Official Cambridge Exam Preparation

Kid's Box New Generation

British English

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CAMBRIDGE

Teacher's Book with Digital Pack

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Language summary

	Key vocabulary	Key language	Sounds and spelling
1 Hello again! page 4	**Character names:** Mr Star, Mrs Star, Stella, Simon, Suzy, Grandma Star, Grandpa Star, Marie, Maskman, Monty, Trevor **Numbers:** 1–10 **The alphabet** **Colours:** red, yellow, pink, green, orange, blue, purple, brown, black, white, grey	**Greetings:** Hello. We're the Star family. Who's he/she? This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four. **Prepositions:** in, on, under	**Consonant sound:** *wh* (whale)
2 Back to school page 10	**School:** bookcase, board, cupboard, computer, desk, ruler, teacher, television, whiteboard **Character names:** Alex, Lenny, Meera **Numbers:** 11–20	How many (books) are there? There's / There isn't a (whiteboard). There are / aren't (11 desks). Is there (a ruler) on the (desk)? Yes, there is. / No, there isn't. Are there (19 pens) on the (desk)? Yes, there are. / No, there aren't.	**Long vowel sound:** *ee* (bee)
Marie's maths: What do we use in our maths class? page 16		**Trevor's values:** Be polite page 17	
3 Play time! page 18	**Toys:** alien, camera, board game, kite, lorry, robot, tablet, watch, teddy bear	this, that, these, those Whose is it / this (kite)? It's Stella's. Whose are these (shoes)? They're Sheila's.	**Long vowel sound:** *i–e* (kite)
4 At home page 24	**Furniture:** clock, lamp, mat, mirror, phone, sofa	mine / yours / his / hers Which shoes are (Simon's / Stella's)? The (grey) ones are (his/hers).	**Consonant sound:** *–se* (nose)
Marie's art: What can you do with origami? page 30		**Trevor's values:** Reuse and recycle page 31	
Review: units 1, 2, 3 and 4 page 32			
5 Meet my family page 34	**Family:** baby, cousin, mum, dad, grandma, grandpa **Character names:** Tony, Alice, Nick, Kim, Hugo, Lucy, May, Lenny, Sam, Frank	Lenny's hitting the ball. He isn't walking. What's Grandpa doing? **Verb + -ing spellings:** catching, cleaning, flying, getting, hitting, jumping, kicking, running, sitting, sleeping, talking, throwing	**Consonant sound:** *c*, *ck* and *k* (cat, clock, kitchen)
6 Dinner time page 40	**Food:** bread, chicken, chips, eggs, juice, milk, rice, water	Can I have some (bread), please? Here you are.	**Consonant sound:** *ch* (chicken)
Marie's science: Where does food come from? page 46		**Trevor's values:** Eat good food page 47	

	Key vocabulary	Key language	Sounds and spelling
7 At the farm page 48	**Animals:** cow, duck, donkey, frog, goat, lizard, sheep, spider	I love (horses). So do I. / I don't.	**Initial letter blends:** *sl*, *sn*, *sc* and *sp* (slow, snake, scary, spider)
8 My town page 54	**Places:** café, flat, hospital, park, shop, street **Plural nouns**	**Prepositions:** behind, between, in front of	**Consonant sound:** *p* and *pp* (panda, hippo)

Marie's geography: Where do we live? page 60 | **Trevor's values:** Be responsible in your town page 61

Review: units 5, 6, 7 and 8 page 62

9 Our clothes page 64	**Clothes:** dress, glasses, handbag, hat, jeans, shirt, sunglasses	He's / She's wearing (a blue T-shirt). They're wearing (sunglasses). Have you got (a car)? Yes, I have. / No, I haven't . Has Maskman got (a car)? Yes, he has. / No, he hasn't.	**Consonant sound:** *j* (jellyfish)
10 Our hobbies page 70	**Hobbies:** painting, skateboarding, playing badminton / baseball / basketball / hockey / table tennis	I don't like / like / love (singing). She likes / doesn't like (cooking). Does Grandpa like (taking photos)? Yes, he does / No, he doesn't.	**Vowel blend:** *a–e*, *ai* and *ay* (whale, snail, today)

Marie's sports: What sports can we do in summer and winter? page 76 | **Trevor's values:** Follow the rules page 77

11 My birthday page 78	**Food:** burger, cake, fries, lemonade, orange, pie, salad, sausage, watermelon	Look at me / you / him / her / it / us / them. Would you like (a burger or a sausage)? I'd like (a burger), please. Would you like (some fries)? Yes, I'd love one / some. / Yes, please. / No, thank you.	**Long vowel sound:** *ur* and *ir* (purple, bird)
12 On holiday! page 84	**The world around us:** beach, mountain, sand, sea, shell, sun	Where do you want to go on holiday? I want to go to (the beach). I don't want to go to (a big city).	Review of sounds

Marie's geography: Where do you want to explore? page 90 | **Trevor's values:** Help on holiday page 91

Review: units 9, 10, 11 and 12 page 92 | **Grammar reference** page 94

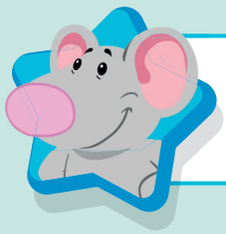
Pre A1 Starters Exam folder page 97
Listening Parts 2 and 3 Reading and Writing Parts 1, 4 and 5 Speaking Parts 3 and 4

Welcome to Kid's Box New Generation





Hi! We're Stella, Simon and Suzy. We'll take your pupils on a learning journey!



I'm Monty. Your pupils will practise sounds and spelling with me!



I'm Marie. I'll help your pupils with maths, science, geography, sport and art!



I'm Maskman. Through our stories, your pupils will have fun and learn.



I'm Trevor. I try to be nice and help people. Your pupils can do that, too!

Kid's Box New Generation is a new and enhanced edition of the trusted course that has inspired thousands of teachers and a whole generation of pupils all over the world to teach and learn English.

Kid's Box New Generation represents the ideal combination of contemporary, research-backed methodology with learner-friendly content. Our course characters will take your pupils on an English-language learning journey, with lessons on values, such as being polite and eating healthily, and CLIL lessons about maths, science, geography, sport and art, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.

Kid's Box New Generation takes a blended approach to learning English and includes a wide variety of print and digital components:

- The **Pupil's Book with eBook** features all the Class Videos and embedded Class Audio.
- The **Activity Book with Digital Pack** includes Practice Extra, our suite of online practice activities, as well as the Class Audio and a downloadable Learner Resource Bank.
- The **Teacher's Book with Digital Pack** includes a host of resources, such as Presentation Plus, Test Generator and an extensive Teacher Resource Bank.

The digital components are delivered through our new-generation learning environment Cambridge One.

We asked teachers from around the world to tell us what they like about *Kid's Box*, as well as what they would like to see in *Kid's Box New Generation*.

Course characters and design

"From the start, pupils seem to identify with the characters and the topics."

So, Monty, Maskman, Marie, Trevor, Stella and Simon, and their family and friends are back again to continue inspiring learners. Although the same course characters are back, the artwork and page design have been completely updated.

Resources

"What I would highlight most about Kid's Box is the quality of the material that complements the book: the audio, flashcards and Activity Book."

There are now even more resources available. See pages 10 and 11 of this introduction for a full overview of the course components.

Language focus

"The grammar topics are exactly what we want to teach our pupils."

The language focus of each lesson is clearly indicated both in the Teacher's Book, as it was previously, and now at the bottom of each page in the Pupil's Book.

Enhanced Teacher's Book

From the outset, our aim has been to provide even more support to teachers through the new and enhanced Teacher's Book. This ranges from how to structure a lesson to different ways of providing extra support and challenges to pupils. Each page clearly specifies the objectives, target language and materials needed. Digital Classroom components and Extra Resources for each lesson are indicated at the end of each page.

Audio and video

"The large number of audio recordings that the book offers seems to me a very useful resource that multiplies the percentage of what learners will absorb."

Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all *Sounds and spelling* and CLIL pages. We have also recreated the story and song animations in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and the key vocabulary through the Star family and friends.





Key language

Presented in a fun and engaging way.

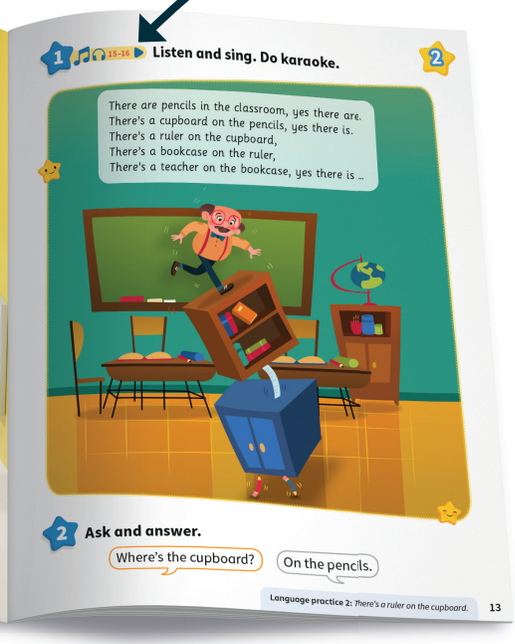
Chant

Encourages pupils to listen, point to and repeat the vocabulary in context.

Videos

A wide variety of content presents and reviews key vocabulary and language. This page includes an introductory video with the Star family and friends.



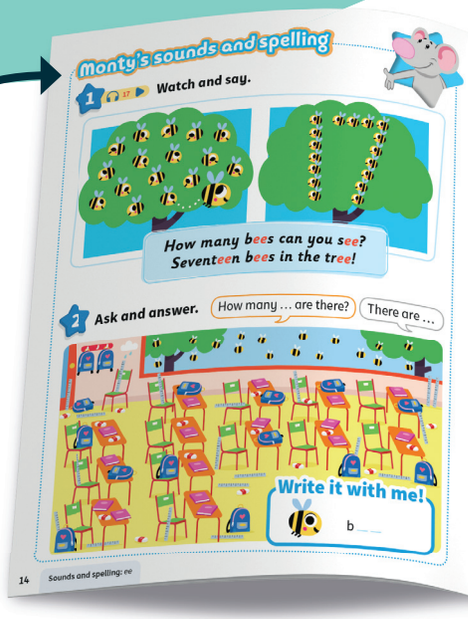


Songs

Practise and extend the unit vocabulary and language. Song animations and karaoke versions are available in Presentation Plus and Practice Extra on Cambridge One.

Sounds and spelling

Pupils practise pronunciation and spelling with Monty in a step-by-step video lesson.



CLIL

Learn about maths, art, science, geography and sports with new audio and video.





Story

New video animations recycle and reinforce the vocabulary and language from the unit.



Values

The course characters explore the Cambridge Life Competencies Framework and universal values.

Review

Revise the language and vocabulary covered in the preceding four units through Cambridge exam-style questions and games.





Kid's Box New Generation for Learners

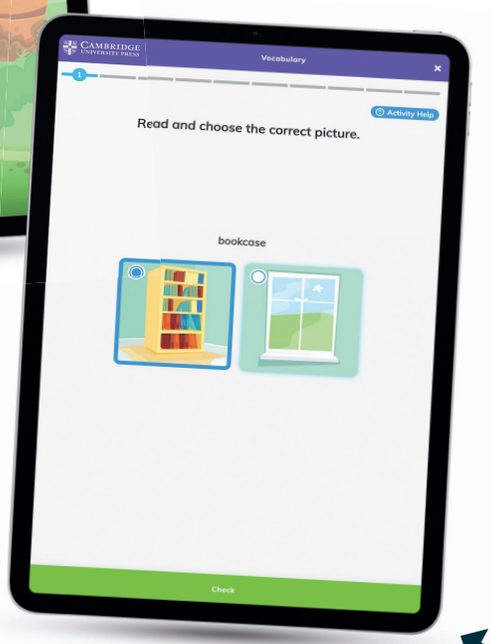
Pupil's Book with eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook.









Activity Book with Digital Pack

The Activity Book practises the target language and vocabulary from the Pupil's Book and includes colourful stickers to add enjoyment of vocabulary practice.

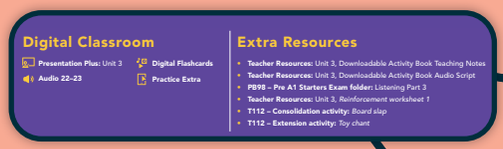
Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.



Kid's Box New Generation for Teachers

Teacher's Book with Digital Pack

The interleaved Teacher's Book makes your lesson planning and teaching experience as straightforward as possible. Lessons are structured logically and provide instructions for warmers, presentation, activities and class games, groupwork and pairwork, and ending lessons. You can find what's in the Digital Pack for each unit by looking at the end of each unit for links.



Presentation Plus

The software includes interactive activities from the Pupil's Books and Activity Books and all the course videos.

Teacher Resources

All the Audio, worksheets and additional photocopiable activities to supplement your classes.

The Digital Pack includes:

- Presentation Plus
- Practice Extra
- Class Audio
- Class Video
- Digital Flashcards
- Teacher Resource Bank
- Test Generator







Flashcards and Posters

Flashcards are a fun way to help learners practise the unit vocabulary. See the Teacher's Book for suggestions on how to use them in class.

There are 12 colourful posters which focus on key language from the Pupil's Book, providing teachers with an eye-catching, engaging resource for language practice.

Cambridge English Qualifications and Kid's Box New Generation

Cambridge English Qualifications

Cambridge English's three exams for young learners, Pre A1 Starters, A1 Movers and A2 Flyers, are the first steps in a language learner's journey. Learners between the ages of six and 12 can take these exams to start learning English in a positive and practical way. The exams are fun, colourful and activity based, motivating children to learn. They help pupils develop the skills needed for everyday life and build their confidence step by step.

Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners improve their speaking, writing, reading and listening skills.

"95% of teachers and school leaders agree that preparing for Cambridge English Qualifications improves their learners' English."

*The Cambridge English Qualifications School Survey**

Kid's Box New Generation

The *Kid's Box New Generation* syllabus is built around the Cambridge Engish exams for young learners, which means your pupils will be well prepared for any exams they take. We break down exam preparation into small steps and make pupils aware of the progress they are making towards their end goal.

Pupil's Book

Each unit of the Pupil's Book prepares learners for their exam by practising the vocabulary and language they see on the exam. The *Exam folder* at the back of the book, helps familiarise pupils with the level and task types in the exam. Warmer activities in the Teacher's Book help introduce the language learners need to know before each task.

Many *Review* activities are based on the Listening, Speaking and Reading and Writing exam tasks.

Exam folder



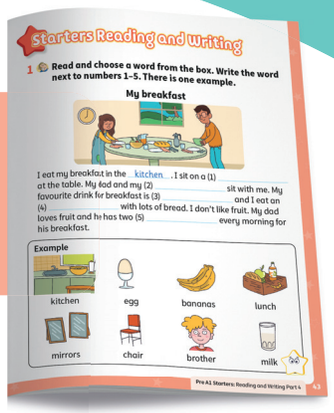


When learners share their feelings, teachers can better monitor their confidence and progress along their exam journey.

*Cambridge English Qualifications Schools Survey asked teachers and school leaders their views about the impact Cambridge English Qualifications have on learning and teaching. It received a total of 5,789 responses from 109 countries.

Activity Book

In the Activity Book there is one task per unit that familiarises pupils with the format of the exam tasks.



From the Teacher's Book

Teacher's Book

There are also useful Exam skills and Exam tips in the Teacher's Book. See page 14 of this introduction for more tips on preparing young learners for exams.

EXAM SKILLS

- Marking sentences with ticks and crosses to indicate whether sentences are true or false.
- Reading a sentence and looking at the corresponding picture carefully to check they match.

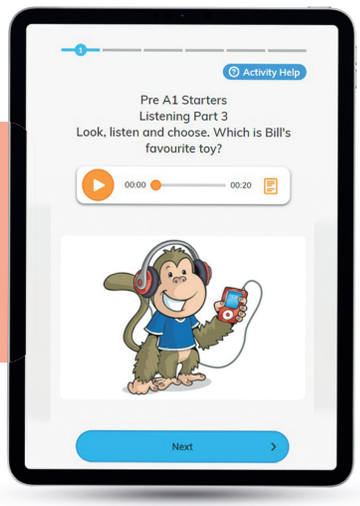
EXAM TIPS

- Pupils' ticks and crosses must be clear.
- Pupils should run their finger to the side of each sentence to find the key word. They should then keep one finger on the key word, and place another on the picture to check they match up correctly.



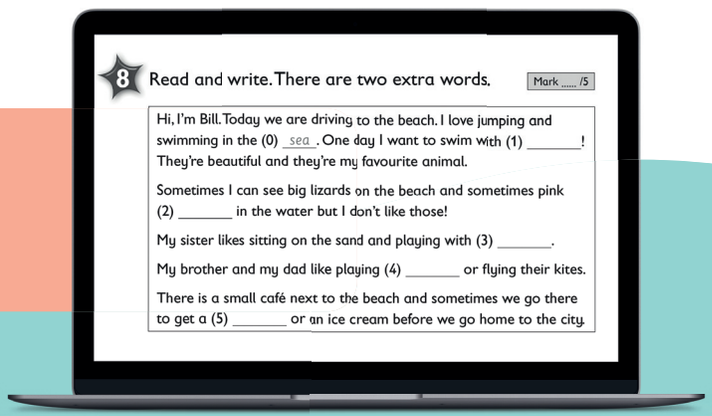
Practice Extra

Practice Extra features one exam preparation activity per unit. This allows pupils to practise target language and exam techniques while working on their own.



Test Generator

The Test Generator includes even more exam tasks as well as a full practice test at the end of level 2.



Preparing young learners for exams

Motivating and supporting learners as they approach exam day and on exam day itself are key to their success. Here is some practical advice to help you do this.

Look back and reflect

Allow time for pupils to look back on the exam tasks they have completed and the progress they are making. The *Exam folder* (on pages 97–103 of the *Kid's Box New Generation* Pupil's Book) provides a useful record of progress for learners to reference. See pages 12–13 of this introduction for more information on where exam-style activities can be found in the Pupil's Book, Activity Book, Practice Extra and Test Generator.

Practise exam tasks in class

Practising exam tasks in class gives pupils a chance to show what they know and what they can do, as well as an opportunity to practise the exam strategies you have taught them. Doing a full mock exam also helps to make pupils aware of the tasks they have to do and the time they have to complete the exam.

On exam day

In your last lesson before the exam, remind learners of anything they need to bring and of the structure and length of the exam. Communicate with parents to share information and work with them to help relax and reassure learners. Make sure that everyone knows what time the exam will start and how long it will last! When pupils arrive, smile and do your best to put them at ease. Remind them that they have prepared well for the exam.

After the exam

Praise learners for completing the exam. Allow them time to reflect and share how they felt about the experience. Ask learners questions and encourage them to ask questions, too. Try to build up a positive attitude towards examination. This positive outlook is invaluable to learners' long-term academic success.



The Cambridge Life Competencies Framework

Kid's Box New Generation is aligned to the Cambridge Life Competencies Framework. The Framework outlines six key areas of competency that are important for both personal and educational development: creative thinking, critical thinking, learning to learn, communication, collaboration and social responsibilities.

Developing these competencies not only helps pupils to learn, but also to communicate and collaborate in the classroom and the world outside.

Competencies combine knowledge, skill and attitudes:

- **Knowledge** is what you need to know to do something well.
- **Skill** refers to the level of mastery or fluency when you apply a competency.
- **Attitudes** involve mindset and a willingness to develop and use competencies.

For more information on the Cambridge Life Competencies Framework, visit our dedicated webpage. The webpage features downloadable competency-specific and learning stage-specific booklets, which help you to introduce these skills to you learners.

CLIL and Values pages

The CLIL and Values pages which follow every second unit specifically develop the Cambridge Life Competencies. The competency being developed is flagged at the bottom of each page.



With Marie, pupils learn useful knowledge and skills for maths, geography, art, science and sports, while engaging with topics critically and creatively. The projects on these pages encourage pupils to use and develop useful skills, such as planning and presenting.



Trevor helps pupils to appreciate cultural diversity, respect differences and develop human values. He also encourages pupils to understand the importance of respecting and protecting our natural environment.



Inclusive classes

One in every 10 learners is likely to exhibit signs of specific learning difficulties (SpLDs). These pages outline some strategies for supporting all learners in order to create an inclusive environment in which everyone can thrive.

Supporting all learners

As we all know, every learner is unique. SpLD learners often have strengths, such as holistic thinking, and problem-solving and visuospatial skills. Individual strengths should be recognised and used to each learner's benefit.

Many of the following suggestions are beneficial for SpLD learners, and for all learners in your classes.

Raise self-esteem and self-confidence

Regular praise and acknowledgement of learners' work and effort are crucial. Setting short-term, achievable goals and rewarding learners for reaching them are great ways of boosting self-confidence and self-esteem.

Create an inclusive environment

- If possible, speak with learners and their parents to establish what adjustments and assistance they might find useful.
- Assess progress regularly and make adjustments to learning goals and instructional methods.
- Assess learning outcomes fairly: focus on more than tests of spelling and vocabulary knowledge as these are areas that some learners with SpLDs find challenging.

Practical tips

- Make allowances for learners with SpLDs who work more slowly and need extra time to complete tasks.
- Give learners extended time and additional breaks to complete assessment tasks.
- Give learners the opportunity to work (or participate) in a variety of group and pair activities, in roles based on their strengths.
- Organise peer support for learners.

Language skills

When **reading**, some learners may:

- read more slowly and less accurately.
- misread words which can result in misunderstanding.

When **listening**, some learners may:

- find it challenging to listen to longer texts and remember specific information.
- find it difficult to distinguish between similar sounds in English or sounds that are different from the sound system of their first language.

When **writing**, some learners may:

- find it particularly hard to spell in English.
- have difficulties organising ideas.
- find handwriting challenging.
- make more grammatical errors.
- be less skilled at reviewing their work.

When **speaking**, some learners may:

- find it challenging to express their ideas coherently.
- struggle to retrieve words quickly from memory under the pressure of oral communication.
- have difficulty paying attention to accuracy and content at the same time, when either speaking or writing.

Support programmes and strategies

These can be applied in regular classroom teaching and are beneficial for all learners.

Phonological awareness-raising

These programmes support learners in developing phonological processing skills, which are the key foundations of reading and spelling. Learners are explicitly taught how to manipulate sounds and syllables.

Reading comprehension enhancement

A key element of these programmes is the development of learners' vocabulary knowledge. This involves explicit vocabulary teaching, for example:

- pre-teaching key words before reading a text
- providing glossaries with reading texts
- doing practice activities using the target vocabulary
- teaching techniques that help with memorising new words.

Reading comprehension strategies

Teachers can use a variety of strategies, such as: setting reading goals; previewing the text and predicting what the text will be about; verifying and revising these predictions; drawing inferences based on the text and background knowledge; and monitoring comprehension.



Learner preferences

Research and experience show that pupils have different needs when it comes to learning English. There will probably be a mixture of levels in your classroom, with some learners needing more support or perhaps more time to complete an activity.

Extra support and challenges

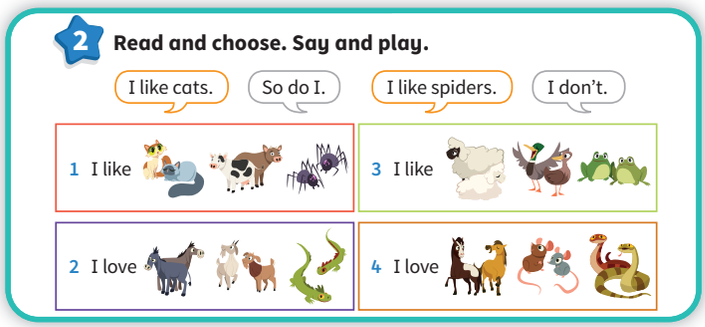
The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.

Extra support Pupils can write key words from their lines in their notebooks.

Extra challenge The groups can change some words from the story, e.g. *ugly*, *walk*, *talk*, *fly*.

Catering for diversity

Classes also display differences in the way they like to learn. Some pupils are quieter and might prefer sitting down and reading. Others may enjoy more action and movement. All pupils need to have opportunities to practise and revise new language and vocabulary. *Kid's Box New Generation* features a variety of activities and skills work, so all pupils will find things to enjoy and help them learn.



Recyling and reinforcing

Vocabulary and language are reinforced and recycled: pupils have multiple opportunities to put them into practice through songs, chants and games, as well as through traditional activities. This approach also helps improve memory and retention as content is presented and practised in different modes and contexts.



See pages 16–17 of this introduction for information and advice on creating an inclusive classroom environment.

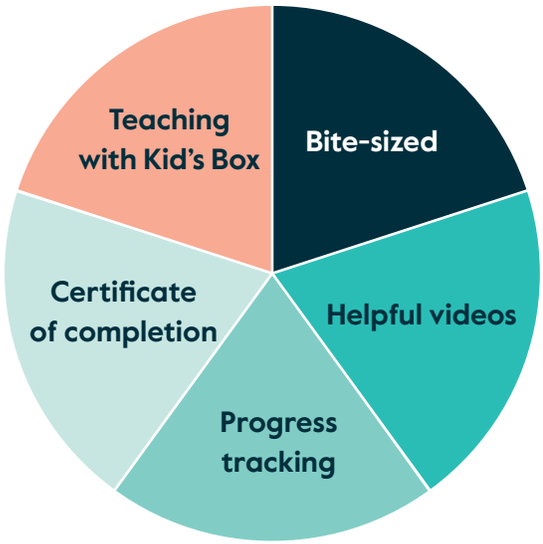
Kid's Box New Generation Online Teacher Training on Cambridge One

We live in an ever-changing world with disruptions to teaching becoming more and more frequent. We have worked hard to provide support for these new challenges by updating the teaching scenarios in the enhanced Teacher's Book.

These updated scenarios include:

- in-person classes with emergency remote teaching plans, if needed
- in-person classes with social distancing and measures such as mask wearing
- 'simultaneous teaching', i.e. classes that alternate between in-person and remote learning
- a permanent mix of in-person and remote classes
- remote teaching as the norm.

In addition, we've developed an online training course for teachers on our learning environment, Cambridge One.





A final word

Dear teachers,

We are honoured and excited to be presenting *Kid's Box New Generation*.

We are deeply grateful to all the schools and teachers worldwide who have continued to put their faith in the efficiency of our teaching method throughout the years – this new version is for you. We hope you have as much fun teaching it as we've had writing it.

Caroline Nixon and Michael Tomlinson

The classic course for a New Generation

Classroom language

Marie, Maskman, Trevor and Monty have shared some useful phrases and expressions for use in different teaching contexts. Whatever the scenario, always start each class by smiling and saying hello to everyone.

When teaching from the page



Open your books at page ...

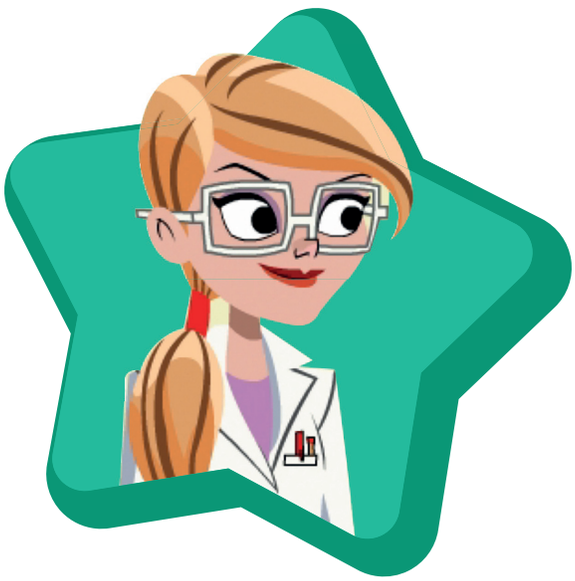
Look at the picture.

Listen and point.

Listen and repeat / say / answer.

Work in pairs / groups.

What do you remember about ...?



Ask and answer.

Sing the song.

Do the actions.

Say the chant.

Have you got a pen / pencil / coloured pencils?

Close your books.

Put your hand up if you know the answer.

When teaching online

Turn on / off your camera.

Mute / Unmute your microphone.

Look at the screen.



Put up your hands.

Type (your answer) into the chat.

It's your turn.

It's at the top / at the bottom / on the left / on the right of the screen.

Other useful language

Quietly, please.

One at a time, please.

Much better.



Well done!

I'm very pleased with you today.

Thank you. Goodbye.

See you next class!

1 Hello again!

1 2–3 **Listen and point. Listen and repeat.**



2 **Point and say.**

Who's she?

She's Stella.

Vocabulary presentation 1: character names | **Language presentation 1:** greetings *Hello. Who's he/she?*

Unit 1 Hello again!
Pupil's Book p.4

Objectives
By the end of the lesson, pupils will have reviewed greetings and introductions.

Target language
- **Key language:** character names: *Stella*, *Simon*, *Suzy*, *Grandma Star*, *Grandpa Star*, *Mr Star*, *Mrs Star*, numbers 1–10, *Hello*, *We're the Star family*, *Who's he/she? He's/She's (Stella)*, *This is my (brother).*
- **Additional language:** *star*
- **Revision:** *Goodbye*, *I'm (Stella)*, *What's your/his/her name? How old are you?*

Materials
- **Flashcards:** character names (01–07)

Warmer
- Say *Hello. My name's* (your name). Ask a pupil *What's your name?* The pupil responds, e.g. *Hello. My name's* (pupil's name). / *I'm* (pupil's name). Repeat with other pupils.
- Pupils stand up. Clap your hands. Pupils turn to the classmate next to them and take turns to introduce themselves. Clap your hands. They change.

Presentation
- Display the flashcards of the seven characters. If pupils studied *Kid's Box 1*, elicit the names; if they didn't, hold up each flashcard, say the name and pupils repeat.
- Place the flashcards around the room. Say, e.g. *Point to (Suzy).* Repeat, saying the instructions quickly.

PB4. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 4, please.* Show page 4 on the whiteboard. Draw a star on the board. Present/Review *star*. Say *Find the star in the picture.* Pupils check in pairs. Check with the class (on Mr Star's belt). Pupils point and say *Here it is.*
- Say *Listen and point.* Play the **Audio**. Pupils listen and point to the characters. Set the pre-listening questions: *How old is Stella? How old is Simon? How old is Suzy?* Say *Listen again and answer.* Pupils check in pairs. Check answers (*eight, seven, four*).

2

Stella: Hello again! We're the Star family. I'm Stella Star and I'm eight. This is my brother, Simon. He's seven, and this is my sister, Suzy. She's four.

Simon: This is my grandmother. She's Grandma Star.
Grandma: Hello.
Simon: This is my grandfather. He's Grandpa Star.
Simon: Grandpa, say hello.
Grandpa: Oh! Hello, everybody.
Mrs Star: And we're Mr and Mrs Star.
Simon: What's your name? How old are you?

- Say *Look at the picture. Listen and repeat.* Play the **Audio**. Pause after each name for pupils to repeat. Play the **Audio** again. Pupils chorus in time with the recording.

3

Stella, Simon, Suzy, Mr Star, Mrs Star, Grandma Star, Grandpa Star

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PB4. ACTIVITY 2

Point and say.
- Point to Stella in the picture on the whiteboard and say *She's Stella.* Emphasise the pronoun *she*. Then point to *Grandpa Star* and say *He's Grandpa Star*, emphasising *he*.

Extra support Point to different pupils in the classroom and ask *He or she?*

- Point to different characters in the picture and ask *Who's he/she?* Pupils respond with the names. Ask the names of pupils in the class in the same way.
- Pupils work in pairs. They take turns to point to a character in the picture and ask *Who's he/she?* Monitor and check they are choosing *he* or *she* correctly.

Class game
- Invite four pupils (boys and girls) to the front. Ask *What's your name? How old are you?* Point to each pupil in turn and ask the class *What's his/her name? How old is he/she?* Pupils respond, e.g. *She's* (name). *She's* (age). Repeat with another four pupils.
- Weave the questions and answers around the classroom, gesturing to individual pupils to ask and answer.

AB4. Answer key, see page T104

Ending the lesson
- Display the character flashcards on the board. Wave and say, e.g. *Goodbye, Suzy*. Invite a pupil to come and take the flashcard of Suzy. Repeat with the other characters. Turn to the class, wave and say *Goodbye, class*. Pupils respond *Goodbye*, (your name).

Digital Classroom
- **Presentation Plus:** Unit 1
- **Audio 2–3**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar 1**
- **T110 – Consolidation activity:** *Numbers game*
- **T110 – Extension activity:** *Name chant*

Unit 1 Hello again!
Pupil's Book p.5

Objectives
By the end of the lesson, pupils will have reviewed numbers 1–10 and asked and answered the question *Who's he/she?*

Target language
- **Key language:** character names: the Star family, *Trevor*, *Monty*, *Marie*, *Maskman*, numbers 1–10, *Hello*, *Who's he/she?*
- **Additional language:** classroom instructions, *star*
- **Revision:** *I'm (Trevor).*

Materials
- **Flashcards:** character names (01–11)
- Number cards 1–10

Warmer
- Review the Star family names using the flashcards. Flash a card. Pupils say the name. Display it on the board. Include Trevor, Marie, Monty and Maskman. If pupils did not study *Kid's Box 1*, make sure they repeat the new names several times.
- Point to the flashcards in turn. The class says the names. Turn the first card to face the board. Point to each card (including the one facing the board). The class says all the names. Repeat, turning a card to face the board each time. When all the flashcards are facing the board, continue the game, turning a flashcard face up until all are visible again.

PB5. ACTIVITY 1

Listen and answer.
- Say *Open your Pupil's Books at page 5, please. Look at Activity 1.* Ask *Who's number three? Who's number five? Where's Monty?* Review numbers 1–10 using number cards, if necessary.
- Say *Listen and answer.* Play the first part of the Audio as an example. Check pupils know what to say. Play the rest of the Audio. Pupils whisper the response to their partner each time. Play the Audio again, pausing after each question. This time invite different pairs to respond each time.

Key: **4** Mr Star, **1** Suzy, **8** Monty, **3** Stella, **6** Grandma Star, **2** Simon, **9** Marie, **10** Maskman, **5** Mrs Star, **7** Grandpa Star

Audio ▶ 4

Trevor: Hello. I'm Trevor.
Look at number four. Who's he?
Look at number one. Who's she?
Look at number eight. Who's he?
Look at number three. Who's she?
Look at number six. Who's she?
Look at number two. Who's he?
Look at number nine. Who's she?
Look at number ten. Who's he?
Look at number five. Who's she?
Look at number seven. Who's he?

- Watch the ▶ Video and answer the questions.

PB5. ACTIVITY 2

Ask and answer.
- Say *Look at number three. Who's she?* The class responds *Stella.* Repeat three or four more times with other questions and answers in open pairs, i.e. Pupil A asks; Pupil B responds; Pupil C asks; Pupil D responds.
- Say *Look at Activity 2. Now you ask and answer in pairs. Take turns.* Put pupils into pairs. Monitor as they are working and help where needed.

Extra support Pupils can ask, e.g. *Three. Who's she?*

Class game
- Divide the class into two teams. Hand out number cards 1–10 to both teams. The pupils in each team take and hold up a card. Team A pupils make a question for Team B about one of their team members, e.g. *Look at number seven. Who's he/she?* Team B answers *He's/She's* (name). Then it's Team B's turn. Award points for correct questions and answers. The team with the most points is the winner.

AB5. Answer key, see page T104

Ending the lesson
- Play the Please game. Pupils stand up. Demonstrate the game. Say, e.g. *Point to your chair.* Pupils don't point. Say, e.g. *Open your Pupil's Books, please.* Pupils open their Pupil's Books. Play the game with various known instructions. Pupils who respond incorrectly (i.e. do the action when you don't say *please*) are out and sit down. Stop when you have a small group of winners.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Digital Flashcards**
- **Audio 4**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar reference 1**
- **T110 – Consolidation activity 1:** *Colour game*
- **T110 – Consolidation activity 2:** *Sums bingo*

1 4 Listen and answer.



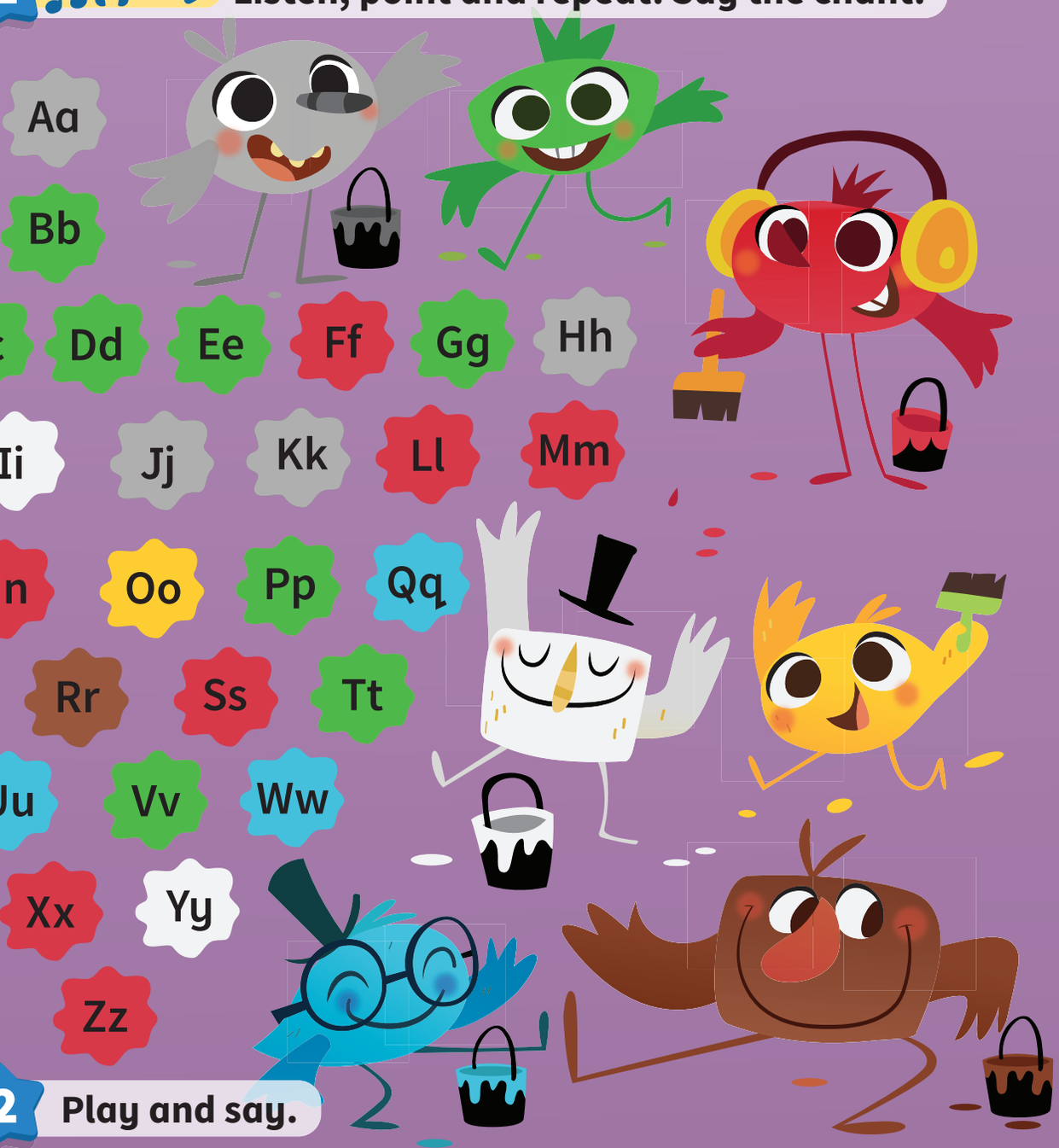
2 Ask and answer.

Look at number three. Who's she?

Stella.

1 5–6 Listen, point and repeat. Say the chant.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



2 Play and say.



Hello. I'm grey. Which letters make my sound?

a, h, j, k



Unit 1 Hello again!
Pupil's Book p.6

Objectives
By the end of the lesson, pupils will have learnt to say and recognise the letters of the alphabet.

Target language
- **Key language:** colours: *grey*, *green*, *red*, *white*, *yellow*, *blue*, *brown*, *black*, *orange*, *purple*, *pink*, the alphabet, character names, numbers 1–10, *Hello*, *This is (Stella)*, *He's/She's (eight)*.
- **Additional language:** *Which letters make my sound?*
- **Revision:** school objects, *I'm (grey)*, prepositions, *Can you (spell your name), please?*

Materials
- **Flashcards:** colours (12–22)
- **Teacher Resources:** Photocopiable 1

Warmer
- Pupils take out their crayons. Give pupils instructions, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

Presentation
PB6. ACTIVITY 1

Listen, point and repeat. Say the chant.
- Say *Open your Pupil's Books at page 6, please. Look at Activity 1. It's an alphabet painting!*
- Show page 6 on the whiteboard. Point to Aa and Bb and say the letters. Pupils repeat. Do the same with the rows of letters below. Make sure pupils are reading from left to right, where relevant, if they do not do this in their first language.
- Display the colour flashcards in a horizontal line on the board. Help pupils to notice the colours of the letters in their books. The letters are colour-coded to help with pronunciation: grey = /eɪ/ (a, h, j, k); green = /i:/ (b, c, d, e, g, p, t, v); red = /e/ (f, l, m, n, s, x, z); white = /aɪ/ (i, y); yellow = /əʊ/ (o); blue = /u:/ (q, u, w); brown = /ɑ:/ (r).
- Say *Listen, point and repeat*. Play the Audio. Pupils listen and point the first time. Play the Audio again for pupils to point and repeat the colours and letter names.

5
> Grey: a, h, j, k
> Green: b, c, d, e, g, p, t, v
> Red: f, l, m, n, s, x, z
> White: i, y
> Yellow: o
> Blue: q, u, w
> Brown: r

- Say *Listen to the chant and point to the letters.* Play the Audio. Pupils point to the letters. Make sure they are pointing from left to right where there are rows of letters.
- Play the chant again in sections for pupils to repeat.

6
> a b c d e f g
> h i j k l m n o p
> q r s t u v
> w x y z

PB6. ACTIVITY 2

Play and say.
- Pupils play a game in pairs. Pupil A chooses one of the monsters in Activity 1 and says, e.g. *Hello. I'm red. Which letters make my sound?* Pupil B says the letters with the correct sound (*f*, *l*, *m*, *n*, *s*, *x*, *z*). Then they swap.

Extra support Practise asking and answering the question *Which letters make my sound?* with the class first.
- They continue in this way, choosing different coloured monsters each time.

Extra challenge The pupil who is saying the letters keeps his/her book closed.

Pairwork
- Ask a volunteer *What's your name?* When the pupil responds, ask *Can you spell your name, please?* Help the pupil, then ask the class to spell the name. Write the name on the board. Repeat with different pupils.
- Tell pupils to write their names in their books. They work in pairs. Pupil A asks *Can you spell your name, please?* Pupil B spells his/her name and Pupil A writes it. They swap roles.
- Photocopiable 1

AB6. Answer key, see page T104

Ending the lesson
- Pupils stand up. Do the alphabet chant again together with the Audio. Repeat.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Digital Flashcards**
- **Audio 5–6**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Song worksheet*
- **T110 – Consolidation activity:** *Matching game*

Unit 1 Hello again!
Pupil's Book p.7

Objectives
By the end of the lesson, pupils will have practised the letters of the alphabet.

Target language
- **Key language:** colours, the alphabet, numbers 1–10, *He's/She's (nine).*
- **Additional language:** *boy, girl, street, house*
- **Revision:** *name, book, mouse, Can you spell (purple)? How old is (the girl)? That's (Grace).*

Materials
- **Teacher Resources:** Photocopiable 1 letter cards – one set for each pupil plus one set of your own

Warmer
- Pupils place their letter cards from Photocopiable 1 on their desks in the same order as on page 6 of the Pupil's Book (alphabetical). Pupils stand up. Say the alphabet chant from the previous lesson together as pupils point to the letters on their desks. Repeat.

PB7. ACTIVITY 1

Ask and answer.
- Say *Open your Pupil's Books at page 7, please. It's a colours painting!* Say *Point to purple.* Pupils point. Repeat with the other colours. Read the speech bubbles in Activity 1 with the class. Repeat the question with two more colours. Invite a pupil to ask the question about another colour. The class spells it out. Continue with all the colours.
- Pupils work in pairs. They take turns to ask the question and spell colours.

Extra support Write the colour words on the board for pupils to refer to during the pairwork, if necessary.

Class game
- Hand out all the Photocopiable 1 letter cards from your set to different pupils (26 pupils). In a smaller class, give some pupils more than one. Ask pupils to put the letters in order from left to right on the board over one or two lines. Point to each letter and pupils repeat.
- Ask five pupils whose names each start with a different letter to come to the front. Tell them to stand in alphabetical order. Help by pointing to the alphabet on the board. Check with the class if pupils are in the correct order. Repeat with different pupils.

PB7. ACTIVITY 2

Put the colours in order. Write numbers.
- Write on the board: *blue, black, brown.* Ask pupils to put the colours in order. Show them how: point to the first letters and say *b, b, b. They're the same.* Point to the second letters and say *l, l, r. They're different. R comes after l so brown is last.* Point to the third letters and say *a, u. They're different. A comes before u. Which word is first?* Write them on the board in order: *black, blue, brown.* Repeat for *green* and *grey*, and *pink* and *purple.*
- Say *Look at Activity 2. Now put all the colours in alphabetical order.* Point out the first one (*black*) has been done as an example. Pupils work in pairs and write the colours in order by writing numbers 1–11 in the boxes. Monitor as they work. Elicit the correct order.

Key: **2** blue, **3** brown, **4** green, **5** grey, **6** orange, **7** pink, **8** purple, **9** red, **10** white, **11** yellow

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PB7. ACTIVITY 3

Spell and guess.
- Write four to six known words on the board. Tell pupils to listen and guess the word. Begin to spell a word, pausing after each letter. Pupils put up their hands when they think they know.

Extra challenge Write more words on the board and pupils play the game in pairs.

AB7. Answer key, see page T104

Ending the lesson
- Teach and perform the following spelling chant, with pupils saying the letters/words in brackets: *Give me an o.* (*o*) *Give me an r.* (*r*) *Give me an a.* (*a*) *Give me an n.* (*n*) *Give me a g.* (*g*) *Give me an e.* (*e*) *What does that spell?* (*Orange.*) *What does that spell?* (*Orange.*)

Digital Classroom
- **Presentation Plus:** Unit 1
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **PB97 – Pre A1 Starters Exam folder:** Listening Part 2
- **Teacher Resources:** Unit 1, *Reinforcement worksheet 1*
- **Teacher Resources:** Unit 1, *Reinforcement worksheet 2*
- **T110 – Consolidation activity:** *Spell it*
- **T110 – Extension activity:** *Noughts and crosses*

1 **Ask and answer.**

Can you spell 'purple'?

P-u-r-p-l-e.

1

2 **Put the colours in order. Write numbers.**

Black, blue, brown …

grey pink green

orange brown

white red blue

purple yellow



black 1

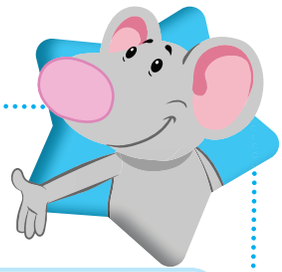
3 **Spell and guess.**

C-a-t.

Cat!

Vocabulary practice 3: the alphabet and colours

Monty's sounds and spelling



1 7 **Watch and say.**



2 **Ask and answer.**

Where's the white whale?

The white whale is on the wheel.



Unit 1 Hello again!
Pupil's Book p.8

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /w/ and the *wh* spelling in context.

Target language
- **Key language:** consonant sound /w/ (*wh*ale), colours, the alphabet
- **Additional language:** *whale, wheel, I spy something (red).*
- **Revision:** animals, toys, school objects, furniture, *Where's (the white whale)?* prepositions, *Can you spell '(whale)'?*

Materials
- A picture of a whale

Warmer
- Make two circles with your hands and hold them over your eyes like glasses. Say *I spy something (red).* Point to a known red object. Repeat with different colours and add the name of the object (e.g. *I spy a blue bag*).
- Say *I spy …* and only the first letter sound of the colour, e.g. *I spy something r-*. This time, invite pupils to guess the colour. Then give the letter sound of the object (e.g. *b-* = red bag). When pupils guess, they point to the object and say the colour and the word.
- Divide pupils into groups of four to play together.

Presentation
- Pupils stand in a circle. Say colours, numbers and the word *rainbow* in random order. Pupils jump up when they hear *red* or *rainbow*.

PB8. ACTIVITY 1

Watch and say.
- Show a picture of a whale and teach the word.
- Tell pupils to watch the ▶ Video to find out what colour the whale is. Watch the ▶ Video and elicit the answer (*white*). Pause the video after the first version of the animation.
- Make the /w/ sound slowly, exaggerating the sound. Watch the second half of the ▶ Video again, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which words in the ▶ Video had this /w/ sound (*what, where, white, whale, wheel*).

▶ 7

Monty: Where's the white whale? Next to the wheel!
What can you see? Say it with me!
Monty & Voice 1: Where's the white whale? Next to the wheel!
Voice 1: /w/ /w/
Where's the /w/?
That's right! /w/
A white whale!
Where's the white whale?
Voice 2: Next to the wheel!
Voice 1: Yes! Where's the white whale?
Voice 2: Next to the wheel!
Voice 1: /w/ where /w/ white /w/ whale /w/ wheel
Monty: Where's the white whale? Next to the wheel!
What can you see? Say it with me!
Monty & Voice 1: Where's the white whale?
Monty & Voice 2: Next to the wheel!
Monty: One more time – you sound fine!
Monty & Voice 1: Where's the white whale?
Monty & Voice 2: Next to the wheel!

- Say *Open your Pupil's Books at page 8, please.* Ask pupils to look at the pictures in Activity 1 and find things with the /w/ sound from the ▶ Video (*whale, wheel*).
- Read the question and answer together, emphasising the /w/ sound each time.
- Pupils work in pairs. They take turns to say the sentences.

PB8. ACTIVITY 2

Ask and answer.
- Focus pupils on the picture in Activity 2. Ask *What colour is the whale on the bed?* (*Pink.*) *Where's the blue whale?* (*In the bag.*) Pupils point and say where the other whales are.
- Practise the question and answer with the class.
- Pupils practise asking and answering in pairs.

Extra support Review *table, chair* and known prepositions before the pairwork.

PB8.

Write it with me!
- Say *-ale* and prompt the class to make the missing sound.
- Focus on the *Write it with me!* box. Pupils complete the word with *wh* and practise saying *whale*.

AB8. Answer key, see page T104

Ending the lesson
- Pupils stand up. Say words, some with the sound /w/, some without. When pupils hear /w/, they show thumbs up; when they don't, they show thumbs down. Keep going until pupils are all consistently responding correctly. Example words: *ball, wall, why, high, hot, what, heel, wheel, those, whose.*

Extra challenge Make the game competitive: pupils who respond incorrectly sit down. Stop when you have a small group of winners.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Audio 7**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, *Extension worksheet 1*
- **T110 – Consolidation activity:** *Spell the words*
- **T110 – Extension activity:** *Drawing game*

Unit 1 Hello again!
Pupil's Book p.9

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *toy box, come alive, food, I know, my/your turn, count, colours, alphabet*
- **Revision:** toys, *pencil, favourite, hair, Sorry, What's (this colour)? It's (purple), Where's (the red pencil)?*

Warmer
- Put pupils into pairs. Write anagrams of numbers 1–10 and colours on the board, e.g. *ufor* (four), *edr* (red). Pupils solve them and compare answers before a class check.

Story
PB9. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 9, please.* Elicit who pupils can see. Tell pupils they are going to watch a ▶ Video of the story. Ask them to watch and find the colours of the pencils.

Extra challenge Divide the class into three groups and give each a more specific pre-watching question: *Who's singing? What is Marie spelling? Is Maskman spelling a colour?* After watching, check with the groups (*all four toys, blue, no, it's a number – four*).

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the colours (*red, blue, purple, yellow*).
- Focus on Pupil's Book page 9 again. Say *Listen to the story again.* Play the 🔊 Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking questions, e.g. *What are the toys singing?* (*The abc song.*) *What colour's Maskman's car?* (*Blue.*) *How many pencils are there?* (*Four.*) *What's Trevor's favourite food?* (*Pencils.*) *Now there are three pencils. Where's the other pencil?* (*Trevor is eating it.*)
- Ask pupils what their favourite food is.

🔊 ▶ 8

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
All four toys [singing the abc chant from earlier in the unit]:
a, b, c, d, e, f, g, …
Marie: Let's play a game. What's this colour? B-l-u-e.
Maskman: I know. It's blue. My car's blue. Look!
Maskman: Now, it's my turn. What's this word? F-o-u-r.
Monty: I know. That's four. Here are four pencils! My turn.
Monty: What's this, Trevor? P-u-r-p-l-e.
Trevor: Er. Is it a pencil? Pencils are my favourite food.
Marie: No, Trevor. It's purple. Your hair's purple.
Maskman: OK, Trevor. It's your turn.
Trevor: Er … What's this? T-h-r-e-e.
Monty: Three. I've only got three pencils!
Monty: Where's the red pencil?
Marie: Are pencils your favourite food, Trevor?
Trevor: Er, yes, they are. Sorry, Monty.

PB9. ACTIVITY 2

Listen and say the number.
- Say *Listen and say the number of the story picture.* Play the first extract as an example. Elicit the number of the frame (*four*). Play the rest of the 🔊 Audio. Pupils work in pairs and point to / whisper the number of the frame.
- Play the 🔊 Audio again. Pause after each line and elicit the number.

🔊 9

Monty: What's this, Trevor? P-u-r-p-l-e.
All four toys
a, b, c, d, e, f, g, …
Marie: Are pencils your favourite food, Trevor?
Maskman: I know. It's blue. My car's blue. Look!
Monty: I know. That's four. Here are four pencils! My turn.
Trevor: Er … What's this? T-h-r-e-e.

AB9. Answer key, see page T104

Ending the lesson
- Ask pupils which chant/game they would like to do again from the unit and do it together.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Audio 8–9**
- **Test** Unit 1 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Extension worksheet 2*
- **T110 – Consolidation activity 1:** *Role play*
- **T110 – Consolidation activity 2:** *Team game*

1 8 Watch the video.



2 9 Listen and say the number.

Story: unit language in context

2 Back to school

1 10–11 **Listen and point. Listen and repeat.**



2 **Play and say.**

What colour is the ruler?

It's brown.

Vocabulary presentation 1 and 2: school and character names

Unit 2 Back to school
Pupil's Book p.10

Objectives
By the end of the lesson, pupils will have learnt to talk about objects and people at school.

Target language
- **Key language:** character names: *Alex*, *Lenny*, *Meera*, school: *board*, *ruler*, *desk*, *bookcase*, *cupboard*, *teacher*
- **Additional language:** classroom instructions, *classroom*, *favourite*, *toy*
- **Revision:** greetings, character names, school objects, the alphabet, colours, *Who's that? That's (Maskman)*, prepositions, *What colour is (the ruler)? It's (brown).*

Materials
- **Flashcards:** character names (23–25), school (26–31) and/or school word cards from Teacher Resources

Warmer
- Greet the class by saying *Hello, I'm / My name's …* Greet individual pupils and encourage them to respond. Add the greeting and response *How are you? I'm fine, thank you.* Weave it around the class: Pupil A to Pupil B, Pupil B to Pupil C, etc.

Presentation
- Use the flashcards to present the new vocabulary and characters. Display the school flashcards (word side) or the word cards from Teacher Resources on their corresponding real-life objects. Stick the teacher flashcard on yourself. Point to, e.g. the word *board*, point to the board and say *Board.* Say *Point to the board.* Drill the words in chorus, softly and then loudly with the class.
- Play a quick pointing game. Say *Point to the board* (pupils point). *Point to the teacher* (pupils point), etc. Revise other classroom words, e.g. *book*, *bag*.

PB10. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 10, please. Look at the picture of the classroom.* Say *Find the hidden star. Where is it?* Elicit where it is, show page 10 on the whiteboard and point to it (on the vase).
- Say *Listen and point.* Play the **Audio**. Pupils listen and point to the objects in the picture.
- Set the pre-listening questions: *Is it Meera's classroom? Is Maskman Simon's favourite toy? Where's Lenny's ruler?* Don't accept answers until after the listening. Play the **Audio** again. Pupils listen for the answers. Check with the class (*no*, *yes*, *on the desk*).
- Check comprehension by pointing to items/people in the picture and asking, e.g. *What's this? Who's this? What colour's this? What's in the cupboard? Where's the bookcase?*

10

Stella: Hello, Alex. Hello, Lenny. How are you?
Alex & Lenny: Fine, thanks.
Meera: Is this your classroom, Simon?
Simon: Yes.
Meera: Who's that on the board?
Simon: That's my favourite toy, Maskman. Look at my Maskman ruler.
Lenny: That's nice. My ruler's on my desk.
Stella: Are your school books in the bookcase?
Simon: No, they're in the cupboard. Our teacher's here now.
Stella & Meera: Oops.

- Say *Listen and repeat.* Play the **Audio**. Pupils repeat the words in chorus. Listen for correct pronunciation of *cupboard* and correct word stress of *bookcase* and *teacher*.

11

Board, bookcase, cupboard, desk, ruler, teacher

PB10. ACTIVITY 2

Play and say.
- Ask pupils to look carefully at the picture for two minutes then close their books. Ask questions to test their memory, e.g. *What colour is the teacher's chair? How many children are there? What's on the desk/board?*

Extra support In pairs, pupils can ask each other different questions about the picture with their books open, e.g. *What's this? What colour is this?*

AB10. Answer key, see page T104

Ending the lesson
- Review the school words by playing the Please game. Pupils follow your instruction only when you say *please*, e.g. *Put the ruler under the book, please* (pupils do it). *Point to the board* (pupils don't do it).

Digital Classroom
- **Presentation Plus:** Unit 2
- **Audio 10–11**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **T110–111 – Consolidation activity 1:** *Questions and answers*
- **T111 – Consolidation activity 2:** *Classroom chant*

Unit 2 Back to school
Pupil's Book p.11

Objectives
By the end of the lesson, pupils will have learnt to count from 1 to 20 and talk about plural school words.

Target language
- **Key language:** numbers 11–20, school, *How many (desks) are there?*
- **Additional language:** plural nouns, *school*, *classroom*
- **Revision:** school objects, colours, numbers 1–10

Materials
- **Flashcards:** school (26–31), numbers 11–20 (32–41)

Warmer
- Go around the classroom sticking the school flashcards (word side) onto the wrong objects, e.g. stick the bookcase flashcard on the board. Ask *OK?* Invite pupils one at a time to come and change over two flashcards so that one is in the right place. Continue until all the flashcards are on the right objects.
- Point to each word and elicit it from the class.

Presentation
- Write the numbers *11–20* in sequence across the board. Above each number, stick the same number flashcard (word side). Point to each number in turn, say it for the class and they repeat in chorus several times. Teach the numbers cumulatively, e.g. teach *11*, teach *12* and review *11*, *12*. Teach *13* and review *11*, *12*, *13*, and so on.
- Write numbers *1–10* above, so that *1* is above *11*, *2* is above *12*, and so on. Encourage pupils to notice the similarities and differences, e.g. *four/fourteen*. Help them find patterns.

PB11. ACTIVITY 1

Listen and point. Say the chant.
- Point to some posters in the classroom and ask *How many posters are there?* Elicit the answer by pointing and counting together. Then count multiple items in your classroom to practise words above ten, e.g. count pupils' bags, pens, books, and rulers.
- Say *Open your Pupil's Books at page 11, please. Look at Activity 1.* Elicit what pupils can see (*desk*, *pen*, *teacher*, etc.). Say *Listen and point to the numbers.* Play the Audio. Pupils point to the numbers as they listen. Play the Audio again. This time pupils listen and point with two hands: one at the number, and the other at the object in the picture.
- Play the Audio again. Encourage pupils to chant.

Audio 12

> School, school. This is the Numbers School.
> Eleven desks,
> Twelve erasers,
> Thirteen rulers,
> Fourteen cupboards,
> Fifteen classrooms,
> Sixteen teachers,
> Seventeen pens,
> Eighteen boards,
> Nineteen pencils,
> Twenty tables.
> School, school. This is the Numbers School.

PB11. ACTIVITY 2

Ask and answer.
- Pupils work in pairs. Pupil A asks a question about the chant lyrics, e.g. *How many desks are there?* Pupil B answers, e.g. *11*. Pupils exchange roles. When pupils have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

Extra challenge Dictate a list of ten random numbers between 1 and 20. Pupils listen and write the numbers in figures. Repeat the numbers once or twice. Invite different pupils to the board to write each number for the class to check.

AB11. Answer key, see page T104

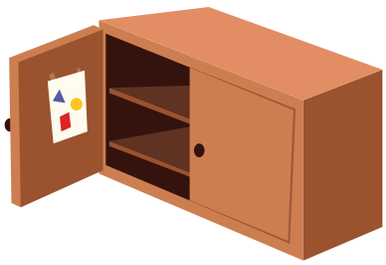
Ending the lesson
- Finish the lesson with a game. Say *Open your Pupil's Books at page 11, please. Look at the numbers. Look and then point. Sshh.* Mouth a number, e.g. *Fourteen*, in an exaggerated way. Pupils look and then point to the number in their books. Make sure everyone is silent and that they don't say the number. Repeat with the other new numbers.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Digital Flashcards**
- **Audio 12**
- **Practice Extra**

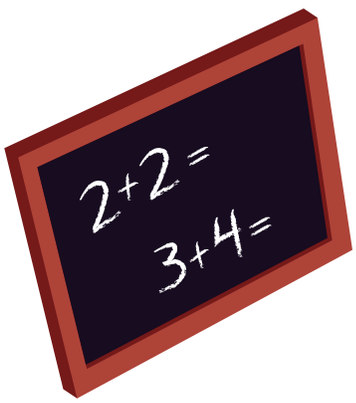
Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar reference 2**
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 1*
- **Teacher Resources:** Photocopiable 2
- **T111 – Consolidation activity:** *Numbers and words*

1 12 Listen and point. Say the chant.

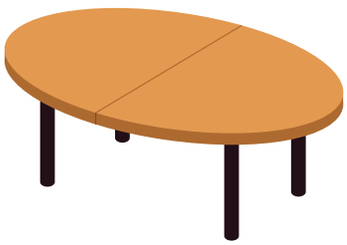




School, school. This is the Numbers School.
11 Eleven desks,
12 Twelve erasers,
13 Thirteen rulers,
14 Fourteen cupboards,
15 Fifteen classrooms,
16 Sixteen teachers,
17 Seventeen pens,
18 Eighteen boards,
19 Nineteen pencils,
20 Twenty tables.
School, school. This is the Numbers School.




2 Ask and answer.

How many desks are there?

Eleven.

Vocabulary presentation 3: numbers 11–20 | **Language presentation 1:** *How many desks are there?*

1 13–14 Listen and point. Listen and repeat.



This is my classroom. How many desks are there? There are a lot of desks. That's my desk next to the bookcase. There's a long pink ruler on it. There are a lot of books in the bookcase. There's a big whiteboard on the wall. There's a computer, but there isn't a television.

2 Play and say.

There are nineteen chairs.

No.

Vocabulary practice 3: numbers 11–20 | **Language presentation 2:** *There's a whiteboard on the wall.*

Unit 2 Back to school
Pupil's Book p.12

Objectives
By the end of the lesson, pupils will have learnt to ask and answer the question *How many … are there?*

Target language
- **Key language:** character names, school, *whiteboard*, *computer*, *television*, *How many (desks) are there? There are/aren't (a lot of desks)*, *There's / There isn't (a ruler)*, *Is there (a ruler)? Yes, there is / No, there isn't*, *Are there (desks)? Yes, there are / No, there aren't.*
- **Additional language:** *classroom*, *a lot of*, *wall*
- **Revision:** adjectives, colours, school objects, numbers 1–20, food, prepositions

Materials
- School objects (arrange a certain number of pencils/books on your desk)

Warmer
- Pupils stand up. Say a true statement, e.g. *In the classroom, there's a board. It's true.* Pupils put their hands on their heads. Say a false statement, e.g. *On my desk, there are three pens. It's false.* Pupils put their hands by their sides. Continue with true and false statements to review numbers 1–20 and school words, and to raise awareness of *There's / There isn't …* and *There are / There aren't …*
- Note: Don't teach the use of *any* in this lesson, but use it correctly.

Presentation
PB12. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 12, please. Look at the picture. Tell me … how many chairs are there? (12).* Ask other questions to help pupils focus and review *How many …?* Elicit the girl's name (*Meera*).
- Say *Listen and point to the things in the classroom.* Play the Audio. Pupils listen and point. Set pre-listening questions: *Is there a red ruler? Is there a computer?* Play the Audio again. Pupils check in pairs. Check with the class. (*No, there isn't. Yes, there is.*)
- Check comprehension by asking *Is/Are there …?* questions about the picture for pupils to answer *Yes, there is / No, there isn't* or *Yes, there are / No, there aren't.* Check understanding and pronunciation of the words *whiteboard*, *computer*, *television* and *wall.* Pupils work in pairs and think of a question to ask the class about the picture, using *Is/Are there …?*

13

Meera: This is my classroom. How many desks are there? There are a lot of desks. That's my desk next to the bookcase. There's a long pink ruler on it. There are a lot of books in the bookcase. There's a big whiteboard on the wall. There's a computer, but there isn't a television.

- Say *Now listen to the sentences and repeat.* Play the Audio. Pupils repeat. Listen for correct pronunciation and intonation. Repeat.

14

There's a pink ruler on her desk.
There are a lot of books in the bookcase.
There's a big whiteboard on the wall.
There's a computer in the classroom.
There isn't a television.

- Watch the Video and answer the questions.

PB12. ACTIVITY 2

Play and say.
- Read the example speech bubbles and count the chairs aloud together, using the picture on the whiteboard. Elicit the correct statement. (*There are 12 chairs.*) Make a true sentence, e.g. *There are 13 bags.* Ask *Yes or no?* (*Yes.*)
- Pupils play in pairs. Monitor and help where necessary.

AB12. Answer key, see page T104

Ending the lesson
- Do the spelling chant to review the alphabet and the new vocabulary. Repeat with other school words. *Give me a b.* (*b*) *Give me an o.* (*o*) *Give me an a.* (*a*) *Give me an r.* (*r*) *Give me a d.* (*d*) *What does that spell?* (*Board*) *What does that spell?* (*Board*)

Extra challenge Pupils can be the 'teacher' and spell out a word for the class to chant.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Audio 13–14**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar 2**
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 2*
- **T111 – Consolidation activity 1:** *How many?*
- **T111 – Consolidation activity 2:** *I spy*

Unit 2 Back to school
Pupil's Book p.13

Objectives
By the end of the lesson, pupils will have sung a song and had more practice using *There's …* and *There are …*

Target language
- **Key language:** school, numbers 11–20, *There are (pencils) in the (classroom)*, *There's (a cupboard) on the (pencils).*
- **Additional language:** *classroom*, *poster*, *wall*, *door*
- **Revision:** school objects, numbers 1–10, *car*, *Where's the (cupboard)?* prepositions

Materials
- **Flashcards:** numbers 11–20 (32–41)
- Ten pieces of paper

Warmer
- Play the Disappearing flashcard game. Display the number flashcards on the board in sequence from left to right. Point and elicit the numbers. Place a piece of paper over one of the numbers (not in sequence). Point to each number, including the paper, again to elicit 11–20. Repeat, covering another number, but not following the sequence, e.g. cover 13, then 19, then 16. Continue until all the numbers are covered.
- Point to the pieces of paper (out of sequence) and ask what the number is underneath. When they say it correctly, reveal the number. Repeat until all the numbers are revealed.
- Point to a poster in the classroom to teach/elicit *poster*.

Song
PB13. ACTIVITY 1

Listen and sing. Do karaoke.
- Say *Open your Pupil's Books at page 13, please. Look at the picture.* Elicit why it's funny, e.g. *The teacher is on the bookcase.* Say *Now listen and point.* Play the Song. Pupils listen and point to the relevant part of the picture. Play the Song again.

15

There are pencils in the classroom, yes there are.
There's a cupboard on the pencils, yes there is.
There's a ruler on the cupboard,
There's a bookcase on the ruler,
There's a teacher on the bookcase, yes there is.
There's a teacher on the bookcase, yes there is.
[Repeat ×4]

16

(Karaoke version)

PB13. ACTIVITY 2

Ask and answer.
- Pupils work in pairs. Pupil A asks a question about the song, e.g. *Where's the cupboard?* Pupil B answers, e.g. *On the pencils.* Pupils swap roles. Repeat with items in the classroom.

Extra support Practise with open pairs first.

Groupwork
- Say *Listen* and then say the following words: *pencil*, *cupboard*, *bookcase*, *ruler*, *teacher*. By beating the rhythm with your hand, show pupils there are two beats (syllables) in these words in the song. Elicit from the class more two-syllable words they could use in the song (they can be silly), e.g. *whiteboard*, *tiger*, *jacket*, *ice cream*, *burger*.
- Make groups of four. Each group chooses words to write another verse of the song. Monitor and help pupils with the activity. Remind them to use the model in their books.
- Choose groups to perform their versions (with actions).

AB13. Answer key, see page T104

Ending the lesson
- Play a Number bingo game. Pupils draw a 2 x 2 grid in their notebooks and write numbers between 11 and 20 in the squares – one in each. Call out the numbers out of sequence. Pupils cross out the numbers when they hear them. The first pupil to cross out all four numbers shouts *Bingo!* Check the numbers back from them. If they are ones you called, that pupil is the winner. Repeat.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Audio 15–16**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar reference 2**
- **Teacher Resources:** Unit 2, *Song worksheet*
- **T111 – Consolidation activity 1:** *Crazy sentences*
- **T111 – Consolidation activity 2:** *Our classroom*

1 15–16 Listen and sing. Do karaoke.



