

# 2 My busy week

## Lesson 1 Vocabulary

Pupil's Book pages 18-19

**2 My busy week**

This Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

18 Unit 2 Identify and use new words: days of the week, activities  
WB: page 18

**Lesson 1**

**Vocabulary**

- 2.1 Look at the calendar. Listen and chant.
- 2.2-2.3 Listen and say. Then listen and number.
 

do gymnastics <input type="checkbox"/>	go to school <input type="checkbox"/>
have a music lesson <input type="checkbox"/>	play basketball <input checked="" type="checkbox"/> 1
- 2.4 Look and listen. Point to the activities and days.
- Look at the picture and think about your week. What activities do you do?
- 2.5 Sing and act out. **Be a star!**

**Busy days**

*Busy, busy, busy,  
The whole week through.  
Busy, busy, busy,  
Lots of things to do!*

Monday to Friday,  
Go to school.  
Tuesday and Wednesday,  
Swim in the pool.

Thursday and Friday,  
Play basketball  
And do gymnastics  
In the school hall.

Saturday and Sunday,  
It's time to play!  
Let's go out  
And have a great day!

19 Unit 2 Sing a song  
WB: page 18

**Learning objectives:** Identify and use new words: days of the week, activities; Sing a song using the target vocabulary

**Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, do gymnastics, go to school, have a music lesson, play basketball

**Resources:** Flashcards; Vocabulary worksheet 1

### Warm-up: The big picture

- Refer the children to the picture on pages 18-19. Ask *What can you see? Do you know the names of the children? (we can see Kirsty and Henry in the foreground) What activities can you see? Do you do these things in school? What's your favourite activity?* Check the meaning of the words *busy* and *week*.

### 1 2.1 Look at the calendar. Listen and chant.

- Play the audio. Have the children listen and point to the days of the week.
- Play the audio again. The children point and repeat after each day.
- Play the audio one more time and have the children join in with the chant. To make it more fun, change the tone of voice – do it loudly, softly, happily, etc!

### Audioscript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### 2 2.2 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Play the audio one more time and have the children do an action for each activity.

### 2.3 Then listen and number.

- Play the audio, pausing after the first phrase to point out the example answer.
- Play the rest of the audio for the children to number the phrases as they hear them.
- For feedback, say each number and have the class call out the phrase. Ask different children to repeat each phrase to check and practise pronunciation.

#### Audioscript

1 play basketball, 2 go to school, 3 have a music lesson, 4 do gymnastics

**Answers:** do gymnastics - 4, go to school - 2, have a music lesson - 3, play basketball - 1

### 3 2.4 Look and listen. Point to the activities and days.

- Play the audio, pausing after the first phrase. Hold up your Pupil's Book and point to the picture of *go to school* in Activity 2.
- Play the rest of the audio and have the children point to the corresponding days or activities.

#### Audioscript

go to school, Monday, Tuesday, Wednesday, Thursday, Friday, do gymnastics, Tuesday and Thursday, have a music lesson, Monday, play basketball, Wednesday and Friday

**Answers:** See audioscript

### 4 Look at the picture and think about your week. What activities do you do?

- Ask *How many days do Kirsty and Henry go to school?* (five - Monday to Friday). Ask the children if their school week is the same or different.
- Ask the children if they do the same activities. Encourage them to say, e.g. *do gymnastics* - yes - *Tuesday; play basketball* - no.

### 5 2.5 Sing and act out

**Be a star!**

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the items from Activities 1 or 2. Play the song.
- Now play it again. Children follow in their books.
- Show the children how to join in with actions for the song: *busy* - do a hurrying / marching action; *go to school* - mime walking carrying a backpack; *swim in the pool* / *play basketball* / *do gymnastics* - do an action for each sport; *time to play* / *have a great day* - happy hands-in-air action!
- Play the song and have the children sing and mime.

### Cooler: Beep beep!











- Elicit and write the days of the week across the board. Have the children chant them in order.
- Put a cross above *Monday* and *Friday*, and say *Beep! Tuesday, Wednesday, Thursday, Beep! Saturday, Sunday, Beep, Tuesday ...* Have the children join in saying *Beep!* instead of *Monday* and *Friday*.
- Now put crosses next to three different days. Challenge the children to chant this new version.

Workbook page 18

## 2 My busy week

### Lesson 1 Vocabulary

#### 1 2.1 Listen and circle.

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

#### 2 Complete the words. Then match.

1 play b a s k etba l l

2 go t o s h o o l

3 do gy n as g ics



18 Unit 2

### 1 2.1 Listen and circle.

#### Audioscript

OK class! Listen please. Look at the calendar.  
 Monday - have a music lesson  
 Tuesday - do gymnastics in the school hall  
 Wednesday - play basketball  
 Thursday - swim in the pool  
 Friday - have a computer lesson

**Answers:** Monday - have a music lesson  
 Tuesday - do gymnastics  
 Wednesday - play basketball  
 Thursday - swim  
 Friday - have a computer lesson

### 2 Complete the words. Then match.

**Answers:** 1 play basketball, b 2 go to school, c 3 do gymnastics, a

**Lesson 2 Grammar time**

1 2.6 Listen and read. What do they do on Saturday?

2 2.6 Listen again. Read and circle.

- 1 They play basketball on Wednesday.  Kirsty /  Henry /  Eva /  Owen
- 2 They have a music lesson on Wednesday.  Kirsty /  Henry /  Eva /  Owen
- 3 They do gymnastics on Thursday.  Kirsty /  Henry /  Eva /  Owen
- 4 They play on Saturday.  Kirsty /  Henry /  Eva /  Owen

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

20 Unit 2 Present simple (I / we / they) affirmative and negative  
WB: page 19

**Learning objectives:** Understand the use of the present simple (I / we / they) affirmative and negative; Read and act out a story using the target grammar

**Grammar:** Present simple (I / we / they) affirmative and negative

**Review vocabulary:** days of the week, activities

2.5 Warm-up: Sing the song!

- Play the song *Busy days* again and have the children join in and do the actions as in Lesson 1.

1 2.6 Listen and read. What do they do on Saturday?

