Academy Stars 2

SECOND EDITION

Teacher's Book
+ access to App

Dave Tucker

macmillan education

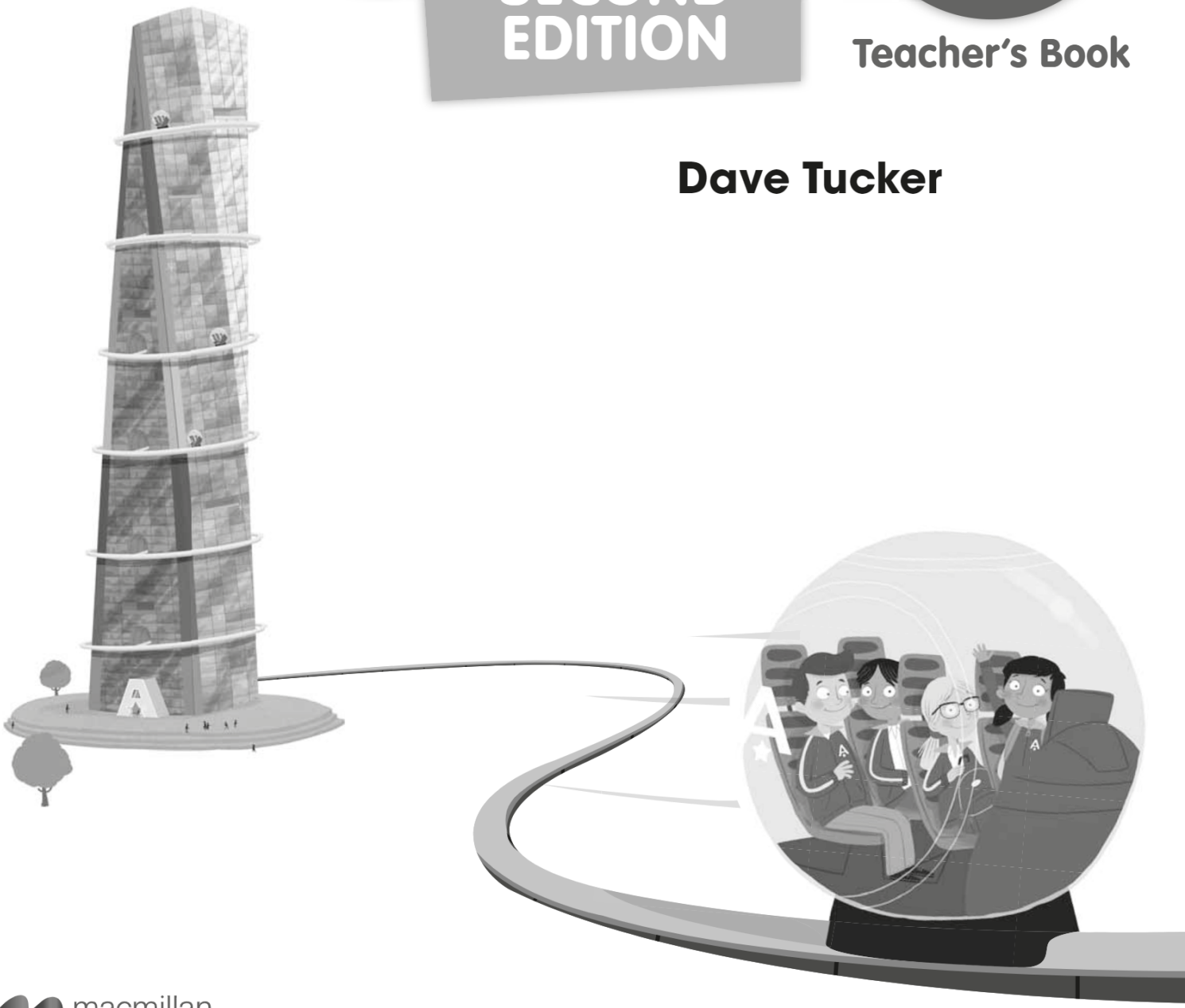
App

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Macmillan Education Limited
4 Crinan Street
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Written by Dave Tucker

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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Talk about yourself Vocabulary review		
1	**In the wild** p8	Animals	***There are / aren't + some / any*:** *There are some crocodiles.* *There aren't any pandas.*	***Are there any ...?* + short answers:** *Are there any birds? Yes, there are!*
2	**My busy week** p18	Days of the week; activities	**Present simple (*I / we / they*) affirmative and negative:** *I play basketball on Wednesday.* *They don't play basketball.*	**Present simple: questions with *Do you ...?*** *Do you visit your grandma at the weekend? Do you play tennis?*
	Review 1 **Cambridge Exams practice:** Pre A1 Starters: Listening Part 2; Speaking Part 1			
3	**Our things** p30	Personal possessions	**Possessive adjectives: *our / their:*** *It's our camera. It's their phone.*	**Questions with *whose; 's* for possession:** *Whose watch is this? It's Adam's.*
	Reading time 1: Our sweet mangoes		**Think about it!:** Make an activities poster	
4	**Out and about** p44	Buildings; places	**Present simple (*he / she*) affirmative and negative:** *She lives in a house. He doesn't play football.*	**Present simple (*he / she*); *Wh-* questions:** *Where does he live? What time does he start school?*
	Review 2 **Cambridge Exams practice:** Pre A1 Starters: Listening Part 1; Reading and Writing Part 1			
5	**Sun and snow** p56	Weather; natural features	**Present continuous (affirmative and negative):** *I'm watching videos. They aren't swimming.*	**Present continuous: *Wh-* questions:** *What are you doing? What's he wearing?*
	Reading time 2: We can do anything!		**Think about it!:** Make an anemometer!	
6	**Stay safe** p70	Transport	**Imperatives:** *Stop! Don't run!*	**Present continuous: questions + short answers:** *Are you playing a game? No, I'm not.*
	Review 3 **Cambridge Exams practice:** Pre A1 Starters: Reading and Writing Part 3 and Part 4			
7	**Seasons of fun** p82	Seasons; activities	***like* + *-ing*:** *I like having picnics. I don't like swimming.*	***Let's* + infinitive; *What about* + *-ing?*** *Let's fly our kites! What about playing tennis in the park?*
	Reading time 3: The island		**Think about it!:** Make a season poster	
8	**How food grows** p96	Fruits; vegetables	***would like* + *a / an / some*:** *I'd like some lemons. Would you like a watermelon?*	***would like* + *to* + infinitive:** *Would you like to feed the lambs? I'd like to ride on a tractor!*
	Review 4 **Cambridge Exams practice:** Pre A1 Starters: Reading and Writing Part 2; Speaking Part 2 and Par			
9	**Let's look inside** p108	Rooms; furniture	**Past simple (*was / were*):** *I was with grandma. We weren't hungry.*	**Past simple *to be* with questions + short answers:** *Were you at home yesterday? Yes, I was.*
	Reading time 4: The prince who wasn't hungry		**Think about it!:** Design a space house	
10	**Fantastic weekends** p122	Recreational places in a town	**Past simple (regular verbs):** *I visited the zoo. They cooked.*	***Wh-* questions + answers with past simple regular verbs:** *Where were you on Saturday? In the morning we climbed on the rocks.*
	Review 5 **Cambridge Exams practice:** Pre A1 Starters: Listening Part 4; Speaking Part 3			

	Reading	Listening	Speaking	Writing	Phonics and Learning skills
	An information text Find key facts	Listen for gist	Talk about your favourite animal	An animal fact file Capital letters and full stops	Short vowel sounds Identify patterns
	A poem Interpret graphics and identify rhymes	Listen for key words	Tell the time	A description of a day More capital letters	***cr***, ***dr***, ***gr*** Remember new words
	An information text Identify fact and opinion	Listen for specific information	Talk about possessions	A description of a gadget Adjectives	***br***, ***fr***, ***tr*** Verbs *play* and *do*
	A map Interpret text	Listen for gist	Ask how to spell a word	A profile of a friend Connect ideas with *and*, *but*	***bl***, ***fl***, ***pl*** Alphabetical order
	A play Order a story	Listen for key information	Talk about the weather	A scene for a play Exclamation marks	***sk***, ***sm***, ***sn***, ***st*** Adjectives
	A safety poster Apply information from text	Listen for key information	Make requests	A list of classroom rules More exclamation marks	***cl***, ***gl***, ***sl*** Regular plurals
	A story Identify the main idea	Listen for specific information	Accept or reject suggestions	A brochure about a country Headings	long ***a*** Complete a table
	An information text Understand sequence	Listen for specific information	Ask for things in a shop or a market	A party invitation Commas	long ***i*** Irregular plurals
t 4					
	A realistic story Read for detail	Listen for sequence	Tell the time (half past)	An email about yesterday Start and end an email	long ***o*** and ***u*** Alphabetical order
	A story Understand sequence and word meaning from context	Listen for specific information	Ask and answer about the weekend	A description of the weekend Time expressions	long ***e*** Opposites

Academy Stars Second Edition is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development.

1 Learning skills

A key strength of *Academy Stars Second Edition* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, these are developed in the following ways:

- **Critical thinking** tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features **Learning to learn** and **Learning about language** help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular **Think about it!** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular **self-evaluation** activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learnt. It promotes a strong sense of progression and achievement, which motivates children to go further.

3 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form. The **new Extra Stars: Grammar booster** section in the Pupil's Book gives children further practice opportunities.

4 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each Reading, Writing and Listening lesson practises a specific strategy to give children the tools they need to process or produce a variety of text types. A suite of completely **new reading texts** gives children an opportunity to work with a variety of text types, ranging from stories through blogs to articles. A **brand new listening strand in the Workbook** further supports the development of the listening skills, with emphasis on external exams preparation. Dedicated Speaking lessons in the Pupil's Book develop fluency in functional interactions and build confidence in presentation skills.

5 Literacy

Academy Stars Second Edition also develops **extensive reading skills** through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. Children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

6 Assessment

Recognising the increasing popularity of external exams, *Academy Stars Second Edition* is mapped to the latest **Cambridge English Qualifications** tests for young learners, and includes regular test-style activities the **new Cambridge Exams practice lessons** in the Pupil's Book and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and Cambridge English sample tests to measure children's progress and achievement throughout the course.

ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Macmillan Education's ESDC Program helps children become engaged global citizens. It ties classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and in most units references the UN Sustainable Development Goals (SDGs).

In *Academy Stars Second Edition*, children are encouraged to see themselves as valued members of local and global communities. They learn to think critically about how their actions affect the world around them, from caring for the environment to recognising the value of individual differences. Children are gently encouraged, with the support of the teacher, to express their own ideas and solutions for making the world a better place.

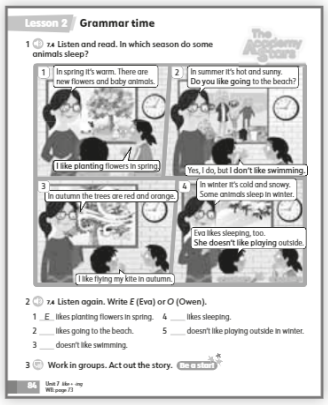
SUSTAINABLE DEVELOPMENT GOALS

Components overview

Academy Stars Second Edition presents a fully **integrated learning experience**, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management.

For the pupil

Pupil's Book


Lesson 2 Grammar time

1 7.4 Listen and read. In which season do some animals sleep?

1 In spring it's warm. There are new flowers and baby animals.
2 In summer it's hot and sunny. Do you like going to the beach?
I like planting flowers in spring.
Yes, I do, but I don't like swimming.
3 In autumn the trees are red and orange.
4 In winter it's cold and snowy. Some animals sleep in winter.
Eva likes sleeping, too. She doesn't like playing outside.
I like flying my kite in autumn.

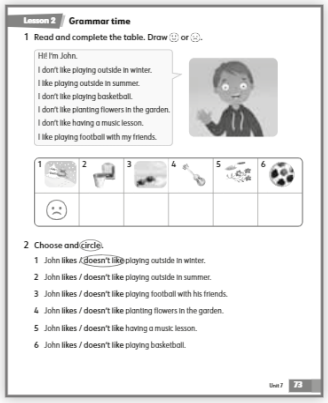
2 7.4 Listen again. Write *E* (Eva) or *O* (Owen).
1 E likes planting flowers in spring.
2 ___ likes going to the beach.
3 ___ doesn't like swimming.
4 ___ likes sleeping.
5 ___ doesn't like playing outside in winter.

3 Work in groups. Act out the story. Go a step!

84 Unit 7 like + -ing WB page 73

Consists of a Welcome unit, 10 core units, 4 **Reading time** spreads and 5 Review and **Cambridge Exams practice sections, Grammar booster and Communicative activities**. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging reading text, a **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spellings practice, contextualised listening and speaking activities, and guided writing practice.

Workbook


Lesson 2 Grammar time

1 Read and complete the table. Draw ☺ or ☹.

Hi! I'm John.
I don't like playing outside in winter.
I like playing outside in summer.
I don't like playing basketball.
I don't like planting flowers in the garden.
I don't like having a music lesson.
I like playing football with my friends.

1 2 3 4 5 6

2 Choose and circle.
1 John likes / doesn't like playing outside in winter.
2 John likes / doesn't like playing outside in summer.
3 John likes / doesn't like playing football with his friends.
4 John likes / doesn't like planting flowers in the garden.
5 John likes / doesn't like having a music lesson.
6 John likes / doesn't like playing basketball.

Unit 7 73

Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style listening, reading and writing practice further prepares children for the **Cambridge English Pre A1 Starters tests**. The Workbook includes a mid-year and end-of-year review to check progress at key points. A **Vocabulary and grammar reference** section presents vocabulary in a Picture dictionary and reinforces the grammar from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's App on Navio

The Pupil's App allows children to explore Navio's immersive 3D worlds. They complete game-based activities designed to practise and review the language and content learnt in class. As they do so, they earn rewards, points and badges. The Pupil's App tracks children's progress so the teacher can see how they are doing and provide extra support where it is needed. The App also includes all the songs, stories, animations and videos from the course so that children can review them at home and share them with their family.

Digital Pupil's Book, Digital Workbook

The digital version of the books with audio and video embedded allows children more access to their materials outside the classroom.

Pupil's Resource Centre

- The **Pupil's Resource Centre (PB)** provides easy access to all the Pupil's Book audio and video files, so children can listen and watch in their own time. There is also a **Parents' Guide** which introduces the course and provides advice on how parents can support their child in home-learning environment.
- The **Pupil's Resource Centre (WB)** provides easy access to all the Workbook audio files.

For the teacher

Teacher's Book

Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers. For the Workbook, there are helpful teaching notes for exams practice activities and writing lessons, as well as answer keys.

Videos

There are three types of video: a **Graphic Grammar** animated video which brings the language to life through a memorable presentation; a **Language in use** real-world video which shows real children acting out the dialogue; and an animated story video that brings to life the **Reading time** stories.

Teacher's App

The Teacher's App contains accessible and interactive digital resources to help teachers plan and deliver their lessons, while also increasing children's participation and engagement. The Teacher's App contains:

- **Classroom Presentation Kit:** This includes the **Digital Pupil's Book** and **Digital Activity Book**. The digital version of the books is a page-by-page representation of the printed versions and includes videos and audio, plus fun interactive activities and digital flashcard games.
- **Progress Tracker:** Accessed through the Classroom Presentation Kit, this helps teachers track and monitor progress of a whole class or individual child. Teachers can also use the **Classroom Management tool** to award points for good behaviour or success in class.
- **Test Generator:** Also accessed through the Classroom Presentation Kit. Teachers can choose to download ready-made tests or to make their own.
- **Teacher's Resource Centre:** Offers access to supplementary materials and resources available for teachers to download and print if needed. It includes:
  - **Methodology handbook** and **Graphic Grammar reference**
  - **Assessment pack:** placement, unit, mid-year and end-of-year tests as well as relevant **Cambridge English** practice tests. All tests cover the four skills, with Listening, Reading and Writing, and Speaking
  - **Printable worksheets**
  - **Printable flashcards**
  - **Lesson support materials:** all the course video, animation and audio files

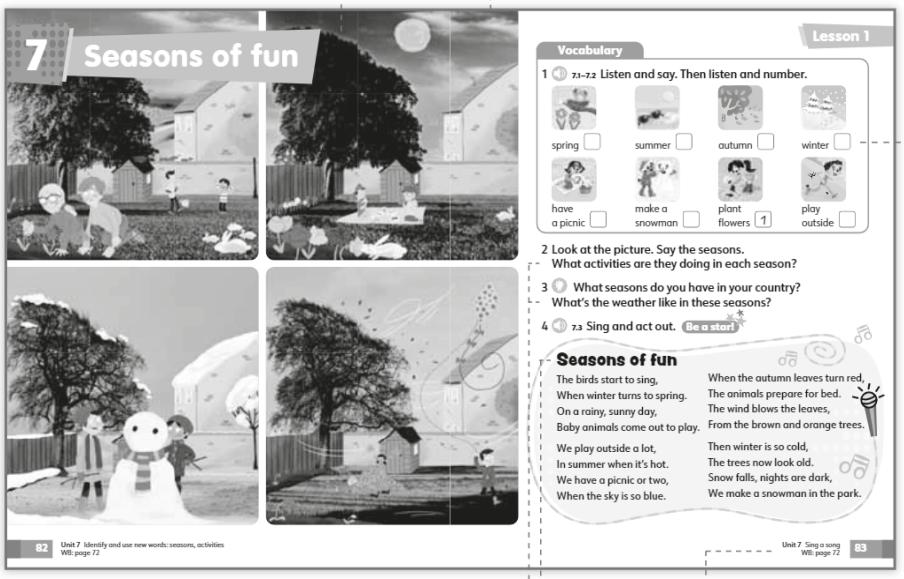
Teaching with the Pupil's Book and Workbook

Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.

Carefully staged presentation of key unit vocabulary.



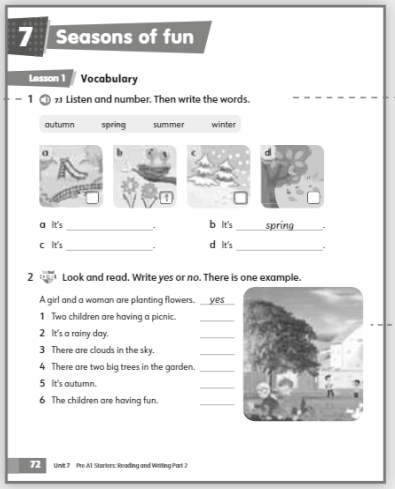
Activities develop **critical thinking** and **visual literacy**.

Lesson aims and outcomes are given at the bottom of each page.

A lively song activates new vocabulary and makes it more memorable.

Activities provide carefully staged practice of key vocabulary.

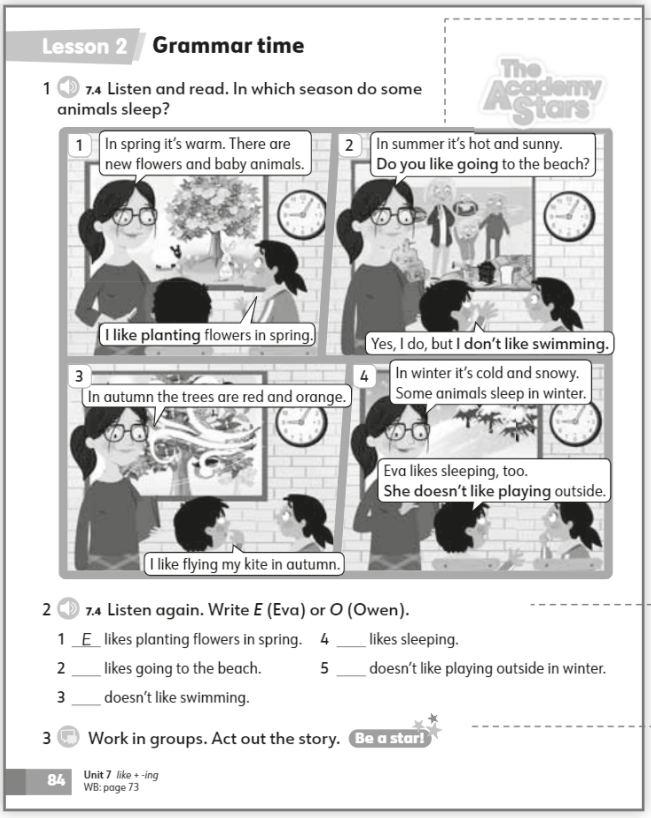
Activities develop **critical thinking** and encourage **learner autonomy**.



Exam-style activities practice tasks from the **Cambridge English Pre A1 Starters** tests.

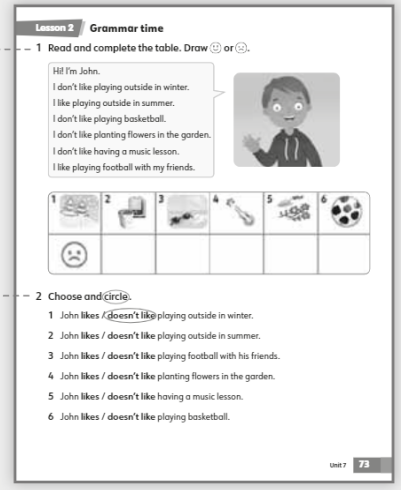
Lesson 2: Grammar time

An appealing story strip, supported by audio, presents new grammar clearly and naturally.



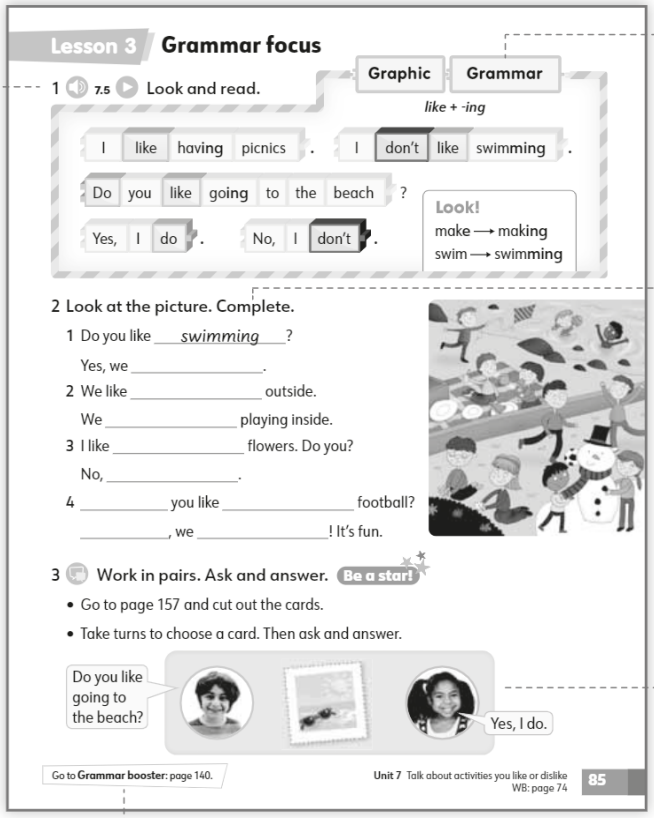
A receptive activity checks understanding of meaning and concept.

A collaborative activity encourages children to produce the new language in a supported way.



Receptive activities reinforce meaning and concept of the new grammar.

Lesson 3: Grammar focus



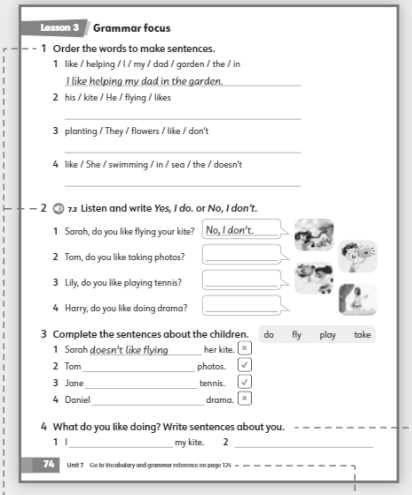
A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

A written activity provides controlled productive practice.

Children practise the new language in a communicative activity. The Communicative games section at the back of their book provides cut-out cards and other activity essentials.

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Children are directed to the **Grammar booster** for further practice.



Carefully staged activities provide further practice and consolidation of target grammar.

Children are directed to the **Vocabulary and grammar reference** for model language and further practice.

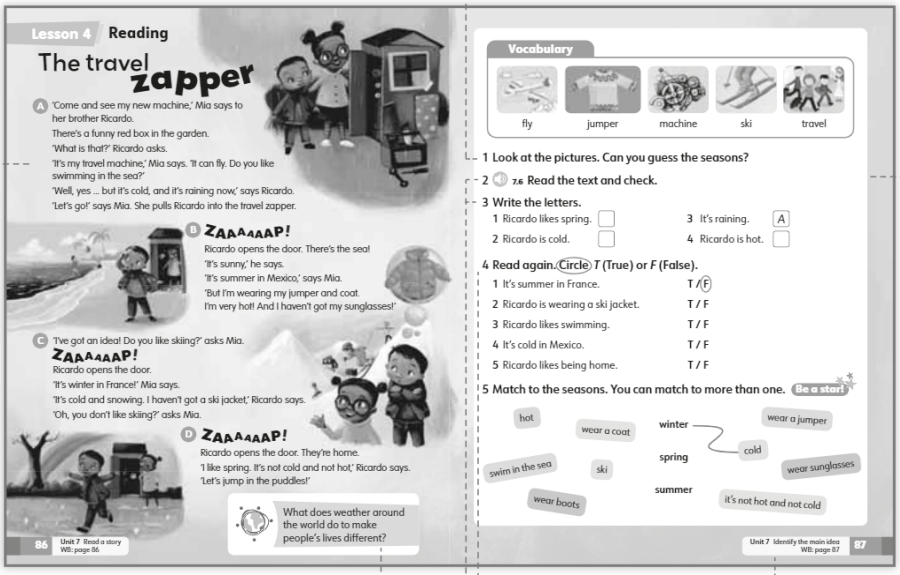
A personalisation activity enables children to relate language to their own lives.

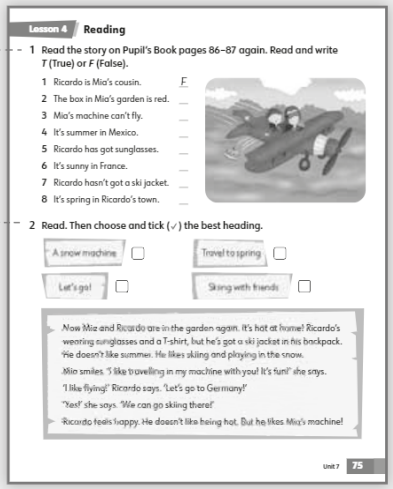
Lesson 4: Reading

A range of engaging fiction and non-fiction texts develop reading skills and enjoyment of reading.

A pre-reading task develops prediction skills to help understanding.

Additional vocabulary is contextualised in the reading text.





Further activities reinforce and check children's understanding of the reading text and encourage them to use key language.

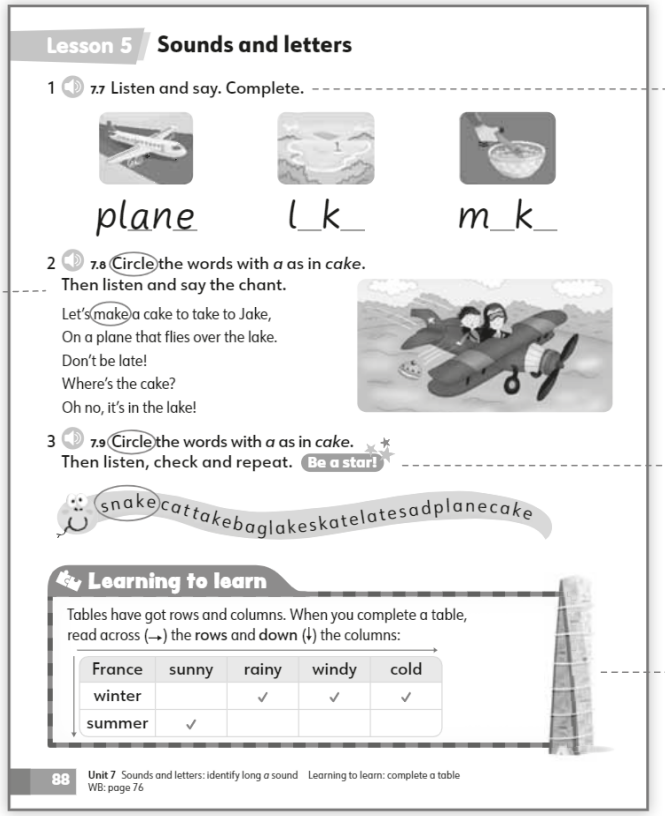
ESDC questions encourage children to reflect on real-life issues in their community and the world.

Reading activities check comprehension.

Critical thinking activities encourage children to give a personal response to the text and develop inferential skills.

A focus on a strategy in each unit develops key reading skills.

Lesson 5: Sounds and letters



Lesson 5 Sounds and letters

1 7.7 Listen and say. Complete.

plane l_k_ m_k_

2 7.8 Circle the words with *a* as in *cake*. Then listen and say the chant.

Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

3 7.9 Circle the words with *a* as in *cake*. Then listen, check and repeat. Be a star!

snakecattakebaglakeskatelatesadplanecake

Learning to learn

Tables have got rows and columns. When you complete a table, read across (→) the rows and down (↓) the columns:

	France	sunny	rainy	windy	cold
winter			✓	✓	✓
summer		✓			

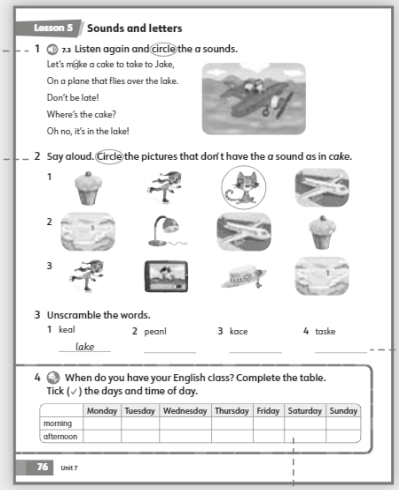
88 Unit 7 Sounds and letters: identify long *a* sound Learning to learn: complete a table
WB: page 76

A sound is presented via a word which contains it.

A receptive activity checks children can identify the target sound.

A **Learning to learn** or **Learning about language** box develops learner autonomy.

The new sounds are contextualised in a short and fun chant to provide further practice.



Lesson 5 Sounds and letters

1 7.3 Listen again and circle the *a* sounds.

Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

2 Say aloud. Circle the pictures that don't have the *a* sound as in *cake*.

3 Unscramble the words.

1 keal lake 2 peanl 3 kace 4 taske

4 When do you have your English class? Complete the table. Tick (✓) the days and time of day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							

76 Unit 7

Activities provide further receptive and productive practice of key sounds.

A personalisation activity enables children to relate the new language to their own lives.

An activity encourages children to apply the skills and strategies from **Learning to learn** or **Learning about language**.

Lesson 6: Language in use



Lesson 6 Language in use

Vocabulary: leaf / leaves

1 7.10 Listen and say.

It's windy. I don't like autumn.
There's a lot to do. Let's fly our kites!
No, thanks. I don't like flying kites.
What about playing tennis in the park?
No, thanks. I don't like playing tennis.
OK. What about making a leaf picture?
What's a leaf picture?
It's a picture with leaves. Look!
That's cool. Let's make one!

2 Work in pairs. Ask and answer.

Student A Student B

It's snowy. I don't like winter.
There's lots to do. Let's go skating!

3 Now it's your turn. Choose a season and make suggestions. Be a star!

Go to **Grammar booster:** page 140.

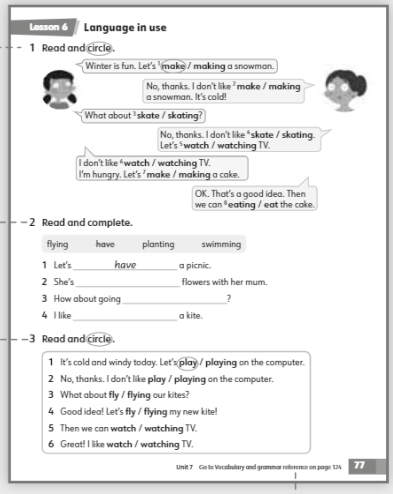
Unit 7 *Let's* + infinitive; *What about* + *-ing*? WB: page 77 89

A new grammar structure is presented via a short dialogue.

Children produce their own scaffolded dialogue, followed by a freer dialogue.

A supporting, **real-world video** brings the dialogue to life and supports understanding (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Children are directed to the **Grammar booster** for further practice.



Lesson 6 Language in use

1 Read and circle.

Winter is fun. Let's [1] make / making a snowman.
No, thanks. I don't like [2] make / making a snowman. It's cold!
What about [3] skate / skating?
No, thanks. I don't like [4] skate / skating. Let's [5] watch / watching TV.
I don't like [6] watch / watching TV. I'm hungry. Let's [7] make / making a cake.
OK. That's a good idea. Then we can [8] eating / eat the cake.

2 Read and complete.

flying have planting swimming

1 Let's *have* a picnic.
2 She's _____ flowers with her mum.
3 How about going _____?
4 I like _____ a kite.

3 Read and circle.

1 It's cold and windy today. Let's play / playing on the computer.
2 No, thanks. I don't like play / playing on the computer.
3 What about fly / flying our kites?
4 Good idea! Let's fly / flying my new kite!
5 Then we can watch / watching TV.
6 Great! I like watch / watching TV.

Unit 7 Go to Vocabulary and grammar reference on page 124. 77

Carefully staged activities provide further practice of the new grammar.

Children are directed to the **Vocabulary and grammar reference** for model language and further practice.

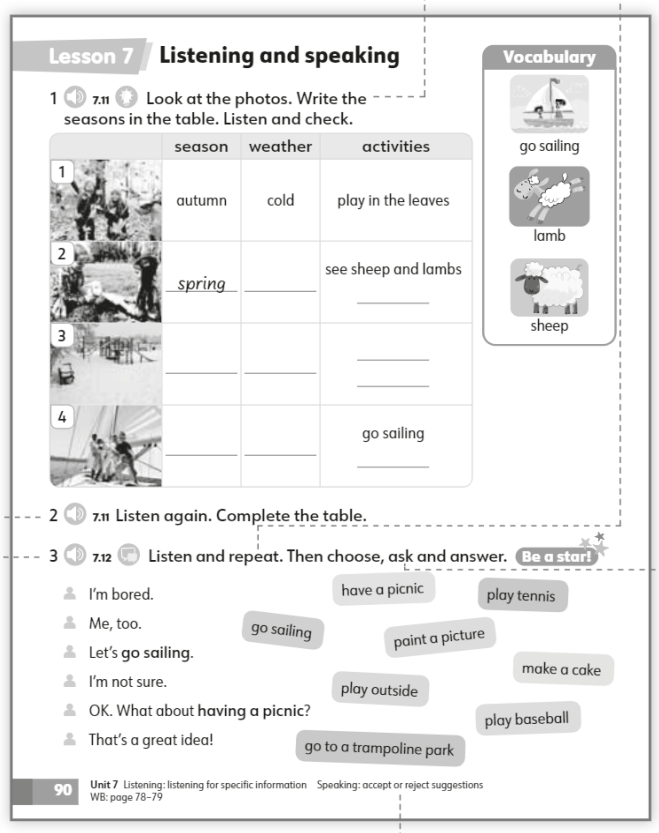
Lesson 7: Listening and speaking

While-listening and after-listening activities check comprehension.

A pre-listening activity activates prior knowledge.

Functional language is presented in a social situation.

A final speaking activity encourages children to produce the new language.



Lesson 7 Listening and speaking

1 7.11 Look at the photos. Write the seasons in the table. Listen and check.

	season	weather	activities
1	autumn	cold	play in the leaves
2	spring		see sheep and lambs
3			
4			go sailing

Vocabulary: go sailing, lamb, sheep

2 7.11 Listen again. Complete the table.

3 7.12 Listen and repeat. Then choose, ask and answer. Be a star!

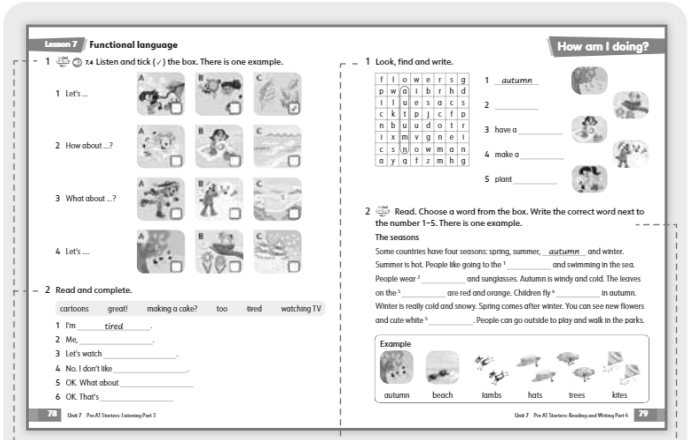
I'm bored. / Me, too. / Let's go sailing. / I'm not sure. / OK. What about having a picnic? / That's a great idea!

have a picnic, play tennis, go sailing, paint a picture, make a cake, play outside, play baseball, go to a trampoline park

90 Unit 7 Listening: listening for specific information Speaking: accept or reject suggestions WB: page 78–79

Challenging and engaging listening activities recycle target language.

A focus on a strategy in each unit develops a key listening skill.



Lesson 7 Functional language

1 7.4 Listen and tick (✓) the box. There is one example.

1 Let's ...
2 How about ...?
3 What about ...?
4 Let's ...

2 Read and complete.

cartoons great! making a cake? too tired watching TV

1 I'm tired.
2 Me, .
3 Let's watch .
4 No. I don't like .
5 OK. What about ?
6 OK. That's .

How am I doing?

1 Look, find and write.

1 autumn
2
3 have a
4 make a
5 plant

2 Read. Choose a word from the box. Write the correct word next to the number 1–5. There is one example.

The seasons

Some countries have four seasons: spring, summer, autumn and winter. Summer is hot. People like going to the 1 and swimming in the sea. People wear 2 and sunglasses. Autumn is windy and cold. The leaves on the 3 are red and orange. Children fly 4 in autumn. Winter is really cold and snowy. Spring comes after winter. You can see new flowers and cute white 5 . People can go outside to play and walk in the parks.

Example: autumn, beach, lambs, hats, trees, kites

78 Unit 7 Pre A1 Starters: Listening Part 3

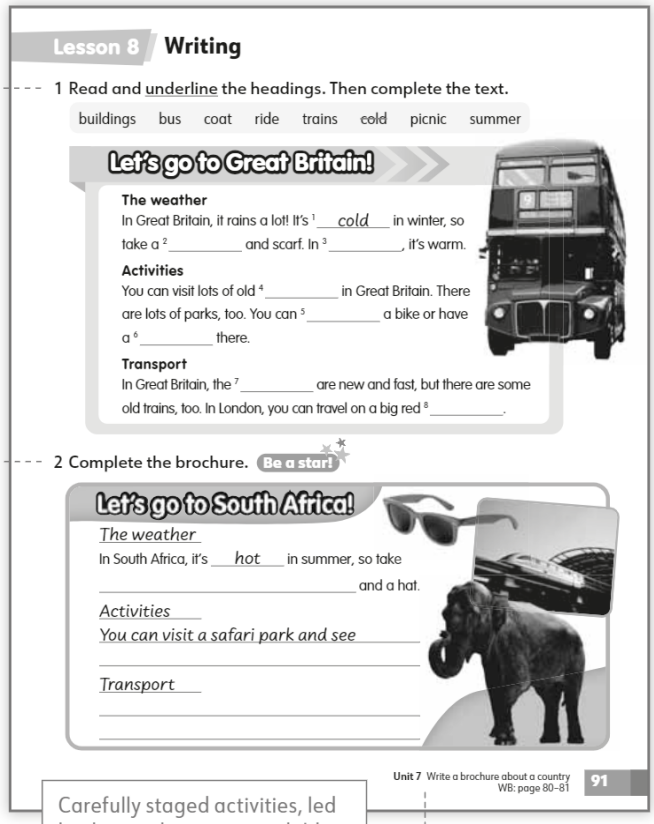
Unit 7 Pre A1 Starters: Reading and Writing Part 6 79

Further activities check understanding of the functional language.

A review activity checks the key vocabulary.

Test-style activities practise reading and writing tasks from the **Cambridge English Pre A1 Starters** tests.

Lesson 8: Writing



Lesson 8 Writing

1 Read and underline the headings. Then complete the text.

buildings bus coat ride trains cold picnic summer

Let's go to Great Britain!

The weather

In Great Britain, it rains a lot! It's 1 cold in winter, so take a 2 and scarf. In 3 , it's warm.

Activities

You can visit lots of old 4 in Great Britain. There are lots of parks, too. You can 5 a bike or have a 6 there.

Transport

In Great Britain, the 7 are new and fast, but there are some old trains, too. In London, you can travel on a big red 8 .

2 Complete the brochure. Be a star!

Let's go to South Africa!

The weather

In South Africa, it's hot in summer, so take and a hat.

Activities

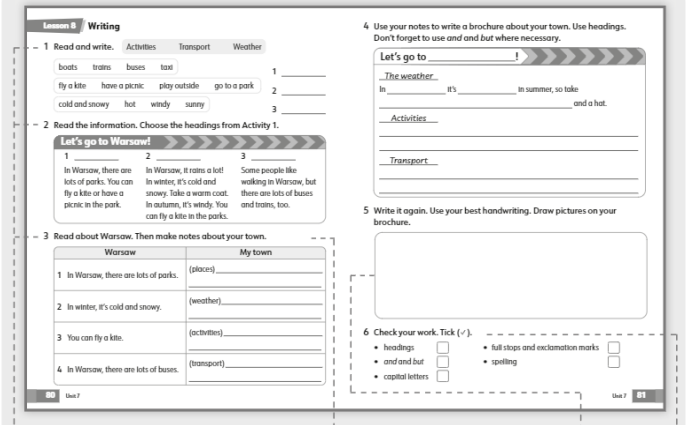
You can visit a safari park and see

Transport

Unit 7 Write a brochure about a country WB: page 80–81 91

Carefully staged activities, led by the teacher, support children in building up a written text.

Each writing lesson focuses on a writing sub-skill.



Lesson 8 Writing

1 Read and write. Activities Transport Weather

boats trains buses taxi
fly a kite have a picnic play outside go to a park
cold and snowy hot windy sunny

1
2
3

2 Read the information. Choose the headings from Activity 1.

Let's go to Warsaw!

1 In Warsaw, there are lots of parks. You can fly a kite or have a picnic in the park.
2 In Warsaw, it rains a lot! In winter, it's cold and snowy. Take a warm coat. In autumn, it's windy. You can fly a kite in the parks.
3 Some people like walking in Warsaw, but there are lots of buses and trains, too.

3 Read about Warsaw. Then make notes about your town.

Warsaw	My town
1 In Warsaw, there are lots of parks.	(places)
2 In winter, it's cold and snowy.	(weather)
3 You can fly a kite.	(activities)
4 In Warsaw, there are lots of buses.	(transport)

4 Use your notes to write a brochure about your town. Use headings. Don't forget to use *and* and *but* where necessary.

Let's go to !

The weather

In it's in summer, so take and a hat.

Activities

Transport

5 Write it again. Use your best handwriting. Draw pictures on your brochure.

6 Check your work. Tick (✓).

- headings
- *and* and *but*
- capital letters
- full stops and exclamation marks
- spelling

80 Unit 7

Unit 7 81

Carefully staged activities give children the support and scaffolding they need to produce a text independently.

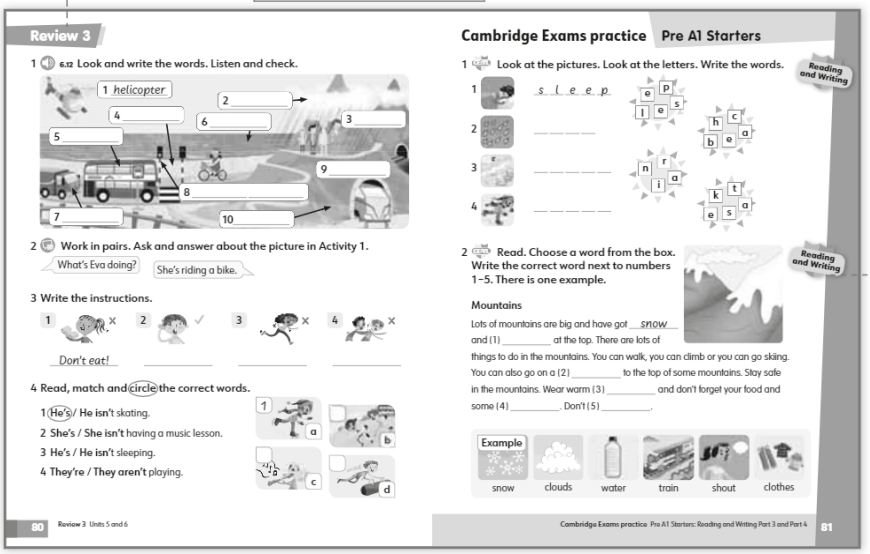
Children plan and organise their piece of writing.

Children use their plan to write their task independently.

Activities check children's understanding of the writing sub-skill to prepare them for the writing task.

Children are encouraged to check their final piece of work, as good practice.

Review and Cambridge Exams practice

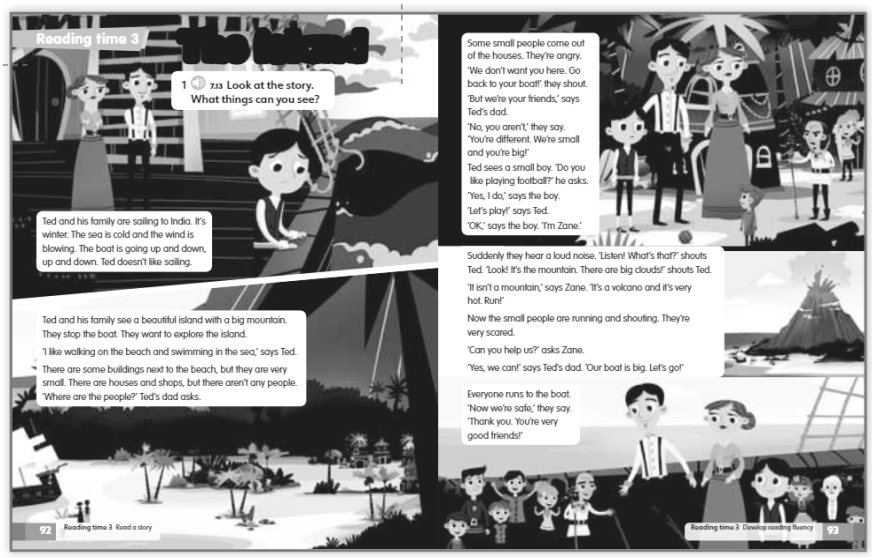


The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units

Every **Cambridge Exams practice** lesson includes test-style activities. These help prepare for the Listening, Reading and Writing, and Speaking papers.

Additional mid-year and end-of-year review sections are provided in the Workbook.

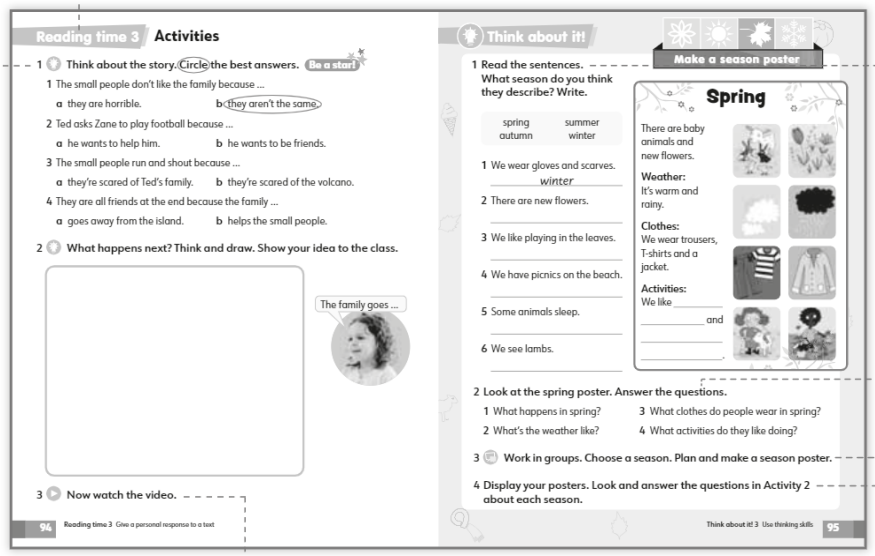
Reading time



A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop **visual literacy**.

Reading time activities and Think about it!



The Reading time lessons develop children's **literacy skills** and encourage them to give a personal response to the text.

A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.

Activities that encourage collaborative learning.

Activities to consolidate learning and give children the opportunity to present their work.

The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

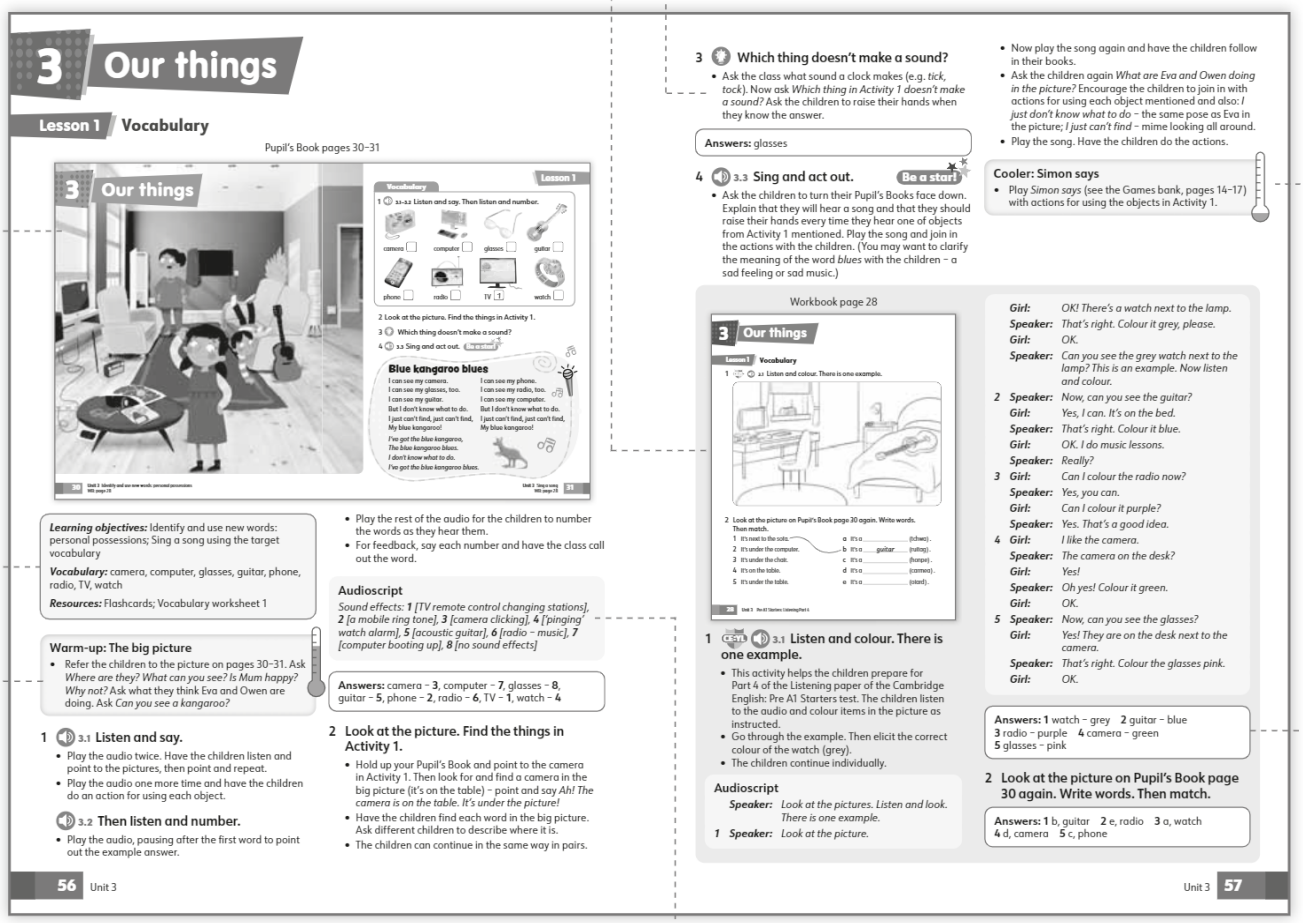
The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

Understanding the Teacher's Book

Reduced pages of the **Pupil's Book** and **Workbook** give easy reference to the main components.

Teacher's notes give carefully structured step-by-step guidance.

A **Cooler** activity allows children to review language learned in a fun context.



3 Our things

Lesson 1 Vocabulary

Pupil's Book pages 30–31

Learning objectives: Identify and use new words: personal possessions; Sing a song using the target vocabulary

Vocabulary: camera, computer, glasses, guitar, phone, radio, TV, watch

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 30–31. Ask *Where are they? What can you see? Is Mum happy? Why not?* Ask what they think Eva and Owen are doing. Ask *Can you see a kangaroo?*

1 3.1 **Listen and say.**

- Play the audio twice. Have the children listen and point to the pictures, then point and repeat.
- Play the audio one more time and have the children do an action for using each object.

3.2 **Then listen and number.**

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word.

Audioscript

Sound effects: ***1*** *[TV remote control changing stations],* ***2*** *[a mobile ring tone],* ***3*** *[camera clicking],* ***4*** *['pinging' watch alarm],* ***5*** *[acoustic guitar],* ***6*** *[radio – music],* ***7*** *[computer booting up],* ***8*** *[no sound effects]*

Answers: camera – **3**, computer – **7**, glasses – **8**, guitar – **5**, phone – **2**, radio – **6**, TV – **1**, watch – **4**

2 Look at the picture. Find the things in Activity 1.

- Hold up your Pupil's Book and point to the camera in Activity 1. Then look for and find a camera in the big picture (it's on the table) – point and say *Ah! The camera is on the table. It's under the picture!*
- Have the children find each word in the big picture. Ask different children to describe where it is.
- The children can continue in the same way in pairs.

3 Which thing doesn't make a sound?

- Ask the class what sound a clock makes (e.g. *tick, tock*). Now ask *Which thing in Activity 1 doesn't make a sound?* Ask the children to raise their hands when they know the answer.

Answers: glasses

4 3.3 **Sing and act out.** Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song and join in the actions with the children. (You may want to clarify the meaning of the word *blues* with the children – a sad feeling or sad music.)
- Now play the song again and have the children follow in their books.
- Ask the children again *What are Eva and Owen doing in the picture?* Encourage the children to join in with actions for using each object mentioned and also: *I just don't know what to do* – the same pose as Eva in the picture; *I just can't find* – mime looking all around.
- Play the song. Have the children do the actions.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 14–17) with actions for using the objects in Activity 1.

Workbook page 28

1 CD1 3.1 **Listen and colour. There is one example.**

- This activity helps the children prepare for Part 4 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen to the audio and colour items in the picture as instructed.
- Go through the example. Then elicit the correct colour of the watch (grey).
- The children continue individually.

Audioscript

Speaker: *Look at the pictures. Listen and look. There is one example.*

1 Speaker: *Look at the picture.*

Girl: *OK! There's a watch next to the lamp.*

Speaker: *That's right. Colour it grey, please.*

Girl: *OK.*

Speaker: *Can you see the grey watch next to the lamp? This is an example. Now listen and colour.*

2 Speaker: *Now, can you see the guitar?*

Girl: *Yes, I can. It's on the bed.*

Speaker: *That's right. Colour it blue.*

Girl: *OK. I do music lessons.*

Speaker: *Really?*

3 Girl: *Can I colour the radio now?*

Speaker: *Yes, you can.*

Girl: *Can I colour it purple?*

Speaker: *Yes. That's a good idea.*

4 Girl: *I like the camera.*

Speaker: *The camera on the desk?*

Girl: *Yes!*

Speaker: *Oh yes! Colour it green.*

Girl: *OK.*

5 Speaker: *Now, can you see the glasses?*

Girl: *Yes! They are on the desk next to the camera.*

Speaker: *That's right. Colour the glasses pink.*

Girl: *OK.*

Answers: 1 watch – grey **2** guitar – blue **3** radio – purple **4** camera – green **5** glasses – pink

2 Look at the picture on Pupil's Book page 30 again. Write words. Then match.

Answers: 1 b, guitar **2** e, radio **3** a, watch **4** d, camera **5** c, phone

Each lesson opens with the learning objectives, key language, resources available and any materials required.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

Answers are given with activities, for ease of reference.

The **Games bank** (pages 14–17) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

The Games bank gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

Body clocks

This is a great activity to get children practising learning how to tell the time. Children need to think carefully how to use their arms! Don't worry if they get confused to start with. With practice, they'll soon become familiar!

1 Have all the children stand up.
2 Show them how to use their arms as the hands of a clock. One hand points up to 12. The other hand moves to show one, two, three o'clock, etc.
3 Call out times and have the children move their arms to the correct position.

Disappearing sentences

This game is a great way to get the children to produce extended utterances.

1 Write some sentences (or a short dialogue or text) on the board (30–35 words). Have all the children read the sentences aloud.
2 Start erasing words from the board. For example, the sentence *This is my family. I have got two brothers and a sister.* becomes: *This _____ family. I _____ brothers _____ sister.* Have the children read the sentences again including the erased words.
3 Erase more words and have the children read the text again.
4 Finally erase everything (or maybe leave in a word or two for longer sentences) and have the children 'read' the text from a (nearly) empty board!

Disappearing words

This is a fun game to help children remember new vocabulary.

1 Elicit from the children a group of words from a story, dialogue or other text (you can also choose your own group of words). Write them on the board in random order.
2 Allow the children 20 seconds to look at the board and then ask them to turn away or cover their eyes.
3 Erase one word (or two when they get better at the game) from the board and have the children turn back. The children identify what's missing, raising their hand to give the answer.
4 Keep the children attentive. Sometimes only pretend to erase something. Ask *What's missing? (Nothing!)*

Football game

This game can be used to revise and / or practise a variety of language. The children tend to get quite excited!

1 Quickly draw a bird's-eye view of a football pitch on the board with goals, penalty areas and centre circle marked.
2 Draw a large dot in the middle of the pitch, one halfway to the goal on each side and one in the penalty area.
3 Divide the class into two teams and flip a coin (or use another random method) to decide which team starts. Designate a side of the pitch for each team.
4 Ask the team a question (see *Noughts and crosses* below for possible question types) and allow five seconds for them to supply the answer. If they answer the question correctly, they move to the next dot towards the other team's goal and answer another question. If not, the other team starts answering questions.
5 If they get to the penalty area and answer the next question correctly that means they score a goal! The game then restarts in the middle with the other team answering.

Make sure you have plenty of questions – the children will not want to stop playing the game!

Group mime

This fun mime game involves movement and concentration!

1 Invite a group of five or six children to the front of the class.
2 Show each child an item of vocabulary (usually from Lesson 1, Activity 1 of each unit or from the Picture dictionary).
3 The children then have ten seconds to mime their item – all at the same time. The rest of the class watches.
4 After ten seconds, the children stop miming and the others can raise their hands to guess which child had which word. The children who were miming confirm the guesses.
5 Continue with a new group of children and a different mix of vocabulary items.

How many words?

This simple game really helps children focus on the syntax and structure of sentences.

1 Select some sentences from a reading text, a listening text or a dialogue from a previous lesson. It helps if the sentences are familiar.
2 Tell the children that they need to listen carefully and count how many words are in each sentence and raise their hand when they think they know.
3 Read each sentence twice and choose a child with their hand raised to say how many words.
4 This can be played as a team game or just as individuals all counting separately. (It's up to you whether you count contractions, e.g. *it's* as one or two words.)

I can see ...

This is a variation on the traditional *I spy with my little eye* game.

1 Say *1, 2, 3, I can see something ...* and choose an adjective for something in the room, e.g. *big / small, cool, new / old, amazing* or a *colour.*
2 Have the children look around and guess what you're thinking of. Ask them to raise their hands when they want to suggest an answer.
3 When they guess correctly, elicit a sentence, e.g. *It's a cool bag!*

Jumbled words

1 Write jumbled versions of the words the children have seen so far, e.g. dinai (India), asluratia (Australia), anadac (Canada) etc.
2 Tell the children the words are all, e.g. names of countries they know.
3 When a child thinks they have an answer, they can come to the board to write it.
4 Ask for whole-class agreement each time.

Make words

1 In preparation, write the letters A–Z on a piece of paper and photocopy it a few times. Cut the letters up.
2 Divide the class into small groups. Give each group a set of letters and ask the children to mix up the letters on their desk.
3 Explain that you will say a word and they have to spell it with the cards as quickly as possible.
4 The first group to form the word, says *Ready!* and gets a point.
5 Continue with a few more words.
6 The group with the most points wins.

Noughts and crosses

This traditional game can be used to revise or practise vocabulary or grammar.

1 Draw a large noughts and crosses grid on the board and number the squares 1–9.
2 Divide the class into two teams and flip a coin (or use another random method) to see which team starts.
3 The team chooses a square. In order to mark that square with their O or X they have to answer a question correctly. See below for possible options.
4 If they do not answer correctly, the other team has a turn (they can choose to answer the question for the same square or choose another one).
5 The team that manages to win three squares in a row wins the game.

Possible tasks for the squares:
- show a vocabulary flashcard and have the children name it.
- write a jumbled version of a word and have the children unscramble it
- write a jumbled sentence and have the children put it in order
- write a present simple verb and have the children give the past simple
- write an affirmative sentence and have the children make it negative
- general knowledge questions.

Put the letters back

This activity helps children recognise word shapes and also practise spelling and sentence structure.

1 Choose 3–4 words or sentences from a recent lesson or activity.
2 Write the words or sentences on the board with all the vowels replaced by spaces. So, *He's got a big bed.* is written as
H_ 's g_ t_ b_ g b_ d.
3 Tell the children the vowels a, e, i, o, u, are missing. Give them a little time to think how to put the vowels back to form complete words or sentences.
4 Have the children come to the board one at a time to write a letter or two in the right place.

Physical spelling

This game really helps children focus on spelling and involves them physically, making it fun!

1. Explain the rules of physical spelling: for every lower case letter with a stalk going up (e.g. *b, d, h*), the children raise their arms; for every letter with no stalk going up or down (e.g. *a, c, e*), they fold their arms; for every letter that has a stalk going down (e.g. *g, j, p*), they put their arms down by their sides.
2. Show the children a word (or write it on the board – with a picture if possible) and have everyone spell out the word together, calling out the letters and doing the actions.
3. The faster they do it, the more fun they have!

Ready, set, draw!

This is good for students who need to visually relate images to words.

1. Divide the class into groups of four. Each group needs several pieces of paper and a pen or pencil. Number the children in each group 1–4. Invite all the number (1s) to come to the front of the classroom.
2. Show these children the same picture in the book or a flashcard.
3. They go back to their group and draw that item on their paper. When the group guesses the object correctly, they stand up. When all the groups are standing up, have them call out the word.

Simon says

This popular mime game is good for children who need to relate actions to language.

1. Have the children stand up. Explain that when you say, for example, *Simon says ride a bike*, they should all (quietly!) mime riding a bike. If, however, you say *Ride a bike* without saying *Simon says* first, they should do nothing.
2. Any child who does an action when they shouldn't or does a wrong action isn't out of the game – they just get an *Oops!* and everyone carries on.

Stand up or sit down

This total-physical-response activity is a great way to get children to practise listening carefully, and to review the language.

1. Tell the children you will say some sentences. Explain to them that if the sentence is true, they stand up. If the sentence is false, they sit down.
2. Call out a sentence, e.g. *The pencil case is green. The book isn't red.*

Team sentences

A fun way to focus on sentence structure and get children to remember chunks of language.

1. Divide the class into groups of four or five children. Each group needs a piece of paper and a pen or pencil.
2. Read out a sentence from the day's lesson (or the previous lesson) twice.
3. The first child in the group writes the first word only on the paper and then passes the paper and pen or pencil to the next child to continue.
4. When the sentence is finished, they hold it up for you to check.
5. This can be played as a game for points (for the first team to finish correctly) or just for fun.

Team spelling

This is played like Team sentences, but with individual words. The children write one letter each and pass the paper on.

The shark game

This is a great way to revise vocabulary and the alphabet.

1. Before the game starts, draw on the board a simple series of ten steps leading down to water. On the top step, draw a stick figure. In the water, draw a shark waiting with its mouth open.
2. Use a word from the lesson / unit (as appropriate) and draw a series of short lines on the board, one for each letter. Have the children raise their hands to guess the letters. For each correct guess, write the letter on the relevant line. For each incorrect guess, erase the stick figure and draw it again one step nearer to the shark. Write the wrong letters on the board so they are not repeated.
3. The children win if the word is completed before the stick figure reaches the shark – but they must ontinue saying letters to complete the word, not shout out the word!
4. This game can also be played using sentences. Write each word of the sentence with gaps for each of the letters and fill in all the letters that the children guess as they go along. The sentence gets filled in very quickly!

Telephone game

1 Divide the class into groups of six children. Have each group stand in a row.
2 Whisper a sentence into the ear of the first child in each row. Ask them to whisper the sentence to the next child, and so on, until it reaches the end of the row.
3 The last child in the row then says what the sentence is.
4 Ask the first child whether the sentence is correct.

Vocabulary ping pong

This game helps revise vocabulary from specific areas.

1 Divide the class into two groups.
2 Tell the children the theme for the game (e.g. animals, transport, verbs). Tell them the teams will take turns to call out a word connected to the theme. When they do, the 'ball' goes to the other team to call another word.
3 The game continues until (a) one team takes longer than five seconds to say a new word or (b) a word is repeated.
4 Start again with a new theme!

Sometimes you have to be the judge of whether a particular word belongs to the theme. Be firm!

What's the next picture?

This activity helps children recognise word shapes and also practise spelling and sentence structure.

1 Tell children to open their Pupil's Books and look at the vocabulary items on the right-hand side of the page in Lesson 1 of the unit you are studying. Give them one minute to look at these.
2 Ask eight children to stand up in a line. Hand each child a flashcard, in mixed up order.
3 Tell the children they have one minute to earrange themselves in the order the vocabulary appears in the lesson.
4 Clap your hands to signal the end of the game.Say What's the next picture? and ask each child to read out the word on their flashcard.
5 Play again if you have a large class.

What was the last word?

This game provides a good opportunity to revise a listening text.

1 Explain to the children that they will hear something they have heard before (tell them which listening text it is).
2 Divide the class into groups of three or four. Each group needs a piece of paper and a pen or a pencil.
3 Tell the children that you will stop the audio at some points and they have to write on their paper the last word.
4 They hold up the paper for you to check. Continue the audio until the next important word. Each time a different child should write the word.

Always have the audioscript in front of you when you play this game. It is difficult to do this without it!

Variation: Tell the children that when you stop the audio they have to write on their paper what they think is the next word (for this version, they must be very familiar with the text).

Who's speaking?

1 Call out phrases: from a play in the Pupil's Book.
2 Ask the children to remember which character said them.

Yes or No

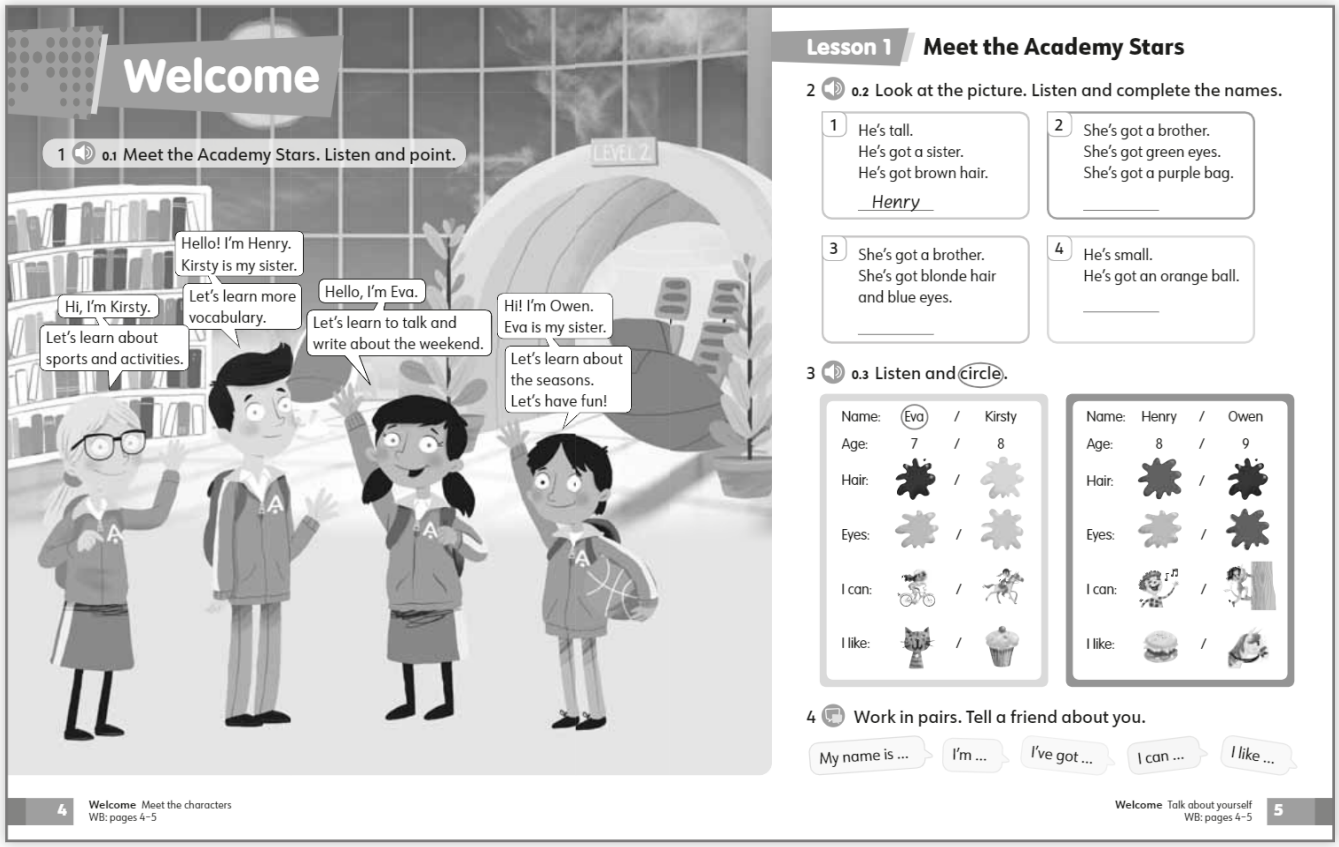
This game allows children to hear and physically respond to sentences in the target language.

1 Write Yes on one side of the board and No on the other.
2 Read out true / false sentences about a topic the children have studied recently, e.g. the content of a reading or listening text, information about the book characters.
3 If the sentence is true, the children say Yes! and point to the corresponding side of the board. If false, they say *No!* and point to the other side.
4 In smaller classes with more space in the classroom, the children can line up in front of the board and jump to the *Yes* or *No* side of the board.
5 This can also be played with sentences that are true or false about the children themselves.

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



Learning objectives: Meet the characters; Talk about yourself

Vocabulary: Eva, Henry, Kirsty, Owen

Warm-up: The big picture

- Refer the children to the picture on page 4. Ask *Where are these children? (at school) Are they the same children as in Pupil's Book 1? (no) Is it the same school? (yes).* Elicit they are at their school – the Academy, and they're the characters who we'll see all the way through the book.

1 0.1 Meet the Academy Stars. Listen and point.

- Play the audio and have the children point to each character (left to right) as they speak.
- Then elicit the names of the children and write them on the board in order. Have the children repeat each name and point to the character. Do this first in order and then in random order.
- Ask *Who is Kirsty's brother? (Henry) Who is Owen's sister? (Eva) Who is Eva's brother? (Owen) Who is Henry's sister? (Kirsty).*

2 0.2 Look at the picture. Listen and complete the names.

- Refer the children to the four texts. Play the audio, pausing at the end of the first text. Hold up your Pupil's Book and point to the example answer *Henry*.
- Play the rest of the audio, pausing at the end of each text for the children to write a name.
- Play the audio again, pausing for the children to call out the name after each part.

Answers: 1 Henry **2** Eva **3** Kirsty **4** Owen

3 0.3 Listen and circle.

- Ask *What can you see on the green information card.*
- Play the audio, pausing after *My name is Eva* to point out that *Eva* is circled as an example.
- Play the rest of the audio for the children to circle the information they hear.
- Call out the headings. Children say what they circled.
- Now play the second part of the audio and repeat the procedure for the red information card.

Audioscript

Adult: *Hi! What's your name?*
Eva: *My name is Eva.*
Adult: *How old are you, Eva?*
Eva: *I'm eight.*
Adult: *Tell me about yourself.*
Eva: *I've got black hair and green eyes. I can ride a bike. I like cats.*
Adult: *Hello. What's your name?*
Henry: *My name is Henry.*
Adult: *How old are you, Henry?*
Henry: *I'm nine.*
Adult: *Tell me about yourself, Henry.*
Henry: *I've got brown hair and blue eyes. I can climb. I like horses.*

Answers: Name: Eva **Age:** 8 **Hair:** black **Eyes:** green
I can: ride a bike I like: cats
Name: Henry **Age:** 9 **Hair:** brown **Eyes:** blue
I can: climb **I like:** horses

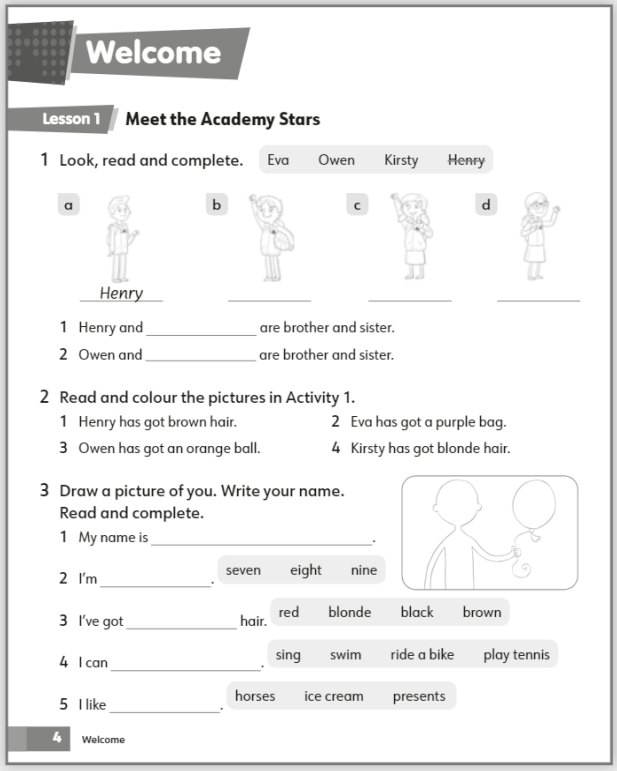
4 Work in pairs. Tell a friend about you.

- Tell the class about yourself using the prompts.
- Divide the class into pairs and have them take turns telling a friend about themselves using the prompts.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17) with key words from this lesson, e.g. *Kirsty, Henry, Eva, Owen, sister.*

Workbook page 4



Welcome

Lesson 1 Meet the Academy Stars

1 Look, read and complete. Eva Owen Kirsty ~~Henry~~

a Henry b _____ c _____ d _____

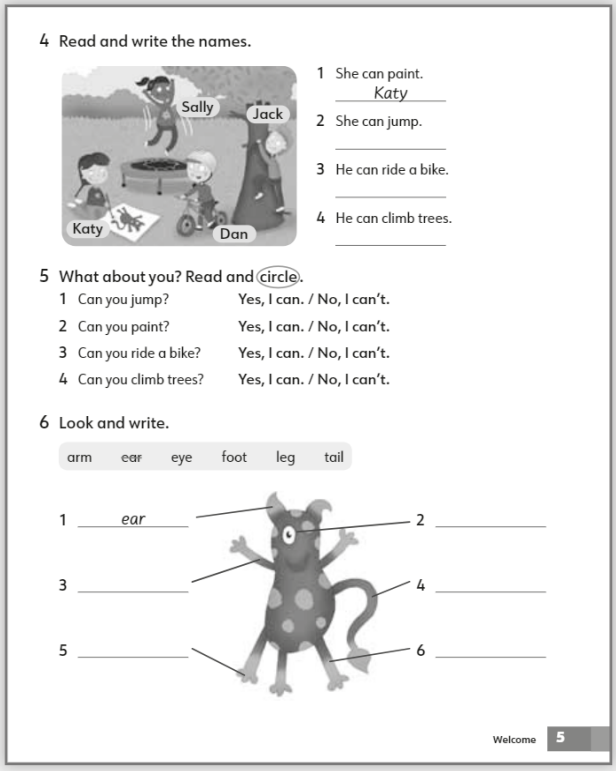
1 Henry and _____ are brother and sister.
2 Owen and _____ are brother and sister.

2 Read and colour the pictures in Activity 1.
1 Henry has got brown hair. 2 Eva has got a purple bag.
3 Owen has got an orange ball. 4 Kirsty has got blonde hair.

3 Draw a picture of you. Write your name. Read and complete.
1 My name is _____.
2 I'm _____. seven eight nine
3 I've got _____ hair. red blonde black brown
4 I can _____. sing swim ride a bike play tennis
5 I like _____. horses ice cream presents

4 Welcome

Workbook page 5



4 Read and write the names.

1 She can paint. Katy
2 She can jump. _____
3 He can ride a bike. _____
4 He can climb trees. _____

5 What about you? Read and circle.
1 Can you jump? Yes, I can. / No, I can't.
2 Can you paint? Yes, I can. / No, I can't.
3 Can you ride a bike? Yes, I can. / No, I can't.
4 Can you climb trees? Yes, I can. / No, I can't.

6 Look and write.
arm ~~ear~~ eye foot leg tail

Welcome 5

1 Look, read and complete.

Answers: a Henry b Owen c Eva d Kirsty
1 Kirsty **2** Eva

2 Read and colour the pictures in Activity 1.

Answers: 1 Henry: brown hair **2** Eva: purple bag
3 Owen: orange ball **4** Kirsty: blonde hair

3 Draw a picture of you. Write your name. Read and complete.

4 Read and write the names.

Answers: 1 Katy **2** Sally **3** Dan **4** Jack

5 What about you? Read and circle.

6 Look and write.

Answers: 1 ear **2** eye **3** arm **4** tail **5** foot **6** leg

Lesson 2 Vocabulary

Pupil's Book pages 6–7



Learning objectives: Vocabulary review

Review vocabulary: objects, clothes, food, family

Warm-up: Who's this?

- Write a big *Yes* on one side of the board and a big *No* on the other side.
- Hold up your Pupil's Book, open at page 4. Point to the characters and say *This is (Eva)*. The children point to the *Yes* or *No* side of the board to show if the sentence is correct or not.
- Continue by saying a mixture of true and false statements about the children's eyes, hair and likes.

1 Look, find and write.

- Ask the children what they can see in the picture. Ask *Are people happy? Are they all one family? Where's Mum? Where's Grandpa?* etc.
- Elicit words beginning with 'b' from the class and write all the correct words on the board. Then have the children copy the ones they prefer into their books.
- Give the children time to think about the other questions. Tell them they don't have to write yet (but they can if they want).
- Elicit words for each question and write all the possible answers on the board.
- Each time, have the children complete the spaces with their favourite answers.

Suggested answers: 1 ball, burgers, bananas, bag, bird, bike **2** slide, swings, sandpit, seesaw, shirt, shoes **3** cupcakes, apples, pears, burgers, carrots, bananas **4** trousers, shirt, shoes, hat, jumper, jacket **5** Grandpa, Grandma, Mum, Dad, Kirsty (sister), Henry (brother)

2 Look and write the numbers.

- Ask *Where are the flowers? What colour are they? How many flowers are there?* Have the class count the flowers all together. Then read out the first sentence, pointing to the example answer.
- Have the children continue the activity, completing the sentences with the correct number. Fast finishers can compare their answers in pairs.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 eight **2** five **3** six **4** four **5** three

3 Work in pairs. Make sentences about the picture.

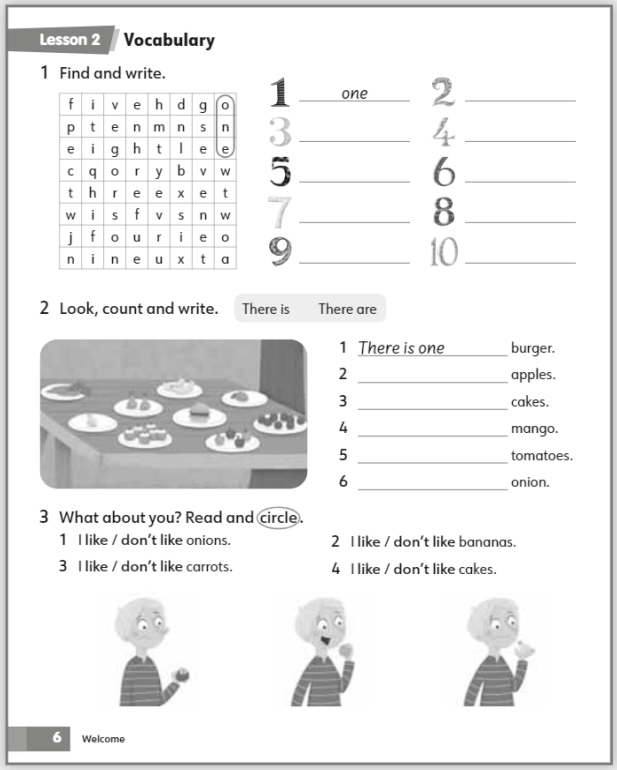
- Elicit a finished sentence for each of the prompts.
- Then ask for more examples for each one. Point out that *Mum* can change to other family members or names.

- Divide the class into pairs and have the children take turns saying a sentence about the picture, using the prompts. Fast finishers can go back and start again and make as many sentences as possible before you call time.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 6



Lesson 2 Vocabulary

1 Find and write.

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

1 one 2 3 4 5 6 7 8 9 10

2 Look, count and write. There is / There are

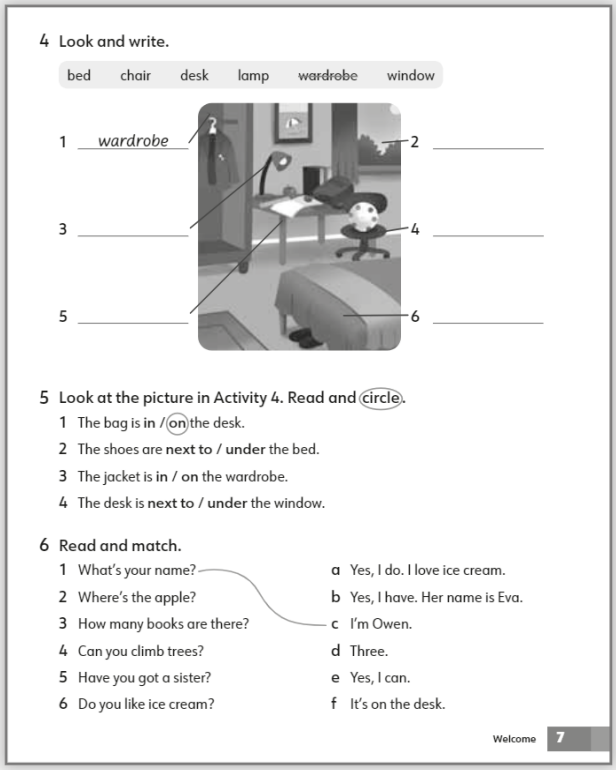
1 There is one burger.
2 apples.
3 cakes.
4 mango.
5 tomatoes.
6 onion.

3 What about you? Read and circle.

1 I like / don't like onions.
2 I like / don't like bananas.
3 I like / don't like carrots.
4 I like / don't like cakes.

6 Welcome

Workbook page 7



4 Look and write.

bed chair desk lamp wardrobe window

1 wardrobe 2 3 4 5 6

5 Look at the picture in Activity 4. Read and circle.

1 The bag is in / on the desk.
2 The shoes are next to / under the bed.
3 The jacket is in / on the wardrobe.
4 The desk is next to / under the window.

6 Read and match.

1 What's your name? a Yes, I do. I love ice cream.
2 Where's the apple? b Yes, I have. Her name is Eva.
3 How many books are there? c I'm Owen.
4 Can you climb trees? d Three.
5 Have you got a sister? e Yes, I can.
6 Do you like ice cream? f It's on the desk.

Welcome 7

1 Find and write.

Answers:

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

1 one **2** two **3** three **4** four **5** five **6** six **7** seven **8** eight **9** nine **10** ten

2 Look, count and write.

Answers: 1 There is one **2** There are six **3** There are eight **4** There are four **5** There is one **6** There is one

3 What about you? Read and circle.

Answers: Children's own answers.

4 Look and write.

Answers: 1 wardrobe **2** window **3** lamp **4** chair **5** desk **6** bed

5 Look at the picture in Activity 4. Read and circle.

Answers: 1 on **2** under **3** in **4** next to

6 Read and match.

Answers: 1 c **2** f **3** d **4** e **5** b **6** a

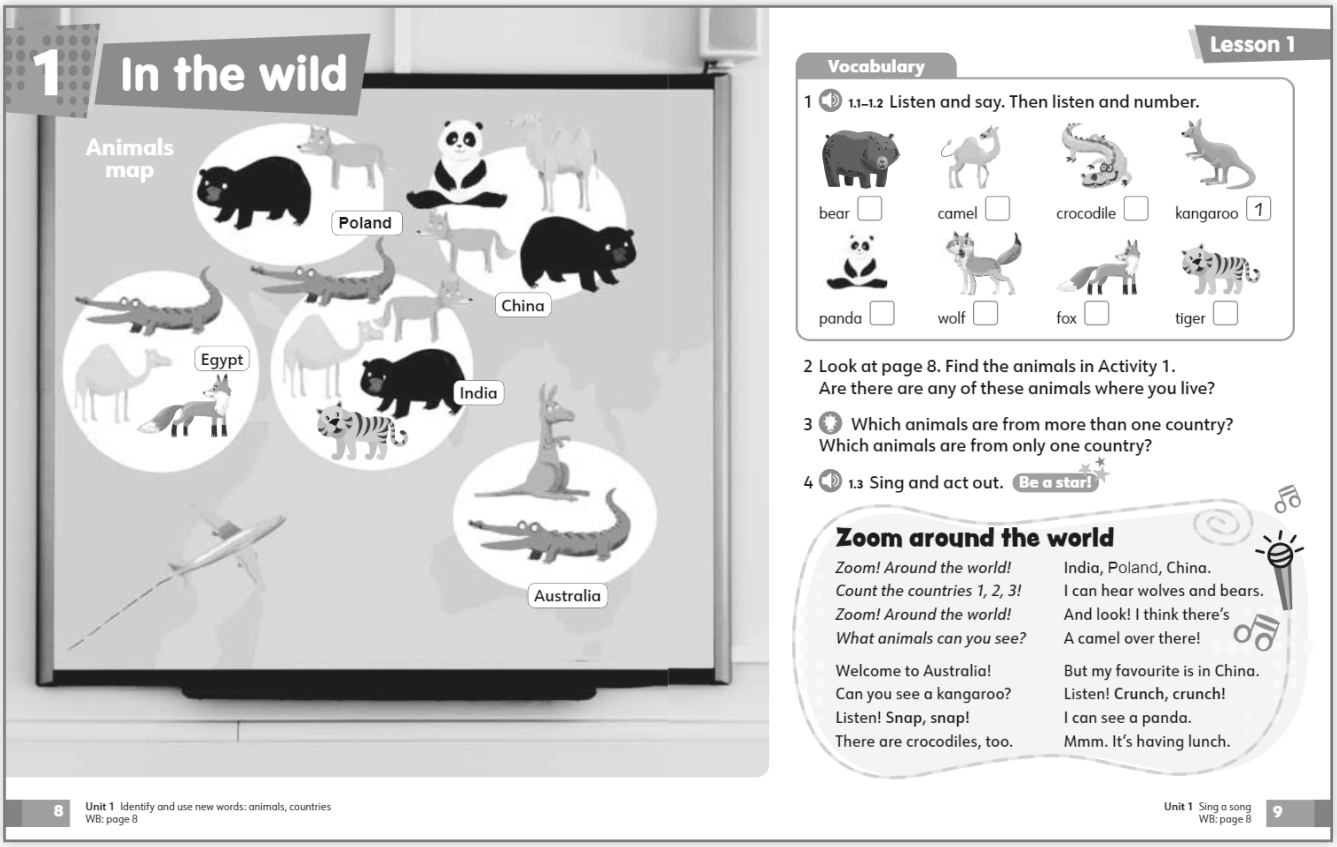
My progress: (Workbook page 116)

- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can* ... statement and elicit examples.
- If the children are unsure of any point, work together as a class until everyone can complete the *I can* ... challenges. The children then put their stickers in place.

1 In the wild

Lesson 1 Vocabulary

Pupil's Book pages 8–9



Learning objectives: Identify and use new words: animals, countries; Sing a song using the target vocabulary

Vocabulary: bear, camel, crocodile, fox, kangaroo, panda, tiger, wolf

Additional vocabulary: Australia, China, Egypt, India, Poland

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 8. Ask *What can you see? Do you know the names of these animals? Which is your favourite animal here? Which country would you like to visit?*
- Ask the children if they study animals and countries in some of their classes at school. Check the meaning of *wild*.

1 1.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action or make a sound for each of the animals.

1.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 *kangaroo,* ***2*** *camel,* ***3*** *wolf,* ***4*** *bear,* ***5*** *panda,* ***6*** *crocodile,* ***7*** *tiger,* ***8*** *fox*

Answers: bear – **4**, camel – **2**, crocodile – **6**, kangaroo – **1**, panda – **5**, wolf – **3**, fox – **8**, tiger – **7**

2 Look at page 8. Find the animals in Activity 1. Are there are any of these animals where you live?

- Call out the name of an animal, e.g. *bear*, and have the children say the countries where they can see the bear (*Poland, China and India*).
- Continue with different animals eliciting the countries they are from each time.
- Ask the children if there are any of these animals where they live.

Answers: bear: Poland, India, China
camel: Egypt, India, China
crocodile: Egypt, Australia, India
fox: Egypt **kangaroo:** Australia
panda: China **tiger:** India
wolf: Poland, China, India

3 Which animals are from more than one country? Which animals are from only one country?

- Ask the children to count the crocodiles on page 8. Ask *How many countries have got crocodiles? (three – Egypt, India, Australia). Ask How many countries have got pandas? (one – China)*
- Give the children some time to check the other animals and see how many countries they are from (more than one or only one).
- For feedback, ask each question in turn and have different children say a country. Ask for whole-class agreement each time.

Answers: The animals in more than one country are: crocodile, wolf, camel, bear. **The animals in only one country are:** fox, kangaroo, panda, tiger.

4 1.3 Sing and act out.

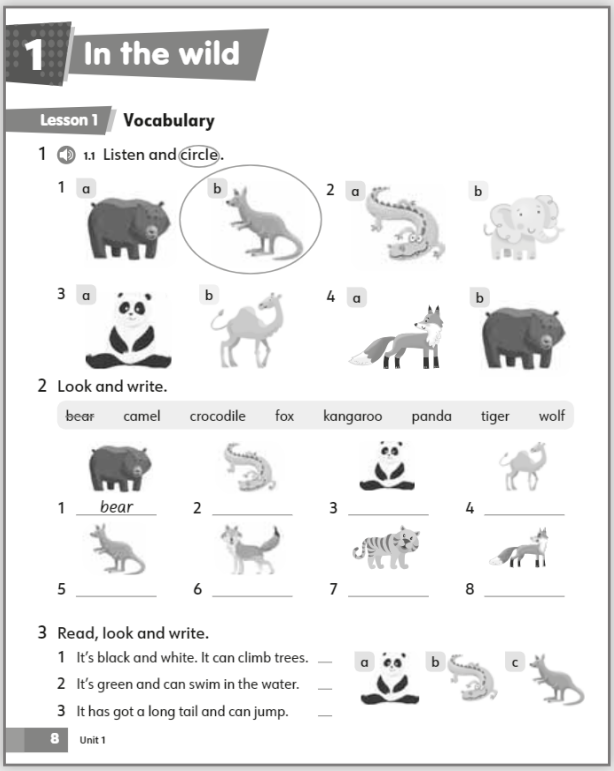
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the animals or countries from Activity 1.
- Play the song and join in with the children, raising your hand when appropriate.
- Play the song again. The children follow in their books.
- Show the children how to join in with actions for the song: *zoom* – hold out arms like an aeroplane; *1, 2, 3* – use fingers to count; *snap, snap* – open and close your arms in front of your face like a crocodile's mouth; *crunch, crunch* – mime chewing on a stick of bamboo. Encourage them to do suitable actions for the mention of each animal.
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 8


1 In the wild

Lesson 1 Vocabulary

1 1.1 Listen and circle.

1 a b 2 a b

3 a b 4 a b

2 Look and write.

bear camel crocodile fox kangaroo panda tiger wolf

1 bear 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

3 Read, look and write.

1 It's black and white. It can climb trees. ___
2 It's green and can swim in the water. ___
3 It has got a long tail and can jump. ___

a b c

8 Unit 1

1 1.1 Listen and circle.

Audioscript

1 It's a kangaroo.
2 It's a crocodile.
3 It's a panda.
4 It's a bear.

Answers: 1 b **2** a **3** a **4** b

2 Look and write.

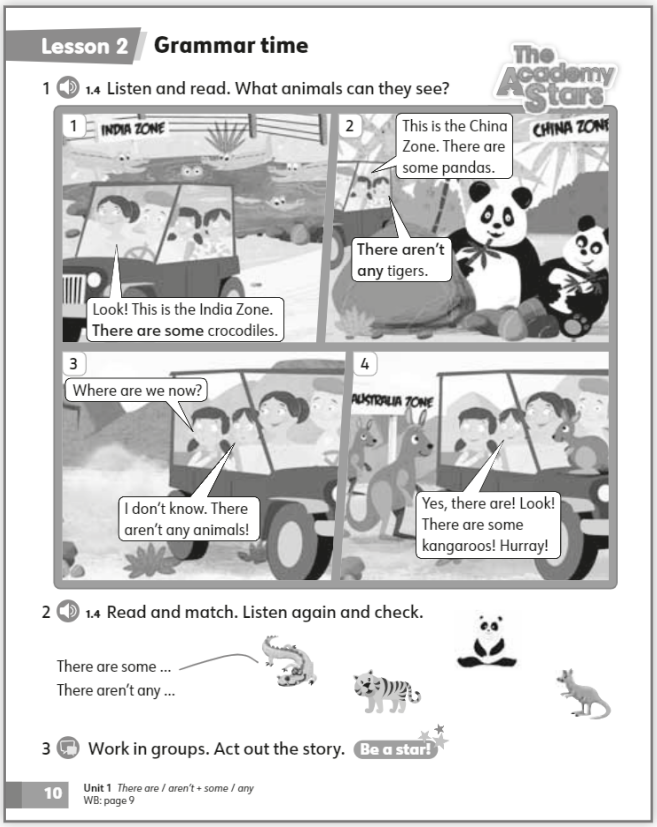
Answers: 1 bear **2** crocodile **3** panda **4** camel **5** kangaroo **6** wolf **7** tiger **8** fox

3 Read, look and write.

Answers: 1 a **2** b **3** c

Lesson 2 Grammar time

Pupil's Book page 10



Learning objectives: Understand the use of *There are / aren't + some / any*; Read and act out a story using the target grammar

Grammar: *There are some / There aren't any*

Review vocabulary: animals, countries

Materials: paper, pens or pencils

1.3 Warm-up: Sing the song

- Play the song *Zoom around the world* again and have the children join in and do the actions as in Lesson 1. (You may wish to have them just listen and do the actions first, and then have them sing along and do the actions.)

1 1.4 Listen and read. What animals can they see?

- Refer the children to the pictures and ask *Who can you see? (Eva, Owen and their parents) Where are they? (at a zoo / safari park)*
- Play the audio and have the children follow the story. Stop after one or two frames and ask the children *What number? One, two, three or four?* to check they are following.
- At the end, ask *What animals can they see?* Elicit the answers from different children. Ask *How many crocodiles are there? (five)* Repeat with *pandas (two), kangaroos (three)* and *tigers (none).*
- Reinforce comprehension of *There are some / There aren't any* using actions. Say *There are some* and nod (or whatever action is appropriate in the children's culture). Then say *There aren't any* and shake your head (or the equivalent action in the children's culture).
- Play the audio again. Have the children listen and do the appropriate actions for the affirmative and negative sentences when they hear them.

Answers: crocodiles, pandas, kangaroos

2 1.4 Read and match. Listen again and check.

- Hold up your Pupil's Book, point to the example and read out *There are some ...* Follow the line with your finger and elicit *crocodiles*. Ask the children to find the phrase in the story (in part 1).
- Have the children match the other animals to *There are some* or *There aren't any*, referring to the story.
- For feedback, say each animal in turn and elicit the sentence with *There are some* or *There aren't any*.
- Play the corresponding section of the audio after each sentence and check it matches the children's ideas.

Answers: There are some = crocodiles, pandas, kangaroos; There aren't any = tigers

Teaching star!

Consolidation

To consolidate understanding of the language, play a true / false game.

- Say a sentence, e.g. *There are some tigers. True or false?* and have the children call out the answer. Continue with other animals, including some negative sentences, e.g. *There aren't any pandas. True or false?*

3 Work in groups. Act out the story.

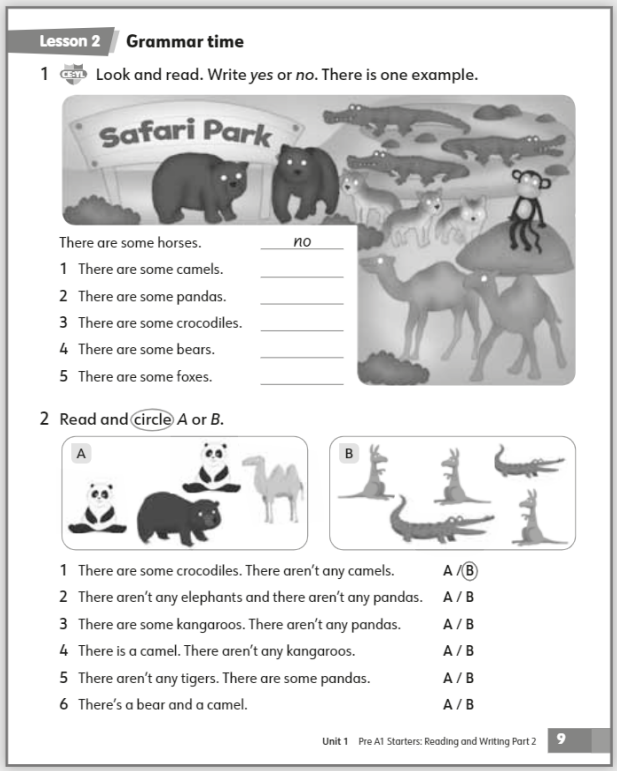
Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *There are some* and *There aren't any*.
- Count the speaking characters in the story with the children (*three – Mum, Eva and Owen*). Divide the class into groups of three.
- Give each child a number 1–3 and allocate roles: all number 1s are Mum, all number 2s are Eva, all number 3s are Owen. If there are extra children who don't fit into a group of three, they can mime Dad driving!
- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

Cooler: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) using sentences from the story in Activity 1, e.g. *There are some crocodiles This is the China Zone. There aren't any tigers. Where are we now? There aren't any animals. There are some kangaroos.*

Workbook page 9



Lesson 2 **Grammar time**

1 Look and read. Write *yes* or *no*. There is one example.

There are some horses. *no*

1 There are some camels. _____

2 There are some pandas. _____

3 There are some crocodiles. _____

4 There are some bears. _____

5 There are some foxes. _____

2 Read and circle *A* or *B*.

A

B

1 There are some crocodiles. There aren't any camels. A / (B)

2 There aren't any elephants and there aren't any pandas. A / B

3 There are some kangaroos. There aren't any pandas. A / B

4 There is a camel. There aren't any kangaroos. A / B

5 There aren't any tigers. There are some pandas. A / B

6 There's a bear and a camel. A / B

Unit 1 Pre A1 Starters: Reading and Writing Part 2 9

1 Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences and look at the picture. They write *yes* if the sentence correctly describes the picture and *no* if it doesn't.
- If done in class, ask the children what they can see in the picture. Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

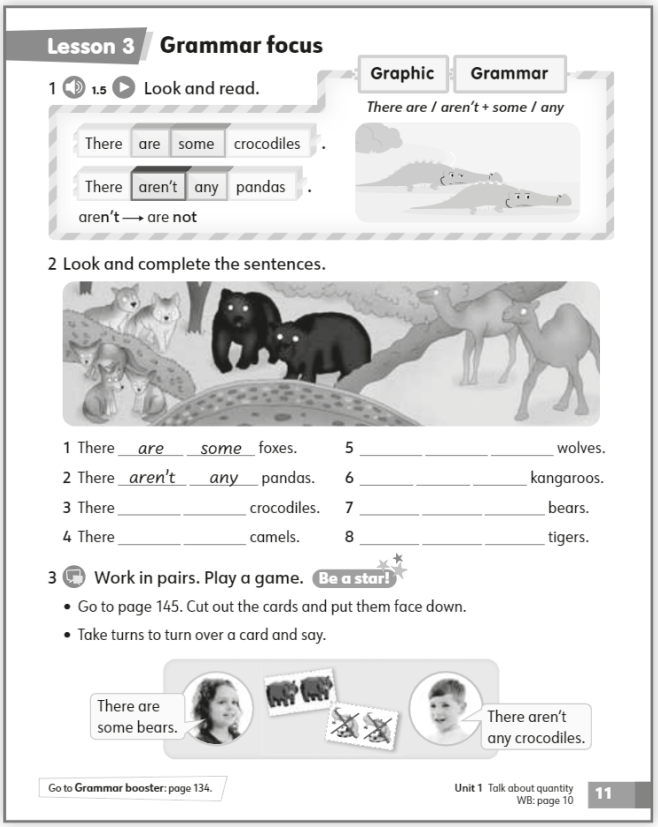
Answers: 1 yes **2** no **3** yes **4** yes **5** no

2 Read and circle *A* or *B*.

Answers: 1 B **2** B **3** B **4** A **5** A **6** A

Lesson 3 Grammar focus

Pupil's Book page 11



Learning objectives: Talk about animals

Grammar: *There are some / There aren't any*

Review vocabulary: animals

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: *Yes* or *No*

- Write a big *Yes* on one side of the board and a big *No* on the other side.
- Read out some sentences about animals and their countries according to the picture on page 8, e.g. *There are some pandas in India. There are some bears in Poland. There are some crocodiles in Australia*. The children point to the correct side of the board.
- You can reintroduce the negative by confirming the children's *No* answers, e.g. *Well done! There aren't any pandas in India*.

1 1.5 Look and read.

- Play the audio. Have the children do suitable gestures, e.g. nodding or shaking their heads, to accompany the affirmative and negative sentences. Point out the blue block for affirmative / *yes* verbs and red block for negative / *no* verbs.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *aren't* by counting out *There are not any pandas* on your fingers, and then pushing the *are* and *not* fingers together to show the contraction.

- If using the video, tell the children they will see a video about animals. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence doing suitable actions for affirmative and negative sentences.
- Highlight the grammar points as described above.

2 Look and complete the sentences.

- Refer the children to the picture and ask what animals they can see.
- Then refer them to the example sentences. In turn, ask *Can you see foxes? (Yes) Can you see pandas? (No).* Elicit what phrase they use for *yes* and for *no* sentences.
- Have the children complete the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work.

Answers: 1 are some **2** aren't any **3** aren't any **4** are some **5** There are some **6** There aren't any **7** There are some **8** There aren't any

3 Work in pairs. Play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 145. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards.
- Work through the example activity with the children. They should take turns in their pairs to turn over a card and see if there *are some* animals (pictures of animals without crosses) or if there *aren't any* animals (pictures of animals with crosses). The children name the animals in their sentences (*There are some bears.*) If they are correct, they keep the cards. If they are not, they put the card face down again. The player with the most cards at the end of the game wins.
- Allow time for the children to complete the game.

Teaching star!

Mixed ability

For less confident children, written support on the board can make a task more accessible.

- Ask the children to turn their Pupil's Books face down. Elicit a list of the animals they have seen in this unit so far and write them on the board.
- From the list of animals, elicit two affirmative and two negative sentences.
- Write the sentences on the board and have the children repeat them.
- Less confident children can refer to these examples as they speak.
- More confident children are, of course, able to talk as freely as they want. In this way, there is no breakdown in communication and the less confident children will produce more than usual. They will feel more confident about approaching similar tasks in the future.

Grammar booster

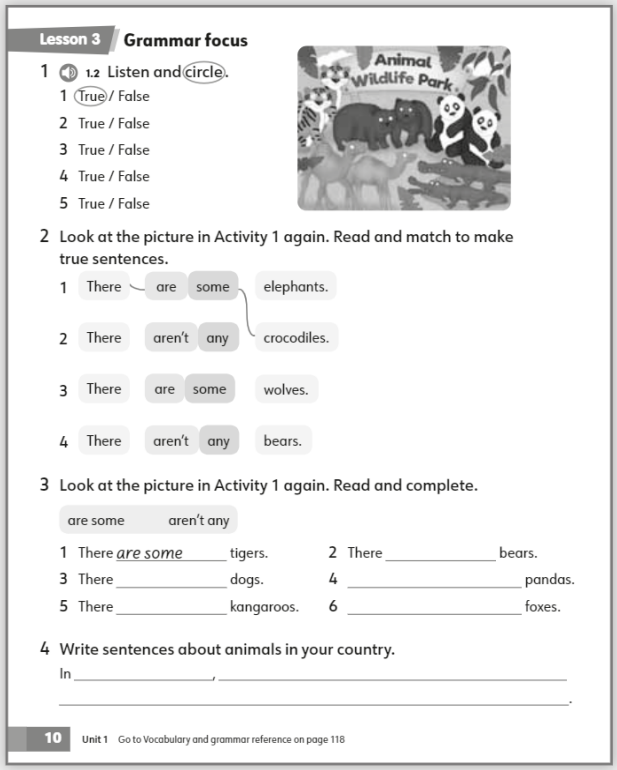
Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 are some **2** aren't any **3** are some **4** aren't any **5** are some **6** aren't any

Cooler: A memory game

- Start the 'chain' by saying, e.g. *In my country, there are some cats*. Ask a confident child to repeat this and add a new animal using *and there are some ...* or *but there aren't any ...*
- Each new child in the chain repeats what the others said and adds an item. In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active. There is also less waiting time for each child to have their turn!

Workbook page 10



Lesson 3 Grammar focus

1 1.2 Listen and circle.

1 True / False
2 True / False
3 True / False
4 True / False
5 True / False

2 Look at the picture in Activity 1 again. Read and match to make true sentences.

1 There are some elephants.
2 There aren't any crocodiles.
3 There are some wolves.
4 There aren't any bears.

3 Look at the picture in Activity 1 again. Read and complete.

are some aren't any

1 There *are some* tigers. 2 There _____ bears.
3 There _____ dogs. 4 _____ pandas.
5 There _____ kangaroos. 6 _____ foxes.

4 Write sentences about animals in your country.

In _____, _____.

10 Unit 1 Go to Vocabulary and grammar reference on page 118

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 1.2 Listen and circle.

Audioscript

1 *There are some tigers.*
2 *There aren't any crocodiles.*
3 *There are some wolves.*
4 *There are some bears.*
5 *There aren't any kangaroos.*

Answers: 1 True **2** False **3** False **4** True **5** True

2 Look at the picture in Activity 1 again. Read and match to make true sentences.

Answers: 1 There are some crocodiles. **2** There aren't any elephants. **3** There are some bears. **4** There aren't any wolves.

