

1 At school

Monday 10th September

| | |
|-------|------------------|
| 9:00 | science |
| 10:00 | English |
| 11:00 | break time |
| 11:30 | art |
| 12:30 | lunch |
| 1:30 | music |
| 2:30 | computer studies |
| 3:30 | PE |

Homework: social studies and maths

Sorry I'm late!

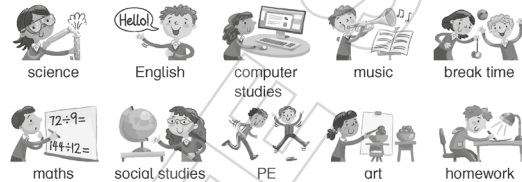
Take out your science books, please.

8 Unit 1 Identify and use new words: school subjects and activities
WB: page 8

Lesson 1 Vocabulary

1 1.3 Listen, point and say.

2 1.4 Listen and play the game. What's next?



3 Write the new words in your notebook.

| | |
|----------------------|---------------------------|
| Today, we've got ... | Today, we haven't got ... |
| maths | social studies |

4 Look at the picture. Ask and answer.

What time is art?

It's at half past eleven.

5 1.5 Sing the song. **Be a star!**

Our school day

The clock goes tick-tock-tick-tock.

The lessons go by.

Now what have we got?

Science, music and then art.

Computer studies – we're all so smart!

The clock goes tick-tock-tick-tock.

The lessons go by.

Now what have we got?

English, PE and social studies.

Then it's break time with my buddies!

The clock goes tick-tock-tick-tock.

The lessons go by.

Now what have we got?

How many school subjects are in the song?

Unit 1 Sing a song
WB: page 8

9

Learning objectives: Identify and use new words: school subjects and activities; Sing a song

Vocabulary: art, break time, computer studies, English, homework, maths, music, PE, science, social studies

Resources: (PK) - Unit 1, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 1 song, Flashcards; (PRC) - Review audio tracks 1.3–1.5

Materials: Class Audio CD1; paper, pens or pencils

Warm-up: Board race

- Divide the class into groups of five. Each group needs a piece of paper and a pen.
- Give the children two minutes to write as many words about school (people, objects, subjects, etc.) as they can. Each child writes one word and then passes the pen and paper to the next child.
- Ask how many words the groups managed to write. Check spelling.

1 1.3 Listen, point and say.

- Have the children look at the big picture on page 8. Ask *Where are the children? (at school) What are they doing? (arriving, saying hello, starting the lesson) Can you remember their names? (Flo, Ella, Charlie, Luke) What's on the board? (The classes for that day.)*
- Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

Teaching star!

Extension

- Give the children the chance to say if they like things, as this will help them to remember the words.
- Ask the children if they like each subject / activity on page 8. The children answer *yes* or *no*.

2 1.4 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order on the page.

- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Adult: science, English

Child: computer studies

Adult: computer studies, music

Child: break time

Adult: break time, maths

Child: social studies

Adult: social studies, PE

Child: art

Adult: Now more difficult! Art, homework

Child: science

Adult: Now you. 1 science, English 2 computer studies, music 3 break time, maths 4 social studies, PE 5 art, homework

Answers: 1 computer studies 2 break time 3 social studies 4 art 5 science

3 Write the new words in your notebook.

- The children look at the school timetable on page 8.
- Ask *What have they got at school today?* (science, English, art, music, computer studies, PE) Ask *What haven't they got today?* (social studies and maths – they're for homework)
- The children then write lists about their own classes for that day in their notebooks.

4 Look at the picture. Ask and answer.

- Have the children look at page 8 and raise their hands to tell you everything they can see.
- Ask the class an example question, e.g. *What time have they got science?* (at nine o'clock)
- Elicit the question back from the children and have them repeat it, then change it for different subjects.
- Divide the class into pairs and have them take turns asking and answering.

5 1.5 Sing the song. Be a star! ☆

- Have the children close their books. Cover the screen so they can't see the words of the song. Explain that they will hear a song and to say *Stop!* when they hear a subject. Play the audio.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Have the children listen and sing.

Answer: Seven school subjects (science, music, art, computer studies, English, PE and social studies)

Cooler: Ready, set, draw!

- Divide the class into small groups. Show one child from each group a picture from Activity 2.
- The child draws the picture. When their group guesses correctly, they raise their hands. Repeat.

Workbook page 8

1 At school

Lesson 1 Vocabulary

1 Match the school subject and the picture.

a computer studies b art c English d science
e maths f social studies g music h PE

2 Look at Activity 1. Complete Mo and Peter's timetable for Mondays.

| Time | School subject |
|----------|----------------|
| 8:30 | English |
| 9:30 | |
| 10:30 | break time |
| 11:00 | |
| 12:00 | lunch |
| 1:00 | |
| 2:00 | |
| 3:00 | |
| Homework | |
| | and _____ |

3 Write what you do at school on Mondays.

| Time | School subject |
|------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

8 Unit 1

1 Match the school subject and the picture.

Answers: 1 c 2 a 3 e 4 b 5 d 6 f 7 g 8 h

2 Look at Activity 1. Complete Mo and Peter's timetable for Mondays.

Answers: 8:30 English, 9:30 social studies, 10:30 break time, 11:00 maths, 12:00 lunch, 1:00 art, 2:00 science, 3:00 PE, Homework: computer studies and music

3 Write what you do at school on Mondays.

Answers: Childrens own answers.

Lesson 2 Reading

1 Look at the title and the pictures. Circle the answers.

1 The text is ... a a diary. b a story.
 2 It's about ... a a boy. b a man.
 3 He's ... a at school. b in a shop.

2 Scan the text. Underline the new words from Lesson 1.

3 1.6 **Read the text. Why are the school subjects difficult for Joe?**

Joe's new school

1 It's Joe's first day at his new school. He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.' The teacher says, 'Your classroom is over there.'

2 It's nine o'clock and Joe is in the classroom. It's time for maths. Joe is sitting next to Paul. *That's strange. My maths book is different,* Joe thinks. 'You can look at my book,' says Paul.

3 It's ten o'clock now and the pupils are in the music room. They're playing the recorder. The teacher says, 'Repeat after me, please!' Joe thinks, *Oh! This is difficult!*

10 Unit 1 Read a story WB: page 9

4 At break time, the pupils always play in the playground. It's break time now, but Joe is sitting in the classroom. The teacher asks, 'What are you doing?' Joe says, 'I'm reading the maths book. This maths is difficult for me.' 'OK, I can help you,' says the teacher.

5 It's time for computer studies. The pupils are in the computer room. Joe is looking at a computer. *Oh dear. This is difficult for me. I don't understand it,* he thinks. Then the door opens and a boy comes in. 'Is this Class Five?' he asks. 'Yes, it is,' says the teacher. 'Oh, no!' says Joe. 'I'm in the wrong class.' Joe and the other pupils laugh.

6 'I'm in Class Three, not Class Five!' says Joe. Joe goes to his classroom. 'Bye! See you in the playground,' says Paul.

