

**Get Set  
Go!**

**Teacher's Book**

**3**

**Cathy Lawday**

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# SYLLABUS

Unit	Language
<b>1</b> my family	numbers 1-100 <i>My/His/Her name's (Adam).</i> <i>I've got a (sister).</i> <i>How old is he/she? I'm/He's/She's (eight).</i>
<b>2</b> sport	present continuous: action verbs <i>What's he/she doing? He's/She's (running).</i> <i>What are you/they doing? You're/They're (running).</i> <i>Are you (swimming)? Yes, I am. No, I'm not.</i>
<b>3</b> weather	<i>It's (hot).</i> <i>The (sun's) (shining).</i> <i>What's the weather like?</i>
<b>4</b> animals	<i>I/You/He/She/It/They can/can't (fly).</i> <i>Can he/she/it/they (run)?</i> <i>Yes, he/she/it/they can. No, he/she/it/they can't.</i>
<b>5</b> leisure	<i>What time is it? It's (six) o'clock.</i> <i>It's quarter to/quarter past/half past (six).</i> <i>What day's/time's (skating)?</i> <i>It's on (Tuesday) at (half past six).</i>
<b>6</b> food/drink restaurant	present simple: want <i>I want (an omelette and chips), please.</i> <i>Does Robert/Sally want (a pizza and chips)?</i> <i>Yes, he/she does. No, he/she doesn't.</i> <i>Do you want (a burger)/(chips)? Yes, I do. No, I don't.</i>
<b>7</b> animals	present simple: like <i>I like/don't like (cats).</i> <i>Do you like (elephants)? Yes, I do. No, I don't.</i> <i>(Steve) likes/doesn't like (snakes).</i> <i>They like/don't like (fruit).</i>
<b>8</b> height/length world facts	<i>(Adam)'s (taller) than (Edward).</i> <i>How (tall) is (Edward)? (He's) (forty centimetres).</i> <i>(He's) the (shortest).</i> <i>It's the (longest) (river) in the world.</i>
<b>9</b> shopping clothes	present simple: like <i>I like/don't like these.</i> <i>Do you like these? Yes, I do. No, I don't.</i> <i>Does (Helen) like (stripes)?</i> <i>Yes, (she) does. No, (she) doesn't.</i> <i>What's this? It's (a belt).</i> <i>What are these? They're (jumpers).</i> <i>These/Those (jackets) are (red).</i>
<b>10</b> daily routines	present simple <i>In the morning/In the afternoon/In the evening/</i> <i>At night (she) (sleeps).</i> <i>I (drive to the zoo) at (quarter past eight).</i> <i>Does (Steve) (drive to the zoo) at (quarter past eight)?</i> <i>Yes, (he) does. No, (he) doesn't.</i>
<b>11</b> jobs	present simple irregular plurals <i>I'm (a waiter). I (work in a restaurant).</i> <i>What do (waiters) do? They (work in restaurants).</i> <i>What's your job?</i>

Unit	Language
<b>12</b> friends	<i>Look at me/him/her/us/them.</i> <i>(He) gives me (fruit).</i>
<b>13</b> illness zoo rules	<i>What's the matter? My (head) hurts.</i> <i>You/(Adam)/(Helen) must/mustn't (stay in bed).</i> <i>You must (buy a ticket).</i>
<b>14</b> places	<i>There's (a big clock). There are (lots of shops).</i> <i>Is there (a river) in (London)?</i> <i>Are there (shops) in (London)?</i> <i>Yes, there is/are. No, there isn't/aren't.</i>
<b>15</b> the town	<i>Let's go to the (museum).</i> <i>Where's the (museum)? It's in (Green Street).</i> <i>It's (next to) the (bookshop).</i> <i>Walk along (Market Street). Turn (left) into</i> <i>(Station Street).</i>
<b>16</b> people	<i>My/Your/Our/Their (kite's) (old).</i>
<b>17</b> food/drink shopping	<i>There's (a pineapple)/some (sugar).</i> <i>There are (six eggs).</i> <i>I want a (bottle) of (lemonade), please.</i> <i>I want some (sugar), please.</i>
<b>18</b> cooking	<i>There's some (oil). There are some (apples).</i> <i>Is there any (sugar)? Yes, there is. No, there isn't.</i> <i>Are there any (apples)? Yes, there are. No, there aren't.</i>
<b>19</b> the past	past simple: there was/were <i>There's/There was/There wasn't (a factory).</i> <i>There are/were some (cars).</i> <i>Was there (a factory)? Were there (cars)?</i> <i>Yes, there was/were. No, there wasn't/weren't.</i> <i>There weren't many (cars).</i>
<b>20</b> leisure	past simple: was/were; had <i>I/He was/wasn't (at school).</i> <i>Was (he)/Were they (at school)?</i> <i>Yes, (he) was. No, (he) wasn't.</i> <i>Yes, (they) were. No, (they) weren't.</i> <i>Were (they) (at school)?</i> <i>Adam and his friend were (at the cinema).</i> <i>I/They had (two) (legs).</i>
<b>21</b> schooldays	past simple: regular verbs; had <i>I/(Adam)/She/We/They (played/didn't play football)</i> <i>I/He/She/We had (English/a good day).</i>
<b>22</b> history	past simple: regular verbs (questions) <i>Did he/she/they (learn about Egypt)?</i> <i>Yes, he/she/they did. No, he/she/they didn't.</i>
<b>23</b> rescues	past simple: irregular verbs <i>(Edward) (went) (into the garden).</i> <i>Did (Jack/Jack and his father) (go) (to the zoo)?</i> <i>Yes, he/they did. No, he/they didn't.</i>
<b>24</b>	revision

# INTRODUCTION

## AIMS OF THIS LEVEL

This book aims:

- to build upon and develop the basic knowledge of English which pupils gained earlier in this course
- to teach pupils to understand and use basic English structures and vocabulary
- to help pupils develop confidence in listening, speaking, reading and writing English
- to make learning English meaningful, by focusing on topics and vocabulary of interest to this age group
- to make learning English enjoyable, through songs, stories, games and communicative activities

This level is based around songs, stories and activities carefully matched to the interests of young pupils, and is suitable for use with large or small classes.

## TEACHING YOUNG PUPILS

This book is based on several assumptions about the way young children learn:

- Young pupils find it difficult to understand abstract ideas, so in the classroom it is best to present as much as possible through concrete objects that children can touch and see. Wherever possible use real objects to teach new words, or use pictures and drawings.
- Young children 'learn through doing', so it is a good idea for them to be actively involved in learning, through a variety of activities. Let them move around, draw, colour, use actions, songs, games, mimes, etc.
- Young children have a short attention span, so try to limit activities to about 10 minutes. When children become restless, move on to something different, you can always come back to the original activity later or in the next lesson.
- Young children need to constantly revise and recycle the language they have learnt. Do this at the beginning of each lesson, or when pupils become restless.
- Young children need praise and encouragement. They also need to feel a sense of progress and achievement.

## COMPONENTS OF THE COURSE

This level consists of the following components:

**Pupil's Book** The Pupil's Book introduces all the language structures and vocabulary in the course and contains dialogues, stories, songs, rhymes, games and oral practice activities. Most of the work in the Pupil's Book is oral. At the foot of every page in the Pupil's Book is a small parrot, telling you which page in the Workbook corresponds with that Pupil's Book page.

**Workbook** The Workbook gives extra practice of the language taught in the Pupil's Book, and also provides basic reading and writing practice. It includes simple summary tables, to check and revise basic structures and phrases. There are eight extra Revision sections in the Workbook (one after every three units of the Pupil's Book). These can be used in two ways: either used after you have finished teaching the three units of the Pupil's Book, as revision; or used as you teach the three units of the Pupil's Book, as extra practice material. The lesson notes give suggestions of when and how you might use this Revision material. When pupils have finished all the activities on a Workbook page they can tick the box at the bottom.

**Cassettes** The Cassettes include all the vocabulary teaching, stories, songs and rhymes from the Pupil's Book.

**Teacher's Book** The Teacher's Book gives suggestions for each lesson, but remember that these notes are only guidelines - only you know your class, so feel free to make adjustments where you feel it is necessary. The notes are divided into Steps. Each Step is designed for one lesson of 30-35 minutes, but this can be extended or shortened according to your particular needs. There are five teaching Steps for each unit, plus Steps for revision and Tests.

The lesson notes include:

- a list of the language items and vocabulary
- a list of all the materials you may need in the lesson, giving page references for the Pupil's Book and Workbook and unit and activity references for the Cassettes (e.g. Cassette PB page 1:2 is activity number two on Pupil's Book page one)
- detailed step-by-step lesson notes, suggesting how you can use the material in the Pupil's Book, the Workbook and the Cassettes

- optional suggestions for extra activities in the lesson
- answers to all the Workbook activities, and some Pupil's Book activities

In addition to the lesson notes, the Teacher's Book also contains:

- the **Syllabus**
- an **Activity Bank** with over thirty extra teaching ideas and classroom games
- four photocopiable **Tests** (coming after Revisions 2, 4, 6 and 8) and an **Answer Key** to the tests
- a **Wordlist** containing all the new words from the Pupil's Book

### PUPIL'S BOOK ACTIVITIES - SUGGESTED PROCEDURES

#### Dialogues (Listen and say)

The dialogues are all recorded on the cassette. They are about four children: Adam, his sister Helen, his little brother Edward, their cousin Sally, Helen's cat Tabby, and Adam's parrot Echo. The dialogues aim to interest and motivate pupils through a variety of realistic but fun situations and through characters that pupils can identify with.

You can use the dialogues as follows:

- 1 Start by asking pupils to look at the pictures, briefly discussing (with the whole class or in pairs) what they think is happening in the pictures. You may wish to teach key items of new vocabulary at this point, using the pictures. However sometimes you can encourage pupils to use the pictures to guess the meaning of unknown vocabulary.
- 2 Play the cassette and ask pupils to listen and look at the pictures. Remember to put the cassette counter at 000 before you start, so that you can easily find the beginning again.
- 3 Play the cassette again as pupils follow the text silently. Check understanding: there are sometimes tasks in the lesson notes for this, but you can also use the mother tongue for a quick check, though it is not necessary to translate every word.
- 4 Play the cassette again. Pupils then repeat chorally. Do this several times until pupils are confident.
- 5 After plenty of practice, you can encourage pupils to act out the dialogue. There are several ways of

doing this:

- you can divide the class into groups and ask them to repeat the dialogue together, each group saying the part of one character;
- you can ask one or two pupils to come to the front of the class and act out the dialogue, with you reading one part yourself;
- you can ask pupils to practise reading the dialogue in pairs (or in threes, according to the number of characters speaking in the dialogue);
- you can ask pupils to come to the front of the class and act out the dialogue either with or without their books depending on how confident they feel.

#### Vocabulary (Listen, read and say)

These activities teach new vocabulary. Wherever possible, first teach pupils to say the new words (using pictures, board drawings, etc.) before doing these activities, which teach pupils to read the new words.

- 1 Ask pupils to look at the pictures for a few moments first.
- 2 Say the words once or twice while pupils listen, silently reading the words in their Pupil's Books.
- 3 Say the words again, pausing after each word for pupils to repeat chorally.
- 4 When pupils are confident repeating the words chorally, ask individual pupils to repeat the words.
- 5 Point to the pictures in the book and ask pupils to read the appropriate word from their Pupil's Books, chorally and then individually.
- 6 Finally, ask pupils to close their Pupil's Books. Point to pictures and ask pupils to say the word.

#### Songs and rhymes (Listen and sing/say)

Songs and rhymes are very useful in language teaching. They are memorable and easily learnt, they give practice in the pronunciation and rhythm of English, and they are motivating. The songs (and rhymes) are all recorded on cassette. You may like to use the cassette at home to learn the song first.

- 1 Play the cassette in class (or teach pupils the song yourself).
- 2 Play the song several times. Pupils join in when they can. Gradually turn down the volume of the cassette, until pupils can sing the song unaccompanied. While singing, pupils can point to the pictures in the Pupil's Book, or perform the actions. These reinforce meaning and make

singing more enjoyable.

- 3 Singing should be part of most lessons, so go back regularly and use songs from earlier in the course. The lesson notes include suggestions for this. When pupils are singing a song they have already learnt, you may feel they can sing the song from memory, so use of the cassette is optional.

### **Tongue twisters (Listen and say)**

These tongue twisters aim to give pupils oral fluency practice in the sounds of English, through short memorable phrases. They also aim to be fun! The tongue twisters are all recorded on cassette.

- 1 Play the cassette and ask pupils to listen, with their books closed.
- 2 Play the cassette again, while pupils listen and read the tongue twister in their books.
- 3 Ask pupils to say the phrase slowly together. As pupils become more confident, ask them to say it more quickly.
- 4 Ask individual pupils to say the tongue twister. See who can say it the fastest – without making a mistake!
- 5 Go back regularly and do tongue twisters from earlier in the course. When pupils are doing tongue twisters they have already learnt, you may feel they can do them from memory, so use of the cassette is optional.

### **Stories (Listen and read)**

The aim of these picture stories is to provide a simple introduction to reading. They are all recorded on cassette.

- 1 Ask pupils to look at the pictures and think about what the story is about and what seems to be happening.
- 2 Play the cassette while pupils listen and read silently.
- 3 Ask pupils to read the story silently.
- 4 Explain the meaning of any new vocabulary, using the pictures or mime where possible.
- 5 Play the cassette again while pupils read the story silently.
- 6 Talk to pupils about the story, in the mother tongue.

### **Oral practice/pairwork (Point and say)**

In these activities pupils talk about pictures in the Pupil's Book. Small parrots give examples of what pupils should try to say.

- 1 Revise the necessary vocabulary.

- 2 Pupils look at the picture(s) in their Pupil's Books. Hold up your Pupil's Book, open at the page, point to items on the page, and say the appropriate word or phrase slowly and clearly.
- 3 Point to items on the page and ask the class to say the word/phrase chorally.
- 4 Point to items on the page and ask individual pupils to say the word/phrase.
- 5 Pupils work in pairs, taking turns to point at items on the page and say the appropriate word/phrase. (See notes on pairwork procedure, page 7.)

### **Oral practice/pairwork (Ask and answer)**

In these activities, pupils ask and answer questions about pictures or stories in the Pupil's Book. Sometimes the Pupil's Book gives a list of questions; sometimes it gives an example of the type of questions that pupils must make up themselves. Small parrots give examples of what pupils should try to say.

- 1 Go through the examples with the class first. Read out the first question and ask pupils to call out the answer.
- 2 Ask the class several questions, telling pupils to reply chorally, and then individually.
- 3 Tell one pupil to ask a question and another pupil to answer it.
- 4 Pupils work in pairs, taking turns to ask and answer questions. (See notes on pairwork procedure, page 7.)

### **Oral practice/pairwork (True or false?)**

In these activities, pupils say whether statements about pictures or stories in the Pupil's Book are true or false.

- 1 Go through the examples with the class first. Read out the first statement. Ask pupils to say whether it is true or false.
- 2 Read several statements, telling the class to reply chorally, and then individually.
- 3 Ask one pupil to read a statement and another pupil to reply.
- 4 Pupils work in pairs, taking turns to read statements and to reply. (See notes on pairwork procedure, page 7.)

### **Oral practice/pairwork (Finish the sentences)**

In these activities, pupils complete sentences, based on information given in reading texts or in pictures.

The Pupil's Book gives a list of sentence beginnings, and small parrots give examples of what pupils should try to say to complete the sentences.

- 1 Go through the example with the class first. Read out the first sentence beginning and ask the class to complete it chorally.
- 2 Read the second sentence beginning and ask individual pupils to suggest possible endings.
- 3 Ask pupils to work in pairs, taking turns to complete the sentences, and helping each other with suggested endings. (See notes on pairwork procedure, page 7.)

### **Oral practice/role-plays (Listen and say)**

There are several opportunities for simple role-plays in the Pupil's Book. Sometimes pupils prepare for the role-play through a Your Work activity, e.g. writing a menu which they then use to act out a restaurant dialogue; or writing a shopping list which they then use to act out a shopping dialogue. Sometimes pupils act out a dialogue based upon a text they have listened to on the cassette.

- 1 Make sure pupils know exactly what they have to do. Demonstrate by acting out the role-play with one pupil at the front of the class first.
- 2 Ask pupils to suggest words and phrases they might need. Write these on the board and practise them chorally.
- 3 Explain to pupils that they must not worry too much about getting the English exactly correct. They must 'have a go'.
- 4 Set up a scene if possible, e.g. using your desk to be a shop counter, or a restaurant table. Use small props, such as a tablecloth, a waiter's apron, a shopping basket, to help make the role-play realistic.
- 5 Ask pupils to do the role-play in pairs. Go round helping pupils where necessary. After a while, tell pupils to swap parts and act out the other role. (See notes on pairwork procedure, page 7.)
- 6 When they have practised and feel confident, ask pairs of pupils to act out their role-play at the front of the class.

### **Oral practice/pairwork (Ask and answer about you)**

These activities allow pupils to use the English words and phrases they have learnt to talk about themselves. Learning a language is more interesting and motivating, particularly for young children, if pupils are encouraged to use the language to talk

about themselves, their own experiences, interests and ideas. Small heads give examples of what pupils can say.

### **Personalised activities (Your work)**

At the end of each unit in the Pupil's Book there is an opportunity for pupils to use, in a less controlled and more personal way, the language they have learnt and practised in the unit. Pupils do this through either a personalised activity (Your work) or a quiz (Your quiz) or a game (Your game – see notes on games below).

You might like pupils to do the personalised Your work activities in their English notebooks, or in special notebooks, or on loose pieces of paper which could then be displayed on the classroom wall. In these activities pupils draw a picture and/or write a short text about themselves, the weather, their favourite television programme, their daily routine, their town, a recipe, a letter, a simple diary, etc.

- 1 Explain to pupils that they are going to produce a piece of work about themselves. They then look at the sample shown in the Pupil's Book.
- 2 Ask pupils to suggest things they might like to write about, and to call out the words they think they might need. Write on the board any words that pupils ask for.
- 3 Pupils think for a few minutes about what they are going to write. They then do a rough draft of their writing. Go round the class helping where necessary.
- 4 Collect the work and mark it.
- 5 Pupils write out a correct, neat version, and perhaps draw a picture. This can be done in class time or for homework.
- 6 If possible, display pupils' finished work in the classroom or somewhere in the school.

### **Games (Your game)**

Games are important in language teaching. Because games are enjoyable and exciting, pupils become involved in them. The language used in games is meaningful and communicative: pupils are not just using the language 'because it's the English lesson', but because they need it – they can't join in the game without it!

There are several different types of game used in the Pupil's Book: mime games, guessing games, Find the Differences, role-plays, etc. and also several more listed in the Activity Bank on pages 85–86. When playing a game with the class, make sure pupils

clearly understand what they have to do. If necessary, demonstrate the game at the front of the class with **one or two pupils**. Always have a 'practice game' first, before pupils start to play the game properly. Wherever possible, make the game into a team game, as this makes it more competitive and therefore more exciting. Divide the class into teams (trying where possible to make sure that each team has a fair share of more able and less able pupils). Ask pupils for suggestions for team names: **A and B**, or **Elephants and Lions**, or **Red and Blue**, etc. Keep a score on the board.

## TEACHING TIPS

### Revision

It is a good idea to start each lesson with a few minutes' revision. This can recycle something taught in the previous lesson, or earlier in the course. This revision stage helps build pupils' confidence, as they are dealing with familiar, known language. The lesson notes give suggestions for revision activities, and there are also extra revision sections in the Workbook.

### Pairwork

There are activities in the Pupil's Book which give opportunities for simple pairwork. There are several benefits to using pairwork in the classroom: it enables pupils to work at their own pace; it enables you to go round the class and help individual pupils where necessary; and, most importantly, it enables every child in the class to listen and speak, to be actively involved in the lesson rather than just a passive spectator. For example, on page 4 of the Pupil's Book, pupils work in pairs, pointing at pictures and asking their partner how old the people are. On page 23 of the Pupil's Book, pupils work in pairs, asking each other if they want various food items listed on a menu. These are simple activities, but they give pupils the opportunity to 'learn through doing'.

In large classes it can be more difficult to use pairwork, but not impossible if it is carefully set up. You can approach these activities as follows:

- First do the activity yourself with individual pupils in the class.
- Then ask two pupils to come to the front of the class and let them do the activity while the class watch and listen.

- Then tell pupils to do the activity with their partner.
- Finally, ask one pair of pupils to do the activity (or part of the activity) while the class listen. (This is a useful way of encouraging pairs to do the activity properly – as no one knows which pair you might ask to 'perform' in front of the class later!)

Dividing the class into pairs can be very quick and easy; for example simply let each pupil lean across and pair with the person sitting in the next desk, or turn round in their chair and pair with the person in the desk behind them. Pupils will soon come to understand that they always do the same, whenever you give the instruction *Work in pairs*. While pupils are working in their pairs, watch and listen carefully – to make sure they are using English and are doing the activity in hand. Pairwork activities work best when they are simple and short. Most pupils enjoy pairwork, and if you use pairwork regularly, pupils become used to it and it need not be disruptive or noisy. Pairwork will give pupils valuable language practice and will make the lessons more varied and enjoyable.

### Accuracy

Don't worry about accuracy. The course progresses slowly and pupils will only gradually become aware of subtle differences in sounds and be able to imitate your model exactly. Give good models of English but try not to correct every error made by your pupils as this can spoil their growing confidence in the language.

### Mother tongue

Pupils should hear as much English as possible. However, there are situations when it is useful to use the pupils' own language. For example, you might use it to explain an activity in the Workbook, or the meaning of a song, or how to play a game. Try and avoid too much translation. If possible, try to explain new words through a picture or mime.

### Individual help

Pairwork and Workbook activities provide ideal opportunities for you to give pupils individual help, especially pupils who are having difficulties. Walk round the class and see how pupils are coping. Try to be positive about the things the pupil can do. One of the main aims of this course is to give pupils a sense of enjoyment and a feeling of confidence about learning English. These are the feelings that pupils carry with them to their next stage of learning.

## ● UNIT 1 STEP 1

**Language** ● revision of *my/his/her name's, I've got a, I'm/he's/she's* + age, family vocabulary

**Vocabulary** ● *help, remember*

**Materials** ● PB page 1 ● WB page 1 ● Cassette (PB page 1:1)

- 1 Greet the class. Say *Hello*. Encourage pupils to say *Hello*.
- 2 Introduce yourself to the class. Say *I'm* (your name), pointing to yourself as you say it.
- 3 Go round the class saying *I'm* (your name) to individual pupils and encouraging them to reply, *Hello, I'm* (their name).
- 4 Point to the pictures on Pupil's Book page 1. Can pupils remember the characters from the previous level of this course? Can they remember their names? Can they remember the parrot, Echo, and any of the things he did in the previous book? Discuss the characters in the mother tongue. Teach the word *remember*.
- 5 **PUPIL'S BOOK page 1:1. Listen and say.** Ask pupils to open their books. Play the cassette while pupils listen silently and look at the pictures.
- 6 Play the cassette again, pausing after each picture, for pupils to repeat the text.
- 7 Draw pupils' attention to the phrase *I've got*. Do choral repetition of the phrases *I've got a sister. I've got a little brother. I've got a cousin*. Explain that when Adam says he's got a *little brother*, it means a brother who is younger than him. Tell pupils we can also say a *big brother/sister* for a brother or sister who is older.
- 8 Write the words *brother, sister, cousin* on the board. Ask pupils to tell you other family words they know, e.g. *mother, father, aunt, uncle, grandmother, grandfather*. Write these words on the board. Ask pupils to make sentences about themselves – *I've got a (grandfather). I've got three (sisters). I've got a little (sister) and a big (brother)*.
- 9 Play the cassette again. Pupils listen and say.
- 10 **PUPIL'S BOOK page 1:2. True or false?** Do this activity with the whole class (see Introduction page 5 for procedure), then ask pupils to do the activity in pairs. Go round the class helping where necessary.
- 11 **WORKBOOK page 1:1. Write.** Ask pupils to do this activity in pairs. Go round the class helping where necessary. Then go through the answers

with the class. ♦ ANSWERS 1 eight 2 brother 3 cousin 4 sister 5 parrot.

- 12 Ask individual pupils questions about themselves – *What's your name? How old are you? How many brothers/sisters/cousins have you got?*
- 13 Write the questions on the board. Ask pupils to work in pairs, asking their partner the questions. Go round the class helping where necessary.
- 14 **WORKBOOK page 1:2. Write about you.** Pupils write the answers to the questions.
- 15 Finish the lesson by asking each pupil to tell you something about themselves as they leave the classroom – *My name's* (their name), or *I'm* (their age), or *I've got two brothers*.

## ● UNIT 1 STEP 2

**Language** ● revision of *his/her name's, how old is he/she? he/she's* + age

**Vocabulary** no new words

**Materials** ● PB page 2 ● WB page 2 ● Cassette (PB page 1:1 and 2:5)

- 1 **PUPIL'S BOOK page 1:1. Listen and say.** Revise the previous lesson by playing the cassette again and asking pupils to listen silently and to follow the text in their books. Then ask pupils to close their books. Play the cassette again, stopping it at intervals and asking pupils to say what comes next, e.g. *My name's Adam. I'm...* then stop the cassette, and pupils say *eight*.
- 2 Write the words *he* and *she* on the board. Remind pupils that *he* is used for males, and *she* for females. Call out various names (pupils in your class, teachers in the school, famous people, etc.) and write them on the board, asking pupils to say whether they should go in the *he* or *she* list. Ask pupils to suggest names too.
- 3 Revise *his* and *her*. Point to various pupils in the class and say *His name's (Jack). Her name's (Sarah)*. Do choral and individual repetition.
- 4 Now point to pupils in the class and say *His name's (Jack). He's (ten). Her name's (Sarah). She's (nine)*. Do choral and individual repetition.
- 5 Ask individual pupils to stand up, point to another pupil in the class and say *His name's (Bob). He's (nine). Her name's (Karen). She's (ten)*.
- 6 **PUPIL'S BOOK page 1:1. Listen and say.** Read

the text together with the class, drawing pupils' attention to the phrases *Her name's Helen. She's nine. His name's Edward. He's two.*

**7 PUPIL'S BOOK page 2:3. Point and say.** Pupils work in pairs, pointing at the pictures and making sentences (see Introduction page 5 for procedure). ♦ ANSWERS 1 His name's Adam. 2 Her name's Helen. 3 Her name's Sally. 4 His name's Echo. 5 His name's Edward. 6 Her name's Tabby.

**8 PUPIL'S BOOK page 2:4. Ask and answer.** Pupils again work in pairs, taking turns to ask and answer questions about the ages of the people shown in the pictures (see Introduction page 5 for procedure). Go round the class helping where necessary. ♦ ANSWERS How old is Adam? He's eight. How old is Helen? She's nine. How old is Sally? She's ten. How old is Edward? He's two.

**9 WORKBOOK page 2:3. Write.** Explain to pupils that they must answer the questions and write the answers in the appropriate places in the crossword grid. Point out to pupils that the numbers beside the questions refer to the number of the square where they must write the first letter of their answer, and that one letter must be written in each square. Explain that there are three words which must be written vertically (down) and three words which must be written horizontally (across). Since this crossword contains names, which must always start with a capital letter, it is best if pupils use capital letters throughout when they complete the answers (as shown in the two example names already filled in). For later crosswords in the Workbook, they may use lower case letters. Pupils work in pairs (see Introduction page 7 for procedure), completing the crossword. Go round the class helping where necessary. When pupils have all finished, go through the answers with the class. ♦ ANSWERS Across: 2 HELEN 3 TABBY 5 EDWARD. Down: 1 SALLY 4 ADAM 5 ECHO.

**10 WORKBOOK page 2:4. Write about your friend.** Pupils must answer the two questions about their friend. Remind pupils to use *he/his* for a male friend – *What's your friend's name? His name's (Tim). How old is your friend? He's (ten)* and to use *she/her* for a female friend – *What's your friend's name? Her name's (Ann). How old is your friend? She's (eight).* Go round

the class helping where necessary.

- 11 WORKBOOK page 2:5. Odd one out.** With these puzzles, it is important to tell pupils that any answer can be considered correct, as long as they can explain their answer. In this instance, the correct answer could be *Sally*, as the other three names are male; or it could be *Norman* as the other three names are characters who appear throughout the book. Encourage pupils to be imaginative when thinking of the answer.
- 12 PUPIL'S BOOK page 2:5. Listen and say.** Finish the lesson with the tongue twister (see Introduction page 5 for procedure).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 13:1 **Write** (see Revision 1 Step A for procedure).

## ● UNIT 1 STEP 3

**Language** ● revision of numbers 1–30, colours  
● presentation of numbers 31–100, questions with *how many?*

**Vocabulary** ● *forty, fifty, sixty, seventy, eighty, ninety, hundred, flag, how many,*

**Materials** ● PB page 3 ● Cassette (PB page 3:6)  
● coloured chalks ● paper for pupils to play Bingo

- 1 Revise colours. Draw coloured scribbles on the board, using the coloured chalks. Do choral and individual repetition of the colours.
- 2 Ask individual pupils to come and write the appropriate word beside the coloured scribbles, e.g. to write the word *red* beside the scribble of red chalk. (*ungulbyawen no nspwknai*)
- 3 Point to classroom objects or to pictures in the Pupil's Book and ask *What colour's this?* Pupils reply *It's (blue).*
- 4 Revise numbers 1–30 by asking pupils to count up to thirty chorally. Write the numbers 1–30 on the board, point to them at random and ask pupils to say the appropriate word, e.g. you point to 24 and pupils say *twenty-four*.
- 5 Teach the numbers 40, 50, 60, and 70. Write them on the board. Do choral and individual repetition.
- 6 Teach the numbers 80, 90, and 100 in the same way.
- 7 Do choral repetition of all the 'tens' numbers, i.e. *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.* See how fast the

class can say it without making a mistake.

- 8 Play Bingo (see Activity Bank number 19), using the 'tens' numbers only.
- 9 **PUPIL'S BOOK page 3:6. Listen, read and say.** Play the cassette and ask pupils to listen, silently reading the text in their books.
- 10 Play the cassette again. Pupils listen, read and say.
- 11 Play the cassette again. Pupils listen and repeat, with their books closed. As pupils get more confident you can gradually turn down the volume on the cassette, so that pupils are saying the numbers without the cassette.
- 12 **PUPIL'S BOOK page 3:7. Count and say.** Teach the word *flag*. Ask the class *How many red flags?* Count the red flags together chorally with the class, holding up your book and pointing to the red flags as you count. Then ask the class to count the green flags and the blue flags.  
◆ ANSWERS 1 thirty-six red flags 2 twenty-three green flags 3 forty-one blue flags 4 one hundred flags.
- 13 Finish the lesson by asking pupils to count the number of children in the class. Ask *How many children?* Pupils count aloud chorally and answer.

#### ● UNIT 1 STEP 4

**Language** ● practice of numbers 1–100

**Vocabulary** no new words

**Materials** ● WB page 3 ● Cassette (PB page 3:6)

- 1 Revise numbers 1–100 by playing the cassette for Pupil's Book page 3:6. Pupils listen and say, with their Pupil's Books closed. Gradually turn down the volume on the cassette, so that pupils are saying the numbers without the cassette.
- 2 Play a team number game (see Activity Bank number 12).
- 3 **WORKBOOK page 3:6. Write.** Point to the tickets in turn and ask pupils to say the numbers, chorally and individually.
- 4 Pupils write in the numbers. Go round the class helping where necessary. ◆ ANSWERS 17 seventeen, 26 twenty-six, 32 thirty-two, 41 forty-one, 55 fifty-five, 69 sixty-nine, 78 seventy-eight, 83 eighty-three, 94 ninety-four, 100 one hundred.
- 5 **WORKBOOK page 3:7. Count and answer.** Pupils work in pairs counting the cats and answering the questions. Go round the class

helping where necessary. ◆ ANSWERS

1 nineteen black cats 2 thirty-one white cats  
3 fifty cats.

- 6 Revise classroom objects. Point at various objects and ask *What's this?* Revise *desk, chair, table, door, window, board, bin, bag, pencil case, pen, pencil, rubber, ruler, book*. Do choral and individual repetition.
- 7 **WORKBOOK page 3:8. Write about your class.** Pupils count and write in the answers.
- 8 Ask pupils to count other objects in the classroom: chairs, books, pictures, bins, doors, etc. Pupils can do this individually or in pairs.
- 9 Finish the lesson by playing Fizz (see Activity Bank number 13). Demonstrate by counting yourself first: *one, two, three, four, fizz, six, seven, eight, nine*, etc. Then let the class play the game.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 13:2 **Write** (see Revision 1 Step A for procedure).

#### ● UNIT 1 STEP 5

**Language** ● practice of numbers 1–100, *how old is he/she? he/she's + age*

**Vocabulary** no new words

**Materials** ● PB page 4 ● WB page 4 ● Cassette (PB page 2:5 – optional)

- 1 Revise numbers 1–100 by playing a number game (see Activity Bank number 14).
- 2 **PUPIL'S BOOK page 4:8. Ask and answer.** Pupils do the activity in pairs (see Introduction page 5 for procedure).
- 3 **WORKBOOK page 4:9. Read.** Explain to pupils that there are several of these *Remember!* tables in the Workbook. They provide simple summaries of the language pupils have learnt, to help them understand, recap and remember. Some tables involve pupils actively by including blank parts for them to fill in. It is not necessary for pupils to learn these tables by heart. They are provided not as a test, but as a helpful summary for pupils. Go through the summary table with the class. Then revise by pointing at individual pupils in the class and asking the class to say *His/Her name's (name). He's/She's (age)*. Pupils answer chorally and individually.
- 4 **WORKBOOK page 4:10. Write.** Pupils do the activity alone, then compare their answers in pairs. Remind pupils to use *he/she* as

appropriate. Go round the class helping where necessary. When they have finished, ask individual pupils to come and write the answers on the board, so the rest of the class can check their answers and spelling. ♦ ANSWERS 1 He's fifty. 2 She's thirty-four. 3 He's one hundred. 4 He's twenty-eight. 5 She's fifty-nine. 6 She's seventy.

**5 WORKBOOK page 4:11. Match and write.**

Explain that pupils must work out which balloons belong to each person. The balloons will tell them the person's name and age. Pupils do the activity in pairs. Go round the class helping where necessary. Remind pupils to use *he/she* and *his/her* as appropriate. ♦ ANSWERS 1 Her name's Alice. She's sixty-eight. 2 His name's Ben. He's forty-two. 3 Her name's Liz. She's thirteen. 4 His name's Fred. He's seventy-five.

**6 PUPILS BOOK page 4:9. Your work.** Pupils draw a picture of themselves and their family and write a short text giving details of the names and ages of their family members (see Introduction page 6 for procedure).

**7 PUPILS BOOK page 2:5. Listen and say.** Do the tongue twister again with the class.

**8** Finish the lesson by playing a number game (see Activity Bank number 12).

● **UNIT 2 STEP 1**

**Language** ● revision of present continuous

**Vocabulary** ● *diving, good*

**Materials** ● PB page 5 ● Cassette (PB page 5:1)

- 1 Revise numbers 1–100 by playing a team spelling game (see Activity Bank number 6).
- 2 Mime running and say *I'm running*. Do choral and individual repetition.
- 3 Ask pupils to mime running and say *I'm running*. Point to individual pupils and say *He's running/She's running*. Do choral and individual repetition. Point to a pair or group of pupils and say *They're running*. Do choral and individual repetition.
- 4 Write the phrases *I'm running, He's running, She's running, They're running* on the board. Remind pupils of when to use *I/He/She/They*.
- 5 **PUPILS BOOK page 5:1. Listen and read.** Ask pupils to look at the pictures and to see what is happening at Adam's school today. Talk about

sports days. Do you have a sports day at your school? If so, do pupils enjoy it? If not, would they like to have one? Do they think it would be fun? What sports might be included?

- 6 Play the cassette. Pupils listen and read silently.
- 7 Ask the class to explain in their mother tongue what happens in the story.
- 8 Play the cassette again. Pupils listen and say.
- 9 Ask if pupils can work out the meaning of *diving* and *that's good*.
- 10 Play the cassette again. Pupils repeat, with their books closed.
- 11 Pupils act out the dialogue (see Introduction page 4 for procedure).
- 12 Finish the lesson by asking individual pupils to mime either swimming, jumping or diving. Ask the class *What's he/she doing?* Pupils reply *He/She's (diving)* as appropriate.

● **UNIT 2 STEP 2**

**Language** ● revision of numbers ● practice of present continuous ● presentation of action verbs

**Vocabulary** ● *basketball, gym, judo, skipping, tennis, volleyball*

**Materials** ● PB page 6 ● WB page 5 ● Cassette (PB page 6:2)

- 1 Revise numbers by writing numerals at random on the board and asking pupils to come and write the appropriate words, e.g. you write *47* on the board and a pupil writes *forty-seven* beside it. You could also play this as a team game.
- 2 Revise the verbs *running, jumping, diving, eating, flying, reading, singing, listening, watching TV*. Mime the activities and ask pupils *What am I doing?* Pupil's reply *You're (reading)*.
- 3 Ask individual pupils to come to the front of the class and mime an activity. Ask *What's he/she doing?* Pupils reply *He/She's (watching TV)*.
- 4 **WORKBOOK page 5:1. Write.** Point to the pictures in the Workbook and ask pupils to say what Echo's doing.
- 5 Pupils write the answers, then compare their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 He's reading. 2 He's eating. 3 He's flying. 4 He's listening. 5 He's singing. 6 He's watching TV.
- 6 Ask pupils if they can add more detail to the answers, e.g. *Echo's reading a newspaper, He's*

*eating nuts and fruit. He's flying in the garden.  
He's listening to a song. He's watching a cartoon.*

- 7 **WORKBOOK page 5:2. Write.** Pupils must write a question and an answer. ♦ **ANSWERS** What's Echo/he doing? He's sleeping.
- 8 **PUPIL'S BOOK page 6:2. Listen, read and say.** Ask pupils to look at the pictures. Can they remember any of the sports words?
- 9 Play the cassette. Pupils listen and read silently.
- 10 Check that pupils understand what all the sports are. Ask if pupils play any of these sports themselves. Do they watch them? Are they shown on TV or played in their town? Which of these sports is the most popular?
- 11 Play the cassette again. Pupils listen and say.
- 12 Finish the lesson by miming one of the sports and asking pupils *What am I doing?* Pupils call out *You're (playing volleyball).*

## ● UNIT 2 STEP 3

**Language** ● practice of action verbs

**Vocabulary** no new words

**Materials** ● PB page 6 ● WB page 6 ● Cassette (PB page 6:3)

- 1 Revise action verbs by miming some of the sports shown on Pupil's Book page 6 and asking pupils *What am I doing?* Pupils call out *You're (doing judo).*
- 2 **PUPIL'S BOOK page 6:2. Listen and say.** Read through the sports together with the class.
- 3 Ask individual pupils to come to the front of the class and mime one of the sports. Ask the class *Is he/she swimming? Is he/she doing judo?* Encourage pupils to answer *Yes, he/she is* or *No, he/she isn't* as appropriate. Repeat with several male and female pupils.
- 4 Ask pairs of pupils to come to the front of the class and to mime a sport together. Ask the class *Are they (diving)?* Pupils reply *Yes, they are/No, they aren't* as appropriate.
- 5 **PUPIL'S BOOK page 6:2.** Point to the pictures and ask questions, *Is he playing basketball? Is she swimming? Are they doing gym?* Pupils reply *Yes, he/she is, No he/she isn't, Yes, they are/No, they aren't* as appropriate.
- 6 **PUPIL'S BOOK page 6:3. Listen and say.** Do the rhyme with the class (see Introduction page 4 for procedure). Encourage pupils to mime the actions of the sports as they say the rhyme.

7 **WORKBOOK page 6:3. Write.** Pupils fill in the missing words. When they have finished play the cassette again for pupils to check their answers.

8 **WORKBOOK page 6:4. Find the words.**

Explain to pupils that there are sports words 'hidden' in the string of letters. Pupils must find the words and circle them. Warn pupils that they must be careful only to circle complete, correctly spelt words. Go round the class helping where necessary. ♦ **ANSWERS** swimming, running, judo, gym, jumping, tennis, skating, basketball.

- 9 Play Bingo (see Activity Bank number 19), using the sports listed on Pupil's Book page 6.
- 10 Finish the lesson by saying the rhyme again.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 14:3 **Read and write** (see Revision 1 Step A for procedure).

## ● UNIT 2 STEP 4

**Language** ● practice of present continuous

● presentation of action verbs

**Vocabulary** ● *air, another, camera, carry, diver, diving suit, fish, flipper, going, into, putting on, sea, taking, them, underwater*

**Materials** ● PB page 7 ● WB page 7 ● Cassette (PB page 7:4)

- 1 Revise sports by doing a mime dictation. Mime one of the sports listed on Pupil's Book page 6. Pupils write down *He/She's (swimming)*. Repeat with other sports. Go through the answers with the class. Make sure pupils have spelt the answers correctly.
- 2 Talk about underwater diving with the class, using the mother tongue. Is it a popular sport in their country? Do any pupils have family or friends who go diving? Have they ever seen divers – at the beach, or on TV or in films? Would pupils like to go diving? Explain that when divers swim underwater they wear special diving clothes, and that they carry air in tanks on their backs, to help them breathe.
- 3 **PUPIL'S BOOK page 7:4. Listen and read.** Ask pupils to look at the pictures. Write these words on the board: *underwater, flippers, sea, fish, camera, boat*. Tell pupils that they must watch out for these words as they listen to the cassette and read the story.
- 4 Play the cassette. Pupils listen and read silently.
- 5 Point to the words on the board. Can pupils work

out from the pictures and the text what these words mean?

- 6 Play the cassette again. Pupils listen and read silently.
- 7 Read through the text for picture 1. Explain any words that pupils do not understand. Repeat with the other pictures, one at a time.
- 8 Play the cassette again. Pupils listen and read silently.
- 9 Point to pictures and ask questions, e.g. *Picture 2. What are they doing?* Pupils reply *They're putting on flippers.*
- 10 **WORKBOOK page 7:5. Write.** Finish the lesson by asking pupils to write in the answers. Go round the class helping where necessary.  
◆ ANSWERS 1 diver 2 flippers 3 diving suit 4 fish 5 boat.

## ● UNIT 2 STEP 5

**Language** ● practice of present continuous

**Vocabulary** no new words

**Materials** ● PB pages 7 and 8 ● WB pages 7 and 8

- 1 Revise the previous lesson by writing these words on the board: *diver, underwater, flippers, sea, air, fish, photo, camera, boat.* Ask pupils to work in pairs, reading Pupil's Book page 7 again to find out what these words mean. When all the pairs are ready, ask them to call out what the words mean (either by translating the word, or miming, or pointing to the relevant picture in the Pupil's Book).
- 2 Read through Pupil's Book page 7:4 together with the class.
- 3 **WORKBOOK page 7:6. Match and write.** Pupils work in pairs, looking at the pictures and finding the sentence-ending to match each sentence-beginning (see Introduction page 7 for procedure). Go round the class helping where necessary. Go through the answers with the class. ◆ ANSWERS 1 They're wearing diving suits. 2 They're putting on flippers. 3 They're going into the sea. 4 They're looking at the fish. 5 They're taking photos. 6 They're swimming to the boat.
- 4 Pupils write out the complete sentences below.
- 5 **WORKBOOK page 8:7. Read and write.** Go through the summary table together with the class. Remind pupils of when we use *I/you/he/*

*she/they.* Pupils write in the missing words.

◆ ANSWERS *she is, she isn't, Are they, they are, Are they, No, they aren't.*

### 6 PUPIL'S BOOK page 8:5. Ask and answer.

Pupils work in pairs to do the activity (see Introduction page 5 for procedure).

### 7 WORKBOOK page 8:8. Write questions and answers.

Pupils work in pairs, writing questions and answers for each picture. Remind pupils to use *he/she/they* as appropriate. Go round the class helping where necessary.

◆ ANSWERS 1 What are they doing? They're playing volleyball. 2 What's she doing? She's skating. 3 What are they doing? They're playing tennis. 4 What's he doing? He's diving. 5 What's she doing? She's doing gym (or jumping). 6 What are they doing? They're skipping.

### 8 PUPIL'S BOOK page 8:6. Your game. Finish the lesson by playing this mime game. It can be played as a team game if you wish.

Note: Ask pupils to bring crayons to the next lesson. Pupils need crayons for several Workbook activities. If your pupils do not have coloured crayons bring some to the lesson yourself, or suggest to pupils that they buy or borrow some crayons to bring to lessons. Explain that not every pupil needs lots of colours – two or three friends could share several different colours between them.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 14:4 **Odd one out** (see Revision 1 Step A for procedure).

