

Lesson 1

Vocabulary

Pupil's Book pages 18–19

2 My busy week

This Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

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

Lesson 1 Vocabulary

1 1.15 Look at the calendar. Listen and chant.

2 1.16–1.17 Listen and say. Then listen and number.

do gymnastics go to school have a music lesson play basketball 1

3 1.18 Look and listen. Point to the activities and days.

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

5 1.19 Sing and act out. **Be a star!**

Busy days

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

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

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

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

Unit 2 Sing a song
WB: page 18

19

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

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

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

Warm-up: The big picture

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

1 1.15 Look at the calendar. Listen and chant.

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

Audioscript

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

2 1.16 Listen and say.

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

1.17 Then listen and number.

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

Audioscript

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

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

3 1.18 Look and listen. Point to the activities and days.

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

Audioscript

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

Answers: See audioscript

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

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

5 1.19 Sing and act out. Be a star!

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

- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Cooler: Beep beep!

- Elicit and write the days of the week across the board. Have the children chant them in order.
- Put a cross above Monday and Friday, and say Beep! Tuesday, Wednesday, Thursday, Beep! Saturday, Sunday, Beep, Tuesday ... Have the children join in saying Beep! instead of Monday and Friday.
- Now erase the cross above Monday and put crosses next to two different days (three in total). Challenge the children to chant this new version.
- Then change the days and go again. This is more difficult than it sounds!

Workbook page 18

2 My busy week

Lesson 1 Vocabulary

1 Unscramble the words.

1 tdaSurya 2 hsuTryda 3 nSadyu 4 seyaduT

1 Saturday 2 _____ 3 _____ 4 _____

5 sWdeyndea 6 nMdaoy 7 yadrIF

5 _____ 6 _____ 7 _____

2 Complete the words. Then match.

1 play b a s k etba l l

2 go t s ho l

3 have a musi le son

4 do gy nas ics

a 

b 

c 

d 

18 Unit 2

1 Unscramble the words.

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

2 Complete the words. Then match.

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

Answer: They play.

2 1.20 Listen again. Read and circle.

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

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

Teaching star! 

Mixed ability

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

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

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

3 Work in groups. Act out the story.

Be a star! 

- Play the audio again for the class to repeat each line chorally. Encourage them to do actions for the different children in each part.

Lesson 2 Grammar time

1  1.20 Listen and read. What do they do on Saturday?



2  1.20 Listen again. Read and circle.

1 They play basketball on Wednesday. Kirsty / Henry / Eva / Owen

2 They have a music lesson on Wednesday. Kirsty / Henry / Eva / Owen

3 They do gymnastics on Thursday. Kirsty / Henry / Eva / Owen

4 They play on Saturday. Kirsty / Henry / Eva / Owen

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

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

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

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

Resources: Class Audio CD1; (PK) - (PRC)

1.19 Warm-up: Sing the song!

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



1 1.20 Listen and read. What do they do on Saturday?

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

- Divide the class into groups of four. Give each child a number 1–4 and allocate roles: all number 1s are Kirsty, all number 2s are Henry, all number 3s are Eva, all number 4s are Owen. (If there are extra children who don't fit into a group of four, two children can share the role of Kirsty!)
- Allow them a few minutes to practise acting out the story. While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer groups to act out the story for the class, making sure the rest of the class respond positively and applaud their efforts.

Cooler: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *They play basketball on Tuesday.* (5) *They don't play basketball.* (4) *I have a music lesson on Thursdays.* (7) *We don't go to school.* (5) *We play on Saturday!* (4)

Workbook page 19

Lesson 2 Grammar time

1 Look and tick (✓) or cross (x).

1  Monday
They do gymnastics on Monday.

2  Tuesday
I play basketball on Wednesday.

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

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

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

1 We / **I** have a music lesson on Thursday. 

2 We / **I** play on Saturday.    

3 **They** / **I** play basketball on Tuesday.  

4 **I** / **They** have a music lesson on Wednesday.  

Unit 2 **19**

1 Look and tick (✓) or cross (X).

Answers: 1 ✓ 2 X 3 X 4 ✓

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

Answers: 1 I 2 We 3 They 4 They

Lesson 3 Grammar focus

1 1.21 **Look and read.**

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

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

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

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

2 play / Sunday. / on / We

3 Friday / do / I / on / gymnastics

4 play / Wednesday. / on / basketball / We / don't

5 don't / school / We / Saturday / to / go / on

3 **Tell a friend about your busy week. Be a star!**

I do gymnastics on Thursday.

