

## Lesson 1

## Vocabulary

Pupil's Book pages 20–21

## 2 New for school



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

### Lesson 1 Vocabulary

1 1.19-1.20 Listen and say. Then listen and number.

  
 bag

  
 book

  
 glue

  
 pen  1

  
 pencil

  
 pencil case

  
 rubber

  
 ruler

2 Look at the picture. Find and say.



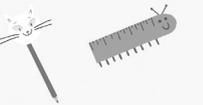

3 1.21 Sing and act out. Be a star!

Pencil, rubber and glue!

Clap one, two.  
Clap one, two.  
Point to a pencil, a rubber  
And glue!

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

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



Unit 2 Sing a song  
WB: page 18

21

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

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

**Resources:** Class audio CD1; **(PK)** - Flashcards; **(TRC)** - Vocabulary worksheet 1, Downloadable flashcards; **(PPK)** - Vocabulary activities 1&2, Song **(PRC)**

**Materials:** a selection of classroom objects

### Warm-up: The Big Picture

- Refer the class to the picture on page 20 and elicit the children's names. Ask what they can see in the picture. (They should be able to name and count the *frogs, tigers, pandas, suns.*)
- Ask the children where they think this is (a classroom supplies / stationery shop) – the children may need to share some ideas in L1 at this stage. Ask the children to find Bot (he's next to Tom).

### 1 1.19 Listen and say.

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

### 1.20 Then listen and number.

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

### Audioscript

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

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

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

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

### Teaching star!

#### Extra activity

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

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

## 3 1.21 Sing and act out. Be a star!

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

## Cooler: What's different?

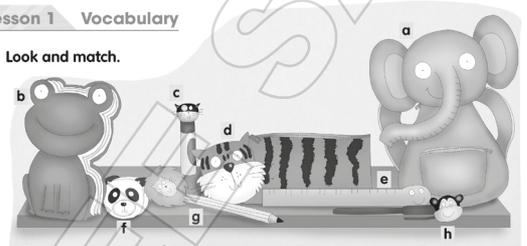
- Put five classroom objects on your table. Tell the children you will change the position of two objects while they turn away. They have to say the names of the objects that have changed.
- Continue with different selections of objects.

Workbook page 18

## 2 New for school

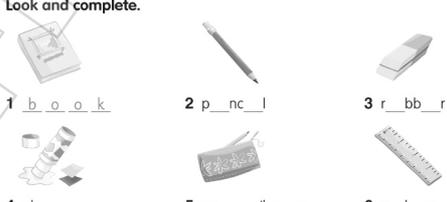
### Lesson 1 Vocabulary

**1 Look and match.**



1 bag <input type="checkbox"/> a	5 rubber <input type="checkbox"/>
2 pen <input type="checkbox"/> b	6 glue <input type="checkbox"/>
3 pencil <input type="checkbox"/> c	7 pencil case <input type="checkbox"/>
4 book <input type="checkbox"/> d	8 ruler <input type="checkbox"/>

**2 Look and complete.**



1 b _ o _ o _ k	2 p _ n _ c _ l	3 r _ b _ b _ r
4 g _ l _ _	5 p e _ _ _ l _ c _ _ s _	6 r _ l _ _ r

**18** Unit 2

### 1 Look and match.

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

### 2 Look and complete.

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

- Play the audio again for the children to repeat chorally.

Answer: No, it's an umbrella.

Lesson 2 Grammar time

1 1.22 Listen and read. Is it a doll?

2 1.22 Tick (✓) or cross (✗). Listen again and check.

1 It's a doll.

2 It's a pencil case.

3 It's a big pen.

4 It's an umbrella.

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

22 Unit 2 a / an  
WB, page 19

2 1.22 Tick (✓) or cross (✗). Listen again and check.

