

Way Ahead

A Foundation Course in English

Teacher's Book

2



Mary Bowen
Printha Ellis

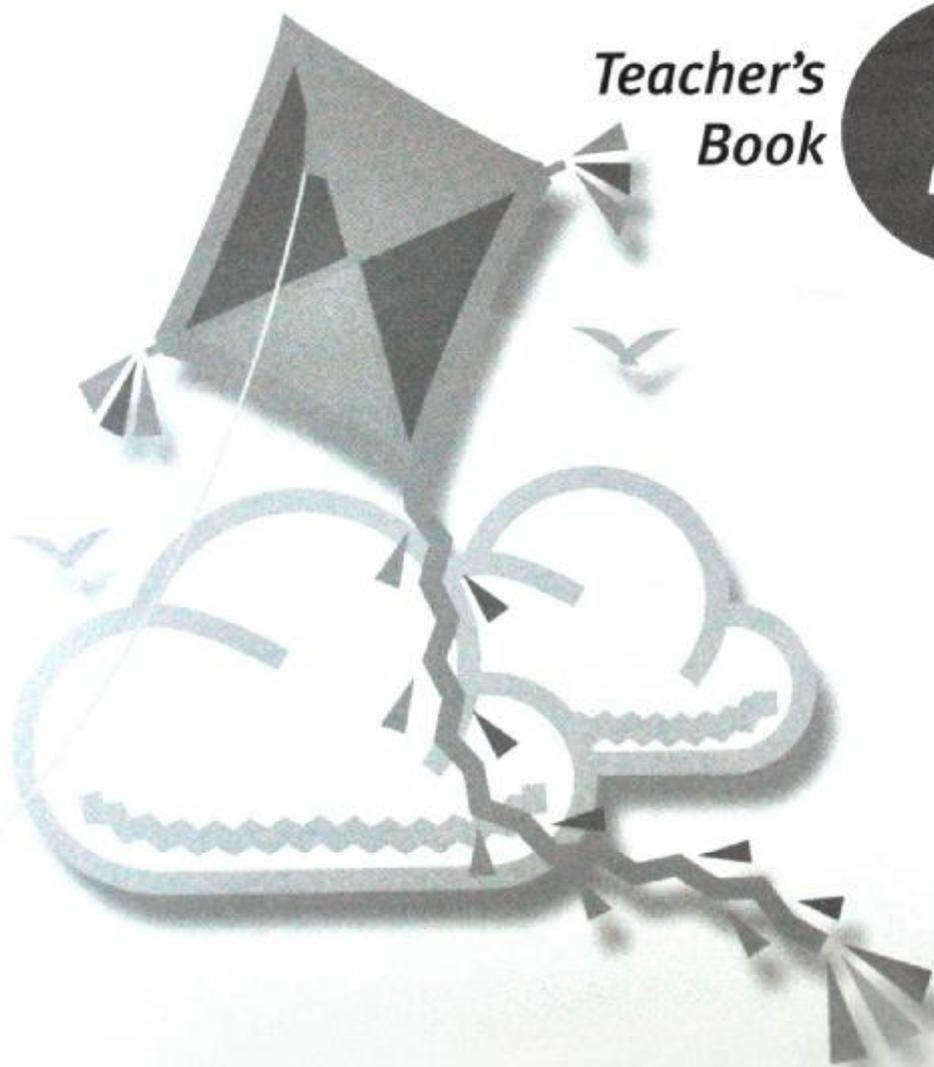
New Edition

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*Teacher's
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**Mary Bowen
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Introduction

1 Components of the course

The Pupil's Book

The Pupil's Book consists of twenty units with four lessons in each unit. All the skills of reading, writing, listening and speaking are dealt with systematically, and all new language is regularly recycled and revised.

The Workbook

Each Pupil's Book lesson is accompanied by one or two pages of workbook activities where language points introduced in the Pupil's Book are practised and consolidated. The Workbook also contains exercises encouraging study skills (alphabet work and dictionary skills, categorisation, punctuation and capitalisation). There are exercises dealing with spelling, principally the spelling of long and short vowel sounds, common word endings and 'magic "e"' (final 'e' changes the previous vowel sound in a word, e.g. hop/hope). Each unit also contains a variety of writing exercises which lead children from controlled writing practice to freer composition work by the end of the book.

There is a short practice test in every fifth Workbook unit which consolidates the language points revised in every fifth unit of the Pupil's Book.

The Practice Book

The Practice book begins with four pages of revision exercises covering the main structures and vocabulary taught in *Way Ahead 1*. These are followed by two pages of practice exercises for every Pupil's Book unit. There are two pages of revision exercises after every other unit. The final thirteen pages consist of graded handwriting activities for practice during the course of *Way Ahead 2*.

The Teacher's Book

The Teacher's Book contains:

- notes on every lesson in the Pupil's Book and the Workbook
- suggestions for warm-up activities
- detailed step-by-step notes on how to present and practise the language points
- suggestions for extra optional activities including projects
- all tapescripts
- keys to Workbook exercises
- answers to tests
- answers to Practice Book exercises.

The Teacher's Book uses these symbols for easy reference to components of the course.



Pupil's Book



Workbook



Teacher's Resource Book: the number that appears after this symbol refers to the page in the Teacher's Resource Book.



Tape cassette

The Teacher's Kit

The Teacher's Kit contains:

Posters

- for introducing, practising and revising vocabulary and structures.

Flashcards

- for introducing and practising vocabulary and structures
- for games.

Teacher's Resource Book

- five photocopiable tests
- photocopiable masters for making collages, puppets, masks and pictures to reinforce and practise the language
- resources for making games which practise the language
- resources for Noticeboard activities.

Language tapes

- texts, dialogues, songs and rhymes from the Pupil's Book
- a variety of listening comprehension activities
- all stories, poems and texts from the *Reading for pleasure* pages
- dramatised versions of the Readers.

The Readers

There are three Readers at each level, and these are carefully graded to ensure that children not only practise reading at an appropriate level of difficulty, but also gain confidence in approaching new texts.

The CD-ROM

The CD-ROM is packed with stimulating games and exercises including crosswords and word searches to help children practise what they learn.

2 Features of *Way Ahead 2*

Noticeboard

Lesson 4 of each unit usually includes a Noticeboard (with the puppets Otto and Princess) to present an activity which highlights the main language point being taught. When children have done the related exercise or activity in their books, the teacher can create a similar activity on a classroom noticeboard, to which children can contribute in an active way. Children can be encouraged to bring in magazine pictures and other items from home. (Mail-order catalogues are an excellent source of clear, reasonably sized pictures.) For example, in Unit 3 children are asked to bring in photos of their families. These can be used to make a collage on the class noticeboard, which can lead to question and answer activity and also the creation of family trees. There are patterns for the Otto and Princess puppets in the Teacher's Resource Book and these can be used in conjunction with the classroom noticeboard.

Reading for pleasure

These pages occur at the end of each unit. They include stories, poems and descriptive texts which can be read and enjoyed by the children without a precise understanding of every word. Illustrations are designed to be both entertaining and useful in promoting understanding. Suggestions are given for classroom activities for every *Reading for pleasure* text, including writing, drawing, making posters and collages, role play and choral speaking. The Resource Book has some paper crafts to accompany several of these pages, encouraging children to retell stories and use the language they have been learning. However, the main purpose of the *Reading for pleasure* pages is to encourage the children to find enjoyment in reading.

Recycling and revision

Once the language has been introduced and practised initially in the Pupil's Book, it is reinforced by exercises in the Workbook, recycled in subsequent units and practised again in revision units and practice tests. In the language boxes at the head of each lesson in this book, new words which will be introduced are given. Words being recycled are marked (**R**) and printed in *italic*. Words which were used in *Way Ahead 1* are printed in *italic*. Children also meet familiar language again and again on the *Reading for pleasure* pages.

Short forms and long forms of verbs

The treatment of short forms (*I'm, aren't, haven't*, etc.) is based on the assumption that it is important for children to be aware of these, and their formation, at an early stage. It is also important that they become used to the idea of different levels of formality between, for example, spoken and written English. For this purpose, we have confined the use of short forms to spoken language. (They are always presented in speech bubbles and on tape.) Written texts and written work, on the other hand, use the long forms.

Songs, rhymes and games

Language is also reinforced through a variety of songs, rhymes and games. Most units contain a song, a rhyme or a chant of some kind. Games include guessing games, alphabet games, board games and card games.

Projects

Teachers may wish to introduce long-term projects as part of the course, and it is suggested that this might be done over five units as follows:

Project 1: Our school (Units 1–5)

Children build up a picture of their school. This might include:

- a simple description of the building accompanied by drawings of different parts of the school: the playground, the gym, the library, etc. (children could possibly take photos of various parts of the school)
- portraits of favourite teachers
- descriptions and pictures of the school uniform
- descriptions and pictures of the children's classroom
- portraits of classmates
- interviews with children from other classes/years
- the extra activities which children enjoy, e.g. sports, choirs, clubs of different kinds
- 'sound bites': short comments from children about what they think of their school.

Project 2: Professions (Units 6–10)

Children look at the different jobs that people do. They can:

- interview/write about members of their own families
- look at the different jobs that people do in one place, e.g. in a school or in a hotel
- think about the uniforms that some professionals have to wear
- find out more about interesting, unusual or exciting professions, e.g. a clown in a circus, a footballer, a pilot, an actor or actress
- write about their own ambitions: I want to be a ...

Drawing and photos will form important parts of the project.

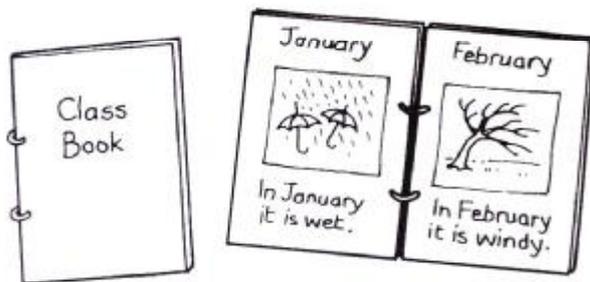
Project 3: Our town (Units 11–15)

Children build up a picture of their home town. This could include:

- pictures and descriptions of famous sights and landmarks
- their neighbourhood: a description of the part of town where they live
- things they like about the town; places they like to visit in the town
- shops and markets
- well-known people in the town
- interviews with residents and visitors.

The project can be illustrated with photos, drawings, postcards, tourist brochures, pictures from local newspapers, bus/train tickets, entrance tickets, maps.

Project 4: Class Book (Units 16–20)



As in *Way Ahead 1*, children prepare a 'big book' for their class. This could be up to one metre high, with hard covers and held together by rings, string, tape or cloth.

The children can help to decide what goes into the book, but it could include:

- a favourite story to which they contribute the illustrations
- a favourite poem or song to which they contribute the illustrations
- a series of seven illustrated pages, each one based on a day of the week
- the months of the year with an illustration and caption for each month
- an illustrated alphabet of favourite things
- a class story where children themselves contribute the ideas and, with your help, also provide the language.

Tests

Practice tests appear at the end of every fifth (revision) unit in the *Workbook*. Photocopiable tests covering the full scope of *Way Ahead* can be found in the *Teacher's Resource Book*. The answers for all tests and marking schemes can be found on pages 87–93 of this *Teacher's Book*.

3 Methodology

Introduction of new words

- Write new words on index cards and use these with *Way Ahead* flashcards and posters. In some cases you can use the real object (e.g. classroom items and items of clothing).
- Point to and name at random the pictures, cards or objects; children repeat and then name the object themselves.
- Hold word cards next to the pictures and read them; then children read. Scramble the word cards and hold them up without pictures or objects; children read.
- Children choose word cards, read them and put them next to the appropriate picture or object. The class then reads the cards.
- If possible, when introducing several new words with flashcards, put adhesive tape on the back or top of the cards. They can then be stuck to the board and read in sequence or, for matching activities, children can move them to the correct positions.

Listening

Listening takes place on two levels in the book. Language presentation pages are always on the tape. Children should be encouraged to listen and follow in their books. It is very important that children hear presentation pages through from beginning to end before they do any silent or choral reading or any other practice.

Listening is also treated as a skill. These listening exercises encourage children to deduce, visualise, match sound and language with pictures, and listen extensively and intensively to develop their listening skills.

Children's ability to listen and recall words can be extended by putting the words of a poem or song on the board and reading it aloud while children listen. Then a significant word in each line is rubbed out; children read the lines, supplying the missing word which they have heard. This procedure can be continued until only one word in each line remains. Then the children have learned the poem by heart.

Songs and poems can also be divided into parts, so that groups of children take on particular roles, verses or lines and sing and listen to each other.

Reading

Reading also operates on two levels in the book. Children learn to read words and short sentences in the course of language presentation, by following the tape, reading silently and aloud, etc.

Reading as a skill is also dealt with. Reading at sentence level and beyond is encouraged in short texts. Children are presented with simple comprehension questions and are encouraged to practise such skills as skimming for gist and scanning for information.

Speaking

As with listening and reading, children are required to speak as part of the presentation and practice of new language. Although these spoken activities can always be teacher led, it is a good idea to include pair work as a routine part of the lesson. Ask and answer exercises are particular opportunities to practise oral work in pairs or small groups. So too are the Noticeboard activities. Where Workbook answers depend on choice or opinion, children can be encouraged to look at each other's work and discuss differences, as another means of increasing confidence and fluency.

The functional dialogues which began in Book 1 continue in Book 2. Functions in Book 2 include greetings and introductions, talking about age, identity, location, ability, possession, telling the time, talking about the weather, describing objects and people, expressing likes and dislikes and making requests. Functional dialogues allow children to use language for a purpose and promote fluency, giving them a chance to learn useful 'chunks' of language. It is therefore important that children master these and practise in small groups or pairs if possible. They can also 'perform' in front of the class and act out scenes, stories and dialogues they have read or learned.

Writing

The majority of the Workbook exercises involve writing at either word or sentence level. However, it is also important for children to progress beyond this and to learn writing as a creative skill. The final page of each Workbook unit is devoted to composition writing. These exercises are initially tightly controlled with clear models for children to follow, working independently. To ensure that the model is understood, teachers can prepare the class orally before they write, asking questions and eliciting answers about the model to assist children with their own writing. As the composition tasks become freer, oral preparation can be used to guide the children towards the content. Elicit questions and answers from the class, and help children to decide for themselves what to include.

Workbook exercises are mostly designed for children to complete by working alone, but where necessary teachers can go through all or part of the exercises with the children to prepare them for writing.

Scope and sequence chart

Language development			Skills development
Unit	Structures	Functions	Reading
1	Good morning How are you? I'm fine, thank you. Who's this? What's this?	greetings and introductions identifying	for task: names dialogue 12-sentence text for pleasure: <i>Where is Mr Strong?</i>
2	This is ... That is ... These are ... How old is/are he/she/they?	asking about age introducing people identifying people/objects	for task: dialogue statements narrative for pleasure: <i>'Please' is the magic word!</i>
3	I like/don't like ... Do you like ...? We/They like ... Yes, I/We do. No, I/We don't.	expressing likes and dislikes	for task: dialogue statements instructions for pleasure: <i>Mr Yummy's sweet shop</i>
4	I/He/She likes + gerund Whose is this/are these? It's/They are + name + 's	talking about sports hobbies possessions	for task: dialogue questions statements for pleasure: <i>A present for Lizzie and Sam</i>
5	Our/Their school is big. She is nice. Let's ... a bag/glass of	describing making comparisons making suggestions	for task: 9-sentence text dialogue statements for pleasure: <i>At the beach</i>
6	I/He/She/They/We has/have	describing people stating possession	for task: dialogue short descriptions 7-sentence text for pleasure: <i>Kites</i>
7	Tom gets up. Then ... Do you wash/brush/go ...? It's half past ... In the morning	talking about routine telling the time sequencing events	for task: narrative statements 6-sentence text for pleasure: <i>At night in the garden</i>
8	What's his/her job? He/She's a ... He/She works in ... How does he go ... On Saturday I ...	talking about professions/jobs routine/habit	for task: narrative statements questions for pleasure: <i>What are their jobs?</i>
9	I am in front of/ behind He speaks loudly/slowly. on the right/left	describing position/location actions negative imperatives	for task: dialogue statements commands for pleasure: <i>Tongue Twisters</i>
10	A bird can fly. I can't see him. Do you have a pen?	expressing ability	for task: dialogue 9-sentence text questions for pleasure: <i>On the swing</i>

					Activities	
Writing	Listening	Speaking	Study skills	Noticeboard	Project	
1-sentence statements 3-sentence description	follow dialogue listen to conversation song: <i>Good morning, Tom</i>	dialogue for greetings: <i>Good morning, how are you?</i> <i>I'm fine, thank you.</i> construct questions to identify: <i>Who's this? What's this?</i> <i>What's his/her name?</i>	spelling: words beginning p alphabetical order: words beginning with different letters	identifying people/objects	Our school	
add words to complete sentences describe toys (5-sentence model)	follow dialogue follow narrative listen for information	construct questions/answers about age: <i>How old is he? He's one.</i> construct statements to identify: <i>This is ... Those are ...</i>	spelling: family members match: long/short forms	family tree		
2-sentence statements express likes/dislikes (2-sentence model)	follow dialogue listen to conversation song: <i>I like ice cream</i>	construct questions/statements about likes/dislikes: <i>Does he/she like ...?</i> <i>He/she likes ...</i> <i>Yes/No, he/she does/doesn't.</i>	spelling: words beginning b alphabetical order: words beginning with different letters	likes/dislikes		
statements short answers describe likes/dislikes (3rd person) (5-sentence model)	follow dialogue listen for information	construct questions/statements about likes/dislikes: <i>Do you like ...?</i> game: construct questions to identify: <i>Is it ...?</i>	punctuation: full stops commas spelling: ' _ e _ '	sports/hobbies wheel		
statements phrases of quantity	follow dialogue follow narrative listen for information song: <i>I like coffee</i>	construct descriptive statements: <i>Our school is big.</i> <i>Your hair is black.</i>	punctuation: question marks full stops			
statements short answers describe person (6-sentence model)	follow dialogue follow monologue poem: <i>My friend and I</i>	questions construct to identify: <i>Does he/she have ...?</i> construct statements to describe: <i>He/she has curly hair.</i>	spelling: ' _ a _ ' alphabetical order: words beginning with different letters	comparison and differences	Professions	
questions/short answers differentiate one/two syllable words describe a sequence of events (5-sentence model)	follow dialogue poem: <i>I close my eyes</i> follow text song: <i>I jump out of bed</i>	construct question about routine and sequence: <i>Do you/Does he get up ...?</i> construct statements about routine and sequence: <i>He gets up. Then he washes.</i>	spelling: ' _ i _ ' categorising: clothes toys	morning/afternoon/evening routine		
statements describe weekly events (4-sentence model)	listen for information listen for conversation	construct questions to establish fact: <i>What's his/her job?</i> construct statements to describe fact: <i>He works on ... She goes by ...</i>	spelling: ' _ u _ ' categorising: people/places	Saturday/Sunday routine		
prepositional phrases and statements negative imperatives adverbial phrases	listen for information follow dialogue listen for information	construct statements to describe position/location: <i>I'm/We're behind ...</i> construct statements to describe action: <i>The car goes quickly.</i>	spelling: ' _ o _ ' punctuation: capital letters for names sentence beginnings	adverbs of manner		
2-sentence statements long/short forms describe a scene/situation (6-sentence model)	follow dialogue follow narrative	construct questions to determine ability: <i>Can you ...?</i> construct statements to determine object: <i>I can see you.</i>	alphabetical order: 2 words beginning s words beginning with different letters match: long/short forms			

Language development			Skills development	
Unit	Structures	Functions	Lexis	Reading
11	Where does he/ do they come from? Where does he/ do they live? What does he speak?	talking about countries and locations	countries, languages city, habitats, animals	for task: narrative statements questions for pleasure: <i>Hats and monkeys</i>
12	Do you have any ...? I have some ... I don't want any ... I want some ... Do you want any ...?	shopping enquiring for items	some/any sorry Here you are, want/don't want fruit, vegetables	for task: dialogue statements questions for pleasure: <i>Mmm! Delicious!</i>
13	It's cold/wet. It's hot in August. When's his birthday? It's in February.	describing the weather/climate specifying dates	weather types months of the year ten, twenty a hundred lots of	for task: statements dialogue number words questions for pleasure: <i>Happy Birthday!</i>
14	How many ... are there? There are ... men/ women/children. Are there any ...?	talking about a scene or situation	irregular plurals definite/indefinite articles	for task: 12-sentence text statements for pleasure: <i>Go to sleep, Billy!</i>
15	Whose ... is this/ are these? Is this your ...? This is his/hers ... It's mine. They're hers	talking about possession	possessive pronouns mine, yours, his hers jewellery accessories	for task: narrative dialogue statements for pleasure: <i>Boxes...boxes...boxes</i>
16	He is singing. What is she doing? Is she wearing ...?	describing a scene/situation	pretty, now, bell, lamp, sofa, boots furniture wearing, carrying	for task: dialogue + narrative 11-sentence text 13-sentence text for pleasure: <i>What am I doing?</i>
17	We/They are riding ... It is snowing. What are they doing? Who is sitting ...? They are running. We aren't running.	describing a scene/actions	holiday, photo, postcard, beach, shining, raining, snowing, having, speaking	for task: dialogue 8-sentence text statements questions for pleasure: <i>Sam's chocolate ice cream</i>
18	It's quarter to/past ... What are they doing? Where are you going? It's going over the wall	telling the time describing direction of movement	quarter to quarter past prepositions of movement	for task: statements questions instructions for pleasure: <i>A fish for dinner</i>
19	She's first. Is she winning? They're running through the trees.	describing order describing actions	ordinals 1st-12th prepositions of movement months of the year	for task: statements questions instructions for pleasure: <i>Goldilocks</i>
20	Final revision	Revision	Revision	for task: questions statements for pleasure: <i>The holidays are coming</i>

					Activities	
Writing	Listening	Speaking	Study skills	Noticeboard	Project	
1-sentence statements lexis practice describe self (9-sentence model)	follow narrative listen for information song: <i>The animals walk two by two</i>	construct questions to gain information: <i>Where do eagles live? Where do tigers come from?</i> construct statements of fact: <i>They like cold water. He speaks Arabic.</i>	spelling: '_ee_' punctuation: capital letters for names countries sentence beginnings	world map and animals	Our town	
questions 2-sentence statement express wants/ requirements (4-sentence model)	follow dialogue listen for information listen to conversation poem: <i>Eat your peas, Billy</i>	construct questions to enquire <i>Does he/do you have any ...?</i> construct statements to give information: <i>I don't/he doesn't have any ... I have/he has some ...</i>	spelling: '_oo_' alphabetical order: pairs of words beginning with the same letter	market stall	↓	
statements numerals number words describe seasons/ weather (8-question prompt)	listen for information poem: <i>Rain on the house</i> follow dialogue	construct statements of fact: <i>It's cold in January.</i> construct questions to enquire: <i>What's the weather like? When's your birthday?</i>	spelling: '_ar_' categorising: find the different item	birthday wheel		
4-sentence description questions statements describe scene (7-sentence model)	follow narrative listen for information song: <i>The wheels on the bus</i>	construct descriptions/ factual statements: <i>There's a man on a horse. There are five children in the park.</i>	spelling: '_all_' punctuation: capital letters full stops	people		
questions and answers short statements describe a person (7-sentence model)	follow narrative follow dialogue listen for information song: <i>T-shirt on the floor</i>	construct questions to determine ownership: <i>Whose comb is this?</i> construct answers of fact + possessive pronouns <i>It's his. It's yours. It's mine.</i>	spelling: lexis of unit alphabetical order: groups of 3 words beginning with the same letter			
statements questions 2-sentence description (10-sentence prompt)	follow narrative + dialogue follow monologue follow narrative + dialogue song: <i>Bobby's wearing red boots</i>	construct questions to gain information: <i>Is she wearing ribbons? Is he watching TV?</i> construct statements to describe actions/appearance: <i>She is carrying a lamp. He is wearing a T-shirt.</i>	spellings: '_ck_' categorising: objects worn/ carried	children + clothes		↓ Class Book
2-sentence statements lexis practice	follow dialogue listen for information song: <i>Mr Sun</i>	construct questions to gain information: <i>What are they doing?</i> game: construct questions to identify situations <i>Is it raining?</i>	spelling: '_ing_' long/short form: practice	people: actions and appearance		
2-sentence statements write a 12-sentence story (6 pictures + vocabulary prompts)	follow dialogue listen for information follow narrative	giving the time: <i>It's quarter to/past ...</i> construct statements to describe scene/situation <i>They're counting. It's jumping through the window.</i>	spelling: '_a_e_' match: rhyming words	clocks and watches		
statements write a 12-sentence narrative (6 picture prompts)	listen for information song: <i>Listen everybody</i>	construct questions/ statements for information: <i>Is he winning? No, he isn't. He's fourth.</i>	spelling: '_i_e_' categorising: find the different item	memory activity		
sequence number words sequence months crossword 2-sentence statement compose description from 14 picture prompts	song: <i>Meg and Tom are waving goodbye</i>	make statements describing differences	categorising: put words into 4 groups match: rhyming words			

Teacher's Kit

Flashcards

- 1 Andy
- 2 Sue
- 3 Meg
- 4 Tom
- 5 Mr Macaroni
- 6 Mrs Green
- 7 Miss Bell
- 8 Pete
- 9 Polly
- 10 flag/CDs
- 11 posters
- 12 computer games
- 13 cakes/biscuits
- 14 sweets/lollipops
- 15 playing football
- 16 playing basketball
- 17 swimming
- 18 riding
- 19 watching TV/cat sleeping
- 20 reading
- 21 drawing
- 22 singing
- 23 Tico
- 24 clock
- 25 doctor/nurse/hospital
- 26 teacher/school
- 27 shopkeeper/shop; waiter/cafe
- 28 castle/hill/bridge/river
- 29 orange/lemon
- 30 grapes/strawberries
- 31 apple/pear
- 32 melon/banana
- 33 hot/cold
- 34 sunny; wet/raining
- 35 windy/snowing
- 36 cloudy/foggy
- 37 watch/belt
- 38 glasses/trainers
- 39 ring/comb
- 40 earrings/ribbons

Posters

- 1 characters/family
- 2 large animals
- 3 small animals
- 4 fruit and vegetables
- 5 doll's house

TRB Teacher's Resource Book

Photocopiable pages referred to in Lesson Notes

- 17 Princess puppet
- 18 Otto puppet
- 19 } Mr Strong/Mickey
- 20 }
- 21 Otto's family
- 22 activity wheel symbols
- 23 grids: sad/happy faces; digital clock
- 24 }
- 25 } suitcase/clothes
- 26 night scene
- 27 }
- 28 } nationalities card game
- 29 }
- 30 }
- 31 }
- 32 } habitats frieze
- 33 }
- 34 }
- 35 }
- 36 } animals for frieze
- 37 }
- 38 }
- 39 } A present box
- 40 }
- 41 } room/furniture
- 42 weather game
- 43 Mr Sun
- 44 }
- 45 } finger puppets
- 46 clock hands/birthday wheel

1 Good morning!

Lesson 1 Page 6 Page 2

Language focus Greetings

New language Good morning. How are you? I am (*I'm*) fine, thank you. I do not (*don't*) know. (*R*) *Hello*.

Words (*R*) *Names, titles (Mr, Mrs, Miss)*

Teaching aids Flashcards 1–4 (Andy, Sue, Meg, Tom)
Poster 1 (characters/family)
Four sheets of paper

1 Warm-up

- Put Poster 1 on the board and ask the children if they remember the characters. Point and ask **Who's this?** Elicit the names. Some of the characters are new to the children. Point and ask about these also. When the children do not know a name, teach *I don't know*.
- Point to the poster and elicit words which the children know (boy, girl, man, woman, items of clothing, etc.).

2 Presenting greetings

- Use flashcards 1–4 to present the greetings. Hold up the flashcards and elicit the names. Hold up Andy and say to the class **Hello**. Elicit **Hello, Andy**. Repeat with flashcards 2, 3 and 4.
- Put flashcards 5, 6 and 7 on the board. Elicit the names. Make sure children know the titles **Miss, Mrs** and **Mr**.
- Hold up Mr Macaroni. Say **Good morning** and elicit **Good morning, Mr Macaroni**. Repeat with flashcards 6 and 7.
- Hold up Meg and Miss Bell. Act out the exchange **Good morning, Miss Bell. How are you? I'm fine, thank you**. Repeat with other cards. Invite children to repeat.
- Divide the class in two. Hold up cards and elicit the greeting from one half and the response from the other half. Repeat with individuals.

3 Introducing the Pupil's Book

- Hand out the books and allow a little time for the children to look through them.

- Ask children to look at the scene on page 6 and identify the characters.

Page 6

4 Listening (1 Look and listen.)

- Explain that you are going to play the tape and that they are going to hear the characters talking. Play Tape 1. Children follow in their books.

Tape 1

Tico: Good morning!
Meg: Good morning, Miss Bell!
Miss Bell: Good morning, Meg!
Mr Macaroni: Good morning!
Mr Wood: Hello, Andy!
Andy: Hello, Mr Wood!
Café owner: Good morning, Mrs Green. How are you?
Grandma: I'm fine, thank you.

- Play the tape again. Children point to each character as he/she speaks.

5 Speaking

- Greet the children individually and elicit a response: **Good morning, Magda. Good morning, Miss ...**
- Greet the children individually: **Good morning, Mohammed. How are you?** and elicit **I'm fine, thank you**.
- Encourage the children to greet each other and respond in the same way.

Page 2

1 Reading and matching (1 Match.)

Children name the characters and draw lines to the appropriate names.

2 Writing (2 Write.)

Children write the appropriate responses. When they have finished, ask pairs of children to read out the greetings and responses.

Language focus Asking for information, introductions

New language What is (**What's**) this in English?

(**R**) What is (**What's**) your name? My name is (**name's**) ...

New words teacher, school; (**R**) names, nouns already known (e.g. balloon, ball, bird, bike, tree, etc.)

Teaching aids Poster 1 (characters/family)

Flashcards 1–7, 26 (characters, teacher)

A sheet of stiff paper or card

Preparation Make word cards for **teacher, school**.

1 Warm-up

- Put the flashcards on the board. Point and ask **Who's this?** Elicit the names.
- Take the flashcards down. Choose one, without the children seeing, and put the sheet of paper over it. Hold it up and ask **Who is it?** Reveal the flashcard bit by bit. Children guess. Ask individuals to come to the front to do the same.

Page 7

2 Song (1 Listen and sing.)

- Children look at the picture at the top of page 7. Use flashcard 26 and the word cards to introduce **school** and **teacher**. Discuss the picture briefly. Where are the children? Who is the lady in the middle? Can they point to Tom?
- Explain that the teacher is singing and Tom is answering. Read through the words.
- Play Tape 2. Children listen and follow in their books.



Tape 2

Teacher: Good morning, Tom. How are you?
How are you? How are you?

Tom: Good morning, Tom. How are you?
I'm fine and how are you?

- Play the tape again. Children join in.

3 Speaking (2 Ask and answer.)

- Children read the bubbles. Ask them to look in their books at both pages 6 and 7. Point to objects in the pictures, ask **What's this in English?** Elicit nouns, e.g. **a ball, a bag**.

4 Listening – speaking (3 Look and listen; 4 Now you.)

- Explain that there are two new children. Play Tape 3. Class listens and follows.



Tape 3

Tom: Hello. I'm Tom.

Pete: Hello. I'm Pete.

Sue: Hello. What's your name?

Polly: Polly. What's your name?

Sue: My name's Sue.

- Point to the new characters and ask **Who's this?** Elicit the names.
- Ask individual children **What's your name?** and elicit **My name's ...**
- Play the tape again.
- Ask pairs of children to come to the front of the class to act out the dialogue.



Pages 3, 4

1 Writing – speaking (1 Write and say.)

Children write the names of characters under the correct picture and say them.

2 Drawing – writing (2 Draw and write.)

Children draw pictures of themselves and write their names. Let them look at each other's work.

3 Spelling (3 Spelling.)

- Read the words to the children. Ask them to repeat the words, paying particular attention to the initial **p** sound.
- Ask the children to spell the words.
- Children fill in the crossword using the picture clues.

4 Study skills – alphabet practice (4 Match; Write in ABC order.)

- Children name the objects, read the words, then draw lines to join the objects with their names.
- Point to the alphabet at the bottom of the page. Ask children to call out when one of the words begins with the letter you say: begin **a** (no response), **b, b for boy, c, c for cat**, etc.
- Children write the words in alphabetical order in their books referring to the alphabet below.
- Answers:** boy, cat, flower, girl, tree, van

Language focus Identifying and naming

New language What is (**What's**) his/her name?
His/her name is (**name's ...**) (**R**) *What's this? It's a ...*

New words blackboard, computer, desk, flask, (**R**) *his, her, pen, book, pencil, ruler, chair*

Teaching aids Flashcards 1-4, 8, 9 (characters)

Preparation Make word cards for the classroom items above.

Find a bag in which to hide classroom objects.

1 Warm-up

- Sing the *Good morning, Tom* song from Lesson 2 ( 2). Play the tape to remind children of the song. Encourage them to clap or tap the rhythm. Play it again. Children join in.
- Ask two or three volunteers to come to the front of the class. The rest of the class sings to each child in turn. He/She supplies the last line.
- Greet individual children with **Hello/Good morning + name**. **How are you?** Elicit *I'm fine, thank you.*

 Page 8

2 Listening – reading – speaking (1 Listen and read.)

- Put flashcards 8 and 9 on the board. Ask **Who's this?** Elicit the names.
- Children open their books. Discuss the main picture briefly. Where are they? Who is the woman? If they are unsure, remind them of *I don't know.*
- Ask children to look and listen while you play Tape 4.

 **Tape 4**

Teacher: Good morning!
Class: Good morning!
Teacher: This is Pete ... and this is Polly.
Boy: What's his name?
Tom: Pete.
Girl: What's her name?
Sue: Polly.

- Play the tape again, children listen and follow.
- Ask children to read the parts of the teacher and children.
- Add flashcards 1-4 to the two cards already on the board.

- Point and ask **What's his/her name?** Elicit the names and encourage children to reply in a whole sentence: **His/Her name's ...** Invite one or two children to come to the board to point and ask.
- Invite six children to come to the front of the class. They stand with their backs to the class. Two other children point and ask **What's his/her name?** The class responds.

3 Speaking – reading (2 Find and read.)

- Use objects in the classroom and word cards to revise/teach the classroom words: ask **What's this?** Elicit, e.g. *It's a book.* Pay particular attention to the new words.
- Stick all the word cards on the board. Ask children to come to the board, point to a card, read it and then find the appropriate object in the classroom.
- Hold up your book and point to the small pictures in turn. Ask **What is it?** Elicit *It's a chair.* Say **Point to 'chair'.** Children find the object in the picture and read the word.

4 Speaking (3 Ask and answer.)

- In pairs, children point to the small pictures above and ask and answer.
- A game. Gather up some classroom objects. Without the children seeing, put one of them in a bag. Walk around the class and invite the children to feel the object in the bag. They must guess what it is.

 Page 5

1 Reading – writing – colouring (1 Read, write and colour.)

- You may wish to revise colours (red, yellow, green, blue, black and white) before children do the exercise.
- Children read the text, complete the names on the labels, then colour the items in the pictures according to the text.

2 Writing (2 Write **His** or **Her**.)

Children choose the correct possessive pronoun according to the pictures.

Reminder Ask children to find pictures of things they can name in English and pictures of famous people for the next lesson (Noticeboard). Find some yourself.

Language focus Identifying people

New language Who is (**Who's**) this? (**R**) What is (**What's**) this? It is (**It's**) ...

Words (**R**) names + hat, shoe, boat, train, horse

Teaching aids Poster 1 (characters/family)
Otto and Princess puppets

Preparation Bring to class pictures of things children can name in English and pictures of famous people.

Make 2 sentence cards: **What is this? Who is this?**

 17, 18 Make Otto and Princess puppets.

1 Warm-up

- Play a drawing game. Think of an object which the children can name and start to draw it on the board. Stop from time to time and ask **What's this?** Children guess **It's a ...**. Continue until the correct object is guessed. Include some of the classroom items practised in Lesson 3.
- Invite one or two children to come to the board to do the same.

