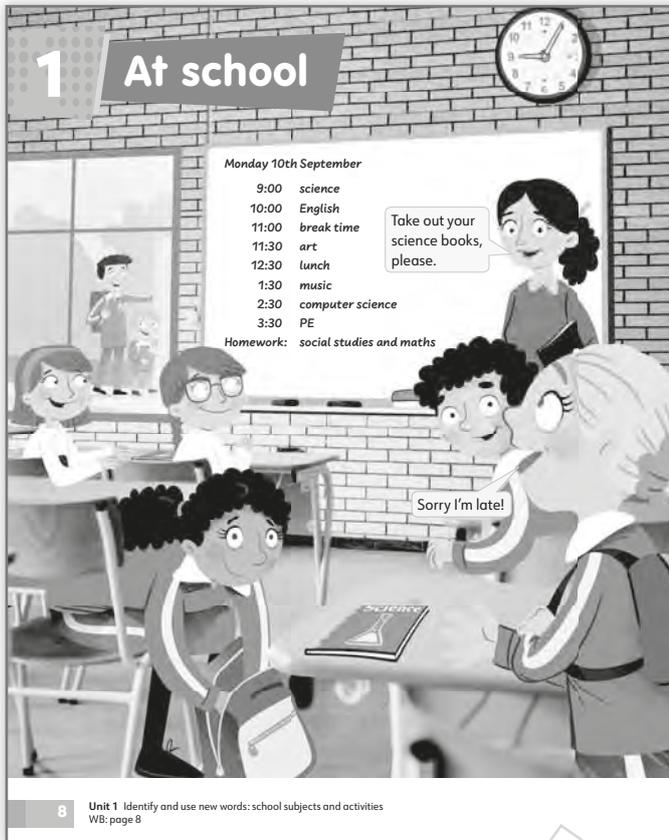


1 At school

Lesson 1 Vocabulary

Pupil's Book pages 8-9



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

Lesson 1

Vocabulary

1 1.1 Listen, point and say.

2 1.2 Listen and play the game. What's next?

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

3 Write the new words in your notebook.

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

4 Look at the picture. Ask and answer. What time is art? It's at half past eleven.

5 1.3 Sing the song. **Be a star!**

Our school day

The clock goes tick-tock-tick-tock. *Chorus*
 The lessons go by. English, PE and social studies.
 Now what have we got? Then it's break time with my buddies!
 Science, music and then art.
 Computer studies - we're all so smart! *Chorus*

How many school subjects are in the song?

Unit 1 Sing a song
WB: page 8

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

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

Resources: Flashcards; Vocabulary 1 worksheet

Materials: paper, pens or pencils

Warm-up: Board race

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

1 1.1 Listen, point and say.

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

★ Teaching star!

Extension

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

2 1.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.

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

Audioscript

Adult: science, English

Child: computer studies

Adult: computer studies, music

Child: break time

Adult: break time, maths

Child: social studies

Adult: social studies, PE

Child: art

Adult: Now more difficult! Art, homework

Child: science

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

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

3 Write the new words in your notebook.

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

4 Look at the picture. Ask and answer.

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

5 1.3 Sing the song.

Be a star!

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

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

Cooler: Ready, set, draw!

- Divide the class into small groups. Show one child from each group a picture from Activity 1.
- The child draws the picture. When their group guesses correctly, they raise their hands. Repeat.

Workbook page 8

1 At school

Lesson 1 Vocabulary

1 Listen and number.

2 Look at Activity 1. Unscramble the words to complete Mo and Peter's timetable for Monday.

Time	School subject
8:30	g l E n h s i _____ English
9:30	c o s i l a s d u i t s e _____
10:30	break time _____
11:00	s m h a t _____
12:00	lunch _____
1:00	t r a _____
2:00	i e n c e c s _____
3:00	E P _____
Homework	computer studies and c u s i m _____

3 Copy the table in Activity 2 in your notebook. Complete the table with what you do at school on Monday.

8 Unit 1

1 1.1 Listen and number.

