

1 Get going!

AfL Activity

Suggested answers:
bathroom, kitchen,
cat, bed

1 Get going!

Lesson 1 Vocabulary 1

✓ Find three things in the picture that you know.

- 1 make my bed
- 2 get dressed
- 3 tidy up
- 4 wash my face
- 5 wake up
- 6 brush my teeth
- 7 have a shower
- 8 get up
- 9 put on my shoes
- 10 pack my bag
- 11 drink juice
- 12 brush my hair

- 1 Listen, point and say.
- 2 Listen, move and sing.

I don't want to be late!

I wake up in the morning
At eight o'clock.
I don't want to be late!
I get up in the morning.
I brush my teeth.
Then I wash my face.

I don't want to be late!
I don't want to be late
For Amazing Club!
No, I don't want to be late!

I get dressed in the morning.
I put on my shoes.
I don't want to be late!
I drink juice in the morning.
I brush my hair.
I go to the club at half past eight.

3 Team Time Mime and guess eight morning activities.

10 ten Key learning outcome: Name morning activities Activity Book, p.10

1 Get going!

Lesson 1 Vocabulary 1

1 Find and circle six actions. Then write.

~~get dressed wake up have a shower brush my teeth wash my face make my bed~~

In the bathroom, I ...

- 1 brush my teeth
- 2 wash my face
- 3 have a shower

In my bedroom, I ...

- 4 wake up
- 5 get dressed
- 6 make my bed

2 Look, unscramble the words and write.

- 1 teg pu
- 2 rbuhs ym irha
- 3 upt no ym ohses
- 4 ckap ym gab
- 5 yitd pu
- 6 indrk uicje

In the morning, I ¹ get up at seven o'clock and I get ready for school. I ² brush my hair and ³ put on my shoes. Then I ⁴ pack my bag and I ⁵ tidy up. I ⁶ drink juice in the kitchen, then I go to school.

10 ten I can write about morning activities

Objectives: Name morning activities; Write about morning activities

Vocabulary: Morning activities (*brush my hair, brush my teeth, drink juice, get dressed, get up, have a shower, make my bed, pack my bag, put on my shoes, tidy up, wake up, wash my face*)

Materials: Classroom Presentation Kit, Flashcards

Optional: Real-world items for morning activities vocabulary: a backpack, a carton of fruit juice, a hairbrush, a pair of shoes, a toothbrush, face wash, shower gel

Opening routine

To **energise** the class, do Communication routine 3 on p. 32.

Pupil's Book, page 10

✓ **Find three things in the picture that you know.**

Follow the **Assessment for learning routine** on p. 17.

Ask pupils about the picture:

Who lives here? (Adam and his family)

Who does Adam live with? (his sister, his mum and dad)

What time of day is it? (morning)

How do you know? (people are getting up, getting dressed, etc.)

Can you see anyone else you know in the picture?

1 1.1 Listen, point and say.

Follow the **Vocabulary presentation routine** on p. 17.

1 make my bed 2 get dressed 3 tidy up 4 wash my face
5 wake up 6 brush my teeth 7 have a shower
8 get up 9 put on my shoes 10 pack my bag 11 drink juice
12 brush my hair

Engage If you brought real-world items to class (see suggestions above), invite pupils who are ready to pick one and say what you do with it (e.g. hold up a toothbrush and say: *brush my teeth*). Then ask individual pupils to put the items in the order that they use them every morning. Any words that you don't have a real-world item for, lay out flashcards representing the other words along with the items.

 Elicit how you say *morning* in pupils' own language. Brainstorm ideas in their language for actions they do in the morning.

2 1.2 Listen, move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Engage Before playing the song again, teach the pupils the following actions:

wake up – stretch arms and open eyes wide

I don't want to be late – tap your watch/wrist, with a worried facial expression

get up – pull arm across your chest, as if moving a bed sheet

brush my teeth – make a brushing motion over your mouth with an imaginary toothbrush

wash my face – bend forward slightly and move your hands across your face

For Amazing Club – do a star jump
get dressed – bring hands over your shoulders, as if putting on a shirt
put on my shoes – stamp one foot and then the other
drink juice – put head back as if drinking from a glass, and wipe mouth with back of hand
brush my hair – run fingers through hair

3 **Team Time** Mime and guess eight morning activities.

Classroom management tip

Ensure all pupils can see the timer (e.g. using the timer in the Classroom Presentation Kit), and encourage pupils to look at the timer to check how much time is left.

The first time you use a timer for an activity, some pupils may get louder and excited. Explain when setting up the activity that the timer simply reminds us how much time we have left. It's nothing to worry about!

Activity Book, page 10

1 Find and circle six actions. Then write.

On the board, show the word snake and model looking for the morning activities by dragging your finger along the snake. Then model finding *brush my teeth* and circle it.

2 Look, unscramble the words and write.

Support Give the first letter of each word to pupils who need help.

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1

They work with Rick and they play lots of games.

Find comes

Lesson 2 Grammar 1

1 Listen and repeat. What do they do at the club? Act out.

Emma: Hi, Adam. Is Charlie your cat?
 Adam: Yes, he is. He sometimes comes to the club with me.
 Emma: What do you do at the club?
 Adam: We usually work with Rick. We want to make a great playground!
 Emma: Do you play games too?
 Adam: Oh, yes. We always play lots of games. Oh, no! Charlie, don't jump on that!
 Emma: Oops!
 Adam: Charlie never listens!
 Emma: Let's tidy up together.



Find How do you say come with he, she or it?

2 Look, listen and follow. Then make your own sentences.

Adverbs of frequency		
I	always	wash my face.
He	usually	packs his bag.
She	sometimes	comes to the club.
We	never	drink juice.
You		have a shower.
They		go to school.

Look
 always ✓✓✓
 usually ✓✓
 sometimes ✓
 never ✗

3 Team Time Play Climb the ladder. Go to Activity Book, p.128

I think you always get up at seven o'clock.
 Yes, you're right.