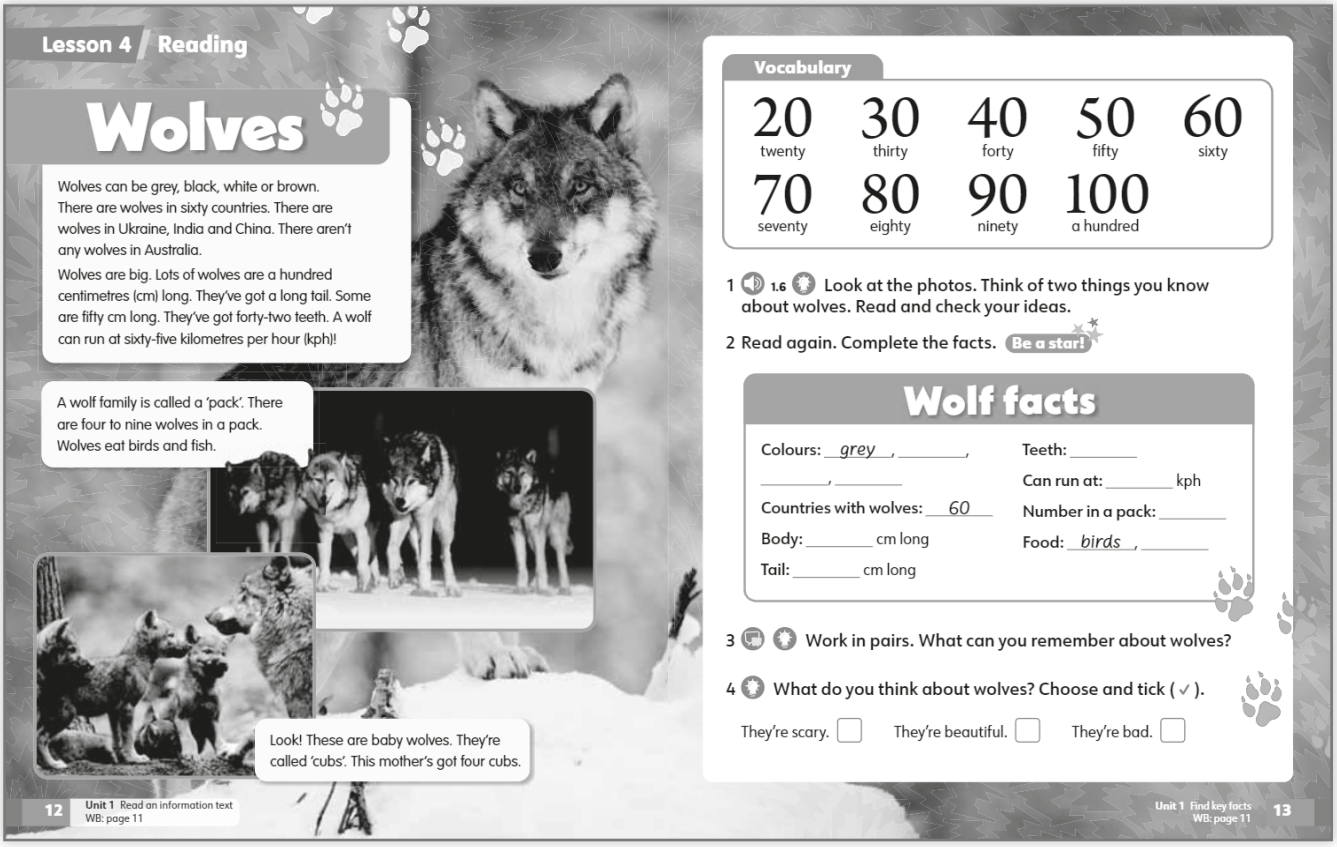
3 Look at the picture in Activity 1 again. Read and complete.

Answers: 1 are some **2** are some **3** aren't any **4** There are some **5** aren't any **6** There aren't any

4 Write sentences about animals in your country.

Answers: Children's own answers.

Pupil's Book pages 12–13



Learning objectives: Read an information text; Find key facts

Vocabulary: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

Additional vocabulary: centimetres, forty-two, pack, sixty-five

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Stand up or sit down

- Play *Stand up or sit down* (see the Games bank, pages 14–17).
- See the Games bank (pages 14–17) for how to play the game. Call out sentences, e.g. *There are some bears in my country. There aren't any pandas in my country.*

Vocabulary

- Refer the children to the vocabulary panel at the top of page 13. Read out the numbers in order, and then in random order and have the children follow and point.
- Read them out again and have the children repeat, first in order, then in random order.
- Write the numbers on the board and point to them in random order. Have the whole class repeat and then check with some individuals.

1 1.6 Look at the photos. Think of two things you know about wolves. Read and check your ideas.

- Refer the children to the photos and ask *What's this animal?* (*wolf*). Introduce the plural *wolves*. Give the class some thinking time before eliciting their ideas on wolves. List them on the board. Prompt as necessary with questions about colour, countries, food, etc.
- Have the children read the text quickly to check their ideas. Ask which information from their ideas was mentioned. Tick off those points on the board.
- Play the audio of the text and listen together as a class.

Teaching star!

Reading skills

- Finding key facts depends on the children's ability to quickly identify the relevant part of the text, usually through key words.
- In preparation for Activity 2, challenge the children to find all the countries in the text as quickly as possible. Elicit the countries. Ask the children if they read from the beginning of the text to find them. Explain that you shouldn't need to do this to find information in a text. Instead you should focus on finding key words or use the presentation of the text to help you.
- Elicit what you should look for if you are trying to find countries (words with capital letters not at the start of a sentence / the word *in*).

- Hold up your Pupil's Book and demonstrate that finding key words is a matter of scanning by moving your finger in a zigzag across the text to look for a key word. Explain that this is a much quicker way to find information, and encourage the children to use the technique in Activity 2.

2 Read again. Complete the facts.

Be a star!

- Give the children time to read the text carefully.
- Now have them scan the text again to find the colours. Elicit and write the words on the board, and have the children complete them in their books.
- Have the children continue the activity individually. Fast finishers can compare their answers in pairs. While they are doing this, copy the incomplete wolf facts onto the board.
- Invite different children to come to the board and complete one fact. Ask for whole-class agreement each time. Clarify the meaning of the abbreviations (*centimetres, kilometres per hour*) and have the children repeat the numbers and the measurements.
- You may then want to read through the story together as a class, playing the audio as support for children who need more help.

Answers: Colours: grey, black, white, brown **Countries with wolves:** 60 **Body:** 100 cm **Tail:** 50 cm **Teeth:** 42 **Can run at:** 65 kph **Number in a pack:** 4 to 9 **Food:** birds, fish

3 Work in pairs. What can you remember about wolves?

- Read out the question and invite one or two confident children to tell you a fact that they remember from the text. Ask for whole-class agreement each time.
- Have the children continue the activity in pairs or small groups. While they do this, circulate, monitor and give help or praise where appropriate.
- Finish by inviting volunteers to share their facts with the class.

Answers: Children's own answers.

4 What do you think about wolves? Choose and tick (✓).

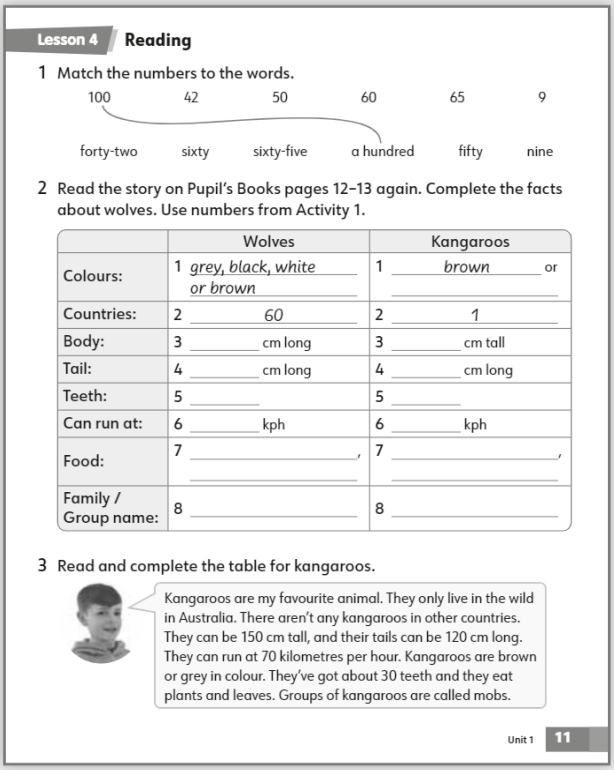
- Clarify the meaning of *scary* with the class. Give the children some quiet thinking time before asking their opinions. Point out they can choose more than one answer.
- Read out the options and have the children raise their hand if they agree. Ask the class which they think was the most popular answer.

Answers: Children's own answers.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) using the first four sentences of the *Wolves* text.

Workbook page 11



Lesson 4 Reading

1 Match the numbers to the words.

100 42 50 60 65 9

forty-two sixty sixty-five a hundred fifty nine

2 Read the story on Pupil's Books pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.

	Wolves	Kangaroos
Colours:	1 *grey, black, white or brown*	1 *brown* or
Countries:	2 *60*	2 *1*
Body:	3 ____ cm long	3 ____ cm tall
Tail:	4 ____ cm long	4 ____ cm long
Teeth:	5 ____	5 ____
Can run at:	6 ____ kph	6 ____ kph
Food:	7 ____,	7 ____,
Family / Group name:	8 ____	8 ____

3 Read and complete the table for kangaroos.

Kangaroos are my favourite animal. They only live in the wild in Australia. There aren't any kangaroos in other countries. They can be 150 cm tall, and their tails can be 120 cm long. They can run at 70 kilometres per hour. Kangaroos are brown or grey in colour. They've got about 30 teeth and they eat plants and leaves. Groups of kangaroos are called mobs.

Unit 1 11

1 Match the numbers to the words.

Answers: 100 – a hundred, 42 – forty-two, 50 – fifty, 60 – sixty, 65 – sixty-five, 9 – nine

2 Read the story on Pupil's Book pages 12–13 again. Complete the facts about wolves. Use numbers from Activity 1.

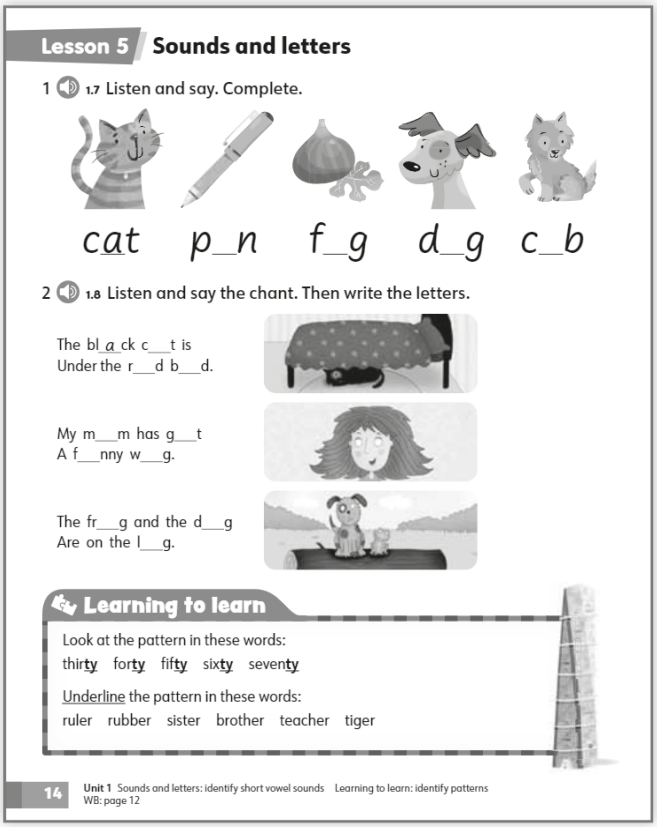
Answers: 1 grey, black, white or brown **2** 60 **3** 100 **4** 50 **5** 42 **6** 65 **7** birds, fish **8** pack

3 Read and complete the table for kangaroos.

Answers: 1 brown or grey **2** 1 **3** 150 **4** 120 **5** 30 **6** 70 **7** plants and leaves **8** mob

Lesson 5 Sounds and letters

Pupil's Book page 14


Lesson 5 Sounds and letters

1 1.7 Listen and say. Complete.

c<u>a</u>t p_n f_g d_g c_b

2 1.8 Listen and say the chant. Then write the letters.

The bl<u>a</u>ck c__t is
Under the r__d b__d.

My m__m has g__t
A f__nny w__g.

The fr__g and the d__g
Are on the l__g.

Learning to learn

Look at the pattern in these words:
thir<u>ty</u> for<u>ty</u> fif<u>ty</u> six<u>ty</u> seven<u>ty</u>

<u>Underline</u> the pattern in these words:
ruler rubber sister brother teacher tiger

14 Unit 1 Sounds and letters: identify short vowel sounds Learning to learn: identify patterns
WB: page 12

Learning objectives: Sounds and letters: identify short vowel sounds; Learning to learn: identify patterns

Sounds and letters words: cat, cub, dog, fig, pen

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the last lesson, e.g. *wolves, sixty, countries, forty-two, beautiful.*

1 1.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice – to provide variety, have them say the words loudly the first time and quietly the second time.
- Point to the *a* in the word *cat* in your book. Ask *What's this sound?* (*/æ/*) *What's the word?* (*cat*).
- Continue by pointing to each of the spaces in the words in your book. Have the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/æ/ /æ/ /æ/ cat
/e/ /e/ /e/ pen
/ɪ/ /ɪ/ /ɪ/ fig
/ɒ/ /ɒ/ /ɒ/ dog
/ʌ/ /ʌ/ /ʌ/ cub

Answers: c**a**t, p**e**n, f**i**g, d**o**g, c**u**b

Teaching star!

Pronunciation practice

- Exaggerated mouth-shapes can help the children fix the pronunciation better.
- Choose one of the words in Activity 1. Point to your mouth and say *Look. What's this word?* Mouth the word very clearly, but without making any sound.
- The children call out the word they think you are making. They then repeat it all together with the exaggerated mouth shape.
- Children can continue this activity in pairs, taking turns to make the word shape with no sound and guess the word.
- Invite volunteers to make the word shapes for the rest of the class to guess.

2 1.8 Listen and say the chant. Then write the letters.

- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the gapped words.
- Play the chant once more, pausing after each line for the children to repeat. Pay particular attention to the vowel sounds.
- Divide the class into three groups and have each group say a verse. Rotate the verses among the groups so they all have a chance to say each part.

Answers: The bl<u>a</u>ck c<u>a</u>t is under the r<u>e</u>d b<u>e</u>d.
My m<u>u</u>m has g<u>o</u>t a f<u>u</u>nny w<u>i</u>g. The fr<u>o</u>g and the d<u>o</u>g are on the l<u>o</u>g.

Learning to learn

- Read the *Learning to learn* box together. When you read out the words *thirty, forty*, etc, use a gesture to draw attention to the ending each time.
- Encourage the children to add some more words with the same pattern (e.g. *twenty, eighty, ninety*). Point out that these patterns are very useful when we're trying to remember how to spell a word.

- Ask the class what pattern they can see in the next group of words (*-er*). Then read the words out making the same gesture to emphasise the ending. Have them circle the *er* in each word. Ask them what other words they can add with the same pattern (e.g. *father, mother, under, flower*).
- Write a big *-ty* on one side of the board and a big *-er* on the other. Call out words from the *Learning to learn box* as well as others from the notes above, and have the children repeat the word and point to the correct side of the board.

Answers: ru**ler**, rubb**er**, sist**er**, broth**er**, teach**er**, tig**er**

Grammar booster

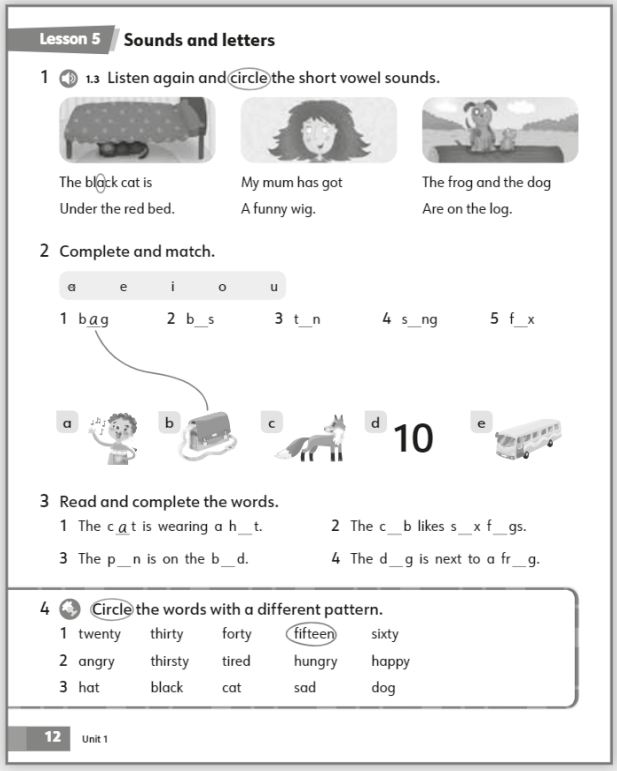
Ask the children to turn to page 134 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 b **2** a **3** e **4** f **5** d **6** c

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the words from Activity 2 and the *Learning to learn* box.

Workbook page 12



Lesson 5 Sounds and letters

1 1.3 Listen again and circle the short vowel sounds.

The black cat is
Under the red bed.

My mum has got
A funny wig.

The frog and the dog
Are on the log.

2 Complete and match.

a e i o u

1 b_a_g 2 b__s 3 t__n 4 s__ng 5 f__x

a b c d 10 e

3 Read and complete the words.

1 The c_a_t is wearing a h__t. 2 The c__b likes s__x f__gs.

3 The p__n is on the b__d. 4 The d__g is next to a fr__g.

4 Circle the words with a different pattern.

1 twenty	thirty	forty	fifteen	sixty
2 angry	thirsty	tired	hungry	happy
3 hat	black	cat	sad	dog

12 Unit 1

1 1.3 Listen again and circle the short vowel sounds.

Answers: The bl(a)ck c(a)t is
Under the r(e)d b(e)d.
My m(u)m has g(o)t
A f(u)nny w(i)g.
The fr(o)g and the d(o)g
Are on the l(o)g.

2 Complete and match.

Answers: 1 bag – b **2** bus – e **3** ten – d
4 sing – a **5** fox – c

3 Read and complete the words.

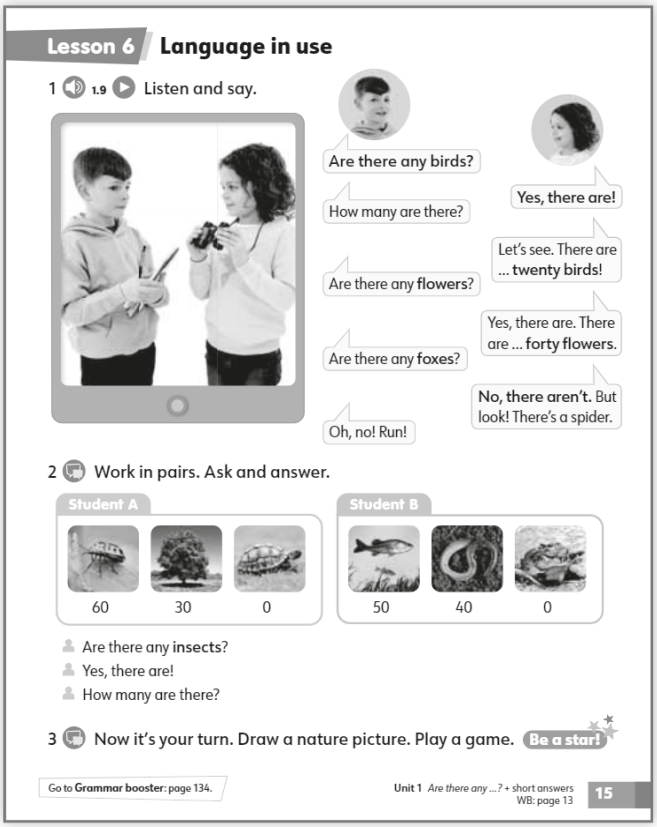
Answers: 1 The cat is wearing a hat. **2** The cub likes six figs. **3** The pen is on the bed. **4** The dog is next to a frog.

4 Circle the words with a different pattern.

Answers: 1 fifteen **2** tired **3** dog

Lesson 6 Language in use

Pupil's Book page 15



Learning objectives: *Are there any ...?* + short answers

Additional vocabulary: fish, tortoise, worm

Resources: Language in use video; Grammar worksheet 2

1.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Play audio and have the children join in with the *a, e, i, o, u* words.
- Then have the whole class say the chant together.

1 1.9 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Elicit the question for a *yes* or *no* answer. (*Are there any ...?*) Elicit the question for a number answer. (*How many ... are there?*)
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects.
- Invite two confident children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue word is changed for an item in the box.
- Point to the number under the photo and elicit the next line of the dialogue from the class. (*Let's see. There are ... sixty insects.*)
- Divide the class into pairs to make new dialogues with the photos in the boxes. Explain that one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- Invite any volunteer pairs to perform their dialogue for the class.

3 Now it's your turn. Draw a nature picture. Play a game. Be a star!

- In their notebooks, have the children draw a picture full of animals, trees and flowers (they should limit the items to the ones they know the names of and make some of them plural). Do the same on your own piece of paper while the children are doing this.
- Demonstrate the activity with a confident child. Ask *Are there any elephants?* and if the answer is *Yes, there are*, ask how many. Have the child do the same about your picture.
- Divide the class into pairs. Drill sample questions and answers again and then have the children use their drawings to ask and answer. While they do this, circulate, monitor and give help or praise where appropriate.

Teaching star!

Pairwork

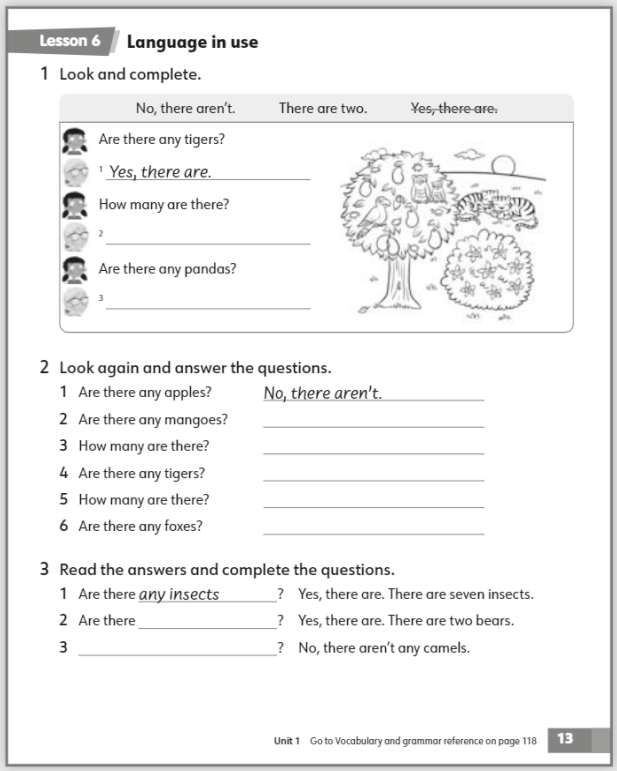
An activity like Activity 3 needs careful management to remain focused.

- When having the children draw their nature picture, give a clear time limit. You know best how fast your children work, but about five minutes is a suggestion. Let them know when the time is nearly finished. Use a clear signal that lets everyone know you need their attention.
- Before they start interacting, drill the questions they will need to use as a class. If they need a little more practice, call out animal words and have the children make questions with them, so they can see how simple it is.
- Monitor closely and when the children are running out of questions say *One more question each!*

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them: *You're at the zoo – look at all the animals. What can you see? What can you hear? Are there any snakes? How many are there? Count them. What colour are they? Are there any lions or tigers? Are there any children? How many are there?* etc.
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.

Workbook page 13



Lesson 6 **Language in use**

1 Look and complete.

No, there aren't. There are two. ~~Yes, there are.~~

Are there any tigers?
1 *Yes, there are.*
How many are there?
2 _____
Are there any pandas?
3 _____

2 Look again and answer the questions.
1 Are there any apples? *No, there aren't.*
2 Are there any mangoes? _____
3 How many are there? _____
4 Are there any tigers? _____
5 How many are there? _____
6 Are there any foxes? _____

3 Read the answers and complete the questions.
1 Are there *any insects*? Yes, there are. There are seven insects.
2 Are there _____? Yes, there are. There are two bears.
3 _____? No, there aren't any camels.

Unit 1 Go to Vocabulary and grammar reference on page 118 13

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 Look and complete.

Answers: 1 Yes, there are. **2** There are two. **3** No, there aren't.

2 Look again and answer the questions.

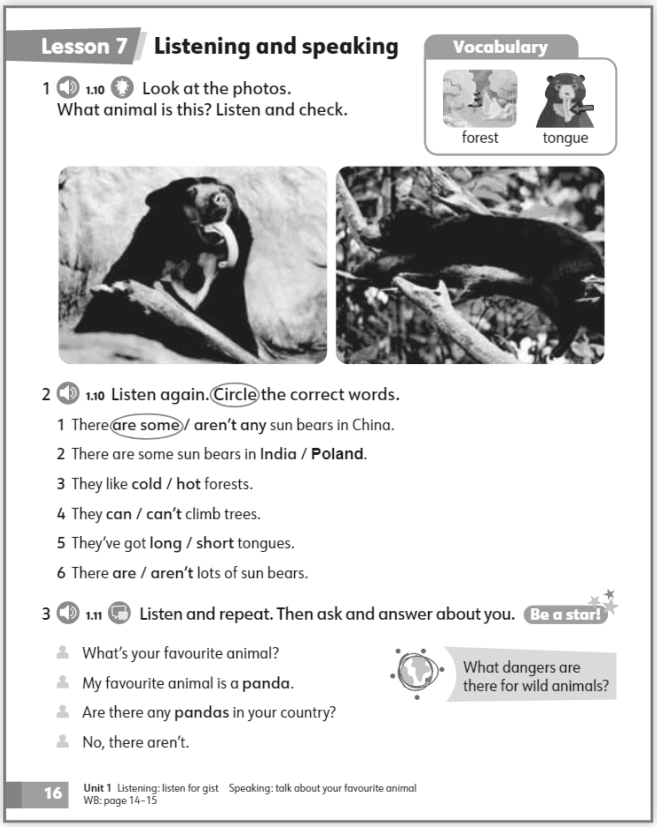
Answers: 1 No, there aren't. **2** Yes, there are. **3** There are six. **4** Yes, there are. **5** There are two. **6** No, there aren't.

3 Read the answers and complete the questions.

Answers: 1 any insects **2** any bears **3** Are there any camels

Lesson 7 Listening and speaking

Pupil's Book page 16



Lesson 7 Listening and speaking

Vocabulary

forest tongue

1 1.10 Look at the photos. What animal is this? Listen and check.

2 1.10 Listen again. Circle the correct words.

1 There are some / aren't any sun bears in China.
2 There are some sun bears in India / Poland.
3 They like cold / hot forests.
4 They can / can't climb trees.
5 They've got long / short tongues.
6 There are / aren't lots of sun bears.

3 1.11 Listen and repeat. Then ask and answer about you. Be a star!

What's your favourite animal?
My favourite animal is a panda.
Are there any pandas in your country?
No, there aren't.

What dangers are there for wild animals?

16 Unit 1 Listening: listen for gist Speaking: talk about your favourite animal
WB: page 14–15

Learning objectives: Listening: listen for gist; Speaking: talk about your favourite animal

Vocabulary: forest, tongue

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) with the topic animals.

Vocabulary

- Refer the children to the vocabulary panel and read out the words for the children to repeat.
- Ask *What can you see in a forest?*
- Have them point to their tongues.

1 1.10 Look at the photos. What animal is this? Listen and check.

- Refer the children to the photos and ask *What animal do you think this is?*
- Play the audio and have the children check if their ideas were correct.

Audioscript

Girl: *What's your favourite animal?*
Boy: *My favourite animal is a sun bear.*
Girl: *A sun bear? What's that?*
Boy: *It's a small black bear. It's got a sun on its body. Look. Here's a picture.*
Girl: *Oh, yes. I can see that. Are there any sun bears in Canada?*
Boy: *No, there aren't. But there are some sun bears in China. There are some in India, too.*
Girl: *Are there any in Poland?*
Boy: *No, there aren't. Sun bears like hot forests.*
Girl: *Can sun bears climb trees?*
Boy: *Yes, they can. They can sleep and eat in trees, too. They've got very long tongues. They like insects, small birds and fruit.*
Girl: *Are there lots of sun bears?*
Boy: *No, there aren't. It's very sad.*

Answers: A sun bear

2 1.10 Listen again. Circle the correct words.

- Refer the children to the example. Ask one child to read out the sentence. Play the audio up to *... there are some sun bears in China*. Point out the circled answer and ask if they heard the same words.
- Give the children some time to read the sentences. Then play the whole audio and have the children identify and circle the correct words.

Answers: 1 are some **2** India **3** hot **4** can **5** long **6** aren't

ESDC

What dangers are there for wild animals?

Introduce the children to Sustainable Development Goal 15: *Life on land.*

- Ask: *What dangers are there for wild animals?* This question helps children take positive action in the community. Point out that the planet needs wild animals and plants to be a healthy place to live.
- Ask the children what wild animals they know. Ask if any of these animals are in danger, and what we can do to protect them. Have the children brainstorm ideas in groups. Write the children's ideas on the board.

Possible answers: dangers include pollution and hunting; we can protect the animals' homes, not pollute their habitats, not hunt the animals.

3 1.11 Listen and repeat. Then ask and answer about you.

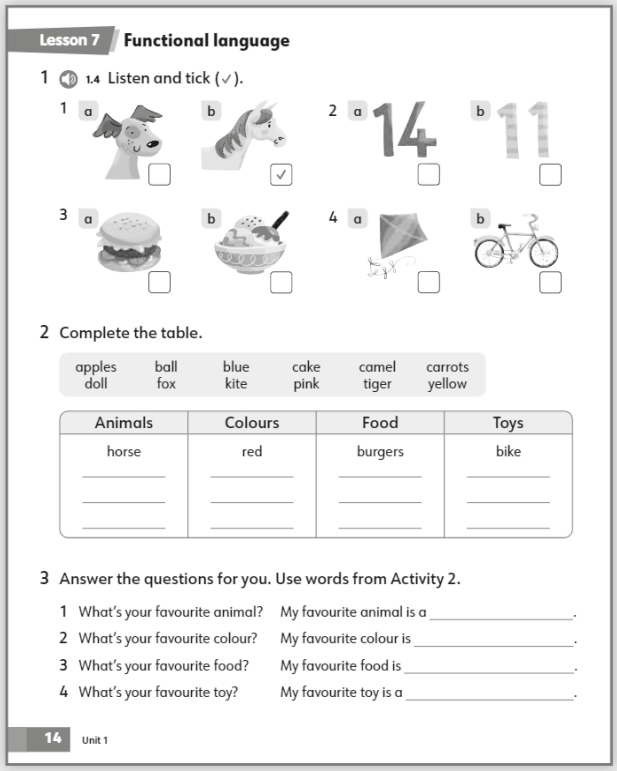
Be a star!

- Play the audio and have the children follow in their books. Divide the class into pairs. Have them make new dialogues about their favourite animals.

Cooler: Draw and label

- Draw a picture of your favourite animal. Elicit sentences about the animal, e.g. *My favourite animal is a tiger. There aren't any tigers in [country].*
- Children draw and write in their notebooks.

Workbook page 14



Lesson 7 Functional language

1 1.4 Listen and tick (✓).

1 a b 2 a 14 b 11

3 a b 4 a b

2 Complete the table.

apples, ball, blue, cake, camel, carrots, doll, fox, kite, pink, tiger, yellow

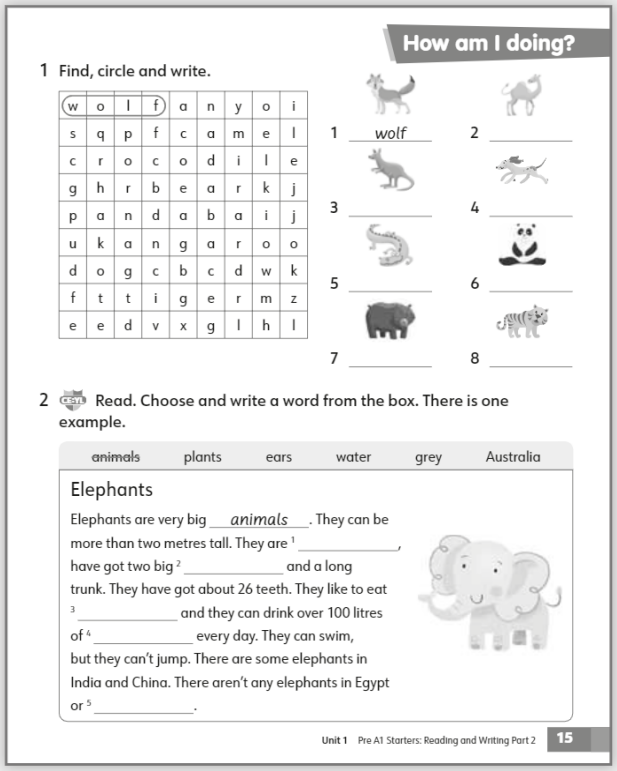
Animals	Colours	Food	Toys
horse	red	burgers	bike

3 Answer the questions for you. Use words from Activity 2.

1 What's your favourite animal? My favourite animal is a _____.
2 What's your favourite colour? My favourite colour is _____.
3 What's your favourite food? My favourite food is _____.
4 What's your favourite toy? My favourite toy is a _____.

14 Unit 1

Workbook page 15



How am I doing?

1 Find, circle and write.

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

1 wolf 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

2 CE:YL Read. Choose and write a word from the box. There is one example.

~~animals~~, plants, ears, water, grey, Australia

Elephants

Elephants are very big *animals*. They can be more than two metres tall. They are [1] _____, have got two big [2] _____ and a long trunk. They have got about 26 teeth. They like to eat [3] _____ and they can drink over 100 litres of [4] _____ every day. They can swim, but they can't jump. There are some elephants in India and China. There aren't any elephants in Egypt or [5] _____.

Unit 1 Pre A1 Starters: Reading and Writing Part 2 15

1 1.4 Listen and tick (✓).

Audioscript

1 **Girl:** *What's your favourite animal?*
Boy: *Hmm, I like dogs, but my favourite animal is a horse.*
2 **Girl:** *What's your favourite number?*
Boy: *Well, I'm eleven years old, but my favourite number is 14.*
3 **Girl:** *What's your favourite food?*
Boy: *Oh, I like ice cream but my favourite food is burgers.*
4 **Girl:** *What's your favourite toy? I like my kite.*
Boy: *My favourite toy is my bike.*

Answers: 1 b **2** a **3** a **4** b

2 Complete the table.

Answers: Animals: horse, fox, tiger, camel; **Colours:** red, blue, yellow, pink; **Food:** burgers, cake, apples, carrots; **Toys:** bike, ball, doll, kite

3 Answer the questions for you. Use words from Activity 2.

1 Find, circle and write.

Answers: 1 wolf **2** camel **3** kangaroo **4** dog **5** crocodile **6** panda bear **8** tiger

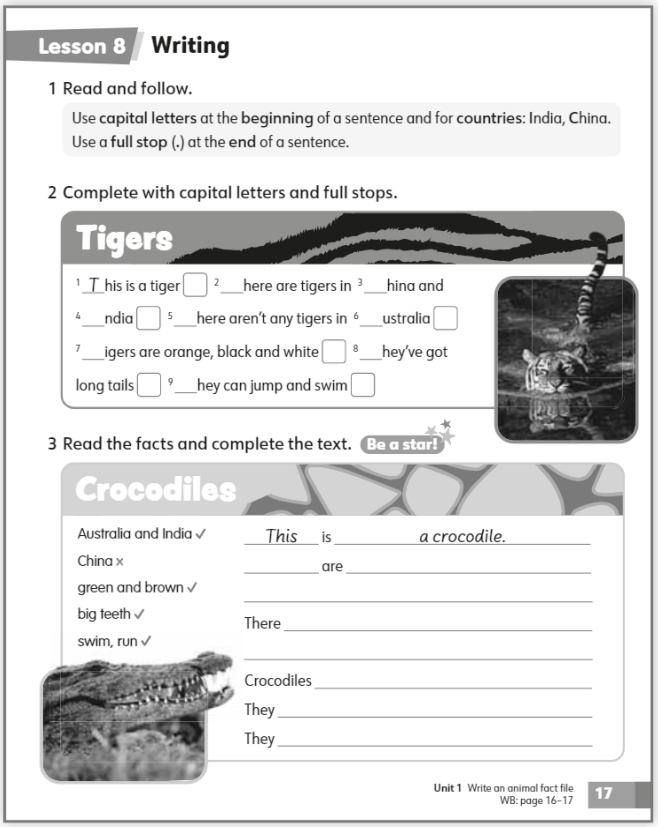
2 CE:YL Read. Choose and write a word from the box. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children complete the text by choosing words from the list in the box.
- First have the children read the text quickly so that they understand the general idea. Then go through the example.
- The children work in pairs to continue the activity. Encourage them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.

Answers: 1 grey **2** ears **3** plants **4** water **5** Australia

Lesson 8 Writing

Pupil's Book page 17



Lesson 8 Writing

1 Read and follow.

Use **capital letters** at the **beginning** of a sentence and for **countries**: India, China.
Use a **full stop** (.) at the **end** of a sentence.

2 Complete with capital letters and full stops.

Tigers

1 T his is a tiger ☐ 2 ___here are tigers in 3 ___hina and 4 ___ndia ☐ 5 ___here aren't any tigers in 6 ___ustralia ☐ 7 ___igers are orange, black and white ☐ 8 ___hey've got long tails ☐ 9 ___hey can jump and swim ☐

3 Read the facts and complete the text. Be a star!

Crocodiles

Australia and India ✓
China ×
green and brown ✓
big teeth ✓
swim, run ✓

This is a crocodile.
___ are ___
There ___
Crocodiles ___
They ___
They ___

Unit 1 Write an animal fact file WB: page 16–17 17

Learning objectives: Use capital letters and full stops; Write an animal fact file

Resources: Unit 1 test

Warm-up: Jumbled words

- Play *Jumbled words* (see the Games bank, pages 14–17). Use the names of the countries: *dinai (India), asluratia (Australia), raekiun (Ukraine), ancih (China), pyget (Egypt).*

1 Read and follow.

- Use the country names on the board to remind the class about the capital letters for countries. Ask the children their favourite country (probably their own!) and write a sentence on the board with no capital letters and no final full stop: *my favourite country is* _____
- Ask the children what's missing and elicit the correct capital letters and full stop.
- Refer them to the information in the box.

2 Complete with capital letters and full stops.

- Ask the class to read out the first full sentence so that you can write it on the board. (Don't use any capital letters or full stops.) Elicit from the children how to make it correct.
- Continue doing the same for the rest of the text. Then have the children read out the text.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

Answers: This is a tiger. There are tigers in China and India. There aren't any tigers in Australia. Tigers are orange, black and white. They've got long tails. They can jump and swim.

3 Read the facts and complete the text.

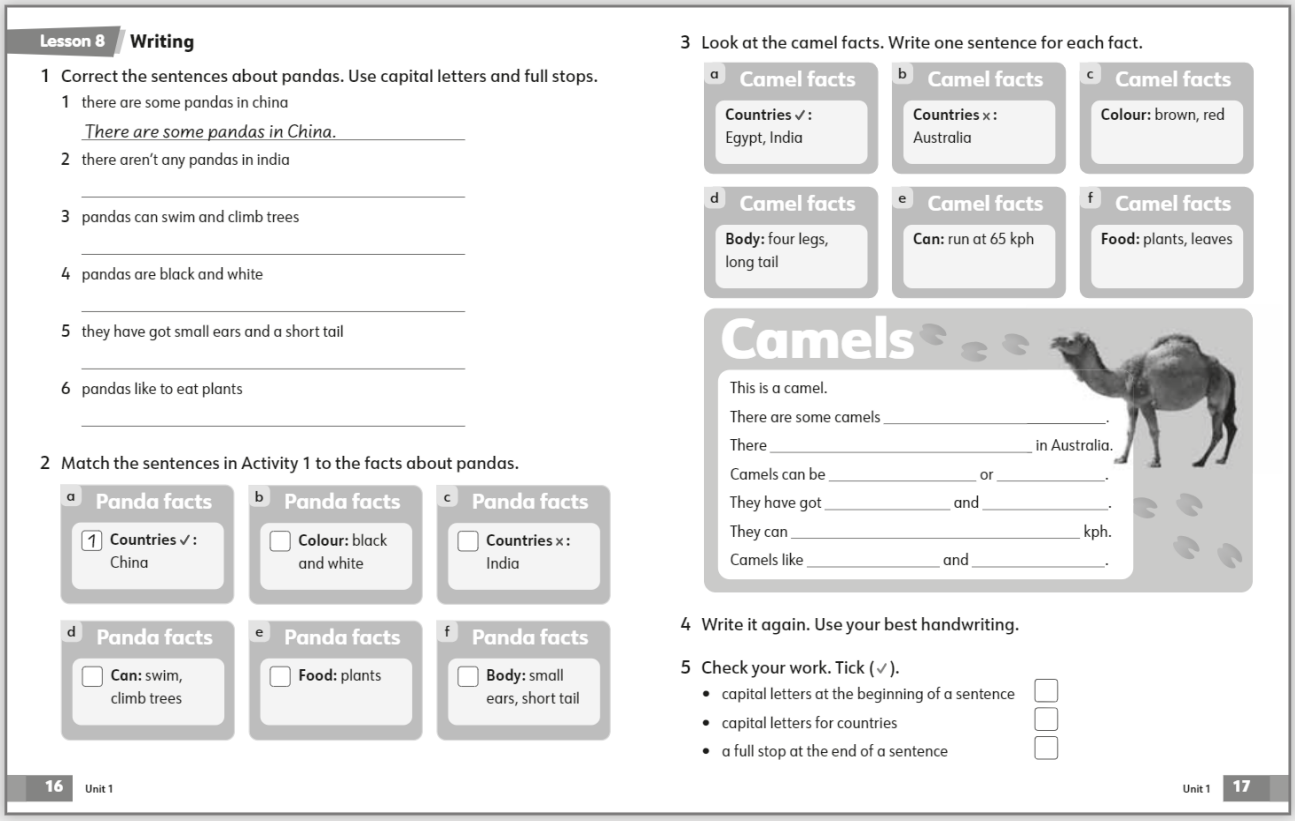
Be a star!

- Tell the children that they're going to complete a text about crocodiles for a children's book.
- Use each piece of information on the left to elicit a sentence, and write the text on the board.
- Have the children read the text again and then copy it into their Pupil's Books.

Suggested answers: This is a crocodile. There are crocodiles in Australia and India. There aren't any crocodiles in China. Crocodiles are green and brown. They've got big teeth. They can swim and run.

Cooler: Guessing game

- If you have downloaded the flashcards of the animals, choose one but don't show the children. If not, write the name of the animal on a piece of paper. Keep it secret.
- Tell the children they can ask four questions to try to guess the animal, e.g. *What colour is it? Is it big or small? Are there any of these animals in this country? Can it swim?*
- After four questions, ask the children to guess the name of the animal, and show them the flashcard or the name you wrote.
- Continue with different animals.



Lesson 8 Writing

1 Correct the sentences about pandas. Use capital letters and full stops.

1 there are some pandas in china
There are some pandas in China.
2 there aren't any pandas in india
3 pandas can swim and climb trees
4 pandas are black and white
5 they have got small ears and a short tail
6 pandas like to eat plants

2 Match the sentences in Activity 1 to the facts about pandas.

a Panda facts — [1] Countries ✓: China
b Panda facts — [ ] Colour: black and white
c Panda facts — [ ] Countries ×: India
d Panda facts — [ ] Can: swim, climb trees
e Panda facts — [ ] Food: plants
f Panda facts — [ ] Body: small ears, short tail

16 Unit 1

3 Look at the camel facts. Write one sentence for each fact.

a Camel facts — Countries ✓: Egypt, India
b Camel facts — Countries ×: Australia
c Camel facts — Colour: brown, red
d Camel facts — Body: four legs, long tail
e Camel facts — Can: run at 65 kph
f Camel facts — Food: plants, leaves

Camels

This is a camel.
There are some camels _____.
There _____ in Australia.
Camels can be _____ or _____.
They have got _____ and _____.
They can _____ kph.
Camels like _____ and _____.

4 Write it again. Use your best handwriting.

5 Check your work. Tick (✓).
- capital letters at the beginning of a sentence
- capital letters for countries
- a full stop at the end of a sentence

Unit 1 17

As writing requires a lot of support, you may find it more useful to do Lesson 8 of the Workbook in class, rather than setting it as homework. For this reason, teacher's notes are supplied for the Workbook activities in Lesson 8 in each unit.

1 Correct the sentences about pandas. Use capital letters and full stops.

- Write the first sentence on the board and elicit what needs to change. Refer the children to the example to check it is the same.
- The children complete the activity before checking the answers with class.

Answers: 1 There are some pandas in China. **2** There aren't any pandas in India. **3** Pandas can swim and climb trees. **4** Pandas are black and white. **5** They have got small ears and a short tail. **6** Pandas like to eat plants.

2 Match the sentences in Activity 1 to the facts about pandas.

- Refer the children to the example. Elicit the next answer and then have the children continue the activity individually.
- Check the answers by reading out the facts and having the children say the numbers.

Answers: a 1 **b** 4 **c** 2 **d** 3 **e** 6 **f** 5

3 Look at the camel facts. Write one sentence for each fact.

- Refer the children to the facts and the gapped sentences in the fact file. Elicit the first completed sentence (see *Answers* below). The children complete the sentences in their books.

Answers: There are some camels in Egypt and India. There aren't any camels in Australia. Camels can be brown or red. They have got four legs and a long tail. They can run at 65 kph. Camels like plants and leaves.

4 Write it again. Use your best handwriting.

- Have the children write out the text again as neatly as possible.

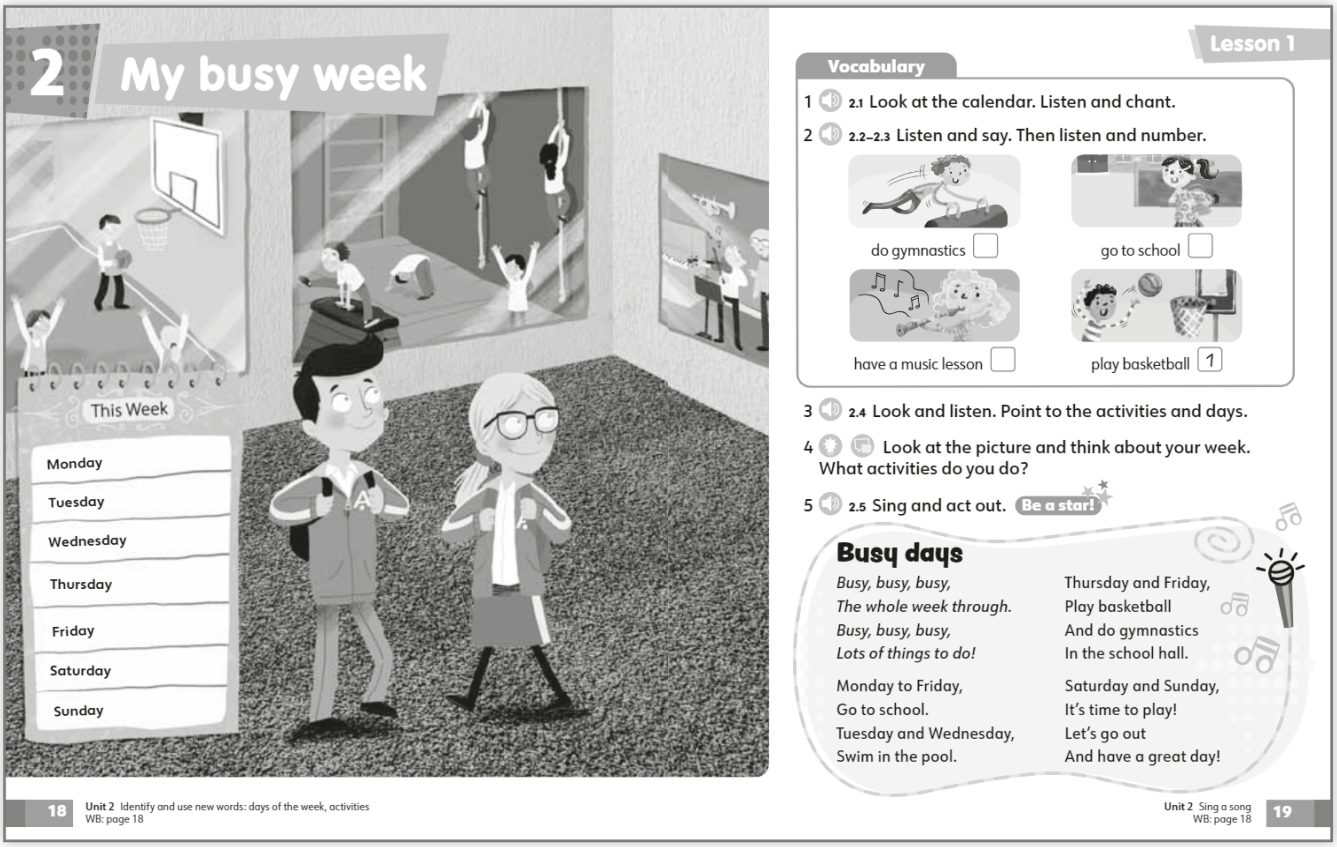
5 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

2 My busy week

Lesson 1 Vocabulary

Pupil's Book pages 18–19



Learning objectives: Identify and use new words: days of the week, activities; Sing a song using the target vocabulary

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, do gymnastics, go to school, have a music lesson, play basketball

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 18–19. Ask *What can you see? Do you know the names of the children? (we can see Kirsty and Henry in the foreground) What activities can you see? Do you do these things in school? What's your favourite activity?* Check the meaning of the words *busy* and *week*.

1 2.1 Look at the calendar. Listen and chant.

- Play the audio. Have the children listen and point to the days of the week.
- Play the audio again. The children point and repeat after each day.
- Play the audio one more time and have the children join in with the chant. To make it more fun, change the tone of voice – do it loudly, softly, happily, etc!

Audioscript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2 2.2 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action for each activity.

2.3 Then listen and number.

- Play the audio, pausing after the first phrase to point out the example answer.
- Play the rest of the audio for the children to number the phrases as they hear them.
- For feedback, say each number and have the class call out the phrase. Ask different children to repeat each phrase to check and practise pronunciation.

Audioscript

1 *play basketball,* ***2*** *go to school,* ***3*** *have a music lesson,* ***4*** *do gymnastics*

Answers: do gymnastics – 4, go to school – 2, have a music lesson – 3, play basketball – 1

3 2.4 Look and listen. Point to the activities and days.

- Play the audio, pausing after the first phrase. Hold up your Pupil's Book and point to the picture of *go to school* in Activity 2.
- Play the rest of the audio and have the children point to the corresponding days or activities.

Audioscript

go to school, Monday, Tuesday, Wednesday, Thursday, Friday, do gymnastics, Tuesday and Thursday, have a music lesson, Monday, play basketball, Wednesday and Friday

Answers: See audioscript

4 Look at the picture and think about your week. What activities do you do?

- Ask *How many days do Kirsty and Henry go to school?* (*five – Monday to Friday*). Ask the children if their school week is the same or different.
- Ask the children if they do the same activities. Encourage them to say, e.g. *do gymnastics – yes – Tuesday; play basketball – no.*

5 2.5 Sing and act out

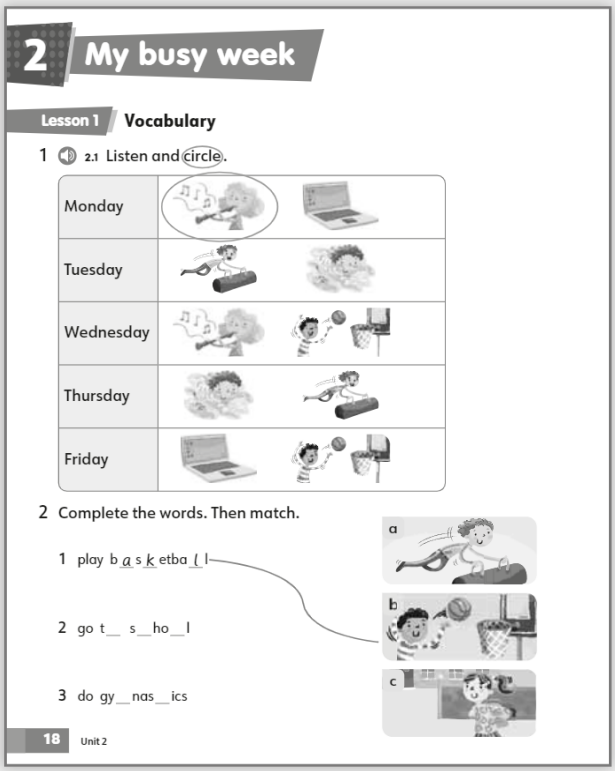
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the items from Activities 1 or 2. Play the song.
- Now play it again. Children follow in their books.
- Show the children how to join in with actions for the song: *busy* – do a hurrying / marching action; *go to school* – mime walking carrying a backpack; *swim in the pool / play basketball / do gymnastics* – do an action for each sport; *time to play / have a great day* – happy hands-in-air action!
- Play the song and have the children sing and mime.

Cooler: Beep beep!

- Elicit and write the days of the week across the board. Have the children chant them in order.
- Put a cross above *Monday* and *Friday*, and say *Beep! Tuesday, Wednesday, Thursday, Beep! Saturday, Sunday, Beep, Tuesday …* Have the children join in saying *Beep!* instead of *Monday* and *Friday*.
- Now put crosses next to three different days. Challenge the children to chant this new version.

Workbook page 18



1 2.1 Listen and circle.

Audioscript

OK class! Listen please. Look at the calendar.
Monday – have a music lesson
Tuesday – do gymnastics in the school hall
Wednesday – play basketball
Thursday – swim in the pool
Friday – have a computer lesson

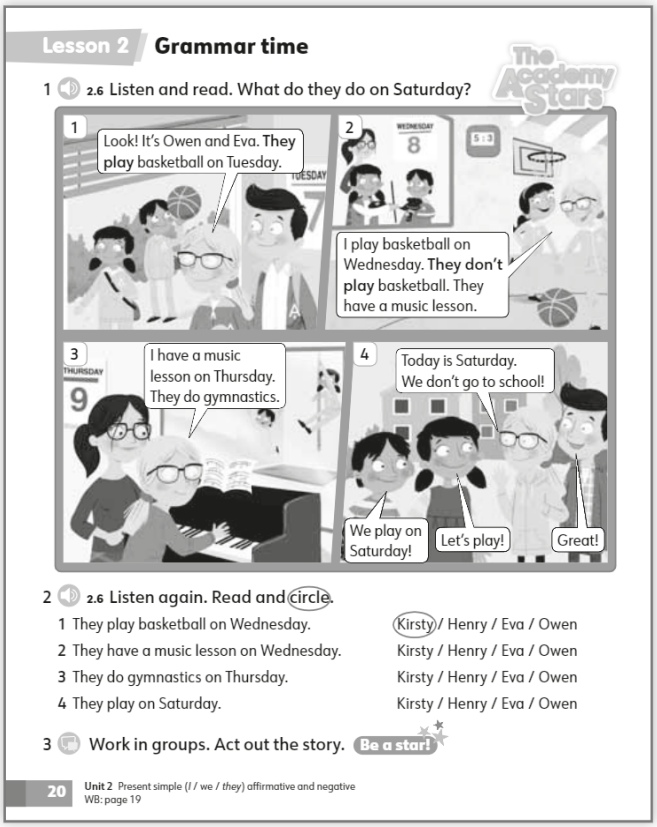
Answers: Monday – have a music lesson
Tuesday – do gymnastics
Wednesday – play basketball
Thursday – swim
Friday – have a computer lesson

2 Complete the words. Then match.

Answers: 1 play basketball, b **2** go to school, c **3** do gymnastics, a

Lesson 2 Grammar time

Pupil's Book page 20



Learning objectives: Understand the use of the present simple (*I / we / they*) affirmative and negative; Read and act out a story using the target grammar

Grammar: Present simple (*I / we / they*) affirmative and negative

Review vocabulary: days of the week, activities

2.5 Warm-up: Sing the song!

- Play the song *Busy days* again and have the children join in and do the actions as in Lesson 1.

1 2.6 Listen and read. What do they do on Saturday?

- Refer the children to the pictures and ask *Who can you see? What are their names? (Owen, Eva, Kirsty, Henry) Where are they? (at school) What activities can you see? (basketball, music lessons, gymnastics)*
- Play the audio and have the children follow the story. At the end, ask *What do they do on Saturday?* and have them find the answer.
- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

Answer: They play.

2 2.6 Listen again. Read and circle.

- Play the audio again for the children to listen and read. Then ask some questions about the story: say a day and names, e.g. *Tuesday – Eva and Owen?* and prompt the children to respond with the activity (*basketball*). Continue with different days and names.
- Refer the children to the example. Ask them to find the part of the story that shows this (part 2).
- Have the children read the sentences and choose the correct names. Point out that the correct answer may involve more than one name.
- For feedback, ask different children to read out a sentence and have the children raise their hands to give the names. (You could then elicit the answers using full questions as prompts, e.g. *Who plays basketball on Wednesday? Who does gymnastics on Thursday?*)

Answers: 1 Kirsty **2** Eva, Owen **3** Eva, Owen **4** Kirsty, Henry, Eva, Owen

Teaching star!

Mixed ability

Activity 2 involves quite complex referencing of activities, days and names. Some children may find this challenging and need extra support in the form of a pattern to follow.

- Work as a whole class. For each question, have the children find the relevant activity in the pictures. Then point to the text in the speech bubble – is it the same day as in the prompt sentence? If no – look at the next speech bubble and check there. If yes – see who is doing the activity in the picture. Then confirm with the dialogue. Then circle the appropriate name(s).
- Have the children do each step all together to find the answer, before moving onto the next prompt.
- Have the children continue the activity using the step-by-step approach if they need to. (Some children will be more confident and able to find the information faster without using the steps method.)

Establishing a methodical, step-by-step approach to an exercise like this increases the children's confidence to approach it independently next time.

3 Work in groups. Act out the story.

Be a star!

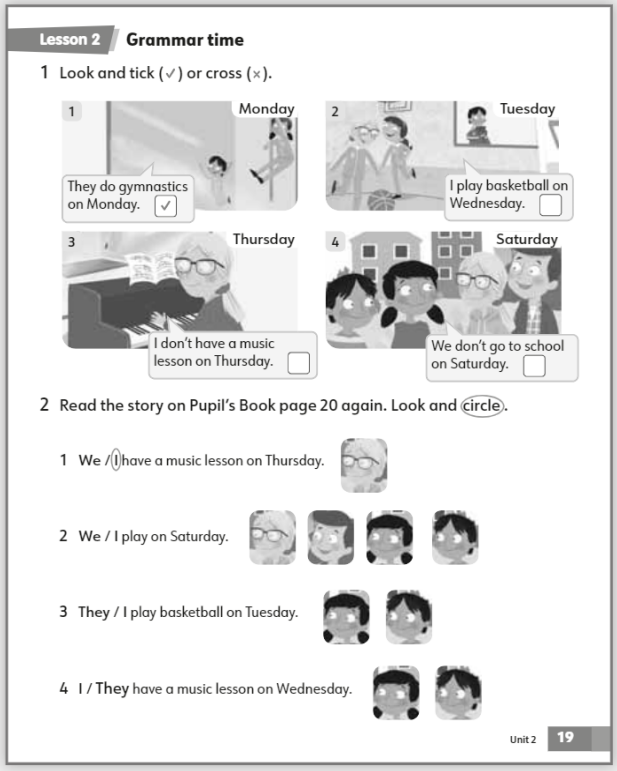
- Play the audio again for the class to repeat each line chorally. Encourage them to do actions for the different children in each part.
- Divide the class into groups of four. Give each child a number 1–4 and allocate roles: all number 1s are Kirsty, all number 2s are Henry, all number 3s are Eva, all number 4s are Owen. (If there are extra children who don't fit into a group of four, two children can share the role of Kirsty!)

- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

Cooler: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: *They play basketball on Tuesday.* (5) *They don't play basketball.* (4) *I have a music lesson on Thursdays.* (7) *We don't go to school.* (5) *We play on Saturday!* (4)

Workbook page 83



Lesson 2 **Grammar time**

1 Look and tick (✓) or cross (×).

1 Monday
They do gymnastics on Monday. ✓

2 Tuesday
I play basketball on Wednesday. ☐

3 Thursday
I don't have a music lesson on Thursday. ☐

4 Saturday
We don't go to school on Saturday. ☐

2 Read the story on Pupil's Book page 20 again. Look and circle.

1 We / I have a music lesson on Thursday.

2 We / I play on Saturday.

3 They / I play basketball on Tuesday.

4 I / They have a music lesson on Wednesday.

Unit 2 19

1 Look and tick (✓) or cross (✗).

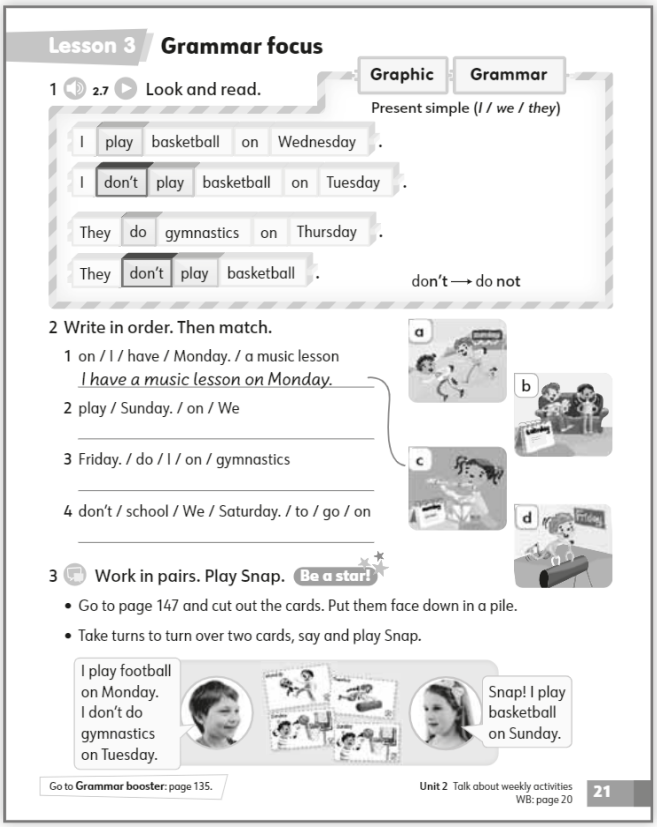
Answers: 1 ✓ **2** ✗ **3** ✗ **4** ✓

2 Read the story on Pupil's Book page 20 again. Look and circle.

Answers: 1 I **2** We **3** They **4** They

Lesson 3 Grammar focus

Pupil's Book page 21



Learning objectives: Talk about weekly activities

Grammar: Present simple (*I / we / they*): *I play basketball on Wednesday. I don't play basketball on Tuesday. They do gymnastics on Thursday. They don't play basketball.*

Review vocabulary: days of the week, activities

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: paper, pens or pencils, scissors

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise the days of the week.

1 2.7 Look and read.

- Play the audio. Have the children join in, e.g. by miming the verb action or making a negative gesture to accompany the affirmative and negative sentences. Point out the blue blocks for the actions / verbs and the red blocks for the negatives.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *don't* by counting out *They do not play basketball* on your fingers, and then pushing the *do* and *not* fingers together to show the contraction *don't*.
- If using the video, tell the children they will see a video about children playing basketball. Play the video and let the children watch and enjoy.
- Highlight the grammar points as described above.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.

Teaching star!

Consolidation

Encouraging the children to develop the habit of recognising commonly repeated patterns of words will help them make sentences more confidently. For Activity 2, you can follow this procedure before starting:

- Refer the children to the example sentence. Point out *on Monday* at the end.
- Ask the children to find the days in the other sentences and call out the phrases *on Sunday*, *on Friday*, *on Wednesday*, *on Saturday.*
- You can do the same with the subject + verb combinations, pointing out *I have* in the example and eliciting *We play*, *I do*, *We don't play*, *We don't go.*

2 Write in order. Then match.

- Refer the children to the pictures and ask what activities they can see.
- Ask a confident child to read out the example sentence and point out the matching line. Work through number 2 together, eliciting or pointing out that the first word has a capital letter. Have the children draw a line matching it to the picture.
- Have the children complete the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work. Then have them call out the letter of the picture.

Answers: 1 I have a music lesson on Monday. – c
2 We play on Sunday. – a **3** I do gymnastics on Friday. – d **4** We don't go to school on Saturday. – b

3 Work in pairs. Play Snap. Be a star!

- Organise the children in pairs and have them open their books to page 147. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards. Tell the children that they will use both sets of cards for the game.
- Explain that in this game, players take turns to choose one card from each pile and put them face up on the table. The player names the activities and uses the language *I play / don't play …* or *I do / I don't do ….* with days of the week. If the cards match, the player says *Snap! I play / do …* and keeps the cards. If the cards don't match, the player identifies the activities

(*I play / do … and I don't play / do …*) and then turns the cards face down again and places them back in their piles. Players then shuffle the cards before they take the next turn. They continue to take turns in the game until all cards are matched. The winner of the game is the player with the most cards at the end.

- Work through the example with the children. Point to the football and gymnastics cards in the example and read aloud the example text. Then point to the two basketball cards in the example. Have a volunteer read the response *Snap! I play basketball on Sunday.*
- Allow time for the children to complete the game.

Teaching star!

Extension

- Give example sentences about your week, e.g. *I play basketball on Monday, Wednesday and Friday! I have (Spanish) lessons on Saturday. I swim on Sunday.* After each sentence, ask the children *And you?* and prompt them to reply *yes* or *no*.
- Elicit some sentences from confident children and encourage them to ask the class *And you?* Have everyone reply *yes* or *no*.
- Divide the class into pairs and have them continue the activity. Circulate, monitor and give help with any new vocabulary as needed.

Grammar booster

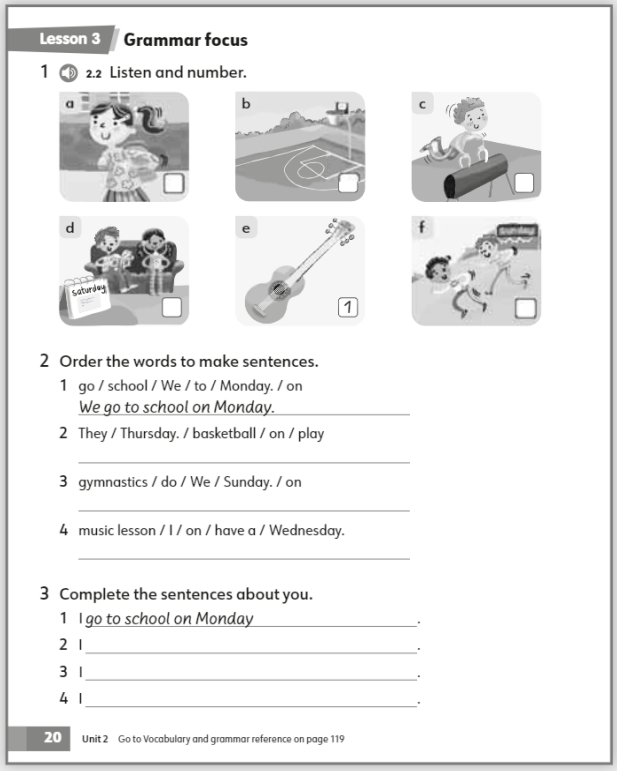
Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 don't do **2** do, don't play **3** don't play **4** don't have **5** don't go **6** don't play

Cooler: Draw and label

- Do your own example on the board first. Do two quick drawings of activities from your week and write a day next to each. Put a big cross next to one to show a negative.
- Elicit a sentence for each picture, e.g. *I play basketball on Monday. I don't swim on Saturday.* Write the sentences on the board next to the pictures.
- Have the children do the same in their notebooks (or on a separate piece of paper to make a wall display). Invite them to read out their sentences and show their pictures to the children around them.

Workbook page 20



Lesson 3 Grammar focus

1 2.2 Listen and number.

a b c d e f

2 Order the words to make sentences.

1 go / school / We / to / Monday. / on
We go to school on Monday.

2 They / Thursday. / basketball / on / play

3 gymnastics / do / We / Sunday. / on

4 music lesson / I / on / have a / Wednesday.

3 Complete the sentences about you.

1 I *go to school on Monday*.
2 I _____.
3 I _____.
4 I _____.

20 Unit 2 Go to Vocabulary and grammar reference on page 119

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 to help them when completing these activities.

1 2.2 Listen and number.

Audioscript

1 *I have a music lesson on Wednesday.*
2 *We go to school from Monday to Friday.*
3 *I don't do gymnastics on Sunday – I play in the park with my friends.*
4 *They do gymnastics on Tuesday.*
5 *They play basketball on Thursday.*
6 *We don't go to school on Saturday!*

Answers: a 2 **b** 5 **c** 4 **d** 6 **e** 1 **f** 3

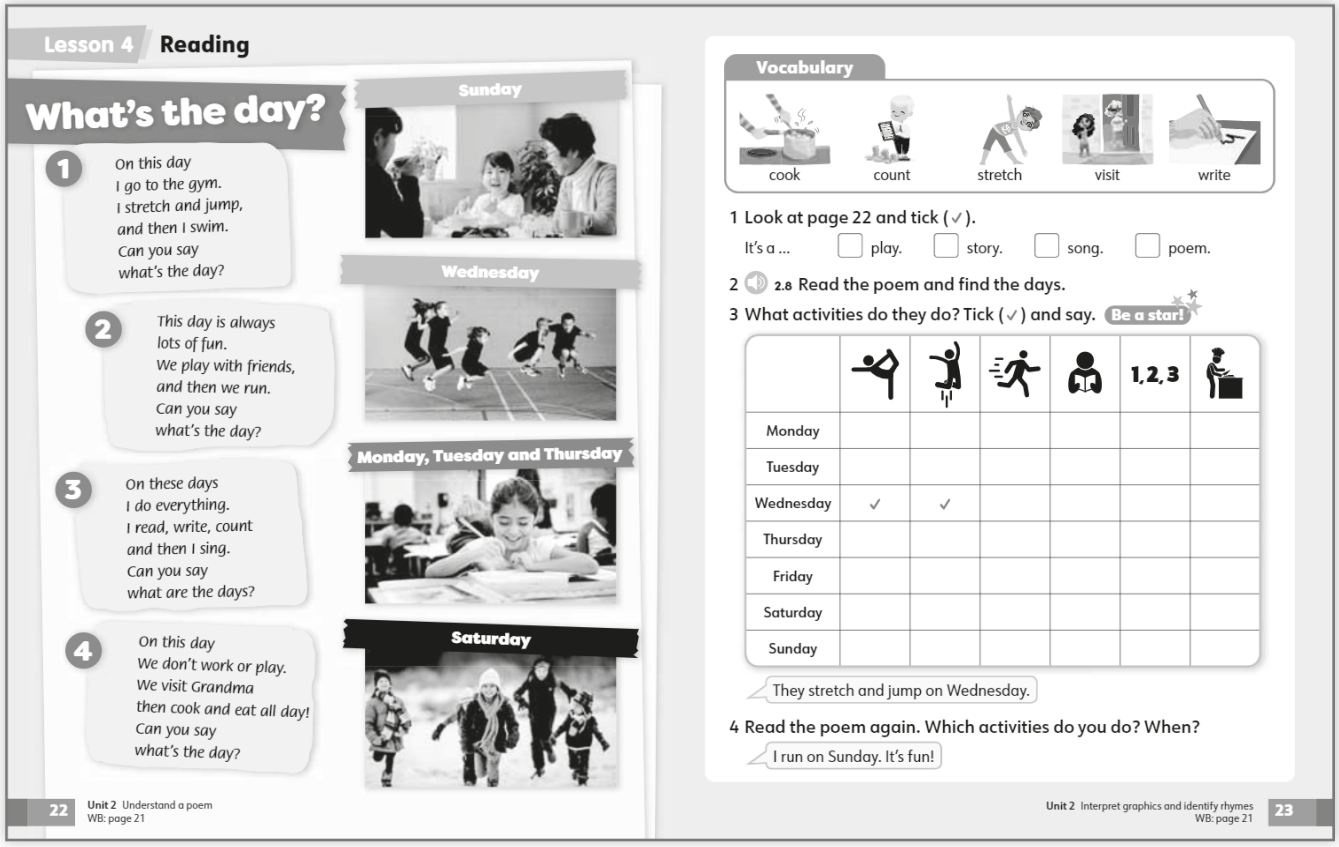
2 Order the words to make sentences.

Answers: 1 We go to school on Monday.
2 They play basketball on Thursday.
3 We do gymnastics on Sunday.
4 I have a music lesson on Wednesday.

3 Complete the sentences about you.

Answers: Children's own answers.

Pupil's Book pages 22–23



Learning objectives: Understand a poem; Interpret graphics and identify rhymes

Vocabulary: cook, count, stretch, visit, write

Additional vocabulary: lots, fun, work

Review vocabulary: days of the week, activities

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Simon says

- Play *Simon says* (see the Games bank, pages 14–17) with verbs that the children know so far, e.g. *throw, catch, jump, kick, ride a bike, sing, swim, walk, run, clap, stamp, climb.*

Vocabulary

- Refer the children to the vocabulary panel on the top of page 23.
- Do a standard TPR (Total Physical Response) routine for the words like this:
  1 teacher says words and does actions;
  2 teacher says words, and teacher and children do actions;
  3 teacher and children all say words and do actions;
  4 teacher and children do actions, and children say words;
  5 children say words and do actions – teacher watches and applauds!

1 Look at page 22 and tick (✓).

- Have the children look quickly at the text and decide what type of text it is. Clarify the meaning of the words *play, poem, song* and *story.*
- Read out the options and ask the children to raise their hands when they hear their answer.

Answer: It's a poem.

2 2.8 Read and find the days.

- Give the children time to read the text carefully.
- Elicit what they can see happening in each picture – make sure you include the key points for each one: Sunday – *grandma, eat, visit;* Wednesday – *gym, jump, stretch;* Monday, Tuesday, Thursday – *write, count, read;* Saturday – *friends, fun, run.*
- Ask the children *What day matches up with verse number 1?* Elicit *Wednesday.* Ask *Why?* (Because the children are in a gym jumping.)
- Then have the children continue the activity individually.
- For feedback, ask the children to call out the day for each verse. Ask for whole-class agreement each time.
- Then play the audio and have the children listen and follow so that they can hear the rhythm and rhyming of the poem.

Answers: Verse 1: Wednesday Verse 2: Saturday
Verse 3: Monday, Tuesday and Thursday
Verse 4: Sunday

3 What activities do they do? Tick (✓) and say.

Be a star!

- Now that the children know what days each activity is done, have them tick the activities done on each day in the chart.
- Point out the example answers and read out the text in the speech bubble.
- Have the children do the activity individually and then compare and say their answers aloud to a friend.
- For feedback, read out the activities and have the children call out the days. Ask for whole-class agreement each time.

Answers: stretch: Wednesday **jump:** Wednesday; **run:** Saturday **read:** Monday, Tuesday, Thursday **count:** Monday, Tuesday, Thursday; **cook:** Sunday

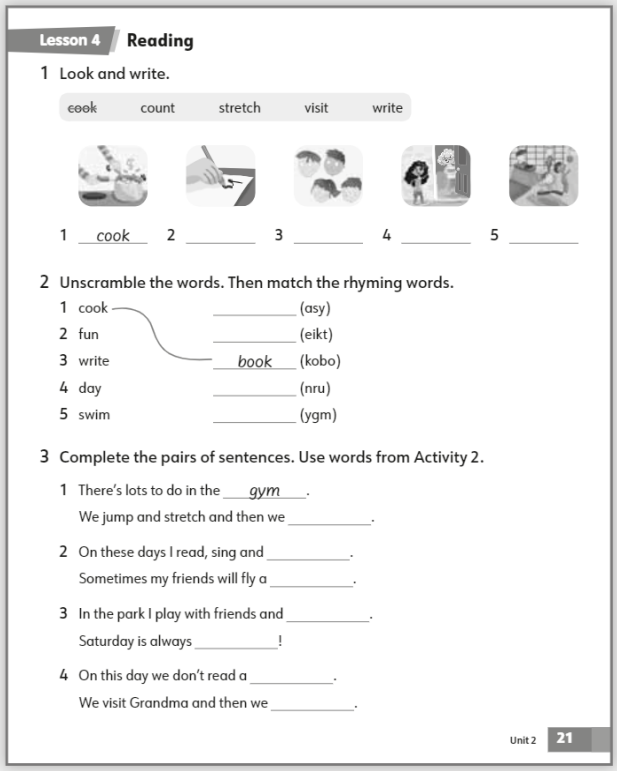
4 Read the poem again. Which activities do you do? When?

- Give the children some time to look back at the poem to find all the activities that are relevant for them. Give an example of your own, e.g. *I visit my grandpa on Sunday.*
- Divide the class into pairs to talk about the activities that they do and when.
- Invite volunteers to share some of their information with the class.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the first four lines of verse 2 of the poem.

Workbook page 21



Lesson 4 Reading

1 Look and write.

~~cook~~ count stretch visit write

1 cook 2 _____ 3 _____ 4 _____ 5 _____

2 Unscramble the words. Then match the rhyming words.

1 cook _____ (asy)
2 fun _____ (eikt)
3 write book (kobo)
4 day _____ (nru)
5 swim _____ (ygm)

3 Complete the pairs of sentences. Use words from Activity 2.

1 There's lots to do in the gym.
We jump and stretch and then we _____.
2 On these days I read, sing and _____.
Sometimes my friends will fly a _____.
3 In the park I play with friends and _____.
Saturday is always _____!
4 On this day we don't read a _____.
We visit Grandma and then we _____.

Unit 2 21

1 Look and write.

Answers: 1 cook **2** write **3** count **4** visit **5** stretch

2 Unscramble the words. Then match the rhyming words.

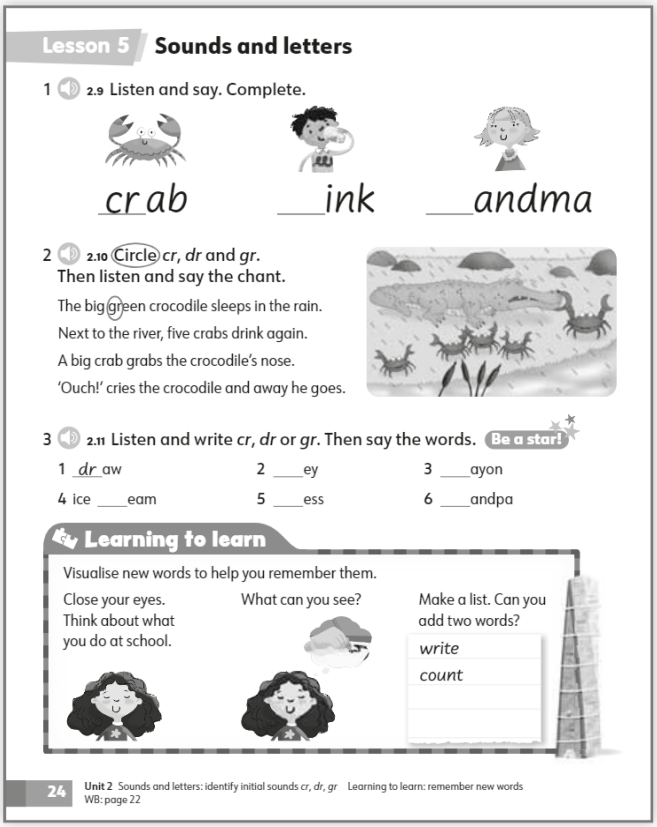
Answers: 1 cook – book **2** fun – run **3** write – kite **4** day – say **5** swim – gym

3 Complete the pairs of sentences. Use words from Activity 2.

Answers: 1 gym, swim **2** write, kite **3** run, fun **4** book, cook

Lesson 5 Sounds and letters

Pupil's Book page 24


Lesson 5 Sounds and letters

1 2.9 Listen and say. Complete.

cr ab ___ink ___andma

2 2.10 Circle cr, dr and gr. Then listen and say the chant.

The big green crocodile sleeps in the rain.
Next to the river, five crabs drink again.
A big crab grabs the crocodile's nose.
'Ouch!' cries the crocodile and away he goes.

3 2.11 Listen and write cr, dr or gr. Then say the words. Be a star!

1 dr aw 2 ___ey 3 ___ayon
4 ice ___eam 5 ___ess 6 ___andpa

Learning to learn

Visualise new words to help you remember them.

Close your eyes. Think about what you do at school.

What can you see?

Make a list. Can you add two words?

write
count

24 Unit 2 Sounds and letters: identify initial sounds cr, dr, gr Learning to learn: remember new words
WB: page 22

Learning objectives: Sounds and letters: identify initial sounds *cr, dr, gr;* Learning to learn: remember new words

Sounds and letters words: crab, drink, grandma

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the poem in the last lesson, e.g. *gym, jump, play, run, read, count, visit, eat.*

1 2.9 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice – to provide variety, you could have them say the words in a different style each time.
- Hold up your Pupil's Book. Point to the *cr* in the word *crab*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/cr/ /cr/ /cr/ crab
/dr/ /dr/ /dr/ drink
/gr/ /gr/ /gr/ grandma

Answers: crab, **dr**ink, **gr**andma

2 2.10 Circle *cr, dr* and *gr*. Then listen and say the chant.

- Point out the circled *gr* in the first line. Ask the children how many more examples of *gr* they can find (there is one more – *grabs*).
- Have the children find and circle all the examples of *cr* and *dr*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *cr, dr* and *gr* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: The big (gr)een (cr)ocodile sleeps in the rain. Next to the river, five (cr)abs (dr)ink again. A big (cr)ab (gr)abs the (cr)ocodile's nose. 'Ouch!' (cr)ies the (cr)ocodile and away he goes.

3 2.11 Listen and write *cr, dr* or *gr*. Then say the words.

Be a star!

- Write on the board a large *cr* on the left, *gr* in the middle and *dr* on the right.
- Play the audio, pausing after the repetition of *draw* to have the children point to the *dr* on the right. Play the rest of the audio and have the children point to the right combination of letters on the board.
- Play the audio again and give the children time to complete the words.
- Now have all the children say the words chorally, and play the audio each time to check and correct pronunciation if necessary.
- Write the words on the board so everyone can check their answers.

Audioscript

1 *draw, draw* ***2*** *grey, grey* ***3*** *crayon, crayon*
4 *ice cream, ice cream* ***5*** *dress, dress*
6 *grandpa, grandpa*

Answers: 1 draw **2** grey **3** crayon **4** ice cream **5** dress **6** grandpa

Learning to learn

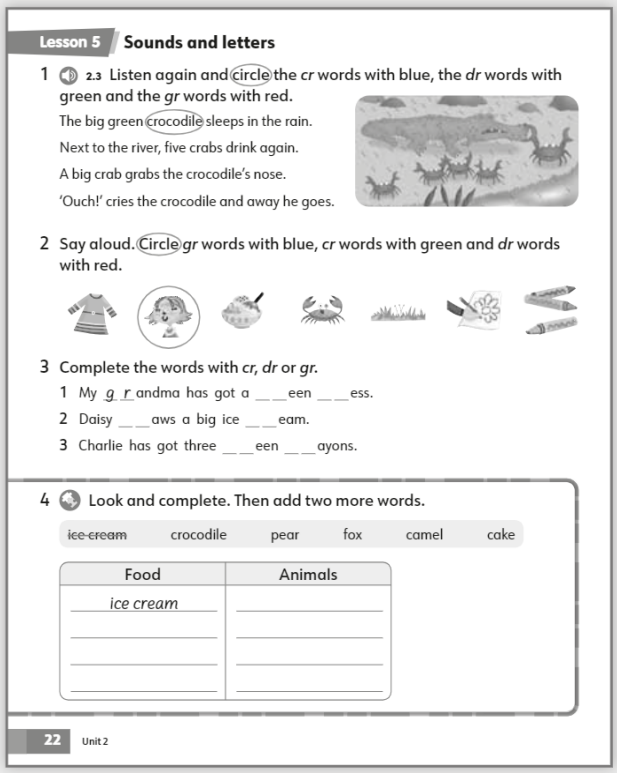
- Explain to the children that visualising something can help them remember the word. Ask them to close their eyes and think about what they do at school. Ask them extra questions to intensify the experience – *What can you hear? How many children are there? Are you in a classroom?*
- Refer the children to the list and ask what extra words they can add. Have them write two more in the list.
- If time, you could give the children further practice by having them close their eyes and asking them to imagine *gymnastics*. Ask them *What can you see? What are the people doing?* Have the children open their eyes, and elicit the actions e.g. *jump, climb, run, play*. Write a list on the board.

Suggested answer: read, sing

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of words from Activity 3 and the *Learning to learn* box.

Workbook page 22



Lesson 5 Sounds and letters

1 2.3 Listen again and circle the *cr* words with blue, the *dr* words with green and the *gr* words with red.

The big green crocodile sleeps in the rain.
Next to the river, five crabs drink again.
A big crab grabs the crocodile's nose.
'Ouch!' cries the crocodile and away he goes.

2 Say aloud. Circle *gr* words with blue, *cr* words with green and *dr* words with red.

3 Complete the words with *cr, dr* or *gr*.

1 My g r andma has got a __ __een __ __ess.
2 Daisy __ __aws a big ice __ __eam.
3 Charlie has got three __ __een __ __ayons.

4 Look and complete. Then add two more words.

ice cream crocodile pear fox camel cake

Food	Animals
ice cream	

22 Unit 2

1 2.3 Listen again and circle the *cr* words with blue, the *dr* words with green and the *gr* words with red.

Audioscript

The big green crocodile sleeps in the rain.
Next to the river, five crabs drink again.
A big crab grabs the crocodile's nose.
`Ouch!' cries the crocodile and away he goes

Answers: *cr* (blue): crocodile (x3), crabs, crab, cries; *dr* (green): drink; *gr* (red): green, grabs

2 Say aloud. Circle *gr* words with blue, *cr* words with green and *dr* words with red.

Answers: *gr* (blue): grandma, grass; *cr* (green): ice cream, crab, crayons; *dr* (red): dress, draw

3 Complete the words with *cr, dr* or *gr*.

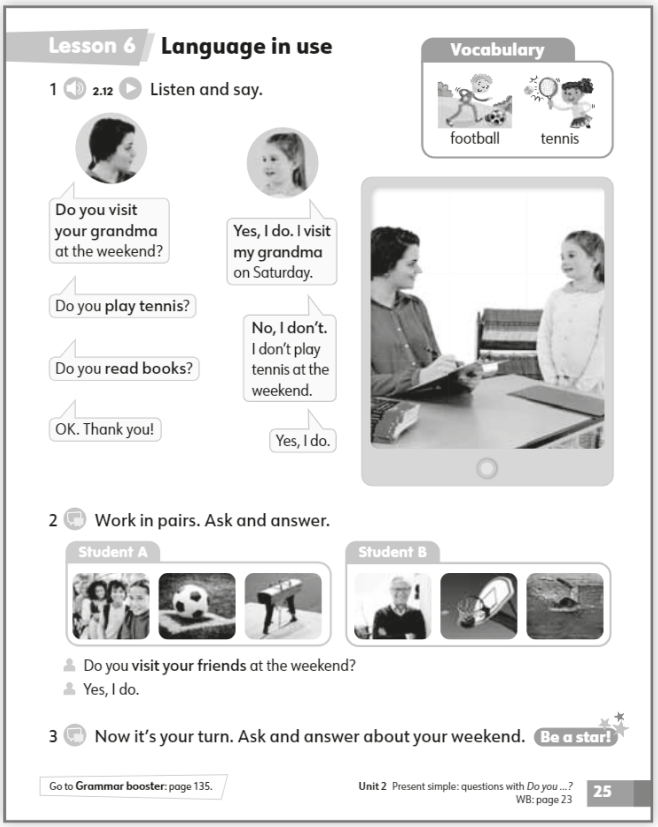
Answers: 1 My grandma has got a green dress.
2 Daisy draws a big ice cream.
3 Charlie has got three green crayons.

4 Look and complete. Then add two more words.

Answers: Food: ice-cream, pear, cake; Children's own answers
Animals: crocodile, fox, camel; Children's own answers

Lesson 6 Language in use

Pupil's Book page 25



Learning objectives: Present simple questions with *Do you ...?*

Vocabulary: football, tennis

Review vocabulary: days of the week, activities

Resources: Language in use video; Grammar worksheet 2

2.10 Warm-up: Say the chant again

- Using mime to prompt them if necessary, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Follow the TPR routine on page 44.

1 2.12 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Elicit the question for a *yes* or *no* answer (*Do you ...*).
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit what is shown in each photo.
- Invite two confident children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue words are changed for an activity in the box.
- Elicit another example dialogue using a different activity and encourage the children to give an extended answer like those in Activity 1.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- Circulate, monitor and pay attention to the children's use of the question forms and short answers.

3 Now it's your turn. Ask and answer about your weekend. Be a star!

- Elicit different weekend activities from the class and write them on the board.
- Prompt different children to ask you a question using the words from the board, e.g. *Do you go to the cinema at the weekend?*
- Divide the class into pairs and have them continue the dialogues with as many different questions as they can in the time you allow.

Teaching star!

Extension

Activity 3 can be extended into a more interactive group format.

- Have all the children choose and write three questions about weekend activities in their notebooks. Elicit an example first and write it on the board, e.g. *Do you play football at the weekend?*
- Divide the class into groups of five or six. Have each child take turns to ask one question to one of their friends in the group. If they get a *Yes, I do* answer, they write the name of the child next to the question.
- The objective is to have a name for each of their questions in the time limit you decide.

Grammar booster

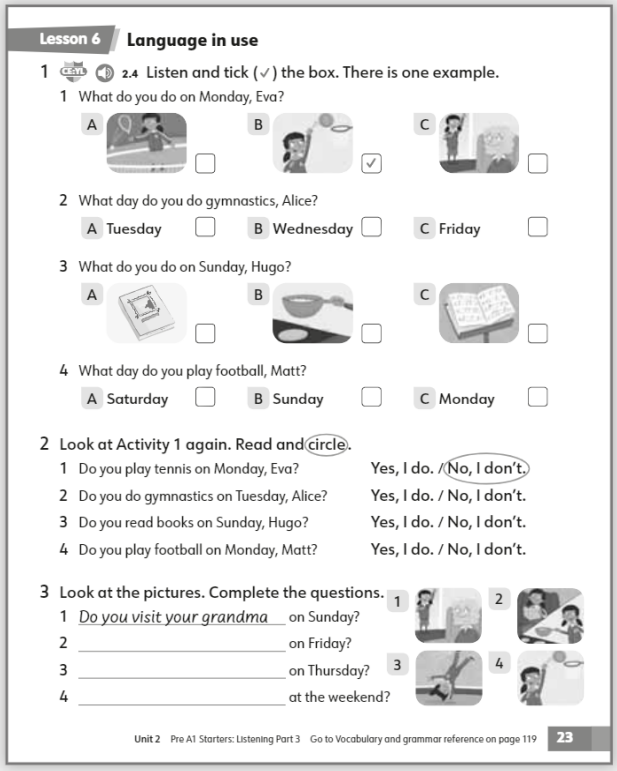
Ask the children to turn to page 135 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: Children's own answers.

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situations you describe to them: *It's the weekend! It's Saturday – what do you do today? Do you go to the park? Do you play with your friends? What do you eat on Saturday? It's Sunday – what do you do today? Do you visit your family? Do you study English?*
- Have the children open their eyes and say what they do at the weekend and see if their experiences are similar or different.

Workbook page 23



Lesson 6 Language in use

1 CE:YL 2.4 Listen and tick (✓) the box. There is one example.

1 What do you do on Monday, Eva?
A ☐ B ☑ C ☐

2 What day do you do gymnastics, Alice?
A Tuesday ☐ B Wednesday ☐ C Friday ☐

3 What do you do on Sunday, Hugo?
A ☐ B ☐ C ☐

4 What day do you play football, Matt?
A Saturday ☐ B Sunday ☐ C Monday ☐

2 Look at Activity 1 again. Read and circle.
1 Do you play tennis on Monday, Eva? Yes, I do. / No, I don't.
2 Do you do gymnastics on Tuesday, Alice? Yes, I do. / No, I don't.
3 Do you read books on Sunday, Hugo? Yes, I do. / No, I don't.
4 Do you play football on Monday, Matt? Yes, I do. / No, I don't.

3 Look at the pictures. Complete the questions.
1 Do you visit your grandma on Sunday?
2 _____ on Friday?
3 _____ on Thursday?
4 _____ at the weekend?

Unit 2 Pre A1 Starters: Listening Part 3 Go to Vocabulary and grammar reference on page 119 23

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 to help them when completing these activities.

1 CE:YL 2.4 Listen and tick (✓) the box. There is one example.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen to the audio and tick the box next to the items based on what they hear.

- Go through the example.
- Invite different children to share their answers.

Audioscript

Speaker: *Look at the pictures. Now listen and look. There is one example.*

1 *What do you do on Monday, Eva?*

Boy: *Do you play tennis on Monday, Eva?*

Girl: *No, I don't. I can't play tennis.*

Boy: *Do you visit your grandma?*

Girl: *No, I don't. I visit my grandma at the weekend. I play basketball on Monday.*

Speaker: *Can you see the tick? Now you listen and tick the box.*

2 *What day do you do gymnastics, Alice?*

Boy: *Do you do gymnastics on Wednesday, Alice?*

Girl: *No, I don't. I do gymnastics on Tuesday. Do you do gymnastics?*

Boy: *No, I don't. I play basketball on Friday.*

3 *What do you do on Sunday, Hugo?*

Girl: *Do you read books on Sunday, Hugo?*

Boy: *I read books, but I don't read them on Sunday. I cook for my family.*

Girl: *That's good. I can't cook. I have a music lesson.*

Boy: *Really?*

4 *What day do you play football, Matt?*

Girl: *I play football on Monday. Do you play football, Matt?*

Boy: *Yes, I do. I play football at the weekend.*

Girl: *Do you play on Sunday?*

Boy: *No, I don't. I play on Saturday morning.*

Answers: 1 B **2** A **3** B **4** A

2 Look at Activity 1 again. Read and circle.

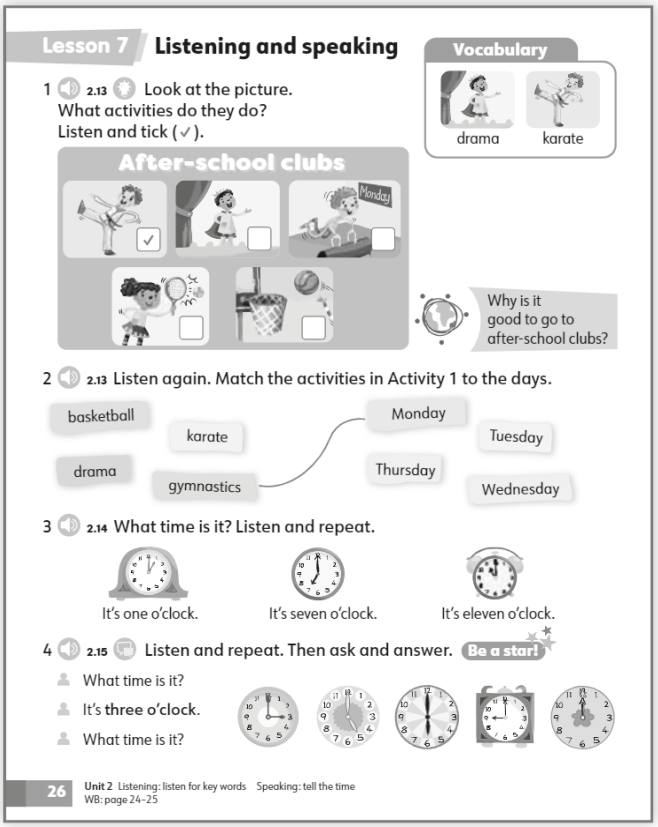
Answers: 1 No, I don't. **2** Yes, I do. **3** No, I don't. **4** No, I don't.

3 Look at the pictures. Complete the questions.

Answers: 1 Do you visit your grandma
2 Do you cook **3** Do you do gymnastics
4 Do you play basketball

Lesson 7 Listening and speaking

Pupil's Book page 26



Learning objectives: Listening: listen for key words; Speaking: tell the time

Vocabulary: drama, karate

Review vocabulary: days of the week, activities

Resources: Vocabulary worksheet 2

Warm-up: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with activities from Lessons 1, 4 and 6 of this unit.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Follow the TPR routine on page 44.

1 2.13 Look at the picture. What activities do they do? Listen and tick (✓).

- Refer the children to the pictures and ask they what activities they can see.
- Play the audio and have the children tick the activities which the boys do.
- Call out the names of the activities and have the children say *yes* or *no*.

Audioscript

Boy 1: *What's your favourite club?*

Boy 2: *My favourite club is karate. I do karate on Tuesday. We jump and kick and run. It's great!*

Boy 1: *It sounds fun. Do you play tennis?*

Boy 2: *No, I don't. But I play basketball on Thursday. How many after-school clubs do you go to?*

Boy 1: *Just one. I do gymnastics on Monday.*

Boy 2: *Gymnastics? Cool! I do drama on Wednesday!*

Boy 1: *Really? Is drama fun?*

Boy 2: *Yes, it is. I like drama. We read plays and poems. We sing, too.*

Boy 1: *You do lots of things – you've got a very busy week!*

Boy 2: *Ha, ha. Yes, that's right!*

Answers: karate, drama, gymnastics, basketball

2 2.13 Listen again. Match the activities in Activity 1 to the days.

- Play the audio again, pausing after *I do karate on Tuesday*. Stop the audio and ask the children *What day is karate club?* Have them draw a line between *karate* and *Tuesday*.
- Play the rest of the audio and have the children complete the activity.
- For feedback, call out the days and have the children say the correct activity. Ask for whole-class agreement each time.

Answers: Monday: gymnastics Tuesday: karate
Wednesday: drama Thursday: basketball

3 2.14 What time is it? Listen and repeat.

- Play the audio and have the children listen and point to the pictures.
- Play the audio again and have the children repeat.
- Draw a big clock on the board with the big hand pointing to the 12. Draw in a small hand pointing to a different number each time and ask *What time is it?* Have the children say the time according to your clock.

4 2.15 Listen and repeat. Then ask and answer.

Be a star!

- Play the audio and have the children follow and repeat.
- Hold up your Pupil's Book and point to the different clocks. Ask *What time is it?* and have the class answer chorally.
- Divide the class in two and have them ask and answer the questions chorally, changing roles.
- The children can then continue this activity in pairs.

ESDC



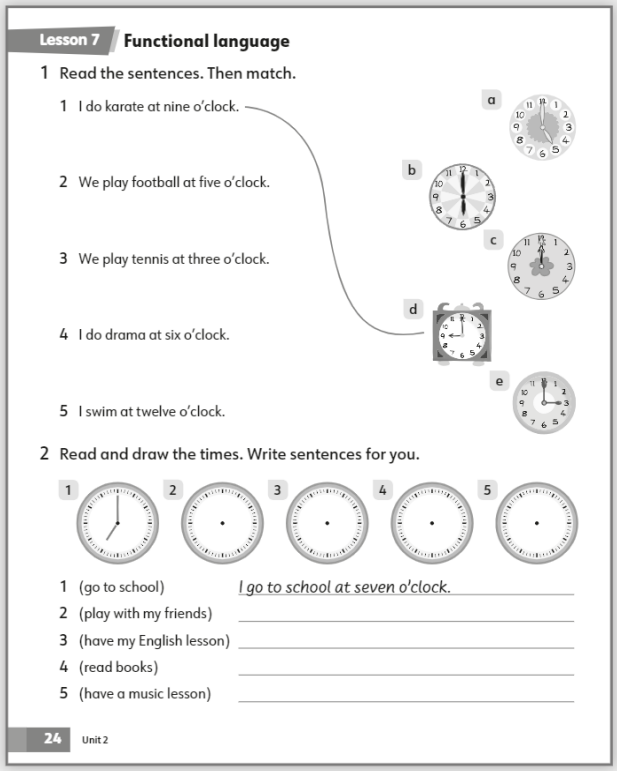
Why is it good to go to after-school clubs?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.*

- Ask: *Why is it good to go to after-school clubs?* This questions helps children engage with ideas about healthy living through exercise.
- Explain the question and allow the children time to think about their answers. Point out that after-school clubs can be fun and help us learn new things that we don't always have time for during class at school, and they can be a great way to make new friends.
- Ask for suggestions from the class. Write responses on the board.
- Allow the children to talk about after-school clubs they attend or would like to know more about. Talk about the benefits of these clubs.

Possible answers: we can do exercise, we can make new friends and play and learn with them, we can relax, we can stay healthy.

Workbook page 24



Lesson 7 Functional language

1 Read the sentences. Then match.

1 I do karate at nine o'clock.
2 We play football at five o'clock.
3 We play tennis at three o'clock.
4 I do drama at six o'clock.
5 I swim at twelve o'clock.

a b c d e

2 Read and draw the times. Write sentences for you.

1 (go to school) I go to school at seven o'clock.
2 (play with my friends)
3 (have my English lesson)
4 (read books)
5 (have a music lesson)

24 Unit 2

1 Read the sentences. Then match.

Answers: 1 d **2** a **3** e **4** b **5** c

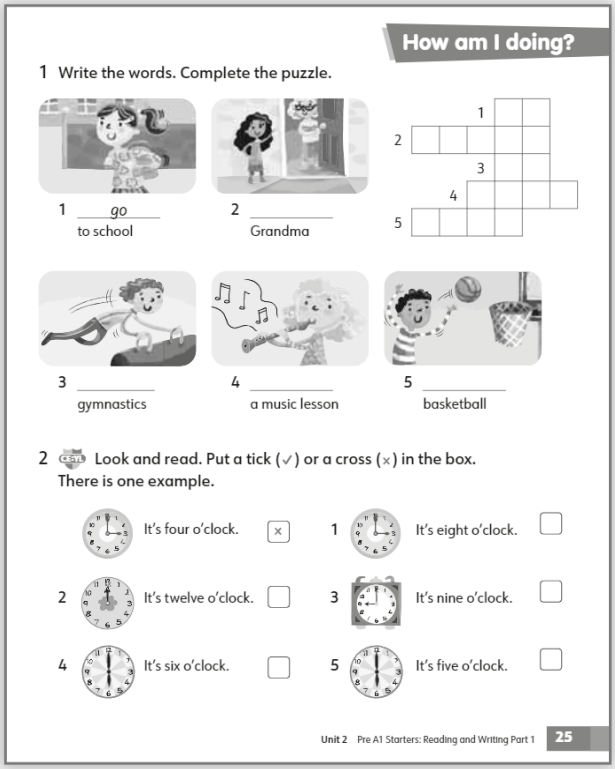
2 Read and draw the times. Write sentences for you.

Answers: Children's own answers.

Cooler: Body clocks

- Play *Body clocks*. (See the Games bank, pages 14–17.)

Workbook page 25



How am I doing?

1 Write the words. Complete the puzzle.

1 go to school
2 _____ Grandma
3 _____ gymnastics
4 _____ a music lesson
5 _____ basketball

2 CE:YL Look and read. Put a tick (✓) or a cross (×) in the box. There is one example.

It's four o'clock. ×
1 It's eight o'clock.
2 It's twelve o'clock.
3 It's nine o'clock.
4 It's six o'clock.
5 It's five o'clock.

Unit 2 Pre A1 Starters: Reading and Writing Part 1 25

1 Write the words. Complete the puzzle.

Answers: 1 go **2** visit **3** do **4** have **5** play

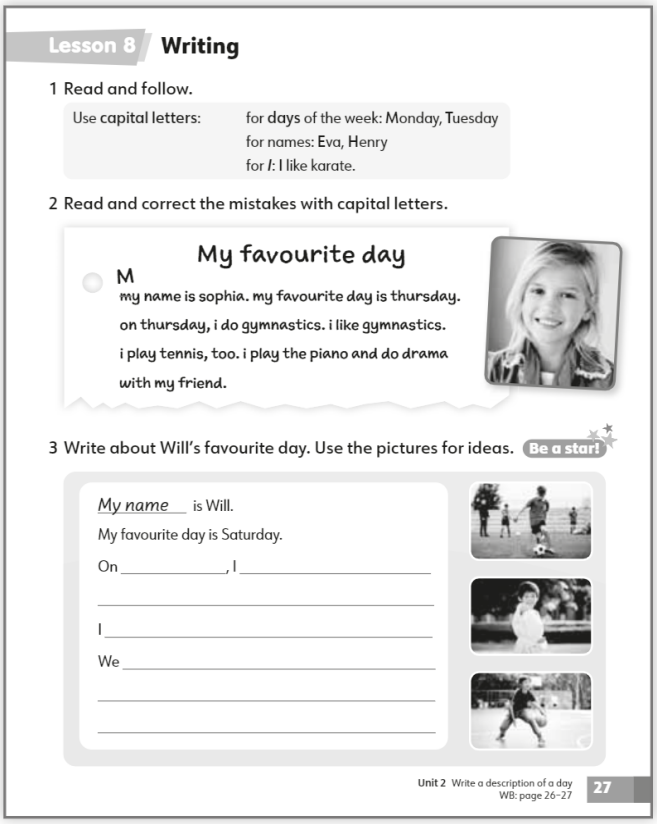
2 CE:YL Look and read. Put a tick (✓) or a cross (✕) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the clock. Elicit that the sentence is false and indicate the cross.
- Then give the children some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*.

Answers: 1 ✕ **2** ✓ **3** ✓ **4** ✓ **5** ✕

Lesson 8 Writing

Pupil's Book page 27



Lesson 8 Writing

1 Read and follow.

Use capital letters: for days of the week: Monday, Tuesday
for names: Eva, Henry
for *I*: I like karate.

2 Read and correct the mistakes with capital letters.

My favourite day

M
my name is sophia. my favourite day is thursday. on thursday, i do gymnastics. i like gymnastics. i play tennis, too. i play the piano and do drama with my friend.

3 Write about Will's favourite day. Use the pictures for ideas. Be a star!

My name is Will.
My favourite day is Saturday.
On _____, I _____
_____
I _____
We _____
_____
_____

Unit 2 Write a description of a day
WB: page 26–27
27

Learning objectives: Use capital letters; Write a description of a day

Resources: Unit 2 test

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with sentences from the listening text from Lesson 7, e.g. *I do karate on Tuesday. Do you play tennis? I play basketball on Thursday. We read plays and poems. You've got a very busy week.*

1 Read and follow.

- Write on the board *My name's Eva and I do gymnastics on Thursday.*
- Ask the children how many capital letters there are (*four*) and why they are used. Confirm by referring the children to the information in the box.

2 Read and correct the mistakes with capital letters.

- Write the first two sentences of the text on the board. Change the first capital *M* and ask the children what else needs to change. Give them time to look at the rest of the text and decide on changes, without writing yet.
- Write the text on the board sentence by sentence and elicit changes.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

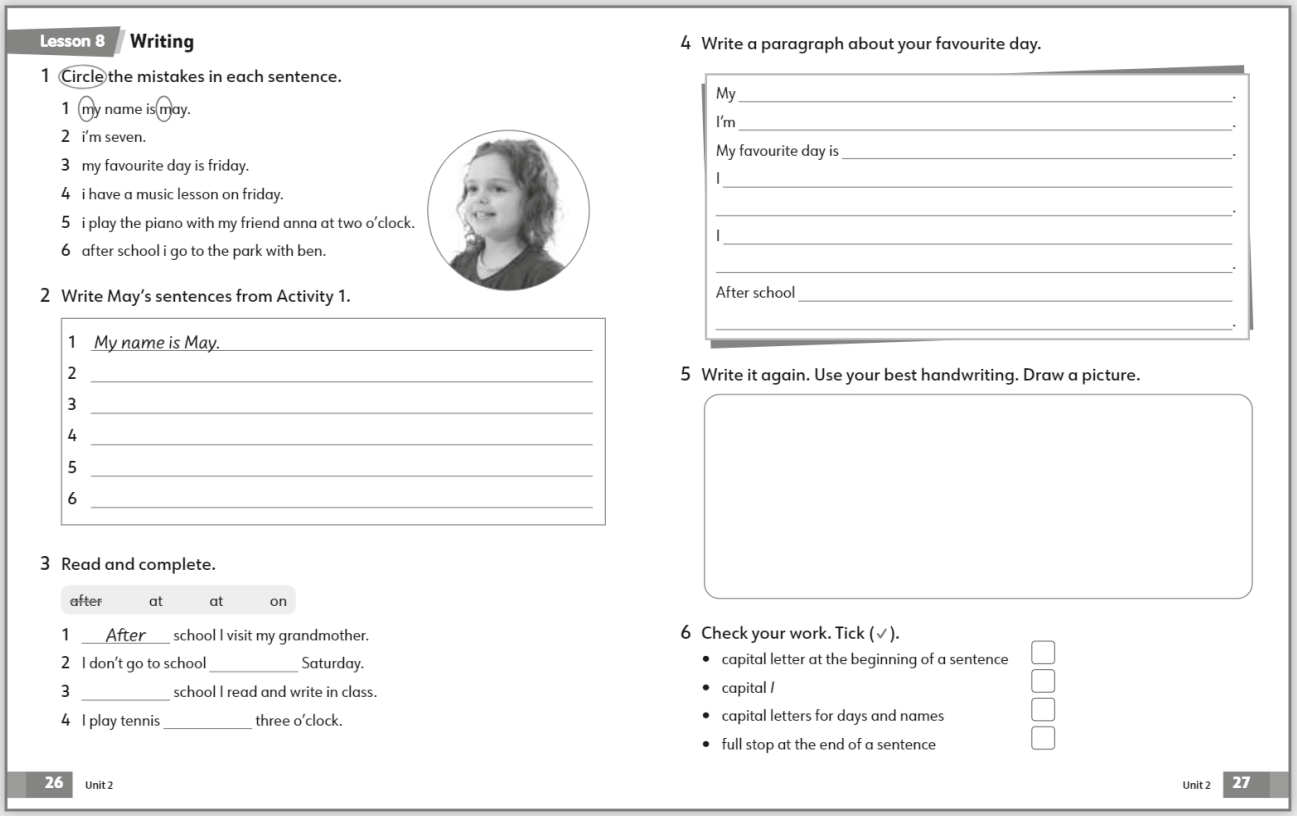
Answers: My name is Sophia. My favourite day is Thursday. On Thursday, I do gymnastics. I like gymnastics. I play tennis, too. I play the piano and do drama with my friend.