Unit 2 Talk about weekly activities
WB: page 20 **21**

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

Teaching star! **Consolidation**

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

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

Learning objectives: Talk about weekly activities

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

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: Team spelling

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

1 1.21 Look and read.

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

2 Write in order. Then match.

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

Answers: 1 I have a music lesson on Monday. – c
2 We play on Sunday. – a 3 I do gymnastics on Friday. – d 4 We don't play basketball on Wednesday. – e 5 We don't go to school on Saturday. – b

3 Tell a friend about your busy week. Be a star!

- Give some example sentences about your busy week, e.g. *I play basketball on Monday, Wednesday and Friday! I have (Spanish) lessons on Saturday. I swim on Sunday.* After each sentence, ask the children *And you?* and prompt them to reply *yes* or *no*.

- Elicit some sentences from confident children and encourage them to ask the class *And you?* Have everyone reply *yes* or *no*.
- Divide the class into pairs and have them continue the activity. While they do this, circulate, monitor and give help with any new vocabulary they need for their school or weekend activities.
- At the end, ask the children to recall any new phrases, and write them on the board. Invite the children who asked for new vocabulary to use it in a sentence. Ask the rest of the class if they can guess what it means.

Cooler: Draw and label

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

Workbook page 20

Lesson 3 Grammar focus

1 Write sentences for each picture.



Monday

We go to school on Monday.



Thursday

They _____ on Thursday.



Sunday

We _____ on Sunday.



Wednesday

I _____ on Wednesday.

2 Complete the sentences about you.

- I _____.
- I _____.
- I _____.
- I _____.

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 Write sentences for each picture.

Answers: 1 We go to school on Monday. 2 They play basketball on Thursday. 3 We don't do gymnastics on Sunday. 4 I have a music lesson on Wednesday.

2 Complete the sentences about you.

Answers: Children's own answers.

Lesson 4 Reading

1 Read the first part of the text and tick (✓).

It's ... a play. a poem. a story.

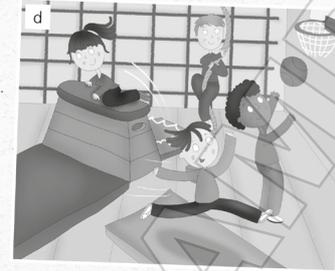
2 1.22 Read and listen to the text. Match the pictures to the verses.

School days, Saturday, Sunday

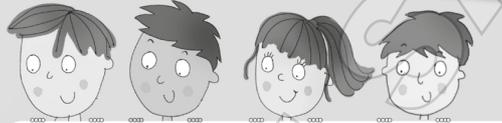
School days, school days.
It's time to go to school.
In the classroom there's lots to learn.
In the gym we throw, jump and turn.
School days, school days. d

School days, school days.
It's time to go to school.
In the classroom we read and write.
In the playground we fly a kite.
School days, school days.

Saturday, Saturday.
We don't go to school!
In the park we play, climb and run.
Saturday is always fun!
Saturday, Saturday.



Sunday, Sunday.
We don't have music lessons.
We stay at home and read a book.
We visit grandma and we cook.
Sunday, Sunday.



3 Underline the words in the poem that rhyme. Are they at the beginning or end of the line?

4 Read again and circle the correct day(s). Be a star!

- 1 do gymnastics school days / Saturday / Sunday
- 2 read school days / Saturday / Sunday
- 3 visit grandma school days / Saturday / Sunday
- 4 learn school days / Saturday / Sunday
- 5 play school days / Saturday / Sunday

5 Which activities in the poem do you do in the week?



Learning objectives: Read a poem; Compare and contrast information

Vocabulary: cook, fly a kite, visit, write

Additional vocabulary: lots, fly, fun

Resources: Class Audio CD1; (PK) - (PRC)

Warm-up: Simon says

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

Vocabulary

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

1 Read the first part of the text and tick (✓).

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

Answer: It's a poem.

2 1.22 Read the text. Match the pictures to the verses.

