

2 New for school

Lesson 1 Vocabulary

Pupil's Book pages 18-19



18 Unit 2 Identify and use new words: classroom objects
WB: page 18

Lesson 1

Vocabulary

1 2.1-2.2 Listen and say. Then listen and number.

bag <input type="checkbox"/>	book <input type="checkbox"/>	glue <input type="checkbox"/>	pen <input checked="" type="checkbox"/>
pencil <input type="checkbox"/>	pencil case <input type="checkbox"/>	rubber <input type="checkbox"/>	ruler <input type="checkbox"/>

2 Look at the picture. Find and say. ruler ruler ruler

3 2.3 Sing and act out. **Be a star!**

Pencil, rubber and glue!

Clap one, two.	Jump one, two.
Clap one, two.	Jump one, two.
Point to a pencil, a rubber	Point to a ruler, a pencil case,
And glue!	A friend and you!

Stamp one, two.
Stamp one, two.
Point to a book, a bag
And something blue!

Unit 2 Sing a song
WB: page 18

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

Vocabulary: bag, book, glue, pen, pencil, pencil case, rubber, ruler

Resources: Flashcards; Vocabulary worksheet 1

Materials: a selection of classroom objects

Warm-up: The big picture

- Refer the class to the picture on page 18 and elicit the children's names. Ask what they can see in the picture. (They should be able to name and count the *frogs, tigers, pandas, suns*.)
- Ask the children where they think this is (a classroom supplies / stationery shop) – the children may need to share some ideas in L1 at this stage. Ask the children to find Bot (he's next to Tom).

1 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.
- Now, if you have downloaded the flashcards, show them one by one and elicit the words chorally and then individually to check pronunciation. Alternatively, call out the numbers and do the same.

Audioscript

1 pen, 2 book, 3 bag, 4 pencil case, 5 pencil, 6 ruler, 7 rubber, 8 glue

Answers: bag - 3, book - 2, glue - 8, pen - 1, pencil - 5, pencil case - 4, rubber - 7, ruler - 6

2 Look at the picture. Find and say.

- Hold up your book and point to the ruler in Activity 1 and say *ruler*. Now look for the ruler in the big picture (the girl in the purple shirt is using one). When you find it, say *Look! Ruler*.
- Name another object, e.g. *book*, and have the children find and point to the book that Sara is holding. Prompt them to say *Look! Book*.
- Ask the children to find the other objects in the same way. While they do this, circulate and help them as necessary.
- Then say the names of the objects one by one and have the children point and say, e.g. *Look! (Pen.)* Point to the head of the pen and ask *What is it?* to elicit (*Panda*) from the class. Continue with the other objects, eliciting the names of the animals they saw in the Welcome Unit. If you wish, you could teach them *baby* (*glue*) and *caterpillar* (*ruler*), too.

★ ★ Teaching star!

Extra activity

Some children learn better when they carry out physical activities, so it is useful to vary techniques for practising vocabulary.

- Mime taking a pencil case out of your bag, unzip it, take something out and zip it closed again. Hold up the imaginary object and have the children guess what it is.
- Divide the class into pairs to continue the mime game.

3 2.3 Sing and act out.

★ ★ Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1.
- Play the song while the children follow in their books. Encourage them to join in with the actions *clap*, *stamp* and *jump*.
- Play the song again. Explain that when the classroom objects are mentioned, the children should point to the objects they can see in the classroom.
- Finally, play the song and have the children do the actions, point and sing. (This is very challenging, but all the children can join in with the key words, if not the whole song!).

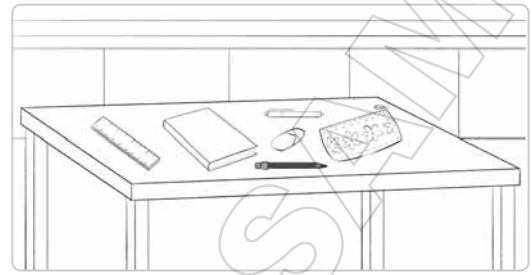
Cooler: What's different?

- Put five classroom objects on your table. Tell the children you will change the position of two objects while they turn away. They have to say the names of the objects that have changed.
- Continue with different selections of objects.

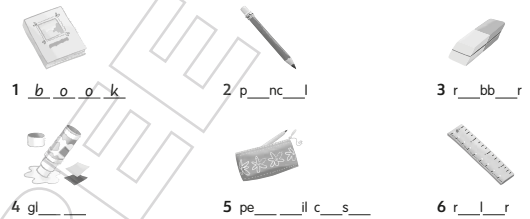
2 New for school

Lesson 1 Vocabulary

1 2.1 Listen and colour.



2 Look and complete.



18 Unit 2

1 2.1 Listen and colour.

Audioscript

- 1 Look, a pencil. Colour the pencil black.
- 2 Can you see a book?
Yes, I can.
Colour the book red.
- 3 Look, a pen. Colour the pen yellow.
- 4 Can you see a rubber?
Yes, I can.
Colour the rubber orange.
- 5 Can you see a pencil case?
Yes, I can.
Colour the pencil case purple.
- 6 Look, a ruler. Colour the ruler green.

Answers: 1 a black pencil 2 a red book
3 a yellow pen 4 an orange rubber 5 a purple pencil case 6 a green ruler

2 Look and complete.

Answers: 1 book 2 pencil 3 rubber 4 glue
5 pencil case 6 ruler

Answers: No, it's an umbrella.

Lesson 2 Grammar time

1 2.4 Listen and read. Is it a doll?

2 2.4 Tick (✓) or cross (×). Listen again and check.

1 It's a doll.

2 It's a pencil case.

3 It's a big pen.

4 It's an umbrella.

3 Work in groups. Act out the story. **Be a star!**

20 Unit 2 a / an
WB: page 19

2 2.4 Tick (✓) or cross (×). Listen again and check.

- Refer the children to the picture. Ask *Is it a doll?* (*No*). Point out the example cross for *no* as well as the tick for *yes*.
- Give the children time to look and tick or cross the items.
- Play the story again. Stop after each of the *It's a ...* sentences and ask *Yes or no?* to elicit the children's answers.

Answers: 1 × 2 × 3 × 4 ✓

Teaching star!

Extension

Give the children further practice in making, hearing and responding to the language in the story.

- Divide the class into pairs. Have them turn to page 18 in the Pupil's Book.
- Demonstrate with a confident child. Point to an object in the picture (e.g. a ruler) and say *It's a pen.* and have the child answer *No*. Then say *It's a ruler.* The child should answer *Yes!*
- Have the children continue the activity in pairs.

Learning objectives: Understand and use *a* and *an*; Read and act out a story using the target grammar

Grammar: *a / an*

Review vocabulary: classroom objects

Materials: umbrellas (optional) or rulers

3 **Work in groups.**
Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of the weak sound of *a* and *an*.
- Count the characters in the story with the children (four). Divide the class into groups of four and have them decide who will be each character. Alternatively, designate roles: give each child a number 1–4 and tell them that all number 1s are Anna, number 2s are Sara, number 3s are Tom and number 4s are Alex.
- Allow them a few minutes to practise acting out the story. (If one child has an umbrella, they can use that to act it out. If not, a ruler can be used with a little imagination!) You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the groups to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.

2.3 Warm-up: Sing the song!

- Play the song, *Pencil, rubber and glue!* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learned in the previous lesson: *raise their hands, clap, stamp or jump* when they hear one of the key words from the previous lesson.
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 2.4 Listen and read. Is it a doll?

- Refer the children to the pictures and ask *Can you see any classroom objects? Who are the children?* (*Anna, Sara, Tom and Alex*) *Where's Bot?* (*in Sara's bag*) Have the children point and answer.
- Read out the question *Is it a doll?* Then play the audio. Have the children follow the story and find the answer to the question.
- Play the audio again for the children to repeat chorally.





Cooler: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14–15). Pause the audio after some of the key words in the story, e.g. *this, doll, pencil case, What's, pen, umbrella*.
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word.

Workbook page 19

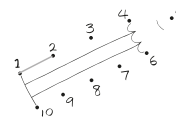
Lesson 2 Grammar time

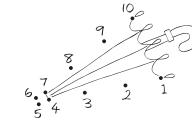
1 What's this? Look and circle.


1  2  3  4 





1 It's a pen / a pencil. 3 It's a pencil case / a ruler.
2 It's a rubber / a book. 4 It's glue / an umbrella.

2 Join the dots and complete.

1 What's this?  It's a _____.

2 What's this?  It's an _____.

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

 It's a pencil case.  1 It's a rubber.
 2 It's an apple.  3 It's an umbrella.

Unit 2 Pre A1 Starters: Reading and Writing Part 1 19

1 What's this? Look and circle.

Answers: 1 a pencil 2 a rubber 3 a ruler
4 glue

2 Join the dots and complete.

Answers: 1 pencil 2 umbrella

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

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the bag. Elicit that the sentence is incorrect and indicate the cross.
- Point to the other pictures and read out the sentences. Then give the children some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

Answers: 1 ✓ 2 ✓ 3 ×

Lesson 3 Grammar focus

Pupil's Book page 21

- Highlight the contractions by counting out the words in the question and answer on your fingers, and then pushing the *What is* and *It is* fingers together to show the contractions.

- If using the video, tell the children they will see a video of children playing with their toys. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the questions and answers.

Lesson 3 Grammar focus

1 **2.5** **Look and read.**

Graphic Grammar

a / an

What's this ?
It's a pen .
What's → What is

It's an umbrella .
It's → It is

2 Write a or an. Then match.

1 It's a pen.
2 It's _____ rubber.
3 It's _____ apple.
4 It's _____ umbrella.
5 It's _____ pencil case.

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

- Go to page 147 and cut out the cards. Put the cards face down in a pile.
- Take turns to turn over two cards.
- If the cards match, say *Snap! It's a ...* and keep the cards. If they don't match, say *It's a ...* and put the cards face down in a new pile.

It's a doll.
It's a book.

Snap!
It's an umbrella.

Go to Grammar booster: page 135. Unit 2 Ask about and identify objects WB: page 20 **21**

2 Write a or an. Then match.

- Refer the children to the example. Point out that it is just a part of the pen.
- Ask the children why it is *a* not *an* (because it doesn't start with *a, e, i, o* or *u*).
- Say *Look at number four*. Have them find and point to the umbrella. Ask the class if it is *a* or *an* and why (*an* because it starts with *u*).
- Have the children continue the activity individually and then compare with a friend. Write a big *a* on one side of the board and a big *an* on the other.
- First say the numbers in turn, and have the children point to *a* or *an* on the board.
- Then call out each number again, and have the children tell you the letter of the picture.
- Finally, have the children repeat the completed sentences chorally.

