. Encourage the pupils to point to the correct parts of the picture as they hear the words.

Transcript

Girl Read and run, read and run

I can read and I can run!

Run and read, run and read

I can run and I can read.

Boy Walk? Where?

Woman In the woods.

Walk in the woods with me!

- If necessary, focus on the /r/ sound, as some pupils find this difficult. Model it clearly, in isolation and in other familiar words, and show pupils how to position their mouths correctly.

2 Ask and answer. CB page 62

- Look at the pictures with the pupils and elicit the fact that each one shows a different action or ability from the unit.
- Model the dialogue with a more confident pupil. Ask: *Can you ride a bike?* The pupil gives a true answer for them.

- Pupils can then take turns to ask and answer questions about the photos in pairs.
- You could ask pupils if there are any other activities they would like to say in English, and teach them these words.

Picture Dictionary AB page 98

- Tell the pupils to complete their Picture Dictionary with the ability stickers. Remind the pupils how to stick the stickers on the page, next to the relevant words.
- Invite some pupils to hold up their finished pages to show the class.

Pronunciation 'odd one out'

- Let the pupils use some sets of all the PMB picture cards used so far: characters, colours, family, people, food and drink, toys, materials, body and face, animals, actions and abilities.
- Let them work in pairs with the sets.
- Ask the pupils to arrange a line of three picture cards: two of which start with the same sound, and the third different.
- They should leave the line of cards tidily on their desk, move around in pairs from desk to desk, and decide which picture in each line is the odd one out.
- When they've looked at all the lines ask them to hold up their three pictures.
- Ask the rest of the class to say the odd one out in each line.

Lesson 10 AB pages 69–70

Review and self-evaluation

Lesson objectives

Review of Unit 7

Language

Review: Actions; Abilities; Language used in this unit

Materials

Norton; Norton's kit box; CD 2.63; All materials used in Unit 7

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 7, they will be thinking about what they have done throughout the unit.

1 Look and match. AB page 69

- Remind the pupils of the word shapes in Unit 3 and Unit 5 (Activity Book pages 27 and 48).
- Remind them that seeing a word's shape can help us remember the word when we're writing.
- Tell the pupils to match the shapes with the words in the list and draw a line.
- When they have finished, ask them to tell you what parts of the shapes helped them find the matching word.
- Be ready to recast pupils' comments: *There are two letters (that go down).*

ANSWERS

1 ride 2 jump 3 throw 4 run 5 climb 6 juggle
7 walk 8 kick

2 Write. AB page 69

- Look at the pictures in this activity and ask the pupils what is happening in each one. Remind them of the words *bird* and *baby*.
- Focus on the words in the word bank. Point out that the sentences below are incomplete and explain that they have to read the words on each line, e.g. *cat*, *baby* and find the matching picture. Then they decide whether the person (or animal) can do the action or not and copy the appropriate action words from the word bank, e.g. *can't ride a bike*.
- Check the answers by asking questions: *Can the woman juggle? Can the boy run?*
- When the pupils have checked and corrected their answers, ask the class to read the sentences in chorus.

ANSWERS

1 The cat can't ride a bike. 2 The baby can't kick a ball.
3 The rabbit can jump. 4 The boy can run. 5 The dog can't throw a frisbee. 6 The horse can walk. 7 The bird can fly. 8 The woman can't juggle.

3 Listen and number. 2.63 Write. AB page 70

- Look at the pictures with the pupils and identify the actions.
- Point out that if somebody can't walk, they can use a wheelchair.
- Explain that the pupils should listen carefully and write the correct number in the box for each picture.
- Then they complete the word for each action on the line under the picture.

Transcript

- 1 I can juggle!
- 2 I can't walk.
- 3 I can hop!
- 4 I can't fly.

ANSWERS

walk 2 hop 3 juggle 1 fly 4

4 Read and tick ✓ or cross X. AB page 70

- Look at the girl and read her speech bubble. Read it once all the way through, then read each sentence again more slowly.
- Point to the pictures which correspond to the first two items, to demonstrate that the pictures are not in sequence.
- Ask the pupils to complete the table by reading each sentence, finding the correct picture, and putting a tick or cross according to whether she can do the action or not.

ANSWERS

climb a tree ✓ juggle X hop X ride a bike ✓
throw a frisbee X kick a ball ✓

5 Write the questions. Write Yes or No. AB page 70

- Look at the example with the pupils. Show them how to use the visual prompt to write a question. Explain that they should then answer based on the tick or cross.
- Allow pupils time to complete the activity independently.

ANSWERS

1 Can you read? Yes. 2 Can you swim? No.
3 Can you draw? No. 4 Can you write? Yes.

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by showing them flashcards, things they have made, and pictures in their books. You could also play the songs, and say the rhymes and chants.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation

- Ask the pupils to complete the self-evaluation activity as described on page 13.

Further practice

Unit 7 Test (see pages 148–149)

8

New clothes

Lesson 1

CB page 63

Introducing vocabulary

Lesson objectives

- Become familiar with clothes vocabulary
- Get to know more about the characters
- Join in a song

Language

Core: Clothes: *trousers, T-shirt, skirt, shoes, jacket, dress, shorts, jumper, hat, socks*

Extra: *clothes*

Review: Language used so far

Materials

Norton; Norton's kit box; CD 3.1–3.2, 3.63; Clothes flashcards (120–129); Bookmark; Clothes picture cards (PMB p41) – one photocopied set per pupil; Clothes word cards (PMB p42) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to look through Unit 8 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board.
- Talk to them about clothes. Ask them if they know any words in English for items of clothing. Ask them what words they would like to learn.
- Use the clothes flashcards to teach the new vocabulary.
- Give the flashcards to some pupils to hold at the front of the class.
- Let Norton call out the new vocabulary.
- Encourage the pupils to hold up their card when they hear it called out.
- Play a game with the ten flashcards, e.g. *Reversing cards* (page 19).

1 Look and say. Listen and find. 3.1 CB page 63

- Ask the pupils to look at the picture and tell you what they can see.
- Pupils may suggest in L1 and you can recast: *Yes, the children are in a shop. They're looking at clothes.*
- Talk about:
 - The shop and the clothes: *Point to the (dress).*
 - Colours and sizes: *What colour is the jacket? Is it a big hat or a small hat?*
 - What the characters like: *What does Titch like?*
- Ask the pupils to find and say all the new clothes words in the picture.
- Tell the pupils to use their bookmarks to find the clothes each character likes as they listen to the CD.

- Play the CD, pausing after each dialogue to check they have found the clothes.

Transcript

Fred I like the red trousers.

Flo I like the purple dress.

Bing I like the red shoes.

Poppy I like the blue skirt.

Titch I like the hat.

All Oh Titch!

Fred And I like the blue shorts.

Flo And I like the pink jacket.

Poppy And I like the orange T-shirt.

Bing And I like the blue and purple jumper.

Titch I like the socks.

All Oh Titch! NO!

2 Listen and sing. 3.2 CB page 63

- Arrange the relevant seven clothes flashcards on the board.
- Play the song and ask the pupils to listen and point to the correct flashcard.
- See if the pupils can order the flashcards to match the song.
- The song words can be found on page 87 of the Class Book.
- Play the song again and encourage the pupils to join in.
- Ask seven pupils to come to the front of the class.
- Give each one a flashcard.
- Play the song again and encourage the pupils to hold up their card when they hear their word.
- When pupils are very familiar with the song, they could sing it as a round (CD 3.63).

Make the picture / word cards

- Give out the photocopies of the clothes picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (page 21) with Norton. (Norton can use the flashcards and say the words as he takes them out of the kit.)
- Let the pupils cut out the word cards and match them with the picture cards.

Lesson 2 AB pages 71–72

Practising vocabulary

Lesson objectives

Review clothes vocabulary

Listen and identify clothes

Listen and follow instructions

Participate in asking and answering questions

Language

Extra: *new; What have you got?; pair(s) of (trousers / shorts / socks / shoes)*

Review: Clothes; Colours; Numbers 1–12; Language used so far

Materials

Norton; Norton's kit box; CD 3.2–3.4; Clothes flashcards (cards 120–129); Bookmark; Clothes picture cards (PMB p41) – one photocopied set per pupil; Clothes word cards (PMB p42) – one photocopied set per pupil

Beginning the lesson 3.2

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Put the seven clothes flashcards for the Lesson 1 song (*shoes, socks, trousers, jumper, hat, skirt, and dress*) around the room in a random order.
- Play the song again (CD 3.2). Ask the pupils to point to the flashcards as they hear the words in the song.
- Play the song again and check that all the pupils are becoming familiar with the vocabulary.
- Arrange all the flashcards on the board. Let Norton hold up the clothes text cards one by one and read them, focusing on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

1 Listen and circle. 3.3 AB page 71

- Talk to the pupils about the unit title: *New clothes*. Check they understand the meaning of *new*, e.g. mime unwrapping something new.
- Ask the pupils if they always like their new clothes.
- Check the pupils know all the names for the clothes in this activity: *Point to the (trousers). Show me the (skirt)*.
- Tell them to listen and circle the item of clothing they hear.
- Play the CD. Check the answers with the class.

Transcript

- 1 I like my new dress. Thank you, Mum.
- 2 I like my new T-shirt. Thanks, Dad.
- 3 I like my new trousers. Thank you, Mum.
- 4 I like my new shoes. Thank you, Dad.
- 5 I like my new skirt. Thanks, Mum.
- 6 I like my new jacket. Thank you, Mum.

2 Listen and colour. 3.4 AB page 71

- Explain that the characters have been shopping. Each character has bought two items.

- Ask the pupils to listen carefully and colour the clothes with a dot of colour.
- Check pupils understand the question: *What have you got?*
- They can complete the colouring after the listening.

Transcript

Adult Hello, Flo. What have you got?

Flo I've got a blue T-shirt and an orange skirt. Look!

Adult Hello, Bing. What have you got?

Bing I've got green shorts and a yellow hat. Look!

Adult Hello, Poppy. What have you got?

Poppy I've got a pink dress and purple socks. Look!

Adult Hello, Fred. What have you got?

Fred I've got a red jumper and black trousers. Look!

Speaking practice

- Ask the pupils to look at the characters' new clothes.
- Put the character flashcards on the board one at a time.
- Ask different pupils to pretend to be the characters, and tell you what new clothes they have:
Teacher: *Flo, what have you got?*
Pupil: *I've got a blue T-shirt and an orange skirt.*
- Make sure they understand that they should use *a* (or *an* before a vowel) for single items, but leave this out for plural items such as shoes, socks, shorts, and trousers, e.g. *I've got green shorts.*
- Let the pupils use their PMB clothes picture cards to play a game in pairs with Norton. Each pair should turn their two sets of picture cards upside down.
- When Norton asks them *What have you got?* they should each turn over a card and tell one another what they have.
- Encourage them to use the colour words as well as the clothes words: *I've got (purple) trousers. I've got a (pink) hat.* They can do this until all the cards are face up.

3 Read, count and write the numbers. AB page 72

- Talk about the picture. Focus on the clothes that have two parts: *socks, shoes, shorts, and trousers* (shorts and trousers are considered plural in English because they have two legs).
- Teach the phrase *a pair of (trousers / shorts / shoes / socks)*.
- Ask the pupils to find different items of clothing in the picture: *Point to a pair of socks. Can you see another pair of socks?*
- Ask them to count the similar items of clothing: *How many (pairs of trousers) can you see? How many (dresses)?*
- Ask the pupils to read the words at the bottom of the page, count the clothing items, and write the number in the box.

ANSWERS

2 pairs of trousers, 3 pairs of shorts, 4 pairs of socks,
1 dress, 3 skirts, 4 jumpers, 5 T-shirts, 2 jackets

FAST FINISHERS: Pupils who have finished can draw a picture of themselves in their favourite clothes. Ask them to colour the clothes and label them. They could then share their work with the rest of class.

Lesson 3

CB pages 64–65, PMB pages 43–44

Story

Lesson objectives

Predict from visual clues

Listen to a story and join in a rhyme

Find details in a picture and practise story language

Sequence story events and make a story book

Language

Core: *I'm wearing my new (trousers).*

Extra: *birthday; party; I hate them!; Have a happy day; clown; perfect*

Review: Clothes; Language used so far

Materials

Norton; Norton's kit box; CD 3.2, 3.5; Story Frames Book; Character Masks; PMB Story Frames (PMB pp43–44) – one set per pupil; Scissors; Stapler

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the song from Lesson 1 (CD 3.2).
- Help the pupils recall the question and answer: *How old are you? I'm (six).*
- Explain that Norton can't remember their ages and wants to know. Let Norton ask the pupils and then let all the pupils ask one another in pairs.

1 Listen and point.

- You may like to use the Story Frames Book to present the story.
- Talk to the pupils about birthdays and teach the phrase *birthday party*.
- Ask the pupils to look at the pictures in the Class Book. Ask them to name all the characters and clothes they know: *Who's this? What's (Fred) wearing? Does (Titch) like her clothes?*
- Ask them to predict what the story is about. Acknowledge their contributions and recast their comments in English (L2): *Titch isn't happy. Mr Fixit has got lots of clothes in his kit. Titch is happy now. She's a clown.*
- Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

Transcript

- Narrator** It's Poppy's birthday.
Poppy It's my birthday! I'm seven!
'Come to my party today. Poppy.'
- Narrator** Flo has got new clothes. Fred has got new clothes too.
Flo I'm wearing my new skirt.
Fred And I'm wearing my new trousers.
- Narrator** But Titch has got old clothes!
Titch What can I wear? A jumper? A jacket? Shorts? NO!

- Narrator** Titch is cross.
Titch I don't like my clothes! I hate them!
- Narrator** The children go to Poppy's party.
Children Happy birthday Poppy,
Happy birthday Poppy,
Happy birthday Poppy,
Have a happy day!
Narrator But Titch is still cross!
- Narrator** Mr Fixit looks in his kit.
Mr Fixit What's in my kit today? Let's see ... socks ... shoes ... a hat ...
- Narrator** He's got some special clothes.
Mr Fixit ... and a big red nose!
- Narrator** Now Titch has got new clothes too!
Titch Look! I'm a clown! Perfect for a party!
- Talk about the story and the pupils' predictions.
- Teach the song: *Happy birthday Poppy, Happy birthday Poppy, Happy birthday Poppy, Have a happy day!*
- Practise singing it several times substituting different pupils' names.
- Listen to the story again. Encourage the pupils to join in with the *Happy birthday Poppy* song.

2 Find and number. Say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? What's (Titch) wearing? Where's this picture in the story? That's right, it's here – frame (3).*
- Explain that they have to look through the story, find each picture, write the frame number and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves. Go through the answers.
- Encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Titch (frame 3): 'Shorts? NO!'
Titch (frame 8): 'Look! I'm a clown! Perfect for a party!'
Titch (frame 4): 'I don't like my clothes! I hate them!'
Bing (frame 5): 'Happy birthday Poppy.'
Flo (frame 2): 'I'm wearing my new skirt.'
Poppy (frame 1): 'It's my birthday! I'm seven.'
Titch (frame 3): 'What can I wear?'
Mr Fixit (frame 6): 'What's in my kit today? Let's see ... socks ... shoes ... a hat ...'

3 Listen again and act.

- Explain to the pupils that they are going to listen to the story again, and mime it as they listen.
- Select six pupils and assign them each a character (Flo, Bing, Titch, Fred, Poppy, Mr Fixit). Ask them to come to the front of the class. Give them each the appropriate mask and position them appropriately.
- Play the recording and encourage them to act their part. Encourage the pupils to say the words along with the recording. You could give the easier roles (e.g. Bing) to the less confident children.
- Repeat with different groups.

Make a story book

- Tell the pupils that they are going to make their own story book. Refer to the teaching notes in Unit 1, Lesson 3.

Lesson 4 CB page 66, AB page 73

Language focus

Lesson objectives

Review the language structure *I'm wearing ...*
Personalize familiar language
Listen and identify who's speaking

Language

Review: Clothes; Language used so far

Materials

Norton; Norton's kit box; CD 3.6–3.8; Clothes flashcards (120–129)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game with the clothes flashcards, e.g. *Flashing a card* (page 20) or the TPR game *True or not true?* (page 20).
- For a different TPR game you could use the colours of the pupils' clothes and say *Stand up if you're wearing (green trousers)!*

1 Listen and follow. Say the names. 3.6 **Listen again and repeat.** CB page 66

- Look at the clothes maze with the pupils.
- Ask them to point to different items of clothing: *Point to the (white socks).*
- Explain that they have to listen and follow a route through the maze to the character, then say who it is.
- Play the CD, pausing as necessary to make sure pupils are following, and to check the answers.

Transcript

Bing I'm wearing a grey T-shirt. I'm wearing trousers. I'm wearing a red jacket. I'm wearing black shoes. Who am I?
Fred I'm wearing a white T-shirt. I'm wearing trousers. I'm wearing a green jacket. I'm wearing white shoes. Who am I?
Flo I'm wearing a blue T-shirt. I'm wearing a skirt. I'm wearing an orange jacket. I'm wearing blue shoes. Who am I?
• Look at the language box at the top of the page. Ask the pupils to identify which picture the sentence refers to.
• Look at the written form of the grammar structure with the class. Read the sentence aloud.

Speaking practice

- Listen again and practise the sentences in chorus: *I'm wearing a grey T-shirt. I'm wearing trousers. I'm wearing a red jacket.*
- Ask the pupils to tell you what they're wearing.
- Confident pupils can also dictate a route through the maze for others to follow.

2 Listen and say *True or False*. 3.7 CB page 66

- Describe some of the clothes that you are wearing, making sure that some of the sentences are true and others are false. Encourage the pupils to correct your false sentences.

- Explain that Bing and Flo are describing their clothes but that the sentences are not all true.
- Play the recording one sentence at a time, allowing the children to say *true* or *false* as appropriate.
- Ask the pupils to correct the false sentences.
- Follow up this activity by asking pupils to describe what they are wearing.

Transcript

Man Hello Bing! What are you wearing?

Bing I'm wearing a grey T-shirt. [true]
I'm wearing trousers. [true]
I'm wearing a blue jacket. [false]
I'm wearing black shoes. [false]

Man Hello Flo! What are you wearing?

Flo I'm wearing a blue T-shirt. [true]
I'm wearing trousers. [false]
I'm wearing a green jacket. [false]
I'm wearing blue shoes. [true]

1 Listen and match. 3.8 AB page 73

- Look at the numbered 'photos' with the pupils. Explain that they are old photos of some of the adults in Fred, Flo, and Titch's family.
- Look at the pictures above the photos and ask the pupils to tell you who they are: *Mum, Dad, uncle, aunt, Grandma.*
- Tell the pupils to listen carefully and find the photo, then match the photo to the correct adult.

Transcript

Flo Mum, where's your photo?

Flo's Mum Here it is, Flo. Look. I'm wearing a T-shirt and a skirt.

Flo Dad, where's your photo?

Flo's Dad Here it is. Look. I'm wearing shorts and a T-shirt.

Flo Uncle Mike, where's your photo?

Uncle Here it is. Look. I'm wearing trousers and a jacket.

Flo Aunt Sue, where's your photo?

Aunt Here it is. Look. I'm wearing a jumper and trousers.

Flo Grandma, where's your photo?

Grandma Here it is. Look. I'm wearing a dress and a hat.

ANSWERS

Mum 2 Dad 4 Uncle 5 Aunt 1 Grandma 3

2 Read and colour. AB page 73

- Look at the pictures with the pupils. Ask them to describe some of the clothes that they can see.
- Explain that they need to read the texts and colour the clothes according to the text.
- Pupils could then take turns to describe an item of clothing from the pictures for their partner to point to.

Lesson 5 AB pages 74–75

Language focus

Lesson objectives

Identify and write clothes vocabulary

Sequence pictures

Personalize familiar language and write about clothes

Language

Review: Clothes; Language used so far

Materials

Norton; Norton's kit box; CD 3.5, 3.9; Clothes flashcards (120–129); Clothes text cards; PMB clothes picture cards; PMB clothes word cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Remind pupils of the *Happy birthday* song from Lesson 3 (CD 3.5) and sing it again.
- Play a game of *Whispers* (page 21) with the clothes flashcards and text cards.

1 Find and circle. Write. AB page 74

- Explain that within the grid there are various clothes words hidden that the pupils have to find.
- Once they have found the words, they need to circle them and write the word under the correct picture.
- Point out that they can use the pictures and letter prompts as clues to the words they are looking for.

ANSWERS

1 jumper 2 dress 3 T-shirt 4 trousers 5 skirt
6 shoes 7 hat 8 shorts 9 socks 10 jacket

2 Order the pictures. Listen and check. AB page 74

- Look at the pictures with the pupils. Explain that the child is getting dressed and that the pupils have to order the pictures.
- Ask the pupils to discuss the order they get dressed in (after pants and vest). *Who puts their trousers on first? Who puts their T-shirt on first?*
- Give the pupils a few minutes to order the pictures by writing the numbers in the boxes.
- Play the CD to check their answers.

Transcript

- 1 I'm wearing a jumper.
- 2 I'm wearing a jumper and socks.
- 3 I'm wearing a jumper, socks and trousers.
- 4 I'm wearing a jumper, socks, trousers and shoes.

3 Draw your face and colour. Draw your friend's face. Listen and colour. AB page 75

- Explain that the pictures are posters / boards that people can stand behind and that when they poke their heads through the holes, it looks like they are someone else, in this case a pirate.

- Ask if any of the pupils are familiar with these kinds of posters and whether they have ever seen one or had their photo taken while they are behind one.
- Ask the pupils to draw their face in the appropriate space on picture A and to colour the clothes in a way that they could describe them.
- They must then draw their friend's face in picture B.
- Pupils can then take turns to describe the clothes they are wearing so that their friend can colour their version (picture B) to match what their friend is describing.

4 Draw and write about yourself today. Use I'm wearing. AB page 75

- Encourage the pupils to describe the types and colours of clothes they are wearing today.
- Ask them to draw a picture and colour it accurately.
- Focus on the writing task and ask pupils to write a couple of sentences describing what they are wearing.
- Choose a couple of confident pupils to read their work out while the rest of the class listens.

Play a game

- Let Norton use the clothes flashcards and text cards, and tell the pupils to use their PMB picture cards and word cards, to play a game of class *Snap* (page 21).

TEACHING TIP: In preparation for the next lesson you may wish to complete the relevant part of the Picture Dictionary for Unit 8 (see Activity Book page 99).

Lesson 6 CB page 67, AB page 76

Learning for life

Lesson objectives

Join in a song

Learn about playing games and obeying rules

Review vocabulary and language of the unit

Language

Extra: *Stamp your feet; Clap your hands; Slap your legs; Tap your nose; If you're wearing something (blue).*

Review: Clothes; Language used so far

Materials

Norton; Norton's kit box; CD 3.10–3.11; Clothes flashcards (cards 120–129); Clothes text cards; A selection of flashcards and text cards from other units (to match initial sounds with clothes vocabulary)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

1 Listen and sing. 3•10 CB page 67

- Look at the song page with the pupils.
- Use the pictures to teach the phrases *Clap your hands. Stamp your feet. Slap your legs. Tap your nose.*
- Say the phrases and encourage the pupils to do the actions.
- Explain that they are going to learn an action song.
- Ask the pupils to tell you what colour clothes the children in the pictures are wearing.
- Ask the pupils to look at the children stamping their feet and say what colour they're wearing that the others aren't wearing: *blue*.
- Do the same with the other pictures.
- Play the song and ask the pupils to listen and see if they were right about the colours.
- Play the song again. This time tell the pupils to do the actions if they are wearing clothes of the right colour.
- Play the song again and encourage the pupils to join in the singing and do the actions.
- The song words can be found on page 87 of the Class Book.
- If you have time, let the pupils choose colours that have not been mentioned in the song so far, and decide what actions they would use with these new colours.
- Suggest actions they could use, e.g. *turn around, touch your toes, bend your knees*, etc.
- Sing the song again without the CD.
- Encourage the pupils to shout out the colour words!

1 Match. Listen and colour. 3•11 AB page 76

- Look at the pictures and talk about the actions the children are doing.
- Explain that there are five pairs of pictures, each showing children doing the same actions, e.g. *They're both tapping their noses*.

- Ask the pupils to find two children doing the same action and draw a line to match them.
- Repeat until all the pairs are matched.
- Ask them to listen carefully to the CD and find out which colour matches each of the actions: *They're clapping their hands so they're wearing something blue*.
- Pause the CD after each description to let the pupils colour the clothes.

Transcript

Clap your hands if you're wearing something blue.

Jump if you're wearing something brown.

Tap your nose if you're wearing something green.

Slap your legs if you're wearing something purple.

Stamp your feet if you're wearing something red.

- When pupils have finished colouring, discuss the colours and the actions they relate to.

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils to help you organize the cards in different ways, e.g. *clothes for my top half and clothes for my bottom half; clothes for boys / for girls / for both; clothes I've got; clothes I like; warm clothes and cool clothes*.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *j / dʒ /, jumper – What other words start with this sound?*
- Have some flashcards and text cards from this and other units ready to help pupils remember, e.g. *jacket, juice, jump, juggle*.

Picture Dictionary AB page 99

- Show the pupils your completed Picture Dictionary page for Unit 8.
- Ask them to find page 99 in their Activity Book and the clothes stickers for Unit 8. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Play a game

- Play *I hear with my little ear* (page 22) using flashcards from the different vocabulary sets.

Lesson 7

CB pages 68–69, AB page 77

Learning through English

Lesson objectives

Become familiar with weather vocabulary

Personalize familiar language

Listen and identify paintings from descriptions

Language

Core: Weather: *hot, cold, raining, windy, cloudy; It's (hot).*

Extra: *What's the weather like?*

Review: Clothes; Colours; Language used so far

Materials

Norton; Norton's kit box; CD 3.12; Weather flashcards (cards 130–134); Weather text cards; Weather picture cards (PMB p41) – one photocopied set per pupil; Weather word cards (PMB p42) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Talk about the different clothes we wear for different kinds of weather.
- Use the weather flashcards to teach the new vocabulary. Remember to use full phrases so that the pupils will recall them as chunks of language: *It's windy.*
- Play a game with the weather flashcards, e.g. *Pronunciation circle* (page 20).
- Ask the pupils about the weather today: *What's the weather like today?*
- Put the weather flashcards on the board and take out the text cards. Let Norton read the text cards and ask the pupils match them to the flashcards.
- Turn over the cards and play *Memory* (page 21).