## ● UNIT 3 STEP 1

**Language** ● revision of *it's hot, it's raining*

**Vocabulary** ● *beach, bye, idea, swimsuit, towel*

**Materials** ● PB page 9 ● WB page 9 ● Cassette (PB page 9:1) ● coloured chalks

- 1 Revise numbers 1–100 by playing a number game (see Activity Bank numbers 12, 13 or 14).
- 2 Revise the phrases *It's hot* and *It's raining* by board drawings and mime. Revise the word *umbrella*. Do choral and individual repetition.
- 3 Ask pupils what they like to do when the weather's hot. What do they do when it's raining? Which do they prefer – a hot day or a rainy day?
- 4 **PUPIL'S BOOK page 9:1. Listen and say.** Ask

pupils to look at the first picture and to say what the weather is like – *It's hot.*

- 5 Play the cassette. Pupils listen and read silently.
- 6 Talk about the story with the class. Point to the final picture. Ask pupils if they think the umbrella is usually used to keep the rain off, or if it is usually to shelter from the sun.
- 7 Ask pupils if they can work out the meaning of these words and phrases: *beach, beach ball, good idea, sun hat, swimsuit, towel*. Can pupils guess what *bye* means? Explain that it is a short form of *goodbye*.
- 8 Teach the dialogue (see Introduction page 4 for procedure).
- 9 **WORKBOOK page 9:1. Find the words.** Pupils work in pairs to find and circle the words. Go round the class helping where necessary.
- 10 Revise colours using coloured chalks (see Unit 1 Step 3-1, 2).
- 11 **WORKBOOK page 9:2. Draw.** Pupils draw the items in the spaces provided and colour their drawings too.
- 12 Finish the lesson by asking pupils to show the class their finished drawings – they hold them up and say *a (blue) towel, a (green and red) beach ball, an (orange) umbrella.*

Note: Ask pupils to bring crayons to the next lesson (see note on crayons at the end of Unit 2 Step 5).

## ● UNIT 3 STEP 2

**Language** ● revision of colours ● presentation of weather vocabulary

**Vocabulary** ● *blowing, shining, snowing, sun, sunny, wind, windy.*

**Materials** ● PB page 10 ● WB page 10 ● Cassette (PB page 10:2 and 10:3) ● atlas, world map or globe

- 1 Revise colours by pointing to objects in the classroom and to pictures in the Pupil's Book and asking *What colour's this?*
- 2 Revise the phrase *it's raining*. Also revise the adjectives *hot, cold* and *wet*.
- 3 **PUPIL'S BOOK page 10:2. Listen, read and say.** Play the cassette for picture 1. Pupils listen and read silently.
- 4 Play the cassette for picture 1 again. Pupils listen and say.
- 5 Talk about snow. Ask pupils if they like snow.

Maybe pupils have never seen snow except in books or on TV.

- 6 Repeat 3, 4 and 5 above for picture 2. Repeat for picture 3. Repeat for picture 4.
- 7 Play the cassette for all four pictures. Pupils listen and say.
- 8 Explain that we can use different ways of describing weather. We can either use a verb phrase to describe what the weather is **doing**, e.g. *It's snowing. The sun's shining*; or we can use adjectives to describe the **day**, e.g. *a cold day, a windy day.*
- 9 **WORKBOOK page 10:3. Match.** Pupils draw lines to match the phrases that describe the days to the phrases that describe what the weather is like. Go round the class helping where necessary.  
◆ **ANSWERS** 1 *It's a hot day. The sun's shining.* 2 *It's a cold day. It's snowing.* 3 *It's a windy day. The wind's blowing.* 4 *It's a wet day. It's raining.*
- 10 **PUPIL'S BOOK page 10:3. Listen and point.** Ask pupils to look at the picture. Do they know what the woman is doing? She is giving the weather forecast on TV. Ask pupils if they ever watch or listen to a weather forecast. Explain that the woman is giving the weather for different places in the world. Use the atlas, map or globe to show pupils where Cairo, New York, Paris and London are. Do pupils know which countries these cities are in? Tell pupils that they are in Egypt, the United States of America, France and Britain.
- 11 Play the cassette while pupils listen and read silently.
- 12 Play the cassette again, stopping after each sentence and asking pupils to point to the picture which shows the appropriate place and weather.
- 13 If you wish, you can ask individual pupils to come to the front of the class and to act out being a TV weather forecaster, talking about the weather in your town today (and perhaps in other places in the world too).
- 14 **WORKBOOK page 10:4. Read and draw** Tell pupils to draw and colour the weather in the pictures.
- 15 Finish the lesson by playing Hangman (see Activity Bank number 5), using words from Pupil's Book pages 9 and 10.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 15:5 **Write** (see Revision 1 Step B for procedure).

### ● UNIT 3 STEP 3

**Language** ● revision of clothes ● practice of weather

**Vocabulary** ● *beautiful, falling, fight, hurry, snow, snowball, snowman, soft, some, tree*

**Materials** ● PB page 11 ● WB page 11 ● Cassette (PB page 11:4)

- 1 Revise clothes (*hat, T-shirt, shirt, skirt, dress, jumper, shorts, trousers, shoes, socks, sandals, swimsuit*) by playing a drawing guessing game (see Activity Bank number 2). Do choral and individual repetition of clothes words.
- 2 Point to items of clothing that you or pupils are wearing and ask *What's this / What are these?* Pupils reply *It's a (shirt). They're (shoes).*
- 3 Talk to the class about what people do in hot, sunny weather. Ask the class to call out ideas. Then ask the class if they can think of things people do in cold, snowy weather.
- 4 **PUPIL'S BOOK page 11:4. Listen and sing.** Ask pupils to look at the first picture. Explain the word *tree* and the phrase *it's a beautiful day*.
- 5 Play the cassette for the first verse of the song. Teach the song in the usual way (see Introduction page 4 for procedure).
- 6 Ask pupils to look at the second picture. Explain the phrases *the snow is falling, soft and white*. Use the picture to explain *having a snowball fight* and *let's make a snowman*.
- 7 Play the cassette for the second verse of the song.
- 8 Play the cassette for the whole song. Pupils listen and sing.
- 9 Ask pupils to look at the pictures, and to look at the clothes the children are wearing. Point out that they are wearing different clothes for a hot, sunny day and for a cold, snowy day. Can pupils say the names of the clothes?
- 10 **WORKBOOK page 11:5. Write.** Explain that pupils must write the words in the correct list, according to whether you associate them with a cold or a hot day. Pupils work in pairs, then compare their answers with another pair. When they have finished, go through the answers with the class. ♦ ANSWERS 1 sun hat, shorts, swimsuit, ice cream, sandals, T-shirt. 2 hat, jumper, shoes, snowman.
- 11 **WORKBOOK page 11:6. Odd one out.** Do this activity with the class. Remember that any answer can be considered 'correct' if pupils can

explain it. ♦ ANSWERS 1 hat (because all the other words are weather words) or cold (because all the other words have three letters and end in the letter 't'). 2 umbrella (because all the other words are weather verbs) or blowing (because you use an umbrella if it is snowing or raining, but you don't use an umbrella if the wind's blowing).

### ● UNIT 3 STEP 4

**Language** ● revision of clothes ● practice of weather

**Vocabulary** ● *weather, what's the weather like?*

**Materials** ● PB pages 11 and 12 ● WB pages 11 and 12 ● Cassette (PB page 11:4 – optional) ● atlas, world map or globe

- 1 Revise items of clothing by playing Hangman (see Activity Bank number 5), using clothes words.
- 2 Ask pupils what sort of weather they like. Ask *Do you like (wet) days?* Encourage pupils to answer *Yes, I do / No, I don't*.
- 3 **WORKBOOK page 11:7. Write about you.** Pupils write in the answers. Go round the class helping where necessary.
- 4 Write the words *London, Cairo, Paris, New York* on the board. Ask pupils if they can remember which countries these cities are in (Britain, Egypt, France, USA). Use the atlas, map or globe to again show pupils where these places are.
- 5 Write *Istanbul* and *Sydney* on the board. Ask if pupils know which countries these cities are in (Turkey, Australia). Use the atlas, map or globe to show pupils where these cities are. Ask pupils to say what they think the weather is like in these places.
- 6 Do choral and individual repetition of all six city names.
- 7 Draw weather symbols on the board (like those shown on Pupil's Book page 10). Say weather phrases (e.g. *It's hot. The wind's blowing. It's raining.*) and ask individual pupils to come to the board and point to the appropriate symbol.
- 8 Point to the sun symbol on the board and ask *What's the weather like?* Pupils reply *It's hot / It's sunny / The sun's shining*. Repeat with the other symbols.
- 9 **PUPIL'S BOOK page 12:5. Ask and answer.** Explain that pupils must look at the map and

ask questions about the weather in the different cities. Demonstrate by asking the class one or two questions, then let pupils do the activity in pairs (see Introduction page 7 for procedure). Remind pupils to swap roles, so that each has the chance to ask and answer questions. Go round the class helping where necessary.

**10 WORKBOOK page 12:8. Read and draw.** Pupils read the sentences, and draw the appropriate weather symbols in the appropriate places on the map. When they have finished, pupils compare their work in pairs. Go round the class helping where necessary.

**11 PUPIL'S BOOK page 11:4. Listen and sing.** Finish the lesson by singing the song again.

Note: Ask pupils to bring crayons to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 15:6 **Write about your weather** (see Revision 1 Step B for procedure).

## ● UNIT 3 STEP 5

**Language** ● revision of days of the week  
● practice of weather

**Vocabulary** no new words

**Materials** ● PB pages 2 and 12 ● WB page 12  
● Cassette (PB pages 2:5 and 12:6 – optional)

- 1 Do choral and individual repetition of the days of the week. Ask pupils to tell you what day it is.
- 2 Play a spelling game with the days of the week (see Activity Bank number 6).
- 3 **PUPIL'S BOOK page 12:6. Listen and say.** Do the tongue twister with the class in the usual way (see Introduction page 5 for procedure).
- 4 **PUPIL'S BOOK page 2:5. Listen and say.** Do this tongue twister again.
- 5 Ask pupils to call out the days of the week. Write them on the board.
- 6 Ask the class if they can remember what the weather has been like each day this week. Ask individual pupils to come and draw weather symbols beside each day on the board.
- 7 **WORKBOOK page 12:9. Draw and write about your weather.** Explain that pupils must draw in a symbol and also write a sentence for each day of the week. Pupils complete their weather charts, then compare them in pairs.
- 8 **PUPIL'S BOOK page 12:7. Your work.** Pupils

draw and colour a picture of today's weather. If you wish, pupils can also write a sentence about the weather under their picture. Display pupils' finished work in the classroom if possible.

9 Finish the lesson by asking individual pupils to say one of the tongue twisters, as quickly as possible, without mistakes.

## Revision 1

Note: Revision 1 is based on Workbook pages 13–16. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 1, 6 and 8 ● WB pages 13 and 14 ● Cassette (PB page 6:3 – optional)

- 1 Revise greetings by going round the class and saying to pupils *Hello. I'm (your name). What's your name?* Encourage pupils to reply *I'm (their name)*.
- 2 Ask pupils *How old are you?* Pupils reply *I'm (their age)*.
- 3 Ask pupils *How many sisters/brothers/cousins have you got?* Pupils reply as appropriate.
- 4 Ask individual pupils to stand up and tell the class about a family relative, e.g. *I've got a little sister. Her name's Susan. She's six.*
- 5 **PUPIL'S BOOK page 1:1. Listen and say.** Read the story together with the class.
- 6 **WORKBOOK page 13:1. Write.** Pupils complete the text in Edward's speech balloon. Go round the class helping where necessary.  
◆ **ANSWERS** My name's Edward. I'm two. I've got a sister. Her name's Helen. I've got a brother. His name's Adam.
- 7 Count from 1 to 100 with the class. Ask one pupil to say *one*, then the next pupil to say *two*, the next to say *three*, etc. Continue around the class. Encourage the class to count as quickly as they can without making a mistake. If you wish, you can tell the class to change direction whenever you clap your hands.
- 8 Play the counting game Fizz again (see Activity Bank number 13).

- 9 Write numbers at random on the board. Ask individual pupils to come and write the appropriate word beside a number, e.g. you write 59 and the pupil writes *fifty-nine*.
- 10 **WORKBOOK page 13:2. Write.** Pupils do the activity in pairs. Go round the class helping where necessary. ♦ ANSWERS five, twelve, thirteen, eighteen, twenty-one, twenty-three, thirty, thirty-five, forty-six, fifty, fifty-nine, sixty-two, seventy, eighty, eighty-eight, ninety, ninety-four, one hundred.
- 11 **PUPIL'S BOOK page 6:3. Listen and say.** Play the cassette and do the rhyme with the class.
- 12 **PUPIL'S BOOK page 8:5. Ask and answer.** Do the activity with the class (see Introduction page 5 for procedure).
- 13 **WORKBOOK page 14:3. Read and write.** Call out numbers from the picture and ask pupils to say what the people are doing, e.g. you say *a* and pupils say *They're diving*. Remind pupils to use *he's/she's/they're* as appropriate. Pupils do the activity and then check their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1g 2d 3f 4a 5b 6h 7g 8e.
- 14 **WORKBOOK page 14:4. Odd one out.** Ask pupils to say what they think is the correct answer. ♦ ANSWER snowing (all the other words are sports) or running (all the other words begin with the letter 's').
- 15 **PUPIL'S BOOK page 8:6. Your game.** Finish the lesson by playing the mime game again.

## ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 10, 11 and 12 ● WB pages 15 and 16 ● Cassette (PB pages 11:4 and 12:6 – optional)

- 1 Revise the weather by drawing weather symbols on the board (see Pupil's Book page 10:2). Point to the symbols and encourage pupils to say the appropriate phrases.
- 2 **PUPIL'S BOOK page 10:2. Listen, read and say.** Read through with the class. Do choral and individual repetition.
- 3 **WORKBOOK page 15:5. Write.** Pupils complete the gapped sentences in pairs. Go round the class helping where necessary. ♦ ANSWERS

wet, raining. 2 hot, shining. 3 windy, blowing. 4 cold, snowing.

- 4 **WORKBOOK page 15:6. Write about your weather.** Talk to the class about the weather today. Then ask pupils to complete the sentence.
- 5 **PUPIL'S BOOK page 11:4. Listen and sing.** Do the song with the class.
- 6 **PUPIL'S BOOK page 12:6. Listen and say.** Do the tongue twister with the class.
- 7 **WORKBOOK page 16:6 Your writing.** There are Your writing pages at the end of all eight revision sections in the Workbook. They aim to help pupils develop writing skills. First there is a sample text for pupils to read. Then there is a gapped text for pupils to complete, choosing words given in a 'notebook'. Finally there is a piece of writing for pupils to do themselves.
- 8 **WORKBOOK page 16:7. Read.** Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding you can make some true/false statements for pupils to answer, e.g. *Her name's Brian. She's thirteen. She lives in London.*
- 9 **WORKBOOK page 16:8. Choose and write.** Explain to pupils that they must use words from the notebook to complete the sentences. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. For example, the text could be completed in this way: *Hello. My name's Alan. I'm nineteen. I've got one sister. Her name's Janet. She's twelve. I live in Paris. Today it's wet and windy.* Point out that pupils' choices must make sense and must be grammatically correct – they cannot write: *I've got one sister. Her name's Alan or I live in twelve!* Pupils complete the texts, and then compare their answers in pairs. Go round the class helping where necessary.
- 10 **WORKBOOK page 16:9. Write about you.** Pupils write a short text about themselves. Explain that they should follow the pattern shown in 16:7 and 16:8. Give an example – *Hello. My name's Jill. I'm ten. I've got two brothers. Their names are Tom and Robert. I live in Istanbul. Today it's raining.*
- 11 Ask pupils to give suggestions of what they might write. Pupils do the writing task. Go round the class helping where necessary.
- 12 Finish the lesson by asking individual pupils to stand up and read their work to the class.

## ● UNIT 4 STEP 1

**Language** ● revision of the alphabet, *can*

**Vocabulary** ● *be quiet, beak, peel*

**Materials** ● PB page 13 ● WB page 17 ● Cassette (PB page 13:1), (PB pages 2:5 and 12:6 – optional)

- 1 Revise the alphabet. Do choral and individual repetition.
- 2 Play an alphabet game (see Activity Bank number 28).
- 3 Sing and then say to the class *I can sing*. Do choral and individual repetition.
- 4 Ask individual pupils to sing. Point to the pupil and say *He/She can sing*. Then ask the class *Can he/she sing?* Encourage pupils to reply *Yes, he/she can*.
- 5 Run, and say to the class *I can run*. Do choral and individual repetition.
- 6 Ask individual pupils to run. Point to the pupil and say *He/She can run*. Then ask the class *Can he/she run?* Pupils reply *Yes, he/she can*.
- 7 **PUPIL'S BOOK page 13:1. Listen and say.** Play the cassette. Pupils listen and read silently.
- 8 Ask pupils if they can work out the meaning of *be quiet, beak, and peel*.
- 9 Play the cassette again. Pupils listen and say.
- 10 Make statements about the story, and ask pupils to say if they are true or false, e.g. *Echo is a clever parrot. Echo can talk. Echo can't fly.*
- 11 When pupils are confident with the text, ask pupils to act it out (see Introduction page 4 for procedure).
- 12 **PUPIL'S BOOK page 13:2. Ask and answer.** Let pupils ask each other the questions in pairs. Go round the class helping where necessary  
◆ ANSWERS 1 Yes, he can. 2 No, he can't. 3 Yes, he can. 4 Yes, he can. 5 Yes, he can. 6 No, he can't.
- 13 **WORKBOOK page 17:1. Write.** Pupils work in pairs, looking at the pictures and completing the speech balloons. Go round the class helping where necessary. ◆ ANSWERS 1 I can peel a banana. 2 I can fly. 3 I can run. 4 I can open nuts (with my beak). 5 I can sing. He can't sing.
- 14 Finish the lesson by doing the tongue twisters from Pupil's Book pages 2 and 12.

## ● UNIT 4 STEP 2

**Language** ● practice of *can*

**Vocabulary** no new words

**Materials** ● PB page 14 ● WB page 17

- 1 Draw pictures on the board (e.g. toys, classroom objects, animals, clothes). Ask individual pupils to come and write the appropriate words beside the pictures. (This can also be played as a team game – see Activity Bank number 32).
- 2 Write verbs on the board (e.g. *run, walk, swim, talk, ride a bike, skate, skip, play football, sing, jump, hop, fly, dive*). Point to the verbs one at a time. Ask pupils if they can remember what these verbs mean. Ask pupils to mime the verbs. Do choral and individual repetition.
- 3 Point to the verbs and ask pupils questions, *Can you (swim)? Can you (play football)?* Pupils reply *Yes, I can/No, I can't* as appropriate.
- 4 Pupils work in pairs, asking and answering questions, using *can* and the verbs on the board. Go round the class helping where necessary.
- 5 **WORKBOOK page 17:2. Read and write.** Remind pupils when to use *I/he/she*. Read through the summary table together. Pupils fill in the missing words. ◆ ANSWERS *Can, can, Can, he can't.*
- 6 **PUPIL'S BOOK page 14:3. Read and point.** Go through the activity with the whole class. Read a sentence and ask the class (or individual pupils) to point at the appropriate picture and say the letter. For example, you say *They can ride a bike* and pupils point at the picture of people riding a bike and say *i*.
- 7 Ask pupils to do the activity in pairs. Go round the class helping where necessary. ◆ ANSWERS 1d 2e 3h 4j 5l 6b 7f 8i 9a 10k 11g 12c.
- 8 **PUPIL'S BOOK page 14:4. Ask and answer.** Ask pupils questions about the pictures, for example *Picture a. Can he swim?* Pupils reply *Yes, he can*. Ask questions about all the pictures, then ask pupils to do the activity in pairs.
- 9 Finish the lesson by doing a memory activity (see Activity Bank number 8), using different verbs (*run, walk, swim, talk, ride a bike, skate, skip, play football, sing, jump, hop, fly, dive*).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 29:1 **Write** (see Revision 2 Step A for procedure).

## ● UNIT 4 STEP 3

**Language** ● practice of *can*

**Vocabulary** ● *each, fast, feather, frog, goat, hang, hour, kilometres, lion, penguin, sloth, their, tongue, up, upside down*

**Materials** ● PB pages 14 and 15 ● WB page 18  
● Cassette (PB page 15:5)

### 1 PUPIL'S BOOK page 14:4. Ask and answer.

Revise *can* by pointing to the pictures and asking pupils questions – *Can they run? Can she jump?* Pupils reply *Yes, he/she/they can* or *No, he/she/they can't* as appropriate.

### 2 Ask pupils questions about themselves. *Can you (swim)?* Pupils reply *Yes, I can/No, I can't.*

### 3 WORKBOOK page 18:3. Write.

Ask pupils to look at the pictures and to think about what Tabby can and can't do. Ask individual pupils to make sentences about Tabby – *She can (run). She can't (read).*

### 4 Pupils write in the answers, then check their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, she can. 2 No, she can't. 3 No, she can't. 4 Yes, she can. 5 No, she can't. 6 No, she can't.

### 5 WORKBOOK page 18:4. Write about Freddie

**Fish.** Ask pupils to look at the picture and to think about what the fish can and can't do. Ask pupils to call out suggestions. Ask questions about Freddie Fish – *Can he (run)?*

### 6 Pupils complete the sentences, then compare their answers in pairs. When they have finished, ask individual pupils to read out their sentences to the class.

### 7 PUPIL'S BOOK page 15:5. Listen and read.

Ask pupils to look at the pictures. Revise giraffe and teach the names of the other animals: *penguin, sloth, goat, lion, frog.* Do choral and individual repetition. Ask pupils what they know about these animals. Pupils may think that these reading texts look very difficult but the pictures and some familiar words will help them to understand. Explain that you will read three texts in this lesson and three in the next lesson.

### 8 Play the cassette for the first text. Pupils listen and read silently.

### 9 Go through the text with the class. Explain the word *feathers* with a board drawing. Explain the phrase *can't walk very fast.* Play the cassette

again for picture 1. Pupils listen and read silently.

### 10 Play the cassette for the second picture. Pupils listen and read silently.

### 11 Ask pupils to explain to you what the text is about and what it means. Can the class work out the meaning of the phrase *50 kilometres an hour* and the word *tongue*? Do pupils believe that giraffes can touch their ears with their tongues? They can!

### 12 Play the cassette for picture 2 again. Pupils listen and read.

### 13 Explain the phrase *upside-down.* Play the cassette for the third picture. Pupils listen and read silently.

### 14 Ask pupils to explain to you what the text is about and what it means. Can the class work out the meaning of the phrase *three toes on each foot*?

### 15 Play the cassette for the first three pictures. Pupils listen and read.

### 16 Make statements about penguins, giraffes and sloths and ask pupils to say if they are true/false.

### 17 Finish the lesson by playing Hangman (see Activity Bank number 5), using words from the three texts.

## ● UNIT 4 STEP 4

**Language** ● practice of *can*

**Vocabulary** ● *almost, climb, clothes, down, even, leaves, mountain*

**Materials** ● PB page 15 ● WB page 19 ● Cassette (PB page 15:5)

### 1 Revise the previous lesson by pointing to the pictures and asking pupils to say the names of the animals. Do choral and individual repetition.

### 2 Make statements about penguins, giraffes and sloths and ask pupils to say *True/False*, e.g. *Penguins can't swim.*

### 3 PUPIL'S BOOK page 15:5. Listen and read.

Ask pupils to look at picture 4. Ask pupils if they know anything about goats. Do they know what goats eat? Play the cassette for picture 4. Pupils listen and read silently.

### 4 Ask pupils if they can work out the meaning of the new words: *almost anything, leaves, clothes, climb, mountains.* Explain the new words, then ask pupils to tell you what the text is about.

### 5 Play the cassette for picture 4 again. Pupils

listen and read silently.

- 6 Ask pupils to look at picture 5. Do they think lions can run? Do they think lions can climb? Play the cassette. Pupils listen and read silently.
- 7 Ask pupils to tell you what the text is about. Demonstrate the meaning of *jump up* and *jump down*.
- 8 Play the cassette for picture 5 again. Pupils listen and read silently.
- 9 Play the cassette for picture 6. Pupils listen and read silently.
- 10 Ask pupils to tell you what the text is about.
- 11 Play the cassette for pictures 4, 5, and 6. Pupils listen and read silently.
- 12 Ask pupils questions about the animals, e.g. *Can penguins fly? Can sloths dive?* Pupils answer *Yes, they can / No, they can't*.
- 13 **WORKBOOK page 19:5. Choose and write.** Explain to pupils that they must make sentences, using a word or phrase from each box. Give some examples, e.g. *Giraffes can run fast. Tree frogs can climb trees.* Ask individual pupils to suggest sentences.
- 14 Pupils work in pairs writing sentences (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 15 Finish the lesson by playing Hangman (see Activity Bank number 5), using words from the texts on Pupil's Book page 15.

## ● UNIT 4 STEP 5

**Language** ● practice of *can*

**Vocabulary** no new words

**Materials** ● PB page 16 ● WB page 20

- 1 Revise the previous lesson by playing Disappearing Items (see Activity Bank number 9), using either drawings of the animals or the names of the animals.
- 2 Make statements about the animals and ask the class to guess which animal you are describing. For example, *It can swim. It can't fly.* The class ask *Is it a penguin?* and you reply *Yes, it is / No, it isn't*.
- 3 **PUPIL'S BOOK page 16:6. True or false?** Pupils do this activity in pairs (see Introduction page 5 for procedure). Remind pupils to change roles, so they both get a chance to answer.  
◆ ANSWERS 1 true 2 false 3 false 4 false 5 true 6 false 7 false 8 true.

## 4 WORKBOOK page 20:6. Write questions.

Explain to pupils that they must complete the sentences, to make five questions. Ask pupils to give examples of what they might write – *Can penguins swim / fly / run fast / climb trees / eat clothes?* Pupils write their questions.

## 5 WORKBOOK page 20:7. Answer your friend's questions.

Pupils exchange books with their partner, and each pupil answers the questions their partner has written. Tell pupils that if necessary they can look at Pupil's Book page 15 to find out the answers.

## 6 When they have finished, pupils then take their own books back, and mark their partner's answers. Go round the class helping where necessary.

## 7 WORKBOOK page 20:8. Read and write.

Go through the summary table with the class. Remind pupils of when we use *you / he / she / we / they*. Pupils fill in the missing words.

◆ ANSWERS he can't, she can, Yes, we can, No, we can't, Yes, they can, No, they can't.

## 8 PUPIL'S BOOK page 16:7. Your quiz.

Ask pupils to do the quiz in pairs.

## 9 Finish the lesson by asking pupils to say which of the six animals on Pupil's Book page 15 they like the best. Have a class vote to see which of the animals is the most popular, and which is the least popular.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 29:2 **Write about you** (see Revision 2 Step A for procedure).

## ● UNIT 5 STEP 1

**Language** ● revision of school subjects, *what time is it? it's (nine) o'clock* ● presentation of *it's half past*

**Vocabulary** ● *half, home, hooray, past*

**Materials** ● PB page 17 ● WB page 21 ● Cassette (PB page 17:1) ● paper for pupils to play Bingo

- 1 Revise school subjects: *maths, English, art, sport, science*. Do choral and individual repetition.
- 2 Draw items on the board to illustrate the school subjects, e.g. a ball, a paintbrush, a sum, the word *Hello*, and a test tube. Point to the pictures and ask pupils to say the appropriate word.
- 3 Use the pictures to play Disappearing Items (see Activity Bank number 9).
- 4 Revise numbers 1–12 by playing a number game

(see Activity Bank numbers 12, 13 and 14).

- 5 Draw a clock face on the board and draw in one o'clock. Ask *What time is it?* and encourage the class to reply *It's one o'clock*. Repeat with different times. Do choral and individual repetition.
- 6 Play Bingo (see Activity Bank number 19). Ask pupils to draw a clock face in each square and to draw in a different time on each clock (pupils must only draw full hours, e.g. three o'clock, eight o'clock, ten o'clock). Then play Bingo.
- 7 Draw a clock face on the board and draw in half past one. Teach the phrase *it's half past one*. Do choral and individual repetition. Repeat with other *half past* times.
- 8 **PUPIL'S BOOK page 17:1. Listen and sing.** Teach the song in the usual way (see Introduction page 4 for procedure).
- 9 **WORKBOOK page 21:1. Write.** Pupils do the activity in pairs (see Introduction page 7 for procedure). Go through the answers with the class. ♦ ANSWERS 1 It's three o'clock. 2 It's half past eight. 3 It's eleven o'clock. 4 It's half past one. 5 It's half past four. 6 It's seven o'clock. 7 It's five o'clock. 8 It's half past six.
- 10 Finish the lesson by drawing a large clock face on the board. Draw in the numbers but not the hands. Say a time (either *o'clock* or *half past*) and ask individual pupils to come and draw the hands on the clock. Repeat with different times and different pupils.

## ● UNIT 5 STEP 2

**Language** ● practice of *what time is it? it's (six) o'clock, it's half past (six)* ● presentation of *it's quarter to/past*

**Vocabulary** ● *quarter*

**Materials** ● PB pages 17 and 18 ● WB pages 21 and 22 ● Cassette (PB page 17:1 – optional), (PB pages 18:2 and 18:4)

- 1 Revise the time by drawing on the board several clock faces with *o'clock* and *half past* times on them. Point to the clocks and ask the class *What time is it?* Pupils reply, chorally and individually.
- 2 **WORKBOOK page 21:2. Read and draw.** Pupils draw in the times, then compare their answers in pairs. Go round the class helping where necessary.
- 3 **PUPIL'S BOOK page 18:2. Listen, read and**

**say.** Play the cassette. Pupils listen and read silently.

- 4 Explain *quarter to* and *quarter past*. Do choral and individual repetition.
- 5 Practise all the times: *o'clock, quarter past, half past, quarter to* by repeating the activity in Step 1:9.
- 6 **PUPIL'S BOOK page 18:3. Ask and answer.** Go through the activity with the class first, then ask pupils to do the activity in pairs (see Introduction page 5 for procedure). Remind pupils to change roles, so each pupil has a chance to both ask and answer questions. Go round the class helping where necessary.  
♦ ANSWERS 1 It's quarter to eight. 2 It's quarter to five. 3 It's quarter past ten. 4 It's half past four. 5 It's quarter to three. 6 It's five o'clock. 7 It's half past twelve. 8 It's three o'clock. 9 It's quarter past eight. 10 It's eleven o'clock. 11 It's quarter past two. 12 It's half past ten.
- 7 **PUPIL'S BOOK page 18:4. Listen and say.** Do the tongue twister with the class in the usual way (see Introduction page 5 for procedure).
- 8 Finish the lesson by singing the song from Pupil's Book page 17 again. Encourage pupils to add extra verses, using different times and school subjects.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 30:3 **Write** (see Revision 2 Step A for procedure).

## ● UNIT 5 STEP 3

**Language** ● practice of time ● revision of days of the week

**Vocabulary** ● *programme, quiz*

**Materials** ● PB page 19 ● WB page 22 ● Cassette (PB page 19:5)

- 1 **WORKBOOK page 22:3. Match.** Revise telling the time by pointing to the clock pictures and asking pupils *What time is it?* Pupils reply *It's half past two, It's quarter to one*, as appropriate.
- 2 Pupils do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary. ♦ ANSWERS 1 It's quarter past eleven. 2 It's quarter to six. 3 It's one o'clock. 4 It's quarter past five. 5 It's half past two. 6 It's quarter to eleven. 7 It's quarter to one. 8 It's quarter past nine. 9 It's twelve o'clock. 10 It's half past eight.

- 3 **WORKBOOK page 22:4. Read.** Go through the summary table with the class.
- 4 **WORKBOOK page 22:5. Read and draw.** Pupils draw in the numbers and hands on the clock faces. Go round the class helping where necessary.
- 5 Revise the days of the week. Do choral and individual repetition.
- 6 Talk to the class about television programmes. What do pupils like to watch? Teach the word *programme*. Ask pupils what their favourite programme is. Ask what day it is on.
- 7 **PUPIL'S BOOK page 19:5. Listen and read.** Ask pupils to look at the pictures. What types of programme is Adam watching?
- 8 Play the cassette. Pupils listen and read silently.
- 9 Do choral and individual repetition of the phrases *animal programme, sports quiz, cartoon, football*. Explain *quiz*. Ask pupils if they like to watch any of these.
- 10 Play the cassette again. Pupils listen and read silently.
- 11 **PUPIL'S BOOK page 19:6. True or false?** Go through the activity with the class first, then ask pupils to do it in pairs (see Introduction page 5 for procedure).
- 12 Finish the lesson by playing a spelling game (see Activity Bank number 6), using days of the week.

## ● UNIT 5 STEP 4

**Language** ● presentation of prepositions *on* (+ day) *at* (+ time)

**Vocabulary** ● *film, forget, lesson*

**Materials** ● PB pages 18, 19 and 20 ● WB page 23 ● Cassette (PB page 20:7)

- 1 **PUPIL'S BOOK page 18:3. Ask and answer.** Revise telling the time by doing this activity with the class. Then ask pupils to do the activity in pairs (see Introduction page 5 for procedure).
- 2 Write these eight television programmes on the board: *sports programme, weather, football, quiz, cartoon, animal programme, basketball, science programme*. Go through them and make sure pupils understand what the programmes are.
- 3 **WORKBOOK page 23:6. Write.** Ask pupils to look at the pictures. Point to the pictures and ask pupils to call out what programme it is (from the list on the board).
- 4 Call out a programme and ask pupils to find the

appropriate picture, and to say what time the programme is on, e.g. you say *weather* and pupils reply *It's at half past six*.

- 5 Pupils work in pairs and complete the sentences. Go round the class helping where necessary.  
◆ **ANSWERS** 1 The sports programme's at quarter to nine. 2 The weather's at half past six. 3 The football's at quarter past nine. 4 The quiz is at quarter past seven. 5 The cartoon's at quarter to four. 6 The animal programme's at quarter past four. 7 The basketball's at six o'clock. 8 The science programme's at half past five.
- 6 **WORKBOOK page 23:7. Read.** Go through the summary table with the class. Explain that we use *on* with a day and we use *at* with a time.
- 7 **PUPIL'S BOOK page 19:5. Listen and read.** Read through the text again with the class. Draw pupils' attention to the two prepositions *on* and *at*.
- 8 **PUPIL'S BOOK page 20:7. Listen and read.** Explain to pupils that these are notices on a noticeboard, giving people information about different activities, clubs, sports, etc. Is there a similar noticeboard in your school? What sort of notices are put up on the board?
- 9 Play the cassette. Pupils listen and read silently.
- 10 Go through the notices one by one. Ask pupils to explain what they mean. Explain any words pupils do not know or cannot work out.
- 11 Play the cassette again. Tell pupils to listen particularly to the use of *on* and *at*.
- 12 Finish the lesson by asking pupils to say which of the activities shown on the noticeboard they would most like to go to.

Note: Ask pupils to bring crayons to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 30:4 **Write on or at** (see Revision 2 Step A for procedure).

## ● UNIT 5 STEP 5

**Language** ● practice of time with *on* and *at*

**Vocabulary** ● *space*

**Materials** ● PB page 20 ● WB page 24

- 1 **PUPIL'S BOOK page 20:7. Listen and read.** Revise the previous lesson by reading through the notices with the class again. Check pupils remember the vocabulary.

- 2 Play Hangman (see Activity Bank number 6), using words from the noticeboard.
- 3 **PUPIL'S BOOK page 20:8. Ask and answer.** Remind pupils that they must use *at* with a time and use *on* with a day. Ask a few sample questions, then tell pupils to do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 4 **WORKBOOK page 24:8. Look at Pupil's Book page 20 and write questions.** Explain that pupils must write five questions about the notices shown on Pupil's Book page 20:7. Ask pupils to call out suggestions.
- 5 Pupils write their questions. Go round the class helping where necessary.
- 6 **WORKBOOK page 24:9. Answer your friend's questions.** Pupils exchange books with a partner, and answer the questions their partner has written. Go round the class helping where necessary.
- 7 Pupils change back their books and mark their partner's answers.
- 8 **WORKBOOK page 24:10. Write about you.** Talk to the class about television. Ask them to say what their favourite programmes are. Write on the board any words pupils need. Then pupils answer the Workbook question.
- 9 **PUPIL'S BOOK page 20:9. Your work.** Pupils draw and colour a picture of their favourite TV programme and write a short text, giving the name, the day and the time of the programme. Go round the class helping where necessary.
- 10 Finish the lesson by asking pupils to show their work to the class, holding up the picture and reading out what they have written. If possible, display pupils' finished work in the classroom, or perhaps display it elsewhere in the school, on a noticeboard with a heading *Class X's favourite TV programmes*.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 30:5 **Write about you** (see Revision 2 Step A for procedure).

## ● UNIT 6 STEP 1

**Language** ● revision of food vocabulary, *I want, I don't want, do you want? yes, I do / no, I don't*  
**Vocabulary** ● *beans, delicious, omelette, pineapple*  
**Materials** ● PB page 21 ● Cassette (PB page 21:1)

- 1 Revise foods learnt in the previous level of the course (*apple, banana, burger, cake, cheese, chips, egg, fruit, grapes, ice cream, lemon, meat, orange, peas, pizza, sandwich, tomato, vegetables*) by playing a drawing game (see Activity Bank number 2). As each food is guessed correctly, write the word below the picture you have drawn on the board. Do choral and individual repetition.
- 2 Teach the new food words: *beans, omelette, and pineapple*. Draw and write these foods on the board too. Do choral and individual repetition.
- 3 Ask pupils to say which of the foods on the board are their favourite.
- 4 Mime hunger, and say *I'm hungry*. Point to foods on the board and say *I want (an omelette) and (vegetables)*.
- 5 Ask individual pupils to come to the board, point to the foods, and say *I want (chips) and (a burger)*.
- 6 Point to the foods and ask pupils *Do you want (chips)?* Encourage pupils to reply *Yes, I do / No, I don't*.
- 7 Tell pupils to work in pairs (see Introduction page 7 for procedure), asking each other about the food items on the board, *Do you want (fruit)? Yes, I do / No, I don't*. Remind pupils to change roles so that each has the chance to both ask and answer questions. Go round the class helping where necessary.
- 8 **PUPIL'S BOOK page 21:1. Listen and say.** Ask pupils to look at the pictures. What do they think the story is about? Tell them to look at Adam in the last picture. What do they think is happening here?
- 9 Play the cassette. Pupils listen and read silently.
- 10 Teach the dialogue in the usual way (see Introduction page 4 for procedure).
- 11 When they are confident with the text, ask pupils to act it out (see Introduction page 4 for procedure).
- 12 Finish the lesson by playing a team spelling game (see Activity Bank number 6), using food words.

## ● UNIT 6 STEP 2

**Language** ● practice of present simple with *want*  
**Vocabulary** no new words  
**Materials** ● PB page 22 ● WB page 25 ● Cassette (PB page 22:2)

- 1 Revise the previous lesson by asking individual pupils *Do you want (an apple)?* Encourage pupils to reply *Yes, I do/No, I don't*.
- 2 Revise food by doing a memory activity (see Activity Bank number 8), using food words.
- 3 **WORKBOOK page 25:1. Read and draw.** Pupils draw on the plates the foods that the three children want, then compare their pictures in pairs. Go round the class helping where necessary.
- 4 **WORKBOOK page 25:2. Read and write.** Go through the summary table with the class. Pupils fill in the missing words. ♦ ANSWERS do, don't.
- 5 **PUPIL'S BOOK page 22:2. Listen and point.** Explain to pupils that they must listen to the children speaking on the cassette and point to the appropriate picture in their books. Play the cassette and let pupils listen and look at the pictures.
- 6 Play the cassette again. Pupils listen and point to the appropriate pictures.
- 7 Play the cassette again. Pupils listen, point to the appropriate picture and call out the letter of the picture.
- 8 Remind pupils that when we are talking about ourselves, we say *I want (a banana)*, but when talking about someone else we say *He/She wants (a banana)*. Ask individual pupils to stand up and make statements, *I want (beans)*. Then ask the rest of the class to say *He/She wants (beans)*.
- 9 Ask individual pupils to stand up and make statements – *I want (a burger)*. Then ask the rest of the class questions – *Does he/she want (an omelette)?* Encourage pupils to reply *Yes, he/she does* or *No, he/she doesn't* as appropriate.
- 10 **PUPIL'S BOOK page 22:3. Ask and answer.** Go through the activity with the class, then ask pupils to do it in pairs (see Introduction page 5 for procedure).
- 11 Finish the lesson by playing a guessing game with the class. Ask one pupil to come to the front of the class and to whisper to you a food that he/she wants. The class must try and guess the food, by asking you questions, *Does he/she want (cheese)? Does he/she want (an orange)?* You reply *Yes, he/she does* or *No, he/she doesn't* until the class guess correctly. The pupil who guesses correctly then comes to the front of the class and whispers a food to you, and the class play again.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 31:6 **Write** (see Revision 2 Step B for procedure).

## ● UNIT 6 STEP 3

**Language** ● practice of present simple with *want*  
**Vocabulary** ● *chicken, menu, nice, rice, salad*  
**Materials** ● PB pages 22 and 23 ● WB page 26  
 ● Cassette (PB page 23:4 and 23:6)

- 1 **PUPIL'S BOOK page 22:3. Ask and answer.** Revise the previous lesson by asking pupils questions about the pictures, *Does Sally want (chocolate ice cream)?* Pupils reply *Yes, he/she does* or *No, he/she doesn't* as appropriate.
- 2 **WORKBOOK page 26:3. Match and write.** Explain that pupils must follow the maze of lines to find out which food each child wants, then answer the questions. Pupils do the activity in pairs. Remind them to use *he/she* as appropriate. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, she does. 2 No, he doesn't. 3 No, she doesn't. 4 Yes, he does. 5 No, he doesn't. 6 Yes, she does.
- 3 **WORKBOOK page 26:4. Read and write.** Go through the summary table with the class. Pupils fill in the missing words. ♦ ANSWERS does, Does, doesn't.
- 4 **WORKBOOK page 26:5. Odd one out.** Ask pupils to say which word they think is the odd one out, and to explain why.  
 ♦ ANSWER omelette (all the other words are fruits) or the answer could be banana (all the other words begin with a vowel).
- 5 **PUPIL'S BOOK page 23:4. Listen, read and say.** Explain the word *menu*. Play the cassette. Pupils listen and read silently.
- 6 Ask pupils if there are any new food words on the menu (*chicken, rice, salad*). Can they guess what these words mean?
- 7 Play the cassette again. Pupils listen and say.
- 8 **PUPIL'S BOOK page 23:5. Ask and answer about you.** Pupils do the activity in pairs (see Introduction page 6 for procedure). Go round the class helping where necessary.
- 9 **PUPIL'S BOOK page 23:6. Listen and say.** Finish the lesson by teaching the rhyme (see Introduction page 4 for procedure).

Note: Ask pupils to bring crayons to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 31:7 **Write about you** (see Revision 2 Step B for procedure).

## ● UNIT 6 STEP 4

**Language** ● practice of present simple with *want*  
**Vocabulary** no new words

**Materials** ● PB pages 23 and 24 ● WB page 27  
● Cassette (PB page 23:6 – optional), (PB page 24:7) ● paper for pupils to play Bingo

- 1 PUPIL'S BOOK page 23:6. Listen and say.** Revise the previous lesson by doing the rhyme.
- 2 WORKBOOK page 27:6. Write.** Point to the food pictures and ask pupils to say the names. Then ask pupils to work in pairs to complete the crossword. Go round the class helping where necessary. ♦ **ANSWERS** Across: 3 chocolate 4 pizza 7 burger 10 chicken 12 cheese 13 sweets 14 peas. Down: 1 omelette 2 salad 3 chips 5 apple 6 fish 8 rice 9 beans 11 cake.
- 3 PUPIL'S BOOK page 24:7. Listen and say.** Teach the tongue twister in the usual way (see Introduction page 5 for procedure).
- 4 PUPIL'S BOOK page 24:8. Your work.** Explain to pupils that they must make a menu. They must draw and colour pictures of the foods they want to include on their menu, and also write the words. Go round the class helping where necessary. There may be other foods which pupils want to include on their menus, perhaps foods they particularly like, or local delicacies. If so, give pupils these words in English and do choral and individual repetition of the words. Pupils will need their menus for the next lesson, so collect them in at the end of the lesson.
- 5** Finish the lesson by playing Bingo (see Activity Bank number 19), using food words.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 6 STEP 5

**Language** ● practice of present simple with *want*  
**Vocabulary** no new words

**Materials** ● PB page 24 ● WB page 28 ● Cassette (PB page 24:7 – optional) ● apron, tablecloth ● pupils' menus (made in Step 4)

- 1** Give out pupils' menus. Revise foods by asking pupils to show their partner their menu and to explain what all the foods on it are.