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

Learning objectives: Ask about and identify objects

Grammar: *What's this? It's a pen. It's an umbrella.*

Review vocabulary: classroom objects

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: paper, pens or pencils, and scissors

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14-15). Give each group several pieces of paper and a pen or pencil. Number the children in each group 1-4. Invite all the number 1s to come to the front of the classroom to start the game. Use pictures of the objects in Lesson 1, Activity 1.
- When the groups guess the object correctly, they stand up. When all the groups are standing up, have them call out the word.

1 2.5 **Look and read.**

- Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat chorally.
- Write *an +* on the board and elicit the letters that follow *an*, pointing to the train in the Graphic Grammar box.

Teaching star!

Mixed ability

Some children will still be getting used to the letters and will benefit from seeing and hearing examples before writing. For the above activity:

- Allow the children time to match the sentences and the pictures. Don't ask them to complete yet. Write the sentences on the board while the children are doing this.
- Ask for volunteer children to come to the board and complete with *a* or *an*.
- Ask for whole-class agreement and have them copy the answers into their books.

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

- Organise the children in pairs and have them open their books to page 147.
- Make sure the children all have scissors to cut out the cards. Give the children time to cut out and shuffle the cards. While they do this, confirm understanding of what they see on the cards. Tell the children that they will use both sets of cards for the game.
- Explain that in this game, players shuffle the cards, then take turns to choose two cards from the pile and put them face up on the table. The player names the objects on the cards: *It's a ...* If the cards match, the player says *Snap! It's a ...* and keeps the cards. If the

cards don't match, the player identifies the objects (*It's a ... and It's a ...*) and then turns the cards face down again and places them in a new pile. Players then shuffle the cards in the first pile before they take the next turn. They continue to take turns in the game until all cards are matched. Then players shuffle the cards in the pile of unmatched cards and play another round of the game. The winner of the game is the player with the most cards at the end.

- Work through the example with the children. Point to the doll and book cards in the example and say *It's a doll. It's a book*. Then point to the two umbrella cards in the example. Have a volunteer respond with *Snap! It's an umbrella*.
- Allow time for the children to complete the game.

Teaching star!

Extension

Give the children further practice in asking about and identifying objects using *a* and *an*.

- Divide the class into pairs. Have them turn to page 21 in the Pupil's Book.
- Demonstrate with a confident child. Point to an object in Activity 2 (e.g. the apple) and say *What's this?* Write on the board *It's a apple*. and *It's an*

apple. Have the child come to the board and circle the correct answer *It's an apple*.

- Repeat the activity with other objects from Activity 2 or with objects in your classroom whose names the children have already learnt.

Grammar booster

For additional practice, ask the children to turn to page 135 of their Pupil's Book to complete Activity 1.

If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

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

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14-15) with vocabulary from today's lesson.

Workbook page 20

Lesson 3 Grammar focus

1 2.2 Listen and number.

a b c

d e f

2 Look and circle. Then match.

1 It's a / an rubber. b

2 It's a / an ruler.

3 It's a / an apple.

4 It's a / an pencil case.

5 It's a / an orange.

3 What's this? Look and complete.

1 It's a pencil. 2 It's a ruler. 3 It's a bag.

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

Grammar reference:

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

1 2.2 Listen and number.

Audioscript

- 1 *What's this?*
It's an umbrella.
- 2 *What's this?*
It's a book.
- 3 *What's this?*
It's a bag.
- 4 *What's this?*
It's a pencil case.
- 5 *What's this?*
It's an apple.
- 6 *What's this?*
It's an orange.

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

2 Look and circle. Then match.

Answers: 1 a rubber - b 2 a ruler - c 3 an apple - d
4 a pencil case - a 5 an orange - e

3 What's this? Look and complete.

Answers: 1 a pencil 2 a ruler 3 a bag

Lesson 4 / Reading

1 Wen: What's this?
Grandpa: It's a pencil case.
Wen: Really?
Grandpa: Yes. It's old.
Wen: My pencil case is new.

2 Wen: What's this?
Grandpa: It's a ruler.
Wen: Really?
Grandpa: Yes. It's an old ruler.
Wen: My ruler is new.

3 Wen: What's this?
Grandpa: It's a paintbrush.
And this is paint. Look!
Wen: W... E... N.
It's my name ... Wen.
Grandpa: Yes!

4 Wen: What's this, Grandpa?
Grandpa: It's a ball!
Wen: No, Grandpa! It's you!

22 Unit 2 Read a short play
WB: page 21

Vocabulary

old new paint paintbrush

1 Look at the text and tick (✓).
 It's a play. It's a song.

2 2.6 Read and find the objects.

3 Read again and circle.

1 It's a pencil case / a bag. 2 It's a pencil / a ruler.

3 It's a pen / a paintbrush. 4 It's a ball / Grandpa.

4 Look and write old or new.

1 old 2 _____ 3 _____ 4 _____

5 Work in pairs.
Act out the play. **Be a star!** Why is it sometimes good to keep old things?

Unit 2 Read for detail
WB: page 21 23

Learning objectives: Read a short play; Read for detail

Vocabulary: new, old, paint, paintbrush

Review vocabulary: classroom objects

Resources: Flashcards; Vocabulary worksheet 2

Materials: sheets of paper, pens or pencils

Warm-up: Team drawing

- Divide the class into groups of four or five children. Each group needs a piece of paper and a pen or pencil.
- Call out the name of an object from Lesson 3. One child in each group starts drawing the object. After a short while, say *Stop!* and have the first child pass the paper and pen to the next child to draw more. Continue until the drawing is complete and the groups hold up their drawings for you to check.
- Repeat several times.

Vocabulary

- Refer the children to the vocabulary panel at the top of page 23. Read out the words for the class to repeat.
- Ask how the first and second coins are different (they can use L1 to explain the concept). Ask them if they can see something old and new in the classroom. Ask if they can see any paint or a paintbrush.

1 Look at the text and tick (✓).

- Give the children a minute to look at the text and pictures. Ask who and what they can see.
- Refer them to the question, and say *It's a play. Yes or no?* Repeat the question with *song*.

Answer: It's a play. ✓

2 2.6 Read and find the objects.

- Have the children read or look through the story individually. When they see the name of an object, have them find it in the pictures.
- Play the audio while they follow in their books. When the children see / hear the name of an object, they raise their hands. Elicit the object and have them point to it in the pictures. When there are two of the same object (pencil cases and rulers), ask *What's the difference?* to elicit *old* and *new*.

3 Read again and circle.

- Go through the example with the class.
- The children find the remaining objects in the pictures and look for the words in the corresponding section. They circle the correct words.
- For feedback, read out the beginning of each sentence and have the children complete it.

Answers: 1 a pencil case 2 a ruler 3 a paintbrush
4 Grandpa

Reading

At this level, some children may still find it difficult to identify information in the text. Audio can act as a useful support. For Activity 3:

- Play each part of the audio in turn. Have the children say *Stop!* when they hear the name of the object. Write it on the board.
- Have the children point to it in the text and then circle it in the activity.

4 Look and write *old* or *new*.

- Refer the children to the example. Ask how we know it's old (new pens have a different shape).
- Have the children complete the activity and compare their answers with a partner.
- Call out each number in turn. The children call out *old* or *new*.

Answers: 1 old 2 new 3 new 4 old

5 Work in pairs. Act out the play.

Be a star!

- Divide the class into pairs and ask them to decide who is Wen and who is Grandpa. Give them a few minutes to practise their lines. If the children are not confident reading their lines, they can listen to the audio and mime.
- Ask if any pairs would like to act out the play for the class.

ESDC



Why is it sometimes good to keep old things?

Introduce the children to Sustainable Development Goal 12: *Responsible consumption and production*.

- Ask: *Why is it sometimes good to keep old things?* Elicit ideas in L1, providing useful language in L2 during the discussion.
- Draw attention to Grandpa's pencil case in the story. Ask the children why they think Grandpa keeps his old pencil case (e.g. he likes how it looks and feels, it holds everything he needs, he may have good memories of using it when he was younger).
- Encourage the children to share examples of some favourite old things they have and to tell what they can about the items' histories. Ask what old things they have in their homes that they would like to keep. If you have an older item you would like to share with the class, bring it from home and tell the children about its history and why you have kept it.
- Elicit reasons why it's important for people to keep old things for as long as possible and what the advantages of doing so are both for us personally and for the environment.

ESDC continued

Possible answers: we save money, we get to enjoy favourite or special things for a long time, we learn about the history of the items and their connection to ourselves and our families, we avoid using too many resources and we reduce waste.

Cooler: Who says it?

- Write *Wen* on one side of the board and *Grandpa* on the other.
- Read out different phrases from the play, e.g. *What's this?* and have the children point and call out the name of the person who says it.

Workbook page 21

Lesson 4 Reading

1 Remember your Pupil's Book pages 22–23. Who says it? Read and match.

1 What's this? Wen

2 It's a pencil case. Grandpa

3 My ruler is new.

4 It's an old ruler.

5 It's my name.

6 It's you!

2 Look, read and complete.

old old new paint ruler paintbrush

1 What's this? It's a paint.

2 What's this? It's a _____.

3 What's this? It's a _____.

It's new.

It's _____.

It's _____.

3 Write *old* or *new*.

My school is _____.

My rubber is _____.

My pencil is _____.

Unit 2 21

1 Remember your Pupil's Book pages 22–23. Who says it? Read and match.

Answers: Wen: 1, 3, 5, 6 Grandpa: 2, 4

2 Look, read and complete.

Answers: 1 paint, new 2 paintbrush, old 3 ruler, old

3 Write *old* or *new*.

Answers: Children's own answers.

Lesson 5 Sounds and letters

Pupil's Book page 24

Audioscript

/e/ /e/ /e/ pen

/e/ /e/ /e/ bed

/e/ /e/ /e/ red

Answers: pen, bed, red

2 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with e.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the e sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines and then change.