1 Look and say. CB pages 68–69

- Talk about the pictures with the pupils.
- Say the weather phrases and ask them to point to the appropriate picture and repeat the phrase.

2 Listen, find and say. 3•12 CB pages 68–69

- Ask the pupils about the five pictures. Ask them what they can see, and what colours are in each picture.
- Explain that they will hear a description of each picture and that they need to find the correct picture and say what the weather is like.
- Play the CD. For each picture, stop the recording after the question *What's the weather like?* and let the pupils answer.

Transcript

Adult What colours can you see in the picture?

Child White

Adult And ...?

Child Blue.

Adult Anything else?

Child Green and brown.

Adult What's the weather like?

Child It's cloudy.

Adult What colours can you see in the picture?

Child White and blue and red.

Adult Anything else?

Child Green and grey.

Adult What's the weather like?

Child It's cold.

Adult What colours can you see in the picture?

Child Brown.

Adult Anything else?

Child Brown and blue.

Adult And ...?

Child Pink, white, red and grey.

Adult What's the weather like?

Child It's windy.

Adult What colours can you see in the picture?

Child Orange and yellow

Adult And ...?

Child Green.

Adult Anything else?

Child Blue and grey and red.

Adult What's the weather like?

Child It's hot.

Adult What colours can you see in the picture?

Child Grey and blue.

Adult Anything else?

Child Black and red.

Adult What's the weather like?

Child It's raining.

ANSWERS

picture 2, picture 4, picture 3, picture 5, picture 1

- Talk about how the artists use different colours to represent different kinds of weather.
- Ask pupils to say which colours suit hot weather and which colours suit cold weather (they may have different ideas).

1 Match and write AB page 77

- Look at the five pictures with the pupils. Ask them to tell you what they can see.
- Ask them to read out the weather descriptions in the word bank at the top of the page.
- Tell them to match the descriptions with the pictures, and copy the text onto the lines under the appropriate pictures.

ANSWERS

1 It's hot. 2 It's raining. 3 It's cloudy. 4 It's cold.

5 It's windy.

Make the picture / word cards.

- Give out the photocopies of the weather picture cards and word cards. Refer to the teaching notes in Unit 1, Lesson 7.

Play a game

- Use the flashcards and text cards to play a game, e.g. *What's missing?* (page 21).

TEACHING TIP: In preparation for Lesson 8, you may like to make your own weather mobile (PMB p45).

Lesson 8

AB page 77, CB page 69, PMB page 45

Learning through English

Lesson objectives

Review weather vocabulary

Make a weather mobile

Practise ordering and sequencing work

Language

Review: Weather; Clothes; language used so far

Materials

Norton; Norton's kit box; CD 3; Weather flashcards (130–134); 'Make a weather mobile' (PMB p45) – one photocopy per pupil and a completed example (optional); Scissors; Glue; String;

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to tell you what the weather is like today.
- Ask them to tell you what they are wearing.
- Play a game with the weather flashcards, e.g. *Flashing a card* (page 19).

1 Choose, draw and colour. Write. AB page 77

- Look at the picture with the pupils. Ask if they recognize it (*it is based on picture number 4, 'Bitter Cold', - Class Book page 68*).
- Tell the pupils that they can choose what weather to show in the picture. They should add details to the picture, colour it, and write a description of the weather underneath. For example, they could draw the sun in the sky, children flying kites, colour the field green, and write *It's hot and windy*.
- They can use the pictures in the Class Book, pages 68–69 for inspiration.

1 Make a weather mobile. CB page 69, PMB page 45

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a weather mobile. Show them your completed example if you have made one. Explain that each side shows a different sort of weather: *Here it's windy. Can you see the hat? It's flying away.*
- Ask the pupils about the weather on each side of your mobile.
- Give out the PMB photocopies, scissors, glue, and string.
- Go through the stages with the pupils, demonstrating as you do so:
 - 1 They colour the pictures and complete the sentences: *Can you see the girl drinking? Colour the picture first, then write ...*
 - 2 They cut out the four parts: *Cut around the pictures like this, very carefully.*

3 They fold each one in half and stick them back to back to make the mobile: *Fold them over like this. Use the glue to stick them together.*

4 They stick the string in the middle so that their mobile can be hung up. *Stick the string inside here – so that you can't see it.*

- As you go around helping and encouraging, talk about their work and be ready to recast phrases and words: *They're very cold and she's very warm. She's having a drink to cool down.*
- When they finish the mobiles, ask them to hold them up and say what each side shows: *It's (raining)*. This can be done in groups or as a whole-class activity.
- They could display their completed mobiles in class or take them home to show their family.

Picture Dictionary AB page 99

- Tell the pupils to complete the Picture Dictionary page for Unit 8 with the weather words.

Sing a song 3•12

- Let the pupils choose a song to sing.

Further practice

Multimedia extension: you may now like to use the Art 1 section of the optional DVD, if you haven't already used it in Unit 1.

Lesson 9 CB page 70

Pronunciation and speaking

Lesson objectives

- Revise the language of the unit
- Identify an odd one out
- Practise pronunciation of initial sounds
- Identify similar initial sounds

Language

Core: *she, shoes, shorts* /ʃ/; *Joe, jacket, jumper* /dʒ/

Review: Clothes; Weather; Language used in this unit; Previous vocabulary sets

Materials

Norton; Norton's kit box; CD 3.2, 3.13–3.14; Clothes flashcards (120–129); Clothes text cards; Weather flashcards (130–134); Weather text cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use both sets of flashcards and revise all the vocabulary of the unit. Play a flashcard game such as *Reversing cards* (page 20).
- Mix together different sets of flashcards, ensuring that there is one odd one out e.g. three cards are clothes and one is a weather word.
- Ask the pupils if they can identify the odd one out and repeat with different sets.
- Try mixing cards where they all start with the same sound except for one, and see if the pupils can identify the odd one out e.g. *shoes, shorts, jacket*.
- Use the flashcards and text cards to focus on the initial sounds of the words for clothes and weather.
- Contrast the /ʃ/ sound with the /s/ sound by comparing 'shorts' and 'skirt'.
- Encourage pupils to suggest other words they know with the same initial sounds.
- Ask them to look in their Picture Dictionaries to check for vocabulary from other units.

TEACHING TIP Model /s/ and /ʃ/ to demonstrate how they are different.

You may wish to introduce /ʃ/ as the *sh* sound for silence and use this when you are listening to recordings.

1 Listen and point. 3.13 Listen again and repeat. CB page 70

- Look at the pictures with the pupils and discuss what they can see.
- See if the pupils can come up with a list of words that would fit in each of the new categories.
- Play the recording. Encourage pupils to point to the items as they hear them.
- Play the recording again and encourage the pupils to join in.

Transcript

She's got shoes.
She's got shorts.
She's got shoes and shorts.
She's got shorts.
She's got shoes.
She's got shorts and shoes.
Joe's got a jacket.
Joe's got a jumper.
Joe's got a jacket and a jumper.
Joe's got a jumper.
Joe's got a jacket.
Joe's got a jumper and a jacket.

2 Listen and find. 3.14 Now it's your turn.

CB page 70

- Ask the pupils to look at the pictures and describe some of the clothes they can see.
- Read the text in the speech bubble and see if the pupils can identify the person it relates to.
- Play the recording, pausing so that pupils can point to the person who is talking.

Transcript 3.14

Girl I'm wearing a pink jumper and black shoes. I'm wearing blue trousers.

Boy I'm wearing a green T-shirt and blue trousers. I'm wearing white and red shoes.

Girl I'm wearing a blue T-shirt and blue trousers. I'm wearing pink shoes.

- Explain that the pupils now have to pick one of the photos and pretend to be that person. They must say what they are wearing for others to find the correct photo.

Sing a song 3.2

- Remind the pupils of the *I've got shoes and socks* song from Lesson 1 (CD 3.2) and sing it again.

Lesson 10 AB pages 78–79

Review and self-evaluation

Lesson objectives

Review of Unit 8

Language

Review: Clothes; Weather; Language used in this unit

Materials

Norton; Norton's kit box; CD 3.15; All materials used in Unit 8

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 8, they will be thinking about what they have done throughout the unit.
- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the clothes vocabulary sets.
- Talk to the pupils about how they could organize the cards on the board, e.g. *clothes I've got; clothes I like; clothes for warm weather; clothes for cold weather; clothes for windy weather.*
- Remind the pupils how categorizing words can help them to remember them.

1 Write. Find the mystery word. AB page 78

- Show the pupils the crossword. Make sure they understand that the pictures are the clues and that the words are written across the boxes: *Look at picture number one. Yes it's a hat. So, the first letter of 'hat' goes in the box with '1' on it.*
- Explain that there is a mystery word written down the middle, in the shaded boxes: *The mystery word starts with the last letter of 'hat'.*
- Ask the pupils to complete the crossword and reveal the mystery word. They can use their Picture Dictionaries to check any spellings they aren't sure of.
- When the pupils have finished, let Norton use the flashcards and do the crossword on the board.
- Ask the pupils to help him by telling him what to write.

ANSWERS

1 hat 2 T-shirt 3 shoes 4 jumper 5 socks
6 dress 7 shorts 8 skirt

The mystery word is 'trousers'.

2 Choose, colour and write. AB page 78

- Ask the pupils to look at the clothes pictures. Explain that they should choose any colour they like from the word bank to colour the clothes.
- They should then write the complete descriptions, e.g. *I've got a pair of (purple) socks.*
- When they have finished they can read their lists to each other.

- You could the play a game e.g. *A very long sentence* (page 20) to see how many items the pupils can remember.

3 Write. Listen and say True or False. 3•15

AB page 79

- Look at the pictures with the pupils and ask them to tell you what clothes each character is wearing.
- Explain that that they need to write the word that corresponds with each number.
- Remind them to use their Picture Dictionaries to help them spell any words they are unsure of.
- Tell them that they will hear a description of what each person is wearing and they have to say whether the sentences are true or false (see the answers in brackets).
- Pause after each sentence to give the pupils time to respond.

Transcript

He's wearing shorts. [false]
He's wearing a hat. [true]
He's wearing a jacket. [true]
He's wearing a T-shirt. [true]
She's wearing shoes. true]
She's wearing a dress. [false]
She's wearing a T-shirt. [false]
She's wearing socks. [true]

- The pupils could then colour each item of clothing, and make up sentences about their pictures for their partner to say whether they are true or false, e.g. *He's wearing (blue) trousers.*

ANSWERS

1 hat 2 jacket 3 T-shirt 4 trousers 5 jumper
6 skirt 7 socks 8 shoes

4 Write. Read and write A or B. AB pages 79

- Make sure that the pupils know how to work out the coded words. (*Each symbol stands for a letter. They look for the symbol in the grid and write the letter directly above it.*)
- Demonstrate with the first sentence. Explain that once they have the sentence, they need to work out which of the pictures it is describing and write the appropriate letter in the box next to the sentence.

ANSWERS

1 It's cold – A 2 It's cloudy – A 3 It's raining – B
4 He's wearing a hat – A 5 It's windy – B

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by showing them flashcards, things they have made and pictures in their book. You could also play the songs and say the rhymes and chants from the unit.
- Ask them what they liked or didn't like, and what they found easy or difficult.

Self-evaluation

- Ask the pupils to complete the self-evaluation activity as described on page 13.

Further practice

Unit 8 Test (pages 150–151)

Lesson 1 CB page 71

Introducing vocabulary

Lesson objectives

Become familiar with house vocabulary
Get to know more about the characters
Join in a finger rhyme

Language

Core: House (bedroom, bathroom, hall, living room, kitchen, garage, garden)

Extra: Knock, knock, knock; hide; Look inside; You're in there!

Review: Language used so far

Materials

Norton; Norton's kit box; CD 3.16–3.17; House flashcards (cards 135–141); Flashcards from previous units (car, 62; teddy, 64; bike, 66; ball, 71; jacket, 124); Bookmark; Sticky dots (optional); House picture cards (PMB p46) and House word cards (PMB p47) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils to look through Unit 9 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board.
- Talk to them about houses. Ask them if they know any words in English for rooms in a house or things in them.
- Use the house flashcards to teach the new vocabulary. Ask: *What's your favourite room?* Practise in chorus then let the pupils ask each other in pairs.

1 Look and say. Listen and find. 3.16 CB page 71

- Ask the pupils to look at the picture. Ask them to find and say all the new house vocabulary in the picture.
- Ask them if they ever lose their things, e.g. school bags, toys, and how they find them: *Who do you ask? Who helps you?*
- Tell them that all the characters have lost something, and are asking Mum where it is.
- Using the flashcards from previous units check that pupils remember *jacket, bike, teddy, ball, and car*.
- Play the first dialogue. Ask the pupils what Flo has lost (*her jacket and bag*), and which rooms Mum says they are in: *Where's Flo's (jacket)? It's in the living room.*
- Continue with the other dialogues, pausing after each one to check the pupils have found the objects.

Transcript

Flo Mum!

Flo's Mum Yes, Flo?

Flo Where's my jacket?

Flo's Mum It's in the living room.

Flo And where's my bag?

Flo's Mum It's in the hall.

Fred Mum! Where's my bike?

Flo's Mum It's in the garage, Fred.

Fred Thank you! And where's my ball?

Flo's Mum It's in the garden.

Flo's Dad Where's my book?

Flo's Mum It's in the bathroom.

Flo's Dad Oh, thanks!

Titch Mum!

Flo's Mum Yes, Titch?

Titch Where's my teddy?

Flo's Mum Er ... it's in your bedroom.

Titch And where's my car?

Flo's Mum It's here. It's in the kitchen!

Flo's Mum Now, where's my hat?

Flo's Dad It's on your head!

Flo's Mum Oh!

2 Listen and say. 3.17 CB page 71

- Tell the pupils they are going to learn a chant about rooms. Play the chant through once. The words for the chant can be found on page 87 of the Class Book.
- Explain that they are going to use the chant to play a finger game. Explain the vocabulary, and teach the actions:
Knock, knock, knock – knock on the desk.
Run and hide – put your fingertips together. (The closed hands represent a house, where someone is hiding.)
Bathroom, bedroom, kitchen, where? Living room, garage ... – open each pair of fingers and close them again. (Explain that each pair of fingers represents a room – they pause on *where?* and don't open any fingers.)
- Play or say the chant again, and do the actions. Ask pupils to say the chant with you. Repeat it several times without the actions so that pupils can learn the words.
- Ask two pupils to demonstrate the action game:
 - Pupil A knocks on the desk and says *Knock, knock, knock*.
 - Pupil B puts fingertips together and says *Run and hide*.
 - Pupil B turns around so the other pupil can't see and marks one of his / her fingers, e.g. by using a coloured pen or sticking on a small piece of paper or a sticker on it. This pupil is now 'hiding' in one of the rooms.
 - Pupil A knocks on the desk again and says *Knock, knock, knock*. Pupil B says *Look inside*.
 - Together they say *Bathroom, bedroom, kitchen, where? Living room, garage ...* Pupil B separates and rejoins his / her fingertips one by one as they say the rooms. Pupil A tries to see the marked finger.
 - Pupil A says *You're in there!* and points to the finger where the mark is. If Pupil A is right, they change roles.
- Once the pupils understand the actions, let them listen to the rhyme again and play the game in pairs.

Make the picture / word cards

- Give out the photocopies of the house picture cards and word cards. Make and use the picture / word cards as described in Unit 1 Lesson 2.

Lesson 2 AB pages 80–81

Practising vocabulary

Lesson objectives

- Review house vocabulary
- Listen and identify house vocabulary
- Listen and follow instructions

Language

Review: House; Language used so far

Materials

Norton; Norton's kit box; CD 3.17–3.19; House flashcards (135–141); House text cards

Beginning the lesson CD 3.17

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Say the finger rhyme from Lesson 1 (CD 3.17) and do the actions.
- Let Norton take the house flashcards out of the kit one by one (without showing the pupils), and say the beginning of each word as he looks at the card. Ask the pupils to guess each room.
- Put the flashcards on the board. Let Norton take out the text cards and read them, focusing again on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

1 Listen and colour. CD 3.18 AB page 80

- Talk to the pupils about the four rooms at the top of the page. Ask them to tell you what rooms they are, and what they can see in them.
- Ask the pupils about their bedrooms at home: *What colour is your bedroom? Is it big or small?*
- Ask about the other rooms in their house: *What colour is your (kitchen)?*
- Tell them to listen carefully and put a dot of colour (on the walls and floor) in the room, according to what they hear on the recording. They can complete the colouring when they have finished listening.
- Explain that describing a room as one colour means that most things in the room, e.g. the walls, carpets, and curtains are this one colour. The other things in the room can be different colours.

Transcript

Child 1 What colour is the bathroom?

Child 2 It's blue.

Child 1 What colour is the kitchen?

Child 2 It's yellow.

Child 1 What colour is the living room?

Child 2 It's green.

Child 1 What colour is the bedroom?

Child 2 It's orange.

2 Listen and draw the route. CD 3.19 AB page 80

- Ask the pupils to look at the picture. Ask what they think is happening. Ask if they can see the dog and cat at the top right of the picture.
- Explain that the dog is chasing the cat around the house.
- Ask the pupils to look at what has been knocked over, and to guess which rooms the animals have been through.
- Tell the pupils that they are going to hear where the dog and cat go. They have to listen carefully and draw a line (*from the Start here*) to show the route they take.
- Play the CD, and ask the pupils to first trace the route with their fingers.
- Play the CD again, pausing after each room to give the pupils time to draw the route.

Transcript

Woman Where's the dog? And the cat?

Man In the garden.

No, in the kitchen ...

In the living room ...

In the hall ...

In the bathroom ...

In the garden ...

In the bedroom ...

In the hall ...

In the garden ...

In the garage ...

Woman No, in the garden!

- When they finish let the pupils look at each other's books.
- Ask them to tell Norton what rooms the cat and dog run through:
Norton: *So, the cat's in the kitchen ... and the dog ... and now they're in ...*
Pupils: *the living room ... and in the hall.*

3 Where is it? Find. Then match. AB page 81

- Talk about the pictures with the pupils. Ask them to identify the items at the top of the page and then find each item in the house: *Where's the (T-shirt)?* Pupils should answer: *In the (garden).*
- Do one example with the whole class, then ask the pupils to continue in pairs.
- When they have found all the items, ask them to match each small picture to the appropriate place word by drawing a line.
- Check answers by asking the class to say them in chorus:
Teacher: *Where's the (fizzy drink)?*
Pupils: *In the (hall).*

ANSWERS

1 fizzy drink, hall 2 teddy, living room 3 train, bathroom 4 ball, garage 5 hat, bedroom 6 dog, kitchen 7 T-shirt, garden

FAST FINISHERS: Make sure that the pupils understand what a word snake is. (*It is a long line of letters with words hidden between random letters.*)

Explain that the pupils have to make up a word snake containing some of the vocabulary items from this unit for other pupils to find and circle.

Lesson 3

CB pages 72–73, PMB pages 48–49

Story

Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

Language

Core: *He's in the (kitchen).*

Extra: *missing; It's time to ...; Look at that!*

Review: House; Language used so far

Materials

Norton; Norton's kit box; CD 3.17, 3.20; Story Frames Book; Character masks; House flashcards (135–141); PMB Story Frames (PMB pp48–49) – one set per pupil; Scissors; Stapler

Beginning the lesson 3.17

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Say the finger rhyme from Lesson 1 (CD 3.17) and do the actions.

1 Listen and point. 3.20 CB page 72

- You may like to use the Story Frames Book to present the story.
- Before this activity, hide Norton somewhere in the classroom.
- Let the pupils look at the pictures. Ask them to name all the characters they can see and say where they are: *Where's Fred? Where's Mr Fixit (now)?*
- Ask them to predict what the story is about: *What's Fred eating? Who's missing? Who's in the kit?*
- Summarize their predictions: *There are feathers here. Mr Fixit is squeezing it too tightly. Mr Fixit thinks it's Norton because it's blue. There's a bee.*
- Play the CD. Ask the pupils to listen and follow the story in their Class Books, pointing to each frame as they hear it.
- Practise 'good listening' and use your 'silence signal'.

Transcript

1 Narrator Mr Fixit can't find Norton.

Mr Fixit Norton's missing! Is he here?

Titch Let's look.

2 Narrator Everyone looks for Norton. They look in the kitchen.

Mr Fixit Look. He's in the kitchen.

3 Mum That's not Norton!

Mr Fixit Oh dear!

4 Narrator They look in the bathroom.

Mr Fixit Look. He's in the bathroom.

5 Fred That's not Norton!

Mr Fixit Oh no!

6 Narrator They look in the garden.

Titch I can see Norton in the garden! Look!

7 Mr Fixit NO! Where IS Norton?

Fred and Titch Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!

8 Narrator Mr Fixit opens the kit and ...

Mr Fixit Oh look at that! Norton's in the kit.

Titch Norton's got a living room too!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!*
- Teach some actions, e.g. *Oh, Mr Fixit, quick quick quick! ...* – beckon with your hand to come quickly; *It's time to look inside your kit!* – point to the kit in the classroom, or mime opening the lid of the kit.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.
- Tell the pupils that they are going to play a game called *Find Norton!* Put the house flashcards around the classroom where pupils can see them. Ask the pupils to pretend that the space near the flashcard is that part of the house.
- Then tell the pupils that Norton is missing again! Let the pupils look for him in the classroom. Use the story language to check where Norton is: *Where's Norton? Is Norton in the hall?*

2 Find and number. Say. CB page 73

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (5).*
- Explain that they have to look through the story, find each picture and write the number of the frame it is in.
- Give the pupils a few minutes to find the pictures and write the numbers. They can check with a partner.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

ANSWERS

[from left to right] Fred (frame 5): 'That's not Norton!'

Mum (frame 3): 'That's not Norton!' Titch (frame 6):

'I can see Norton in the garden. Look!' Mr Fixit (frame 1):

'Norton's missing! Is he here?' Mr Fixit (frame 2): 'Look.

He's in the kitchen.' Titch (frame 7): 'Oh Mr Fixit, quick,

quick, quick! It's time to look inside your kit!' Titch

(frame 8): 'Norton's got a living room too!' Mr Fixit

(frame 4): 'Look. He's in the bathroom.'

3 Listen again and act. 3.20 CB page 73

- Explain that they are going to listen to the story again, and mime it as they listen.
- Some pupils should be able to join in with the words, particularly the words they practised in activity 2.
- Select four children and assign them each a character (Titch, Titch's mum, Fred, Mr Fixit). Ask them to come to the front of the class. Position them appropriately and give them a character mask to wear, if available.
- Play the CD and encourage them to speak their part.
- Repeat with different groups.

Make a story book PMB pages 48–49

- Tell the pupils that they are going to make their own story book. Refer to the teaching notes in Unit 1, Lesson 3.

Lesson 4 CB page 74, AB page 82

Language focus

Lesson objectives

- Review use of pronouns *he* and *she*
- Review use of *in the (kitchen)*
- Listen and identify house vocabulary
- Personalize familiar language through dramatic play

Language

Core: *He's / She's in the (kitchen).*

Review: House; Language used so far

Materials

Norton; Norton's kit box; CD 3.21–3.22; House flashcards (135–141); Character flashcards (1–7)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game with the house flashcards, e.g. *True or not true?* (page 19).

1 Listen and say the names. 3.21 Listen again and repeat. CB page 74

- Look at the pictures with the pupils and identify the different rooms in the house.
- Explain that they are going to hear a recording and that they must listen for the room and then say which character is in that room.
- Practise a dialogue with the pupils to give them the idea:
Teacher: *He's in the bedroom.*
Pupil: *Fred.*
- Play the CD and pause after each sentence so that the pupils can call out the name of the character.
- Check answers and continue.

Transcript

Girl She's in the living room.

Boy Mum.

Boy He's in the bathroom.

Girl Dad.

Girl She's in the hall.

Boy Titch.

Boy He's in the bedroom.

Girl Fred.

Girl She's in the kitchen.

Boy Flo.

Boy He's in the garage.

Girl Mr Fixit.

Girl He's in the garden.

Boy Norton.

2 Listen and answer the questions. 3.22 CB page 74

- Ask where the characters are in activity 1. Rephrase the pupils' answers using *He* and *She* as appropriate:
Teacher: *Where's Flo?*
Pupils: *In the living room.*
Teacher: *Yes, that's right. She's in the living room.*

- Make it clear to the pupils that when we talk about men and boys we say *he*, and when we talk about women and girls we say *she*.
- Play the recording and encourage the pupils to answer the questions using the appropriate pronoun.
- Look at the written form of the grammar structure in the language box. Read the sentences aloud with the class and drill the different forms *he* and *she*.

Transcript

Girl Where's Mr Fixit?

Boy He's in the garage.

Boy Where's Mum?

Girl She's in the living room.

Girl Where's Flo?

Boy She's in the kitchen.

Boy Where's Titch?

Girl She's in the hall.

Girl Where's Norton?

Boy He's in the garden.

Boy Where's Fred?

Girl He's in the bedroom.

Girl Where's Dad?

Boy He's in the bathroom.

- Stick the house flashcards on the board and show the pupils the character flashcards.
- Let the pupils use the pictures in their Class Book to tell you where to put the characters: *Where's Fred?* Encourage them to answer with the appropriate pronoun: *He's in the bedroom.*
- Stick each character flashcard next to the appropriate room flashcard. Turn the room flashcards over.
- Ask the pupils if they remember where the characters are. Ask the same questions again: *Where's Flo?*
- If more practice is needed, swap the characters and rooms over and repeat the activity.

1 Read and match. Say. AB page 82

- Before doing this activity check the pupils understand the pronoun distinction. Read each question and ask which pronoun the answer will begin with.
- Explain to the pupils that they have to look at the pictures to see what rooms the characters are in. They should then read each question and match it to the appropriate answer.
- Go through the answers with the class, and encourage the pupils to say them in chorus.
- You could ask the pupils to cover up the answers, and ask each other the questions in pairs. They then try to recall the correct answers.

ANSWERS

1 He's in the hall. 2 She's in the kitchen. 3 She's in the hall. 4 He's in the living room. 5 She's in the living room. 6 He's in the kitchen.