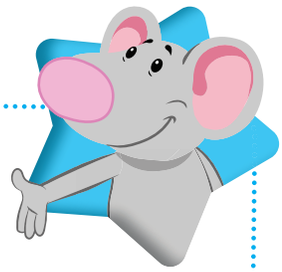
2 Ask and answer.

Where's the cupboard?

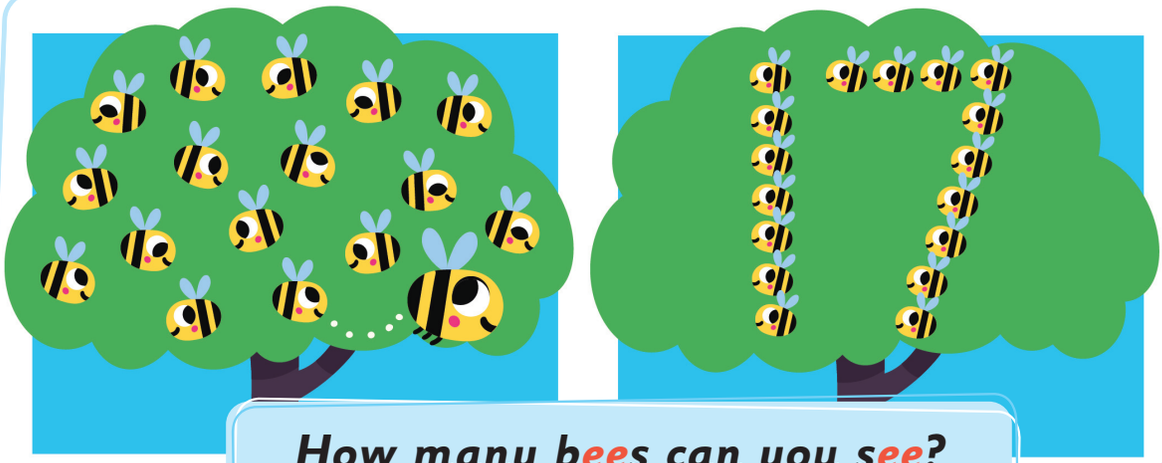
On the pencils.

Language practice 2: *There's a ruler on the cupboard.*

Monty's sounds and spelling



1 17 Watch and say.



How many bees can you see?
Seventeen bees in the tree!

2 Ask and answer.

How many … are there?

There are …



Write it with me!

b _ _

Unit 2 Back to school
Pupil's Book p.14

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /iː/ and the *ee* spelling in context.

Target language
- **Key language:** the long vowel sound /iː/ (*bee*), numbers 11–20, school, *How many (bees) are there? There are (ten bees).*
- **Additional language:** *bees*
- **Revision:** school objects, numbers 1–10, colours, *tree*, prepositions

Materials
- **Flashcards:** numbers 11–20 (32–41)

Warmer
- Draw a tree on the board. Ask *What's in the tree?* Encourage pupils to suggest ideas. Use mime to prompt ideas. Accept any possible answers.
- Invite volunteers to mime what they think is in the tree for the class to guess.

Presentation
PB14. ACTIVITY 1

Watch and say.
- Tell pupils to watch the ▶ Video to find out what's in the tree. Watch the ▶ Video and elicit the answer (*bees*). Pause the video after the first version of the animation.
- Make the /iː/ sound slowly, exaggerating the sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which words in the ▶ Video had this /iː/ sound (*me*, *bees*, *tree*, *see*, *seventeen*).

▶ 17

Monty: Seventeen bees in the tree! What can you see? Say it with me!
Monty & Voice 1: Seventeen bees in the tree!
Voice 1: /iː/ /iː/
Where's the /iː/?
That's right! /iː/
Bees in the tree! How many bees can you see?
Voice 2: Seventeen bees in the tree!
Voice 1: Yes! How many bees can you see?
Voice 2: Seventeen bees in the tree!
Voice 1: /iː/ bee /iː/ see /iː/ seventeen /iː/ tree
Monty: Seventeen bees in the tree! What can you see? Say it with me!
Monty & Voice 1: Bees in the tree! How many bees can you see?
Monty & Voice 2: Seventeen bees in the tree!
Monty: One more time – you sound fine!
Monty & Voice 1: How many bees can you see?
Monty & Voice 2: Seventeen bees in the tree!

- Say *Open your Pupil's Books at page 14, please.* Ask pupils to look at the pictures in Activity 1 and find things with the /iː/ sound from the ▶ Video (*bees*, *seventeen*, *tree*).
- Read the question and answer together, emphasising the /iː/ sound.
- Pupils work in pairs. They take turns to say the sentences.

PB14. ACTIVITY 2

Ask and answer.
- Focus pupils on the picture in Activity 2. Ask *How many tables are there?* Pupils count and answer *13*. Pupils find and name other items in the picture with the sound /iː/.
- Practise the question and answer with the class.
- Pupils practise asking and answering about the different items in pairs.

Extra support Stick the number flashcards on the board (word side).

Key: **13** tables, **14** chairs, **16** books, **15** bags, **18** bees, **2** trees, **17** erasers, **19** rulers

PB14.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the word with the letters *ee* and practise saying *bee*.

AB14. Answer key, see page T104

Ending the lesson
- Divide the class into three groups. Tell Group A to choose a number between 13 and 20. Tell pupils in Group B that they are bees and those in Group C that they are trees.
- Pupils in Group A say their number, making the *ee* gesture in the air (by air writing the letters) for the /iː/ sound. Then pupils in Group B say *Bees!*, making a gesture for the /iː/ sound in the same way. Group C says *In the tree!* with the same gesture for the /iː/ sound.
- Swap the groups and repeat, with Group A choosing a different number.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Audio 17**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Extension worksheet 1*
- **T111 – Consolidation activity 1:** *Careful listening*
- **T111 – Consolidation activity 2:** *Mini-books*

Objectives

By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language

- **Key language:** language from the unit
- **Additional language:** classroom instructions, *food*, *classroom*, *spell*
- **Revision:** school objects, numbers 1–10, *favourite*, prepositions, *Can you (put it in the bag), please? Where's (the pencil)?*

Warmer

- Play the Please game. Pupils stand up. Say, e.g. *Can you put your hands on your heads, please?* Pupils put their hands on their heads. Say, e.g. *Can you open your book?* Pupils don't respond. Continue practising classroom language (*open*, *close*, *sit*, *stand*, *put*) and known vocabulary.

Story

PB15. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 15, please.* Elicit who pupils can see (*Trevor, Monty, Marie and Maskman*) and which of the known school words they can see (*bag*, *ruler*, *eraser*, *pencils*). Tell pupils they are going to watch a ▶ Video of the story. Ask them to watch and find out how many pencils there are.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the number (*11*).
- Focus on Pupil's Book page 15 again. Say *Listen and point.* Play the 🔊 Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking questions, e.g. *Is it a school bag?* (*Yes.*) *Is there a ruler?* (*Yes, there is.*) *Is it a Monty ruler?* (*No, it isn't. It's a Maskman ruler.*) (pointing to the eraser) *What's this?* (*An eraser.*) *Is the eraser in the bag?* (*Yes, it is.*) *How many pencils are there?* (*11.*) *Where's pencil 12?* (*Trevor is eating it.*) *What's Trevor's favourite food?* (*Pencils.*)

🔊 ▶ 18

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Marie: OK, everybody. This bag is for school. Let's look.
Maskman, Trevor & Monty: OK, Marie!
Marie: Hmm. Is there a ruler?
Maskman: Yes, there is. It's a 'Maskman' ruler.
Monty: Look, Marie. Here's an eraser.
Marie: Good! Can you put it in the bag, please, Monty?
Monty: Now there's an eraser in the bag, Marie.
Marie: Good! Thank you, Monty.
Marie: Now … how many pencils are there?
Maskman: There are 9, 10, 11 pencils.
Monty: 11 pencils! Where's the pencil? Trevor?!
Trevor: Sorry. Here you are. Pencils *are* my favourite food.

PB15. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Say *Listen. It's about the story. Say 'yes' or 'no'.* Play the first statement on the 🔊 Audio. Pupils put up their hands. Choose a pupil to answer. (*No.*) Play the rest of the 🔊 Audio. Pupils point to the picture and do a secret thumbs up or thumbs down to their partner.
- Play the 🔊 Audio again. Pause after each line and elicit the answer.

Extra challenge Elicit a correct statement for the *no* answers.

Key: no – bag, yes, no – an eraser, no – Monty, yes, no – pencils

🔊 19

Marie: OK, everybody. This book is for school. Let's look.
Maskman: Yes, there is. It's a 'Maskman' ruler.
Monty: Look, Marie. Here's a pencil.
Marie: Good! Thank you, Trevor.
Maskman: There are 9, 10, 11 pencils.
Trevor: Sorry. Here you are. Erasers are my favourite food.

AB15. Answer key, see page T104

Ending the lesson

- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Digital Flashcards**
- **Audio 18–19**
- **Practice Extra**
- **Test Unit 2 Test**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Extension worksheet 2*
- **T111 – Consolidation activity 1:** *Bingo*
- **T111–112 – Consolidation activity 2:** *Spelling game*

1 18 Watch the video.



2 19 Listen and say 'yes' or 'no'.

Story: unit language in context

Marie's maths

What do we use in our maths class?



1 **Watch and answer.**

2 20 **Listen and number.**

a 

b 

c 

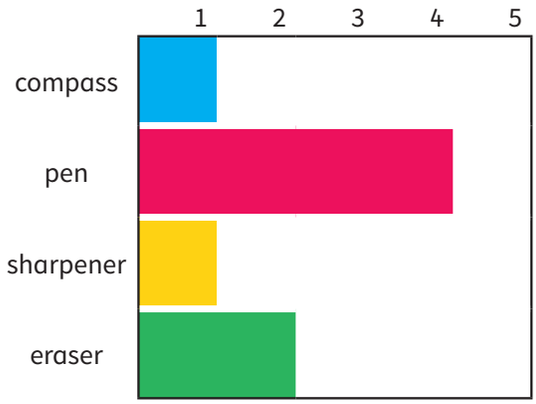
d 

3 **Look, ask and answer.**

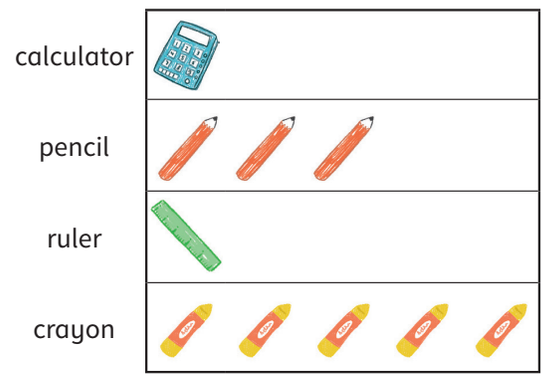
Is there a pen in Ben's pencil case?

Yes, there are four pens.

Ben Bar chart



Eva Pictogram





Fact

The first calculator is 190 years old. This is a part of it!

Project



Design a bar chart or pictogram.

Unit 2 Back to school
Pupil's Book p.16

Objectives
By the end of the lesson, pupils will have practised interpreting graphs and designed their own graph.

Target language
- **Key language:** *pencil case, sharpener, calculator, compass*
- **Additional language:** *maths, graph, classroom, children*
- **Revision:** school objects, school, numbers 1–20, colours, animals, *Is there (a pen) in (Ben's pencil case)? Yes, there is / No, there isn't, Yes, there are (four pens) / No, there aren't,* prepositions

Materials
- **Flashcards:** school (26–31)

Warmer
- Stick the school flashcards on the walls in different parts of the classroom. Say *Where's the (ruler)?* Choose a volunteer to go to the correct flashcard and stay there. Repeat for the other flashcards.

Presentation

PB16. ACTIVITY 1

Watch and answer.
- Say *Open your Pupil's Books at page 16, please.* Show page 16 on the whiteboard and point to the picture of Marie. Say *Marie is doing maths today.*
- Read the question *What do we use in our maths class?* Elicit ideas. Play the ▶ Video for pupils to check/confirm answers.
- After watching the ▶ Video, ask the class *What can you do in maths?* Brainstorm ideas, making sure pupils use *I can …*, e.g. *I can count.*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

Extra support Write a list of things children can do at school on the board. Pupils choose which ones they can do in maths class.

PB16. ACTIVITY 2

Listen and number.
- Point to the pictures and elicit the school objects pupils already know, including any new ones from the ▶ Video.
- Tell pupils that they are going to listen to four children talking about which objects they have got. Play the 🔊 Audio once. Then play the 🔊 Audio again for pupils to listen and number the photos. Pupils should try to work out which photo is being described by listening for words they already know and trying to guess the new objects from the ▶ Video.
- Check answers as a class. Then point to each photo and say the new school objects: *a pencil case, a calculator, a compass, a sharpener*. Pupils repeat the new words.

Key: 1 d, 2 b, 3 a, 4 c

🔊 20

Boy 1: I've got a pencil case, a book and a sharpener. I love maths!
Girl 1: I've got a pencil, a calculator and a book. I like maths.
Boy 2: I've got a book, a pencil and a pencil case. I'm not very good at maths, but I'm learning!
Girl 2: I've got a book, a calculator and a compass, too. I'm good at maths!

PB16. ACTIVITY 3

Look, ask and answer.
- Use the graphs in this activity to teach *bar chart* and *pictogram*. Explain that the bars or pictures represent the number of each classroom item in Ben and Eva's pencil cases.
- Read the example question and answer in the speech bubbles and ask pupils to look at the bar chart and check the answer. Ask *Is there a pen in Ben's pencil case?* (*Yes, there is.*) Ask *How many pens are there?* and allow pupils time to check the chart (*There are four pens.*) Repeat for the other items in Ben's pencil case. Then do the same for Eva's.
- Pupils work in pairs to ask and answer about the graphs.

PB16.

FACT
- Focus pupils on the fact and ask a volunteer to read it aloud. Check comprehension of the age and what the picture shows. Ask pupils if they would like to use this calculator.

PB16.

PROJECT
- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB16. Answer key, see page T104

Ending the lesson
- Review the new vocabulary by describing what each item is for, e.g. *We put a pencil in a …* (*pencil case*). *We use a pencil to …* (*draw*).

Digital Classroom
- **Presentation Plus:** Unit 2
- **Audio 20**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **T112 – Consolidation activity:** *Circle number game*
- **T112 – Extension activity:** *Favourite animals graph*

Objectives

By the end of the lesson, pupils will have used polite language to act out social situations.

Target language

- **Key language:** *put (our) hands up, share, wait for, ask for (help), clean, listen to (our teacher)*
- **Additional language:** *polite, class, classroom, We can (put our hands up), Can we (come in), please? After you, Can you help me, please? Yes, of course.*
- **Revision:** school objects, school, *please, Thank you, Excuse me, I can (share my pencils).*

Warmer

- Pretend to bump into one of the pupils or stand on his/her foot and say *Sorry!* Repeat with another pupil. Brainstorm other polite words/phrases pupils know in English and write them on the board (e.g. *Please. Thank you. Excuse me.*).
- Say *We use these words to be polite.* Make sure pupils know the meaning of *polite*. Encourage pupils to use some of the language on the board in pairs, miming possible situations. Explain that we can also show we are polite by the way we act, not just our words.

Presentation

PB17. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 17, please.* Point to the picture of Trevor at the top of the page on the whiteboard. Elicit/Review his name. Translate *values* so pupils know that the Trevor's values pages are about doing the right thing.
- Point to the title of the page (*Be polite*) and say *Look! This page is about being polite.* Focus pupils on the six photos. Say *Listen and say the picture number: one, two, three, four, five or six.*
- Play the Audio. Pause after each line for pupils to identify the picture number. Give pupils time to think and to check with each other before eliciting the answer.

Key: 5, 4, 1, 3, 2, 6

21

Girl 1: We can put our hands up in class.
Girl 2: I can share my pencils.
Boy 1: We can wait for our teacher.
Boy 2: I can ask for help.
Boy 3: We can clean the classroom.
Girl 3: We can listen to our teacher.

PB17. ACTIVITY 2

Act it out.

- Say *Let's act out the first picture.* Play the Audio and check comprehension of *put our hands up.* Pupils put up their hands, as if they have a question for you. Repeat with the other photos.

PB17. ACTIVITY 3

Play and say.

- Explain the game. Pupils listen as you say a picture number, e.g. *Picture 4.* They look and tell you the way they can be polite as shown in the picture, e.g. *I can share my pens.*
- Say a different picture number, pausing for pupils to find the picture and make a sentence with *I can …*, e.g. *I can put my hands up in class. I can share my pencils. I can wait for the teacher. I can ask for help. I can clean the classroom. I can listen to the teacher.*

Extra challenge Ask volunteers to take over leading the activity. Help with vocabulary, as necessary.

AB17. Answer key, see page T104

Ending the lesson

- Ask pupils to think about their answers from the game in Activity 3 of the Pupil's Book. Encourage them to choose one new thing they can try to do this week to be more polite, e.g. sharing in class.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 21**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **T112 – Consolidation activity:** *Be polite!*
- **T112 – Extension activity:** *Guess the situation*

Trevor's values

Be polite



1 21 **Listen and say the number.**













2 **Act it out.**

3 **Play and say.**

Picture four!

I can share my pencils.

Language: *I can (ask for help).* | emotional development

3 Play time!



18 **Vocabulary presentation:** toys

Unit 3 Play time!
Pupil's Book p.18

Objectives
By the end of the lesson, pupils will have learnt to name and talk about toys.

Target language
- **Key language:** toys: *kite*, *teddy bear*, *robot*, *alien*, *watch*, *camera*, *computer game*, *tablet*, *lorry*
- **Additional language:** *ugly*, *board game*
- **Revision:** colours, adjectives, the alphabet, toys from *Kid's Box 1*, prepositions, *There are (some board games)*, *Is there (a Maskman Playbox)? Yes, there is*, *There's (a game)*, *(Suzy)'s got (a kite)*.

Materials
- **Flashcards:** toys (42–48)

Warmer
- Write *Toys* in a circle on the board to begin a mind map. Elicit the meaning. Say, e.g. *Give me a b*, and spell out known toy words that begin with a *b*. Ask a volunteer to spell each toy word and write it on the mind map. Include: *doll*, *ball*, *bike*, *car*, *train*, *lorry*, *boat*.

Presentation
- Teach the new toys vocabulary using the flashcards. Show each flashcard and elicit/say the word. Pupils repeat in chorus and then in groups, loudly, softly, and so on. Stick the flashcards (picture side) around the mind map. Point to each flashcard. As pupils chorus the word, turn the flashcard to show the word. (Optional: Leave the mind map on the board for the Consolidation activity.)

PB18. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 18, please.* Elicit who pupils can see. Raise awareness of plurals by saying, e.g. *Point to the kites. Point to the teddy bears. Point to the robots.*
- Say *Find the hidden star.* Elicit where it is, and point to it on the whiteboard (on the orange kite).
- Say *Listen and point.* Play the **Audio**. Pupils listen and point.
- Set the pre-listening questions: *Where are the kites? What colour is the watch? What is Meera's favourite colour?* Play the **Audio** again. Pupils listen for the answers. Check with the class (*next to the lorries, yellow, orange*).
- Check comprehension by asking, e.g. *What are these? Who's this? What colour's this? Where are the watches?*

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Suzy: Ooh, kites! Can we look at them, Dad?
Mr Star: OK, Suzy. Where are they?
Suzy: They're here!
Mr Star: Where?
Suzy: Over there! Next to the lorries.
Simon: Look at these robots!
Stella: Ugh! They're ugly, and those green aliens next to the teddy bears are ugly, too.
Alex: I like this big yellow watch.
Meera: Look at this camera. It's orange, my favourite colour.
Stella: Hum! … Look! There are some board games, and … Ooh! Computer games for my tablet! I love computer games!
Simon: Great! Is there a Maskman Playbox?
Stella: Yes, there is, and there's a 'Can you spell …?' game.
Meera, Alex & Simon: Ugh! Stella!

- Say *Look at the picture. Listen and repeat.* Play the **Audio**. Pupils repeat the words. Listen for correct pronunciation of *camera* (two syllables).

23

Camera, watch, kite, robot, lorry, alien, tablet, board game, teddy bear

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PB18. ACTIVITY 2

Play and say.
- Focus on the example speech bubbles. Spell another one of the new words. The class guess.

Extra support Review the alphabet, particularly letters which are sometimes confused (e.g. k and c, g and j, e and i).

- Pupils work in pairs. Pupil A spells a word. Pupil B says the word and points to it in the picture. Then they swap. Fast finishers can spell items in the classroom / their pencil cases.

AB18. Answer key, see page T104

Ending the lesson
- Display the toys flashcards on the board. Elicit the words. Say *Look and think. What's your favourite toy?* Point to the flashcards. Say *Now hands up.* Say each toy and write the number of pupils under each picture. At the end, announce the class's favourite toy.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Audio 22–23**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **PB98 – Pre A1 Starters Exam folder:** Listening Part 3
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 1*
- **T112 – Consolidation activity:** *Board slap*
- **T112 – Extension activity:** *Toy chant*

Objectives

By the end of the lesson, pupils will have learnt to talk about toys using *this* and *these*.

Target language

- **Key language:** toys, plural nouns, *These are (dolls)*, *This is a (robot)*.
- **Additional language:** *ugly*
- **Revision:** toys from *Kid's Box 1*, numbers 1–20, adjectives, colours, transport, school, *kitchen*, *cake*, *dog*, *trousers*, *please*, *There are (two board games)*, *There's (a kite)*.

Materials

- **Flashcards:** toys (42–48)

Warmer

- Display the toys flashcards. Elicit the words. Do a simple clapping chant to review the plurals: clap, *One watch*, clap, clap, *Two watches*. Repeat for the other new toy words.
- Write the plurals on the board and draw pupils' attention to the spelling.

Presentation

PB19. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 19, please. Look at the picture and the examples.* Review the other toy words by saying, e.g. *Point to the board game.* Play the Audio, pausing to elicit the numbers.

Key: dolls 19, board games 12, robot 17, watch 20, alien 11, tablet 16, train 13, kite 15, camera 18, teddy bears 14

24

These are dolls. These are board games.
This is a robot. This is a watch.
This is an alien. This is a tablet.
This is a train. This is a kite.
This is a camera. These are teddy bears.

- Focus on the difference between *this* and *these* using school objects, e.g. put two pencils on the desk near you. Put a pen next to them. Point to the pencils and say *These are pencils.* Point to the pen and say *This is a pen.* Repeat for other objects around the class, giving a clear model each time.
- Point to the objects again in turn and say, e.g. *What are these?* (*Pencils.*) *What is this?* (*A pen.*) Draw a single tablet and two tablets on the board. Point and ask *What is this?* (*A tablet.*) and *What are these?* (*Tablets.*)

PB19. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Say *Look at the picture in your books. Listen.* Play the first sentence on the Audio. Pause. Pupils put up their hands. Elicit the answer (*no.*)
- Play the rest of the Audio, pausing after each one to give pupils thinking/processing time. They whisper the answer to their partner.
- Play the Audio again. Stop after each one and check with the class. If the answer is *No*, elicit the correct sentence.

Extra challenge Pupils play a game in pairs. Pupil A closes his/her book. Pupil B makes a true or false sentence about the picture with *There's / There are …* Encourage pupils to make the game as difficult as they can by varying colours and sizes, not just altering the names of the toys, e.g. *There's a pink and yellow alien.* Pupil A answers *Yes* or *No* from memory. Then they swap roles.

Key: no, yes, yes, no, no, yes, yes, no, yes, no, no

25

There are two board games.
There's a beautiful pink and purple kite.
There's a tablet.
There's an ugly robot with green eyes.
There's a small pink camera.
There's a green alien.
There's a brown teddy bear.
There are two big teddy bears.
There are three happy dolls.
There are two big yellow watches.
There's a long brown train.

AB19. Answer key, see pages T104–105

Ending the lesson

- Teach the class a simple chant to practise the plurals. Say it softly, then loudly. Divide the class into groups and each group says a line, e.g.
  Lorries, lorries, big red lorries.
  Dolls, dolls, happy dolls.
  Watches, watches, big yellow watches.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Digital Flashcards**
- **Audio 24–25**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable 3
- **T112 – Extension activity:** *Picture dictation*

1 24 Listen and say the number.

These are dolls. 19.

This is a robot. 17.



2 25 Listen and say 'yes' or 'no'.

Vocabulary practice: toys | **Language presentation 1:** demonstratives *These are dolls. This is a robot.*

1 26–27 Listen and point. Listen and repeat.



2 Ask and answer.

Whose is this?

It's Suzy's.

Language practice 1: *this / these* | **Language presentation 2:** *Whose is it / this (kite)? It's Stella's.*

Unit 3 Play time!
Pupil's Book p.20

Objectives
By the end of the lesson, pupils will have learnt to ask and answer questions with *Whose* and the possessive *'s*.

Target language
- **Key language:** toys, *Whose is it / this (kite)? It's (Stella's), Whose are these (books)? They're (Suzy's).*
- **Additional language:** *computer game, Metal Mouth, ugly, walk, talk*
- **Revision:** adjectives, colours, toys from *Kid's Box 1*, school objects, *tail, fly, table, plane, It can/can't (fly), What's that? Is it (Suzy's)?* prepositions

Materials
- **Flashcards:** toys (42–48)

Warmer
- Walk around and point to / pick up school objects. Ask *What's this? What are these?* Pupils respond, e.g. *It's a ruler. / They're pencils.*

Presentation
- Hold up a pupil's bag. Ask *Whose is it? Is it (Juan's) bag?* (point to him) (*No.*) *Is it (Paula's) bag?* (point to her) (*No.*) Ask again *Whose is it? Ah, it's (Claude's) bag.* (*Yes.*) Repeat with different single objects. Encourage pupils to listen for correct use of *'s* at the end of the name. Repeat with plural objects.
- Pupils come to the front and follow the model.

PB20. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 20, please. Look at the picture. Who/What can you see?* (*Monty, Marie, Maskman, a robot, a kite, a table*, etc.) Play the **Audio**. Pupils listen and point.
- Set the pre-listening questions: *Whose is the basketball? Whose is the robot?* Play the **Audio** again. Pupils check in pairs. Check with the class (*Simon's, Simon's*).

Audio ▶ 26

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Monty: Look at Suzy's kite! It's beautiful. It's pink and purple with a long tail.
Maskman: And it's big, and it can fly. I can fly too. What's that, Marie?
Marie: It's a 'Can you spell …?' computer game.
Monty: Whose is it? Is it Suzy's?
Marie: No, it isn't. It's Stella's.
Monty: What's that under the table?
Maskman: It's Simon's basketball.
Monty: No, not that. What's that new toy next to the ball?
Marie: It's a big robot. It's 'Metal Mouth'.
Maskman: Metal Mouth? Hmm, yes. It's an ugly robot.
Monty: Whose is it?
Maskman: It's Simon's.
Metal Mouth: My name is Metal Mouth. My name is Metal Mouth.
Monty: Ooh, look! It can walk and talk.
Maskman: Yes, but it can't fly. I can fly.
Metal Mouth: I am a robot.

- Say *Listen and repeat*. Play the **Audio**. Stop after each question or answer for pupils to repeat.

Audio ▶ 27

Whose is this computer game?	It's Stella's.
Whose is this robot?	It's Simon's.
Whose are these books?	They're Stella's.
Whose are these pencils?	They're Suzy's.

- Watch the **Video** and answer the questions.

PB20. ACTIVITY 2

Ask and answer.
- Show page 20 on the whiteboard and point to the kite. Read the first speech bubble (*Whose is this?*) and elicit the answer (*It's Suzy's.*) Point and ask about the other items.
- In pairs, pupils ask and answer, using the speech bubbles to help. Check pronunciation of *Whose* and possessive *'s*.

Extra support Write names with possessive apostrophes on the board and practise pronunciation.

AB20. Answer key, see page T105

Ending the lesson
- Display the toys flashcards (picture side). Point. Pupils chorus the words. Cover one flashcard with a piece of paper. Pupils chorus and hum the covered word, e.g. *Robot, HHHM hhhm*, to show syllables and word stress. Repeat.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Audio 26–27**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **AB94 and PB94 – Grammar reference 3**
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 2*
- **T112 – Consolidation activity:** *The Whose? game*
- **T112–113 – Extension activity:** *True or false?*

Objectives

By the end of the lesson, pupils will have sung a song and be able to talk about clothing using *this/these* and *that/those*.

Target language

- **Key language:** toys, *Whose is this (jacket)? Whose are these (shoes)? It's/They're (John's), this/that/these/those*
- **Additional language:** classroom instructions, *John, Sheila, Sue, Tom*
- **Revision:** clothes, colours, school items, toys from *Kid's Box 1*

Warmer

- Play a Stella says game to review clothes. Pupils stand up. Say, e.g. *Stella says touch your shoes.* Pupils touch their shoes. *Point to a blue jacket.* Pupils don't point. Continue the game, using known clothes words, colour adjectives and the class instructions *point to, touch.*

Song

PB21. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 21, please. Look at the picture. What clothes can you see?* Elicit the clothes and the colours. Elicit/Tell pupils the names of the characters (John, Sheila, Sue and Tom are new). Check they know which are the boys' names and which the girls'. Ask *Whose clothes are they? Let's listen and see.* Play the Song. Pupils listen and point to the clothes and the owner each time. Elicit the information from the class. Show page 21 on the whiteboard and point to, e.g. the black jacket and say *Whose is this black jacket?* Pupils respond *It's John's.*
- Play the Song again. This time pupils follow the text in their books.

28

Whose is this jacket?
Whose is this jacket?
What? That black jacket?
Yes, this black jacket.
Whose is this jacket?
It's John's.
Oh!

Whose are these shoes?
Whose are these shoes?
What? Those blue shoes?
Yes, these blue shoes.
Whose are these shoes?
They're Sheila's.
Oh!

Whose is this skirt?
Whose is this skirt?
What? That purple skirt?
Yes, this purple skirt.
Whose is this skirt?
It's Sue's.
Oh!

Whose are these trousers?
Whose are these trousers?
What? Those brown trousers?
Yes, these brown trousers.
Whose are these trousers?
They're Tom's.
Oh!

29

(Karaoke version)

PB21. ACTIVITY 2

Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *Whose is this jacket?* Pupil B answers, e.g. *It's John's.* Pupils swap roles.

Extra challenge Extend the activity with pupils asking about items in the classroom.

AB21. Answer key, see page T105

Class game

- Write the words of the first and second verse of the song on the board as prompts, replacing the clothes words, adjectives and names with lines, i.e.:

Whose is this _____?
What? That _____ _____?
Yes, this _____ _____.
Whose is this _____?
It's _____'s.
Oh!

Whose are these _____?
What? Those _____ _____?
Yes, these _____ _____.
Whose are these _____?
They're _____'s.
Oh!

- Hold up a singular item (e.g. a book) that belongs to one of the pupils. Read the prompts on the board for the first verse, encouraging pupils to join in and fill in the blanks.
- Repeat, but this time holding up plural items belonging to a pupil and using the prompts for the second verse. As pupils become more confident, they can lead using their classmates' items (with their permission).

Ending the lesson

- Sing the song again to end the lesson. When pupils sing well, say *Fantastic!*

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 28–29**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **AB94 and PB94 – Grammar reference 3**
- **PB99 – Pre A1 Starters Exam folder:** Reading and Writing Part 1
- **Teacher Resources:** Unit 3, *Song worksheet*
- **Teacher Resources:** Unit 3, *Extension worksheet 1*
- **T113 – Consolidation activity:** *Who is it?*

1 28–29 Listen and sing. Do karaoke.



Whose is this jacket? …
What? That black jacket?
Yes, this black jacket.
Whose is this jacket?
It's John's.
Oh!

Whose are these shoes? …
What? Those blue shoes?
Yes, these blue shoes.
Whose are these shoes?
They're Sheila's.
Oh!

Whose is this skirt? …
What? That purple skirt?
Yes, this purple skirt.
Whose is this skirt?
It's Sue's.
Oh!

Whose are these trousers? …
What? Those brown trousers?
Yes, these brown trousers.
Whose are these trousers?
They're Tom's.
Oh!

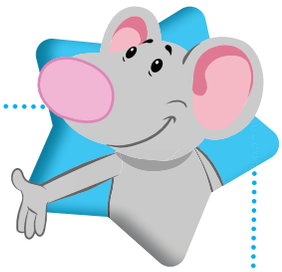
2 Ask and answer.

Whose are these trousers?

They're Tom's.

Language practice 2: *Whose is this?* | **Language presentation 3:** demonstratives *that / those*

Monty's sounds and spelling



1 30 **Watch and say.**



Hide the five kites and ride the white bike!

2 **Play and say.**

Which is my kite?

Is it the blue and red kite?



Write it with me!

k__t__

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /aɪ/ and the *i–e* spelling in context.

Target language

- **Key language:** the long vowel sound /aɪ/ (*kite*), toys
- **Additional language:** *hide, ride, tree, bee, Let's (hide the kites), Which is my (kite)?*
- **Revision:** numbers 1–20, colours, toys from *Kid's Box 1*, *Is it (the red kite)?* prepositions, *There are (nine kites).*

Materials

- **Flashcards:** toys (42–48)

Warmer

- Stick five toys flashcards on the board and decide on an action for each.
- Ask pupils to walk around the room. Say one of the words from the flashcards. Pupils do the correct action. Then call out *Statues!* Everyone stands still.
- Continue, alternating the words.

Presentation

PB22. ACTIVITY 1

Watch and say.

- Ask pupils *What colour is your bike?* (or what colour bike they would like to have).
- Tell pupils to watch the ▶ Video to find out what colour the bike is. Watch the ▶ Video and elicit the answer (*white*). Pause the video after the first version of the animation. Ask pupils how many kites and bikes there were.
- Say *five*, *kites* and *bike* with a strong emphasis on the /aɪ/ sound. Watch the second half of the ▶ Video again, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which words in the ▶ Video had this /aɪ/ sound (*hide*, *ride*, *white*).

30 ▶ 30

Monty: Five kites and a white bike!
What do you see? Say it with me!
Monty & Voice 1: Five kites and a white bike!
Voice 1: /aɪ/ /aɪ/
Where's the /aɪ/?
That's right! /aɪ/
Five kites and a white bike!
Voice 2: Hide the five kites.
Voice 1: Ride the white bike.
Voice 1 & Voice 2: Hide the five kites and ride the white bike.
Voice 1: /aɪ/ hide /aɪ/ five /aɪ/ kites /aɪ/ ride /aɪ/ white /aɪ/ bike
Monty: Five kites and a white bike! What can you see? Say it with me!
Monty & Voice 1: Five kites and a white bike!
Monty & Voice 2: Hide the five kites and ride the white bike.
Monty: One more time – you sound fine!
Monty & Voice 2: Five kites and a white bike! Hide the five kites and ride the white bike.

- Say *Open your Pupil's Books at page 22, please.* Ask pupils to look at the picture in Activity 1 and find things with the /aɪ/ sound from the ▶ Video (*kites, bike, mice, ride*).
- Read the sentence together. Write *hide* on the board, underlining the letters i and e. Explain that the sound /aɪ/ is often spelt with *i–e*. Read the sentence again and emphasise the /aɪ/ sound.

Extra support Show pupils on the board how adding the 'magic e' on the end of a word sometimes makes the vowel sound longer (e.g. *kit* and *kite*, *rid* and *ride*, *bit* and *bite*).

- Pupils work in pairs. They take turns to say the sentence.

PB22. ACTIVITY 2

Play and say.

- Say *Look at Activity 2. What can you see?* (*bikes, mice and kites*). Explain that you are thinking of one of the bikes. Read the example speech bubbles with the class. Pupils try to guess which bike you chose.
- Pupils work in pairs. Pupil A thinks of a bike or kite and asks *Which is my bike/kite?* Pupil B guesses. Then they swap.
- Choose volunteer pairs to ask and answer to check.

PB22.

Write it with me!

- Focus on the *Write it with me!* box. Pupils complete the word with the letters *i–e* and practise saying *kite*.

AB22. Answer key, see page T105

Ending the lesson

- Say the sound sentence from Pupil's Book Activity 1 again with the class. Then invite groups or pairs to try saying it as fast as they can.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 30**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **T113 – Consolidation activity 1:** *Sentence writing*
- **T113 – Consolidation activity 2:** *Whose is this toy?*

Objectives

By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language

- **Key language:** language from the unit
- **Additional language:** *Metal Mouth, walk, talk, I know!, ugly, spell, superhero, favourite, toy*
- **Revision:** *fly, sorry, What's your name? My name is (Metal Mouth), Can you (walk)? I can/can't (talk).*

Materials

- **Flashcards:** toys (42–48)

Warmer

- Review *Whose …?* and the possessive *'s* by collecting some objects from pupils and showing them to the class in turn, asking *Whose is this (book)? Whose are these (pencils)?*

Extra challenge Pupils can take over your role one at a time, collecting objects and asking questions.

Story

PB23. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 23, please.* Elicit who pupils can see (*Trevor, Monty, Marie, Maskman and a robot*). Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching question *Who is Simon's favourite toy?*

Extra challenge Divide the class into three groups and give each group a more specific pre-watching question: *What's the robot's name? Whose robot is it? Can the robot walk?* After watching, check with the groups (*Metal Mouth, Simon's, yes*).

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answer to the pre-watching question (*Maskman*).
- Focus on Pupil's Book page 23 again. Say *Listen and point.* Play the 🔊 Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. (pointing at the robot) *What's this?* (*A robot.*) *What colour is it?* (*Grey.*) *Whose is it?* (*Simon's.*) *Can it talk?* (*Yes.*) *Can it walk?* (*Yes.*) *Can it fly?* (*No.*) *Is it a superhero?* (*No.*) *Is it Simon's favourite toy?* (*No.*) *Who is the superhero?* (*Maskman.*)
- Check understanding of *superhero*. Give examples that pupils will know, e.g. Superman, Spider-Man. Ask pupils who their favourite superhero is.

🔊 ▶ 31

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Trevor: Whose is this robot?
Maskman: It's Simon's.
Trevor: Hello. What's your name?
Robot: My name is Metal Mouth.
Trevor: Oh. Can you walk, Metal Mouth?
Robot: I can walk and I can talk.
Maskman: Well, I can walk. I can talk, and I can spell. U-g-l-y.
Trevor: I know! I know! … It's ugly!
Maskman: Yes, it is … and it can't fly.
Marie: Maskman! Say 'sorry', please.
Maskman: Sorry.
Monty: It's OK, Maskman. You're a superhero *and* you're Simon's favourite toy.

PB23. ACTIVITY 2

Act out the story.

- Divide the class into groups of five. Pupils decide their roles (Trevor, Maskman, Robot, Marie, Monty). Play the 🔊 Audio again. Stop after each frame for pupils to repeat in role. Groups practise their story.

Extra support Pupils can write key words from their lines in their notebooks.

Extra challenge The groups can change some words from the story, e.g. *ugly, walk, talk, fly.*

- Invite two or three groups to role play their story to the class.

AB23. Answer key, see page T105

Ending the lesson

- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

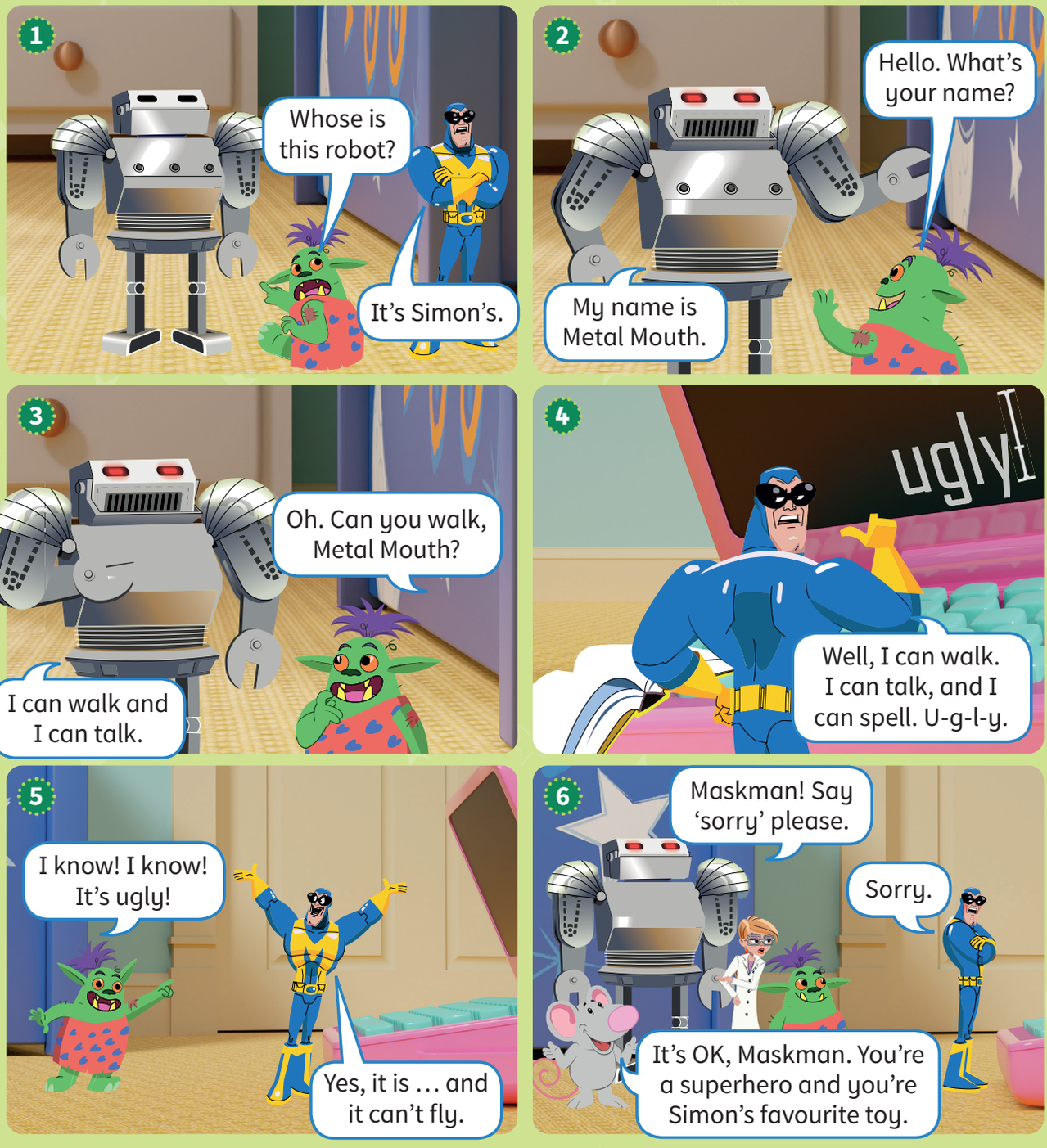
Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 31**
- **Test Unit 3 Test**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Extension worksheet 2*
- **T113 – Consolidation activity:** *Dictation*
- **T113 – Extension activity:** *My favourite toy*

1 31 Watch the video.



2 Act out the story.

Story: unit language in context

4 At home

1 32–33 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

What colour's the clock in the kitchen?

It's orange.

24

Vocabulary presentation: furniture

Unit 4 At home
Pupil's Book p.24

Objectives
By the end of the lesson, pupils will have learnt to name and talk about objects in a house.

Target language
- **Key language:** furniture: *mat, phone, sofa, lamp, clock, mirror*
- **Additional language:** *armchair, boy, girl, friend, bath, meatballs*
- **Revision:** rooms, colours, numbers, activities, adjectives, *table, guitar, cat, book, Can I (have a phone)? Where's (my bedroom)?* prepositions, *Is there (a mirror)? There are (three mirrors), What colour's (the clock in the kitchen)? It's (orange).*

Materials
- **Flashcards:** furniture (49–54)
- ***Kid's Box 1* flashcards** 85–90 (rooms)

Warmer
- Draw a simple cross-section of a house on the board: four rooms downstairs, two upstairs. Display flashcards of a bathroom, bedroom, dining room, hall, kitchen and living room. Point to each room in the house and ask *What's this?* Pupils respond, e.g. *the living room.* Call a pupil to stick the flashcard for the room in the space or draw suitable furniture to add to your picture. Point to each room and say the name. Pupils repeat.

Presentation
- Elicit/Teach the new furniture vocabulary using the flashcards. Pupils repeat in chorus. Check the concept of *mat*. Ask, e.g. *Where can I find a mat?* Ask other questions to check comprehension, e.g. *What things can you see in the living room?*

PB24. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 24, please.* Elicit what and who pupils can see (*a house, rooms, Suzy, Stella*). Say *It's a doll's house. Where's the star?* (*On the mirror in the pink bedroom.*)
- Say *Listen and point.* Play the **Audio**.
- Set the pre-listening questions: *Where's the sofa? Where are the mirrors? Where are the clocks?* Play the **Audio** again. Pupils listen for the answers (*in the living room, in the bathroom and bedrooms, in the living room and kitchen.*)

32

Stella: Can I play, Suzy?
Suzy: OK.
Stella: Where's my bedroom?
Suzy: It's there, next to the bathroom.
Stella: OK.
Suzy: Put this blue mat on the floor next to your bed.
Stella: Can I have a phone in my bedroom?
Suzy: No, you can't. The phone's in the living room next to the sofa.
Stella: Can I have a lamp, please?
Suzy: OK. You can put the lamp on the table next to your bed.
Stella: Thanks, Suzy. Where can I put the armchair?
Suzy: Put it in the living room under the clock.
Stella: Is there a mirror in my bedroom?
Suzy: A mirror in your bedroom? No, there isn't. There are three mirrors. One in the bathroom, one in my bedroom and one in Simon's bedroom.
Stella: Oh.

- Say *Listen and repeat.* Play the **Audio**. Pupils repeat the words in chorus. Check pronunciation of the second syllable in *mirror* and *sofa* (the same sound for both).

33

Mat, lamp, clock, phone, mirror, sofa

PB24. ACTIVITY 2

Ask and answer.
- Focus pupils on the picture and read the question in the speech bubble. Pupils find and point to the clock in the kitchen. Read the answer together.
- Ask more example questions, e.g. *What colour's the sofa in the living room?*
- Pupils work in pairs to ask and answer about items in the picture.

Extra support Practise some questions and answers in open pairs around the class before the pairwork.

AB24. Answer key, see page T105

Ending the lesson
- Spell out a word from the lesson, letter by letter. Pupils put up their hands when they know the word. Repeat with different words.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 32–33**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 1*
- **T113 – Consolidation activity:** *Anagrams*
- **T113 – Extension activity:** *Action song*

Unit 4 At home
Pupil's Book p.25

Objectives
By the end of the lesson, pupils will have learnt to talk about where objects are in a house using prepositions.

Target language
- **Key language:** furniture
- **Additional language:** *wall*, *girl*, *boy*, *sitting*, *wash*, *body*, *face*, *floor*, *stand*
- **Revision:** rooms, colours, numbers 11–20, school, *and*, *table*, *boat*, *bath*, *There's a (mirror in the bathroom)*, prepositions

Materials
- **Flashcards:** furniture (49–54)

Warmer
- Place the furniture flashcards (word side up) around the room next to / on / in known places, e.g. the mat next to the board.
- Say a true or false sentence about each one, e.g. *The mat's on the board* (false). Pupils write *T* or *F* in their notebooks. Check with the class. Pupils correct the incorrect statements.

Practice
PB25. ACTIVITY 1

Listen and point. Say the chant.
- Say *Open your Pupil's Books at page 25, please.* Focus pupils on the pictures and the words. Play the Audio. Pupils listen and point to the pictures.
- Play the Audio again. Teach the chant line by line. Pupils stand up and say it without the Audio.

34

There's a mirror in the bathroom,
And a phone in the hall.
A sofa in the living room,
A clock on the wall.
There's a lamp on the table,
And a mat next to the bed.
There's a boat in the bath,
And the boat is red.

PB25. ACTIVITY 2

Listen and correct.
- Play the first sentence on the Audio. Pupils look at the picture and say *No, there isn't.* Focus on the corrected sentence in the speech bubble. Play the rest of the Audio. Stop after each one. Pupils whisper the correction to their partner. Play the Audio again. Check after each one. Elicit corrections.

Key:

There's a mirror in the bathroom.
There's a phone in the hall.
There's a boat in the bath.
There's a sofa in the living room.
There's a lamp on the table.
There's a clock on the wall in the living room.
There's a girl sitting on the bed.

35

There's a girl sitting on the sofa.
There's a mirror in the living room.
There's a phone in the bedroom.
There's a boat on the bed.
There's a sofa in the hall.
There's a lamp under the window.
There's a clock next to the bath.
There's a boat sitting on the bed.

AB25. Answer key, see page T105

Class game
- Set a time limit of two minutes for pupils to memorise where the furniture items are in the picture in Pupil's Book Activity 1. When time's up, pupils close their books.
- In teams of four or five, pupils write as many different sentences about the picture as they can beginning with *There's …* Set a time limit of five minutes.
- When time is up, the team with the most sentences reads them out. The other teams look at the picture to check. Elicit any additional sentences.

Extra challenge Teams swap their lists of sentences and correct them, instead of whole-class correction.

Ending the lesson
- Pupils draw a picture of one of the rooms in Pupil's Book Activity 1 and write three sentences about it using *There's …*

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 34–35**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **PB100 – Pre A1 Starters Exam folder:** Reading and Writing Part 4
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 4, *Extension worksheet 1*
- **Teacher Resources:** Photocopiable 4
- **T113 – Consolidation activity:** *True or false?*

1 34 Listen and point. Say the chant.

There's a mirror in the bathroom,
And a phone in the hall.
A sofa in the living room,
A clock on the wall.
There's a lamp on the table,
And a mat next to the bed.
There's a boat in the bath,
And the boat is red.









2 35 Listen and correct.

There's a girl sitting on the sofa.

There's a boy sitting on the sofa.

Vocabulary practice: furniture



26

Language presentation and practice 1: possessive pronouns *It's mine. Are those yours?*

Unit 4 At home
Pupil's Book p.26

Objectives
By the end of the lesson, pupils will have learnt to talk about possession using *mine* and *yours*.

Target language
- **Key language:** furniture, *It's mine/yours*, *Are those (blue socks) yours?*
- **Additional language:** *clothes*, *over there*, *a lot of*, *sitting*, *armchair*, *between*, *door*
- **Revision:** rooms, clothes, colours, adjectives, *teddy bear*, *table*, *this/that/these/those*, *Whose (T-shirt is that)? Which (T-shirt)? They aren't (mine)*, *They're (Dad's)*, prepositions

Warmer
- Pupils stand up. Review known clothes. Say, e.g. *Point to your shirt.* Pupils follow the instructions.

Presentation
- Pick up a girl's pencil. Ask the class *Whose pencil is this?* Point to the girl and a boy in the class, and ask *Is it hers or his?* Pupils respond, e.g. *It's hers.* Repeat with other objects.
- Extend the activity to teach *mine/yours*. Hold up a book. Say *It isn't yours* (point to a pupil). *It's mine* (point to yourself). Repeat for other objects.
- Choose volunteers to hold up one of their belongings and say to you *It isn't yours. It's mine.*

PB26. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 26, please.* Elicit who pupils can see (*Stella, Simon, Grandpa Star*). Play the Audio. Pupils point to the clothes.
- Set pre-listening questions: *Whose big yellow T-shirt is that? What colour are Dad's socks?* Play the Audio again. Pupils check in pairs. Check with the class (*Simon's, blue.*)
- Check comprehension, e.g. *Whose small yellow T-shirt is that?*

▶ 36

Grandpa: Simon! Stella! Can you take your clothes to your bedrooms, please?
Simon & Stella: OK.
Grandpa: Whose T-shirt is that?
Stella: Which T-shirt?
Grandpa: The yellow one.
Stella: It's Suzy's.
Simon: No, it isn't. It's mine!
Stella: No, Simon. That T-shirt's very small. Yours is the big yellow one over there.
Simon: Oh! Yes!
Grandpa: OK. Are those blue socks yours, Simon?
Simon: No, they aren't mine. They're Dad's.
Grandpa: What now? Oh, yes! Whose black trousers are those?
Stella & Simon: They're yours, Grandpa.
Grandpa: Oh, yes! That's right, they are.

- Say *Listen and repeat.* Play the Audio. Pupils repeat each line.

Extra support Show singular and plural classroom objects and elicit the correct question: *Whose … is that / are those?*

▶ 37

Grandpa: Whose T-shirt is that?
Simon: It's mine!
Grandpa: Whose black trousers are those?
Stella & Simon: They're yours, Grandpa.

- Watch the ▶ Video and answer the questions.

Practice
PB26. ACTIVITY 2

Ask and answer.
- Put pupils into pairs. Write the following list on the board: *bag*, *pencil*, *pen*, *book*, *eraser*, *crayon*, *ruler*, *watch*. Ask pupils to individually select four things from this list which they have with them. Pupils put these items on the table in front of them and their partner.
- Pupil A picks up an object and asks Pupil B *Is it mine or yours?* Pupil B responds, e.g. *It's mine* and takes the object. Then they swap roles.

AB26. Answer key, see page T105

Ending the lesson
- Borrow items from different pupils and put them on your desk with something that belongs to you (without showing the class which things you have borrowed). Hold up each item and ask the class *Whose (pen) is this?* Pupils guess, e.g. *It's (Alvaro's) / It's (his).* The owner of the item mustn't give the game away. Make it competitive by starting with 20 points and taking away a point every time pupils make a wrong guess. Give the items back when pupils guess the owner, saying, e.g. *It's yours! It isn't mine.*

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 36–37**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **AB94 and PB94 – Grammar reference 4**
- **T113 – Consolidation activity:** *Which one?*
- **T113 – Extension activity:** *Mine or yours?*

Objectives

By the end of the lesson, pupils will have had more practice talking about possession using *mine* and *yours*, and sung a song.

Target language

- **Key language:** *Which shoes are (Simon's)? The (grey) ones are his/hers, The (red) one's mine/yours.*
- **Additional language:** *friends, girl, boy*
- **Revision:** clothes, colours, school, toys, adjectives, *this/that/these/those, Whose are these (shoes)? Are they (your shoes)? Who's (that girl)? Has he got (a lorry)? He's/She's got (a lorry).*

Materials

- **Flashcards:** furniture (49–54)

Warmer

- Review classroom objects using an open pair activity. Point to objects in the classroom, e.g. the computer. Say *What's this?* or *What's that?* Pupils respond. Point to, e.g. the books on the bookcase. Say *What are these* or *What are those?* Pupils respond.

Extra challenge More confident pupils volunteer to ask the questions for other pupils to answer.

Song

PB27. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 27, please.* Elicit who pupils can see (*Grandma Star, Stella*). Play the Song. Pupils listen and point to the shoes.
- Play the Song again. Encourage pupils to sing.

38

Look at this! Look at this!
Whose are these shoes? Whose are these shoes?
Stella! Are they yours? Stella! Are they yours?
No, they aren't mine! No, they aren't mine!
Hmm. Which shoes are Simon's? Which shoes are Simon's?
Which, which, which, which?
Which shoes are Simon's?
The grey ones are his. The grey ones are his.
Hmm. Which shoes are Suzy's? Which shoes are Suzy's?
Which, which, which, which?
Which shoes are Suzy's?
The red ones are hers. The red ones are hers.
So! Whose shoes are those? Whose shoes are those?
Whose, whose, whose, whose?
Whose shoes are those?
Those are Grandpa's. Those are Grandpa's.
Grandpa's?
GRANDPA!

39

(Karaoke version)

Practice

PB27. ACTIVITY 2

Ask and answer.

- Say *Look at the shoes. Which shoes are Simon's?* (*The grey ones.*) *Which shoes are Suzy's?* (*The red ones.*) Write the questions and answers on the board and explain that we use *one* or *ones* so that we don't have to repeat a word (e.g. *shoes*). Show pupils two items, e.g. a red book and a blue book, and ask them *Which do you like?* Encourage or help them to reply, e.g. *The blue one.* Repeat with different items (e.g. a large and small doll or a long or short pencil).
- Pupils work in groups. Each group sits on the floor, in a circle, if possible. Pupils put some of their personal belongings in the middle of the circle. Make sure that there are at least two examples of each item. Pupils take it in turns to ask one person in their group a question, e.g. *Which bag is yours?* The pupil answers, e.g. *The red one's mine.* It's now this person's turn to ask a question to another member of the group. Monitor and help as necessary.

AB27. Answer key, see page T105

Ending the lesson

- Call six pupils to the front. Hand each one a furniture flashcard. They quickly line up with the objects in alphabetical order and say their words. The class checks.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 38–39**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **AB94 and PB94 – Grammar reference 4**
- **Teacher Resources:** Unit 4, *Song worksheet*
- **T113 – Consolidation activity:** *Initial letters*
- **T114 – Extension activity:** *Create a class song*

1 38–39 Listen and sing. Do karaoke.



Look at this!
Look at this!

Whose are these shoes? ...
Stella! Are they yours? ...
No, they aren't mine! ...

Hmm. Which shoes are Simon's? ...
Which, which, which, which?
Which shoes are Simon's?
The grey ones are his ...

Hmm. Which shoes are Suzy's? ...
Which, which, which, which?
Which shoes are Suzy's?
The red ones are hers ...

SO! Whose shoes are those? ...
Whose, whose, whose, whose?
Whose shoes are those?
Those are Grandpa's ...
Grandpa's?

GRANDPA!

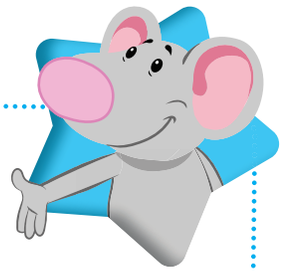
2 Ask and answer.

Which bag is yours?

The red one's mine.

Language presentation and practice 2: *Which shoes are Simon's / Stella's? The grey ones are his/hers.*

Monty's sounds and spelling



1 40 Watch and say.







Whose are those noses? Look and choose!

2 Ask and answer.

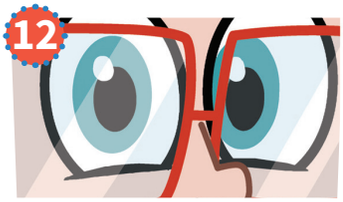
Whose is this nose?

It's Simon's.

11



12



13



14



15



16



17



18



Write it with me!



no _ _

Unit 4 At home
Pupil's Book p.28

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /z/ and the *–se* final spelling in context.

Target language
- **Key language:** the consonant sound /z/ (*nose*)
- **Revision:** parts of the face, character names, *mouse*, *this/these/those*, *Whose are those (noses)?* *Whose is this (nose)? It's/They're (Simon's).*

Warmer
- Pupils work in groups to write as many words for furniture as they can. Find out which group has the most words.
- Elicit the words from each group. Draw and label the furniture on the board. Leave the drawing for the next stage.

Presentation
PB28. ACTIVITY 1

Watch and say.
- Point to the picture on the board and ask *What's under and behind the furniture?* Accept guesses and tell pupils they will watch a ▶ Video to find out.
- Watch the ▶ Video together and elicit the answer (*a mouse, a dog, a cat*). Pause the video after the first version of the animation.
- Ask which part of the animals they could see (*nose*). Make the /z/ sound slowly, exaggerating the sound. Watch the second half of the ▶ Video again, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which other words in the ▶ Video had this /z/ sound (*those, whose, choose*).

40 ▶

Monty: Whose are those noses?
What can you see? Say it with me!
Monty & Voice 1: Whose are those noses?
Voice 1: /z/ /z/
Where's the /z/?
That's right! /z/
Those noses!
Whose are those noses?
Look and choose!
Voice 1: /z/ whose /z/ noses /z/ choose
Monty: Whose are those noses? What can you see? Say it with me!
Monty & Voice 1: Whose are those noses? Look and choose!
Monty: One more time – you sound fine!
Monty & Voice 1: Whose are those noses? Look and choose!

- Say *Open your Pupil's Books at page 28, please.* Ask pupils to look at the pictures in Activity 1 and find something with the /z/ sound from the ▶ Video (*nose*).
- Read the two sentences together, emphasising the /z/ sound each time.
- Pupils work in pairs. They take turns to say the sentences.

Practice
PB28. ACTIVITY 2

Ask and answer.
- Focus pupils on the pictures in Activity 2. Point to the first nose on the whiteboard and ask *Whose is this nose?* Pupils guess.

Extra support Revise parts of the face words: *eyes*, *mouth*, *ear(s)*.

- Help pupils to form the second question and answer (*Whose are these eyes? They're Stella's.*). Ensure they understand that they need to change the verbs and pronouns.
- Pupils work in pairs to ask and answer.
- To check answers, ask *Whose (eyes are) number (12)?* (Note the pictures are numbered 11–18 to give pupils more practice with numbers above 10.)

Key: **12** Whose are these eyes? They're Stella's. **13** Whose is this mouth? It's Suzy's. **14** Whose is this ear? It's Simon's. **15** Whose are these eyes? They're Simon's. **16** Whose is this mouth? It's Stella's. **17** Whose is this ear? It's Suzy's. **18** Whose is this nose? It's Stella's.

PB28.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the word with the letters *se* and practise saying *nose*.

AB28. Answer key, see page T105

Ending the lesson
- Choose an item a pupil is wearing, point and ask, e.g. *Whose is this T-shirt?* or *Whose are these shoes?* Elicit *It's/They're his/hers*. Write model phrases on the board.
- Stand pupils in a line. The first pupil leaves the line and walks along until he/she finds an item of clothing to ask about. He/She points and asks *Whose is this / are these …?* The next pupil in the line answers.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 40**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T114 – Consolidation activity 1:** *Whose is this nose?*
- **T114 – Consolidation activity 2:** *This one or that one?*

Objectives

By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language

- **Key language:** language from the unit
- **Additional language:** *hide and seek, close your eyes, count to, armchair, well done, come out, win, rug, house, I'm coming*
- **Revision:** numbers 1–20, prepositions, school, *tail, feet, hair, toy, horse, Where are (they)? Whose (is that tail)? I/We can (see you), Where's (Marie)? That's (her hair), What's that?*

Materials

- **Flashcards:** furniture (49–54)
- A picture of a big rug

Warmer

- Review the furniture words. Show a picture of a rug and say *A big mat is a rug.* Pupils repeat *Rug.* Display the flashcards and the picture of the rug on the board (picture side). Write a number between 1 and 20 under each one, e.g. 5 under *mat.* Call out the numbers at random. Pupils write the number and word for the object. Pupils swap papers. Check with the class. Elicit the spelling. Pupils correct each other's work.

Story

PB29. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 29, please.* Elicit who/what they can see. Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions: *Where are the toys? Who is next to the bookcase? Is Marie in the cupboard?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*in the living room, Maskman, no, it's a toy horse.*)
- Focus on Pupil's Book page 29 again. Say *Listen and point.* Play the Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What game are they playing?* (*Hide and seek.*) *What's Trevor doing?* (*He's closing his eyes and counting to 20.*) *Why?* (*So Maskman, Marie and Monty can hide.*) *Who can Trevor see?* (*Monty. He's under the armchair.*) *What is Monty looking at?* (*The cupboard.*)

41

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Maskman: Let's play hide and seek.
Marie: Trevor, close your eyes and count to 20.
Trevor: … 17, 18, 19, 20. I'm coming.
Trevor: Where are they? Whose is that tail? Ha ha! I can see you, Monty. You're under the armchair.
Monty: OK. Well done, Trevor.
Monty: Look. Whose feet are those? Come out, Maskman. We can see you next to the bookcase.
Maskman: Now, where's Marie?
Monty: Marie's in the cupboard. Look! That's her hair.
Maskman: Eeeek! What's that?
Monty: It's a toy horse.
Marie: I win!

PB29. ACTIVITY 2

Listen and say the number.

- Say *Listen and say the number of the story picture.* Play the first extract. Elicit the number of the frame (*five*). Play the rest of the Audio. Pupils work in pairs and point to / whisper the number of the frame.
- Play the Audio again. Pause after each line and elicit the number.

Key: 5, 1, 4, 5, 6, 2

42

Monty: Marie's in the cupboard. Look! That's her hair.
Marie: Trevor, close your eyes and count to 20.
Monty: Come out, Maskman. We can see you next to the bookcase.
Maskman: Now, where's Marie?
Monty: It's a toy horse.
Trevor: … 17, 18, 19, 20. I'm coming.

AB29. Answer key, see page T105

Ending the lesson

- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

Extra challenge More confident pupils volunteer to say the chant and do the actions for the class.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 41–42**
- **Practice Extra**
- **Test** **Unit 4 test**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Extension worksheet 2*
- **T114 – Consolidation activity 1:** *Noughts and crosses*
- **T114 – Consolidation activity 2:** *My house*

1 41 Watch the video.



2 42 Listen and say the number.

Story: unit language in context

Marie's art

What can you do with origami?



1 **Watch and answer.**

2 **Match and say.**

Number 1.

Star!

box ☐ bird ☐ heart ☐ star 1 flower ☐



3 43 **Listen and write.**

~~bird~~ box flower heart star



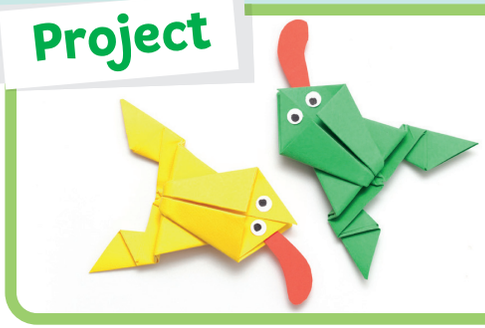
bird _____ _____ _____ _____



Fact

The world record for the number of origami elephants is 78,564!

Project



Make origami games.

Objectives

By the end of the lesson, pupils will have learnt about origami and made some origami games.

Target language

- **Key language:** *origami*, *bird*, *flower*, *heart*, *star*, *box*
- **Additional language:** *art*, *world record*, *Japan*
- **Revision:** pets, transport, colours, numbers 1–10, the alphabet, *games*, *beautiful*, *tree*, *Whose is this/that (bird)? It's (Clara's), mine/yours*, *Can you find (a tree)?*

Warmer

- Draw a heart, star, flower, bird and box on the board. Write the words to the side in random order.
- In pairs, pupils match the words to the drawings. Check answers and ask pupils to repeat the words.

Presentation

PB30. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 30, please.* Show page 30 on the whiteboard. Point to the photos of origami in Activity 2 and ask what the items are made from (*paper*). Ask pupils if they have ever tried origami.
- Read the question *What can you do with origami?* Elicit ideas. Play the ▶ Video for pupils to check/confirm answers.
- After watching the ▶ Video, ask the class *What can you make?* Brainstorm ideas, making sure pupils use *I can …*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

Practice

PB30. ACTIVITY 2

Match and say.

- Point to the words above the photos on the whiteboard and read them aloud. Pupils repeat.
- Pupils match the words to the origami objects. Check answers as a class.

Key: **2** box, **3** flower, **4** heart, **5** bird

PB30. ACTIVITY 3

Listen and write.

- Point to the photos of the children and say their names.

Extra support Pupils practise saying the names in pairs.

- Tell pupils that they are going to listen to the children talking about the origami objects they have made.
- Point to the word *bird* in the box and the example answer. Ask *Whose is this bird?* Elicit *(It's) Clara's.*
- Play the Audio once for pupils to look and listen only. Play the Audio again, pausing for pupils to write the items in the correct place. They compare answers in pairs.

Key: Chen – flower, Flora – box, Tina – star, Adam – heart

43

All children: In our art class, we do origami. It's fun!
Woman: Your origami is very good. Whose is that bird?
Girl 1: It's Clara's.
Woman: Well done, Clara! And whose is this flower?
Boy 1: It's mine!
Woman: Very good, Chen! Is this heart yours, Tina?
Boy 2: No, it isn't. The heart is mine.
Woman: Great job, Adam! So, whose is the star?
Girl 2: It's Tina's.
Girl 3: Yes! The star is mine.
Woman: It's a lovely star, Tina.
Girl 1: And the box is mine.
Woman: Of course, Flora! It's very good. Well done, everyone!

PB30.

FACT

- Focus pupils on the fact and ask a volunteer to read it aloud. Check comprehension of 'world record' and the number.

PB30.

PROJECT

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB30. Answer key, see page T105

Ending the lesson

- Write anagrams of words from the lesson on the board. Pupils work in pairs to solve them within a time limit.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 43**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **T114 – Consolidation activity:** *Guessing game*
- **T114 – Extension activity:** *Origami model*

Unit 4 At home
Pupil's Book p.31

Objectives
By the end of the lesson, pupils will have listened to interviews about recycling and talked about recycling.

Target language
- **Key language:** *reuse, recycle, paper, bottles, plastic bags, What's this? It's a (flowerpot), What's it made from? It's made from (a shoe), I reuse (paper) at home.*
- **Additional language:** *ugly, grow, lots of, keyboard, flowerpot, boxes*
- **Revision:** adjectives, clothes, *plane, shoe, flower, elephant, computer, robot, pencils, What have you got? I've got (some old paper), What are you (doing)? I'm (making a plane).*

Materials
- Real items / Pictures of items from the lesson which are usually reused/recycled

Warmer
- Mime drinking from a plastic bottle and throwing it in the bin. Put your thumb up or down and say *Is that right? Yes or no?* (*No.*) Teach *reuse* and *recycle*. Hold up the items (or pictures). For each one pupils say *Reuse* or *Recycle*.

Presentation
PB31. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 31, please.* Read the title and say *Trevor's values today are reusing and recycling.* Focus pupils on the pictures by asking *Where's the (elephant)?* Pupils point. Say *Listen and say the number.* Play the Audio. Pause after each person for pupils to write the number.

Key: 2, 3, 1, 4

44

Ann: Hello.
Interviewer: What's your name?
Ann: I'm Ann.
Interviewer: What have you got?
Ann: I've got some old paper.
Interviewer: And what are you doing?
Ann: I'm making a plane.
Interviewer: Wow! Great!
Grace: Hello.
Interviewer: What's your name?
Grace: I'm Grace.
Interviewer: What have you got?
Grace: I've got an ugly old shoe.
Interviewer: And what are you doing?
Grace: I'm growing a flower in the shoe.
Interviewer: Cool!
Interviewer: Hello.
Sam: Hello.
Interviewer: What's your name?
Sam: I'm Sam.
Interviewer: What have you got?
Sam: I've got lots of old bottles.
Interviewer: And what are you making?
Sam: I'm making an elephant.
Interviewer: Great!
Tony: Hello.
Interviewer: What's your name?
Tony: I'm Tony.
Interviewer: What have you got?
Tony: I've got an old computer and an old keyboard.
Interviewer: And what are you making?
Tony: I'm making a robot.
Interviewer: Wow!