Page 9

2 Speaking (1 Ask and answer.)

- Put Poster 1 on the board. Point to a character, ask **Who's this?** and elicit, e.g. **It's Mr Macaroni.**
- Children open their books. Hold up your book and point to Mrs Green. Ask **Who's this?** Elicit **It's Mrs Green.** Continue with the other characters.

3 Speaking (2 Look at this; 3 Ask and answer.)

- Re-introduce the children to Otto and Princess. The puppets point to classroom objects and children. Contrast the questions **What is this?** and **Who is this?**
- Children look in their books. Point out the two questions on the Noticeboard and the pictures below.
- Point to the small pictures and elicit the appropriate questions and answers. Children can also ask and answer in pairs.

4 Writing (4 Write.)

Ask children to draw one person and one object in their notebooks or on a piece of paper. Above the drawings they write **Who is this?** and **What is this?** They swap books with a friend and write the answer **It is ...** Remind them that the long forms of verbs are generally used in writing: **What is, Who is, It is** not **What's, Who's, It's**, which occur in conversations.

Noticeboard Replicate the Noticeboard in the book with your own in the classroom. Divide the board in two and put up the sentence cards **What is this?** and **Who is this?** Invite children to stick their own pictures on the board and to ask and answer.

Page 6

1 Drawing – matching – reading (1 Draw, match and read.)

Children complete the drawings and then draw lines to the correct sentences.

2 Writing (2 Write **Who is this?** or **What is this?**)

Children write the appropriate question under each picture.

3 Reading – colouring – writing (page 7)

- Children read the names of the colours and colour the balloons accordingly.
- Children colour the pictures as they wish, using the six colours on the balloons.
- They then complete the sentences according to their own pictures and the colours they have chosen.

Reading for pleasure: **Where is Mr Strong?** page 10

19, 20

- 1 Give children a few moments to look at the picture. Point out the title and read it to the class. Ask them to find Mr Strong in the picture. Hold up your book and point to some of the objects. Ask **What is it?** Elicit, e.g. **It's an umbrella.** Point to Mr Strong. Ask **Who is it?** Elicit **It's Mr Strong.**
- 2 Play the tape. Children follow and listen. Check that they are pointing to the correct part of the text as they listen. If you wish, play the tape a second time.
- 3 If your class is confident, read the text aloud and prompt them to join in with you. Alternatively, read the text line by line. Class repeat. Check that children are pointing to the correct words as they read/repeat.
- 4 Children cut out and colour Mr Strong and Mickey the monkey. They can use the items on page 20, pictures cut from a magazine or they can draw their own to build up a collage of objects held by Mr Strong.
- 5 Children work in pairs to ask about items and answer using on or under, e.g. **Where is the umbrella? It's under the ball (on the kite).** Pairs can exchange their finished pictures so they ask different questions. Use one or two pictures to ask and answer with the whole class.

This is my family.

Lesson 1 Page 11 Page 8

Language focus Demonstrative pronouns; ages

Language This is ...

How old is/are he/she/they/you?

I'm/He's/She's/We're/They're + number

New words baby (adj.), twins; (R) flat; mother, sister, brother, numbers 1–10

Teaching aids Flashcards 1, 4, 8 (characters)

Preparation Make word cards for numbers one to ten.

1 Warm-up

- Put flashcard 4 (Tom) on the board and ask **Who is it? It's Tom.**
- Sing the *Good morning, Tom* song ( page 7;  2).
- Ask a child to stand up. The class sings to him/her. He/she responds with the last line. Repeat with two or three other children.

Page 11

2 Listening (1 Look and listen.)

- Children look again at page 6 (the block of flats). Ask if they are houses or flats. Say **Point to Miss Bell's flat** (... Mr Macaroni's, Andy's).
- Children look at the picture story on page 11. Explain that Pete and Andy are going to Andy's flat.
- Play Tape 5. Children listen and follow in their books.

Tape 5

Andy: This is my flat. Come in.

Pete: Thanks.

Andy: This is my mother.

Mum: Hello.

Pete: Hello, Mrs Day.

Andy: This is my baby brother.

Pete: How old is he?

Andy: He's one.

Andy: And this is my baby sister.

Pete: How old is she?

Andy: She's one.

Mum: They're twins!

- Make sure children understand **twins**, then play the tape again.

3 Speaking (2 Listen and speak.)

- Quickly revise numbers 1–10. Play Tape 6. Children look at the flags and listen.

Tape 6

1 (clap) 2 (clap) 3 (clap clap)

4 (clap) 5 (clap) 6 (clap clap)

7 (clap) 8 (clap) 9 (clap clap)

10 (clap six times)

- Play the tape again. Children join in.
- Divide the class in half. One half says the numbers, the other half claps. Swap roles.
- Revise the colours **pink, purple and orange**. Say **The pink flags!** and elicit 1, 4, 7, 10. Or say, e.g. **Number eight!** and elicit **It's purple.**

4 Speaking (3 Ask and answer.)

- Go around the class asking **How old are you?** Elicit answers. Ask individuals to stand up, ask **How old is he/she?** Elicit **He/She's ...**
- Find two or three children of the same age; bring them to the front to practice **How old are you? We're ...**
- Ask the class **How old are they?** Elicit **They're ...** Repeat with children of a different age.
- Children point to the pictures in their books and ask and answer about each one.

Page 8

1 Reading – matching (1 Match.)

- Use the word cards for numbers to revise **one to ten**.
- In their workbooks children draw strings from the numbered balloons to the matching labels.

2 Writing (2 Write.)

Children follow the lines of the maze and complete the sentences.

Lesson 2  Page 12  Page 9

Language focus Demonstrative pronouns; family

Language That is ... (*That's*)

Words (R) *house, taxi, father, grandmother, grandfather*

Teaching aid Poster 1 (characters/family)

Preparation Make word cards for **mother, father, brother, sister, grandmother, grandfather, balcony.**

1 Warm-up

Do the *Numbers chant* ( page 11;  6) in various ways: all together; one half of the class speaking, the other half clapping; starting very quietly and getting louder; very quickly.

 Page 12

2 Speaking – listening – reading (1 *Listen and read.*)

- Put up Poster 1 and use the word cards to revise family members.
- Children open their books and look at the first picture. Ask where the boys are. Use the word card to teach **balcony**.
- Play Tape 7. Children listen and follow in their books.



Tape 7

Pete: Look! That's my house!
That's my father and that's my mother.
Andy: Look! A taxi!
Pete: That's my grandfather...
... and that's my grandmother!

- Play the tape again, or read the dialogue aloud, pausing after each picture. Children repeat.
- Ask two children to read the dialogue to the class.

3 Listening (2 *Listen and point.*)

- Children look at the picture of Andy's family in the book. Ask them who they can see. Say **Point to Andy's mother** (... sister, father), etc.

- Play Tape 8. Children listen and point.



Tape 8

Andy: Look! That's me, Andy!
That's my mother in the green dress.
And the man with the red flower – that's my father.
Look at the baby in the blue hat. That's my brother.
And the baby in the yellow dress – that's my sister.
The man in the black hat – that's my grandfather.
And the woman in the white dress – that's my grandmother.

4 Speaking (3 *Now you!*)

Point to each character in Poster 1 and elicit sentences, e.g. **That's Andy. That's his mother.**



Page 9

1 Reading – colouring (1 *Read and colour.*)

- Before doing the exercise, demonstrate the difference between **This is** for objects close to the speaker and **That is** for objects at a distance from the speaker. Use classroom objects.
- In their books children read the sentences and colour the pictures accordingly.

2 Writing (2 *Write This is or That is.*)

Children look at the pictures and choose the appropriate phrase.

3 Study skills – categorising (3 *Read and write. Man or woman?*)

- Write **man** and **woman** on the board.
- Ask a child to choose a family word card and read it out. Ask **Is it a man or a woman?** and elicit a response. Stick the word under the appropriate heading. Children practise reading the words.
- Children do the exercise in their books writing the words below the figures.

Language focus Demonstrative pronouns; toys

New language These are ...; Those are ...

New words CD, computer game, flag, poster, (R) toy, plane, car, kite

Teaching aids Flashcards 10, 11, 12 (toys)

Preparation Find a number of toys, or pictures of toys, which the children can name. Put them in a box or bag. Make word cards for **CD, computer game, flag, poster.**

1 Warm-up

- Ask the class to say the alphabet. Write it on the board as they speak.
- Put your box or bag of toys on your desk. Point to a letter and say, e.g. **T. In my box I have a toy beginning with T.** The children guess *Is it a teddy? Is it a train?* until they find the right answer. Repeat with the other toys.

2 Introducing the new language

- Use flashcards, toys and classroom objects to demonstrate and practise **this** and **these**. Hold items close to you and say **This is a car. These are robots.** Ask children to do the same. Make sure children are aware of the difference in pronunciation between the two words. If they find it difficult, ask them to make a sad face for **this** and a happy, smiling face for **these**.
- Repeat with **that** and **those**. **That is a ruler. Those are books.** Make sure there is a good distance between the speaker and the items.

3 Introducing the new words

Use flashcards 10, 11, 12 and word cards to introduce the new names of toys and **flag**. Use real examples if you have them. Children repeat the names.

 Page 13

4 Speaking – listening – reading (1 Listen and read.)

- Children look at the picture story. Ask one or two questions to set the scene, e.g. **Who are the boys? What's in the box?**
- Play Tape 9. Children follow in their books.



Tape 9

- Andy:** These are my toys. This is my flag and these are my cars.
Pete: What are these?
Andy: CDs. That's my kite and those are my posters.
Pete: What are those? Books?
Andy: No. They're computer games. Look!

- Divide the class in two. Play the tape or read the dialogue again, stopping after each phrase so that children can repeat. One half of the class takes Andy's role. The other half is Pete. Swap roles. One or two pairs can read to the class.

5 Speaking (2 Find and say.)

Hold up your book and point to the small pictures. Ask children to name them and point to the same items in the story.



Pages 10, 11

1 Reading – matching (1 Read and match.)

Children read the speech bubbles and draw lines to the appropriate picture.

2 Vocabulary exercise (2 Find the words.)

Children circle the words, which are all toys or games. There are seven words.

3 Spelling (1 Spelling.)

- This practises the **-er** ending in words for family members. Read them out; children repeat. Make sure they pronounce the final sound /ə/ and that they do not pronounce the final 'r'.
- Children read and spell the words.
- Children write the words into the crossword, using the picture clues.

4 Reading – matching (2 Match.)

- Children read the words in the two columns, then draw lines to match the short and long forms.

Reminder Ask children to bring photos of their families (parents, grandparents, brothers, sisters) to the next lesson.

Lesson 4 Page 14 Pages 12, 13

Language focus Demonstrative pronouns; identifying objects

Language (R) *This/That is a ...; These/Those are ...*

Words (R) *birds; words for toys and family members*

Teaching aids Flashcards 10, 11, 12 (toys)
Poster 1 (characters/family)

Preparation Find two balloons, two balls, two pencils, two pens.

 21 Photocopy Otto and his family, one sheet for each child.

1 Warm-up

Play the *Drawing game*. (Step 1 on page 4) choosing any of the words for toys that the children know.

 Page 14

2 Speaking (1 Point and say.)

- Use items you have brought in to revise **This is, That is, Those are** and **These are**.
- Give an object to a child to elicit, e.g. **This is a ball**. Place it some distance away. Elicit **That is a ball**. Repeat with other single objects.
- Repeat with plural objects: elicit, e.g. **These are pencils. Those are pencils**.
- Children open their books and look at the picture. Discuss it briefly. How many items can they name?
- Children read the phrases, then point to items in the picture and make sentences, e.g. **This is a doll. Those are birds**.

3 Speaking (2 Point and say.)

- Put up Poster 1 and revise the words for family members.
- Children look at the family tree on the Noticeboard in their books. Say, e.g. **Point to Princess. Point to her brother**. Then ask children to point to and name the family members: **This is Princess. This is her sister**, etc.
- Hand out the copies of Otto and his family. Children cut out the 'photos' and stick them in their notebooks as a family tree, drawing the lines that join them. They talk about Otto's family in the same way as they did about Princess's.

Noticeboard Children bring in family photos and talk about these. **This is my brother**, etc. Encourage the children to ask questions: **What's his name? How old is he?** etc. They pin their photos to the Noticeboard to make a collage about families and write captions.

 Page 12

1 Writing (1 Write **This, That, These or Those**.)

Children complete the sentences according to the pictures.

2 Writing (2 Write.)

- Talk about the picture and name the toys.
- Children complete what Andy is saying.

3 Reading – colouring – drawing – writing

(Composition,  page 13)

- Children read the description and colour the picture.
- They draw two of their own toys in the empty frame and colour them. They then write about their toys following the model above.

 Reading for pleasure: '**Please**' is the magic word!

 page 15

- 1 Children look at the pictures and try to decide what the story is about. Ask for suggestions, then play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Ask a few simple questions, e.g. **Who is this? What are these?** Check that they understand *want*.
- 3 Use one or more of these methods to help children read the dialogue aloud:
 - Bring three pairs to the front; each pair reads a section of the dialogue, then the whole class practises in pairs
 - take the part of Benji yourself and choose different children to be Sally in each section
 - follow the previous method, with the whole class taking the part of Sally
 - repeat the last two methods changing over the parts
 - one half of the class read Benji's part, the other read Sally's part.
- 4 Do this role play with the whole class:
 - Hold up the word cards you prepared, class reads, e.g. **kites**. Put them on your desk and choose a confident child to be the 'shopkeeper'. Be the first customer yourself. Point a few cards; ask **What is this/are these?** Elicit, e.g. **It's a teddy**. Ask, e.g. **Can I have a teddy, please?** Elicit **Here you are**. (Prompt the shopkeeper to mime giving you the teddy.) Reply **Thank you**. (Pay the shopkeeper.)
 - Repeat with one or two different children as shopkeeper. Change roles, or let children play both roles.
 - Children continue the activity in pairs. They can use the pictures at the bottom of page 13 instead of word cards.

3 We like sweets.

Lesson 1 Page 16 Page 14

Language focus Present simple (fact): first person, affirmative and negative

New language I like/don't like ...

New word lollipops, (R) cakes, biscuits, sweets; snakes, cats, dogs, dolls, owls

Teaching aids Flashcards 1, 4, 8, 9, 13, 14 (Andy, Tom, Pete, Polly; cakes/biscuits; sweets/lollipops) Posters 2, 3 (animals)

Preparation Make a word card for **lollipops**.

1 Warm-up

Ask four children to come to the front and hold up flashcards 4, 1, 8 and 9. Sing the *Good morning, Tom* song ( page 7;  2) to each of the characters in turn, starting with Tom. The children holding the cards supply the last line.

2 Introducing the new language

- Put up flashcards 13 and 14. Point to each item and name them. Use the word card to introduce **lollipop**.
- Point to a cake, say **Mmm! I like cakes!** Repeat with biscuits, sweets and lollipops. Mime offering cakes to the children: **Mmm! I like cakes. And you?** Elicit **I like cakes**. Repeat with biscuits, sweets and lollipops.
- Put up Posters 2 and 3. Point to animals you think the class will like: **I like cats. And you?** Elicit **I like cats**. Point to animals you think the class will not like: **I don't like snakes. And you?** Elicit **I don't like snakes**. Repeat with other animals.

Page 16

3 Speaking – listening (1 Look and listen.)

- Children look at the picture. Ask who they can see, where are they? etc.
- Play Tape 10. Children look and listen.

Tape 10

Voice: Look! Cakes ... biscuits ... sweets ... lollipops ...
Andy: I like cakes and biscuits.
Bird: I like cakes and biscuits, too.
Polly: I like sweets.
Bird: I don't like cakes.
Pete: I like lollipops.
Bird: I don't like lollipops or sweets. (Pause)
I like these!
Worm: Help!

- Divide the class in half. One half are the characters, the other half are the birds. Play the tape or read the dialogue again pausing after each sentence. Children repeat. Get everyone to call 'Help!' at the end. Swap roles and repeat.

4 Speaking (2 Speak.)

- Make sure the children can name the items in the small pictures.
- Encourage them to talk as naturally as possible about their likes and dislikes.

Page 14

1 Speaking – reading – writing (1 Read and write.)

- Talk about the children and their thought bubbles. The happy/sad faces show what the children like/do not like. Hold up your book and point: **Look at Sam. He likes cats and birds. He doesn't like dogs and spiders.** Point to Tess: **Look at Tess. She likes ...** Elicit **Cats and horses. She doesn't like ...** Elicit **Snakes and frogs**. Do not worry about the form of the verb at this stage; concentrate more on eliciting vocabulary.
- Read the speech bubbles to the class. They read again silently and work out the identity of the two speakers.

Answers: Ben, Tess

2 Drawing – writing (2 Draw and write.)

- In the first frame, children draw one or two items which they like; in the second, one or two which they do not like.
- They write below the pictures: **I like ...; I do not like ...** + the names of the items. Remind them that in speech we use the short form: **I don't like ...**; in written English we use the long form: **I do not like ...**

Language focus Present simple (fact): 2nd person singular, interrogative + short answers; 1st person plural, affirmative and negative

New language Do you like ...? Yes, I do/No, I don't. We like/don't like ...

New words bananas, spiders, tigers; **(R)** apples, lions, crocodiles, elephants

Teaching aids Posters 2, 3 (animals)

Preparation Make word cards for **banana, spider, tiger.**

1 Warm-up

- Put up Posters 2 and 3. Ask the children to look at them. After about 20 seconds, take them down and ask children to name as many animals on the posters as they can remember.
- Play a game. Ask one child to come to the front. Whisper the name of an animal which he/she must imitate with movements and/or sounds. The rest of the class guesses.

Page 17

2 Speaking – reading (1 Read.)

- Ask about the animals on the posters: **Do you like lions?** Repeat with other animals and elicit short answers **Yes, I do./No, I don't.** Encourage children to ask questions.
- Children look at the short dialogue in their books. Read it to them.
- Divide the class in half. One half reads the questions, the other half reads the answers. Swap roles. Ask pairs of children to read aloud.

3 Listening (2 Listen, ✓ or X.)

- Children name the items on the grid.
- Explain that they will hear two conversations; one between Sue and Pete, and one between Sue and Polly. Play Tape 11 once. Children listen and do not write.



Tape 11

Sue: Hello, Pete.
 Pete: Hello, Sue.
 Sue: Pete, do you like sweets?
 Pete: Yes, I do.
 Sue: Do you like cakes?
 Pete: Mmm. Yes, I do.
 Sue: Do you like bananas?
 Pete: Yes, I do.
 Sue: Do you like apples?
 Pete: No, I don't.

Sue: Hello, Polly.
 Polly: Hello, Sue.
 Sue: Polly, do you like dogs?
 Polly: Yes, I do.
 Sue: Do you like cats?
 Polly: No, I don't.
 Sue: Do you like spiders?
 Polly: No, I don't.
 Sue: Do you like snakes?
 Polly: Yes, I do.

- Children write a tick (✓) when Pete and Polly say they like something, and a cross (X) when they do not like something. Play the tape again. Children listen and write.
- Check their answers. Play the tape once more if necessary.

4 Speaking (3 Now you! Ask and answer.)

- Make sure children can name all the small pictures.
- Elicit first the question, e.g. **Do you like cakes?** and then the answer **Yes, I do./No, I don't.** Continue with the other pictures.

5 Speaking (4 Look and say.)

Ask where Andy and Sue are. Make sure children can name all the animals. Explain that Andy and Sue like some animals but not others. Children read the bubbles and follow the lines to find out what they are saying.



Page 15

1 Reading – colouring – writing (1 Yes, I do or No, I don't. Colour and write.)

- Children read the questions and colour the smiling face if their answer is **Yes** and the sad face if their answer is **No**.
- Then they write the appropriate short answer.

2 Speaking – writing (2 Ask your friends. Write Yes or No; Write.)

- Children write **Yes** or **No** in the first column according to their own preferences.
- They then choose three friends and write their names in the spaces provided, e.g. **Magda** likes ... They ask these friends and write **Yes** or **No** in the columns.
- They then complete the sentences according to which items they all like and which items they all dislike.

Language focus Numbers 1–20

Language Present simple **to be** + short answers

Words (R) *flag, lollipop; numbers 1–20 (words and figures); colours; shapes; fish, frog, rabbit*

Preparation Make word cards for all the colours: **red, blue, green, yellow, orange, pink, purple, brown, grey, black, white**. Put a big splash of the appropriate colour on each card. Find a bag in which to put the cards.

Make word cards for the numbers **eleven to twenty**.

1 Warm-up

- Put all the colour word cards in the bag. Divide the class into two teams.
- Ask a child to take a card from the bag and read it aloud. Children have to find something in the room which is that colour. The first person to do so scores a point for their team.

 Page 18

2 Speaking – listening – singing (1 Listen and sing.)

- Children look at the necklace. Use it to revise the colours **purple, grey, orange, brown** and the shapes **circle, square, triangle**.
- Ask children to point to the beads and count from 1–20. Write numbers on the board at random. Children say them.
- Play Tape 12. Children listen. Encourage them to clap or tap the rhythm.



Tape 12

One two three (clap)	Thirteen fourteen fifteen
Four five six (clap)	sixteen
La-la la la	La-la la la
La-la la la	La-la la la
Seven eight nine (clap)	Seventeen eighteen
Ten eleven twelve (clap)	nineteen twenty
La-la la la	La-la la la
La-la la la	La-la la la

- Play the tape once more. Children join in.
- Divide the class in half, one half sings the numbers, the other half sings the **la la's**. Swap roles.

3 Speaking (2 A game. What is the number?)

- Make sure children can name all the items in the squares. Say **Point to the robot**. Ask, e.g. **What's number 18?**
- Read the speech bubbles below to the class, then demonstrate the game. Let a child choose a number. Ask questions to find out the number as in the example, starting with the colour.
- Let another child choose. Elicit questions from the class to find out the number. Repeat with other children.



Pages 16, 17

1 Reading – matching (1 Match.)

- Write the numbers 11–20 on the board in figures and use the word cards to revise **eleven to twenty**.
- In their books, children draw lines to match the numbers in figures to the numbers in words.

2 Counting – writing (2 Count and write.)

- Discuss the picture briefly. Make sure children understand all the items listed.
- Children count the items and write the numbers in words, referring to the exercise above if necessary.

Answers: **nineteen** balloons, **twelve** birds, **twelve** flags, **eighteen** balls, **seventeen** flowers, **fourteen** hats, **eleven** umbrellas, **sixteen** shoes, **fifteen** stars.

3 Reading – drawing (3 Read and draw.)

- Use objects to revise the prepositions **between, under and next to**.
- Children read the instructions and draw the items in the appropriate squares.

4 Spelling (4 Spelling.)

- Children look at the small pictures and the words below. Read the words. Children look and listen.
- Children read the words, spell them, then write the words in the boxes.

Reminder Ask children to find pictures of things they like (food, animals, toys, etc.) and things that they do not like for the next lesson; find some yourself.

Lesson 4 Page 19 Pages 18, 19

Language focus Present simple (fact): 1st person plural, affirmative and negative; 3rd person plural, affirmative and negative

New language We/They like/don't like. What about you?

New words chocolate, strawberry, (R) banana, spiders, snakes; ice cream, lemon

Teaching aid Poster 4 (fruit and vegetables)

Preparation Find pictures of items which children can name and which they will probably like or dislike. Find a chocolate bar. Make sentence cards: **We like ...**; **We do not like ...** Make word cards for **chocolate, strawberry.**

1 Warm-up

- Write a letter, e.g. **c** on the board and say it. Children think of something they like beginning with **c**, e.g. **I like cars.**
- Play a team game. Divide the class in two. Call out a letter. The first team to give a correct answer scores a point.

Page 19

2 Speaking – listening – singing (1 Listen and sing.)

- Put up Poster 4. Children name as many items as they can. Use the word card to teach *strawberry*. Show children the chocolate bar. Teach **chocolate**. Revise **lemon** and **banana**. Say, e.g. **I like apples** teach **What about you?**
- Draw a large ice cream on the board. Say **I like lemon ice cream. What about you?** Elicit other ice cream flavours.
- Play Tape 13. Children listen.



Tape 13

I like ice cream,	I like ice cream,
I like ice cream,	I like ice cream,
What about you?	What about you?
What about you?	What about you?
Chocolate and strawberry,	Lemon and banana,
Chocolate and strawberry,	Lemon and banana,
I like ice cream, too.	I like ice cream, too.
I like ice cream, too.	I like ice cream, too.

- Ask children to name the different kinds of ice cream. Play the tape again. Children join in.

3 Speaking (2 Look and say.)

- Children look at the Noticeboard in their books. Explain that Otto and Princess like some things but not others. Hold up the puppets and say, e.g. **Cats**. Otto and Princess respond **We like cats**. Say **Spiders**: Otto and Princess respond **We don't like spiders**.

- Repeat with children holding the puppets, and responding to prompts.
- Stick the puppets on the board. Ask **What do they like?** and elicit **They like cats** (... dolls, kites, birds). Ask **What about spiders?** and elicit **They don't like spiders**. Repeat with the remaining items.

4 Writing (3 Write.)

Children write sentences about Otto and Princess beginning with **They like ...** and **They do not like ...**

Noticeboard Divide your own Noticeboard in half and put **We like ...** and **We do not like ...** as headings. Children pin up the pictures they have brought in and talk about their own likes/dislikes.



Page 18

1 Reading – matching (1 Read and match; Write in ABC order. 2 write the words.)

- Children read and draw lines to the correct pictures.
- They then write the words in alphabetical order. The alphabet at the bottom of the page can help them.

Answers: apple, banana, chocolate, ice cream, lollipop, sweet

- Children write the words into the crossword, using the picture clues.

2 Reading – writing (Composition, page 19)

- The ticks and crosses show Bill and Ann's likes/dislikes. Ask about these, e.g. **Do they like dogs? No they don't.** Then read the sentences below.
- Talk about Liz and Sam's likes/dislikes in the same way. Children write two sentences following the models above.
- Children draw a tick or a cross depending on their own preferences. They then write sentences starting with **I like ...** and **I do not like ...**



Reading for pleasure: Mr Yummy's Sweet Shop page 20

- Children look at the pictures. Ask what they can see (**sweets**) and what colours they are. Play the tape and read the text in the usual way (see Steps 2 and 3, *Reading for pleasure*, page 4).
- Brainstorm colours, shapes and objects. Write them on the board. Children draw, colour and describe several sweets of their own, e.g. **blue and white triangles**, **yellow kites**. Let some children read out their descriptions. Make posters. Children look at the different sweets and read the descriptions.
- Let the whole class read the text together, or hear individuals read pairs of lines around the class.

4 I like football.

Lesson 1 Page 21 Page 20

Language focus Present simple (1st person) + noun/gerund

New language I like + noun/gerund

New words sports, football, basketball, swimming, riding, (R) computer games

Teaching aids Flashcards 15–18 (sports/activities)

Preparation Make word cards for the new words for sports.

1 Warm-up

Sing *I like ice cream* ( page 19;  13). The class can first sing together and then in two groups, taking alternate verses.

Page 21

2 Speaking-listening (1 Look and listen.)

- Write **Sports** on the board. Put flashcards 15–18 below this heading and use word cards to revise/teach the names of the sports.
- Children look in their books. Talk about the picture briefly to set the scene.
- Play Tape 14. Children listen and follow.

Tape 14

Teacher: Do you like sports?
Andy: Yes. I like football.
Sue: I like sports, too. I like basketball.
Tom: I like swimming.
Pete: I like riding and playing tennis.
Polly: I don't like sports. I like computers. I like playing computer games.

- Point to a flashcard and say **I like riding**. Elicit similar statements from the class.

3 Listening – speaking (2 Listen and say.)

- Explain that the characters are going to talk about things they like. Children must say who it is. Play Tape 15. In the pauses children call out **It's** + (name) as in the example.

Tape 15

Pete: I like riding. (J) (pause)
Voice: It's Pete.
Sue: I like basketball. (J) (pause)
Voice: It's Sue.
Andy: I like football. (J) (pause)
Voice: It's Andy.
Tom: I like swimming. (J) (pause)
Voice: It's Tom.
Polly: I like playing computer games. (J) (pause)
Voice: It's Polly.

4 Speaking (3 Ask and answer.)

- Point to the small pictures and ask children to name the activities.
- Ask the questions and elicit the short answers.
- Invite the pairs of children to ask the questions and answer them.

Page 20

1 Reading – matching (1 Match.)

Children draw lines from the pictures to the appropriate words below.

2 Matching – reading – writing (2 Read and write.)

Children match the faces to the children in the exercise above. They read the names of their sports and complete the speech bubbles accordingly.

3 Reading – drawing – writing (3 Draw ☺ or ☹. Write Yes, I do. or No, I don't.)

- Children read the questions. If their answer is **Yes**, they draw a happy face; if their answer is **No**, they draw a sad face.
- They write the appropriate short answers in the speech bubbles.

Language focus Present simple: 3rd person singular

New language He/She likes + gerund

New words watching TV, reading, drawing, singing,
(R) *swimming, riding*

Teaching aids Flashcards 1-9 (characters), 15-22
(sports/activities)

Preparation Find two bags or boxes for the
flashcards.

1 Warm-up

- Ask children to name as many sports as they can; write them on the board. (They can name sports from the previous lesson. Help them to name other sports if they want to.)
- Choose one of the sports and mime it. Children must guess which it is.
- Invite children to come to the front and mime other sports.

Page 22

2 Listening - reading (1 Listen and point.)

- Use flashcards 15-22 to revise/teach the sports and activities.
- Let children look at the maze in their books for a moment or two.
- Play Tape 16. Children listen and follow the lines from the characters to the activities.



Tape 16

Look at Tom ... He likes swimming.
Look at Meg ... She likes drawing.
Look at Mr Macaroni ... He likes singing.
Look at Mrs Green ... She likes watching TV.
Look at Pete ... He likes riding.
Look at Polly ... She likes reading.

3 Speaking (2 Look and say.)

- Hold up your book and point to Tom: **This is Tom.** Move your finger along the maze line: **He likes swimming.** Ask children to do the same with the other characters. Make sure children pronounce the final **s** of **likes** clearly.
- Children can repeat the exercise in pairs.

4 Listening and speaking (3 Listen and say.)

- Make a sentence about one of the characters, e.g. **He likes singing.** Children follow the lines and say who it is, **It's Mr Macaroni.** Repeat with the other characters.
- Children repeat the exercise, making sentences and replying.

Activity Put flashcards 1-9 in one box or bag, and flashcards 15-22 in the other. Ask two children to come to the front of the class. One child takes out a character card (e.g. Sue) and holds it up. Elicit from the class **This is Sue.** The other child takes out an activity card (e.g. riding) and holds it up. Elicit from the class **She likes riding.** Repeat with other cards.

Page 21

1 Reading - matching - speaking (1 Match and say.)

Children draw lines from the pictures to the appropriate words and then make sentences about each picture.

2 Speaking - reading - writing (2 Look, read and write.)

- Children look at the pictures. Elicit from them what the child in each picture likes doing.
 - Children read the two descriptions and write the names. They then complete the sentences about Sam and Ann.
- Answers:** Liz. Bob. Sam likes singing, reading and drawing. Ann likes drawing, watching TV and reading.

3 Drawing - writing (3 Draw and write.)

- Children choose three activities which they like doing. They draw symbols for these in the frame, e.g. books for reading, pencils for drawing. You may want to discuss their choice of symbols with them before they start.
- They complete the sentence according to what they have drawn.
- Let them look at each other's drawings.

Lesson 3 Page 23 Pages 22, 23

Language focus Present simple: 3rd person singular, interrogative; short answers; connecting items with **and** and **or**

New language Does he like football? Yes, he does/No, he doesn't

Words (R) football, basketball, swimming, riding, watching TV, drawing, reading, singing, spiders, bananas

Teaching aids Flashcards 1–4 (Andy, Sue, Meg, Tom), 15–22 (sports/activities)

Preparation Make four cards with a happy face and four cards with a sad face. Draw a question mark on the back of each one.

Find some coloured chalk or a coloured board pen.

1 Warm-up

Sing *I like ice cream* ( page 19;  13).

2 Introducing the new language

- Put flashcards 1–4 on the board. Take flashcards 15–22 and stick two above each character card. Ask children to name the characters and the activities as you put up the cards. Stick a happy and a sad face card above each activity card, reverse side up, showing the question mark.
- Point to Andy. Ask **Does he like ...?** + the activity on the first of Andy's cards. Children guess **Yes, he does.** or **No, he doesn't.** Turn over the face card. Were the children right? A happy face means **Yes** and a sad face means **No**. Repeat with the other characters and activities. Children can come to the front to ask the questions and turn over the face cards.

Page 23

3 Speaking (1 Ask and answer.)

- Children look at the exercise in their books.
- Ask about Andy and elicit short answers according to the happy/sad faces. Invite the children to ask similar questions about the other characters. They can also ask and answer in pairs.

4 Listening – speaking (2 Listen and say; 3 Now you!)

- Make sentences about Andy. **He likes football and swimming. He doesn't like snakes or spiders.** Elicit similar sentences about the other characters. Make sure children use **or** in the negative sentences.

- Read the first pair of speech bubbles. Ask children to make similar sentences. The others guess who is being referred to. Repeat with the second pair of speech bubbles.

Pages 22, 23

1 Speaking – reading – writing (1 Look!; Read and ✓ the answers; Write the answers.)

- Children look at the two pictures. Discuss them briefly. Ask children to name as many items as they can.
- Children read the questions and tick the correct answers.
- They then read the questions and write the short answers.

2 Reading (2 How many words?)

- There are a number of sports and other activities on the scarf. Children circle the words and write the number on the ball of wool. (There are 7 activities.)

3 Punctuation (3 Circle; Write , and .)

- Write **Meg likes** on the board. Ask children to name three animals. Finish the sentence but without any punctuation, e.g. **horses zebras and lions**
- Ask children what is wrong. Take your coloured chalk and add the comma between the first two animals and a full stop at the end.
- Repeat with other sentences. Ask for three each of sports, fruits, and toys. Invite children to come to the front to add the commas and full stops.
- Children read the first four sentences and circle the commas and full stops.
- In the last three sentences they add punctuation.

4 Spelling (4 Spelling.)

- This exercise practises the open /a/ sound, which is written with an **e**.
- Children look at the words and pictures. Read them aloud. Children listen and repeat.
- Ask children to read the words and to spell them.
- Children write the words by taking the first letter from the circle, putting **e** in the middle and taking the last letter from the square. When they have finished, ask them to read and spell the words.
- You might want children to cover the first part of the exercise to make it more challenging.

Lesson 4 Page 24 Pages 24, 25

Language focus Talking about possession: 's;
Present simple: 3rd person singular, interrogative and affirmative

Language Whose is this/are these? It is/They are
(*It's/They're*) + name + 's.

Words (R) words for sports and activities

Teaching aids Otto and Princess puppets

Preparation  22 Make an activity wheel.

1 Warm-up

Sing the *Counting song* ( page 18;  12) all together. Then divide the class in two: one half sings the numbers, the other half sings the chorus. Swap roles.

2 Introducing the new language

- Go around the class and collect single items from the children, such as a ruler, a flask, a bag, a book, a jumper.
- Hold up one item and ask **Whose is this?** When the owner puts up his/her hand, say, e.g. **It's John's.** Repeat with the other items encouraging the children to ask the question and to answer. Return the items to their owners – a chance to practise **Here you are. Thank you.**
- Collect two or more items from members of the class (pens, pencils, books, shoes, etc). Repeat the steps above to practise **Whose are these? They're John's.**
- Make sure children say **this** (short sound) and **these** (long sound) correctly and that the **s** on **John's** is clear.

 Page 24

3 Speaking (1 Look at this!; 2 Now you!)

- On the Noticeboard there is a wheel showing various activities. Characters' names appear next to activities which they like. Ask children to name the activities.
- Write the names of the six characters on the blackboard.
- Use the Otto and Princess puppets to ask and answer about the different characters.
- Hand the puppets around the class so that children can ask and answer.

4 Speaking (3 Ask and answer.)

Read out the question. Elicit the answer. Children take turns, in pairs, to ask the same question about the other characters and answer accordingly to each character's clothing or actions.

5 Writing (4 Write.)

Children choose two characters write one sentence about each, using the information on the Noticeboard.

Noticeboard Make an activity wheel.  22
Children write their names next to the activities they like. Put this on the class Noticeboard and use it a basis for question and answer.