Audioscript

- 1 art 4 PE 7 music
 2 computer studies 5 maths 8 science
 3 English 6 social studies

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

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

Answers: 8.30 English, 9.30 social studies, 10.30 break time, 11.00 maths, 12.00 lunch, 1.00 art, 2.00 science, 3.00 PE, Homework: computer studies, music

3 Copy the table in Activity 2 in your notebook. Complete the table with what you do at school on Monday.

Answers: Children's own answers.

Lesson 2 Reading

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

1 The text is ... a a diary. b a story.
 2 It's about ... a a girl. b a woman.
 3 She's ... a at school. b in a shop.

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

3 Read the text. Why does Noor look out of the window?

Noor's first day at school

Noor is nine years old. Her family is living in a new town. Noor's going to a new school. It's her first day. She thinks, 'I've got science and computer studies and art before lunch today. I hope the children are friendly!'



It's nine o'clock. Noor is in her new classroom. It's time for science. She's sitting next to Mary. 'You can look at my book,' says Mary. But Noor isn't looking at the book. She's looking out of the window. The teacher says, 'Everyone, please look at your books!'



It's ten o'clock, and the children are in the computer room. They're looking at the computers. Well, everyone except Noor. She's looking out of the window. The teacher says, 'Everyone, please look at your computers!'



It's break time and the teachers are in the teachers' room. 'Noor, the new girl in Year 3 always looks out of the window. I think she's very shy,' says the science teacher. 'Yes!' says the computer studies teacher. 'Or do you think the classes are very difficult for her?'



'Oh! What's that noise?' asks the music teacher. 'Look at the children in the playground!' says the maths teacher.

'Come down, Lucky! Please come down!' says Noor to the little cat in the tree.

'Ah!' says the science teacher! 'Now we know why Noor looks out of the window!'



The PE teacher climbs up the tree and rescues the cat. Noor is very happy! 'This is my cat. You can't come to school, Lucky!' she says. The other children laugh a lot! 'What a lovely cat!'



Vocabulary

computer room difficult laugh rescue think

Learning to learn

What do you do when you don't understand a word? Do you ...

1 look in a dictionary? 2 ask a friend? 3 ask the teacher?

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

10 Unit 1 Read a story WB: page 9

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

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

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

Additional language: friendly, shy, window

Resources: Flashcards

Warm-up: Memory game

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

Vocabulary

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

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

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

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

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

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

Answers: science, computer studies, art, break time, music, maths, PE

Teaching star!

Reading

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

Answers: people: Noor, family, children, Mary, teacher, girl; **numbers:** nine (first), ten, three; **places:** town, school, classroom, computer room, teachers' room, playground

3 1.4 Read the text. Why does Noor look out of the window?

- Play the audio. Have the children follow in their books and find the answer to the question.
- Allow the children time to re-read the text quietly.

Answers: Because her cat, Lucky, is in the tree.

Learning to learn

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

Cooler: What was the last word?

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

Workbook page 9

Lesson 2 Reading

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

laughs thinks difficult music room computer room

Sarah is at school. She's in the ¹ music room.

It's time for music. Sarah is looking at her music book.

'Oh no, this is very ² _____.

'I don't think I can do this,' she ³ _____.

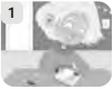
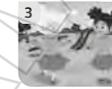
The teacher tells the class to look at page three of their music books.

'Oh! That's the wrong page!' Sarah ⁴ _____. She's happy.

She looks at page three. 'This one is easy!'

When the class ends, Sarah goes to the ⁵ _____ for computer studies.

2 Where is Sarah now? Write sentences.

1  2  3  4 

1 She's in the classroom. 2 _____

3 _____ 4 _____

Learning to learn

3  Read and tick (✓) your answers.

1 You are in the classroom. The teacher is talking. She uses a word you don't know. What do you do?

2 You are in the classroom. You are working in a group. You find a word you don't know. What do you do?

3 You are at home. You are doing your homework. You find a word you don't know. What do you do?

	Look in a dictionary	Ask a friend	Ask the teacher
1			
2			
3			

Unit 1 9

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

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

2 Where is Sarah now? Write sentences.

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

3 Read and tick (✓) your answers.

Answers: Children's own answers.