- Refer the children to the pictures and ask *Who can you see? What are their names? (Owen, Eva, Kirsty, Henry) Where are they? (at school) What activities can you see? (basketball, music lessons, gymnastics)*
- Play the audio and have the children follow the story. At the end, ask *What do they do on Saturday?* and have them find the answer.
- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

**Answer:** They play.

2 2.6 Listen again. Read and circle.

- Play the audio again for the children to listen and read. Then ask some questions about the story: say a day and names, e.g. *Tuesday – Eva and Owen?* and prompt the children to respond with the activity (*basketball*). Continue with different days and names.
- Refer the children to the example. Ask them to find the part of the story that shows this (part 2).
- Have the children read the sentences and choose the correct names. Point out that the correct answer may involve more than one name.
- For feedback, ask different children to read out a sentence and have the children raise their hands to give the names. (You could then elicit the answers using full questions as prompts, e.g. *Who plays basketball on Wednesday? Who does gymnastics on Thursday?*)

**Answers:** 1 Kirsty 2 Eva, Owen 3 Eva, Owen  
4 Kirsty, Henry, Eva, Owen

**Teaching star!**

**Mixed ability**

Activity 2 involves quite complex referencing of activities, days and names. Some children may find this challenging and need extra support in the form of a pattern to follow.

- Work as a whole class. For each question, have the children find the relevant activity in the pictures. Then point to the text in the speech bubble – is it the same day as in the prompt sentence? If no – look at the next speech bubble and check there. If yes – see who is doing the activity in the picture. Then confirm with the dialogue. Then circle the appropriate name(s).
- Have the children do each step all together to find the answer, before moving onto the next prompt.
- Have the children continue the activity using the step-by-step approach if they need to. (Some children will be more confident and able to find the information faster without using the steps method.)

Establishing a methodical, step-by-step approach to an exercise like this increases the children's confidence to approach it independently next time.

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

- Play the audio again for the class to repeat each line chorally. Encourage them to do actions for the different children in each part.
- Divide the class into groups of four. Give each child a number 1-4 and allocate roles: all number 1s are Kirsty, all number 2s are Henry, all number 3s are Eva, all number 4s are Owen. (If there are extra children who don't fit into a group of four, two children can share the role of Kirsty!)

- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.


### Cooler: How many words?

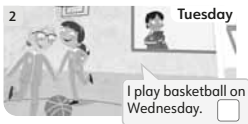
- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: (1) *They play basketball on Tuesday.* (2) *They don't play basketball.* (3) *I have a music lesson on Thursdays.* (4) *We don't go to school.* (5) *We play on Saturday!* (6)


### Workbook page 83


**Lesson 2 Grammar time**

**1 Look and tick (✓) or cross (×).**


1  Monday  
They do gymnastics on Monday.


2  Tuesday  
I play basketball on Wednesday.


3  Thursday  
I don't have a music lesson on Thursday.


4  Saturday  
We don't go to school on Saturday.

**2 Read the story on Pupil's Book page 20 again. Look and circle.**

1 We / I have a music lesson on Thursday. 

2 We / I play on Saturday. 

3 They / I play basketball on Tuesday. 

4 I / They have a music lesson on Wednesday. 

Unit 2 19

### 1 Look and tick (✓) or cross (×).

Answers: 1 ✓ 2 × 3 × 4 ✓

### 2 Read the story on Pupil's Book page 20 again. Look and circle.

Answers: 1 I 2 We 3 They 4 They



**Lesson 3 Grammar focus**

**1** **2.7** **Look and read.**

**Graphic Grammar**  
Present simple (I / we / they)

I **play** basketball on Wednesday .  
I **don't** play basketball on Tuesday .  
They **do** gymnastics on Thursday .  
They **don't** play basketball .      don't → do not

**2 Write in order. Then match.**

1 on / I / have / Monday. / a music lesson  
I have a music lesson on Monday.

2 play / Sunday. / on / We  
\_\_\_\_\_

3 Friday. / do / I / on / gymnastics  
\_\_\_\_\_

4 don't / school / We / Saturday. / to / go / on  
\_\_\_\_\_

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

- Go to page 147 and cut out the cards. Put them face down in a pile.
- Take turns to turn over two cards, say and play Snap.

I play football on Monday.  
I don't do gymnastics on Tuesday.

Snap! I play basketball on Sunday.

Go to Grammar booster: page 135. Unit 2 Talk about weekly activities WB: page 20 21

- If using the video, tell the children they will see a video about children playing basketball. Play the video and let the children watch and enjoy.
- Highlight the grammar points as described above.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.

## Teaching star!

### Consolidation

Encouraging the children to develop the habit of recognising commonly repeated patterns of words will help them make sentences more confidently. For Activity 2, you can follow this procedure before starting:

- Refer the children to the example sentence. Point out *on Monday* at the end.
- Ask the children to find the days in the other sentences and call out the phrases *on Sunday, on Friday, on Wednesday, on Saturday*.
- You can do the same with the subject + verb combinations, pointing out *I have* in the example and eliciting *We play, I do, We don't play, We don't go*.

### 2 Write in order. Then match.

- Refer the children to the pictures and ask what activities they can see.
- Ask a confident child to read out the example sentence and point out the matching line. Work through number 2 together, eliciting or pointing out that the first word has a capital letter. Have the children draw a line matching it to the picture.
- Have the children complete the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time and write the answers on the board so everyone can check their work. Then have them call out the letter of the picture.

**Answers:** 1 I have a music lesson on Monday. - c  
2 We play on Sunday. - a    3 I do gymnastics on Friday. - d    4 We don't go to school on Saturday. - b

**Learning objectives:** Talk about weekly activities

**Grammar:** Present simple (I / we / they): *I play basketball on Wednesday. I don't play basketball on Tuesday. They do gymnastics on Thursday. They don't play basketball.*

**Review vocabulary:** days of the week, activities

**Resources:** Graphic Grammar video; Grammar worksheet 1

**Materials:** paper, pens or pencils, scissors

### Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14-17) to practise the days of the week.

### 1 **2.7** **Look and read.**

- Play the audio. Have the children join in, e.g. by miming the verb action or making a negative gesture to accompany the affirmative and negative sentences. Point out the blue blocks for the actions / verbs and the red blocks for the negatives.
- Play the audio again for the children to repeat chorally.
- Highlight the contraction *don't* by counting out *They do not play basketball* on your fingers, and then pushing the *do* and *not* fingers together to show the contraction *don't*.