 Page 24

1 Reading – writing (1 Read and write.)

The exercise practises how to connect sentences using **and** and **or**. Do the exercise orally first giving more examples if necessary. Then let children write.

2 Reading and writing (2 Look and write.)

Children look at the pictures in the smiley face and sad face sections. They complete the sentences about Pete, using the pictures. They then write about Polly following the model for Pete.

3 Reading – speaking – drawing – writing

(Composition,  page 25)

- Children look at the first grid. The ticks and crosses indicate things which Bill likes and dislikes. Discuss the grid: **He likes football. He doesn't like swimming.** etc.
- Read the text about Bill. Point out how ideas are joined by **and** and **or**. Ask children to read the text.
- Children work with a friend, asking, e.g. **Do you like basketball?** and writing a tick or a cross as appropriate.
- Lastly, they draw a picture of their friend and write about him/her following the model about Bill.

 Reading for pleasure: **A present for Lizzie and Sam**

 page 25

- Children look at the pictures. Read out the title and ask **What is the present?** Elicit **A computer.** Ask if anyone can name any parts in the pictures. Write them on the board. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- Elicit and write the names of all the parts of the computer on the board. Do a very simple picture of each part.
- Ask children for any computer vocabulary they know in English, e.g. **switch on/off, CD, file, click, press.** Write each word near the appropriate part and make a diagram. Help your class to make simple sentences, e.g. **Switch on the computer. Open the file. Put paper in the printer.** Write them on the board.
- Point to the parts of the computer. Class reads the word and the associated words/sentences. Children can copy the diagram into their notebooks.

This is our school.

Lesson 1 Page 26 Page 26

Language focus Describing a town/school/class; possessive adjective: **our**; making suggestions: **Let's ...**

New language This is our school. Let's read the letter.

New words children, picture, e-mail, town, class, small, nice, our, let's (**R**) *school, teacher, box, bag, big, little, read, write*

Preparation Find some pictures (children's drawings), and an e-mail (printed out). Make large paper speech bubbles with the phrases: **Let's sing! Let's count! Let's eat! Let's read! Let's write! Let's sleep!**

1 Warm-up

Play an alphabet game. Divide the class into two teams. Say a letter name from the alphabet and write it on the board. The first team to name something in the room beginning with that letter scores a point. The first team to reach 10 points is the winner.

Page 26

2 Listening (1 Look and listen.)

- Show the class the pictures and e-mail. Name them and use word cards to introduce them.
- Children look in their books. Play Tape 17. Children listen.

Tape 17

Teacher: Look, children! An e-mail. Let's open it.
Hello! We are children at Sun Street School in Norton. Look at the picture of Norton. It is a small town. Our school is small. Our class is small too, six girls and seven boys. Look at the picture of our class. Look at the picture of our teacher. Her name is Miss Bun. She is nice. Please send an e-mail!

- Play the tape again. Ask questions, e.g. **How many children are there? Who is Miss Bun? What is the school/town called?**
- Play Tape 18. Children follow and point to the pictures in turn.

Tape 18

Teacher: Now let's look at the pictures. Look! This is Norton. This is their class. This is their teacher. Miss Bun.

Child: Can we send an e-mail, please?

Teacher: Yes, you can.

3 Reading (2 Read and ✓.)

- Children read the statements and tick the appropriate boxes. If they find this hard, repeat Tape 17. Check their answers.

Answers: 1 Yes 2 No 3 No 4 Yes

- Ask children to read the letter aloud, a different child reading each paragraph.

Page 26

1 Colouring - writing (1 Colour and write.)

- Children colour the picture any way they wish.
- They complete the clowns' speech bubble according to the colours they have chosen.

2 Reading - matching (2 Match.)

- Put the paper speech bubble with **Let's eat!** on the board. Point to and say **Let's eat! Let's eat a banana!** Mime eating a banana and encourage the children to copy you.
- Put the other speech bubbles on the board. Point to each in turn. Either do the action or mime it and encourage everyone to join in.
- Invite children to come to the front, take a bubble off the board and read it to the class. Everyone joins in.
- Children look at the exercise in their books, read the speech bubbles, and draw lines from the pictures to the correct bubbles.

Lesson 2 Page 27 Page 27

Language focus Possessive adjectives: our, their

New language Their town is big. Our town is small.

New word their, (R) our, town, school, class, teacher, small, nice

Teaching aids Flashcards 1–4, 8, 9 (Andy, Sue, Meg, Tom, Pete, Polly)

1 Warm-up

- Put flashcard 4 on the board. Sing the *Good morning, Tom* song ( page 7;  2).
- Put flashcards 1, 4 and 8 (boys) on one side of the board. Put flashcards 2, 3 and 9 (girls) on the other side. Divide the class into boys and girls. The boys sing to the girls *Good morning, Sue* (... Meg, Polly) and the girls reply. The girls sing to the boys *Good morning, Andy* (... Tom, Pete) and the boys reply. Keep the rhythm brisk and lively.

Page 27

2 Listening – reading (1 Listen and read.)

- Before starting this lesson, ask children to look again at the e-mail on page 26 of their books. Read it out and ask a few simple questions: **Where is Sun Street School? Is Norton big or small?** etc.
- Children turn to page 27. Play Tape 19. Children look and listen.



Tape 19

Teacher: Their town is small.
Children: Our town is big.
Pete: Their school is small.
Children: Our school is big.
Polly: Their class is small.
Children: Our class is big.
Bird: Their teacher is nice.
Girl and boy: Our teacher is nice, too.

- Play the tape again. Pause after each sentence. Children repeat.

- Write **Sun Street School** and draw a few children's faces. Ask questions: **Is their school** (... class, town) **big or small? Is their teacher nice?** Ask for information: **Tell me about their school** (... class, town, teacher) and elicit, e.g. **Their school is small. Their teacher is nice.**
- Divide the class in two. Children read aloud: one half reads about Sun Street School, the other half reads about the characters' school. Swap roles.
- Compare Norton and Sun Street School with your own town and school.

3 Speaking (2 Look and say; 3 Now you!)

- Point to the clowns. Ask **What colour are their shoes? Are their bags big or small?** etc.
- Point to the girl and boy. Read what they are saying.
- Children compare the clowns with themselves, finding differences. They point to or hold up items as they refer to them: **Their shoes are yellow. Our shoes are brown** (pointing to own and a friend's shoes).



Page 27

1 Reading – writing (1 Look and read. What is wrong? Underline and write.)

Children look at the pictures and read the descriptions. In each one there is a wrong sentence which children underline then write the correct version underneath.

2 Reading – writing (2 Look and read. What is wrong? Underline and write.)

- This is a similar exercise to the previous one but involves more sustained reading.
- Discuss the picture first. Ask questions and elicit a description.
- Read the description sentence by sentence. After each sentence children say **Yes** if it is correct and **No** if it is wrong. When sentences are wrong, ask children to correct them.
- Children read the text silently and underline the incorrect sentences. Check their work.
- Children write the correct versions of the sentences they have underlined.

Language focus Revision

Language This/That is ... These/Those are ... Does he/she like ...?

Words (R) Words from units 1-5

Teaching aids Posters 2, 3 (animals)
Flashcards 1, 2, (Andy, Sue) 10-14 (toys; cakes/biscuits; sweets/lollipops)

Preparation  23 Make copies of the happy face/sad face grid. One copy between two children. Bring in some coloured chalk.

1 Warm-up

- Put up Posters 2 and 3. Ask children to name as many animals as they can.
- Play a word game. Start to write the name of an animal on the board. Say each letter as you write it and pause after each letter so that children can guess the animal.
- You could play this as a team game.

 Page 28

2 Listening – speaking (1 Listen, point and say.)

- Quickly revise **this** and **that** using objects which are near and at a distance. Repeat with **these** and **those** using flashcards 10-14.
- Children look at the outlines and name them. (Do not worry about the demonstrative pronouns at this stage.)
- Play Tape 20. Children listen and point.



Tape 20

Those are birds. That's a plane.
Those are balloons. That's a train.
This is a dog. These are toys.
This is a cat. These are boys.

- Play the tape or read the text again, pausing after each sentence. Children point and repeat, then say the rhyme together.

3 Writing (2 Write.)

- Write on the board:

Those are ...	That is ...
Those ...	That ...
This is ...	These are ...
This ...	These ...

- Ask children to say the rhyme again. Point to the words as they say them.
- Children complete the rhyme in their notebooks, then let individuals complete the sentences on the board.

4 Speaking (3 A game.)

- Put up flashcard 1 and give out the grids you prepared (see Preparation).
- Point to the pictures in the book, read the speech bubbles below and explain that the game is to use the grid to find out what Andy likes/dislikes.
- Children working in pairs; one child points and asks, e.g. **Does he like swimming?** The other, eyes shut, points to a square on the grid to find the answer: happy face, **Yes, he does**; sad face, **No, he doesn't**.
When they have asked and answered about Andy, put up flashcard 2 (Sue). Children swap roles and begin **Does she like ...?**



Page 28

1 Punctuation (1 Write ? or . ; Now read.)

- Write a question on the board omitting the question mark, e.g. **What is your name** Children read, then ask them what is missing. Add the question mark using coloured chalk. Write an answer omitting the final full stop. **My name is ...** Ask children what is missing. Read the answer and add the final full stop using coloured chalk.
- Repeat with two more questions and answers. Let children use the coloured chalk and put in the punctuation.
- Children read the dialogue in their books and add the punctuation. Check their work.

2 Reading – drawing – writing (2 Look and read; 3 Read and draw; 4 Write.)

- Children look at the first row of pictures and read the captions.
- Children read the captions and complete the pictures by adding what is missing.
- Children look at the third row of pictures and say what they are. They then write the captions.

3 Writing (Composition,  page 29)

- Let children look at the picture story. Talk about it briefly.
- Children write the missing words. Check their work.
- Children can read the story taking roles: the narrator, Sally, the bird and the cat.

Language focus Present simple, 1st and 3rd person singular

Language I like ..., He/She likes ...

New words tea, coffee, penguin, skip; (R) words from units 1-5

Teaching aid Poster 4 (fruit and vegetables)

Preparation Bring in a skipping rope.
Bring in a packet of tea and a packet of coffee.
Make word cards for **tea, coffee, penguin, skip.**

1 Warm-up

- Put up Poster 4. Ask children to name as many fruits as they can.
- Say, e.g. **It's red.** Children guess **It's a strawberry.**
- Start to write the name of a fruit on the board, saying each letter then pausing. As soon as they know the word, children call **Stop!** and complete the spelling. Play this as a team game if you wish.

2 Introducing the new words

- Children look at the picture. Teach **skip.** Show children the skipping rope and use the word card. Ask **Can you skip?** If there is space in the classroom, invite children to skip. If not, mime it.
- Teach **tea** and **coffee** using the packets and word cards. Children repeat. Pass the packets around. Ask children **What is it?** Elicit **Tea/Coffee.** Ask **Do you like tea/coffee?** Elicit short answers.

 Page 29

3 Listening – speaking (1 Listen and skip.)

- Play Tape 21.

 **Tape 21**

I like coffee
I like tea
I like you
Do you like me?
Yes! No! Yes! No! Yes! No! Yes! No! Yes!

- Play the tape again. Children join in.
- If you have space in the classroom ask two children to turn the rope and one or two children to skip. The rest of the class says the rhyme. On **Yes! No!** ... the rope is turned faster, the until skipper trips up on **Yes! or No!** which is then the answer to the question in this rhyme.

- If space is limited, children can simply clap, but suggest that they try the game in the playground.

4 Speaking (2 Look and say.)

- Look at the faces and read the names. Children repeat.
- Ask children to name the items in the picture. Teach **penguin.**
- The children must find items in the picture which start with the same letters as the characters' names. Hold up your book. Point to Bill. Say **His name's Bill. He likes b ... b ... b ... bananas.**
- Ask individual children to name the characters **His name's Fred.** The rest of the class tries to find what Fred likes: **He likes frogs.** Repeat with the other characters.

5 Speaking – writing (3 Now you! 4 Write.)

- Read the example about Tim. Ask children to point to the items.
- Ask children to write down the first letter of their name, then to think of two or three things which start with the same letter and which they like. If they find this hard, do it on the board.
- Children say their names and the things they like, as in the example.
- Children write the sentence. Remind them to use the long form **My name is ...** when they write.

 Pages 30, 31

Revision

You will probably wish to go through each exercise orally before the children write. Alternatively, these pages can be set as a test.

 **Reading for pleasure: At the beach**  page 30

- 1 Children look at the pictures and try to predict the story. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Write these sentences on a piece of paper: **He swims quickly. There he is! Ricky swims in the sea. Ricky and Dan are at the beach. Where is Dan? Ricky sees a shark.** Copy enough for each child to have one.
- 3 Children cut up the sentences and order them correctly to make the story. Check their work before they write it out neatly. They can use a grid for handwriting practice. Children illustrate their writing.

He has an umbrella!

Lesson 1 Page 31 Page 32

Language focus possession: **to have** – affirmative

Language I/We/They have ... He/She has ...

New words tonight, lemonade, glasses, babies, (R) lollipops; *circus, bike, head, umbrella*

Teaching aids Poster 1 (characters/family)
Flashcard 23 (Tico)

Preparation Bring in a number of items which children can name, e.g. an umbrella, a hat, a ball, a flag, toys.

1 Warm-up

- Do the *I like coffee* skipping rhyme ( 29;  21). Children say the rhyme and tap or clap the rhythm.
- Divide the class in half. Say the rhyme again all together, but alternate sides say the **Yes** and **No** at the end. Repeat starting very quietly, getting louder and then quieter again until children are speaking in a whisper.

2 Introducing the new words

- Put up Poster 1. Say **This is Andy and his family**. Revise the words for family members. Use word cards to teach **glasses** and **babies**, revise **twins**.
- Put up flashcard 23. Ask **Who's this?** Elicit **It's Tico**. Use the flashcard to revise **circus, umbrella, bike**.

Page 31

3 Speaking – listening (1 Look and listen.)

- Children look at the first picture. Read the introduction and explain **tonight**. Ask **Who is at the circus?** Elicit the names.
- Play Tape 22. Children listen and follow in their books.

Tape 22

Voice: Tonight Andy and his family are at the circus.
Sue is at the circus, too.

Sue and Andy: We have lemonade.

Mum: I have an ice cream.
The babies have lollipops.

Grandma: I don't have my glasses.

Grandpa: They're on your head.

Andy: Who is it?

Sue: He has a bike.

Grandpa: He has an umbrella.

Andy and Sue: It's Tico!

- Ask questions **Who has lemonade** (... an ice cream, lollipops)? **Where are Grandma's glasses?** **Who has a bike and an umbrella?**
- Play the tape once more.

4 Speaking (2 Find and say.)

- Children name the small pictures, find them in the story and name them again. Remind them of the indefinite article in **an ice cream** and **an umbrella** (pronunciation: /ən/).
- One child points to a picture and names it; another child says who has the item. Read the examples first. Make sure children use **have** and **has** correctly.

Activity Ask a boy or girl to come to the front. Hand him/her an object, e.g. the umbrella, and elicit **He/She has an umbrella**. Hand him/her another item, e.g. the hat, and elicit **He/She has an umbrella and a hat**. Continue to hand him/her items and build up the list. Children can also give him/her classroom objects to hold. Continue, building up a long list of items, until he/she drops something.

Page 32

1 Speaking – writing (1 Look and write.)

- Children follow the maze lines from the faces to the objects and make sentences, e.g. **The twins have dolls**. Make sure children use **have** and **has** correctly.
- Children complete the sentences in writing.

2 Speaking – writing (2 Look and write.)

- Children name the toys in the picture. Ask what the boy is saying. (NB **cars** comes last as there is no article.)
- Children look at the letters below the toys, spell the words and complete the speech bubble in writing.

3 Drawing – writing (3 Draw and write.)

- Children draw two or three of their own toys and write about them following the model in the speech bubble above.

Language focus Talking about clothes; to have – interrogative + short answers

Language Does he/she have a hat/a dress? Yes, he/she does. No, he/she doesn't.

New words jacket, shirt, trainers; (R) glasses; trousers, shorts, dress, skirt, T-shirt, socks

Teaching aids Flashcards 1–6 (characters)

Preparation Make word cards for all the items of clothing above.

 **24, 25** Make copies of the suitcase, label and clothing.

1 Warm-up

- Write **clap, jump, stamp** and **hop** on the board.
- Ask children to stand up. Point to the words. Ask if they can clap, jump, stamp and hop. Demonstrate each action.
- Teach them the following chant and actions.

Everybody clap (*clap*), everybody clap (*clap*),
everybody clap with me (*clap, clap*).
Clap, clap, clap, clap (*clap with the words*),
everybody clap with me (*clap, clap*).

Everybody jump (*jump*), everybody jump (*jump*),
everybody jump with me (*jump, jump*).
Jump, jump, jump, jump (*jump with the words*),
everybody jump with me (*jump, jump*).

- Repeat with **stamp** and **hop**.
- Encourage all the children to join in with the words and actions.

2 Introducing the new words

Put flashcards 1–6 on the board. Use them and word cards to revise and teach clothes vocabulary. Point to and name items. **Andy has grey trousers and a blue shirt.** Elicit information. **What about Mr Macaroni's shirt? It's white. And his trousers? They're black.** Continue with questions about the other characters.

3 Speaking (1 Look.)

Children look at the line of characters in their books. Ask them to name them. Ask questions about their clothes, e.g.

Who has a pink skirt? Sue. Who has a green dress? Andy's Grandma. What colour is/are ... ?

4 Speaking – reading (2 Find and read.)

Hold up your book and point to the shirt. Ask **What's this?** Children find in the picture above and read the word: **Shirt. It's a shirt.** Repeat with the other items and deal with the plural items in the same way: **What are these? Shoes. They're shoes.**

5 Speaking (3 Who is it? Ask and answer.)

- This is a guessing game. One person chooses a character from the main picture. The others must ask questions to find out who it is. Before starting, point out items which some of the characters are carrying: a bag, a doll, (a bunch of) flowers, an umbrella.
- Read the example to the class and explain the game. Demonstrate: ask a child to choose a character and ask questions yourself. Ask another child to choose a character and help the class to formulate questions.

1 Reading – colouring (1 Read and colour.)

Children read the descriptions of the characters and colour the pictures accordingly. Ask them to read the sentences aloud first.

2 Reading – writing (2 Read and write.)

Children look at the picture of Tico, read the questions and write the appropriate short answer.

Activity  **24, 25** Give each child a copy (suitcase, label and clothing). Children make the suitcase. They choose a character (from the book or from the class), write his/her name on the label and attach it to the suitcase. They choose items of clothing for their character, cut them out, colour them and put them in the suitcase. The suitcases and contents can then be used for further practice of **have** as children unpack the suitcases. **What does Ann have in her suitcase? She has a dress. Does she have a T-shirt? Yes, she does/No, she doesn't.** etc.

Language focus Describing people: hair and facial features

New language She has curly hair.

New words short, straight, curly, beard, family, uncle, aunt, cousin; (R) *hair, long, blonde, eyes, family*

Teaching aids Flashcards 1-4, 8, 9 (characters)

Preparation Bring in some of the word cards from Lesson 2: **glasses, dress, jacket, hat, shorts, trousers.**

Make word cards for the new vocabulary.

1 Warm-up

- Do the *Everybody clap* chant from the previous lesson.
- Ask children if they can think of other actions/verbs to include in the chant, e.g. **wave, shout, sing, smile, laugh.** If they are unsure of the words in English, help them.

2 Introducing the new words

Put up flashcards 1-4, 8 and 9. Ask children to look at the characters' hair. Revise **long** and **blonde**. Teach **curly, short** and **straight**. Revise the colours for hair.

Page 33

3 Speaking – listening – reading (1 Listen and read.)

- Children look at the two friends and listen to the poem. Play Tape 23.

Tape 23

Girl: My friend and I
 long hair short hair
 straight hair curly hair
 blonde hair black hair
 my friend and I.

- Play the tape again. Children listen and point to each girl as she is described.
- Children read the poem together. Repeat, with the first and last lines said in unison, and the middle three lines divided between two halves of the class.
- Ask two children (preferably with different hair although this is not essential) to come to the front. Point and ask the class **Long hair or short hair? Straight hair or curly hair? Blonde hair or black (... brown, red) hair?**
- Help the two children to say the poem but substituting descriptions of their own hair. Repeat with a few more pairs of children.

4 Listening – reading (2 Look, listen and read.)

- Point to Andy and Sue looking at photos. Explain that these are of Andy's family. Play Tape 24. Children look at the photos and listen.

Tape 24

Andy: This is my family, my mother, my father, my brother, my sister and me.
 This is my uncle, my aunt and my cousins.
 Uncle Bob is my father's brother.

- Hold up your book, point to the first photo ask **Who's this?** Elicit **Andy's mother** (... father, sister, brother). Also elicit **babies** and **twins**.
- Point to the second photo; use word cards to teach **uncle, aunt, cousins**. Point to the man; **Look at the man. He's Andy's uncle.** Children repeat: **Uncle.** Point to the woman and the children, ask **Who's this?** Elicit **Andy's aunt** (... cousins).
- Play the tape again. Children follow the words. Ask children to read.

5 Listening (3 Look, listen and point.)

- Describe each of the photos in turn. Children listen and point.

Suggested descriptions – although you are free to use your own words:

Look at Aunt Jane. She has blonde hair. It is long and straight. Her eyes are blue. She is happy.
 Look at Uncle Bob. He has red hair. It is short and curly. He has a beard, too. (Demonstrate **beard**). He has green eyes.
 Leo is Andy's cousin. He has short, straight hair. It is brown. His eyes are brown, too. He is happy.
 Look at Emma. She is Andy's cousin, too. She has long, red, curly hair. Her eyes are blue. She has glasses.

- Return to the picture of Uncle Bob and teach **beard**. Ask a few quick questions about the photos: **Who has blue eyes? Who has curly hair? Who has blonde hair?** etc.

6 Speaking (4 Look and say.)

Children make statements about the photos of Andy's aunt, uncle and cousins. Other children guess who is being described.

7 Writing (5 Write.)

Children write one or two sentences about each of the photos.

1 Reading – writing (1 Write the words.)

Ask children to read the words in the boxes. They then read the speech bubbles and fill in the words.

Answers: mother, father, brother; uncle, aunt; cousins, Andy, sister

2 Speaking – reading – writing (2 Read and write.)

- Ask the children to look at the pictures and describe each one.
- Children read the descriptions and write the names.

Answers: Dan, Pat, Jim

They write a short description of Wendy, e.g. **Wendy has long, straight hair. It is blonde. She has glasses. She is happy.**

3 Spelling (3 Read, listen and spell; Write the letters.)

- These words practise the spelling of the /æ/ sound. Read the words to the class. Children look and listen.
- Ask the children to read and spell the words.
- Children cover the words and write the letters in the boxes according to the pictures.

4 Reading – matching – writing (4 Match; Write in ABC order.)

- Ask children to name the small pictures.
- Children then read the words and draw lines from the pictures to the appropriate words.
- Hold up the word cards for clothing. Children read. Hand out the cards to children at random. They come to the front of the class, hold the cards in front of them and arrange themselves in alphabetical order. The class read the words.
- Children write the words in alphabetical order in their books. They can refer to the alphabet at the bottom of the page if they need further help.

Answers: dress, glasses, hat, jacket, shorts, trousers

Reminder Ask children to bring pictures of animals to the next lesson. Remember to find some yourself.

Language focus to have: present simple, negative

New language He doesn't have a beard. They don't have hats.

Words (R) beard, glasses; flower, yo-yo, tails, ears, legs, noses, necks

Teaching aids Posters 2, 3 (animals)
Otto and Princess puppets

Preparation Bring in a selection of items which children can name, e.g. an umbrella, a hat, a flag. Bring in pictures of animals for the Noticeboard.

1 Warm-up

- All together say the *My friend and I* poem ( page 33;  23)
- Ask pairs of children to come to the front. The class describes their hair. The children at the front say the poem, substituting their own details.

2 Introducing the new language

- Ask several children to come to the front. Give each of them an item to hold. Elicit from the class, **He has a hat. She has an umbrella.** Stand by the boy with the hat. Say **He has a hat.** Take the hat away, **He doesn't have a hat.** Repeat with the other children, eliciting the negative sentences from the class.
- Give all the items to one child. Ask children to list what he/she has. Tell them to close their eyes. Take one item away. Tell children to open their eyes. Ask **What's missing?** Elicit, for example, **He doesn't have an umbrella.** Repeat with other items/children.

Page 34

3 Speaking (1 Look and speak.)

- Children look at the pictures. Explain that they are different and that some things are missing from the second picture. Read the speech bubbles. Give children a few minutes to look at the pictures. They can circle the places in picture B where items are missing.
- Elicit sentences from the children as in the examples. Make sure they recognise the difference between **He/She doesn't ...** and **They don't ...**

4 Writing (2 Write about picture B.)

Children write four or five negative sentences about picture B. Remind them that we say **doesn't** and **don't** but that we write **does not** and **do not**.

5 Speaking (3 Look at this! 4 Now you!)

- Put up Posters 2 and 3 (animals) and talk about particular features of animals (long/short/big/small; ears/tails/noses/necks/legs, etc.)
- Children look at the Noticeboard in their books. Ask them to name the animals and read the speech bubbles.
- Hold up the Princess and Otto puppets. Otto points to the monkeys and their tails. **Monkeys have tails.** He asks the class **Do we have tails?** Class: **No.** Princess: **No, we don't have tails.** Repeat with the other animals.
- Pass the puppets around the classroom. Otto makes statements about the animals; Princess makes negative sentences about ourselves.

Noticeboard On the class Noticeboard, children make a collage with all the animal pictures they have found. Also give them the pictures you have brought in. Use this collage as a basis for further comparisons between animals and ourselves.
They have ... We don't have ...

Page 36

1 Speaking – writing (1 Which one is different? Write.)

Children look at the pictures and find the one which is different. They write the number of this picture and a sentence explaining their choice. The first is done as an example.

Answers: 4, 1, 3, 2, 3, 2, 4, 1

2 Writing (Composition, page 37)

- Children read the description of Bill and colour the picture.
- They read the description of Lisa. They then draw and colour a picture of her.
- Children choose a member of their family and draw and colour a picture of him/her. They then write about him/her following the models above. Point out to children that their writing should follow this pattern: name, relationship (brother, cousin etc), age, hair, eyes.

Reading for pleasure: Kites page 35

- 1 Let children look at the picture for a moment or two before you play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Hold up your book, point to each kite in turn and ask **What animal is it?** Elicit answers. Ask **What colour is the lion (tiger/fish/bird)?** Ask children to look at the kites and choose the one they like. Hold a class vote to find the favourite.
- 3 Children design their own kite to look like an animal. They should not choose any of the animals in the picture. Before they start, brainstorm all the animals they know and write them on the board. They draw their kites and colour them in two colours. As they work, go round and help them to form the sentence **My kite is a ... It is ... and ...** Write the framework on the board. Children write the sentences under their pictures.
- 4 Practise with the whole class saying the chorus of the poem. Choose different children to hold up their kites and say their line describing them. Up to four children could do this between each chorus.

I get up at 7 o'clock.

Lesson 1 Page 36 Page 38

Language focus Present simple (habit): 1st person affirmative; questions and short answers

New language I get up at 7 o'clock. Do you brush your teeth? Yes, I do./No, I don't.

New words get up, wash, brush, go, morning, breakfast, face, teeth, (R) school; o'clock, goodbye, say

Preparation Make sentence cards: **Get up! Have breakfast! Wash your face! Brush your teeth! Brush your hair! Say goodbye! Go to school!**

1 Warm-up

- Sing the *Good morning, Tom* song ( page 7;  2). Sing it all together.
- Divide the class into girls and boys. The girls sing **Good morning, boys** and the boys sing the last line. Then the boys sing **Good morning, girls** and the girls sing the last line.

2 Listening – reading (1 Listen and read.)

- Children look in their books. Set the scene. Point to the first picture. **Look. It's Tom. Where is he? Is it morning or night? What's the time?** Let the children look at the pictures for a moment.
- Play Tape 25. Children listen.



Tape 25

Tom: I get up at 7 o'clock.
I have breakfast with my sister, Meg.
I wash my face ... and brush my teeth.
Then I brush my hair.
I say goodbye and go to school.

Tom: Bye, Mum!

Mum: Goodbye, Tom!

- Read the text to the class and mime each action. Children copy the actions.

- Play the tape again or read the text. Pause after each sentence. Children follow the words in their books and repeat.

Activity Put the sentence cards on the board. Put **Get up!** at the top. Put **Say goodbye!** and **Go to school!** at the bottom. Put the other cards at random in between. Make a 'bed' from chairs at the front of the class. Ask for a volunteer to come and be Tom. He/she gets into bed. Point to the cards. Children read. 'Tom' performs the actions. Repeat a few times with other children being 'Tom' and children pointing to the sentence cards.

3 Speaking (2 Ask and answer.)

- Point to yourself and say **I get up at 7 o'clock.** Ask children **Do you get up at 7 o'clock?** Elicit **Yes, I do.** and **No, I don't.** Repeat with the other phrases in the book.
- Children look in their books. They ask questions based on the phrases and give short answers.
- Return to the picture story and ask children to read it.



Page 38

1 Reading – writing (1 Read and write.)

- Read the verbs in boxes. Children repeat.
- Children write the correct verbs in the spaces.

2 Writing – speaking (2 Write the questions.)

- Children form the questions. They can look at the verbs in the previous exercise to help them.
- Ask one or two pairs of children to read the dialogue.

3 Reading – writing (3 What do you do? Write the answers.)

Children read the questions and write short answers about themselves.

Language focus Present simple (habit): 1st person singular and 3rd person singular (-s, -es)

New language I jump out of bed. He gets up. He brushes his teeth.

New words close, yawn, stretch, touch; (**R**) words from Lesson 1; count, jump

Preparation Bring in the sentence cards from Lesson 1 (except **Get up!** and **Go to school!**). Make word cards for **closes**, **jumps**.

1 Warm-up

- Put the sentence cards on the board, point and read them, then ask children to mime the actions.
- Play a commands game. When you give a command and say **please**, children do the action. If you do not say **please**, they do not do it. If anyone does, they are out. Continue until you have a winner. Include the commands on the sentence cards and others which the children know, e.g. **Stand up!** **Sit down!** **Point to the door!**

Page 37

2 Listening – reading (1 Listen and read.)

- Children open their books. Read the poem slowly. Point to the pictures. Children listen and follow the pictures.
- Play Tape 26. Children follow the words.

Tape 26

I close my eyes,
I count to ten,
I yawn and stretch,
I yawn again,
I jump out of bed
And touch my toes.
It's seven o'clock
It's time to go!

- Play the tape or read the text again. Pause after each line, children repeat.
- Children read the poem aloud, a different child for each line.

3 Reading – speaking (2 Right or wrong? Read and say; 3 Now you!)

- Children look back at the picture story about Tom on page 36 and read it again.

- On page 37, read the first pair of sentences. Ask **Right or wrong?** Elicit **Right!** Repeat with the second pair. Elicit **Wrong!** Read the speech bubble. Make sure children understand **then**.
- Write **washes** and **brushes** on the board. Practise the pronunciation of the final syllable /ɪz/.
- Children read the sentences and decide whether the order is right or wrong referring to the story on page 36. When the order is wrong, they correct it. Check their pronunciation of the verbs.

4 Writing (4 Write.)

Children write two sentences about their own morning routine.

Pages 39, 40

1 Reading – matching (1 Read and number.)

Children read the sentences and write **1**, **2** and **3** beside the corresponding pairs of pictures on the right.

2 Listening – speaking – writing (2 Listen, say and write.)

- Read the words in the boxes. Children repeat.
- Draw one bell and two bells on the board (as in the exercise). Hold up **jumps** and **closes**. Show how **jumps** has one syllable and **closes** has two syllables. Place **jumps** under the one bell and **closes** under the two bells.
- Read the other words again; class repeats.
- Children do the exercise in their books.

Answers: one syllable: **jumps, goes, has, gets, says**; two syllables: **closes, brushes, washes**.

3 Spelling (3 Spelling.)

- This exercise deals with the spelling of the short /ɪ/ sound.
- Children look at the pictures and listen as you read the words. Point out the difference between **lips** and **mouth**. Children then read and spell the words.
- Children cover the words and pictures. They write the words choosing letters from the circle. Every word contains i. They read the words once more.

4 Reading – writing (4 Look and write.)

A categorising exercise: children look at the pictures and read the words. They then choose to which group the words belong.

Answers: Clothes: **shirt, jacket, dress, socks**. Toys: **robot, marbles, ball, doll**.

Language focus Present simple (habit): 3rd person singular; telling the time

New language She does her homework in the evening.

New words wake up, come home, do homework, play, lunch, dinner, in the morning/afternoon/evening, half past; (R) watch TV, breakfast

Teaching aid Flashcard 24 (clock)

Preparation Bring in three differently coloured chalks, e.g. red, green, blue.

 46 Make clock hands and fix to flashcard 24.

1 Warm-up

- Say the *I close my eyes* poem ( page 37;  26). Act out the poem as the children listen.
- Ask children to read the poem and mime the actions.

2 Introducing the new words and language

Draw a clock showing 12 o'clock in the middle of the blackboard. Ask **What's the time?** Draw a clock showing 6 o'clock to the right of the first clock. Ask **What's the time?** Shade the area to the left of 12 o'clock blue and write **morning** above it; shade the area between the two clocks green and write **afternoon** above it; shade the area to the right of 6 o'clock red and write **evening** above it. Point and say **morning, afternoon** and **evening**. Children repeat.

 Page 38

3 Listening – reading (1 Listen and read.)

- Children look in their books. Ask them to look at the pictures. Play Tape 27. Children listen.

 **Tape 27**

Sue wakes up at seven o'clock in the morning. She has breakfast and then she goes to school. She comes home at half past two and has lunch. In the afternoon she plays with her friends and watches TV. She has dinner at half past six. In the evening she does her homework and goes to bed at nine o'clock.

- Play the tape again (or read yourself) pausing at the end of each sentence for children to repeat. Children read once more.

4 Reading – speaking (2 Cover, read and choose.)

- Use flashcard 24 + hands attached to revise **What's the time? It's one o'clock.** etc. Teach **It's half past two.** etc.
- Play Tape 27 once more or read the text yourself. Children cover the text.
- They read the sentences and try to remember the correct times.
- Ask questions, e.g. **When does Sue wake up? When does Sue have lunch?**

5 Speaking (3 Point, ask and answer.)

- Use flashcard 24 for more practice in asking and telling the time. Children can come to the board to move the hands and ask the question.
- Children point to the clocks in their books and ask and answer. This is a good opportunity for pairwork.

 Page 41

1 Reading – writing (1 Write the questions.)

Explain that Polly is talking about Pete's day to someone who can't hear very well and asks questions. Children read the first sentence and the question. They read the remaining sentences and complete the questions that follow. **Answers:** When **does he come home?** What **does he watch?** What **does he do?** When **does he go to bed?** Check their work. Let them read the dialogue in pairs.

2 Reading – drawing (2 Read and draw.)

Ask children to come to the front and, as you read, put the correct time on the clock (flashcard 24). Children can then read the times in their books and draw the hands on the clocks.

3 Speaking – writing (3 What is the time? Write.)

Children write the times in words, not figures. Remind them that we say **It's six o'clock**, but that we write **It is six o'clock**.

Reminder Ask children to find pictures relating to things they do every day, e.g. a toothbrush, a tube of toothpaste, soap, a TV, bring to the next lesson. Find some yourself.

Lesson 4 Page 39 Pages 42, 43

Language focus Present simple (habit)

Language In the morning I brush my teeth.
She watches TV in the afternoon.

New words wave, (R) words from Lessons 1, 2, 3

Teaching aids Otto and Princess puppets

Preparation Bring in the sentence cards which you used in the warm-up activity in Lesson 2 of this unit. Make cards for **jump, wave** and **walk**. Make cards for **In the morning, In the afternoon, In the evening**.

1 Warm-up

- Put the sentence cards on the board. Teach **wave**. Read the commands. Children perform the actions
- Play the *Please* game (Step 1 on page 27).

 Page 39

2 Listening – singing (1 Listen and sing.)

- Play Tape 28. Children listen. Encourage them to clap or tap out the rhythm gently. Mime the actions.

