

# 1 School clubs

## Lesson 1 Poster 1, Reading

**Lesson aim** Reading

**Text type** Emails

**Lesson targets** Children:

- read, understand and practise new vocabulary on the poster
- read, understand and practise reading the emails
- answer oral comprehension questions

**Key structure** past simple of irregular verbs

**Key language** *too + adj: I was too tired.*

**Key vocabulary** school clubs, hobbies, sports

**Materials** PB pp22–23; WB p2; poster 1; CD A track 9; Dictionary 4; word cards for poster vocabulary (see Poster 1 below or list on p14)

**Preparation** Make word cards; listen to CD A track 9

### Warm-up

Ask children *What do you do after school?*  
*What do you do at the weekend?*

### Poster 1

1 Point to the poster. Read out the title.  
Give the class a moment or two to look.

2 Point to the pictures. Name the activity and any other words with it.  
Show the word card/s.  
Class reads and says the word/s.

Make sure children understand the following words. Use the definitions and example sentences as necessary to ensure understanding:

**animation** using lots of drawings to make cartoon films  
My favourite *animation* film is Pinocchio by Walt Disney.

**coach** a person who trains people in sports  
Our basketball *coach* helps us and we play well now.

**orchestra** a group of people who play music together  
The school *orchestra* has ten trumpet players.

Cover the words on the poster if you wish.  
Point to the activities, objects and people at random. Class names them.

3 Ask the class if they do any of the sports. Ask *When do you play?*  
*Do you play in a team? Is the team at school or at a club?*

### 1 School clubs



4 Ask if any children play music. *What do you play? When do you play?*  
Ask if anyone plays chess. *Who do you play with?*  
Ask *Who plays computer games?*  
*Can you make things with your computer? Can you draw pictures?*  
*Can you make pictures from other pictures?*

## Reading (PB p22–23)

1 Give children time to look at the pictures. Read the title. Ask what activities they can see. **choir, computers, swimming, chess** Ask them to look at the texts. *What are they? emails*

2 Play track 9. Children listen and follow in their books.

3 Read one paragraph or section of the text at a time. Use Dictionary 4 to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.

4 Ask questions about each paragraph or a section of the text. See Resource box. Ask extra questions if you wish.

5 Give reading practice around the class. Ask individuals, groups or the pairs to read sentences or paragraphs. Play track 9 again.

### Homework task

Children learn selected vocabulary from Unit 1, *Dictionary 4*. See unit word list on pp190–191 for key words, extension words and words for understanding only.


**UNIT 1**  
**School clubs**

Reading **School clubs are fun!**

**22** Unit 1 Reading: emails with personal recounts of events


**to:** Anna  
**from:** Candy  
**subject:** Choir

Hi Anna,  
I went to Choir after school today. It was really good. ☺ We sang some very funny songs. Mrs Hall helps us and she tells us when to start and stop. Today she told us about a singing competition. We're going to enter it. It's in December and we are going to practise songs every week. Did you know? I'm in the choir photo on the school website. Are you going to join the choir? It's not too late. There is a school concert in December, too!  
Candy D




**to:** Candy  
**from:** Anna  
**subject:** Computer Club

Hi Candy,  
The choir sounds fun and I can come next week. I love singing! ☺  
I went to Computer Club on Tuesday. It was brilliant!  
We learnt animation. We used a special computer program. In my animation a girl threw a ball and a boy caught it. Danny did a good one, too. In his animation a fish swam through the seaweed and made bubbles. Then a funny snail moved across the sand. You can see it on the school website. Click on **Computer Club** then on **Swimming fish**. It's really funny! ☺☺  
See you tomorrow.  
Anna




**to:** Sam  
**from:** Pete  
**subject:** Swimming Club

Hi Sam,  
Look at this! My dad took this picture yesterday at Swimming Club. It's me! I moved through the water very quickly. I swam 50 metres in 40.6 seconds. That was fantastic! I was the fastest swimmer in my group. My coach was really pleased. The club record is 36.2 seconds. Can I swim faster and break the record? I don't know but I can try!  
Did you have a good time at Chess Club?  
Pete



**to:** Pete  
**from:** Sam  
**subject:** Chess Club

Hello Pete,  
Your picture is great. You look like a big fish with black eyes!  
Chess Club was OK. I played against Ben and I won but then I played against Anna and I lost. Anna's really good at chess and I didn't play well. I was too tired after our sports lesson. We ran two kilometres!  
I broke one of my chess pieces last week and I'm going to get a new chess game for my birthday. I looked on the internet. I really like this one. The chess pieces are wood and the board is wood, too. They're not going to break easily.  
I must do my homework now. Maths ☺☺ English ☺ and Science ☺  
Sam