Learning to learn
What do you do when you don't understand a word? Do you...
 1 look in a dictionary? 2 ask a friend? 3 ask the teacher?
Ask questions about the words in the vocabulary box.
 What does 'difficult' mean?

11 Unit 1 Identify new words: school words WB: page 9

Learning objectives: Read a story; Identify new words: school words

Vocabulary: computer room, difficult, laugh, music room, think

Additional language: over there, strange

Resources: (PK) - Unit 1, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 1.6

Materials: Class Audio CD1

Warm-up: Memory game

- Start a memory chain – say *Today, I've got English.*
- Prompt another child to add to this (you will need to help) saying *Today, I've got English and maths.*
- Each child adds another subject to the memory chain and has to remember what the previous items were until the chain becomes too long to remember.

Vocabulary

- Elicit the vocabulary on page 11 using the methods listed as follows:
difficult – write a complicated sum on the board, e.g. $3567 \times 3271 \div 984$. Ask *Can you do this? No! It's ...;*
think – mime thinking deeply (say *Hmmm!*);
music room and *computer room* – say *At home, the bed is in the bedroom. In a school, where are the computers? Where do we play music?;*
laugh – use mime.
 The children look in the box to find the correct words.
- Have the children repeat each word after you.

1 Look at the title and the pictures. Circle the answers.

- Have the children look at pages 10–11. Ask *What's the title?*
- Have the children look at the title and the pictures and answer the questions individually.
- Read out the sentences and have the children call out the ending.

Answers: 1 b – a story 2 a – a boy 3 a – at school

FREE

2 Scan the text. Underline the new words from Lesson 1.

- Check *scan* with the children. Ask *Do we read every word? (no)* Show the children you can scan a text using a finger to help you move quickly across the text.
- Set a time limit of one minute to find all the subjects!
- Children raise their hands to suggest answers.

Answers: maths, music, break time, computer studies

Teaching star!

Reading

- Provide extra practice in the reading skill of scanning by having the children scan for specific things.
- Ask the children to scan for people, numbers and places. See who can finish first. Can the whole class do each one in under a minute?

Answers: people: Joe, teachers, Paul, a boy;
numbers: (first) nine, ten, five, three;
places: school, classroom, music room, playground, computer room

3 1.6 Read the text. Why are the school subjects difficult for Joe?

- Play the audio. Have the children follow in their books and find the answer to the question.
- Allow the children time to re-read the text quietly.
- Discuss the answer. *Is this English book difficult? (no) What about for a Year 1 student? (yes)*

Answer: Because he's in the wrong class.

Learning to learn

- Ask the children for their answers to the question in the Learning to learn box. Ask if it is the same answer every time.
- Elicit or point out that what you do depends where you are and who you are with (Workbook, page 9, Activity 3 gives more practice of recognising this).
- You can also point out that another option is to look at the *how* word is used, i.e. *What's the topic of the sentence or paragraph?* You can often guess the meaning from the context.

Cooler: What was the last word?

- Play the story audio again and stop after key words (e.g. *classroom, maths, difficult, playground, studies, laugh*).
- Each time you stop, the children write the last word they heard as fast as they can. Who was the fastest to write the word correctly?

Workbook page 9





Lesson 2 Reading

1 Read and complete. Use the words in the box.

laughs thinks difficult music room computer room


Sarah is at school. She's in the ¹ music room.
 It's time for music. Sarah is looking at her music book. *Oh no, this is very* ² difficult.
I don't think I can do this, she ³ thinks.
 The teacher tells the class to look at page three of their music books.
 'Oh! I was looking at the wrong page!' Sarah ⁴ laughs. She's happy.
 She looks at page three. 'This one is easy!'
 When the class ends, Sarah goes to the ⁵ computer room for computer studies.

2 Where is Sarah now? Write sentences.

1 She's in the classroom. 3 _____
 2 _____ 4 _____

Learning to learn

3  Read and tick (✓) your answer.

1 You are in the classroom. The teacher is talking. She uses a word you don't know. What do you do?
 2 You are in the classroom. You are working in a group. You find a word you don't know. What do you do?
 3 You are at home. You are doing your homework. You find a word you don't know. What do you do?

| | Look in a dictionary | Ask a friend | Ask the teacher |
|--|----------------------|--------------|-----------------|
| | | | |
| | | | |
| | | | |

Unit 1 9

1 Read and complete. Use the words in the box.

Answers: 1 music room 2 difficult 3 thinks
 4 laughs 5 computer room

2 Where is Sarah now? Write sentences.

Answers: 1 She's in the classroom. 2 She's in the computer room. 3 She's in the playground. 4 She's in the dining hall.

3 Read and tick (✓) your answer.

Answers: Children's own answers.

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What do the pupils study at ten o'clock? They study music at ten o'clock.

2 Where is Joe at break time? _____

3 What do the pupils study in the computer room? _____

2 Who is speaking?

1 'I'm new.' _____ Joe

2 'You can look at my book.' _____

3 'OK. I can help you.' _____

4 'I'm in the wrong class!' _____

Values
Do you help new pupils in your school?

3 Think. Order the sentences 1–6. Be a star!

Joe goes to Class 3. Joe sits next to Paul.

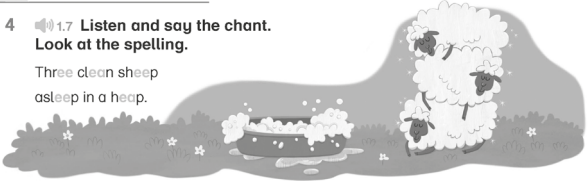
The teacher helps Joe. Joe starts at a new school.

They're in the music room. Joe goes to the classroom.

Sounds and spelling

4 1.7 Listen and say the chant. Look at the spelling.

Three clean sheep
asleep in a heap.



5 1.8 Write the missing letters ee or ea. Listen to check.

1 ea t 2 gr ee n 3 ice cr ee m 4 str ee t 5 pl ea se 6 tr ee

12 Unit 1 Reading comprehension: sequence events Sounds and spelling: ee or ea (/i:/)
WB: page 10

Learning objectives: Reading comprehension: sequence events; Sounds and spelling: ee and ea (/i:/)

Vocabulary: asleep, clean, eat, green, heap, ice cream, please, sheep, street, three, tree

Resources: (PK) - Unit 1, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.7–1.8

Materials: Class Audio CD1

Warm-up: Disappearing words

- Play this game to practise words from Lesson 2.
- See the Games Bank (pages 14–17) for how to play the game.

1 Answer the questions with full sentences.

- Ask the children to recall the details of the story: the characters, the places, the problem and the ending.
- Do question 1 as a whole class. Then have the children finish the activity individually.

Answers: 1 They study music at ten o'clock.
2 Joe is in the classroom at break time. 3 They study computer studies in the computer room.

2 Who is speaking?

- Elicit from the children what Joe means when he says *I'm new* (*he's new in the school – it's his first day*). Ask the children to point to that part of the story.
- Have the children continue the activity. Ask *What is the person talking about? Where does it happen in the story? Find it on the page to confirm.*
- Have three children read out the remaining phrases and the rest of the class call out the correct person.