- Give the children time to read the text carefully.
- Elicit what they can see happening in each picture – make sure you include the key points for each one: a – *park, climbing, running*; b – *school, classroom, reading, writing, playground, flying a kite*; c – *grandma, visit, kitchen, cook*; d – *school, gymnastics, jump, throw, climb, play basketball*.
- Refer the children to the example and ask why picture d matches the first verse (key words *school, gym, throw, jump*). Decide the answer for the second verse as a class.
- Then have the children continue the activity individually.
- For feedback, ask the children to call out the letter for each verse. Ask for whole-class agreement each time.
- Then play the audio and have the children listen and follow so that they can hear the rhythm and rhyming of the poem.

Answers: Verse 1: picture d Verse 2: picture b
Verse 3: picture a Verse 4: picture c

3 Underline the words in the poem that rhyme. Are they at the beginning or end of the line?

- Write on the board the words *red* and *head* and ask the children what they have in common. Say the words to remind them of the concept of *rhyme*.
- Read out the first verse, or play the audio, and ask the children to listen and identify two rhyming words (*learn, turn*).
- Read out the rest of the poem, or play the rest of the audio, and have the children follow and find more rhyming words.
- Ask the children to raise their hands and suggest rhyming words in each verse. Ask for whole-class agreement each time.
- Ask where we can find all the rhyming words (*at the end of the line*).
- Finally read out or play the audio one more time and have the children clap along with the rhythm. Point out that a lot of poems have this kind of rhythm.

Answers: Rhymes: learn / turn, write / kite, run / fun, book / cook
The rhymes are at the end of the lines.

4 Read again and circle the correct day(s). **Be a star!**

- Refer the children to the example. Ask them to find the relevant information in the poem (verse 1 – *gym, jump*, etc). Work through verse 2 as a class.
- Then have the children continue the activity individually.
- Read out the activities and have the children call out the days. Ask for whole-class agreement each time.

Answers: 1 school days 2 school days, Sunday
3 Sunday 4 school days 5 Saturday

5 Which activities in the poem do you do in the week?

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

Cooler: Disappearing sentences

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

Workbook page 21

Lesson 4 Reading

1 Look and write.

jump turn run climb fly a kite throw





1 climb 2 _____ 3 _____





4 _____ 5 _____ 6 _____

2 Unscramble the words. Then match the rhyming words.

1 cook _____ (etwri)
2 fun _____ (rfun)
3 kite _____ book (kobo)
4 learn _____ (nrj)

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

1 In the classroom there's lots to learn.
In the gym we jump and _____.

2 In the classroom we read and _____.
In the playground we fly a _____.

3 In the park we climb and _____.
Saturday is always _____!

4 We stay at home and read a _____.
We visit grandma and we _____.

Unit 2 **21**

1 Look and write.

Answers: 1 climb 2 throw 3 run 4 jump
5 turn 6 fly a kite

2 Unscramble the words. Then match the rhyming words.

Answers: cook – book, fun – run, kite – write,
learn – turn

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

Answers: 1 learn, turn 2 write, kite 3 run,
fun 4 book, cook

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

Audioscript

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

Answers: crab, drink, grandma

Lesson 5 Sounds and letters

1 1.23 Listen and say. Complete.

cr ab nk andma

2 1.24 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

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

3 1.25 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

1 dr aw 2 ey 3 ayon
 4 ice earn 5 ess 6 andpa

Learning to learn

Visualise new words to help you remember them.

Close your eyes. Think about a safari park. What can you see? Make a list. Can you add two words?

crocodile,
 bear,
 _____,

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

2 1.24 Circle *cr*, *dr* and *gr*. Then listen and say the chant.

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

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

3 1.25 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!**

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

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

Sounds and letters words: crab, drink, grandma

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

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank, pages 14–17) to practise key words from the poem in the last lesson, e.g. *school*, *classroom*, *write*, *read*, *climb*, *Saturday*, *Sunday*.

1 1.23 Listen and say. Complete.

