

Lesson objectives

- To understand part of a prospectus about a stage school
- To review and extend vocabulary for rooms in a school
- To practise ordering words in simple sentences
- To write an email about their school

Language

There's a (music room).

There are (lots of books).

There isn't a (canteen).

This is the (library).

Those are (computers).

New vocabulary: *assembly hall, computer room, canteen, library, music room*

Other vocabulary: *classroom, chairs, tables, books, computers, singers, actors, lunch*

More words: *gym, swimming pool, office, corridor*

Presentation and pre-reading (page 4)

- With books closed, ask the children to tell you the names of all the rooms they can think of in their school. They can use L1, but encourage them to use English where possible. Write the English words on the board.
- Ask the children to open their books at page 4. Point to the pictures in the vocabulary panel at the top of the page, and say the words. Ask *Is there an assembly hall in our school?* etc.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Do simple mimes for some of the words, and ask *Where am I?*, e.g. mime eating (children say *In the canteen*), mime reading (*In the library*), and mime playing an instrument (*In the music room*).
- Tell the children to look at the photos within the reading text and say what rooms they show. Ask them what they think the text is going to be about.
- Draw the children's attention to the unit title *Star school* and elicit guesses as to what it means.

NOTE In Britain, some children go to a special school called a stage school, where they learn to sing, dance and act. Many children take part in professional plays, shows, films, etc. Children who do this paid work require a special performing licence from their local education authority. The work is strictly limited by law: there is a limit to the number of days they can work in a year, and they have to spend a certain minimum amount of time on other school work.

Reading (page 4)**1 Read and listen.** 🎧 01

- Play the recording while the children follow the text in their books. Ask them to point to the pictures as they listen. Explain the meaning of *actors* and *singers*.
- Play the recording again. Then ask some simple questions to check understanding, e.g. *Who is in the music room? Is there a library?*

Comprehension (page 5)**2 Read and tick (✓) or cross (✗).**

- Do the example together, asking children to show you where to find the information in the text.
- If your class require more support, do the rest of the exercise orally, with pencils down.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class. When checking the answers, ask volunteers to correct the incorrect sentences.

KEY

- ✗ (The Studio School is a school for actors and singers.)
- ✓
- ✗ (There are lots of tables in the canteen. / There are lots of computers in the computer room.)
- ✓
- ✗ (Pupils sing in the music room. / Pupils read in the library.)

3 Write *That's* or *Those are*. Write the letter.

- Point to various things in the room and say *That's a table. Those are books. Those are chairs. That's the board*, etc. Explain that we use *That's* and *Those are* for pointing out things that are a distance away from us. Ask when we use which phrase (we use *That's* for singular items and *Those are* for plural items).
- Look at the photos and identify the rooms.
- Do the exercise orally with the class, with pencils down. Read each sentence, asking the children to tell you whether they should complete it with *That's* or *Those are*. Ask them which photo goes with each sentence.
- The children then complete the exercise individually.
- Allow the children to compare answers in pairs before checking answers as a class.

KEY

- Those are (c)
- That's (b)
- That's (a)
- Those are (d)
- That's (e)

4 Where am I? Write the rooms.

- Do the example together. Read out the sentence. Say *Where am I? In the...* The children say *assembly hall*.
- If necessary, do the exercise orally before asking children to write the answers.
- Allow children to compare answers in pairs before checking answers as a class.

KEY

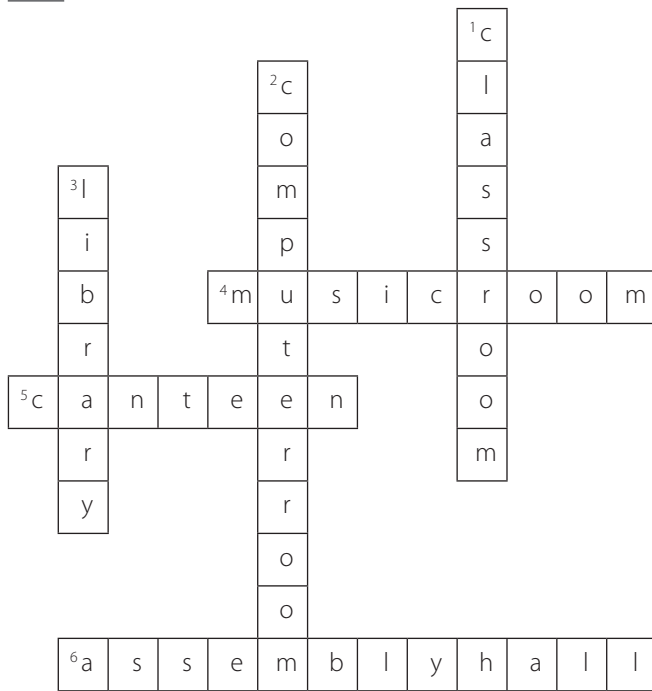
- 1 assembly hall 2 canteen 3 computer room 4 library
5 music room

Vocabulary (page 6)

5 Complete the puzzle.

- Tell the children to look at the pictures. Say the numbers and elicit the names of the rooms.
- Point out the example answer. The children complete the puzzle individually.
- The children compare answers in pairs before checking them as a class.

KEY



6 Look at the picture and complete the sentences.

- Read the example sentence and ask the children to point to the library in the picture.
- Do the rest of the exercise orally, with pencils down. Ask the children to complete the sentences using words from the box, and point to the rooms in the picture.
- The children complete the exercise individually. Allow them to compare answers in pairs before checking answers as a class.

KEY

- 1 library 2 music room 3 computers 4 canteen
5 assembly hall

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- When children are confident with the pronunciation, do simple mimes for the words, as before. The children say the words for the rooms.
- You might want to ask volunteers to do mimes for the rest of the class to guess. Let them choose words from page 4 or page 44.

Read and tick (✓) or cross (✗).

- The children look at the pictures and read the sentences. They put a tick next to each correct sentence and a cross next to each incorrect sentence.
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class. Ask the children to correct the incorrect sentences.

KEY

- 1 ✗ (That's the swimming pool.)
2 ✗ (That's the music room.)
3 ✓
4 ✗ (That's the corridor.)
5 ✓

Writing (page 7)

- Look at the photo and ask the children what they can see.
- Point out the sentences beginning with *There's*, *There are* and *There isn't*. Ask the children to translate these sentences into L1.
- Read the text while the children follow it in their books. Ask questions to check understanding, e.g. *Is Anna's school big? Is there an assembly hall? Is there a canteen?*

7 Write the words in the correct order.

- Look at the example with the children. Explain that they have to write the words in the correct order. Ask them what clues they can use to help them decide on the correct order (there should be a capital letter at the beginning of the sentence, and a full stop at the end).
- Let the children do the exercise orally in pairs, with pencils down. Tell them to make sure they agree on the order of each sentence.
- The children then write the sentences individually, and check their answers again in pairs before checking with the class.

KEY

- 1 This is my classroom.
2 There's a computer room.
3 There isn't a canteen.
4 This is the music room.
5 There are lots of pupils.

8 Write an email about your school. Draw or stick a picture.

- Write the following words on the board:

There's

There are

There isn't

- Ask the children for ideas on how you could complete the sentences to make them true for their school. Don't write anything down – do this as an oral activity. Elicit as many ideas as possible for each sentence. Encourage the children to give their ideas as full sentences.
- Look at the writing framework with the children. Make sure they understand what they have to do.
- The children complete their 'emails'. Encourage them to use the model writing text and the sentences from Exercise 7 to help them.
- Let some volunteers read their work to the class.

Writing (optional extension activity)

- The children draw a plan of their school, and label it with the names of the rooms.
- Fast finishers can write sentences about some of the rooms, using *There's...* or *There are...*, e.g. *There are ten computers in the computer room. There's a piano in the music room. There are twelve desks in our classroom.* Help them with any vocabulary they may need.
- The finished plans can be displayed in the classroom.

2

We're scouts!

Lesson objectives

- To understand a simple magazine article
- To review and extend outdoor activity vocabulary
- To use capital letters for sentences and names
- To write a personal profile about abilities

Language

I/He/She can/can't (swim).

Can he/she/you (catch a fish)?

New vocabulary: scouts, badges, catch a fish, sail, cook

Other vocabulary: ski, climb, swim, fly, ride a horse, ride a bike, skate

More words: paint, play an instrument, waterski, speak English

Presentation and pre-reading (page 8)

- Ask children to open their books at page 8. Tell them to look at the pictures on the page and tell you what they see. Accept simple answers. Draw the children's attention to the unit title *We're scouts!* and elicit guesses as to what it means. Find out if any of the children are scouts. If they are, or if any of them know about scouts, briefly discuss in L1 what the scouts do.
- Ask the children what they think the text is going to be about.
- Now look at the vocabulary at the top of the page. Model the words for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the pictures of badges in the text. See if they can find the badges for the activities in the vocabulary panel (*catch a fish, sail and cook*). Then ask them to identify the activities for the other badges.

NOTE The Scout Association was started in Britain in 1908 by Robert Baden Powell. At first it was just for boys, and encouraged them to do outdoor activities and learn skills for camping and survival. But many girls wanted to join the movement, so in 1910 a sister association was formed: the Girl Guides Association. The movement quickly became international and now has active members in 216 countries with a global membership of 28 million.