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

Answers: 1 ✗ 2 ✗ 3 ✗ 4 ✓

**Teaching star!** ★

**Extension**

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

- Divide the class into pairs. Have them turn to page 20 in the Pupil's Book.
- Demonstrate with a confident child. Point to an object in the picture (e.g. a ruler) and say *It's a pen.* and have the child answer *no.* Then say *It's a ruler.* The child should answer *Yes!*
- Have the children continue the activity in pairs.

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

**Grammar:** *a / an*

**Resources:** Class audio CD1; (PK) (PRC)

**Materials:** umbrellas (optional) or rulers

1.21 Warm-up: Sing the song!

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

1 1.22 Listen and read. Is it a doll?

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

3 Work in groups. Act out the story.

**Be a star!** ★

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

## Cooler: What's the last word?

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



## Workbook page 19

**Lesson 2 Grammar time**

**1 Look and circle.**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985

Lesson 3 Grammar focus

1 1.23 **Look and read.** Graphic Grammar

a / an

What's this ?

It's a pen .      It's an umbrella .

What's → What is  
It's → It is

2 **Write a or an. Then match.**

- It's a pen.
- It's \_\_\_\_\_ rubber.
- It's \_\_\_\_\_ apple.
- It's \_\_\_\_\_ umbrella.
- It's \_\_\_\_\_ pencil case.
- It's \_\_\_\_\_ orange.

3 **Look at the objects in Activity 2. Play a game. Be a star!**

What's this?      It's a / an ...

Unit 2 Ask about and identify objects WB: page 20 **23**

- Write *an +* on the board and elicit the letters that follow *an*, pointing to the train in the Graphic Grammar box.
- Highlight the contractions by counting out the words in the question and answer on your fingers, and then pushing the *What is* and *It is* fingers together to show the contractions.

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

**2 Write a or an. Then match.**

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

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

**Learning objectives:** Ask about and identify objects

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

**Resources:** Class audio CD1; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

**Materials:** paper, pens or pencils

**Warm-up: Ready, set, draw!**

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

**Teaching star!**

**Mixed ability**

- Some children will still be getting used to the letters and will benefit from seeing and hearing examples before writing. For the above activity:
- Allow the children time to match the sentences and the pictures. Don't ask them to complete yet. Write the sentences on the board while the children are doing this.
  - Ask for volunteer children to come to the board and complete with *a* or *an*.
  - Ask for whole-class agreement and have them copy the answers into their books.

1 1.23 **Look and read.**

- Play the audio and have the children follow in their books.
- Play the audio again for the children to repeat chorally.

3 **Look at the objects in Activity 2. Play a game. Be a star!**

- Point to an object in Activity 2 and ask the class *What's this?* Encourage them to answer with a complete sentence *It's a / an ...* Repeat with different items.

- Then hold your book so that the children can't see the page. Point to one of the items in Activity 2 and ask *What's this?* The children guess until they get the right answer.
- Divide the class into pairs to ask and answer, first with both children looking at the page, and then with only one child looking. You may wish to drill the question and answer before they start.

### Cooler: The shark game

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



### Workbook page 20

**Lesson 3 Grammar focus**

**1 Look and circle. Then match.**

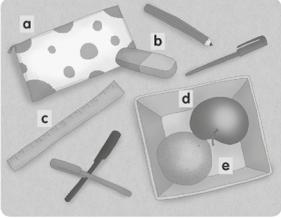
1 It's a / an rubber.  a  b

2 It's a / an ruler.  a  b

3 It's a / an apple.  a  b

4 It's a / an pencil case.  a  b

5 It's a / an orange.  a  b



**2 Look and complete.**

1 What's this?  
It's \_\_\_\_\_ an umbrella.



2 What's this?  
\_\_\_\_\_ book.



3 What's this?  
\_\_\_\_\_ bag.



4 What's this?  
\_\_\_\_\_ pencil case.



**3 What's this? Look and complete.**

1 It's \_\_\_\_\_ a pencil.



2 It's \_\_\_\_\_.



3 It's \_\_\_\_\_.



**20** Unit 2 Go to 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 Look and circle. Then match.

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

#### 2 Look and complete.

**Answers:** 1 It's an 2 It's a 3 It's a 4 It's a

#### 3 What's this? Look and complete.

**Answers:** 1 a pencil 2 a ruler 3 a bag

**Lesson 4 Reading**

old      new      paint      paintbrush

**1 Look at the text and tick (✓).**

It's a play.       It's a song.