Answers: 1 Joe 2 Paul 3 the maths teacher 4 Joe

3 Think. Order the sentences 1–6.

Be a star!

- Have the children tell you in which part of the story sentence 1 happens (*Part 1*).
- Ask the whole class to identify the next sentence.
- Have them complete the activity individually and then compare with a friend.
- Ask volunteers to read out the sentences in the correct order.

Answers: 1 Joe starts at a new school. 2 Joe goes to the classroom. 3 Joe sits next to Paul. 4 They're in the music room. 5 The teacher helps Joe. 6 Joe goes to Class 3.

Teaching star!

Game

- Use mime to check comprehension and engage the children. Mime a sentence from Activity 3. The children watch you, look in their books and tell you the number of the sentence.
- The children continue in pairs.

4 1.7 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what animals they can see (*sheep*).
- Play the first part of the audio, the chant, and have the children listen and follow in their books. Check the meaning of *clean, asleep, heap*.
- Play the chant again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters? (/i:/).*
- Have the whole class say the chant without the audio.
- Play the second part of the audio. Have the children call out the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: Three ... sheep asleep in a heap.

Children: clean

Teacher: Three clean sheep asleep in a ...

Children: heap

Teacher: ... clean sheep asleep in a heap.

Children: Three

Teacher: Three clean sheep ... in a heap.

Children: asleep

5 1.8 Write the missing letters ee or ea.

Listen to check.

- Elicit all the words from the children by inserting the sound /i:/.
- The children now complete the words with ee or ea and compare with a friend.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words. Play the audio for the children to check their answers.
- Have the children scan the story in Lesson 2 and find all the examples of words with ee or ea (*see, teacher, repeat, break, reading, dear, three*).

- Ask the children which ones have a different pronunciation (*break* – /breɪk/ and *dear* – /dɪə/).

Answers: 1 eat 2 green 3 ice cream 4 street
5 please 6 tree

Values

- Refer the children to the Values box. Ask one child to read out the question.
- Ask for suggestions for how the children can help a new child in their school.
- Encourage the children to discuss this value in L1 and then brainstorm words to say the same thing in English.

Cooler: Half sentences

- Write the following two groups of words vertically on the board next to each other:
I'm looking ... / My maths book ... / I'm in ... / I can ...
... help you. / ... for my classroom. / ... is different. / ... the wrong class!
- Ask volunteers to draw a line to join the parts and make complete sentences.

Workbook page 10

Lesson 3 Reading comprehension

1 Read the story on Pupil's Book pages 10–11. Answer the questions.

- What time have Class 5 got maths? at nine o'clock
- Who helps Joe in the maths class? _____
- What are the children doing in the music room at ten o'clock? _____
- What do the children do at break time? _____
- What class do the children have after break time? _____

2 Read the story again. Order the sentences 1–5.

Joe's in the Class 3 classroom.

Joe's in the Class 5 classroom.

The class is in the computer room.

The class is in the music room.

The class is in the playground.

Sounds and spelling

3 Say aloud. Circle the letters ee and ea.

fe e sea sheep seat team read sleep bee

4 Write ee words in the seed and ea words in the leaf.

seed leaf

10 Unit 1

1 Read the story on Pupil's Book pages 10–11. Answer the questions.

Answers: 1 at nine o'clock 2 Paul 3 playing the recorder 4 play in the playground 5 computer studies

2 Read the story again. Order the sentences 1–5.

Answers: 1 Joe's in the Class 5 classroom.
2 The class is in the music room. 3 The class is in the playground. 4 The class is in the computer room. 5 Joe's in the Class 3 classroom.

3 Say aloud. Circle the letters ee and ea.

Answers: feet, sea, sheep, seat, team, read, sleep, bee

4 Write ee words in the seed and ea words in the leaf.

Answers: Seed (ee): seed, feet, sheep, sleep, bee Leaf (ea): leaf, sea, seat, team, read

- Ask if the children know which is present simple and which is present continuous (*continuous has be and -ing*). Ask which sentence talks about now (*continuous*).
- Point out that we use *always* with the present simple and *now* with the present continuous.
- Read out the sentences and have the children repeat.

Lesson 4 Grammar

1 Look and read. **Graphic Grammar**

Present simple or present continuous?

He always plays football on Wednesdays.

Now he's watching football on TV.

2 When does Joe do these activities? Write now or always.

- Joe is painting in art club. now
- Joe goes home at five o'clock every day. _____
- Joe is doing his homework. _____
- Joe is playing a computer game. _____
- In the evenings, Joe eats dinner at six o'clock. _____

3 Write what you think Joe does or is doing.

- It's three o'clock now. Joe is going home.
- It's nine o'clock now. Joe _____
- After dinner, Joe always _____
- In the morning, Joe always _____

4 Discuss with a friend. What do you do every day? What are you doing now? Be a star!

Unit 1 Use present simple or present continuous? WB: page 11 13

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and think about which sentence is in the present simple and which one is in the present continuous.
- Play the video. Ask the children for feedback.
- Point out that we use *can* use *always* with the present simple and *now* with the present continuous.
- Play the video again, and have the children repeat the sentences.

2 When does Joe do these activities? Write now or always.

- Refer the children to the example question and answer. Ask why it is *now* (*because the sentence uses be and -ing / it's present continuous*).
- Have the children continue the activity individually and then compare with a friend.
- For feedback, ask volunteers to read out sentences. The other children stand up for *now* or sit down for *always*.

Answers: 1 now 2 always 3 now 4 now 5 always

3 Write what you think Joe does or is doing.

- Elicit an example answer for numbers 1 and 3 to check the children know which to use.
- Have the children complete the activity with their own ideas.
- Ask volunteer children to read out their ideas.

Suggested answers: 1 is going home 2 is going to bed 3 watches TV 4 eats breakfast at seven o'clock

Learning objectives: Use present simple or present continuous?

Grammar: Present simple or present continuous

Resources: (PK) - Unit 1, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Paper, pens or pencils

Warm-up: Point to ee or ea

- Write *ee* on the left side of the board and *ea* on the right side.
- Call out the words from Lesson 3, Activities 4 and 5. Have the children point to the side of the classroom that corresponds to the /i:/ sound in each word.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children read the sentences. Ask *Which activity is happening at this moment? (watching football on TV)*
- Ask the children to look at the blue blocks in the sentence. Ask *What are these words? (verbs)*. Ask *What's the difference? (first verb ends in s, second verb has 's and -ing)*

Teaching star! ★

Mingle

- Allow the children to stand up and mingle because many children learn well when they are physically active.
- Teach the children *Yes, I agree! / I have something different*. Have the children stand up and talk to the person next to them. Have them compare ideas about the answers in Activity 3 and use their responses. When you clap your hands and say *Next!* they move to talk to someone different. Continue this for five or six exchanges.

Cooler: Group sentences

- Divide the class into pairs. Each pair needs a piece of paper and a pen or pencil. Explain you will read out a sentence from today's lesson twice.
- After the second time, the child with the pen or pencil writes the first word and then hands the pen to their partner.
- The other child writes the second word and hands back the pen for their partner to write the third word and so on until the sentence is complete.