### 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 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 on the cards. Tell the children that they will use both sets of cards for the game.
- Explain that in this game, players take turns to choose one card from each pile and put them face up on the table. The player names the activities and uses the language *I play / don't play ... or I do / I don't do ...* with days of the week. If the cards match, the player says *Snap! I play / do ...* and keeps the cards. If the cards don't match, the player identifies the activities

(*I play / do ... and I don't play / do ...*) and then turns the cards face down again and places them back in their piles. Players then shuffle the cards before they take the next turn. They continue to take turns in the game until all cards are matched. 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 football and gymnastics cards in the example and read aloud the example text. Then point to the two basketball cards in the example. Have a volunteer read the response *Snap! I play basketball on Sunday.*
- Allow time for the children to complete the game.

## Grammar booster

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. You may also wish to have the children complete this activity at home.

**Answers:** 1 don't do 2 do, don't play 3 don't play  
4 don't have 5 don't go 6 don't play

## Teaching star!

### Extension

- Give example sentences about your week, e.g. *I play basketball on Monday, Wednesday and Friday! I have (Spanish) lessons on Saturday. I swim on Sunday.* After each sentence, ask the children *And you?* and prompt them to reply *yes* or *no*.
- Elicit some sentences from confident children and encourage them to ask the class *And you?* Have everyone reply *yes* or *no*.
- Divide the class into pairs and have them continue the activity. Circulate, monitor and give help with any new vocabulary as needed.


### Cooler: Draw and label

- Do your own example on the board first. Do two quick drawings of activities from your week and write a day next to each. Put a big cross next to one to show a negative.
- Elicit a sentence for each picture, e.g. *I play basketball on Monday. I don't swim on Saturday.* Write the sentences on the board next to the pictures.
- Have the children do the same in their notebooks (or on a separate piece of paper to make a wall display). Invite them to read out their sentences and show their pictures to the children around them.

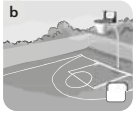
## Workbook page 20

**Lesson 3 Grammar focus**


1 2.2 Listen and number.




a




b




c



d



e



f

2 Order the words to make sentences.

- 1 go / school / We / to / Monday. / on  
*We go to school on Monday.*
- 2 They / Thursday. / basketball / on / play  
\_\_\_\_\_
- 3 gymnastics / do / We / Sunday. / on  
\_\_\_\_\_
- 4 music lesson / I / on / have a / Wednesday.  
\_\_\_\_\_

3 Complete the sentences about you.

- 1 *I go to school on Monday* \_\_\_\_\_.
- 2 I \_\_\_\_\_.
- 3 I \_\_\_\_\_.
- 4 I \_\_\_\_\_.

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 *I have a music lesson on Wednesday.*
- 2 *We go to school from Monday to Friday.*
- 3 *I don't do gymnastics on Sunday – I play in the park with my friends.*
- 4 *They do gymnastics on Tuesday.*
- 5 *They play basketball on Thursday.*
- 6 *We don't go to school on Saturday!*

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

## 2 Order the words to make sentences.

- Answers:** 1 We go to school on Monday.  
2 They play basketball on Thursday.  
3 We do gymnastics on Sunday.  
4 I have a music lesson on Wednesday.

## 3 Complete the sentences about you.

**Answers:** Children's own answers.

**Lesson 4 Reading**

## What's the day?

- On this day I go to the gym. I stretch and jump, and then I swim. Can you say what's the day?
- This day is always lots of fun. We play with friends, and then we run. Can you say what's the day?
- On these days I do everything. I read, write, count and then I sing. Can you say what are the days?
- On this day We don't work or play. We visit Grandma then cook and eat all day! Can you say what's the day?

**Vocabulary**

1 Look at page 22 and tick (✓).  
It's a ...  play.  story.  song.  poem.

2 2.8 Read the poem and find the days.

3 What activities do they do? Tick (✓) and say. **Be a star!**

					1, 2, 3	
Monday						
Tuesday						
Wednesday	✓	✓				
Thursday						
Friday						
Saturday						
Sunday						

They stretch and jump on Wednesday.

4 Read the poem again. Which activities do you do? When?  
I run on Sunday. It's fun!

22 Unit 2 Understand a poem  
WB: page 21

Unit 2 Interpret graphics and identify rhymes  
WB: page 21

23

**Learning objectives:** Understand a poem; Interpret graphics and identify rhymes

**Vocabulary:** cook, count, stretch, visit, write

**Additional vocabulary:** lots, fun, work

**Review vocabulary:** days of the week, activities

**Resources:** Flashcards; Vocabulary worksheet 2

### Warm-up: Simon says

- Play *Simon says* (see the Games bank, pages 14-17) with verbs that the children know so far, e.g. *throw, catch, jump, kick, ride a bike, sing, swim, walk, run, clap, stamp, climb.*

### Vocabulary

- Refer the children to the vocabulary panel on the top of page 23.
- Do a standard TPR (Total Physical Response) routine for the words like this:
  - 1 teacher says words and does actions;
  - 2 teacher says words, and teacher and children do actions;
  - 3 teacher and children all say words and do actions;
  - 4 teacher and children do actions, and children say words;
  - 5 children say words and do actions - teacher watches and applauds!

### 1 Look at page 22 and tick (✓).

- Have the children look quickly at the text and decide what type of text it is. Clarify the meaning of the words *play, poem, song* and *story*.
- Read out the options and ask the children to raise their hands when they hear their answer.

**Answer:** It's a poem.

### 2 2.8 Read and find the days.

- Give the children time to read the text carefully.
- Elicit what they can see happening in each picture - make sure you include the key points for each one: Sunday - *grandma, eat, visit*; Wednesday - *gym, jump, stretch*; Monday, Tuesday, Thursday - *write, count, read*; Saturday - *friends, fun, run*.
- Ask the children *What day matches up with verse number 1?* Elicit *Wednesday*. Ask *Why?* (Because the children are in a gym jumping.)
- Then have the children continue the activity individually.
- For feedback, ask the children to call out the day for each verse. Ask for whole-class agreement each time.
- Then play the audio and have the children listen and follow so that they can hear the rhythm and rhyming of the poem.