Activity Book, p.11 Key learning outcome: Use adverbs of frequency eleven > 11

Lesson 2 Grammar 1

1 Unscramble the sentences.

Adam: 1 I always make my bed in the morning.
 always / I / my bed / make

Emma: 2 Me too, but my sister never makes her bed!
 makes / never / my sister / her bed

Adam: 3 My dad and I usually tidy up in the evening.
 usually / My dad and I / tidy up

Emma: 4 I sometimes tidy up at the weekend.
 tidy up / sometimes / I

2 Look and complete the sentences.

always ✓✓✓ usually ✓✓ sometimes ✓ never ✗



1 My brother always gets up at seven o'clock.
 2 My sister never has a shower in the morning.
 3 My dad and I usually drink juice for breakfast.
 4 I sometimes brush my teeth after lunch.
 5 We always pack our bag before school.

3 Write sentences about your morning.

Pupils' own answers

wake up
 have a shower
 make my bed
 pack my bag

I can write about morning routines eleven > 11

Unit 1

Climb the ladder

Work in two teams. A B

A and B Choose a small object. Put it on 'start'.

A Make a sentence about a player in Team B. Use the word above you on the ladder.
 B Say yes or no.
 A Were you right? Move your object up the ladder.
 Were you wrong? Don't move.

Then swap!
 The first player at the top of the ladder wins.

I think you always get up at seven o'clock.
 Yes, you're right. Move up.



Objectives: Use adverbs of frequency; Write about morning routines

Grammar: Adverbs of frequency (*always, usually, sometimes, never*)

Recycled language: *brush my teeth, drink juice, get up, have a shower, make my bed, pack my bag, tidy, wash my face, wake up*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, play the *I don't want to be late!* song from Lesson 1 again, encouraging pupils to sing along and perform the mimes.

Pupil's Book, page 11

1 1.3 Listen and repeat. What do they do at the club? Act out.

Follow the **Grammar presentation routine** on p. 19.

Focus pupils on the picture and ask:

Who can you see? (Adam and Emma);

Can you remember anything about them? (Emma likes football and games; Adam likes animals and music)

Find How do you say *come* with *he, she* or *it*?

To focus more on third-person forms, draw a male stick figure and a female stick figure. Elicit the pronouns for these figures (*he, she*). Then write *wake up* and *brush my teeth* on the board. Elicit sentences for *he* and *she* (*She wakes up. / He brushes his teeth.*). Underline *his* in *brush his teeth* and elicit *her* for *she*.

If possible, write the verbs in blue to match the grammar table colours.

Once the sentences are written on the board, lead a drill of the third person forms, focusing particularly on the pronunciation of the ending (/ɪz/) of *brushes* and *washes*.

2 1.4 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 19.

I never drink juice.

He usually packs his bag.

You always go to school.

Support Prepare pupils who may need more support for the next activities by playing a deletion game. Write four sentences on the board:

She always brushes her teeth in the morning.

You usually have a shower in the morning.

He sometimes packs his bag in the morning.

I never drink juice in the morning.

Tell pupils they have 30 seconds to memorise the sentences. Then erase one word from each sentence.

Ask pupils to say all four sentences, as a group, including the missing word. Then erase another word from each sentence and pupils do the same. Continue until you erase the last words and pupils say the full sentences.

Praise their good memories!

Reach higher Ask pupils who are more familiar with the language to write more detailed sentences about how often they do these activities in the morning, giving reasons, e.g. *I never drink juice in the morning. I don't like it.* Pupils can write these sentences on slips of paper and stick them on the wall for the teacher to read and give quick oral feedback on later.

3 **Team Time** Play *Climb the ladder*.

Follow the **Grammar practice: Team Time routine** on p. 19.

Instructions for the game are on the cutout. Encourage pupils to work in their teams, using only one cutout between two.

Follow the **Assessment for learning routine** on p. 19.

Activity Book, page 11

1 **Unscramble the sentences.**

Support Give the first word of each sentence to pupils who need help.

2 **Look and complete the sentences.**

Before pupils do this activity, emphasise (by pointing) that pupils need to look at the key to know if the person always, usually, sometimes or never does the activity.

3 **Write sentences about your morning.**

Closing routine

Do Communication routine 1 on p. 32.

Activity 1
No, it isn't.

Activity 2
Adam

Science question

Suggested answers: Listen to my friends, help my friends when they are sad.

Lesson 3 Story time

Before you read

- 1 Look at the pictures. Is it a good week for Charlie the cat?
- 2 Listen and read. Who says sorry?

A real friend

- 1 Adam usually gets up at eight o'clock, but today he gets up early.



- 2 When Adam opens his present, he's very happy.



- 3 Adam gets dressed and plays with his new robot in the bathroom.



- 4 At the weekend, Adam takes his new toy to the club. Charlie goes to the club too.



Say and spell

- 1 Listen and repeat.

robot run
red wrong

- 2 Find the words in the story.

How can you show empathy to your friends?

- 5 Charlie has a big problem, but Adam doesn't see.



- 6 On Monday morning, Adam packs his bag. Charlie is at the window, but Adam isn't looking.



- 7 On Wednesday evening, Daisy sees Charlie.



- 8 Charlie washes his face. He's clean and happy now.



Lesson 4 Explore the story

After you read

- 1 Watch the video. Act out the story.

- 2 Read and answer.

- 1 Does Adam like his birthday present?
Yes, he does.
- 2 What does Charlie think of the robot cat?
- 3 What does Adam take to the club?
- 4 What problem does Charlie have in the park?

- 3 Read and think.

- 1 How does Charlie feel in picture 7? Why?
- 2 Is Adam a good friend to Charlie?
- 3 How do your friends feel if you aren't kind to them?
- 4 How can you be a good friend?



Lesson 3 Say and spell

- 1 Listen. Circle the letters you hear. Write the words.