**23** Unit 1 Reading: emails with personal recounts of events

### Resource box

#### Text questions

*What kind of songs did the choir sing? **funny songs***

*When is the competition? **in December***

*When is the concert? **in December***

*Is it too late for Anna to join? **no***

*When was Computer Club? **Tuesday***

*What was in Anna's animation? **a girl, a boy, a ball***

*What was in Danny's? **fish, snail, bubbles, seaweed, sand***

*Who took the photo of Pete? **his dad***

*How far did Pete swim? **50 m***

*In how many seconds? **40.6***

*What does Pete look like in the photo? **a fish with big black eyes***

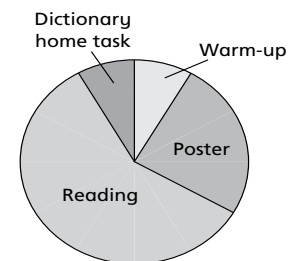
*How many games did Sam play at Chess Club? **two***

*What did he break last week? **a chess piece***

*How far did Sam run in sports? **2 km***

*Which subject does Sam like a lot? **Maths***

### Time division



## Lesson 2 Reading comprehension and vocabulary (PB p24)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *School clubs are fun!* then:

- (PB) answer *Who...?* questions
- match words to pictures; match words to definitions
- (WB) complete a cloze text and answer questions about it
- write numbers in sentences

**Key structure** past simple of irregular verbs

**Key language** *too* + adj: *I was too tired.*

**Words** vocabulary from Lesson 1

**Materials** PB p24; CD A track 9 (optional); WB p2; Dictionary 4

### Warm-up

Write or put up some irregular verbs that children already know, e.g. *go, see, sit, take, put, come*. Children tell you the past tenses.

### Read again

Remind children of *School clubs are fun!*

Play track 9 or read the text to the class. Children listen and follow in their books.

### Activity 1

Ask the first question. Elicit an answer. Tell children they should look back to the text and check their answer to find it.

Ask the rest of the class if the answer given was correct.

If there is disagreement, ask the whole class to look back and find the sentence where the answer is.

Continue with the other questions.

### Activity 2

Ask a volunteer to read out the words in the box.

Children look at the pictures. Ask what the first one is. Check with the class that the answer is correct. Children write. Continue with the other pictures.

### Activity 3

Ask a volunteer to read out the words.

Tell children to read all the sentences silently. Give them a minute or two.

Children open their dictionaries at Unit 1.

Ask a volunteer to read the first definition in the PB. Ask for the answer.

Tell children they may check in their dictionaries before they answer.

Check with the class if the answer is correct. Refer to the dictionary, if necessary.

Continue with the other definitions.

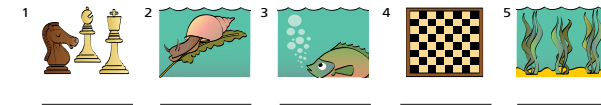
### Reading comprehension and vocabulary

#### 1 Name the person.

- 1 Who went to Choir today? \_\_\_\_\_
- 2 Who helps at Choir? \_\_\_\_\_
- 3 Who can come to Choir next week? \_\_\_\_\_
- 4 Who did a good animation of a fish? \_\_\_\_\_
- 5 Who swam very fast? \_\_\_\_\_
- 6 Who was really pleased? \_\_\_\_\_
- 7 Who looks like a fish? \_\_\_\_\_
- 8 Who played chess against Sam and lost? \_\_\_\_\_
- 9 Who is a good chess player? \_\_\_\_\_
- 10 Who was too tired? \_\_\_\_\_

#### 2 Match. Write the word.

seaweed board chess pieces bubbles snail



#### 3 Read. Write the correct word.

club coach choir referee captain orchestra team

- 1 a group of people singing together \_\_\_\_\_
- 2 a group of people playing music together \_\_\_\_\_
- 3 a group of people playing a game together \_\_\_\_\_
- 4 a group of people doing something together \_\_\_\_\_
- 5 the leader of a team \_\_\_\_\_
- 6 he keeps the rules of the game \_\_\_\_\_
- 7 he helps people in sports \_\_\_\_\_

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Unit 1 Reading comprehension and vocabulary: *Who?* questions; word/picture/definition match

## Reading comprehension and vocabulary (WB p2)

If children are doing this page for homework, make sure they understand the tasks. You may wish to read the text in exercise 1 with the class as preparation. Advise them to have their dictionaries with them for the first exercise

### Exercise 1

Children read and complete the text using the words in the box.

### Exercise 2

Children answer the questions. Remind them to use short answers.

### Exercise 3

Children complete the statements.