**2 1.24 Read and find the objects.**

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

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

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

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

**3 Read again and circle. Be a star!**

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

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

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

1 old      2      3      4

**5 Work in pairs. Act out the play.**

24 Unit 2 Read a short play WB: page 21

Unit 2 Read for detail WB: page 21 25

**Learning objectives:** Read a short play; Read for detail

**Vocabulary:** new, old, paint, paintbrush

**Review Vocabulary:** ball, pencil case, ruler

**Resources:** Class audio CD1; **PK** **PRC**

**Materials:** sheets of paper, pens or pencils

**Warm-up: Team drawing**

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

**Vocabulary**

- Refer the children to the vocabulary panel at the top of page 24. Read out the words for the class to repeat.
- Ask how the first and second coins are different (they can use L1 to explain the concept). Ask them if they can see something old and new in the classroom. Ask if they can see any paint or a paintbrush.

**1 Look at the text and tick (✓).**

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

**Answers:** It's a play. ✓

**2 1.24 Read and find the objects.**

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

### 3 Read again and circle. **Be a star!** ★

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

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

### Teaching star! ★

#### Reading

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

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

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

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

**Answers:** 1 old 2 new 3 new 4 old

### 5 Work in pairs. Act out the play.

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

#### Cooler: Who says it?

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

#### Lesson 4 Reading

##### 1 Remember your Pupil's Book pages 24–25. Who says it? Read and match.

- 1 What's this?
- 2 It's an old pencil case.
- 3 My ruler is new.
- 4 It's an old ruler.
- 5 It's my name.
- 6 It's you!



Wen



Grandpa

##### 2 Look, read and complete.

old old new paint ruler paintbrush



- 1 What's this?  
It's paint.  
It's new.
- 2 What's this?  
It's a \_\_\_\_\_.  
It's \_\_\_\_\_.
- 3 What's this?  
It's a \_\_\_\_\_.  
It's \_\_\_\_\_.

##### 3 Write *old* or *new*.

My school is \_\_\_\_\_.  
My rubber is \_\_\_\_\_.  
My pencil is \_\_\_\_\_.

Unit 2 21

### 1 Remember your Pupil's Book pages 24–25. Who says it? Read and match.

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

### 2 Look, read and complete.

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

### 3 Write *old* or *new*.

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

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

**Audioscript**

/e/ /e/ /e/ pen  
/e/ /e/ /e/ bed  
/e/ /e/ /e/ red

**Answers:** pen, bed, red

**2 1.26 Listen and say the chant.**

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

**3 1.27 Circle the words with e.**

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

**Audioscript**

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

**Answers:** pen, red, Ted, ten, bed

**Learning to learn**

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

**Lesson 5 Sounds and letters**

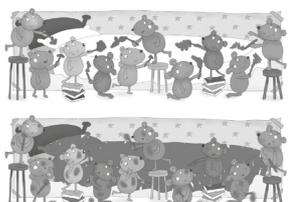
**1 1.25 Listen and say. Complete.**



pen                  b\_d                  r\_d

**2 1.26 Listen and say the chant.**

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

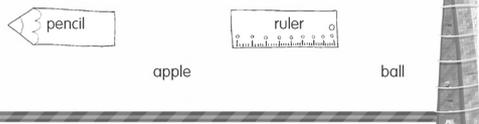


**3 1.27 Circle the words with e. Listen, check and say. Be a star!**

1 pen                  2 red                  3 bag                  4 Ted  
5 ten                  6 cat                  7 bed                  8 hat

**Learning to learn**

Draw a picture around new words to help you remember.