Lesson 5 AB pages 83–84

Language focus

Lesson objectives

Ask and answer questions using vocabulary from the unit
Review house vocabulary and language used so far
Identify and write house words

Language

Review: House; Language used so far

Materials

Norton; Norton's kit box; CD 3.23; Character flashcards (1–7); House flashcards (135–141); Family flashcards (1–3 and 35–42); PMB house picture cards; PMB house word cards

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!*
- Use some sets of the pupils' PMB house picture cards and word cards to play *Whispers* (page 21).
- Stick the house flashcards on the board. Give seven pupils a character flashcard and ask the question: *Where's (Mum)?*
- Get the pupils to put the appropriate character flashcard next to one of the room flashcards and reply with an appropriate response, e.g. *She's in the (bathroom).*

1 Listen and number. 3.23 AB page 83

- Look at the activity with the pupils and help them to identify the rooms in each picture. Ask them to guess who the people might be.
- Explain that they will hear a child asking questions about the location of people / things.
- They must write the correct number in each box according to the recording.
- Play the first part of the dialogue and pause to check that the pupils understand the task.
- Play the rest of the recording and then check their answers.

Transcript

- 1 **Child** Where's Sara?
Man She's in the bathroom.
- 2 **Child** Where's Mum?
Man She's in the bedroom.
- 3 **Child** Where's the cat?
Man It's in the garage.
- 4 **Child** Where's my bike?
Man It's in the hall.
- 5 **Child** Where's Dad?
Woman He's in the kitchen.

ANSWERS

[from left to right] 5, 1, 4, 3, 2

2 Look at activity 1. Write the answers. AB page 83

- Explain that we use *he* and *she* for people and *it* for objects / animals.
- Tell the pupils that the people in the pictures are the same as those in activity 1 and that they need to answer the questions about where they are by referring back to that activity.
- Check with the pupils which pronouns they should use for each sentence before asking them to complete the answers.
- Remind them to use the word banks for support.

ANSWERS

1 He's in the kitchen. 2 She's in the bathroom. 3 It's in the hall. 4 It's in the garage. 5 She's in the bedroom.

3 Draw 3 friends in the house. Ask your friend and draw.

- Set up this activity in pairs, assigning one pupil the 'A' characters and the other the 'B' characters.
- Explain that each pupil must draw their three characters in one of the rooms of the house without letting their partner see. Pupils then take turns to ask, answer and draw:
Pupil A: *Where's (Jack)?*
Pupil B: *He's in the (garage).*
(Pupil A draws Jack in the garage)
Pupil B: *Where's (Simon)?*
Pupil A: *He's in the (bedroom).*
(Pupil B draws Simon in the bedroom.)
- Once they have repeated this for all the characters they put their pictures together and compare their answers.
- You could continue this activity with the whole class by asking one pupil: *Where's (Dan)?* That pupil answers the question according to his / her picture and everyone else points to the correct room.

4 Find the objects in activity 1. Write. AB page 84

- Explain that all the pictured items are hidden somewhere in the house from activity 1. The pupils have to find the objects and write sentences to say where they are. You may like to display the text cards for support.

ANSWERS

1 It's in the garden. 2 It's in the hall. 3 It's in the living room. 4 It's in the kitchen.

Play a game

- Let the pupils use the character, family, and house flashcards to play a game of *Pass the ball* (page 20).
- In this variation, when the music stops let the pupils pick two flashcards, i.e. one character or family flashcard and a house flashcard.
- Ask the pupil to say who the character is and where he or she is: *This is Grandma. She's in the living room.*
- If using the aunt, uncle and cousin flashcards, encourage pupils to use the person's name as well, i.e. *This is Aunt Sue, This is Uncle Mike, This is cousin Dan, This is cousin Rosa.*

TEACHING TIP: In preparation for the next lesson you may wish to complete the relevant part of the Picture Dictionary for Unit 9 (see Activity Book page 100)

Lesson 6 CB page 75, AB page 85

Learning for life

Lesson objectives

Review vocabulary and language of the unit

Join in a song

Learn about helping around the house

Language

Extra: *We're ... washing up / tidying up / cleaning up; Everything is tidy; Can I help?*

Review: House; Vocabulary from previous units; Language used so far

Materials

Norton; Norton's kit box; CD 3.17, 3.24–3.25; House flashcards (135–141); House text cards

Beginning the lesson CD 3.17

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Say the finger rhyme from Lesson 1 (CD 3.17) and do the actions.

1 Listen and sing. CD 3.24 CB page 75

- Ask the pupils if they help around the house. Talk about the things they can do: *tidy your toys, collect things, make piles, put them in cupboards*, etc.
- Remind them of what it means to share, and that if everyone lives in the house, everyone should do some of the chores. Point out that sharing work means more free time for all.
- Look at the pictures and ask the pupils to find the kitchen, the bedroom, the bathroom, and the living room.
- Talk about what the children are doing in each of the pictures: *He's (washing up). She's (tidying up in the bedroom)*. Be ready to recast any comments the pupils make about the children helping in the house: *She's drying the dishes. He's standing on a chair*.
- Tell the pupils they are going to learn a song about working together at home and having more time to play together.
- Play the song and ask the pupils to point to the pictures as they listen to each verse. The words for the song can be found on page 87 of the Class Book.
- Ask the pupils what actions they could do for each verse: *What can you do in the (kitchen)?*
- Choose suitable actions that everyone can do together: *washing up* – pretend your left hand is a plate and wash it with your right hand; *tidying up* – put one hand above the other (and repeat) to mime piling things up; *cleaning up* – move your right hand in the air as if polishing e.g. a mirror; *we can play* – wave hands happily.
- Play the song again and encourage the pupils to join in and do the appropriate actions.

1 Listen and number. CD 3.25 AB page 85

- Look at the pictures and talk about what the pupils can see. Explain that they are going to listen to the girl offering to help her parents in the house and garden.
- Tell them to listen and identify the picture that goes with each dialogue. Explain that they will need to use the sound effects for this. They write the number next to each picture.

Transcript

- (sound of someone wiping a bath clean)
Girl Dad, can I help?
Dad Yes, please. Here you are.
 - (sound of someone digging)
Girl Dad, can I help?
Dad Yes, please. Here you are.
 - (sound of someone laying the table)
Girl Mum, can I help?
Mum Yes, please. Here you are.
 - (sound of cleaning windows)
Girl Dad, can I help?
Dad Yes, please. Here you are.
 - (sound of toys being tidied up)
Girl Mum, can I help?
Mum Yes, please. Here you are.
 - (sound of vacuuming)
Girl Mum, can I help?
Mum Yes, please. Here you are.
- When they finish let Norton call out the numbers. Ask the pupils to tell Norton where the girl is.

ANSWERS

1 bathroom (c) 2 garden (e) 3 kitchen (f) 4 living room (a) 5 bedroom (d) 6 hall (b)

Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board.
- Use the house flashcards and text cards to do a categorizing activity.
- Ask the pupils to categorize the flashcards and text cards in different ways, e.g. *upstairs; downstairs; outside; the rooms you go through from the beginning of the day till it's time to go to school; easy to remember and harder to remember*.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.

Picture Dictionary AB page 100

- Show the pupils your completed Picture Dictionary page for Unit 9.
- Ask them to find page 100 in their Activity Book and the house stickers for Unit 9. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

Lesson 7 CB pages 76–77

Learning through English

Lesson objectives

Become familiar with town vocabulary
Identify places on a grid map
Listen and find differences

Language

Core: Town: *house, school, bus stop, shop, park, cinema*;
Names of alphabet letters (*A, B, C, D*)

Review: House; Language used so far

Materials

Norton; Norton's kit box; CD 3.26; Town flashcards (142–147); Town text cards; Flashcards for Bing (5), boy (45), bathroom (136); Bookmark; Town picture cards (PMB p46) and Town word cards (PMB p47) – one photocopied set per pupil

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Introduce the new vocabulary using Norton and the flashcards.
- Ask the pupils about the towns where they live. Ask what else there is in their towns besides houses.
- Let Norton take the text cards out of the kit and read them. As he reads each one, ask the pupils to put the word next to the matching flashcard.
- Remind the pupils of the sounds of letters. Use the word *bus* as an example. Ask them if they can remember any other words that start with the same sound. If they need help recalling words, use the flashcards for *Bing*, *boy* and *bathroom*.
- Explain that the letters in English have names (the alphabet), so, the sound at the beginning of *boy* is /b/ but the letter is called b: /bi:/.
A /eɪ/, B /bi:/, C /si:/, D /di:/
- Tell them they will learn the English names of the other letters in Level 2.

Make a grid map

- Draw a four by four grid on the board with squares big enough for flashcards. Label the base *A, B, C, D* and the left side *1, 2, 3, 4*.
- Explain how to name the squares on the grid. Start by showing the pupils how to find A2. Use English as much as possible, and demonstrate as you talk: *Start at letter A and move up to square 2*. Write the reference A2 in the grid, and repeat with other squares.
- Ask for volunteers to come and help you name the squares. Be ready to recast if necessary.
- When the pupils are clear about the grid references, rub out the writing in the squares.

- Ask them to listen to your instructions and to place the town flashcards on the grid: *Put the house in (B3)*.
- When you have used all the flashcards point out that you have made a little map.

1 Look and say. CB pages 76–77

- Look at the six photos and ask the pupils to tell you about the places and things that are in each one: *What's this? How many (windows) can you see? What's in the shop? Is it a big house?*
- Ask them to find each of the places on the maps with their bookmark and say the name.

2 Listen, find and say. CD 3.26 CB page 76

- Look at the two grid maps with the pupils. Make sure the pupils see that the same items are on both maps, but the items are in different places.
- Ask the pupils to find and explain one difference:
Teacher: *Tell me about the (house). Where is it in map 1?*
Pupils: *It's in (B1).*
Teacher: *Where is it in map 2?*
- Tell the pupils to listen carefully and find the places on both maps.
- Play the recording for picture 1. Pause after each question to let the pupils find the reference, and tell you what it is.
- Play the recording for picture 2. Pause after each question to let the pupils find the square, and tell you what's there.

Transcript

Look at picture 1.	Look at picture 2.
Where's the school?	What's in square B3?
Where's the park?	What's in square D4?
Where's the shop?	What's in square C2?
Where's the house?	What's in square A4?
Where's the cinema?	What's in square B1?
Where's the bus stop?	What's in square D2?

ANSWERS

(picture 1) the school = A2, the park = D1, the shop = C3, the house = B1, the cinema = B3, the bus stop = D4
(picture 2) B3 = the house, D4 = the school, C2 = the bus stop, A4 = the park, B1 = the cinema, D2 = the shop

Make the picture / word cards

- Give out the photocopies of the town picture cards and word cards.
- Make and use the picture / word cards as described in Unit 1 Lesson 2.

1 Write. AB page 86

- Talk about each of the pictures. Ask the pupils to match the words and the pictures.
- When they finish, put the town flashcards on the board in the same order as in the activity.
- Let Norton read the text cards one by one. Ask the pupils to tell Norton where to put the text cards.

ANSWERS

[from left to right] cinema, school, bus stop, shop, park, house

TEACHING TIP: In preparation for Lesson 8, you may like to make your own house (PMB p50).

Lesson 8

AB page 86, CB page 77, PMB page 50

Learning through English

Lesson objectives

- Review house and town vocabulary
- Make a house
- Practise ordering and sequencing work

Language

Review: House; Town; Language used so far

Materials

Norton; Norton's kit box; CD 3; Town flashcards (142–147); Town text cards; 'Make a house' (PMB p50) – one photocopy per pupil, and a completed example; Scissors; Glue

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play a game with the town flashcards and text cards, e.g. *Memory* (page 21).

1 Find and write. AB page 86

- Look at the items in the grid. Ask the pupils to tell you where each item is: *Where's the (bus stop)?*
- Remind them how to find the references if they are having difficulties.
- Ask the pupils to write the grid references next to the words.

ANSWERS

house = A1, cinema = C4, shop = E1, school = A3,
park = D3 and E3, bus stop = B2

1 Make a house. CB page 77, PMB page 50

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a house. Show them your completed example if you have made one. Talk about different parts of the house: the *roof*, *door*, *windows*, and *walls*.
- Give each pupil a PMB photocopy, scissors, and glue. Go through the stages with the pupils, demonstrating as you do so:
 - 1 They colour and cut out the house: *Colour your house and cut it out very carefully.*
 - 2 They fold the house and stick it together: *Fold the walls and the roof like this. Stick it with some glue.*
 - 3 They make a street: *Let's put all the houses together to make a street. Show me your house.*
- Help the pupils think of things to add to the houses and the finished street. For example, they could:
 - draw some curtains or blinds;
 - write a house number on the front door;
 - put people in the houses, i.e. draw someone at the door or at the windows;

– add some trees, e.g. recycled cardboard rolls with tissue paper leaves;

– add some toy vehicles, e.g. cars, trucks, etc.

- While the pupils are making their houses, you can talk about their individual work. Recognize and praise their efforts: *That's good. Cut it out slowly. What colour is the door? Good folding! Well done!*
- When they finish they can point to their house, and talk about colours, numbers of people, windows, the family or people in their house.
- Fast finishers can colour the pictures on page 86 of the Activity Book.

Picture Dictionary AB page 100

- Tell the pupils to complete the Picture Dictionary page with the town words from this unit.

Sing a song

- Ask the pupils to choose a song they would like to sing.

Further practice

Multimedia extension: you may now like to use the Geography section of the optional DVD.

Lesson 9 CB page 78

Pronunciation and speaking

Lesson objectives

- Revise the language of the unit
- Participate in a game using all the vocabulary sets
- Practise pronunciation of initial sounds

Language

Core: *girl, goat, garage, garden, /g/; living room, lamb, /l/*

Review: House; Town; Language used in this unit; Previous vocabulary sets

Materials

Norton; Norton's kit box; CD 3.24, 3.27–3.28; House flashcards (135–141) and text cards; Town flashcards (142–147) and text cards; Selected flashcards from different units (one from each of nine different vocabulary sets)

Beginning the lesson 3.24

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the song from Lesson 6 (CD 3.24).
- Use the house and town flashcards and text cards to play a game to revise all the vocabulary of the unit, e.g. *Memory* (page 21).
- Mix together different sets of flashcards, ensuring that there is one odd one out, e.g. three house cards and one town card.
- Ask the pupils if they can identify the odd one out and repeat with different sets.
- Try mixing cards where they all start with the same sound except for one, and see if the pupils can identify the odd one out.
- Use the flashcards and text cards to focus on the initial sounds of the words from this unit (/g/ and /l/).
- Encourage the pupils to suggest other words they know with the same initial sound as the word that is being discussed.

1 Listen and point. 3.27 Listen again and repeat. CB page 78

- Look at the pictures with the pupils and discuss what they can see.
- Point out that in this case all the words in the first set have a hard /g/ sound but that you can combine the 'g' with other letters to make different sounds, e.g. *giraffe, gym* and *germ*.
- Play the CD. Encourage the pupils to point to the items as they hear them.
- Play the CD again and encourage the pupils to join in.

Transcript

The goat is in the garden.
The girl is in the garage.
The goat is in the garage.
The girl is in the garden.

Look! The lamb is in the living room!

Look! The lamb is in the living room!

Look! The lamb is in the living room!

2 Listen and answer. 3.28 Now it's your turn. CB page 78

- Ask the pupils to look at the pictures and describe some of the people and places they can see.
- Read the question in the speech bubble and see if the pupils can point to the correct photo and answer the question.
- Play the CD, pausing after each question so that the pupils can answer and then check they are correct.

Transcript

Boy Where's Dad?

Girl He's in the garden.

Girl Where's Luke?

Boy He's in the hall.

Boy Where's Grandma?

Girl She's in the living room.

- Explain that the pupils now have to work in pairs to ask and answer the questions as modelled on the CD.
- They could also use their family picture / word cards and their house picture / word cards to play a game.
- Place the cards in two piles. One pupil turns over a family card and asks: *Where's (Mum)?* The other pupil turns over a house card and answers accordingly: *She's in the (living room).*

Play Noughts and crosses

- Make a three by three grid on the board. Ensure it is large enough to place flashcards in it. Label the grid with letters and numbers as in previous lessons.
- Demonstrate the game of Noughts and crosses by using Norton as a partner, and playing a game with him while the pupils watch.
- Explain that one person draws circles (noughts) and the other person draws crosses: *So, I draw noughts, and Norton draws crosses.*
- The players take it in turns to draw one of their symbols: *We take it in turns to draw our symbols in the grid.*
- The aim is to get three symbols in a row before your partner does: *I want to get a row of noughts before Norton gets a row of crosses!*
- Make sure pupils understand that you need to get three symbols in a row to win, and that these can be aligned vertically, horizontally, or diagonally: *You can make a row here, here, or here.*
- When you have finished playing, clean the grid and stick nine flashcards from nine different vocabulary sets on the board.
- Organize the pupils into two groups. Explain that one group is 'noughts' and the other group is 'crosses'.
- The groups take turns to choose a square, and say a different word from the relevant vocabulary set.
- When the group says a new word from the set, take the card away and put a 0 (nought) or X (cross) on the grid.

Lesson 10 AB pages 87–88

Review and self-evaluation

Lesson objectives

Review of Unit 9

Language

Review: House; Town; language used in this unit

Materials

Norton; Norton's kit box; CD 3.29; All materials used in Unit 9

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain to the pupils that as this is the last lesson in Unit 9, they will be thinking about what they have done throughout the unit.
- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the house and town vocabulary sets.
- Talk to the pupils about how they could organize the cards on the board, e.g. *upstairs; downstairs; outside; easy to remember; harder to remember; places you spend a lot of time in every day; places near your house and far from your house*.
- Remind the pupils how categorizing words can help them to remember them.

1 Write. Find the mystery word. AB page 87

- Show the pupils the crossword. Make sure they understand that the pictures are the clues and that the words are written across the boxes: *Look at picture number one. Yes, it's a garage. So, the first letter of 'garage' – 'g' – goes in the box with '1' on it.*
- Explain that there is a mystery word written down the middle in the shaded boxes: *The mystery word also starts with 'g'.*
- Ask pupils to complete the crossword and reveal the mystery word. The pupils can use the word bank for support.
- When the pupils have finished, let Norton use the flashcards and do the crossword on the board. Ask the pupils to help him by telling him what to write.

ANSWERS

1 garage 2 hall 3 bathroom 4 bedroom
5 kitchen 6 living room
The mystery word is garden.

2 Read, find and say. Write. AB page 87

- Talk to the pupils about the pictures. Ask them to tell you which characters are together: *Who's this? Titch, and she's with Mum.*
- Focus on the use of *he* and *she* as you talk about the pictures. Explain that they should read the questions and answer them saying *He's* or *She's* for the character they are asked about.

- They should then write *He's* or *She's* and the other character's name in the spaces.

ANSWERS

1 She's with Norton. 2 He's with Flo. 3 She's with Mum. 4 He's with Bing. 5 She's with Mr Fixit. 6 She's with Titch. 7 He's with Poppy. 8 He's with Fred.

3 Listen and draw. 3.29 Write. AB page 88

- Look at the pictures with the pupils and identify the rooms.
- Explain that they have to draw the correct person in each room according to what they hear.
- Play the CD, pausing for long enough for the pupils to draw the people.

Transcript

Child Where's Grandpa?

Adult He's in the kitchen.

Child Where's my brother?

Adult He's in the living room.

Child Where's Dad?

Adult He's in the garden.

Child Where's my sister?

Adult She's in the bathroom.

Child Where's Grandma?

Adult She's in the bedroom.

Child Where's Mum?

Adult She's in the garage.

- Ask the pupils to write the name of the room under each picture. Check answers by asking: *Who's in the (kitchen)?*

4 Look at activity 1. Write. AB page 88

- Tell the pupils they need to look at their answers for activity 1 to answer the questions.
- Remind them to start with the correct pronoun each time.

5 Find and write. AB page 88

- Remind the pupils of the map work they did previously.
- Explain that they need to write the names of the places that match the grid references.

End-of-unit review

- Ask the pupils what they remember doing in their lessons over the last few weeks. Help them to recall activities and language by showing them flashcards, things they have made and pictures in their book. You could also play the songs and say the rhymes and chants from the unit.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Self-evaluation activity

- Help the pupils to complete the self-evaluation exercises as described on page 13.

Further practice

Unit 9 Test (pages 152–153)

Review Test 3 (pages 154–155)

Skills Test 3 (pages 156–157)

Units 7–9 Reading, Skills and Revision lessons (CB pages 79–80; AB pages 89–91)

Me and my world

Lesson 1

CB page 79, AB page 89

Reading

Lesson objectives

Revise language from Units 7–9 through an extended reading text

Identify authors by relating written facts to photos

Complete information about traditional costumes

Language

Extra: *traditional costume; belt; fantastic*

Review: Language from Units 7–9

Materials

Norton; Norton's kit box; CD 3.30–3.31; Clothes flashcards (120–129); PMB page 55

Beginning the lesson

- Use Norton to introduce the lesson and to revise the core language from Units 7–9.
- Play *A very long sentence* (page 20) with the clothes flashcards starting with the sentence *I'm wearing ...*
- Explain that in different countries, people wear different types of clothes. This can be because of religion, tradition, the weather, or just personal preferences.
- Encourage the pupils to talk about different types of clothes and if possible do some research on the clothes worn in different countries.

1 Read and number. CB page 79

- Look at the photos with the pupils and see if any of them can tell you what the photos are of.
- Ask the pupils to tell you as much information as possible about the photos, since this will make the reading task easier.
- Discuss the different colours and types of clothes that are being worn and whether they are being worn by boys or girls.
- At this point you may want to introduce the new vocabulary, *belt* as the boy in picture three is wearing one.
- Explain that each of the four texts below the photos have been written by one of the children shown, and that the pupils have to identify which photos go with each piece of writing.
- Encourage the pupils to give you as much information as possible about the photos, since this will make the reading task easier.
- Tell the pupils to read the texts and try to match them with the photos by writing a number in each box.
- Tell them that at this point they do not need to understand every word and that you will read through the texts and discuss any difficulties afterwards.

- Discuss the pupils' answers and ask them to give reasons for their choices. Do not say yet whether they are correct.

2 Read again, listen and check. 3.30 CB page 79

- Play the recording and ask the pupils to follow the text.
- Explain any new language and discuss any difficulties. Be prepared to recast in their own language.
- Discuss the numbering of the texts again and establish the correct answers.

ANSWERS

[from left to right] 2, 4, 3, 1

- You may wish to make up some *True / False* statements based on the text for the pupils to respond to.

1 Listen and match. 3.31 AB page 89

- Explain that the pupils are going to listen to two different dialogues based on the photos in the Class Book.
- Look at the pictures and identify the items of clothing.
- Then look at the words below and explain that these can be joined up to match the descriptions they hear.
- Play the CD, pausing to allow enough time for the pupils to join the words. Discuss their answers
- The transcript for this section can be found on page 127.

2 Complete. AB page 89

- This is a coded gap fill activity where the pupils need to read each text, identify the items of clothing being written about and refer back to activity 1 for the colours.
- Point out that in each case, the small pictures of clothes within the text are clues to help them write the correct words on the lines that follow. If there is no small picture, the colours of the items need to be written on the lines.
- Ensure that they refer back to activity 1 each time.
- Encourage the pupils to read the completed texts once they have finished to ensure that they make sense.

ANSWERS

My name's Emilio. I'm wearing my traditional costume. I'm wearing Black trousers, a black and white jacket, a red belt and a big black hat.

Hi! My name's Ruth. This is our traditional costume. It's got a white shirt, a red, yellow and green skirt and a small hat.

Me and my world PMB page 55

- Give each pupil a copy of the 'Me and my world' page from the PMB. Explain that they can now write about themselves in the same way.
- Go through the prompts with them and check they know what to write in each space.
- You could prepare a selection of photos of your country's traditional costume, or ask the pupils to find some.
- Monitor the pupils as they work and praise their efforts.
- You may like to display the finished pieces in the classroom, or give the pupils the option of including them in their Language Portfolio.

Lesson 2 CB page 80, AB page 90–91

Revision

Lesson objectives

Revise all vocabulary from Units 7–9

Language

Review: Actions; Clothes; Weather; Town; All language from Units 7–9

Materials

Norton; Norton's kit box; CD 3.32; Actions flashcards (105–114); Clothes flashcards (120–129); Weather flashcards (130–134); Town flashcards (142–147); Action and Ability text cards; Counters and coins for the board game

Beginning the lesson

- Use Norton to welcome the pupils and say the kit chant. Open the kit box and take out all the sets of flashcards.
- Ask the pupils if they can remember any of the flashcards from each set. As they remember them, stick the cards randomly on the board.
- You may need to give phonetic clues to remind the pupils of the cards they are struggling to remember.
- Once all the cards are on the board, call out a group, e.g. *Weather*, and ask the pupils to say the cards you need to take off the board to put back into the weather group.

Play the game. CB page 80

- Explain that the game revises the language from the previous three units and that the pupils will play in pairs. The aim is to be the first player to get to the finish.
- The pupils use a coin to decide whether they move one square or two, e.g. *heads* = 1, *tails* = 2.
- Each square requires the pupils to either say something (indicated by a speech bubble) or sing something (indicated by musical notes).
- The pupils have to look at the picture prompts to work out exactly what they have to do.
- There are two squares (indicated by the Norton character) which allow them to move on one more place.
- The tasks for each square are listed below:
 - 1 Say the actions: *run, jump*.
 - 2 Say the words from the story (Class Book page 56): *I can juggle!*
 - 3 Sing the song (Class Book page 59): *Jump, jump, jump, up and down!*
 - 4 Say the abilities: *read, swim*.
 - 5 Norton: *Move on one square*.
 - 6 Say the clothes: *hat, socks*.
 - 7 Say the words from the story (Class Book page 64): *I'm wearing my new skirt*.
 - 8 Say the abilities: *draw, write*.
 - 9 Sing the song (Class Book page 67): *Stamp your feet!*
 - 10 Say the weather words: *It's cloudy. It's windy*.
 - 11 Norton: *Move on one square*.