### Resource box

#### PB answers

**Activity 1** 1 Candy 2 Mrs Hall 3 Anna 4 Danny  
5 Pete 6 the coach 7 Pete 8 Ben 9 Anna 10 Sam

**Activity 2** 1 chess pieces 2 snail 3 bubbles 4 board  
5 seaweed

**Activity 3** 1 choir 2 orchestra 3 team 4 club  
5 captain 6 referee 7 coach

#### WB answers

**Exercise 1** program, move, animation, practise, internet, website, Click, join, try

**Exercise 2** 1 Anna 2 Anna's funny fish  
3 on the internet 4 Molly

**Exercise 3** 1 60 2 60 3 24 4 7

## UNIT 1

### Reading comprehension and vocabulary

#### 1 Read and complete the dialogue.

Use the words in the box.

animation join move click website  
try practise program internet



Anna told Molly about animation.

"Look," said Anna, "This is how it works.

You use a computer p\_\_\_\_\_ to put a picture on your screen.

You use the program to make the picture m\_\_\_\_\_. That is a\_\_\_\_\_."

"Is it difficult?" asked Molly.

"It is difficult at first," said Anna. "You must p\_\_\_\_\_ then it is easier."

"Can I see your animation on the i\_\_\_\_\_?" asked Molly.

"Yes, you can," answered Anna. "Go to the school w\_\_\_\_\_.

C\_\_\_\_\_ on *Computer Club*. Then click on *Anna's funny fish*."

"Can I j\_\_\_\_\_ the Computer Club?" asked Molly.

"Yes, you can," said Anna. "Come next week. You can t\_\_\_\_\_ animation, too."

"Great!" said Molly.

#### 2 Answer the questions. Write short answers.

1 Who goes to Computer Club? \_\_\_\_\_

2 What is the title of Anna's animation? \_\_\_\_\_

3 Where can you see Anna's animation? \_\_\_\_\_

4 Who is going to go to Computer Club next week? \_\_\_\_\_

#### 3 Write the numbers.

1 There are \_\_\_\_ seconds in a minute.

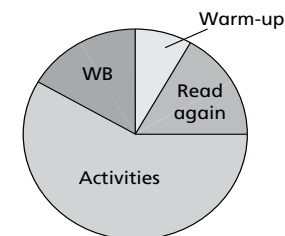
2 There are \_\_\_\_ minutes in an hour.

3 There are \_\_\_\_ hours in a day.

4 There are \_\_\_\_ days in a week.

## 2 Unit 1 Literal questions; time; cloze

### Time division



## Lesson 3 Speaking (PB p25) Study skills

**Lesson aim** Speaking, (WB) Study skills

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise dictionary skills; finding the odd one out

**Informal everyday language** *Come in! Really? What about me? Sorry.*

**New words** *put on, come in, play, act, excellent, kindergarten, daughter*

**Materials** PB p25; CD A tracks 10, 11; WB p3; Dictionary 4

**Preparation** Listen to CD A track 10 before the lesson

### Warm-up

Play a word game. Give children a letter, e.g. *b*. Teams have one minute to write down all the words they can think of beginning with that letter.

### Activity 1

Children look at PB page 25. Read the title. Read the title of Part 1.

Ask *Who is in the picture?*

Tell children to cover the dialogue text and look at the picture.

Play track 10. Children listen.

### Activity 2

Children open their books and look at the dialogue. Play track 10 again.

Children listen and follow.

Check children understand the new words. Use the dictionary if you wish.

### Activity 3

Children close books. Play track 11. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

### Activity 4

Ask questions to check understanding of the story. See Resource box.

### Activity 5

Children act the dialogue without their books if possible. They should be used to this activity from *English World 3*.

Encourage children to remember their lines as much as possible and to speak without reading their lines word by word if they are using their books to help them.

Let at least one group act the dialogue while the class listens and follows.

### Speaking

1 Talk about the picture.

2 Listen and read.



- |  |   |
|--|---|
| Hello, Alfie! Come in!                 | It's <i>The Ugly Duckling</i> .           |
| Hi! What's happening here?             | Oh... That's for little children.         |
| It's the Drama Club.                   | Yes, we're doing it for the kindergarten. |
| Come and join us!                      | It's fun!                                 |
| OK. What are you doing?                | I'm the kind man.                         |
| We're putting on a play.               | I'm the kind man's daughter.              |
| Really? Can I be in it? I like acting. | And I'm a beautiful swan.                 |
| He's a really good actor, Miss Carey.  | What about me?                            |
| Excellent!                             | You, Alfie, can be the ugly duckling.     |
| What's the play?                       |   |

3 Listen and say.

4 Talk about the story.

5 Now you!

Unit 1 Dialogue

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## Study skills (WB p3)

The exercises on this page give practice in dictionary skills (putting words in alphabetical order) and finding the odd one out in a list of words. Children should be able to do this work independently once the tasks have been explained.

Remind them that the alphabet is at the top of the page to help them or for them to check their work.