**Answers:** Verse 1: Wednesday Verse 2: Saturday  
Verse 3: Monday, Tuesday and Thursday  
Verse 4: Sunday

### 3 What activities do they do?

Tick (✓) and say.

Be a star!

- Now that the children know what days each activity is done, have them tick the activities done on each day in the chart.
- Point out the example answers and read out the text in the speech bubble.
- Have the children do the activity individually and then compare and say their answers aloud to a friend.
- For feedback, read out the activities and have the children call out the days. Ask for whole-class agreement each time.

**Answers: stretch:** Wednesday **jump:** Wednesday;  
**run:** Saturday **read:** Monday, Tuesday, Thursday  
**count:** Monday, Tuesday, Thursday; **cook:** Sunday

### 4 Read the poem again. Which activities do you do? When?

- Give the children some time to look back at the poem to find all the activities that are relevant for them. Give an example of your own, e.g. *I visit my grandpa on Sunday.*
- Divide the class into pairs to talk about the activities that they do and when.
- Invite volunteers to share some of their information with the class.

#### Cooler: Disappearing sentences


- Play *Disappearing sentences* (see the Games bank, pages 14-17) with the first four lines of verse 2 of the poem.

#### Workbook page 21

**Lesson 4 Reading**

**1 Look and write.**

cook    count    stretch    visit    write



1 cook    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_

**2 Unscramble the words. Then match the rhyming words.**

1 cook	_____ (asy)
2 fun	_____ (eikt)
3 write	<u>book</u> (kobo)
4 day	_____ (nru)
5 swim	_____ (ygm)

**3 Complete the pairs of sentences. Use words from Activity 2.**

- There's lots to do in the gym.  
We jump and stretch and then we \_\_\_\_\_.
- On these days I read, sing and \_\_\_\_\_.  
Sometimes my friends will fly a \_\_\_\_\_.
- In the park I play with friends and \_\_\_\_\_.  
Saturday is always \_\_\_\_\_!
- On this day we don't read a \_\_\_\_\_.  
We visit Grandma and then we \_\_\_\_\_.

Unit 2 21

#### 1 Look and write.

**Answers: 1** cook    **2** write    **3** count    **4** visit  
**5** stretch

#### 2 Unscramble the words. Then match the rhyming words.

**Answers: 1** cook - book    **2** fun - run    **3** write - kite  
**4** day - say    **5** swim - gym

#### 3 Complete the pairs of sentences. Use words from Activity 2.

**Answers: 1** gym, swim    **2** write, kite    **3** run, fun  
**4** book, cook



Lesson 5 Sounds and letters

1 2.9 Listen and say. Complete.



crab



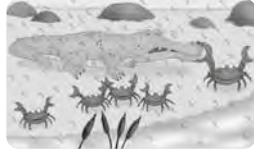
drink



grandma

2 2.10 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again.  
A big crab grabs the crocodile's nose.  
'Ouch!' cries the crocodile and away he goes.



3 2.11 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

1 draw

2 grey

3 crayon

4 ice cream

5 dress

6 grandpa

**Learning to learn**

Visualise new words to help you remember them.

Close your eyes.  
Think about what  
you do at school.

What can you see?

Make a list. Can you  
add two words?

write  
count



24 Unit 2 Sounds and letters: identify initial sounds *cr*, *dr*, *gr* Learning to learn: remember new words  
WB: page 22

**Learning objectives:** Sounds and letters: identify initial sounds *cr*, *dr*, *gr*; Learning to learn: remember new words

**Sounds and letters words:** crab, drink, grandma

**Resources:** Sounds and letters worksheet

**Materials:** paper, pens or pencils

**Warm-up: Team spelling**

- Play *Team spelling* (see the Games bank, pages 14-17) to practise key words from the poem in the last lesson, e.g. *gym*, *jump*, *play*, *run*, *read*, *count*, *visit*, *eat*.

1 2.9 Listen and say. Complete.

- Refer the children to the pictures. Elicit or explain the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice - to provide variety, you could have them say the words in a different style each time.
- Hold up your Pupil's Book. Point to the *cr* in the word *crab*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

**Audioscript**

/cr/ /cr/ /cr/ crab  
/dr/ /dr/ /dr/ drink  
/gr/ /gr/ /gr/ grandma

**Answers:** crab, drink, grandma

2 2.10 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

- Point out the circled *gr* in the first line. Ask the children how many more examples of *gr* they can find (there is one more - *grabs*).
- Have the children find and circle all the examples of *cr* and *dr*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *cr*, *dr* and *gr* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

**Answers:** The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again. A big  
crab grabs the crocodile's nose. 'Ouch!' cries  
the crocodile and away he goes.

3 2.11 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

- Write on the board a large *cr* on the left, *gr* in the middle and *dr* on the right.
- Play the audio, pausing after the repetition of *draw* to have the children point to the *dr* on the right. Play the rest of the audio and have the children point to the right combination of letters on the board.
- Play the audio again and give the children time to complete the words.
- Now have all the children say the words chorally, and play the audio each time to check and correct pronunciation if necessary.
- Write the words on the board so everyone can check their answers.

**Audioscript**

1 draw, draw 2 grey, grey 3 crayon, crayon  
4 ice cream, ice cream 5 dress, dress  
6 grandpa, grandpa

Answers: 1 draw 2 grey 3 crayon 4 ice cream  
5 dress 6 grandpa

## Learning to learn

- Explain to the children that visualising something can help them remember the word. Ask them to close their eyes and think about what they do at school. Ask them extra questions to intensify the experience – *What can you hear? How many children are there? Are you in a classroom?*
- Refer the children to the list and ask what extra words they can add. Have them write two more in the list.

- If time, you could give the children further practice by having them close their eyes and asking them to imagine *gymnastics*. Ask them *What can you see? What are the people doing?* Have the children open their eyes, and elicit the actions e.g. *jump, climb, run, play*. Write a list on the board.

Suggested answer: read, sing

## Cooler: Physical spelling


- Play *Physical spelling* (see the Games bank, pages 14–17) with some of words from Activity 3 and the *Learning to learn* box.