12 Say the word: *kitchen*.

13 Say the words from the story (Class Book page 72): *Oh no!*

14 Sing the song (Class Book page 75): *We're in the kitchen washing up*.

15 Say the words: *park, bus stop*.

- Say the words from the story (Class Book page 73): *No! Where is Norton?*
- The pupils may not remember all of the song words but encourage them to sing the words together with their partner and praise them for their efforts.

1 Circle and write. AB page 60

- Point out that all the words in the word bank are from different flashcard groups and that the pupils have to circle each word in the correct colour: *actions* = red, *clothes* = grey, etc. Check that the pupils have the correct colours.
- Once they have circled the words, ask them to write them in the correct box underneath.
- Check the answers by calling out a group, e.g. *Actions*, and asking for all the action words in that group.

ANSWERS

Actions: juggle, swim, jump, read **Clothes:** dress, hat, jumper, jacket **Weather:** It's raining, It's hot, It's windy, It's cold. **Town:** shop, cinema, park, bus stop

2 Read and match. AB page 90

- Look at the pictures and ask the pupils to say what places they can see.
- Explain that they have to match the sentences with the pictures by drawing a line.
- Point out the different pronouns and ensure they know when to use each one.

3 Listen and tick ✓ or cross X. CD 3.32 Write.

AB page 91

- Look at the actions and abilities in the thought bubbles.
- Explain that they are going to listen and find out what the people in the pictures can / can't do. They should put a tick or cross in the relevant boxes to help them remember.
- Play the CD. The transcript can be found on page 127.
- Explain that the pupils should now write two sentences about each of the pictures, using the vocabulary in the word bank and the names of the activities.

ANSWERS

1 He can swim. He can hop. 2 She can walk. She can't hop. 3 He can read. He can't write.

4 Write the questions and answer about you. Use Yes or No. AB page 91

- Identify the different actions in each of the pictures. Ask the pupils to say whether they can / can't do these things: *I can (swim)*.
- Pick out actions at random and ask individual pupils: *Can you (juggle)?* Encourage them to answer Yes or No.
- Explain that they now have to write the questions to go with each of the pictures and write true answers.

ANSWERS

1 Can you draw? 2 Can you swim? 3 Can you ride a bike? 4 Can you juggle? 5 Can you climb a tree?

Happy Peace Day!

CB page 81, AB page 101

Lesson objectives

- Become more aware of what *peace* means
- Find out about the 'International Day of Peace'
- Learn about colour mixing
- Make a rainbow poster

Language

Core: *rainbow, peace, indigo, violet; We need (orange)*

Extra: *Mix the paint; Look, orange!*

Review: Colours

Materials

Norton; Norton's kit box; CD 3.33–3.34; Colour flashcards (8–18); Colour text cards; A colour picture of a rainbow; A large piece of paper (to make a class rainbow poster); Paper for letters (see details in lesson notes if you would like to prepare the rainbow poster and letters before the lesson); Paints (optional)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain that Peace Day is celebrated internationally on 21st September every year (some countries celebrate it on a different date, but this is the United Nations' official date). Before you introduce this topic, you could look at these websites. The first one is the official UN website and the second one is a UN designated site: <<http://www.internationaldayofpeace.org/>> <<http://www.un.org/events/peaceday/2005/>>
- Teach the word *peace* and talk to the pupils about what it means to them. Ask for examples of peace, e.g. not fighting over things with our friends; feeling at home with those who love and take care of us.
- Ask them for any references to peace in the world that they may have heard about on the news.
- Talk about why these symbols stand for peace:
 - a dove flies from one place to another and brings hope;
 - linking hands is a sign of friendship;
 - a rainbow appears when the rain stops and the sun shines again. It is made up of all the different colours in the world.

1 Read. Look at the picture and say what's missing. CB page 81

- Read the colours at the top of the page and use your rainbow picture to show them that these are the colours of the rainbow in order.
- Explain that *indigo* is the same as dark blue, and *violet* is the same as purple.
- Talk about what the characters are painting, what colours they've painted, and what the problem is: *What colour has (Fred) got? What's the problem? What colours are missing?*

- Ask the pupils what the characters can do to solve their problem: *What can they do?*
- Help the pupils to understand that the characters can get the missing colours by mixing the colours they have.

ANSWERS

The missing colours are orange, green and violet.

2 Listen and find the colours. 3.33 CB page 81

- Explain that Mr Fixit is going to help the children mix the missing colours.
- Play the first dialogue and ask what colour the characters make: *What colour do they make?*
- Play the other dialogues and ask the pupils to point to the colours at the top of the page when they hear them.

Transcript

Flo Red, orange, yellow, green, blue, indigo, violet. Mr Fixit, we need orange, green and violet.

Mr Fixit OK. Let's work together. Let's make orange. We need red ...

Fred Here it is.

Mr Fixit ... and yellow.

Bing Here it is.

Mr Fixit Mix the paint.

Titch Look, orange! Red and yellow make orange.

Fred Now we need green.

Mr Fixit OK. Let's work together. We need yellow ...

Bing Here it is.

Mr Fixit ... and blue.

Poppy Here it is.

Mr Fixit Mix the paint.

Titch Look, green! Yellow and blue make green.

Bing And now we need violet.

Flo Violet. That's purple.

Mr Fixit OK. Let's work together. We need blue ...

Poppy Here it is.

Mr Fixit ... and red.

Fred Here it is.

Mr Fixit Mix the paint.

Titch Look, purple! Blue and red make purple.

All Red, orange, yellow, green, blue, indigo, violet!

- Talk about the picture and the dialogues with the pupils.
- Ask what colour each character's got: *Who's got (blue)? Poppy's got blue.*
- Ask what new colours they make from mixing two colours.
- Talk about how the characters solved their problem by working together.

Focus on language

- Ask the pupils if they can remember:
 - which two colours were needed each time.
 - which three colours they made.
- Use the colour flashcards to make colour sums on the board. Encourage the pupils to say the colour sums in chorus: *(Yellow) and (blue) make (green).*

1 Listen and colour. Write. AB page 101

- Tell the pupils to take out their crayons or pencils.
- Ask them to listen as you read out some colour sums, and to try to say the answer.
- Ask them to put a dot of colour in each blob as they listen. They can complete their colouring later. Read out the following text:
Yellow and red make ... (orange)
Blue and yellow make ... (green)
Red and blue make ... (purple)
- Optional writing activity: Pupils write the names under each colour.

2 Read and colour. AB page 101

- Talk about how to colour by number. Explain that they have to colour each section of the puzzle using the colour key: *Point to all the (threes). What colour is number (three)?*
- Ask the pupils to read out the word that is revealed when they finish colouring (*PEACE*).

Make a peace rainbow

- Tell the pupils they are going to make a peace rainbow.
- Draw a rainbow on a large piece of paper making sure there are seven sections.
- Draw the letters for *Happy Peace Day / peace* on separate pieces of paper.
- Divide up the colouring and cutting out so that each pupil works on part of the rainbow or on the letters.
- Stick the letters on the rainbow and let the pupils add their names.
- Display the rainbow where everyone can see it.

Happy Christmas! (1) CB page 82

Lesson objectives

Find out about Christmas in English-speaking countries
Join in a Christmas song

Language

Core: Christmas: (*card, robin, star, tree, angel, bell, candle*)

Extra: *Here's your card; Thank you!; Look, a (robin) and a (bell)!*

Materials


Norton; Norton's kit box; CD 3.34–3.35; A selection of Christmas cards; Character flashcards (1–7)

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Teach the word *Christmas*.
- Show the pupils some Christmas cards and talk about the pictures on the cards.
- Ask them if they have ever received any Christmas cards.
- Ask them if they know any English words connected with Christmas.
- Use some pictures from your sample Christmas cards (or draw pictures on the board) to teach *card, robin, star, tree, angel, bell, and candle*.

- Start to draw one of the Christmas items on the board. Ask pupils to guess what it is. When someone has guessed it, continue with other Christmas items.

1 Listen and find the cards. Say the numbers.

 3.34 CB page 82

- Ask the pupils to look at the cards in the Class Book.
- Ask them to find the different cards: *Find a card with a (robin) and a (candle)*.
- Ask how many of each Christmas item they can see: *How many (robins) can you see?*
- Explain that Poppy is giving out cards to Flo, Fred, Titch, Bing, and Mr Fixit. Each card has a number. Pupils have to listen and say which number card each person gets.
- Play the first dialogue. Ask the pupils to find the card and tell you the number.
- Repeat with the remaining dialogues.

Transcript

Poppy Here's your card, Mr Fixit.

Mr Fixit Thank you! Oh, a robin and a bell.

Poppy Here's your card, Fred.

Fred Thanks, Poppy. Look, a tree and candles.

Poppy Here's your card, Titch.

Titch Thank you, Poppy! Look, a tree and a star.

Poppy Here's your card, Flo.

Flo Thanks! A robin ... and a candle.

Poppy Here's your card, Bing.

Bing Thank you! Look, an angel and a star.

ANSWERS

Mr Fixit – card 1 Fred – card 4 Titch – card 2 Flo – card 5 Bing – card 3

Focus on language

- Help the pupils practise the dialogue.
- Draw very simple copies of the five cards on the board.
- Divide the class in two. One half can pretend to be Poppy and say: *Here's your card, (Mr Fixit)*.
- The other half can pretend to be the other characters and say: *Thank you! A (robin) and a (bell)*.
- Use your character flashcards to indicate who is receiving the card, and point to the items on the cards so that pupils know what order to say them in.
- Move the character flashcards next to each of the drawings as the pupils say the dialogue.

2 Listen and sing. 3.35 CB page 82

- Ask the pupils to listen to the song and tell you what Christmas words they can hear.
- Draw some stars, bells, robins, and a Christmas tree on the board or use real Christmas cards and stick them around the room.
- Tell the pupils to point to them as they sing the song.
- Encourage them to point to other pupils and themselves when singing the last line. See page 87 of the Class Book for the words.

Happy Christmas! (2) PMB page 51

Lesson objectives

- Make a Christmas card
- Join in a Christmas song
- Make a Christmas puzzle (optional)

Language

Review of Christmas vocabulary

Materials

Norton; Norton's kit box; CD 3.35; A selection of Christmas cards; Text cards (to be prepared by the teacher) for *card, robin, star, tree, angel, bell, and candle*; 'Happy Christmas!' (PMB p51) – one photocopy per pupil, and a completed card (see lesson notes); Blank cards (to be at least A4 size [29.5x21cm] when folded) – one card per pupil; Scissors; Glue

Beginning the lesson 3.35

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the Christmas song from the last lesson (CD 3.35).
- Use the real Christmas cards you used in the last lesson or draw simple pictures of card, robin, star, tree, and bell on the board.
- Arrange the pupils in groups to correspond to each of the five Christmas pictures.
- Ask the pupils to sing the song again and to stand up only when they say their word.
- Match the text cards you have made to the drawings or Christmas cards on the board.

Happy Christmas! PMB page 51

- Advance preparation: Before the lesson you will need to make an example Christmas card. Fold a piece of A3 card or thick paper in half and draw and colour a Christmas tree on the front. Colour and cut out some of the pictures from PMB page 51 and stick them on the tree as decorations.
- Ask pupils if they have a Christmas tree at home for Christmas. Ask what sort of decorations they put on it.
- Be ready to recast their comments: *So, you have tinsel and baubles. Lovely!*
- Show the pupils the card you have made. Explain that they are going to make one like it.
- Give out the PMB photocopies and the blank cards.
- Talk about the pictures of the decorations *robin, star, angel, bell, candle*.
- Point out the pictures you have chosen to stick on your card: *How many candles?*
- Go through the stages for how to make the card, and demonstrate as you do so:
 - Pupils draw a Christmas tree on their card: *Draw the tree here.*
 - Pupils colour and cut out some of the decorations from the photocopy: *Colour and cut them out carefully.*
 - Pupils stick these decorations on their tree: *Use the glue and stick them on the tree.*

4 Pupils sign their card by writing their name inside: *You can write your name here.*

- Make sure the pupils understand that they should choose which decorations to put on their tree – there will not be room to put all of them!
- While the pupils are working, go round the class and talk about their work and praise them: *That's a lovely tree. Very good colouring. Good work!*
- Talk with the pupils about the decorations on their trees: *How many (bells)?*
- Write a selection of Christmas greetings on the board in English, for pupils to copy inside their cards: *Happy Christmas!; Merry Xmas!; Season's Greetings!; Merry Christmas and a Happy New Year!; Peace at Christmas.*

Giving a card

- When the pupils have finished you could put all their names in the kit and ask each pupil to pick out a name. The pupil then gives his / her card to this other pupil. This way all the pupils receive a card and no feelings get hurt.
- Encourage the pairs to come to the front of the class to give and receive their cards. Practise the language from the listening in the last lesson:
Pupil A: *Here's your card.* Pupil B: *Thank you!*
- Encourage the pupils to mention something on the card, e.g. *Look, a robin / three bells!*
- Alternatively the pupils can take their cards home.

Happy Mother's Day! CB page 83

Lesson objectives

- Show appreciation for mothers and carers
- Make a picture
- Listen and identify some presents

Language

Core: *plant; picture; book; heart; This is for you, Mum!; Happy Mother's Day!*

Review: *card; cake; teddy; Mum; Dad; Grandma; Grandpa; Thank you!; Shapes*

Materials

Norton; Norton's kit box; CD 3.36–3.37; Realia (plant, picture, book, card); Text cards for *plant, book, picture*; Flashcards for *cake* (54); *teddy* (64); *Mum* (35); *Dad* (36); *Grandma* (37); *Grandpa* (38); 'Make a Mother's Day card' (PMB p52) – one photocopy per pupil, and a completed example (see lesson notes); Blank cards (29.5x21cm when folded) – one card per pupil; Scissors; Glue

Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Before you introduce this topic, you could look at the following website: http://www.bbc.co.uk/religion/religions/christianity/holydays/motheringsunday_1.shtml
- Talk to the pupils about the people who love them and look after them.

- Explain simply how Mother's Day came to be celebrated: *It's a day when children give presents, flowers, and cards to their mothers as a way of saying thank you.*
- Depending on the situations in your class, you may like to include others in this celebration, e.g. family members or carers as well as mothers.
- Ask the pupils what kind of things their mothers or carers do for them.
- Ask what they could give to the people who care for them.
- Use realia in the classroom to teach the new vocabulary *plant, picture, and book*, and to revise the word *card*.
- Take out the text cards you have prepared for the three new words and ask pupils to match them with the realia.
- Use flashcards to revise earlier vocabulary: *cake, teddy, Mum, Dad, Grandma, Grandpa.*

TEACHING TIP: In the United Kingdom, Mother's Day (also known as Mothering Sunday) is celebrated on the fourth Sunday in Lent. This means that it is on a different date every year, but usually in March or April. In some other countries it is celebrated on a different Sunday, for example in the U.S.A. it is celebrated on the second Sunday in May.

1 Listen and find. 🎧 3:36 CB page 83

- Look at the picture in activity 1. Ask the pupils to tell you what they can see.
- Tell them to listen and find each item as it is mentioned.

Transcript

Ooh, a teddy.

And a cake.

Look, a picture!

Oh, a card.

A plant. Lovely!

And a book.

Thank you!

2 Listen, find and say the names. 🎧 3:37 CB page 83

- Ask the pupils to look at the pictures in activity 2. Talk about the presents: *What's this?*
- Let the pupils guess what each present is: *What's number one? Is it a book?*
- Tell the pupils to listen carefully, find the present on the page, and say who is giving it.

Transcript

Poppy This is for you, Mum. Happy Mother's Day!

Poppy's Mum A teddy! Thank you!

Fred This is for you, Mum. Happy Mother's Day!

Flo's Mum What is it? Oh, a cake! Thank you!

Titch This is for you, Mum. It's a picture. Happy Mother's Day!

Flo's Mum Lovely! Thank you!

Bing This is for you, Mum. It's a book. Happy Mother's Day!

Bing's Mum Thank you!

Flo This is for you, Mum. Happy Mother's Day!

Flo's Mum Oh, it's a plant! Thank you!

Norton This is for you, Mum. Happy Mother's Day!

Norton's Mum Oh, a card! Thank you!

Focus on language

- Write the following dialogue on the board:
Child: *This is for you, Mum. Happy Mother's Day!*
Mum: *What is it?*
Child: *It's a (plant).*
Mum: *Thank you!*
- Practise the dialogue with the whole class in chorus. Hold up text cards / flashcards or point to realia to let pupils know what they are giving (*teddy, card, book, plant, cake, or picture*).
- Practise with the class in two groups.
- Then let pupils work in pairs to practise the dialogue. Each pupil should choose the present they want to give. They practise the dialogue once, then swap roles and repeat.
- Encourage the pupils to act out their dialogues for the class.
- More confident pupils might like to choose alternative presents, e.g. *a chocolate bar, a T-shirt* (depending on what vocabulary you have covered by this point).

Make a Mother's Day card PMB page 52

- Advance preparation: Make a Mother's Day card before the lesson. Colour and cut out the shapes on PMB page 52, and stick these onto a blank card to make an image of a mother and child. Stick down the two largest shapes first, to form the mother's body and head, and on top of these stick the small circle, the square, and the heart, to form the child.
- Show the pupils the card you have made. Explain that they are going to make one like it to give to their mother (or someone who loves them) to say thank you for all this person does for them.
- Help the pupils to see that the card shows a stylized picture of an adult and child.
- Copy the design onto the board, so that pupils have a large visible reference of where to stick the shapes.
- Give out the PMB photocopies and the blank cards.
- Talk about the names of the shapes on the photocopy. Revise *circle* and *rectangle* and teach the word *heart*.
- Go through the stages for how to make the card, demonstrating as you do so:
 - 1 Pupils colour and cut out the shapes: *Colour the shapes and cut them out carefully.*
 - 2 Pupils stick the shapes onto a blank card to form the shape of a mother and child: *Use the glue and stick the shapes on your card like this.*
 - 3 Pupils sign their card by writing their name inside: *You can write your name here.*
- While the pupils are working go round the class and talk about their work and praise them: *A red heart and a blue rectangle for the child. Lovely!*
- If you like, you can write a selection of messages on the board in English, for pupils to copy inside their cards: *Thank you, Mum!; I love you, Mum!; Happy Mother's Day!*

Cambridge Young Learners Test Practice

Introduction

These pages are intended to help the pupils start to prepare for the Starters level of the Cambridge Young Learners English Tests. The pages for this level focus on four particular parts of the Starters test:

Reading & Writing part 1

Listening part 4

Speaking parts 1 and 3

Reading & Writing part 3

The practice pages, on the left of each spread, prepare pupils for exam-type tasks with exercises which develop the skills covered in the exam. These activities should be done informally, not treated as tests.

The right-hand page of each spread is closely modelled on the exam itself, with the aim of familiarizing pupils with the exam presentation and exam activities.

You might choose to let the pupils do these activities under test conditions. However, if you do this, make sure it is not an intimidating experience for them. Tell the pupils you want them to do their best, but that you don't expect them to get every answer right.

As the pupils working on Level 1 of Incredible English are not yet ready to sit the Starters test, the language in these practice 'tests' is limited and simplified, but the format is very similar. This gradual familiarization with Starters type tests will help them when they come to sit the real test.

Vocabulary practice / Reading & Writing

CB pages 88–89

Let's practise!

1 Look, read and circle. There is one example.

CB page 88

- This activity revises vocabulary from several lexical sets, and gives the pupils practice at recognizing written words.
- Give them as much support as you feel is necessary. For example, you could start by looking at the pictures and seeing if the pupils can tell you the words, then leave them to read the words and choose the correct word by themselves.
- Tell the pupils to complete the rest of the activity.

ANSWERS

1 a triangle 2 a banana 3 a man 4 a cake
5 a carrot 6 a girl

Reading & Writing test part 1

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

CB page 89

- This part of the test asks pupils to recognize vocabulary in the context of a simple sentence.

- Read the examples with them before they start. Make sure they understand the meaning of the tick and cross.
- Tell the pupils to complete the rest of the activity.

ANSWERS

1 X 2 ✓ 3 X 4 X 5 ✓

Vocabulary practice / Listening

CB pages 90–91

Let's practise!

1 Listen and write the numbers. There is one example.

3•38

CB page 90

- Tell the pupils that you are going to play the CD, and that the first part they will hear is an example.
- Explain that they should listen to this part carefully before doing any writing.
- Check the pupils understand that they must write the correct number in each box according to what they hear.
- Pause the CD after the example if necessary, then play the rest of the CD.

Transcript

Woman Can you see the ball? Write number one.

Presenter Can you see the number one? This is an example. Now you listen and write the numbers.

Woman Can you see the car? Write number two.

Can you see the dog? Write number three.

Can you see the duck? Write number four.

Can you see the robot? Write number five.

Can you see the horse? Write number six.

Can you see the computer? Write number seven.

Can you see the cat? Write number eight.

Can you see the plane? Write number nine.

Can you see the apple? Write number ten.

ANSWERS

computer 7 car 2 plane 9 horse 6 robot 5
dog 3 duck 4 apple 10 ball 1 cat 8

2 Listen and colour. There is one example.

3•39

Class Book page 90

- This activity is similar to the test, but the instructions are given more simply, not in the context of a dialogue.
- Explain that the pupils will hear a recording and that they will need to locate and colour the objects according to what they hear.
- Tell them that the first part of the audio is an example and that they should listen to this part carefully before doing any colouring themselves.
- Play the example, then pause the CD and point out the coloured duck in the picture. Confirm that it is brown.

- Remind them that they just need to put a dot of colour initially and that the important thing is to make sure that they get all the information that they need at this stage.
- You can allow time for them to complete the colouring at the end if you wish.

Transcript 3.39

Woman Find the duck. Colour it brown. It's a brown duck.

Presenter Can you see the brown duck? This is an example.
Now you listen and colour.

Woman Find the plane. Colour it purple. It's a purple plane.


Find the dog. Colour it grey. It's a grey dog.

Find the ball. Colour it red. It's a red ball.

Find the horse. Colour it black. It's a black horse.

Listening test part 4

Listen and colour. There is one example.

 3.40 **Class Book page 91**

- Explain that this part of the test requires the pupils to locate objects and colour them correctly.
- Explain before they start that the first part of the audio is an example, and they should listen to this carefully before doing any colouring.
- Pause the CD after the example if necessary.

Transcript

Woman Can you see the apple?

Boy Yes, I can.

Woman: Right. Now colour it green.

Boy Pardon?

Woman Colour the apple green.

Presenter Can you see the green apple? This is an example.
Now you listen and colour.

1 **Woman** Now look at the robot.

Boy The robot?

Woman Yes. Colour it orange.

Boy An orange robot?

Woman That's right!

2 **Woman** Now find the computer.

Boy The computer ... it's here.

Woman That's right. Can you colour it pink?

Boy Pink?

Woman Yes. It's a pink computer!

3 **Woman** Can you see the dog?

Boy Yes, I can.

Woman OK. Colour it black.

Boy Pardon?

Woman Colour the dog black.

Boy OK!

4 **Woman** Look at the car.

Boy OK, I can see it.

Woman Can you colour it yellow?

Boy A yellow car?

Woman That's right.

5 **Woman** Now find the cat.

Boy It's here.

Woman Colour it grey.

Boy OK. A grey cat.

Woman The picture looks good now. Well done!

ANSWERS

The completed picture should have a green apple, an orange robot, a pink computer, a black dog, a yellow car and a grey cat.

Vocabulary practice / Speaking

CB pages 92–93

Let's practise!

1 Listen and point to the things in the picture.

 3.41 **CB page 92**

- This activity gives the pupils practice at locating things in a picture, and familiarizes them with the picture, as in part 1 of the speaking test.
- Explain that you are going to play the CD and that the pupils should listen carefully and point to the things they hear.

Transcript

Where's the jacket?

Where's the tree?

Where's the doll?

Where's the cow?

Where's the T-shirt?

Where's the bike?

2 Look, listen and answer. There is one example.

 3.42 **CB page 92**

- This activity lets the pupils practise answering simple questions about objects, as in part 3 of the speaking test, using individual pictures instead of referring to the objects in the big picture.
- Explain that in this activity, the pupils have to listen carefully to the questions and answer them based on the pictures they have in front of them.
- Point out that each of the pictures in the Class Book is numbered.
- Remind the pupils that the first part of the recording is an example, and that they should listen to this part carefully as it shows them how to answer the questions.
- Pause the CD after the example if necessary.

Transcript

Man What's this?

Girl It's a T-shirt.

Man What colour is it?

Girl It's blue.

Presenter Now look at the pictures and answer the questions.

Man What's this? [pause for pupils to answer]

What colour is it? [pause for pupils to answer]

[This is repeated for items 2–6]

ANSWERS

1 It's a T-shirt. It's blue. 2 It's a tree. It's green. 3 It's a jacket. It's red. 4 It's a cow. It's white. 5 It's a bike. It's orange. 6 It's a doll. It's purple.

Speaking test parts 1 and 3

Listen and point to the things in the picture.

3•43 CB page 93

- Part 1 of the test asks the pupils to locate objects in a picture. In this activity, the voice on the CD takes the place of the examiner.
- Alternatively, if you have the time and want to replicate the actual test more closely, you could work with the pupils individually, and ask them the questions yourself.
- If you do this, it is recommended that you do both activities with one pupil before moving on to the next pupil.

Transcript

Where's the rabbit?
Where's the train?
Where's the hat?
Where's the ball?
Where's the cake?
Where's the dress?

Point to the things in the picture. Ask and answer. CB page 93

- This activity has been designed to let the pupils ask and answer questions in pairs.
- Pupil A chooses and points to an object in the picture, and asks pupil B the two questions. Pupil B answers each question: *It's a (hat). It's (white).* Then they swap roles.
- You can ask more able pupils to find and talk about additional objects in the picture as well as the ones mentioned in the previous activity.
- Alternatively, you can take the place of the examiner and ask the pupils the questions yourself.

Vocabulary practice CB pages 94–95

Let's practise!

1 Look at the pictures and read the words. Look at the letters. Draw lines. There is one example.

CB page 94

- This activity asks the pupils to match words to sets of jumbled letters. This is an important stage in learning to use jumbled letters to spell words.