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

- What do the children study at half past nine?
The children study science at half past nine.
- What do they study after science?

- Where do the teachers go at break time?



How can you help new pupils in your school?

2 Who is speaking?

- 'You can look at my book.' _____ *Mary*
- 'I think she's very shy.' _____
- 'Look at the children in the playground!' _____
- 'You can't come to school!' _____

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

- | | |
|---|--|
| <input type="checkbox"/> The teachers see a cat. | <input type="checkbox"/> The PE teacher rescues Lucky. |
| <input type="checkbox"/> The children are in the computer room. | <input type="checkbox"/> Noor is sitting next to Mary. |
| <input checked="" type="checkbox"/> 1 Noor arrives at her new school. | <input type="checkbox"/> The children laugh a lot. |

Sounds and spelling

4 1.5 Listen and say the chant. Look at the spelling.

Three clean sheep
asleep in a heap.



5 1.6 Write the missing letters ee or ea. Listen and check.

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

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

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

Resources: Sounds and spelling worksheet

Warm-up: Disappearing words

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

1 Answer the questions with full sentences.

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

Answers: 1 The children study science at half past nine.
2 The children study computer studies after science.
3 The teachers go to the teachers' room at break time.

2 Who is speaking?

- Elicit from the children what Mary means when she says *You can look at my book* (Mary will share her book with Noor). Ask the children to point to that part of the story.
- Have the children continue the activity. Ask *What is the person talking about? Where does it happen in the story? Find it on the page to confirm.*
- Have three children read out the remaining phrases and the rest of the class call out the correct person.

Answers: 1 Mary 2 the science teacher 3 the maths teacher 4 Noor

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

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

Answers: 1 Noor arrives at her new school. 2 Noor is sitting next to Mary. 3 The children are in the computer room. 4 The teachers see a cat. 5 The PE teacher rescues Lucky. 6 The children laugh a lot.

Game

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

4 1.5 Listen and say the chant. Look at the spelling.

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

Audioscript

Teacher: Now say the missing words.

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

Children: clean

Teacher: Three clean sheep asleep in a ...

Children: heap

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

Children: Three

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

Children: asleep

5 1.6 Write the missing letters ee or ea. Listen and check.

- Elicit all the words from the children by inserting the sound /i:/.
- The children now complete the words with ee or ea and compare with a friend.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words. Play the audio for the children to check their answers.
- Have the children scan the story in Lesson 2 and find all the examples of words with ee or ea (*teacher, please, break, year, tree*). Ask the children which one has a different pronunciation (*break - /breɪk/*).

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

ESDC

How can you help new pupils in your school?

- Read out the question and ask if anyone can translate it into L1. This question helps the children explore the concepts of friendship and community and how their own behaviour can have a positive impact on others.
- Ask if there are any new children in the school this year. If this is the first year of your school, ask if there are children new to the area. Discuss how children might feel when they are new to a school or community. Elicit suggestions on how the children can help a new child in their school settle in.
- Encourage the children to share their experiences of being new to a country, town or school and what made them feel welcome and part of their community.

Possible answers: include new children in games and other activities, ask what they liked to do at their old school, tell them about fun things to do in the area, show them different places in the school, talk about special activities they might like to participate in.

Cooler: Half sentences

- Write the following two groups of words vertically on the board next to each other:
*I hope the children ... / You can look ... / This is ...
... my cat. / ... are friendly. / ... at my book.*
- Ask volunteers to draw a line to join the parts and make complete sentences.

Workbook page 10

Lesson 3 Reading comprehension

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

1 What time has Noor's class got science? at nine o'clock

2 Who helps Noor in the science class? _____

3 Where are the children at ten o'clock? _____

4 What do the children do at break time? _____

5 Who helps Noor and Lucky? _____

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

Noor can look at Mary's book.

1 Noor's in her science classroom.

Lucky is in the tree.

Noor's in her computer studies classroom.