3 Write about Will's favourite day. Use the pictures for ideas. Be a star!

- Refer the children to the pictures and ask what activities they can see. Tell them that they will use these activities to write a text about Will like the one in Activity 2.
- Elicit complete sentences for the text and write them on the board. As you write, occasionally miss some capital letters and ask the children if there is anything they want to change.
- Have the children read the text again and then copy it into their Pupil's Books.

Cooler: Sophia or Will?

- Write *Sophia* on one side of the board and *Will* on the other.
- Call out sentences from the texts about Sophia and Will and have the children say the name and point to the correct side of the board.



Lesson 8 **Writing**

1 Circle the mistakes in each sentence.

1 my name is may.
2 i'm seven.
3 my favourite day is friday.
4 i have a music lesson on friday.
5 i play the piano with my friend anna at two o'clock.
6 after school i go to the park with ben.

2 Write May's sentences from Activity 1.

1 *My name is May.*
2
3
4
5
6

3 Read and complete.

~~after~~ at at on

1 *After* school I visit my grandmother.
2 I don't go to school _____ Saturday.
3 _____ school I read and write in class.
4 I play tennis _____ three o'clock.

4 Write a paragraph about your favourite day.

My _____.
I'm _____.
My favourite day is _____.
I _____.
_____.
I _____.
_____.
After school _____.
_____.

5 Write it again. Use your best handwriting. Draw a picture.

6 Check your work. Tick (✓).

- capital letter at the beginning of a sentence ☐
- capital *I* ☐
- capital letters for days and names ☐
- full stop at the end of a sentence ☐

26 Unit 2

Unit 2 27

1 Circle the mistakes in each sentence.

- Write the example sentence on the board. Invite a volunteer to circle the mistakes. Then have the children complete the activity individually. While they do this, copy the original sentences onto the board.
- For feedback, invite different children to circle the mistakes on the board. Leave the sentences on the board for checking answers in the next activity.

Answers: 1 (m)y name is (m)ay. **2** (i)'m seven. **3** (m)y favourite day is (f)riday. **4** (i) have a music lesson on (f)riday. **5** (i) play the piano with my friend (a)nna at two o'clock. **6** (a)fter school (i) go to the park with (b)en.

2 Write May's sentences from Activity 1.

- Have the children write the correct versions of the sentences in Activity 1. Then invite different children to make the corrections to the sentences on the board.
- The children then write versions of the sentences using their own details.

Answers: 1 My name is May. **2** I'm seven. **3** My favourite day is Friday. **4** I have a music lesson on Friday. **5** I play the piano with my friend Anna at two o'clock. **6** After school I go to the park with Ben.

3 Read and complete.

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

Answers: 1 After **2** on **3** At **4** at

4 Write a paragraph about your favourite day.

- Refer the children to the model text on Pupil's Book page 27 and ask them to write a similar text about themselves. Circulate, monitor and offer help as needed.

Answers: Children's own answers.

5 Write it again. Use your best handwriting. Draw a picture.

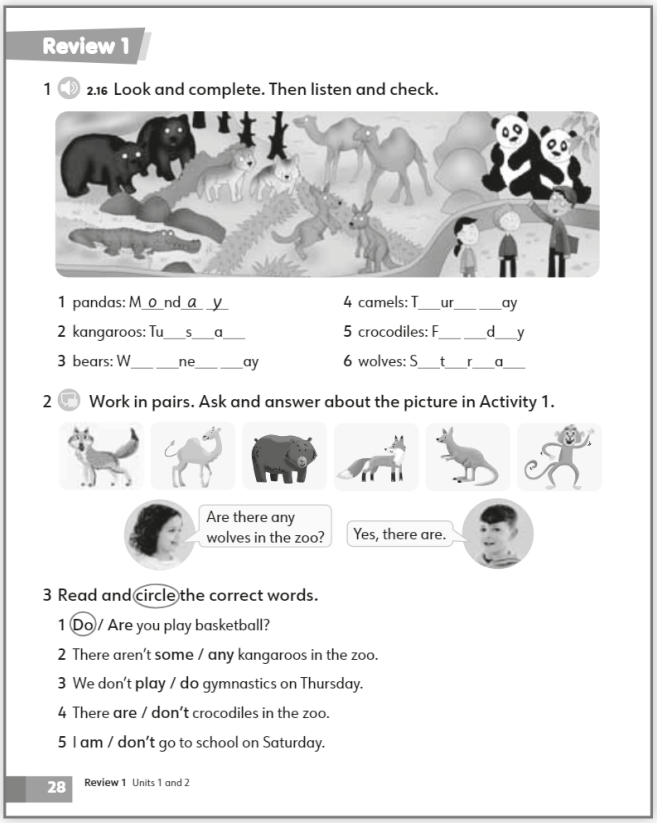
- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them.

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Review 1

Pupil's Book page 28



Review 1

1 2.16 Look and complete. Then listen and check.

1 pandas: M_o_nd_a_y_
2 kangaroos: Tu___s___a___
3 bears: W___ ___ne___ ___ay
4 camels: T___ur___ ___ay
5 crocodiles: F___ ___d___y
6 wolves: S___t___r___a___

2 Work in pairs. Ask and answer about the picture in Activity 1.

Are there any wolves in the zoo?
Yes, there are.

3 Read and circle the correct words.

1 Do / Are you play basketball?
2 There aren't some / any kangaroos in the zoo.
3 We don't play / do gymnastics on Thursday.
4 There are / don't crocodiles in the zoo.
5 I am / don't go to school on Saturday.

28 Review 1 Units 1 and 2

Learning objectives: Review vocabulary, grammar and sounds and letters from Units 1 and 2; CE:YL Pre A1 Starters: Listening, Part 2; Speaking Part 1

Grammar: *There are some / There aren't any / Are there any ...? / How many ... are there?*; Present simple (*I / we / they*) affirmative and negative, *Do you ...? Yes, I do. / No, I don't.*

Review vocabulary: wild animals, days of the week, school activities

Resources: Flashcards; Speaking exam practice video

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with some of the key vocabulary from Units 1 and 2.

1 2.16 Look and complete. Then listen and check.

- Refer the children to the picture and ask *What animals can you see?*
- Refer them to the example and point out that there is an animal name and a day of the week for each one. Elicit the next answer, asking a volunteer to spell the word and write it on the board.
- Have the children continue the activity individually.
- Play the audio for children to check their answers. Have the children repeat all the words.

Audioscript

1 *pandas ... Monday* ***2*** *kangaroos ... Tuesday*
3 *bears ... Wednesday* ***4*** *camels ... Thursday*
5 *crocodiles ... Friday* ***6*** *wolves ... Saturday*

Answers: 1 Monday **2** Tuesday **3** Wednesday **4** Thursday **5** Friday **6** Saturday

2 Work in pairs. Ask and answer about the picture in Activity 1.

- Ask two children to read out the example dialogue. Have all the children repeat the question and answer.
- Have the children continue the activity in pairs.
- Circulate, monitor and offer help and praise as appropriate.

3 Read and circle the correct words.

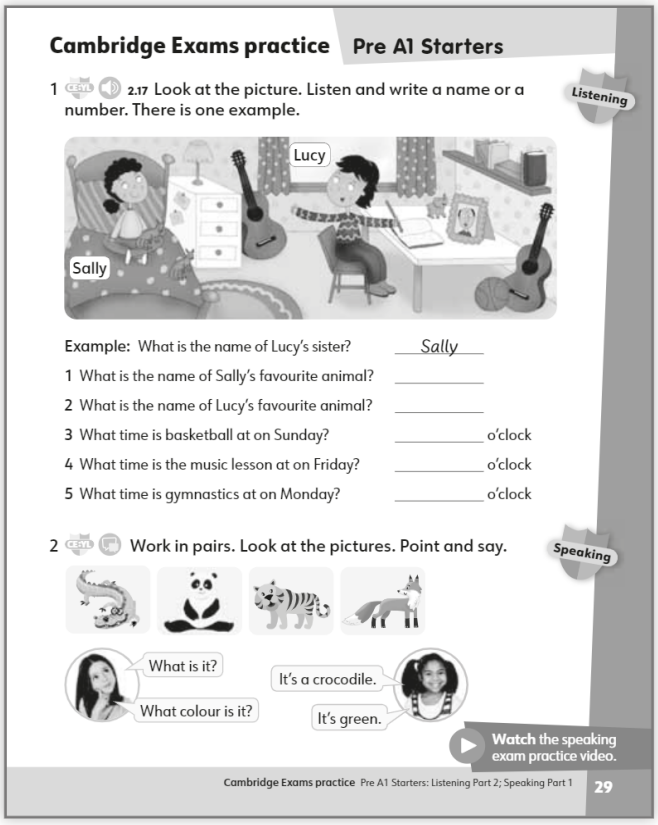
- Read out the two question options for the example – point out that *Are you play* sounds wrong!
- Elicit the correct word for sentence 2. Then have the children continue individually and compare with a friend.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 Do **2** any **3** do **4** are **5** don't

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17), with the the key words from this Review lesson.

Pupil's Book page 29



1 CE:YL 2.17 Look at the picture. Listen and write a name or a number. There is one example

- This activity helps prepare the children for part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Play the first part of the audio, pausing after the example. Ask the children to spell the name *Sally*. Point out that the names are spelled in the dialogues.
- Play the rest of the audio and have the children complete the activity. Check answers as a class.

Audioscript

Narrator: *Look at the picture. Listen and write a name or number. There is one example.*

Lucy: *Hello. Here's a picture of me and my sister. This is my bedroom.*

Adult: *Oh! Hello, Lucy! What's your sister's name?*

Lucy: *Sally.*

Adult: *Is that S-A-L-L-Y?*

Lucy: *Yes. Sally.*

Narrator: *Can you see the answer? Now you listen and write a name or a number.*

1 Lucy: *My sister likes animals.*

Adult: *Oh! What's the name of Sally's favourite animal?*

Lucy: *Her favourite animal is the kangaroo.*

Adult: *Is that K-A-N-G-A-R-O-O?*

Lucy: *Yes, that's right. There are some kangaroos in Sally's hands. Look!*

2 Adult: *And what's your favourite animal, Lucy?*

Lucy: *My favourite animal is the elephant.*

Adult: *The elephant?*

Lucy: *Yes, that's E-L-E-P-H-A-N-T. Can you see the elephant on my desk? It's from India.*

Adult: *Oh, yes, I can! It's lovely.*

3 Adult: *Do you like basketball, Lucy?*

Lucy: *Yes, I do, but my sister Sally doesn't like basketball. I play basketball on Sunday.*

Adult: *Oh! What time is basketball on Sunday?*

Lucy: *It's at ten o'clock.*

Adult: *Ten o'clock. OK.*

4 Adult: *Do you play the guitar, too?*

Lucy: *Yes, I do. And Sally plays the guitar, too. There are some guitars in our bedroom. We have a music lesson every Friday.*

Adult: *What time is the music lesson on Friday?*

Lucy: *The music lesson is at four o'clock.*

Adult: *Four o'clock. OK.*

5 Adult: *Is that a picture of your grandpa on your desk, Lucy?*

Lucy: *Oh, yes it is! My grandpa is great. We do gymnastics at five o'clock on Monday. Then, we visit grandpa for dinner.*

Adult: *OK. That's great. So, you do gymnastics at five o'clock on Monday.*

Lucy: *Yes, that's right.*

Adult: *Thank you, Lucy.*

Narrator: *Now listen again.*

Answers: 1 kangaroo **2** elephant **3** ten **4** four **5** five

2 CE:YL Work in pairs. Look at the pictures. Point and say.

- This activity helps prepare the children for part 1 of the Speaking paper of the Cambridge English: Pre A1 Starters test.
- Divide the class into pairs. Ask two children to read out the example dialogue.
- Have the children complete the activity, then check answers as a class.

My progress: (Workbook page 116)

- Clarify the meaning of each *I can ...* statement and elicit examples.
- The children then put their stickers in place.

3 Our things

Lesson 1 Vocabulary

Pupil's Book pages 30–31



Learning objectives: Identify and use new words: personal possessions; Sing a song using the target vocabulary

Vocabulary: camera, computer, glasses, guitar, phone, radio, TV, watch

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 30–31. Ask *Where are they? What can you see? Is Mum happy? Why not?* Ask what they think Eva and Owen are doing. Ask *Can you see a kangaroo?*

1 3.1 Listen and say.

- Play the audio twice. Have the children listen and point to the pictures, then point and repeat.
- Play the audio one more time and have the children do an action for using each object.

3.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word.

Audioscript

*Sound effects: **1** [TV remote control changing stations], **2** [a mobile ring tone], **3** [camera clicking], **4** ['pinging' watch alarm], **5** [acoustic guitar], **6** [radio – music], **7** [computer booting up], **8** [no sound effects]*

Answers: camera – **3**, computer – **7**, glasses – **8**, guitar – **5**, phone – **2**, radio – **6**, TV – **1**, watch – **4**

2 Look at the picture. Find the things in Activity 1.

- Hold up your Pupil's Book and point to the camera in Activity 1. Then look for and find a camera in the big picture (it's on the table) – point and say *Ah! The camera is on the table. It's under the picture!*
- Have the children find each word in the big picture. Ask different children to describe where it is.
- The children can continue in the same way in pairs.

3 Which thing doesn't make a sound?

- Ask the class what sound a clock makes (e.g. *tick, tock*). Now ask *Which thing in Activity 1 doesn't make a sound?* Ask the children to raise their hands when they know the answer.

Answers: glasses

4 3.3 Sing and act out.

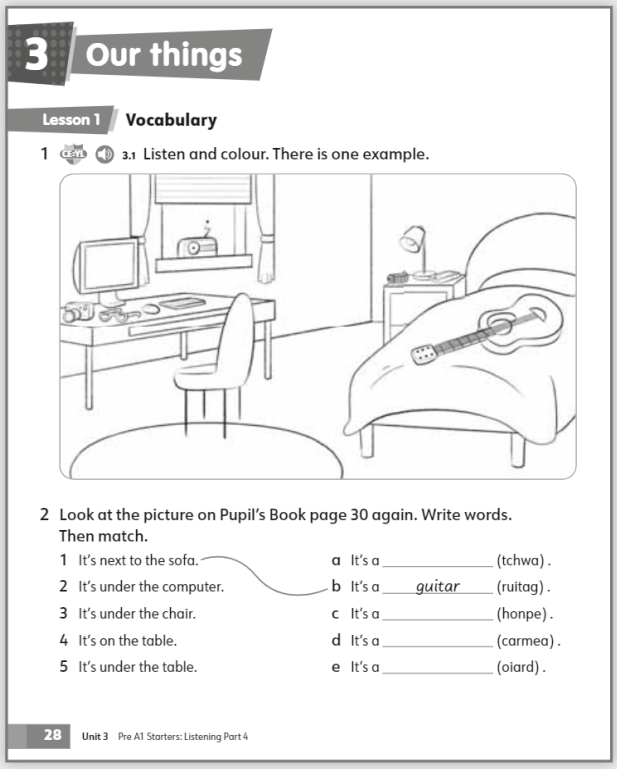
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song and join in the actions with the children. (You may want to clarify the meaning of the word *blues* with the children – a sad feeling or sad music.)
- Now play the song again and have the children follow in their books.
- Ask the children again *What are Eva and Owen doing in the picture?* Encourage the children to join in with actions for using each object mentioned and also: *I just don't know what to do* – the same pose as Eva in the picture; *I just can't find* – mime looking all around.
- Play the song. Have the children do the actions.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 14–17) with actions for using the objects in Activity 1.

Workbook page 28



3 Our things

Lesson 1 Vocabulary

1 CE:YL 3.1 Listen and colour. There is one example.

2 Look at the picture on Pupil's Book page 30 again. Write words. Then match.

1	It's next to the sofa.	a	It's a _____ (tchwa) .
2	It's under the computer.	b	It's a guitar (ruitag) .
3	It's under the chair.	c	It's a _____ (honpe) .
4	It's on the table.	d	It's a _____ (carmea) .
5	It's under the table.	e	It's a _____ (oiard) .

28 Unit 3 Pre A1 Starters: Listening Part 4

1 CE:YL 3.1 Listen and colour. There is one example.

- This activity helps the children prepare for Part 4 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen to the audio and colour items in the picture as instructed.
- Go through the example. Then elicit the correct colour of the watch (grey).
- The children continue individually.

Audioscript

Speaker: *Look at the pictures. Listen and look. There is one example.*

1 Speaker: *Look at the picture.*

Girl: *OK! There's a watch next to the lamp.*

Speaker: *That's right. Colour it grey, please.*

Girl: *OK.*

Speaker: *Can you see the grey watch next to the lamp? This is an example. Now listen and colour.*

2 Speaker: *Now, can you see the guitar?*

Girl: *Yes, I can. It's on the bed.*

Speaker: *That's right. Colour it blue.*

Girl: *OK. I do music lessons.*

Speaker: *Really?*

3 Girl: *Can I colour the radio now?*

Speaker: *Yes, you can.*

Girl: *Can I colour it purple?*

Speaker: *Yes. That's a good idea.*

4 Girl: *I like the camera.*

Speaker: *The camera on the desk?*

Girl: *Yes!*

Speaker: *Oh yes! Colour it green.*

Girl: *OK.*

5 Speaker: *Now, can you see the glasses?*

Girl: *Yes! They are on the desk next to the camera.*

Speaker: *That's right. Colour the glasses pink.*

Girl: *OK.*

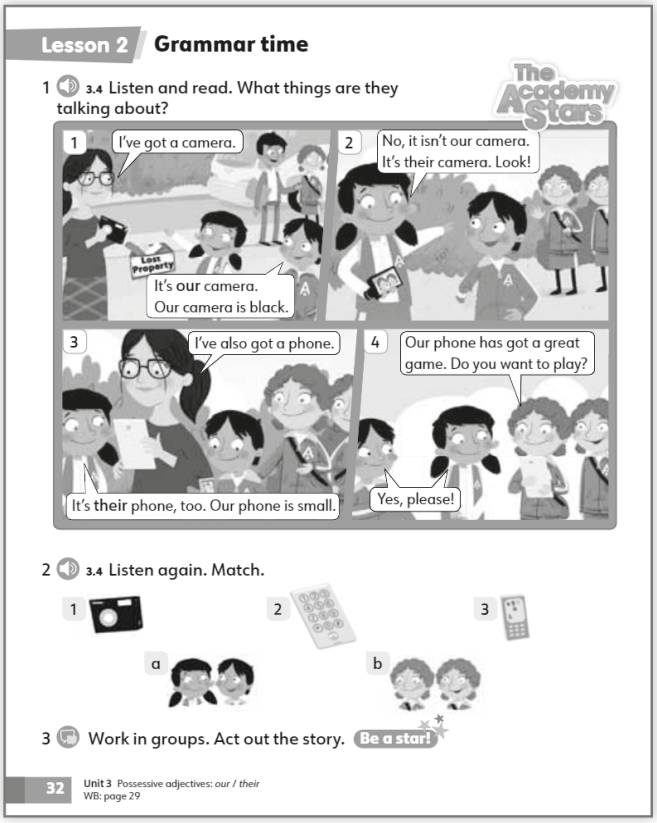
Answers: 1 watch – grey **2** guitar – blue **3** radio – purple **4** camera – green **5** glasses – pink

2 Look at the picture on Pupil's Book page 30 again. Write words. Then match.

Answers: 1 b, guitar **2** e, radio **3** a, watch **4** d, camera **5** c, phone

Lesson 2 Grammar time

Pupil's Book page 32



Learning objectives: Understand the use of Possessive adjectives: *our / their*; Read and act out a story using the target grammar

Grammar: Possessive adjectives *our / their*

Review vocabulary: personal possessions

3.3 Warm-up: Sing the song!

- Play the song *Blue kangaroo blues* again and have the children join in and do the actions as in Lesson 1.

1 3.4 Listen and read. What things are they talking about?

- Refer the children to the pictures and ask *Who can you see? What are their names? Where are they? (at school – coming back from a school trip) What objects can you see?*
- Play the audio and have the children follow in their books and find the answer to the question *What things are they talking about?* Elicit the answer.
- Ask questions to check comprehension: *Is it Eva and Owen's camera? (No) Is it Eva and Owen's phone? (No)*
- Play the audio one more time. Have the children do the actions for *our* (indicating themselves and a friend) and for *their* (indicating two other children).

Answers: a camera and a phone

2 3.4 Listen again. Match.

- Refer the children to the pictures and explain that they need to decide to whom the camera and phones belong.
- Play the audio again and stop after frame 2 of the story and ask *The camera – a or b? (b)*. Have the children draw a line between the camera and the twins.
- Now play the rest of the audio. Have the children decide who the phones belong to and draw the matching lines.
- For feedback, say a number and have the class call out the letter. Elicit their reasons (Eva and Owen have got a small phone, the twins have got a big phone).

Answers: 1 b **2** b **3** a

3 Work in groups. Act out the story.

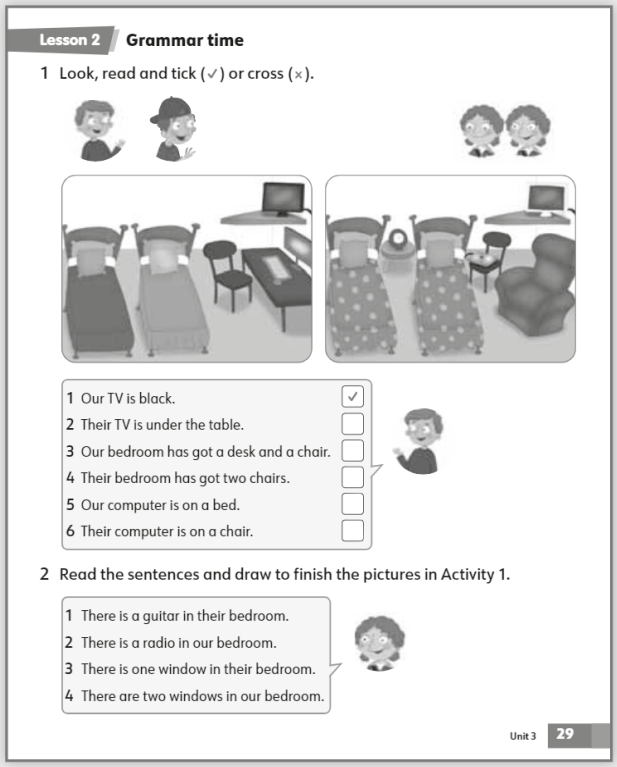
Be a star!

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of *our* and *their* and the way these words are stressed in the dialogue to show the difference.
- Divide the class into groups of four. Give each child a number 1–4 and allocate roles: all number 1s are the teacher, all number 2s are Eva, all number 3s are Owen and all number 4s are the twin girl.
- Allow the children some time to practise acting out the story. Set a time limit for their practice and warn them when the time is nearly finished. This way, they will be more focused on the task. You could suggest that they use objects from the classroom or their bags as props for the camera and phone (but not real phones as they can cause instant distraction!).
- While they practise, circulate and monitor, giving support as necessary with pronunciation, intonation and accurate use of language.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts. (Some children at this stage may be starting to feel confident enough to play their role without referring to the book.)

Cooler: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: *Our camera is black. (4) No, it isn't our camera. (5) It's their phone, too. (4) Our phone has got a great game. (7) Do you want to play? (5)*

Workbook page 29



Lesson 2 **Grammar time**

1 Look, read and tick (✓) or cross (×).

1 Our TV is black. ✓
2 Their TV is under the table.
3 Our bedroom has got a desk and a chair.
4 Their bedroom has got two chairs.
5 Our computer is on a bed.
6 Their computer is on a chair.

2 Read the sentences and draw to finish the pictures in Activity 1.

1 There is a guitar in their bedroom.
2 There is a radio in our bedroom.
3 There is one window in their bedroom.
4 There are two windows in our bedroom.

Unit 3 29

1 Look, read and tick (✓) or cross (✕).

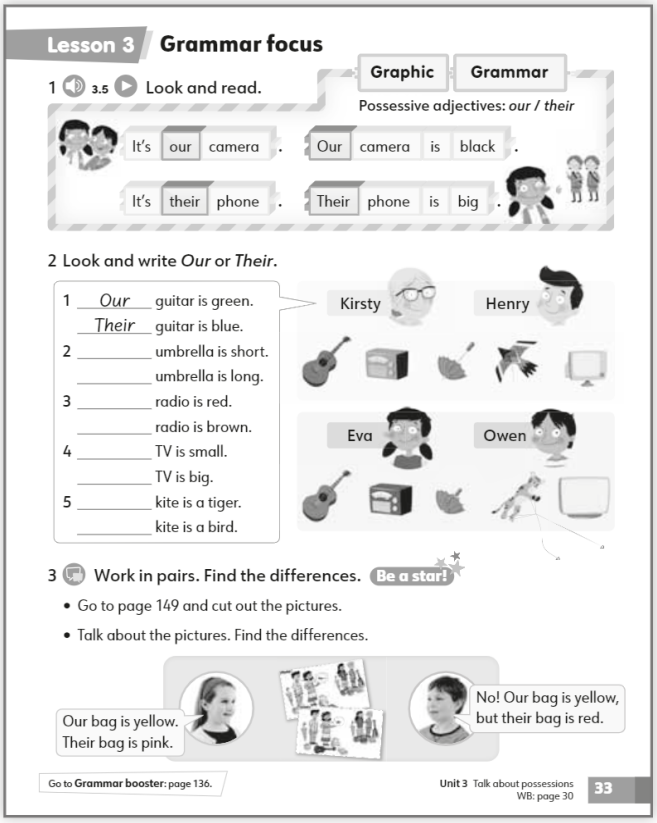
Answers: 1 ✓ 2 ✕ 3 ✓ 4 ✓ 5 ✕ 6 ✓

2 Read the sentences and finish the pictures in Activity 1.

Answers: The following things drawn in the pictures of the bedrooms: **Boys' bedroom:** a guitar, one window **Girls' bedroom:** a radio, two windows

Lesson 3 Grammar focus

Pupil's Book page 33



Learning objectives: Talk about possessions

Grammar: *It's our camera. Our camera is black. It's their phone. Their phone is big.*

Review vocabulary: personal possessions

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Stand up or sit down

- See the Games bank (pages 14–17) for how to play the game. Suggested sentences: *I've got a phone. I've got a watch. I can play games on my computer. My phone has got a camera. I can play the guitar. I haven't got a guitar. I can play games on my phone.*
- You could ask different children to explain why they are standing up or sitting down with a sentence, e.g. *Yes, I've got a phone! No, I can't play games on my computer, etc.*

1 3.5 Look and read.

- Play the audio. Have the children join in by doing actions to accompany the *our* and *their* sentences (indicating themselves and a friend or other children).
- Play the audio again for the children to repeat chorally. Point out the green blocks indicating to whom the items belong. Pay particular attention to the pronunciation of *our* and *their*.

- If using the video, tell the children they will see a video about children and their possessions. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence doing the actions to accompany the *our* and *their* sentences. Pay particular attention to the pronunciation of *our* and *their*.
- Highlight the grammar points as described above.

2 Look and write *Our* or *Their*.

- Ask the children what they can see in the pictures. Clarify who is speaking in the sentences (always Kirsty and Henry). Check the children understand which items belong to which children.
- Refer the children to the example sentences and check the use of *our* (belongs to the people speaking) and *their* (belongs to the other people).
- Do number 2 as a class and then have the children complete the rest of the activity individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 Our, Their **2** Their, Our **3** Their, Our **4** Our, Their **5** Their, Our

3 Work in pairs. Find the differences.

Be a star!

- Organise the children in pairs and have them open their books to page 149. Make sure the children all have scissors with which to cut out the pictures.
- Give the children time to cut out the pictures. While they do this, confirm understanding of what they see in the pictures. Tell the children that they will use one set of pictures for the game.
- Work through the example with the children. Explain that they should compare what they see in two pictures and talk about the differences they see. Point out that they can talk about things like clothes, items the children are holding, or whatever other differences appear to them.
- Point out the differences in the bags in the example, and have the children call out the colours. Then have volunteers read the example dialogue. Confirm understanding of which pair of characters are *Our* (the pair in front) and which are *Their* (the pair in back) in the game. The children use *Our* and *Their* to describe the differences.
- They will find four differences in each set of pictures (Student A: *Our*: blue ball, brown guitar, yellow bag, red book; *Their*: red ball, green guitar, pink bag, orange book. Student B: *Our*: blue ball, dark brown guitar, yellow bag, green book; *Their*: red ball, green guitar, red bag, orange book).
- Allow time for the children to complete the game.

Teaching star!

Extension

Once the children are confident in using the language, they can be challenged a little more. A memory challenge is something children enjoy and it makes the communication more valid.

- Tell the children you will say some sentences from Activity 2. The children have to remember who is speaking: Kirsty and Henry or Eva and Owen.
- Give an example by saying *Our umbrella is short*. Then ask *Who says this?* Reveal that it must be Eva and Owen speaking, by pointing to the picture of the umbrella with the short handle.
- The children then continue the memory challenge – one child looks at the Pupil's Book and makes a sentence and the other answers from memory. The first child then confirms and they change roles.
- Invite volunteers to make a sentence as a memory challenge for the rest of the class.

Grammar booster

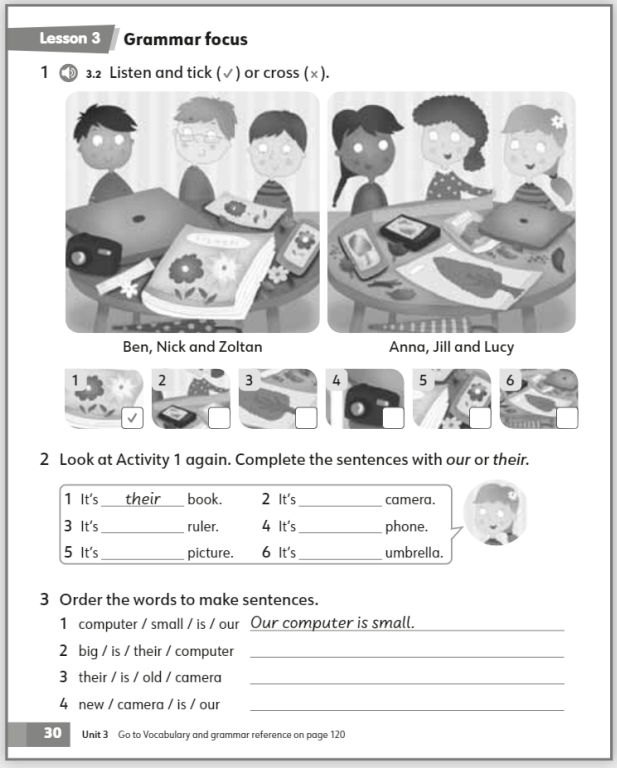
Ask the children to turn to page 136 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 Our **2** Their **3** Their **4** Our **5** Our **6** Their **7** Their **8** Our **9** Their **10** Our

Cooler: Draw and label

- Draw a quick picture of your family on the board. Draw something or someone that belongs to your family on the board, e.g. your house, car, grandma and grandpa. Elicit a sentence about the picture, e.g. *Our house is big. / Our car is red. / Our grandma and grandpa are old.* Write the sentence next to the picture.
- Have the children do the same in their notebooks (or on a separate piece of paper for a wall display). They draw something from their family and write a sentence about it with *our*.

Workbook page 30



Lesson 3 Grammar focus

1 3.2 Listen and tick (✓) or cross (×).

Ben, Nick and Zoltan

Anna, Jill and Lucy

2 Look at Activity 1 again. Complete the sentences with *our* or *their*.

1 It's *their* book. 2 It's _____ camera.
3 It's _____ ruler. 4 It's _____ phone.
5 It's _____ picture. 6 It's _____ umbrella.

3 Order the words to make sentences.

1 computer / small / is / our *Our computer is small.*
2 big / is / their / computer _____
3 their / is / old / camera _____
4 new / camera / is / our _____

30 Unit 3 Go to Vocabulary and grammar reference on page 120

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 to help them when completing these activities.

1 3.2 Listen and tick (✓) or cross (✗).

Audioscript

1 *Hi! I'm Ben and these are my friends Nick and Zoltan. This is our desk. This is our book.*
2 *Those are our friends too – Anna, Jill and Lucy. That's their ruler.*
3 *It's our picture.*
4 *It's their camera.*
5 *It's our phone.*
6 *It's their umbrella.*

Answers: 1 ✓ **2** ✓ **3** ✗ **4** ✗ **5** ✓ **6** ✓

2 Look at Activity 1 again. Complete the sentences with *our* or *their*.

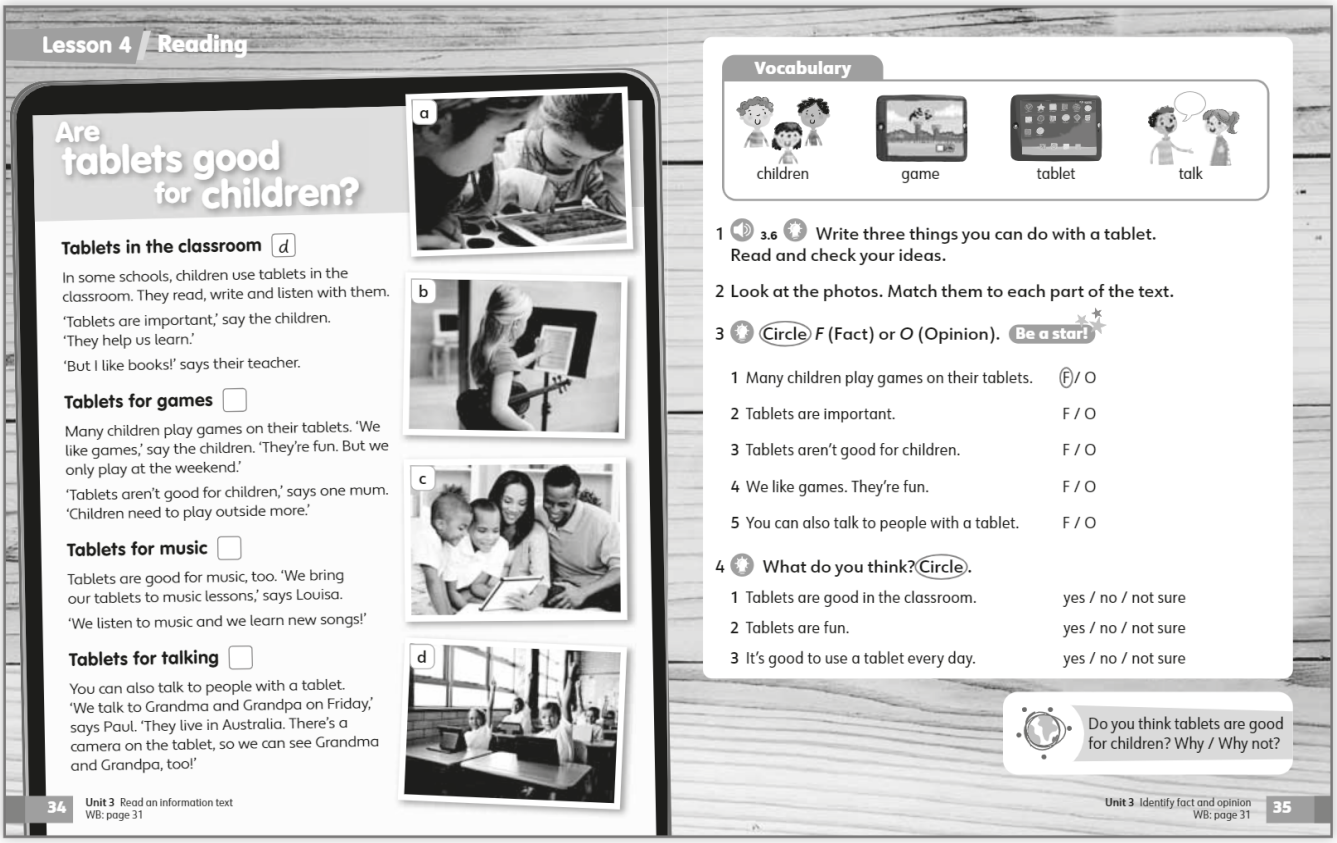
Answers: 1 their **2** their **3** our **4** their **5** our **6** our

3 Order the words to make sentences.

Answers: 1 Our computer is small. **2** Their computer is big. **3** Their camera is old. **4** Our camera is new.

Lesson 4 Reading

Pupil's Book pages 34–35



Learning objectives: Read an information text; Identify fact and opinion

Vocabulary: children, game, tablet, talk

Additional vocabulary: bring, help, important, only, outside, say, weekend

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with vocabulary from Lesson 1, Activity 1.

Vocabulary

- Refer the children to the vocabulary panel at the top of page 35. Read out the words and have the children point and repeat.
- Say an example sentence for each word and have the children complete it. e.g. *[Names of three children in the class] are _____;*
  Super Mario is my favourite _____;
  I play games on my _____;
  Please be quiet – please don't _____!

1 3.6 Write three things you can do with a tablet. Read and check your ideas.

- Ask the children to think of all the things they can do with tablets. Give the class some thinking time before eliciting their ideas. (They may need to use L1 to explain some ideas.) Write their ideas on the board.
- Have the children look quickly at the text and see if any of their ideas are included. Ask them which ones they found and tick them off on the board.
- You may then want to read through the text together as a class, playing the audio as support for children who need more help.

Teaching star!

Reading skills

Reading for global comprehension is a valuable skill to develop for approaching most texts. You can encourage the children to do it effectively by:

- Setting a short time limit to get the overall idea of the text – less time than it would take the children to read carefully.
- Setting a specific task (like the one in Activity 1 above) which can be quickly achieved and needs to have written answers.
- Having feedback (as above) which shows the children they have achieved something concrete in that short reading time.

2 Look at the photos. Match them to each part of the text.

- Give the children time to read the text carefully.
- Refer them to the photos and ask what they can see happening in each one. Make sure you include the key points when eliciting their answers: a – *game;* b – *music;* c – *talk;* d – *school, classroom*.
- Refer the children to the example and ask why section 1 matches photo d (key words *school, classroom*).
- Have the children continue the activity individually.
- For feedback, ask the children to call out the letter for each section. Ask for whole-class agreement.
- You may then want to read through the text together as a class, playing the audio as support for children who need more help.

Answers: Tablets in the classroom: d, Tablets for games: a, Tablets for music: b, Tablets for talking: c

3 Circle *F* (Fact) or *O* (Opinion).

Be a star!

- Write on the board the sentences *I've got a tablet.* and *My tablet is fantastic!*
- Ask the children if these sentences are facts (something we know is true) or opinions (something which people have different ideas about). Elicit or give them another example of each if necessary.
- Refer the children to the example and point out that this is an example of something we know is true.
- Do number 2 as another example. Elicit or point out that the teacher has a different idea (*But I like books!*) so it is an opinion.
- Have the children continue the activity individually. Fast finishers can compare their answers in pairs.
- For feedback, ask different children to read out the sentences. After each one, say *Fact* and then *Opinion*, pausing each time for the children to raise their hand if they agree. Clarify if there are any doubts.

Answers: 1 F **2** O **3** O **4** O **5** F

4 What do you think? Circle.

- Ask three children to read out the three statements. Clarify the meaning of *not sure*.
- Give the children time to think about their answers. Point out there are no correct or incorrect answers – they're our opinions!
- Read out the statements again and say *yes, no* and *not sure*, pausing each time for the children to give their answer.
- You may want to ask some children why they chose their answer – this will probably mean using L1.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the first four sentences of the *Tablets for games* section of the text.

ESDC

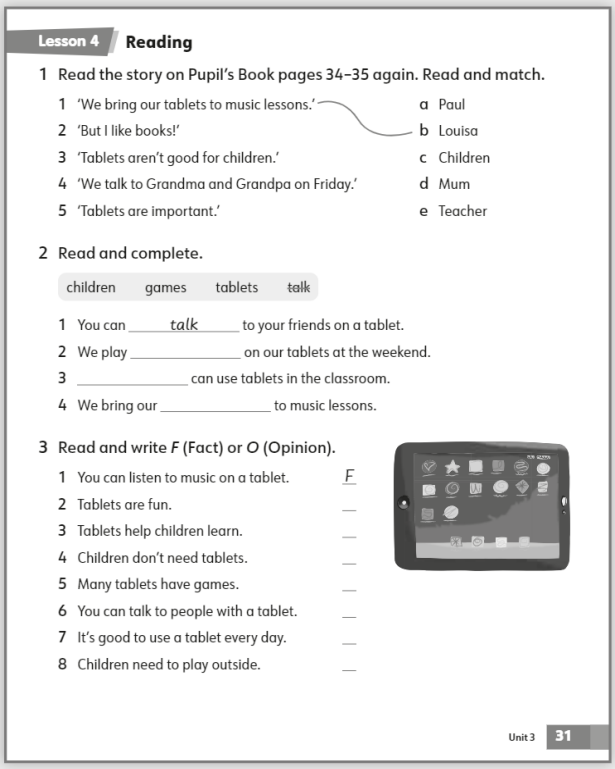


Do you think tablets are good for children? Why / Why not?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.*

- Ask: *Do you think tablets are good for children? Why / Why not?*
- Point out that while tablets can help us do many things, we should be careful about how much time we spend using them.
- Elicit responses and write on the board a list of positive and negative aspects of tablets. Elicit class agreement on some of the best and worst aspects.

Workbook page 31



Lesson 4 Reading

1 Read the story on Pupil's Book pages 34–35 again. Read and match.

1 'We bring our tablets to music lessons.'	a Paul
2 'But I like books!'	b Louisa
3 'Tablets aren't good for children.'	c Children
4 'We talk to Grandma and Grandpa on Friday.'	d Mum
5 'Tablets are important.'	e Teacher

2 Read and complete.

children games tablets talk

1 You can talk to your friends on a tablet.
2 We play _____ on our tablets at the weekend.
3 _____ can use tablets in the classroom.
4 We bring our _____ to music lessons.

3 Read and write *F* (Fact) or *O* (Opinion).

1 You can listen to music on a tablet. F
2 Tablets are fun. _____
3 Tablets help children learn. _____
4 Children don't need tablets. _____
5 Many tablets have games. _____
6 You can talk to people with a tablet. _____
7 It's good to use a tablet every day. _____
8 Children need to play outside. _____

Unit 3 31

1 Read the story on Pupil's Book pages 34–35 again. Read and match.

Answers: 1 b **2** e **3** d **4** a **5** c

2 Read and complete.

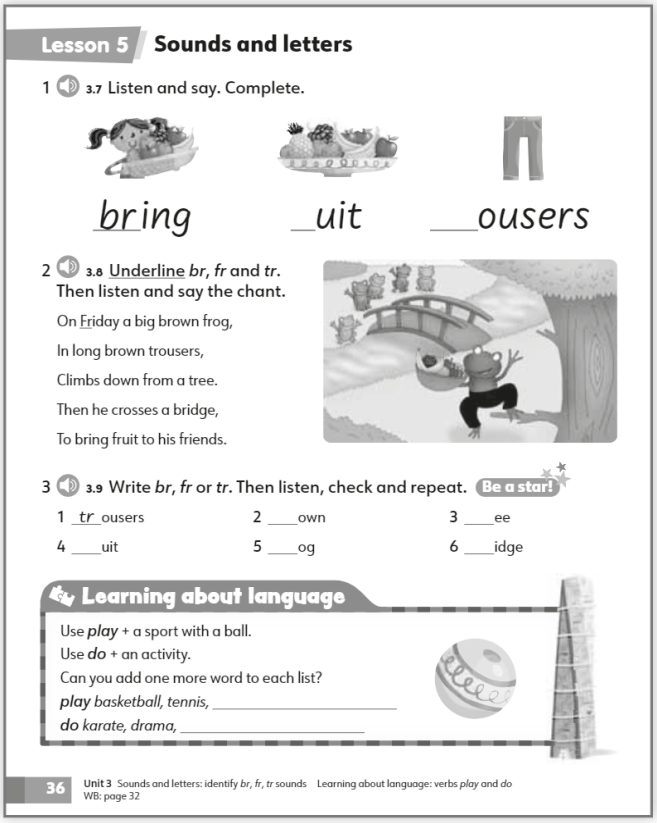
Answers: 1 talk **2** games **3** Children **4** tablets

3 Read and write *F* (Fact) or *O* (Opinion).

Answers: 1 F **2** O **3** O **4** O **5** F **6** F **7** O **8** O

Lesson 5 Sounds and letters

Pupil's Book page 36



Lesson 5 Sounds and letters

1 3.7 Listen and say. Complete.

bring _uit ___ousers

2 3.8 Underline *br*, *fr* and *tr*. Then listen and say the chant.

On Friday a big brown frog,
In long brown trousers,
Climbs down from a tree.
Then he crosses a bridge,
To bring fruit to his friends.

3 3.9 Write *br*, *fr* or *tr*. Then listen, check and repeat. Be a star!

1 _tr_ousers 2 ___own 3 ___ee
4 ___uit 5 ___og 6 ___idge

Learning about language

Use *play* + a sport with a ball.
Use *do* + an activity.
Can you add one more word to each list?
play basketball, tennis, _____
do karate, drama, _____

36 Unit 3 Sounds and letters: identify *br, fr, tr* sounds Learning about language: verbs *play* and *do*
WB: page 32

Learning objectives: Sounds and letters: identify *br, fr, tr* sounds; Learning about language: verbs *play* and *do*

Sounds and letters words: bring, fruit, trousers

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the last lesson, e.g. *tablet, classroom, children, weekend, outside, Australia*.

1 3.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children. Repeat the words chorally twice – to provide variety, you could have them say the words in a different style each time.
- Hold up your Pupil's Book. Point to the *br* in the word *bring*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/br/ /br/ /br/ bring
/fr/ /fr/ /fr/ fruit
/tr/ /tr/ /tr/ trousers

Answers: bring, fruit, trousers

2 3.8 Underline *br, fr* and *tr*. Then listen and say the chant.

- Point out the example underlined *fr* in the first line of the chant. Ask the children how many more examples of *fr* they can find (there are four more – *frog, from, fruit, friends*).
- Have the children find and underline all the examples of *br* and *tr*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *br, fr* and *tr* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: On Friday a big brown frog, In long brown trousers, Climbs down from a tree. Then he crosses a bridge, To bring fruit to his friends.

3 3.9 Write *br, fr* or *tr*. Then listen, check and repeat.

Be a star!

- Write on the board a large br on the left, *fr* in the middle and *tr* on the right.
- Play the audio, pausing after the repetition of *trousers* to have the children point to the *tr* on the right. Play the rest of the audio and have the children point to the right combination of letters on the board each time.
- Play the audio again and give the children time to complete the words.
- Now have all the children say the words chorally, and play the audio each time to check and correct pronunciation if necessary. Write the words on the board so everyone can check their answers.

Audioscript

1 *trousers, trousers* ***2*** *brown, brown* ***3*** *tree, tree*
4 *fruit, fruit* ***5*** *frog, frog* ***6*** *bridge, bridge*

Answers: 1 trousers **2** brown **3** tree **4** fruit **5** frog **6** bridge

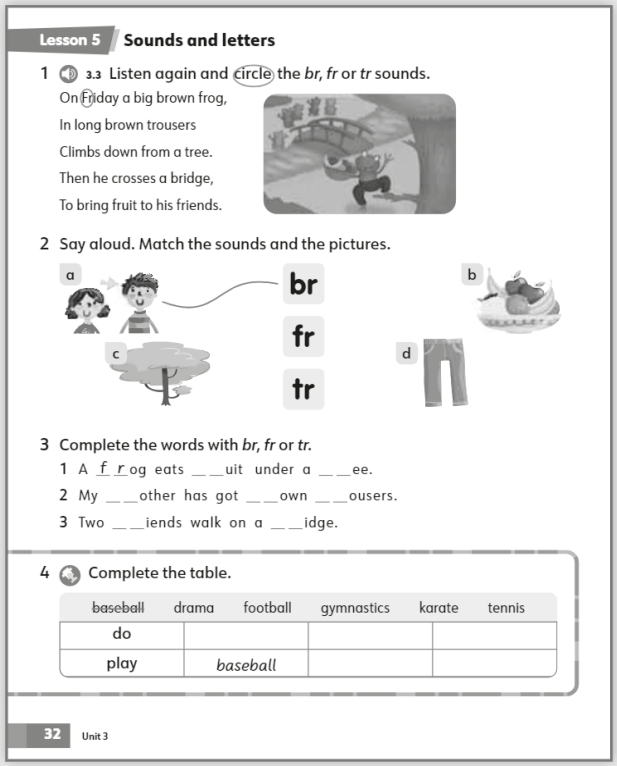
Learning about language

- Write on the board *play karate* and *do basketball*. Ask the children if there is anything they want to change. Erase play and do, then write them in again in the right place (*play basketball, do karate*).
- Underline *ball* in *basketball* and draw an arrow back to *play*. Point out you play games with a ball and this is a good way to remember when to use *play*. Explain that you use *do* with other activities.
- Elicit suggestions to add to the lists. Ask *What other sports use a ball?* (e.g. *football, baseball*) *What other sports or activities don't use a ball?* (e.g. *homework, judo, gymnastics*) Write these on the board and have the children add one more to each list in their books.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the words from Activity 3 and the *Learning about language* box.

Workbook page 32



Lesson 5 Sounds and letters

1 3.3 Listen again and circle the *br, fr* or *tr* sounds.

On Friday a big brown frog,
In long brown trousers
Climbs down from a tree.
Then he crosses a bridge,
To bring fruit to his friends.

2 Say aloud. Match the sounds and the pictures.

a b c d br fr tr

3 Complete the words with *br, fr* or *tr*.

1 A _f_ _r_ og eats __ __uit under a __ __ee.
2 My __ __other has got __ __own __ __ousers.
3 Two __ __iends walk on a __ __idge.

4 Complete the table.

~~baseball~~	drama	football	gymnastics	karate	tennis
do					
play	*baseball*				

32 Unit 3

1 3.3 Listen again and circle the *br, fr* or *tr* sounds.

Answers: On (Fr)iday a big (br)own (fr)og,
In long(br)own (tr)ousers,
Climbs down (fr)om a (tr)ee.
Then he crosses a (br)idge,
To (br)ing (fr)uit to his (fr)iends.

2 Say aloud. Match the sounds and the pictures.

Answers: *br* – brother (a); *fr* – fruit (b);
tr – tree (c), trousers (d)

3 Complete the words with *br, fr* or *tr*.

Answers: 1 A frog eats fruit under a tree.
2 My brother has got brown trousers.
3 Two friends walk on a bridge.

4 Complete the table.

Answers:

do	play
gymnastics	baseball
karate	football
drama	tennis

Lesson 6 Language in use

Pupil's Book page 37



Learning objectives: Questions with *whose; 's* for possession

Vocabulary: headphones

Review vocabulary: personal possessions

Resources: Language in use video; Grammar worksheet 2

Materials: a box to use as the 'lost property' box in Activity 3 – labelled 'lost property' if possible

3.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the whole class say the chant together.

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and do a mime of putting on headphones. Have the children repeat the word and do the action with you. Ask *Have you got any headphones? When do you use them?*

1 3.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Elicit the question to ask about possessions (*Whose ...*). Ask how we answer a *Whose ...?* question (*'s* after the name).
- (You may wish to review the use of *this / these* – and *that / those* – with the class.)
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Highlight the language points as described above.
- Play the video one more time, pausing after each line for the children to repeat. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects.
- Invite two confident children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for an object and name in the box.
- Elicit another example dialogue using an object from the other box.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the *Whose...* question forms and 's in the answers.

Teaching star!

Mixed ability

The possessive 's is something which some children initially find difficult to remember to use. Correct and encourage them in a fun way with a teaching aid:

- On a piece of paper (which can remain in a prominent position in the classroom) draw a brightly coloured snake in the shape of an *S* with an apostrophe before it. The apostrophe can be drawn as a small flower with a curved stalk!
- When the children forget to use the possessive *'s* you simply need to point to the snake and the children can correct themselves.

3 Now it's your turn. Make a class 'lost property' box. Talk about the things in it.

Be a star!

- Ask eight or ten children to choose an object each to put into the 'lost property' box. (Explain this is where the teacher puts things the children leave behind in the classroom, or where things people have left in a library or on a bus, etc, are kept for the people to come and find). The children putting an item into the box should show it to the class before putting it in.
- Invite several confident children to come to the front of the room, take an object from the box and hold it up. Elicit the question *Whose ...?* from the whole class, and then have each child give their answer, e.g. *It's Nenet's ruler.* Ask the child named if this is correct. If so, they can come and claim property back!
- Repeat with different children and different objects until everyone has had a chance to contribute.

Grammar booster

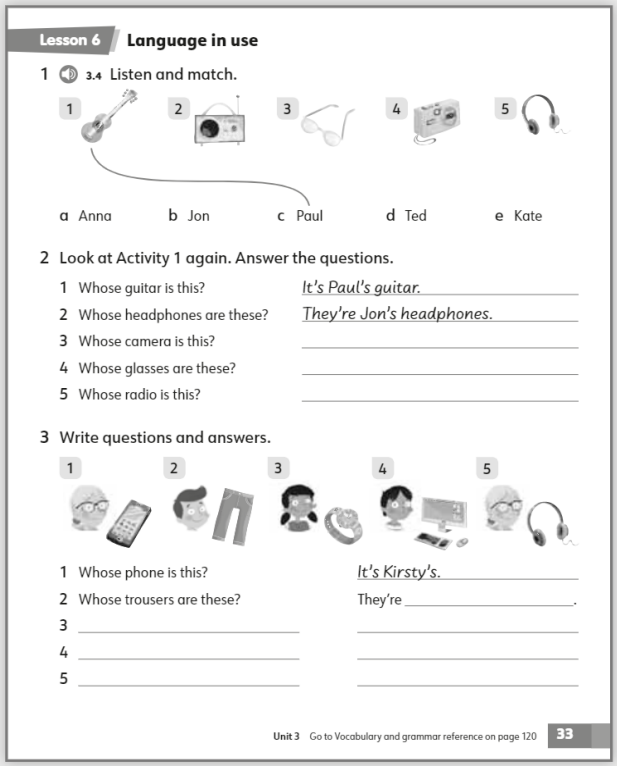
Ask the children to turn to page 136 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 They're Anya's headphones. **2** It's Tim's radio. **3** It's Sarah's TV. **4** They're Ron's glasses.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with two questions and answers: *Whose ball is this? It's _____ ball. (Use the name of a famous football player in the children's country.)* and *Whose guitar is this? It's _____'s guitar.* (Use the name of a famous musician in the children's country or one everyone will know.)

Workbook page 33



Lesson 6 Language in use

1 3.4 Listen and match.

1 2 3 4 5

a Anna b Jon c Paul d Ted e Kate

2 Look at Activity 1 again. Answer the questions.

1 Whose guitar is this? It's Paul's guitar.
2 Whose headphones are these? They're Jon's headphones.
3 Whose camera is this? _____
4 Whose glasses are these? _____
5 Whose radio is this? _____

3 Write questions and answers.

1 2 3 4 5

1 Whose phone is this? It's Kirsty's.
2 Whose trousers are these? They're _____.
3 _____
4 _____
5 _____

Unit 3 Go to Vocabulary and grammar reference on page 120 33

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 to help them when completing these activities.

1 3.4 Listen and match.

Audioscript

1 **Speaker:** *Whose guitar is this?*
Girl: *It's Paul's guitar.*
2 **Speaker:** *Whose radio is this?*
Girl: *It's Ted's radio.*
3 **Speaker:** *Whose glasses are these?*
Girl: *They're Anna's glasses.*
4 **Speaker:** *Whose camera is this?*
Girl: *It's Kate's camera.*
5 **Speaker:** *Whose headphones are these?*
Girl: *They're Jon's headphones.*

Answers: 1 c **2** d **3** a **4** e **5** b

2 Look at Activity 1 again. Answer the questions.

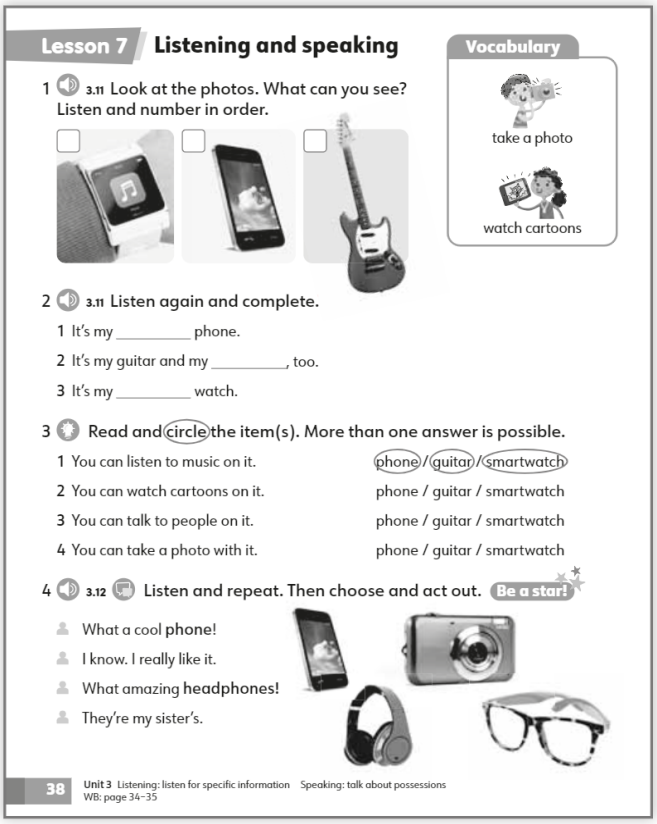
Answers: 1 It's Paul's guitar. **2** They're Jon's headphones. **3** It's Kate's camera. **4** They're Anna's glasses. **5** It's Ted's radio.

3 Write questions and answers.

Answers: 1 It's Kirsty's. **2** They're Henry's. **3** Whose watch is this? It's Eva's. **4** Whose computer is this? It's Owen's. **5** Whose headphones are these? They're Kirsty's.

Lesson 7 Listening and speaking

Pupil's Book page 38


Lesson 7 Listening and speaking

Vocabulary

take a photo

watch cartoons

1 3.11 Look at the photos. What can you see? Listen and number in order.

2 3.11 Listen again and complete.

1 It's my _____ phone.

2 It's my guitar and my _____, too.

3 It's my _____ watch.

3 Read and circle the item(s). More than one answer is possible.

1 You can listen to music on it. phone / guitar / smartwatch

2 You can watch cartoons on it. phone / guitar / smartwatch

3 You can talk to people on it. phone / guitar / smartwatch

4 You can take a photo with it. phone / guitar / smartwatch

4 3.12 Listen and repeat. Then choose and act out. Be a star!

What a cool phone!

I know. I really like it.

What amazing headphones!

They're my sister's.

38 Unit 3 Listening: listen for specific information Speaking: talk about possessions WB: page 34–35

Learning objectives: Listening: listen for specific information; Speaking: talk about possessions

Vocabulary: take a photo, watch cartoons

Review vocabulary: personal possessions

Resources: Vocabulary worksheet 2

Warm-up: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with objects from Lesson 1 of this unit.

Vocabulary

- Refer the children to the vocabulary panel. Follow the TPR routine on page 44.

1 3.11 Look at the photos. What can you see? Listen and number in order.

- Refer the children to the photos and elicit what they can see.
- Play the audio, pausing after part 1 for the children to write the number.
- Then play the rest of the audio for the children to number the other two objects.
- For feedback, say the objects to elicit the numbers.

Audioscript

1 *Boy:* *Wow! What a cool phone!*

Girl: *Yes, it's great, but it isn't my phone.*

Boy: *Whose is it?*

Girl: *It's my mum's phone.*

Boy: *I like the colour. Can you listen to music and watch films or cartoons on it?*

Girl: *Yes, you can. You can take photos, too. Look!*

Boy: *Haha! What a great photo!*

2 *Boy:* *Whose guitar is this?*

Girl: *It's my guitar and my sister's too! It's our guitar. It's an electric guitar.*

Boy: *What does that mean?*

Girl: *Well, listen.*

Boy: *OK ...*

Girl: *Now listen again. Mum, can you plug my guitar in, please?*

Mum: *OK.*

Girl: *Now listen again!*

Boy: *Wow! What an amazing sound!*

3 *Boy:* *Whose watch is this?*

Girl: *It's my brother's watch. It's called a smartwatch. Listen. It talks to you.*

Boy: *What a cool watch! Does it play music?*

Girl: *Yes, it does. Listen.*

Boy: *Does it take photos?*

Girl: *Yes, it does. Listen.*

Boy: *That's amazing!*

Answers: 3, 1, 2

2 3.11 Listen again and complete.

- Play the audio again and have the children complete the sentences.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 mum's **2** sister's **3** brother's

3 Read and circle the item(s). More than one answer is possible.

- Refer the children to the example. Then have them complete the activity individually and compare their answers with a friend.
- Invite different children to read out the sentences and then the items. Each time, ask the children to raise their hands for the items they circled.

Answers: 1 phone, guitar, smartwatch **2** phone **3** phone, smartwatch **4** phone, smartwatch

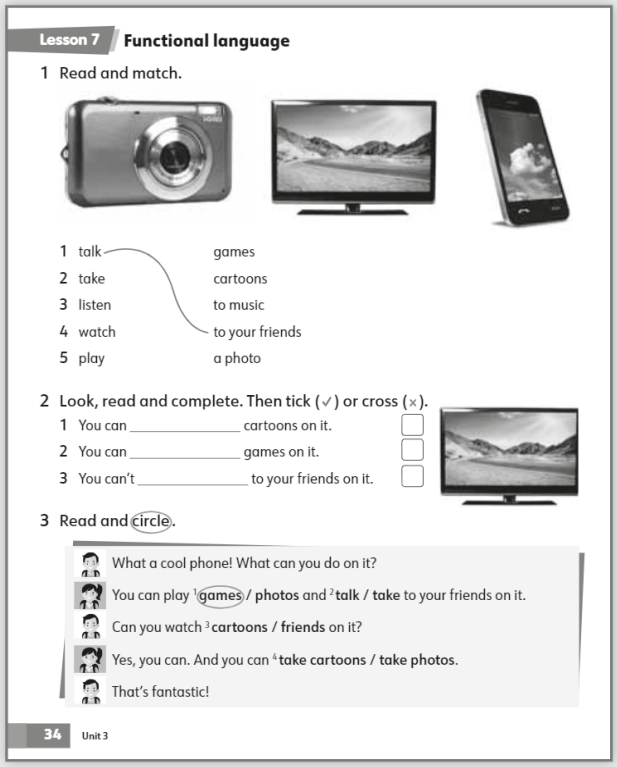
4 3.12 Listen and repeat. Be a star! Then choose and act out.

- Play the audio and have the children listen, point to the items and repeat each line chorally.
- Elicit or point out the difference between the singular and plural items: *What a cool [singular item]! / What amazing [plural items]!*
- Then elicit an example dialogue from the class for another item, e.g. a computer. Then divide the class into pairs to make more dialogues.

Cooler: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *phone, cartoons, guitar, watch, photos, amazing.*

Workbook page 34


Lesson 7 Functional language

1 Read and match.

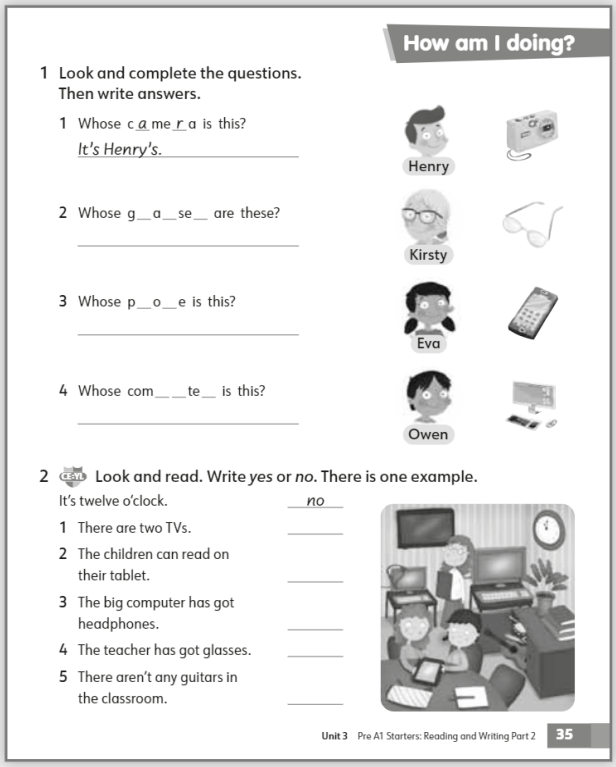
1 talk — games
2 take — cartoons
3 listen — to music
4 watch — to your friends
5 play — a photo

2 Look, read and complete. Then tick (✓) or cross (×).
1 You can _____ cartoons on it.
2 You can _____ games on it.
3 You can't _____ to your friends on it.

3 Read and circle.
What a cool phone! What can you do on it?
You can play [1]games / photos and [2]talk / take to your friends on it.
Can you watch [3]cartoons / friends on it?
Yes, you can. And you can [4]take cartoons / take photos.
That's fantastic!

34 Unit 3

Workbook page 35


How am I doing?

1 Look and complete the questions. Then write answers.
1 Whose c a me r a is this?
It's Henry's.
2 Whose g__a__se__ are these?
3 Whose p__o__e is this?
4 Whose com__ __te__ is this?
Henry, Kirsty, Eva, Owen

2 CE:YL Look and read. Write *yes* or *no*. There is one example.
It's twelve o'clock. no
1 There are two TVs.
2 The children can read on their tablet.
3 The big computer has got headphones.
4 The teacher has got glasses.
5 There aren't any guitars in the classroom.

Unit 3 Pre A1 Starters: Reading and Writing Part 2 35

1 Read and match.

Answers: 1 talk to your friends **2** take a photo **3** listen to music **4** watch cartoons **5** play games

2 Look, read and complete. Then tick (✓) or cross (✗).

Answers: 1 watch, ✓ **2** play, ✗ **3** talk, ✓

3 Read and circle.

Answers: 1 games **2** talk **3** cartoons **4** take photos

1 Look and complete the questions. Then write answers.

Answers: 1 camera, It's Henry's. **2** glasses, They're Kirsty's. **3** phone, It's Eva's. **4** computer, It's Owen's.

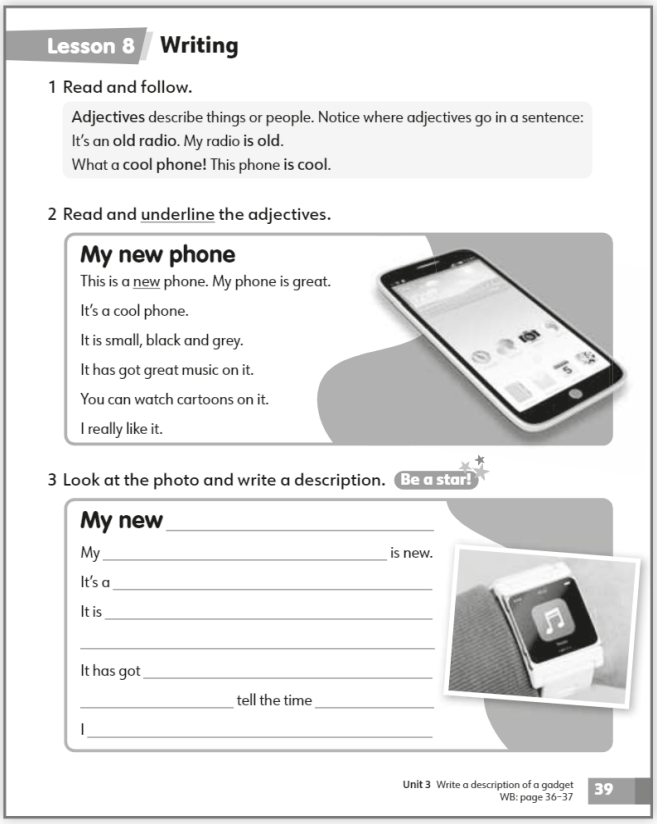
2 CE:YL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.

Answers: 1 no **2** yes **3** no **4** yes **5** no

Lesson 8 Writing

Pupil's Book page 39



Lesson 8 Writing

1 Read and follow.

Adjectives describe things or people. Notice where adjectives go in a sentence:
It's an old radio. My radio is old.
What a cool phone! This phone is cool.

2 Read and underline the adjectives.

My new phone
This is a new phone. My phone is great.
It's a cool phone.
It is small, black and grey.
It has got great music on it.
You can watch cartoons on it.
I really like it.

3 Look at the photo and write a description. Be a star!

My new _____
My _____ is new.
It's a _____
It is _____
_____
It has got _____
_____ tell the time _____
I _____

Unit 3 Write a description of a gadget 39
WB: page 36–37

Learning objectives: Learn about position of adjectives; Write a description of a gadget

Resources: Unit 3 test

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with sentences from the listening text from Lesson 7, e.g. *It's my mum's phone. You can take photos, too. Whose guitar is this? It's my guitar and my sister's too! What a cool watch!*

1 Read and follow.

- Show the children your phone, computer or watch. Tell them something about it, e.g. *It's big / small*, and write two sentences on the board similar to those in the box, e.g. *It's a small phone. My phone is small.*
- Have the children look at the information in the box. Ask them to identify the adjectives (the blue words). Then have them identify the adjectives in your sentences. Underline them.

2 Read and underline the adjectives.

- Write the first two sentences of the text on the board. Ask the children which words are the adjectives that you should underline (*new* – the example – and *great*).
- Give the children time to look at the rest of the text and decide which words to underline, but tell them not to underline yet.
- Have different children read out a line of the text each and write it on the board sentence by sentence. Ask the children to raise their hands to say the words to underline. Ask for whole-class agreement each time.
- Then have the children underline the words in their books.

Answers: This is a new phone. My phone is great. It's a cool phone. It's small, black and grey. It has got great music on it. You can watch cartoons on it.
I really like it.

3 Look at the photo and write a description.

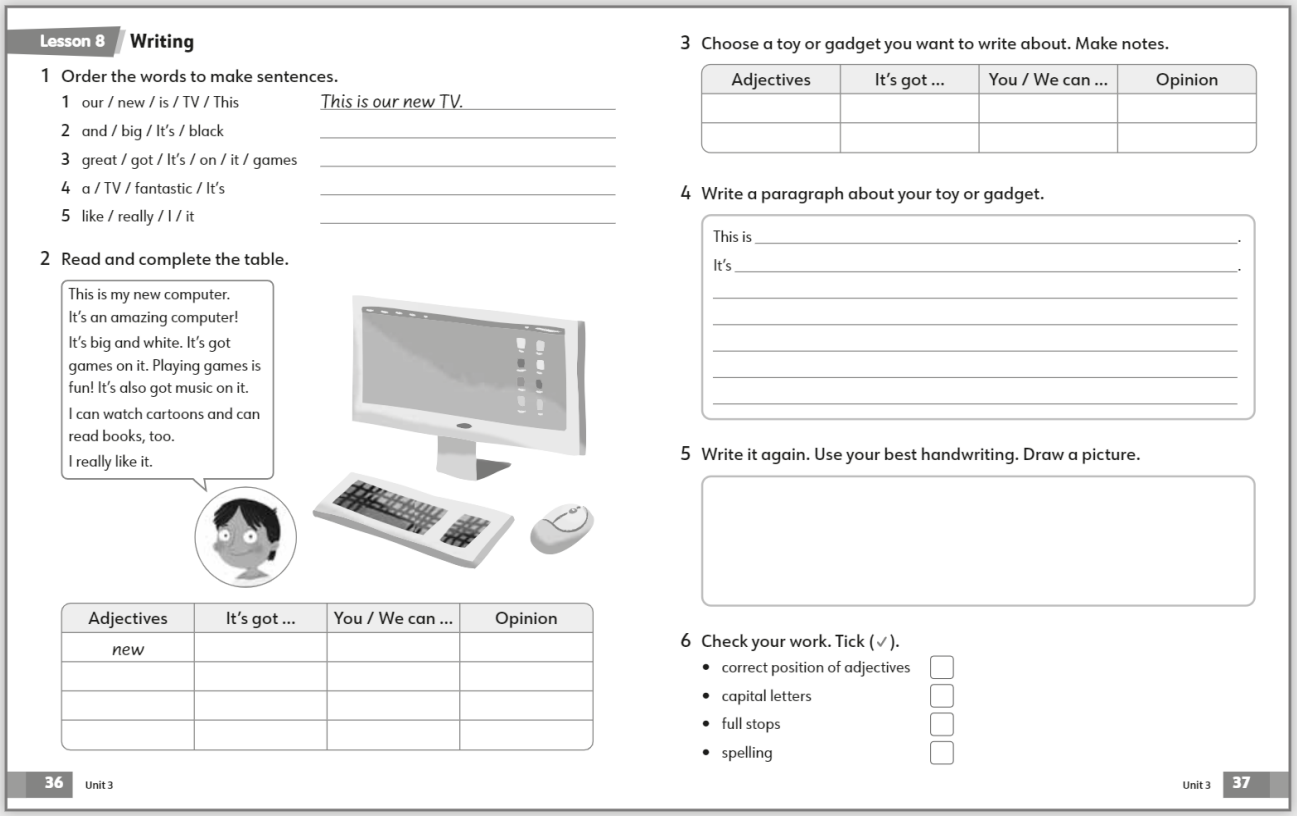
Be a star!

- Refer the children to the photo and ask them to imagine what features the smartwatch has got and what it can do. Tell them that they will use these features to write a text about the smartwatch like the one in Activity 2.
- Elicit complete sentences for the text and write them on the board. As you write, occasionally miss out an adjective and ask the children if there is anything they want to change.
- Have the children read the text again and then copy it into their Pupil's Books.

Suggested answer: My new smartwatch; My smartwatch is new. It's a cool smartwatch. It is small, white and black. It has got great music on it. You can tell the time on it. I really like it.

Cooler: I can see ...

- Play *I can see ...* to practise adjectives (see the Games bank, pages 14–17)



Lesson 8 Writing

1 Order the words to make sentences.

1 our / new / is / TV / This — *This is our new TV.*
2 and / big / It's / black
3 great / got / It's / on / it / games
4 a / TV / fantastic / It's
5 like / really / I / it

2 Read and complete the table.

This is my new computer. It's an amazing computer! It's big and white. It's got games on it. Playing games is fun! It's also got music on it. I can watch cartoons and can read books, too. I really like it.

Adjectives	It's got ...	You / We can ...	Opinion
new			

3 Choose a toy or gadget you want to write about. Make notes.

Adjectives	It's got ...	You / We can ...	Opinion

4 Write a paragraph about your toy or gadget.

This is _____.
It's _____.

5 Write it again. Use your best handwriting. Draw a picture.

6 Check your work. Tick (✓).
- correct position of adjectives ☐
- capital letters ☐
- full stops ☐
- spelling ☐

36 Unit 3 Unit 3 37

1 Order the words to make sentences.

- Write the jumbled example sentence on the board and ask the class how they know which is the first word (because of the capital letter). Elicit and write the correct sentence on the board.
- Have the children complete the activity individually. Then invite different children to read out the sentences. Ask for whole-class agreement.

Answers: 1 This is our new TV. **2** It's big and black. **3** It's got great games on it. **4** It's a fantastic TV! **5** I really like it.

2 Read and complete the table.

- Read through the text with the class. Refer them to the table and elicit one more answer for the first column.
- Have the children complete the table. Draw the table on the board and have the children come and complete a word or phrase.

Answers:

Adjectives	It's got	You / We can	Opinion
new amazing big white	games music	watch cartoons read books	It's an amazing computer! Playing games is fun!

3 Choose a toy or gadget you want to write about. Make notes.

- Ask for some suggestions from the class of what toy or gadget they will write about.
- Ask them to make notes in the table. Circulate and help with new vocabulary as needed.

4 Write a paragraph about your toy or gadget.

- Refer the children to the model text on Pupil's Book page 39 and ask them to write a similar text about their toy or gadget. Circulate, monitor and offer help as needed.

5 Write it again. Use your best handwriting. Draw a picture.

- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them. Point out that good presentation and pictures make things more enjoyable to read.

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Pupil's Book pages 40–41



Learning objectives: Read a traditional story; Develop reading fluency

Additional vocabulary: across, dust, ground, now, river, shout, stones, water

Resources: Reading time 1 video

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games bank, pages 14–17) with the topic of *animals*. Repeat with a second topic: *fruit*.

1 Look at the pictures. What animals do you see?

- Refer the children to the pictures and ask *What food can you see?* Ask the children where they think the animals are going and why.
- Point to picture 3. Ask *Is Big Elephant happy with the monkey? (No, Big Elephant is angry.)* Ask the children to imagine why or try to see from the pictures. Elicit some ideas.
- Point to picture 2. Ask *What animals do you see? (elephant, monkey)*. Then point to picture 5. Ask *What animals do you see? (camel, crocodile, wolf)*

2 3.13 Read and check your ideas.

- Give the children time to read the story. It is important that all children have the opportunity to read at their own pace. Children who finish the story quickly will usually be happy to go back and read again.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.
- Ask some comprehension questions to check the key aspects of the story:
- Point to picture 1 – *Whose mangoes are they?* (the elephants')
- Point to picture 2 – *Why are there stones in the bag?* (The monkey puts them there in place of the mangoes. He hopes the elephant won't notice the difference!)
- Point to picture 3 – *Why is Big Elephant angry?* (Because the monkey ate all the mangoes, and they were for the elephants to eat.)
- Point to picture 4 – *Why do the animals run?* (Check the meaning of *dust*.) (They think the elephant is angry with them. Monkey is trying to use the animals to hide!)

- Point to picture 5 – *Where are the animals? Why? Is Big Elephant angry now?* (The animals are all in the tree. The elephant sneezed so hard the animals all flew into the tree! Big Elephant is happy now – the animals look funny and the elephants now have lots of mangoes!)

Answers: elephant, monkey, camel, crocodile, wolf

Join in with the story

- Read out the story to the class (or play the audio). Encourage them to join in with Monkey's phrases and questions. This helps the children feel part of the story and reinforces some key phrases and structures.
- You could read the story (or play the audio) again and have the children join in with Big Elephant's phrases.
- Finally, the class can be split into two groups. When you read the story (or play the audio) one more time, half the class join in with Monkey's phrases and the other half with Big Elephant's phrases.

Rate the story

- Ask the children to look at the story again and decide if they like it. If necessary, encourage them to respond constructively by pointing out what you liked about it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write:
  I like the story (because ...) / I think the story is OK. / I don't like the story (because...).
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces and have the children raise their hands if this is their opinion of the story.
- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English).
- (They will be doing more critical thinking about the story in the next lesson, but after the first encounter with the story, it is good to get some feedback and set a positive attitude for the follow-up.)

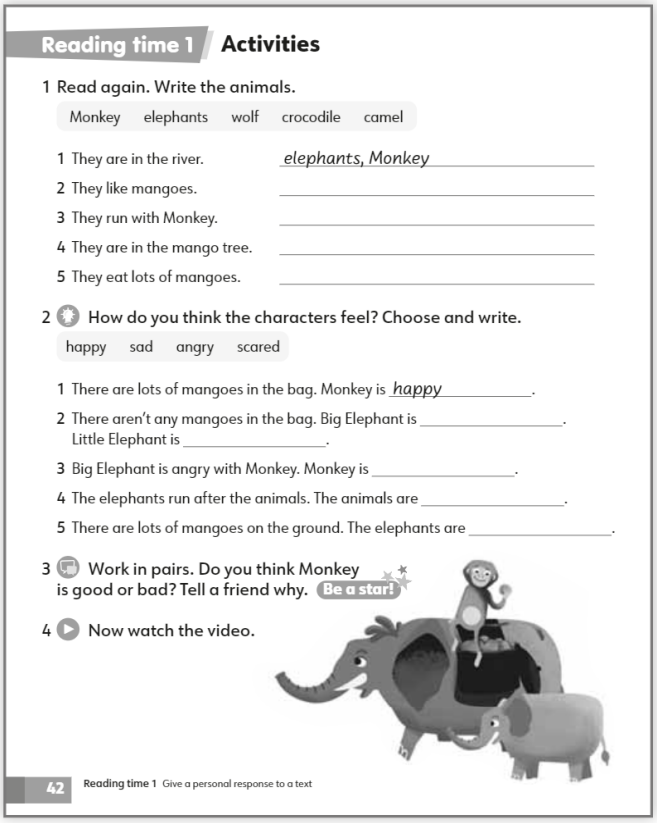
Cooler: Act it out



- Play the audio of the story again and have the children do actions for all the main events in the story. The children can also make noises for the animals in the story to provide sound effects!

Reading time 1 / Activities

Pupil's Book page 42



Reading time 1 Activities

1 Read again. Write the animals.

Monkey elephants wolf crocodile camel

1 They are in the river. *elephants, Monkey*
2 They like mangoes. _____
3 They run with Monkey. _____
4 They are in the mango tree. _____
5 They eat lots of mangoes. _____

2 How do you think the characters feel? Choose and write.

happy sad angry scared

1 There are lots of mangoes in the bag. Monkey is *happy*.
2 There aren't any mangoes in the bag. Big Elephant is _____. Little Elephant is _____.
3 Big Elephant is angry with Monkey. Monkey is _____.
4 The elephants run after the animals. The animals are _____.
5 There are lots of mangoes on the ground. The elephants are _____.

3 Work in pairs. Do you think Monkey is good or bad? Tell a friend why. Be a star!

4 Now watch the video.

42 Reading time 1 Give a personal response to a text

Learning objectives: Give a personal response to a text

Additional vocabulary: angry with, run after

Resources: Reading time 1 video

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with key vocabulary from the story in the last lesson, e.g. *monkey, elephant, camel, crocodile, wolf, mangoes, river, stones, tree.*
- Write the words on the board after each round so all the children can see the answers.

1 Read again. Write the animals.

- Remind the children of the story by asking where the words from the *Warm-up* appear in the story: at the beginning (*monkey, elephants, river*), in the middle (*mangoes, stones*) or at the end (*camel, crocodile, wolf, tree*).
- Refer the children to the example. Ask them to find the picture which shows this.
- Have the children continue the activity individually.
- For feedback, read out the sentences and have the children call out the answers. Ask for whole-class agreement each time.

Answers: 1 elephants, Monkey **2** elephants, Monkey **3** camel, crocodile, wolf **4** Monkey, camel, crocodile, wolf **5** elephants, Monkey

2 How do you think the characters feel? Choose and write.

- Refer the children to the words in the box and have the children make facial expressions for each emotion to recall the meaning.
- Read out the first sentence and elicit the answer and why, e.g. we can see monkey is happy in the first picture and he says *I like mangoes*. Have the children say *There are a lot of mangoes in the bag* with a happy face and voice.
- Have the children continue the activity individually.
- For feedback, have different children read out the sentences and elicit the adjective. Ask for whole-class agreement each time. Then have the children say the sentences with the appropriate facial expression and tone of voice.

Answers: 1 happy **2** angry, sad **3** scared **4** scared **5** happy

3 Work in pairs. Do you think Monkey is good or bad? Tell a friend why.

Be a star!

- Give the children some time to look back at the story and think about Monkey.
- Have the children tell a friend what they think and why. This may need to be in L1, but it reinforces their connection with the story.
- Invite some confident children to share their ideas with the class. You could ask the rest of the class each time if they agree with these ideas.

4 Now watch the video.

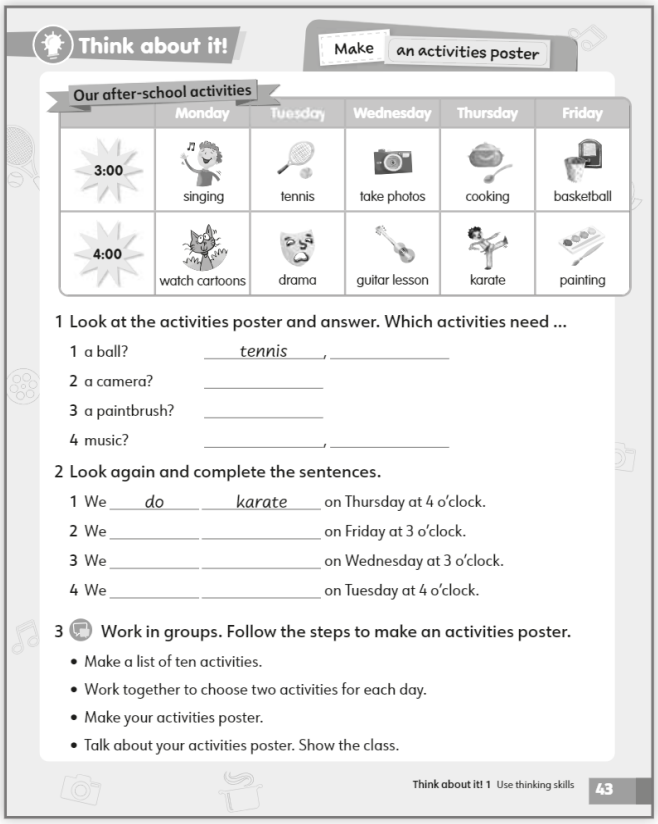
- Show the children the video of the story.
- Ask which version they preferred, the book version or the video. Elicit reasons why.
- Ask the children if they have read or seen other stories like this with animals and if they can remember something about them.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 14–17) with actions from the story, e.g. *The elephants cross the river. The monkey eats the mangoes. Little Elephant gives monkey some stones. Big Elephant is angry. The animals run. The animals are in the tree.*

Think about it!

Pupil's Book page 43



Learning objectives: Use thinking skills; Make a poster

Materials: a piece of paper for each group of four children to make a poster

Warm-up: Mime the activities

- Mime one activity from the poster in Activity 1 and have the children guess which one it is.
- Invite different children to mime some more activities for the class to guess.
- Then have all the children do a mime for each activity in the poster.

1 Look at the activities poster and answer. Which activities need ...

- Refer the children to the first question and point out you need a ball to play tennis. Ask them to find the other activity that needs a ball.
- Have the children continue the activity individually.
- For feedback, read out the questions and have the children raise their hands to give the answers. Ask for whole-class agreement each time.

Answers: 1 tennis, basketball **2** take photos **3** painting **4** singing, guitar lesson

2 Look again and complete the sentences.

- Refer the children to the example sentence and ask them to find this information in the poster (in the four *o'clock row, karate* is in the *Thursday* column).

Answers: 1 do karate **2** play basketball **3** take photos **4** do drama

3 Work in groups. Follow the steps to make an activities poster.

- Ask the children to raise their hands and suggest all the possible activities they can think of for after-school clubs. If you need to supply some new vocabulary, write the new words on the board.
- Divide the class into groups of five. Have each group make a list of ten activities they like.
- Give some example sentences about your own likes using the activities in Activity 1 and giving reasons, e.g. *I like cooking because I like food! I like taking photos because it's fun.*
- Have the groups talk about their likes using the activities in their list so that, together, they decide on a final choice of five activities for the five weekdays. (The days can change according to the school timetable in the children's country.)
- Have each group make a grid for their poster (five columns, with the days as headings, plus a single row for one activity per day). Each child can write a day and draw a picture for it.
- Have the groups leave their posters on their desks and walk around the classroom looking at their friends' posters. Suggest things to look out for, e.g. interesting activities, good pictures, similarities to their own poster.
- Invite volunteer groups to present their poster to the class. Encourage a positive reaction to all the posters shown. You could have a class vote at the end on the best poster.

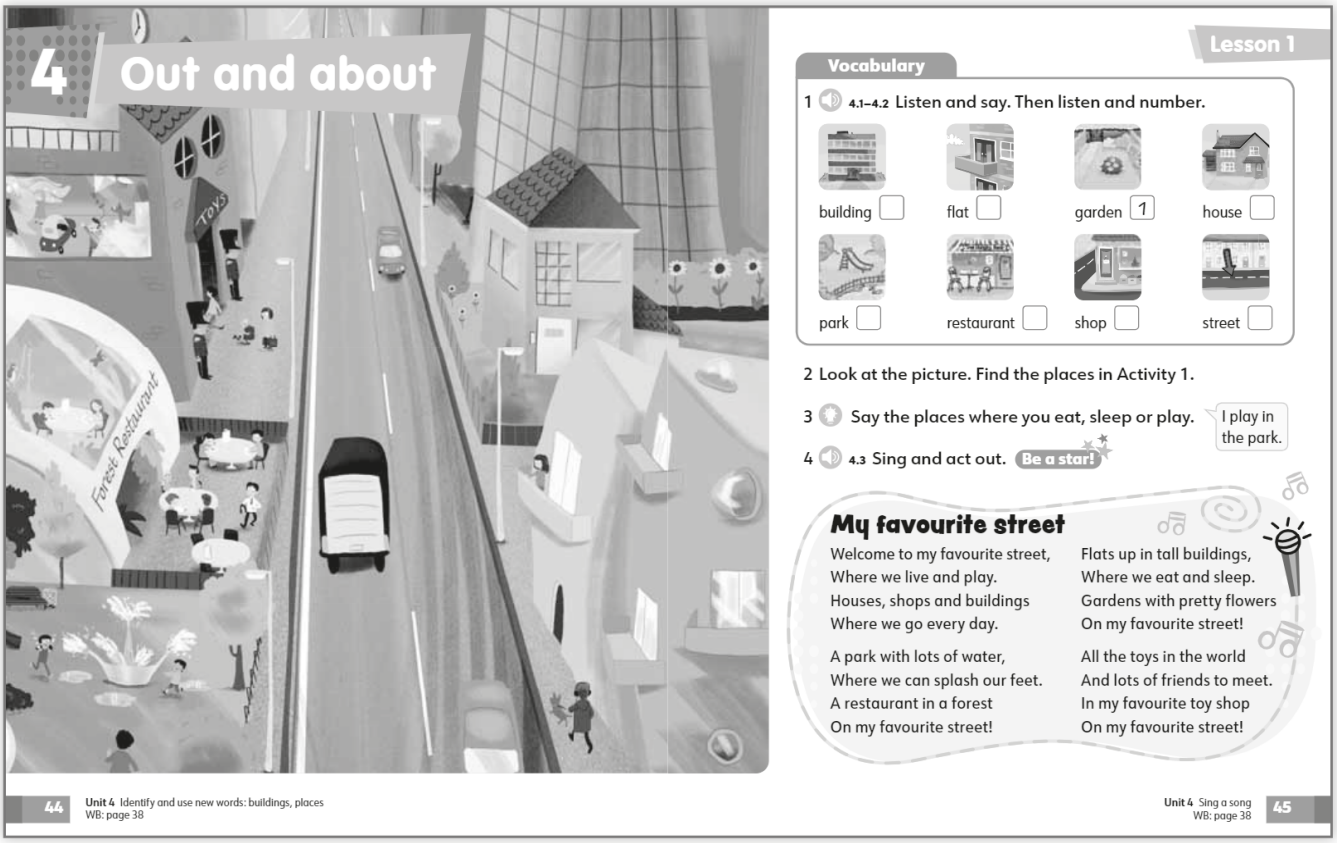
Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17), asking the children to look back through Unit 3 to recall some of the key words.

4 Out and about

Lesson 1 Vocabulary

Pupil's Book pages 44–45



Learning objectives: Identify and use new words: buildings, places; Sing a song using the target vocabulary

Vocabulary: building, flat, garden, house, park, restaurant, shop, street

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 44. Ask *Where is this? Can you see Owen and Eva, Kirsty and Henry? What more can you see? What's your favourite place in the picture?* Ask if this is like the place where they live. If not, what's different?

1 4.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Then say the opening sound of each word and have the children say the complete word, e.g. *b-b-b … building.*

4.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

Audioscript

1 *garden,* ***2*** *flat,* ***3*** *house,* ***4*** *park,* ***5*** *shop,* ***6*** *building,* ***7*** *street,* ***8*** *restaurant*

Answers: building – **6**, flat – **2**, garden – **1**, house – **3**, park – **4**, restaurant – **8**, shop – **5**, street – **7**

2 Look at the picture. Find the places in Activity 1.

- Hold up your Pupil's Book and point to the building in Activity 1. Then find a building in the big picture. Point and say *Look – a building!* Clarify that *building* is a general word for any structure with a roof and walls.)
- Now point to and say more words from Activity 1. Have the children find and point to them in the big picture. Review colours by asking *What colour is it?*
- Have the children continue this activity in pairs.

3 Say the places where you eat, sleep or play.

- Point to the shop in Activity 1 and ask *Do people go to the shop to eat?* Elicit *No, they don't.* Ask *Where do they go to eat?* (*to the restaurant*)
- Then ask about places you go to sleep and to play.

Suggested answers: Eat: restaurant
Sleep: flat, house **Play:** garden, park

4 4.3 Sing and act out

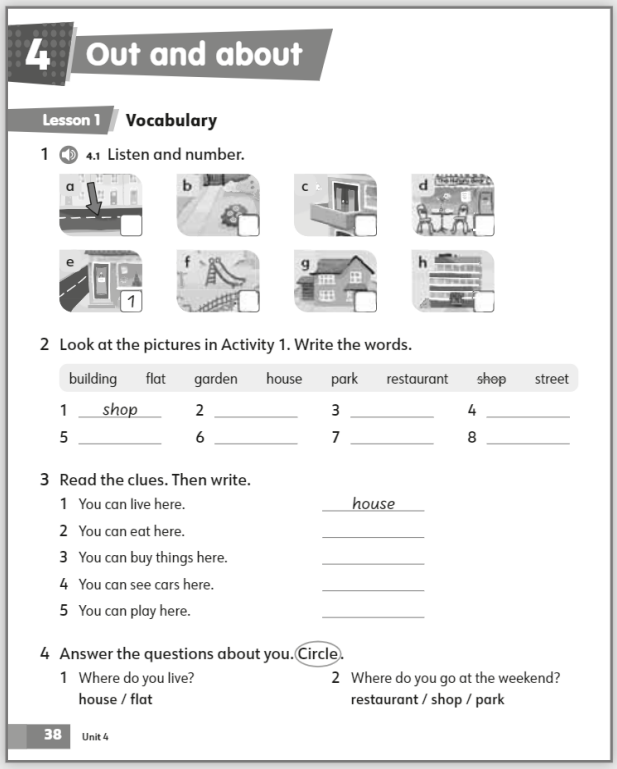
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the places from Activity 1. Play the song and join in the actions with the children.
- Play the song again and have the children follow in their books. Have them join in with actions for key words: *play* – wave your arms and dance; *splash our feet* – mime stamping in water; tall buildings – mime looking up at a tall building; *eat and sleep* – mime doing the actions; *friends to meet* – wave hello.
- Repeat as many times as the children are willing!

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 38



4 Out and about

Lesson 1 Vocabulary

1 4.1 Listen and number.

a b c d e 1 f g h

2 Look at the pictures in Activity 1. Write the words.

building flat garden house park restaurant ~~shop~~ street

1 shop 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

3 Read the clues. Then write.

1 You can live here. house
2 You can eat here. _____
3 You can buy things here. _____
4 You can see cars here. _____
5 You can play here. _____

4 Answer the questions about you. Circle.

1 Where do you live? **house / flat**
2 Where do you go at the weekend? **restaurant / shop / park**

38 Unit 4

1 4.1 Listen and number.

Audioscript

1 Speaker: *You can buy things here.*
Boy: *It's a shop!*
2 Speaker: *You can play here.*
Boy: *It's a park!*
3 Speaker: *You can eat here.*
Boy: *It's a restaurant!*
4 Speaker: *It's a tall building. It's not a house, but you can live here too.*
Boy: *It's a flat!*
5 Speaker: *You can see flowers and trees here.*
Boy: *It's a garden!*
6 Speaker: *You can see cars here.*
Boy: *It's a street!*
7 Speaker: *You can see lots of these on the street.*
Boy: *It's a building!*
8 Speaker: *It's not a flat, but you can live here too...*
Boy: *It's a house!*

Answers: a 6 **b** 5 **c** 4 **d** 3 **e** 1 **f** 2 **g** 8 **h** 7

2 Look at the pictures in Activity 1. Write the words.

Answers: 1 street **2** garden **3** flat **4** restaurant **5** shop **6** park **7** house **8** building

3 Read the clues. Then write.

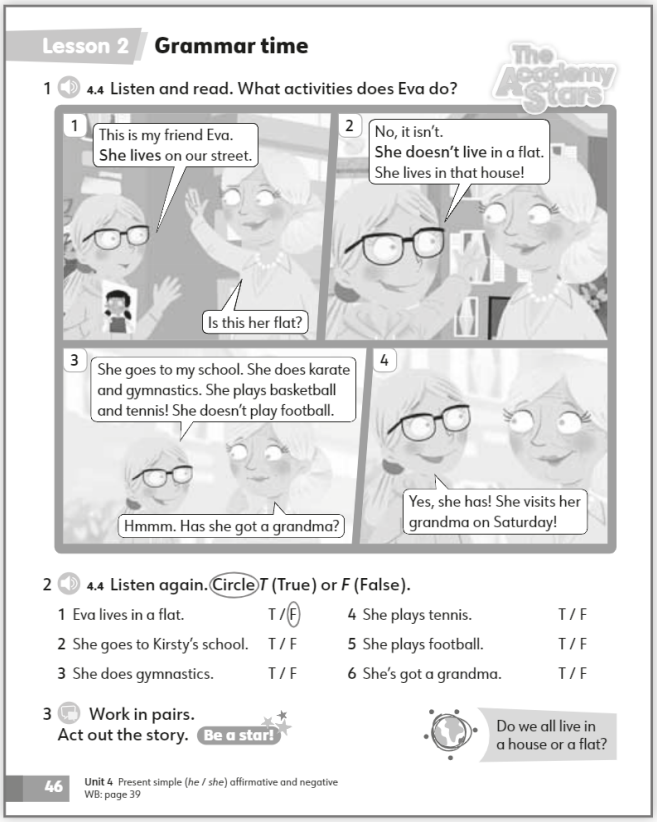
Answers: 1 house **2** restaurant **3** shop **4** street **5** park

4 Answer the questions about you. Circle.

Answers: Childrens' own answers.

Lesson 2 Grammar time

Pupil's Book page 46



Learning objectives: Understand the use of the present simple (*he / she*) affirmative and negative; Read and act out a story using the target grammar

Grammar: Present simple (*he / she*) affirmative and negative

Review vocabulary: buildings, places

4.3 Warm-up: Sing the song!

- Play the song *My favourite street* again and have the children join in and do the actions as in Lesson 1.

1 4.4 Listen and read. What activities does Eva do?

- Refer the children to the pictures and ask *Who can you see?* (*Kirsty and her grandma*) *What are they talking about? (Kirsty's friend Eva*) If they don't remember Kirsty's grandma, refer them back to Pupil's Book page 6.
- Play the audio and have the children follow the story. At the end, ask *What activities does Eva do?* and have them find the answers.
- Ask some questions to check comprehension: *Is this Eva's flat?* (*No*) *Is this Eva's house?* (*Yes*) *Do Kirsty and Eva go to school together?* (*Yes*) *Does Eva like sport?* (*Yes*) *How do you know?* (*She does a lot of sports*) *When does Eva visit her grandma?* (*on Saturday*)
- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

Answer: karate, gymnastics, basketball, tennis

2 4.4 Listen again. Circle *T* (True) or *F* (False).

- Play the audio again for the children to listen and read. Read out the first sentence and point out the circle round *F* for *False*. Ask the class to find the part of the story that shows this (part 2).
- Have the children read the sentences and circle *T* or *F* for each sentence.
- For feedback, ask different children to read out a sentence and have the class call out *True* or *False*. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 F **2** T **3** T **4** T **5** F **6** T

3 Work in pairs. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are the grandma.
- Allow the children time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.

Cooler: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: *She lives on our street.* (5) *She doesn't live in a flat.* (6) *She does karate and gymnastics.* (5) *Has she got a grandma?* (5) *She visits her grandma on Saturday.* (6)

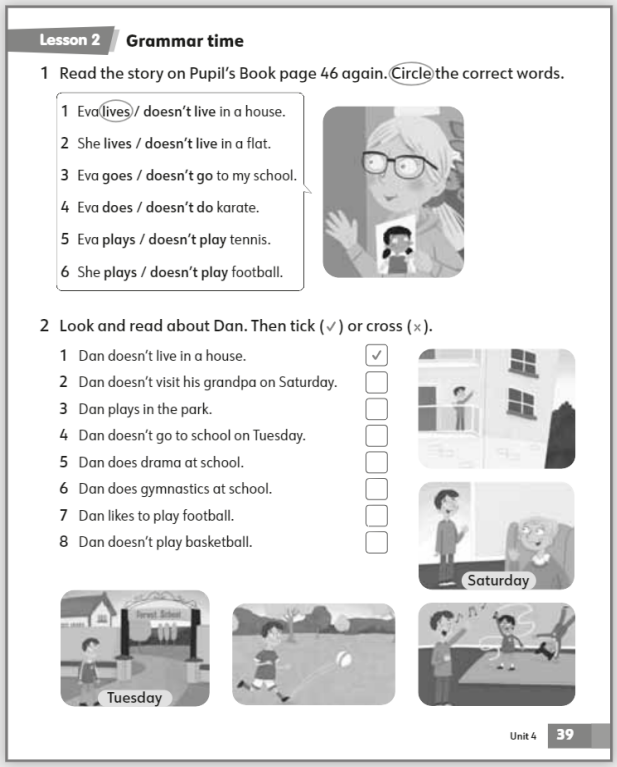
ESDC

Do we all live in a house or a flat?

- This question helps the children identify some of the connections between their own community and the outside world.
- Explain that many people around the world don't live in a house or flat. There are many possibilities for housing, and some people don't even have a home of their own.
- Elicit ideas about other types of housing, such as tents, boats, caravans, group campsites, etc. Do not apply positive or negative connotations to any type of housing; instead, stress that while these are different to houses and flats, they are still homes.

Possible answers: No, we don't, but most people have a home of some kind. We should think about people who don't have homes, and try to help them when we can.

Workbook page 39



Lesson 2 **Grammar time**

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

1 Eva lives / **doesn't live** in a house.
2 She **lives** / **doesn't live** in a flat.
3 Eva **goes** / **doesn't go** to my school.
4 Eva **does** / **doesn't do** karate.
5 Eva **plays** / **doesn't play** tennis.
6 She **plays** / **doesn't play** football.

2 Look and read about Dan. Then tick (✓) or cross (×).

1 Dan doesn't live in a house. ✓
2 Dan doesn't visit his grandpa on Saturday.
3 Dan plays in the park.
4 Dan doesn't go to school on Tuesday.
5 Dan does drama at school.
6 Dan does gymnastics at school.
7 Dan likes to play football.
8 Dan doesn't play basketball.

Saturday

Tuesday

Unit 4 39

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

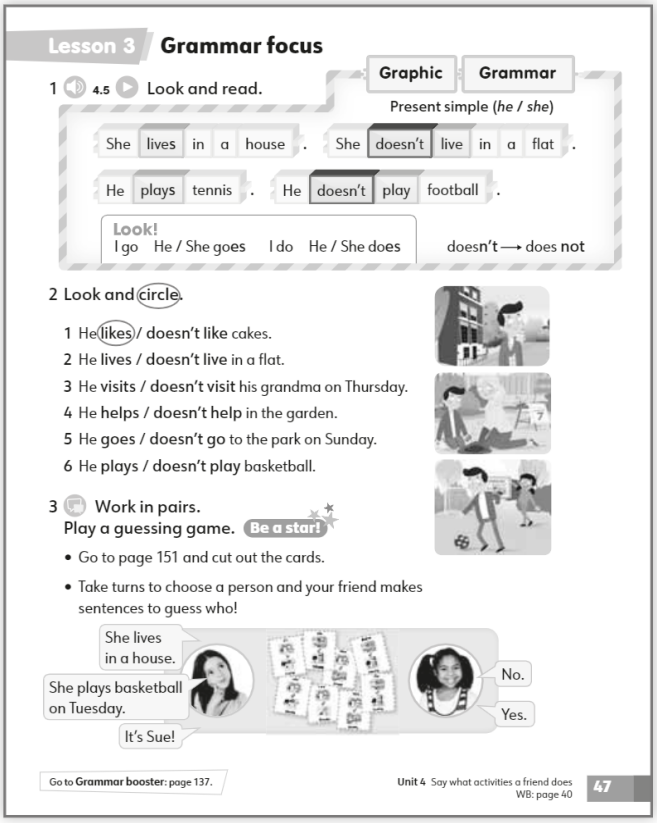
Answers: 1 lives **2** doesn't live **3** goes **4** does **5** plays **6** doesn't play

2 Look and read about Dan. Then tick (✓) or cross (✗).

Answers: 1 ✓ **2** ✗ **3** ✓ **4** ✗ **5** ✓ **6** ✗ **7** ✓ **8** ✗

Lesson 3 Grammar focus

Pupil's Book page 47



Learning objectives: Say what activities a friend does

Grammar: *She lives in a house. She doesn't live in a flat. He plays tennis. He doesn't play football.*

Review vocabulary: buildings, places

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

4.4 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Lesson 2, Activity 1. Pause the audio after some of the key words, e.g. *street, flat, gymnastics, tennis, grandma, Saturday.*

1 4.5 Look and read.

- Play the audio. Have the children join in by nodding for the affirmative sentences and shaking their head for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives. Point out the difference between the verb in the affirmative sentence (with the *s* at the end) and the negative sentence (no *s*).
- Refer the children to the *Look!* feature and point out *goes* and *does* have got an extra *e*.
- Highlight the contraction of *doesn't* by counting out the sentence *He does not play football* on your fingers and pushing the *does* and *not* fingers together to show the contraction *doesn't*.

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

Teaching star!

Mixed ability

The third person *s* is one of the most difficult things for learners to remember to use. You can use the same *Ssssnake* idea from Unit 3 for quick and easy correction.

- Draw a large coloured snake on a piece of paper in the shape of an *S* and place it next to the board or somewhere else prominent. Point out the sound is *sssss*.
- The snake should be a different colour from the possessive *'s* snake if you used it previously, so the children can see it has a different function. To make the difference clear write on the board: *This is Eva's house. She lives here with her family.* Point to the *'s* snake and ask the children to find it on the board (*Eva's*). Point to the third person *s* snake and ask the children to find it (*lives*).
- If the children forget the *s* on the third person verbs, point to the snake. They can quickly and easily correct themselves.

2 Look and circle.

- Refer the children to the pictures and ask who and what activities they can see.
- Refer the children to the example sentence. Point to the cake that Henry is eating in the top picture and ask *Is this a cake?* (*Yes*) Point out the circled example, *likes*.
- Do number 2 as a class, eliciting that that the building has got flats. Then have the children complete the rest of the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 likes **2** lives **3** doesn't visit **4** helps **5** goes **6** doesn't play

3 Work in pairs. Play a guessing game.

Be a star!

- Organise the children in pairs and have them open their books to page 151. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards. Tell the children that they will use one set of cards for this game.
- To demonstrate the game, read the example to the children: *She lives in a house*. and the response *No*. The children look for the cards that show a house with a cross below it. Continue with the second example: *She plays basketball on Tuesday*, then point to the correct card. Have the children call out *Yes*. or *No*. (Yes.) Say *It's Sue!* Confirm the children's understanding of how the pictures are used as clues to the question *Guess who?*
- Have the children take turns to choose a card and guess.
- Allow time for the children to complete the game.

Grammar booster

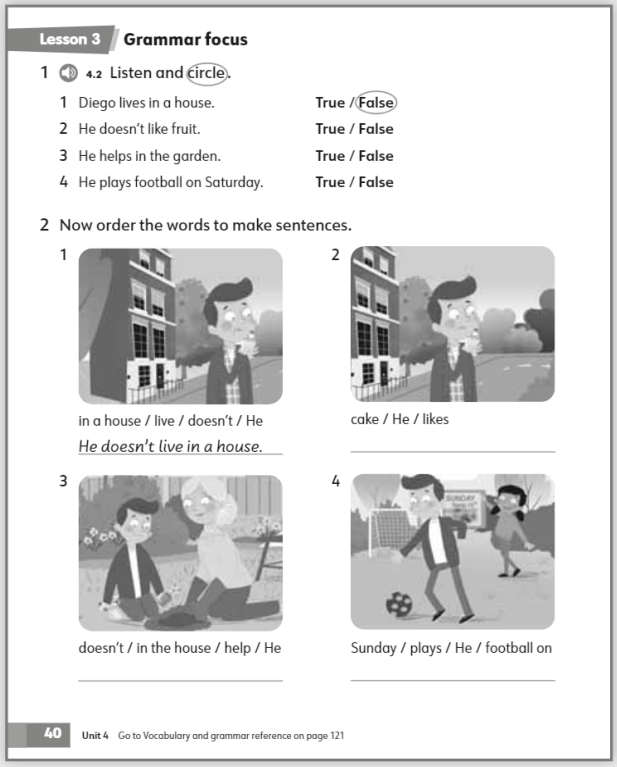
Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 plays **2** doesn't live **3** doesn't go **4** doesn't play **5** goes **6** helps

Cooler: Draw and label

- Draw on the board a quick picture of a person with a flat / house or an activity next to him / her. Elicit an affirmative and negative sentence about the picture, e.g. *She lives in a flat. She doesn't live in a house.* or *She plays tennis. She doesn't do karate.* Write the sentences next to the picture.
- Have the children do the same in their notebooks. When they have finished, ask them to show their pictures and read out their sentences to the friends near them.