ANSWERS

1 dress (4th set of letters) 2 shoes (2nd set of letters) 3 socks (1st set of letters) 4 jumper (3rd set of letters)

2 Look at the pictures. Look at the letters. Complete the words. There is one example.

CB page 94

- This activity replicates part 3 of the test, but in each case the word is partially completed. This shows the pupils a way of approaching the task, by encouraging them to cross out each letter as they write it.

ANSWERS

1 house 2 school 3 shop 4 park

Reading & Writing test part 3

Look at the pictures. Look at the letters. Write the words. There is one example. CB page 95

- This part of the test asks the pupils to spell whole words, using the jumbled letters to help them.
- You might like to quickly revise vocabulary before they start.
- Encourage them to cross out each letter as they write it.

ANSWERS

1 feet 2 eyes 3 arms 4 nose 5 legs

Reading and Revision Transcripts

Me and my world 1 CB page 27

Transcript 1-62

Woman Hello, Haluk!

Haluk Hello.

Woman Are you from England?

Haluk No! I'm from Turkey.

Woman How old are you?

Haluk I'm six.

Woman What's your favourite colour?

Haluk Orange.

Woman Have you got a brother?

Haluk No. I've got a sister, a little sister.

Woman Hello, Rebecca!

Rebecca Hello.

Woman Are you from England?

Rebecca Yes. I'm from London.

Woman How old are you?

Rebecca I'm seven.

Woman What's your favourite colour?

Rebecca Purple. I love purple!

Woman Have you got a sister?

Rebecca No. I've got a brother.

Me and my world 2 CB page 53

Transcript 2-48

This is my favourite animal.

It's a duck.

It's got a white and orange head.

It's got a pink beak.

It's got brown eyes.

It's got a green and orange body.

It's got a brown tail.

Revision 2 AB page 59

Transcript 2-49

Boy I like bikes.

Girl I like trains.

Boy I like teddies.

Girl I don't like dolls.

Boy I don't like trains.

Boy I don't like planes.

Girl I like puppets.

Girl I don't like teddies.

Me and my world 3 CB page 79

Transcript 3-31

Woman Hi, Emilio. I like your clothes!

Emilio Thanks. I'm wearing a traditional costume.

Woman That's great.

Emilio Look! I'm wearing black trousers ...

Woman Yes ...

Emilio ... a black and white jacket.

Woman It's beautiful.

Emilio I've got a red belt ...

Woman ... and a big black hat!

Man Hi Ruth. Tell me about your traditional costume.

Girl It's got a white shirt ...

Man Yes ...

Girl and a red, green and yellow skirt.

Man And a hat?

Girl Yes. I've got a small hat.

Man Very nice!

Revision 3 AB page 89

Transcript 3-32

Girl This is my brother. He's five.

Boy Can he swim?

Girl Yes, he can. And he can hop too!

Boy This is my sister. She's three.

Girl Can she walk?

Boy Yes, she can! But she can't hop!

Girl I've got a brother. He's five. He can read.

Boy Great.

Girl But he can't write.

Boy He's only small!



1

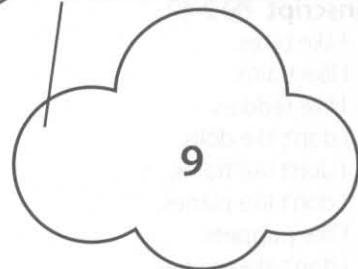
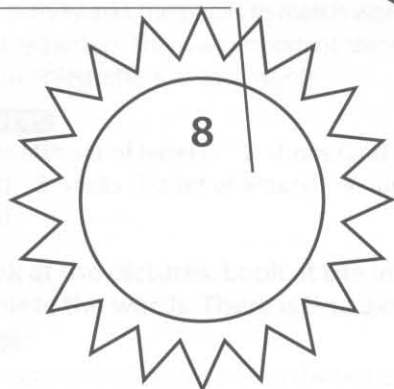
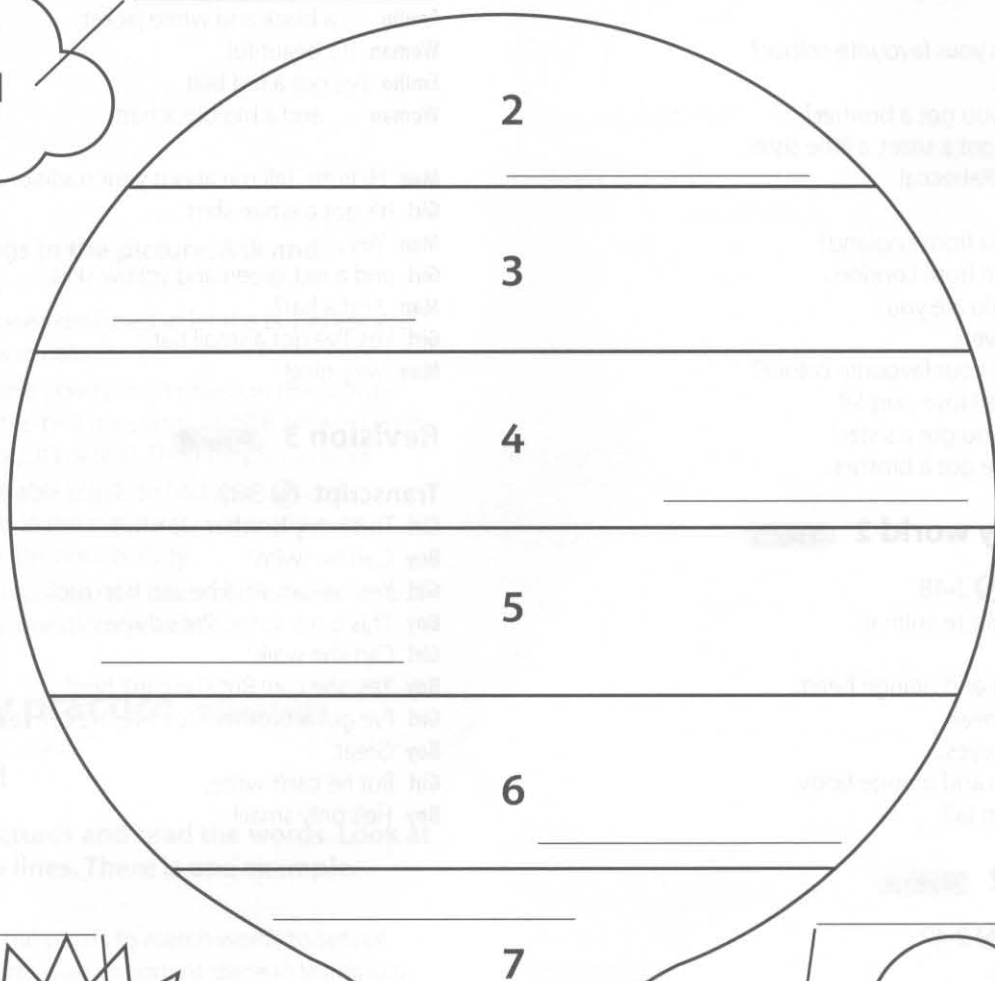
Test

Name: _____

1 Listen and colour. 3.44 Write. (optional)

red blue yellow green ~~white~~ orange
 purple pink grey brown black

white



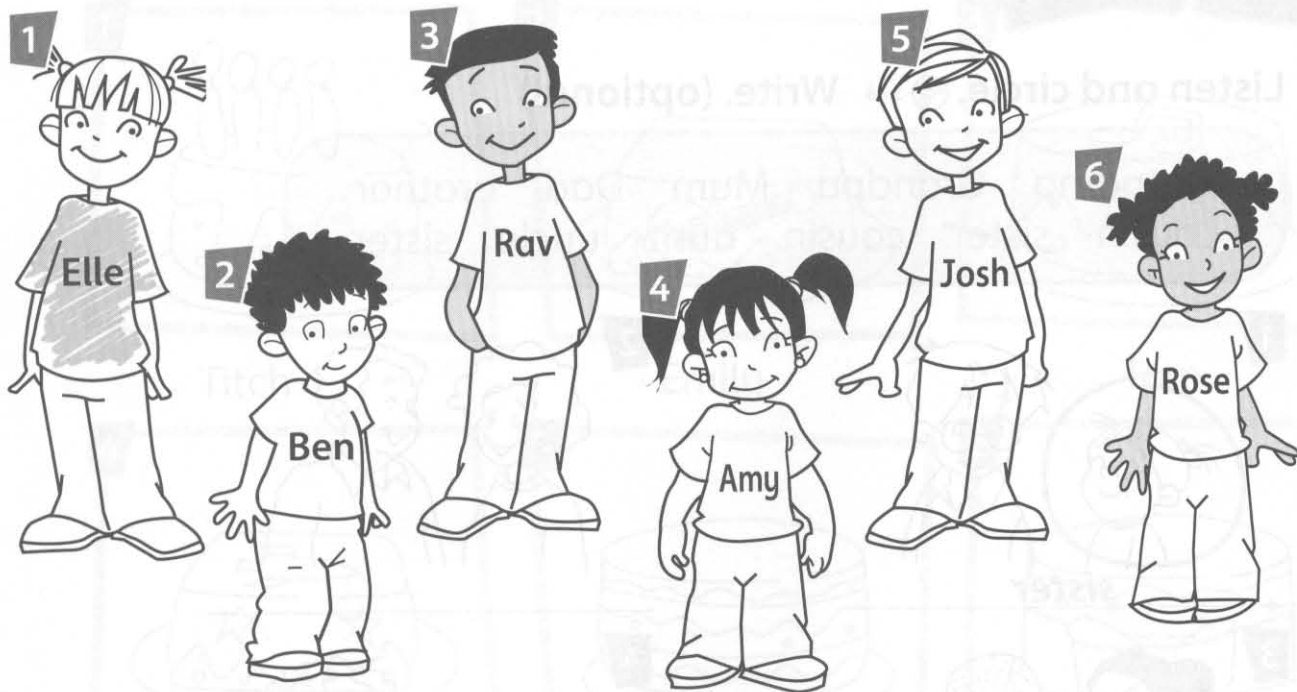
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10

11

____ / 10

2 Listen and colour. 3.45



____ / 5

3 Read and tick ✓.

1 a big circle



2 a small square



3 a small triangle



4 a big square



5 a small rectangle



6 a big triangle



____ / 5

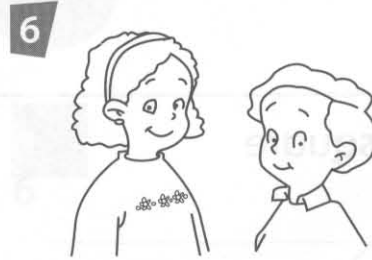
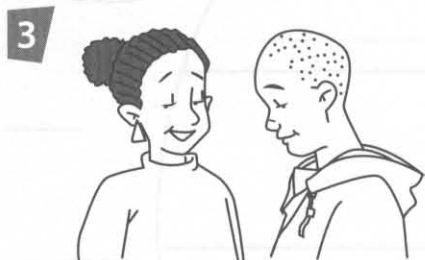
Total ____ / 20

2 Test

Name: _____

1 Listen and circle. 3.46 Write. (optional)

Grandma Grandpa Mum Dad brother
cousin ~~sister~~ cousin aunt uncle sister

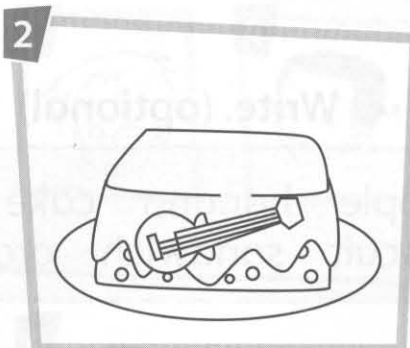


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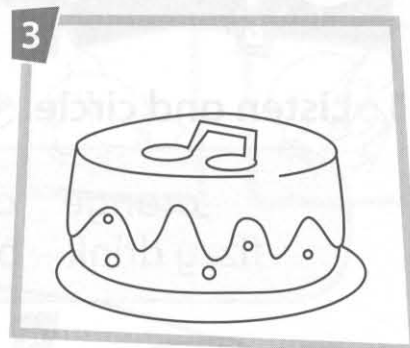
2 Listen and draw. 3.47



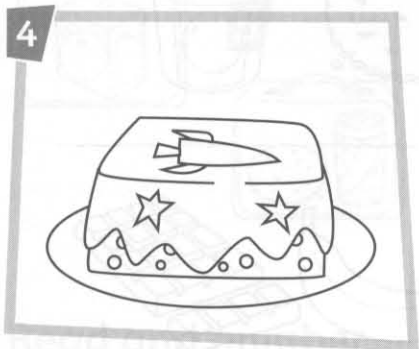
Titch



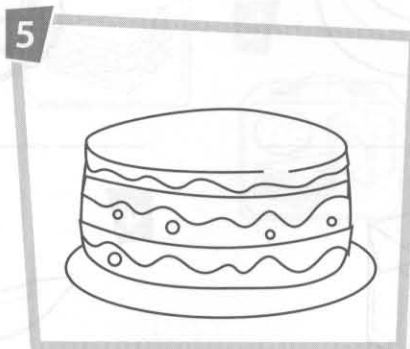
Emily



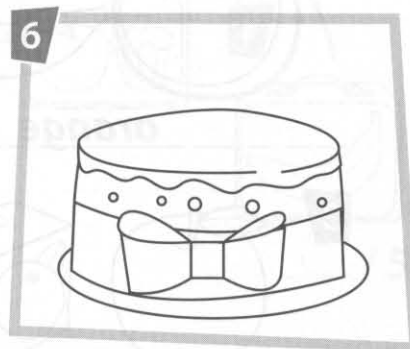
Tom



Sam



Katy



Anna

___ / 5

3 Read and match.



a man

b woman

c man

d woman

e girl

f boy

g girl

___ / 6

Total ___ / 20

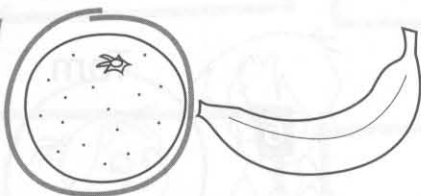
3 Test

Name: _____

1 Listen and circle. 3.48 Write. (optional)

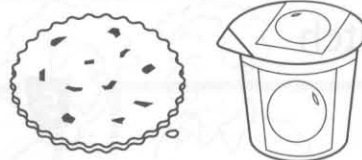
~~orange~~ apple banana cake juice yoghurt
fizzy drink biscuit sandwich orange chocolate bar

1

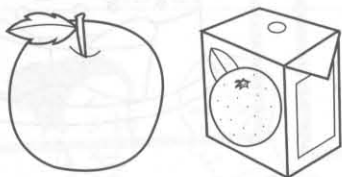


orange

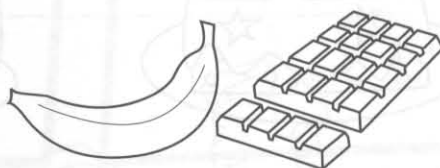
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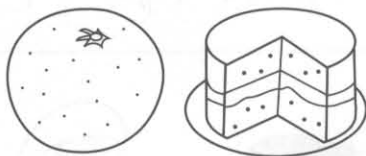
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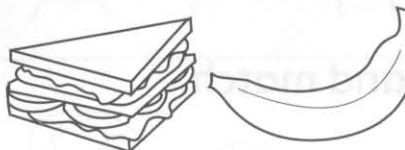
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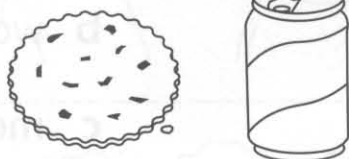
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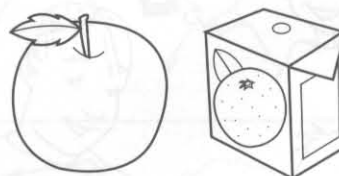
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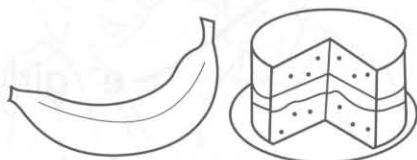
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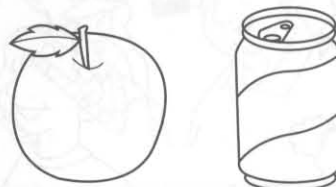
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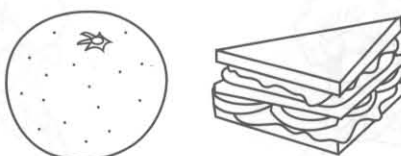
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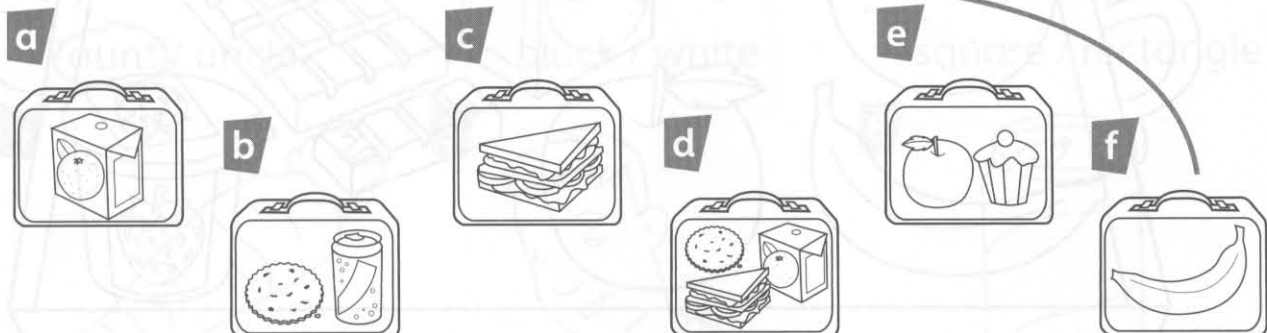
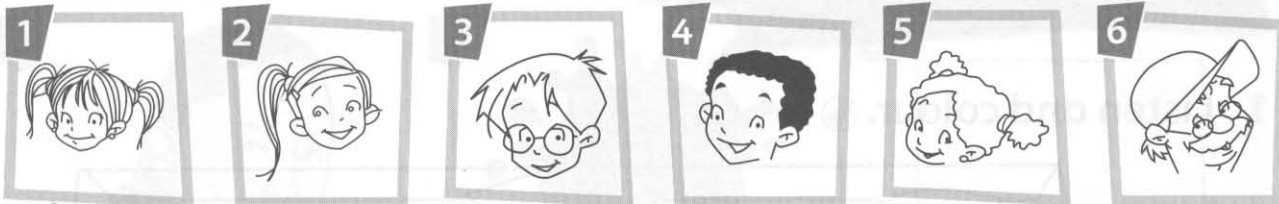


11



____ / 10

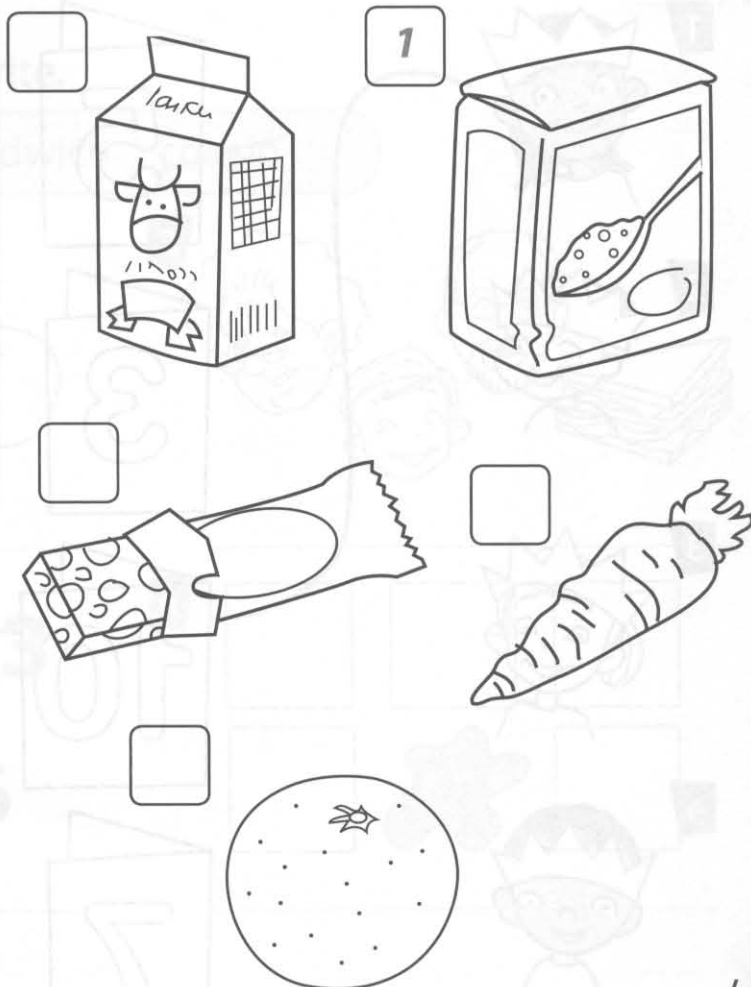
2 Listen and match. 3.49



___ / 5

3 Read and number.

- 1 sugar
- 2 a bread roll
- 3 a carrot
- 4 a cereal bar
- 5 milk
- 6 an orange



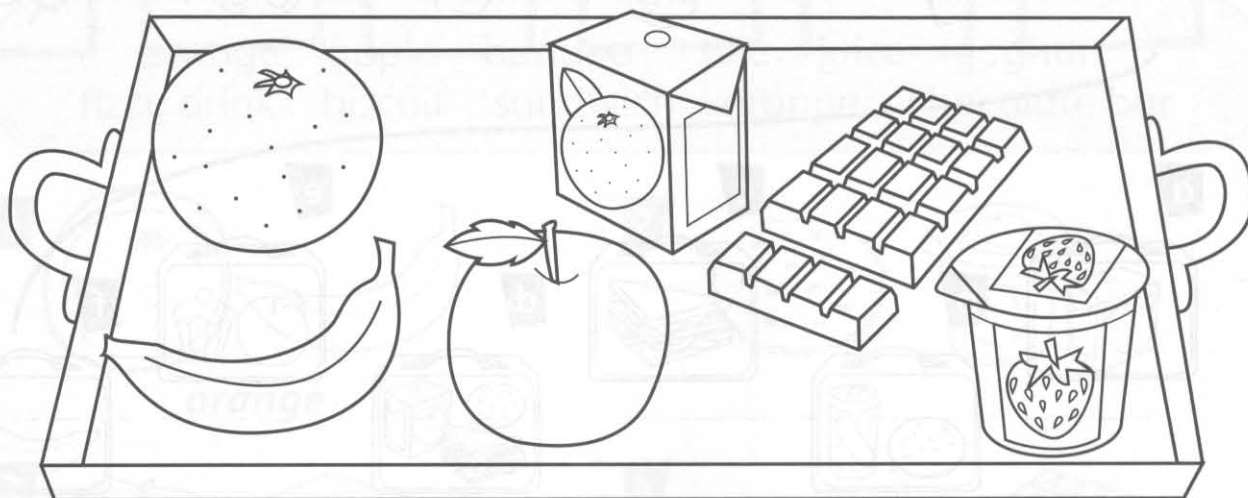
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Total ___ / 20

Review Test 1





Name: _____

1 Listen and colour. 3.50



____ / 6

2 Listen and match. 3.51

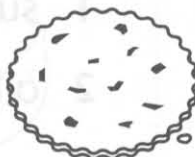
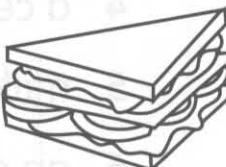
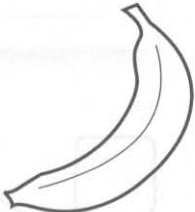

- 1 
- 2 
- 3 
- 4 

5

3

10

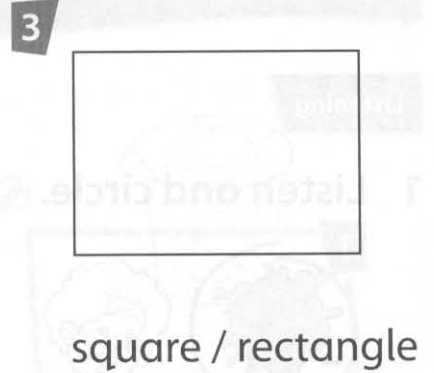
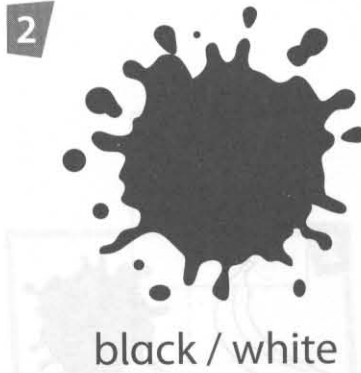
7

Connections: 1 to 10, 2 to 5, 3 to 3, 4 to 7

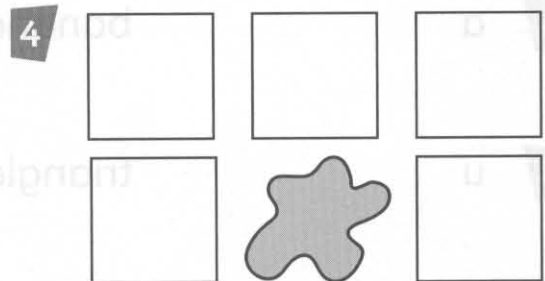
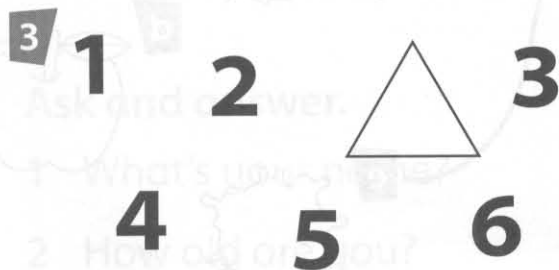
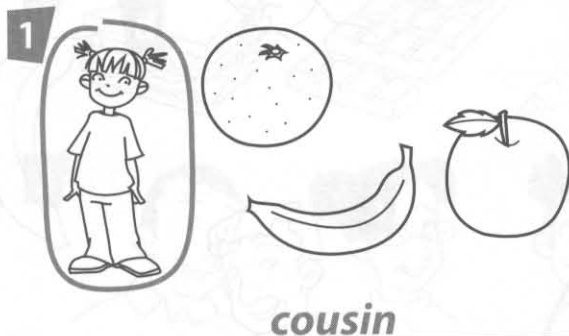
____ / 6

3 Read and circle.



4 Circle the odd one out. Write.

grey triangle sandwich ~~cousin~~



____ / 3

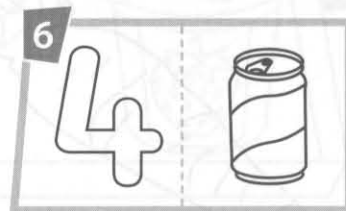
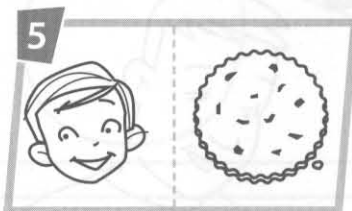
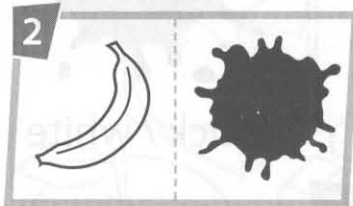
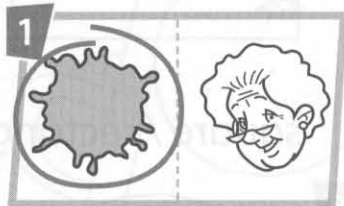
Total ____ / 20

Skills Test 1

Name: _____

Listening

1 Listen and circle. 3.52



____ / 5

Reading

2 Match.

1 w

Grandpa

2 t

apple

3 g

white

4 a

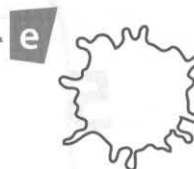
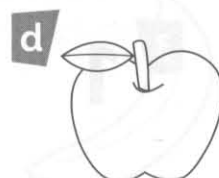
banana

5 u

triangle

6 b

Uncle



____ / 5

3 Write.



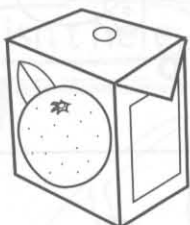
1 A u n t



2 s _____



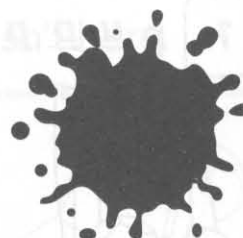
3 y _____



4 j _____



5 G _____



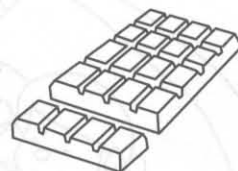
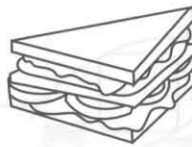
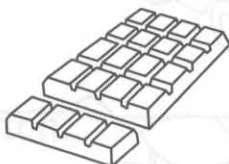
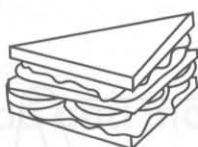
6 b _____

____ / 5

Speaking

4 Follow the sequence. Say.

1



?