- 2 WORKBOOK page 28:7. Write.** Ask pupils to look at the picture. Explain that the three people are in a restaurant, looking at the menu, and thinking about what they want. Ask pupils to tell you what each of the people in the restaurant want.
- 3** Pupils complete the sentences, then compare their answer in pairs. ♦ **ANSWERS** Man: I want chicken, rice and peas, please. Woman: I want an omelette and salad, please. Child: I want fish and chips, please.
- 4 WORKBOOK page 28:8. Odd one out.** Ask pupils to discuss in pairs which word they think is the odd one out. Ask pupils to say which word they have chosen, and to explain their answer. ♦ **ANSWERS** penguin (the other three words are foods). Pupils may have a different answer.
- 5 WORKBOOK page 28:9. Draw and write about you.** Pupils draw pictures and write sentences about the food they want to have for lunch. Go round the class helping where necessary. If they have crayons, pupils may colour the pictures too.
- 6 PUPIL'S BOOK page 24:9. Your game.** Explain to pupils that they are going to act out a scene in a restaurant, using the menus they made in the previous lesson. Demonstrate with one pupil at the front of the class first. Make a restaurant in the classroom, by placing a desk and two chairs at the front of the class, and putting the tablecloth over the desk. Put on the apron. You play the part of the waiter, the pupil plays the customer. The customer reads from their menu, and tells you what they want.
- 7** Repeat with a different pupil. This time the pupil plays the waiter and you play the customer.
- 8** Pupils practise acting out the scene in pairs. Go round the class helping where necessary.
- 9** When they have practised their scenes, ask pairs of pupils to come to the 'restaurant' at the front of the class and act out the scene for the rest of the class.
- 10** Do the tongue twister from Pupil's Book page 24 again with the class.
- 11** Finish the lesson by playing a memory game. Pupil 1 says a phrase, e.g. *I want a banana*. Pupil 2 repeats this phrase and adds another, e.g. *I want a banana and chips*. Pupil 3 repeats this phrase and adds another, e.g. *I want a banana and chips and an omelette*. Continue as described in Activity Bank number 11.

## Revision 2

Note: Revision 2 is based on Workbook pages 29–32. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

Language ● revision

Vocabulary no new words

Materials ● PB pages 15, 18 and 20 ● WB pages 29 and 30 ● Cassette (PB page 17:1 – optional), (PB page 20:7)

- 1 Revise *can* and action verbs. Write these verbs on the board: *play football, swim, dive, play volleyball, run fast, read, write, count, jump, skate, skip, play tennis, ride a bike*. Check that pupils remember all the verbs. Demonstrate them by mime. Do choral and individual repetition.
- 2 Ask individual pupils questions about the verbs, *Can you (skate)?* Pupils reply *Yes, I can/No, I can't* as appropriate.
- 3 Pupils work in pairs, asking and answering questions about the verbs on the board. Go round the class helping where necessary.
- 4 Ask questions about Echo – *Can Echo fly/swim/walk/talk/run/read/write?* Encourage pupils to reply *Yes, he can/No, he can't*.
- 5 **WORKBOOK page 29:1. Write.** Pupils answer the questions, then compare their answers in pairs. ♦ ANSWERS 1 Yes, he can. 2 Yes, she can. 3 No, he can't. 4 Yes, she can. 5 No, he can't. 6 Yes, she can.
- 6 **WORKBOOK page 29:2. Write about you.** Pupils write five sentences about themselves, then compare their answers in pairs. Go round the class helping where necessary.
- 7 **PUPIL'S BOOK page 15:5. Listen and read.** Ask pupils to look at the pictures of the animals for a few minutes, and then close their books. They now make statements about the animals, e.g. *Giraffes can run fast. Penguins can swim.*
- 8 Revise the time by drawing a large clock face on the board. Say a time and ask individual pupils to come and draw in the hands on the clock face. Revise *o'clock, quarter past, half past* and *quarter to*.

### 9 PUPIL'S BOOK page 18:3. Ask and answer.

Pupils do the activity in pairs (see Introduction page 5 for procedure).

- 10 **WORKBOOK page 30:3. Write.** Pupils write in the times. ♦ ANSWERS 1 It's four o'clock. 2 It's quarter past four. 3 It's half past four. 4 It's quarter to five.
- 11 **PUPIL'S BOOK page 20:7. Listen and read.** Play the cassette. Pupils listen and read silently. Remind pupils to listen particularly to the use of *at* with times and *on* with days.
- 12 **WORKBOOK page 30:4. Write on or at.** Pupils do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary. ♦ ANSWERS 1 My art lesson's at quarter to nine on Wednesday. 2 The party's on Saturday at half past five. 3 The cartoon's on Tuesday at six o'clock. 4 Gym club's on Monday at quarter past six. 5 The sports quiz is at quarter to seven on Thursday. 6 Her swimming lesson's on Monday at half past five.
- 13 **WORKBOOK page 30:5. Write about you.** Ask pupils if they regularly go to any music/sports lessons, clubs, etc. If they do, ask them to say a sentence about them, *My (piano lesson)'s on (Tuesday) at (four o'clock)*. Ask pupils to say a sentence about lessons in school, *My (English) lesson's on (Monday) at (half past nine)*.
- 14 Pupils write a sentence in the Workbook.
- 15 **PUPIL'S BOOK page 17:1. Listen and sing.** Finish the lesson by singing the song.

### ● STEP B

Language ● revision

Vocabulary no new words

Materials ● PB page 23 ● WB pages 31 and 32 ● Cassette (PB page 23:6)

- 1 Revise foods (*apple, banana, beans, burger, cake, cheese, chicken, chips, egg, fruit, grapes, ice cream, lemon, meat, omelette, orange, peas, pineapple, pizza, rice, salad, sandwich, tomato, vegetables*) by playing a drawing guessing game (see Activity Bank number 2).
- 2 Point to the drawings of food on the board and ask pupils *Do you want (chips)? Do you want (an omelette)?* Pupils reply *Yes, I do/No, I don't*.
- 3 Pupils work in pairs, asking and answering questions about the food items on the board.
- 4 Ask one pupil to come to the front of the class

and to draw a large tick beside the foods on the board that he/she wants. Ask the class questions about the foods the pupil has chosen, *Does he/she want (peas)? Does he/she want (a banana)?* Pupils reply *Yes, he/she does* or *No, he/she doesn't*.

**5 WORKBOOK page 31:6. Write.** Pupils answer the questions. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, she does. 2 No, she doesn't. 3 No, she doesn't. 4 Yes, he does. 5 No, he doesn't. 6 Yes, he does.

**6 WORKBOOK page 31:7. Write about you.** Pupils look at the pictures of food, choose which ones they want and then complete the sentence. When they have finished, pupils compare their answers in pairs.

**7 WORKBOOK page 32:8. Read.** Teach this Your writing page in the same way as before. Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding you can make some true/false statements for pupils to answer.

**8 WORKBOOK page 32:9. Choose and write.** Explain to pupils that they must use words from the notebook to complete the sentences. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. For example, the text could be completed in this way: *Larry's a lion. He can run. He can't dive. It's quarter past four and he's hungry. He wants his lunch. He wants meat.* Point out that pupils' choices must make sense and must be grammatically correct. Pupils complete the texts, and then compare their answers in pairs. Go round the class helping where necessary.

**9 WORKBOOK page 32:10. Write about Tabby.** Pupils write a short text about Tabby. Explain that they should follow the pattern shown in 32:8 and 32:9. Give an example – *Tabby's a cat. She can run and climb. She can't read. It's quarter to one and she's hungry. She wants her lunch. She wants chicken.*

**10** Pupils do the writing task. Go round the class helping where necessary.

**11** When pupils have finished, ask individual pupils to stand up and read their work to the class.

**12 PUPIL'S BOOK page 23:6. Listen and say.** Finish the lesson by saying the rhyme again.

Note: If you wish, give pupils Test A to do (see page 83 for procedure).

## ● UNIT 7 STEP 1

**Language** ● revision of clothes, present simple with *like*

**Vocabulary** ● *badge*

**Materials** ● PB page 25 ● Cassette (PB page 25:1)

- 1 Revise clothes (*hat, T-shirt, shirt, skirt, dress, jumper, shorts, trousers, shoes, socks, sandals*) by pointing to your own and pupils' clothes, and by drawing on the board. Do choral and individual repetition.
- 2 Play Hangman (see Activity Bank number 5), using clothes words.
- 3 **PUPIL'S BOOK page 25:1. Listen and say.** Ask pupils to look at the pictures and to say the clothes they can see. Ask pupils if they can see what is on Helen's T-shirt, on Adam's shirt and on Adam's hat.
- 4 Play the cassette. Pupils listen and read silently.
- 5 Explain *I like*. Play the cassette again, asking pupils to look out for the phrase *I like* as they listen and read silently.
- 6 Tell pupils to close their books. Ask pupils to listen to the cassette and to put up their hands whenever they hear the phrase *I like*. Play the cassette again.
- 7 Ask pupils to tell you (with their books still closed) the things that Helen and Adam like. Ask them to tell you the thing that Echo doesn't like.
- 8 Play the cassette again. Pupils listen and say.
- 9 When pupils are familiar with the dialogue, ask them to act it out (see Introduction page 4 for procedure).
- 10 **PUPIL'S BOOK page 25:2. Read and point.** Read the sentences and ask pupils to listen and to point to the appropriate picture.  
♦ ANSWERS 1 a 2 c 3 a 4 c 5 c 6 b.
- 11 Ask questions about the dialogue – *Does Adam like cats? Does Echo like Tabby?* Pupils reply *Yes, he/she does* or *No, he/she doesn't* as appropriate.
- 12 Finish the lesson by playing Disappearing Items (see Activity Bank number 9), using drawings of five items of clothing.
- 13 Repeat, using different items of clothing. This time make the activity a little more difficult by using six items instead of five.

## ● UNIT 7 STEP 2

**Language** ● practice of present simple with *like*

**Vocabulary** ● *ant, camel*

**Materials** ● PB pages 25 and 26 ● WB page 33

- Cassette (PB page 26:3) ● paper for pupils to play Bingo

### 1 PUPIL'S BOOK page 25:1. Listen and say.

Revise the previous lesson by asking questions about the dialogue – *Does Adam like parrots? Does Helen like Tabby?*

### 2 WORKBOOK page 33:1. Write.

Pupils complete the sentences then compare their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 cats 2 T-shirt 3 badge 4 parrots 5 shirt 6 hat 7 cats.

### 3 WORKBOOK page 33:2. Draw and write about you.

Explain that pupils are going to design a badge, to show what they like. Ask pupils to suggest things they like, e.g. *football, basketball, TV, English lessons, sport, cats, chips*, etc. Pupils draw a picture on the badge, to show what they like. They then complete the sentence.

### 4

Revise animals by asking pupils to call out the names of any animals they know. Write them on the board. Do choral and individual repetition. Add other animals, so that you revise all the animals that pupils have learnt in this book and in the previous level of the course: *bear, bird, cat, chimpanzee, elephant, frog, giraffe, goat, kangaroo, lion, monkey, mouse, parrot, penguin, snake, tiger, tortoise*.

### 5 PUPIL'S BOOK page 26:3. Listen, read and say.

Play the cassette. Pupils listen and read silently.

### 6

Play the cassette again. Pupils listen, read and say.

### 7

Ask pupils to explain the new words, *ant* and *camel*.

### 8

Say one of the animal words in the mother tongue and ask pupils to say it in English. Repeat with all the animals on Pupil's Book page 26.

### 9

Ask pupils which of these animals they like – *Do you like (cats)?* Explain to pupils that we use the plural form (*cats*), when we ask whether someone *likes* a type of animal in general, e.g. whether they like all cats, not a particular cat. Ask about different animals, *Do you like (snakes)? Do you like (monkeys)?* Pupils answer *Yes, I do/No, I don't*.

### 10 PUPIL'S BOOK page 26:4. Ask and answer about you.

Pupils do the activity in pairs, finding the sixteen animals 'hidden' in the picture and asking questions about them. Go round the class helping where necessary.

### 11

Finish the lesson by playing Bingo (see Activity Bank number 19), using the names of animals.

## ● UNIT 7 STEP 3

**Language** ● revision of animals

**Vocabulary** no new words

**Materials** ● WB page 34

### 1

Revise animals by writing gapped words on the board for pupils to complete (see Activity Bank number 24).

### 2

Play a drawing guessing game (see Activity Bank number 2). Ask individual pupils to draw animals on the board for the class to guess.

### 3

Do choral and individual repetition of all the animals pupils have learnt.

### 4 WORKBOOK page 34:3. Write.

Pupils work in pairs, completing the crossword (see Introduction page 7 for procedure). Go round the class helping where necessary. ♦ ANSWERS Across: 1 bear 5 elephant 7 cat 9 parrot 11 lion 12 giraffe 15 tiger 16 monkey 17 bird 18 penguin 19 mouse. Down: 2 ant 3 tortoise 4 chimpanzee 6 goat 8 frog 10 kangaroo 13 camel 14 snake.

### 5

Ask pupils questions about different animals – *Do you like (tigers)?* Pupils reply *Yes, I do/No, I don't*.

### 6

Ask individual pupils to stand up and talk about themselves – *I like (birds). I don't like (ants)*.

### 7

Finish the lesson by playing a team spelling game (see Activity Bank number 6).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 45:1 **Find the words** (see Revision 3 Step A for procedure).

## ● UNIT 7 STEP 4

**Language** ● practice of present simple with *like*

**Vocabulary** ● *job, noisy, washing*

**Materials** ● PB pages 26 and 27 ● WB page 35

- Cassette (PB pages 26:3 and 27:5)

### 1 PUPIL'S BOOK page 26:3. Listen, read and say.

Revise the previous lesson by playing the cassette. Pupils listen, read and say.

- 2 Play the cassette again. Pupils listen and say, with their books closed.
- 3 **PUPIL'S BOOK page 27:5. Listen and read.** Ask pupils to look at the pictures. Explain that this is a zoo, and that they are going to hear about the zookeeper, Steve.
- 4 Play the cassette. Pupils listen and read silently.
- 5 Ask pupils if they can work out the meaning of *job, noisy, wash*. Explain the words. Do choral and individual repetition.
- 6 Play the cassette again. Pupils listen and read silently.
- 7 Explain to pupils that Steve has to feed all the animals in the zoo. Ask pupils to read the story and to say what the penguins like (*fish*), and what the snakes like (*fruit*). Can pupils say what they think cats like (*fish*), and what parrots like (*nuts, fruit*). Tell pupils to look at Pupil's Book page 15 and to say what giraffes like to eat (*leaves*) and what goats like to eat (*leaves, fruit, vegetables, litter, clothes!*).
- 8 **WORKBOOK page 35:4. Choose and write.** Explain to pupils that they must make sentences, using a word or phrase from each box. Give some examples – (*Snakes*) like (*fruit*). Ask individual pupils to suggest sentences.
- 9 Pupils work in pairs writing sentences. Go round the class helping where necessary.
- 10 **WORKBOOK page 35:5. Read and write.** Go through the summary table with the class. Remind pupils that we use *does* with *he/she* and with singular names, e.g. *Steve*. We use *do* with *I/they* and with plurals, e.g. *penguins*.
- 11 Pupils write in the missing words.
  - ◆ ANSWERS do, don't, do, like, don't, Does, doesn't.
- 12 Finish the lesson by playing Hangman (see Activity Bank number 5), using animal words.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 45:2 **Match and write** (see Revision 3 Step A for procedure).

## ● UNIT 7 STEP 5

- Language** ● practice of present simple with *like*
- Vocabulary** no new words
- Materials** ● PB pages 27 and 28 ● WB page 36

- 1 **PUPIL'S BOOK page 27:5. Listen and read.** Revise the previous lesson by reading the story to the class.

- 2 **PUPIL'S BOOK page 28:6. True or false?** Go through the activity with the class. Then ask pupils to do the activity in pairs (see Introduction page 5 for procedure).
- 3 **WORKBOOK page 36:6. Write about you.** Ask pupils questions – *Do you like (parrots)?* Pupils reply *Yes, I do/No, I don't*.
- 4 Pupils write answers to the questions. Go round the class helping where necessary.
- 5 **WORKBOOK page 36:7. Write about your friend.** Pupils work in pairs, asking their partner the questions and writing the answers in the spaces provided. Demonstrate the activity at the front of the class with one pupil. Write two questions *Does your friend like cats?* and *Does your friend like snakes?* on the board, with a blank line beside each for the answers. Ask the pupil *Do you like cats?* The pupil replies (*Yes, I do*) and you write the answer (*Yes, he/she does*) on the blank line on the board. Repeat with the second question. Remind pupils that when they ask the questions they say *Do you like*; when they answer the questions they say *Yes, I do/No, I don't*; when they write down the answers they write *Yes, he/she does* or *No, he/she doesn't*. Remind pupils to use *he/she* as appropriate. Explain that first one pupil should ask all the questions and write down the answers, and then pupils should exchange roles, and the other pupil asks the questions and writes down the answers.
- 6 Pupils do the activity in pairs. Go round the class helping where necessary.
- 7 **WORKBOOK page 36:8. Write about your friend.** Pupils write sentences, using the information they learnt about their friend in Workbook 36:7. For example, if their friend answered the questions and said he/she likes cats, then the pupil writes *My friend likes cats*. Go round the class helping where necessary.
- 8 **PUPIL'S BOOK page 28:7. Your animal quiz.** Finish the lesson with the quiz. Pupils do the quiz in pairs. Go round the class helping where necessary. ◆ ANSWERS 1 Yes, he is. 2 It's a penguin. 3 It's a kangaroo. 4 He's feeding the lions. 5 She's running. 6 It's a snake. 7 Yes, I do/No, I don't. 8 No, he can't. 9 Yes, I do/No, I don't. 10 Yes, I do/No, I don't.

Note: Ask pupils to bring rulers to the next lesson.

## ● UNIT 8 STEP 1

**Language** ● revision of numbers ● presentation of measurement of height

**Vocabulary** ● *centimetres, how tall is?*

**Materials** ● PB page 29 ● WB page 37 ● Cassette (PB page 29:1) ● a ruler ● a tape measure

- 1 Revise numbers 1–100 by counting to one hundred with the class. Then play Fizz (see Activity Bank number 13).
- 2 Teach the word *centimetres*. Show the centimetres on the ruler.
- 3 Revise the word *metres*. Use the tape measure to measure one metre on the floor. Measure the board, the desk, and the window. Say *It's (thirty-five centimetres)*. *It's (one metre forty)*. Do choral and individual repetition.
- 4 Ask one pupil to come to the front of the class. Tell the pupil they are going to measure the door. Ask the class to guess how high they think the door is. Then ask the pupil to measure the height of the door to see who was correct. Repeat with different pupils, measuring different items. (Note: Do not teach words such as *high, height, how tall* at this stage. Simply measure the items and say the measurements in English, e.g. *one metre thirty, twenty-five centimetres*.)
- 5 Ask pupils to work in pairs and to use their rulers to measure their pen, pencil, pencil case, book, etc. They must give the answer in English. Go round the class helping where necessary.
- 6 **PUPIL'S BOOK page 29:1. Listen and say.** Tell pupils to look at the picture. Explain that the family are measuring themselves. Play the cassette. Pupils listen and read silently.
- 7 Ask if pupils can remember what the words *tall* and *short* mean. Explain by demonstrating.
- 8 Play the cassette again. Pupils listen and say.
- 9 **PUPIL'S BOOK page 29:2. Ask and answer.** Pupils do the activity in pairs. Go round the class helping where necessary.
- 10 Teach the question *How tall is he/she?* Bring one pupil to the front of the class. Use the tape measure to measure the pupil. Encourage the class to ask *How tall is he/she?* Then tell the class *He/She's (one metre forty-five)*. Repeat with other pupils.
- 11 Finish the lesson by letting a pupil measure you. The class ask *How tall is he/she?* and the pupil replies.

- 12 Ask pupils to measure themselves at home and to bring the information to the next lesson.

## ● UNIT 8 STEP 2

**Language** ● presentation of *(taller than, the (tall)est*

**Vocabulary** ● *than*

**Materials** ● PB pages 29 and 30 ● WB page 37 ● Cassette (PB page 30:3 and 30:4)

- 1 **PUPIL'S BOOK page 29:2. Ask and answer.** Revise the previous lesson by doing this activity with the class.
- 2 **WORKBOOK page 37:1. Write.** Look at the picture with the class. Call out an animal and ask the class to look at the measurements on the left of the picture and to work out how tall the animal is. Repeat with all five animals.
- 3 Pupils work in pairs to complete the sentences about the animals. Go round the class helping where necessary. ♦ **ANSWERS** 1 The giraffe's five metres fifty. 2 The elephant's three metres twenty. 3 The bear's two metres thirty. 4 The kangaroo's two metres ten. 5 The penguin's one metre.
- 4 **WORKBOOK page 37:2. Draw and write about you.** Explain that pupils must write the answer to the question, and that they must draw themselves on the picture, next to the penguin. Remind pupils that they must draw themselves the correct height, so that the top of their head is level with the appropriate height on the measurements on the left of the picture. Go round the class helping where necessary.
- 5 Bring several pupils, of different heights, to the front of the class. Stand them in line, with the tallest at one end and the shortest at the other end. Start at the tallest pupil and walk along the line, pointing to the pupils in turn and saying *(Tim)'s taller than (Jack)*. *(Jack)'s taller than (Anne)*. Do choral repetition.
- 6 Now start at the shortest pupil and walk along the line, pointing to the pupils in turn and saying *(Susan)'s shorter than (Ben)*. *(Ben)'s shorter than (Anne)*. *(Anne)'s shorter than (Jack)*. Do choral repetition.
- 7 Repeat 5 and 6 with several different pupils. This time encourage the class to make the sentences.
- 8 Point to the tallest pupil in the line and say

(Alan)'s the tallest. Point to the shortest pupil in the line and say (Jane)'s the shortest. Do choral and individual repetition.

- 9 Revise *old* and *young*. Bring several pupils, of different ages, to the front of the class. Stand them in a line, with the oldest at one end and the youngest at the other end. Repeat 5, 6, 7 and 8 above, using *older/younger than* and *the oldest/youngest*.
- 10 PUPIL'S BOOK page 30:3. Listen, read and say. Teach the vocabulary in the usual way (see Introduction page 4 for procedure).
- 11 PUPIL'S BOOK page 30:4. Listen and read. Play the cassette. Pupils listen and read silently.
- 12 Play the cassette again. Pupils listen and read silently.
- 13 Finish the lesson by writing this Odd one out puzzle on the board for pupils to do: *tall short bear young* ♦ ANSWER bear (the other three words are adjectives/describing words).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 46:3 Write (see Revision 3 Step A for procedure).

## ● UNIT 8 STEP 3

**Language** ● practice of comparatives and superlatives ● presentation of *the (longest river) in the world*

**Vocabulary** ● *back, desert, giant, over, railway, redwood, river, underground, waterfall, wheel, world*

**Materials** ● PB pages 30 and 31 ● WB page 38  
● Cassette (PB page 31:6) ● world map, atlas or globe

- 1 PUPIL'S BOOK page 30:4. Listen and read. Revise by reading the text to the class while pupils listen and read silently.
- 2 PUPIL'S BOOK page 30:5. Finish the sentences. Do the activity with the class, then ask pupils to do the activity in pairs (see Introduction page 5 for procedure).  
♦ ANSWERS 1 Edward 2 Dad 3 Dad 4 Edward 5 oldest/tallest 6 youngest/shortest.
- 3 WORKBOOK page 38:3. Read. Read through the summary table with the class. In particular, remind pupils that we say *younger than* and *the youngest*.
- 4 WORKBOOK page 38:4. Write. Ask pupils to look at the picture. Check that pupils remember

*old, young, tall* and *short*. Make statements about the picture and ask pupils to say whether they are true/false, e.g. *Diana's taller than Robin. Robin's the oldest*.

- 5 Pupils complete the sentences, then compare their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 taller 2 shorter 3 shortest 4 tallest 5 older 6 younger 7 youngest 8 oldest.
- 6 PUPIL'S BOOK page 31:6. Listen and read. Show pupils the atlas, map or globe and explain *world*. Explain in the mother tongue that pupils are going to read about some of the biggest, longest, highest, and tallest things in the world.
- 7 Ask pupils to look at picture 1. Do they know what it is? Play the cassette for the first picture. Pupils listen and read silently. Ask if pupils can work out the meaning of *river* and *long*. Use the map, atlas or globe to show pupils where the river Nile is. Play the cassette again. Pupils listen and read silently. Explain the word *thousand* on the cassette.
- 8 Repeat 7 above for the other pictures, one by one. Encourage pupils to work out the meaning of new words and phrases. Use the atlas, map or globe to show pupils where these things are.
- 9 When you have taught the text for all the pictures, ask if pupils would like to visit any of the places. If so, which would they like to visit? Would they like to ride in the car? Would they like to go swimming in the car?
- 10 Play the cassette for the whole activity. Pupils listen and read silently.
- 11 Finish the lesson by doing the tongue twisters from Pupil's Book pages 2, 12, 18 and 24.

## ● UNIT 8 STEP 4

**Language** ● practice of *the (tallest trees) in the world*

**Vocabulary** no new words

**Materials** ● PB page 31 ● WB page 39

- 1 Revise vocabulary by drawing on the board: a tree, a river, a car, a waterfall, a mountain. Ask pupils to say the words. Do choral and individual repetition.
- 2 Ask pupils if they can remember where in the world the tallest trees, the highest mountain, the longest river and the highest waterfall are.

**3 PUPIL'S BOOK page 31:6. Listen and read.**

Read through the texts again with the class.  
Check that pupils understand them.

- 4** Say the beginning of a sentence, and ask pupils to finish it, e.g. you say *Mount Everest is* and the class finish *the highest mountain in the world*. Use the sentence beginnings listed below:

*Mount Everest is ...*

*The London underground is ...*

*Angel Falls is ...*

*The giant redwood trees are ...*

*The Sahara desert is ...*

- 5** Tell pupils to close their Pupil's Books. Write these figures on the board: *30 metres long, 110 metres tall, 979 metres high, 6670 kilometres long, 4000 kilometres long, 8843 metres high*. Tell pupils that these figures are from the text on Pupil's Book page 31 about the longest river, the highest waterfall, the longest car, etc. Ask pupils if they can remember (or guess) which figure is for which. Write pupils' suggestions on the board, beside the figures, e.g. if pupils think that 4000 kilometres long is the river Nile, write *longest river in the world* beside that figure. When you have done this for all the figures, tell pupils to look at Pupil's Book page 31 and check the answers together with the class.
- 6 WORKBOOK page 39:5. Write.** Pupils work in pairs, completing the sentences. Go round the class helping where necessary. ♦ ANSWERS  
1 The longest car in the world is over 30 metres long. 2 The highest waterfall in the world is 979 metres high. 3 The longest river in the world is 6,670 kilometres long. 4 The tallest trees in the world are over 110 metres tall. 5 The highest mountain in the world is 8,843 metres high. 6 The longest underground railway in the world is 4,000 kilometres long.
- 7 WORKBOOK page 39:6. Match.** Explain to pupils that they must match the phrases with the places. Pupils do the activity alone (referring to Pupil's Book page 31 if necessary), then compare their answers in pairs. ♦ ANSWERS  
1 The longest underground railway in the world is in London. 2 The tallest trees in the world are in America. 3 The highest waterfall in the world is in Venezuela. 4 The biggest desert in the world is in North Africa.
- 8** Finish the lesson by revising the alphabet. Say the alphabet and do choral and individual repetition. Then do an alphabet activity (see

Activity Bank number 28).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 46:4 **Write** (see Revision 3 Step A for procedure).

● **UNIT 8 STEP 5**

**Language** ● practice of comparatives and superlatives

**Vocabulary** ● *stronger*

**Materials** ● PB page 32 ● WB page 40

- 1** Revise comparatives and superlatives by drawing three stick people on the board, all different heights. Give the people names. Point to the drawings and make sentences about them, (*Bill's shorter than (Penny)*). (*Penny's the shortest*). Ask pupils to reply *True/False*.
- 2** Ask questions about the drawings – *Is (Penny) taller than (Jack)? Who's the shortest?*
- 3** Write these words on the board: *big, long, cold, short, young, old, strong, tall*. Do choral and individual repetition. Explain *strong* through mime. Check pupils understand all the words.
- 4** Point at the first word, and say *big, bigger than, the biggest*. Do choral and individual repetition. Repeat with *long*.
- 5** Point to *cold* and encourage an individual pupil to say *cold, colder than, the coldest*. Repeat with different words and different pupils.
- 6 WORKBOOK page 40:7. Write.** Ask pupils to answer the questions in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 No, she isn't. 5 Yes, it is.
- 7 WORKBOOK page 40:8. Write about you.** Explain that pupils must answer the questions. Ask pupils to give examples of what they might answer, *I'm taller than (Barry)*. *I'm shorter than (a tree)*. *I'm older than (my little brother)*. *I'm younger than (Susan)*. Pupils answer the questions, then compare their answers in pairs.
- 8** When they have finished, ask individual pupils to read out their answers.
- 9** Revise these words: *friend, teacher, hand, foot, elephant, cat, lion, giraffe, pizza, pea, pencil, boy, girl*, by writing them on the board and asking individual pupils to come and draw pictures beside the words. Do choral and individual repetition.
- 10 PUPIL'S BOOK page 32. Your quiz.** Ask the

class to read through the questions silently, and to ask you any questions they do not understand. When you are sure pupils understand the questions, let them do the quiz in pairs. Go round the class helping where necessary.

- 11 Finish the lesson by asking individual pupils to stand up and make a sentence about themselves, e.g. *I'm taller than my friend. I'm younger than my mother.*

## ● UNIT 9 STEP 1

**Language** ● practice of present simple with *like*  
**Vocabulary** ● *blouse, buy, problem, spots, stripes, too*

**Materials** ● PB page 33 ● WB page 41  
● Cassette (PB page 33:1)

- 1 Revise the previous lesson by asking pupils questions from the quiz on Pupil's Book page 32.
- 2 Revise clothes by asking pupils to point and say what they are wearing. Teach the word *blouse*. Do choral and individual repetition.
- 3 **PUPIL'S BOOK page 33:1. Listen and say.** Ask pupils to look at the pictures and say what they think is happening in the dialogue.
- 4 Play the cassette. Pupils listen and read silently.
- 5 Ask pupils if they can work out the meaning of *buy, problem, spots, stripes*. Draw pupils' attention to the phrase *Do you like these?* and explain *these*.
- 6 Explain the meaning of the phrase *It's too big*. Give other examples - *It's too small. It's too long*.
- 7 Play the cassette again. Pupils listen and read silently.
- 8 Play the cassette again. Pupils listen and say.
- 9 When pupils are familiar with the text, ask them to act it out (see Introduction page 4 for procedure).
- 10 **PUPIL'S BOOK page 33:2. Ask and answer.** Go through the activity with the class then ask pupils to do it in pairs (see Introduction page 5 for procedure). ♦ ANSWERS 1 No, she doesn't. 2 No, she doesn't. 3 No, she doesn't. 4 Yes, she does.
- 11 **WORKBOOK page 41:1. Write.** Pupils complete the text, using phrases from the pencil. Go round the class helping where necessary.  
♦ ANSWERS 1 No, I don't. I don't like stripes. 2 No, I don't. They're too small. 3 No, I don't. I don't like spots. 4 No, I don't. They're too big.

- 12 Finish the lesson by playing the cassette for the dialogue again. Pupils listen with their books closed. Stop the cassette and ask pupils if they can remember what comes next, e.g. stop it after *I'm looking for a* and pupils say *new blouse*.

## ● UNIT 9 STEP 2

**Language** ● revision of colours, clothes,  
*this/these*

**Vocabulary** ● *belt, jacket, trainers*

**Materials** ● PB page 34 ● WB pages 41 and 42  
● Cassette (PB page 34:3) ● coloured chalks

- 1 Revise colours, using the coloured chalks (see Unit 1 Step 3:1, 2).
- 2 Revise *spots* and *stripes*. Ask pupils *Do you like (spots)? Do you like (red)?*
- 3 **WORKBOOK page 41:2. Write about you.** Pupils answer the questions, then compare their answers in pairs.
- 4 Revise classroom objects (*pen, pencil, ruler, rubber, pencil case, book, bag, desk, chair, bin*) by playing a drawing guessing game (see Activity Bank number 2). Do choral and individual repetition.
- 5 Hold up one pencil and say *What's this?* Encourage the class to reply *It's a pencil*. Then hold up several pencils and say *What are these?* Encourage the class to reply *They're pencils*. Explain that we use *this* with single objects, and *these* with more than one object. Practise with other classroom objects.
- 6 **PUPIL'S BOOK page 34:3. Listen, read and say.** Play the cassette while pupils listen and read silently. Play the cassette again. Pupils listen, read and say.
- 7 Explain to pupils that *trousers* and *shorts* are plural items in English. So if there is one hat we say *It's a hat* but if there's one pair of trousers we say *They're trousers*.
- 8 Point to the singular items of clothing (or call out the number) and ask the class *What's this?* Pupils reply *It's a (hat)*.
- 9 Point to the plural items of clothing (or call out the number) and ask the class *What are these?* Pupils reply *They're (sandals). They're (trousers)*.
- 10 **WORKBOOK page 42:3. Write.** Go through the examples with the class. Then ask pupils to answer the questions. Go round the class helping where necessary. ♦ ANSWERS 1 It's a dress.

2 They're skirts. 3 It's a jumper. 4 It's a jacket.  
5 They're shoes. 6 They're belts. 7 It's a hat (or  
sun hat). 8 It's a T-shirt. 9 They're trainers.  
10 They're shorts. 11 It's a swimsuit. 12 They're  
socks.

- 11 Finish the lesson by playing I-Spy (see Activity Bank number 3), using objects in the classroom.

## ● UNIT 9 STEP 3

**Language** ● practice of present simple with *like*, *this*/*these*

**Vocabulary** no new words.

**Materials** ● PB pages 34 and 35 ● WB page 42  
● Cassette (PB page 35:5) ● paper for pupils to  
play Bingo ● paper for pupils to make charts

- 1 Revise clothes. Draw items of clothing on the board and ask individual pupils to come and write the appropriate words beside the pictures. Do choral and individual repetition.
- 2 Play Bingo (see Activity Bank number 19), using clothes words.
- 3 Use classroom objects to revise *this* and *these* (see Step 2:5)
- 4 **WORKBOOK page 42:4. Read.** Read through the summary table with the class.
- 5 **PUPIL'S BOOK page 34:4. Point, ask and answer.** Go through the activity with the class. Make sure pupils know that they should use *this* with a single item, e.g. a hat, a sandal, and use *these* with plural items, e.g. several jumpers, a pair of shoes, a pair of trousers.
- 6 Pupils do the activity in pairs. Go round the class helping where necessary. ◆ **ANSWERS** 1 It's a belt. 2 They're jumpers. 3 It's a shirt. 4 It's a swimsuit. 5 It's a sock. 6 They're jackets. 7 It's a blouse. 8 It's a hat. 9 It's a dress. 10 They're jumpers. 11 They're skirts. 12 They're T-shirts. 13 They're shorts. 14 They're socks. 15 It's a trainer. 16 It's a shirt. 17 They're trousers. 18 They're shoes. 19 They're sandals. 20 It's a trainer.
- 7 **PUPIL'S BOOK page 35:5. Listen and sing.** Teach the song in the usual way (see Introduction page 4 for procedure).
- 8 **PUPIL'S BOOK page 35:6. Ask and answer.** Tell pupils to look at the chart. Explain that the ticks show what the children like, e.g. Helen likes stripes, spots and blue, but she doesn't like flowers, green, red or pink. Make statements

about what the children like and ask pupils to say *True/False*, e.g. *Sally likes red (false). Edward likes green (true).*

- 9 Ask questions about the chart, e.g. *Does Adam like spots? Does Edward like pink?* Pupils reply *Yes, he/she does* or *No, he/she doesn't*.
- 10 Ask pupils to work in pairs, asking and answering questions about the chart (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 11 Finish the lesson by asking pupils to make their own chart about themselves and three friends.

## ● UNIT 9 STEP 4

**Language** ● revision of clothes ● presentation of *these/those* ● practice of present simple with *like*

**Vocabulary** ● *those*

**Materials** ● PB pages 35 and 36 ● WB page 43  
● Cassette (PB page 35:5 – optional)

- 1 Draw a picture on the board, showing a man and a woman wearing various clothes: trousers, T-shirt, socks, shoes, hat, skirt, blouse, belt, sandals, etc. Ask individual pupils to come and label the clothes on the drawing.
- 2 **WORKBOOK page 43:5. Read and write.** Ask pupils to look at the chart. Ask questions about it – *Does Helen like flowers? Does Adam like spots?*
- 3 Pupils complete the sentences then compare their answers in pairs. Go round the class helping where necessary. ◆ **ANSWERS** 1 Helen likes stripes and spots. She doesn't like flowers. 2 Adam likes stripes. He doesn't like spots and flowers. 3 Sally likes flowers. She doesn't like stripes and spots. 4 Edward likes spots. He doesn't like stripes and flowers.
- 4 **WORKBOOK page 43:6. Match and write.** Explain that pupils must use the information in 43:5 to work out which child would like each T-shirt. Ask pupils to do the activity in pairs. ◆ **ANSWERS** 1d 2a 3b 4c.
- 5 Use pencils to teach *these/those*. Take several blue pencils and place them on a desk at the back of the classroom. Point to them and say *Those pens are blue*. Take several red pencils and place them next to you, on your desk. Point to them and say *These pens are red*. Explain that we use *these* and *those* for plural items. We use

*these* for items that are near to us, and *those* for items that are further away.

- 6 **PUPIL'S BOOK page 36:7. Point and say.** Ask pupils to look at the picture. Talk in the mother tongue about what is happening in the picture. Point out that one band is near and one is far away. Ask pupils to make statements about what the children are wearing. Remind them to use *these* for the band that is near, and to use *those* for the band that is further away.
- 7 Pupils do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 8 **PUPIL'S BOOK page 35:5. Listen and sing.** Sing the song again with the class.
- 9 Finish the lesson by playing a team spelling game (see Activity Bank number 6), using clothing words.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 9 STEP 5

**Language** ● practice of *these/those*, clothes

**Vocabulary** no new words

**Materials** ● PB page 36 ● WB page 44 ● Cassette (PB page 36:8) ● pictures cut from magazines, showing people wearing a variety of clothes

- 1 **WORKBOOK page 44:7. Read.** Revise *these/those* by reading through the summary table with the class. Remind pupils we use *these* for plural items near to us and *those* for plural items that are further away.
- 2 **WORKBOOK page 44:8. Read and colour.** Pupils read the sentences and colour in the pictures. Go round the class helping where necessary.
- 3 **WORKBOOK page 44:9. Odd one out.** Ask pupils to decide which words are the odd ones out, and to explain their answers.  
◆ ANSWERS 1 school (all the other words are clothing), or trainer (all the other words begin with 's'). 2 book (all the other words are clothing).
- 4 **PUPIL'S BOOK page 36:8. Listen and say.** Teach the tongue twister in the usual way (see Introduction page 5 for procedure). Repeat the other tongue twisters from Pupil's Book pages 2, 12, 18 and 24.
- 5 Play a memory game (see Activity Bank numbers 8 and 9), using clothes vocabulary.

- 6 Describe what you are wearing to the class, e.g. *I'm wearing (a blue blouse) and (a red and blue skirt). I'm wearing (black shoes).* Ask individual pupils to stand up and describe their clothes.
- 7 Hold up the magazine pictures and ask pupils to describe what the people in the pictures are wearing.
- 8 **PUPIL'S BOOK page 36:9. Your game.** Finish the lesson by playing this mime game with the class.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 47:5 **Write** and 47:6 **Odd one out** (see Revision 3 Step B for procedure).

## Revision 3

Note: Revision 3 is based on Workbook pages 45–48. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB page 26 ● WB pages 45 and 46

- 1 **PUPIL'S BOOK page 26:3. Listen, read and say.** Read through the words with the class. Do choral and individual repetition.
- 2 **PUPIL'S BOOK page 26:4. Ask and answer about you.** Ask pupils to do the activity in pairs (see Introduction page 5 for procedure). Go round the class helping where necessary.
- 3 **WORKBOOK page 45:1. Find the words.** Pupils work in pairs to find and circle the animal words. ◆ ANSWERS bear, parrot, penguin, cat (or cats), sloth, frog, giraffe, elephant, ant, lion, monkey, snake, kangaroo.
- 4 **WORKBOOK page 45:2. Match and write.** Pupils follow the jumbled lines to find out which animals each child does or doesn't like. Pupils then complete the sentences. When they have finished, pupils compare their answers in pairs. Go round the class helping where necessary.  
◆ ANSWERS 1 I like cats. I don't like frogs. 2 I like penguins. I don't like snakes. 3 I like lions. I don't like kangaroos. 4 I like bears. I don't like ants. 5 I like parrots. I don't like monkeys.

- 5 Ask individual pupils to stand up and make sentences about themselves – *I like (cats). I don't like (bears).*
- 6 Ask three pupils, of different heights, to come to the front of the class. Make statements about them – *(John)'s taller than (Anna). (Anna)'s shorter than (Ben). (Ben)'s the shortest.* Pupils say if the statements are true/false.
- 7 Revise *small, tall, long, big and short*. Do choral and individual repetition of the comparative and superlative forms: *small, smaller than, the smallest; tall, taller than, the tallest; big, bigger than, etc.*
- 8 **WORKBOOK page 46:3. Write.** Explain that pupils must work in pairs, looking at the pictures and using the words to make sentences. Go through number 1 and number 2 with the class, then ask them to write the answers.  
◆ ANSWERS 1 A mouse is smaller than an elephant. 2 A giraffe is taller than an elephant. 3 A snake is longer than an ant. 4 A bear is bigger than a cat. 5 A monkey is shorter than a chimpanzee.
- 9 **WORKBOOK page 46:4. Write.** Go through the sentences together with the class. You read the beginning of the sentences, and encourage pupils to say the rest, e.g. you say *Mount Everest is the* and the class say *highest mountain in the world.*
- 10 Pupils write in the answers. Go round the class helping where necessary. ◆ ANSWERS 1 Angel Falls is the highest waterfall in the world. 2 Mount Everest is the highest mountain in the world. 3 The river Nile is the longest river in the world. 4 Giant redwood trees are the tallest trees in the world. 5 The Sahara desert is the biggest desert in the world.
- 11 Finish the lesson by asking the class *Who's the tallest /shortest/oldest/youngest boy/girl in the class?*

## ● STEP B

Language ● revision

Vocabulary no new words

Materials ● PB pages 35 and 36 ● WB pages 47 and 48 ● Cassette (PB pages 35:5 and 36:8 – optional)

- 1 Revise clothes by playing a drawing guessing game (see Activity Bank number 2).
- 2 **WORKBOOK page 47:5. Write.** Pupils work in

pairs, finding and circling the words in the wordsquare, and writing the words beside the appropriate pictures. Go round the class helping where necessary. ◆ ANSWERS 1 belt 2 blouse 3 dress 4 hat 5 jacket 6 jumper 7 sandals 8 T-shirt 9 shoes 10 shorts 11 skirt 12 sock 13 swimsuit 14 shirt 15 trainers 16 trousers.

- 3 **WORKBOOK page 47:6. Odd one out.** Ask pupils to say which words they think are the odd ones out, and to explain their answers.  
◆ ANSWERS 1 jacket (the other words are all clothes) or penguin (the other words all end in 't'). 2 spots (the other words are all clothes).
- 4 **PUPIL'S BOOK page 35:5. Listen and sing.** Sing the song with the class.
- 5 **WORKBOOK page 48:7. Read.** Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding, make true/false statements for pupils to answer.
- 6 **WORKBOOK page 48:8. Choose and write.** Explain to pupils that they must use words from the notebook to complete the sentences. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. Point out that their choices must make sense and must be grammatically correct. Give an example of how the text might be completed.
- 7 **WORKBOOK page 48:9. Write about you.** Pupils write a short text about themselves. Explain that they should follow the pattern shown in 48:7 and 48:8.
- 8 Ask pupils to give suggestions of what they might write. Pupils do the writing task. Go round the class helping where necessary.
- 9 When pupils have finished, ask individual pupils to stand up and read their work to the class.
- 10 Finish the lesson by asking the class to say the tongue twister from Pupil's Book page 36 again.

## ● UNIT 10 STEP 1

Language ● revision of clothes, present simple

● presentation of time phrases

Vocabulary ● *afternoon, evening, lazy, milk, night*

Materials ● PB page 37 ● WB page 49 ● Cassette (PB page 37:1)

- 1 Revise clothes by playing a team spelling game (see Activity Bank number 7), using board drawings.

- 2 Teach the words *morning, afternoon, evening* and *night*. Do choral and individual repetition. Say a time and ask the class to call out whether it is morning, afternoon, evening or night, e.g. you say *three o'clock* and pupils say *afternoon*.
- 3 Talk to the class about cats, in the mother tongue if necessary. Can they remember which character in the Pupil's Book has a pet cat? (Helen) What is the cat's name? (Tabby) Do any pupils have a pet cat? Do they like cats? Tell pupils that most cats sleep during the day and seem to be very lazy. But at night they are active. Have pupils heard cats howling at night? What do they think cats do at night? Where do they go?
- 4 **PUPIL'S BOOK page 37:1. Listen and read.** Ask pupils to look at the pictures.
- 5 Play the cassette while pupils listen and read silently.
- 6 Explain *lazy* and *milk*. Draw pupils' attention to the phrases *in the morning, in the afternoon, in the evening, at night*. Do choral and individual repetition of these phrases.
- 7 Draw pupil's attention to the phrase *quarter past one*. Draw a clock face on the board. Ask an individual pupil to come and draw the hands on the clock, to show *quarter past one*. Repeat with other times. Practise times with *o'clock, quarter past, half past, quarter to*.
- 8 Play the cassette again. Pupils listen and say.
- 9 Ask pupils to look at pictures 5, 6, 7 and 8. Ask what is happening here. What does Helen think Tabby is doing? What is Tabby really doing? Make sure pupil understand that Helen thinks Tabby sleeps at night, just as Tabby sleeps for most of the day. But in fact, while Helen sleeps, Tabby climbs trees, plays in the garden, meets other cats, chases mice and enjoys herself! Helen thinks Tabby is a lazy cat. What do pupils think?
- 10 Play the cassette again. Pupils listen and say.
- 11 **WORKBOOK page 49:1. Write.** Pupils work in pairs, writing the words under the pictures as appropriate. Go round the class helping where necessary. ♦ ANSWERS 1 morning 2 afternoon 3 evening 4 night.
- 12 **WORKBOOK page 49:2. True or false?** Pupils work in pairs, deciding whether the sentences are true or false. Go round the class helping where necessary. When everyone has finished, go through the answers with the class.  
♦ ANSWERS 1 true 2 false 3 false 4 true 5 true 6 false 7 true 8 true 9 true 10 false.