In Britain, children and young people between the ages of 5 and 25 can be scouts. Boys of 6–8 years are Beaver Scouts, and from 8–10 they join Cub Scouts. Girls of 5–7 years are Rainbow Guides; the next stage is Brownies. They usually go to a scout meeting once a week, and go camping as a group once or twice a year. Scouts learn new skills to get badges, and take part in community events to raise money for charity.

Reading (page 8)

1 Read and listen. 02

- Tell the children they are going to read about Jake and Harry. Look at the picture again and identify the boys.
- Play the recording while the children follow the text in their books.
- Play the recording again. Then ask some simple questions to check understanding, e.g. *Are Harry and Jake friends? Are they brothers? What can Harry do? What can Jake do? Can Jake ride a horse? Is this Harry's badge?*

Comprehension (page 9)

2 Are these Jake's or Harry's badges? Write *Jake's* or *Harry's*.

- Look back at the text with the class. Ask the children to identify which badges belong to which boy.
- Do the example together, asking children to find the sailing badge in the text and identify whose it is. Note the use of the apostrophe ('s) to show possession and revise this if necessary.
- The children do the rest of the exercise individually. Let them check their answers in pairs before checking as a class. When checking the answers, elicit the activities shown in the badges as well as the boys' names.

KEY

- 1 (sail) Harry's 2 (cook) Jake's 3 (ski) Harry's
4 (swim) Jake's 5 (climb) Harry's 6 (catch a fish) Jake's

3 Complete the table.

- Look at the table and identify the boys. Work through the example together. Identify the badge, then ask *Can Harry climb?* and encourage children to look back at the text to check. Elicit the answer *Yes, he can*. Repeat the process with Jake. (Tell the children that if the text doesn't say a boy can do something, they should assume that he can't!)
- In a weaker class, do a few more items with the class before letting them complete the table individually.
- Allow children to compare answers in pairs before checking answers as a class.

KEY

	climb	cook	swim	sail	catch a fish	ride a horse	fly
Harry	✓	✗	✗	✓	✗	✗	✗
Jake	✗	✓	✓	✗	✓	✗	✗

4 Answer the questions with *Yes, he can.* or *No, he can't.*

- Do the example together. Read out the question. Tell the children to look back at the text and find the badge for climbing. Ask, *Is it Jake's badge? Can Jake climb?*
- If necessary, do the exercise orally before asking children to write the short answers.
- Allow children to compare answers in pairs before checking answers as a class.

KEY

- 1 No, he can't. 2 Yes, he can. 3 Yes, he can.
4 No, he can't. 5 Yes, he can. 6 No, he can't.
7 Yes, he can.

Vocabulary (page 10)

5 Match. Write the letter.

- Tell children to look at the pictures. If necessary, elicit or explain that scouts sew the badges that they get onto their shirts.
- Ask children to look at each shirt and identify the badges. Check understanding by asking questions about each shirt, e.g. shirt a: *Can he cook/ride a bike? (Yes, he can.) Can he swim? (No, he can't.)*
- Do the example together. Read out the question and tell children to find each badge as you say it. (If necessary, remind them that if a scout hasn't got the badge for something, they should assume he can't do it.)
- The children complete the exercise individually. Allow them to compare answers in pairs before checking answers as a class.

KEY

- 1 b 2 a 3 d 4 c

6 Correct the words.

- Tell children to look at the pictures and say the words to themselves, and think about how the letters sound, then rearrange the letters to write the correct words.
- The children complete the exercise individually. Allow them to compare answers in pairs before checking answers as a class.

KEY

- 1 sail 2 swim 3 catch a fish 4 ride a horse 5 climb
6 cook

7 Write about you. What can you do?

- Model the exercise by making some statements about yourself. Then ask a few children to say sentences about their abilities.
- The children complete the sentences so that they are true for them. Monitor the activity, checking for correct spelling.
- Fast finishers could draw their own badges for their abilities.

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- When children are confident with the pronunciation, act out one of the activities for them to identify and say the words.

Complete the sentences.

- Look at the first sentence together, and ask the children how it could be completed. Say *He can...* and let the children finish the sentence (with the word *waterski*).
- The children complete the remaining sentences using the remaining three words or phrases, in the order they choose. They then draw joining lines between the sentences and the pictures they describe.

KEY

Pupils' answers will differ.

Writing (page 11)

- Look at the photo and say *Look, he's a scout.*
- Read the text while the children listen and follow it in their books. Ask questions to check understanding, e.g. *What's his name? Can he sail/swim?*

8 Write the sentences with capital letters.

- Check that children understand what capital letters are by writing some capital and lower case letters on the board and saying, *Is this a capital letter?* Alternatively, write some lower case letters on the board and ask individual children to come up and write the capital letter.
- Look at the example together. Ask the children when we use capital letters (the most important times are at the beginning of a sentence, and at the beginning of someone's name; and the pronoun *I* is always written as a capital). If children can't formulate the rules in L1, write some more example sentences on the board, and ask children to tell you which words need capitals.
- The children complete the exercise individually. Monitor the activity, making sure children are confident in their use of capitals.

KEY

- 1 His name is Nick.
2 Can Nick swim?
3 Look what I can do!
4 Can Nick ride a horse?
5 Can Nick sail?

9 Write about you. Draw your badges.

- Explain that the children are going to write about themselves, imagining they are scouts. Read through the writing framework with them first.
- Tell the children to think of two activities they can do, and one activity they can't do. They can choose activities from the reading text or from the *More words* section, or they can think of other things. Encourage them to be positive about their abilities, and draw attention to the last line in the model text: *He can't sail, but he can learn!*

- The children then complete the writing. Remind them to use the model text about Nick and the sentences in Exercise 8 to help them.
- Tell children to look at the scout badges on page 8 and design their own badges for their skills, drawing them in the boxes provided. You may want to ask them to do this as homework.

Reading (optional extension activity)

- Draw a table like this on the board, and ask the children to copy it.

	○	○	○	○
Tom	✓	✓	✗	✗
Emma	✗	✓	✗	✓

- Write the following text on the board:
Emma can ride a horse but Tom can't ride a horse.
Tom and Emma can cook.
Tom can swim but Emma can't swim.
Emma and Tom can't sail.
- (Alternatively, you could write the text on a piece of paper before the class, and distribute it so that each child or pair of children has a copy. You could include a copy of the table too, so that the children don't have to draw it themselves.)
- The children read each sentence carefully, find the correct column in the table, and draw the appropriate badge.

KEY

The children should draw the badges in this order in the table:
 swim, cook, sail, ride a horse.

3

A healthy lunch

Lesson objectives

- To understand a simple information poster
- To review and extend vocabulary for fruit and vegetables
- To use capital letters and full stops correctly
- To write a lunch plan for one day

Language

Have you got (fruit)?

I've got (a chicken sandwich).

He's/She's got (some vegetables).

Has he/she got a healthy lunch?

Yes, he/she has. No, he/she hasn't.

New vocabulary: *fruit, vegetables, apricots, cucumber, broccoli*

Other vocabulary: *fries, bananas, pizza, salad, burgers, milk, grapes, juice, cheese, sandwich, milkshake, fish, rice, ice cream, bread, carrots, apple*

More words: *lettuce, peas, strawberries, cherries*

Presentation and pre-reading (page 12)

- Play a game to review fruit and vegetable vocabulary. Divide the class into two teams. Ask a child from each team in turn to tell you the name of a fruit or vegetable. Ask *What colour is it?* for each one. Award one point for each correct answer. If a child can't think of a fruit/vegetable, allow another child from the same team to suggest one instead.
- Ask the children to open their books at page 12. Point to the pictures in the vocabulary panel at the top of the page. Model the words for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Tell the children to look at the photos within the reading text. Ask them what they think the text is going to be about.
- Explain the meaning of the unit title *A healthy lunch* (a meal that includes food from each of the healthy food groups rather than the 'fast food' items at the bottom of the text).

Reading (page 12)

1 Read and listen. 03

- Play the recording while the children follow the text in their books.
- Play the recording again. Pause the CD as each food is mentioned and ask the children to point to the pictures. Then say *Can you point to the fruit? Can you point to the vegetables? Can you point to the healthy food? Can you point to the unhealthy food?*

Comprehension (page 13)

2 Are these foods healthy (✓) or unhealthy (✗)?

- Explain the exercise and let the children work individually at first. Then they should check their answers with a partner.
- Check the answers as a class. Hold up your book, point to a picture and ask *What's this?* or *What are these?* Then ask *Is it/Are they healthy or unhealthy?* Ask the children to tell you where to find the information in the text.
- Read the final sentence of the text again: *You can eat these things, but don't eat them every day.* Make sure children understand what this means – that these things are fine to eat in moderation but that the other things on the poster are healthier.