1 r o b o t 2 r u n 3 w r o n g 4 r e d

- 2 Read and circle the correct spellings.



wr oom



wr uler



wr rite



wr ubber

- 3 Complete the words. Then listen and say the tongue twister.

What's ¹ wr ong with my ² r obot?
It can't ³ wr ite
Or ⁴ r un around the ⁵ r oom.



Spelling Bee Challenge

- Close your books.
- Ask a friend to test you.

How many words beginning with r or wr can you spell?

Spell 'red'.

r-e-d

Objectives: Listen, read and understand the story; Listen for, say and write words beginning with *r* and *wr*

Recycled language: *get dressed, get up, pack my bag, wash my face; Adam usually gets up at eight o'clock.*

Materials: Classroom Presentation Kit

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 12–13

Science question

How can you show empathy to your friends?

This relates to the natural science topic of healthy habits.

Write on the board: *When my friend feels sad...* and explore the topic of empathy by asking pupils: *What makes our friends feel sad?* (when we don't play with them, when people are unkind etc.) and *What do you do when they feel sad?* (listen to them, give them a hug, cheer them up etc.).

Then, with the class, make a list of ways to show empathy with the title: *How we show empathy to our friends* incorporating the ideas discussed previously. Follow up by asking the pupils: *Why is it important to show empathy?*

Before you read

Follow the **Before you read routine** on p. 21.

1 Look at the pictures. Is it a good week for Charlie the cat?

If needed, focus pupils on frames 6 and 7 and elicit how Charlie is feeling.

2 1.5 Listen and read. Who says sorry?

Follow the **Story time routine** on p. 21.

If you feel pupils need support in understanding the story, listen a second time. While listening, stop after these frames and ask the following questions:

Frame 1: *Whose birthday is it?* (Adam's)

Frame 4: *Where's Charlie? Does Adam know he's there?* (outside the window; no, he doesn't)

Frame 6: *Where's Charlie? Does Adam know he's there?* (outside the window; no, he doesn't)

Frame 8: *Why does Adam say sorry to Charlie?* (because he didn't play with him, he only played with his toy)

Say and spell

Follow the **Say and spell presentation routine** on p. 21.

1 1.6 Listen and repeat.

To help pupils with the pronunciation of /r/ show and explain that they need to place their tongue back in their mouth and not touch the top of it when they say the letter.

2 Find the words in the story.

 Elicit whether pupils pronounce *r* the same in their own language.

Activity Book, page 12

Follow the **Say and spell practice and Spelling Bee Challenge routines** on p. 21.

1 1.1 Listen. Circle the letters you hear. Write the words.

Engage Before doing this written activity, ask pupils to listen and say the letters they hear.

1 r-o-b-o-t – robot

2 r-u-n – run

3 w-r-o-n-g – wrong

4 r-e-d – red

2 Read and circle the correct spellings.

3 1.2 Complete the words. Listen and say the tongue twister.

Engage Divide the class into three groups and allocate each with a line of the tongue twister. Explain that each group will say their line in order, and each time, they must say it faster and faster. Do this several times until the pupils are saying their line very fast!

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 3 Story time

Before you read

- Look at the pictures. Is it a good week for Charlie the cat?
- Listen and read. Who says sorry?

Say and spell

- Listen and repeat.
robot run
red wrong
- Find the words in the story.

A real friend

- Adam usually gets up at eight o'clock, but today he gets up early.
- When Adam opens his present, he's very happy.
- Adam gets dressed and plays with his new robot in the bathroom.
- At the weekend, Adam takes his new toy to the club. Charlie goes to the club too.
- Charlie has a big problem, but Adam doesn't see.
- On Monday morning, Adam packs his bag. Charlie is at the window, but Adam isn't looking.
- On Wednesday evening, Daisy sees Charlie.
- Charlie washes his face. He's clean and happy now.

Lesson 4 Explore the story

After you read

- Watch the video. Act out the story.
- Read and answer.
 - Does Adam like his birthday present?
Yes, he does.
 - What does Charlie think of the robot cat?
 - What does Adam take to the club?
 - What problem does Charlie have in the park?
- Read and think.
 - How does Charlie feel in picture 7? Why?
 - Is Adam a good friend to Charlie?
 - How do your friends feel if you aren't kind to them?
 - How can you be a good friend?

12 twelve Key learning outcome: Listen, read and understand the story Activity Book, p.12 Activity Book, p.13 Key learning outcome: Identify healthy friendships and know why they are important thirteen 13

- Activity 2**
- He doesn't like it.
 - His new toy. / The robot cat.
 - He's scared of the dog.

- Activity 3**
- Suggested answers:*
- Charlie feels sad because Adam is playing with the robot cat and not with him.
 - No, because he only plays with the robot cat and he doesn't look after Charlie. / Yes, because he says sorry to Charlie at the end of the story.
 - They feel sad/angry.
 - I can play with my friends and help my friends. I can listen to my friends. I can share with my friends.

A real friend

Lesson 4 Explore the story

After you read

- Read the story on Pupil's Book pages 12–13 again. Then number the pictures in the correct order.
 - 4
 - 3
 - 1
 - 2
- Exam practice** Look at the pictures and read. Write some words to complete the sentences.

My Club Page

This is my new toy. It's a robot cat. It was my birthday present from my mum. It's a great present. It can't talk, but it can run, jump and climb. You press the red button to start it. I sometimes take my robot to school or to our club because my friends like playing with it too.

This is Charlie. He's my cat. He usually comes with me to the club, but he doesn't like dogs or robots. Charlie is my real friend because I love him and he loves me. I like playing with Charlie in the evening, after school.

Adam's new toy is a robot cat.