- 13 Finish the lesson by dividing the class into two groups. One group reads out the text from Pupil's Book 37:1 while the other group acts out or mimes what Tabby does. Then ask the groups to swap.

## ● UNIT 10 STEP 2

**Language** ● presentation of verbs of habit

● revision of time, present simple

**Vocabulary** ● *breakfast, brush, clean, get up, shower, way*

**Materials** ● PB page 38 ● Cassette (PB pages 38:2 and 38:3)

- 1 Revise the previous lesson by saying a time and asking the class to call out *morning, afternoon, evening* or *night* as appropriate. Revise the phrases *in the morning/afternoon/evening, at night*. Do choral and individual repetition.
- 2 Draw a clock face on the board. Ask individual pupils to come and draw hands on the clock to match the time you say. Practise times with *o'clock, quarter past, half past, quarter to*.
- 3 **PUPIL'S BOOK page 38:2. Listen, read and say.** Teach the vocabulary in the usual way (see Introduction page 4 for procedure).
- 4 Play a mime game with the class. Tell the class they must watch what you do and complete the sentence. Say *At seven o'clock in the morning, I...* (then mime getting up). The class say *get up*. Repeat with other verbs from Pupil's Book 38:2.
- 5 Ask individual pupils to come to the front of the class and do a mime. Remind them also to say the time, e.g. *At four o'clock in the afternoon I...*
- 6 **PUPIL'S BOOK page 38:3. Listen and sing.** Explain the phrase *This is the way I...* Play the cassette. Pupils listen and read silently.
- 7 Play the cassette again. Pupils listen and sing. Encourage them to also mime the actions.
- 8 Ask pupils to work in pairs (see Introduction page 7 for procedure) to make up two more verses to the song, using different verbs and times.
- 9 Ask pairs to sing their verses to the class. (Note: the cassette includes a music only version as an accompaniment.)
- 10 Finish the lesson by playing a memory game (see Activity Bank number 11). Give pupils the start of a sentence, e.g. *At eight o'clock in the morning.* The first pupil adds a phrase, e.g. *At eight o'clock*

in the morning I get up; then the next pupil adds another phrase, e.g. *At eight o'clock in the morning I get up and put on my clothes.* The next pupil adds another phrase, e.g. *At eight o'clock in the morning I get up, put on my clothes and brush my hair.*

### ● UNIT 10 STEP 3

**Language** ● practice of present simple with verbs of habit

**Vocabulary** ● no new words

**Materials** ● PB page 38 ● WB page 50 ● Cassette (PB page 38:2 and 38:3)

- 1 PUPIL'S BOOK page 38:2. Listen, read and say.** Revise the verbs of habit. Play the cassette while pupils listen. Then play the cassette again while pupils listen, read and say.
- Tell pupils to close their Pupil's Books, then do a silent dictation. Mime some of the verbs of habit and ask pupils to write down the phrase you are miming, e.g. you mime brushing your hair and pupils write *brush your hair*.
- 3 PUPIL'S BOOK page 38:3. Listen and sing.** Play the cassette again. Pupils listen and sing.
- Draw several clock faces on the board, with different times on them. Also write the phrases *in the morning, in the afternoon, in the evening, at night* on the board. Now explain to pupils that they must watch what you do, and make up other verses to the song. Mime an action, (e.g. brushing your teeth) and point to one of the clock faces, (e.g. ten o'clock) and one of the phrases (e.g. at night). Pupils sing *This is the way I brush my teeth, brush my teeth, brush my teeth. This is the way I brush my teeth, at ten o'clock at night.* Ask individual pupils to come to the front of the class, mime an action, and point to a clock and a time phrase on the board. Explain to pupils that they can make up silly verses if they wish, e.g. *This is the way I go to school at twelve o'clock at night.*
- 5 WORKBOOK page 50:3. Write.** Explain to pupils that they must complete the sentences by filling in the missing words, and then must use the same words to complete the crossword below. Ask pupils to work in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 brush 2 play 3 have 4 bed 5 clean 6 sleep 7 school 8 put on 9 watch 10 get up 11 brush.

- Ask individual pupils to stand up and make sentences about themselves, e.g. *I get up at quarter past seven in the morning.*
- Play a true/false team game. A pupil from one team stands up and makes sentences about themselves, e.g. *I get up at quarter past nine in the morning.* The other team have to say whether they think this statement is true/false. If they guess correctly, their team wins a point.
- Finish the lesson by writing five verbs of habit on the board and playing Disappearing Items (see Activity Bank number 9). Repeat with five different verbs.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 61:3 **Write about you** (see Revision 4 Step A for procedure).

### ● UNIT 10 STEP 4

**Language** ● revision of animals ● practice of present simple with verbs of habit

**Vocabulary** ● *about, cage, drive, early, weigh*

**Materials** ● PB page 39 ● WB page 51 ● Cassette (PB page 39:4)

- Revise animals by asking pupils to call out the names of any animals they know. Write the names on the board. Pupils should know: *ant, bear, bird, camel, cat, elephant, frog, giraffe, goat, kangaroo, lion, monkey, mouse, parrot, penguin, snake.* Do choral and individual repetition.
- Talk to the class about zoos. Is there a zoo in your town? Have pupils been to a zoo? Do they like zoos? What do they think a zookeeper does each day?
- 3 PUPIL'S BOOK page 39:4. Listen and read.** Ask pupils to look at the pictures. Do they remember Steve?
- Play the cassette. Pupils listen and read silently.
- Ask pupils if they can work out the meaning of the new words: *about, cage, drive, early, weigh.* Do choral and individual repetition of these words.
- Play the cassette again. Pupils listen and read silently.
- Talk to the class about Steve's day. Which parts of his job do pupils think Steve likes the most? What parts do they think he likes the least? Would any of the pupils like to be a zookeeper when they grow up?

- 8 Ask pupils to close their Pupil's Books. Write these times on the board: *eleven o'clock, half past four, quarter past eight, four o'clock, quarter to six, half past eight, half past eleven*. Ask the class if they can remember what Steve does at these times each day. Ask individual pupils to come and write sentences beside the appropriate times on the board. When all the times have a sentence written beside them, ask pupils to open their books. Read the story aloud to the class, so pupils can check if they were right.
- 9 **WORKBOOK page 51:4. Write the words in order.** Explain to pupils that they must fit the words together in the correct order, like a jigsaw puzzle, to make correct sentences. Ask pupils to work in pairs. Go round the class helping where necessary. ♦ **ANSWERS** 1 I get up early. 2 I drive to the zoo. 3 I feed the animals. 4 I clean the cages. 5 I talk to school children about the animals. 6 I go home at quarter to six.
- 10 If you wish, you can make more jigsaw sentences and write them on the board for the class to do. Or you can ask pupils to make jigsaw sentences for their partner to do.
- 11 **WORKBOOK page 51:5. Write about you.** Pupils complete the sentences by writing the times. When they have finished, ask pupils to read out some of their sentences.
- 12 Finish the lesson by playing a spelling game (see Activity Bank number 5), using the animal words revised at the beginning of this lesson.

## ● UNIT 10 STEP 5

**Language** ● practice of present simple with verbs of habit

**Vocabulary** no new words

**Materials** ● PB pages 39 and 40 ● WB page 52

- 1 **PUPIL'S BOOK page 39:4. Listen and read.** Revise the story from the previous lesson by asking pupils to open their books, and to cover the text (with pieces of paper, with their hand, with a ruler, etc). Read the story to the class, while pupils look at the pictures and listen.
- 2 **PUPIL'S BOOK page 40:5. Read and point.** Go through the times with the class. Say a time and ask pupils to point to the appropriate clock face and call out the appropriate letter, e.g. you say *half past four* and the class point to clock face 'e' and say *e*.

- 3 Read the sentences and ask pupils to point to the appropriate clock face and call out the appropriate time, e.g. you say *Steve goes home* and the class point to clock face 'f' and say *at quarter to six*.
- 4 Draw pupils' attention to the sentences in the story (*I feed the penguins*) and sentences in this activity (*Steve feeds the penguins*.) Remind pupils that we use *I feed*, *I make*, and *He feeds*, *He makes*.
- 5 **WORKBOOK page 52:6. Write.** Explain that pupils must read the sentences Steve is saying, and then write them using *he*. Go through the activity with the whole class first, reminding pupils to use the verb + *s* for *he*. Pupils do the activity alone, then check their answers in pairs. Go round the class helping where necessary. ♦ **ANSWERS** 1 He gets up early. 2 He drives to the zoo. 3 He makes food for the animals. 4 He feeds the penguins. 5 He talks to school children. 6 He cleans the cages. 7 He weighs the elephants. 8 He goes home at quarter to six.
- 6 **PUPIL'S BOOK page 40:6. Ask and answer.** Go through this activity with the whole class, then ask pupils to do it in pairs (see Introduction page 5 for procedure). Go round the class helping where necessary.
- 7 **WORKBOOK page 52:7. Ask your friend these questions. Write the answers.** Ask pupils to work in pairs, asking each other four questions, as shown in the speech balloons. Pupils then write their partner's answers. Remind pupils that when they ask and answer the questions they say *What time do you get up? I get up at half past seven*. When they write the answers, they use *Jack gets up at half past seven*. Go round the class helping where necessary.
- 8 When pupils have finished the activity, ask them to read out their answers to the class.
- 9 **PUPIL'S BOOK page 40:7. Your work.** Ask pupils to write out a timetable of their daily routine. Tell pupils that they can use the verbs of habit shown on Pupil's Book page 38, or they may use different verbs if they wish.
- 10 Finish the lesson by asking pupils to read out sentences based on the information in their timetables. If possible, display pupils' finished work in the classroom.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 61:1 **Choose and write** and 61:2 **Write** (see Revision 4 Step A for procedure).

## UNIT 11 STEP 1

**Language** ● revision of classroom objects

- practice of present simple with verbs of habit
- presentation of jobs

**Vocabulary** ● *cross, dentist, direct, help, hen, look after, lorry, policeman, restaurant, sheep, sick, street, teach, town, traffic, waiter, work*

**Materials** ● PB page 41 ● WB page 53 ● Cassette (PB page 41:1)

- 1 Revise classroom objects by playing a guessing game (see Activity Bank number 1).
- 2 **PUPIL'S BOOK page 41:1. Listen and say.** Ask pupils to look at the pictures. Do they know what these jobs are? They should know *nurse, farmer, bus driver* and *teacher*. Teach *dentist, waiter, and policeman*. Do choral and individual repetition of all seven jobs.
- 3 Play the cassette for pictures 1, 2, and 3. Pupils listen and read silently. Ask pupils if they can work out the meaning of the new words: *look after, work, restaurant, sick*. Explain these words and do choral and individual repetition.
- 4 Play the cassette for pictures 1, 2, and 3 again, while pupils listen and read silently. Then play the cassette for pictures 1, 2, and 3 again, while pupils listen and say.
- 5 Play the cassette for pictures 4 and 5. Pupils listen and read silently. Ask if pupils can work out the meaning of the new words: *cross, direct, help, hen, lorry, sheep, street, traffic*. Explain these words and do choral and individual repetition.
- 6 Play the cassette for pictures 4 and 5 again, while pupils listen and read silently. Then play the cassette for pictures 4 and 5 again, while pupils listen and say.
- 7 Play the cassette for pictures 6 and 7. Pupils listen and read silently. Ask pupils if they can work out the meaning of the new words: *teach, town*. Explain these words and do choral and individual repetition.
- 8 Play the cassette for pictures 6 and 7 again, while pupils listen and read silently. Then play the cassette for pictures 6 and 7 again, while pupils listen and say.
- 9 Finally ask the class to read the whole page chorally. Talk about the pictures and the jobs shown (in the mother tongue if necessary). What do pupils think is the nicest job/the most exciting/the most difficult?

## 10 WORKBOOK page 53:1. Find the words.

Pupils work in pairs to find and circle the words.

◆ **ANSWERS** waiter, teacher, farmer, bus driver, dentist, nurse, policeman.

## 11 WORKBOOK page 53:2. Write.

Pupils write a sentence under each picture. Remind pupils to use *He's/She's/They're* as appropriate.

◆ **ANSWERS** 1 They're teachers. 2 He's a bus driver. 3 She's a nurse. 4 He's a farmer. 5 They're waiters. 6 She's a shopkeeper.

## 12 PUPIL'S BOOK page 41:1. Finish the lesson by asking individual pupils to choose and read one of the texts. As they read, the rest of the class must mime the activities of that person, e.g. if a pupil reads the text about the traffic policeman, the class must mime directing traffic.

## UNIT 11 STEP 2

**Language** ● practice of present simple with jobs

- presentation of irregular plurals

**Vocabulary** ● *child, men, people, person, women*

**Materials** ● PB pages 41 and 42 ● WB page 54 ● Cassette (PB page 42:2 and 42:4)

- 1 Revise by reading the texts from Pupil's Book page 41:1, but leaving out the first sentence of each one. Pupils must listen and guess which job you are reading about, e.g. you read *I look after my sheep, goats and hens* and pupils say *farmer*.
- 2 **PUPIL'S BOOK page 42:2. Listen, read and say.** Explain to the class that usually English makes plurals by using the letter 's', e.g. *book – books, monkey – monkeys*. Ask pupils to name other examples of plural 's'. Explain that the words *man, woman, child, person* do not form the plural by adding 's', instead they have irregular plurals. Play the cassette while pupils listen and read silently.
- 3 Go through the words with the class, making sure they understand what they mean. Point out that *child* can mean a boy or a girl, *children* can mean boys or girls or a mixture of both, *person* can mean a man, a woman, a boy or a girl, and that *people* can mean boys, girls, men, women or a mixture. Play the cassette again. Pupils listen, read and say.
- 4 **PUPIL'S BOOK page 41:1. Listen and say.** Draw pupils' attention to the words *people* and *children* in the reading texts. Also point out the word *policeman* and teach the word *policewoman*.

- 5 **WORKBOOK page 54:3. Match.** Pupils do the activity in pairs. ♦ **ANSWERS** 1 men 2 children 3 man 4 women 5 child 6 people 7 woman.
- 6 **PUPIL'S BOOK page 42:3. Ask and answer.** Do the activity with the whole class, asking questions about all the different jobs shown on Pupil's Book page 42. You can also ask *What do zookeepers do?* Then ask pupils to do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 7 **PUPIL'S BOOK page 42:4. Listen and say.** Do the tongue twister in the usual way (see Introduction page 5 for procedure). Ask pupils to say the tongue twisters from Pupil's Book pages 2, 12, 18, 24 and 36 again.
- 8 Finish the lesson by setting a spelling quiz (see Activity Bank number 4), using words from Pupil's Book page 41:1 and page 42:2.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 62:6 **Write about you** (see Revision 4 Step B for procedure).

### ● **UNIT 11 STEP 3**

**Language** ● practice of present simple with jobs

**Vocabulary** no new words

**Materials** ● PB page 42 ● WB page 54 ● Cassette (PB page 42:4 – optional)

- 1 Start the lesson by doing the spelling quiz that you set last lesson.
- 2 Revise jobs by playing a mime game. Mime a job and ask the class *What's my job?* Pupils try to guess, and say *You're a (farmer)*. Ask individual pupils to come to the front of the class and do mimes.
- 3 **PUPIL'S BOOK page 42:3. Ask and answer.** Do this task again with the whole class.
- 4 Make statements about jobs, and ask the class to say *True/False*, e.g. *Dentists work in a restaurant. Nurses look after sick people.* Make sentences about all the jobs pupils know (*dentist, waiter, traffic policeman, nurse, farmer, bus driver, teacher, shopkeeper, taxi driver, zoo keeper*).
- 5 **WORKBOOK page 54:4. Correct the sentences.** Go through the example with the class and make sure pupils understand what they have to do. Pupils work alone to write the answers, then compare their answers in pairs. Go round the class helping where necessary.

♦ **ANSWERS** (these may vary slightly) 1 No. Waiters carry food in restaurants. 2 No. Nurses look after sick people. 3 No. Bus drivers drive buses/take children to school/take people to town in the bus. 4 No. Farmers look after sheep, goats and hens/look after animals. 5 No. Dentists look after people's teeth. 6 No. Traffic policemen direct cars/help people to cross the street. 7 No. Teachers teach children/teach classes.

- 6 **PUPIL'S BOOK page 42:4. Listen and say.** Do this tongue twister again with the class. Do the other tongue twisters from Pupil's Book pages 2, 12, 18, 24 and 36.
- 7 Play a spelling game (see Activity Bank number 6 or 7), using job words.
- 8 Finish the lesson by playing I-Spy with the class (see Activity Bank number 3).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 62:4 **Write** (see Revision 4 Step A for procedure).

### ● **UNIT 11 STEP 4**

**Language** ● presentation of irregular plural nouns ● practice of present simple

**Vocabulary** ● *always, dish, fork, glass, hard, hurt, knife, late, plate, spoon, start, tooth*

**Materials** ● PB pages 43 and 44 ● WB page 55 ● Cassette (PB page 43:5 and 44:6)

- 1 Revise the irregular plurals learnt in the last lesson. Write *man, woman, child, person* on the board and ask individual pupils to write the plurals beside them. Do choral and individual repetition.
- 2 **PUPIL'S BOOK page 43:5. Listen and read.** Ask pupils to look at the picture. Talk about Nino the waiter (in the mother tongue if necessary). Do pupils think that being a waiter is an interesting job/an easy job/a difficult job? Would any pupils like to be a waiter when they grow up?
- 3 Play the cassette for the first paragraph (*I'm a waiter ...*). Pupils listen and read silently. Ask pupils if they can work out the meaning of *start*. Use the pictures to explain the meaning of *knives, forks, spoons, glasses*. Do choral repetition of the new words. Draw pupils' attention to the irregular plural *knife – knives*.
- 4 Play the cassette for the second paragraph (*Lots of people...*). Pupils listen and read silently.

- 5 Play the cassette for the third paragraph (*I work very hard...*). Pupils listen and read silently. Explain *I work hard*. Use the pictures to explain the meaning of *dishes, plates*.
- 6 Play the cassette for the last paragraph (*I go home...*). Pupils listen and read silently. Ask pupils if they can work out the meaning of *late, always, hurt*.
- 7 Play the cassette for the whole text. Pupils listen and read silently.
- 8 **WORKBOOK page 55:5. Write.** Explain that pupils must complete the sentences, by writing in the missing words. Tell pupils to try and do the task without looking at their Pupil's Book first, then to look in the Pupil's Book to check their answers and to make any necessary corrections. Pupils work in pairs. Go round the class helping where necessary. ♦ ANSWERS eleven o'clock, knives, forks, spoons, glasses, tables, flowers, people, children, babies, men, women, food, kitchen, tables, night, plates, dishes, feet.
- 9 **PUPIL'S BOOK page 44:6. Listen, read and say.** Explain that this table shows different English plurals. Ask pupils to look at the table and see if they can work out why the words are given in four different groups. Encourage pupils to work out that the first group, on the left of the table, are words which add 's' to make the plural. The next group are words which add 'es' to make the plural. The third group are words which change the '-y' at the end into '-ies' to make the plural. The last group are irregular – they do not add 's' at all.
- 10 Play the cassette while pupils listen and read silently. Play the cassette again. Pupils listen, read and say.
- 11 Finish the lesson by calling out a singular noun and asking pupils to call out the plural, e.g. you say *flower* and the class say *flowers*. Repeat with many of the nouns shown in the table.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 62:5 **Write** (see Revision 4 Step B for procedure).

## ● UNIT 11 STEP 5

**Language** ● practice of irregular plural nouns

**Vocabulary** ● *what do you do?*

**Materials** ● PB page 44 ● WB page 56 ● Cassette (PB page 44:6 and 44:7)

- 1 Revise new vocabulary from the previous lesson by playing a drawing guessing game (see Activity Bank number 2). Draw these items on the board for pupils to guess: *knife, fork, spoon, plate, dish, glass, table, flower, feet*.
- 2 **PUPIL'S BOOK page 44:6. Listen, read and say.** Ask the class if they can remember why the words are arranged in four groups ('s' plurals, 'es' plurals, 'ies' plurals, irregular plurals). Read through the table with the class, checking that pupils understand the meaning of all the nouns listed.
- 3 Play the cassette. Pupils listen, read and say.
- 4 **WORKBOOK page 56:6. Count and write.** Explain that pupils must count the number of cars, women, hens, flowers, buses, etc. shown in each picture and complete the lists below the pictures. Remind pupils to be careful with the spelling of singular and plural nouns, and to refer to the table of plural nouns on Pupil's Book page 44 if necessary. Pupils do the activity in pairs. Go round the class helping where necessary. When all the pairs have finished, go through the answers with the whole class. ♦ ANSWERS Picture A: 3 cars, 3 hens, 5 flowers, 2 buses, 1 glass, 1 lorry, 3 babies, 1 woman, 2 men, 4 children (i.e. 3 babies + 1 child), 2 sheep 7 people. Picture B: 2 cars, 1 hen, 8 flowers, 1 bus, 2 glasses, 2 lorries, 1 baby, 2 women, 1 man, 5 children (i.e. 4 children + 1 baby), 1 sheep, 8 people.
- 5 **PUPIL'S BOOK page 44:7. Listen and say.** Ask pupils to read the dialogue silently. Then play the cassette. Pupils listen and say.
- 6 Ask a pupil to come to the front of the class. Pretend to interview the pupil, using the same greeting and questions as on the cassette (*Hello. What's your name? What's your job? What do you do?*), but pupils choose a different job. Repeat with other pupils.
- 7 **PUPIL'S BOOK page 44:8. Your game.** Pupils play the game, going round the class and 'interviewing' each other. After some practice, ask pairs of pupils to act out their interviews at the front of the class.
- 8 Finish the lesson by playing Kim's game (see Activity Bank number 10), making sure you include some plural items.

## ● UNIT 12 STEP 1

**Language** ● revision of jobs and numbers

**Vocabulary** no new words

**Materials** ● PB page 3 ● Cassette (PB page 3:6)

● paper for pupils to play Bingo.

- 1 Revise jobs by playing a mime game. Mime doing one of the jobs and ask pupils *What's my job?* Pupils reply *You're a (nurse)*. Ask individual pupils to mime jobs too.
- 2 Write these gapped jobs words on the board for pupils to complete:  
1 \_ e \_ \_ i \_ s \_    2 \_ \_ i \_ t \_ r    3 \_ a \_ r \_ e \_ r  
4 \_ e \_ a \_ \_ e \_    5 \_ \_ r \_ e  
◆ ANSWERS 1 dentist 2 waiter 3 farmer 4 teacher 5 nurse.
- 3 **PUPIL'S BOOK page 3:6. Listen, read and say.** Play the cassette. Pupils listen and read silently.
- 4 Play the cassette again. Pupils listen, read and say.
- 5 **PUPIL'S BOOK page 3:7. Count and say.** Pupils do the activity in pairs. ◆ ANSWERS  
1 thirty-six red flags 2 twenty-three green flags  
3 forty-one blue flags 4 one hundred flags.
- 6 Ask pupils to close their books. Count to one hundred chorally with the class.
- 7 Play Fizz (see Activity Bank number 13).
- 8 Finish the lesson by playing Bingo. Give pupils pieces of paper and tell them to divide their Bingo papers into twenty-five squares: five columns down the paper and five rows across the paper (or you may prefer to give pupils pieces of paper that you have already marked into twenty-five squares). In the first column pupils must write any five numbers between 1 and 20, in the second column they must write any five numbers between 21 and 40, in the third column any five numbers between 41 and 60, in the fourth column any five numbers between 61 and 80 and in the last column any five numbers between 81 and 100. Play Bingo (see Activity Bank number 19). Remember to keep a note of the numbers you call out, so you can check pupils' papers when they call *Bingo!*

## ● UNIT 12 STEP 2

**Language** ● presentation of object pronouns

**Vocabulary** ● *chase, him, seed*

**Materials** ● PB pages 25 and 45 ● WB page 57

● Cassette (PB page 23:6 – optional), (PB page 45:1)

- 1 **PUPIL'S BOOK page 25:1. Listen and say.** Ask pupils to look at the pictures. Can they remember this dialogue? Read the dialogue together with the class.
- 2 Talk to the class about Tabby and Echo (in the mother tongue if necessary). Does Echo like Tabby? Does Tabby like Echo? Why not? Do pupils have any pets that fight? Do they watch any cartoons that show animals who disagree, tease each other, or fight?
- 3 **PUPIL'S BOOK page 45:1. Listen and say.** Ask pupils to look at the pictures. Play the cassette while pupils listen and read silently.
- 4 Ask pupils if they understand what happens in the story. What does Echo do? Why does he do it? Explain *seeds*.
- 5 Play the cassette again. Pupils listen and say.
- 6 Draw pupils' attention to the words *him, them, her*. Explain the meaning of these words.
- 7 Play the cassette again. Pupils listen and say.
- 8 **WORKBOOK page 57:1. Write.** Explain that pupils must use words from the pencil to complete the sentences. Go round the class helping where necessary. ◆ ANSWERS 1 is, gives, like 2 are, give, like 3 chases, like 4 watch.
- 9 Revise *fruit, nuts, seeds* and any other food words pupils can think of. Write on the board all the food words pupils can remember. Do choral and individual repetition of them.
- 10 Play a team spelling game (see Activity Bank number 6), using food words.
- 11 **Pupil's Book page 23:6. Listen and say.** Finish the lesson by saying the food rhyme again.

## ● UNIT 12 STEP 3

**Language** ● revision of food ● presentation and practice of object pronouns

**Vocabulary** ● *us*

**Materials** ● PB page 46 ● WB page 58 ● Cassette (PB page 46:2)

- 1 Revise food by playing a drawing guessing game (see Activity Bank number 2).
- 2 **PUPIL'S BOOK page 46:2. Listen, read and say.** Play the cassette while pupils listen and read silently. Play the cassette again. Pupils listen, read and say.
- 3 Go through the phrases with the class, explaining the meaning of the different pronouns. 1 *Me* is used when you refer to

yourself, so when Adam points to himself he says *Look at me*. 2 *Him* is used for a single male, so when Adam points at Edward he says *Look at him*. 3 *Her* is used for a single female, so when Adam points at Helen he says *Look at her*. 4 *Us* is used when you refer to yourself and other people, so when Adam points to himself and his brother and sister he says *Look at us*. 5 *Them* is used for plurals, so when Adam points to his parents he uses *Look at them*.

- 4 Practise in class. Point to yourself and say *Look at me*. Point to a male pupil and say *Look at him*. Point to a female pupil and say *Look at her*. Point to a group of pupils and say *Look at them*.
- 5 **WORKBOOK page 58:2. Read.** Go through the summary table together with the class.
- 6 **WORKBOOK page 58:3. Write.** Go through the activity with the class, then ask pupils to complete the sentences in pairs. Go round the class helping where necessary. ♦ **ANSWERS** 1 Echo likes me. 2 Echo likes us. 3 Echo likes him. 4 Echo likes them. 5 Echo likes you. 6 Echo doesn't like her.
- 7 Revise family members: *mother, father, sister, brother, aunt, uncle, cousin, grandmother, grandfather*. Do choral and individual repetition. Explain to pupils that *Mum* is a short form of *mother*, and *Dad* is a short form of *father*.
- 8 **PUPIL'S BOOK page 46:3. Ask and answer.** Explain to pupils that they must find the various people 'hidden' in the picture, and must say where these people are by giving the number and the letter of the appropriate square. Show pupils how to describe the squares by using the letters and numbers. Demonstrate by saying to pupils *I can see a table. It's in E5. I can see a watering can. It's in A4*. Hold up your Pupil's Book and point to the objects as you speak.
- 9 Remind pupils to use *him/her/them* as appropriate as they do the activity. Call out characters' names and ask pupils to say which pronoun they should use, e.g. you say *Echo* and pupils say *him*, you say *Helen and Sally* and pupils say *them*, etc.
- 10 Pupils do the activity in pairs. Go round the class helping where necessary. ♦ **ANSWERS** Can you see Echo? Yes, I can see him. A4. Can you see Mum and Dad? Yes, I can see them. C3. Can you see Helen and Sally? Yes, I can see them. A3. Can you see Edward? Yes, I can see him. B3. Can you see Tabby? Yes, I can see her. C4. Can you

see Adam? Yes, I can see him. C2. Can you see the birds? Yes, I can see them. D2.

- 11 Finish the lesson by writing these Odd one out puzzles on the board for pupils to do:
  - 1 father sister them uncle
  - 2 fruit cousin seeds apple
  - 3 waiter nurse dentist fork
  - 4 hen teeth goat sheep
 ♦ **ANSWERS** 1 them (the other words are family members) 2 cousin (the other words are foods) 3 fork (the other words are jobs) 4 teeth (the other words are animals).

## ● UNIT 12 STEP 4

**Language** ● revision of weather ● practice of object pronouns

**Vocabulary** no new words

**Materials** ● PB page 47 ● WB page 59 ● Cassette (PB page 12:6 – optional), (PB page 47:4)

- 1 Revise the weather. Draw weather symbols on the board (see Pupil's Book page 10:2). Point to the symbols and encourage pupils to say *It's snowing. It's raining. The sun's shining. The wind's blowing*.
- 2 Write these sentences on the board, under the appropriate symbols: *It's snowing. It's a cold day. It's raining. It's a wet day. The sun's shining. It's a hot, sunny day. The wind's blowing. It's a windy day*. Do choral and individual repetition.
- 3 Ask pupils to say what the weather is like today.
- 4 Say the tongue twister from Pupil's Book page 12 with the class.
- 5 **PUPIL'S BOOK page 47:4. Listen and sing.** Talk to the class about the pictures. What can they see? What are the children doing? Revise *making a snowman* and *having a snowball fight*.
- 6 Teach the song in the usual way (see Introduction page 4 for procedure).
- 7 Ask pupils if they can remember the meaning of *her, him, them, us*.
- 8 **WORKBOOK page 59:4. Write about you.** Explain that pupils must answer the questions, and must use the appropriate object pronoun (*him, her, them*) in their answers. Check pupils understand all the words in the questions. Pupils write the answers. Go round the class helping where necessary.
- 9 When pupils have finished, ask individual pupils to read some of their answers to the class. Find

out how many pupils like frogs, snakes, the dentist, cartoons, etc.

- 10 **WORKBOOK page 59:5. Write.** Pupils do the crossword in pairs. ♦ ANSWERS 1 frog 2 feet 3 fish 4 fifty 5 fruit 6 farmer 7 flower 8 flipper.
- 11 Finish the lesson by using the picture on Pupil's Book page 47 to play I-Spy (see Activity Bank number 3).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 63:7 **Circle the s words** and 63:8 **Write about you** (see Revision 4 Step B for procedure).

## ● UNIT 12 STEP 5

**Language** ● practice of object pronouns

**Vocabulary** ● *ask*

**Materials** ● PB pages 47 and 48 ● WB pages 58 and 60 ● Cassette (PB page 47:4 – optional)

- 1 **WORKBOOK page 58:2. Read.** Revise object pronouns by reading through the summary table with the class again.
- 2 Practise in class. Point to yourself and say *Look at me*. Point to a male pupil and say *Look at him*. Point to a female pupil and say *Look at her*. Point to a group of pupils and say *Look at them*. Point to yourself and two pupils and say *Look at us*.
- 3 **PUPIL'S BOOK page 48:5. Read and point.** Read out one of the sentences to the class and ask pupils to say the letter of the picture which matches the sentence. Repeat with the other sentences, then ask pupils to do the activity in pairs.
- 4 **WORKBOOK page 60:6. Write questions.** Tell pupils they must write a list of questions, asking whether their partner likes a particular TV programme, a particular singer, a food, a man's name, etc. Ask pupils to call out suggestions of the questions they might write.
- 5 Pupils write their ten questions. Go round the class helping where necessary.
- 6 **WORKBOOK page 60:7. Answer your friend's questions.** Pupils swap books with a partner, and their partner answers the questions. Go round the class helping where necessary. Remind pupils to use the appropriate object pronouns, *him, it, them*, etc. in their answers.
- 7 When pupils have answered all the questions, tell them to return the books to their owners.

Allow pupils a few minutes to read through their partner's answers. Then ask pupils to read some of their questions, and their partner's answers, to the class.

- 8 **PUPIL'S BOOK page 48:6. Your game.** Ask Pupil A to close their eyes so they can't see. Give a pen to one pupil. The class all put their hands behind their backs, so that Pupil A won't be able to see who has the pen. Then tell Pupil A to open their eyes, and explain that they must find out who has the pen. Pupil A asks individual pupils *Have you got the pen?* The pupils answer *No, I haven't* and point to another pupil, suggesting to Pupil A *Ask her* or *Ask him*. Pupil A keeps on asking until they find the pupil who has the pen.
- 9 Repeat with a different 'Pupil A'. Note: If your class is very large, ask six pupils to come to the front of the class and play the game. Then repeat the game with six different pupils, and then again with six different pupils. Or divide the whole class into groups of six and let each group play the game. Go round helping where necessary.
- 10 **PUPIL'S BOOK page 47:4. Listen and sing.** Finish the lesson by singing the song again.

## Revision 4

Note: Revision 4 is based on Workbook pages 61–64. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 38 and 41 ● WB pages 61 and 62 ● Cassette (PB page 38:2 and 38:3 – optional)

- 1 **PUPIL'S BOOK page 38:2. Listen, read and say.** Revise verbs of habit by doing this activity with the class.
- 2 **PUPIL'S BOOK page 38:3. Listen and sing.** Sing the song with the class. Encourage pupils to make up other verses to the song.
- 3 Remind pupils that we say *I get up* but *He/She gets up*. Ask individual pupils to stand up and

make sentences about their daily routines, and then ask the class to repeat them, e.g. a female pupil stands up and says *I have my breakfast at eight o'clock* and the class say *She has her breakfast at eight o'clock*; a male pupil stands up and says *I brush my teeth at half past eight* and the class say *He brushes his teeth at half past eight*.

- 4 **WORKBOOK page 61:1. Choose and write.** Explain that pupils must choose the correct words from the brackets to complete the sentences. Do the first two sentences with the class as examples, then ask pupils to do the activity. Go round the class helping where necessary. ♦ ANSWERS 1 gets 2 get 3 feeds 4 feed 5 talks 6 like.
- 5 **WORKBOOK page 61:2. Write.** Pupils do the activity, then compare their answers in pairs. ♦ ANSWERS 1 She sleeps in the morning. 2 They like fish. 3 She drinks milk.
- 6 **WORKBOOK page 61:3. Write about you.** Ask individual pupils the three questions. Remind pupils they must answer *Yes, I do/No, I don't*. Revise *in the morning/ afternoon/evening, at night*. Pupils answer the three questions, then compare their answers in pairs.
- 7 **PUPIL'S BOOK page 41:1. Listen and say.** Revise jobs by reading through the texts with the class.
- 8 **WORKBOOK page 62:4. Write.** Pupils fill in the missing words. ♦ ANSWERS 1 waiter 2 dentist 3 traffic policeman 4 farmer.
- 9 Finish the lesson by playing a team spelling game (see Activity Bank number 6), using jobs.

## ● STEP B

Language ● revision

Vocabulary no new words

Materials ● PB pages 44 and 47 ● WB pages 62, 63 and 64 ● Cassette (PB page 47:4 - optional)

- 1 **WORKBOOK page 62:5. Write.** Read through the table with the class, asking pupils to call out the missing words. Do choral and individual repetition of the words in the table. Ask pupils to work in pairs, completing the table. When they have finished, pupils can look at Pupil's Book page 44:6 to check their answers and do any necessary corrections. ♦ ANSWERS forks, cars, hen, goats, dishes, buses, class, lorries, women, child, knife, feet, teeth.
- 2 **WORKBOOK page 62:6. Write about you.** Ask pupils to answer the three questions about themselves. Go round the class helping where necessary.
- 3 **WORKBOOK page 63:7. Circle the s words.** Explain that pupils must find as many words as possible in the picture, which begin with the letter 's', e.g. *snake*. They then circle them or write down a list of the words in a notebook. Pupils do the activity in pairs.
- 4 **WORKBOOK page 63:8. Write about you.** Pupils then count how many 's' words they have found in the picture, and complete the sentence.
- 5 When pupils have all finished, ask who has found the most words. Ask pupils to call out words they have found in the picture. Check they are correct, and check their spelling by writing the words on the board. ♦ ANSWERS The picture contains 19 words: sixty, seventeen, six, sea, skates, sun, swimsuit, salad, spots, stripes, sheep, spoons, sandals, shirt, shorts, shoes, snake, snow, snowman. Your pupils may find some more!
- 6 Practise object pronouns with the picture, by asking individual pupils *Can you see the (snake)?* The pupil replies *Yes, I can see it*. Ask a pupil *Can you see the (skates)?* and the pupil replies *Yes, I can see them*. Ask *Can you see the (boy)?* and the pupil replies *Yes, I can see him*.
- 7 **WORKBOOK page 64:9. Read.** Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding, make true/false statements for pupils to answer.
- 8 **WORKBOOK page 64:10. Choose and write.** Explain to pupils that they must use words from the notebook to complete the sentences. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. Point out that their choices must make sense and must be grammatically correct. Give an example of how the text might be completed.
- 9 **WORKBOOK page 64:11. Write.** Pupils write a short text about themselves. Explain that they should follow the pattern shown in 64:9 and 64:10. Ask pupils to give suggestions of what they might write.
- 10 Pupils do the writing task. Go round the class helping where necessary.

- 11 When pupils have finished, ask individual pupils to stand up and read their work to the class.
- 12 Finish the lesson by singing the song from Pupil's Book page 47 again.

Note: If you wish, give pupils Test B to do (see page 84 for procedure).

## ● UNIT 13 STEP 1

**Language** ● revision of clothes ● presentation of *must / mustn't*

**Vocabulary** ● *medicine, must, mustn't, stay, week*

**Materials** ● PB page 49 ● WB page 65 ● Cassette (PB page 49:1)

- 1 Revise clothes by playing a drawing guessing game (see Activity Bank number 2).
- 2 Ask individual pupils to describe what they are wearing. Ask the class to describe what you are wearing.
- 3 **PUPIL'S BOOK page 49:1. Listen and say.** Play the cassette while pupils listen and read silently.
- 4 Ask pupils if they understand what happens in the story. What is the trick Adam tries to play? (He pretends he's got spots.) Why does he play the trick? (So he can stay home from school.) Why doesn't the doctor believe him? (Because she can see the spots are painted on. Echo shows her the paintbrush.)
- 5 Play the cassette again. Pupils listen and say.
- 6 Ask if pupils can work out the meaning of *My head hurts, I've got spots, stay in bed, medicine, three times every day*. Explain the meaning of *must* and *mustn't*. Do choral and individual repetition of these words and phrases.
- 7 Play the cassette again. Pupils listen and say.
- 8 **WORKBOOK page 65:1. Match.** Explain that pupils must match the sentence halves. Pupils do the task in pairs, looking at Pupil's Book page 49 to check their answers. ♦ ANSWERS 1 Can you see Helen, please? 2 What's the matter with you? 3 I've got spots. 4 My head hurts. 5 You mustn't get up. 6 You must take this medicine. 7 You must go to school!
- 9 **WORKBOOK page 65:2. Write.** Go through the activity with the whole class, then ask pupils to work in pairs, completing the sentences. Go round the class helping where necessary. ♦ ANSWERS (they may vary slightly) 1 Can you

see Helen, please? 2 What's the matter/What's the matter with you? 3 I've got spots. 4 My head hurts. 5 You mustn't get up/You must stay in bed. 6 You must take this medicine/You must take this medicine three times every day. 7 You must go to school/You haven't got spots!

- 10 Play the cassette again. Pupils listen and read.
- 11 Finish the lesson by asking groups of pupils to act out the dialogue. Pupils can either act out the dialogue on Pupil's Book page 49, or they can act out the completed dialogue on Workbook page 65:2, which is slightly easier.

## ● UNIT 13 STEP 2

**Language** ● practice of *must / mustn't*

● presentation of illness ● revision of parts of the body

**Vocabulary** ● *tummy*

**Materials** ● PB pages 49 and 50 ● Cassette (PB page 50:3 and 50:4)

- 1 **PUPIL'S BOOK page 49:1. Listen and say.** Revise the previous lesson by reading through the dialogue again with the class. Revise *must / mustn't*.
- 2 **PUPIL'S BOOK page 50:2. True or false?** Ask pupils to work in pairs, reading through the sentences and deciding if they are true or false. Then do the activity with the whole class. ♦ ANSWERS 1 true 2 true 3 false 4 false 5 true.
- 3 Revise parts of the body and face (*head, hair, face, eye, ear, mouth, nose, teeth, shoulder, arm, hand, finger, leg, knee, foot, toe*.) Point to parts of your body/face and ask pupils to call out the appropriate word. Do choral and individual repetition.
- 4 **PUPIL'S BOOK page 50:3. Listen, read and say.** Play the cassette while pupils listen and read silently. Teach the word *tummy*.
- 5 Play the cassette again. Pupils listen, read and say. Repeat.
- 6 Point to your leg and say *My leg hurts*. Repeat with other parts of your body/face. Ask individual pupils to point to parts of themselves and say *My (knee) hurts*.
- 7 Ask pupils to look at the three people shown on Pupil's Book page 50. What are their jobs? They are a doctor, a nurse, and a dentist. Do choral and individual repetition of these three jobs.

- 8 **PUPIL'S BOOK page 50:4. Listen and say.** Ask pupils to read the dialogue silently. Then play the cassette. Pupils listen and say.
- 9 Finish the lesson by asking pairs of pupils to act out a dialogue at the front of the class, using different illnesses, e.g. *My tummy hurts. You must go to the doctor. My finger hurts. You must go to the nurse.*

### ● UNIT 13 STEP 3

**Language** ● practice of parts of the body and face

**Vocabulary** no new words

**Materials** ● PB page 50 ● WB page 66 ● paper for pupils to play Bingo

- 1 Revise parts of the body by playing a commands game (see Activity Bank number 16 or 17). Use the command *Touch your (head)*.
- 2 Play Hangman (see Activity Bank number 5), using only words for parts of the body and face.
- 3 **PUPIL'S BOOK page 50:4. Listen and say.** Ask an individual pupil to come to the front of the class. Read through the dialogue with the pupil.
- 4 Repeat with a different pupil, and a different version of the dialogue.
- 5 Pupils work in pairs, acting out dialogues. Go round the class helping where necessary.
- 6 **WORKBOOK page 66:3. Find the words and write.** Pupils work in pairs, finding and circling the words. When they have finished, go through the answers with the class. ◆ ANSWERS arm, mouth, teeth, toe, ear, eye, finger, foot, face, hair, hand, head, nose, knee, tummy, shoulder, leg.
- 7 Pupils work alone to write the words they have found in the appropriate places on the picture below. They then compare their answers in pairs. Go round the class helping where necessary. ◆ ANSWERS 1 head 2 nose 3 teeth 4 mouth 5 shoulder 6 finger 7 leg 8 foot 9 toe 10 knee 11 hand 12 tummy 13 arm 14 face 15 ear 16 eye 17 hair.
- 8 Finish the lesson by playing Bingo (see Activity Bank number 19), using only words for parts of the body and face.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 77:1 **Write** (see Revision 5 Step A for procedure).

### ● UNIT 13 STEP 4

**Language** ● practice of *must / mustn't*

**Vocabulary** ● *get, hospital, putting up, sign, vet, well*

**Materials** ● PB page 51 ● WB page 67 ● Cassette (PB page 51:5)

- 1 Revise *must* and *mustn't* by playing a robot commands game (see Activity Bank number 15). Give pupils commands such as *You must stand up. You mustn't sit down. You must pick up your pen. You mustn't touch your nose.* Any pupil who doesn't obey a command is out. Play until only one pupil is left.
- 2 **PUPIL'S BOOK page 51:5. Listen and read.** Play the cassette while pupils listen and read silently.
- 3 Talk about the story (in the mother tongue if necessary). Explain to pupils that it can be dangerous to feed animals in a zoo. Giving them the wrong food can make them ill. How do pupils think Steve feels when he sees the monkey is sick? How does he feel when the monkey is well again? How does the monkey feel when it is in the animal hospital? How does it feel when it is back in the cage with the other monkeys? Why does Steve put up a sign?
- 4 Ask if pupils can work out the meaning of *get the vet, hospital, well, putting up a sign.*
- 5 Play the cassette again. Pupils listen and read silently.
- 6 Ask pupils to look only at the pictures and to cover the text, with pieces of paper, a ruler, their hands, etc. Play the cassette again while pupils listen and look at the pictures.
- 7 Without looking at the text, ask pupils to tell you what's happening in each picture. Don't expect pupils to be able to repeat the text perfectly. It is enough if they can say the main points.
- 8 **WORKBOOK page 67:4. Write *must* or *mustn't*.** Ask pupils to do the activity in pairs. Then go through the answers with the class. ◆ ANSWERS 1 *mustn't* 2 *mustn't* 3 *must* 4 *must* 5 *must* 6 *mustn't*.
- 9 **WORKBOOK page 67:5. Read and write.** Go through the summary table with the class. Pupils write in the missing words. ◆ ANSWERS She *must* stay in bed. They *must* stay in bed. You *mustn't* get up. He *mustn't* get up. We *mustn't* get up.