KEY

- a fries ✗ b banana ✓ c pizza ✗ d salad ✓
e burger ✗ f milk ✓

3 Write the food and drink in the table.

- Say the names of some fruits, vegetables and drinks that aren't mentioned in the exercise. For each one, ask *Is it a fruit, a vegetable or a drink?*
- Read the words in the box, or ask a child to read them for you.
- The children do the exercise individually, then check their answers in pairs.
- Check answers as a class. Again, ask *Is it a fruit, a vegetable or a drink?*

KEY

Fruit	Vegetables	Drinks
apples	broccoli	water
grapes	cucumber	milk
apricots	salad	juice

4 Read and answer with *Yes, he/she has.* or *No, he/she hasn't.*

- Read the first speech bubble with the children. Ask the question: *Has he got a healthy lunch?* Point out the example answer *Yes, he has.* Ask the children to tell you (in L1 if necessary) why his lunch is healthy. Prompt them by asking *Has he got fruit? Has he got vegetables?* Also point out that his lunch doesn't contain any of the 'unhealthy' foods mentioned in the text.
- With a weaker class, do the whole exercise orally before asking the children to do the writing. The children then complete the exercise individually, and then check their answers in pairs.
- Check the answers as a class. Ask volunteers to read out the speech bubbles, the questions and their answers.

- If you like, you could continue the activity orally, to practise listening skills, e.g. say *I've got bread, eggs and a banana. Have I got a healthy lunch? I've got pizza, salad and an apple. Have I got a healthy lunch?* (They might disagree about this one. Remind them that it is alright to eat 'unhealthy' foods in moderation, with fruits and vegetables.)

KEY

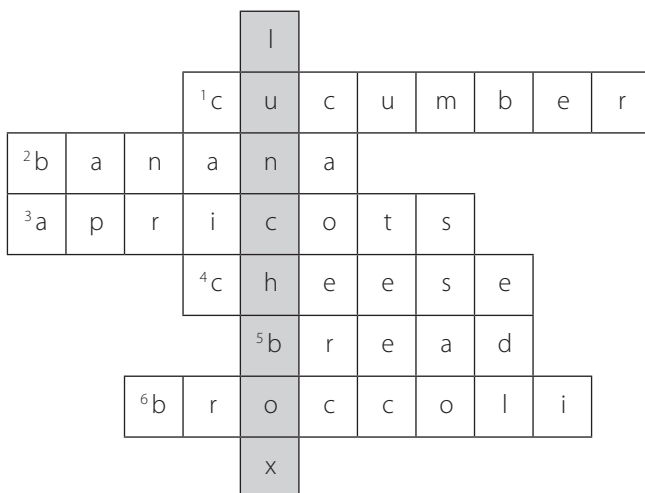
- 1 Yes, he has. 2 No, she hasn't. 3 Yes, she has.
4 No, he hasn't.

Vocabulary (page 14)

5 Complete the puzzle. What's the secret word?

- Tell the children to look at the pictures. Say the numbers and elicit the names of the food items.
- Point out the example answer. The children complete the puzzle individually.
- Ask children to compare answers in pairs before checking answers as a class.
- Ask *What's the secret word? (lunch box)*. Explain the meaning of this if necessary. Children can look at the photo of the blue lunch box in exercise 6, photo 4. Ask *Have you got a lunch box? What colour is your lunch box?*

KEY



6 Whose lunch? Write the names.

- Read the first two sentences and ask the children which meal they think is Sarah's (number 3). Point out the example answer.
- Read the rest of the sentences, or ask volunteers to read them. The children then complete the activity individually, and check their answers in pairs.
- Finally, check the answers as a class. Read out the sentences and ask the children to say the correct number. Ask them to tell you what foods they can see in each picture.

KEY

- 1 Johnny (pizza, vegetables)
2 Matt (cheese sandwich, carrots, cucumber)
3 Sarah (salad (with fish), apple)
4 Vera (juice, apple, sandwich)

More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and ask children to point at the right picture.

Circle.

- The children look at the pictures and circle the correct word in each sentence.

KEY

- 1 peas 2 strawberries 3 cherries 4 lettuce

Writing (page 15)

- Look at the table and the pictures and read the words *My healthy lunch plan*. Ask the children what they think this means. Explain that a child has planned three healthy lunches for three days. The text is an interview: someone is asking him/her questions about the lunches.
- Read the text while the children follow it in their books. Ask a child in your class to decide whether the child who wrote the lunch plan is a boy or a girl – this information is not given, the children can decide. Then ask questions to check understanding, e.g. *When has she got (a cheese sandwich)? Has she got (an apple) on (Monday)?*

7 Write the sentences with capital letters and full stops.

- Look at the example with the children. Explain that they have to write the sentences again, adding capital letters and full stops. Ask them to tell you how many capital letters have been used in the example. Make sure they understand that the days of the week are always written with an initial capital. Remind them that all the sentences must end with a full stop.
- Let the children complete the exercise individually, before checking their answers in pairs.
- Check the answers as a class. Say *On Tuesday she's got an apple. How many capital letters are there? (Two.) Which words have got capital letters? (On and Tuesday.)*

KEY

- 1 I've got a chicken sandwich on Monday.
2 On Tuesday she's got an apple.
3 She's got water to drink on Wednesday.
4 He's got some broccoli on Monday.

8 Write about the lunch plan for Wednesday.

- Do the whole exercise orally with the children, with pencils down.
- Look again at the questions in the model text, and ask the children to tell you what question they should write (*What have you got for lunch on Wednesday?*).
- Hold up your book and point to the table, and ask *What has he/she got for lunch on Wednesday?* and let the children tell you all the things they can see in the picture.
- Choose a volunteer to 'be' the child with the lunch plan. Ask again, *What have you got for lunch on Wednesday?* He/She answers *I've got...*

- Look at the writing framework with the children. Point out the prompts, and help them to plan what they will write on each line. If you like, they can start their first sentence with *On Wednesday...* as in the model text.
- When everyone has finished, ask volunteers to read out their sentences so everyone can check their answers.
- Fast finishers can draw a picture of a healthy lunch, including fruit, vegetables and a drink. (See the extension activity below.)

Writing (optional extension activity)

- Ask the children to plan a healthy lunch that includes fruit, vegetables and a drink. Ask several children to give you their ideas. Write any new vocabulary on the board.
- Write the heading *My healthy lunch* on the board. Ask the children to write sentences about their lunch using *I've got...*
- When they have finished, they should draw a picture of their healthy lunch. (Fast finishers may have already done this.)
- You might like to ask stronger pupils to make a three-day lunch plan in the form of a table, like the one in the model text, and write about it.

4

Free time

Lesson objectives

- To understand a simple school project
- To review and extend vocabulary for hobbies
- To use the present simple for regular activities
- To write about regular weekend activities

Language

I (love music).

I don't (watch TV).

On (Saturdays) I (sing in a choir).

New vocabulary: choir, ice hockey, stories, karate, chart

Other vocabulary: go, love, sing, like, watch, write, play, do, help, see, have

More words: play in an orchestra, play computer games, take photos, go walking

Presentation and pre-reading (page 16)

- Ask the children in L1 about their hobbies and interests. Do they have things that they do every week? Write a list of their hobbies in English on the board. When a child tells you about a hobby (e.g. football, swimming, piano lessons), find out who else in the class does the same thing. Ask *Who plays football / goes swimming / has piano lessons?* etc. The children put up their hands.
- Ask the children to open their books at page 16. Ask them to look at the pictures in the vocabulary panel at the top of the page. Ask them in L1 which pictures show hobbies (the first four). Point to the fifth picture and say *This is a chart*. Ask them to translate this word into L1.
- Read the words, then model and drill pronunciation. Then say the words in a different order, while the children point to the pictures.
- Ask individual children questions: *Do you sing in a choir? Do you play ice hockey? Do you like stories? Do you do karate?*
- Ask the children to look at the text and tell you what kind of text they think it is (a school project). Talk about the photos. Ask the children to tell you what hobbies they show.

Reading (page 16)

1 Read and listen. 🎧 04

- Play the recording while the children follow the text in their books. Ask them to point to the pictures/chart as they listen.
- Play the recording again. Then ask some simple questions to check understanding, e.g. *What does Lisa do on Saturday/Sunday? What does Declan do on Saturday/Wednesday?* They will probably answer with incomplete sentences, e.g. *Sing in a choir*. Recast their answers in complete sentences, e.g. *Yes, that's right, she sings in a choir*. (This will give the child useful exposure to the third person of the present simple, but don't necessarily expect them to use it at this stage.)

- Look at the chart. Make sure the children understand how to 'read' it. If necessary, explain in L1. Ask *How many children help Mum on Saturday? (Eight)* etc.

Comprehension (page 17)

2 Read and write Declan or Lisa.

- Read the first sentence and ask the children whether it is Declan or Lisa who is talking. Point out the example answer (Lisa). Ask the children to look back at the text and find the sentence that gives us this information (*Every Saturday I sing in a choir*). You might need to explain the meaning of *every*.
- If necessary, explain that when we are talking about regular activities, it is correct to say either *on Saturday* or *on Saturdays* (etc).
- The children complete the exercise individually, then check their answers in pairs.
- Check the answers as a class. Ask volunteers to read out the sentences and say who is talking. Ask the children to tell you where they found the information in the text.

KEY

1 Lisa 2 Declan 3 Declan 4 Lisa 5 Declan 6 Lisa

3 Circle.

- Explain that the first four sentences are spoken by Lisa, and the next four by Declan. Tell the children to decide in pairs which is the correct option in each sentence. When they agree on the answers, they should circle the correct options. Tell them to make sure they read the sentences carefully, and to look back at the text if they are unsure of the answers.
- Check the answers as a class.

KEY

Lisa:	1 sing	Declan:	1 like
	2 love		2 play
	3 write		3 don't do
	4 don't watch		4 love

4 Look at the chart. How many pupils say this?

- Read out the sentences and ask the children to point to the corresponding column on the chart.
- Show them the example, then let them complete the activity individually.
- Tell the children to check their answers in pairs, then check them as a class.