Workbook page 40



Lesson 3 Grammar focus

1 4.2 Listen and circle.

1 Diego lives in a house. True / False
2 He doesn't like fruit. True / False
3 He helps in the garden. True / False
4 He plays football on Saturday. True / False

2 Now order the words to make sentences.

1 in a house / live / doesn't / He
He doesn't live in a house.

2 cake / He / likes

3 doesn't / in the house / help / He

4 Sunday / plays / He / football on

40 Unit 4 Go to Vocabulary and grammar reference on page 121

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

1 4.2 Listen and circle.

Audioscript

This is Diego. He lives in a flat. He doesn't live in a house.

He likes cake but he doesn't like fruit.

He helps his grandma in the garden but he doesn't help in the house.

He doesn't play football on Saturday. He plays football on Sunday.

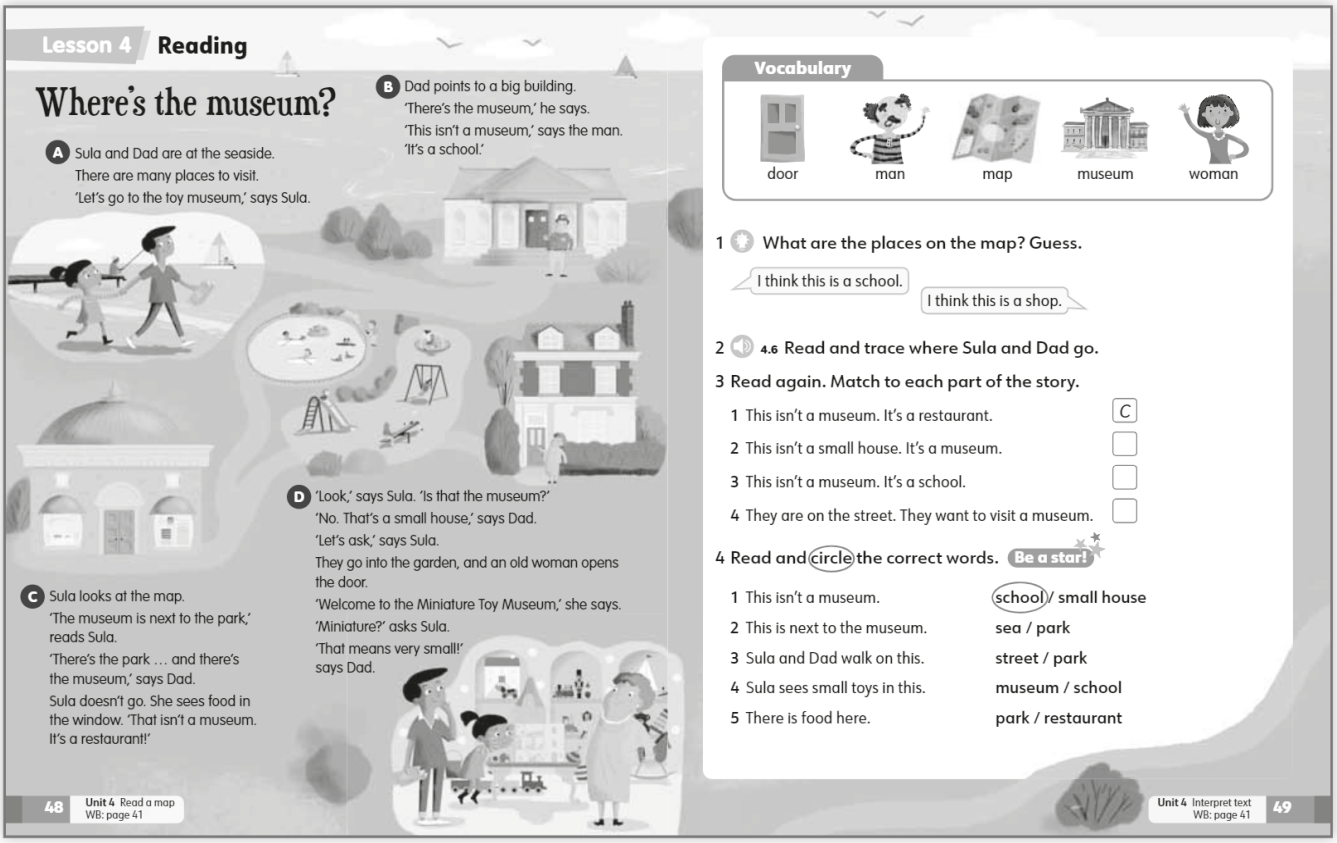
Answers: 1 False **2** True **3** True **4** False

2 Now order the words to make sentences.

Answers: 1 He doesn't live in a house.
2 He likes cake. **3** He doesn't help in the house.
4 He plays football on Sunday.

Lesson 4 Reading

Pupil's Book pages 48–49



Lesson 4 Reading

Where's the museum?

A Sula and Dad are at the seaside. There are many places to visit. 'Let's go to the toy museum,' says Sula.

B Dad points to a big building. 'There's the museum,' he says. 'This isn't a museum,' says the man. 'It's a school.'

C Sula looks at the map. 'The museum is next to the park,' reads Sula. 'There's the park … and there's the museum,' says Dad. Sula doesn't go. She sees food in the window. 'That isn't a museum. It's a restaurant!'

D 'Look,' says Sula. 'Is that the museum?' 'No. That's a small house,' says Dad. 'Let's ask,' says Sula. They go into the garden, and an old woman opens the door. 'Welcome to the Miniature Toy Museum,' she says. 'Miniature?' asks Sula. 'That means very small!' says Dad.

Vocabulary

door man map museum woman

1 What are the places on the map? Guess.

I think this is a school. I think this is a shop.

2 4.6 Read and trace where Sula and Dad go.

3 Read again. Match to each part of the story.

1 This isn't a museum. It's a restaurant. C
2 This isn't a small house. It's a museum.
3 This isn't a museum. It's a school.
4 They are on the street. They want to visit a museum.

4 Read and circle the correct words. Be a star!

1 This isn't a museum. school / small house
2 This is next to the museum. sea / park
3 Sula and Dad walk on this. street / park
4 Sula sees small toys in this. museum / school
5 There is food here. park / restaurant

48 Unit 4 Read a map WB: page 41

Unit 4 Interpret text WB: page 41 49

Learning objectives: Read a map; Interpret text

Vocabulary: door, man, map. museum, woman

Additional vocabulary: miniature, points, seaside, visit, window

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *Sh_ l_ v_ s _ n _ h_ _ s_. H_ d_ _ sn't pl_ y f_ _tb_ ll. H_ l_ k_s c_ k_ s. Sh_ d_ _ sn't l_ v_ _ n _ fl_ t.* (Answers: *She lives in a house. He doesn't play football. He likes cakes. She doesn't live in a flat.*)

Vocabulary

- Refer the children to the vocabulary panel on the top of page 49 and read out the words for the children to point and repeat.
- Ask *Have you got a door on your house? Is there a man / woman in the pictures? Have you ever used / seen a map before? Have you ever been to a museum?*

1 What are the places on the map? Guess.

- Write the story title on the board, *Where's the museum?*, and ask what places the children think they can see in the pictures on page 48. Do not correct any incorrect responses yet.

Answers: Children's own answers, but correct responses are a school, a park, a restaurant, a museum

2 4.6 Read and trace where Sula and Dad go.

- Give the children time to read the text carefully.
- Have the children trace the route Sula and Dad take with their finger as they read.

3 Read again. Match to each part of the story.

- Refer the children to the example sentence and have the children find it in the story. Confirm with the children that the sentence can be found in part C.
- Have the children continue the activity individually.
- When the children are finished, work through the activity as a class and ask for whole-class agreement.

Answers: 1 C **2** D **3** B **4** A

Teaching star!

Reading skills

To improve reading skills, point out it is not always necessary to read the whole story for each question. Encourage children to use their familiarity with the story to go straight to the relevant part. This is much easier and quicker.

- Read out each sentence of Activity 3.
- Have the children point to the section of the story they think has the information they need (without answering). Elicit how they knew which section they were looking for.
- The children then complete Activity 3.

4 Read and circle the correct words.

Be a star!

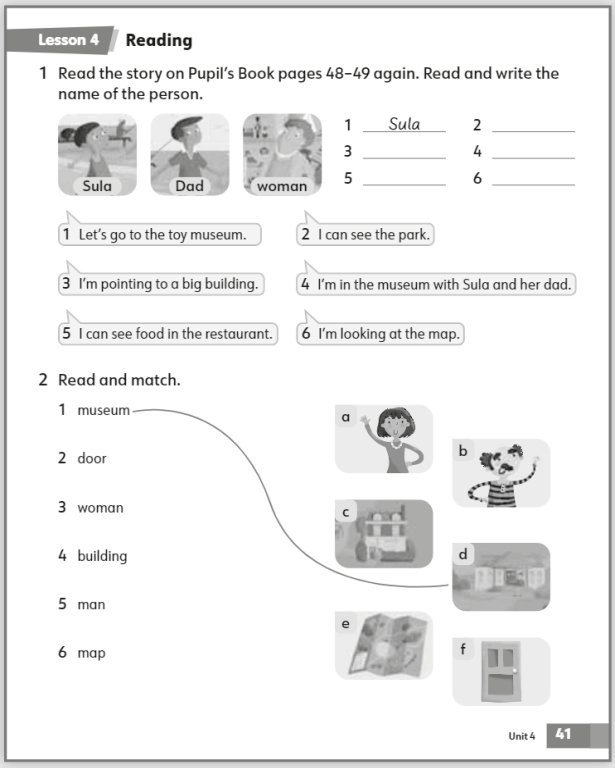
- Read out the example sentence. Ask the children to help you find where in the story this sentence happens. Point out that Sula and her dad are talking about a building that is actually the school.
- You may want to have the children complete the activity in pairs, with one child reading the sentence and the other scanning the text to help find the correct answer.
- Elicit answers from the whole class, asking the children where they found the answer for each item.

Answers: 1 school **2** park **3** street **4** museum **5** restaurant

Cooler: Disappearing sentences

- Pay *Disappearing sentences* (see the Games bank, pages 14–17) with the sentences from part 1 of the story.

Workbook page 41


Lesson 4 Reading

1 Read the story on Pupil's Book pages 48–49 again. Read and write the name of the person.

Sula Dad woman

1 Sula 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

1 Let's go to the toy museum. 2 I can see the park. 3 I'm pointing to a big building. 4 I'm in the museum with Sula and her dad. 5 I can see food in the restaurant. 6 I'm looking at the map.

2 Read and match.

1 museum 2 door 3 woman 4 building 5 man 6 map

a b c d e f

Unit 4 41

1 Read the story on Pupil's Book pages 48–49 again. Read and write the name of the person.

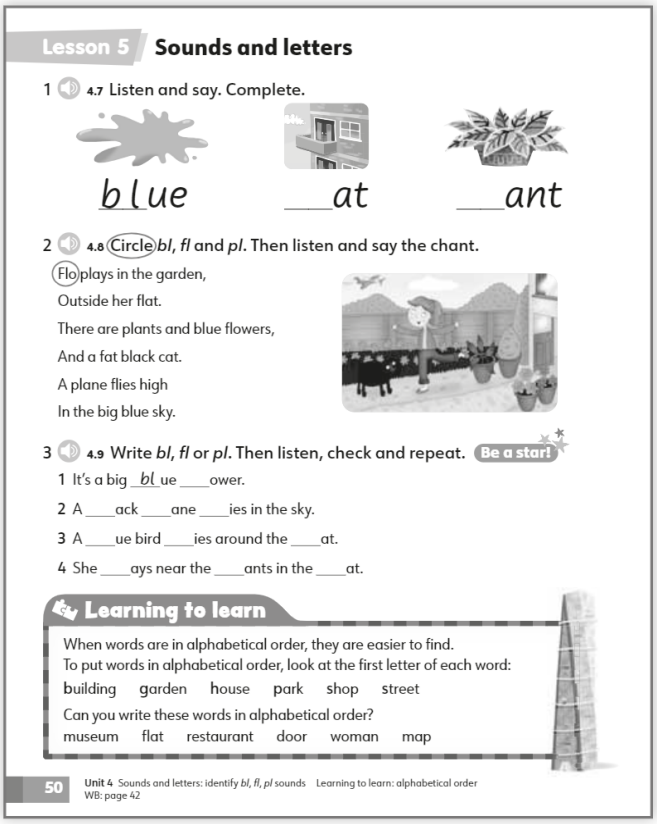
Answers: 1 Sula **2** Dad **3** Dad **4** woman **5** Sula **6** Sula

2 Read and match.

Answers: 1 d **2** f **3** a **4** c **5** b **6** e

Lesson 5 Sounds and letters

Pupil's Book page 50


Lesson 5 Sounds and letters

1 4.7 Listen and say. Complete.

blue ___at ___ant

2 4.8 Circle *bl, fl* and *pl*. Then listen and say the chant.

Flo plays in the garden,
Outside her flat.
There are plants and blue flowers,
And a fat black cat.
A plane flies high
In the big blue sky.

3 4.9 Write *bl, fl* or *pl*. Then listen, check and repeat. Be a star!

1 It's a big _bl_ue ___ower.
2 A ___ack ___ane ___ies in the sky.
3 A ___ue bird ___ies around the ___at.
4 She ___ays near the ___ants in the ___at.

Learning to learn

When words are in alphabetical order, they are easier to find.
To put words in alphabetical order, look at the first letter of each word:
building garden house park shop street
Can you write these words in alphabetical order?
museum flat restaurant door woman map

50 Unit 4 Sounds and letters: identify *bl, fl, pl* sounds Learning to learn: alphabetical order
WB: page 42

Learning objectives: Sounds and letters: identify *bl, fl, pl* sounds; Learning to learn: alphabetical order

Sounds and letters words: blue, flat, plant

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils, a dictionary

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the text in the last lesson, e.g. *miniature, museum, restaurant, seaside, welcome, window, woman*.

1 4.7 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *bl* in the word *blue*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/bl/ /bl/ /bl/ blue
/fl/ /fl/ /fl/ flat
/pl/ /pl/ /pl/ plant

Answers: blue, **fl**at, **pl**ant

2 4.8 Circle *bl, fl* and *pl*. Then listen and say the chant.

- Point out the circled *fl* in the first line. Ask the children how many more *fl* examples they can find (there are three more – *flat, flowers, flies*).
- Have the children find and circle all the examples of *bl* and *pl*. Ask how many of each they found. If the class doesn't agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in the books.
- Play the chant again and have the children join in with the *bl, fl* and *pl* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: (Fl)o (pl)ays in the garden, Outside her (fl)at. There are (pl)ants and (bl)ue (fl)owers, And a fat (bl)ack cat. A (pl)ane (fl)ies high, In the big (bl)ue sky.

3 4.9 Write *bl, fl* or *pl*. Then listen, check and repeat.

Be a star!

- Read the first sentence and try *bl* and *pl* and then *fl* at the beginning of the second gapped word – *blower? plower? flower?* Ask the children to say which sounds right.
- Have them continue the activity individually. Remind them that, if they're not sure, they can try the three sounds and hear which one sounds right.
- Play the audio for the children to listen and check their answers.
- For feedback, ask different children to read out the sentences. Ask for whole-class agreement each time.

Audioscript

1 *It's a big blue flower.*
2 *A black plane flies in the sky.*
3 *A blue bird flies around the flat.*
4 *She plays near the plants in the flat.*

Answers: 1 It's a big blue flower. **2** A black plane flies in the sky. **3** A blue bird flies around the flat. **4** She plays near the plants in the flat.

Learning to learn

- Show the children a dictionary and ask if they know what it is.
- Read out the information in the *Learning to learn* box and elicit the initial letter of each of the first row of words.
- Read out the question and refer the children to the second row of words. Ask them to decide which word goes first in alphabetical order and have them raise their hands when they know (*door*).
- Then ask the children to write the words in the box in alphabetical order. When they finish, they can compare their list with a friend.
- For feedback, have all the children call out the words in order. Write them on the board.
- Point out that this alphabetical order is very useful for finding words in dictionaries and for recording groups of new words in a vocabulary notebook.

Answers: door, flat, map, museum restaurant, woman

Teaching star!

Consolidation

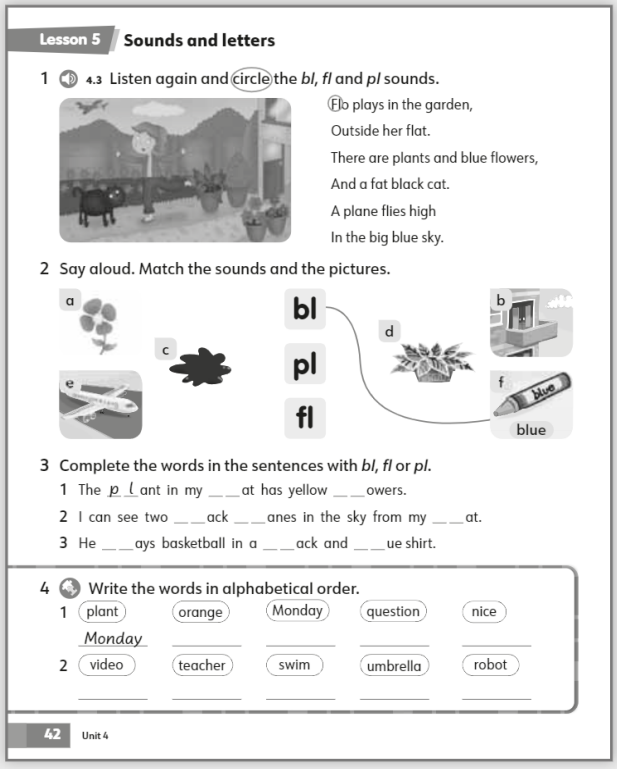
This little pairwork game helps the children to become very familiar with alphabetical order.

- First, choose three words from the page and call them out, e.g. *plant, black, word*. Ask the children to think about the correct alphabetical order for them. Then have the class call back the words in alphabetical order. Repeat with one more example, e.g. *learn, garden, cat*.
- Divide the class into pairs and have them do the same: one child chooses three words and tells their friend. The other child says them back in alphabetical order.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activity 3.

Workbook page 42



Lesson 5 Sounds and letters

1 4.3 Listen again and circle the *bl*, *fl* and *pl* sounds.

Flo plays in the garden,
Outside her flat.
There are plants and blue flowers,
And a fat black cat.
A plane flies high
In the big blue sky.

2 Say aloud. Match the sounds and the pictures.

bl
pl
fl

3 Complete the words in the sentences with *bl*, *fl* or *pl*.

1 The *pl* ant in my ___at has yellow ___owers.
2 I can see two ___ack ___anes in the sky from my ___at.
3 He ___ays basketball in a ___ack and ___ue shirt.

4 Write the words in alphabetical order.

1	plant	orange	Monday	question	nice
	Monday				
2	video	teacher	swim	umbrella	robot

42 Unit 4

1 4.3 Listen again and circle the *bl*, *fl* and *pl* sounds.

Answers: Fl o pl ays in the garden,
Outside her fl at.
There are pl ants and bl ue fl owers,
And a fat bl ack cat.
A pl ane fl ies high
In the big bl ue sky.

2 Say aloud. Match the sounds and the pictures.

Answers: *bl* – blue (f), black (c); *fl* – flat (b), flower (a); *pl* – plant (d), plane (e)

3 Complete the words in the sentences with *bl*, *fl* or *pl*.

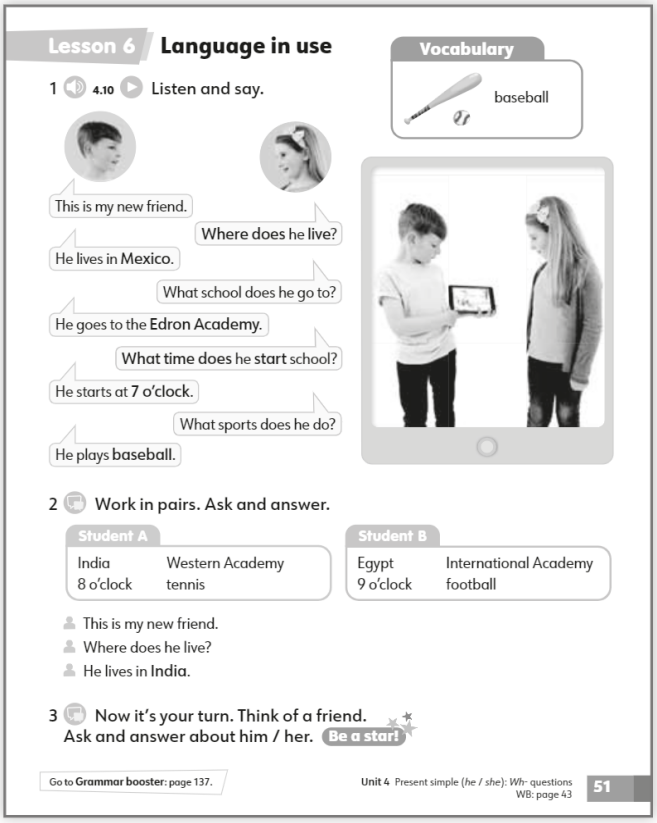
Answers: 1 The **pl**ant in my **fl**at has yellow **fl**owers.
2 I can see two **bl**ack **pl**anes in the sky from my **fl**at.
3 He **pl**ays basketball in a **bl**ack and **bl**ue shirt.

4 Write the words in alphabetical order.

Answers: 1 Monday, nice, orange, plant, question
2 robot, swim, teacher, umbrella, video

Lesson 6 Language in use

Pupil's Book page 51



Learning objectives: Present simple *(he / she); Wh-* questions

Vocabulary: baseball

Review vocabulary: sports

Resources: Language in use video; Grammar worksheet 2

4.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered it. Write the chant on the board.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the words and do a mime of playing baseball. Have the children repeat the word and do the action with you.

1 4.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Ask the children to look and find what words appear in all the questions (*does he*). Point out that we use *does he / she* and the verb to make questions with verbs like *live, play, go, start*.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Highlight the language points as described above.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Invite two children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue words are changed for information from the box.
- Write a similar set of information on the board, e.g. *Australia, Greenwood School, 8 o'clock, gymnastics.* Elicit and drill the question for each piece of information. For the answers, point out that the children should use the appropriate section of the dialogue in Activity 1 as a model, changing only the words in blue.
- Divide the class into pairs to make new dialogues with the information in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and *s* on the verbs in the answers.

3 Now it's your turn. Think of a friend. Ask and answer about him / her.

Be a star!

- Invent a friend for yourself. Make up some crazy facts about them, e.g. *lives in the park, goes to zoo school, starts school at 3 o'clock in the morning, plays monkey tennis.* Have the children ask questions about your friend and answer them.
- Give the children some time to invent a friend and their information. Point out that they can talk about a real friend or invent an imaginary friend. While they do this, circulate and offer help as needed.
- Divide the class into pairs and have them ask and answer questions about their friend.
- Invite volunteer pairs to present their friends to the class.

Teaching star!

Extension

In Activity 3, the children learn new information from a friend. This can be extended by changing partners and sharing that information with someone else.

- Have the children carry out Activity 3. Remind them to listen carefully – they will need to remember the answers!
- Divide the class into new pairs so that every child has a new partner.
- Have them repeat the same series of questions and answers, but this time they tell their friend about the person they just learnt about, i.e. their first partner's friend!
- Sharing information adds another level of 'authenticity' to the activity, and also more challenge for the memory!

Grammar booster

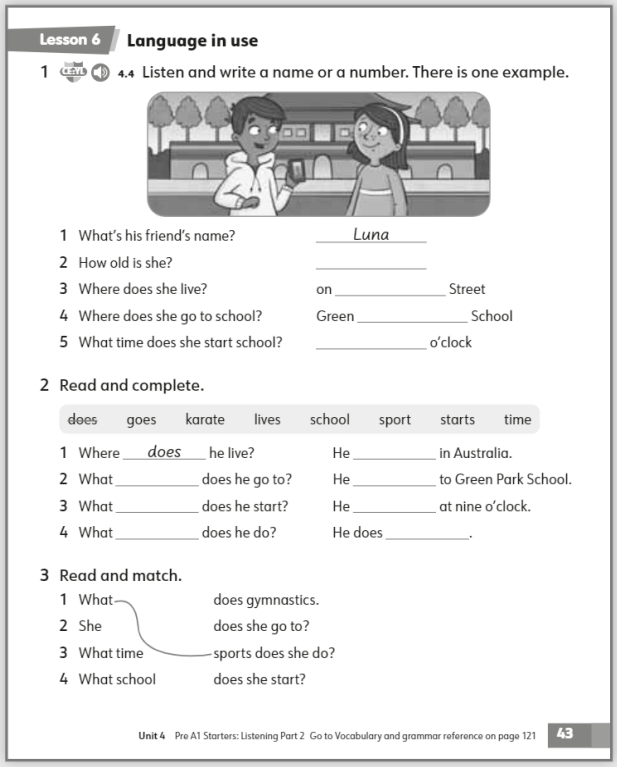
Ask the children to turn to page 137 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 d **2** c **3** b **4** a **5** f **6** e

Cooler: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *Wh_r_ d__s h_ l_v_? Wh_t sch__l d__s h_ g_ t_? H_ pl_ys b_s_b_ll.* (Answers: *Where does he live? What school does he go to? He plays baseball.)*

Workbook page 43



Lesson 6 Language in use

1 CE:YL 4.4 Listen and write a name or a number. There is one example.

1 What's his friend's name? Luna
2 How old is she? _____
3 Where does she live? on _____ Street
4 Where does she go to school? Green _____ School
5 What time does she start school? _____ o'clock

2 Read and complete.

does goes karate lives school sport starts time

1 Where does he live? He _____ in Australia.
2 What _____ does he go to? He _____ to Green Park School.
3 What _____ does he start? He _____ at nine o'clock.
4 What _____ does he do? He does _____.

3 Read and match.

1 What — does gymnastics.
2 She — does she go to?
3 What time — sports does she do?
4 What school — does she start?

Unit 4 Pre A1 Starters: Listening Part 2 Go to Vocabulary and grammar reference on page 121 43

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

1 CE:YL 4.4 Listen and write a name or a number. There is one example.

- This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen and write the name or number for each item.
- Go through the example first. Then have the children continue individually.
- Check the answers with the class.

Audioscript

Speaker: *Look at the picture. Listen and write a name or a number. There is one example.*

1 Boy: *This is my new friend.*
Girl: *What's her name?*
Boy: *Her name is Luna. L-U-N-A.*
Speaker: *Can you see the answer? Now you listen and write a name or a number.*
2 Girl: *How old is she?*
Boy: *She's nine years old.*
3 Girl: *Where does she live?*
Boy: *She lives in England. She lives on West Street.*
Girl: *West Street?*
Boy: *Yes. W-E-S-T. It's next to a park.*
4 Girl: *Where does she go to school?*
Boy: *She goes to Green Park School. That's P-A-R-K.*
Girl: *Green Park?*
Boy: *Yes.*
5 Girl: *What time does she start school?*
Boy: *She starts at eight o'clock.*

Answers: 1 Luna **2** nine **3** West **4** Park **5** eight

2 Read and complete.

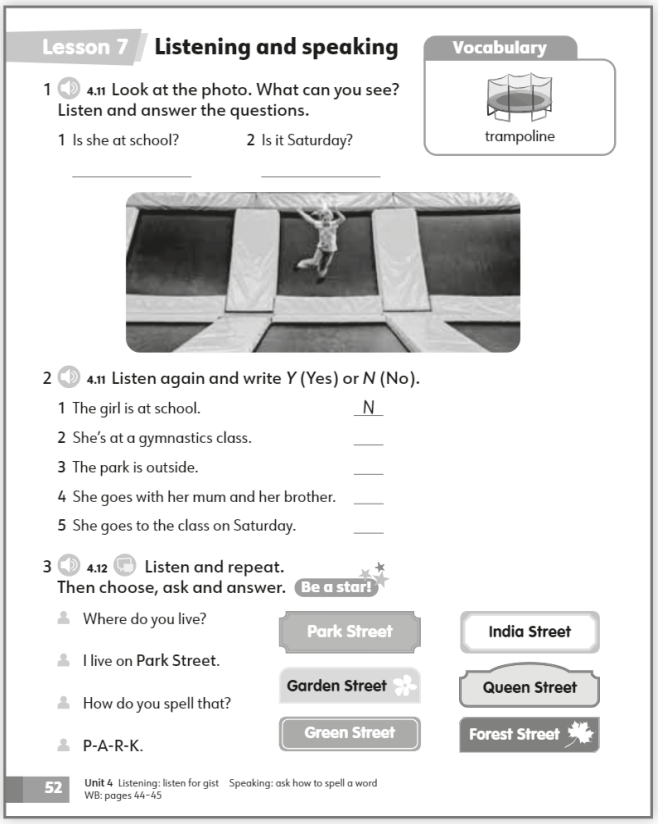
Answers: 1 does; lives **2** school; goes **3** time; starts **4** sport; karate

3 Read and match.

Answers: 1 What sports does she do? **2** She does gymnastics. **3** What time does she start? **4** What school does she go to?

Lesson 7 Listening and speaking

Pupil's Book page 52


Lesson 7 Listening and speaking

Vocabulary

trampoline

1 4.11 Look at the photo. What can you see? Listen and answer the questions.

1 Is she at school? 2 Is it Saturday?

2 4.11 Listen again and write Y (Yes) or N (No).

1 The girl is at school. N
2 She's at a gymnastics class.
3 The park is outside.
4 She goes with her mum and her brother.
5 She goes to the class on Saturday.

3 4.12 Listen and repeat. Then choose, ask and answer. Be a star!

Where do you live?
I live on Park Street.
How do you spell that?
P-A-R-K.

Park Street, India Street, Garden Street, Queen Street, Green Street, Forest Street

52 Unit 4 Listening: listen for gist Speaking: ask how to spell a word
WB: pages 44–45

Learning objectives: Listening: listen for gist; Speaking: ask how to spell a word

Vocabulary: trampoline

Review vocabulary: buildings, places, activities, days of the week

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with questions and answers from the last lesson, e.g. *This is my new friend. What time does he start school? He starts school at 7 o'clock. What sports does he do? He plays baseball.*

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and have the children repeat and do the action with you.

1 4.11 Look at the photo. What can you see? Listen and answer the questions.

- Refer the children to the photo and elicit what activity they can see.
- Read out the two questions and encourage the children to guess the answers now.
- Then play the audio for the children to listen and check their ideas.

Audioscript

Girl: *This is a photo of my friend.*
Boy: *Oh! Where is she from?*
Girl: *She's from Canada.*
Boy: *Is this her school?*
Girl: *No, it isn't. She's at a trampoline class.*
Boy: *A trampoline class? That sounds fun. Where does she go?*
Girl: *She goes to a trampoline park.*
Boy: *A park?*
Girl: *Yes! It's in a big building, but it's called a park.*
Boy: *I see! Who does she go with?*
Girl: *She goes with her mum and her brother. They go on Saturday.*
Boy: *Is the trampoline park here?*
Girl: *Yes, it is. It's on Wolf Street.*
Boy: *How do you spell that?*
Girl: *W-O-L-F.*
Boy: *Thanks.*

Answers: 1 No, she isn't. **2** Yes, it is.

2 4.11 Listen again and write *Y* (Yes) or *N* (No).

- Refer the children to the example. Ask them if they can remember why the answer is *No.* (She isn't at school. She's at a trampoline class.)
- Play the audio and have the children complete the activity individually.
- Invite different children to read out the sentences and the rest of the class to say *Yes* or *No.* Ask for whole-class agreement each time.

Answers: 1 N **2** N **3** N **4** Y **5** Y

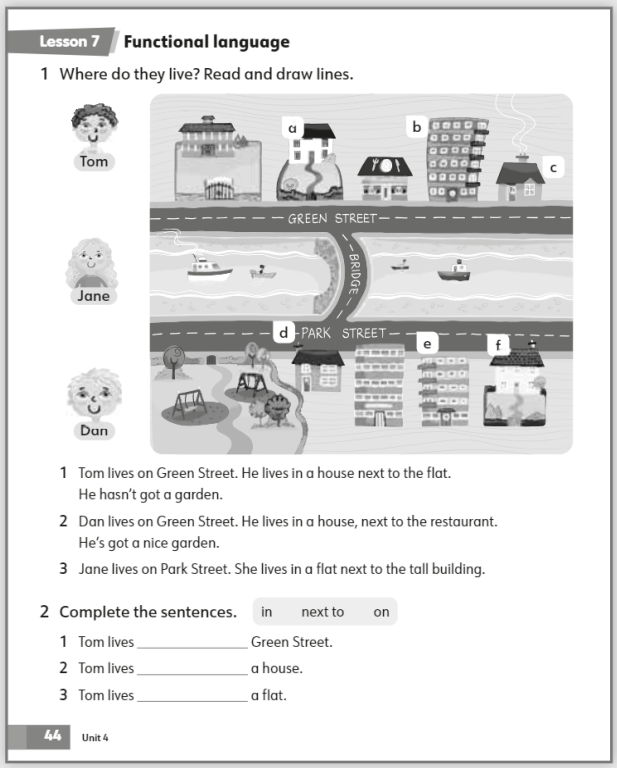
3 4.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Ask the children what they can see in Activity 3 (street signs).
- Play the audio and have the children repeat. Drill the question *How do you spell that?* chorally and then individually.
- Do an example dialogue with the whole class. Invite two confident children to ask you the questions and then have the whole class spell out the street name with you at the end.
- Divide the class into pairs to continue making new dialogues with the different street names. Invite volunteers to perform their dialogue for the class.

Cooler: Pairs spelling test

- Drill the question *How do you spell ...?* and ask the class *How do you spell ...?* using simple words on this page, e.g. *photo, park, live*.
- Then divide the class into pairs to take turns to ask their friend to spell any word from page 52. The friend has to answer without looking at their book!

Workbook page 44



Lesson 7 **Functional language**

1 Where do they live? Read and draw lines.

Tom

Jane

Dan

a b c GREEN STREET BRIDGE d PARK STREET e f

1 Tom lives on Green Street. He lives in a house next to the flat. He hasn't got a garden.

2 Dan lives on Green Street. He lives in a house, next to the restaurant. He's got a nice garden.

3 Jane lives on Park Street. She lives in a flat next to the tall building.

2 Complete the sentences. in next to on

1 Tom lives _____ Green Street.

2 Tom lives _____ a house.

3 Tom lives _____ a flat.

44 Unit 4

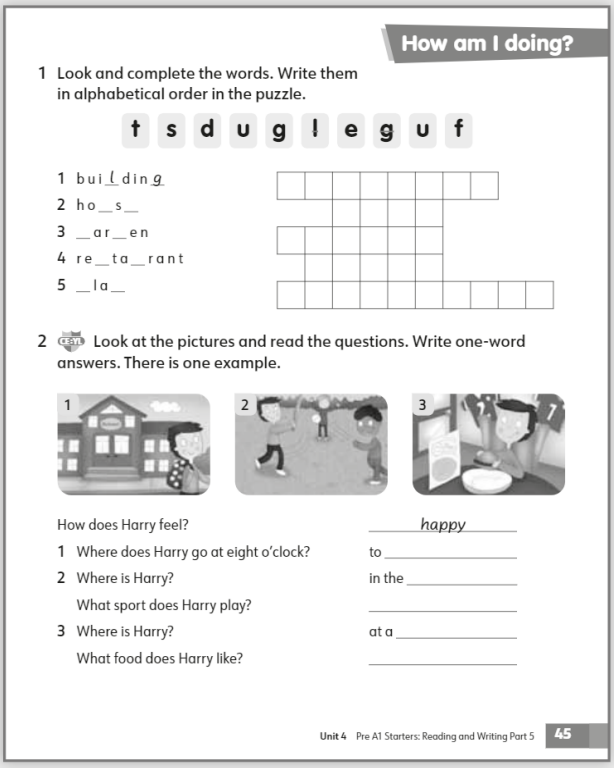
1 Where do they live? Read and draw lines.

Answers: Tom – c, Dan – a, Jane – e

2 Complete the sentences.

Answers: 1 on 2 in 3 next to

Workbook page 45



How am I doing?

1 Look and complete the words. Write them in alphabetical order in the puzzle.

t s d u g l e g u f

1 buil_d_in_g_

2 ho__s__

3 __ar__en

4 re__ta__rant

5 __la__

2 CE:YL Look at the pictures and read the questions. Write one-word answers. There is one example.

1 2 3

How does Harry feel? happy

1 Where does Harry go at eight o'clock? to _____

2 Where is Harry? in the _____

What sport does Harry play? _____

3 Where is Harry? at a _____

What food does Harry like? _____

Unit 4 Pre A1 Starters: Reading and Writing Part 5 45

1 Look and complete the words. Write them in alphabetical order in the puzzle.

Answers: 1 building **2** house **3** garden **4** restaurant **5** flat Alphabetical order: building, flat, garden, house, restaurant

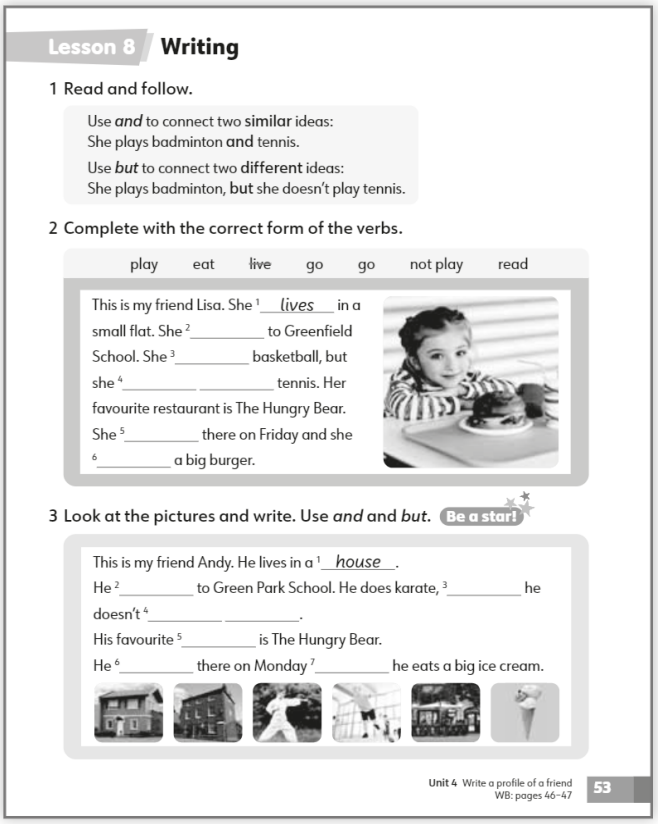
2 CE:YL Look at the pictures and read the questions. Write one-word answers. There is one example.

- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look at the pictures and answer the questions using one word each time.
- If done in class, ask the children what they can see in the pictures.
- Go through the example first. Then read out number 1, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- Check the answers with the class and write them on the board.
- (To help prepare for this part of the test, the children need practice in answering questions starting with different question words: *Where*, *How many*, etc)

Answers: 1 school **2** park, baseball **3** restaurant, burgers

Lesson 8 Writing

Pupil's Book page 53



Lesson 8 Writing

1 Read and follow.

Use *and* to connect two **similar** ideas:
She plays badminton **and** tennis.
Use *but* to connect two **different** ideas:
She plays badminton, **but** she doesn't play tennis.

2 Complete with the correct form of the verbs.

play eat live go go not play read

This is my friend Lisa. She 1 *lives* in a small flat. She 2 _____ to Greenfield School. She 3 _____ basketball, but she 4 _____ _____ tennis. Her favourite restaurant is The Hungry Bear. She 5 _____ there on Friday and she 6 _____ a big burger.

3 Look at the pictures and write. Use *and* and *but*. Be a star!

This is my friend Andy. He lives in a 1 *house*.
He 2 _____ to Green Park School. He does karate, 3 _____ he doesn't 4 _____ _____.
His favourite 5 _____ is The Hungry Bear.
He 6 _____ there on Monday 7 _____ he eats a big ice cream.

Unit 4 Write a profile of a friend
WB: pages 46–47 53

Learning objectives: Use *and* and *but* to connect ideas; Write a profile of a friend

Resources: Unit 4 test

Warm-up: Stand up or sit down

- See the Games bank (pages 14–17) for how to play. For this version of the game, ask the children to each think of a friend. (Possible sentences to use: *My friend lives in [children's town]. My friend lives in a house / flat. My friend goes to this school. My friend does karate. My friend doesn't like sport. My friend plays football. My friend doesn't play baseball.* etc.)

1 Read and follow.

- Write the following on the board in two rows:
  cake ✓ ice cream ✓ (like)
  phone ✓ tablet ✗ (have got)
- Ask the children how they can put the first set of information into one sentence, and write it on the board: *I like cake and I like ice cream.*
- Elicit or write a sentence for the second set of information: *I've got a phone but I haven't got a tablet.*
- Then shorten the first sentence by crossing out *and I like* to leave the shorter sentence *I like cake and ice cream.* Point out that the second sentence can't be shortened as the verbs in each side are different.
- Circle *and* and *but* in the sentences, using different colours if possible.
- Then refer the children to the information in the box. For each example, ask *Does she play badminton?* (*yes*, *yes*) *Does she play tennis?* (*yes*, *no*). Ask *For yes – yes, do we use 'and' or 'but'?* (*and*) *For yes – no, do we use 'and' or 'but'?* (*but*)

2 Complete with the correct form of the verbs.

- Refer the children to the picture and elicit what they can see.
- Work through the first part of the text (up to *tennis*) as a class, writing it on the board. Point out that we know it must be a negative verb for tennis, because we have *but* which indicates *yes – no.*
- Have the children think about the remaining gaps individually, but tell them not to write yet.
- Elicit the finished sentences from the children and write answers on the board.
- Have the children complete the text in their books.

Answers: 1 lives **2** goes **3** plays **4** doesn't play **5** goes **6** eats

3 Look at the pictures and write. Use *and* and *but*.

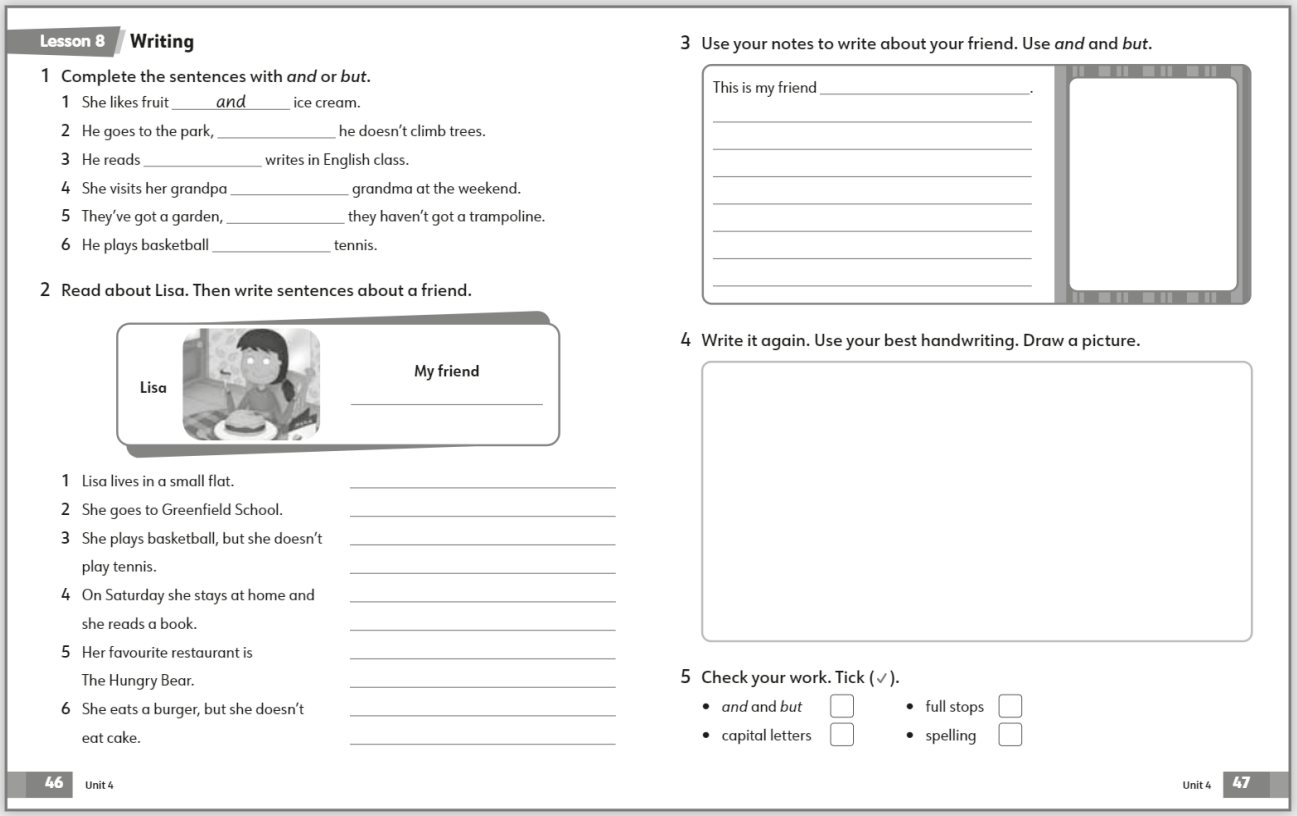
Be a star!

- Refer the children to the pictures and ask what they can see. Ask what they can say about Andy.
- Elicit sentences for the text and write them on the board following the format of the text in Activity 2.
- Have the children copy the finished text into their books.

Suggested answers:
This is my friend Andy. He lives in a **1** house. He **2** goes to Green Park School. He does karate, **3** but he doesn't **4** do gymnastics. His favourite **5** restaurant is The Hungry Bear. He **6** goes there on Monday **7** and he eats a big ice cream.

Cooler: Noughts and crosses

- Play *Noughts and crosses* (see the Games bank, pages 14–17) with the following prompts for each square:
  1 – football ✓ tennis ✗
  2 – cake ✓ burgers ✓
  3 – watch ✓ phone ✗
  4 – house ✓ garden ✗
  5 – English ✓ Spanish ✗
  6 – karate ✓ gymnastics ✗
  7 – mangoes ✓ bananas ✗
  8 – bookshop ✓ restaurant ✓ in my street
  9 – blue pen ✓ black pen ✗



Lesson 8 Writing

1 Complete the sentences with *and* or *but*.

1 She likes fruit *and* ice cream.
2 He goes to the park, _____ he doesn't climb trees.
3 He reads _____ writes in English class.
4 She visits her grandpa _____ grandma at the weekend.
5 They've got a garden, _____ they haven't got a trampoline.
6 He plays basketball _____ tennis.

2 Read about Lisa. Then write sentences about a friend.

Lisa

My friend _____

1 Lisa lives in a small flat. _____
2 She goes to Greenfield School. _____
3 She plays basketball, but she doesn't play tennis. _____
4 On Saturday she stays at home and she reads a book. _____
5 Her favourite restaurant is The Hungry Bear. _____
6 She eats a burger, but she doesn't eat cake. _____

3 Use your notes to write about your friend. Use *and* and *but*.

This is my friend _____.

4 Write it again. Use your best handwriting. Draw a picture.

5 Check your work. Tick (✓).

- *and* and *but* ☐
- capital letters ☐
- full stops ☐
- spelling ☐

46 Unit 4

Unit 4 47

1 Complete the sentences with *and* or *but*.

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

Answers: 1 and **2** but **3** and **4** and **5** but **6** and

2 Read about Lisa. Then write sentences about a friend.

- Tell the class something about a friend of yours. Write short notes about the friend on the board under the heading *My friend*, e.g. *(lives) big flat / (school) no / (plays) tennis,* etc.
- Then have the children write short notes about their friend in the same way.

3 Use your notes to write about your friend. Use *and* and *but*.

- Write some example sentences on the board based on the notes above, e.g. *My friend lives in a big flat. She doesn't go to school but she goes to university. She plays tennis but …*
- Have the children write a text about their friend. Remind them that they can see a model text on Pupil's Book page 53.

4 Write it again. Use your best handwriting. Draw a picture.

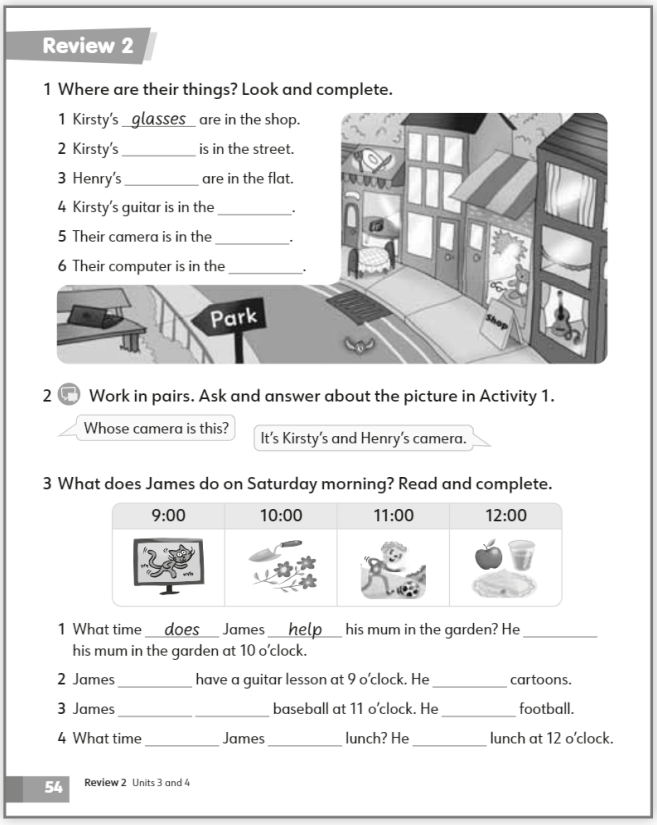
- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them. Point out that texts are nicer to read when they are neat and have pictures.

5 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Review 2

Pupil's Book page 54



Review 2

1 Where are their things? Look and complete.

1 Kirsty's _glasses_ are in the shop.
2 Kirsty's _____ is in the street.
3 Henry's _____ are in the flat.
4 Kirsty's guitar is in the _____.
5 Their camera is in the _____.
6 Their computer is in the _____.

Park

2 Work in pairs. Ask and answer about the picture in Activity 1.

Whose camera is this?

It's Kirsty's and Henry's camera.

3 What does James do on Saturday morning? Read and complete.

9:00	10:00	11:00	12:00

1 What time _does_ James _help_ his mum in the garden? He _____ his mum in the garden at 10 o'clock.
2 James _____ have a guitar lesson at 9 o'clock. He _____ cartoons.
3 James _____ _____ baseball at 11 o'clock. He _____ football.
4 What time _____ James _____ lunch? He _____ lunch at 12 o'clock.

54 Review 2 Units 3 and 4

Learning objectives: Review vocabulary, grammar from Units 3 and 4; CE:YL Pre A1 Starters: Listening Part 1; Reading and Writing Part 1

Review vocabulary: personal possessions, buildings, places

Grammar: Possessive adjectives, *Whose...?, 's* for possession, Present simple *[he / she]* affirmative, negative and question

Resources: Flashcards

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with some of the key vocabulary from Units 3 and 4.

1 Where are their things? Look and complete.

- Refer the children to the picture and ask what they can see. Ask them to find the glasses and say where they are. Read out the example sentence.
- Have the children continue the activity individually.
- Invite different children to come to the board to write an answer. Ask for whole-class agreement each time. Have the children repeat all the words.

Answers: 1 glasses **2** watch **3** headphones **4** flat **5** restaurant **6** park

2 Work in pairs. Ask and answer about the picture in Activity 1.

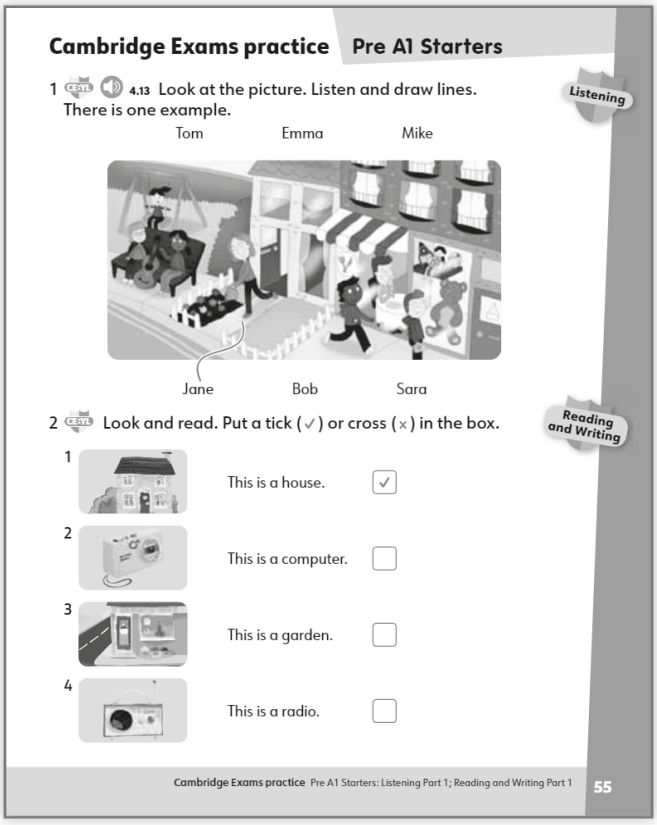
- Invite two children to read out the example question and answer.
- Point to some more objects in the picture and ask *Whose _____ is this / are these?* Have the children repeat the question and then say the answer.
- Divide the class into pairs to continue asking and answering questions.

3 What does James do on Saturday morning? Read and complete.

- Ask the children what they can see in the pictures. Elicit what activity each picture represents (*watch cartoons, help in the garden, play football, have lunch*).
- Elicit the complete answer for number 1 and have the children read out the complete question and answer.
- Elicit the negative answer at the beginning of number 2. Then have the children continue the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time. Write the answers on the board for everyone to check.

Answers: 1 does; help; helps **2** doesn't; watches **3** doesn't play; plays **4** does; have; has

Pupil's Book page 55



1 CE:YL 4.13 Look at the picture. Listen and draw lines. There is one example.

- This activity helps prepare the children for Part 1 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Have the children look at the picture and say what places, colours and objects they can see.
- Play the first part of the audio (to the end of the example). Ask the children how they know which person it is (*Jane, garden*).
- Now play the rest of the audio, making sure that the children have time to find each person and draw the line. Play the audio again for the children to check.

Audioscript

Child: *Here's a photo of my street.*
Adult: *Oh! Where do you live?*
Child: *I live in the yellow house. Can you see my mum, Jane? She's in the garden.*
Adult: *Oh, yes. I can see Jane in the garden.*
1 Adult: *There's a girl in the park. She's on the swing.*
Child: *Oh, yes. She's my friend, Sara. She goes to the park on Saturday.*
Adult: *OK.*
2 Child: *And there's Tom, Sara's big brother. He's in the restaurant.*
Adult: *Oh, yes! I can see Tom.*
Child: *Tom likes ice cream. It's his favourite food!*
Adult: *Me, too!*
3 Adult: *And what's that boy's name? The boy at the shop.*
Child: *That's Bob. Bob goes to my school.*
Adult: *Oh, yes! He has got a cool camera in his hand.*
Child: *Yes. It's very nice.*
4 Adult: *That's a brilliant guitar. Whose guitar is that?*
Child: *Oh, that's Emma's guitar.*
Adult: *Is Emma the girl with green glasses?*
Child: *Yes, that's right.*
5 Adult: *Who is the boy with the blue watch?*
Child: *The boy with black hair?*
Adult: *Yes.*
Child: *That's my friend, Mike. His watch is amazing. It's got music!*

Answers: (Lines linking) girl on swing – Sara; boy eating ice cream – Tom; boy with camera – Bob; girl with green glasses – Emma; boy with blue watch – Mike

2 CE:YL Look and read. Put a tick (✓) or cross (✗) in the box.

- This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test.
- Refer the children to the pictures and ask them to read the sentences next to them.
- Children put a tick in the box if the image matches what is said in the sentence or a cross if does not.
- The children complete the activity individually.

Answers: 1 ✓ **2** ✗ **3** ✗ **4** ✓

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17) with key vocabulary from this Review.

My progress: (Workbook page 116)

- Praise the children for completing these units.
- Clarify the meaning of each *I can …* statement and elicit examples.
- If the children are unsure on any point, work as a class until everyone can complete the *I can …* challenges. The children then put their stickers in place.

5 Sun and snow

Lesson 1 Vocabulary

Pupil's Book pages 56–57



Learning objectives: Identify and use new words: weather, natural features; Sing a song using the target vocabulary

Vocabulary: beach, cloud, mountain, rain, sea, snow, sun, wind

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 56–57. Ask *Where are the children? Who can you see? What activities can you see?*
- Ask *What's your favourite place / activity in the picture?* Elicit what they like and don't like doing.

1 5.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. Have the children repeat the words and do a mime or gesture that shows each weather feature or place (*cloud* can be pushing something up into the air; *snow* can be catching snowflakes; *beach* can be stretching out to sunbathe).

5.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- Say each number and have the class call out the word. Vary the tone of the drilling – have them repeat loudly or quietly, happily or sadly or like a robot!

Audioscript

1 *rain,* ***2*** *sun,* ***3*** *cloud,* ***4*** *wind,* ***5*** *mountain,* ***6*** *snow,* ***7*** *beach,* ***8*** *sea*

Answers: cloud – **3**, rain – **1**, snow – **6**, sun – **2**, wind – **4**, beach – **7**, mountain – **5**, sea – **8**

2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

- Write *Weather* and *Natural features* as column headings on the board. Check the meaning of these. Ask the children to copy the table into their notebooks.

- Ask the children to point to the clouds in the big picture. Hold up your Pupil's Book to point and confirm, and write the word in the correct column. Do the same for *beach*.
- Have the children work in pairs to find each item in the big picture and write it in the correct column.

Answers: Weather: clouds, rain, snow, sun, wind; **Natural features:** beach, mountain, sea

3 5.3 Sing and act out.

Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words: *rain* – mime opening an umbrella; *snow* – mime being cold and looking up; *wind / blow* – mime trees swaying in the wind; sun – look up eyes closed, smiling; *beach / fun* – mime kicking a ball and playing volleyball; sea – mime swimming and feeling cold; *clouds / fluffy* – mime pushing something light into the air (like a big balloon).
- Play the song and have the children join in and do the actions.

ESDC

Why is rain important?

Introduce the children to Sustainable Development Goal 6: *Clean water and sanitation.*

- Ask: *Why is rain important?* This questions helps the children take positive action in the community.
- Talk about whether your country receives a lot of rain or not very much. Make connections to how things grow in your country based on rainfall. Discuss what happens when it doesn't rain and talk about the importance of water and water conservation.
- Elicit ideas on what children can do to save water. Write ideas on the board.

Possible answers: don't leave water running from taps, use only what we need, only use appliances when they're full/ready, have plants that need appropriate amounts of water for where we live.

Teaching star!

Mixed ability

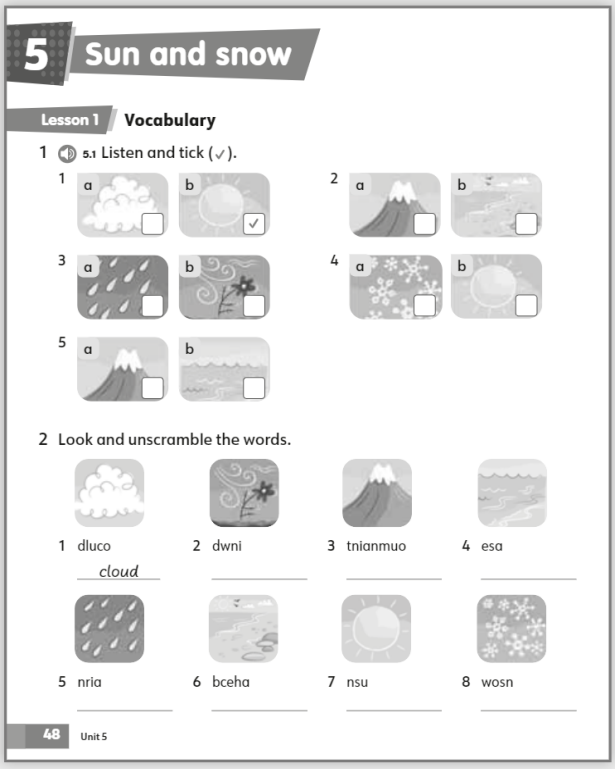
Some children may find it difficult to join in with the song, but they can still be involved as 'mime leaders' for others.

- If you see children struggling to keep up, call them to the front to lead the mime with you.
- Point out that if it's difficult for the children to keep up, they can copy the mime leaders.
- Play the song again. Have the children with you at the front concentrate on the mimes while the others sing and follow you and your helpers.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 48


5 Sun and snow

Lesson 1 Vocabulary

1 5.1 Listen and tick (✓).

1 a ☐ b ✓ 2 a ☐ b ☐ 3 a ☐ b ☐ 4 a ☐ b ☐ 5 a ☐ b ☐

2 Look and unscramble the words.

1 dluco cloud 2 dwni 3 tnianmuo 4 esa

5 nria 6 bceha 7 nsu 8 wosn

48 Unit 5

1 5.1 Listen and tick (✓)

Audioscript

1	**Boy:**	*It's hot today! I like the sun.*
2	**Girl:**	*Where are Grandma and Grandpa?*
	Woman:	*They are in the mountains.*
3	**Woman:**	*Can you hear the wind?*
	Boy:	*Yes, I can.*
4	**Boy:**	*Yes! Look at the snow!*
	Girl:	*Hooray! I like the snow.*
5	**Boy:**	*Can you swim?*
	Girl:	*Yes, I can. I swim in the sea.*

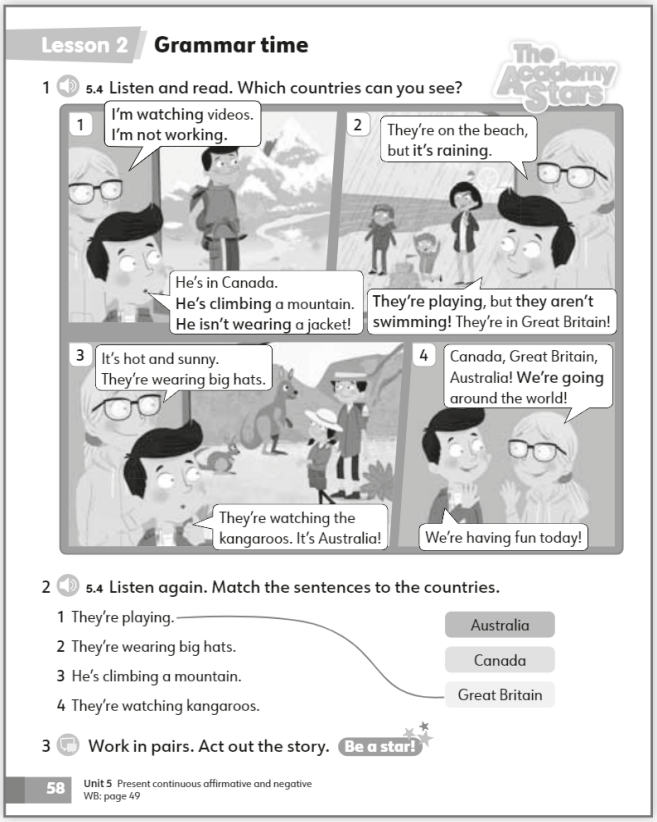
Answers: 1 b **2** a **3** b **4** a **5** b

2 Look and unscramble the words.

Answers: 1 cloud **2** wind **3** mountain **4** sea **5** rain **6** beach **7** sun **8** snow

Lesson 2 Grammar time

Pupil's Book page 58



Learning objectives: Understand the use of present continuous affirmative and negative; Read and act out a story using the target grammar

Grammar: Present continuous (affirmative and negative)

Review vocabulary: weather, natural features

5.3 Warm-up: Sing the song!

- Play the song *We like the rain* again and have the children join in and do the actions as in Lesson 1.

1 5.4 Listen and read. Which countries can you see?

- Refer the children to the pictures and ask *Who can you see? What are they doing?*
- Play the audio and have the children follow in their books. Have them raise their hand every time they hear the name of a country.
- Ask the children *Which countries can you see?* They find the answer and raise their hand to give the answer.
- Ask some questions to check comprehension: *What is the weather like in Canada / in Great Britain / in Australia? (Canada – cold and snowy / Great Britain – rainy / Australia – hot and sunny) Can you point to the beach / a mountain / the sea? (picture 2 / pictures 1 and 3 / picture 2)*
- Play the audio one more time. Have the children do the actions for the affirmative verbs and a negative gesture (like shaking their head or wagging a finger) for the negative verbs.

Answers: Canada, Great Britain, Australia

2 5.4 Listen again. Match the sentences to the countries.

- Play the audio again for the children to listen and read. Refer the children to the example sentence. Have them find the part of the story that shows the children playing (*picture 2*) and point out the matching line to Great Britain.
- Have the children decide in which country the characters are doing each of the actions and draw the matching lines.
- For feedback, have different children read out the sentences and have the class call back the name of the country. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 Great Britain **2** Australia **3** Canada **4** Australia

3 Work in pairs. Act out the story.

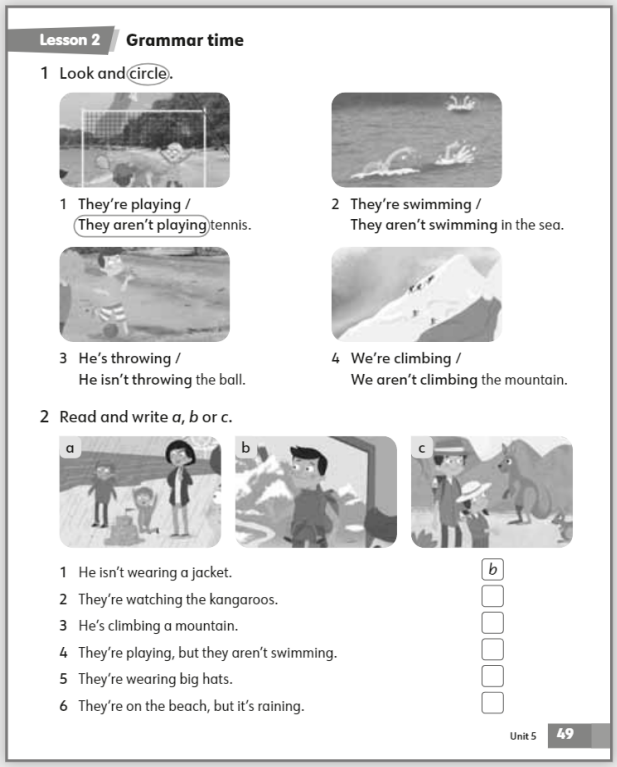
Be a star!

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are Henry.
- Allow the pairs time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.

Cooler: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: *I'm watching videos. (3) He isn't wearing a jacket. (5) They're on the beach but it's raining. (7) They're playing but they aren't swimming. (6) They're watching the kangaroos. (4) We're going around the world. (5)*

Workbook page 49



Lesson 2 **Grammar time**

1 Look and circle.

1 They're playing / They aren't playing tennis.

2 They're swimming / They aren't swimming in the sea.

3 He's throwing / He isn't throwing the ball.

4 We're climbing / We aren't climbing the mountain.

2 Read and write *a*, *b* or *c*.

a b c

1 He isn't wearing a jacket. *b*
2 They're watching the kangaroos.
3 He's climbing a mountain.
4 They're playing, but they aren't swimming.
5 They're wearing big hats.
6 They're on the beach, but it's raining.

Unit 5 49

1 Look and circle.

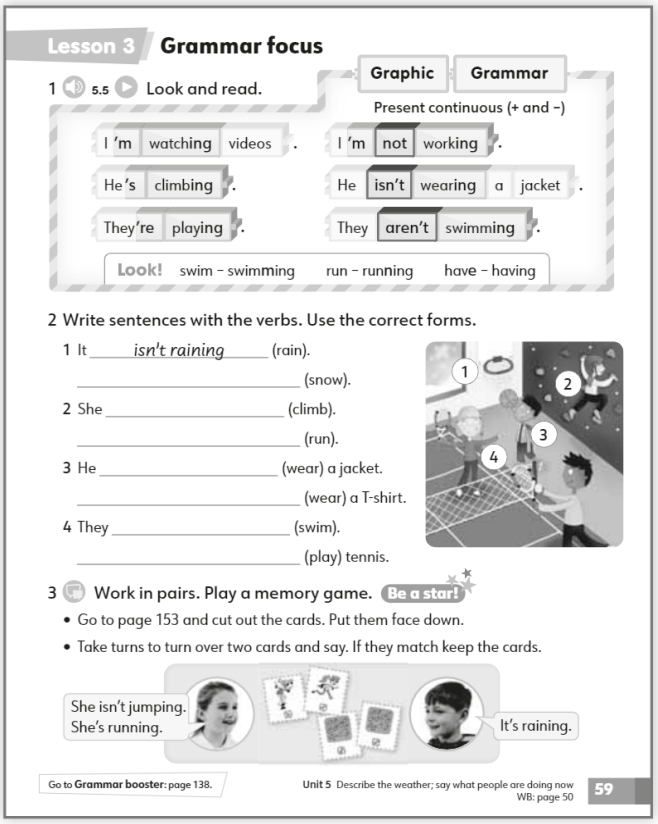
Answers: 1 They aren't playing
2 They're swimming **3** He isn't throwing
4 We're climbing

2 Read and write *a*, *b* or *c*.

Answers: 1 b **2** c **3** b **4** a **5** c **6** a

Lesson 3 Grammar focus

Pupil's Book page 59



Learning objectives: Describe the weather; Say what people are doing now

Grammar: *I'm watching videos. I'm not working. He's climbing. He isn't wearing a jacket. They're playing. They aren't swimming.*

Review vocabulary: activities, clothing

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: paper, pens or pencils (optional), scissors

5.4 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Lesson 2, Activity 1. Stop the audio after some of the key words in the story, e.g. *working, mountain, raining, swimming, kangaroos, world.*
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word. Write the words on the board after each turn so the children can all check their spelling.

1 5.5 Look and read.

- Play the audio. Have the children join in, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Write *swim – swimming and run – running* on the board and ask what happens in the *-ing* form (they double the consonant). Explain that this applies to verbs that end in one consonant + one vowel (a, e, i, o, u) + one consonant, e.g. *swim, run, sit*, etc. Point out that the letters *y, w* and *x* don't double in this way, so *playing*, not *playying*.
- Write *stop, read, sit* and *cook* on the board and ask the children if the *-ing* form has a double consonant. Write the *-ing* forms on the board (*stopping, reading, sitting, cooking*).
- Now write *have* on the board and explain that verbs that end in *-e*, drop the *e* when the *-ing* ending is added. Elicit some more common examples, e.g. *making, taking, riding*.

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

2 Write sentences with the verbs. Use the correct form.

- Ask the children what they can see in the pictures (including the weather).
- Refer the children to the example sentence. Point to the number 1 in the picture and ask *Is it raining? (No)* Elicit the affirmative sentence *It's snowing*.
- Have the children complete the rest of the activity individually.
- Invite different children to point to the people in the picture and read out the sentences. Ask for whole-class agreement each time. Write the answers on the board so that everyone can check.

Answers: 1 It isn't raining. It's snowing. **2** She's climbing. She isn't running. **3** He's wearing a jacket. He isn't wearing a T-shirt. **4** They aren't swimming. They're playing tennis.

Teaching star!

Consolidation

The children need some time and practice to learn and apply the rules for doubling the consonant or not in *-ing* forms.

- Play an adapted version of *Team spelling* (see the Games bank, pages 14–17). This time, when you call out the verb, the children write the *-ing* form. Use a mix of verbs that do and don't need the double consonant, and some that end in *-e*, e.g. *watch, work, ride, swim, have, write, sit, play, go, run*.

3 Work in pairs. Play a memory game.

Be a star!

- Organise the children in pairs and have them open their books to page 153. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. For this activity, they will be working with one set of the cards.
- Work through the example activity with the children. Explain that they should put their cards face down and spread them out on their table. Then they choose two cards to see if they match. The children say what they see on the cards, using *He's/She's/It's* and the ***-ing*** form of the verbs. If the cards do not match, the children return them to the pile.
- The one with the most cards at the end of their game is the winner.
- Allow time for children to complete the game.

Grammar booster

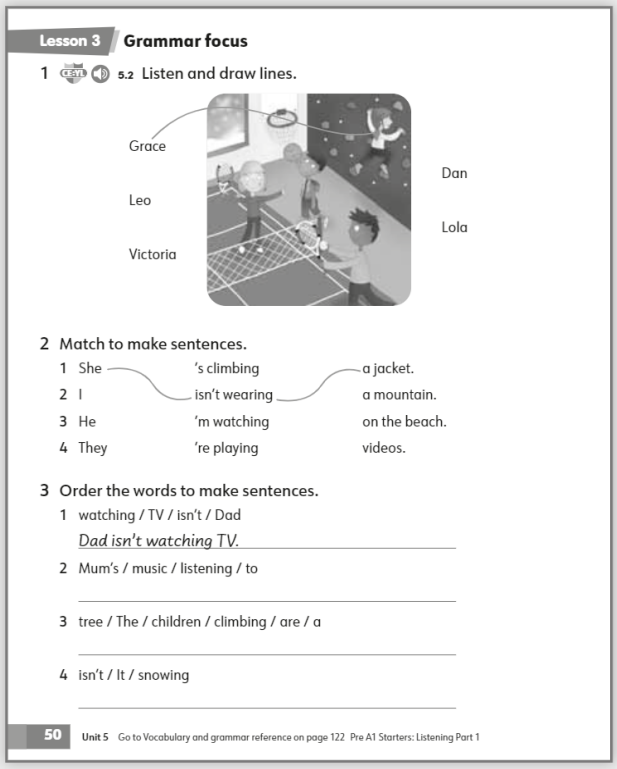
Ask the children to turn to page 138 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 watching **2** isn't playing **3** 're playing **4** isn't wearing **5** 's running **6** 're talking

Cooler: Draw and label

- Draw a quick picture of a person doing an activity. Include the weather (rain, snow or sun). Elicit sentences about the picture, e.g. *He's / She's climbing a mountain. It's raining*. Write the sentences next to the picture.
- Have the children do the same in their notebooks.

Workbook page 50



Lesson 3 Grammar focus

1 CE:YL 5.2 Listen and draw lines.

Grace
Leo
Victoria
Dan
Lola

2 Match to make sentences.

1	She	's climbing	a jacket.
2	I	isn't wearing	a mountain.
3	He	'm watching	on the beach.
4	They	're playing	videos.

3 Order the words to make sentences.

1 watching / TV / isn't / Dad
Dad isn't watching TV.

2 Mum's / music / listening / to

3 tree / The / children / climbing / are / a

4 isn't / It / snowing

50 Unit 5 Go to Vocabulary and grammar reference on page 122 Pre A1 Starters: Listening Part 1

Audioscript

Speaker: *Look at the picture. Listen and look. There is one example.*
1 Girl: *Here is a picture of me and my friends at school.*
Boy: *Oh yes! That's you, Grace!*
Girl: *Yes! I'm climbing.*
Speaker: *Can you see the line? This is an example. Now you listen and draw lines.*
2 Boy: *They're playing tennis! Is that your friend Leo?*
Girl: *No it isn't. Leo isn't playing tennis.*
Boy: *Oh! I can see Leo. He's playing basketball.*
Girl: *Yes!*
3 Girl: *So, Leo isn't playing tennis. Who is it?*
Boy: *That's Dan.*
Girl: *Oh, OK.*
4 Girl: *A girl is playing tennis too. Is that Victoria?*
Boy: *No. That's my friend Lola.*
Girl: *Oh, OK. So, Dan and Lola are playing tennis.*
Boy: *Yes!*

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 to help them when completing these activities.

1 CE:YL 5.2 Listen and draw lines.

- This activity helps the children prepare for Part 1 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children look at the picture, listen and draw lines to match the descriptions to the names.
- Go through the example. Then, children continue individually. Check answers with the class.

Answers: 1 Grace – climbing wall **2** Leo – playing basketball **3** Dan – playing tennis **4** Lola – playing tennis

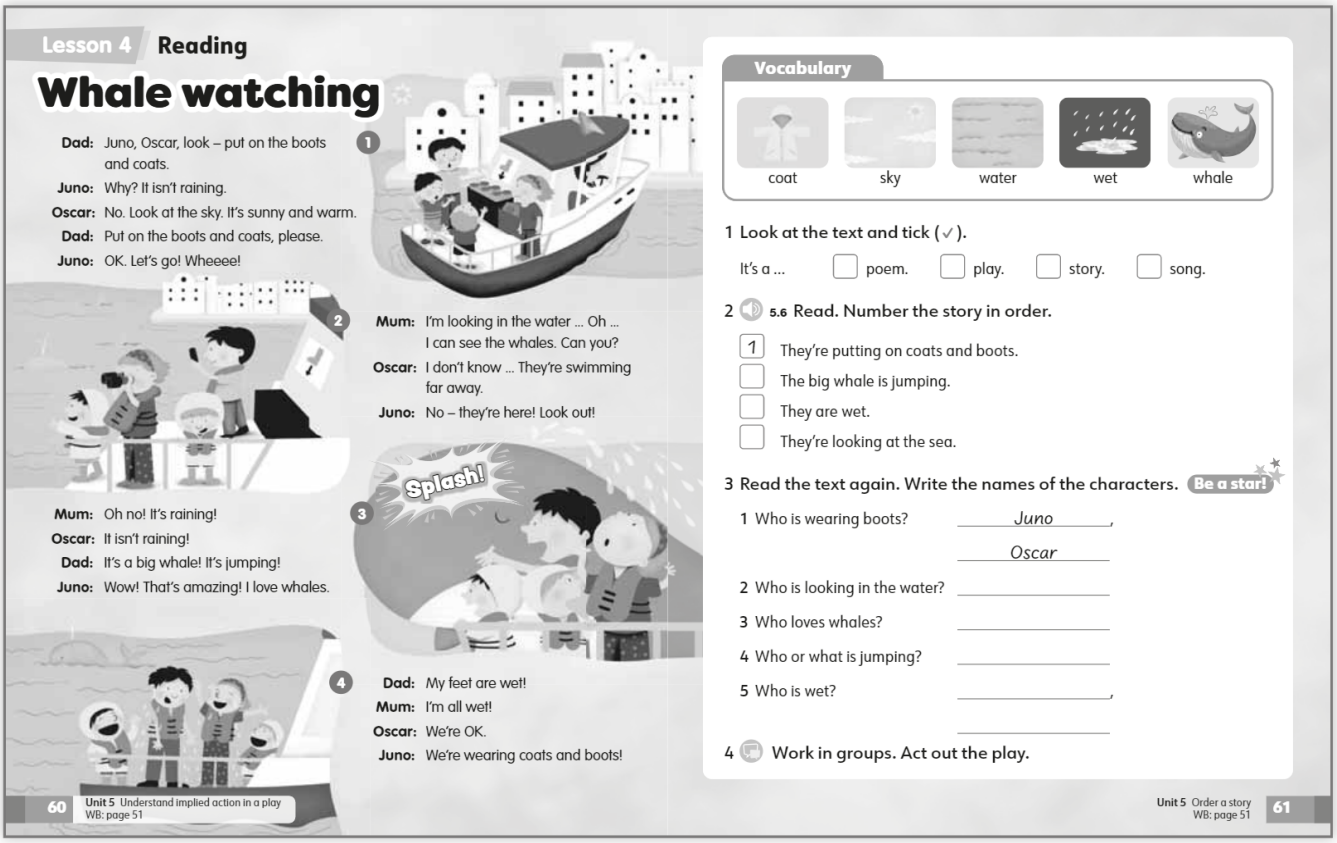
2 Match to make sentences.

Answers: 1 She isn't wearing a jacket. **2** I'm watching videos. **3** He's climbing a mountain. **4** They're playing on the beach.

3 Order the words to make sentences.

Answers: 1 Dad isn't watching TV. **2** Mum's listening to music. **3** The children are climbing a tree. **4** It isn't snowing.

Pupil's Book pages 60–61


Lesson 4 Reading

Whale watching

Dad: Juno, Oscar, look – put on the boots and coats.
Juno: Why? It isn't raining.
Oscar: No. Look at the sky. It's sunny and warm.
Dad: Put on the boots and coats, please.
Juno: OK. Let's go! Wheeee!

Mum: I'm looking in the water ... Oh ... I can see the whales. Can you?
Oscar: I don't know ... They're swimming far away.
Juno: No – they're here! Look out!

Mum: Oh no! It's raining!
Oscar: It isn't raining!
Dad: It's a big whale! It's jumping!
Juno: Wow! That's amazing! I love whales.

Splash!

Dad: My feet are wet!
Mum: I'm all wet!
Oscar: We're OK.
Juno: We're wearing coats and boots!

Vocabulary

coat sky water wet whale

1 Look at the text and tick (✓).

It's a ... poem. play. story. song.

2 5.6 Read. Number the story in order.

1 They're putting on coats and boots.
The big whale is jumping.
They are wet.
They're looking at the sea.

3 Read the text again. Write the names of the characters. Be a star!

1 Who is wearing boots? Juno, Oscar
2 Who is looking in the water?
3 Who loves whales?
4 Who or what is jumping?
5 Who is wet?

4 Work in groups. Act out the play.

60 Unit 5 Understand implied action in a play WB: page 51

Unit 5 Order a story WB: page 51 61

Learning objectives: Understand implied action in a play; Order a story

Vocabulary: coat, sky, water, wet, whale

Additional vocabulary: amazing, boots, jumping, warm

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *_ 'm w_tch_ng v_d__s. _ 'm n_t w_rk_ng. H_'s cl_mb_ng _ m__nt__n. H_ _sn't w__r_ng _ j_ck_t.* (Answers: *I'm watching videos. I'm not working. He's climbing a mountain. He isn't wearing a jacket.*)

Vocabulary

- Refer the children to the vocabulary panel at the top of page 61. Read out the words and have the children point and repeat.
- Follow the TPR routine on page 44.

1 Look at the text and tick (✓).

- Refer the children to the pictures and ask what they can see. Prompt as necessary to elicit comments on the places, actions and clothes.
- Check the meaning of *poem, play, story* and *song*. Ask them to look at the text and quickly decide which one they think it is.
- Read out the options and have the children raise their hand for the one they chose. Ask why they chose it.

Answer: It's a play, because it shows the names of the speakers.

2 5.6 Read. Number the story in order.

- Go over the example answer with the class and point out that the key information is found in section 1 of the story.
- Have the children continue numbering the story events individually.
- Play the audio for the children to listen and check their answers.
- For feedback, read out an event and ask *What number is this?*

Answers: They're putting on coats and boots. - **1**; The big whale is jumping. - **3**; They are wet. - **4**; They're looking at the sea. - **2**

3 Read the text again. Write the names of the characters.

Be a star!

- Give the children time to read the text carefully.
- Refer the children to the example and ask why Juno and Oscar are the answers (first five lines of dialogue).
- Do the next question as a class and elicit the part of the text that shows the answer.
- Then have the children continue the activity individually.
- For feedback, read out the questions and have the children call out the names. Ask for whole-class agreement each time.

Answers: 1 Juno, Oscar **2** Mum **3** Juno **4** the whale **5** Dad, Mum

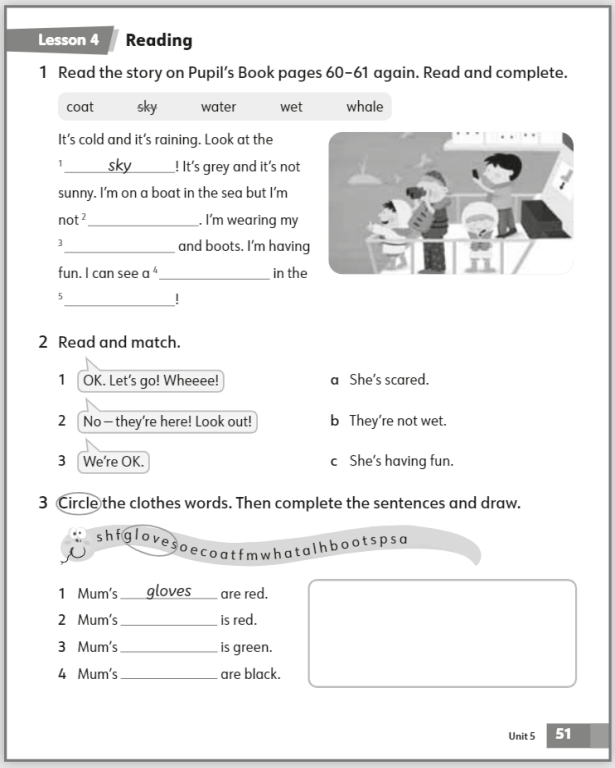
4 Work in groups. Act out the play.

- Divide the class into groups of four. Give each child a number: 1, 2, 3 or 4 and allocate the roles: all number 1s are Juno, all number 2s are Oscar, all number 3s are Dad, all number 4s are Mum.
- Play the audio one more time and have all the children repeat.
- Give the children some time to practise the play. The children can use their own coats and other clothes as props for the play if this is convenient.
- As you monitor, encourage the children to inject drama and emotion in their lines where it is appropriate.
- Ask if any groups would like to act out the play for the class.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the first five lines of the play.

Workbook page 51



Lesson 4 Reading

1 Read the story on Pupil's Book pages 60–61 again. Read and complete.

coat sky water wet whale

It's cold and it's raining. Look at the [1] sky ! It's grey and it's not sunny. I'm on a boat in the sea but I'm not [2] _____. I'm wearing my [3] _____ and boots. I'm having fun. I can see a [4] _____ in the [5] _____ !

2 Read and match.

1 OK. Let's go! Wheeee! — a She's scared.
2 No – they're here! Look out! — b They're not wet.
3 We're OK. — c She's having fun.

3 Circle the clothes words. Then complete the sentences and draw.

shfglovesoecoatfmwhatalhbootspsa

1 Mum's gloves are red.
2 Mum's _____ is red.
3 Mum's _____ is green.
4 Mum's _____ are black.

Unit 5 51

1 Read the story on Pupil's Book pages 60–61 again. Read and complete.

Answers: 1 sky **2** wet **3** coat **4** whale **5** water

2 Read and match.

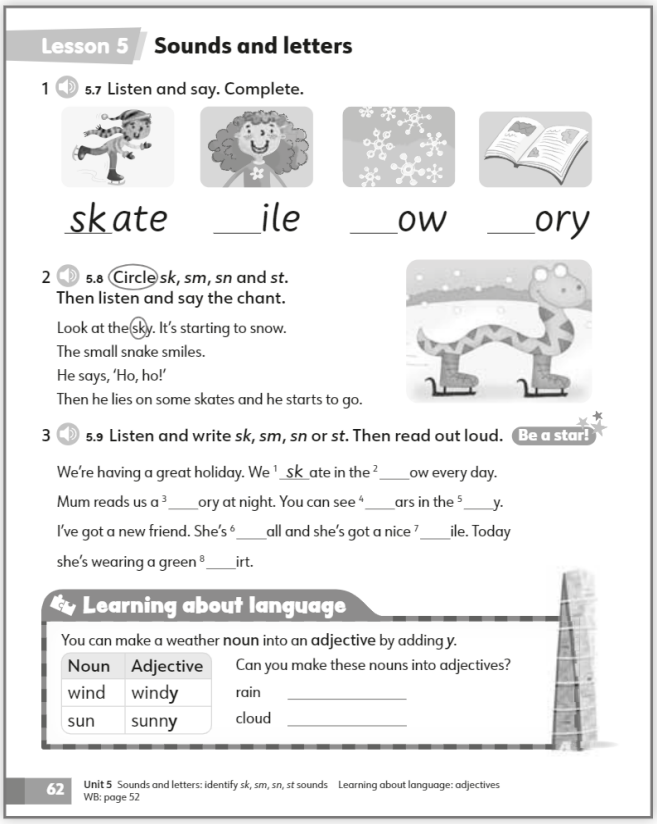
Answers: 1 c **2** a **3** b

3 Circle the clothes words. Then complete the sentences and draw.

Answers: 1 gloves **2** coat **3** hat **4** boots

Lesson 5 Sounds and letters

Pupil's Book page 62


Lesson 5 Sounds and letters

1 5.7 Listen and say. Complete.

sk ate ___ile ___ow ___ory

2 5.8 Circle sk, sm, sn and st. Then listen and say the chant.

Look at the sky. It's starting to snow.
The small snake smiles.
He says, 'Ho, ho!'
Then he lies on some skates and he starts to go.

3 5.9 Listen and write sk, sm, sn or st. Then read out loud. Be a star!

We're having a great holiday. We [1] sk ate in the [2] ___ow every day.
Mum reads us a [3] ___ory at night. You can see [4] ___ars in the [5] ___y.
I've got a new friend. She's [6] ___all and she's got a nice [7] ___ile. Today she's wearing a green [8] ___irt.

Learning about language

You can make a weather noun into an adjective by adding y.

Noun	Adjective
wind	windy
sun	sunny

Can you make these nouns into adjectives?
rain _____
cloud _____

62 Unit 5 Sounds and letters: identify sk, sm, sn, st sounds Learning about language: adjectives
WB: page 52

Learning objectives: Sounds and letters: identify *sk, sm, sn, st* sounds; Learning about language: adjectives

Sounds and letters words: skate, smile, snow, story

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank pages 14–17) with words from the text in the last lesson, e.g *raining, coats, swimming, jumping, amazing, whales).*

1 5.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit the meaning of the words.
- Play the audio for the children to repeat chorally. Do this twice.
- Point to the spaces in the words in your book. For each one, ask *What's this sound?* Have the children repeat the sound and the word.
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/sk/ /sk/ /sk/ skate
/sm/ /sm/ /sm/ smile
/sn/ /sn/ /sn/ snow
/st/ /st/ /st/ story

Answers: skate, smile, snow, story

2 5.8 Circle *sk, sm, sn* and *st*. Then listen and say the chant.

- Point out the circled sk in the first line of the chant. Ask the children how many more examples of sk they can find (there's one more – *skates*). They circle it.
- Have the children find and circle all the examples of *sm, sn* and *st*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *sk, sm, sn* and *st* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the class join in with the full chant.

Answers: Look at the (sk)y. It's (st)arting to (sn)ow.
The (sm)all (sn)ake (sm)iles. He says, 'Ho, ho!'
Then he lies on some (sk)ates and (st)arts to go.

3 5.9 Listen and write *sk, sm, sn* or *st*. Then read out loud. Be a star!

- Give the children some time to look at the text and try to guess the words – but tell them not to write anything yet.
- Elicit ideas from different children, but don't confirm the answers at this point.
- Play the audio and have the children listen and follow without writing. Then have them complete the spaces.
- Play the audio again for the children to check and / or complete their answers.
- Play the audio one more time, pausing just before each incomplete word for the children to call out the word. Write the completed words on the board.
- Invite volunteers to read out a sentence each of the text.

Audioscript

We're having a great holiday. We skate in the snow every day. Mum reads us a story at night. You can see stars in the sky. I've got a new friend. She's small and she's got a nice smile. Today she's wearing a green skirt.

Answers: 1 skate **2** snow **3** story **4** stars **5** sky **6** small **7** smile **8** skirt

Learning about language

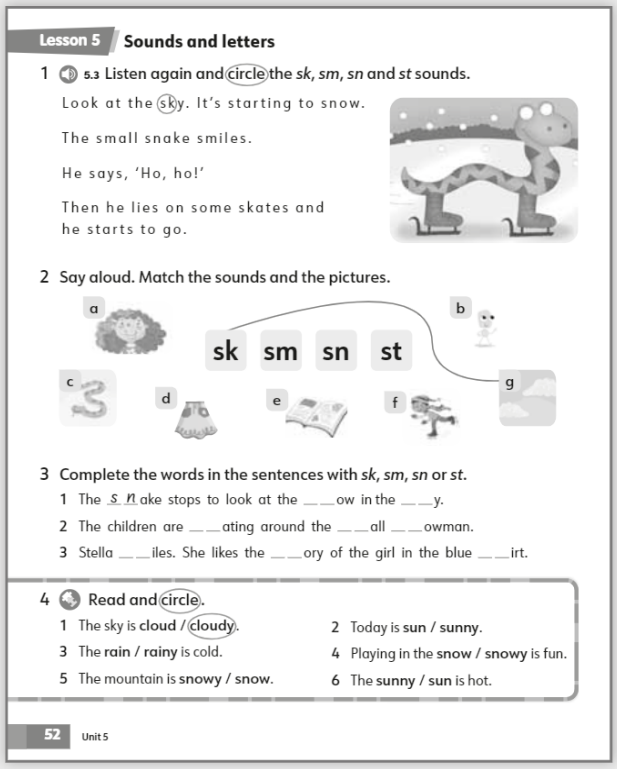
- Go to the window and look up at the sky. Come back to the board and write *Today it's* _____. Elicit a word from the children that could complete the sentence. Accept *-ing* words, e.g. *snowing*, but also elicit adjectives if possible, e.g. *sunny*. If the children correctly use an adjective, write the word on the board to complete the sentence.
- Then look at the *Learning about language* box together. If the class didn't find a word to complete your sentence, ask them if they can see one in the box that is suitable. Point out that words like *windy, sunny* are adjectives. Ask what adjectives do. (They are words that describe things or people, in this case the weather.)
- Call out *wind, sun* and have the children call back the adjectives (*windy, sunny*).
- Then have the children make adjectives from *rain* and *cloud*. Ask two volunteer children to write them on the board. Ask for whole-class agreement each time.
- If you have time, ask the children to find a weather adjective on pages 60 and 58 (*sunny*).

Answers: rainy, cloudy

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activity 2 and 3.

Workbook page 52



Lesson 5 Sounds and letters

1 5.3 Listen again and circle the *sk, sm, sn* and *st* sounds.

Look at the sky. It's starting to snow.
The small snake smiles.
He says, 'Ho, ho!'
Then he lies on some skates and he starts to go.

2 Say aloud. Match the sounds and the pictures.

sk sm sn st

3 Complete the words in the sentences with *sk, sm, sn* or *st*.
1 The S n ake stops to look at the __ __ow in the __ __y.
2 The children are __ __ating around the __ __all __ __owman.
3 Stella __ __iles. She likes the __ __ory of the girl in the blue __ __irt.

4 Read and circle.
1 The sky is **cloud** / **cloudy**.
2 Today is **sun** / **sunny**.
3 The **rain** / **rainy** is cold.
4 Playing in the **snow** / **snowy** is fun.
5 The mountain is **snowy** / **snow**.
6 The **sunny** / **sun** is hot.

52 Unit 5

1 5.3 Listen again and circle the *sk, sm, sn* and *st* sounds.

Answers: Look at the (sk)y. It's (st)arting to (sn)ow.
The (sm)all (sn)ake (sm)iles. He says, 'Ho, ho!'
Then he lies on some (sk)ates and (st)arts to go.

2 Say aloud. Match the sounds and the pictures.

Answers: *sk* – sky (g), skirt (d), skate (f); *sm* – smile (a), small (b); *sn* – snake (c); *st* – story (e)

3 Complete the words in the sentences with *sk, sm, sn* or *st*.

Answers: 1 snake, **sn**ow, **sk**y **2 sk**ating, **sm**all, **sn**owman **3 sm**iles, **st**ory, **sk**irt

4 Read and circle.

Answers: 1 cloudy **2** sunny **3** rain **4** snow **5** snowy **6** sun

Lesson 6 Language in use

Pupil's Book page 63



Learning objectives: Present continuous: *Wh-* questions

Vocabulary: scarf

Review vocabulary: family members, activities

Resources: Language in use video; Grammar worksheet 2

5.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the whole class say the chant together.

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and do a mime of putting on a scarf. Have the children repeat the word and do the action with you. Ask *When do people wear a scarf? Do you wear a scarf?*

1 5.10 Listen and say.

- Play the audio and have the children follow in their Pupil's Book.
- Play the audio again and have the children repeat each question and answer.
- Elicit the word that appears in the first two questions (*What*). Point out the *-ing* verb at the end and the inversion *are you, 's he, are they* in the middle. Elicit or explain that in these questions the verb comes before the noun/pronoun.
- Say *you, he* or *they* and have the children say the corresponding questions from the dialogue.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Highlight the language points as described above.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects / family members.
- Invite two children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for items in the box.
- Elicit and drill the questions to continue the dialogue.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and the *-ing* on the verbs in the answers.

3 Now it's your turn. Ask and answer about people in your class. Be a star!

- Have the children ask you the questions from Activity 1, so that you can answer about a child in the class: *I'm looking for a child. He's / She's wearing a (green jumper).* Have the children identify the child you are thinking of.
- If the children all wear the same uniform, have them ask more questions until they can identify the child.
- Divide the class into pairs and have them continue the game.

Grammar booster

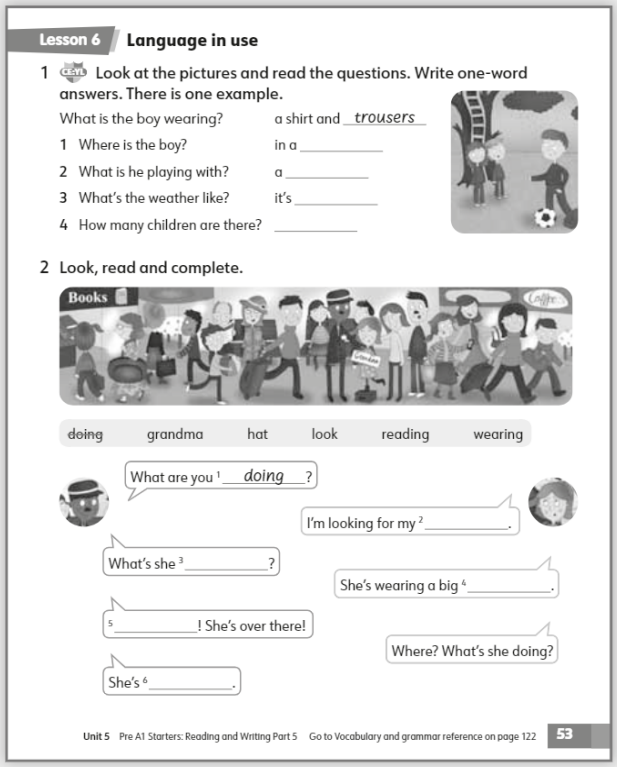
Ask the children to turn to page 138 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 He's wearing a coat.
2 They're talking. **3** She's wearing a scarf.
4 They're playing basketball. **5** It's swimming.
6 I'm flying a kite.

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with questions and answers from this lesson, e.g. *What are you doing? I'm looking for my brother. What's he wearing? He's wearing a blue scarf.*

Workbook page 53



Lesson 6 Language in use

1 CE:YL Look at the pictures and read the questions. Write one-word answers. There is one example.

What is the boy wearing? a shirt and trousers
1 Where is the boy? in a _____
2 What is he playing with? a _____
3 What's the weather like? it's _____
4 How many children are there? _____

2 Look, read and complete.

Books

doing grandma hat look reading wearing

What are you [1] doing ?
I'm looking for my [2] _____.
What's she [3] _____?
She's wearing a big [4] _____.
[5] _____! She's over there!
Where? What's she doing?
She's [6] _____.

Unit 5 Pre A1 Starters: Reading and Writing Part 5 Go to Vocabulary and grammar reference on page 122 53

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 to help them when completing these activities.

1 CE:YL Look at the pictures and read the questions. Write one-word answers. There is one example.

- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look at the pictures and answer the questions using one word each time.
- If done in class, ask the children what they can see in the pictures.
- Go through the example first. Then read out number 1, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- Check the answers with the class and write them on the board.
- (To help prepare for this part of the test, the children need practice in answering questions starting with different question words: *Where, How many*, etc).

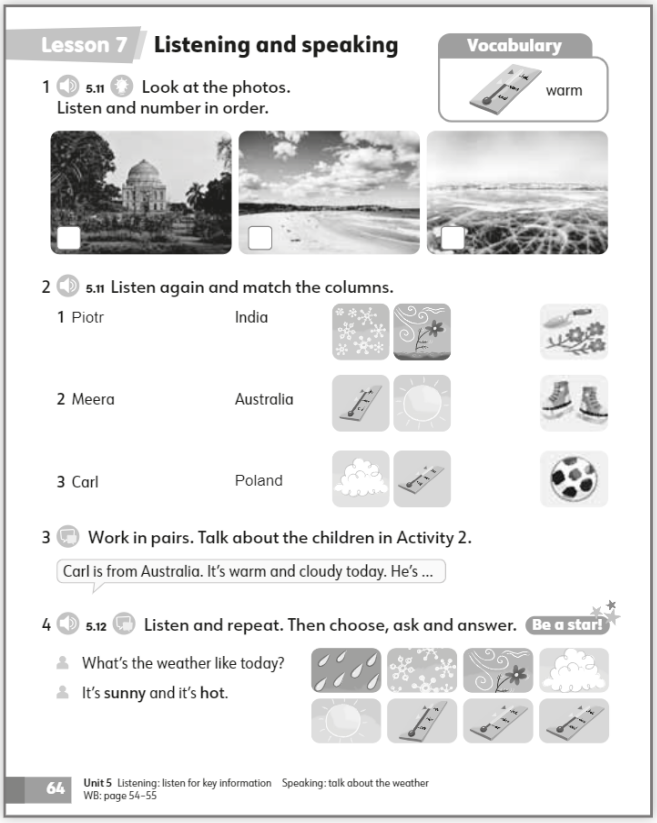
Answers: 1 park **2** ball **3** rainy **4** three

2 Look, read and complete.

Answers: 1 doing **2** grandma **3** wearing
4 hat **5** Look **6** reading

Lesson 7 Listening and speaking

Pupil's Book page 64


Lesson 7 Listening and speaking

Vocabulary

warm

1 5.11 Look at the photos. Listen and number in order.

2 5.11 Listen again and match the columns.

1 Piotr — India

2 Meera — Australia

3 Carl — Poland

3 Work in pairs. Talk about the children in Activity 2.

Carl is from Australia. It's warm and cloudy today. He's ...

4 5.12 Listen and repeat. Then choose, ask and answer. Be a star!

What's the weather like today?

It's sunny and it's hot.

64 Unit 5 Listening: listen for key information Speaking: talk about the weather
WB: page 54–55

Learning objectives: Listening: listen for key information; Speaking: talk about the weather

Vocabulary: warm

Review vocabulary: weather

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with language from the last lesson, e.g. *What are they doing? They're flying a kite.*

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say *warm* and have the children repeat. Have the children repeat *cold, warm, hot, warm, cold,* and do mimes (*warm* can be happy and smiling).

1 5.11 Look at the photos. Listen and number in order.

- Refer the children to the photos. Elicit ideas for the countries they show.
- Play the audio for the children to listen and number the photos. Point to each one and ask *What number? What country is it?*

Audioscript

1 DJ: *Hello. Our first guest is from Poland. Hello, Piotr. How are you?*

Piotr: *I'm fine, thanks.*

DJ: *So Piotr, I can hear that you're outside. What's the weather like today?*

Piotr: *It's snowing and it's very windy.*

DJ: *What are you doing today?*

Piotr: *I'm skating.*

DJ: *Thanks, Piotr. Goodbye.*

2 DJ: *Our next guest is from India. Hello, Meera. How are you today?*

Meera: *I'm tired.*

DJ: *Why are you tired? What are you doing?*

Meera: *I'm helping my grandma in her garden.*

DJ: *What's the weather like?*

Lee: *It's very hot, but we're drinking lots of water.*

DJ: *That's good. Thanks, Meera. Bye.*

3 DJ: *Our next guest is from Australia. Hello, Carl. How are you?*

Carl: *I'm great. I'm talking to you from the beach.*

DJ: *That's cool. What are you doing on the beach today?*

Carl: *I'm playing football with my friends.*

DJ: *What's the weather like?*

Carl: *It's warm, but a bit cloudy.*

DJ: *Thanks, Carl. Enjoy your day.*

Answers: 2, 3, 1

2 5.11 Listen again and match the columns.

- Elicit what's in each column (*1 name, 2 country, 3 weather, 4 activity*).
- Play part 1 of the audio. Hold up your Pupil's Book. Elicit and 'draw' a line with your finger from Piotr – Poland – snow/wind – ice skates. Have the children draw the line in their books.
- Play the rest of the audio for them to draw the other lines. Elicit the answers and ask for whole-class agreement.

Answers: 1 Piotr – Poland – snow and wind – ice skates;
2 Meera – India – hot and sun – towel and flowers;
3 Carl – Australia – cloudy and warm – football

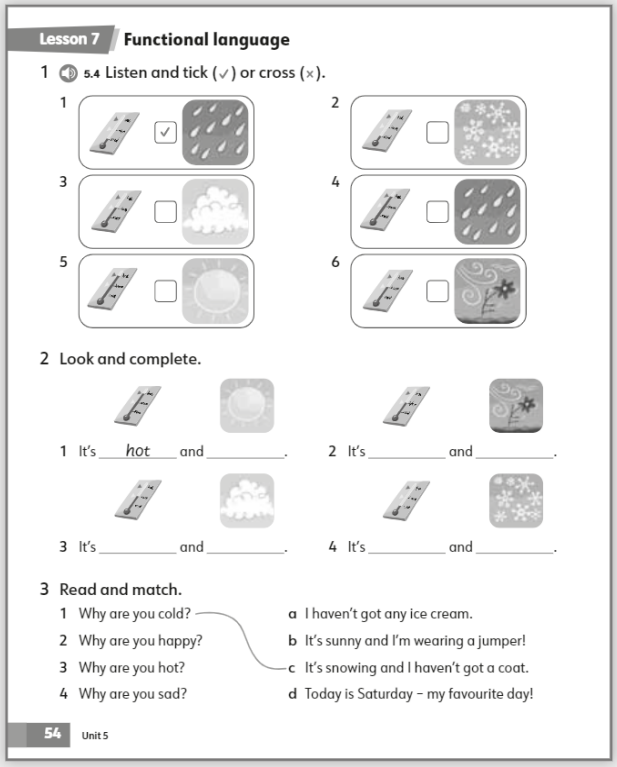
3 Work in pairs. Talk about the children in Activity 2.

- Read out the example, pausing before each key word for the children to complete, e.g. *Carl is from ... (Australia). It's ...*
- Divide the class into pairs to continue the activity.

4 5.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Elicit the weather in each picture.
- Play the audio and have the children repeat it.
- Prompt a child to ask you the question. Reply with two weather words, e.g. *It's snowing and it's cold.*
- Divide the class into pairs and to make new dialogues, changing the words in blue.

Workbook page 54



Lesson 7 Functional language

1 5.4 Listen and tick (✓) or cross (×).

1 ✓ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

2 Look and complete.

1 It's hot and _____. 2 It's _____ and _____.

3 It's _____ and _____. 4 It's _____ and _____.

3 Read and match.

1 Why are you cold? — c It's snowing and I haven't got a coat.
2 Why are you happy? — d Today is Saturday – my favourite day!
3 Why are you hot? — a I haven't got any ice cream.
4 Why are you sad? — b It's sunny and I'm wearing a jumper!

54 Unit 5

1 5.4 Listen and tick (✓) or cross (✗).

Audioscript

1 *What's the weather like today? It's cold and it's rainy.*
2 *What's the weather like today? It's cold and it's cloudy.*
3 *What's the weather like today? It's hot and it's sunny.*
4 *What's the weather like today? It's hot and it's rainy.*
5 *What's the weather like today? It's cold and it's sunny.*
6 *What's the weather like today? It's warm and it's windy.*

Answers: 1 ✓ **2** ✗ **3** ✗ **4** ✓ **5** ✗ **6** ✓

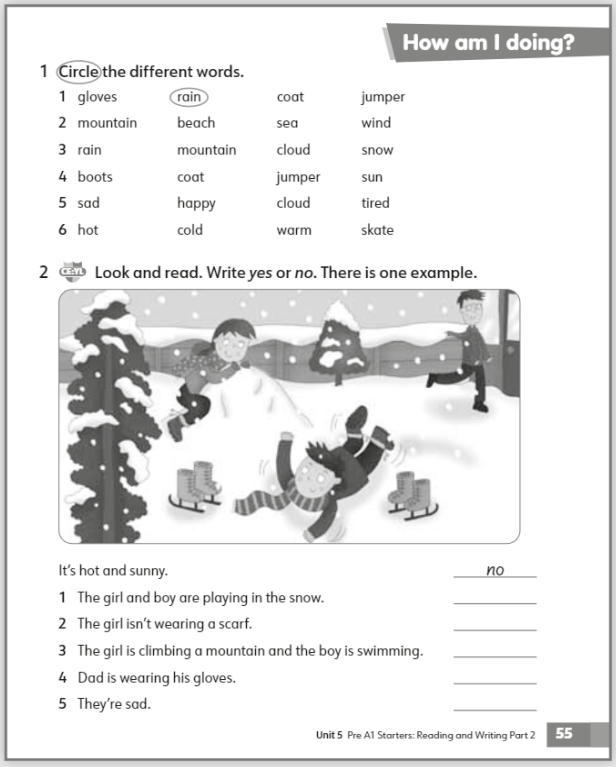
2 Look and complete.