### Exercise 1

Children write the words in alphabetical order.  
Remind them to look at the first letter of each word.

### Exercise 2

Children find the odd one out. If they find it difficult, tell them to check definitions in their dictionaries. They should think of the reason why the odd one is odd to help them check their own answer.

### Study skills

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

#### 1 @abc Write the words in the correct order.

- |       |             |              |              |                |
|-------|-------------|--------------|--------------|----------------|
| 1     | picture     | club         | music        | group          |
|       | <u>club</u> | <u>group</u> | <u>music</u> | <u>picture</u> |
| 2     | swim        | move         | throw        | catch          |
| _____ |             |              |              |                |
| 3     | ugly        | good         | funny        | beautiful      |
| _____ |             |              |              |                |
| 4     | internet    | choir        | snail        | fish           |
| _____ |             |              |              |                |
| 5     | took        | went         | said         | found          |
| _____ |             |              |              |                |

#### 2 Circle the odd one out.

- |   |           |            |              |           |
|---|-----------|------------|--------------|-----------|
| 1 | football  | basketball | <u>chess</u> | swimming  |
| 2 | choir     | orchestra  | team         | coach     |
| 3 | Tuesday   | December   | Thursday     | Sunday    |
| 4 | brilliant | fast       | great        | fantastic |
| 5 | snail     | fish       | shark        | whale     |

Unit 1 Dictionary skills; odd one out

3

### Resource box

#### Story questions

Who is going to join the Drama Club? **Alfie**

Which children are already in the Drama Club? **Lulu, Molly, Max**

Who is a good actor? **Alfie**

What is the play? **'The Ugly Duckling'**

Who is it for? **the kindergarten**

What parts are Lulu, Max and Molly playing? **Lulu is the beautiful swan, Max is the kind man, Molly is the kind man's daughter**

What is Alfie going to be? **The ugly duckling**

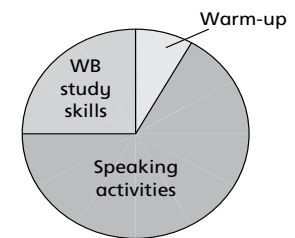
#### WB answers

**Exercise 1** 2 catch, move, swim, throw 3 beautiful, funny, good, ugly

4 choir, fish, internet, snail 5 found, said, took, went

**Exercise 2** 2 coach 3 December 4 fast 5 snail

### Time division



Unit 1 Study skills

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## Lesson 4 Grammar (Session 1), Grammar in conversation (Session 2) (PB pp26–27)

**Lesson aim** Grammar

**Lesson targets** Children:

- (session 1) understand and practise the key structure
- (session 2) listen to and read a conversation; repeat and practise it
- (session 2) listen to a song, say it and learn it (optional)

**Key structure** (session 1) past of irregular verbs, short answers

**Key vocabulary** clubs, hobbies, sports

**Key language** (session 2) adj + too: *I'm too busy.*

**Informal expressions** (session 2) *Sorry. Don't ask me.*

**Materials** PB pp26–27; CD A tracks 12–15; WB pp4–5

### Session 1 Warm-up

Use Poster 1 to revise the clubs and activities.

### Session 2 Warm-up

Ask children to look at the words they ordered on WB page 2, exercise 1. Ask them to tell you the word class of each set: verb, noun, adjective, etc.

#### Activity 1

Ask two children to read the PC kids' bubbles.

Write on the board: *swim, swam.*

Tell children to read through the sentence beginnings / endings.

Ask a volunteer to say the first complete sentence.

Check with the class.

Children write.

Continue with the other sentences.

#### Activity 2

Ask pairs to read the PC kids' bubbles.

Write the first prompt words on the board.


Help the class to compose the question.

Elicit the answer.

Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*


**Grammar**

**1 Look!**  Yesterday Pete went to Swimming Club. He swam very fast.







**Find the endings and write the letters.**

1 Sam won	a a ball.
2 Pete's dad took	b about a singing competition.
3 The choir sang	c his chess game against Ben.
4 Mrs Hall told the choir	d bubbles.
5 In Anna's animation a girl threw	e a photo.
6 In Danny's animation a fish made	f funny songs.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**2 Look!**  Did Anna go to Chess Club? No, she didn't. She went to Computer Club.

**Ask and answer.**

1  Pete – swim – slowly?	2  the girl – throw – a stone?
3  the boy – win – a medal?	4  the children – sing – quietly?
5  Mum – make – a sandwich?	6  Candy – take – an apple?

26 Unit 1 Past simple of irregular verbs; statements, questions, short answers

**Grammar in conversation**

**1 Listen and read.**

Can you help me?  
Sorry, I'm too busy.  
Look at this sum. What's the answer?  
Don't ask me. It's too difficult.  
Please help me!  
I can't. I'm too tired.  
Please, please, please!  
Go away! You're too noisy.  
Do you know your trouble?  
You're too lazy!  
What?