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

Audioscript

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

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

Learning to learn

- Explain to the children that visualising something can help them remember the word. Check the meaning of *safari park* with the class and ask them to close their eyes and imagine a safari park. Ask them extra questions to intensify the experience – *What can you hear? How many animals are there? Are you in a car? Who is with you? Are you scared?*

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

Suggested answers: tiger, panda, wolf

Cooler: Physical spelling

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

Workbook page 22

Lesson 5 Sounds and letters

1 Say aloud. Circle *gr* words with blue. Circle *cr* words with green. Circle *dr* words with red.



2 Complete the words with *cr*, *dr* or *gr*. Then finish the pictures.

1 My g _ r andma has got a _ _ _ een _ _ _ ess.

2 Daisy _ _ _ aws a big ice _ _ _ eam.

3 Charlie has got three _ _ _ een _ _ _ ayons.

4 A _ _ _ ab sits in the _ _ _ een _ _ _ ass.

3 Look and complete. Then add two more words.

ice cream	crocodile	pear	fox	camel	cake
Food			Animals		
ice cream	_____	_____	_____	_____	_____

22 Unit 2

- 1 Say aloud. Circle *gr* words with blue. Circle *cr* words with green. Circle *dr* words with red.

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

- 2 Complete the words with *cr*, *dr* or *gr*. Then finish the pictures.

Answers: 1 My grandma has got a green dress. 2 Daisy draws a big ice cream. 3 Charlie has got three green crayons. 4 A crab sits in the green grass.

- 3 Look and complete. Then add two more words.

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

Grammar reference (page 119)

- 1 Look, read and circle .

Answers: 1 do 2 don't 3 don't

- 2 Write the words in the correct order to make questions. Then answer.

Answers: 1 Do you play basketball on Friday?
2 Do you go to school on Sunday? (Children's own answers.)

Lesson 6 Language in use

1 1.26 Listen and say.

football tennis

Do you visit your grandma at the weekend?
Yes, I do. I visit my grandma on Saturday.

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

Do you read books?
Yes, I do.

OK. Thank you!

2 Work in pairs. Ask and answer.

Student A Student B

Student A Do you visit your friends at the weekend?
Student B Yes, I do.

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

Unit 2 Present simple: questions with Do you ...? WB: page 23 25

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

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

2 Work in pairs. Ask and answer.

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

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

- Elicit different weekend activities from the class and write them on the board (some may be too complicated – thank the child for the suggestion and assure them they'll learn the expression later!).
- Prompt different children to ask you a question using the words from the board, e.g. *Do you go to the cinema at the weekend?*
- Divide the class into pairs and have them continue the dialogues with as many different questions as they can in the time you allow.

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

Vocabulary: football, tennis

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

1.24 Warm-up: Say the chant again

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

Vocabulary

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

1 1.26 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.

Teaching star! ★

Extension

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

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

This activity gives more opportunities to say and hear the target language and interact with different friends. It also has a definite outcome.

Cooler: Visualisation

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

Workbook page 23

Lesson 6 Language in use

1 Look, read and circle. Answer for Eva.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

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

2 Do you go to school on Sunday? **(Yes, I do. / No, I don't.)**

3 Do you have a music lesson on Saturday? **(Yes, I do. / No, I don't.)**

4 Do you do visit your grandma on Sunday? **(Yes, I do. / No, I don't.)**

2 Look at Activity 1 again. Complete the questions.

1  Do you visit your grandma on Sunday?

2  _____ on Friday?

3  _____ on Thursday?

4  _____ at the weekend?

3 Answer the questions about you.

1 Do you go to school on Sunday? _____

2 Do you cook? _____

3 Do you visit your grandma at the weekend? _____

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, read and circle. Answer for Eva.

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

2 Look at Activity 1 again. Complete the questions.

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

3 Answer the questions about you.

Answers: Children's own answers.

Grammar reference: (page 119)

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

1 Look, read and circle.

Answers: 1 do 2 don't 3 don't

2 Write the words in the correct order to make questions. Then answer.

Answers: 1 Do you play basketball on Friday? 2 Do you go to school on Sunday? (Children's own answers.)

Lesson 7 Listening and speaking

1 1.27 **Look at the picture. What activities do they do? Listen and tick (✓).**

After-school clubs

drama

karate

2 1.27 **Listen again. Match the activities in Activity 1 to the days.**

karate

Monday

Tuesday

Wednesday

Thursday

Values

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

3 1.28 **What time is it? Listen and repeat.**

It's one o'clock.

It's seven o'clock.

It's eleven o'clock.

4 1.29 **Listen and repeat. Then ask and answer. Be a star!**

What time is it?

It's three o'clock.

Thank you!

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

Audioscript

Boy 1: What's your favourite club?

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

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

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

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

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

Boy 1: Really? Is drama fun?