 - The new toy was a (birthday) present from his mum.
 - Adam's friends like playing with his new toy.
 - Charlie doesn't like dogs/robots or robots/dogs.
 - Charlie is Adam's real friend.
- Read, circle and write.**
I like / don't like _____ in the story.
This is because _____

Pupils' own answers

I can read and understand the story thirteen 13

Objectives: Read and understand the story; Social-emotional learning (SEL): Identify healthy friendships and know why they are important; Exam Practice: A1 Movers Reading and Writing, Part 5

Recycled language: *get dressed, get up, pack my bag, wash my face; sometimes, usually*

Materials: Classroom Presentation Kit, SEL Activity Card 1, SEL Poster 1

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 13

After you read

1 1.5 Watch the video. Act out the story.

Follow the **Before you watch** and **Watch the story video routines** on p. 23.

Classroom management tip

When putting pupils into groups, write the names of all pupils and place them in a hat or bag. Select names for each group at random.

Reach higher Focus pupils on parts of the story where the characters express excitement, such as *I've got a present! It's amazing!* and *Look! He's dancing!* Ask pupils to copy this intonation and find other examples in the story.

2 Read and answer.

Follow the **After you read routine** on p. 23.

 In activity 2, have pupils share their answers with a partner to practice **relaying specific information**.

3 Read and think.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning:
Identify healthy friendships and know why they are important



Guide pupils to understand that in the story Adam learns that, although Robot Cat is new and exciting, it's important to remember the friendships he already has. Remind pupils that it's natural and completely normal that friendships change, but we need to think about how all our friends feel in this situation. To help bring this out further, ask pupils the following questions and allow them to answer in their home language if needed: *How does Charlie feel in different parts of the story?* (sad, happy, disappointed, angry, nervous, fearful) *Could you show where he is feeling like this?* (picture 2: surprised; picture 3: angry; picture 5: nervous/scared; picture 6: sad; picture 8: happy)

Activity Book, page 13

- 1 **Read the story on Pupil's Book pages 12–13 again. Then number the pictures in the correct order.**
- 2 **Exam practice** Look at the pictures and read. Write some words to complete the sentences.

Exam tip

A1 Movers Reading and Writing, Part 5

Ask pupils to read the text once to understand the main ideas. Explain that they should try and guess the meaning of any unknown words, instead of becoming distracted by words they don't know.

Reach higher While other pupils are still completing this written activity, pupils who need extra challenge can write two more sentences about what they think Charlie and Adam do together at the weekend (e.g. *Adam and Charlie play with a ball together at the weekend. Sometimes Adam and Charlie sit on the sofa and watch TV on Saturdays.*)

3 Read, circle and write.

 Activity 3 allows pupils to interpret a story and give their **personal response** to it.

Support Elicit some options to complete these sentences and write them on the board. Pupils who need support can then copy the words from the board that are useful to them.

Closing routine

Do Mindfulness routine 2 on p. 32.

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

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and put in order.

a go to bed early b go to bed late c eat sweets
d do exercise e eat healthy snacks f drink fizzy drinks

2 Watch and listen. Move and sing.

Are you healthy?

How often do you eat sweets?
I eat sweets once a day,
But I sometimes eat healthy snacks
To help me work and play.

Are you healthy, healthy, healthy?
Are you ready to work and play?
How often do you do exercise?
Do you eat well every day?

Do you go to bed early?
Yes, I never go to bed late,
And I never drink fizzy drinks
Before I sleep at half past eight.



3 Look, listen and follow. Then make your own sentences.

Adverbs of frequency questions

How often	do	you	do exercise?	Once Twice Three times	a day, a week.
	do	they	eat sweets?		
	does	he	eat healthy snacks?		
		she	go to bed early?		
			go to bed late?		
			drink fizzy drinks?		

Look
once = one time
twice = two times

4 Talk Partners Look. Ask and answer.

How often does Marek eat sweets?

He eats sweets twice a day.

0 = never
1 = once
2 = twice
3 = three times

How often ...?

Marek	2 day	1 week	3 week	0
Priya	0	2 day	1 day	3 week
Greg and Joe	3 day	0	2 week	1 week

5 Talk Partners Ask and answer about healthy habits.

Then change partners and ask and answer about your friends.

How often do you do exercise, Jane?
I do exercise twice a week. I play football and I go swimming.

How often does Jane do exercise?
She does exercise twice a week.

Activity 4

Suggested questions and answers:

How often does Marek drink fizzy drinks? He drinks fizzy drinks once a week.

How often does Priya do exercise? She does exercise once a day.

How often do Greg and Joe go to bed late? They go to bed late once a week.

Lesson 5 Vocabulary & Grammar 2

1 Classify the phrases.

go to bed early drink fizzy drinks eat sweets do exercise go to bed late eat healthy snacks



Good for you
go to bed early
do exercise
eat healthy snacks



Bad for you
drink fizzy drinks
eat sweets
go to bed late

2 Look and complete.

1 2/week 2 1/week 3 3/week 4 2/day

1 How often does he go to bed early?
He goes to bed early twice a week.

2 How often does she eat sweets?
She eats sweets once a week.

3 How often do they do exercise?
They do exercise three times a week.

4 How often does she eat healthy snacks?
She eats healthy snacks twice a day.

3 Answer the questions. Then ask a friend.

How often do you drink juice? me my friend
How often do you ride a bike? _____
How often do you eat chips? _____
Pupils' own answers

Objectives: Ask and answer questions with adverbs of frequency; Ask and answer questions about healthy habits

Vocabulary: *do exercise, drink fizzy drinks, eat healthy snacks, eat sweets, go to bed early, go to bed late; once, twice, three times a week*

Grammar: Adverbs of frequency questions (*How often do you ...? Twice a week*)

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.

Pupil's Book, pages 14–15

1  1.7 Listen and say.  1.8 Then listen and put in order.

Follow the **Vocabulary presentation routine** on p. 25.

- 1 do exercise
- 2 go to bed early
- 3 drink fizzy drinks
- 4 go to bed late
- 5 eat healthy snacks
- 6 eat sweets

2   1.9 Watch and listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

Engage Once pupils know the song, divide the class into two groups. Have one group sing the questions and the other group sing the answers. Then swap.