The PE teacher rescues Lucky.

Sounds and spelling

3 Say aloud. Circle the letters ee and ea.

4 Look at Activity 3. Write ee words in the seed and ea words in the leaf.

seed leaf

10 Unit 1

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

Answers: 1 at nine o'clock 2 Mary 3 in the computer room 4 play in the playground 5 the PE teacher

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

Answers: 1 Noor's in her science classroom.
2 Noor can look at Mary's book. 3 Noor's in her computer studies classroom. 4 Lucky is in the tree.
5 The PE teacher rescues Lucky.

3 Say aloud. Circle the letters ee and ea.

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

4 Look at Activity 3. Write ee words in the seed and ea words in the leaf.

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

Lesson 4 Grammar

1 Look and read. Graphic Grammar

Present simple or present continuous?

He always plays football on Wednesdays .

Now he's watching football on TV .

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

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



3 Work in pairs and play a game. Be a star!

- Go to page 145 and cut out the cards.
- Put the cards face down. Make one pile of purple cards and one pile of green cards.
- Take turns to pick up one purple card and one green card and make sentences.
- Keep the cards if you can make a correct sentence. The one with the most cards is the winner!



He always eats dinner at six o'clock, but now he's doing his homework.

Go to Grammar booster: page 134. Unit 1 Use present simple or present continuous WB: page 11 13

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

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

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

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

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

Learning objectives: Use present simple or present continuous

Grammar: Present simple or present continuous

Review vocabulary: school subjects, activities

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: paper, pens or pencils, scissors

Warm-up: Point to ee or ea

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

1 Look and read.

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

3 Work in pairs and play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 145. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Work through the example activity with the children.

Teaching star!

Mingle

- Allow the children to stand up and mingle because many children learn well when they are physically active.
- Teach the children *Yes, I agree! / I have something different*. Have the children stand up and talk to the person next to them. Have them compare ideas about the answers in Activity 2 and use their responses. When you clap your hands and say *Next!* they move to talk to someone different. Continue this for five or six exchanges.

Lesson 5 Language in use

1 1.7 Listen and say.



2 Complete the text about your lessons on Monday.

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

What _____ you good at?

3 Work in pairs. Now make a new dialogue. **Be a star!**



Are you good at sport?



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

Oh, I'm good at art, too!

Vocabulary

after before first second then

What lessons have we got today?
Well, first we've got English.
Great! I'm **good at** English.
Second, we've got PE.
Oh, I'm **not good at** PE.
Then it's break time. After break time, we've got science.
I like science. **Are you good at** science?
Yes, I am. And, we've got art before lunch.
Fantastic!

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

Go to Grammar booster: page 134.

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

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

1 1.7 Listen and say.

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

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

Teaching star!

Extension

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

2 Complete the text about your lessons on Monday.

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

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

Vocabulary: after, before, first, second, then

Review vocabulary: school subjects

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

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

Warm-up: Make a sandwich!

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

- Have the children complete their own version of the text. Less confident children can do this with a friend.
- Ask some children to read out their completed version. Encourage applause for their effort!

Answers: Children's own answers.

3 Work in pairs. Now make a new dialogue.

Be a star!

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

Grammar booster

For additional practice, ask the children to turn to page 134 of their Pupil's Book to complete Activity 3. You may also wish to have the children complete this activity at home.

Answers: 1 I'm not good at 2 I'm good at
3 I'm not good at

Cooler: Stepping stone sentences

- Divide the class into small groups. Give each group a photocopied handout (see *Materials*). Hold up your copy. Show the children how you can walk your fingers around the page to make complete sentences.
- The children take turns to walk their fingers around the page to make sentences about themselves and call out the words to say the sentences.

Workbook page 12

Lesson 5 Language in use

1  1.3 What are they good at? Listen and tick (✓) or cross (×).

			
Harry	✓		
Ava	×		

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

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

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

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

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

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

3 Ben: Is English before or after lunch?
Maria: A English is after lunch.
 (B) English is before lunch.
 (C) English is the second lesson.