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

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

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

Answers: karate, drama, gymnastics, basketball

2 1.27 **Listen again. Match the activities in Activity 1 to the days.**

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

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

3 1.28 **What time is it? Listen and repeat.**

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

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

Vocabulary: drama, karate

Resources: Class Audio CD1;

(PK) - (TRC) - Vocabulary worksheet 2; (PRC)

Warm-up: Group mime

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

Vocabulary

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

1 1.27 **Look at the picture. What activities do they do? Listen and tick (✓).**

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

4 1.29 **Listen and repeat. Then ask and answer.** **Be a star!**

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

Values

- Explain the question in the *Values* box and give the children a little time to think about their answer. Ask for suggestions from the class. Point out that after-school clubs are a good way to make new friends!

Workbook page 24

Lesson 7 Functional language

1 Read the sentences. Then match.

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

2 Read and draw times. Write sentences for you.

- I go to school at seven o'clock.
-
-
-
-

- (go to school)
- (play with my friends)
- (have my English lesson)
- (read books)
- (have a music lesson)

24 Unit 2

1 Read the sentences. Then match.

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

2 Read and draw times. Write sentences for you.

Answers: Children's own answers.

Cooler: Body clocks

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

Workbook page 25

How am I doing?

1 Write the words. Complete the puzzle.

- fly a kite
- visit grandma
- do gymnastics
- have a music lesson
- play basketball

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

	It's four o'clock.	<input checked="" type="checkbox"/>	1		It's eight o'clock.	<input type="checkbox"/>	
2		It's twelve o'clock.	<input type="checkbox"/>	3		It's nine o'clock.	<input type="checkbox"/>
4		It's six o'clock.	<input type="checkbox"/>	6		It's five o'clock.	<input type="checkbox"/>

Unit 2 CEYL Starters, Reading and Writing, Part 1 **25**

1 Write the words. Complete the puzzle.

Answers: 1 fly 2 visit 3 do 4 have 5 play

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

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first: read out the sentence and point to the picture of the clock. Elicit that the sentence is false and indicate the cross.
- Then give the children some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*.

Answers: 1 ✗ 2 ✓ 3 ✓ 4 ✓ 5 ✗

Lesson 8 Writing

1 Read and follow.

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

2 Read and correct the mistakes with capital letters.

My favourite day

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



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

My name _____ is Will.
I'm from Australia. My favourite day is Saturday.
On _____, I _____
I _____
We _____



Unit 2 Write a description of a day
WB: pages 26–27 **27**

- Write the text on the board sentence by sentence and elicit changes.
- Then delete some of the words, including the words that start with capital letters, from the text on the board. Ask the children to complete the text in their Pupil's Books.
- Finally elicit the missing words from the board version and complete the text so that the children can check / complete their work.

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

Teaching star! ★

Using digital

- Completing an activity on the IWB and then using the *Reset* tool to erase the answers means more children can come to the board and be involved.
- Introduce Activity 2 as above (first point).
- Then invite children to come to the board to make corrections. Ask for whole-class agreement each time.
- Use the *Reset* tool and repeat the activity with different children.
- Less confident children will be more confident contributing having seen a good model.

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

Resources: (PK) - (TG) - Unit 2 test; (PRC) - (TG)

Materials: paper, pens or pencils

Warm-up: Team sentences

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

1 Read and follow.

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

2 Read and correct the mistakes with capital letters.

- Write the first two sentences of the text on the board. Change the first capital *M* and ask the children what else needs to change. Give them time to look at the rest of the text and decide on changes, without writing yet.

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

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

Cooler: Sophia or Will?

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

Lesson 8 Writing

1 Circle the mistakes in each sentence.

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



2 Write May's sentences from Activity 1.

1	My name is May.
2	
3	
4	
5	
6	

3 Look and complete.

at at on after

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

4 Write a paragraph about your favourite day.

My	_____
I'm from	_____
My favourite day is	_____
I	_____
I	_____
After school	_____

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

6 Check your work. Tick (✓).

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

1 Circle the mistakes in each sentence.

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

Answers: 1 (m)y name is (m)ay. 2 (i)'m from (a)ustralia. 3 (m)y favourite day is (f)riday. 4 (o)n (f)riday (i)have a music lesson. 5 (i)play the piano with my friend (a)нна at two o'clock. 6 (a)fter school (i)go to the park with (b)en.

2 Write May's sentences from Activity 1.

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

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

3 Look and complete.

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

Answers: 1 After 2 On 3 At 4 at

4 Write a paragraph about your favourite day.

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

Answers: Children's own answers.