ESDC



SDG Goal 3: Good health and well-being

This activity helps pupils further explore concepts of health and well-being. Draw attention to the habits in Activity 1. Write *Healthy* and *Unhealthy* on the board. Pupils categorise the habits under the corresponding heading (Healthy: go to bed early, do exercise, eat healthy snacks; Unhealthy: go to bed late, eat sweets, drink fizzy drinks). Stress that the 'unhealthy' habits are bad for you when you do them a lot. Elicit ideas for why they can be bad for you. **Possible answers:** going to bed late makes you tired the next day, you can't concentrate, you may feel grumpy; eating a lot of sweets is bad for your teeth, it can lead to health issues, you have less energy; fizzy drinks contain a lot of sugar so are also bad for your teeth. Brainstorm healthy snacks and drinks that pupils could have instead of sweets and fizzy drinks.

Classroom management tip

If possible, move the class to another part of the room to sing the songs in this course. Moving from one place to another will help pupils to settle back into their seats after a high-energy song, as it signals that the energetic stage is finished.

3  1.10 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 25.

How often do you eat healthy snacks? Three times a week.

How often does she go to bed late? Once a week.

How often do they do exercise? Twice a day.

Focus pupils on the pronunciation of *How often do you ...?*, Point out that *do you* is not stressed. The stressed words are in the fourth column. For example, *How often do you go to bed late?* Drill this question with the pupils.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

4  **Talk Partners** Look. Ask and answer. 

Point to the table from activity 3 and explain that they need to use this table to do activity 4.

5  **Talk Partners** Ask and answer about healthy habits. Then change partners and ask and answer about your friends. 

Model this activity with a confident pupil and then explain/ elicit some success criteria. Write the criteria (such as those outlined below) on the board.

- 1 Ask your partner about healthy habits.
- 2 Answer your partner's questions. Remember to say how often you do something.
- 3 Change partners.
- 4 Ask your new partner about his/her old partner's healthy habits.
- 5 Answer your new partner's questions. Remember to say how often your old partner does something.

 In activity 5, pupils **relay** their partner's answers to a new partner.

Activity Book, page 14

1 **Classify the phrases.**

2 **Look and complete.** 

3 **Answer the questions. Then ask a friend.** 

Closing routine

Do Communication routine 3 on p. 32.

Activity 1
Pupils' own answers

Science question
Suggested answer: sleep well, eat well

Lesson 6 Read the world

Gymnastics for kids

Can you do this? Or this?

1 Crab

- Lie on your back on a mat.
- Put your hands and feet on the floor.
- Push your body up and count to three.

2 Handstand

- Put your hands on the floor.
- Kick your legs up.
- Put your feet on the wall.

3 Plane

- Stretch out your arms.
- Bend your body forward.
- Put one leg up behind you and point your toe.

4 Ball jump

- Throw the ball up with one hand.
- Run and jump.
- Catch the ball with the other hand.

Gymnastics is fun and it's great exercise. It's good for your bones and your muscles. When you do gymnastics, you use all the muscles in your body. Always do gymnastics with a good teacher. You can go to a club after school. To be good at gymnastics, practise twice or three times a week. Here are some gymnastics exercises you can try.

Understanding Instructions
In instructions, labels give us information about pictures.
Numbers tell us the order we do activities.

Before you read

Exercise helps you stay healthy. What else can you do?

1 Look at the instructions and think. Do you think gymnastics is a difficult sport?

After you read

1 Read and listen. Correct the sentences.

- Gymnastics is good for your hair and your eyes. *Gymnastics is good for your bones and your muscles.*
- To be good at gymnastics, practise once a week. *To be good at gymnastics, practise twice or three times a week.*
- You put your feet on the floor when you do a handstand. *You put your feet on the wall when you do a handstand.*
- You run and jump when you do a plane. *You run and jump when you do a ball jump.*

3 Read the instructions again and answer.

- How many labels can you see? *Three: mat, wall, toe.*
- What words are on the labels? *mat, wall, toe.*
- Look at the crab exercise again. Say the instructions in the correct order.
 - Push your body up and count to three.
 - Put your hands and feet on the floor.
 - Lie on your back on a mat.

4 Read and discuss.

- Which exercise do you want to try? Why? *Handstand. / You put your feet on the wall when you do a handstand.*
- What other ways can you do exercise? *Ball jump. / You run and jump when you do a ball jump.*
- Where can you see instructions? *At school, in books, on the internet.*

What exercises do you do to feel happy and relaxed?

16 sixteen Key learning outcome: Read and understand instructions Activity Book, p.15 Key learning outcomes: Understand instructions using labels and numbers; Read to learn new things seventeen 17

Activity 2

- To be good at gymnastics, practise **twice or three times** a week.
- You put your **hands** on the floor when you do a

- handstand. / You put your feet on the **wall** when you do a handstand.
- You run and jump when you do a **ball jump**.

Lesson 6 Read the world

After you read

1 Read the instructions on Pupil's Book pages 16-17 again. Complete the activity names. Then write the instructions in the correct order for each activity.

Put your feet on the wall. Catch the ball with the other hand. Run and jump. Throw the ball up with one hand. Kick your legs up. Put your hands on the floor.

Hand stand

- Put your hands on the floor.
- Kick your legs up.
- Put your feet on the wall.

Ball jump

- Throw the ball up with one hand.
- Run and jump.
- Catch the ball with the other hand.

2 Answer the questions.

- What parts of your body is gymnastics good for?
Your bones and your muscles.
- Do you need a teacher?
Yes, you need a teacher.
- Where can you do gymnastics?
You can do gymnastics in a club (after school).
- Would you like to go to a gymnastics club? Why / Why not?
Pupils' own answers

I can understand instructions using labels and numbers and I can read to learn new things fifteen 15

Activity 3

- Three
- wall, toe, mat
- c Lie on your back on a mat.
 - Put your hands and feet on the floor.
 - Push your body up and count to three.