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

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

Good at	Not good at

12 Unit 1 Go to Vocabulary and grammar reference on page 118. A1 Movers: Reading and Writing Part 2

Grammar reference:

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

1 1.3 What are they good at? Listen and tick (✓) or cross (×).

Audioscript

Girl: What lessons have we got this morning, Harry?

Boy: First, we've got science. I'm good at science.

Girl: Oh, I'm not good at science.

Boy: ... and then second, we've got computer studies. I'm good at computer studies.

Girl: I'm good at computer studies too! What have we got after break time?

Boy: We've got art. Are you good at art?

Girl: Yes, I am.

Boy: I'm not good at art.

Answers: Harry: science (✓), computer studies (✓), art (×); Ava: science (×), computer studies (✓), art (✓)

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

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

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

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

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

Answers: Children's own answers.

Lesson 6 Listening and speaking

1 1.8 Listen to the chant. Circle the words you hear.

music go OK homework
this repeat in help say
English

2 1.8 Complete the chant. Use the words from Activity 1. Listen again and check.

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



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

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

1 1.8 Listen to the chant. Circle the words you hear.

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

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

2 1.8 Complete the chant. Use the words from Activity 1. Listen again and check.

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

Answers: English; go; in; this; OK; say

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

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

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

Warm-up: Reconstruct the phrases

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

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

Teaching star!

Game

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

3 Say the chant.

Be a star!

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

ESDC



Why is it good to go to school?

Introduce the children to Sustainable Development Goal 4: *Quality education*.

- Ask: *Why is it good to go to school?* Elicit ideas in L1, providing useful language in L2 during the discussion.
- Draw attention to Pupil's Book page 8. Ask the children to describe the picture (the children are smiling; they're friendly). Ask: *Are they happy to be at school?* (yes)
- Explain that not all children are able to go to school. Sometimes children have to work or look after family members. Elicit why school is important and discuss why every child should be able to learn.
- Encourage the children to share examples of their favourite things to learn and do at school. Ask: *What things can help children who can't always go to school?*

Possible answers: lessons on the internet, making sure everyone is able to have books and notebooks, sharing what we learn with others.

Cooler: What's the next word?

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

Workbook page 13

Lesson 6 Language builder

1 Match to make sentences you use in the classroom.

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

2 Look at the pictures and complete.



1 May I come
in, please?



2 Is this _____?



3 May I _____
please?



4 _____
that, please?



5 How _____
_____?



6 _____?

Unit 1 13

1 Match to make sentences you use in the classroom.

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

2 Look at the pictures and complete.

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

Lesson 7 Writing

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

'Oh! What's that noise?' asks the music teacher.
'Look at the children in the playground!' says the maths teacher.

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

- 1 After school, Noor goes to the art club. She sees Mary. She says, 'Hello, Mary. Do you like art, too?' 'Yes, I do,' says Mary.
- 2 Mary puts her paintbrushes on the table. She says, 'Hurry, Noor! What are you doing?' Noor is sad. 'I haven't got my paint or paintbrushes,' she says.



- 3 Mary says, 'I've got lots of paint and paintbrushes. Noor is happy! She says, _____'
- 4 Now Mary and Noor are painting pictures. Noor is good. Mary says, _____'



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

Learning objectives: Write a dialogue using speech marks

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

Warm-up: Visualisation

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

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

- Nominate two confident children to play the roles of the music teacher and the maths teacher in Activity 1. You play the role of the narrator of the story.

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

Answer: Speech marks.

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

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

Answers: 1 After school, Noor goes to the art club. She sees Mary. She says, 'Hello, Mary. Do you like art, too?' 'Yes, I do,' says Mary. 2 Mary puts her paintbrushes on the table. She says, 'Hurry, Noor! What are you doing?' Noor is sad. 'I haven't got my paint or paintbrushes,' she says. 3 Mary says, 'I've got lots of paint and paintbrushes.' Noor is happy! She says, [Suggested answer] 'Thank you, Mary!' 4 Now Mary and Noor are painting pictures. Noor is good. Mary says, [Suggested answer] 'Well done, Noor!'