4 Discuss with a friend. What do you do every day? What are you doing now? **Be a star!** ★

- Divide the class into pairs and have the children speak to each other about their activities.
- This can be made into a *True / False* game, where one child says a sentence, and the other child responds *True!* or *False!* and the first child says if they are correct or not.
- Ask volunteers to share their sentences with the class.

Workbook page 11

Lesson 4 Grammar

1 Choose and complete.

1 John always paints in art club. 's painting / paints

2 Mary _____ lunch now. 's eating / eats


3 Bob always _____ TV after school. 's watching / watches


4 John _____ computer games now. 's playing / plays


5 I always _____ my homework. 'm doing / do


6 Mary and Bob _____ home now. are going / go


2 Write sentences about the pictures.

 now / eat
1 She's eating now.

 now / do
3 He _____

 always / wear
2 She always _____ big hats.

 always / play
4 _____ on Mondays.

3  Write about you.

I _____ now.
I _____ now.
I always _____
I always _____

Go to Grammar reference on page 118 Unit 1 11

1 Choose and complete.

Answers: 1 paints 2 's eating 3 watches
4 's playing 5 do 6 are going

2 Write sentences about the pictures.

Answers: 1 eating 2 wears 3 's doing his
homework now 4 We always play football

3 Write about you.

Answers: Children's own answers.

Grammar reference (page 118)

1 Tick (✓) present simple or present continuous.

Answers: 1 Present continuous 2 Present
continuous 3 Present simple 4 Present simple
5 Present continuous 6 Present simple

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these Workbook activities.

cheese on the bread. (mime laying cheese on bread). Then we put some salad on the cheese. (mime putting salad on cheese). Then some more bread. (mime putting on more bread). Now ... we eat the sandwich! (mime eating with great enjoyment). After the sandwich ... we wash our hands! (mime washing hands again).

- Show the children the vocabulary box on page 14. Which words did they use in this activity? (All)

Lesson 5 Language in use

after before first second then

1 Listen and say.



- 1 What lessons have we got today?
- 2 Well, first we've got English.
- 3 Great! I'm good at English.
- 4 Second, we've got PE.
- 5 Oh, I'm not good at PE.
- 6 Then it's break time. After break time, we've got science.
- 7 I like science. Are you good at science?
- 8 Yes, I am. And, we've got art before lunch.
- 9 Fantastic!

2 Complete the text about lessons on Monday.

On Mondays, we've got _____ lessons before break time and we've got _____ lessons after break time. First, we've got _____ and I'm _____ at that. Second, we've got _____ and I'm _____ at that. After lunch, we've got _____. My favourite subject is _____.
What _____ you good at?

3 Now make a new dialogue. Be a star!



Are you good at sport?

Oh, I'm good at art, too!

No, I'm not!
I'm good at art.

14

Unit 1 Use good at / not good at + nouns Use new words: adverbs of sequence WB: page 12

Learning objectives: Use *good at / not good at* + nouns; Use new words: adverbs of sequence

Vocabulary: after, before, first, second, then

Resources: (PK) - Unit 1, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.9 and Language in use video

Materials: Class Audio CD1; one photocopied handout per group of three or four children. To make the handout, write three or four sentences on a piece of paper. Space the words / phrases in random order around the page, e.g. *I'm – good at – not good at – English – maths* etc.

Warm-up: Make a sandwich!

- Use the TPR (Total Physical Response) method with the short text / mimes below. See the Games Bank (pages 14–17) for how to do TPR.
- *Before lunch, we wash our hands!* (mime washing hands) *We need bread, cheese and salad.* (mime placing these in front of you). *First, we cut the bread.* (mime cutting bread). *Second, we put the*

1 Listen and say.

- If you don't have access to the class video, play the audio and have the children listen and raise their hands every time they hear one of the sequencing words from the warm-up / vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat key phrases (with *good at / not good at*) two to three times.
- Check the meaning of *good at / not good at* by writing two marks on the board: 7/20 and 18/20 (adapt the marks to a system the children are familiar with if necessary). Say to the children *I'm good at English! What's my mark? (18/20) I'm not good at PE. What's my mark? (7/20)*.
- Divide the class into two groups, and have them act out the dialogue with each group taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

Teaching star!

Extension

- Encourage the children to talk about themselves as often as possible so the language becomes relevant to them rather than just a lesson.
- Have all the children stand up. Write a large *GOOD* on one side of the board, a large *OK* in the middle and a large *NOT GOOD* on the other side.
- Call out the names of the school subjects. For each one, the children point to the side of the board that represents their ability or point to *OK* in the middle.
- Ask children pointing to each side to make a sentence: *I'm good at science. I'm OK at science. I'm not good at science.*

2 Complete the text about lessons on Monday.

- Read out a version of the text with the gaps completed, but some of the key words swapped, e.g. *On Tuesdays, we've got two lessons after break time and we've got four lessons after lunch.*
- Ask the children to listen and say *Stop!* whenever you say something different from the text. You then correct yourself. By the end they will have heard a complete and correct model of the text.
- Have the children complete their own version of the text. Less confident children can do this with a friend.
- Ask some children to read out their completed version. Encourage applause for their effort!

Answers: Children's own answers.

3 Now make a new dialogue. **Be a star!**

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.


Cooler: Stepping stone sentences

- Divide the class into groups of three or four children. Give each group a photocopied handout (as described in *Materials*). Hold up your own copy and show the children how you can walk your fingers around the page to make complete sentences.
- The children take turns to walk their fingers around the page to make sentences about themselves. The others in the group call out the words to speak the sentences.

Workbook page 12

Lesson 5 Language in use

1 Look at the timetable. Choose the best answers to the questions. There is one example.



| Time | School subject |
|-------|------------------|
| 9:00 | art |
| 10:00 | science |
| 11:00 | break time |
| 11:30 | social studies |
| 12:30 | lunch |
| 1:30 | English |
| 2:30 | computer studies |
| 3:30 | maths |

Ben: What have we got first today?
Maria: **A** Science.
B Art.
C Computer studies.

1 Ben: When have we got science?
Maria: **A** It's the first lesson.
B It's the second lesson.
C It's after lunch.

2 Ben: When is social studies?
Maria: **A** It's after art.
B It's before break time.
C It's after break time.

3 Ben: Is social studies before or after lunch?
Maria: **A** Social studies is after lunch.
B Social studies is before lunch.
C Social studies is the second lesson.

4 Ben: When have we got computer studies?
Maria: **A** It's after English, before maths.
B It's before English, after lunch.
C It's the last lesson.

5 Ben: When have we got maths?
Maria: **A** After computer studies.
B Before lunch.
C We haven't got maths today.

2 Write the school subjects you are *good at* and *not good at*.

| Good at | Not good at |
|---------|-------------|
| | |
| | |

12 Unit 1 Go to Grammar reference on page 118 CEYL Movers, Reading & Writing, Part 2

1 Look at the timetable. Choose the best answers to the questions. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the **Cambridge English: Movers** test.

- The children read the dialogue and choose the best answers.
- If done in class, have the children look at the example answer and find the information in the timetable.
- The children complete the activity individually and then practise with a friend.
- Ask a pair of children to read out the dialogue and ask if the others agree.