## Workbook page 22


**Lesson 5 Sounds and letters**

1 2.3 Listen again and circle the *cr* words with blue, the *dr* words with green and the *gr* words with red.

The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again.  
A big crab grabs the crocodile's nose.  
'Ouch!' cries the crocodile and away he goes.



2 Say aloud. Circle *gr* words with blue, *cr* words with green and *dr* words with red.



3 Complete the words with *cr*, *dr* or *gr*.

- 1 My g r andma has got a \_\_\_ een \_\_\_ ess.
- 2 Daisy \_\_\_ aws a big ice \_\_\_ eam.
- 3 Charlie has got three \_\_\_ een \_\_\_ ayons.

4 Look and complete. Then add two more words.

ice-cream    crocodile    pear    fox    camel    cake

Food	Animals
ice cream	

22 Unit 2

## 1 2.3 Listen again and circle the *cr* words with blue, the *dr* words with green and the *gr* words with red.

### Audioscript

The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again.  
A big crab grabs the crocodile's nose.  
'Ouch!' cries the crocodile and away he goes

Answers: *cr* (blue): crocodile (x3), crabs, crab, cries;  
*dr* (green): drink; *gr* (red): green, grabs

## 2 Say aloud. Circle *gr* words with blue, *cr* words with green and *dr* words with red.

Answers: *gr* (blue): grandma, grass;  
*cr* (green): ice cream, crab, crayons;  
*dr* (red): dress, draw

## 3 Complete the words with *cr*, *dr* or *gr*.

Answers: 1 My grandma has got a green dress.  
2 Daisy draws a big ice cream.  
3 Charlie has got three green crayons.

## 4 Look and complete. Then add two more words.

Answers: **Food:** ice-cream, pear, cake; Children's own answers  
**Animals:** crocodile, fox, camel; Children's own answers

**Lesson 6 Language in use**

**1** 2.12 Listen and say.

Do you visit your grandma at the weekend?

Do you play tennis?

Do you read books?

OK. Thank you!

Yes, I do. I visit my grandma on Saturday.

No, I don't. I don't play tennis at the weekend.

Yes, I do.

**Vocabulary**

football
 tennis

**2** Work in pairs. Ask and answer.

**Student A**

Do you visit your friends at the weekend?

Yes, I do.

**Student B**

**3** Now it's your turn. Ask and answer about your weekend. **Be a star!**

Go to Grammar booster: page 135. Unit 2 Present simple: questions with Do you ...? WB: page 23 25

- Elicit the question for a yes or no answer (*Do you ...*).
- Divide the class into two groups and have them roleplay the dialogue – one group asks the questions, the other gives the answers. Then change roles.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language.
- Highlight the language points as described above.
- Now play the video one more time stopping after each question for the children to say the answer. Then continue playing the video for them to check.

## 2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit what is shown in each photo.
- Invite two confident children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue words are changed for an activity in the box.
- Elicit another example dialogue using a different activity and encourage the children to give an extended answer like those in Activity 1.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- Circulate, monitor and pay attention to the children's use of the question forms and short answers.

## 3 Now it's your turn. Ask and answer about your weekend. **Be a star!**

- Elicit different weekend activities from the class and write them on the board.
- Prompt different children to ask you a question using the words from the board, e.g. *Do you go to the cinema at the weekend?*
- Divide the class into pairs and have them continue the dialogues with as many different questions as they can in the time you allow.

### Teaching star!

#### Extension

Activity 3 can be extended into a more interactive group format.

- Have all the children choose and write three questions about weekend activities in their notebooks. Elicit an example first and write it on the board, e.g. *Do you play football at the weekend?*
- Divide the class into groups of five or six. Have each child take turns to ask one question to one of their friends in the group. If they get a *Yes, I do* answer, they write the name of the child next to the question.
- The objective is to have a name for each of their questions in the time limit you decide.

**Learning objectives:** Present simple questions with *Do you ...?*

**Vocabulary:** football, tennis

**Review vocabulary:** days of the week, activities

**Resources:** Language in use video; Grammar worksheet 2

### 2.10 Warm-up: Say the chant again

- Using mime to prompt them if necessary, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Follow the TPR routine on page 44.

## 1 2.12 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.

## 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:** Children's own answers.

## Cooler: Visualisation

- Ask the children to close their eyes and imagine the situations you describe to them: *It's the weekend! It's Saturday - what do you do today? Do you go to the park? Do you play with your friends? What do you eat on Saturday? It's Sunday - what do you do today? Do you visit your family? Do you study English?*
- Have the children open their eyes and say what they do at the weekend and see if their experiences are similar or different.

## Workbook page 23

**Lesson 6 Language in use**

**1** **2.4 Listen and tick (✓) the box. There is one example.**

1 What do you do on Monday, Eva?

A  B  C

2 What day do you do gymnastics, Alice?

A Tuesday  B Wednesday  C Friday

3 What do you do on Sunday, Hugo?

A  B  C

4 What day do you play football, Matt?

A Saturday  B Sunday  C Monday

**2 Look at Activity 1 again. Read and circle.**

1 Do you play tennis on Monday, Eva? Yes, I do. / No, I don't.

2 Do you do gymnastics on Tuesday, Alice? Yes, I do. / No, I don't.

3 Do you read books on Sunday, Hugo? Yes, I do. / No, I don't.

4 Do you play football on Monday, Matt? Yes, I do. / No, I don't.

**3 Look at the pictures. Complete the questions.**

1 Do you visit your grandma on Sunday? 1 2

2 \_\_\_\_\_ on Friday? 3 4

3 \_\_\_\_\_ on Thursday? 3 4

4 \_\_\_\_\_ at the weekend? 3 4

Unit 2 Pre A1 Starters: Listening Part 3 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 (✓) the box. There is one example.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen to the audio and tick the box next to the items based on what they hear.

- Go through the example.
- Invite different children to share their answers.