- 10 Finish the lesson by playing the commands game again (see 1 above).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 77:2 **Write *must* or *mustn't*** (see Revision 5 Step A for procedure).

## ● UNIT 13 STEP 5

**Language** ● practice of *must/mustn't*

**Vocabulary** ● *bang, ticket*

**Materials** ● PB page 52 ● WB page 68

- 1 Revise the previous lesson by asking pupils to tell you (in the mother tongue if necessary) about the story of Steve and the sick monkey from Pupil's Book page 51.
- 2 **PUPIL'S BOOK page 52:6. Finish the sentences.** Ask pupils to look at the pictures. Revise vocabulary by pointing to items in the pictures and asking *What's this? What are these?* Teach *ticket*.
- 3 Ask pupils the question *What's happening?* about each of the pictures. Help the class to answer *She's buying a ticket. He's banging on the glass. He's feeding the tortoise. She's touching the lion. He's looking at the bats. He's shouting at the kangaroo. They're dropping litter.*
- 4 Ask pupils to say which of the things shown in the pictures you must do and which you mustn't do. Make sure pupils understand **why** zoos have these rules, why people mustn't shout at animals, bang the glass, etc.
- 5 Pupils do the activity in pairs (see Introduction page 7 for procedure), adding *must/mustn't* to complete the sentences. When they have finished, go through the answers with the class.  
◆ **ANSWERS** 1 You must buy a ticket. 2 You mustn't bang the glass. 3 You mustn't feed the animals. 4 You mustn't touch the animals. 5 You must be quiet. 6 You mustn't shout. 7 You mustn't drop litter.
- 6 **WORKBOOK page 68:6. Write.** Pupils work in pairs, completing the words. Go round the class helping where necessary. ◆ **ANSWERS** 1 doctor 2 nurse 3 dentist 4 vet 5 spots 6 medicine 7 zookeeper 8 monkey 9 sweets 10 ticket 11 litter 12 cage.
- 7 **WORKBOOK page 68:7. Odd one out.** Do the activity with the class. ◆ **ANSWERS** 1 litter (the other words are all jobs) 2 nurse (the other

words are all parts of the body). If you wish, you can make other Odd one out puzzles for the class to do.

- 8 **WORKBOOK page 68:8. Write about your class.** Ask pupils to think about what they must or mustn't do in class. Pupils work in pairs, completing the sentences. Go round the class helping where necessary. When pupils have finished, ask pairs to read their sentences to the class.
- 9 **PUPIL'S BOOK page 52:7. Your work.** Finish the lesson with the Your work activity. Pupils draw a picture showing what you must/mustn't do at the zoo. They can also write the rule on the picture. (If they wish, pupils can draw a picture and write a rule about what they must/mustn't do in school or in class instead.) Go round the class helping where necessary.
- 10 When they have finished, ask individual pupils to stand up, show their picture to the class and say what the rule is. If possible, display pupils' finished work in the classroom.

## ● UNIT 14 STEP 1

**Language** ● presentation of places

**Vocabulary** ● *cinema, getting on, station*

**Materials** ● PB page 53 ● WB page 69 ● Cassette (PB page 53:1)

- 1 Revise places, *beach, hospital, school, restaurant, shop, zoo* by saying the mother tongue word and asking pupils if they can remember the English word. Write the words on the board. Do choral and individual repetition.
- 2 Teach *cinema* and *station*.
- 3 Choose six of the places and ask pupils to write them down, and to learn them for a spelling quiz (see Activity Bank number 4).
- 4 **PUPIL'S BOOK page 53:1. Listen and sing.** Teach the song in the usual way (see Introduction page 4 for procedure).
- 5 Point to items in the picture and ask pupils to say what they are. Use the picture to revise colours too.
- 6 Use the picture to play I-Spy (see Activity Bank number 3).
- 7 **WORKBOOK page 69:1. Write.** Pupils complete the text in pairs.
- 8 Play the cassette so pupils can check their answers.

- 9 Finish the lesson by playing a memory game using the places words (see Activity Bank number 8).

## ● UNIT 14 STEP 2

**Language** ● presentation and practice of places.

**Vocabulary** ● *market, museum, park, thing*

**Materials** ● PB page 54 ● WB page 70 ● Cassette (PB page 53:1 – optional), (PB page 54:2)

- 1 Revise places by doing the spelling quiz (see Step 1:3).
- 2 **PUPIL'S BOOK page 54:2. Listen, read and say.** Ask pupils to look at the pictures for a few moments. Then play the cassette while pupils listen and read silently. Check that pupils understand all the words.
- 3 Play the cassette again. Pupils listen, read and say.
- 4 Play a memory game with these 11 places (see Activity Bank number 8).
- 5 **PUPIL'S BOOK page 54:3. Finish the sentences.** Read through the sentences with the class. Explain *old things*. Read the sentences and ask pupils to finish the sentences by saying the appropriate place. ♦ **ANSWERS** 1 museum 2 beach 3 market 4 station 5 swimming pool (or beach) 6 zoo 7 restaurant 8 park 9 shop 10 cinema 12 hospital.
- 6 Ask pupils to close their books, then repeat the activity.
- 7 **WORKBOOK page 70:2. Write.** Pupils work in pairs, writing the names of the places on the picture. Go round the class helping where necessary. ♦ **ANSWERS** 1 swimming pool 2 cinema 3 beach 4 hospital 5 restaurant 6 museum 7 zoo 8 park 9 station 10 market 11 shops.
- 8 Play a mime game. Mime swimming and say *Where am I?* Pupils reply *at the swimming pool*. Repeat with other places (e.g. eating and drinking in a restaurant, sitting watching a film at the cinema, lying in bed at the hospital, looking at things in a museum, getting onto a train at the station).
- 9 Ask individual pupils to come to the front of the class and mime too.
- 10 Finish the lesson by singing the song from Pupil's Book page 53 again.

**Extra practice.** If you wish, in this lesson you may

also use Workbook page 78:3 **Write** (see Revision 5 Step A for procedure).

## ● UNIT 14 STEP 3

**Language** ● practice of places ● presentation of *there's/there are*

**Vocabulary** ● *bridge, called, capital, city, live, million, palace, queen*

**Materials** ● PB pages 54 and 55 ● WB page 70 ● Cassette (PB page 55:4)

- 1 **PUPIL'S BOOK page 54:2. Listen, read and say.** Revise the previous lesson by reading the places together with the class.
- 2 **PUPIL'S BOOK page 54:3. Finish the sentences.** Ask pupils to close their books. Read the sentences and ask pupils to say the place, e.g. you say *You see animals* and pupils say *at the zoo*.
- 3 Say a place and ask a pupil to say what you do there, e.g. you say *At the market* and the pupil says *you buy fruit*. Repeat with different places and different pupils.
- 4 **WORKBOOK page 70:4. Write.** Pupils complete the sentences without looking at their Pupil's Books, then look at the Pupil's Books to check their answers. Go round the class helping where necessary. ♦ **ANSWERS** (these may vary) 1 see animals 2 buy fruit/vegetables 3 buy a train ticket/get on a train 4 watch films/cartoons 5 see the doctor/nurse 6 eat food/eat lunch/eat ice cream 7 play with your friends/kite/bike/skates 8 see old things.
- 5 Explain to the class that we use *there's* with single items and *there are* with plural items. Talk about your town, using *there's* and *there are*. For example, *There's a zoo. There are lots of shops. There's a park. There are three cinemas*. Do choral and individual repetition.
- 6 Ask pupils if they know where Britain is. Do they know what language is spoken in Britain? Do they know the capital city of Britain?
- 7 **PUPIL'S BOOK page 55:4. Listen and read.** Ask pupils to open their books and look at the photos. Ask pupils to say what they can see in the photos.
- 8 Play the cassette for the first three paragraphs (From *London is the capital...* to *...called Big Ben*). Pupils listen and read silently. Explain *capital city, million, live, called*.

- 9 Play the cassette for the last three paragraphs (From *There are lots of parks...* to the end). Pupils listen and read silently. Ask if pupils can work out the meaning of *bridge, palace, queen*.
- 10 Play the cassette for the whole text. Pupils listen and read silently.
- 11 Finish the lesson by playing Hangman (see Activity Bank number 5), using words from the text about London.

## ● UNIT 14 STEP 4

**Language** ● practice of places, *there's/there are*

- presentation of *is there a? yes, there is/no, there isn't. are there? yes, there are/no, there aren't*

**Vocabulary** no new words

**Materials** ● PB pages 55 and 56 ● WB page 71

- 1 Revise places (*restaurant, cinema, hospital, etc.*) by playing a team spelling game (see Activity Bank number 6).
- 2 **PUPIL'S BOOK page 55:4. Listen and read.** Read the text to the class. Pupils listen and read silently.
- 3 **WORKBOOK page 71:4. Read.** Go through the summary table with the class. Remind pupils that we use *there's* with single items and *there are* with plural items.
- 4 **WORKBOOK page 71:5. Choose and write.** Make sentences about London orally with the class. Then ask pupils to write ten sentences about London, using words and phrases from the boxes. Go round the class helping where necessary. When pupils have finished, ask individual pupils to stand up and read some of their sentences to the class.
- 5 **PUPIL'S BOOK page 55:4.** Tell pupils to look at the photos and text. Say to the class *Is there a zoo in London? Yes, there is. Is there a beach? No, there isn't.* Write these questions and answers on the board. Do choral and individual repetition.
- 6 Say *Are there shops in London? Yes, there are. Are there lots of beaches? No, there aren't.* Write these questions and answers on the board. Do choral and individual repetition.
- 7 Ask the class questions about London, using *Is there/Are there - Is there an underground railway in London? Is there a zoo in London? Are there restaurants? Are there museums?* Pupils answer *Yes, there is/are* or *No, there isn't/aren't*

as appropriate.

- 8 **PUPIL'S BOOK page 56:5. Ask and answer about London.** Pupils work in pairs, asking and answering questions (see Introduction page 5 for procedure). Go round the class helping where necessary.
- 9 Finish the lesson by playing Kim's Game (see Activity Bank number 10). Place a mixture of objects on your desk, including some singular and some plural items. Ask pupils to look at them for one minute, then cover them with a cloth. Pupils try and remember the objects and say *There's a (red) (pencil). There are (three) (rulers).* Ask the class questions about the objects - *Is there a (green) (book)? Are there (two) (rubbers)?*

**Extra practice.** If you wish, in this lesson you may also use Workbook page 78:4 **Write about your classroom** (see Revision 5 Step A for procedure).

## ● UNIT 14 STEP 5

**Language** ● practice of questions and answers with *there's/there are* ● practice of places

**Vocabulary** no new words

**Materials** ● PB page 56 ● WB page 72

- 1 **WORKBOOK page 72:6. Read and write.** Revise the previous lesson by reading through the summary table with the class. Pupils write in the missing words. ♦ ANSWERS *is, Is, are, Are, aren't.*
- 2 **WORKBOOK page 72:7. Write.** Ask pupils to look at the picture of Treetown and make statements about it - *There's a museum. There are two restaurants.*
- 3 Ask pupils questions about Treetown - *Is there a zoo? Are there two stations?* Pupils reply *Yes, there is/are* or *No, there isn't/aren't* as appropriate.
- 4 Pupils write answers to the questions. Go round the class helping where necessary. ♦ ANSWERS 1 *Yes, there are.* 2 *No, there isn't.* 3 *Yes, there are.* 4 *Yes, there is.* 5 *No, there isn't.* 6 *No, there aren't.* 7 *Yes, there are.* 8 *Yes, there is.* 9 *No, there aren't.* 10 *No, there isn't.*
- 5 **PUPIL'S BOOK page 56:6. Ask and answer about your town.** Pupils do the activity in pairs (see Introduction page 7 for procedure). Remind pupils to ask some questions that have the

answer *No*. Go round the class helping where necessary.

- 6 PUPIL'S BOOK page 56:7. Your work.** Ask pupils to say what their favourite place in town is. Is it the zoo? the cinema? a favourite restaurant? a park? Ask pupils to say why this is their favourite place (in the mother tongue if necessary). Pupils must draw a picture of their favourite place. When they have finished, ask individual pupils to stand up, show their drawing to the class, say what the place is and why it is their favourite. If possible, display pupils' work in the classroom.
- 7** Finish the lesson by voting to see which place in town is the most popular.

## ● UNIT 15 STEP 1

**Language** ● revision of places ● presentation of directions

**Vocabulary** ● *along, left, map, right, turn*

**Materials** ● PB page 57 ● WB page 73 ● Cassette (PB page 57:1)

- 1 Revise places by giving pupils gapped words on the board (see Activity Bank number 24).
- 2 Teach *left* and *right*. Stand with your back to the class, so you are facing in the same direction as the pupils. Hold up your left hand and say *left*. Hold up your right hand and say *right*. Do choral and individual repetition.
- 3 Play a commands game (see Activity Bank number 15). Give commands using *left* and *right*, e.g. *Touch your right eye. Touch your left knee.*
- 4 **PUPIL'S BOOK page 57:1. Listen and say.** Ask pupils to look at the picture. Can they guess what the story is about?
- 5 Play the cassette. Pupils listen and read silently.
- 6 Explain *walk along, turn left into, map*.
- 7 Play the cassette again. Pupils listen and say.
- 8 Divide the class into three groups. One group reads Sally's words, one group reads Helen's words and the third group reads Mum's words.
- 9 Let the three groups practise, then when they are familiar with the text, ask three individual pupils (one from each group) to come to the front of the class and act out the dialogue.
- 10 **WORKBOOK page 73:1. True or false?** Ask pupils to work in pairs, deciding if the sentences are true or false. Then go through the answers with the class. ♦ ANSWERS 1 false 2 true 3 false 4 true.

- 11 **WORKBOOK page 73:2. Write.** Ask pupils to look at the addresses on the envelopes. Explain that this is how addresses are written in Britain: the name of the person or business first, then the number of the street, the street, the town, and finally a number which is called the postcode. Are addresses in the pupils' country written in the same way?
- 12 Ask pupils to work in pairs, answering the questions. Draw pupils' attention to the sample answer, and remind them to write *It's in (Green) Street*. When pupils have finished, go through the answers with the class. ♦ ANSWERS 1 It's in Green Street. 2 It's in Station Street. 3 It's in Park Street. 4 It's in Market Street. 5 It's in Park Street.
- 13 Finish the lesson by asking pupils to invent a British style address for themselves. Pupils then draw an envelope and write their invented address on it.

## ● UNIT 15 STEP 2

**Language** ● presentation of prepositions of place  
● presentation and practice of places

**Vocabulary** ● *bank, between, hotel, opposite, supermarket*

**Materials** ● PB page 58 ● WB pages 73 and 74  
● Cassette (PB page 58:2)

- 1 Revise *left* and *right* by playing a commands game (see Step 1:3 above).
- 2 **WORKBOOK page 73:3. Write about you.** Ask pupils to answer the questions and compare their answers in pairs. Pupils can write the name of the town or the name of the street in their answers.
- 3 **PUPIL'S BOOK page 58:2. Listen, read and say.** Tell pupils to look at the shoe shop in the three pictures. Explain that the first picture shows it is *between* two other shops. The second picture shows it is *next to* another shop. And the third picture shows it is *opposite* another shop. Demonstrate the meaning of these three prepositions.
- 4 Play the cassette while pupils listen and say. Repeat.
- 5 Bring two pupils to the front of the class. Stand them so they face each other and say (*Jack*)'s *opposite* (*Emma*). Do choral and individual repetition. Then turn the pupils so they are next

- to each other and say (*Jack's next to (Emma)*). Do choral and individual repetition. Bring a third pupil to the front of the class and stand the three pupils in a line and say (*Jack's between (Emma) and (Clare)*). Do choral and individual repetition.
- 6 Bring three different pupils to the front of the class. The pupils stand next to, opposite, or between each other. The class call out sentences to describe how the three pupils are standing, e.g. (*John's next to (Anne)*).
  - 7 Repeat with three different pupils.
  - 8 **WORKBOOK page 74:4. Write.** Ask pupils to look at the picture. Revise *behind*. Make sentences about the picture, using *next to*, *between*, *opposite*, *behind*. Ask pupils to say if they are true or false, e.g. you say *Isabel sits between Lucy and Cathy* and the class say *True*.
  - 9 Check that pupils remember the words *window* and *door*. Show them the window and the door on the picture. Pupils write answers to the questions. Go round the class helping where necessary. ♦ ANSWERS 1 Robert 2 Lucy 3 the teacher 4 Peter 5 Tony 6 Lucy 7 Adam 8 Cathy.
  - 10 **PUPIL'S BOOK page 58:3. Ask and answer.** Ask pupils to look at the picture. Do choral and individual repetition of all the place names: *bank, supermarket, police station, restaurant, shoe shop, hotel, cinema, toyshop*. Ask if pupils can work out or guess the meaning of the names. Explain any names if necessary.
  - 11 Talk to the class about the different places. Is there a bank, a supermarket, a hotel, etc. in your town? What are they called? Which of these places do pupils go to? What do they do in these places?
  - 12 Ask pupils to make statements about the picture, e.g. *The toyshop's opposite the restaurant. The police station's between the restaurant and the supermarket.*
  - 13 Ask the class one or two questions about the picture – *Where's the cinema? Where's the supermarket?* Then ask pupils to work in pairs, asking and answering questions (see Introduction page 7 for procedure). Go round the class helping where necessary.
  - 14 Finish the lesson by asking pupils to make statements about places in their town, e.g. *The supermarket's opposite the market. The toyshop's between the bookshop and the shoeshop.*

## ● UNIT 15 STEP 3

**Language** ● practice of prepositions of place

● presentation of directions

**Vocabulary** no new words

**Materials** ● PB page 59 ● WB pages 74 and 75

● Cassette (PB page 59:4)

- 1 Revise prepositions of place *between*, *next to*, *opposite* and *behind* by making statements about where pupils sit in the classroom. Ask pupils to say if the statements are true/false.
- 2 Point out to pupils that *between* can mean there are people on each side of you, and it can also mean that there are people in front of and behind you. Bring three pupils to the front of the class to demonstrate. Stand them in a row, side by side and say (*Kate's between (Tim) and (Ellie)*). Now turn the pupils so they are in a line, one behind the other, all facing the same way. Say (*Kate's between (Tim) and (Ellie)*).
- 3 **WORKBOOK page 74:5. Write about you.** Pupils write answers to the questions.
- 4 **PUPIL'S BOOK page 59:4. Listen, read and say.** Play the cassette. Pupils listen and read silently. Explain the meaning of the phrases. Play the cassette again. Pupils listen and say.
- 5 Explain to the class that the area at the front of the class is a 'street'. Bring one pupil to the 'street'. Give the pupil instructions, e.g. *Walk along the street. Turn left.* Ask another pupil to come to the 'street' and give instructions, e.g. *Cross the street. Walk along the street. Turn right.*
- 6 Ask pupils to look at the map on Pupil's Book page 59. Give pupils a few moments to look at the names of the streets and the places shown on the map. Ask pupils questions about places shown on the map – *Where's the (bank)? Where's the (school)?* Tell pupils they must reply using the name of the street – *It's in (Green Street), It's in (Princess Street).*
- 7 Ask pupils questions about the places on the map – *Where's the (cinema)? Where's the (museum)?* Tell pupils they must reply using the prepositions of place *between*, *next to*, *opposite*, e.g. *It's opposite the police station. It's next to the bookshop.*
- 8 **WORKBOOK page 75:6. Look at Pupil's Book page 59 and write.** Pupils work in pairs. They must write two answers to each question, one answer using the street name and one answer

using *between*, *next to*, or *opposite*. Go round the class helping where necessary. ♦ ANSWERS 1 It's in Green Street. It's next to the museum. 2 It's in Market Street. It's opposite the supermarket. 3 It's in Station Street. It's next to the station. 4 It's in Green Street. It's opposite the bank. 5 It's in King Street. It's opposite the cinema. 6 It's in Market Street. It's next to the market. /It's next to the cinema. /It's between the cinema and the market.

- 9 Write gapped places on the board for pupils to complete (see Activity Bank number 24).
- 10 Finish the lesson by giving the class descriptions of places shown on the map and asking pupils to say which place you are describing, e.g. you say *You buy bread and milk and ice cream here* and pupils say *the supermarket*. Some definitions are given below:

*You learn things here. You go to class. You listen to the teacher. (school)*

*You sleep here. You stay here when you are not at home. (hotel)*

*You go here when you are sick. You see the doctor and nurse. (hospital)*

*You play with your ball and your kite and your skates here. (park)*

*You go here to talk to a policeman. (police station)*

*You go here to buy a train ticket, to get on a train. (station)*

## ● UNIT 15 STEP 4

**Language** ● giving directions

**Vocabulary** no new words

**Materials** ● PB page 59 ● WB page 75 ● paper for pupils to play Bingo

- 1 **PUPIL'S BOOK page 59:4. Listen, read and say.** Revise directions by reading through the phrases with the class. Do choral and individual repetition.
- 2 Check pupils know *left* and *right* by giving them instructions, e.g. *put up your left hand, touch your left leg, touch your right ear.*
- 3 **WORKBOOK page 75:7. Match.** Pupils do the activity in pairs. Then go through the answers with the class. ♦ ANSWERS 1 He's riding along the street. 2 He's turning left. 3 He's turning right. 4 He's crossing the street.
- 4 **PUPIL'S BOOK page 59.** Ask pupils to look at the map. Explain that you are going to give them

directions to a place. They must start where the map says 'START HERE', listen to what you say, follow the route on the map with their finger, and say which place you are going to. Read the directions given below:

1 *Walk along Market Street. Turn left into King Street. It's on the right. It's the ... (pupils say cinema).*

2 *Walk along Princess Street. Turn left into Green Street. It's on the left. It's opposite the hotel. It's the ... (bank).*

3 *Walk along Market Street. Cross King Street. Walk along Market Street. Turn right into Station Street. It's on the right, next to the station. It's the ... (restaurant).*

4 *Walk along Market Street. Cross King Street. Walk along Market Street. Turn left into Green Street. It's on the right. It's next to the bookshop. It's the ... (museum).*

- 5 Tell pupils that they now know the names of 16 places. Ask pupils to call out places, and write them on the board. See if the class can remember all of them. If you wish you can write the 16 initial letters on the board to help pupils. The places are: *bank, beach, cinema, hospital, hotel, market, museum, park, police station, restaurant, school, shop, station, supermarket, swimming pool, zoo*. Check that pupils remember the meaning of all these words. Do choral and individual repetition.
- 6 Play Bingo (see Activity Bank number 19), using place names.
- 7 Rub the places off the board. Finish the lesson by playing Hangman with place names (see Activity Bank number 5).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 79:5 **Read, draw and write** (see Revision 5 Step B for procedure).

## ● UNIT 15 STEP 5

**Language** ● practice of directions

**Vocabulary** no new words

**Materials** ● PB pages 59 and 60 ● WB page 76

- 1 Revise places by playing a team spelling game (see Activity Bank number 6).
- 2 **PUPIL'S BOOK page 60:5. Point and say.**

Explain to the class that Adam is giving directions, using the map on Pupil's Book page 59. Pupils work in pairs. They must look at the map, read Adam's directions and work out which places he is giving directions to. Go round the class helping where necessary. Then go through the answers with the class. ♦ ANSWERS  
1 police station 2 hotel 3 station 4 bookshop 5 supermarket.

- 3 Explain to the class that you are a stranger in the town and do not know your way around. Ask the class to give you directions to the school. Say *Where's the school, please?* And prompt the class to look at the map and give you directions – *Walk along Princess Street. It's on the left.* Repeat with different places.
- 4 **WORKBOOK page 76:8. Look at Pupil's Book page 59 and write.** Pupils work in pairs, completing the sentences. Go round the class helping where necessary. When pairs have finished, go through the answers with the class. ♦ ANSWERS 1 Walk along Market Street. Cross King Street. It's on the right, opposite the cinema. 2 Walk along Market Street. Cross King Street. It's on the left, opposite the supermarket. 3 Walk along Princess Street. Turn left into Green Street. It's on the left, opposite the hotel. 4 Walk along Market Street. Cross King Street. It's on the left, opposite Station Street. 5 Walk along Market Street. Cross King Street. Turn right into Station Street. It's on the right, next to the station.
- 5 **WORKBOOK page 76:9. Odd one out.** Pupils work in pairs deciding which words are the odd ones out. Go through the answers with the class. ♦ ANSWERS 1 map (the other words are places) 2 right (the other words are places) 3 street (the other words are verbs).
- 6 **PUPIL'S BOOK page 60:6. Your game.** Pupils work in pairs. One pupil asks where a place is, and their partner uses the map on Pupil's Book page 59 and gives directions. Go round the class helping where necessary.
- 7 Finish the lesson by asking pupils to give you directions to places in the classroom. For example, stand in one corner of the classroom and say *Where's the door/blackboard/Jill's desk?* Pupils give directions, e.g. *Walk along/turn left/turn right/It's on the left/It's on the right/It's opposite/It's next to the (bank).*

## Revision 5

Note: Revision 5 is based on Workbook pages 77–80. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

Language ● revision

Vocabulary no new words

Materials ● PB pages 50, 52 and 54 ● WB pages 77 and 78

- 1 Revise parts of the body by playing a commands game (see Activity Bank number 15), using commands such as *Touch your (head). Touch your (tummy).*
- 2 **PUPIL'S BOOK page 50:3. Listen, read and say.** Read the sentences with the class.
- 3 **WORKBOOK page 77:1. Write.** Pupils complete the sentences. When they have finished, go through the answers with the class. ♦ ANSWERS 1 My leg hurts. 2 My tooth hurts. 3 My arm hurts. 4 My tummy hurts. 5 My toe hurts. 6 My eye hurts.
- 4 **PUPIL'S BOOK page 52:6.** Finish the sentences. Revise *must* and *mustn't*. Then do the activity with the class.
- 5 **WORKBOOK page 77:2. Write *must* or *mustn't*.** Pupils work in pairs to write in the missing words. Go round the class helping where necessary. Then go through the answers with the class. ♦ ANSWERS 1 In class we *mustn't* do judo. 2 We *must* listen to the teacher. 3 We *mustn't* eat ice cream. 4 We *mustn't* climb on the desks. 5 We *must* sit down. 6 We *mustn't* be lazy. 7 We *mustn't* shout. 8 We *must* answer the questions.
- 6 **PUPIL'S BOOK page 54:2. Listen, read and say.** Revise places by reading through the words with the class. Do choral and individual repetition.
- 7 **WORKBOOK page 78:3. Write.** Pupils write in the answers, then compare their answers in pairs. ♦ ANSWERS 1 Let's go to the swimming pool. 2 Let's go to the museum. 3 Let's go to the park. 4 Let's go to the beach. 5 Let's go to the market. 6 Let's go to the zoo.
- 8 Revise *there's/there are* by pointing to things in the classroom and making statements – *There's a*

(board). *There's a (bin). There are (twenty desks).*  
Ask pupils to say if the statements are true/false.  
Remind pupils we use *there's* with single items  
and *there are* with plural items.

**9 WORKBOOK page 78:4. Write about your classroom.** Pupils count, and then write seven sentences about their classroom, e.g. *There are twenty desks.* Go round the class helping where necessary. When they have finished, ask individual pupils to read some of their sentences to the class.

**10** Finish the lesson by playing a team spelling game (see Activity Bank number 6), using parts of the body.

## ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 53 and 59 ● WB pages 79 and 80 ● Cassette (PB page 53:1 – optional)

- 1 Revise places (*bank, beach, cinema, hospital, hotel, market, museum, park, police station, restaurant, school, shop, station, supermarket, swimming pool, zoo*) by playing Hangman (see Activity Bank number 5), using place names.
- 2 Revise prepositions of place *between, next to, opposite* and *behind*. Ask pupils to make sentences about where they are sitting in class – *I'm sitting (next to) (Clare). I'm sitting (between) (Clare) and (Tim).*
- 3 **PUPIL'S BOOK page 59:4. Listen, read and say.** Read through the phrases with the class. Check pupils know *left* and *right*.
- 4 **WORKBOOK page 79:5. Read, draw and write.** Explain that pupils must read the directions, draw a line to show the route on the map, and write in the name of the place. Suggest that pupils use a coloured pencil or pen to draw in route 1 and a different coloured pencil or pen to draw in route 2. Pupils work in pairs. Go round the class helping where necessary.  
◆ ANSWERS 1 shoeshop 2 police station.
- 5 **WORKBOOK page 80:6. Read.** Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding, make true/false statements for pupils to answer.
- 6 **WORKBOOK page 80:7. Choose and write.** Explain to pupils that they must use words from

the notebook to complete the sentences. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. Point out that their choices must make sense and must be grammatically correct. Give an example of how the text might be completed.

- 7 **WORKBOOK page 80:8. Write.** Pupils write a short text about someone going to a place. Explain that they should follow the pattern shown in 80:6 and 80:7. Ask pupils to give suggestions of what they might write.
- 8 Pupils do the writing task. Go round the class helping where necessary.
- 9 When pupils have finished, ask individual pupils to stand up and read their work to the class.
- 10 Finish the lesson by singing the song from Pupil's Book page 53 with the class.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 16 STEP 1

**Language** ● revision of toys, colours ● practice of *our, their*

**Vocabulary** ● *brilliant, dirty,*

**Materials** ● PB page 61 ● WB page 81 ● Cassette (PB page 61:1) ● paper for pupils to play Bingo

- 1 Revise toys by playing a drawing guessing game (see Activity Bank number 2). Revise *boat, bike, drum, yoyo, kite, doll, ball, plane, train, balloon, computer, car, bear*. You may also teach the names of any other toys that pupils own, if you wish. Do choral and individual repetition of the toys words.
- 2 Play Hangman (see Activity Bank number 5), using toys words.
- 3 Revise *my* by holding up items and saying *This is my (pencil)*. Revise *your* by pointing to objects on the pupils desks and saying *This is your (pencil case)*. Repeat with different objects.
- 4 Revise *their* and *our*. Point to two pupils and say *Their (shirts) are (white). Their (shoes) are (brown)*. Do choral and individual repetition. Then encourage the pair of pupils to say *Our (shirts) are (white). Our (shoes) are (brown)*. Repeat with different pupils.
- 5 **PUPIL'S BOOK page 61:1. Listen and say.** Ask pupils to look at the pictures and try and work out what the story is about.

- 6 Play the cassette. Pupils listen and read silently. Explain that in picture 3, Adam and Helen are up in the loft, the space in the roof of the house where old, forgotten, unused things are stored.
- 7 Ask if pupils can work out the meaning of *brilliant* and *dirty*.
- 8 Play the cassette again. Pupils listen and say.
- 9 When pupils are familiar with the dialogue, ask pairs of pupils to act it out.
- 10 **PUPIL'S BOOK page 61:2. True or false?**  
Pupils work in pairs, working out the answers (see Introduction page 5 for procedure). Then go through the answers with the whole class.  
◆ ANSWERS 1 false 2 true 3 true 4 true.
- 11 Revise colours by asking pupils to hold up crayons and say *This is (blue)*.
- 12 **WORKBOOK page 81:1. Read and colour.**  
Pupils read the text and colour in the picture. Go round the class helping where necessary.
- 13 Finish the lesson by playing Bingo (see Activity Bank number 19), using toys words.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 16 STEP 2

**Language** ● practice of *my, your, his, her, our, their*

**Vocabulary** ● *all right, because, don't care, house, it doesn't matter, pear, song*

**Materials** ● PB page 62 ● WB pages 81 and 82  
● Cassette (PB page 62:3)

- 1 **WORKBOOK page 81:2. Read and write.**  
Revise the previous lesson by reading through the summary table with the class. Pupils fill in the missing words. ◆ ANSWERS Your, Her.
- 2 Revise classroom objects. Hold up, or point to, various objects in the class and ask *What's this?* Pupils reply *It's a (pen)*.
- 3 Play a guessing game using classroom objects (see Activity Bank number 1).
- 4 Ask pupils to stand up, hold up a classroom item and make a sentence about it – *My (pencil)'s (blue). My (ruler)'s (brown)*.
- 5 Ask pupils to make statements about their friend's classroom objects – *This is Jack's rubber. His rubber's green. This is Sarah's pencil case. Her pencil case is orange.*
- 6 **PUPIL'S BOOK page 62:3. Listen and sing.**  
Teach the song in the usual way (see

Introduction page 4 for procedure). Revise *old, new, big, small, short, tall*.

- 7 Ask pupils to work in pairs, asking their partner questions, *What colour's your pen? It's red.* Pupils then write sentences, *My pen's green, your pen's red. My bike's blue, your bike's white.*
- 8 **WORKBOOK page 82:3. Write.** Read through the words in the pencil shape with the class and check that pupils remember what these words mean. Then ask pupils to work in pairs to complete the sentences. Remind pupils to look carefully at the pictures, to see which person is speaking, and to read the text carefully, concentrating on *my/your*. Go round the class helping where necessary. When pairs have finished, go through the answers with the class.  
◆ ANSWERS 1 old, new 2 small, big 3 clean, dirty 4 short, long.
- 9 Finish the lesson by asking pupils to draw a picture of something owned by their family, and to write a sentence under their picture, e.g. *We've got a car. Our car's black. We've got a small house. Our house is white.*

Note: Ask pupils to bring crayons to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 93:1 **Write** (see Revision 6 Step A for procedure).

## ● UNIT 16 STEP 3

**Language** ● revision of classroom objects  
● practice of possessive pronouns

**Vocabulary** ● *best wishes, boy, girl, near, penfriend, primary, send, uniform*

**Materials** ● PB page 63 ● WB page 82  
● Cassette (PB page 62:3 – optional), (PB page 63:4)

- 1 Revise classroom objects by playing Kim's Game (see Activity Bank number 10). Ask pupils to remember the objects and their colours, e.g. *a red pencil, two blue pens, a white rubber, etc.*
- 2 **WORKBOOK page 82:4. Read, draw and colour.** Pupils read the text about Adam's things, then draw his pencil case, ruler, rubber and pencils, and colour them. Go round the class helping where necessary.
- 3 **WORKBOOK page 82:5. Write about your pencil case.** Pupils write one or two sentences about their own pencil case, its colour and

contents. When they have finished, ask individual pupils to read out their sentences.

- 4 **PUPIL'S BOOK page 63:4. Listen and read.** Talk to the class about letters. Do pupils ever receive letters? Do they write letters? Who do they write to? Explain the word *penfriend*. Explain that this letter is written by a class of school children in England, and that they are sending it to a class of school children in Australia, so they can be penfriends. Explain that English is spoken in both England and Australia. Ask the class to look at the photo. Is the children's school uniform similar to your pupils' uniform? Do your pupils wear uniform? Does your class have a class photo?
- 5 Play the cassette for the first paragraph of the letter (up to *..Is your town big?*) Pupils listen and read silently. Explain that *primary school* is a school for children from 5–11 years old. Explain *near London*.
- 6 Play the cassette for the second paragraph. Pupils listen and read silently. Ask if pupils can work out the meaning of *uniform*.
- 7 Play the cassette for the third paragraph. Pupils listen and read silently. Ask if pupils can work out the meaning of *boys, girls, send*.
- 8 Play the cassette for the last paragraph. Pupils listen and read silently. Explain *best wishes*.
- 9 Play the cassette for the whole letter again. Pupils listen and read silently.
- 10 Finish the lesson by singing the song from Pupil's Book page 62 again.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 93:2 **Read and write** (see Revision 6 Step A for procedure).

## ● UNIT 16 STEP 4

**Language** ● practice of possessive pronouns

**Vocabulary** no new words

**Materials** ● PB pages 63 and 64 ● WB page 83

● Cassette (PB page 64:5)

- 1 **PUPIL'S BOOK page 63:4. Listen and read.** Revise the previous lesson by reading the letter to the class. Pupils listen and read silently.
- 2 Ask the class if they can remember the meaning of words in the letter, e.g. *penfriend, primary school, class, town, near, children, uniform, boys, girls, lessons, maths, science, photo, send*.

3 **WORKBOOK page 83:6. Write.** Pupils complete the sentences, then look at Pupil's Book page 63 to check their answers. ♦ ANSWERS 1 school 2 Their, town 3 Their, children 4 Their, uniform 5 lessons.

4 **WORKBOOK page 83:7. Write.** Pupils work in pairs, writing the words in the appropriate lists. Go round the class helping where necessary. ♦ ANSWERS 1 class, teacher, uniform, lesson, science, desk. 2 ball, grass, tree, kite, bike, river. (Note: Pupils may include some words in both lists, e.g. there may be trees and grass at your school.)

5 **PUPIL'S BOOK page 63:4. Listen and read.** Ask pupils to read the letter silently. Then encourage pupils to talk about their own school. Where is their school? Is it in a big town? Is the school big? How many pupils are there in the school? What colour is the school uniform? What is their teacher's name? How many boys are there in the class? How many girls are there? What are pupils' favourite lessons?

6 **PUPIL'S BOOK page 64:5. Listen and read.** Explain that this letter is the reply, sent back from Australia to the class in Wilton Primary school. Explain that the children in Australia have made their letter a picture-letter, replacing some words with pictures instead.

- 7 Play the cassette. Pupils listen and read silently.
- 8 Ask the class to read the letter chorally.
- 9 Finish the lesson by writing on the board some Odd one out puzzles for the class to do (see Activity Bank number 20). Use toys, colours, classroom objects and other school words.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 16 STEP 5

**Language** ● practice of possessive pronouns

**Vocabulary** no new words

**Materials** ● PB page 64 ● WB page 84 ● paper for pupils to write letters

- 1 Revise the previous lesson by asking pupils if they can remember (without looking at their Pupil's Books) what information the school children included in their penfriend letters.
- 2 **WORKBOOK page 84:8. Write about you.** Pupils answer the questions. Go round the class helping where necessary.

- 3 PUPIL'S BOOK page 64:6. Your work.** Tell pupils that they are going to write a penfriend letter. They can copy the letters given on Pupil's Book pages 63 and 64, substituting information about themselves, their school and their class. Pupils can write a letter, or if they wish they can write a picture-letter like that on Pupil's Book page 64. Ask pupils to call out any words they think they might need in their letters, and write these words on the board. Tell pupils to do a rough draft letter first. Pupils can compare their rough drafts in pairs. Go round the class helping where necessary.
- 4** When pupils have finished their letter, and you have corrected them, ask them to write out a neat copy. Ask individual pupils to stand up and read their finished letter to the class. If possible, display pupils' finished letters in the classroom.
- 5 WORKBOOK page 84:9. Colour the p words green. Colour the b words blue. Colour the d words brown.** Pupils work in pairs, colouring the picture. Go round the class helping where necessary. When they have finished, ask pupils to call out the p words, the b words and the d words they found in the picture. ♦ ANSWERS (p) parrot, penguin, picture, pineapple, pencil, pen, pencil case, pear. (b) bike, bin, board, ball, book, bridge, bag, blouse, belt, badge. (d) duck, doll, desks, door, dress, drum.
- 6** Finish the lesson by using the picture to play I-Spy (see Activity Bank number 3).

## ● UNIT 17 STEP 1

**Language** ● revision of adjectives ● presentation of *some* + uncountable foods

**Vocabulary** ● *anything else, cloth, OK, oops, pay, sugar*

**Materials** ● PB page 65 ● WB page 85 ● Cassette (PB page 65:1)

- 1** Revise *new/old, big/small, dirty/clean, short/long, short/tall* by calling out an adjective, and asking the class to say the opposite, e.g. you say *new* and the class say *old*. Repeat with individual pupils.
- 2** Talk to the class about shopping for food. Who does the shopping in their family? Is most of their family's food bought at the market, or supermarket, or shops? Do they ever go shopping with their mother? Do they like shopping? Where

do they like shopping best – in the market or the supermarket? Do they like pushing the trolley?

- 3 PUPIL'S BOOK page 65:1. Listen and say.** Ask pupils to look at the pictures and say what they think is happening. Play the cassette while pupils listen and read silently.
- 4** Ask if pupils can work out the meaning of *anything else, cloth, OK, oops, pay, sugar*. Explain that *oops* is an expression used when we drop something, make a mistake, or have a minor accident.
- 5** Play the cassette again. Pupils listen and say. Repeat.
- 6** When pupils are familiar with the text, act out the dialogue (see Introduction page 4 for procedure).
- 7** Ask pupils to tell you the four things Adam gets for his mother. Write them on the board: *some sugar, some rice, six eggs, a cloth*.
- 8** Draw pupils' attention to the words *some, six, a*. Remind pupils that we use *a* (or *an* or *one*) with single items, and we use numbers with plural items, e.g. *six eggs, three bananas, eight sandwiches*. Explain that some items cannot be counted, such as *sugar*, and *rice* and for these items we use *some*. Do choral and individual repetition of the four phrases on the board.
- 9 WORKBOOK page 85:1. Write.** Go through the questions with the class. Then ask pupils to write in the answers. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, they do. 2 No, they don't. 3 Yes, they do. 4 No, they don't. 5 No, she doesn't. 6 No, he doesn't.
- 10 WORKBOOK page 85:2. Find the words.** Pupils work in pairs, finding and circling the words. Go round the class helping where necessary.
- 11** Finish the lesson by playing a spelling game (see Activity Bank numbers 5, 6 or 7), using words from Pupil's Book page 65.

## ● UNIT 17 STEP 2

**Language** ● revision of food ● practice of *some, there's/there are* + singular, plural and uncountable foods

**Vocabulary** ● *cola, jam, oil, trolley*

**Materials** ● PB page 66 ● WB page 86 ● Cassette (PB page 66:2)

- 1** Revise foods by drawing foods and words on the board for pupils to match (see Activity Bank

number 29). Revise *apple, banana, beans, biscuit, burger, cake, chocolate, cheese, chicken, chips, egg, fish, grapes, juice, lemon, lemonade, meat, milk, omelette, orange, peas, pineapple, pizza, rice, salad, sandwich, sweets, tomato.*

- 2 Do choral and individual repetition of the food words on the board.
- 3 Remind pupils that we use *a/an/one* for a single item (e.g. *one banana, an apple, a cake*); we use numbers for plural items (e.g. *six grapes, two eggs*); and we use *some* for uncountable items (e.g. *some sugar*).
- 4 **PUPIL'S BOOK page 66:2. Listen, read and say.** Explain that these foods are all uncountable items. Play the cassette. Pupils listen and read silently.
- 5 Explain *cola, oil, jam*. Play the cassette again. Pupils listen, read and say. Repeat.
- 6 Add the words *cola, oil* and *jam* to the list of food words on the board. Ask the class to say (without looking at their Pupil's Books) which of the words on the board are uncountable (*chocolate, cheese, juice, lemonade, meat, milk, rice, salad, cola, oil, jam*). Do choral and individual repetition of *some chocolate, some oil, some salad, etc.*
- 7 **WORKBOOK page 86:3. Find the words.** Pupils do the activity in pairs. ♦ ANSWERS *jam, oil, lemon, lemonade, egg/eggs, orange, sugar, rice, cake, chocolate, meat.*
- 8 Write on the board *a banana, six biscuits, some cheese*. Remind pupils that we say *there's* with single items (e.g. *there's a banana*) and *there are* with plural items (e.g. *there are six biscuits*). Explain that with uncountables we use *there's* (e.g. *there's some cheese*). Do choral and individual repetition of *There's a banana. There are six biscuits. There's some cheese.*
- 9 **PUPIL'S BOOK page 66:3. Point and say.** Do the activity with the whole class. Call out the numbers, and ask the class to say the appropriate phrase, using *there's* or *there are*.
- 10 When you are sure pupils understand what to do, ask them to do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary.
- 11 Finish the lesson by playing a drawing guessing game with food words (see Activity Bank number 2). Encourage pupils to guess the picture by saying *Is it a (sandwich)? Is it a (burger)? Is it some (cheese)?*

## ● UNIT 17 STEP 3

**Language** ● practice of *there's a / there are five / there's some* + singular, plural and uncountable foods

**Vocabulary** no new words

**Materials** ● WB page 86 ● paper for pupils to write and draw ● paper for pupils to play Bingo

- 1 Revise foods by doing a silent dictation (see Activity Bank number 31). Use pictures of food cut from magazines or board drawings.
- 2 **WORKBOOK page 86:4. Read.** Go through the summary table with the class. Remind pupils that we use *there's* + *a/an/one* with single items; *there are* + number with plural items; and *there's* + *some* with uncountable items.
- 3 Call out various food words (or draw pictures on the board) and ask pupils to say *There's / There are* as appropriate, e.g. you say/draw *oil* and the class say *there's some oil*. Repeat with different foods.
- 4 **WORKBOOK page 86:5. Write.** Go through the task with the class, asking pupils to make statements about the foods in the picture. Then ask pupils to work in pairs, completing the sentences. Go round the class helping where necessary. ♦ ANSWERS (order may vary)  
1 *There's an egg.* 2 *There's some sugar.* 3 *There are two bananas.* 4 *There's some meat.* 5 *There are two ice creams.* 6 *There are three lemons.* 7 *There's some rice.* 8 *There's some chocolate.* 9 *There's a pizza.* 10 *There's a tomato.*
- 5 Revise *I want*. Say to pupils that you are hungry, and that you are thinking of what you'd like to eat. Say *I want a pizza and chips. I want some salad. I want some juice. And I want an apple.* Ask pupils to say what they would like to eat for lunch/dinner today. Remind pupils to use *a/an/some* as appropriate.
- 6 Ask pupils to write and draw what they want to eat. Pupils compare their work in pairs. If possible, display pupils' finished work in the classroom.
- 7 Play a memory game (see Activity Bank number 11), using food phrases, e.g. *I want an egg; I want an egg and some salad; I want an egg, some salad and six oranges.*
- 8 Finish the lesson by playing Bingo (see Activity Bank number 19), using food words.