Answers: 1 hot, sunny **2** warm, windy **3** warm, cloudy **4** cold, snowing

3 Read and match.

Answers: 1 c **2** d **3** b **4** a

Workbook page 55



How am I doing?

1 Circle the different words.

1 gloves	rain	coat	jumper
2 mountain	beach	sea	wind
3 rain	mountain	cloud	snow
4 boots	coat	jumper	sun
5 sad	happy	cloud	tired
6 hot	cold	warm	skate

2 CE:YL Look and read. Write *yes* or *no*. There is one example.

It's hot and sunny. no

1 The girl and boy are playing in the snow. _____
2 The girl isn't wearing a scarf. _____
3 The girl is climbing a mountain and the boy is swimming. _____
4 Dad is wearing his gloves. _____
5 They're sad. _____

Unit 5 Pre A1 Starters: Reading and Writing Part 2 55

1 Circle the different words.

Answers: 1 rain **2** wind **3** mountain **4** sun **5** cloud **6** skate

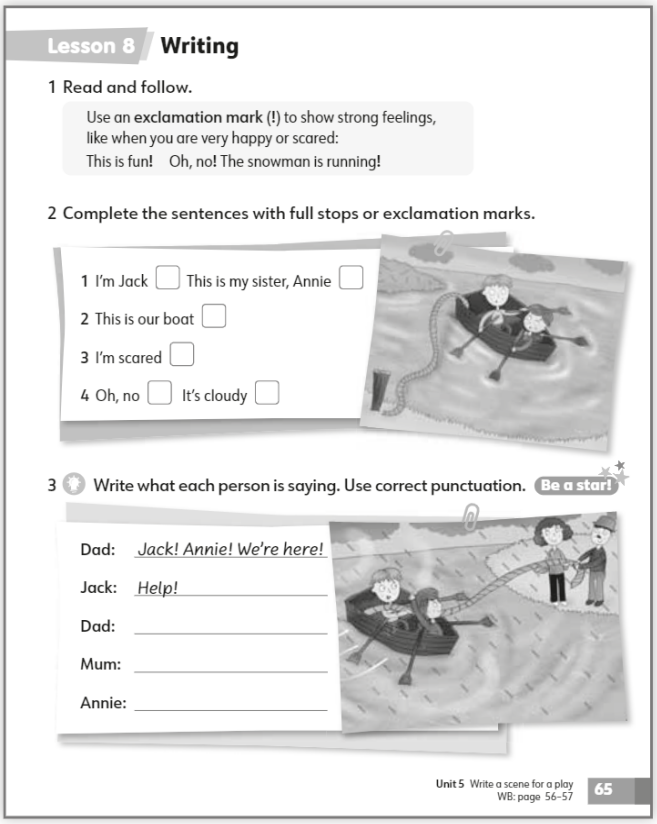
2 CE:YL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- Go through the example and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.

Answers: 1 yes **2** no **3** no **4** no **5** no

Lesson 8 Writing

Pupil's Book page 65



Learning objectives: Use exclamation marks; Write a scene for a play

Resources: Unit 5 test

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with activities and / or weather types from this unit.

1 Read and follow.

- Mime putting your hands on your head in despair and mouthing (but not saying) *Oh, no!* Ask the children *What am I saying?*
- Write it on the board without an exclamation mark. Say in a neutral voice and have the children repeat in a neutral voice. Ask the children what's missing to make it *Oh, no!* (say it in a dramatic way). Elicit the exclamation mark if children know it (they will probably not know what it's called). If they know it, ask a child to write it on the board.
- Refer the children to the information in the box. (Then ask a child to add the exclamation mark to the board if necessary.)
- Write the three phrases from the box on the board without the exclamation mark and have the children repeat them in a neutral voice. Then add the exclamation marks and say them together in a dramatic voice.

2 Complete the sentences with full stops or exclamation marks.

- Write the first sentence on the board (without punctuation).
- Elicit what the missing punctuation is (*a full stop*). Invite a child to the board to write it in.
- Have the children complete the activity. While they do this, write the sentences on the board without the final punctuation.
- For feedback, invite different children to the board to add suitable punctuation. Ask for whole-class agreement each time.

Answers: 1 I'm Jack. This is my sister, Annie.
2 This is our boat. **3** I'm scared! **4** Oh, no! It's cloudy.

3 Write what each person is saying. Use correct punctuation.

Be a star!

- Elicit what the children can see in the picture and what they think happens next in the story.
- Invite two confident children to act out the first two lines using a dramatic tone. Then elicit suggestions for the remaining lines and write them on the board. If there are alternative suggestions, write those, too.
- Have the children copy the version they like best into their books.

Suggested answers:
Dad: Jack! Annie! We're here!
Jack: Help!
Dad: We'll help!
Mum: You're safe now.
Annie: Yeah! I'm not scared.

Teaching star!

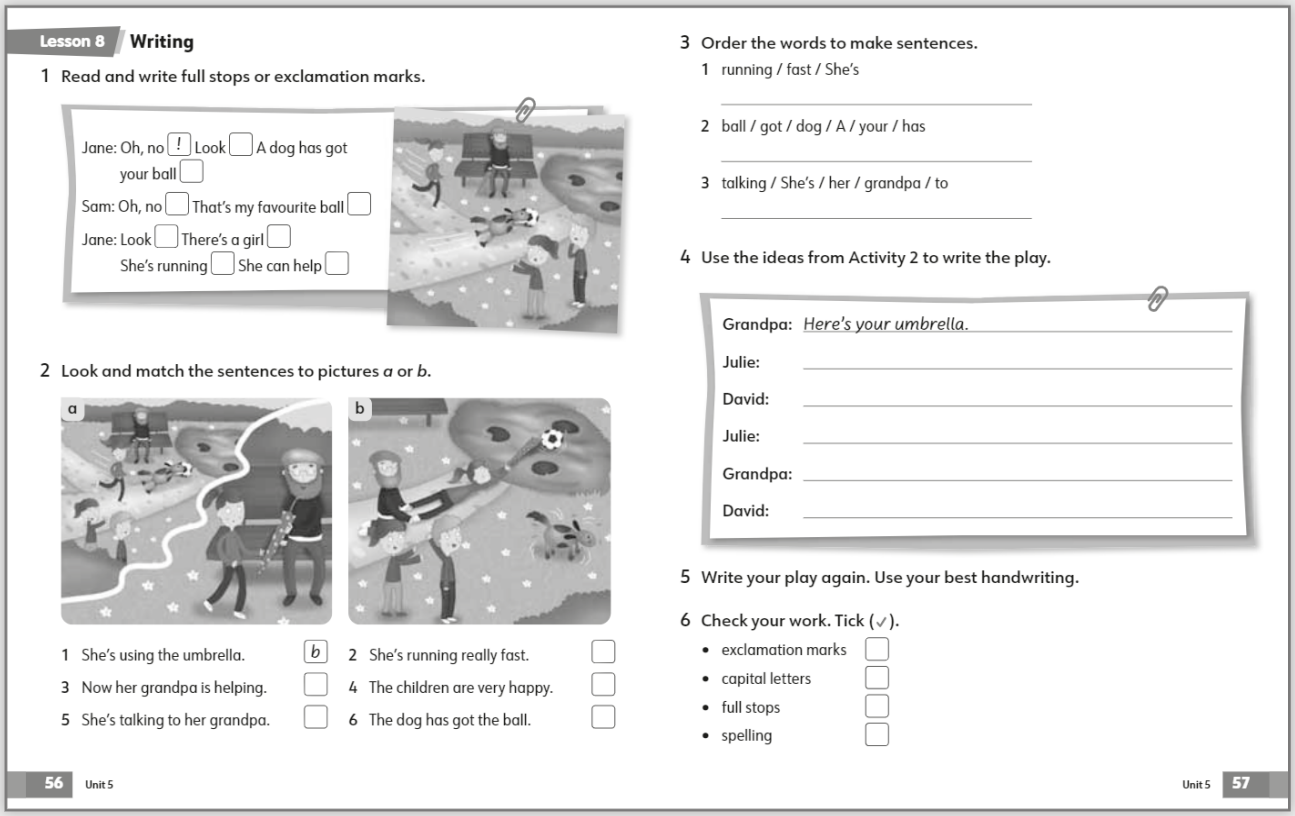
Consolidation

A play scene is perfect for acting out. The language becomes more fixed in the children's memories if they invest emotion in it!

- Divide the class into groups of four. Give them a few minutes to practise speaking the lines. Encourage them to be dramatic with the parts that have exclamation marks!
- Invite volunteer groups to perform the scene.

Cooler: Visualisation

- Have all the children close their eyes and picture what you're saying in their heads: *Imagine you're in a boat in the sea. It's sunny and warm. What can you see? What can you hear? Is there anyone with you? How are you feeling? Now it's raining a little ... and it's cold. How are you feeling? What can you do? Now it's raining a lot and it's cold and windy! Oh, no! How are you feeling? Time to go home! You take the boat to the beach. Now you're at home and it's warm. How are you feeling?*



Lesson 8 Writing

1 Read and write full stops or exclamation marks.

Jane: Oh, no [!] Look [ ] A dog has got your ball [ ]
Sam: Oh, no [ ] That's my favourite ball [ ]
Jane: Look [ ] There's a girl [ ] She's running [ ] She can help [ ]

2 Look and match the sentences to pictures *a* or *b*.

a b

1 She's using the umbrella. [b]
2 She's running really fast. [ ]
3 Now her grandpa is helping. [ ]
4 The children are very happy. [ ]
5 She's talking to her grandpa. [ ]
6 The dog has got the ball. [ ]

3 Order the words to make sentences.

1 running / fast / She's _____
2 ball / got / dog / A / your / has _____
3 talking / She's / her / grandpa / to _____

4 Use the ideas from Activity 2 to write the play.

Grandpa: *Here's your umbrella.*
Julie: _____
David: _____
Julie: _____
Grandpa: _____
David: _____

5 Write your play again. Use your best handwriting.

6 Check your work. Tick (✓).

- exclamation marks [ ]
- capital letters [ ]
- full stops [ ]
- spelling [ ]

56 Unit 5

Unit 5 57

1 Read and write full stops or exclamation marks.

- Ask the class why there is an exclamation mark in first phrase (*it's a strong feeling*). Then have them complete the activity individually.
- Invite different children to read out the dialogue with suitable emotion!

Answers:
Jane: Oh no! Look! A dog has got your ball.
Sam: Oh no! That's my favourite ball.
Jane: Look! There's a girl. She's running. She can help.

2 Look and match the sentences to pictures *a* or *b*.

- Refer the children to the example and have them point to the correct part of the picture.
- Have the children complete the activity. Then check the answers with the class. Ask for whole-class agreement each time.

Answers: 1 b **2** a **3** b **4** b **5** a **6** a

3 Order the words to make sentences.

- Go through the example and then have the children decide on the order of the words in the first sentence.
- Ask the children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 She's running fast. **2** A dog has got your ball. **3** She's talking to her grandpa.

4 Use the ideas from Activity 2 to write the play.

- Refer the children to the model play on Pupil's Book page 65 and ask them to write a similar play using the story ideas from Activity 2. Circulate, monitor and offer help as needed.
- Encourage them to compare their ideas with a friend.

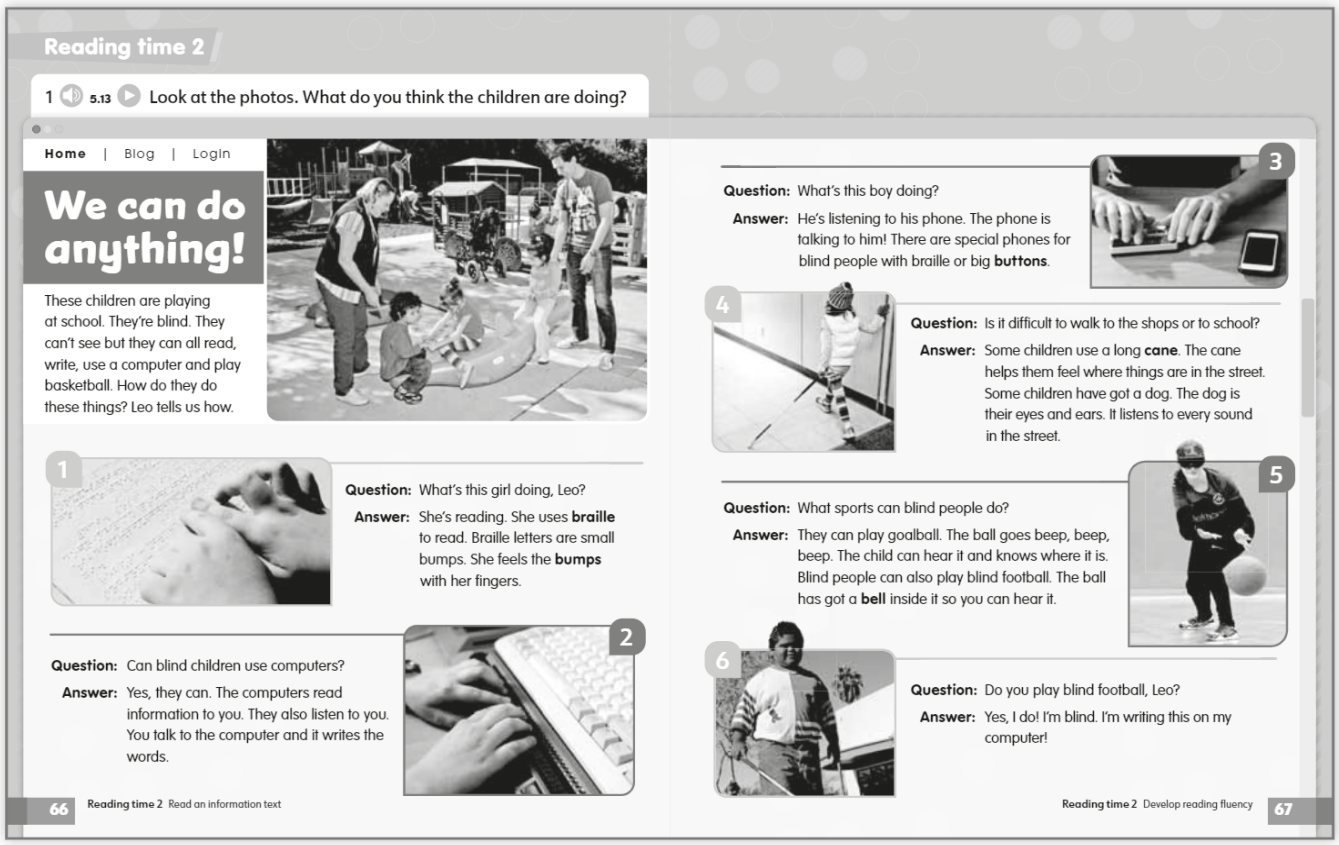
5 Write your play again. Use your best handwriting.

- Have the children write out their play again as neatly as possible. Point out that the actors need to be able to read a play easily!

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.
- Have the children open their eyes. Share some of their ideas with the class.

Pupil's Book pages 66–67


Reading time 2

1 5.13 Look at the photos. What do you think the children are doing?

Home | Blog | Login

We can do anything!

These children are playing at school. They're blind. They can't see but they can all read, write, use a computer and play basketball. How do they do these things? Leo tells us how.

1

Question: What's this girl doing, Leo?

Answer: She's reading. She uses **braille** to read. Braille letters are small bumps. She feels the **bumps** with her fingers.

2

Question: Can blind children use computers?

Answer: Yes, they can. The computers read information to you. They also listen to you. You talk to the computer and it writes the words.

66 Reading time 2 Read an information text

3

Question: What's this boy doing?

Answer: He's listening to his phone. The phone is talking to him! There are special phones for blind people with braille or big **buttons**.

4

Question: Is it difficult to walk to the shops or to school?

Answer: Some children use a long **cane**. The cane helps them feel where things are in the street. Some children have got a dog. The dog is their eyes and ears. It listens to every sound in the street.

5

Question: What sports can blind people do?

Answer: They can play goalball. The ball goes beep, beep, beep. The child can hear it and knows where it is. Blind people can also play blind football. The ball has got a **bell** inside it so you can hear it.

6

Question: Do you play blind football, Leo?

Answer: Yes, I do! I'm blind. I'm writing this on my computer!

Reading time 2 Develop reading fluency 67

Learning objectives: Read an information text; Develop reading fluency

Additional vocabulary: bell, blind, braille, bumps, buttons, cane, difficult, feel, fingers, sound, special, tells, use

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) to remind the children of some key vocabulary they will see in this lesson, e.g. *school, computer, basketball, reading, listening, writing.*

1 Look at the photos. What do you think the children are doing?

- Refer the children to the double-page spread. Ask them where they can see information like this (a computer website giving information). Ask what makes the page look like a website (the coloured buttons at the top of the screen, the tabs for *Home, Blog* and *Login*).
- Refer the children to the pictures and ask what activities they can see. Ask what is special or different about these children, and teach the word *blind*.
- Ask the children if they do these activities in the same way in their school. Ask if they think it is difficult / possible to do these things if you can't see.

5.13 Read and check.

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing or something they didn't know before that they can share with others.
- When everyone has finished, elicit examples of what the children found interesting or new in the text.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.

Check your ideas.

- Ask some comprehension questions to check the key aspects of the text:
- Point to section 1 – *What's she doing? (She's reading with her fingers.) Can you do this?*
- Point to section 2 – *Can the computer speak? (Yes, it can.) Can the computer listen? (Yes, it can.)*
- Point to section 3 – *What's he doing? (He's listening to his phone.) Is his phone different to yours? (Yes, his has Braille buttons or bigger buttons.)*
- Point to section 4 – *What's she using in her hand? (She's using a cane to help her know where she's walking.) Can she use other things to help her? (Yes, some people have a dog to help them in the street.)*
- Point to section 5 – *What's she doing? (She's playing a game called goalball.) What's special about the ball? (The ball makes a sound / goes beep so she can hear it).*

What did you learn?

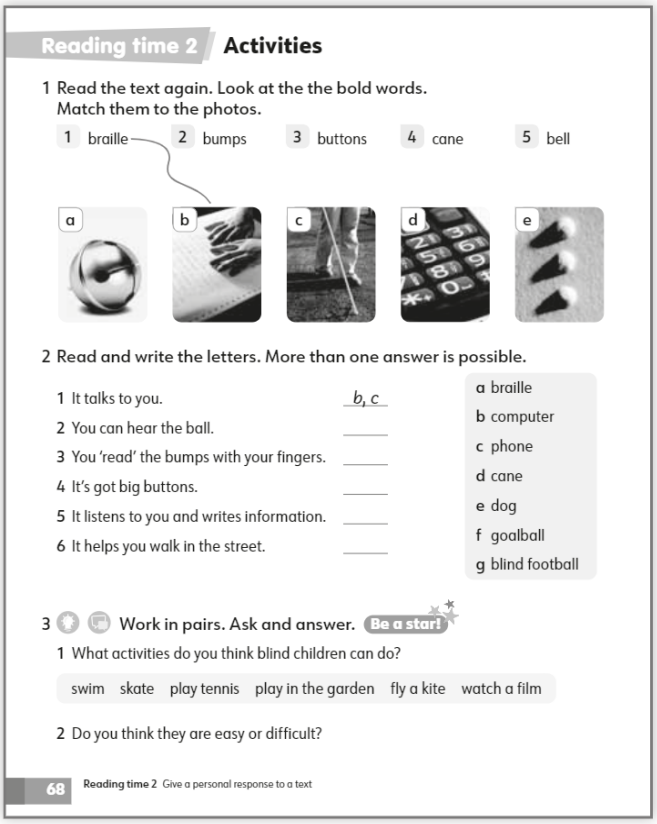
- Ask the children to look through the text again, one section at a time, to find all the new things they have learnt.
- Write on the board *I didn't know ...* and clarify the meaning. (We use this to talk about something that we have just found out.) Give one example yourself: *I didn't know there are special phones for blind people*.
- Ask children to share with the class other things from the text they didn't know before. Encourage them to make complete sentences (give help where needed).

Cooler: True or false

- Write a big *True* on one side of the board and a big *False* on the other side.
- Read out some sentences about the information in the text. If the sentence is true, the children point to the *True* side of the board. If false, they point to the *False* side.
- Possible sentences to use: *Blind children don't go to school (F). Blind children can write (T). Blind children can't play sport (F). Blind people read using their fingers (T). Blind children's books can speak (F). Blind children's computers can speak (T). Some computers can listen and write (T). Blind people don't have special phones (F). Some blind people have a cat to help them (F). Blind people play a sport called goalball (T). In goalball, the ball has got a computer in it (F).*
- Ask the children if they can remember any of the sentences you said.

Reading time 2 / Activities

Pupil's Book page 68



Reading time 2 Activities

1 Read the text again. Look at the the bold words. Match them to the photos.

1 braille 2 bumps 3 buttons 4 cane 5 bell

a b c d e

2 Read and write the letters. More than one answer is possible.

1 It talks to you. b, c
2 You can hear the ball. ____
3 You 'read' the bumps with your fingers. ____
4 It's got big buttons. ____
5 It listens to you and writes information. ____
6 It helps you walk in the street. ____

a braille
b computer
c phone
d cane
e dog
f goalball
g blind football

3 Work in pairs. Ask and answer. Be a star!

1 What activities do you think blind children can do?

swim skate play tennis play in the garden fly a kite watch a film

2 Do you think they are easy or difficult?

68 Reading time 2 Give a personal response to a text

Learning objectives: Give a personal response to a text

Warm-up: Stand up or sit down

- See the Games bank (pages 14–17). Suggested sentences: *Blind children can read books (T). Books can speak (F). Computers can speak (T). Blind people can play sports (T). Blind people use cats to help them (F). Blind people use dogs to help them (T). Blind people have special phones (T).*

1 Read the text again. Look at the bold words. Match them to the photos.

- Have the children read the text on Pupil's Book pages 66–67 again.
- Then have them locate the words in bold in the text one by one. Call out the word and have them raise their hand when they find the section of the text that has it.
- The children then match the words to the pictures.
- For feedback, say a letter and have the children say the number and word. Ask for whole-class agreement each time.

Answers: 1 b **2** e **3** d **4** c **5** a

2 Read and write the letters. More than one answer is possible.

- Refer the children to the example and clarify that the letters represent *computer* and *phone* from the list on the right. Ask them to find the section of the text that mentions these answers (computer – section 2, phone – section 3).
- Do number 2 as a class. Then have the children continue the activity individually.
- For feedback, read out the sentences and have the children raise their hand to say the letters. Ask for whole-class agreement each time.

Answers: 1 b, c **2** f, g **3** a **4** c **5** b **6** d, e

3 Work in pairs. Ask and answer.

Be a star!

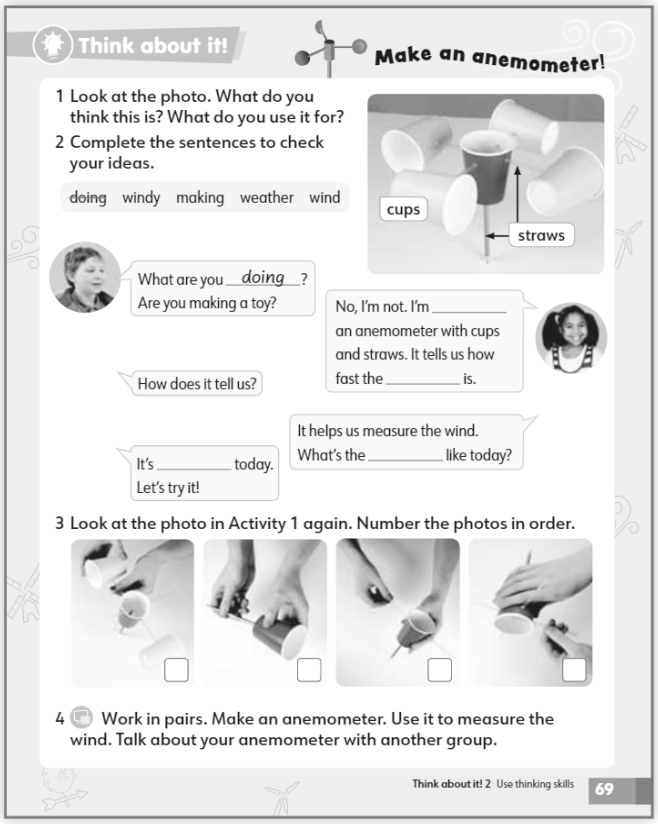
- Read out the first question and discuss the first activity in the box (*swim*) as a class. Elicit ideas, encouraging children to explain their answer. Take a class vote to see what the majority of the children think. Then ask *Is it easy or difficult?* and find out the majority opinion again.
- Give the children some time to consider the rest of the questions.
- Then divide the class into pairs and ask them to compare their ideas. To help them express their ideas, write prompts on the board: *I think / don't think blind children can …; I think it's easy / difficult for blind people to …*
- After their discussion in pairs, take a class vote on the rest of the activities.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17) with key vocabulary from the Reading time 2 text. Have the children choose the words they want to use.

Think about it!

Pupil's Book page 69



Learning objectives: Use thinking skills; Make an anemometer

Materials: paper cups, drinking straws, a pencil with eraser, marker pen

Warm-up: Initial letters

- Write the initial letters of all the weather words from this unit on the board – *sun(ny), rain(y / ing), wind(y), snow(y / ing), cloud(y), hot, warm, cold*.
- Tell the children what the group of words is and give them some time to try to remember a word for every letter.
- Invite different children to the board to complete a word. Ask for whole-class agreement each time or if there are any alternatives (e.g. *sun / sunny*).

1 Look at the photo. What do you think this is? What do you use it for?

- Refer the children to the object in the photo and elicit suggestions about what it is and what it's used for.

2 Complete the sentences to check your ideas.

- Have the children fill in the gapped sentences with the words from the box. Then discuss the answers as a class. Ask if their ideas matched the facts in the children's dialogue.
- Ask what type of weather we measure with this (check the meaning of the word *measure*).
- Have the children repeat the name *anemometer* – see how fast they can say it!

Answers: doing, making, wind, weather, windy

3 Look at the photo in Activity 1 again. Number the photos in order.

- Decide as a whole class what the first photo is and have everyone number it (the second photo). Then have the children decide the correct order for the others individually.
- Point to the photos and have the children call out the numbers.

Answers: 4, 1, 2, 3

4 Work in pairs. Make an anemometer. Use it to measure the wind. Talk about your anemometer with another group.

- Ask the children to name the materials they need for each stage of the construction, e.g. *Part 1 – a cup, a marker pen and a pencil*.
- Divide the class into pairs. Have the pairs carry out each stage. After completion, have them talk about their anemometer with another group.
- If possible, take the anemometer outside and test it, or fix it near an open window and see how fast it turns in the wind!

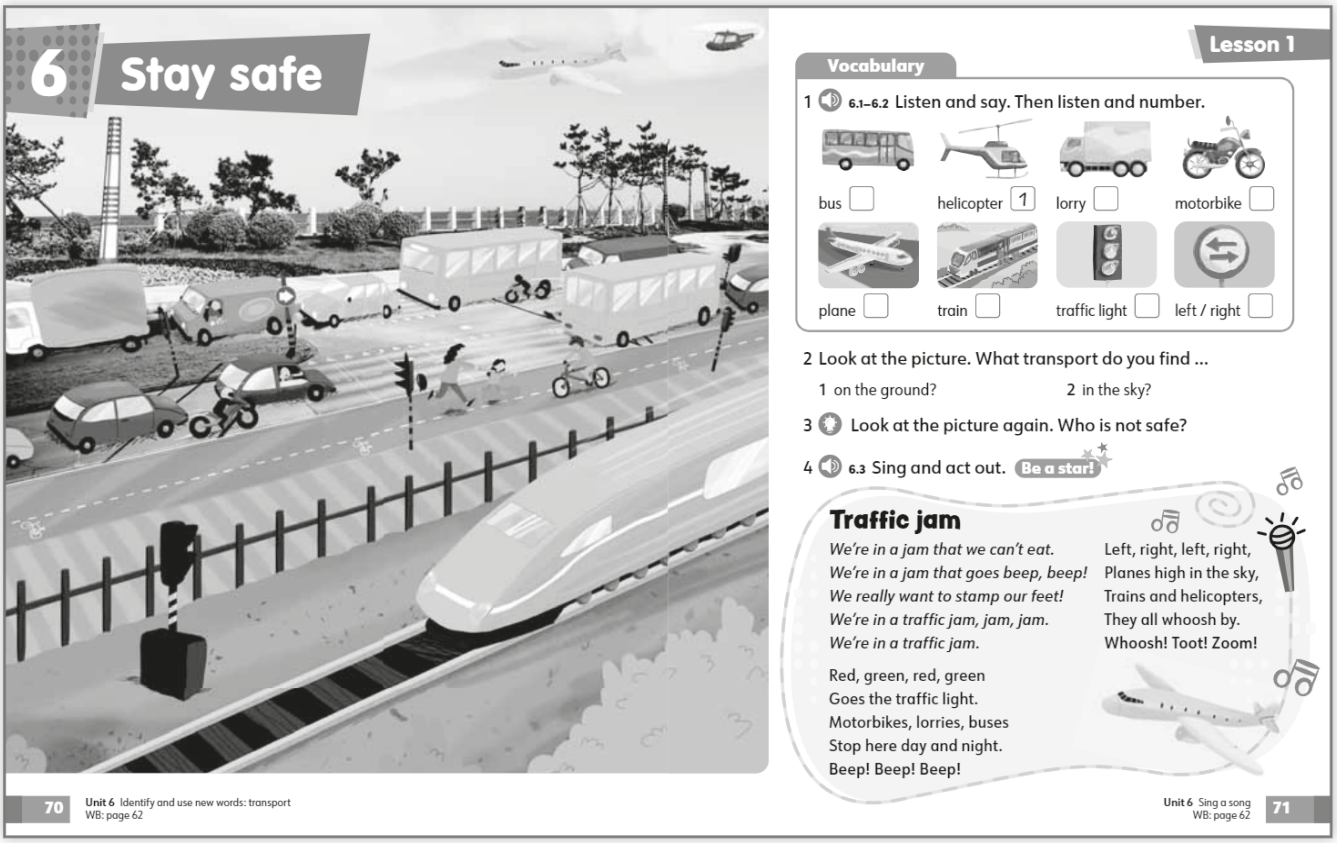
Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the materials vocabulary for making the anemometer.

6 Stay safe

Lesson 1 Vocabulary

Pupil's Book pages 70–71



Learning objectives: Identify and use new words: transport; Sing a song using the target vocabulary

Vocabulary: bus, helicopter, lorry, motorbike, plane, train, traffic light, left / right

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 70–71. Ask *Where is this? What can you see? What are the people doing? Are they going fast or slow? What's your favourite thing in the picture?* Ask if they've used these types of transport. Clarify the meaning of the unit title, *Stay safe*.

1 6.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action for each item.

6.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 *helicopter,* ***2*** *lorry,* ***3*** *bus,* ***4*** *traffic light,* ***5*** *train,* ***6*** *left, right,* ***7*** *motorbike,* ***8*** *plane*

Answers: bus – 3, helicopter – 1, lorry – 2, motorbike – 7, plane – 8, train – 5, traffic light – 4, left / right – 6

Teaching star!

Vocabulary practice

This simple activity can be used as often as you wish as it gets the children using and hearing the target vocabulary in a controlled way, but still having fun.

- Call out the name of a means of transport and have the children point to it on page 70. Then call out two items and have the children point to them both at the same time. Then call out three, at which point the children will have to use two fingers on one hand! You could try four!

2 Look at the picture. What transport do you find ...

- Ask *What transport do you find on the ground?* Give the children some thinking time before eliciting their ideas. Ask them to point to the item each time.
- Do the same for the second question. If the children don't suggest any of the answers below, point to the transport in Activity 1 and ask where we find it.

Answers: Transport on the ground: car, lorry, motorbike, bus, bike, train; Transport in the sky: plane, helicopter

3 Look at the picture again. Who is not safe?

- Remind the children of the meaning of *safe*.
- Have them look at the picture and think about who is not safe.
- The children raise their hand to make a suggestion by pointing to a person in the picture who is not safe and saying why. Ask if the others agree.

Suggested answers: The child running onto the cycle path; The man in the car talking on his phone; The motorbike riders overtaking; The boy on the bike with no helmet.

4 6.3 Sing and act out

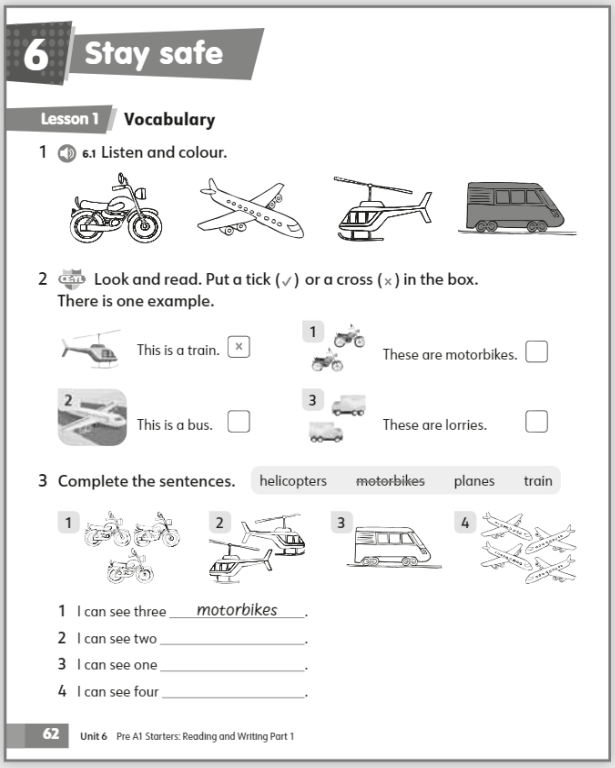
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of words from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage the children to join in with actions: *beep beep* – mime using a car horn; *stamp our feet* – do the action; *red, green* – mime pointing at the red light and then the green light of traffic lights; *Whoosh! Toot! Zoom!* – mime watching fast cars go past; etc.
- Play the song and have the children join in and do the actions.

Cooler: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with vocabulary from Activity 1.

Workbook page 62


6 Stay safe

Lesson 1 Vocabulary

1 6.1 Listen and colour.

2 CE:YL Look and read. Put a tick (✓) or a cross (×) in the box. There is one example.

This is a train. ×

These are motorbikes. ☐

This is a bus. ☐

These are lorries. ☐

3 Complete the sentences. helicopters ~~motorbikes~~ planes train

1 I can see three motorbikes.
2 I can see two _____.
3 I can see one _____.
4 I can see four _____.

62 Unit 6 Pre A1 Starters: Reading and Writing Part 1

1 6.1 Listen and colour.

Audioscript

1 *I can see a blue train.*
2 *I can see a yellow helicopter.*
3 *I can see a red motorbike.*
4 *I can see a green plane.*

Answers: Children colour the helicopter yellow, the motorbike red, the plane green

2 CE:YL Look and read. Put a tick (✓) or a cross (✕) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look at each picture. If the sentence describing it is correct, they put a tick; if incorrect, they put a cross.
- Go through the example first: read out the sentence and point to the helicopter. Elicit that the sentence is incorrect and indicate the cross.
- Give the children time to complete the activity.

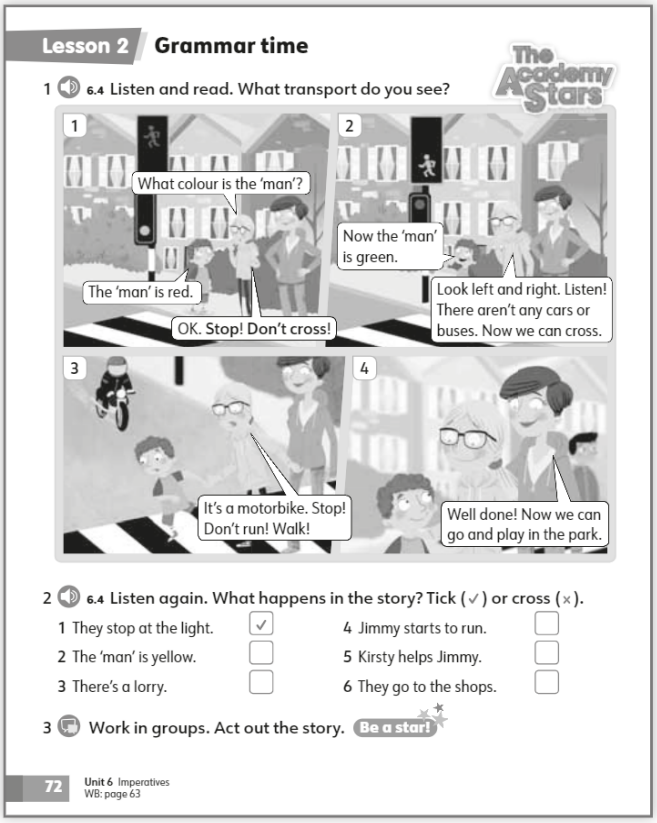
Answers: 1 ✓ 2 ✕ 3 ✓

3 Complete the sentences.

Answers: **1** motorbikes **2** helicopters **3** train **4** planes

Lesson 2 Grammar time

Pupil's Book page 72



Learning objectives: Understand the use of Imperatives; Read and act out a story using the target grammar

Grammar: Imperatives

Review vocabulary: left / right

6.3 Warm-up: Sing the song!

- Play the song *Traffic jam* again and have the children join in and do the actions as in Lesson 1.

1 6.4 Listen and read. What transport do you see?

- Refer the children to the pictures and ask *Who can you see? Where are they?* (*in the street, at a traffic light*).
- Play the audio and have the children follow in their books. Ask the children *What are they doing?* (*They're crossing the road.*) Then ask *What transport do you see?* and have them find the answer.
- Ask some questions to check comprehension: say to the children *The 'man' is red. What do I do?* and elicit the appropriate instruction from the story (*Stop! Don't cross!*). Repeat with *The 'man' is green. What do I do?* (*Now we can cross.*) Then say *I can see a car or a motorbike – what do I do?* (*Don't run! Walk!*)
- Play the audio one more time. Have the children do the actions for the story, with appropriate actions for the affirmative imperatives and a negative gesture (with no action) for the negative imperatives.

Answer: a motorbike

2 6.4 Listen again. What happens in the story? Tick (✓) or cross (✗).

- Play the audio again for the children to listen and read. Refer the children to the example sentence and have them find the part of the story that shows this (picture 1 – *Stop! Don't cross!*).
- Have the children read each sentence and put a tick (if it is correct) or a cross (if incorrect). Replay the audio, if necessary, so that they can check.
- Read out the sentences and have the children call back *yes* or *no*. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally.
- Divide the class into groups of three. You could let each group decide who will be Kirsty, Jimmy and Mum. Alternatively, give each child a number 1–3 and allocate roles: all number 1s are the Kirsty, all number 2s are Jimmy and all number 3s are the mother.
- Allow the children some time to practise acting out the story. Set a time limit for their practice and warn them when the time is nearly finished. This way, they will be more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts. (Some children at this stage may be starting to feel confident enough to play their role without referring to the book.)

Teaching star!

Extension

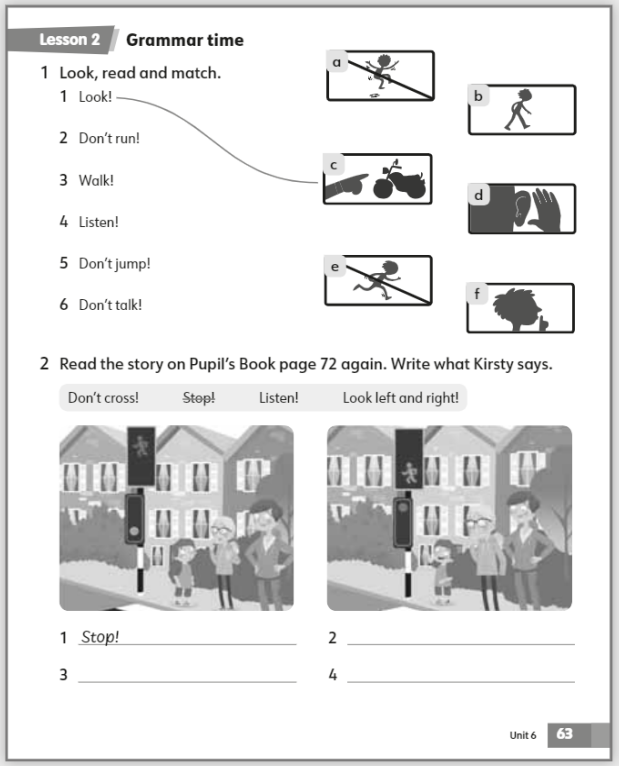
As well as acting out the story, the children now have enough language to *tell* the story.

- Ask the children to identify which sentences from Activity 2 belong with each picture of the story. Also elicit what changes are necessary to correct the incorrect sentences. (Picture 1 – sentence 1; Picture 2 – sentence 2 (change *yellow* to *green*); Picture 3 – sentences 3 (change *lorry* to *motorbike*), 4 and 5; Picture 4 – sentence 6 (change *shops* to *park*).
- Have the class read out the corrected sentences in order.
- Then divide the class into pairs. Have them turn their Pupil's Books over and try to remember the story together.
- Invite volunteer pairs to tell the story for the class.

Cooler: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *red, cross, green, right, buses, don't, park.*

Workbook page 63


Lesson 2 Grammar time

1 Look, read and match.

1 Look!
2 Don't run!
3 Walk!
4 Listen!
5 Don't jump!
6 Don't talk!

a b c d e f

2 Read the story on Pupil's Book page 72 again. Write what Kirsty says.

Don't cross! ~~Stop!~~ Listen! Look left and right!

1 Stop!
2 _____
3 _____
4 _____

Unit 6 63

1 Look, read and match.

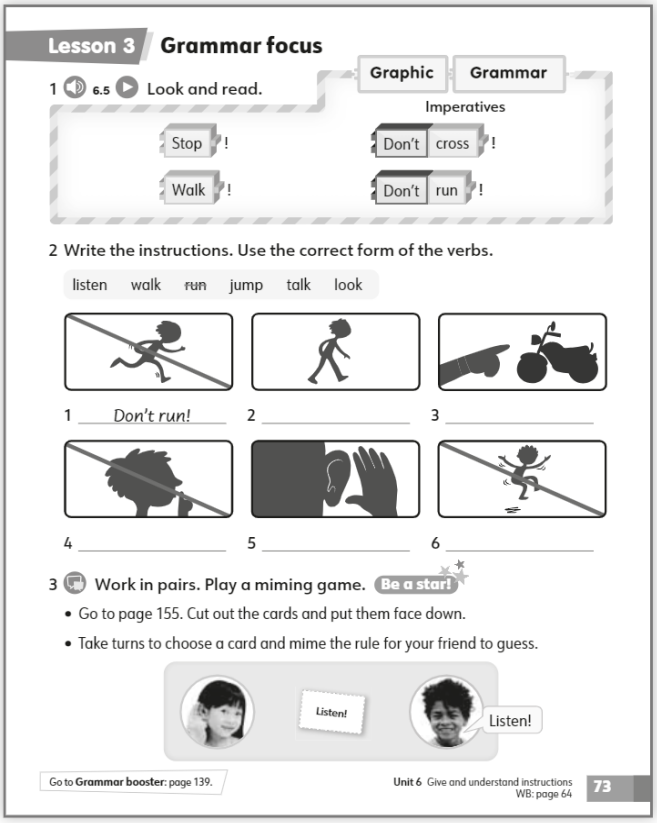
Answers: 1 c **2** e **3** b **4** d **5** a **6** f

2 Read the story on Pupil's Book page 72 again. Write what Kirsty says.

Answers: 1 Stop! **2** Look left and right!
3 Don't cross! **4** Listen!

Lesson 3 Grammar focus

Pupil's Book page 73



Learning objectives: Give and understand instructions

Grammar: *Stop! Walk! Don't cross! Don't run!*

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

6.4 Warm-up: Stand up or sit down

- Tell the children they will hear the story from Lesson 2, Activity 1 again. Explain that they should stand up for all the affirmative verbs /actions they hear and sit down for all the negatives.
- Now call out some of the imperatives from the story in random order. Have the children do the positive actions and make a negative gesture for the negative ones.

1 6.5 Look and read.

- Play the audio. Have the children join in, nodding for the affirmative imperatives and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives.
- If using the video, tell the children they will see a video about a boy crossing the road. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, nodding for the affirmative imperatives and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).

2 Write the instructions. Use the correct form of the verbs.

- Refer the children to the pictures and ask what actions they can see. Ask which are *don't* pictures (*1, 4 and 6*).
- Refer the children to the example sentence and then do number 2 as a class and write it on the board.
- Have the children complete the activity individually and then compare their answers with a friend.
- For feedback, invite different children to read out their answers. Ask for whole-class agreement each time and write the answers on the board so that everyone can check.

Answers: 1 Don't run! **2** Walk! **3** Look! **4** Don't talk! **5** Listen! **6** Don't jump!

Teaching star!

Motivation

When possible, it is very motivating for children to come to the board and write answers. They can share their ideas with the class and get approval or correction from their friends rather than from the teacher.

- Write the numbers 1–6 on the board. Invite different children to come to the board to write an answer each.
- You could encourage the children to get into the habit of asking *Yes or no?* or *Do you agree?* to their friends after giving an answer.
- They can also choose the next person to come and write an answer.
- Each time, thank the child for their contribution!

3 Work in pairs. Play a miming game.

Be a star!

- Organise the children in pairs and have them open their books to page 155. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they read on the cards. For this activity, the children will use two sets of cards. You may wish to act out or mime the actions as a whole class before the children begin the activity in pairs.

- Work through the example activity with the children. Then ask them to take turns miming or acting out the instructions on their cards for their friend. They keep the card hidden from their friend while they mime or act out. Their friend then says the action, using the instructions language.
- Allow time for the children to complete the game.

Grammar booster

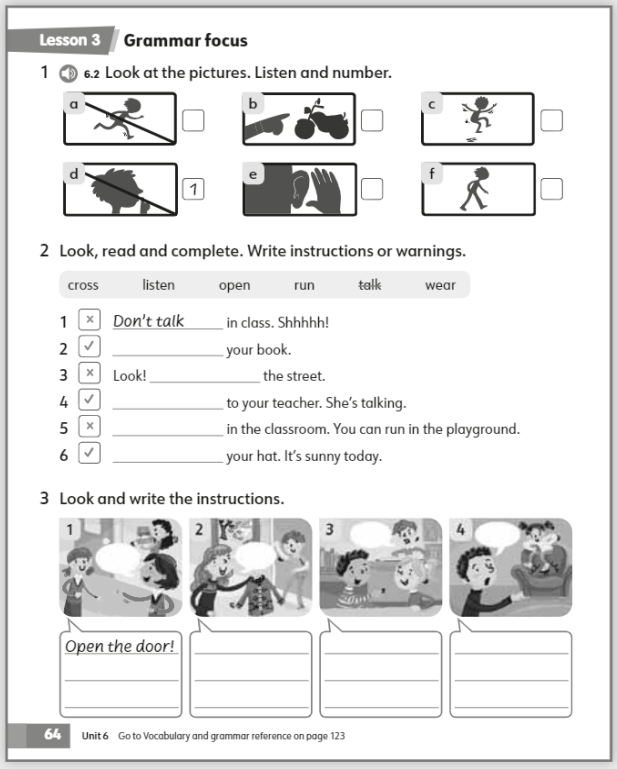
Ask the children to turn to page 139 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 b **2** d **3** f **4** c **5** a **6** e

Cooler: Picture words

- Draw stick figures on the board doing some actions, e.g. *playing football, riding a bike, doing gymnastics, doing karate, reading a book, catching, kicking, throwing a ball,* etc.).
- Have the children guess the imperative from your drawings. For the negative imperatives, finish the drawing by putting a cross through the picture to indicate *Don't*!
- Then divide the class into pairs. One child draws a simple picture of a stick figure doing an action (make a negative by putting a cross over the picture). Their partner guesses the imperative. Then they change roles.

Workbook page 64



Lesson 3 Grammar focus

1 6.2 Look at the pictures. Listen and number.

a b c d 1 e f

2 Look, read and complete. Write instructions or warnings.

cross listen open run talk wear

1 × Don't talk in class. Shhhhh!
2 ✓ _____ your book.
3 × Look! _____ the street.
4 ✓ _____ to your teacher. She's talking.
5 × _____ in the classroom. You can run in the playground.
6 ✓ _____ your hat. It's sunny today.

3 Look and write the instructions.

1 2 3 4

Open the door!

64 Unit 6 Go to Vocabulary and grammar reference on page 123

Grammar reference:

Remind the children that they can refer to the grammar reference on page 123 to help them when completing these activities.

1 6.2 Look at the pictures. Listen and number.

Audioscript

1 *Don't talk!*
2 *Jump!*
3 *Listen!*
4 *Walk!*
5 *Don't run!*
6 *Look!*

Answers: a 5 **b** 6 **c** 2 **d** 1 **e** 3 **f** 4

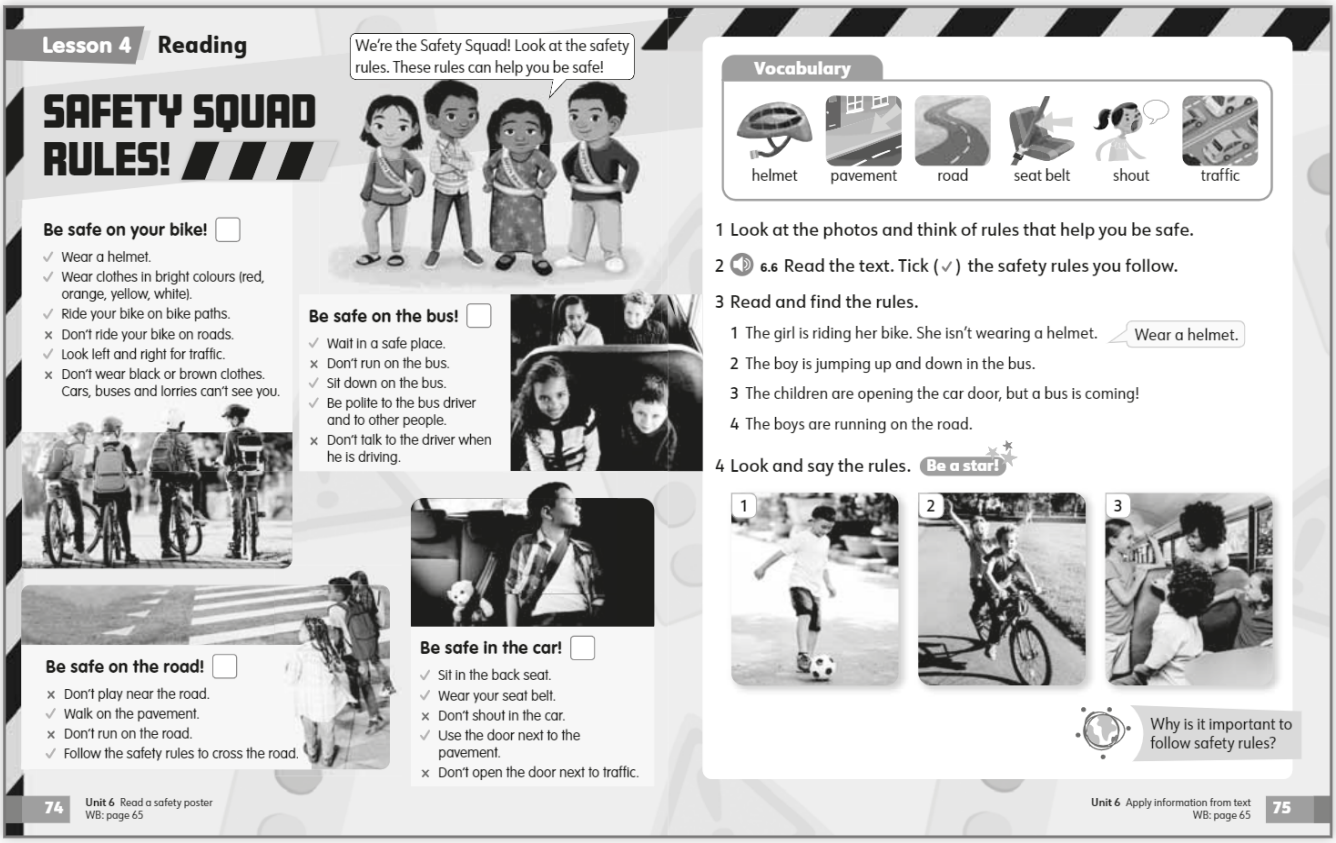
2 Look, read and complete. Write instructions or warnings.

Answers: 1 Don't talk **2** Open **3** Don't cross **4** Listen **5** Don't run **6** Wear

3 Look and write the instructions.

Answers: 1 Open the door! **2** Wear a / your jacket / coat! **3** (Shhh!) Don't talk! **4** Don't jump (on the chair)!

Pupil's Book pages 74–75



Learning objectives: Read a safety poster; Apply information from text

Vocabulary: helmet, pavement, road, seat belt, shout, traffic

Review vocabulary: transport, imperatives

Additional vocabulary: bright, polite, ride, rules, safety, traffic, wait

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games bank, pages 14–17) with the topic of *transport*. Repeat with one or two other topics, e.g. *places in the town, clothes, actions.*

Vocabulary

- Refer the children to the vocabulary panel at the top of page 75. Follow the TPR routine on page 44.

1 Look at the photos and think of rules that help you be safe.

- Refer the children to the photos and check the meaning of *safe*.
- Elicit suggestions for rules that help them to be safe. Encourage the children to look at the photos for ideas. Write the suggestions on the board.

2 6.6 Read the text. Tick (✓) the safety rules you follow.

- Give the children time to read the text carefully.
- Tell the class some safety rules you always follow, e.g. *I always look left and right to cross the road. I always wear a seat belt. I don't shout on the bus.* Encourage the children to respond *Me too!* or *Me neither!*
- Ask the children which of the rules they follow and have them tick the appropriate boxes.
- You may then want to read through the text together as a class, playing the audio as support for children who need more help.

Answers: Children's own answers.

3 Read and find the rules.

- Refer the children to item 1 and the example answer.
- Have the children look at the other sentences and find the rules that should be followed for that example.
- For feedback, read out each sentence and ask for volunteers to share their answers. Ask for whole-class agreement.

Answers: 1 Wear a helmet. **2** Sit down on the bus. **3** Don't open the door next to traffic. **4** Don't run on the road.

4 Look and say the rules.

Be a star!

- Refer the children to the photo 1 and elicit what they can see.
- Point to the boy playing football in the road and ask *What rule is he not following?* (Don't play near the road.)
- Divide the class into pairs. Have the children look at the other photos and say to their friend what rules should be followed in the photos.
- For feedback, hold up your Pupil's Book and point to each photo in turn asking *What rule should be followed here?* Elicit ideas from different children, encouraging them to refer the safety rules from the text.

Answers: 1 Don't play near the road.
2 Wear a helmet. **3** Sit down on the bus.

Teaching star!

Reading skills

Reading skills such as cross-referencing between words, pictures and sections of text need careful guidance early on in the children's learning. Help the children to develop this in the above activity.

- Refer the children to the boy playing football on the road. Ask *Where is the boy?* (on the road) *Can you find the part of the text about not playing near the road?* (Be safe on the road!) *Can you find information about his actions?* (Don't play near the road.) *Is he safe?* (*no*)
- Choose another photo. Have the children identify where the person is, find the right part of the text and find information about their actions.
- Have the children continue the activity individually in the same way.

ESDC

Why is it important to follow safety rules?

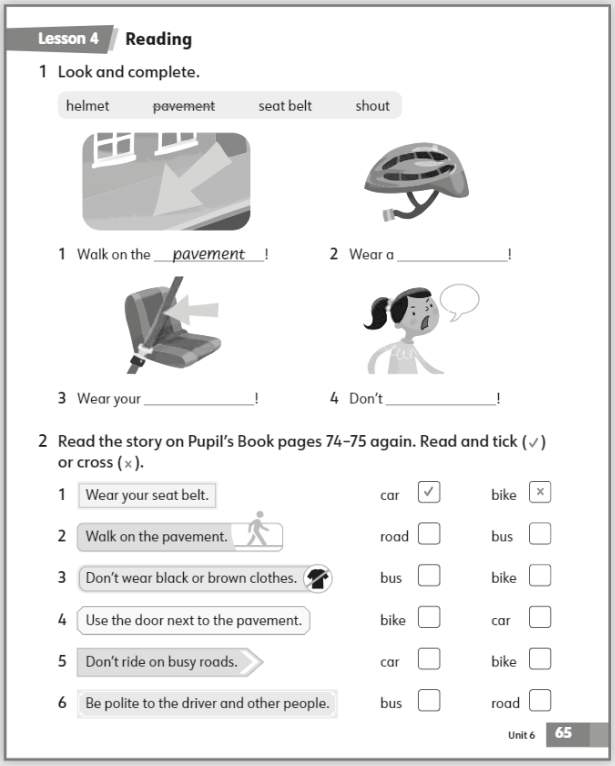
- This question helps the children behave in a considerate and respectful way in the community.
- Explain that rules are important in every part of our lives, and safety rules help all of us. Elicit the importance of keeping others and ourselves safe.
- Elicit ideas about what would happen if people didn't follow safety rules. As children can have vivid imaginations, keep the discussions focussed on real-life situations relevant to their lives. If the children provide worst-case scenarios, encourage responses that would resolve or have prevented the situation they imagine.

Possible answers: it's important because people could get hurt if they don't follow the rules, or hurt others, and because we need to look after each other and keep ourselves and our friends safe.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with part 1 of the text.

Workbook page 65


Lesson 4 Reading

1 Look and complete.

helmet pavement seat belt shout

1 Walk on the pavement !

2 Wear a _____ !

3 Wear your _____ !

4 Don't _____ !

2 Read the story on Pupil's Book pages 74–75 again. Read and tick (✓) or cross (×).

1	Wear your seat belt.	car	✓	bike	×
2	Walk on the pavement.	road		bus	
3	Don't wear black or brown clothes.	bus		bike	
4	Use the door next to the pavement.	bike		car	
5	Don't ride on busy roads.	car		bike	
6	Be polite to the driver and other people.	bus		road	

Unit 6 65

1 Look and complete.

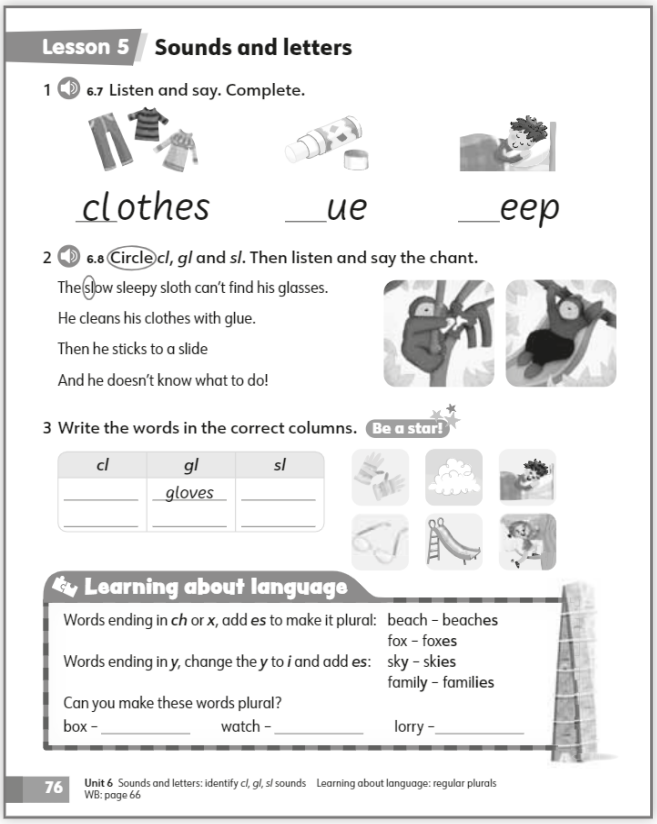
Answers: 1 pavement **2** helmet **3** seat belt **4** shout

2 Read the story on Pupil's Book pages 74–75 again. Read and tick (✓) or cross (✗).

Answers: 1 car (✓) bike (✗)
2 road (✓) bus (✗)
3 bus (✗) bike (✓)
4 bike (✗) car (✓)
5 car (✗) bike (✓)
6 bus (✓) road (✗)

Lesson 5 Sounds and letters

Pupil's Book page 76


Lesson 5 Sounds and letters

1 6.7 Listen and say. Complete.

cl othes ___ue ___eep

2 6.8 Circle *cl*, *gl* and *sl*. Then listen and say the chant.

The slow sleepy sloth can't find his glasses.
He cleans his clothes with glue.
Then he sticks to a slide
And he doesn't know what to do!

3 Write the words in the correct columns. Be a star!

cl	gl	sl
	gloves	

Learning about language

Words ending in *ch* or *x*, add *es* to make it plural: beach – beaches, fox – foxes
Words ending in *y*, change the *y* to *i* and add *es*: sky – skies, family – families
Can you make these words plural?
box – _____ watch – _____ lorry – _____

76 Unit 6 Sounds and letters: identify *cl*, *gl*, *sl* sounds Learning about language: regular plurals
WB: page 66

Learning objectives: Sounds and letters: identify *cl*, *gl*, *sl* sounds; Learning about language: regular plurals

Sounds and letters words: clothes, glue, sleep

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the last lesson, e.g. *pavement, clothes, helmet, polite, traffic*. (You may also want to include some of the easier words if the children find themselves over-challenged, e.g. *play, road, lorries, shout, door.*)

1 6.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *cl* in the word *clothes*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/cl/ /cl/ /cl/ clothes
/gl/ /gl/ /gl/ glue
/sl/ /sl/ /sl/ sleep

Answers: clothes, **gl**ue, **sl**eep

2 6.8 Circle *cl, gl* and *sl*. Then listen and say the chant.

- Ask the children how many examples of *cl* they can find and circle (there are two – *cleans* and *clothes*).
- Have the children find and circle all the examples of *gl* and *sl*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *cl, gl,* and *sl* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

Answers: The (sl)ow (sl)eepy (sl)oth can't find his (gl)asses. He (cl)eans his (cl)othes with (gl)ue. Then he (st)icks to a (sl)ide And he doesn't know what to do!

3 Write the words in the correct columns.

Be a star!

- Ask the children what they can see in the pictures.
- Elicit the first two letters of the first object (*gl*) and point out the example answer in the chart.
- Have the children complete the activity individually. While they do this, draw the columns on the board.
- Invite different children to come and write a word in the correct column. Ask for whole-class agreement each time.

Answers: cl: cloud, climb; **gl:** gloves, glasses; **sl:** sleep, slide

Learning about language

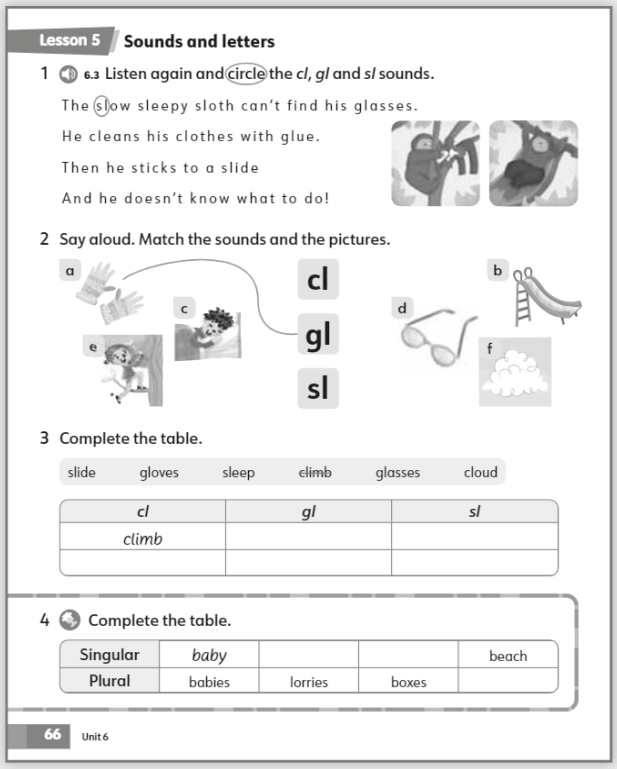
- Remind the class that in English, when we talk about more than one thing, the word usually has a different form. This is called the *plural.* Ask how we usually make words plural in English. (*Add* s *at the end.*)
- Write on the board:
  one beach *two beach*
  one fox *two fox*
- Write in *s* at the end of *two beach*. Say *Two beachs.* Say it several times, looking puzzled at how difficult it is to pronounce. Then say *Ah!*, delete the *s* and write in *es.* Say *Two beaches,* pronouncing the plural ending easily and clearly. Have the children repeat.
- Repeat with *fox / foxs / foxes.*
- Encourage the class to repeat with you *beach – beaches, fox – foxes.*
- Then explain that words ending in *y* have a special plural form. Write *sky* on the board. Cross out the *y* and write in *ies.*
- Explain that if there is a vowel (*a, e, i, o* or *u*) before the *y*, you don't change the *y* to *i* in the plural.
- Write *family* and *day* on the board. Invite two children to write the plural forms (*families, days*). Ask the rest of the class if this is correct.
- Refer the children to the information in the box and read through it to reinforce these spelling rules.
- Elicit the spelling of the plurals of the words at the bottom of the box and write them on the board. Have the children copy them into their books.

Answers: box – boxes, watch – watches, lorry – lorries

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activity 3 and the *Learning about language* box.

Workbook page 66



Lesson 5 Sounds and letters

1 6.3 Listen again and circle the *cl, gl* and *sl* sounds.

The slow sleepy sloth can't find his glasses.
He cleans his clothes with glue.
Then he sticks to a slide
And he doesn't know what to do!

2 Say aloud. Match the sounds and the pictures.

a c e cl gl sl b d f

3 Complete the table.

slide gloves sleep ~~climb~~ glasses cloud

cl	*gl*	*sl*
climb		

4 Complete the table.

Singular	*baby*			beach
Plural	babies	lorries	boxes	

66 Unit 6

1 6.3 Listen again and circle the *cl, gl* and *sl* sounds.

Answers: The (sl)ow (sl)eepy (sl)oth can't find his (gl)asses. He (cl)eans his (cl)othes with (gl)ue. Then he st(ick)s to a (sl)ide And he doesn't know what to do!

2 Say aloud. Match the sounds and the pictures.

Answers: *cl* – climb (e), clouds (f); *gl* – gloves (a), glasses (d); *sl* – sleep (c), slide (b)

3 Complete the table.

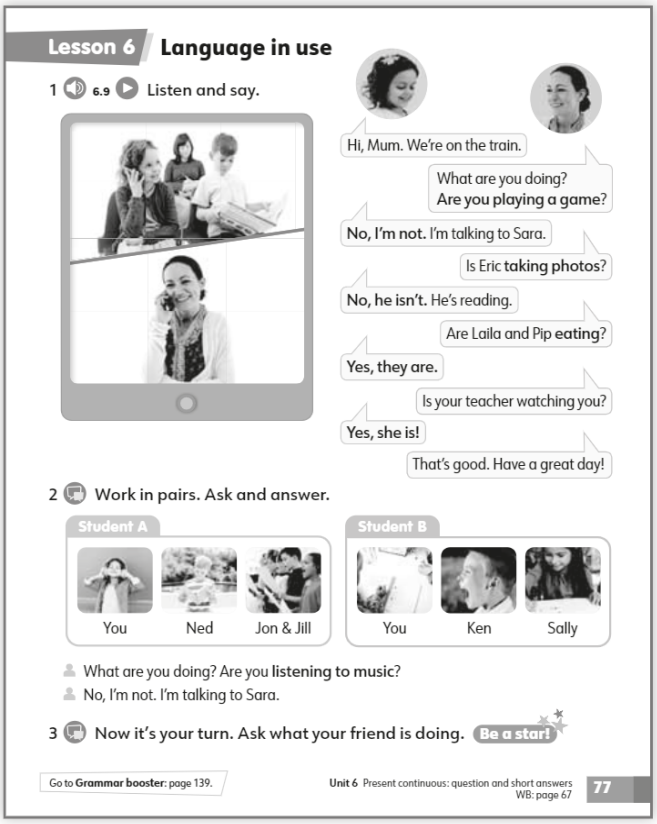
Answers: *cl* – climb, cloud; *gl* – gloves, glasses; *sl* – slide, sleep

4 Complete the table.

Answers: baby, lorry, box, beaches

Lesson 6 Language in use

Pupil's Book page 77



Learning objectives: Present continuous: question and short answers

Resources: Language in use video; Grammar worksheet 2

6.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

1 6.9 Listen and say.

- Play the audio and have the children listen and follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Have the children turn their Pupil's Books face down. Play the audio one more time, pausing after each question. Elicit the answer and then continue playing the audio so that the children can check if they were correct.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the activities they can see.
- Write on the board *Are you listening to music?* Elicit and drill the same question for *he / she*, *we* and *they*.
- Invite two confident children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for an activity / name in the box.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A people and activities and the other about the Student B people and activities. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and the verbs in the short answers.

Teaching star!

Mixed ability

Some children will find it difficult to make the different question and answer forms without guidance in the above activity. You can give them extra support as follows:

- When you drill the questions before starting the pairwork, elicit each question one more time. Write it on the board with the answer. Each time, elicit which words need to change and underline them.
- In the pairwork, encourage children who are hesitant to refer to the board and find the question or answer they need.
- If children correctly produce questions and answers a few times with guidance, they will be more confident in doing it spontaneously next time.

3 Now it's your turn. Ask what your friend is doing.

Be a star!

- Have one of the children choose an action from Activity 2 and show it secretly to the rest of the class, without speaking. You mustn't see what it is.
- Uncover your eyes and have all the children do the action chosen.
- Guess what it is, asking *Are you ...ing?* And have them answer *Yes, we are. / No, we aren't.* (You may want to guess wrong the first time to encourage enthusiastic miming!)

- Divide the class into pairs and have them continue the game. One child chooses and does an action from Activity 2 (they can make some noises like humming along with the music they're listening to!). Their partner guesses by asking questions, e.g. *Are you reading a book? Are you listening to music?*
- Invite volunteers to try and guess the activity from a mime by the whole class. Have the child close their eyes while you show the rest of the children an activity in the book. Have them to do the action for the child to guess.
- Repeat with more volunteer children and different actions each time.

Grammar booster

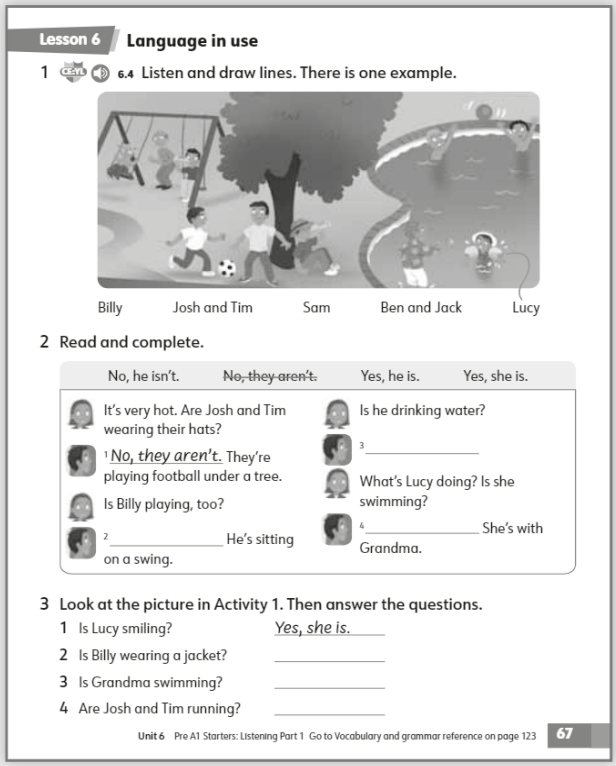
Ask the children to turn to page 139 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 Yes, I am. **2** No, she's not. **3** Yes, they are. **4** No, he isn't. **5** Are they **6** Are you **7** Is he

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with questions and answers from this lesson, e.g. *Are you playing a game? No, I'm not. Are Laila and Pip eating? Yes, they are.*

Workbook page 67



Lesson 6 Language in use

1 CE:YL 6.4 Listen and draw lines. There is one example.

Billy Josh and Tim Sam Ben and Jack Lucy

2 Read and complete.

No, he isn't. ~~No, they aren't.~~ Yes, he is. Yes, she is.

It's very hot. Are Josh and Tim wearing their hats.
1 No, they aren't. They're playing football under a tree.
Is Billy playing, too?
2 _____ He's sitting on a swing.
Is he drinking water?
3 _____
What's Lucy doing? Is she swimming?
4 _____ She's with Grandma.

3 Look at the picture in Activity 1. Then answer the questions.

1 Is Lucy smiling? Yes, she is.
2 Is Billy wearing a jacket? _____
3 Is Grandma swimming? _____
4 Are Josh and Tim running? _____

Unit 6 Pre A1 Starters: Listening Part 1 Go to Vocabulary and grammar reference on page 123 67

Grammar reference:

Remind the children that they can refer to the grammar reference on page 123 to help them when completing these activities.

1 CE:YL 6.4 Listen and draw lines. There is one example.

- This activity helps the children prepare for Part 1 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Ask the children what they can see in the picture. Point out the example pairing.
- Have the children continue individually and then check the answers as a class.

Audioscript

Speaker: *Look at the picture. Listen and look. There is one example.*

1 Girl: *Here is a picture of my friends at the park.*
Boy: *Oh yes! What's Lucy doing? Is she swimming?*
Girl: *Yes, she is. She's with Grandma.*
Boy: *That's good. They're having fun.*

Speaker: *Can you see the line? This is an example. Now you listen and draw lines.*

2 Boy: *It's very hot. Are Josh and Tim wearing hats?*
Girl: *No, they aren't. They're playing football.*
Boy: *Oh yes, I can see them.*

3 Boy: *Is Billy playing, too?*
Girl: *No, he isn't. He's sitting on the swing.*
Boy: *Is he drinking water?*
Girl: *Yes, he is.*

4 Boy: *Is Sam sitting under the tree?*
Girl: *Yes, he is. He's wearing a hat.*
Boy: *Oh, yes. Everyone is having a great day!*
Girl: *Yes!*

Answers: 1 Lucy – young girl swimming
2 Josh and Tim – two boys playing football
3 Billy – boy on swing, drinking water
4 Sam – boy sitting under tree, wearing a hat

2 Read and complete.

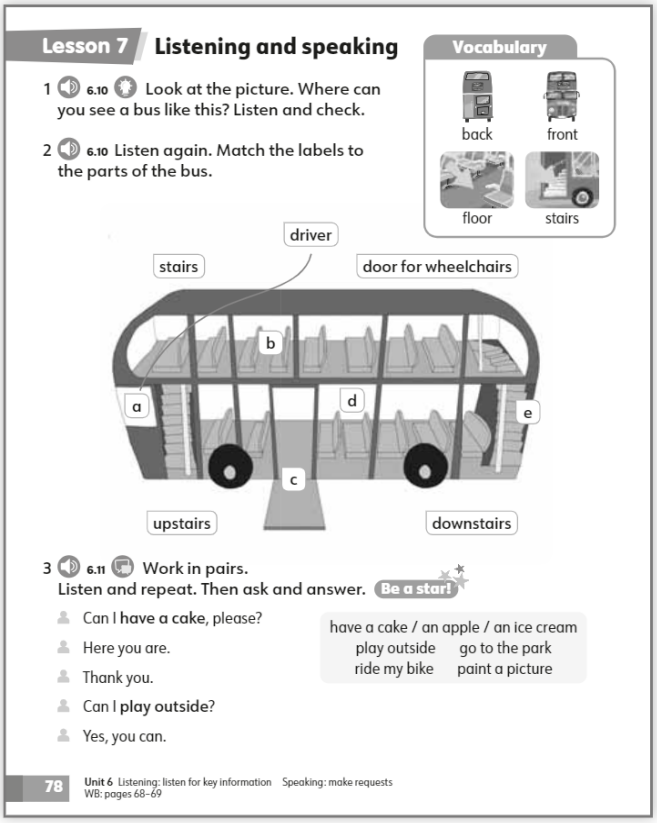
Answers: 1 No, they aren't. **2** No, he isn't. **3** Yes, he is. **4** Yes, she is.

3 Look at the picture in Activity 1. Then answer the questions.

Answers: 1 Yes, she is. **2** No, he isn't. **3** No, she isn't. **4** No, they aren't.

Lesson 7 Listening and speaking

Pupil's Book page 78


Lesson 7 Listening and speaking

1 6.10 Look at the picture. Where can you see a bus like this? Listen and check.

2 6.10 Listen again. Match the labels to the parts of the bus.

Vocabulary: back, front, floor, stairs

driver, stairs, door for wheelchairs, a, b, c, d, e, upstairs, downstairs

3 6.11 Work in pairs. Listen and repeat. Then ask and answer. Be a star!

Can I have a cake, please?
Here you are.
Thank you.
Can I play outside?
Yes, you can.

have a cake / an apple / an ice cream
play outside / go to the park
ride my bike / paint a picture

78 Unit 6 Listening: listen for key information Speaking: make requests
WB: pages 68–69

Learning objectives: Listening: listen for key information; Speaking: make requests

Vocabulary: back, floor, front, stairs

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with questions and answers from the last lesson, e.g. *Is he taking photos? No, he isn't. Is your teacher watching you? Yes, she is. Are you listening to music? No, I'm not.*

Vocabulary

- Refer the children to the vocabulary panel. Say the words and have the children repeat.
- Repeat the words and have the children do an action for each picture (point to the back / front of the classroom, point to the floor, mime going up stairs).

1 6.10 Look at the picture. Where can you see a bus like this? Listen and check.

- Refer the children to the picture and ask *Where can you see a bus like this?*
- Play the audio and have the children check their ideas. Ask if the buses in the children's area are similar to this one.

Audioscript

Toby: *Hi, Chris! Guess where I am?*
Chris: *Hi Toby! Where are you?*
Toby: *I'm in London with my mum.*
Chris: *London! Wow! What are you doing?*
Toby: *We're waiting for the bus. Listen. A bus is coming. Mum, can we get on this bus? It's a big red bus! It's really cool. We're getting on the bus now ... It's got three doors!*
Chris: *Three doors?*
Toby: *Yes. There's one door at the front and one door at the back. You can get on the bus at the front or the back of the bus. The driver sits at the front of the bus.*
Chris: *What's the other door for?*
Toby: *It's a special door for people in wheelchairs. A woman in a wheelchair is getting on the bus now. The floor of the bus is moving down to the pavement. Now the floor is moving back up again with the wheelchair. And guess what! The bus has got stairs inside!*
Chris: *Stairs?*
Toby: *Yes! The bus has got two floors. There's an upstairs and a downstairs. We're climbing up the stairs now! Whoooooo! The bus is moving ... It's OK. We're upstairs now.*
Chris: *Are you sitting down?*
Toby: *Yes, we are. We're looking out of the window.*
Chris: *Are you taking photos?*
Toby: *Yes, I am. I'm sending you a photo now!*

Answers: In London / Great Britain

2 6.10 Listen again. Match the labels to the parts of the bus.

- Play the audio pausing after *The driver sits at the front of the bus.* Point out the example answer.
- Then play the rest of the audio and have the children draw lines.
- For feedback, call out the letters to elicit the words. Ask for whole-class agreement each time.

Answers: a driver **b** upstairs **c** door for wheelchairs **d** downstairs **e** stairs

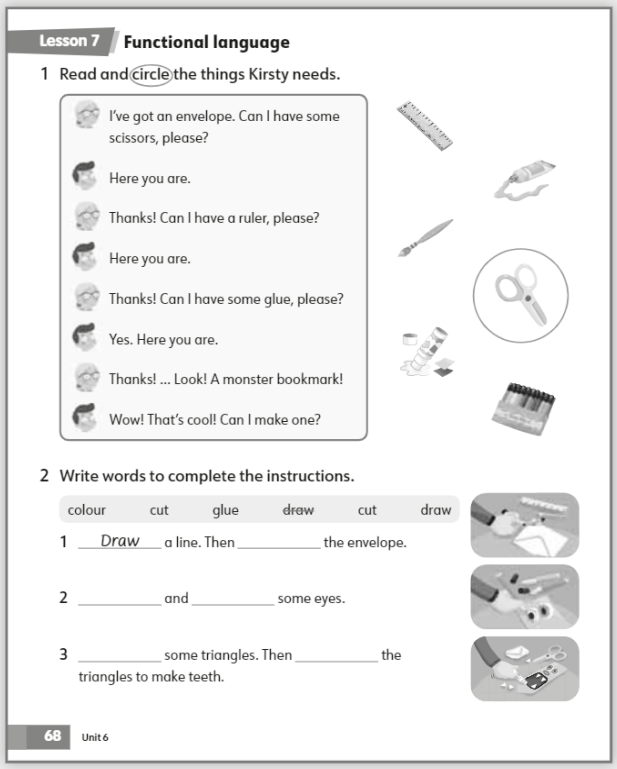
3 6.11 Work in pairs. Listen and repeat. Then ask and answer. Be a star!

- Ask the class to recall a *Can …?* question from the dialogue in Activities 1 and 2. (*Can we get on this bus?*)
- Play the audio for the children to repeat chorally.
- Use the prompts in the box to make another example dialogue with a volunteer before the children continue the activity in pairs.

Cooler: *Can* chant

- Write on the board:
  Can I play games in the road? No, you can't!
  No, you can't!
  Can I sit upstairs on the bus? Yes, you can!
  Yes, you can!
- Make up a chant with the class using these words. Encourage the children to join in, with one group chanting the questions and the other the answers.
- As a class, try to invent another verse about more safety rules!

Workbook page 68



Lesson 7 Functional language

1 Read and circle the things Kirsty needs.

I've got an envelope. Can I have some scissors, please?
Here you are.
Thanks! Can I have a ruler, please?
Here you are.
Thanks! Can I have some glue, please?
Yes. Here you are.
Thanks! … Look! A monster bookmark!
Wow! That's cool! Can I make one?

2 Write words to complete the instructions.

colour cut glue ~~draw~~ cut draw

1 Draw a line. Then _____ the envelope.
2 _____ and _____ some eyes.
3 _____ some triangles. Then _____ the triangles to make teeth.

68 Unit 6

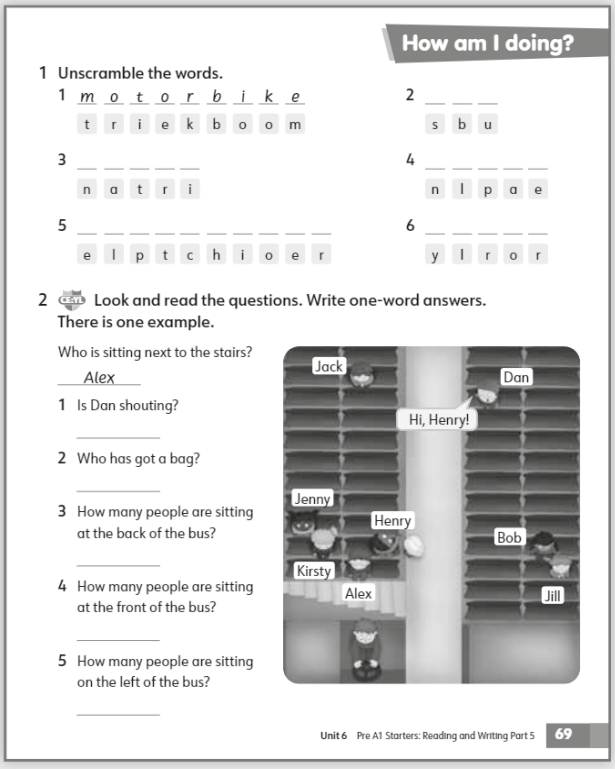
1 Read and circle the things Kirsty needs.

Answers: circled: scissors, ruler, glue

2 Write words to complete the instructions.

Answers: 1 Draw, cut **2** Draw, colour **3** Cut, glue

Workbook page 69



How am I doing?

1 Unscramble the words.

1 m o t o r b i k e
t r i e k b o o m
2 _ _ _
s b u
3 _ _ _ _ _
n a t r i
4 _ _ _ _ _ _
n l p a e
5 _ _ _ _ _ _ _ _ _
e l p t c h i o e r
6 _ _ _ _ _
y l r o r

2 CE:YL Look and read the questions. Write one-word answers. There is one example.

Who is sitting next to the stairs?
Alex

1 Is Dan shouting?
2 Who has got a bag?
3 How many people are sitting at the back of the bus?
4 How many people are sitting at the front of the bus?
5 How many people are sitting on the left of the bus?

Jack, Dan, Hi, Henry!, Jenny, Henry, Bob, Kirsty, Alex, Jill

Unit 6 Pre A1 Starters: Reading and Writing Part 5 69

1 Unscramble the words.

Answers: 1 motorbike **2** bus **3** train **4** plane **5** helicopter **6** lorry

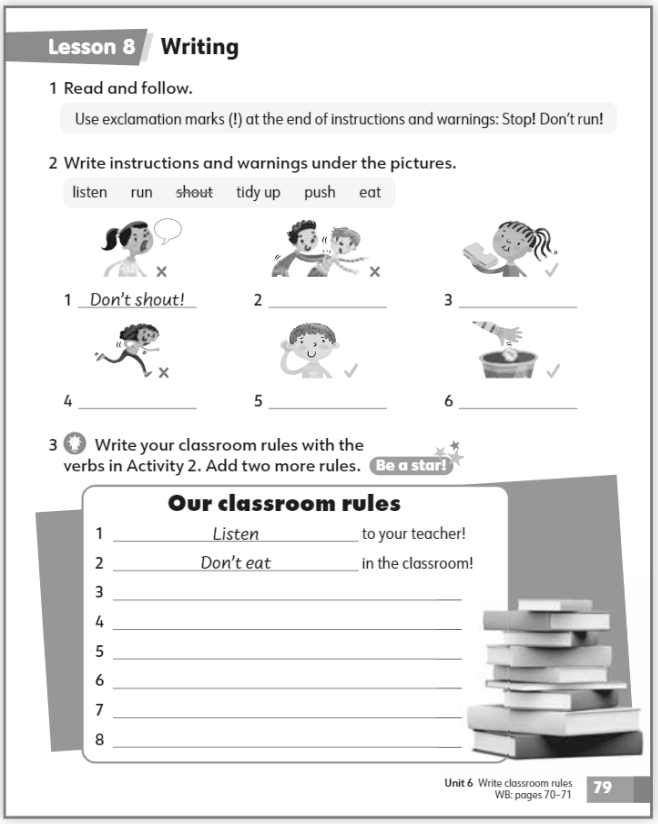
2 CE:YL Look and read the questions. Write one-word answers. There is one example.

- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test.
- If done in class, ask the children what they can see in the picture. Point out the example. Then elicit the next answer and write it on the board.
- Have the children continue individually and then check the answers with the class.

Answers: 1 yes **2** Henry **3** two **4** seven **5** six

Lesson 8 Writing

Pupil's Book page 79


Lesson 8 Writing

1 Read and follow.

Use exclamation marks (!) at the end of instructions and warnings: Stop! Don't run!

2 Write instructions and warnings under the pictures.

listen run ~~shout~~ tidy up push eat

1 Don't shout! 2 _____ 3 _____

4 _____ 5 _____ 6 _____

3 Write your classroom rules with the verbs in Activity 2. Add two more rules. Be a star!

Our classroom rules

1 Listen to your teacher!
2 Don't eat in the classroom!
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Unit 6 Write classroom rules WB: pages 70–71 79

Learning objectives: Use exclamation marks; Write classroom rules

Resources: Unit 6 test

Materials: paper to make posters

Warm-up: I can see ...

- Play *I can see ...* (see the Games bank, pages 14–17) with different objects in the classroom.

1 Read and follow.

- Hold up your Pupil's Book open at pages 70–71 and point to the girl running in front of the cyclist. Ask the children what we should say to the girl. Elicit imperatives (e.g. *Stop / Don't run*) and write them on the board with no exclamation mark. Ask the children if they think there is something missing. If they don't know, refer them to the information and examples in Activity 1.
- Add the exclamation marks to the phrases on the board and have the children say them in a firm tone of voice.

2 Write instructions and warnings under the pictures.

- Ask the children what they can see in the pictures. Refer them to the ticks and crosses and elicit what these mean. Ask for suggestions for number 2.
- Have them continue the activity individually.
- For feedback, call out the numbers to elicit the verbs. Write them on the board.

Answers: 1 Don't shout! **2** Don't push! **3** Eat! **4** Don't run! **5** Listen! **6** Tidy up!

3 Write your classroom rules with the verbs in Activity 2. Add two more rules.

Be a star!

- Elicit from the children what the poster is in Activity 3 (a poster of what we can and can't do in the classroom).
- Give the children a few minutes to look at the verbs in Activity 2 and think of possible rules for each one.
- Elicit suggestions for each verb and write the sentences on the board. Include any appropriate alternatives. (Leave the sentences on the board to use in the *Cooler*.)
- Have the children choose their favourite sentences and copy the version they like best into their Pupil's Books.
- Encourage them to compare with a friend and see if they chose the same version.

Answers: 1 Listen **2** Don't eat; Children's own answers

Teaching star!

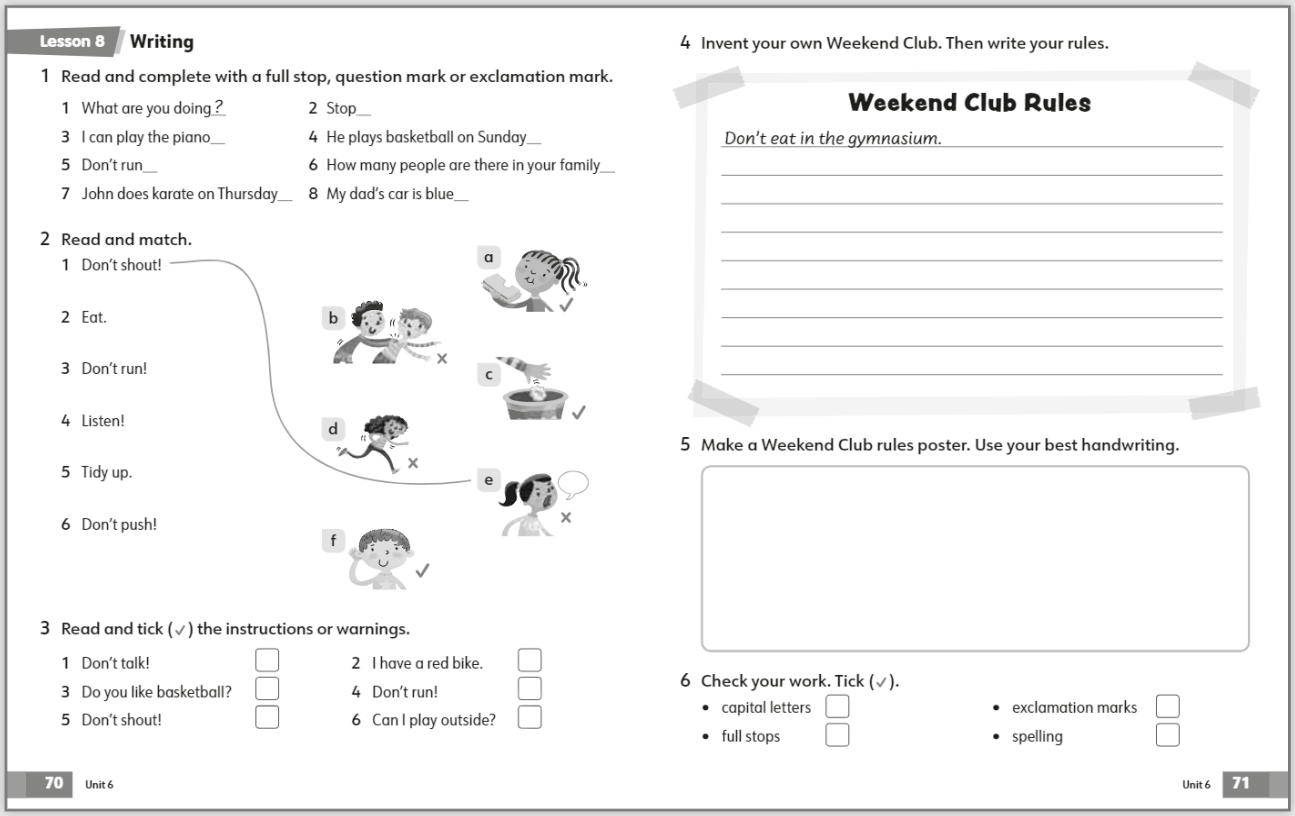
Collocations

There are useful collocations used in the writing exercise in this lesson and extra exposure will help the children become familiar with them.

- Divide the class into pairs. One child says the verb from the rules, e.g. *Listen* or *Don't run*, and their partner supplies the end of the sentence (e.g. ... *to the teacher* or ... *in the classroom*).
- Have them do this first with their Pupil's Books open and then with their books closed.

Cooler: Crazy rules!

- Using the sentences you wrote on the board in Activity 3, erase either the beginning or the ending of each sentence to leave verbs and endings written randomly across the board.
- Elicit ideas for some new crazy classroom rules, e.g. *Don't eat the teacher! Listen to your books!* Draw lines joining the verbs and second halves in the new ways.



Lesson 8 Writing

1 Read and complete with a full stop, question mark or exclamation mark.

1 What are you doing?
2 Stop__
3 I can play the piano__
4 He plays basketball on Sunday__
5 Don't run__
6 How many people are there in your family__
7 John does karate on Thursday__
8 My dad's car is blue__

2 Read and match.

1 Don't shout!
2 Eat.
3 Don't run!
4 Listen!
5 Tidy up.
6 Don't push!

a
b
c
d
e
f

3 Read and tick (✓) the instructions or warnings.

1 Don't talk!
2 I have a red bike.
3 Do you like basketball?
4 Don't run!
5 Don't shout!
6 Can I play outside?

4 Invent your own Weekend Club. Then write your rules.

Weekend Club Rules

Don't eat in the gymnasium.

5 Make a Weekend Club rules poster. Use your best handwriting.

6 Check your work. Tick (✓).

- capital letters
- full stops
- exclamation marks
- spelling

70 Unit 6

Unit 6 71

1 Read and complete with a full stop, question mark or exclamation mark.

- Refer the children to the example. Elicit the next answer.
- Have the children continue the activity. While they do this, write the sentences on the board.
- For feedback, invite different children to complete the sentences on the board.

Answers: 1 ? **2** ! **3** . **4** . **5** ! **6** ? **7** . **8** .

2 Read and match.

- Refer the children to the pictures and elicit what they can see.
- Go through the example and elicit the next answer. Then have the children continue the activity individually.
- Read out the sentences and have the children say *yes* or *no*. Ask for whole-class agreement each time.

Answers: 1 e **2** a **3** d **4** f **5** c **6** b

3 Read and tick (✓) the instructions or warnings.

- Read out first sentence and elicit the answer. Then read out the second sentence and elicit the answer. Have chldren complete the rest of the activity individually.
- For feedback, invite different children to read out the answers, asking for whole-class agreement each time.

Answers: 1 ✓ **2** No tick **3** No tick **4** ✓ **5** ✓ **6** No tick

4 Invent your own Weekend Club. Then write your rules.

- Have the children choose their areas and write some appropriate rules. Remind them that they have an example of rules on Pupil's Book page 79.
- Invite volunteers to share their rules with the class.

5 Make a Weekend Club rules poster. Use your best handwriting.

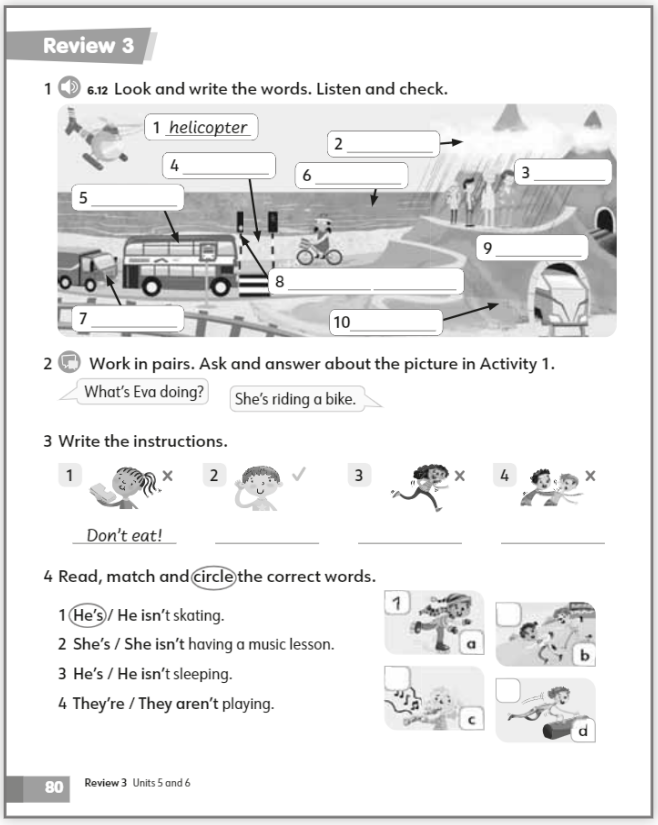
- Have the children use their rules to make a poster. Point out that posters are nicer to read with neat writing and pictures.
- You could display the posters in the classroom for all the children to look at.

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Review 3

Pupil's Book page 80


Review 3

1 6.12 Look and write the words. Listen and check.

1 helicopter 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

2 Work in pairs. Ask and answer about the picture in Activity 1.

What's Eva doing? She's riding a bike.

3 Write the instructions.

1 × 2 ✓ 3 × 4 ×

Don't eat!

4 Read, match and circle the correct words.

1 He's / He isn't skating.
2 She's / She isn't having a music lesson.
3 He's / He isn't sleeping.
4 They're / They aren't playing.

a b c d

80 Review 3 Units 5 and 6

Learning objectives: Review vocabulary, grammar from Units 5 and 6; CE:YL Pre A1 Starters: Reading and Writing Part 3 and Part 4

Review vocabulary: weather, natural features, transport

Grammar: Present continuous, imperatives

Resources: Flashcards

Materials: a piece of scrap paper for each child for the Cooler

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with some of the key vocabulary that will appear in this lesson, e.g. *skiing, mountains, weather, helicopter, traffic light, skate*.

1 6.12 Look and write the words. Listen and check.

- Ask the children what they can see in the picture.
- Point to the helicopter and say *Number one?* to elicit the example answer *helicopter*.
- Have the children continue the activity individually, labelling the numbered items.
- Play the audio for the children to listen and confirm or complete their answers.
- For feedback, say a number and have different children say the corresponding word. Ask for whole-class agreement each time and write the words on the board.

Answers: 1 helicopter **2** cloud **3** rain **4** beach **5** bus **6** sea **7** lorry **8** traffic light **9** train **10** mountain

2 Work in pairs. Ask and answer about the picture in Activity 1.

- Have two children read out the example question and answer.
- Point to some more people or things in the picture and ask *What's this? Where's (Henry)* or *What's (Owen) doing?* Have the children repeat the question and then say the answer.
- Divide the class into pairs. One child points and asks a question. Their partner answers. Then they change roles.

3 Write the instructions.

- Go through the example and elicit the next answer.
- Have the children complete individually, writing a suitable imperative for each picture.
- Invite different children to read out the answers. Ask for whole-class agreement each time. Write the answers on the board for everyone to check.

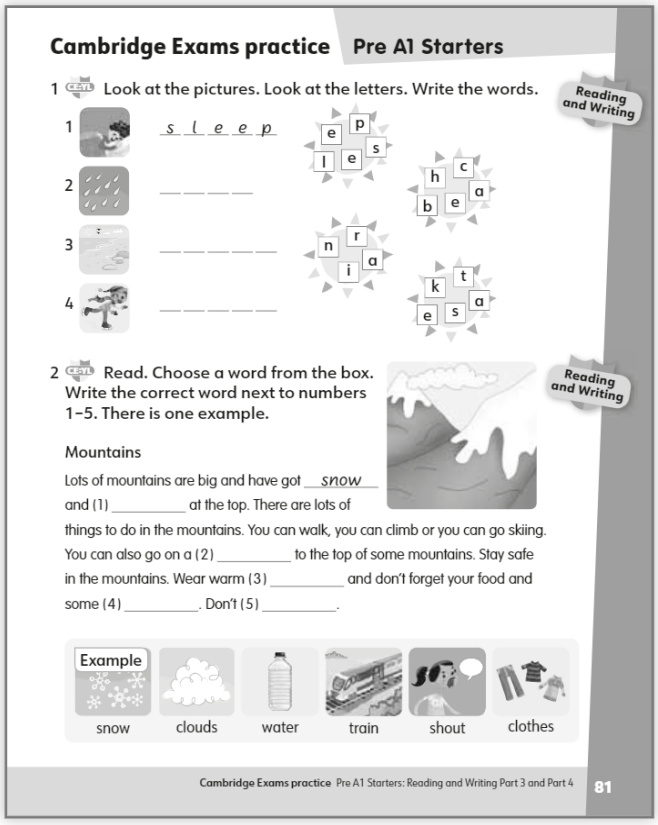
Answers: 1 Don't eat! **2** Listen! **3** Don't run! **4** Don't push!

4 Read, match and circle the correct words.

- Refer the children to the pictures. Read out the example.
- The children continue the activity individually.
- Invite three volunteers to read out the remaining answers. Ask for whole-class agreement each time.

Answers: 1 He's – a **2** She's – c **3** He isn't – d **4** They're – b

Pupil's Book page 81



1 CE:YL Look at the pictures. Look at the letters. Write the words.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children write the words that relate to the illustrated list.
- Refer the children to the pictures. Point out the example answer. Tell the children that the mixed-up words relate to what is shown in the pictures.
- The children continue the activity individually.

Answers: 1 sleep **2** rain **3** beach **4** skate

2 CE:YL Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children complete the text by choosing words from the illustrated list in the box.
- If done in class, first have the children look at the picture and say what they can see. Ask them what words they think they will see in the text.
- Have them read the text quickly and ask if they found any of the words they expected.
- Go through the example. Then have the children complete the activity individually. Encourage them to read each sentence and guess the word before they look at the word box.
- For feedback, read out the text stopping before each gap to have the children call out the word. Ask for whole-class agreement each time.
- (To help prepare for this part of the test, the children benefit from reading quickly for general meaning first and then trying to guess the answers before checking the words in the box.)

Answers: 1 clouds **2** train **3** clothes **4** water **5** shout

Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* on previous page). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a hole approximately 1 cm across.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 5 or 6, so that only part of a picture is visible and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing? Where's this?* Their partner can move the hole around to see more if it's too difficult. Then they change roles.

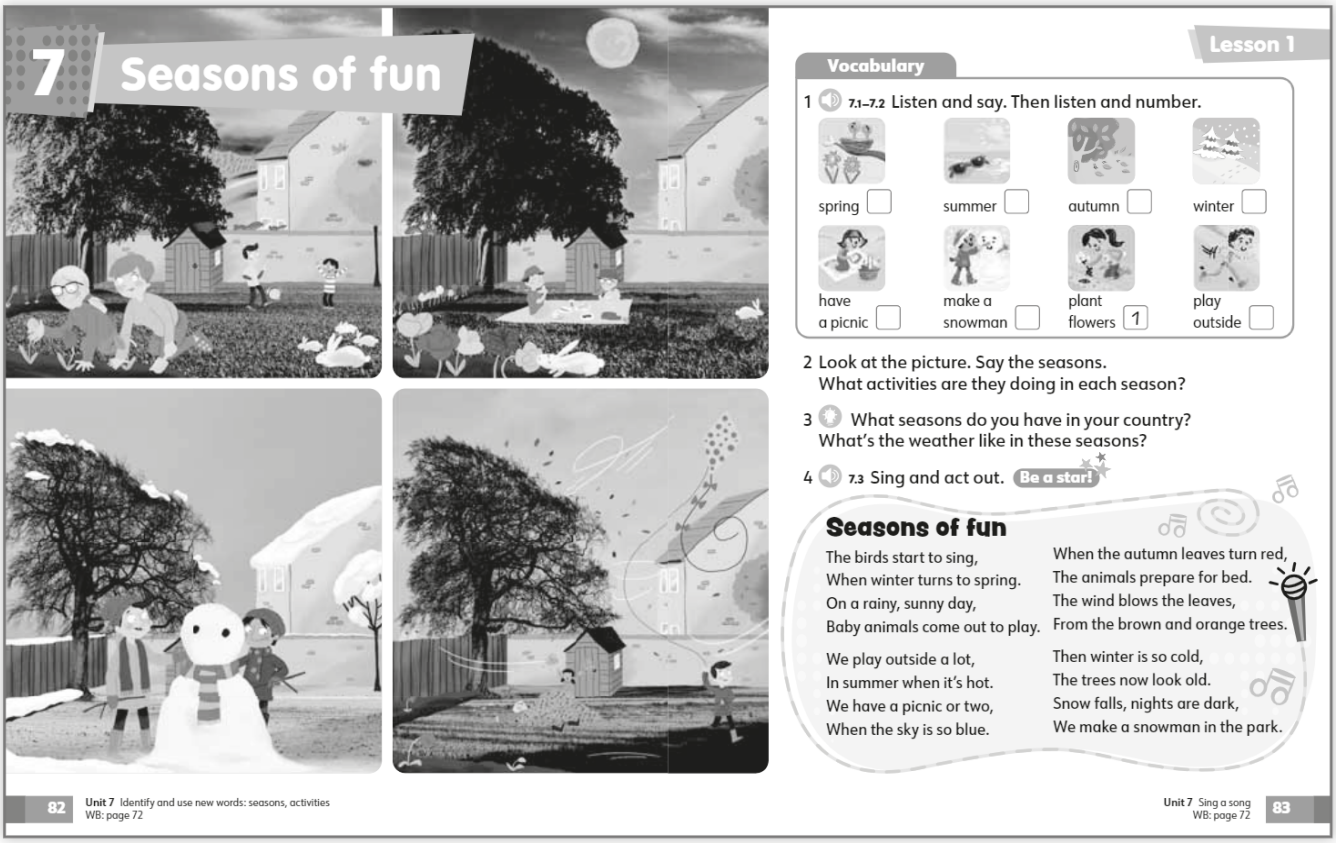
My progress: (Workbook page 117)

- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place. Have them hold up their books to show their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

7 Seasons of fun

Lesson 1 Vocabulary

Pupil's Book pages 82–83



Learning objectives: Identify and use new words: seasons, activities; Sing a song using the target vocabulary

Vocabulary: spring, summer, autumn, winter, have a picnic, make a snowman, plant flowers, play outside

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the pictures on pages 82–83. Ask *Who can you see in the pictures? Where are they? What are they doing? What's different in the pictures? What's your favourite picture?* Ask the children if they do these activities. Clarify the meaning of the unit title with the children.

1 7.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do actions (e.g. *spring* – move hands to represent birds flying; *summer* – fanning themselves in the heat; *autumn* – trees blowing in the wind; *winter* – shivering).

7.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 *plant flowers,* ***2*** *play outside,* ***3*** *have a picnic,* ***4*** *make a snowman,* ***5*** *spring,* ***6*** *winter,* ***7*** *summer,* ***8*** *autumn*

Answers: spring – **5**, summer – **7**, autumn – **8**, winter – **6**, have a picnic – **3**, make a snowman – **4**, plant flowers – **1**, play outside – **2**

2 Look at the picture. Say the seasons. What activities are they doing in each season?

- Hold up your Pupil's Book and point to the first picture on page 82. Ask *What season is this?* (*spring*) Do the same for each picture moving your finger in a clockwise circle to indicate the correct order and the cycle of the seasons.
- Then point at each picture again in turn and ask *What are they doing?* (e.g. *They're planting flowers.*)
- Review weather vocabulary by pointing and asking *What's the weather like here?* (e.g. *It's cloudy. It's raining.*)

Answers: spring: planting flowers, playing outside **summer:** having a picnic **autumn:** playing outside, flying a kite **winter:** making a snowman

3 What seasons do you have in your country? What's the weather like in these seasons?

- Ask the children if the seasons in their country are the same as the ones pictured in their books.
- Tell the children about a season you like, e.g. *I like spring, because it's warm.* Then talk about a season you don't like, e.g. *I don't like winter because it's rainy.* Write these examples on the board.
- Divide the class into pairs to discuss the questions. Then invite volunteers to tell the class which seasons they like and why.

Answers: Children's own answers.

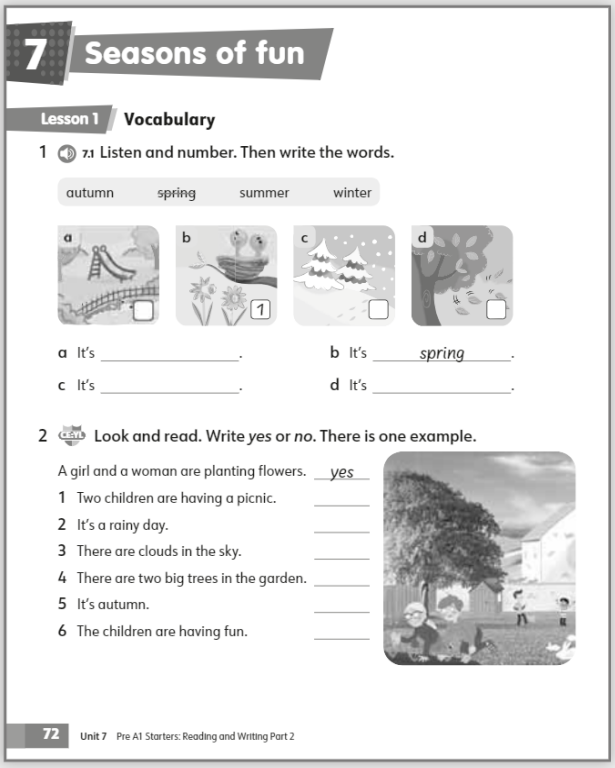
4 7.3 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the seasons or activities from Activity 1. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words. (They can repeat the mimes for the seasons they did in Activity 1, and also mime the activities mentioned in the song.)
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 14–17) with instructions using the vocabulary from Activity 1, e.g. *Simon says, 'it's spring.' Simon says, 'make a snowman.'*

Workbook page 72



7 Seasons of fun

Lesson 1 Vocabulary

1 7.1 Listen and number. Then write the words.

autumn ~~spring~~ summer winter

a ☐ b 1 c ☐ d ☐

a It's _____. b It's *spring*.

c It's _____. d It's _____.