Answers: 1 B 2 C 3 B 4 A 5 A

2 Write the school subjects you are *good at* and *not good at*.

Answers: Children's own answers.

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these Workbook activities.

Grammar reference (page 118)

2 Write three things you are *good at* or *not good at*.

Answers: Children's own answers.

Lesson 6 Listening and speaking

1 1.10 Listen to the chant. Circle the words you hear.

2 1.10 Complete the chant. Use the words from Activity 1. Listen again and check.

In our English class each day,
This is what we learn to say.
May I _____ out?
May I come _____?
Can you repeat that, please?
In our English class each day,
This is what we learn to say.
Is _____ correct?
Is this _____?
How do you _____ that in English?
In our English class each day,
This is what we learn to say.

3 Say the chant. Be a star! ★

Unit 1 Listening: listen for specific words Speaking: say a chant
WB: page 13 15

1 1.10 Listen to the chant. Circle the words you hear.

- Ask the children to read out the words in the schoolbag.
- Play the audio. Have the children circle the words they hear.
- Call out the words and the children tell you *yes* or *no*.

Answers: OK, go, repeat, this, in, English, say

2 1.10 Complete the chant. Use the words from Activity 1. Listen again and check.

- Give the children two to three minutes to look at the chant and see if they can remember the missing words. Have them write as many words as they can individually before they listen again. Now play the audio again. Have the children complete any missing words.
- Play the chant again so they can listen and check their answers.
- Read out the chant and have the children call out the missing words in the correct place.
- Now for each phrase of classroom language, teach a mime to the children:
May I go out? – point to the door
May I come in? – open a door and look inside
Can you repeat that, please? – make a rolling motion with your hands
Is this correct? – point to your hand and smile
Is this OK? – point to your hand and look doubtful
How do you say that in English? – make an 'I don't know' gesture with hands out to your sides and both palms up.
- Play the audio one more time and have the children do the mimes with the chant.

Answers: 1 English 2 go 3 in 4 this 5 OK 6 say

Learning objectives: Listening: listen for specific words; Speaking: say a chant

Language: May I go out / come in?; Can you repeat that please?; Is this correct?; Is this OK?; How do you say that in English?

Resources: (PK) - Unit, 1 Lesson 6; (PRC) - Review audio track 1.10

Materials: Class Audio CD1; one sheet of paper per group of three to four children, pens or pencils

Warm-up: Reconstruct the phrases

- Write the following phrases on the board (all the missing letters are vowels):
1 'm g d t c mp t r st d s.
2 S c nd, w 'v g t P .
3 r y g d t sc nc ?
4 W 'v g t rt b f r l nc .
- Ask the children to complete the sentences by writing *a, e, i, o* or *u* in the gaps.
- When a child has a complete sentence, invite them to come to the board to fill in the gaps. Ask for class agreement.

Answers: 1 I'm good at computer studies.
2 Second, we've got PE. 3 Are you good at science?
4 We've got art before lunch.

Teaching star! ★

Game

- Games are an essential part of learning for children of this age. You can use the Games Bank (pages 14–17) for ideas as well as think of your own.
- Play *Simon says* with the classroom language phrases. Have the children do the mimes for each one.

3 Say the chant. **Be a star!**

- Play the audio again and have the children say the chant with the audio first, to gain confidence.
- Then have the children say the chant and do the actions.
- Divide the class into two groups. Have all the children chant the opening lines. Then Group 1 chants the questions in the first part and Group 2 chants the questions in the second part. Then change roles.

Cooler: What's the next word?

- Divide the class into groups of three or four children. Each group needs a piece of paper and a pen or a pencil.
- Play the chant one more time. Pause the audio before key words in the chant (e.g. before *class*, *out*, *repeat*, *correct*, *say*). One child in each group takes the pen or pencil and writes what they think is the next word in the chant (their team members can give suggestions). As soon as they finish they hold the paper up for you to check.
- The game continues with the next key word.


Workbook page 13

Lesson 6 Language builder


1 Match to make sentences you use in the classroom.

| | |
|--------------|--------------------------------|
| 1 May I go | a OK? |
| 2 Could you | b in, please? |
| 3 Is this | c repeat that, please? |
| 4 May I come | d correct? |
| 5 How do you | e say that in English, please? |
| 6 Is this | f out, please? |


2 Look at the pictures and complete.




1 May I come in, please?




2 Is this _____?




3 May I _____ please?



4 _____ that, please?



5 How _____?



6 _____?

Unit 1 13

1 Match to make sentences you use in the classroom.

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

2 Look at the pictures and complete.

Answers: 1 come 2 correct 3 go out 4 Could you repeat 5 do you say that in English, please? 6 Is this OK? / Is this correct?

- Read out the story, directing Joe and the teacher to speak where appropriate.
- Ask the children for the answer to the question in Activity 1. Point out they need *speech marks* at the beginning and end. Ask the children if the speech marks at the end come before or after the full stop and comma (*after*).

Answer: Speech marks.

2 Add speech marks and finish the story.

Be a star! ★

- Refer the children to the first part of the story in Activity 2. Ask them to find where speech marks are needed. Write the answer on the board. ('Yes, I do,' says Paul.)
- Have the children complete the speech marks for the rest of the story, but not the spaces yet.
- Read out the story from the beginning, and have the children raise their hands to read out any direct speech. Write the beginning and end of phrases with speech marks (like this): 'Hurry up ... doing?'
- Ask the children to think about how to finish the story with the final parts of the dialogue. Ask for suggestions and ask the class to choose the best option. Write their choice on the board, make any corrections and ask where to put the speech marks.
- Have the children copy the final phrases into their books with the speech marks.
- Ask for two volunteers to play the roles of Joe and Paul. You read the narrator's part and the children speak their parts when appropriate while the others follow in their books.

Answers: 1 After school, Joe goes to the football club. He sees Paul. He says, 'Hello, Paul. Do you play football, too?' 'Yes, I do,' says Paul. 2 Joe's wearing his football shirt. He says, 'Hurry up, Paul! What are you doing?' Paul is sad. 'I haven't got my football shirt,' he says. 3 Joe says, 'Don't worry! I've got two shirts.' Paul is happy! He says, [Suggested answer] 'Thank you, Joe!' 4 Now Joe and Paul are playing football. Joe is good. Paul says, [Suggested answer] 'Well done, Joe!'

Teaching star! ★

Extension

- Practice the *Learning objectives* by creating extra activities that are not in the Pupil's Book, whenever time permits.
- Take out your copies of the cut up sentence (see *Materials*). Divide the class into groups of four and give each group a copy. The children work together to order the sentence, thinking about where the punctuation goes.

Lesson 7 Writing

- 1 Look at these sentences from the story on pages 10–11. What do we use to show that people are speaking?

He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.'
'OK, I can help you,' says the teacher.

- 2 Add speech marks and finish the story. **Be a star!** ★

- 1 After school, Joe goes to the football club. He sees Paul. He says, 'Hello, Paul. Do you play football, too?'
Yes, I do, says Paul.