Tape 28

I jump out of bed in the morning,
I jump out of bed in the morning,
I jump out of bed in the morning,
And say, 'It's a very nice day.'

I wash my face in the morning,
I wash my face in the morning,
I wash my face in the morning,
And say, 'It's a very nice day.'

I brush my teeth in the morning.
I wave goodbye in the morning.
I walk to school in the morning.

- Children look at the words in their books. Play the tape again and encourage them to join in.

3 Reading – speaking (2 Look at this! 3 Now you!)

- Children look at the pictures on the Noticeboard. Point out the three sections: morning, afternoon and evening. Hold up the Otto puppet and ask **What do you do in the morning, Otto?** Reply with Otto's speech bubble. Repeat with Princess. **What do you do in the afternoon, Princess?** Reply with her speech bubble.
- Ask the puppets more questions pointing to other pictures. Let a child who wants to answer use a puppet.

4 Writing (4 Write.)

Noticeboard Divide the class Noticeboard into three sections. Stick a time phrase card at the top of each section. Children pin the pictures they have brought to class in the appropriate sections of the board. Use these for discussion and question and answer based on the children's own experience.

- Children write one sentence about themselves starting with **In the morning/afternoon/evening ...**

 Page 42

1 Speaking – writing (1 Look and write.)

- Children look at the pictures in the grid. Ask questions and elicit answers about what the characters do in the morning, afternoon and evening.
- Children write their answers.

Answers: evening, in the morning, in the afternoon; watches TV, goes to school, watches TV.

2 Speaking – writing (2 What do you do? 3 Write.)

Ask for suggestions before children start to write. When they have finished writing, let them compare their ideas.

3 Writing (Composition page 43)

- Let children look at the pictures for a few moments. Read the story, pausing after each sentence. Children listen and follow the pictures. Children read the story.
- They look at the second set of pictures, then write about Pam, following the model above.

 *Reading for pleasure: At night in the garden* 
page 40

 26

- Let children look at the pictures for a few moments. Ask what animals they can see. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- Give out the photocopied sheets. Children cut out the pictures and colour the moon, stars and animals' eyes and arrange them.
- Children can use two or four lines of the poem for handwriting practice. This can be cut out and included in the picture.
- Read the poem with the whole class. Individuals or groups can say a sentence each, with everyone joining in on **Run, little mouse, run!**



What is her job?

Lesson 1 Page 41 Page 44

Language focus Professions; present simple: 3rd person singular, affirmative and interrogative

New language What is her job? She is a nurse.
Where does she work? She works in a hospital.

New words job, doctor, shopkeeper, nurse, waiter
hospital, shop, café, work; **(R)** teacher, school

Teaching aids Flashcards 25–27 (professions)

Preparation Make word cards for **doctor, nurse, waiter, shopkeeper, hospital, shop, café** + any other words whose spelling you would like to practise (see Step 4).

1 Warm-up

- Sing *I jump out of bed in the morning* from Unit 7 Lesson 4. 28. Children listen and do the actions.
- Divide the class in half. This time you sing the first line, one half of the class sings the second line, the other half of the class sings the third line and everyone sings the last line. Children do the actions as they sing.

Page 41

2 Speaking – listening (1 Listen and point.)

- Use flashcards 25–27 and the word cards to teach the professions.
- Children look in their books. Let them look at the people and the buildings for a moment or two. Point to the buildings and read the names. Children repeat.
- Play Tape 29. Children listen and point to the appropriate pictures.



Tape 29

Woman: I'm a doctor. I work in a hospital.
 Woman: I'm a teacher. I work in a school.
 Man: I'm a shopkeeper. I work in a shop.
 Woman: I'm a nurse. I work in a hospital.
 Man: I'm a waiter. I work in a café.

- Play the tape again. Pause the tape after each person has spoken. Children repeat.

3 Speaking (2 Ask and answer.)

- Put flashcards 25–27 on the board. Write on the board: **hospital, shop, school, café**. Point to the nurse and ask **What's her job?** Elicit **She's a nurse**. Ask **Where does she work?** Elicit **She works in a hospital**. Point to **hospital**.
- Children look at the characters in their books. Elicit questions and answers about them.

4 Reading – speaking (3 A game.)

- Make sure children understand the question **How do you spell + word?**
- Ask two children to come to the front, one to ask questions, the other to write on the board.
- Hand one child a word card. He/She asks the questions, e.g. **How do you spell nurse?** Members of the class call out the letters. The second child writes them on the board.
- Repeat the activity as a team game if you wish, scoring points for each correctly spelled letter.



Page 44

1 Reading – matching (1 Match.)

Children look at the exercise in their workbooks. They read the words and then draw lines from the pictures to the correct words.

2 Reading – writing (2 Write.)

Children read the questions, look at the pictures and write the answers. (NB The children do not have to name the items in the small pictures.)

Answers: It is the waiter's. It is the doctor's. It is the shopkeeper's. It is the teacher's.

3 Reading – writing (3 Circle Yes or No.)

- Children read the sentences and circle the correct answers.
- Children then correct the sentences that are wrong.
Answers: No. Yes. No. No. The nurse works in a hospital. The doctor works in a hospital. The teacher works in a school.

Language focus Talking about transport; present simple: 1st and 3rd person singular

New language How does the doctor go to work?
She goes to work by taxi.

New words by bus/car/motorbike/taxi; on foot; walking, riding, driving

Teaching aids Flashcards 25–27 (professions)

Preparation Bring in the word cards for the professions from Lesson 1.

1 Warm-up

Play the *Drawing game* (Step 1 on page 4). Try to include drawings of methods of transport: car, bus, bike, motorbike, plane, train, boat, van. Children can also come to the board to draw.

 Page 42

2 Speaking – listening (1 Listen and point.)

- Put flashcards 25–27 on the board. Ask children to name the people's professions and where they work: **What's his/her job? He's/She's a ... Where does he/she work? He/She works in a ...**
- Children look at the maze in their books. Explain that you are going to find out how the people go to work. Play Tape 30. Children listen, point to the people and follow the lines of the maze.

Tape 30

Woman: I'm a doctor. I go to work by car.
Woman: I'm a teacher. I go to work by taxi.
Man: I'm a shopkeeper. I go to work on foot.
Woman: I'm a nurse. I go to work by bus.
Man: I'm a waiter. I go to work by motorbike.

- Point out that we say **by car/bus/taxi/motorbike**, etc. (can children name any other methods of transport?) but **on foot**.
- Ask a few quick questions about the maze, e.g. **Who goes to work by motorbike?**

3 Speaking (2 Ask and answer.)

- Point to the doctor and ask **How does the doctor go to work?** Children follow the line in the maze and answer. Repeat with the other characters.

- Point to the flashcards and elicit both questions and answers from the children. Children can repeat the **exercise** in pairs.

4 Reading – writing (3 Read and write.)

- Make sure flashcards 25–27 are still on the board. Hand children the word cards. They read them and stick them on the board next to the appropriate picture. The class reads.
- Read the speech bubbles to the children. Mime **I like walking/riding my motorbike/driving my car**. Don't let the children call out the answers.
- Children read the speech bubbles silently and write their answers. They can copy the words from the board if they are unsure of the spelling.
- Ask individuals to read the speech bubbles. The others can call out the answers. Write the answers on the board so that children can check their spelling.

Answers: The shopkeeper. The waiter. The teacher.

 Page 45

1 Speaking – writing (1 Write the letters.)

- Ask children to name the methods of transport before they write the missing letters. Make sure pronunciation is clear.
- Check their answers: **What's this? How do you spell it?** and write the words on the board.

2 Speaking – writing (2 Ask and answer. Write.)

Let children look at the pictures for a moment or two. Elicit both questions and answers from the children before they write. They can look at the previous exercise to check spelling.

Answers: He goes to work by plane/by train/by boat/on foot.

3 Speaking – writing (3 Ask your friends; Write about two friends.)

- Ask several children **How do you come to school?** and elicit answers. Then elicit both questions and answers from the children.
- Children ask their friends and write a name in each box. Allow them to move around the class.
- They then write about two of their friends and also about themselves.

Language focus Days of the week; present simple:
3rd person

New language When does he work? He
works/doesn't work on ...

New words Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.

Preparation Make word cards for the days of the
week.

1 Warm-up

- Write some verbs on the board, e.g. **clap, hop, stamp, jump, wave**. Make sure children understand the verbs.
- Ask children to stand up and do the *Everybody clap* chant (Step 1 on page 22).
- Ask children to suggest more verbs and repeat the chant using these.

2 Listening – speaking (1 Listen and say.)

- Put the word cards on the board and establish which day of the week it is today. Read the cards.
- Children look in their books. Play Tape 31. Children listen and repeat.

Tape 31

Monday ... Tuesday ... Wednesday ... Thursday ...
Friday ... Saturday ... Sunday...

- Revise the colours on the flags. Name a day of the week; elicit the colour of the flag.
- Play the tape again. Children listen and repeat. Say a colour. Elicit the day of the week on the flag of that colour.
- Take the word cards down and muddle them up. Children put them on the board in the correct order.

3 Listening (2 Listen. Write ✓ or X.)

- Let the children look at the grid. Ask them to name the professions. Explain that they are going to hear the waiter, the nurse and the shopkeeper talking about the days when they work. They should write ✓ against the days when they work and X against the days when they do not work. The first profession (the waiter) has been done for them.
- Play Tape 32. Children listen and write.

Tape 32

Voice: What's your job?
Man: I'm a waiter.
Voice: When do you work?
Man: I work on Tuesday, Wednesday, Friday and Saturday.
I don't work on Monday or Thursday.
Voice: Do you work on Sunday?
Man: No, I don't.
Voice: What's your job?
Woman: I'm a nurse.
Voice: When do you work?
Woman: I work on Monday, Wednesday, Friday and Sunday.
I don't work on Tuesday or Saturday.
Voice: What about Thursday?
Woman: No, I don't work on Thursday.
Voice: What's your job?
Man: I'm a shopkeeper.
Voice: When do you work?
Man: I work on Tuesday, Thursday, Friday and Saturday.
I don't work on Monday or Wednesday.
Voice: Do you work on Sunday?
Man: Yes, I do.

- Play the tape once more; children check their answers.

4 Speaking (3 Ask and answer.)

Children ask and answer questions using the information on the grid. Do the exercise with the class as a whole and then let the children repeat it in pairs.

Pages 46, 47

1 Speaking – reading – writing (1 Look, read and ✓.)

- Point to Mr Wood, and the symbols. Ask questions to establish what the symbols mean. **What does he do on Monday?** etc.
- Children read the sentences and tick the appropriate box. Let them do this individually and then check their answers.
Answers: No, Yes, No, Yes, Yes, No, No.
- Children write correctly the sentences which are wrong.
Answers: He does not play football on Friday. He does not play tennis on Tuesday. He does not play basketball on Saturday. He does not play football on Monday.

2 Speaking – writing (2 Write.)

- Children read the prepositions in the boxes and use them to complete the sentences.

Answers: at; by, in; on; On, in

3 Spelling (3 Spelling.)

- This exercise focuses on the use of **u** for the /ʌ/ sound.
- Read the words. Children look and listen. Ask them to read and spell the words.
- Children circle the words on the caterpillar. They then write the words themselves.

4 Reading – writing (4 Look and write.)

- Children read the words, decide which group they belong to, and write them in the appropriate shape.

Reminder Ask children to find pictures connected with their hobbies and out of school activities, to bring to the next lesson. Remember to find some yourself.

Lesson 4 Page 44 Pages 48, 49

Language focus Out of school activities
Present simple: 1st and 3rd person singular

Language I play tennis. He/She goes swimming.

Words go riding/swimming/fishing; play football/
basketball/tennis, help; (R) watch TV; ride a bike

Teaching aids Flashcards 1–4, 8, 9 (children)
Otto and Princess puppets

Preparation Bring in the word cards for the days of
the week from Lesson 3.

1 Warm-up

Write the alphabet on the board and do a chant:

ABCDE (clap × 3) FGHIJ (clap × 3) KLMNO (clap × 3)

PQRST (clap × 3) UVWXY (clap × 3) Z (clap × 3)

Keep a good rhythm going. Divide the class into three groups. Ask each group to say a set of letters in turn. Do it at normal volume; do it quietly; start quietly and get louder.

Page 44

2 Listening – speaking (1 Look, listen and speak.)

- Use the word cards to revise the days of the week.
- Ask the children when they go to school and elicit the days. Put flashcards 1–4, 8 and 9 on the board and explain that these children go to school on Monday, Tuesday, Wednesday, Thursday and Friday.
- Children look in their books. Play the first part of Tape 33, pausing after Saturday and Sunday. Let them look at the pictures for a moment or two, then play the rest of the tape. Elicit the names during the pauses.

Tape 33

Voice: Tom, Meg, Andy, Sue, Pete and Polly go to school on ...

Children: Monday, Tuesday, Wednesday, Thursday and Friday.

Voice: What about Saturday and Sunday?

Tom: I go swimming. **Voice:** Who is it? (pause)

Sue: I play basketball. **Voice:** Who is it? (pause)

Polly: I watch TV. **Voice:** Who is it? (pause)

Pete: I ride my bike. **Voice:** Who is it? (pause)

Meg: I help my mother. **Voice:** Who is it? (pause)

Andy: I go fishing. **Voice:** Who is it? (pause)

- Point to the flashcards on the board and ask about the children: **What does Tom do on Saturday and Sunday? He goes fishing.** Repeat with the other flashcards.
- Ask the children questions about their own free days, e.g. **Do you help your mother? Do you go swimming?** And then, **What do you do?** and elicit the answers. Children can also ask each other.

3 Speaking (2 Look at this; 3 Now you!)

- Point to the Noticeboard divided in half. On the left are things that Otto does on Saturday and Sunday. On the right are things that Princess does.
- Hold up the Otto and Princess puppets. Say, e.g. **I play football.** Elicit **Otto** or **Princess**. Pass the puppets round. Children make sentences for the puppet they have.
- Hold up the puppets and elicit sentences about them, e.g. **She goes riding. He plays tennis.**

4 Writing (4 Write.)

Children write a sentence about Otto and one about Princess. Start them off: **On Saturday and Sunday Otto ...**

Noticeboard Children write their names on a sheet of paper and stick on the pictures they have brought into class. Pin them to the class Noticeboard and use them as a basis for practising the present simple as in the book.

 Page 48

1 Reading – matching (1 Match.)

Children read the speech bubbles and draw lines from these to the appropriate picture.

2 Reading – writing (2 Look and write.)

Children look at the pictures and answer the questions.
Answers: Sue, Tom, Meg; She watches TV. He goes fishing. He rides his bike.

3 Writing (Composition page 49)

- Children look at the pictures and the days of the week, then read the text.
- Children look at the pictures and the days of the week below. Ask questions about the grid and the pictures.
- Children write about Mona following the model above.

 **Reading for pleasure: What are their jobs?** 
 page 45

- 1 Children look at the pictures. Ask them to say where each person works: **on a farm, on a boat, in a school,** etc. Play the tape and pause it after the first interview. Class suggests who it is: the dentist. Play the second interview. Class names the fisherman at the end. Explain any new vocabulary. Children listen again or read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Write the three questions asked by the interviewer on the board. Children choose one of the other five jobs they know and interview each other in pairs, asking these questions. If children find this hard, write some answers to the questions on the board, too. Practise these with the class before they interview each other. Let some pairs do their interviews in front of the class.

9 I am in front of Tom.

Lesson 1 Page 46 Page 50

Language focus Prepositions (location)

New language I am behind/in front of ...; on the right/left

New words behind, in front of, right, left; (R) arm, next to, between, leg

Teaching aids Flashcards 1-4, 8, 9 (child characters)

Preparation Make word cards for **left**, **right**.

1 Warm-up

- Read the *I close my eyes* poem ( page 37;  26); do the actions. Children look and listen. Repeat: this time they join in and do the actions.
- Divide the class in half. Children read the poem, one half of the class saying the first two lines, the other half saying the next two and so on.

2 Introducing the new language

- Ask four children to come to the front of the class. Demonstrate **behind**. Stand behind a child and say **I'm behind + name**. Repeat with the others. Ask two of the children to stand behind the others. Ask the class **Who's behind + name?** and elicit answers. Ask the children to change positions and repeat.
- Repeat the procedure to demonstrate **in front of**.

 Page 46

3 Speaking – listening (1 Look and listen.)

- Children look in their books. Establish that it is a gym lesson. Ask children to name the characters. Play the first part of Tape 34. Children listen.

Tape 34

All: Up down, up down, 1 2 3,
Up down, up down, 1 2 3.
Sue: I'm in front of Meg.
Meg: I'm in front of Polly.
All: Up down, up down, 1 2 3,
Up down, up down, 1 2 3.
Tom: I'm behind Andy.
Pete: I'm behind Tom.
All: Up down, up down, 1 2 3,
Up down, up down, 1 2 3.

- Ask questions about the line of characters **Who's behind Polly? Who's in front of Pete? Where's Meg?**
- Revise **next to** and **between** in the same way as **behind** and **in front of** above.
- Play the next section of the tape and ask questions to practise the two prepositions.

Tape 34 (contd.)

Tom: I'm next to Sue.
Sue: I'm next to Tom.
Meg: I'm between Sue and Pete.
Sue: I'm between Tom and Meg.
All: Up down, up down, 1 2 3,
Up down, up down, 1 2 3.

- Stick the word cards **left** and **right** on the left and right of the board. With your back to the class, ask them to follow actions: **point to the right, look to the left, wave your left arm, point to your right eye, touch your left leg**.
- Hand out the flashcards and ask children to stick them on the board: **Put Sue on the left**. Ask, e.g. **Where's Tom? On the right**.
- Play the final part of the tape. Children look and listen.

Tape 34 (contd.)

Tom: Left arm, left arm,
Up down, up down.
Sue: Right arm, right arm,
Up down, up down.
Meg: Left leg, left leg,
Up down, up down.
Pete: Right leg, right leg,
Up down, up down.
Voice: Girls on the left.
Boys on the right.
Girls: We're on the left.
Boys: We're on the right.
All: Pull, pull, pull, pull, PULL!

- Play the tape again. Children follow in their books. Encourage them to join in with **Up down, up down**, and **Pull**.

4 Speaking (2 Ask and answer.)

- Practise **behind**, **in front of**, **next to** and **between** using the flashcards and children at the front of the class.
- Children look at the small pictures and say where Sue is.

1 Reading – writing (1 Look, read and write.)

Children read the questions, look at the picture and write the answers: for the first three, one word only; for the last three, full sentences.

Answers: the doll, the robot, the plane; It is in front of the doll. It is between the ball and the plane. It is behind the robot.

2 Reading – writing (2 Find and write.)

Children look carefully to find the animals in the picture. They read the questions and write answers following the examples.

Answers: On the right. On the left. On the right. On the left.

Language focus Prepositions (location)

Language Where's the castle? It's on the hill.

New words castle, bridge; (R) *behind, in front of, in, on, under, hill*

Teaching aid Flashcard 28 (castle)

1 Warm-up

- Ask children to look again at page 46 of their books and remind them of the gym lesson.
- Do an action chant. Children stand up.

Up, down, up, down, 1, 2, 3.	(both arms up and down, clap on 1, 2, 3.)
Up, down, up, down, 1, 2, 3.	(both arms up and down, clap on 1, 2, 3.)
Left arm, up, down.	(left arm out to the side, then up and down)
Right arm, up, down.	(right arm out to the side, then up and down)
Left leg, up, down.	(left leg out to the side, then up and down)
Right leg, up, down.	(right leg out to the side, then up and down)
Up, down, up, down, 1, 2, 3.	(both arms up and down, clap on 1, 2, 3.)
Up, down, up, down, 1, 2, 3.	(both arms up and down, clap on 1, 2, 3.)

2 Speaking – listening (1 Listen and point.)

- Use classroom objects to revise the prepositions.
- Put up flashcard 28. Teach **castle** and **bridge**; revise **hill**.
- Children look in their books. Discuss the picture briefly. Explain that they are going to hear Grandma and Grandpa talking about the children. Play Tape 35. Children listen and point.

 **Tape 35**

Grandpa: Come on, dear. Stand next to me. Let's look at the children!

Grandma: Look at Andy. He's in the red car. He's behind Sue.

Grandpa: Sue's in the yellow car. She's in front of Andy.

Grandma: Look at the blue car. Polly's in the blue car. She's between Meg and Pete.
 Grandpa: Who's that under the bridge?
 Grandma: It's Tom. Tom's under the bridge.
 Grandpa: Who's on the bridge – in the purple car?
 Grandma: It's Otto. And look! Princess is in the castle.
 Princess: Hello!

3 Speaking – reading – writing (2 Right or wrong? Read and write ✓ or X.)

The children look at the picture, read the sentences and write. Check their answers.

4 Speaking – writing (3 Write.)

Children write correctly the sentences which were wrong in the reading exercise above.

5 Speaking (4 Ask and answer.)

Point to the picture and read the bubbles. Point to the small pictures below and ask **Where's ...?** Children answer.

 Pages 51, 52

1 Reading – drawing (1 Read and draw.)

Children read the sentences and complete the picture accordingly.

2 Writing (2 Look and write.)

Children write about the bricks using the prepositions at the top of the exercise.

Answers: It is under E. It is under Q. It is next to S. It is in front of Z.

It is between J and L. It is behind X.

3 Spelling (3 Spelling.)

- This exercise deals with the spelling of the /o/ sound.
- Children look at the pictures and the words. Read them out. Children repeat and spell.
- They cover the top line of pictures, look at the second line of small pictures, and name them.
- They then choose a letter from the triangle and a letter from the square and write the word putting **o** in the middle.
- Ask them to read and spell their words.

4 Writing capital letters (4 Look and write.)

Children practise writing capital letters for names and the beginning of sentences. They read the words and write the appropriate letter. Monitor their work.

Lesson 3 Page 48 Page 53

Language focus Negative imperatives

Language Don't touch my castle!
What's the matter?

Words bad (naughty), cry, (R) castle, touch, lemonade, eat, drink

Teaching aids Flashcards 13, 14 (cakes/biscuits, sweets/lollipops)
Otto puppet

1 Warm-up

- Ask children to stand up and do the *Up down, up down* chant (Step 1, Lesson 2 on page 36).
- Play the *Drawing game* (Step 1 on page 4). Include **castle**, **lemonade** (a glass or jug with a lemon beside it), **lollipop**, **present**, **biscuit**.

 Page 48

2 Speaking – listening – reading (1 Listen and read.)

- Ask children to follow commands, e.g. **stand up, jump, hop, sit down, wave**.
- While the class are following the instruction, e.g. **Hop!** interrupt them with **No, no! Don't hop!** Children stop. Repeat with other commands.
- Children look in their books at the picture story for a moment or two.
- Play Tape 36. Children look and listen.

Tape 36

Twins: Hello, Andy!
 Andy: Hello!
 Twins: Ooooh!
 Andy: Don't touch my castle! ... Oh, no!
 Boy: Mmmm!
 Andy: Don't eat my cake! ... You're a bad boy.
 Don't drink my lemonade! ... You're a bad girl!
 Twins: Boo! Hoo!
 Mother: What's the matter? ... Don't cry! Andy, you are a bad boy.
 Andy: Who? Me?

- Hold up your book and point to the naughty boy twin eating Andy's cake. Ask **Is he a good boy? Is he a bad boy?** Point to the girl with the spilled lemonade and ask about her. Point to Andy at the end of the story and ask **Is he a bad boy?**
- Play the tape again or read the bubbles. Pause after each frame. Children repeat. Explain **What's the matter?**
- Some children might like to act out the story. Ask for four volunteers to be Andy, the twins and their mother. Use classroom items as props.

3 Speaking (2 Speak to the twins.)

- Put flashcards 13 and 14 on the board. Draw an ice cream and a glass of lemonade.
- Make the Otto puppet reach slowly towards the sweets. Otto: **Mmmm! Sweets!** Stop him with **No! Don't touch the sweets!** Repeat with another item. Then ask children to give the commands.
- Children look in their books. Ask them to name the items on the table and elicit the commands.

 Page 53

1 Reading – matching (1 Match.)

Let children look at the pictures for a moment or two. They read the commands and draw lines from the speech bubbles to the appropriate picture.

2 Writing (2 Write.)

Children look at the pictures and write appropriate commands using the verbs given.

Answers: Don't look! Don't listen! Don't speak!

3 Reading (3 Read and ✓ A or B.)

Children choose between positive and negative commands.

Answers: A, A, B.

Reminder Ask children to bring to the next lesson pictures of things/people/animals which do something loudly, quietly, quickly and slowly. Find some yourself.

Lesson 4 Page 49 Pages 54, 55

Language focus Adverbs of manner

New language Sing loudly! She walks slowly.

New words loudly, quietly, quickly, slowly, speak, (R) cry, go; run

Preparation Bring in pictures for the Noticeboard. Make word cards for **loudly, quietly, quickly, slowly.**

1 Warm-up

Sing *I jump out of bed in the morning* ( page 39;  28). Divide the class in half. You sing the first line of each verse and do the actions. One half of the class sings the second line and does the actions. The other does the same with the third line. Everyone sings the last line.

 Page 49

2 Listening – reading (1 Listen and read.)

- Write the numbers 1–20 on the board. Children read the numbers. Ask them to count **loudly**. Demonstrate. They join in. Repeat with **slowly, quickly, quietly**.
- Children look in their books. Ask if they can name any of the characters. Play Tape 37.

Tape 37

Mr Macaroni:	La, la, la!
Voice:	Mr Macaroni sings loudly.
Miss Bell:	It's Mr Macaroni.*
Voice:	Miss Bell speaks quietly.
(quick footsteps)*	Andy runs quickly.
(slow footsteps)*	Mrs Green walks slowly.

- Ask **Who sings loudly** (...speaks quietly, walks slowly, runs quickly)? and elicit names.
- Play the tape again. Pause after each prompt (see * in the tapescript above) and elicit the next sentence.

3 Speaking (2 Now you!)

- Read the commands and get the whole class to follow them. Then ask individuals. Children can also nominate others to follow the commands.
- Sing *I jump out of bed in the morning* once more. Sing verses loudly, quickly, slowly, quietly.

4 Reading (3 Look at this! Speak.)

- Ask children to name the people, animals and things on the noticeboard and point out the word cards at the top of the board.
- Read out the example given by Otto and Princess and elicit sentences in the same way. You may need to suggest verbs. Write these on the board (e.g. sings, goes, walks, cries, runs).

Noticeboard Pin word cards to the top of the class Noticeboard. Ask children to pin up the pictures they have brought in and to make sentences about them using the adverbs. Put up your own pictures, too.

Page 54

1 Reading (1 Read and write.)

Children read the sentences and write the appropriate adverb according to the picture.

Answers: quickly, slowly, quietly, loudly.

2 Writing (2 Look and write.)

Children use the verbs in the boxes to make sentences about the pictures. They can refer to the previous exercise for the adverbs.

Answers: Mr Macaroni **sings loudly**. Andy's grandmother walks **slowly**. Meg and Sue **speak quietly**. The horse **runs quickly**.

3 Writing (Composition, page 55)

- Children look at the picture. Talk about it.
- Ask the questions and elicit answers orally before the children write. The answers to the questions form a story.

Answer: A rabbit is on the left. A bird is on the right. Mr Max is between the rabbit and the bird. (Or: Mr Max is behind the table.) He has two hats.

The rabbit is on the left. The bird is on the right.

The rabbit is on the right. The bird is on the left.

Hooray! Hooray for Mr Max!

Reading for pleasure: **Tongue twisters** page 50

- 1 Let children look at the pictures for a few moments. Ask what they can see. Listen to a few answers. Point out the title and explain *tongue twisters*: sentences which have familiar sounds but the words are arranged so that they are difficult to say. Explain that English children would have fun trying to say these sentences without making a mistake.
- 2 Play the tape through once or twice. Then read the sentences with the whole class joining in. Start very slowly. See if the class can speed up a little.
- 3 Let children try saying these to each other in pairs. When one makes a mistake the other has a turn. Let children volunteer to say a tongue twister to the class, as fast as possible.
- 4 Children can write out their favourite tongue twister for handwriting practice, and practise saying it.

10 I can see you.

Lesson 1 Page 51 Page 56

Language focus can (ability); affirmative, interrogative, short answers; object pronouns: **me, you**

Language A bird can fly.
Can you swim? Yes, I can./No, I can't.

New words me, speak English, ride a horse;
(R) children, play football; see, hear, you, duck, fly

Teaching aids Poster 3 (animals)
Flashcards 15–18, 21, 22 (sports/activities)

Preparation Bring in the adverb word cards from the previous lesson.
Make word cards for **sing, speak, walk, run, count, jump**.

1 Warm-up

- Put all the word cards on the board, the verbs together and the adverbs together.
- Ask the class to stand up. Point to a verb and point to an adverb and make a command, e.g. **Count loudly**. The children follow the instruction. Repeat several times. Then let children come forward and make commands.

Page 51

2 Speaking – listening – reading (1 Listen and read.)

- Put up Poster 3 (animals). Ask the children if they can see any birds. Can they name them? Repeat with **fish**. Ask what a bird can do and elicit suggestions. Repeat with **fish**.
- Children look at the pictures in their books. Ask them to name the bird (**duck**). Play Tape 38.



Tape 38

Princess: A bird can fly. *Duck:* I can fly, too.
A fish can swim. I can swim, too.
Children can sing. I can sing, too.
No, you can't. Yes, I can. Listen!

- Read the bubbles. Then let the class read the part of the duck. Make sure they use the correct pronunciation of **can**. The weak form /kən/ is necessary here except in **Yes, I can** which is pronounced /kæn/. Encourage the 'ducks' to quack at the end.

- Divide the class in half. One half is Princess, the other is the duck. They read.
- Ask pairs of children to read the dialogue.

3 Speaking – writing (2 What can you do? Write ✓ or X.)

- Hold up the flashcards. Name the activity and ask, e.g. **Look! Football. Can you play football?** Elicit short answers. Repeat with the other flashcards.
- Children look in their books. They look at the pictures and captions, tick the activities they can do and put a cross next to those they cannot do.

4 Speaking (3 Ask and answer.)

Children ask about the activities and give short answers depending on what they have written. Hear some children. Then let them ask and answer in pairs.

5 Writing (4 Write.)

Children write a sentence about something they can do, e.g. **I can play football**. Hear some of them.

6 Speaking (5 A game.)

- Remind children of the *I like coffee* rhyme ( page 29;  21). Get them to say it, pointing to a friend on *I like you* and to themselves on *Do you like me?*
- Ask a child to come to the front. Demonstrate **I can see you** and **Can you see me?** Ask him to cover his eyes and ask **Can you see me?** Repeat with **hear**.
- Children look at the game in their books. Play Tape 39.



Tape 39

Sue: I can see you. Can you see me?
Tom: No, I can't.
Sue: I can hear you. Can you hear me?
Tom: Yes, I can.
Sue: Who am I?
Tom: Are you Meg?
Sue: No, I'm not.
Tom: Are you Sue?
Sue: Yes, I am.

- Ask a child to come to the front. He turns his back to the class and covers his eyes. Demonstrate the game. Then let other children ask the questions. Let other children go to the front to answer and guess.

1 Speaking – writing (1 Ask and answer. Write ✓ or X: Write.)

- Ask children to name the animals (and the baby) in the small pictures.
- Read out the example. Children ask and answer questions in the same way and write a tick for **Yes** and a cross for **No**.
- Children write about each creature using the long form **cannot**, as in the example.

Answers: A bird can sing. It cannot read; A frog cannot speak. It can jump; A duck can fly. It cannot hop; A monkey can play; It cannot sing; A baby cannot run. It can eat.

2 Reading – writing (2 Write me or you.)

Let children look at the pictures and complete the sentences with **me** or **you**.

Answers: me; you; you; me.

Language focus Object pronouns: him, her, it

New language I can't see him/her/it.

New words him/her, it; (R) waiter, shopkeeper, doctor, flag

Teaching aids Flashcards 3–8 (characters) Otto and Princess puppets

Preparation Bring in a selection of objects, e.g. umbrella, flag, flower, hat, balloon.

1 Warm-up

- Do the *Everybody clap* chant (Step 1 on page 22). Write three or four of the verbs which you want to use on the board, e.g. **clap, stamp, jump, run, hop, wave, laugh, cry**.
- Repeat the *I can see you. Can you see me?* game. (Step 6 on page 40).

2 Speaking (1 Look at this!)

Children look at the picture in their books. Discuss it thoroughly. Ask children to name as many people and professions as they can. Then ask them to name animals in the picture. Finally ask them to name as many objects as they can. Elicit prepositional phrases, too, e.g. **I can see Tico. Where is he? Under the umbrella.**

3 Speaking (2 Ask and answer.)

- Present the object pronoun **her**. Hold up flashcards 3, 6 and 7. Ask children to name them.
- Ask children to close their eyes. Put the flashcards round the room. Children open their eyes. Ask **Where's Meg? Can you see her?** Children point. Repeat with Mrs Green and Miss Bell.
- Children close their eyes again. Put the flashcards in different positions. Children open their eyes. Ask **Where's Meg?** and elicit **I can see her**.
- Present **him** in the same way using flashcards 4, 5 and 8. Present **it** using the objects you have brought in.
- Children look in their books. Stick the Otto puppet on the board. Hold Princess and hold up your book. Ask **Where's the waiter?** Otto replies, **I can't see him**. Princess says, **I can see him. Look!** Princess points to the waiter. Repeat with the other examples.
- Point to the small pictures. Ask children to name them. Children ask and answer as in the examples.

4 Writing (3 Write.)

Children write four or five sentences about the picture. They are free to say what they like. Get some ideas orally first.

Page 57

1 Reading – writing (1 Write him, her or it.)

Children read the sentences and supply the correct pronoun depending on the picture. Go through the exercise orally before children write.

Answers: her, it, him, it, her

2 Reading – writing (2 Find and write.)

Children read the questions, find the person or animal and answer as in the example. Go through the exercise carefully first, paying attention to both the object pronouns and to the prepositional phrases. When children write, remind them to use the long forms of the verbs.

Answers: I can see it. It is between/in the flowers; I can see him. He is in front of the lion; I can see it. It is under the hat; I can see him. He is behind the tree; I can see her. She is next to Meg.

Lesson 3 Page 53 Pages 58, 59

Language focus Present simple (revision); telling the time; adverbs of manner; transport

Language Does he sleep in the morning?
He sings loudly. He gets up at eleven o'clock.
He goes to work by taxi.

Words From Units 6–10.

Teaching aids Flashcards 5 (Mr Macaroni), 25–27 (professions)

Preparation Make word card for singer.

1 Warm-up

- Ask children to choose a poem and/or a song from the previous nine units which they would like to do again.
- Put flashcard 5 on the board. Ask children to say as many things as they can about the character (name, profession, appearance, clothes).

Page 53

2 Listening – reading (1 Look, listen and read.)

- Children look in their books. Let them look at the text and pictures briefly.
- Play Tape 40. Children look and listen.

Tape 40

Mr Macaroni is a singer. He sleeps in the morning. He gets up at eleven o'clock and has breakfast. In the afternoon he sings. He sings loudly. At half past six he goes to work. He goes to work by taxi. He works in the evening. He comes home at twelve o'clock. First he has dinner, then he watches TV and then he goes to bed.

- Read the text to the children. Pause where the pictures occur and elicit the missing words from the children. Play the tape again.
- Ask children to read the text supplying the missing words. Children can read one sentence each.

3 Reading (2 Read and ✓.)

- Read the questions to the children. They think about the answers but do not speak yet.
- Children work individually, reading the questions silently and ticking the answers.
- When they have finished, go through the exercise with them. Ask children to read the questions; others provide short answers. Children can also ask and answer in pairs.

4 Writing (3 Write.)

Children correct the questions answered by **No**.

Answers: He gets up at ten o'clock. He sings loudly. He works in the evening. He goes to work by taxi.

 Page 58

1 Reading – writing (1 Match; Write in ABC order.)

- Hold up the flashcards and revise the professions.
- Children look at the pictures in their books. They read the names and draw lines to the correct picture.
- Children write the words in alphabetical order in their books. The alphabet below can help them. Point out that **singer** and **shopkeeper** both begin with 's'. Point to the second letter of each word and show their position in the alphabet, **h** before **i**, so **shopkeeper** precedes **singer**.

Answers: doctor, nurse, shopkeeper, singer, teacher, waiter.