2 CE:YL Look and read. Write *yes* or *no*. There is one example.

A girl and a woman are planting flowers. *yes*

1 Two children are having a picnic. _____

2 It's a rainy day. _____

3 There are clouds in the sky. _____

4 There are two big trees in the garden. _____

5 It's autumn. _____

6 The children are having fun. _____

72 Unit 7 Pre A1 Starters: Reading and Writing Part 2

1 7.1 Listen and match. Then write the words.

Audioscript

1 *It's warm and the birds are singing. Let's play outside.*

2 *It's hot! Let's have a picnic in the park and go swimming.*

3 *Oh wow! Look! It's snowing. Let's make a snowman.*

4 *Look at the leaves on the trees. They're red, orange and yellow. Let's play in the leaves.*

Answers: a 2, summer **b** 1, spring **c** 3, winter **d** 4, autumn

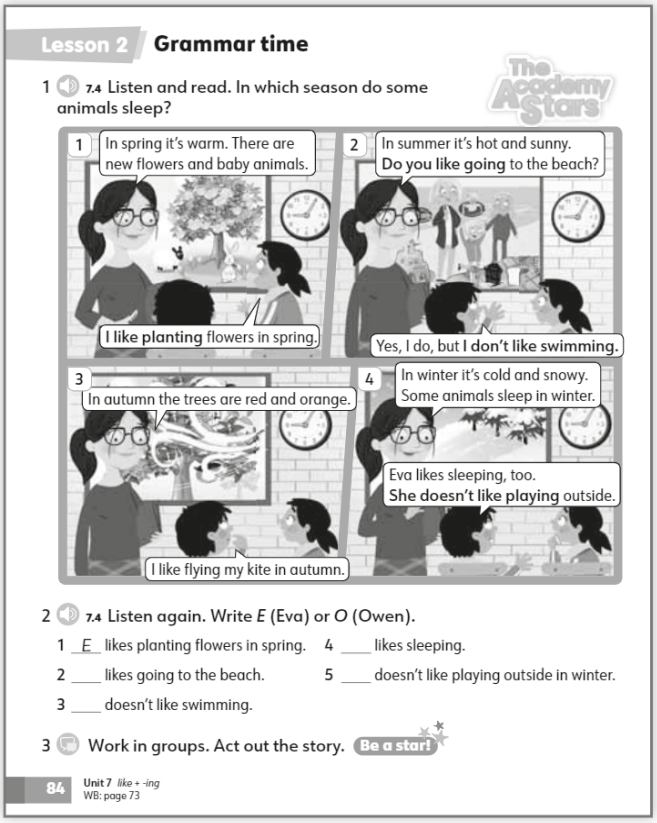
2 CE:YL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- Ask the children what they can see in the picture. Ask them about activities, weather and seasons.
- Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.

Answers: 1 no **2** no **3** yes **4** no **5** no **6** yes

Lesson 2 Grammar time

Pupil's Book page 84



Learning objectives: Understand the use of *like + -ing*; Read and act out a story using the target grammar

Grammar: *like + -ing*

Review vocabulary: seasons

7.3 Warm-up: Sing the song!

- Play the song *Seasons of fun* again and have the children join in and do the actions as in Lesson 1.

1 7.4 Listen and read. In which season do some animals sleep?

- Refer the children to the pictures and ask *Who can you see? (Eva, Owen and their teacher) Where are they? (at school / in the classroom) What are they doing? (They're talking about the seasons / looking at pictures.)*
- Play the audio and have the children follow the story. At the end, ask *In which season do some animals sleep?* and have them find the answer.
- Ask some questions to check comprehension: *When is it warm? (in spring) When are the trees different colours? (in autumn) What does Eva like doing? (planting flowers and sleeping) What does Owen like doing? (going to the beach and flying his kite) What doesn't he like doing? (swimming) What doesn't Eva like doing? (playing outside)*
- Play the audio one more time, pausing after the name of each season for the children to add the description that follows, e.g. *In spring ... it's warm.*

Answer: in winter

2 7.4 Listen again. Write *E* (Eva) or *O* (Owen).

- Play the audio again for the children to listen and read. Refer the children to the example and ask them to find the sentence in the story that shows this is the answer. (*I like planting flowers in the spring.*)
- Have the children read the other sentences and continue the activity individually, identifying who is being described each time and writing *E* or *O* as appropriate.
- Ask different children to read out the completed sentences. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 E **2** O **3** O **4** E **5** E

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of *Do you like ...?* and *doesn't like ...* so the children are confident in using them later. Check that they are clearly distinguishing between sentence and question intonation.
- Divide the class into groups of three. The children can either decide their own roles in their groups or you can allocate roles by giving every child a number, 1–3: all number 1s are Eva, all number 2s are Owen and all number 3s are the teacher.
- Have the children use their Pupil's Books initially, but tell them that the aim is to memorise their lines so that they no longer need to look at it. This will help them become more fluent. Encourage them to help each other achieve this by prompting if anyone gets stuck. (This also means that the children remain focused on the task even when they are not speaking.)
- Set a time limit for practice – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively.

Teaching star!

Managing groupwork

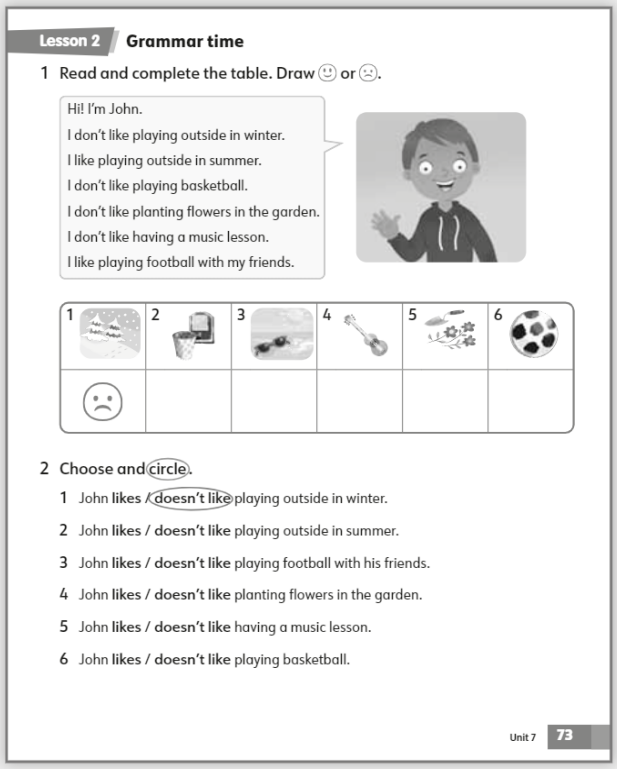
Certain strategies can make groupwork easier to manage.

- Make the time limit clear when the children start. It helps to keep them focused.
- Monitor and make sure the children are focused on the task and that they are all contributing.
- Let them know when their time is nearly finished. Have an attention device (a countdown when they all join in, a bell to ring, waving (silently) or standing on a chair) to get everyone's attention. Then moving onto the next phase will be easier to manage.

7.4 Cooler: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Lesson 2, Activity 1. Pause the audio after some of the key words, e.g. *warm, flowers, planting, beach, swimming, orange, autumn, winter.*

Workbook page 73



Lesson 2 **Grammar time**

1 Read and complete the table. Draw ☺ or ☹.

Hi! I'm John.
I don't like playing outside in winter.
I like playing outside in summer.
I don't like playing basketball.
I don't like planting flowers in the garden.
I don't like having a music lesson.
I like playing football with my friends.

1	2	3	4	5	6
☹					

2 Choose and circle.

1 John **likes** / **doesn't like** playing outside in winter.
2 John **likes** / **doesn't like** playing outside in summer.
3 John **likes** / **doesn't like** playing football with his friends.
4 John **likes** / **doesn't like** planting flowers in the garden.
5 John **likes** / **doesn't like** having a music lesson.
6 John **likes** / **doesn't like** playing basketball.

Unit 7 73

1 Read and complete the table. Draw ☺ or ☹.

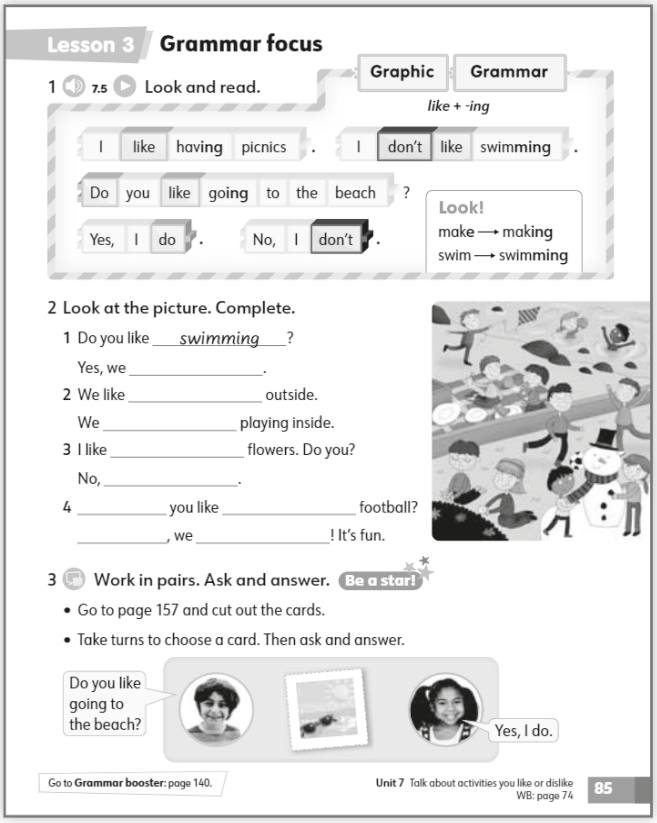
Answers: 1 ☹ **2** ☹ **3** ☺ **4** ☹ **5** ☹ **6** ☺

2 Choose and circle.

Answers: 1 doesn't like **2** likes **3** likes
4 doesn't like **5** doesn't like **6** doesn't like

Lesson 3 Grammar focus

Pupil's Book page 85



Learning objectives: Talk about activities you like or dislike

Grammar: *I like having picnics. I don't like swimming. Do you like going to the beach? Yes, I do. / No, I don't.*

Review vocabulary: activities

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with the vocabulary from Lesson 1 Activity 1.

1 7.5 Look and read.

- Play the audio. Have the children join in, nodding and doing actions for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again and have the children repeat the sentences. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Ask them to find all the *-ing* verbs and see what word comes before them (*like*). Have the children repeat all the *like* + *-ing* combinations.
- Write on the board: *go, make, swim*. Then write *going, makeing, swiming* alongside the corresponding verbs.
- Say *go – going*. Ask the class *Is this correct?* and draw a tick by this combination.
- Say *make – making* and start to spell out *making: m–a–k …* Stop and look puzzled. Point to *makeing* on the board and ask *Is that correct?* Elicit the correct spelling, referring the children to the Graphic Grammar section again as necessary. Cross out the *e* and then write *making* as a single word.
- Repeat with *swim – swimming,* writing in the extra *m*.

- If using the video, tell the children they will see a video about a boy and his mum at the beach. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

2 Look at the picture. Complete.

- Refer the children to the picture and ask *What are the children doing?* Elicit activities.
- Say *In autumn, I like flying a kite*. Then ask a confident child *Do you like flying a kite in autumn?* If necessary, point to the short answers in Activity 1 to prompt them.
- Then ask several different children *Do you like playing outside?* to elicit *Yes, I do and No, I don't*.
- Look at the example together. Elicit the missing word in the answer. (If your class needs more support, you can elicit all the answers orally, pointing as necessary to the relevant part of the picture.)
- Have the children complete the activity individually.
- For feedback, invite different pairs of children to read out the completed exchanges – the questions and answers. Ask for whole-class agreement each time. For the last question, ask the children if anyone has a different question and point out that there are several correct alternatives.

Answers: 1 swimming, do **2** playing, don't like
3 planting, I don't **4** Do, playing football, Yes, do

3 Work in pairs. Ask and answer.

Be a star!

- Organise the children in pairs and have them open their books to page 157. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. Explain that they will use one set of cards for this activity.
- Tell the children that they should choose a card and ask their friend about the activity they see on the card, using *Do you like* and the *-ing* forms of the verbs. Their friend responds with *Yes, I do.* or *No, I don't*. Have them take turns in both roles. Work through the example activity with the children.
- Allow time for the children to complete the game.

Teaching star!

Extension

Activity 3 can be extended by adding an extra challenge, as below:

- Explain to the children they will do the previous activity one more time, but this time, they must try to ask appropriate questions in order to get all *Yes, I do* answers to the questions.
- Have the children ask and answer, counting how many *Yes, I do* answers they managed.
- Then change and have them try to get all *No, I don't* answers. Again, ask them to count how many *No, I don't* answers they got.
- Invite some children to ask a question to the class that they think will get a *Yes, I do* or *No, I don't* answer from everyone!

Grammar booster

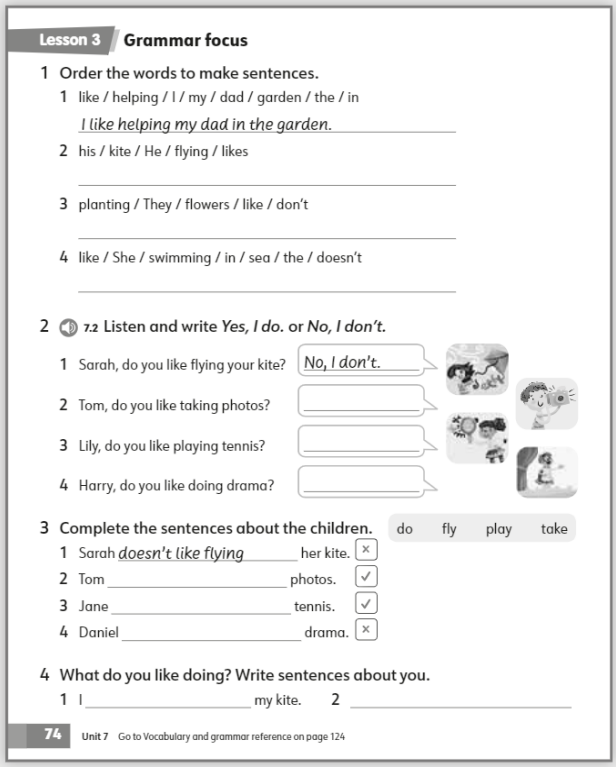
Ask the children to turn to page 140 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 swimming, do **2** making, don't **3** playing, do **4** planting, do **5** playing, don't **6** we like, do

Cooler: Draw and label

- Draw a quick picture on the board of you doing an activity. Next to it, write *I like ...* and elicit a suitable ending, e.g. *... swimming in the summer.*
- Have the children do the same in their notebooks. When they have finished, ask them to show their pictures and read out their sentences to the friends near them.

Workbook page 74



Lesson 3 Grammar focus

1 Order the words to make sentences.

1 like / helping / I / my / dad / garden / the / in
I like helping my dad in the garden.

2 his / kite / He / flying / likes

3 planting / They / flowers / like / don't

4 like / She / swimming / in / sea / the / doesn't

2 7.2 Listen and write *Yes, I do.* or *No, I don't.*

1 Sarah, do you like flying your kite? No, I don't.

2 Tom, do you like taking photos?

3 Lily, do you like playing tennis?

4 Harry, do you like doing drama?

3 Complete the sentences about the children. do fly play take

1 Sarah *doesn't like flying* her kite. ×
2 Tom photos. ✓
3 Jane tennis. ✓
4 Daniel drama. ×

4 What do you like doing? Write sentences about you.

1 I my kite. 2

74 Unit 7 Go to Vocabulary and grammar reference on page 124

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 to help them when completing these activities.

1 Order the words to make sentences.

Answers: 1 I like helping my dad in the garden. **2** He likes flying his kite. **3** They don't like planting flowers. **4** She doesn't like swimming in the sea.

2 7.2 Listen and write *Yes, I do.* or *No, I don't.*

Audioscript

1 ***Girl:*** *I'm Sarah. I don't like flying my kite.*
Boy: *I'm Ted. I like flying my kite.*
2 ***Girl:*** *I'm Anna. I like taking photos.*
Boy: *I'm Tom. I like taking photos too!*
3 ***Boy:*** *I'm Matt. I like playing tennis.*
Girl: *I'm Lily. I don't like playing tennis.*
4 ***Girl:*** *I'm Greta. I like doing drama.*
Boy: *I'm Harry. I like doing drama too!*

Answers: 1 No, I don't. **2** Yes, I do. **3** No, I don't. **4** Yes, I do.

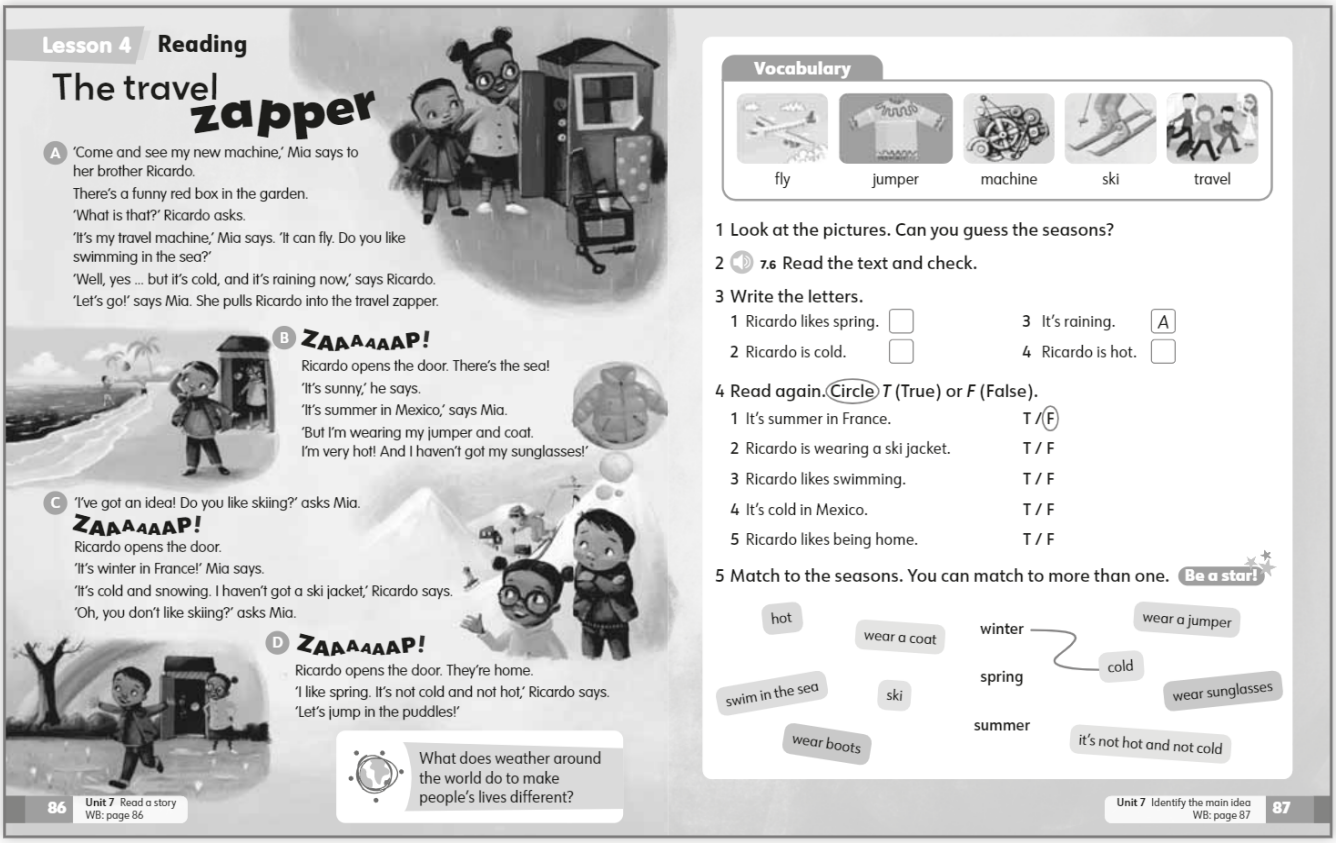
3 Complete the sentences about the children.

Answers: 1 doesn't like flying **2** likes taking **3** likes playing **4** doesn't like doing

4 What do you like doing? Write sentences about you.

Answers: Children's own answers.

Pupil's Book pages 86–87



Learning objectives: Read a story; Identify the main idea

Vocabulary: fly, jumper, machine, ski, travel

Additional vocabulary: let's go, puddles

Review vocabulary: seasons, weather

Resources: Flashcards; Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with key sentences from Lessons 2 and 3, e.g. *Do you like going to the beach? I don't like swimming. I like flying my kite in autumn. In winter it's cold and snowy. She doesn't like playing outside.*

Vocabulary

- Refer the children to the vocabulary panel at the top of page 87 and read out the words for the children to point and repeat.
- Say each word in a sentence to clarify its meaning.

1 Look at the pictures. Can you guess the seasons?

- Refer the children to the pictures of the story and elicit what they can see. For each one, ask *What is the weather like? Can you guess what season it is?* and elicit suggestions but don't go over the answers yet.

2 7.6 Read the text and check.

- Have the children read the text quickly to check their ideas.
- Elicit the name of the countries where Mia and Ricardo travel to from their home (*Mexico and France*).
- You may then want to read through the text together as a class, playing the audio as support for children who need more help.

Answers: A, D (home) – spring **B** (Mexico) – summer **C** (France) – winter

3 Write the letters.

- Give the children time to read the text carefully.
- Refer the children to the example answer. Ask them to find the part of the text that shows this – **A** (*Well, yes ... but it's cold, and it's raining now.*).
- Have the children look again at section B of the story. Ask *Where are they? What are they doing?*
- Now ask the class to choose the sentence that relates to this section and write the letter in the box.

- Have the children complete the activity individually.
- For feedback, read out the sentences and have the children call out the letters.

Answers: 1 D **2** C **3** A **4** B

4 Read again. Circle *T* (True) or *F* (False).

- Refer the children to the example question and answer. Ask them to find the part of the text that shows that this sentence is false (*'It's winter in France! It's cold and snowing.'*).
- Have the children continue the activity individually.
- For feedback, invite different children to read out the sentences and have the children call out *true* or *false*. Ask for whole-class agreement each time.

Answers: 1 F **2** F **3** T **4** F **5** T

5 Match to the seasons. You can match to more than one.

Be a star!

- Work through the example answer with the class by asking *What is the weather like in winter?* (cold)
- Tell the children they need to draw lines from the seasons to the words that relate to them.
- Have the children do the activity individually.
- For feedback, read out the phrases and have the children call out the seasons. Ask for whole-class agreement each time.

Answers: winter: cold, wear a coat, ski, wear boots, wear a jumper **spring:** wear boots, wear a jumper, it's not hot and cold **summer:** hot, swim in the sea, wear sunglasses

ESDC

What does weather around the world do to make people's lives different?

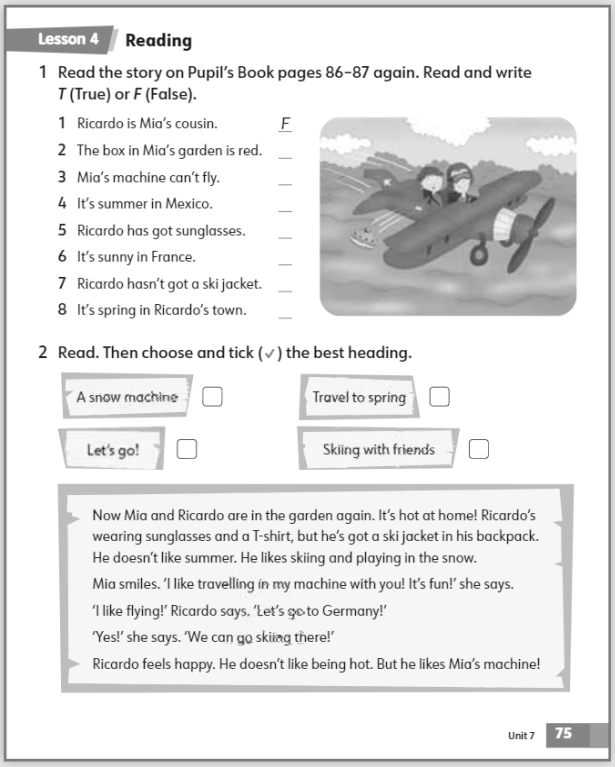
- This question helps the children identify some of the connections between their own community and the outside world.
- Talk about how the weather in your country affects people's lives (what they wear, how they spend time outside, what grows in the country, how healthy they are).
- Discuss how weather in other countries might affect people there. Write column headings *Cold*, *Hot*, *Wet*, *Warm* on the board and elicit ideas from the children on how the different temperatures connect to what people are able to eat, do, wear and how they might feel.

Possible answers: in warm and hot countries, people might be able to play outside and stay healthy more easily, but if it's too hot, it's hard for plants to grow; in cold and wet countries, people need to wear heavier clothes and eat more food to stay warm and healthy, and they can't be outside as often.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with section D of the text.

Workbook page 75



Lesson 4 Reading

1 Read the story on Pupil's Book pages 86–87 again. Read and write *T* (True) or *F* (False).

1 Ricardo is Mia's cousin. F
2 The box in Mia's garden is red. ___
3 Mia's machine can't fly. ___
4 It's summer in Mexico. ___
5 Ricardo has got sunglasses. ___
6 It's sunny in France. ___
7 Ricardo hasn't got a ski jacket. ___
8 It's spring in Ricardo's town. ___

2 Read. Then choose and tick (✓) the best heading.

A snow machine ☐ Travel to spring ☐
Let's go! ☐ Skiing with friends ☐

Now Mia and Ricardo are in the garden again. It's hot at home! Ricardo's wearing sunglasses and a T-shirt, but he's got a ski jacket in his backpack. He doesn't like summer. He likes skiing and playing in the snow.
Mia smiles. 'I like travelling in my machine with you! It's fun!' she says.
'I like flying!' Ricardo says. 'Let's go to Germany!'
'Yes!' she says. 'We can go skiing there!'
Ricardo feels happy. He doesn't like being hot. But he likes Mia's machine!

Unit 7 75

1 Read the story on Pupil's Book pages 86–87 again. Read and write *T* (True) or *F* (False).

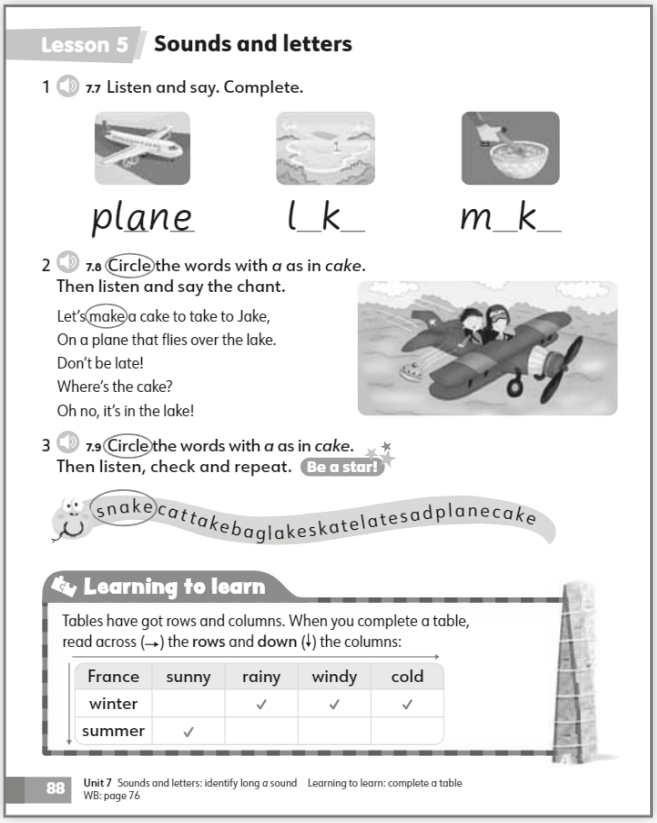
Answers: 1 F **2** T **3** F **4** T **5** F **6** F **7** T **8** T

2 Read. Then choose and tick (✓) the best heading.

Answers: Let's go!

Lesson 5 Sounds and letters

Pupil's Book page 88


Lesson 5 Sounds and letters

1 7.7 Listen and say. Complete.

plane l_k_ m_k_

2 7.8 Circle the words with *a* as in *cake*. Then listen and say the chant.

Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

3 7.9 Circle the words with *a* as in *cake*. Then listen, check and repeat. Be a star!

snake cat take bag lake skate late sad plane cake

Learning to learn

Tables have got rows and columns. When you complete a table, read across (→) the rows and down (↓) the columns:

France	sunny	rainy	windy	cold
winter		✓	✓	✓
summer	✓			

88 Unit 7 Sounds and letters: identify long *a* sound Learning to learn: complete a table
WB: page 76

Learning objectives: Sounds and letters: identify long *a* sound; Learning to learn: complete a table

Sounds and letters words: lake, make, plane

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the text in the last lesson, e.g. *garden, machine, zapper, sunglasses, summer.* (If the children might find these words too challenging, you can include easier ones in the middle, e.g. *opens, spring, sunny, beach*.)

1 7.7 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *a* in the word plane and ask *What's this sound? What's the word?* Then point to the e in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *a* sound like */eɪ/*.
- Continue by pointing to the spaces in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/eɪ/ /eɪ/ /eɪ/ plane
/eɪ/ /eɪ/ /eɪ/ lake
/eɪ/ /eɪ/ /eɪ/ make

Answers: plane lake make

2 7.8 Circle the words with *a* as in cake. Then listen and say the chant.

- First have the children find all the examples of the letter *a* they can (there are 12). Ask how the letter *a* is pronounced on its own.
- Write on the board *Let's make a cake*. Point to each *a* and ask what sound it makes in the word (*/eɪ/*, */a/*, */eɪ/*).
- Have the children find and circle all the other examples of the words with the */eɪ/* sound. Point out the example in the first line and ask how many more they found. If the class doesn't agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the */eɪ/* words.
- Then play it again pausing before some key */eɪ/* words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

Answers: Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

3 7.9 Circle the words with *a* as in *cake*. Then listen, check and repeat.

Be a star!

- Ask the children what the first word is in the word snake (*snake*). Ask if it has the */eɪ/* sound (*yes*). Elicit the next word (*cat*). Ask if it has the */eɪ/* sound (*no*).
- Have the children complete the activity individually, circling the words with *a* as in *cake*. While they do this, write the word snake on the board.
- Play the audio for the children to check their answers. Then invite different children to come to the board and circle an */eɪ/* word. Ask for whole-class agreement each time.
- Have the children say all the words in the word snake to practise their pronunciation.

Answers: snake, take, lake, skate, late, plane, cake

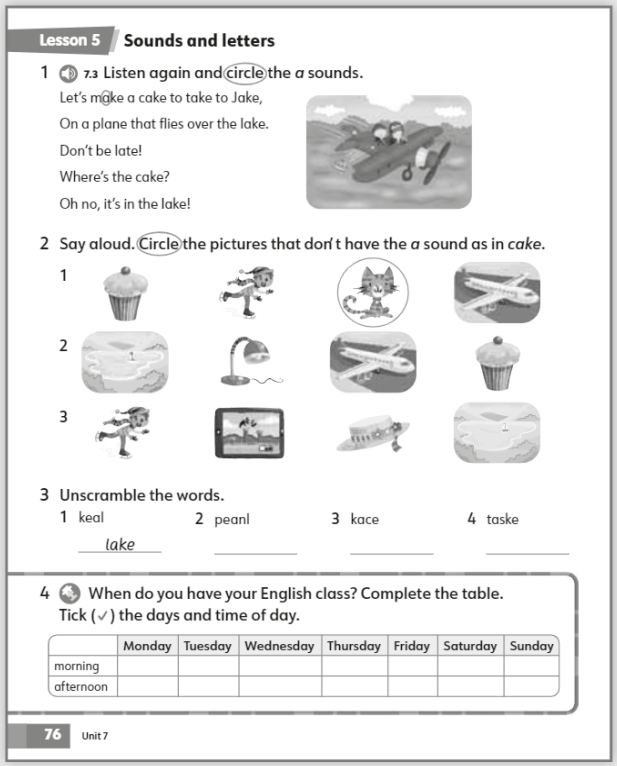
Learning to learn

- Copy the table from the *Learning to learn* box onto the board.
- Indicate the *columns* (vertical) and the *rows* (horizontal). Ask a child to read out the column headings (*sunny, rainy*, etc), and another to read out the row headings (*winter, summer*). Explain that *France* (top left) relates to both the columns and the rows.
- Ask *In France, is it windy in winter?* Point to France on the board. Move your finger down to *winter*, then across the row, saying *Sunny … rainy … windy!* Point to the tick in and say *Windy – yes! In France, it's windy in winter.*
- Then ask *In France, is it sunny in winter?* Elicit the answer (*no*). Invite a child to the board to show the class the information in the table that gives that answer.
- Then draw a similar table on the board for the children's own country. (You can use *winter* and *summer* again, or *autumn* and *spring*.) Ask about the weather in each season. Get the class consensus and ask different children to draw ticks in the table accordingly.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activities 2 and 3.

Workbook page 76



Lesson 5 Sounds and letters

1 7.3 Listen again and circle the *a* sounds.

Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

2 Say aloud. Circle the pictures that don't have the *a* sound as in *cake*.

1
2
3

3 Unscramble the words.

1 keal *lake* 2 peanl _____ 3 kace _____ 4 taske _____

4 When do you have your English class? Complete the table. Tick (✓) the days and time of day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							

76 Unit 7

1 7.3 Listen again and circle the *a* sounds.

Answers: Let's m@ke a c@ke to t@ke to J@ke,
On a pl@ne that flies over the l@ke.
Don't be l@te!
Where's the c@ke?
Oh no, it's in the l@ke!

2 Say aloud. Then circle the pictures that don't have the *a* sound as in *cake*.

Answers: 1 cat **2** lamp **3** hat

3 Unscramble the words.

Answers: 1 lake **2** plane **3** cake **4** skate

4 When do you have your English class? Complete the table. Tick (✓) the days and time of day.

Answers: Children's own answers.

Lesson 6 Language in use

Pupil's Book page 89



Learning objectives: *Let's* + infinitive; *What about + -ing?*

Vocabulary: leaf / leaves

Review vocabulary: seasons, weather

Resources: Language in use video; Grammar worksheet 2

7.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the words and do an action for each one, e.g. *leaf*: mime holding one leaf, *leaves*: mime throwing lots of leaves into the air. Have the children say the words and do the actions with you. Practise the pronunciation.

1 7.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Point out the intonation used when making suggestions: *Let's* and the verb are stressed; and *What* and the *-ing* verb are stressed, but *about* is a weaker word.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the intonation of the suggestions as described above.
- Now play the video one more time, stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and ask what they can see. Elicit and drill different phrases for making suggestions for all the photos, e.g. *What about walking in the snow? Let's make a snowman! Let's play outside! Why don't we plant (some) flowers? Let's have a picnic!*
- Invite two children to read the example dialogue. Point out it is similar to the dialogue in Activity 1 but the blue words have changed.
- Divide the class into pairs to make new dialogues with the photos in the boxes. One child makes suggestions using the Student A information. Their partner responds in a similar way to the dialogue in Activity 1. Then they change roles, and the second child makes suggestions using the Student B information for their partner to respond to.
- While they do this, circulate, monitor and pay attention to the children's use of *Let's* + infinitive and *What about + -ing?* to make suggestions.

3 Now it's your turn. Choose a season and make suggestions. Be a star!

- Roleplay an example dialogue with a confident child. Have the child start, using a version of Student A's opening in Activity 2: *It's [weather]. I don't like [season].* You respond by making suggestions. Encourage the child to reject the first two suggestions and then accept the next suggestion.
- Divide the class into pairs and have them make similar dialogues: one child chooses a season and starts the dialogue; the other makes suggestions for activities. Encourage the children to use the same pattern: *No, no, OK!*
- Invite volunteer pairs to roleplay their dialogue for the class.

Grammar booster

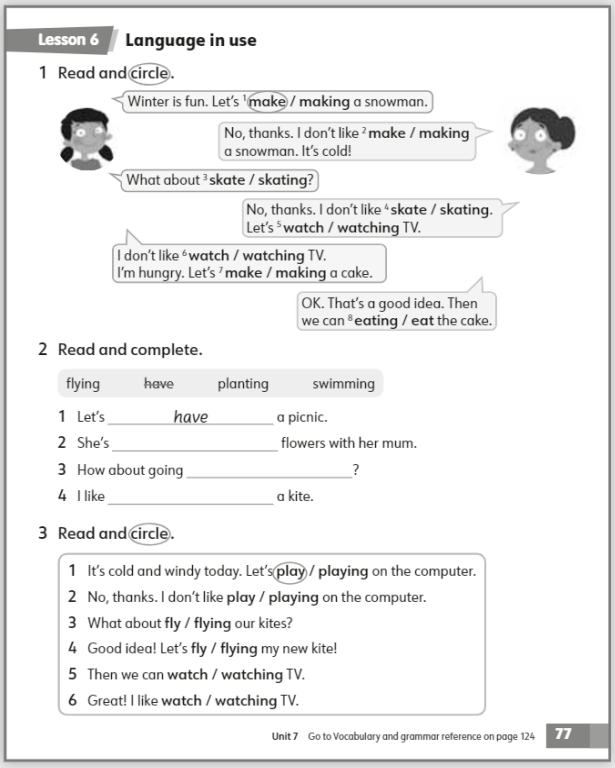
Ask the children to turn to page 140 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 There's lots to do. Let's make a snowman! **2** Let's go swimming. **3** What about planting some flowers? **4** What about flying a kite?

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with suggestions and responses from this lesson, e.g. *What about playing tennis in the park? No, thanks. I don't like playing tennis. Let's make a leaf picture! That's cool. Let's make one!*

Workbook page 77



Lesson 6 Language in use

1 Read and circle.

Winter is fun. Let's [1] make / making a snowman.

No, thanks. I don't like [2] make / making a snowman. It's cold!

What about [3] skate / skating?

No, thanks. I don't like [4] skate / skating. Let's [5] watch / watching TV.

I don't like [6] watch / watching TV. I'm hungry. Let's [7] make / making a cake.

OK. That's a good idea. Then we can [8] eating / eat the cake.

2 Read and complete.

flying ~~have~~ planting swimming

1 Let's *have* a picnic.
2 She's _____ flowers with her mum.
3 How about going _____?
4 I like _____ a kite.

3 Read and circle.

1 It's cold and windy today. Let's play / playing on the computer.
2 No, thanks. I don't like play / playing on the computer.
3 What about fly / flying our kites?
4 Good idea! Let's fly / flying my new kite!
5 Then we can watch / watching TV.
6 Great! I like watch / watching TV.

Unit 7 Go to Vocabulary and grammar reference on page 124 77

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 to help them when completing these activities.

1 Read and circle.

Answers: 1 make **2** making **3** skating **4** skating **5** watch **6** watching **7** make **8** eat

2 Read and complete.

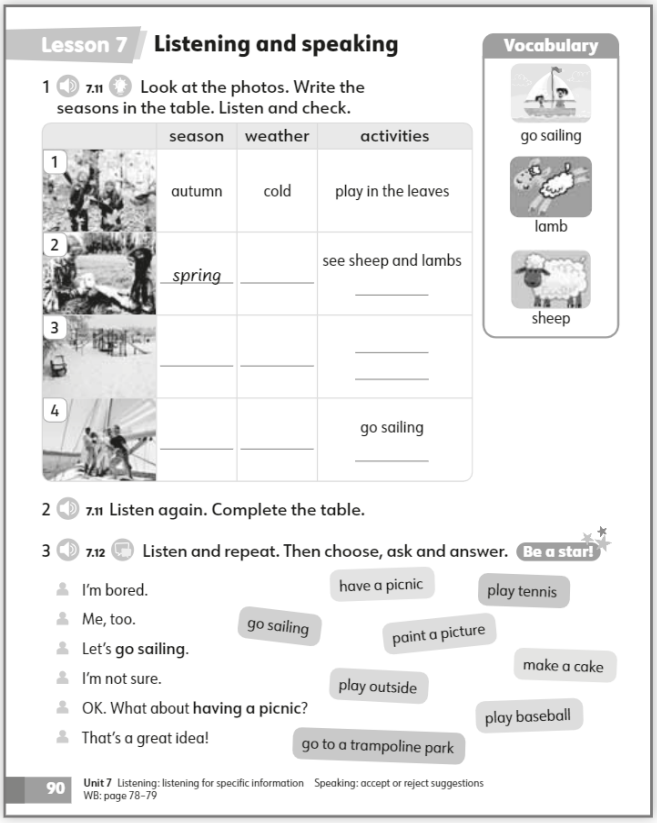
Answers: 1 have **2** planting **3** swimming **4** flying

3 Read and circle.

Answers: 1 play **2** playing **3** flying **4** fly **5** watch **6** watching

Lesson 7 Listening and speaking

Pupil's Book page 90


Lesson 7 Listening and speaking

1 7.11 Look at the photos. Write the seasons in the table. Listen and check.

	season	weather	activities
1	autumn	cold	play in the leaves
2	spring		see sheep and lambs
3			
4			go sailing

Vocabulary: go sailing, lamb, sheep

2 7.11 Listen again. Complete the table.

3 7.12 Listen and repeat. Then choose, ask and answer. Be a star!

I'm bored. / Me, too. / Let's **go sailing**. / I'm not sure. / OK. What about **having a picnic**? / That's a great idea!

have a picnic, play tennis, go sailing, paint a picture, make a cake, play outside, play baseball, go to a trampoline park

90 Unit 7 Listening: listening for specific information Speaking: accept or reject suggestions
WB: page 78–79

Learning objectives: Listening: listening for specific information; Speaking: accept or reject suggestions

Vocabulary: go sailing, lamb, sheep

Review vocabulary: seasons, weather

Resources: Vocabulary worksheet 2

7.10 Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with suggestions and responses, e.g. *Let's fly our kites. I don't like flying kites. What about playing tennis? No, thanks. I don't like playing tennis.*

Vocabulary

- Refer the children to the vocabulary panel. Say the words and have the children repeat. Ask *Which is the mother / baby – the lamb or the sheep?*

1 7.11 Look at the photos. Write the seasons in the table. Listen and check.

- Elicit the seasons pictured in the photos. Have the children write the missing two seasons. Then play the audio for them to check their answers.

Audioscript

1 Boy: *I'm bored.*
Girl: *Me, too. It's cold outside. But look at the leaves. Look at all the colours … red, orange, yellow, brown.*
Boy: *Yes, I love the leaves in autumn.*
Girl: *I know! Let's play in the leaves.*
Boy: *That's a great idea! I like jumping in the leaves. Let's go!*

2 Boy: *I like seeing baby animals in spring. Is it raining today?*
Girl: *No, it isn't. It's a bit cloudy, but it isn't cold.*
Boy: *Great! Let's have a picnic. We can go and see the sheep and their lambs!*
Girl: *The picnic is great. Ah, look! The lambs are jumping.*
Boy: *They like our picnic, too. I think they're hungry.*
Girl: *Let's give them some milk.*

3 Girl: *Let's go to the park.*
Boy: *OK. I like playing outside. Let's fly kites!*
Girl: *Oh. I'm not sure. It isn't windy today.*
Boy: *OK. … Oh, no! Look out of the window. It's snowing. Winter is here! Put on your scarf and gloves!*
Girl: *Wow! Let's play outside and make a snowman! Where are my boots?*

4 Boy: *I'm really hot!*
Dad: *Well it is summer. It's windy, too. What about going sailing?*
Boy: *OK.*
Boy: *This is fun. I like sailing. And I like swimming, too.*
Dad: *Mmm … I don't like swimming.*
Boy: *Watch out! Don't stand up!*
Dad: *The water is nice!*
Boy: *So now you like swimming!*

Answers: 1 autumn **2** spring **3** winter **4** summer

2 7.11 Listen again. Complete the table.

- Play the audio. Have the children complete the table.

Answers: 2 spring, cloudy, have a picnic; **3** winter, snowy, make a snowman; **4** summer, hot, windy, swimming

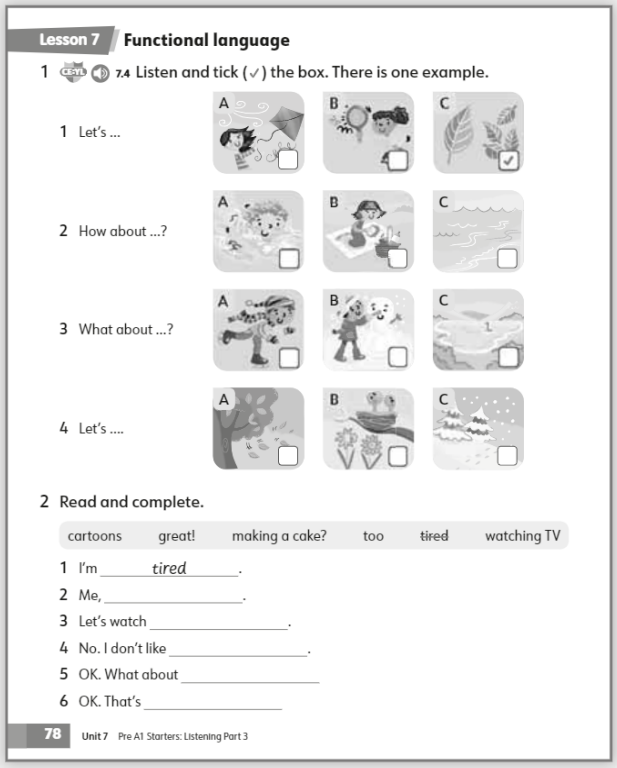
3 7.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Play the audio. Have the children point to the activities they hear mentioned. Then repeat.
- Divide the class into pairs to make new dialogues, changing the words in blue.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the phrases from Activity 3.

Workbook page 78


Lesson 7 Functional language

1 7.4 Listen and tick (✓) the box. There is one example.

1 Let's ...
2 How about ...?
3 What about ...?
4 Let's ....

2 Read and complete.

cartoons great! making a cake? too ~~tired~~ watching TV

1 I'm tired.
2 Me, _____.
3 Let's watch _____.
4 No. I don't like _____.
5 OK. What about _____
6 OK. That's _____

78 Unit 7 Pre A1 Starters: Listening Part 3

1 CE:YL 7.4 Listen and tick (✓) the box. There is one example.

- This exercise helps the children prepare for part 3 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children work individually.

Audioscript

Speaker: *Look at the pictures. Now listen and look. There is one example.*

1 ***A:*** *It's windy. I don't like autumn.*
B: *There's lots to do. Let's fly our kites!*
A: *No, thanks. I don't like flying kites.*
B: *What about playing tennis in the park?*
A: *No, thanks. Let's make a leaf picture.*
B: *OK. Let's make one.*
Speaker: *Can you see the tick? Now listen and tick the box.*

2 ***B:*** *It's hot! I like the summer. Let's swim in the lake.*
A: *No, thanks. I don't like swimming. But how about having a picnic by the lake?*
B: *That's a good idea! Let's go.*

3 ***A:*** *Do you like skating in the winter, Hugo?*
B: *Hmm, no. I don't like the cold weather. Do you like skating?*
A: *Yes, I do. I like skating on the lake. So, what about making a snowman?*
B: *Oh yes! I like making a snowman. It's fun!*

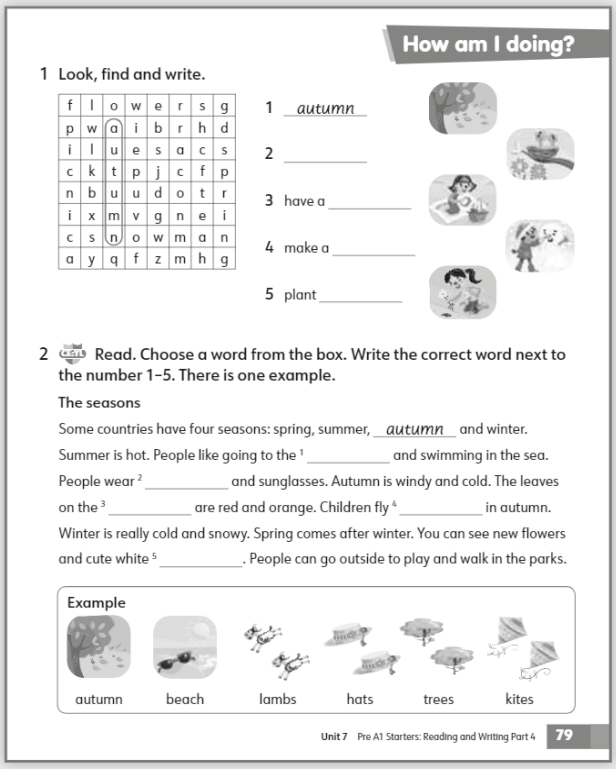
4 ***A:*** *Let's play outside!*
C: *No, thanks. It's cold and windy.*
A: *But, it's fun. We can play in the leaves.*
C: *The red and yellow colours are beautiful. OK!*

Answers: 1 C **2** B **3** B **4** A

2 Read and complete.

Answers: 1 tired **2** too **3** cartoons **4** watching TV **5** making a cake? **6** great!

Workbook page 79


How am I doing?

1 Look, find and write.

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

1 autumn
2 _____
3 have a _____
4 make a _____
5 plant _____

2 CE:YL Read. Choose a word from the box. Write the correct word next to the number 1–5. There is one example.

The seasons

Some countries have four seasons: spring, summer, autumn and winter. Summer is hot. People like going to the [1] _____ and swimming in the sea. People wear [2] _____ and sunglasses. Autumn is windy and cold. The leaves on the [3] _____ are red and orange. Children fly [4] _____ in autumn. Winter is really cold and snowy. Spring comes after winter. You can see new flowers and cute white [5] _____. People can go outside to play and walk in the parks.

Example

autumn beach lambs hats trees kites

Unit 7 Pre A1 Starters: Reading and Writing Part 4 79

1 Look, find and write.

Answers:

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

1 autumn
2 spring
3 picnic
4 snowman
5 flowers

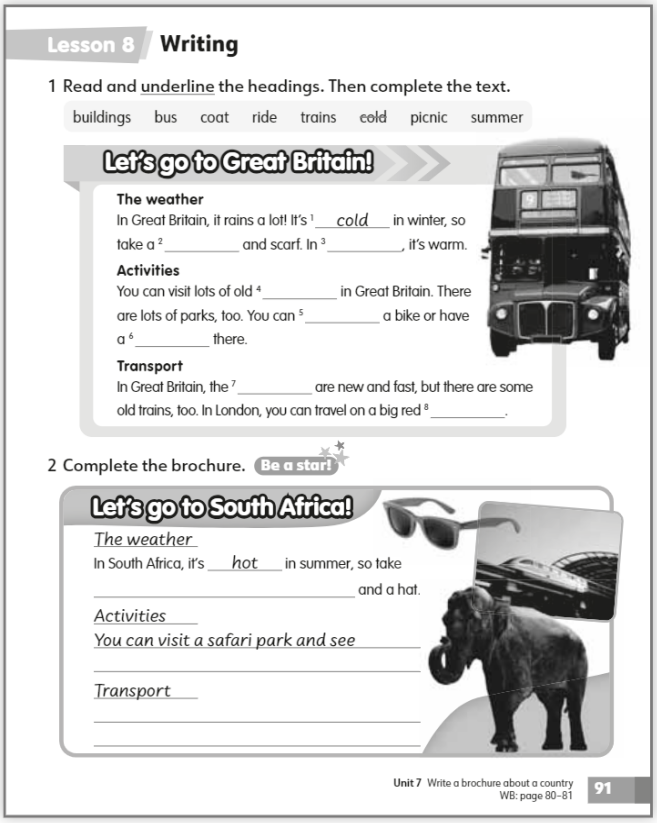
2 CE:YL Read. Choose a word from the box. Write the correct word next to the number 1–5. There is one example.

- This exercise helps the children prepare for part 4 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test.
- Have the children read the text quickly so that they understand the general idea. Then go through the example.
- The children work in pairs to continue the activity.
- Check the answers with the class.

Answers: 1 beach **2** hats **3** trees **4** kites **5** lambs

Lesson 8 Writing

Pupil's Book page 91



Lesson 8 Writing

1 Read and underline the headings. Then complete the text.

buildings bus coat ride trains cold picnic summer

Let's go to Great Britain!

The weather
In Great Britain, it rains a lot! It's [1] cold in winter, so take a [2] _____ and scarf. In [3] _____, it's warm.

Activities
You can visit lots of old [4] _____ in Great Britain. There are lots of parks, too. You can [5] _____ a bike or have a [6] _____ there.

Transport
In Great Britain, the [7] _____ are new and fast, but there are some old trains, too. In London, you can travel on a big red [8] _____.

2 Complete the brochure. Be a star!

Let's go to South Africa!

The weather
In South Africa, it's *hot* in summer, so take _____ and a hat.

Activities
You can visit a safari park and see _____

Transport

Unit 7 Write a brochure about a country
WB: page 80–81
91

Learning objectives: Identify and use headings; Write a brochure about a country

Resources: Unit 7 test

Warm-up: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *Let's play in the leaves! (5) I like jumping in the leaves. (6) Let's go to the park! (5) Let's play outside and make a snowman! (7) What about going sailing? (4)*

1 Read and underline the headings. Then complete the text.

- Read out the first heading in the text about Great Britain to the children. Ask them if the example answer *cold* relates to the heading *The weather.* (yes)
- Explain that a heading is similar to a title and it explains what a written passage will be about.
- Have them underline the other headings. Then elicit the headings and ask for whole-class agreement.
- Now invite a child to read out the first two sentences of the text. Go through the example, pointing out the word options in the box.
- Have the children continue the activity individually. Fast finishers can compare their answers with a friend.
- For feedback, invite different children to read out a sentence each. Ask for whole-class agreement each time.

Answers: Headings: The weather, Activities, Transport
1 cold **2** coat **3** summer **4** buildings **5** ride
6 picnic **7** trains **8** bus

2 Complete the brochure. Be a star!

- Check the meaning of *brochure* with the children (*a small magazine or leaflet giving information about a place or a product*).
- Elicit suggestions for information to include under each heading and write key words on the left-hand side of the board. Refer the children to the pictures for ideas.
- Then use the key words to elicit complete sentences, writing these on the right-hand side of the board. Write any suitable suggestions.
- Before the children copy the text, remove some words so that they need to remember the sentence structure to write it correctly.
- When the children have finished, replace the words you removed so they can check and correct as necessary.

Teaching star!

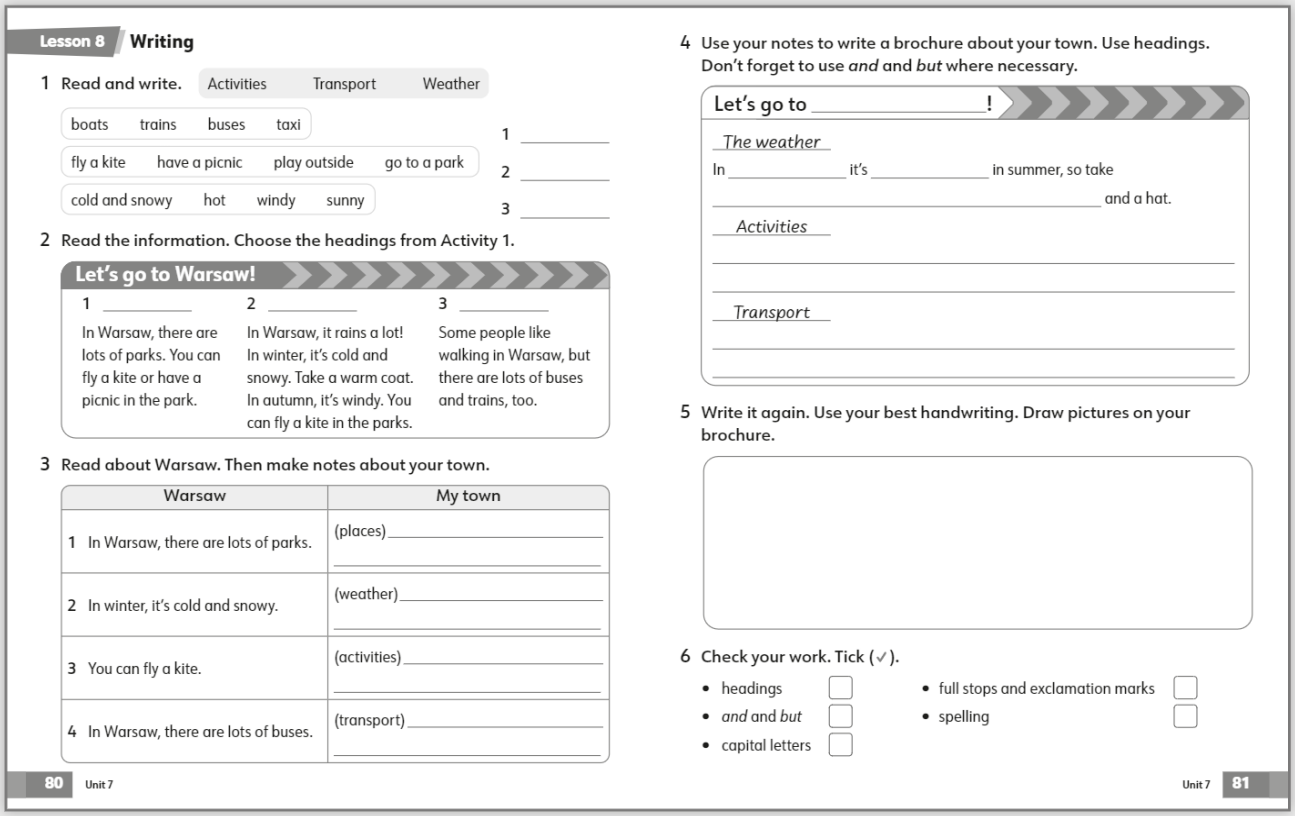
Mixed ability

Not all the children may be confident enough to insert the missing words. In this case:

- Have the children copy the text as above, but point out to them that if they are not sure of the missing words, they can leave a space for a maximum of three words.
- Encourage them to think carefully about the spaces.
- When you re-insert the words, any children with incomplete spaces can fill them in.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17), asking the children to choose and call out key words from the texts from this lesson.



Lesson 8 **Writing**

1 Read and write. Activities Transport Weather

boats trains buses taxi

fly a kite have a picnic play outside go to a park

cold and snowy hot windy sunny

1 _____
2 _____
3 _____

2 Read the information. Choose the headings from Activity 1.

Let's go to Warsaw!

1 _____
In Warsaw, there are lots of parks. You can fly a kite or have a picnic in the park.

2 _____
In Warsaw, it rains a lot! In winter, it's cold and snowy. Take a warm coat. In autumn, it's windy. You can fly a kite in the parks.

3 _____
Some people like walking in Warsaw, but there are lots of buses and trains, too.

3 Read about Warsaw. Then make notes about your town.

Warsaw	My town
1 In Warsaw, there are lots of parks.	(places) _____
2 In winter, it's cold and snowy.	(weather) _____
3 You can fly a kite.	(activities) _____
4 In Warsaw, there are lots of buses.	(transport) _____

4 Use your notes to write a brochure about your town. Use headings. Don't forget to use *and* and *but* where necessary.

Let's go to _____!

The weather

In _____ it's _____ in summer, so take _____ and a hat.

Activities

Transport

5 Write it again. Use your best handwriting. Draw pictures on your brochure.

6 Check your work. Tick (✓).

- headings ☐
- *and* and *but* ☐
- capital letters ☐
- full stops and exclamation marks ☐
- spelling ☐

80 Unit 7

Unit 7 81

1 Read and write.

- Write the headings on the board and invite different children to read out the vocabulary groups.
- Have them complete the activity in their books before checking the answers with the class.

Answers: 1 Transport **2** Activities **3** Weather

2 Read the information. Choose the headings from Activity 1.

- The children read the texts and choose the best heading for each one.
- Invite three confident children to read out a heading and the following text.

Answers: 1 Activities **2** Weather **3** Transport

3 Read about Warsaw. Then make notes about your town.

- After reading through the information in the first column, give the children a few minutes to think of similar information about their own town.
- Elicit ideas from the class and write them on the board, including alternatives.
- The children can choose their favourite answers to write in their books.

Answers: Children's own answers.

4 Use your notes to write a brochure about your town. Use headings. Don't forget to use *and* and *but* where necessary.

- Before they start writing, elicit one or two example sentences including *and* or *but* as a reminder for the children.
- The children write a brochure for their town based on the examples.
- Remind them that they can see a model text on Pupil's Book page 91.

Answers: Children's own answers.

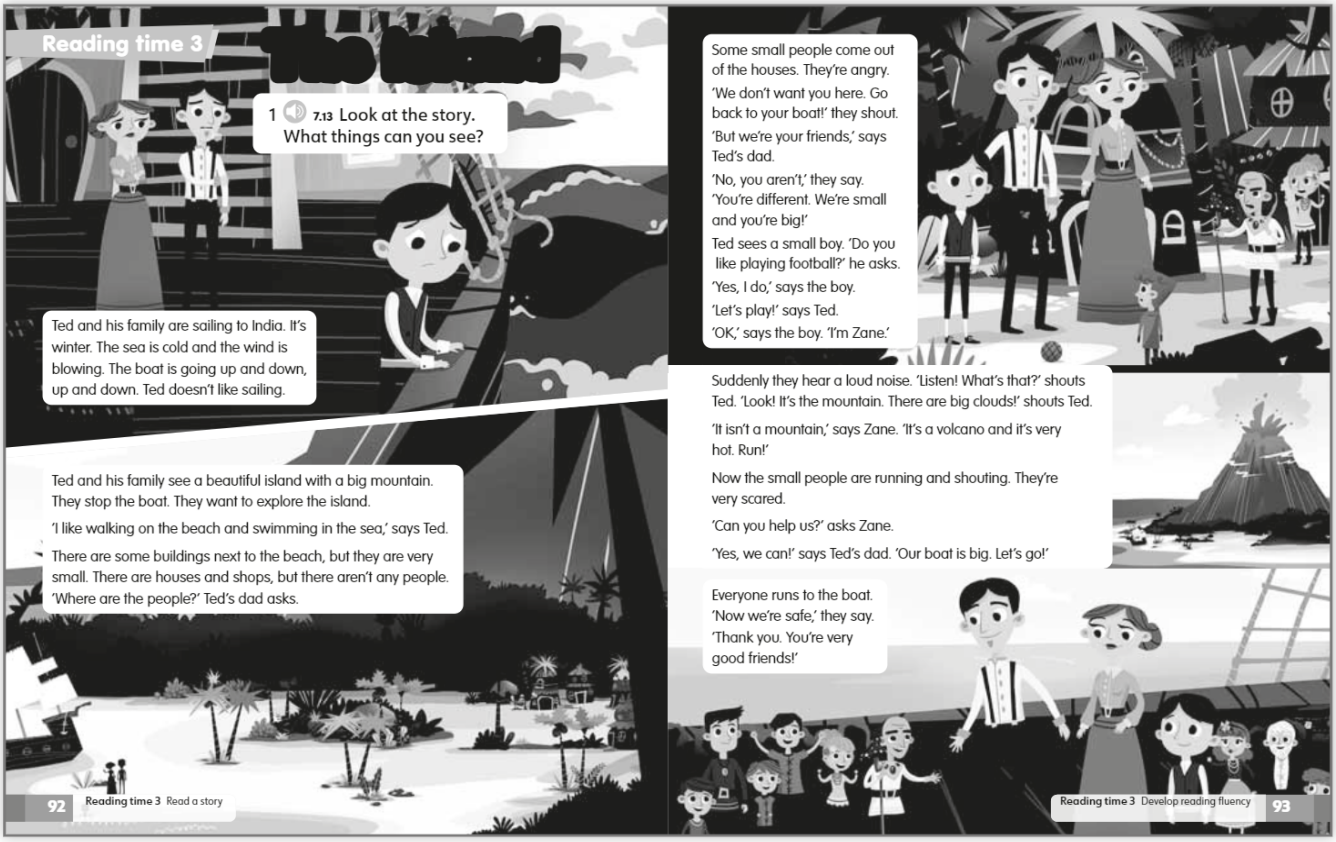
5 Write it again. Use your best handwriting. Draw pictures on your brochure.

- Have the children write their text again as neatly as possible. Encourage them to use the check list in Activity 6 to help them improve it slightly if possible. They should also draw pictures of their town to illustrate their brochure. Point out that clear texts and pictures are very important in a brochure.

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these.

Pupil's Book pages 92–93



Learning objectives: Read a story; Develop reading fluency

Additional vocabulary: explore, island, volcano

Resources: Reading time 3 video

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) to remind the children of some key vocabulary they will see in this lesson, e.g. *sailing, island, mountain, buildings, different, friends.*

1 Look at the story. What things can you see?

- Refer the children to all the pictures on pages 92–93. Ask them if they can see the words from the *Warm-up*. Ask what other things they can see. Clarify the meaning of the words *island* and *volcano*.
- Ask the children if they have ever been to a place like this.
- Encourage them to say what they think you can do in a place like this (e.g. walk, swim, play, climb the mountain, eat good food, learn a new language!).

7.13 Read the text.

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing they can share with others.
- When everyone has finished, elicit examples of what the children found interesting in the text.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they have read.

Check your ideas.

- Ask some comprehension questions to check the key aspects of the text:
- Point to picture 1 – *Where are they? (They're sailing on a boat.) Where are they going? (to India) Is Ted happy? (No. He doesn't like sailing.)*
- Point to picture 2 – *Are they in India now? (No, they aren't. They're on an island.) Is Ted happy now? (Yes. He likes walking on the beach and swimming.) What's different about the buildings? (They are very small and there aren't any people.)*
- Point to picture 3 – *Are the people on the island different? (Yes. They are small.) Are they happy? (No) Why not? (They're angry because Ted's family are different.) What do the boys like doing? (They like playing football.)*

- Point to picture 4 – *What can they hear? (They hear a loud noise from a mountain / volcano.) Is it a mountain? (No, it's a volcano.) Why are the people running? (because they're scared) Where are they going? (to the boat) Why? (because it's big enough for all the people)*
- Point to picture 5 – *Are the people scared now? (No) Why? (because they're safe) Are they angry? (No. They're all friends now.)*

Rate the text.

- Ask the children to look at the story again and decide if they like it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write: *I like the story (because ...) / I think the story is OK. / I don't like the story (because ...).*
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces in turn and have the children raise their hands to show their opinion of the story.
- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English).

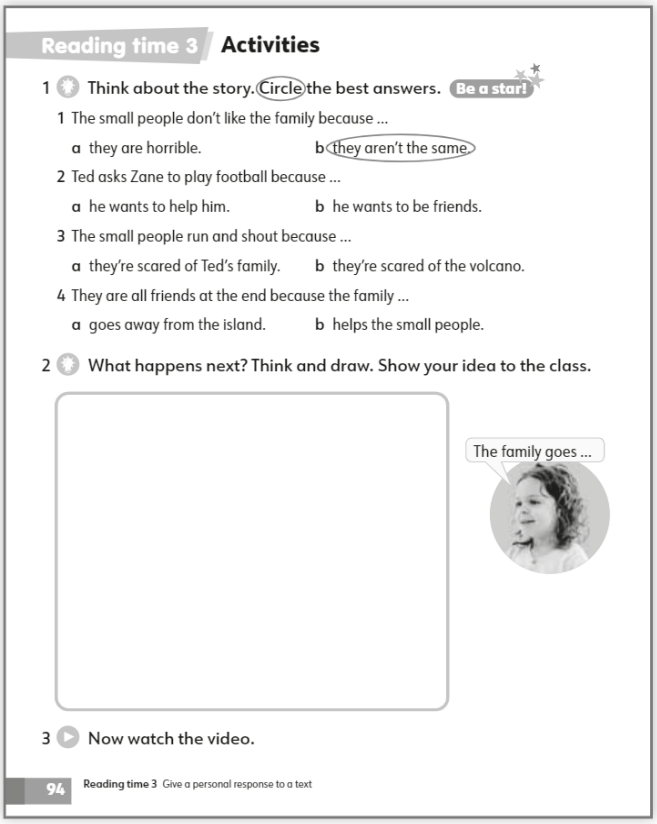
Cooler: Act it out

- Play the audio of the text again and have the children mime all the main actions in the text.



Reading time 3 / Activities

Pupil's Book page 94


Reading time 3 Activities

1 Think about the story. Circle the best answers. Be a star!

1 The small people don't like the family because ...
a they are horrible. b they aren't the same.

2 Ted asks Zane to play football because ...
a he wants to help him. b he wants to be friends.

3 The small people run and shout because ...
a they're scared of Ted's family. b they're scared of the volcano.

4 They are all friends at the end because the family ...
a goes away from the island. b helps the small people.

2 What happens next? Think and draw. Show your idea to the class.

The family goes ...

3 Now watch the video.

94 Reading time 3 Give a personal response to a text

Learning objectives: Give a personal response to a text

Resources: Reading time 3 video

Warm-up: Stand up or sit down

- See the Games bank on pages 14–17 for how to play the game. Suggested sentences: *Ted and his family are going to South Africa (F). Ted doesn't like sailing (T). Ted likes the beach (T). The buildings on the island are very big (F). The people on the island are happy to see Ted's family (F). The people look the same as Ted's family (F). The volcano is very hot (T). Everyone runs to the mountain (F).*

1 Think about the story. Circle the best answers.

Be a star!

- Refer the children to the example question and answer. Ask them which part of the story tells you that this is the correct answer. (*You're different. We're small and you're big!*)
- Have the children continue the activity individually, choosing the correct answer each time. Then have them check their answers with a friend.
- For feedback, invite different children to read out the completed sentences. Ask for whole-class agreement each time.

Answers: 1 b **2** b **3** b **4** b

2 What happens next? Think and draw. Show your idea to the class.

- Elicit some ideas from the class about what might happen next. Write some key words on the board. (Remind the children, if necessary, that the part of the story in the book was just a stop on the way to India, so they probably don't go home next!)
- Have the children draw a scene from their imagined next part of the story. Encourage them to label some key elements in the picture if they want.
- Have the children show their drawing and explain their idea to the friends near them.
- Invite any volunteers to share their idea with the rest of the class.

Answers: Children's own answers.

2 Now watch the video.

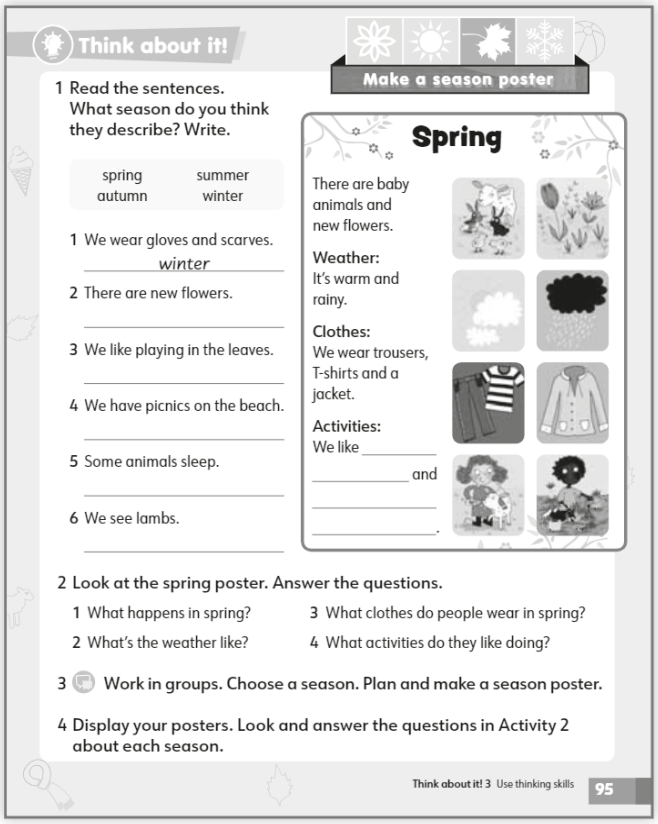
- Show the children the video and let them watch and enjoy it.
- Ask if they saw any differences between the book version and the video version.
- Ask which they preferred and why. Take a class vote and ask some children why they liked one or the other better.

Cooler: Enjoy each other's work

- Ask the children to leave their Pupil's Books open on their desks at page 94. Have them walk around the classroom, admiring their friends' work.
- Give them things to look out for: a good drawing, a good idea, a happy idea, a scary idea!
- Call out *Stop!* now and again and ask if anyone is next to a picture that matches any of the things they were looking for.
- Invite the children to say what they like about the picture they are looking at, e.g. *This is a great idea! This picture is cool!*

Think about it!

Pupil's Book page 95



Think about it!

Make a season poster

1 Read the sentences. What season do you think they describe? Write.

spring summer autumn winter

1 We wear gloves and scarves. *winter*

2 There are new flowers. _____

3 We like playing in the leaves. _____

4 We have picnics on the beach. _____

5 Some animals sleep. _____

6 We see lambs. _____

Spring

There are baby animals and new flowers.

Weather: It's warm and rainy.

Clothes: We wear trousers, T-shirts and a jacket.

Activities: We like _____ _____ and _____ _____.

2 Look at the spring poster. Answer the questions.

1 What happens in spring?
2 What's the weather like?
3 What clothes do people wear in spring?
4 What activities do they like doing?

3 Work in groups. Choose a season. Plan and make a season poster.

4 Display your posters. Look and answer the questions in Activity 2 about each season.

Think about it! 3 Use thinking skills 95

Learning objectives: Use thinking skills; Make a season poster

Materials: a sheet of paper for each group to make a poster, coloured pens / pencils

Warm-up: Jumbled words

- Write the following jumbled words on the board and ask the children to put the letters for each pair in the correct order to make a season and a word associated with that season: *grinsp / slofwer (spring, flowers), rumsem / habec (summer, beach), mutnua / slavee (autumn, leaves), writen / plese (winter, sleep).*
- Give the children some thinking time. Then ask children to come and write a word under the jumbled version. Ask if everyone agrees.
- Ask the children how each word is connected with its season.

1 Read the sentences. What season do you think they describe? Write.

- Refer the children to the example and elicit why this is the correct answer (because we wear gloves and scarves when it's cold).
- Have the children continue the activity individually, identifying the season each time. Point out they can use the seasons more than once.
- For feedback, invite different children to read out the sentences and have the children call out the season. Ask for whole-class agreement each time.

Answers: 1 winter **2** spring **3** autumn **4** summer **5** winter **6** spring

2 Look at the spring poster. Answer the questions.

- Refer the children to the poster and give them some time to think about the answers to the questions.
- Elicit answers from different children.

Answers: 1 There are baby animals and new flowers. **2** It's warm and rainy. **3** We wear trousers, T-shirts and a jacket. **4** We like feeding lambs and planting flowers.

3 Work in groups. Choose a season. Plan and make a season poster.

- Divide the class into groups of three or four, and ask each group to decide on a season for their poster.
- Give them some time to answer and discuss the questions in Activity 2 for their chosen season.
- Then distribute paper and coloured pens / pencils for the groups to make their posters.
- Encourage them to follow the format of the *Spring* poster, using the same headings and including the same kind of information.
- Allow time for the children to draw, decorate and write. This often takes longer than we anticipate!

Answers: Children's own answers.

4 Display your posters. Look and answer the questions in Activity 2 about each season.

- Have half of the groups stay by their desks with their poster. Have the other half of the class visit those groups and ask the questions from Activity 2.
- The groups then swap roles.

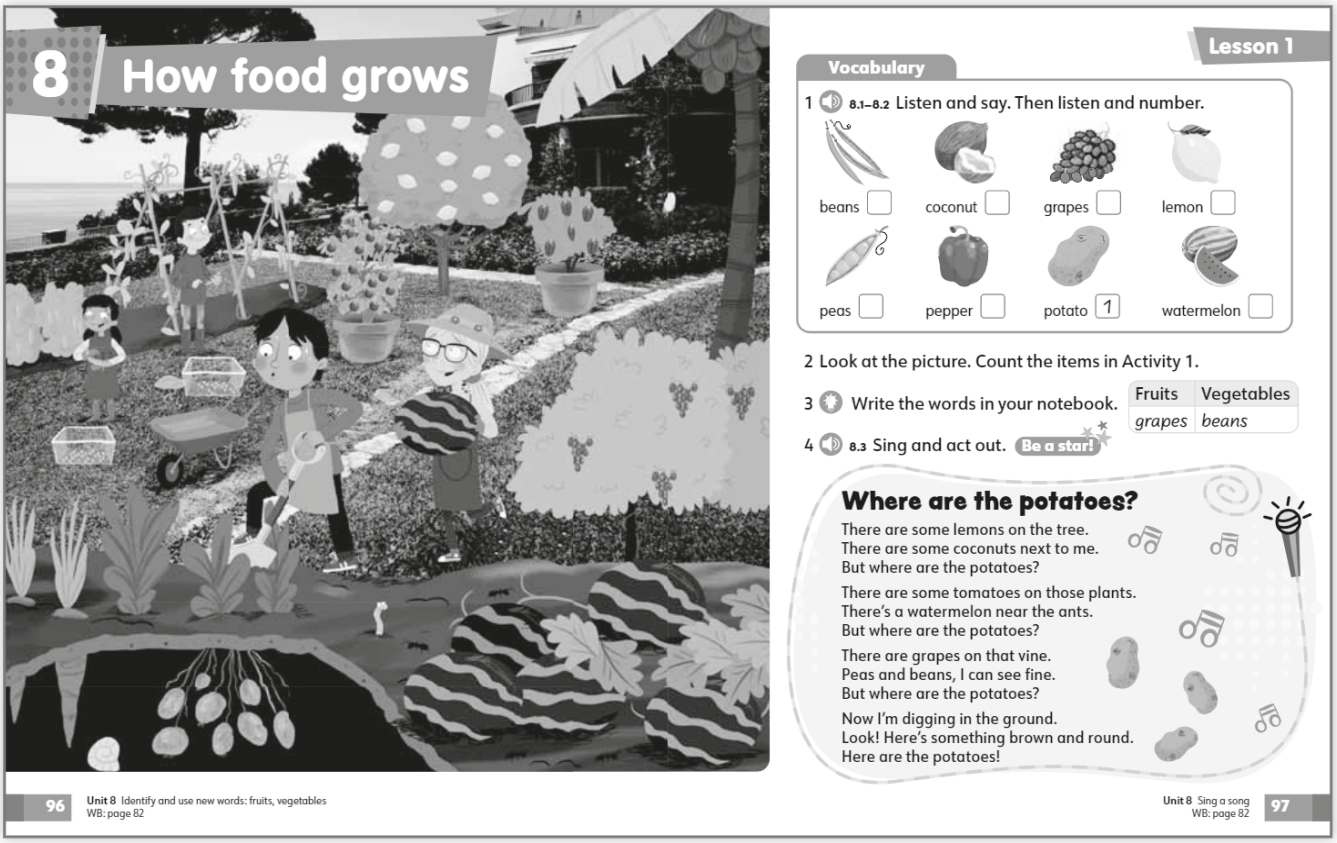
Cooler: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games bank, pages 14–17) with words associated with each of the seasons.

8 How food grows

Lesson 1 Vocabulary

Pupil's Book pages 96–97



Learning objectives: Identify and use new words: fruits, vegetables; Sing a song using the target vocabulary

Vocabulary: beans, coconut, grapes, lemon, peas, pepper, potato, watermelon

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 96–97. Ask *Where is this? What can you see? What are the people doing? Are they working or playing? What's your favourite thing to eat in the picture?* Ask the children if they, or any of their friends or family, have a garden like this. Clarify the meaning of the unit title with the children.

1 8.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio again and have the children repeat the words. Have them say foods they like happily and the ones they don't like sadly.

8.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 *potato,* ***2*** *grapes,* ***3*** *beans,* ***4*** *pepper,* ***5*** *watermelon,* ***6*** *coconut,* ***7*** *lemon,* ***8*** *peas*

Answers: beans – 3, coconut – 6, grapes – 2, lemon – 7, peas – 8, pepper – 4, potato – 1, watermelon – 5

2 Look at the picture. Count the items in Activity 1.

- Say *Look at the picture. Where are the beans?* Point to the beans growing on the wooden frame, if necessary. Ask *How many beans are there?*
- As soon as they have the answer, the children raise their hands. (Remind them not to call out!)
- Ask one child for the answer and ask if the others agree.
- Continue with all the different fruits and vegetables pictured in Activity 1.

Answers: 24 beans, 9 coconuts, 40 grapes, 12 lemons, 45 peas, 6 peppers, 8 potatoes, 6 watermelons

Teaching star!

Pairwork

This type of picture provides the opportunity to give the children realistic controlled practice of a set of vocabulary, as well as simple questions and answers.

- Have the class ask you some questions about the fruit and vegetables: *How many ... are there?* Answer from memory with your book closed.
- Drill some more simple questions, e.g. *How many peppers are there? How many potatoes are there?*
- Divide the class into pairs. Have the children take turns asking and answering about the numbers of the fruits and vegetables. The child answering does it from memory with their Pupil's Book face down.

3 Write the words in your notebook.

- Refer the children to the table and elicit the row headings (*fruits* and *vegetables*). Point out the examples and then say *Lemon – fruit or vegetable?* Elicit the answer and ask for whole-class agreement.
- Have the children copy the table into their notebooks and write in all the new vocabulary under the correct heading, *fruits* or *vegetables*. While they do this, draw the table on the board.
- Invite different children to come and write a word in the correct column of the table. Ask for whole-class agreement each time.

Answers: fruits: grapes, coconut, lemon, watermelon
vegetables: beans, peas, pepper, potato

4 8.3 Sing and act out.

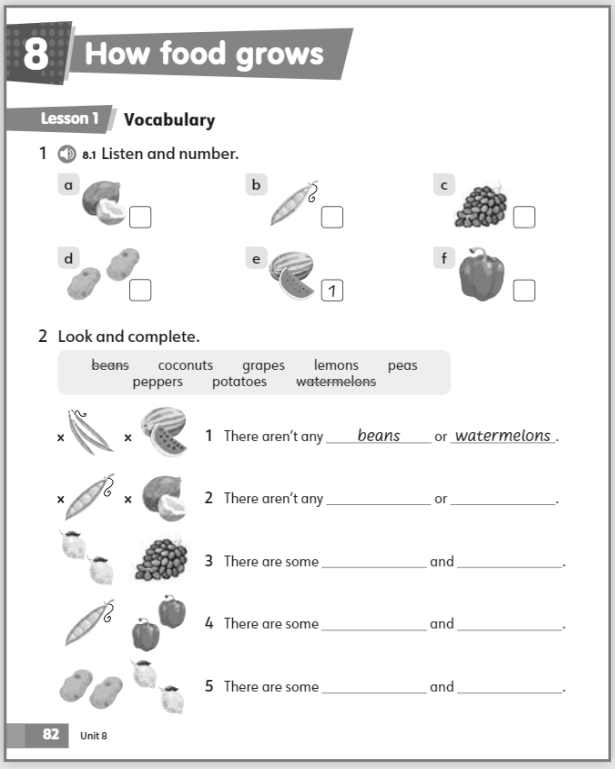
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the foods from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage the children to join in with actions: point up to a tree, down to the ground, etc. For the question *But where are the potatoes?* have the children look around the room.
- Play the song and have the children join in and do the actions.

Cooler: *Yes* or *No*

- Play *Yes* or *No* (see the Games bank, pages 14–17) with statements about which foods are vegetables and which are fruits, e.g. *Potatoes are vegetables. Beans are fruits.*, etc. You could also include other foods the children already know.

Workbook page 82


8 How food grows

Lesson 1 Vocabulary

1 8.1 Listen and number.

a b c d e 1 f

2 Look and complete.

beans coconuts grapes lemons peas peppers potatoes watermelons

1 There aren't any beans or watermelons.
2 There aren't any _____ or _____.
3 There are some _____ and _____.
4 There are some _____ and _____.
5 There are some _____ and _____.

82 Unit 8

1 8.1 Listen and number.

Audioscript

1 *This is a fruit. It's red and green. You eat it in the summer.*
2 *These are red, green or purple. They're fruit!*
3 *These are brown. They grow under the ground.*
4 *This is a red vegetable.*
5 *This is a brown and white fruit.*
6 *These are a small green vegetable.*

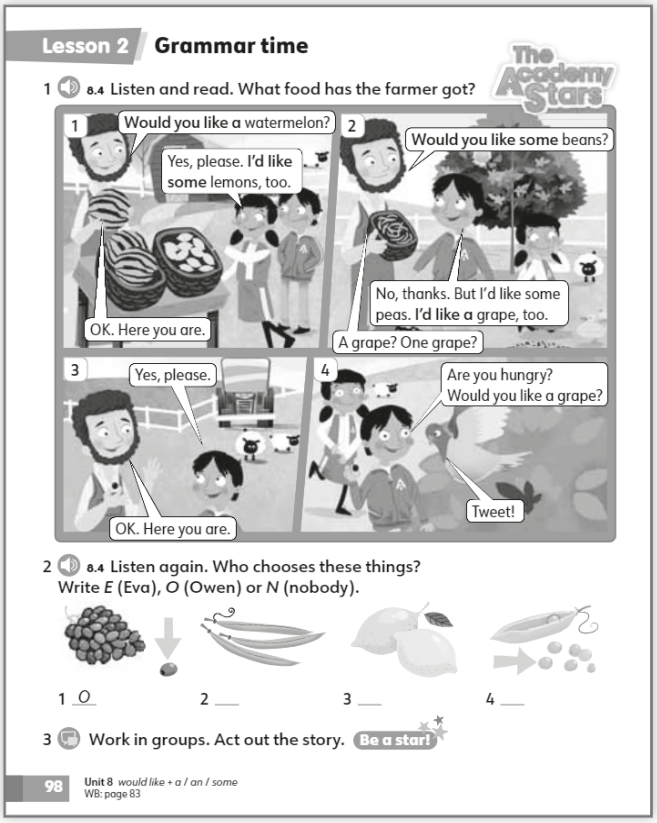
Answers: a 5 **b** 6 **c** 2 **d** 3 **e** 1 **f** 4

2 Look and complete.

Answers: (any order within each sentence accepted) **1** beans, watermelons
2 peas, coconuts **3** grapes, lemons
4 peppers, peas **5** potatoes, lemons

Lesson 2 Grammar time

Pupil's Book page 98



Learning objectives: Understand the use of *would like + a / an / some*; Read and act out a story using the target grammar

Grammar: *would like + a / an / some*

Review vocabulary: fruits, vegetables

8.3 Warm-up: Sing the song!

- Play the song *Where are the potatoes?* again and have the children join in and do the actions as in Lesson 1.

1 8.4 Listen and read. What food has the farmer got?

- Refer the children to the pictures and ask *Who can you see?* (*Eva and Owen*) *What animals can you see?* (*sheep, ducks, a bird*) *What food can you see?* (*watermelons, lemons, beans, a grape*)
- Play the audio and have the children follow in their books. Point to the man in picture 1 and say *This is the farmer. A farmer grows food.* Ask *What food has the farmer got?* The children find the answer and raise their hands.
- Ask some questions to check comprehension: *Do the children want … a watermelon?* (*Yes, they do.*) *… some lemons?* (*Yes, they do.*) *… some beans?* (*No, they don't.*) *… some peas?* (*Yes, they do.*) *… some grapes?* (*Yes – just one!*)
- Play the audio one more time. Have the children do the actions for the story – gestures for the affirmatives and negatives, and handing over food for *Here you are.*
- (*Here you are* is a phrase with a difficult combination of sounds. Allow the children plenty of time to get used to the phrase. Have pairs pass a pencil or rubber between themselves several times, saying *Here you are!* each time.)

Answers: watermelons, lemons, beans, grapes

2 8.4 Listen again. Who chooses these things? Write *E* (Eva), *O* (Owen) or *N* (nobody).

- To clarify the meaning of *nobody*, point to a child and say his / her name; point to a second child and say his / her name; then point to an empty chair or other empty space and say *Nobody!*
- Play the audio again for the children to listen and read. Refer the children to the example question and answer, and have them find the part of the story that shows this is correct (picture 2 – Owen says *I'd like a grape*).
- Have the children continue the activity individually, writing the correct letters to say who chooses each fruit / vegetable pictured.
- For feedback, say the food names and have the children call out *Eva, Owen* or *nobody*. Ask for whole-class agreement each time and elicit the relevant part of the story.

Answers: 1 O **2** N **3** E **4** O

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally.
- Divide the class into groups of three. The children can either decide in their groups who will be Eva, Owen and the farmer, or you can allocate roles by giving every child a number 1–3; all number 1s are Eva, all number 2s are Owen and all number 3s are the famer.
- Encourage the children to use their Pupil's Books initially, but tell them that the aim is to memorise their lines so that they no longer need to look at it. Encourage them to help each other achieve this by prompting if anyone gets stuck.
- Set a time limit for practice – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively.

Teaching star!

Mixed ability

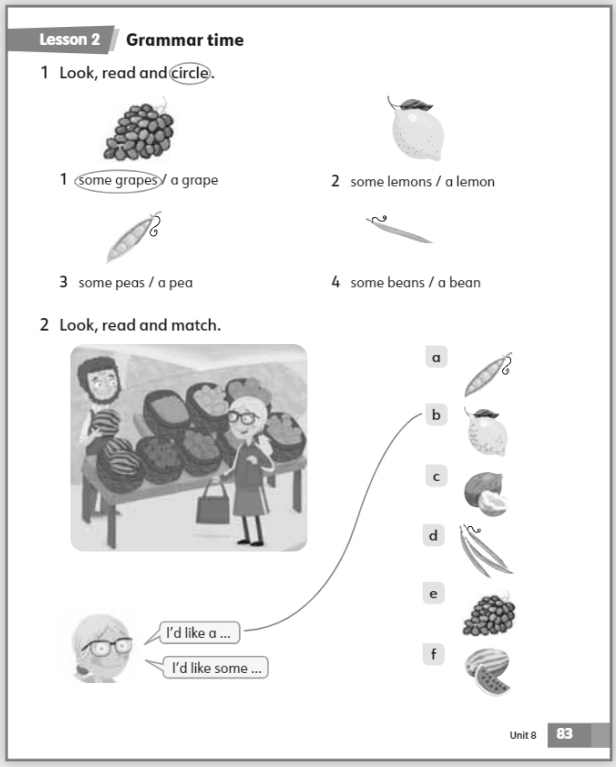
Children need different levels of support when doing an activity that involves acting out a story.

- Some children may be becoming confident enough to learn their lines easily and act out the story without the book. Encourage this approach as much as possible as it is very useful in developing learner autonomy.
- Other children may still need the support of the book to be able to speak their lines correctly and at the right time. Make sure that they know that you are happy for them to do so and that this is a very good way to learn, too.
- Both of these approaches are valid. The children using the book are also getting further exposure to the written form and how it relates to the pronunciation. There are benefits for all!

8.4 Cooler: What's the last word?

- Play *What's the last word?* with the audio from Activity 1.
- Words to stop after: *watermelon, are* (in 'here you are'), *beans, thanks, grape, please, hungry.* (You need to be fast with the pause button!) Write the words on the board after each one so all the groups can check their spelling.

Workbook page 83



1 Look, read and circle.

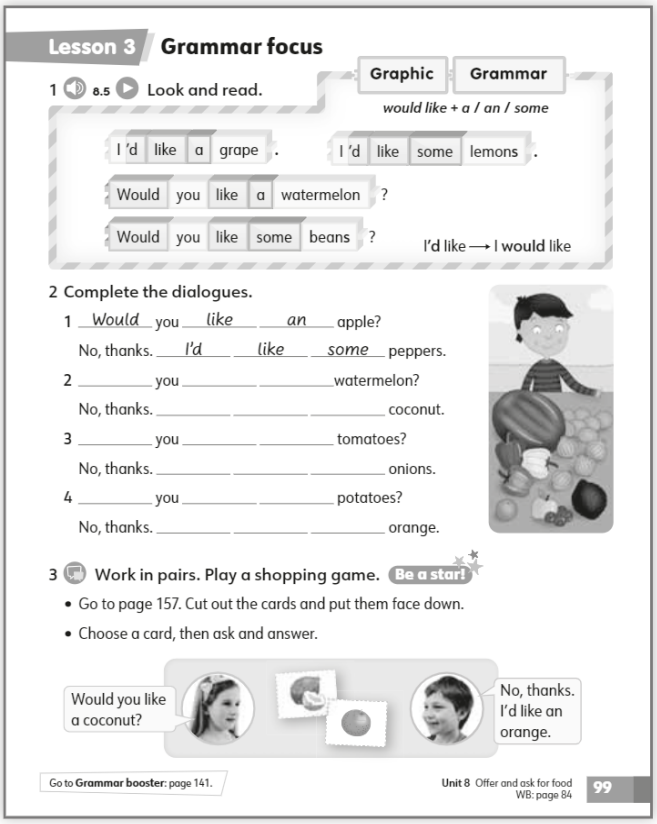
Answers: 1 some grapes **2** a lemon **3** some peas **4** a bean

2 Look, read and match.

Answers: a: b, c, f; **some:** a, d, e

Lesson 3 Grammar focus

Pupil's Book page 99


Lesson 3 Grammar focus

1 8.5 Look and read.

Graphic | Grammar

would like + a / an / some

I 'd like a grape . | I 'd like some lemons .

Would you like a watermelon ?

Would you like some beans ?

I'd like ⟶ I would like

2 Complete the dialogues.

1 Would you like an apple?
No, thanks. I'd like some peppers.

2 _____ you _____ watermelon?
No, thanks. _____ coconut.

3 _____ you _____ tomatoes?
No, thanks. _____ onions.

4 _____ you _____ potatoes?
No, thanks. _____ orange.

3 Work in pairs. Play a shopping game. Be a star!

- Go to page 157. Cut out the cards and put them face down.
- Choose a card, then ask and answer.

Would you like a coconut?

No, thanks. I'd like an orange.

Go to Grammar booster: page 141.

Unit 8 Offer and ask for food WB: page 84 99

Learning objectives: Offer and ask for food

Grammar: *I'd like a grape. I'd like some lemons. Would you like a watermelon? Would you like some beans?*

Review vocabulary: fruits, vegetables;

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

8.4 Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *W_ _ ld y_ _ l_ k_ _ w_ t_ rm_ l_ n? Y_ s, pl_ _ s_ . _ 'd l_ k_ s_ m_ l_ m_ ns, t_ _. _ K. H_ r_ y_ _ _ r_.* (Answers: *Would you like a watermelon? Yes, please. I'd like some lemons, too. OK. Here you are.*)

1 8.5 Look and read.

- Play the audio. Have the children join in, making suitable hand gestures to indicate a request for the *I'd like* sentences and an offer for the *Would you like* questions.
- Play the audio again for the children to repeat chorally making the appropriate gestures.
- Point out that the blue blocks show verbs. Then point to the green blocks and ask the children if they can see why some of these have *a* and others have *some* (*a* for one / singular, *some* for two or more / plural).

- If using the video, tell the children they will see a video about a woman shopping for fruit and vegetables. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence making suitable gestures for the requests and offers.
- Highlight the grammar points as described above.

Teaching star!

Consolidation

Some children may need extra exposure to the grammatical form before writing sentences.

- Write the following on the board:
  I'd some Would a peas. No, lemon? like like you thanks.
- Tell the children that these words make a question and an answer, and ask them to put them in the correct order. (*Would you like a lemon? No, thanks. I'd like some peas.*)
- Give the children some time to think, and then invite volunteers to come to the board and write a word each in order. Ask for whole-class agreement each time.
- This process will make the production of the questions in the next activity easier.

2 Complete the dialogues.

- Refer the children to the picture and ask what they can see.
- Go through the example question and answer with the class. Elicit why the answer uses *an* (because there is only one apple in the picture). To review the use of *a / an*, ask which sounds *an* is used before.
- Elicit the next question and answer from the class and write them on the board.
- Then have the children complete the rest of the activity individually.
- For feedback, ask pairs of children to read out a question and answer. Ask for whole-class agreement each time and write them on the board so the children can check their work.

Answers: 1 Would you like an apple? No, thanks. I'd like some peppers. **2** Would you like a watermelon? No, thanks. I'd like a coconut. **3** Would you like some tomatoes? No, thanks. I'd like some onions. **4** Would you like some potatoes? No, thanks. I'd like an orange.

3 Work in pairs. Play a shopping game.

Be a star!

- Organise the children in pairs and have them open their books to page 157. Make sure the children all have scissors with which to cut out the cards.

- Give the children time to cut out the cards. For this activity, they will use two sets of cards. The children should take turns to choose a card, identify what they see in the picture by asking their friend *Would you like ...?*, and answer with *No, thanks, I'd like ...*
- Ask volunteers to read the example activity.
- Allow time for the children to complete the game.

Grammar booster

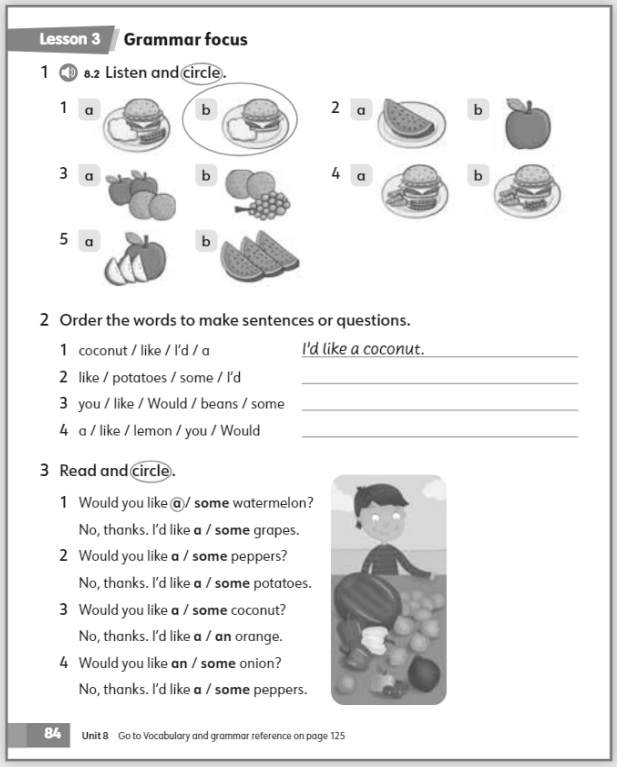
Ask the children to turn to page 141 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 I'd like an orange. **2** I'd like **3** I'd like some beans. **4** thanks. I'd like **5** Would you like, No, thanks.

Cooler: A memory game

- Play a memory game. Start the chain by saying *I'd like a watermelon*. Have the next child in line repeat your sentence and add a different item, e.g. *I'd like a watermelon and some carrots.*
- Each child in the chain repeats what the other children have said and adds an item. The other children can help if it becomes difficult to remember.
- If you have a large class, divide it into groups of seven or eight. This way more children will be involved and there will be less waiting time. The memory challenge will also be more achievable!

Workbook page 84



Lesson 3 Grammar focus

1 8.2 Listen and circle.

1 a b 2 a b

3 a b 4 a b

5 a b

2 Order the words to make sentences or questions.

1 coconut / like / I'd / a — *I'd like a coconut.*
2 like / potatoes / some / I'd
3 you / like / Would / beans / some
4 a / like / lemon / you / Would

3 Read and circle.

1 Would you like a/ **some** watermelon?
No, thanks. I'd like **a / some** grapes.
2 Would you like **a / some** peppers?
No, thanks. I'd like **a / some** potatoes.
3 Would you like **a / some** coconut?
No, thanks. I'd like **a / an** orange.
4 Would you like **an / some** onion?
No, thanks. I'd like **a / some** peppers.

84 Unit 8 Go to Vocabulary and grammar reference on page 125

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 to help them when completing these activities.

1 8.2 Listen and circle.

Audioscript

1 Woman: *Dinner!*
Boy: *Yummy!*
Woman: *Would you like some potatoes with your burger?*
Boy: *Yes, please.*
Woman: *Would you like some beans?*
Boy: *No, thank you.*
2 Girl: *I'm hungry.*
Woman: *Would you like some fruit?*
Girl: *Yes, please. I'd like an apple.*
3 Woman: *Hello!*
Man: *Hello! I'd like some apples please.*
Woman: *OK. Here you are. Would you like some oranges too?*
Man: *Oh yes please! I like oranges.*
4 Woman: *Dinner!*
Girl: *Yummy!*
Woman: *Would you like some vegetables?*
Girl: *Yes, please. I'd like carrots and beans please. Thank you.*
5 Girl: *Phew! It's hot.*
Woman: *Would you like an apple?*
Girl: *No, thank you. I'd like some watermelon.*

Answers: 1 b **2** b **3** a **4** a **5** b

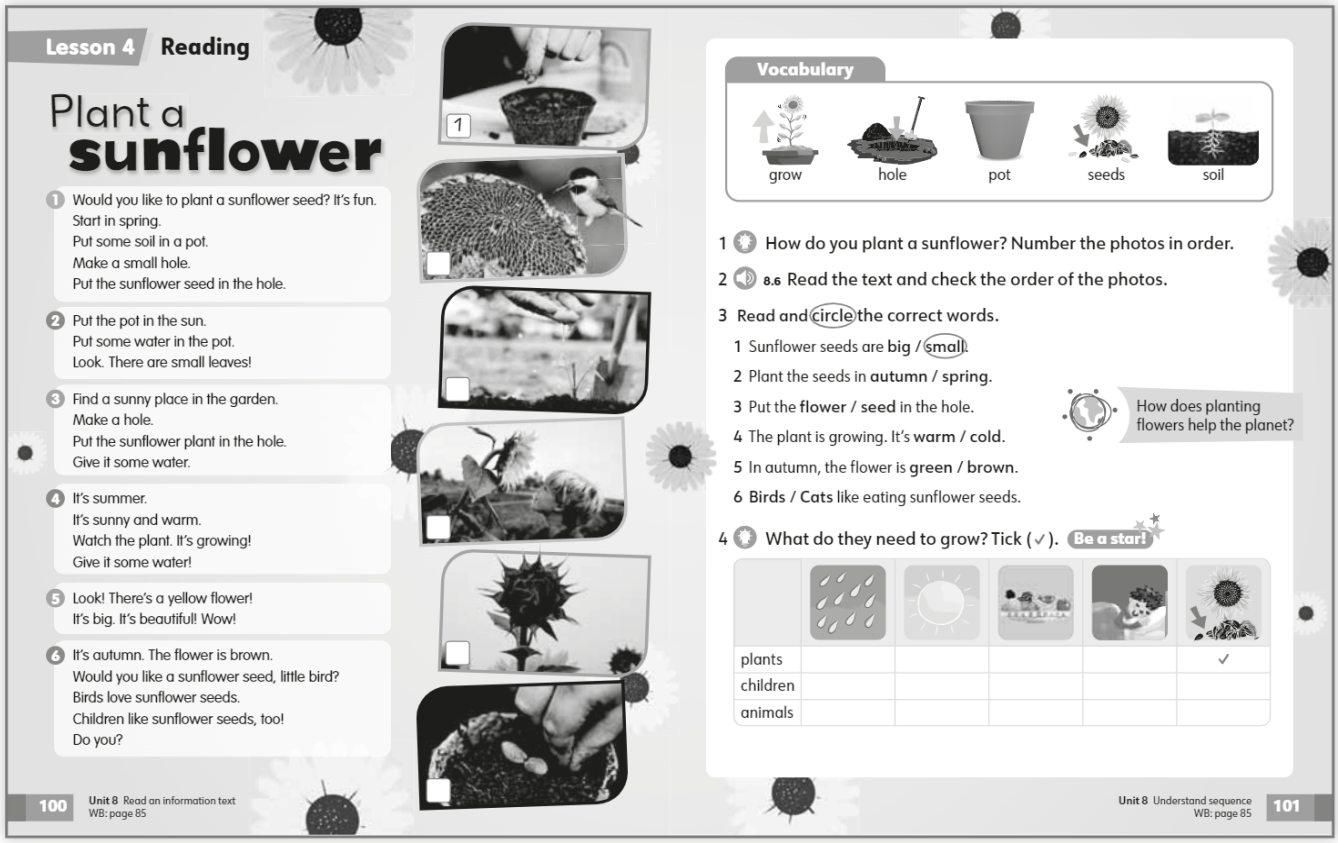
2 Order the words to make sentences or questions.

Answers: 1 I'd like a coconut. **2** I'd like some potatoes. **3** Would you like some beans? **4** Would you like a lemon?

3 Read and circle.

Answers: 1 a; some **2** some; some **3** a; an **4** an; some

Pupil's Book pages 100–101



Learning objectives: Read an information text; Understand sequence

Vocabulary: grow, hole, pot, seeds, soil

Additional vocabulary: flower, leaves, plant

Review vocabulary: seasons, weather

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–17) to remind the children of some of the key vocabulary they will see in this lesson, e.g. *pot, leaves, plant, water, bird, seeds*.

Vocabulary

- Refer the children to the vocabulary panel at the top of page 101. Read out the words and have the children point and repeat.
- Have the children repeat one more time, while doing an action for each one ('*growing*' like a tree from a crouch to standing up tall; scooping some *soil* into a pot, creating a *hole* with your fingers and taking a *seed* from the palm of your hand and dropping it into the *hole*).
- Then say the words and have the children do the actions.
- Finally do the actions and have the children say the words.

1 How do you plant a sunflower? Number the photos in order.

- Refer the children to the photos and ask what they can see.
- Point out that the photo of the sunflower seedlings is numbered 1 to show that this relates to the text in section 1.
- Ask for suggestions from the class for the next picture that relates to section 2. Then allow the children time to decide the complete order.
- Elicit and write the children's suggested order on the board. If there are alternatives, write those too. Don't confirm the answers at this point.

2 8.6 Read the text and check the order of the photos.

- Have the children read the text quickly to see if their ideas were correct. Confirm the correct order on the board.
- You may then want to read through the text together as a class, playing the audio as support for children who need more help.

Answers: 1, 6, 3, 5, 4, 2

3 Read and circle the correct words.

- Give the children time to read the text carefully.
- Refer the children to the example and ask which part of the text shows the answer. (Lines 4–5: *Make a small hole. Put the sunflower seed in the hole.*)

- Have the children continue the activity individually, circling the correct words in the sentences.
- Invite individual children to read out the completed sentences. Ask for whole-class agreement each time.

Answers: 1 small **2** spring **3** seed **4** warm **5** brown **6** Birds

Teaching star!

Reading skills

It is useful for the children to know that questions in a reading activity appear in the same order as the information in the text.

- After looking at the example question and answer, point out to the children that they do not need to go back to the beginning of the text to look for the next answer. They should read on from where they found the answer to question 1.

Realising this will make them able to extract information faster and more efficiently.

4 What do they need to grow? Tick (✓).

Be a star!

- Refer the children to the table and elicit what they can see illustrated at the top of the columns (*water, sun, fruit, sleep, seeds*).
- Complete the first row as a class, asking *Do plants need …?* for each item. If the answer is *yes*, encourage the children to say why.
- Then ask the class to think about children and animals and have them complete the second and third rows.
- For feedback, read out the options for children and animals and have the children call out *yes* or *no*. Ask for whole-class agreement each time.

Answers: plants: water, sun, seeds
children: water, sun, fruit , sleep
animals: water, sun, fruit, sleep

ESDC

How does planting flowers help the planet?

Introduce the children to Sustainable Development Goal 15: *Life on land.*

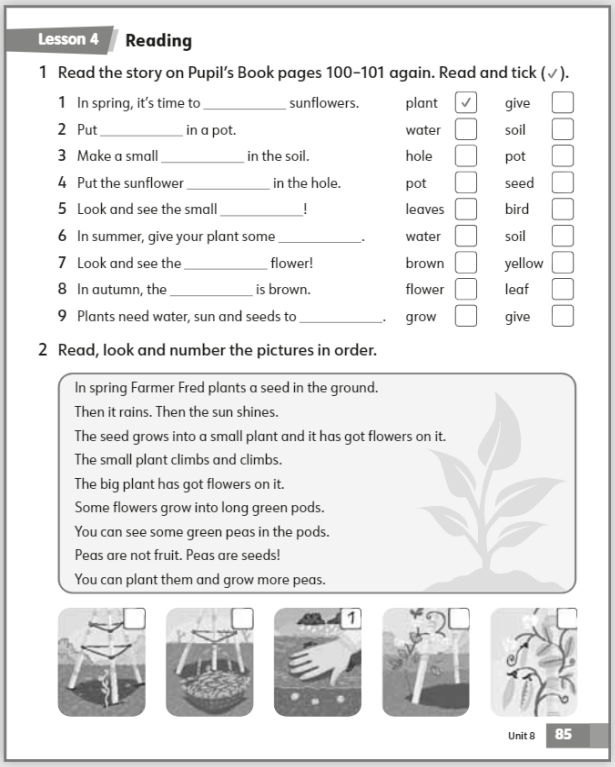
- Ask: *How does planting flowers help the planet?*
- Ask the children if they have ever planted any flowers. Discuss why it's important to plant flowers, and elicit why flowers are important for our planet (they provide food for animals and humans, some have medicinal properties, and like all plants, they help to clean the air).
- Ask the children what flowers they would like to plant in a garden or elsewhere. Discuss the possible benefits of these flowers.