- 2 Joe's wearing his football shirt. He says, 'Hurry up, Paul! What are you doing?'
Paul is sad. 'I haven't got my football shirt, he says.



- 3 Joe says, 'Don't worry! I've got two shirts. Paul is happy! He says, _____



- 4 Now Joe and Paul are playing football. Joe is good. Paul says, _____



16 Unit 1 Write a dialogue using speech marks
WB: pages 14–15

Learning objectives: Write a dialogue using speech marks

Resources: (PK) - Unit 1, Lesson 7

Materials: (optional) Several copies of this sentence (enough for class groups) written and cut up as follows: Paul / says, / 'Thanks, / Joe! / You're / a / good / friend!'

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine it's morning and you are at school. You're in the playground. What are the children doing? What can you hear and see? What are you doing now? What day is it today? What have you got at school today?*
- Have the children open their eyes and tell a friend about what they saw, heard and did in their imagination.

- 1 Look at these sentences from the story on pages 10–11. What do we use to show that people are speaking?

- Nominate two confident students to play the roles of Joe and the teacher in Activity 1. You play the role of the narrator of the story.

Cooler: How many words?

- Read out some sentences from the story in Lesson 7 of the Pupil's Book.
- Ask the children to count how many words there are in each sentence and raise their hands as soon as they know.



Lesson 7 Writing

Prepare to write

1 Read and complete.

Jenny's bad day

May I come in, please?

Yes, ¹ _____ come in. Sit down.

What have we got today?

First we've got maths. ² we've got English. After break time, we've got science.

I haven't got those books. I've only got my ³ _____ book.

We haven't got social studies today.

It's Tuesday today, isn't it?

No, ⁴ _____.

2 Complete the sentences. Add speech marks.

1 May I come in, please? Jenny says, 'May _____.'



2 We haven't got social studies today. _____, says Barbara.

Ready to write

3 Write the story of Jenny's bad day. Add speech marks.

Jenny's bad day

Class 3 are in the classroom. Jenny is late. She is at the classroom door. Jenny says, 'May I come in, please?'

4 Read and check what you wrote in Activity 3.

Ask yourself:

Did I put speech marks in the correct place?

Did I use the correct punctuation?

Did I write neatly?

Prepare to write

1 Read and complete.

- The children complete the gaps in the story.
- If done in class, read out the example. Have the children complete the activity in pairs.
- Nominate children to read out their answers.

Answers: 1 come 2 Then 3 social studies 4 it's not

2 Complete the sentences. Add speech marks.

- The children rewrite the dialogues with speech marks.
- If done in class, refer the children to the first sentence. Write two alternatives on the board and ask the children to choose which is correct:
Jenny says, *May I come in, please?*
Jenny says, '*May I come in, please?*' (this is correct)
- Have the children complete the activity. Write the answers on the board.

Answers: 1 Jenny says, 'May I come in, please?' 2 'We haven't got social studies today,' says Barbara.

Ready to write

3 Write the story of Jenny's bad day. Add speech marks.

- The children invent a story about *Jenny's bad day* from Activity 1 and use speech marks.
- If done in class, refer the children to the story in Activity 1. Read the example out.
- The children finish the story in their Workbooks.
- Invite volunteers to read out their stories. Choose one story. Write it on the board. Invite other children to come and insert the speech marks.

4 Read and check what you wrote in Activity 3.

- The children check their work and tick the boxes.

Lesson 8 Think about it! *Let's choose an after-school club!*

1 Look at the posters. What can you do at these clubs?

Nature Club

Are you good at science? Learn about flowers and animals. This is a great club!

Computer Club

Learn new games. Make a website. This is a cool club!

BASKETBALL CLUB

Are you good at sport? Do you like running? Come to our club!

2 **1.11 Listen. Circle Lucy's answers in red and Sam's answers in blue.**

| Likes | Is good at |
|----------------------------|----------------------|
| drawing ball games | science sport |
| plants and animals running | computer studies art |

3 **Choose a club for Lucy and Sam. Discuss with a friend. Write.**

A good club for Lucy is ¹ _____ because she likes ² _____ and she's good at ³ _____.

A good club for Sam is ⁴ _____ because he likes ⁵ _____ and he's good at ⁶ _____.

Unit 1 Analyse and evaluate options WB: pages 16-17 17

2 **1.11 Listen. Circle Lucy's answers in red and Sam's answers in blue.**

- Tell the children to listen to Lucy and Sam, and to circle the things that Lucy and Sam like or are good at.
- Play the audio and ask the children to say *Stop!* as soon as they hear the example.
- Continue the rest of the audio with no pauses. Have volunteers call out the answers.

Audioscript

Adult: Hello, Lucy.

Lucy: Good morning.

Adult: Can I ask you some questions about what you like? Do you like playing computer games?

Lucy: Oh no! I'm good at computer studies but I don't like computer games.

Adult: OK. What about sport? Are you good at sport?

Lucy: Yes! I'm very good at sport. And I love running.

Adult: And do you like ball games?

Lucy: Yes, I do.

Adult: Good morning, Sam. How are you today?

Sam: I'm fine, thanks.

Adult: Sam, tell me what you are good at.

Sam: Well, I'm good at science and art.

Adult: And do you like plants and animals?

Sam: Yes, I do! I really like learning about plants and animals!

Answers: Red: Lucy likes running, ball games; is good at computer studies, sport **Blue:** Sam likes plants and animals; is good at science, art

Learning objectives: Analyse and evaluate options

Additional vocabulary: ball games, basketball, drawing, nature, running, school clubs

Resources: (PK) - Unit 1, Lesson 8; (PRC) - Review audio track 1.11; (TRC) - (TG) - Unit test

Materials: Class Audio CD1; (optional) large pieces of paper for children to make posters

Warm-up: First letters

- Write the first letters of subjects on the board: *science, English, etc.*
- Ask the children to try to remember the subjects and complete the words on the board.

1 **Look at the posters. What can you do at these clubs?**

- Have the children look at the posters. Elicit ideas about what the children can do at the clubs.
- Have a vote by a show of hands for the club they like best.

Answers: 1 Learn about science, flowers and animals. 2 Learn new games. Make a website. 3 Play sport and run.

3 **Choose a club for Lucy and Sam. Discuss with a friend. Write.**

- Give the children time to choose before comparing ideas with a friend.
- Ask for suggestions from the class and ask why. The children do the activity individually.
- Ask volunteers to read out their ideas.

Answers: 1 basketball club 2 ball games / running 3 sport 4 nature club 5 plants and animals 6 science

Arts and crafts

- Children enjoy making things to display.
- Divide the class into small groups. Have each group make a poster for a club. Elicit what they need (*a name, a picture to show what happens there, a short text about the club*). Display the posters on the wall.

Cooler: Disappearing sentence

- Write a key sentence from this unit the board, e.g. *What time have they got computer studies?*
- Erase the words one at a time, and have the children remember and say the complete sentence each time.

Check-up challenge

1 **Look and read. Choose the correct words and write them on the lines.**
There is one example.