3 Circle the words with e. Listen, check and say. **Be a star!**

- Ask the children how many words they can see with the letter e (there are five).
- Have them circle the words with e.
- Ask the children which numbers they circled and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

pen, pen, red, red, Ted, Ted, ten, ten, bed, bed

Answers: pen, red, Ted, ten, bed

Learning to learn

- Explain to the children that pictures are a good way to help us remember things, especially if the word is in the picture. Point to the examples of *pencil* and *ruler*.
- Write *rubber* on the board and draw your own picture of a rubber around it. Don't worry if it isn't perfect – it's good for the children to know that their pictures don't need to be!
- Have the children draw their own pictures for *rubber*, *apple* and *ball*. When they've finished, have them work in pairs to compare their drawings, point and say.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–15) with the key words from this lesson: *pen, bed, red, bag, ten, toys, hat, colour*.

Lesson 5 Sounds and letters

1 Listen and say. Complete.



pen



b_d



r_d

2 Listen and say the chant.

Ten toys called Ted.
Colour the bed
With ten red pens.

Now the bed is red.
And so are the Teds!



3 Circle the words with e. Listen, check and say. **Be a star!**

1 pen

2 red

3 bag

4 Ted

5 ten

6 cat

7 bed

8 hat

Learning to learn

Draw a picture around new words to help you remember.



pencil



ruler

rubber

apple

ball

24 Unit 2 Sounds and letters: identify short e sound Learning to learn: remember new words WB: page 22

Learning objectives: Sounds and letters: identify short e sound; Learning to learn: remember new words

Sounds and letters words: bed, pen, red

Resources: Sounds and letters worksheet

Warm-up: How many words?

- Read out some phrases from the play in Lesson 4. Have the children count the words in each phrase and raise their hands to tell you. Suggested phrases: *My pencil case is new.* (5); *And this is paint.* (4); *It's a ball!* (3); *It's a paintbrush.* (3); *My ruler is new.* (4)
- This can be played as a team game if you divide the class into small groups. Have the groups write the number of words on a piece of paper and hold it up for you to see.

1 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the e in the word *pen* in your book. Ask *What's this letter?* (e) *What's the sound?* (/e/)
- Write a big, clear e on the board as a model for the children. Have them complete the three words.

Lesson 5 Sounds and letters

1 2.3 Listen again and circle the short e sounds.

Ten toys called Ted
Colour the bed
With ten red pens.
Now the bed is red.
And so are the Teds!



2 Look and complete. Tick (✓) the words with e.



1 p_e_n



2 b_g



3 h_t



4 b_d

3 Draw three word pictures.

book

point

bag

1 2.3 Listen again and circle the short e sounds.

Answers: T(e)n toys called T(e)d
Colour the b(e)d.
With t(e)n r(e)d p(e)ns.
Now the b(e)d is r(e)d!
And so are the T(e)ds!

2 Look and complete. Tick (✓) the words with e.

Answers: 1 pen ✓ 2 bag 3 hat 4 bed ✓

3 Draw three word pictures.

Answers: Children's own answers.

Lesson 6 Language in use

Pupil's Book page 25

Lesson 6 Language in use

1 2.10 Listen and say.

What is it? Guess!
 No, it isn't.
 Yes, it is.
 No, it isn't.
 Yes, it is.

Is it blue?
 Is it red?
 Is it an apple?
 Is it a pen?

2 Work in pairs. Play a game.

What is it? Guess!
 Is it yellow?
 No, it isn't.
 Is it ...

3 Now it's your turn. Choose something in your pencil case. Ask your friend to guess. **Be a star!**

Go to Grammar booster: page 135. Unit 2 to be (it) questions and short answers WB: page 23 25

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Play a game.

- Demonstrate the game for the children. Start by choosing one of the objects, e.g. the umbrella, without telling the class.
- Take the role of Student A (blue person) and read out the first part of the exchange. Prompt the whole class to ask you the first Student B (green person) question.
- Point out that it is the same dialogue as in Activity 1, but with the blue words changed. Also point out the rules of the game, asking them to first guess the colour, then guess the object.
- Prompt the class to ask questions to try to guess your object, following the pattern of the dialogue. Highlight the use of *a* or *an* when the question is about an object.
- Divide the class into pairs to play the game, changing roles each time.
- Finish by inviting a confident child to choose an object and having the others ask some open class questions in order to guess.

Learning objectives: to be (it) questions and short answers

Review vocabulary: apple, blue, pen, red, yellow

Resources: Language in use video; Grammar worksheet 2

Materials: pencil case, classroom objects; coloured pencils

Teaching star!

Pairwork

While the children are working in pairs, try to be prepared with another activity to give to fast finishers in order to avoid any possible disruption to the class.

- Ask fast finishers to look at pages 5–6 of their Pupil's Book. One child chooses an object and the other asks up to eight questions with *Is it (a /an) ...?* to guess.

2.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.
- Then divide the class into two, with each half saying alternate lines.

1 2.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer. Check their understanding of *guess*.
- Play the audio one more time, and have the children repeat, nodding their heads for affirmative sentences and shaking their heads for negative sentences (or the most appropriate gesture in the children's culture).

3 Now it's your turn. Choose something in your pencil case. Ask your friend to guess. **Be a star!**

- Demonstrate the game by looking in your pencil case, choosing something from it and hiding it behind your back.
- Have the class ask you questions to guess what it is, starting with the colour and then guessing the object.
- Then divide the class into pairs and have them take turns playing the game.
- Finish with the class asking questions to some individual children.

Grammar booster

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

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

Cooler: Air drawings

- Use a finger to draw a classroom object, e.g. a ruler, in front of you so the children can see. Invite them to guess what it is.
- Now divide the class into pairs to draw classroom objects in the air for each other and guess.

Workbook page 23

Lesson 6 Language in use

1 2.4 Listen and tick (✓).

1 What is it?

A B C

2 What is it?

A B C

3 What is it?

A B C

2 Read and complete. Colour.

Is it is isn't it

What is it? Guess!

1 Is it blue?

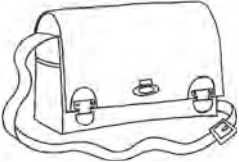
No, it² _____.

Is³ _____ purple?

Yes, it⁴ _____.

Is⁵ _____ a bag?

Yes, it is.



Unit 2 Go to Vocabulary and grammar reference on page 119 **23**

Grammar reference:

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

1 2.4 Listen and tick (✓).

Audioscript

1 What is it? Guess!

Is it big?

No, it isn't.

Is it old?

No, it isn't.

Is it a pencil case?

Yes, it is.

2 What is it? Guess!

Is it small?

Yes, it is.

Is it red?

Yes, it is.

Is it an apple?

Yes, it is.

3 What is it? Guess!

Is it new?

No, it isn't. It's old.

Is it big?

No, it isn't.

Is it a doll?

Yes, it is.

Answers: 1 B 2 A 3 C

2 Read and complete. Colour.

Answers: 1 Is 2 isn't 3 it 4 is 5 it

Lesson 7 Listening and speaking

Pupil's Book page 26

Lesson 7 Listening and speaking

1 2.11 Guess what's in the bag. Listen and tick (✓) or cross (✗).

2 2.11 Listen again. Circle Yes or No.

1 Is it a present?	<input checked="" type="radio"/> Yes <input type="radio"/> No	4 Is it a pencil case?	<input type="radio"/> Yes <input type="radio"/> No
2 Is it a book?	<input type="radio"/> Yes <input type="radio"/> No	5 Is it a picture?	<input type="radio"/> Yes <input type="radio"/> No
3 Is it an umbrella?	<input type="radio"/> Yes <input type="radio"/> No		

3 2.12 Work in pairs. Listen and repeat. Then talk about the other objects. **Be a star!**

It's a present for you.
 Thank you. What is it? It's a book.

26 Unit 2 Listening: listen for key words Speaking: give and receive a present
WB: pages 24-25

Learning objectives: Listening: listen for key words; Speaking: give and receive a present

Vocabulary: picture, present

Review vocabulary: classroom objects

Resources: Vocabulary worksheet 2

Materials: a selection of objects (from vocabulary seen up to now)

Warm-up: Play a guessing game

- Choose three or four classroom objects from your bag and have the children raise their hands to guess the colour and the object using *Is it (a / an) ...?* questions.

Vocabulary

- Refer the children to the pictures in the vocabulary panel. Say the words and have the children repeat.
- Have the children do a mime of drawing a picture, and a mime of wrapping and giving a present to someone.
- Say the words quickly at random for the children to repeat and do the mime.

1 2.11 Guess what's in the bag. Listen and tick (✓) or cross (✗).

- Point to Sara in the picture and ask *Who's this? What's in the bag?* Have them look at the objects on the right and guess what's in the bag.
- Play the audio, pausing after *Is it a book? No, it isn't.* Point to the book and then to the example cross.
- Play the rest of the audio for the children to complete the activity.
- For feedback, play the dialogue again, pausing after the questions for the children to call out *Yes, it is* or *No, it isn't.*

Audioscript

Mum: *What's this?*

Sara: *It's a present. It's for you.*

Mum: *Thank you! What is it?*

Sara: *Guess!*

Mum: *OK. Is it a book?*

Sara: *No, it isn't.*

Mum: *Is it an umbrella?*

Sara: *No, it isn't.*

Mum: *Is it a pencil case?*

Sara: *No, it isn't.*

Mum: *Hmmmm. I know! Is it a picture?*

Sara: *Yes, it is! It's a picture.*

Mum: *Thank you!*

2 2.11 Listen again. Circle Yes or No.

- Play the audio again. The children circle the correct answers.
- Read out the questions and have the whole class call out *Yes* or *No*.

Answers: 1 Yes 2 No 3 No 4 No 5 Yes

3 2.12 Work in pairs. Listen and repeat. Then talk about the other objects. **Be a star!**

- Elicit the objects in the pictures. Then play the audio while the children follow and point to the object (*a book*).
- Play the audio again for the children to repeat chorally.
- Divide the class into pairs to use the dialogue and talk about the other objects.

Cooler: Incomplete drawings

- Start drawing a classroom object on the board. After every line or two, stop and ask *What's this?* Even if they guess correctly, just say *Good idea!*
- Continue drawing and inviting the children to guess. Then confirm the answer.
- Repeat several times.

Workbook page 24

Lesson 7 Functional language

1 Look, read and answer *Yes, it is* or *No, it isn't*.



1 Is it a pencil?
Yes, it is _____.



2 Is it a robot?
_____.



3 Is it an umbrella?
_____.



4 Is it a book?
_____.

2 Read and complete.

	book	isn't	present	it	is
What's this?					
It's a ¹ _____ for you.	present				
What is ² _____?					
Is it a pen?					
				No, it ³ _____.	
				Is it a ⁴ _____?	
				Yes, it ⁵ _____.	Look!
				Thank you!	