Practice
PB31. ACTIVITY 2

Ask and answer.
- Read the questions and answers in the speech bubbles as you point to the elephant in Activity 1.
- Check comprehension. Say *Ask and answer.* Pupils ask and answer in pairs about the other objects.

PB31. ACTIVITY 3

What do you reuse at home?
- Say the words in the labels. Pupils repeat. Ask *What do you reuse at home?* Choose a confident pupil to read and complete the speech bubble, e.g. *I reuse (plastic bags) at home.* Pupils practise in pairs.

Extra challenge Ask pairs to make a list of things they want to try to reuse or recycle more at home.

AB31. Answer key, see page T105

Ending the lesson
- Ask *What do you reuse at home?* Pupils put up their hands to answer. Repeat.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 44**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T114 – Consolidation activity 1:** *Recycled model*
- **T114 – Consolidation activity 2:** *Memory chain*

Trevor's values

Reuse and recycle

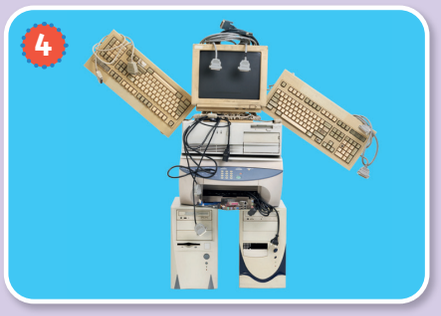


1 44 **Listen and say the number.**









2 **Ask and answer.**

What's this?

It's an elephant.

What's it made from?

It's made from bottles.

3 **What do you reuse at home?**

I reuse … at home.



paper



bottles



plastic bags

Language: *I reuse (paper).* | social responsibilities

Review Units 1, 2, 3 and 4

1 45 Listen and say the number.

11 

12 

13 

14 

15 

16 

17 

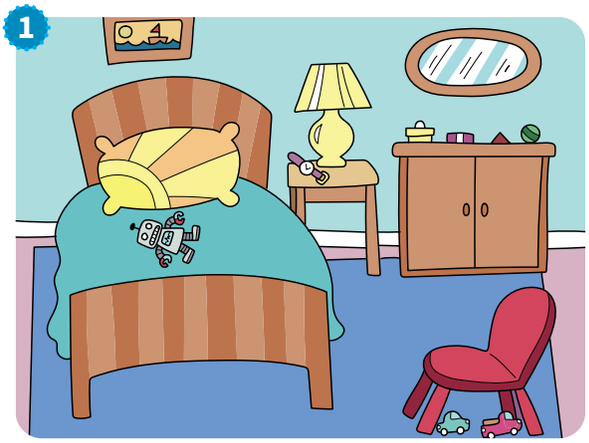
18 

19 

20 

2 Look and say.

In picture one there's a blue rug on the floor, but in picture two there's a purple rug on the floor.

1 

2 

Unit 4 At home
Pupil's Book p.32

Objectives
By the end of the lesson, pupils will have reviewed language from Units 1–4.

Target language
- **Key language:** language from Units 1–4
- **Additional language:** *toys, armchair*
- **Revision:** the alphabet, school objects, *There's (a robot on the bed), There isn't (a watch), There are (three teachers), Who's that?*

Materials
- A photograph of you and your family OR a picture from a magazine of a family

Warmer
- Review the alphabet by playing a spelling game. Say *Who's this? Listen and look. Point to the right person.*
- Spell the name of a pupil, letter by letter (without looking at him/her), e.g. *S-o-f-i-a*. Pupils point to the correct person. Repeat with other pupils' names. If you have two pupils with the same first name, spell the surname, too. Choose a name with a double letter in it if possible, and remind pupils that we use the word *double* before these letters, e.g. *double 'o'*.

Practice
PB32. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 32, please.* Point to each picture and elicit the number and word (e.g. *11, kite*).

Extra support Practise numbers 1 to 20 by counting around the class (change the volume and pace or ask pupils to clap as they say each number, for variety).

- Play the first item on the Audio and elicit the correct number (*14*). Play the rest of the Audio. Pupils listen, point and whisper the number to their partner each time. Play the Audio again. Stop after each word and elicit the answer.

Key: 11, 20, 17, 13, 18, 16, 19, 15, 12

45

C-l-o-c-k
K-i-t-e
M-i-r-r-o-r
W-a-t-c-h
P-h-o-n-e
B-o-o-k-c-a-s-e
R-u-le-r
R-o-b-o-t
C-a-m-e-r-a
C-u-p-b-o-a-r-d

Pairwork
- Focus pupils on the pictures in Activity 1. Say *Listen to the number and spell the word.* Say one of the numbers from Activity 1, e.g. *19*. Volunteers put up their hands when they have found the correct picture and are ready to spell the word. Elicit the whole word and the spelling (e.g. *Robot, R-o-b-o-t*).
- Make pairs. Pupils play the game, swapping roles so each one gets the chance to choose the numbers.

PB32. ACTIVITY 2

Look and say.
- Elicit toys, furniture and other objects pupils can see in the two pictures (*bed, lamp, watch, mirror, cupboard, bookcase, robot, car, rug*, etc.).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Pupils work in pairs or individually to find the rest of the differences. Elicit the differences and write sentences like the example on page 32 on the board.

Extra challenge Pupils can write sentences about the differences in their notebooks.

Key:
In picture 1, there's a robot on the bed, but in picture 2 there's a robot under the bed.
In picture 1, there's a cupboard, but in picture 2 there's a bookcase.
In picture 1, there's a mirror, but in picture 2 there isn't a mirror.
In picture 1, there's a watch on the table, but in picture 2 there isn't a watch.
In picture 1, there are two cars under the chair, but in picture 2 there are three cars under the chair.
In picture 1, there's a yellow lamp on the table, but in picture 2 there's a green lamp on the table.

AB32. Answer key, see page T105

Ending the lesson
- Show the class a photograph of your family or a picture of a family. Tell pupils, e.g. *This is my mother/father/brother/house. These are my children.*
- Tell pupils to bring a picture of their family for the next English class (to prepare for Unit 5).

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 45**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **T114 – Consolidation activity 1:** *Spelling game*
- **T114 – Consolidation activity 2:** *Do an activity or sing a song*

Unit 4 At home
Pupil's Book p.33

Objectives
By the end of the lesson, pupils will have reviewed language from Units 1–4.

Target language
- **Key language:** language from Units 1–4
- **Additional language:** *start*, *finish*, useful language for games: *It's my/your turn. I've got a (five). Pass me the dice, please. Is this my counter? I'm the winner!*
- **Revision:** rooms, adjectives, classroom objects, *Wh-* questions

Materials
- A photograph of you and your family OR a picture from a magazine of a family
- A dice for each group of three or four pupils and a counter / small coin for each pupil

Warmer
- Show pupils your family picture again. Ask who has brought a picture. Pupils take turns to come to the front, show their picture and talk about it, e.g. *This is my mother/father/house.*

Extra support Write the family words on the board.

Practice
PB33. ACTIVITY 1

Play the game. Ask and answer.
- Say *Open your Pupil's Books at page 33, please.* Point to some of the squares on the board and elicit the words and the numbers. Use the same language as in the questions on the board (e.g. *What's this? What are these?*).
- Tell pupils they are going to play the game. Demonstrate how to play. Take out a dice and a counter or coin. Show page 33 on the whiteboard and point to the Start arrow (bottom left). Say *This is the Start. Put the counter here. You throw the dice.* Throw the dice and show pupils how to move their counter along the board, e.g. *Look! I've got a four. One, two, three, four.* (moving your counter) *You ask 'What room is this?' I look and say 'Kitchen!' I stay on this square. Then it's Mario's turn. And then it's Emilia's turn. Now it's my turn again.* Throw the dice and move your counter again, e.g. to the square with the lamps. Look thoughtful and say *'What are these?' Oh, I don't know.* Move your counter back to the clock square. Say *I don't know. I move back to where I was. If you know the answer, you stay. If you don't know, you move back.* Point to the Finish spot and say *This is the Finish. The first person here is the winner! Hooray!*
- Write a list of useful language for games on the board (see Target language box). Pupils practise saying the sentences chorally.
- Make groups of three or four pupils. They need one dice and a coin/counter for each pupil. Groups play the game. Monitor and check they are saying the words in English and asking each other, e.g. *What's this?* If you wish, set a rule that anyone you hear speaking in their own language misses a turn. Encourage pupils to use the language for games. The winner is the first pupil to get to Finish or the pupil who is furthest along the board after a certain amount of time.

AB33. Answer key, see page T105

Ending the lesson
- Pupils work in groups of three. They need one Activity Book between them. They cover the words from the Unit 1 My picture dictionary (page 9) and take turns to say each colour. They look and check. They then cover the pictures from the Unit 2 My picture dictionary (page 15) and take turns to say the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the My progress statements from Units 1–4 with pupils and elicit examples from volunteer pupils for each.
- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom
Presentation Plus: Unit 4
Digital Flashcards
Test **End of Term 1 Test**
Practice Extra

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T114 – Consolidation activity 1:** *Board slap*
- **T114 – Consolidation activity 2:** *Sing a song or do a chant*

1 Play the game. Ask and answer.

What number is this?

19.

Start

What number is this? 16

What's this?

What are these?

What room is this?

What colour is the sofa?

What number is this? 19

What's this?

What number is this? 15

What's this?

What number is this? 12

What are these?

What number is this? 20

What's this?

What are these?

What number is this? 17

What's this?

What number is this? 14

What's this?

What number is this? 11

Where are the books?

What's this?

What number is this? 13

What room is this?

What are these?

Finish

What number is this? 15

What's this?

What are these?

What number is this? 18

5 Meet my family

1 46–47 **Listen and point. Listen and repeat.**



2 **Play and say.**

Spell ‘baby’, please.

B-a-b-y.

Vocabulary presentation 1: family

Unit 5 Meet my family
Pupil's Book p.34

Objectives
By the end of the lesson, pupils will have learnt to talk about members of their family.

Target language
- **Key language:** family: *mum*, *dad*, *baby*, *cousin*, *grandpa*, *grandma*, character names: *Lenny*, *Frank*, *Sam*, *May*
- **Additional language:** *boys*, *girls*, *none*, *family*, *Spell (baby)*, *please*, *Here you are!*
- **Revision:** numbers 1–10, character names, adjectives, the alphabet, parts of the face, furniture, family (*mother*, *father*, etc.), toys, school, possessive *'s*, *Who's (Frank)? How many (cousins) have you got? We've got (a baby)*, *He's/She's got (long hair)*.

Materials
- **Flashcards:** character names (01–07), cousin (25), family (55–57)

Warmer
- Review the characters using the flashcards. Flash each one quickly in front of the class. Elicit the character's name and display it on the board. Also elicit known family words, e.g. *grandma*, *grandpa*, *mother*, *father*. Introduce the new characters (Lenny and baby Frank) to the class in the same way, using the flashcards.

Presentation

PB34. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 34, please.* Elicit who pupils recognise in the picture. Say *Find the hidden star.* Pupils check in pairs. Check with the class (on the baby). Pupils say *Here it is.*
- Say *Listen and point.* Play the Audio. Pupils listen and point to the people as they hear them. Set the pre-listening questions: *Who's with Lenny? What's his cousin's name? Who has got the kite?* Play the Audio again. Pupils listen and check in pairs. Check with the class (*Frank's mum and dad*, *Frank*, *Grandpa*.)
- Check comprehension by asking, e.g. *Who's that? How many cousins has Meera got? How many cousins has Simon got? How old is Frank? Is Frank Lenny's brother?* Check understanding of new vocabulary.

46

Stella: Look, Lenny's with Frank's mum and dad.
Simon: Who's Frank?
Stella: Frank's Lenny's baby cousin.
Meera: Oh, how old is he?
Stella: He's one.
Simon: How many cousins have you got, Meera?
Meera: Six: four boys and two girls. How many cousins have you got?
Simon: None, but we've got a baby. Her name's Suzy.
Suzy: I'm not a baby. I'm a big girl! Grandpa! Simon says I'm a baby.
Grandpa: Simon, as you're a big boy, you can fly Suzy's kite with her. Here you are!
Simon: Uh! Thank you.

- Say *Look at the picture. Listen and repeat.* Play the Audio. Pupils repeat the words in chorus.

47

Mum, dad, grandma, grandpa, cousin, baby

PB34. ACTIVITY 2

Play and say.
- Focus on the example speech bubbles. Ask another question and choose a more confident pupil to reply, e.g. *Spell 'grandma', please.*

Extra support Write the alphabet on the board and revise the letter names, especially vowels and the consonants y, g and j, ensuring pupils know the difference between g and j.

- Pupils work in pairs. They take turns to ask about the family words.

Extra challenge Pupils can go on to ask their partner to spell other family words they know or the names of the characters.

AB34. Answer key, see pages T105–106

Ending the lesson
- Review the new vocabulary by displaying the flashcards (picture side) around the room. Call out, e.g. *Cousin* and pupils point to or move to the correct flashcard. Repeat. Then point to a flashcard. Pupils supply the word. Point at random and ask individuals extra questions, e.g. *How many cousins do you have? Where does your grandma live?*

Digital Classroom
- **Presentation Plus:** Unit 5
- **Audio 46–47**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 1*
- **T114–115 – Consolidation activity:** *Family webs*
- **T115 – Extension activity:** *Family song*

Unit 5 Meet my family
Pupil's Book p.35

Objectives
By the end of the lesson, pupils will have talked more about families and worked with a family tree.

Target language
- **Key language:** character names: *Lenny*, *Nick*, *Frank*, *May*, *Kim*, *Hugo*, *Lucy*, *Tony*, *Sam*, *Alice*, family
- **Additional language:** *family*, *mummy*, *daddy*
- **Revision:** family (*mother*, *father*, etc.), adjectives, colours, parts of the face, numbers 1–10, *He's/She's (Lenny's cousin)*, *What's his/her name? He's/She's got (long hair)*, *Her name's (Trudy)*.

Materials
- **Flashcards:** character names (01–05)

Warmer
- Elicit the Star family names using the five character flashcards.
- Display the flashcards on the board like a family tree. Ask, e.g. *Who's Stella's father? Who's Suzy's sister?* Elicit/Tell pupils that this is called a family tree.
- Note: This is a spatial intelligence activity. Don't worry if some of your pupils find the diagrams difficult to interpret.

Presentation
PB35. ACTIVITY 1

Listen and answer.
- Say *Open your Pupil's Books at page 35, please.* Ask what pupils can see (*a family tree*). Give them a little time to look at the diagram. Check understanding of the oldest generation (grandma/grandpa) and who the cousins are. Say, e.g. *Find May. Who's May's cousin?*
- Say all the names for pupils to repeat after you (many of them are new). Check pupils know the gender of each person. Explain that Sam can be a boy or girl's name, but here Sam is a boy.
- Say *Listen and think*. Play the Audio, pausing after each one. Pupils don't answer. They look and think. Play the Audio again to give more thinking time. Play the Audio a third time. Stop after each one for pupils to check in pairs before you check with the class.

Key: Nick, May, Hugo, May, Lucy, Frank, Tony, Alice

Audio 48

He's Lenny's dad. What's his name?
She's Frank's cousin. What's her name?
He's Kim's brother. What's his name?
She's Lenny's sister. What's her name?
She's Frank's mum. What's her name?
He's May's cousin. What's his name?
He's Frank's grandpa. What's his name?
She's Sam's grandma. What's her name?

PB35. ACTIVITY 2

Look and say.
- Read out the example speech bubbles and point to the relative on the family tree on the whiteboard. Demonstrate the activity in open pairs around the class.

Extra support Make more sentences about the family tree for the class and write two names on the board (one correct, one incorrect) as options for the answer.

- When pupils are more confident, do the activity in closed pairs. Monitor pupils and help with concepts/language where necessary.

PB35. ACTIVITY 3

Play and say 'yes' or 'no'.
- Read out the example speech bubbles and look at the family tree together on the whiteboard to confirm the sentence is correct. Make a false sentence, e.g. *Sam is Lenny's cousin.* Ask *Yes or no?* (*No.*)
- Pupils play in pairs. Monitor and help where necessary.

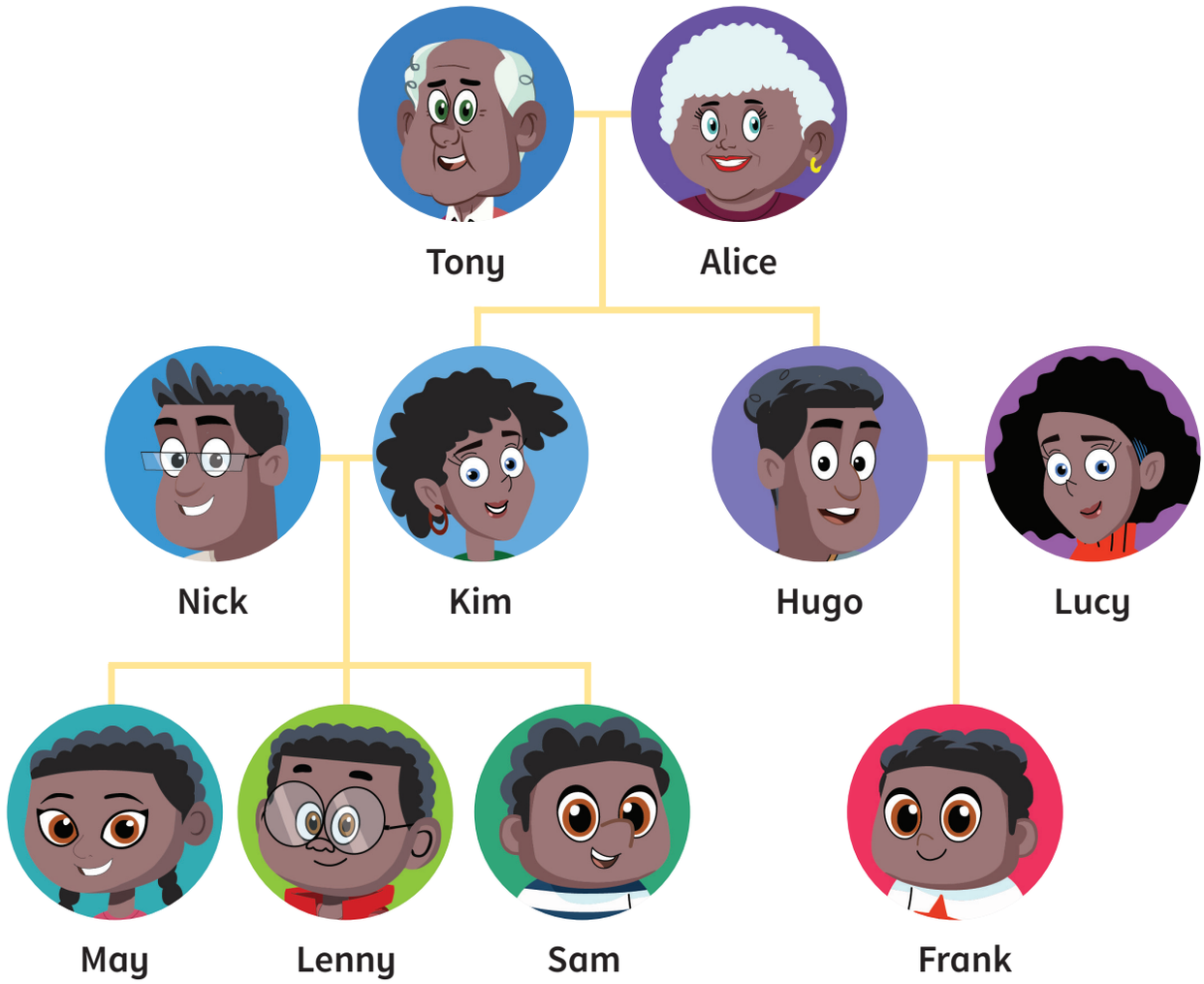
AB35. Answer key, see page T106

Ending the lesson
- Elicit and write the family words on the board: *mother*, *father*, *brother*, *sister*, *cousin*, *grandma*, *grandpa*. Do a quick question and answer around the class. Start the chain by asking a pupil, e.g. *What's your mother's name?* The pupil answers, e.g. *Her name's Teresa* and asks another pupil a question about another family member, e.g. *What's your brother's name?* Supply *I haven't got a …* if appropriate.
- Note: Adapt this activity if you have pupils for whom family issues are sensitive.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 48**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 2*
- **Teacher Resources:** Photocopiable 5
- **T115 – Consolidation activity:** *My family tree*

1 48 Listen and answer.



2 Look and say.

He's Lenny's father. Nick.

3 Play and say 'yes' or 'no'.

Kim is Hugo's sister. Yes.

Vocabulary practice 1: family | **Vocabulary presentation and practice 2:** character names



Language presentation and practice 1: present continuous *Lenny's hitting the ball.*

Unit 5 Meet my family
Pupil's Book p.36

Objectives
By the end of the lesson, pupils will have described actions in the present continuous form.

Target language
- **Key language:** character names, family, *Lenny's (getting the ball)*, verbs + *-ing* spellings: *hitting, getting, cleaning, sleeping, throwing, kicking, talking, catching, flying, jumping, sitting, running*
- **Additional language:** *boy, girl*
- **Revision:** actions, numbers 1–20, pets, toys, food, *mouth, shoes, beautiful, What are (you) doing? I'm (making a cake), Whose (shoes are you cleaning)?*

Warmer
- Call 20 pupils to the front. Whisper a number between 1 and 20 to each one in random order. They line up in number sequence 1 to 20 and call out their numbers starting from 1 for the class to check.

Presentation
- Quickly review the use of the present continuous for actions. Ask a male pupil to draw a picture on the board. Ask the class *What's he doing?* Prompt *He's drawing.* Repeat with other known actions (*writing, opening the door, reading*, etc.) and other pupils. Practise *he* and *she*.

PB36. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 36, please.* Elicit what pupils can see (*family members, in the park, playing*, etc.). Say *Listen and say the number.* Play the first sentence. Elicit the number from pupils (*16*).
- Play the rest of the Audio. Pupils write the numbers in order in their notebooks. They check in pairs. Play the Audio again. Stop after each sentence to elicit the number from the class and the full sentence, e.g. *The dog's getting the ball.* Play the sentence from the Audio again if pupils are unsure. They repeat in chorus.
- With a more confident class, ask more questions about the picture, e.g. *What's Lenny hitting? Who's sitting next to Frank? What's Grandpa doing?*

Key: 16, 19, 14, 11, 15, 18, 12, 17, 13, 20

▶ 49

Lenny's hitting the ball.
The dog's getting the ball.
The boy's mother is cleaning his mouth.
The baby's sleeping.
Simon's throwing the ball.
The girl's kicking the football.
Frank's mum and dad are talking.
Meera's catching the ball.
Grandpa's flying a kite.
The cat's jumping.

- Watch the ▶ Video and answer the questions.

PB36. ACTIVITY 2

Make sentences. Use the words in the box.
- Focus pupils on the words in the box. Call them out at random. Pupils do the correct mime or action or explain the meaning. Demonstrate *getting* by asking a volunteer to get something for you from the classroom.
- Make pairs. Pupils take turns to make sentences about the picture similar to (but not the same as) the ones from Activity 1.

Extra support Write sentence starters on the board, e.g. *The baby's …, The dog's …* Monitor and help as necessary.

- Check by asking pairs to say one or two sentences to the class. The class decide if they are correct.

AB36. Answer key, see page T106

Ending the lesson
- Play a mime game using the verbs from the lesson. A volunteer mimes an action from the lesson. The class give a sentence, e.g. *Miki's hitting a ball.* The pupil responds *Yes, I'm hitting a ball* or *No, (I'm not)* and does the mime again.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 49**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 5**
- **Teacher Resources:** Unit 5, *Extension worksheet 1*
- **T115 – Consolidation activity 1:** *Match the words*
- **T115 – Consolidation activity 2:** *Draw and write*

Unit 5 Meet my family
Pupil's Book p.37

Objectives
By the end of the lesson, pupils will have sung a song and had more practice talking about actions at the moment of speaking.

Target language
- **Key language:** family, *(Grandpa) isn't (walking)*, *He's/She's (running)*, *What's (Grandpa) doing?* verbs + *-ing* spellings
- **Additional language:** *beautiful*, *baseball*, *catch*, *hit*, *run*, *play*, *girl*
- **Revision:** toys, colours, adjectives, activities, the alphabet, *table*, *book*, *TV*, *kitchen*, *water*, *bus*, *lamp*, *He/I can (catch)*, *Which (girl is Anna)?*

Warmer
- Review action words by playing a mime game. Whisper an action to a pupil (e.g. *Flying a kite*). He/She mimes for the class. Say, e.g. *He isn't throwing a ball. He's …* The class complete the sentence *flying a kite*. Repeat with different actions.

Song
PB37. ACTIVITY 1

Listen and sing. Do karaoke.
- Say *Open your Pupil's Books at page 37, please.* Focus pupils on the picture and the people. Elicit what/who they can see. Say *Listen and point.* Play the Song. Pupils listen and point to the people.
- Check understanding of the negative sentences in the song. Say, e.g. *Look at Grandpa. Is he walking?* (*No.*) *What's he doing?* (*Flying a kite.*) Play the Song again in sections. Teach the lines with the actions described below.

50

My grandpa isn't walking, *[mime finger waggle and walking]*
He's flying my favourite kite. *[mime flying kite]*
My grandma's cleaning the table, *[mime cleaning]*
It's beautiful and white.
My father's playing baseball, *[mime hitting ball with baseball bat]*
He can catch and he can hit.
My cousin's got the ball now,
And now he's throwing it. *[mime throwing]*
My baby sister's sleeping, *[mime baby cradled in arms]*
She is very small. *[mime small]*
My brother isn't jumping, *[mime finger waggle and jumping]*
He's kicking his football. *[mime kicking]*
Hey!
My grandpa isn't walking, *[as before]*
He's flying my favourite kite.
My grandma's cleaning the table,
It's beautiful and white.
My mother's sitting reading, *[mime reading]*
Her book is big and grey.
And me? I'm very happy, *[mime big smile]*
I can run and play. *[Repeat x5]*

51

(Karaoke version)

PB37. ACTIVITY 2

Ask and answer.
- Pupils work in pairs. Pupil A asks a question about the song lyrics, e.g. *What's Grandpa doing?* Pupil B answers, e.g. *He's flying a kite.* Pupils exchange roles.

Extra support Write questions and answers on the board without the names of the characters (e.g. *What's … doing? She's sleeping.*). Pupils find the person in the song and write the complete question (e.g. *What's my baby sister doing?*). Then they do the pairwork speaking task.

Extra challenge When pupils have practised the activity, one pupil in the pair closes their book and answers from memory. Then they swap roles. Pupils can award each other points for correct answers.

AB37. Answer key, see page T106

Ending the lesson
- Do the spelling chant with pupils. Start as the caller, and then pupils can take over. Use words from the lesson and then extend to other words if appropriate, e.g. *Give me a k.* (*k*) *Give me an i.* (*i*) *Give me a t.* (*t*) *Give me an e.* (*e*) *What does that spell?* (*Kite*) *What does that spell?* (*Kite*)

Digital Classroom
- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 50–51**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 5**
- **Teacher Resources:** Unit 5, *Song worksheet*
- **T115 – Consolidation activity 1:** *Silent bingo*
- **T115 – Consolidation activity 2:** *Song role play*

5

1 50–51 Listen and sing. Do karaoke.

My grandpa isn't walking,
He's flying my favourite kite.
My grandma's cleaning the table,
It's beautiful and white.
My father's playing baseball,
He can catch and he can hit.
My cousin's got the ball now,
And now he's throwing it.

My baby sister's sleeping,
She is very small.
My brother isn't jumping,
He's kicking his football.
Hey!

My grandpa isn't walking,
He's flying my favourite kite.
My grandma's cleaning the table,
It's beautiful and white.
My mother's sitting reading,
Her book is big and grey.
And me? I'm very happy,
I can run and play ...



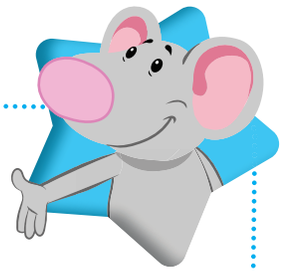
2 Ask and answer.

What's Grandpa doing?

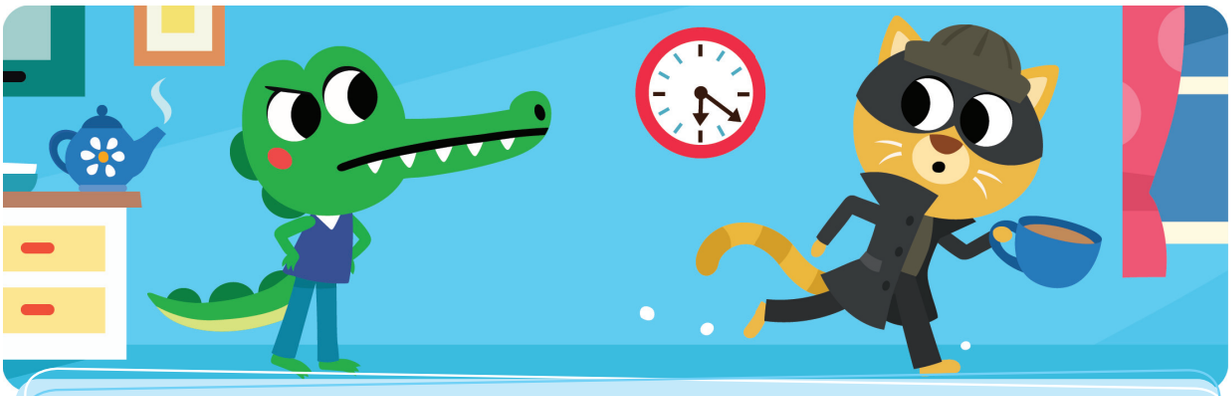
He's flying a kite.

Language presentation and practice 2: present continuous *My grandpa isn't walking. What's Grandpa doing?*

Monty's sounds and spelling



1 52 Watch and say.



Look, crocodile! A cat in a coat is taking your cup!

2 Look and choose. Ask and answer.

What's the cat doing?

The cat's cleaning a clock.

cow | cat | snake | crocodile | duck | monkey













Write it with me!



A _at with a _up.

Unit 5 Meet my family
Pupil's Book p.38

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /k/ and the *c*, *ck*, and *k* spellings of this sound in context.

Target language
- **Key language:** the consonant sound /k/ (*cat*, *look*, *kitchen*), family, *The cat's taking your cup*, *What's (the cat) doing?* verbs + *-ing* spellings
- **Additional language:** *cool*, *girl*
- **Revision:** animals, pets, activities, *clock*, *kitchen*

Materials
- ***Kid's Box 1* flashcard:** 59 (crocodile)

Warmer
- Write *Family*, *Animals* and *Actions* on the board. Elicit words from the class for each category and write them on the board. Call out words at random and invite volunteers to name the correct category.

Presentation
PB38. ACTIVITY 1

Watch and say.
- Revise *crocodile* by showing the flashcard. Tell pupils they are going to watch a ▶ Video about a crocodile and a cat. Write the sentence starter *The cat's taking the …* Ask pupils to guess what the cat is taking. Accept guesses.
- Watch the ▶ Video together and elicit the answer (*The cat's taking the cup.*) Pause the video after the first version of the animation
- Say *cat* and *cup* with a strong emphasis on the /k/ sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Elicit other words with the /k/ sound from the ▶ Video (*crocodile*, *coat*, *Look*, *taking*).

▶ 52

Monty: Look, crocodile! A cat in a coat is taking your cup! What can you see? Say it with me!
Monty & Voice 1: Look, crocodile! A cat in a coat is taking your cup!
Voice 1: /k/ /k/
Where's the /k/?
That's right! /k/
A crocodile.
Voice 2: And a cat in a coat.
Voice 1: The cat's taking the cup!
Voice 1 & Voice 2: Look, crocodile! A cat in a coat is taking your cup!
Voice 1: /k/ look /k/ crocodile /k/ cat /k/ coat /k/ taking /k/ cup
Monty: Look, crocodile! A cat in a coat is taking your cup! What can you see? Say it with me!
Monty & Voice 1: Look, crocodile!
Monty & Voice 2: A cat in a coat is taking your cup!
Monty: One more time – you sound fine!
Monty & Voice 1: Look, crocodile!
Monty & Voice 2: A cat in a coat is taking your cup!

- Say *Open your Pupil's Books at page 38, please.* Point to the picture on the whiteboard and elicit the words with the /k/ sound (including *kitchen* and *clock*). Pupils practise the pronunciation of each word.
- Write the sentences from Activity 1 on the board. Then read the sentences out. As you say the sentences, clap each time there is a /k/ sound. Pupils join in. Ask them to look at the sentence in the book and find the letters that represent the /k/ sound (*k*, *c*). Call pupils to underline them on the board. Draw attention to where they are in the word (for example, *Look* or *taking*)

Extra challenge Put pupils in groups and give each group a letter, *c* or *k*. Read the sound sentences aloud slowly. Each group claps for their letter(s).

PB38. ACTIVITY 2

Look and choose. Ask and answer.
- Focus pupils on the speech bubbles. Then focus on the animal words in lozenges and elicit the actions shown in the pictures.
- Demonstrate the activity with a volunteer. On the whiteboard, point to the list of animal words in lozenges, choose one and ask *What's the (cow) doing?* Point to the pictures of actions on the whiteboard and encourage the volunteer to pick one. Help the volunteer to make a sentence with the animal you chose and this action, e.g. *The cow's kicking a ball.*
- Pupils work in pairs and take turns to ask and answer questions about the animals, making different combinations with the actions.

PB38.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the words with the letter *c* and then practise saying the sentence.

AB38. Answer key, see page T106

Ending the lesson
- Ask pupils to choose an animal or a family member and an action to make a sentence. Each pupil says a sentence and does an appropriate action as they leave.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 52**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **T115 – Consolidation activity 1:** *Complete the sentence*
- **T115 – Consolidation activity 2:** *Show a letter card*

Objectives

By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language

- **Key language:** language from the unit
- **Additional language:** *superhero*, *doll's house*, *Oh no!*, *family*, *actions*
- **Revision:** colours, transport, *shoes*, possessive *'s*

Warmer

- Play a mime game to review action verbs. Whisper an action (e.g. *flying a plane*) to a pupil who mimes it. Say, e.g. *He's driving a car.* Pupils do thumbs up (true) or thumbs down (false). Elicit the sentence from another pupil, e.g. *He isn't driving a car. He's flying a plane.* Repeat with other pupils and other action verbs.

Story

PB39. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 39, please.* Elicit who they can see (*Grandpa*, *Trevor*, *Monty*, *Marie* and *Maskman*). Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions: *What's Monty doing? Whose shoes is Marie cleaning?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*He's driving Suzy's yellow lorry, her shoes.*)
- Focus on Pupil's Book page 39 again. Say *Listen and point.* Play the Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking questions, e.g. *What is Grandpa doing?* (*Cleaning shoes.*) *What colour are they?* (*Black.*) *What's Maskman flying?* (*His helicopter.*) *What's Trevor doing in picture 5?* (*Cleaning the doll's house.*)
- Check that pupils remember the meaning of *superhero*. Ask them who their superheroes are.

Audio ▶ 53

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Trevor: Ooh! What's he doing to those shoes, Marie?
Marie: He's cleaning them, Trevor.
Monty: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.
Trevor: Hello, Maskman. What are you doing?
Maskman: I'm flying my helicopter. I'm a superhero.
Trevor: Hello, Marie. What are you doing?
Marie: I'm cleaning my shoes.
Monty: What are you doing, Trevor?
Trevor: I'm cleaning the doll's house.
Marie: Oh no!

PB39. ACTIVITY 2

Listen and say the number.

- Focus pupils on the frames of the story again. Say *Listen and say the number of the story picture.* Play the first extract as an example. Elicit the number of the frame (*4*). Play the rest of the Audio. Pupils work in pairs and point to / whisper the number of the frame.
- Play the Audio again. This time, stop after each section and elicit the number from a pair of pupils.

Key: 4, 3, 5, 2, 6, 1

Audio 54

Trevor: Hello, Marie. What are you doing?
Maskman: I'm flying my helicopter. I'm a superhero.
Trevor: I'm cleaning the doll's house.
Monty: Hello, Trevor! Look at me! I'm driving Suzy's yellow lorry.
Marie: Oh no!
Trevor: Ooh! What's he doing to those shoes, Marie?

AB39. Answer key, see page T106

Ending the lesson

- Ask pupils which song/game they would like to do again from the unit and do it together.

Extra challenge Pupils work in groups of four. They each choose a toy from the story and act out what that toy was doing in the story in a frozen tableau. Circulate and guess who is being which toy. Each pupil in the group then makes a sentence about what he/she is doing. Groups take turns to show their tableau to the class.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 53–54**
- **Practice Extra**
- **Test** **Unit 5 Test**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, *Extension worksheet 2*
- **T115 – Consolidation activity 1:** *Role play*
- **T115 – Consolidation activity 2:** *Make the family*

5

1 53 Watch the video.



2 54 Listen and say the number.

6 Dinner time

1 55–56 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

What can you see in the kitchen?

I can see bread.

40

Vocabulary presentation: food

Unit 6 Dinner time
Pupil's Book p.40

Objectives
By the end of the lesson, pupils will have learnt to name and talk about different foods.

Target language
- **Key language:** food: *bread*, *water*, *milk*, *eggs*, *chips*, *juice*, *chicken*, *rice*
- **Additional language:** meals: *breakfast*, *lunch*, *dinner*, *tea*, *fridge*, *drink*, *favourite*, *shopping list*, *oranges*, *salad*, *potatoes*, *carrots*, *fish*, *lemons*, *meat*, *What's for (dinner)? Let's have (egg and chips).*
- **Revision:** food from *Kid's Box 1*, *kitchen*, present continuous, *We have (bread for breakfast)*, *What can you see in the kitchen? I can see (bread).*

Materials
- **Flashcards:** food (58–65)
- ***Kids Box 1* flashcards:** 91, 92, 96 (apple, banana, ice cream) or pictures of bananas, apples, ice cream

Warmer
- Write *Food* in the centre of the board. Elicit food words and show any flashcards or pictures as pupils say them. Stick the pictures around the word *Food*. Ask pupils which of the food they like/dislike.

Presentation
- Elicit/Teach the new food vocabulary using the flashcards. Pupils repeat the words in chorus and then in groups.
- Stick the flashcards (picture side) on the board as part of the food family. Point to each of the new food flashcards in turn. Pupils chorus the word. Turn the flashcard to show the word side. Pupils repeat again.

PB40. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 40, please.* Elicit what pupils can see in the picture. Ask *Can you find the hidden star?* Elicit where it is (on the fridge). Pupils say *Here it is.* Teach *fridge* and check understanding.
- Say *Listen and point to the food.* Play the Audio. Pupils listen and point. Set the pre-listening questions: *What's Mr Star doing? What's Suzy's favourite drink? What's for dinner?* Play the Audio. Pupils listen for the answers. They check in pairs. Check with the class (*making dinner*, *milk*, *chicken and rice*.)
- Check comprehension of the different meals (*dinner/tea*, *breakfast*, *lunch*) and the times people usually eat them.

55

Simon: What are you doing, Dad?
Mr Star: I'm making dinner. This evening we've got bread and water.
Stella: No, we can't have bread and water for dinner, Dad. We have bread and milk for breakfast.
Suzy: Hmm. Milk's my favourite drink.
Simon: Orange juice is my favourite.
Suzy: So, what *is* for dinner, Daddy?
Simon: Let's have egg and chips.
Stella: No, Simon! We have egg and chips at school for lunch.
Suzy: Let's have chocolate cake!
Mr Star: No, Suzy. Chocolate cake's for tea.
All three children: So, what's for dinner?
Mr Star: Hmm … for dinner? It's your favourite, it's my favourite, it's our favourite. This evening we've got … Dad's Star dinner! Chicken and rice!
Stella, Simon & Suzy: Lovely.

- Say *Now listen and repeat.* Play the Audio. Pupils repeat the words in chorus. Listen for correct pronunciation of the plurals, *chicken* and the consonant clusters *-lk*, *-ggs*, *-ps*.

56

Bread, water, milk, juice, chicken, eggs, chips, rice

PB40. ACTIVITY 2

Ask and answer.
- Say *Ask and answer.* Focus pupils on the speech bubbles. Pupils work in pairs to ask and answer the same question.

Extra support Elicit ideas from the class first.

AB40.

Ending the lesson
- Teach the following chant. Pupils repeat it softly, loudly, in groups and in pairs. Note: The first line is countable nouns; the second uncountable nouns. Don't focus on this, but it will be a useful mnemonic for pupils later on.
  Apples, oranges, bananas, pears
  Water, milk, rice, bread
  Chicken and chips, chicken and chips.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 55–56**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 1*
- **T115 – Consolidation activity:** *Board slap*
- **T115 – Extension activity:** *Food diagram*

Unit 6 Dinner time
Pupil's Book p.41

Objectives
By the end of the lesson, pupils will have had more practice talking about food and sung a song.

Target language
- **Key language:** food
- **Additional language:** times of day: *morning*, *afternoon*, *evening*, meals, *lunchtime*, *friends*, *garden*, *pears*, *carrots*, *tomatoes*, *meat*, *lemons*, *Change!*
- **Revision:** family, food from *Kid's Box 1*, colours, present continuous, *What's this? It's (chocolate cake)*, *What are these? They're (chips)*, *What's your favourite food for (dinner)? My favourite food is (chicken).*

Materials
- **Flashcards:** food (58–65)

Warmer
- Review the food words and meals. Display the flashcards (picture side). Say *It's breakfast time. I'm having milk.* Pupil 1 continues: *It's breakfast time. I'm having milk and bananas.* Continue with three or four more pupils adding to the list. If the class disagrees with food at that meal, they shout *Change!* Then the game starts again with another meal, e.g. *It's lunchtime. I'm having chicken.*

Extra challenge Pupils keep adding to the list of food and drink, until the last pupil to say it can no longer remember all the items.

Song
PB41. ACTIVITY 1

Listen and sing. Do karaoke.
- Say *Open your Pupil's Books at page 41, please.* Elicit what pupils can see in the pictures and encourage them to guess which meal is in each picture: *breakfast*, *lunch*, *tea* or *dinner*.
- Play the Song. Pupils listen and check their guesses. Elicit what the children are eating for each meal and check understanding of *morning*, *afternoon*, *evening* and *garden*.
- Play the Song again in sections. Pupils repeat. Continue until pupils have learnt the song. Pupils sing the song without the Song, as a class and in pairs.
- Divide the class into four, one group for each meal. They sing their part of the song. Swap roles and repeat.

57

It's morning, it's morning.
We're having breakfast with our mum.
Bread and milk, bread and milk.
It's morning, it's morning.
It's lunchtime, it's lunchtime.
We're having lunch with our friends.
Egg and chips, egg and chips.
It's lunchtime, it's lunchtime.
It's afternoon, it's afternoon.
We're having tea in the garden.
Chocolate cake, chocolate cake.
We're having tea in the afternoon.
It's evening, it's evening.
We're having dinner with Mum and Dad.
Chicken and rice, chicken and rice.
It's evening, it's evening. *[Repeat]*

58

(Karaoke version)

PB41. ACTIVITY 2

Point, ask and answer.
- Point to one of the food flashcards on the board (e.g. rice). Ask *What's this?* Pupils: *It's rice.* Point to the eggs and ask *What are these?* Pupils: *They're eggs.* Say *Look at Activity 2. Ask and answer about the pictures. Work in pairs.* Pupils use the model and ask and answer about the pictures. Monitor and check for use of singular and plural.

AB41. Answer key, see page T106

Class game
- Display the food flashcards in a row on the board, numbered 1 to 8. Point to each one in turn and ask *What's this?* or *What are these?* Pupils: *It's rice* / *They're eggs.* Turn one of the flashcards over or remove it from the board. Go back to the beginning and ask about each flashcard again, including the card which has been turned over (or point to the number if you have removed the card). Pupils answer as before.
- Continue in this way, removing one flashcard each time, until you are pointing at blank cards (or numbers) and pupils are replying from memory.

Ending the lesson
- Sing the song again with the class. Pupils only sing the verse which is about their favourite meal. Count the singers for each meal and announce the class's favourite meal.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Audio 57–58**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Song worksheet*
- **Teacher Resources:** Photocopiable 6a
- **T115–116 – Consolidation activity:** *Class songs*

1 57–58 Listen and sing. Do karaoke.







It's morning, it's morning.
We're having breakfast with our mum.
Bread and milk, bread and milk.
It's morning, it's morning.

It's lunchtime, it's lunchtime.
We're having lunch with our friends.
Egg and chips, egg and chips.
It's lunchtime, it's lunchtime.

It's afternoon, it's afternoon.
We're having tea in the garden.
Chocolate cake, chocolate cake.
We're having tea in the afternoon.

It's evening, it's evening.
We're having dinner with Mum and Dad.
Chicken and rice, chicken and rice.
It's evening, it's evening …



2 Point, ask and answer.

What's this?

It's chocolate cake.

What are these?

They're chips.

Vocabulary practice: food



42

Language presentation: polite requests *Can I have some bread, please? Here you are.*

Unit 6 Dinner time
Pupil's Book p.42

Objectives
By the end of the lesson, pupils will have practised asking politely for different foods.

Target language
- **Key language:** food, *Can I have some (fruit juice), please? Here you are.*
- **Additional language:** meals, *dinner time, fruit, brown bread, tonight, but, good, after, carrots, a drink, pear*
- **Revision:** family, food from *Kid's Box 1*, numbers 1–20, the alphabet, *thank you, I'm sorry, favourite, Which (juice)? What's for (breakfast)?*

Warmer
- Write food words in a list numbered 1 to 15.
- Divide the class into two teams. One pupil from Team A chooses a number between 1 and 15. On your list, word 5 is, e.g. *meat*. Say *Spell meat.* If the pupil spells it correctly, he/she wins two points for their team. If not, a pupil from Team B has a go. If he/she spells it correctly, Team B wins one point. Team B then chooses a number. Play continues until all words have been chosen. The team with the most points wins.

Extra support Pupils can confer with their team before spelling the word.

Presentation
PB42. ACTIVITY 1

Listen and answer. Listen and repeat.
- Say *Open your Pupil's Books at page 42, please.* Elicit what/who pupils can see. Set pre-listening questions: *What are the Star family doing? What are they drinking? What meal is it?* Play the **Audio**. Pupils listen, then check answers in pairs. Check with the class (*eating and drinking, fruit juice: orange/apple, dinner.*)
- Play the **Audio** again. Stop after each section (marked // in the script) to check comprehension and elicit the questions/answers.

59

Mr Star: Come on, everybody. Sit down. It's dinner time.
All three children: OK, Dad.
Suzy: Can I have some fruit juice, please, Mum?
Mrs Star: Yes, Suzy. Orange juice or apple juice?
Suzy: Orange juice, please.
Mrs Star: Here you are.
Suzy: Thank you. //
Stella: Can I have some brown bread, please?
Mrs Star: Here you are.
Stella: Thanks. //
Simon: Can I have some egg and chips, please?
Mr Star: No, Simon. I'm sorry. It's chicken and rice for dinner tonight, but, if you're good, you can have chocolate ice cream after.
Simon: Hmm, great! Chocolate ice cream's my favourite.

- Say *Listen and repeat.* Play the **Audio**. Pupils listen and repeat in chorus.
- Divide the class into two. One half of the class asks the questions; the other half replies.

60

Suzy: Can I have some fruit juice, please, Mum?
Mrs Star: Here you are.
Stella: Can I have some brown bread, please?
Mr Star: Here you are.

- Watch the **Video** and answer the questions.

PB42. ACTIVITY 2

Act it out.
- Elicit food and drink words and write them on the board under the headings *Food* and *Drink*.
- Divide the class into groups of three or four. Each group sits around a table. Model the game. Say *This is your lunch table.* Ask a pupil *Can I have some potatoes, please?* and show him/her how to mime passing you a plate of potatoes. The pupil says *Here you are.* It is then his/her turn to make the next request (*Can I have …?*), referring to the lists on the board. Explain that pupils must not repeat food or drink items.
- Groups continue playing until they have talked about all the items on the lists.

AB42. Answer key, see page T106

Ending the lesson
- Review the chant below. Divide the class into two groups. One group asks the questions; the other chants the reply.
What's for breakfast? [Repeat]
Apples, oranges, bananas, pears.
What's for lunch? [Repeat]
Water, milk, rice, bread.
What's for dinner? [Repeat]
Chicken and chips. [Repeat]

Digital Classroom
- **Presentation Plus:** Unit 6
- **Audio 59–60**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 6**
- **T116 – Consolidation activity:** *Can I have …?*
- **T116 – Extension activity:** *Consequences*

Unit 6 Dinner time
Pupil's Book p.43

Objectives
By the end of the lesson, pupils will have had further practice asking and answering politely.

Target language
- **Key language:** food, *Can I have a/some (carrot/meatballs), please?*
- **Additional language:** meals, *meatballs, lemon, orange, tomato, fish, carrot, pear, bingo, friend, lunchtime, favourite, morning, fruit, meat, drink, lots of*
- **Revision:** food from *Kid's Box 1*, family, *kitchen, sit, chair, table, I'm (Simon's friend)*, present continuous, *I don't like (bread).*

Materials
- **Flashcards:** food (58–65)
- ***Kids Box 1* flashcards:** 91, 92, 96 (apple, banana, ice cream) or pictures of bananas, apples, ice cream
- Picture of meatballs
- Small pieces of paper (four per pupil) to cover the bingo squares in Pupil's Book Activity 1

Warmer
- Show or draw a picture to teach *meatballs*. (Pupils may remember it from AB Unit 4 page 24.) Pupils repeat.
- Display the food flashcards and the picture of meatballs around the room. Pupils stand up. Say, e.g. *Breakfast*. Pupils point to a food that they eat for breakfast. Repeat for *Lunch* and *Dinner*. Then say the food words quickly at random. Pupils point each time.

PB43. ACTIVITY 1

Play bingo.
- Say *Open your Pupil's Books at page 43, please.* Point to the first picture on the whiteboard and elicit *meatballs*. Elicit what other foods pupils can see in the pictures.
- Write *Fruit* on the board. Say, *Mmmm, fruit is my favourite food.* Name some fruit: *apple*, *banana*, *orange*, and write them below the word *Fruit* on the board. Gesture to elicit more fruit words and write them on the list on the board.
- Pupils choose one column of four foods. They cover the others with notebooks or pencil cases. Hand out four small pieces of paper to each pupil. Call out the foods at random, saying, e.g. *Can I have a … (carrot), please? Can I have some … (meatballs), please?*, pausing before saying the food item. Pupils cover food in their columns with a piece of paper when they hear it. The first to cover all four shouts *Bingo!* Elicit the foods from the pupil to check. Repeat. Pupils choose different columns each time.

Extra challenge Pupils can play the game in groups, with a different pupil taking the role of caller each time.

Pairwork
- Choose a volunteer and ask him/her to think of one of the food or drink items from the Bingo pictures in Pupil's Book Activity 1. Ask yes/no questions to guess the word, e.g. *Is it a food? Is it usually hot? Can I eat it for breakfast?* Repeat, but this time think of a food yourself and encourage the class to ask you questions. Write their questions on the board.
- Put pupils into pairs to play the same game. Remind them they can only ask questions that they can answer with *yes* or *no*. Write some more example questions or prompts on the board for pupils to refer to as they play, e.g. *Is it a fruit? Is it green? Can I eat it with chicken? Can I eat it in a sandwich?*

PB43. ACTIVITY 2

Read and answer.
- Focus pupils on the picture and the text. Say *This is a story about Alex.* Read the story. Pupils read the story again in pairs, this time working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to.
- Check comprehension using the questions at the bottom of the page.

Key: fish, chips, Fish, meatballs, fruit, milk, chicken, rice
1 Fruit and milk, **2** Meatballs, **3** Chicken and rice

AB43. Answer key, see page T106

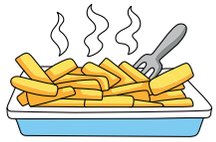
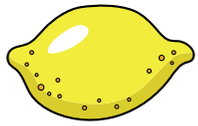
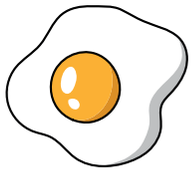
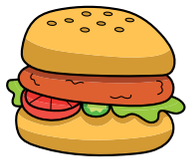
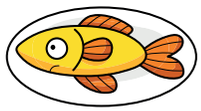
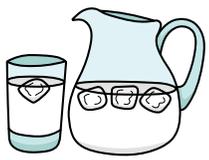
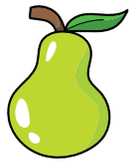
Ending the lesson
- Display the food flashcards (picture side up) around the room. Write ten food anagrams on the board, e.g. *klim* (milk), *tameslabl* (meatballs), *nasaban* (bananas), *hiccken* (chicken). Pupils work in pairs to unscramble them, find the picture and put it next to the right word on the board.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 6, *Extension worksheet 1*
- **T116 – Consolidation activity:** *My favourite school meal*
- **T116 – Extension activity:** *Writing about favourite meals*

1 Play bingo.

6

2 Read and answer.

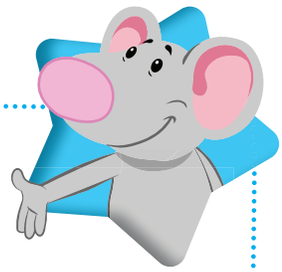


Hello. My name's Alex. I'm Simon's friend. It's lunchtime and I'm having  and  for lunch.  isn't my favourite lunch. My favourite lunch is  . In the morning my favourite breakfast is  and  , and my favourite dinner is  and  .

1 What's his favourite breakfast?
2 What's his favourite lunch?
3 What's his favourite dinner?

Vocabulary and language practice: polite requests *Can I have an egg / some fruit, please?*

Monty's sounds and spelling



1 61 Watch and say.



The chicken's lunch is cheese, chips and chocolate!

2 Choose and draw. Ask and answer.



Write it with me!

___ icken

Unit 6 Dinner time
Pupil's Book p.44

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /tʃ/ and the *ch* spelling of this sound in context.

Target language
- **Key language:** the consonant sound /tʃ/ (*ch*icken), food
- **Additional language:** *chicken* (animal), *plate*, *fish*, *lunch*, *children*, *kiwi*
- **Revision:** food from *Kid's Box 1*, toys, *ck*, *c*, *k* letter recognition, *watch TV*, *chair*, *kitchen*, *crocodile*, *clock*, *There's some (fish)*, *That's my lunch!*

Materials
- Picture of a chicken
- Paper plate for each pupil

Warmer
- Draw a big plate on the board. Stand together in a circle and say *On my plate there's some bread.* The pupil next to you continues *On my plate there's some bread and* (a food of their choice). Continue around the circle, with pupils remembering and adding food.

Presentation
PB44. ACTIVITY 1

Watch and say.
- Show or draw a picture of a chicken and elicit the word. Ask *What do chickens eat for lunch?* Accept any guesses and tell pupils they will watch a ▶ Video to find out.
- Watch the ▶ Video together and elicit the answer (*cheese, chips and chocolate*). Pause the video after the first version of the animation.
- Say *cheese*, *chips* and *chocolate* with a strong emphasis on the /tʃ/ sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which other words in the ▶ Video had this /tʃ/ sound (*chicken*, *lunch*).

61 ▶
Monty: The chicken's lunch is cheese, chips and chocolate!
Monty & Voice 1: The chicken's lunch is cheese, chips and chocolate! What can you see? Say it with me!
Voice 1: /tʃ/ /tʃ/
Where's the /tʃ/?
That's right! /tʃ/
A chicken.
Cheese, chips and chocolate!
The chicken's lunch is cheese, chips and chocolate!
Voice 1: /tʃ/ chicken /tʃ/ lunch /tʃ/cheese /tʃ/ chips /tʃ/ chocolate
Monty: The chicken's lunch is cheese, chips and chocolate!
What can you see? Say it with me!
Monty & Voice 1: The chicken's lunch is cheese, chips and chocolate!
Monty: One more time – you sound fine!
Monty & Voice 1: The chicken's lunch is cheese, chips and chocolate!

- Say *Open your Pupil's Books at page 44, please.* Focus pupils on the picture in Activity 1 and say *Look! It's the chicken.* Ask pupils to point to the cheese, chips and chocolate.
- Read the sentence together and emphasise the /tʃ/sound each time.
- Pupils work in pairs. They take turns to say the sentence.

PB44. ACTIVITY 2

Choose and draw. Ask and answer.
- Give pupils a paper plate each and show how to divide it into four. Point to one quarter and say *On my plate there's some cheese and chips and water – that's my lunch!* Draw and label these items.
- Tell pupils to choose two food items and one drink. They draw and label these food items in one quarter of their paper plate. Then tell pupils that they need to complete the other three quarters with the lunch that three of their classmates have chosen.
- Pupils mingle and take turns to ask three different classmates *What's for lunch?* That pupil answers *On my plate …* They write and draw the answers in one of the empty quarters of their plate. Set a strict time limit.

Extra challenge Pupils write sentences about the other pupils using their paper plates as prompts (e.g. *Marta's lunch is …*).

PB44.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the word with the letters *ch* and practise saying *chicken*.

AB44. Answer key, see page T106

Ending the lesson
- Stand pupils in two lines. Call out food vocabulary. When pupils hear a word with the /tʃ/ sound, the lines jump forward. Continue until everyone is out of the door.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Audio 61**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable 6b
- **T116 – Consolidation activity 1:** *Word lists*
- **T116 – Consolidation activity 2:** *Mini food cards*

Unit 6 Dinner time
Pupil's Book p.45

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** meals, *tomatoes*, *carrots*, *favourite*, *food*
- **Revision:** food from *Kid's Box 1*, adjectives, colours, *yours*, *mine*, *pencil*, present continuous, *Is there any (chocolate cake)? No, there isn't*, *There's some (ice cream)*, *It's (Marie's).*

Materials
- **Flashcards:** food (58–65)
- Two rolled-up newspapers

Warmer
- Display the food flashcards (picture side) on the board at a height pupils can reach. Make two teams. Teams line up, facing the board. Hand a rolled-up newspaper to the two pupils at the front. Say, e.g. *Chicken.* Pupils run to hit the flashcard. The first to hit it takes the flashcard for the team. Repeat. The team with the most flashcards wins.

Extra challenge The pupil who hits the flashcard has to spell the word correctly to win it for the team. If he/she makes a mistake, the other pupil can try to spell the word to win it.

Story
PB45. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 45, please.* Elicit who pupils can see and what they're doing.
- Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions: *What's Marie eating? Is there any chocolate cake? Whose is the orange juice? What is Trevor eating?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*Tomatoes and carrots*, *no*, *Marie's*, *a long, brown pencil.*)
- Focus on Pupil's Book page 45 again. Play the Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking questions, e.g. *What are they doing?* (*Eating lunch.*) *What does Monty ask?* (*Can I have some apple juice, please?*) *Is there chocolate cake or chocolate ice cream?* (*Ice cream.*)
- Ask pupils if they have picnics and what they like to eat.

62
Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Marie: I'm having tomatoes and carrots.
Monty: Can I have some apple juice, please?
Marie: Here you are.
Maskman: Is there any chocolate cake?
Trevor: No, there isn't, but there's some chocolate ice cream.
Maskman: Is this orange juice yours, Monty?
Monty: No, it isn't mine. It's Marie's.
Maskman: What are you eating, Trevor? Is it chicken?
Trevor: Er, no. It isn't chicken. It's a long brown pencil.
Marie: Oh, Trevor!

PB45. ACTIVITY 2

Listen and say 'yes' or 'no'.
- Say *Listen to the recording. Are they the same as the story or not?* Play the first one on the Audio as an example. Play the Audio. Pupils whisper the answers to their partner. Play the Audio again. Check with the class. Elicit the correct phrase for the 'No' answers.

Key: no (I'm having tomatoes and carrots.), no (Can I have some apple juice, please?), yes, no (No, there isn't.), no (No, it isn't mine. It's Marie's.), yes

63
Marie: I'm having chicken and rice.
Monty: Can I have some milk, please?
Maskman: Is there any chocolate cake?
Trevor: Yes, there is.
Monty: No, it isn't mine. It's Trevor's.
Trevor: Er, no. It isn't chicken. It's a long brown pencil.

AB45. Answer key, see page T106

Ending the lesson
- Sing the song from Pupil's Book page 41 again.
- Ask pupils to do some research (with adults at home) about their favourite food to find out where it comes from (for the Project in the next lesson).

Digital Classroom
- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 62–63**
- **Practice Extra**
- **Test Unit 6 Test**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Extension worksheet 2*
- **T116 – Consolidation activity 1:** *Spelling*
- **T116 – Consolidation activity 2:** *What's for lunch?*

6

1 62 Watch the video.



2 63 Listen and say 'yes' or 'no'.

Story: unit language in context

Marie's science

Where does food come from?



1 **Watch and answer.**

2 **Look and say.**

Meat is from animals.

Carrots are from plants.










3 **Look, read and complete.**

vegetables cows meat milk plants yoghurt

My favourite food is _____.
It comes from the _____ of animals, like _____ and sheep.



Nick



Maya

My favourite food is _____. They come from _____. My family is vegetarian. We don't eat _____.



Fact

There are lots of different ice cream flavours: cheese ice cream, potato ice cream and fish ice cream!

Project



Design a food poster.

Unit 6 Dinner time
Pupil's Book p.46

Objectives
By the end of the lesson, pupils will have talked about where food comes from.

Target language
- **Key language:** *animals, plants, (Meat) is/comes from (animals), (Carrots) are/come from (plants).*
- **Additional language:** *science, meat, carrots, pasta, yoghurt, cheese, potatoes, favourite, food, vegetables, vegetarian, cows, sheep, flavours, fish, fields, collecting, picking, lunch, menu, tomato, strawberry, noodles, pie*
- **Revision:** food, food from *Kid's Box 1*, family, present continuous, *Can I have (fish and chips), please? Here you are.*

Materials
- **Flashcards:** food (58–65)
- Photos/Pictures of meat, cheese, yoghurt, potatoes, fruit, carrots, pasta or real food items
- A world map

Warmer
- Revise food from the unit using the flashcards. Stick the flashcards on the board (picture side up) and write the food words below them with one or two letters missing for pupils to complete.

Presentation

PB46. ACTIVITY 1

Watch and answer.
- Say *Open your Pupil's Books at page 46, please.* Show page 46 on the whiteboard and point to the picture of Marie. Say *Marie is doing science today.*
- Read the question *Where does food come from?* Check comprehension of *come from* and elicit ideas. Play the ▶ Video for pupils to check/confirm answers.
- After watching the ▶ Video, ask the class *Where does your favourite food come from?* Brainstorm ideas with the class, first eliciting a few individual pupils' favourite food items and then discussing where they come from while referring to a world map.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB46. ACTIVITY 2

Look and say.
- Show photos or draw pictures of meat, cheese, yoghurt, fruit, carrots and pasta or bring real food. Elicit/Teach the new words.
- Remind pupils that in the ▶ Video they learnt that all food comes from either plants or animals. Show the items again, and ask *Where does it come from?* Pupils answer *plants* or *animals*.
- Point to the food photos on the whiteboard and elicit the words.
- Focus pupils on the speech bubbles and explain that they need to talk about all the foods in the same way.

Extra support Highlight that pupils need to change the verb if the item is singular or plural.

- Pupils work in pairs, taking turns to talk about the foods.

Key: chicken – animals, rice – plants, pasta – plants, yoghurt – animals, cheese – animals, fruit – plants

PB46. ACTIVITY 3

Look, read and complete.
- Read the words in the box and have pupils repeat them.
- Point to the boy and say *This is Nick. What's his favourite food?* Point to Maya and say *Her family is vegetarian. What is a 'vegetarian'?* If necessary, explain that a vegetarian doesn't eat meat.
- Pupils work individually to complete the speech bubbles with words from the box. Check answers as a class. Ask more questions, e.g. *Who loves yoghurt?*

Key: Nick – yoghurt, milk, cows; Maya – vegetables, plants, meat

PB46.

FACT
- Read the fact aloud. Have pupils put their hands up if they would like to try an unusual flavour.

PB46.

PROJECT
- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB46. Answer key, see page T106

Ending the lesson
- End with quick questions from the lesson, such as *Where does yoghurt come from?* Pupils put their hands up to answer.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **T116 – Consolidation activity 1:** *Food diagram*
- **T116 – Consolidation activity 2:** *True or false?*

Unit 6 Dinner time
Pupil's Book p.47

Objectives
By the end of the lesson, pupils will have listened to people describing different meals. They will have talked about good and bad food and their favourite food.

Target language
- **Key language:** *It's a good/bad (breakfast/lunch/dinner).*
- **Additional language:** *toast, fruit, of course, potatoes, carrots, tomatoes, good for you, clean, meat, oranges, fish, meatballs, fizzy drink, burger*
- **Revision:** food, food from *Kid's Box 1*, *hands*, *Can I have some (fruit), please? Here you are*, *What have we got (for lunch)? What's (number one)? It's a (good breakfast)*, *What's your favourite food for (breakfast)? I like (oranges and apples).*

Materials
- Flashcards/Pictures of 'good' and 'bad' foods, e.g. fruits, chocolate, fruit juice, lemonade, a chicken dinner, burgers and chips

Warmer
- Write *Food and drink* at the top of the board and then draw two columns with the heading *Good* at the top of one and *Bad* at the top of the other. Elicit food and drink words to write in each column. Teach new vocabulary pupils can use in the lesson, for example, *fizzy drink*, *burger*.

Presentation
PB47. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 47, please.* Point to the word *Breakfast* on the whiteboard and tell pupils to look at photos 1 and 2. Ask pupils *What food is there?* Elicit the food pupils know (*an egg, fruit, and fruit juice*). Don't worry about new words. Say *Listen and say the number.*
- Play the Audio. Stop after the first full dialogue. Give pupils time to think which photo is correct before eliciting the answer.

Extra support Pause just after the description of the food.

- Repeat with the photos for lunch and dinner.

Key: Breakfast: 2, Lunch: 4, Dinner: 5

64

Hello, Mum.
Hello. How are you this morning?
I'm OK, thanks.
Here's your breakfast: an egg, some toast and orange juice.
Mmm, lovely. Can I have some fruit, please?
Yes, of course.
Thanks, Mum.
That's a good breakfast.
Which breakfast is it?
Hello, Miss Green. What have we got for lunch?
We've got chips; or chicken, potatoes, carrots and tomatoes.
Hmm. I love carrots. Can I have chicken, potatoes, carrots and tomatoes, please?
Yes, of course. Chicken is very good for you!
Yes, it is. And can I have some orange juice and an apple too, please?
Yes. Here you are.
Which lunch is it?
Hello, Dad.
Hello. Dinner's on the table.
Mmm. Good!
Are your hands clean?
Yes, they are.
Good. There you are. Sit down. We've got a good dinner today. We've got meat and potatoes with carrots and tomato juice.
Lovely! Can we have some fruit, too?
Yes. You can have some apples or oranges.
OK. Thanks Dad.
Which dinner is it?

PB47. ACTIVITY 2

Ask and answer.
- Show page 47 on the whiteboard, point to photo number 1 and read the first speech bubble *What's number one?* Pupils look and answer as in the example: *It's a bad breakfast.* Say *Ask and answer.* Pupils work in pairs to ask and answer in the same way for the different meals in the photos.

Key: **1** It's a bad breakfast. **2** It's a good breakfast. **3** It's a bad lunch. **4** It's a good lunch. **5** It's a good dinner. **6** It's a bad dinner.

AB47.

Ending the lesson
- Play a 'guess the word' spelling game with food and drink words from the unit.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 64**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **T116–117 – Extension activity:** *Make a dialogue*

Trevor's values

Eat good food



1 64 **Listen and say the number.**

Breakfast





Lunch





Dinner





2 **Ask and answer.**

What's number one?

It's a bad breakfast.