2 Matching – writing (2 Match; Write.)

- Point out the short, spoken forms on the left and the long, written forms on the right. Children draw lines to match them.
- Children read the speech bubbles. They then write the same sentence using the long forms of the verbs.

Answers: She does not like dogs. He cannot swim. I do not sing loudly. Do not run!

3 Writing (Composition, page 59)

- Children look at the first picture story. Read the story to them (including the speech bubbles). Children point to the appropriate picture as you read. Point out the suggested vocabulary. Children read the story.
- They look at the second story. Ask questions about it. This story uses the same constructions as the first one. Elicit the story orally before the children write.

Lesson 4 Page 54 Pages 60, 61

Language focus (R) Present simple; have (possession)

Language Do you play football? Yes, I do/No, I do not.
Do you have a pen?

Words From Units 6–10

Teaching aids Flashcards 7 (Miss Bell), 15–22 (sports/activities)

Preparation Bring in a small sheet of paper for each child.

1 Warm-up

- Put flashcards 15–22 on the board. Ask children to name the sports/activities. Ask which activities they like. Elicit, e.g. **I like swimming. I like singing.**
- Hand out the pieces of paper. Children write their names at the top. Write on the board **I like _____, _____ and _____**. Children write a sentence about themselves putting in the activities they like.
- Collect the pieces of paper. Ask three or four children to come to the front of the class. They read out the sentences. The rest of the class tries to guess who it is, e.g. **Is it John? Is it Bill?**

 Page 54

2 Writing (1 What do you do in the afternoon? Look and write ✓ or X.)

- Look at the pictures and establish what the children in them do in the afternoon after school. Ask the children about themselves **Do you read in the afternoon?** and elicit **Yes, I do/No, I don't**.
- Children look at the pictures and tick or cross the top line of boxes.

3 Speaking – writing (2 Now ask your friend. Write ✓ or X.)

Children work in pairs, asking and answering as in the example. Depending on their friend's answers, they write a tick or a cross in the bottom line of boxes.

4 Speaking (3 Look and say.)

Children look at the pairs of boxes and identify the places where there are two crosses or two ticks (i.e. they do the same things in the afternoon). They use this information to produce sentences about themselves, e.g. **We watch TV. We don't play basketball.**

5 Writing (4 Write.)

Children write sentences about themselves based on their statements in *Look and say*. Their sentences begin **We ...** or **We do not ...** (Remind them of the long forms of the verb used in writing.)

6 Speaking (5 What do you have in your bag? Ask, answer and show.)

- Read the dialogue. Be sure to make an offering movement as you say **Here it is**. Ask children to read the dialogue.
- Ask children to think of other items to make questions about. Write them on the board. Elicit other possibilities for the last speech bubble, e.g. **It's pretty/big/small. I like it.**

Activity Put Flashcard 7 (Miss Bell) on the board. Draw a big bag next to it. Write the alphabet on the board. Children make sentences about what Miss Bell has in her bag, following the letters of the alphabet. The first child: **In her bag Miss Bell has an apple.** The second child: **In her bag Miss Bell has a ball.** The third child: **In her bag Miss Bell has a cat.** etc.

 Pages 60, 61

Revision

You may wish to go through each exercise orally before the children write. Alternatively, these pages can be set as a test.

 Reading for pleasure: **On the swing**  page 55

- 1 Let children look at the pictures for a few moments. Ask what the girl is doing; ask what else they can see. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Divide the class into five groups and give each one a verse. Children say the poem again with each group saying a verse. The others listen. Change over verses and repeat.
- 3 Ask children what else the girl might see up in the tree, e.g. apples/oranges, flowers, insects. Help them to write phrases to fit these structures:

Up, up,
What can I see?
... at the top of the tree.
Up, up,
What can I see?
... – one, two, three.

The whole class reads the new verses.

- 4 Write them on the board and let children copy them for handwriting practice and illustrate them.

Lesson 1 Pages 56, 57 Page 62

Language focus Talking about countries and locations; present simple

New language Where does he come from? He comes from ...

New words Hi, America, England, China, Egypt, Australia, city; (R) town, farm

Preparation Make word cards for China, America, Egypt, England, Australia.

1 Warm-up

Play *Miss Bell's bag* from the previous lesson (Step 6 Activity), as a team game. Choose a letter of the alphabet, e.g. **b**, and write it on the board. The first team to name an item for that letter scores a point, and another for putting it in a correct sentence, e.g. *In her bag Miss Bell has a banana.*

 Pages 56, 57

2 Listening – reading (1 Listen and read.)

- Children look in their books at the map of the world. Talk about the map in their own language. Can they find their own country? Can they point to any other countries?
- Point out the five children; and say their names and write them on the board. Explain that these children are talking about themselves. Play Tape 41.



Tape 41

- Boy: Hi! I'm Todd. I come from America.
I speak English. I live in a small town.
- Girl: Hello! I'm Linda. I come from England.
I speak English. I live in a big city.
- Boy: Hello! My name's Ahmed. I come from Egypt.
I speak Arabic. I live in a big city.
- Girl: Hello! My name's Li. I come from China.
I speak Chinese. I live in a small town.
- Boy: Hi! My name's Scott. I come from Australia.
I speak English. I live on a farm.

- Point to the five children: **Look at Todd. He comes from America**, etc. Children repeat **America**. Make sure children understand the names of the countries. Ask them to translate if necessary.
- Point to the names on the board. Ask **Who comes from England?** and elicit the name. Repeat with the other countries/characters.

3 Speaking (2 Ask and answer.)

- Children read the speech bubbles then ask and answer about the characters in the same way.
- Ask the children **Where do you come from?** Help them with the answer if necessary. Write the name of their country on the board.

4 Speaking – reading – writing (3 Read and write the letter. Where do they live?)

- Establish the difference between a **big city** and a **small town**. Ask children to name a big city and small towns in their country. Revise **farm**.
- Play the tape again. Children follow in their books.
- Children write A, B or C next to the characters, depending on where they live.



Page 62

1 Reading – matching (1 Read and match.)

- Children look at the small pictures. Ask them to name them.
- Children read the names of countries in their books and draw lines to the appropriate picture.

2 Speaking – writing (2 Look and write.)

Children look at the small pictures and write sentences following the example, referring to the first exercise for spellings, if necessary.

3 Drawing – writing (3 Draw and write.)

Children draw a picture of themselves and also one or two symbols of their country. They write the answer: **I come from + country.**

Lesson 2  Pages 56, 57  Page 63

Language focus Countries and locations, cont'd; present simple.

Language Where does Ahmed live? He lives in a big city. What does he speak? He speaks Arabic.

Words Arabic, Chinese; (R) words from Lesson 1

Preparation  27, 28 Make copies of the cards. One sheet between two children is enough.

1 Warm-up

Play a word game. Write a letter on the board, e.g. **d**. Say **Think of a word beginning with 'd'**. Elicit, e.g. *doll*. Write it down and point to the last letter. Say **Think of a word beginning with 'l'**. Elicit, e.g. *leg*. Write it down and continue until you have eight words on the board. Ask children to make a sentence using as many of the words as they can. Children can think of a sentence in pairs or groups. Play the game again with one or two children at the front asking for words and writing them down.

 Pages 56, 57

2 Speaking – listening – reading

- Children look in their books. Ask what they can remember about the characters. Play Tape 41 again to refresh their memories. Children follow the text.



Tape 41

Boy: Hi! I'm Todd. I come from America.
I speak English. I live in a small town.
Girl: Hello! I'm Linda. I come from England.
I speak English. I live in a big city.
Boy: Hello! My name's Ahmed. I come from Egypt.
I speak Arabic. I live in a big city.
Girl: Hello! My name's Li. I come from China.
I speak Chinese. I live in a small town.
Boy: Hi! My name's Scott. I come from Australia.
I speak English. I live on a farm.

- Talk about languages. Ask **Who speaks English** (... Chinese, Arabic)? and elicit the names. Ask **What does Li**

speak? and elicit **She speaks Chinese**. Repeat with the other characters. Ask the children **What do you speak?** and help them with the response if necessary.

- Ask children to read the speech bubbles.

3 Speaking (1 Ask and answer.)

Ask **Where does Todd live?** and elicit the response **He lives in a small town**. Repeat with the other characters. Then children ask and answer.



Page 63

1 Reading – writing (1 Look and write.)

Children read the words in boxes, look at the pictures and decide which languages they are. Remind them that the names of languages start with a capital letter.

Answers: This is Arabic. This is English. This is Chinese.

2 Speaking (2 Ask and answer; Write.)

- Read the example. Children talk about the characters using the same patterns. Go through the exercise with the whole class.
- Children look at the pictures and the speech bubbles, then write a sentence about each one following the example.

Answers: She speaks English. He speaks English. She speaks Chinese. He speaks Arabic. He speaks English.

Activity  27, 28 Children cut out the cards you have copied. If they stick them to thin cardboard, the cards will last longer.

Children play in pairs. They put the cards face down on the table at random. One player turns over a card and says, for example, **He comes from America**, or **She speaks Arabic**. He/She turns over another card hoping to find the matching boy or girl (**She comes from America** or **He speaks Arabic**). If he/she is not successful, the cards are turned face down again. The other player then tries to find a matching pair. When someone finds a pair, they keep it. Players must make a sentence every time they turn over a card. The winner is the player with most pairs of cards at the end.

Language focus Animals and habitats; present simple

New language They come from America. They like cold water. Where do they live? They live in the sea.

New words sea, mountains, snow, whales, pandas, eagles, sharks, hot, cold, beautiful, sharp, (R) penguins; deserts, forests, rivers, parrots, bears, hippos, camels

Teaching aid Posters 2, 3 (animals)

Preparation Make word cards for the new words.

 29-34 Make the habitats frieze.

1 Warm-up

- Put up Posters 2 and 3. Ask children to name as many animals as they can.
- Play a team game. Divide the class in half. Say **Think of an animal beginning with ... 's'**. Write **s** on the board. The first team to call out an animal scores a point.

 Page 58

2 Speaking – listening – reading (1 Listen and read.)

- Use Posters 2 and 3 and word cards to revise **snake**, **parrot**, **crocodile**, **penguin** and to teach **whale**, **eagle**, **panda** and **shark**.
- Children look in their books. Ask them to name the animals. Play Tape 42. Children listen and read.

Tape 42

- A: The sea. Whales live in the sea. They are very big. They like cold water.
- B: Deserts. These snakes come from America. They like hot deserts.
- C: Mountains. Pandas come from China. They live in mountains.
- D: Forests. Parrots live in hot forests. They are beautiful.
- E: Rivers. Crocodiles live in rivers. They have sharp teeth.
- F: The snow. Penguins like the snow. They cannot fly but they can swim.

- Put up the habitats frieze and use word cards to teach/revise the names. Hold up your book and point to the whale, say **Whales live in the sea**. Point to the sea on the frieze. Say **Look! The sea**. Children repeat. Continue with the other animals and habitats.
- Play the tape again. Children follow in their books. Check understanding of vocabulary, e.g. **cold**, **hot**, **beautiful**, **sharp teeth**.
- Make statements about the animals, e.g. **They like the snow. They live in mountains**. Children name the animals.
- Children can read the texts

3 Speaking – reading – writing (2 Where do they live? Write the letter.)

- Use Poster 3 and the pictures in the book to revise the names of the animals.
 - Children work alone and write the letter of the habitat where they think the animals live. Let them compare their answers and then check them.
- Answers:** eagles: **C**; sharks: **A**; bears: **F**; hippos: **E**; camels: **B**.

4 Speaking (3 Ask and answer.)

Children ask and answer about the animals in the small pictures above. Do the exercise with the whole class and then let the children repeat the exercise in pairs.

5 Writing (4 Write.)

Children write sentences about two of the animals in the small pictures, e.g. **Eagles live in mountains**.

 Pages 64, 65

1 Reading (1 Read and circle.)

Children read and choose the correct habitat.

Answers: mountains, rivers, deserts, forests, the sea.

2 Reading – writing (2 Read and write.)

- Children look at the small pictures and read the names.
- They read the descriptions, identify the animals then write full sentences, e.g. **They are whales**.

3 Spelling (3 Spelling.)

- This deals with the spelling of the /i:/ sound.
- Children listen as you read the words in the first line; they repeat and spell them out.
- They write the missing letters in the second line, then cover it.
- They write the words in full below the pictures in the third line, then uncover and check their spelling.
- Children read the beetles sentence, stressing the long vowel sounds, then in the frame draw and colour a picture to match.

4 Reading and writing (4 Look and write.)

Children read the speech bubbles and choose a capital or small letter to write in the blank.

Reminder Ask children to bring pictures of animals to the next lesson. They should be able to say something about the animal, e.g. any special characteristics, where it lives, etc. Remember to bring some pictures yourself.

Lesson 4 Page 59 Pages 66, 67

Language focus Animals and the countries where they live; present simple

New language Where do tigers come from? They come from India.

New words Africa, India, the North Pole, the South Pole; (R) eagles, pandas, penguins; America, China, Australia; kangaroos

Teaching aids Posters 2, 3 (animals)

Preparation  35–37 Cut out the animals and mount them on card to make them stronger.

1 Warm-up

- Put up the habitats frieze. Revise the names.
- Hold up the cut-out animals you have made, in turn. Ask children to name them. Ask **Where do pandas live?** Elicit **They live in mountains.** Repeat with the other cut-outs. Let children ask the questions and stick the cut-outs on the frieze.
- Ask children to say more about the animals, e.g. **Crocodiles have sharp teeth. Whales can swim.** etc.

 Page 59

2 Listening – singing (1 Listen and sing.)

- Put up Posters 2 and 3. Revise the names of all the animals mentioned in the song.
- Play Tape 43. Children listen.

Tape 43

The animals walk two by two, Hooray! Hooray!
The animals walk two by two, Hooray! Hooray!
The animals walk two by two,
The lions, the tigers, the elephants too.
And they all stand under the tree
Just to get out of the rain.

The camels, the hippos, the crocodiles too.
The bears, the penguins, the pandas too.
The zebras, the monkeys, the kangaroos too.

- Demonstrate **two by two**. Explain **Hooray!** Point to the rain. Ask if the animals like the rain. Ask where the animals are. Ask children to find the animals mentioned in the song in the picture.
- Play the tape again. Children join in.
- Divide the class in half. Sing the song again. Each half takes alternate lines. Everyone sings the last two lines, **And they all stand ... together.**

3 Reading – speaking (2 Look at this!)

- Ask children to look at the world map on pages 56 and 57 or use a globe. Revise **America, China, Australia.** Teach **Africa, India, the North Pole, the South Pole.**
- Children name the animals on the Noticeboard. Ask where they come from. Elicit answers. Children repeat the exercise in pairs.

Noticeboard Children can pin their animals pictures to the class Noticeboard. These pictures can be used for short presentations and question and answer practice: **Where do they come from? Where do they live? What do they like?** etc. They can also be used as a basis for writing.

 Page 66

1 Speaking – writing (1 Write the names.)

Ask children to name the countries. They then unscramble the letters and write the names below.

Answers: America, Egypt, Australia, England, China.

2 Speaking – writing (2 Ask and answer. Write.)

Children ask about the pictures and answer. (NB They do not have to name the items.) You can do this with the whole class or the children can work in pairs. The answers are to be found in the previous exercise: e.g. **They come from China.**

3 Writing (Composition page 67)

- Read the letter to the children. Ask, e.g. **Who is the letter from? Where does he live? How old is he?** etc.
- Let the children read the letter.
- Explain that they are going to write a letter like Todd's.
- Children choose a child to write to. They write a letter using the same pattern as Todd's letter. They also draw a picture (of a pet or a brother or sister) and write a caption for it.

 Reading for pleasure: **Hats and monkeys**  page 60.

- 1 Let children look at the pictures for a few moments. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- 2 Divide the class into groups of six or more and let them act out the story. Two or three children can read the sentences while the others play the parts. Let some groups perform to the rest of the class.



Do you have any bananas?

Lesson 1 Page 61 Page 68

Language focus some; any

New language Do you have any apples? I do not (don't) have any apples. I have some bananas.

New words some, any, sorry, basket (R) bananas

Teaching aids Posters 2, 3 (animals)

1 Warm-up

Put up Posters 2 and 3. Sing *The animals walk two by two* (page 59; 43) Children join in. When they arrive at the line which names the animals, point to the animals on the poster.

Page 61

2 Listening – reading (1 Listen and read.)

- Children look at the picture story. Who can they see? Where is Tico? Elicit/teach **At the market**. Ask children to look at the fruit. What can they see? Repeat with clothes and toys.
- Play Tape 44. Stop after the first frame of the story and explain/demonstrate the use of **sorry**, e.g. knock a child's book on the floor. Do not attempt to explain **some** and **any**. Rewind and start the tape again.

Tape 44

Tico: Do you have any apples?
 Man: No, sorry. I don't have any.
 Tico: Do you have any bananas?
 Man: Yes, I have some nice bananas.
 Tico: Do you have any red hats?
 Woman 1: No, sorry. I don't have any.
 But I have some black hats.
 Tico: Do you have any blue umbrellas?
 Woman 2: No, sorry. I don't have any.
 But I have some green umbrellas.
 Sue: Hello, Tico!
 Andy: What do you have in your basket?
 Tico: I have some bananas, some hats and an umbrella. Look!

- Ask questions about the story and elicit short answers: **Look at the fruit. Does he have any apples? No, he doesn't. Does he have any bananas? Yes, he does.** Repeat with the clothes and the toys.
- Divide the class into two. One half is Tico; the other half takes all other roles. Play the tape again. Stop after each speech bubble. Children repeat.

Teacher's note In this lesson **any** is used for questions and negative statements; **some** is used for positive statements.

3 Speaking (2 Say and find.)

- Ask children to name the small pictures at the bottom of the page: **What's this? What are these?**
- Children point to the small pictures, name them, find the same item in the story and name them again, e.g. **This is a robot ... And this is a robot.** This is a good exercise to do in pairs.

Page 68

1 Writing (1 Write Sue's questions.)

Children look at the picture and read the first question. They then complete the next one and write three more.

Answers: Do you have **any cars/balls/kites/trains?**

2 Reading – writing (2 Look and read. Write the name.)

- Children look at the stalls, read the speech bubbles and write the name of the stallholder beside the correct bubble.
Answers: Mr White; Mr Grey.
- Ask children to read the speech bubbles. Make sure they pronounce **some** with the weak sound /ə/.

Language focus Making interrogative, affirmative and negative sentences with *have + some/any*; short answers

New language Do you have any grapes? Does he have any bananas? He has some grapes. He doesn't have any apples.

New words grape, pear, melon, (R) banana, strawberry; orange

Teaching aids Flashcards 29–32 (fruit)
Poster 4 (fruit and vegetables)

Preparation Make word cards for **a melon, a pear, an orange, an apple, a lemon, a grape, a strawberry**

1 Warm-up

- Put up Poster 4. Ask children to name as many items of food as they can.
- Play the *Drawing game* (Step 1 on page 4) using items of food.
- Children sing *I like ice cream* ( Page 19;  13).

 Page 62

2 Listening – speaking – reading (1 Listen, point and say.)

- Use flashcards 29–32 to revise **apple, orange, lemon, banana, strawberry**. Use word cards and flashcards to teach **grape, pear, melon**.
- Children look at the bowl of fruit in their books and read the labels. Point to the small pictures below. Play Tape 45. Children point to the small pictures, listen, repeat and point to the whole fruit in the picture above.

Tape 45

A melon ... a strawberry ... a pear ... a banana ... a grape ... an apple ... an orange ...

- Put the flashcards on the board. Children name the fruits. Hold up a word card. Children read it. Hand it to a child, who sticks it next to the appropriate fruit.

3 Listening – writing (2 Listen and write ✓ or X.)

- Point out the fruit on the stall. Children name them. Point to the grid below. Children name these fruits. Play Tape 46. Children listen but do not write.

Tape 46

Man: Good morning!
Woman: Good morning! Do you have any grapes?
Man: Yes, I have some nice grapes.
Woman: Do you have any apples?
Man: No, sorry. I don't have any apples. But I have some strawberries.
Woman: Do you have any bananas?
Man: No, I don't. But I have some pears. They're very nice.
Woman: Do you have any oranges?
Man: No, sorry. I don't have any.
Woman: What about melons? Do you have any melons?
Man: Yes, I have some melons. How many do you want?

- Play the tape again. This time children write a tick under the fruits which the man has, and a cross under those he does not have. Check their answers.

4 Speaking (3 Ask and answer.)

Children look at the grid and ask questions about the fruit. The answers depend on whether they have written a tick or a cross.

5 Speaking (4 Point and speak.)

Point to the grid, read the speech bubble, then ask about the other fruits, e.g. **What about strawberries?** and elicit the response. Check the pronunciation of **some** /səm/.

6 Writing (5 Write.)

Children write two sentences about the man's fruit stall: one starting **He has ...**, the other **He does not ...**.

 Page 69

1 Writing (1 Write and say.)

Children use the letters on the cards to complete the words, then ask them to read and spell the words.

2 Speaking – reading – writing (2 Look and write the answers.)

Children read the questions and write short answers **Yes, he does/No, he doesn't**, depending on the fruit on the stall.

3 Reading – writing (3 Look and write.)

Children read the prompts, look at the picture and then write affirmative and negative sentences, following the model.

Language focus want + some/any

New language I don't want any carrots. I want some sweets.

New words want, peas, potatoes, carrots (**R**) grapes, pears, lollipops, strawberries, bananas; biscuits

Teaching aids Otto and Princess puppets
Flashcards 14 (sweets/lollipops), 32 (melon/banana)

Preparation Bring in a sheet of paper for every child.
Make word cards: **man, monkey, zebra, zoo, car, cat, house, horse.**

1 Warm-up

- Play a word game. Write a letter on the board, e.g. **f**. Say **Think of something beginning with 'f'**. Children call out. Repeat with other letters. Do this quickly.
- Divide the class into two teams and play the game again but make it more specific: **Think of a toy beginning with 'k'**. **Think of a fruit beginning with 'm'**, etc. The first team to call out a correct word wins a point. (Other categories can be: clothes, boys' names, girls' names, animals.)

2 Introducing the new language

Use the Otto and Princess puppets to teach **want**. Put up flashcards 14 and 32. Princess points and asks, e.g. **Do you want any sweets?** Otto answers **Yes, please, I want some sweets. Mmm! I like sweets.** Princess: **Do you want any bananas?** Otto: **No, I don't want any bananas. I don't like bananas.** Repeat with other pictures.

 Page 63

3 Speaking – listening – reading (1 Listen and read.)

- Point to the vegetables on the right and read. Children repeat. Introduce the baby, **This is Billy**, and his mother. Point to the plate: **Look! This is Billy's dinner. Does he want his dinner? No, he doesn't.**
- Play Tape 47. Children listen with books closed.

Tape 47

Mum: Eat your peas, Billy. Mmm! They're very nice.
Billy: I don't want any peas. I want some sweets.
Mum: Eat your carrots, Billy. Mmm! They're very nice.
Billy: I don't want any carrots. I want some sweets.
Mum: Eat your potatoes, Billy. Mmm! They're very nice.
Billy: I don't want any potatoes. I want some sweets.
Mum: Peas?
Billy: No!

Mum: Carrots?
Billy: No!
Mum: Potatoes?
Billy: No, no, no!
Mum: You're a bad baby, Billy, and you can't have any sweets!

- Children look in their books. Ask questions: **What is Billy's dinner? Does he want any peas/carrots/potatoes? What does he want? Can he have any sweets?**
- Play the tape again then read the part of the mother and let the class be Billy. Encourage them to read with expression.

4 A game (2 Bingo!)

- Children look at the grid and name the items.
- Hand out sheets of paper. Ask children to cut out 12 small pieces of paper that will cover the pictures on the grid.
- Children place pieces of paper on the grid, wherever they choose, but covering six of the pictures. They look at the pictures which remain uncovered.
- Ask questions about the items. **Do you have any cakes?** If a child's picture of cakes is covered, he/she answers **No, I don't**. If a child's picture of the cakes is not covered, he/she answers **Yes, I do**, then covers that picture. The object of the game is to cover all the pictures. When a child does this, he/she shouts **Bingo!**
- When you have demonstrated how the game works, children can come to the front and take over the role of 'caller'.

 Pages 70, 71

1 Reading – writing – drawing (1 Look at Miss Bell's shopping list. Read and circle.)

Children look at the items on Miss Bell's list, then read the sentences, decide if they are right or wrong and circle the appropriate letters. They then write the letters in the circles below to make **melon**.

2 Drawing (2 Draw.)

Children join the numbers to show what the girl is eating.

3 Writing (3 Correct the sentences.)

Children correct the two sentences that were wrong in the first exercise.

Answers: Miss Bell does not want **any biscuits**. **Miss Bell does not want any potatoes.**

4 Spelling (4 Spelling.)

- This section deals with use of **oo** to represent the /u:/ sound.
- Read the words. Children listen, repeat, then read the words and spell them.
- Children cover the first line of pictures, name the second line, then unscramble the letters and write the words. Check their work and ask them to spell the words.
- Children write the **oo** words in the captions for the pictures.

5 Reading – writing (5 Write in ABC order.)

- This is the first time that children have to do a whole exercise placing in ABC order words beginning with the same letter. Write the alphabet on the board.
- Put up two cards starting with the same letter: **monkey** and **man**. Point to the initial letter of each word: **m** and **m**. Point to the second letter of each word: **o** and **a**. Point to the alphabet: **Where is 'o'?** **Where is 'a'?** **So what is the ABC order?** Repeat the process with the other word cards.
- Children can now try the exercise in their books. Check their answers.

Reminder Ask children to bring pictures of food to the next lesson: fruit, vegetables, sweets, cakes, etc. Remember to find some yourself.

Lesson 4 Page 64 Pages 72, 73

Language focus Making requests with **want + please; (R) some, any**

New language I want a pencil, please. I want some apples, please. Do you have any oranges? Here you are.

Words (R) pencil, ruler, rubber, flask; oranges, bananas, strawberries, grapes, pears, lemons, potatoes, pear, carrots

Teaching aids Poster 4 (fruit and vegetables) Otto and Princess puppets

Preparation Bring in pictures of fruit, vegetables, sweets, cakes, etc.

1 Warm-up

- Repeat the poem *Eat your peas, Billy* ( Page 63;  47). Children listen.
- Divide the class in half: one half reads the mother, the other half reads Billy. Swap roles. Divide the class into girls and boys: the girls read the mother, the boys read Billy. One or two pairs of children can read to the class.

2 Speaking – listening – reading (1 Listen and read.)

- Revise **pen, pencil, ruler, rubber, flask** using classroom items, then play Tape 48. Children follow.



Tape 48

Boy: I want a pencil, please.
Woman: Red or blue?
Boy: Blue, please.
Woman: Here you are.
Boy: Thank you.

- Demonstrate **Here you are**. Hold up some pencils and ask **Do you want a pencil?** Elicit **Yes, please**. Hand the child a pencil: **Here you are**. Ask children for items: **I want a book, please**, and elicit **Here you are**. Say **Thank you**.
- Play the tape again. Pause after each sentence. Children repeat. Pay special attention to intonation.

3 Speaking (2 Now you!)

Ask children to name the items and find them on the market stall. What colour are they? Ask a pair of children to act out the dialogue substituting **ruler** for **pencil**. Repeat with the other items.

4 Speaking – listening – reading (4 Look, listen and read.)

- Put up Poster 4 and quickly revise the names of fruits and vegetables.
- Children look in their books. Point to Princess and Otto.
- Ask **What does Princess have?** (A basket.) Explain that Otto works in the market. Ask children to name the items on the Noticeboard (Otto's stall).
- Play Tape 49. Children listen and read.

Tape 49

Princess: I want some apples, please.
Otto: I don't have any apples. Sorry.
Princess: Do you have any oranges?
Otto: Yes, I do. Here you are.
Princess: Thank you.

- Play the tape again or read the bubbles. Pause after each line. Children repeat.

5 Speaking (4 Now you!)

- Ask children to name the fruits and vegetables in their books.
- Use the Princess and Otto puppets to demonstrate the first dialogue, substituting grapes and bananas for apples and oranges.
- Hand the puppets to two children. They act out the next dialogue (pears and strawberries). Repeat with two more pairs of children using the remaining prompts.

Noticeboard Use the pictures which you and the children have brought in to make one or more market stalls on the class Noticeboard. Children can write shopping lists of three or four items. Choose a stallholder. Children come to the 'market stall' with their lists and talk to the stallholder.

Page 72

1 Reading – writing (1 Look, read and write the letters.)

- Let children look at the picture story for a moment or two. Discuss it briefly.
 - Read the speech bubbles to the class.
 - Children choose the correct speech bubbles to fit into the story and write the letters in the empty bubbles.
- Answers:** B, F, G, A, I, E, C, D, H
- Children can read or act out the dialogue.

2 Reading – writing (2 Write some or any.)

- Children write **some** or **any** in the gaps.
- Answers:** any, any, some, any, any, some.
- Children can read the dialogue in pairs.

3 Writing (Composition page 73)

- Children look at the picture of Tom and read the text.
- Children look at Sue and the pictures of what she wants/doesn't want for her birthday. Children write about Sue, following the model above.
- In the blank bubbles, children draw items that they want/do not want for their own birthday. They then write about themselves following the model.

Reading for pleasure: **Mmm! Delicious!** page 65

- 1 Let children look at the pictures for a few moments. See if they can say anything in English about Miss Pink, e.g. **She has a cat. She has ice cream. She has a phone.** Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words. Children answer the question.
- 2 Ask the class to draw, colour and write a description of their own ice cream sundae. Write all the fruit/flavours children know on the board. They should put at least two different fruits and two different ice cream flavours in it.
- 3 Let some children show their ice cream sundaes and read their descriptions to the class. Children can copy their work neatly for handwriting practice. You could also put some together to make posters for the class to look at and read.

Lesson 2 Page 67 Pages 75, 76

Language focus Months of the year; weather

New language It is very cold in January.

New words January – December

Teaching aids Flashcards 33–36 (weather)

Preparation Make word cards for the months of the year.

1 Warm-up

Do the *Rain on the house* rhyme, with the actions, from Step 4 of the previous lesson.

 Page 67

2 Listening – speaking (1 Listen and say.)

- Point to the months of the year. Say what month it is now. Play Tape 52. Children follow the words in their books and listen.



Tape 52

January	February	March
April	May	June
July	August	September
October	November	December

- Play the tape again. Children repeat the words.
- Children look at the words in their books. Say a month, e.g. **July**. Children find the month and give the colour **Green!** Repeat with other months.

3 Speaking – reading – writing (1 Read and write the number.)

- Use flashcards 33–36 to revise the weather.
- Children look in their books. Ask them if they remember the four children. Elicit their names and write them on the board. Let children look back to pages 56 and 57. Point to each child in turn and ask **Where does he/she come from?**
- Read the text for each country. Ask children to read the text. Explain that the weather around the world is different at different times of the year.
- Point to the names of the countries. Ask children to read them. Children now write the number of the description in the appropriate box.
- Ask **Where is it cold in January? When is it hot in China?** etc.

4 Writing (3 Write about your country.)

Elicit suggestions orally before children write. They do not all have to choose the same months.

Activity Ask twelve children to come to the front of the class. Hand them the word cards at random. They hold their cards up facing the class. The class must organise the children into the correct order. **John, stand on the left. Magda, stand next to John.** etc. Useful phrases: **on the left, on the right, next to, between.** When they are in the correct order, the class reads out the months.



Pages 75, 76

1 Writing (1 Write 1, 2, 3 ...)

Children write the numbers according to the order of the months. The first one is done for them.

2 Speaking – reading – matching (2 Look, read and match.)

- Look at the six scenes and discuss them briefly.
- Children read the sentences and match them with the appropriate picture.

Answers: 2, 3, 5, 4, 1.

3 Spelling (3 Spelling.)

- This exercise deals with the use of the letters **ar** for the sound /ɑ:/.
 - Read the first line of words to the children. They look, listen and repeat. Make sure they do not pronounce the 'r'. They then read the words and spell them aloud.
 - Children add the missing letters to the words.
 - Children cover the words above and write the words under the pictures. They can then check the spelling and tick the boxes if they were correct.
 - Ask children to read the next line of words aloud, paying attention to pronunciation. Children then draw lines from the words to the appropriate pictures.

4 Reading (4 Which one is different? Circle the answer.)

Children read the words, decide which one is different from the rest and circle it. Check their work and ask them why they made their choices.

Answers: shark, carrots, Tuesday, bear.

Language focus Numbers 10–100

New language How many are there? There are ten.

New words ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred; twenty-one, thirty-two, etc.

Preparation Make word cards for the new numbers **ten, twenty**, etc. up to **a hundred**.

1 Warm-up

Play a word game. Say **Think of a word beginning with 'g'**. Someone suggests, e.g. **Goat**. Point to the last letter and say **Think of a word beginning with 't'**. Someone suggests, e.g. **Train**. Continue in this way until you have eight words on the board. Children then make up a little story using as many of the words as possible. Ask for suggestions and write them on the board.

 Page 68

2 Listening – reading – speaking (1 Look, listen and read.)

Children look at the story in their books. Discuss it briefly. Who can they see? Where are they? What does the teacher have in her hand? etc. Play Tape 53. Children follow in their books.

Tape 53

Teacher: Look! A bag of sweets!
How many sweets are there in one bag?
Andy: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. There are ten.
Teacher: How many bags are there?
Sue: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. There are ten.
Teacher: So how many sweets are there? Let's count slowly!
Children: Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.

3 Reading – speaking (2 Read.)

- Read the numbers on the balloons. Children repeat each number.
- Read them again in groups of two. Children repeat. Read them again, starting quietly, getting louder.
- Ask children to look back to the picture story. Play the tape again. Then ask children to read.

Activity Hold up the word cards in order. Say the numbers. The children read. Write the numbers 10–100 (in tens) on the board. Hold up any word card. Children read. Hand the card to a child who places it under the correct number. Repeat with the other cards.

4 Speaking (3 Find and say.)

- Write some figures on the board (27, 58, 63, etc.). Point to 27. Point to the 2 and then to the 7. Say **Twenty-seven**. Children repeat. Continue with the other numbers.
- In their books, children point to the racing cars, follow the lines and read the numbers. Do the exercise with the whole class and then let them repeat it in pairs.

 Page 77

1 Reading – matching – colouring (1 Match and colour.)

Children look at the picture and find the numbers. They then match the numbers in the picture with the numbers in words below. They colour each pair of numbers the same colour.

2 Reading – writing (2 Read and write the numbers.)

Children read the sentences and work out the four sums. They write the answers in figures.

Answers: 39, 99, 26, 38.

Language focus Talking about birthdays

New language When is **(When's)** your birthday? It is **(It's)** in April.
There are lots of birthdays in August.

New words lots of, **(R)** months of the year, birthday

Preparation  46 Make a birthday wheel.
Prepare long strips of paper. On each draw a long line of flowers, apples, hats, balls – any simple drawing which the children can name. Roll or fold the strips so that only one item is showing.

1 Warm-up

- Play or say the *Months of the year* chant ( Page 67;  52). Children join in. Repeat and encourage children to clap or tap the rhythm.
- Divide the class in half. One half says the months. The other half repeats. Swap roles.

 Page 69

2 Speaking – reading (1 Ask and answer.)

- Ask children to read the months. Check pronunciation. Ask children **When's your birthday?** Elicit **In August.** etc. Say **Point to Andy. When's Andy's birthday?** Children follow the line to the month. **It's in April.** Repeat with the other characters. Children can also ask the questions.
- Ask children to write down the names of four children sitting near them. They ask these children **When's your birthday?** and write down the month. You can then ask **When's John's birthday?** and get a response from several children.

3 Speaking – reading (2 Look at this! 3 Now you!)

- Teach **lots of**. Hold up one of your rolled up strips of paper. Say **Look! One flower.** Unroll it: **Look! Lots of flowers!** Children repeat. Continue with the other strips. Roll them up and invite children to unroll them. Elicit **One apple. Lots of apples.** etc.
- Children look at the birthday wheel in their books. Point out the names next to the months. Point to January and read Otto's speech bubble. Continue with February and August – read Princess's speech bubble. Say the names of the other months and elicit similar comments from the children.

Noticeboard Put up the birthday wheel you have made. Children write their names in the appropriate segment of the wheel. This can then be used as a basis for discussion and comment as in the book.