3 Draw a present for your friend. Then complete.

1 It's a ¹ _____ for you.

2 _____ is it?

3 It's a ³ _____.

24 Unit 2

1 Look, read and answer *Yes, it is* or *No, it isn't*.

Answers: 1 Yes, it is. 2 No, it isn't.
3 Yes, it is. 4 No, it isn't.

2 Read and complete.

Answers: 1 present 2 it 3 isn't 4 book 5 is

3 Draw a present for your friend. Then complete.

Answers: 1 present 2 What 3 Children's own answer.

Workbook page 25

How am I doing?

1 Find, circle and write.

B	F	G	L	U	E	H	Z	B	N
O	P	X	X	R	U	B	B	E	R
O	E	B	A	G	R	U	L	E	R
K	N	L	X	P	E	N	C	I	L
P	E	N	C	I	L	C	A	S	E

1 glue 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

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

The present is a doll. no

- 1 It's a pencil case. _____
- 2 It's a robot. _____
- 3 It's big. _____
- 4 It's small. _____
- 5 It's black. _____



Unit 2 Pre A1 Starters: Reading and Writing Part 2

25

1 Find, circle and write.

Answers: 1 glue 2 book 3 rubber 4 ruler
5 pencil case 6 pencil 7 bag 8 pen

2 **CE:YL** Look and read. Write *yes* or *no*. There is one example.

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- If done in class, go through the example first, asking the children to find and identify the present.
- The children continue individually and then check with a friend.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)


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

Lesson 8 Writing

1 Read and point.


Use a full stop at the end of a sentence:
It's a pencil case. My ruler is blue.

2 Look and write. Use capital letters and full stops.

it's small It's small. 

it's green _____

it's a rubber _____

it's big _____ 

it's blue _____

it's an umbrella _____

3 Draw, colour and write. Use capital letters and full stops. Be a star!

It's _____

Answer: _____

Unit 2 Write a puzzle card WB: pages 26-27 27

Learning objectives: Use full stops; Write a puzzle card

Resources: Unit 2 test

Materials: coloured pencils

Warm-up: I can see ...

- Say *I can see something beginning with ...* and say the first letter of an object you can see in the classroom.
- The children look around and raise their hands to guess the specific object you're thinking of. Prompt them to ask questions for clues, e.g. *Is it a / an ...? Is it (colour)? Is it big / small?*
- Repeat with several different objects or have the children play in pairs.



2 Look and write. Use capital letters and full stops.

- Refer the children to the photo in the first card. Ask *What's this? What colour is it? Is it big or small?*
- Refer the children to the example and ask them why there's a full stop (end of the sentence).
- Elicit the complete sentences and write the text on the board. Don't write the full stops, but stop, point and ask *What's here?*
- The children copy the finished text into their books.
- Repeat the procedure for the second card. Alternatively, have the children complete the second card individually and then compare their answers in pairs before you check them with the class.

Answers: It's small. It's green. It's a rubber. It's big. It's blue. It's an umbrella.

3 Draw, colour and write. Use capital letters and full stops. Be a star!

- Invite the children to suggest an object and colour for the last card. Get class consensus on the favourite choice.
- Elicit sentences about the size, colour and the object. If the children need more support, you may wish to write these on the board.
- Have the children write the sentences and draw a picture of the object described.

Cooler: Get it wrong

- Walk around the classroom, holding up or pointing to objects and saying the name, e.g. *It's a pencil. It's a bag.* Encourage everyone to answer *Very good!*
- Now say *Oh no!* and start saying incorrect sentences, e.g. *It's an elephant! It's a robot!* The children still answer *Very good!*
- Invite different children to point to items and say the (correct) names. Have everyone reply *Very good!*
- Then say *Oh no!* and encourage the children to say incorrect sentences and everyone to say *Very good!* (The children find this very funny and make great efforts to remember lots of vocabulary and use their imagination.)



1 Read and point.

- Invite volunteers to read out the sentences in the box. While they are doing this, write the example sentences on the board with the full stops in a different colour (blue, if possible, like the book).
- Read out the sentence and point to the full stops. Elicit or explain that we use full stops at the end of a sentence.
- Ask the children to find the other full stops in this activity (at the end of the instructions after *point* and at the end of the explanation after *sentence*). When they find one, ask the child to hold up their book and point.

Lesson 8 Writing

1 Read and circle the full stops.



1 It's small, It's red. It's an apple.



2 It's big. It's yellow. It's the sun.

2 Read. Write the full stops.



1 It's small. It's green. It's a frog.



2 It's big. It's black and white. It's a panda.

3 Colour and complete. Use full stops.



1 It's paint.
It's _____
It's _____



2 It's a _____
It's _____
It's _____

4 Plan your puzzle card. Write.

big / small small
colour: black
classroom object: pen

big / small _____
colour: _____
classroom object: _____

5 Draw and complete your puzzle card.



It's a classroom object.
It's _____
_____ a / an _____

6 Check your work. Tick (✓).

- full stops
- spelling

1 Read and circle the full stops.

- The children read the text and circle all the full stops.

Answers: 1 It's small. It's red. It's an apple.
2 It's big. It's yellow. It's the sun.

2 Read. Write the full stops.

- The children complete the sentences by adding full stops.

Answers: 1 It's small. It's green. It's a frog.
2 It's big. It's black and white. It's a panda.

3 Colour and complete. Use full stops.

- The children colour the items and then complete the sentences.

Answers: 1 paint; old; (Children's own answers.)
2 ball; big; (Children's own answers.)

4 Plan your puzzle card. Write.

- The children complete the information about a classroom object.

Answers: Children's own answers.

5 Draw and complete your puzzle card.

- The children draw their chosen object and complete the information.

Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

Review 1

1 2.13 Listen and number.

2 Look and read. Then match.

1 girl
2 teacher
3 friend
4 boy

3 Read and circle.

1 She's my teacher.	<u>She's</u> / It's funny.
2 What's your name?	I'm / He's Jill.
3 How old are you?	I'm tall / seven.
4 What is it?	It's a / an apple.
5 Is it a bag?	Yes, it is / isn't.

28 Review 1 Units 1 and 2

1 2.13 Listen and number.

- Refer the children to the picture and ask *What are the children's names? What can you see?*
- Play the audio. Have the children listen and point to the pictures.
- Play the audio again, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.

Audioscript

- | | |
|------------------|----------------------|
| 1 It's a pencil. | 6 It's an umbrella. |
| 2 It's a rubber. | 7 It's a pencil case |
| 3 It's a ruler. | 8 It's a pen. |
| 4 It's an apple. | 9 She's my teacher. |
| 5 It's a book. | 10 He's my friend. |

Answers: 1 pencil 2 rubber 3 ruler 4 apple
5 book 6 umbrella 7 pencil case 8 pen
9 teacher 10 friend

2 Look and read. Then match.

- Read the words in the left column. Have the children repeat each word chorally after you.
- Work through the example with the children. Point to the word *girl* in the left column. Then point to each picture, eliciting a *Yes* or *No* from the children. Use your finger to draw the example match line from the word *girl* to the picture of the girl (c).
- Have the children complete the activity. Then ask volunteers to share their answers for each word. Elicit class agreement on the matches.

Answers: 1 c 2 a 3 d 4 b

3 Read and circle.

- Ask different children a question *What's your name? How old are you? What's this? Is it a ...?* and encourage them to give complete answers.
- The children read and circle the correct words.
- Invite pairs of children to read out the questions and answers. Ask for whole-class agreement.

Answers: 1 She's 2 I'm 3 seven 4 an 5 is

Learning objectives: Review vocabulary, grammar, and sounds and letters from Units 1 and 2; Pre A1 Starters, Reading and Writing Part 3; Speaking, Part 2

Grammar: *to be* (*I / he / she*) affirmative and (*it*) negative

Vocabulary: adjectives, classroom objects, people

Resources: Flashcards; Speaking exam practice video

Materials: paper, pens or pencils

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–15). Use pictures of the key items in Unit 1 or 2.

Cambridge Exams practice Pre A1 Starters

1 Look at the pictures. Look at the letters. Write the words. Reading and Writing

Example p a i n t b r u s h

Questions

1 _____

2 _____

3 _____

4 _____

5 _____

2 Work in pairs. Point to the objects. Ask and answer. Speaking

What's this? It's a pen.
Is it blue? Yes, it is.

Watch the speaking exam practice video.

Cambridge Exams practice Pre A1 Starters: Reading and Writing Part 3; Speaking Part 2 29

1 Look at the pictures. Look at the letters. Write the words.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look, unscramble the letters and write the words.
- If done in class, go through the example first: point to the picture of the box. Guide students to unscramble the letters on the box so they make the word *paintbrush*.
- Give the children some quiet time to complete the activity.
- Invite different children to share their answers and have the rest of the class call out *yes* or *no*. Write the words on the board next to the corresponding number.
- (To help prepare for this part of the test, the children need plenty of practice in recognising and naming items, and unscrambling letters to form words.)

Answers: 1 ball 2 robot 3 doll 4 van 5 book

2 Work in pairs. Point to the objects. Ask and answer.

- This activity helps the children prepare for Part 2 of the Speaking paper of the Cambridge English: Pre A1 Starters test. The children look at the picture, point to an object, and answer questions about it, such as the object's colour or where it is in the picture.
- Read out the example dialogue and have the children repeat.
- Choose an object from the picture and have the children ask you questions (colour first then name of object) to discover what it is. Then the children continue in pairs.
- Finish with some open pairs asking and answering across the class.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14-15), recalling all the key words from this Review lesson.

Workbook page 116

My progress

Welcome unit I can ...

say alphabet sounds say 5 colours count to 10

Units 1 and 2 I can ...

say 6 new words recognise a and e talk about me / school things

Units 3 and 4 I can ...

say 6 new words recognise i and o talk about family / feelings

116 My progress

My progress: Units 1 and 2

- Clarify the meaning of each *I can ...* statement. Elicit examples to help the children remember the content.
- Show the children the correct stickers for the *My progress* check. Let them decide if they are ready to give themselves a sticker. Provide encouragement if necessary.
- Have all the children hold up their books and show all their stickers to the class. Encourage them to give themselves a round of applause for their effort and achievement!