Possible answers: flowers help feed us, they look pretty, they keep the air clean and they help other plants grow.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the following section from the text: *Find a sunny place in the garden. Make a hole. Put the sunflower plant in the hole. Give it some water.*

Workbook page 85



Lesson 4 Reading

1 Read the story on Pupil's Book pages 100–101 again. Read and tick (✓).

1	In spring, it's time to _____ sunflowers.	plant	✓	give
2	Put _____ in a pot.	water		soil
3	Make a small _____ in the soil.	hole		pot
4	Put the sunflower _____ in the hole.	pot		seed
5	Look and see the small _____!	leaves		bird
6	In summer, give your plant some _____.	water		soil
7	Look and see the _____ flower!	brown		yellow
8	In autumn, the _____ is brown.	flower		leaf
9	Plants need water, sun and seeds to _____.	grow		give

2 Read, look and number the pictures in order.

In spring Farmer Fred plants a seed in the ground.
Then it rains. Then the sun shines.
The seed grows into a small plant and it has got flowers on it.
The small plant climbs and climbs.
The big plant has got flowers on it.
Some flowers grow into long green pods.
You can see some green peas in the pods.
Peas are not fruit. Peas are seeds!
You can plant them and grow more peas.

Unit 8 85

1 Read the story on Pupil's Book pages 100–101 again. Read and tick (✓).

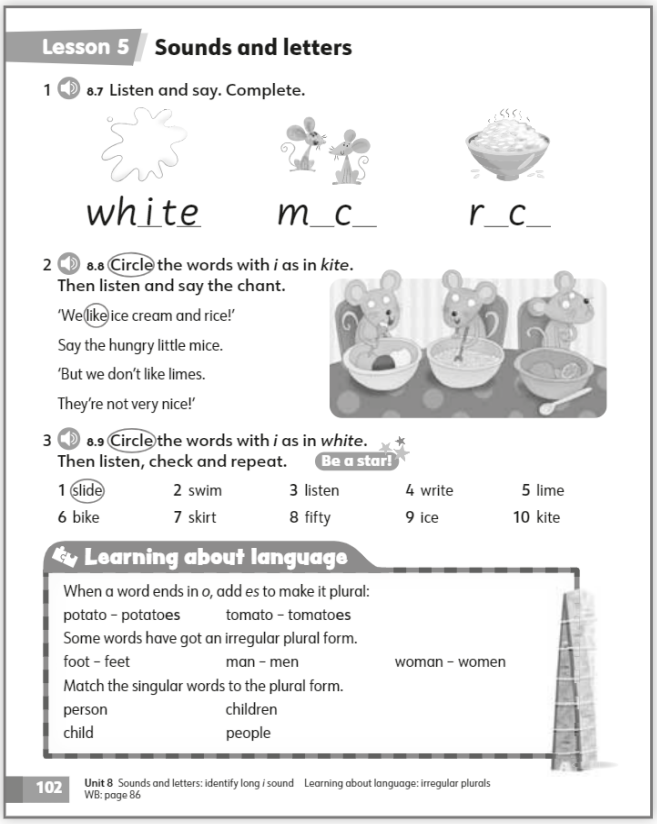
Answers: 1 plant **2** soil **3** hole **4** seed **5** leaves **6** water **7** yellow **8** flower **9** grow

2 Read, look and number the pictures in order.

Answers: 2, 5, 1, 3, 4

Lesson 5 Sounds and letters

Pupil's Book page 102


Lesson 5 Sounds and letters

1 8.7 Listen and say. Complete.

white m_c_ r_c_

2 8.8 Circle the words with *i* as in *kite*. Then listen and say the chant.

'We like ice cream and rice!'
Say the hungry little mice.
'But we don't like limes.
They're not very nice!'

3 8.9 Circle the words with *i* as in *white*. Then listen, check and repeat. Be a star!

1 slide 2 swim 3 listen 4 write 5 lime
6 bike 7 skirt 8 fifty 9 ice 10 kite

Learning about language

When a word ends in *o*, add *es* to make it plural:
potato – potatoes tomato – tomatoes
Some words have got an irregular plural form.
foot – feet man – men woman – women
Match the singular words to the plural form.
person children
child people

102 Unit 8 Sounds and letters: identify long *i* sound Learning about language: irregular plurals
WB: page 86

Learning objectives: Sounds and letters: identify long *i* sound; Learning about language: Irregular plurals

Sounds and letters words: mice, rice, white

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) with words from the text in the last lesson, e.g. *sunflower, leaves, garden, growing, beautiful, seeds.* (If the children might find these words too challenging, you can include easier ones in the middle, e.g. *hole, sunny, plant, birds.*)

1 8.7 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *i* in the word *white* and ask *What's this sound? What's the word?* Then point to the e in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *i* sound like /aɪ/.
- Continue by pointing to the spaces in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript
/aɪ/ /aɪ/ /aɪ/ white
/aɪ/ /aɪ/ /aɪ/ mice
/aɪ/ /aɪ/ /aɪ/ rice

Answers: white, mice, rice

2 8.8 Circle the words with *i* as in *kite*. Then listen and say the chant.

- First have the children find all the examples of the letter *i* they can (there are eight). Ask how the letter *i* is pronounced on its own.
- Have the children find and circle all the examples of the */aɪ/* sound. Ask how many they found. If the class doesn't agree, they need to check again! Elicit the words.
- Then ask them to decide which word with *i* doesn't have */aɪ/* sound (*little*).
- Play the chant and have the children follow in their book.
- Play the chant again and have the children join in with the */aɪ/* words.
- Then play it again pausing before some key */aɪ/* words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

Answers: 'We like ice cream and rice!'
Say the hungry little mice. 'But we don't like limes.
They're not very nice!'

3 8.9 Circle the words with *i* as in *white*. Then listen, check and repeat.

Be a star!

- Have the children say the first word, *slide*. Ask if it has the */aɪ/* sound (*yes*). Then have them say the second word, *swim*. Again, ask if it has the */aɪ/* sound (*no*).
- Have the children complete the activity individually, circling the words with the */aɪ/* sound. While they do this, write all the words on the board.
- Play the audio for the children to check their answers. Then invite different children to come to the board and circle an */aɪ/* word. Ask for whole-class agreement each time.
- Have the children repeat all the words to practise their pronunciation.

Answers: 1 slide **4** write **5** lime **6** bike **9** ice **10** kite

Learning about language

- Draw a potato on the board. Ask the children what it is and write the word next to it. Say *potato* stressing the *o* sound.
- Now draw two potatoes and ask the children what they are. Write the word *potatos* on the board and say *When a word ends in* o, *add* es *to make it plural.* Cross through *potatos* and write the correct spelling *potatoes*.
- Do the same with the words *tomato* and *tomatoes*.
- Read through the information in the *Learning about language* box with the class. For each of the other irregular examples given, say, e.g. *one [foot], two ...?* And have the children say the correct plural word.
- Give the children a moment to think about the plural forms of *person* and *child*. Elicit the answers and write them on the board.
- Have the children close their Pupil's Books. Write the singular nouns on the board. Invite volunteers to come and write in the plural forms. Ask for whole-class agreement each time.

Answers: person – people; child – children

Teaching star!

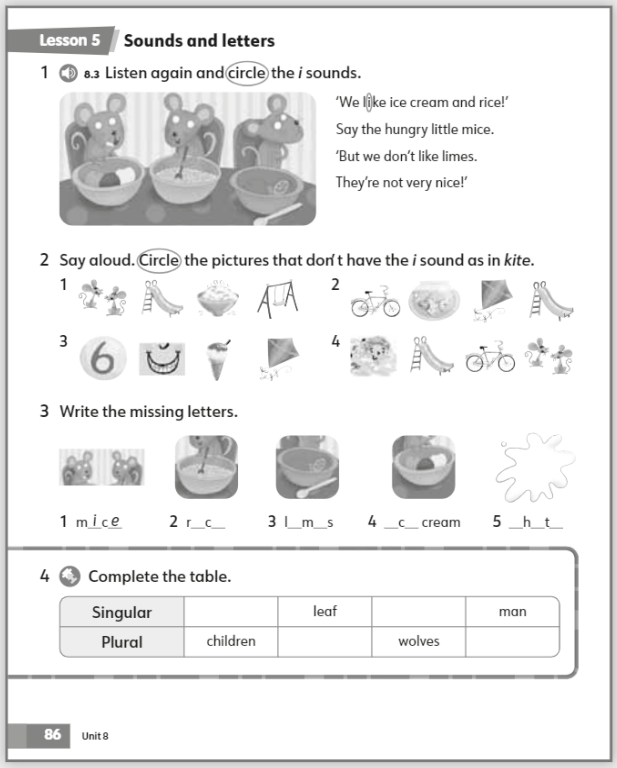
Pairwork

- The children can become more familiar with the plural forms by testing each other.
- Divide the class into pairs. One child says the singular form of one of the words in the *Learning about language* box. Their partner responds with the plural form without looking at the book.
- They then swap roles and continue the game.
- This type of activity is useful for any language where the children have to memorise words pairs or groups of words, e.g. irregular verb forms.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activities 2 and 3.

Workbook page 86



Lesson 5 Sounds and letters

1 8.3 Listen again and circle the *i* sounds.

'We like ice cream and rice!'
Say the hungry little mice.
'But we don't like limes.
They're not very nice!'

2 Say aloud. Circle the pictures that don't have the *i* sound as in *kite*.

1 2 3 4

3 Write the missing letters.

1 m i c e 2 r__c__ 3 l__m__s 4 __c__ cream 5 __h__t__

4 Complete the table.

Singular		leaf		man
Plural	children		wolves	

86 Unit 8

1 8.3 Listen again and circle the *i* sounds.

Answers: 'We l(i)ke (i)ce cream and r(i)ce!'
Say the hungry l(i)ttle m(i)ce.
'But we don't l(i)ke l(i)mes.
They're not very n(i)ce!'

2 Say aloud. Circle the pictures that don't have the *i* sound as in *kite*.

Answers: 1 swing **2** fish **3** six **4** swim

3 Write the missing letters.

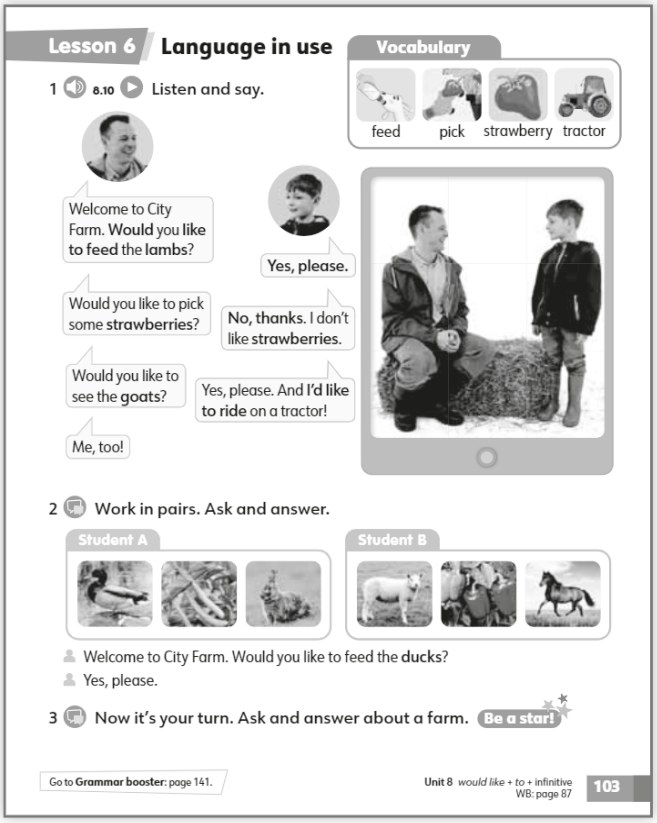
Answers: 1 mice **2** rice **3** limes **4** ice cream **5** white

4 Complete the table.

Answers: child, leaves, wolf, men

Lesson 6 Language in use

Pupil's Book page 103



Learning objectives: *would like* + *to* + infinitive

Vocabulary: feed, pick, strawberry, tractor

Resources: Language in use video; Grammar worksheet 2

8.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered it.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Say each word and have the children point and repeat.
- Have the children repeat the words again doing an action for each one (*feed:* mime bottle feeding a baby animal and making sucking noises, *pick:* mime picking a fruit, *strawberry:* mime eating a delicious fruit, *tractor:* mime riding in a bumpy tractor).
- Say the words and have the children do the actions.
- Finally do the actions in a different order and have the children join in and say the words.

1 8.10 Listen and say.

- Refer the children to the picture. Elicit or remind them of the word *farmer*. Introduce the word *farm* by explaining that a farmer works on a farm.
- Play the audio. Have the children follow in their books.
- Ask the children what comes after *Would you like ...?* and *I'd like ...* (*to* and a verb). Elicit all examples (*to feed, to pick, to see*).
- Play the audio again and have the children repeat each question and answer.
- Have the children turn their books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it. If necessary, confirm the meaning of *farm* by explaining that this is where a farmer works.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language closely.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the animals, fruit and vegetables.
- Invite two children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue word is changed for items in the box.
- Elicit and drill the questions to continue the dialogue reminding them, if necessary, which verbs to use: *feed* or *see* for an animal, *pick* for a fruit or vegetable.
- Divide the class into pairs to make new dialogues: one child asks about the Student A items and the other about the Student B items. Then they change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms. If you hear common errors, review the structures with the class at the end of the activity.

3 Now it's your turn. Ask and answer about a farm. Be a star!

- Ask the children to think about a farm and all the great things you can do there.
- Start by asking different children some questions using known vocabulary that has not come up in this lesson yet, e.g. *Would you like to feed the horse? Would you like to pick some beans?*, etc. Elicit and write the answers *Yes, please!* or *No, thanks, I don't like ...* on the board.
- Ask the class for extra suggestions about what they would like to do, using *And I'd like to ...*
- Divide the class into pairs and have them ask and answer questions about a farm. Circulate, monitor and offer help and praise as appropriate.

Grammar booster

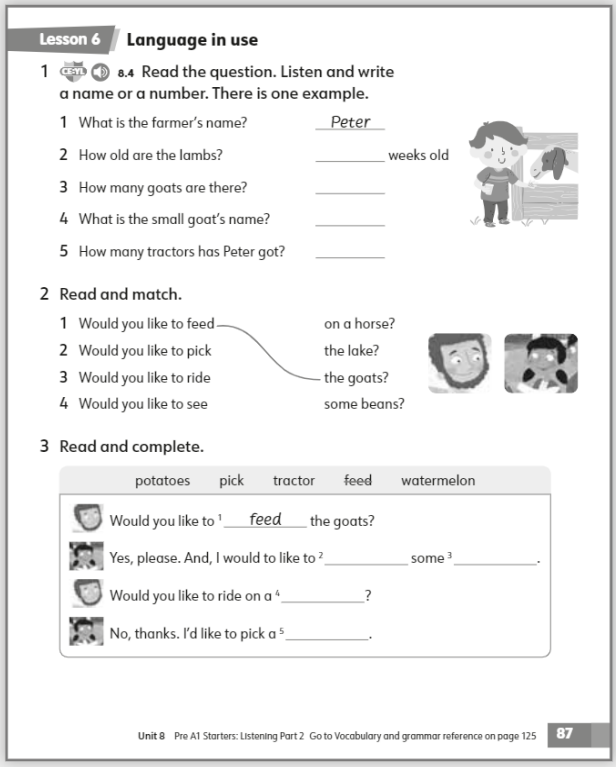
Ask the children to turn to page 141 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 Would you like, I'd like, I'd like
2 Would you like, No, thanks., Yes, please.
3 Would you like, Yes, please.

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with language from this lesson. (*Would you like to feed the lambs? Yes, please. Would you like to pick some strawberries? No, thanks.*)

Workbook page 87



Lesson 6 **Language in use**

1 CE:YL 8.4 **Read the question. Listen and write a name or a number. There is one example.**

1 What is the farmer's name? *Peter*
2 How old are the lambs? _____ weeks old
3 How many goats are there? _____
4 What is the small goat's name? _____
5 How many tractors has Peter got? _____

2 **Read and match.**

1 Would you like to feed — the goats?
2 Would you like to pick — some beans?
3 Would you like to ride — on a horse?
4 Would you like to see — the lake?

3 **Read and complete.**

potatoes pick tractor feed watermelon

Would you like to [1] *feed* the goats?
Yes, please. And, I would to like to [2] _____ some [3] _____.
Would you like to ride on a [4] _____?
No, thanks. I'd like to pick a [5] _____.

Unit 8 Pre A1 Starters: Listening Part 2 Go to Vocabulary and grammar reference on page 125 87

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 to help them when completing these activities.

1 CE:YL 8.4 Read the question. Listen and write a name or a number. There is one example.

- This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Go through the example and elicit the answer. Then have the children complete the activity individually. Check the answers with the class.

Audioscript

Speaker: *Look at the picture. Listen and write a name or a number. There is one example.*
1 Man: *Welcome to the farm.*
Children: *Thank you!*
Girl: *What's your name?*
Man: *I'm Peter.*
Children: *Hello, Peter!*
Speaker: *Can you see the answer? Now you listen and write a name or a number.*
2 Man: *OK! These are the lambs.*
Girl: *Ahh ...*
Man: *Would you like to feed the lambs?*
Girl: *Yes, please. How old are they?*
Man: *They are only four weeks old.*
3 Man: *Now! Would you like to see the goats?*
Boy: *Yes, please! I'd like to see the goats.*
Girl: *Me too! How many goats are there?*
Man: *I've got three goats. Come on!*
4 Girl: *Wow! There are two big goats and one small goat.*
Man: *Yes! The big goats are Billy and Bean.*
Boy: *And what is the small goat's name?*
Man: *Her name is Coconut.*
Girl: *Coconut?! C-O-C-O-N-U-T?*
Man: *That's right.*
Boy: *Ha ha! That's a funny name.*
5 Man: *Now, would you like to ride on a tractor?*
Children: *Yes!*
Man: *Here we are.*
Boy: *It's a big red tractor.*
Man: *Yes, it is. I've got a small green tractor too.*
Girl: *So, you've got two tractors.*
Man: *That's right.*

Answers: 1 Peter **2** four **3** three **4** Coconut **5** two

2 Read and match.

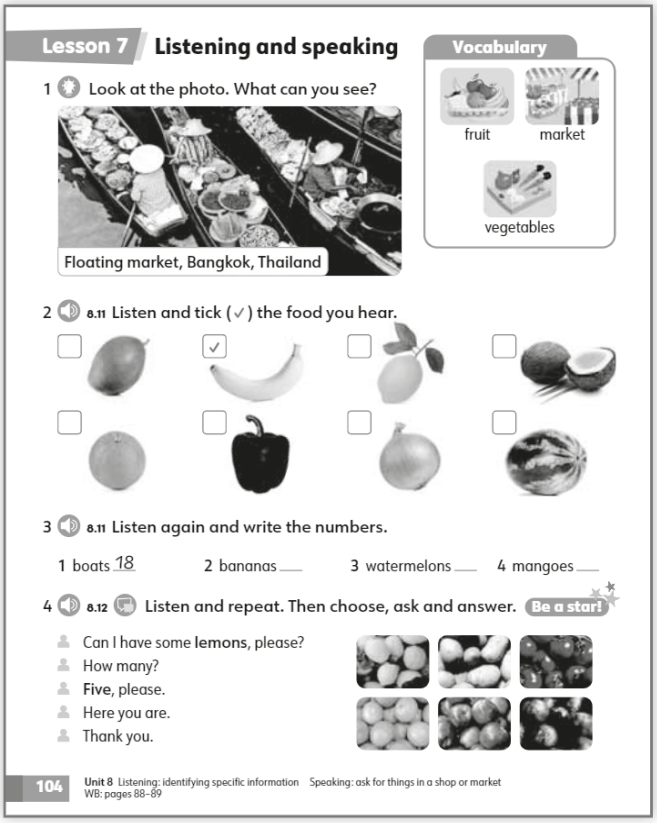
Answers: 1 the goats? **2** some beans? **3** on a horse? **4** the lake?

3 Read and complete.

Answers: 1 feed **2** pick **3** potatoes **4** tractor **5** watermelon

Lesson 7 Listening and speaking

Pupil's Book page 104



Learning objectives: Listening: identifying specific information; Speaking: ask for things in a shop or market

Vocabulary: fruit, market, vegetables

Review vocabulary: fruits, vegetables

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with questions and answers from the last lesson, e.g. *Would you like to see the goats? I'd like to ride a tractor.*

Vocabulary

- Refer the children to the vocabulary box. Say the words and have the children point and repeat.
- Challenge the children to write a list in their notebooks of two kinds of fruit, two kinds of vegetables and two other things you can buy at a market.

1 Look at the photo. What can you see?

- Refer the children to the photo and elicit what they can see. Ask what is special about this market. (*They're on boats.*)

Suggested answer: bananas, mango, fruit, vegetables, boats

2 8.11 Listen and tick (✓) the food you hear.

- Elicit the names of the food in the photos.
- Play the audio up to *There are bananas and coconuts.* Point out the example tick by banana. Ask *Are there coconuts?* (*yes*) Mime a tick by the coconut.
- Play the rest of the audio and have the children tick the food they hear.
- Call out each item and have the children say *yes* or *no*.

Audioscript

Girl: *I'm having a great holiday. Thailand is amazing. What are we doing today, Mum?*

Mother: *Would you like to go to a fruit and vegetable market?*

Girl: *Yes, please.*

Mum: *Here we are.*

Girl: *There are lots of boats. Where's the market?*

Mum: *This is the market! It's a water market. A floating market.*

Girl: *Wow! There are 1, 2, 3, … 18 boats. And look at all the colours!*

Mum: *Look! This boat has got lots of fruit. There are bananas and coconuts. And there are lots of vegetables on that boat. I can see peppers and onions.*

Mum: *Hello! I'd like some bananas, please.*

Man: *How many?*

Mum: *Can I have six, please?*

Man: *OK. Six bananas. Here you are.*

Girl: *Can I have a watermelon, please, Mum?*

Mum: *Of course. And would you like some mangoes?*

Girl: *Yes, please!*

Mum: *I'd like a watermelon and some mangoes, please.*

Man: *How many mangoes?*

Mum: *Four, please.*

Man: *Here you are. A watermelon and four mangoes.*

Answers: ✓ by mangoes, bananas, coconuts, peppers, onions, watermelons

3 8.11 Listen again and write the numbers.

- Ask *How many boats are there?* Play the audio again up to … *18 boats* and point out the example answer.
- Play the rest of the audio for the children to write the numbers for the other items.
- For feedback, call out the items to elicit the numbers.

Answers: 1 18 **2** 6 **3** 1 **4** 4

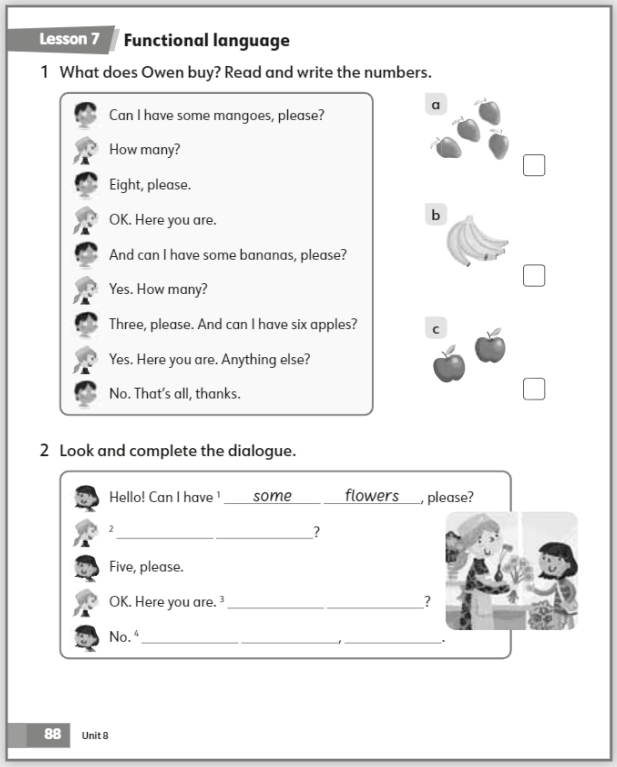
4 8.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Play the audio and have the children listen and point to the correct picture.
- Play the audio again. Have the children repeat the dialogue.
- Divide the class into pairs and have them make new dialogues, changing the words in blue.

Cooler: A chant

- Write on the board:
  Can I have some lemons, please?
  Yes, you can! Yes, you can!
  How many? How many?
  Five, please! Five, please!
- Read out the chant, have the children repeat it and then say it all together.
- Have them invent more verses about different food and numbers!

Workbook page 88


Lesson 7 Functional language

1 What does Owen buy? Read and write the numbers.

Can I have some mangoes, please?
How many?
Eight, please.
OK. Here you are.
And can I have some bananas, please?
Yes. How many?
Three, please. And can I have six apples?
Yes. Here you are. Anything else?
No. That's all, thanks.

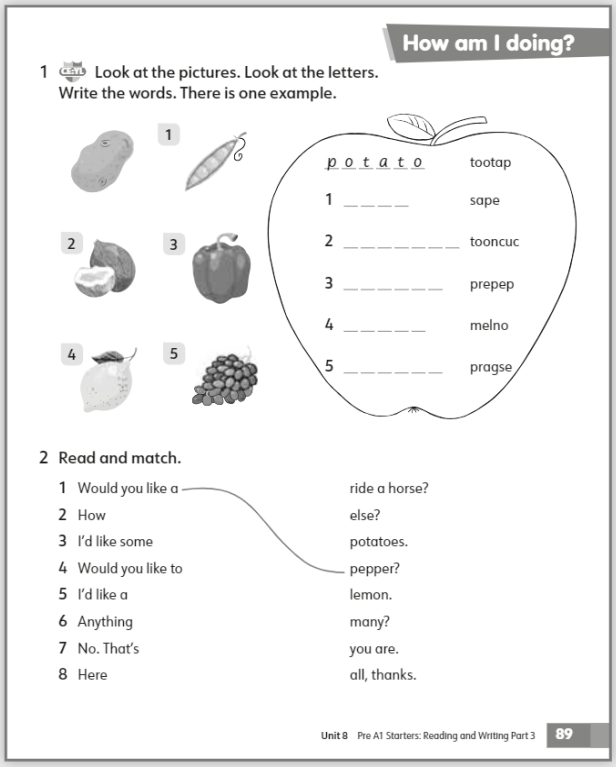
a b c

2 Look and complete the dialogue.

Hello! Can I have [1] some flowers, please?
[2] _____?
Five, please.
OK. Here you are. [3] _____?
No. [4] _____.

88 Unit 8

Workbook page 89


How am I doing?

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

potato tootap
1 _____ sape
2 _____ tooncuc
3 _____ prepep
4 _____ melno
5 _____ pragse

2 Read and match.

1 Would you like a — ride a horse?
2 How — else?
3 I'd like some — potatoes.
4 Would you like to — pepper?
5 I'd like a — lemon.
6 Anything — many?
7 No. That's — you are.
8 Here — all, thanks.

Unit 8 Pre A1 Starters: Reading and Writing Part 3 89

1 What does Owen buy? Read and write the numbers.

Answers: 1 a – 8 **2** b – 3 **3** c – 6

2 Look and complete the dialogue.

Answers: 1 some flowers **2** How many **3** Anything else **4** That's all, thanks.

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test.
- If done in class, elicit the names of the food chorally. Go through the example and elicit the next answer.
- Have the children complete the activity individually.
- Check the answers with the class.

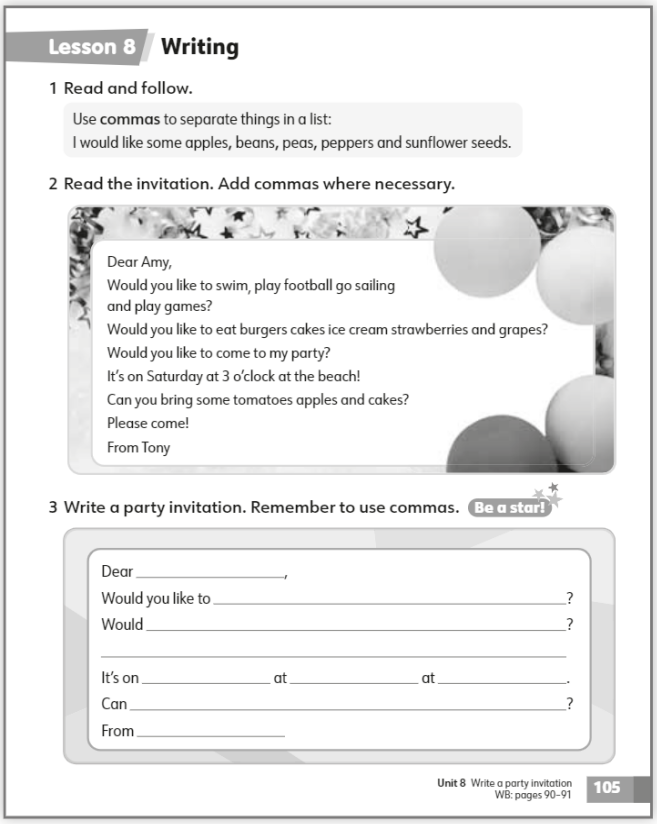
Answers: 1 peas **2** coconut **3** beans **4** lemon **5** grapes

2 Read and match.

Answers: 1 pepper? **2** many? **3** potatoes. **4** ride a horse? **5** lemon. **6** else? **7** all, thanks. **8** you are.

Lesson 8 Writing

Pupil's Book page 105



Lesson 8 Writing

1 Read and follow.

Use **commas** to separate things in a list:
I would like some apples, beans, peas, peppers and sunflower seeds.

2 Read the invitation. Add commas where necessary.

Dear Amy,
Would you like to swim, play football go sailing and play games?
Would you like to eat burgers cakes ice cream strawberries and grapes?
Would you like to come to my party?
It's on Saturday at 3 o'clock at the beach!
Can you bring some tomatoes apples and cakes?
Please come!
From Tony

3 Write a party invitation. Remember to use commas. Be a star!

Dear _____,
Would you like to _____?
Would _____?
_____
It's on _____ at _____ at _____.
Can _____?
From _____

Unit 8 Write a party invitation
WB: pages 90–91
105

Learning objectives: Use commas; Write a party invitation

Resources: Unit 8 test

Warm-up: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *Would you like to go to a fruit and vegetable market?* (11) *There are lots of vegetables on that boat.* (8) *I'd like some bananas, please.* (5) *Can I have a watermelon, please, Mum?* (7) *Would you like some mangoes?* (5)

1 Read and follow.

- Ask *Do you remember the market in the last lesson? What do the woman and the girl ask for at the market?* Elicit and write on the board: *They ask for some bananas a watermelon and some mangoes*. Ask the children if they think anything is missing from the sentence.
- If they suggest commas, insert them and have them read the information in Activity 1. If not, have them read Activity 1 and then tell you what's missing in the sentence.
- Ask where you should add the commas to the sentence on the board and write them in.

2 Read the invitation. Add commas where necessary.

- Have the children read the text quickly and say what it is (*an invitation to a party*).
- Work through the first full sentence as a class and write it on the board. Then give the children time to think about where to put commas in the rest of the text, but ask them not to write anything yet.
- Ask the children if commas are needed in each line and write the lines that need commas on the board. Read out the sentences slowly and have the children call out *comma* when one is needed. Insert the commas in the sentences.
- Have the children complete the text in their books.

Answers: Dear Amy, Would you like to swim, play football, go sailing and play games? Would you like to eat burgers, cakes, ice cream, strawberries and grapes? Would you like to come to my party? It's on Saturday at 3 o'clock at the beach!
Can you bring some tomatoes, apples and cakes? Please come! From Tony

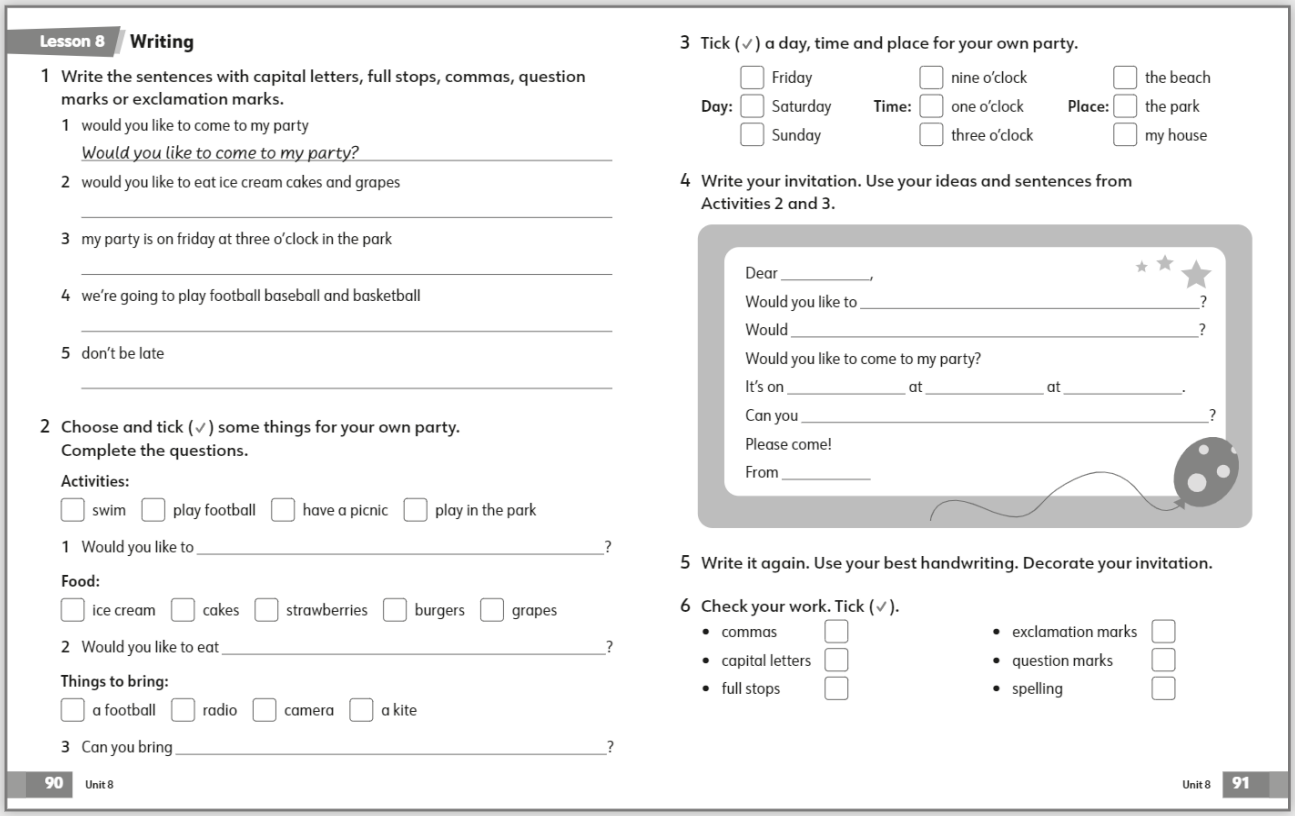
3 Write a party invitation. Remember to use commas.

Be a star!

- Elicit suggestions for the text of the new invitation and write the children's ideas on the board. Write all their suggestions.
- Then have the children choose the ideas that they want to include and complete the invitation in their Pupil's Books.
- Encourage the children to show a friend and see how similar their final versions are.
- Have them check each other's work to make sure commas have been used correctly.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17) with key words from the texts in this lesson.



Lesson 8 **Writing**

1 **Write the sentences with capital letters, full stops, commas, question marks or exclamation marks.**

1 would you like to come to my party
Would you like to come to my party?

2 would you like to eat ice cream cakes and grapes
_____

3 my party is on friday at three o'clock in the park
_____

4 we're going to play football baseball and basketball
_____

5 don't be late
_____

2 **Choose and tick (✓) some things for your own party. Complete the questions.**

Activities:
☐ swim ☐ play football ☐ have a picnic ☐ play in the park

1 Would you like to _____?

Food:
☐ ice cream ☐ cakes ☐ strawberries ☐ burgers ☐ grapes

2 Would you like to eat _____?

Things to bring:
☐ a football ☐ radio ☐ camera ☐ a kite

3 Can you bring _____?

3 **Tick (✓) a day, time and place for your own party.**

	☐ Friday	☐ nine o'clock	☐ the beach
Day:	☐ Saturday	**Time:** ☐ one o'clock	**Place:** ☐ the park
	☐ Sunday	☐ three o'clock	☐ my house

4 **Write your invitation. Use your ideas and sentences from Activities 2 and 3.**

Dear _____,
Would you like to _____?
Would _____?
Would you like to come to my party?
It's on _____ at _____ at _____.
Can you _____?
Please come!
From _____

5 **Write it again. Use your best handwriting. Decorate your invitation.**

6 **Check your work. Tick (✓).**

- commas ☐
- capital letters ☐
- full stops ☐
- exclamation marks ☐
- question marks ☐
- spelling ☐

1 Write the sentences with capital letters, full stops, commas, question marks or exclamation marks.

- Refer the children to the example and elicit the changes that have been made.
- Then have the children complete the activity individually. While they do this, write the sentences on the board without punctuation or capital letters.
- For feedback, invite children to come and correct the sentences on the board.

Answers: 1 Would you like to come to my party**? 2 W**ould you like to eat ice cream**,** cakes and grapes**? 3 M**y party is on Friday at three o'clock at the park**. 4 W**e're going to play football**,** baseball and basketball**. 5 D**on't be late**!**

2 Choose and tick (✓) some things for your own party. Complete the questions.

- Choose three things for yourself from the first section. Tell the class and elicit the corresponding question. Write it on the board, eliciting the correct necessary punctuation from the class.
- Have the children continue the activity individually.
- Invite different children to read out their questions.

Answers: Children's own answers.

3 Tick (✓) a day, time and place for your own party.

- Have the children tick their choices.
- Ask different children to read out their options.

Answers: Children's own answers.

4 Write your invitation. Use your ideas and sentences from Activities 2 and 3.

- Remind the children that they can see model invitations on Pupil's Book page 105. Ask them to complete the invitation and then compare it with a friend. Circulate, monitor and offer help as needed.

Answers: Children's own answers.

5 Write it again. Use your best handwriting. Decorate your invitation.

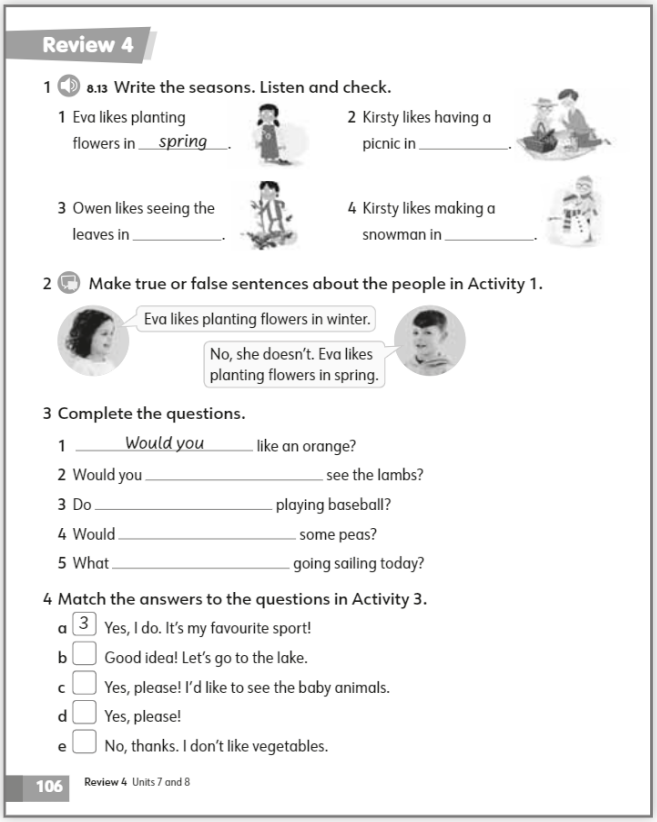
- Have the children write their text again. Point out that the invitation should look attractive, so it needs to be neat and colourful!

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick.

Review 4

Pupil's Book page 106



Review 4

1 8.13 Write the seasons. Listen and check.

1 Eva likes planting flowers in spring.
2 Kirsty likes having a picnic in _____.
3 Owen likes seeing the leaves in _____.
4 Kirsty likes making a snowman in _____.

2 Make true or false sentences about the people in Activity 1.

Eva likes planting flowers in winter.
No, she doesn't. Eva likes planting flowers in spring.

3 Complete the questions.

1 Would you like an orange?
2 Would you see the lambs?
3 Do playing baseball?
4 Would some peas?
5 What going sailing today?

4 Match the answers to the questions in Activity 3.

a 3 Yes, I do. It's my favourite sport!
b Good idea! Let's go to the lake.
c Yes, please! I'd like to see the baby animals.
d Yes, please!
e No, thanks. I don't like vegetables.

106 Review 4 Units 7 and 8

Learning objectives: Review vocabulary, grammar and sounds and letters from Units 7 and 8; CE:YL Pre A1 Starters: Reading and Writing Part 2; Speaking Part 2 and Part 4

Vocabulary: seasons, activities, fruits, vegetables

Grammar: *like + -ing; let's* + infinitive; *What about + -ing; would like + a / an / some*; *would like to* + infinitive

Resources: Flashcards; Speaking exam practice video

Materials: a piece of scrap paper for each child

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games bank, pages 14–17) with vocabulary topics from this lesson: food, sports and activities, weather.

Teaching star!

Reviewing language

When reviewing language, it is important to give the children time and opportunity to activate previous knowledge before doing feedback. Talking about pictures and context can provide a useful stimulus for recalling vocabulary and grammatical structures.

- Before starting the activities on this page, ask the children a question to activate previous knowledge. For example, before Activity 1, ask *What are the children wearing?* Prompt them to recall clothes, colours and any relevant adjectives.

1 8.13 Write the seasons. Listen and check.

- Refer the children to the text and the pictures. Ask what they can see.
- Point out the example answer and ask how they know that this is correct. Then have the children decide and write the season for each picture.
- Play the audio for the children to listen and check or complete their answers.
- For feedback, read out the sentences in a random order and have the children call out the season to complete the sentences. Write the words on the board.

Audioscript

1 *spring,* ***2*** *summer,* ***3*** *autumn,* ***4*** *winter*

Answers: (See audioscript)

2 Make true or false sentences about the people in Activity 1.

- Make some example sentences about the pictures for the whole class and ask *True or false? e.g. Owen likes to see the leaves in autumn* (*true*). *Kirsty likes having a picnic in winter* (*false*).
- Have the children correct any sentences which are false, e.g. *Kirsty likes having a picnic in winter.* (*No, she doesn't. Kirsty likes having a picnic in summer.*)
- Divide the class into pairs to continue the activity. One child says a similar sentence and their partner responds *true* or *false*. They should correct the false sentences. Then they change roles.

3 Complete the questions.

- Read out the example question to the children.
- Have the children complete the activity individually. While they do this, write the gapped questions on the board.
- For feedback, invite children to come and fill in the questions on the board.

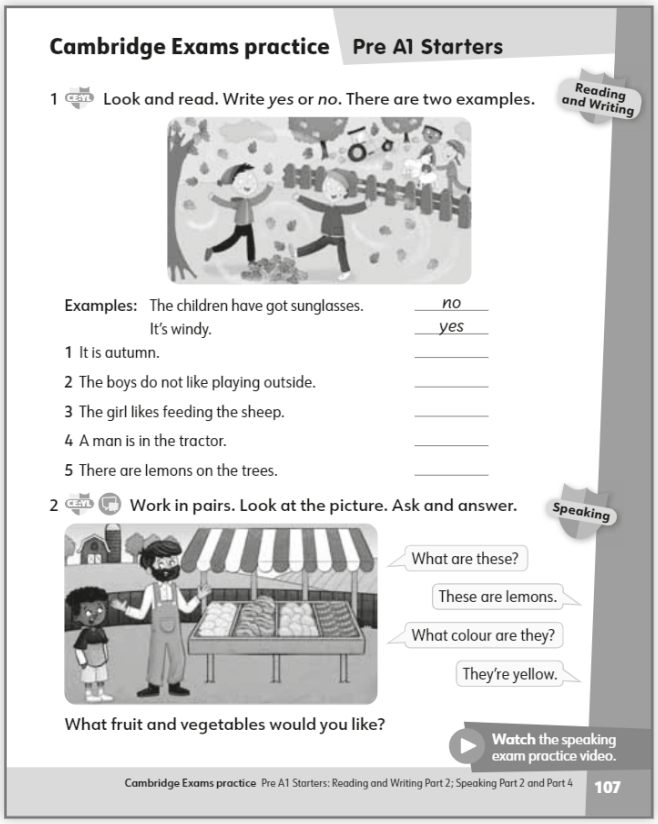
Answers: 1 Would you **2** like **3** you like **4** you like **5** about

4 Match the answers to the questions in Activity 3.

- Go over first matching question (from Activity 3) and answer (from Activity 4) with the children.
- Elicit the next match and have the class read out the completed question and answer chorally.
- Have the children continue the activity individually, matching the completed questions and answers. Invite different pairs of children to read out the matching halves.

Answers: a 3 **b** 5 **c** 2 **d** 1 **e** 4

Pupil's Book page 107



1 Look and read. Write *yes* or *no*. There are two examples.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, ask the children to say what they can see in the picture.
- Go through the examples first, and then have the children complete the activity individually, reading each sentence and writing *yes* if it correctly describes the picture or *no* if it doesn't.
- For feedback, ask different children to read out the sentences for the rest of the class to call out *yes* or *no*. Ask for whole-class agreement each time.

Answers: 1 yes **2** no **3** yes **4** no **5** no

2 Work in pairs. Look at the picture. Ask and answer.

- This activity helps the children prepare for Part 2 and Part 4 of the Speaking paper of the Cambridge English: Pre A1 Starters test.
- Children work in pairs to look at the picture, point at the items they see and ask and answer questions about them.
- Have a confident pair read aloud the example. Then have pairs complete the activity.
- After children have finished, you may wish to do a class survey on the fruits and vegetables the children *would like* to buy from the farmer.

Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* on the previous page). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a hole approximately 1 cm across.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 7 or 8, so that only part of a picture is visible and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing? Where's this?* Their partner can move the hole around to see more if it's too difficult. Then they change roles.

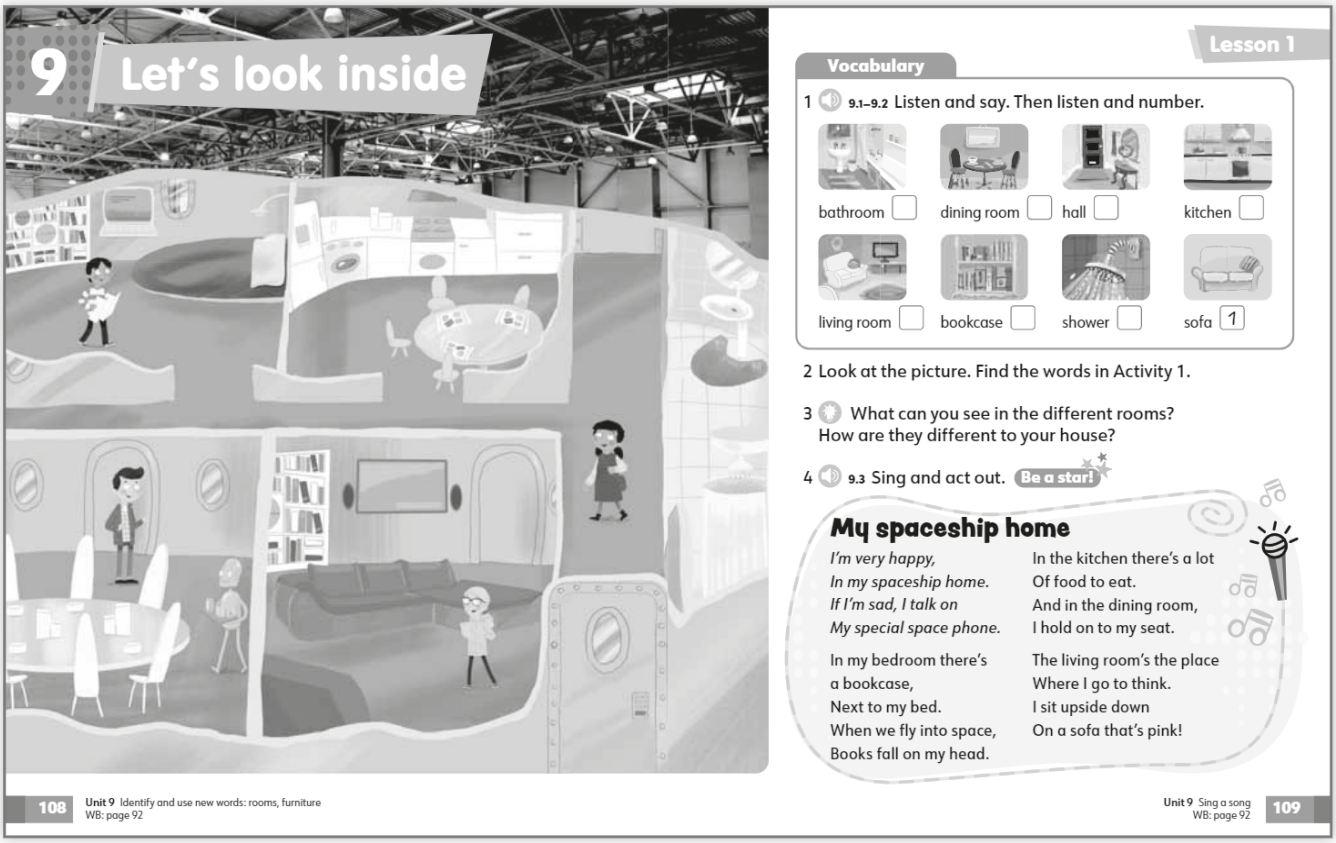
My progress: (Workbook page 117)

- Praise the children for their efforts in completing these units (rewarding effort as well as achievement is essential for successful learning).
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work together as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place. Have them hold up their books to show their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

9 Let's look inside

Lesson 1 Vocabulary

Pupil's Book pages 108–109



Learning objectives: Identify and use new words: rooms, furniture; Sing a song using the target vocabulary

Vocabulary: bathroom, dining room, hall, kitchen, living room, bookcase, shower, sofa

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 108–109. Ask *Where are they? What can you see in each room? What's your favourite room?* Ask the children they have any of these things in their house.

1 9.1 Listen and say.

- Play the audio. Have the children listen, point to the pictures, and repeat.
- Play the audio again and have the children do a mime for each item: *bathroom* – brushing your teeth; *dining room* – eating with knife and fork; *hall* – hanging up a coat; *kitchen* – cooking; *living room* – turning on the TV with a remote control; *bookcase* – taking down a book and opening it; *shower* – having a shower; *sofa* – lying back and relaxing.

9.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer. Then play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word.

Audioscript

1 *sofa,* ***2*** *living room,* ***3*** *bookcase,* ***4*** *bathroom,* ***5*** *shower,* ***6*** *kitchen,* ***7*** *hall,* ***8*** *dining room*

Answers: bathroom – **4**, dining room – **8**, hall – **7**, kitchen – **6**, living room – **2**, bookcase – **3**, shower – **5**, sofa – **1**

2 Look at the picture. Find the words in Activity 1.

- Point to the picture of the bathroom in Activity 1. Ask *What's this? Where's the bathroom on page 108?* Have the children point to it.
- Divide the class into pairs and have them take turns asking and finding the remaining rooms and objects.

3 What can you see in the different rooms? How are they different to your house?

- Elicit from the children everything they can see in the living room on page 108. Encourage them to describe things and say where they are.
- Tell the children how this is the same or different from your living room, e.g. *There's a sofa in my living room, but my TV is on a table.*
- Give the children some time to look at the rooms and think about how their house is the same or different.
- Divide the class into pairs and have them say at least one thing that is the same and one that is different.

4 9.2 Sing and act out.

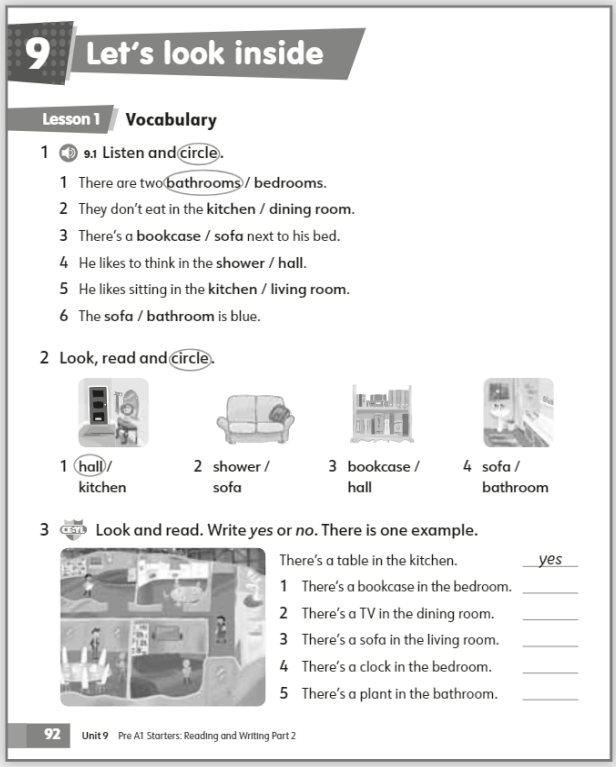
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of rooms or objects from Activity 1 mentioned. Play the song.
- Play the song again and have the children follow in their books. Encourage them to mime the key words.

Cooler: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with vocabulary from Activity 1.

Workbook page 92



9 Let's look inside

Lesson 1 Vocabulary

1 9.1 Listen and circle.

1 There are two bathrooms / bedrooms.
2 They don't eat in the kitchen / dining room.
3 There's a bookcase / sofa next to his bed.
4 He likes to think in the shower / hall.
5 He likes sitting in the kitchen / living room.
6 The sofa / bathroom is blue.

2 Look, read and circle.

1 hall / kitchen
2 shower / sofa
3 bookcase / hall
4 sofa / bathroom

3 CE:YL Look and read. Write *yes* or *no*. There is one example.

There's a table in the kitchen. yes
1 There's a bookcase in the bedroom. _____
2 There's a TV in the dining room. _____
3 There's a sofa in the living room. _____
4 There's a clock in the bedroom. _____
5 There's a plant in the bathroom. _____

92 Unit 9 Pre A1 Starters: Reading and Writing Part 2

1 9.1 Listen and circle.

Audioscript

1 Speaker: *Tell me about your house.*
Boy: *There are three bedrooms in my house. There are two bathrooms.*
2 Speaker: *Is there a dining room?*
Boy: *No, there isn't. There's a big kitchen, so we eat dinner in there.*
3 Speaker: *Do you like your bedroom?*
Boy: *Yes, I do. It's not big, but I've got a computer. And there's a bookcase next to my bed.*
4 Speaker: *Where is the bathroom?*
Boy: *It's next to my bedroom. There's a shower and a bath. I like to think in the shower.*
5 Speaker: *What is your favourite room in your house?*
Boy: *Hmm. My favourite room is the living room. I can sit on the sofa and watch TV with my family.*
6 Speaker: *So, is your sofa big?*
Boy: *Yes, it is. It's a big blue sofa!*

Answers: 1 bathrooms **2** dining room **3** bookcase **4** shower **5** living room **6** sofa

2 Look, read and circle.

Answers: 1 hall **2** sofa **3** bookcase **4** bathroom

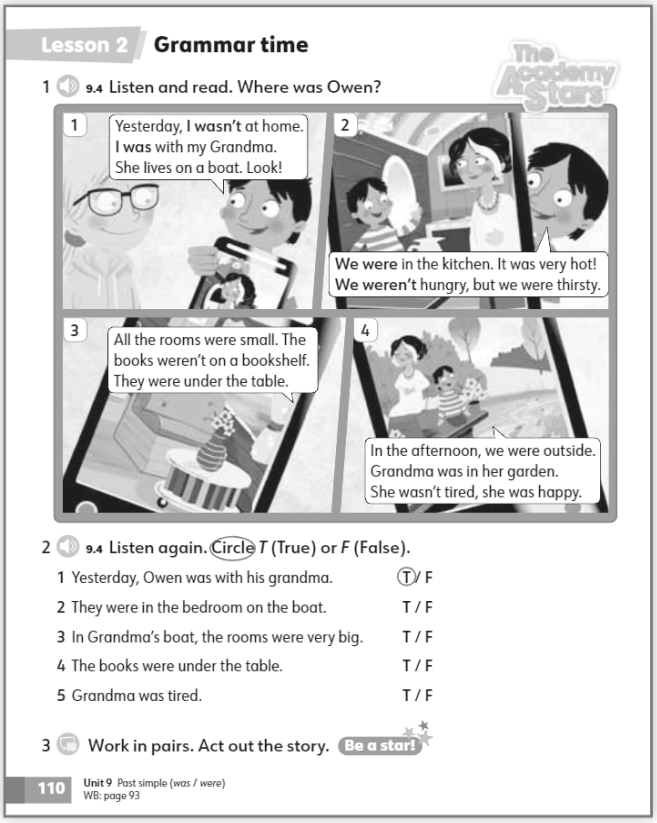
3 CE:YL Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture and write *yes* if the sentence is true or *no* if it is false.
- If done in class, ask the children to describe what they can see in the picture.
- Go through the example first, and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.

Answers: 1 yes **2** no **3** yes **4** no **5** no

Lesson 2 Grammar time

Pupil's Book page 110



Learning objectives: Understand the use of past simple (*was / were*); Read and act out a story using the target grammar

Grammar: Past simple (*was / were*)

Review vocabulary: places

9.3 Warm-up: Sing the song!

- Play the song *My spaceship home* again and have the children join in and do the actions as in Lesson 1.

1 9.4 Listen and read. Where was Owen?

- Refer the children to the pictures and ask *Who can you see? What has Owen got?* (*a tablet with photos*) *What can you see in his photos? What do you think they are talking about?*
- Play the audio and have the children follow in their books. Ask the children *Where was Owen?* and have them find the answer.
- Ask some questions to check comprehension: *Are they talking about today?* (*no*) *Where does Owen's Grandma live?* (*on a boat*) *Was it cold in the kitchen?* (*No, it was very hot.*) *Were they hungry?* (*no*) *Where were the books?* (*under the table*) *Where were they in the afternoon?* (*outside, in the garden*) *Was Grandma sad?* (*no*)
- Play the audio one more time. Have the children do suitable actions for the places and activities mentioned.

Answers: at his Grandma's home / on his Grandma's boat

2 9.4 Listen again. Circle *T* (True) or *F* (False).

- Play the audio again for the children to listen and read. Refer them to the example sentence and answer, and ask them to find the part of the text that shows this (picture 1 – *I was with my Grandma.*).
- Have the children continue the activity individually, reading each sentence and circling *T* (if it is true) or *F* (if it is false). Replay the audio, if necessary, so that they can check.
- Read out the sentences and have the children call back *true* or *false*. Ask for whole-class agreement each time and elicit the relevant part of the text.

Answers: **1** T **2** F **3** F **4** T **5** F

Teaching star!

Extension

The children can write more simple true / false comprehension questions about the story to test their friends.

- Have each child look at the story and write one more true / false sentence about the story. Encourage them to look at details in the pictures as well as the text for ideas, e.g. *Grandma's boat is red and blue.* (*false*)
- Divide the class into groups of four of five. Have each child read out their sentence to the others in the group and the others say *true* or *false* in response. The child with the sentence confirms each time.
- The groups can then choose their best sentences to write out and pass to another group for a further test.

3 Work in pairs. Act out the story.

Be a star!

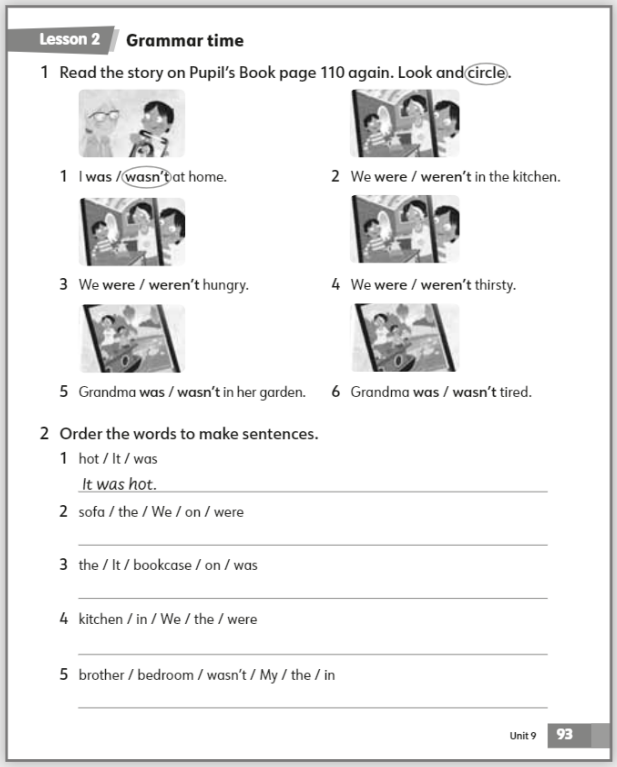
- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of sentences with *was* and *were*.
- Divide the class into pairs. Let the children decide who will be Kirsty and Owen. Point out that Kirsty's role is just to listen and respond. Practise some responses with the class such as *Oooh! Wow! Really?*
- Allow them a few minutes to practise acting out the story, swapping roles in the middle so both children get a chance to speak. They can use a book as a prop for the tablet.
- Set a time limit for practice. Two or three minutes is good, but you can adjust this to suit the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.

- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteers to act out the story for the class.

9.4 Cooler: What was the last word?

- Play *What was the last word?* (see the Games bank, pages 14–17) with the audio from Activity 1 in this lesson. Suggested words to stop after: *home, Grandma, boat, kitchen, thirsty, small, bookshelf, afternoon, garden, happy.*

Workbook page 93



Lesson 2 **Grammar time**

1 Read the story on Pupil's Book page 110 again. Look and circle.

1 I **was** / (**wasn't**) at home.

2 We **were** / **weren't** in the kitchen.

3 We **were** / **weren't** hungry.

4 We **were** / **weren't** thirsty.

5 Grandma **was** / **wasn't** in her garden.

6 Grandma **was** / **wasn't** tired.

2 Order the words to make sentences.

1 hot / It / was
It was hot.

2 sofa / the / We / on / were

3 the / It / bookcase / on / was

4 kitchen / in / We / the / were

5 brother / bedroom / wasn't / My / the / in

Unit 9 93

1 Read the story on Pupil's Book page 110 again. Look and circle.

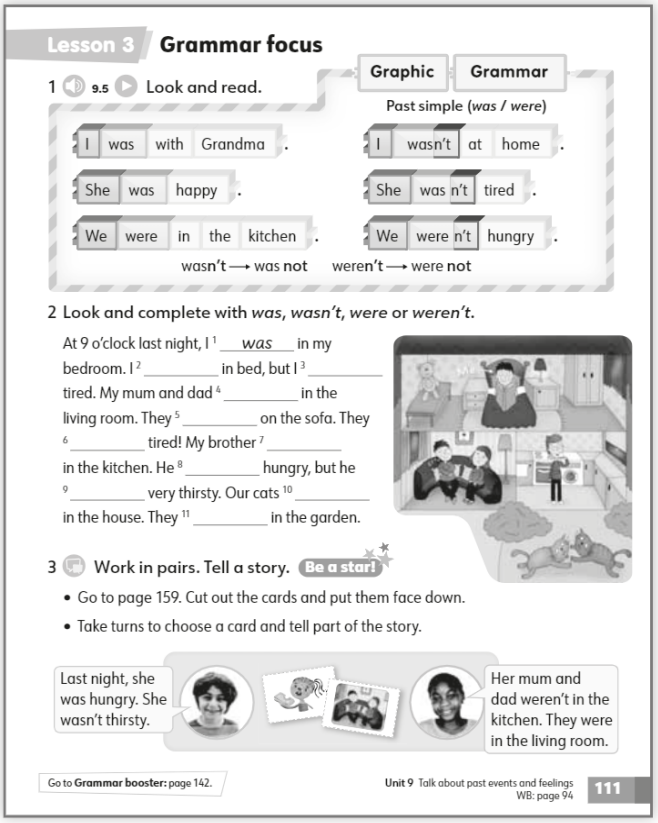
Answers: 1 wasn't **2** were **3** weren't **4** were **5** was **6** wasn't

2 Write the words in the correct order to make sentences.

Answers: 1 It was hot. **2** We were on the sofa. **3** It was on the bookcase. **4** We were in the kitchen. **5** My brother wasn't in the bedroom.

Lesson 3 Grammar focus

Pupil's Book page 111



Lesson 3 Grammar focus

1 9.5 Look and read.

Graphic	Grammar
	Past simple (*was / were*)
I was with Grandma.	I wasn't at home.
She was happy.	She wasn't tired.
We were in the kitchen.	We weren't hungry.
	wasn't → was not; weren't → were not

2 Look and complete with *was, wasn't, were* or *weren't*.

At 9 o'clock last night, I [1] *was* in my bedroom. I [2] _____ in bed, but I [3] _____ tired. My mum and dad [4] _____ in the living room. They [5] _____ on the sofa. They [6] _____ tired! My brother [7] _____ in the kitchen. He [8] _____ hungry, but he [9] _____ very thirsty. Our cats [10] _____ in the house. They [11] _____ in the garden.

3 Work in pairs. Tell a story. Be a star!

- Go to page 159. Cut out the cards and put them face down.
- Take turns to choose a card and tell part of the story.

Last night, she was hungry. She wasn't thirsty.

Her mum and dad weren't in the kitchen. They were in the living room.

Go to **Grammar booster:** page 142.

Unit 9 Talk about past events and feelings WB: page 94 111

Learning objectives: Talk about past events and feelings

Grammar: *I was with Grandma. I wasn't at home. She was happy. She wasn't tired. We were in the kitchen. We weren't hungry.*

Review vocabulary: rooms, furniture

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Group mime

- Play *Group mime* (see the Games bank, pages 14–17) with vocabulary from Lesson 1 Activity 1. The children should mime being in the room or using the object.

1 9.5 Look and read.

- Play the audio. Have the children join in, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again and have the children repeat the sentences. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Ask the children *Are the sentences about now?* (*no*) *When are they about?* (*yesterday / the past*)
- Ask when we use *was* (for *I, he, she, it*). Ask when we use *were* (for *you, we, they*). Write these on the board: *I / he / she it was; you / we / they were.*
- Say *I was not at home,* counting out the words on your fingers with *was* and *not* separate. Then push the two fingers together to show the contraction and say *I wasn't at home.* Have the children repeat with *She was not tired* and *We were not hungry.*

- If using the video, tell the children they will see a video about a boy who visits his grandma. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Highlight the grammar points as described above.

2 Look and complete with *was, wasn't, were* or *weren't*.

- Have the children quickly read the text and say what it is about (a family at home in the evening). Refer them to the pictures and ask them to say what they can see. Ask how they think the people feel.
- Refer the children to the example answer and ask why the answer is *was* (because it's with *I*).
- Elicit the answers for numbers 2, 3 and 4. Ask how we know number 3 is negative (because of *but*). Ask how we know number 4 is *were* (because it's *they*).
- Have the children continue the activity individually and then check with a friend.
- Invite volunteers to read out a sentence each. Ask for whole-class agreement each time and write the answers on the board for the children to check.

Answers: 1 was **2** was **3** wasn't **4** were **5** were **6** were **7** was **8** wasn't **9** was **10** weren't **11** were

3 Work in pairs. Tell a story. Be a star!

- Organise the children in pairs and have them open their books to page 159. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards. For this activity, the children will use one set of cards.
- Explain that the children should choose a card and begin a story with the activity they see on the card. Their friend then chooses the next card and continues the story.
- Work through the example activity with the children.
- Allow time for the children to complete the game. If there is time, they can restart the game after shuffling the cards, to tell a different story.

Teaching star!

Extension

- Tell the children a story about last night for you (and your family), e.g. *At eight o'clock I was in the living room. The television was on but I was very tired. My children were in bed. They were sleepy!*
- Ask some children *Where were you at eight o'clock? Where was your mum / dad? Where were your brothers and sisters? Were they happy?*
- While still in pairs, have the children tell each other about their evening. Encourage the children to respond (e.g. *Me too! Not me!*) when they are listening.

Cooler: Draw and label

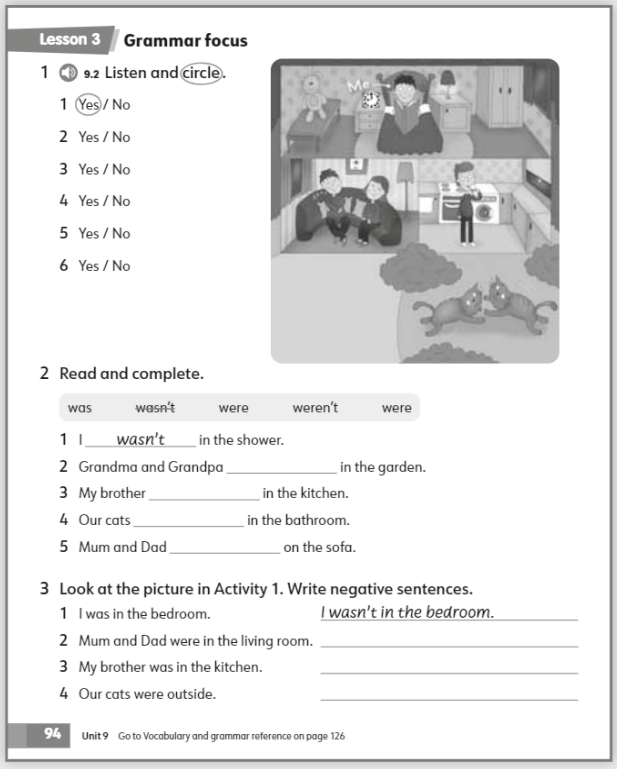
- Draw a quick picture on the board of yourself in the garden with a cat, looking happy. Tell the children that this was yesterday. Elicit sentences about the picture, e.g. *Yesterday I was in my garden. I was with my cat. I was very happy!*
- Have the children draw a similar picture of themselves in their notebook. Then ask them to share their pictures and sentences with the friends near them.
- Ask if any children drew the same activities and / or weather as their friends.

Grammar booster

Ask the children to turn to page 142 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 was **2** weren't **3** was **4** wasn't **5** wasn't

Workbook page 94



Lesson 3 Grammar focus

1 9.2 Listen and circle.

1 (Yes) / No
2 Yes / No
3 Yes / No
4 Yes / No
5 Yes / No
6 Yes / No

2 Read and complete.

was wasn't were weren't were

1 I wasn't in the shower.
2 Grandma and Grandpa _____ in the garden.
3 My brother _____ in the kitchen.
4 Our cats _____ in the bathroom.
5 Mum and Dad _____ on the sofa.

3 Look at the picture in Activity 1. Write negative sentences.

1 I was in the bedroom. I wasn't in the bedroom.
2 Mum and Dad were in the living room. _____
3 My brother was in the kitchen. _____
4 Our cats were outside. _____

94 Unit 9 Go to Vocabulary and grammar reference on page 126

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 to help them when completing these activities.

1 9.2 Listen and circle.

Audioscript

1 *Yesterday at nine o'clock I was at home. I was in my bedroom.*
2 *I wasn't in bed.*
3 *My mum and dad were outside in the garden.*
4 *My brother wasn't in the living room. He was in the kitchen.*
5 *Our cats weren't in the house.*
6 *Our cats were outside.*

Answers: 1 Yes **2** No **3** No **4** Yes **5** Yes **6** Yes

2 Read and complete.

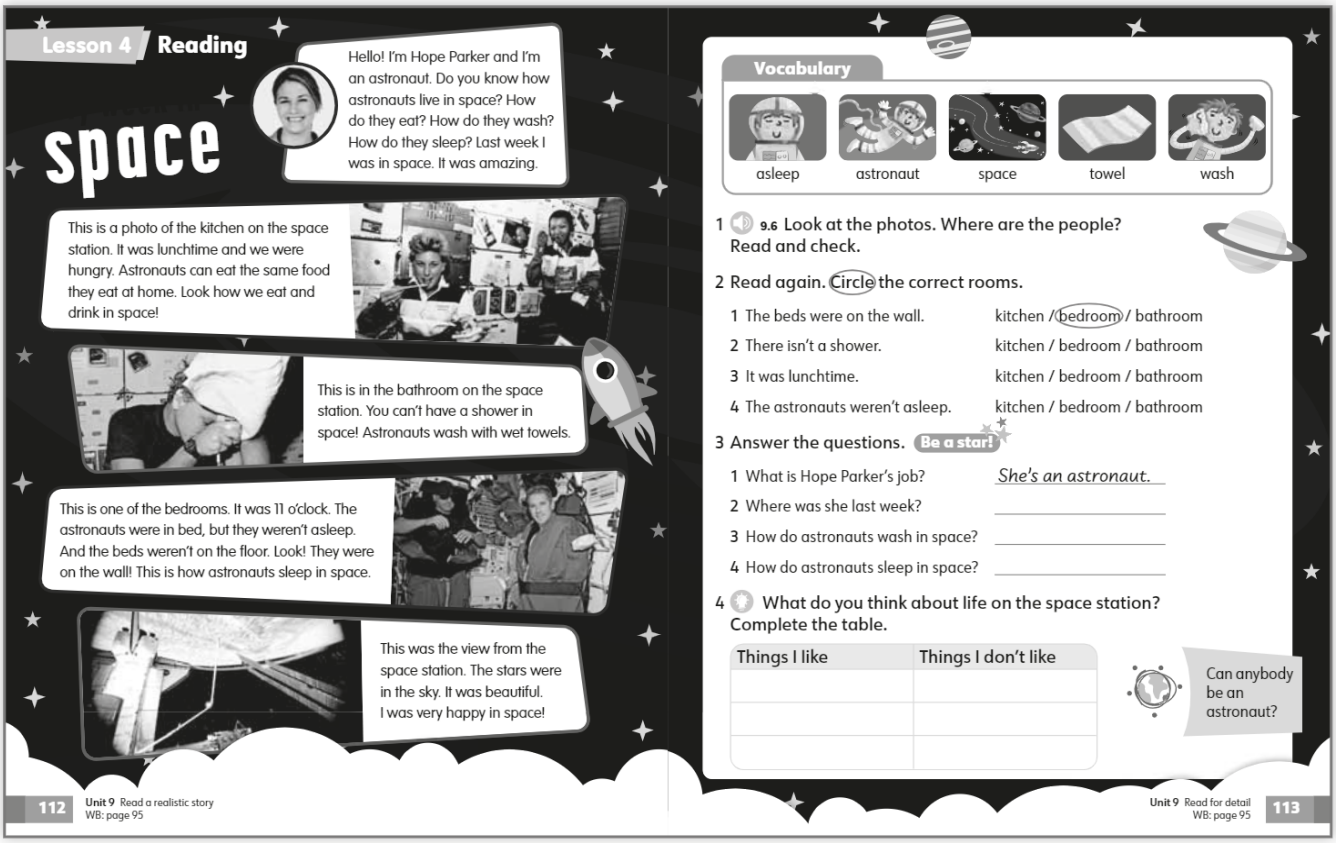
Answers: 1 wasn't **2** weren't **3** was **4** weren't **5** were

3 Look at the picture in Activity 1. Write negative sentences.

Answers: 1 I wasn't in the bedroom. **2** Mum and Dad weren't in the living room. **3** My brother wasn't in the kitchen. **4** Our cats weren't outside.

Lesson 4 Reading

Pupil's Book pages 112–113



Learning objectives: Read a realistic story; Read for detail

Vocabulary: asleep, astronaut, space, towel, wash

Additional vocabulary: space station

Resources: Flashcards; Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with key sentences using *was /were / wasn't / weren't* from Lessons 2 and 3, e.g. *Last night I was in my bedroom. My mum and dad were in the living room. He wasn't hungry but he was thirsty. Our cats weren't in the house.*

Vocabulary

- Refer the children to the vocabulary panel at the top of page 113. Read out the words and have the children point and repeat.
- Have the children say the words again and do a mime for each one: *asleep:* being asleep, *astronaut:* walking in floating slow motion, *space;* mime looking to the sky with a telescope, *towel:* drying yourself; *wash:* washing your face.
- Then say the words and have the children do the actions.

1 9.6 Look at the photos. Where are the people? Read and check.

- Refer the children to the photos. Ask them to describe what they see and what rooms they think the photos show.
- Ask *Where are the people?* Elicit suggestions.
- Then have the children quickly read the text to see if their ideas were correct.
- Ask the children if they think life in space is good.
- Read through the text together as a class, playing the audio as support for children who need more help.

Answers: in space

2 Read again. Circle the correct rooms.

- Give the children time to read the text carefully.
- Ask *When was Hope in space?* (*last week*) to establish this is about the past, not a present situation.
- Refer the children to the example and ask them to find the place in the text that shows the answer. (*And the beds weren't on the floor. Look! They were on the wall!*)
- Have the children continue the activity individually, choosing the correct room for each description.
- For feedback, read out the sentences and have the children call out the correct room.

Answers: 1 bedroom **2** bathroom **3** kitchen **4** bedroom

3 Answer the questions.

Be a star!

- Ask two children to read out the example question and answer.
- Give the children time to read the next sentence and then elicit an answer from the class. Point out the use of *was* for the past. Write the answer on the board.
- Have the children continue the activity individually and then compare with a friend. Circulate and monitor, paying particular attention to verb forms to ensure that the correct verbs and tenses are used.

Answers: 1 She's an astronaut. **2** She was in space / on the space station. **3** They wash with wet towels. **4** They sleep in beds on the wall.

Teaching star!

Reading skills

To answer questions like the ones in Activity 3, the children need to be very familiar with the question words, in this case *What, Where, How.* Before starting Activity 3, do the following to raise awareness:

- Write on the board: *I'm a teacher. I work in a school. I go to work by car.*
- Ask the children to identify the *What*, *Where* and *How* information, and elicit the corresponding questions for these answers.

4 What do you think about life on the space station? Complete the table.

- Tell the children what you think about life on the space station – include something you like and something you don't like, e.g. *I like the stars but I don't like sleeping on the wall.*
- Copy the table onto the board. Ask the children what you can write in each column for yourself (*the stars – sleeping on the wall*). Point out the *-ing* verb form after *like*.
- Have the children look back at the text and complete the table with their own opinions.
- Invite different children to read out their ideas and encourage the others to respond *Me too! Not me!*

Answers: Children's own answers.

ESDC

Can anybody be an astronaut?

Introduce the children to Sustainable Development Goal 5: *Gender equality.* Ask: *Can anybody be an astronaut?* This question helps children start to recognise and question traditional perceptions of gender roles.

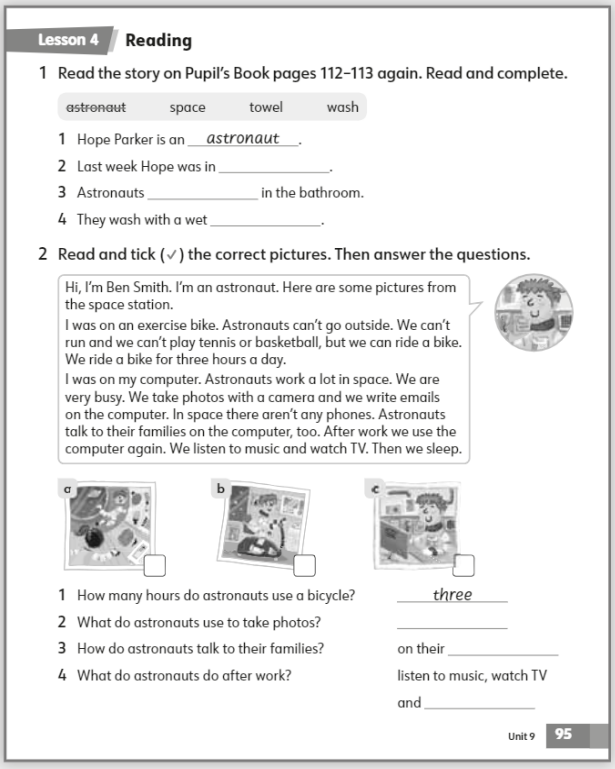
- Ask the children what skills, qualities and/or education you need to be an astronaut. Challenge any stereotypical attitudes that come out of the discussion. Point out that Hope Parker in the text is not the only woman astronaut working today. (If your country participates in a space programme, identify female astronauts from your country.) Guide the children to understand that anyone with the education, physical abilities and other relevant skills can be an astronaut.
- Ask the children what makes a person a good candidate to become an astronaut. Write ideas on the board.

Possible answers: if they have the right skills and education, anybody can be an astronaut.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the following section of the text: *It was 11 o'clock. The astronauts were in bed, but they weren't asleep. And the beds weren't on the floor. Look! They were on the wall!*

Workbook page 95



Lesson 4 Reading

1 Read the story on Pupil's Book pages 112–113 again. Read and complete.

~~astronaut~~ space towel wash

1 Hope Parker is an *astronaut*.
2 Last week Hope was in _____.
3 Astronauts _____ in the bathroom.
4 They wash with a wet _____.

2 Read and tick (✓) the correct pictures. Then answer the questions.

Hi, I'm Ben Smith. I'm an astronaut. Here are some pictures from the space station.
I was on an exercise bike. Astronauts can't go outside. We can't run and we can't play tennis or basketball, but we can ride a bike. We ride a bike for three hours a day.
I was on my computer. Astronauts work a lot in space. We are very busy. We take photos with a camera and we write emails on the computer. In space there aren't any phones. Astronauts talk to their families on the computer, too. After work we use the computer again. We listen to music and watch TV. Then we sleep.

a ☐ b ☐ c ☐

1 How many hours do astronauts use a bicycle? *three*
2 What do astronauts use to take photos? _____
3 How do astronauts talk to their families? on their _____
4 What do astronauts do after work? listen to music, watch TV and _____

Unit 9 95

1 Read the story on Pupil's Book pages 112–113 again. Read and complete.

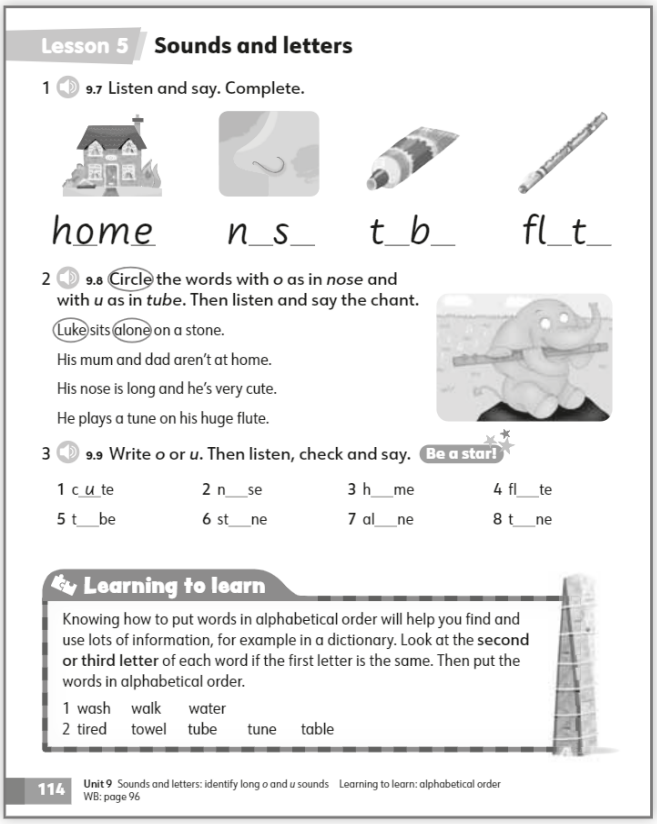
Answers: 1 astronaut **2** space **3** wash **4** towel

2 Read and tick (✓) the correct pictures. Then answer the questions.

Answers: ✓ by b and c
1 three **2** camera **3** computers **4** sleep

Lesson 5 Sounds and letters

Pupil's Book page 114



Lesson 5 Sounds and letters

1 9.7 Listen and say. Complete.

home n_s_ t_b_ fl_t_

2 9.8 Circle the words with *o* as in *nose* and with *u* as in *tube*. Then listen and say the chant.

Luke sits alone on a stone.
His mum and dad aren't at home.
His nose is long and he's very cute.
He plays a tune on his huge flute.

3 9.9 Write *o* or *u*. Then listen, check and say. Be a star!

1 c_u_te 2 n__se 3 h__me 4 fl__te
5 t__be 6 st__ne 7 al__ne 8 t__ne

Learning to learn

Knowing how to put words in alphabetical order will help you find and use lots of information, for example in a dictionary. Look at the **second or third letter** of each word if the first letter is the same. Then put the words in alphabetical order.

1 wash walk water
2 tired towel tube tune table

114 Unit 9 Sounds and letters: identify long *o* and *u* sounds Learning to learn: alphabetical order WB: page 96

Learning objectives: Sounds and letters: identify long *o* and *u* sounds; Learning to learn: alphabetical order

Sounds and letters words: home, nose, flute, tube

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) with words from the text in the last lesson, e.g. *asleep, astronaut, towel, wash, hungry, view.* (If the children find these words too challenging, you can include easier ones in the middle, e.g. *space, photo, food, shower, stars.*)

1 9.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *o* in the word *home* and ask *What's this sound? What's the word?* Then point to the *e* in the same word and ask *What's this sound?* Point out the *e* has no sound in these words, but it makes the *o* sound like /əʊ/.
- Continue by pointing to the spaces in the next word and having the children repeat the sound and the word before they complete the words in their books.
- Follow the same procedure for the *u* in *tube* and explain that the *e* changes the *u* sound to /u:/. Point out to the children, however, that the letter *u* often has the sound /ju:/ (*yoo*) like in the word *tube*.
- Have them complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/əʊ/ /əʊ/ /əʊ/ home
/əʊ/ /əʊ/ /əʊ/ nose
/u:/ /u:/ /u:/ tube
/u:/ /u:/ /u:/ flute

Answers: h**o**me, n**o**se, t**u**be, fl**u**te

2 9.8 Circle the words with *o* as in *nose* and with *u* as in *tube*. Then listen and say the chant.

- First have the children find all the examples of the letter *o* they can. (There are seven.) Ask them to circle the ones that have the /əʊ/ sound, as in *nose*. Ask how many they found. If the class doesn't agree, they need to check again! (There are four.) Elicit the words.
- Now have the children find all the examples of the letter *u* they can find. (There are six.) Ask them to circle the ones that have the /u:/ sound, as in *tube*. Ask how many they found. If the class doesn't agree, they need to check again! (There are five.) Elicit the words.
- Play the chant and have the children follow in their books and join in with the /əʊ/ and /u:/ words.
- Then play the chant again pausing before some key /əʊ/ and /u:/ words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

Answers: Luke sits alone on a stone. His mum and dad aren't at home. His nose is long and he's very cute. He plays a tune on his huge flute

3 9.9 Write *o* or *u*. Then listen, check and say.

Be a star!

- Refer the children to the example word. Try completing it and reading it out with *u* and then with *o* and asking the children which is correct. Do the same with the second word and elicit the correct letter.
- Have the children continue the activity. Encourage them to say the words out loud to help them decide what the missing letter is each time. While they are doing this, write the incomplete words on the board.
- Play the audio and have the children check or complete their words.

- Invite different children to come to the board and complete a missing letter. Ask for whole-class agreement each time.

Answers: 1 cute **2** nose **3** home **4** flute **5** tube **6** stone **7** alone **8** tune

- Ask the children to read out the words in the correct order, with a different child reading each word. Ask for whole-class agreement each time.

Answers: 1 walk, wash, water **2** table, tired, towel, tube, tune

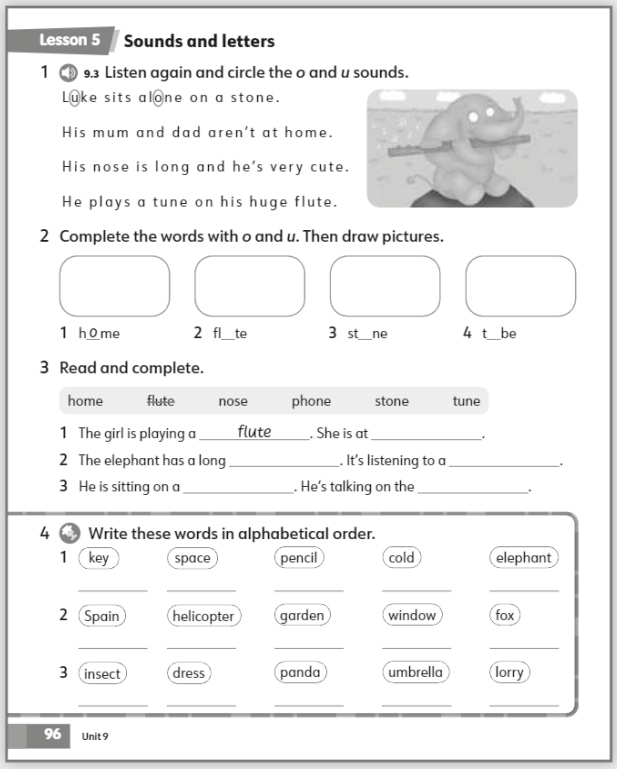
Learning to learn

- Write the following words on the board: *astronaut, stars, space, towel.* Ask the children if the words are in alphabetical order. Point out that *space* belongs before *stars* as they both have the same first letter, but the second letter of space – *p* – comes before the second letter of *stars* – *t*.
- If necessary, work through another example on the board before asking the children to order the two sequences of words in the *Learning to learn* box.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activities 2 and 3.

Workbook page 96



Lesson 5 Sounds and letters

1 9.3 Listen again and circle the *o* and *u* sounds.

Luke sits alone on a stone.
His mum and dad aren't at home.
His nose is long and he's very cute.
He plays a tune on his huge flute.

2 Complete the words with *o* and *u*. Then draw pictures.

1 h_o_me 2 fl__te 3 st__ne 4 t__be

3 Read and complete.

home flute nose phone stone tune

1 The girl is playing a flute. She is at _____.
2 The elephant has a long _____. It's listening to a _____.
3 He is sitting on a _____. He's talking on the _____.

4 Write these words in alphabetical order.

1 key space pencil cold elephant
2 Spain helicopter garden window fox
3 insect dress panda umbrella lorry

96 Unit 9

1 9.3 Listen again and circle the *o* and *u* sounds.

Answers: L(u)ke sits al(o)ne on a st(o)ne.
His mum and dad aren't at h(o)me.
His n(o)se is long and he's very c(u)te.
He plays a t(u)ne on his h(u)ge fl(u)te.

2 Complete the words with *o* and *u*. Then draw pictures.

Answers: 1 home **2** flute **3** stone **4** tube; Children's own drawings

3 Read and complete.

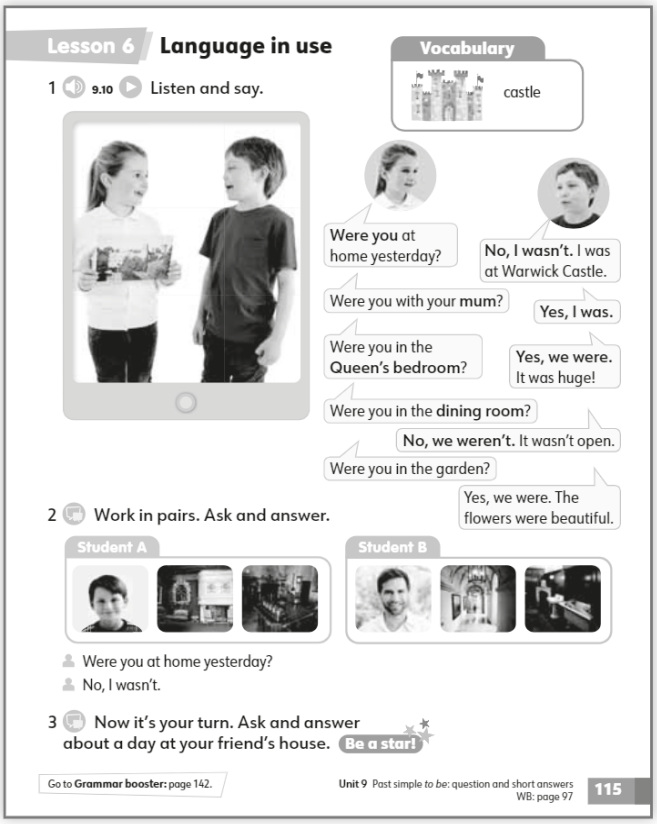
Answers: 1 flute, home **2** nose, tune **3** stone, phone

4 Write these words in alphabetical order.

Answers: 1 cold, elephant, key, pencil, space
2 fox, garden, helicopter, Spain, window
3 dress, insect, lorry, panda, umbrella

Lesson 6 Language in use

Pupil's Book page 115



Learning objectives: Past simple *to be:* question and short answers

Review vocabulary: rooms, places

Resources: Language in use video; Grammar worksheet 2

9.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to vocabulary item at the top of the page. Read out the word and have the children repeat chorally and individually to practise the pronunciation.
- Ask the children who lives in a castle (*kings / queens / princes / princesses*). Ask them if they would like to live in a castle.

1 9.10 Listen and say.

- Play the audio and have the children listen and follow in their books.
- Play the audio again and have the children repeat each question and answer.
- Pay particular attention to the questions starting *Were you ...?* as the pronunciation of this can be tricky for the children. (It is also always useful to remind them of the difference in intonation between statements and questions.)
- Have the children turn their Pupil's Books face down. Play the audio one more time, pausing after each question. Elicit the answer and then continue playing the audio so that the children can check if they were correct.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Highlight the pronunciation and intonation points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit what rooms they can see and who they think the family members are.
- Invite two children to read out the example dialogue. Point out that it starts the same as the dialogue in Activity 1.
- Before they start, elicit and drill the questions to continue the dialogue: *Were you with your ...? Were you in the ...?*
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A people and places and the other about the Student B people and places. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and short answers.

3 Now it's your turn. Ask and answer about a day at your friend's house.

Be a star!

- Demonstrate a sample dialogue with a confident child. Ask the child about a day in their house – yesterday or at the weekend. Ask questions: *Were you with … (last Sunday)? Were you in the …?* Encourage them to respond using both I and we.
- Divide the class into pairs and have them make similar dialogues: one child chooses a day and asks the questions, and their partner responds with short answers, e.g. *Yes, I was. / No, we weren't.*
- While they work, circulate, monitor and pay particular attention to the children's pronunciation and intonation in the questions and answers.
- Invite volunteer pairs to roleplay their dialogue for the class.

Grammar booster

Ask the children to turn to page 142 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 No, I wasn't. I was at my grandpa's house. **2** Yes, I was. **3** No, I wasn't. **4** Yes, I was. **5** No, I wasn't.

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with questions and answers from this lesson: *Were you at home yesterday? No, I wasn't. Were you with your mum? Yes, I was.*

Workbook page 97



Lesson 6 Language in use

1 Order the words to make sentences or questions.
1 home / Were / at / yesterday / you
Were you at home yesterday?
2 kitchen / We / the / in / were
3 sister / wasn't / bedroom / in / My / the
4 Was / the / Sally / in / dining room

2 Read and circle.
1 **Was** / **Were** you with your mum?
2 I **wasn't** / **weren't** at the park.
3 She **was** / **were** at school yesterday.
4 **Was** / **Were** you in the dining room?
5 We **wasn't** / **weren't** at The Hungry Bear last night.

3 Answer the questions. Then draw a picture of you.
1 Were you at home last weekend?
2 Were you at a restaurant?
3 Were you with your mum and dad?
4 Were you happy?
5 Was it sunny?
6 Was it fun?
7 Were you at a park?

Last weekend

Unit 9 Go to Vocabulary and grammar reference on page 126 97

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 to help them when completing these activities.

1 Order the words to make sentences or questions.

Answers: 1 Were you at home yesterday? **2** We were in the kitchen. **3** My sister wasn't in the bedroom. **4** Was Sally in the dining room?

2 Read and circle.

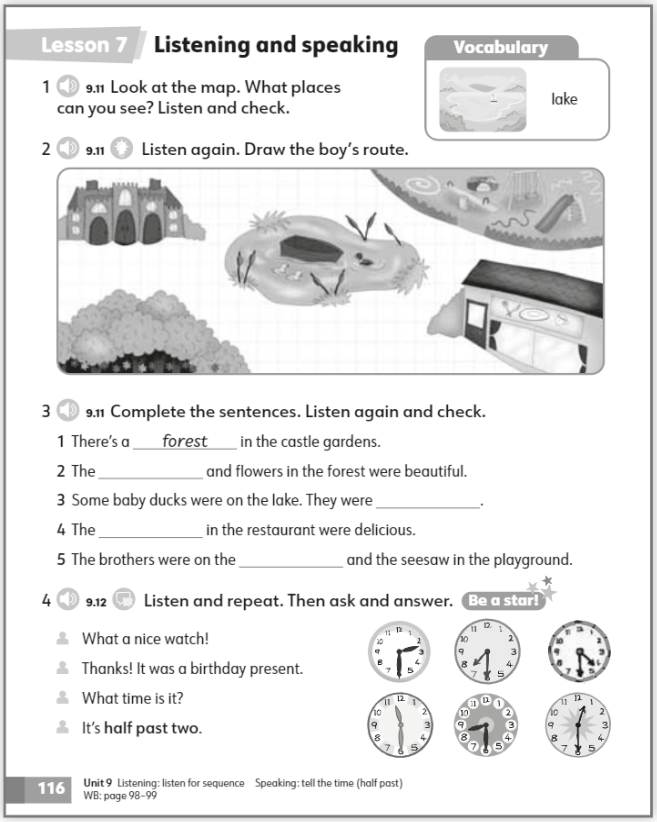
Answers: 1 Were **2** wasn't **3** was **4** Were **5** weren't

3 Answer the questions. Then draw a picture of you.

Answers: Children's own answers and drawings.

Lesson 7 Listening and speaking

Pupil's Book page 116


Lesson 7 Listening and speaking

Vocabulary

lake

1 9.11 Look at the map. What places can you see? Listen and check.

2 9.11 Listen again. Draw the boy's route.

3 9.11 Complete the sentences. Listen again and check.

1 There's a forest in the castle gardens.
2 The _____ and flowers in the forest were beautiful.
3 Some baby ducks were on the lake. They were _____.
4 The _____ in the restaurant were delicious.
5 The brothers were on the _____ and the seesaw in the playground.

4 9.12 Listen and repeat. Then ask and answer. Be a star!

What a nice watch!
Thanks! It was a birthday present.
What time is it?
It's half past two.

116 Unit 9 Listening: listen for sequence Speaking: tell the time (half past)
WB: page 98–99

Learning objectives: Listening: listen for sequence; Speaking: tell the time (half past)

Vocabulary: lake

Review vocabulary: places, playground items

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with questions and answers from Lesson 6, e.g. *Were you with your mum? Were you in the dining room? No, we weren't. The flowers were beautiful!*

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and have the children repeat. Ask *What can you do at a lake? Is there a lake near your home?*

1 9.11 Look at the map. What places can you see? Listen and check.

- Refer the children to the map. Elicit what they can see.
- Play the audio and have the children check their ideas. Ask if they remember the names of the castle and the restaurant.

Audioscript

Boy 1: *Were you at home yesterday?*
Boy 2: *No, I wasn't. I was at Appleton Castle with my family.*
Boy 1: *Were you inside the castle?*
Boy 2: *No, we weren't. We were in the forest in the castle gardens. The trees and flowers in the forest were beautiful. After that we were at the lake.*
Boy 1: *The lake? Were you in a boat?*
Boy 2: *Yes, we were. Some baby ducks were on the lake. They were cute. Then we were hungry.*
Boy 1: *Was there a restaurant?*
Boy 2: *Yes, there was. At lunch time we were in the Garden Restaurant.*
Boy 1: *How was the food?*
Boy 2: *It was great! The burgers in the restaurant were delicious! Then after lunch, I was at the playground with my brother. We were on the swings and the seesaw.*
Boy 1: *Was it fun?*
Boy 2: *Yes, it was.*

Answers: castle, lake, playground, forest, restaurant

2 9.11 Listen again. Draw the boy's route.

- Play the audio and stop after ... *Appleton Castle with my family*. Hold up your Pupil's Book and ask the children where the route starts. Point to the castle.
- Do the same with the next part up to *We were in the forest in the castle gardens*. Then play the rest of the audio and have the children complete the route.

Answers: Route in the following order: castle, forest / gardens, lake, restaurant, playground

3 9.11 Complete the sentences. Listen again and check.

- Refer the children to the example. Then give them time to read and complete the sentences.
- Play the audio again for the children to check or complete their answers.
- For feedback, invite different children to read out the completed sentences.

Answers: 1 forest **2** trees **3** cute **4** burgers **5** swings

Cooler: Visualisation

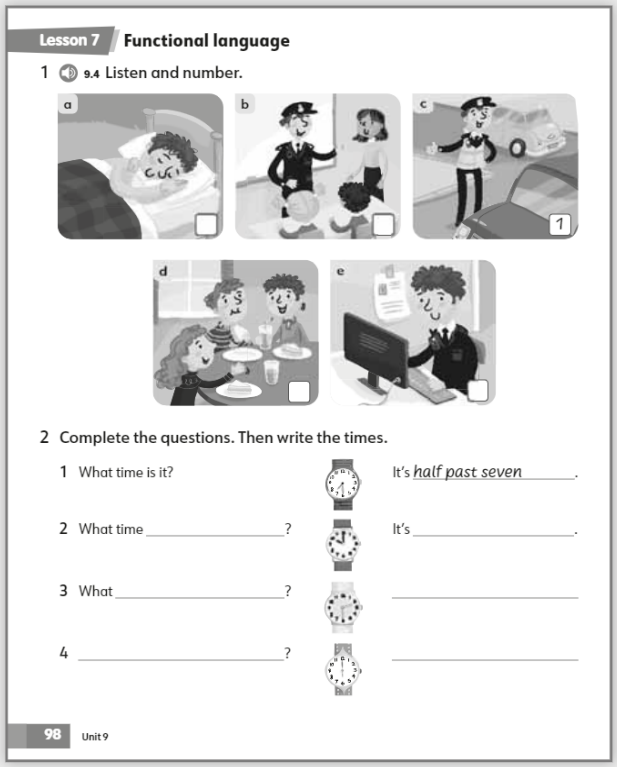
- Have the children close their eyes and imagine what you say: *Think about a beautiful place you were in. Where was it? When was it? What was special about the place?* Have the children open their eyes and share some of their ideas with the class.

4 9.12 Listen and repeat. Then ask and answer.

Be a star!

- Play the audio. Have the children listen and point to the clock with the time mentioned in the dialogue.
- Play the audio again for the children to repeat.
- Elicit the times on the clocks and have the class repeat. Divide the class into pairs to make new dialogues using the clocks.

Workbook page 98


Lesson 7 Functional language

1 9.4 Listen and number.

a b c 1 d e

2 Complete the questions. Then write the times.

1 What time is it? It's half past seven.

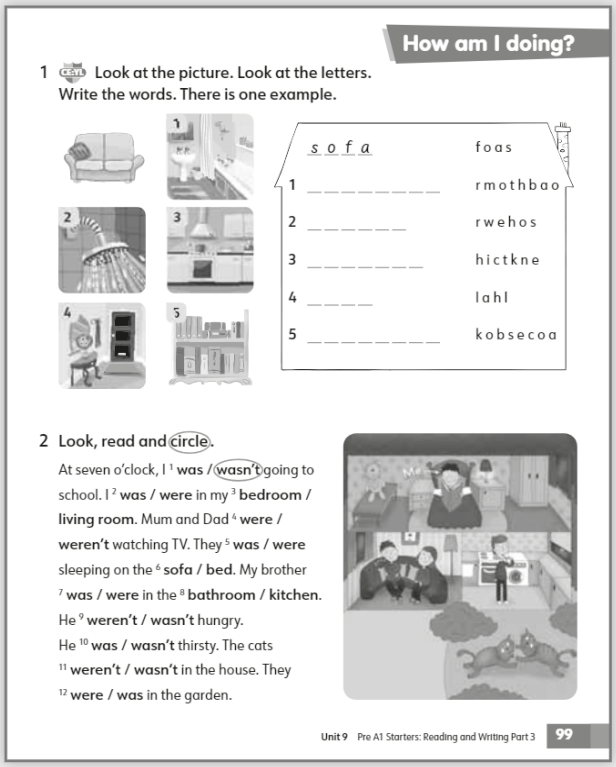
2 What time _____? It's _____.

3 What _____?

4 _____?

98 Unit 9

Workbook page 99


How am I doing?

1 CE:YL Look at the picture. Look at the letters. Write the words. There is one example.

1 2 3 4 5

s o f a foas

1 _____ rmothbao

2 _____ rwehos

3 _____ hictkne

4 _____ lahl

5 _____ kobsecoa

2 Look, read and circle.

At seven o'clock, I [1] was / wasn't going to school. I [2] was / were in my [3] bedroom / living room. Mum and Dad [4] were / weren't watching TV. They [5] was / were sleeping on the [6] sofa / bed. My brother [7] was / were in the [8] bathroom / kitchen. He [9] weren't / wasn't hungry. He [10] was / wasn't thirsty. The cats [11] weren't / wasn't in the house. They [12] were / was in the garden.

Unit 9 Pre A1 Starters: Reading and Writing Part 3 99

1 9.4 Listen and number.

Audioscript

1 *Hi, I'm Mike. I'm a policeman. I help the people in my town. I was very busy yesterday. At nine o'clock in the morning, I was on the street. The streets were busy with lots of cars.*

2 *At half past eleven, I was at a school with lots of children and their teacher. Children like asking lots of questions!*

3 *At two o'clock, I was at home with my family. I was hungry.*

4 *At half past four, I was in the police building, on my computer.*

5 *At half past ten, I was in my bed. I was very tired!*

Answers: a 5 **b** 2 **c** 1 **d** 3 **e** 4

2 Complete the questions. Then write the times.

Answers: 1 What time is it? It's half past seven. **2** What time is it? It's ten o'clock **3** What time is it? It's half past two. **4** What time is it? It's six o'clock.

1 CE:YL Look at the picture. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children use the letters to make the words illustrated in the pictures.
- If done in class, elicit the names of the objects chorally. Then go through the example.
- The children complete the activity individually. Then check the answers with the class.

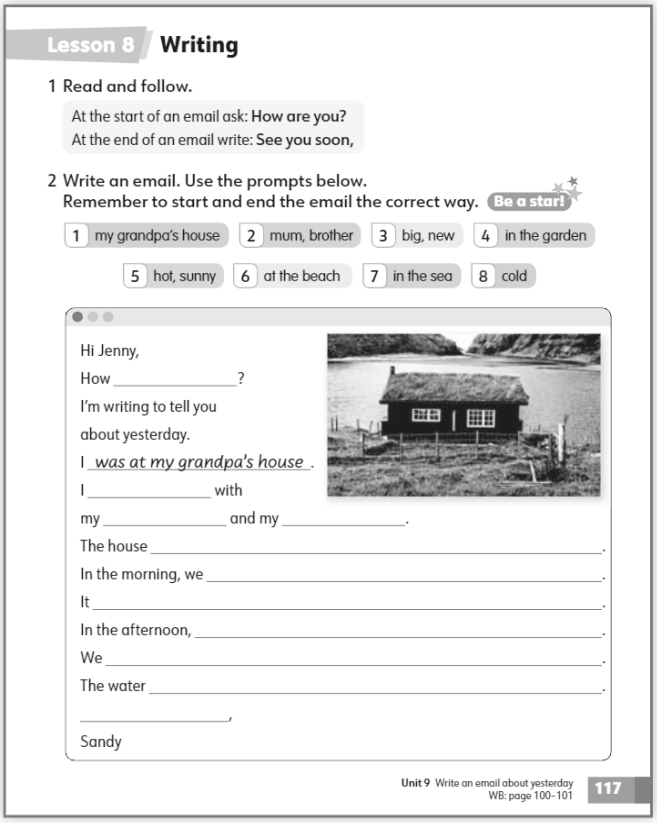
Answers: 1 bathroom **2** shower **3** kitchen **4** hall **5** bookcase

2 Look, read and circle.

Answers: 1 wasn't **2** was **3** bedroom **4** weren't **5** were **6** sofa **7** was **8** kitchen **9** wasn't **10** was **11** weren't **12** were

Lesson 8 Writing

Pupil's Book page 117



Lesson 8 Writing

1 Read and follow.

At the start of an email ask: How are you?
At the end of an email write: See you soon,

2 Write an email. Use the prompts below.
Remember to start and end the email the correct way. Be a star!

1 my grandpa's house | 2 mum, brother | 3 big, new | 4 in the garden
5 hot, sunny | 6 at the beach | 7 in the sea | 8 cold

Hi Jenny,
How _____?
I'm writing to tell you
about yesterday.
I was at my grandpa's house .
I _____ with
my _____ and my _____.
The house _____.
In the morning, we _____.
It _____.
In the afternoon, _____.
We _____.
The water _____.
_____,
Sandy

Unit 9 Write an email about yesterday
WB: page 100–101
117

Learning objectives: Start and end an email; Write an email about yesterday

Resources: Unit 9 test

Warm-up: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *I was at Appleton Castle with my family. (8) After that we were at the lake. (7) The trees and the flowers in the forest were beautiful. (10) At lunchtime we were in the Garden Restaurant (8). The burgers in the restaurant were delicious. (7)*

1 Read and follow.

- Write on the board:
  Hi Jenny,
  _____*?*
  I went to the park yesterday. It was great.
  _____*,*
  Sandy
- Ask the children for suggestions to complete the spaces at the beginning and end of this email. Praise any suitable suggestions and write them on one side of the board.
- Then refer the children to the information box. Confirm the answers and fill in the spaces on the board (*How are you, See you soon*).