72 ÷ 9 =
144 ÷ 12 =

maths

music

art

science

PE

social studies

English

computer studies

Example You run, play and exercise.
1 You learn to use a computer.
2 You paint pictures.
3 You listen, speak and learn new words.
4 You sing or play a musical instrument.
5 You count and use numbers.

2 **Read and complete the timetable.**

| Class 3 timetable – Wednesday | |
|-------------------------------|----------------|
| Time | School subject |
| 9:00 | _____ |
| 10:00 | _____ |
| 11:00 | break time |
| 11:30 | _____ |
| 12:30 | lunch |
| 1:30 | _____ |
| 2:30 | _____ |
| 3:30 | _____ |

3 **Find the words.**

break time computer room think music room laugh

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

There is one more word. What is it? _____

4 **Complete the words. Use ee or ea.**
1 t_e_a_th 2 gr__n 3 cl__n 4 pl__se 5 thr__ 6 __sy

What I can do!

1 **Put a tick (✓) or a cross (✗).**

| | | | |
|--|--------------------------|--|--------------------------|
| name school subjects | <input type="checkbox"/> | say and spell words with ee and ea | <input type="checkbox"/> |
| say what I'm good at and not good at | <input type="checkbox"/> | use speech marks | <input type="checkbox"/> |
| talk about actions with now and always | <input type="checkbox"/> | say the chant <i>In our English class each day</i> | <input type="checkbox"/> |

2 **In this unit,**
1 My favourite part was _____
2 _____ was a little difficult.
3 I really liked _____

16 Unit 1 CEYL Movers, Reading & Writing, Part 1
Unit 1 17

1 **Look and read. Choose the correct words and write them on the lines.**
There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the definitions and choose the correct word from the labelled pictures.
- If done in class, ask the children which key words help find the answer for the example.
- Have the children continue the activity, using key words to help them.

Answers: 1 computer studies 2 art 3 English
4 music 5 maths

2 **Read and complete the timetable.**

Answers: 9:00 – social studies, 10:00 – music, 11:00 *break time*, 11:30 – English, 12:30 *lunch*, 1:30 – art, 2:30 – PE, 3:30 – science
Science is at 3:30 / the last lesson.

3 **Find the words.**

Answers:

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

The extra word is: homework

4 **Complete the words. Use ee or ea.**

Answers: 1 teeth 2 green 3 clean 4 please
5 three 6 easy

Reading time 1 **The Swiss Family Robinson**

1 1.12 **Read the story. Say how the family arrive on the island and leave.**

This is a story about the Swiss Family Robinson. Mum, Dad and the three brothers, Fritz, Ernest and Jack, are crossing the sea in a boat. Their boat is old and small, but they like it. One day, there's a big storm. It's very windy and the family is very scared! Suddenly, their boat hits some rocks. 'Oh no!' says Dad. 'Our boat is broken!'

The next morning, it isn't windy. It's very sunny and the family walks to the beach. 'What a beautiful beach!' says Mum. 'We're on an island, and there are no people!' says Dad.

'What can we do?' asks Mum.

'Let's make a tree house,' says Dad. 'Let's work together.' They all help. Dad and Fritz make some beds.

There is no school, so Mum is the teacher. Every day they have science, maths, social studies and English lessons. In the afternoons, they do homework. Dad and Fritz look for food. They find coconuts, bananas and fish to eat.

Jack and Ernest find a baby elephant and a baby monkey on the island. They like playing together!

18 Reading time 1 Read an adventure story

One day, Ernest and Jack are playing on the beach. They see a pirate ship coming to the island. They run to the tree house. 'Dad! Pirates are coming!'

'Oh no!' says Dad. Mum, Dad and Fritz make a big hole in the sand. Ernest and Jack look for coconuts and sticks.

The pirates jump off the ship and run up the beach. The family is scared! Some pirates fall into the big hole. Mum and Dad wave the sticks and the children throw the coconuts.

Suddenly, Mum says, 'Look! There's a big ship!' The pirates look at the big ship. Now they are scared! They run to their ship. The Swiss Family Robinson laugh and jump up and down.

The big ship comes to the beach. 'Hurrah! Now we can go home.'

But the family is sad, too. 'Goodbye, little elephant! Goodbye, little monkey! Goodbye, island!'

Reading time 1 Develop reading fluency 19

Reading time 1 **Activities**

2 Read and match.

hole rocks coconut pirate stick

a b c d e

3 Underline the correct words. Then number the events of the story in order.

a The family arrives on an island / home / at a desert.

b The pirates dance / run away / wave when a big ship arrives.

c The family makes a pirate ship / coconut house / tree house.

d The family's boat hits some rocks / holes / trees. 1

e The pirates cook lunch / come to the island / sing a song.

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

the|swiss|family|robinsong|home|on|the|big|ship.

5 **Watch the video to see a different ending to the story. Tell a friend which ending you like and why.**

20 Reading time 1

Learning objectives: Read an adventure story; Develop reading fluency

Resources: (PK) - Unit 1, Reading time 1, Reading time 1 video; (PRC) - Review audio track 1.12, review Reading time 1 video; (TRC) - Video activity worksheet, animated flashcards

Materials: Class Audio CD1

Warm-up: Correct my mistakes

- Read out the text from Pupil's Book page 17, but with some obvious mistakes. Tell the children every time they hear something different or wrong, they should say *Stop!* and tell you what was different and what the original was.
- Possible version: A good club for Lucy is the Elephant Club, because she likes sleeping and she's good at science. A good club for Sam is the Karate Club, because he likes burgers and he's good at flying.

1 1.12 **Read the story. Say how the family arrive on the island and leave.**

Pre-reading

- Have the children look at the pictures and the story title on pages 18–19. Ask *What do you think the story is about? Who are the people? Where are they? Why are they there? When does this story happen – now or the past?*

While reading

- Give the children quiet time to read the story. Ask them to see if their predictions were correct.
- Ask them which of their predictions were correct.

Post-reading

- Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions: *It's a terrible story!* / *It's not very good.* / *It's OK.* / *It's a good story.* / *It's great!*
- Play the audio and have the children mime key actions in the story and make sound effects along with the audio as they read and listen.
- Ask the children how the family arrive on the island and leave.

Answers: They arrive on the island in their broken boat. They leave on a big ship.

Teaching star!

Pairwork

- Give children the chance to volunteer for class activities, but also make sure that less confident children can do activities in pairs so they don't feel pressure in front of the class.
- Ask which children would like to read the story out loud and decide which child will read which part.
- The others can listen and make the sound effects as they did above. If there are serious problems with pronunciation, then the children can be corrected at the end of their part. Otherwise it's best to keep the flow going. Then the children can practise reading in pairs, taking turns to read paragraphs.

Cooler: Disappearing words

- With books closed, have the children tell you the key words they remember from the story. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 1 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of the story from the last lesson. (e.g. mime making a house). Ask the children to identify what part of the story it is.
- Have the children look back at the story and pick a part to mime. They then do this in pairs.

2 Read and match.

- Refer the children to the example answer. Ask the children if they remember the part of the story with the hole.