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

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

**Sounds & letters words:** bed, pen, red

**Resources:** Class audio CD1; (PK) (TRC) - Sounds and letters worksheet; (PPK) - Sounds and letters activity (PRC)

**Warm-up: How many words?**

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

**1 1.25 Listen and say. Complete.**

- Refer the children to the pictures. Ask if they know the names of any of these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the e in the word *pen* in your book. Ask *What's this letter?* (e) *What's the sound?* (/e/)

## Cooler: Physical spelling

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



### Workbook page 22

#### Lesson 5 Sounds and letters

- 1 Say the chant. Circle the short e sounds.

Ten Teds with ten pens

Colour the bed.

Now the bed is red!



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



1 pen



2 bg



3 ht



4 bd

- 3 Draw three word pictures.

book

paint

bag

22

Unit 2

- 1 Say the chant. Circle the short e sounds.

Answers: Ten Teds with ten pens

Colour the bed. Now the bed is red!

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

Answers: 1 pen ✓ 2 bag 3 hat 4 bed ✓

- 3 Draw three word pictures.

Answers: Children's own answers.

Lesson 6 Language in use

1 1.28 Listen and say.



What is it? Guess!

Is it blue?

No, it isn't.

Is it red?

Yes, it is.

Is it an apple?

No, it isn't.

Is it a pen?

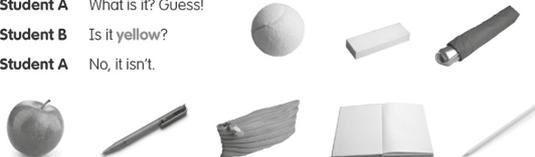
Yes, it is.

2 Work in pairs. Play a game.

Student A What is it? Guess!

Student B Is it yellow?

Student A No, it isn't.



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

Unit 2 to be (it) questions and short answers WB: page 23 27

- Play the audio one more time, and have the children repeat, nodding their heads for affirmative sentences and shaking their heads for negative sentences (or the most appropriate gesture in the children's culture).

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

## 2 Work in pairs. Play a game.

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

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

**Review Vocabulary:** apple, blue, pen, red, yellow

**Resources:** Class audio CD1; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

**Materials:** pencil case, classroom objects; coloured pencils

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

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

### 1 1.28 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer. Check their understanding of *guess*.

### Teaching star!

#### Pairwork

- While the children are working in pairs, try to be prepared with another activity to give to fast finishers in order to avoid any possible disruption to the class.
- Ask fast finishers to look at pages 5–7 of their Pupil's Book. One child chooses an object and the other asks up to eight questions with *Is it (a / an) ...?* to guess.

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

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

**Cooler: Air drawings**

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



Lesson 6 Language in use

1 **Look and circle.**

1 Is it black? Yes, it is. / No, it isn't.

2 Is it new? Yes, it is. / No, it isn't.

3 Is it old? Yes, it is. / No, it isn't.

4 Is it an umbrella? Yes, it is. / No, it isn't.

5 Is it a pencil case? Yes, it is. / No, it isn't.



2 **Read and complete. Colour.**

Is it is isn't it

What is it? Guess!

1 Is it blue?

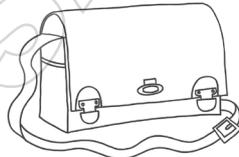
No, it isn't.

Is it purple?

Yes, it is.

Is it a bag?

Yes, it is.