2



?

____ / 2

5 Ask and answer.

- 1 What's your name?
- 2 How old are you?
- 3 What's your favourite colour?

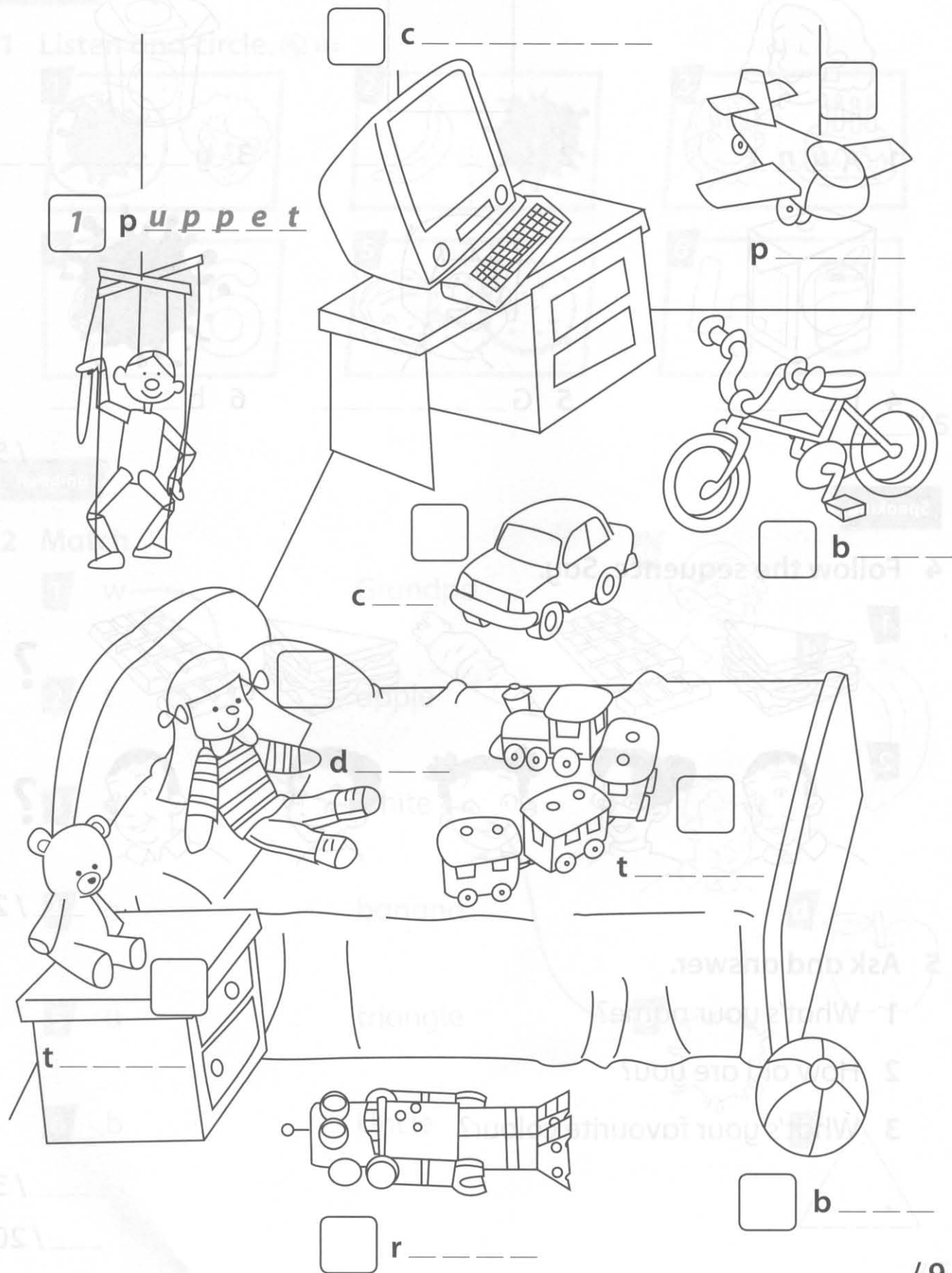
____ / 3

____ / 20

4 Test

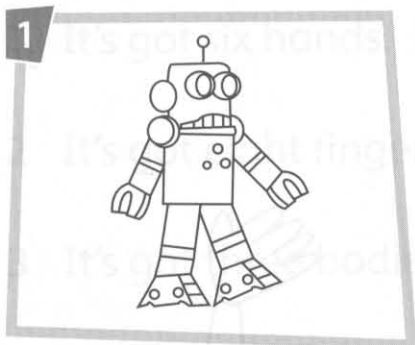
Name: _____

1 Listen and number.  3.53 Write.



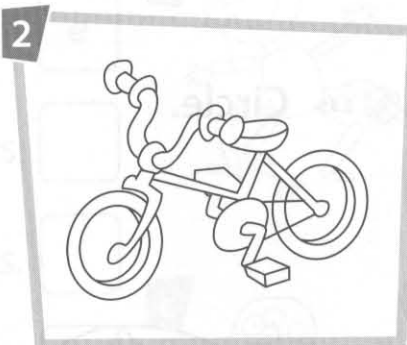
____ / 9

2 Listen and circle. 3.54



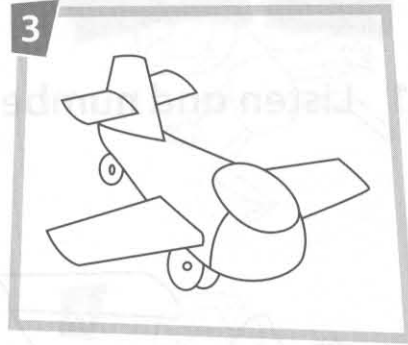
It's here. /

It isn't here.



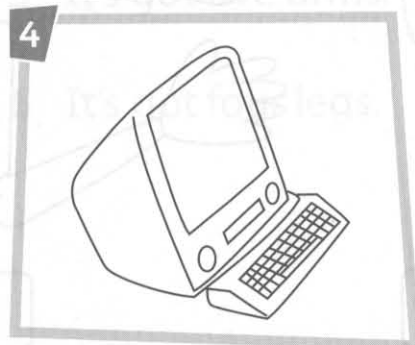
It's here. /

It isn't here.



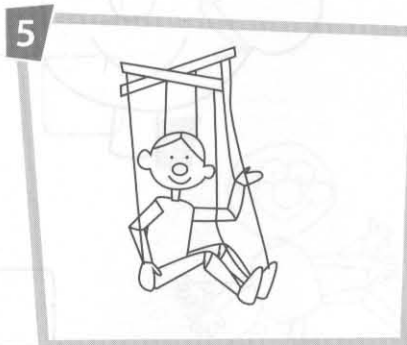
It's here. /

It isn't here.



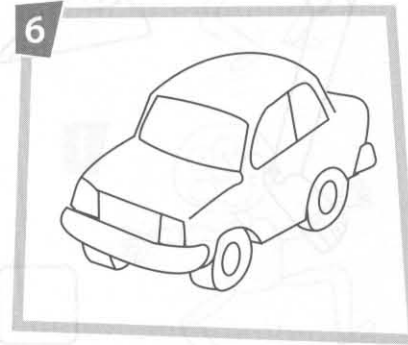
It's here. /

It isn't here.



It's here. /

It isn't here.



It's here. /

It isn't here.

___ / 5

3 Read and match.

1 a doll made of plastic

g

2 a doll made of fabric

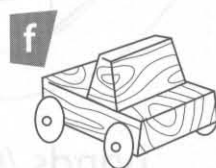
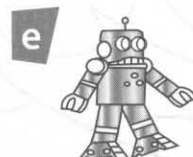
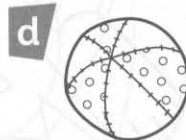
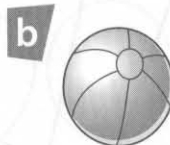
3 a robot made of metal

4 a car made of wood

5 a car made of metal

6 a ball made of plastic

7 a ball made of fabric

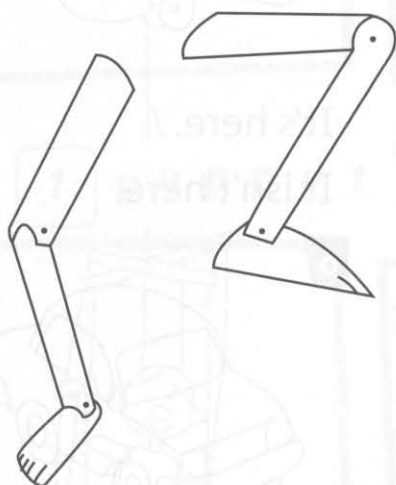


___ / 6

Total ___ / 20

Name: _____

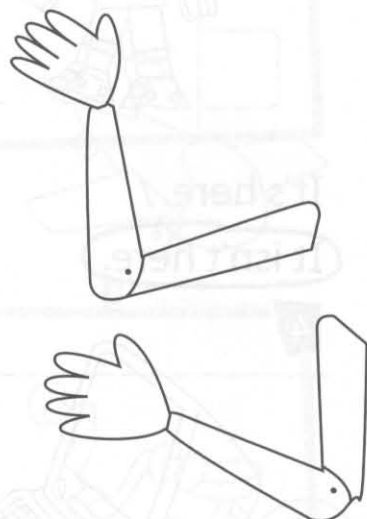
1 Listen and number.  3.55 Circle.


☐

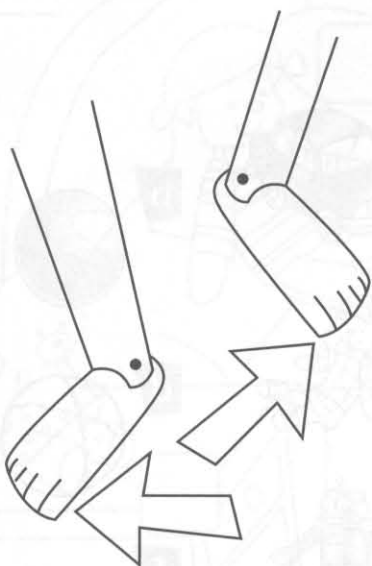
head / legs


☐

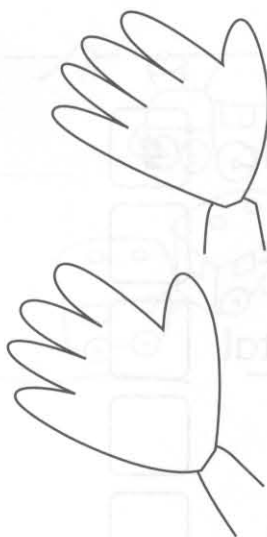
head / body


☐

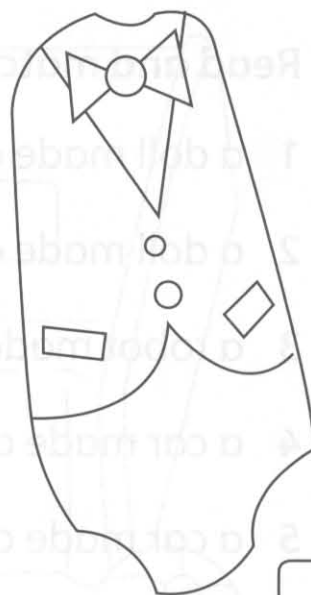
arms / legs


☐ 1

hands / toes


☐

hands / feet


☐

body / arms

____ / 10

2 Read and match.

1 It's got six hands.

e

2 It's got eight fingers.

3 It's got three bodies.

4 It's got two heads.

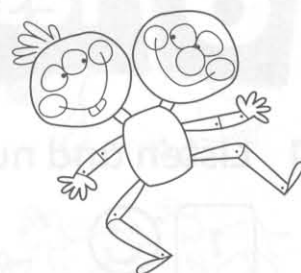
5 It's got five arms.

6 It's got four legs.

a



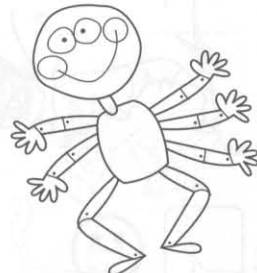
b



c



d



e



f



___ / 5

3 Write and match.

1 e y e s

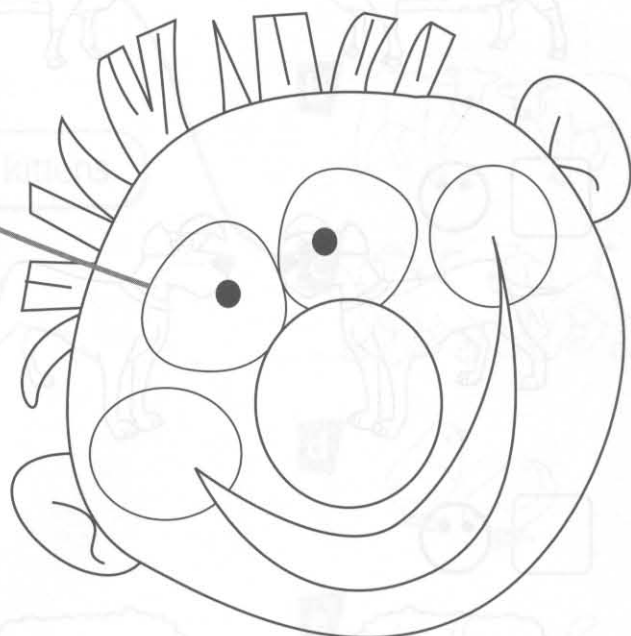
2 n _____

3 e _____

4 f _____

5 h _____

6 m _____



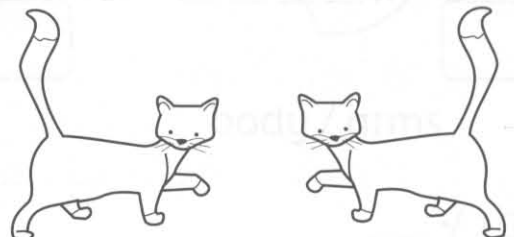
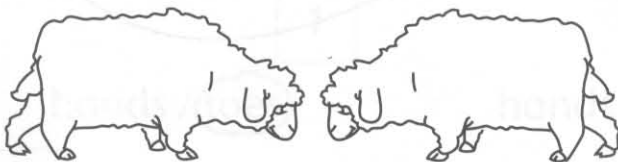
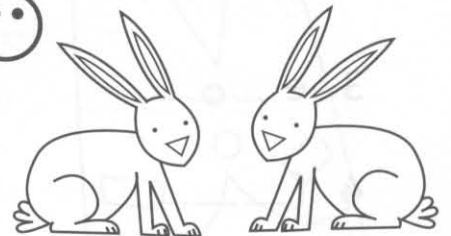
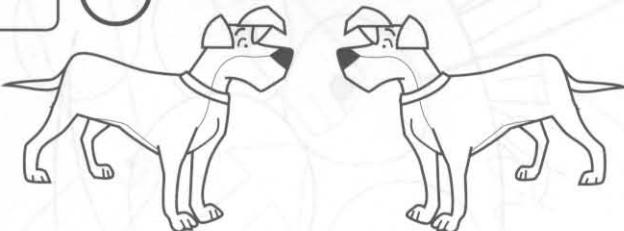
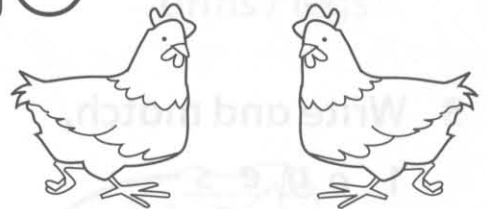
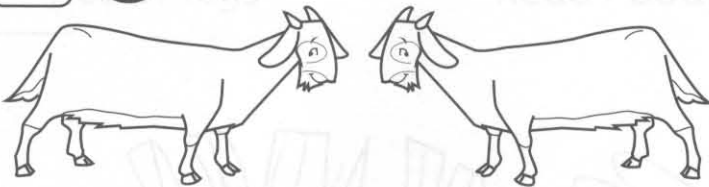
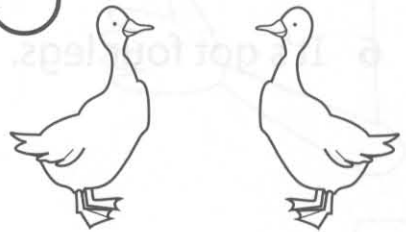
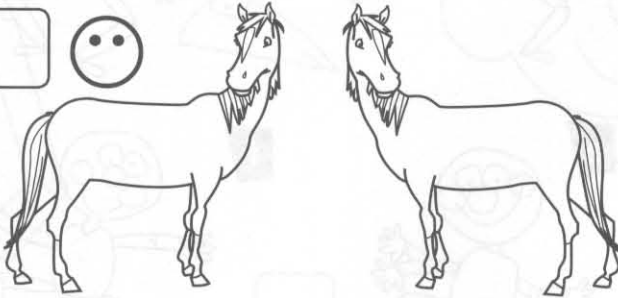
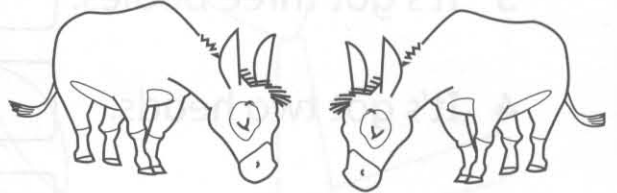
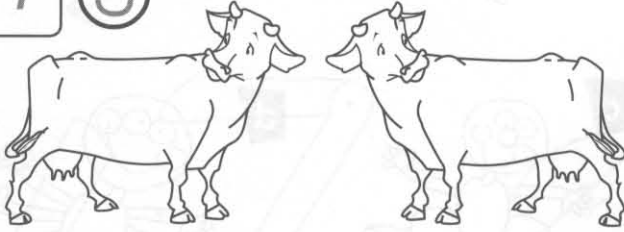
___ / 5

Total ___ / 20

Name: _____

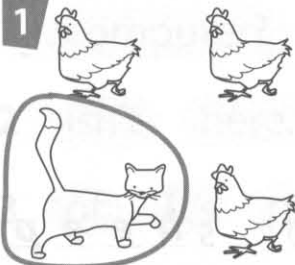
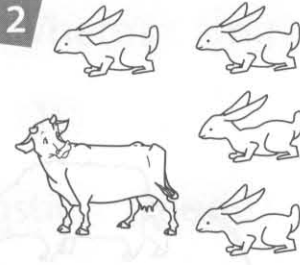
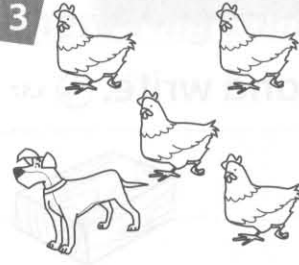
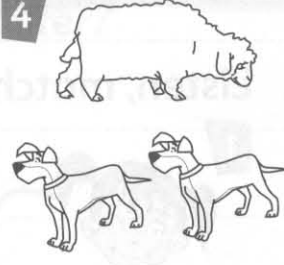
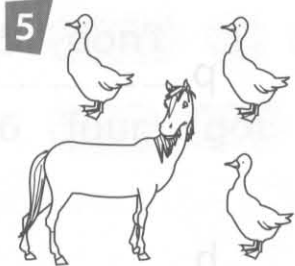
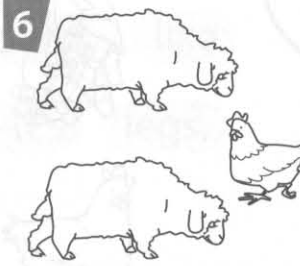
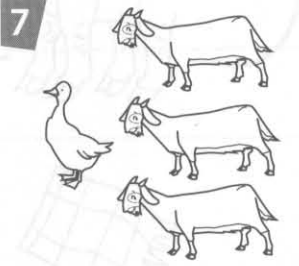
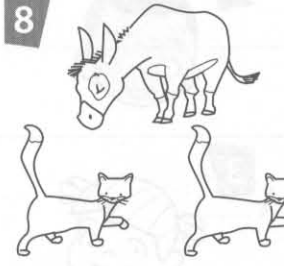
1 Listen and number.  3.56 Draw 😊 or ☹️.

1




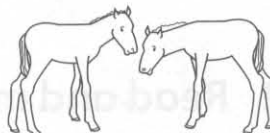

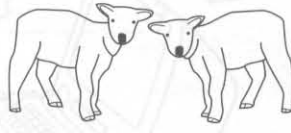

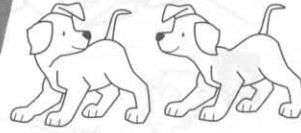

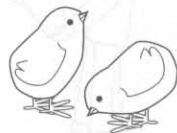

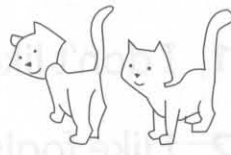
____ / 9

2 Circle the odd one out. Write.

1 	2 	3 	4 
c <u>a</u> t	c _ _ _	d _ _ _	s _ _ _
5 	6 	7 	8 
h _ _ _	h _ _ _	d _ _ _	d _ _ _

___ / 7

3 Write and match.

1 	I l <u>i</u> <u>k</u> <u>e</u> puppies.	a 
2 	I d _ _ ' _ I _ _ _ kittens.	b 
3 	I l _ _ _ foals.	c 
4 	I l _ _ _ lambs.	d 
5 	I d _ _ ' _ I _ _ _ chicks.	e 

___ / 4

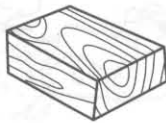
Total ___ / 20

Review Test 2

Name: _____

1 Listen, match and write. 3.57

1



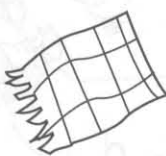
s h e e p

2



p _____

3



h ____

4



p _____

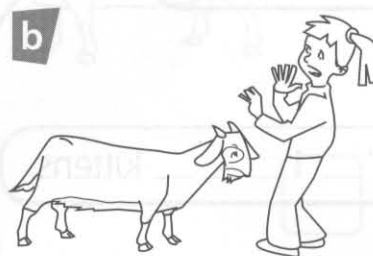
____ / 6

2 Read and match.

a



b



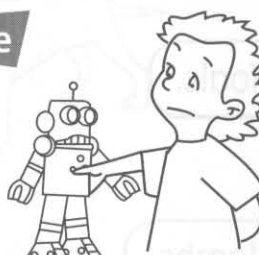
c



d



e



f



1 I don't like goats.

b

4 I like trains.

☐

2 I like foals.

☐

5 I like computers.

☐

3 I don't like robots.

☐

6 I like lambs.

☐

____ / 5

3 Order the words.

1 computer? Where's my Where's my computer?

2 isn't here. It _____

3 of It's plastic. made _____

4 got blonde I've hair. _____

5 don't I cows. like _____

6 four got It's legs. _____

____ / 5

4 Look and write.



1 I 😊 l i k e dogs.

2 I've got a  p _____.

3 It's got four  l _____.

4 Where's my  b _____?

5 It's h _____.

____ / 4

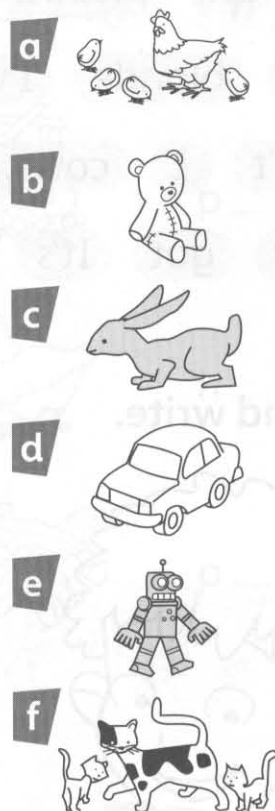
Total ____ / 20

Skills Test 2

Name: _____

Listening

1 Listen and match. 3.58



____ / 5

Reading

2 Read and write *True* or *False*.



Jenny

I've got a doll.
It's got blonde hair
and blue eyes.