3 This is my family

Lesson 1 Vocabulary

Pupil's Book pages 30-31



Lesson 1

Vocabulary

1 3.1-3.2 Listen and say. Then listen and number.



2 Look at the picture. Name the family members in the red and blue teams.

3 3.3 Sing a song. **Be a star!**

My family

My family, my family.
This is my family.
My family, my family.
We're a happy family!

My mum and me.
We're happy!
My dad and me.
And this is baby!

My sister and me.
We're happy!
My brother and me.
And this is baby!

My grandma and me.
We're happy!
My grandpa and me.
And this is baby!

30 Unit 3 Identify and use new words: family members
WB: page 28

Unit 3 Sing a song
WB: page 28 31

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

Vocabulary: baby, brother, dad, family, grandma, grandpa, mum, sister

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 30. Ask *Where are they? What are the children's names? What's this?* (point to any objects that the children have already seen, e.g. jug, apple). Ask what they can see happening in the picture. Ask *Where's Bot?* (*He's in the blue tower behind the family.*)
- Say *Point to something blue / red / green / etc.* and have the children find items of that colour in the picture.

1 3.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.


3.2 Then listen and number.

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

Audioscript

1 mum, 2 brother, 3 family, 4 grandpa, 5 baby, 6 dad, 7 grandma, 8 sister

Answers: grandma - 7, grandpa - 4, mum - 1, dad - 6, sister - 8, brother - 2, baby - 5, family - 3

2  **Look at the picture. Name the family members in the red and blue teams.**

- Hold up your book to the class and ask *Who's in the red team?* Point to each of the family members dressed in red and elicit the family names. Repeat with the blue team.
- Ask the children to turn their Pupil's Book face down. Say *Grandma - red or blue?* and have the class try to remember the colour of the team of the family members.

Answers: Red team: grandma, dad, sister / Sara
Blue team: grandpa, brother / Tom

Teaching star!

Pairwork

Memory games are motivating for young children and provide enjoyable extra practice. They are easy to play in pairs as the answers are always clear.

- Divide the class into pairs. Demonstrate with a confident child. Say *Dad - red or blue?* and have the child answer without looking at the book. Then have the child ask you a question and you answer from memory.
- Have the children continue in their pairs.

3  **3.3 Sing a song.**

Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now play the song again and have the children follow in their books.
- Show the children they can 'mime' the family members by indicating with a hand going up from the floor how old the members are - baby at the bottom, grandpa at the top.
- Play the song and have the children 'mime' first. Then play again and have the children mime and sing. (This is quite challenging, but all the children can join in with the key words, if not the whole song.)



Cooler: The shark game



- Play *The shark game* (see the Games bank, pages 14-15) with the family vocabulary from this lesson.



3 This is my family



Lesson 1 Vocabulary



1  **3.1 Listen and tick (✓).**



1 a  b 

2 a  b 



3 a  b 

4 a  b 

5 a  b 

6 a  b 

2 Look and write the words in the correct groups.

brother	sister	mum	dad	grandma	grandpa
					
_____	_____				
_____	_____				
_____	_____				

1  **Listen and tick (✓).**

Audioscript

- 1 This is my dad.
- 2 This is my brother.
- 3 This is my grandma.
- 4 This is my mum.
- 5 This is my grandpa.
- 6 This is my sister.

Answers: 1 a 2 b 3 b 4 a 5 b 6 a

2 Look and write the words in the correct groups.

Answers: (male) brother, dad, grandpa; (female) sister, mum, grandma

- Play the audio one more time. Have them mime introducing someone next to them for *This is* and pointing to someone further away for *That's*. Place a hand on your chest for *my* and indicate a friend for *your*.

Answer: Jake is Tom's brother

2 Look again and tick (✓) or cross (✗).

- Refer the children to the pictures and sentences. Invite three confident children to read out the sentences. Say (and demonstrate) *Hands up for yes ... Hands up for no* and see if there is class consensus. Have the children tick and cross the boxes.
- Check the answers with hands up one more time.

Answers: 1 ✓ 2 ✗ 3 ✓

★ Teaching star!

Extension

Give the children further practice using the language in the story.

- Invite a confident child to come to the front of the class. Introduce the child to two people in the class: indicate a child very near to you and say *This is (Omar)*. Then indicate a child further away from you and say *That's (Jana)*. Have the child with you introduce two people in the same way.
- Drill the phrases *This is ...* and *That's ...* one more time.
- Divide the class into pairs to introduce friends to each other – one near and one further away. Repeat several times with different friends.

Lesson 2 Grammar time

1 3.4 Listen and read. Who is Jake?

1 This is my brother, Jake.

2 This is my grandpa.

Hi, Jake!

Hello.

3 That's my grandma.

4 No! That's my grandma. This is your grandma!

2 Look again and tick (✓) or cross (✗).

1 This is my brother.

2 This is my dad.

3 This is my grandma.

3 Work in groups. Act out the story. **Be a star!**

32 Unit 3 this / that; my / your WB: page 29

Learning objectives: Understand and use *this / that, my / your*; Read and act out a story using the target grammar

Grammar: *this / that, my / your*

Review vocabulary: family members

3.3 Warm-up: Sing the song!

- Play the song *My family* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learnt in the previous lesson. Show the children they can 'mime' the family members by indicating with a hand going up from the floor how old the members are – baby at the bottom, grandpa at the top.
- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 3.4 Listen and read. Who is Jake?

- Refer the children to the pictures and ask *Who can you see? Do you know their names? Where are they? (at home, in the garden)*
- Play the audio. Have the children follow in their books and find the answer to the question *Who is Jake?* Elicit the answer and then ask what other family members are in the story.
- Play the audio again for the children to repeat chorally.

3 Work in groups. Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Pay attention to the pronunciation of the *th* sound in *This* and *That's*.
- Divide the class into pairs and have them decide who will be Tom and who will be Jake. Alternatively, designate the roles by giving each child a number, and then giving each number a role.
- Allow them a few minutes to practise acting out the story. You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the pairs to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.

Cooler: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Stop the audio after some of the key words in the story (e.g. *brother, grandpa, hello, that's, my, your*).
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word.



Workbook page 29

Lesson 2 Grammar time

1 Read and match.

1 That's my cat. It's fat.



2 This is my hat. It's funny.



3 This is my cat. It's small.



4 That's my hat. It's old.



2 Look, read and circle.



1 This is / That's my mum.

4 This is / That's my brother, Jake.

2 This is / That's Sara, my sister.

5 This is / That's my grandma.

3 This is / That's my grandpa.

6 This is / That's my dad.

Unit 3 29

1 Read and match.

Answers: 1 b 2 c 3 a 4 d

2 Look, read and circle.

Answers: 1 This is 2 This is 3 That's
4 That's 5 This is 6 That's

Lesson 3 Grammar focus

Pupil's Book page 33

Lesson 3 Grammar focus

1 3.5 **Look and read.**

Graphic **Grammar**

this / that *my / your*

This is my grandma. That's your grandma.

This → That
That's → That is

2 Write *This is* or *That's*.

1 *This is* my mum. 4 _____ your grandpa.
2 *That's* my grandma. 5 _____ your sister.
3 _____ my brother. 6 _____ your dad.

3 **Work in pairs. Play a matching game. Be a star!**

- Go to page 149 and cut out the cards.
- Put the sentence cards face down. Look at the picture cards.
- Choose a sentence card, find the picture card and point to the correct object.

That's your grandpa. This is my ball. This is my mum.

Go to **Grammar booster**: page 136. Unit 3 Identify objects WB: page 30 **33**

Learning objectives: Identify objects

Grammar: *this / that, my / your; This is my grandma. That's your grandma.*

Review vocabulary: family members

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors

Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14–15). Write on the board the following incomplete sentences:
Th _ s _ s my br _ th _ r.;
Th _ t's my gr _ ndp _ .;
Th _ s _ s y _ _ r gr _ ndm _ .
 (Solution: *This is my brother. That's my grandma. This is your grandma.*)

1 3.5 Look and read.

- Play the audio and have the children follow in their books. Encourage them to make gestures to reinforce meaning: pointing close to themselves for *this* and pointing further away for *that*; placing a hand on their chest for *my* and indicating a friend for *your*.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *That's* by counting out *That is your grandma* on your fingers, and then pushing the *That is fingers* together to show the contraction.

- If using the video, tell the children they will see a video of people meeting in a café. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence. Encourage them to do actions for *this, that, my* and *your* as described above.

2 Write *This is* or *That's*.

- Refer the children to the example answers and elicit why these are correct (1 mum is near, 2 grandma is further away).
- Have the children complete the activity and check their answers in pairs.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 *This is* 2 *That's* 3 *That's* 4 *That's*
5 *This is* 6 *This is*

3 **Work in pairs. Play a matching game. Be a star!**

- Divide the class into pairs and have them open their books to page 149.
- Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see in the pictures on the cards. For this activity, they will use one set of cards.
- Invite two children to read out the example exchange. To reinforce the difference between the use of *This is ... / That's ...*, point out that the bigger pictures on the two cards represent people or items that are near (*This is ...*), and the smaller pictures represent people or items that are further away (*That's ...*). Use gestures and examples of items in the classroom if necessary for further reinforcement. Then have all the children do the activity in pairs.
- Circulate round the class, making sure that the children are using *This is* or *That's* to describe the picture.

Grammar booster

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

Answers: 1 This is 2 This is 3 That's 4 This is
5 That's 6 This is

Cooler: A memory game

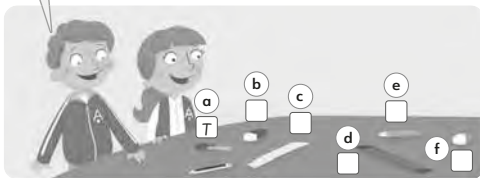
- Divide the class into groups of six to eight children. Each child in the group should place one card of his / hers in the middle (cards can be repeated).
- Join one group to demonstrate. Place a card, e.g. a crayon, in the middle. Pick it up and say *This is a crayon* and put it back with the other cards. Encourage the next child to pick up a card and say *This is a book. That's a crayon.* (pointing to your crayon card).
- The next child in each group picks up and speaks about their own card and has to remember the cards that belong to the people before them.

Workbook page 30

Lesson 3 Grammar focus

1 3.2 Listen and write T (Tom) or S (Sara).

This is my pen. That's your pen, Sara.