KEY





1 2 2 4 3 8 4 6 5 5

Vocabulary (page 18)

5 Read and complete the chart.

- Read out the question *What do you do after school?* and elicit answers. Encourage the children to answer with a complete sentence, beginning with *I...* Help them with any vocabulary as necessary.
- If you have time, demonstrate the activity using real information from your class. Write the children's answers on the board using complete sentences, e.g. *I play basketball.* Ask *Who plays basketball after school?* Count the children and write a number next to the sentence. Continue with the other activities that the children mention until you have a number next to each sentence.
- Demonstrate how to draw a simple graph using this information, like the one at the top of page 18. Show the children how to colour in one box to represent each child who does a particular activity.
- Go through the exercise in the book, making sure children understand how to complete the chart. Show them how four boxes have been coloured in as an example, to represent four children who sing in a choir.
- Fast finishers could draw the chart for your class as well. At the bottom of the chart, they can either draw pictures or write the words for the different activities.

KEY

6				
5				
4				
3				
2				
1				
				

6 Look and write.

- Tell the children to imagine that they are the children in the pictures, and they are saying what they do after school. Read the example with the children, then let them complete the activity individually.
- Tell the children to check their answers in pairs, then check the answers as a class, asking volunteers to read out the sentences.

KEY

- 1 After school I write stories.
- 2 After school I play ice hockey.
- 3 After school I help Dad.
- 4 After school I sing in a choir.
- 5 After school I do karate.
- 6 After school I play with friends.

7 Write about you.

- The children complete the sentence to make it true for them. Help them with any vocabulary as necessary.

More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words.
- When children are confident with the pronunciation, do simple mimes for the phrases. The children say the phrases.
- Look back at page 16 and ask the children to tell you complete phrases (i.e. with verbs) for the first four items in the vocabulary panel (*sing in a choir, play ice hockey, write stories, do karate*). Ask a volunteer to choose one of these phrases, or one of the phrases from the *More words* section, and mime the activity for the rest of the class to guess. Repeat with other volunteers.

Correct the sentences.

- The children correct the sentences according to the picture.

KEY

- 1 On Saturdays I play in an orchestra.
- 2 On Saturdays I play computer games.
- 3 On Mondays I go walking with my friend.
- 4 On Mondays I take photos.

Writing (page 19)

- Ask the children to look at the photo and say *This is Veronica. What's she doing?* Say *That's right, she's doing karate.* Read the text while the children follow in their books.
- Ask simple questions to check understanding, e.g. *When does she go swimming/visit her aunt? Does she like music/karate?*

8 Choose and write.

- Tell the children to close their books. Do an oral activity to practise some of the verbs from the exercise.
- Say an incomplete sentence, e.g. *On Wednesday I play...* and ask a volunteer to complete it for you (e.g. with the word *football*). See if anyone can finish the sentence in a different way, but make sure the verb collocates with the activity, e.g. *play football*, but not *play karate*. Encourage them to use other English words they know which have not so far been used in this unit, making sure they are using the correct verb with the activity.
- Repeat with other incomplete sentences, e.g.
 - After school I go... (swimming, shopping, home, etc).*
 - On Tuesday I visit... (my grandparents, my friend, etc).*
 - On Friday I do... (karate, my homework, etc).*
 - On Saturday I watch... (TV, a football match, a film, etc).*
- Tell the children to open their books at page 19. Let them complete Exercise 8 individually, then check the answers in pairs. Check the answers as a class.

KEY

- 1 watch
- 2 help
- 3 play
- 4 go
- 5 visit
- 6 write

9 Write about your weekend. Draw a picture.

- Remind the children that Veronica wrote about her week. Explain that they are going to write a similar text, but about their weekend. Ask the children to tell you some things that they do regularly, every weekend.
- Complete the text orally for yourself, asking the children to help you.
- Now ask the children to complete the text individually, about themselves. (Let them invent hobbies if they want to!) Encourage them to use the model text and their answers to Exercise 8 to help them.
- Ask a few children to read out what they have written. To keep the other children engaged, you could ask them to listen out for and count sports or music activities.
- Children draw themselves doing one of the hobbies described in their writing. You may want to display these in the classroom.

Vocabulary (optional extension activity)

- On the board, draw a table with three columns and three headings, as shown below. Ask the children to help you to add activities vocabulary to the table, under the relevant headings. Make sure you include the appropriate verb for each activity.

sport	music	other
do karate	sing in a choir	write stories
play ice hockey	play the piano	watch TV

- Ask the children to work in pairs to complete the table with other activities vocabulary that they know. You might want to make dictionaries available, so that they can extend their vocabulary. Monitor and help as necessary.

Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for party objects
- To talk about likes and dislikes
- To write a description of a party

Language

I like/don't like (chocolate).

He likes (face paints).

She doesn't like (candles).

Does he like (clowns)?

Yes, he does. No, he doesn't.

New vocabulary: *games, candles, clown, face paints, party bags*

Other vocabulary: *birthday, sweets, cake, chocolate, balloons, prizes*

More words: *bouncy castle, friends, streamers, crackers*

Presentation and pre-reading (page 20)

- With books closed, talk about parties in L1. Do they have birthday parties? What do they do at parties? What things do you typically find at children's parties?
- Ask the children to open their books at page 20. Read the words in the vocabulary panel. Explain that these are all things that you might find at children's parties in Britain. Give the children some information about children's parties in Britain (see Note below). Compare this with the children's own experience of parties.
- Model and drill pronunciation. Then say the words in a different order while the children point to the pictures.
- Tell the children to look at the reading text and tell you what kind of text it is (a cartoon story).

NOTE Younger children in Britain typically celebrate their birthday with a party. The party may be held at home, or the parents may rent a room or hall locally. Decorations such as balloons are hung. There are usually party games and an informal meal, with lots of sweet things to eat, and a birthday cake with candles. The guests usually bring a gift for the birthday boy or girl. When the guests leave, they are often given a 'party bag', which contains sweets or small gifts, and sometimes a wrapped slice of birthday cake.

Typical party games include *Musical statues* (when the music stops, stand still; any child who moves is out and the last child left wins a small toy or sweet) and *Pass the parcel* (a small toy is wrapped with many layers of paper and passed around while music is played; when the music stops the child holding the parcel unwraps a layer – this continues until the toy is discovered).

Sometimes children have themed parties such as a swimming party (obviously held at a swimming pool!), a football party (perhaps held in the local park, or at a sports centre), or an ice skating party. Other children may choose

to go somewhere special with a smaller number of friends, instead of having a party, e.g. a trip to a theme park or museum or an outing to the cinema.

Reading (page 20)**1 Read and listen.** 05

- Play the recording while the children follow the text in their books.
- Play the recording again. Then ask some simple questions to check understanding, e.g. *When is Joe's birthday? (Tomorrow.) Does Joe like sweets/chocolate/candles/clowns/face paints/balloons?* Make sure they understand the end of the story.
- If there is time, you could put the children into groups of four and let them read the story like a play.

Comprehension (page 21)**2 Write the words. Tick (✓) the things Joe likes.**

- Tell the children to write the correct word next to each picture. They then look back at the text to find the things that Joe likes, and tick these things.
- Ask the children to check their answers in pairs, then check them as a class. *Say Number one. Does Joe like (balloons)?* Encourage the children to answer *Yes, he does* or *No, he doesn't*. This will be useful practice for the following activity.

KEY

- balloons (✓)
- sweets (✓)
- chocolate
- candles (✓)
- clowns
- face paints (✓)

3 Answer the questions with Yes, he does. or No, he doesn't.

- First let the children work orally, in pairs, with pencils down. They take turns to ask each other the questions and answer *Yes, he does* or *No, he doesn't*. Encourage them to look back at the text to find the answers.
- The children now work individually to complete the exercise.

KEY

- Yes, he does.
- Yes, he does.
- No, he doesn't.
- No, he doesn't.
- Yes, he does.
- No, he doesn't.

4 Correct the sentences.

- Look at the example with the children and make sure they understand what they have to do. They should be familiar with Joe's likes and dislikes by now!
- Let the children check their answers in pairs before checking as a class.

KEY

- 1 Joe likes games.
- 2 Joe likes candles.
- 3 He doesn't like chocolate.
- 4 He doesn't like clowns.
- 5 He likes face paints.
- 6 Joe doesn't like surprises.

Vocabulary (page 22)

5 Correct the words.

- The children unscramble the letters and write the words.

KEY

- 1 clown
- 2 games
- 3 party bag
- 4 face paints
- 5 candles
- 6 balloons
- 7 sweets
- 8 cake

6 Look and write *likes* or *doesn't like*.

- Explain that the table shows some things that a girl (called Maisie – she is above the table holding the balloons) likes and doesn't like.
- Ask volunteers to use the table to say sentences about Maisie: *She likes balloons. She doesn't like face paints.* etc.
- The children work individually to complete the text. With a weaker class, do the exercise orally before the children start to write.
- Let the children check their answers in pairs then check as a class. Draw their attention to the use of *but* for contrasting statements (in sentences 1, 3 and 4).

KEY

- 1 Maisie likes balloons but she doesn't like clowns.
- 2 Maisie likes chocolate cake and she likes sweets.
- 3 She doesn't like face paints but she likes party bags.
- 4 She likes games but she doesn't like candles!