 Pages 78, 79

1 Reading – writing – speaking (1 A quiz.)

Children can do the quiz individually or in pairs. Read through the questions quickly before they start. When they have finished, check their answers.

Answers: Thirty; March; February; January, June, July; Thirty-one; August, May; December.

2 Speaking – writing (1 Ask and answer. Write.)

Children write down the names of their friends then ask **When's your birthday?** and write down the month. They then write sentences about their friends, e.g. **John's birthday is in June.** When they have finished, hear some of their sentences.

3 Writing (Composition page 79)

By answering the questions, children compose short passages about Andy and Sue.

Suggested answers: In January it is cold and wet. Andy wears a jacket, a hat and (some) boots. He cannot go to the park. He does not like January.

In August it is hot and sunny. Sue wears a T-shirt, (some) shorts and (some) sunglasses. She can go to the beach. She likes August.

 Reading for Pleasure: **Happy Birthday!**  page 70

- 1 Children look at the picture. Ask them to say what it is: **a birthday party.** Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- 2 Read the text slowly and tell children to point to the items in the picture as they are mentioned in the poem. Ask questions, e.g. **What colour is the bike** (plane/ice cream)? **How many candles** (balloons/hats) **are there?**
- 3 Children draw a picture of a family party with food on the table and any decorations they usually have. They write underneath who is in the picture, e.g. **This is my grandmother. This is my brother. These are my aunts.** This activity can be extended to include clothing, e.g. **My mother has a red dress and black shoes.** and a description of any presents, e.g. **My little sister has a doll.**
- 4 Let some children read out their own writing.

14 There are lots of people.

Lesson 1 Page 71 Page 80

Language focus Irregular plural nouns; There is, There are

New language There are lots of people in the park.

New words man, men, woman, women, people, park, pond, playground, swings, slide; (R) babies, children, baby

Teaching aid Poster 1 (characters/family)

Preparation Make letter cards: **p, p, o, n, d, l, a, y, g, r, s, i, d, e, e, m, w, u**

1 Warm-up

Sing *The animals walk two by two* ( page 59;  43). Pause after the lines where the animals are named. Write them on the board. Repeat the song again. Children join in. When they come to the lines naming the animals, point to the words on the board to help them.

2 Presenting the irregular plurals

- Put up Poster 1 and point to Mr Macaroni: Say **A man**. Point to Miss Bell: **A woman**. Point to the three men in turn. **A man ... a man ... a man. Three men**. Children repeat. **Three men**. Do the same with **woman/women**. Check children's pronunciation of the plural nouns.
- Ask **How many boys? How many girls? How many children? How many babies?** and elicit responses.
- Point and say. Children repeat. **Three women ... three men ... two babies ... eight children**. Indicate the whole group and ask **How many people?** Elicit **Sixteen people**.

 Page 71

3 Speaking – listening (1 Look and listen.)

- Children look at the pictures. Explain that this is the park. Discuss the scene briefly. Ask children to name as many things as they can. Play Tape 54. Children listen and point.

Tape 54

There are lots of people in the park. Look! There is a man, a woman and a little girl. **She has a big dog**. Under the trees there are two women. **How many babies** do they have? There are three children next to the pond and there is one boy in the pond. There are two men on their bikes. This is a playground. There is a slide and there are some swings. There is a cat in the park, too. Where is it? Can you see it?

- Ask where the cat is. (In a tree.)
- Point to and name the **pond**. Children repeat. Do the same with **playground, swings** and **slide**. Practise the new words. Ask **What can you see on the pond? How many swings/slides are there? Where are the swings and the slides? How many children are there in the playground?**
- Play the tape again. Children listen and point.
- Ask questions using irregular plurals. **How many men are there in the park?** Children count and respond, **5**. Repeat with women, **4**; babies, **3**; children, **10**; people, **22**.

4 Reading – speaking (2 Read and point.)

Demonstrate the exercise. Point to the first phase: **a woman**. Children repeat. Point to a woman in the main picture: **A woman**. Children repeat. Work through the exercise with the whole class, paying particular attention to pronunciation.

 Page 80

1 Reading – matching (1 Read. Find and write the letter.)

- Ask children to read the sentences aloud. Check pronunciation.
- Children match the sentences to the pictures and write the appropriate letters in the boxes.

2 Writing (2 Write the letters.)

Children complete the words using the letters above.

Activity Children close their books. Put the letter cards on the board at random. Say a word, e.g. **pond**. A child comes to the front and spells the word with the cards. Repeat with **slide, swing, playground, man, men, woman, women** and **people**. Ask children if they can spell any other words using these letters, e.g. **grey, play, pen, game, dog, say, red, green, day, draw, sing, up, down, leg, eye, ear, arm ...**

Language focus Irregular plurals (further practice);
There is, There are (further practice)

Language (R) *There are three men on bikes.*

Words (R) from Lesson 1

Teaching aid Poster 1 (characters/family)

1 Warm-up

- Ask children to look again at page 71. Play  54 or read the text. Children listen and point.
- Play the *Drawing game* (Step 1 on page 4). Choose from items in the previous lesson (slide, swing, pond, bike, baby) and items which will occur in this lesson (horse, car, bus, umbrella, shoe, hat).

Page 72

2 Speaking – reading (1 Look at these people. Draw and say.)

- Use Poster 1 to revise the irregular plurals. Ask a child to come to the board. Say **Point to the men**. He/She points. Ask the class **How many men are there?** and elicit **There are two men**. Repeat with **women, babies, children** and **people**. Ask the children to describe the picture: **In the picture there are ...**
- Children look in their books, read the words, then draw lines from the pictures to the appropriate words.
- Explain that many words ending in *y*, e.g. *toy, boy*, just add *s* in the plural, but some words change to *ies* in the plural, e.g. *babies*. Do not explain in more detail at this stage.

3 Speaking (2 Look and say.)

Children compare the two pictures and find the differences. Read the speech bubble example. Make another sentence about Picture A, e.g. **In Picture A there are two children on a slide**. Elicit **In Picture B there are four children on a slide**. Repeat, then let children make sentences about both pictures.

4 Writing (3 Write.)

Children write one or two sentences about the pictures.

5 Speaking (4 Ask and answer.)

Children point to the pairs of items and ask and answer as in the example. Go through the exercise with the class as a

whole and then let children work in pairs.

Answers: They're women's/children's/men's/babies' shoes.
They're babies'/men's/children's/women's hats.



Pages 81, 82

1 Reading – writing (1 Look and write.)

Children complete the sentences using appropriate words from the boxes above.

Answers: women, men, people, babies, children.

2 Writing (2 Write.)

Children look at the people in the picture then write two sentences starting with **There is ...** and two sentences starting with **There are ...**

Answers: There is a man on a horse. There is a woman on a ball. There are two (some) children on an elephant. There are three (some) people on a camel.

3 Spelling (3 Spelling.)

- This exercise deals with the sound /ɔ:/, which is written **all**.
- Children look at the pictures and the words. Read the words. Children repeat. Children read the words and spell them.
- Children cover the first line of pictures. Point to the second group of pictures and elicit the words. Children choose a letter from a balloon and add it to the ending **all** to form the appropriate word. They uncover the first line of pictures and check their work.
- Children read the sentence. Check pronunciation. Children draw in the frame.

4 Punctuation (4 Look and circle; Write correctly.)

- Read the first four sentences, slightly exaggerating the pause between them. Draw attention to the capital letter and the full stop which are circled. Children circle the remaining capital letters and full stops.
- Put two simple sentences on the board without punctuation, leaving a space between them, e.g. **my friend has a cat it is black and white**. Ask for a volunteer to write the capital letters and the full stops. Repeat with another sentence.
- Children look at the unpunctuated sentences, then write them out, putting in the capital letters and full stops.
- Ask children to read the whole passage.

Language focus **There are:** affirmative and interrogative; short answers; indefinite and definite articles

New language Are there any ...? How many are there? There are ... Look! A cow and a horse. The cow is brown and the horse is white.

New word hens; (R) man, woman, swing, slide, tall, short; cows, goats, horses, girl, boy

Teaching aids Posters 2, 3 (animals)

1 Warm-up

Put up Posters 2 and 3 and play a team game. Write a letter on the board, e.g. **c**. Say **Think of an animal beginning with 'c'**. Someone suggests **Cow**. He/She scores a point for his/her team and also an extra point if he/she can imitate the animal. Continue with other letters and animals.

Page 73

2 Listening - writing (1 Listen and write.)

- Point to the man in the picture. Ask **What's his job?** and elicit **He's a farmer**. Explain that the girl is asking questions about the animals on his farm.
- Point to the animals and make sure children can name them.
- Play Tape 55. Children listen.



Tape 55

Child: How many cows are there on your farm?
Farmer: How many cows? There are twenty-five ...
 No, no, there are twenty-six.
Child: And how many goats are there?
Farmer: Goats? I don't have any goats on my farm.
Child: Do you have any horses?
Farmer: Yes. I have three horses.
Child: What about ducks? Are there any ducks on your farm?
Farmer: Yes, there are twelve ducks.
Child: Do you have any hens?
Farmer: Oh, yes. I have lots of hens.
Child: How many?
Farmer: I have thirty hens... No, no, forty, forty hens.
Child: Do you have any cats and dogs?
Farmer: Oh, yes. I have six cats and one old dog.

- Play the tape again. Children write down the numbers of animals. Check their answers.

3 Speaking (2 Ask and answer.)

- Read out the questions and answers. Ask children to read and supply the number, **26**.
- Children ask and answer about the other animals in the same way.

4 Reading - speaking (3 Look and say.)

- Point to the first picture. Ask **What can you see?** Elicit **A cow and a horse**. Read the text. Repeat with the second picture.
- Point out that the first time we speak of something we use **a** (or **an**). The second time we speak about it, we use **the**. Children read the texts.
- Children make sentences about the remaining pictures in the same way. Give them some help at first: **What can you see? A cat and a dog. Tell me about the cat. The cat is grey. And the dog? The dog is black.**



Page 83

1 Speaking - writing (1 Write the questions, ✓ the answers; Correct the sentences.)

- Ask what the boy has on his farm. Ask how many. Elicit, e.g. **Lots of hens**.
- Children write the questions, following the model, then tick the answers. Listen to them reading them out loud.
- Children correct the sentences according to the picture, using the long forms of the verb.

Answers: There are not any cats on his farm. There are three (some) horses on his farm. There are two (some) dogs on his farm. There are not any ducks on his farm.

2 Writing (2 Write a or The.)

- Children look at each picture, read the description, then fill in the spaces.
- Remind them about using **a** the first time we speak of something but **the** the second time. If necessary help with the first example as in Step 4 above.

Reminder Ask children to bring pictures of men, women, children and babies to the next lesson. Find some yourself.

Language focus Revision

Language (R) How many men are there?
There are ten men.

New word wheels. (R) men, women, babies, children, people, doctors, nurses, teachers, shopkeepers, waiters; bus

Teaching aids Flashcards 5 (Mr Macaroni), 25–27 (professions)

Preparation Make word card for **wheels**. Bring in cards for **singer, doctor, nurse, teacher, shopkeeper, waiter**. Bring in pictures of men, women, children, babies.

1 Warm-up

- Use the flashcards to revise the professions. Ask **What's his/her job? Where does he/she work?**
- Ask a child to come to the front. Whisper a profession. He/She mimes the profession and the class guesses.

 Page 74

2 Singing (1 Listen.)

- Children look at the picture in their books. Ask who they can see on the bus. Elicit **people, men, women, babies, children** and write them on the board. Teach **wheels**. Does the bus have big wheels or small wheels? What do the wheels do? Demonstrate **go round and round**.
- Play Tape 56. Children listen with books closed.

 Tape 56

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round, all day long.
The men on the bus say 'How are you?'
The women on the bus say 'Fine, thank you.'
The babies on the bus go 'Wa! Wa! Wa!'
The children on the bus go 'Ha! Ha! Ha!'
The people on the bus all wave goodbye.

- Children look in their books. Play the tape again. Children join in. Prompt them to wave goodbye in the last verse.

3 Speaking – writing (2 Look at this. Ask and answer.)

- Ask children to name all the different people and professions they can see on the Noticeboard. Read Otto's question. Children count and finish Princess's answer.
- Children look at the small pictures below the Noticeboard and name them. Write the words in a list on the board.

- Children copy it in their notebooks, count the numbers in each category and write the number against the word.
- They can then ask and answer in the same way as Otto and Princess.

Noticeboard Use the pictures which you and the children have found to make a colourful collage. This can be used for language practice as in the book and also for expanding children's vocabulary.

 Page 84

1, 2 Writing (1 Write the answers; 2 Write the questions.)

- Children look at the picture, read the questions, count and write the answers in words.
Answers: twenty-two; five, one.
- Children look at the answers and write questions to fit.
Possible answers: How many babies are there? (Three); How many women are there? (Four); How many children are there in the playground? (Five)

3 Reading (3 Circle the words.)

Children find the words.

Answer: 11 park, people, men, swings, babies, ducks, pond, women, slide, boats, children.

4 Writing (Composition  page 85)

- Children look at the pictures on the zoo banner and read the bubbles. Then they read the text.
- Children write about Pete and Polly at the circus following the model above.

 Reading for Pleasure: Go to sleep, Billy!  page 75

- Children look at the pictures for a few moments. Ask where the boy is. Elicit **In bed**. Point to the bed with the sail. Ask **What is this?** Elicit **A boat**. Ask **Is it a boat or a bed?** Let children answer. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- Ask **Can Billy sleep?** Elicit **No, he can't**. Ask what Billy is doing. Establish that he is pretending his bed is different things. Ask children what they do if they cannot sleep. Brainstorm what other things his bed could be, e.g. a train, a spaceship, an elephant, a wild horse. Choose one or two of these and help the class to imagine what they could see. Write simple sentences on the board, e.g. **I can see mountains. There are trees and brown bears. There is snow.**
- Children write their own verse, copying the first sentence from the book. They continue with their own ideas. Help them with any words they need.
- Children copy out their finished verses for handwriting practice and illustrate them.

15 Whose ring is this?

Lesson 1 Page 76 Page 86

Language focus Talking about possession

New language Whose comb is this? It is **(It's)**
+ name + 's

New words belt, ring, comb, earrings, ribbons, old,
new: **(R)** glasses, trainers, watch

Teaching aids Flashcards 37–40 (possessions)

Preparation Bring in an old book and pencil; a new book and pencil.

Make word cards for **glasses, earrings, ribbons, belt, watch, comb, ring.**

1 Warm-up

Sing *The wheels on the bus* ( page 74;  56).

Encourage children to join in and do the actions. Ask groups of two or three children to come to the front. They are the men, women, babies and children on the bus. Everybody sings the song again with the groups at the front performing their lines.

2 Introducing the new language

- Use the items you have brought in to teach **old** and **new**. Hold up the old book: **Look at this book. It's old.** Children repeat **old**. Hold up the new book: **Look at this book. It's new.** Children repeat **new**. Repeat with **pencil**.
- Use flashcards 37 and 38 to revise **glasses, watch** and **trainers** and teach **belt**. Ask the class **Who has a watch? Do you have a watch? Show me your watch.** Repeat with the other items. Then point to the flashcards and the items, ask and elicit a response, e.g. **What are these? Glasses. What's this? A watch.**
- Repeat the process with flashcards 39 and 40 to teach **ring, comb, earrings** and **ribbons**.

 Page 76

3 Speaking – listening – reading (1 Listen and read.)

- Children look at the pictures. Who can they see? Play Tape 57. Children follow the words.

Tape 57

Look at Pete. He has a new watch and a new belt.
Look at Polly. She has a new ring and a new comb.
Look at Andy. He has new glasses and new trainers.
Look at Sue. She has new earrings and new ribbons.

- Ask questions about the pictures: **Who has a ring? What colour is it? What does Sue have?** etc.

4 Listening – speaking (2 Listen, say and point.)

Point to the small pictures. Play Tape 58. Children look at the small pictures, listen, repeat and point to the same item in the main pictures above.

Tape 58

A comb ... trainers ... a belt ... earrings ... a watch ...
ribbons ... a ring ... glasses ...

5 Speaking (3 Ask and answer.)

- Remind children of **Whose?** Hold up an item belonging to a child and ask **Whose is this?** Elicit from the class, e.g. **It's John's.** Repeat with other items. Then change the question to, e.g. **Whose pen is this?** Then say, e.g. **Whose pencils/glasses are these?**
- Children look in their books. Read the examples to them. They ask and answer about the items in the same way. Make sure they can form correctly questions about singular and plural items.

 Page 86

1 Reading – matching (1 Match.)

- Children read the words and look at the pictures. Point and ask **What is it/are they?** Children respond.
- Children draw lines from the words to the appropriate pictures.

2 Writing – reading (2 Write the words.)

- Children look at the picture of the two girls and the small pictures on the left.
- They read the first question and answer, then look at the second line and fill in the blanks.
- Children write questions and answers for the remaining items following the plural and singular models.

Answers: Whose belt is this? It is Anna's. Whose earrings are these? They are Linda's. Whose watch is this? It is Anna's. Whose glasses are these? They are Anna's. Whose belt is this? It is Linda's.

Language focus Possessive pronouns: mine, yours, his, hers

New language Whose book is this? Is it yours? It is (it's) mine.

Words (R) words in Lesson 1

Teaching aids Flashcards 1–9 (characters)

Preparation Write a large **W** on a sheet of paper.

1 Warm-up

Play the *Drawing game* (Step 1 on page 4). Use the words from Lesson 1: belt, watch, ring, comb, trainer, earring, ribbon.

2 Introducing the new language

- Teach **yours**. Collect items, a pen, a pencil, a ruler, a rubber, etc. from some of the children. Hold one of them up and ask, e.g. **Whose rubber is this? John, is it yours? Jane, is it yours?** until the owner is found. Return the item and repeat with the others encouraging the children to ask the questions.
- Teach **mine**. Hold up something of your own and ask **John, is it yours? Jane, is it yours? No, it's mine**. Point to yourself. Repeat with another item of your own. Hold up one of the children's items. Ask **Whose is it?** and elicit **It's mine**. Repeat with other items.

 Page 77

3 Speaking – listening – reading (1 Listen and read.)

- Children look in their books. Talk about the picture story. **Who are the children?** (introduce Willy) **Who is the woman? Where are they? What does the teacher have?**
- Play Tape 59. Children listen and follow in their books.

Tape 59

Teacher: Whose book is this? Polly, is it yours?
Polly: No, it isn't.
Pete: It's mine, Miss.
Teacher: Whose book is this? Willy, is it yours?
Willy: No, it isn't.
Meg: It's mine, Miss.
Teacher: It isn't yours, Meg. Look! 'W' for Willy.
Meg: It is mine, Miss. Look! 'M' for Meg.

- Use the sheet of paper with **W** on it to demonstrate how the **W** turns into **M** when turned upside down.
- Play the tape again. Pause the tape after each person's speech bubble. Children repeat.
- Ask children to find other letters which become different letters when turned upside down: d/p, n/u.

4 Speaking – reading (2 Look and read.)

- Collect more items from the children. Hold them up one by one and ask **Whose book is this?** When a child responds, point and say **It's his** or **It's hers**. Ask again and encourage children to respond with the appropriate possessive pronoun.
- Children look at the pictures in the book. Read to the children. Ask the children to read.

5 Speaking (3 Ask, point and answer.)

- Ask children to name the characters. Point to the small pictures and ask children to find the letters on the objects, e.g. **Look at the trainers. What are the letters? T. T for...? T for Tom.**
- Put flashcards 1–4 on the board. Point to the trainers and ask **Whose trainers are these?** Point to the flashcard of Tom and elicit **They're his**. Repeat with the other objects, encouraging children to ask, point to the flashcards and answer.

 Page 87

1 Reading – writing (1 Look and write the letters.)

Children look at the pictures and read the speech bubbles. They must decide which bubble fits into each picture and write its letter.

Answers: c, d, b, a.

2 Writing (2 Write his or hers.)

Children decide whether the items belong to the boy or the girl and write sentences using **his** or **hers**.

Answers: It is **hers**; It is **his**; They are **his**; **They are hers**; It is **hers**; It is **his**.

Lesson 3 Page 78 Pages 88, 89

Language focus Talking about countries, origins and habitats; present simple (revision)

New language Where do they come from? They come from + country.
This animal lives in the mountains.

Words (R) From Units 11–15

Teaching aids Posters 2, 3 (animals)

Preparation Make 8 to 10 animal word cards: **crocodile, penguin, whale, eagle, elephant, frog, parrot, camel, hippo, shark** (or any others you wish to choose).

Make word cards: **frog, flag, fish, man, mouse, mountain.**

1 Warm-up

- Put up Posters 2 and 3. Sing *The animals walk two by two* ( Page 59;  43).
- Play a word game. Put all the word cards face down on your desk. Divide the class into two teams. Write ten crosses on the board. A member of one team chooses a word card but does not show it. He/She writes on the board the same number of dashes as there are letters in his word. Each team calls out a letter in turn. If the letter is in the word, the child at the board writes it in the appropriate dash. If the letter is not in the word, the child rubs out one of the crosses. The game continues until someone guesses the word. If no-one can guess and all the crosses are rubbed out, the child's team wins.

 Page 78

2 Reading – speaking (1 Draw and say.)

- Children look at the boys and girls in their books. Revise the names.
- Read the names of the countries. Children draw lines from the children to their countries. Check their answers.
Where does Li live? She lives in China. etc. Make sure children pronounce the **s** ending of the verb.

3 Speaking (2 Ask and answer.)

Children look at the pictures which indicate where the children come from. Point to each pair of children in turn. Ask the first question and elicit the country. Children ask and answer in the same way.

Answers: America, China, England, Egypt, Australia.

4 Listening (3 Listen and ✓.)

- Ask children to name the animals. Explain that they are going to hear a description of one of the animals in each line. They must tick the right animal. Play Tape 60. Make sure they use a pencil and not a pen in case they wish to change their minds later.



Tape 60

Teacher:

Number 1: This animal lives in the snow. It is black and white.

It can swim but it can't fly.

Number 2: This animal comes from China. It is black and white, too.

It lives in mountains.

Number 3: This animal lives in hot deserts. You can see it in Egypt.

Number 4: This animal lives in rivers. You can see it in Australia and in America.

- Play the tape once more and then check the children's answers.

Answers: 1 the penguin, 2 the panda, 3 the camel, 4 the crocodile.

5 Speaking – writing (4 Write.)

Ask children to say as much as they can about the four animals described in the listening exercise. They then choose one of the animals and write two sentences about it. Monitor their work.



Page 88

1 Speaking – writing (1 Write the words.)

Ask children to name the items. They then use the letters to write the words.

2 Reading – writing (2 Write in ABC order.)

- Children are presented with three words all beginning with the same letter. They must arrange these in alphabetical order.
- Write the alphabet on the board. Put three word cards on the board, **frog, flag, fish**. Point to the first letters; children name them: **f-f-f**. Write three **f**'s on the board. Point to the second letters; children name them: **r-l-i**. Point to the alphabet and establish which letter comes first, which second and which last. Write them in the correct order, next to the **f**'s: **fi, fl, fr**. Ask someone to come and place the word cards in the correct order.

Repeat the activity with **man**, **mouse**, and **mountain**.
(NB Since the first three letters of **mouse** and **mountain** are the same, you will need to focus attention on the fourth letters, **s** and **n**, to establish the order.)

- Children do the exercise in their books.

Answers: slide, snake, swing; clock, comb, cow; eagle, ear, elephant; bear, belt, bridge.

3 Writing (Composition page 89)

- Point to the first line of pictures and let children look at them for a moment.
- Read the text to the class, sentence by sentence, and point to the appropriate pictures. Ask one or two children to read.
- Point to the second line of pictures. Read the sentence, then ask questions about Max related to the pictures, e.g. **Where does Max come from? How old is he?** etc.
- Children write the description of Max using the same pattern as in the description of Deng.

Lesson 4 Page 79 Pages 90, 91

Language focus Questions and answers; present simple (revision)

Language (R) *Where do camels live? They live ...
What does he speak? He speaks ...*

New words floor, pick up; (R) *who, what, where, how many? Words from units 11-15*

1 Warm-up

- Play a categories game. Children can work in pairs or small groups. Say the name of a category, e.g. **animals**. Children must write down as many animals as they can. Stop them after one minute. Children count their words. Find out who has the most words. Check that they are correct. The pair/group with the most correct words is the winner. Repeat with two or three other categories, e.g. toys, clothes, food, sports.
- As you are playing the categories game, make a note of any words whose spelling appears to cause difficulty. Use these for a spelling game. Divide the class in half. Ask a member of one team to spell a word. Write what they say on the board. If it is correct, they get 2 points. If it is wrong, let the other team have a try. If they can spell it correctly, they get 1 point.

Page 79

2 Reading – speaking (1 Tico's game. Ask and answer.)

- Children play the game in pairs or threes. They start at ball number one, follow the line to find the question and ask and answer. Let them look back at the previous units if they are unsure of any of the answers. You may want them to write the answers down in their notebooks.
- When they have finished, go through the game again and check their answers.

Answers: 1 Yes, I do./No, I don't. 2 They come from China. 3 They live in the desert. 4 They speak English. 5 It is a ring. 6 There are + number. 7 It is wet. 8 He speaks Arabic. 9 They are trainers (shoes). 10 42 (forty-two). 11 It is in + month. 12 They live in the sea. 13 40 (forty). 14 Yes, he does. 16 It is hot and sunny.

3 Listening – speaking (2 Listen and say.)

- Teach **floor**. Hold up a book, put it on the floor, say **Where is it? It's on the floor**. Children say **floor**. Repeat with other items, ask and elicit **It's on the floor**. Don't pick them up!
- Teach **Pick it up**. Point to an item and pick it up. Point to another and say to one child **Pick it up, please**. The child picks it up. Repeat with the other items.
- Children look in their books. Ask them to name the clothes. Ask **Where are they?** Elicit **They're on the floor**. Play Tape 61. Children listen and follow.



Tape 61

Boy: T-shirt on the floor,
T-shirt on the floor,
Pick it up, pick it up,
T-shirt on the floor.

Girl: Socks on the floor,
Socks on the floor,
Pick them up, pick them up,
Socks on the floor.

- Play the tape again. Children join in.
- Continue with other verses of the chant using the prompts. Make sure they use 'Pick it up' and 'Pick them up' correctly. Divide the class in half. Each half says a verse alternately.



Pages 90, 91

Revision

You may want to go through the exercises orally before children do the test.



Reading for Pleasure: **Boxes ... boxes ... boxes ...**



page 80 ; 38, 39

- 1 Let children look at the pictures for a few moments. Ask what the piece is about. The class should be able to read the title and name some of the things they can see in the pictures. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- 2 Children make their own boxes and put something inside. They can either draw their own picture or you can give out pictures from 39. They can take turns to show and describe their boxes, then open and describe the contents, e.g. **My box is blue, pink and orange. There is a teddy inside. It is brown and black.**
- 3 Alternatively children can draw both their boxes and what is inside on a single sheet of paper. They could write their descriptions underneath.

16 What is he doing?

Lesson 1 Page 81 Page 92

Language focus Present continuous: 3rd person singular, affirmative and interrogative

New language What is he doing? He is singing.

New words sleeping, singing, talking, eating, playing, delicious; (R) football, basketball, nice

Teaching aid Poster 1 (characters/family)

Preparation Make word cards for **sleeping, singing, talking, eating, playing.**

1 Warm-up

Put up Poster 1 and write on the board: **man, woman, girl, boy.** Ask a child to come to the board and choose a character. He/She says if it is a man, woman, girl or boy. The rest of the class asks questions to identify the character, e.g. **Does he have black hair? Is she old?** The child at the board answers **Yes** or **No** until the answer is guessed.

Page 81

2 Speaking – listening – reading (1 Look, listen and read.)

- Children look at the picture in their books for a moment or two. Ask them to point to the various characters. Play Tape 62. Children listen and follow.



Tape 62

Voice: Look at the bird ... The bird is singing quietly...

Miss Bell: Hello, little bird.

Voice: Look at Mr Macaroni! Mr Macaroni is singing loudly...

Mr Macaroni: La! La! La!

Voice: Look at Sue! ... Sue is eating an ice cream...

Voice: Look at Mr Green! Mr Green is talking to Mrs Green...

Mr Green: That's a nice cake.

Mrs Green: Delicious!

Voice: Look at the cat ... The cat is sleeping ...
Look at Andy! ... Andy is playing basketball ...

- Ask questions about the scene and elicit the names:
What is sleeping? What/Who is singing? Who is eating an ice cream/talking to Mr Green/playing football?
- Put the word cards on the board. Read them. Children repeat. Ask questions about Tico, the bird, Sue, Mrs Green and Andy. **What's Tico doing?** Point to the word cards which will help children form the answer; **He's sleeping.**
- Play the tape once more.

3 Speaking (2 Ask and answer.)

- Ask children to name the characters/animals and find them in the main picture.
- Read the example. Now children form the questions and supply the answers.



Page 92

1 Speaking – writing (1 Look, say and write.)

Children choose words from the shapes and form sentences which describe the pictures.

Answers: The girl is talking. The bird is singing. The cat is playing. The baby is sleeping. The dog is eating.

2 Speaking – writing (2 Ask and answer; Write.)

- Children look at the pictures, ask questions, and answer. Make sure children use the short forms of the verbs when speaking.
- Children write a sentence about each person/animal. Make sure they use the long verb forms here.

Answers: He is sleeping. She is singing. It is talking. He is eating. She is playing. It is eating.

Activity Put the word cards face down on your desk. Ask a child to come to the front and choose a card. He/She reads the card and mimes the verb. The rest of the class must guess, e.g. **He's sleeping.**

Language focus Present continuous: 1st, 2nd and 3rd person singular affirmative and interrogative

New language I am wearing earrings. What are you doing? Is she writing a letter?

New words pretty, now, bell; (R) earrings, ribbons, letter, bedroom, living room, kitchen, wearing, writing, reading, watching, making

Teaching aids Poster 5 (house)
Flashcards 1–9 (characters)

1 Warm-up

- Put up Poster 5. Let children look at it, then ask them what they can see and to name as much as they can. Point to the boy in the bed: say **His name is John**. Ask **What's he doing?** Elicit **He's sleeping**. Draw a clock showing 8 o'clock on the board. Ask what the time is. Ask **Is he at school?** Draw a bell on the board. Teach **bell**. Say it is the school bell and it is time to go to school. But where is John and what is he doing?
- Teach the children the song *Are you sleeping?* Write the words on the board. The tune is the same as *I like ice cream* (Unit 3 Lesson 4;  13).

Are you sleeping, are you sleeping,
Brother John? Brother John?
The morning bell is ringing,
The morning bell is ringing,
Ding, ding, dong. Ding, ding, dong.

2 Listening – reading (1 Listen and read.)

- Use Poster 5 to revise the rooms of the house.
- Discuss what the people in the poster are doing. Ask questions but do not expect children to produce full sentences yet. Ask, e.g. **Who is reading? Who is making a cake? What's the girl watching?**
- Children look in their books. Ask **Is Meg writing? What's she wearing? Can you see Tom? What's he doing?** Point to the letter and explain that Meg is writing to her Grandma. Play Tape 63.

Tape 63

Meg: Dear Grandma,
Thank you for the earrings. They are very pretty. I am wearing them now. I am writing this letter in my bedroom. Tom is in the living room. He is watching TV. What are you doing, Grandma? Are you in your kitchen? Are you making a cake? I like your cakes! See you soon. Love, Meg

- Read the letter to the class. Teach **pretty** and **now**. Explain **See you soon**. Play the tape once more.
- Ask children to read the letter.

3 Speaking (2 Ask and answer.)

Read the speech bubbles and point to the small pictures below. Help children to form questions using the following picture prompts and to give short answers.

4 Speaking (3 Look and say; 4 Now you!)

Children look at the pictures. Read the speech bubbles. Ask two girls and two boys to come to the front of the class. Compare their clothes in the same way. Ask for two more volunteers. They compare their clothes in the same way. Help them with prompts. Repeat with more pairs of children.

Page 93

1 Speaking – writing – reading (1 Make questions and write the answers.)

Children read the verbs in the boxes and look at the picture. Then they look at the small picture prompts and make questions as in the example. They write short answers from the boxes below the main picture.

Answers: (Tom) No, he isn't. Is Andy making a castle? Yes, he is. Is Sue watching Andy? Yes, she is. Is Polly writing to Pete? No, she isn't. Is Pete drawing a car? No, he isn't. Is Meg reading a book? Yes, she is.

2 Speaking – writing (2 What are they saying? Write.)

Children read the verbs in the boxes and look at the pictures. They decide what each clown is saying and complete the bubbles using each of the verbs in the short form.

Answers: I'm playing tennis. You're playing football. You're wearing my boots. I'm wearing your shoes.

Activity Use flashcards 1–9 to play a guessing game. Put all the female cards on the board. Choose one of them but do not tell the children who it is. They ask Yes/No questions to find out who it is, e.g. **Is she wearing glasses? No, she isn't. Is she wearing a hat? Yes, she is.** etc. Repeat with other cards allowing children to choose cards. Put up the male cards and repeat the activity with them. Extend the guessing game to asking and answering similar questions about girls and boys in the class.

Language focus Present continuous: 3rd person affirmative and interrogative

New language What is he carrying? He is carrying a chair.

New words going, carrying, lamp, sofa; (R) *singing*; *phone, fridge, table, bed*

Teaching aid Poster 5 (house)

Preparation  40, 41 Make one copy for each child. Bring a sheet of plain paper (A4) for each child.

1 Warm-up

- Sing *Are you sleeping?* (Step 1 on page 68) The class can sing it together then in two groups as a round.
- Put up Poster 5. Ask children to name as many items of furniture as possible. Revise/Teach: **table, chair, lamp, phone, bed, sofa, fridge, TV.**

Page 83

2 Speaking – listening – reading (1 Look, listen and read.)

- Let children look at the picture story for a few moments. Hold up your book, point to the pictures and ask a few simple questions about the story (don't insist on full answers at this stage), e.g. **Who is singing? Who is he talking to? Is the van big or small? Is he waving goodbye? What's in the box? Is he playing quietly?**
- Play Tape 64. Children listen and follow in their books.

Tape 64

Mr Macaroni: I'm going away! I'm going away! I'm going away today!

Voice: Mr Macaroni is singing very loudly.

Mrs Green: Mr Macaroni, are you going?

Mr Macaroni: Yes, I am.

Voice: Andy is carrying a chair. Sue is carrying a lamp.

Mr Macaroni: Goodbye, goodbye, goodbye!

Voice: It is very quiet now. But who is that?

Mr Wood: Oh, no!

Voice: Come back, Mr Macaroni!

- Point to the picture of children carrying furniture. Show **carrying**. Move, to distinguish **carry** from **hold**.
- Play the tape again. Pause the tape after each sentence. Children repeat.
- Children read the story aloud.

3 Speaking (2 Ask, find and answer.)

Read the speech bubbles. Children look at the faces, find them in the story, then ask and answer questions with **he** or **she**.

Pages 94, 95

1 Speaking – reading – matching (1 Look, read and write the letters.)

- Let children look at the picture story. Ask questions, e.g. 1: **Look at Eddie. Where's he going?** 2: **What does he have in the basket?** 3: **Where is Eddie?** 4: **What's Eddie doing? What's the goat doing?** 5/6: **Eddie wakes up. Where are the apples?** 7: **Is Eddie happy?**
- Read the sentences below. Children listen and point to the appropriate picture.
- Children read the sentences and write the letters in the appropriate boxes. Ask children to read the sentences in the correct order.

2 Drawing – speaking (2 Draw. Ask and answer.)

- Children complete the pictures, then ask and answer using the verbs above each picture.
Answers: He's reading a book. He's wearing a hat. She's watching TV. He's carrying a lamp.
- If you wish, children can write the sentences in their notebooks using the long forms of the verbs, e.g. **He is reading a book.**

3 Spelling (3 Spelling.)

- This exercise deals with the spelling of words ending with the /k/ sound.
- Read the words. Children look, listen and repeat. They then read and spell the words.
- Children cover the first row of words and pictures. They name the pictures in the second row and write the words by adding the appropriate beginning to the **ck** ending. Check their work.

4 Reading – writing (4 Put the words in the right box.)

Children read the words, look at the pictures, and decide if the object is worn or carried. They then write the words in the appropriate box.