Unit 2 Go to 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 Look and circle.**

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

**2 Read and complete. Colour.**

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

**Grammar reference: (page 119)**

**1 Draw two school things and complete.**

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

**Lesson 7 Listening and speaking**

1 1.29 **Guess what's in the bag. Listen and tick (✓) or cross (x).**

2 1.29 **Listen again. Circle Yes or No.**

1 Is it a present?      Yes No  
2 Is it a book?        Yes No  
3 Is it an umbrella?    Yes No  
4 Is it a pencil case?   Yes No  
5 Is it a picture?      Yes No

3 1.30 **Listen and repeat. Then talk about the other objects. Be a star!**

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

**Values**  
When do you give presents?

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

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

**Vocabulary:** picture, present

**Resources:** Class audio CD1; (PK) (TRC) - Vocabulary worksheet 2; (PRC)

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

### Warm-up: Play a guessing game

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

### Vocabulary

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

### 1 1.29 **Guess what's in the bag. Listen and tick (✓) or cross (x).**

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

### Audioscript

**Mum:** What's this?

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

**Mum:** Thank you! What is it?

**Sara:** Guess!

**Mum:** OK. Is it a book?

**Sara:** No, it isn't.

**Mum:** Is it an umbrella?

**Sara:** No, it isn't.

**Mum:** Is it a pencil case?

**Sara:** No, it isn't.

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

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

**Mum:** Thank you!

### 2 1.29 **Listen again. Circle Yes or No.**

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

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

### 3 1.30 **Listen and repeat. Then talk about the other objects. Be a star!**

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

### Values

- Discuss the question in the Values box with the class. Point out that sometimes we just give a present to say thank you or because we like the other person. Point out also that sometimes the best presents are something simple we made ourselves, like a picture!

## Cooler: Incomplete drawings

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



### Workbook page 24

**Lesson 7 Functional language**

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



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



2 Is it a robot?  
\_\_\_\_\_



3 Is it an umbrella?  
\_\_\_\_\_



4 Is it a book?  
\_\_\_\_\_

**2 Read and complete.**

book    isn't    present    it    is

 What's this?  It's a <sup>1</sup> <u>present</u> for you.  What is <sup>2</sup> _____? Is it a pen?	 No, it <sup>3</sup> _____.  Is it a <sup>4</sup> _____?  Yes, it <sup>5</sup> _____. Look!  Thank you!
---	---

**3 Draw a present for your friend. Then complete.**

It's a <sup>1</sup> \_\_\_\_\_ for you.  
 \_\_\_\_\_ <sup>2</sup> \_\_\_\_\_ is it?  
 It's a <sup>3</sup> \_\_\_\_\_

24 Unit 2

### Workbook page 25

**How am I doing?**

**1 Find, circle and write.**

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



1 glue



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

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

The present is a doll.    no

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



Unit 2 CEYL Starters, Reading and Writing, Part 2 25

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

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

### 2 Read and complete.

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

### 3 Draw a present for your friend. Then complete.

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

### 1 Find, circle and write.

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

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

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

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

**Lesson 8 Writing**

**1 Read and point.**

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

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

It's small. It's small. \_\_\_\_\_  
It's green. \_\_\_\_\_  
It's a rubber. \_\_\_\_\_

It's big. \_\_\_\_\_  
It's orange. \_\_\_\_\_  
It's an umbrella. \_\_\_\_\_

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

It's \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_

Unit 2 Write a puzzle card  
WB, pages 26-27 **29**

**Learning objectives:** Use full stops; Write a puzzle card

**Resources:** Class audio CD1; (PK) (TG) - Unit 2 test; (PRC)

**Materials:** coloured pencils

### Warm-up: I can see ...

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

### 1 Read and point.

- Invite volunteers to read out the sentences in the box. While they are doing this, write the example sentences on the board with the full stops in a different colour (blue, if possible, like the book).
- Read out the sentence and point to the full stops. Elicit or explain that we use full stops at the end of a sentence.

- Ask the children to find the other full stops in this activity (at the end of the instructions after *point* and at the end of the explanation after *sentence*). When they find one, ask the child to hold up their book and point.