7 Write about you.

- Tell the children to complete the sentences to make them true for them. They can use vocabulary items from this page, or other party objects that they know the words for. Make sure they understand that the second sentence must contain two contrasting statements.

More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order while the children point to the pictures.

NOTE It is quite common for children with summer birthdays to have a bouncy castle at their birthday party, in the garden. A bouncy castle has got a large inflated 'floor' that several children can jump on at the same time. It is usually about 5 metres x 5 metres. Parents hire the bouncy

castle from a company that delivers it and inflates it, then takes it away at the end of the day.

Crackers are popular at Christmas parties. Each cracker contains a 'banger' that makes a 'bang' when the cracker is pulled. Crackers also usually contain a paper hat, a joke, and a small toy or gift.

Correct the words. Match.

- The children unscramble the words and write them on the lines. Then they draw joining lines between the sentences and the pictures.

KEY

- 1 streamers
- 2 crackers
- 3 bouncy castle
- 4 friends

Writing (page 23)

- Tell the children you are going to read about a boy called Jacob and his *dream party* (explain what this means: an imaginary ideal party). Ask them to look at the pictures in the model text and say what they think the theme of the party is (football).
- Look at the list of things on the left hand side of the text. Ask *Does Jacob like games? Does he like prizes?* etc. The children answer *Yes, he does* or *No, he doesn't*. Explain that Jacob has used this list to help him plan his dream party.
- Read the text aloud while the children follow it in their books.

8 Write the sentences with short forms.

- Ask the children to look at the model text again and find a contracted word (short form), e.g. *I'm*. See if the children can tell you what this short form stands for (*I am*), and write this on the board. Explain or remind them that the apostrophe shows where letters are missing. Demonstrate how to turn *I am* into *I'm* by rubbing out the *a* and adding an apostrophe.
- Repeat for the other short forms in the text: *isn't* (*is not*) and *It's* (*it is*). Then do the same with *they're* (*they are*), *don't* (*do not*) and *doesn't* (*does not*). Leave all the short forms on the board.
- Do Exercise 8 orally with the children, with pencils down. Read the sentences and ask the children to tell you the short forms, helping them with the pronunciation if necessary. Point out the correct short forms on the board. Model and drill the complete sentences.
- Let the children complete the exercise individually, and check their answers in pairs. Then write the complete sentences on the board and tell the children to check their answers are correct.

KEY

- 1 He doesn't like chocolate.
- 2 I don't like clowns.
- 3 This party isn't a football party.
- 4 It's a music party.
- 5 They're football sweets.

9 Write about your dream party.

- Ask the children in L1 what their dream party would be like. Ask questions in L1 to prompt them and give them ideas, e.g. What kind of party would it be? Would people dress up? Would you have special games/party bags/food? What kind of cake would you have? (Ideas for different kinds of party could include: a music party, a swimming party, an art party, a dance party, a basketball party, a fancy dress party, a fairy party.)
- Ask the children what they could put in their party bags. Encourage them to think of things that go with the theme of their dream party (e.g. whistles for a music party, fairy toys for a fairy party, pens for an art party). Help them with any new vocabulary they need and write the words on the board.
- Look at the writing framework with the children. Complete the text orally for yourself, imagining your own dream party as if you were a child, e.g. *Hi, I'm (name). My dream party is a pirate party. I like cake and sweets. I like games and prizes. I don't like face paints. The party bags have got pirate hats.*

Writing (optional extension activity)

- Write the following words on the board, and ask the children to copy them. (Explain the meaning of *loud* if necessary.)
 - balloons*
 - sweets*
 - chocolate*
 - face paints*
 - clowns*
 - loud music*
- Tell the children to interview their partner. They should ask *Do you like balloons?* etc. Tell them to record their partners' answers by drawing a smiley or sad face next to the appropriate word (or they may prefer to use ticks and crosses).
- When the children have finished, choose a confident volunteer to tell you about his/her partner, e.g. *He likes balloons. He likes sweets but he doesn't like chocolate (etc).*
- Finally, the children write a short paragraph about their partner. Tell them to start like this: *My partner's name is... He/She likes...*

6

Captain Linda

Lesson objectives

- To understand a simple interview
- To review and extend boating vocabulary
- To practise ordering words in simple sentences
- To write a description of someone's day

Language

I (sleep on the boat).

She (works on a plane).

He (has lunch at one o'clock).

New vocabulary: *captain, fishing boat, sailor, cook, sleep*

Other vocabulary: *have lunch/breakfast/dinner, read, work, go to work, go home, go to bed*

More words: *cabin, fishing net, rope, sea*

Presentation and pre-reading (page 24)

- Ask the children to open their books at page 24. Ask them to look at all the pictures on the page, and tell you what they think this unit is about. Draw their attention to the unit title and explain what it means.
- Read the words in the vocabulary panel. Model and drill pronunciation. Then say the words in a different order while the children point to the pictures. Ask the children which words are things or people (*captain, fishing boat and sailor*), and which words are things that we do (*cook and sleep*).
- Tell the children to look at the reading text and tell you what kind of text it is (an interview). Ask them to tell you what they can see in the photos (e.g. *a captain, a fishing boat, a sailor, a fish*).

Reading (page 24)

1 Read and listen. 🎧 06

- Play the recording while the children follow the text in their books. Then ask them to close their books and see what they can remember about the interview.
- Play the recording again. Then ask some simple questions to check understanding, e.g. *What's Linda's job? How many sailors are there? What does Linda do in the evening?*
- If there is time, you could ask the children to practise reading the interview in pairs.

Comprehension (page 25)

2 Circle.

- The children use the text to help them circle the correct word in each sentence.

KEY

1 captain 2 boat 3 fishing 4 sailors 5 kitchen

3 Choose and write.

- First let the children work orally, in pairs, with pencils down. They read the text and decide together which word should go in each gap. Encourage them to look back at the text if they are unsure of the answers.
- The children now work individually to complete the exercise.

KEY

1 captain 2 sailors 3 cook 4 kitchen 5 breakfast
6 dinner 7 home 8 boat

4 Match the questions and answers. Write the letters.

- Read the first question and point out the example answer *f*. Ask the children *What's the answer? (She's a captain)*.
- The children work individually to complete the exercise, then check their answers in pairs.
- Check the answers as a class. You might like to draw the children's attention to the two different short answers *No, she isn't* and *No, she doesn't* (point out the auxiliary verbs *Is* and *Does* in the questions).

KEY

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

Vocabulary (page 26)

5 Look and tick (✓) or cross (✗).

- The children read the sentences, compare them to the picture, and put a tick or cross as appropriate. Look at the example answer then let the children work individually to complete the exercise.

KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓

6 Choose and write.

- Read the example sentence with the children. Then tell them to read and complete all the sentences 'in their heads' before writing anything down. In a weaker class, let them do this orally in pairs. The children then write the answers.
- If they have worked individually, let them check their answers in pairs before checking them as a class.

KEY

1 cook 2 kitchen 3 sailors 4 captain 5 fishing
6 sailor 7 fishing boat 8 catch

More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order while the children point to the pictures.

Circle four things and write.

- Explain that the children have to find four words in each line and circle them, then write the words on the line, with commas between them. Note that words from pages 24 to 26 are included. (Note: The children should make sure they write each of the phrases *fishing net* and *fishing boat* as two words.)

KEY

- 1 cabin, captain, rope, fishing boat
- 2 fishing net, sailor, cook, rope
- 3 sea, rope, sailor, fishing net
- 4 captain, sailor, net, rope
- 5 sea, cabin, net, sailor

Writing (page 27)

- Ask the children to look at the photo within the model text and tell you what they can see (*a pilot*).
- Read the text while the children follow it in their books. Then ask some questions to check understanding: *What does she do at twelve/six/nine/ten/seven o'clock?* Encourage the children to answer with full sentences: *She has lunch, She goes home,* etc. (This will provide useful practice for Exercises 7 and 8.)

7 Write the words in the correct order.

- Look back at the model text and read the sentence *She goes to work at nine o'clock*. Write the phrase *at nine o'clock* on the board. Point out that we use the preposition *at* when we are saying the time when something happens. Ask them how many time phrases with 'at' they can find in the text (there are five).
- Write the phrase *in the morning* on the board and ask the children to translate it into L1. Point out the use of the preposition *in*. See if the children can tell you any time phrases for other times of the day (*in the afternoon, in the evening*). Write these phrases on the board too. Read all the time phrases with the class then rub them off the board. (In a weaker class, you may prefer to leave them there.)
- Tell the children to look at Exercise 7 and read the example answer with them. Point out the time phrase *at seven o'clock*.
- The children write the rest of the sentences in order, using the capital letter and full stop as clues to help them. In a weaker class, you could do the whole activity orally as a class before the children do any writing.

KEY

- 1 He has dinner at seven o'clock.
- 2 She goes to work in the morning.
- 3 He has lunch at one o'clock.
- 4 He goes home in the evening.
- 5 He gets up at six o'clock.

8 Write about someone in your family.

- Look at the writing framework with the children. Complete it orally for someone in your own family, or a friend. Let the children help you as much as possible, by telling you how to start each sentence or phrase. Make sure they understand how to use the prompts in brackets. Refer them back to the model text if necessary.