Activity 4

- Suggested answers:
- I want to do the plane because it's fun.
 - You can go swimming/play in the playground/ride a bike.
 - I see instructions on boxes for toys/on boxes for food/in recipe books.

Objectives: Read and understand instructions; Understand instructions using labels and numbers (information literacy); Read to learn new things; Read for useful information and use this to make choices (critical literacy)

Recycled language: *exercise; always, twice or three times a week*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 16–17

Science question

Exercise helps you to stay healthy. What else can you do?

This relates to the natural science topic of healthy habits.

Have pupils brainstorm in small groups what they do to stay healthy and then how these actions help them to stay healthy (example: *I sleep well – sleeping 10 hours a night is important to keep our bodies healthy*) then do a class feedback sharing ideas. Ask the follow up question: *Why is it important to keep our bodies healthy?*

Before you read

Follow the **Before you read routine** on p. 27.

1 Look at the instructions and think. Do you think gymnastics is a difficult sport?

After you read

Follow the **While you read** and **After you read routines** on p. 27.

 Encourage pupils to keep a dictionary in their notebooks where they can add any new words they learn from a reading text (e.g. *wall, toe, mat*), along with the translation of the word in their own language.

2  1.11 Read and listen. Correct the sentences. 

Information literacy skill: Understanding instructions using labels and numbers

Explain that labels and numbers are in instructions to help us understand what to do. Elicit why 'wall' is labelled (to use the picture to show us what that word means). Point at the instructions for 'handstand' and elicit which instruction is first and which is last.

3  Read the instructions again and answer. 

 In activity 3, have pupils share their answers with a partner to practice interpreting and explaining a text by **relaying specific information** about it to someone else.

4    Read and discuss.

Critical literacy skill: Reading to learn new things

In question 1 of this activity, encourage pupils to use the information they have read to make a choice about which exercise they want to try.

Follow the **Assessment for learning routine** on p. 27.

ESDC

What exercises do you do to feel happy and relaxed?



This question relates to **SDG Goal 3: Good health and well-being**. It helps pupils engage with ideas about healthy living through exercise. Pupils brainstorm ideas in groups. If possible, bring in photos of you doing your favourite sports. Explain or show the class how you use the sports equipment, and how it makes you feel relaxed and happy. Invite volunteers to do the same with their favourite type of exercise.

Activity Book, page 15

1 Read the instructions on Pupil's Book pages 16–17 again. Complete the activity names. Then write the instructions in the correct order for each activity. 

Classroom management tip

To help pupils manage their own time during reading activities, ask that they first read and simply point to the part of the text that has the information they need.

2  Answer the questions. 

 In activity 2, pupils interpret and explain the text by **relaying specific information** in written form.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Activity 1

Yes, she does.

Activity 2

- 1 True
- 2 False (She goes to bed late on Saturdays.)
- 3 False (She goes to bed at 11 o'clock on Saturdays.)
- 4 True

- 1 Listen. Does Giulia like sleeping?
- 2 Listen again. Read and say true or false.
 - 1 She usually goes to bed at half past eight.
 - 2 She goes to bed late on Fridays.
 - 3 She goes to bed at half past ten on Saturdays.
 - 4 She gets up early five times a week.



- 3 Watch or listen and say. Then practise in pairs.

A: Hi. I'm doing a project on sports. Can I ask you some questions?

B: Yes, of course.
 A: How often do you do sports?
 B: About three times a week.
 A: What sports do you do?
 B: I do gymnastics, I go swimming and I sometimes play football.
 A: That's great. Thank you.



Starting and finishing an interview

Can I ask you some questions? Yes, of course. That's great. Thank you.

- 4 Talk Partners Make new dialogues. Do the exercise survey with three friends.

Go to Activity Book, p.137



- 1 Exam practice Listen, look and tick (✓) the box.

1 What time does Giulia usually go to bed?



2 What time does Giulia usually go to bed on Saturdays?



3 What time does Giulia get up on school days?



2 Read and match.

- 1 Can I ask you — a you.
- 2 Yes, of — b course.
- 3 Thank — c great.
- 4 That's — d some questions, please?

- 3 Listen and complete the dialogue. Then listen again and check.



Unit 1

Exercise survey

Name			
Do you do exercise?			
How often do you do exercise?			
What exercise do you do?			

Objectives: Listen for details; Interview a friend; Exam practice: A1 Movers Listening, Part 4

Functional language: *Can I ask you some questions? Yes, of course. That's great. Thank you.*

Recycled language: *early, get up, go to bed, late; usually, sometimes, once a week, How often do you ...?*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before they listen or have pupils sing and dance to the song *Are you Healthy?* from lesson 5.

Pupil's Book, page 18

1 1.12 Listen. Does Giulia like sleeping?

Follow the **Listening activity routine** on p. 29.

A: Hi, Giulia. I'm doing a project about sleep. Can I ask you some questions?

B: Yes, of course.

A: What time do you go to bed?

B: I usually go to bed at half-past eight, but I sometimes go to bed late.

A: How often do you go to bed late?

B: Um, about once a week. On Saturdays.

A: What time do you go to bed on Saturdays?

B: At eleven o'clock.

A: How often do you get up early?

B: I get up early five times a week! On school days, I get up at half-past six. At the weekend, I get up late. I like sleeping.

A: Thank you. That's great!

2 1.12 Listen again. Read and say true or false.

Listening skill: Listening for details

Read question one to the class and write 'usually' and 'half-past eight' on the board. Tell pupils these are the 'important' words. Pupils then tell you the 'important' words in the other sentences. Write these on the board for pupils to listen for to help them answer true or false.

3 1.13 Watch or listen and say. Then practise in pairs.

Follow the **Functional language: Video activity and speaking activity routine** on p. 29.