## Audioscript

**Speaker:** Look at the pictures. Now listen and look. There is one example.

1 What do you do on Monday, Eva?

**Boy:** Do you play tennis on Monday, Eva?

**Girl:** No, I don't. I can't play tennis.

**Boy:** Do you visit your grandma?

**Girl:** No, I don't. I visit my grandma at the weekend. I play basketball on Monday.

**Speaker:** Can you see the tick? Now you listen and tick the box.

2 What day do you do gymnastics, Alice?

**Boy:** Do you do gymnastics on Wednesday, Alice?

**Girl:** No, I don't. I do gymnastics on Tuesday. Do you do gymnastics?

**Boy:** No, I don't. I play basketball on Friday.

3 What do you do on Sunday, Hugo?

**Girl:** Do you read books on Sunday, Hugo?

**Boy:** I read books, but I don't read them on Sunday. I cook for my family.

**Girl:** That's good. I can't cook. I have a music lesson.

**Boy:** Really?

4 What day do you play football, Matt?

**Girl:** I play football on Monday. Do you play football, Matt?

**Boy:** Yes, I do. I play football at the weekend.

**Girl:** Do you play on Sunday?

**Boy:** No, I don't. I play on Saturday morning.

**Answers:** 1 B 2 A 3 B 4 A

2 **Look at Activity 1 again. Read and circle.**

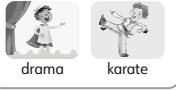
**Answers:** 1 No, I don't. 2 Yes, I do. 3 No, I don't. 4 No, I don't.



3 **Look at the pictures. Complete the questions.**

**Answers:** 1 Do you visit your grandma  
2 Do you cook 3 Do you do gymnastics  
4 Do you play basketball




**Lesson 7 Listening and speaking**


**Vocabulary**  
  
 drama karate

1  2.13  Look at the picture. What activities do they do? Listen and tick (✓).


**After-school clubs**








Why is it good to go to after-school clubs?






2  2.13 Listen again. Match the activities in Activity 1 to the days.

basketball karate Monday Tuesday  
 drama gymnastics Thursday Wednesday

3  2.14 What time is it? Listen and repeat.

 It's one o'clock.  
 It's seven o'clock.  
 It's eleven o'clock.

4  2.15  Listen and repeat. Then ask and answer. **Be a star!**

 What time is it?  
 It's three o'clock.  
 What time is it?  
  
  


26 Unit 2 Listening: listen for key words Speaking: tell the time  
 WB: page 24-25

## Audioscript

**Boy 1:** What's your favourite club?

**Boy 2:** My favourite club is karate. I do karate on Tuesday. We jump and kick and run. It's great!

**Boy 1:** It sounds fun. Do you play tennis?

**Boy 2:** No, I don't. But I play basketball on Thursday. How many after-school clubs do you go to?

**Boy 1:** Just one. I do gymnastics on Monday.

**Boy 2:** Gymnastics? Cool! I do drama on Wednesday!

**Boy 1:** Really? Is drama fun?

**Boy 2:** Yes, it is. I like drama. We read plays and poems. We sing, too.

**Boy 1:** You do lots of things - you've got a very busy week!

**Boy 2:** Ha, ha. Yes, that's right!

**Answers:** karate, drama, gymnastics, basketball

## 2 2.13 Listen again. Match the activities in Activity 1 to the days.

- Play the audio again, pausing after *I do karate on Tuesday*. Stop the audio and ask the children *What day is karate club?* Have them draw a line between *karate* and *Tuesday*.
- Play the rest of the audio and have the children complete the activity.
- For feedback, call out the days and have the children say the correct activity. Ask for whole-class agreement each time.

**Answers:** Monday: gymnastics Tuesday: karate  
 Wednesday: drama Thursday: basketball

## 3 2.14 What time is it? Listen and repeat.

- Play the audio and have the children listen and point to the pictures.
- Play the audio again and have the children repeat.
- Draw a big clock on the board with the big hand pointing to the 12. Draw in a small hand pointing to a different number each time and ask *What time is it?* Have the children say the time according to your clock.

## 4 2.15 Listen and repeat. Then ask and answer.

**Be a star!**

- Play the audio and have the children follow and repeat.
- Hold up your Pupil's Book and point to the different clocks. Ask *What time is it?* and have the class answer chorally.
- Divide the class in two and have them ask and answer the questions chorally, changing roles.
- The children can then continue this activity in pairs.

**Learning objectives:** Listening: listen for key words; Speaking: tell the time

**Vocabulary:** drama, karate

**Review vocabulary:** days of the week, activities

**Resources:** Vocabulary worksheet 2

## Warm-up: Group mime

- Play *Group mime* (see the Games bank, pages 14-17) with activities from Lessons 1, 4 and 6 of this unit.

## Vocabulary

- Refer the children to the vocabulary panel at the top of the page. Follow the TPR routine on page 44.

## 1 2.13 Look at the picture. What activities do they do? Listen and tick (✓).

- Refer the children to the pictures and ask them what activities they can see.
- Play the audio and have the children tick the activities which the boys do.
- Call out the names of the activities and have the children say yes or no.



### Why is it good to go to after-school clubs?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*.

- Ask: *Why is it good to go to after-school clubs?* This question helps children engage with ideas about healthy living through exercise.
- Explain the question and allow the children time to think about their answers. Point out that after-school clubs can be fun and help us learn new things that we don't always have time for during class at school, and they can be a great way to make new friends.
- Ask for suggestions from the class. Write responses on the board.
- Allow the children to talk about after-school clubs they attend or would like to know more about. Talk about the benefits of these clubs.

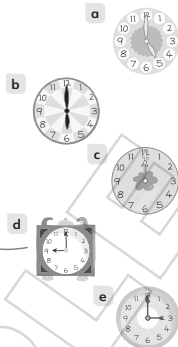
**Possible answers:** we can do exercise, we can make new friends and play and learn with them, we can relax, we can stay healthy.

### Workbook page 24

#### Lesson 7 Functional language

##### 1 Read the sentences. Then match.

- I do karate at nine o'clock.
- We play football at five o'clock.
- We play tennis at three o'clock.
- I do drama at six o'clock.
- I swim at twelve o'clock.



##### 2 Read and draw the times. Write sentences for you.



- (go to school) I go to school at seven o'clock.
- (play with my friends) \_\_\_\_\_
- (have my English lesson) \_\_\_\_\_
- (read books) \_\_\_\_\_
- (have a music lesson) \_\_\_\_\_

### 1 Read the sentences. Then match.

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

### 2 Read and draw the times. Write sentences for you.

**Answers:** Children's own answers.

### Cooler: Body clocks

- Play *Body clocks*. (See the Games bank, pages 14–17.)