2 Look and complete with *This is* or *That's*.



1 *This is* _____ my grandma.



2 _____ my brother.



3 _____ my baby sister.



4 _____ my grandpa.

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

Grammar reference:

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

1 3.2 Listen and write T (Tom) or S (Sara).

Audioscript

- 1 *This is my pen. That's your pen, Sara.*
- 2 *That's your ruler, Tom. This is my ruler.*
- 3 *This is my rubber, Sara. That's your rubber.*

Answers: a T b T c S d T e S f S

2 Look and complete with *This is* or *That's*.

Answers: 1 This is 2 This is 3 That's 4 That's

Lesson 4 Reading

Mum's birthday

1

I'm Anna. Look at my family. This is my brother. He's eight. This is my sister. She's small.

2

And that's Mum! It's her birthday! Look at the pink flowers! Look at the big present! It's blue. Mum is happy.

3

Look at the birthday cake. Look, two candles. One is red and one is ... Oh no! The balloons! Dad, stop that cake!

4

Well done, Dad! How funny!

Vocabulary

balloon

birthday cake

candle

flowers

- 1 Look at the story. Find and say the family members.
- 2 3.6 Read the story. Find the new words.
- 3 Read and **circle**. **Be a star!**
 - 1 My sister is tall / **small**.
 - 2 My brother is six / **eight**.
 - 3 The flowers are pink / **blue**.
 - 4 The present is big / **small**.
 - 5 The candles are red and green / **blue**.
- 4 Find things in the story.

colours

numbers

sizes
- 5 This story is:

34 Unit 3 Read a story WB: page 31

Unit 3 Read for detail WB: page 31 35

Learning objectives: Read a story; Read for detail

Vocabulary: balloon, birthday cake, candle, flowers

Additional vocabulary: beautiful, birthday, pink, present, purple

Review vocabulary: big, blue, funny, happy, small, tall

Resources: Flashcards; Vocabulary worksheet 2

Warm-up: Speed drawing

- Tell the children they have 20 seconds to draw a picture of their family in their notebooks. Demonstrate by having the children count down from ten while you do a very fast picture of your family on the board – this shows the children that it doesn't need to be a good drawing, or even recognisable!
- Tell the children about your family – *This is my ...*
- The children do their own super-fast drawings of their family and tell a friend about them. (The terrible drawings are part of the fun!)

Vocabulary

- Refer the children to the vocabulary panel on page 35 and read out the words for the class to repeat.
- Ask *Where can you see flowers? Can you find the birthday cake? Where are the candles? Do you see any balloons?*

1 Look at the story. Find and say the family members.

- Give the children a minute to look at the text and pictures. Ask them to guess what the title word *birthday* means.
- Tell the children that the people in the picture are all from the same family. Point to the characters and have the children suggest who they are.
- Have the children read or look through the story individually and find the family names. When they see the name of a family member in the text, have them find the person in the pictures. (While Grandma and Grandpa are not named in the text, they can be seen in the picture; affirm responses if the children are able to name them.)

Answers: brother, sister, Mum, Dad, Grandma, Grandpa

2 3.6 Read the story. Find the new words.

- Play the audio and have the children follow in their books.

3 Read and circle.

Be a star!

- Go through the example with the class. Ask them to find the word *small* in the story (part 1: *This is my sister. She's small.*) Check the meaning of the word *small*.
- The children work individually to answer the remaining questions. Encourage them to find the part of the story, check the information and circle the correct word.
- For feedback, read out the beginning of each sentence and have the class call out the ending.

Answers: 1 small 2 eight 3 pink 4 big 5 green

Reading

Teaching star!

When children are learning to deal with texts, a whole class approach is good to demonstrate technique. Follow this approach for Activity 3 to help children develop good reading skills.

- Write the sentences on the board.
- Point out the word *sister* in number 1, and ask the children which part of the story is about the sister. (They can use the pictures and text to find it: part 1.)
- Point out the words *small* and *big*. Read part 1 with the children and ask which word they can see. Circle it on the board.
- Do the same with the other sentences.

4 Find things in the story.

- Ask the children to find colours, numbers and sizes mentioned in the story.

Answers: colours: pink, blue, red; numbers: eight, one; sizes: small, big

5 This story is:

- Ask the children to decide which of the three pictures fits the mood of the story.

Answers: Children should tick the laughing emoji.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–15) with the key words from the story.

Lesson 4 Reading

1 Remember your Pupil's Book pages 34–35. Read and tick (✓) or cross (✗).

- 1 It's Mum's birthday.
- 2 My sister is small.
- 3 The flowers are purple.
- 4 The present is small.
- 5 Look! That's Dad with the birthday cake.
- 6 There are two candles.



2 Read and complete.

sister eight This is funny That's small



- 1 This is _____ my brother. He's _____. He's tall.
- 2 That's my _____. She's _____.
- 3 _____ my dad. He's _____.

Unit 3 31

1 Remember your Pupil's Book pages 34–35. Read and tick (✓) or cross (✗).

Answers: 1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓

2 Read and complete.

Answers: 1 This is, eight 2 sister, small
3 That's, funny

Lesson 5 Sounds and letters

Pupil's Book page 36

- Write a big, clear *i* on the board as a model for the children. Have them complete the three words.

Audioscript

/ɪ/ /ɪ/ /ɪ/ wind
 /ɪ/ /ɪ/ /ɪ/ wig
 /ɪ/ /ɪ/ /ɪ/ fig

Answers: wind, wig, fig

Lesson 5 Sounds and letters

1 3.7 Listen and say. Complete.

w_i_n_d w_ig f_g

2 3.8 Listen and say the chant.

This big kid
 In a big blue wig
 Sits in the wind
 And eats six big figs.

3 3.9 Match the words with *i*. Listen, check and say. **Be a star!**

1 wig 2 hat 3 big 4 pen 5 wind 6 fig

Learning to learn

Follow these steps to help you write new words.

1 Look. 2 Copy. 3 Cover. 4 Write. 5 Check.

36 Unit 3 Sounds and letters: identify short *i* sound Learning to learn: write new words WB: page 32

2 3.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *i*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *i* sound.
- Play the chant once more and have the children join in as much as they can.
- Have the children say the chant round the class, one word each. See how fast they can say it!

3 3.9 Match the words with *i*. Listen, check and say. **Be a star!**

- Ask the children how many words they can see with the letter *i* (there are four).
- Point out the example and have the children draw lines to join the remaining words with *i* to the big letter *i* in the middle.
- Ask the children which numbers they circled, and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

wig, wig, big, big, wind, wind, fig, fig

Answers: 1 wig, 3 big, 5 wind, 6 fig

Learning to learn

- Explain to the children that when they learn new words, it's important to learn how to write them correctly.
- Refer the children to the words and images in the *Learning to learn* box.
- Do an example on the board following the same procedure, and saying the words for the five stages.
- Have all the children choose one word from the page and practise the steps. (There is more practice in the Workbook.)

Learning objectives: Sounds and letters: identify short *i* sound; Learning to learn: write new words

Sounds and letters words: fig, wig, wind

Resources: Sounds and letters worksheet

Warm-up: That's wrong!

- Read a changed version of the beginning of the story from Lesson 4 to the children. Make some funny changes to keywords (see suggested version below).
- Have the children say *Stop!* every time they hear something different from the original. Ask what the original was.
- (Suggested version: *I'm Anna. Look at my robots. This is my brother. She's old. This is my sister. He's big. And that's Mum! It's her birthday! Look at the blue flowers! Look at the big present! It's pink! Mum is sad.*)

1 3.7 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things. If necessary, clarify *wig*, by miming putting a wig on your head.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the *i* in the word *wind* in your book. Ask *What's this letter? (i) What's the sound? (/ɪ/)*

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–15) with the key words from this lesson: *wind, wig, fig, big, listen, copy*.



Workbook page 32

Lesson 5 Sounds and letters

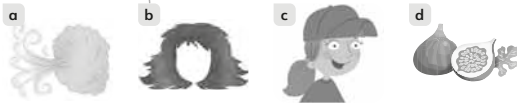
1 3.3 Listen again and circle the *i* sounds.

This big kid
In a big blue wig
Sits in the wind
And eats six big figs.



2 Complete and match.

1 w_i_g 2 f_g 3 w_nd 4 s__ster



3 Look and number the steps in order.



32 Unit 3

1 3.3 Listen again and circle the *i* sounds.

Answers: Th*i*s b*i*g k*i*d
In a b*i*g blue w*i*g
S*i*ts in the w*i*nd
And eats s*i*x b*i*g f*i*gs.

2 Complete and match.

Answers: 1 i-b 2 i-d 3 i-a 4 i-c

3 Look and number the steps in order.

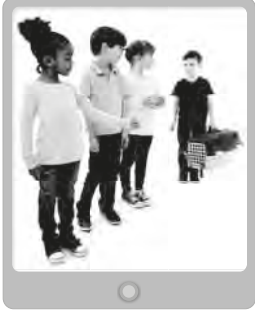
Answers: 1 look 2 copy 3 cover 4 write
5 check

Lesson 6 Language in use



Pupil's Book page 37

Lesson 6 Language in use

1 3.10 Listen and say.



Vocabulary

 bird  fish

Who's this?

Who's that?

She's my sister. Her name is Sally. This is her fish.

He's my friend. His name is Jim. That's his tiger.

2 Work in pairs. Ask and answer.

Student A

Lily cat Ben lion

Student B

Tina bird Jack fox

Who's this?
She's my sister. Her name is Lily. This is ...

3 Now it's your turn. Choose two animals and act out. **Be a star!**

Go to Grammar booster: page 136. Unit 3 Who's this / that?; his / her WB: page 33 37

Learning objectives: *Who's this / that?; his / her*

Review vocabulary: animals

Resources: Language in use video; Grammar worksheet 2

3.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.
- Then divide the class into two, with each half saying alternate lines.

Vocabulary

- Refer the children to the pictures in the vocabulary box at the top of the page. Say the words and have the children repeat.
- Have them do a mime for a bird, e.g. flapping their arms, and for a fish, e.g. opening and closing their mouth.
- Say the words quickly at random for the children to repeat and do the mime.

1 3.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each part.
- Ask when we use *his* and *her* (*his* for boys, *her* for girls). Elicit the question to ask about a person (*Who's this?*).
- Play the audio one more time, and have the children repeat.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children, one sentence at a time. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Refer the children to the information about Students A and B in the boxes. Ask them to find four names and four animals.
- Refer them to the beginning of the dialogue. Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Roleplay the complete dialogue with a confident child for the class to see how it works.
- Divide the class into pairs to make new dialogues with the words in the boxes.
- Invite any volunteer pairs to perform their dialogue for the class.