Speaking skill: Starting and finishing an interview

Help pupils with sentence stress. Show them the phrases and underline the stressed syllables. Have pupils clap the stress, using loud claps for stressed syllables or words.

Can I ask you some questions?

(clap-clap-CLAP-clap-clap-CLAP-clap)

Yes, of course. (CLAP-clap-CLAP)

That's great. (clap-CLAP)

Thank you. (CLAP-clap)

4 Talk Partners Make new dialogues. Do the exercise survey with three friends.

Pupils write their partner's name in the first row. In one minute, pupils interview their partners and write down their answers. When time is up, pupils swap partners and repeat.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 16

1 1.3 **Exam practice** Listen, look and tick (✓) the box.

This activity uses the same audioscript as track 1.12.

Exam tip

A1 Movers Listening, Part 4

Advise pupils to listen to the whole dialogue before choosing an answer.

2 Read and match.

3 1.4 Listen and complete the dialogue. Then listen again and check.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1
Pupils' own answers

Activity 2

- 1 Because you don't want to be late for school.
- 2 For two minutes.
- 3 Because it gives you energy.
- 4 Because exercise is good for you.

Activity 3

- 1 six
- 2 a verb/action word
- 3 short

Lesson 8 Writing **1**

1 Read the instructions. Is your morning routine the same?

How to have a healthy morning routine

Do you want to have a good day? Here are some things you can do in the morning:

- 1** Get up early. You don't want to be late for school!
- 2** Brush your teeth for two minutes.
- 3** Have a shower. It's good to be clean.
- 4** Get dressed. Wear your favourite clothes.
- 5** Have a healthy breakfast. Breakfast gives you energy.
- 6** Don't take the bus. Walk to school or ride your bike. Exercise is good for you!



2 Read the instructions again and answer.

- 1 Why is it good to get up early?
- 2 How long is it good to brush your teeth for?
- 3 Why is it good to have a healthy breakfast?
- 4 Why is it good to walk to school?

Writing instructions
When we write instructions, we don't use the words *I, you, he or she*.
Close your books. Don't drink fizzy drinks.

3 Look at the instructions again and answer.

- 1 How many instructions are there?
- 2 What kind of word is at the start of each instruction?
- 3 Are the sentences long or short?

4 Plan and write instructions for a healthy evening routine.

Go to Activity Book, p.17

What do you know now? ✓

Think about Unit 1.

Go to Activity Book, p.20

Key learning outcome: Write instructions nineteen > 19

Lesson 8 Writing **1**

Plan Think about what you do in the evening. Write two lists.

	Healthy evening activities	Unhealthy evening activities
	play football	watch TV

Pupils' own answers

Write Write instructions for a healthy evening routine.

How to have a healthy evening routine

- 1** Do / Play / Eat / Go / Drink _____
It's good for your body.
- 2** _____
- 3** _____
- 4** _____
- 5** Don't _____

Pupils' own answers

Check Read and check your work with a friend.

I don't use the words *I, you, he or she* at the start of each instruction.

I use a capital letter for the first word of each instruction.

I say why each activity is healthy.

I can plan and write instructions for a healthy evening routine seventeen > 17

Objectives: Plan and write instructions for a healthy evening routine

Recycled language: *brush my teeth, early, exercise, fizzy drink, get dressed, get up, have a shower, healthy, late*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Three or four large pieces of paper

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 19

Follow the **Before you read routine** and the **Model text and writing sub skill routine** on p. 31.

1 1.14 Read the instructions. Is your morning routine the same?

Engage (Books closed) Ask pupils to say the first thing they do when they get up in the morning. Collect three or four answers and write them on different large pieces of paper. Stick them up in different corners of the room. Then ask pupils to walk or skip to the correct piece of paper for them. Count how many pupils do each thing. Then say that we are going to read about healthy morning routines.

After reading, ask the following questions:

Do these tips help you have a good day? (yes)

Is it good to get up late? (no)

Is it bad to have a shower? (no)

Does breakfast give you energy? (yes)

To answer, pupils should do these poses from the Welcome Unit, Lesson 4:

Yes Hands straight up in air, palms facing in

No Hands on head

Don't Know Hands on shoulders

2 Read the instructions again and answer.

 In activity 2, have pupils share their answers with a partner to practice interpreting and explaining a text by **relaying specific information** about it to someone else.

3 Look at the instructions again and answer.

Writing skill: Writing instructions

Bring in examples of instructions in the pupil's home language. Ask if the rule here – not using pronouns with instructions in English – is the same in their home language or different.

4 Plan and write instructions for a healthy evening routine.

Follow the **Writing activity routine** on p. 31.

Activity Book, page 17

Follow the **Activity Book routine** on p. 31.

Plan Think about what you do in the evening. Write two lists.

Classroom management tip

To maintain momentum and energy in the class, have pupils share notes in pairs for this activity. Ensure that pupils are paired with someone who is sitting far away from them (e.g. at the other side of the classroom) so that everyone can stand up, stretch their legs and talk to someone different.

Write Write instructions for a healthy evening routine.

Check Read and check your work with a friend.

Pupil's Book, page 19

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Review

1 Look and complete.

My morning routine

1  <u>brush</u> my <u>teeth</u>	4  <u>have</u> a <u>shower</u>
2  <u>get</u> <u>dressed</u>	5  <u>wash</u> my <u>face</u>
3  <u>brush</u> my <u>hair</u>	6  <u>put on</u> my <u>shoes</u>

2 Look at the pictures and classify.



up	eat	drink	go
wake up	eat healthy snacks	drink juice	go to bed early
tidy up	eat sweets	drink fizzy drinks	go to bed late

3 Complete the words in the dialogue.

Can I ask you some questions?
How often do you do exercise?

I do exercise once a day. I ride my bike to school.

How often do you eat sweets?

Er ... well ... I eat sweets three times a week.

Thank you, Adam. That's great.