Extension

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

Teaching star!

Cooler: How many words?

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

Workbook pages 14–15

Lesson 7 Writing

Prepare to write

1 Read and complete.

Jenny's bad day

May I come in, please?

Yes, ¹ come in.
Sit down.

What have we got today?

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

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

We haven't got social studies today.

It's Tuesday today, isn't it?

No, ⁴ _____.

2 Complete the sentences. Add speech marks.

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

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

Ready to write

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

Jenny's bad day

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




4 Read and check your work in Activity 3. Tick (✓).

- speech marks in the correct places
- correct punctuation
- neat writing

Prepare to write

1 Read and complete.

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

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

2 Complete the sentences. Add speech marks.

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

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

Ready to write

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

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

4 Read and check what you wrote in Activity 3. Tick (✓).

- The children check their work and tick the boxes.



Lesson 8 Think about it!

Pupil's Book page 17

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

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

Nature Club

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

Computer Club

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

BASKETBALL CLUB

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

2 1.9 Listen. Circle Lucy's answers in red and Sam's answers in blue.

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

3 Work in pairs. Choose a club for Lucy and Sam. Now choose a club for you.

A good club for Lucy is the Computer Club because she likes art.

Yes, and she's good at computer studies.

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

Learning objectives: Analyse and evaluate options

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

Resources: Unit 1 test

Materials: (optional) large pieces of paper for children to make posters

Warm-up: First letters

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

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

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

Answers: Nature Club: Learn about science, flowers and animals. **Computer Club:** Learn new games. Make a website. **Basketball Club:** Play sport and run.

2 1.9 Listen. Circle Lucy's answers in red and Sam's answers in blue.

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

Audioscript

Adult: Hello, Lucy.

Lucy: Good morning.

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

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

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

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

Adult: And do you like ball games?

Lucy: Yes, I do.

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

Sam: I'm fine, thanks.

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

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

Adult: And do you like plants and animals?

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

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

3 Work in pairs. Choose a club for Lucy and Sam. Now choose a club for you.

- Divide the class into pairs and give the children time to discuss their choices.
- Ask for suggestions from the class and ask why. The children do the activity individually.
- Ask volunteers to share what club they'd like to be a part of.

Answers: A good club for Lucy is the Basketball Club because she likes ball games / running and she's good at sport. A good club for Sam is the Nature Club because he likes plants and animals and he's good at science.

Arts and crafts

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

Cooler: Disappearing sentence

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

Workbook pages 16-17

Check-up challenge

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



maths music art science
PE social studies English computer studies

Example You run, play and exercise.

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

PE

2 Read and complete the timetable.

- 1 The lesson after lunch is art.
 - 2 The second lesson is music.
 - 3 After break time we've got English.
 - 4 The lesson after art is PE.
 - 5 First we've got social studies.
 - 6 The other lesson is science.
- When is that? _____

Class 3 timetable - Wednesday

Time	School subject
9:00	
10:00	
11:00	break time
11:30	
12:30	lunch
1:30	
2:30	
3:30	

3 Find the words.

break time computer room think music room laugh

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

There is one more word. What is it?

4 Complete the words. Use ee or ea.

- 1 t_e_e_th 2 gr__n 3 cl__n 4 pl__se 5 thr__ 6 __sy

What I can do!

Put a tick (✓) or a cross (✗).

- name school subjects
- say and spell words with ee and ea
- say what I'm good at and not good at
- use speech marks
- talk about actions with now and always
- say the chant *In our English class each day*

In this unit, my favourite part is _____.

_____ is a little difficult.

I really like _____.

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

This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

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

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

2 Read and complete the timetable.

Answers: 9.00 - social studies, 10.00 - music, 11.00 break time, 11.30 - English, 12.30 lunch, 1.30 - art, 2.30 - PE, 3.30 - science Science is at 3.30 / the last lesson.

3 Find the words.

Answers:

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

The extra word is: homework

4 Complete the words. Use ee or ea.

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

Grammar reference:

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