**Extra practice.** If you wish, in this lesson you may

also use Workbook page 94:3 **Choose and write** (see Revision 6 Step A for procedure).

## ● UNIT 17 STEP 4

**Language** ● presentation and practice of food packaging vocabulary

**Vocabulary** ● *bar, bottle, can, carton, jar, list, olive*

**Materials** ● PB pages 66 and 67 ● WB page 87  
● Cassette (PB page 67:4) ● empty food jars, cans, cartons, bags, bottles (if possible)

### 1 PUPIL'S BOOK page 66:3. Point and say.

Revise foods by calling out the numbers and asking pupils to say the foods. Do choral and individual repetition.

### 2 Draw pupils' attention to the food packages shown in the trolley. Explain that many foods, uncountable and uncountable, come in certain packages.

3 Teach the words *bottle, can, carton, jar*. If you have brought empty food containers with you, use these, or use the picture on Pupil's Book page 67:4. Do choral and individual repetition. Ask pupils to say which foods are sold in bottles, in bags, in cans, in cartons and in jars.

### 4 PUPIL'S BOOK page 67:4. Listen and read.

Ask pupils to look at Sally's shopping list. Ask pupils if they can work out what *list* means. Play the cassette for the list. Pupils listen and read silently. Make sure pupils understand all the items on the list. Explain *a bar of chocolate*. Ask pupils which of the items on Sally's list they can see in the shop.

5 Play the cassette for the dialogue. Pupils listen and read silently.

6 Play the cassette for the dialogue again. Pupils listen and read silently.

7 When pupils are familiar with the dialogue, ask pupils to work in pairs, acting it out.

8 **WORKBOOK page 87:6. Write.** Pupils work in pairs, completing the dialogue. Go round the class helping where necessary. ♦ **ANSWERS** 1 Hello. 2 Hello, Adam. What do you want today? 3 I want a bar of chocolate, please. 4 Some chocolate. Anything else? 5 I want a jar of jam, please. 6 Some jam. Anything else? 7 I want some oil, please. 8 Here you are. 9 And I want six bananas. 10 Six bananas. Anything else? 11 Yes. I want a pineapple, please. 12 OK. One

pineapple. 13 And I want a carton of milk, please. 14 Sorry. No milk today. 15 Oh. Well, I want a bag of sweets. 16 OK. Some sweets. Anything else? 17 No, that's all, thank you.

9 When pupils have completed the text, they can act it out in pairs.

10 **WORKBOOK page 87:7. Odd one out.** Finish the lesson by asking pupils to do the activity in pairs. ♦ **ANSWERS** 1 chocolate (the other words are drinks) 2 sandals (the other words are foods) or rice (the other words are countable).

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 17 STEP 5

**Language** ● practice of food packaging vocabulary, shopping dialogue

**Vocabulary** no new words

**Materials** ● PB pages 67 and 68 ● WB page 88  
● Cassette (PB page 67:4)

### 1 PUPIL'S BOOK page 68:5. Point, ask and answer.

Revise the food packaging vocabulary taught in the previous lesson by pointing to the pictures and asking pupils to say *bottle, can, carton, etc.* as appropriate.

2 Go through the activity with the class, asking *What's this?* and encouraging pupils to reply *It's a (jar) of (jam). It's a (bag) of (sweets).*

3 Pupils do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary. ♦ **ANSWERS** 1 It's a can of lemonade. 2 It's a can of cola. 3 It's a bottle of oil. 4 It's a bag of sugar. 5 It's a bag of sweets. 6 It's a carton of milk. 7 It's a carton of (orange) juice. 8 It's a jar of olives. 9 It's a jar of jam. 10 It's a bar of chocolate.

### 4 **WORKBOOK page 88:8. Choose and write.**

Pupils use words from each box to make phrases, then compare their answers in pairs. Go round the class helping where necessary.

♦ **ANSWERS** (The order may vary and pupils may have other answers, depending on how food is packaged in your country.) 1 a can of lemonade 2 a can of cola 3 a bottle of lemonade 4 a bottle of oil 5 a bottle of milk 6 a carton of milk 7 a carton of juice 8 a jar of olives 9 a jar of jam 10 a jar of tomatoes 11 a bag of rice 12 a bag of sugar 13 a bag of sweets 14 a bar of chocolate.

5 **WORKBOOK page 88:9. Read and draw.** Pupils

read the text and use their crayons to colour foods in the appropriate containers. Go round the class helping where necessary.

- 6 **PUPIL'S BOOK page 68:6. Your work.** Explain that pupils must write a shopping list. They can look at Pupil's Book pages 66, 67 and 68 and at Workbook pages 87 and 88 for ideas of what they might include on their list. They must have at least five items on their list. When they have finished, pupils can compare their lists in pairs. Go round the class helping where necessary.
- 7 **PUPIL'S BOOK page 67:4. Listen and read.** Play the cassette. Pupils listen and read silently.
- 8 **PUPIL'S BOOK page 68:7. Your game.** Explain that pupils are going to act out a shopping dialogue in pairs, using the shopping lists they have just written. Suggest words and phrases that pupils might need and write these on the board – *I want a ..., please, anything else, here you are.*
- 9 Ask one pupil to come to the front of the class with their shopping list. Explain that you are a shopkeeper. Stand behind your desk, and encourage the pupil to come into your 'shop' and ask for the items on their shopping list.
- 10 Repeat with different pupils.
- 11 Finish the lesson by asking pupils to work in pairs, using their shopping lists and acting out a shopping dialogue. Go round the class helping where necessary.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 94:4 **Draw and write about you** (see Revision 6 Stop A for procedure).

## ● UNIT 18 STEP 1

**Language** ● practice of *some* + countable and uncountable foods ● presentation of cooking vocabulary

**Vocabulary** ● *breaks, chops, cooking, mixes, pan, ready*

**Materials** ● PB page 69 ● WB page 89 ● Cassette (PB page 69:1)

- 1 Revise foods by playing a team spelling game (see Activity Bank number 6).
- 2 Talk to the class about cooking. Who does the cooking in their family? Do pupils ever help? Do they like cooking? What do they like to cook?
- 3 **PUPIL'S BOOK page 69:1. Listen and read.** Ask pupils to look at the pictures and work out what is happening.

- 4 Play the cassette. Pupils listen and read silently. Repeat.
- 5 Ask pupils if they can work out the meaning of the verbs *break, chop, cook, cut* and *mix*. Do choral and individual repetition. Explain *pan* and *ready*.
- 6 Play the cassette again. Pupils listen and read silently. Ask the class if they think the omelette sounds good. Would they like to make it? Would they like to eat it?
- 7 Play the cassette again. Ask pupils to mime the cooking actions (i.e. breaking the eggs into a dish, mixing the eggs, pouring oil into the pan, etc.) as they listen.
- 8 Draw pupils' attention to *some* in the text. Point out that the text uses *some oil* (i.e. *some* + uncountable noun) but it also uses *some eggs, some peas and beans, some tomatoes* (i.e. *some* + plural nouns). Explain that we use *some* with plural nouns to show that there's more than one, but that it doesn't matter how many eggs, peas, beans or tomatoes there are. The text would seem very odd if it said *She puts thirty-six peas and twenty-one beans into the pan!*
- 9 **WORKBOOK page 89:1. Write.** Pupils write in the missing words, then check their answers by looking at Pupil's Book page 69. ◆ ANSWERS 1 dish 2 plate 3 pan 4 fork.
- 10 **WORKBOOK page 89:2. Read and write.** Pupils work in pairs. They read each sentence, find which picture matches the sentence and write the appropriate letter in the box. Go round the class helping where necessary. ◆ ANSWERS 1d 2j 3e 4c 5h 6b 7i 8a 9g 10f.
- 11 Divide the class into two groups. Ask pupils in group 1 to work out the correct order of the pictures. Ask pupils in group 2 to work out the correct order of the sentences. When pupils have finished, ask Group 1 to call out the letters of the pictures in order while you write them on the board – h, j, i, d, c, f, h, a, e, g. Then ask group 2 to call out the sentence numbers in order while you write them on the board – 6, 2, 7, 1, 4, 10, 5, 8, 3, 9.
- 12 Finish the lesson by asking pupils to read out the sentences in order, chorally.

## ● UNIT 18 STEP 2

**Language** ● presentation of *any*

**Vocabulary** ● *any*

**Materials** ● PB page 70

- 1 Revise the previous lessons by writing these singular food words in a list on the board: *pizza, banana, cake, burger, omelette*. Point to the words in turn and ask pupils to make statements with *there's* – *There's a (cake)*.
- 2 Now write these plural food words in a list on the board: *peas, apples, pizzas, grapes, lemons*. Remind pupils that they can use either a number or *some* with plural items. Point to the words in turn and ask pupils to make statements with *there are* – *There are (some) (peas)*. *There are (two) (apples)*.
- 3 Now write these uncountable food words in a list on the board: *sugar, oil, milk, jam, rice, chocolate*. Remind pupils they can either use *some* or a 'packaging' word. Point to the words in turn and ask pupils to make statements with *there's* – *There's (some) sugar*. *There's a (bottle) of oil*.
- 4 Point to words in all of the three lists and ask pupils to make statements – *There's a burger*. *There are some grapes*. *There are four pizzas*. *There's some sugar*. Help pupils to use *there's* with singular and uncountable items, and to use *there are* with plural items.
- 5 **PUPIL'S BOOK page 70:2. Point and say.** Point at items in the picture and encourage pupils to make statements, e.g. *There's some oil*, *There's a bottle of oil*. *There are some apples*. Pupils work in pairs, pointing at items and making statements. Go round the class helping where necessary. ♦ ANSWERS Plural items: There are some/five bananas. There are some/two lemons. There are some/five apples. There are some/eight oranges. There are some/two cakes. There are some/six biscuits. There are some/four tomatoes. There are some olives. Singular and uncountable items: There's some/a bottle of oil. There's some/a bag of rice. There's some meat. There's some/a can of cola. There's some/a bottle of milk. There's some/a can of lemonade. There's some/a bag of sugar. There's a jar of olives.
- 6 Explain to the class that we use *some* for statements, but that in questions we use *any* – *Is there any sugar?* *Is there any rice?* *Is there any meat?* *Are there any apples?* *Are there any sweets?* *Are there any lemons?* Do choral and individual repetition.
- 7 Ask pupils to look at the picture on Pupil's Book page 70:2. Ask the class questions about what is in the kitchen, *Is there any oil?* *Is there any salad?* *Are there any grapes?* *Are there any*

*beans?* The class answer *Yes, there is/are* or *No, there isn't/aren't* as appropriate. Ask individual pupils questions. Remind pupils to be careful to use *is* for single and uncountable items and to use *are* for plural items.

- 8 **PUPIL'S BOOK page 70:3. Ask and answer.** Pupils work in pairs, using the small pictures as prompts to ask questions about the kitchen. Go round the class helping where necessary.
- 9 When pupils have practised in pairs, go through the questions and answers with the class.
  - ♦ ANSWERS 1 Is there any sugar? Yes, there is.
  - 2 Is there any chocolate? No, there isn't.
  - 3 Are there any apples? Yes, there are.
  - 4 Are there any chips? No, there aren't.
  - 5 Is there any juice? No, there isn't.
  - 6 Is there any rice? Yes, there is.
  - 7 Are there any sweets? No, there aren't.
  - 8 Is there any jam? No, there isn't.
  - 9 Are there any oranges? Yes, there are.
  - 10 Is there any oil? Yes, there is.
  - 11 Is there any meat? Yes, there is.
  - 12 Are there any biscuits? Yes, there are.
  - 13 Are there any grapes? No, there aren't.
  - 14 Is there any milk? Yes, there is.
  - 15 Are there any eggs? No, there aren't.
- 10 Finish the lesson by playing Hangman (see Activity Bank number 5).

## ● UNIT 18 STEP 3

**Language** ● practice of questions with *any*  
**Vocabulary** no new words  
**Materials** ● WB pages 90 and 91

- 1 **WORKBOOK page 90:3. Read and write.** Go through the summary table with the class. Remind pupils that we use *there's* with singular and uncountable items, and we use *there are* for plural items. Remind pupils that we use *some* for statements and we use *any* for questions and for negative statements. Pupils fill in the missing words. ♦ ANSWERS *is, isn't, aren't, any, isn't*.
- 2 **WORKBOOK page 90:4. True or false?** Ask pupils to look at the picture, and to make statements about it using *there's* – *There's a (cake)*. *There's some (meat)*. *There's a jar of (jam)*.
- 3 Now ask pupils to look at the picture, and to make statements about it using *there are* – *There are some (sweets)*. *There are some (eggs)*.
- 4 Ask pupils to work in pairs, deciding if the statements are true or false. Go round the class helping where necessary. When pupils have

finished the task, go through the answers with the class. ♦ ANSWERS 1 true 2 false 3 true 4 true 5 false 6 false 7 true.

- 5 Ask pupils questions about the picture, *Is there any (sugar)? Are there any (apples)?* Pupils reply *Yes, there is/are* or *No, there isn't/aren't*.
- 6 Ask pupils to close their Workbooks and to try and remember what was in the picture. Pupils call out *There's some (meat), There's a (pineapple)*.
- 7 **WORKBOOK page 91:5. Write. DON'T look at Workbook page 90.** Pupils answer the questions from memory. When they have finished, tell pupils to look at Workbook page 90 and check their answers. ♦ ANSWERS 1 No, there isn't. 2 Yes, there is. 3 Yes, there is. 4 No, there isn't. 5 Yes, there is. 6 No, there aren't. 7 Yes, there are. 8 No, there aren't. 9 Yes, there is. 10 No, there isn't.
- 8 Finish the lesson by playing Kim's Game with objects on your desk (see Activity Bank number 10). Place several objects on your desk, including some singular and some plural items. Let pupils look at them for one minute, then cover the items and ask questions – *Is there a (pen)? Are there any (pencils)?* If you have a large class, draw several items on the board instead, and rub out the pictures after one minute.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 95:5 **Write questions** and 95:6 **Answer your friend's questions** (see Revision 6 Step B for procedure).

## ● UNIT 18 STEP 4

**Language** ● revision of food ● practice of cooking vocabulary

**Vocabulary** ● *bread roll, piece, slice, top, cut*

**Materials** ● PB pages 71 and 72 ● WB page 91

● Cassette (PB page 71:4)

- 1 Revise food vocabulary by writing gapped words on the board for pupils to complete (see Activity Bank number 24). Revise the words: *sandwich, olive, tomato, banana, chocolate* and other food words.
- 2 Talk to the class about sandwiches. Do they eat sandwiches? What are their favourite fillings? Do they make sandwiches? If you wish, you can tell the class that Sandwich is a place in Britain. The Earl of Sandwich lived from 1718– 1792.

He wanted to eat, but didn't want to stop playing his card game, so he asked his servant to bring him some meat between two slices of bread. This is the origin of the word *sandwich*.

### 3 PUPIL'S BOOK page 71:4. Listen and read.

Play the cassette for the first sandwich recipe while pupils listen and read silently.

### 4 Ask if pupils can work out the meaning of *bread roll, slice, top*. Explain these words if necessary.

Do they think that tomato and olive would be a nice sandwich filling. Would they like to try it?

### 5 Play the cassette for the second recipe while pupils listen and read silently.

### 6 Explain *piece*. Ask if pupils think that banana and chocolate would be a nice sandwich filling. Would they like to try it?

### 7 Play the cassette for both recipes. Pupils listen and read.

### 8 **WORKBOOK page 91:6. Write.** Explain that this is another sandwich recipe, and that pupils must work in pairs, filling in the gaps. Go round the class helping where necessary. ♦ ANSWERS 1 Cut open the bread roll. 2 Cut a tomato into slices. 3 Put some cheese on the bread roll. 4 Put some tomato slices on top. 5 Put the top of the bread roll on top. 6 Now eat your sandwich.

### 9 PUPIL'S BOOK page 72:5. Ask and answer.

Use the small pictures to make questions to ask the class about what is in the two sandwich recipes on Pupil's Book page 71, e.g. *Is there any jam in the tomato and olive sandwich? Are there any nuts in the banana and chocolate sandwich?* Pupils reply *Yes, there is/are* or *No, there isn't/aren't* as appropriate.

- 10 After practice with the class, ask pupils to do the activity in pairs (see Introduction page 7 for procedure). Remind pupils to use *any* in the questions and to use *is there* or *are there* as appropriate. Go round the class helping where necessary.
- 11 Finish the lesson by asking pupils to decide which of the three sandwich recipes they like best. Hold a vote in class to see which is the most popular and which is the least popular.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 18 STEP 5

**Language** ● practice of cooking vocabulary

**Vocabulary** no new words

**Materials** ● PB pages 71 and 72 ● WB page 92  
● Cassette (PB page 72:6) ● paper for pupils to write and draw recipes

- 1 PUPIL'S BOOK page 71:4. Listen and read.** Revise the previous lesson by reading through the recipes with the class.
- 2 Ask questions about the food in the recipes, e.g.** *Is there any cheese in the tomato and olive sandwich? Are there any eggs in the tomato and olive sandwich?* Pupils reply *Yes, there is/are or No, there isn't/aren't* as appropriate.
- 3 WORKBOOK page 92:7. Write the words in order.** Explain that pupils must reorder the jumbled words, so they make a correct sentence. Pupils do the activity in pairs. Go round the class helping where necessary. ♦ **ANSWERS**  
1 Is there any rice in the kitchen? 2 There's some chocolate on the table. 3 There are nine bananas on the plate. 4 There isn't any milk in the carton. 5 Do you want a bag of sugar?
- 4 WORKBOOK page 92:8. Write.** Explain that pupils must put the words in the appropriate list, according to where they would go to buy these items. Pupils do the activity, then compare their answers in pairs. ♦ **ANSWERS** (Market) flowers, fruit, beans, olives, rice. (Clothes shop) belt, jacket, blouse, trousers, swimsuit.
- 5 PUPIL'S BOOK page 72:6. Listen and say.** Teach the tongue twister in the usual way.
- 6 Ask pupils to say the other tongue twisters from Pupil's Book pages 2, 12, 18, 24, 36 and 42.**
- 7 PUPIL'S BOOK page 72:7. Your work.** Explain to pupils that they must write out a recipe for a sandwich. This can be a sandwich they know, or a made up one. It can be a 'normal' recipe or a 'strange' recipe, e.g. cheese and sugar – whichever pupils prefer! Pupils can ask you for any words they need. Pupils write out their recipe. They also draw and colour a picture of the ingredients and a picture of the finished sandwich.
- 8 Finish the lesson by asking individual pupils to stand up and read out their recipe to the class.** Display pupils' finished work in the classroom.

## Revision 6

Note: Revision 6 is based on Workbook pages 93–96. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to

use these Revision pages now, as separate revision lessons.

## ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 62 and 66 ● WB pages 81, 93 and 94 ● Cassette (PB page 62:3 – optional)

- 1 Revise the pronouns *my/your* by making statements about classroom objects.** For example, hold up your pen and a pupil's pen and say *My pen's green. Your pen's blue.* Repeat with different objects and different pupils.
- 2 Ask pupils to work in pairs, talking to their partner about the contents of their pencil cases –** *My (ruler)'s (long). Your (ruler)'s (short). My (pencil case) is (red). Your (pencil case) is (white).*
- 3 PUPIL'S BOOK page 62:3. Listen and sing.** Sing the song with the class.
- 4 WORKBOOK page 81:2. Read and write.** Go through the summary table with the class. Check that pupils know when to use *my, your, his, her, our, their.*
- 5 Revise *his/her* by asking pupils to listen to you and to draw what you describe.** Say *There's a boy and a girl. He's got a kite. His kite is big. She's got a kite. Her kite is small. His kite is dirty. Her kite is clean.* Pupils compare their pictures in pairs, to check if they have drawn correctly.
- 6 WORKBOOK page 93:1. Write.** Pupils work in pairs, completing the sentences. Go round the class helping where necessary, then go through the answers with the class. ♦ **ANSWERS** 1 my 2 your 3 our 4 His 5 my, Her 6 their.
- 7 WORKBOOK page 93:2. Read and write.** Pupils work in pairs to complete the table. ♦ **ANSWERS** His, Her, Our, Their.
- 8 PUPIL'S BOOK page 66:2. Listen, read and say.** Read through the phrases with the class. Remind pupils that we use *some* with uncountables, as shown here. We also use *some* with plurals, e.g. *some apples, some beans.*
- 9 PUPIL'S BOOK page 66:3. Point and say.** Pupils make sentences about the foods shown in the trolley. Remind pupils when to use *there's* and *there are.*
- 10 WORKBOOK page 94:3. Choose and write.** Pupils choose words from the boxes and write phrases. Go round the class helping where

necessary. ♦ ANSWERS (order may vary)  
1 There's a banana. 2 There's some chocolate.  
3 There's some rice. 4 There are three eggs/some eggs.  
5 There are three apples/some apples.  
6 There's some meat. 7 There's some milk.  
8 There's an orange.

- 11 **WORKBOOK page 94:4. Draw and write about you.** Pupils draw foods on the plate and write about them. Ask pupils to suggest what they might draw and write, e.g. *There's a pizza. There's some meat. There are two bananas.*
- 12 Finish the lesson by asking individual pupils to read out their work.

## ● STEP B

Language ● revision

Vocabulary no new words

Materials ● PB page 70 ● WB pages 95 and 96

- 1 Write *Is there a?* on the board. Remind pupils that we use this phrase to ask questions about single items, and ask pupils to suggest examples, *Is there a (banana)? Is there a (pizza)?* Write the questions pupils suggest on the board.
- 2 Write *Are there any?* on the board. Remind pupils we use this phrase to ask questions about plural ms, and ask pupils to suggest examples, *Are there any (chips)? Are there any (tomatoes)?* Write these questions on the board too.
- 3 Write *Is there any?* on the board. Remind pupils we use this phrase to ask questions about uncountable items and ask pupils to suggest examples, *Is there any (oil)? Is there any (rice)?* Write these on the board.
- 4 Do choral and individual repetition of all the questions on the board.
- 5 **PUPIL'S BOOK page 70:2. Point and say.** Ask questions about the picture, *Is there any (meat)? Are there any (apples)?* Pupils reply *Yes, there is/are* or *No, there isn't/aren't* as appropriate.
- 6 **WORKBOOK page 95:5. Write questions.** Pupils write five questions about the picture. Go round the class helping where necessary.
- 7 **WORKBOOK page 95:6. Answer your friend's questions.** Tell pupils to exchange books with a partner, and answer their partner's five questions. Go round the class helping where necessary.
- 8 When pupils have finished, they give their books back again. Ask individual pupils to read out

their questions and the answers. The class say whether the answer is correct or not.

- 9 **WORKBOOK page 96:7. Read.** Read the recipe with the class, explaining any words pupils do not understand. If you wish to check understanding, make true/false statements for pupils to answer.
- 10 **WORKBOOK page 96:8. Choose and write.** Explain to pupils that they must use words from the notebook to complete the recipe. There is not just one correct answer for each gap in the sentences; the notebook gives several possible answers and pupils can choose whichever they want. Point out that their choices must make sense and must be grammatically correct. Give an example of how the text might be completed.
- 11 **WORKBOOK page 96:9. Write about your ice cream.** Pupils write a recipe for an ice cream. Explain that they should follow the pattern shown in 96:7 and 96:8. Ask pupils to give suggestions of what they might write.
- 12 Pupils do the writing task. Go round the class helping where necessary.
- 13 When pupils have finished, ask individual pupils to stand up and read their recipe to the class.
- 14 Finish the lesson by asking pupils which of the recipes they would like to try.

Note: If you wish, give pupils Test C to do (see page 84 for procedure).

## ● UNIT 19 STEP 1

Language ● presentation of *there was/were*

Vocabulary ● *ago, busy, factory, or, quiet, was, wasn't, were, weren't, year*

Materials ● PB pages 54, 55 and 73 ● Cassette (PB page 55:4 – optional), (PB page 73:1)

- 1 **PUPIL'S BOOK page 54:2. Listen, read and say.** Read through the places with the class. Check that pupils remember what the words mean. Do choral and individual repetition.
- 2 **PUPIL'S BOOK page 54:3. Finish the sentences.** Go through the activity with the class, then ask pupils to do the activity in pairs. Go round the class helping where necessary.  
♦ ANSWERS 1 at the museum 2 at the beach 3 at the market 4 at the station 5 at the swimming pool (or beach) 6 at the zoo 7 at the restaurant 8 at the park 9 at the shop(s) 10 at the cinema 11 at the hospital.

- 3 Ask pupils to close their books, then repeat the activity.
- 4 Ask pupils how much they can remember about London. Encourage pupils to say what they can remember, *There's a (big clock). There are (lots of buses)*. Remind pupils to use *there's* with singular items and *there are* with plural items.
- 5 **PUPIL'S BOOK page 55:4. Listen and read.** Play the cassette. Pupils listen and read silently.
- 6 Ask individual pupils to make statements about the town they live in – *There's a market. There isn't a swimming pool.*
- 7 Explain to the class that we use *there's/there are* to describe a place now. We use *there was/there were* to describe what a place used to be like in the past.
- 8 **PUPIL'S BOOK page 73:1. Listen and read.** Ask pupils to look at the picture. Explain that the first picture shows Hilltown as it is now, and the second picture is what it was like fifty years ago. Explain the phrase *fifty years ago*.
- 9 Play the cassette for the first picture. Pupils listen and read silently. Explain *busy, factory*.
- 10 Ask pupils to work in pairs, looking at the first picture as you read the text, and pointing to the items in the picture as you read. Read the text for the first picture, pausing after each item (i.e. *supermarket, market, shops, etc.*) to give pupils time to find the item and point to it.
- 11 Play the cassette for the second picture. Pupils listen and read silently. Explain *quiet*. Explain the phrase *There wasn't a cinema or a museum or a swimming pool.*
- 12 Play the cassette for both pictures. Pupils listen and read silently.
- 13 Finish the lesson by playing a team spelling game (see Activity Bank number 6), using the names of places, e.g. *factory, museum, cinema*.

## ● UNIT 19 STEP 2

**Language** ● revision of places ● practice of *there was/were*

**Vocabulary** no new words

**Materials** ● PB pages 73 and 74 ● WB page 97

- 1 Revise places by writing gapped words on the board for pupils to complete (see Activity Bank number 24).
- 2 **PUPIL'S BOOK page 73:1. Listen and read.**

Read through the texts again with the class. Check that pupils remember the new words. Draw pupils' attention to the use of *there's/there are* in the text about Hilltown now, and the use of *there was/were* in the text about Hilltown fifty years ago.

- 3 Start sentences and ask the class to end the sentences by saying either *now* or *fifty years ago* as appropriate. For example, you say *There's a big supermarket* and the class say *now*. You say *There was a restaurant* and the class say *fifty years ago*.
- 4 **PUPIL'S BOOK page 74:2. True or false?** Go through the activity with the class, then ask pupils to do the activity in pairs (see Introduction page 5 for procedure). Go round the class helping where necessary. ♦ ANSWERS 1 false 2 true 3 true 4 false 5 true 6 true 7 false 8 true.
- 5 **WORKBOOK page 97:1. Choose and write about Hilltown now.** Pupils choose phrases from each box and write sentences about Hilltown as it is now. Go round the class helping where necessary. ♦ ANSWERS (order may vary) 1 There's a market. 2 There are lots of shops. 3 There's a big factory. 4 There are lots of cars. 5 There's a cinema. 6 There are two restaurants.
- 6 **WORKBOOK page 97:2. Choose and write about Hilltown fifty years ago.** Pupils do the activity alone, then compare their answer in pairs. ♦ ANSWERS (order may vary) 1 There was a market. 2 There weren't lots of cars. 3 There wasn't a supermarket. 4 There were some shops. 5 There wasn't a museum. 6 There was a restaurant.
- 7 Finish the lesson by playing a memory game with the class. Draw several items on the board, e.g. two books, five balloons, a kite, three balls, a yoyo, two snakes, a shoe (choose items you find easy to draw!). Ask the class to look at the drawings for one minute. Then rub them out and ask pupils to try and remember what there was on the board. Encourage pupils to use *There was/were*.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 109:1 **Write** (see Revision 7 Step A for procedure).

## ● UNIT 19 STEP 3

**Language** ● practice of *there was / were*

- presentation of *was / were there? yes, there was / were, no, there wasn't / weren't*

**Vocabulary** no new words

**Materials** ● PB pages 73 and 74 ● WB page 98

- 1 Revise *there was / were* by playing the memory game again (see Step 2:7). Ask pupils questions about what was on the board, *Was there a (sock)? Were there (three apples)?* Encourage pupils to reply *Yes, there was / were* or *No, there wasn't / weren't* as appropriate. Write sample questions and answers on the board, and do choral and individual repetition of them.
- 2 **PUPIL'S BOOK page 73:1.** Ask pupils to look at the pictures. Ask the class questions about Hilltown now, *Is there a (cinema)? Are there (lots of buses)?* Pupils answer *Yes, there is / are* or *No, there isn't / aren't* as appropriate.
- 3 Ask the class questions about Hilltown fifty years ago, *Was there a (factory)? Were there (lots of cars)?* Pupils answer *Yes, there was / were* or *No, there wasn't / weren't* as appropriate.
- 4 **PUPIL'S BOOK page 74:3. Ask and answer.** Explain that pupils must work in pairs, asking and answering questions about Hilltown fifty years ago. They must make questions about the places shown in the small pictures. Go through one or two examples with the class. Explain that pupils can make various different questions, e.g. *Were there shops in Hilltown fifty years ago? Yes, there were. Was there a shop in Hilltown fifty years ago? Yes, there was. Were there lots of shops? No, there weren't.* Go round the class helping where necessary.
- 5 **WORKBOOK page 98:3. Write.** Ask pupils to look at the two pictures of the park in Hilltown. Make statements about the pictures and ask pupils to say if they are true/false – *There are lots of flowers in the park now (true). There's a bridge in the park now (false). There were some trees in the park fifty years ago (true). There was a restaurant in the park fifty years ago (false).*
- 6 Pupils write answers to the questions. Go round the class helping where necessary.  
◆ **ANSWERS** 1 No, there wasn't. 2 No, there wasn't. 3 Yes, there was. 4 Yes, there was. 5 No, there wasn't. 6 Yes, there were. 7 No, there weren't. 8 Yes, there were. 9 No, there weren't.

- 7 Finish the lesson by playing Hangman (see Activity Bank number 5), using names of places.

## ● UNIT 19 STEP 4

**Language** ● practice of *there was / were*

**Vocabulary** ● *beads, dinosaur, scary, video, yesterday*

**Materials** ● PB pages 75 and 76 ● WB page 99  
● Cassette (PB page 75:4)

- 1 **WORKBOOK page 99:4. Read and write.** Revise by going through the summary table with the class. Pupils fill in the missing words.  
◆ **ANSWERS** was, were, Were.
- 2 Talk to the class about school trips. Does their class ever go out to visit places? Would they like to go? Where would they like to visit?
- 3 **PUPIL'S BOOK page 75:4. Listen and read.** Ask pupils to look at the pictures and to work out what the story is about (Helen and her class went on a class trip to the museum).
- 4 Play the cassette. Pupils listen and read silently.
- 5 Ask if pupils can work out the meaning of *yesterday, dinosaur, scary, video, beads*. Explain these words if necessary.
- 6 Play the cassette again. Pupils listen and read silently.
- 7 Talk to the class about Helen's trip to the museum. Which of the things her class saw was the most interesting? Tell the class that in Britain many museums have videos about things in the museum, to make the information more interesting. Some museums also set up their things as old shops, old houses, etc. which is more interesting and informative for visitors than having everything just displayed in glass cases. Do pupils ever go to a museum? What do they like seeing best?
- 8 **PUPIL'S BOOK page 76:5. Finish the sentences.** Read the sentences to the class and ask them to finish the sentences.  
◆ **ANSWERS** 1 Today Class 3 are at school. 2 Yesterday they were at the museum. 3 There was a big, scary dinosaur. 4 There was a video (about dinosaurs). 5 There were old clothes. 6 There was an old toyshop. 7 There were beautiful old beads.
- 9 **WORKBOOK page 99:5. Write was or were.** Remind pupils that we use *was* for singular items and *were* for plurals. Ask pupils to

complete the sentences, then go through the answers with the class. ♦ ANSWERS 1 were 2 was 3 was 4 were 5 was 6 were 7 were 8 was.

- 10 Finish the lesson by playing a numbers game with the class (see Activity Bank number 12).

## ● UNIT 19 STEP 5

**Language** ● practice of *there was / were*

**Vocabulary** no new words

**Materials** ● PB pages 75 and 76 ● WB page 100

### 1 PUPIL'S BOOK page 75:4. Listen and read.

Revise the previous lesson by reading through the story with the class.

- 2 PUPIL'S BOOK page 76:6. **Your game.** Explain to the class that the picture labelled 'yesterday' shows the museum yesterday, when Helen's class were visiting it. The other picture shows the museum today. Helen's class are not there today, they are back in school. Pupils work in pairs, finding differences between the two pictures, and writing them down. Remind pupils to use *there was / were* for sentences about the museum yesterday, and to use *there's / are* for sentences about the museum today. Go round the class helping where necessary.

- 3 When pupils have finished, ask individual pupils to stand up and read out their sentences.  
♦ ANSWERS 1 Yesterday there was one dinosaur. Today there are two dinosaurs.  
2 Yesterday there were lots of children in the museum. Today there aren't any children.  
3 Yesterday there was one car. Today there are three cars.  
4 Yesterday there wasn't a kite. Today there's a kite.  
5 Yesterday there were blue beads. Today there are red and blue beads.  
6 Yesterday there wasn't a woman in the museum. Today there's a woman in the museum.  
7 Yesterday there were four hats. Today there are two hats.

- 4 WORKBOOK page 100:6. **Write. DON'T look at Pupil's Book page 76.** Explain that pupils must try and answer the questions without looking at their Pupil's Books. Pupils work in pairs to write the answers. When they have finished, they can look in the Pupil's Books to check their answers. Go round the class helping where necessary. ♦ ANSWERS 1 Yes, there is. 2 Yes, there is. 3 No, there aren't. 4 Yes, there are. 5 No, there aren't. 6 No, there wasn't. 7 Yes, there was. 8 Yes, there were. 9 Yes, there were.

10 No, there weren't.

- 5 WORKBOOK page 100:7. **Odd one out.** Pupils work in pairs to do the activity. When they have finished, ask individual pupils to tell the class their answers. ♦ ANSWERS 1 dinosaur (the other words are places) 2 video (the other words are transport) 3 beads (the other words are fruits). Accept different answers if pupils can explain them.
- 6 Finish the lesson by playing Fizz (see Activity Bank number 13).

## ● UNIT 20 STEP 1

**Language** ● revision of days of the week

● presentation of *I was / wasn't*

**Vocabulary** ● *had, last*

**Materials** ● PB page 77 ● WB page 101

● Cassette (PB page 77:1 and 77:2)

- 1 Revise the days of the week. Write the days on the board and do choral and individual repetition.
- 2 Ask seven pupils to come to the front of the class. Give each pupil a piece of paper with a day of the week written on it. Ask the seven pupils to line up in front of the class in the correct order, starting with Monday. The rest of the class can help. When they are in the correct order, do choral repetition of the days of the week. Repeat with different pupils.
- 3 Teach the phrase *last Monday, last Tuesday, etc.* Explain that this means a day in the previous week.
- 4 PUPIL'S BOOK page 77:1. **Listen and say.** Ask pupils to look at the pictures. Explain that the bubbles show Adam thinking about what he was doing last week.
- 5 Play the cassette. Pupils listen and read silently.
- 6 Talk to the class about the story. Adam had one week's holiday from school. Ask pupils what they do during school holidays. Do they go to the cinema or the swimming pool or other places?
- 7 Play the cassette again. Pupils listen and read silently.
- 8 Make statements about the story and ask the class to say if they are true/false, *On Monday Adam was at school (false). On Wednesday Adam was at the market (true).*
- 9 PUPIL'S BOOK page 77:2. **Listen and say.** Teach the rhyme in the usual way.

- 10 WORKBOOK page 101:1. Write.** Pupils fill in the days of the week. ♦ **ANSWERS** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- 11** Finish the lesson by asking pupils to say which days of the week they go to school, and which days they don't go to school. If you wish, teach the word *weekend*.

Note: If you wish, you may like to repeat the days of the week rhyme, from Go! Pupil's Book 1 page 83, (Cassette PB page 83:4).

## ● UNIT 20 STEP 2

**Language** ● revision of places ● practice of *I was / wasn't, we / they were / weren't*

**Vocabulary** ● *garden*

**Materials** ● PB pages 77 and 78 ● WB page 101 ● Cassette (PB page 78:4)

- 1** Revise places by writing these jumbled words on the board for pupils to solve. When they have finished, pupils compare their answers in pairs.  
 1 a n i e c m (cinema) 2 e t a m k r (market)  
 3 e l o s o h (school) 4 u s m m e (museum)  
 5 a h b e c (beach) 6 k r p a (park)  
 7 t t n o s a i (station) 8 t p o o y h s (toyshop)  
 9 a p r r t s u m e e k (supermarket).
- 2 PUPIL'S BOOK page 77:1. Listen and say.**  
 Read through the story with the class.
- 3 PUPIL'S BOOK page 78:3. True or false?** Read Adam's diary with the class. Check that pupils understand all the words. Explain *garden*.
- 4** Make sentences about Adam's activities last week, e.g. *Adam was at the park on Thursday. Adam and Tim were at the pool on Tuesday.* Draw pupils' attention to the use of *was* for singular and *were* for plural.
- 5** Start sentences and ask individual pupils to finish them, e.g. you say *On Friday Adam* and the pupil says *was at the museum*.
- 6** Go through the true/false activity with the class, then ask pupils to do the activity in pairs. Go round the class helping where necessary.  
 ♦ **ANSWERS** 1 true 2 false 3 false 4 true 5 true 6 false 7 false 8 true 9 false.
- 7 WORKBOOK page 101:2. Look at Pupil's Book page 78. Write was or wasn't.** Pupils complete the sentences. Go round the class helping where necessary. ♦ **ANSWERS** 1 wasn't 2 was 3 wasn't 4 was 5 was 6 was 7 wasn't 8 was.

- 8 PUPIL'S BOOK page 78:4. Listen and say.**  
 Teach the tongue twister in the usual way. Explain that *Sandy* is a boy's name.
- 9** Finish the lesson by asking pupils to say the tongue twisters from Pupil's Book pages 2, 12, 18, 24, 36, 42 and 72.

## ● UNIT 20 STEP 3

**Language** ● revision of days of the week

● practice of past simple

**Vocabulary** no new words

**Materials** ● PB page 78 ● WB page 102

● Cassette (PB page 78:4 – optional) ● paper for pupils to do pairwork diary activity

- 1** Revise the days of the week by asking the class to say them in order, chorally and individually. Ask individual pupils to come and write the days on the board. The rest of the class can help.
- 2 PUPIL'S BOOK page 78:3.** Ask pupils to make sentences about where Adam was last week, e.g. *Adam was at the museum on Friday. Adam and Mum were at the market on Wednesday. Adam wasn't at school on Tuesday.*
- 3** Ask pupils to say places, and write these places on the board. Encourage pupils to think of as many places as they can. Do choral and individual repetition.
- 4** Tell pupils they are going to work in pairs (A and B). Give each pupil a piece of paper, and tell them to divide the paper into seven parts, like a diary, and to write in the days of the week.
- 5** Each pupil A writes a different place for each day of their diary, e.g. they write *cinema* for Monday, *park* for Tuesday, etc. They must NOT let their partner see what they write. Pupil B does not write anything in their diary.
- 6** Now each Pupil B must ask their partner questions, e.g. *Were you at the park on Monday? Were you at the cinema on Friday?* Pupil A replies *Yes, I was / No, I wasn't* as appropriate. When Pupil B finds out where Pupil A was on a particular day, Pupil B fills it in on their diary, e.g. Pupil B asks *Were you at the beach on Wednesday?* Pupil A says *Yes, I was* and so Pupil B writes *beach* in the diary for Wednesday. Pupil B continues to ask questions until he/she has found out where Pupil A was on every day of the week, and has written it in the diary. When they have finished, the two pupils compare the two

diaries, to check they are the same. Go round the class helping where necessary.

**7 WORKBOOK page 102:3. Match and write.**

Pupils answer the questions, then compare their answers in pairs. Remind pupils to use *was/were* as appropriate. ♦ ANSWERS 1 Yes, he was.

2 No, they weren't. 3 No, he wasn't. 4 Yes, they were. 5 No, she wasn't. 6 Yes, they were.

**8 WORKBOOK page 102:4. Read and write.** Go through the summary table with the class.

Pupils fill in the gaps. ♦ ANSWERS was, Was, were, Were, weren't.

**9** Finish the lesson by asking pupils to say the tongue twister from pupil's Book page 78 again, chorally and individually.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 110:2 **Correct the sentences** (see Revision 7 Step A for procedure).

● **UNIT 20 STEP 4**

**Language** ● presentation of *had*

**Vocabulary** ● *front, pond, tadpole*

**Materials** ● PB page 79 ● WB page 103

● Cassette (PB page 79:5)

**1** Revise the previous lesson by asking pupils questions – *Were you at (school) last (Saturday)? Were you at the (supermarket) last (Wednesday)?* Pupils reply *Yes, I was/No, I wasn't.*

**2** Revise the months of the year. Ask individual pupils to write the months on the board. Do choral and individual repetition.

**3** Talk to the class about frogs. Do pupils like frogs? Where do frogs live? Do pupils know how frogs grow?

**4 PUPIL'S BOOK page 79:5. Listen and read.**

Ask pupils to look at the pictures. Explain that Adam has written and drawn pictures about frogs, to show how they grow and develop.

**5** Play the cassette. Pupils listen and read silently.

**6** Ask if pupils can work out the meaning of *pond, tadpole, front legs*. Draw pupils' attention to *had*, used to describe what the tadpoles were like in the past.

**7** Play the cassette again. Pupils listen and read silently.

**8 PUPIL'S BOOK page 79:6. Finish the sentences.** Do the activity with the class.

♦ ANSWERS 1 The tadpoles had tails and two

legs in May. 2 The frogs had four legs and no tail in August. 3 The tadpoles had long tails and no legs in April. 4 The tadpoles had short tails and four legs in June.

**9 WORKBOOK page 103:5. Match.** Pupils match the pictures and words, then compare their answers in pairs. ♦ ANSWERS 1 frogs' eggs

2 garden 3 tadpole 4 pond 5 frog.

**10 WORKBOOK page 103:6. True or false?** Go through the activity first with the class. Then ask pupils to fill in the answers. ♦ ANSWERS 1 true 2 false 3 true 4 false 5 false 6 true 7 true 8 false 9 true.

**11** Finish the lesson by playing Hangman (see Activity Bank number 5), using words from Pupil's Book page 79.

● **UNIT 20 STEP 5**

**Language** ● practice of *had, was, were*

**Vocabulary** no new words

**Materials** ● PB page 80 ● WB page 104

● Cassette (PB page 80:7)

**1** Revise the previous lesson by writing *frogs' eggs, tadpole, frog* on the board, and asking individual pupils to come and draw pictures to match the words.

**2 PUPIL'S BOOK page 80:7. Listen and sing.**

Teach the song in the usual way.

**3** Draw pupils' attention to the present tense *I've got four legs* and the past tense *I had no legs*. Ask individual pupils to come to the front of the class and write on the board sentences about the tadpole, using the past tense, *I had no legs. I had two legs. I had a long tail. I had a short tail.*

Then ask individual pupils to come to the front of the class and write on the board sentences about the frog, using the present tense, *I've got no tail. I've got four legs.*

**4 WORKBOOK page 104:7. Choose and write.**

Go through the task with the class first. Then ask pupils to work in pairs, filling in the gaps. Go round the class helping where necessary.