4 Look at the questionnaire and complete the sentences.

✓✓✓ = always ✓✓ = usually ✓ = sometimes ✗ = never

	morning	evening
1 	✓	✗
2 	✓	✓✓
3 	✓✓	✓✓
4 	✓✓✓	✓✓✓

1 Liam never makes his bed in the evening.

2 He sometimes has a shower in the morning.

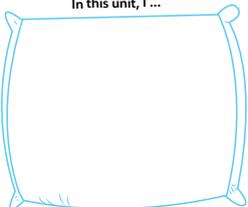
3 He usually brushes his hair in the evening.

4 He always washes his face/hands in the morning.

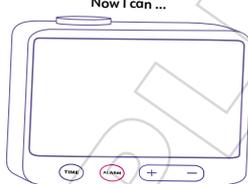
Think about Unit 1

Read. Write or draw, colour or circle and tick (✓) your answers.

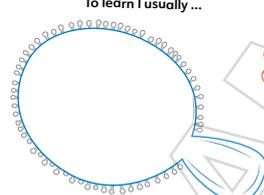
In this unit, I ...



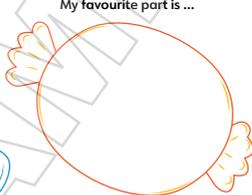
Now I can ...



To learn I usually ...



My favourite part is ...



How I feel about my work in this unit:



What can I do next?

- I can ...
- practise the new words.
 - read the story again.
 - sing the songs again.
 - ask my family about their routines.

Go to the map on pp.4-5 and draw your unit pass.

Exam practice 1

1 Look and read. Choose the correct words and write them on the lines.

 sweets	 the bathroom
 brush my teeth	 gymnastics
 my bedroom	 a fizzy drink
	 a healthy snack

Exam tip
Look at all of the pictures first.
Which pictures show **rooms**?
Which pictures show **things**?
Which pictures show **actions**?

Example
You usually do this in the morning when you get up and in the evening before bed.

- Questions**
- Never drink this before bed. It isn't good for you.
 - This is where you have a shower and brush your teeth.
 - You do this when your bedroom is a mess.
 - This is where you get up and get dressed.
 - This sport is very good for your muscles and your bones.

brush my teeth

a fizzy drink

the bathroom

tidy up

my bedroom

gymnastics

Look!  = sweets, a fizzy drink, tidy up
 = candy, a soda, clean up
Can you think of examples in your language?

Objectives: Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;

Exam practice: A1 Movers Reading and Writing, Part 1

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do Communication routine 2 on p. 32.

Activity Book, pages 18–21

Engage Do a vocabulary review with the flashcards from this unit. Before the lesson, hide the flashcards around the classroom (near the bottom of the door frame, under some desks, next to the board, etc.). Explain that pupils should find the flashcards and stick them on the whiteboard. Play music as they do this. When all the flashcards are on the board, nominate pupils to say the correct words.

1 Look and complete.

2 Look at the pictures and classify.

3 Complete the words in the dialogue.

Reach higher Ask early finishers to add two more lines of dialogue here (before the *Thank you, Adam* speech bubble). Encourage these pupils to read their entire dialogues aloud in front of the class.

4 Look at the questionnaire and complete the sentences.

Put pupils into pairs to check what each of the images in the table represents before they approach this activity individually.

Think about Unit 1

Read. Write or draw, colour or circle and tick (✓) your answers.

Follow the **Assessment for learning: Progress review routine** on p. 31.

Exam practice

1 Look and read. Choose the correct words and write them on the lines.

Exam tip

A1 Movers Reading and Writing, Part 1

Focus pupils on whether the words are rooms, things or actions. Ask them to circle the pictures with the correct colour (red, green or blue). Explain that in exam activities like this, we need to think about the *type* of word that matches with a sentence.

Ask pupils if they get nervous or stressed during tests/exams. Explain that they can take three deep breaths before they start reading an exam question, which will help them to relax and focus, so they can do their best.

Look!

 = sweets, a fizzy drink, tidy up

 = candy, a soda, clean up

Can you think of examples in your language?

Remind pupils that English is spoken in both the UK and US but they use different words for some things. Help pupils to think of places that speak their same language but use different words and ask them to give examples.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Review

- 1 Look for a minute. Then close your books and take turns to ask and answer.

What are Samba and Sally doing?

They're ...



- 2 Work in pairs. Ask and answer.

How often do you get up early?

I never get up early.



How do you say *once, twice, three times* in your language? Is it the same or different? How?

20 twenty

Key learning outcome: Review vocabulary and grammar from the Welcome Unit and Unit 1

Activity 1

Suggested questions and answers:

- 1 What are Samba and Sally doing? They're skateboarding.
- 2 What's Ross doing? He's running to the train station.
- 3 What's Ting doing? She's riding a horse.
- 4 What's Peter doing? He's sitting in a tree.
- 5 What's Julia doing? She's eating an apple.
- 6 What's Lily doing? She's eating an orange.
- 7 What's Pia doing? She's throwing/catching/playing with a ball.

Activity 2

Suggested questions and answers:

- How often do you brush your teeth? I brush my teeth twice a day.
 How often do you eat healthy snacks? I eat healthy snacks three times a week.
 How often do you make your bed? I always make my bed.
 How often do you have a shower? I have a shower every day.
 How often do you eat sweets? I never eat sweets.
 How often do you drink fizzy drinks? I sometimes drink fizzy drinks.
 How often do you do exercise? I do exercise twice a week.

Exam practice 1

- 1 Listen and choose the correct picture. Write your answers in your notebook.

Example How old is Hugo today?

a



b



c



- 1 How many brothers and sisters has Clare got?

a



b



c



- 2 What does Peter do in the evening?

a



b



c



- 3 Where do Julia and Eva live?

a



b



c



- 4 What does Mark's mum drink?

a



b



c



Key learning outcome: Practise for A1 Movers Listening, Part 4

twenty-one > 21

Activity 1

- 1 b
- 2 c
- 3 c
- 4 b