3 Now it's your turn. Choose two animals and act out. **Be a star!**

- The children are now ready to do their own versions of the dialogue in pairs. Ask them to think of two animals each and make new dialogues.
- While they do this, circulate and monitor. Offer support as necessary and praise the children for any good work.

Grammar booster

Ask the children to turn to page 136 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 her 2 cat 3 Who 4 His
5 That 6 bird

Cooler: Read around the class

- Have the children read out the dialogue in Activity 1 round the class – each child says one word. See how fast they can complete it!

Teaching star!

Mixed ability

Some children find adapting the dialogue challenging. Building a new dialogue as a class with plenty of repetition gives more confidence.

- Draw two heads at the top of the board. Build a dialogue like the one in Activity 1 on the board under the heads, but change the names and animals. Using little pictures can help fix the language for each new part.
- Each time you add in a new question and answer, go back and repeat the dialogue from the beginning.
- By the time they come to the end, everyone will be confident and ready to speak.

Workbook page 33

Lesson 6 Language in use

1 3.4 Listen and draw lines.

2 Look, read and complete.

bird his Who her lion

Who's this?
She's my friend Amy. That's 1 her 2 _____
3 _____'s that?
He's my friend. His name is Adam. That's 4 _____
toy 5 _____

Unit 3 Go to Vocabulary and grammar reference on page 120 33

Grammar reference:

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

1 3.4 Listen and draw lines.

Audioscript

- Who's that?
He's my brother. That's his toy monkey. His name is Alex.
- Who's that?
He's my friend Evan. That's his toy elephant.
- Who's this?
She's my sister. This is her toy panda. Her name is Lucia.
- Who's this?
She's my friend Tilly. This is her toy tiger.

Answers: 1 Alex, c 2 Evan, d 3 Lucia, a 4 Tilly, b

2 Look, read and complete.

Answers: 1 her 2 bird 3 Who 4 his 5 lion

Lesson 7 Listening and speaking

Pupil's Book page 38

Audioscript

- 1 Hello. I'm Sofia and I'm from Mexico. I'm seven. This is my family. This is my mum. This is my dad. The small boy is my brother. This is my grandma and this is my grandpa.
- 2 I'm Shan. I'm from China. I'm six. This is my family. This is my mum and this is my dad. My grandma and grandpa are in the photo too.

Answers: 1 a 2 b

3 Listen again and circle the family members.

- Write on the board Sofia: *mum dad brother sister grandma grandpa*.
- Play part 1 of the audio. When the children hear a family name, they say *Stop!* and tell you which word to circle. Play the rest of the audio and have the children circle the words.
- For feedback, play the audio again, pausing for different children to circle the word on the board.
- Repeat for part 2 of the audio.

Answers: Sofia: mum, dad, brother, grandma, grandpa; Shan: mum, dad, grandma, grandpa

4 Work in pairs. Listen. Talk about your family. Be a star!

- Play the audio. Have the children repeat each line quietly to themselves. Play it again and have them repeat chorally and then individually to check pronunciation.
- Have the children draw a picture of a family member very quickly. Draw one of your own as an example. Introduce the person in your picture and encourage the children to ask questions.
- Now divide the class into pairs to continue the activity.

ESDC

How can families be different?

- Read out the question and ask if anyone can translate it into L1. This question helps the children identify connections between our community and the outside world and identify distinguishing features of a variety of global cultures.
- Elicit ideas on what the children think makes a family. Ask whether the children know some families that are very different to their own. You may wish to discuss your own immediate and extended family to elicit comparisons.
- Guide the children to explore the concept of same and different in relation to families. Discuss how not all families are equally rich, happy or fortunate. Talk about how different cultures can define family to include friends, community elders or others.

Lesson 7 Listening and speaking

1 Look at the families. Say the family names.

2 3.11 Who is talking? Listen and match. This is her dad.

1 Shan

2 Sofia

That's his grandma.



3 3.11 Listen again and circle the family members.

Sofia: mum dad brother sister grandma grandpa
Shan: mum dad brother sister grandma grandpa

4 3.12 Work in pairs. Listen. Talk about your family. Be a star!

- This is my sister.
- What's her name?
- Her name is Paula.
- How old is she?
- She's eight.



How can families be different?

38 Unit 3 Listening: listen for detail Speaking: ask about family members WB: pages 34-35

Learning objectives: Listening: listen for detail; Speaking: ask about family members

Review vocabulary: family members, adjectives

Resources: Vocabulary worksheet 2

Materials: paper, pens or pencils

3.10 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games bank, pages 14-15). Pause the audio after some of the key words in the dialogue (e.g. *sister, fish, that, friend, tiger*).

1 Look at the families. Say the family names.

- The children look at the photos in Activity 2 and the family names.

2 3.11 Who is talking? Listen and match.

- Play part 1 of the audio for the children to listen and look at the first photo.
- Play it again and point to the family members as they are mentioned.
- Now play part 2 of the audio and have the children point to the family members. Play it again to check.

Possible answers: some families can be small, with just one parent and one child; some can be large, with grandparents or other extended family members. Some families are rich, while others may struggle with money or housing. Families should be respected however they are defined.

3.3 Cooler: Sing the song!

- Play the song *My family* as a reminder. Then divide the class into two and have them sing alternate lines of the verses, and then sing all together for the chorus.

Workbook page 34

Lesson 7 Functional language

1 Remember your Pupil's Book page 38. Read and match.



- | | |
|--------------------|----------------------|
| 1 What's his name? | a Her name is Sofia. |
| 2 How old is he? | b His name is Shan. |
| 3 What's her name? | c He's eight. |
| 4 How old is she? | d She's seven. |

2 Read and number in order. Then tick (✓) the correct photo.

- | | |
|-----------------------------|-------------------------------------|
| a What's his name? | <input type="checkbox"/> |
| b His name is Mike. | <input type="checkbox"/> |
| c Look. This is my brother. | <input checked="" type="checkbox"/> |
| d He's eight. | <input type="checkbox"/> |
| e How old is he? | <input type="checkbox"/> |



34 Unit 3

1 Remember your Pupil's Book page 38. Read and match.

Answers: 1 b 2 c 3 a 4 d

2 Read and number in order. Then tick (✓) the correct photo.

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

Correct picture: 1

How am I doing?

1 Look at the pictures. Look at the letters. Write the words. There is one example.

1 <u>d a d</u> d d a	1 y a b b
2 r b o t e r h	3 d a n g r a m
4 y l i m a f	5 u m m

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



This is my mum. Her name is Pat. She's funny.
This is my big ¹ _____. Her name is Lisa. She's ² _____.
This is her ³ _____.
That's my ⁴ _____. His name is John. He's ⁵ _____ and he's happy.

Example

funny	sister	grandpa	dad	10	ten	fish	black	tall
-------	--------	---------	-----	-----------	-----	------	-------	------

Unit 3 Pre-A1 Starters: Reading and Writing Part 3 and Part 4 35

1 Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity prepares children for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. They use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend. (To prepare, the children need practice in spelling.)

Answers: 1 baby 2 brother 3 grandma 4 family 5 mum

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

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children complete the text choosing words from the box.
- Review the example. Then have the children work in pairs. Ask them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.
- (To prepare, the children should practise reading a text quickly for general meaning.)

Answers: 1 sister 2 ten 3 fish 4 grandpa 5 tall

Lesson 8 Writing

1 Read and point.
Use a question mark (?) at the end of a question:
Who's this? What's your name?

2 Look and read. Then write the full stops and the question marks.

Who's this ?

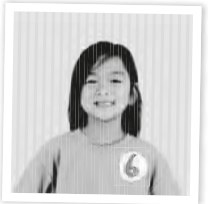
She's my sister

What's her name

Her name is Ella

How old is she

She's six



3 Look and complete. Use full stops and question marks. Be a star!

Who's this? _____


He's _____ friend.

What's _____

His _____

How _____

He's _____



Unit 3 Write a dialogue about a person
WB: pages 36-37 39

Learning objectives: Use question marks; Write a dialogue about a person

Resources: Unit 3 test

Warm-up: Simon says

- Play *Simon says* (see the Games bank pages 14-15) with sentences (see suggestions below). Explain that when you say a sentence, they should indicate a suitable person, but only if you say *Simon says* first. Do an example: say *Simon says 'He's tall'*. and have the children indicate any boy who is tall.
- Suggested sentences: *His name is (child's name). Her name is (child's name). He's my friend. She's my friend. He / She's the teacher. She's six. He's seven.*

1 Read and point.

- Invite volunteers to read out the questions in the box. While they are doing this, write them on the board with the question marks in a different colour (blue if possible, like the book).
- Read out the questions and have the children repeat them with the correct intonation.
- Read them out again and when you reach the question marks, encourage the children to draw the question mark in the air.
- Elicit when we use a question mark (at the end of a question).

2 Look and read. Then write the full stops and the question marks.

- Refer the children to the photo. Ask *Is this a girl or a boy? (girl) How old is she? (six)*
- Write the first question on the board and ask *Question mark or full stop?* Do the same for the answer.
- Write the second question and answer on the board and invite two children to add the correct punctuation mark. Ask for whole-class agreement.
- Then the children complete the activity in their books.
- For feedback, have different children read out a line and all the children draw a question mark or a full stop in the air.

Answers: Who's this? She's my sister. What's her name? Her name is Ella. How old is she? She's six.

3 Look and complete. Use full stops and question marks. Be a star!

- Refer the children to the picture. Tell the children the boy's name is Mark. Ask *What's his name? (Mark) How old is he? (ten)*
- Give the children time to look at the text of the description and think about their answers for the gaps. Ask them not to write at this point.
- Now elicit complete sentences from the class and write the text on the board. As above ask *Question mark or full stop?* at the end of each line.
- Have the children copy the completed text into their books.


Answers: Who's this? He's my friend. What's his name? His name is Mark. How old is he? He's ten.

Cooler: Team Sentences

- Divide the class into groups of five or six children. Read out some of the questions and answer exchanges from Activities 2 and 3. The children practise saying these around the group, one word each. When they are ready, they raise their hands and demonstrate for the class. Ask for whole-class agreement.
- Repeat several times.