♦ ANSWERS 1 I'm a frog. 2 I've got four legs. 3 I've got no tail. 4 I was a tadpole. 5 I had no legs. 6 I had a long tail.

**5 WORKBOOK page 104:8. Write about you.**

Pupils answer the questions, then compare their answers in pairs. Go round the class helping where necessary.

- 6 PUPIL'S BOOK page 80:8. Your work.** Pupils write a diary for last week, saying where they were on each day. If they wish, pupils can also draw pictures showing where they were. Go round the class helping where necessary. Display pupils' finished work in the classroom.
- 7** Finish the lesson by singing the song again.

## ● UNIT 21 STEP 1

**Language** ● revision of school subjects  
● presentation of past simple with regular verbs

**Vocabulary** ● *asleep, circus, interested, interesting, kicked, lunchtime, painted*

**Materials** ● PB page 81 ● WB page 105  
● Cassette (PB page 81:1)

- 1 Revise school subjects: *maths, science, sport, art, English*. Do choral and individual repetition.
- 2 Ask pupils to tell you what subjects they learned yesterday. Encourage pupils to use *Yesterday we had maths*.
- 3 Ask pupils if they tell their family about their school day when they go home. Do they tell their family about their lessons? about their friends?
- 4 **PUPIL'S BOOK page 81:1. Listen and say.** Explain that Adam and Helen have just come home from school and that they are going to tell their little brother Edward about their day.
- 5 Play the cassette. Pupils listen and read silently.
- 6 Ask pupils if they understand what happens in the dialogue. What does Edward do? Why is Mum pleased?
- 7 Write the new words on the board: *asleep, circus, interested, interesting, kick, lunchtime, paint*. Can pupils work out what they mean? Explain any words if necessary. Also explain the difference between *interesting* (i.e. something that keeps your attention, *This book is interesting*) and *interested* (i.e. liking something, wanting to know more about it, *He's interested in sport*).
- 8 Play the cassette again. Pupils listen and say.
- 9 When pupils are familiar with the text, they can act out the dialogue in groups (see Introduction page 4 for procedure).
- 10 **WORKBOOK page 105:1. Find the words.** Pupils work in pairs, finding and circling the words. Go round the class helping where necessary.
- 11 Finish the lesson by playing Hangman. (see

Activity Bank number 5), using words from Workbook page 105.

Note: Ask pupils to bring a small notebook or school exercise book to the next lesson.

## ● UNIT 21 STEP 2

**Language** ● practice of past simple with regular verbs

**Vocabulary** no new words

**Materials** ● PB pages 81 and 82 ● WB page 106  
● Cassette (PB page 82:2)

- 1 **PUPIL'S BOOK page 81:1. Listen and say.** Revise the previous lesson by reading the dialogue again with the class.
  - 2 Explain to the class that because this dialogue talks about things that happened earlier in the day, Adam and Helen use the past tense. Go through the dialogue, drawing pupils' attention to the past tense verbs: *had, weighed, was, talked, played, kicked, painted, talked*. Explain that many verbs in English change from present to past tense by adding *ed* to the end.
  - 3 **PUPIL'S BOOK page 82:2. Listen, read and say.** Play the cassette. Pupils listen and read silently.
  - 4 Play the cassette again. Pupils listen and say. Repeat.
  - 5 Explain to pupils that they will have to learn and remember the English past tense verbs. The best way to do this is to write them in a small notebook, or in the back of a school notebook. Ask pupils to write the verbs in two columns – the present tense in the left column and the past tense in the right column. Write these verbs on the board for pupils to copy and learn.
- |          |         |
|----------|---------|
| is       | was     |
| are      | were    |
| have got | had     |
| kick     | kicked  |
| paint    | painted |
| play     | played  |
| talk     | talked  |
| weigh    | weighed |
- 6 **PUPIL'S BOOK page 82:3. Read and point.** Read the sentences to the class. Pupils point to the appropriate picture and call out the letter.  
◆ ANSWERS 1c 2e 3f 4a 5d 6b.
  - 7 **WORKBOOK page 106:2. True or false?** Pupils do the activity in pairs. Go round the class

helping where necessary. When they have finished, go through the answers with the class.

◆ ANSWERS 1 false 2 true 3 false 4 false 5 true 6 true 7 false 8 false 9 true 10 true 11 false 12 true.

- 8 Revise *in the morning, in the afternoon, in the evening, at night, at lunchtime*. Write these phrases on the board. Do choral and individual repetition.
- 9 PUPIL'S BOOK page 81:1. Ask pupils to look at the text. Say one of the time phrases on the board, and encourage the class to say what happened at that time, e.g. you say *in the morning* and the class say *Adam had science or Adam weighed things or Helen had English*
- 10 PUPIL'S BOOK page 82:4. Finish the sentences. Finish the lesson by reading out the sentences and asking the class to finish them with the appropriate time phrase.
- ◆ ANSWERS 1 at lunchtime 2 in the afternoon 3 in the morning 4 in the afternoon 5 in the morning.

Note: Ask pupils to bring their notebooks with the list of verbs to the next lesson.

## ● UNIT 21 STEP 3

**Language** ● practice of past simple with regular verbs

**Vocabulary** ● *cow, didn't, dinner, farm, game learned, milked, piano, sewed, sometimes*

**Materials** ● PB page 83 ● WB page 106  
● Cassette (PB page 83:5)

- 1 WORKBOOK page 106:3. Read. Revise the previous lesson by going through the summary table with the class. Remind pupils that we add *ed* to many verbs to make the past tense, and that we use *this* for talking about events that happened in the past.
- 2 PUPIL'S BOOK page 83:5. Listen and read. On the first page of this unit the class read about Helen and Adam's day at school. Tell the class that they are now going to read about the schooldays of someone who went to school eighty years ago. Ask pupils to look at the pictures and to talk about what they can see.
- 3 Play the cassette for the first two paragraphs. Pupils listen and read silently.
- 4 Ask pupils if they can work out the meaning of

the new words *lived on a farm, milked the cows*. Explain *sometimes*. Read the first two paragraphs aloud to the class.

- 5 Play the cassette for the next paragraph (from *Then I walked to school*). Pupils listen and read silently.
- 6 Ask pupils if they can work out the meaning of the new words *learned, sewed*. Read the paragraph aloud to the class.
- 7 Play the cassette for the last paragraph. Pupils listen and read silently.
- 8 Ask pupils if they can work out the meaning of the new words *played games, played the piano*. Read the last paragraph aloud to the class.
- 9 Play the cassette for the whole story. Pupils listen and read silently.
- 10 Make statements about the text and ask the class to say whether they are true/false, e.g. *Elsie is ninety-nine years old (false), Every morning she helped her mother (true), She brushed her brothers' and sisters' teeth (false)*.
- 11 Ask pupils to find all the examples of past tense verbs in the text, and to call them out. Write them in a list on the board: *was, helped, washed, brushed, lived, milked, walked, started, learned, sewed, cooked, watched, played*. Ask individual pupils to come and write the present tense verbs beside the past tense verbs on the board, e.g. *help – helped*. Do choral and individual repetition of all the verbs on the board.
- 12 Tell pupils to copy these verbs from the board into their notebooks (see Step 2:5 above).
- 13 Finish the lesson by playing a commands game (see Activity Bank number 15 or 16).

Note: Ask pupils to bring their verb notebooks to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 111:3 **Write** (see Revision 7 Step B for procedure).

## ● UNIT 21 STEP 4

**Language** ● practice of past simple with regular verbs

**Vocabulary** no new words

**Materials** ● PB pages 83 and 84 ● WB page 107  
● Cassette (PB page 83:5 – optional) ● paper for pupils to play Bingo

- 1 Revise the previous lesson by asking pupils to

tell you what they can remember about Elsie Jackson, without looking at their Pupil's Books.

- 2 **PUPIL'S BOOK page 83:5. Listen and read.**  
Play the cassette (or read the text). Pupils listen and read silently.
- 3 **WORKBOOK page 107:4. Write.** Pupils complete the words in pairs, then check their answers in their Pupil's Books. ♦ ANSWERS 1 piano 2 cow 3 hens 4 baby 5 farm.
- 4 **PUPIL'S BOOK page 83:5. Listen and read.**  
Draw pupils' attention to the phrases *I didn't feed the hens. I didn't like them. We didn't learn science. We didn't watch TV.* Explain that when talking about the past we say, *I learned maths. I didn't learn science. I liked the cows. I didn't like the hens.* Write these phrases on the board and do choral and individual repetition.
- 5 **WORKBOOK page 107:5. Write about Elsie Jackson.** Go through the activity in class. Then ask pupils to write in the answers. Go round the class helping where necessary. ♦ ANSWERS 1 washed 2 brushed 3 milked 4 feed 5 walked 6 learned 7 watch 8 played.
- 6 **WORKBOOK page 107:6. Read** Go through the summary table with the class.
- 7 **PUPIL'S BOOK page 84:6. Finish the sentences.** Read the sentences and ask the class to finish them. ♦ ANSWERS 1 Elsie helped her mother. 2 She washed the baby. 3 She brushed her brothers' and sisters' hair. 4 She lived on a farm. 5 She milked the cows. 6 She walked to school/She walked home. 7 She learned reading and writing and maths. 8 She cooked the dinner (with her mother). 9 She played games. 10 She didn't feed the hens. 11 She didn't like them/the hens. 12 She didn't learn (science). 13 She didn't watch TV.
- 8 Finish the lesson by playing Bingo (see Activity Bank number 19), using past tense verbs from the list in pupils' notebooks.

Note: Ask pupils to bring their verb notebooks to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 111:4 **Write the words in order** (see Revision 7 Step B for procedure).

## ● UNIT 21 STEP 5

**Language** ● practice of past simple with regular verbs

**Vocabulary** no new words

**Materials** ● PB page 84 ● WB page 108

- 1 **PUPIL'S BOOK page 84:6. Finish the sentences.** Revise the previous lesson by doing this with the class as a memory activity. You read out the sentences, and pupils must finish the sentences without looking at their Pupil's Books.
- 2 Pupils do the activity in pairs (see Introduction page 7 for procedure).
- 3 **WORKBOOK page 108:7. Write.** Ask pupils to look at the list of verbs in their notebooks and to complete the table of verbs. Go round the class helping where necessary. When pupils have finished, go through the answers with the class, checking that pupils remember what all the verbs mean. ♦ ANSWERS is was, are were, brush brushed, cook cooked, help helped, kick kicked, learn learned, live lived, milk milked, paint painted, play played, sew sewed, start started, talk talked, walk walked, wash washed, weigh weighed.
- 4 Write these sentences on the board *I walked to the zoo. I didn't walk to the cinema. I brushed my hair. I didn't brush my teeth.* Remind pupils that this is how we make negative statements in the past tense.
- 5 Make false statements about Elsie Jackson and encourage the class to correct them, e.g. you say *Elsie washed the hens.* and pupils say *No. She didn't wash the hens. She washed the baby.* Remind pupils to say *didn't wash* and *washed* as appropriate. Repeat, with these false statements: 1 *Every morning she helped the teacher. (No. She didn't help the teacher. She helped her mother.)* 2 *She lived in a school. (No. She didn't live in a school. She lived on a farm.)* 3 *She walked eighty kilometres to school. (No. She didn't walk eighty kilometres. She walked eight kilometres.)* 4 *In the afternoon she played games. (No. She didn't play games. She sewed.)* 5 *In the evening she cooked the lunch. (No. She didn't cook the lunch. She cooked the dinner.)*
- 6 **WORKBOOK page 108:8. Correct the sentences.** Pupils do the activity, then compare their answers in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 No. She didn't brush her mother's hair. She brushed her brothers' and sisters' hair. 2 No. She didn't milk the hens. She milked the cows. 3 No. It

didn't start at nine o'clock. It started at eight o'clock. 4 No. She didn't play the piano. She played games/Her mother played the piano.

**7 PUPIL'S BOOK page 84:7. Your quiz.** Talk to the class. Do pupils know anything about their parents' and grandparents' schooldays? Did their grandparents watch TV? Did their mother or father live on a farm?

**8** Pupils do the quiz in pairs.

**9** Finish the lesson by playing a guessing game with the class (see Activity Bank number 1), using classroom objects.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 111:5 **Write about your lessons** (see Revision 7 Step B for procedure).

## Revision 7

Note: Revision 7 is based on Workbook pages 109–112. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these revision pages now, as separate lessons.

### ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB pages 73, 74, 77 and 78 ● WB pages 99, 109 and 110 ● Cassette (PB page 80:7 – optional)

**1 PUPIL'S BOOK page 73:1. Listen and read.**

Read through the texts with the class. Draw pupils' attention to the use of *there's/there are* to describe Hilltown now and *there was/were* to describe Hilltown in the past.

**2 PUPIL'S BOOK page 74:3. Ask and answer.** Do this activity with the class.

**3 WORKBOOK page 99:4. Read and write.** Go through the summary table with the class.

**4 WORKBOOK page 109:1. Write.** Ask pupils to look at the pictures and to find the differences between Sally's bedroom today and her bedroom yesterday. Pupils work in pairs, writing the answers. Remind pupils to use *there's/are* for sentences about Sally's room today and to use *there was/were* for sentences about her room yesterday. Go round the class helping where necessary. ♦ ANSWERS 1 There's a T-shirt on

Sally's bed today. There was a blouse on her bed yesterday. 2 There are some shoes next to/near Sally's bed today. There were some sandals next to/near her bed yesterday. 3 There are three books on the chair today. There were two books on the chair yesterday. 4 There's a bear on her bed today. There wasn't a bear on her bed yesterday. 5 There's a pencil on her table today. There was a pen on her table yesterday. 6 There's a ruler on her table today. There were two rulers on her table yesterday.

**5 PUPIL'S BOOK page 77:2. Listen and say.** Say the rhyme with the class.

**6 PUPIL'S BOOK page 78:3. True or false.** Ask pupils to read Adam's diary. Ask questions about it – *Was Adam at the park on Tuesday? Were Adam and his mother at the market on Wednesday?* Pupils answer *Yes, he was/No, he wasn't* or *Yes, they were/No, they weren't*.

**7 WORKBOOK page 110:2. Correct the sentences.** Go through the first one or two sentences with the class, then ask pupils to do the activity in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 No, he wasn't. He was at the park. 2 No, he wasn't. He was at the market. 3 No, he wasn't. He was at the museum. 4 No, they weren't. They were at the supermarket. 5 No, they weren't. They were in the garden. 6 No, they weren't. They were at the cinema. 7 No, they weren't. They were at the station.

**8** Finish the lesson by singing the song from Pupil's Book page 80 again.

Note: Ask pupils to bring their verb notebooks to the next lesson.

### ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● WB pages 107, 111 and 112

**1** Ask pupils to read through the list of verbs in their notebooks. Ask individual pupils to read out pairs of verbs, e.g. *wash – washed*.

**2 WORKBOOK page 107:6. Read** Go through the summary table with the class. Remind pupils that we say *I walked* and *I didn't walk*.

**3 WORKBOOK page 111:3. Write.** Pupils look at the pictures and complete the sentences. When they have finished, go through the answers with

- the class. ♦ ANSWERS 1 walked 2 painted 3 played 4 washed 5 watched.
- 4 Ask individual pupils to stand up and make sentences about what they did yesterday.
  - 5 **WORKBOOK page 111:4. Write the words in order.** Pupils do the activity in pairs. Go round the class helping where necessary. ♦ ANSWERS 1 Sally had art in the morning. 2 She painted a flower picture. 3 She had maths in the afternoon. 4 It was very interesting.
  - 6 **WORKBOOK page 111:5. Write about your lessons.** Pupils complete the two sentences.
  - 7 **WORKBOOK page 112:6. Read.** Read the text with the class, explaining any words pupils do not understand. If you wish to check understanding, make true/false statements for pupils to answer.
  - 8 **WORKBOOK page 112:7. Choose and write.** Explain to pupils that they must use words from the notebook to complete the sentences. The notebook gives several possible answers and pupils can choose whichever they want. Point out that their choices must make sense and must be grammatically correct. Give an example of how the text might be completed.
  - 9 **WORKBOOK page 112:8. Write.** Pupils write a short text about themselves. Explain that they should follow the pattern shown in 112:6 and 112:7. Ask pupils to give suggestions of what they might write.
  - 10 Pupils do the writing task. Go round the class helping where necessary.
  - 11 When pupils have finished, ask individual pupils to stand up and read their work to the class.

Note: Ask pupils to bring crayons and also their verb notebooks to the next lesson.

## ● UNIT 22 STEP 1

**Language** ● revision of school subjects ● practice of past simple with regular verbs

**Vocabulary** ● *ancient, fan, history, jewels, mud, used, wall*

**Materials** ● PB page 85 ● WB page 113  
● Cassette (PB page 85:1)

- 1 Revise school subjects: *science, art, maths, sport, English*. Teach *history*. Encourage pupils to tell you what subjects they had yesterday, or earlier today, *I had (maths). I didn't have (history)*.
- 2 Talk about the different school subjects with the

class. Which do they like best? What do they learn about in history lessons?

- 3 **PUPIL'S BOOK page 85:1. Listen and read.** Ask pupils to look at the pictures. Explain that this is a letter to Sally, written by Helen. What do pupils think the letter is about?
- 4 Play the cassette for the first half of the letter (up to ...*played with toys and balls*). Pupils listen and read silently.
- 5 Ask pupils if they can work out the meaning of *fan, mud, wall*. Explain these words using the pictures. Explain the verb *used*.
- 6 Read the first half of the letter to the class.
- 7 Play the cassette for the rest of the letter. Pupils listen and read silently.
- 8 Ask if pupils can work out the meaning of *jewels*. Explain using the pictures. Explain *ancient*.
- 9 Read the second half of the letter to the class.
- 10 Play the cassette for the whole letter. Pupils listen and read silently.
- 11 Ask pupils to read the letter and to call out any past tense verbs they find. Write the verbs on the board (*had, learned, lived, used, painted, played, had, was*). Ask pupils to write the new verb *use-used* in their notebooks.
- 12 **WORKBOOK page 113:1. True or false?** Ask pupils to do the activity in pairs. Then go through the answers with the class.  
♦ ANSWERS 1 false 2 true 3 true 4 false 5 true 6 false 7 true 8 false 9 true 10 false.
- 13 **WORKBOOK page 113:2. Read, draw and colour.** Finish the lesson by asking pupils to read the text and to draw a picture of what is described. They must draw a man and a woman from ancient Egypt, showing their clothes, their painted eyes, the woman's painted mouth, and the beads in her hair. Pupils must colour the picture according to the information given in the text. Go round the class helping where necessary.

## ● UNIT 22 STEP 2

**Language** ● practice of past simple with regular verbs ● presentation of *did they? yes, they did / no, they didn't*

**Vocabulary** ● *did*

**Materials** ● PB pages 83, 85 and 86 ● WB page 114 ● Cassette (PB page 85:1)

- 1 **PUPIL'S BOOK page 85:1. Listen and read.** Revise the previous lesson by reading the letter,

stopping at the places shown below. Pupils listen with their Pupil's Books closed, and say what word or phrase comes next, e.g. *Today we had a history lesson at school. We learned about, then you stop reading, and pupils say Egypt / Egypt long ago.*

*The Egyptians lived near the river – (Nile).*

*They used mud from the river for their – (houses).*

*People painted on the – (walls/walls of their houses).*

*They used feathers for – (fans).*

*The Egyptians had gardens. People played games and children played with – (toys and balls).*

*Men and women painted their – (eyes/eyes green or black).*

*Women had jewels and they had beads in their – (hair/long hair).*

**2 PUPIL'S BOOK page 86:2. Read and point.**

Read the words, and ask the class to point at the appropriate picture and call out the letter.

◆ ANSWERS 1h 2f 3g 4c 5a 6d 7b 8e.

**3** Ask the question *Did the Egyptians play games?* and answer, nodding your head, *Yes, they did.*

Write the question and answer on the board. Do choral and individual repetition.

**4** Ask the question *Did they play the piano?* and answer *No, they didn't.* Write the question and answer on the board. Do choral and individual repetition.

**5** Draw pupils' attention to the question form *Did + play* and the answers *Yes, they did / No, they didn't.*

**6 PUPIL'S BOOK page 86:3. Ask and answer.** Go through the activity with the class, asking the questions and helping pupils to answer correctly.

◆ ANSWERS 1 No, she didn't. 2 Yes, she did. 3 Yes, they did. 4 Yes, they did. 5 Yes, they did. 6 No, they didn't. 7 Yes, they did. 8 Yes, they did. 9 No, they didn't. 10 No, they didn't.

**7** Ask pupils to do the activity in pairs (see Introduction page 7 for procedure). Go round the class helping where necessary.

**8 WORKBOOK page 114:3. Read.** Go through the summary table with the class. Explain to pupils that when we talk about the past, we use a past tense verb, e.g. *painted*. When we ask questions about the past we use *Did* and in answers we use *did / didn't*.

**9 PUPIL'S BOOK page 83:5. Listen and read.**

Read the text about Elsie Jackson to the class.

**10** Ask questions about Elsie using *did* – *Did Elsie*

*wash the baby? Did she live on a farm? Did she like the hens? Did she drive to school? Pupils answer Yes, she did / No, she didn't.*

**11** Ask pupils questions about themselves, using regular verbs from the pupils' notebooks – *Did you brush your hair yesterday? Did you watch TV yesterday? Did you play tennis?* Pupils reply *Yes, I did / No, I didn't.*

**12** Finish the lesson by playing I-Spy (see Activity Bank number 3).

## ● UNIT 22 STEP 3

**Language** ● practice of past simple questions and answers with regular verbs

**Vocabulary** ● *bison, boot, dried, ground, hole, horn, hunted, killed, made, needle, pegged, skin*

**Materials** ● PB page 87 ● WB page 114

● Cassette (PB page 87:4)

**1 WORKBOOK page 114:3. Read.** Revise questions and answers in the past tense by going through the summary table with the class.

**2** Ask pupils questions about themselves, using regular verbs – *Did you walk to school this morning? Did you brush your teeth? Did you wash your face?* Pupils reply *Yes, I did / No, I didn't.*

**3 WORKBOOK page 114:4. Write.** Pupils look at the pictures and answer the questions. Remind pupils to look at the summary table above if they need help. Remind pupils to be careful about using *she* or *they* as appropriate in their answers. Go round the class helping where necessary. ◆ ANSWERS 1 No, she didn't. 2 No, she didn't. 3 Yes, she did. 4 Yes, she did. 5 No, they didn't. 6 No, they didn't.

**4 WORKBOOK page 114:5. Write about you.** Pupils answer the questions about themselves, then compare their answers in pairs.

**5** Revise clothes by writing gapped words on the board for pupils to complete (see Activity Bank number 24). Revise these words: *belt, blouse, dress, hat, jacket, jumper, sandals, skirt, shirt, shoes, shorts, socks, swimsuit, trainers, trousers, T-shirt.*

**6** Teach the word *boots*.

**7** Ask individual pupils to come and draw pictures of the clothes, beside the words on the board.

**8** Talk to the class about clothes. What are clothes made of? What are shoes made of? How do pupils

think people made clothes long ago?

- 9 PUPIL'S BOOK page 87:4. Listen and read.**  
Explain that this text is about how people long ago made clothes from animal skins. Ask pupils to look at the pictures for a few moments. Then play the cassette for the first two paragraphs. Pupils listen and read silently.
- 10** Explain *made, skin, hunt, kill, bison*.
- 11** Play the cassette for the next two paragraphs. Pupils listen and read silently.
- 12** Explain *peg, ground, dried*.
- 13** Play the cassette for the last three paragraphs. Pupils listen and read silently.
- 14** Explain *hole, needle, horn*.
- 15** Finish the lesson by playing the cassette for the whole text. Pupils listen and read silently. Repeat.

Note: Ask pupils to bring their verb notebooks to the next lesson.

## ● UNIT 22 STEP 4

**Language** ● practice of past simple questions and answers with regular verbs

**Vocabulary** no new words

**Materials** ● PB pages 87 and 88 ● WB page 115

- 1 PUPIL'S BOOK page 87:4. Listen and read.**  
Revise the previous lesson by asking pupils to read the text silently. Pupils should ask you to explain any words they cannot remember.
- 2** Ask pupils to read the text again, to look for all the past tense verbs and to call them out. Write the verbs on the board: *made, hunted, killed, cleaned, pegged, dried, used, sewed*. Write the present tense of these verbs on the board too. Draw pupils' attention to the spelling of *dry - dried* and to the irregular verb *make - made*.
- 3** Ask pupils to write the new verbs into their notebooks.
- 4** Ask questions about the text - *Did people make clothes from animal skins? Did they hunt large animals? Did they clean the skin?* Pupils answer *Yes, they did/No, they didn't*.
- 5 PUPIL'S BOOK page 88:5. Read and point.**  
Ask pupils to do the activity in pairs. Then go through it with the whole class, reading the sentences and asking the class to point to the appropriate picture and call out the number.  
◆ ANSWERS 1e 2a 3d 4f 5c 6g 7b.

- 6 WORKBOOK page 115:6. Write.** Pupils do the crossword in pairs. They can look at Pupil's Book pages 85 and 87 for help with the answers. Go round the class helping where necessary.  
◆ ANSWERS Across: 1 fan 4 house 7 needle 9 river 10 skin 11 bison 12 clothes 14 holes.  
Down: 1 feather 2 garden 3 mud 5 jewels 6 beads 8 horn 11 boots 13 sun.
- 7** Finish the lesson by playing a spelling game (see Activity Bank number 6), using words from the crossword.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 123:1 **Correct the sentences** (see Revision 8 Step A for procedure).

## ● UNIT 22 STEP 5

**Language** ● practice of past simple questions and answers with regular verbs

**Vocabulary** no new words

**Materials** ● PB pages 87 and 88 ● WB page 116

- 1** Revise the past tense by asking pupils to call out as many past tense verbs as they can (they can look at the lists in their notebooks). Write these on the board.
- 2** Play a memory game (see Activity Bank number 11), using the verbs on the board, e.g. *Yesterday, I washed my hands. Yesterday, I washed my hands and walked to school. Yesterday, I washed my hands, walked to school and painted a picture.*
- 3** Repeat the game with eight different pupils.
- 4 PUPIL'S BOOK page 87:4. Listen and read.**  
Ask pupils to read the text silently. They should ask you to explain any words they cannot remember.
- 5** Remind pupils that we say *I walked to school. I didn't walk to the zoo. Did I walk to school? Yes, I did.* Write these phrases on the board. Do choral and individual repetition.
- 6 WORKBOOK page 116:7. Choose and write.**  
Pupils choose the correct word from the box to complete each sentence. Go round the class helping where necessary. ◆ ANSWERS 1 made 2 hunted 3 pegged 4 dry 5 make 6 sewed 7 made 8 make.
- 7 WORKBOOK page 116:8. Write the words in order.** Pupils do the activity in pairs.  
◆ ANSWERS 1 People hunted and killed large animals. 2 They cleaned the animal skins.

3 They dried the skin in the sun. 4 They made holes in the skin.

- 8 Tell pupils to close their Pupil's Books and Workbooks. Ask the class to tell you about how people made clothes from animal skins. Tell pupils it doesn't matter if they can't remember the exact words in Pupil's Book, they should just try to explain in their own words.
- 9 **PUPIL'S BOOK page 88:6. Your work.** Pupils write a letter to a friend, telling the friend what they have learnt about how people made clothes from animal skins long ago. Explain that pupils should not just copy the text from the Pupil's Book, but should try and write it in their own words. Pupils may also draw a picture if they wish. Go round the class helping where necessary. Display pupils' finished work in the classroom.
- 10 Finish the lesson by playing a number game (see Activity Bank number 12).

Note: Ask pupils to bring their verb notebooks to the next lesson.

## ● UNIT 23 STEP 1

**Language** ● presentation of past simple with irregular verbs

**Vocabulary** ● *ate, bad, berry, flew, gave, knew, outside, picked, pleased, said, saw, went, worried.*

**Materials** ● PB pages 89 and 90 ● WB page 117  
● Cassette (PB page 89:1)

- 1 Write these verbs in a list on the left hand side of the board: *go, eat, see, know, fly, give, say*. Check that pupils understand what they mean. Do choral and individual repetition. Explain that while some English verbs form the past tense by adding *ed* (such as *cleaned, washed, cooked*), others form the past tense a different way, and they are called 'irregular'. The verbs you have written on the board are irregular, and the past tense of these verbs are included in the story in the Pupil's Book.
- 2 **PUPIL'S BOOK page 89:1. Listen and read.** Ask pupils to look at the pictures and to see if they can guess what happens in the story.
- 3 Play the cassette. Pupils listen and read silently.
- 4 Talk about the story in the mother tongue. Make sure pupils understand what happens in the story. Do not teach the irregular past tense verbs

at this time. Ask if pupils can work out the meaning of *picked, berries, worried, bad, outside, pleased*.

- 5 Play the cassette again. Pupils listen and read silently.
- 6 Write these words in a list on the right hand side of the board: *went, knew, flew, gave, ate, said, saw*. Explain that these are the irregular past tense forms of the verbs in the list on the left of the board. Ask pupils to guess which past tense verbs match which present tense verbs, without looking in their Pupil's Books. Ask individual pupils to come and draw matching lines between the left hand and right hand lists.
- 7 **PUPIL'S BOOK page 90:2. Listen, read and say.** Play the cassette while pupils listen and read silently. Then play the cassette again. Pupils listen, read and say. Do choral and individual repetition.
- 8 Ask pupils to add these irregular verbs to the lists in their notebooks.
- 9 **PUPIL'S BOOK page 89:1. Listen and read.** Play the cassette for the story again. Pupils listen and read silently.
- 10 **WORKBOOK page 117:1. Write.** Pupils work in pairs, matching the sentences to the pictures, and filling in the gaps in the sentences. Go round the class helping where necessary.
- ◆ **ANSWERS** 1d Echo flew into the house. 2f Mum went into the garden. 3a Last week Edward went into the garden. 4h Mum and Edward went to hospital. 5c Echo was very worried. The berries were bad for Edward. 6j Everyone was very pleased with Echo. 7e 'Quick! Come outside!' Echo said to Mum. 8b He ate some red berries. 9i The doctor gave Edward some medicine. 10g She saw Edward and the berries.
- 11 Finish the lesson by asking the class to work out the correct order of the sentences: 3, 8, 5, 1, 7, 2, 10, 4, 9, 6. Ask the class to tell the story, by reading the sentences chorally, in the correct order.

## ● UNIT 23 STEP 2

**Language** ● practice of past simple with irregular verbs

**Vocabulary** no new words

**Materials** ● PB pages 89 and 90 ● WB page 118  
● Cassette (PB page 90:4)

- 1 Revise the past tense by writing these verbs on the board: *pick, eat, see, walk, is, know, go, fly, paint, say, sew, give*. Ask individual pupils to come and write the past tense beside each verb. Do choral and individual repetition.
- 2 **PUPIL'S BOOK page 89:1. Listen and read.** Ask pupils how much they can remember and tell you about the story, without looking at their Pupil's Books.
- 3 Pupils read the story silently.
- 4 Make statements about the story and ask pupils to say *True/False*, e.g. *Edward went into the garden (true). He ate some green berries (false)*.
- 5 **PUPIL'S BOOK page 90:3. Ask and answer.** Do this activity with the whole class. Then ask pupils to do the activity in pairs. ♦ ANSWERS 1 Yes, he did. 2 No, he didn't. 3 Yes, he did. 4 Yes, he did. 5 No, he didn't. 6 No, he didn't. 7 No, he didn't. 8 Yes, they did.
- 6 **WORKBOOK page 118:2. Write the words in order.** Pupils do the activity in pairs. ♦ ANSWERS 1 Edward went into the garden. 2 He ate some red berries. 3 Edward went to the hospital and saw the doctor. 4 The doctor gave him some medicine.
- 7 **PUPIL'S BOOK page 90:4. Listen and say.** Teach the tongue twister in the usual way.
- 8 Ask pupils to say the other tongue twisters from Pupil's Book pages 2, 12, 18, 24, 36, 42, 72 and 78. Who can say them the fastest? Which one do pupils think is the most difficult to say?
- 9 Finish the lesson by playing a commands game (see Activity Bank number 15 or 16).

Note: Ask pupils to bring their verb notebooks to the next lesson.

**Extra practice.** If you wish, in this lesson you may also use Workbook page 124:2 **Find the words and write** (see Revision 8 Step A for procedure).

### ● UNIT 23 STEP 3

**Language** ● practice of past simple with irregular verbs

**Vocabulary** ● *famous, fell, gorilla, lifted, minute, pit, sat, scared, silly*

**Materials** ● PB page 91 ● WB page 118

● Cassette (PB pages 91:5 and 91:6) ● paper for pupils to play Bingo

- 1 **WORKBOOK page 118:3. Read.** Revise the past

tense by going through the summary table with the class.

- 2 **WORKBOOK page 118:4. Choose and write.** Pupils work in pairs, choosing the correct word from the boxes and completing the sentences. Go round the class helping where necessary. ♦ ANSWERS 1 went 2 liked 3 go 4 flew 5 see 6 eat.
- 3 **PUPIL'S BOOK page 91:5. Listen and read.** Explain to the class that this is another 'rescue' story, and like the story on Pupil's Book page 89 it is about an animal saving a child.
- 4 Ask pupils to look at the pictures and see if they can guess what the story is about.
- 5 Play the cassette for the first paragraph. Pupils listen and read silently.
- 6 Ask if pupils can work out the meaning of *gorilla pit, silly*. Explain the words if necessary.
- 7 Play the cassette for the second paragraph. Pupils listen and read silently.
- 8 Ask if pupils can work out the meaning of *scared, minute*. Explain the words if necessary. Explain that *fell* is the past tense of *fall* and that *sat* is the past of *sit*. Both of these are irregular verbs.
- 9 Play the cassette for the rest of the story. Pupils listen and read silently.
- 10 Ask if pupils can work out the meaning of *lifted, famous*. Explain the words if necessary.
- 11 Play the cassette for the whole story.
- 12 **PUPIL'S BOOK page 91:6. Listen, read and say.** Play the cassette. Pupils listen and read silently. Play the cassette again. Pupils listen, read and say.
- 13 Ask pupils to write the verbs in their notebooks.
- 14 Finish the lesson by playing Bingo (see Activity Bank number 19). Pupils choose verbs from the list in their notebooks and write a verb in each square of their paper, in the present tense. You call out verbs in the past tense, and pupils cross off the present tense that matches. For example, you say *ate* and pupils cross off *eat*; you say *went* and pupils cross off *go*.

### ● UNIT 23 STEP 4

**Language** ● practice of past simple with irregular verbs

**Vocabulary** no new words

**Materials** ● PB pages 91 and 92 ● WB page 119

- 1 **PUPIL'S BOOK page 91:5. Listen and read.**

Revise the previous lesson by reading the story to the class.

- 2 Ask pupils to read the story silently, and to come out to the front of the class and write on the board any verbs they can find in the story. Ask pupils to write the verbs either in a list of regular verbs or a list of irregular verbs, as appropriate. Regular: *climbed, looked, lifted*. Irregular: *went, saw, was, fell, sat*.
- 3 **PUPIL'S BOOK page 92:7. Ask and answer.** Explain to the class that they must ask questions about the story, using the small pictures as prompts. Several different questions can be made about each picture, e.g. Picture 1: *Did Jack go to the zoo? Did he go to the museum? Did Jack go to the museum with his father?* Ask questions to the whole class, then pupils do the activity in pairs. Go round the class helping where necessary.
- 4 **WORKBOOK page 119:5. Write.** Pupils complete the sentences by writing in the appropriate verb. Go round the class helping where necessary.  
◆ ANSWERS 1 went 2 saw 3 went 4 climbed 5 fell 6 was 7 sat 8 looked 9 went 10 lifted.
- 5 **WORKBOOK page 119:6. Write.** Pupils complete the table of verbs. They can find the answers in their notebooks, or in the stories on Pupil's Book pages 89 and 91. Go round the class helping where necessary. ◆ ANSWERS were, ate, fell, flew, gave, went, had, was, knew, made, said, saw, sat.
- 6 Finish the lesson by asking pupils to close their Pupil's Books, and then to try and tell you the story of Jack at the zoo.

Note: Ask pupils to bring crayons to the next lesson.

## ● UNIT 23 STEP 5

**Language** ● practice of past simple with irregular verbs

**Vocabulary** no new words

**Materials** ● PB page 92 ● WB page 120

- 1 Revise the story about Jack at the zoo by writing gapped words on the board for pupils to complete (see Activity Bank number 24).
- 2 **WORKBOOK page 120:7. Write.** Pupils work in pairs to answer the questions. Remind them that they can find all the answers on Pupil's Book page 91. ◆ ANSWERS 1 No, they didn't. 2 Yes,

they did. 3 No, he didn't. 4 No, he didn't. 5 No, they didn't. 6 Yes, he did. 7 No, he didn't. 8 Yes, he did.

## 3 **WORKBOOK page 120:8. Write about you.**

Pupils answer the questions, then compare their answers in pairs. Go round the class helping where necessary.

## 4 **PUPIL'S BOOK page 92:8. Your work.** Tell pupils they must write a short story, describing something they did last week, last holiday, last weekend, or some other time in the past. Ask pupils to think for a few minutes about what they might write. Pupils should ask you for any words they think they might need. Write these words on the board.

## 5 Encourage pupils to do a rough draft of their story first. Go round the class helping where necessary.

## 6 When they have finished their rough draft, and have asked you for any help they need, pupils write out their story neatly, and draw a picture to illustrate the story.

## 7 When they have finished, ask individual pupils to read out their stories to the class. Display pupils' finished work in the classroom.

## ● UNIT 24 STEP 1

**Language** ● revision of past simple

**Vocabulary** ● *dropped, fit, grow, hope, saved*

**Materials** ● PB page 93 ● WB page 121

● Cassette (PB page 93:1) ● paper for pupils to play Bingo

## 1 **PUPIL'S BOOK page 93:1. Listen and sing.**

Teach the song in the usual way (see Introduction page 4 for procedure).

## 2 Ask if pupils can work out the meaning of *saved, fit, dropped, grow, hope*. Explain the words if necessary. Check that pupils understand the song, and that when Adam says *I was green*, he means he felt sick.

## 3 Talk to the class about the events mentioned in the song. Can pupils remember that Echo saved Edward from falling into the swimming pool at Adam's school sports day? Can they remember that Adam ate too much at the restaurant and felt sick? that Sally tried on a blouse which was too big? that Adam dropped the eggs at the supermarket?

## 4 **WORKBOOK page 121:1. Write.** Pupils work in

pairs, answering the questions. Remind pupils to look back through their Pupil's Books to find the answers. Go round the class helping where necessary. When they have finished, go through the answers with the class. ♦ ANSWERS

1 Echo 2 Adam 3 Sally 4 Helen 5 a girl 6 Adam 7 Mum 8 Adam 9 Helen/Helen and her class/Helen and Sally 10 Helen 11 Edward 12 Jack.

- 5 Ask the class to choose which of the stories or dialogues in the Pupil's Book they liked best. Have a vote to see which is the most popular. Find the story or dialogue in the Pupil's Book. Read it together with the class several times, until pupils are familiar with the text. Then ask pupils to act it out.
- 6 Play Past Tense Bingo (see Activity Bank number 19 and also Unit 23 Step 3:14).
- 7 **WORKBOOK page 121:2. Odd one out.** Pupils do the activity in pairs. ♦ ANSWERS 1 hotel (the other words are all weather words) 2 jacket (the other words are all school subjects) 3 towel (the other words are all sports) 4 railway (the other words are all jobs),
- 8 Finish the lesson by writing other Odd one out puzzles on the board for the class to do. If they wish, pupils can make up their own Odd one out puzzles for their friends to do.

Note: Ask pupils to choose which song/songs they would like to sing at the next lesson. Bring the appropriate cassette to the next lesson.

## ● UNIT 24 STEP 2

**Language** ● revision of verb tenses

**Vocabulary** no new words

**Materials** ● PB page 94 ● WB page 122

● Cassette (see note at the end of Unit 24 Step 1)

- 1 Play a team spelling game (see Activity Bank number 5 or 6).
- 2 **PUPIL'S BOOK page 94:2. Your quiz.** Pupils do the quiz in pairs, writing down their answers on a piece of paper. Remind pupils to look through their Pupil's Books to find the answers. When they have finished, go through the answers with the class. ♦ ANSWERS 1 Sally 2 Edward 3 ten 4 eighty-five centimetres 5 Yes, they can. 6 No, he can't. 7 No, they can't. 8 Yes, he does. 9 No, he doesn't. 10 Yes, she does. 11 No, she doesn't. 12 He's a zookeeper. 13 He's a waiter. 14 the

river Nile 15 Yes, she did. 16 No, he didn't. 17 Yes, it was. 18 Yes, they did. 19 Yes, she did. 20 No, they didn't.

- 3 **WORKBOOK page 122:3. Write.** Pupils do the crossword in pairs. Go round the class helping where necessary. When they have finished, go through the answers with the class.

♦ ANSWERS Across: 2 bottle 4 camera 7 goat 9 rice 11 knife 13 pan 14 olives 17 sugar 18 sun 20 pear 23 egg 24 lion 26 dish 27 omelette. Down: 1 flag 2 badge 3 pineapple 4 chicken 5 map 6 dinosaur 8 trainers 10 hen 12 fork 15 queen 16 forty 19 night 20 plate 21 bird 22 fish 25 oil.

- 4 Sing any songs from the Pupil's Book that pupils would like to sing.
- 5 Finish the lesson by playing Fizz (see Activity Bank number 13).

**Extra practice.** If you wish, in this lesson you may also use Workbook page 125:3 **Colour the f words blue. Colour the b words green. Colour the t words brown.** (see Revision 8 Step B for procedure).

## Revision 8

Note: Revision 8 is based on Workbook pages 123–127. You may already have used some of this material as extra practice in earlier lessons, or you may prefer to use these Revision pages now, as separate revision lessons.

### ● STEP A

**Language** ● revision

**Vocabulary** no new words

**Materials** ● WB pages 114, 123 and 124 ● paper for pupils to play Bingo

- 1 Remind pupils that regular verbs form the past tense by adding *ed*. Ask pupils to suggest examples of regular verbs and list them on the board, e.g. *cook – cooked, live – lived, wash – washed*.
- 2 **WORKBOOK page 114:3. Read.** Go through the summary table with the class.
- 3 Ask pupils about what they did yesterday, using regular past tense verbs, *walk, climb, talk, play, wash, watch, help, brush, learn, sew, cook*, e.g. *Did you talk to your friend? Did you learn*

maths? Pupils reply *Yes, I did/No, I didn't*.

- 4 Write these sentences on the board and ask pupils to choose the correct word to fill the gaps.
- 1 *Yesterday I \_\_\_ to school. (walk/walked)*  
2 *I \_\_\_ football with my friends. (play/played)*  
3 *I didn't \_\_\_ a picture. (paint/painted)*  
4 *Did you \_\_\_ your hair? (brush/brushed)*  
5 *My mother \_\_\_ the dinner. (cook/cooked)*  
6 *She didn't \_\_\_ pizza. (cook/cooked)*
- 5 **WORKBOOK page 123:1. Correct the sentences.** Pupils look at the pictures and correct the sentences as shown in the example. Go through the first two sentences with the class, then ask pupils to do the activity. Go round the class helping where necessary. ♦ **ANSWERS** 1 No. She didn't walk to the museum. She walked to school. 2 No. She didn't play tennis with Adam. She played tennis with Helen. 3 No. She didn't wash her hair. She washed her hands. 4 No. She didn't talk to her mum. She talked to her (little) sister. 5 No. She didn't watch a quiz (on TV). She watched a cartoon (on TV).
- 6 Write these verbs on the board and ask if pupils can come and write the past tense: *go, eat, see, know, is, fly, say, give, make, fall, sit, have (got)*. Do choral and individual repetition.
- 7 **WORKBOOK page 124:2. Find the words and write.** Pupils work in pairs to do the activity. ♦ **ANSWERS** cooked, went, walked, lived, made, said, flew, saw, started, wanted, dropped, climbed, were, talked, ate, dried, gave, knew, fell, washed, played, sat, had.
- 8 Finish the lesson by playing Past Tense Bingo (see Activity Bank number 19 and also Unit 23 Step 3:14).

Note: Ask pupils to bring crayons to the next lesson.

## ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● PB (tongue twister pages) ● WB pages 125, 126 and 127

- 1 Revise the alphabet. Ask the class to say the alphabet chorally and individually.
- 2 Write the whole alphabet on the board. Do an alphabet activity (see Activity Bank number 28).
- 3 **WORKBOOK page 125:3. Colour the f words blue. Colour the b words green. Colour the t words brown.** Pupils do the activity and then

compare their answers in pairs. When they have finished, go through the words the class have found in the picture. ♦ **ANSWERS** (f) frog, fish, fork, flipper, forty, farm, flag, flowers, feather. (b) berries, boat, boots, beans, bird, biscuit, beads, bottle. (t) ticket, tree, trainers, trousers, TV, towel, trolley, tadpoles, tomato.