- Tell the children to choose a person to write about. Ask several children *Who are you going to write about?* and *What's his/her job?* Help them with any jobs vocabulary they need.
- The children complete the writing. Encourage them to use the model text and their answers to Exercise 7 to help them.
- Ask a few children to read out their texts to the class.

Writing (optional extension activity)

- Write the following phrases on the board, and ask the children to copy them into their notebooks:
get up
have breakfast
have lunch
have dinner
go to bed
- Choose a volunteer and 'interview' him/her. Explain that you are asking about their typical Saturday. Ask *What time do you get up?* Write the time they say next to the phrase *get up* (e.g. 8 a.m. or 8:00). Repeat with the other phrases.
- Write a sentence about your volunteer on the board, e.g. *She gets up at eight o'clock*. Remind the children of the third person verb forms *gets, has* and *goes*.
- The children interview their partners and record the times, then write sentences about them.

7

The four seasons

Lesson objectives

- To understand simple factfiles
- To learn or revise vocabulary for seasons and weather
- To identify adjectives
- To write a description of the climate in their country

Language

- It's (autumn).*
- In (autumn) it's often/sometimes (rainy).*
- Is it (sunny)?*
- New vocabulary: *spring, summer, autumn, winter, seasons*
- Other vocabulary: *rainy, sunny, warm, hot, cold, snowy, sun hat, umbrella, snowman*
- More words: *cloudy, stormy, freezing, warm*

Presentation and pre-reading (page 28)

- Ask the children *What's the weather like today?* and see if anyone can describe the weather in English (e.g. *It's rainy and cold, or It's hot and sunny*). Ask the children to help you to make a list of weather words that they know in English, and write them on the board.
- Elicit the names of the four seasons in L1, or in English if the children already know the words. Then ask them to open their books at page 28. Say *There are four seasons: spring, summer, autumn and winter*. Say the words again and let the children point to the pictures. Model and drill pronunciation, then say the words in a different order while the children point again.
- Point to the reading text, and explain that you are going to read about the seasons and weather in Britain.

Reading (page 28)

1 Read and listen. 🎧 07

- Play the recording while the children follow the text in their books. Then ask the children to look at the text and see what weather words they can find (*rainy, sunny, warm, hot, windy, snowy*). Add to your list on the board if appropriate.
- Teach or revise the word *umbrella* if necessary. Mime putting up an umbrella and ask *What's this?* Point at the sky while you are holding your 'umbrella' and ask *What's the weather like? (It's rainy.)*
- Play the recording again. Then ask *In Britain, what's the weather like in summer?* etc.

Comprehension (page 29)

2 Write the seasons.

- Explain to the children that the activities on page 29 refer to the weather in Britain, and that they should use the reading text to help them to answer the questions.
- Read the sentences in number 1 and the example answer.

- Let the children complete the activity orally in pairs, then write the answers. Check the answers as a class.

KEY

1 It's spring. 2 It's autumn. 3 It's summer. 4 It's winter.

3 Answer the questions with *Yes, it is.* or *No, it isn't.*

- First, practise the short answers by asking the children some questions about the weather and seasons where they live, e.g. *Is it sunny/rainy today? Is it autumn now?* Model and drill the short answers *Yes, it is.* and *No, it isn't.*
- Read the first question with the children and point out the example answer. Make sure they understand they are answering about Britain, using the text. Let the children ask and answer in pairs, with pencils down. (Note that questions 3 and 6 are asking about what the weather is usually like in these seasons.)
- The children write the answers. Then check the answers as a class.

KEY

1 No, it isn't. 2 Yes, it is. 3 Yes, it is. 4 No, it isn't.
5 No, it isn't. 6 Yes, it is.

4 Write the weather words.

- The children work in pairs to complete the text orally. In a weaker class, do the activity orally all together. Then they write the words. Encourage them to use the reading text and the symbols to help them, and to read the text through to check that it makes sense.
- Check the answers as a class.

KEY

1 cold 2 rainy 3 warm 4 sunny 5 sunny 6 hot
7 rainy 8 rainy 9 windy 10 cold 11 snowy

Vocabulary (page 30)

5 Write the seasons.

- The children look at the pictures and write the names of the seasons (in Britain).
- When you check the answers, ask the children to tell you what clues they used to help them decide which season each picture is (e.g. sun hat in summer, rain and red/brown leaves in autumn, flowers in spring, snow in winter). Encourage their use of English.

KEY

From left to right: summer, autumn, spring, winter

6 Find nine words in the word snake. Complete the table. You can use some words again.

- Look at Exercise 6. Point out how the word *hot* has been circled in the word snake. Explain that the top row of the table is for the names of the seasons, and that things associated with each season should be written below them. Show them how the word *hot* has been written under *summer*.

- Do one or two more words with the children, then let them complete the exercise individually or in pairs. Encourage them to look carefully at the words in the word snake and make sure they copy them correctly.

KEY

(Answers may vary.)

spring	summer	autumn	winter
warm	hot	brown	snowman
sunny	sunny	trees	cold
umbrella	rainy	windy	windy
rainy	umbrella	umbrella	snowy
		rainy	rainy
			umbrella

Which weather word goes with all the seasons in Britain?

KEY

rainy / umbrella

7 What's the weather like today?

- The children complete the sentence with the appropriate weather adjective(s) to describe the weather where they live.

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order while the children point to the pictures.
- Write the following words on the board: *hot, cold, freezing, warm*. See if the children can help you to put them in order, from coldest to hottest (*freezing, cold, warm, hot*).

Correct the sentences.

- The children correct the sentences by writing the correct weather words according to the adjacent pictures.

KEY

- Today the weather is stormy.
- It is freezing in winter.
- In spring it's often cloudy.
- Today the weather is warm.

Writing (page 31)

- Ask the children to look at the pictures in the circle. Hold up your book and point to each picture in turn, and ask *What's the weather like?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *How many seasons are there in Thailand? Is it cold in the rainy season? What's the weather like in the cold season?*
- Ask the children to look again at the pictures in the circle. Say *Point to the hot/cold/rainy season*.

8 Underline the adjectives.

- Remind the children if necessary that adjectives are describing words. Ask them to tell you the adjectives in the model text (*hot, sunny, rainy, wet, long, cold, windy*).
- Read the first sentence in Exercise 8 and ask *Which words are adjectives?* and show them how *cold* and *snowy* have been underlined.
- The children underline the adjectives in the remaining sentences, then check their answers with a partner.

KEY

- cold, snowy
- sunny, warm
- hot, sunny
- wet, windy, rainy
- cold, wet
- rainy

9 Draw the seasons in your country. Write about the seasons.

- Talk about the seasons in your country. Ask the children *How many seasons are there in (your country)?* and elicit their names in English. Write them on the board.
- Ask *What's the weather like in spring in (your country)?* When the children tell you a weather adjective, draw an appropriate symbol next to the word *spring*. You might like to copy the symbols on page 29.
- Repeat for the other seasons.
- Now look through the writing framework with the children. You might like to do the whole activity orally as a class, with pencils down, before the children do any writing. (Note that there isn't enough space to write about four seasons so they should choose three of the seasons to write about.)
- The children work individually to complete the piece of writing. Encourage them to use the model text and the symbols on the board to help them.

Vocabulary (optional extension activity)

- Write the following sentences on the board:
 - It's cold and snowy.*
 - It's hot and sunny.*
 - It's rainy and windy.*
 - It's cold and sunny.*
 - It's warm and cloudy.*
- The children draw a picture for each of the sentences. Each picture must contain a person who is wearing appropriate clothes for the weather. Next to each picture, tell them to list the clothes that the person is wearing (the items that are relevant to the weather). They should also draw and list any relevant accessories, e.g. sunglasses, umbrella.
- Monitor and help as necessary. Help them with any extra vocabulary that they need.

8

Let's dress up!

Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary related to dressing up
- To write sentences using the present continuous
- To write an email describing a picture

Language

What are you doing?

We're (choosing clothes).

He's (eating).

She's (talking).

I'm (wearing) (a scarf).

Yes, he is. / No, she isn't.

New vocabulary: *dressing up box, crown, princess, pirate, cowboy*

Other vocabulary: *hat, dress, boots, scarf, shoes, reading, writing, wearing, eating, dancing, talking, singing, playing, watching*

More words: *waistcoat, earrings, necklace, cloak*

Presentation and pre-reading (page 32)

- Talk about dressing up in L1. Ask the children if they like dressing up in costumes. When do they dress up, and what do they dress up as?
- Ask the children to open their books at page 32. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a cartoon story). Ask them to look at the pictures without reading any of the text, and tell you some of the things that they can see in the pictures (e.g. *dressing up box, hats, boots, pirate, cowboy, princess*).

Reading (page 32)

1 Read and listen. 08

- Play the recording while the children follow the text in their books. If necessary, revise the words *hat, dress, boots, scarf* and *shoes*, and explain the meaning of *choosing*.
- Play the recording again. Then ask some questions to check understanding, e.g. *Who says "I want a hat"? Who is wearing pretty shoes? Who is a pirate? What is the baby's name? Where is he?*

Comprehension (page 33)

2 Read and tick (✓) or cross (✗).

- Explain the activity. The children read the sentences and use the story text and pictures to decide whether each sentence is true or false. They then put a tick or a cross as appropriate.
- In a weaker class, do the activity orally before the children write anything.
- Check the answers as a class. For each sentence, ask the children where in the text or pictures they found the answer.
- Ask the children to correct the false sentences. Let them do this in L1 if necessary, then recast their answers in English.