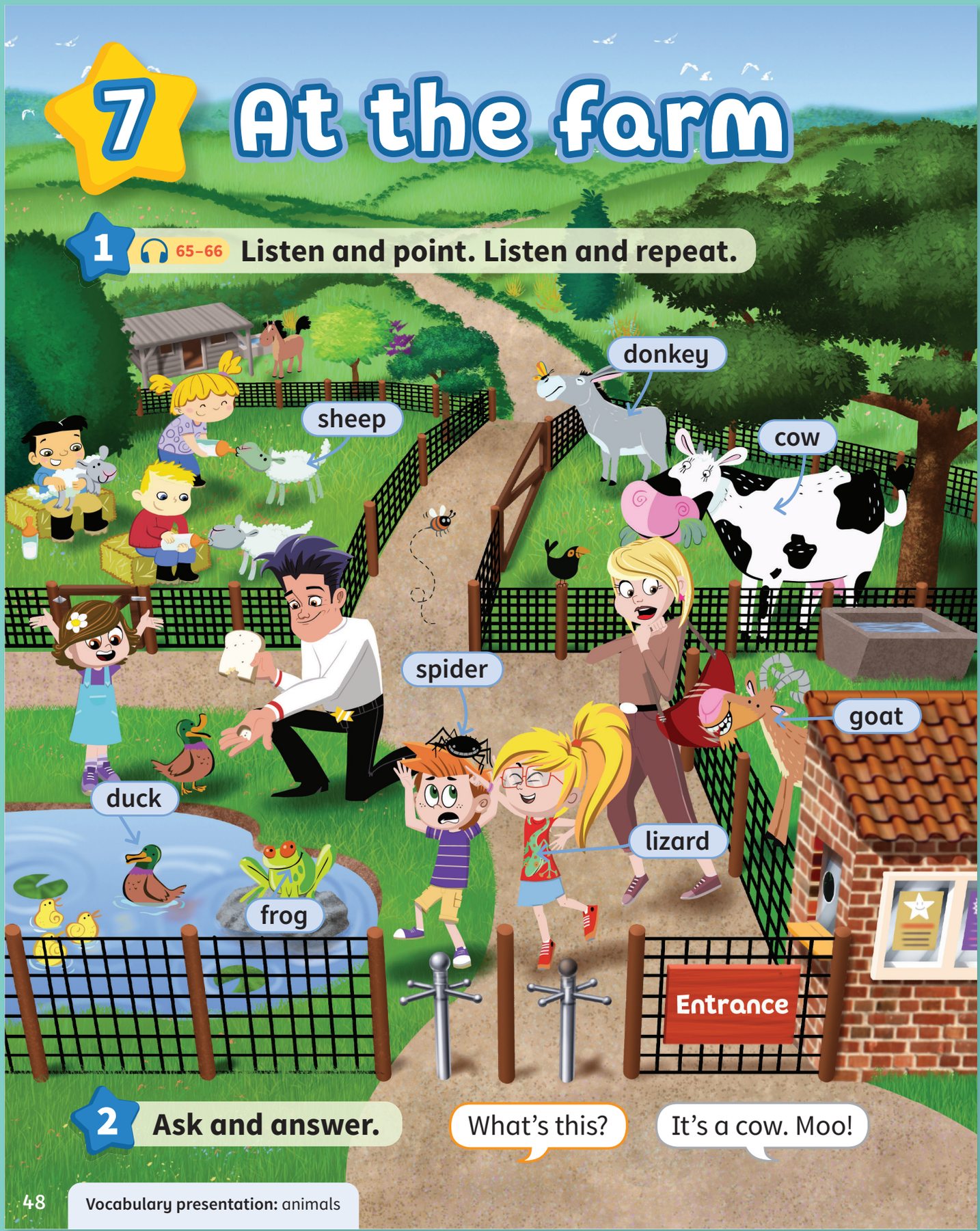
What's number four?

It's a good lunch.

Language: *It's a good / bad (lunch).* | critical thinking

7 At the farm

1 65–66 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

What's this?

It's a cow. Moo!

48 **Vocabulary presentation:** animals

Unit 7 At the farm
Pupil's Book p.48

Objectives
By the end of the lesson, pupils will have learnt to talk about animals on a farm.

Target language
- **Key language:** animals: *cow*, *goat*, *sheep*, *duck*, *frog*, *lizard*, *spider*, *donkey*
- **Additional language:** *animals*, *bugs*, *nice*, *zoo*, *farm*, *shoo*, *very funny*, *ugly*, *moo*
- **Revision:** adjectives, colours, pets, animals from *Kid's Box 1*, *tree*, *bag*, *baby*, *drink*, *milk*, *bread*, *T-shirt*, *hair*, *chicken*, prepositions, present continuous, *What's this? It's a (cow).*

Materials
- **Flashcards:** animals (66–72)
- ***Kid's Box 1* flashcards:** 47–52, 59–69 (animals)

Warmer
- Review known animals using the flashcards from *Kid's Box 1*, pictures or mime. Elicit each animal and put any pictures or flashcards on the board. Say *These are all …* (*animals*) and write the word in the centre of the board.

Presentation
- Teach/Elicit the new animals vocabulary using the flashcards. Pupils repeat in chorus and then in groups. Place the flashcards (picture side) on the board. Elicit the names again, then turn the flashcards word side.

PB48. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 48, please.* Elicit what/who pupils can see. Say *Can you find the hidden star? Where is it?* Pupils look and respond (*on the window*). Pupils say *Here it is.*
- Say *Look, there's a butterfly. A butterfly's a bug. Look, there's a spider. A spider's a bug, too. Frogs like bugs. Yum yum!*
- Say *Listen and point to the animals.* Play the **Audio**. Pupils listen and point. Set the pre-listening questions: *Where are they? What is under the tree? What is on Stella's T-shirt? Where's the spider?* Play the **Audio** again. Pupils listen. Check with the class (*At a farm, cow, a lizard, in Simon's hair.*)
- Check understanding of *zoo* and *farm*. Point out that the plural of *sheep* is *sheep*.

65

Suzy: Look at all those animals. This is a nice zoo.
Mr Star: It isn't a zoo. It's a farm. Look – there's a cow under the tree.
Suzy: Yes, and there's a grey donkey next to the cow!
Simon: Uh oh! Mum! The goat's eating your bag!
Mrs Star: Aaahh! Shoo! Shoo! Stop that!
Stella: Look, Suzy. The baby sheep are drinking milk.
Suzy: Ahhh.
Mr Star: Let's give the ducks some bread.
Suzy: There's a frog!
Simon: Look, Stella. There's a lizard on your T-shirt!
Stella: Ha, ha, Simon. Very funny. I know, and I love lizards. Do you like spiders, Simon?
Simon: No, I don't.
Stella: Oh. Well, there's a big, black, ugly spider in your hair.
Simon: Ahh!

- Say *Listen and repeat.* Play the **Audio**. Pupils point to the words and repeat in chorus.

66

Cow, duck, goat, lizard, sheep, spider, frog, donkey

PB48. ACTIVITY 2

Ask and answer.
- Focus pupils on the picture and read the question in the speech bubble. Pupils find and point to the cow in the picture. Read the answer and make the sound effect together.
- Point and ask about different animals in the picture and elicit the sounds they make or, for animals that don't make sounds (spider, lizard) encourage pupils to mime. If you wish, talk about the difference between animal sounds in different languages.
- Pupils work in pairs to ask and answer about the animals.

AB48. Answer key, see page T106

Ending the lesson
- Play the spelling game with the plurals of the animals. Encourage pupils to take turns as callers, e.g. *Give me a c.* (*c*) *Give me an o.* (*o*) *Give me a w.* (*w*) *Give me an s.* (*s*) *What does that spell?* (*Cows*) *What does that spell?* (*Cows*)

Extra support Display the flashcards (picture side) during the game as prompts.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Audio 65–66**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 1*
- **T117 – Consolidation activity 1:** *Farms and zoos*
- **T117 – Consolidation activity 2:** *Where is it?*

Unit 7 At the farm
Pupil's Book p.49

Objectives
By the end of the lesson, pupils will have practised talking about animals and sung a song.

Target language
- **Key language:** animals
- **Additional language:** *moo, farmer, baa, armchair, quack, croak, chicken, cluck, mat*
- **Revision:** rooms, furniture, *cupboard, There are (cows in the kitchen), Where's the (donkey)? It's (in the garden),* prepositions

Materials
- **Flashcards:** animals (66–72)
- A picture of a chicken

Warmer
- Place the flashcards (picture side) around the room. Say an animal and point to one of the flashcards. Pupils stand up if the word matches the flashcard and sit down if it doesn't. For example, point to the lizard and say *Spider*. Pupils sit down. Elicit the correct word. Demonstrate a few times. Pupils take turns to be the callers.

Song
PB49. ACTIVITY 1

Listen and sing. Do karaoke.
- Say *Open your Pupil's Books at page 49, please.* Focus pupils on the pictures and elicit that they're funny. If time allows, review the difference between *rug* and *mat*. Say *Point to the rug* (pupils point to the large rug in the living room). Then say *Point to the mat* (pupils point to the mat at the front door). Show or draw a picture of a chicken and revise the word.
- Say *Listen and point.* Play the Song. Pupils point to the animals in the rooms. Check understanding quickly by asking, e.g. *Where are the sheep? What's the man's name?* (*In the bedroom. John.*) Check understanding of *farmer*.
- Play each verse in turn. Pupils repeat. Play the Song again for pupils to practise. Repeat the whole song in chorus. Make five groups: cows, sheep, etc. Groups sing their verses.
- Focus pupils on the animal noises. Tell them these are the sounds in English. Elicit the sounds for the animal noises in their language. If you didn't do so in the last lesson, talk about which animal sounds are the same and different in their language.

67

Cows in the kitchen, moo moo moo,
Cows in the kitchen,
There are cows in the kitchen, moo moo moo.
What can we do, John Farmer?
Sheep in the bedroom, baa baa baa,
Sheep in the bedroom,
There are sheep in the bedroom, baa baa baa.
What can we do, John Farmer?
Ducks on the armchair,
Ducks on the armchair,
There are ducks on the armchair,
What can we do, John Farmer?
Frogs in the bathroom, croak croak croak,
Frogs in the bathroom,
There are frogs in the bathroom, croak croak croak.
What can we do, John Farmer?
Chickens in the cupboard, cluck cluck cluck,
Chickens in the cupboard,
There are chickens in the cupboard, cluck cluck cluck.
What can we do, John Farmer?

68

(Karaoke version)

PB49. ACTIVITY 2

Look, ask and answer.
- Point to the song picture and elicit which animals pupils can see and where they are. Ask, e.g. *Where's the donkey?* and invite a volunteer to answer. Repeat for all the animals.
- Pupils work in pairs. Pupil A asks a question about the picture, e.g. *Where are the cows?* Pupil B answers, e.g. *They're in the kitchen.* Pupils exchange roles.

Extra challenge When pupils have done the activity, one pupil closes their book and answers from memory. Then they swap roles.

AB49.

Ending the lesson
- Sing the song again with the class and/or make a new song using the verses pupils wrote for the Extension activity, if they have done this.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Digital Flashcards**
- **Audio 67–68**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Song worksheet*
- **T117 – Consolidation activity:** *Jumbled words*
- **T117 – Extension activity:** *Write a verse for the song*

7

1 67–68 Listen and sing. Do karaoke.



Cows in the kitchen, moo moo moo,
Cows in the kitchen.
There are cows in the kitchen, moo moo moo,
What can we do, John Farmer?

Sheep in the bedroom, baa baa baa ...

Ducks on the armchair, quack quack quack ...

Frogs in the bathroom, croak croak croak ...

Chickens in the cupboard, cluck cluck cluck ...

2 Look, ask and answer.

Where's the donkey?

It's in the garden.

Vocabulary practice: animals



50

Language presentation: agreeing and disagreeing *I love horses. So do I. I don't.*

Unit 7 At the farm
Pupil's Book p.50

Objectives
By the end of the lesson, pupils will have talked about likes and expressed agreement and disagreement.

Target language
- **Key language:** animals, *I love (sheep), So do I / I don't.*
- **Additional language:** *kick, flowers, give, Let's put (it here), What now?*
- **Revision:** *horses, big, Can I have (the sheep), please?* prepositions, *Here you are, What's your favourite animal?*

Materials
- **Flashcards:** animals (66–72)

Warmer
- Use the flashcards to review animals and the noises they make. Pupils stand and clap as they do the chant below. The chant is cumulative. Groups can take turns to invent/add new verses:
  Cows, cows. Moo, moo, moo. I like cows. Yes, I do.
  Donkeys, donkeys. Ee-aw, ee-aw. I like donkeys. Yes, I do.
  Sheep, sheep. Baa, baa, baa. I like sheep. Yes, I do.

Presentation
PB50. ACTIVITY 1

Listen and answer. Listen and repeat.
- Say *Open your Pupil's Books at page 50, please.* Elicit who/what they can see. Check pupils realise that the animals in the picture are toy animals. Elicit where the flowers are and check understanding. Set the pre-listening questions: *Who loves sheep? Does Maskman love sheep? Who loves horses? Does Maskman love flowers?* Play the Audio. Check with the class (*Monty and Trevor, no, Maskman and Marie, yes.*)
- Play the Audio again. Pause to focus on the new grammar. Say to a pupil, e.g. *I love ducks.* Prompt the pupil to reply *So do I / I don't.* Practise around the class.

Extra challenge Ask pupils *Why doesn't Trevor like horses?* (*Because they are big and they can kick.*)

▶ 69

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Marie: Trevor, can I have the sheep, please? Let's put it here, next to the cows.
Trevor: Here you are.
Monty: Oh, I love sheep. Baa baa.
Trevor: So do I.
Maskman: I don't. I love horses.
Marie: So do I.
Trevor: I don't. Horses are very big and they can kick.
Maskman: What now?
Monty: Let's put the goat under the tree.
Marie: No, Monty. It can eat the flowers and I love flowers.
Maskman: So do I.
Trevor: Flowers, Maskman? Do you love flowers?
Maskman: Yes, I do. I can give them to Marie.
Monty & Trevor: Oooohhh!

- Say *Listen and repeat.* Play the Audio. Pupils listen and repeat in chorus and then in groups. Make sure they use a rising tone for *So do I* and a falling tone for *I don't.*

▶ 70

Monty: Oh, I love sheep. Baa baa.
Trevor: So do I.
Maskman: I love horses.
Trevor: I don't.

- Watch the ▶ Video and answer the questions.

PB50. ACTIVITY 2

Act it out.
- Pupils work in groups of three. They act out the conversation between Monty, Trevor and Maskman. Stick the sheep and horse flashcards on the board as prompts. Play the Audio from the *Listen and repeat* task again, if necessary.

Extra support Write the first word or two words of each line on the board, with the speakers' names.

- Encourage pupils to use the correct intonation.

AB50. Answer key, see page T106

Ending the lesson
- Play a chain game. Start two chains at each end of the class. Stop when the chains meet in the middle. Chain 1: Say *Let's go to the zoo. We can see elephants.* Pupil 1: *Let's go to the zoo. We can see elephants and spiders,* etc. Chain 2: Say *Let's go to the farm. We can see donkeys.* Pupil 1: *Let's go to the farm. We can see donkeys and sheep.*

Digital Classroom
- **Presentation Plus:** Unit 7
- **Audio 69–70**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 7**
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 2*
- **Teacher Resources:** Photocopiable 7
- **T117 – Consolidation activity:** *Guessing game*

Unit 7 At the farm
Pupil's Book p.51

Objectives
By the end of the lesson, pupils will have said a chant and practised talking about likes and expressing agreement and disagreement.

Target language
- **Key language:** animals, *I love (watermelon)*, *So do I / I don't.*
- **Additional language:** *watermelon*, *pineapple*, *oranges*, *mangoes*, *coconuts*, *lemon*, *lime*, *onions*, *carrot*, *house*, *favourite*, *fruit*, *vegetables*
- **Revision:** food, pets, colours, prepositions, *water*, *tree*, *I like (cats).*

Materials
- ***Kid's Box 1* flashcards:** 91, 92 (apple, banana)
- Pictures of: watermelon, pineapple, oranges, mangoes, coconuts, lemon, lime, onions

Warmer
- Review the known fruit vocabulary (*banana*, *apple*) using the *Kid's Box 1* flashcards. Flash each one quickly (picture side) in front of the class and elicit the word. Teach/Elicit *watermelon*, *pineapple*, *oranges*, *mangoes*, *coconuts*, *lemon*, *lime* and *onions* using the pictures in the same way. Pupils repeat the new words in chorus. Give the names *fruit* and *vegetables*. Elicit other vegetables they know: *carrots*, *potatoes*, etc.

PB51. ACTIVITY 1

Listen and point. Say the chant.
- Say *Open your Pupil's Books at page 51, please.* Say *Look at the fruit. What's this?* Elicit what pupils can see.
- Say *Listen and point.* Play the Audio. Pupils listen and point to the food. Play the Audio again. Pupils join in the chant. Repeat line by line until they are confident. Pupils stand. They chant together in chorus.
- Divide the class into two groups. One half says the opener (*I love …*); the other half replies (*So do I*). Swap groups. Record pupils if you can and play the recording back to them for enjoyment and feedback.

71

I love watermelon.	So do I.
I love pineapple.	So do I.
I love bananas.	So do I.
I love oranges.	So do I.
I love mangoes.	So do I.
I love coconuts.	So do I.
I love lemon and lime.	Hmm. So do I.
I love onions.	I don't. Goodbye.

PB51. ACTIVITY 2

Read and choose. Say and play.
- Point to the rows of pictures and elicit the animals shown. Then practise the dialogues from the Pupil's Book page in open pairs.

Extra support Elicit sentences beginning *I like …* about any animals, activities or toys from different pupils and reply yourself (*So do I / I don't*).

- Pupils stand up with their Pupil's Books. They walk around the room. Clap. Pupils make pairs and take turns to choose an animal from the first row and say, e.g. *I love spiders* and to reply *So do I / I don't*. Remind pupils to say what's true for them. Clap. Pupils move on and repeat for the other rows with a new partner.

AB51. Answer key, see page T106

Class game
- Write four positive sentences on the board about yourself, e.g. *I like swimming.* Read one sentence to a pupil and elicit a response (*So do I / I don't*). If the response is *So do I*, tick the sentence. Read the next sentence to the same pupil and elicit a response, as before. Tick the sentence if the response is *So do I*, but say the sentence to a different pupil if the response is *I don't*. Continue until you have ticked all four sentences.
- Ask pupils to write four true sentences using *I like/love …* (about hobbies, food and drink, animals, music, famous people, etc.).
- Pupils stand up and mingle. They find a partner and take turns to read their sentences, ticking when they get positive responses. If they get a negative response, they change partners. The objective is to tick off all four sentences.

Ending the lesson
- Pupils repeat the chant from earlier in the lesson OR the chants they did in Consolidation activity 1.

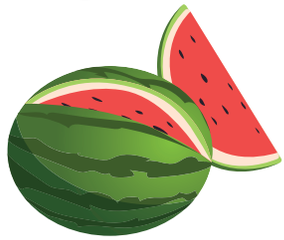
Digital Classroom
- **Presentation Plus:** Unit 7
- **Digital Flashcards**
- **Audio 71**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 7**
- **Teacher Resources:** Unit 7, *Extension worksheet 1*
- **T117 – Consolidation activity 1:** *Class chant*
- **T117 – Consolidation activity 2:** *Whispering game*

7

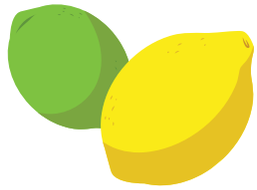
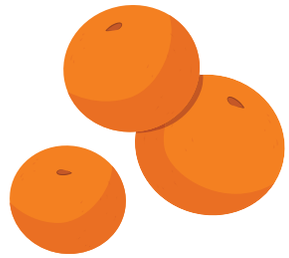
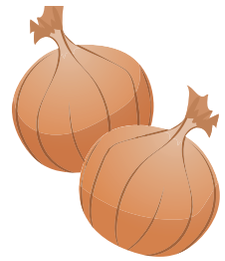
1 71 Listen and point. Say the chant.






I love watermelon. So do I.
I love pineapple. So do I.
I love bananas. So do I.
I love oranges. So do I.
I love mangoes. So do I.
I love coconuts. So do I.
I love lemon and lime. Hmm. So do I.
I love onions. I don't. Goodbye.



2 Read and choose. Say and play.

I like cats. So do I. I like spiders. I don't.

1 I like 

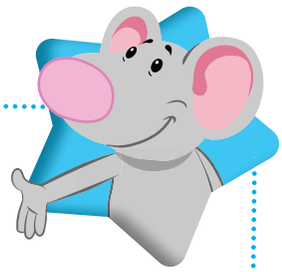
3 I like 

2 I love 

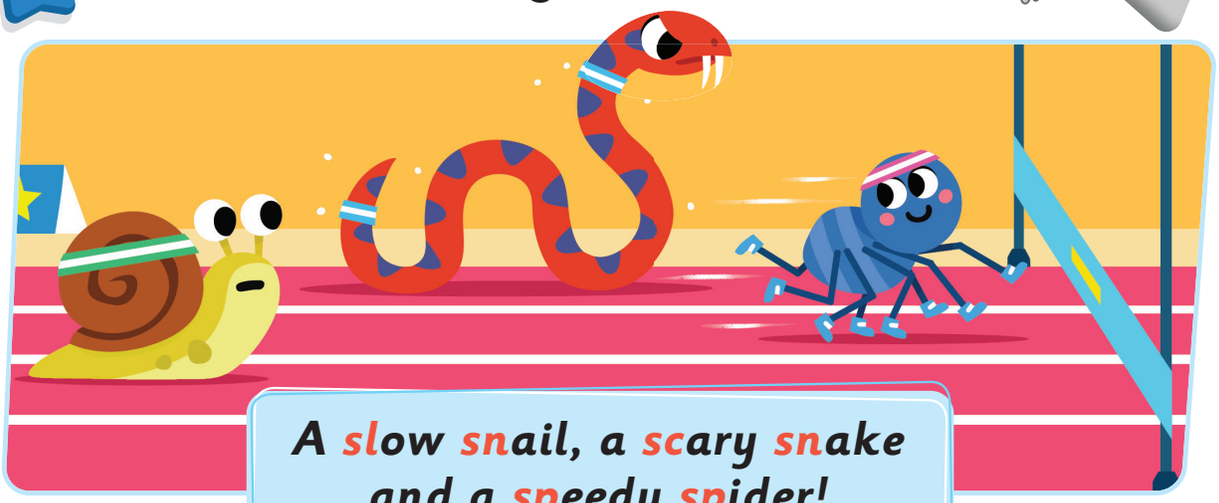
4 I love 

Language practice: agreeing and disagreeing *I love watermelon. So do I. I don't.*

Monty's sounds and spelling



1 72 Watch and say.



A slow snail, a scary snake and a speedy spider!

2 Play and say.



Write it with me!



A ___ake and
a ___ider!

Unit 7 At the farm
Pupil's Book p.52

Objectives
By the end of the lesson, pupils will have recognised and practised the sounds /sl/, /sn/, /sk/ and /sp/ and the spelling of these sounds in context.

Target language
- **Key language:** the initial letter blends /sl/, /sn/, /sk/ and /sp/ (*slow*, *snake*, *scary*, *spider*), animals
- **Additional language:** *slow*, *snail*, *scary*, *speedy*
- **Revision:** animals from *Kid's Box 1*, colours, adjectives, body parts, *They're (brown)*, *They've got (long legs)*, *Can you spell '(sleepy)'?*

Materials
- **Flashcards:** animals (66–72)
- ***Kid's Box 1* flashcard:** 63 (snake)
- Photo of a snail

Warmer
- Draw eight lines across the board from left to right. Stick the animal flashcards on the left side, one at the start of each line. Tell pupils this is a track and the animals are racing across the board (mime racing). Ask who they think will win and why. Encourage pupils to justify their answers. Accept reasonable answers.

Presentation
PB52. ACTIVITY 1

Watch and say.
- Stick the flashcard of the spider and snake and the photo of a snail on the board (or draw pictures). Teach *snail* and revise the other two animal names. Ask pupils which animal would be fastest in a race. Accept any guesses and tell pupils they will watch a ▶ Video to find out.
- Watch the ▶ Video together and elicit the answer (*spider*). Pause the video after the first version of the animation. Elicit/Teach the adjectives used to describe each animal (*slow*, *scary*, *speedy*).
- Say *slow*, *scary*, *speedy* and *snake* with a strong emphasis on the initial letter blends. Watch the second half of the ▶ Video, encouraging pupils to repeat the sounds and sentences during the pauses.

▶ 72

Monty: A slow snail, a scary snake and a speedy spider! What can you see? Say it with me!
Monty & Voice 1: A slow snail, a scary snake and a speedy spider!
Voice 1: /sl/ /sn/ /sk/ /sp/
Where's the /sl/ /sn/ /sk/ /sp/?
That's right! /sl/ /sn/ /sk/ /sp/
A slow snail.
A scary snake.
A speedy spider.
A slow snail, a scary snake and a speedy spider!
Voice 1: /sl/ slow /sn/ snail /sk/ scary /sn/ snake /sp/ speedy /sp/ spider
Monty: A slow snail, a scary snake and a speedy spider! What can you see? Say it with me!
Monty & Voice 1: A slow snail, a scary snake and a speedy spider!
Monty: One more time – you sound fine!
Monty & Voice 1: A slow snail, a scary snake and a speedy spider!

- Say *Open your Pupil's Books at page 52, please.* Focus pupils on the picture in Activity 1 and say *Point to the snail, the snake and the spider.*
- Read the sentence together and emphasise the initial letter blend sounds.
- Pupils work in pairs. They take turns to say the sentences.

PB52. ACTIVITY 2

Play and say.
- Focus pupils on Activity 2 and elicit the animals in the pictures. Point to the relevant body part to revise *legs*, *tail*, *feet*.

Extra support Say a definition for each animal for pupils to guess, e.g. *They're grey. They've got long ears.* (*Donkeys.*) *It's got two legs. It can swim and fly.* (*Duck.*)

- Demonstrate the activity with a pupil, using the speech bubbles.
- Put pupils into pairs and tell them to describe and guess together. Swap pairings to maximise interaction and practice.

PB52.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the phrase with the letters *sn* and *sp* and practise saying the phrase.

AB52. Answer key, see page T106

Ending the lesson
- Practise mimes for *slow*, *scary* and *speedy*. Say words beginning with the letters *sl*, *sc* and *sp* in random order. Pupils do the correct mime.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Audio 72**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **T117 – Consolidation activity 1:** *What's that sound?*
- **T117 – Consolidation activity 2:** *Animals on the farm*

Objectives

By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language

- **Key language:** language from the unit
- **Additional language:** *sleep, be quiet, try, count, farm, get, catch, mice, I know, Let's talk about (farms), Goodnight, animal*
- **Revision:** numbers 1–20, pets, *jumping, milk,* present continuous, *Can you (be quiet), please? I/We can't (sleep).*

Materials

- **Flashcards:** animals (66–72)

Warmer

- Write *Farm animals* in the centre of the board. Elicit farm animals, show the flashcards and then write the animal names on the board to create a mind map. If pupils give you an animal which you don't think is a farm animal, ask them for a reason – they may be right.

Story

PB53. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 53, please.* Elicit who pupils can see (*Trevor, Monty, Marie, Maskman and some sheep*) and what they are doing. Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions: *What can't they do? What is Maskman counting? Why?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*Go to sleep, sheep, to help him go to sleep.*)
- Note: *sleep* may be a new word. If pupils say it in L1, then say *Good. In English, it's 'sleep'. We go to sleep at night.*
- Focus on Pupil's Book page 53 again. Play the Audio. Pupils listen and follow the story in their books this time.

Extra challenge Play the Audio again for pupils to listen and repeat. Encourage them to say it with intonation and feeling, and to mimic the snoring.

- Check comprehension by pointing to each picture and asking, e.g. *Who is sleeping?* (*Trevor.*) *Is it day or night?* (*Night.*) *What are the sheep doing?* (*Jumping.*) Ask pupils if they count sheep to help them sleep. Ask *Is it a good idea?*

Audio ▶ 73

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Maskman: Trevor! Trevor! Pssst! Are you sleeping?
Trevor: Yes, I am.
Marie: Trevor! Maskman! Can you be quiet, please? I'm trying to sleep!
Maskman: I can't sleep.
Trevor: Well, count sheep, Maskman.
Maskman: 11, 12, 13 … Oh, no! My sheep aren't sleeping. They're jumping! I can't sleep.
Marie: *We* can't sleep now.
Marie: OK. Let's talk about farms. Farm dogs can get sheep. Farm cats can catch mice. And we get milk from cows.
Trevor: Yes, yes, I know … Maskman!
Marie: What are you doing, Maskman?
Maskman: I'm sleeping, Marie. Goodnight.

PB53. ACTIVITY 2

Act out the story.

- Divide the class into groups of three. Pupils decide their roles (Maskman, Trevor, Marie). Play the Audio again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. Invite two or three groups to perform their role plays to the class.

Extra challenge Write one section of the script on the board with words underlined for pupils to change (e.g. *Well, count _____, Maskman. My _____ aren't _____. They're _____! Farm dogs can _____. Farm cats can _____. And we get _____ from _____.*). Groups practise the lines, putting in their own ideas. They perform their variation on the scene for the class.

AB53. Answer key, see page T107

Ending the lesson

- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

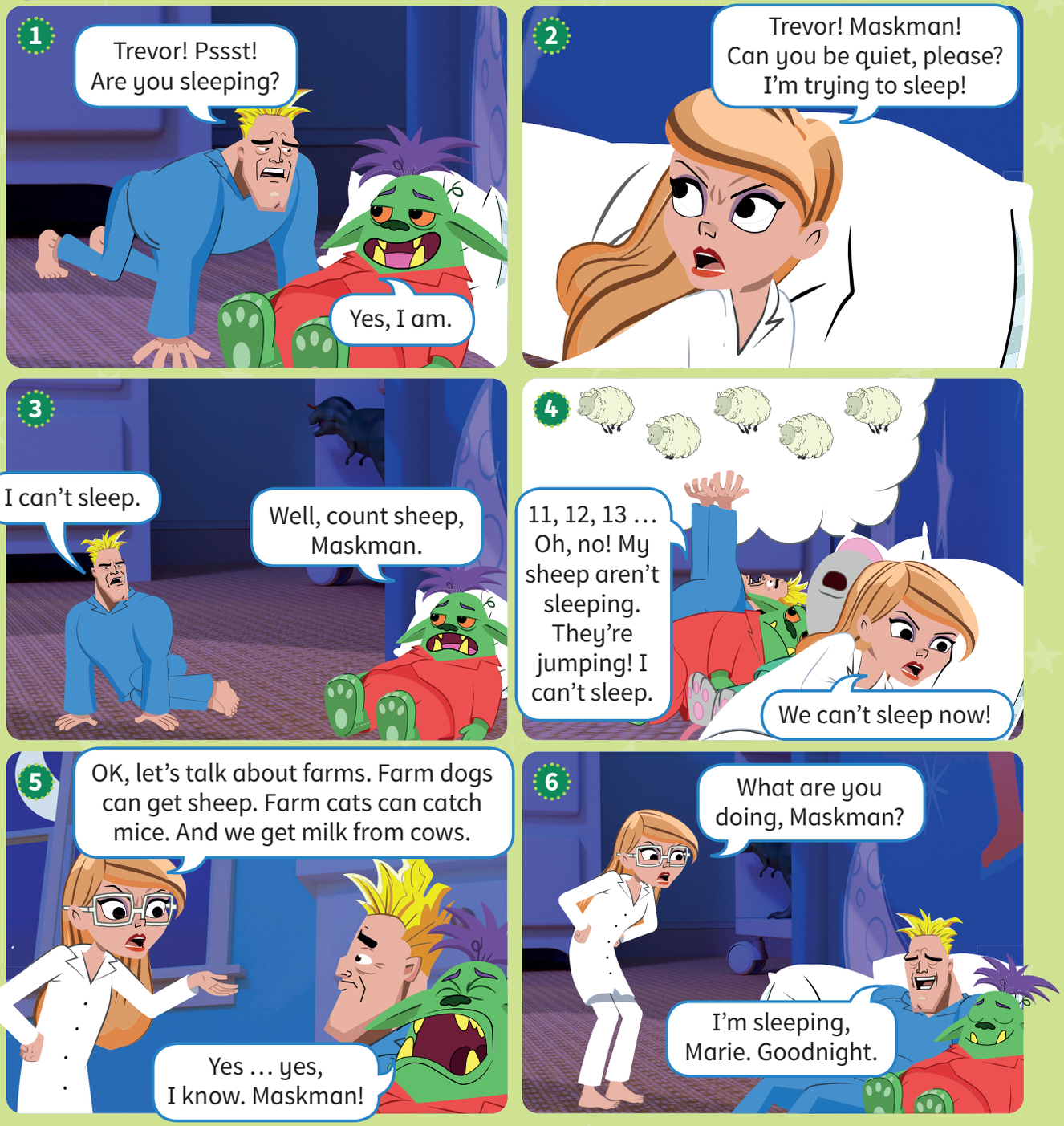
Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 73**
- **Test Unit 7 Test**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 7, *Extension worksheet 2*
- **T117 – Consolidation activity:** *Wordsnakes*
- **T117–118 – Extension activity:** *Finger rhyme*

1 73 Watch the video.



2 Act out the story.

Story: unit language in context

8 My town

1 74–75 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

Spell 'café', please.

C-a-f-e.

Vocabulary presentation: places

Unit 8 My town
Pupil's Book p.54

Objectives
By the end of the lesson, pupils will be able to name places in a town.

Target language
- **Key language:** places: *street, flat, park, shop, hospital, café*
- **Additional language:** *city, over there, one, windows, toy, good idea, drink, town, Let's (go to the café) for (a drink).*
- **Revision:** adjectives, prepositions, colours, the alphabet, transport, animals, toys, rooms, furniture, *shoe(s), this/that/those, spell, Can you see (my flat)? Where is it? There's (a shoe shop).*

Materials
- **Flashcards:** places (73–78)
- Pictures of cities, towns and villages

Warmer
- Show pictures of cities, towns and villages or name places pupils know. Ask *Where do you live? A big city? A town? A little village?* Have a class vote to find out where pupils would prefer to live.

Presentation
- Elicit/Teach the places in a town using the flashcards. Pupils repeat in chorus and then in groups and pairs. Display the flashcards in a circle on the board (picture side). Say *These places are all in a town.* Write *Town* in the centre of the circle. Point to each flashcard, elicit the word and then turn it word side.

Extra challenge Ask questions to personalise the new language, e.g. *Do you live in a house or a flat? What's the name of a park in our town?*

PB54. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 54, please.* Elicit who they can see and where the people are. Say *Can you find the hidden star?* (on the orange van) Pupils say *Here it is.*
- Say *Listen and point.* Play the **Audio**. Pupils listen and point to the places in the town. Prompt, using the flashcards if necessary. Set the pre-listening questions: *Where's Grandpa's flat? Where's the shoe shop?* Play the **Audio** again. Pupils listen for the answers (*Next to the park, next to the café.*)
- Check comprehension by asking, e.g. *Is it a big city or a small city?*

74

Suzy: This is a long street, Grandpa.
Grandpa: Yes, it is. It's a big city. Can you see my flat?
Suzy: No. Where is it?
Grandpa: It's over there, next to the park. It's the one with the green windows.
Suzy: Oh, yes. What's this over here, next to the toy shop?
Grandpa: That's a hospital.
Suzy: Ooh, look! There's a shoe shop! Look at those beautiful red shoes, Grandpa.
Grandpa: What …? Oh, yes.
Suzy: The shoe shop's next to the café, Grandpa.
Grandpa: Good idea. Let's go to the café for a drink.
Suzy: No, Grandpa. Let's go to the shoe shop for my new red shoes.
Grandpa: Oh, sorry … Yes … Of course.

- Say *Listen and repeat.* Play the **Audio**. Pupils point to the words in the picture and repeat them in chorus. Listen for correct pronunciation.

75

Park, shop, street, hospital, café, flat

PB54. ACTIVITY 2

Ask and answer.
- Focus pupils on the sentence in the first speech bubble and practise saying it together.

Extra support Revise the alphabet before the pairwork.

- Pupils work in pairs to either choose a word or spell it for their partner. Fast finishers can choose other items in the picture.

AB54. Answer key, see page T107

Ending the lesson
- Six pupils come to the front. Hand each one a places flashcard. Tell pupils to stand in alphabetical order. The class checks if they're correct. Repeat with another six pupils.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 74–75**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T118 – Consolidation activity 1:** *Memory game*
- **T118 – Consolidation activity 2:** *Mime story*

Unit 8 My town
Pupil's Book p.55

Objectives
By the end of the lesson, pupils will have had more practice reading and talking about places in a town.

Target language
- **Key language:** places, plural nouns: *pineapples, lemons, skateboards, cars, men, women, children, planes, babies, coconuts, trains*
- **Additional language:** *woman, with, dog, boy, boots, fruit, man, bus stop, pet, toy, bookshop, pear, armchair, orange*
- **Revision:** prepositions, numbers 1–10, pets, colours, furniture, toys, food, animals, *kite, shoe, How many (skateboards) are there? There are (two skateboards).*

Materials
- **Flashcards:** places (73–78)
- A real skateboard or a picture of a skateboard

Warmer
- Revise the places using the flashcards. Slowly reveal each one (picture side) until pupils say the word correctly.
- Pre-teach *skateboard* by either showing a real skateboard or a picture. Pupils repeat after you.

PB55. ACTIVITY 1

Read and answer.
- Say *Open your Pupil's Books at page 55, please.* Elicit what pupils can see in the picture. Make sure you draw out the following words as pupils need them for the reading: *woman, café, pineapples, dogs, boy, kite, boots, shoe shop, lemons, bus.*
- Say *Read the questions. Talk about the answers with your partner.* Pupils work in pairs. Monitor as they are working. Check by asking pupils to read the questions aloud. Other pupils answer. If a pupil doesn't want to read aloud, ask another pupil to volunteer.
- Pupils then copy the questions and write their answers in their notebooks.

Key: **1** She's next to the park/café. **2** There are four pineapples. **3** There are two dogs. **4** He's in the park. **5** The boots are red. **6** The lemons are in the fruit shop. **7** The bus is yellow.

PB55. ACTIVITY 2

Ask, count and answer.
- Focus pupils on the words in the box. Elicit what they think the following words are: *babies, children, men, women*. Check for correct pronunciation of *women*. Help them to work out that they are plurals of *baby, child, man, woman*. Demonstrate *Count* by counting on your fingers.
- Pupils work in pairs, using the model question and answer and the words in the box. They take turns to ask and answer about the picture in Activity 1. Monitor and help if necessary. Check using open pairs: one pair asks a question, and another answers it.

Extra challenge After one round with their books open, pupils repeat the pairwork, but this time Pupil A closes his/her book and answers five questions with *How many …?* from memory. Then they swap. More confident pupils can add in different questions, similar to the ones in Activity 1. Monitor and help with language.

AB55. Answer key, see page T107

Ending the lesson
- Play a chain game beginning *In the town there are …* Start the chain, e.g. *In the town there are four bookshops.* Pupil 1: *In the town there are four bookshops and two cafés.* Pupil 2: *In the town there are four bookshops, two cafés and …* When the chain is about six places long, shout *Change!* and the next pupil starts a new chain. Choose pupils at random to continue the chain to make sure all pupils are listening.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB95 and PB95 – Grammar reference 8**
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 2*
- **T118 – Consolidation activity 1:** *How many?*
- **T118 – Consolidation activity 2:** *Corner game*

1 Read and answer.



1 Where's the woman with the dog?
2 How many pineapples are there?
3 How many dogs are there?
4 Where's the boy with the kite?
5 What colour are the boots in the shoe shop?
6 Where are the lemons?
7 What colour's the bus?

2 Ask, count and answer.

How many skateboards are there?

There are two skateboards.

babies **cars** **children** **coconuts** **lemons** **men**
pineapples **planes** **skateboards** **trains** **women**

Vocabulary practice: places and plural nouns



56

Language presentation: prepositions *behind*, *between*, *in front of*

Objectives

By the end of the lesson, pupils will have asked and answered questions about location.

Target language

- **Key language:** prepositions: *between*, *in front of*, *behind*
- **Additional language:** *school*, *sitting*, *everybody*, *music*, *be quiet*, *star*
- **Revision:** character names, family, numbers 1–10, colours, *play the guitar*, *happy*, present continuous, prepositions (*next to*, *in*, *on*, *under*), *I love (music)*, *So do I / I don't*, *Who's (next to Grandma)?*

Warmer

- Revise prepositions (*next to*, *in*, *on*, *under*) using school objects. Say, e.g. *Put your red crayon in the book. Put your ruler on your head.*

Presentation

- Call five pupils to the front of the class. Ask them to stand like this:

P1 P2 P3 P4 P5

- Say *Listen.* (Name P1) *is behind* (name P3). (Name P5) *is in front of* (name P3). (Name P3) *is between* (name P2) *and* (name P4). Repeat several times.
- Ask questions, e.g. *Where is* (name P3)*? Where is* (name P5)*?* Invite five more pupils to the front and give them instructions, e.g. (Name), *stand in front of* (name). The pupils arrange themselves according to your instructions.

PB56. ACTIVITY 1

Listen and point.

- Say *Open your Pupil's Books at page 56, please.* Elicit where the people are (*At school.*) Elicit the names of the characters. Say *Listen and point.* Play the narrative section of the Audio. Pupils point. Repeat this process.
- Pre-teach *Music.* Set the pre-listening questions: *Suzy isn't happy. Why? Who's in front of Suzy?* Play the dialogue section of the Audio. Pupils listen for the answers. They check in pairs. Play it again. Check with the class (*She can't see, Lenny's mum is in front of Suzy.*) Say *I love music.* Elicit responses *So do I / I don't.*
- Check comprehension and prepositions by asking about the people in the picture, e.g. *Who's between Mrs Star and Simon? Where's Grandma Star?*

Audio ▶ 76

Narrator: Mr Star is playing his guitar at Simon and Stella's school. Simon's sitting between Stella and Suzy, and Mrs Star's sitting next to Suzy. Lenny's sitting in front of Mrs Star, and Lenny's mum's sitting between Lenny and his dad. Grandpa and Grandma Star are sitting behind Simon and Suzy. Everybody is very happy, but Suzy isn't.
Stella: I love music.
Mrs Star: So do I.
Suzy: Mum, I can't see.
Mrs Star: Shh, Suzy. Be quiet!
Suzy: But I can't see. Lenny's mum's in front of me.
Grandma: Shh, Suzy. Be quiet! I can't hear if you're talking.
Suzy: Can I sit with Stella, please?
Mrs Star: Well, all right, but be quiet.
Suzy: Yes, Mum. Thanks.
Suzy: Oh, this is good. Now I can see.
Stella: Huh! You can see, but I can't. Mum!

- Watch the ▶ Video and answer the questions.

PB56. ACTIVITY 2

Ask and answer.

- Pupils work in pairs. They use the speech bubbles and your examples from the end of the previous activity to ask and answer about the picture. Monitor pupils and prompt where necessary. Make sure they swap roles.

Extra support Write some example questions on the board, e.g. *Who's between Stella and Suzy? Who's in front of Mrs Star?*

AB56. Answer key, see page T107

Ending the lesson

- Ask questions about pupils in the class, e.g. *Who's sitting in front of* (name)*? Who's sitting between* (name) *and* (name)*?* Pupils take turns to ask questions.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 76**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **AB95 and PB95 – Grammar reference 8**
- **Teacher Resources:** Photocopiable 8
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 1*
- **T118 – Consolidation activity:** *Giving instructions*

Objectives

By the end of the lesson, pupils will have had more practice with location and will have sung a song.

Target language

- **Key language:** places, prepositions, plural nouns
- **Additional language:** *sit down, armchair, people, boy, sleeping, now, eating, Put (two books on the table).*
- **Revision:** numbers 1–10, school objects, parts of the body, colours, furniture, *dog, ice cream, sad,* prepositions (*on, under, next to*), *There's a (black book), Where (are the people)? What has (the boy) got?* present continuous, *Who is (sad)?*

Warmer

- Review prepositions (*behind, between, in front of*) by asking about where pupils are sitting in class.

Extra challenge Volunteers take turns to describe where one person in class is sitting (without looking at them) for the class to guess, e.g. *This person is sitting in front of … They are behind …*

Song

PB57. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 57, please.* Elicit what pupils can see in the pictures. Say *Listen and point.* Play the Song. They point to the pictures of the actions. Play the Song again in sections with actions. Pupils repeat. Repeat all the sections together with the Song. Pupils take the real school objects (books, pencil, etc.) and do the song with the actions. Divide the class into four groups. Each group performs the song. Vote for the best performance.

77

Put two books on the table,
Put two books on the table.
Put a pencil between the books,
Put a pencil between the books.
Put a pencil behind your head,
Put a pencil behind your head.
Put a book in front of your nose,
Put a book in front of your nose.
Put a book under your chair,
Put a book under your chair.
Put a pencil behind your ear,
Put a pencil behind your ear.
Put two books on your head,
Put two books on your head.
Put them all back on the table,
And now, now, sit down.

78

(Karaoke version)

PB57. ACTIVITY 2

Read and say. Write.

- Focus pupils on the picture. Read the beginning of the text and point out the example. Tell pupils they need to use words to say where things are in the gaps.
- Pupils read and say the words in pairs. Check as a class. Pupils then copy the complete text in their notebooks.
- Using the picture in Activity 2, ask further questions to practise the new and revised prepositions with the class. Ask questions about the different coloured books in the image, inviting volunteers to describe their position, e.g. *Where are the red books? Where's the blue book?*

Key: under, in front of, between

Pairwork

- Pupils draw a picture of a living room, like the one in Pupil's Book Activity 2. Tell them to include a sofa, an armchair and a table and to put a bag, a book and a cat wherever they want in the room (e.g. on the sofa, under the table).
- Pupils work with a partner. They take turns to keep their picture hidden and describe it for their partner to draw, e.g. *Draw a table between the sofa and the armchair. Draw a black cat on the sofa.* When the drawing is complete, they show their picture to check the positions of items.

AB57. Answer key, see page T107

Ending the lesson

- Select an object in the classroom. Describe its position for pupils to guess, e.g. *What is it? It's green and it's under a chair. It's next to the window.* Repeat. Pupils can take turns to describe items.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 77–78**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB95 and PB95 – Grammar reference 8**
- **PB101 – Pre A1 Starters Exam folder:** Reading and Writing Part 5
- **Teacher Resources:** Unit 8, *Song worksheet*
- **Teacher Resources:** Unit 8, *Extension worksheet 1*
- **T118 – Consolidation activity:** *My town*
- **T118 – Extension activity:** *Action songs*

1 77–78 Listen and sing. Do karaoke.





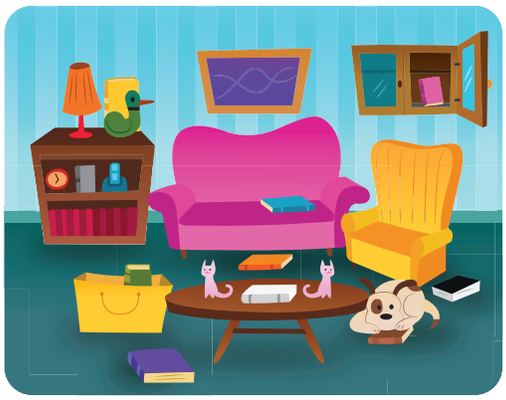



Put two books on the table …
Put a pencil between the books …
Put a pencil behind your head …
Put a book in front of your nose …
Put a book under your chair …
Put a pencil behind your ear …
Put two books on your head …
Put them all back on the table,
And now, now, sit down.





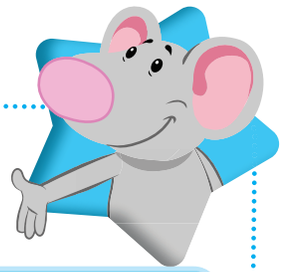
2 Read and say. Write.



There's a black book ☆  next to the armchair. There's a brown book  the dog and there's a purple book  the yellow bag. There's an orange book  the sofa and the table.

Language practice: prepositions *behind, between, in front of, under*

Monty's sounds and spelling



1 79 **Watch and say.**



They're playing in the park.
Hippo is hopping! Panda is jumping!

2 **Ask and answer.**

Where's the panda?

Next to the snake.



Write it with me!

hi__ __o and
__anda

Unit 8 My town
Pupil's Book p.58

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /p/ and the spellings *p* and *pp* in various positions in context.

Target language
- **Key language:** the consonant sound /p/ (*panda*, *hippo*), places, prepositions
- **Additional language:** *hopping*, *jumping*, *panda*, *chicken*, *pineapple*, *pet*
- **Revision:** animals, pets, family, *car*, present continuous, *Where's the (panda)?*

Materials
- **Flashcard:** park (73)
- Sticky note or small piece of paper for each pupil

Warmer
- Stick the park flashcard on the board. Ask pupils what people usually do at the park and what they usually see there. Write their ideas on the board (e.g. *running*, *skateboarding*, *playing football*, *trees*, *ducks*). Pupils can also act out their suggestions. Accept any ideas.

Presentation
PB58. ACTIVITY 1

Watch and say.
- Tell pupils they are going to watch a ▶ Video about two animals in the park. Ask *Which animals are in the park?* Accept any guesses. Tell pupils to watch the ▶ Video to find out.
- Watch the ▶ Video together and elicit the answer (*a hippo and a panda*). Pause the video after the first version of the animation. Ask what the animals were doing (*hopping*, *jumping*).
- Say *hopping hippo* and *jumping panda* with a strong emphasis on the /p/ sound.
- Give each pupil a sticky note. Pupils hold the note just in front of their mouth. Say *hopping hippo*, *jumping panda* together. Ask pupils what they notice about the note (the paper moves when they make the /p/ sound). Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which other words in the ▶ Video had this /p/ sound (*play*, *park*).

▶ 79

Monty: They're playing in the park! Hippo is hopping. Panda is jumping.
What can you see? Say it with me!
Monty & Voice 1: They're playing in the park! Hippo is hopping. Panda is jumping.
Voice 1: /p/ /p/
Where's the /p/?
That's right! /p/
Playing in the park!
Hippo is hopping.
Panda is jumping.
They're playing in the park! Hippo is hopping. Panda is jumping.
Voice 1: /p/ playing /p/ park /p/ hippo /p/ hopping /p/ panda /p/ jumping
Monty: They're playing in the park! Hippo is hopping. Panda is jumping. What can you see? Say it with me!
Monty & Voice 1: They're playing in the park! Hippo is hopping. Panda is jumping.
Monty: One more time – you sound fine!
Monty & Voice 1: They're playing in the park! Hippo is hopping. Panda is jumping.

- Say *Open your Pupil's Books at page 58, please.*
- Read the sentences together and emphasise the /p/ sound.
- Point out that there are words with just one p and words with double p. Ask pupils to find the words with p at the beginning and words with pp in the middle. Elicit known words with p at the end, e.g. *shop*.
- Pupils work in pairs. They take turns to say the sentences.

PB58. ACTIVITY 2

Ask and answer.
- Ask pupils to look at the picture and tell you what they see (e.g. *pineapple*, *duck*, *spider*, *chicken*).
- Read the example speech bubbles and ask pupils to find the panda in the picture.

Extra support Practise prepositions (*next to*, *between*, *in front of*, *in*, etc.) before the pairwork.

- Pupils work in pairs to ask and answer questions with *Where's the …?* about the picture.

PB58.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the words with double p and single p and practise saying the phrase.

AB58. Answer key, see page T107

Ending the lesson
- Remind pupils that *hopping* has a double p. Say words with the /p/ sound in random order. Pupils hop when they think the word is spelt with a double p. They stay still if they think there is only one p.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 79**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T118 – Consolidation activity 1:** *Write the words*
- **T118 – Consolidation activity 2:** *Talking about my town*

Unit 8 My town
Pupil's Book p.59

Objectives
By the end of the lesson, pupils will have read a story and revised language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *Dogzilla, monster, children, superhero, Catzilla, help, funny, town, stand, scared*
- **Revision:** pets, *I can't (look), It's (behind) you,* present continuous, *There's a (cat), It isn't (funny).*

Warmer
- Review the prepositions using a TPR game. Invite five pupils to the front and give them instructions, e.g. (Name) *stand in front of* (name). (Name) *stand behind* (name). (Name) *stand between* (name) *and* (name). Pupils arrange themselves according to your instructions. Repeat with different pupils.

Extra challenge Once pupils are standing in place, ask volunteers to describe the position of different classmates, using a variety of prepositions (e.g. *Yolanda is in front of Elena. She's behind Victor. She's between Javier and Feli.*).

Story
PB59. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 59, please.* Elicit who pupils can see (*Monty, Maskman, Simon, Suzy and a dog*). Elicit where they are (*in the living room*). Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions *What's Dogzilla? Where's the cat?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*A monster dog, behind Monty.*) Elicit what they think Catzilla is (*a monster cat*).
- Focus on Pupil's Book page 59 again. Play the Audio. Pupils listen and follow the story in their books this time.

Extra challenge Play the Audio again for pupils to listen and repeat. Encourage them to say it with intonation and feeling, and to join in with the shrieks.

- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What's the helicopter doing?* (*Flying.*) *Is it day or night?* (*Day.*) *Does Monty like cats?* (*No.*) *Is there a dog behind Maskman?* (*Yes.*) *Is Maskman scared?* (*Yes.*)
- Ask pupils who their superhero is. Ask them if it's Maskman.

80
> Toys in the toy box,
> Come alive.
> Walk and talk,
> On the count of five.
> One, two, three, four, five.
> **Simon:** Aaagh! Look behind you! It's behind you!
> **Suzy:** Ooooh! I can't look!
> **Maskman:** Oh, no. It's 'Dogzilla', the monster dog.
> **Maskman:** I'm coming, children.
> **Simon & Suzy:** Maskman's our superhero.
> **Maskman:** Aaagh! Monty! Look behind you! There's a cat! It's 'Catzilla'.
> **Monty:** Eeeek! Help! A cat!
> **Maskman:** Ha ha ha!
> **Monty:** It isn't funny.
> **Monty:** Look! There's a dog. It's behind you.
> **Maskman:** Eeeek! Help! There's a dog! It's 'Dogzilla'! Help!

PB59. ACTIVITY 2

Listen and say the number.
- Focus pupils on the frames of the story again. Say *Listen and say the number of the story picture.* Play the first extract. Elicit the number of the frame from the class (*four*). Play the rest of the Audio. Pupils work in pairs and point to / whisper the number of the frame.
- Play the Audio again. This time, stop after each section and elicit the number from a pair of pupils.

Key: 4, 1, 5, 6, 4, 3

81
> **Monty:** Eeeek! Help! A cat!
> **Simon:** Aaagh! Look behind you! It's behind you!
> **Monty:** It isn't funny!
> **Monty:** Look! There's a dog. It's behind you.
> **Maskman:** Aaagh! Monty! Look behind you! There's a cat! It's 'Catzilla'.
> **Maskman:** I'm coming, children.

AB59. Answer key, see page T107

Ending the lesson
- Ask pupils which chant/song/game they would like to do again from the unit and do it together.
- Ask pupils to find out information about their village, town or city for homework (e.g. population, interesting places).

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 80–81**
- **Test** Unit 8 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Extension worksheet 2*
- **T118 – Consolidation activity 1:** *Role play*
- **T118 – Consolidation activity 2:** *Chain game*

8

1 80 Watch the video.



2 81 Listen and say the number.

Story: unit language in context

Marie's geography

Where do we live?



1 Watch and answer.

2 Read and match. Write.

1 This is my town. It isn't very small and it isn't very big. It's got shops, a supermarket and a cinema. It's next to the sea.

2 This is my village. It's small! It's got two shops, a bakery and a little library.

3 This is my city! It's very big. It's busy with people, cars and buses every day.

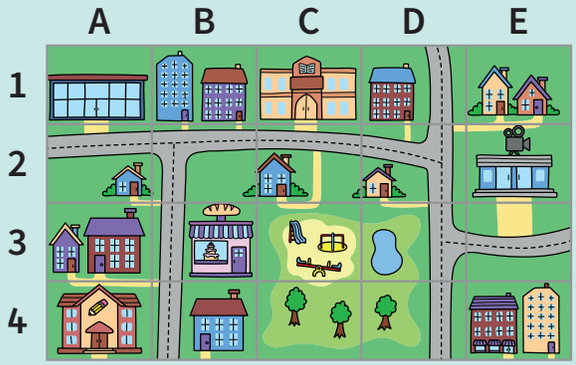
a 

b 

c 

3 Find and write the words. Ask and answer.

bakery cinema library playground school



1 C1 = library
2 B3 = _____
3 C3 = _____
4 E2 = _____
5 A4 = _____



Fact

This is a floating village in Thailand. All the people live on boats!

Project

Make a town plan and fact file.



Unit 8 My town
Pupil's Book p.60

Objectives
By the end of the lesson, pupils will have talked about different places to live and learnt the names for more places in a town.

Target language
- **Key language:** *town/village/city, supermarket, cinema, bakery, post office, library, playground*
- **Additional language:** *every day, busy, people, floating, Thailand, farm, Scotland, Glasgow, today, but, map*
- **Revision:** adjectives, places, numbers 1–10, transport, family, animals, *books, This is (my town), It's / It isn't (small), It's got (shops), I love (cows)*, prepositions, *There's / There isn't (a shop)*, present continuous, *Is there a (library) in our (town)?*

Materials
- **Flashcards:** places (73–78)

Warmer
- Revise the places in a town with the flashcards. Play a 'guess the word' spelling game with the class.

Presentation
PB60. ACTIVITY 1

Watch and answer.
- Say *Open your Pupil's Books at page 60, please.* Point to the picture on the whiteboard and say *This is Marie's geography.*
- Read the question *Where do we live?* Ask pupils the name of the place where they live. Tell pupils they're going to watch a ▶ Video about different places to live. Play the ▶ Video for pupils to watch and think. Elicit the names of some of the places people live from the ▶ Video.
- After watching the ▶ Video, ask the class *What's in your village, town or city?* Brainstorm ideas with the class, making sure they use *There's …* or *There are …*, e.g. *There's a park.*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB60. ACTIVITY 2

Read and match. Write.
- Ask pupils to look at the photos.

Extra challenge Elicit some words to describe each of the photos (e.g. *quiet, noisy, interesting*).

- Pupils read the texts quickly and match each one to a photo. They read again and write what the photo shows. Check as a class.

Extra support Write *village, town, city* on the board before pupils read.

- Make sentences and ask pupils to say *city, town* or *village* to check comprehension, e.g. *It's busy.* (*City.*) *It's small.* (*Village.*) *It's got a supermarket.* (*Town.*)

Key: **a 3**, city; **b 1**, town; **c 2**, village

PB60. ACTIVITY 3

Find and write the words. Ask and answer.
- Point to the grid map on the whiteboard and ask pupils *What is it?* Elicit/Teach *map*. Explain that this is a map of a town and each square has coordinates. Tell pupils that they are going to write the words for the places in the squares.
- Point and ask *Where's the library?* Give pupils time to work out the coordinates (*C1*).

Extra support Run your finger along the top edge and stop at square C. Then run your finger down to the library and stop. Say *The library is in C1.* Point to the example answer.

- Ask more questions about the map to give pupils practice, e.g. *Where's the cinema?*
- Pupils work in pairs to write the words. Monitor the activity and help where necessary. Check answers as a class.
- Pupils stay in their pairs to ask and answer about the map. Pupil A asks, e.g. *Where's the cinema?* Pupil B answers e.g. *It's in E2.* Write example questions and answers on the board.

Key: **2** bakery, **3** playground, **4** cinema, **5** school

PB60.

FACT
- Focus pupils on the fact and ask a volunteer to read it aloud. Check comprehension of *floating* and *boats*. Ask pupils if they would like to live in a floating village.

PB60.

PROJECT
- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB60. Answer key, see page T107

Ending the lesson
- Write *City, Town* and *Village* on the board. Have a class vote about who prefers to live in each place.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T118 – Extension activity:** *Where I live*

Objectives

By the end of the lesson, pupils will have listened to advice about looking after their surroundings and practised giving commands.

Target language

- **Key language:** *be responsible, rubbish, bin, road, grass, wait in line, (traffic) lights, cross (the road)*
- **Additional language:** *good, put, Stop, look and listen!, sit, lunch, walk, wait, fun, man, throw, skateboard, sign, here,* imperatives, e.g. *Don't walk / Walk.*
- **Revision:** transport, places, adjectives, colours, numbers 1–10, *play football, There are (cars), We can (play), You can/can't (cross), There's a (green man on the traffic lights), I can/can't (put my rubbish here).*

Warmer

- Write the phrase *Be responsible in your town* on the board. Explain the meaning of *be responsible* and elicit ideas about how to be responsible in the places where we live. Accept any reasonable ideas.
- Use drawings on the board, mime and the pictures on Pupil's Book page 61 to teach *road, grass, traffic lights, cross the road, recycle bottles, wait in line.* Say each word or phrase for pupils to repeat chorally. Choose volunteers to say them on their own.
- Draw a simple traffic light with red and green lights and elicit what the red light means (*stop*) and what the green light means (*go*). Explain that in Britain, pedestrian crossings have a green light in the shape of a person walking for 'go' and a red light in the shape of a person standing still for 'stop'.

Presentation

PB61. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 61, please.* Point to Trevor on the whiteboard and say *This lesson is about Trevor's values. Today it's 'Be responsible in your town'.* Show page 61 on the whiteboard.
- Say *Listen and say the number.* Stop the Audio after each sentence or dialogue for pupils to have time to think about their answers. Repeat. Pupils check in pairs. Check answers with the whole class.

Key: **1** Picture 4, **2** Picture 3, **3** Picture 2, **4** Picture 5, **5** Picture 6, **6** Picture 1

82

1 It's good to put your rubbish in the bin. Thank you!
2 There are cars on the road. Stop, look and listen!
3 **Girl:** Let's sit here and eat our lunch.
Boy: Stop! Don't walk on the grass. Look!
4 It's good to wait in line for the bus. My friends can wait too.
5 The park is clean and fun! We can play together!
6 Stop! When the man on the lights is red, you can't cross.

PB61. ACTIVITY 2

Look and say with a friend.

- Focus pupils on Activity 2. Point to the first speech bubble on the whiteboard and say *We can recycle bottles.* Pupils read the answer *Picture four* and point to the picture in their books. Get a confident pupil to give another example. Use the language form, e.g. *We can/can't …* to give examples.

Extra support Write these sentence starters on the board: *We can't cross … We can't walk … We can cross … We can wait … We can play …*

- Pupils take turns in pairs to say sentences and match them with the pictures e.g. Pupil A: *We can't walk on the grass!* Pupil B: *Picture 2.* Ask volunteers to say their sentences for the class. The other pupils point to and say the correct picture number.

AB61. Answer key, see page T107

Ending the lesson

- Pupils come to the front to act out the sentences or dialogues from Pupil's Book Activity 1. Pupils put up their hands to say in which location the dialogue takes place.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 82**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T119 – Consolidation activity:** *My place in town*
- **T119 – Extension activity:** *School rules*

Trevor's values

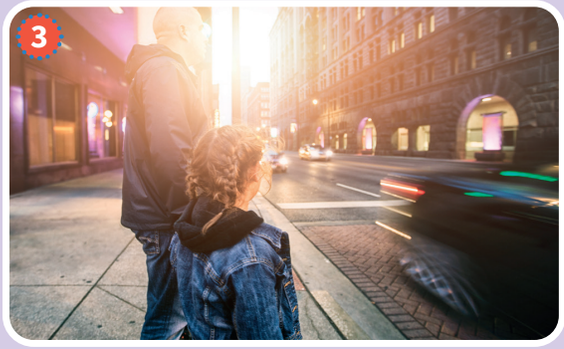
Be responsible in your town



1 82 **Listen and say the number.**













2 **Look and say with a friend.**

We can recycle bottles.

Picture four.

Language: *We can wait / play / recycle here. / Don't cross.* | social responsibilities

Review Units 5, 6, 7 and 8

1 83 Listen and say the letter.

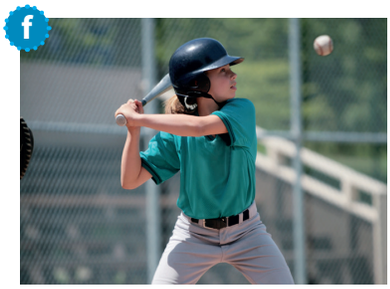
a 

b 

c 

d 

e 

f 

2 Read and answer.



Leo and Ivan are at the farm today. They're looking at the  . Next to it there are three  . They're eating  . A  is  . Ivan's very  .

1 Where is Leo?
2 What are they looking at?
3 How many ducks are there?
4 What's the frog doing?

Unit 8 My town
Pupil's Book p.62

Objectives
By the end of the lesson, pupils will have reviewed language from Units 5–8.

Target language
- **Key language:** language from Units 5–8
- **Additional language:** meals, *farm*, *her*, *chicken*, *pet*
- **Revision:** pets, numbers 1–10, *ball*, *happy*, *grandmother*, *grandfather*, *There are (three ducks)*, *Are you (Stella's mum)?*, *I can see (two ducks).*

Materials
- Flashcards from Units 5–8

Warmer
- Display a selection of eight flashcards from Units 5–8 (e.g. cousin (Lenny), milk, eggs, duck, lizard, park, flat). Check comprehension by eliciting a sentence for each word (e.g. *My cousin's name is Elena. There's a park in my town. I have milk for breakfast.*)
- Make pairs. Pupils write the words in alphabetical order as quickly as possible. Elicit the words in the correct order.

PB62. ACTIVITY 1

Listen and say the letter.
- Say *Open your Pupil's Books at page 62, please.* Point to each picture in turn on the whiteboard and elicit the letter and what pupils can see (e.g. *a – two children and a goat*).
- Play the first item on the Audio and elicit the correct letter (*d*). Play the rest of the Audio. Pupils listen, point and whisper the letter to their partner each time. Play the Audio again. Stop after each sentence or dialogue and elicit the answer.

Extra challenge Pupils work in pairs. They choose picture a, b or e and make up a two-line dialogue for the children pictured to say. Monitor and help. Pairs perform their dialogue for the class.

Key: d, b, e, c, a, f

83

We're having chicken and chips for dinner.
Girl: I love horses. **Woman:** So do I.
I'm kicking a ball.
We're having fish and chips for dinner.
Girl: I love goats. **Boy:** I don't.
I'm hitting a ball.

PB62. ACTIVITY 2

Read and answer.
- Focus pupils on the picture and on the text. Remind them that they did a similar activity in Unit 6 (refer them to Pupil's Book page 43, Activity 2). Pupils read the story in pairs, working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to.
- Check comprehension of the questions. Pupils answer the questions individually in their notebooks in full sentences. Monitor and help as necessary. Check answers in open pairs.
- Ask further questions to check comprehension: *What are the ducks eating?* (*They're eating bread.*) *Where are the ducks?* (*They're in the water.*) *Where is the donkey?* (*It's next to the ducks.*) *Is Ivan happy or sad?* (*He's happy.*)

Key: **1** He's at the farm. **2** They're looking at the donkey.
3 There are three ducks. **4** It's / The frog's jumping.

AB62. Answer key, see page T107

Ending the lesson
- Divide the class into teams of four or five. Set a time limit for pupils to write as many sentences as they can about photo a in Pupil's Book page 62, Activity 1 (e.g. five minutes).
- Provide key words on the board, if necessary, for example *brother and sister*, *goat*, *small*, *look at*, *sit*, *eat*, *black*, *farm*.

Extra support Write model sentences about photo b on the board. Pupils can use similar structures to write about photo a.

- When time is up, each team counts their sentences. The team with the most sentences take turns to read them out. The other teams look at the photo to check. Elicit any additional sentences from the other teams.

Ending the lesson
- Pupils close their books. Play a memory game. Pupils say what they can remember about the picture from Pupil's Book page 62, Activity 2.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 83**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T119 – Consolidation activity 1:** *Reading pictures*
- **T119 – Consolidation activity 2:** *Do an activity*

Unit 8 My town
Pupil's Book p.63

Objectives
By the end of the lesson, pupils will have reviewed language from Units 5–8 and learnt a chant.

Target language
- **Key language:** language from Units 5–8
- **Additional language:** useful language for games, *star*, *skateboard*, *baby*, *pineapple*, *toy*, *door*, *polar bear*, *favourite*
- **Revision:** furniture, school objects, question words, toys, rooms, numbers 1–10, colours, *mother*, prepositions

Materials
- Soft toy animals or pictures of animals
- A dice for each group of three or four pupils and a counter / small coin for each pupil

Warmer
- Review prepositions by hiding five or six soft toy animals (or pictures of animals) around the classroom (make sure the position of each animal can be described with known language). Pupils put their hands up when they can say a sentence about where one of the animals is. Write the sentences on the board.
- Move the toys and repeat. This time pupils write the sentences in their notebook. Check with the class.

PB63. ACTIVITY 1

Play the game. Answer the question.
- Say *Open your Pupil's Books at page 63, please.* Tell pupils they are going to play a game, similar to the one on Pupil's Book page 33.
- Read the question and answer at the top of the page and say *In this game you answer the question 'Where's the star?'* Point to some of the squares on the board on the whiteboard and ask individual pupils *Where's the star?* They respond, e.g. *It's between the skateboards / next to the pineapple.*
- Demonstrate how to play the game. Take out a dice and a counter or coin. Point to the Start square (bottom left). Say *This is the Start. You throw the dice.* Throw the dice and show pupils how to move their counter along the board. Then say *You ask 'Where's the star?' I say 'It's on the hospital.' I stay on this square. Then it's Yana's turn,* etc. *Now it's my turn again.* Throw the dice and move your counter again. Look thoughtful and say *Where's the star? Oh. I don't know.* Move your counter back to the square you were on before. Say *I don't know. I move back to where I was. If you land on an arrow square, you can stay where you are without saying where the star is.* Point to the Finish square and say *This is the Finish. The first person here is the winner! Hooray!*

Extra support Review the useful language for games and write it on the board, if necessary.

- Make groups of three or four pupils. They need one dice per group and a coin or counter for each pupil. Groups play the game. Monitor. The winner is the first pupil to get to Finish or the pupil who is furthest along the board after a certain amount of time.

AB63. Answer key, see page T107

Ending the lesson
- Pupils work in groups of three. They need one Activity Book between three. They use a book (or paper) to cover the words from the Unit 5 My picture dictionary (page 39). They take turns to say who each family member is. They look and check. They then cover the pictures from the Unit 6 My picture dictionary (page 45) and take turns to say the food items. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the My progress statements from Units 5–8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Test** **End of Term 2 Test**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T119 – Consolidation activity 1:** *Board slap*
- **T119 – Consolidation activity 2:** *Sing a song or do a chant*

1 Play the game. Answer the question.

Where's the star?

It's in front of the hospital.



Review: units 5, 6, 7 and 8

9 Our clothes

1 84–85 **Listen and answer. Listen and repeat.**



2 **Ask and answer.**

What are these?

They're sunglasses.

64 **Vocabulary presentation:** clothes

Unit 9 Our clothes
Pupil's Book p.64

Objectives
By the end of the lesson, pupils will have learnt to talk about clothes.