Activity  40, 41 Give each child a sheet of plain paper and a photocopied page of furniture. Children design their own rooms, choosing items to cut out, colour and stick onto the plain paper. They can draw extra items, e.g. toys, books, etc. The pictures can be displayed and used as a basis for discussion.

Language focus Present continuous: 1st and 3rd persons; object pronouns

New language I'm wearing ... He's/She's wearing ...
Look at me/him/her.

New word boots; (R) clothes and colours

Teaching aids Flashcards 1–6 (characters)

Preparation Make word cards: **snake, cat, baby, bag, birthday cake, flowers, umbrella, parrot.**
Bring in a sheet of paper (A4) for each child.

1 Warm-up

- Write on the board: **What is he carrying? What is she carrying?** Play a miming game. Ask a child to come to the front. Hand him/her a word card. He/She reads it silently and then mimes carrying this item. The rest of the class guess and make a sentence, e.g. **He's carrying a cat.**
- Put up flashcards 1–6 and quickly revise the names of clothes. At the end, ask about the characters' shoes. What colour are they? Are they shoes or trainers?

Page 84

2 Listening – singing (1 Listen and sing.)

- Point to the three children and ask **Are they wearing shoes? Are they wearing trainers?** Teach **boots.**
- Play Tape 65. Children listen.

Tape 65

Boy: Bobby's wearing red boots, red boots, red boots.
Bobby's wearing red boots. Look at him!
Annie's wearing yellow boots, yellow boots, yellow boots.
Annie's wearing yellow boots. Look at her!
I'm wearing green boots, green boots, green boots.
I'm wearing green boots. Look at me!

- Play the tape again. Children join in. Divide the class into three groups. Sing again with each group taking a verse.

3 Speaking (2 Look at this; 3 Now you!)

- Point to the pictures on the Noticeboard and read the names. Ask, e.g. **Who's wearing a blue skirt?** Children answer **It's Kim!** Encourage the children to ask questions.
- Read Otto's speech bubble and Princess's response. Encourage the children to describe the pictures and guess the name in the same way.

Noticeboard Give each child a sheet of paper. Children draw pictures of themselves, choosing whatever clothes and colours they like, then write their names on the picture. Children can describe their pictures: **I'm wearing ...** They pin them to the Noticeboard for question and answer practice and a guessing game.

Page 96

1 Colouring – writing (1 Colour and write.)

- Look at the first picture. Ask the children to describe what the girl is wearing. Children then colour the first picture and complete the sentences by writing the correct colours.
- Children colour and write about the second picture.

2 Writing (2 Which one is different?)

Children look at the four pictures in each line and decide which one is different. Children then write their answers using the long forms of the verbs + wearing/carrying.

Answers: **B:** She is not carrying an umbrella. **D:** He is not wearing a watch. **B:** He is not wearing trainers. **A:** She is not carrying (any) flowers.

3 Writing (Composition page 97)

- Point to the Brown family and read the names.
- Let children look at the beach scene. Ask what they can see. Ask the questions in the book and elicit answers. The verbs in boxes at the bottom of the page will help them.
- Children write the answers. Ask children to read out their sentences and write them on the board. Ask some children to write their sentences on the board themselves. If a child makes a mistake, do not point it out yourself: encourage children to spot and correct errors themselves and also to offer improvements.

Reading for Pleasure: **What am I doing?** page 85

- 1 Read out the title and let children look at the pictures for a few moments. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- 2 Brainstorm as many activities as the children can name in English and write them on the board, e.g. playing on a computer, writing a letter, running a race, playing football. For a wider variety of activities, teach **brush** and introduce **I'm brushing my hair** (teeth/shoes/floor).
- 3 Children take turns to ask **What am I doing?** then perform the mime. The rest of the class guesses **You are playing football.**
- 4 Read the text again. Let children say the sound effects. Different groups can read each pair of lines as well.

Lesson 1  Page 86  Page 98

Language focus Present continuous: 1st and 3rd person plural

New language We're eating ice cream. They're riding camels.

New words holiday, photo; (R) *looking, eating, riding, swimming, sleeping, singing*

Teaching aids Flashcards 9 (Polly), 17, 18, 22 (actions)

Preparation Make word cards: **eating, swimming, riding, sleeping, singing, photo.**
Bring in some photos, preferably holiday snaps.

1 Warm-up

Sing *Bobby's wearing red boots* ( page 84;  65). Let the children sing it all together and then divide the class into three groups and have each group sing one verse.

2 Introducing the new words

- Use your photos and word card to teach **photo**. Pass the photos round. Ask **What are you looking at?** and elicit *I'm looking at a photo.*
- Use a holiday photo and word card to teach **holiday**. Point to a person in a photo and ask **Is he/she working?** Elicit *No, he/she isn't.* Say **He/She is on holiday.**

 Page 86

3 Speaking – listening – reading (1 Listen and read.)

- Put flashcards 9, 17, 18 and 22 on the board. Stick the word cards on the board at random. Point to flashcard 9 and ask **What is she doing?** Elicit *She's eating.* Ask a child to choose the appropriate word card and stick it under the flashcard. Repeat with the other flashcards and word cards.
- Point to Meg and Sue. Ask **What are they looking at?** and elicit **Photos.** Remind children of **holiday**: Meg and Tom are not at school. They are on holiday.
- Play Tape 66. Children follow in their books.



Tape 66

Voice: Meg and Sue are looking at some photos.

Meg: These are my holiday photos. This is Tom and me. We're eating ice cream. This is my mother and father. They're riding camels. This is Tom and me. We're swimming. This is my mother and father. They're sleeping.

Sue: What's this photo?

Meg: I don't know!

- Play the tape again, then point to each frame. Ask **What are they doing?** and elicit a response.

4 Speaking (2 Ask and answer.)

Point to the first small picture and read the speech bubbles. Point to each small picture. Encourage children to ask and answer.



Page 98

1 Reading – writing (1 Look and write.)

- Put up flashcard 9. Under it write **eat**. Add **ing** to the verb. Ask children to read and spell. Repeat with **wear** and **wearing**.
- Put up flashcard 17. Under it write **swim**. Show how the **m** doubles when **ing** is added. Repeat the process with **sit**.
- Put up flashcard 18 and show how the final **e** of **ride** disappears when **ing** is added. Repeat with **make**.
- Children look at the small pictures and complete the sentences using the verbs above to help them.
Answers: She is **making** a sandcastle. **He is sitting** on a chair. **They are wearing** sunglasses. **He is riding** a horse. **They are eating** cakes. **He is swimming**.

2 Reading – writing (2 Write.)

Children look at the pictures and write the verbs to complete the sentences using the short forms for speech.

Answers: They're **eating** ice creams. They're **sitting** under an umbrella. We're **riding** a camel. **We're looking** at a big monkey.

Language focus Present continuous; talking about the weather; impersonal it; questions and short answers

New language The sun is shining. It is raining. Is it snowing? Are they going to school?

New words shining, raining, snowing; (R) sun

Teaching aids Flashcards 33–36 (weather)

Preparation  42. Photocopy enough for one sheet between two children.

1 Warm-up

Read the rhyme *Rain on the house* ( page 66). Remind children of the actions that go with it. Class says the rhyme together, doing the actions.

 Page 87

2 Listening – reading (1 Look, listen and read.)

- Let children look at the three weather pictures. Read the sentences. Children listen.
- Read the three sentences again and add actions. **The sun is shining:** shade your eyes. **It is raining:** mime putting up an umbrella. **It is snowing:** mime being cold.
- Read the sentences again. This time children repeat and do the actions.

3 Speaking (2 What is the weather like? Point and say.)

- Point to the pictures in turn, ask **What's the weather like?** and elicit the response. Encourage children to use the short form of the verb, **It's**.
- Children point to a picture, say the number, ask the question and elicit a response, e.g. **Number 3. What's the weather like? It's snowing.**
- Point to the pictures again, ask questions and elicit short answers, e.g. **Look at picture 3. Is it snowing? Yes, it is. Are the children going to school? No, they aren't.** Explain **snowman**.

4 Speaking (3 Ask and answer.)

- Introduce the guessing game. One child chooses a picture. The others ask questions to find out which one it is. Read the speech bubbles and make sure the children understand the game.
- Play the game with individuals answering the questions and then let the children play in pairs or small groups.

Activity  42 Use flashcards 33–36 to revise weather expressions: **It's sunny/wet/windy/hot/cold.** Show that two expressions can be used for the same weather: **It's sunny/The sun's shining; It's wet/It's raining.**

Hand out the photocopied sheets of weather pictures, one between two. The children cut out the cards. (The cards can be made more durable if they are mounted on thin cardboard.)

The children play a matching game. The cards are placed face down on the desk. A child turns one over and makes a sentence about it, e.g. **It's snowing.** He/she repeats with another card, e.g. **It's raining.** The cards are then turned face down again. The object of the game is to find matching pairs of pictures and keeps them. The winner is the one with the most cards at the end of the game.

 Page 99

1 Reading – writing (1 Choose and write.)

Children read the phrases in boxes, look at the pictures and complete the speech bubbles using the short forms of the verbs for speech.

Answers: It's raining. The sun's shining. The sun's shining. It's snowing. It's raining. It's snowing.

2 Writing – speaking (2 Write the questions. Then write the answers.)

Children look at the pictures and write the questions. Then they write the answers according to the pictures, using the long form.

Answers: Is she singing? Yes, she is. Is it raining? No, it is not. Are they reading? Yes, they are. Are they running? No, they are not. Is she talking? No, she is not. Is he drawing? Yes, he is.

Reminder Ask children to bring to the next lesson some picture postcards which friends and family have sent them. Bring some yourself.

Language focus Present continuous: affirmative and negative; questions with **Who**; talking about weather

New language We are (not) having a good holiday.

New words postcard, beach, having; (**R**) *sitting, shining, raining, holiday, café*

Teaching aids Flashcards 2, 8, 9 (Sue, Pete, Polly)

Preparation Bring in postcards from various places.

1 Warm-up

Teach **postcard**. Pass your postcards around. Where are they from? What can the children see in the pictures? If children remembered to bring in postcards themselves, ask them to show them. Who are they from? When do we buy postcards? Who do we send them to?

Page 88

2 Speaking – reading (1 Read and ✓.)

- Point to the postcards. Ask **What are these?** and elicit **Postcards**. Compare the two: what is different?
- Read out the message on the first card. Ask **Who is the postcard to? Who is it from?** Repeat with the second.
- Read the first message again, phrase by phrase. Children repeat. Let a child read. Repeat with the second.
- Read out the questions below the cards. To answer them children must tick the box under the correct boy. Make sure the children can name the boys.

3 Listening (2 Listen and circle.)

- Put up flashcards 2, 8 and 9. Explain that Pete and Polly are on holiday. Polly is phoning her friend Sue. They are going to hear Sue and Polly talking. Play Tape 67. Children listen and do not look in their books.

Tape 67

Sue: Hello?
 Polly: Hello, Sue? It's Polly.
 Sue: Hello, Polly! How are you?
 Polly: I'm fine, thanks.
 Sue: How's Pete?
 Polly: He's OK.
 Sue: Are you having a good holiday?
 Polly: Yes, we are. The mountains are beautiful.
 Sue: What's the weather like? Is it snowing?
 Polly: Snowing? No, it isn't. The sun's shining and it's very hot ... Goodbye, Sue!
 Sue: Bye! See you soon!

- Children read the questions in their books and look at the possible answers. Ask them to name the three locations and to describe the weather in the three pictures below.

- Play the tape once more. Children circle the correct picture or word. Check their answers and play the tape once more if necessary.

Pages 100, 101

1 Writing (1 Look and write.)

- Write the six infinitives **carry, play, etc.** on the board. Demonstrate what happens when the **ing** ending is added. Remind children of the other verbs, **sit, swim, ride** and **make** which change in the same way.
- Children look at the pictures, and complete the sentences using verbs from the boxes above in the long form.
Answers: Andy **is having** a good holiday. Tom **is running**. The sun **is shining**. Meg **is carrying** an umbrella. Pete **is hopping**. Sue **is playing** with her doll.

2 Speaking – writing (2 What is different? Write.)

- Let children look at the two postcards. Help them with prompts: **Look at the children/mother/father.**
- Children then write sentences describing the differences.
Answers: Father is not wearing a hat. / Father is wearing a hat; Mother is reading. / Mother is eating an ice cream; The baby has a balloon. / The baby has a ball; The boy is swimming. / The boy is playing with the girl.

3 Spelling (3 Spelling.)

- This exercise deals with words ending in **ing**. Children look at the first line of pictures. Read the words and children repeat. Make sure they pronounce **ng** as one sound /ŋ/. Children then read and spell the words.
- Children cover the first line of pictures. They take a letter from the small bricks and add it to the **ing** brick. They write the word next to the appropriate picture. They uncover the first line of pictures to check their answers.

4 Writing (4 Write.)

Children practise the long forms of the verbs for writing (pencil symbol) and the short forms for speaking (speech bubbles).

Answers: You are talking. They are not playing. She is not eating. We aren't coming. She's writing. They're riding. I'm not singing.

Reminder Ask children to find pictures of people in newspapers and magazines which they can describe (what they are doing/wearing, etc.) to bring to the next class. Find some yourself.

Lesson 4 Page 89 Pages 102, 103

Language focus Present continuous: 1st and 3rd person plural, affirmative and negative

New language They're speaking Arabic. We're speaking English. They're running. We aren't running.

New words golden; hiding, shining, asking, speaking, running, (R) eating, wearing, carrying

Teaching aid Princess puppet

Preparation  43 Copy, cut out and colour.

1 Warm-up

Play a memory team game. Write the alphabet on the board. Draw a funny face and name it, e.g. Fred. Team A chooses a letter, e.g. p. Write it under the face. Team B names something beginning with p, e.g. **Fred likes pens**. The teams take turns to choose letters and add to the sentence **Fred likes pens, bananas, kites, hats, sweets and cakes**. The letters under the picture act as prompts: the first team to forget a word or give the wrong one, loses.

2 Introducing the new words

- Put the sun you made up on the board. **This is the sun**. Add the face and hat and introduce him: **This is Mr Sun – Mr Golden Sun**. Use Princess's crown to teach **golden**.
- Teach **hiding**: put the tree in front of the sun so that it is almost hidden. Say **The sun is hiding behind the tree**. Ask the sun to come out: **Mr Sun, Mr Golden Sun, please come out!** Move it from behind the tree: **Look! The sun is shining**.
- Repeat, encouraging the class to join in. Ask a child to come out to move the pieces. Class says the words.

 Page 89

3 Listening – singing (1 Listen and sing.)

- Explain that the children are talking to the sun behind the tree. Read the words and make sure the class understands.
- Play Tape 68. The children follow in their books.

Tape 68

Oh Mr Sun, Sun, Mr Golden Sun,
Can you please shine down on me?
Oh Mr Sun, Sun, Mr Golden Sun,
You are hiding behind a tree.
These little children are asking you,
Please come out so we can play with you.
Oh Mr Sun, Sun, Mr Golden Sun,
Can you please shine down on,
Please shine down on me?

- Play the song again. Children join in. Sing it once more.

4 Speaking (2 Look at this! 3 Now you! Point and say.)

- Use the Otto and Princess puppets to demonstrate the speech bubbles. **Otto: Look! They're speaking Arabic. Are we speaking Arabic? No, we aren't. We're speaking English.** Princess talks in the same way about the picture of children running.
- Pass the puppets to the children. Point to the small pictures and elicit pairs of similar contrasting sentences.

Noticeboard Children pin up the pictures they have brought in to class. Add the ones you have found. Use these as a basis for discussion and comparison.

 Page 102

1 Reading – writing (1 Yes or No? Circle the letters; Write the word; Correct the sentences.)

- Children look at the pictures, read the sentences and circle a letter in either the **Yes** or the **No** column.
- Children write the circled letters in the big circles below to make HOLIDAY.
- Children take the incorrect sentences from the first part of the exercise and correct them as in the example.

Answers: They are not riding horses. They are riding camels; She is not speaking English. She is speaking Arabic; They are not carrying flowers. They are carrying umbrellas; He is not sitting in a car. He is sitting in a boat.

2 Writing (Composition page 103)

- By answering the questions, children create a description of John's afternoon. Go through the exercise orally first. Write on the board any words or phrases which you feel may be useful.
- When the children have finished writing, ask them to read out their work. Write their ideas on the board and discuss changes and improvements which they could make.

 Reading for Pleasure: **Sam's chocolate ice cream**
 page 90

- Children read the title and look at the pictures. Ask if they can say what the story is about. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
- Bring three confident readers to the front, with their books. Give out the speaking roles: Sam, the waiter, Sam's mother. Read the narration yourself. Repeat with other groups. Children practice in groups of four.
- Let different groups perform to the class.

18 It's quarter to eight.

Lesson 1 Page 91 Page 104

Language focus Telling the time

New language It is quarter to ... quarter past, (R) half past ...

New words quarter, half; (R) o'clock

Teaching aid Flashcard 24 (clock)

Preparation  23 Photocopy the clock, one for each child.

1 Warm-up

- Sing *Oh Mr Sun* ( page 89;  68). Sing it once all together, sing it again very quietly, sing it a last time loudly.
- Remind children of numbers 1–12 with a simple chant:
One (clap) two (clap) three (clap, clap)
Four (clap) five (clap) six (clap, clap)
Seven (clap) eight (clap) nine (clap, clap)
Ten (clap) eleven (clap) twelve (clap, clap)

Do the chant all together, do it quietly and get louder; divide the class in two and have each half say alternate lines.

 Page 91

2 Listening – reading (1 Look, listen and read.)

- Let children look at the picture story for a moment or two. Play Tape 69. Children follow in their books.

Tape 69

Mum: Andy! It's quarter past seven!
Andy! It's half past seven!
Andy! It's quarter to eight! ...
Where are you going?
Andy: I'm going to school.
Mum: Andy, there isn't any school today. We're going on holiday!
Twins: Ha! Ha! Ha!

- Go through the story asking simple questions. Point to the clocks. Children repeat the times. At the point where Andy is getting ready for school, encourage them to do the actions.

- Play the tape again, then ask one or two pairs of children to read the story: one child is Andy, the other is his mother.

3 Speaking – listening (2 Listen and point.)

- Use flashcard 24 to revise **o'clock** and **half past**. Teach and practise **quarter to** and **quarter past**.
- Play Tape 70. Children listen and point.

Tape 70

It's three o'clock ... It's half past twelve ... It's quarter past four...
It's quarter to six ... It's half past two ... It's eight o'clock ...
It's quarter to eight ... It's quarter past ten...

4 Speaking (3 Say and point.)

- Point to the digital clocks and ask children to tell the time **It's quarter to/past** ... etc. Give children further practice by writing additional times on the board.
- Hand out the clocks you have copied. Children cut them out, colour them and write a digital time on the face. Make sure they only write times that end in 00, 15, 30 or 45. Children pass the clocks around and ask each other the time according to their clocks.

 Page 104

1 Reading – matching (1 Read and match.)

Children read the speech bubbles and draw lines from the bubbles to the appropriate clocks.

2 Speaking – writing (2 Ask and answer; Write.)

- Let children look at the pictures for a moment or two, then point to the phrases in the box.
- Point to the first picture and read the bubbles. Point to the second, ask **Where is she going?** and elicit **She's going shopping**. Encourage children to ask the questions and answer.
- Children look at the small pictures and write where the people are going using long forms of the verbs.

Answers: He is going to school; She is going home; They are going fishing; He is going on holiday; She is going shopping; They are going swimming.

Language focus Telling the time; talking about school subjects

New language They're having Maths.

New words lesson, Maths, Science, Art, Music, Sport; (R) English; half past, quarter to/past.

Preparation Bring in 4 safety pins and 2 pieces of ribbon, one the length of a child's arm, the other half that length.

Write a number of times on small pieces of paper (e.g. 7.15, 1.45, 8.00, 9.30, etc.).

Make word cards: **Science, Maths, Music, English, Art, Sport, lesson.**

1 Warm-up

Pin or stick the ribbons to the inside of a child's arms. He/She is the clock. Ask another child to come to the front and hand him/her a piece of paper with the time on it. He/She moves the hands of the 'clock' to show that time and asks **What's the time?** The class tries to guess.

Page 92

2 Listening – speaking (1 Look and listen.)

- Children look at the pictures on the timetable. Read out the subject names. Children repeat. Translate the subject names if necessary.
- Ask the children about the subjects they like: **Do you like Maths? What do you like?**
- Teach **lesson**. Point to the times. Ask **What lesson do they have at nine o'clock?** etc.

3 Speaking – listening (2 Listen and point.)

- Point to the pictures in turn and discuss them. **What lesson are they having? What are they doing? What's the time?**
- Play Tape 71. Children listen and point to the correct picture.

Tape 71

It's half past nine. They're having Maths. They're counting.

It's one o'clock. They're having Music. They're singing. It's quarter to eleven. They're having Science. They're looking at flowers.

It's quarter past ten. They're having English. They're reading.

It's quarter to two. They're having Sport. They're playing basketball.

It's quarter past twelve. They're having Art. They're drawing.

4 Speaking (3 Point to the pictures; Ask and answer.)

- Point to the first picture and read the speech bubbles. Read the questions again; children read the answers. Children read both the questions and the answers.
- Children ask and answer questions about the other pictures. The phrases at the bottom of the page will help them.

Page 105

1 Reading – writing (1 Write the names.)

Children read the names of the subjects, then copy them onto the appropriate book covers.

2 Speaking – writing (2 First ask and answer; Then write.)

- Point to the first picture, read the speech bubbles and elicit **They're having Music.** and **They're singing.** Children ask and answer about the other pictures.
- Children write two sentences about each picture following the first example.

Answers: They are having Music. They are singing; They are having Maths. They are counting; They are having Sport. They are playing football; They are having Science. They are looking at a spider; They are having Art. They are making/painting houses; They are having English. They are writing (their names).

Activity Ask pairs of children to come to the front of the class. Hand them a word card. They mime the subject. Ask the class **What's the lesson?** and elicit the subject name. Repeat with other pairs and other word cards.

Language focus Prepositions of movement

New language The ball's going over the wall.

New words over, across, into, up, down, through, onto; wall, street, steps, fence; (R) park; trees, head

Preparation  44, 45 Photocopy the puppets for yourself (and one for each child if you wish).

1 Warm-up

Ask children to choose a song to sing or a rhyme to say which they have enjoyed in the book.

 Page 93

2 Speaking – listening (1 Look and listen.)

- Children look at the first picture in their books. Ask what the boys are doing. Play Tape 72. Children listen and follow in their books. They can trace the path of the ball with their fingers.

Tape 72

Voice: The boys are playing football ... Look at the ball! ...

It is going up ... over the wall ... across the street ... into the park ... down the steps ... through the trees ... under the fence and ... onto Tico's head!

Tico: Look at my hat!

Kids: Sorry, Tico.

- Read the text to the class using hand and arm actions to demonstrate the prepositions of movement. Read it once more, phrase by phrase. Children repeat and do actions.

3 Listening (2 Listen and write the numbers.)

- Give children a moment or two to look at the pictures of the cat. Play Tape 73. Children listen and point.

Tape 73

Look at the cat!

Number 1: The cat's jumping through the window.

Number 2: It's running up the steps

Number 3: It's walking across the bridge.

Number 4: It's running under the car.

Number 5: It's jumping over the fence.

Number 6: It's walking down the steps.

Number 7: It's jumping onto the table.

Number 8: It's jumping into the box.

- Play the tape again. Pause after each sentence to give children time to write the number next to the correct picture.

4 Speaking (3 Point, ask and answer.)

Children ask and answer questions about the pictures.

5 Writing (4 Write.)

Children write two sentences about the cat pictures.

Activity  44, 45 Make a set of puppets and colour them. Use the rhymes and the puppets to demonstrate prepositions. Teach the rhymes to the children. If you wish, the children can make their own puppets in the lesson or at home, and use them to act out the rhymes.

 Pages 106, 107

1 Reading – matching (1 Read, match and write the letters.)

Children read the sentences and write the letters under the correct pictures.

Answers: B,C,A; B,A,C; C,B,A.

2 Writing (2 Write.)

Children complete the sentences with the appropriate prepositions.

Answers: into, down, under, up, through, under, over, onto.

3 Spelling (3 Spelling.)

- This exercise deals with 'magic e' (final e changes last vowel sound in the word). Here, words ending in a + consonant + e are pronounced /ei/ + consonant.
- Children look at the first line of pictures. Read the words. Children repeat. Stress that the final e is not pronounced. Children read the words and spell them.
- Cover the first line of pictures and words. Using the picture prompts, children fit the words into the shapes.
- More words with 'magic e' appear in the matching exercise. Children read and spell the words and then draw lines to the appropriate pictures.

4 Reading – writing (4 Find the rhyming words; Write.)

Children look at the pictures on the left and write them down. They then look on the right, and find and write the rhyming word. The first is done for them.

Answers: moon/spoon; three/tree; sock/clock; car/star.

Language focus Prepositions of movement; telling the time

New language The yellow clown is jumping onto the bike. (R) *It's quarter past eight.*

New words ladder, water, climbing, jumping, looking, walking; (R) *prepositions from lesson 3; swimming, slide, bridge, looking, going; clown, clock, watch, colours*

Teaching aid Flashcard 24 (clock)

Preparation Bring in the Otto and Princess puppets. Bring in a sheet of plain paper for each child.

1 Warm-up

- Play the *Drawing game* (Step 1 on page 4). Draw items from this lesson: clown, clock, slide, bike, bridge.
- Draw a circle on the board. Children copy it in their notebooks. Ask them to make the circle into a picture. Don't make any suggestions. When they have finished, ask them to hold up their pictures and, if possible, name what they have drawn.

Page 94

2 Speaking – reading (1 Yes or no? Look, read and ✓.)

- Let children look at the circus scene for a moment or two. Encourage them to describe the clowns and what they are doing. Try to practise as many of the prepositions of movement as possible.
- Read the sentences and ask children to say **Yes** or **No**. They should not write yet.
- Children work on their own reading the sentences and ticking the appropriate boxes.
- Check their work.

3 Speaking (2 Ask, point and answer. 3 Now you!)

- Use flashcard 24 to revise telling the time.
- Revise the difference between **clock** and **watch**.
- Use the Otto and Princess puppets to demonstrate the Noticeboard activity. Read the speech bubbles as Otto and Princess, then hand Otto to a child, who chooses a clock and reads a time. Hand Princess to a child, who says which clock it is. Repeat with other children.

Noticeboard Hand out the sheets of paper. Ask children to design a clock or watch. Children draw or write the time on their clock/watch. It must be either the hour, quarter to/past or half past. Put all the clocks/watches on the Noticeboard. Use them to practise telling the time and for a guessing game.

1 Speaking (1 Ask and answer; Write.)

- Children look at the small pictures and read the words beneath, then the speech bubbles.
- Children ask and answer about the pictures, using the action pictures below and the words in shapes to help.
- Children write sentences following the example.

Answers: The man is driving through the trees. The plane is flying over the mountains. The mouse is running across the table. The horse is jumping over the fence. The tree is falling onto the car.

2 Reading – drawing (2 Draw.)

Children read and draw the hands on the clocks.

3 Writing (Composition page 109)

Children use the words at the side of each picture to describe scenes from a computer game. Prepare the children thoroughly by asking questions about each picture. The words at the side will help children.

Suggested composition: There is a plane in the sky. It is flying over the sea. Two men are jumping into the sea. They are swimming to an island. There are sharks in the sea. The men are climbing a mountain. It is snowing and it is cold. The men are at the top of the mountain. They are very happy and they are waving a flag. It is a good game. The boys like it.

Reading for Pleasure: A fish for dinner page 95

- 1 Read out the title. Children look at the pictures to predict the story. Ask what they can see in each of them. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Explain any unfamiliar words.
NB This text introduces the past tense, but not for active teaching. The past tense is introduced and taught as a grammar item in *Way Ahead New Edition 3*.
- 2 On pieces of paper write a sentence beginning **It was an old ...** Add one of these objects to complete each sentence: **box/chair/ladder/wheel/basket/bag/hat**. Divide the class into seven groups and give each one a different sentence. Children copy it and draw the object below.
- 3 Read the whole story. When you say **Was it the big fish?** each group in turn stands up and reads their sentence **It was an old box**. The whole class reads the last line.
- 4 Children cover their work. Ask which group can name all the objects. Let volunteers try to name all seven.

Lesson 1 Page 96 Page 110

Language focus Ordinal numbers: 1st – 6th

New language She's first.

New words first, second, third, fourth, fifth, sixth; hopping, winning; **(R)** *running, walking*

Preparation Make three 'medals' out of card: 1st, 2nd, 3rd. (Colour them gold, silver and bronze if you wish.)
Make word cards: **first, second, third, fourth, fifth, sixth.**

1 Warm-up

Children choose a song to sing or a game to play that they have enjoyed.

2 Introducing the new words

Write letters **a–f** on the board. Point and say '**a**' is the first letter. Stick the word card **first** below **a**. Children read. Repeat with **b–f**. Children read all the word cards in order.

 Page 96

3 Listening – reading – speaking (1 Look and listen.)

- Children look at the row of medals in their books and read the words.
- Write the abbreviated numbers on the board. Circle them to make 'medals'. Point and say the ordinal number. Children repeat.
- Hold up a word card. Children read. Ask a child to stick the card next to the appropriate number. Point out that the two letters of the ordinal numbers are the last two letters of the words.
- Remove the word cards and ask children to read the numbers.

4 Listening (2 Listen and point.)

- Point to the first race. Explain that the children are running to the finish. Ask what the other two are doing? Who can they see? Play Tape 74. Children listen and point.



Tape 74

Look at the children. They're running. Look at Andy. He's second. Look at Meg. She's fourth. Now the children are walking. Look at Polly. She's third. Look at Pete. He's sixth. Now the children are hopping. Look at Tom! He's fifth. Look at Sue! Look at Sue! She's first!

- Ask a few questions about the races, e.g. **Look at the running race. Who is second? Who is fourth?** etc. Teach **winning**. Play the tape again.

5 Speaking (3 Ask and answer.)

Ask children to name the characters in the small pictures then to find them in the races above. Ask the questions yourself and elicit answers. Then encourage children to ask the questions.



Page 110

1 Reading – writing (1 Write the names in ABC order; Write the answers.)

- Explain that this is the class register. Children write the names in ABC order. Write the alphabet on the board to help them if you wish.
Answers: 1 Andy, 2 Meg, 3 Pete, 4 Polly, 5 Sue, 6 Tom.
- Children read the questions, look at the register above, then write the answers.
Answers: Polly, Tom, Pete; No, he is not. Yes, he is. No, she is not.

2 Colouring – writing (2 Colour the cars; Write.)

- Children colour the racing cars any colours they choose (a different colour for each car).
- They write about the cars, e.g. **The red car is first. The green car is second. The blue car is third.**

Language focus Prepositions of movement; ordinal numbers: 1st–6th

Language They're running up the hill. Polly is fourth.

Words (R) prepositions; ordinal numbers; running, jumping, walking, winning

Teaching aids Word cards from the previous lesson

1 Warm-up

- Write the alphabet on the board. Ask six children with different names to come to the front and say their names. Ask the class to arrange them in alphabetical order. Ask **Who is first/second ... etc?** Repeat with another six children and elicit the ordinals from the class: **Tell me about John. He's first.** etc.
- Write the ordinal numbers on the board. Stick the word cards at random on the board. Ask children to come to the board and match the words and numbers.

 Page 97

2 Listening – speaking (1 Look and listen.)

- Let children look at the pictures for a moment or two. Ask if the children are running, hopping, walking or jumping. Play Tape 75. Children look and listen.

Tape 75

On your marks ... get set ... GO!
 Look at the children! They're running up the hill. Who is first? It's Tom.
 Now the children are running through the trees. And Meg is first!
 Look at them now. They're jumping over the fence. Who's winning? It's Sue!
 Look! They're running down the hill. And Polly is winning!
 Now they're walking across the river. Who's winning? It's Pete!
 Look! It's the finish. They're running under the flags. Who is first? It's Andy!

- Play the tape again. Stop after each frame and ask one or two questions, e.g. **Where are they running? Who is first? Who is second?** Make sure you revise all the ordinal numbers, the prepositions of movement and vocabulary items such as hill, fence, river and flags.

3 Speaking (2 Ask and answer.)

Point to the first picture then read the speech bubbles. Ask questions about the second picture; children answer. Then elicit both questions and answers from the children about the other pictures.

4 Speaking (3 Point and say.)

- Quickly repeat the matching exercise, ordinal words and numbers (see Step 1).
- Children point to the characters and say their positions at the end of the race according to the numbers on their medals.

 Page 111

1 Reading – matching – speaking (1 Read, look and number the pictures; Point and say.)

- Let children look at the pictures for a moment or two. Explain that the pictures tell a story but that they are in the wrong order. The children must put the pictures in the right order.
- Explain that the sentences tell the story in the right order. Read the sentences. Ask children to read.
- Children match the sentences to the pictures and number them.
Answers: 3, 5, 2, 6, 1, 4.
- Children point to the pictures in order: **This is the first picture. This is the second picture.** etc.
- Ask children to read the story aloud and point to the pictures.

2 Speaking – writing (2 Look and write.)

Children look at the line of boys and fill in the sentences according to what the boys are doing and the order.

Answers: The third boy **is waving**. The first boy **is riding a bike**. The sixth boy **is reading**. The fifth boy is hopping. The second boy is running. The fourth boy is singing.

Language focus Ordinal numbers: 1st-12th

New language January is the first month.

New words seventh, eighth, ninth, tenth, eleventh, twelfth, (R) first, second, third, fourth, fifth, sixth

Preparation Write the names of the months, one below the other, on a large sheet of paper. Make word cards for the names of the months and for seventh, eighth, ninth, tenth, eleventh, twelfth.

1 Warm-up

Children choose a song they would like to sing.

 Page 98

2 Listening – speaking (1 Listen and say.)

- Put up the sheet of paper with the names of the months. Read them. Children repeat.
- Play Tape 76. Children listen.

 **Tape 76**

(Clap, clap, clap-clap-clap, clap x 2)
 January, February, (clap-clap-clap, clap)
 March, April, (clap-clap-clap, clap)
 May, June, (clap-clap-clap, clap)
 July, August, (clap-clap-clap, clap)
 September, October, (clap-clap-clap, clap)
 November, December. (clap-clap-clap, clap) (Repeat)

- Play the tape again. Children join in.

3 Reading – matching (2 Read and circle.)

- Write the ordinal numbers 1st-12th one below the other on the board. Read them. Children repeat.
- Hold up the **January** word card. Children read. Ask a child to place it next to the appropriate number. Repeat with **December**. Repeat with the other cards at random.
- Ask questions: **What's the third month? What's the seventh month?** etc.
- Children look in their books, read silently and circle the answers. Check their work.

4 Listening – writing – speaking (3 Listen and write ✓ or X.)

- Let children look at the line of clowns for a moment or two.
- Play Tape 77. Children listen, look at each clown and write a tick or a cross depending on whether the description is correct or not. You may need to play the tape twice.

 **Tape 77**

Look at the clowns!
 The first clown is wearing purple shoes.
 The second clown has a ball.
 Look at the fifth clown ... He's wearing green shoes.
 Look at the sixth clown ... He's wearing a yellow jacket.
 Look at the third clown ... He has a red hat.
 The fourth clown is carrying an umbrella.
 Look at the seventh clown ... The seventh clown has a cat.
 And the eighth clown is wearing a blue hat.
 Look at the twelfth clown ... He has a bird.
 The eleventh clown is carrying some bananas.
 The tenth clown is wearing orange and black trousers.
 And the ninth clown has pink hair.

- Talk about the clowns like this, e.g. **He's wearing a yellow jacket. It's the sixth clown.**

 Pages 112, 113

1 Writing (1 Write the letters; Write.)

- Children complete the names of the months. Remind them that months start with a capital letter.
- Children follow the strings to find out when the children's birthdays are.

2 Reading – matching (2 Match.)

Children draw lines from the numbers to the words.

3 Spelling (3 Spelling.)

- This exercise deals with magic **e** in words ending in **i + consonant + e**.
- Children look at the row of words and pictures. Read the words. Children repeat, read the words and **spell them**.
- Children draw lines from the first letters to the correct endings.
- They cover the exercise and write the words. Check their spelling.
- Children read the sentences and circle words containing **i + consonant + e**. **Answers:** bike, Clive, drives; time, nine; like, ice, ice, nice.