**2 Listen and say.**

**3 Now you!**

**4 Listen and sing.**

Why aren't you working?  
It's too hot.  
Why aren't you working?  
It's too hot.  
Nobody's working.  
Why aren't you working?  
It's just too hot.

Unit 1 too + adjective 27

#### Activity 1

Ask *What is the boy doing?* **reading (a comic)** *What is the girl doing?*

Elicit or explain: **her homework**

Tell the class to listen to the children. Play track 12. Children follow in their books.

#### Activity 2

Children listen to track 13 and repeat in the pauses.

#### Activity 3

Children practise the conversation in pairs. See Resource box.\*\*

#### Activity 4

Ask *Who is in the picture? What are they doing? What is the weather like?*

Play track 14. Children listen and follow the first time.

Read the words with the class. Play track 14. Children join in.

Play track 15. Children sing with the music. They may learn the song, if you wish.

Children complete WB page 4 in class time or for homework.

# Grammar (Session 1), Grammar in conversation (Session 2) (WB pp4-5)

If this page is for homework, check children understand the tasks.

**Exercise 1**  
Children choose the correct verb to complete each sentence and put it in the past tense.

**Exercise 2**  
Children write complete negative past tense sentences.

**Grammar**

1 Complete the sentences with the words in the box. Use the past tense.

make catch swim hear sing tell win

- At swimming club Pete swam very quickly.
- Candy's choir \_\_\_\_\_ the singing competition.
- Susie jumped up high and \_\_\_\_\_ the ball.
- Anna \_\_\_\_\_ Molly about Computer Club.
- At Choir the children \_\_\_\_\_ a very funny song.
- Lulu \_\_\_\_\_ a mask for the school play.
- We \_\_\_\_\_ a loud noise in the street.

2 Write the sentences. Use not.

- Sally went to Drama Club.  
No, Sally did not go to Drama Club.
- Jimmy threw a stone.  
\_\_\_\_\_
- Pete took a picture.  
\_\_\_\_\_
- Sam bought a chess board.  
\_\_\_\_\_
- The children saw a mouse.  
\_\_\_\_\_
- Joe found a gold ring.  
\_\_\_\_\_
- The boys ran to school.  
\_\_\_\_\_

**Grammar in conversation**







1 Match the sentences. Write the letters.

1 I can't lift this suitcase.	a It's too expensive.
2 Dad isn't going to buy that car.	b I'm too busy.
3 I don't like that music.	c It's too difficult.
4 Jane isn't going to the party.	d It's too noisy.
5 Bobby can't do his homework.	e It's too heavy.
6 I'm sorry, I can't help you.	f She's too tired.

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

2 Complete the sentences with a word from each box.

too tired hot cold dangerous small scary

-  You can't play outside today. It's \_\_\_\_\_.
-  I can't wear these shoes any more. They're \_\_\_\_\_.
-  John can't go out tonight. He's \_\_\_\_\_.
-  She can't watch this horror film. It's \_\_\_\_\_.
-  You mustn't swim here. It's \_\_\_\_\_.
-  Don't drink the tea yet! It's \_\_\_\_\_.

Unit 1 Past simple of irregular verbs: statements and negatives
Unit 1 too + adjective

If this page is for homework, check children understand the tasks.

**Exercise 1**  
Children match the pairs of sentences.

**Exercise 2**  
Children complete the second sentence in each pair of sentences.

**Resource box**

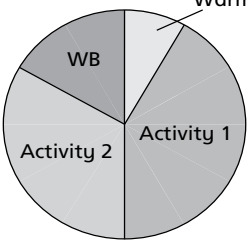
**PB answers**  
**Activity 1** 1c 2e 3f 4b 5a 6d  
**Pair work: Grammar (p26)**  
**\*Activity 2**  
 Children work in pairs at their desks. They take turns to say the questions and give the answer. If necessary, bring an able pair forward to demonstrate the activity.  
 Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.  
**\*\*Pair work: Grammar in conversation (p27)**  
**Activity 3**  
 Children practise the dialogue in pairs at their desks.  
 Give pairs three minutes to practise the dialogue.  
 Let one or two pairs stand up and say the dialogue in front of the class.

**WB answers**  
**Grammar (p4)**  
**Exercise 1** 2 won 3 caught 4 told 5 sang 6 made 7 heard  
**Exercise 2** 2 No, Jimmy did not throw a stone.  
 3 No, Pete did not take a picture.  
 4 No, Sam did not buy a chess board.  
 5 No, the children did not see a mouse.  
 6 No, Joe did not find a gold ring.  
 7 No, the boys did not run to school.