Target language
- **Key language:** clothes: *shirt*, *jeans*, *sunglasses*, *dress*, *hat*, *handbag*, *glasses*
- **Additional language:** *fashion show*, *beautiful*, *gold*, *clothes*, *carrots*, *What a (beautiful T-shirt).*
- **Revision:** character names, colours, clothes from *Kid's Box 1*, adjectives, animals, food, *head*, *watch*, *What are these? They're (sunglasses)*, *What's this? It's a (handbag).*

Materials
- **Flashcards:** clothes (79–84) and/or real clothes
- ***Kid's Box 1* flashcards:** 66–71 (clothes) or pictures / real clothes: a jacket, shoes, a skirt, socks, trousers, a T-shirt

Warmer
- Review the clothes from *Kid's Box 1* using flashcards, pictures or real clothes. Show each one and elicit the name. Display all the items and say *These are all …* Elicit or present *Clothes*. Check pronunciation. Write *Clothes* in the centre of the board.

Presentation
- Elicit/Teach the new clothes vocabulary using the flashcards or real clothes. Show each item in turn and elicit/say the word. Pupils repeat in chorus and then in groups. Stick the flashcards on the board (picture side) around the mind map. Put *handbag* and *sunglasses* at the side of the board. Point to each flashcard. Pupils chorus the word. Turn the flashcard to show the word side. Pupils chorus the word again.

PB64. ACTIVITY 1

Listen and answer. Listen and repeat.
- Set the scene, but ask pupils not to open their books. Say *Listen. The Star children and their friends are wearing different clothes.* Set the pre-listening questions: *What are Simon and Alex wearing? What's Meera wearing? What's Suzy wearing? What's Lenny wearing?* Play the **Audio**. Pupils listen for the answers. They check in pairs (*black shirts, blue jeans and white shoes*; *brown skirt, orange jacket, yellow socks and green shoes*; *purple dress, pink shoes and red hat*; *grey trousers, black shoes and red T-shirt*). Say *Open your Pupil's Books at page 64, please. Listen again and check.* Play the **Audio** again as pupils are checking. Elicit the difference between *glasses* and *sunglasses*. Check comprehension by asking, e.g. *What colour is Suzy's hat?*
- Say *Can you find the hidden star? Show your partner.* Check with the class (on Suzy's shoe). Pupils say *Here it is.*

84

> **Stella:** Hello and welcome to the Star Fashion show. Here are Simon and Alex. They're wearing black shirts, blue jeans and white shoes. Simon's got small black sunglasses on his head. Alex is wearing a new yellow watch. Thank you, Simon. Thank you, Alex.
>
> Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.
>
> Now we've got Suzy, the star of the show. She's wearing a long purple dress and big pink shoes. She's wearing a nice big red hat and she's got a beautiful gold handbag. Thank you, Suzy.
>
> Now here's Lenny. He's wearing grey trousers, black shoes, and a red T-shirt with a green guitar on. What a beautiful T-shirt! Thank you, Lenny.

- Say *Listen, point to the clothes and repeat.* Play the **Audio**. Pupils repeat the words.

85

> Dress, sunglasses, handbag, hat, shirt, jeans, glasses

PB64. ACTIVITY 2

Ask and answer.
- Say *Ask and answer.* Focus pupils on the speech bubbles. Write *this* and *these* on the board and elicit which words in the picture go with each. Make sure pupils realise that in English, *jeans* (like *trousers*) is always plural.

Extra support Point to the picture on the whiteboard and ask the class several example questions first.

- Pupils work in pairs to ask and answer the same question. Monitor.

AB64. Answer key, see page T107

Ending the lesson
- Display the clothes flashcards. Say, e.g. *Stella says 'Point to the handbag'.* Pupils point. Say *Point to the shirt.* Pupils don't point.

Digital Classroom
- **Presentation Plus:** Unit 9
- **Audio 84–85**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 9, *Reinforcement worksheet 1*
- **T119 – Consolidation activity:** *Mime and sing*
- **T119 – Extension activity:** *Fashion show*

Unit 9 Our clothes
Pupil's Book p.65

Objectives
By the end of the lesson, pupils will have practised talking about things they wear and learnt a chant.

Target language
- **Key language:** clothes, *(Two girls) are wearing (dresses).*
- **Additional language:** *box, toys, clothes, boy(s), girl(s), children, put (it/them) on, take (it/them) off*
- **Revision:** clothes from *Kid's Box 1*, adjectives, numbers 1–10, colours, *There's a (big box), There are (six handbags),* present continuous

Materials
- **Real clothes:** a hat, sunglasses, shoes, a dress, socks, a jacket, glasses, a shirt, jeans, a skirt

Warmer
- Pupils look at each other's clothes for 30 seconds. Then they stand back to back and take turns to say what the other is wearing. Demonstrate, using *You're wearing …*

Presentation
PB65. ACTIVITY 1

Say the chant. Listen and correct.
- Say *Open your Pupil's Books at page 65, please.* Elicit the clothes pupils can see. Say *Listen and point.* Play the Audio. Pupils listen and point to the clothes/words in the pictures. Play the chant again in sections. Pupils repeat, pointing to clothes or touching theirs as they say the words.

86

Handbags, glasses, Hats, jeans,
Jackets and shirts. Shoes and socks.
T-shirts, trousers, Put them on,
Dresses and skirts. They're in the box.

- Focus on the first statement in the speech bubble. Say *Listen.* Play number 1 on the Audio. Ask *Yes or no?* (*No.*) Elicit the correct statement, referring to the speech bubble.
- Play each sentence and pause for pupils to think and confer. Play the Audio again. This time, pause before eliciting the response.

Key: **2** No, one boy is wearing jeans. **3** No, one girl is wearing red shoes. **4** No, three children are wearing sunglasses. **5** No, two girls are wearing dresses. **6** No, there are three handbags. **7** No, one boy is wearing short trousers. **8** No, there are five hats.

87

1 There's a big box with toys.
2 Three boys are wearing jeans.
3 Two girls are wearing red shoes.
4 Five children are wearing glasses.
5 One girl's wearing a dress.
6 There are six handbags.
7 Two boys are wearing short trousers.
8 There are four hats.

- Show pupils the hat you have brought to class and say, e.g. *This is my new hat.* Put it on and say *I'm putting on my hat. I'm putting it on.* Take the hat off and say/elicit *I'm taking off my hat.* Say *I'm taking …* and elicit the pronoun *it*. Complete the sentence by saying *off*. Repeat this process with the sunglasses using the pronoun *them*.
- Get the class to give you instructions in chorus: *Put your hat/sunglasses on. Take your hat/sunglasses off.* Repeat until pupils are confident. Each time, make a sentence in the present continuous with a pronoun (e.g. *I'm putting it/them on. I'm taking it/them off.*).
- Pupils stand up. They mime as you give instructions. Encourage pupils to chorally say sentences in the present continuous with a pronoun as they mime. They can then repeat the drill in pairs (one gives instructions, the other mimes and makes a sentence).

PB65. ACTIVITY 2

Read and say 'yes' or 'no'.
- Focus pupils on the sentences and the example speech bubble. Pupils work individually to read the sentences, look at the picture and choose 'yes' or 'no'. They compare answers in pairs.
- Check answers.

Extra challenge Pupils make extra true/false sentences about the picture for their partner to say 'yes' or 'no'.

Key: **2** no (Four boys.), **3** yes, **4** no (One boy), **5** yes

AB65. Answer key, see page T107

Ending the lesson
- Do the chant again. This time pupils mime putting the clothes on as they say them.

Digital Classroom
- **Presentation Plus:** Unit 9
- **Digital Flashcards**
- **Audio 86–87**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **AB96 and PB96 – Grammar reference 9**
- **Teacher Resources:** Unit 9, *Reinforcement worksheet 2*
- **Teacher Resources:** Photocopiable 9
- **T119 – Consolidation activity:** *Secret messages*

9

1 86–87 Say the chant. Listen and correct.

There's a big box with toys.

No, there's a big box with clothes.



Handbags, glasses,
Jackets and shirts.
T-shirts, trousers,
Dresses and skirts.
Hats, jeans,
Shoes and socks.
Put them on,
They're in the box.

2 Read and say 'yes' or 'no'.

1 Two girls are wearing long pink dresses. No.
2 Three boys are wearing hats.
3 Two girls are wearing glasses.
4 Four boys are wearing sunglasses.
5 Two girls are wearing skirts.

Vocabulary practice: clothes | **Language presentation 1:** present continuous *Two girls are wearing skirts.*



66

Language presentation 2: *have got* questions and answers *Have you got a big car? Yes, I have. / No, I haven't.*

Unit 9 Our clothes
Pupil's Book p.66

Objectives
By the end of the lesson, pupils will have asked and answered about ownership using *have got*.

Target language
- **Key language:** clothes, *Have you got (a car)? Yes, I have / No, I haven't, Has (Maskman) got (a car)? Yes, he/she has / No, he/she hasn't.*
- **Additional language:** *a good life, nice, family, a lot of / lots of, friends, house, garden, beautiful, flowers, drive, superhero, clothes, doctor, skateboard*
- **Revision:** adjectives, clothes from *Kid's Box 1*, colours, pets, toys, animals, *phone, have got, I can't (drive).*

Materials
- School objects

Warmer
- Revise *have got*. Ask a pupil, e.g. *Have you got a blue crayon?* Prompt the pupil to respond truthfully, e.g. *No, I haven't.* Continue around the class, sometimes asking for objects you know pupils haven't got. After asking a pupil and the pupil's response, turn to the class and say, e.g. *Has he got a bag?* The class responds, e.g. *No, he hasn't.* Continue, practising *I/she/he* forms.

Presentation
PB66. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 66, please.* Elicit who and what they can see. Elicit *garden, flowers, trees.* Say *Listen and point to what the toys have got.* Play the **Audio**. Pupils listen and point. Play the **Audio** again, stopping where indicated // below for pupils to point.

88

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Trevor: You know, Maskman, we've got a good life. We've got a nice family and we've got a lot of friends. //
Maskman: I know, Trevor, and we've got a house and a garden with lots of trees and beautiful flowers. //
Marie: Yes, a lot of toys haven't got a house or a garden …
Maskman: Or a car. I've got a big car. Have you got a car, Trevor? //
Trevor: No, I haven't got a car. I can't drive.
Maskman: I've got superhero clothes. Have you got superhero clothes, Trevor? //
Trevor: No, I haven't. I'm not a superhero.
Monty: Marie's a doctor. She's got a long white jacket and glasses. //
Maskman: Yes, I've got black glasses, too. //
Trevor: Yes, Maskman, we've got a good life. We've got a nice dog too. Look, there she is. //
Maskman: Aaaghh!! … And she's got a big mouth.
Others: Ha ha ha!

- Say *Now, let's listen and repeat.* Play the **Audio**, pausing after each line. Pupils repeat in chorus and then in groups and pairs.

Extra support Write the speakers' names on the board and the first few words of each line as a prompt.

89

Trevor: We've got a nice family and we've got a lot of friends.
Maskman: Have you got superhero clothes, Trevor?
Trevor: No, I haven't. I'm not a superhero.
Monty: Marie's a doctor. She's got a long white jacket and glasses.

- Watch the **Video** and answer the questions.

PB66. ACTIVITY 2

Ask and answer.
- Focus pupils on the speech bubbles. Ask more questions about the characters, to elicit both positive and negative responses from the class. Practise in open pairs around the classroom.
- Pupils work in pairs to ask and answer. Monitor and give feedback.

AB66. Answer key, see page T107

Ending the lesson
- Choose eight classroom objects. Hold them up in turn, saying *I've got a book, a bag …* Hide them from the class. In pairs, pupils try to remember the objects you had and anything else about them. Elicit sentences from pairs, e.g. *You've got a ruler. It's blue.* Show objects as they are mentioned.

Digital Classroom
- **Presentation Plus:** Unit 9
- **Audio 88–89**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **AB96 and PB96 – Grammar reference 9**
- **Teacher Resources:** Unit 9, *Extension worksheet 1*
- **T119 – Consolidation activity 1:** *Have you got …? game*
- **T119 – Consolidation activity 2:** *I've got …*

Objectives

By the end of the lesson, pupils will have had more practice talking about ownership and will have sung a song.

Target language

- **Key language:** clothes, *have got* positive, negative, questions and answers
- **Additional language:** *garden, house, friend, toy, mask, star, superhero, clothes, boots*
- **Revision:** adjectives, colours, clothes from *Kid's Box 1*, *mouse, car, hair, nose*

Materials

- **Flashcards:** character names (08–11)

Warmer

- Review colours and adjectives. Say, e.g. *I can see something in the classroom. It's small, blue and beautiful. It's under a chair.* Pupils guess (*a bag*). Continue with other objects, including clothes.

Song

PB67. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 67, please.* Elicit what pupils can see. To revise *boots*, ask *Has Maskman got yellow shoes?* Pupils answer *No, he's got yellow boots.* Pupils repeat after you.
- Say *Listen and point.* Play the Song. Pupils point to the objects in the song. Play the Song again. Encourage pupils to sing.

90

Marie: I've got a big garden.
I've got a big house.
I've got a good friend,
A small toy mouse.
I've got you, Monty.
I've got you.
Monty: Oh, Marie!

Maskman: I've got a black mask,
And a big blue car.
I've got black glasses,
I'm the Maskman star,
And I've got you, Monty.
I've got you.
Monty: Oh, Maskman!

Trevor: I haven't got
Superhero clothes.
I've got purple hair,
And a big, green nose,
And I've got you, Monty.
I've got you.
Monty: Oh, Trevor!
Marie, Maskman & Trevor: I've got you, Monty. I've got you.

91
(Karaoke version)

Class game

- Display the flashcards for the four characters in the song on the board (Marie, Monty, Maskman and Trevor). Say a sentence with *I've got …* from the song (e.g. *I've got purple hair.*). Pupils raise their hands if they know the character, then call them to the front to point to the correct flashcard on the board (Trevor). Practise with a few more sentences, varying the characters.
- Move the flashcards to four walls of the classroom or the walls of a larger space (e.g. the school hall). Say a sentence from the song, e.g. *I've got a big house.* Pupils run to the correct character flashcard (Marie) as quickly as they can. If running is not appropriate in your classroom, they can stand and point. The last pupil to run to (or point at) the correct card is out of the game. He/She can come to the front and help you read out sentences from the song.
- Continue until only a few pupils are left. They are the winners.

PB67. ACTIVITY 2

Ask and answer.

- Pupils work in groups. They take it in turns to ask each other *have got* questions about items in the song, like the ones in the speech bubbles.

Extra support Make some more example questions using items in the song and allow less confident pupils to work in pairs.

- Monitor as pupils talk, and make sure they answer with *Yes, I have / No, I haven't.*

Extra challenge Pupils can change the items in their questions by altering one word, e.g. *Have you got a small toy train?*

AB67. Answer key, see page T108

Ending the lesson

- Sing the song again with pupils. They mime the actions as they sing.

Digital Classroom

- **Presentation Plus:** Unit 9
- **Digital Flashcards**
- **Audio 90–91**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **AB96 and PB96 – Grammar reference 9**
- **Teacher Resources:** Unit 9, *Song worksheet*
- **T119 – Consolidation activity 1:** *Spelling bee*
- **T119 – Consolidation activity 2:** *Anagrams*

1 90–91 Listen and sing. Do karaoke.



I've got a big garden,
I've got a big house.
I've got a good friend,
A small toy mouse.
I've got you, Monty.
I've got you.

Oh, Marie!

I've got a black mask,
And a big blue car.
I've got black glasses,
I'm the Maskman star,
And I've got you, Monty.
I've got you.

Oh, Maskman!

I haven't got
Superhero clothes.
I've got purple hair,
And a big green nose,
And I've got you, Monty.
I've got you.

Oh, Trevor!

I've got you, Monty.
I've got you.

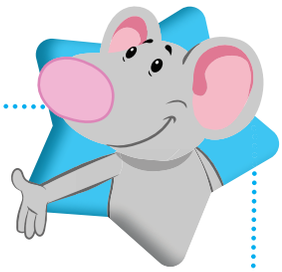
2 Ask and answer.

Have you got a garden?

Yes, I have.

Language practice 2: *have got* positive, negative, questions and answers

Monty's sounds and spelling



1 92 Watch and say.



A jellyfish in a jacket juggling jugs and juice!

2 Ask your friend.

Have you got sunglasses and a yellow jacket in your picture?

No.



Write it with me!

__ellyfish

Unit 9 Our clothes
Pupil's Book p.68

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /ʤ/ and the *j* spelling in context.

Target language
- **Key language:** consonant sound /ʤ/ (*jellyfish*), clothes, *have got* questions
- **Additional language:** *jellyfish*, *jug*, *juice*, *juggling*, *jacket*, *picture*
- **Revision:** clothes from *Kid's Box 1*, colours, *juice*

Materials
- Photos of a jellyfish and a jug of juice

Warmer
- Draw a wardrobe with closed doors on the board. Ask *What's in the wardrobe?* Pupils suggest as many clothes as they can. Accept any reasonable answers and invite pupils to come to board and write the words.

Presentation
PB68. ACTIVITY 1

Watch and say.
- Show a picture of a jellyfish and teach the word.
- Tell pupils to watch the ▶ Video to find out which item of clothing the jellyfish is wearing. Watch the ▶ Video and elicit the answer (*a jacket*). Pause the video after the first version of the animation. Ask pupils what the jellyfish was doing. Mime juggling and practise saying the word with the class. Teach *jug* (show a picture of a jug of juice).
- Say *jellyfish*, *juggling* and *jug* with a strong emphasis on the /ʤ/ sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which other words in the ▶ Video had this /ʤ/ sound (*jacket*, *juice*).

▶ 92

Monty: A jellyfish in a jacket juggling jugs and juice!
What can you see? Say it with me!
Monty & Voice 1: A jellyfish in a jacket juggling jugs and juice!
Voice 1: /ʤ/ /ʤ/
Where's the /ʤ/?
That's right! /ʤ/
A jellyfish in a jacket.
Jugs and juice.
Juggling jugs and juice!
A jellyfish in a jacket juggling jugs and juice!
Voice 1: /ʤ/ jellyfish /ʤ/ jacket /ʤ/ juggling /ʤ/ jugs /ʤ/ juice
Monty: A jellyfish in a jacket juggling jugs and juice!
What can you see? Say it with me!
Monty & Voice 1: A jellyfish in a jacket juggling jugs and juice!
Monty: One more time – you sound fine!
Monty & Voice 1: A jellyfish in a jacket juggling jugs and juice!

- Say *Open your Pupil's Books at page 68, please.* Ask pupils to find the words with the letter *j* in Activity 1. Elicit any more words they know that begin with *j* (e.g. *jump*).
- Read the sentence together and emphasise the /ʤ/sound each time.
- Pupils work in pairs. They take turns to say the sentences.

PB68. ACTIVITY 2

Ask your friend.
- Focus pupils on Activity 2. Elicit what they can see. Tell pupils you have chosen one of the pictures. Say *Which picture?* Pupils ask you questions to guess which picture, e.g. *Have you got sunglasses and a yellow jacket in your picture?*

Extra support Write some questions on the board first. Answer *yes* or *no* until pupils have guessed the right picture.

- Pupils work in pairs to ask and answer.

PB68.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the word with *j* and practise saying *jellyfish*.

AB68. Answer key, see page T108

Ending the lesson
- Pupils stand up. Tell them they are all jellyfish juggling and mime together. Ask pupils to think of one thing from the lesson or unit they are juggling. Say a sentence e.g. *I'm juggling hats!* If you say the word a pupil has thought of, they call out *Me too!* and sit down. Continue until everyone is sitting.

Digital Classroom
- **Presentation Plus:** Unit 9
- **Audio 92**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **T119 – Consolidation activity 1:** *In my picture*
- **T120 – Consolidation activity 2:** *What's in my bag?*

Unit 9 Our clothes
Pupil's Book p.69

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *mask, dance, Masktroll, That's right! lots of, clothes, things*
- **Revision:** adjectives, colours, clothes from *Kid's Box 1*, *mouse, swim, fly, sing, pencil*, present continuous

Materials
- **Flashcards:** clothes (79–84) and/or real clothes
- ***Kid's Box 1* flashcards:** 66–71 (clothes)
- Clothing catalogues or fashion magazines

Warmer
- Hold a clothes flashcard behind your back. Pupils guess by asking, e.g. *Have you got a dress?*

Extra challenge Ask pupils to spell the word.

Story
PB69. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 69, please.* Elicit who pupils can see and where they are. Tell pupils they are going to watch a ▶ **Video** of the story. Set the pre-watching questions: *Can Trevor fly? What colour is Maskman's hair? Can Maskman spell?*
- Watch the ▶ **Video** with the class. Elicit the answers (*Yes, purple, no.*) Check pupils understand that Trevor and Maskman have changed roles.
- Focus on Pupil's Book page 69 again. Play the **Audio**. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What's Monty wearing?* (*Marie's long white jacket and glasses. What's Trevor's name?* (*Masktroll.*) *What's Maskman eating?* (*A pencil.*)

93

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Marie: Monty! Are you wearing my long white jacket and my glasses?
Monty: Yes, I am. I'm Marie mouse.
Marie: Trevor! What *are* you wearing?
Trevor: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask … Who am I?
Trevor: I can swim and fly, but I can't sing or dance. I'm … Masktroll!
Monty: Look at Maskman!
Trevor: Maskman! Are you eating a pencil?
Maskman: Yes, I am. Who am I?
Monty: You're … Trollman!
Maskman: That's right! I can't swim and I can't spell.
Trevor: No, you can't, Trollman, but you've got a lot of friends.

PB69. ACTIVITY 2

Listen and say the number.
- Say *Now listen and look. Say the number of the picture.* Play the **Audio**. Pupils point to the picture and whisper the number to their partner.
- Play the **Audio** again. Check with the class.

Key: 5, 2, 4, 3, 1, 6

94

Trevor: Maskman! Are you eating a pencil?
Trevor: I'm wearing blue trousers, a blue shirt, a blue hat and a black mask … Who am I?
Monty: Look at Maskman!
Trevor: I can swim and fly, but I can't sing or dance. I'm … Masktroll!
Marie: Monty! Are you wearing my long white jacket and my glasses?
Maskman: That's right! I can't swim and I can't spell.

Pairwork
- Hand out two pages from catalogues or magazines to each pair. Pupil A describes a person as them, e.g. *I've got black hair. I'm wearing sunglasses.* Pupil B points to the correct person. They swap roles.

AB69. Answer key, see page T108

Ending the lesson
- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

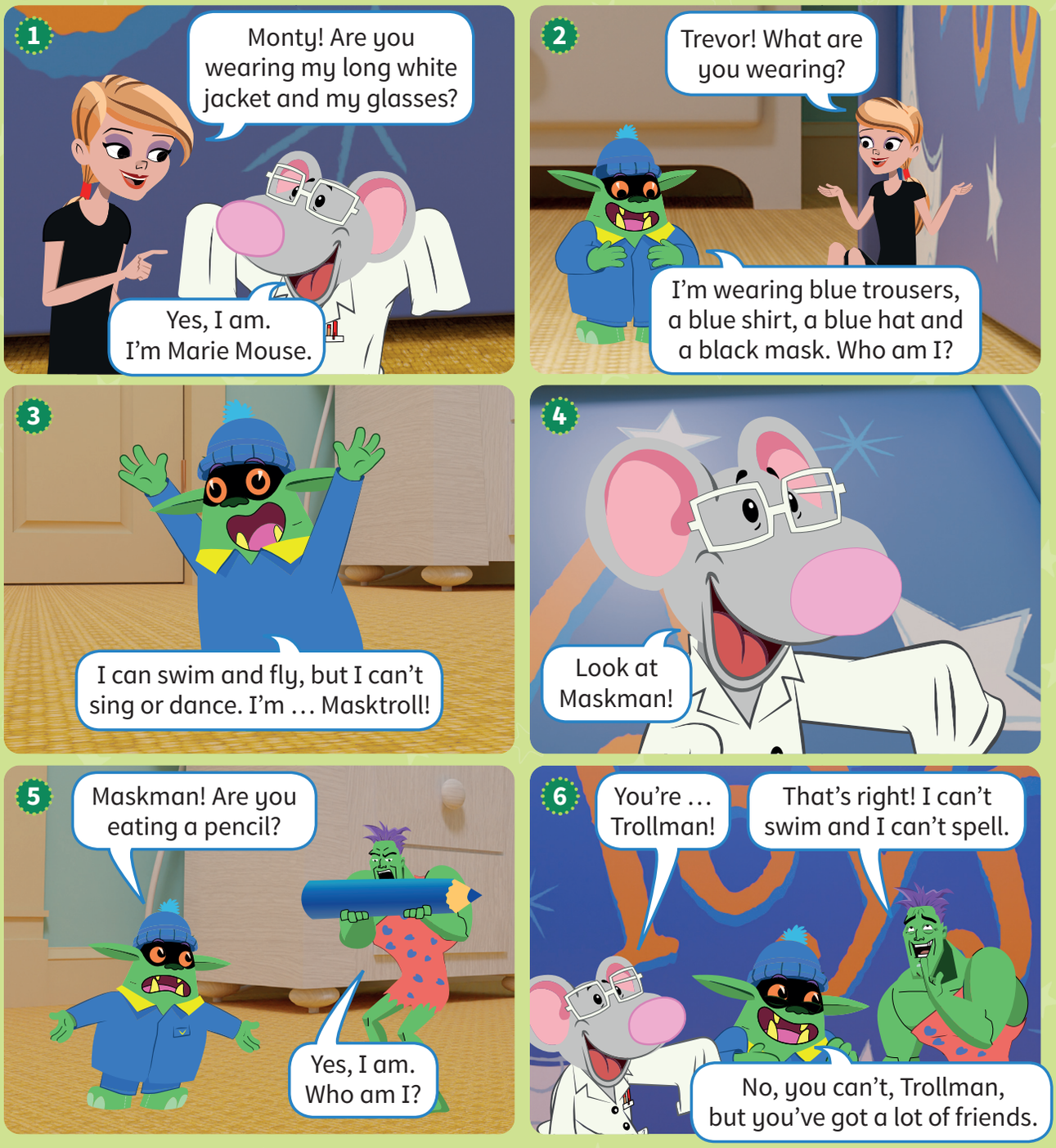
Digital Classroom
- **Presentation Plus:** Unit 9
- **Digital Flashcards**
- **Audio 93–94**
- **Practice Extra**

Test **Unit 9 Test**

Extra Resources
- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 9, *Extension worksheet 2*
- **T120 – Consolidation activity 1:** *Role play*
- **T120 – Consolidation activity 2:** *Our class fashion show*

9

1 93 Watch the video.

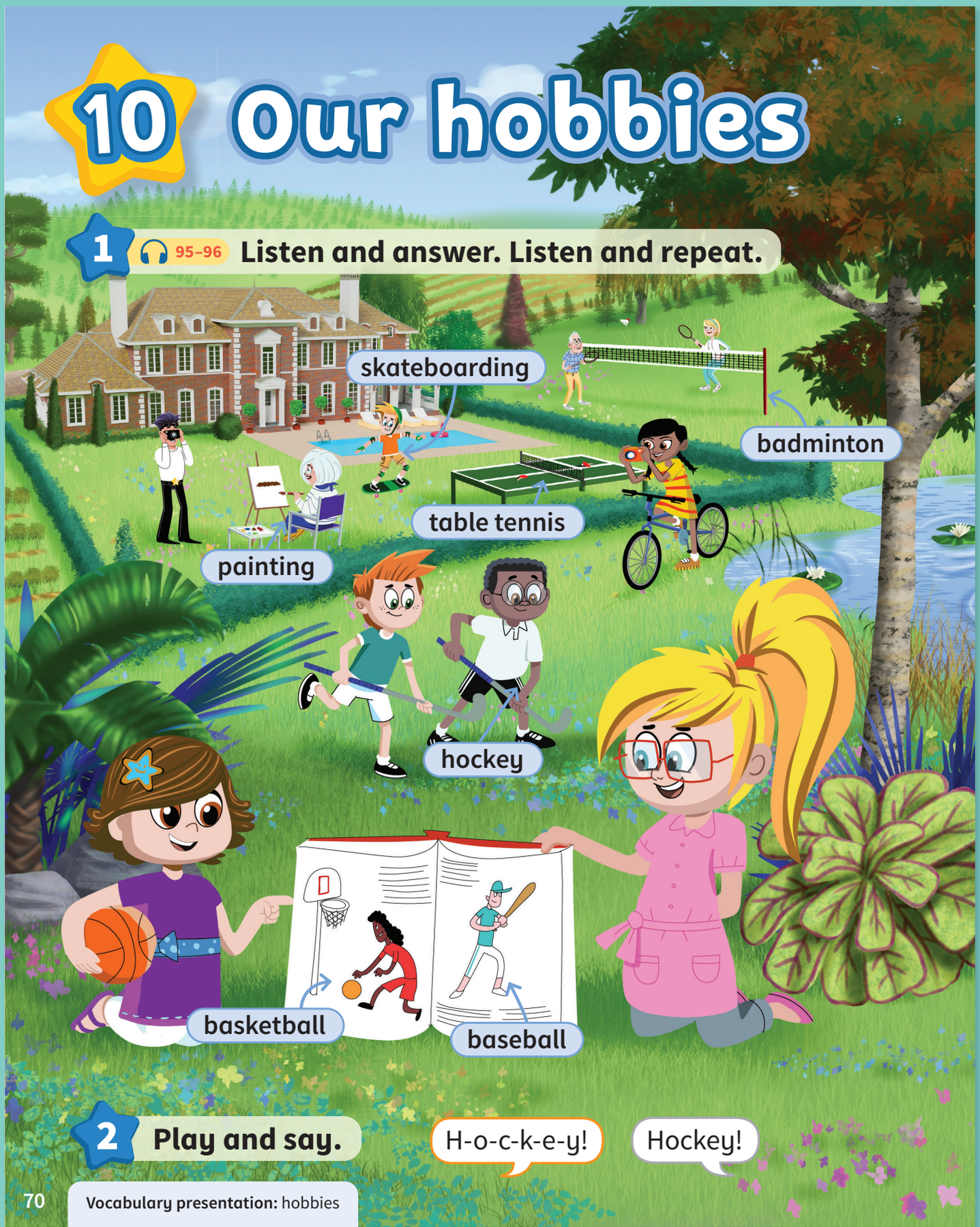


2 94 Listen and say the number.

Story: unit language in context

10 Our hobbies

1 95–96 **Listen and answer. Listen and repeat.**



2 **Play and say.**

H-o-c-k-e-y!

Hockey!

Vocabulary presentation: hobbies

Unit 10 Our hobbies
Pupil's Book p.70

Objectives
By the end of the lesson, pupils will be able to name and talk about sports and hobbies.

Target language
- **Key language:** hobbies: *baseball, basketball, hockey, skateboarding, badminton, painting, table tennis*
- **Additional language:** *sports, man, with, bouncing, hobby/hobbies, taking a photo, talking, boy, girl*
- **Revision:** clothes, toys, characters, activities from *Kid's Box 1*, the alphabet, colours, *book, have got, this/that/these*, present continuous

Materials
- **Flashcards:** hobbies (85–91)
- ***Kid's Box 1* flashcards:** 72–78 (hobbies)

Warmer
- Mime an action (e.g. playing football, playing basketball, playing tennis, playing the guitar, playing the piano, swimming, riding a bike). Pupils guess, e.g. *You're swimming.* Show each of the *Kid's Box 1* flashcards, elicit the word and stick it on the board.

Presentation
- Show each new hobbies flashcard in turn and say the word. Pupils repeat in chorus and then in groups. Stick the flashcards on the board (picture side) to make a mind map. Elicit from pupils what the word in the middle is. Don't write anything yet.
- Point to each new flashcard in turn. Pupils chorus the word. Turn the flashcard word side. Pupils chorus the word.

PB70. ACTIVITY 1

Listen and answer. Listen and repeat.
- Set the scene, but ask pupils not to open their books. Say *Listen. Suzy and Stella are talking about some of these things* (point to the board). Set the pre-listening questions: *What are Lenny and Simon doing? What's Grandma doing? What are the words for all these activities?* (gesture to the board). Play the Audio. Pupils listen for the answers. They check in pairs. (*They're playing hockey, she's painting, hobbies.*)
- Say *Open your Pupil's Books at page 70, please. Listen again and check.* Play the Audio again as pupils are checking. Write the words *Sports and hobbies* in the centre of the mind map on the board.
- Say *Can you find the hidden star? Show your partner.* Check with the class (in Suzy's hair). Pupils say *Here it is.*

95

Suzy: Stella, I've got a book about sports. What are these sports?
Stella: The man with the hat's hitting the ball. He's playing baseball, and this man here's playing basketball. He's bouncing the ball.
Suzy: Is this Meera's basketball?
Stella: Yes, it is, but she's riding a bike now.
Suzy: What are Lenny and Simon doing?
Stella: They're playing hockey.
Suzy: Mmm, and Alex is skateboarding … Are Grandpa and Mum playing tennis?
Stella: No, they're playing badminton.
Suzy: Grandma's painting. Is painting a sport?
Stella: No, it isn't, Suzy. It's a hobby.
Suzy: And Dad's taking a photo. Is that a sport or a hobby?
Stella: It's a hobby, Suzy.
Suzy: What's your favourite hobby, Stella?
Stella: It's reading, … and yours?
Suzy: My favourite hobby? … Er … It's, er … talking.
Stella: Yes, it is.

- Say *Listen and repeat.* Play the Audio. Pupils repeat in chorus as a class, then in groups and pairs.

96

Painting, badminton, table tennis, hockey, baseball, basketball, skateboarding

---

PB70. ACTIVITY 2

Play and say.
- Focus pupils on the speech bubbles. Spell out another one of the sports/hobbies letter by letter, or invite a confident pupil to do the same.
- Pupils work in pairs to spell and guess.

Extra challenge Pupils close their books when they are guessing.

AB70. Answer key, see page T108

Ending the lesson
- Display the hobbies flashcards (picture side) around the room. Call out the hobbies. Pupils point to the right card.

Digital Classroom
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 95–96**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 10, *Reinforcement worksheet 1*
- **T120 – Consolidation activity 1:** *How do you spell it?*
- **T120 – Consolidation activity 2:** *Slap the sports and hobbies*

Unit 10 Our hobbies
Pupil's Book p.71

Objectives
By the end of the lesson, pupils will have talked and read further about sports and hobbies.

Target language
- **Key language:** hobbies
- **Additional language:** *bounce/bouncing, friend, object, stick, children, sport, soccer, team, player, goalkeeper, boots, racket, bat, reading, fishing*
- **Revision:** verbs + *-ing* spellings, adjectives, colours, activities from *Kid's Box 1*, numbers 1–20, clothes, *ball, table*, present continuous, *have got*, prepositions

Materials
- **Flashcards:** hobbies (85–91)

Warmer
- Review the hobbies using the flashcards. Hold one behind your back. Pupils take turns to guess, e.g. *Is it basketball?* Respond *Yes, it is / No, it isn't.* The pupil who guesses correctly chooses a flashcard and becomes the caller.

PB71. ACTIVITY 1

Listen and match. Say the hobby.
- Say *Open your Pupil's Books at page 71, please.* Focus pupils on the pictures.

Extra support Before playing the **Audio**, brainstorm known actions which are related to sports (use mime to elicit/present), e.g. *run, bounce, throw, hit, catch, kick.*

- Say *Listen and look.* Play number 1 on the **Audio**. Pause. Point to the example (f basketball) on the whiteboard. Play the rest of the **Audio**. Pupils point to the answer and confirm silently with their partner. Play the **Audio** again for pupils to check. Elicit answers by playing the **Audio** a third time. Pause after each one and elicit the sport/hobby.
- Point to the racket in picture a and the bats in picture d and teach *racket* and *bat*. Pupils say the words after you. Ask *Tennis racket or tennis bat?* Confirm that *tennis racket* is correct.

Key: c baseball, d table tennis, a badminton, e football, b hockey

97

1 She's bouncing the big ball. Now she's throwing it to her friend.
2 He's throwing the small ball to his friend … Yes, she's hitting it. Oh! Yes … now she's catching the ball.
3 They're playing with a small ball. They've got a big table between them and the ball's bouncing on the table.
4 They aren't playing with a ball. They're hitting a small white object. It isn't bouncing and they aren't catching it.
5 She's running and kicking the ball. The ball isn't bouncing and they aren't catching it.
6 They're running with a small ball. He's hitting it with a long stick.

PB71. ACTIVITY 2

Read and answer.
- Focus pupils on the picture in Activity 2. Elicit what the hobby is (*football*). *Say Quickly read the text* (point to the text on the whiteboard) *and find the name for the girl with the orange T-shirt.* Pupils read and check (*goalkeeper*).
- Ask more questions about the picture to review vocabulary, e.g. *Is she kicking the ball? Can you touch the ball in football?*
- Say *Now read the text again and answer the questions.* Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class. Check understanding and pronunciation of *player(s)* and *goalkeeper*.

Key: 1 c, 2 a, 3 c

AB71. Answer key, see page T108

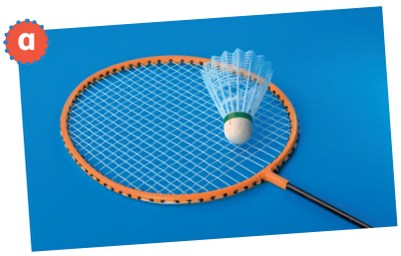
Ending the lesson
- Divide the class into groups according to their favourite sport: hockey, football or tennis. Each group decides the mime for their sport. Teach the chant. Groups say their chant in turn, doing the actions as they chant:
Hockey, hockey, I like hockey.
Hockey is the sport for me!
Football, football, I like football.
Football is the sport for me!
Tennis, tennis, I like tennis.
Tennis is the sport for me!

Digital Classroom
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 97**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **T120 – Consolidation activity:** *Freeze!*
- **T120 – Extension activity:** *Describing the picture*

10

1 97 Listen and match. Say the hobby.





It's f. It's basketball.









2 Read and answer.

These children are playing football. This sport has got two names: football and soccer. In a football team, there are ten players who can run and kick the ball, and one player who can kick and catch the ball. This player is the goalkeeper. Can you see the goalkeeper in this picture? She's wearing an orange T-shirt, black shorts and yellow boots.



1 The children are playing
   - a badminton
   - b basketball
   - c football.

2 Eleven players can
   - a kick the ball
   - b catch the ball
   - c bounce the ball.

3 One player can
   - a run
   - b hit the ball
   - c catch the ball.

Vocabulary practice: hobbies

1 98 Listen and say the number.

Number three.

1

Name: Grandpa Star
Likes: fishing and badminton
Dislikes: cleaning his shoes

2

Name: Lenny
Likes: swimming and football
Dislikes: table tennis

3

Name: Mr Star
Likes: the guitar and cooking
Dislikes: horses

4

Name: Grandma Star
Likes: painting and driving
Dislikes: gardening

5

Name: Meera
Likes: bikes and photos
Dislikes: TV

6

Name: Alex
Likes: badminton and the piano
Dislikes: baseball

7

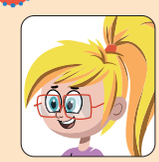
Name: Simon
Likes: basketball and hockey
Dislikes: cleaning his room

8

Name: Mrs Star
Likes: horses and reading
Dislikes: cooking

9

Name: Suzy
Likes: singing and drawing
Dislikes: soccer

10

Name: Stella
Likes: the piano and reading
Dislikes: doing sport

2 Say and play.

She likes horses and reading, but she doesn't like cooking.

Mrs Star.

Language presentation and practice 1: *I don't like / like / love singing. She likes / doesn't like cooking.*

Unit 10 Our hobbies
Pupil's Book p.72

Objectives
By the end of the lesson, pupils will have talked about likes and dislikes.

Target language
- **Key language:** hobbies, *I don't like / like / love (playing basketball), He/She likes / doesn't like (reading).*
- **Additional language:** *cooking, but, riding, reading, fishing, cleaning, driving, gardening, sport(s), room, drawing, soccer, taking photos, watching TV, likes, dislikes, ID card, carrots*
- **Revision:** activities from *Kid's Box 1*, characters, food, numbers 1–10, personal information, *horses, shoes, bike*

Materials
- **Flashcards:** hobbies (85–91)
- **Photos of hobbies:** cooking, riding horses / a bike, reading, fishing, cleaning, driving, gardening, drawing, taking photos, watching TV and singing

Warmer
- Review sports and hobbies using the flashcards. Show a flashcard. Pupils stand up if it's a sport and sit if it's a hobby. Repeat. Display the flashcards on the board. Point to one, do thumbs up and say, e.g. *I love playing soccer.* Point to another, do a thumbs wiggling up then down and say, e.g. *I like painting.* Point to another, do thumbs down and say, e.g. *I don't like swimming.* Elicit sentences from pupils.

Presentation
PB72. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 72, please.* Focus pupils on the ID cards and elicit/teach/check *ID card.* Use the photos to pre-teach *cooking, riding horses / a bike, reading, fishing, cleaning, driving, gardening, drawing, taking photos, watching TV* and to review *singing.*
- Play the first item on the **Audio**. Point to the speech bubble on the whiteboard. Play the rest of the **Audio**. Pupils listen and look. They check in pairs. Play the **Audio** again. Pause after each one and elicit the answer. For each card, ask, e.g. *What does he/she like doing?* Pupils ask and answer about the characters in pairs.

Key: 8, 1, 4, 10, 7, 9, 6, 2, 5

Audio 98

Mr Star: Hi. My name's Bruce Star. I like playing the guitar and I love cooking, but I don't like riding horses.

Mrs Star: Hi. I'm Angelina Star. I love riding horses and reading, but I don't like cooking.

Grandpa: Hello. I'm Grandpa Star. I like fishing and playing badminton, but I don't like cleaning my shoes.

Grandma: Hello. I'm Grandma Star. I love painting and driving. I don't like gardening.

Stella: Hi. I'm Stella. I love playing the piano and I like reading about sports, but I don't like doing sport.

Simon: Hello. My name's Simon. I like playing basketball and hockey, but I don't like cleaning my room.

Suzy: Hi. I'm Suzy. I love singing and drawing, but I don't like playing soccer.

Alex: Hello. I'm Alex. I like playing badminton and I love playing the piano, but I don't like playing baseball.

Lenny: Hi. My name's Lenny. I like swimming and playing football, but I don't like playing table tennis.

Meera: Hi. I'm Meera. I like riding my bike and I love taking photos, but I don't like watching TV.

- Watch the **Video** and answer the questions.

PB72. ACTIVITY 2

Say and play.
- Focus pupils on the speech bubbles. Make sentences about one of the male characters' cards, e.g. *He likes playing basketball and hockey, but he doesn't like cleaning his room.* Elicit the name (*Simon*).

Extra support Write these example sentences on the board: *She likes (riding her bike), but she doesn't like (watching TV). He likes (fishing and badminton), but he doesn't like (cleaning his shoes).*

- Pupils make sentences and guess in pairs, using *he* or *she* as appropriate.

AB72. Answer key, see page T108

Ending the lesson
- Call out sports and hobbies from Pupil's Book page 72, Activity 1. Pupils do thumbs up if they love it, thumbs wiggling up then down if they like it and thumbs down if they don't like it.

Digital Classroom
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 98**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **AB96 and PB96 – Grammar reference 10**
- **Teacher Resources:** Unit 10, *Extension worksheet 1*
- **Teacher Resources:** Photocopiable 10
- **T120 – Consolidation activity:** *Categories*

Objectives

By the end of the lesson, pupils will have had more practice talking about likes and dislikes and sung a song.

Target language

- **Key language:** hobbies, *I don't like / like / love (fishing), Does (Simon) like (painting)? Yes, he/she does / No, he/she doesn't.*
- **Additional language:** *fishing, taking photos, riding, driving, cleaning, cooking, boy(s), girl(s)*
- **Revision:** toys, colours, transport, activities from *Kid's Box 1*, clothes, character names, colours, adjectives, prepositions, present continuous

Warmer

- Say *I'm thinking of a sport or hobby. It's something I love doing.* Pupils try to guess by asking, e.g. *Swimming?* When pupils guess correctly, say a complete sentence, e.g. *Yes, I love cooking.* Repeat for *like / don't like*. Pupils take turns to come and be the callers.

Song

PB73. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 73, please.* Elicit what pupils can see in the pictures, e.g. *fishing.* Focus them on the symbols, e.g. ♥ ♥ and elicit what they think they mean. Play the Song. Pupils listen and check (*two hearts = love, one heart = like, crossed heart = don't like*). Play the Song again. Pupils listen to the verses and point to the people and the actions. Check understanding by asking, e.g. *This person loves swimming. Who is it?* (*Simon.*)
- Play the Song again, this time in sections. Pupils repeat the section. Teach the whole song in this way. Pupils stand up. They sing the song again in chorus. Divide the class into two. One half is Simon, the other Grandpa. The groups take turns to sing their parts. Swap roles. You can record pupils and let them see/hear themselves singing the song.

99

Grandpa: I love fishing,
I love flying kites.
I like taking photos,
I like riding bikes.
I love fishing!
Bedum … bedoo.

Simon: I love swimming,
Playing hockey too,
And I love painting,
With the colour blue.
I love swimming!
Bedum … bedoo.

Grandpa: I don't like driving,
Or flying in a plane,
I don't like cleaning shoes,
I don't like running for a train.
Bedum bedum bedoo.

Simon: I don't like cooking,
Or playing the guitar,
I don't like badminton,
Or cleaning my dad's car.
I don't like it!
Bedum … bedoo. Yeh!

100

(Karaoke version)

PB73. ACTIVITY 2

Ask and answer.

- Mime an action and read and drill the questions and short answers from the example speech bubbles.

Extra challenge Pupils can ask further questions with *who*, e.g. *Who loves swimming?*

AB73. Answer key, see page T108

Ending the lesson

- Invite a group of eight pupils to the front. Each of the eight pupils says one thing they like, e.g. *I like playing football.* Ask the class, e.g. *Does Pablo like riding bikes?* The class answer from memory *Yes, he does / No, he doesn't.* Ask further questions about the group, e.g. *Who likes riding bikes? What does Pablo like doing?*

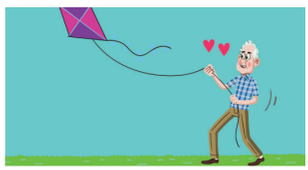
Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 99–100**
- **Practice Extra**

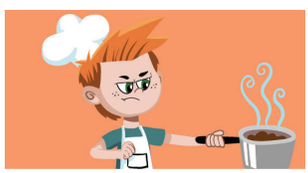
Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **AB96 and PB96 – Grammar reference 10**
- **Teacher Resources:** Unit 10, *Song worksheet*
- **T120 – Consolidation activity:** *Bingo game*
- **T120 – Extension activity:** *Write and draw*

1 99–100 Listen and sing. Do karaoke.



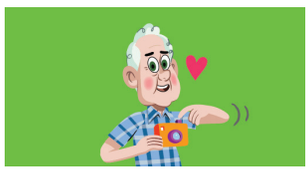
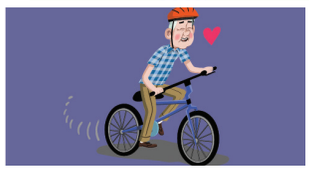


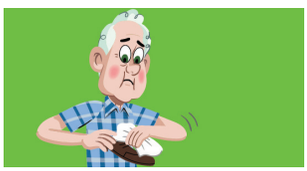

I ❤❤ *fishing,*
I ❤❤ *flying kites,*
I ❤ *taking photos,*
I ❤ *riding bikes.*
I ❤❤ *fishing!*
Bedum … bedoo.

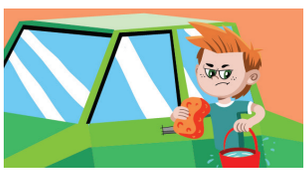
I ❤❤ *swimming,*
Playing hockey too,
And I ❤❤ *painting,*
With the colour blue.
I ❤❤ *swimming!*
Bedum … bedoo.

I ~~❤❤~~ *driving,*
Or flying in a plane,
I ~~❤❤~~ *cleaning shoes,*
I ~~❤❤~~ *running for a train!*
Bedum … bedoo.

I ~~❤❤~~ *cooking,*
Or playing the guitar,
I ~~❤❤~~ *badminton,*
Or cleaning my dad's car.
I ~~❤❤~~ *it!*
Bedum … bedoo. Yeh!

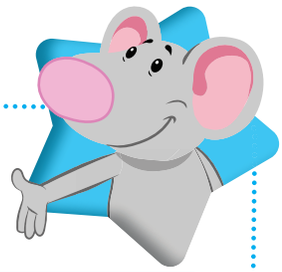
2 Ask and answer.

Does Simon like painting?

Yes, he does.

Language presentation and practice 2: *Does Grandpa like (taking photos)? Yes, he does. / No, he doesn't.*

Monty's sounds and spelling



1 101 Watch and say.



The whale and the snail are playing baseball today.

2 Choose, draw and say.

❤ ✓ ✗

The whale loves …



Write it with me!



The sn__ l's pl__ ing b__ s__ ball.

Unit 10 Our hobbies
Pupil's Book p.74

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /eɪ/ and the *a–e*, *ai* and *ay* spellings of this sound in context.

Target language
- **Key language:** vowel blend /eɪ/ (*whale*, *snail*, *today*), hobbies, *The (whale) doesn't like / likes / loves (playing baseball).*
- **Additional language:** *whale*, *snail*, *today*, *panda*, *playing*, *game*
- **Revision:** animals

Materials
- Pictures of a whale and a snail

Warmer
- Show or draw pictures of a whale and a snail and elicit/teach the words. Tell pupils they are going to watch a ▶ Video and these animals will play a sport. Ask pupils to guess the sport. Write their ideas on the board.
- Ask different pupils about the sports on the board, e.g. *Do you like (playing tennis)?*

Presentation
PB74. ACTIVITY 1

Watch and say.
- Watch the ▶ Video and elicit which sport the animals are doing (*playing baseball*). Pause the video after the first version of the animation.
- Say *whale*, *snail* and *today* with a strong emphasis on the /eɪ/ sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which other words in the ▶ Video had this /eɪ/ sound (*baseball*, *playing*, *say*).

101 ▶

Monty: The whale and the snail are playing baseball today! What can you see? Say it with me!
Monty & Voice 1: The whale and the snail are playing baseball today!
Voice 1: /eɪ/ /eɪ/
Where's the /eɪ/?
That's right! /eɪ/
A whale and a snail!
The whale and the snail are playing baseball today!
Voice 1: /eɪ/ whale /eɪ/ snail /eɪ/ playing /eɪ/ baseball /eɪ/ today
Monty: The whale and the snail are playing baseball today! What can you see? Say it with me!
Monty & Voice 1: The whale and the snail are playing baseball today!
Monty: One more time – you sound fine!
Monty & Voice 1: The whale and the snail are playing baseball today!

- Say *Open your Pupil's Books at page 74, please.* Point to the picture on the whiteboard and elicit the words with the /eɪ/ sound. Pupils practise pronunciation of each word.
- Write the sentence from Activity 1 on the board. As you say the sentence, clap each time there is an /eɪ/ sound. Pupils join in. Ask them to look at the sentence in the book and find the letters that represent the /eɪ/ sound (*a–e*, *ay*, *ai*). Call pupils to underline them on the board.

Extra challenge Write *ay* on the left of the board, *a–e* at the top, and *ai* on the right. Read the sentence from Activity 1 and tell pupils to raise their left hand when a word has an *ay* spelling, their right hand for *ai* and both arms for *a–e*.

- Elicit any more words pupils know that have the same spelling patterns.

PB74. ACTIVITY 2

Choose, draw and say.
- Ask pupils to look at the pictures in Activity 2 and decide for themselves which of the hobbies each animal loves, likes and dislikes. They draw a heart, tick or cross, following the key for meaning, in three of the boxes.

Extra support Ask pupils to write sentences about the animals in their notebooks and practise saying them.

- Pupils share their sentences in groups.

PB74

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the sentence with the correct letters and practise saying *The snail's playing baseball.*

AB74. Answer key, see page T108

Ending the lesson
- Divide the class into three groups: *ay*, *a–e* and *ai*.
- Call out words with *ay*, *a–e* and *ai* spellings and other words from the unit. When a group hears a word with their two letters, they jump in the air and make the sound /eɪ/.

Digital Classroom
- **Presentation Plus:** Unit 10
- **Audio 101**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, *Reinforcement worksheet 2*
- **T120 – Consolidation activity 1:** *Love, like, dislike*
- **T120–121 – Consolidation activity 2:** *Mime the activity*

Unit 10 Our hobbies
Pupil's Book p.75

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *game, soccer, goal, touch, eating, boys, reading, sport, hobby, What a (great game)!*
- **Revision:** numbers 1–20, parts of the body, *ball, play football*, present continuous

Materials
- **Flashcards:** hobbies (85–91)
- ***Kid's Box 1* flashcards:** 72–78 (activities)

Warmer
- Review the sports, hobbies and activities from *Kid's Box 1* using the flashcards. Secretly hand out the flashcards from *Kid's Box 1 and 2* to 14 pupils. They don't show them to their friends. The rest of the class names different sports and hobbies. When one of the 14 pupils hears his/her sport/hobby, they hold up their flashcard.

Extra challenge When they hold up their flashcard, the pupil also makes a sentence about the sport/hobby on their card, e.g. *I like swimming.*

Story
PB75. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 75, please.* Elicit who pupils can see (*Trevor, Monty, Maskman, Marie*) and what they're doing (*playing football*). Tell pupils they are going to watch a ▶ **Video** of the story. Set the pre-watching questions *What colour are Maskman's shorts? What colour are Trevor's boots? Who's number 18? Who's number 15?*
- Watch the ▶ **Video** with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*White, black, Maskman, Trevor.*) Elicit the other word used in the story to talk about football (*soccer*). Ask *Does Marie like playing football?* (*No, she likes reading about it.*)
- Focus on Pupil's Book page 75 again. Play the **Audio**. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What's Monty doing?* (*Watching soccer.*) *What's number 15 doing?* (*Hitting the ball with his head.*) *What's Maskman doing?* (*Touching the ball with his hands.*) *Who's running with the ball?* (*15/Trevor.*)

Audio ▶ 102

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Monty: What a great game of soccer! Yes! What a great goal!
Monty: Number 18 is kicking the ball. Now number 15 is hitting the ball with his head.
Maskman: Ouch! My hands!
Marie: No, Maskman! You can't touch the ball with your hands!
Monty: Now number 15 is running with the ball.
Marie: Trevor! Are you eating the ball?
Trevor: No, I'm not.
Maskman: Come and play football with us, Marie!
Marie: Oh, no, boys! I love reading about soccer, but I *don't* like playing it.

PB75. ACTIVITY 2

Listen and say 'yes' or 'no'.
- Say *Listen to the audio. Are they the same as the story or not?* Play the first one as an example. Play the **Audio**. Pupils whisper the answers to their partner. Play the **Audio** again. Check with the class. Elicit the correct phrase for the 'no' answers.

Key: **1** yes, **2** no – 18 and 15, **3** no – hands, **4** yes, **5** no – ball, **6** no – football

Audio 103

1 What a great game of soccer. Yes! What a great goal!
2 Number 8 is kicking the ball. Now number 5 is hitting the ball with his head.
3 No, Maskman! You can't touch the ball with your head!
4 Now number 15 is running with the ball.
5 Trevor! Are you eating the book?
6 Come and play badminton with us, Marie!

AB75. Answer key, see page T108

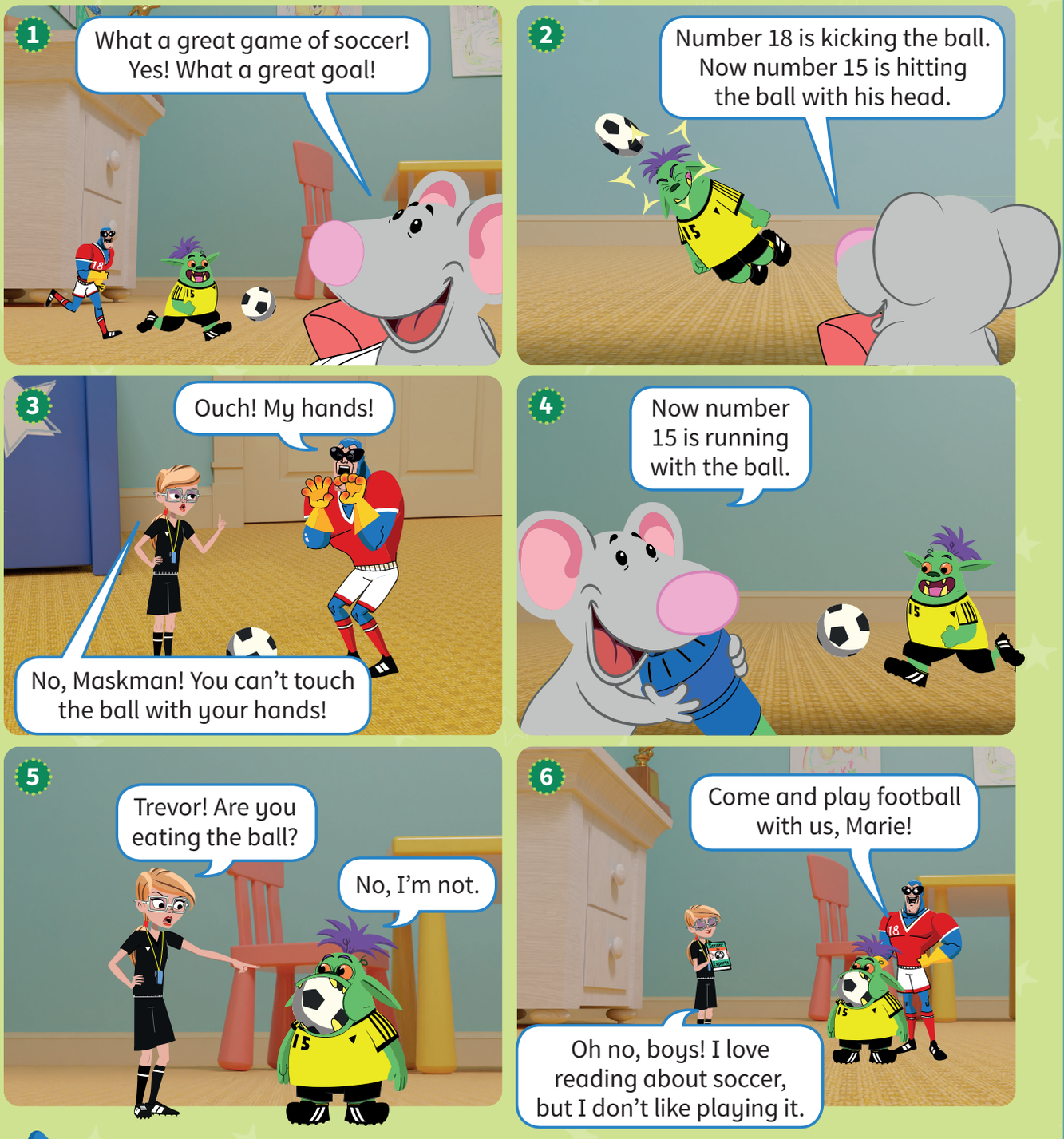
Ending the lesson
- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

Digital Classroom
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 102–103**
- **Practice Extra**
- **Test** **Unit 10 Test**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, *Extension worksheet 2*
- **T121 – Consolidation activity 1:** *Role play*
- **T121 – Consolidation activity 2:** *ID cards*

10

1 102 Watch the video.



2 103 Listen and say 'yes' or 'no'.

Story: unit language in context

Marie's sports

What sports can we do in summer and winter?



1 ▶ **Watch and answer.**

2 **Read and match.**

1 We can go mountain walking in summer.

2 I really like skiing when it snows.

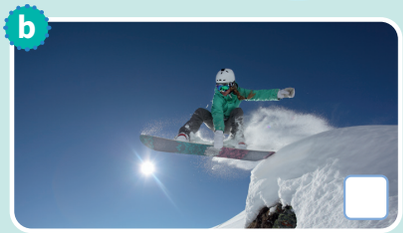
3 Snowboarding is very popular in winter.

4 We like sailing in summer.

5 I love surfing in the big waves! I'm not scared!

6 I love snorkelling in the warm water.

a 

b 

c 

d 

e 

f 

3 **What summer and winter sports do you like doing?**



Fact

Dogs like surfing, too! In the USA, there's a surfing competition for dogs every September.

Project



Do a hobbies survey.

Unit 10 Our hobbies
Pupil's Book p.76

Objectives
By the end of the lesson, pupils will have talked about hobbies they do in different seasons and carried out a survey.

Target language
- **Key language:** *summer, winter, mountain walking, skiing, snowboarding, sailing, surfing, snorkelling*
- **Additional language:** *when, snow, popular, waves, warm, the USA, competition, September, survey, clothes, sport, helmet, goggles, snowboard, wetsuit, snorkel, mask, skis, life jacket, boots, Australia, surfboard, I'd like to try (skiing).*
- **Revision:** clothes, *big, water, dogs, favourite, boat, water, I don't like / like / love (skiing), I'm/He's/She's/They're wearing (warm clothes), have got*

Materials
- **Flashcards:** hobbies (85–91)

Warmer
- Draw a large sun on the board and write *Summer*. Draw the weather symbol for snow on the board and write *Winter* on the board. Mime the weather conditions from the two seasons and check comprehension of the words. Practise pronunciation.
- Elicit the type of clothes pupils wear in *summer* (e.g. *sunglasses, shorts*). Do the same for *winter* (e.g. *jacket, hat*). Ask pupils which season they like best. Briefly talk about the way summer and winter are different around the world (e.g. some places have long winters, some have longer summers).

Presentation
PB76. ACTIVITY 1

Watch and answer.
- Say *Open your Pupil's Books at page 76, please.* Point to the picture of Marie on the whiteboard and say *This is Marie's sports.*
- Read the question *What sports can we do in summer and winter?* Elicit ideas. Show the hobbies flashcards and ask pupils to say *summer* or *winter* for each. Tell the pupils they're going to watch a ▶ Video about sports in different seasons. Play the ▶ Video for pupils to watch and think. Elicit some of the sports pupils saw in the ▶ Video.
- After watching the ▶ Video, ask the class *What's your favourite hobby in summer? And in winter?* Brainstorm ideas with the class, making sure they use *I like …*, e.g. *I like playing the guitar in winter.*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB76. ACTIVITY 2

Read and match.
- Focus on the six photographs and tell pupils they are going to read what one boy says about his hobbies in summer and winter. Read the speech bubbles while pupils follow in their books.
- Tell pupils to match the sentences with the photos by writing numbers. Encourage them to use the words they know to help.
- Check answers as a class. Write the new hobbies *mountain walking, skiing, snowboarding, sailing, surfing, snorkelling* on the board and practise pronunciation. Answer any questions about the other new vocabulary.

Key: a 5, b 3, c 6, d 4, e 2, f 1

PB76. ACTIVITY 3

What summer and winter sports do you like doing?
- Pupils work in pairs to talk about the sports they like doing in each season. If time, pairs talk to other pairs.

Extra support Write some example questions and answers on the board.

PB76.

FACT
- Focus pupils on the fact and ask a volunteer to read it aloud. Check comprehension of *the USA* and *competition*. Ask pupils if they have pets who like doing sports.

PB76.

PROJECT
- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB76. Answer key, see page T108

Ending the lesson
- Play a mime game with the new sports from the lesson. Say, e.g. *Let's go surfing!* Pupils mime.

Digital Classroom
Presentation Plus: Unit 10
Digital Flashcards
Practice Extra

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **T121 – Extension activity:** *Popular and unpopular sports*

Unit 10 Our hobbies
Pupil's Book p.77

Objectives
By the end of the lesson, pupils will have listened to rules about different sports and described how to play some sports.

Target language
- **Key language:** *rule, kick, hit, throw, catch, bounce, run, hit, stick, bat, net*
- **Additional language:** *follow, game, over, people, right, wrong, tennis racket, You need (two people).*
- **Revision:** hobbies, activities from *Kid's Box 1*, *ball, hands, play, big, green, table, You can/can't (kick the ball).*

Materials
- **Flashcards:** hobbies (85–91)
- ***Kid's Box 1* flashcards:** 72–78 (activities)
- A ball and a table tennis bat or tennis racket

Warmer
- Use the hobbies and activities flashcards to elicit the different hobbies/activities and write them on the board. Mime and elicit verbs to do with sports when you show the flashcards, e.g. *run, play*. Use a ball to present/review *throw, catch, kick* and *bounce* and a bat and racket (or mime) to revise *bat, racket* and *hit*. Write all the verbs on the board.
- Pupils stand up. Give simple instructions to practise the verbs, e.g. *Bounce a ball. Play tennis. Kick a ball. Hit a ball with a bat* (table tennis). *Hit a ball with a racket* (tennis/badminton). *Hit a ball with a stick* (hockey). Pupils mime.

Presentation
PB77. ACTIVITY 1

Listen and say the number.
- Say *Open your Pupil's Books at page 77, please*. Point to Trevor at the top on the whiteboard and read the title *Follow the rules*. Elicit/Explain the meaning of *rules* (they are things you *can* and *can't* do) and *follow the rules*.
- Point to picture 1 on the whiteboard and ask pupils *What's the sport?* Pupils respond *Table tennis*. Repeat for the other pictures. Use picture 2 to present *(hockey) stick*. Say *Listen and say the number.* Play the **Audio**, pausing after each statement. Pupils put their hands up to answer.

Key: 4, 3, 2, 5, 1, 6
(football, basketball, hockey, baseball, table tennis, badminton)

104

> You can kick the ball. You can't hit the ball with your hands.
>
> You can throw and catch the ball. You can bounce the ball. You can't run with the ball in your hands.
>
> You hit the ball with a stick. You can run and hit the ball with the stick.
>
> You hit the ball with a bat. You can catch the ball.
>
> You play this game on a big green table. You can't hit the ball with your hands.
>
> You play this game over a net. You need two people to play this game.

PB77. ACTIVITY 2

Look and say with a friend.
- Point to the speech bubbles and read the examples together. Pupils work in pairs. Pupil A says a sentence about a sport and Pupil B guesses. Then they swap roles.

Extra support Write rules on the board with gaps for pupils to complete. They can use these for ideas in the pairwork.

- After the pairwork, ask volunteers to say their clues for the class to guess the sport(s).

Key: Example clues and answers:
You can play this game on a green table. (Table tennis.)
You can hit the ball with a stick. (Hockey.)
You can bounce the ball. (Basketball.)
You can throw and catch the ball. (Basketball.)
You can kick the ball. (Football.)

AB77. Answer key, see page T108

Ending the lesson
- Make two teams. Reveal hobbies flashcards slowly for pupils to say the word. The first pupil to say the word gets a point for their team. If they can say a correct rule for the sport, they get an extra point.

Digital Classroom
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 104**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **T121 – Consolidation activity 1:** *Miming game*
- **T121 – Consolidation activity 2:** *Sport anagrams*

Trevor's values

Follow the rules



1 104 **Listen and say the number.**













2 **Look and say with a friend.**

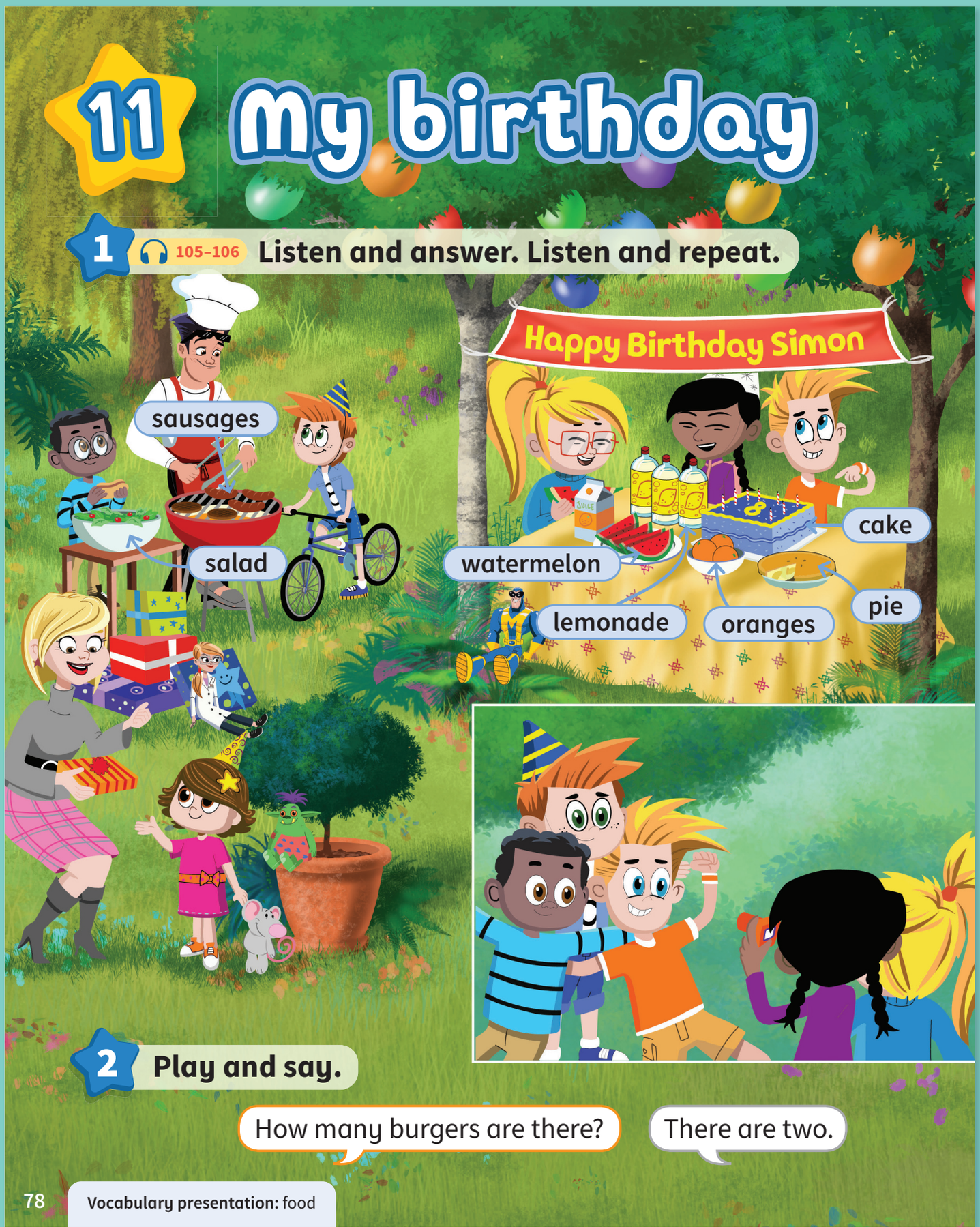
You can hit the ball with a bat.