### Workbook page 25

#### How am I doing?

##### 1 Write the words. Complete the puzzle.

1 go  
to school

2 visit  
Grandma

3 do  
gymnastics

4 have  
a music lesson

5 play  
basketball

##### 2 Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

	It's four o'clock.	<input checked="" type="checkbox"/>		It's eight o'clock.	<input type="checkbox"/>
	It's twelve o'clock.	<input type="checkbox"/>		It's nine o'clock.	<input type="checkbox"/>
	It's six o'clock.	<input type="checkbox"/>		It's five o'clock.	<input type="checkbox"/>

### 1 Write the words. Complete the puzzle.

**Answers:** 1 go 2 visit 3 do 4 have 5 play

### 2 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 clock. Elicit that the sentence is false and indicate the cross.
- 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*.

**Answers:** 1 ✗ 2 ✓ 3 ✓ 4 ✓ 5 ✗

Lesson 8 Writing

1 Read and follow.

Use capital letters: for days of the week: Monday, Tuesday  
for names: Eva, Henry  
for I: I like karate.

2 Read and correct the mistakes with capital letters.

My favourite day

M my name is sophia. my favourite day is thursday.  
on thursday, i do gymnastics. i like gymnastics.  
i play tennis, too. i play the piano and do drama  
with my friend.



3 Write about Will's favourite day. Use the pictures for ideas. **Be a star!**

My name \_\_\_\_\_ is Will.  
My favourite day is Saturday.

On \_\_\_\_\_, I \_\_\_\_\_

I \_\_\_\_\_

We \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Unit 2 Write a description of a day  
WB: page 26-27 27

**Learning objectives:** Use capital letters; Write a description of a day

**Resources:** Unit 2 test

**Materials:** paper, pens or pencils

**Warm-up: Team sentences**

- Play *Team sentences* (see the Games bank, pages 14-17) with sentences from the listening text from Lesson 7, e.g. *I do karate on Tuesday. Do you play tennis? I play basketball on Thursday. We read plays and poems. You've got a very busy week.*

2 Read and correct the mistakes with capital letters.

- Write the first two sentences of the text on the board. Change the first capital M and ask the children what else needs to change. Give them time to look at the rest of the text and decide on changes, without writing yet.
- Write the text on the board sentence by sentence and elicit changes.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

**Answers:** My name is Sophia. My favourite day is Thursday. On Thursday, I do gymnastics. I like gymnastics. I play tennis, too. I play the piano and do drama with my friend.

3 Write about Will's favourite day. Use the pictures for ideas. **Be a star!**

- Refer the children to the pictures and ask what activities they can see. Tell them that they will use these activities to write a text about Will like the one in Activity 2.
- Elicit complete sentences for the text and write them on the board. As you write, occasionally miss some capital letters and ask the children if there is anything they want to change.
- Have the children read the text again and then copy it into their Pupil's Books.

**Cooler: Sophia or Will?**

- Write *Sophia* on one side of the board and *Will* on the other.
- Call out sentences from the texts about Sophia and Will and have the children say the name and point to the correct side of the board.

1 Read and follow.

- Write on the board *My name's Eva and I do gymnastics on Thursday.*
- Ask the children how many capital letters there are (*four*) and why they are used. Confirm by referring the children to the information in the box.

**Lesson 8 Writing**

**1 Circle the mistakes in each sentence.**

- 1 my name is may.
- 2 i'm seven.
- 3 my favourite day is friday.
- 4 i have a music lesson on friday.
- 5 i play the piano with my friend anna at two o'clock.
- 6 after school i go to the park with ben.



**2 Write May's sentences from Activity 1.**

1 My name is May.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

**3 Read and complete.**

after at at on

- 1 After school I visit my grandmother.
- 2 I don't go to school \_\_\_\_\_ Saturday.
- 3 \_\_\_\_\_ school I read and write in class.
- 4 I play tennis \_\_\_\_\_ three o'clock.

**4 Write a paragraph about your favourite day.**

My \_\_\_\_\_  
 I'm \_\_\_\_\_  
 My favourite day is \_\_\_\_\_  
 I \_\_\_\_\_  
 I \_\_\_\_\_  
 After school \_\_\_\_\_

**5 Write it again. Use your best handwriting. Draw a picture.**

\_\_\_\_\_

**6 Check your work. Tick (✓).**

- capital letter at the beginning of a sentence
- capital I
- capital letters for days and names
- full stop at the end of a sentence

**1 Circle the mistakes in each sentence.**

- Write the example sentence on the board. Invite a volunteer to circle the mistakes. Then have the children complete the activity individually. While they do this, copy the original sentences onto the board.
- For feedback, invite different children to circle the mistakes on the board. Leave the sentences on the board for checking answers in the next activity.

**Answers:** 1 my name is may. 2 i'm seven.  
 3 my favourite day is friday. 4 i have a music lesson on friday.  
 5 i play the piano with my friend anna at two o'clock. 6 after school i go to the park with ben.

**2 Write May's sentences from Activity 1.**

- Have the children write the correct versions of the sentences in Activity 1. Then invite different children to make the corrections to the sentences on the board.
- The children then write versions of the sentences using their own details.

**Answers:** 1 My name is May. 2 I'm seven.  
 3 My favourite day is Friday. 4 I have a music lesson on Friday.  
 5 I play the piano with my friend Anna at two o'clock. 6 After school I go to the park with Ben.

**3 Read and complete.**

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

**Answers:** 1 After 2 on 3 At 4 at

**4 Write a paragraph about your favourite day.**

- Refer the children to the model text on Pupil's Book page 27 and ask them to write a similar text about themselves. Circulate, monitor and offer help as needed.

**Answers:** Children's own answers.

**5 Write it again. Use your best handwriting. Draw a picture.**

- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them.

**6 Check your work. Tick (✓).**

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.



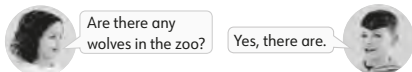
Review 1

1 2.16 Look and complete. Then listen and check.