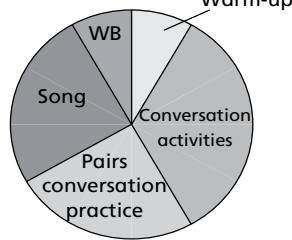
**Grammar in conversation (p5)**  
**Exercise 1** 1e 2a 3d 4f 5c 6b  
**Exercise 2** 1 too cold 2 too small 3 too tired 4 too scary 5 too dangerous 6 too hot

**Time division**

Session 1



Session 2



**Grammar Practice Book**  
 Children may begin Unit 1 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 1.



## Lesson 5 Listening, Phonics (PB p28) Use of English

**Lesson aim** Listening, spelling and pronunciation, Use of English (WB)

**Lesson targets** Children:

- listen to children describing objects and identify them
- listen for specific words
- practise saying, reading and spelling words with *oo*
- (WB) learn about when to use contractions in writing

**Key structure and language** from Unit 1

**Target words** *cook, book, look, took, wood, good, wool, hook*

**Materials** PB p28; CD A tracks 15, 16, 17; WB pp6–7

### Warm-up

Sing the song about working from PB page 27, track 15.

### Listening

#### Activity 1

Ask a volunteer to read the bubble. Give children a moment to look at each picture. Ask what is in each one. Explain that these are things that some children made at Art Club. Say *There are two different animals in the pictures. What are they? cats and horses*

#### Activity 2

Play track 16. Children listen. Some children may be able to write both letters the first time. Be prepared to play the track again for children to listen or check. Check the answers together.

#### Activity 3

Ask one or more volunteers to read the words to the class. Class follows in their books. Tell them they are going to hear the children talking again. This time, they must listen out for the words they have just read. When they hear one of the words, they put their hands up.

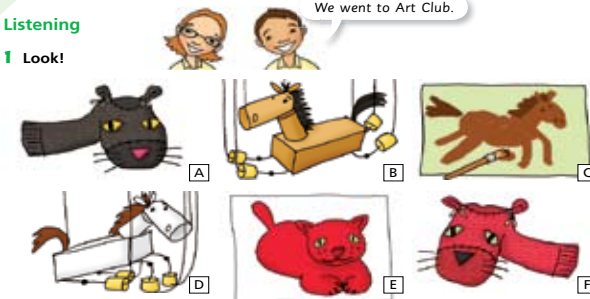
### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play the first part of track 17. Make sure children repeat accurately. Play the end of track 17. Children listen and follow. Children say the rhyme. They may learn it if you wish.

Children open their WBs at page 6. The phonics page can be completed for homework. If it is for homework, make sure they understand the tasks.

### Listening

#### 1 Look!



#### 2 Listen and write the letter.



What did Anna make?



What did Henry make?

#### 3 Listen again. Can you spot these words?

puppets

string

eyes

tubes

wool

too long

### Phonics



Look and listen!

*oo* This is Anna's book.



"Good!" said the **cook**.  
"My coat is on the **hook**  
and now I'm going to **cook**  
so let's **look** in the book."



→ Now look at WB p7 Use of English

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Unit 1 Listening: identifying; listening for gist and detail. Phonics: short *oo* vowel sound

### Use of English

Move on to WB page 7.

# Phonics, Use of English (WB pp6-7)

Remind the class of the sound *oo* and *book*.

## Exercise 1

Children complete the words and write the words. Remind them to read the words out.

## Exercise 2

Children write the words under the correct pictures.

## Exercise 3

Children complete the sentences using words from exercise 1, making changes as necessary.

**Phonics**

Remember! oo This is Anna's book.

**1 Write oo. Write the words.**

c\_k   b\_k   l\_k   t\_k   w\_d   g\_d   w\_l   h\_k

Now read the words.

**2 Match and write.**

**3 Complete the sentences. Use words from exercise 1 in the correct form.**

- We get \_\_\_\_\_ from sheep.
- We get \_\_\_\_\_ from trees.
- Miss Carey said, "This is very \_\_\_\_\_ work, Alfie."
- Grandma lost her earring and we \_\_\_\_\_ for it.
- My grandfather loves reading \_\_\_\_\_.
- Molly \_\_\_\_\_ her homework to school.
- "Please put your coat on the \_\_\_\_\_," said Mum.
- My aunt \_\_\_\_\_ delicious cakes.

Unit 1 Letters oo for short oo sound

**Use of English**

Read this! We are going to enter a competition.

**1 Read. Then write the long forms.**

We're \_\_\_\_\_ The short form  
A letter is missing. The apostrophe is in place of the letter.  
We are \_\_\_\_\_ The long form  
The missing letter is in its place. There are two words.