Table tennis and baseball.

Language: *You can / can't (run with the ball).* | social responsibilities

11 My birthday

1 105–106 Listen and answer. Listen and repeat.



2 Play and say.

How many burgers are there?

There are two.

Vocabulary presentation: food

Unit 11 My birthday
Pupil's Book p.78

Objectives
By the end of the lesson, pupils will have learnt to name and talk about foods.

Target language
- **Key language:** party food: *burgers*, *sausages*, *fries*, *salad*, *lemonade*, *pie*, *cake*, *watermelon*, *oranges*
- **Additional language:** *cooking*, *drink*, *take a photo*, *armchair*, *party*, *birthday*
- **Revision:** food from *Kid's Box 1*, food, character names, rooms, adjectives, clothes, furniture, parts of the body, animals, toys, sports, places, present continuous, *have got*, prepositions, *How many (burgers) are there? There are (two).*

Materials
- **Flashcards:** party food (92–97)
- ***Kid's Box 1* flashcards:** 93–96 (burger, cake, chocolate, ice cream)

Warmer
- Review food using the *Kid's Box 1* flashcards. Flash each one quickly. Give the pupil who says the word correctly the flashcard. When pupils have all the flashcards, each pupil holds it up, says the word and sticks the flashcard on the board (word side). Arrange the flashcards around the edge to make a mind map. Elicit and write the word for the centre (*Food*).

Presentation
- Elicit/Teach the new food words using the flashcards. Pupils repeat. Check pronunciation of *sausages* and *oranges*. Say *Which are your favourite foods?* Stick the new flashcards on the board around the mind map.

PB78. ACTIVITY 1

Listen and answer. Listen and repeat.
- Set the scene, but ask pupils not to open their books. Say *Listen. The children are talking about some of these things* (point to the board). Set the pre-listening questions: *What is Mr Star cooking? What have they got to drink? What is Meera doing? Where are they?* Play the **Audio**. Pupils listen for the answers. Say *Open your Pupil's Books at page 78, please. Listen again and check.* (*Burgers and sausages, lemonade and fruit juice, taking a photo, a party.*) Play the **Audio** again. Check understanding of *party*, *birthday*, *chips/fries*.
- Say *Can you find the hidden star?* Check with the class (on the blue present). Pupils say *Here it is.*

105

Simon: What are you cooking?
Mr Star: I'm cooking burgers and sausages.
Simon: Are we having chips too?
Mr Star: Yes, we're having fries. Grandma's getting them from the kitchen. Grandpa's helping her.
Lenny: And there's a nice big salad here, too!
Simon: Yum, yum. And we've got lemonade to drink.
Suzy: Mummy, is there any fruit juice?
Mrs Star: Yes, I can get it for you.
Suzy: Thanks. And we've got apple pie, too.
Mrs Star: Yes, Suzy. We've got apple pie and a big cake.
Stella: What are you doing, Meera?
Meera: I'm trying to take a photo of Simon.
Alex: Yoo hoo, Meera! We're in front of you. Take a photo of us.
Stella: No, don't take a photo of them. Take one of Simon.
Meera: I'm trying to take a photo of him. Alex, Lenny, can you stand behind me, please? I don't like taking ugly photos.

- Say *Listen and repeat*. Play the **Audio**. Pupils point to the words and repeat in chorus.

106

Sausages, salad, cake, watermelon, oranges, lemonade, pie

PB78. ACTIVITY 2

Play and say.
- Focus pupils on Activity 2 and the example speech bubbles.
- To concentrate pupils on the countable food only, write food items on the board that pupils should use in the pairwork, e.g. *cakes*, *bottles*, *sausages*, *pies*.
- Pupils work in pairs and take turns to ask and answer.

Extra challenge Pupils repeat the game but with books closed.

AB78. Answer key, see page T108

Ending the lesson
- Play a chain game. Say *It's my birthday. I'm having burgers.* Pupil 1: *It's my birthday. I'm having burgers and lemonade,* etc. Start another chain at the back of the class. Choose pupils at random to continue the chains.

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 105–106**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, *Reinforcement worksheet 1*
- **T121 – Consolidation activity:** *Noughts and crosses*
- **T121 – Extension activity:** *Odd one out*

Unit 11 My birthday
Pupil's Book p.79

Objectives
By the end of the lesson, pupils will have talked and read more about birthdays.

Target language
- **Key language:** party food, object pronouns: *me/you/him/her/us/them*
- **Additional language:** *birthday party, afternoon, house, a lot of, drink, girl, standing, flowers, boy, at the bus stop, smile, take a photo (of)*
- **Revision:** adjectives, plural nouns, clothes, colours, family, rooms, places, toys, *swim, shoe, bus, tree, table,* prepositions, present continuous, *have got*

Warmer
- Review the object pronouns: *me, you, him, her, us, them*. Say, e.g. *Look at Juan. Look at him.* Repeat for other pupils in the class. Invite a group of pupils to the front to practise *Look at them.* Include yourself for *Look at us.* Point clearly at each person / group of people referred to by the pronoun to make the meaning clear.

Presentation
PB79. ACTIVITY 1

Listen and point. Say the chant.
- Say *Open your Pupil's Book at page 79, please.* Elicit what pupils can see in the pictures. Revise *bus, skirt, shoe, tree, swim.* Say *Listen and point.* Play the Audio. Pupils point to the pictures. Elicit the picture for each section of the chant. Check understanding, e.g. *Look at him. What can he do? Look at her. What's she wearing?*
- Play the Audio again. Pupils repeat the chant in sections. Pupils stand up and repeat it in chorus. Then they practise the chant. You can record pupils and play the chant for them to listen to or watch again.

107

Look at them,
Five young men.
Look at him,
He can swim.
Look at her,
In her new skirt.
Look at you,
And your nice clean shoe.
Look at us,
On a big red bus.
Look at me,
I'm under a tree.

PB79. ACTIVITY 2

Read and write.
- Focus pupils on Activity 2. Elicit what the text is about (*a birthday party*). Say *Quickly read* (point to the text on the whiteboard) *and find out where Mum is.* Pupils read and check (*in the living room.*) Read the example together. Pupils read the text again, working out where the rest of the pictures go. Ask more questions to check comprehension, e.g. *What's Mum doing? Who's making the cake?*
- Say *Now read the text again and write the words.*

Extra support Talk pupils through another example and encourage them to look at the words before and after the gap to help them work out the answer.

- Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class.

Key: **1** cake, **2** table, **3** watermelon, **4** sausages, **5** lemonade

AB79. Answer key, see page T108

Ending the lesson
- Say the chant again from activity 1. Select: five boys (*look at them*), one boy (*look at him*), one girl (*look at her*), one girl (*look at you*), two boys and two girls (*look at us*), one girl (*look at me*). The rest of the class says the first four verses of the chant and points to the groups/individuals as they say it. The groups/individuals mime as necessary. The last two groups/individuals do the last two verses of the chant themselves and mime.

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 107**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 11, *Reinforcement worksheet 2*
- **Teacher Resources:** Photocopiable 11
- **T121 – Consolidation activity:** *Follow the instructions*

1 107 Listen and point. Say the chant.

11

Look at them
Five young men.
Look at him
He can swim.
Look at her
In her new skirt.
Look at you
And your nice clean shoe.
Look at us
On a big red bus.
Look at me
I'm under a tree.



2 Read and write.

Birthday party

It's my birthday ___party___ this afternoon. Mum and Dad are doing things in the house and I'm helping them. Dad's in the kitchen. He's making a big 1 _____ for us. Mum's in the living room. She's putting a salad on the 2 _____ next to a big, green and red 3 _____. There are a lot of burgers and 4 _____. We've got 5 _____ to drink.

Example


party


sausages


table


hall


cake


watermelon


lemonade


bed

Vocabulary practice: food | **Language presentation 1:** object pronouns *me / you / him / it / her / us / them*



80

Language presentation 2: *Would you like a burger or a sausage? I'd like a burger, please. Yes, I'd love one / some.*

Unit 11 My birthday
Pupil's Book p.80

Objectives
By the end of the lesson, pupils will be able to make offers using *Would you like …?* and respond appropriately.

Target language
- **Key language:** party food, *Would you like (a burger or some fries)? I'd like (a burger / some fries), please, Yes, I'd love one/some.*
- **Additional language:** *one moment, your turn, too, lots, drink, wait a moment, food, game, birthday, meatballs, potatoes, boy, tomatoes, children, girl*
- **Revision:** food, sports, food from *Kid's Box 1*, *favourite, Here you are, Can I have (a sausage / some lemonade), please?*

Materials
- **Flashcards:** party food (92–97)
- ***Kid's Box 1* flashcards:** 93–96 (burger, cake, chocolate, ice cream)

Warmer
- Elicit the party food using the flashcards. Hold out a flashcard, e.g. *watermelon*, to different pupils. Ask each one *Would you like some watermelon?* using mime to show the meaning. Pupils respond *Yes, please* or *No, thanks*. Offer other foods to pupils in this way. Pupils with flashcards then make offers to others in the class. Help pupils notice when to use *Would you like some …?* and when to use *Would you like a …?* Remind pupils that another word for *chips* is *fries*.

Presentation
PB80. ACTIVITY 1

Listen and answer. Listen and repeat.
- Books closed. Say *Listen. The toys are talking about food.* Set the pre-listening question: *What would Maskman like to eat and drink? (Four things.)* Point to the board. Play the **Audio**. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 80, please. Listen again and check.* (*Sausage, burger, fries, lemonade.*) Play the **Audio** again. Check comprehension by asking, e.g. *Who would like some fruit juice?* Elicit the key language.

Audio ▶ 108

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
Trevor: Monty, what would you like to eat? Would you like a burger or a sausage?
Monty: I'd like a sausage, please, Trevor.
Trevor: Here you are.
Monty: Thanks.
Maskman: Can I have a sausage and a burger, please?
Marie: One moment, please, Maskman. It's not your turn.
Monty: Er, here you are, Maskman. Would you like some fries too?
Maskman: Yes, I'd love some. Lots, please, Monty.
Trevor: Marie, what would you like to drink?
Marie: I'd like some fruit juice, please, Trevor.
Maskman: Can I have some lemonade, please?
Trevor: Maskman, please would you like to wait a moment. It's not your turn.
Maskman: Oh, sorry.
Monty: Would you like some fries too, Trevor? … Please.
Trevor: Er … Well … OK, Monty. Fries aren't my favourite food, but … for you.

- Say *Now listen and repeat.* Play the **Audio**. Pupils repeat in chorus, then in groups. Listen for correct pronunciation and for a rise/fall in the question.
- Make pairs. Pupils take turns making offers and responding, using the model.

Extra support Help pupils first make example questions with countable items (e.g. *Would you like a pie?*) and uncountable items or things which are usually sliced (e.g. *Would you like some lemonade/watermelon?*).

Audio ▶ 109

Trevor: Would you like a burger or a sausage?
Monty: I'd like a sausage, please, Trevor.
Trevor: Here you are.
Maskman: Can I have some lemonade, please?

- Read Monty's example question and Maskman's answer and drill them in chorus with the class. Pupils work in pairs to ask and answer questions.
- Watch the **▶ Video** and answer the questions.

AB80. Answer key, see pages T108–109

Ending the lesson
- Revise the spelling of food vocabulary with a chant: *Give me a b.* (*b*) *Give me an r.* (*r*) *Give me an e.* (*e*) *Give me an a.* (*a*) *Give me a d.* (*d*) *What does that spell?* (*Bread*) *What does that spell?* (*Bread*)

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 108–109**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **AB96 and PB96 – Grammar reference 11**
- **Teacher Resources:** Unit 11, *Extension worksheet 1*
- **T121 – Consolidation activity:** *Birthday parties*
- **T121 – Extension activity:** *Would you like …?*

Unit 11 My birthday
Pupil's Book p.81

Objectives
By the end of the lesson, pupils will have practised making and responding to offers and sung a song.

Target language
- **Key language:** party food, *I'd like (a burger and some fries)*, *Would you like (a burger)?*, *Yes, please*, *No, thank you.*
- **Additional language:** *me*, *drink*, *coloured*, *a box of*, *any*, *birthday*, *lunch*, *fruit*, *kiwi*
- **Revision:** adjectives, food from *Kid's Box 1*, *pencils*, present continuous, *I love (ice cream)*, *So do I.*

Materials
- **Flashcards:** party food (92–97)
- ***Kid's Box 1* flashcards:** 93–96 (burger, cake, chocolate, ice cream)

Warmer
- Prompt pupils to make offers and respond using the flashcards. Hold up a food flashcard, picture side, e.g. *lemonade*. Say *Question? Would …?* Elicit the question from a pupil: *Would you like some lemonade?* Elicit the response from another pupil, e.g. *Yes, please.* The first pupil gives the flashcard to the other pupil if he/she said 'yes'. Demonstrate the activity by making offers yourself first, if necessary.
- Repeat with different food and drink flashcards around the class.

Song
PB81. ACTIVITY 1

Listen and sing. Do karaoke.
- Say *Open your Pupil's Books at page 81, please.* Elicit who pupils can see and the food and drink they can see. Say *Listen and point to the toys and the food they would like.* Play the Song. Pupils listen and point. Play the Song again. Check with the class. Repeat lines 1, 3, 5, 7, 9 of the song. Pupils put up their hands if they would like this to eat or drink too. Count which is the most popular. Play the Song again. Encourage pupils to sing.

110

I'd like a great big chocolate cake,
And I'd like one for me.
I'd like a nice long sausage,
And I'd like one for me.
I'd like a burger and some fries,
And I'd like some for me.
I'd like a drink of lemonade,
And I'd like some for me.
I'd like coloured pencils,
I'd like coloured pencils,
I'd like a box of coloured pencils,
Don't give any to me!
[Repeat verses 2 and 3]

111

(Karaoke version)

PB81. ACTIVITY 2

Ask and answer.
- Pupils work in pairs. They take it in turns to ask each other *would like* questions about the food items in Activity 1, like the ones in the speech bubbles.

Pairwork
- Tell pupils to imagine they are going on a picnic and they can take their favourite four items of food and drink. Set a time limit of two minutes for pupils to draw and label their food and drink in their notebooks. They keep their pictures hidden from each other. Monitor and help with new language.
- Pupils work in pairs. Pupil A tries to guess what is in Pupil B's picture by asking, e.g. *Would you like a burger? / Would you like some fries?* Pupil A answers *Yes, please* or *No, thank you.* They count how many guesses it takes to work out all the items. Then they swap roles.

Extra support Write words with the correct articles on the board as prompts (e.g. *an apple*, *some milk*, *a cake*).

AB81. Answer key, see page T109

Ending the lesson
- Sing the song again from Activity 1. Divide the class into two groups: A and B. A sings the odd lines and B the even ones (the responses). Pupils only sing if they would like the food, drink or pencils. If they don't want them, they don't sing. Groups swap roles and repeat.

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 110–111**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, Downloadable Activity Book Audio Script
- **AB96 and PB96 – Grammar reference 11**
- **Teacher Resources:** Unit 11, *Song worksheet*
- **T122 – Consolidation activity:** *Spelling*
- **T122 – Extension activity:** *Our song*

1 110–111 Listen and sing. Do karaoke.







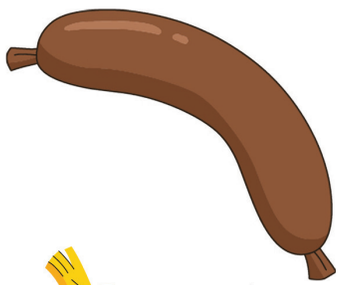


I'd like a great big chocolate cake,
And I'd like one for me.
I'd like a nice long sausage,
And I'd like one for me.

I'd like a burger and some fries,
And I'd like some for me.
I'd like a drink of lemonade,
And I'd like some for me.

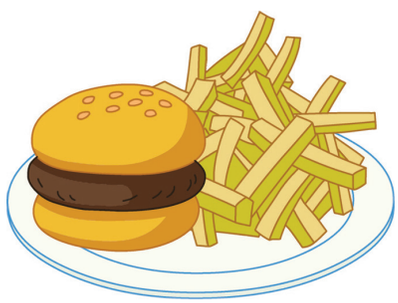
I'd like coloured pencils, …
I'd like a box of coloured pencils,

Don't give any to me!









2 Ask and answer.

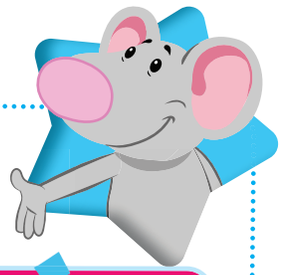
Would you like a burger?

Yes, please.

No, thank you.

Language practice 2: *I'd like a burger and some fries. Would you like a burger? Yes, please. No, thank you.*

Monty's sounds and spelling



1 112 **Watch and say.**



Happy birthday, purple bird.
Let's eat a burger at the circus!

2 **Say and play.** The girl's got some birthday cake. Picture 3!



Write it with me!

p___ple b___d

Unit 11 My birthday
Pupil's Book p.82

Objectives
By the end of the lesson, pupils will have recognised and practised the sound /ɜː/ and the *ur* and *ir* spellings of this sound in context.

Target language
- **Key language:** the long vowel sound /ɜː/ (*purple*, *bird*), party food
- **Additional language:** *(happy) birthday*, *circus*, *girl*
- **Revision:** colours, clothes, *bird*, *bike*, *skirt*, present continuous

Warmer
- Draw a bird on the board and elicit the word. Tell pupils *It's the bird's birthday!* Say *Happy birthday, bird!* Encourage pupils to repeat. Leave the drawing on the board.
- Ask pupils what they do on their birthday, where they go and what they eat/drink.

Presentation
PB82. ACTIVITY 1

Watch and say.
- Tell pupils they're going to watch a ▶ Video about the bird (gesture to the board). Ask pupils to guess what colour it is. Accept guesses.
- Watch the ▶ Video together and elicit the answer (*purple*). Pause the video after the first version of the animation. Ask pupils to point to something purple in the classroom.
- Say *purple bird* with a strong emphasis on the /ɜː/ sound. Watch the second half of the ▶ Video, encouraging pupils to repeat the sound and sentences during the pauses. Elicit other words with the /ɜː/ sound from the ▶ Video (*birthday*, *burger*, *circus*). Check comprehension of *circus*.

▶ 112

Monty: Happy birthday, purple bird!
What can you see? Say it with me!
Monty & Voice 1: Happy birthday, purple bird!
Voice 1: /ɜː/ /ɜː/
Where's the /ɜː/?
That's right! /ɜː/
A purple bird!
Happy birthday, purple bird.
Voice 2: Happy birthday, purple bird!
Let's eat a burger at the circus!
Voice 1: Yes!
Voice 1 & Voice 2: Happy birthday, purple bird. Let's eat a burger at the circus!
Voice 1: /ɜː/ birthday /ɜː/ purple /ɜː/ bird /ɜː/ burger /ɜː/ circus
Monty: Happy birthday, purple bird!
What can you see? Say it with me!
Monty & Voice 1: Happy birthday, purple bird.
Monty & Voice 2: Let's eat a burger at the circus!
Monty: One more time – you sound fine!
Monty & Voice 1: Happy birthday, purple bird!
Monty & Voice 2: Let's eat a burger at the circus!

- Say *Open your Pupil's Books at page 82, please*. Point to the picture on the whiteboard and elicit the words with the /ɜː/ sound. Pupils practise pronunciation of each word.
- Write the sentences from Activity 1 on the board. As you say the sentence, clap each time there is a /ɜː/ sound. Pupils join in. Ask them to look at the sentence in the book and find the letters that represent the /ɜː/ sound (*ir*, *ur*). Call pupils to underline them on the board.

Extra challenge Pupils stand up. Read the sentences from the page. If the word has an *ir* spelling, pupils stay standing up; if it has an *ur* spelling, they sit down.

- Elicit any more words they know with the same spelling patterns (e.g. *thirteen*).

PB82. ACTIVITY 2

Say and play.
- Focus pupils on Activity 2. Elicit what pupils can see in the pictures. Read the first example speech bubble and ask pupils to find the correct picture. Pupils look and take turns to describe a picture for their partner to find.
- Put pupils into pairs to play the same game. Monitor and help.
- Fast finishers choose one of the pictures and write what they can see.

PB82.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the phrase with the correct letters and practise saying *purple bird*.

AB82. Answer key, see page T109

Ending the lesson
- Write *ir* and *ur* on two sides of the board. Say words spelt with *ir* or *ur*. Pupils point to the correct side of the board.

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 112**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **T122 – Consolidation activity:** *A spellings book*
- **T122 – Extension activity:** *Making menus*

Unit 11 My birthday
Pupil's Book p.83

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *birthday, today, party, lemon, now, happy birthday, boys, food, drink, Let's (have a party).*
- **Revision:** *pencil, café,* present continuous, *Can I have (some pencil cake), please?*

Materials
- **Flashcards:** party food (92–97)
- ***Kid's Box 1* flashcards:** 93–96 (burger, cake, chocolate, ice cream)

Warmer
- Revise the food and drink words using the flashcards. Choose one in secret. Give clues, e.g. *You can eat this, but you can't drink it. It's a fruit. It's very big.* Pupils take turns to guess. Repeat the process, allowing pupils to come and choose a flashcard for the class to guess. Prompt and help with language, as necessary.

Story
PB83. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 83, please.* Elicit who they can see and what they're doing. Elicit why they're making a cake (*for someone's birthday*). Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions *Whose birthday is it? What cake is Monty making? What does Marie say?*
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*It's Marie's birthday, lemon cake, 'Would you like to come to the café with me?'*).
- Focus on Pupil's Book page 83 again. Play the Audio. Pupils listen and follow the story in their books this time.
- Check comprehension by pointing to each picture on the whiteboard and asking questions, e.g. *What cake would Trevor like?* (*Pencil cake.*) *Who's coming?* (*Marie.*)

Audio ▶ 113

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Narrator: It's Marie's birthday today.
Trevor: Let's have a party for Marie! Let's make her a pencil cake!
Monty: No, Trevor. *Marie* would like a lemon cake.
Maskman: Let's have burgers and fries to eat!
Monty: No, Maskman. It isn't your birthday.
Monty: Now, let's make the cake!
Maskman: Shh! Marie's coming!
Monty: Now we can't make her a cake.
Monty, Trevor & Maskman: Happy birthday, Marie! Happy birthday, Marie!
Marie: Thanks, boys! Would you like to come to the café with me?
Trevor: Can I have some pencil cake, please?

PB83. ACTIVITY 2

Act out the story.
- Divide the class into groups of four. Pupils decide their roles (Trevor, Monty, Maskman, Marie). Play the Audio again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups with mime.

Extra challenge Groups of pupils can change some of the words, e.g. *burgers and fries* to *sandwiches and fruit*.

- Invite one or two groups to role play their story to the class.

AB83. Answer key, see page T109

Groupwork
- Divide the class into teams of three or four. Teams look at Pupil's Book page 83 and write four true or false sentences about the story on a piece of paper. They write the answers separately.
- Write some examples on the board, including the relevant story frame number, e.g. *1 Trevor would like to make a pencil cake.* (*True.*) *2 Maskman's got sausages and fries.* (*False.*) Set a time limit, and monitor and help with language and ideas.
- Books closed. Collect the papers and redistribute them. Each group confers and writes *true* or *false* next to each sentence (from memory).
- Hand the papers back for pupils to correct.

Ending the lesson
- Ask pupils which chant/song/game they would like to do again from the unit and do it together.

Digital Classroom
- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 113**
- **Practice Extra**

Test **Unit 11 Test**

Extra Resources
- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 11, *Extension worksheet 2*
- **T122 – Consolidation activity:** *Who said it?*
- **T122 – Extension activity:** *A birthday chant*

11

1 113 Watch the video.



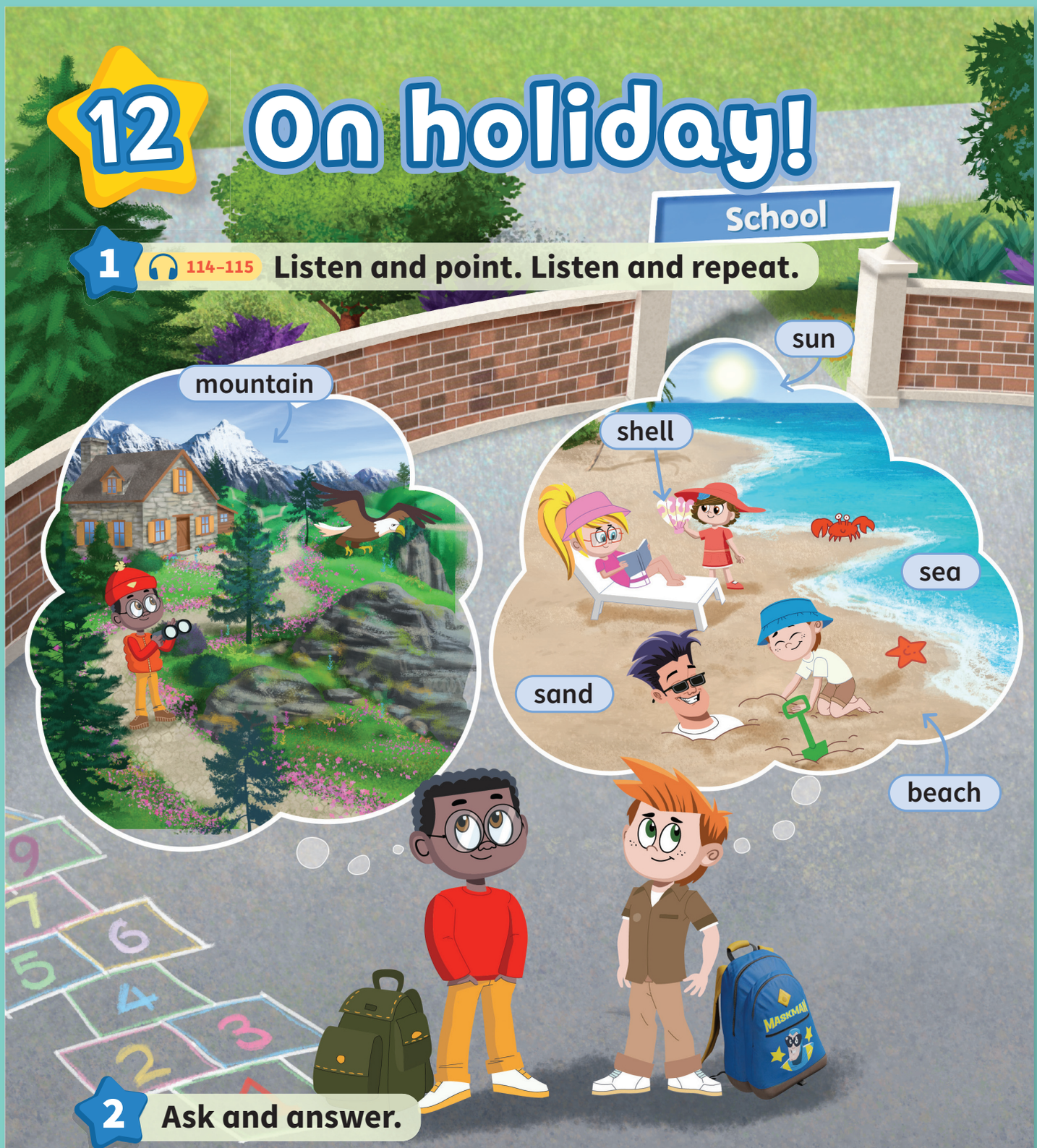
2 Act out the story.

Story: unit language in context

12 On holiday!

School

1 114–115 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

What can you see on the beach?

I can see sand.

Vocabulary presentation: the world around us

Unit 12 On holiday!
Pupil's Book p.84

Objectives
By the end of the lesson, pupils will have learnt to talk about the world around us.

Target language
- **Key language:** the world around us: *beach, sand, sun, sea, mountain, shell*
- **Additional language:** *on holiday, clean, beautiful, lots of, animals, city*
- **Revision:** colours, adjectives, activities, hobbies, *I love (playing on the beach), So do I / I don't, What can you see (on the beach)? I can see (sand).*

Materials
- **Flashcards:** the world around us (98–103)

Warmer
- Review hobbies and activities using mime. Write them on the board and say, e.g. *I love swimming.* Pupils reply *So do I / I don't.*

Presentation
- Elicit/Teach the new world around us vocabulary using the flashcards. Display the flashcards on the board (picture side), point, and pupils repeat. Turn each flashcard over (word side). Pupils chorus again. Point and say *These are words about the world around us.* Check the concept of *holiday*. Point to the words from the Warmer and ask questions, e.g. *Do you go fishing on holiday?*

PB84. ACTIVITY 1

Listen and point. Listen and repeat.
- Set the scene, with books closed. Say *Listen. Lenny and Simon are talking about their holidays.* Set the pre-listening questions: *What does Simon love doing? (Three things.) What does Lenny love doing? What does Suzy like doing? What does Stella like doing?* Play the **Audio**. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 64, please.* Play the **Audio** again as pupils are checking. (*Playing on the beach, swimming in the sea, fishing with Grandpa. Walking in the mountains. Picking up shells from the beach. Sitting in the sun and reading.*) Check comprehension by asking questions.
- Say *Can you find the hidden star?* Pupils look and check in pairs. Check with the class (on the sand).

114

Lenny: We're on holiday! Great!
Simon: I love holidays.
Lenny: So do I.
Simon: I love playing on the beach. The clean, yellow sand, the big sun, the beautiful, blue sea. I love swimming in the sea!
Lenny: Er, the beach is OK, but I love walking in the mountains. There are lots of green trees and beautiful flowers.
Simon: What! Flowers, Lenny?
Lenny: Well, yes, er … flowers and animals, big animals.
Simon: Hmm. I like fishing with my grandpa. We can't fish in the city.
Lenny: Do Stella and Suzy like fishing?
Simon: Oh, no. Suzy likes picking up shells from the beach and Stella loves sitting in the sun and reading.
Lenny: Come on, Simon. Let's go! We're on holiday!
Simon: Yeh!

- Say *Listen, point and repeat.* Play the **Audio**. Pupils repeat the words in chorus, in groups and then individually.

115

Beach, sand, sea, shell, sun, mountain

PB84. ACTIVITY 2

Ask and answer.
- Say *Ask and answer.* Focus pupils on the speech bubbles. They work in pairs to ask and answer. Tell pupils to use their imagination and add more things they can see, e.g. *I can see birds.*

Extra challenge Ask pupils to close their eyes and imagine they are in the mountains. They visualise the scene, then open their eyes and tell a partner.

AB84. Answer key, see page T109

Ending the lesson
- Line up four teams facing the board. Whisper a different word from the lesson to each first group member. The group whispers it along the line. The pupil at the back runs and writes the word on the board. The first to do it correctly wins two points. The other teams win one point if they do it correctly. The pupils from the back of the lines come to the front and repeat.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 114–115**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 12, *Reinforcement worksheet 1*
- **T122 – Consolidation activity 1:** *Wordsnakes*
- **T122 – Consolidation activity 2:** *Board slap*

Objectives

By the end of the lesson, pupils will have talked more about the world around us and sung a song.

Target language

- **Key language:** the world around us
- **Additional language:** *writing, song, getting, lots of, walking, reading, man, drinking, woman, sleeping, girl, picking up, jellyfish*
- **Revision:** adjectives, character names, numbers 1–10, animals, *people, swimming, lemonade, birds*, present continuous, prepositions, *How many (people) are there? There are (four people).*

Materials

- **Flashcards:** the world around us (98–103)

Warmer

- Review the world around us words using the flashcards. Flash each one (picture side) and elicit the word. Display the cards (word side) around the room. Call out the words quickly one after another. Pupils point to the correct words.

Song

PB85. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 85, please.* Elicit what/who pupils can see and what they're doing. Say *Simon's swimming in the sea. Suzy's getting shells. She's having fun,* etc. *Everyone is having fun.* Play the Song. Pupils listen and point to the people in the picture. Review *jellyfish* by pointing to the jellyfish in the sea on the whiteboard.
- Play the Song again. Check understanding by asking, e.g. *Who's singing? What's she doing? What's Suzy doing?*
- Play the Song in sections. Pupils repeat. Teach the song in this way. Pupils repeat the whole song in chorus with the Song. Pupils stand up. They sing the song as a class. Make five groups (Stella, Suzy, Simon, Dad, Mum). Everyone sings and the groups mime their action during the whole song (so the pupils are miming different actions at the same time). Change roles and repeat. You could record pupils and they could watch/listen to their performance for added motivation.

116

Stella: I'm writing a new song,
I'm writing a new song.
At the beach, at the beach.
Suzy's getting lots of shells,
She's getting lots of shells.
At the beach, at the beach.
Simon's swimming in the sea,
Simon's swimming in the sea.
At the beach, at the beach.
Dad's walking on the sand,
Dad's walking on the sand.
At the beach, at the beach.
Mum's reading in the sun,
Mum's reading in the sun.
At the beach, at the beach. *[Repeat ×3]*

117

(Karaoke version)

- After the class performance of the karaoke version, say *Fantastic! Let's clap!* The class give themselves a round of applause.

PB85. ACTIVITY 2

Ask and answer.

- Pupils work in pairs. Pupil A asks a question about the song lyrics, Pupil B answers. Read the example speech bubbles before they begin. Pupils ask and answer, then exchange roles.

Extra support Explain that pupils need to think about when to use *he* and *she*. Go through the characters in the song and elicit which they use.

Extra challenge Pairs can repeat the activity, but one pupil closes their book and answers from memory.

AB85. Answer key, see page T109

Ending the lesson

- Pupils sing the song again from memory. They all do the actions for each verse as they sing it.

Digital Classroom

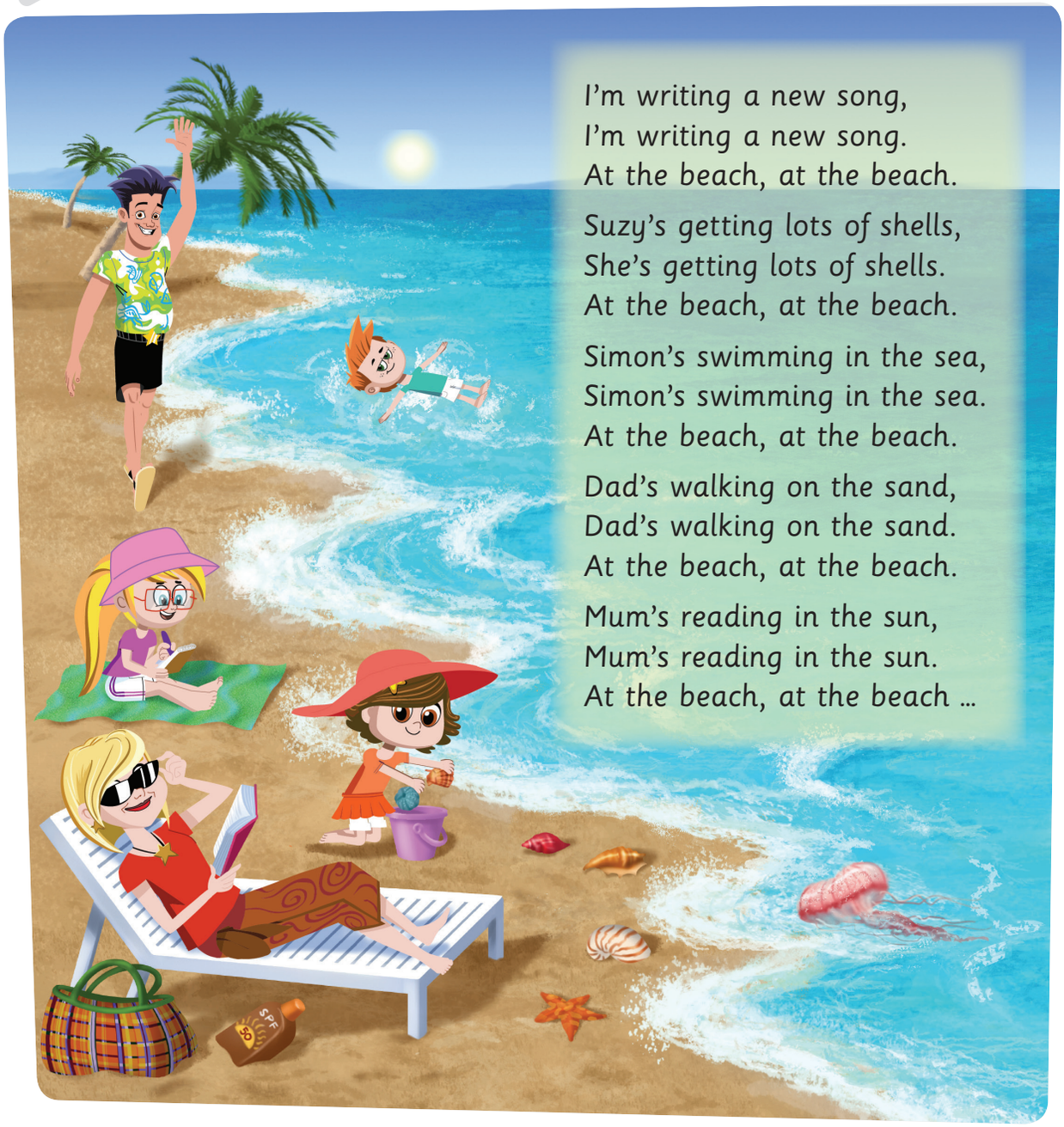
- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 116–117**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, *Song worksheet*
- **T122 – Consolidation activity:** *Listen and mime*
- **T122 – Extension activity:** *Make a postcard*

12

1 116–117 Listen and sing. Do karaoke.



I'm writing a new song,
I'm writing a new song.
At the beach, at the beach.

Suzy's getting lots of shells,
She's getting lots of shells.
At the beach, at the beach.

Simon's swimming in the sea,
Simon's swimming in the sea.
At the beach, at the beach.

Dad's walking on the sand,
Dad's walking on the sand.
At the beach, at the beach.

Mum's reading in the sun,
Mum's reading in the sun.
At the beach, at the beach ...

2 Ask and answer.

What's Stella doing?

She's writing a song.

Vocabulary practice: the world around us | **Language review:** the present continuous



86 **Language presentation and practice 1:** *Where do you want to go? I want to go to the mountains.*

Unit 12 On holiday!
Pupil's Book p.86

Objectives
By the end of the lesson, pupils will have learnt to ask and answer questions using *want*.

Target language
- **Key language:** the world around us, *Where do you want to go? I want / don't want to go to the (mountains).*
- **Additional language:** *children, end of school, trees, animals, flowers, city, sunhat, dinner, lunch, carrots, birthday, list, cool, skateboard*
- **Revision:** pets, adjectives, school objects, places, food, toys, *swim, sunglasses, football, I'd like (a notebook), Are there (shells in the mountains)? can/can't*

Materials
- **Flashcards:** the world around us (98–103)

Warmer
- Teach these mimes:
  - *sun*: shading your eyes
  - *sea*: swimming
  - *shells*: looking at a shell in your hand
  - *beach*: arms wide
  - *mountains*: hands making mountains shape
  - *sand*: sand running through fingers
- Say words quickly one after another. Pupils do the mimes.

Presentation
PB86. ACTIVITY 1

Listen and answer.
- Keep books closed. Say *Listen. The Star family are talking about their holiday.* Set the pre-listening questions: *Who likes beach holidays? Who likes mountain holidays? Where are they going: the mountains or the beach?* Play the Audio. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 86, please. Listen again and check.* (*Simon, Stella, mountains.*) Play the Audio again. Check comprehension and focus on the speech bubbles.

Audio ▶ 118

Mrs Star: Well, children. It's the end of school. Where do you want to go on holiday?
Simon: Let's go to the beach.
Stella: Oh, I want to go to the mountains this year. I want to draw birds and trees and I want to watch small animals. I'd like a new notebook and pencils, please.
Suzy: Are there shells in the mountains, Stella?
Stella: No, there aren't, but you can get lots of beautiful flowers.
Mr Star: Do you want to go to a big city? We can walk in the streets and sit in cafés.
All: Oh, no! We don't want to go to a city.
Simon: OK, let's go to the mountains. Can we swim there, Mum?
Mrs Star: Yes, you can.
Mr Star: OK, that's good. We're all happy to go to the mountains for our holiday.
Stella: So can I have a new notebook and pencils, then?
Simon: Well, I want some new sunglasses, please.
Suzy: And I want a new sunhat, please.
Grandpa: Hmm, and now I want my dinner.

- Display the flashcards for *beach* and *mountain* on the board. Say *Where do you want to go?* Point to the flashcards. Elicit/Prompt a response, e.g. *I want to go to the beach.*
- Practise in open pairs around the class, varying the question form, e.g. *Do you want to go to (the USA)?* Write destinations on the board.
- Watch the ▶ Video and answer the questions.

PB86. ACTIVITY 2

Play and say.
- Start a chain game by saying, e.g. *I want to go to the city.* Pupil 1: *I want to go to the city and I want to go to the mountains.* Pupil 2: *I want to go to the city, I want to go to the mountains and I want to go to …* When the chain is about six places long, shout *Change!* The next pupil starts a new chain. Refer to the destinations on the board for ideas.

AB86. Answer key, see page T109

Ending the lesson
- Brainstorm a class birthday list, like in Activity Book page 86, Activity 2. Pupils individually choose four items and write their own list. They swap lists with their partner. Ask pupils questions about their partner's list using the items on the board, e.g. *Does (Sue) want a computer?*

Extra support Pupils keep their own list. Ask them about their own choices.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 118**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **AB96 and PB96 – Grammar reference 12**
- **Teacher Resources:** Unit 12, *Reinforcement worksheet 1*
- **Teacher Resources:** Photocopiable 12a
- **T122 – Consolidation activity:** *Mingling activity*

Objectives

By the end of the lesson, pupils will have had more practice using *want* and performed a chant.

Target language

- **Key language:** the world around us, *He/She wants (a lorry / some potatoes / the big red one).*
- **Additional language:** *potatoes, beans, melon, the (green) one, monster, lemon, on holiday, boots, meatballs, lots of, jellyfish, tree, baseball cap, Pardon? Sorry?*
- **Revision:** clothes, animals, transport, adjectives, colours, food, toys, family, places, *favourite, rug, I want (a hat), There's / There are (jellyfish)*, prepositions

Materials

- A selection of flashcards from *Kid's Box 2*, e.g. clothes, food, animals

Warmer

- Display six *Kid's Box 2* flashcards on the board. Ask a pupil *What do you want?* The pupil responds *I want the (dog), please.* Give the pupil the flashcard. Repeat with other flashcards and pupils. Pupils turn over their flashcards so their classmates can't see. Choose a volunteer, point to a pupil with a flashcard and ask, e.g. *What's he got?* The volunteer guesses, e.g. *He's got a handbag.*

Presentation

PB87. ACTIVITY 1

Listen and point. Say the chant.

- Say *Open your Pupil's Books at page 87, please.* Focus pupils on the words and pictures. Use the pictures of the potatoes and beans to teach/elicit these words. Pupils repeat chorally.
- Play the **Song**. Pupils don't add words yet, but think about what the pictures mean.
- Play the **Song** again. Pupils add the words for each picture to complete the chant.
- Pupils stand up. Make two groups. One group says the chant (the words on the page). The other group mimes and supplies the missing word. Pupils swap roles.

Key: hat, jeans, potatoes, beans, sheep, goat, lorry, boat

119

I want a [pause],
And you want some [pause].
She wants some [pause],
And he wants some [pause].

They want a [pause],
And we want a [pause].
She wants a [pause],
And he wants a [pause].

PB87. ACTIVITY 2

Listen and say the letter.

- Focus pupils on the picture and on the letters. Elicit what they can see. Say *Listen. Don't speak. Point.* Play the **Audio**. Pupils listen and point. Play the **Audio** again. Stop after each one to elicit the letter.

Extra challenge Pupils work in pairs. They take turns to look at the picture and ask, e.g. *Which shoes do you want?* and respond, e.g. *I want the red ones.*

Key: 2 i, 3 e, 4 a, 5 p, 6 h, 7 d, 8 l

120

1 Which melon do you want? — I want the big green one.
2 Which shoes do you want? — I want the red ones.
3 Which monster do you want? — I want the ugly one.
4 Which ice cream do you want? — I want the lemon one.
5 Which apples do you want? — I want the green ones.
6 Which doll do you want? — I want the happy one.
7 Which cake do you want? — I want the small one.
8 Which shoes do you want? — I want the white ones.

PB87. ACTIVITY 3

Read and circle.

- Focus pupils on Activity 3. Point to the options on the whiteboard and explain that they can choose whichever they want to make their own story. Read the story aloud, saying all the options.
- Pupils work individually to complete their story. Monitor and help.
- When pupils have chosen all the words, put them in groups to share their stories.

AB87. Answer key, see page T109

Ending the lesson

- Write on the board anagrams of the world around us words, plus three other related words, e.g. *swimming, sunglasses, ice cream.* Pupils work in pairs and race to unscramble them.

Digital Classroom

- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 119–120**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **AB96 and PB96 – Grammar reference 12**
- **Teacher Resources:** Unit 12, *Extension worksheet 1*
- **T122 – Consolidation activity 1:** *Picture chants*
- **T122–123 – Consolidation activity 2:** *True or false?*

12

1 119 Listen and point. Say the chant.

I want a 

And you want some  .

She wants some 

And he wants some  .

They want a 

And we want a  .

She wants a 

And he wants a  .

2 120 Listen and say the letter.



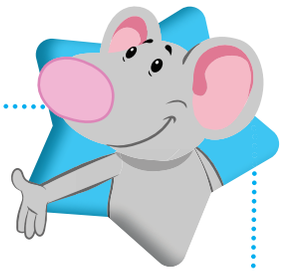
3 Read and circle.

Sue's on holiday with her **grandma / dad / cousin**. They're **in the mountains / at the beach / in the city**, and it's fun. This morning they're in a shoe shop. They're looking at some **boots / shoes / socks** for her holiday. Sue wants the **red / green / blue** ones. It's her favourite colour.

They go to a café for lunch. Sue wants **a pie and fries / meatballs and salad / sausages and beans** and she'd like ice cream, too. She can have chocolate, orange or banana ice cream. She wants **chocolate / orange / banana**. She loves ice cream!

Language presentation and practice 2: *He/She wants a hat / some shoes / the big red one.*

Monty's sounds and spelling



1 121 Watch and say.



A purple cat with a kite in a tree
And a chicken painting a whale.
A hippo with a spider on its nose
And a jellyfish playing with a snail!

2 Say and play.



Write it with me!



___icken, ___ale, hi___o and sn___l!

Unit 12 On holiday!
Pupil's Book p.88

Objectives
By the end of the lesson, pupils will have revised sounds and spelling patterns from Units 1–11 in context.

Target language
- **Key language:** review of sounds and spelling patterns from Units 1–11, the world around us
- **Additional language:** *tree, chicken, whale, jellyfish, snail, girl, boy, bees, flower, lunch*
- **Revision:** colours, toys, animals, parts of the body, activities, places, food, hobbies, present continuous, *Is the (girl drinking juice)?* prepositions

Warmer
- Review sound sentences from Units 1–11 by looking through the Monty's sounds and spelling pages in the Pupil's Book. Invite volunteers to read aloud the sound sentences in Activity 1 on each page. Explain that in today's lesson, they are going to review the sounds and spelling they have practised this year.

Presentation
PB88. ACTIVITY 1

Watch and say.
- Tell pupils they are going to watch a ▶ Video about different animals. Tell the pupils to watch to find out which animal is playing with the jellyfish (clue: it's from a sound sentence).
- Watch the ▶ Video together and elicit the animal (*a snail*). Pause the video after the first version of the animation. Ask questions to see what pupils remember, e.g. *What colour is the cat?* (*Purple.*)
- Watch the second half of the ▶ Video, encouraging pupils to repeat the sounds and sentences during the pauses.

▶ 121

Monty: What can you see? Say it with me!
Voice 1: A purple cat with a kite in a tree,
Voice 2: And a chicken painting a whale.
Voice 1: A hippo with a spider on its nose,
Voice 2: And a jellyfish playing with a snail!
Voice 1: /ɜː/ /k/ /aɪ/ /iː/ /ʧ/ /eɪ/ /w/ /p/ /sp/ /z/ /ʤ/ /sn/
Monty: What can you see? Say it with me!
Monty & Voice 1: /ɜː/ purple /k/ cat /aɪ/ kite /iː/ tree /ʧ/ chicken /eɪ/ painting /w/ whale /p/ hippo /sp/ spider /z/ nose /ʤ/ jellyfish /p/ playing /sn/ snail
Monty: One more time! You sound fine!

Monty & Voice 1: /ɜː/ purple /k/ cat /aɪ/ kite /iː/ tree /ʧ/ chicken /eɪ/ painting /w/ whale /p/ hippo /sp/ spider /z/ nose /ʤ/ jellyfish /p/ playing /sn/ snail

- Say *Open your Pupil's Books at page 88, please.* Focus on the red letters and remind pupils that these show the sound-spelling patterns they have practised.
- Read the sentences together, emphasising the sounds each time.
- Put pupils into pairs. They take it in turns to choose a sound from Activity 1 and point to the matching picture. Encourage pupils to say the words out loud and try out the sounds as they decide.

PB88. ACTIVITY 2

Say and play.
- Focus pupils on the pictures and example speech bubbles. Ask a volunteer to choose a picture in secret, then make sentences about the pictures for the other pupils to say *Yes!* or *No!*
- Pupils work in pairs to choose a picture and guess by making sentences. Monitor and check pronunciation of the target sounds.

Extra support Elicit useful words from the pictures and write them on the board before the pairwork, e.g. *kite, girl, drink, jacket, sunglasses, volleyball, skirt, trousers.*

PB88.

Write it with me!
- Focus on the *Write it with me!* box. Pupils complete the words with *ch, wh, pp* and *ai* and practise saying *chicken, whale, hippo* and *snail.*

AB88. Answer key, see page T109

Ending the lesson
- Divide the class into three groups and line them up in their groups. Tell the first line they are at the beach, the second they are in the mountains and the third they are in the big city.
- The pupil at the front of each line says or mimes a suitable activity for that place, e.g. (beach) *Let's swim in the sea.* The rest of the pupils in that line repeat and mime swimming. This pupil then goes to the back of the line. Then it's the turn of the pupil at the front of the next line to say a sentence about the mountains, and so on. With a smaller class, form just one line and change the location after a few turns.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Audio 121**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable 12b
- **T123 – Consolidation activity 1:** *Spelling test*
- **T123 – Consolidation activity 2:** *Draw a sound sentence*

Unit 12 On holiday!
Pupil's Book p.89

Objectives
By the end of the lesson, pupils will have read a story and reviewed language from the unit in context.

Target language
- **Key language:** language from the unit
- **Additional language:** *postcard, beautiful, sleeping, drinking, find, sunhat, holiday*
- **Revision:** food, adjectives, clothes, *have got, I love (sleeping in the sun), We can (go and find Maskman), Can you (get me some lemonade), please?*

Materials
- **Flashcards:** the world around us (98–103)

Warmer
- Revise the world around us words using the flashcards. Display the flashcards (picture side) on the board and write a number between *1* and *6* under each. Write a number on the corner of the board and cover it with your hand. Elicit guesses, e.g. *Is it sand?* until a pupil guesses the right one. The pupil comes up and repeats the activity.

Story
PB89. ACTIVITY 1

Watch the video.
- Say *Open your Pupil's Books at page 89, please.* Elicit who pupils can see. Tell pupils they are going to watch a ▶ **Video** of the story. Set the pre-watching questions: *Where are Trevor and Marie? What does Marie want? What's the name of the beach?*
- Watch the ▶ **Video** with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*In the mountains, her new dress, shoes, sunhat and sunglasses, Star Beach.*)
- Focus on Pupil's Book page 89 again. Play the 🔊 **Audio**. Pupils listen and follow the story in their books this time.
- Check comprehension, pointing to each picture on the whiteboard and asking questions, e.g. *What has Trevor got?* (*A postcard from Maskman.*)

Extra challenge Pupils write their own message for a postcard. They use the same sentence starters as Maskman (*I'm …, It's …, I love …*). Example answer: *Hello. I'm in the mountains. It's fantastic. I love climbing and drinking hot chocolate.*

🔊 ▶ 122

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.

Marie: Here we are in the mountains.
Trevor: Look, I've got a postcard from Maskman.
Trevor: Listen. 'Hello. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade.'
Trevor: I want to go to 'Star Beach' and see Maskman.
Marie: OK, Trevor. We can go and find Maskman.
Marie: Hmm … I want my new dress, my new shoes and my new sunhat and sunglasses.
Maskman: I'm on holiday. Can you get me some lemonade, please, Metal Mouth?
Marie: Maskman! Is this 'Star Beach'?
Maskman: Hello. Er, yes, it is.
Trevor & Monty: Ha ha ha!

PB89. ACTIVITY 2

Listen and say the number.
- Say *Now listen and look at the pictures. Say the number of the picture to your partner.* Play the 🔊 **Audio**. Pupils point to the picture and whisper the number to their partner. Play the 🔊 **Audio** again. Check with the class.

Key: 3, 5, 1, 4, 2, 6

🔊 123

Trevor: I want to go to 'Star Beach' and see Maskman.
Maskman: I'm on holiday. Can you get me some lemonade, please, Metal Mouth?
Marie: Here we are in the mountains.
Trevor: Look, I've got a postcard from Maskman.
Marie: Hmm … I want my new dress, my new shoes and my new sunhat and sunglasses.
Trevor: Listen. 'Hello. I'm at the beach. It's beautiful. I love sleeping in the sun and drinking lemonade.'
Marie: Maskman! Is this 'Star Beach'?
Maskman: Hello. Er, yes, it is.

AB89. Answer key, see page T109

Ending the lesson
- Ask pupils which chant/song/game they would like to do again from the whole book and do it together.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 122–123**
- **Practice Extra**
- **Test** **Unit 12 Test**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, *Extension worksheet 2*
- **T123 – Consolidation activity 1:** *Role play*
- **T123 – Consolidation activity 2:** *Revision game*

12

1 122 Watch the video.



2 123 Listen and say the number.

Marie's geography

Where do you want to explore?



1 **Watch and answer.**

2 **What do you need? Look and say.**

In the caves I need …



In the sea …



In the mountains …



3 124 **Listen. Tick the boxes.**



map ☐



rope ☐



torch ☐

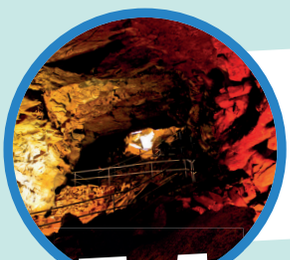


air tank ☐



tent ☐

mask ☐ boots ☐ snorkel ☐ wetsuit ☐ helmet ☐



Fact

The Mammoth Cave in the USA is 650 kilometres long. You can choose from 15 different tours.

Project



Plan an adventure.

Unit 12 On holiday!
Pupil's Book p.90

Objectives
By the end of the lesson, pupils will have talked about exploring and learnt about equipment that explorers need.

Target language
- **Key language:** *map, rope, torch, air tank, tent, mask, boots, snorkel, wetsuit, helmet, caves*
- **Additional language:** *geography, explore, USA, tour, adventure, take, life jacket, (In the caves) I need (a tent).*
- **Revision:** the world around us, numbers 1–20, *fly, plane, Where do you want to explore? I want to explore (the mountains).*

Warmer
- Say *We're going on an adventure!* Check comprehension. Say *We're going to the mountains. What do we need?* Elicit ideas and help with new language. Write pupils' ideas on the board.

PB90. ACTIVITY 1

Watch and answer.
- Say *Open your Pupil's Books at page 90, please.* Point to the picture on the whiteboard and say *This is Marie's geography.*
- Read the question *Where do you want to explore?* Elicit ideas. Tell the pupils they're going to watch a ▶ Video about exploring. Play the ▶ Video. Elicit some of the places and things pupils saw in the ▶ Video.
- After watching the ▶ Video, ask the class *What do you want to explore?* Brainstorm ideas with the class, making sure they use *I want to explore …*, e.g. *I want to explore a big city.*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

Presentation

PB90. ACTIVITY 2

What do you need? Look and say.
- Point to the pictures and words in Activity 3 on the whiteboard. Check comprehension and say the word labels for pupils to repeat.
- Focus on the photographs and elicit the places. Use the first photo to elicit/teach *caves.* Say *I'm in the caves. What do I need?* Point to the first speech bubble and say *In the caves I need ….* Invite volunteers to complete your sentence with the items from Activity 3.
- Repeat with the second and third photos.

Extra support Write the list of things on the board for each place.

Key: caves: rope, torch, boots, helmet; sea: air tank, wetsuit, mask, snorkel (torch also possible); mountains: map, rope, helmet, boots, torch, tent

---

PB90. ACTIVITY 3

Listen. Tick the boxes.
- Point to the pictures and words on the whiteboard. Explain that pupils are going to listen and tick the items that the children need, and cross any that they don't.
- Play the Audio for pupils to listen only. Play the Audio again. Pupils tick or cross the objects. Check as a class.

Key: map = ✗, rope = ✓, torch = ✓, air tank = ✗, tent = ✗, mask = ✗, boots = ✓, snorkel = ✗, wetsuit = ✗, helmet = ✓

124

Girl 1: We want to go on an adventure!
Boy 1: Let's explore some caves!
Girl 2: Caves! Great! What do we need to take on our adventure?
Girl 1: We need a rope.
Boy 1: Yes! And a torch.
Girl 2: And our walking boots – we need to walk a long way!
Girl 1: Yes. Oh … and helmets! We need helmets!
Boy 1: I've got some food, too. We don't want to be hungry.
Girl 2: OK! Let's go!

PB90.

FACT
- Focus pupils on the fact and ask a volunteer to read it aloud. Check comprehension of *tour.* Ask the pupils if they would like to do a tour of this cave.

PB90.

PROJECT
- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB90. Answer key, see page T109

Ending the lesson
- Have a class vote to find out the most popular place from the lesson to explore.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Audio 124**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **T123 – Consolidation activity:** *Where am I going?*
- **T123 – Extension activity:** *Reading maps*

Unit 12 On holiday!
Pupil's Book p.91

Objectives
By the end of the lesson, pupils will have read about helping others while on holiday and written about their own experiences helping someone.

Target language
- **Key language:** *help*, *on holiday*, *elephant park*, *teaching*, *picking up rubbish*
- **Additional language:** *cool*, *family*, *clean*, *give*, *food*, *Miss*, *beautiful*, *children*, *outside*, *friends*, *family*, *home*, *reading*, *fly*
- **Revision:** the world around us, adjectives, *these*, *baby*, *teacher*, *green*, *dogs*, *water*, *hand*, present continuous

Warmer
- Write *Help on your holiday* on the board and ask pupils what they think it means. Elicit ways they think that people can help while they are travelling. Prompt with questions, e.g. *What about animals? What about children?*

Presentation
PB91. ACTIVITY 1

Read and match.
- Say *Open your Pupil's Books at page 91, please.* Point to Trevor on the whiteboard and say *This lesson is about Trevor's values. Today it's 'Help on your holiday'.* Focus on the photos and check if pupils came up with any of these ideas in the Warmer. Point to each photo in turn on the whiteboard. Ask *What/Who can you see?* Elicit some of the things in the pictures (*elephant*, *beach*, *children*, *teacher*).
- Say *Read and match.* Point to the emails below the photos. Tell pupils they must find the key words to help them match the messages to the photos. They don't need to read and understand all of the text to be able to answer. Give pupils a time limit to 'scan read' the emails and match them to the photos.
- Pupils put up their hands to answer. Ask pupils to read each email again and ask questions for further comprehension and to help prepare pupils for the listening in Activity 2, e.g. *Who is Jess?* (*A teacher.*) *What animal is Dev helping?* (*An elephant.*) *Where's Grace on holiday?* (*The beach.*)

Key: 1 c, 2 b, 3 a

PB91. ACTIVITY 2

Listen and say 'yes' or 'no'.
- Read the speech bubble at the bottom of the page. Say *Read the email from Grace. Yes or no?* Point to the example answer (*No.*) on the whiteboard. Play the **Audio**. Pause after each statement to give pupils time to decide whether the statement is correct or incorrect according to the emails. Pupils check together in pairs and say 'yes' for correct and 'no' for incorrect. They correct the false sentences.
- Ask pupils which holiday they would like to go on.

Extra challenge Pupils work in pairs. Pupil A closes his/her book and says as much as he/she can about one of the people in the emails in Activity 1. Pupil B looks at the page, checks the information and gives clues. Then they swap.

Key: no (Grace is on holiday at the beach), no (The beach is dirty), yes, yes, no (Jess is on holiday in the mountains), yes, no (Dev's ten), no (Dev's helping some elephants), yes

125

Grace is on holiday in the mountains.
The beach is beautiful and clean.
She is picking up rubbish.
Jess is a teacher.
Jess is on holiday at the beach.
Jess is teaching children.
Dev's nine.
Dev's helping some tigers.
Dev loves animals.

AB91. Answer key, see page T109

Ending the lesson
- Pupils take the Activity Book home for the holidays as reference and write a postcard about what they do. They could find/take a photo of themselves to stick on the postcard and write about what they are doing in the holidays.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 125**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **T123 – Consolidation activity:** *Write about it*
- **T123 – Extension activity:** *Write a postcard*

Trevor's values

Help on holiday



1 Read and match.







How can you help on your holiday?

a

I'm Dev and I'm ten. I'm on holiday at an elephant park. It's cool! These elephants don't have a family. We give them a wash when they are dirty. Here, I'm giving a baby elephant a banana!

I love animals!

Dev

b

I'm Jess. I'm a teacher and I'm on holiday in the mountains. The mountains are beautiful and green. I'm teaching these children outside!

It's fun. We are very happy!

Jess

c

I'm Grace. I'm on holiday at the beach. The beach is dirty. There are a lot of plastic bottles and cups and the sea birds can't fly or swim.

I'm picking up rubbish with my friends and family.

Grace

2 125 Listen and say 'yes' or 'no'.

Grace is on holiday in the mountains.

No.

Language: *I'm (picking up rubbish).* | social responsibilities

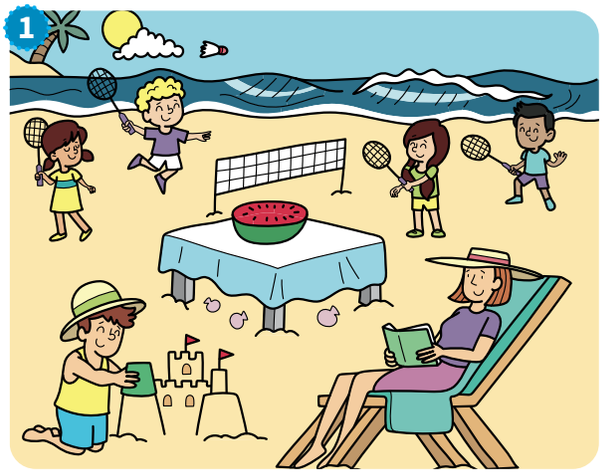
Review Units 9, 10, 11 and 12

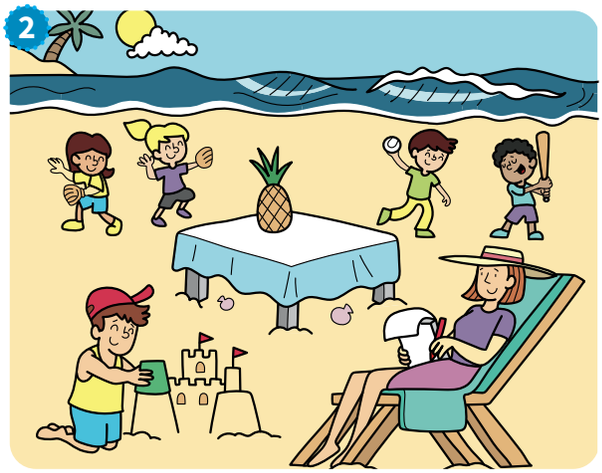
1 126 Listen and correct.



2 Look and say with a friend.

In picture one the woman's reading, but in picture two she's writing.





Unit 12 On holiday!
Pupil's Book p.92

Objectives
By the end of the lesson, pupils will have reviewed language from Units 9–12 and will have talked about the differences between two pictures.

Target language
- **Key language:** language from Units 9–12
- **Additional language:** *boy*, *girl*, *pineapple*, *trees*, *taking a photo*, *flowers*, *woman*, *picture*, *jellyfish*, *lots of*, *tennis racket*, *fantastic*
- **Revision:** colours, numbers 1–10, adjectives, the alphabet, food, furniture, *table*, *boat*, *favourite*, *shoes*, *water*, *chair*, present continuous, prepositions

Materials
- Flashcards from Units 9–12
- A picture of a pineapple

Warmer
- Display a selection of eight flashcards of items from Units 9 to 12. Check comprehension by eliciting a sentence for each word, e.g. *I like playing badminton.*
- Make pairs. Pupils write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order.

PB92. ACTIVITY 1

Listen and correct.
- Say *Open your Pupil's Books at page 92, please.* Elicit known items in the picture by asking *What can you see?* (e.g. *sausages*, *a cake*, *lemonade*, *jeans*, *mountains*). Present/Elicit the word *pineapple* by showing a picture.
- Play the first item on the **Audio** and point to the example speech bubbles on the whiteboard. Make sure pupils know that they need to listen and look carefully at the picture in order to correct the sentence. Play the rest of the **Audio**. Pupils listen, point and whisper the correct sentence to their partner each time. Play the **Audio** again. Stop after each sentence and elicit the answer.

Key: No, she's eating a pineapple.
No, there are three trees. (Note: Pupils might say four, because there's part of a fourth tree visible on the right.)
No, there are some sausages on the table.
No, he's painting a picture.
No, there are five yellow flowers.
No, there's some lemonade on the table.
No, she's wearing a blue shirt and jeans.
No, she hasn't got a handbag.

126

The boy's wearing a green shirt.
The girl's eating a watermelon.
There are six trees.
There are some burgers on the table.
The boy's taking a photo.
There are five purple flowers.
There's some orange juice on the table.
The woman's wearing an orange dress.
The woman's got a handbag.

PB92. ACTIVITY 2

Look and say with a friend.
- Focus pupils on the two pictures in Activity 2. Elicit sports, hobbies, fruit, items of clothing and other objects pupils can see in the two pictures (*badminton*, *baseball*, *reading*, *writing*, *watermelon*, *pineapple*, *hat*, etc.).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Pupils work in pairs or individually to find the rest of the differences (tell them there are four more).

Extra support Elicit differences and write example sentences like that in the speech bubble on page 92 on the board.

Key: In picture 1, there's a watermelon on the table, but in picture 2 there's a pineapple on the table.

In picture 1, there are three shells under the table, but in picture 2 there are two shells under the table.

In picture 1, the boy is wearing a big hat (a sunhat), but in picture 2 he's wearing a baseball cap.

In picture 1, there are children playing badminton, but in picture 2 there are children playing baseball.

AB92. Answer key see page T109

Ending the lesson
- Play a memory game using the flashcards. Stick a selection of flashcards (word side) on the board. Ask pupils to close their eyes and then take one away. Ask pupils to remember which word has gone.

Digital Classroom
- **Presentation Plus:** Unit 12
- **Audio 126**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **T123 – Consolidation activity 1:** *Photocopiables*
- **T123 – Consolidation activity 2:** *Do an activity*

Unit 12 On holiday!
Pupil's Book p.93

Objectives
By the end of the lesson, pupils will have reviewed language from Units 9–12 and played a game.

Target language
- **Key language:** language from Units 9–12
- **Additional language:** useful language for games, *go forward/back*, *square*, *sunhat*, *cooking*, *the (red) one*, *man/men*, *pea*, procedural language
- **Revision:** colours, numbers 1–10, adjectives, *kite*, *tail*, *mine*, *cousin*, *ear*, *car*, *cat*, *mat*, *pen*, *Whose (shorts) are they?* *What's this?* present continuous, *Who's that?*

Materials
- **Flashcards:** the world around us (98–103)
- A dice for each pair of pupils and a counter / small coin for each pupil

Warmer
- Review the world around us vocabulary using the flashcards. Cover each one and slowly reveal it (picture side). Pupils say the word. For the beach and mountain flashcards, ask *Do you want to go there? What can you do there?* Pupils respond.

PB93. ACTIVITY 1

Play the game.
- Say *Open your Pupil's Books at page 93, please.* Tell pupils they are going to play a game, similar to the ones on Pupil's Book pages 33 and 63.
- Read the white box at the top of the page and say *In this game you do different things on the red, blue and green squares. On a red square you follow the instructions.* Read some examples of the instructions on the red squares. Say *On a blue square you answer the question 'What's this?'* Do some examples of blue squares. Then say *On a green square say what the person in the picture is doing. Look!* Point at one of the green squares (e.g. the boy playing baseball) and ask *What's he doing?* Pupils respond, e.g. *He's playing baseball.*
- Demonstrate how to play the game. Take out a counter or coin. Point to the Start square (bottom right). Say *This is the Start. You throw the dice.* Throw the dice and show pupils how to move their counter along the board. Point to the first red square. *I land on red. I follow the instruction. 'The sea's clean. Go forward 2 squares'* Move your counter forward and stay on the square you land on. Say *I stay here. Now it's Hilaria's turn. Now it's my turn again. I'm on a green square. I have to say 'She's playing basketball'. I can move one square.* Point to the Finish square and say *This is the Finish. The first person here is the winner! Hooray!*

Extra support Review the useful language for games and write it on the board, if necessary, e.g. *It's my/your turn. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.

- Make pairs and give each pair a dice. Each pupil needs a coin or counter. Pupils play the game. Monitor and check they are speaking English and following the colour key for each square. If you wish, set a rule that anyone you hear speaking in their own language misses a turn. Encourage pupils to use the language for games. The winner is the first pupil to get to the Finish square or the pupil who is furthest along the board after a certain amount of time.