- Have the children match the other items on their own.
- Ask pairs of children to call out the word and the corresponding letter.
- Ask the children if they can remember the part of the story which had each item. Ask if it was a good part or a bad part for the family.

Answers: hole – b rocks – e coconut – d pirate – c stick – a

3 Underline the correct words. Then number the events of the story in order.

- Refer the children to the example answer for the first part of the activity (line a). They choose and underline the correct words for the remaining sentences.
- Refer the children to the example answer for the second part of the activity (line c). Ask them to find the part of the story where this happens and point to the part of the page.
- Have the children continue the activity this way: remember, scan, check.
- Ask the children to read out the sentences in the correct order.

Answers: a on an island – 2 b run away – 5 c tree house – 3 d rocks – 1 e come to the island – 4

Teaching star!



Imagine

- Ask the children to imagine they are going to spend a week on an island. There is no electricity and no Internet!
- Give the children a few minutes to write down three objects they want to take with them. Help with vocabulary.
- Children compare with a partner and see if they have anything in common.
- Ask for some suggestions and have the rest of the children respond: *Me too!* *Not me!* *Good idea!* *Really?*

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

- Have the children identify the first three words as a whole class, and then continue individually.
- Ask how many words they found (ten) and how many capitals they need (four – *The* (first word of the sentence), *Swiss* (nationality), *Family* (this is part of the title), *Robinson* (family name)).
- Invite children to come to the board to write the finished sentence one word at a time.

Answer: The Swiss Family Robinson go home on the big ship.

5   Watch the video to see a different ending to the story. Tell a friend which ending you like and why.

Before the video

- Tell the children they are going to watch a video with another ending in a moment.
- Write *captain, boat, fish, coconuts, bags, home* on the board. Ask volunteers to draw pictures under each word. Ask the children to predict how the words will be used in the story with these questions. Tell them that they will then watch the video to find out the answers.

Is the captain a pirate?

Is there a big boat or a small boat?

What do they do with the fish and coconuts?

What do they put in bags?

Do they go home?

During the video

- Tell the children they are now going to watch the video with another ending. Tell them to watch carefully and listen for the words on the board. When they hear one of the words they should raise their hands quietly.
- Play the video without pausing it.
- Tell the children they will watch the video again and that this time when they hear one of the words they should raise their hands and call out *Stop!* Play the video and pause when the children call out *Stop!* At the appropriate times in the video, ask the questions you asked in the *Before the video* section again. Elicit these answers: *no, big, they eat the fish and coconuts, clothes, no.*
- Tell the children to watch one more time and think about whether they like the ending. Play the video one more time without pausing.

After the video

- Ask the children these comprehension questions:
How many sailors are there? (four)
What else do they eat? (bananas)
Do they eat lunch or dinner? (dinner)
What do the sailors talk about? (home: the streets, the houses, the food)
Do the captain and the sailors go away? (yes)
- The children talk in pairs about the two endings to the story. They say which one they like and why.
- Ask the class for feedback. Have a show of hands to see which ending is the most popular. Ask some children to say why they like the ending they chose.
- Finally, play the video again for the children to enjoy.

Video script

Narrator: The big boat comes to the beach. A captain and four sailors climb off.

Captain: Hello. What are you doing here?

Dad: Our boat hit some rocks and we're living here on the island.

Dad: Come and eat with us.

Narrator: So the captain and his sailors eat fish, bananas and coconuts with the Swiss Family Robinson. After dinner, they sit under the stars. The family talks about the island. Fritz and Dad talk about how they get food. Mum talks about how she teaches the children every day. Jack and Ernest talk about the elephant and the monkey. The captain and the sailors talk about home ... about the streets, about the houses, about the food ... The next day the captain says:

Captain: It's time to go home. Are you coming?

The Swiss Family Robinson: Yes, of course.

Narrator: They put their clothes into their bags. The family are walking to the boat, but suddenly they stop.

Jack & Ernest: We don't want to go home.

Narrator: Mum, Dad and Fritz look at the little boys.

Mum, Dad & Fritz: We don't want to go home either!

Narrator: And the captain and his sailors go away to the big boat.

Family: Goodbye, captain. Goodbye, sailors.

Cooler: Physical spelling

- Play the game to practise the words from today's lesson: *pirate, hole, rock, coconut, stick, island, ending.*
- See the Games Bank (pages 14–17) for how to play the game.



Play 1

- Look at the pictures and name the Academy Stars.
- 1.13 Listen and read. Why can't Charlie play at the end of the story?
- Act out the play.

Charlie's homework



Flo, come and play football with me!
 Sorry, Charlie. I'm doing my science homework.
 What about you, Ella?
 Sorry, Charlie. I'm doing my maths homework. I love maths!



Aunt Daisy, come and play football!
 Sorry, Charlie. I'm playing the violin.
 What about you, Luke?
 Have you got homework, Charlie?
 Yes, I've got English homework!
 Come on. Let's do it together.



Let's play now, Charlie!
 Yes, let's play now!
 Oh, I can't! I'm doing my homework!

Play 1 21

Answers: Luke, Flo, Ella, Charlie and Aunt Daisy.

2 **1.13 Listen and read. Why can't Charlie play at the end of the story?**

- Have the children listen and follow in their books.
- Ask them for the answer to the question and ask if Charlie is happy? (*Yes, he's happy to do his homework with Luke.*)
- Give the children time to read the play again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answer: Because he's doing his homework.

Teaching star!

Game

- Play *Who's speaking?* with phrases from the play. Read out a phrase and have the children tell you who said it.
 Suggested phrases:
Come and play football with me! (Charlie)
Sorry, Charlie. I'm playing the violin. (Aunt Daisy)
I'm doing my science homework. (Flo)
Come on. Let's do it together. (Luke)

Grammar: Present simple and present continuous

Resources: PK - Unit 1, Play 1; PRC - Review audio track 1.13

Materials: Class Audio CD1; 14 large cards with the following 'half words' written on them (split as shown): isl / and, sci / ence, coco / nut, ele / phant, pir / ate, lau / gh, bea / ch; props for the play, e.g. books (for homework and Luke), long rulers / tennis racquets (for the violin) short rulers / pencils (for the bow), paper and pens or pencils (for Charlie), desks

Warm-up: Half words

- Put the half words (see *Materials*) in two piles.
- Pick up a card from each pile, hold them together and show the class. Ask *Is this a word?* If the cards make a correct word, set them aside and continue. If not, put them back on the pile.
- Order the cards before you begin so that there are one or two matches the first time round.
- At the end, shuffle and start again.

1 **Look at the pictures and name the Academy Stars.**

- Have the children look at the pictures and the title of the story on page 21.
- Ask them to name the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

3 **Act out the play.**

- Ask the children what objects (called *props*) they will need to help them act out the play (see *Materials*).
- Point out to the children (use L1 if necessary) that in the theatre, the same space is used for each different scene. We can mime curtains coming down and pretend we can't see the scene changing!
- Ask how many characters the play needs (*five – Charlie, Flo, Ella, Luke, Aunt Daisy*).
- Divide the class into groups of five. If there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (you can also decide for them) and to practice their lines and using the props.
- Then each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Cooler: Well done!

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*