2 Write an email. Use the prompts below. Remember to start and end the email the correct way. Be a star!

- Refer the children to the email and ask them to find the name of the writer and the person he / she is writing to (*Sandy, Jenny*).
- First elicit the start of the email and invite a child to read out the first two lines and the example sentence.
- Work through the email as a class, giving the children time to think and then eliciting sentences to complete the spaces using the prompts supplied. Write the sentences on the board. If the children have correct alternatives, write those too.
- When you have elicited ideas for all the gaps, have the children copy their preferred version into their books.

Suggested answer: Hi Jenny, How are you? I'm writing to tell you about yesterday. I was at my grandpa's house. I was with my mum and my brother. The house is big and new. In the morning we were in the garden. It was hot and sunny. In the afternoon we were at the beach. We were in the sea. The water was cold. See you soon, Sandy.

Teaching star!

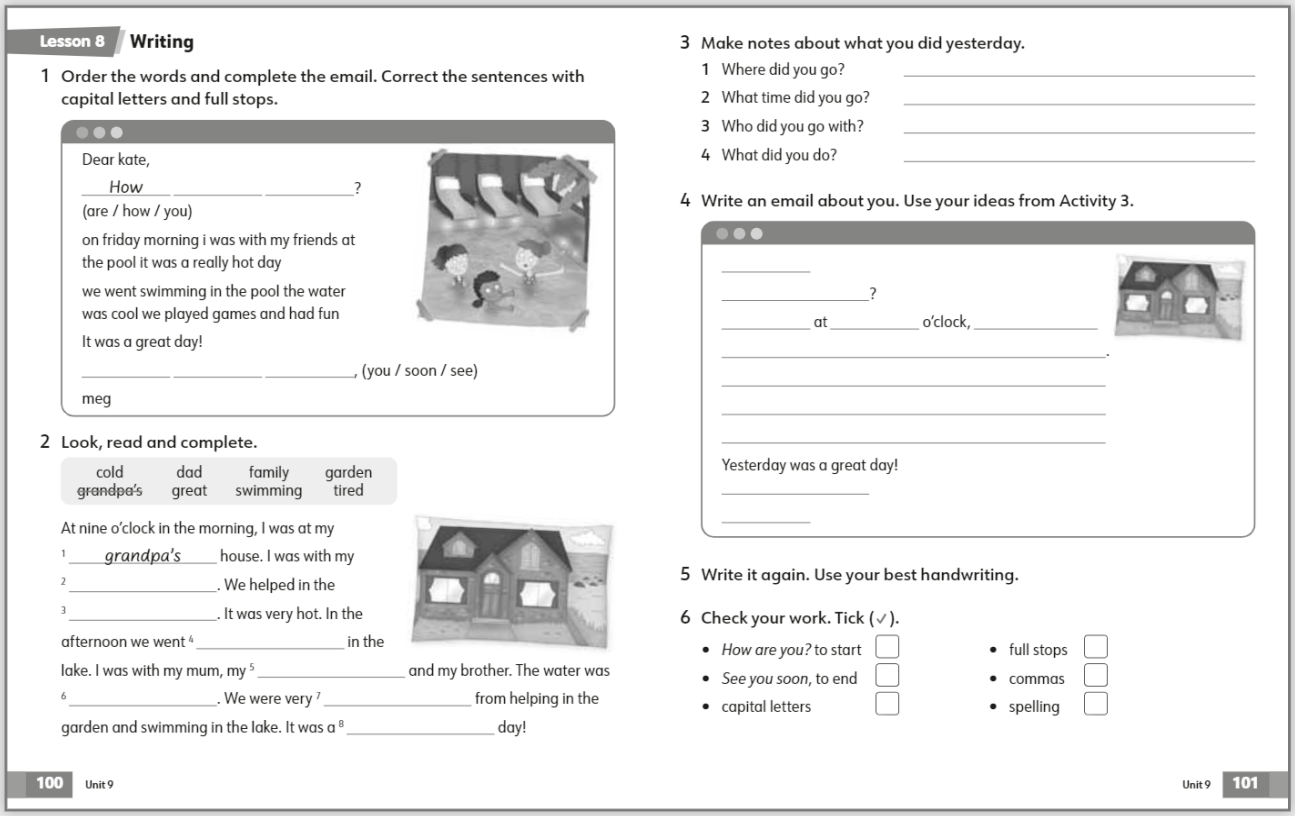
Mixed ability

Some children may find it challenging to use the template and prompts to make complete sentences. You can give extra support by letting them hear the sentences first.

- Read out the beginning of the sentences, including the extra words needed before the prompt words. For example, you could say *The house …* to elicit the verb that follows: *The house was …*
- Do the same for all the sentence beginnings but ask the children not to write anything at this time.
- Now, when you elicit the complete sentences to make the email, the children will already have an idea of how to phrase them.

Cooler: What's wrong?

- Read out the text of the finished email from Activity 2 but change some key words for funny alternatives, e.g. *I'm writing to tell you about elephants*. Every time the children hear something different, they say stop and tell you the correct original. Example text: *Hi, Jenny. How are you? I'm writing to tell you about elephants. I was at my grandpa's restaurant. I was with my teacher and my cat. The house is old and scary. In the morning we were at the zoo. It was cold and snowy. In the afternoon we were at the castle. We were in the lake. The water was hot. See you yesterday, Sandy.*



Lesson 8 **Writing**

1 **Order the words and complete the email. Correct the sentences with capital letters and full stops.**

Dear kate,

How _____ _____ _____?
(are / how / you)

on friday morning i was with my friends at the pool it was a really hot day

we went swimming in the pool the water was cool we played games and had fun

It was a great day!

_____ _____ _____, (you / soon / see)

meg

2 **Look, read and complete.**

cold	dad	family	garden
~~grandpa's~~	great	swimming	tired

At nine o'clock in the morning, I was at my [1] *grandpa's* house. I was with my [2] _____. We helped in the [3] _____. It was very hot. In the afternoon we went [4] _____ in the lake. I was with my mum, my [5] _____ and my brother. The water was [6] _____. We were very [7] _____ from helping in the garden and swimming in the lake. It was a [8] _____ day!

3 **Make notes about what you did yesterday.**

1 Where did you go? _____
2 What time did you go? _____
3 Who did you go with? _____
4 What did you do? _____

4 **Write an email about you. Use your ideas from Activity 3.**

_____

_____?

_____ at _____ o'clock, _____.

Yesterday was a great day!

5 **Write it again. Use your best handwriting.**

6 **Check your work. Tick (✓).**

- *How are you?* to start ☐
- *See you soon*, to end ☐
- capital letters ☐
- full stops ☐
- commas ☐
- spelling ☐

1 Order the words and complete the email. Correct the sentences with capital letters and full stops.

- Elicit the complete answer for the first line. Point out the capital H at the beginning of the sentence.
- Have the children complete the rest of the email.
- Elicit the answers and write the finished version on the board.

Answers: Dear Kate, **How are you? O**n **F**riday morning **I** was with my friends at the pool. **I**t was a really hot day. **W**e went swimming in the pool. **T**he water was cool. **W**e played games and had fun. It was a great day! **See you soon**, **M**eg

2 Look, read and complete.

- Refer the children to the example. Elicit the next answer.
- Have the children complete the text individually.
- For feedback, invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 grandpa's **2** family **3** garden **4** swimming **5** dad **6** cold **7** tired **8** great

3 Make notes about what you did yesterday.

- Make some notes about your day on the board as an example.
- Then have the children complete their own information.

Answers: Children's own answers.

4 Write an email about you. Use your ideas from Activity 3.

- Have the children write an email using their notes. Remind them to look back at the model email on Pupil's Book page 117.
- Encourage them to share their email with friends near them, and invite volunteers to read out their email for the class.

Answers: Children's own answers.

5 Write it again. Use your best handwriting.

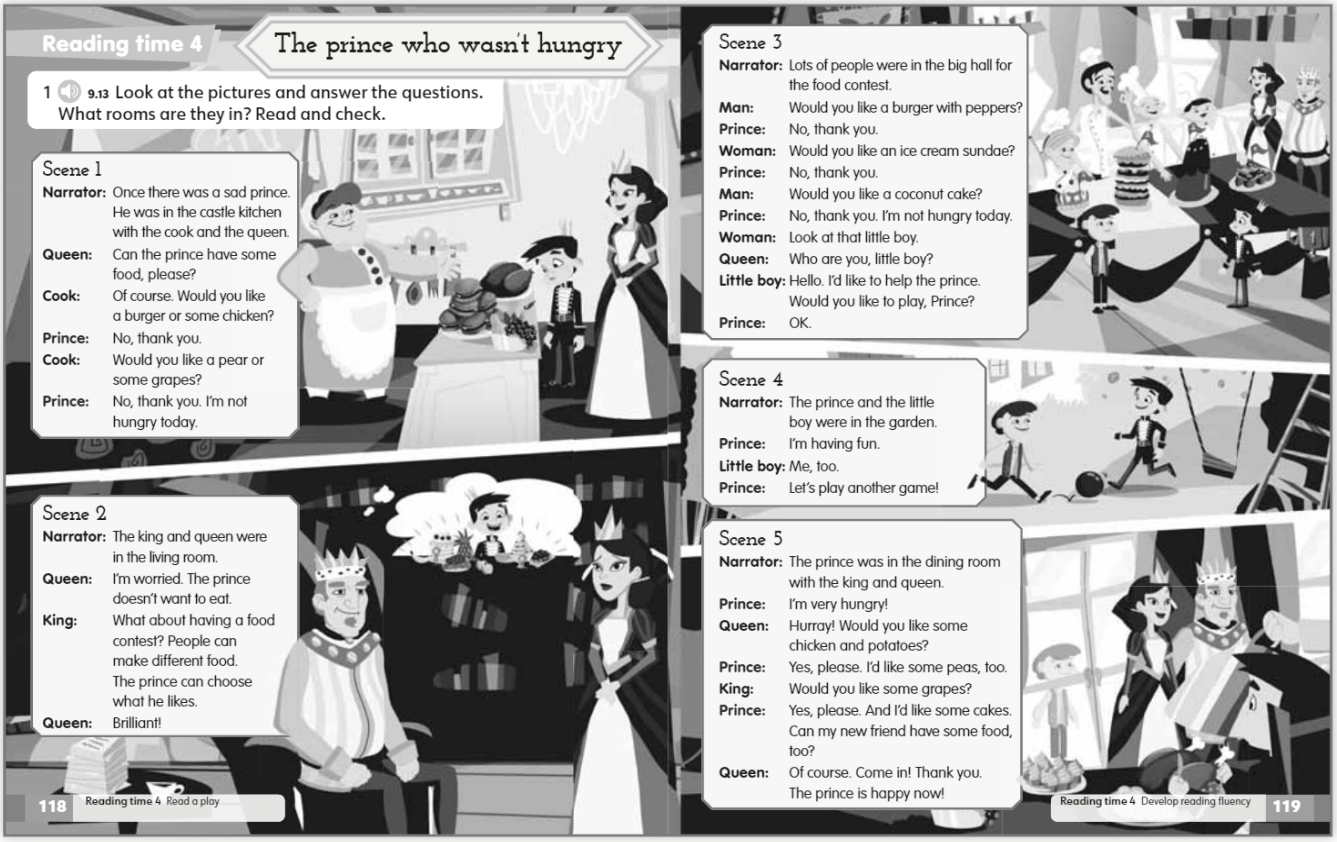
- Have the children write their email again. Remind them to make it look neat – like something they would want to send to a friend.

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Reading time 4

Pupil's Book pages 118–119



Learning objectives: Read a play; Develop reading fluency;

Additional vocabulary: contest, pear, prince

Resources: Reading time 4 video

Warm-up: Jumbled words

- Write the jumbled words below on the board, one at a time. Tell the children they are all food items and they are going to compete to solve each one as quickly as possible.
- As soon as the children have worked out the word on the board, they raise their hand to answer. Invite different children to come and write the word on the board. Ask for whole-class agreement each time.
- Suggested words: *grebru* (burger), *knehcic* (chicken), *spagre* (grapes), *sperpep* (peppers), *cie macer* (ice cream), *oconcut* (coconut), *stoepato* (potatoes).

1 Look at the pictures and answer the questions. What rooms are they in?

- Refer the children to the pictures and ask them where this story happens. Ask *What rooms are the people in?* and elicit suggestions.
- Then have the children read the text quickly to check the rooms.
- Ask the children if they can find all the foods from the *Warm-up*.
- Elicit or remind the children that this is a special type of story where we see the names of the people and what they say. Ask them if they can remember what this is called (*a play*).

Answers: kitchen, living room, hall, dining room

2 9.13 Read and check.

- Give the children time to read the text. It is important that all children have the opportunity to read at their own pace. Ask the children to find one interesting thing they can share with others.
- When everyone has finished, elicit examples of their favourite part of the story and what their favourite food in the story is. Ask if everyone agrees.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.

Check your ideas.

- Ask some comprehension questions to check the key aspects of the text:
- Point to picture 1 – *Where were they? (They were in the kitchen.) Was the prince happy? (No, he wasn't. He looks sad in the picture.) Was he hungry? (No, he wasn't.)*

- Point to picture 2 – *What was the king's idea? (a food contest to make the prince want to eat) Did the queen think it was a good idea? (yes)*
- Point to picture 3 – *What food was on the table for the prince? (burger with peppers, ice cream sundae, coconut cake) What was the boy's idea? (to play)*
- Point to picture 4 – *Was the game fun? (Yes, it was.) What game was it? (It was football.)*
- Point to picture 5 – *Was the prince hungry now? (Yes, he was.) Were the prince and the boy happy? (Yes, they were. There was a lot of food for everyone!)*

Rate the text

- Ask the children to look at the story again and decide if they like it.
- Draw a smiley face, a neutral face and a sad face on the board. Under the faces write: *I like the story (because ...) / I think the story is OK. / I don't like the story (because ...).*
- Ask the children to decide which face and phrase best matches their own opinion. Then point to the faces in turn and have the children raise their hands to show their opinion of the story.
- Invite different children to share their opinion with the class – encourage them to use the phrases on the board. Ask them why that is their opinion (they may need help to explain their reasons in English). If they think the story is OK, ask them to tell you which story in the course they like better and why.
- Ask them if they can imagine this play on a stage with actors. Do they think the story is better for reading or watching?

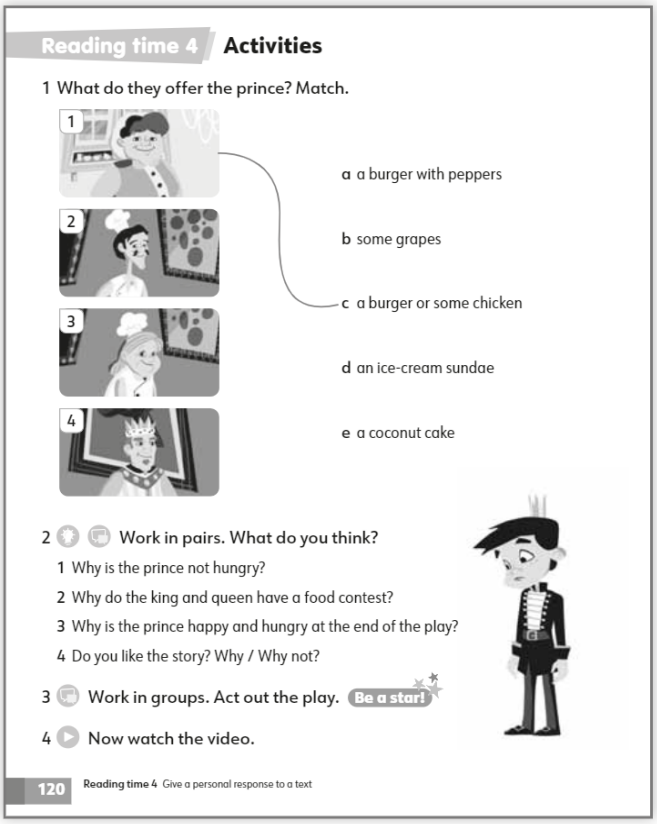
Cooler: Act it out



- Play the audio of the text again and have the children mime all the main actions in the text. This will not only help them engage with the text, it will also be useful preparation for acting out the play in the next lesson.

Reading time 4

Pupil's Book page 120


Reading time 4 Activities

1 What do they offer the prince? Match.

1 2 3 4

a a burger with peppers
b some grapes
c a burger or some chicken
d an ice-cream sundae
e a coconut cake

2 Work in pairs. What do you think?
1 Why is the prince not hungry?
2 Why do the king and queen have a food contest?
3 Why is the prince happy and hungry at the end of the play?
4 Do you like the story? Why / Why not?

3 Work in groups. Act out the play. Be a star!

4 Now watch the video.

120 Reading time 4 Give a personal response to a text

Learning objectives: Give a personal response to a text

Resources: Reading time 4 video

Warm-up: Stand up or sit down

- See the Games bank on pages 14–17 for how to play the game. Suggested sentences: *The prince wasn't hungry (T). There wasn't any food for him (F). The king and queen were worried about the prince (T). There was a food contest for the prince (T). The food was very bad (F). The prince was happy playing football (T). Then he wasn't hungry (F). Everyone was happy at the end (T).*

1 What do they offer the prince? Match.

- Refer the children to the example answer and ask the children to find the part of the story that shows that this is the correct answer. (*Cook: Of course. Would you like a burger or some chicken?*) Point out that one person has two answers.
- Have the children complete the activity individually.
- For feedback, say the numbers for the children to call out the letter. Ask for whole-class agreement each time and elicit the corresponding question from the text.

Answers: 1 c **2** a, e **3** d **4** b

2 Work in pairs. What do you think?

- Clarify the questions with the class and give the children some time to think before inviting some suggestions for the first question.
- Divide the class into pairs to discuss their ideas. Then elicit ideas for the remaining questions from the class.

Answers: Children's own answers.

3 Work in groups. Act out the play.

Be a star!

- Divide the class into groups of eight. (If groups of eight aren't possible in your class, some children can play two parts, e.g. the narrator can also be the woman, and the cook can also be the little boy.)
- Give each child a number within the group and allocate the parts, e.g. all number 1s are the prince, all number 2s are the queen, etc. You need parts for the narrator, prince, queen, cook, king, man, woman and little boy.
- Give the children some time to act out the play. Encourage them to draw simple pictures on small sheets of paper to use as the food, for example.
- Ask if any groups would like to act out the play for the whole class.

4 Now watch the video.

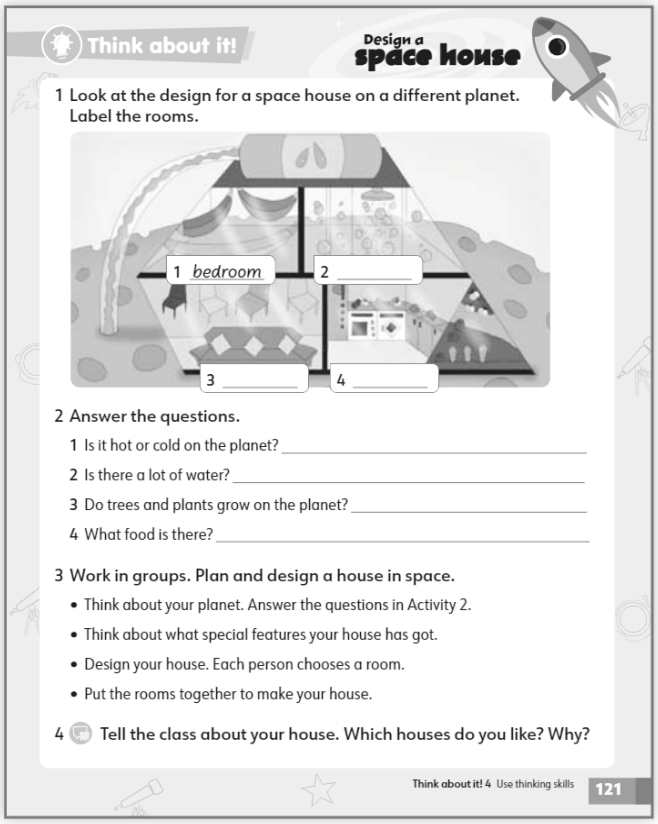
- Show the children the video and let them watch and enjoy it.
- Ask if they saw any differences between the book version and the video version.
- Ask which they preferred and why. Take a class vote and ask some children why they liked one or the other better.

Cooler: What's the next word?

- Play *What's the next word?* (see the Games bank, pages 14–17) with the audio from the play. Stop the audio just before some of the key words in the story, e.g. *kitchen, pear, living room, peppers, cake, play, fun, hungry, grapes, happy.*

Think about it!

Pupil's Book page 121



Learning objectives: Use thinking skills; Design a space house

Materials: a sheet of paper for each group, scissors, coloured pens/pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) with the topic: *the house*. Explain that this can include anything connected with a house – parts of the house, furniture and contents, activities you do in a house.

1 Look at the design for a space house on a different planet. Label the rooms.

- Refer the children to the picture and elicit what they can see.
- As a class, decide what the rooms are and write them on the board.

Answers: 1 bedroom **2** bathroom **3** living room **4** kitchen

2 Answer the questions.

- Read through the questions with the class. Then give the children some time to think before eliciting their answers.
- Have the children raise their hands to share their ideas.
- Ask further questions to encourage them to add details, e.g. *Is it cold all year? Where is the water?*

3 Work in groups. Plan and design a house in space.

- Divide the class into groups of three or four and give them time to think about the questions in Activity 2 for their planet and house. Encourage them to use their imagination.
- Then ask the groups for some example answers to the questions. Help them to express their ideas in English.
- Distribute paper and give access to scissors, coloured pens / pencils, etc. Suggest that the children can cut up the paper to use a separate piece for each room and then put them back together later if they want. Allow time for the children to design and draw their houses. (This often takes longer than we anticipate!)
- Have each group show another group their design and explain its features. Encourage volunteer groups to show and talk about their design to the class.

4 Tell the class about your house. Which houses do you like? Why?

- Have a volunteer from each group tell the class about their house.
- Display the houses and give the class time to look at them all.
- Lead a class discussion. Encourage the children to give positive comments about which houses they like and why.

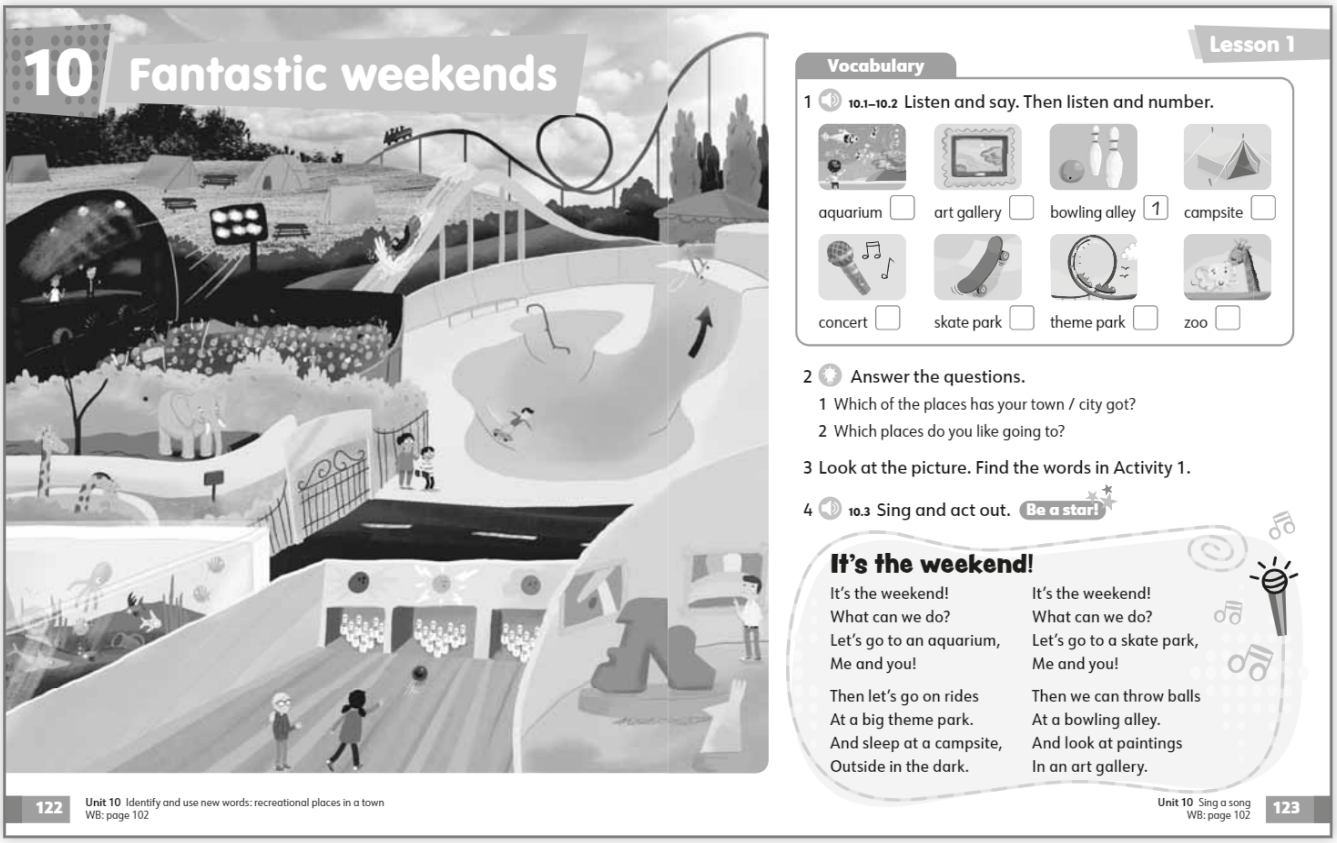
Cooler: Enjoy each other's work

- Have the children leave their space house designs on their desks. Ask the children to circulate and look at all the groups' work.
- Give them some things to look out for: a house that is similar to theirs; a house that is very different; a good drawing; an interesting room; a good place to live.
- Call out *Stop!* now and again and ask if anyone is next to a picture that matches any of the things they were looking for.
- Invite the children to say what they like about the picture they are looking at, e.g. *This is a great idea! This picture is cool!*

10 Fantastic weekends

Lesson 1 Vocabulary

Pupil's Book pages 122–123



Learning objectives: Identify and use new words: recreational places in a town; Sing a song using the target vocabulary

Vocabulary: aquarium, art gallery, bowling alley, campsite, concert, skate park, theme park, zoo

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on pages 122–123. Ask *What can you see in the picture? What are the people doing? Are they working or playing? What's your favourite thing to do in the picture?* Ask if they have been to any places like this.

1 10.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again and have the children repeat the words and raise both hands high in the air for the places they really like or lower them for ones they don't much like (or levels in between).

10.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check and practise pronunciation.
- Say the words in random order for them to repeat, each time in a way that reflects their personal level of enthusiasm.

Audioscript

1 *bowling alley,* ***2*** *concert,* ***3*** *aquarium,* ***4*** *theme park,* ***5*** *art gallery,* ***6*** *skate park,* ***7*** *zoo,* ***8*** *campsite*

Answers: aquarium – 3, art gallery – 5, bowling alley – 1, campsite – 8, concert – 2, skate park – 6, theme park – 4, zoo – 7

2 Answer the questions.

- Read through the questions with the class. Then give the children a little time to think before sharing their answers. The third question gives an opportunity to review some of the vocabulary from Unit 4 (*building, flat, garden, house, park, restaurant, shop, street*).
- Ask the questions and elicit answers from different children. You could build up a list of places in the children's town / city on the board.

Answers: Children's own answers.

3 Look at the picture. Find the words in Activity 1.

- Point to the picture of the aquarium in Activity 1. Ask *What's this? Where's the aquarium on page 122?* Have them point to it.
- Do the same with the art gallery. Then divide the class into pairs and have them take turns asking and finding the remaining places.

4 10.3 Sing and act out

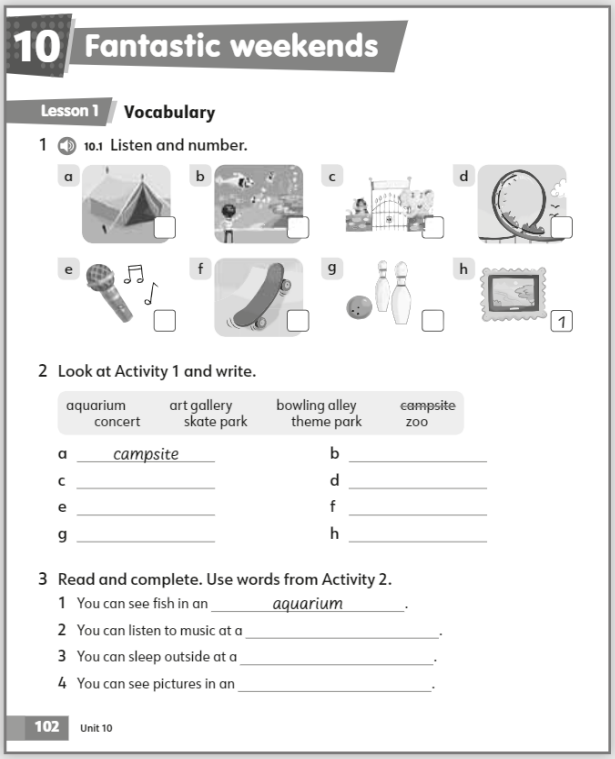
Be a star!

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the places from Activity 1. Play the song and join in the actions with the children.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words: *aquarium* – mime a fish swimming; *rides / theme park* – mime being on a roller coaster, hands in the air and moving from side to side; *campsite* – make a pointed tent shape above their heads; *skate park* – mime being on a skateboard; *throw balls / bowling alley* – mime bowling; *look at paintings / art gallery* – mime looking thoughtfully at a painting – chin on hand.
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Cooler: *Yes* or *No*

- Play *Yes or No* (see the Games bank, pages 14–17) with statements about what you can do in the different places, e.g. *You can see animals in an art gallery. You can hear music at a concert. You can see pictures at a campsite. You can do lots of things in a theme park. You can see elephants in an aquarium.*, etc.

Workbook page 102


10 Fantastic weekends

Lesson 1 Vocabulary

1 10.1 Listen and number.

a b c d e f g h 1

2 Look at Activity 1 and write.

aquarium art gallery bowling alley ~~campsite~~
concert skate park theme park zoo

a campsite b
c d
e f
g h

3 Read and complete. Use words from Activity 2.

1 You can see fish in an aquarium.
2 You can listen to music at a _____.
3 You can sleep outside at a _____.
4 You can see pictures in an _____.

102 Unit 10

1 10.1 Listen and number.

Audioscript

1 Boy: *Let's go to the art gallery!*
2 Girl: *Let's go on rides at a big theme park.*
3 Boy: *What's your favourite animal at the zoo?*
Girl: *I like the tigers!*
4 Girl: *I like sleeping at a campsite.*
Boy: *Me too!*
5 Boy: *Let's go to the bowling alley.*
6 Girl: *What can we do?*
Boy: *What about going to the skate park?*
7 Boy: *Would you like to go to the aquarium?*
Girl: *Yes! That's a good idea.*
8 Girl: *Do you like listening to music at a concert?*
Boy: *Yes, I do.*

Answers: a 4 **b** 7 **c** 3 **d** 2 **e** 8 **f** 6 **g** 5 **h** 1

2 Look at Activity 1 and write.

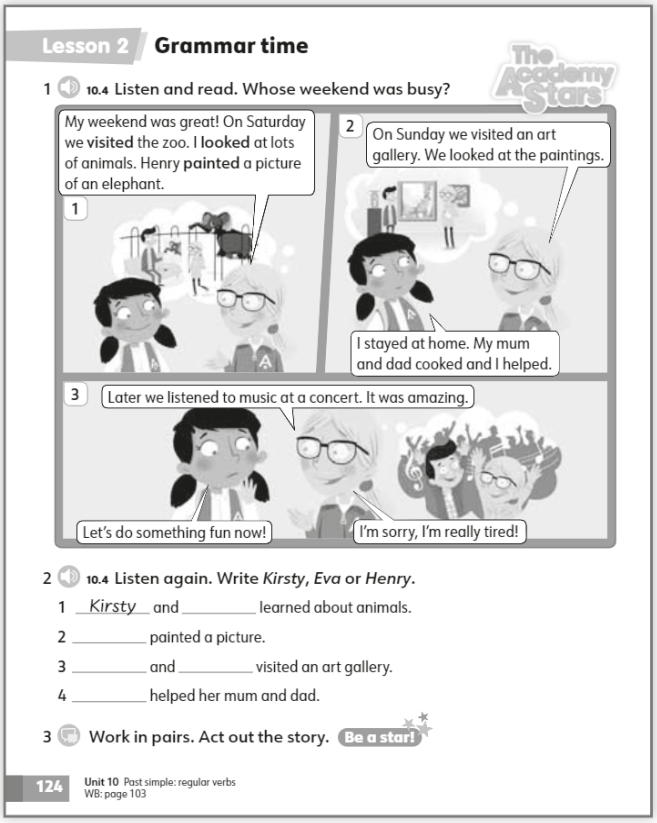
Answers: a campsite **b** aquarium **c** zoo **d** theme park **e** concert **f** skate park **g** bowling alley **h** art gallery

3 Read and complete. Use words from Activity 2.

Answers: 1 aquarium **2** concert **3** campsite **4** art gallery

Lesson 2 Grammar time

Pupil's Book page 124


Lesson 2 Grammar time

1 10.4 Listen and read. Whose weekend was busy?

My weekend was great! On Saturday we **visited** the zoo. I **looked** at lots of animals. Henry **painted** a picture of an elephant.

On Sunday we visited an art gallery. We looked at the paintings.

I stayed at home. My mum and dad cooked and I helped.

Later we listened to music at a concert. It was amazing.

Let's do something fun now!

I'm sorry, I'm really tired!

2 10.4 Listen again. Write *Kirsty*, *Eva* or *Henry*.

1 Kirsty and _____ learned about animals.
2 _____ painted a picture.
3 _____ and _____ visited an art gallery.
4 _____ helped her mum and dad.

3 Work in pairs. Act out the story. Be a star!

124 Unit 10 Past simple: regular verbs WB: page 103

Learning objectives: Understand the use of past simple: regular verbs; Read and act out a story using the target grammar

Review vocabulary: recreational places in a town

Grammar: Past simple: regular verbs

10.3 Warm-up: Sing the song!

- Play the song *It's the weekend* again and have the children join in and do the actions as in Lesson 1.

1 10.4 Listen and read. Whose weekend was busy?

- Refer the children to the pictures and ask *Who can you see?* (*Kirsty and Eva*) *What places can you see?* (*a zoo, an art gallery, a concert*) *What do you think they are talking about?* (*last weekend*).
- Play the audio and have the children follow the story. At the end, ask *Whose weekend was busy?* and have them find the answer.
- Ask some questions to check comprehension: *Where was Kirsty on Saturday?* (*at the zoo*) *Who was with her?* (*Henry*) *Where was Kirsty on Sunday?* (*at an art gallery and then a concert*) *What did she see and hear there?* (*paintings and music*) *Where was Eva?* (*at home*) *Who was she with?* (*her mum and dad*) *How does Kirsty feel now? (She's tired.)*
- Play the audio one more time. Have the children do actions for the story.

Answer: Kirsty and Henry had a busy weekend.

2 10.4 Listen again. Write *Kirsty, Eva* or *Henry*.

- Play the audio again for the children to listen and read.
- Refer the children to the first sentence and the example answer. Elicit the missing name and ask which part of the story shows that *Kirsty* and *Henry* are the correct answers. (*On Saturday we visited the zoo. I looked at lots of animals. Henry painted a picture of an elephant.*)
- Have the children continue the activity individually, completing the sentences by writing the correct names in the gaps.
- Read out the sentences and have the children call out the name. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 Kirsty, Henry **2** Henry **3** Kirsty, Henry **4** Eva

3 Work in pairs. Act out the story.

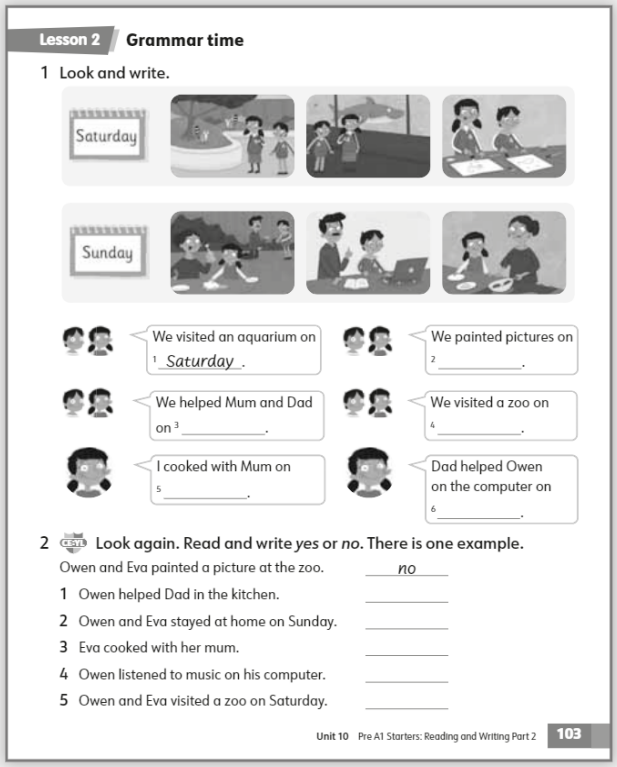
Be a star!

- Play the audio again for the class to repeat each line chorally. Pay particular attention to the pronunciation of the past verbs. (This will be covered in more detail next lesson.)
- Divide the class into pairs. Let the children decide who will be Eva and Kirsty, or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Eva, all number 2s are Kirsty.
- Set a time limit for the children to practise acting out the story – two or three minutes is good, but you can adjust this to suit the needs of your class and the amount of time you have available. One minute before the time is up, warn the children that they have only a little time left.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class making sure the rest of the class respond positively. (You could see if any are confident enough to try remembering the whole story without referring to their books!)

Cooler: What was the last word?

- Play *What was the last word?* (see the Games bank, pages 14–17) with the audio from Activity 1. Pause the audio after some of the key words, e.g. *visited, picture, gallery, paintings, helped, concert, amazing, tired.*

Workbook page 103



Lesson 2 **Grammar time**

1 Look and write.

Saturday

Sunday

We visited an aquarium on 1 Saturday .

We painted pictures on 2 _____.

We helped Mum and Dad on 3 _____.

We visited a zoo on 4 _____.

I cooked with Mum on 5 _____.

Dad helped Owen on the computer on 6 _____.

2 CE:YL **Look again. Read and write *yes* or *no*. There is one example.**

Owen and Eva painted a picture at the zoo. no

1 Owen helped Dad in the kitchen. _____

2 Owen and Eva stayed at home on Sunday. _____

3 Eva cooked with her mum. _____

4 Owen listened to music on his computer. _____

5 Owen and Eva visited a zoo on Saturday. _____

Unit 10 Pre A1 Starters: Reading and Writing Part 2 103

1 Look and write.

Answers: 1 Saturday **2** Saturday **3** Sunday **4** Saturday **5** Sunday **6** Sunday

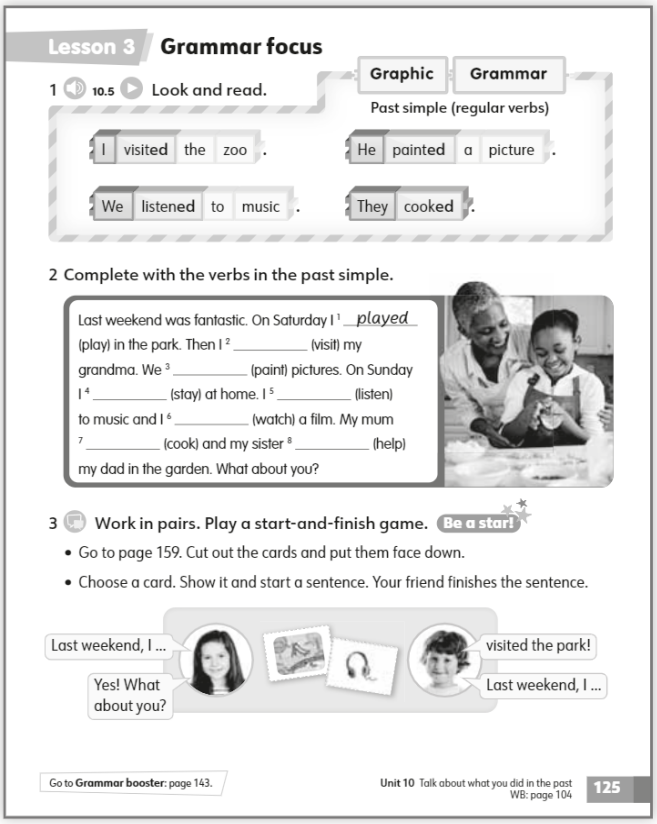
2 CE:YL Look again. Read and write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the pictures, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, elicit some of the details that the children can see in the pictures in Activity 1.
- Go through the example, asking why the answer is *no* (*because they painted their pictures at home*). Then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice answering questions about pictures.)

Answers: 1 no **2** yes **3** yes **4** no **5** yes

Lesson 3 Grammar focus

Pupil's Book page 125


Lesson 3 Grammar focus

1 10.5 Look and read.

Graphic Grammar

Past simple (regular verbs)

I visited the zoo. He painted a picture.

We listened to music. They cooked.

2 Complete with the verbs in the past simple.

Last weekend was fantastic. On Saturday I [1] played (play) in the park. Then I [2] _____ (visit) my grandma. We [3] _____ (paint) pictures. On Sunday I [4] _____ (stay) at home. I [5] _____ (listen) to music and I [6] _____ (watch) a film. My mum [7] _____ (cook) and my sister [8] _____ (help) my dad in the garden. What about you?

3 Work in pairs. Play a start-and-finish game. Be a star!

- Go to page 159. Cut out the cards and put them face down.
- Choose a card. Show it and start a sentence. Your friend finishes the sentence.

Last weekend, I ... visited the park!

Yes! What about you? Last weekend, I ...

Go to Grammar booster: page 143.

Unit 10 Talk about what you did in the past WB: page 104 125

Learning objectives: Talk about what you did in the past

Grammar: *I visited the zoo. He painted a picture. We listened to music. They cooked.*

Review vocabulary: recreational places in a town

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *_ n S_ t_ rd_ y w_ v_ s_ t_ d th_ z_ _ . I l_ _ k_ d _ t l_ ts _ f _ n _ m _ ls. H_ nry p_ _ nt_d _ p_ ct_ r_ .* (Answers: *On Saturday we visited the zoo. I looked at lots of animals. Henry painted a picture.*)

1 10.5 Look and read.

- Play the audio and have the children follow in their books.
- Point out the blue blocks for the verbs. Ask the children if they can see any pattern in the verb forms (the final letters are always *ed*). Ask if the sentences are about actions now or in the past (*past*).
- Play the audio again and have the children repeat the sentences.
- Pay attention to the pronunciation of the *ed*, making sure that the children distinguish clearly between the two different endings:
  - verbs ending in the sound /t/ or /d/ (e.g. *visited / painted):* the *ed* ending is a separate syllable pronounced /ɪd/;
  - all other verbs (e.g. *listened / cooked*): the *ed* ending is pronounced /d/ or /t/.

- If using the video, tell the children they will see a video about people doing different things at home. Play the video and let the children watch and enjoy.
- Highlight the grammar points as described above.
- Then play the video again and have the children repeat each sentence. Point out the correct pronunciation of the ed endings, as described above.

2 Complete with the verbs in the past simple.

- Refer the children to the picture and elicit what they can see. Ask who they think the people are and what they did at the weekend.
- Read out the first two sentences of the text including the example answer. Ask why the answer uses a verb ending *-ed* (because it is about the past). Elicit the next answer from the class and write it on the board.
- Have the children complete the text individually, writing in the past simple forms of the verbs.
- For feedback, ask different children to read out completed sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check. Have the children repeat the verbs, paying attention to the pronunciation of the endings.

Answers: 1 played **2** visited **3** painted **4** stayed **5** listened **6** watched **7** cooked **8** helped

Teaching star!

Mixed ability

Using the past verbs in a text can be challenging for some children. They can be given some extra help.

- Give the children some time to look at the text and think about / complete the verbs.
- Then write the past verbs they need on the board in random order.
- Fast finishers can use these verbs to check their work. Less confident children can use them to complete or correct what they have done.

3 Work in pairs. Play a start-and-finish game. Be a star!

- Organise the children in pairs and have them open their books to page 159. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. For this activity, they will use two sets of cards. Explain that the children should choose a card, show the activity on the card to their friend and then start a sentence in the past about that activity. Their friend then finishes the sentence, chooses a card and starts their own sentence.
- Work through the example activity with the children.
- Allow time for the children to complete the game.

Cooler: Memory game

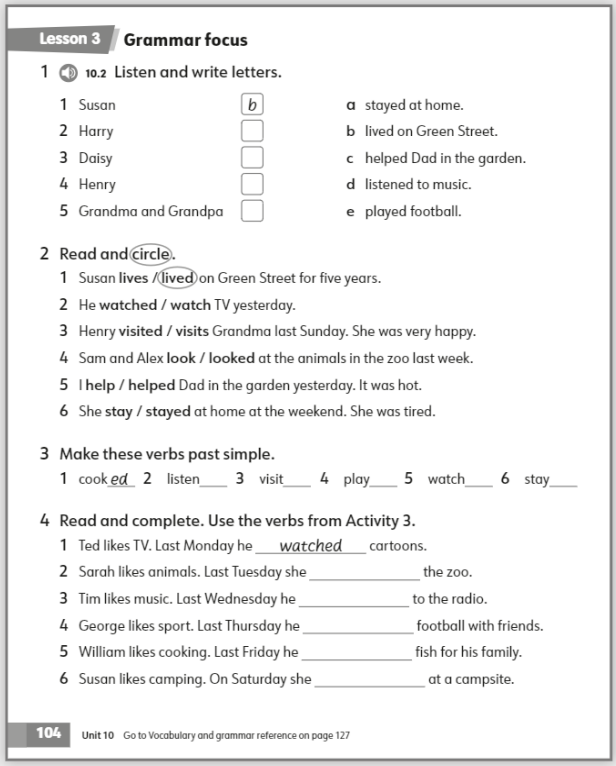
- Start the 'chain' by saying *Last weekend I painted a picture.* Have the next child in line say *Last weekend I painted a picture and ...* and add one more past action. Each child in the chain remembers what the other children have said and adds one more item.
- If you have a large class, divide them into groups.

Grammar booster

Ask the children to turn to page 143 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 I visited the park. **2** You cooked dinner. **3** She listened to music. **4** They painted a picture. **5** We played football. **6** You watched cartoons.

Workbook page 104



Lesson 3 **Grammar focus**

1 10.2 Listen and write letters.

1 Susan	b	a	stayed at home.
2 Harry		b	lived on Green Street.
3 Daisy		c	helped Dad in the garden.
4 Henry		d	listened to music.
5 Grandma and Grandpa		e	played football.

2 Read and circle.
1 Susan **lives** / (**lived**) on Green Street for five years.
2 He **watched** / **watch** TV yesterday.
3 Henry **visited** / **visits** Grandma last Sunday. She was very happy.
4 Sam and Alex **look** / **looked** at the animals in the zoo last week.
5 I **help** / **helped** Dad in the garden yesterday. It was hot.
6 She **stay** / **stayed** at home at the weekend. She was tired.

3 Make these verbs past simple.
1 cook*ed* 2 listen___ 3 visit___ 4 play___ 5 watch___ 6 stay___

4 Read and complete. Use the verbs from Activity 3.
1 Ted likes TV. Last Monday he ___*watched*___ cartoons.
2 Sarah likes animals. Last Tuesday she _____ the zoo.
3 Tim likes music. Last Wednesday he _____ to the radio.
4 George likes sport. Last Thursday he _____ football with friends.
5 William likes cooking. Last Friday he _____ fish for his family.
6 Susan likes camping. On Saturday she _____ at a campsite.

104 Unit 10 Go to Vocabulary and grammar reference on page 127

Grammar reference:

Remind the children that they can refer to the grammar reference on page 127 to help them when completing these activities.

1 10.2 Listen and write letters.

Audioscript

1 *Susan lived on Green Street for five years.*
2 *Harry helped Dad in the garden yesterday. It was hot.*
3 *Daisy played football last Tuesday.*
4 *Henry listened to music with his brother last night.*
5 *Grandma and Grandpa stayed at home at the weekend. They were tired.*

Answers: 1 b **2** c **3** e **4** d **5** a

2 Read and circle.

Answers: 1 lived **2** watched **3** visited **4** looked **5** helped **6** stayed

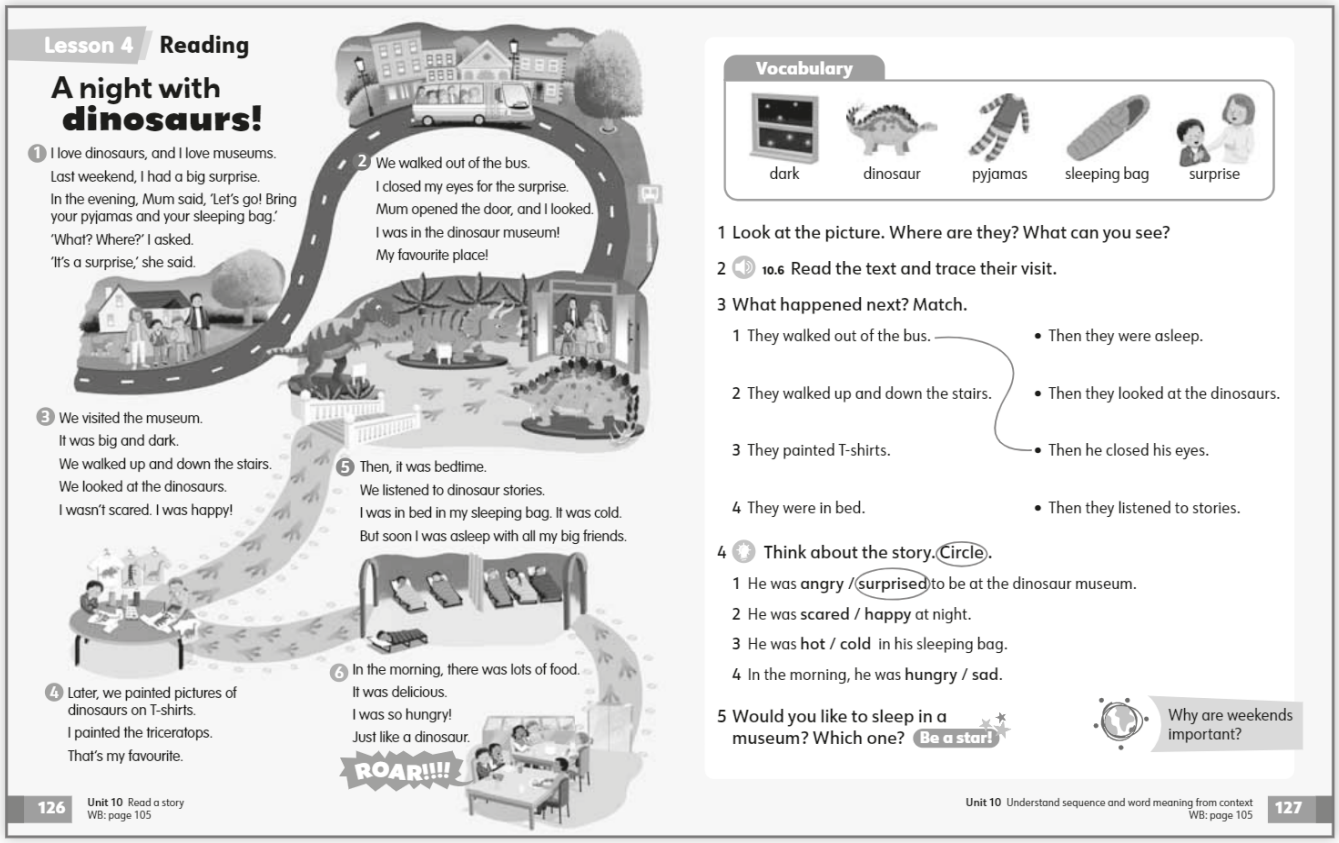
3 Make these verbs past simple.

Answers: 1 cooked **2** listened **3** visited **4** played **5** watched **6** stayed

4 Read and complete. Use the verbs from Activity 3.

Answers: 1 watched **2** visited **3** listened **4** played **5** cooked **6** stayed

Pupil's Book pages 126–127



Learning objectives: Read a story; Understand sequence and word meaning from context

Vocabulary: dark, dinosaur, pyjamas, sleeping bag, surprise

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Telephone game

- Play the *Telephone game* (see the Games bank, pages 14–17) with some of the sentences from the story in this lesson: e.g. *I was in the dinosaur museum, We walked up and down the stairs, We listened to dinosaur stories, In the morning, there was lots of food.*

1 Look at the pictures. Where are they? What can you see?

- Refer the children to the pictures. Ask *Where are they? What can you see?* Introduce the words *dinosaur* and *sleeping bag* using the pictures. Elicit answers from different children.
- Then have the children read the text quickly to see if their ideas were correct.

Answers: Children's own answers.

2 10.6 Read the text and trace their visit.

- Have the children read the text.
- Ask questions about the pictures to help them with the next part of the Activity, e.g. *Where are the family in picture 1?* (home) *What about picture 2? Where are they going?* (they're on a bus going to the dinosaur museum).
- Read out sections 1 and 2. As you read, trace the path the family takes with your finger.
- Have the children continue reading and tracing the path individually.
- Then go over the path with the class.

3 What happened next? Match.

- Refer the children to the example and find the part of the text that shows this is the correct answer. (Part 2 *We walked out of the bus. I closed my eyes for the surprise.*)
- Then have the children continue the activity, matching a sentence on the left with a sentence on the right.
- For feedback, read out the first part of the sentences and ask for volunteers to match them. Ask for whole-class agreement each time.

Answers: 1 Then he closed his eyes. **2** Then they looked at the dinosaurs. **3** Then they listened to stories. **4** Then they were asleep.

Teaching star!

Reading skills

To understand sequence and word meaning from context, encourage the children to develop the habit of using information in the pictures and the surrounding text.

- Use *museum* as an example. Ask the children to find it in the text (part 2). Ask them to look at its complete sentence and the one before and after it. Have them look at the picture.
- Ask what they think it is and why. (The text says *I was in the dinosaur museum.*) The picture in part 2 shows the family at the entrance to the museum.
- Point out to the children they can often do this when they don't understand a word.

4 Think about the story. Circle.

- Go through the example. Ask the children to find the part of the story which gives the answer. (Part 2 *I closed my eyes for the surprise. Mum opened the door, and I looked. I was in the dinosaur museum!*).
- Have the children continue the activity individually.

Answers: 1 surprised **2** happy **3** cold **4** hungry

5 Would you like to sleep in a museum? Which one?

Be a star!

- Read through the questions with the class. Elicit answers from different children. Write a list of museums on the board.

Answers: Children's own answers

ESDC

Why are weekends important?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.*

Ask: *Why are weekends important?* This question helps children engage with ideas about healthy living.

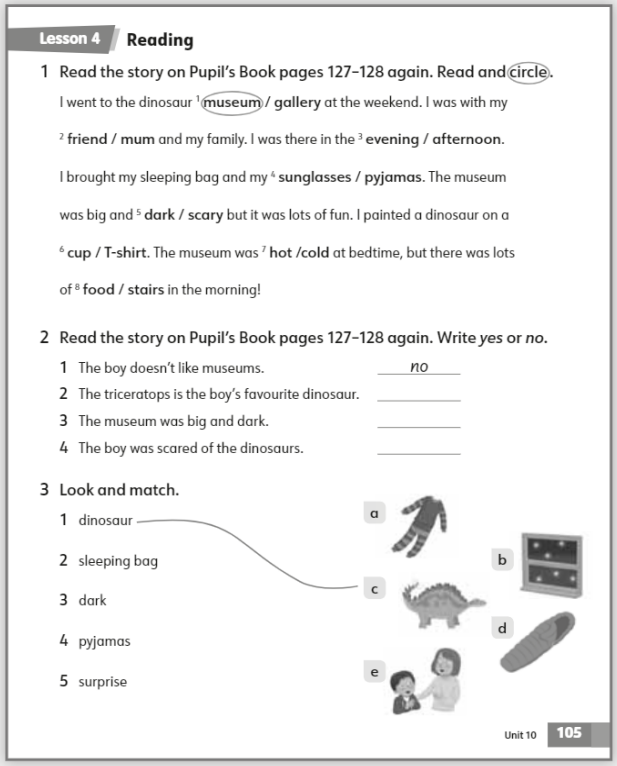
- Discuss with the children what you do at the weekends and how weekends are different to the rest of the week. Ask for examples of activities, events, special foods or other things involved in weekends that don't usually happen during the week. Talk about why it is important for people to have the weekends to rest, spend time with family and friends and participate in hobbies, sport or other relaxation.
- Do a class survey of the children's favourite things to do at weekends.

Possible answers: at weekends, we have time to play, visit and spend time with family and friends, eat special meals, play or watch sports and relax.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games bank, pages 14–17) with the first two complete sentences of the text: *I love dinosaurs, and I love museums. Last weekend, I had a big surprise.*

Workbook page 105



Lesson 4 Reading

1 Read the story on Pupil's Book pages 127–128 again. Read and circle.

I went to the dinosaur [1] **museum / gallery** at the weekend. I was with my [2] **friend / mum** and my family. I was there in the [3] **evening / afternoon**. I brought my sleeping bag and my [4] **sunglasses / pyjamas**. The museum was big and [5] **dark / scary** but it was lots of fun. I painted a dinosaur on a [6] **cup / T-shirt**. The museum was [7] **hot /cold** at bedtime, but there was lots of [8] **food / stairs** in the morning!

2 Read the story on Pupil's Book pages 127–128 again. Write *yes* or *no*.

1 The boy doesn't like museums. *no*
2 The triceratops is the boy's favourite dinosaur. _____
3 The museum was big and dark. _____
4 The boy was scared of the dinosaurs. _____

3 Look and match.

1 dinosaur
2 sleeping bag
3 dark
4 pyjamas
5 surprise

a b c d e

Unit 10 105

1 Read the story on your Pupil's Book pages 126–127 again. Read and circle.

Answers: 1 museum **2** mum **3** evening **4** pyjamas **5** dark **6** T-shirt **7** cold **8** food

2 Read the story on Pupil's Book pages 126–127 again. Write *yes* or *no*.

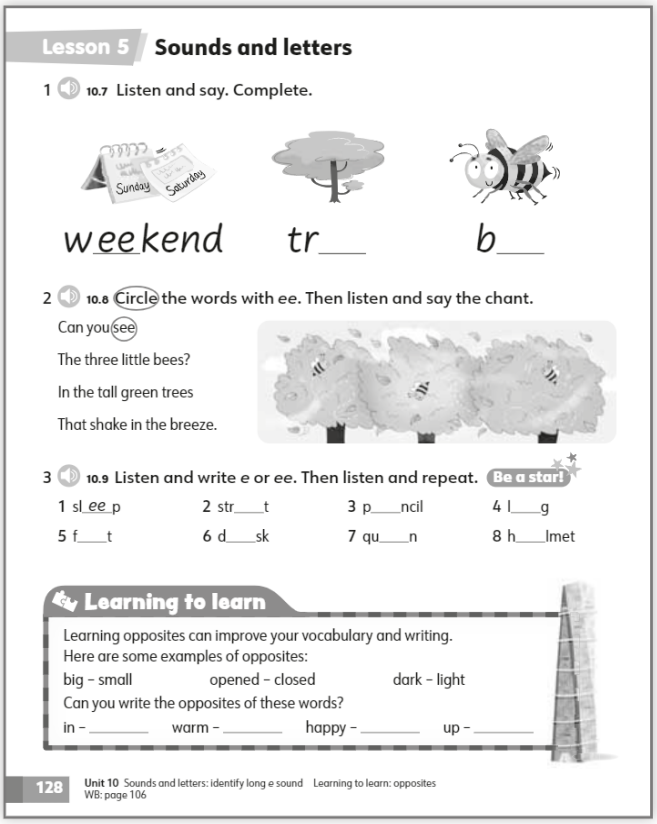
Answers: 1 no **2** yes **3** yes **4** no

3 Look and match.

Answers: 1 c **2** d **3** b **4** a **5** e

Lesson 5 Sounds and letters

Pupil's Book page 128


Lesson 5 Sounds and letters

1 10.7 Listen and say. Complete.

Sunday Saturday

weekend tr___ b___

2 10.8 Circle the words with ee. Then listen and say the chant.

Can you see
The three little bees?
In the tall green trees
That shake in the breeze.

3 10.9 Listen and write e or ee. Then listen and repeat. Be a star!

1 sl_ee_p 2 str___t 3 p___ncil 4 l___g
5 f___t 6 d___sk 7 qu___n 8 h___lmet

Learning to learn

Learning opposites can improve your vocabulary and writing.
Here are some examples of opposites:
big – small opened – closed dark – light
Can you write the opposites of these words?
in – _____ warm – _____ happy – _____ up – _____

128 Unit 10 Sounds and letters: identify long e sound Learning to learn: opposites
WB: page 106

Learning objectives: Sounds and letters: identify long *e* sound; Learning to learn: opposites

Sounds and letters words: bee, tree, weekend

Resources: Sounds and letters worksheet

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) with words from the text in the last lesson, e.g. *dinosaurs, museums, pyjamas, favourite, scared, sleeping.* (Alternatively, you can include easier ones, e.g. *weekend, closed, looked, happy, bedtime.*)

1 10.7 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio and have the children repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the space for the *ee* in the word *weekend* and ask *What's this sound? What's the word?* Point out the double *ee* makes the long */i:/* sound.
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/i:/ /i:/ /i:/ weekend
/i:/ /i:/ /i:/ tree
/i:/ /i:/ /i:/ bee

Answers: w**ee**kend, tr**ee**, b**ee**

2 10.8 Circle the words with *ee*. Then listen and say the chant.

- Have the children find, circle and count all the examples of the letters *ee* they can find (there are six). Ask if they think they all have the same sound (they do).
- Play the chant and have the children follow in their book.
- Play the chant again and have the children join in with the *ee* words.
- Then play it again, pausing before some key *ee* words for the children to call out the next word.
- Finally play the chant one more time and have the children join in.

Answers: Can you (see) The (three) little (bees)? In the tall (green) (trees) That shake in the (breeze).

3 10.9 Listen and write *e* or *ee*. Then listen and repeat. Be a star!

- Read out the first word, first with the *e* sound and then with the longer *ee* sound. Ask the children which sounds better. Point out the example answer.
- Play the audio for the children to listen. Then have them complete the words with *e* or *ee*. Encourage them to try the words with the different sounds to see which sounds best if they're not sure.
- Play the audio again for the children to check their words. Then have them repeat all the words in the activity chorally and individually.

Answers: 1 sleep **2** street **3** pencil **4** leg **5** feet **6** desk **7** queen **8** helmet

Learning to learn

- Write on the board *My house is big*. Under this, write *It isn't* _____ . Ask the children to suggest a word to complete the second sentence (*small*). Point out *big* and *small* are opposites. They give us more ways to say something.
- Read through the other examples in the *Learning to learn* box as a class.
- Then give the children time to think about the opposites for the other words.
- Elicit the answers and write them on the board. Have the children write the words in their books.

Answers: in – out; warm – cold; happy – sad; up – down

Teaching star!

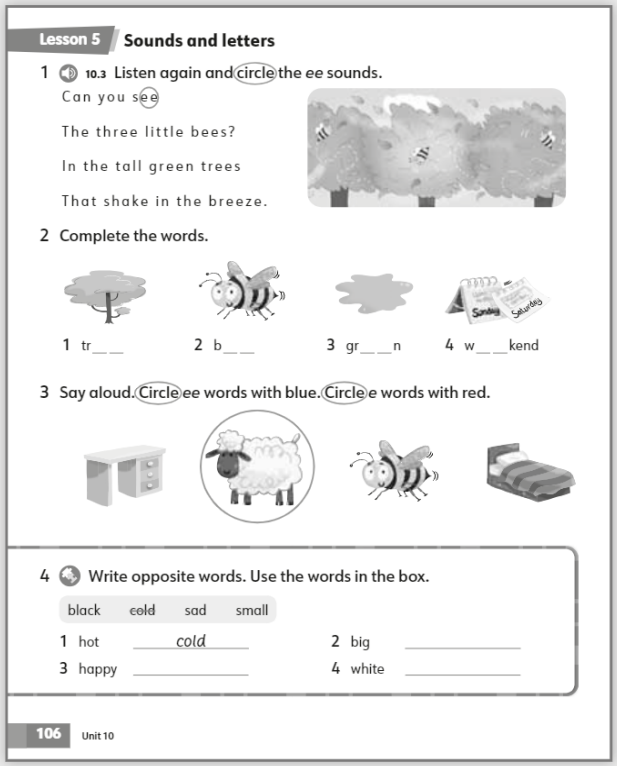
Pairwork

- The children can become more familiar with the opposites by testing each other.
- Divide the class into pairs. One child says one of the words in the *Learning to learn* box. Their partner responds with the opposite word without looking at the book.
- They then swap roles and continue the game.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–17) with some of the key words from Activities 2 and 3.

Workbook page 106



Lesson 5 Sounds and letters

1 10.3 Listen again and circle the *ee* sounds.

Can you see
The three little bees?
In the tall green trees
That shake in the breeze.

2 Complete the words.

1 tr__ 2 b__ 3 gr__n 4 w__kend

3 Say aloud. Circle *ee* words with blue. Circle *e* words with red.

4 Write opposite words. Use the words in the box.

black cold sad small

1 hot cold 2 big _____
3 happy _____ 4 white _____

106 Unit 10

1 10.3 Listen again and circle the *ee* sounds.

Answers: Can you s(ee)
The thr(ee) little b(ee)s?
In the tall gr(ee)n tr(ee)s
That shake in the br(ee)ze.

2 Complete the words.

Answers: 1 tree **2** bee **3** green **4** weekend

3 Say aloud. Circle *ee* words with blue. Circle *e* words with red.

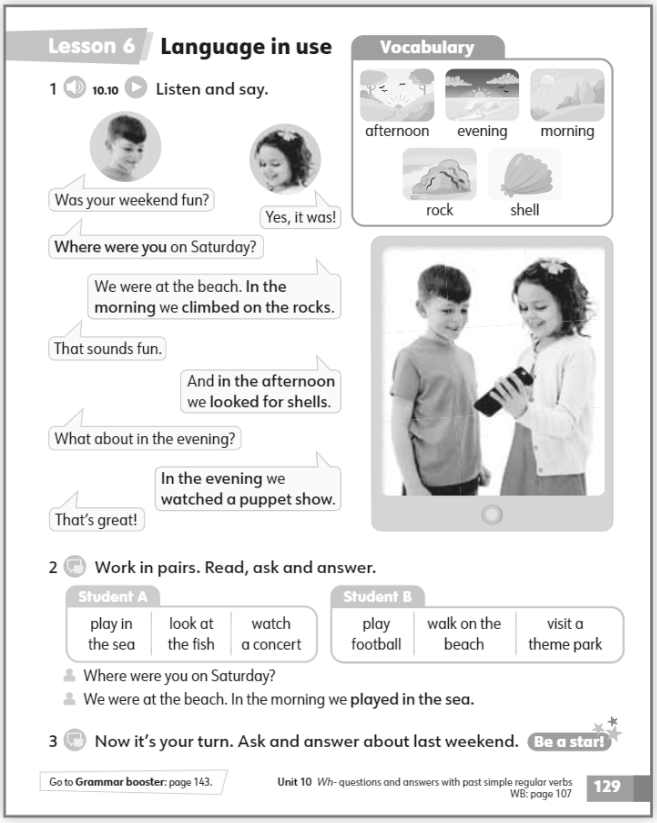
Answers: blue: sheep, bee; red: desk, bed

4 Write opposite words. Use the words in the box.

Answers: 1 cold **2** small **3** sad **4** black

Lesson 6 Language in use

Pupil's Book page 129



Learning objectives: *Wh-* questions and answers with past simple regular verbs

Resources: Language in use video; Grammar worksheet 2

10.8 Warm-up: Say the chant again

- Use mime and the children's memories to elicit the chant from Lesson 5. Play the audio again to see how well they have remembered it. Write it on the board.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

Vocabulary

- Refer the children to the vocabulary panel. Say each word and have the children point and repeat.
- Practise actions for the words: *afternoon:* make a big circle in the air to show the sun high in the sky; *evening:* raise arms and bend over slowly to show the sun setting; *morning:* bend over then rise slowly with arms out to show the sun rising; *rock:* mime lifting a very heavy thing; *shell*: make a shell shape with your hands.
- Say the words and have the children do the actions.
- Finally do the actions in a different order and have the children say the words.

1 10.10 Listen and say.

- Refer the children to the picture and ask them what the girl is holding (a phone) and what they think the boy is looking at (photos of the girl's weekend activities).
- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each line. Encourage them to say *That sounds fun!* and *That's great!* with appropriate enthusiasm!
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after the phrases *in the morning / afternoon / evening* to elicit the past simple verb phrases, e.g. *we climbed on the rocks*. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.
- Now play the video one more time stopping after the phrases *in the morning / afternoon / evening* to elicit the past simple verb phrases, e.g. *we climbed on the rocks*. Then continue playing the video for them to check.

2 Work in pairs. Read, ask and answer.

- Invite two children to read the example dialogue. Point out it is similar to the dialogue in Activity 1 but the blue words have changed.
- Before they start their roleplay, refer the children to the activities in the boxes and elicit what the past of the verbs are. Then elicit and drill the question to start the dialogue.
- Divide the class into pairs to make new dialogues with the activities in the boxes. One child asks the questions and responds to their partner's answers. Then they change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the verb forms.
- Invite any volunteer pairs to roleplay their dialogue for the class.

3 Now it's your turn. Ask and answer about last weekend. Be a star!

- Have the children ask you about last weekend: *Where were you last weekend?* Tell them some things you did (trying to stick to regular past simple verbs), e.g. *I was at the shops. I looked at some clothes and I really liked a blue jacket! In the evening I watched a film.* Encourage the children to respond using phrases from the Activity 1 dialogue, e.g. *That's great! That sounds fun!*

- Divide the class into pairs and drill the starting question one more time.
- Have the children tell each other about their weekend and respond appropriately. You may need to supply some vocabulary for some of the activities the children want to talk about. Write any new words on the board for reference. (If they ask for any verbs that are irregular in the past simple, write both the base form and the past simple form in a list on one side of the board.)
- Encourage some confident children to tell the class about their weekend. Prompt the other children to respond with the enthusiastic phrases.

Grammar booster

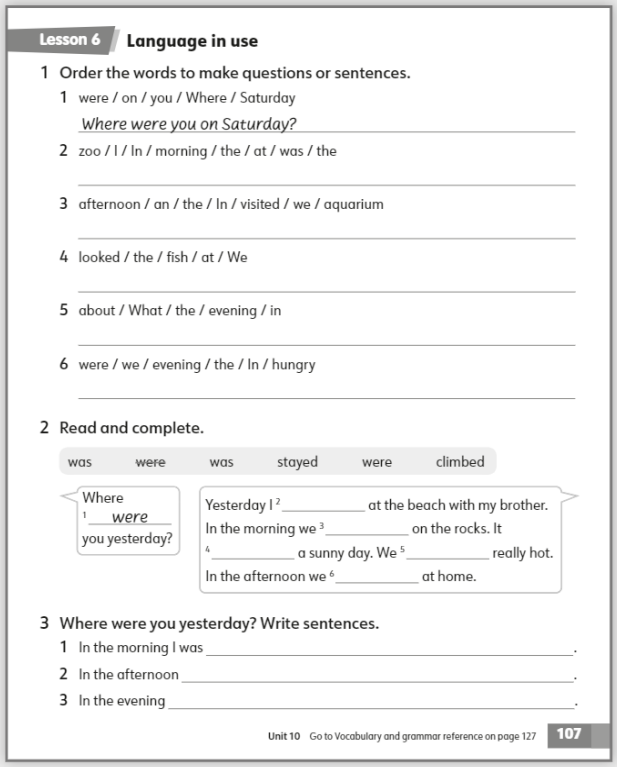
Ask the children to turn to page 143 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 e **2** c **3** b **4** a **5** d

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with questions and answers from this lesson, e.g. *Where were you on Saturday? We were at the beach. In the morning we climbed on the rocks and in the afternoon we looked for shells.*

Workbook page 107



Lesson 6 **Language in use**

1 Order the words to make questions or sentences.

1 were / on / you / Where / Saturday
Where were you on Saturday?

2 zoo / I / In / morning / the / at / was / the

3 afternoon / an / the / In / visited / we / aquarium

4 looked / the / fish / at / We

5 about / What / the / evening / in

6 were / we / evening / the / In / hungry

2 Read and complete.

was were was stayed were climbed

Where [1] *were* you yesterday?

Yesterday I [2] _____ at the beach with my brother. In the morning we [3] _____ on the rocks. It [4] _____ a sunny day. We [5] _____ really hot. In the afternoon we [6] _____ at home.

3 Where were you yesterday? Write sentences.

1 In the morning I was _____.
2 In the afternoon _____.
3 In the evening _____.

Unit 10 Go to Vocabulary and grammar reference on page 127 **107**

Grammar reference:

Remind the children that they can refer to the grammar reference on page 127 to help them when completing these activities.

1 Order the words to make questions or sentences.

Answers: 1 Where were you on Saturday? **2** In the morning I was at the zoo. **3** In the afternoon we visited an aquarium. **4** We looked at the fish. **5** What about in the evening? **6** In the evening we were hungry.

2 Read and complete.

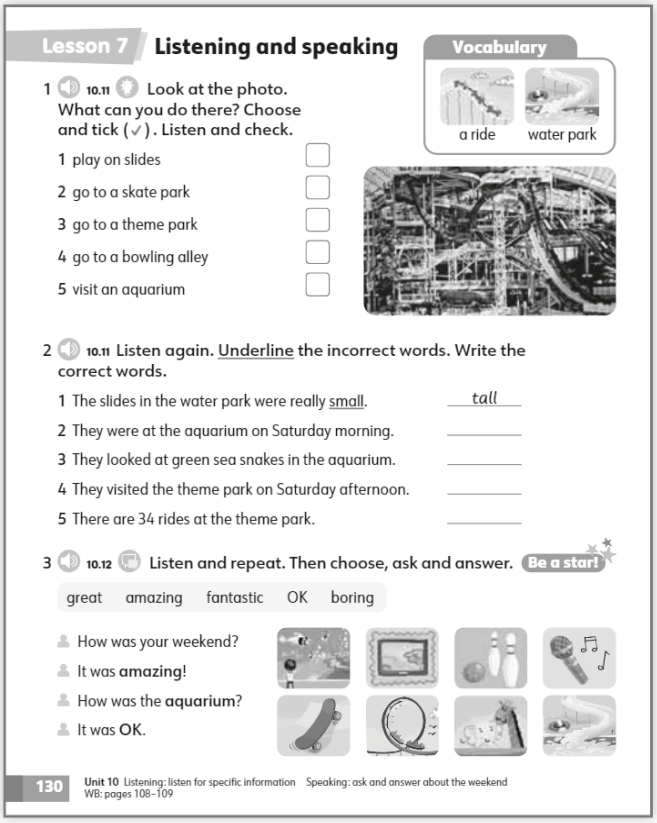
Answers: 1 were **2** was **3** climbed **4** was **5** were **6** stayed

3 Where were you yesterday? Write sentences.

Answers: Children's own answers.

Lesson 7 Listening and speaking

Pupil's Book page 130



Lesson 7 Listening and speaking

Vocabulary: a ride, water park

1 10.11 Look at the photo. What can you do there? Choose and tick (✓). Listen and check.

1 play on slides
2 go to a skate park
3 go to a theme park
4 go to a bowling alley
5 visit an aquarium

2 10.11 Listen again. Underline the incorrect words. Write the correct words.

1 The slides in the water park were really small. tall
2 They were at the aquarium on Saturday morning.
3 They looked at green sea snakes in the aquarium.
4 They visited the theme park on Saturday afternoon.
5 There are 34 rides at the theme park.

3 10.12 Listen and repeat. Then choose, ask and answer. Be a star!

great amazing fantastic OK boring

How was your weekend?
It was **amazing**!
How was the **aquarium**?
It was **OK**.

130 Unit 10 Listening: listen for specific information Speaking: ask and answer about the weekend
WB: pages 108–109

Learning objectives: Listening: listen for specific information; Speaking: ask and answer about the weekend

Vocabulary: a ride, water park

Review vocabulary: recreational places in a town

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14–17) with phrases from the last lesson.

Vocabulary

- Refer the children to the vocabulary panel. Say the words and have the children repeat. Have the children call out the name of their favourites.

1 10.11 Look at the photo. What can you do there? Choose and tick (✓). Listen and check.

- Refer the children to the picture. Have them tick the activities they expect to find in a water park.
- Play the audio and have the children listen to confirm or change their answers as necessary.

Audioscript

Gareth: *Hi Jenny. How was your weekend?*

Jenny: *It was amazing. We were at World Waterpark.*

Gareth: *A water park! That sounds fantastic.*

Jenny: *Yes, it was. There are 17 slides and a huge wave pool. The slides were really tall – some were a bit scary, but I really liked them. And the wave pool was great. And, you know, it isn't just a water park. There's also an aquarium, a theme park and a skate park!*

Gareth: *Really? Were you at the aquarium?*

Jenny: *Yes, we were. We were at the aquarium on Saturday afternoon. We looked at fish and some green sea turtles.*

Gareth: *Oh, I love turtles!*

Jenny: *Yes, they were really cute. Then on Sunday morning, we visited the theme park. There are 24 different rides there.*

Gareth: *Wow! I love theme parks! Were you on all of the 24 rides?*

Jenny: *No, not all of them. Some of them were really scary! In the afternoon we were at the skate park. It was fun.*

Answers: ✓ by: 1, 2, 3, 5

2 10.11 Listen again. Underline the incorrect words. Write the correct words.

- Play the audio up to *The slides were really tall.* Point out the example answer.
- Then play the rest of the audio and have the children complete the activity.
- Invite different children to read out the corrected sentences. Ask for whole-class agreement.

Answers: 1 small – tall **2** morning – afternoon **3** snakes – turtles **4** Saturday – Sunday **5** 34 – 24

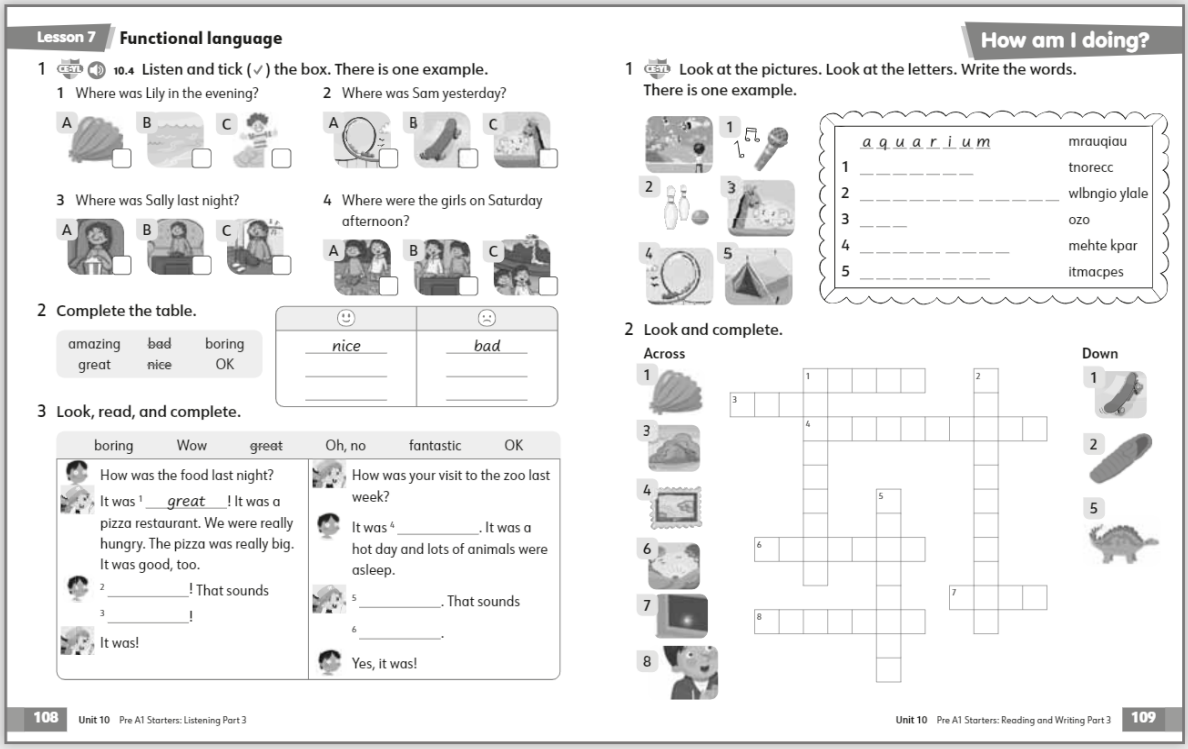
3 10.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Play the audio and have the children point to the activity they hear mentioned.
- Play the audio again for the children to repeat.
- Then divide the class into pairs to make new dialogues, changing the words in blue. Invite volunteers to perform their dialogue for the class.

Cooler: Group mime

- Do the *Group mime* game (see the Games bank, pages 14–17) with the children miming being at the places in Lesson 1, Activity 1.

Workbook page 108–109



Lesson 7 Functional language

1 CE:YL 10.4 Listen and tick (✓) the box. There is one example.

1 Where was Lily in the evening?

2 Where was Sam yesterday?

3 Where was Sally last night?

4 Where were the girls on Saturday afternoon?

2 Complete the table.

amazing great bad nice boring OK

☺	☹
nice	bad

3 Look, read, and complete.

boring Wow great Oh, no fantastic OK

How was the food last night?

It was 1 great ! It was a pizza restaurant. We were really hungry. The pizza was really big. It was good, too.

2 ! That sounds

3 !

It was!

How was your visit to the zoo last week?

It was 4 . It was a hot day and lots of animals were asleep.

5 . That sounds

6 .

Yes, it was!

108 Unit 10 Pre A1 Starters: Listening Part 3

How am I doing?

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

a q u a r i u m mrauqiau

1 _ _ _ _ _ _ _ tnorecc

2 _ _ _ _ _ _ _ _ _ _ _ _ wlbngio ylale

3 _ _ _ ozo

4 _ _ _ _ _ _ _ _ _ mehte kpar

5 _ _ _ _ _ _ _ _ itmacpes

2 Look and complete.

Across

Down

Unit 10 Pre A1 Starters: Reading and Writing Part 3 109

1 CE:YL 10.4 Listen and tick (✓) the box. There is one example.

- This activity helps prepare for part 3 of the Listening paper of the Cambridge English: Pre A1 Starters test. Children listen and tick the correct boxes.

Audioscript

Speaker: *Look at the pictures. Now listen and look. There is one example.*

1 Girl: *Was your weekend fun, Lily?*

Boy: *Yes, it was. We were at the beach in the morning. We looked for shells and we played in the sea.*

Girl: *What about in the evening?*

Boy: *In the evening we watched a puppet show.*

Girl: *That's great!*

Speaker: *Can you see the tick? Now listen and tick the box.*

2 Girl: *Where were you yesterday, Sam? Were you at the skate park?*

Boy: *No, I wasn't. It was a sunny day, so we visited the theme park.*

Girl: *That's fun! I visited the theme park last year. It's next to the zoo.*

Boy: *That's right.*

3 Girl: *Hi Alex!*

Boy: *Hi Sally!*

Girl: *I watched a great film last night.*

Boy: *Really? Were you at the cinema?*

Girl: *No, I wasn't. I watched the film at home.*

Boy: *My sister watched a film too, but I listened to music.*

4 Boy: *Was your weekend fun?*

Girl: *Yes, it was. My sister and I stayed with our grandparents.*

Boy: *Was it fun?*

Girl: *Yes. We helped them in the garden on Saturday morning. Then we visited the zoo in the afternoon.*

Boy: *What about Saturday evening?*

Girl: *We were tired, so we watched a film.*

Answers: 1 C **2** A **3** B **4** C

2 Complete the table.

Answers: ☺: nice, great, amazing; ☹: bad, OK, boring

3 Look, read and complete.

Answers: 1 great **2** Wow **3** fantastic **4** OK **5** Oh, no **6** boring

1 CE:YL Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps prepare for part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. Children use the letters to make the words in the pictures.

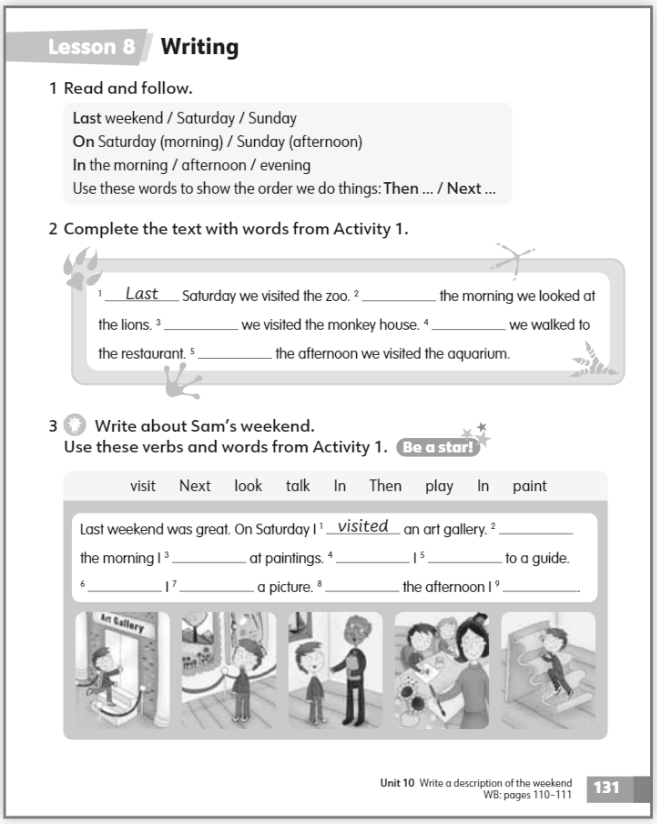
Answers: 1 concert **2** bowling alley **3** zoo **4** theme park **5** campsite

2 Look and complete.

Answers: 1 shell **3** rock **4** art gallery **6** morning **7** dark **8** pyjamas; **1** skate park **2** sleeping bag **5** dinosaur

Lesson 8 Writing

Pupil's Book page 131



Lesson 8 Writing

1 Read and follow.

Last weekend / Saturday / Sunday
On Saturday (morning) / Sunday (afternoon)
In the morning / afternoon / evening
Use these words to show the order we do things: Then ... / Next ...

2 Complete the text with words from Activity 1.

1 Last Saturday we visited the zoo. 2 _____ the morning we looked at the lions. 3 _____ we visited the monkey house. 4 _____ we walked to the restaurant. 5 _____ the afternoon we visited the aquarium.

3 Write about Sam's weekend. Use these verbs and words from Activity 1. Be a star!

visit Next look talk In Then play In paint

Last weekend was great. On Saturday I 1 visited an art gallery. 2 _____ the morning I 3 _____ at paintings. 4 _____ I 5 _____ to a guide. 6 _____ I 7 _____ a picture. 8 _____ the afternoon I 9 _____.

Art Gallery

Unit 10 Write a description of the weekend
WB: pages 110–111
131

Learning objectives: Use time expressions and sequencing words; Write a description of the weekend

Resources: Unit 10 test

Warm-up: How many words?

- Play *How many words?* (see the Games bank, pages 14–17) with sentences from the listening text in Lesson 7. Suggested sentences: *The slides were really tall.* (*5*) *There's also an aquarium, a theme park and a skate park!* (*11*) *We were at the aquarium on Saturday afternoon.* (*8*) *On Sunday morning, we visited the theme park.* (*8*) *In the afternoon we were at the skate park.* (*9*)

1 Read and follow.

- Read the phrases and have the children repeat.
- Write *Last, On, In* as separate headings on the board. Elicit words to add to these to make an appropriate time expression, e.g. *Last week, On Tuesday evening.*
- Write on the board, e.g. *Last night, I talked to my friend. Then ...* Elicit some example sentence endings and write one on the board. Then continue by adding *Next ...*, and eliciting another sentence ending.

2 Complete the text with words from Activity 1.

- Work through the activity, eliciting the missing words and writing the text on the board.
- Have the children complete the text in their books.

Answers: 1 Last **2** In **3** Then / Next **4** Then / Next **5** In

3 Write about Sam's weekend. Use these verbs and words from Activity 1.

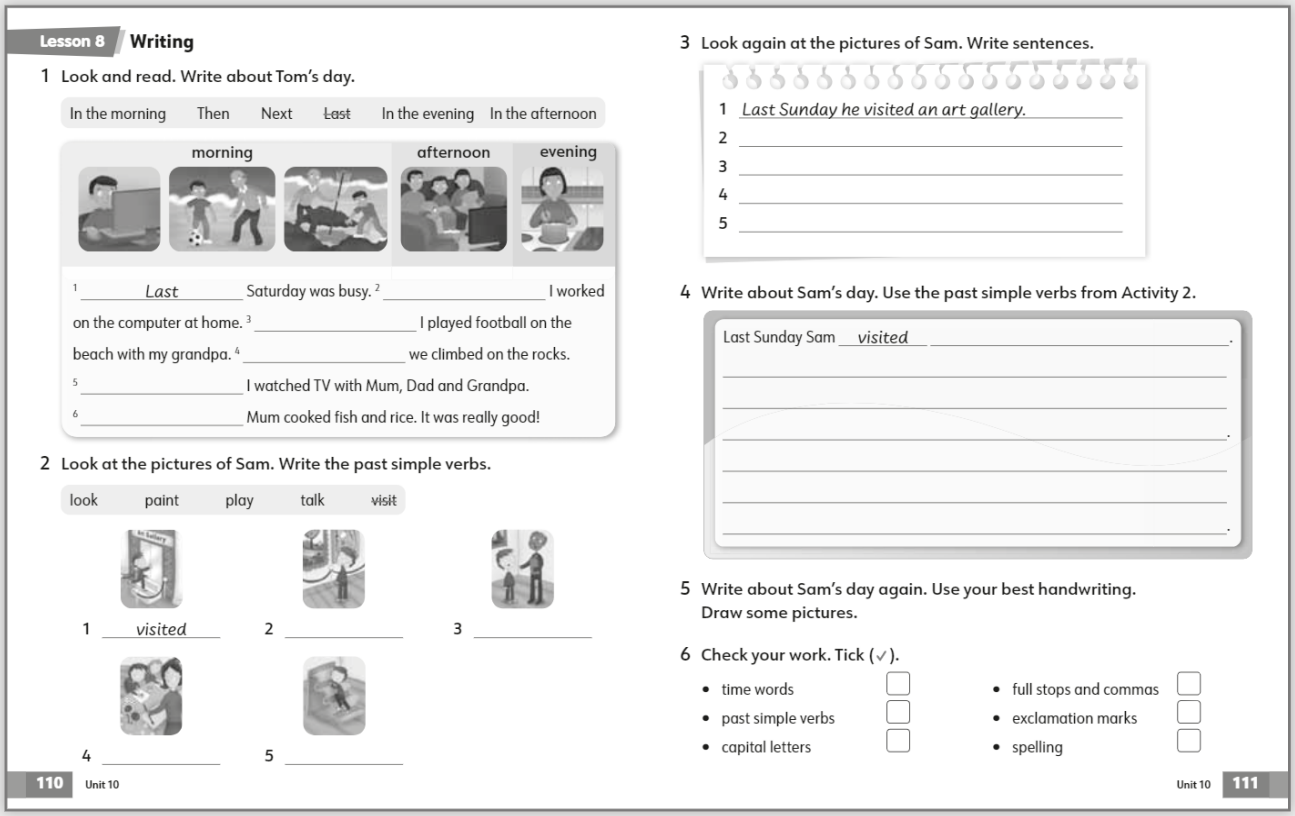
Be a star!

- Refer the children to the pictures of Sam's weekend and ask them what they can see.
- Point out the verbs in the box and ask for suggestions to link the verbs to the pictures, e.g. *visit the art gallery, look at pictures*.
- Read out each sentence in the text, elicit suggestions and write them on the board. Remind the children they need to use verbs in the past simple tense to talk about last weekend.
- When the text is complete on the board, delete the verbs and have the children copy and complete the text in their books. Tell them if they cannot remember a verb, they can leave a gap.
- Elicit the missing words and write them in again for the children to check / complete their work.

Answers: 1 visited **2** In **3** looked **4** Then / Next **5** talked **6** Next / Then **7** painted **8** In **9** played

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17) with key words from the texts in this lesson, e.g. *last, weekend, afternoon, evening, visited, lions, restaurant, monkey, aquarium, Saturday, gallery, painted, guide, picture.*



Lesson 8 Writing

1 Look and read. Write about Tom's day.

In the morning | Then | Next | ~~Last~~ | In the evening | In the afternoon

morning | afternoon | evening

1 Last Saturday was busy. 2 _____ I worked on the computer at home. 3 _____ I played football on the beach with my grandpa. 4 _____ we climbed on the rocks. 5 _____ I watched TV with Mum, Dad and Grandpa. 6 _____ Mum cooked fish and rice. It was really good!

2 Look at the pictures of Sam. Write the past simple verbs.

look | paint | play | talk | ~~visit~~

1 visited 2 _____ 3 _____ 4 _____ 5 _____

3 Look again at the pictures of Sam. Write sentences.

1 Last Sunday he visited an art gallery.
2 _____
3 _____
4 _____
5 _____

4 Write about Sam's day. Use the past simple verbs from Activity 2.

Last Sunday Sam visited _____.

5 Write about Sam's day again. Use your best handwriting. Draw some pictures.

6 Check your work. Tick (✓).

- time words ☐
- past simple verbs ☐
- capital letters ☐
- full stops and commas ☐
- exclamation marks ☐
- spelling ☐

110 Unit 10

Unit 10 111

1 Look and read. Write about Tom's day.

- Go through the example and elicit the next answer from the class.
- Have the children complete the text individually, before checking the answers with the class and writing them on the board.

Answers: 1 Last **2** In the morning **3** Then / Next **4** Then / Next **5** In the afternoon **6** In the evening

2 Look at the pictures of Sam. Write the past simple verbs.

- Refer the children to the example. Ask why there is *-ed* on the end of the verb (past simple tense).
- Have the children complete the activity. Then write *1–5* on the board and invite different children to write the correct past simple verb.

Answers: 1 visited **2** looked **3** talked **4** painted **5** played

3 Look again at the pictures of Sam. Write sentences.

- Ask a child to read out the example sentence. Then elicit sentences for the other pictures and write them on the board.
- Have the children write them in their books.

Suggested answers: 1 Last Sunday he visited an art gallery. **2** Next he looked at a picture. **3** Then he talked to the guide. **4** In the afternoon he painted a picture. **5** He played.

4 Write about Sam's day. Use the past simple verbs from Activity 2.

- Have them write the text and then compare with a friend.
- Invite any volunteers to read out their text for the class.

Answers: Children's own answers.

5 Write about Sam's day again. Use your best handwriting. Draw some pictures.

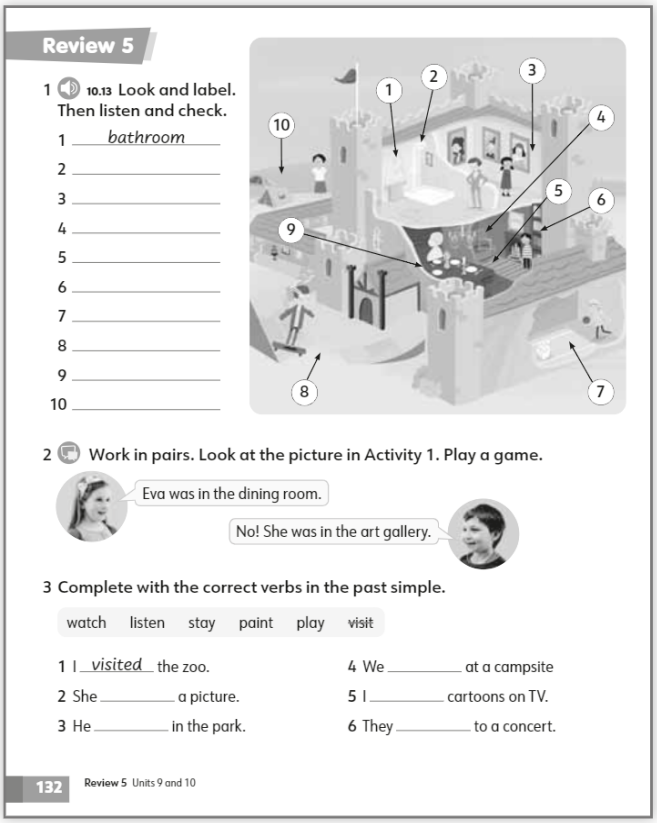
- Have the children write their text again and illustrate it. Point out that texts are more interesting when they have some pictures!

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.

Review 5

Pupil's Book page 132


Review 5

1 10.13 Look and label. Then listen and check.

1 bathroom
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

2 Work in pairs. Look at the picture in Activity 1. Play a game.

Eva was in the dining room.

No! She was in the art gallery.

3 Complete with the correct verbs in the past simple.

watch listen stay paint play visit

1 I visited the zoo.
2 She _____ a picture.
3 He _____ in the park.
4 We _____ at a campsite
5 I _____ cartoons on TV.
6 They _____ to a concert.

132 Review 5 Units 9 and 10

Learning objectives: Review vocabulary, grammar from Units 9 and 10; CE:YL Pre A1 Starters: Listening Part 4; Speaking Part 3

Vocabulary: furniture, places in a town, rooms

Grammar: Past simple: *was / were* and regular verbs

Resources: Flashcards; Speaking exam practice video

Materials: a piece of scrap paper for each child for the Cooler

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see the Games bank, pages 14–17) with vocabulary topics from this lesson: rooms and furniture, places in a town, verbs.

1 10.13 Look and label. Then listen and check.

- Have the children say what they can see in the picture.
- Have the children label the numbered items.
- Play the audio for the children to complete / check their answers.
- Write the numbers 1–10 on the board and invite children to come and write words.

Audioscript

1 *bathroom,* ***2*** *shower,* ***3*** *art gallery,* ***4*** *sofa,* ***5*** *living room,* ***6*** *bookcase,* ***7*** *bowling alley,* ***8*** *skate park,* ***9*** *dining room,* ***10*** *campsite*

Answers: (See audioscript)

2 Work in pairs. Look at the picture in Activity 1. Play a game.

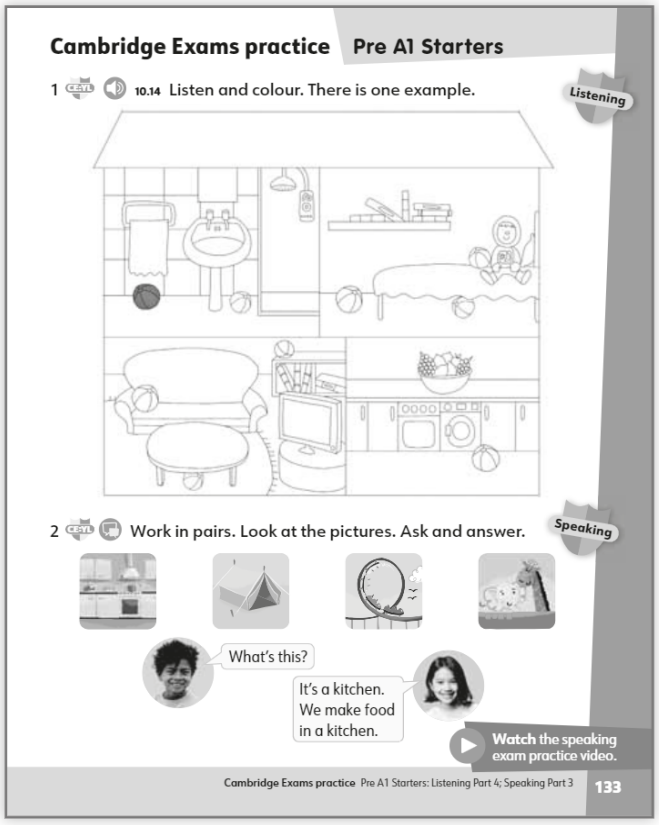
- Say several sentences about the pictures to the class and have them say if they are true or false, e.g. *Kirsty was in the campsite.* (*false*) *Owen was in the living room.* (*true*) When a sentence is false, ask the children to correct it.
- Ask two children to read out the model exchange. Then divide the class into pairs to continue the activity.

3 Complete with the correct verbs in the past simple.

- Refer the children to the example answer, pointing out the *-ed* ending. Elicit the next answer and write the verb on the board.
- Have the children continue the activity individually.
- For feedback, ask different children to read out the completed sentences. Ask for whole-class agreement each time.

Answers: 1 visited **2** painted **3** played **4** stayed **5** watched **6** listened

Pupil's Book page 133



1 CE:YL 10.14 Listen and colour. There is one example.

- This activity helps prepare the children for Part 4 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Go through the example. The children listen and colour. Check answers with the class.

Audioscript

Adult: *Yesterday I was at my friend's new house. Here is a picture of her house.*

Child: *It's very nice. There are lots of balls in the house!*

Adult: *Yes! My friend showed me the bathroom. Can you see the ball under the towel? Colour the ball, blue.*

Child: *OK. What colour?*

Adult: *Colour the ball under the towel, blue, please.*

1 Adult: *Then I was in the bedroom. Can you see the ball on the bed, next to the toy astronaut?*

Child: *Yes, I can.*

Adult: *Colour the ball orange.*

Child: *OK. The ball on the bed is orange.*

2 Adult: *Can you see the ball on the sofa in the living room?*

Child: *Yes, I can.*

Adult: *OK. Would you like to colour it, green?*

Child: *Green? Yes!*

3 Adult: *Next I was in the kitchen. Can you see the ball under the bowl of fruit? Would you like to colour it?*

Child: *Sorry? The ball under the bowl of fruit?*

Adult: *Yes. Have you got a red pencil?*

Child: *Yes, I have.*

Adult: *Good. Colour it with that pencil, please.*

4 Adult: *Then I was in the bathroom again. Can you see the shower?*

Child: *Yes, I can.*

Adult: *There is a ball next to the shower. Colour it yellow.*

Child: *OK, a yellow ball next to the shower.*

Adult: *Thanks.*

5 Child: *And which ball can I colour now?*

Adult: *The one next to the bed. Colour that one.*

Child: *Great! I'd like to colour it purple.*

Adult: *Of course. Thank you!*

Answers: Balls coloured as follows: next to the toy astronaut – orange; on the sofa – green; under the bowl of fruit – red; next to the shower – yellow; next to the bed – purple

2 CE:YL Work in pairs. Look at the pictures. Ask and answer.

- This activity helps prepare the children for Part 3 of the Speaking paper of the Cambridge English: Pre A1 Starters test.
- Divide the class into pairs. Ask volunteers to read out the example dialogue. Have pairs take turns asking and answering questions based on the pictures.

Cooler: Keyhole pictures

- Each child needs a piece of scrap paper (see *Materials* on previous page). Show the children how to fold and pinch out a small piece of paper from the middle of the sheet to leave a small hole.
- Divide the class into pairs. One child places the paper over a page of the Pupil's Book in Unit 9 or 10, and asks their partner a question related to the picture, e.g. *What's this? What's he / she doing?*

My progress: (Workbook page 117)

- Clarify the meaning of each *I can ...* statement and elicit examples.
- The children then put their stickers in place.

Mid-year review

Page 58

1 **1** flat **2** snow **3** watch **4** camel
2 **1** wolf **2** cloud **3** phone **4** India
3 **1** c **2** b **3** a **4** e **5** d

Page 59

1 **1** They don't go to school on Sunday. **2** I do drama on Wednesday. **3** There are bears in China. **4** She doesn't live in a flat.
2 **1** isn't **2** wearing **3** goes **4** Their **5** do **6** are

Audioscript

1 ***Speaker:*** *What time does Ann start school?*
Girl: *I start school at nine o'clock.*
Boy: *I don't. I start school at eight o'clock. What time does your friend Ann start school?*
Girl: *She starts school at seven o'clock.*
2 ***Speaker:*** *Where does Joe live?*
Girl: *Does Joe live on Green Street?*
Boy: *Yes, he does. Does he live in a flat?*
Girl: *No, he doesn't. He lives in a big house next to the park.*
3 ***Speaker:*** *What day does Mark play football?*
Boy: *I play football on Saturday morning.*
Girl: *I don't. I play on Sunday. What day does your friend Mark play football?*
Boy: *He plays on Friday.*
4 ***Speaker:*** *What sport does Julie play?*
Girl: *What sport does Julie play?*
Boy: *She plays basketball. Do you play basketball with her?*
Girl: *No, I don't. I play tennis. Do you like tennis?*
Boy: *No, I don't. I swim in the sea.*

3 **1** 7.00 **2** next to the park **3** Friday **4** basketball

Page 60

1 **1** Our, Their **2** Their, Our **3** Their, Our **4** Our, Their
2 **1** It's Eva's watch. **2** They're Kirsty's glasses. **3** They're Henry's headphones. **4** It's Owen's hat.

Page 61

1 **1** windy **2** sunny **3** snowy **4** hot **5** cold
2 **1** is **2** is **3** is **4** aren't **5** isn't **6** are
3 Children's own answers.

End-of-year review

Page 112

1 **1** kangaroo **2** Saturday **3** sofa **4** computer **5** mountain **6** summer **7** house **8** train **9** campsite **10** watermelon
2 **1** computer **2** bear **3** forest **4** key **5** sun **6** space **7** autumn **8** asleep **9** trampoline **10** woman

Page 113

1 **1** Do **2** any **3** do **4** don't **5** goes **6** does
2 **1** visited **2** talked **3** painted **4** looked **5** played
3 **1** We were in the kitchen. **2** We listened to music last night. **3** He doesn't do gymnastics.

Page 114

Audioscript

1 ***Speaker:*** *Look at the picture. Listen and look. There is one example.*
Girl: *OK! There are lots of people on the street.*
Speaker: *That's right. Can you see the helmet on the bike?*
Girl: *Yes, I can.*
Speaker: *Colour it blue. Can you see the blue helmet on the bike? This is an example. Now you listen and colour.*
2 ***Speaker:*** *Now, can you see the girl?*
Girl: *Yes, I can. She's crossing the road with her mum.*
Speaker: *That's right. Colour her skirt purple.*
Girl: *OK. I've got a purple skirt.*
Speaker: *Really?*
3 ***Girl:*** *The girl's mum is wearing a skirt and a T-shirt.*
Speaker: *Yes, she is. Do you want to colour her T-shirt?*
Girl: *Yes, please. Can I colour it red?*
Speaker: *OK.*
4 ***Girl:*** *They're driving in a car.*
Speaker: *Yes, they are.*
Girl: *Can I colour the car?*
Speaker: *Hmm. Yes. Colour the car yellow.*
Girl: *OK.*
5 ***Girl:*** *I like the boy's bike. He's cycling on the road.*
Speaker: *Yes, but he isn't wearing his helmet.*
Girl: *Hmm. Can I colour his bike orange?*
Speaker: *Oh yes! Colour it orange.*
Girl: *OK.*

1 **1** helmet – blue **2** skirt – purple **3** T-shirt –red **4** car – yellow **5** bike – orange
2 Children's own answers.
3 **1** beach **2** football **3** winter **4** park **5** TV

Page 115

1 **1** I like doing karate. **2** She likes playing tennis. **3** He likes taking photos. **4** They like going sailing.
2 **1** Was, No, he wasn't. He was in the garden. **2** Were, Yes, they were. **3** Were, No, they weren't. They were in the living room.
3 Children's own answers.

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CEFR and Cambridge English Qualifications mapping

S	1	2	3	4	5	6
PRE A1			A1		A2	Pre B1
STARTERS			MOVERS		FLYERS KEY FOR SCHOOLS	

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