AB93. Answer key, see page T109

Ending the lesson
- Pupils work in groups of three. They need one Activity Book between three. They use a book (or paper) to cover the words from the Unit 9 My picture dictionary (page 69). They take turns to say what each clothing item is. They look and check. They then cover the pictures from the Unit 10 My picture dictionary (page 75) and take turns to say the hobbies. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the My progress statements from Units 9–12 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom
Presentation Plus: Unit 12
Digital Flashcards
Test **End of Term 3 Test**
End of Year Test
Practice Extra

Extra Resources
- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **T123 – Consolidation activity 1:** *Board slap*
- **T123 – Consolidation activity 2:** *Sing a song or do a chant*

1 Play the game.

Red square – Read and do
Blue square – What's this?
Green square – What's he/she doing?



Review: units 9, 10, 11 and 12

Grammar reference
Pupil's Book pp.94–96

1

Who's he?	This is my brother, Simon. He's seven.
Who's she?	This is my sister, Suzy. She's four.

Who's he? = Who is he? he's = he is she's = she is

2

How many desks are there?	There are a lot of desks.
There's a ruler.	There isn't a ruler.
There are a lot of desks.	There aren't a lot of desks.
Is there a whiteboard? Are there ten desks?	Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

there's = there is there aren't = there are not

3

Whose is this camera?	It's Simon's.
Whose are these books?	They're Suzy's.

It's Simon's. = It's Simon's camera.
They're Suzy's. = They're Suzy's books.

4

Whose is that green T-shirt? Whose socks are those?	It's mine. They're yours.
Is that dress yours, Suzy? Are those socks yours, Simon?	Yes, it is. / No, it isn't. Yes, they are. / No, they aren't.
Which shoes are Simon's? Which shoes are Stella's?	The grey ones are his. The red ones are hers.

It's mine. = It's my T-shirt.

5

I'm He's / She's You're / They're / We're	singing.
I'm not	flying.
He's not / She's not / It's not (= He isn't / She isn't / It isn't)	
You're not / We're not / They're not (= You aren't / We aren't / They aren't)	
What are you doing, Suzy? What's Grandpa doing?	

6

Can I have some meatballs, please?	Here you are.

7

I love donkeys.	So do I. / I don't.

8

Where's the park?	It's	behind / in front of the shops.
Where are the flats?	They're	behind / in front of the shops.
Where's the school?	It's	between the café and the park.
Where are the shops?	They're	between the café and the park.

9

He's / She's They're	wearing blue shorts and white shoes. wearing sunglasses and big hats.	
Have you Has he/she	got a watch?	Yes, I have. / No, I haven't. Yes, he/she has. No, he/she hasn't.

haven't got = have not got hasn't got = has not got

10

I He/She	love / like / don't like loves / likes / doesn't like	swimming. playing table tennis.
Do you like reading?		Yes, I do. / No, I don't.
Does he/she like reading?		Yes, he/she does. No, he/she doesn't.

doesn't = does not

11

Look at me / you / him / her / it / us / them.	
Would you like a burger?	Yes, please. I'd love one.
Would you like some lemonade?	No, thank you. I'd like some juice.

12

Where do you want to go on holiday?	I want to go to the mountains.
Do you want to go to a big city?	I don't want to go to a big city.
Which shoes do you want?	I want the red ones.

Grammar reference
Activity Book p.94

Activity Book

AB94. ACTIVITY 1. *Make true sentences.*

Key: 1 What's his name? He's Chen.
2 Who's she? She's my teacher, Mrs Brown.

AB94. ACTIVITY 2. *Answer the questions.*

Key: 1 Yes, there is.
2 No, there aren't.
3 Yes, there are.

AB94. ACTIVITY 3. *Circle the question and the answer.*

Key: Whose is this robot? It's Lenny's.

AB94. ACTIVITY 4. *Match the questions and answers.*

Key: 1 Whose is that red dress? b It's mine.
2 Whose blue trousers are those? c They're Dad's.
3 Are those blue boots yours? a Yes, they are.

AB95. ACTIVITY 5. *Read and complete.*

Key: 1 I'm singing.
2 I'm not dancing.
3 You're reading.
4 He's not running.
5 She's playing tennis.
6 We're not painting.

AB95. ACTIVITY 6. *Circle the question and the answer.*

Key: Can I have some fish, please? Here you are.

AB95. ACTIVITY 7. *Look and write.*

Key: 1 So do I.
2 So do I.
3 I don't.

AB95. ACTIVITY 8. *Complete the words.*

Key: 1 It's behind the school.
2 It's in front of the hospital.
3 It's between the park and the flats.

AB96. ACTIVITY 9. *Answer the questions.*

Key: 1 Yes, I have.
2 No, he hasn't.
3 Yes, she has.
4 No, I haven't.

AB96. ACTIVITY 10. *Read and complete.*

Key: 1 I love reading.
2 He likes playing badminton.
3 She doesn't like singing.
4 I don't like cooking.

AB96. ACTIVITY 11. *Answer the questions.*

Key: 1 Yes, please.
2 No, thank you.

AB96. ACTIVITY 12. *Read and complete.*

Key: 1 I want to go to the beach.
2 I don't want to go to a big city.

Starters Listening

1 127 **Listen and write the question word. Choose and colour.**

What? How old? What number?

name questions = blue number questions = orange

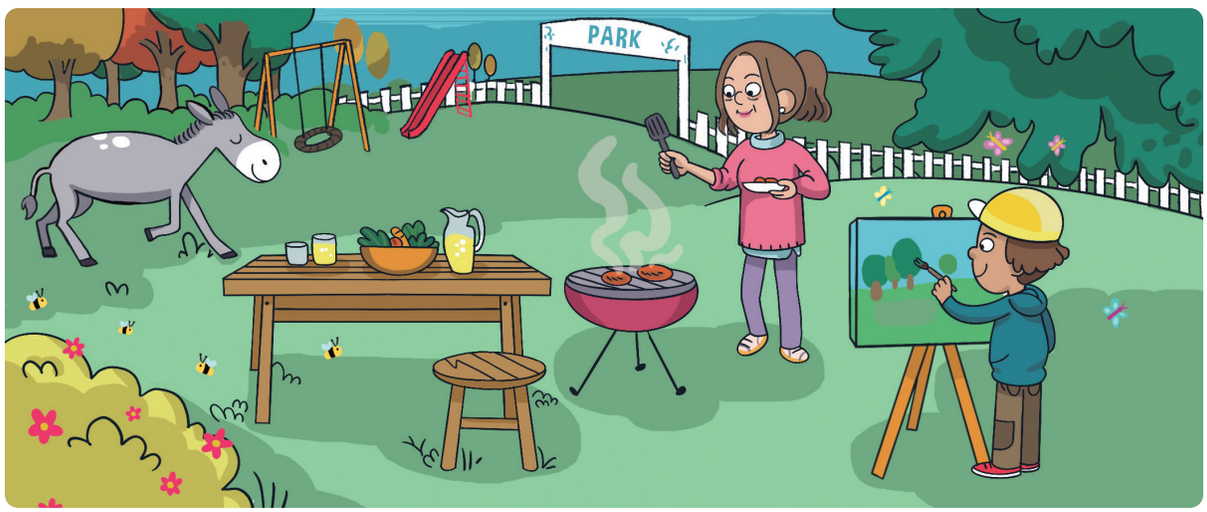
1 _____ is your family name?

2 _____ _____ is Lucy's sister?

3 _____ is the name of Tom's friend?

4 _____ _____ is Alex's house?

2 128 **Read the question. Look at the picture. Listen and write a name or a number. There are two examples.**



Examples

What is the name of Eva's cousin? Mark

How old is Eva's cousin? 11

Questions

1 What is Mark's family name? _____

2 How many paintings has Mark got in his house? _____

3 Which park does Mark like to go to? _____ Park

4 What number is Mark's house? _____

5 What is the name of the donkey? _____

Pre A1 Starters Exam folder
Starters Listening

Objectives
By the end of the lesson, pupils will have completed a practice task for Part 2 of the Starters Listening exam.

Target language
- **Key language:** question words, the alphabet, family, numbers 1–20

Materials
- Coloured pencils or crayons

EXAM SKILLS
- Discriminating between questions asking for information (names or numbers).
- Listening for specific information (names and numbers).

EXAM TIPS
- Pupils will only need to write a name or a number.
- Names are spelt out. They can be names of a person (including family name), or names of an animal/beach/park/school/street.
- Pupils will only hear numbers 1–20. They should write numbers as digits not words.
- Pupils should be familiar with question words that require a name for an answer and those that ask for a number.

Warmer
- Elicit the alphabet and write the letters on the board. Do the same with numbers 1–20.
- Pupils work in pairs, standing one behind the other. Call out a number and a letter. The pupil standing behind the other writes the number and letter on his/her partner's back with their finger. The other pupil nods if the number and letter are correct. Write them on the board.
- Repeat with different numbers and letters, then pupils swap roles.

PB97. ACTIVITY 1

Listen and write the question word. Choose and colour.
- Books closed. Write question words on the board: *What? What number? Where? Which? How old? How many?* Read them aloud together. Ask pupils which require a number in the answer (*What number? How old? How many?*).
- Elicit an example question for these three question words and write them on the board, e.g. *What number (is on your door)? How old (are you)? How many (children are there)?*
- Say *Open your Pupil's Books at page 97, please.* Focus on the questions. Play the Audio. Pupils write the missing question words.
- Check answers with the class. After each answer, ask *Is the answer a name or a number?* Play the Audio again, stopping after each sentence for pupils to confirm if the answer was a name or number.
- Focus attention on the colour code. Pupils colour the question boxes. Check answers as a class.

Extra challenge Pupils write four more examples of personal questions: two with name answers, two with number answers. Tell them to think of questions which are different to the ones in Activity 1. Example questions: *What's your address? What's the name of your street? How old is your pet dog? What number is your house?* They ask and answer the questions in closed or open pairs.

Key: **1** What, **2** How old, **3** What, **4** What number
Blue boxes for names: 1, 3; orange boxes for numbers: 2, 4

127

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB97. ACTIVITY 2

Read the question. Listen and write a name or a number. There are two examples.
- Explain that Activity 2 is similar to the Part 2 task in the Starters Listening exam. Go through the *Exam tips* opposite with the class.
- Play the examples and pause. Clarify any doubts.
- Pupils listen and carry out the task.
- Circulate and check whether pupils are spelling words correctly and answering with the correct type of information (name/number).
- Check answers by writing them on the board or inviting volunteers to do this.

Key: **1** Cross, **2** 8, **3** Lime, **4** 15, **5** Hugo

128

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson
- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom
- **Presentation Plus:** Pre A1 Starters Exam folder
- **Digital Flashcards**
- **Audio 127–128**
- **Practice Extra**

Extra Resources
- **T124 – Consolidation activity 1:** *Letter combinations*
- **T124 – Consolidation activity 2:** *Names and numbers*

Objectives

By the end of the lesson, pupils will have completed a practice task for Part 3 of the Starters Listening exam.

Target language

- **Key language:** furniture, prepositions, clothes, colours, food, hobbies, toys, animals

Materials

- A4 paper for each pupil
- Coloured pencils or crayons

EXAM SKILLS

- Listening for key words and specific information.
- Listening to a complete description or dialogue before making a decision.

EXAM TIPS

- Pupils have time to look at the pictures and notice details before listening.
- Pupils tick only one box in the set of three.
- Pupils need to listen to the complete dialogue before they choose which picture to tick, as sometimes there is more information at the end of the dialogue.

Warmer

- Elicit names of fruit and write them on the board in a mind map.
- Hand out A4 paper. Ask pupils to draw or write the names of three fruits they like to eat for breakfast.
- Pupils circulate and try to find another pupil with the same three pieces of fruit. Demonstrate the activity. Draw or write three fruits on the board the same as a pupil has on their paper. Say *I like bananas for breakfast.* Prompt the volunteer to respond *Me too!* Repeat the exchange with the two remaining pieces of fruit. Each time the volunteer should answer *Me too!* Point to the board and the pupil's paper and call out *SNAP!* to indicate you have identical fruits. Explain that if there is no match for a fruit, pupils should respond with *I don't.*
- When pupils are confident with the activity, encourage them to walk around the classroom to find a match.

PB98. ACTIVITY 1

Talk about the pictures. Then listen and look. Circle the correct picture.

- Say *Open your Pupil's Books at page 98, please.* Pupils look at one pair of pictures at a time. Write on the board any vocabulary they need as they describe the differences with a partner.
- Play the Audio for each set of pictures immediately after pupils have described them. (You may wish to elicit differences/similarities first.)
- Pupils listen carefully to circle the correct picture through a process of elimination. (They should circle after they hear the sound, to ensure they listen to the whole description.)
- Pupils check their answers after each set.

Key: 1 A, 2 B

129

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB98. ACTIVITY 2



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

- Explain that Activity 2 is similar to the Part 3 task in the Starters Listening exam. Go through the *Exam tips* opposite with the class.
- Play the example and pause. Make sure pupils understand why the answer is the robot. Pupils listen and carry out the task.

Extra support Before carrying out the task, elicit key words and phrases for each picture (e.g. for the pictures in item 1: *swimming*, *playing tennis*, *playing football*).

- Check answers (pupils call out the letter). Repeat any dialogues pupils found particularly difficult.

Key: 1 A, 2 B, 3 C, 4 B, 5 B

130

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

- **Presentation Plus:** Pre A1 Starters Exam folder
- **Digital Flashcards**
- **Audio 129–130**
- **Practice Extra**

Extra Resources

- **T124 – Consolidation activity:** *Explain the differences*

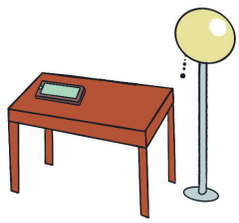
Starters Listening

1 129 **Talk about the pictures. Then listen and look. Circle the correct picture.**

1



A



B

2



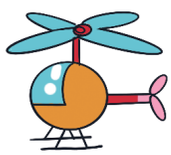
A



B

2 130 **Listen and tick (✓) the box. There is one example.**

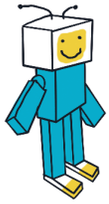
Which is Bill's favourite toy?



A ☐



B ☐



C ☑

1 What sport is Anna doing this morning?



A ☐

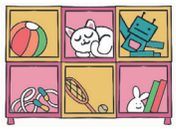


B ☐



C ☐

2 Where is Mrs Watson's cat?



A ☐



B ☐



C ☐

3 What story is Grace reading?



A ☐

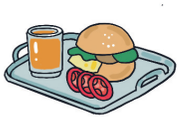


B ☐



C ☐

4 What is Tom eating?



A ☐



B ☐



C ☐

5 Which is Alex's house?



A ☐



B ☐



C ☐



Starters Reading and Writing

1 **Look and read. Draw a line.**

This is a T-shirt. | These are shoes. | This is a train.

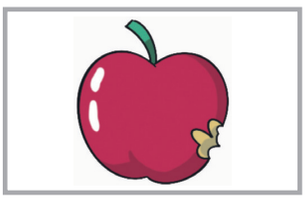
1 

2 

3 

2 **Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.**

Examples



This is an apple. ✓



These are feet. ✗

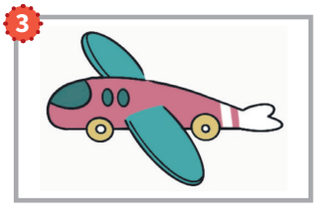
Questions

1 

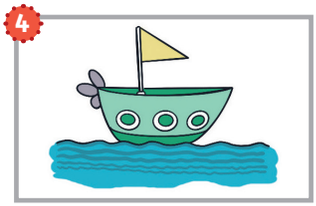
This is a skirt. ☐

2 

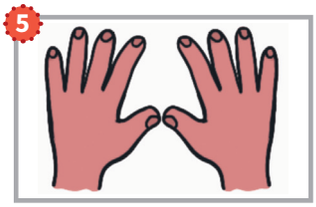
These are shoes. ☐

3 

This is a train. ☐

4 

This is a boat. ☐

5 

These are hands. ☐



Objectives

By the end of the lesson, pupils will have completed a practice task for Part 1 of the Starters Reading and Writing exam.

Target language

- **Key language:** clothes, food, transport, parts of the body, *This is a/an …*, *These are …*, singular and plural nouns

Materials

- A selection of six flashcards showing known nouns, both singular and plural (e.g. food, items of clothing, parts of the body, toys)

EXAM SKILLS

- Marking sentences with ticks and crosses to indicate whether sentences are true or false.
- Reading a sentence and looking at the corresponding picture carefully to check they match.

EXAM TIPS

- Pupils' ticks and crosses must be clear.
- Pupils should run their finger to the side of each sentence to find the key word. They should then keep one finger on the key word, and place another on the picture to check they match up correctly.

Warmer

- Choose six flashcards of known nouns – some singular, some plural. Write a sentence for each flashcard (*This is … / These are …*) on the board in a random order and write two more false sentences about items which are not on the flashcards. Number the sentences 1–8. Pupils read each sentence aloud.
- Hold up one flashcard at a time. Pupils call out the number of the matching sentence and read out the sentence.

PB99. ACTIVITY 1

Look and read. Draw a line.

- Books closed. Draw two bananas and an orange on the board. Write the sentence *This is a banana* on the left-hand side. Point to the word *banana* on the whiteboard. Ask *Where's the banana?* Nominate a volunteer to draw a line from the sentence to the corresponding fruit.
- Write *These are bananas* on the board. Prompt a pupil to tell you the difference between this sentence and the one before. (*It's plural. The picture would need two bananas or more.*)
- Say *Open your Pupil's Books at page 99, please.* Pupils read through the sentences in the lozenges with a partner and match them to the correct picture.
- Check answers. Read out each sentence and ask pupils to call out the number of the picture.

Key: **1** This is a train. **2** This is a T-shirt. **3** These are shoes.

PB99. ACTIVITY 2



Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

- Explain that Activity 2 is similar to the Part 1 task in the Starters Reading and Writing exam.
- Describe what the exam involves. Go through the *Exam tips* opposite with the class.
- Read the examples aloud. Elicit the correct word for the second picture (*teeth*). (Highlight the importance of reading the words carefully.)
- Circulate and check pupils are drawing clear ticks and crosses.
- Check answers. Read each sentence. Pupils call out *tick* or *cross* and draw the symbol in the air with a finger.

Extra challenge Hand out two flashcards of nouns to each pair of pupils. Pupil A points to a flashcard and makes a true or false sentence about the item (e.g. *This is a hat*). Pupil B says *Yes* or *No*. If the answer is *No*, he/she makes a correct sentence about the flashcard (e.g. *This is a jacket*). Then Pupil B makes a sentence about the other flashcard. Pairs swap their flashcards with another pair and repeat.

Key: 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✓

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more practice with different vocabulary sets.

Digital Classroom

Presentation Plus: Pre A1 Starters Exam folder

Digital Flashcards

Practice Extra

Extra Resources

- **T124 – Consolidation activity:** *True or false?*

Objectives

By the end of the lesson, pupils will have completed a practice task for Part 4 of the Starters Reading and Writing exam.

Target language

- **Key language:** animals, parts of the body, food, colours, toys, home, the world around us, furniture, singular and plural nouns, *have got*, *be*, articles (*a/an*)

Materials

- Pieces of A5 paper, sticky tack

EXAM SKILLS

- Recognising grammatical forms that can help with word choices.
- Reading holistically to gain a sense of the text.

EXAM TIPS

- Each answer is only one word. Pupils select five words from seven possibilities.
- Pupils should read the whole text first to get the general gist and sense.
- Pupils should read carefully to make the best word choice. (They should be aware of singular/plural nouns, nouns beginning with a vowel, grammatical clues such as *a* / *an* / a number / third-person singular and plural verb forms.)

Warmer

- Draw three columns on the board with the headings *a*, *an* and *two*.
- Write the following words in big letters on separate A5 pieces of paper: *mouse*, *oranges*, *tree*, *legs*, *apple*, *feet*, *body*, *babies*, *animal*, *ears*. Put sticky tack on the back of each.
- Hold one up at a time. The class reads the word and points to / names the correct column in the table on the board. A volunteer comes to the board and places the word in the correct column: a – *mouse*, *tree*, *body*, an – *apple*, *animal*, two – *oranges*, *legs*, *feet*, *babies*, *ears*. Review the singular form of *feet* and *babies* and the plural form of *mouse* and *body*.
- Focus on the *two* columns. Point out that two is a number, but we can also use *some* / *many* / *a lot* / *lots of* when we don't know the number (e.g. *some babies*, *lots of oranges*).

PB100. ACTIVITY 1

Read and circle the correct word.

- Books closed. Write the four sentences from Activity 1 on the board, but with the answer options missing, e.g. *Jellyfish live in the _____.*
- Elicit suggestions for the missing word. Remind pupils that only one word is missing from each sentence. Write their suggestions for each gap in a different pen colour. (Keep the sentences on the board while pupils carry out Activity 1 in their books.)
- Say *Open your Pupil's Books at page 100, please.* Pupils read the sentences and circle the correct word.
- Check answers. Read each sentence and pause for pupils to supply the answer. Write the answer in the sentences on the board.

Key: **2** tail, **3** Watermelons, **4** cat

PB100. ACTIVITY 2

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

- Explain that Activity 2 is similar to the Part 4 task in the Starters Reading and Writing exam.
- Describe what the exam involves. Go through the *Exam tips* above with the class.
- Ask pupils to read the whole text first and think about the words for each space.
- Pupils work individually to complete the activity. Monitor and check pupils are on task.
- Pupils compare answers with a partner. Then read the text aloud, pausing for pupils to supply the answers.

Extra support Encourage pupils to talk in L1 about how they chose each answer (e.g. for number 1, the word needs to be a place where cats can live because of the word 'live' and the phrase 'in your' before the gap).

Key: **1** house, **2** balls, **3** birds, **4** trees, **5** sofa

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading practice.

Digital Classroom

Presentation Plus: Pre A1 Starters Exam folder

Digital Flashcards

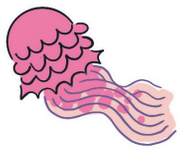
Practice Extra

Extra Resources

- **T124 – Consolidation activity:** *My favourite pet*

Starters Reading and Writing

1 Read and circle the correct word.



1 Jellyfish live in the **park** / (**sea**).
2 This monkey has got a long **tail** / **nose**.
3 **Lemons** / **Watermelons** are green and red.
4 A **kite** / **cat** is an animal.











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

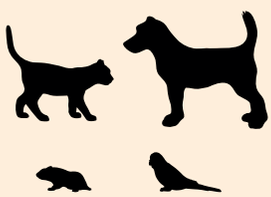
Cats

Many people have a cat for a pet. They are nice, beautiful ___animals___.

Cats live with you in your flat or (1) _____. They play with children's toys, for example small (2) _____. Cats enjoy sitting next to a window and watching (3) _____ and lizards. In a garden, cats can run, jump on walls and climb (4) _____.

Cats love sleeping a lot too. They sleep in cupboards, under beds or on a (5) _____ in front of the TV!

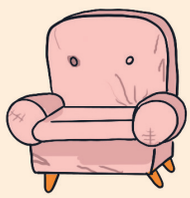
Example



animals



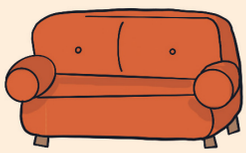
trees



armchair



birds



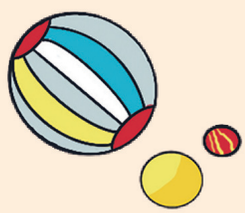
sofa



tail



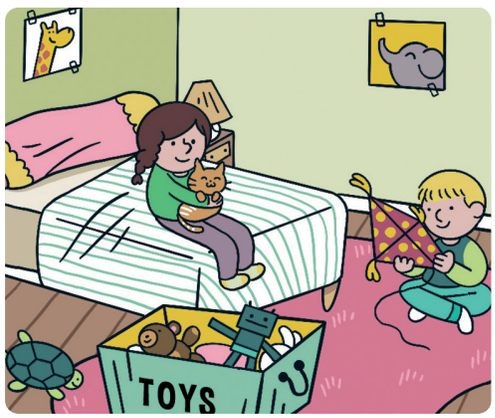
house



balls

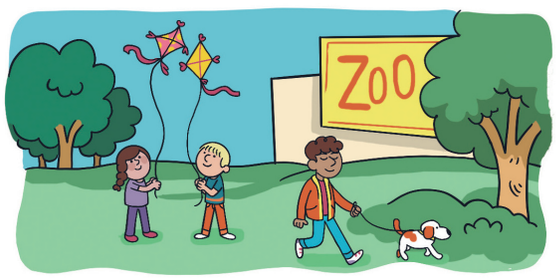
Starters Reading and Writing

1 Look and read. Write 'What', 'Where', 'Who' or 'How many'.



_____ are the children?	in a bedroom
_____ is sitting on the bed?	the girl
_____ is the girl holding?	a cat
_____ _____ posters are there?	two

2 Look at the pictures and read the questions. Write one-word answers.



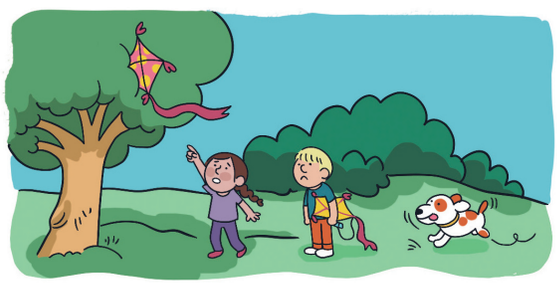
Examples

Where are the people? in the park

What animal has the man got? a dog

Questions

1 What are the children doing? flying a _____



2 Who is pointing? the _____

3 Where is the dog? behind the _____



4 Which animal has got the kite? the _____

5 How many animals are there? _____

Objectives

By the end of the lesson, pupils will have completed a practice task for Part 5 of the Starters Reading and Writing exam.

Target language

- **Key language:** question words, people (*boy*, *girl*, *man*, *woman*, *child*, *children*, *baby*), rooms, furniture, animals, the world around us, hobbies, toys, present continuous, *have got*, prepositions

EXAM SKILLS

- Focusing on question words and their expected response.
- Developing careful reading and observation skills.

EXAM TIPS

- Pupils must be familiar with the question words and the expected response.
- Pupils only need to write a one-word answer. This can be a noun, verb or number. Numbers should be written in words, not digits.

Warmer

- Display the song picture from Pupil's Book page 37 on the whiteboard.
- Give pupils 30 seconds to study the picture, then remove it from the screen.
- Ask the following questions:
  1 *Where are the children?*
  2 *Who is sleeping?*
  3 *How many balls are there?*
  4 *What has Mum got?*
  Pupils write one-word answers in their notebook (*park*, *baby*, *two*, *book*).
- Ask pupils for the first answer (*park*). Elicit the question you asked and write it on the board. Remind pupils that *Where …?* shows it is a question about places.
- Elicit the remaining answers and each question you asked. Write them on the board. Remind pupils that *Who …?* is a question about people, *How many …?* asks for a number and *What …?* asks about things.
- Display the picture again. Write some more questions on the board. Pupils call out the answers. Example questions: *Where is Mum?* (*In a chair.*) *What has Grandpa got?* (*A kite.*) *How many children are there?* (*Four.*) *What game are the boys playing?* (*Baseball.*) *How many trees are there?* (*Two.*) *What has the baby got?* (*A rabbit and a teddy bear.*) *What is Grandma wearing?* (*Blue trousers and a T-shirt.*) *Who is wearing glasses?* (*Mum, Grandma and Grandpa.*)
- Alternatively, ask pupils to work in pairs to think of and write one or two more questions about the picture. Elicit and write these questions on the board. Pupils answer the questions as a class.

PB101. ACTIVITY 1

Look and read. Write 'What', 'Where', 'Who' or 'How many'.

- Say *Open your Pupil's Books at page 101, please.* Pupils look at the picture and call out things and people they can see.
- Pupils work individually to complete each question with a question word.
- Check answers. Ask pairs to read out the question and answer.

Key: 1 Where, 2 Who, 3 What, 4 How many

PB101. ACTIVITY 2



Look at the pictures and read the questions. Write one-word answers.

- Explain that Activity 2 is similar to the Part 5 task in the Starters Reading and Writing exam.
- Describe what the exam involves. Go through the *Exam tips* opposite with the class.
- Ask pupils to look at each picture carefully and pay attention to the question words. Read the examples aloud.
- Pupils work individually to complete the activity. Monitor and check pupils are on task.
- Pupils compare answers in pairs. Check as a class. Write each one-word answer on the board.

Extra challenge Work together with pupils to think of more questions about each of the pictures. Provide question words as prompts. Write the questions on the board and elicit the answers from the class (e.g. *How many kites are there? Who has got a kite? What's behind the giraffe?*).

Key: 1 kite, 2 girl, 3 boy, 4 giraffe, 5 three

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading practice.

Digital Classroom

Presentation Plus: Pre A1 Starters Exam folder

Practice Extra

Extra Resources

- **T124 – Consolidation activity:** *Activities in a park*

Objectives

By the end of the lesson, pupils will have completed a practice task for Part 3 of the Starters Speaking exam.

Target language

- **Key language:** school objects, toys, animals, food, clothes, colours, furniture, hobbies, adjectives, questions with *yes/no* answers, *Wh-* questions, prepositions

Materials

- A selection of flashcards from *Kid's Box 2*, e.g. food, animals, items of clothing, school equipment, toys

EXAM SKILLS

- Understanding questions and answering with short answers.
- Gaining confidence in responding to questions.

EXAM TIPS

- Pupils will be asked questions about four of the eight object cards.
- Pupils need only reply with a short answer.

Warmer

- Begin by asking pupils a series of *yes/no* questions in quick succession, e.g. *Have you got a cat? Do you like pizza? Is there a computer in your bedroom? Are there pens in your bag? Can you swim?* Pupils respond with an action. For example, if the answer is *yes*, they pat their head; if *no*, they shrug their shoulders.
- Then continue with *Wh-* questions that appear in the Part 3 Speaking exam, e.g. *What's your favourite toy? What animal is a good pet? What do you eat for dinner? What's in your living room? What sport do you play? What's your favourite food?* Pupils can only respond with a mime. Those who speak must sit out.

PB102. ACTIVITY 1

Look. Answer the questions with your classmate.

- Say *Open your Pupil's Books at page 102, please.* Focus on the snake and questions. Explain that in the Starters Speaking exam Part 3, the examiner will ask similar questions to those on the snake. Go through the *Exam tips* above with the class.
- Pupils work in pairs. They take turns to ask each other the questions for each square, always beginning with the question *What's this?*
- Circulate and listen as pupils work through the questions. Stop to ask pairs some of the questions or different variations of the questions.

Key: **1** It's a school bag. Pupils answer: yes/no; a ruler
2 It's an elephant. Pupils answer: an elephant, a giraffe, a crocodile, etc.; pupils' own answers
3 It's a pineapple. Pupils answer: pupils' own answers; pupils' own answers
4 It's a T-shirt. Pupils answer: red; yes/no
5 It's a desk. Pupils answer: yes/no; a bed / cupboard / toys / lamp, etc.
6 It's a bike. Pupils answer: yes/no; pupils' own answers

PB102. ACTIVITY 2



Now look and listen. Answer the questions.

- Explain that pupils will hear an examiner asking similar questions to those in Part 3 of the Starters Speaking exam and similar to the ones in the snake.
- Pupils must listen, find the correct picture on the snake and answer individually in a low voice.
- Play the Audio, pausing to elicit answers.

Extra challenge Ask which pictures the examiner didn't talk about (the T-shirt and the bike). Elicit some different questions about the bike (not the ones on the snake), e.g. *What colour is the bike? Do you like riding a bike? Have you got a bike?* Do the same with the T-shirt, e.g. *Have you got a favourite T-shirt? When do you wear T-shirts?* Pupils give example answers for each question.

Key: Pupils' own answers.

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Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to check how confident they are at understanding and answering questions.

Digital Classroom

Presentation Plus: Pre A1 Starters Exam folder

Practice Extra

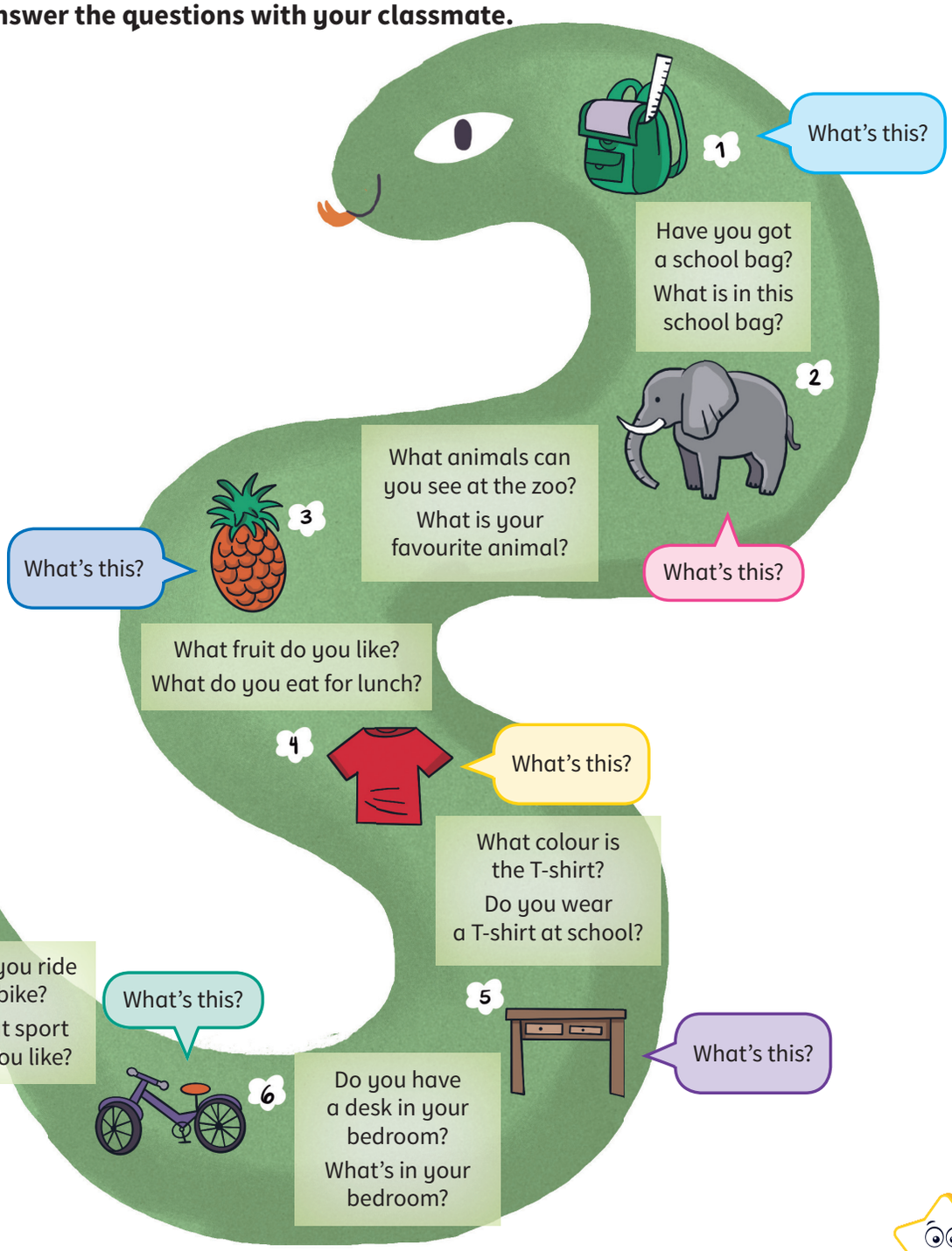
Audio 131

Extra Resources

- **T124 – Consolidation activity:** *Ask me a question*

Starters Speaking

1 **Look. Answer the questions with your classmate.**



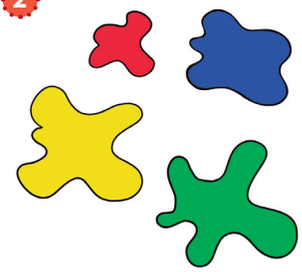
2 131 **Now look and listen. Answer the questions.**

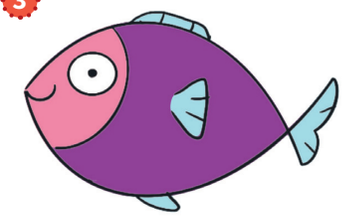
Pre A1 Starters Exam folder: Speaking Part 3

Starters Speaking

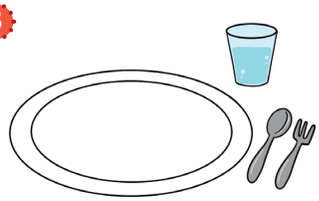
1 132 **Look and listen. Write one word.**

1


2


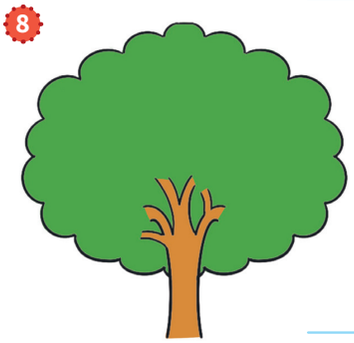
3


4


5


6


7


8


2 133 **Now listen again. Answer the questions.**

A polar bear.

A flat.



Objectives

By the end of the lesson, pupils will have completed a practice task for Part 4 of the Starters Speaking exam.

Target language

- **Key language:** category names, colours, animals, food, the world around us, sports, personal questions, questions about likes/habits/dislikes/hobbies

EXAM SKILLS

- Understanding and answering personal questions with short answers.
- Gaining confidence in responding to personal questions.

EXAM TIPS

- Pupils answer some personal questions about age, family, friends, school and hobbies.
- Pupils need only reply with a short answer.
- There are no picture prompts.

Warmer

- On the board write *What's your favourite …?* Underneath, write five possible category names to finish the question: *colour*, *animal*, *food*, *sport*, *toy*.
- Pupils walk around the class asking the first question *What's your favourite colour?* to as many classmates as possible in 30 seconds. Make sure to time it to keep the activity interesting.
- Clap your hands and call out the next topic, e.g. *animal*. Pupils continue to walk around, but this time they ask *What's your favourite animal?* for another 30 seconds. Continue in this way until all five topics have been covered.

PB103. ACTIVITY 1

Look and listen. Write one word.

- Say *Open your Pupil's Books at page 103, please.* Identify the items shown by asking, e.g. *Number 3. What's this?*
- Play the Audio. Pupils listen to each question and write a one-word answer that is true for them below each picture. Insist on no speaking during this part. Don't elicit answers at this stage.

Key: **1** Pupils write their age.
2 Pupils write their favourite colour.
3 Pupils write their favourite animal.
4 Pupils write the name of a friend.
5 Pupils write what they eat for dinner.
6 Pupils write *house* or *flat*.
7 Pupils write a sport they play.
8 Pupils write *yes* or *no*.

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Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB103. ACTIVITY 2

Now listen again. Answer the questions.

- Play the Audio again. This time, pupils listen and say their answer out loud (all at the same time). Answers will vary.
- Ask the questions from the Audio. Volunteers share their answers.
- Explain that the questions pupils answered are similar to those in the Starters Speaking exam Part 4. This part has no picture prompts and the examiner asks for more personal information. Go through the *Exam tips* above with the class.
- Pupils work in pairs. They write the question for each of the answers they wrote in Activity 1.

Extra support Pupils can choose and write the questions for four answers only.

- Check questions with the class and write them on the board.
- Pupils then ask two or three questions to a new partner.

Key: Spoken version of the answers to Activity 1.

133

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to check how confident they are at answering personal questions. Praise pupils for all their good efforts and progress.

Digital Classroom

Presentation Plus: Pre A1 Starters Exam folder

Practice Extra

Audio 132–133

Extra Resources

- **T124 – Consolidation activity:** *Ask the teacher a question*

Activity Book Answer Keys

Unit 1

AB4. ACTIVITY 1

Write the words.

Key: Simon. She's Suzy. He's Mr Star. She's Mrs Star. He's Grandpa (Star).

AB5. ACTIVITY 2

Match the questions and answers.

Key: **2** 3, three; **3** 7, seven; **4** 9, nine; **5** 6, six; **6** 8, eight; **7** 10, ten

AB6. ACTIVITY 1

Listen and colour. There is one example.

Key: b = orange, v = purple, p = pink, c = yellow, t = brown, e = green, d = blue

AB6. ACTIVITY 2

Listen and point. Write the words.

Key: **2** Simon, seven; **3** Suzy, four

AB7. ACTIVITY 1

Read the questions. Listen and write a name or a number. There are two examples.

Key: **1** Grace, **2** 10/ten, **3** Sun, **4** 6/six, **5** Mouse

AB8. ACTIVITY 1

Complete the words. Look and say.

Key: **1** Where's the white whale?, **2** Where's the red whale?, **3** Where's the blue whale?, **4** Where's the yellow whale?

AB8. ACTIVITY 2

Correct the words. Circle 'yes' or 'no'.

Key: **2** wheel – no, **3** whale – yes, **4** white whale – no

AB9. ACTIVITY 1

Listen and write. Stick.

Key: **2** blue, **3** pink, **4** black, **5** yellow, **6** green

Unit 2

AB10. ACTIVITY 1

Find and write the words.

Key: cupboard, pen, pencil, board, ruler, eraser, desk, chair, classroom, bag, bookcase

AB10. ACTIVITY 2

Listen and colour. There is one example.

Key: l = red; s = blue; n = orange; m = yellow; f = red

AB11. ACTIVITY 1

Look and write the number.

Key: fifteen, eighteen, twelve, twenty, thirteen

AB12. ACTIVITY 1

Make true sentences.

Key: **2** There are 12 pencils on the desk. **3** There's a bag under the chair. **4** There are 16 books in the bookcase.

AB12. ACTIVITY 2

Look at the picture. Answer the questions.

Key: **2** There are twelve. **3** There are fifteen. **4** There are fourteen. **5** There are eleven. **6** There are seventeen.

AB13. ACTIVITY 1

Look and read. Write 'yes' or 'no'.

Key: **1** yes, **2** yes, **3** no (There's a desk under the board.), **4** no (There isn't a bookcase or a ruler.), **5** no (There are two pencils under the desk.)

AB14. ACTIVITY 1

Complete the words. Draw.

Key: How many bees can you see? Seventeen bees in the tree. (Pupils draw 17 bees in the tree.)

AB14. ACTIVITY 2

Match and say.

Key: f – eet, fif – teen, gr – een, th – ree

AB14. ACTIVITY 3

Find the sound. Draw a line.

Key: Start – tree – 16 – bee – 14 – Finish

AB15. ACTIVITY 1

Complete the words. Stick.

Key: board, ruler, desk, bookcase, cupboard

AB16. ACTIVITY 1

Listen and draw.

Key: Boy: 4 pencils, 2 sharpeners, no calculator, 1 eraser; Girl: 2 rulers, 4 erasers

AB17. ACTIVITY 1

Read and complete.

Key: **2** help you, **3** Is it, **4** listen, **5** Here's a, **6** Can you

Unit 3

AB18. ACTIVITY 1

Read. Circle the toy words. Write.

Key: Pupils circle robot, teddy bear, board game, tablet, watch, and write (from left to right, top to bottom) watch, [kite,] tablet, teddy bear, board game, robot

AB18. ACTIVITY 2

Listen. Tick a box.

Key: **2** c, **3** c, **4** a

AB19. ACTIVITY 1

Make true sentences. Colour the toys.

Key: **3** These, **4** This, **5** These, **6** These, **7** These, **8** These

AB19. ACTIVITY 2

Match and write.

Key: camera, cake, ruler, robot, doll, dog, trousers, train, please, plane

AB20. ACTIVITY 1

Listen and colour. Then answer.

Key: 2 Alex's, 3 Meera's, 4 Stella's, 5 Lenny's, 6 Suzy's

AB20. ACTIVITY 2

Write the questions.

Key: 2 Whose is the doll?, 3 Whose is the plane?, 4 Whose is the kite?, 5 Whose is the watch?

AB21. ACTIVITY 1

Look and read. Put a tick or a cross in the box. There are two examples.

Key: 1 ✓, 2 ✗, 3 ✗, 4 ✗, 5 ✓

AB22. ACTIVITY 1

Look and write the words.

Key: five, kites, white, bike

AB22. ACTIVITY 2

Look and write the words.

Key: There are nine kites in the tree.

AB22. ACTIVITY 3

Find and write the words.

Key: ee: three, tree, bee, sixteen; i–e: kite, five, bike, nine

AB23. ACTIVITY 1

Listen and write. Stick.

Key: 2 camera, 3 computer game, 4 robot, 5 watch, 6 lorry

Unit 4

AB24. ACTIVITY 1

Listen and draw lines. There is one example.

Key: 1 girl playing guitar – Lucy, 2 boy watching TV – Matt, 3 girl playing with cat – Eva, 4 boy eating meatballs – Bill, 5 girl reading – Alice

AB24. ACTIVITY 2

Write the words. Find the secret word and draw.

Key: lamp, sofa, bath, mirror, clock, phone, bed
secret word: armchair

AB25. ACTIVITY 1

Read and write the number. Draw the furniture.

Key: 14, 17, 18, 20, 12, 15, 13, 19
1 mirror, 2 lamp, 3 sofa

AB25. ACTIVITY 2

Look and write the words.

Key: 2 bath, 3 mirror, 4 face, 5 mat

AB26. ACTIVITY 1

Write 'yours' or 'mine'.

Key: 2 yours, 3 yours, 4 mine

AB26. ACTIVITY 2

Listen and colour.

Key: See audio script.

AB27. ACTIVITY 1

Listen and draw lines. There is one example.

Key: 1 boy with robot – Matt, 2 boy with lorry – Nick, 3 girl with ruler – Sue, 4 boy with watch – Hugo, 5 girl with doll – Grace

AB28. ACTIVITY 1

Write and draw.

Key: Whose … nose? It's [pupil's answer] nose!

AB28. ACTIVITY 2

Write the questions.

Key: 1 Whose … nose? 2 Whose … ears? 3 Whose … mouth? 4 Whose … eyes?

AB28. ACTIVITY 3

Ask and answer.

Key: 2 Whose are these eyes? Grandma Star's. 3 Whose is this ear? Grandpa Star's.

AB29. ACTIVITY 1

Complete the words. Stick.

Key: 2 mat, 3 clock, 4 phone, 5 mirror, 6 lamp

AB30. ACTIVITY 1

What can Hiro make? Listen and tick.

Key: plane, fish, heart

AB31. ACTIVITY 1

Look, read and match.

Key: 2 a, 3 d, 4 c

AB32. ACTIVITY 2

Listen and write the number.

Key: 14, 17, 15, 13, 16, 18

AB33. ACTIVITY 1

Write the questions. Answer the questions.

Key: 1 Under the bed. 2 Whose toy is on the bed? Simon's. 3 Are the shoes clean or dirty? Dirty. 4 How many lorries are there? Five. 5 Where is the camera? On the table. 6 What is on the bed? A robot.

Unit 5

AB34. ACTIVITY 1

Read and write the names.

Key: 1 May, 2 Sam, 3 Lenny, 4 Frank

AB34. ACTIVITY 2

Write the words.

Key: In the house: bath, mirror, lamp, bed, phone (pupils may also choose desk and ruler). Family: grandma, baby, grandpa, cousin, dad. Toys: kite, lorry, robot, boat, doll. At school: teacher, desk, playground, board, ruler (pupils may also choose phone and lamp).

AB35. ACTIVITY 1

Read and write the name. Colour.

Key: Tricia, Tony, Trudy, Tom

AB35. ACTIVITY 2

Write the words.

Key: Male: grandfather, father, dad, cousin, brother; Female: grandmother, mother, sister, cousin, mum

AB36. ACTIVITY 1

Listen and write the number.

Key: 3, 5, 1, 6, 2, 4

AB36. ACTIVITY 2

Look at the pictures and write the letters.

Key: **2** a, b; **3** g, h; **4** e, f; **5** k, l; **6** i, j

AB37. ACTIVITY 1

Listen and tick the box. There is one example.

Key: **1** picture 3, **2** picture 2, **3** picture 3, **4** picture 3

AB38. ACTIVITY 1

Write the words.

Key: cat, clock, crocodile

AB38. ACTIVITY 2

Look and write the words. There is one example.

Key: The cat's got a camera. The duck's kicking a ball. The monkey's cleaning a car. The crocodile's got a clock.

AB39. ACTIVITY 1

Listen and write. Stick.

Key: **2** grandpa, **3** baby, **4** mummy, **5** daddy, **6** cousin

Unit 6

AB41. ACTIVITY 1

Colour the food.

Key: pears (4) green, carrots (5) orange, tomatoes (3) red, chicken (1) brown, meat (1) red, lemons (5) yellow

AB42. ACTIVITY 1

Listen and circle the tick or cross.

Key: **2** ✓, **3** ✗, **4** ✓

AB42. ACTIVITY 2

Read and write the number.

Key: **a** 4, 1, 3, 2; **b** 2, 4, 1, 3

AB43. ACTIVITY 1

Read and choose a word from the box. Write the word next to numbers 1–5. There is one example.

Key: **1** chair, **2** brother, **3** milk, **4** egg, **5** bananas

AB44. ACTIVITY 1

Circle and write.

Key: chips, lunch, chicken, chocolate, cheese

AB44. ACTIVITY 2

Complete the words. Draw.

Key: The children are watching TV on chairs in the kitchen.

AB44. ACTIVITY 3

Find and write the words. Circle the 'ch', 'c', 'ck' and 'k'.

Key: ch: chips, lunch, chicken, cheese, kitchen; c: crocodile, clock; ck: chicken, clock; k: kite, bike, kiwi, kitchen

AB45. ACTIVITY 1

Complete the words. Stick.

Key: eggs, chips, milk, rice, bread

AB46. ACTIVITY 1

Listen and write the number. Write 'plants' or 'animals'.

Key: **a** 3 (plants), **b** 2 (animals), **c** 4 (animals), **d** 1 (plants)

AB46. ACTIVITY 2

Read and complete. Act it out.

Key: **2** cheese, **3** pasta, **4** meat, **5** carrot, **6** potato, **7** yoghurt

Unit 7

AB48. ACTIVITY 1

Find and write the words.

Key: horse, fish, mouse, bird, frog, spider, lizard, chicken, cow, duck, goat, sheep

AB48. ACTIVITY 2

Read, draw and write.

Key: bugs, snakes, –, –, crocodiles, fish, lizards, monkeys, giraffes, tigers

AB50. ACTIVITY 1

Write the words. Listen and check.

Key: **b** I, **c** I, **d** So, **e** lizards, **f** do, **g** love, **h** don't

AB51. ACTIVITY 1

Listen and colour. There is one example.

Key: **1** carrot on house – brown, **2** carrot in front of donkey – green, **3** carrot on tree – red, **4** carrot in front of cow – yellow, **5** carrot in front of goat – blue

AB52. ACTIVITY 1

Look and write the words. There is one example. Match and write.

Key: **1** snake – c scary, **2** snail – a slow, **3** spider – b speedy

AB53. ACTIVITY 1

Listen and write. Stick.

Key: 2 lizard, 3 cow, 4 sheep, 5 duck, 6 frog

Unit 8

AB54. ACTIVITY 1

Look and read. Tick or cross the box.

Key: 2 ✗, 3 ✗, 4 ✓, 5 ✓, 6 ✗

AB54. ACTIVITY 2

Circle the different word.

Key: 2 goat, 3 alien, 4 park, 5 shop, 6 bedroom, 7 bugs, 8 lion

AB55. ACTIVITY 1

Spot the differences.

Key: (In any order.) 2 In A there's one bus stop, but in B there's no bus stop. 3 In A there's a pet shop, but in B there's a toy shop. 4 In A there's a woman on the bus, but in B there's a man on the bus. 5 In A there are two women in the café, but in B there are two men on the street. 6 In A there's a café, but in B there's a bookshop.

AB55. ACTIVITY 2

Write the words.

Key: Fran's Fruit: coconut, apple, pineapple, lemon, orange
Ted's Toys: bike, alien, train, car, lorry
Paula's Pets: lizard, cat, fish, mouse, bird
Phil's Furniture: armchair, table, mirror, clock, cupboard

AB56. ACTIVITY 1

Listen and colour the stars. There is one example.

Key: 1 orange, 2 grey, 3 pink, 4 red, 5 purple, 6 yellow, 7 brown, 8 blue, 9 green

AB56. ACTIVITY 2

Read and write the names.

Key: Omar, Wendy, Nick / Jill, Sue, Bill

AB57. ACTIVITY 1

Look at the pictures and read the questions. Write one-word answers.

Key: 1 table, 2 ice cream, 3 sleeping, 4 boy, 5 eating

AB58. ACTIVITY 1

Circle and write.

Key: grandpa, panda, jump, pineapple, hippo, park

AB58. ACTIVITY 2

Look and write the words. There is one example.

Key: 1 The hippo is in front of the café. 2 The pink bike is behind a tree. 3 The panda is between the trees. 4 The pet shop is next to the park.

AB59. ACTIVITY 1

Complete the words. Stick.

Key: 2 park, 3 shop, 4 hospital, 5 street, 6 café

AB60. ACTIVITY 1

Listen and circle the tick or cross.

Key: 2 ✓, 3 ✓, 4 ✗, 5 ✗, 6 ✓

AB60. ACTIVITY 2

Look and write 'village', 'town' or 'city'.

Key: 1 city, 2 village, 3 town

AB61. ACTIVITY 1

Read and circle.

Key: 2 on the road, 3 Don't walk, 4 rubbish, 5 wait, 6 There's

AB61. ACTIVITY 2

Look and write 'can' or 'can't'.

Key: 2 can't, 3 can, 4 can, 5 can't, 6 can

AB62. ACTIVITY 1

Find and write the words.

Key: 'food' words: breakfast, eggs, juice, dinner, chips; 'family' words: grandmother, mum, dad, sister, grandfather

AB62. ACTIVITY 2

Listen and write the number.

Key: 3, 1, 6 / 5, 4, 2

AB63. ACTIVITY 2

Listen and say the chant. Write the words.

Key: 2 What, 3 Whose, 4 How old, 5 Where, 6 What, 7 How many, 8 Which, 9 who

Unit 9

AB64. ACTIVITY 1

Listen and join the dots.

Key: (In this order.) shirt, handbag, glasses, watch, skirt, hat, sock, T-shirt, jeans, shoe, dress, shirt

AB64. ACTIVITY 2

Follow the 'clothes' words.

Key: Clothes (13): watch, coat, glasses, socks, jeans, T-shirt, hat, trousers, cap, skirt, jacket, shirt, handbag; Animals: lizard, frog, sheep, goat, cow, spider; Food: cake, burger, carrots, ice cream, bread

AB65. ACTIVITY 1

Write the words. Colour the picture.

Key: I'm wearing blue jeans, a yellow shirt, grey socks, black shoes and a new red hat.

AB66. ACTIVITY 1

Look and write the words. There is one example.

Key: I've got a skateboard, a dress and a bird. I've got a camera, a shirt and a watch. I've got shorts, a handbag and a duck.

AB67. ACTIVITY 1

Look at the pictures. Look at the letters. Write the words.

Key: 1 dress, 2 jeans, 3 shorts, 4 glasses, 5 handbag

AB68. ACTIVITY 1

Find and write the words.

Key: jeans, jug, juice, jacket

AB68. ACTIVITY 3

Find the sound. Draw lines.

Key: Start – jellyfish – jeans – jacket – jug – juice – juggling – Finish

AB69. ACTIVITY 1

Listen and write. Stick.

Key: 2 hat, 3 dress, 4 jeans, 5 shirt, 6 glasses

Unit 10

AB70. ACTIVITY 1

Write the words. Look and write the number.

Key: badminton 5, hockey 3, skateboarding 6, table tennis 1, baseball 2

AB70. ACTIVITY 2

Listen and colour. There is one example.

Key: See audio script.

AB71. ACTIVITY 1

Write the words.

Key: Down: 2 tennis, 3 badminton, 5 reading, 7 piano, 8 guitar
Across: 3 basketball, 4 swimming, 6 football, 7 painting, 9 fishing, 10 hockey

AB71. ACTIVITY 2

Complete the sentences.

Key: 4 across They're swimming. 5 down She's reading. 6 across They're playing football. 7 across She's painting. 9 across He's fishing.

AB72. ACTIVITY 1

Listen and tick or cross.

Key: 1 c ✓; 2 a ✗, b ✓, c ✗; 3 a ✗, b ✗, c ✓; 4 a ✓, b ✗, c ✓

AB73. ACTIVITY 1

Look and read. Write 'yes' or 'no'.

Key: 1 no, 2 yes, 3 yes, 4 no (He's painting.), 5 yes

AB74. ACTIVITY 1

Write the words.

Key: 1 play, 2 today, 3 whale, 4 baseball, 5 snail

AB74. ACTIVITY 2

Correct the words. Write the sentences.

Key: 1 The whale loves painting. 2 The snail is playing a game. 3 Let's play hockey today. 4 Pandas love baseball.

AB74. ACTIVITY 3

Circle the words. Draw.

Key: whale, painting, snail, baseball

AB75. ACTIVITY 1

Complete the words. Stick.

Key: table tennis, baseball, basketball, painting, hockey

AB76. ACTIVITY 1

Listen and tick or cross. Say.

Key: 1 ✓, ✓, ✗, ✓ – snowboarding; 2 ✓, ✓, ✓, ✗ – snorkelling; 3 ✓, ✗, ✓, ✓ – sailing

AB76. ACTIVITY 2

Read and match.

Key: 2 d, 3 a, 4 e, 5 b

AB77. ACTIVITY 1

Look and tick or cross the rule.

Key: 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✓, 6 ✗

AB77. ACTIVITY 2

Listen and say the sport.

Key: 2 It's football. 3 It's table tennis. 4 It's hockey. 5 It's badminton. 6 It's baseball.

Unit 11

AB78. ACTIVITY 1

Write the letters. Write the words.

Key: armchair, arm, shoe, under, sock, ear, glasses – sausage; milk, apple, dress, eye, nose, egg, lizard, orange – lemonade

AB78. ACTIVITY 2

Circle the different word.

Key: 2 shoe, 3 armchair, 4 salad, 5 watermelon, 6 cake, 7 kitchen, 8 skateboard

AB79. ACTIVITY 1

Listen and draw.

Key: See audio script.

AB79. ACTIVITY 2

Write the words.

Key: 2 you, 3 me, 4 her, 5 us, 6 it

AB80. ACTIVITY 1

Write the sentences.

Key: 2 I'd like some cake, please. 3 Would you like to play with us? 4 I'd like to play table tennis.

AB80. ACTIVITY 2

Read and complete.

Key:

Name	Food	Drink	Game
May	chicken and chips	orange juice	badminton
Sam	sausages and tomatoes	water	hockey
Ben	meatballs and potatoes	lemonade	hockey
Anna	carrots and rice	lemonade	badminton

AB81. ACTIVITY 1

Listen and draw lines. There is one example.

Key: 1 boy eating an ice cream – Mark, 2 boy eating a burger – Tom, 3 girl eating chips – May, 4 boy eating cake – Hugo, 5 girl eating a kiwi – Kim

AB82. ACTIVITY 1

Complete the words.

Key: 1 burger, 2 bird, 3 purple, 4 birthday

AB82. ACTIVITY 2

Write the words. Draw and colour.

Key: 1 bird, circus; 2 girl, burger; 3 purple, skirt

AB82. ACTIVITY 3

Find the sound. Draw lines.

Key: Start – burger – girl – bird – circus – purple – birthday – skirt – Finish

AB83. ACTIVITY 1

Listen and stick. Write.

Key: 2 sausage, 3 lemonade, 4 watermelon, 5 burger, 6 orange

Unit 12

AB84. ACTIVITY 1

Listen and tick a box. Find the words.

Key: See audio script.

AB84. ACTIVITY 2

Match and write.

Key: beautiful, beach, mountain, mouse, sand, sun, shell, shirt, train, trees

AB85. ACTIVITY 1

Answer the questions.

Key: 2 He's drinking lemonade. 3 She's sleeping. 4 No, it's running. 5 He's swimming in the sea. 6 She's picking up shells. 7 There are three birds. 8 It's in the sea.

AB85. ACTIVITY 2

Write the words.

Key: 2 shell, 3 jellyfish, 4 beach, 5 tree, 6 mountain

AB86. ACTIVITY 1

Listen and tick the box.

Key: 2 A, 3 C, 4 B, 5 B, 6 C

AB86. ACTIVITY 2

Read. Write 'Yes, he does' or 'No, he doesn't'.

Key: 2 No, he doesn't. 3 No, he doesn't. 4 Yes, he does. 5 Yes, he does. 6 No, he doesn't.

AB87. ACTIVITY 1

Listen and colour. There is one example.

Key: 1 shell under tree – red, 2 on baseball cap – orange, 3 on rug – green, 4 on tree – blue, 5 on sand – grey

AB88. ACTIVITY 1

Complete the rhyme. Draw one picture.

Key: A purple cat with a kite in a tree And a chicken painting a whale
A hippo with a spider on its nose And a jellyfish playing with a snail!

AB88. ACTIVITY 2

Write about the picture.

Key: Possible sentences (answers will vary): There's a mountain and a beach. There's a hippo running on the beach. A boy and girl are eating burgers and drinking juice. There are flowers.

AB89. ACTIVITY 1

Complete the words. Stick.

Key: 2 shell, 3 sun, 4 mountain, 5 sand, 6 sea

AB90. ACTIVITY 1

Read and complete.

Key: 1 mountains, 2 helmet, 3 boots, 4 tent, 5 torch, 6 rope

AB90. ACTIVITY 2

Listen and write. Read and write 'yes' or 'no'.

Key: Dekker, sea, boat, 16
1 yes, 2 no, 3 yes, 4 no, 5 no

AB91. ACTIVITY 1

Listen and write the number.

Key: a 2, c 3, d 4

AB92. ACTIVITY 1

Listen and join the dots.

Key: See audio script.

AB92. ACTIVITY 2

Listen and colour. There is one example.

Key: 1 jellyfish next to the tennis racket – blue, 2 small jellyfish behind the tree – pink, 3 jellyfish between the shoes – orange, 4 jellyfish in the water – green, 5 jellyfish next to the chair – yellow

AB93. ACTIVITY 1

Match the questions and answers.

Key: 2 b, 3 e, 4 d, 5 a, 6 c

AB93. ACTIVITY 2

Read and complete.

Key: ear, car, cat, hat, mat, man, men, ten, pen, pea, sea

Consolidation and Extension activities

Unit 1

Page 4

- **Consolidation activity: *Numbers game***

Materials: Ten large pieces of card, with a number in words between one and ten written on each one, e.g. *five*

Ask ten pupils to the front. Hand each one a number card. Say *Ready, steady, go!* Pupils line up in number sequence. To check, the class counts aloud and the pupils hold up their cards. Repeat two or three times.

Repeat the activity with nine pupils and numbers, and with a different missing number each time.

- **Extension activity: *Name chant***

Materials: Flashcard: Suzy (01)

Display the Suzy Star flashcard. Point to it and chant:
What's your name? What's your name? What's your name? How old are you?
My name's Suzy, Suzy, Suzy. My name's Suzy and I'm four.

Practise with the whole class. Throw a paper ball to a pupil. They answer their name and age. The pupil throws the ball to another pupil, and so on. If appropriate, divide the class into three or four groups to repeat the chant.

Page 5

- **Consolidation activity 1: *Colour game***

Materials: Large pieces of paper, each with one of the colours written on or colour word cards from *Kid's Box 2* Teacher Resources

You will need space for this. Display the pieces of paper around the room. Pupils stand in the middle. Divide them into four groups, numbered 1–4. Mix the groups up again. Say, e.g. *1s to red*. 1s run to the red piece of paper. Repeat for other numbers and other colours.

- **Consolidation activity 2: *Sums bingo***

Materials: 16 simple sums with answers less than 10

Pupils draw a 2 x 2 grid in their notebooks. They write a different number between 1 and 10 in each square. Do a practice game first. Say, e.g. *Three and four is …* Pupils don't say the answer, but if they have 7, they cross it out. Read out more sums until a pupil has crossed out all their numbers and shouts *Bingo!* Read out the sums again to check they are correct. Repeat. Pupils draw a new grid with different numbers each time.

Page 6

- **Consolidation activity: *Matching game***

Materials: Photocopiable 1 (Teacher Resources), copied onto thin card, one copy for each pupil, coloured pencils or crayons, scissors, an envelope for each pupil

Pupils colour the individual letters from Photocopiable 1 in the correct colour (as on Pupil's Book page 6). They cut out their cards. Pupils play in groups of four, using one set of cards. They take turns to turn over the cards and say the letters. If the letters have the same sound, e.g. /e/, they take the pair. If not, they turn them face down again and it's the next pupil's turn.

Page 7

- **Consolidation activity: *Spell it***

Materials: Photocopiable 1 letter cards (Teacher Resources), one set for each pupil

Pupils take out their letter cards from Photocopiable 1. Tell them to choose colour and number words. Pupils work in pairs and mustn't look at their partner's word. Pupil A 'writes' a word using his/her letter cards, e.g. *blue*, then spells out the word. Pupil B 'writes' the word using his/her letters and says the word. Pupil A says *Correct* or *Not correct*. After checking, they swap roles.

- **Extension activity: *Noughts and crosses***

Materials: Prepare about 20 spelling-related questions, e.g. *What's this colour? G-r-e-e-n. What letter comes next? G, H, I, …?*

Draw a 3 x 3 noughts and crosses grid on the board. In each square, write a different number word, e.g. *Five*. Divide the class into two teams, 0 and X. Teams take turns to choose a number. Ask them one of the 20 questions, e.g. *What's this colour? G-r-e-e-n*. If the team are correct, draw a 0 or a X in the square in place of the number. If they are incorrect, do nothing. Teams can choose the same number later (but give a different question). The winner is the team that completes a line of 0 or X diagonally, vertically or horizontally. If neither does, it's a draw.

Page 8

- **Consolidation activity: *Spell the words***

Materials: Photocopiable 1 letter cards (Teacher Resources), one set for each pupil

Pupils work in pairs and make the words below, using the letters as you spell them. After they make each word, they write it in their notebooks. Check understanding of each one.
1 wheel, 2 whale, 3 where, 4 what, 5 why, 6 when

- **Extension activity: *Drawing game***

Materials: A4 paper or card for each pupil

Give pupils a piece of paper or card. Ask pupils to draw a picture showing four different objects in different places: *in*, *on* or *under* furniture items. Display the pictures. Pupils move around in pairs. They take turns to ask, e.g. *Where's the (cat)?* Their partner answers *It's (on) the (table)*. At the end, ask pupils to write down any sentences they can remember about the pictures.

Page 9

- **Consolidation activity 1: *Role play***

Pupils work in groups of four, each taking one role from the story on Pupil's Book page 9. Groups practise the story. More confident pupils can change some of the questions. Invite groups to role-play their story.

- **Consolidation activity 2: *Team game***

Materials: Two complete sets of the letter cards from Photocopiable 1 (Teacher Resources), two pieces of paper

Place a desk either side of the room. Put a piece of paper on each desk and divide each paper into seven columns. Write a colour at the top of each column. Do a quick demonstration on the board. Hold up one letter card, e.g. *k*, and elicit where it goes (in the grey column). Divide the class into two teams. Hand out a set of cards to members of each team (some will have more than one card). They take it in turns to go and place their cards in the right columns on their paper. The team who correctly completes the columns first is the winner.

Unit 2

Page 10

- **Consolidation activity 1: *Questions and answers***

Divide the class into two teams. They line up facing the board. The pupils at the front of each team take turns to ask and answer questions. They win a point for a correct question and a point for a correct answer. For example, the pupil at the front of Team A points to the board and says *What's this?* The pupil at the front of Team B answers *The/A board*. Both teams win a point. The two pupils go to

the back and then the pupil at the front of Team B asks a question and the pupil from Team A answers. Questions can be: *What colour is it? What is it? Where's the teacher?* The team with the most points is the winner.

- **Consolidation activity 2: *Classroom chant***

Teach the following chant. Add other verses for other new words. Divide the class into groups, one group for each verse, and say the chant around the class. Pupils can also suggest other words.
Where's the desk? Where is it? [look, questioning]
There, there, there. [pointing]
Where's the bookcase? Where is it? [look, questioning]
There, there, there. [pointing]
Where's the cupboard? Where is it? [look, questioning]
There, there, there. [pointing]
Where's the board? Where is it? [look, questioning]
There, there, there. [pointing]
Where's the teacher? Where is he/she? [look, questioning]
There, there, there. [pointing]

Page 11

- **Consolidation activity: *Numbers and words***

Materials: Two rolled-up newspapers, flashcards: numbers 11–20 (32–41)

Divide the class into two teams. Display the number flashcards on the board (word side). Teams line up facing the board. Hand a rolled-up newspaper to the first pupil in each team. Say a number. Pupils race to hit the correct word. The first to do it wins a point. The two pupils go to the back of the team. Hand the newspapers to the two pupils at the front and continue. Repeat numbers to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

Page 12

- **Consolidation activity 1: *How many?***

Materials: Photocopiable 2 (Teacher Resources), one copy for each pupil

Hand out Photocopiable 2 to pupils. Give them their own copies if pupils have already worked on the top section of the Photocopiable in the previous lesson. Focus pupils on the section at the bottom. In pairs, they take turns to ask and answer about the objects, e.g. *How many desks are there? There are eighteen desks.* They write the numbers in words on the lines. Check by asking pupils to spell out the numbers.

Key: sixteen chairs, four windows, fourteen rulers, seventeen bags, five cupboards, three pictures, three bookcases, twelve erasers, fourteen pens, eleven pencils, twelve stars

- **Consolidation activity 2: *I spy***

Play this to review the alphabet and school objects. Divide the class into four teams. Say *I spy with my little eye something beginning with 'b'.* Pupils take turns to guess. The pupil who guesses correctly wins a point. Repeat.