4 Reading (4 Which one is different? Circle the answer.)

Children read the words and circle the one which is different from the rest. Can they explain why these words are different?

Answers: sleep, banana, ship, January.

Reminder Ask children to bring to the next lesson pictures of toys, animals, objects which they can name. Find some yourself.

Language focus Ordinal numbers

New language I'm first in line. The fifth picture is a belt.

New word butterfly; (R) first – twelfth; tiger, banana, belt, swing, pen

1 Warm-up

Play an alphabet game. Write a letter, e.g. **f** on the board. Say **Think of a word beginning with 'f'**. Write the suggestion on the board. Continue with other letters until you have about eight words. Ask the children to make up a story using the words, either as a whole class or in pairs/groups.

 Page 99

2 Listening – speaking (1 Listen, point and say.)

- Ask who the children can see in the picture. Where are they? Use **in front of**, **behind** and **between**.
- Play Tape 78. Children listen and follow.



Tape 78

Listen everybody, I'm first in line,
I'm second, I'm second, I'm behind.
Third, third, one-two-three,
I'm fourth, I'm fourth – look at me!
Fifth, fifth, fifth in line.
I'm sixth, I'm sixth and I'm feeling fine.
He's sixth, he's sixth and he's feeling fine.

Listen, everybody, I'm seventh in line.
I'm eighth, I'm eighth, I'm behind.
Ninth, ninth, seven-eight-nine,
I'm tenth, I'm tenth and I'm feeling fine!
I'm eleventh – look at me!
I'm twelfth, I'm twelfth – Whoo-oop-eeee!
He's twelfth, he's twelfth – Whoo-oop-eeee!

- Teach **line**, **feeling fine** and **Whoopie!** Play the tape again. Children look at the picture and point to the different characters as they speak or as they are mentioned.
- Play the chant again. Children join in.

3 Speaking (2 Look at this! 3 Now you!)

- Children name the pictures on the Noticeboard. Explain that Otto and Princess are playing a memory game with the pictures.
- Read the bubbles, then let children spend a minute looking at the items on the Noticeboard and memorising them.
- They cover the picture. Prompt them: **The first picture ... The first picture is a zebra.**

- When they have done as much as they can, let them look at the pictures again and then repeat the activity in pairs.

Noticeboard Use the pictures which you and the children have brought in to play a similar game. Number the pictures and pin them on your Noticeboard.

 Page 114

1 Reading – writing – drawing – colouring (1 Read and do.)

Read the sentences. Make sure the children understand. Children then work on their own, following the instructions.

2 Speaking – writing (2 Ask and answer. Write the words.)

- This exercise practises the pronunciation of words beginning with **p** and **b**. Write **Bb** on one side of the board and **Pp** on the other. Name the objects in the book and ask children to point to the appropriate letters.
- Hold a sheet of paper in front of your mouth. Demonstrate how it moves when you say **p** but not when you say **b**. Let the children try this themselves.
- Children look at the pictures and write the words in the appropriate column. **Check their work.**
Answers: box, bridge, baby; pear, panda, plane, pen.

3 Writing (Composition page 115)

- By answering the questions, children create a composition. Talk about the pictures before asking the children to write.
- Allow children to discuss their work in pairs as they write. This may help them with any difficulties.
- When they have finished, create a class composition on the board. Encourage children to make suggestions and to correct any mistakes which others make.



Reading for Pleasure: Goldilocks and the three bears
 page 100

- 1 Point out the characters and ask the class what else they can see in the pictures. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4). Give extra emphasis to the spoken words: cue them clearly and make sure the class joins in. Encourage good intonation and expression. Explain any unfamiliar words.
- 2 Bring four confident readers to the front. Give them the parts of Goldilocks and the bears. Read the story. Prompt them to read the words of their character.
- 3 Repeat with another group. If your class reads well enough, let them practise in groups with one or two children narrating and the others playing the parts. If the narration is too difficult, let them just act the story.

20 What can you do in English?

Lesson 1 Page 101 Page 116

Language focus Expressing ability – can (revision)

Language Can you count from 1–20?
Can you name six animals?

Words (R) animals, fruits, colours, numbers, alphabet,
days of the week, months of the year.

Teaching aids Posters 2, 3 (animals); flashcards
29–32 (fruit)

1 Warm-up

- Do the *Listen, everybody*, chant from the previous lesson. Play Tape 78 and let the whole class say it together.
- Ask twelve children to come to the front of the class with their books. The class claps the rhythm of the chant. Each child at the front says a line in turn. The whole class joins in with **He's sixth ...** and **He's twelfth ...**. Encourage them to read in a lively, rhythmic way.

Page 101

2 Reading – speaking (1 Point, ask and answer.)

- Put up Posters 2 and 3 and flashcards 29–32. The children can refer to them during the activity if they wish.
- This exercise draws together some of the skills which children have acquired during the course of the book. Let children look at the page for a moment or two. Read the questions on the balloons.

- Do the activity with the class as a whole first. One child, eyes closed, puts a finger on a number in the grid and calls out the number. Another child finds the balloon labelled with that number and asks the question.
- The activity can be done as a team game if you wish. It would also be useful to do the activity in small groups.

Page 116

1 Reading – writing (1 Write the words.)

Children supply the missing words in a sequence. Check their spelling.

Answers: eighteen, twenty; Tuesday, Wednesday; April, May; thirteen, eleven; forty, fifty; August, October.

2 Writing – categorising (2 Write the words. Put them in groups. Name the groups.)

- Let children ask and answer about the pictures using **What's this?** or **What are these?** as appropriate.
- Children write the words. Check their spelling. Ask children to spell the words and write them on the board.
- Children then put the words into groups. You might like them to discuss this in pairs. When they have decided on the four groups, they name them.

Answers: Clothes: jacket, shorts, trainers; **Animals:** lion, whale, shark; **Fruit** (or Fruits): melon, pear, grapes; **Toys:** robot, teddy, train.

Language focus Present continuous (revision)

Language (R) *The monkey is eating a banana.
The man isn't carrying an umbrella.*

Words (R) *Words from Units 1-19*

Preparation Bring in a sheet of paper for each child.

1 Warm-up

- Ask children to choose a game to play which they have enjoyed.
- Ask children to choose a song to sing which they have enjoyed.

Page 102

2 Speaking (1 Look and say.)

- Ask children to cover the picture on the right and look at the left hand picture. Elicit a detailed description of it.
- Divide the class into two teams. Ask Team A to close their books. Team B asks Team A questions about the picture to see how much they can remember. You can turn this into a team game if you wish, awarding points for correct questions and answers.
- Next, children look at both the pictures in their books. Ask what is different in the picture on the right. Children spot the differences. They can circle them in the right hand picture in pencil.
- Let them talk about the differences in pairs as in the examples. Then discuss them with the class as a whole.

Answers: The boy and girl are/aren't eating ice creams. The monkey is/isn't eating a banana. The children are/aren't carrying schoolbags. The elephant is/isn't carrying a flag. The woman next to the lions is/isn't wearing a hat. The man and the woman are/aren't wearing sunglasses. The sun is/isn't shining. The girl is/isn't talking to the monkey. The lions are/aren't sleeping.

3 A game (2 Bingo!)

- Give each child a piece of paper. Ask them to cut twelve squares, big enough to cover the pictures on the Bingo board.
- Ask children to name the items on the board.
- Before the game starts, children cover four of the pictures.
- Ask questions, **Do you have a clown? Do you have any grapes?** etc. If children have the item mentioned, they cover that square. The first person to cover all their squares shouts **Bingo!** and is the winner. Repeat the game and children ask the questions. NB The 'caller' should cover the squares himself as he asks the questions. In this way he will not ask the same question twice.

Page 117

1 Writing (1 What is different? Look and write about picture B.)

Children look at the pictures and write sentences about the second picture, following the example.

Answers: The girl is not carrying a bag. She is carrying an umbrella.

The children are not playing football. They are playing basketball.

The man is not riding a camel. He is riding a horse.

2 Speaking – writing (2 Find the rhyming words. Draw lines; Write.)

Children name the items, then find the pairs of words that rhyme and draw lines joining the pictures. They write the words below.

Answers: shirt and skirt; swing and ring; man and van; bear and pear.

Lesson 3 Page 103 Pages 118, 119

Language focus General revision

Language General revision

Words From all units

1 Warm-up

- Choose a game to play which the children have enjoyed.
- Choose a song to sing which they have enjoyed.

Page 103

2 Reading – writing (1 *The Way Ahead Race. Look and find.*)

- Children read the questions and look back through the book to find the answers. The object of the activity is to encourage the children to remind themselves of what they have learned.
- Children can work alone or in pairs. They should write their answers in their notebooks. Do the exercise yourself and make a note of the page numbers on which the information can be found.
- When they have finished, check their answers.
- Looking back through the book may remind them of songs, stories, poems or other activities which they have enjoyed. If so, take time to repeat these.

Page 118

1 Speaking – writing (1 *Write questions.*)

- This exercise practises questions starting with question words as in the example.

Answers: Whose cat is this? Where do you work? When does she go to bed? When's your birthday? How many birds do you have? What's his name?

- Write the question words on the board and elicit more questions and answers from the class.

2 Writing (2 *Colour and write.*)

Ask children to name the animals before they begin to complete the crossword.

Answers: 1 camel 2 shark 3 goat 4 duck 5 horse 6 panda 7 hippo 8 lion 9 tiger. The word across is **crocodile**.

3 Writing (Composition page 119)

- The last composition in *Book 2* is a description and gives children a chance to try some free writing.
- Help the children by discussing the picture thoroughly first and encouraging them to make suggestions.
- Let the children colour the picture. This will allow them to include some extra detail when they come to write.
- Stress that they do not have to write about every single detail in the picture. They can choose what they wish to describe. If you wish, you can set a sentence limit, for example, no more than ten sentences.
- When they have finished, let them read each other's compositions and hear some of them read aloud.

Lesson 4 Page 104 Pages 120, 121

Language focus General revision

Language General revision

Words From all units

Teaching aid Poster 1 (characters/family)

1 Warm-up

- Put up Poster 1. Ask children to say three things about each character, e.g. **Mr Macaroni is a singer. He works in a theatre. He has a cat.**
- Play a guessing game. Choose a character. Say **He** or **She**. The children ask questions to find out who it is. You can only answer with short answers. Repeat the game with children choosing a character.

 Page 104

2 Listening – singing (1 Listen and sing.)

- Let children look at the song in their books. Play Tape 79. Children listen, look at the illustrations and clap or tap the rhythm. Explain or translate **Good luck**.



Tape 79

Meg and Tom are waving goodbye.
Waving goodbye, waving goodbye,
Meg and Tom are waving goodbye,
Goodbye! Goodbye!
Good luck and see you soon!

Pete and Polly are saying goodbye...

Andy and Sue are shouting goodbye...

Mr Macaroni is singing goodbye...

Meg and Tom and Pete and Polly and Andy and Sue
and Mr Macaroni

Are waving, saying, shouting, singing
Goodbye! Goodbye!
Good luck and see you soon!

- Children can sing the song all together. Then choose seven children to be the characters mentioned in the song. The class sings each verse but 'Meg' and 'Tom', etc. sing **Goodbye! Goodbye! Good luck and see you soon!** All seven characters sing the final two lines of the song. Repeat, choosing another seven children to be the characters.



Pages 120, 121

Revision

You may want to go through the revision test orally before children write.



Reading for Pleasure: The holidays are coming

 page 105

- 1 Children read the title and look at the pictures. Play the tape and read the text (see Steps 2 and 3, *Reading for pleasure*, page 4).
- 2 Ask children what they like doing in the holidays. Write their ideas up on the board and help them to make phrases like the ones in the book.
- 3 Children choose four or five activities. If you wish, they could copy the first five lines from the book for handwriting practice. They then write and illustrate their own choice of activities.
- 4 Let some children read their work to the class. Alternatively, ask a child to read the first part of the poem, then each child in the class to read one of their phrases. Encourage children to read out something different from the child before.

Revision practice tests: answers

Pages 30, 31, Units 1-5

- 1 What is this? It is a flag.
Who is this? It is Meg.
Who is this? It is Mrs Green.
What is this? It is a letter.
- 2 His, your, My, her
- 3 Those, This, That, These
- 4 (Answers are words in bold)
Polly **likes sweets**.
Andy and Sue **like bananas**.
Mr Macaroni **likes cakes**.
Pete likes biscuits.
Meg and Tom like lollipops.
- 5 Yes, he does. Yes, they do. No, she does not.
No, they do not.
- 6 Does she like sweets? Do they like apples?
Do they like lollipops? Does he like bananas?

Pages 60, 61, Units 6-10

- 1 gets, washes, has, brush, say, walk (go)
- 2 (Answers are words in bold)
Do you go swimming?
Does Andy play football?
Do Meg and Sue ride bikes?
Does Mr Green have glasses?
- 3 (Answers are words in bold)
Mr Wood **does not watch** TV.
Polly **does not go** fishing.
Nurses **do not work** in a shop.
We **do not play** tennis.
- 4 It is six o'clock. It is half past eleven.
It is half past three. It is half past eight.
- 5 It is next to the hat. It is in front of the hat. It is under the hat. It is between the hats. It is behind the hat.
- 6 him, her, it, me, you
- 7 Don't swim! Don't run!
Don't speak! Don't ride a bike!

Pages 90, 91, Units 11-15

- 1 It is hot. It is sunny. It is wet.
It is windy. It is cold.

- 2 January April
May July
October December
- 3 any, any, some
some, some
any, any
some
- 4 fifty-seven, ninety-four,
eighty-six, twenty-three,
seventy-one, a hundred
- 5 There is a man in a plane.
There are two men in a boat.
There are three children on a slide.
There are two babies on a swing.
There is a woman on a chair.
There are two women in a boat.
- 6 Whose ring is this?
Whose trainers are these?
mine, yours
hers, his

Pages 120, 121, Units 16-20

- 1 He is playing football.
She is speaking English.
They are singing.
She's riding (a horse).
He's running.
It is sleeping.
- 2 Is she reading?
Is he swimming?
Are they jumping?
What're you watching?
Who is she drawing?
Where is he going?
- 3 It is three o'clock. It is half past nine.
It is quarter past five. It is quarter to twelve.
- 4 Yes, it is. No, it isn't.
No, they aren't. Yes, she is.
No, they aren't. No, he isn't.
- 5 up the tree; onto the car; through the fence;
across the bridge; over the wall; into the house.
- 6 Jan/Tim/Dan/Jim
She's second; She's fifth; He's twelfth; He's eighth.

Tests: Answers and Marking Scheme

Test 1 (possible 35 marks)

- (8 marks)
this, robot
these, marbles
those, kites
that, balloon
- (6 marks)
their, our; your, my; his, her
- (6 marks)
What, Who, How old
Where, Whose, How
- (4 marks)
cakes, lollipops, biscuits, ice creams
- (5 marks)
They like ice creams.
I like cakes.
She likes lollipops.
We like biscuits.
He likes cakes.
- (6 marks)
Does he like his teacher? Yes, he does.
Do they like dolls? No, they don't.
Does she like robots? No, she doesn't.

Test 2 (possible 30 marks) (Answers are words in bold)

- (5 marks)
He **has** a lion.
We **have** a horse.
She **has** a parrot/bird.
They **have** a dog.
You **have** a rabbit.
- (4 marks)
Do **you have** blue eyes?
Does **he have** a beard?
Do **they have** long hair?
Does **she have** straight hair?
- (8 marks)
at, in, to, by
between, behind, on, next to

- (5 marks)
First **she gets up**.
Then **she washes her face**.
She **has breakfast**.
Then **she brushes her teeth**.
Then **she goes to school**.
- (4 marks)
Where **do they work**? Where **does he work**?
When **does she get up**? How **do you go to work**?
- (4 marks)
He does not **have a dog**.
They do not work in a school.
She does not get up at eight o'clock.
We do not go to school by car.

Test 3 (possible 35 marks)

- (5 marks) (Answers are words in bold)
They **come**...
He **speaks**...
Do they **live**...?
She **does not live**...
Does this animal **like**...?
- (6 marks)
any, any, some, any, some, some
- (8 marks) (Answers are words in bold)
one **man**, three **men**,
one **woman**, two **women**,
four **people**, five **children**,
one **baby**, three **babies**
- (5 marks)
It is hot. It is windy. It is wet.
It is cold. It is sunny.
- (6 marks)
yours, mine, theirs, ours, hers, his
- (5 marks)
fifty-nine, thirty-eight, ninety-five
twenty-two, sixty-three

Test 4 (possible 32 marks)

1 (5 marks) (Answers are words in bold)

The bird **is singing**.

I **am watching** TV.

We **are playing** football.

She **is carrying** an umbrella.

You **are eating** (two) ice creams.

2 (6 marks)

over, through, across/over, into, onto, down

3 (6 marks)

It is quarter past six.

It is seven o'clock.

It is half past eight.

It is quarter to twelve.

It is quarter past nine.

It is half past two.

4 (5 marks) (Answers are words in bold)

Is he **swimming**?

Are they **singing**?

What **are** you **writing**?

Where **is** she **going**?

What **am** I **making**?

5 (5 marks) (Answers are words in bold)

He is not **wearing** glasses.

She is not **carrying** a bag.

They **are not** running.

It **is not** raining.

We **are not** singing.

6 (5 marks)

first, May, second, July, third

Test 5 (possible 50 marks)

1 (10 marks) (Answers are words in bold)

Ben **has** new glasses.

Do you **have** a new watch?

I **don't have** a new watch.

I **have** a new belt.

Does Sue **have** new earrings?

He **goes** to work by taxi.

How **do** they **go** to work?

We **do not go** by taxi.

We **go** on foot.

Jack **does not like** spiders.

2 (6 marks)

mine, yours, ours, his, hers, theirs

3 (4 marks)

those, This, that, These

4 (7 marks) (Answers are words in bold)

Is she **sleeping**?

We are (We're) going on holiday.

He **is swimming**.

What **are** you **wearing**?

It **is snowing**.

They **are not reading**.

I **am (I'm)** hoping.

5 (5 marks)

any, any, some, any, some

6 (5 marks)

Don't sit down!

Run!

Please sing quietly!

Don't swim here.

Don't eat that apple!

7 (8 marks)

Yes, I can; Yes, I do; No, he doesn't; Yes, she does;

Yes, I am. (Yes, we are.); No, they aren't; No, she can't;

No, it isn't.

8 (5 marks)

What; Who; Where; How old; Whose

Practice Book 2: Answers

Revision unit

Page 4

- 1 3 What is this? It's a giraffe. 4 What is this? It's an elephant. 5 What is this? It's a fish. 6 What is this? It's an owl. 7 What are these? They're lions.
- 2 3 Are they legs? Yes, they are. 4 It's an ear? Yes, it is. 5 Is it an arm? Yes, it is. 6 Are they feet? Yes, they are. 7 Is it a head? Yes, it is.

Page 5

- 3 1 is, is, am, are, are 2 are, is, is 3 is, is
- 4 2 has 3 have 4 have 5 have 6 has
- 5 3 next to 3 in 4 under 5 on 6 in

Page 6

- 6 3 Is this her skirt? Yes, it is. 4 Is this his T-shirt? No, it is not. 5 Are these her shoes? No, they are not. 6 Is this her dog? Yes, it is. 7 Is this his dog? Yes, it is.
- 7 Children draw answers.
- 8 1 It's half past six. 2 It's twelve o'clock. 3 It's two o'clock.

Page 7

- 9 1 It can jump. 2 He cannot fly. 3 It is big.
- 10 3 Can they; Yes, they can. 4 Can they; No, they cannot. 5 Can it; No, it cannot. 6 Can it; No, it cannot.
- 11 Children draw lines according to the text.

Unit 1

- 1 2 Good morning 3 I'm fine 4 Hello 5 Hello
- 2 2 blackboard 3 chair 4 desk 5 ruler
- 3 2 Tom 3 Polly 4 Meg 5 Pete
- 4 3 What 4 Who 5 Who 6 What
- 5 Children draw answers.
- 6 2 box, 3 hat, 4 umbrella, 5 chair

Revision Unit 1

- 1 3 Who; It is Mr Wood. 4 What; It is a flask. 5 Who; It is Tico. 6 What is this? It is a computer. 6 Who is this? It is Sue.
- 2 Children colour objects according to the text.
- 3 1 under; 2 between; 3 half past eight

Unit 2

- 1 1 Andy is eight. 2 His brother is one. 3 His sister is one.
- 2 1 is 2 am 3 is 4 is 5 are 6 are 7 are 8 Are
- 3 2 That 3 Those 4 Those

- 4 2 car, 3 plane, 4 taxi, 5 toys, 6 grandmother
- 5 Children colour the pictures according to text.
- 6 2 grandfather 3 mother 4 father 5 sister 6 brother

Revision Unit 2

- 1 1 This, these, Those, that 2 That, those, This, these
3 Those, this 4 These, that 5 That, these
- 2 1 Who 2 is 3 is 4 are 5 is 6 are

Unit 3

- 1 2 sweets 3 lollipops 4 biscuits
- 2 1 like 2 don't like 3 don't like 4 like 5 sweets cakes
6 like sweets, like lollipops, too. 7 I like sweets and I like
biscuits, too. 6 I like cakes and I like lollipops, too.
- 3 1 snake 2 dog 3 spider 4 lion 5 cat 6 elephant
- 4 3 No, I don't. 4 Yes, I do. 5 Yes, I do. 6 No, I don't.
- 5 1 spiders 2 don't like dogs, cats 3 We don't like lions or
snakes. 4 spiders 5 We don't like cats or dogs.
6 We like lions but we don't like snakes.
- 6 snakes X, spiders ✓, snakes X, dogs X, lions ✓, snakes X

Revision Unit 3

- 1 sweets ✓, lollipops ✓ 2 frogs X 3 snakes ✓, crocodiles X
- 2 1 I like; don't like; I like, I don't like 2 I do; No, I don't. Do
you like; No, I don't. 3 ice creams, too; don't like cakes
or biscuits; We like dogs but we don't like snakes. 4 No,
I don't. Yes, I do. Do you like; Yes, I do.

Unit 4

- 1 1 swimming 2 football 3 riding 4 basketball
- 2 1 No, I don't. 2 Yes, I do. 3 Yes, I do. 4 No, I don't.
5 No, I don't. 6 Yes, I do.
- 3 2 Sue likes singing. 3 Tom likes watching TV. 4 Billy
likes drawing. 5 Pete likes reading.
- 4 3 does 4 doesn't 5 Yes, they do. 6 No, they don't.
- 5 1 watching TV, swimming 2 Pete likes reading and
riding. 3 Andy doesn't like singing, drawing 4 Polly
doesn't like football or swimming. 5 basketball, she
doesn't like football 6 Meg likes riding but she doesn't
like basketball.
- 6 1 her 2 his 3 his 4 her 5 my 6 my

Revision Unit 4

- 1 1 Yes, he does. No, he does not. No, he does not.
2 No, she does not. No, she does not. Yes, she does.
- 2 1 Do you like; do 2 Does; she doesn't 3 Does; he doesn't
4 Do you; don't 5 Do you; do 6 Do you like; don't
- 3 1 computer games (a/w tick), basketball (a/w tick)
2 singing (a/w cross), drawing (a/w cross) 3 likes reading
and swimming 4 doesn't like basketball or singing

Unit 5

- 1 Children colour items according to the text.
- 2 2 Our, Their 3 Their, Our 4 Our, Their
- 3 2 He likes singing. 3 She likes swimming. 4 He likes riding. 5 She likes drawing.
- 4 2 Tom likes dogs and frogs. He doesn't like snakes or spiders. 3 Sue likes birds and fish. She doesn't like frogs or spiders. 4 snakes 5 Lisa likes cats but she doesn't like spiders. 6 Billy likes cats but he doesn't like dogs.

Revision Unit 5

- 1 1 our, our, our, our 2 Our, their, their, Their
- 2 1 don't like football, basketball 2 I don't like riding or swimming. 3 I don't like reading or drawing.

Unit 6

- 1 2 bike, 3 glasses, 4 umbrella, 5 babies
- 2 2 have, 3 have, 4 has, 5 have
- 3 1 shirt 2 glasses 3 shoes 4 skirt 5 socks 6 trousers 7 dress
- 4 1 does 2 Does, doesn't 3 Do, don't 4 Does, does 5 Does, doesn't
- 5 Children draw and colour according to the text.
- 6 Children's own answers.

Revision Unit 6

- 1 have, have, B 2 have, have, D 3 has, doesn't have, E 4 don't have, have, A 5 has, doesn't have, F 6 don't have, don't have, C
- 2 1 Does; No, she doesn't. 2 Does; Yes, she does. 3 Do; No, they don't. 4 Do; No, I don't.

Unit 7

- 1 2, 5, 3, 7, 1, 6, 4
- 2 1 get up, seven o'clock 2 wash my face, brush my hair 3 have breakfast at half past seven 4 brush my teeth, I say goodbye 5 go to school at eight o'clock
- 3 1 It is half past nine. 2 It is six o'clock. 3 It is half past twelve.
- 4 2 has 3 goes 4 plays 5 watches 6 does 7 goes
- 5 2 counts 3 yawns, stretches 4 yawns 5 jumps 6 touches
- 6 Children's own answers.

Revision Unit 7

- 1 Andy - afternoon; Meg - evening; Sue - afternoon; Polly - morning; Pete - evening 2 Andy 3 Pete 4 Meg 5 Polly 6 Sue
- 2 1 Sue (She) does her homework in the afternoon. 2 Pete does his homework in the evening. 3 does Meg do her homework? 4 does Andy do his homework? 5 Children's own answers.

Unit 8

- 1 2 shopkeeper 3 waiter 4 teacher 5 doctor
- 2 2 She works in a hospital. 3 He works in a shop. 4 He works in a café. 5 She works in a school.
- 3 2 by bus; on foot 3 on foot. She goes to town by bus. 4 by bus. He goes to school by bike. 5 by car. She goes to work by taxi.
- 4 2 driving 3 riding
- 5 1 my 2 play, their 3 watches, his 4 swimming, my 5 fishing, his
- 6 1 swimming 2 riding 3 you like swimming 4 Do you like reading? do 5 Do you like drawing? we don't 6 Do you like (playing) basketball? No, I don't.

Revision Unit 8

- 2 1 Anna is a nurse. 2 She works in the (a) hospital. 3 She doesn't like cars. 4 She goes to work on foot. 5 She goes to work at half past seven. 6 She plays basketball on Tuesday. 7 She helps her grandmother on Sunday.
- 3 2 Circle Anna in car, Write: Anna does not like cars. / Anna does not go to work by car. 3 Circle Anna going into school, Write: Anna does not work in a school. 4 Circle Anna playing tennis, Write: Anna does not play tennis.

Unit 9

- 1 2 under 3 behind 4 in front of 5 in 6 between
- 2 Children colour items according to the text.
2 It is on the left. 3 It is on the left. 4 It is on the right.
- 3 2 hill 3 lemonade 4 princess 5 bridge 6 tree
- 4 2 touch 3 drink 4 eat 5 walk
- 5 2 loudly 3 quickly 4 quietly

Revision Unit 9

- 1 1 Otto is next to the horse. 2 A castle is on the hill. 3 A goat is behind the tree. 4 Princess is in front of the castle. 5 A cat is in front of the tree.
- 2 1 X cross 2 cross 3 cross 4 cross 5 cross 6 tick
- 3 1 play football 2 Do not swim 3 Do not run 4 Do not talk 5 Do not touch

Unit 10

- 1 1 Yes, I am. 2 No, I'm not. 3 No, I'm not. 4 Yes, I am. 5 No, I can't. 6 Yes, I can.
- 2 2 Yes, it can. 3 Yes, it can. 4 No, it can't. 5 No, it can't. 6 Yes, it can.
- 3 2 her 3 her 4 him 5 it
- 4 1 gets, goes 2 goes, works, comes, has, watches, goes
- 5 1 me, me, him, him 2 you, me 3 her

Revision Unit 10

- 1 1 him, it 2 it, her 3 it, her

- 2 2 No, Tom does not like basketball. 3 Polly likes playing with Sue. 4 Tom likes Andy. 5 Pete can ride his (a/the) horse. 6 Pete goes riding with Meg.
- 3 2 No, he doesn't. 3 No, she doesn't. 4 No, I don't.

Unit 11

- 1 1 Arabic. He lives 2 English. She lives 3 Chinese. She lives 4 English. He lives
- 2 Children's own answers.
- 3 2 whale 3 parrot 4 crocodile 5 penguin 6 snake
- 4 forest 2, snow 6, sea 5, river 3, mountains 1, desert 4
- 5 forest - parrots, snow - penguins, sea - whales, river - crocodiles, desert - snakes
- 6 2 Parrots live in the (rain)forest. 3 Crocodiles live in the river. 4 Snakes live in the desert. 5 Whales live in the sea. 6 Penguins live in the snow.
- 7 2 cold 3 beautiful 4 sharp 5 hot

Revision Unit 11

- 1 1 river 2 desert 3 sea 4 snow 5 mountains 6 forest 7 city 8 farm
- 2 1 Egypt 2 England 3 Australia 4 America 5 China
- 3 2 X cross 3 cross 4 tick 5 tick 6 cross
- 2 Camels do not live in the sea. Camels (They) live in the desert. 3 Linda does not live in a small town. She (Linda) lives in a big city. 6 Scott does not come from America. He (Scott) comes from Australia.

Unit 12

- 1 1 carrots 2 bananas 3 lemons 4 peas 5 potatoes
- 2 2 some 3 any 4 some 5 any 6 any 7 any
- 3 2 pear 3 strawberry 4 melon 5 orange 6 grape
- 4 3 Yes, he has some melons. 4 Yes, he has some grapes. 5 No, he doesn't have any carrots. 6 No, he doesn't have any peas.
- 5 2 have any 3 have some 4 want any 5 want any 6 want some. any 7 have some

Revision Unit 12

- 1 1 any, some, some, any, some 2 some, some, any, some, any. 1 - Mrs White, 2 - Mr Black
- 2 1 does. 2 No, he doesn't. 3 No, she doesn't. 4 No, I don't. 5 Yes, I do. 6 No, I don't.
- 3 some apples. any oranges. I don't want any potatoes. I want some grapes. I want some strawberries. I don't want any carrots.

Unit 13

- 1 2 hot 3 windy 4 wet 5 sunny 6 snowy 7 cloudy 8 foggy
- 2 1 cold, foggy 2 It is hot and sunny.

3 It is windy and wet. 4 It is sunny and windy.

3 Check correct capital letters.

- 4 2 60 3 37 4 forty-six 5 fifty-five 6 63 7 78
8 eighty-one 9 ninety-four 10 one (a) hundred
11 32 12 40

- 5 2 99 3 50 4 twenty-eight 5 eighty-eight 6 67

- 6 Children's own answers.

Revision Unit 13

- 1 1 T-shirt 2 jacket 3 sunglasses 4 boots 5 shorts
6 hat 7 umbrella 8 socks 9 shoes
- 2 cold/wet: umbrella, jacket, boots, socks
hot/sunny: sunglasses, shorts, T-shirt, hat
- 3 1 cold C 2 sunny D 3 hot A 4 windy E 5 wet B

Unit 14

- 1 2 boy 3 people 4 woman 5 baby 6 girl 7 children
- 2 2 babies 3 girls 4 boys 5 men 6 women
- 3 1 are, are, is 2 is, are 3 are, are, are, is
- 4 Children draw and colour according to the text.
- 5 3 Yes, there are; jackets are there; There are five. 4 Yes, there are. How many shoes are there? There are eight.
5 No, there are not. 6 How many bags are there? 7 How many umbrellas are there?

Revision Unit 14

- 1 A 1 B 3 C 2 D 4
- 2 a, a, The, the

Unit 15

- 1 2 trainers 3 watch 4 ring 5 comb 6 belt 7 ribbons
8 earrings
- 2 1 trainers 2 glasses, ribbons 3 watch, trainers
4 ring, earrings
- 3 yours, mine, his, hers
- 4 1 English 2 (the) snow 3 own answer 4 own answer
5 comb 6 own answer 7 own answer

Revision Unit 15

- 1 2 Polly's 3 ring is this, It is Sue's. 4 Tom's
5 ribbons, Meg's 6 sunglasses are these
They are Pete's.
- 2 2 hers 3 Is this, it's his 4 Are these, they're mine
5 Is this, it's hers 6 Are these, they're his

Unit 16

- 1 2 He, playing 3 She, walking 4 It, sleeping
5 She, talking
- 2 3 not walking 4 not playing 5 not singing
- 3 1 Yes, he is. 2 No, he isn't. 3 No, she isn't.
4 Yes, she is. 5 Yes, he is.

- 4 2 is 3 are 4 is
 5 1 him, him, He, his, He, playing
 2 her, her, She, her, She, reading
 6 2 eating 3 sitting 4 riding 5 looking 6 reading

Revision Unit 16

- 1 1 She is playing 2 He is playing football
 3 She is playing 4 He is reading 5 She is looking
 2 2 is wearing, T-shirt 3 Pete is wearing, shirt 4 Andy is wearing, shorts 5 Meg is wearing, skirt
 3 1 isn't 2 playing, is 3 Is Sue playing football? Yes, she is. 4 Is Pete reading a book? Yes, he is. 5 Is Meg looking at a cat? Yes, she is.

Unit 17

- 1 2 singing 3 swimming 4 riding 5 eating 6 sleeping
 2 1 snowing 2 shining 3 raining
 3 1 shining 2 raining 3 snowing
 4 1 is shining 2 is sitting, 3 an umbrella 4 are playing football 5 is swimming in the sea 6 is making a castle 7 is eating an ice cream
 5 1 raining 2 is sitting 3 tree 4 is looking 5 cat; 6 is carrying 7 ladder 8 is singing

Revision Unit 17

- 1 underline: the beach, ice creams, shoes, shorts, T-shirts. 2 Correct sentences: They are going to school. They are carrying umbrellas. They are wearing boots. They are wearing jackets and trousers.
 3 The cat is not sleeping. 4 Pete is not riding his bike. 5 Sue and Polly are not watching TV. 6 Meg is not reading her book.

Unit 18

- 1 Children draw answers.
 2 2 maths 3 sport 4 English 5 science
 3 2 looking 3 drawing 4 reading 5 counting
 4 1 Up 2 down 3 over 4 under 5 through 6 onto 7 into 8 across
 5 2 across 3 through 4 under 5 up 6 over 7 down 8 into

Revision Unit 18

- 1 across 2 over 3 through 4 under 5 in 6 on 7 up 8 down 9 into
 2 1 nine, Music 2 quarter to eleven, are having Science. 3 It's quarter to one. They are having Maths. 4 It's quarter past two. They are having English. 5 It's quarter past three. They are having Art.

Unit 19

- 1 first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth

- 2 March April May June July August September October November December
 3 2 second 3 tenth 4 third 5 fifth 6 sixth 7 twelfth 8 first
 4 2 over 3 next to 4 under 5 up 6 down 7 through 8 across
 5 3 third, they are standing next to 4 fourth, he is walking under 5 fifth, he is running up 6 sixth, he is hopping down 7 seventh, he is looking through 8 eighth, he is swimming across

Revision Unit 19

- 1 A 4 Leila B 1 Milly C 6 Minnie D 2 Pam E 3 Kate F 5 Jo
 2 Children circle the months and write the numbers
 3 1 (a/w) cross 2 tick 3 tick 4 cross 5 cross 6 tick

Unit 20

- 1 Children's own answers
 2 1 six, ten, fourteen, eighteen 2 twenty, forty, sixty, eighty, one (a) hundred
 3 Tuesday, Thursday, Saturday
 4 Children's own answers
 5 Children complete capital and small letter alphabet
 6 2 are playing 3 is hopping (playing) 4 is eating 5 are riding 6 is sitting 7 is jumping 8 fourteen
 7 1 What 2 What 3 What 4 Whose 5 Who 6 When 7 Where, They come from China

Revision Unit 20

- 1 1 is carrying 2 is eating 3 is wearing 4 is looking, 5 is riding 6 is looking 7 is playing
 2 1 Whose book is this (it)? / Whose is this? 2 What colour is this / the umbrella? 3 How many horses are there? 4 What is this?
 3 2 is not eating an apple. is eating 3 Andy is not riding a donkey. He is riding a horse. 4 Sue is not playing with a kite. She is playing with a ball.

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2



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