1 I'm \_\_\_\_\_ 2 he's \_\_\_\_\_ 3 doesn't \_\_\_\_\_

**2 Read about writing and speaking.**

When we write information we use the long form:  
Lions are not bigger than zebras but they are faster.  
When we speak we often use the short form:  
Lions aren't bigger than zebras but they're faster.

When we write what someone said, we use the same form:  
"Lions aren't bigger than zebras but they're faster," said Miss Carey.

**3 Read about letters and emails.**

When we write a letter to an older person, we use the long form:  
**Dear Grandma,**  
*I am sending you some photos of our holiday. It was really great.*

When you write an email to a friend you can use short forms. On page 23 of the Pupil's Book Sam wrote: Anna's really good at chess and I didn't play well.

**4 Write the long forms. Sometimes more than one letter is missing.**

1 can't \_\_\_\_\_ 2 I've got \_\_\_\_\_ 3 he's got \_\_\_\_\_

**5 Write the short forms. Write an apostrophe in place of the letter or letters.**

1 did not \_\_\_\_\_ 2 there is \_\_\_\_\_ 3 they have \_\_\_\_\_

Unit 1 Contractions and register

Write the two sentences on the board. Class reads.

## Exercise 1

Go through the presentation with the class. Write words on the board as necessary. Children write full forms. Check answers together.

## Exercise 2

Go through the different use of forms in speaking and writing. Ask children to read out sentences. Make sure children understand that in speaking, short forms are used most of the time.

## Exercises 4 and 5

Children practise the long and short forms.

## Exercise 3

Go through the information with the class and the examples. Explain to the class that in their own writing (apart from emails, direct speech and speech bubbles) they should use the long form. Children practise the long and short forms.

## Resource box

### PB answers Activity 2

#### Audioscript (CD A track 16) Listening activities 2-3 (PB p28)

Anna: Art Club was really good this week. We made puppets. I used an old sock, coloured paper and string. I put the string round the top of the sock. I pulled it tightly and made two ears. I cut out green paper for its eyes and I used black paper for its nose. My puppet was a red cat.

Henry: I made a puppet, too, but I didn't use a sock. I used a box, tubes, paper and wool. I made a brown horse. I cut out black paper for its eyes and I made a tail from black wool. At first the tail was too long so I cut the wool and made it shorter.

### WB answers

#### Phonics (p6)

Activity 2 took, wood, cook, look, good, wool, book, hook

Activity 3 1 wool 2 wood 3 good 4 looked 5 books 6 took 7 hook 8 cooks/cooked

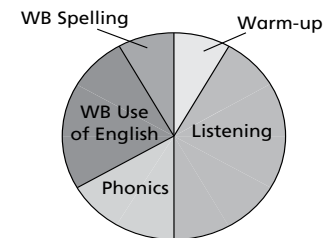
#### Use of English (p7)

Exercise 1 I am, he is, does not

Exercise 4 cannot, I have got, he has got

Exercise 5 didn't, there's, they've

### Time division



## Lesson 6 Class composition (Session 1) (PB p29) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) compose and write an email with teacher support
- (session 2) (WB) practise vocabulary; make notes about a school club
- (session 2) (WB) write an email about a school club

**Key structure and language** from Unit 1

**Key vocabulary** sports

**Materials** PB p29; WB pp8–9

### Session 1 Warm-up

Hold a short class discussion about emails: *Do you send emails? Who do you send to? family? friends? How often? Do you like sending emails? Why?*

### Class composition

#### Activities 1 and 2

1 Children look at the picture. Ask a child to read the sentences. Ask the questions. Elicit complete answers. Write notes on one side of the board, e.g. *sat next to Josh – played a trumpet – Josh played a flute – conductor, Mr Grey – going to be a Music Club concert, October – going to be fun.*

2 Ask other questions to help the class write Anna's email, e.g. *Does Anna like Music Club? the trumpet? How many children are in the orchestra? What is Mr Grey like? friendly? fun? kind? What will the children do before the concert? practise*  
Ask any other questions you wish. Note all the answers on the board.

#### Activity 3

1 Explain you are going to write Megan's email to Anna together. Ask how Megan begins *Hi Anna*. Write it on the board. Ask a child to read the beginning of the first sentence. Write it on the board. Explain you are writing as Megan so must use *I / we*.

2 Help the class to suggest complete sentences using the notes on the board.  
Use as many notes as necessary to produce a piece of model writing to match the ability of your class. It is not necessary to use every idea in the notes.  
Different classes will produce different lengths and qualities of work.  
Encourage the class to work to their best level.

3 When the email is finished ask one or two volunteers to read it to the class.  
Erase the complete writing from the board. If you wish, leave some or all of the notes on the board.  
Children write the email in their books. Some children will be able to write more than others.  
Remind the class that the questions in activity 2 can help them, too.

### Class composition

#### 1 Read.

Megan went to Music Club after school.  
She played in the orchestra.  
In the evening she sent an email to Anna.