Lesson 8 Writing

1 Read and circle the question marks.



2 Read and complete. Use question marks and full stops.

Who's this ?


This is my baby sister

What's her name

Her name is Emma

How old is she

She's one



3 Order and write. Use question marks and capital letters.

1 are / you / how How are you?

2 this / who's _____


3 his / what's / name _____

4 old / he / is / how _____

4 Choose a friend or family member. Complete and tick (✓).

friend / family?	_____	funny	<input type="checkbox"/>
name?	_____	tall	<input type="checkbox"/>
age?	_____	small	<input type="checkbox"/>
		happy	<input type="checkbox"/>

5 Draw and write a description of your friend or family member.



Who's this? ?

What's _____ name

How old is _____

6 Check your work. Tick (✓).

- question marks
- spelling

36 Unit 3 Unit 3 37

1 Read and circle the question marks.

- The children read the text and circle all the question marks.

Answers: Who's this? What's her name? How old is she?

2 Read and complete. Use question marks and full stops.

- The children read the dialogue and complete the punctuation.

Answers: Who's this? This is my baby sister. What's her name? Her name is Emma. How old is she? She's one.

3 Order and write. Use question marks and capital letters.

- The children put the words in order. They start with a capital letter and finish with a question mark.

Answers: 1 How are you? 2 Who's this? 3 What's his name? 4 How old is he?

4 Choose a friend or family member. Complete and tick (✓).

- The children think of someone they know, and complete and tick the information for that person.

Answers: Children's own answers.

5 Draw and write a description of your friend or family member.

- The children complete the questions and write the answers about their chosen person.

Answers: Children's own answers.

6 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.

Reading time 1

1 3.13 Look at the photos. Where are the children? Read and check.

myschool.com/blog

My school Home Blog

NINA

Hi! My name is Nina. I'm six.
Look and guess! What's this?
It's big. It's white and grey.
Is it a panda? No, it isn't!
It's a cat. And it's my school.
It's fantastic!

OLIVIA

KADEK

Hello, I'm Kadek. I'm seven.
My school is the Green School.
It's in the forest.
Look! This is my classroom.
My teacher is nice.

Hi! I'm Olivia. I'm eight.
This is my school library.
It's a red bus!
School is fantastic.
The bus is fantastic.
Books are fantastic, too!

40 Reading time 1 Read an information text

Reading time 1 Develop reading fluency 41

Learning objectives: Read an information text; Develop reading fluency

Additional vocabulary: bus, cat, fantastic, forest, grey, library, nice, panda, white

Resources: Reading time 1 video

Warm-up: Vocabulary ping pong

- Divide the class into two teams. Explain that the first theme is *animals* and have the teams take turns to give the name of an animal. This 'sends the ball' to the other team who have five seconds to reply with a different animal. As each team says an animal, quickly write a list on one side of the board. The game stops when a team cannot find a new word in five seconds.
- This game can be repeated a few times - the children get better each time and enjoy the improvement!
- Repeat with the second theme: *colours*.
- Alternatively, as the topic of the reading spread is on school, you may wish to play this game with classroom objects, for example.

1 3.13 Look at the photos. Where are the children? Read and check.

- Refer the children to the pictures on pages 40 and 41. Ask them the following pre-reading questions:
What can you see? (Possible answers: a school / schools, a bus, a cat, a forest, trees, books, a boy, two girls)
How old are the children? (Nina is six. Kadek is seven. Olivia is eight.)
Where are they - at home, in a park, at school? (At school)
- Have the children quickly read the texts looking for the answer of where the children are.
- Ask the children to raise their hands to give a suggestion, but do not confirm anything at this point.
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.

Check the text.

- Ask some questions to check the children's understanding of the text:
What colour is Nina's school? (Nina's school is white and grey.)
What animal is it? (Nina's school is a cat.)
How old is Kadek? (Kadek is seven.)
Where is his school? (Kadek's school is in the forest.)
How old is Olivia? (Olivia is eight.) What's in the bus? (Olivia's school library is in a red bus.)
- You could ask the children about the type of text, e.g. run your finger around the outline of the webpage realia and ask *Where is this text? Is it in a book? (It's a blog / website / webpage.)* Check that the children all understand what a blog is before continuing. Encourage the children to point out any features they recognise. (They may need to use L1 to explain their ideas.)
- As an extension, you may wish to ask the children if your own school has got a blog / website / webpage (if this is relevant).

Answer: At school.

Rate the text.

- Ask the children if they liked the reading text. (They will be doing more critical thinking about it in the next lesson, but after the first encounter with the text, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
fun
good
interesting
exciting
fantastic
boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

Cooler: The shark game

- Play *The shark game* (see the Games bank, pages 14–15) with key vocabulary from the reading text, e.g. *grey, panda, school, fantastic, forest, bus, library*.



Answers: 1 cat 2 Green 3 library

Reading time 1 / Activities

1 Read the text on pages 40–41 again. **Circle**.

1 It's white and grey. It's the **panda** / cat school.
 2 It's in the forest. It's the **Green** / White School.
 3 It's in a bus. It's a **classroom** / library.

2 Read and write **N** (Nina), **K** (Kadek) or **O** (Olivia).

1 My school is big. N



2 My teacher is nice. —

3 I'm eight. —



4 I'm seven. —

5 Books are fantastic! —

6 I'm six. —

3   **Think and answer. Tell the class.**

1 Which is your favourite school in the text? Why?
 2 Is it the same as your school? How is it different?

4   **Think and draw your perfect school. Show the class. *Be a star!***

42 Reading time 1 Give a personal response to a text

2 Read and write N (Nina), K (Kadek) or O (Olivia).

- Refer the children to the example. Ask them to find the word *big* in Nina's text.
- Have them continue the activity individually and then compare with a friend.
- Read out the sentences and have the children call out the name.

Answers: 1 N 2 K 3 O 4 K 5 O 6 N

3   Think and answer. Tell the class.

- Check that the children understand the questions. Then give them time to look, think and decide.
- Ask the children to vote (by a show of hands) for their favourite school.
- Elicit how it is the same as their school. Then ask how it is different.

4  Think and draw your perfect school. Show the class. *Be a star!*

- Ask the children for some ideas of what a perfect school has. All suggestions are valid at this point!
- Give the children time to think about and draw their school. Demonstrate on the board that they can draw a side view or a plan to show the different rooms.
- In a small class, each child can show their drawing and mention some key features. In a larger class, they can do this in groups. Encourage the other children to ask questions, e.g. *What's this?* (The children may need to use L1 to answer.)

Learning objectives: Give a personal response to a text

Additional vocabulary: bus, different, fantastic, favourite, forest, grey, panda, white

Resources: Reading time 1 video

Materials: paper and pencils

Warm-up: How many words?

- Read out some sentences from the text *My school* and have the children tell you how many words there are in each one. Suggested sentences: *My name is Nina* (4); *Is it a panda?* (4); *My school is the Green School*. (6); *This is my classroom*. (4); *I'm eight*. (2); *This is my school library*. (5)
- Then have the children repeat the sentences chorally.

1 Read the text on pages 40–41 again. Circle.

- Recap the text quickly by asking some questions about the children and their schools.
- Read out the sentence *It's white and grey*. Have the children look back at page 40 and find the phrase. Ask *What is white and grey? What animal is it?* Refer them to their books and ask which word they will circle.
- The children continue the activity in the same way.
- For feedback, invite pairs of children to read out the two sentences. Ask for whole-class agreement.


Cooler: Visualisation

- Ask the children to close their eyes and imagine they are in their perfect school.
- Ask *Where are you? What can you see? What colour is your school? Is it big? Is it fantastic? Why?*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.











Think about it! **Make a Robot**

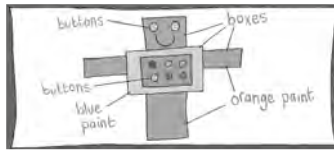
1 Look at the robots. How are they different? Which is your favourite?



2 What do you need to make a robot? Tick (✓).

 boxes <input checked="" type="checkbox"/>	 buttons <input type="checkbox"/>	 pencils <input type="checkbox"/>	 paint <input type="checkbox"/>
 a book <input type="checkbox"/>	 glue <input type="checkbox"/>	 a ball <input type="checkbox"/>	 a paintbrush <input type="checkbox"/>

3 Design a robot. Make a plan.



4 Make your robot. Show the class. Which robots do you like?

Think about it! 1 Use thinking skills 43

Learning objectives: Use thinking skills; Make a robot

Materials: a selection of the items from Activity 2 that the children will need to make their robots, a robot plan of your own – as in Activity 3 (optional)

1.3 Warm-up: Sing the song!

- Play the song *Move like a robot* (from Unit 1, Lesson 1) and encourage the children to do the actions and join in.

1 Look at the robots. How are they different? Which is your favourite?

- Refer the children to the pictures of the robots. Elicit the differences – point to the big robot and say *This robot is big*. Point to another and say *This robot is purple*. Ask the children to point and add more information: *This robot is ...*
- Ask the children to vote for their favourite. Point to each robot in turn and have them raise their hands for their favourite.
- Ask three confident children to count a set of votes each. Write the numbers on the board and elicit or say which is the class favourite.

2 What do you need to make a robot?

Tick (✓).

- Refer the children to the robots again to see what materials they need to make them. Point to the example and say *Can you see boxes?* (*yes*)
- Give them a minute or two to tick the materials and compare with a friend.
- For feedback, call out the items and have the children call out *yes* or *no*.

Answers: boxes ✓ buttons ✓ pencils ✓
 paint ✓ glue ✓ a paintbrush ✓

3 Design a robot. Make a plan.

- If possible, show the children your own labelled robot plan (see optional *Materials*) and tell them about it, e.g. *These are boxes. These are buttons. This is green paint and this is yellow paint*. (If your plan is simple but bright and colourful, the children will have a good model to follow.)
- Give the children enough time for them to draw a plan and label their robot on a clean page in their notebook. When they finish, have them share their plan with a friend.
- (In a large class, have the children pick one design to make in a group, so the amount of materials is realistic!)

4 Make your robot. Show the class. Which robots do you like?

- Allow time for the children to make their robots. Circulate and give help as needed.
- Encourage the children to show each other their robots in small groups and explain, e.g. *This is a box. This is blue paint*. etc.
- Invite volunteers to show their robot to the rest of the class and say something about it.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 14–15) with the materials vocabulary from this lesson.