KEY

- ✗ (She is using the computer / writing an email.)
- ✗ (He is reading / sitting in a chair)
- ✓
- ✗ (She wants a dress and a crown.)
- ✗ (He is wearing a scarf and some boots.)
- ✗ (He is crawling / wearing a cowboy hat.)

3 Complete the sentences.

- First practise formulating present continuous sentences. Ask the children to look back at picture 1 in the story. Ask *What's Dad doing? What's Mum doing? What are the children doing?* Encourage the children to answer with full sentences, e.g. *He's reading.*
- Now ask the children to look at picture 4 in the story. Ask *What's Dad/Adam/Eliza/Joe wearing?* Encourage them to answer *He's/She's wearing...*
- The children complete the sentences in Exercise 3. You might like to ask them to do this in pairs.

KEY

- reading
- writing
- choosing
- hat
- pirate

4 Answer the questions with *Yes, he/she is.* or *No, he/she isn't.*

- First practise the short answers orally. Ask *Is Joe a pirate?* Model and drill the short answer *No, he isn't.* Repeat with these questions: *Is Adam a pirate? (Yes, he is.) Is Mum a princess? (No, she isn't.)*
- Tell the children to look at Exercise 4. Revise the word *nurse* if necessary.
- The children ask and answer in pairs, then write the short answers.
- Check the answers as a class by choosing volunteers to ask and answer the questions.

KEY

- No, she isn't.
- Yes, he is.
- No, he isn't.
- Yes, she is.
- Yes, he is.

Vocabulary (page 34)

5 Write the words.

- The children look at the pictures and write the words. Revise the words *lion* and *farmer* if necessary.

KEY

1 princess 2 lion 3 cowboy 4 pirate 5 farmer
6 nurse

6 Look and write.

- Tell the children to look at the pictures then read the sentences and choose the correct word to go in each gap. The initial letters are given for them. Tell them to do this orally in pairs, without writing anything.
- The children now work individually to complete the sentences.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 princess; dress 2 pirate; hat 3 cowboy; scarf
4 farmer; boots 5 nurse; shoes
The baby is in the dressing up box.

7 Write about you. What are you wearing?

- Quickly review known vocabulary for clothes. See how many words the children can remember, and write them on the board, including articles. Write two lists: one for singular items (*a hat, a jumper, a shirt, a skirt...*) and one for plural items (*shoes, socks, trousers...*)
- Ask a few children *What are you wearing?* Encourage them to answer *I'm wearing...* and to list a few items that they are wearing.
- The children complete the sentence in Exercise 7 to make it true for them. Monitor and help as necessary, making sure the children use articles and plural forms correctly.

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the new words. Note that a cloak is also known as a cape, and is worn around the shoulders, tied around the neck. A cloak might be worn by a prince or princess, or by a superhero. Revise *crown* if necessary.
- Say the words in a different order while the children point to the pictures.
- Add the new words to your lists on the board.

Circle.

- The children circle the correct word in each sentence.

KEY

1 necklace 2 waistcoat 3 earrings 4 crown 5 cloak

Writing (page 35)

- Tell the children to look at the picture next to the model text and ask them what occasion they think this is. Say *It's a wedding* and explain what this means.
- Ask the children to tell you all the clothes items they can see. Teach or revise the word *tie* if necessary.

- Read the text while the children follow it in their books. Then read it again, pausing where appropriate for the children to point to the people in the picture.
- Ask the children to find all the verbs in the text that end in *ing*. (Explain if necessary that *wedding* isn't a verb!) Let volunteers read out the present continuous sentences, drawing their attention to the different forms of the verb *be* (*am* and *is*) and the short forms. You might want to write some example sentences on the board, e.g.

I'm dancing. I am dancing.
He's eating. He is eating.
She's talking. She is talking.

8 Write the sentences with *-ing* forms.

- Do the activity orally as a class, if you feel this is necessary. Then let the children complete the sentences individually. Tell them to use the short forms of the verb *be*.

KEY

1 I'm wearing jeans.
2 My dad's eating a sandwich.
3 She's singing a song.
4 He's playing football.
5 We're watching the band.

9 Write about a family party. Draw or stick a picture.

- Ask the children to think of a family party or other occasion they could write about. Tell them to draw a picture. (Alternatively, you could ask the children beforehand to see if they have any suitable photos at home.)
- Bring in a photo of yourself or draw a simple picture on the board. Complete the text orally for yourself, e.g.

Dear Anna,
This is a picture of me at my birthday party.
I'm wearing a red dress.
My mum is dancing.
She's wearing a blue skirt.
I'm smiling.
Write soon!
Love from (your name)

- The children complete the text about their own drawing or photo. Make sure they understand that they should write about what they and one other person are wearing, and about what they are doing. Monitor and help as necessary. You may want to display these in the classroom.

Reading (optional extension activity)

- Write some simple texts on the board about imaginary children and their clothes, e.g.
This is Sarah. She's wearing a purple jumper, a grey skirt and brown boots. She isn't wearing a coat.
This is Billy. He's wearing a green scarf, a red and white T-shirt and blue trousers. He's got black shoes.
- The children read the descriptions and draw the children. Provide an additional text for fast finishers if necessary.
- When they have finished, rub the texts off the board and ask volunteers to describe their pictures. The rest of the class listen and check that the descriptions match their own pictures.

9

Making ice cream

Lesson objectives

- To understand a photo diary
- To review and extend vocabulary related to cooking
- To practise joining two sentences with *and*
- To write about making a cake using the present continuous

Language

- We're (visiting a farm).*
- He's (looking after the cows).*
- She's (making ice cream).*
- They're (eating grass).*
- What are you /is she/are they doing?*
- New vocabulary: *chop, mix, machine, add, sugar*
- Other vocabulary: *cows, sheep, goats, grass, farmer, wife, cheese, yogurt, ice cream, fruit, milk, banana, strawberries, eggs*
- More words: *stir, whisk, icing, cream*

Presentation and pre-reading (page 36)

- Talk about cooking (in L1 where necessary). Ask *Do you like cooking? Do you cook at home? What do you cook?*
- Ask the children to open their books at page 36. Point to the pictures in the vocabulary panel at the top of the page, and say the words. Ask the children which words are verbs (*chop, mix, and add*). Make sure they understand the meaning of the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is. Explain that it is a photo diary and the text describes what is happening in the pictures.
- Ask the children to look at the photos without reading any of the text, and tell you some of the things that they can see (e.g. *cows, field, farmer, milk, machine, ice cream*).

Reading (page 36)

1 Read and listen. 09

- Play the recording while the children follow the text in their books. Teach or revise any vocabulary as necessary.
- Play the recording again. Then ask some questions to check understanding, e.g. *What animals are there on the farm? What is the farmer's name?*
- Ask *What are the cows doing in photo 1?* Encourage the full answer: *They're eating grass.*
- Repeat with these questions: *What is the farmer doing in photo 2? (He's looking after the cows.) What is the farmer's wife doing in photo 3? (She's making ice cream.) What is the girl doing in photo 4? (She's eating ice cream.)*

Comprehension (page 37)

2 Circle.

- The children read the sentences and circle the correct word according to the text or pictures.
- Check the answers as a class. For each sentence, ask the children which part of the text gave them the answer.

KEY

1 field 2 grass 3 milk 4 yogurt 5 ice cream

3 Complete the sentences.

- Read the example answer with the children. Show them how to use the small picture next to the sentence to fill in the gaps. They can also look back at the reading text.
- The children complete the exercise individually, then check their answers in pairs. Finally check the answers as a class.

KEY

1 sheep; goats 2 cheese; yogurt 3 sugar; fruit (strawberries is also correct)

4 Match the questions and answers.

- Let the children work in pairs to match the questions and answers. Explain that the person asking the questions is the girl who wrote the photo diary, and that they can find all the answers in the text.
- Check the answers as a class.

KEY

1 c 2 d 3 e 4 b 5 a

Vocabulary (page 38)

5 Write the words and find them in the puzzle.

- The children look at the pictures, say the words and write them below the pictures. They then find and circle them in the grid.

KEY

m	i	l	k	f	d	m	i
n	a	j	e	n	b	g	c
i	m	a	c	h	i	n	e
n	r	e	o	s	f	e	c
b	s	b	a	r	r	t	r
b	u	i	e	s	u	l	e
j	g	a	n	e	i	t	a
d	a	c	o	r	t	c	m
g	r	a	s	s	t	e	l

From left to right: grass, milk, machine, sugar, fruit, ice cream

6 Write the actions.

- Read out the phrases in the box, and ask the children to point to the pictures. Ask volunteers to tell you the numbers.
- The children work individually to write the correct phrase next to each picture.
- Check the answers as a class by saying the numbers and asking volunteers to read out the phrases.
- If you like, you can use this activity to practise the present continuous. First, ask a child to decide whether the person in the pictures is male or female. Then say *In picture 1, what's he/she doing?* The children answer *He's/She's chopping the fruit.* Repeat for the other pictures.