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

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

6 Check your work. Tick (✓).

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

Review 1

1 1.30 **Look and complete. Then listen and check.**



- 1 pandas: Monday
- 2 kangaroos: Tu_s_a__
- 3 bears: W__ne__ay
- 4 camels: T__ur__ay
- 5 crocodiles: F__d__y
- 6 wolves: S__t__r__a__

2 **Ask and answer about the picture in Activity 1.**



3 **Circle the correct words.**

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

4 1.31 **Write the missing letters. Listen, check and say.**



5 1.32 **Look at the picture. Listen and write a name or a number. There is one example.**



- Example:** What's the name of Lucy's sister? Sally
- 1 What's the name of Sally's favourite animal? _____
 - 2 What's the name of Lucy's favourite animal? _____
 - 3 What time is basketball at on Sunday? _____ o'clock
 - 4 What time is the music lesson at on Friday? _____ o'clock
 - 5 What time is gymnastics at on Monday? _____ o'clock

Learning objectives: Review vocabulary, grammar and sounds and letters from Units 1 and 2; CE:YL Starter, Listening, Part 2

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

Vocabulary: wild animals, countries, days of the week, school activities

Resources: Class Audio CD1;

(PK) - (TRC) - Downloadable flashcards; (PRC) - (TG)

Warm-up: The shark game

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

1 1.30 **Look and complete. Then listen and check.**

- Refer the children to the picture and ask *What animals can you see?*

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

Audioscript

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

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

2 **Ask and answer about the picture in Activity 1.**

- Ask two children to read out the example dialogue. Have all the children repeat the question and answer.

- Have the children continue the activity in pairs. Circulate, monitor and offer help and praise as appropriate.

3 Circle the correct words.

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

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

4 1.31 Write the missing letters. Listen, check and say.

- Elicit the names of the items in the pictures. Point out the example answer and elicit the missing letter for number 2.
- The children continue the activity individually.
- 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 write a word each. Ask for whole-class agreement each time.

Answers: 1 camel 2 fifty 3 crab 4 twenty
5 grandma 6 dress 7 rubber 8 crocodile

5 1.32 Look at the picture. Listen and write a name or a number. There is one example.

- This activity helps prepare the children for part 2 of the Listening paper of the Cambridge English: Starters test.
- Have different children read out the questions. For each one, ask the class if they think the answer is a name or a number.
- Play the first part of the audio, pausing after the example. Ask the children to spell the name *Sally*. Point out that the animal names are spelled in the dialogues.
- Play the rest of the audio and have the children complete the activity.
- Elicit and check the answers with the class.
- (To help prepare for this part of the test, the children need to practise the alphabet.)

Audioscript

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

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

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

Lucy: Sally.

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

Lucy: Yes. Sally.

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

1. Lucy: My sister likes animals.

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

Lucy: Her favourite animal is the kangaroo.

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

Lucy: Yes, that's right. There are some kangaroos in Sally's hands. Look!

2. Adult: And what's your favourite animal, Lucy?

Lucy: My favourite animal is the elephant.

Adult: The elephant?

Lucy: Yes, that's E-L-E-P-H-A-N-T. Can you see the elephant on my desk? It's from India.

Adult: Oh, yes, I can! It's lovely.

3. Adult: Do you like basketball, Lucy?

Lucy: Yes, I do, but my sister Sally doesn't like basketball. I play basketball on Sunday.

Adult: Oh! What time is basketball on Sunday?

Lucy: It's at ten o'clock.

Adult: Ten o'clock. OK.

4. Adult: Do you play the guitar, too?

Lucy: Yes, I do. And Sally plays the guitar, too. There are some guitars in our bedroom. We have a music lesson every Friday.

Adult: What time is the music lesson on Friday?

Lucy: The music lesson is at four o'clock.

Adult: Four o'clock. OK.

5. Adult: Is that a picture of your grandpa on your desk, Lucy?

Lucy: Oh, yes it is! My grandpa is great. We do gymnastics at five o'clock on Monday. Then, we visit grandpa for dinner.

Adult: OK. That's great. So, you do gymnastics at five o'clock on Monday.

Lucy: Yes, that's right.

Adult: Thank you, Lucy.

Narrator: Now listen again.

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

My progress: (Workbook page 116)

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

Cooler: Disappearing words

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