Page 13

- **Consolidation activity 1: *Crazy sentences***

Materials: The following sentences written large on strips of paper, cut up as indicated (/):
There's / a bag / on / the chair.
There are / five books / in / the bookcase.
Is there / a ruler / under / the book?
Are there / twenty pupils / in / our class?
There isn't / a computer / next to / the desk.
There aren't / two teachers / in / our classroom.

Divide the class into six groups. Hand out one cut-up sentence to each group. Each group orders their sentence. After checking, give the groups a different sentence. Continue until all the groups have done all the sentences. Ask the last group to come and stick their sentence on the board. Focus on the capital letters, and the full stops and question marks.

- **Consolidation activity 2: *Our classroom***

In pairs, pupils write two sentences about their classroom on a piece of paper, using the model from Activity Book page 13, Activity 1. The sentences can both be true, both be false or one of each. They write the correct answer after each one (*yes* or *no*). They write their names.

Collect the sentences. Read out statements. Pupils put up their hands to say *Yes* or *No*. Pupils who wrote the statements can't answer.

Page 14

- **Consolidation activity 1: *Careful listening***

Draw a simple two-column table on the board:

1	2
ship	sheep
still	steel
hill	heel
fill	feel
fit	feet
sit	seat

Read the words in each column, emphasising the short /i/ sound in column 1 and the longer /i:/ sound in column 2. Do not teach the meaning of the new words – tell pupils to listen to the sound only. Read the words again. Pupils repeat. Then read words from column 1 or 2, at random. Pupils hold up one finger if they think the word is in column 1, or two if they think it is in column 2. Keep practising until pupils are confident. They can repeat the activity in pairs – Pupil A says a word, Pupil B says *One* or *Two*. Then they swap.

- **Consolidation activity 2: *Mini-books***

Materials: A4 paper for each pupil

Give each pupil a piece of A4 paper. Show pupils how to fold the paper to make a mini-book. On each half-page inside, pupils draw a number of objects (11–20) from around the class (or other items they can name in English), e.g. fifteen rulers. They write the number of objects below their picture. They mingle and show their mini-books, saying, e.g. *There are fifteen rulers in my book.*

Page 15

- **Consolidation activity 1: *Bingo***

Materials: Flashcards: school (26–31); numbers 11–20 (32–41)

Display the flashcards on the board. Write a number under each one. Pupils draw a 2 x 2 grid in their books. They choose four numbers or items and write the corresponding number in their grids.

Call out the words at random. Pupils cross out numbers which correspond to the words. The first pupil to cross out all four shouts *Bingo!* Ask the pupil to say each word. If they are correct, he/she is the winner. Repeat.

- **Consolidation activity 2: *Spelling game***

Materials: The following half-words on a large piece of paper, jumbled: *six / teen, fourt / een, twel / ve, elev / en, cupb / oard, teac / her, bookc / ase, bo / ard*

Demonstrate the activity, using the following words: *ruler*, *eraser*. Write them like this on the board:

rul ser
era er

Pupils match the half-words. Elicit the spelling. Display the paper with the half-words on it. In pairs, pupils match and then write the eight words. Stop pupils after five minutes and check the answers by asking pupils to spell the words.

Page 16

- **Consolidation activity: *Circle number game***

Materials: A ball

Review numbers 1–20. Sit pupils in a circle and demonstrate. Say *eight* and pupils pass the ball around the circle, with each child counting up from 1 to 8. The pupil who has the ball at number 8 is eliminated. Repeat, using a different number from 1 to 20 each time until only the winner is left.

- **Extension activity: *Favourite animals graph***

In small groups, pupils do a survey of their group's favourite animals. They draw a simple blank graph, with pictures of five or six types of animals (in plural form) along the horizontal axis and numbers on the vertical axis. They ask and answer *What's your favourite animal?* Ask groups about their results as they complete the bar graph, e.g. *How many children like bears? How many children like tigers?*

Page 17

- **Consolidation activity: *Be polite!***

Materials: The following sentences, written on separate pieces of paper (enough for half the pupils in the class to have a piece of paper each):
Can I come in, please?
I can help you.
I can listen to my teacher and my friends.
Here's a pencil.
Can you help me, please?

Pupils work in pairs, A and B. Give one sentence to all the Pupil As. In each pair, Pupil A reads out the sentence. Pupil B has to give a suitable reply. Write possible replies on the board, if necessary (*Yes, come in. Thank you. Very good! Yes, of course.*).

Repeat the activity, but this time giving Pupil Bs the sentences.

- **Extension activity: *Guess the situation***

Materials: Pictures of social situations where people are being polite (similar to the ones on Pupil's Book page 17, Activity 1) from magazines or the internet

Give pupils pictures of similar social situations to the ones on Pupil's Book page 17, Activity 1. Pupils practise dialogues for two or three of the pictures in pairs. Stick all the pictures on the board.

Invite a pair to choose one picture (secretly) to act out in front of the class. The other pupils identify the picture.

Unit 3

Page 18

- **Consolidation activity: *Board slap***

Materials: Two rolled-up newspapers

Divide the class into two teams. They line up, facing the board. Hand the pupils at the front of each team a rolled-up newspaper. Put a column for each team at the side of the board. Call out one of the words on the *Toys* mind map from the Warmer and Presentation on page T18. The two pupils race to hit the word. The first to do it wins the word. Erase the word and then ask the pupil to spell it for you so you can write it in their column. If they spell it correctly, they win 2 points (1 for the touch and 1 for the spelling); if they don't spell it correctly, they only win 1 point for the touch. In this case, elicit the spelling from another pupil. The two pupils go to the back of the lines. Continue the game until all the words have been won. The team with the most points is the winner.

- **Extension activity: *Toy chant***

Materials: Flashcards: toys (42–48)

Divide the class into two groups. The first group says the first verse below, and the second group replies. Change group roles and repeat. Change toys by pointing to flashcards (picture side) of the new toys.

Play time! Play time!
Yes, it's play time!
Where's my robot? Where's my kite?
Play time! Play time!
Yes, it's play time!
Here's your robot! Here's your kite!

Page 19

- **Extension activity: *Picture dictation***

Materials: Coloured pencils or crayons

To demonstrate, draw a 5 x 5 grid on the board, write numbers and letters for the axes and draw some objects in the squares. For example, three kites (A3, B4, D2), one doll (A5), etc. 'Hide' 12 objects in this way.

Pupils draw two 5 x 5 grids in their books, one at the top of the page and one at the bottom, and number and letter the axes in the same way as the grid on the board. Tell them all to draw 12 toys or other objects in the top grid and to colour them different colours. Remind them to keep it secret from their partner. Pupils face each other holding their grids so their partner can't see. Pupil A says, e.g. *There are four watches.* Pupil B says *Where are they?* Pupil A says, e.g. *In B4, D2, E1 and E2.* Pupil B says *What colour are they?* Pupil A answers. Pupil B draws and colours them in the grid at the bottom of their page. They continue until Pupil B has drawn and coloured all the objects. Then they change roles.

Pupils compare grids to check answers.

Page 20

- **Consolidation activity: *The Whose? game***

Materials: String / elastic bands / safety pins

Tell pupils to choose an object. It can be a single object (pencil) or multiple objects (pencils). If it's multiple objects, they need to put them together with string / elastic bands. Hand out the necessary string, etc.

Divide the class into two teams. Invite half of Team A to give you their objects. Hold up each one and say *Whose is this / are these?* The pupil responds *It's / They're mine* each time. Play the game with Team B. Point to each of the objects and say *Whose is this / are these?* Ask members of Team B to answer, e.g. *It's / They're Jack's.* Team A must keep silent. Award points for correct answers (1 for the right pupil, and 1 for the correct use of *'s*).

Repeat with half of Team B's objects. The team with the most points is the winner.

- **Extension activity: *True or false?***

Use this game to practise understanding of possessive *'s* and contracted *'s*.

Prepare ten statements (some true, some false) about pupils and their classroom objects/clothes (use known words), e.g. *Paul's jacket's blue. Fiona's bag's pink and white.* All the sentences should follow the model: possessive *'s* followed by contracted *'s*.

Say each sentence twice, e.g. *1. Paul's jacket's blue. Paul's jacket's blue.* Pupils write the number and then *T* for true or *F* for false. Say the sentences again. Pupils swap papers with a partner. Check with the class. Ask pupils to correct the false statements.

Page 21

- **Consolidation activity: *Who is it?***

Materials: Prepare/Find four pictures of children (two boys and two girls) wearing different coloured clothes. Write a name for each child on his/her picture.

Play simple games with the pictures, e.g.:
a) Describe a picture until pupils say the child's name, e.g. *This pupil has got blue shoes, a red skirt, a yellow T-shirt …*
b) Say true/false statements, e.g. *Sally has got a yellow T-shirt.*
c) Ask, e.g. *Whose jacket is blue?* for pupils to respond with the name plus possessive *'s*.

Page 22

- **Consolidation activity 1: *Sentence writing***

Materials: A4 paper for each pupil

Give each pupil a piece of A4 paper. Ask them to draw a picture with items from the lesson in it. Set a limit of two or three items per picture (e.g. kite, bike) and ask them to draw different numbers of the items in their picture (e.g. two kites, five bikes). Display the pictures. Pupils walk around saying what they see (e.g. *There are five bikes.*) and writing down as many different sentences as they can.

- **Consolidation activity 2: *Whose is this toy?***

Materials: Photocopiable 3 (Teacher Resources), if not previously used copied onto thin card, one copy for each pupil, scissors, envelopes

Give pupils their envelopes with the Photocopiable 3 cards in. If not previously used, hand out the photocopies to each pupil. They cut and prepare the toy cards.

Pupils write the names of the course characters on small pieces of paper (write the names on the board for them to copy, if necessary). Put pupils into pairs. Pupil A places the toy cards next to the characters as he/she wishes, keeping it a secret from Pupil B by placing a book between them. Pupil B then holds up a card, e.g. a lorry, and says *Whose is it?* Pupil A looks at the allocation and tells B, e.g. *It's Stella's.* Pupil B places the lorry next to their piece of paper with Stella's name written on it. Pupil B continues to ask until all the cards are next to the character names. Pupil A reveals the correct information and they check. Pupils swap roles.

Page 23

- **Consolidation activity: *Dictation***

Dictate the new toy words to the class. They write them in their notebooks. Pupils swap books and correct each other's work. Ask pupils to spell out the words for the class to check.

- **Extension activity: *My favourite toy***

Materials: Flashcards: toys (42–48)

Write *My favourite toy* on the board. Draw a circle around it to make it the centre of a mind map. Display the toys flashcards at the bottom of the board. Work with the class to think of the information / key words and write *What? Colour? Big/Small? Where?* around the centre of the mind map, drawing lines from the words to the centre. Together, brainstorm the questions: *What's your favourite toy? What colour is it? Is it big? Is it small? Where is it?*

To demonstrate, choose a more confident pupil. Don't ask the pupil the questions, but encourage them to use the questions as a prompt, e.g. *My favourite toy is my lorry. It's red and yellow. It's small. It's in the cupboard in my bedroom.* Repeat with different pupils.

Divide the class into groups of three. Pupils take it in turns to talk to their group about their favourite toys. Choose four or five to talk about their toys to the class at the end.

Unit 4

Page 24

- **Consolidation activity: *Anagrams***

Write the following words as anagrams on the board: *shoes*, *computer*, *camera*, *bookcase*, plus four of the new words from the lesson and two rooms. Pupils work in pairs. They race to unscramble and write the words. Check by asking one pair to spell a word out and another to write it on the board.

- **Extension activity: *Action song***

Teach the class the following nursery rhyme with actions:

Hickory dickory dock,
The mouse ran up the clock. [fingers of right hand running up left arm]
The clock struck one – DONG! [nod head forward]
The mouse ran down. [fingers of right hand running down left arm]
Hickory dickory dock.
Tick tock, tick tock. [move head from left to right]

Do the song as a round. Divide the class into three. Group 1 starts. When they start the third line, Group 2 starts the first line. When they start the third line, Group 3 starts the first line.

Page 25

- **Consolidation activity: *True or false?***

Pupils work in pairs. They use the model from Pupil's Book page 25, Activity 2 and take turns to say true/false sentences about the pictures. Their partner says *True* or *False* and corrects the false sentences.

Page 26

- **Consolidation activity: *Which one?***

Materials: Photocopiable 4 (Teacher Resources), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Hand out Photocopiable 4 to each pupil. If not used in the previous lesson, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and cut out the six cards.

Make pairs. Each pair needs one copy of the house and two sets of cards. Pupils place the objects in pairs (two lamps, two mats, etc.). They take turns to give instructions and to carry them out, e.g. Pupil A points to the lamps and says *Put the blue lamp in the sitting room. Put the red lamp in the bedroom.* They continue until all the objects are in the rooms. Collect the materials at the end.

- **Extension activity: *Mine or yours?***

Pupils use the dialogue from audio 37 to create mini role plays. Write a section of the dialogue on the board and underline the words they can change, e.g.

Whose T-shirt is that? *It's mine!*
Whose black trousers are those? *They're yours, Grandpa.*

Pairs prepare their role plays and volunteers perform them for the class.

Page 27

- **Consolidation activity: *Initial letters***

Write the following words on the board: *bag*, *shoes*, *ruler*, *jacket*, *bookcase*, *pencil*, *mat*, *lamp*, *mirror*, *sofa*. Pupils work in pairs to write the list in their books in alphabetical order. Check the answers.

- **Extension activity: *Create a class song***

Materials: The song from Pupil's Book page 27, Activity 1 written on a large piece of paper, with the following words underlined: *shoes, shoes are Simon's, grey ones are his, shoes are Suzy's, red ones are hers, shoes are those, Grandpa's*

Display the large piece of paper with the words of the song. Elicit why words are underlined (pupils can change these words to make their own song). Make groups of four. Pupils work in groups and create a verse. Select four groups to perform their verses with mime, one after another. Repeat with another four groups.

Page 28

- **Consolidation activity 1: *Whose is this nose?***

Materials: A4 paper or card for each pupil

Give pupils a piece of A4 card or paper and ask them to fold it in half. Ask pupils to draw an object from the house on the folded front of the paper. They should add a nose poking out from under or behind the object, like the pictures on Pupil's Book page 28, Activity 1. On the inside, pupils draw the animal in full. Ask pupils to mingle, look at each other's pictures and ask *Whose is this nose?* They guess and look inside to check and answer. Demonstrate the task first by making your own card to show pupils.

- **Consolidation activity 2: *This one or that one?***

Materials: Photocopiable 4 (Teacher Resources), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Hand out Photocopiable 4 to each pupil. If not used in the previous lesson, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Make pairs. Pupils will only need the cards (12 for each pair). Pupils place them face down on the desk, taking one card out and hiding it under a book. Some of the cards are near them and some further away. Pupils take turns to turn over one card and say (if it's their partner's), e.g. *It's a lamp. This one's yours.* Pupils say *mine* if it's their own. The pupil either hands the card to the partner or keeps it, depending on whose it is. Play continues until all the cards are turned over. Pupils then say which card is missing and whose it is.

Page 29

- **Consolidation activity 1: *Noughts and crosses***

Draw a 3 x 3 grid on the board and write numbers 1–9 at random in the grid. Make two teams: A and B. Pupils close their books. Team A choose a number. Ask them a question about the story on Pupil's Book page 29. If they answer correctly, draw a 0 in the square. Repeat for Team B and draw a X if they give a correct answer. Continue, with teams taking turns to choose and answer. The first team to make a row of 0 or X is the winner.

- **Consolidation activity 2: *My house***

Materials: Photocopiable 4 (Teacher Resources), if not used in previous lesson copied onto thin card, a copy for each pupil, scissors, crayons

Hand out Photocopiable 4 to each pupil. If not used in the previous lessons, pupils cut along the cutting line to separate the two sections. They colour the objects at the bottom of the page and then cut out the six cards.

Pupils work individually. They stick the house in their notebooks and then stick each card in or next to one of the rooms. They write a sentence about each card, e.g. *There's a blue lamp next to the TV in the living room.* Monitor pupils. They say each sentence to you before they write it.

Page 30

- **Consolidation activity: *Guessing game***

Describe one of the objects from the lesson or a different known object in the classroom, e.g. *This is an animal. It can swim. You can see it in a river. What is it?* Pupils put up their hands to guess (*fish*). They work in pairs to play the guessing game or volunteers describe objects for the class to guess.

- **Extension activity: *Origami model***

Find a different origami pattern for your pupils to make another simple origami model. Alternatively, pupils can try making one of the objects from Pupil's Book page 30, Activity 2.

Page 31

- **Consolidation activity 1: *Recycled model***

Materials: A collection of small items that can be reused/recycled for pupils to make a picture, to include (if possible) cardboard boxes, old socks, buttons and used pencils

Pupils work in pairs to make an object of their choosing from recycled/reused materials. They can draw the object or make it using real everyday objects. Ask questions from the lesson: *What have you got? What are you making/doing?* Pupils answer.

- **Consolidation activity 2: *Memory chain***

Say *I reuse plastic bottles.* A pupil continues by saying *I reuse plastic bottles and paper.* The chain goes on around the class. When pupils run out of ideas, start a new chain with *I don't reuse …*

Page 32

- **Consolidation activity 1: *Spelling game***

Materials: A selection of flashcards from Units 1–4, a piece of paper for each group of three/four

Pupils play in groups of three or four. They choose a group writer. Display flashcards from Units 1–4 (picture side). In groups, pupils decide how the words are spelt and the writer writes them on a piece of paper. Elicit the words, letter by letter, and write them on the board for groups to check. The group with the most correctly spelt words wins.

- **Consolidation activity 2: *Do an activity or sing a song***

Do one of the favourite Unit 1–4 Consolidation or Extension activities or sing one of the favourite songs from Units 1–4 with the class.

Page 33

- **Consolidation activity 1: *Board slap***

Materials: A selection of 12 flashcards from Units 1–4, two rolled-up newspapers

Display the 12 flashcards (word side) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Pupils run to hit it. The first to do so wins a point. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat. Make the game more fun by occasionally calling words that aren't on the board. Award points to the pupil who doesn't run.

- **Consolidation activity 2: *Sing a song or do a chant***

Sing one of the songs or do a chant from Units 1–4 with the class.

Unit 5

Page 34

- **Consolidation activity: *Family webs***

Draw a circle on the board and write the word *Family* in the middle. Draw eight lines from the centre. Pupils suggest family words to add

to the web. Accept correct ones and write them around the mind map. Pupils copy the mind map into their notebooks.

- **Extension activity: *Family song***

Teach the Family song below, to the tune of *Frere Jacques*. Divide the class into three groups and sing the song as a round (Group 1 starts; Group 2 starts when Group 1 starts line 3; Group 3 starts when Group 2 starts line 3).
Brother, sister, grandma, grandpa.
Here they are, Here they are.
Mum and dad and baby cousin Frank.
They're all here. They're all here.

Page 35

- **Consolidation activity: *My family tree***

Note: Only use this activity if you are sure it won't be distressing for any of your pupils.
Using the family tree on Pupil's Book page 35, Activity 1 as a model, pupils draw their own family tree in their notebooks and label it. In pairs, they talk about their families, e.g. *This is my mother. Her sister's name is Elena.*

Page 36

- **Consolidation activity 1: *Match the words***

Write the following words across the board in one colour: *running*, *hitting*, *jumping*, *getting*, *sleeping*, *throwing*, *catching*, *flying*, *cleaning*. Write the following words in another colour: *run*, *hit*, *jump*, *get*, *sleep*, *throw*, *catch*, *fly*, *clean*. Make sure the matching verbs are not next to each other. In turn, pupils draw a line to match the verbs (*run–running*). If appropriate, invite pupils to notice the spelling (double letters for *running*, *hitting*, *getting*).

- **Consolidation activity 2: *Draw and write***

Pupils choose one of the verbs from Pupil's Book page 36, Activity 2. They draw a picture in their notebooks of themselves doing something and label it, e.g. *flying a kite*. Then they write a present continuous sentence underneath, e.g. *I'm flying a kite*.

Page 37

- **Consolidation activity 1: *Silent bingo***

Materials: Flashcards: character names (01–07 and 25)

Review the family words: *mum*, *dad*, *baby*, *cousin*, *grandpa*, *grandma* using the character flashcards. Display them (picture side) on the board. Elicit the spelling of the family words and write them in a list down the side of the board, not next to the right flashcards. Pupils draw a 2 x 2 grid in their books. They choose four family members and write one family word in each square. Hold up a flashcard in turn. Don't say the word. If it's the family member a pupil has, he/she crosses out the word. The first pupil to cross out all four is the winner. Check the words and spelling back from the pupil. Repeat.

- **Consolidation activity 2: *Song role play***

Make groups of eight. If there are extra pupils, spread them over the other groups. Review the song from Pupil's Book page 37 with the class. Groups decide who is who (there are eight characters). Choose a confident pupil to be the singer in each group (the boy). Groups practise the song: 'the boy' sings and the others in the group mime as he/she says the lines about them. Invite more confident groups to come and perform.

Page 38

- **Consolidation activity 1: *Complete the sentence***

Write a sentence on the board without the /k/ sound letters, e.g.: *The chi_en in the _itchen is _leaning*. Write the missing letters *c* / *ck* / *k* at the bottom of the board and draw a circle around each. Together, read the sentence and stop at each letter gap. Invite pupils to come and write the missing letters. Repeat with other sentences.

- **Consolidation activity 2: *Show a letter card***

Materials: A4 card for each pupil

Give pupils a piece of A4 card each and show them how to divide and cut the card into three sections. Ask pupils to write the letters *c*, *ck* and *k* on each piece of card. Put pupils into pairs A and B. Tell Pupil A to close his/her Pupil's Book. Pupil B slowly reads the sentences from Pupil's Book page 38, Activity 1 and Pupil A holds up the correct letter card for each /k/ sound. Pupils swap roles and repeat.

Page 39

- **Consolidation activity 1: *Role play***

Pupils work in groups of four, each one taking on one of the speaking roles (i.e. not Grandpa) in the story on Pupil's Book page 39. Pupils practise their story in groups. More confident pupils can change some of the actions in their groups. Invite two or three groups to role play their story to the class.

- **Consolidation activity 2: *Make the family***

Materials: Photocopiable 5 (Teacher Resources), if not used previously copied onto thin card, one copy for each pupil, scissors, crayons

Pupils play the Family game again. See the instructions for Photocopiable 5 (see Teacher Resources).

Unit 6

Page 40

- **Consolidation activity: *Board slap***

Materials: Flashcards: food (58–65), *Kids Box 1* flashcards: 91–96 (food) or pictures of apples, bananas, burgers, cake, chocolate, ice cream, two rolled-up newspapers

Display all the food flashcards (word side) on the board at a height pupils can reach or write words: *bread*, *water*, *milk*, *juice*, *chicken*, *eggs*, *chips*, *rice*, *apples*, *bananas*, *burgers*, *cake*, *chocolate*, *ice cream*. Make two teams. They line up, facing the board. Hand a rolled-up newspaper to one member of each team. Call out, e.g. *Eggs*. Pupils race to hit the *eggs* word. The first to do so wins a point. Repeat. For an extra challenge, say the word in the pupils' first language, so they have to find the correct translation.

- **Extension activity: *Food diagram***

Materials: A3 paper for each group of four

Write the words *breakfast*, *lunch*, *dinner* on the board. Elicit what the Star family have for each meal (breakfast: *bread and milk*, lunch: *egg and chips*, dinner: *chicken and rice*) and elicit what pupils have. Some of the words can be in LI.

Write all the food words from this lesson on the board: *bread*, *water*, *milk*, *juice*, *chicken*, *eggs*, *chips*, *rice*, *potatoes*, *carrots*, *pears*, *lemons*, *meat*, *chocolate cake*, *oranges*, *bananas*, *apples*, *burgers*, *ice cream*, *fish*. Draw three large interlocking circles. Label one *breakfast*, one *lunch* and one *dinner*. Do an example with the class. Say *When do we have milk?* Pupils respond (e.g. *breakfast*, *lunch and dinner*). Write *milk* in the space where the three circles meet. Repeat for two or three other words.

Pupils work in groups of four. They draw a large diagram on a large piece of paper and write the foods for the different meals. Display, discuss and compare the diagrams.

Page 41

- **Consolidation activity: *Class songs***

Pupils work in groups, with each group choosing a meal from the

song on Pupil's Book page 41. They create a new verse for the song, based on other foods for the meal. They use the structure of the song to help them, e.g.
It's morning, it's morning.
We're having breakfast with our mum.
Eggs and milk, eggs and milk.
It's morning, it's morning.
Pupils perform their new verses for the class. Vote for the one the class likes best.

Page 42

- **Consolidation activity: *Can I have …?***

Materials: Some lively music

Pupils each draw small pictures of bread, milk, juice and chips and cut them out. Play some lively music. Pupils move around the room, holding their pictures. Stop the music. Pupils find partners and take turns to ask for one of the foods, e.g. Pupil A: *Can I have some milk, please?* Pupil B: *Here you are.* Pupil B hands the picture of the correct food to Pupil A. Play the music. Pupils move on. Stop the music and repeat. Pupils ask a new partner. If their partner does not have the food picture any more, they say *No*, (name). *I'm sorry.* Repeat.

- **Extension activity: *Consequences***

Materials: A4 paper for each pupil

Review the sequence of the conversations from Activity Book page 42, Activity 2:
1 Can I have some _____, please?
2 Which _____ – orange or apple / a banana, a pear or an apple?
3 _____, please.
4 Here you are.
Pupils work in groups of four. Hand out paper. Say *1*. Pupils each write a request at the top of their paper. They fold the paper down to hide the request and pass it to the left. Say *2*. Pupils each write a question for line 2. They fold the paper down and pass it to the left. Repeat for 3 and 4. Pupils take back the paper they started with. Pupils unfold their conversations and read them. Groups read out the funniest ones.

Page 43

- **Consolidation activity: *My favourite school meal***

Pupils draw a picture of their favourite meal from the school canteen and label it. Display the drawings on the walls.

- **Extension activity: *Writing about favourite meals***

Pupils use the model story from Pupil's Book page 43, Activity 2 to write their own texts. Pupils can copy the same text and change the pictures and names. More confident pupils can change the meal and more of the text. Pupils swap texts in groups and read each other's to the rest of the group.

Page 44

- **Consolidation activity 1: *Word lists***

Materials: A4 paper for each pupil, A3 paper for demonstrating the task

Give pupils a piece of A4 paper each. Using your paper, demonstrate how to place it on their desk in a portrait layout and then fold it into three equal sections from top to bottom. Say the /tʃ/ sound and write the *ch* letters in the middle of the middle section on your piece of paper with a circle around them. The pupils do the same. Then tell pupils to listen and write. Say *lunch* and demonstrate writing it on your piece of paper, using the *ch* letters in the circle in the middle to complete the word (i.e. only write the letters 'lun'). Highlight the *ch* letter position to the class and the other letters needed. Repeat with *chicken*, *chips*, *chocolate*, *cheese* and *kitchen*. Pupils listen and write the words on their paper, using the *ch* letters in the middle section in the word. They can rotate the paper as necessary.

Once completed, put pupils into pairs with their word lists. They take turns to say the words and try to remember the lines from the video. Swap pairings around as much as possible.

- **Consolidation activity 2: *Mini food cards***

Materials: Flashcards: food (58–65), A4 paper for each pupil, scissors

Stick the food flashcards on the board. Say, e.g. *Can I have some milk, please?* Invite a pupil to give you the milk flashcard and say *Here you are.* Repeat with other food items and pupils. Display all the flashcards on the board, and give pupils a piece of A4 paper. Ask them to divide it into four boxes and draw a different food item in each box. Then, ask pupils to cut out the four pictures to make mini food cards. Divide the class into groups of four or six. Groups place all of their mini food cards on the table in the middle of the group. Pupils ask for the different food items, using *Can I have some …, please?* and *Here you are.*

Page 45

- **Consolidation activity 1: *Spelling***

Dictate the new food words: *bread*, *water*, *milk*, *juice*, *chicken*, *eggs*, *chips*, *rice*, one after another, saying each one twice. Pupils write the words. They swap papers. Elicit the spelling for each one and write it on the board. Pupils correct each other's work.

- **Consolidation activity 2: *What's for lunch?***

Materials: A4 paper for each pupil, a list of food to act as a menu for each group of four, e.g. write *milk, orange juice, carrots, meat, chocolate cake* on a piece of paper (different foods for each group)

Pupils each write what they want to eat and drink for lunch on a piece of paper (they can look at the story on Pupil's Book page 45 to help them). Make groups of four. Give a pupil in each group a menu. The other group members take turns to ask about one of the foods they want for lunch, e.g. *Can I have some milk, please?* The pupil with the menu says *Yes, here you are* if it's on the menu and *No, I'm sorry* if it's not. Pupils take turns to ask and answer.

Page 46

- **Consolidation activity 1: *Food diagram***

Make teams of four to six . Draw two circles on the board and start writing the names of food from plants in the first one. The first pupil to say the correct category (*plants*) gets a team point. Teams write as many other foods as they can to add to the 'plants' category. Teams get a point for every correct word. The team that writes the most correct words gets an extra point.

Repeat with food from animals (in the other circle). Invite pupils to come and write the words themselves. The winner is the team with the most points.

- **Consolidation activity 2: *True or false?***

Pupils work in pairs. One pupil writes down / says incorrect sentences about food e.g. *Eggs come from plants*. Their partner corrects the sentences, e.g. *No, eggs come from animals.* Go around the class checking. Confident pupils can come to the front and say their sentences for the class to correct.

Page 47

- **Extension activity: *Make a dialogue***

Pupils work in small groups to make up a dialogue between, e.g. a child and his/her mum about a meal (as in the listening activity on Pupil's Book page 47, Activity 1). Pupils use language such as *Can I*

have …? Here's your breakfast/lunch/dinner. Are your hands clean? That's a good (dinner). Monitor them as they are writing. Make sure the language sounds natural.

Two pupils from each group come to the front to act out their dialogue and the class says which meal it is or you draw the meal on the board as they speak.

Unit 7

Page 48

- **Consolidation activity 1: *Farms and zoos***

Materials: Flashcards: animals (66–72), *Kid's Box 1* flashcards: 47–52 and 59–65 (animals)

Divide the board in half vertically. Display all the animals flashcards on the left (word side). Divide the right half horizontally and write *Zoo* above and *Farm* below. Elicit one animal for the zoo and one for the farm, e.g. *tiger* and *duck*. Make pairs. They decide where to put the other animals. Tell them that some can go in both. Pairs take turns to come and take a flashcard and put it in the right column. The class says if it's correct.

Pupils copy the two columns of words into their books, complete with headings.

Key: Farm: cow, duck, frog, goat, sheep, spider, cat, dog, horse, mouse, bird
Zoo: lizard, spider, fish, frog, bird, crocodile, elephant, hippo, giraffe, snake, tiger, monkey

- **Consolidation activity 2: *Where is it?***

Materials: Flashcards: animals (66–72), *Kid's Box 1* flashcards: 47–52 and 59–65 (animals)

A pupil goes out of the room. Hide an animals flashcard under the table. The pupil comes back. Ask, e.g. *Where's the goat?* The pupil says, e.g. *Is the goat in the desk?* The class answers *No*. Prompt the pupil by saying, e.g. *bookcase*, *table*. When the pupil guesses correctly, repeat with another pupil and flashcard. Make sure the class practises *on*, *in*, *under*.

Page 49

- **Consolidation activity: *Jumbled words***

Choose eight animals (ones from the lesson and from previous lessons) and write their names as anagrams on the board. Pupils work in pairs and unjumble the words. Elicit the spelling and write the words correctly. Each pair then chooses another animal word and makes an anagram in their notebook. Pairs take turns to come to the board and write their anagram. The pair to guess first then takes a turn.

- **Extension activity: *Write a verse for the song***

Materials: A large piece of paper for each group of four

Pupils work in groups of four. They choose an animal (which makes a noise) and a room, and write a verse for the animal, following the model of the song on Pupil's Book page 49. Monitor and help. Groups perform their verses. Pupils write their verse on large paper and draw a picture. Display the pictures on the wall.

Page 50

- **Consolidation activity: *Guessing game***

Materials: Flashcards: animals (66–72)

Use the animal flashcards. Secretly look at one flashcard. Give the class a clue about it, e.g. *It's got four legs*. Pupils take turns to guess, e.g. *Is it a sheep?* The pupil who guesses becomes the caller. Repeat as a whole class or make three groups and give some flashcards to each group.

Page 51

- **Consolidation activity 1: *Class chant***

Materials: Flashcards: orange (96), watermelon (97), *Kid's Box 1* flashcard: 92 (banana), pictures of: pineapples, mangoes, coconuts, lemons, limes, onions

Display the pictures/flashcards for the fruits and vegetable from Pupil's Book page 51, Activity 1 on the board. Divide the class into eight groups by their favourite food. Number the groups 1–8. Say *Group 1* (they chose *watermelon*). They stand and chorus *I love watermelon*. They sit. Other pupils in the class who like it too stand up and say *So do I*. They sit. Pupils in the class who don't like it stand and say *I don't* and sit. Continue by calling out *Group 2, Group 3,* etc. Make sure you 'conduct' the pupils so that all stand/speak/sit at the same time.

- **Consolidation activity 2: *Whispering game***

Materials: 12 food flashcards

Display 12 food flashcards (word side) on the board (or use word cards from Teacher Resources.) Make two teams. They line up, one behind the other, facing the board. Whisper a different food word to each pupil at the front. Pupils whisper the word one to another until it reaches the back. The pupil at the back runs to the front and takes the flashcard. If the flashcard matches the word, the team wins a point. Replace the flashcard. The pupil from the back comes to the front of the line. Repeat.

Page 52

- **Consolidation activity 1: *What's that sound?***

Use your finger to write *sp* in big letters on the board. Elicit the sound. Once pupils have guessed and said it, ask pupils what words they remember with *sp* from the video (*speedy*, *spider*). Pupils work in pairs. Pupil A closes his/her book and Pupil B holds his/her book so Pupil A can't see it. Pupil B selects a letter pattern from Pupil's Book page 52, Activity 1: *sl*, *sn*, *sc* or *sp* and writes the letters on the table with his/her finger, while silently mouthing the sound. Pupil A guesses the sound. More confident pupils try to remember the sentence or word from the page with those letters. Pupils swap roles.

- **Consolidation activity 2: *Animals on the farm***

Materials: Photocopiable 7 (Teacher Resources)

Hand out Photocopiable 7 to each pupil. If not used previously, pupils cut to separate the two sections and then cut out and colour the eight cards at the bottom of the page; if used previously, hand pairs one extra set to prepare as above. When they have prepared the set, hand them another set which was prepared in the previous lesson.

Pupils glue their animals where they want. They stick the picture to a piece of paper and write ten sentences about the animals, e.g. *There are seven green lizards. They've got long tails.*

Page 53

- **Consolidation activity: *Wordsnakes***

Materials: Flashcards: animals (66–72)

Display all the animals flashcards on the board (word side). Elicit other animals from the unit and write them on the board. Pairs choose six animal words to make a wordsnake. Pairs swap wordsnakes. They solve each other's wordsnakes and write the words underneath.

- **Extension activity: *Finger rhyme***

Teach pupils the following finger rhyme:

This little girl is going to bed, [place right forefinger in left hand]
Down, down, down she puts her head.
Wraps herself in the covers tight, [fold left hand over right forefinger]

This is how she sleeps all night.
Morning time! She opens her eyes, [blink eyes as if just opening]
Throws the covers to the side. [unfold left hand from right forefinger]

She jumps up to start the day,
Ready for school, ready for play. [open left fist and quickly raise right forefinger, wiggle it and move hand as if walking]

Unit 8

Page 54

- **Consolidation activity 1: *Memory game***

Pupils look at the picture on Pupil's Book page 54 for one minute. Books closed. Make ten statements, e.g. *Grandpa's jacket is red.* Pupils write *Yes* or *No* from memory. Check with the class and correct the false statements.

- **Consolidation activity 2: *Mime story***

You will need space for this. Pupils walk around the room. Say, e.g. *You're in the town. You're in the street. Look at the shops.* (Pupils mime looking around.) *There's a shoe shop. Oh! Some beautiful shoes!* (Pupils look excited.) *Oh, look! There's Suzy with Grandpa. Say Hi.* (Pupils say *Hi.*) *They're in the café. Sit down.* (Pupils sit down.) *Have a drink of milk.* (Pupils mime drinking.)

Page 55

- **Consolidation activity 1: *How many?***

Materials: The following sentences written on a large piece of paper:

1 There are five _____ child/children in the park.
2 There is one _____ man/men in the shoe shop.
3 There are three _____ woman/women in the fruit shop.
4 There is one _____ child/children on a skateboard.
5 There is one _____ woman/women on the bus.
6 There are two _____ baby/babies in the café.
7 There are four _____ man/men in the pet shop.
8 There is one _____ baby/babies with a banana.

Display the paper with the sentences. Pupils copy and complete the sentences. Check as a class. Pupils take turns to read the sentences aloud.

Key: **1** children, **2** man, **3** women, **4** child, **5** woman, **6** babies, **7** men, **8** baby

- **Consolidation activity 2: *Corner game***

You will need space for this. Whisper a different word from the box on Activity Book page 55, Activity 2 to each pupil. If you have more than 24 pupils, whisper the same word to two pupils who are far apart. Make sure pupils understand and remember their words. Demonstrate: Point to each corner of the room. Say *This is the red corner. This is the blue corner. This is the yellow corner. And this is the green corner.* Say *Fruit to the red corner*. The pupils who are 'fruit' run to the red corner. Continue, moving groups from corner to corner, repeating groups.

Page 56

- **Consolidation activity: *Giving instructions***

Pupils work in groups of six. They write instructions for another group as on Activity Book page 56, Activity 2 (*You're Jill. You're sitting behind Tom*). Groups take turns to give instructions for other groups to carry out.

Page 57

- **Consolidation activity: *My town***

Materials: Photocopiable 8 (see Teacher Resources)

Hand out a copy of Photocopiable 8 to each pupil. If not used in the previous lesson, pupils cut along the cutting lines to separate the three sections. They cut out the places at the bottom of the page and colour them. Elicit the place names. Pupils stick the places and write sentences with prepositions to say where they are, e.g. *The fruit shop is between the hospital and the park.*

- **Extension activity: *Action songs***

Pupils work in groups of four and use the song from Pupil's Book page 57 to make their own. They practise it. Groups take turns to sing their songs and do the actions for the class.

Page 58

- **Consolidation activity 1: *Write the words***

Write *p* on one side of the board and *double p* on the other. Elicit a few words from the class with the /p/ sound and elicit which side to write them on, depending on their spelling. Repeat a few times, and then ask pupils to draw a table with two columns: *p* and *double p*. Pupils complete the table with the words from the lesson. Pupils show their tables to a partner.

- **Consolidation activity 2: *Talking about my town***

Materials: Photocopiable 8 (Teacher Resources)

Pupils take out Photocopiable 8 if they completed the Consolidation activity in the previous lesson; if not, hand out a copy of Photocopiable 8 to each pupil. Pupils cut along the cutting lines to separate the three sections. They cut out the places at the bottom of the page and colour them. Elicit the names of the places. Pupils stick the places where they choose.

Pupils work in groups of four. They take turns to talk about their towns (without showing them), describing where the places are. If another pupil has a place in the same position, they say *Snap!* Then that pupil starts to describe his/her town until another pupil says *Snap!* They continue until all four have described their towns. Then they look and compare.

Page 59

- **Consolidation activity 1: *Role play***

Divide the class into groups of four (Maskman, Monty, Suzy, Simon). Pupils decide their roles. Watch the story from Pupil's Book page 59 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the words, e.g. *Frogzilla*. Invite one or two groups to role-play their story to the class.

- **Consolidation activity 2: *Chain game***

Start the chain: *In my town there are three cafés.* Pupil 1: *In my town there are three cafés and a hospital.* Pupil 2: *In my town there are three cafés, a hospital and a park.* After Pupil 6, start another chain. Select pupils at random to continue the chain.

Page 60

- **Extension activity: *Where I live***

Materials: A4 paper for each pupil

Pupils plan and write a short paragraph about the place where they live, using the same structure as the texts on Pupil's Book page 60, Activity 2. Write sentence prompts on the board to help, e.g. *This is my …, It's …, It's got …* Elicit adjectives to describe the place they live, providing new language as necessary, e.g. *quiet*, *noisy*, *busy*, *beautiful*, *small*, *big*, *clean*, *rural*, *pretty*, *exciting*, *interesting*. Pupils draw a picture of the place they live. They can write out a final draft with the picture to add to a classroom display.

Page 61

- **Consolidation activity: *My place in town***

Materials: Duplicate photos or flashcards of the following places in a town / features of a street: a park, a street crossing, a recycling bin (one picture each or one for each pair of pupils)

Pupils work in pairs or individually. Give each pair/pupil a photo of a park with grass, a road with a recycling bin or a street crossing with a traffic light. Pupils write one or two sentences about the place in their picture, similar to the examples from the lesson (e.g. Park: *Don't walk on the grass. I can eat my lunch here.* Road with recycling bin: *I can recycle bottles here. Don't play here.* Traffic lights: *Don't cross the road. There's a red man on the traffic lights.*)

Pupils work with other pairs/individuals who have a different picture. Keeping their picture hidden, they say their sentence(s). The other pair/pupil guesses the place in the picture.

- **Extension activity: *School rules***

Pupils work individually to think of some instructions which could be used to help each other be responsible at school, e.g. *Don't run in the corridors! Listen in class!* Help with new vocabulary. Pupils give examples to the class. Alternatively, pupils write one true or false instruction for the class to guess.

Page 62

- **Consolidation activity 1: *Reading pictures***

Materials: Flashcards from Units 5–8

Copy the text from Pupil's Book page 62, Activity 2 on the board, but replace the pictures with flashcards of different animals/items (e.g. replace the donkey with a goat). The class read the text aloud chorally. Invite volunteers to read it. Repeat with different flashcards.

- **Consolidation activity 2: *Do an activity***

Do one of the favourite Consolidation or Extension activities from Units 5–8 with the class.

Page 63

- **Consolidation activity 1: *Board slap***

Materials: A selection of 12 flashcards from Units 5–8, two rolled-up newspapers

Display 12 flashcards from Units 5–8 (word side) on the board. Make two teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Pupils run to hit it. The first to do so wins a point. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat, calling another word. Make the game more fun by occasionally calling words that aren't on the board. Award points to the pupil who doesn't run.

- **Consolidation activity 2: *Sing a song or do a chant***

Sing one of the songs or do a chant from Units 5–8 with the class.

Unit 9

Page 64

- **Consolidation activity: *Mime and sing***

Teach the song below to the tune of *Head, shoulders, knees and toes.* As pupils say the words, they point to where they would wear/carry the clothes/items. Each time pupils repeat the song, they hum one of the words, e.g. *Hat*. They still do the action (point to their head). After seven goes, they will be humming everything and still pointing. Continue, bringing back a word each time until they are singing the whole song again:

Hat, glasses, shirt and jeans,
Shirt and jeans.
Hat, glasses, shirt and jeans,
Shirt and jeans.
Dress and watch and gold handbag.
Hat, glasses, shirt and jeans,
Shirt and jeans.

- **Extension activity: *Fashion show***

Materials: One section of the text from audio 84 written on a large piece of paper or on the board: *Now here's Meera. She's wearing a short brown skirt and an orange jacket. She's wearing long yellow socks and green shoes. Thank you, Meera.*

Display or write the text on the board from audio 84. Elicit suggestions to change the underlined words to talk about a pupil in the class. Demonstrate with one or two pupils. Pupils work in groups and create a short text about one of them for the fashion show. They don't write it. Groups take turns to give the commentary and for one of them to parade up and down.

Page 65

- **Consolidation activity: *Secret messages***

Pupils work individually and write a description of the clothes they're wearing, using the code on Activity Book page 65, Activity 1. They write the solution to the code on another piece of paper. They swap descriptions with their partner and work out the other's message. They check, using the solutions to each.

Page 66

- **Consolidation activity 1: *Have you got …? game***

Materials: School objects

You will need space for this. Brainstorm school objects, e.g. *pencil, eraser, crayons, book, ruler, pencil case*. Pupils choose four of their own school objects and put them in their pocket/bag. Pupils walk around the room. Clap and say, e.g. *Eraser*. Pupils make pairs and take turns to ask *Have you got an eraser?* They answer truthfully, showing the object if they have it. Repeat with other words.

- **Consolidation activity 2: *I've got …***

Pupils think of three things they have got at home. Elicit ideas as a full sentence to make sure pupils are using *I've got …* correctly. Pupils draw a picture of the three things and write a sentence underneath as in the model on Activity Book page 66.

Page 67

- **Consolidation activity 1: *Spelling bee***

In your notebook, allocate numbers 1 to 12 to the clothes that are covered in *Kid's Box 1* and *2*, e.g. *1 = dress, 2 = hat*. Don't tell pupils. Make two teams. Team A chooses a number between 1 and 12. Check what clothes word the number corresponds with in your notebook, e.g. *5 = jeans*, and say *Spell 'jeans'*. A pupil from Team A spells it. If it's correct, Team A get 2 points; if it's incorrect, Team B can try. If a pupil spells it correctly, Team B get 1 point. Continue until all the words are spelt. If a team chooses a number that's 'gone', they miss a turn.

- **Consolidation activity 2: *Anagrams***

Pupils write clothes anagrams for their partner to solve, as on Activity Book page 67.

Page 68

- **Consolidation activity 1: *In my picture***

Materials: A4 paper for each pupil

Give each pupil a piece of A4 paper and ask them to choose, draw and label four clothes items from this unit. In pairs, pupils guess what their partner has in their picture, as on Pupil's Book page 68, Activity 2. To demonstrate, ask a pupil, e.g. *Have you got glasses in your picture?* The pupil looks at their picture and says *Yes, I have* or *No, I haven't.*

- **Consolidation activity 2: *What's in my bag?***

Materials: A bag with eight classroom objects inside, e.g. ruler, eraser

Show pupils a bag with eight classroom objects inside. Shake it so they can hear there are things inside. Say *What have I got? Can you guess?* Pupils take turns to guess, asking, e.g. *Have you got a ruler?* When they guess correctly, take the object out. Continue until they guess all the objects. Put the objects back in the bag. Pupils work in pairs and write a list of the objects from memory. Check the answers. The winners are the pairs who remembered them all.

Page 69

- **Consolidation activity 1: *Role play***

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Pupils decide their roles. Watch the story from Pupil's Book page 69 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the words. Invite one or two groups to role-play their story for the class.

- **Consolidation activity 2: *Our class fashion show***

You will need space for this. Pupils walk around the room as if at a fashion show. Give a commentary as they pretend to show off their clothes: *Today is the fashion show. You're wearing a beautiful hat with a big red flower on it. Your T-shirt is green and it has got a yellow lizard on the front. Your jeans are small, but they look great! On your feet you've got pink shoes. Oh, and your hair. It's a lovely … purple!*

Unit 10

Page 70

- **Consolidation activity 1: *How do you spell it?***

Write the following gapped hobby words on the board:

_ _ *d* _ _ *n* _ *o* _
t _ _ _ *e* _ _ _ _ *i* _
_ *o* _ *k* _ *y*
_ _ *i* _ _ *i* _ _
_ *a* _ _ *e* _ *b* _ _ _
_ *a* _ *e* _ *a* _ _
s _ _ *t* _ _ _ *a* _ *d* _ _ *g*

In pairs, pupils try to complete the words, without looking at their books, just by using the sounds. Elicit answers. Complete the words on the board as they spell them out.

Key: badminton, table tennis, hockey, painting, basketball, baseball, skateboarding

- **Consolidation activity 2: *Slap the sports and hobbies***

Materials: Flashcards: hobbies (85–91); camera (43), *Kid's Box 1* flashcards: 74–78 (activities), two rolled-up newspapers

Display the following flashcards on the board (picture side): *badminton*, *table tennis*, *hockey*, *painting*, *basketball*, *baseball*, *camera*, *football*, *tennis*, *the guitar*, *the piano*, *swim*, *ride a bike*. Make two teams. They line up one behind the other, facing the board. Give a rolled-up newspaper to the pupils at the front of each team. Say, e.g. *Sport*. Pupils run to touch a sport. Elicit from the class if they are correct (they don't have to touch the same one). If they are, award a point to each team. Remove the two flashcards and repeat for *Hobby*. Continue calling *Sport*/*Hobby* at random.

Key: Sports: badminton, table tennis, hockey, basketball, baseball, skateboarding, football, tennis
Hobbies: painting, playing the guitar, playing the piano, taking photos
Both: swimming, riding a bike

Page 71

- **Consolidation activity: *Freeze!***

You will need space for this. Pupils move around the room. Say a hobby, e.g. *Painting. Freeze!* Pupils stand still in a pose as if they are painting. They mustn't move. Clap. Pupils move around again. Repeat for other hobbies.

- **Extension activity: *Describing the picture***

Materials: Flashcards: hobbies (85, 86, 88, 89, 90)

Display the flashcards for *hockey*, *baseball*, *basketball*, *table tennis*, *badminton* on the board. Pupils choose a sport, draw one or two players and colour their kit. Supply words, e.g. *bat*, *stick*, *racket*, *net*, as necessary. Supply prompts on the board for the speaking part of the activity: *In this picture this player is wearing … and this player is wearing … They are holding …* Pupils work in groups of four and describe their pictures to their friends. Pupils write a description under their pictures, using the prompts on the board.

Page 72

- **Consolidation activity: *Categories***

Write the following words in a random order over the board: *ball*, *bike*, *robot*, *kite*, *dog*, *cat*, *fish*, *mouse*, *dress*, *shirt*, *shoes*, *jeans*, *painting*, *taking photos*, *playing the piano*, *cooking*, *swimming*.

In pairs, pupils put the words into categories and give you the word for each set (e.g. *colours*). Check with the class.

Key: Sets are *toys*, *pets*, *clothes*, *hobbies*.

Page 73

- **Consolidation activity: *Bingo game***

Materials: Flashcards: hobbies (85–91), *Kid's Box 1* flashcards: 74–78 (activities)

Display the hobbies and activities flashcards (picture side) on the board. Write a number under each one (1–15). Pupils draw a 2 x 2 grid in their notebooks, choose four hobbies/activities and write the corresponding number in the grid. Call out the words at random. If pupils have the number, they cross it out. The winner is the first pupil to cross out all four and say them correctly.

- **Extension activity: *Write and draw***

Pupils use the song on Pupil's Book page 73 as a model to write a verse about themselves, using hearts, etc. instead of the words. It doesn't have to rhyme. They illustrate their texts as in the Pupil's Book. Display them on the wall.

Page 74

- **Consolidation activity 1: *Love, like, dislike***

Pupils use the model on Pupil's Book page 74, Activity 2 to write about themselves. Instead of making sentences about an animal, they write about themselves, i.e. one hobby/sport they love, one they like and one they dislike. They draw small pictures of the hobbies and the symbols (a heart, a tick and a cross) next to each sentence. They swap texts and read about each other's likes and dislikes. Elicit any interesting facts pupils found out about their partner.

- **Consolidation activity 2: *Mime the activity***

Materials: Flashcards: hobbies (85–91)

Stand in a circle and show pupils each hobby flashcard. Say the words together and mime the actions. Put each flashcard in a bag and place the bags around the classroom. Divide pupils into seven groups and assign each group a different facedown flashcard. One pupil from each group peeks at the bag with flashcard in it, without the other pupils in the group seeing, and mimes the activity for their group to guess. Move groups on to the next flashcard bag clockwise and tell groups to change the pupil who mimes. Continue until each group has

been to each flashcard. With large classes or little space, ask pupils to get into groups of five around one table each and give one pupil in each group a flashcard secretly, telling them not to show the others in the group. They should then mime the activity for the group to guess. Groups then pass the flashcard on to the next group clockwise, ensuring it is passed to only one pupil without the others seeing.

Page 75

- **Consolidation activity 1: *Role play***

Divide the class into groups of four (Maskman, Monty, Trevor, Marie). Pupils decide their roles. Watch the story from Pupil's Book page 75 again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups. More confident groups of pupils can change some of the actions in the story. Invite one or two groups to role-play their story to the class.

- **Consolidation activity 2: *ID cards***

Materials: Photocopiable 10 (Teacher Resources)

Hand out a copy of Photocopiable 10 to each pupil. If they haven't made the ID cards already, they cut to separate A and B. Focus pupils on A. Elicit the three questions at the bottom: *What's your name?*, etc. Pupils work in pairs. They take turns to ask each other the questions and complete the information in the table. Pupils then cut out the ID card and make one for their friend. They write the information and decorate it. They hand the ID card to the owner.

Make groups of six. Pupils hold their ID cards so that the others can't see. The first pupil says a sentence using *like* or *don't like*, e.g. *I like riding horses*. The other pupils guess if it's true or false (i.e. if it's on the card or not). The pupil to the left then makes a statement (*I like / don't like …*). Play continues around the circle. Encourage pupils to say true as well as false things.

Page 76

- **Extension activity: *Popular and unpopular sports***

Write the word *popular* on the board and read speech bubble 3 from Pupil's Book page 76, Activity 2: *Snowboarding is very popular in winter.* Ask pupils if they know what this word means. Accept all reasonable answers, and explain that it means when lots of people like something. Give an example of a popular sport or hobby in your country, e.g. *Football is popular in our country*. Write the word *unpopular* on the board and elicit the meaning. Give an example, e.g. *Skiing is unpopular in our country*. Ask pupils for more examples of popular and unpopular sports and hobbies.

Page 77

- **Consolidation activity 1: *Miming game***

Pupils work in pairs. Pupil A mimes playing a sport. Pupil B guesses the sport and says a rule associated with it, e.g. *Football. You can kick the ball.* Then pupils swap. When they are confident with this, volunteers mime for the class to guess.

- **Consolidation activity 2: *Sport anagrams***

Write anagrams of sport words on the board for pupils to solve, e.g. *ueobnc = bounce*.

Unit 11

Page 78

- **Consolidation activity: *Noughts and crosses***

Materials: Flashcards: party food (92–97), *Kid's Box 1* flashcards: 91, 92, 95, 96 (food)

Draw a 3 x 3 grid on the board. Write a number in each square. Write numbers 1–9 in your notebook and write a food word next to each one. Make two teams. Team A are 0s and Team B are Xs. A starts. They choose a square and say the number in it, e.g. *Five, please.* Hold up the food flashcard (picture side), but don't say the word. A pupil from Team A spells the word. If it's correct, put a 0 in the square; if it's incorrect, Team B has a turn. If they spell it correctly, put a X in the square. Then it's Team B's turn. Continue until one team has a line of 0s or Xs or the grid is full.

- **Extension activity: *Odd one out***

Write the following vocabulary sets on the board: *toys*, *food*, *furniture*, *sports*, *town words*, *household objects*, *rooms*. In pairs, pupils create five odd-one-out lines like those on Activity Book page 78, Activity 2. Remind them to use other words they know in the sets, not just the ones already used, and to be creative. Pairs swap with pairs and find the different word in each line. They check with each other. Help with any differences of opinion about the odd one out.

Page 79

- **Consolidation activity: *Follow the instructions***

Invite a group of nine pupils to the front. Set out nine chairs in a 3 x 3 grid. Sit Pupils 7 and 6 in their chairs (see Key below). Give instructions to pupils on where to sit, using *next to*, *between*, *in front of*, *behind*. The first time they listen only. When you finish the instructions, they sit in the right place. Read the instructions again and check with the class. Repeat.

Instructions:
P1/name is behind P7/name.
P3/name is behind P6/name.
P3/name is in front of P8/name.
P5/name is next to P1/name.
P9/name is in front of P5/name.
P2/name is between P4/name and P6/name.

Key:

P5	P1	P8
P9	P7	P3
P4	P2	P6

Page 80

- **Consolidation activity: *Birthday parties***

Tell pupils it's their birthday party and they can choose the food they'd like. Brainstorm ideas with pupils, making sure they use *I'd like …* Pupils each draw a party table and then write sentences underneath, e.g. *For my birthday party I'd like to eat sausages and rice and I'd like to drink water.*

- **Extension activity: *Would you like …?***

Write dialogue prompts on the board, e.g.:
A: *What would you like to eat? Would you like a burger?*
B: *Yes, please.*
A: *Here you are.*
B: *Thanks.*
C: *Can I have a sausage and a burger, please?*
B: *Here you are. Would you like some fries, too?*
C: *Yes, thank you. Lots, please.*
C: *Can I have a drink, please?*
B: *What would you like?*
C: *Some lemonade, please.*
B: *Here you are.*

Elicit how to change the underlined words. Invite three confident pupils to demonstrate the role play. Make groups of three (roles A, B or C). They change the dialogue as they wish and practise it. More confident pupils can swap roles and repeat the dialogue. Pupils perform their dialogues.

Page 81

- **Consolidation activity: *Spelling***

Choose ten food words for pupils to write down. Say each word twice. Pupils swap notebooks and correct each other's. As a class, elicit the spelling of each word and write it on the board.

- **Extension activity: *Our song***

Materials: Flashcards: party food (92–97), *Kid's Box 1* flashcards: 91, 92, 95, 96 (food)

Pupils work in groups of five. Using the information from the Consolidation activity in the previous lesson (*Birthday parties*), if appropriate, they create their own song, with each pupil contributing one line. They use the model song from Pupil's Book page 81. Display the food flashcards on the walls to give pupils ideas. Groups take turns to perform their songs to the class.

Page 82

- **Consolidation activity: *A spellings book***

Materials: A4 paper for each pupil

Give pupils a piece of A4 paper each. Show them how to place it on their desk in a landscape layout and then fold it in half to form a book. Ask pupils to write *ir* and *ur* on the outside front and back covers of the book. On the inside of each cover page, pupils choose and write words with the corresponding spellings: *ir* or *ur*. (They can refer to Pupil's Book page 82 for help.) Put pupils into pairs. Pupil A keeps their spellings book open to see the words and Pupil B has their book closed, looking only at their front and back covers. Pupil A chooses and says a word from their book. Pupil B listens and points to the correct cover page on their book: *ir* or *ur*. Pupils then swap.

- **Extension activity: *Making menus***

Materials: One piece of card for each pair of pupils, coloured pencils or crayons, samples of menus

Show some sample menus. Elicit foods and drinks you find in cafés. Hand out one piece of card for each pair of pupils. They choose and write the foods and drinks for their menus (set a limit, e.g. six foods and four drinks). They then add a design to the menus. Display the menus around the class and vote for the most interesting menu. If you wish, use the menus in a role play. Make groups of four and give each group one menu. One person is the waiter taking orders, and the others are customers. They change roles and repeat.

Page 83

- **Consolidation activity: *Who said it?***

Read out the following sentences from the story on Pupil's Book page 83. Pupils call out the character name according to who said which one:
Let's make her a pencil cake. (Trevor) *Let's have burgers and fries to eat.* (Maskman) *Now let's make the cake.* (Monty) *Happy birthday, Marie!* (Trevor, Maskman, Monty) *Would you like to come to the café with me?* (Marie)

- **Extension activity: *A birthday chant***

Teach the chant below to the class. Divide the class into four groups. Groups take turns to sing a verse. Still in their groups, pupils write a verse for a pupil in their group. They perform it for the class. If it's one pupil's birthday that day, the class creates and performs a verse for him/her:
It's Marie's birthday, hoorah, hoorah!
Let's have cake and ice cream,
Hoorah, hoorah, hoorah!
It's Trevor's birthday, hoorah, hoorah!
Let's have pens and pencils,
Hoorah, hoorah, hoorah!
It's Maskman's birthday, hoorah, hoorah!
Let's have fries and burgers,
Hoorah, hoorah, hoorah!
It's Monty's birthday, hoorah, hoorah!
Let's have sausages and lemonade,
Hoorah, hoorah, hoorah!

Unit 12

Page 84

- **Consolidation activity 1: *Wordsnakes***

Pupils use the hobbies words from the Warmer on page T84 and the new world around us words to make a wordsnake. They work in pairs and choose at least eight words. They swap wordsnakes with another pair and find the words. Pairs check with each other.

- **Consolidation activity 2: *Board slap***

Materials: Three rolled-up newspapers

Write the words from Activity Book page 84, Activity 1 on the board. Write them in a different order from the Activity Book. Make three teams. They line up, one behind the other, facing the board. Hand a rolled-up newspaper to the first pupil in each team. Call out one of the pairs of words, e.g. *shell, she.* Pupils run to hit both words. The first to do so wins a point. The pupils at the front go to the back of the teams. Repeat for the other words (11 total).

Page 85

- **Consolidation activity: *Listen and mime***

You will need space for this. Pupils move around and mime as you give them instructions. Say *Ah, you're picking up shells. They are very small and pretty. Put them in your bag. Now you're swimming in the sea,* etc. Add other activities for pupils to mime.

- **Extension activity: *Make a postcard***

Materials: A holiday postcard, one piece of card for each pupil

Talk about holidays with pupils. Elicit where they like going and what they like doing. Show a holiday postcard and elicit which place the picture shows. Hand out the pieces of card. Pupils draw a simple picture for the front of their postcard. In groups of four, pupils talk about their pictures. Provide prompts if necessary: *This is a postcard from … There's … There are … You can see …* Pupils can also write a brief message on the other side.

Page 86

- **Consolidation activity: *Mingling activity***

Materials: Holiday-type music

You will need a big space for this. Play some holiday-type music. Pupils walk/skip/run around the room. Pause the music. Pupils make pairs and ask and answer, using the model: *Where do you want to go? I want to go to …* Start the music again. Pupils move on. Repeat.

Page 87

- **Consolidation activity 1: *Picture chants***

Pupils work in groups of four and write a chant on a large piece of paper, using the model on Pupil's Book page 87. They draw pictures as well. Display the chants on the wall. Groups stand next to their chant. Say, e.g. *Everyone move two chants to the left.* Groups move to the left. They look at the new chant. Ask one or two groups to say the new chant. Repeat. Elicit two more chants from groups.

- **Consolidation activity 2: *True or false?***

Materials: Six true/false sentences about the picture on Pupil's Book page 87, Activity 2, e.g. *The shoe shop is next to the ice cream shop. There are two teddy bears in the toy shop.*

Pupils look at the picture on Pupil's Book page 87, Activity 2 for 30 seconds. They close their books and stand up. Say six true/false

sentences about the picture, one by one, e.g. *The shoe shop is next to the ice cream shop. There are two teddy bears in the toy shop.* If the sentence is true, pupils nod their heads; if it is false, they put their hand over their mouth. Pupils who respond incorrectly sit down for the rest of the game.

Page 88

- **Consolidation activity 1: *Spelling test***

Write words from the sounds and spelling lessons at random on the board, e.g. *where*, *whale*, *tree*, *seventeen*, *hide*, *ride*, *clock*, *crocodile*, *chips*, *cheese*, *spider*, *snake*, *skipping*, *hippo*, *jellyfish*, *juice*, *snail*, *today*, *purple*, *birthday*. Give pupils time to study the words and practise saying them aloud (e.g. five minutes). Write a numbered list of the words in your notebook (in a different order from the way they are written on the board).

Clean the board and carry out a spelling test. Say each word several times and give an example in a sentence, e.g. *Whale. Whale. Whale. I can see a whale in the water!* Pupils can compare answers in pairs before a whole-class check. Use the checking phase to remind pupils of the sound–spelling patterns they have studied.

- **Consolidation activity 2: *Draw a sound sentence***

Materials: A4 paper for each pupil

Give pupils a piece of A4 paper each and ask them to choose one of the sound sentences from Pupil's Book page 88, Activity 1. Pupils draw the picture for the sentence and write the sentence under the picture. Invite pupils to share their pictures.

Page 89

- **Consolidation activity 1: *Role play***

Divide the class into groups of four. Pupils decide their roles (Marie, Trevor, Maskman, Monty). Watch the story from Pupil's Book page 89. Stop after each frame for pupils to repeat in role. Pupils practise the story in groups. More confident groups can change some of the words/dialogues. Invite one or two groups to perform their role plays to the class.

- **Consolidation activity 2: *Revision game***

Materials: Photocopiable 12a (Teacher Resources), enlarged and copied onto card, one copy for each group of four, coloured counters, coins

Pupils play the Revision game again. See Photocopiable 12a (Teacher Resources).

Page 90

- **Consolidation activity: *Where am I going?***

Materials: A4 paper for each pupil

Tell pupils to imagine they are explorers. Brainstorm ideas of places to go and write them on the board. Tell pupils to choose their favourite place but to keep it secret.

Give each pupil a piece of A4 paper and ask them to draw and label items they need to take with them when they explore their place. They can draw items from the lesson (e.g. wetsuit, snorkel) or add their own ideas (e.g. a helmet with a torch). Monitor and help with new language.

Pupils work in pairs. Pupil A describes his/her items and shows the pictures, e.g. *I've got a wetsuit, a snorkel and a special helmet with a torch.* Pupil B guesses where Pupil A wants to go (e.g. *You want to explore the sea.*). Pupil A gives the answer, e.g. *I want to explore a cave with a lake in it.* Then they swap roles. Volunteers show their pictures and tell the class what they have got and where they want to go.

- **Extension activity: *Reading maps***

Materials: One printed map or section of a map (preferably of the pupils' local area) with symbols for each group of three or four pupils

Elicit different types of maps (e.g. road, online and printed). Ask *Which map does an explorer need? Why?* (A printed map, because it shows features such as rivers, and also has contour lines to show where there is difficult terrain or high points.) Show an example of a printed map. Draw some of the symbols from the map on the board, without telling pupils what they mean.

Pupils work in small groups. Give a map to each group and ask them to find an example of each of the symbols and try to work out what it means. Circulate and help. Groups compare their ideas. Ask pupils in L1 if they think we will still use printed maps in the future. Why? / Why not?

Page 91

- **Consolidation activity: *Write about it***

Materials: Five or six photos of people helping others/animals

Pass the photos around the class for pupils to look at them carefully. Pupils work in pairs to write sentences about them, similar to the ones in the lesson (e.g. *They're in the mountains. They're helping a snake.*). Stick the photos on the board in numerical order. Invite volunteers to come to the front and read one of their sentences. Pupils say the number of the matching photo.

- **Extension activity: *Write a postcard***

Materials: A4 paper or card for each pupil, photos from magazines/newspapers/internet showing people helping others or helping injured or sick animals (at least five – with numbers written on the back)

Pupils imagine a holiday where they could help while they are travelling, like the children from the lesson. Give pupils a piece of paper or card. They write and draw a postcard, imagining they are on this helping holiday. Use the photos to give pupils ideas and help with vocabulary.

Page 92

- **Consolidation activity 1: *Photocopiables***

Materials: Any of Photocopiables 1–12b

Pupils do any one of the activities from Photocopiables 1–12b.

- **Consolidation activity 2: *Do an activity***

Do one of the favourite Consolidation or Extension activities from Units 9–12 with the class.

Page 93

- **Consolidation activity 1: *Board slap***

Materials: A selection of 12 flashcards from Units 9–12, three rolled-up newspapers

Display 12 flashcards from Units 9–12 (word side) on the board. Make three teams. Teams line up behind each other. Hand each pupil at the front of the teams a rolled-up newspaper. Call out one of the words on a flashcard. Pupils run to hit it. The first to do so wins a point. The pupils go to the back. Hand the newspapers to the new pupils at the front and repeat with another word.

- **Consolidation activity 2: *Sing a song or do a chant***

Sing one of the songs or do a chant from Units 9–12 with the class.

Pre A1 Starters Exam folder

Page 97

- **Consolidation activity 1: *Letter combinations***

Draw the grid below on the board. Call out a letter from the horizontal line, and then one from the vertical, e.g. *V*, *H*. A volunteer circles the correct word on the grid. If the class agrees, they spell the word aloud together. Repeat with other letter combinations. Keep a good pace. Adapt the grid to the letters and words you most want to practise.

	G	*B*	*V*	*N*	*Y*
P	*bike*	*mum*	*nine*	*van*	*who*
J	*you*	*ship*	*sun*	*young*	*man*
H	*day*	*yes*	*bug*	*phone*	*jeans*
M	*chips*	*juice*	*dad*	*how*	*clock*
D	*egg*	*glue*	*bear*	*pear*	*kick*

- **Consolidation activity 2: *Names and numbers***

Pupils share ideas about where we see names and numbers in everyday life (e.g. names: on books/shop/sign; numbers: on a bus/page/clock). Share ideas as a class.

Page 98

- **Consolidation activity: *Explain the differences***

Write pairs of nouns on the board, e.g. *a zebra / a horse*; *a bed / a sofa*; *orange juice / water*; *a snake / a lizard*; *a lemon / a banana*. Pupils have 30 seconds to explain the differences between the two. For example: *A zebra is black and white. A horse is brown.* Volunteers share their ideas with the class.

Page 99

- **Consolidation activity: *True or false?***

Pupils work in pairs. Pupil A points to an object in the Pupil's Book and says a true/false sentence beginning *This is a/an …* or *These are …* Pupil B responds by drawing a tick or a cross in the air. Then they swap. Check for correct use of the verbs, articles (*a/an*) and plural forms.

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- **Consolidation activity: *My favourite pet***

Pupils each draw their favourite pet (real or imaginary). They give the pet a name and write a sentence about it. Set a time limit. Pupils then mingle and ask each other about their pet:

A: *Have you got a pet?* **B:** *Yes, I've got a …*
A: *What's your pet's name?* **B:** *It's …*

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- **Consolidation activity: *Activities in a park***

Pupils work in pairs. They think of five activities they like to do in a park. They join up with another pair. Pairs mime their activities for the other pair to guess.

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- **Consolidation activity: *Ask me a question***

Materials: *Kid's Box 2* flashcards of Starters exam words

Display four flashcards on the board, numbered 1–4 (one food item, one toy, one clothing item, one school item) from the Starters exam word list. In pairs, pupils ask a question about each item. Write question prompts on the board, e.g. *What's your favourite …? Have you got …? Do you like …?* Repeat with different words.

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- **Consolidation activity: *Ask the teacher a question***

With books closed, invite pupils to ask you some of the questions they can remember from audio 132.