KEY

- 1 chop the fruit 2 mix the milk 3 add sugar
4 add the fruit 5 eat the ice cream

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Ask the children to tell you which words are verbs (*stir* and *whisk*). Explain that *stir* is similar to *mix*, and that *whisk* is very fast stirring. It is what we do with a whisk to make egg whites or cream thick. Translate the words into L1 if possible.
- Model and drill the new words. Then say the words in a different order while the children point to the pictures.

Follow and write.

- The children follow the lines and write the correct word at the end of each one.

KEY

The words are written in this order: icing, stir, whisk, cream.

Writing (page 39)

- Ask the children to look at the photo next to the model text. Ask *What can you see?* (*a machine, some strawberries, some bananas*).
- Explain that a child is making a milkshake and that the text describes what he/she is doing at each stage. Read the text while the children follow it in their books. Then read the text again and mime each stage with the children.

7 Write the sentences with *and*.

- Do the activity orally with the children. Start by reading the first sentence and example answer. Ask the children to tell you which repeated words they can remove by using the word *and* to join the sentences.
- When you have done all the sentences, ask the children to look back at the model text and find examples of *and* being used instead of two separate sentences.
- Children complete the exercise individually and then check answers as a class.

KEY

- 1 I've got some eggs and some milk.
2 I'm mixing the yogurt and the fruit.
3 My cake has got figs and jam.
4 I'm adding eggs and milk.

8 Write a recipe for your favourite cake.

- Ask the children *What's your favourite cake?* Say *My favourite cake is chocolate cake.* Ask the children to help you to list the basic ingredients of a chocolate cake. Write the words in English on the board (e.g. *flour, eggs, sugar, butter, cocoa*).
- Mime making a cake, and describe to the children what you are doing, e.g.
I've got butter and sugar in a bowl.
I'm mixing the butter and the sugar.
Now I'm adding the eggs and the flour and the cocoa.
Now I'm cooking the cake.
Now I'm eating the cake. Yum!
- Ask a confident volunteer to come to the front of the class. Help him/her to mime making a cake and describe what he/she is doing for the class. Prompt him/her by asking *What are you doing now?* Encourage him/her to use the verbs they have learnt: *chop* (if appropriate), *mix* and *add*.
- When you think the children are ready, let them complete the writing framework about their own favourite cake. Explain that they can put whatever they like in their cakes, and that they shouldn't worry about whether the cakes would work or not! Monitor and help as necessary.
- Let a few children read out their texts to the class. The rest of the class can mime making the cake as they listen.

Vocabulary (optional extension activity)

- Read this sentence: *We can make cheese, yogurt and ice cream from milk.* Let the children find this sentence in the reading text.
- Talk in L1 (but using English where possible) about foods that we can make from various ingredients, e.g. flour, sugar and fruit.
- Draw a table like this on the board:

milk	cheese, yogurt, ice cream
flour	
sugar	
fruit	

- The children work in pairs to complete the right hand side of the table with as many foods as they can think of that contain the ingredient on the left, e.g.

milk	cheese, yogurt, ice cream, butter, milkshake
flour	cakes, biscuits, pizza, bread
sugar	cakes, biscuits, sweets, chocolate
fruit	juice, jam, ice cream, milkshake

(Note that some foods are likely to be mentioned more than once.)

Lesson objectives

- To understand a simple report about a past event
- To review and extend vocabulary related to cleaning up a river
- To use the past forms of the verb *be*
- To write a simple report about an event in the past

Language

- (The river) was/wasn't (dirty).*
- (The river and the grass) were/weren't (clean).*
- There was/wasn't (lots of rubbish).*
- There were/weren't (lots of people).*
- New vocabulary: *river, clean, dirty, pick up, muddy*
- Other vocabulary: *rubbish, grass, trees, tidy, morning, evening*
- More words: *pavement, bin, path, untidy*

Presentation and pre-reading (page 40)

- Ask the children to open their books at page 40 and look at all the pictures. Ask them to tell you (in L1) what they think this text is all about. Draw their attention to the unit title and explain what it means. Explain that *green* in this context means doing things that protect the natural environment.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words. Ask the children which words are adjectives (*clean, dirty* and *muddy*). Make sure they understand the meaning of the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text they think it is. Explain that it is a report, written by a child, about a special day.

Reading (page 40)**1 Read and listen.**  10

- Play the recording while the children follow the text in their books. Teach or revise the word *rubbish* if necessary.
- Play the recording again. Then ask some questions to check understanding, e.g. *What was the river like in the morning / in the evening? What did the children do?*
- Say *The water was dirty. Morning or evening?* The children find this sentence in the text, and answer *morning*. Model and drill the sentence for the children to repeat.
- Repeat with these sentences: *There wasn't any rubbish. There was lots of rubbish on the grass and in the trees. The river was clean.*

- Ask the children to tell you the affirmative and negative past forms of the verb *be* (they will find three of them in the text). Write them on the board like this:

✓	✗
<i>was</i>	<i>wasn't</i>
<i>were</i>	<i>weren't</i>

- Leave the words on the board so the children can refer to them while they are doing the activities below.

Comprehension (page 41)**2 Match. Write the letter.**

- Read out the sentences and tell the children to point to the correct picture underneath.
- The children read the sentences to themselves and write the appropriate letters.
- Check the answers as a class.

KEY

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

3 Write *was* or *wasn't*.

- The children use the text to help them decide whether to write *was* or *wasn't* in each gap. You might like them to work orally in pairs before they write anything.
- Check the answers as a class.

KEY

1 wasn't 2 was 3 was 4 wasn't 5 was

4 Put the sentences in the correct order.

- Let the children work in pairs to put the sentences in order. Tell them to read all the sentences through first, before they write anything. Encourage them to use the text to help them.
- Check the answers as a class by asking volunteers to read out the sentences in order.

KEY

- The river was dirty.
- There was lots of rubbish on the grass.
- Class 2B's first job was picking up the rubbish on the grass.
- Class 2B's second job was picking up the rubbish in the river.
- The river and the grass were clean and tidy.
- Class 2B was very dirty!

Vocabulary (page 42)**5 Read and write *Saturday* or *Sunday*.**

- The children look at the pictures and read the sentences, and write *Saturday* or *Sunday* as appropriate.

KEY1 Saturday 2 Saturday 3 Sunday 4 Saturday
5 Saturday 6 Sunday

6 Look at the picture and complete the sentences.

- Ask the children to look at the picture and tell you what they think has been happening (the children and Dad have been washing the car). Teach or revise the word *untidy* if necessary. Say *Look at the picture. Is it tidy or untidy?* Explain the difference between *untidy* and *dirty* (*untidy* means things are disordered or not in their correct places; *dirty* means unclean).
- The children choose words from the box to complete the sentences, so that they accurately describe the picture. You might like to let them do this in pairs.
- Check the answers as a class.

KEY

1 muddy 2 dirty 3 wet 4 untidy 5 clean

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Ask the children to tell you which word is an adjective (*untidy*).
- Model and drill the new words. Explain the difference between *pavement* and *path* (*a pavement* is made of cement and is built at the sides of roads for people to walk safely on; *a path* is usually dirt and is a passageway across land where people can walk). Then say the words in a different order while the children point to the pictures.

Circle.

- The children read the sentences and circle the correct words.

KEY

1 path 2 untidy 3 clean 4 river 5 bin

Writing (page 43)

- Ask the children to look at the photo next to the model text. Talk about the photo in L1. Explain that the boy is taking part in a sack race (where the children have to stand inside big bags, or sacks, and jump across the field).
- Read the text while the children follow it in their books. Tell the children in L1 about school sports days in Britain – see note below. Then ask some questions to check understanding, e.g. *When was the sports day? What was the weather like? Did the boy like the sports day?*

NOTE Primary schools in Britain usually hold a sports day in the summer term. Children take part in running races, skipping races, sack races and egg-and-spoon races (where they have to run while carrying an egg on a spoon!). Prizes are sometimes given to the winners. Parents watch the races and support their children.

7 Write *was*, *wasn't* or *weren't*.

- Explain that Exercise 7 is a text about a school art day, but that the past forms of *be* are missing. Do the exercise orally with the children if you think they need the support. Refer them to the past forms that you wrote on the board earlier, and help them to decide whether each sentence needs a singular or a plural form.

- When you think the children are ready, ask them to work individually to complete the sentences, then check their answers in pairs. Check the answers as a class.

KEY

1 was 2 were 3 wasn't; was 4 were 5 was

8 Write about a special day at your school.

- Explain that the children are going to write about a special day or event at their school. Give them some ideas of events that they could write about, if necessary.
- Look at the writing framework with the children and explain that they are going to use the prompts in brackets to help them. Before the children write anything, do some oral preparation.
- Divide the class into two groups: *sports day* and *art day*. Hold up your book and point to the first prompt, and say *When?* Tell the children to find the sentence in the appropriate text for their group that tells us when the event took place (i.e. *The 30th of June was our school sports day* and *Yesterday was our school art day*).
- Repeat for the other prompts. (Note that fun and activities aren't mentioned in the Exercise 7 text).
- Then do the same thing with some volunteers, helping them to formulate sentences about their chosen events.
- Finally, when you think the children are ready, they complete the writing framework about their chosen events.

Vocabulary (optional extension activity)

- Focus on pairs of adjectives that are opposite in meaning that the children know. Draw a table like this on the board:

hot	
sad	
clean	
wet	
tidy	
tall	
small	

- The children write the opposites of the adjectives. Encourage them to add to the table if they can.