Alice

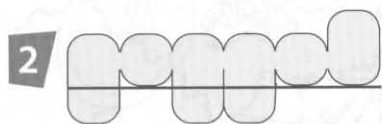
I've got a puppy.
It's got four legs
and a black nose.
I like dogs.

- | | |
|--|---|
| 1 Jenny's got a puppy. <u> F </u> | 4 The puppy's got four legs. <u> </u> |
| 2 Alice likes dogs. <u> </u> | 5 The doll's got brown hair. <u> </u> |
| 3 The doll's got green eyes. <u> </u> | 6 The puppy's got a brown nose. <u> </u> |

____ / 5

Writing

3 Look and match.



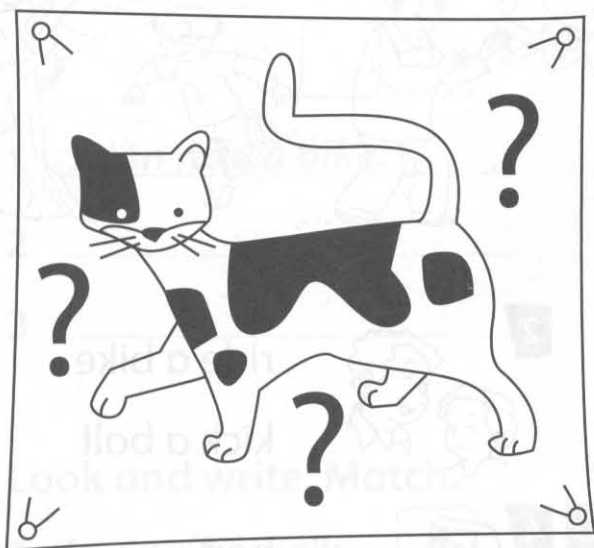
a puppet

b car

c toes

___ / 2

4 Correct the sentences.



1 Where's my teddy?

Where's my cat?

2 It's got five legs.

3 It's green and pink.

4 It's here.

___ / 3

Speaking

5 Ask and answer.

1 What colour eyes have you got?

2 What colour hair have you got?

3 Do you like horses?

4 What's your favourite animal?

5 What colour's the ball?



___ / 5

Total ___ / 20

1 Look and circle.



1



kick a ball
fly

2



ride a bike
kick a ball

3



hop
climb a tree

4



hop
throw a frisbee

5



climb a tree
juggle

6



juggle
fly

7



throw a frisbee
run

8



ride a bike
run

9



walk
juggle

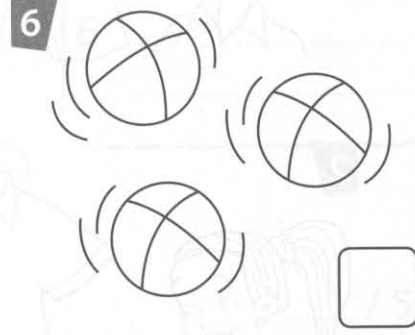
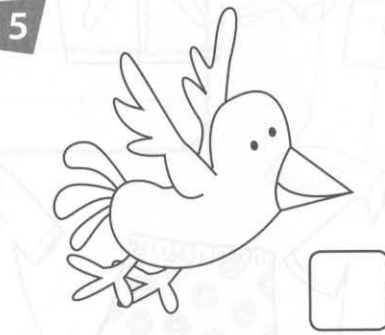
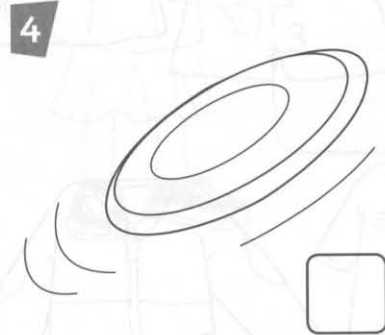
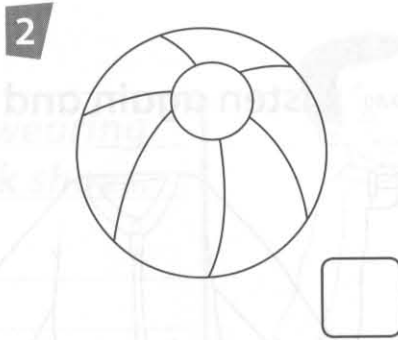
10



jump
hop

____ / 5

2 Listen and tick ✓ or cross X.  3.59 Write.



1 I can ride a bike.

4 _____

2 It's hot.

5 _____

3 _____

6 _____

____ / 10

3 Look and write. Match.

1 I can't walk. ☒ d

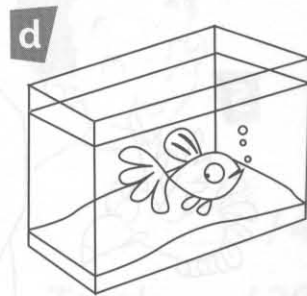
2 I _____ swim. ☐

3 I _____ draw. ☐

4 I _____ read. ☐

5 I _____ write. ☐

6 I _____ talk. ☐



____ / 5

Total ____ / 20

1 Listen and circle.  3.60 Listen again and colour.

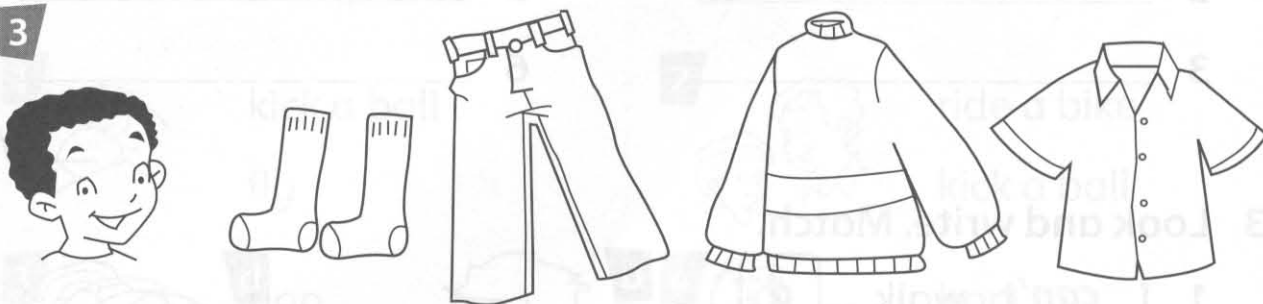
1



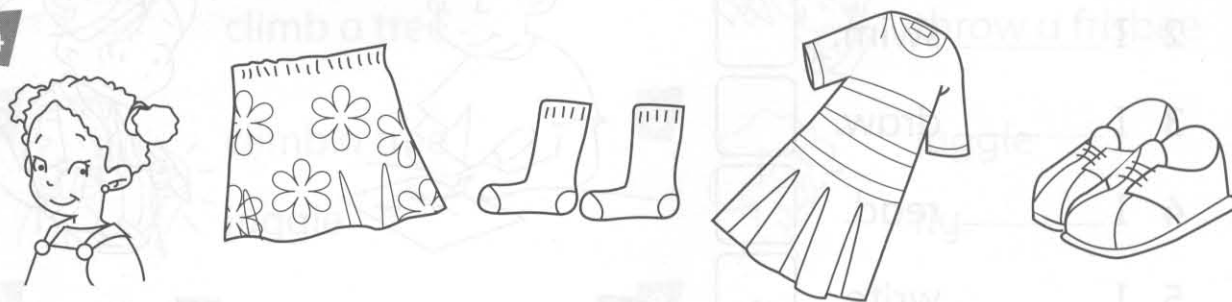
2



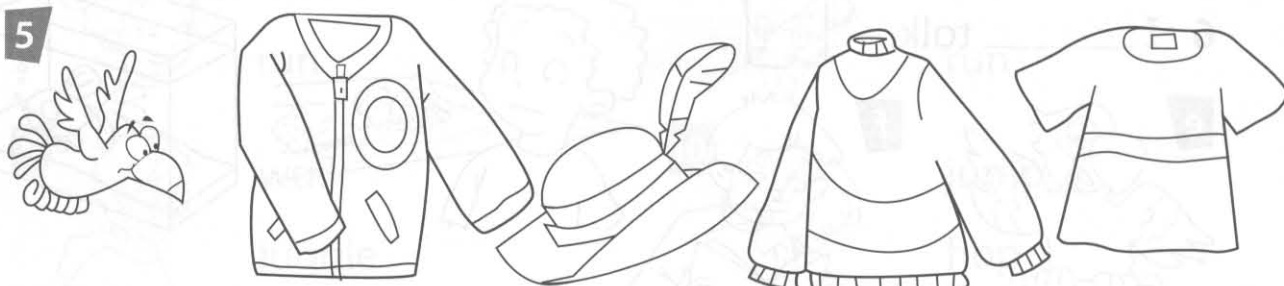
3



4



5



2 Colour and write.



1 I'm wearing
black shoes.

2 _____

3 _____



4 _____

5 _____

6 _____

3 Read and match.

___ / 5

3 Read and match.

1 It's hot.

d

2 It's cloudy.

☐

3 It's raining.

☐

4 It's cold.

☐

5 It's windy.

☐


___ / 4

Total ___ / 20

1 Listen and match.  3.61 Write.

1



2



3



4



5



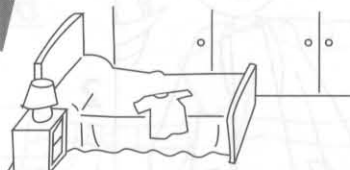
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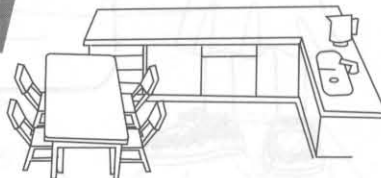


a



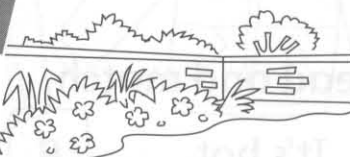
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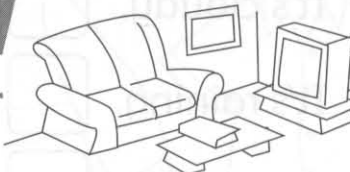
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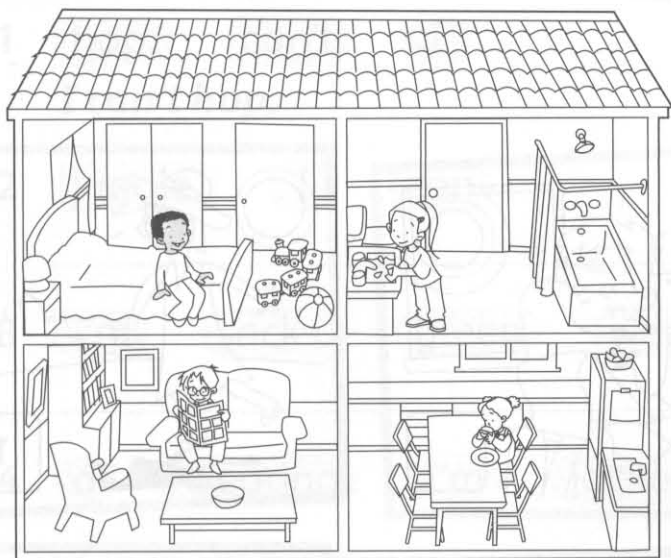
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g



g

2 Look and write.



1 Where's Titch?
In the kitchen.

2 Where's Fred?

3 Where's Flo?

4 Where's Bing?

____ / 3

3 Read and match.

4			
3			
2			
1			
	A	B	C

- 1 Where's the school?
- 2 Where's the bus stop?
- 3 Where's the shop?
- 4 Where's the park?
- 5 Where's the cinema?
- 6 Where's the house?

- a It's in C4.
- b It's in D1.
- c It's in A4.
- d It's in B2.
- e It's in D3.
- f It's in A3 and B3.

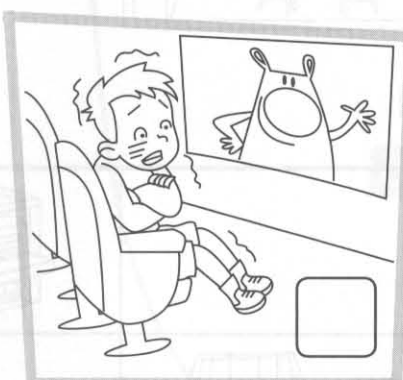
____ / 5

Total ____ / 20

Review Test 3

Name: _____

1 Listen and number. 3.62



___ / 5

2 Read and match.

1 What's the weather like?

a Yes, he can read.

2 What are you wearing?

b He's in the garage.

3 Can you jump?

c I'm wearing a jumper.

4 Can he read?

d Yes, I can jump.

5 Where's Anna?

e She's in the house.

6 Where's Paul?

f It's hot.

___ / 5

3 Order the words.

1 hop. can't I

I can't hop.

2 juggle. I can

3 I'm socks. green wearing

4 a wearing I'm jacket.

5 bathroom. She's the in

6 stop? Where's bus the

____ / 5

4 Circle the words. Write.

wearing He's cloudy can't weather can

1 What's the weather like?

2 It's _____.

3 I'm _____ a jacket.

4 I _____ write.

5 I _____ run.

6 Where's Norton? _____ in the park.



____ / 5

Total ____ / 20

Skills Test 3

Name: _____

Listening

1 Listen and write the names. 3.63

Oliver

~~Mark~~

Violet

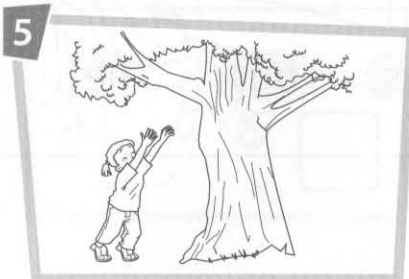
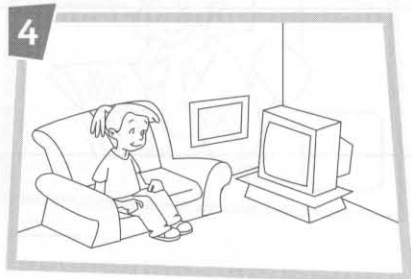
Zack

Emily

Gemma



Mark



____ / 5

Reading

2 Read and match.

- 1 I'm in _____ jacket.
- 2 I'm wearing _____ throw a frisbee.
- 3 I can _____ a dress.
- 4 I'm in the _____ the garden.
- 5 I'm wearing a _____ juggle.
- 6 I can't _____ bathroom.



____ / 5

3 Count the words in each sentence.

1 I can't kick a ball.

5

2 I'm wearing a T-shirt.

3 He's in the kitchen.

___ / 2

4 Look and write.



I'm in the garden.

I'm wearing a T-shirt and a skirt.

I can kick a ball.



___ / 3

5 Ask and answer.

1 How old are you?

2 What's the weather like?

3 What are you wearing?

4 Where are you?

5 Can you ride a bike?

___ / 5

Total ___ / 20

Test transcripts / answers

Unit 1

Unit 1 Test

1 Listen and colour. 3:44 Write.

- white
- red
- pink
- purple
- blue
- green
- orange
- yellow
- grey
- black
- brown

2 Listen and colour. 3:45

- I'm Elle. My favourite colour's black.
- I'm Ben. My favourite colour's blue.
- I'm Rav. My favourite colour's purple.
- I'm Amy. My favourite colour's green.
- I'm Josh. My favourite colour's yellow.
- I'm Rose. My favourite colour's pink.

3 Read and tick ✓.

- first picture
- first picture
- first picture
- second picture
- first picture
- second picture

Unit 2 Test

1 Listen and circle. 3:46 Write.

- Poppy** This is my sister.
- Flo** This is my aunt.
- Bing** This is my Dad.
- Flo** This is my cousin. His name's Dan.
- Poppy** This is my Mum.
- Titch** This is my cousin. Her name's Rosa.
- Flo** This is my Grandma.
- Fred** This is my Grandpa.
- Titch** This is my brother.
- Fred** This is my sister.
Titch I'm Titch! I'm Titch!
- sister 2 aunt 3 Dad 4 cousin 5 Mum 6 cousin
- Grandma 8 Grandpa 9 brother 10 sister

2 Listen and draw. 3:47

- Adult** Hello, Titch. How old are you?
Titch I'm four.
- Adult** Hello, Emily. How old are you?
Emily I'm seven.
- Adult** Hello, Tom. How old are you?
Tom I'm six.
- Adult** Hello, Sam. How old are you?
Sam I'm eight.
- Adult** Hello, Katy. How old are you?
Katy I'm seven.
- Adult** Hello, Anna. How old are you?
Anna I'm six.

3 Read and match.

- e/g girl 2 a/c man 3 f boy 4 b/d woman
- e/f girl 6 b/d woman 7 a/c man

Unit 3 Test

1 Listen and circle. 3:48 Write.

- I've got an orange.
- I've got a yoghurt.
- I've got an apple.
- I've got a chocolate bar.
- I've got a cake.
- I've got a sandwich.
- I've got a biscuit.
- I've got a juice.
- I've got a banana.
- I've got a fizzy drink.
- I've got an orange.
- orange 2 yoghurt 3 apple 4 chocolate bar
- cake 6 sandwich 7 biscuit 8 juice 9 banana
- fizzy drink 11 orange

2 Listen and match. 3:49

- Adult** What have you got, Poppy?
Poppy I've got a banana.
- Adult** What have you got, Flo?
Flo I've got a juice.
- Adult** What have you got, Fred?
Fred I've got a sandwich.
- Adult** What have you got, Bing?
Bing I've got a biscuit, and a fizzy drink.
- Adult** What have you got, Titch?
Titch I've got a cake and an apple.
- Adult** What have you got, Mr Fixit?
Mr Fixit I've got a sandwich, a biscuit and a juice.
- f 2 a 3 c 4 b 5 e 6 d

3 Read and number.

[from left to right] 5, 1, 4, 3, 2, 6

Review Test 1

1 Listen and colour. 3:50

- I've got an apple. It's green.
- I've got an orange. It's orange.
- I've got a yoghurt. It's pink.
- I've got a juice. It's orange.
- I've got a banana. It's yellow.
- I've got a chocolate bar. It's brown.

2 Listen and match. 3:51

- A** Hello. This is my cousin, Lizzy.
B How old are you, Lizzy?
C I'm ten. I've got a cake.
- A** This is my brother, Oliver.
B How old are you, Oliver?
C I'm five. I've got a biscuit.

- 3 A This is my sister, Mary.
B How old are you, Mary?
C I'm seven. I've got a sandwich.
- 4 A This is my cousin, Jim.
B How old are you, Jim?
C I'm three. I've got a banana.
- 1 10, cake 2 5, biscuit 3 7, sandwich 4 3, banana

3 Read and circle.

- 1 aunt 2 black 3 rectangle 4 carrot 5 man
6 fizzy drink

4 Circle the odd one out. Write.

- 1 cousin 2 sandwich 3 triangle 4 grey

Skills Test 1

1 Listen and circle. Ⓢ 3-52

- 1 grey
2 black
3 cousin
4 six
5 biscuit
6 fizzy drink

2 Match.

- 1 w, white, e 2 t, triangle, f 3 g, Grandpa, a
4 a, apple, d 5 u, uncle, c 6 b, banana, b

3 Write.

- 1 aunt 2 square 3 yoghurt 4 juice 5 Grandma
6 black

4 Follow the sequence. Say.

- 1 carrot 2 mother / woman

5 Ask and answer.

Pupils' own answers.

Unit 4 Test

1 Listen and number. Ⓢ 3-53 Write.

- 1 I've got a puppet.
2 I've got a plane.
3 I've got a train.
4 I've got a robot.
5 I've got a doll.
6 I've got a computer.
7 I've got a bike.
8 I've got a teddy.
9 I've got a ball.
10 I've got a car.

- 1 puppet 2 plane 3 train 4 robot 5 doll
6 computer 7 bike 8 teddy 9 ball 10 car

2 Listen and circle. Ⓢ 3-54

- 1 Child Where's my robot?
Mum It isn't here.
- 2 Child Where's my bike?
Mum It isn't here.
- 3 Child Where's my plane?
Mum It's here.
- 4 Child Where's my computer?
Mum It's here.

5 Child Where's my puppet?

Mum It isn't here.

6 Child Where's my car?

Mum It's here.

1 It isn't here. 2 It isn't here. 3 It's here. 4 It's here.

5 It isn't here. 6 It's here.

3 Read and match.

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

Unit 5 Test

1 Listen and number. Ⓢ 3-55 Circle.

1 Child Where are the toes?

Adult Here they are.

2 Child Where's the body?

Adult Here it is.

3 Child Where's the head?

Adult Here it is.

4 Child Where are the arms?

Adult Here they are.

5 Child Where are the legs?

Adult Here they are.

6 Child Where are the hands?

Adult Here they are.

1 toes 2 body 3 head 4 arms 5 legs 6 hands

2 Read and match.

It's got six hands. 5 It's got eight fingers. 6 It's got three bodies. 3 It's got two heads. 2 It's got five arms. 5 It's got four legs. 1

3 Write and match.

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

Unit 6 Test

1 Listen and number. Ⓢ 3-56 Draw ☺ or ☹.

1 Adult Let's look at the cows.

Child I don't like cows.

2 Adult Let's look at the hens.

Child I like hens.

3 Adult Let's look at the ducks.

Child I like ducks.

4 Adult Let's look at the donkeys.

Child I don't like donkeys.

5 Adult Let's look at the cats.

Child I like cats.

6 Adult Let's look at the rabbits.

Child I like rabbits.

7 Adult Let's look at the goats.

Child I don't like goats.

8 Adult Let's look at the dogs.

Child I like dogs.

9 Adult Let's look at the horses.

Child I don't like horses.

10 Adult Let's look at the sheep.

Child I don't like sheep.

1 cows ☹ 2 hens ☹ 3 ducks ☹ 4 donkeys ☹

5 cats ☹ 6 rabbits ☹ 7 goats ☹ 8 dogs ☹

9 horses ☹ 10 sheep ☹

2 Circle the odd one out. Write.

1 cat 2 cow 3 dog 4 sheep 5 horse 6 hen
7 duck 8 donkey

3 Write and match.

1 c I like puppies. 2 e I don't like kittens. 3 a I like foals. 4 b I like lambs. 5 d I don't like chicks.

Review Test 2

1 Listen, match and write. Ⓢ 3-57

1 Where's my animal? It's got four legs. It's here! It's a sheep.
2 Where's my toy? It's made of wood. It's here! It's a plane.
3 Where's my animal? It's got two legs. It's here! It's a hen.
4 Where's my toy? It's made of fabric. It's here! It's a puppet.
1 sheep 2 plane 3 hen 4 puppet

2 Read and match.

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

3 Order the words.

1 Where's my computer? 2 It isn't here. 3 It's made of plastic. 4 I've got blonde hair. 5 I don't like cows. 6 It's got four legs.

4 Look and write.

1 I like dogs. 2 I've got a puppy. 3 It's got four legs.
4 Where's my ball? 5 It's here!

Skills Test 2

1 Listen and match. Ⓢ 3-58

1 A Where's my robot? It's got two legs and eight fingers.
It's grey.
B It's here!
2 A Where's my cat? It's black and white. It's got two kittens.
B It's here! I like cats.
3 A Where's my car? It's made of plastic. It's white.
B It's here!
4 A Where's my teddy? It's got two ears. It's made of fabric.
B It's here!
5 A Where's my rabbit? It's got a pink nose. It's got two grey ears.
B It's here!
6 A Where's my hen? It's got four chicks.
B It's here! I don't like hens.
1 e 2 f 3 d 4 b 5 c 6 a

2 Read and write *True* or *False*.

1 False 2 True 3 False 4 True 5 False 6 False

3 Look and match.

1 c 2 a 3 b

4 Correct the sentences.

1 Where's my cat? 2 It's got four legs. 3 It's black and white. 4 It isn't here.

5 Ask and answer.

1-4 Pupils' own answers. 5 It's black and white.

Unit 7 Test

1 Look and circle.

1 fly 2 kick a ball 3 hop 4 throw a frisbee 5 climb a tree 6 juggle 7 run 8 ride a bike 9 walk 10 jump

2 Listen and ✓ or X. Ⓢ 3-59 Write.

1 I can ride a bike.
2 I can kick a ball.
3 I can't climb a tree.
4 I can throw a frisbee.
5 I can't fly.
6 I can't juggle.
1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 X

3 Look and write. Match.

1 I can't talk. d 2 I can't swim. c 3 I can't draw. b 4 I can read. f 5 I can write. a 6 I can fly. e

Unit 8 Test

1 Listen and circle. Ⓢ 3-60 Listen again and colour.

1 **Child** Hi, Fred!
Fred Hello. Look at my new clothes. I've got a new grey T-shirt and new black shorts.
2 **Child** Hi, Flo!
Flo Hello. Look at my new clothes. I've got a new pink skirt and a new purple jacket.
3 **Child** Hi, Bing!
Bing Hello. Look at my new clothes. I've got a new blue shirt and new red socks.
4 **Child** Hi, Titch!
Titch Hello. Look at my new clothes. I've got a new yellow dress, new green socks, and new brown shoes.
5 **Child** Hi, Norton!
Norton Hello. Look at my new clothes. I've got a new orange hat, a new white jacket, and a new red jumper.

2 Colour and write.

Pupils' own answers.

3 Read and match.

1 d 2 e 3 a 4 c 5 b

Unit 9 Test

1 Listen and match. Ⓢ 3-61 Write.

1 **Child** Where's Fred?
Adult He's in the living room.
2 **Child** Where's Flo?
Adult She's in the bathroom.
3 **Child** Where's Titch?
Adult She's in the kitchen.
4 **Child** Where's Poppy?
Adult She's in the hall.
5 **Child** Where's Bing?
Adult He's in the bedroom.
6 **Child** Where's Mr Fixit?
Adult He's in the garage.
7 **Child** Where's Norton?
Adult He's in the garden.
1 d 2 e 3 b 4 f 5 a 6 g 7 c

2 Look and write.

- 1 In the kitchen. 2 In the living room.
3 In the bathroom. 4 In the bedroom.