#### 2 Look at the pictures. Think about these questions.

Who did Megan sit next to? What instrument did she play?  
What did Josh play? Who was the conductor?  
What is going to happen in October? Is it going to be fun?  
Who is in the picture on the poster?

#### 3 Write Megan's email.

*Hi Anna,*

*After school today I went to*

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Unit 1 Class composition: an email to a friend including a personal recount of events

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# Writing preparation, Composition practice (WB pp8-9)

## Session 2 Warm-up

Do the *Word mix* game (see Games, page 187).

### Exercise 1

Children complete this alone or in pairs. Check answers together.

### Exercises 2 and 3


Children work alone or in pairs. Set a time limit. Check answers.


### Exercise 4

A child reads the first two sentences. Children fill in the gaps for either Sam or Candy. They can choose what day they like and names for the captains. They decide on the goals / points each team scores and whether Sam and Candy were on the winning teams or not.

**Writing preparation**

1 Write the words under the correct picture.

A  captain, coach, team, goal, net

B  kick, throw, catch, score

Which words are verbs? A B Which words are nouns? A B

2 Write the verbs in the past tense.

1 kick \_\_\_\_\_ 2 catch \_\_\_\_\_ 3 throw \_\_\_\_\_  
4 pass \_\_\_\_\_ 5 score \_\_\_\_\_ 6 win \_\_\_\_\_

3 Underline the adjectives. Circle the adverbs.

slowly pleased loudly brilliant fantastic exciting quickly happy

4 Read the notes. Fill in the gaps. Use your own ideas.

Yesterday Sam went to Football Club and Candy went to Basketball Club. They played games in teams.

Day: \_\_\_\_\_ Club: \_\_\_\_\_  
Coach: Mr Green Coach: Mr Rivers


Captain black team: \_\_\_\_\_ Captain white team: \_\_\_\_\_  
Captain grey team: \_\_\_\_\_ Captain gray team: \_\_\_\_\_

Score (goals): Black team  2 Grey team  Score (points): Black team  Grey team  20  
Football competition: next week Basketball competition: December

Unit 1 Vocabulary practice; parts of speech; irregular past tenses

**Composition practice**

1 Look at the pictures. Choose some words from exercises 1, 2 and 3 on page 8. Write them in the boxes.



2 Write Sam's email to Pete or Candy's email to Anna. Use your notes from exercise 4 on page 8 and your words from the boxes above.

Hi \_\_\_\_\_  
I went to \_\_\_\_\_ Club on \_\_\_\_\_  
Our coach was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Unit 1 Informal e-mail

### Homework task

Children complete Check-up 1, WB p10. For answers, see p65

When they have finished or before the end of the lesson, ask different children to read all or some of their emails to the class. Children's work should vary according to their own ideas and ability. The example shows the range that can be expected in a mixed-ability class.

## Resource box

### Class composition example writing (p29)

Hi Anna,

After school today I went to Music Club. I played in the orchestra. I sat next to Josh. I played my trumpet and Josh played his flute. There were a lot of children in the orchestra today. Mr Grey was the conductor. He is very nice. We are going to play in a concert in October. We are going to practise our music every week. It is going to be fun. I am sending the poster for the concert. Can you see who is in the

picture? It is my friend [class chooses a name].

Are you going to come to the concert?  
Megan

### WB answers (p8)

**Exercise 1** A: coach, goal, net, captain, team; B: throw, kick, catch, score; verbs: B; nouns: A

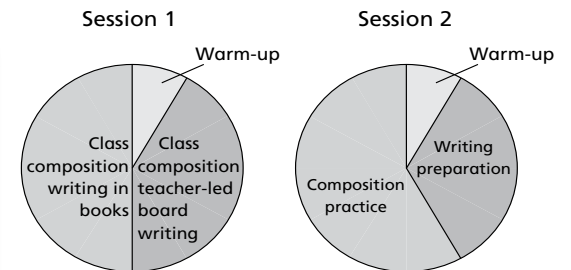
**Exercise 2** 1 kicked 2 caught 3 threw  
4 passed 5 scored 6 won

**Exercise 3** adverbs: slowly, loudly, quickly; others are adjectives

### Composition practice example writing (p9)

I went to Basketball Club on ... Our coach was Mr Rivers. I was in the white team. Our captain was ... The grey team captain was ... We won the game. The score was ... (Most children will be able to add, e.g.) It was very exciting. I scored 3 points. I ran quickly and I caught the ball. I threw it into the net. (Able children will add extra information, e.g.) In December we're going to enter the ... competition. I'm going to be in the team / play in the match. I'm very happy / pleased.

### Time division



### Portfolio

Children may make neat copies of their emails. If possible, let them key them into a real email account and print them out.