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

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

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

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

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

### Cooler: Get it wrong

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

**Lesson 8 Writing**

**1 Read and circle the full stops.**



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



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

**2 Read. Write the full stops.**



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

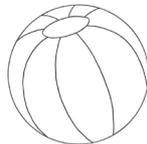


2 It's big. It's black and white. It's a panda.

**3 Colour and complete. Use full stops.**



1 It's paint. It's \_\_\_\_\_  
It's \_\_\_\_\_



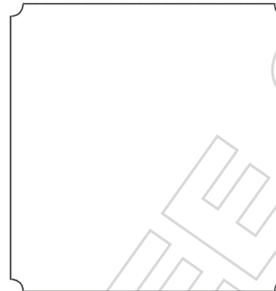
2 It's a \_\_\_\_\_. It's \_\_\_\_\_  
It's \_\_\_\_\_

**4 Plan your puzzle card. Write.**

big / small \_\_\_\_\_ small  
colour: \_\_\_\_\_ black  
classroom object: \_\_\_\_\_ pen

big / small \_\_\_\_\_  
colour: \_\_\_\_\_  
classroom object: \_\_\_\_\_

**5 Draw and complete your puzzle card.**



It's a classroom object.

It's \_\_\_\_\_

\_\_\_\_\_ a / an \_\_\_\_\_

**6 Check your work. Tick (✓).**

- full stops
- spelling

**1 Read and circle the full stops.**

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

**Answers:** 1 It's small. It's red. It's an apple.

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

**2 Read. Write the full stops.**

- The children complete the sentences by adding full stops.

**Answers:** 1 It's small. It's green. It's a frog.

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

**3 Colour and complete. Use full stops.**

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

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

**4 Plan your puzzle card. Write.**

- The children complete the information about a classroom object.

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

**5 Draw and complete your puzzle card.**

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

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

**6 Check your work. Tick (✓).**

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

### Review 1

#### 1 1.31 Listen and number.



#### 2 Choose an object in Activity 1. Ask and answer.



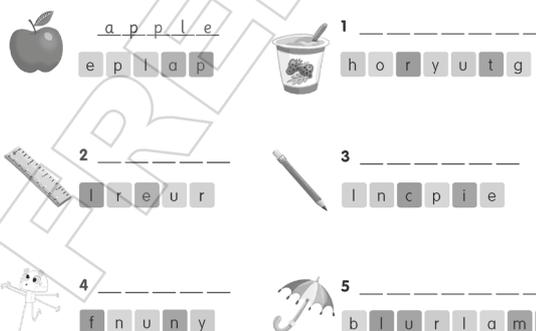
#### 3 Read and circle.

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

#### 4 1.32 Write a or e. Listen, check and say.



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



**Learning objectives:** Review vocabulary, grammar, and sounds and letters from Units 1 and 2

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

**Vocabulary:** people, describing words, classroom objects

**Resources:** Class audio CD1; **PK** **TRC** / - Downloadable flashcards; **PRC** **TG**

**Materials:** paper, pens or pencils

### Warm-up: Ready, set, draw!

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



#### 1 1.31 Listen and number.

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

#### Audioscript

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

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

**2**  **Choose an object in Activity 1. Ask and answer.**

- Read out the example dialogue and have the children repeat.
- Choose an object from the picture and have the children ask you questions (colour first then name of object) to discover what it is. Then the children continue in pairs.
- Finish with some open pairs asking and answering across the class.

**3 Read and circle.**

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

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

**4**  1.32 **Write a or e. Listen, check and say.**

- Elicit the names of the items in the pictures. Point out the example answer and then point to the cat. Ask *Is it a or e?*
- The children finish the activity individually. While they are doing this, write the incomplete words on the board.
- Play the audio for the children to check their work. Then play it again for them to repeat.
- Invite volunteers to come to the board to complete a word each. Ask for whole-class agreement each time.

**Answers:** 1 pen 2 cat 3 bed 4 red 5 hat  
6 van

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

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Starters test. The children use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

**Answers:** 1 yoghurt 2 ruler 3 pencil 4 funny  
5 umbrella

**Cooler: Disappearing words**

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

Workbook page 116

**My progress: Units 1 & 2**

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