3 Read and match.

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

Review Test 3

1 Listen and number. ③ 3-62

- 1 It's hot. I'm wearing a dress and a hat. I'm in the park.
2 It's windy. I can't throw a frisbee. I'm wearing a jumper and a skirt. I'm in the garden.
3 It's raining. I'm in the park. I can climb a tree. I'm wearing a jacket.
4 It's cloudy. I'm in the kitchen. I'm wearing a dress. I can read.
5 It's cold. I'm in the cinema. I can't talk. I'm wearing shorts.
6 It's hot. I'm in the living room. I can draw.
2 6 1 4 5 3

2 Read and match.

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

3 Order the words.

- 1 I can't hop. 2 I can juggle. 3 I'm wearing green socks. 4 I'm wearing a jacket. 5 She's in the bathroom.
6 Where's the bus stop?

4 Circle the words. Write.

- 1 weather 2 cloudy 3 wearing 4 can 5 can't
6 He's

Skills Test 3

1 Listen and write the names. ③ 3-63

- 1 My name's Mark. I'm wearing a T-shirt and trousers. I can't walk.
2 My name's Oliver. I'm wearing a T-shirt and shorts. I can't ride a bike.
3 My name's Emily. I'm wearing a jumper. I'm in the kitchen.
4 My name's Zack. I can read. I'm in the bedroom.
5 My name's Violet. I'm in the garden. I can't climb a tree.
6 My name's Gemma. I'm wearing a T-shirt, trousers and shoes. I'm in the living room.
1 Mark 2 Oliver 3 Emily 4 Zack 5 Violet
6 Gemma

2 Read and match.

- 1 I'm in the park. c 2 I'm wearing a dress. f 3 I can throw a frisbee. e 4 I'm in the bathroom. a 5 I'm wearing a jacket. d 6 I can't juggle. b

3 Count the words in each sentence.

- 1 5 2 4 3 4

4 Look and write.

I'm in the living room. I'm wearing a T-shirt and shorts. I can read a book.

5 Ask and answer.

Pupils' own answers.

Record card: Attitudes and Behaviour

Name of pupil:

Objectives	all the time	sometimes	never
Responds to Norton			
Joins in songs			
Joins in rhymes and chants			
Listens and follows instructions			
Pays attention to the story			
Shows understanding of the story			
Is able to participate in acting out a story			
Remembers the new topic vocabulary			
Remembers the 'Learning through English' vocabulary			
Participates in games			
Participates in group activities			
Participates in the 'make' activities			
Behaves appropriately in class			
Shows an interest in learning English			
Is motivated to complete work at home			

Tick the relevant column according to the pupil's behaviour for each objective.
You can use the blank rows to insert any extra behavioural objectives that you want to evaluate.

Record card: Linguistic objectives (Units 1–9)

Name of pupil:

	Needs a lot of help	Needs some help	Target achieved	Test score
Unit 1				
Unit 2				
Unit 3				
Review Test 1				
Skills Test 1				
Unit 4				
Unit 5				
Unit 6				
Review Test 2				
Skills Test 2				
Unit 7				
Unit 8				
Unit 9				
Review Test 3				
Skills Test 3				

Tick the relevant column for the pupil's level of achievement in each unit. In addition, you may like to use the following key to indicate in which areas the pupil still needs help:

V = vocabulary L = listening S = speaking R = reading W = writing

Use the 'Test score' column to keep a record of each pupil's scores for the unit tests and term tests.

What is a language portfolio?

The aim of creating a language portfolio with your pupils is to promote the learning of languages in general, and to record and validate all their linguistic abilities and language learning experiences (including those from outside the classroom).

The European Language Portfolio

The Council of Europe is promoting the use of the 'European Language Portfolio', a three-part portfolio which has the aim of encouraging lifelong language learning, providing a record of linguistic skills that is internationally recognized, and promoting tolerance and cultural awareness through learning other languages. The intention is that each student has their own personal Portfolio that will accompany them throughout their learning experience. The European Language Portfolio is divided into the following sections:

Passport

The Passport section provides an overview of each student's ability in a language or languages. It includes self-evaluation and teacher assessment as well as any certificates a student may have received or records of courses they have completed.

Biography

The Biography section allows the student to reflect upon and assess his or her progress. It encourages the student to think about what he / she can do in the language.

Dossier

The Dossier contains selected pieces of work which illustrate the student's achievements, abilities, and experiences, as recorded in the Biography or Passport.

What is the *Incredible English Portfolio*?

The idea of the *Incredible English Portfolio* is to raise awareness of the existence of the European Language Portfolio and to prepare children to use future portfolios in the secondary education system. It is a useful tool for teachers in future years as it allows them to see what each child has studied so far. It is also extremely motivating as it gives children the opportunity to be responsible for their own learning as they indicate what they can do in English and decide autonomously what work to include in their Portfolio.

The *Incredible English Portfolio* does not aim to exactly match the structure of the European Language Portfolio, but instead takes the elements from it which are most relevant for children of this age.

Each child's personalized *Incredible English Portfolio* might consist of a selection of the following, stored together in a designated file, folder, or box:

Passport / Biography section:

- Photocopies of pages 167–169 (My English), completed at the end of each term;
- A photocopy of the certificate for Level 1 (page 170);
- Completed unit and term tests;
- Certificates of any external exams pupils have sat, e.g. Cambridge YLE Starters exams.

Dossier section:

- Posters, projects, displays, etc. which the pupils have done throughout the course (e.g. the Lesson 8 'Make' activities);
- Photocopies of completed pages from the Activity Book and / or the Photocopy Masters Book;
- Cassette or video recordings of pupils singing songs or acting out stories, e.g. the unit stories;
- Other (see 'Further ideas' below).

The *Incredible English Portfolio* can be included in the classroom routine as much or as little as you choose.

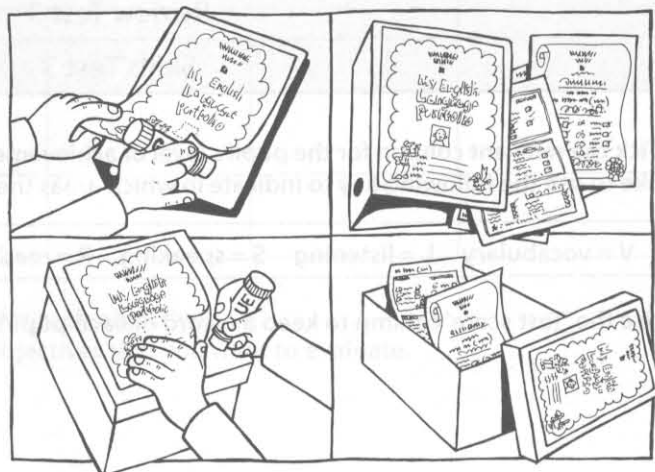
A good point to start working on the Portfolio would be towards the end of the first term, when you can explain to the pupils what a language portfolio is, let them make the cover pages and complete the first *My English* page (see below), and tell them that they will be responsible for choosing which pieces of work they would like to include in the Dossier section (they can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people).

Parents should be encouraged to support their children's language learning by helping them collect items for their Portfolio or making suggestions about what pieces of work to include in the Dossier section.

The *Incredible English Portfolio* for level 1 contains the following material:

Portfolio cover

This can be found on page 166. Pupils fill this in and stick it on the cover of the file, folder, or box that they are going to use for their *Incredible English Portfolio*. They can also stick on a photo or a drawing of themselves.



My English pages

These can be found on pages 167–169 (one page for every three units). These summary / self-evaluation pages are intended to be completed at the end of each term, and are divided into three sections: *My words*, *My sentences*, and *My work*.

My words

Pupils tick the boxes to indicate which vocabulary sets they have studied, and then complete the self-evaluation line to say how many of the words they can remember (go through the language with them for this first).

My sentences

Pupils tick the boxes to indicate which language functions they are able to perform. Go through the 'I can' statements with the pupils first to make sure they understand them, and help them as necessary by reminding them of the language from the relevant units and writing examples on the board.

My work

Pupils tick the boxes to say which items they have made. The blank line can be used to write any additional items or projects that they have completed (e.g. for Units 1–3, they can add the bookmark from page 2 of the Photocopy Masters Book). If pupils have chosen to include any of these items in the Dossier section of their Portfolio, they can draw or stick a star next to the item to indicate this. (It will be very motivating for pupils if you can provide them with gold star stickers to use for this section.)

The items listed are taken from the following sections of the course:

(Units 1–3)

Picture / word cards (Units 1–3, PMB pp6–7, 11–12, 16–17)
A shape picture (Unit 1, Lesson 8, PMB p10)
A picture of my family (Unit 2, Lesson 8, PMB p15)
A healthy / unhealthy foods spoon (Unit 3, Lesson 8, PMB p20)
Picture Dictionary (Units 1–3, Activity Book pp92–94)
Personal album (Me and my world, PMB pp53)

(Units 4–6)

Picture / word cards (Units 4–6, PMB pp21–22, 26–27, 31–32)
A spinner (Unit 4, Lesson 8, PMB p25)
Paper people (Unit 5, Lesson 8, PMB p30)
An animal book (Unit 6, Lesson 8, PMB p35)
Picture Dictionary (Units 4–6, Activity Book pp95–97)
Personal album (Me and my world, PMB p54)

(Units 7–9)

Picture / word cards (Units 7–9, PMB pp36–37, 41–42, 46–47)
A photo album (Unit 7, Lesson 8, PMB p40)
A weather mobile (Unit 8, Lesson 8, PMB p45)
A house (Unit 9, Lesson 8, PMB p50)
Picture Dictionary (Units 7–9, Activity Book pp98–100)
Personal album (Me and my world, PMB p55)

Certificate

This can be found on page 170. At the end of the year, the teacher signs the certificate to say the pupil has completed the level. Each pupil then ticks the box for their favourite unit, and signs the certificate.

Dossier cover (My work)

This can be found on page 171. At primary school level, the Dossier of the work chosen by the pupil will probably be the largest section of the Portfolio. This page, entitled *My work*, will be the cover of that section, which can either be included within a ring-binder for the whole Portfolio, or kept in a separate folder or box. Pupils colour the page, and can also create a list of the Dossier contents if they wish.

What does the Dossier contain?

It is important that pupils understand that they make the choice of which pieces of work to include in their personal Dossier. They can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people. In addition to the *My work* items suggested on the *My English* pages, pupils may like to include photocopies of their favourite pages from the Activity Book (e.g. any of the writing or drawing activities), and video or cassette recordings of themselves singing songs or doing role-plays from the course (e.g. acting out the unit stories).

Further ideas

English language learning is not restricted to the classroom, and as part of the Portfolio's aim to foster positive attitudes towards other cultures, pupils should be encouraged to notice any examples of English language and culture around them. Pupils can collect (or photocopy) comics, food packaging, CD and DVD covers, stamps, tickets, postcards, song lyrics, etc. and keep them in their Portfolio folder or box. Alternatively, you could create an 'English corner' in the classroom where such objects could be displayed for the whole class to see.

Pupils can also write (in L1) about their experiences with English, e.g. listing any projects they have done, performances of plays, courses attended (including after-school classes and summer schools), details of trips to English-speaking countries, communication with / exchanges with pen pals, and simply a list of English-speaking people they know. They can illustrate their work with pictures of their experiences.

Encourage pupils to take pride in their Portfolios, and to regularly go through the Dossier section, tidying and organizing it, and adding work as necessary to keep it updated. Encourage them to show their Portfolios to friends, family, and other teachers in the school, and remind them that is a valuable record of their achievements in English. Fostering early pride and motivation in this way will encourage pupils to continue learning and using English (and other languages) throughout their lives.

2nd EDITION

INCREDBLE ENGLISH



My English Language Portfolio

Stick your
photo here

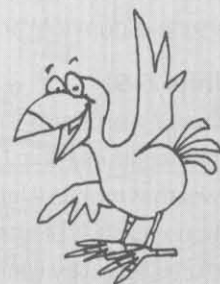
Name _____

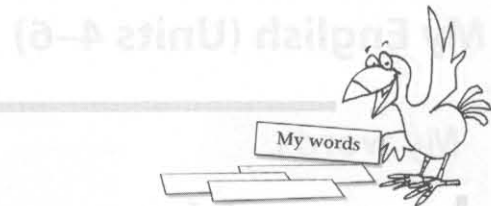
Age _____

Class _____

School _____

Teacher _____





My words

I can say words for:

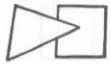


Colours

☐

1, 2

Numbers 1–12

☐


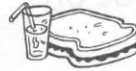
Shapes

☐


Family

☐


People

☐


Food and drink

☐

I can remember:

some of the words.

☐


most of the words.

☐


all of the words.

☐


My sentences

I can ...

say 'Hello' and 'Goodbye'

☐

say my favourite colour

☐

My favourite colour is blue.

say if things are big or small

☐

a big circle, a small square

ask someone's name

☐

What's your name?

ask someone's age

☐

How old are you?

say my age

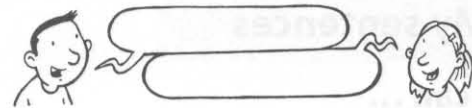
☐

I'm six.

say what food I've got

☐

I've got a banana.



My work

I have made:

Picture / word cards

☐

A shape picture

☐

Shapes patterns

☐

A picture of my family

☐

A healthy / unhealthy

☐

foods spoon

A healthy snacks mobile

☐

Picture Dictionary

☐

Personal album
(*Me and my world*)


☐

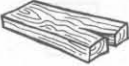

= my best work (look in my dossier)





My words


I can say words for:


 Toys ☐

 Materials
(what toys are made of) ☐

 The body ☐

 The face ☐

 Animals ☐

 Baby animals ☐

I can remember:
some of the words. ☐ ★

most of the words. ☐ ★ ★

all of the words. ☐ ★ ★ ★

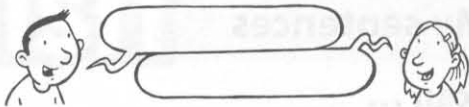
My sentences

I can ...

ask where things are ☐
Where's my teddy?

say where things are ☐
It's here. / It isn't here.

say what toys are made of ☐
It's made of wood.



describe a puppet ☐
It's got a big head and four legs.

say what I like ☐
I like cats.

say what I don't like ☐
I don't like dogs.

My work

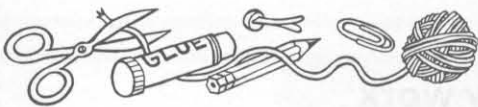
I have made:

Picture / word cards ☐

A spinner ☐

Paper people ☐

An animal book ☐



A farm picture ☐

Picture Dictionary ☐

Personal album
(*Me and my world*) ☐

☐

★ = my best work (look in my dossier)



My words

I can say words for:

- Actions ☐
- Abilities ☐
- Clothes ☐



Weather ☐



Parts of a house ☐

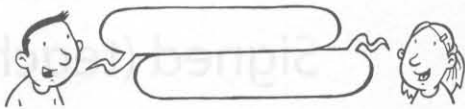


Places in a town ☐

I can remember:

- some of the words. ☐ ★
- most of the words. ☐ ★ ★
- all of the words. ☐ ★ ★ ★

My sentences

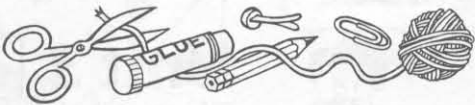


I can ...

- say what I can do ☐ ask where someone is ☐
I can run. *Where's Flo?*
- say what I can't do ☐ say where someone is ☐
I can't fly. *in a house*
- say what I'm wearing ☐ *She's in the living room.*
- say what the weather is like ☐ ask and answer about ☐
It's cloudy. *places in a map grid*
- Where's the bus stop? It's in C4.*

My work

I have made:



- Picture / word cards ☐ A house ☐
- A photo album ☐ Picture Dictionary ☐
- A weather mobile ☐ Personal album ☐
(Me and my world)
- Weather pictures ☐ ☐

★ = my best work (look in my dossier)

2nd EDITION

INCREIBLE ENGLISH

1

This is to certify that

_____ has completed the

Incredible English course (Level 1)

Signed (teacher) _____

My favourite unit was ...



Unit 1 ☐

Hello, Mr Fixit



Unit 2 ☐

The school show



Unit 3 ☐

The picnic



Unit 4 ☐

The toy cupboard



Unit 5 ☐

Puppets



Unit 6 ☐

At the farm



Unit 7 ☐

At the park



Unit 8 ☐

New clothes



Unit 9 ☐

House and home

Signed (pupil) _____

2nd EDITION

INCREIBLE ENGLISH

1

My work

Portfolio Dossier (Level 1)

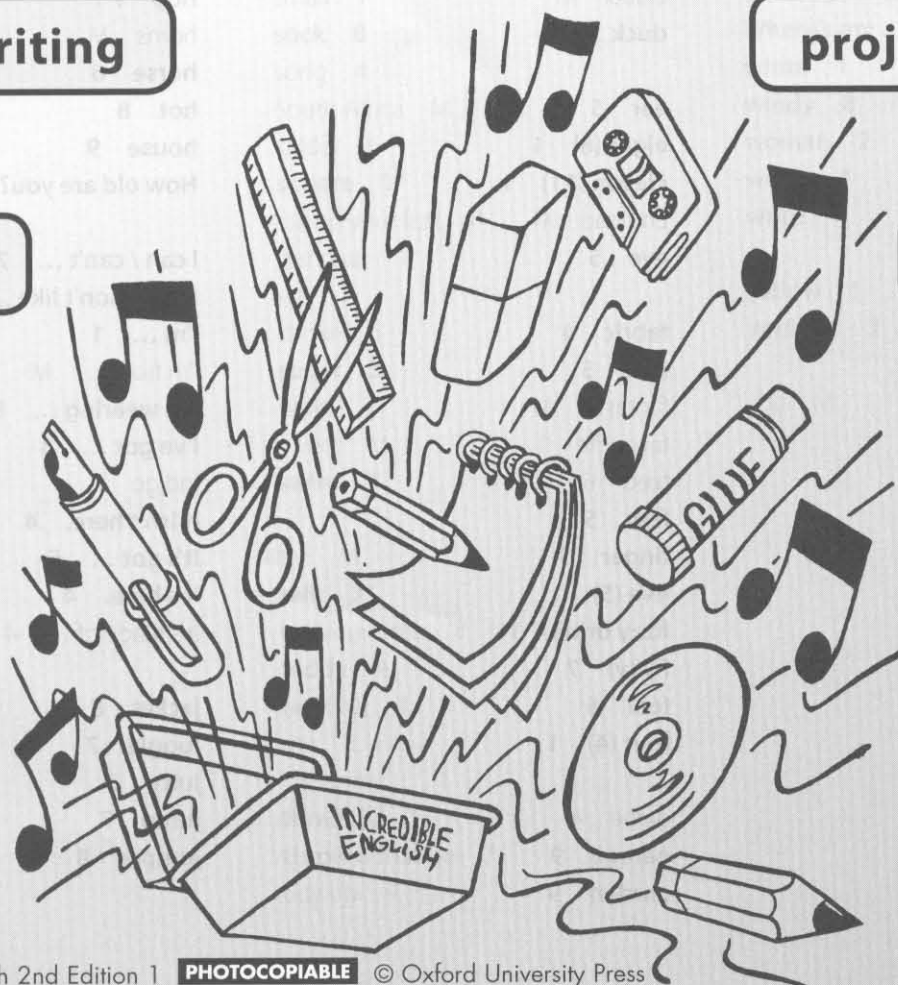
stories

writing

projects

songs

acting



Wordlist

This wordlist shows the core language items in **bold** and other language items (e.g. from songs and stories) in **non-bold**, and gives the unit where the word or phrase is first used. 'M' indicates the 'Me and my world' sections and 'F' indicates the Festivals section.

angel F

apple 3

arm 5

aunt 2

baby 4

ball 4

banana 3

bathroom 9

bedroom 9

bell F

belt M

big 1

big (sister) M

bike 4

birthday 8

biscuit 3

black 1

blonde 5

blue 1

body 5

book 4

box 5

boy 2

Brazil M

bread roll 3

brother 2

brown 1

brush (v) 6

bus stop 9

cake 3

calf M

Can I have ...? 3

Canada M

candle F

car 4

card F

carrot 3

cat 6

cereal bar 3

chick 6

children 1

chocolate bar 3

cinema 9

circle 1

clap 5

clean (adj) 3

climb a tree 7

clothes 8

cloudy 8

clown 8

cold 8

colour 1

computer 4

costume M

cousin 2

cow 6

Dad 2

dirty 3

dog 6

doll 4

donkey 6

down 7

draw 7

dress 8

Dubai M

duck 6

ear 5

eight (8) 1

eleven (11) 1

England M

eye 5

fabric 4

face 5

fantastic M

favourite 1

feed 6

feet 5

finger 5

five (5) 1

fizzy drink 3

fly (v) 7

foal 6

four (4) 1

game 4

garage 9

garden 9

girl 2

goat 6

Good luck! 2

Goodbye 1

Grandma 2

Grandpa 2

green 1

grey 1

hair 5

hall 9

hand 5

hat 8

he 9

He's in the ... 9

head 5

Hello 1

Help! 6

hen 6

here 1

high 5

hop 7

horns M

horse 6

hot 8

house 9

How old are you? 2

I can / can't ... 7

I like / don't like ... 6

I'm ... 1

I'm from ... M

I'm wearing ... 8

I've got ... 3

indigo F

It isn't here. 4

It's got ... 5

It's here. 4

It's made of ... 4

jacket 8

juggle 7

juice 3

jump 7

jumper 8

kick a ball 7

kit 1

kitchen 9

kitten 6

lamb 6

leg 5

Let's ... 6

line up 1

listen 1

little (sister) M

living room 9

look 1

long M

love 6

man 2

Mandarin duck M

metal 4

Mexico M

milk 3

missing 9

mouth 5

Mum 2

My favourite colour's ... 1

My name's M

new 8

nine (9) 1

nose 5

Oh dear! 2

one (1) 1

orange (adj) 1

orange (n) 3

park 9

peace F

picnic 3

picture F

pink 1

plane 4

plant F

plastic 4

play 4

puppet 4

puppy 6

purple 1

quick 9

rabbit 6

raining 8

read 7

rectangle 1

red 1

red (hair) 5

ride a bike 7

robin F

robot 4

row 1

run 7

sandwich 3

school 9

Scotland M

seven (7) 1

share 4

she 9

She's in the ... 9

sheep 6

shirt M

shoes 8

shop 9

shorts 8

Show me ... 3

sing 4

sister 2

sit down 1

six (6) 1

skirt 8

sky 5

slap your legs 8

small 1

sock 8

song 4

South Africa M

spider 6

square 1

stamp your feet 8

stand up 1

star F

stroke 6

sugar 3

swap 3

sweet M

swim 7

tail M

talk 7

tap your nose 8

teddy 4

ten (10) 1

this 1

This is my... 1

three (3) 1

throw a frisbee 7

tidy up 9

toe 5

too 3

touch your toes 7

toy 4

traditional M

train 4

trampoline 7

tree F

triangle 1

trousers 8

T-shirt 8

Turkey M

turn around 7

twelve (12) 1

two (2) 1

uncle 2

up 7

violet F

walk 7

walk (the dog) 6

wash up 9

Wash your hands. 3

Well done! 2

What colour ...? 5

What have you got? 8

What's ...? 1

What's your name? 1

Where's my ...? 4

white 1

windy 8

woman 2

wood 4

write 7

yellow 1

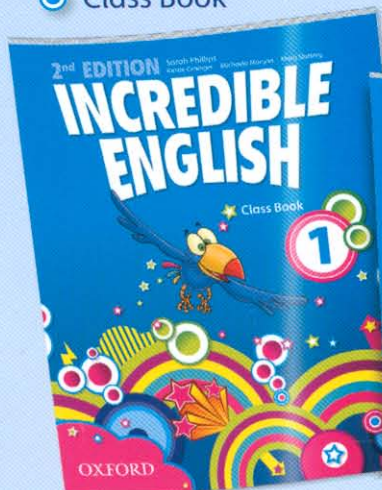
yoghurt 3

zoo M

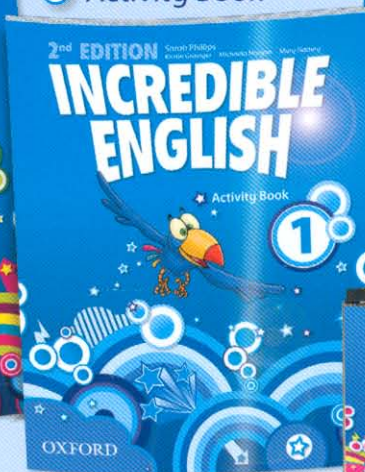
2nd EDITION

INCREDBLE ENGLISH

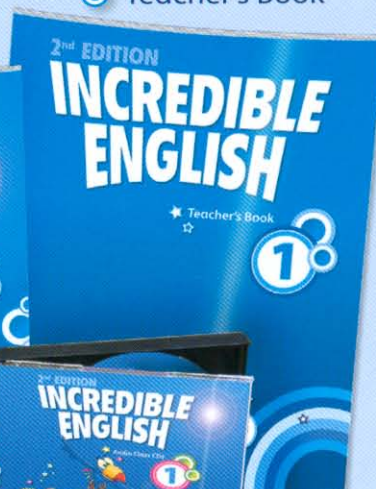
○ Class Book



○ Activity Book



○ Teacher's Book



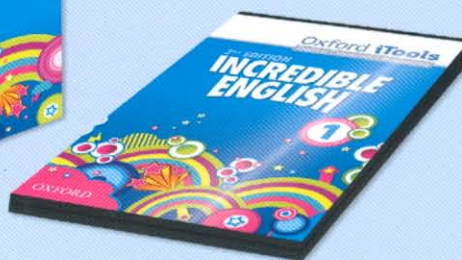
○ Audio CDs



○ Teacher's
Resource Pack



○ Oxford iTools



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UNIVERSITY PRESS

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ISBN 978-0-19-444234-3



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