- 1 pandas: M\_o\_n\_d\_a\_y
- 2 kangaroos: Tu\_\_s\_\_a\_\_
- 3 bears: W\_\_ne\_\_ay
- 4 camels: T\_\_ur\_\_ay
- 5 crocodiles: F\_\_d\_\_y
- 6 wolves: S\_\_t\_\_a\_\_

2 Work in pairs. Ask and answer about the picture in Activity 1.



3 Read and **circle** the correct words.

- 1 **Do** / Are you play basketball?
- 2 There aren't **some** / **any** kangaroos in the zoo.
- 3 We don't **play** / **do** gymnastics on Thursday.
- 4 There **are** / **don't** crocodiles in the zoo.
- 5 I **am** / **don't** go to school on Saturday.

Audioscript

- 1 pandas ... Monday
- 2 kangaroos ... Tuesday
- 3 bears ... Wednesday
- 4 camels ... Thursday
- 5 crocodiles ... Friday
- 6 wolves ... Saturday

Answers: 1 Monday 2 Tuesday 3 Wednesday  
4 Thursday 5 Friday 6 Saturday

2 Work in pairs. Ask and answer about the picture in Activity 1.

- Ask two children to read out the example dialogue. Have all the children repeat the question and answer.
- Have the children continue the activity in pairs.
- Circulate, monitor and offer help and praise as appropriate.

3 Read and circle the correct words.

- Read out the two question options for the example – point out that *Are you play* sounds wrong!
- Elicit the correct word for sentence 2. Then have the children continue individually and compare with a friend.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 Do 2 any 3 do 4 are 5 don't

**Learning objectives:** Review vocabulary, grammar and sounds and letters from Units 1 and 2; CE:YL Pre A1 Starters: Listening, Part 2; Speaking Part 1

**Grammar:** *There are some / There aren't any / Are there any ...? / How many ... are there?*; Present simple (I / we / they) affirmative and negative, *Do you ...? Yes, I do. / No, I don't.*

**Review vocabulary:** wild animals, days of the week, school activities

**Resources:** Flashcards; Speaking exam practice video

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–17) with some of the key vocabulary from Units 1 and 2.

1 2.16 Look and complete. Then listen and check.

- Refer the children to the picture and ask *What animals can you see?*
- Refer them to the example and point out that there is an animal name and a day of the week for each one. Elicit the next answer, asking a volunteer to spell the word and write it on the board.
- Have the children continue the activity individually.
- Play the audio for children to check their answers. Have the children repeat all the words.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–17), with the the key words from this Review lesson.

**Cambridge Exams practice Pre A1 Starters**

**1** **2.17** Look at the picture. Listen and write a name or a number. There is one example.

**Example:** What is the name of Lucy's sister? Sally

- What is the name of Sally's favourite animal? \_\_\_\_\_
- What is the name of Lucy's favourite animal? \_\_\_\_\_
- What time is basketball at on Sunday? \_\_\_\_\_ o'clock
- What time is the music lesson at on Friday? \_\_\_\_\_ o'clock
- What time is gymnastics at on Monday? \_\_\_\_\_ o'clock

**2** **Work in pairs. Look at the pictures. Point and say.**

What is it? It's a crocodile.

What colour is it? It's green.

Watch the speaking exam practice video.

Cambridge Exams practice Pre A1 Starters: Listening Part 2; Speaking Part 1 **29**

**1** **2.17** Look at the picture. Listen and write a name or a number. There is one example

- This activity helps prepare the children for part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Play the first part of the audio, pausing after the example. Ask the children to spell the name *Sally*. Point out that the names are spelled in the dialogues.
- Play the rest of the audio and have the children complete the activity. Check answers as a class.

**Audioscript**

**Narrator:** Look at the picture. Listen and write a name or number. There is one example.

**Lucy:** Hello. Here's a picture of me and my sister. This is my bedroom.

**Adult:** Oh! Hello, Lucy! What's your sister's name?

**Lucy:** Sally.

**Adult:** Is that S-A-L-L-Y?

**Lucy:** Yes. Sally.

**Narrator:** Can you see the answer? Now you listen and write a name or a number.

**1 Lucy:** My sister likes animals.

**Adult:** Oh! What's the name of Sally's favourite animal?

**Lucy:** Her favourite animal is the kangaroo.

**Adult:** Is that K-A-N-G-A-R-O-O?

- Lucy:** Yes, that's right. There are some kangaroos in Sally's hands. Look!
- 2 Adult:** And what's your favourite animal, Lucy?
- Lucy:** My favourite animal is the elephant.
- Adult:** The elephant?
- Lucy:** Yes, that's E-L-E-P-H-A-N-T. Can you see the elephant on my desk? It's from India.
- Adult:** Oh, yes, I can! It's lovely.
- 3 Adult:** Do you like basketball, Lucy?
- Lucy:** Yes, I do, but my sister Sally doesn't like basketball. I play basketball on Sunday.
- Adult:** Oh! What time is basketball on Sunday?
- Lucy:** It's at ten o'clock.
- Adult:** Ten o'clock. OK.
- 4 Adult:** Do you play the guitar, too?
- Lucy:** Yes, I do. And Sally plays the guitar, too. There are some guitars in our bedroom. We have a music lesson every Friday.
- Adult:** What time is the music lesson on Friday?
- Lucy:** The music lesson is at four o'clock.
- Adult:** Four o'clock. OK.
- 5 Adult:** Is that a picture of your grandpa on your desk, Lucy?
- Lucy:** Oh, yes it is! My grandpa is great. We do gymnastics at five o'clock on Monday. Then, we visit grandpa for dinner.
- Adult:** OK. That's great. So, you do gymnastics at five o'clock on Monday.
- Lucy:** Yes, that's right.
- Adult:** Thank you, Lucy.
- Narrator:** Now listen again.

**Answers:** 1 kangaroo 2 elephant 3 ten 4 four 5 five

**2** **Work in pairs. Look at the pictures. Point and say.**

- This activity helps prepare the children for part 1 of the Speaking paper of the Cambridge English: Pre A1 Starters test.
- Divide the class into pairs. Ask two children to read out the example dialogue.
- Have the children complete the activity, then check answers as a class.

**My progress: (Workbook page 116)**

- Clarify the meaning of each *I can ...* statement and elicit examples.
- The children then put their stickers in place.