- 4 Play I-Spy (see Activity Bank number 3).
- 5 **WORKBOOK page 126:4. Read the letter from Adam.** Ask pupils to read the letter silently. Then read the letter aloud to the class, pausing to check pupils understand it.
- 6 **WORKBOOK page 127:5. Write a letter to Adam.** Explain to pupils that they must write a reply to Adam. They can copy Adam's letter, changing the details. Give an example of what they might write: *Dear Penfriend, My name's (Jill) I'm (ten). I'm one metre (forty). I've got two sisters. Their names are (Jane and Penny).*
- 7 Ask pupils to write their letters. Go round the class helping where necessary.
- 8 When pupils have finished, ask individuals to stand up and read their letter to the class.
- 9 Say the tongue twisters from Pupil's Book pages 2, 12, 18, 24, 36, 42, 72, 78 and 90 again.
- 10 Finish the lesson by playing Hangman (see Activity Bank number 5).

Note: If you wish, give pupils Test D to do (see Page 84 for procedure).

## TEST A

### ● STEP A

**Language** ● Test A

**Vocabulary** no new words

**Materials** ● photocopies of Test A – see pages 87–88

Note: Test A can be attempted by pupils when they have completed Pupil's Book pages 1–24 and Workbook pages 1–32.

- 1 Give out the tests. Explain to pupils that you want them to answer all the questions and that they should work on their own, without comparing answers. Make it clear to pupils that all you expect is for them to do their best. Try to make sure that pupils are not worried by doing a test, as this will prevent them from doing their best.

- 2 Go through each question on the test, making sure that pupils understand what they have to do. Then ask pupils to do the test.
- 3 Collect in the papers for marking.
- 4 Play a game (see Activity Bank numbers 5, 6, 12, 15 and 16).

Note: When you mark the test papers, make a note of anything that pupils found particularly difficult and revise this in the next lesson.

## ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● test A marked papers ● Cassette (PB pages 6:3, 11:4 and 23:6 – optional)

- 1 Give out the marked tests and allow pupils a few moments to look at them.
- 2 Go through the test answers with the whole class, giving pupils time to write in the correct answers where they got them wrong.
- 3 Revise anything that pupils found difficult.
- 4 Finish the lesson by saying the rhymes from Pupil's Book pages 6 and 23, and singing the song from Pupil's Book page 11.

## TEST B

### ● STEP A

**Language** ● Test B

**Vocabulary** no new words

**Materials** ● photocopies of Test B – see pages 89–90

Note: Test B can be attempted by pupils when they have completed Pupil's Book pages 25–48 and Workbook pages 33–64.

- 1 For procedure, see Test A Step A.

### ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● test B marked papers ● Cassette (PB pages 38:3 and 47:4 – optional)

- 1 For procedure, see Test A Step B.
- 2 Finish the lesson by singing the songs from Pupil's Book pages 38 and 47.

## TEST C

### ● STEP A

**Language** ● Test C

**Vocabulary** no new words

**Materials** ● photocopies of Test C – see pages 91–92

Note: Test C can be attempted by pupils when they have completed Pupil's Book pages 49–72 and Workbook pages 65–96.

- 1 For procedure, see Test A Step A.

### ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● test C marked papers ● Cassette (PB pages 53:1 and 62:3 – optional)

- 1 For procedure, see Test A Step B.
- 2 Finish the lesson by singing the songs from Pupil's Book pages 53 and 62.

## TEST D

### ● STEP A

**Language** ● Test D

**Vocabulary** no new words

**Materials** ● photocopies of Test D – see pages 93–94

Note: Test D can be attempted by pupils when they have completed Pupil's Book pages 73–94 and Workbook pages 97–127.

- 1 For procedure, see Test A Step A.

### ● STEP B

**Language** ● revision

**Vocabulary** no new words

**Materials** ● test D marked papers ● Cassette (PB pages 80:7 and 93:1 – optional)

- 1 For procedure, see Test A Step B.
- 2 Finish the lesson by singing the songs from Pupil's Book pages 80 and 93.

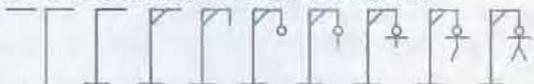
# ACTIVITY BANK

## Guessing activities

- 1 Hide an object behind your back, so pupils cannot see it, and ask pupils to guess what it is, *Is it a (pen)? Yes, it is/No, it isn't.*
- 2 Start to draw an object (e.g. a toy) on the board, stopping at intervals to ask pupils *What's this?* Pupils guess what it is. The pupil who guesses correctly can draw the next picture.
- 3 I-Spy. One pupil decides on a word (something in the classroom, or in a picture) and says the letter it begins with, e.g. *b*. The class try to guess the word, asking *Is it a (book)? Is it a (bin)?* The first pupil to guess correctly has a turn next.

## Spelling activities

- 4 Pupils write down six words in a notebook. They copy out the words twice at home, then do the words next lesson as a spelling quiz.
- 5 Hangman. Draw a blank line on the board to represent each letter of a word (e.g. for the word *snake*, you write       ). Pupils call out letters. If a letter is included in the word, write the letter on the appropriate blank line. If the letter is not in the word, draw one line of the Hangman picture. Pupils must try and find all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also let individual pupils choose a word and draw the blank lines on the board.



- 6 Team spelling game. Divide the class into two teams. One member from each team comes to the front of the class. Each says a word for the other to write on the board. Correctly spelt words win a point for the team.
- 7 Team spelling game. Divide the class into two teams. Show a picture to the class or draw a picture on the board and ask a pupil from the first team to spell it. If the pupil can spell it, that team wins a point. If the pupil cannot spell it, the other team can try to spell it for a bonus point.

## Memory activities

- 8 Write words on the board. Pupils close their eyes while you remove one word. Pupils then open their eyes and try and remember what is missing. They can either say the word, or write it down. Do this with lexical sets of words, e.g. parts of the body, sports, foods, etc.

- 9 Disappearing Items. Write five words on the board, e.g. *foods, animals*. Do choral repetition of the words in sequence: e.g. *cat, lion, parrot, bear, monkey*. Then rub out one of the words in the sequence. Pupils chant the whole sequence of five words, including the missing one. Repeat, rubbing out another item. Continue till there are no words on the board and pupils are saying the whole sequence from memory. You can also play this by drawing five pictures on the board, and rubbing them out one at a time.
- 10 Kim's Game. Place several objects on your desk and tell pupils to look at them for a minute. Then cover the objects with a cloth, and ask pupils to write down (or call out) as many of the objects as they can remember. Pupils will at first only be able to say *a (pen), (two) (rulers), an (apple)*. Later they can say *There's a (pen). There are (two) (rulers)*.
- 11 Bring eight pupils to the front of the class. Pupil 1 says a phrase e.g. *a red kite*. Pupil 2 repeats this phrase and adds another phrase, e.g. *a red kite and a blue yoyo*. Pupil 3 then repeats this and adds another phrase, e.g. *a red kite, a blue yoyo and a green ball*. Continue until the eighth pupil has added their phrase, then ask the class to repeat the whole thing. This can be done with phrases such as colour + toy, adjectives of feeling (e.g. *I'm hot; I'm hot and hungry; I'm hot, hungry and tired*), want + foods (e.g. *I want a sandwich; I want a sandwich and a banana; I want a sandwich, a banana and a cake*), or places + there's/ there are (e.g. *There's a park; There's a park and a museum; There's a park, a museum and a swimming pool*).

## Number activities

- 12 Write numbers on the board. Divide the class into two teams and give a pupil from each team a piece of chalk. Say a number. The first pupil to run to the board and draw a circle round the correct number wins a point for their team. This game can also be played with words or with letters of the alphabet.
- 13 Fizz. Pupils count round the class, e.g. the first pupil says *one*, the next says *two*, the next says *three*, etc. But whenever a pupil gets to a number with five in it, e.g. *five, fifteen, twenty-five*, instead of saying that number the pupil says *fizz*. The next pupil continues as normal. The game can be made more exciting (and more

difficult!) in various ways: (a) Ask pupils to say *fizz* for each number with a five in it and to say *buzz* for each number with a seven in it, i.e. *one, two, three, four, fizz, six, buzz, eight, nine, ten, eleven, twelve, thirteen, fourteen, fizz, sixteen, buzz, eighteen, etc.* (b) Ask pupils to say *fizz* for every number that has a five in it and every number that is divisible by five, i.e. *one, two, three, four, fizz, six, seven, eight, nine, fizz, eleven, twelve, thirteen, fourteen, fizz, etc.*

- 14 Hold up two number cards (or draw two numbers on the board) and ask pupils to add up the two numbers. This can also be played in teams.

### Commands activities

- 15 **Robot Game.** The class pretend to be robots and do as you tell them. Or tell the class that you are a robot and you will do whatever they tell you. Pupils give you commands, e.g. *sit down, touch your head*. Also, let pupils take turns to be the robot.
- 16 **Simon Says.** Give the class commands. When you start the command with the phrase *Simon says* (e.g. *Simon says sit down*) the class must perform the actions, but if you give the command without saying *Simon says* (e.g. *Sit down*) they must not do it, and any pupil who does the action is out. Play the game until only one pupil is left.
- 17 **Please.** This is like Simon Says, but in this game pupils must only perform the actions if you say *please* (e.g. *Sit down, please*).
- 18 Give the class commands using prepositions of place, *Put your (pen) (under) your (chair). Put your (rubber) on your (head).*

### Miscellaneous games

- 19 **Bingo.** Pupils make a grid of six squares. They write a number in each square. Call out numbers at random: if pupils have the number you call out on their grid, they tick it, or cross it off, or cover it with a small piece of paper. The first pupil to tick/cross/cover all six numbers on their grid calls out *Bingo!* and is the winner. This can also be played with words, e.g. colours, animals, foods, toys, etc.
- 20 **Odd one out.** Write four words on the board, three which belong to a lexical set (e.g. animals, colours, food, toys) and one that does not. Pupils have to say which one does not fit the set (e.g. *egg, apple, bear, banana* – the odd one out is *bear*, as it is not a food). This can also be played with drawings or pictures on the board.

Note: Play any of the class games shown in the Pupil's Book again.

### Listening activities

- 21 Listen and do. Play the cassette for a story, song or dialogue and tell pupils to listen out for a particular word. When they hear it they have to put up their hand, or clap, or stand up.
- 22 Pupils listen to the cassette and mime the actions.
- 23 Listen and draw. Describe a scene to the class. Pupils listen and draw what you say, e.g. *There are two boys. They're playing football. There's a little girl. She's skating. There's a man. He's wearing a hat.*

### Writing activities

- 24 Write gapped words on the board, e.g. m \_ \_ k \_ y (monkey). Pupils either come to the board and fill in the gaps, or write the complete words on a piece of paper.
- 25 Pupils make simple greetings cards, e.g. birthday cards, and send them to their friends.
- 26 Pupils label drawings, e.g. they draw a stick person and label the parts of the body.
- 27 Write the words from a phrase or sentence on the board, in jumbled order. Pupils write the words in the correct order.
- 28 Write several letters of the alphabet on the board. Pupils come and write below one letter a word beginning with that letter (e.g. they write *ball*, or draw a picture of a ball, under the letter 'b' on the board).

### Picture activities

- 29 Use pictures to play a matching game. Draw pictures on the board, or stick pictures cut from magazines or newspapers on the board. Write the words at the other end of the board. Pupils match pictures and words by drawing a line e.g. from the picture of a snake to the word *snake*.
- 30 Write words on the board. Pupils hold up or stick/draw on the board, an appropriate picture below each word.
- 31 Silent dictation. Hold up a picture (or a real object). Pupils write down the word.
- 32 Team game. Divide the class into two teams. Hold up a picture, or draw a picture on the board. A pupil from one team says the word. If it is correct, that team wins a point. If the pupil does not know the word, the other team can try to say the word, to win a bonus point.

## 1 Write

- 1 How old is he? He's twenty-six.
- 2 How old is she? \_\_\_\_\_
- 3 How old is she? \_\_\_\_\_
- 4 How old is he? \_\_\_\_\_



## 2 Write



- 1 What's Joe doing?
- 2 What's Isabel doing?
- 3 What's Sam doing?
- 4 What's Echo doing?
- 5 What are Adam and Tim doing?
- 6 What are Helen and Sally doing?

He's skating.

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## 3 Odd one out

(2 marks)

- 1 cold cartoon wet windy \_\_\_\_\_
- 2 jump hop omelette run \_\_\_\_\_

**4 Write**

- 1 Football's on Thursday at quarter past four.
- 2 Jane's party \_\_\_\_\_
- 3 The art lesson \_\_\_\_\_
- 4 Judo club \_\_\_\_\_



**5 Write**

- 1 What does Echo want? He wants fruit and nuts.
- 2 What does Adam want? \_\_\_\_\_
- 3 What does Tabby want? \_\_\_\_\_
- 4 What does Sally want? \_\_\_\_\_
- 5 What do Helen and Edward want? \_\_\_\_\_



**6 Write**

- 1 Can Adam read? Yes, he can.
- 2 Can Echo play tennis? \_\_\_\_\_
- 3 Can Helen write? \_\_\_\_\_
- 4 Can Sally skip? \_\_\_\_\_



## 1 Write

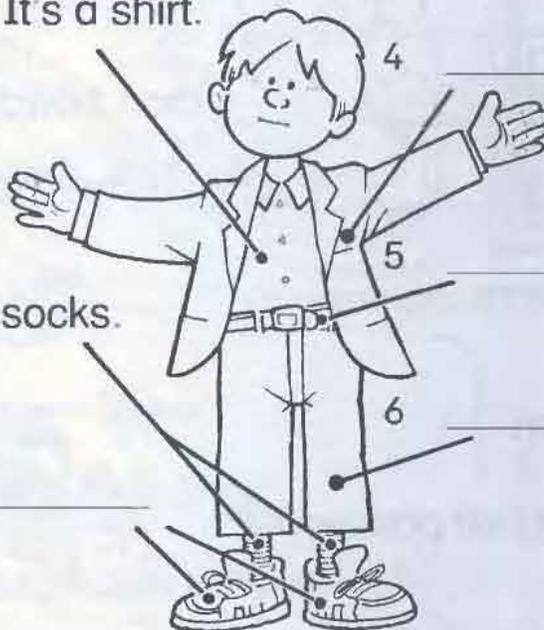
- 1 Does Adam like snakes? No, he doesn't.
- 2 Does Adam like parrots? \_\_\_\_\_
- 3 Does Helen like ants? \_\_\_\_\_
- 4 Does Edward like lions? \_\_\_\_\_
- 5 Does Helen like cats? \_\_\_\_\_



(4 marks)

## 2 Write

1 It's a shirt.



2 They're socks.

3 \_\_\_\_\_

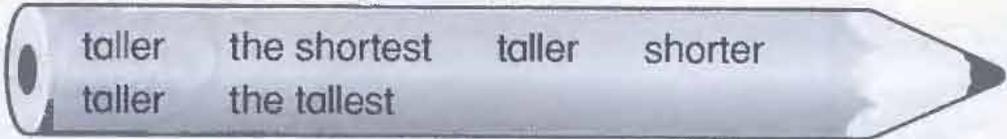
(4 marks)

## 3 Odd one out

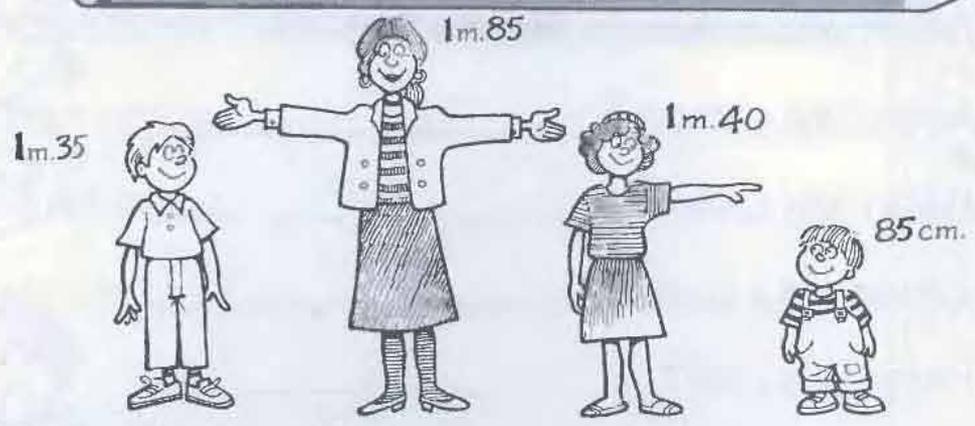
(2 marks)

- 1 nurse sheep waiter farmer \_\_\_\_\_
- 2 women children babies mountain \_\_\_\_\_

**4 Write**



(5 marks)



- 1 Mum's taller than Helen.
- 2 Mum's \_\_\_\_\_ than Edward.
- 3 Mum's \_\_\_\_\_
- 4 Adam's \_\_\_\_\_ than Edward.
- 5 Edward's \_\_\_\_\_ than Helen.
- 6 Edward's \_\_\_\_\_

**5 Write about Sam**

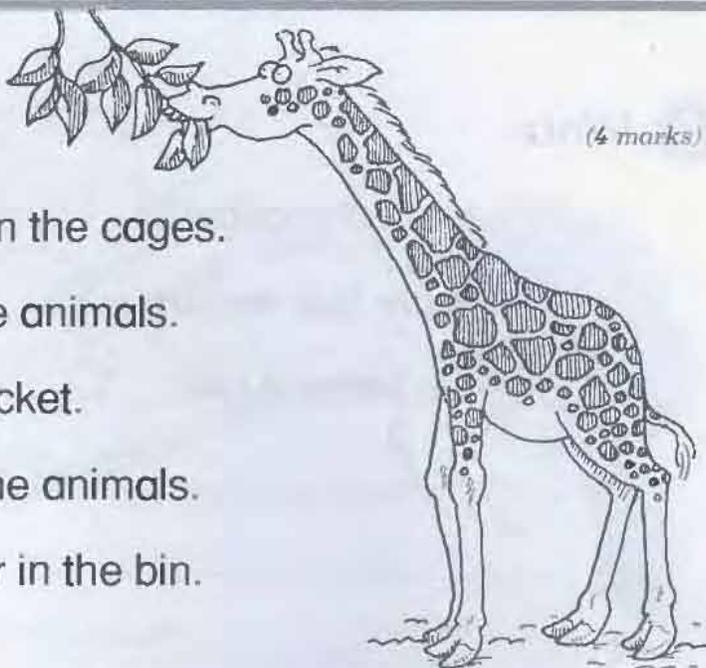
(5 marks)

- 1 Sam gets up at half past seven.
- 2 He \_\_\_\_\_
- 3 He \_\_\_\_\_
- 4 He \_\_\_\_\_
- 5 At quarter to nine he \_\_\_\_\_
- 6 Sam's a \_\_\_\_\_



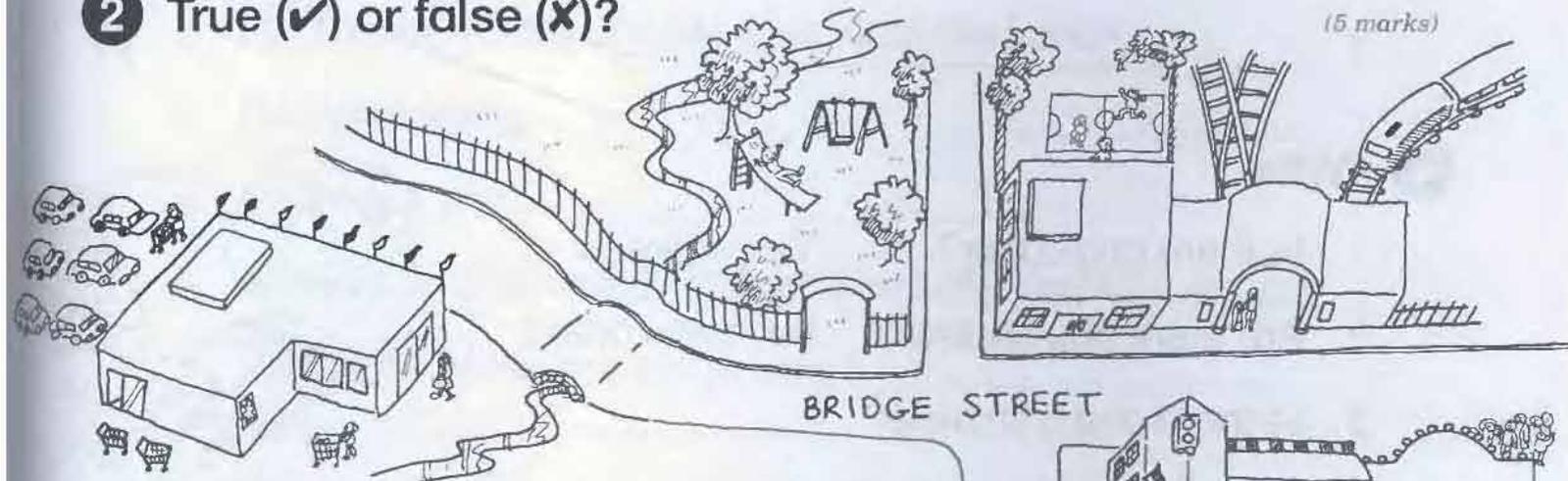
## 1 Write *must* or *mustn't*

- 1 At the zoo, you *mustn't* open the cages.
- 2 You \_\_\_\_\_ feed the animals.
- 3 You \_\_\_\_\_ buy a ticket.
- 4 You \_\_\_\_\_ touch the animals.
- 5 You \_\_\_\_\_ put litter in the bin.



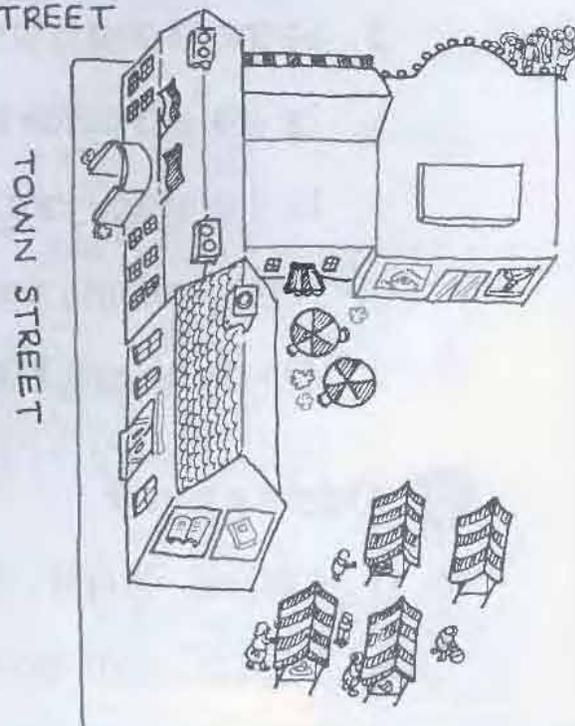
(4 marks)

## 2 True (✓) or false (X)?



(5 marks)

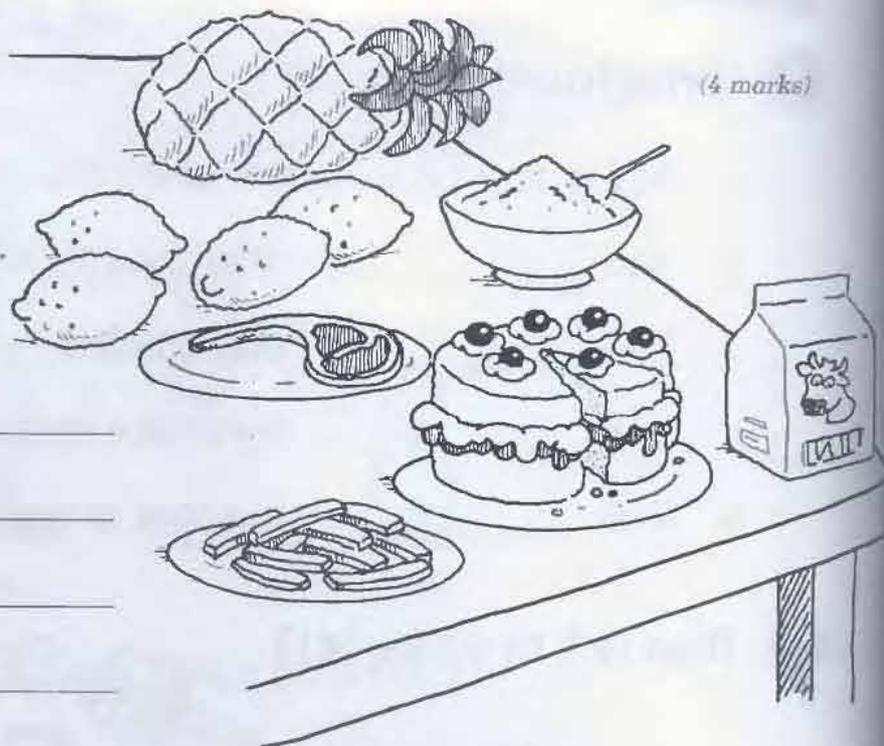
- 1 The cinema's on Town Street.
- 2 The hotel's next to the bookshop.
- 3 The supermarket's opposite the park.
- 4 The park's next to the school.
- 5 The restaurant's between the cinema and the market.
- 6 The station's on Bridge Street.



**3 Write**

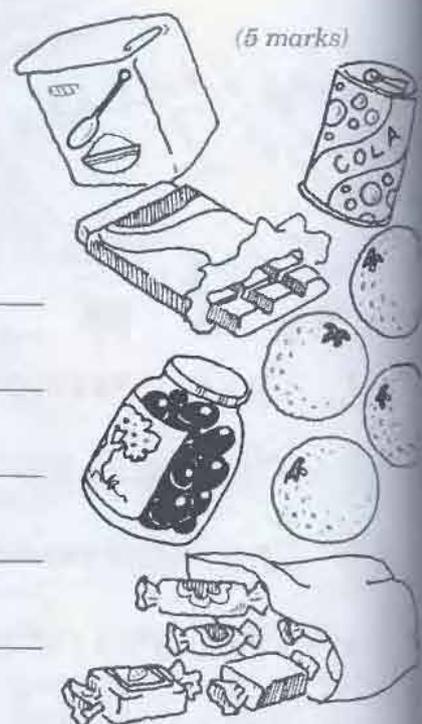
- 1 There's a pineapple.
- 2 There are four lemons.
- 3 There's some sugar.

- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



**4 Write**

- 1 Is there any sugar? Yes, there is.
- 2 Are there any apples? No, there aren't.
- 3 Is there any chocolate? \_\_\_\_\_
- 4 Is there a bottle of cola? \_\_\_\_\_
- 5 Is there any jam? \_\_\_\_\_
- 6 Are there any sweets? \_\_\_\_\_
- 7 Are there any bananas? \_\_\_\_\_



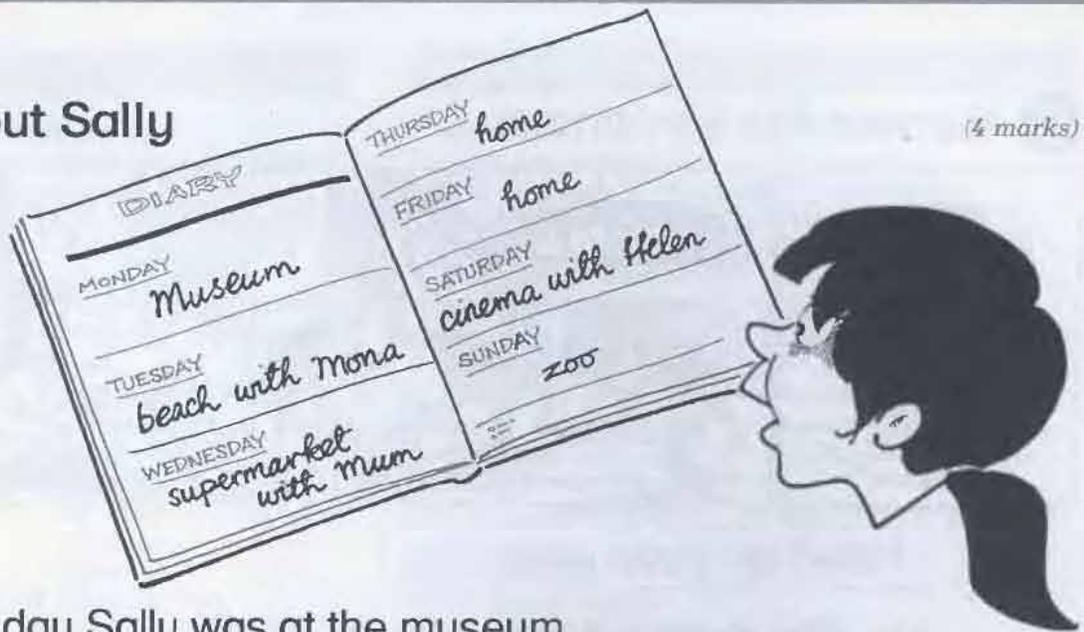
**5 Odd one out**

- 1 tummy finger carton tooth \_\_\_\_\_
- 2 beach zoo bank spots \_\_\_\_\_

(2 marks)

1 Write about Sally

(4 marks)



- 1 On Monday Sally was at the museum.
- 2 On Tuesday Sally and Mona were at the beach.
- 3 On Wednesday \_\_\_\_\_
- 4 On Friday she \_\_\_\_\_
- 5 Were Sally and Helen at the zoo on Saturday? \_\_\_\_\_
- 6 Was Sally at the zoo on Sunday? \_\_\_\_\_

2 Write about Adam

(5 marks)

- 1 Yesterday, Adam got up at seven o'clock.
- 2 He \_\_\_\_\_ his hair.
- 3 He \_\_\_\_\_ his face.
- 4 He \_\_\_\_\_ his shoes.
- 5 He \_\_\_\_\_ TV.
- 6 He \_\_\_\_\_ to school with Helen.



### 3 Correct the sentences

(8 marks)



1 Helen ate pizza yesterday.

No. She didn't eat pizza. She ate chicken.

2 She went to the museum yesterday.

No. She \_\_\_\_\_

3 She saw Adam at the cinema.

No. She \_\_\_\_\_

4 Sally gave her a sweet.

No. \_\_\_\_\_

5 She said 'Hello' to Sally.

No. \_\_\_\_\_

### 4 Odd one out

(3 marks)

1 factory tadpole restaurant museum \_\_\_\_\_

2 boots shoes video sandals \_\_\_\_\_

3 gorilla piano dinosaur bison \_\_\_\_\_

# ANSWER KEY TO TESTS

## TEST A

### Question 1

- 1 He's twenty-six.
- 2 She's nineteen.
- 3 She's fifty-four.
- 4 He's eighty.

### Question 2

- 1 He's skating.
- 2 She's skipping.
- 3 He's playing basketball.
- 4 He's flying.
- 5 They're running.
- 6 They're playing volleyball.

### Question 3

- 1 cartoon (the other words are all weather words)
- 2 omelette (the other words are all action verbs)

### Question 4

- 1 Football's on Thursday at quarter past four.
- 2 Jane's party's on Wednesday at three o'clock.
- 3 The art lesson's on Monday at quarter to two.
- 4 Judo club's on Saturday at half past ten.

### Question 5

- 1 He wants fruit and nuts.
- 2 He wants a burger and chips.
- 3 She wants fish.
- 4 She wants chicken and peas.
- 5 They want a pizza.

### Question 6

- 1 Yes, he can.
- 2 No, he can't.
- 3 Yes, she can.
- 4 No, she can't.

## TEST C

### Question 1

- 1 At the zoo, you mustn't open the cages.
- 2 You mustn't feed the animals.
- 3 You must buy a ticket.
- 4 You mustn't touch the animals.
- 5 You must put litter in the bin.

### Question 2

- 1 false 2 true 3 true
- 4 false 5 false 6 true

### Question 3

- 1 There's a pineapple.
- 2 There are four lemons.
- 3 There's some sugar.
- 4 There's some meat.
- 5 There's some milk/a carton of milk.
- 6 There's a cake.
- 7 There are some chips.

### Question 4

- 1 Yes, there is.
- 2 No, there aren't.
- 3 Yes, there is.
- 4 No, there isn't.
- 5 No, there isn't.
- 6 Yes, there are.
- 7 No, there aren't.

### Question 5

- 1 carton (all the other words are parts of the body)
- 2 spots (all the other words are places)

## TEST B

### Question 1

- 1 No, he doesn't.
- 2 Yes, he does.
- 3 No, she doesn't.
- 4 No, he doesn't.
- 5 Yes, she does.

### Question 2

- 1 It's a shirt.
- 2 They're socks.
- 3 They're trainers.
- 4 It's a jacket.
- 5 It's a belt.
- 6 They're trousers.

### Question 3

- 1 sheep (all the other words are jobs)
- 2 mountain (all the other words are people)

### Question 4

- 1 Mum's taller than Helen.
- 2 Mum's taller than Edward.
- 3 Mum's the tallest.
- 4 Adam's taller than Edward.
- 5 Edward's shorter than Helen.
- 6 Edward's the shortest.

### Question 5

- 1 Sam gets up at half past seven.
- 2 He puts on his clothes.
- 3 He has (his) breakfast.
- 4 He brushes his teeth.
- 5 At quarter to nine he drives to work.
- 6 Sam's a dentist.

## TEST D

### Question 1

- 1 On Monday Sally was at the museum.
- 2 On Tuesday Sally and Mona were at the beach.
- 3 On Wednesday Sally and Mum were at the supermarket (Sally was at the supermarket with Mum).
- 4 On Friday she was at home.
- 5 No, they weren't.
- 6 Yes, she was.

### Question 2

- 1 Yesterday Adam got up at seven o'clock.
- 2 He brushed his hair.
- 3 He washed his face.
- 4 He cleaned his shoes.
- 5 He watched TV.
- 6 He walked to school with Helen.

### Question 3

- 1 No. She didn't eat pizza. She ate chicken.
- 2 No. She didn't go to the museum. She went to the cinema.
- 3 No. She didn't see Adam. She saw Sally.
- 4 No Sally didn't give her a sweet. She gave her an ice cream.
- 5 No. She didn't say 'Hello'. She said 'Goodbye'.

### Question 4

- 1 tadpole (all the other words are places)
- 2 video (all the other words are footwear)
- 3 piano (all the other words are animals)

- A** a 1  
 about 39  
 adventure 91  
 afternoon 37  
 again 37  
 ago 73  
 air 7  
 all 6  
 all right 62  
 almost 15  
 along 57  
 always 43  
 an 7  
 ancient 85  
 and 1  
 animal 19  
 another 7  
 ant 26  
 answer 2  
 any 70  
 anything 15  
 anything else 65  
 apple 62  
 April 79  
 are 5  
 art 17  
 ask 2  
 asleep 81  
 at 5  
 ate 89  
 August 79
- B** baby 43  
 back 31  
 bad 89  
 badge 25  
 bag 67  
 ball 9  
 balloon 53  
 banana 13  
 bang (verb) 52  
 bank 58  
 bar 67  
 basketball 6  
 be quiet 13  
 beach 9  
 beads 75  
 beak 13  
 beans 21  
 bear 26  
 beautiful 11  
 because 62  
 bed 38  
 belt 34  
 berry 89  
 best wishes 63  
 between 58  
 big 33  
 biggest 31  
 bike 14  
 bin 52  
 bird 11  
 birthday 30  
 bison 87  
 black 85  
 blouse 33  
 blowing 10  
 blue 3
- boat 7  
 boo 45  
 book 93  
 bookshop 57  
 boot 87  
 bottle 67  
 boy 32  
 bread roll 71  
 breakfast 38  
 breaks (verb) 69  
 bridge 55  
 brilliant 61  
 brother 1  
 brush (verb) 38  
 brushed 83  
 burger 21  
 bus 41  
 busy 73  
 but 35  
 buy (verb) 33  
 bye 9
- C** cage 39  
 cake 53  
 called 55  
 camel 26  
 camera 7  
 can (noun) 67  
 can (verb) 7  
 can't 13  
 capital 55  
 car 31  
 care 62  
 carry 41  
 carrying 7  
 carton 67  
 cartoon 19  
 cat 25  
 centimetres 29  
 chases 45  
 cheese 23  
 chicken 23  
 child 42  
 children 11  
 chimpanzee 26  
 chips 21  
 chocolate 21  
 chops (verb) 69  
 cinema 53  
 circus 81  
 city 55  
 class 32  
 clean (verb) 38  
 cleaned 87  
 clever 13  
 climb (verb) 15  
 climbed 91  
 clock 55  
 cloth 65  
 clothes 15  
 club 20  
 cola 66
- cold 10  
 colder 32  
 come 9  
 cook (verb) 69  
 cooked 83  
 cooking 69  
 count 3  
 cousin 1  
 cow 83  
 cross (verb) 41  
 cut (verb) 71
- D** Dad 30  
 day 5  
 delicious 21  
 dentist 41  
 desert 31  
 did 86  
 didn't 83  
 dinner 83  
 dinosaur 75  
 direct (verb) 41  
 dirty 61  
 dish 43  
 dive 15  
 diver 7  
 diving 5  
 diving suit 7  
 do 1  
 doctor 49  
 does 22  
 doesn't 22  
 doing 33  
 don't 20  
 don't care 62  
 down 15  
 dress (noun) 34  
 dried (verb) 87  
 drinks (verb) 37  
 drive (verb) 39  
 driver 41  
 drop (verb) 52  
 dropped 93
- E** each 15  
 ear 15  
 eat 15  
 eating 51  
 early 39  
 egg 65  
 eight 1  
 eighteen 3  
 eighty 3  
 elephant 26  
 eleven 3  
 even 15  
 evening 37  
 every 49  
 everyone 89
- F** factory 73  
 father 91  
 fall 91
- falling 11  
 false 1  
 famous 91  
 fan (noun) 85  
 farm (noun) 83  
 farmer 41  
 fast 15  
 favourite 17  
 feather 15  
 feed 39  
 feeding 27  
 feet 44  
 fell 91  
 fifteen 3  
 fifty 3  
 fight (noun) 11  
 film (noun) 20  
 finger 50  
 finish 52  
 first 79  
 fish (noun) 7  
 fit (verb) 93  
 five 3  
 flag 3  
 flew 89  
 flipper 7  
 flower 43  
 fly (verb) 13  
 food 23  
 foot 15  
 football 6  
 for 17  
 forget 20  
 fork 43  
 forty 3  
 four 3  
 fourteen 3  
 friend 32  
 frog 15  
 from 15  
 front 79  
 fruit 15  
 fun 6
- G** game 8  
 garden 78  
 gave 89  
 get 51  
 getting on 53  
 get up 38  
 giant 31  
 giraffe 15  
 girl 32  
 give 45  
 giving 51  
 glass 43  
 go 9  
 goat 15  
 going 7  
 good 5  
 gorilla 91  
 got 1  
 grandfather 84  
 grandmother 84  
 great 21
- green 3  
 ground 87  
 grow 93  
 gym 6
- H** had 77  
 hair 38  
 half 17  
 hand 32  
 hang 15  
 happy 30  
 hard 43  
 hasn't 33  
 hat 9  
 have 6  
 having 11  
 head 50  
 hello 1  
 help! 1  
 help (verb) 41  
 helped 83  
 hen 41  
 her 1  
 here 9  
 he's 1  
 hey 61  
 hi 9  
 high 31  
 him 45  
 his 1  
 history 85  
 hole 87  
 holiday 77  
 home 17  
 hooray 17  
 hop 14  
 hope 93  
 horn 87  
 hospital 54  
 hot 9  
 hotel 58  
 hour 15  
 house 62  
 how many? 3  
 hundred 3  
 hungry 21  
 hunted 87  
 hurry 11  
 hurt 43
- I** ice cream 21  
 idea 9  
 I'm 1  
 in 10  
 interested 81  
 interesting 81  
 into 7  
 is 1  
 isn't 33  
 it's 5  
 I've got 1
- J** jacket 34  
 jam 66  
 jar 67  
 jewel 85  
 job 27  
 judo 6  
 jump 6
- jumper 34  
 jumping 5
- K** kangaroo 26  
 kick 82  
 kicked 81  
 killed 87  
 kilometre 15  
 kitchen 41  
 kite 54  
 knew 89  
 knife 44  
 knives 43  
 know 90
- L** large 87  
 last 77  
 late 43  
 lazy 37  
 learned 83  
 leaves (noun) 15  
 left 57  
 leg 50  
 lemonade 66  
 lesson 6  
 let's 6  
 lifted 91  
 like 25  
 likes 28  
 lion 15  
 list (noun) 67  
 listen 1  
 listening 27  
 litter 15  
 little 1  
 live (verb) 55  
 lived 83  
 long 15  
 longest 31  
 look (verb) 9  
 looking 7  
 look after 41  
 look out 27  
 lorry 41  
 lots of 39  
 lunch 69  
 lunchtime 81
- M** made 87  
 make 11  
 making 69  
 man 42  
 many 3  
 map 57  
 March 79  
 market 54  
 maths 17  
 matter 49  
 May 79  
 me 1  
 meat 66  
 medicine 49  
 men 42  
 menu 23  
 metre 5  
 miaow 45  
 milk (noun) 37

milked 83  
 million 55  
 minute 91  
 mixes (verb) 69  
 Monday 19  
 monkey 26  
 more 85  
 morning 37  
 mother 5  
 mountain 15  
 Mrs 49  
 mud 85  
 museum 54  
 Mum 9  
 must 49  
 mustn't 49  
 my 1

**N** name 1  
 naughty 25  
 near 63  
 needle 7  
 new 33  
 news 91  
 next to 57  
 nice 23  
 night 37  
 nine 1  
 nineteen 3  
 ninety 3  
 no 1  
 noisy 27  
 nose 50  
 not 8  
 now 5  
 nurse 41  
 nut 13

**O** o'clock 17  
 oh, dear 21  
 oh, no 1  
 oil 66  
 OK 65  
 old 2  
 older 30  
 oldest 30  
 olive 67  
 omelette 21  
 on 11  
 one 13  
 oops 65  
 open 13  
 opposite 58  
 or 1  
 our 61  
 out 91  
 outside 89  
 over 31

**P** page 1  
 paint (verb) 82  
 painted 81  
 palace 55  
 pan 69  
 park (noun) 54  
 parrot 1

party 20  
 past 17  
 pay (verb) 65  
 pear 62  
 peas 21  
 peel (verb) 13  
 pegged 87  
 pen 48  
 pencil 32  
 penfriend 63  
 penguin 15  
 people 41  
 person 42  
 photo 7  
 piano 83  
 picked 89  
 picture 25  
 piece 71  
 pineapple 21  
 pink 33  
 pit 91  
 pizza 21  
 place 56  
 plane 53  
 plate 43  
 play (verb) 6  
 played 82  
 playing 6  
 please 20  
 pleased 89  
 point 2  
 policeman 41  
 pond 79  
 pool 5  
 primary 63  
 problem 33  
 programme 19  
 put 43  
 putting on 7  
 putting up 51

**Q** quarter 18  
 queen 55  
 quiet 13  
 quiz 16

**R** raining 9  
 railway 31  
 read 3  
 reading 83  
 ready 69  
 red 3  
 redwood 31  
 remember 1  
 restaurant 41  
 rice 23  
 ride 14  
 right 57  
 river 31  
 run 6  
 running 5

**S** said 89  
 salad 23  
 sandals 34  
 sandwich 71  
 sat 91  
 saved 93

saw (verb) 89  
 say 1  
 scared 91  
 scary 75  
 school 5  
 science 63  
 sea 7  
 see 46  
 seed 45  
 send 63  
 sentence (noun) 52  
 seven 3  
 seventeen 3  
 seventy 3  
 sewed 83  
 she's 1  
 sheep 41  
 shining 10  
 shirt 25  
 shoes 34  
 shoeshop 58  
 shop 54  
 shopkeeper 28  
 shopping 67  
 short 29  
 shorter 30  
 shortest 30  
 shout 52  
 shower 38  
 sick 41  
 sign (noun) 51  
 silly 9  
 sing 11  
 singing 11  
 sister 1  
 sit 9  
 six 3  
 sixteen 3  
 sixty 3  
 shorts 34  
 skate 6  
 skating 6  
 skin (noun) 87  
 skip 14  
 skipping 6  
 skirt 34  
 sleeps 37  
 slice (noun) 71  
 sloth 15  
 small 55  
 smaller 32  
 snake 26  
 snow (noun) 11  
 snowing 10  
 snowball 11  
 snowman 11  
 socks 34  
 soft 11  
 some 11  
 sometimes 83  
 song 62  
 sorry 65  
 space 20  
 spoon 43  
 sports 5  
 spots 33

start (verb) 43  
 started 83  
 station 53  
 stay 49  
 stop 5  
 street 41  
 stripes 33  
 stronger 32  
 Sunday 78  
 sugar 65  
 suit (noun) 7  
 sun 9  
 sunny 10  
 supermarket 58  
 swim 6  
 swimming 6  
 swimsuit 9

**T** table 43  
 tadpole 79  
 tail 79  
 take 41  
 taking 7  
 talk 13  
 talked 81  
 tall 29  
 taller 30  
 tallest 30  
 teach 41  
 teacher 32  
 teeth 38  
 ten 1  
 tennis 6  
 than 30  
 thank you 65  
 thanks 57  
 that 5  
 the 5  
 their 15  
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